A PERFECT STORM:

CAMPUS WIDE COURSE RE-DESIGN AT AN AMERICAN R1 UNIVERSITY MEETS THE PACIFIC RIM

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- David B. Nelson, Ph.D., Purdue University, Center for Instructional Excellence
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The Large Lecture Experience
IMPACT

- INSTRUCTION
- MATTERS:
- PURDUE
- ACADEMIC
- COURSE
- TRANSFORMATION
IMPACT

Redesigned Foundational Courses

- Best Practices and Sound Research
- Course redesign plan
- Emphasis on learning outcomes and assessment
- Reflect on Results
- Innovative Pedagogies Supported by Technologies
- IMPACT support team
- Faculty Learning Communities (FLC) cohort community

Emphasis on learning outcomes and assessment

Reflect on Results

Innovative Pedagogies Supported by Technologies

Course redesign plan

Redesigned Foundational Courses

IMPACT support team

Faculty Learning Communities (FLC) cohort community
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
CAMPUS-WIDE SUPPORT

- Office of the Provost
- Information Technology @ Purdue
- Purdue Libraries
- Purdue Extended Campus
- Discovery Learning Research Center
- Center for Instructional Excellence
NUMBER OF COURSE TRANSFORMED

Number of Courses

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STUDENTS IMPACTED
INTERNATIONAL STUDENTS AT PURDUE

Students Enrollment at Purdue

International Students

Number of Chinese Students

International Students

Diagram showing the enrollment of international students at Purdue University, with a significant increase in Chinese students from 2007 to 2012.

Pie chart showing the distribution of international students among China and other countries.

Graph illustrating the growth in enrollment from 2007 to 2012, with a focus on Chinese students.

Further breakdown of Chinese students into ESL and Non-ESL categories.
PILOT STUDY WITH INTERNATIONAL STUDENTS

• Reading centered course

• Use of technology enhanced pedagogies

• Use of ESL-friendly pedagogies

• 119 students
  – 39 International students (33%)
PERCENT OF POINTS REQUIREMENT

- Total
- Final
- Pre Quiz
- Post Quiz
- Activities
- Exams

- International
- National
DISTRIBUTION OF LETTER GRADES

- **International**
- **National**
DISTRIBUTION OF TOTAL POINTS
POL 101 IMPACT CLASS

• Large service course (N = 171)

• International students (N = 12 or 7%)

• Use of technology enhanced pedagogies (Hotseat)

• Use of active learning “mini-research projects”
IMPACT ON FINAL EXAM SCORES

- Successful active learning mini-research projects improved performance

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Predicting Performance on Final Exam
IMPACT ON FINAL EXAM SCORES

- “Payoff” of active learning mini-research projects greater for International students

   Effect Present even after controlling for class attendance
IN SUM...

• IMPACT active learning strategies are beneficial

• Especially for International students