Instruction Matters: Purdue Academic Course Transformation

Tomalee Doan
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Instruction Matters: Purdue Academic Course Transformation

Tomalee Doan
Associate Professor of Library Science
Division of Humanities, Social Science, Education, and Business
Purdue University

ABLD 2012
IMPACT Goals & Objectives

• Refocus the **campus** culture on student-centered pedagogy and student success
  • Main focus on large enrollment, foundational courses
• Enable **faculty-led** course redesign with campus-wide resources including $10K incentive to participating faculty
• Network faculty through **Faculty Learning Communities**
• Base course redesign on **best practices** and **sound research**
• **Grow and sustain** IMPACT by adding new IMPACT faculty fellows annually
• **Reflect, assess** and **share results** to benefit future courses and students
Commitment of funding, provost fellow, & new learning spaces

Staff time for instructional developers

Linkages to distance education

Learning spaces & information literacy

Staff time for educational technologists

Assessment

Staff time for librarians
Leadership: Steering Committee

- **CIE:** Chantal Levesque-Bristol
- **DLRC:** Gabriella Weaver
- **Extended Campus:** Mickey Latour
- **Faculty:** Cliff Weil
- **ITAP:** Donalee Attardo & John Campbell
- **Libraries:** Tomalee Doan
- **Teaching Academy & Provost:** Frank Dooley
- **Project Director:** Hosi Karzai
The gist

• Instructors in the IMPACT program work with teams of course and curriculum developers from the CIE, ITaP, & Libraries to redesign their course.
• The faculty cohort is also part of a Faculty Learning Community.
• A comprehensive assessment plan with help from DLRC is in place.
• Scholarship of Teaching & Learning output
The Course Redesign Curriculum

- Faculty Learning Workshops are a weekly series that will address 3 main topics:
  1. What do you want to accomplish?
  2. How do you want to approach it? and
  3. What methods and activities will you use to get there?
- The workshops run for a semester.
- For each course, we assign a course redesign team of individuals from CIE, ITAP, and the Library.
1. What do you want to accomplish?
2. How do you want to approach it?
3. What methods and activities will you use to get there?
Our spring curriculum
a course redesign will:

1. Have a plan that recognizes that the need of each participant and each course is different.

2. Include innovation, implementation, assessment and institutionalization which are critical to success.

3. Focus on integrating the Chickering and Gamson’s “Seven Principles For Good Practice in Undergraduate Education.”
# IMPACT Faculty Fellows Cohorts

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
<th>Faculty Fellow(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGRY 255</td>
<td>Soil Science</td>
<td>George Van Scoyoc &amp; John Graveel</td>
</tr>
<tr>
<td>AGRY 320</td>
<td>Genetics</td>
<td>Brian Dilkes &amp; Cliff Weil</td>
</tr>
<tr>
<td>BTNY 301</td>
<td>Introductory Plant Pathology</td>
<td>Sue Loesch-Fries, Charles Woloshuk, &amp; Ray Martyn</td>
</tr>
<tr>
<td>EDCI 270</td>
<td>Introduction To Educational Technology And Computing</td>
<td>Tim Newby</td>
</tr>
<tr>
<td>BME 390</td>
<td>Professional Development and Design in Biomedical Engineering</td>
<td>Anne Rundell</td>
</tr>
<tr>
<td>CE 355</td>
<td>Engineering Environmental Sustainability</td>
<td>Larry Nies</td>
</tr>
<tr>
<td>ECE 201</td>
<td>Linear Circuit Analysis I</td>
<td>Dimitri Peroulis</td>
</tr>
<tr>
<td>ECE 270</td>
<td>Introduction To Digital System Design</td>
<td>Cordelia Brown &amp; Dave Meyer</td>
</tr>
<tr>
<td>ECE 362</td>
<td>Microprocessor Systems and Interfacing</td>
<td>Dave Meyer</td>
</tr>
<tr>
<td>ME 270</td>
<td>Basic Mechanics I</td>
<td>Eric Nauman</td>
</tr>
<tr>
<td>ME 274</td>
<td>Basic Mechanics II</td>
<td>Chuck Krousgrill</td>
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</tbody>
</table>

**College Color Key**

- Agriculture
- Engineering
- Health & Human Sciences
- Liberal Arts
- Science
- Education
- Pharmacy
- Technology
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<tr>
<td>NUR 108</td>
<td>Introduction To Nursing</td>
<td>Vicki Simpson</td>
</tr>
<tr>
<td>NUR 223</td>
<td>Foundation of Research and Evidence Based Practice</td>
<td>Karen Chang &amp; Janet Thorlton</td>
</tr>
<tr>
<td>PSY 120</td>
<td>Elementary Psychology</td>
<td>George Hollich</td>
</tr>
<tr>
<td>COM 318</td>
<td>Principles of Persuasion</td>
<td>Bart Collins</td>
</tr>
<tr>
<td>GS 290</td>
<td>Study Skills Seminar</td>
<td>Brenda Downing</td>
</tr>
<tr>
<td>HIST 104</td>
<td>Introduction To The Modern World</td>
<td>Deborah Fleetham</td>
</tr>
<tr>
<td>POL 101</td>
<td>American Government And Politics</td>
<td>Jay McCann</td>
</tr>
<tr>
<td>POL 413</td>
<td>The Human Basis Of Politics</td>
<td>Rosalee Clawson</td>
</tr>
<tr>
<td>SOC 100</td>
<td>Introductory Sociology</td>
<td>Mary Burbrink</td>
</tr>
<tr>
<td>PHRM 820</td>
<td>Professional Program Laboratories</td>
<td>Sheri Helms</td>
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<tr>
<td>BIOL 131</td>
<td>Biology II: Development, Structure, And Function Of Organisms</td>
<td>Nancy Pelaez</td>
</tr>
<tr>
<td>CHEM 115</td>
<td>General Chemistry</td>
<td>Marcy Towns</td>
</tr>
<tr>
<td>CHEM 116</td>
<td>General Chemistry</td>
<td>Amy Davidson &amp; Mary Wirth</td>
</tr>
<tr>
<td>CS 159</td>
<td>Programming Applications For Engineers</td>
<td>Bill Crum</td>
</tr>
<tr>
<td>CS 235</td>
<td>Introduction To Organizational Computing</td>
<td>Gary McFall</td>
</tr>
<tr>
<td>MA 154</td>
<td>Algebra And Trigonometry II</td>
<td>Tim Delworth</td>
</tr>
<tr>
<td>PHYS 172</td>
<td>Modern Mechanics</td>
<td>Andrew Hirsch</td>
</tr>
<tr>
<td>STAT 113</td>
<td>Statistics and Society</td>
<td>Ellen Gundlach</td>
</tr>
<tr>
<td>CGT 163</td>
<td>Introduction To Graphics For Manufacturing</td>
<td>Craig Miller</td>
</tr>
<tr>
<td>MET 213</td>
<td>Dynamics</td>
<td>Mark French</td>
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Students can opt for a hybrid version of the class that meets once a week for 90 minutes of group work on problem solving. On their own time, students can prepare for the sessions by watching online lectures narrated by Delworth.

**A hybrid team-taught course aims to combine high-quality online content with in-class group learning.** Students in PSY 120 watch online lectures and then engage in active learning exercises in smaller in-class recitations once a week in the first redesigned classroom in Hicks Library.

As part of the AGRY 320 re-design, students utilize calibrated peer review to enhance their written communication skills, as well as learn how to give and receive feedback on one’s work.
Application Process

1. Evidence of Commitment to IMPACT
   • Short statement as to why you want to be part of IMPACT
   • Agreement to:
     1. Participate in Faculty Learning Workshops
     2. Work with the IMPACT support team to achieve learning goals
     3. Present a brown bag seminar
     4. Agree to participate in assessment

2. Evidence of Support from the Department
   • Head or designee attend the kick-off meeting
   • Encourage discussion of the IMPACT course
   • Accommodate time spent on IMPACT
   • Note that this is part of our campus assessment effort
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...

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.

IMPACT 2013 CALL FOR PROPOSALS: NOW OPEN!

Click for information & application >>
ROI?

Provost Office contributed $1M to develop two new classrooms in Hicks Undergraduate Library being built this summer

Participate in other academic learning space projects on campus (residence halls/honors college/center for student excellence and leadership)

Participate in campus IT Advisory Council making recommendations for campus computing for students