

School Name **Grand View University, Des Moines, IA**

Course Name **United States History Survey**

Course Format **Flipped/Traditional**

Key Results After redesigning the U.S. History survey course with MyHistoryLab, D/F/W* rates decreased by nearly a half. In addition, students became more engaged in the material—both online and in class.

Submitted by

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Course materials

Out of Many by Faragher with MyHistoryLab

Inspired by the “flipped classroom” model, I redesigned my U.S. History survey course with the measurable goal of decreasing D/F/W rates. Because students were not reading the text, they were not coming to class prepared to participate. Also, I wanted to get away from the “content dump” lecture approach. With the redesign, my goal was to balance active learning and historical literacy—and make it fun! I wanted to minimize lecture and maximize student engagement, making the class more of a workshop than a traditional lecture.

Implementation

MyHistoryLab models historical thinking by providing rich scaffolding—through discussion questions, assessments, the eText, and primary source documents—to help my students become active consumers of information. In order to achieve my redesign goals, I fully integrated MyHistoryLab into the course as a way to get students to read and interact with course content before coming to class. Now, before we cover a topic in class, students must first read the assigned material, work through MyHistoryLab’s discussion prompts, respond to their classmates’ discussion posts, and complete the MyHistoryLab chapter exam. Assigning weekly discussion board postings initiates focused conversations about the material so we can hit the ground running when we come together in class.

The required chapter quizzes measure student understanding of the assigned reading and prepare students to actively participate in class discussions. In class I now purposely limit my lecture time to 10-15 minutes, and I then use the remainder of class to facilitate in-class discussion, work on writing, and do group work which deepens their understanding of the material,

increases their critical thinking skills, and helps them get more out of the course. Because students now complete the assigned work in MyHistoryLab before coming to class, they arrive with a more thorough and thoughtful grounding in the material.

A significant portion of students’ course grades comes from their overall engagement with the course. In my definition, “engagement” consists of more than simply speaking up in class a certain number of times. Attendance, participation (verbal and nonverbal), collaboration with classmates, discussion board postings, and other means of active learning are all measurable components of student engagement—and my students have improved in all of these areas. They are doing better work, getting better grades, and enjoying U.S. History much more.

Benefits

Measures of success with MyHistoryLab include:

- Improvements in student performance: students are learning more as measured by decreased D/F/W rates and increased success rates
- Increased student engagement—both online and in class
- Increased critical thinking/historical literacy
- Improved teaching evaluations

Assessments

| | |
|--------------|--|
| 46.3 percent | MyHistoryLab (chapter exams and discussion board postings) |
| 16.5 percent | Essays (two) |
| 16.5 percent | Exams (two) |
| 12.4 percent | Final exam |
| 8.3 percent | Engagement |

“I’ve noticed improvements in the overall quality of my students’ work. We all have fun, we are engaged with one another, and grades indicate they get much more out of the course.”

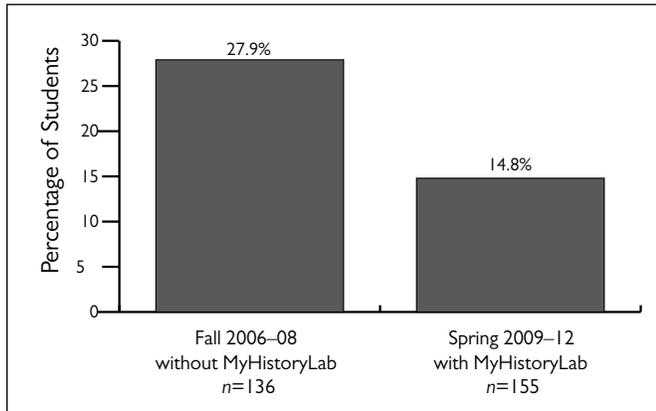


Figure 1. Student D/F/W Rates, Fall 2006–Spring 2012 (D/F/W rate=the percentage of students who withdraw from the course or receive an overall course grade of D or F)

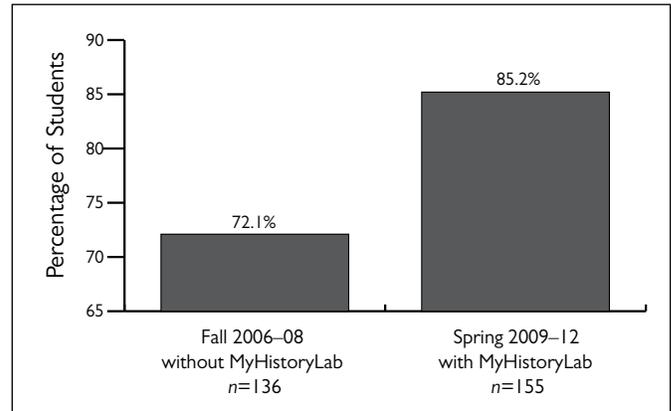


Figure 2. Student Success Rates, Fall 2006–Spring 2012 (Success rate=the percentage of students who receive an overall course grade of A, B, or C)

Results and Data

After redesigning my U.S. History survey course with MyHistoryLab, I saw a 47% decrease in D/F/W rates. In addition, I saw an 18.2% increase in student success rates (figures 1 and 2).

In addition to these encouraging quantitative results, I’ve also seen my course transform into a more active learning environment. Students are more engaged — both online and in class—and they ALL come to class more prepared, not just the best students who are likely to participate no matter what the format.

The Student Experience

I’ve noticed improvements in the overall quality of my students’ work. We all have fun, we are engaged with one another, and grades indicate they get much more out of the course. In addition, my teaching evaluations have increased. Before MyHistoryLab my survey evaluations for “Excellent Course” and “Excellent Teacher” ranged from 4 to 4.2 (out of 5) every semester. Since using MyHistoryLab, my scores have been 4.5 or above every semester.

Conclusion

MyHistoryLab enabled me to completely revamp my survey course, allowing me to accomplish my course objectives while improving D/F/W rates. The changes involved effort, but the results are more than worth it. I used to hate teaching the survey course; now it’s my favorite class.

*D/F/W rate=the percentage of students who withdraw from the course or receive an overall course grade of D or F.