Instructional Development Committee Proposal:

Development of Powerpoint Presentations for Laboratory Practical Exams for Human Anatomy & Physiology I & II

Proposal Submitted by:

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Proposal Approved by:

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I. Project Overview

A. Problem:
Occasionally, situations arise for BIOL 2010 & 2020, Anatomy and Physiology Laboratory students that prevent them from attending their regularly scheduled unit exams. Despite the fact that anatomy and physiology courses often include multiple sections of instruction, a student may be unable to attend any other scheduled section prior to the ending of scheduled unit exams. This dilemma imposes a hardship not only for the student but also for the primary instructor due to instructor availability, laboratory availability, and student availability. Moreover, the design of a makeup exam in the laboratory setting is time consuming and involves scheduling difficulties for the reasons stated above.

B. Proposed Approach:
My instructional development proposal addresses this problem through design of simulated laboratory practical exams using a Powerpoint™ presentation of typical questions and photographs of models, charts, and microscopic slides commonly used for Human Anatomy & Physiology I & II Laboratory unit exams. Development of this powerpoint library will require me to digitally photograph existing models, charts, and other tools within our lab, transfer and compile images, and edit test files in order to simulate, as closely as possible, a visual representation of the 8 lab practical exams. This type of presentation platform is to provide the students with a comparable exam to that experienced in the laboratory setting. This type of makeup exam ultimately reduces scheduling conflicts for both instructor and students especially when laboratory availability is limited. I estimate that this project will require 4-5 hours per week to complete the eight exams.

C. Expected Learning Improvements:
It is expected that this type of exam delivery will 1) reduce disruption of schedules for both student and instructor and 2) prevent students from taking a zero for a unit exam and, thereby, improving overall success in the course. This type of delivery can be used for one or many students and can be presented in a traditional classroom or office equipped with computer and/or projector media capabilities. Moreover, this type of exam presentation can serve to prepare new instructors for each unit exam format.

II. Project Information
A. Consistency of project with stated purpose of department program.
To my knowledge, this type of A&P test library does not formally exist. Students having to miss a laboratory exam will be able to make it up in a more timely manner to prevent them
from possibly failing the course, having to withdraw, losing financial aid/status. This test library will benefit all instructors involved with the A&P program as each will have access through shared computer networks or transferable computer files. Additionally, the library can be easily edited to meet the changing needs of the department and instructors should this be necessary. The availability of this test library will likely promote higher student success rates higher retention rates, and reduce withdrawal rates.

B. Cost Efficiency  
   i. No initial costs are expected. Existing school computer program and equipment resources and available office/classroom will be used.  
   ii. Continuing cost: virtually no continual cost will be incurred once the library is completed since the library will likely be incorporated into the department shared computer drive for instructor access.  
   iii. Number of students involved per semester: 5-10. Students that will have access to this library will not incur any known monetary costs, and will likely benefit for the reasons stated in Part II A. The primary benefit will be result in reduced time expenditure for the instructor.

III. Project evaluation  
   Instructors will be surveyed the usefulness of this test library. I will specifically look at how often this test library was used over the course of a year and how well the instructors thought it matched the regular version of the exam. We can also look at the grades of students that take this form of test and compare them to course averages to see if this form provides any special advantage over the regular exam.

IV. Project Budget: $1,830 for release time  
   A. Reassigned time: 3 hours for project facilitator: $1,830.00 (3 hrs x $560 + $150 for office hour).  
      Reassigned time will be used to: 1) collect digital photographs of items used for our laboratory exams (models, pictures, etc.) 2) organize and associate test questions with photos 3) edit and post final product for 8 (four BIOL 2010 & four BIOL 2020 lab exams) 50 question exams.
   
   B. Materials: No special materials are needed for this project. Existing school computers and programs will be used throughout development of the test library.