MAKING AN IMPACT
BY PARTNERING WITH FACULTY
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.
• 63 courses, mostly lower-level, large-enrollment courses

• 10 of 11 colleges represented

• 68 faculty

• 25,000 students
Financial Support:  
Provost’s Office, Purdue Extended Campus

Support Staff contribution: CIE, Libraries, and ITaP

Assessment Resources:  
DLRC, CIE, ITaP, and Provost’s Office
Redesigned Course

FLC cohort community

IMPACT support team

Weekly participation in FLC sessions

Course redesign plan

Emphasis on learning outcomes and assessment

Redesigned Course
Teachers need to integrate technology seamlessly into the curriculum instead of viewing it as an add-on, an afterthought, or an event. – Heidi-Hayes Jacobs

- Teaching & Learning Initiatives team: 8 staff
- Purdue-developed Studio Suite
- Technology interwoven through FLC sessions – model what we preach
Faculty learn about active and collaborative learning

Design activities for a student-centered learning environment

Outcomes: student engagement, confidence, and increases in specific learning outcomes and higher-order critical thinking
Faculty Learning Communities

Support with campus-wide resources

Share results, reflect, renew

Best practices and sound research
IM:PACT COURSE DESIGN MODEL
<table>
<thead>
<tr>
<th>FLC Workshop focus</th>
<th>Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chickering &amp; Gamson’s 7 principles/technology overview, Building community/Intro to Course Design</td>
<td>Tech overview. Intro to BB9, TPACK</td>
</tr>
<tr>
<td>Learner Characteristics</td>
<td>Qualtrics</td>
</tr>
<tr>
<td>Outcomes and Objectives</td>
<td>Course Eval, BB discussion</td>
</tr>
<tr>
<td>Core Curriculum and IMPACT Courses</td>
<td>Passport</td>
</tr>
<tr>
<td>Models for course redesign</td>
<td>Bb Learn Showcase course, Kaltura</td>
</tr>
<tr>
<td>Evaluating Student Performance (2 sessions)</td>
<td>Course Eval, iClicker, BB assessments, DoubleTake and Gradient (Studio apps), IDP, Respondus</td>
</tr>
<tr>
<td>Information Literacy</td>
<td>Confluence, Search techniques</td>
</tr>
<tr>
<td>Active learning techniques &amp; team-based, cased-based, and problem-based learning</td>
<td>Adobe Acrobat Connect, Hotseat, Mixable (Studio apps)</td>
</tr>
<tr>
<td>Tying “Identify and Teach” to Objectives – Obj mapping to lessons, lesson planning</td>
<td>Passport (Studio app)</td>
</tr>
<tr>
<td>How to effectively manage student teams (writing group papers, for example)</td>
<td>Bb Learn Wiki (groups)</td>
</tr>
<tr>
<td>Scholarship of teaching &amp; learning</td>
<td>Blogs</td>
</tr>
<tr>
<td>The Reflective Instructor/Lessons Learned</td>
<td>Journal, Bb Learn Wiki</td>
</tr>
</tbody>
</table>
COURSE REDESIGN MODELS
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
hybrid course
- technology to promote active learning, problem-solving, and online collaboration.
- use Adobe Connect for group presentations, and work on problem-solving during class

• pre-lecture videos that contain quiz questions with feedback to
• just-in-time-teaching based on responses
• iClickers.
• moving towards a “studio model” similar to SCALE-UP.

Traditional lectures supplemented with videos of working out problems
• hands-on project where students practical application of core principles
USE OF TECHNOLOGY

![Bar chart showing the use of technology in education.
- Online lecture/video capture: 45
- Collaborative: 20
- Interactive: 10

The highest percentage of use is for online lecture/video capture, followed by collaborative and then interactive activities.]
Retention rates of courses in first redesign cohort (9 courses):

- 5 courses show increases in their rates over time
- 6 courses show increases from fall 2010
- 5 courses have shown their highest retention + graduation rates over the last 4 years.

In a comparison of concurrent IMPACT and traditional sections eight of the nine 2011 redesigned courses demonstrated an increased course GPA, and seven demonstrated the highest course grades in 4 years (From IMPACT Annual Report, 2012)
Students in IMPACT courses, show significant gains in competence and confidence (lowering of self-doubt) over the course of the semester.
Students in courses taught in the Fall 2012 (N = 492), reported the learning environment as significantly more engaging and student centered (autonomy supportive).
Variety of assessment methods
InnovaCve spaces
Design Model
Assessment Revisions
Innovative spaces
SLAs

Program Evolution
Getting the bang for our buck
Supporting faculty after redesign
Focus on continuous improvement
Courses we can’t get in the door
Support staff with other duties
Accommodating new course paradigms institutionally

CHALLENGES
INNOVATIVE INSTRUCTIONAL SPACES

End of year one: first "SCALE-UP" space in undergraduate library - $60,000 and donations from IMPACT partners

End of year two: two more spaces in undergraduate library

Planning stages of new "Active Learning Center" – dedicated to active and collaborative learning

| Capacity: 117 |
| Capacity: 90 |
| Capacity: 72 |
DOES IMPACT WORK?

Classroom

FLC effectiveness

Faculty

Student Success

ASSESSMENT PLAN
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.
Donalee Attardo
dattardo@purdue.edu

Pat Reid
patreid@purdue.edu