

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)

Grades

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

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 and 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.