Session Goals

1. **Learn** – about Integrated Course Design and designing a course with the end in mind

2. **Apply** - design or redesign a course *(hands-on)*
   - Clarify learning goals
   - Determine feedback and assessment procedures
   - Brainstorm learning activities that meet the goals

3. **Share** – discuss your course with colleagues
Course Design Frameworks

Wiggins and McTighe (2005)

Fink (2003)

“Backward Design”

(Wiggins and McTighe, 1998)

Step 1: Identify learning goals
- What do you want students to know? Be able to do? Value differently?

Step 2: Determine acceptable evidence
- How will you know/assess that your students got it?

Step 3: Plan learning activities and instruction
- What activities will you use to get them there?
1. Identify situational factors
2. Establish learning goals
   *What do you want students to learn?*
3. Formulate feedback & assessment procedures
   *How will you and the students know if these goals are being accomplished?*
4. Select effective teaching/learning activities
   *What will you and the students need to do in order to achieve the learning goals?*
5. Integrate these components together

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**What course will you be working on today?**

*A new course? A course redesign?*
Beginning with the end in mind...

- What do you want students to get out of your course?

- What would you like the impact of your course to be on students, 2-3 years after the course is over?
  
  “A year after this course is over, I want and hope that students will __________.”

- What would distinguish students who have taken this course from students who have not?

What should your students know, do, and/or care about?

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Skills</th>
<th>Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head</td>
<td>Hand</td>
<td>Heart</td>
</tr>
</tbody>
</table>

Page 2
Course Goals – Course Objectives

**Goals:**
- broad concepts and skills you want student to develop as a result of your course.

**Objectives:**
- Specific student performance and behaviors that demonstrate student learning and skill development.

When formulating your goals consider...

Fink's Taxonomy of Significant Learning (2003)

[Diagram of Fink's Taxonomy]

- 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 DIMENSION:
  - Learning about:
    - Oneself
    - Others

- INTEGRATION:
  - Connecting:
    - Ideas
    - People
    - Realms of life
Bloom’s Taxonomy (1956)

what level(s) of thinking do you want to address in your activities and/or assignments?

Write 2 to 3 course goals and objectives for each goal

By the end of this course, students will be able to...

Course Worksheets
Situational Factors
the Context of Learning

• Specific context of the teaching/learning situation

• General context of the learning situation

• Nature of the subject

• Characteristics of the Learners

• Characteristics of the Teacher

Determining Acceptable Evidence

• How would you know your students are achieving your goals/objectives?

• What evidence would you need?

• What assessment methods would you use?
Feedback and Assessment

(Fink, 2003)

Exercises, questions, and/or problems that address “in what kind of situation do you expect students to need, or to be able to use this knowledge?”

Frequent
Immediate
Discriminating
Loving

Draft an assignment that would meet your course goal(s)/objectives

How would you communicate the assignment to your students?

Course Worksheets
Rubrics to assess student work

<table>
<thead>
<tr>
<th>SAMPLE RUBRIC: WRITING</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rhetorical Awareness</strong></td>
<td>Student persuasively articulates a clear purpose and recognizes expectations that an audience or reader might have for the product or performance within a particular context.</td>
<td>Articulates a clear purpose, and shows some recognition of the audience and context for the product or performance.</td>
<td>Articulates purpose somewhat clearly, but is unpersuasive or does not adequately take into account potential audience or context for the product or performance.</td>
<td>Purpose is unclear and the student shows little recognition of audience or context.</td>
</tr>
<tr>
<td><strong>Personal and Productive Engagement with Subject</strong></td>
<td>Student not only follows the basic requirements for the assignment, but demonstrates a serious, thoughtful and studied engagement with the project or performance.</td>
<td>Follows basic requirements for the assignment. While some component of the project may be lacking, the work demonstrates progress in meeting learning objectives during the course.</td>
<td>Only partially follows basic requirements for the assignment, and shows a passing engagement with the project.</td>
<td>Does not follow basic requirements for the assignment, and shows little or no engagement with the project.</td>
</tr>
<tr>
<td><strong>Creativity and Originality</strong></td>
<td>Student articulates original ideas, positioning them within a range of differing perspectives. Moves beyond mere description and summary to analysis and critique.</td>
<td>States ideas that are original, and may reference a few differing perspectives. Does not move beyond descriptive and summary, but analysis and critique may not be sufficient.</td>
<td>States ideas that are obvious or cliché, offering few differing perspectives, if any. Does little more than describe and summarize the ideas of others.</td>
<td>States obvious ideas from one or two sources, and fails to reference differing positions. Fails to describe and summarize the ideas of others.</td>
</tr>
<tr>
<td><strong>Central Claim supported by Appropriate Evidence</strong></td>
<td>Student assembles appropriate evidence to support claims in an organized way. Critically evaluates evidence and counter evidence, clearly documenting sources according to expected conventions.</td>
<td>Assembles appropriate evidence competently, evaluates evidence and counter evidence, and documents sources adequately.</td>
<td>Supports claims with evidence, but fails to sufficiently evaluate that evidence or present counter evidence. May only use the bare number of sources required by assignment. Sources may be documented inappropriately or incompletely.</td>
<td>Fails to support claims with appropriate evidence or evidence is unclear or not relevant. Student takes evidence at face value and does not properly document sources.</td>
</tr>
<tr>
<td><strong>Organization and Logic</strong></td>
<td>Student arranges material in a clear, persuasive way that an audience or reader might follow. The connections between points are evident and strengthen the overall claims of the work.</td>
<td>Arranges material clearly so that an audience or reader can follow reasonably well. The connections between most points are clear, though there are occasional gaps in thinking.</td>
<td>Arranges material in a way that twists and turns. Several connections between points are unclear and there are several gaps in thinking.</td>
<td>Material is poorly organized, and audience or reader may have a hard time following the student's connections. Conclusions are unclear and there are several gaps in thinking.</td>
</tr>
<tr>
<td><strong>Effective understanding and Application of Conventions</strong></td>
<td>Student has carefully and thoughtfully proofread his or her work according to appropriate conventions.</td>
<td>Work is generally proofread, but some conventions have not been followed. There are more corrections needed.</td>
<td>Work has not been well proofread, and several important stylistic conventions are not followed.</td>
<td>Work is not proofread, and stylistic conventions are not followed in the document.</td>
</tr>
</tbody>
</table>

Mapping the Journey of Your Course

Create a course concept map
- List essential content of your course
- Write concepts on post-its
- Arrange them inside your folder

Course Worksheets
Example: my International Studies course

- **Governance**
- **Power**
- **Conflict**
- **Space**
- **Regions**
- **Environment**

- **Comparative Politics**
- **International Relations**

**Political Science**

- Study of how people choose to use resources

- **Geography**

- **Anthropology**

- **History**

- **World History**

- **Economics**

- **Public Economics**

**Human Geography**

**Socio-cultural Anthropology**

**Social patterns and practices across cultures**

**IL 50B**

People, Places & Global Issues

**Part I**

The Disciplines of International Studies And Foundational Concepts, Theories, and Issues

- Political Science, History, Geography, Economics, and Anthropology
  - Contribution of each discipline to understanding and solving world problems
  - Understand the multidisciplinary lenses through which to look at global issues
  - Foundation Concepts & Theories

- Cultural Exchange
  - In-class activities
  - Take-home

**Part II**

Interdisciplinary Approaches to Regional and International Topics

- Explore foundational concepts and theories in regional contexts
- Global interconnections and interdependence
- Examine various world regions
- Diversity within regions and interconnections among them
- Regional issues and challenges

- Map Quizzes
  - In-class activities
  - Research Project

**Part III**

Contemporary Global Issues Case Studies & Independent Research

- In-depth exploration of issues
- Analyze contemporary global issues through an interdisciplinary lens
- Think in an integrated and critical way
- Collaborate with classmates to research and present on a global issue.

- Group Poster Presentation
  - Research Project
  - Final Exam
“Non-content” Content

• Revisit your list on page 2
• What skills are essential?
• How can you integrate these into your course along with the content?

• When will these skills be introduced? Developed? Reinforced?

Teaching / Learning Activities

Holistic View of Active Learning

- Experience
  - Doing, Observing
  - Actual, Simulated
  - "Rich Learning Experiences"

- Information & Ideas
  - Primary & Secondary Sources
  - Accessing them in class, out of class, online

- Reflective Dialogue
  - Minute Papers, Learning Portfolios, Journaling
  - About the Subject and/or Learning Process

(Fink, 2003)

• How will you involve students in “doing” or “observing” things? (both in class and outside of class)
• Identify learning activities that provide your students with “rich learning experiences.”
Integrating it all...

- How well are situational factors reflected in the decisions you made about learning goals, feedback and assessment, learning activities?
- How well do your assessment procedures address the full range of learning goals?
- Do the learning activities effectively support all your learning goals?
- How well do the practice activities and associated feedback prepare students for assessment activities?
Course Design Workshop

Pathways for Teaching Excellence
Center for Teaching System-wide Initiative

Friday, April 19, 2013
9:00am – Noon
Gateway Community College
New Haven, CT

Time to work on your course
Reflect on your teaching
Gain course design tools
Share ideas with colleagues
Map your course
Workshop materials

Thank you!