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Making an IMPACT: Empowering Student via Information Use

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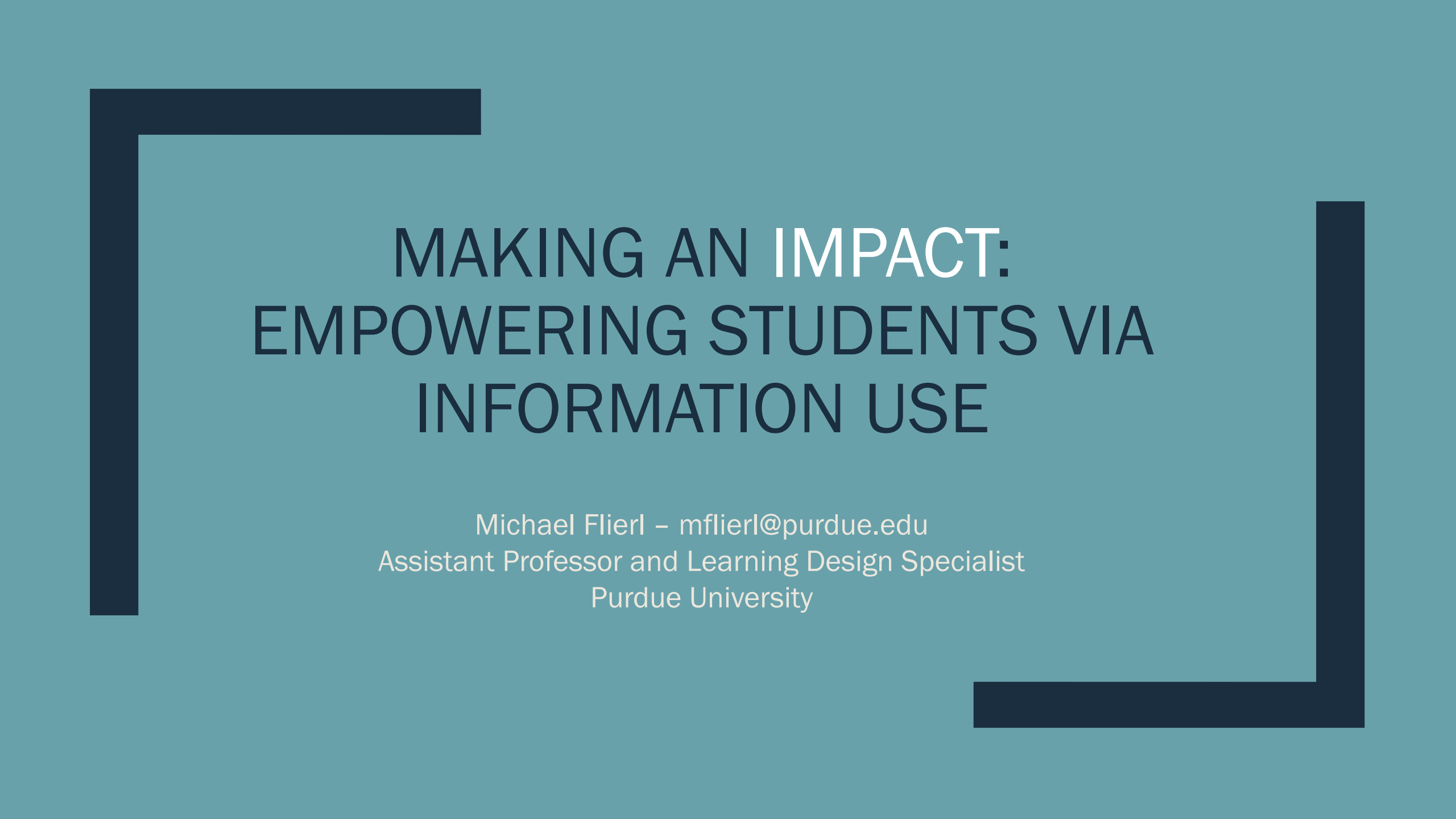
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MAKING AN **IMPACT:** EMPOWERING STUDENTS VIA INFORMATION USE

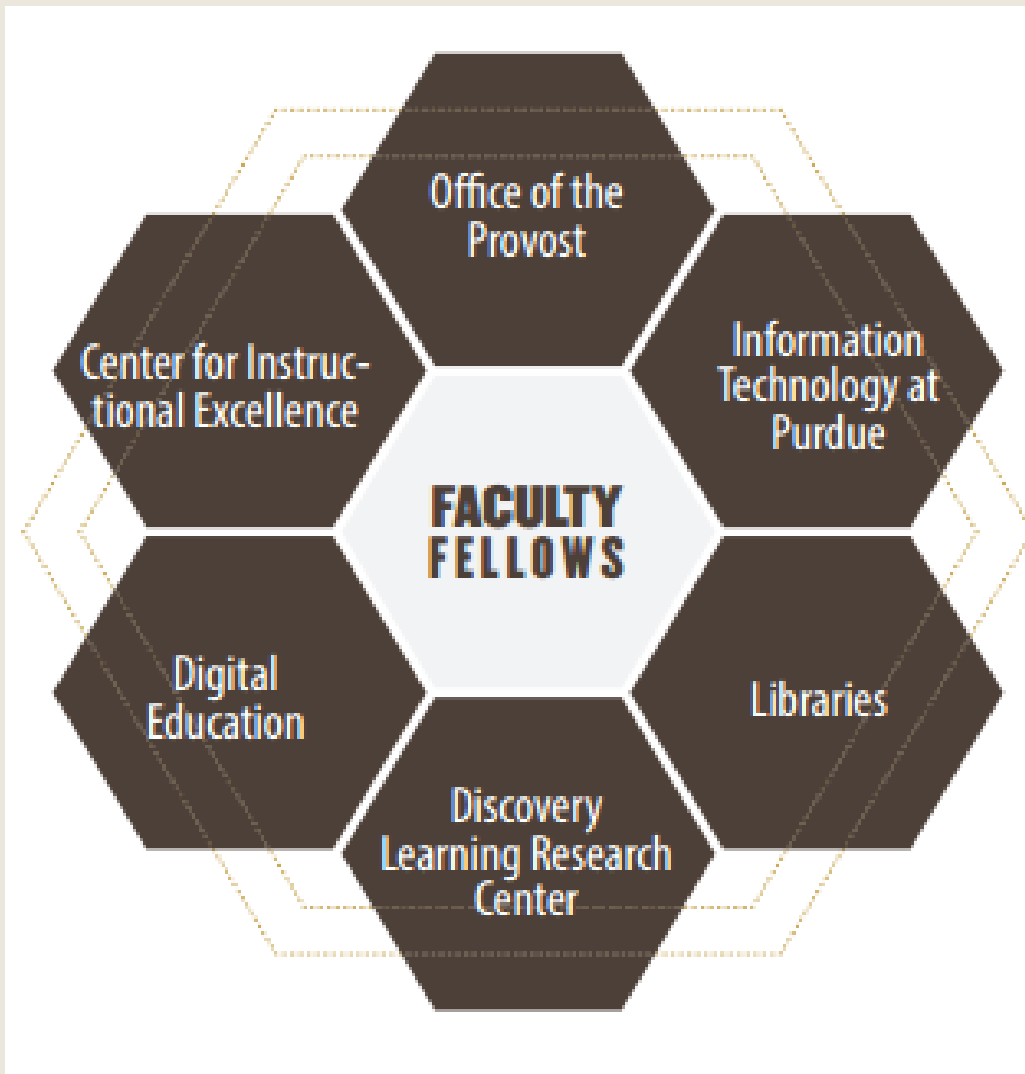
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Outline

- Overview
- Faculty Learning Communities (FLC)
- Theoretical Perspectives
- IMPACT Curriculum

OVERVIEW





Goal of IMPACT

- The overarching goal of IMPACT is to achieve a greater student-centered learning environment by incorporating active and collaborative learning as well as other student-centered teaching and learning practices and technologies into large enrollment foundational courses.



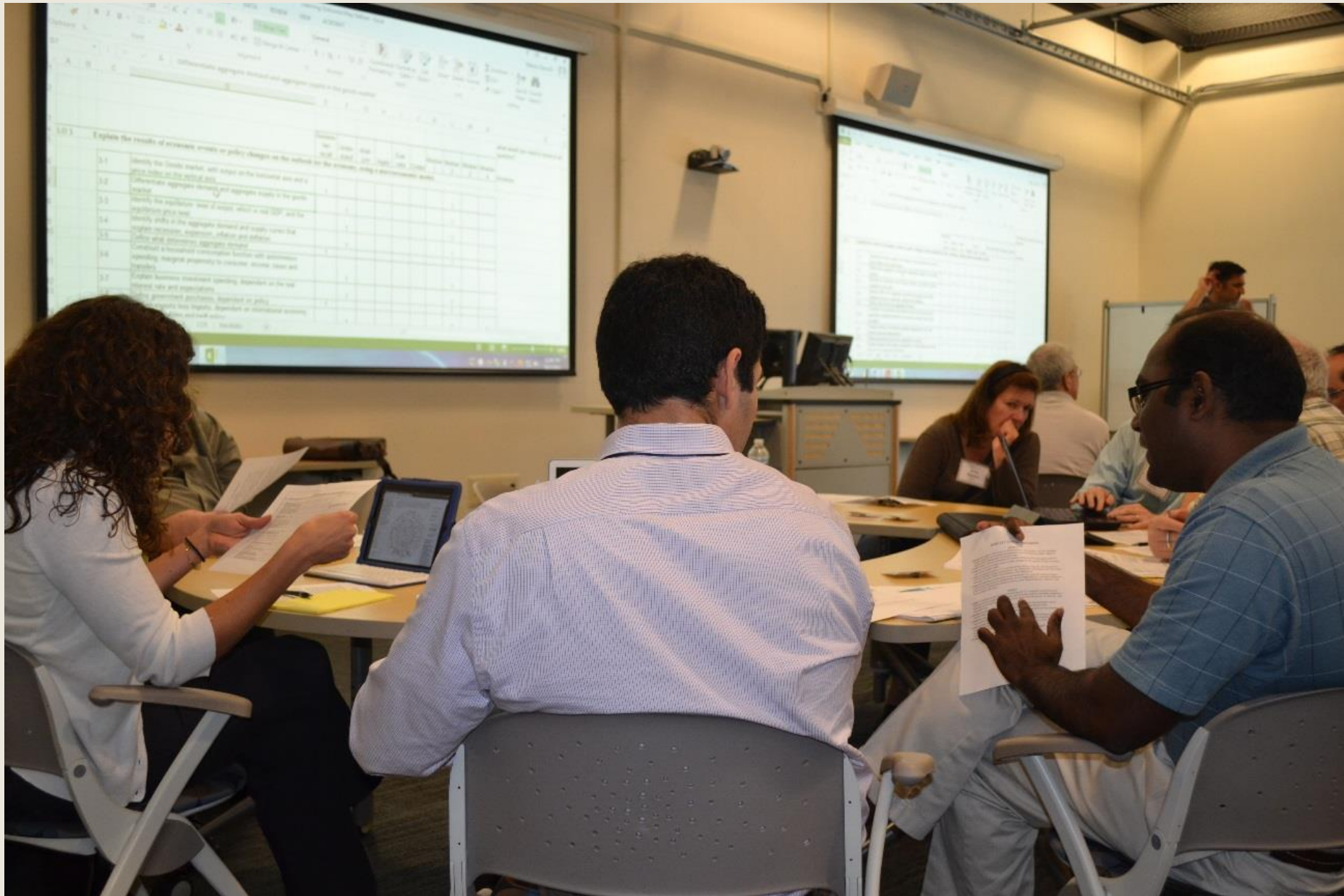
<http://goo.gl/Gb7Wtl>

2015 IMPACT Courses

Spring		Summer (Polytech)	Fall	
AD 125	EDST 200	AT 362	AMST 101	GS100
AD 225	ENGL 106	BCM 175	AT 144	HIST 103
AGEC 203	ENTM 210	CGT 101	BCM 457	IT 450
ANTH 205	HTM 499	CGT 118	CE222	ME 323
CGT 226	MA New Course	CGT 141	CE 474	MET 144
CHE 435	MA 13X00	CNIT 176	CHM 370	MGMT 44429
COM 100	MA 16020	CNIT 180	CSR 300	NUR 218
COM 114	MCMP 204	ECET 120	CSR 404/590	NUR220
COM 204	MET 162	MET 111	EAPS327	NUPH 494/495
ECET 224	MET 245	TLI 111	ECE 305	OLS 346
ECET 229	PHIL 230/REL 230		ENGR 132	POL 101
ECET 380	PHY 272		FNR 488	WGSS280

FLC – FACULTY LEARNING COMMUNITIES





10.3 Explain the results of economic events or policy changes on the national and regional level.

	Year	GDP	Inflation	Interest Rate	Unemployment Rate
10.3.1					
10.3.2					
10.3.3					
10.3.4					
10.3.5					
10.3.6					
10.3.7					
10.3.8					
10.3.9					
10.3.10					
10.3.11					
10.3.12					
10.3.13					
10.3.14					
10.3.15					
10.3.16					
10.3.17					
10.3.18					
10.3.19					
10.3.20					

10.3 Explain the results of economic events or policy changes on the national and regional level.

10.3.1 Identify the "simple model" with respect to the national and regional level.

10.3.2 Differentiate aggregate demand and aggregate supply in the goods market.

10.3.3 Identify the equilibrium level of output, interest rate, and price level.

10.3.4 Identify shifts in the aggregate demand and supply curves that trigger recessions, expansions, inflation, and deflation.

10.3.5 Explain the effects of monetary policy on aggregate supply.

10.3.6 Explain the effects of fiscal policy on aggregate supply.

10.3.7 Explain the effects of monetary policy on aggregate supply.

10.3.8 Explain the effects of fiscal policy on aggregate supply.

10.3.9 Explain the effects of monetary policy on aggregate supply.

10.3.10 Explain the effects of fiscal policy on aggregate supply.

10.3.11 Explain the effects of monetary policy on aggregate supply.

10.3.12 Explain the effects of fiscal policy on aggregate supply.

10.3.13 Explain the effects of monetary policy on aggregate supply.

10.3.14 Explain the effects of fiscal policy on aggregate supply.

10.3.15 Explain the effects of monetary policy on aggregate supply.

10.3.16 Explain the effects of fiscal policy on aggregate supply.

10.3.17 Explain the effects of monetary policy on aggregate supply.

10.3.18 Explain the effects of fiscal policy on aggregate supply.

10.3.19 Explain the effects of monetary policy on aggregate supply.

10.3.20 Explain the effects of fiscal policy on aggregate supply.

FLC

- 13 weeks
- “Flipped”
- 3 Fellows + 3 Support staff/faculty form teams

Deliverables

- Research Question
- Learning Outcomes/Objectives
- Assessment map

THEORETICAL PERSPECTIVES



Theoretical Perspectives

- Informed Learning
- Self-Determination Theory
- Backwards Design
- Information Consulting

Informed Learning

- “The idea of informed learning comes from recognizing that information use and learning are close companions; in formal learning environments, discipline content and effective information use need to be learned together as interrelated phenomena.” (p. 4)

Bruce, C. S. (2008). *Informed Learning*. Chicago, IL: American Library Association.

Informed Learning

- “Informed learning attends simultaneously to the content and context of learning (the discipline-focused outcomes) and to information use, including relevant professional and disciplinary practices.” (p. 4)

Bruce, 2008.

Self-Determination Theory

- Student perceptions of three psychological needs can strongly influence learning
 - *autonomy*
 - *competence*
 - *relatedness*

Ryan, R. M & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. Contemporary Educational Psychology, 25, 54-67.

Backwards Design

- Identify Desired Results
- Determine acceptable evidence
- Plan learning experiences/instruction

Wiggins, G. & McTighe, J. (2005). *Understanding by Design* (2nd ed). New York, NY: Pearson.

Information Consulting

- Key characteristics of information consulting models for academic librarians:
 - Knowledge/abilities
 - Relationship building
 - Co-Developing and accomplishing goals

Frank, D., & Howell, E. (2003). New relationships in academe: opportunities for vitality and relevance. *College and Research Libraries News*, 64(1), 24-27.

Frank, D., Raschke, G., Wood, J., & Yang, J. (2001). Information consulting: The key to success in academic libraries. *Journal of Academic Librarianship*, 27(1), 90-96.

IMPACT CURRICULUM



IMPACT Curriculum



**MOTIVATING
LEARNERS**



**LEARNING
OUTCOMES**



ASSESSMENT



**LEARNING
ACTIVITIES**



**DRAWING IT
TOGETHER**

LEARNING OUTCOMES



Blooms Taxonomy

REVISED Bloom's Taxonomy Action Verbs

Definitions	I. Remembering	II. Understanding	III. Applying	IV. Analyzing	V. Evaluating	VI. Creating
Bloom's Definition	Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.	Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.	Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.	Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.	Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.
Verbs	<ul style="list-style-type: none"> • Choose • Define • Find • How • Label • List • Match • Name • Omit • Recall 	<ul style="list-style-type: none"> • Classify • Compare • Contrast • Demonstrate • Explain • Extend • Illustrate • Infer • Interpret • Outline 	<ul style="list-style-type: none"> • Apply • Build • Choose • Construct • Develop • Experiment with • Identify • Interview • Make use of • Model 	<ul style="list-style-type: none"> • Analyze • Assume • Categorize • Classify • Compare • Conclusion • Contrast • Discover • Dissect • Distinguish 	<ul style="list-style-type: none"> • Agree • Appraise • Assess • Award • Choose • Compare • Conclude • Criteria • Criticize • Decide 	<ul style="list-style-type: none"> • Adapt • Build • Change • Choose • Combine • Compile • Compose • Construct • Create • Delete

Example Learning Outcomes

- Apply compound interest factors to establish economic equivalencies
- Use present worth analysis to evaluate alternatives
- Calculate a project's discounted payback period
- Use annual worth analysis to evaluate alternatives
- Calculate a project's breakeven rate of return
- Use rate of return to evaluate alternatives

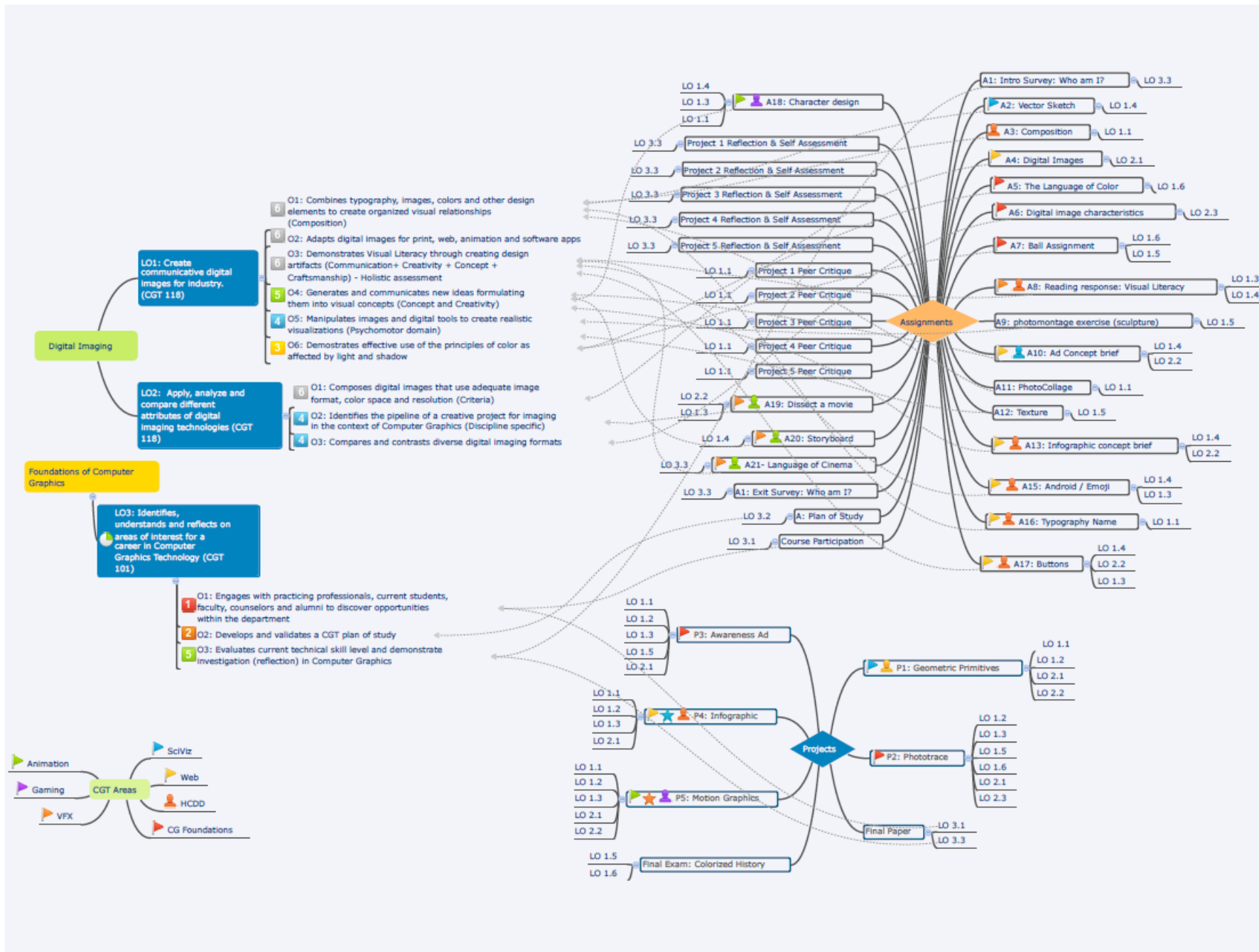
Revised LOs

- Apply compound interest factors to establish economic equivalencies
- Evaluate alternatives using various economic analysis methods
- Apply economic analysis concepts to personal finance situations
- Calculate tangible asset depreciation for book values and tax purposes

ASSESSMENT MAP




	A	B	C	D	E	F	G	H	I
1	Final Exam/Project Assessment Template								
2									
3		LO & specific objective	Bloom's #	E1 Questions	E2 Questions	E3 Questions	% of grade	Lesson Plan Brief Description	Timeline
4	LO1: 1. Predict market equilibrium and changes in equilibrium.	Infer whether a change in economic conditions affects the behavior of buyers or sellers.	2	6, 7, 20, 28, 29, 35, 39	23,		3.3%	02 - Supply and Demand	Week 3
5		Infer whether the change affects the demand (supply) curve positively or negatively.	2	7, 8, 12, 15, 20, 21-23, 35, 39	11, 23	28-30,	6.3%	02 - Supply and Demand	Week 3
6		Illustrate how a shift in supply (demand) affects quantity and price in equilibrium.	3	10, 21-23	4, 9, 30,	28-30,	4.2%	03 - Equilibrium, ongoing	Weeks 4-9
7		Calculate how variables such as revenue or costs change as equilibrium changes.	3	24	2, 5, 8, 17, 28, 35, 39	14, 33,	4.2%	04 - Elasticity, ongoing	Weeks 5-9
8									
9	LO2: 2. Identify costs and benefits involved in economic decision making.	Identify opportunity costs when presented with a hypothetical economic agent's choice.	4	14, 32	9, 40		1.7%	01 - Trade and Comparative Advantage, ongoing	Week 1
10		Identify the benefits of a hypothetical agent's choice.	2	19			0.4%	00 - The Nature and Method of Economics	Week 1
11		Infer whether the opportunity cost (benefit) is diminishing or not.	2			21,	0.4%	00 - The Nature and Method of Economics	Week 1
12		State conditions under which a hypothetical agent will rationally choose an action.	4		6, 12, 22, 26-27, 40	3, 40	3.8%	06 - Price System and Efficiency	Week 8



LEARNING ACTIVITIES



	A	B	C	D	E	F	G	H	I	J	K	L
1	BCM 457		Learning Outcomes						Student-Centered Learning			
2	Construction Safety 		1. Create a safety plan to manage jobsite operations in accordance with OSHA Safety Regulations (Create)	2. Evaluate & mitigate jobsite hazards (Evaluating)	3. Determine appropriate safety equipment & procedures for construction activities (Evaluate)	4. Analyze the costs & causes of accidents (Analyze)	5. Use key safety phrases in Spanish to communicate with Hispanic workers (Apply)	Autonomy	Competence	Relatedness		
3	Active Learning Activities, pedagogies, and/or Educational Practices		Group/Class Discussion ← Case studies in small group discussions →							Instructor will highlight correct answers given by groups.		
4			Reflection							Students acknowledge what they did correctly in reflection.		
5			Challenging/fun activities			Game Show		Students will create video of themselves speaking Spanish		Rap Song	Students receive low-stakes assessment on how well they understand subject matter	Students get chance to talk with other students about experience
6			Lecture ← Lectures will be punctuated by small group work, quizzes, and various activities. →								Problems/issues from last class, reflections, or quizzes will be addressed at beginning of class.	
7			Demonstration						Hands-on Activities with Construction Safety Equipment	Students conduct safety meeting for BCM 175 course (in construction lab)		
8												
9												

QUESTIONS?

