***Designing Effective Teaching and Significant Learning***

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**FOREWORD by Dee Fink, Ph.D.**

**PREFACE**

*This orientation will help the reader get the most from this book by clarifying the format and the purpose. Background about the authors and their work in teaching, administration and faculty development is provided.*

**ACKNOWLEDGMENTS**

**Starting**

**Chapter 1: Preparing for Your Course Design**

*This chapter is the overture to planning for course design. As with any journey some preparation is needed to set up the success of the endeavor. A discussion of significant learning leads to the examination of taxonomy frameworks. The identification of your course’s situational factors leads to an deeper look at the expectations others have about your course, the characteristics of the learners and your own characteristics as their teacher. Finally, your analysis of the situational factors will help you with the pedagogical challenges you need to address in your design.*

**Designing**

**Chapter 2: Integrating Your Course Design**

*Designing your course properly allows you to teach interactively and provides students with significant learning experiences. You will have the opportunity to engage in Fink’s integrated course design to develop and align learning outcomes, assessments and activities in your face-to-face, blended and online courses. An example of the completed 3-column table demonstrates course integration that you can use as a model for your own course design.*

**Chapter 3: Communicating in Your Course**

*Planning integrate multiple approaches to communicate to develop a welcoming and engaging environment for learning is the focus of this chapter. A variety of communication tools and strategies are discussed to better engage students before, during, and at the end of the course for the purpose of developing a more student-centered experience. Examples are provided so you can analyze the effectiveness of current strategies on the path to designing a communication plan which integrates into the course design.*

**Chapter 4: Creating a Learning Framework**

*Research based learning models and current thinking about learning processes are described and summarized as they relate to teaching and learning in various formats. It provides the foundation for the following chapter as it reinforces the course design model.*

**Chapter 5: Developing Learning Activities and Techniques**

*The “practice” to Chapter 4’s “theory,” this chapter provides the descriptions of learning activities, as well as templates and sample learning activities and techniques appropriate to bridge the course outcomes to the assessments and to promote active learning and stronger student engagement.*

**Chapter 6: Making Your Course Accessible**

*Accessibility for all learners is critical for student success. You will discover how to make your course and content materials meet ADA requirements. A discussion of providing accommodations for student learning provides insights to broaden pedagogical practice which benefits all students, not only those who need the accommodation. These skills are also important to teach students so they can develop their own accessible materials in the course and the workplace.*

**Chapter 7: Integrating Learning Technologies**

*Technology can serve as a great way to increase engagement and enhance the quality of learning experiences. Identifying a need and choosing appropriate tools and strategies to embed in the course can support learning activities, help students meet course outcomes, and prepare them for work after graduation. We include a discussion about choosing tools which will help faculty with course management to spend more time engaging with students.*

**Assessing**

**Chapter 8: Assessing Student Learning**

*Understanding types of assessments and strategies to use multiple measurements to assess the whole student will make assessing student learning more fruitful. The discussion includes developing backward- and forward-looking, authentic, and portfolio assessments. We include an will examination of the components of rubric development. A crosswalk chart will demonstrate how to link learning activities with assessment techniques. Finally, there is a discussion of what faculty can do with assessment results.*

**Chapter 9: Assessing Course Quality**

*Using the best practices of designing face-to-face, blended and online courses provides opportunities to assess the quality of a course. Gathering student feedback in reflection activities and course evaluation surveys are ways to measure what is working and what can be improved to build a stronger course through continuous improvement.*

**Chapter 10: Assessing Your Program and Institution**

*Faculty are expected to provide academic leadership in program and institutional assessment. This chapter discusses the need to integrate micro to macro levels of assessment: from the student, to the course, to the program/department, to the institution by providing continuity for quality. Since some programs/departments and all institutions are required to measure their outcomes for accreditation, knowing how your course relates to the curriculum of the program/department and how these align with the institution’s mission completes the overall assessment picture.*

**Reflecting**

**Chapter 11: Reflecting on Your Teaching**

*Reflection on your teaching is key to continuous growth, improvement and sustainability. Additionally, there are a variety of steps retention for promotion and tenure. This chapter will focus what you can do to archive your work to monitor your performance and demonstrate your accomplishments as evidence of your quality work.*

**Chapter 12: Learning How to Learn**

*As with our students, we need to assess where we are in our practices and envision the pathway we want to take to achieve our goals. Reflection is the first step in thinking about your teaching and identifying where you are on your career pathway. This chapter is a discussion of how to use professional organizations and campus resources to help you create your professional development plan for career advancement.*

**Epilogue**

**Appendix A: Initial Design Phase of Integrated Course Design**

**Appendix B: Knowing Your Students**

**Appendix C: Standard Syllabus Design and Content**

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**Appendix E: Rubric Examples for Student Learning Activities**

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