Team-based learning in a large lecture course: Preliminary data from PSYC 1000

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LAMP — LEARNING ACTIVELY MENTORING PROGRAM

Values

- Promote understanding and learning across contexts
- Encourage students to think critically about materials presented in and out of the classroom
- Apply knowledge across contexts
- Improve scientific literacy
- Writing is thinking
- Facilitate a sense of community
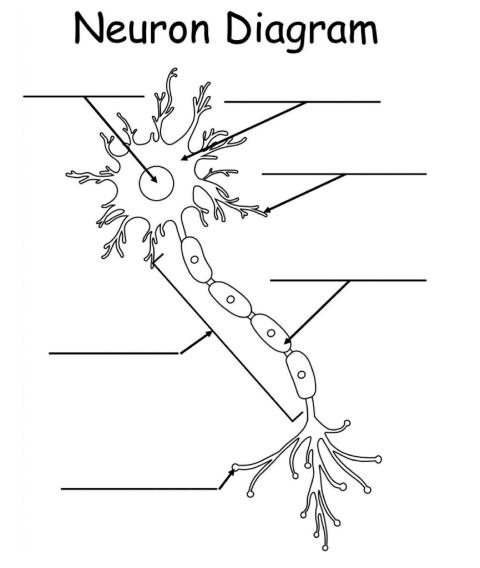- Promote students' overall health and well-being

Course Context

- Majority non-majors
- Taking PSYC 1000 to fulfill the "H" requirement for their University Studies Program (USP) requirements
- Historically, high DFW
- Large enrollment (~80-160 students)
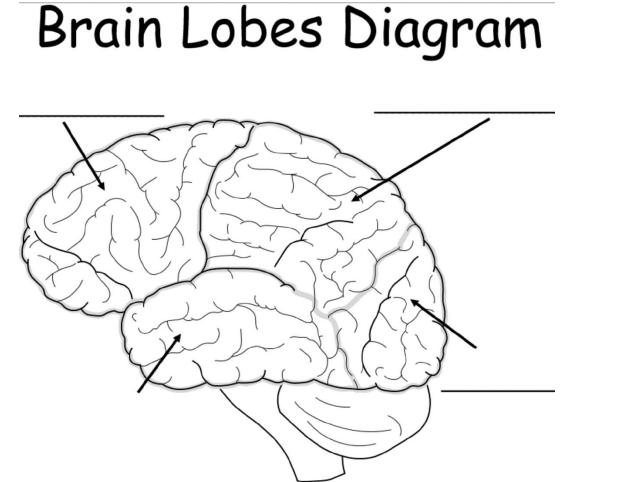- Lecture-style classrooms

Student Learning Outcomes

Given an active learning environment and reiterative opportunities to practice and have safe failure, students will be able to:

- Define and describe key terms, concepts, and theories in psychology
- Describe methodologies used in the study of psychology
- Describe empirical findings and basic processes from psychology
- Communicate their application of key theories and findings from the course to their own personal experiences in a way that demonstrates a basic understanding of psychology
- Critique peer-reviewed articles

Assessments

Neuron Diagram

Brain Lobes Diagram

	X Axis	Y Axis
Days	Ice Cream Sales	Shark Attacks
1	100	2
2	50	1
3	200	3
4	400	4
5	100	2

Article critique "paper"
- Choose 1 of 5 empirical articles
- Submission: Traditional paper or any audio/visual
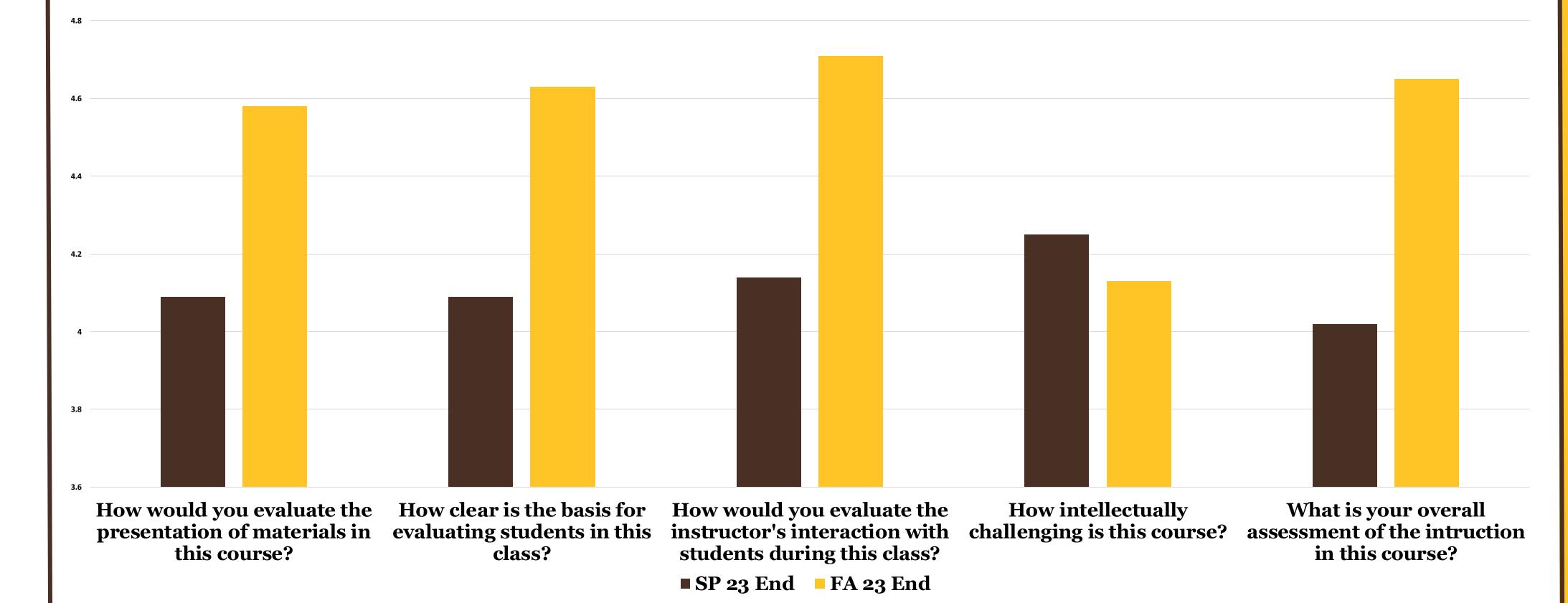- Goal: Improve scientific literacy

Reflection "paper"
- Choose 3+ psychological concepts
- Goal: Communicate their application of key theories to personal experiences

Results

Pre- vs. Post-LAMP GPAs

- Spring 2023: 73.59
- Fall 2023: 87.42

Pre- versus Post-course Knowledge Survey Confidence

I can label each lobe of the brain and describe their main functions.

I can name the main components of the central nervous sytem.

A drug molecule that inhibits or blocks a neurotransmitter's action is called a(n)_____.

■ Pre-course ■ Post-course

Pre- vs. Post-LAMP Student Evaluations

- How would you evaluate the presentation of materials in this course?
- How clear is the basis for evaluating students in this class?
- How would you evaluate the instructor's interaction with students during this class?
- How intellectually challenging is this course?
- What is your overall assessment of the intruction in this course?

■ SP 23 End ■ FA 23 End

Student Feedback

Spring 2023	Fall 2023
"The information was good, but it never made me interested."	*"I really enjoy the active learning environment."*
"I had trouble focusing for over an hour during class…"	*"She had us do activities in class that kept us engaged…"*
"I would like more activities in class because the lectures were hard to sit through."	*"[The] little experiments …grabbed everyone's attention and focus, which is important in a longer class period…"*

Future Goals

- Compare knowledge survey data across time and make related improvements
- Brainstorm a semester-long project
- Brainstorm additional in-class activities
- Apply these principles in other courses
- Compare data across courses with colleagues in topics courses