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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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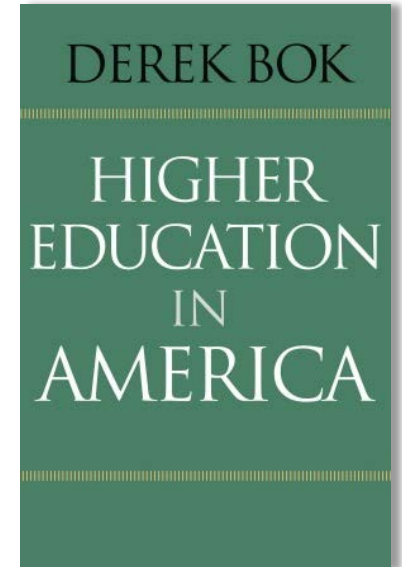
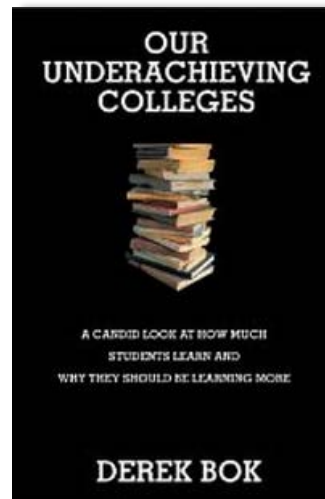
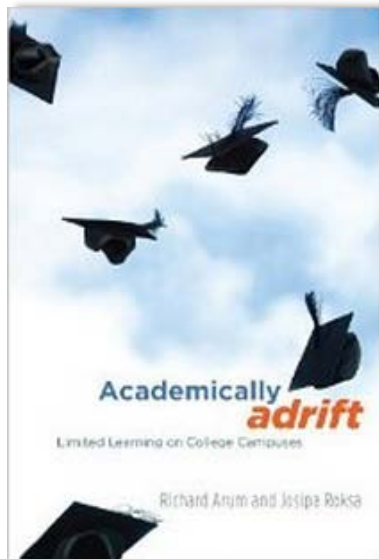
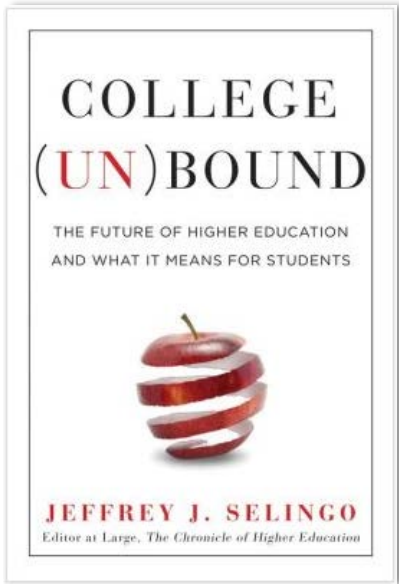
# Poll: what is your role at your institution?

- 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





*“Changing  
the  
culture”*



Weekly participation in FLC sessions

IMPACT support team

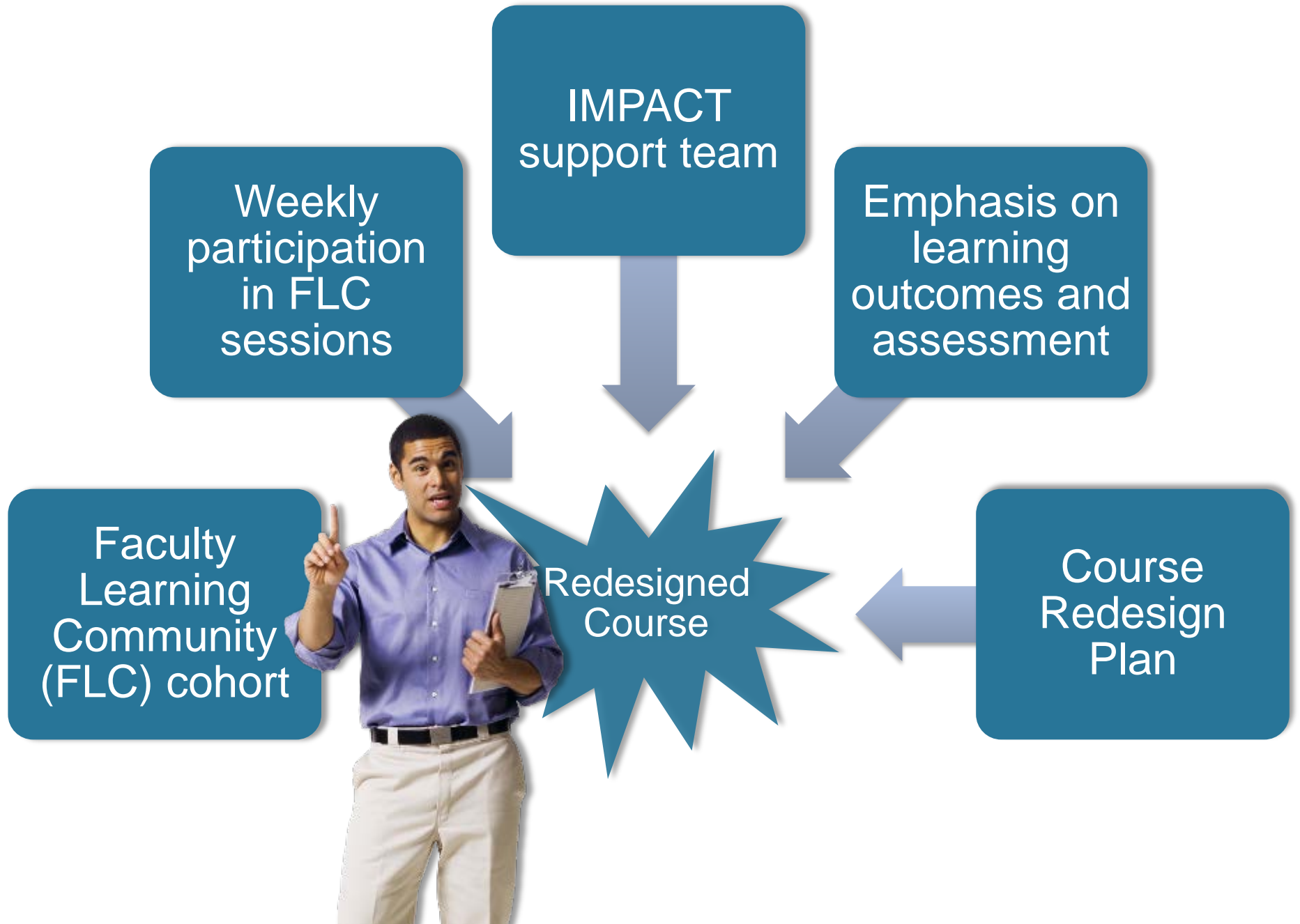
Emphasis on learning outcomes and assessment

Faculty Learning Community (FLC) cohort

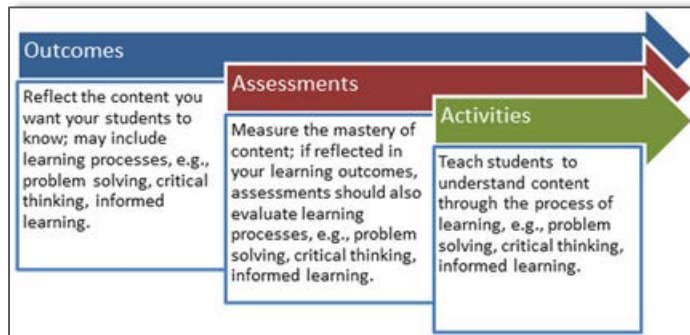
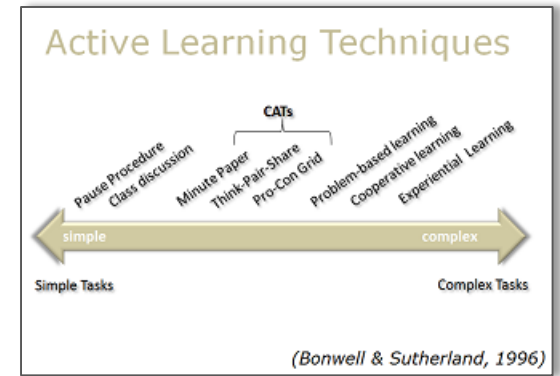
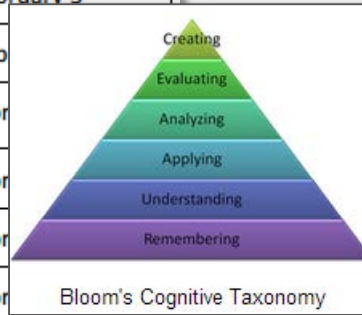


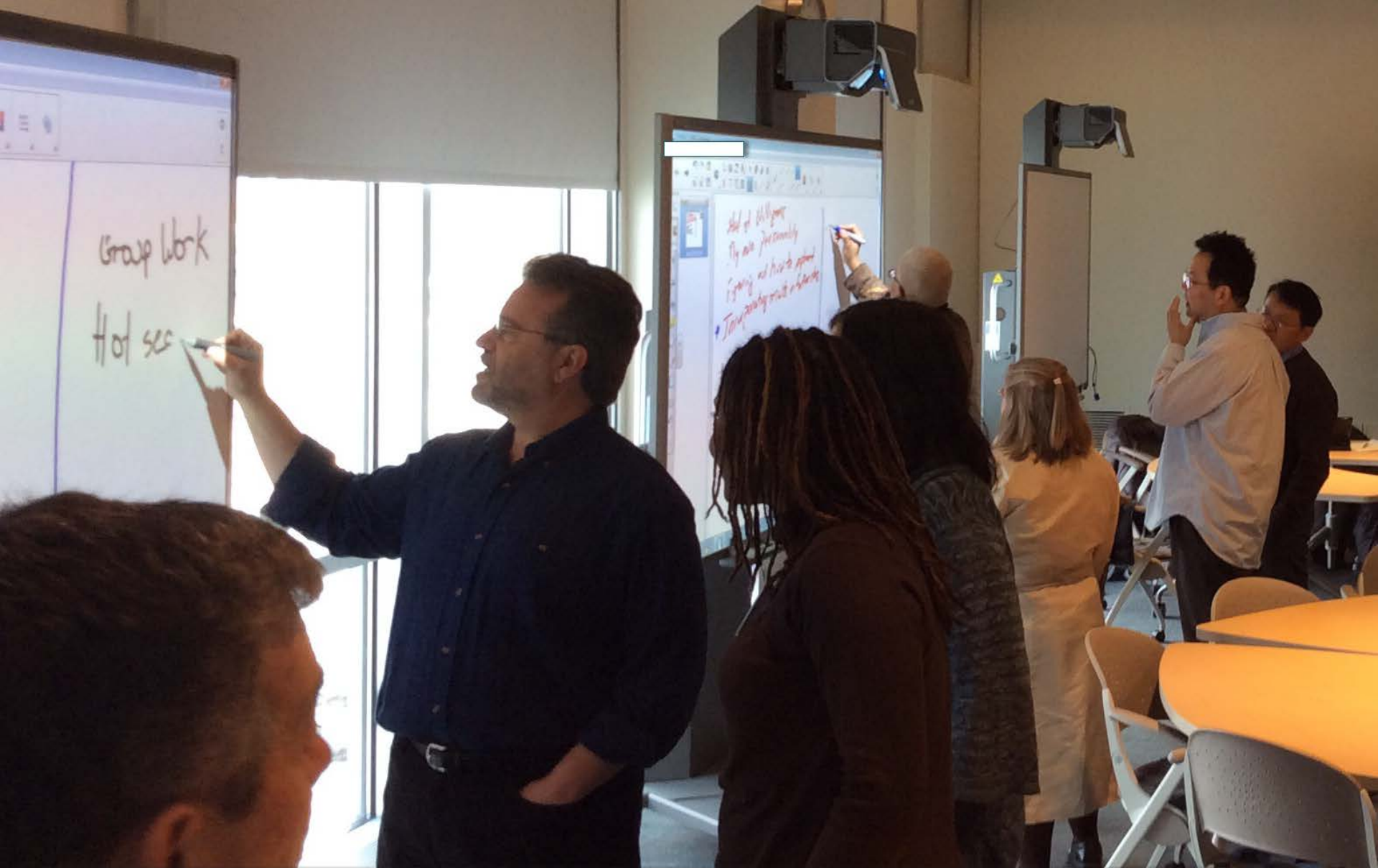
Redesigned Course

Course Redesign Plan



Deliverables	Monday FLC Date Due
Research Question	February 3
Initial Learning Outcomes	Feb
Peer Review: Learning Outcomes	Febr
Revised Learning Outcomes	Febr
Transformative Pedagogies Group Discussion	Febr
Specific Learning Objectives	Febr
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





“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

Redesign Elements	F	%
Blackboard	10	83.3
In-class discussion	8	66.7
Collaborative learning	8	66.7
Active learning	7	58.3
In-class group work/problem-solving	6	50.0
In-class quizzes	6	50.0
Online quizzes	5	50.0
Online/pre-recorded lectures	5	50.0

Lessons Learned from IMPACT	Mean
How to implement a course redesign	2.75
How to plan a course redesign	2.67
Instructional technologies available on campus	2.66
Importance of learning spaces in course redesign	2.58
How to create course learning objectives	2.58
How learning spaces may influence student engagement	2.50
How to foster student engagement	2.42
Best practices in content delivery	2.33
How to create meaningful assessment items	2.27
Applications of instructional technologies in classroom instruction	2.25
Developing questions/assessment that match learning objectives	2.25
Strategies for creating group activities	2.25
Strategies for facilitating group learning	2.25
How to create lesson plans	2.00



Scale: 1-3; not at all to greatest extent

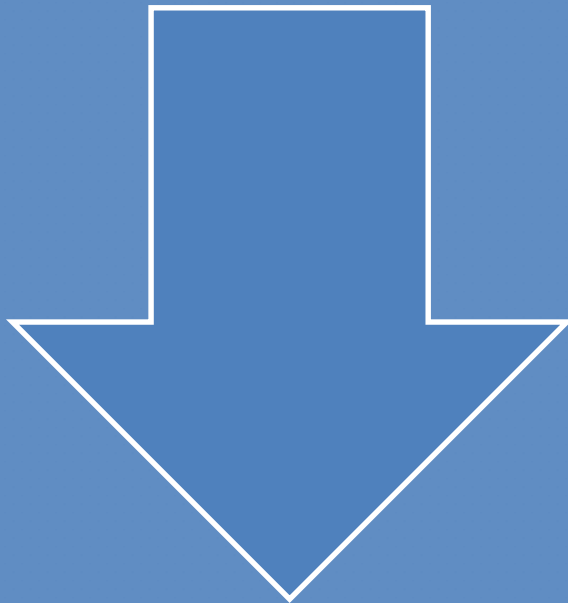


Instructional technologies

Learning objectives  
development

Student management

IMPACT resources



Instructional technologies

Department culture

Lack of student buy-in

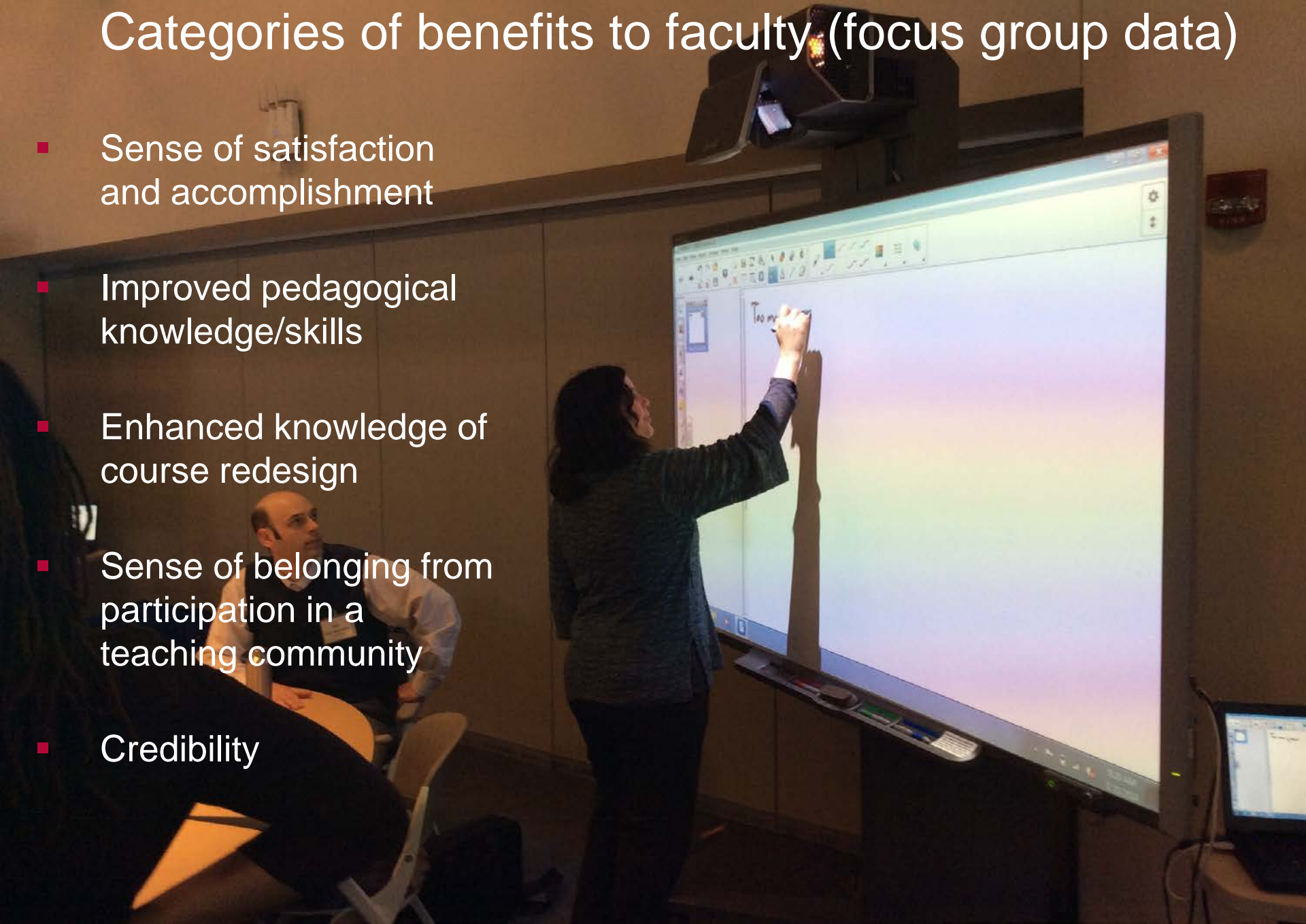
Time commitment

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



**Questions:**

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

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