Course Redesign Goals
The goal of the redesign was to reduce the D/F/W rate in CHM 201 by improving students’ attitudes about Organic Chemistry and incorporating modules on learning theory to improve student persistence. Interventions included lessons on growth mindset and metacognition, formation of study groups, keeping reflective journals and using exam wrappers.

Learning-Focused Syllabus
To foster a supportive and inclusive environment, I redesigned my syllabus to be learning-focused. The syllabus was distributed on the first day of class and a Kahoot! Quiz was used in the next class meeting to bring attention to important course information.

Exam “Wrappers”
A reflective "exam wrapper" exercise was given after the first midterm. Extra credit added to score: +2 for survey and another +2 points for exam corrections.

Mind-tricks for Mastery: Redesigning an Organic Chemistry Course by Focusing on Productive Persistence
(a Non-Technology-Based CSU-CRT project)
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Organic Learning Communities (OLC)
Incentives were given for students to form study groups outside of class, and structured activities were provided for the OLCs on a weekly basis. Each week, students met with their group and wrote a Bb journal entry about the meeting. At the end of the quarter, students reflected on their OLC experience.

1. I found that I was more willing to ask questions and be unsure about topics in my study group than I was with asking during class or even going to office hours (I’m just that type of person).
2. A study group ended up being extremely helpful because even if not one of us understood something, we all felt a bit less overwhelmed since we knew that we were not alone.
3. We actually suffered together which was okay because that boosted our confidence towards this class.
4. I have never been a part of a study group before! I really enjoyed it.
5. Also we were able to help one another understand difficult topics because we could look at the problems from multiple perspectives rather than relying solely on our own perspective.
6. I think the fact that we did become friends was also a positive because it can be very difficult to make friends at a school that uses the quarter schedule.

Learning-Focused Syllabus

References
We watched short videos in class, students were given articles to read, and journal prompts were provided to encourage a focus on values, persistence and inclusivity.

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