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Making an IM:PACT by Partnering with Faculty

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MAKING AN IMPACT
BY PARTNERING WITH FACULTY
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.
- 63 courses, mostly lower-level, large-enrollment courses
- 10 of 11 colleges represented
- 68 faculty
- 25,000 students
Financial Support:
Provost’s Office, Purdue Extended Campus

Support Staff contribution: CIE, Libraries, and ITaP

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

IMPACT support team

Weekly participation in FLC sessions

Course redesign plan

Emphasis on learning outcomes and assessment

FLC cohort community

Redesigned Course
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

- Teaching & Learning Initiatives team: 8 staff
- Purdue-developed Studio Suite
- Technology interwoven through FLC sessions – model what we preach
Design activities for a student-centered learning environment

Outcomes: student engagement, confidence, and increases in specific learning outcomes and higher-order critical thinking
Faculty Learning Communities

Support with campus-wide resources

Share results, reflect, renew

Best practices and sound research
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COURSE REDESIGN MODELS
While we would expect a course on educational technology to include use of a variety of technologies, Tim is using a combination of case-based projects and technology in a unique way. He groups his students and asks the groups to develop lesson plans for a teacher in a foreign country. At various points during the project, the teacher is interviewed via Skype. The best lesson plans are forwarded to the teacher for review and possible use.

Gaining a global perspective and improving student’s information literacy skills are goals for this course.

- Teamed PBL
- Educational game play
- Research writing & reflective writing

Tim is using a combination of case-based projects and technology in a unique way.

- groups develop lesson plans for a teacher in a foreign country
- teacher is interviewed via Skype.

- Online lectures
- Online homework,
- Mixable discussion assignments
- "flipped“ class discussion/ active learning sections
- Peer-to-peer learning and better conversations with the instructor.

https://www.itap.purdue.edu/newsroom/detail.cfm?NewsId=2767
• hybrid course
• technology to promote active learning, problem-solving, and online collaboration.
• use Adobe Connect for group presentations, and work on problem-solving during class

• pre-lecture videos that contain quiz questions with feedback to just-in-time-teaching based on responses iClickers.
• moving towards a “studio model” similar to SCALE-UP.

• Traditional lectures supplemented with videos of working out problems
• hands-on project where students practical application of core principles
Use of Technology

- Online lecture/video capture: 45
- Collaborative: 20
- Interactive: 10
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)
Students in IMPACT courses, show significant gains in competence and confidence (lowering of self-doubt) over the course of the semester.
Students in courses taught in the Fall 2012 (N = 492), reported the learning environment as significantly more engaging and student centered (autonomy supportive).
Variety of assessment methods
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
End of year one: first "SCALE-UP" space in undergraduate library - $60,000 and donations from IMPACT partners

End of year two: two more spaces in undergraduate library

Planning stages of new "Active Learning Center" – dedicated to active and collaborative learning

Capacity: 117

Capacity: 90

Capacity: 72

INNOVATIVE INSTRUCTIONAL SPACES
DOES IMPACT WORK?

- Classroom
- FLC effectiveness
- Faculty
- Student Success

ASSESSMENT PLAN
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 involved?

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.

Recent News

- Summer 2012 Cohort Selected
- Fall 2012 Cohort Selected

Upcoming Events

- Summer 2012 Cohort FLC Sessions-ongoing from June 20 until August 1. Sessions will be held each Wednesday between June 20 and August 1, EXCLUDING July 4 and July 11.
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