Guiding Principles of the IMPACT X+ portfolio

The IMPACT X+ portfolio was built on the success of Purdue’s internationally recognized IMPACT program by a team of 22 Purdue faculty working with the Innovative Learning Team. The following guiding principles were established by the IMPACT X+ Faculty Advisory Team\(^1\) for Purdue course design in response to COVID-19 and beyond.

**Student well-being in a challenging environment**

- Emphasis on providing structure, such as calendars, noting assignment and exam schedules with frequent reminders, and regular on-line office hours. Determine where flexibility can be built in as issues arise.
- Providing choices where possible in assignments, research projects, roles within group activities, so as to maximize their sense of control and tailor the course to their strengths and interests.
- Providing guidelines for projects, working in groups, and group management, as well as the navigation of new technologies (e.g., you can have students demonstrate competency with select tools or technologies, while also gauging their well-being).
- Developing methodologies to gain feedback from students on how they are adapting and to help identify and mitigate at-risk students.
- Providing course structure or modality choices; what components can be done in both face-to-face, online, environments and how can students move between these environments as they need.

**More interactions with the instructor and other students to reduce feelings of isolation**

- Promoting more intentional, face-to-face and virtual instructor-to-student interactions.
- Incorporating students’ questions, interests, or responses into course material.
- Promoting online student-to-student interactions or group projects, including a student-only discussion/study spaces.
- Promoting more intentional, face-to-face and virtual student-to-student interactions where students can provide feedback to other student’s questions.

**Robust, resilient, and adaptable to changing social distancing guidelines**

- Using Brightspace as the core entry point for all courses.
- Preparing for moving all aspects of a course to online if required.
- Preparing for loss of instructor or TA availability, including team teaching and identifying backups.
- Considering how courses will use space, time, and technology to de-densify classes while

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1 Members of the 2020 IMPACT X+ Advisory Team and their Colleges/Departments are: Andrew Freed, Science; Pamala Morris, Agriculture; Kerrie Douglas, Engineering; Tim Newby, Education; Susan Swithers, Health & Human Sciences; Chantal Levesque-Bristol, Center for Instructional Excellence and Educational Studies; Erica Lott, Center for Instructional Excellence; and Jenna Rickus, Office of the Provost and Agricultural and Biological Engineering.
preserving interactions.

**New hybrid formats with an emphasis on adaptability and flexibility**

- Designing courses to accommodate remote, asynchronous learners.
- Emphasizing in-person lectures where possible with respect to social distancing guidelines with flexibility to change with guideline changes or providing students with choice for lecture type (in-person, recorded, or combination of these options, as needed).
- Developing hybrid lecture formats that combine in-person, synchronously streamed, and asynchronous recorded lectures.
- Providing synchronous components of courses are being emphasized as a way to increase person-to-person interactions for remote learners (e.g., virtual office hours, group work, check-ins, etc.)
- Providing recorded lectures that have chapters or are broken up into smaller chunks are being emphasized to support all learning needs.
- Providing students the autonomy to decide what format they need, noting that some students need to be able to move between face-to-face and online environments.
- Providing instructors the autonomy to decide what formats work best for their courses and their risk level. Note that fully online can still utilize dual synchronous/asynchronous approaches.

**Assessments of student’s performance designed to be adaptable to an online environment**

- Encouraging more low-stakes assessments to reduce student pressure and issues with academic integrity.
- Encouraging bringing exams online with large windows of time (24-48 hours) within which exams can be taken to provide flexibility for students and enable more time for technical support or other issues that may arise.
- Establishing clear methods of communication with students to ask questions, provide clarifications, or address exam issues in the online environment.
- Encouraging randomly varying questions from a larger pool to reduce issues with academic integrity.
- Encouraging questions to focus on applications and examples relevant to the course and/or created by students to reduce issues with academic integrity.
- Providing examples specific to the course that would be familiar format to what students have worked on and more difficult to answer external websites. For example, consider providing a picture of lab apparatus or case studies used in the course and changing variables or data sets to solve.