



## Gallery of 3-to-4 Conversion Resources

Welcome to the gallery. When considering the conversion of a course from 3 to 4 credits, faculty often think first about adding content. And while this may be true, moving a 3 credit course to a 4 credit course might **not** need more content; your students might benefit from more *learning* rather than simply more *content*. Your friends at the Hub for Teaching and Learning Resources have curated this gallery of resources to help you think about your options when redesigning from 3 credit hours to 4 credit hours. If you'd like someone to think through these ideas with you, set up a meeting with a [Hub Instructional Designer](#).

### Preparation

#### Time on Task

If you're going through this process, a good place to start is by estimating how long your students are already spending on work for your class as it stands. Here are three resources that help you to think about how to make that estimation.

[Emphasize Time on Task](#) - A quick overview of time on task from Indiana University Bloomington

[The Wake Forest University Time on Task Estimator](#) - Calculator type tool which can assist you with estimating how long different tasks will take students to complete

[Considering Time on Task with Leigh Wolf](#) - An interview post on the Hub Blog with an Arizona State professor who has examined time on task and used it as part of her course design.

#### Transparent Assignment Design

One way to make sure our students are spending their time learning is to reduce the time they spend having to figure out what they are being asked to do in a given assignment. The Transparent Assignment Template, linked below, is a thoroughly researched tool that supports students' ability to get right to the task at hand

[A Renewed Case for Student Success: Using Transparency in Assignment Design When Teaching Remotely](#) - This short article in Faculty Focus gives an overview of the need for transparent assignments and contextualizes this approach in pandemic times.

[TILT HigherEd](#) - This is the main website for the TILT HigherEd project and includes general resources and examples, as well as an opportunity to participate in TILT research.

## Instructional Strategies

### Active Learning

One way to make effective use of students' time is to use class time for activities that engage students in intellectually stimulating tasks. Implementing active learning may involve using the "flipped classroom" technique to assign lecture content to be viewed by students before a class meeting. [Flipped Classroom Overview](#)

Note: This resource contains many active learning options for online learning specifically, which could be adapted for face-to-face or hybrid learning. [Creative Assignment Ideas for Teaching at a Distance](#).

See these resources:

[Active Learning in Online Teaching](#).

[Active Learning Overview](#) - MIT Open CourseWare (5 min video)

### Problem-Based Learning

Project/problem based learning have more in common than just the "P". These models use practical applications of learning in meaningful ways. These curated resources (along with resources on "case based" learning) can help you to better understand these pedagogical approaches. UM-Dearborn has adopted "[Practice-Based Learning](#)" as a catchall phrase for these models.

[PBL is an instructional strategy incorporating open-ended learning activities](#) that resemble real-life experiences requiring students to take active participation to learn about a subject. PBL can be incorporated as a small individual activity students can do during one-class period or it could be a group project that can take the entire semester. [High-quality PBL framework](#).

[Using PBL to encourage interdisciplinary work](#). PBL can involve challenging issues or complex problems where students should apply multidisciplinary approaches in multiple stages.

PBL promotes critical thinking, problem solving and communication skills. See this [resource for ideas on how to incorporate it into your class](#). In any case, planning carefully and creatively how to use PBL is a very important phase. See [3 Steps to Getting Started with PBL](#).

[PBL Group work](#) should have enough complexity to keep students engaged, but it should not go beyond the abilities of the students either. Some benefits of group projects are applying oral and written communication skills, and multicultural competencies.

The role of the instructor is to guide students to think critically (i.e., reflecting on the task/issue/problem, researching, evaluating sources, analyzing information, assessing solutions, etc.) and to provide support that empowers students to complete the work (i.e. scaffolding, etc.). See [How to Scaffold in PBL](#).

### [Equity, Diversity, and Inclusion: Ensuring PBL for All](#)

Finding a way to incorporate students' backgrounds and interests into the PBL activities increases engagement and promotes inclusion. [Building Inclusive Classrooms](#).

PBL can be incorporated into any subject and you can find different examples here:

[Interdisciplinary Journal of Problem-Based Learning](#).

[PBL resources to incorporate it into higher education courses](#).

## Project-Based Learning

Project-based learning (PjBL) is a type of PBL that challenges students to actively learn by conducting a rigorous project in a real-world context. [What is Project-based learning?](#)

[Five keys to rigorous Project-Based learning](#) (6 min video).

[Project-Based Learning as a Vehicle for High-Impact Practices](#) (60 min WPI webinar).

See the [WPI Center for Project Based Learning Workshop](#) presentation slides.

[Tips for combining Project-Based and Service Learning](#). Making service learning the target of your project can help your students find meaning and connect your project to the real-world where projects have an impact in the community. Analyze community needs before you align your content to the project.

When designing your class project, keep in mind:

- [Increase student ownership in Project-Based Learning](#)
- [Planning for Student Reflection](#)
- [Support Student Reflection, Critique, and Revision in Project-Based Learning](#)
- [How does Personalized learning align with PjBL?](#)
- [Seven ways to boost collaboration in PjBL](#)
- [Evaluation within Project-Based Learning](#)
- [Ending Project-Based Learning units with a Call to Action](#)

Students can work individually or in groups and they could work on interdisciplinary projects.

[Project-Based Learning Examples](#)

## Case-Based Learning

[Case-Based Learning](#) is an instructional approach in which students analyze real-life scenarios applying knowledge they are learning in a class. This is another type of PBL, but this one tells a story relevant to a discipline (or multiple disciplines) that students need to analyze to understand the application of concepts, topics or skills in context. [Case-Based Learning Hub Presentation](#)

Cases can be small to discuss them during one class or they could be larger to analyze them for an entire unit. Students can work individually or in groups to analyze cases and write a detailed analysis of the case, but they could also write cases as an assignment.

Considerations for Teaching with Cases:

- [Using case studies to teach](#)
- [How to use the case method](#)
- [Teaching with cases](#)
- [Cases should be aligned to learning objectives](#)
- [Facilitating case studies.](#) Student work before, during and after.

How to Incorporate Cases [Inside the HBS Case Method](#) (13 min video)

Example teaching with cases [Take a Seat in the Harvard MBA Case Classroom](#) (10 min video)

[Students perspectives on the Case Method](#) (8 min video)

[Case Study Examples](#)

## Metacognition

Metacognition is an awareness and understanding of one's own thinking relevant to personal habits conducive to learning. [Encouraging Metacognition in the Classroom](#)  
[Think about Thinking](#) - Sandra McGuire (5-min video)

The more that students may be engaging in independent work and projects, group activities, and capstone projects, the more they will need to reflect on their own learning processes and progress. Many students are not aware of how they learn. In higher education courses, it is desirable for the professor to explain strategies to succeed in class and find ways to support all students. [Developing a classroom culture grounded in Metacognition.](#)

[2019 Keynote Teach Students How to Learn-](#) Sandra McGuire (75-min video)[Univ of Mich Metacognition Keynote May 6 2019.pptx](#)

## External Partners

### Career Exploration

There are already a wealth of resources available specifically for UM Dearborn classes that help students prepare for their careers after college. We know that student learning is supported when students can connect what they've learned in class to where they hope to be after graduating. If your course already lends itself to making these connections, including them within the credit hours of class encourages students to take advantage of the opportunities that campus provides them, within their academic duties, rather than extracurricularly.

<https://umdearborn.edu/office-career-services/career-support-your-students>

[Career Exploration in College](#) - Inside Higher Education

[Faculty tips for integrating career development into the classroom](#) - University of Denver

### Virtual Exchange

In our globally connected environment, the closed community of the classroom can feel restrictive and artificial. Fortunately, extensive research and support has already been done to facilitate virtual exchanges within the confines of a semester-long class. Dearborn's Office of Global Education is ready to help instructors connect with colleagues and students beyond Dearborn to deepen the learning experience of our students.

<https://virtualexchange.umich.edu/>

<https://umdearborn.edu/global-education>

<https://umdearborn.edu/global-education/collaborative-online-international-learning-coil> - this resource is an excellent primer on the premise of Collaborative Online International Learning (COIL) - an umbrella term to include a wide variety of virtual exchanges between universities.

### Community Engaged Learning

Another way to connect course learning with life after college is connecting coursework to a community partner and their work off-campus. UM Dearborn faculty have an excellent resource

to turn to if they want to explore this possibility further with the team in the Office of Metropolitan Impact, which offers planning support and grants for faculty.

<https://umdearborn.edu/office-metropolitan-impact/faculty-resources>

<https://umdearborn.edu/office-metropolitan-impact/engagement>