

The University of North Carolina at Charlotte Charlotte, North Carolina

INSTRUCTOR Sue Spaulding

COURSE NAME General Psychology

CREDIT HOURS 3

COURSE FORMAT Hybrid

TEXT *Understanding Psychology* by Morris and Maisto

CONTRIBUTION OF MYPSYCHLAB TO FINAL GRADE 30%

TYPES OF DATA REPORTED Improvement in student engagement and participation; savings in classroom and teaching resources

MYLAB USER SINCE 2008

IN RESPONSE TO A UNIVERSITY REDESIGN INITIATIVE and in concert with the guidelines set forth by the National Center for Academic Transformation (NCAT), Professor Sue Spaulding and two colleagues, Lori Van Wallendael and Bill Siegfried, embarked on a redesign of their General Psychology course into a hybrid format using MyPsychLab. With the redesigned course, they hoped to:

- encourage student responsibility for learning
- serve more students
- make efficient use of limited space resources
- deliver an equivalent learning experience at reduced cost
- energize instructors

Professor Spaulding explains, “Administratively, we needed to accommodate increased enrollments at UNC Charlotte (from 16,000 in 2005 to 26,000 in 2012) without compromising students’ learning experience. And from an instructional perspective, we could no longer tolerate 40% attendance at lectures where many students were distracted and disengaged. We were eager to embrace a change that would energize us and benefit our

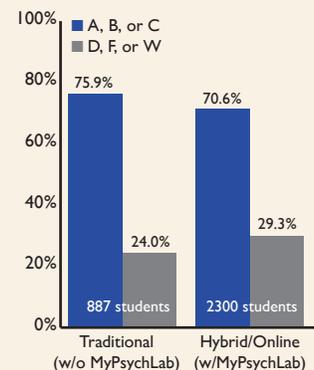
“As students worked in MyPsychLab, we began to see them engaging with course concepts more deeply and asking substantive, informed questions during class discussions.”

—Professor Sue Spaulding

students. After a review of all of the major publishers’ offerings, we selected MyPsychLab for our redesigned course.”

The redesigned course was launched in pilot form in spring 2011 with two hybrid sections and one traditional section. For the hybrid sections, one of two weekly face-to-face class meetings was replaced with students’ working independently online in MyPsychLab. In MyPsychLab, students access the eText and work through Media Assignments, Quick

Comparison of Grade Distribution with MyPsychLab and without MyPsychLab



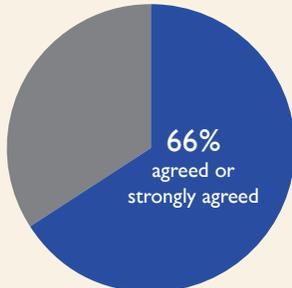
ANALYSIS

Student results from spring 2011 through spring 2012 show that, despite a 23% increase in course enrollment from 2010/11 to 2011/12, there was negligible difference in grade distribution between the traditional sections without MyPsychLab and the hybrid and online sections with MyPsychLab. These results indicate that the redesigned course with MyPsychLab delivered on the goal to provide an equivalent learning experience to a larger student population at reduced cost.

Student Satisfaction

Students using MyPsychLab spring 2011–spring 2012 in General Psychology were surveyed on the effectiveness of MyPsychLab.

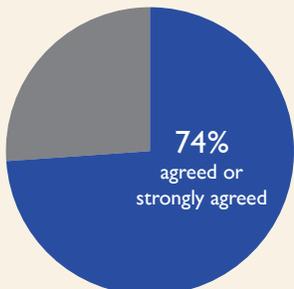
I wish other Psychology professors used MyPsychLab



MyPsychLab added value to the course



I would recommend MyPsychLab to fellow students



Total students: 1228

ANALYSIS

Students identified MyPsychLab as a key contributor to their success.

Quizzes, Writing Prompts, and Chapter Exams. The remaining face-to-face meeting was changed from a standard lecture to a more interactive session featuring demonstrations and class participation. In fall 2011, just one section was traditionally taught, 3 sections were hybrid, and a fully online section was added.

TEACHING WITH MYPsYCHLAB

Professor Spaulding reports that she and her colleagues (who, together boast over 85 years of experience teaching the Introduction to Psychology course) were invigorated by the process of creating a MyPsychLab-based hybrid course.

“MyPsychLab is so flexible,” says Spaulding. “Customizing my course was a pleasure. I am impressed with the breadth of high-quality media assignments and activities MyPsychLab offers.”

LEARNING WITH MYPsYCHLAB

Professor Spaulding was surprised that some students were initially reluctant to engage with the technology. However, as the semester progressed, she noted that some of the most timid students became proponents of MyPsychLab once they experienced the program. Professor Spaulding asserts, “We began to see a clear correlation between time spent in MyPsychLab and students’ satisfaction with it. And more importantly, as students worked in MyPsychLab, we began to see them engaging with course concepts more deeply and asking substantive, informed questions during class discussions.”

RESOURCE SAVINGS, WIDER ACCESS TO INSTRUCTION

“Restructuring our course delivery helped us to reduce overall costs while ensuring students wider access to instruction,” states Professor Spaulding. “In our pilot term, we were able to free up two 300-seat lecture halls, conducting four sections in the space previously used by two. We reconfigured our staffing from four paid graduate teaching assistants to one and added four undergraduate teaching assistants who earn course credit for their work. Together with students’ 24/7 access to MyPsychLab, we are now offering students wider instructional access while conserving limited classroom and teaching resources.”

CONCLUSION

“In our redesigned course with MyPsychLab, we met our initial goals,” states Professor Spaulding. “We delivered an equivalent, or better, learning experience using MyPsychLab versus the traditional format. Comparing students’ grades using MyPsychLab to students’ grade results before MyPsychLab was implemented, we don’t see a dramatic improvement in the numbers—yet. But we see a significant improvement in students’ engagement, understanding, and participation with MyPsychLab. And that enthusiasm is mirrored in the experience we, as instructors, have had with MyPsychLab. We continue to refine our approach each semester, working toward continued improvement in student performance.”

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For a product tour or to find out more, please visit www.mypsychlab.com