PHH 3700 - American Philosophy  
Spring 2011  
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Strategies

• 50% classroom, 50% online
• Content discussed in class carried over to online assignments

Classroom

Content
• Syllabus warned students that classroom content was not a reiteration of reading.
• Classroom time was used to extend, analyze, compare and critique readings.

Online

Content
• Textbook
• Content was on hosted on an external website from the course management program.
• Links to additional reading and resources
• PowerPoints

Assignments (course management system)
• Assignment instructions, submissions and grades
• Exams and quizzes
• Collaborative Quiz Question Creation
• Individual papers and essays
• Discussions - Each student made an initial posting (due Wednesday), comment or respond to other student posting (by Friday or Monday)

Quiz Question Creation

• 15% of the grade went toward Exam Question Creation
• Step 1:
  • In their groups, each student created five questions for each of the three exams. Each question had to include the question, answer and a justification.
  • Exam questions could not be duplicated.
• Step 2:
  • Student read all questions submitted by their team and find something wrong with a question.
  • Students discussed question and arrived at consensus for a correction.
• Teaching/learning strategy
  • Assignment created collaboration and discussion of course content among students.
  • Increased student knowledge of content.
  • Gave students a sense of ownership of their learning amid the course content.
  • Questions served as a study guide for exam.
• If a student created a better question than the professor, the student question was used on the exam.

Grades

45% Three exams
15% Quizzes
25% Papers/Essays
15% Exam questions
100% Total