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Final Reflection
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In the past few months, I have been able to finish designing all the new course components for Basic Calculus, Math 125, that I proposed and have implemented most of them into my spring 2017 semester section. The pieces that I was unable to test out this semester included having the students watch the Demonstration WebAssign video and complete the student follow-up practice assignment. This is because those pieces are designed for students who are going to be taking the online course specifically. It gives them an overview of all WebAssign skills that are needed for the online WebAssign activities, and gives them a warmup, which is unnecessary for students who are in the traditional classroom setting. The first activity, Rough Draft Graphs, was tested by both my section and Miss Sulyok's section, and the second activity was used in my classroom only, due to time constraints. The lecture checks were utilized in both of our sections for the entire semester, as well.

I have attached the survey and corresponding survey results for the Rough Draft Graph activity on Google Drawings, and the Integration Practice assignment on WebAssign that I used to evaluate the success of these components. I did not feel it was necessary to survey the students regarding the lecture check assignments on WebAssign, as they are set up as any other homework assignment is designed and there have been no issues with them brought to my attention this semester.

I would say that overall, the implementation was successful, except for the demeanors of the students testing out the materials. I felt they were bitter toward doing mathematics online, since there are countless remarks in response to multiple survey questions about how math should be done on paper. This is understandable, since they did not sign up for an online mathematics course. However, someone who were to sign up for an online course this summer would be aware beforehand that all work shown would be on the computer, and not pen and paper. For the Integration Practice activity, it seemed that there were mixed opinions on whether it would work well in an online setting in which group members communicate to one another while completing it, and it seemed that the consensus was that WebAssign was preferred over other programs for this assignment. For the Rough Draft Graphs, most students were not confident drawing their graphs online and preferred it to be on paper. The instructions were updated to accommodate those who felt they were confusing. Overall, I am satisfied with how the implementation stage went, but I think if I were to do it again, I would want to emphasize to my students even more that these components would not be put into a traditional classroom setting, and would only be for an online course. That way, I would encourage them to be focus their criticisms more on the activities as if they were taking the online course, rather than focusing on not liking the online setting at all.

Thank you for this opportunity to expand my knowledge on technology tools that are available, and for the help from the OIT office in making sure my grant work was successful.