

Enabling Transformative Curricular Change at the University:

The QEP Beyond Accreditation

A number of principles can be applied when people and institutions are engaged in making change that can increase the likelihood and predict aspects of success. The following seven guidelines to implementing change can assist Institutions to ensure that the mandates outlined in their Quality Enhancement Plans result in long-term institutional changes rather than short-lived projects.

1. Development and implementation are different: Institutions spend a significant amount of time and money conceptualizing and packaging their QEP but must also be committed to a long term expenditure of time and resources in implementation.
2. Change is a process: Institutions must move past the assumption that change can be announced and enacted as if it were an event. Change is a process that takes time to be absorbed by everyone.
3. Change comes from the individual: Unless individuals understand and accept the innovation, long-term change will not occur. Change begins with the individual.
4. Top-down leadership is crucial: Without the support of leaders, change cannot be replicated or sustained.
5. Change comes through intervention: Interventions should come in large and small pieces and be paced throughout the project. Small, incremental adjustments add up to big changes.
6. There is no one-size fits all innovation: Expect innovations to be adopted differently by different people. Innovations tend to be bundled and not all people will adopt all parts.
7. Change-makers reflect: Create a culture of reflection that generates a spiral of change, encouraging slow adopters and renewing innovators.

*Modified from Gene E. Hall and Shirley M. Hord's *Implementing Change: Patterns, Principles, and Potholes* (Boston: Pearson, 2006).

N-Gen III Benchmarks—AY2008-09

- Blue = Assessment Activities
- Orange = Course Structure Planning (Online Lessons and Activities/F2F Activities)
- Red = Course Content Development (Write Original Content/Choose Publisher Content)
- Purple = Technical Training
- Green = Administrative



Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	July	Aug.
SLOs	→→→→→ Assessment Plan	→→→→→ MC Item Development	Higher Order Items Training →→→→→	Rubric Development Survey Development	→→→→→ →→→→→ Develop Field Test	Complete Test Revision	Field Test Items Pilot Forms	→→→→→ →→→→→	→→→→→ →→→→→		
		Plan Course Structure	→→→→→	→→→→→							
		Develop Original Content	→→→→→	→→→→→	→→→→→	Complete Course Content for CDL	→→→→→	Course Content Revisions	→→→→→	→→→→→	
				WebCT Vista Training (If Needed)	→→→→→						
				Schedule Course with Department		Add Course To ecollege.com					



University of North Texas QEP Calendar: Year Three

Note: "X" denotes repeat of the event

August	September	October	November	December	January	February	March	April	May	June	July	August
Web Site Maintained	X	X	X	X	X	X	X	X	X	X	X	X
One-day Retreat 22-Aug 9:30-4:00					X			X			X	
Monthly Meeting	Sept 5 1 - 3	Oct 3 1 - 5	Nov 7 1 - 3	Dec 5 1 - 5	X	X	X	X	X	X	X	X
						End-of-Course Redesign Meeting						
Senior QEP Faculty Fellows Designated												
QEP II Course in Progress Meetings		Oct 3 3 - 5		Dec 5 3 - 5								
			Faculty Forum Nov 5 12 - 2			X			X			
							Prepare and Issue RFP for Year Three		Select Year Three Courses and QEP Faculty Fellows			

Redesigned Course Synopsis

Title of the Course

Art History Survey II

Name(s) of team

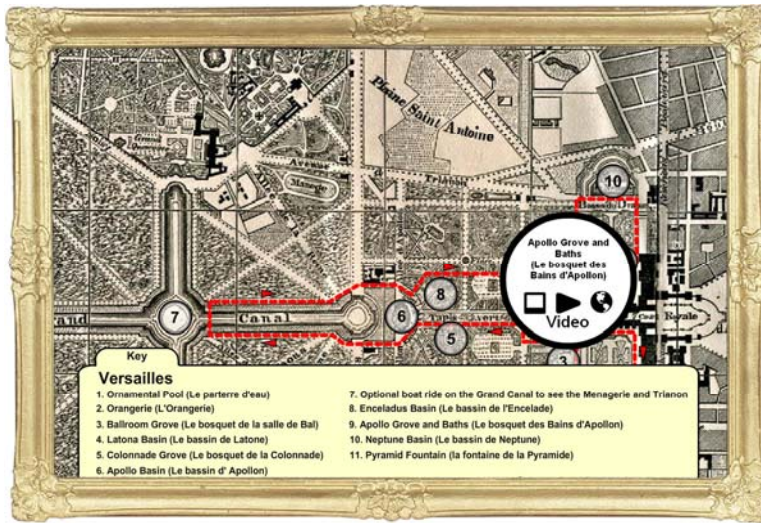
Denise Baxter, Assistant Professor of Art History
Kelly Donahue-Wallace, Associate Professor of Art History

Instructional Approach

The purpose of the redesign of this course is two-fold: to create more authentic and active learning and to take fuller advantage of the rich art resources in our area. The redesigned course operates on a schedule of seven, two-week modules. Each module has two hours of lecture surveying the major periods of art history (Renaissance, Baroque, Rococo, Neoclassicism, Romanticism, etc.). The decision to retain face-to-face lecture came after listening to our students who almost universally stated that they liked the lecture. During the remaining four contact hours in each two-week module, students attend small group discussions on a rotating schedule. The time outside class is spent solving Problem Based Learning (PBL) tasks requiring visits to local collections, museums, and monuments in the Dallas-Denton-Fort Worth area. Lecture, discussion section, and PBL tasks are coordinated through the course website, which also offers students discussion boards and chat rooms for greater interaction.

Sample Face-to-Face Experiential Activity

The face-to-face discussion sections begin with an activity designed to stimulate interaction. For example, students go on two-minute "dates" with other members of the group, listening to each student's responses to the reading questions. Other interactive exercises within the discussion meetings include role-playing and similar games. The remaining time in the discussion groups is spent considering the readings (scholarly essays, primary documents, reviews, artists' statements) in light of material presented in the lecture. At each meeting, students bring in examples of other images addressing relevant topics. For example, in the module addressing Postmodernism through the art of Kara Walker, students are asked to bring in an example of another artist's work that raises similar questions about race and identity. These images are also posted to the group's discussion board.



Sample Online/Off-Campus Activity

In the module addressing Neoclassical art, students are presented with the following PBL task: The Dallas Museum of Art (DMA) is considering purchasing a painting by Jacques Louis David. The student must assess the formal and iconographic characteristics of the proposed purchase, comparing it to well-known examples of Neoclassical art and to other paintings by David. The students then travel to the DMA to examine how the painting will complement the existing collection. They must consider the breadth of Neoclassical paintings already displayed at the museum to determine whether the painting adds to the picture of Neoclassicism represented by the DMA collection or duplicates ideas already amply found therein. Upon completing this evaluation, the students become the DMA's board of directors and decide whose evaluation is most convincing. During the module, students use the discussion boards to communicate with their groups and share strategies for solving the PBL task.



ART 2360
Art History Survey II

[Welcome! Start Here!](#)

[Course Content Modules](#)

[Pre-Test and Syllabus Contract](#)

[Lecture Notes](#)

[ATA Login](#)

[REMAINING EXTRA CREDIT OPPORTUNITIES FOR THE SEMESTER](#)

[Survey of Student Attitude](#)

[CLASSE Survey](#)



ART 2360
Art History Survey 2

Redesigned Course Synopsis



Title of the Course:

CECS 1100 – Computer Applications

Name(s) of team:

Design+Research Collaborative

Scott J. Warren, Ph.D.

Cliff Whitworth, Ph.D.

Mary Jo Dondlinger – Doctoral student

Tip Robertson – Doctoral student

Instructional Approach

Students in this class meet face to face four times during the semester to practice the basic skills needed to complete coursework. The remainder of the time, the class will meet in small groups online in the *Second Life* digital environment, which is free to download and enter. Visual imagery and audio will provide information, tasks to complete, and a larger narrative structure within which students may situate their learning. Rather than listening to lectures and taking large multiple-choice tests, students will hone their technology skills by solving ill-structured problems that they encounter in the 3-D environment. They will work with small groups, use productivity tools to develop products that solve posed problems, and take part in support one another using a complimentary courseware tool called Moodle. The goal of this instruction is to provide students with a general set of skills that will allow them to use any word processor, spreadsheet program, or presentation tool and adapt to new versions readily. Problems have been set with in a larger narrative structure that takes students along a linear story line within which their understanding will be situated. Game structures such as an overarching conflict, objectives to complete, clues to seek out and interpret, and feedback from the 3-D system are expected to increase student engagement with the learning of basic computer skills and knowledge.

Sample Face-to-Face Experiential Activity

As part of the face-to-face part of the class, learners worked with peers in order to uncover and share resources related to the first ill-structured problem that they would solve collaboratively by interacting with online tools. Further, the groups worked to set up and use the online tools such as *Second Life* and the course management software called *Moodle* in class prior to using them at a distance. Accompanying each of these were activities such as a scavenger hunt in the 3-D space of *Second Life* which they worked through together in the classroom as a means of answering questions and competing with the other groups in class.

Sample Online Activity

In this activity, the learner is exploring Acheron to look for clues related to the related narrative. The space contains links to outside web pages. If the learner discovers the linked text and information, they receive additional points as well as resources that will make solving their ill-structured problem less difficult. Further, students submitted the solutions to their problems online through e-mail accounts and Moodle as a means to received feedback from peers as well as the instructors.



UNT's QEP Faculty Blog at:

<http://ngenredesign.wordpress.com>

N-Gen Course Redesign

HOME

Go!

Welcome to UNT's "Next Generation Course Redesign Project"

The University of North Texas is in the fifth year of a ten year journey to transform large enrollment undergraduate courses by engaging and enabling faculty members to design, apply, and assess innovative instructional techniques. The goal of the QEP is to improve student learning outcomes by enabling our students to engage with the subject matter, with the faculty, and with each other. The transformed courses represent the next generation of course redesign and are designed for the next generation college student. For more information about the project and to find the courses that have already been redesigned, visit our website at <http://qep.unt.edu>



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