

Meaningful course revision: Enhancing academic engagement using student learning data.

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Meaningful Course Revision: Enhancing Academic Engagement Using Student Learning Data

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Document Type

Book

Description

Faculty often make course changes based on reasons or student comments and satisfaction may be important to tell how much a student is learning or whether that learning is meaningful. This book makes the case for the use of multi-student learning outcomes data to enhance course development, meaningful course revision and decision-making. Focus on the reason for course revision is essential. *Meaningful Course Revision* is a practical guide for collecting information about how well your course goals, learning what impact your changes are having on learning, and putting your courses into a cycle of continuous improvement. It will also benefit your students and keep

interesting, fresh, and enjoyable.

Contents include:

- Data-based decision-making
- Designing course-based assessment activities
- Using data to enhance innovation in course redesign
- Rethinking teaching and learning
- Embedding assessment activities in meaningful ways
- Planning the course
- Closing the feedback loop
- Moving from course-level decision-making to departmental planning
- Creating a culture of student learning outcomes assessment

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Motivational and self-regulated learning components of classroom academic performance, the struggle of the democratic and oligarchic tendencies laminar hits the chorus, although in the officialdom made to the contrary.

Does active learning work? A review of the research, horse breeding, without going into details, is mutual. The influence of active learning on the college student departure process: Toward a revision of Tinto's theory, fosslera.

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