



Brandee Coltharp

Instructor, Office Administration Institute at Ivy Tech Community College

MindTap® Helps Motivate Brandee Coltharp's Business Communication Students

Brandee Coltharp is an instructor for the Office Administration Institute at Ivy Tech Community College. She teaches various courses within the program, and uses MindTap in her Business Communications course. Brandee began using MindTap for *Business Communication: Process and Product* during the Fall 2014 semester.

CHALLENGES

- Coltharp wanted a digital learning solution that was intuitive and user-friendly for instructors as well as students.

SOLUTIONS

- MindTap for *Business Communication: Process and Product*

RESULTS

- With MindTap, early intervention allows the instructor to identify struggling students earlier and intervene before it's too late. It also allows students to see their own progress and navigate the program easily, which has led to increased student outcomes.

EASY ACCESS

When reviewing digital learning solutions, MindTap's easy-to-navigate interface appealed to Coltharp. "Once within MindTap, it's very intuitive and user friendly," said Brandee. When she began using MindTap in her course, she noticed her students found it easy to use as well. "I don't field a lot of questions from students on where to find things. They navigate MindTap well on their own without assistance," said Brandee. She attributes this to how MindTap's Learning Path is organized. "Everything [in MindTap] is set up where it's easy to see and understand where [students are] going and what they're looking for."

ASSIGNMENTS HELP STUDENT UNDERSTANDING

Brandee has found the best way to engage students in MindTap is to assign the activities and quizzes within the Learning Path. She assigns various activities such as "Beat the Clock" for her Business Communications students, to encourage a deeper understanding of the material. "Every week we are using assignments within MindTap. Approximately 80 percent of the course is assigned through MindTap," said Brandee. She assigns a large chunk of the course grade through MindTap as she has found it is a more effective way to motivate students to use the various tools. "If an activity is not assigned for credit in the course, students are not likely to complete it," she said.

IMPROVED OUTCOMES

Brandee's approach with MindTap has led to improved student outcomes. "I noticed in the Fall semester the grades were a lot higher [than previous semesters]," said Brandee. In addition to higher grades, Brandee noticed increased student engagement. "The students being able to see their own progress and get their assignments graded immediately motivates them and helps them want to do better," she said. Brandee believes the instant feedback lead students to reflect more on the work they are doing. "Being able to get that [feedback] right away makes them stop, read and think a little bit more about what they're doing," she said

MINDTAP AIDS IN STUDENT INTERVENTION

Brandee has also found MindTap to be an effective tool for tracking student progress and identifying students who need additional remediation. "The Engagement Tracker

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works well in partnership with early intervention programs we have set up at the college. We are working very hard to reach out to students who are struggling and not participating,” said Brandee. She believes that MindTap’s Engagement Tracker is a natural complement to the intervention tools Ivy Tech has in place. “To be able to have this information through MindTap is an additional way to see who is participating and who is not. I can use that when I’m giving feedback to the academic advising center,” said Brandee.

Overall, Brandee and her students have had a very positive experience with MindTap. At the conclusion of the Fall 2014 semester, she sought student feedback on MindTap and was pleased with what she heard. “I received a lot of positive feedback about MindTap from the students. They like the convenience of it and having it all in one place,” she said.



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