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Project # 2 Higher Education Case Studies

EDTC 814 Advanced Effective Models of E-Learning

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EDTC 814 – Project #2: Higher Ed Case Studies

Case Study 1

Title: ***A Case of Cheating?***

Overview	**Location:** Introductory Physics class, Metropolitan College. **People:** Professor Margaret Blake and her 24 students. This case study describes an incident in Professor Blake's Introductory Physics class in which students in a cooperative learning environment engage in cheating during an exam. A student, Paula, observed cheating involving students in adjacent groups, where answers were being passed covertly by a student called Charles to another student, Bill. The incident caused Paula to relocate to another area of the room due to her frustration with the dishonesty. Professor Blake was unaware of the incident was informed of the cheating after the completion of the quiz. During the Peer Evaluation, more students shared the same information and confirmed that both students cheated. Professor Blake reflected on the situation, noting that it was the last quiz, and the final exam would be organized differently to prevent such issues. The case highlights issues of academic integrity, the impact of group dynamics on cheating, and the professor's response to the incident.
Needs Analysis	**Current status:** Professor Blake teaches her physics class based on the Team Learning Model which involves no lecturing and students learn from each other working in groups. An incident of cheating occurs during her very last

	quiz of the semester. The professor was not aware of this and wanted to make sure that she doesn't treat the involved students unfairly. She hands out Peer Evaluation forms and other students also confirm the same. **Change requested:** The students who brought it the professor's attention that cheating was happening in her course. The professor now needs to carefully consider and reevaluate her instructional design so that cheating of any kind does not happen again. **Possible solutions:** Professor Blake needs to address and prevent cheating in her class and for that she needs to implement effective strategies. To begin with, she should not leave the classroom during a quiz and directly observe the students while they are doing the quiz. She could collect work samples/ projects (formative assessment) for grading and then give a test at the end of semester (summative assessment). The professor could also give out questionnaires to the students to obtain feedback on their experiences with cheating and see how she can effectively maintain her Team Learning instructional design but at the same time prevent cheating. Lastly Professor Blake can consult with the Dean or a department head to gain perspective on the situation and how to manage group dynamics and academic integrity. She could also identify if current departmental or college policies are sufficient or if they need revisions.

	Required training: Professor Blake can review her instructional design and seek additional trainings that will help her in strengthening her Team Learning model. Additionally, she can seek professional development opportunities where she can gain an understanding of how to deal with and prevent cheating in the class and how to deal with students who are affected by it. **Potential causes or feelings:** If Professor Blake sets clear expectations at the beginning of the course and outlines the academic integrity policy of the college to the students, she will be able to prevent such situations. It will give her confidence, and she will know exactly how to deal with such situations in the future.
Task Analysis	"For effective instruction to be developed, instructional designers need to be able to determine the content and/or the tasks that make up the instruction" (Brown & Green, 2024, p. 78). A task that Professor Blake needs to do it to analyze her Team Learning model and see if she can modify the model in a way that minimizes opportunities for cheating. She needs to develop clear procedures and channels for reporting incidents and educate students about academic integrity and reporting mechanisms.
Learner Analysis	Our audience here are the 24 students in Professor Blake's physics class. For most parts they are doing well with the Team learning Model that Professor Blake uses in her class. However, they are not happy as two students (Bill and Charles) openly cheat in the class. Six students felt that their efforts were wasted as both Bill and Charles were constantly late, did not do the required work and did not give their best effort to their group work. Professor Blake can

	discern this information from the Peer Evaluation forms that she hands out at the end of the semester.
Goals/Objectives	Professor Blake should aim to prevent cheating, ensure academic integrity, and support the students with effective strategies and resources. Instead of giving 10–15-minute quizzes every day, the Professor should develop more rigorous form of assessments. She can create exam formats and environments that minimize cheating opportunities. Also, using formative and summative assessments maybe a better way to assess student learning. By eliminating or preventing cheating the Professor will be able to uplift the morale of the students and preserve academic integrity.

Case Study 2

Title: Paul Seymour, Assistant Professor: A Dilemma Case in Teaching

Overview	**Location:** The State University at Chicago **People:** Dr. Paul Seymour, Assistant Professor Molecular Evolution course. This case study is about Dr. Paul Seymour, an Assistant Professor at the State University of Chicago and how he is grappling with a dilemma regarding his teaching approach in his Molecular Evolution course. He teaches this course to 40 juniors most of whom are pre-med students. Dr. Seymour uses a collaborative learning style of teaching in his class where the students learn by

	group discussions, papers and case studies. They work in teams and receive group grades. While Dr. Seymour is a well-known researcher and an expert in his field, his students were not happy with his collaborative style of teaching. They prefer lecture style and very dissatisfied with the group work. Additionally, the Chairman of his University was also not happy with Dr. Seymour because he was not spending his time on writing his grants.
Needs Analysis	**Current status:** Dr. Paul Seymour, an Assistant Professor, teaches a course in Molecular Evolution in a collaborative learning style. The students are very dissatisfied with this style of teaching and doing group work. The Chairman of the University is also unhappy with Dr. Seymour for not working on grant writing. **Change requested:** The students of the Molecular evolution course who are unhappy with the collaborative style of learning, some faculty members of the Department of Integrative Biology and the Chairman of the University. **Possible solutions:** The course that is taught by Dr. Seymour is important for students who are appearing for MCATs. The expectation of the University is that Dr. Seymour teaches his course effectively and writes grants for his research program. Dr. Seymour needs to evaluate if his style of collaborative teaching is appropriate for his students. “Careful consideration of the target audience helps ensure that the instructional design is effective and efficient for the audience (Brown & Green, 2024, p. 96). Since students or the target

	audience are unhappy with Dr. Seymour's course, he will have to come up with an instructional design that students are comfortable with and that appeals to their learning styles. He will have to use questionnaires to ask feedback from the students to understand their learning styles and their specific needs. There could be common themes in their feedback that indicate areas for improvement for the professor. Dr. Seymour could also consult with his more experienced colleagues to understand their teaching styles and how they work with the students. He can also ask one his colleagues to directly observe him in the class and give feedback on his teaching style and collaborative learning. **Required training:** Dr. Seymour may need training or resources to enhance his teaching skills. This could include workshops on active learning techniques, course design, or student engagement strategies. He could reach out to his postdoc mentor Dr. Mary Craxton, from Duke University, from whom he learnt the collaborative teaching method. He could benefit from observing her closely as she models this type of teaching. He can then try and adjust his instructional design and supplement it with more traditional techniques that meet the needs of his students. He might benefit from mentorship or peer support from more experienced faculty members who have faced similar dilemmas. **Potential causes or feelings:** The students feedback and evaluation of the course will serve as an indicator of their satisfaction with the course. Once

	students are happy and satisfied, it will give confidence to Dr. Seymour and alleviate his feelings of depression.
Task Analysis	The task analysis will help identify gaps in Dr. Seymour's teaching practices and determine what specific improvements or resources he needs to enhance his effectiveness. He needs to find a balance between maintaining academic rigor and improving student engagement and performance. This will involve evaluating his current teaching practices, understanding the specific needs and challenges of his students, and aligning his approach with departmental expectations. Moreover, he should hone his time management skills so he can devote some time to writing grants for his research program.
Learner Analysis	The target audience for this case study are 40 pre-med students preparing for their MCATs. The other stakeholders are Dr. Seymour's colleagues and other faculty members of the Department of integrative Biology and the Chairman of the University. "Gathering data about students reactions to the instruction (and interpreting that data) is an important summative evaluation activity" (Brown & Green, 2024, p. 96). This feedback can help with understanding learner characteristics and their specific needs.
Goals/Objectives	Dr. Paul Seymour is at a crossroads, needing to address a complex dilemma involving teaching effectiveness, student engagement, and alignment with academic standards and expectations. The situation calls for a thorough analysis and strategic adjustments to improve both his teaching practices and student outcomes. This analysis will help Dr. Seymour in understanding his students better and in tailoring his teaching strategies to meet their needs. For

	example, if the learner analysis shows that students have diverse learning styles, Dr. Seymour might need to incorporate a variety of instructional methods to address these differences. He will benefit from setting up a feedback system for students where they provide ongoing input on teaching effectiveness. When students pass and do well on Dr. Seymour's course, they will be able to implement what they learnt on their MCATs. Dr. Seymour can effectively write grants for his research program and use his collaborative model as an inspiration for his grants writing.

References

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