Course Redesign in General Education: Lessons Learned, Next Steps – Session Takeaways
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The presenters, LaTanya Brown-Robertson, Associate Prof. of Economics at Bowie State University and Jean Ashby, Dean of Mathematics and Sciences at the Community College of Baltimore, each defined courses they'd help to redesign which had made progress in three directions:

- Opening bottlenecks for a variety of kinds of learners
- Improving outcomes for all learners
- Doing those things in ways the course more affordable, especially in terms of student time and money.

Sometimes the activities advancing one such goals also had benefits for others, but each goal required a separate commitment from the faculty and others involved in designing and teaching the course.

A second lesson was the importance of planning for gathering evidence to help tweak the course, both within the semester and from year to year. When institutions assume that support is only needed leading up to the first offering of the course, they may deprive faculty of some of the time or money they need to keep improving these technology-enabled courses. Dean Ashby, for example, described how the math course was being evaluated in part by working with Institutional Research to track student success in later courses, comparing them with others in the same course who had not taken the redesigned course. Participants observed that using pre/post tests and surveys could provide additional insights into how well the course was working.

Some interesting observations were made about more productive, efficient approaches to grading assignments in large courses, such as the use of rubrics in a College Park Psychology course to make it possible to assign students writing assignments every other week (before redesign, the reliance on multiple choice tests limited both assignments and the levels of learning that could be assessed.) Linda Nilson's book Specification Grading was recommended by a participant in the session.

Prof. Brown-Robertson began using Socrative as a free app for anonymous polling (a la clickers) and found it quite useful, including the ability to handle student responses in numbers or written in their own words.

Question for future research: when ULAs learn to see a course from the instructor's perspective, does that relate to a change in their grades in other courses?

Takeaways
Corequisite approach as a feature of redesign and how it worked at CCBC.

How useful pre/post tests and surveys were

Data being used for research by faculty

Get away from funding one iteration of a new course

Incentivize data collection by faculty

Groupme app as a way to get at students that's peer driven

Idea of not paying for ULAs; credit for ULA, learn by teaching, advantages of the skills

Does ULA experience raise ULAs grades in other courses – research question

Convene econ professors around ULAs and other redesign elements

Possible to push all three directions, if you consciously work each at them, experimenting your way, semester by semester, to a better course. Don't frame as one and done.

Jean: got data from later courses – possible with very large Ns; buying lunch for IR; once they ID those students in the redesign course as they move downstream. Lack of grant funds can hinder this extra work.

Shrinking faculty requirements (e.g., engaging pedagogy in larger size class) can make it possible to use only highly motivated, well-prepared faculty