

Centre for Teaching and Learning, Summer Student Award: Final Report

Maggie Salopek

Over the course of the summer, I worked closely with Deanna Singhal, the Psychology IT team, and graduate students to develop components for future online Introductory Psychology methods modules. I attended regular group meetings and contributed to the brainstorming, creative design, and organization of teaching materials.

One of my tasks was to transform content, generated by the graduate students, into informative videos. I began by researching currently existing online teaching videos about basic statistic principles. For those that I found exceptional, I reported on the features that made them interesting and contacted the creators of these videos, requesting consent for their possible use in our modules. With the assistance of the IT team, I researched and tested various screen-casting programs for our own videos. In the creation of our own videos, I worked closely with graduate students to write clear, concise, and user-friendly scripts from the content they generated. The two areas of content that were completed during the summer term, which I could put into production, were APA formatting and plagiarism. These were additional topics added to the content of the online modules. The original methods module portions were not completed during the summer term. With the IT team, we developed the layout and action within our videos and recorded the script, with myself doing the voice over. Though all methods content was not available for production, this work served as a template for future video content creation and module organization.

I was involved in the planning of test format in eClass for the methods modules. This involved brainstorming ideas about mastery learning, number of appropriate questions, format of questions, number of times a student could perform a given test, feedback offered with test results, and debating grade-based performance versus a simple score of “completed”/“not completed”.

I also worked with Deanna Singhal on faculty assessment of the perceived usefulness and effectiveness of the modules in relaying methods and statistics information to students, as well as the perceived ease of module integration into a course. Together, we designed questions to be asked during interviews with faculty. The goal was to address concerns that Psychology faculty might have about introducing a module into their course. As well, the interviews were to stimulate conversation about the creation process and, perhaps, find ways to get the faculty more involved in that process.