INTEGRATED COURSE DESIGN FOR SIGNIFICANT LEARNING

A Workshop Offered by:

DEE FINK & ASSOCIATES
DESIGNING COURSES FOR SIGNIFICANT LEARNING

University of Tennessee, Martin
August 21, 2013
Facilitator: Peg Weissinger, EdD

Goals for this Workshop

Not only will you be persuaded that course design is the single most important component you can learn about college teaching. . .

but that you acquire the knowledge and tools to design your courses more intentionally to achieve a high level of SIGNIFICANT LEARNING among your students.
### Workshop Outcomes

<table>
<thead>
<tr>
<th>Domain for Significant Learning</th>
<th>Outcome: <em>By the end of this full day workshop, participants will:</em></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FOUNDATION KNOWLEDGE</strong></td>
<td>Internalize the principles of Integrated Course Design and offer rationale for its use.</td>
</tr>
<tr>
<td><strong>APPLICATION</strong></td>
<td>Using the principles of Integrated Course Design, <em>design (and begin development or revision of)</em> a course with the goal of achieving a high level of significant learning among adult learners.</td>
</tr>
<tr>
<td><strong>INTEGRATION</strong></td>
<td>Identify &amp; critically review suitable tools, appropriate procedures, and sections of current course content that <em>can be adapted</em> for use in a new/redesigned course.</td>
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### Workshop Outcomes

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| **HUMAN DIMENSION**            | **Self:** Be more confident that you can do this.  
                                 | **Others:** Foster relationships with colleagues to create more powerful designs. |
| **CARING**                     | **Acknowledge** the value of good course design in the teaching/learning process.  
                                 | **In role of leader and advocate, explore** feasibility of recommended changes (based in theory) for improved course design. |
| **LEARNING HOW TO LEARN**      | **Gain** insight into the best practices for course design.  
                                 | **Synthesize** adult learning theory in a way that promotes personal understanding.  
                                 | **Articulate** next steps (post workshop) for individual course design project. |
Workshop Agenda

- Welcome, Workshop Goals, & Agenda
- Introduction to Integrated Course Design
  - Paradigm Shift: Teaching, Learning, and Course Design
  - Adult Learning Theory
  - IF-AT Quiz on Integrated Course Design
- Taxonomy of Significant Learning
- Model of Integrated Course Design
  - Developing Learning Goals/Student Learning Outcomes for Significant Learning
  - Alignment: Learning Goals/Student Outcomes, Assessment Strategies, and Activities
  - Situational Factors and Andragogical Challenges
- Questions & Summary

Introductions

Turn to the People Around you!

- Name
- Department/Discipline
- Years of teaching experience
- One specific goal for this workshop
Paradigm Shift
in College Teaching

✓ WHAT students learn
✓ HOW students learn
✓ WHAT should faculty be doing?
Paradigm Shift in College Teaching

- What is the difference?
- Leads to new questions about our work as teachers and as designers of instruction.
- **WHAT should we be doing?**
Good Learning Experiences

Think back to a time when you were involved in a really good learning experience
✓ Briefly describe the experience.
✓ What made it so successful?

Jot notes. Then will share.

✓ Next, list the elements on the chart tablet and post.
✓ Verbally share the top 3 elements.

*This is your benchmark.*

In your design phase, these are the criteria against what you will measure your learning experience.

Three Features of a High Quality Learning Experience

1. Students are ENGAGED
2. Student effort results in SIGNIFICANT & LASTING LEARNING
3. The learning ADDS VALUE
“Algebra class will be important to you later in life because there’s going to be a test six weeks from now.”
Paradigm Shift in College Teaching

- What is the difference?
- Leads to new questions about our work as teachers.
- **WHAT should we be doing?**
- **HOW do students learn?**

How do People Learn?

- Content Focus has a “short half-life”

Transmission Of Knowledge
How do People Learn?

✓ Transmit knowledge?
✓ Constructivism

Constructivist View of Learning

✓ We can transmit “INFORMATION.”
✓ But people have to take that information and CONSTRUCT their own understanding of it, and figure out what they can do with it.
How do People Learn?

- Transmit knowledge?
- Constructivism
- Social Constructivism

Social Constructivism

- We *can* construct our understanding of anything by ourselves, but...
- It usually works much better to collaborate and dialogue with others
Designing Courses for Significant Learning

**Fundamental Tasks of Teaching**

- Knowledge of Subject Matter
- Interacting with Students
- Designing Learning Experiences
- Managing the Course

**Begining of the Course**

**TASK: Take the Quiz**

- Envelope
- 10 Question Quiz on Pre-reading
- Complete as Individual
- Break
### Readiness Assurance Test (RAT)

**www.epsteineducation.com**

<table>
<thead>
<tr>
<th>Name</th>
<th>Test #</th>
<th>Subject</th>
<th>Total</th>
</tr>
</thead>
</table>

**IMMEDIATE FEEDBACK ASSESSMENT TECHNIQUE (IF AT®)**

<table>
<thead>
<tr>
<th>Scratch off covering to expose answer</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
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<td>6.</td>
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<td>7.</td>
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<tr>
<td>8.</td>
<td></td>
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</tbody>
</table>

First try = 5 pts.  
Second = 3 pts.  
Third = 2 pts.  
Fourth = 1 pt.  
Fifth = 0

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### Designing Courses for Significant Learning

**Three Ways of Instruction**

- “List of Topics”
- “List of Activities”
- Need a way of designing instruction that is:
  1. **Systematic**
  2. **Integrated**
  3. **Learning-Centered**
Integrated Course Design

Learning Outcomes

What should my students know? What should they be able to do?

Teaching & Learning Activities

Feedback & Assessment

How will I know that they have achieved the outcomes?
Integrated Course Design

What type of activities will promote and develop this knowledge?

Learning Outcomes

Teaching & Learning Activities

Feedback & Assessment

What type of activities can help students achieve the learning outcomes?

Integrated Course Design

Research, Assess, Apply Critical Thinking

Lecture

MCQ exam
Faculty Dreams

If you had a class that could and would learn anything and everything you wanted them to learn:

Q: What is it that you would really like them to learn? What would you want to know they could do long-term because they were in YOUR course?
Designing Courses for Significant Learning

Bloom’s Taxonomy (1956)

Evaluation
Synthesis
Analysis
Application
Comprehension
Knowledge

Learning How to Learn
- Becoming a better student
- Inquiring about a subject
- Self-directing learners

Foundational Knowledge
Understanding and remembering:
- Information
- Ideas

Application
- Skills
- Thinking: Critical, Creative, Practical
- Managing projects

Integration
Connecting:
- Ideas
- People
- Realms of life

Caring
Developing new...
- Feelings
- Interests
- Values

Human Dimensions
Learning about:
- Oneself
- Others

p. 9
**Taxonomy of Significant Learning**

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

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Designing Courses for Significant Learning

p. 10

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Designing Courses for Significant Learning

Foundational Knowledge

- What key information (e.g., facts, terms, formulae, concepts, principles, relationships, etc.) is/are important for students to understand and remember in the future?

- What key ideas (or perspectives) are important for students to understand in this course?

p. 11
Application

- What kinds of thinking are important for students to learn?
  - 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
- What important skills do students need to gain?
- Do students need to learn how to manage complex projects?

Integration

- What connections (similarities and interactions) should students recognize and make:
  1. Among ideas within this course?
  2. Among the information, ideas, and perspectives in this course and those in other courses or areas?
  3. Among material in this course and the learners’ own personal, social, and/or work life?
Human Dimension

✓ What could or should students learn about **themselves**?
✓ What could or should students learn about **understanding others** and/or **interacting with them**?

Caring

✓ What **changes/values** do you hope students will adopt?
✓ Feelings?
✓ Interests?
✓ Ideas?
Learning How to Learn

What would you like for students to learn about:
1. How to be good students in a course like this?
   
2. How to learn about this particular subject?

3. How to become a self-directed learner of this subject, i.e., having a learning agenda of what they need/want to learn, and a plan for learning it?

In a course with significant learning, students will:

1. Understand and remember the key concepts, terms, relationship, etc.

2. Know how to use the content.

3. Be able to relate this subject to other subjects.

4. Understand the personal and social implications of knowing about this subject.

5. Value this subject and further learning about it.

6. Know how to keep on learning about this subject, after the course is over.
Taxonomy of Significant Learning

Three Column Table
Learning Goals - see handout
### Three Column Table

**Learning Goals - see handout**

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### Writing Learning Goals

- Select one course you are designing and write 2 **learning goals** using Fink’s Taxonomy
  - Write one Foundation or Application level objective
  - Write a second from one of the other four domains
- Use the following preface:
  
  “By the end of this course, the students will . . .”

- Pay attention to the verb!
- Make it concrete and specific.
## Sample Verbs

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<tr>
<th>Foundational Knowledge</th>
<th>Application</th>
<th>Integration</th>
<th>Human Dimension</th>
<th>Caring</th>
<th>Learning how to Learn</th>
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</thead>
<tbody>
<tr>
<td>Remember Identify List</td>
<td>Useable</td>
<td>Connect</td>
<td>Come to see themselves as. . .</td>
<td>Get excited about. . .</td>
<td>Create a plan for future learning about. . .</td>
</tr>
<tr>
<td></td>
<td>Critique</td>
<td>Identify the interaction between. . .</td>
<td>Decide to become. . .</td>
<td>Be ready to .</td>
<td>Identify important sources of info. . .</td>
</tr>
<tr>
<td></td>
<td>Manage</td>
<td>Identify the similarities between. . .</td>
<td>Interact with others regarding. . .</td>
<td>Be more interested in.</td>
<td>Formulate useful questions about. . .</td>
</tr>
<tr>
<td></td>
<td>Solve</td>
<td>Relate</td>
<td>Work in teams on...</td>
<td>Value. . .</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Judge</td>
<td>Compare</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Imagine</td>
<td>Integrate</td>
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<td></td>
<td>Analyze</td>
<td>Create</td>
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<td></td>
<td>Calculate</td>
<td>Coordinate</td>
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<td>Create</td>
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<tr>
<td>Reference: R. K. Noyd, <em>A Primer on Writing Effective Learning-Centered Course Goals</em></td>
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To Summarize: Why Objectives?

Added Benefits
✓ Build a foundation for the course
✓ Organize central course concepts
✓ Eliminate unnecessary content
✓ Provide a map for faculty and for students
✓ Form the basis for assessment
✓ Well-defined objectives with measurable components are easier to assess and easier to link to competencies.

Criteria of “GOOD” Course Design

- Significant Learning
- Learning Goals
- Teaching and Learning Activities
- Teaching Strategy
- Feedback & Assessment
- Active Learning
- Educative Assessment

SITUATIONAL FACTORS

In-Depth Situational Analysis
Designing Courses for Significant Learning

Assessment?

✓ What is assessment?
✓ Why do we assess?
Feedback and Assessment: “Educative Assessment”

Forward-Looking Assessment  
Self-Assessment  
Criteria and Standards  
“FI DeLity” Feedback

Feedback and Assessment: “Educative Assessment”

Forward-Looking Assessment Task  
Criteria and Standards  
Self-Assessment  
Feedback
Forward Looking Assessment

✓ Focus on what learners should be able to **DO** in the future.
✓ Learners imagine themselves in a situation where people are actually using this knowledge.
✓ Create assignments and tests that require judgment/exploration rather than reciting or restating facts.
✓ Focus on real-life context
✓ Focus assessment on integrated use of skills

TASK: Develop Forward Looking Assessment

✓ Assessment Activity
✓ Take a few minutes to analyze the type of assessments you do in your course.
✓ Write down a list of forward looking assessments you already use.
✓ Think of at least one forward looking assessment you could create for your course.
Designing Courses for Significant Learning

Feedback and Assessment: “Educative Assessment”

Forward-Looking Assessment Task

Criteria and Standards

Self-Assessment

Feedback

Criteria and Standards

✓ Clear and appropriate assessment criteria and standards are necessary.
✓ Develop rubrics when possible and construct a 2-5 point scale with descriptive statements of good and poor versions of traits
What is a Rubric?

✓ A rubric is a protocol for grading based on:
  – the critical components/criteria
  – and a scale for each.
✓ You grade by identifying the level attained with reference to the work.
✓ Those distinctions are then translated into scales for scoring performance.

-Emily Hixon, IUPUI (2005)

Why Rubrics are Powerful

✓ Focuses assessment on quality of work vs. “points” awarded (e.g. 15/20 points or 75%)
✓ Creates a climate of consistency and fairness
✓ For teachers –
  – Clarifies criteria/expectations for student work quality
✓ For students –
  – Communicates those criteria to students
  – Provide feedback on those criteria to students
  – Enables students to assess their own work

-Adapted from Ken Duckworth & Diane Billings, IUPUI (2002)
Getting Started with Rubrics

- What is the assignment?
- What are the key components/criteria of the assignment?
- What are the standards of achievement for the assignment?

Steps in developing a holistic rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unacceptable/ Does not meet expectations</th>
<th>Satisfactory / Meets expectations</th>
<th>Outstanding/ Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Important component of quality of student work</td>
<td>Description of poor work for each criterion</td>
<td>Description of good work for each criterion</td>
<td>Description of excellent work in terms of each criterion</td>
</tr>
</tbody>
</table>
### Rubric - Example

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Unacceptable/ Does not meet expectations</th>
<th>Satisfactory / Meets expectations</th>
<th>Outstanding/ Exceeds Expectations</th>
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</thead>
<tbody>
<tr>
<td>Voice Quality during online YouTube presentation</td>
<td>Spoke too softly. Spoke too quickly. Did not pause to emphasize points</td>
<td>Spoke loudly and clearly. Occasionally used pauses to emphasize points and/or check understanding.</td>
<td>Spoke loudly and clearly. Consistently used pauses to emphasize points and/or check understanding.</td>
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<th>Outstanding/ Exceeds Expectations</th>
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<tr>
<td>Organization of presentation</td>
<td>Presentation appeared disorganized. No clear introduction Provided no closure at end via a summary statement.</td>
<td>Presentation was organized; included opening introduction and closing summary, but not both</td>
<td>Presentation well-organized; provided both introduction and summary/closure at the end</td>
</tr>
</tbody>
</table>
Feedback and Assessment: “Educative Assessment”

- **Forward-Looking Assessment Task**
- **Criteria and Standards**
- **Self-Assessment**
- **Feedback**

**Self Assessment**

- Create multiple opportunities for students to engage in self-assessment of their performance.
- Students need to identify relevant criteria for assessing their work and the work of others.
- Students need guidance & practice using the criteria for quality on their own work.
Am I on target?
**Critical Incident Questionnaire**

*Stephen Brookfield*

During last 5 minutes of final class of the week students answer the following questions:

1. Most engaged moment as learner
2. Most distanced moment as learner
3. Most helpful action of professor and/or peer
4. Most puzzling action of professor and/or peer
5. What surprised you most

Teacher summarizes answers at the beginning of the first class of the next week.

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**FL DeLity Feedback**

✓ Frequent

✓ Immediate

✓ Discriminating (based on criteria and standards)

✓ Lovingly or supportive approach used
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</table>
Situational Factors

Collecting information about…

✓ **Specific Context** of the Teaching/Learning Situation
  - Number of students
  - Level of course
  - Nature of the course (required or elective; for majors or non-majors)
  - Time structure
  - Placement within the program curriculum
  - Delivery
Situational Factors

Collecting information about…

✓ **Expectations** placed on this course or curriculum by:

  Internal Influences - Institution
  – Mission
  – Governance
  – Resource availability
  – Technical infrastructure
  – Opportunities for faculty development

✓ **Expectations** placed on this course or curriculum by:

  Internal Influences - Department
  – Leadership
  – Selection and sequencing of content
  – Background of faculty (disciplinary training)
  – Student characteristics
  – Opportunity for release time to focus on course redesign
Situational Factors

Collecting information about…

✔ **Expectations** placed on this course or curriculum by:
  
  **External Influences**
  – Society
  – Federal Oversight
  – Institutional Accreditation
  – State Review

✔ **Nature of the Subject**
  – Theoretical, practical, or combination?
  – Convergent or divergent?
  – Important changes or controversies occurring?
Situational Factors

Collecting information about…

✓ Characteristics of the Learners
  – Life situation (e.g., working, family, professional goals)
  – Prior knowledge, experiences, and initial feelings
  – Personal learning goals, expectations, and learning preferences

✓ Characteristics of the Teacher (Me!)
  – My attitude toward the subject and the students
  – My values/beliefs about teaching and how students learn
  – My teaching skills
  – My level of knowledge or familiarity with this subject
Situational Factors

Collecting information about…

✓ Specific Context
✓ Expectations by people outside the course
✓ Nature of the Subject
✓ Characteristics of Learners
✓ Nature of Teacher

What is YOUR special pedagogical challenge in teaching YOUR course?
Criteria of “GOOD” Course Design

**Significant Learning**

**Learning Goals**

**Teaching and Learning Activities**

**Feedback & Assessment**

**SITUATIONAL FACTORS**

- Active Learning
- Educative Assessment

Why Use Active Learning Strategies in the Classroom?
Criteria of “GOOD” Course Design

- Significant Learning
- Learning Goals
- Teaching and Learning Activities
- Feedback & Assessment
- Active Learning
- Educative Assessment

SITUATIONAL FACTORS

In-Depth Situational Analysis

Holistic Active Learning

Experience
- Doing, Observing
- Actual, Simulated
- “Rich Learning Experiences”

Information & Ideas
- Primary/Secondary
- In-class, out-of-class, online

Reflection
- About the...
  - Subject
  - Learning Process
- Via: Journaling, Learning Portfolios
Designing Courses for Significant Learning

Multiple Activities that Promote ACTIVE LEARNING

<table>
<thead>
<tr>
<th>GETTING INFORMATION &amp; IDEAS</th>
<th>EXPERIENCE</th>
<th>REFLECTIVE DIALOGUE, with:</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIRECT</td>
<td>&quot;Doing&quot;</td>
<td>Self</td>
</tr>
<tr>
<td>· Original data</td>
<td>· Real Doing, in authentic settings</td>
<td>· Reflective thinking</td>
</tr>
<tr>
<td>· Original sources</td>
<td>· Direct observation of phenomena</td>
<td>· Journaling</td>
</tr>
<tr>
<td>INDIRECT, VICARIOUS</td>
<td>&quot;Observing&quot;</td>
<td>Others</td>
</tr>
<tr>
<td>· Secondary data and sources</td>
<td>· Case studies</td>
<td>· Live dialogue (in or out of class)</td>
</tr>
<tr>
<td>· Lectures, Simulations</td>
<td>· Gaming, Simulations</td>
<td></td>
</tr>
<tr>
<td>· Role play</td>
<td>· Role play</td>
<td></td>
</tr>
<tr>
<td>ONLINE</td>
<td>&quot;Doing&quot;</td>
<td>Self</td>
</tr>
<tr>
<td>· Course website</td>
<td>· Teacher can assign students to “directly experience” ...</td>
<td>· Students can reflect, and then engage in various kinds of dialogue online.</td>
</tr>
<tr>
<td>· Internet</td>
<td>· Students can engage in “indirect” kinds of experience online</td>
<td></td>
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Rich Learning Experiences

✓ What are they?
✓ Learning experiences in which students are able to simultaneously acquire multiple kinds of higher level learning.
Designing Courses for Significant Learning

Integration of Components

Significant Learning
Learning Goals
Teaching and Learning Activities
Feedback & Assessment
Active Learning
Educative Assessment

SITUATIONAL FACTORS
In-Depth Situational Analysis

Criteria of “GOOD” Course Design

Significant Learning
Learning Goals
Teaching Strategy
Teaching and Learning Activities
Feedback & Assessment
Active Learning
Educative Assessment

SITUATIONAL FACTORS
In-Depth Situational Analysis
## Instructional Methods

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<td>Activities that allow learners to apply information</td>
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<tr>
<td>Assessment of learning</td>
<td>Have learners demonstrate their understanding of content</td>
</tr>
<tr>
<td>Follow-up and remediation</td>
<td>Practice and feedback</td>
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Jolliffe, Ritter, & Stevens, 2001
**Attention**

- Pre-motivational activities
- What are you doing to stimulate interest?
- Possibilities include
  - real life problems
  - examples
  - stories
  - listing learning objectives
  - asking students about their current understanding

**Instructional Methods**

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<td>Follow-up and remediation</td>
<td>Practice and feedback</td>
</tr>
</tbody>
</table>

Jolliffe, Ritter, & Stevens, 2001

### Some Examples

<table>
<thead>
<tr>
<th>Whole Class</th>
<th>Outside of Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Debates</td>
<td>✓ Service learning</td>
</tr>
<tr>
<td>✓ Role playing</td>
<td>✓ Situational observations</td>
</tr>
<tr>
<td>✓ Simulations</td>
<td>✓ Authentic projects</td>
</tr>
<tr>
<td>✓ Dramatizations</td>
<td></td>
</tr>
<tr>
<td>Learning Goals</td>
<td>Assessment Activities</td>
</tr>
<tr>
<td>---------------</td>
<td>----------------------</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TASK:** 1-2 Rich Learning Experiences
Integrating the Course

1. Three-Column Table
2. Weekly Schedule
3. Teaching Strategy
4. String of Activities

Integrating Your Course

Make sure the three components reinforce and support each other. Use a 3-column table to ensure this.

<table>
<thead>
<tr>
<th>Learning Goals</th>
<th>Feedback &amp; Assessment</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Legal Issues in Accounting Course

Learning How to Learn Goal
✓ Students will be able to do research to assess and apply court cases to legal issues.

Feedback & Assessment
✓ Student will draft a Team problem that requires research in legal databases

Activities
✓ Students interview someone who uses contracts on a daily basis - afterwards students do a double entry journal. Students must do research on legal cases and apply those results to new cases they must decide.

Teaching Strategy
A particular COMBINATION of learning activities arranged in a particular SEQUENCE.
Designing Courses for Significant Learning

"CASTLE-TOP" Diagram
A Tool for Identifying Your TEACHING STRATEGY

<table>
<thead>
<tr>
<th>Wk 1</th>
<th>Wk 2</th>
<th>Wk 3</th>
<th>Wk 4</th>
<th>Wk 5</th>
<th>Wk 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Activities</td>
<td>?</td>
<td>?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Teaching Strategies

<table>
<thead>
<tr>
<th>Whole group:</th>
<th>Video Lecture</th>
<th>Case Study</th>
<th>Synchronous Discussion</th>
<th>Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Activity</td>
<td>Read text</td>
<td>Homework exercises</td>
<td>Review</td>
<td></td>
</tr>
</tbody>
</table>

QUESTION:
✓ This strategy creates a high likelihood that most students will...

1. Be exposed to the content.
2. Understand the content.
3. Be able to use the content.
4. Value the content.
Teaching Strategies

<table>
<thead>
<tr>
<th>Whole Group:</th>
<th>Readiness Assurance Test:</th>
<th>Application problems (Small Groups)</th>
<th>Exam:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Individual Group</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ind:</th>
<th>Read text</th>
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---

**Summary**

✓ Integrated Course Design
  – Paradigm Shift: Issues in teaching and learning related to course design
  – Adult Learning Theory
✓ Taxonomy of Significant Learning
✓ Model of Integrated Course Design
  – Learning Goals/Outcomes for Significant Learning
  – Feedback and Assessment Strategies
  – Rich Learning Experiences
  – Situational Factors and Andragogical Challenges
### Workshop Outcomes

<table>
<thead>
<tr>
<th>Domain for Significant Learning</th>
<th>Outcome: <em>By the end of this full day workshop, participants will:</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>FOUNDATION KNOWLEDGE</td>
<td>Investigate and internalize the principles of Integrated Course Design and offer rationale for its use.</td>
</tr>
<tr>
<td>APPLICATION</td>
<td>Using the principles of Integrated Course Design, design (and begin development or revision of) a course with the goal of achieving a high level of significant learning among adult learners.</td>
</tr>
<tr>
<td>INTEGRATION</td>
<td>Critically review suitable tools, appropriate procedures, and sections of current course content that can be adapted for use in a new/redesigned course.</td>
</tr>
</tbody>
</table>

### Workshop Outcomes

<table>
<thead>
<tr>
<th>Domain for Significant Learning</th>
<th>Outcome: <em>By the end of this full day workshop, participants will:</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>HUMAN DIMENSION</td>
<td>Self: Be more confident that you can do this. Others: Foster relationships with colleagues to create more powerful designs.</td>
</tr>
<tr>
<td>CARING</td>
<td>Acknowledge the value of good course design in the teaching/learning process In role of leader and advocate, explore feasibility of recommended changes (based in theory) for improved course design.</td>
</tr>
<tr>
<td>LEARNING HOW TO LEARN</td>
<td>Gain insight into the best practices for course design. Synthesize adult learning theory in a way that promotes personal understanding. Identify what else you want to learn about (after the workshop).</td>
</tr>
</tbody>
</table>
INTEGRATED COURSE DESIGN FOR SIGNIFICANT LEARNING

A Workshop Offered by:

DEE FINK & ASSOCIATES

Thank you!