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Redesigning Instruction to Create Systematic Change: A Designer’s Perspective

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Redesigning Instruction to Create Systematic Change: A Designer’s Perspective

Debra Dunlap Runshe
2014 AECT International Convention
Jacksonville, Florida
A successful course redesign program that fosters institutional change through collaboration between faculty and support units campus-wide.
# IMPACT Success

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<th>Learning Climate</th>
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<td>Autonomy</td>
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<td>Competence</td>
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<td>Connectedness</td>
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<td>Self-Determined Motivation</td>
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<td>Knowledge Transfer</td>
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<td>Learning Gains</td>
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<td>Course Grade</td>
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Faculty Learning & Support

Interactive Course Design Model

Faculty Learning Communities

Faculty participate in a structured faculty development program and are further supported in their redesign process by a team of staff members from multiple units across campus.
Interactive Course Design Model
Interactive Course Design Model

The process walks through four key questions and each question covers two steps:

1. Where are you starting from?
2. What do you want to accomplish?
3. How do you want to approach it?
4. What methods and activities will you use to get there?
Interactive Course Design Model

Where are you starting from?

– Review requisite and subsequent courses
– Identify student characteristics
Interactive Course Design Model

What do you want to accomplish?

– Identify learning outcomes
– Structure course components
Interactive Course Design Model

How do you want to approach it?

– Identify the learning model(s)
– Develop instruments to evaluate students
Interactive Course Design Model

What methods and activities will you use to get there?

– Develop and teach the course
– Evaluate the course
IMPACT is a Partnership

Support Staff Teams

Faculty are supported in their redesign process by a team of staff members from multiple units across campus, including the Center for Instructional Excellence (CIE), the Libraries, Information Technology at Purdue (ITaP), and Purdue Distance Education (PEC).
Connect with Faculty
Student-Centered Pedagogies
Redesign Models

REDESIGN MODELS (N=108 SECTIONS)

- Online Only: 6%
- Replacement Model: 46%
- Supplemental Model: 48%

IMPACT Report 2014
## Instructional Tools/Technologies

<table>
<thead>
<tr>
<th>INSTRUCTIONAL TOOLS/TECHNOLOGIES</th>
<th>FREQUENCY OF SECTIONS USING TOOLS (N=108)</th>
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<td>Clickers</td>
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<td>Gradient</td>
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</tbody>
</table>
IMPACT

Built upon sound pedagogical principles
Focused on faculty and student needs
Offers flexibility for Support Teams
Continues to evaluate progress
The Future of IMPACT

Purdue University Receives $2.3 Million Federal Department of Education Grant
To study why active-learning strategies help student retention, success and completion rates

More Information
Thank You for Your Participation!!!

Presentation Resources
Interactive Course Design Website
http://www.itap.purdue.edu/learning/cdm/
IMPACT Report 2104
http://docs.lib.purdue.edu/impactreps/4/

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