Fostering Blended Learning: Successful Partnerships and Faculty Development for Institutional Change

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SUCCESSFUL PARTNERSHIPS AND
FACULTY DEVELOPMENT
FOR INSTITUTIONAL CHANGE

FOSTERING BLENDED LEARNING
TO DATE...

- 63 courses, mostly lower-level, large-enrollment courses
- 10 of 11 colleges represented
- 68 faculty
- 25,000 cumulative enrollments
The overarching goal of IMPACT is to transform large enrollment foundational courses in order to achieve a more student centered learning environment through active and collaborative learning as well as other student centered teaching and learning practices and technologies, such as those found in blended learning environments.
IMPACT is now on target to redesign 60 courses a year, mostly Core courses, for the next 3 years.
Financial Support: Provost’s Office, Purdue Extended Campus

Support Staff and faculty contribution: CIE, Libraries, and ITaP

Assessment Resources: DLRC, CIE, ITaP, and Provost’s Office
Redesigned Course

Faculty Learning Community (FLC) cohort

Weekly participation in FLC sessions

IMPACT support team

Emphasis on learning outcomes and assessment

Course Redesign Plan

Redesigned Course
WHAT FACULTY GET FROM THE PROGRAM

- Financial Support
- New Technology
- Development Help
- Summer Funding
- Instructional Content
WHAT FACULTY GET FROM THE PROGRAM

Personnel Support

CIE

ITaP

Libraries

DLRC

PEC
<table>
<thead>
<tr>
<th>FLC Workshop focus</th>
<th>Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chickering &amp; Gamson’s 7 principles/technology overview, Building community/Intro to Course Design</td>
<td>Tech overview. Intro to BB9, TPACK</td>
</tr>
<tr>
<td>Learner Characteristics</td>
<td>Qualtrics</td>
</tr>
<tr>
<td>Learning Outcomes and Objectives</td>
<td>Course Eval, BB discussion</td>
</tr>
<tr>
<td>Core Curriculum and IMPACT Courses</td>
<td>Passport</td>
</tr>
<tr>
<td>Models for course redesign</td>
<td>Bb Learn Showcase course, Kaltura</td>
</tr>
<tr>
<td>Evaluating Student Performance (2 sessions)</td>
<td>Course Eval, iClicker, BB assessments, DoubleTake and Gradient (Studio apps), IDP, Respondus</td>
</tr>
<tr>
<td>Information Literacy</td>
<td>Confluence, Search techniques</td>
</tr>
<tr>
<td>Active learning techniques &amp; team-based, cased-based, and problem-based learning</td>
<td>Adobe Acrobat Connect, Hotseat, Mixable (Studio apps)</td>
</tr>
<tr>
<td>Tying “Identify and Teach” to Objectives – Obj mapping to lessons, lesson planning</td>
<td>Passport (Studio app)</td>
</tr>
<tr>
<td>How to effectively manage student teams (writing group papers, for example)</td>
<td>Bb Learn Wiki (groups)</td>
</tr>
<tr>
<td>Scholarship of teaching &amp; learning</td>
<td>Blogs</td>
</tr>
<tr>
<td>The Reflective Instructor/Lessons Learned</td>
<td>Journal, Bb Learn Wiki</td>
</tr>
</tbody>
</table>
7 Principles for Good Practice in Undergraduate Education (Chickering, A.W., & Gamson, Z.F. (1987)).

**Good practice**
- encourages contacts between students and faculty
- develops reciprocity and cooperation among students
- uses active learning techniques
- gives prompt feedback
- emphasizes time on task
- communicates high expectations
- respects diverse talents and ways of learning

Read Chickering and Gamson article:


Select 2 principles and write one or more activities you could do in your class to apply each principle right away
USE OF TECHNOLOGY

http://www.itap.purdue.edu/learning/teach/principles/
Teachers need to integrate technology seamlessly into the curriculum instead of viewing it as an add-on, an afterthought, or an event. – Heidi-Hayes Jacobs

• Technology interwoven through FLC sessions – model what we preach
Percentage of Courses Using the Technology

Technologies Chosen as Part of the Redesign Since the Beginning of the IMPACT Program

- Online lecture/video capture
- Collaborative
- Interactive
COURSE REDesign MODELS
How can I find enough time to teach and give one-on-one support?

- Gabriela Weaver
  Mixable user

Read Gabriela’s story

How can I cover all the material that comes up in class?

- Dr. Jonathan Day
  Mixable user

How can I encourage students to speak up in large lectures?

- Sugato Chakravarty
  Hotseat user

Where can I find affordable course materials for undergraduates?

- Jennifer Neville
  Jetpack user

Read Jennifer’s story

PURDUE STUDIO SUITE OF TECHNOLOGIES

http://www.itap.purdue.edu/studio/hq/
SUCCESSFUL INSTITUTIONAL PARTNERSHIPS

- Information literacy
- Pedagogy
- Learning spaces
- Scholarship

- Combined knowledge powerful
- Resource owners/stakeholders all at the table

- Preliminary buy-in
- Colleagues sharing ideas through the FLC

- Validity and Authority
- All with common goals and “skin in the game”

SUCCESSFUL INSTITUTIONAL PARTNERSHIPS
Provost Tim Sands discussing the blended learning classroom

http://www.purdue.edu/impact/videos.html
MAPPING LEARNING OUTCOMES TO BLOOM’S TAXONOMY AND ASSESSMENTS

- Remembering
- Understanding
- Applying
- Analyzing
- Evaluating
- Creating
STUDENT LEARNING ASSESSMENT

Direct Evidence
- Performance on exams
- Portfolio
- Art performance
- Writing prompts (graded by rubrics)

Indirect Evidence
- Student perceptions of Learning Gains (SALG)
- Engagement
- Self-reported motivation
- Perceived competence

<table>
<thead>
<tr>
<th></th>
<th>Remember</th>
<th>Understand</th>
<th>Apply</th>
<th>Analyze</th>
<th>Evaluate</th>
<th>Create</th>
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</thead>
<tbody>
<tr>
<td>LO1</td>
<td>Items #1, #2</td>
<td>Items #3</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>LO2</td>
<td></td>
<td></td>
<td>Items #4, #5</td>
<td></td>
<td></td>
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<tr>
<td>LO3</td>
<td></td>
<td></td>
<td></td>
<td>Items #6, #7</td>
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<tr>
<td>LO4</td>
<td></td>
<td>Items #8</td>
<td></td>
<td></td>
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<tr>
<td>LO5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Items #9</td>
<td>Items #10</td>
</tr>
</tbody>
</table>
Retention rates of courses in first redesign cohort (9 courses):

- **5 courses** show increases in their rates over time
- **6 courses** show increases from fall 2010
- **5 courses** have shown their highest retention + graduation rates over the last 4 years.

In a comparison of concurrent IMPACT and traditional sections **eight** of the nine 2011 redesigned courses demonstrated an **increased course GPA**, and **seven** demonstrated the highest course grades in 4 years (From IMPACT Annual Report, 2012)
### Exam Scores

<table>
<thead>
<tr>
<th>Section</th>
<th>Exam 1</th>
<th>Exam 2</th>
<th>Final Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before redesign Spring 2012</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Traditional</td>
<td>74.0</td>
<td>74.7</td>
<td>69.4</td>
</tr>
<tr>
<td>Online</td>
<td>69.3</td>
<td>66.8</td>
<td>62.1</td>
</tr>
<tr>
<td>After redesign Fall 2012</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Traditional</td>
<td>84.4</td>
<td>87.8</td>
<td>82.2</td>
</tr>
<tr>
<td>Online</td>
<td>79.1</td>
<td>82.8</td>
<td>80.1</td>
</tr>
<tr>
<td>Hybrid</td>
<td>81.6</td>
<td>83.0</td>
<td>78.8</td>
</tr>
</tbody>
</table>

Exam scores increased after redesign!
Exam material reorganized but not reduced in difficulty
### STAT 113 RESULTS

<table>
<thead>
<tr>
<th>Fall semester</th>
<th>Before redesign</th>
<th>After redesign</th>
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</thead>
<tbody>
<tr>
<td>2008</td>
<td>33.87%</td>
<td>14.59%</td>
</tr>
<tr>
<td>2009</td>
<td>30.20%</td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td>29.15%</td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>25.25%</td>
<td></td>
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</table>

Big drop in DWF rate after redesign!

Purdue University wants < 20% DWF rate.
Increase in scores for course and instructor after redesign.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Section</th>
<th>“Overall, I would rate this course:”</th>
<th>“Overall, I would rate this instructor:”</th>
<th>% completed evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before redesign</td>
<td>8:30 Traditional</td>
<td>3.8</td>
<td>4.0</td>
<td>70%</td>
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<tr>
<td>Spring 2012</td>
<td>9:30 Traditional</td>
<td>3.9</td>
<td>4.3</td>
<td>77%</td>
</tr>
<tr>
<td></td>
<td>Online</td>
<td>3.8</td>
<td>4.6</td>
<td>76%</td>
</tr>
<tr>
<td></td>
<td>Online</td>
<td>3.9</td>
<td>4.2</td>
<td>91%</td>
</tr>
<tr>
<td>After redesign</td>
<td>7:30 traditional</td>
<td>4.2</td>
<td>4.9</td>
<td>88%</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>8:30 traditional</td>
<td>4.2</td>
<td>4.7</td>
<td>84%</td>
</tr>
<tr>
<td></td>
<td>Hybrid</td>
<td>4.3</td>
<td>4.6</td>
<td>80%</td>
</tr>
<tr>
<td></td>
<td>Online</td>
<td>4.2</td>
<td>4.7</td>
<td>84%</td>
</tr>
<tr>
<td></td>
<td>Online</td>
<td>3.8</td>
<td>4.1</td>
<td>80%</td>
</tr>
</tbody>
</table>
• Registrar
• Institutional Review Boards (IRB)
• Space management
• Academic advisors
• Deans and department heads

BROADER INSTITUTIONAL PARTNERSHIPS
• Institutional Commitment
• Core Curriculum
  • 60 courses/year over 3 years
• Foundation of Excellence
• First-Year Program
• Capital campaign
Getting the bang for our buck
Supporting faculty after redesign
Focus on continuous improvement
Courses we can’t get in the door
Support staff with other duties
Accommodating new course paradigms institutionally
Learning Community

This site provides information about IMPACT's mission, goals, faculty, and stories to the Purdue community.

Quick Links:
- How does IMPACT work?
- What should I expect from IMPACT?
- How does IMPACT benefit me?
- How do IMPACT faculty get support?

Mission Statement

Our mission is to improve student competency and confidence through redesign of foundational courses by using research findings on sound student-centered teaching and learning.

News

Revamped course engages students through active learning, technology

Now taking applications for the Fall 2013 Cohort

Spring 2013 Cohort Selected

Events

Thursday March 21 - IMPACT Symposium

Changing Classroom Conference March 18-21, 2013

IMPACT FLC Spring cohort sessions are held on Wednesdays and Thursdays. Content is available via Blackboard Learn.
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