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**.
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

Learning Goals

Teaching and Learning Activities

Feedback & Assessment

Situational Factors
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

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 thinking
  - Managing projects

Human Dimensions
Learning about:
- Oneself
- Others

Caring
Developing new
- Feelings
- Interests
- Values

Integration
Connecting:
- Ideas
- People
- Realms of life
Questions for Formulating Significant Learning Goals

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

<table>
<thead>
<tr>
<th>Foundational Knowledge</th>
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<tbody>
<tr>
<td>• What key information (e.g., facts, terms, formula, concepts, relationships, etc.) is important for students to understand and remember in the future?</td>
</tr>
<tr>
<td>• What key ideas or perspectives are important for students to understand in this course?</td>
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<thead>
<tr>
<th>Application Goals</th>
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<tbody>
<tr>
<td>• What kinds of thinking are important for students to learn here:</td>
</tr>
<tr>
<td>♦ Critical thinking, in which students analyze and evaluate?</td>
</tr>
<tr>
<td>♦ Creative thinking, in which students imagine and create?</td>
</tr>
<tr>
<td>♦ Practical thinking, in which students solve problems and make decisions?</td>
</tr>
<tr>
<td>• Are there important skills that students need to learn?</td>
</tr>
<tr>
<td>• Do students need to learn how to manage complex projects?</td>
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<table>
<thead>
<tr>
<th>Integration Goals</th>
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<tbody>
<tr>
<td>• Are there important connections (similarities and interactions) that students should recognize and make...</td>
</tr>
<tr>
<td>♦ Among ideas within this course?</td>
</tr>
<tr>
<td>♦ Between the information, ideas, and perspectives in this course and those in other courses or areas?</td>
</tr>
<tr>
<td>♦ Between material in this course and the students' own personal, social, and/or work life?</td>
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<table>
<thead>
<tr>
<th>Human Dimension Goals</th>
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<tbody>
<tr>
<td>• Is there anything important that students could or should learn about themselves?</td>
</tr>
<tr>
<td>• Is there anything important that students could or should learn about understanding and interacting with others?</td>
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</tbody>
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<thead>
<tr>
<th>Caring Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Are there any changes you would like to see, in what students care about, i.e., any changes in their...</td>
</tr>
<tr>
<td>Interests?</td>
</tr>
<tr>
<td>Values?</td>
</tr>
<tr>
<td>Feelings?</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Learning How to Learn Goals</th>
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<tbody>
<tr>
<td>• Are there things you would like for students to learn about...</td>
</tr>
<tr>
<td>♦ how to be a good student in a course like this?</td>
</tr>
<tr>
<td>♦ how to inquire and construct knowledge with this particular subject matter?</td>
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</table>
| ♦ 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*

Backward-Looking ASSESSMENT**

EDUCATIVE ASSESSMENT

Forward-Looking ASSESSMENT**

SELF-ASSESSMENT (by learners)

CRITERIA & STANDARDS

“FI DeLity” FEEDBACK

GRADING

BETTER LEARNING

* 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

Forward-Looking Assessment
Criteria and Standards

Self-Assessment
“FIDeLity” Feedback
Feedback and Assessment:
“EDUCATIVE ASSESSMENT”

- Forward-Looking Assessment Task
- Criteria and Standards
- Self-Assessment
- Feedback
A MODEL OF ACTIVE LEARNING
(The Basic Version)

PASSIVE LEARNING:
- RECEIVING INFORMATION & IDEAS

ACTIVE LEARNING:
- EXPERIENCE
  - DOING
  - OBSERVING

REFLECTIVE DIALOGUE, with:
- SELF
- OTHERS
## 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>&quot;Doing&quot;</td>
<td>&quot;Observing&quot;</td>
<td>Self</td>
</tr>
<tr>
<td>&quot;Doing&quot;</td>
<td>&quot;Observing&quot;</td>
<td>Others</td>
</tr>
</tbody>
</table>

**DIRECT**
- Original data
- Original sources
- Real Doing, in authentic settings
- Direct observation of phenomena
- Reflective thinking
- Journaling
- Live dialogue (in or out of class)

**INDIRECT, VICARIOUS**
- Secondary data and sources
- Lectures, textbooks
- Case studies
- Gaming, Simulations
- Role play
- Stories (can be accessed via: film, literature, oral history)

**ONLINE**
- Course website
- Internet
- Teacher can assign students to "directly experience" ...
- Students can engage in "indirect" kinds of experience online
- 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

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
Criteria for “GOOD” Course Design

Learning Goals

Teaching and Learning Activities

Feedback & Assessment

Significant Learning

Teaching Strategy

Active Learning

Educative Assessment

SITUATIONAL FACTORS

In-Depth Situational Analysis
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

During Course/College:
1. Students are: ENGAGED
2. Student effort results in: SIGNIFICANT & LASTING LEARNING

After College:
3. The learning: ADDS VALUE