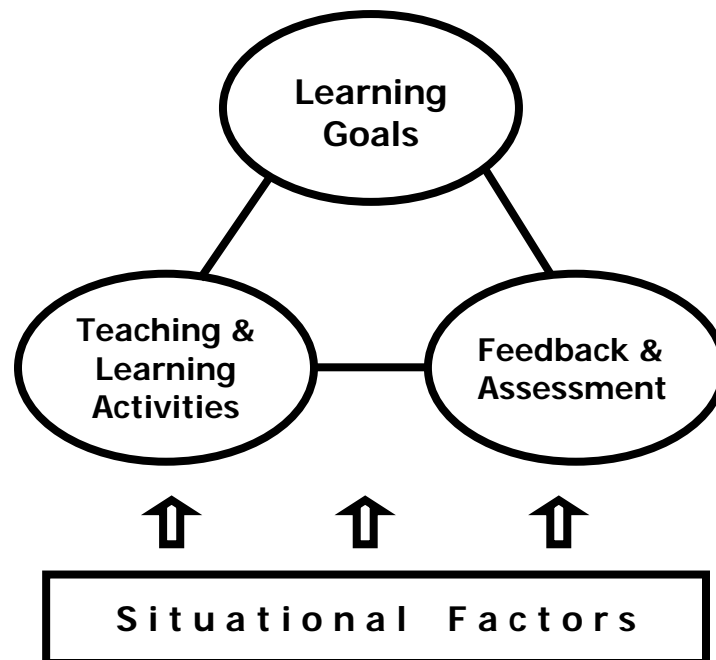


SPECIFIC GOALS for This Workshop

1. **FOUNDATION KNOWLEDGE:** Understand the basic terms and concepts
2. **APPLICATION:** Be able to use the model of Integrated Course Design
3. **INTEGRATION:** Connect ideas from the Scholarship of Teaching & Learning (SoTL) with your own work as an educator.
4. **HUMAN DIMENSION:**
 - **SELF:** Be more confident that you *can* do this
 - **OTHERS:** Work with others to create more powerful designs
5. **CARING:** Identify the value of course design in teaching
6. **LEARNING HOW TO LEARN:** Know what else you want to learn about course design – and *how* to learn *that*.

"INTEGRATED COURSE DESIGN":

A Model For Creating Significant Learning Experiences



by

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"Fink's 5 Principles of Fine Teaching"

“Good courses are courses that...

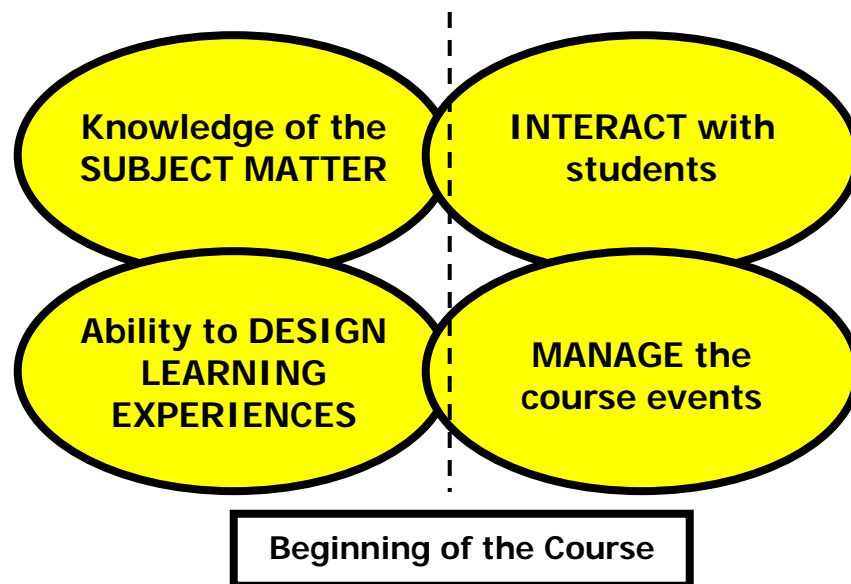
1. Challenge students to **SIGNIFICANT LEARNING**.
2. Use **ACTIVE FORMS OF LEARNING**.
3. Have teachers who **CARE**:
...about the subject, their students, and teaching and learning.
4. Have teachers who **INTERACT WELL** with students.
5. Have a good system of **FEEDBACK, ASSESSMENT** and **GRADING**.

IMPROVING THE QUALITY OF TEACHING

IN HIGHER EDUCATION

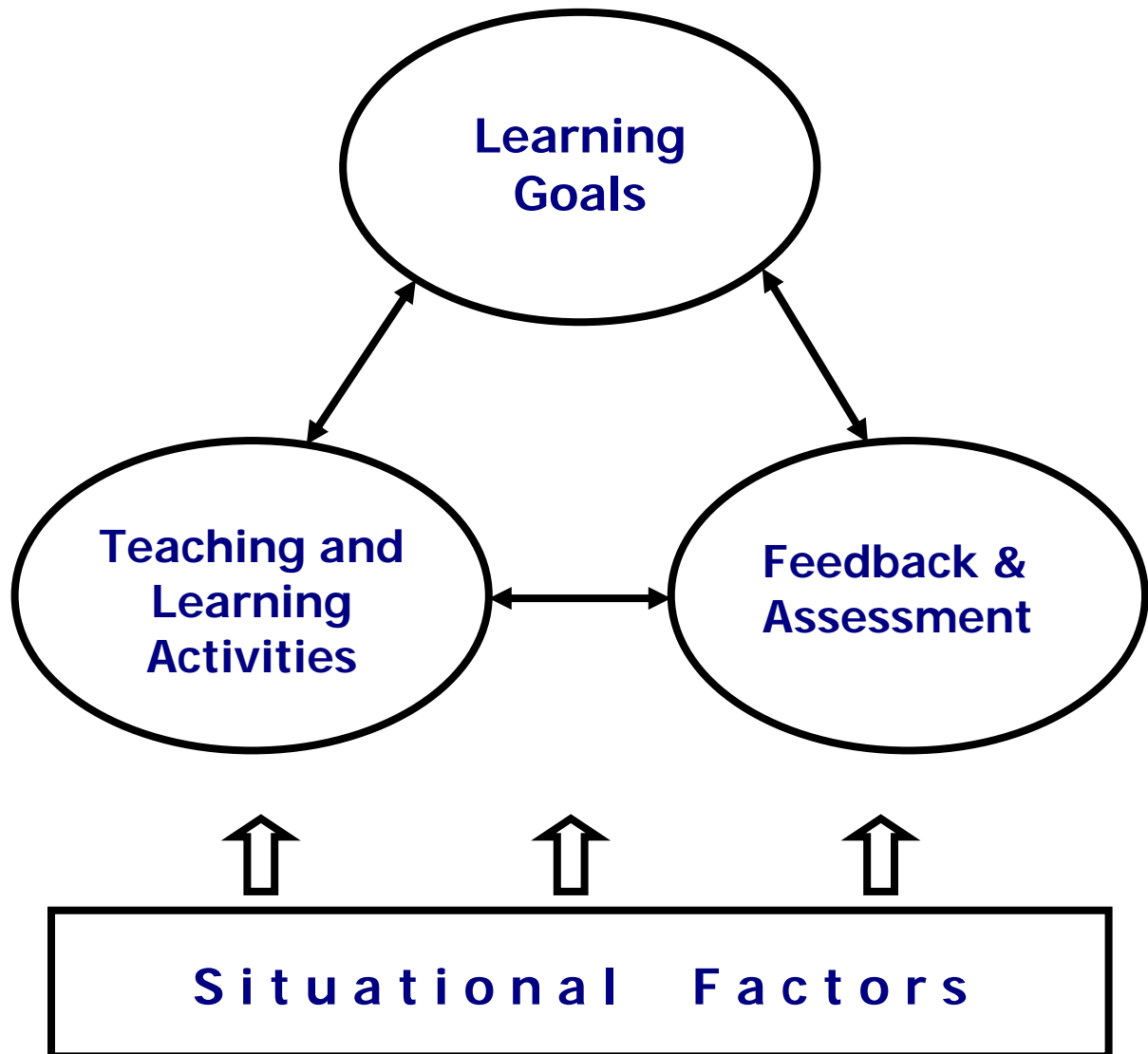
Teachers in higher education who want to enhance their ability to promote significant learning, can do this by increasing or improving their:

- **Understanding of the SUBJECT MATTER they teach**
- **Ability to DESIGN learning experiences**
- **Ability to INTERACT with students**
- **Ability to MANAGE the teaching/learning events**



INTEGRATED COURSE DESIGN:

Key Components



KEY QUESTIONS TO ASK

WHEN DESIGNING LEARNING EXPERIENCES

1. What **situational factors** play an important role, when designing courses and curricula?
2. What should our full set of **learning goals** be?
3. What kinds of **feedback and assessment** should we provide?
4. What kinds of **teaching & learning activities** will suffice, in terms of achieving the full set of learning goals we set?
5. Are all the components **connected and integrated**, i.e., are they consistent with and supportive of each other?

SITUATIONAL FACTORS TO CONSIDER

Specific Context of the Teaching/Learning Situation

- How many students are in the class?
- Is the course lower division, upper division, or graduate level?
- How long and frequent are the class meetings?
- How will the course be delivered: live in a classroom, online?

Expectations of Others

- What learning expectations are placed on this course or curriculum by:
 - Society?
 - The University, College and/or the Department?
 - The Profession?

Nature of the Subject

- Is this subject primarily theoretical, practical, or some combination?
- Is the subject primarily convergent or divergent?
- Are there important changes or controversies occurring within this field of study?

Characteristics of the Learners

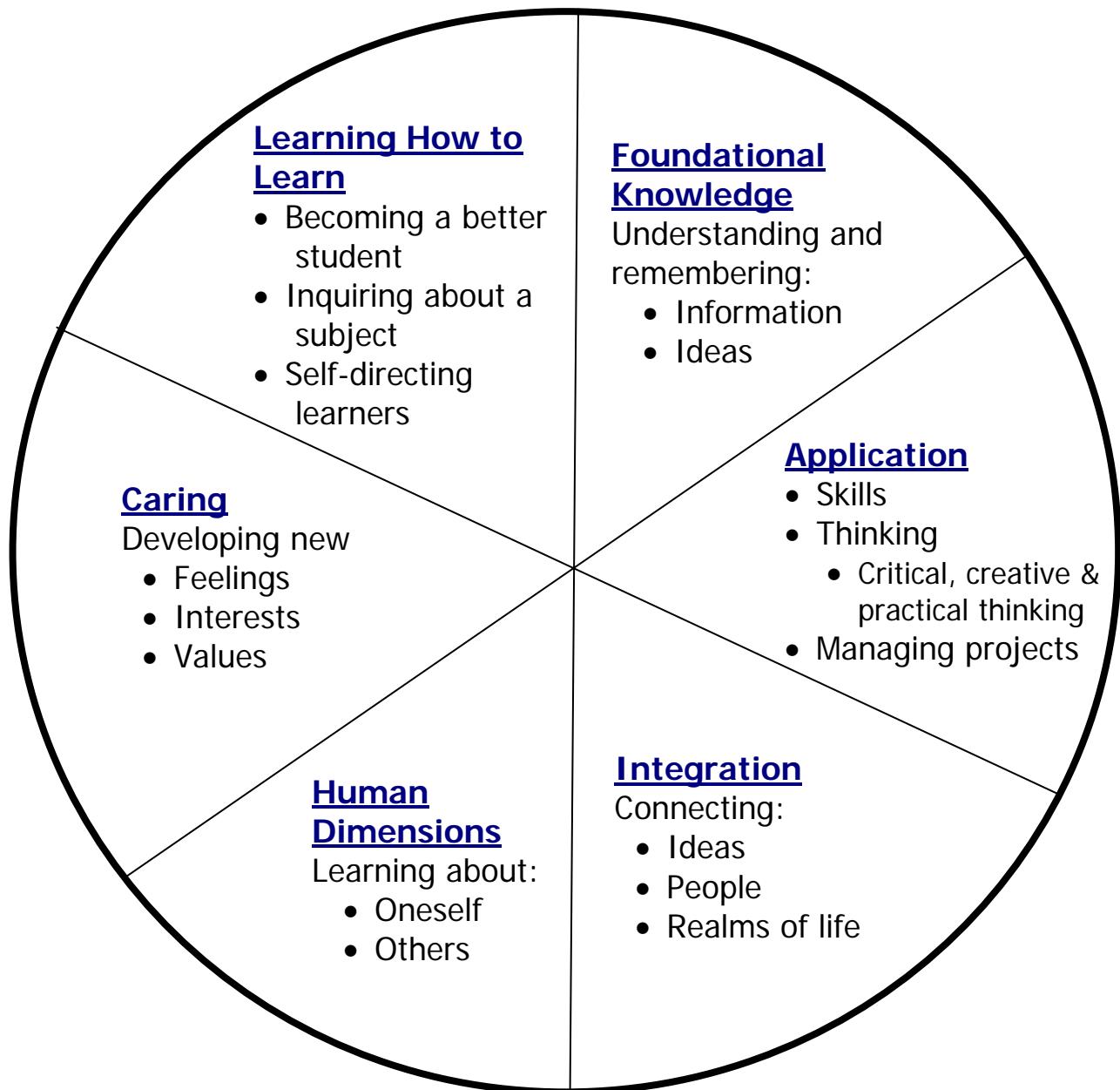
- What is the life situation of the learners (e.g., working, family, professional goals)?
- What prior knowledge, experiences, and initial feelings do the students have with this subject?
- What are their learning goals, expectations, and preferred learning styles?

Characteristics of the Teacher(s)

- What beliefs and values does the teacher have about teaching and learning?
- What is his/her attitude toward: the subject, students?
- What are his/her teaching skills?
- What level of knowledge or familiarity does he/she have with this subject?

Figure 2.1

THE TAXONOMY OF SIGNIFICANT LEARNING



Questions for Formulating Significant Learning Goals

"A year after this course is over, I want and hope that students will..."

Foundational Knowledge

- What key information (e.g., facts, terms, formula, concepts, relationships, etc.) is important for students to understand and remember in the future?
- What key ideas or perspectives are important for students to understand in this course?

Application Goals

- What kinds of thinking are important for students to learn here:
 - ◆ Critical thinking, in which students analyze and evaluate?
 - ◆ Creative thinking, in which students imagine and create?
 - ◆ Practical thinking, in which students solve problems and make decisions?
- Are there important skills that students need to learn?
- Do students need to learn how to manage complex projects?

Integration Goals

- Are there important connections (similarities and interactions) that students should recognize and make...
 - ◆ Among ideas *within* this course?
 - ◆ Between the information, ideas, and perspectives in this course and those in other courses or areas?
 - ◆ Between material in this course and the students' own personal, social, and/or work life?

Human Dimension Goals

- Is there anything important that students could or should learn about themselves?
- Is there anything important that students could or should learn about understanding and interacting with others?

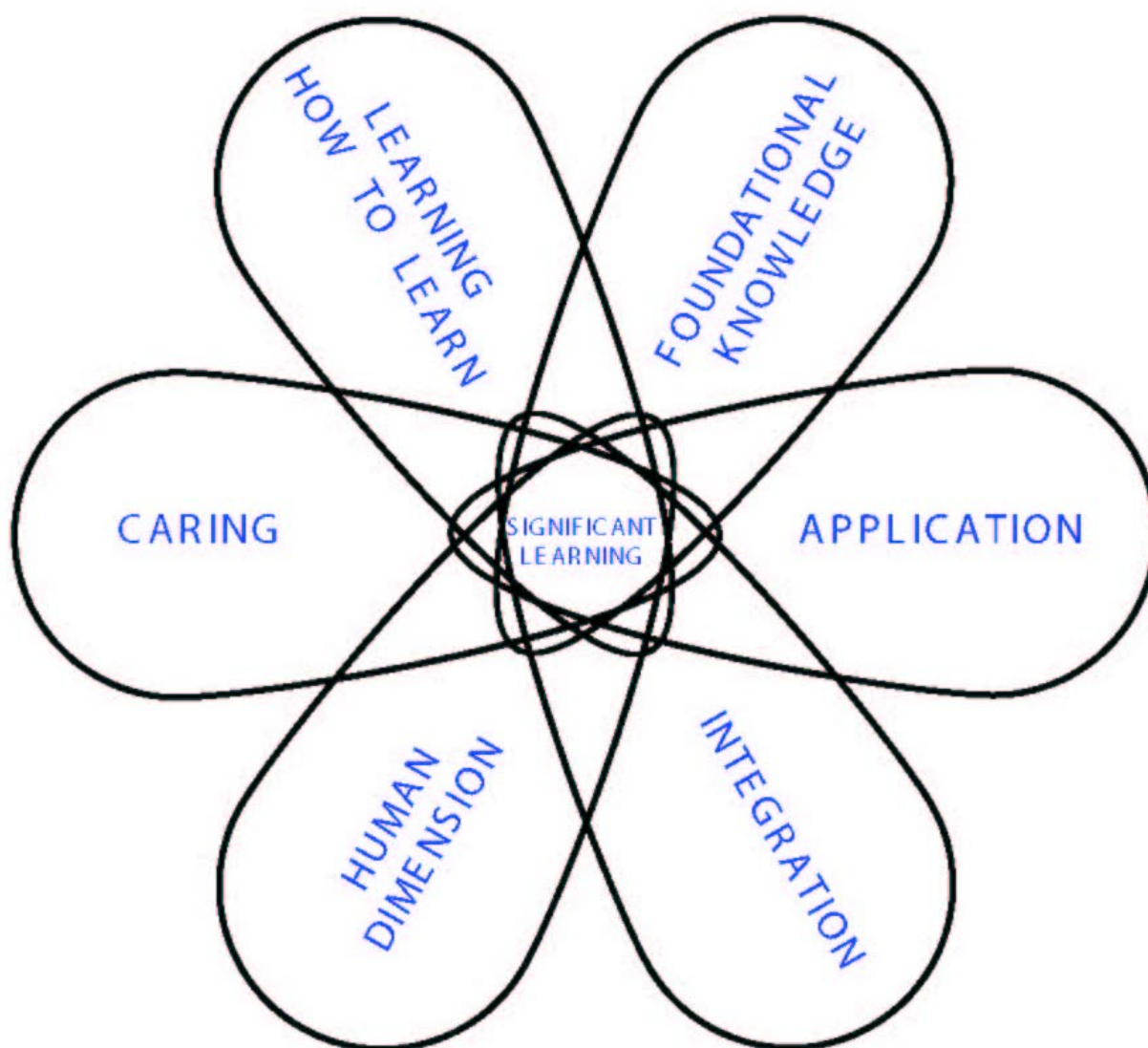
Caring Goals

- Are there any changes you would like to see, in what students care about, i.e., any changes in their...
 - Feelings?
 - Interests?
 - Values?

Learning How to Learn Goals

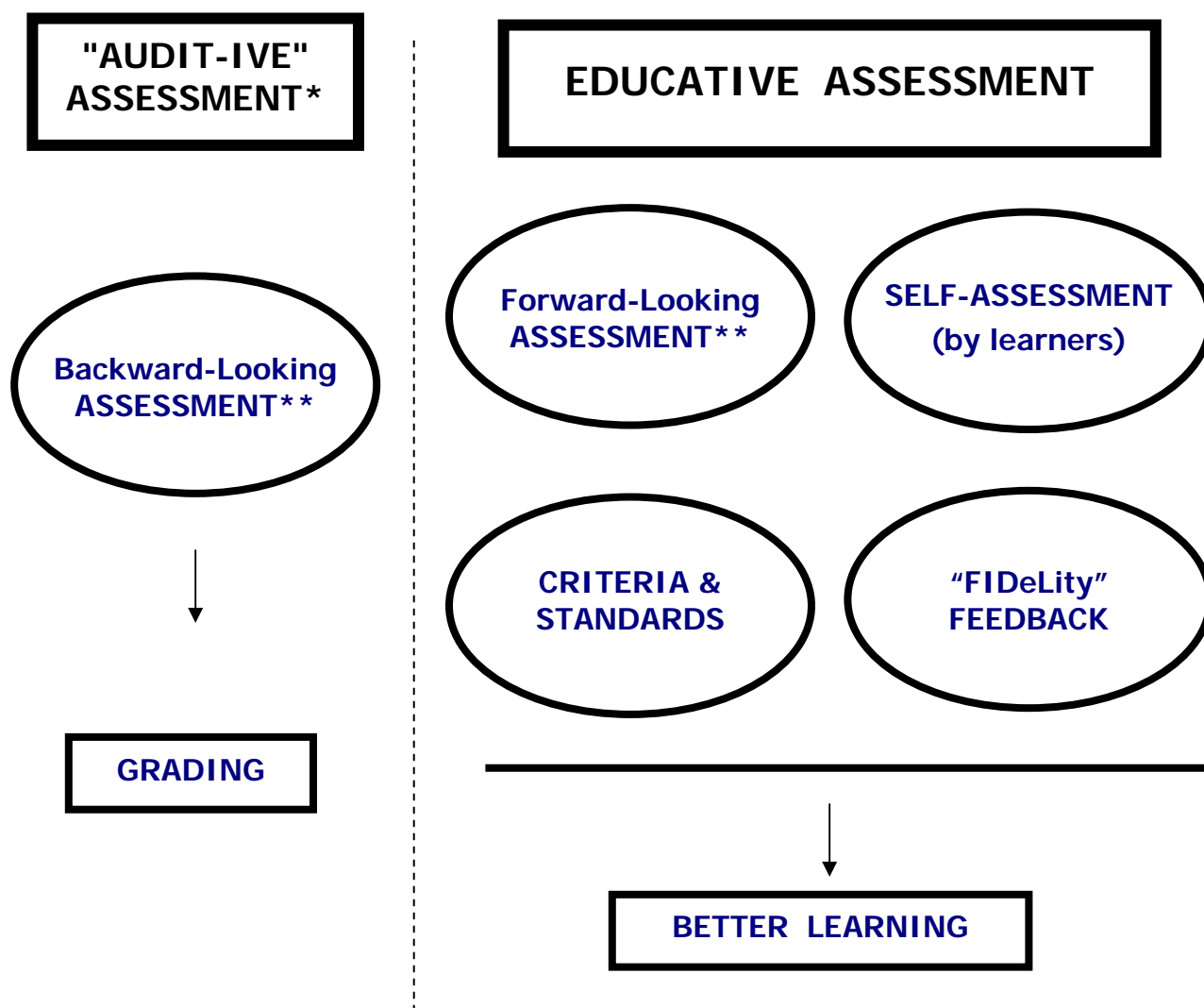
- Are there things you would like for students to learn about...
 - ◆ how to be a good student in a course like this?
 - ◆ how to inquire and construct knowledge with this particular subject matter?
 - ◆ how to become a self-directing learner relative to this subject, i.e., having a *learning agenda* of what else they need and want to learn, and a *plan* for learning that?

INTERACTIVE NATURE OF SIGNIFICANT LEARNING



EDUCATIVE ASSESSMENT

(Basic Model)



* **Audit-ive" Assessment:** Assessment that only determines whether students learned correctly, rather than *helping* them learn, which is "Educative Assessment."

** **"Backward-Looking" Assessment:** Assessment is constructed to determine whether students "got" the material that was covered in the last few weeks.

"Forward-Looking" Assessment: Assessment is constructed to determine whether students are ready for some future activity, after the current period of learning is over.

"FIDeLity" Feedback

= Feedback that is...

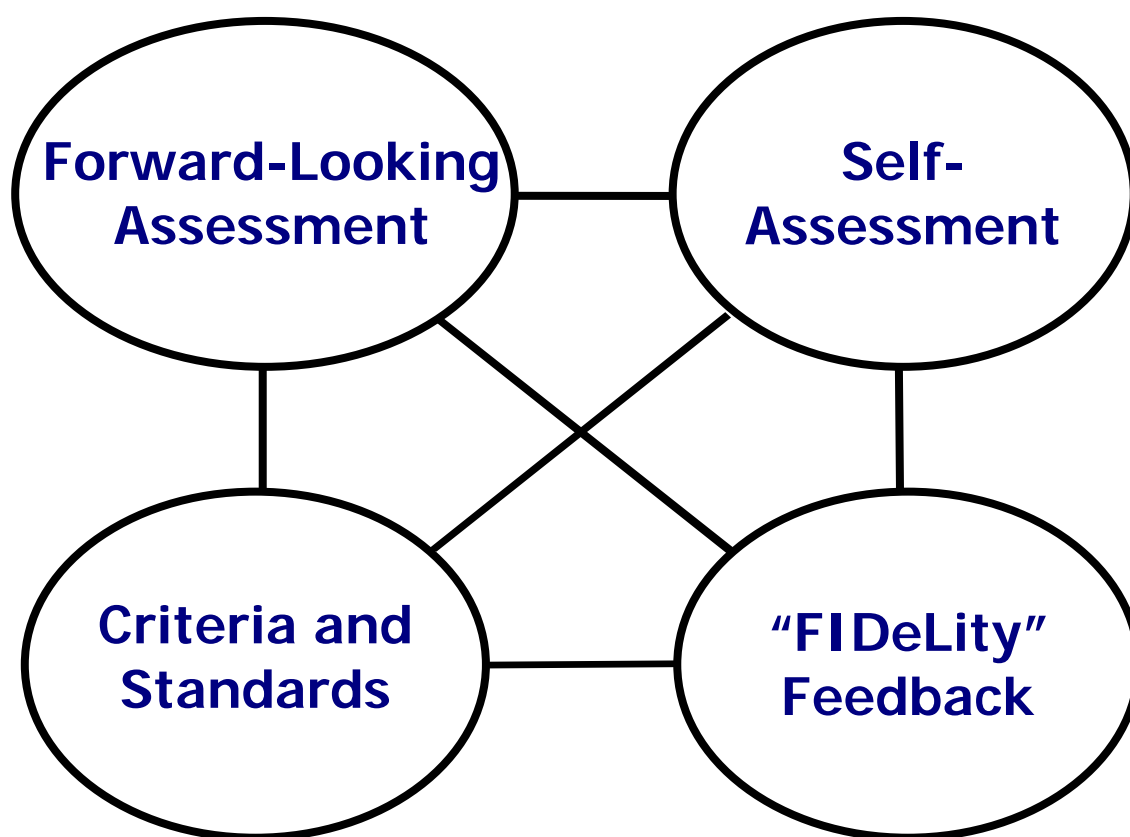
Frequent

ImmEDIATE

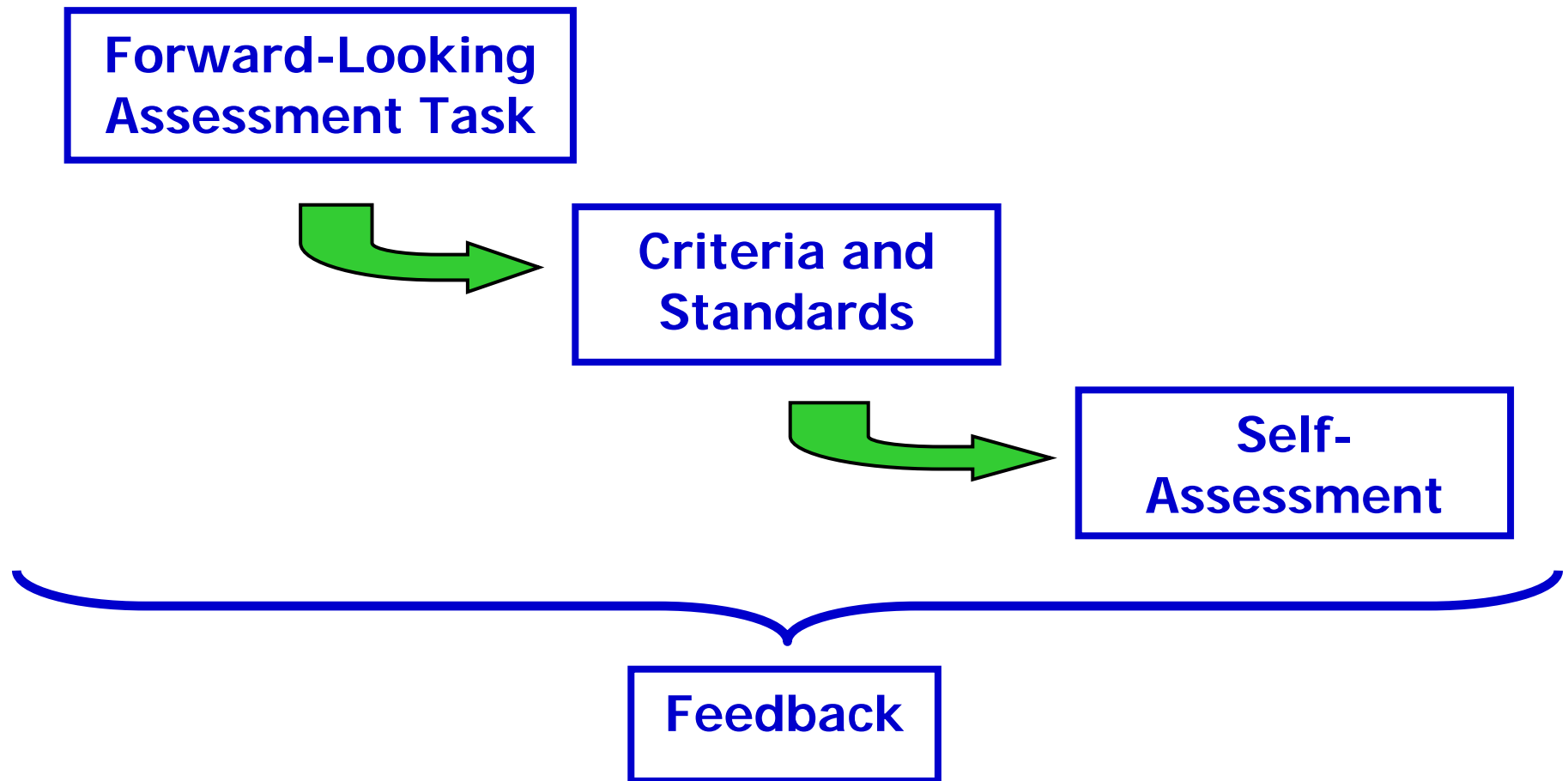
Discriminating (based on criteria)

Done Lovingly (or, supportively)

EDUCATIVE ASSESSMENT & FEEDBACK:
FOUR BASIC COMPONENTS

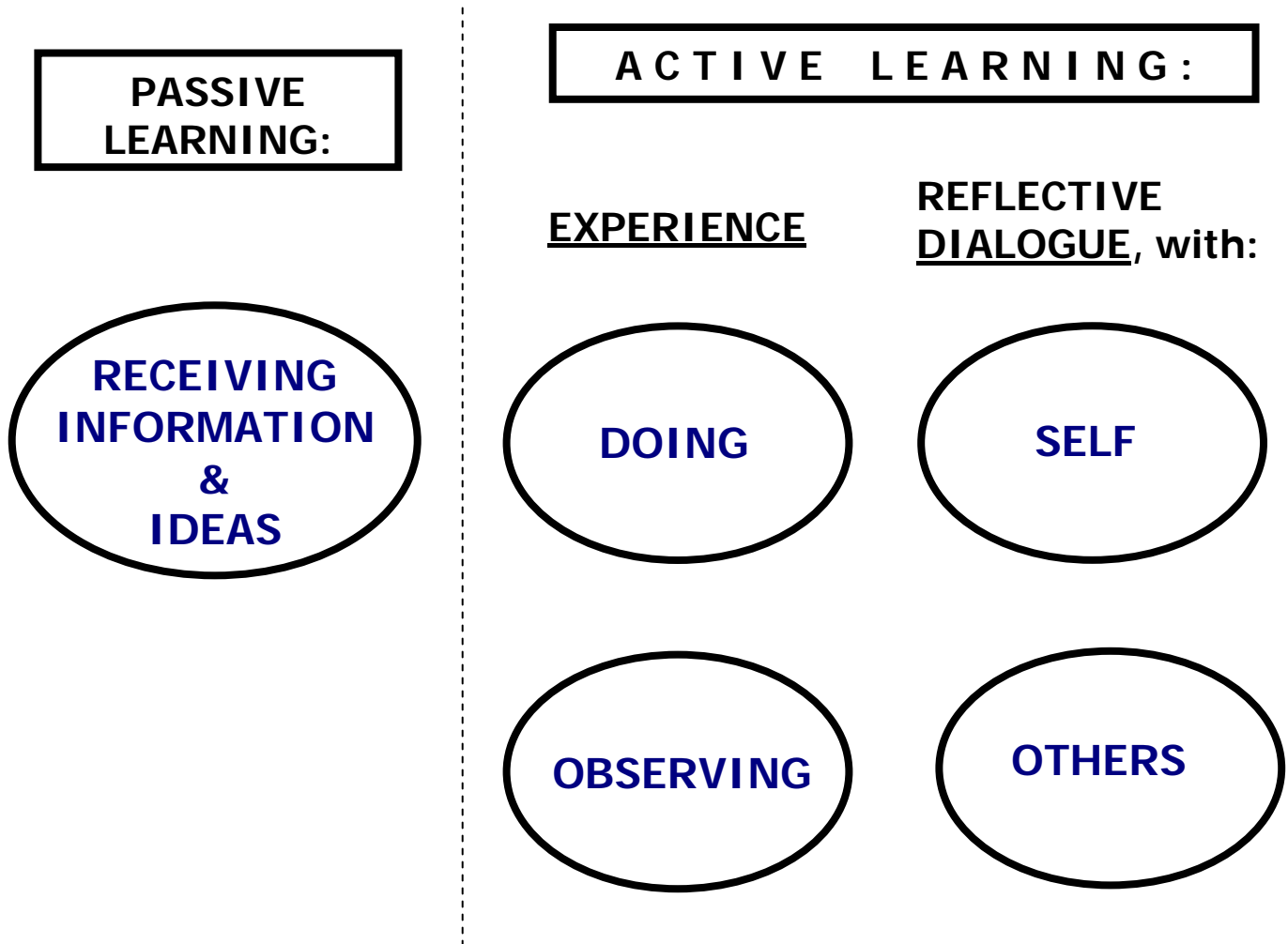


Feedback and Assessment: "EDUCATIVE ASSESSMENT"



A MODEL OF ACTIVE LEARNING

(The Basic Version)



Multiple Activities That Promote: ACTIVE LEARNING

	GETTING INFORMATION & IDEAS	EXPERIENCE		REFLECTIVE DIALOGUE, with:	
		"Doing"	"Observing"	Self	Others
DIRECT	<ul style="list-style-type: none"> • Original data • Original sources 	<ul style="list-style-type: none"> • Real Doing, in authentic settings 	<ul style="list-style-type: none"> • Direct observation of phenomena 	<ul style="list-style-type: none"> • Reflective thinking • Journaling 	<ul style="list-style-type: none"> • Live dialogue (in or out of class)
INDIRECT, VICARIOUS	<ul style="list-style-type: none"> • Secondary data and sources • Lectures, textbooks 	<ul style="list-style-type: none"> • Case studies • Gaming, Simulations • Role play 	<ul style="list-style-type: none"> • Stories (can be accessed via: film, literature, oral history) 		
ONLINE	<ul style="list-style-type: none"> • Course website • Internet 	<ul style="list-style-type: none"> • Teacher can assign students to "directly experience" ... • Students can engage in "indirect" kinds of experience online 		<ul style="list-style-type: none"> • Students can reflect, and then engage in various kinds of dialogue online. 	

RICH LEARNING EXPERIENCES

WHAT ARE THEY?

- Learning experiences in which students are able to *simultaneously* acquire *multiple* kinds of higher level learning.

WHAT ARE SOME EXAMPLES?

- In-Class:
 - Debates
 - Role playing
 - Simulations
 - Dramatizations
- Outside of Class:
 - Service learning
 - Situational observations
 - Authentic projects

IN-DEPTH REFLECTIVE DIALOGUE

With Whom?

- **Oneself** (journaling, learning portfolios)
- **Others** (teacher, other students, people outside class)

About What?

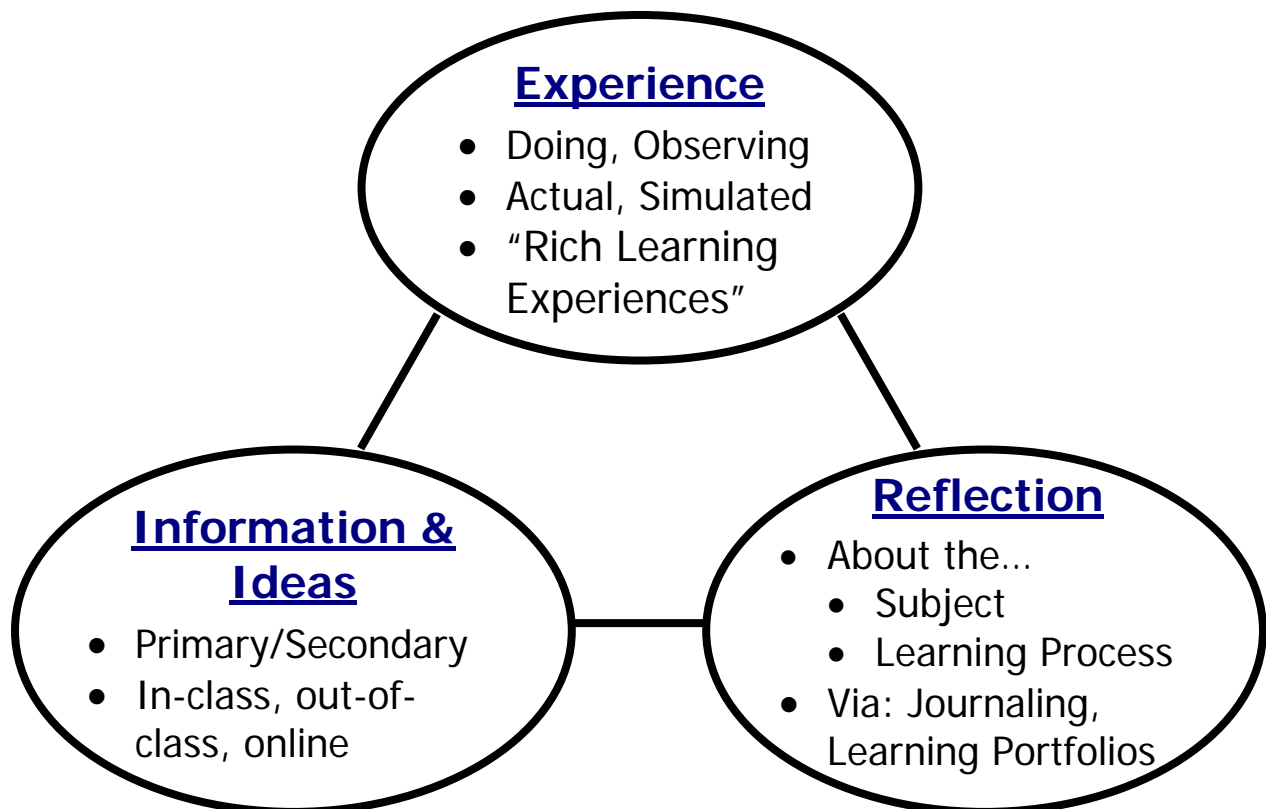
- **Subject of the Course:**
 - What is a correct and full understanding of this concept or topic?
- **Learning Process:**
 - What am I learning?
 - Of what value is this?
 - How did I learn: best, most comfortably, with difficulty, etc.?
 - What else do I need to learn?

Written Forms?

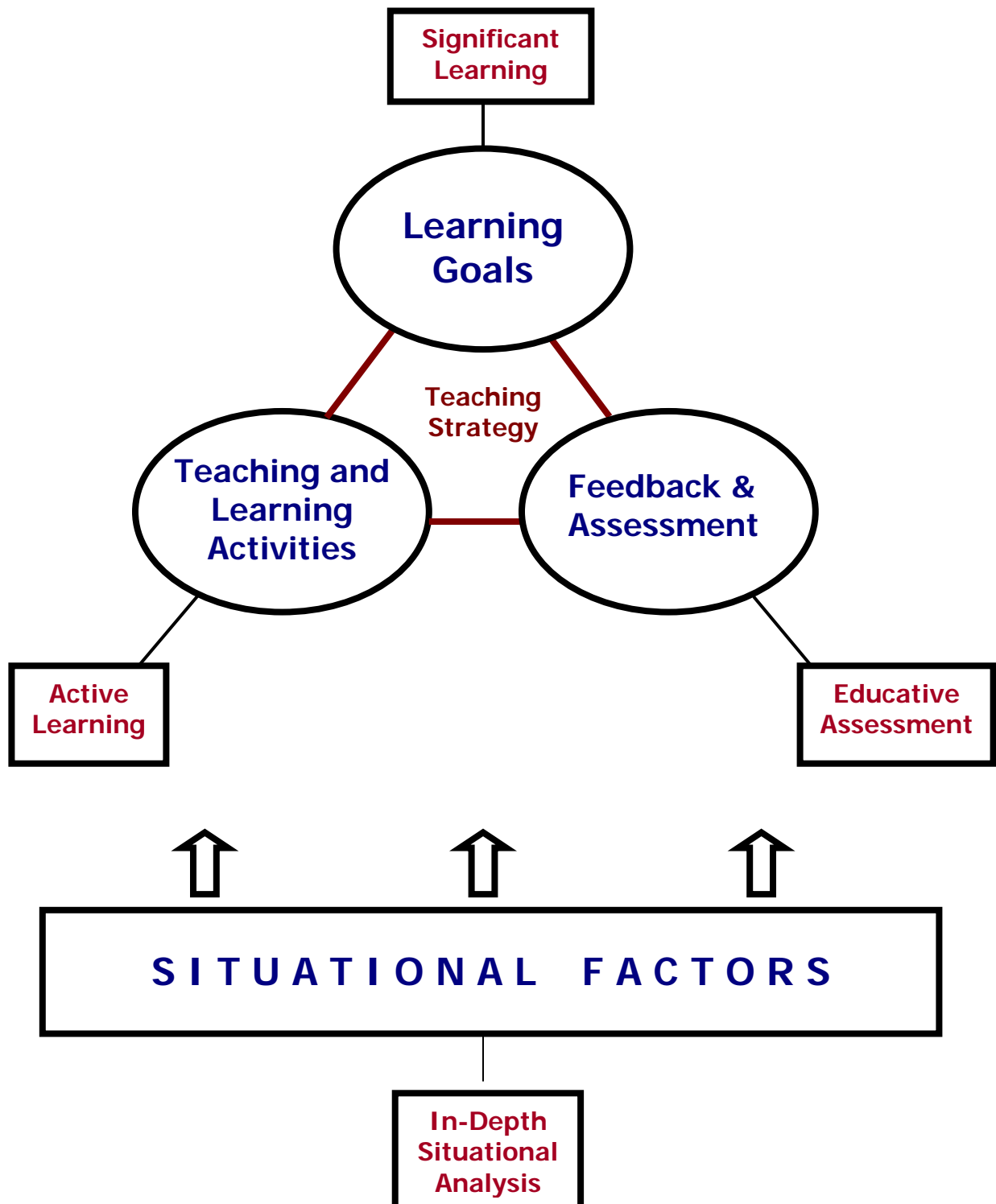
- **One-minute papers**
- **Weekly journal writing**
- **Learning portfolios** (end-of-course, end-of-program)

HOLISTIC ACTIVE LEARNING:

Three Key Components



Criteria for "GOOD" Course Design



BENEFITS of:
“Integrated Course Design”

1. **SIMPLE**: Easy to remember
2. **PRACTICAL**: Shows what one needs to do
3. **HOLISTIC**: Incorporates multiple ideas on good teaching practice
4. **INTEGRATIVE**: Shows the relationship among key elements
5. **NORMATIVE**: Provides specific criteria For assessing course designs

Course Title: Multi-Cultural Psychology

Central Learning Goal:

- To help students learn about – and how to interact with – people who are different from themselves

Operational Structure:

- Class meets 3 times a week as a whole class (1-hr sessions)
- Plus 1 hr per week: Discussion Section, 25 students each

* * * * *

How the Course Operates

1. **CONTENT**: Uses Readiness Assessment Procedure (R.A.P.) (from Team-Based Learning)
 - Students do readings BEFORE CLASS
 - Students take a test on the readings
 - Individually
 - In small groups
 - Both scores count for course grade
2. Students hear/learn **STORIES** of others who are different from themselves
 - Visiting speakers (from community, students)
 - Creative use of REFLECTION:
 - *Before* speaker:
 1. "What do you expect to hear?"
 2. "How do you think you will feel when you hear that?"
 - *After* speaker:
 1. "How did the speaker's comments compare with your expectations?"

3. Personal **REFLECTIONS** (written) on the readings (weekly)

- What reactions (thoughts, feelings) do you have to the readings?
- What experiences in your own life led to those reactions?
 - These are emailed to all other students in same Discussion Section
 - Each student must email a written response to the statements of at least two other students.

4. Out-of-class **RICH LEARNING EXPERIENCE**

- During a 4-week period, student must spend time with an individual or group with whom they are new and/or uncomfortable.
- Examples:
 - Interviewing someone with a severe disability from a stroke
 - Attending a meeting of a cultural group towards which the student has strong negative feelings
 - Attending a “pagan” religious service
 - Attending a drag show with some gay friends
- Written **reflections**:
 - *Before*: What are their expectations, their feelings about the assignment?
 - *After*: What happened, their perception and reactions?
 - These must be shared electronically with other students in their Discussion Section.

Results of the Course

1. Readiness Assessment Procedure (R.A.P.)

- **Students actually do the readings**
- **Succeed in understanding the necessary content**

2. Dialogue with Others + Experiences + Reflections

- **Students report major transformations of themselves and their ability to interact with others**

3. Teacher was awarded the university's primary teaching award

4. Dean of Student Affairs:

- Was interviewing 16 upper division students.
- Asked them what their best course was during their entire undergraduate experience
- **11 of the 16 identified this course as their best course**
(and the other 5 probably didn't happen to take it)

3 FEATURES OF A HIGH QUALITY LEARNING EXPERIENCE

