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IMPACT: Customized Faculty Development for Learner-Centered Course Redesign

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IMPACT:
Customized Faculty Development for Learner-Centered Course Redesign

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Poll: what is your role at your institution?

a) Faculty
b) Instructional designer/educational technologist or other faculty support
c) Administrator
d) I defy categorization
Faculty don’t have to be certified to teach?
Poll: what does your institution do to support course redesign for active or student-centered learning?

a) a centrally-supported program
b) in a school or department
c) we help interested individual faculty
d) we’re starting to look into it
e) nothing at this time
- Incentivizing and motivating faculty
- Solid resources with guided hands-on work
- Faculty Learning Communities
Redesigned Course

Faculty Learning Community (FLC) cohort

Weekly participation in FLC sessions

IMPACT support team

Emphasis on learning outcomes and assessment

Redesigned Course

Course Redesign Plan
Deliverables | Monday FLC Date Due
--- | ---
Research Question | February 3
Initial Learning Outcomes | February 7
Peer Review: Learning Outcomes | February 10
Revised Learning Outcomes | February 24
Transformative Pedagogies Group Discussion | February 28
Specific Learning Objectives | March 3
Peer Review: Specific Learning Objectives | March 3
Revised Specific Learning Objectives | March 10
Active Learning Group Discussion | March 24
Lesson Plan | March 31
Initial Assessment Map | April 7
Assessment Map | April 14
Revised Research Question | April 21

Active Learning Techniques

Simple Tasks | Complex Tasks
--- | ---
Simple | Complex

Bloom's Cognitive Taxonomy

Where are you starting?
Identify learning outcomes
Identify learning model
Structure Course Components
Develop instruments to evaluate students
Develop and teach course
Evaluate course
Identify student learning characteristics
Review prerequisite & subsequent courses

What do you want to accomplish?
How do you want to approach it?
“I can feel pretty alone in my department with what I’m interested in doing. And being able to share ideas with people across campus and hearing what their concerns were and what they planned to do, it was really exciting for me.”
Post-implementation evaluation

1. What was their redesign
2. How much the redesign was guided by learning objectives
3. Benefits and challenges
4. Plans for improving future offerings of the redesigned course and other courses they teach
5. Lessons learned from the implementation process and overall program impact
6. Suggestions for program improvement
<table>
<thead>
<tr>
<th>Redesign Elements</th>
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<th>%</th>
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<tbody>
<tr>
<td>Blackboard</td>
<td>10</td>
<td>83.3</td>
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<tr>
<td>In-class discussion</td>
<td>8</td>
<td>66.7</td>
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<tr>
<td>Collaborative learning</td>
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<tr>
<td>Active learning</td>
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<td>58.3</td>
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<tr>
<td>In-class group work/problem-solving</td>
<td>6</td>
<td>50.0</td>
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<tr>
<td>In-class quizzes</td>
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<td>50.0</td>
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<tr>
<td>Online quizzes</td>
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<td>50.0</td>
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<tr>
<td>Online/pre-recorded lectures</td>
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<td>50.0</td>
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<tr>
<td>Lessons Learned from IMPACT</td>
<td>Mean</td>
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<td>-------------------------------------------------------------------------------------------</td>
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<tr>
<td>How to implement a course redesign</td>
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<td>How to plan a course redesign</td>
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<td>Instructional technologies available on campus</td>
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<td>Importance of learning spaces in course redesign</td>
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<td>How to create course learning objectives</td>
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<td>How learning spaces may influence student engagement</td>
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<td>How to foster student engagement</td>
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<td>Best practices in content delivery</td>
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<td>How to create meaningful assessment items</td>
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<td>Applications of instructional technologies in classroom instruction</td>
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<td>Developing questions/assessment that match learning objectives</td>
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<td>Strategies for creating group activities</td>
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<tr>
<td>Strategies for facilitating group learning</td>
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<tr>
<td>How to create lesson plans</td>
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Scale: 1-3; not at all to greatest extent
Instructional technologies
Learning objectives development
Student management
IMPACT resources

Instructional technologies
Department culture
Lack of student buy-in
Time commitment
Students in distance
Lab space
Categories of benefits to faculty (focus group data)

- Sense of satisfaction and accomplishment
- Improved pedagogical knowledge/skills
- Enhanced knowledge of course redesign
- Sense of belonging from participation in a teaching community
- Credibility
IMPACT Resources

http://www.itap.purdue.edu/learning/cdm

Purdue e-Pubs: http://docs.lib.purdue.edu/impact/

IMPACT: http://www.purdue.edu/impact/

Questions:
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