Change in Teaching Approach for a One Credit Class
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Targeted Course:
Major course requirement intended to provide education for future physical and health education teachers, as well as future exercise physiologists/fitness trainers wanting to work with children and adolescents.

The Challenge:
No prerequisites. Students enrolled had varied levels of preparation. Providing adequate foundation in Exercise Science and application of fitness components relevant to our youth includes excessive course content for a single credit course.

KEY POINTS:
1. Students expressed dissatisfaction with required amount of work for a 1 credit class.
2. Poor student engagement
3. Poor IDEA teacher ratings
4. 38% of students reported NO strong desire to take this course in 2015.

2015 was the first year as instructor of this course. It was offered during several semesters prior in lecture format, 150 minutes per week.

Implemented in 2017 (addressing key points 1 and 2)
• Course reorganization
  • Reduced frequency of in-class instruction to 50-100 minutes per week while retaining content.
  • Assigned group work to be completed outside of class.

• Changes in teaching strategies
  • Used Guided Note Taking, Pause Procedure, Wake up call

Post intervention IDEA results

Student perception of workload shows favorable change

Implemented in 2017 (addressing key point 2, 3, and 4)
• Constructive feedback strategy
  • Increased one to one interaction
  • Focused on praise for effort

Post intervention IDEA results

IDEA Teacher Ratings improved
*Students reporting NO strong desire to take this course decreased to 11% in 2017

Conclusion: Interventions resulted in a positive effect on student perception of this course and teaching effectiveness.