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IMPACT: Pedagogical Leadership

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IMPACT: Pedagogical Leadership

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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.
TO DATE...

- 63 courses, mostly lower-level, large-enrollment courses
- 9 of 10 colleges represented
- 68 faculty
- 25,000 cumulative enrollments

IMPACT 2010 – 2013
Funded at $0.5 million per year
Redesigned Course

IMPACT support team

Weekly participation in FLC sessions

Emphasis on learning outcomes and assessment

Faculty Learning Community (FLC) cohort

Redesigned Course

Course Redesign Plan
http://www.itap.purdue.edu/learning/teach/principles/
Purdue studio suite of technologies

http://www.itap.purdue.edu/studio/hq/
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
• Programming for Engineers
• Moved lectures online
• Active learning during in-class lectures
• Small group work
• Would like to use innovative space but it isn’t available
• Working on redefining learning outcomes and working further on redesign

• Intro to Organizational Computing
• Moved lectures online
• Lab time used for project-based work
• Use of real-life examples: e.g., students analyze and compare realtor profitability
• Would like to use innovative space but none available
INNOVATIVE LEARNING SPACES

Capacity: 117

Capacity: 90

Capacity: 72
RESULTS

- IMPACT course transformations help achieve a student-centered learning environment
- When this environment is achieved, we observe an increase in actual **student performance (measured by GPA)**.
Results

• The General Chemistry (major’s track) course was “flipped” in second semester.

• Three years of data demonstrate a reproducible improvement in performance relative to the traditional course.
Funds Currently Committed for Expansion (FY14-16)

• President has approved $2.5M non-recurring funds over the next 3 years

• Goals: transform all foundational core courses (courses recently approved by Faculty Senate)
  – additional IMPACT AP and grad staff, with expertise in instructional design and assessment of student learning
  – IMPACT redesign funding for faculty
Taking Next Steps: Areas of Focus

Focus of Years 1-3
• Transformation of the foundational courses that have been approved as part of the new Core Curriculum

Focus of Year 4
• Proposed: course transformations will continue at a rate of 60 courses a year
  – The transformation of current courses not necessarily foundational; could be upper level (30 courses a year)
  – Target new faculty (design of 30 courses a year)
Questions?

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