

Northeast State Technical Community College Blountville, Tennessee

INSTRUCTOR Professor Xiaoping Wang *Redesign Team Leader*

COURSES DSPR 0870 Basic and Developmental Reading

LEVEL Advanced level (12th+ grade)

TEXT No text besides MyReadingLab

TERMS COVERED Spring 2008, Fall 2008, and Spring 2009

CONTRIBUTION OF MYREADINGLAB TO FINAL GRADE 75-80%

TYPES OF DATA REPORTED Grade distribution, student success, and retention comparisons

COURSE STRUCTURE Transitioning from traditional, lecture-based structure to web-based, interactive course instruction using MyReadingLab

ANNUALLY, 20% OF NORTHEAST STATE TECHNICAL COMMUNITY COLLEGE'S 2500+ freshmen place into its Basic and Developmental Reading course after taking the COMPASS reading test. By 2007, with up to 45% of those students failing or withdrawing from the course each semester, it was clear that the existing course simply was not meeting students' needs.

Comprehensive course restructuring to meet students' needs

Professor Xiaoping Wang spearheaded a comprehensive course redesign. Specifically, the challenges she identified in the existing traditional, lecture-based course included:

- High failure and withdrawals per semester
- Lack of individualized instruction; "One size fits all" instructor-centered approach
- Obstacle to students' timely progression toward graduation
- High cost to deliver small classes

Professor Wang and the reading faculty determined to build the redesigned Basic and Developmental Reading course around MyReadingLab. With MyReadingLab as the cornerstone of a student-centered, flexible and immersive learning environment, the course redesign team hoped to improve student learning outcomes, create an enriched, technology-centric learning environment, provide individualized instruction, and reduce the overall cost of the program.

PILOTING MYREADINGLAB

Over the course of three terms, spring 2008 through spring 2009, Northeast State carried out redesign Pilots I, II, and III.

- In Pilot I, spring 2008, 50 out of the total 134 students enrolled in Basic and Developmental Reading were placed into the redesigned course centered around MyReadingLab while the remaining students followed the traditional course structure.
- In Pilot II, fall 2008, 84 out of 224 total students were placed in the redesigned course.

TABLE 1

Grade Distribution Comparison between Students Using MyReadingLab and Students in the Traditional Course

Class	Redesigned w MyReadingLab	Traditional
A	33.00%	14.67%
B	18.33%	24.67%
C	8.33%	16.67%
F	32.00%	40.00%
W	8.33%	4.00%

TABLE 2

Comparison of Students' Learning Improvement with MyReadingLab versus the Traditional Course

Class	Pre-Test Average	Post-Test Average	Value Added
MyReadingLab Pilot II	72.06	84.77	12.71
MyReadingLab Pilot III	65.23	86.05	20.82
Traditional	72.29	81.09	8.80

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■ In Pilot III, spring 2009, all reading students enrolled that semester were placed in the redesigned course.

In the redesigned course, the Reading Emporium format is used, and students do not come to scheduled class for three hours a week in the traditional way. Instead, students complete the MyReadingLab diagnostic pre-test and follow an individualized learning plan based on the results. Students work in MyReadingLab to complete multiple practice sets and module tests at their own pace within a time structure but are required to spend two hours per week working in the Reading Center where one-on-one instruction and assistance is provided by the reading instructors and multiple Reading Center assistants. Students also meet in weekly reading groups led by the instructor and receive feedback and additional instruction as needed. Students are also required to maintain course notebooks that contain the course documents and their learning records. The course notebook helps keep students organized and on track to complete course work successfully. All course documents are easily accessed online. At their option or on the recommendation of an instructor, students may also view mini-lectures on major reading topics online. MyReadingLab tracks and grades students' progress through the course automatically and final results are measured by the diagnostic post-test.

RESULTS

The MyReadingLab-centered redesigned pilot course produced clear improvements in student learning outcomes. Fully 33% of students in the redesigned Pilot I course scored an A as their final grade versus only 14.67% of students in the traditional course. In the redesigned course, 59.76% of students succeeded, achieving a passing grade of C or above versus 56% in the traditional course.

In addition, the comparison of students' pre-test and post-test performance from Pilot II and Pilot III reveals a 12.71 to 20.82 gain versus the 8.80 in the traditional course.

The program also achieved a 48% savings over the traditional course due to the larger number of students each instructor can work with.

CONCLUSIONS

Preliminary data from this redesigned MyReadingLab course is promising.

Professor Wang summarizes her evaluation of MyReadingLab's efficacy:

"I feel that the preliminary data from the redesigned MyReadingLab pilot course shows promise in improving our students' learning and success rates. I believe that the hands-on learning activities and immediate feedback provided by MyReadingLab coupled with individual assistance students received helped our students gain mastery of essential reading skills."

LOOKING AHEAD

Based on the pilot results, Northeast State Technical Community College will continue to include all reading students in the redesigned MyReadingLab-centered course beginning in fall 2009.



www.pearsonhighered.com/english

For a product tour or to find out more, please visit www.myreadinglab.com