

# How To Redesign Your Course in “Real-Time-Based” Student Feedback

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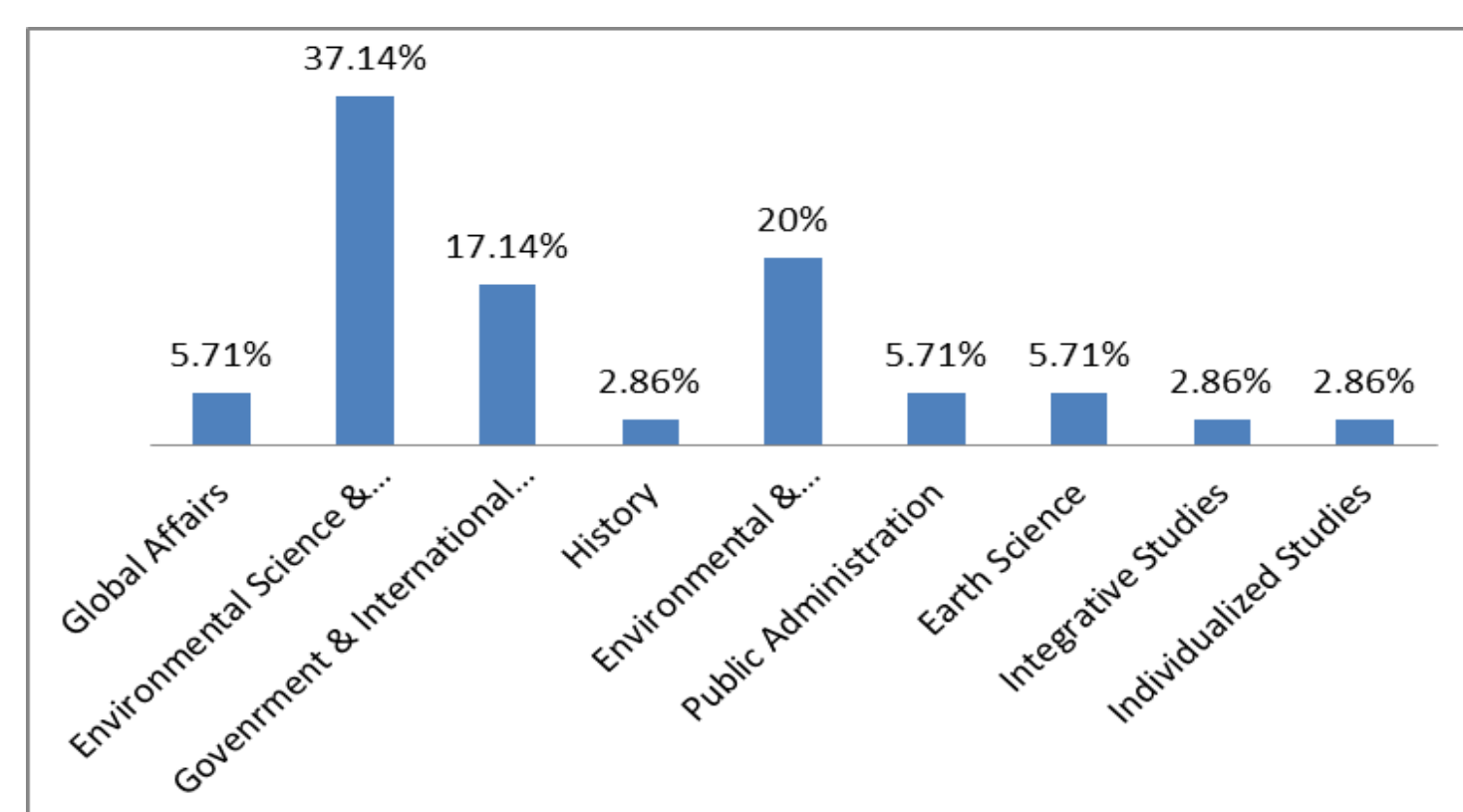
## Introduction

EVPP 361/GOVT 361 Introduction to Environmental Policy (Fall 2016)

### About the course:

The course provides an introduction to the complex world of environmental politics and policy. Students assess efforts to manage natural resources effectively and mitigate the adverse effects of environmental pollution. Students consider environmental issues at the local, state, and national level in the US and address global concerns such as biodiversity loss, energy demand and supply, and climate change. The overarching theme of sustainability serves as a focus for analysis and activities.

N = 35 students

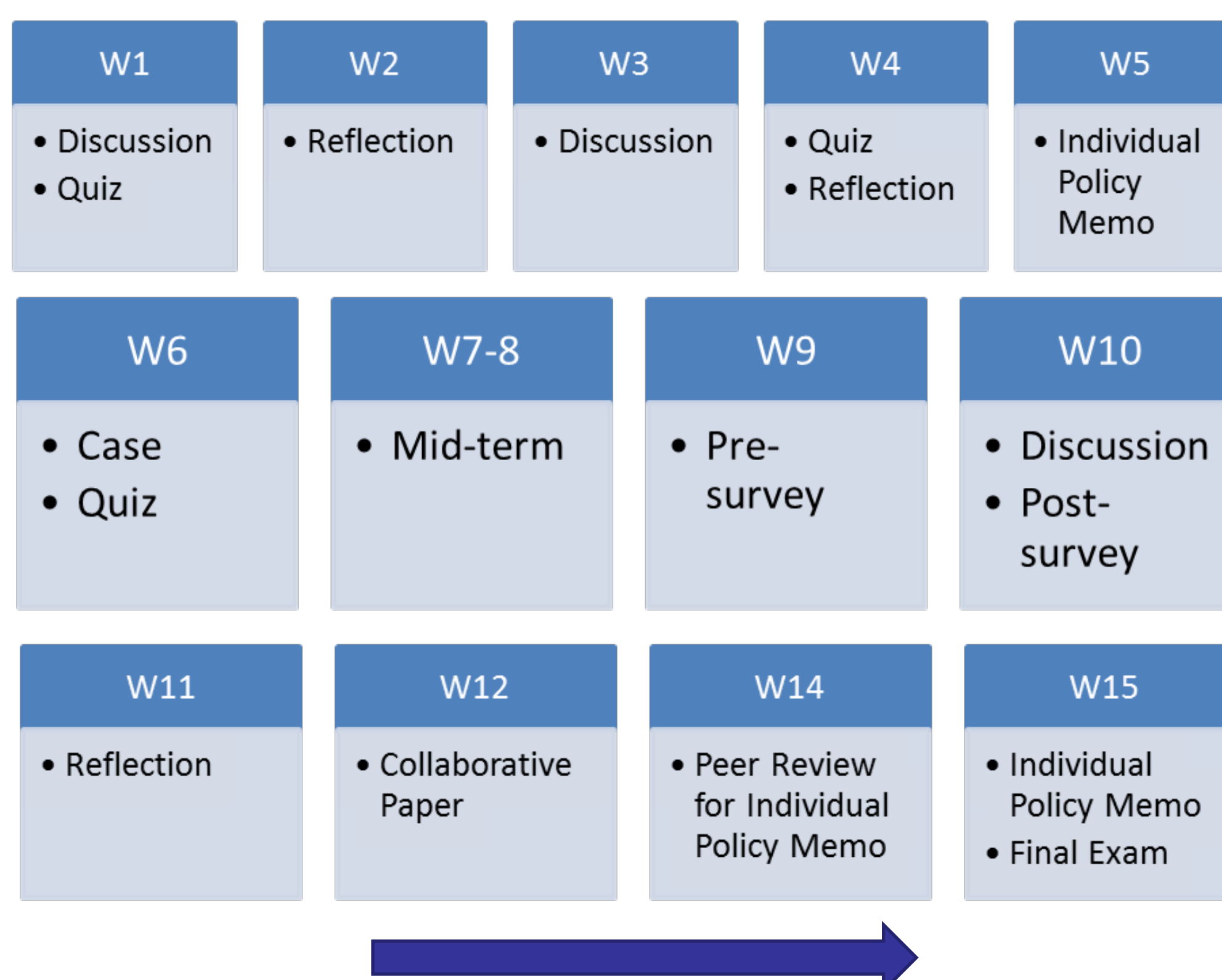


[Figure 1]. Enrolled students by majors

### Grading

Participation (Discussion, Quizzes, & Reflection) 25%  
Individual Policy Memo & Peer Review 20%  
Collaborative Paper 10%  
Midterm 20%  
Final Exam 25%

### The Course Design



## Flex Learning



### What is it?

- **For instructors:** Evidence-based, technology-enabled teaching to improve the learning experience for a broader student community
- **For students:** More choices and more engagement
- Learner-centered
- Types of Flex Learning:
  - Pace/Time
  - Place/Location
  - Mode/Assignments

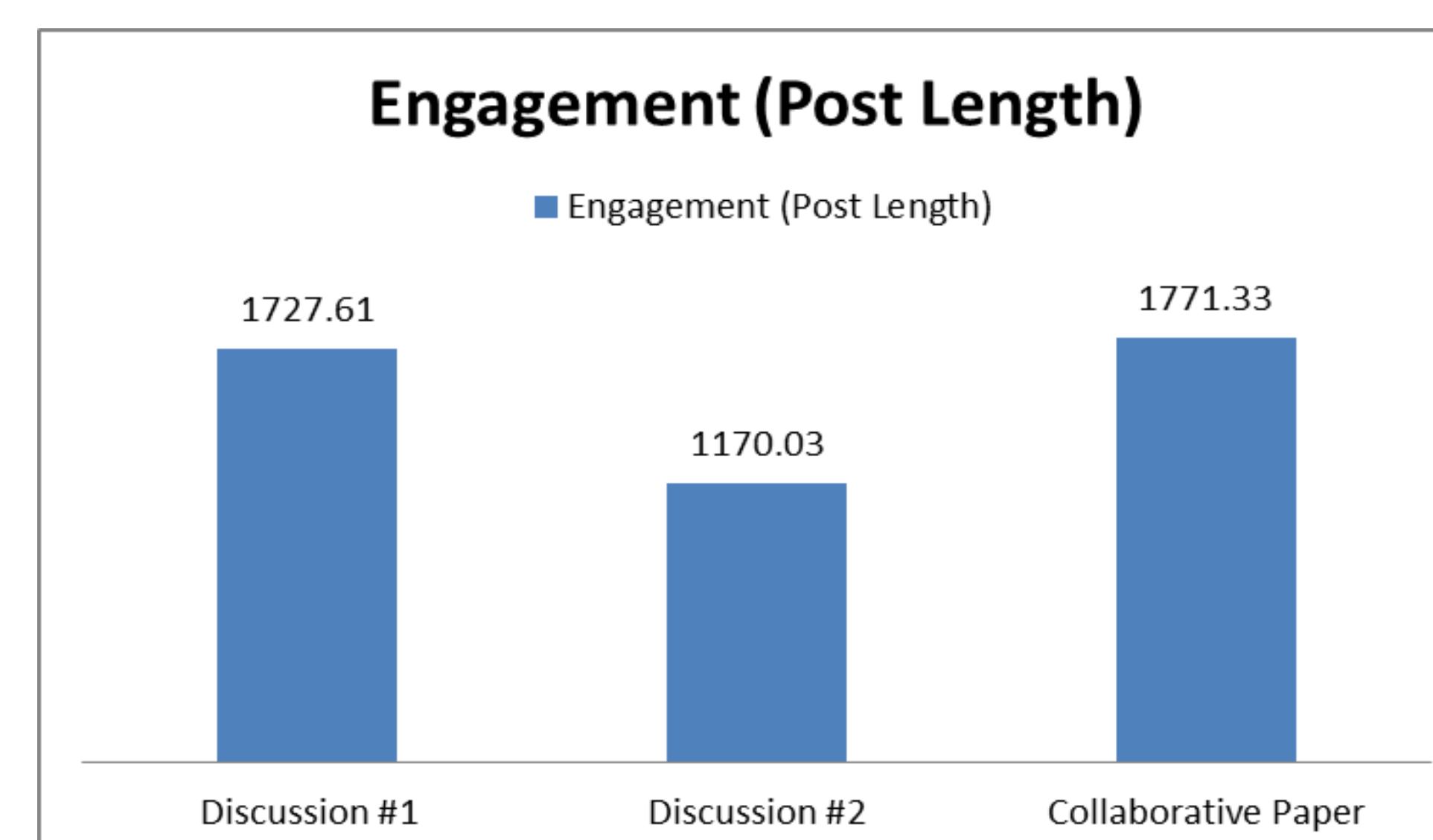
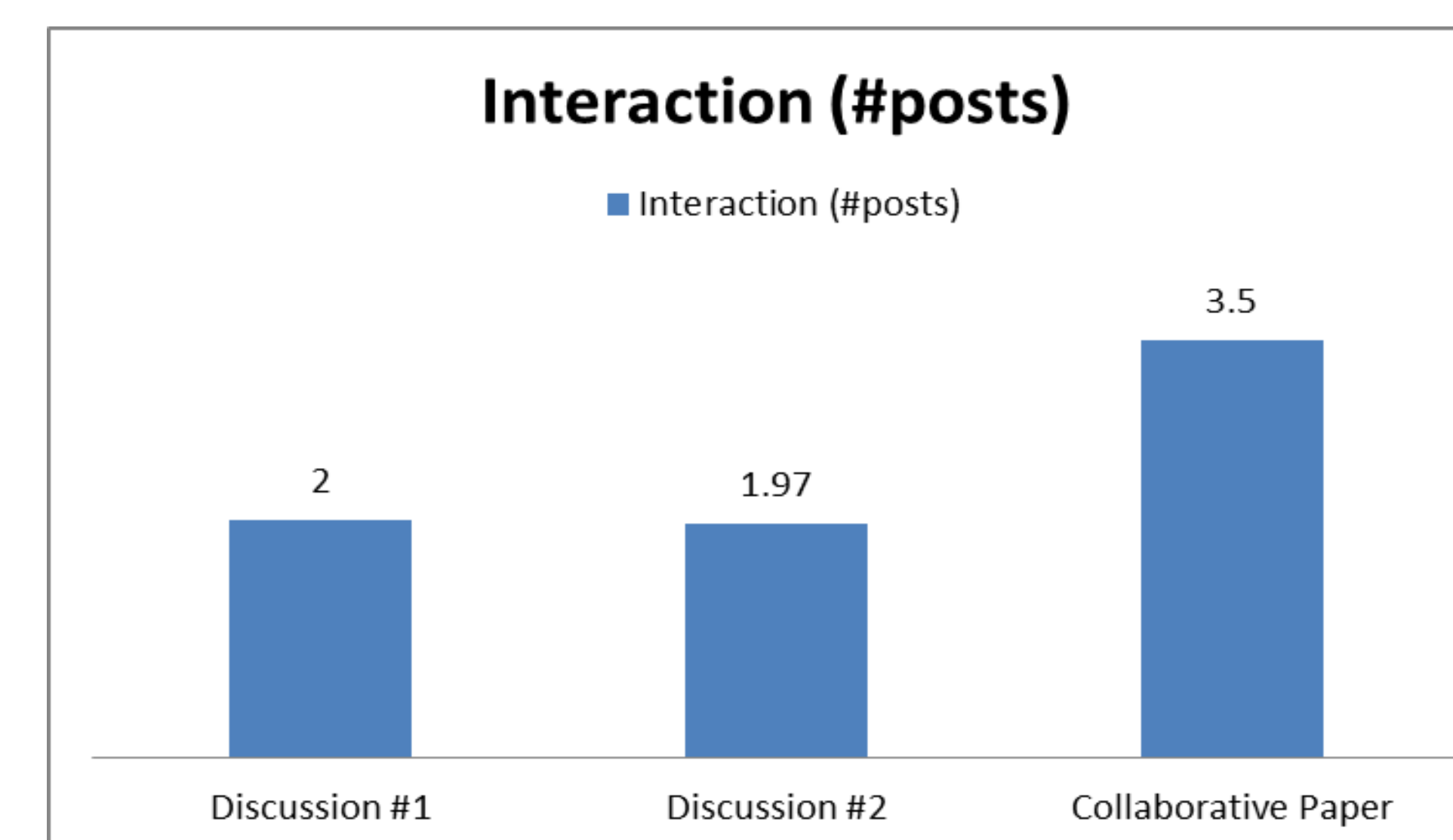
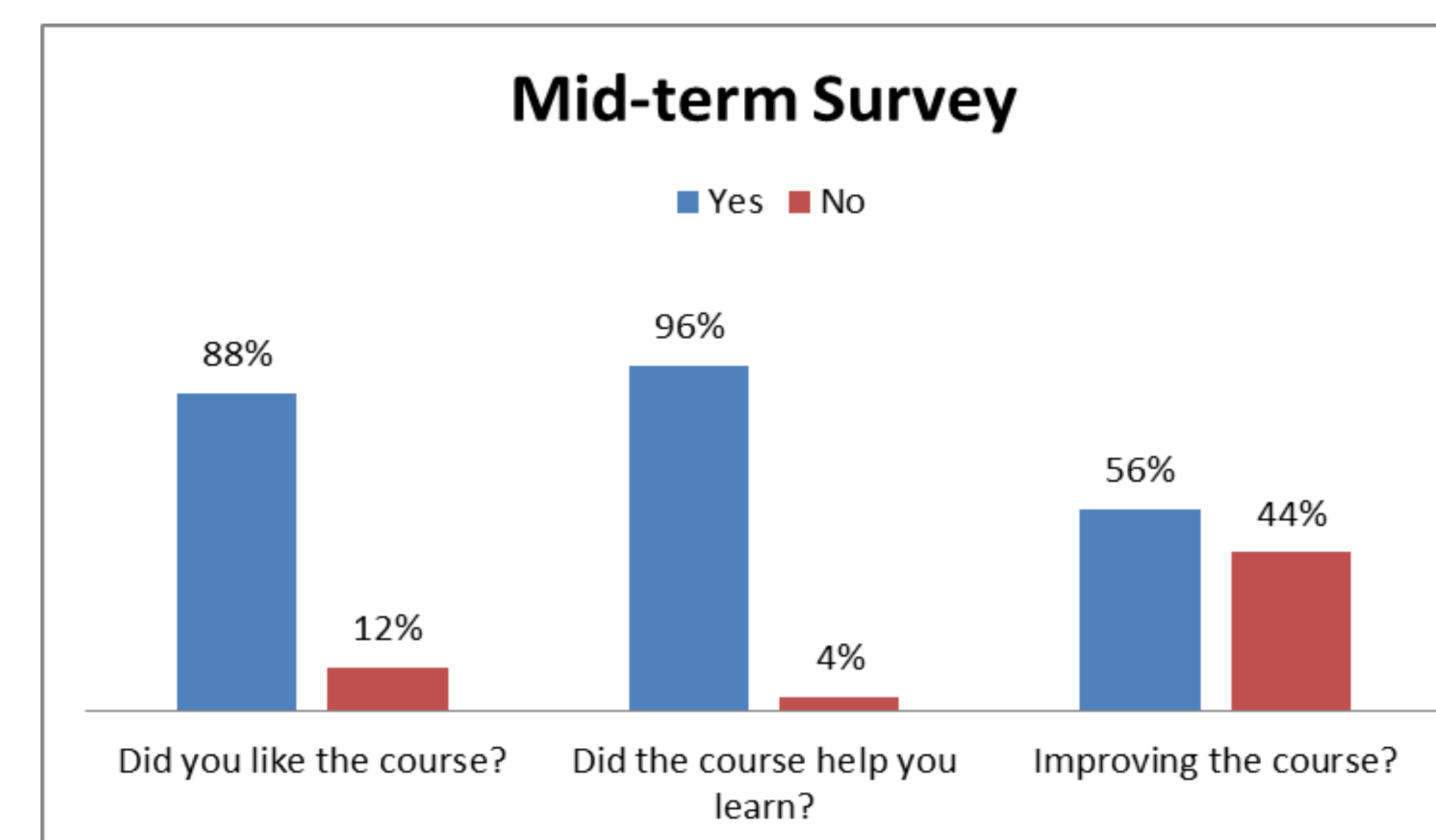
### Data Collection & Analysis

- Blackboard Learning Analytics
- Mid-term survey
- End-of-semester survey

## Results

Mid-term survey (n=25/71.42%)

- Did you like this 100% online course? 22/88% (Y)
- Did the course help you learn about environmental policy? 24/96%
- Improving the course?
  - 11/44% (N)
  - 14/56% (Y)



### End of Semester Survey

My overall rating of the teaching	4.65
My overall rating of the course	4.43
The assignments helped me learn the material	4.68
The instructor made the class intellectually stimulating	4.48
The instructor encouraged the students to be actively involved in the material through discussion	4.78

*"I enjoyed the independence of this course. The material allowed you to either explore the topic further or do what you needed for the course. However it kept students who are of interest in the topic fully emerged. I had a great experience and learned a lot in this class."*

*"This semester is the first time I have taken an online class and I surprisingly enjoyed it."*

## Implications for Flex Learning

1. Structure a course with a wide range of materials
2. Provide more self-paced learning opportunities
3. Pursue student feedback periodically so you can adjust as necessary
4. Use flexible assessment (tests, team projects, group work, or peer review)
5. Energize a course with a mix of interaction
6. Provide the value of learning analytics to understand student learning

## Bibliography

Gordon, N. (2014). Flexible pedagogies: Technology-enhanced learning. Retrieved from: [http://www.heacademy.ac.uk/resources/detail/flexiblelearning/flexiblepedagogies/tech\\_enhanced\\_learning/main\\_report](http://www.heacademy.ac.uk/resources/detail/flexiblelearning/flexiblepedagogies/tech_enhanced_learning/main_report)