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IMPACT Creative Materials

Instruction Matters: Purdue Academic Course
Transformation (IMPACT)

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IMPACT FLC Schedule

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IMPACT Faculty Learning Community (FLC) Schedule

This schedule is subject to change.

Fall 2013 IMPACT FLC Schedule			
Week	Topic	Reading and exercises to be completed before FLC session (materials available in BBLearn unless otherwise stated)	Major Due Dates
Start Where > Where are you starting from?			
1	IMPACT Kick-Off Kick-off, syllabus, expectations, SLA, Building community/Intro to Course Design; Intro to websites and Bb site	Required materials: Service Level Agreement	
2	Principles of Good Practice Where are you starting from? Chickering & Gamson's 7 principles/ technology overview	Required materials: 1) Chickering and Gamson 2) Write up one thing you want to accomplish through your redesign	Initial Learning Outcomes
3	Learner Characteristics and Student Motivation	Assignments: 1) IMPACT Learning Styles Questionnaire 2) Teaching Goals Inventory	Peer Review: Learning Outcomes - Version 1 Research Question
Accomplish What > What do you want to accomplish?			
4	Outcomes and Objectives		Revised Learning Outcomes
Approach How > How do you want to approach it?			
5	Transformative Pedagogies for Active Learning	Assignments: 1) Pre-reading (PBL, CBL, TBL, Critical Thinking, Informed Learning) 2) Discussion Board post Required materials: 1) Teaching Goals Inventory (TGI) printout 2) Learning Outcomes – V1	Peer Review: Learning Outcomes - Version 2

6	Transformational Designs: Other Transformations for Active Learning	Assignments: Complete the Models worksheet Required materials: 1) Interactive Course Design manual "Identify learning model"	Specific Learning Objectives
7	Evaluate Student Performance – Part 1	Assignments: 1) Develop draft Specific Learning Objectives (Please send draft to your support staff) Required materials: 1) Chapter 2 of <i>Connecting the Dots</i>	Peer Review: Specific Learning Objectives -Version 1
What Methods > What methods and activities will you use to get there?			
8	Evaluate Student Performance – Part 2	Required materials: 1) Read Chapter 3 of <i>Connecting the Dots</i> 2) Read either Chapter 4 or Chapter 5 of <i>Connecting the Dots</i> based on applicability to your course	Revised Specific Learning Objectives
9	Active Learning Techniques and Technologies Tying “Identify and Teach” to Objectives – Part 1	Assignments: 1) Pre-reading (Active Learning)	Peer Review: Specific Learning Objectives - Version 2
10	Lesson Planning Tying “Identify and Teach” to Objectives – Part 2	Required materials: 1) Section on Develop and Teach Course from Course Design Model 2) Sample lesson plans 3) Navigating the Bumpy Road To Student-Centered Instruction 4) First day questions for	

		learner-centered classroom	
11	Lesson Planning Tying “Identify and Teach” to Objectives – Part 3		
12	IMPACT Updates	1) Pedagogies & strategies for teaching based upon model and assignments selected (such as what to do during the class time in a flipped course, strategies for effective videos, etc. 2) Technologies to support various models	Assessment Map
13	Closing the Loop	Assignments: 1) Complete the Teaching Goals Inventory (TGI) 2) Complete Expanded Learning Outcome Map Required materials: 1) Chapter 3 & 8 of <i>Connecting the Dots</i>	Revised Research Question
14	The Reflective Instructor Lessons Learned /Celebration	Assignments: 1) Refer to the goal you wrote on the first FLC session and reflect on what you have developed and identify how you can progress this 2) Review the Lessons Learned wiki. Reflect on how these lessons might impact you. Add comments, contents, or pages to the wiki. Required materials: 1) Excerpts from: What It Means to Be a Critically Reflective Teacher (pp. 3-7, 9-	

		21, & 22-26) 2) Excepts from: The Reflective Teacher (pp. 7-8 & 13-22)	