KHP 300 Psychology and Sociology of Sport

Redesigned for Learning:
The CQ Design Program Experience

About the Course

What motivates someone to stay active, enjoy competition, or step away from a sport? KHP 300: Psychology and Sociology of Sport examines the psychological and social influences that shape participation, behavior, and enjoyment in physical education, physical activity, and sport. Students explore what helps people thrive, what holds them back, and how their experiences are shaped by those around them. These insights provide a foundation for careers that involve helping others learn, move, and perform.

Overview/Challenge

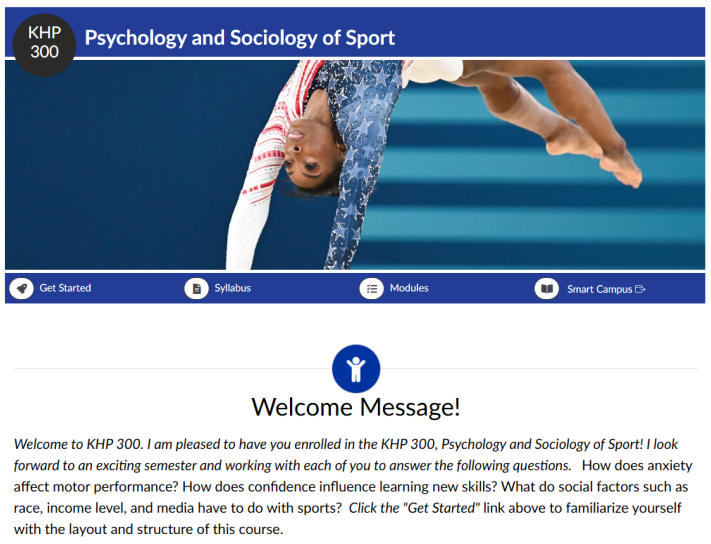
After two online and three in-person offerings, the next step for KHP 300 was to create a more cohesive online learning experience. The revision centered on helping students navigate the course and understand how readings, assignments, and discussions connect to module and course learning objectives.

Another priority was to look beyond individual coursework and explore opportunities for meaningful student interaction. The challenge was to consider assignments that would encourage students to exchange perspectives, learn from one another, and engage more deeply with the course's psychosocial themes.

Strategies/Tools Implemented

Consultations and Coaching

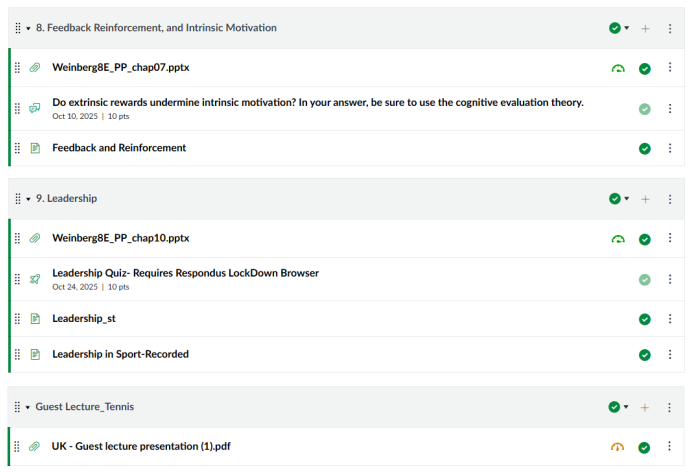
- Engaged in individual instructional design consultations with Shawn Watts (UKO ID) to translate CQ Design strategies into concrete course improvements.
- Completed a self-review and developed a course improvement plan to evaluate the course from a high-level perspective. UKO also reviewed the syllabus and course at multiple stages, including the QA Pilot submission (March–April 2026) and ongoing revisions (Summer 2026–present).
- Participated in the 2026 UKO Course Quality Design Program, a Canvas-based course with assignments and discussions focused on student engagement, technology best practices, assignment redesign, and Quality Matters standards.



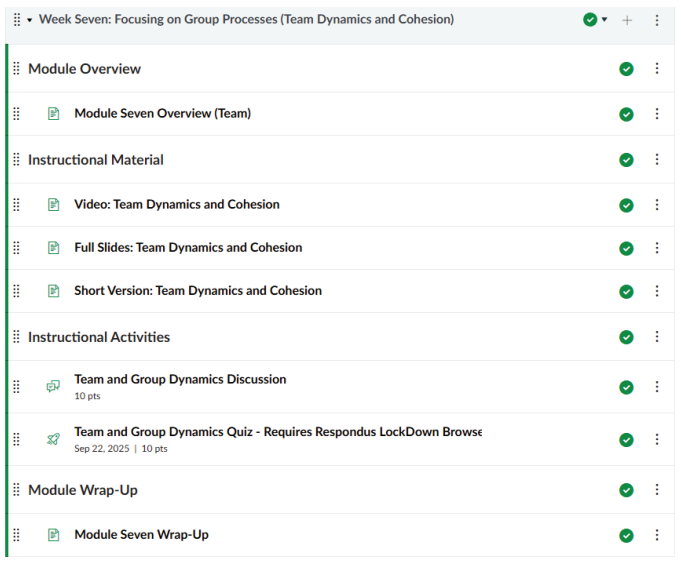
Strategies/Tools Continued

Course Organization

- Used the UK Online 16-week Canvas Course Template to help better organize the course.



Module level course design - Fall 2025



New module level course design - Fall 2026

Alignment and Accessibility Improvements

- Developed module-level learning objectives and aligned all materials, assignments, and assessments with course-level outcomes. These objectives appear in the syllabus, module pages, and assignments, so students can clearly see how each learning material connects to the work they complete.
- Used the UKO Course Template and Quality Matters (QM) G.S. 8 to improve course organization and accessibility. Addressed issues flagged by Ally, increasing the course accessibility score from 81% to 91% between the start of the CQ Design Program and October 2026.

Result/Perspective

CLO/MLO's: Aligned all documents, videos, readings, and assignments directly with course-level and module-level objectives. Each module now opens with an overview page that clearly states its objectives.

Accessibility: Updated course materials in line with digital accessibility best practices, improving inclusivity for all learners and strengthening compliance with accessibility requirements.

Course Design: Enhanced modules with a consistent four-part structure (Module Overview, Instructional Materials, Instructional Activities, and Module Wrap-Up). The refreshed layout is clean and inviting, and it makes content easy for students to navigate. To see the impact of these changes, view the comparison of the original and updated module design under "Course Organization".

Highlights of CQ Design

Working from research-backed quality standards, I gained both the confidence and the tools to improve my course. Through in-person sessions in the summer and virtual sessions in the fall, I could implement my changes. I look forward to seeing if the changes enhance the student learning experience.

Next Steps

Phase One Changes: Already used some of the strategies for my in-person version of the course in Fall 2026. Look at feedback from the in-person versions, along with feedback from the Summer 2027 online version and adjust and improve as needed.

Assignment Changes: Collaborate with Shawn and Kathryn on assignment redesign, focusing on how students can interact and engage with one another most effectively while keeping course-level and module-level objectives at the center. Namely, take the in-person assignments and activities (Motivation, Leaders, Role of Sport Psychologists, etc) and group presentations and form them into an online assignment, with engagement and meaningful interaction between students as individuals and in groups.

Continued Improvement: Maintain ongoing QA consultations and accessibility audits, and keep improving both existing and new PDFs and PowerPoints as additional accessibility tools become available.

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2026 Faculty Fellow Course Quality (CQ) Design Program

College of Education
Kinesiology and Health Promotion