



A Blueprint for Success!

POD 44th Annual Conference
Connection: Closing the Distance
November 13-14, 2019
Pittsburgh, Pennsylvania

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Workshop Outcomes

Our hope is that, by the end of the workshop, participants will be able to reflect on the effect an integrated designed course blueprint has on their ability to improve teaching and significant student learning by:

- ✓ Planning for course situational factors and pedagogical challenges.
- ✓ Aligning course outcomes, assessments and learning activities.
- ✓ Developing a course communication plan.
- ✓ Creating accessible course materials.
- ✓ Identifying the need for technology integration.
- ✓ Assessing the quality of course design.
- ✓ Developing faculty participation in the application of design theory.

Workshop Outline

Day One – November 13, 2019

1:00 – 1:15 pm: Introductions

1:15 – 2:00 pm: Course situational factors and pedagogical challenges

2:00 – 3:00 pm: Constructing the course's Big Dream. Discuss Integrated Course Design.

3:00 – 4:30 pm: Fink's Taxonomy: aligning course outcomes, assessments and learning activities.

Day Two – November 14, 2019

8:30 – 8:45 am: Integrated Course Design Review Q &A

8:45 – 9:30 am: Course communication plan to develop course community.

9:30 – 10:00 am: ADA accessible learning materials

10:00 – 10:10 am: Break

10:10 – 11:11 am: Course technology integration

11:11 am - Noon: Assess course design quality for the purpose of continuous improvement.

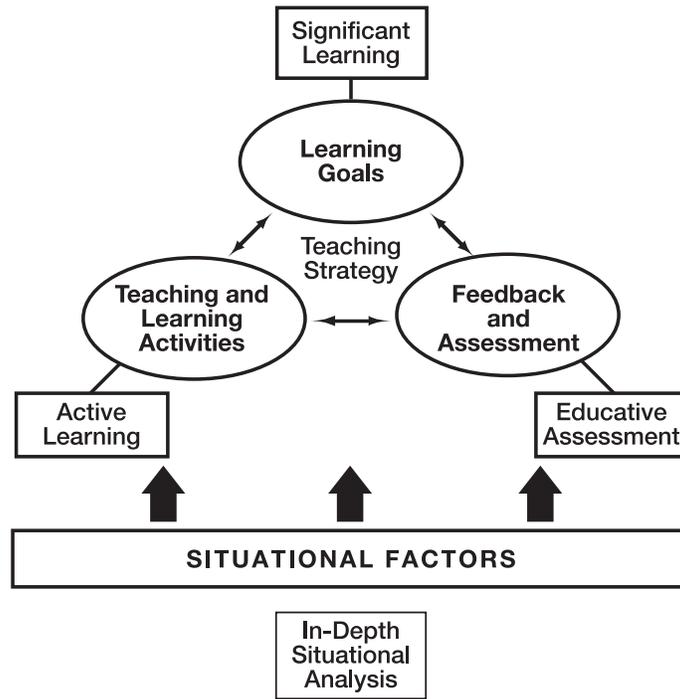
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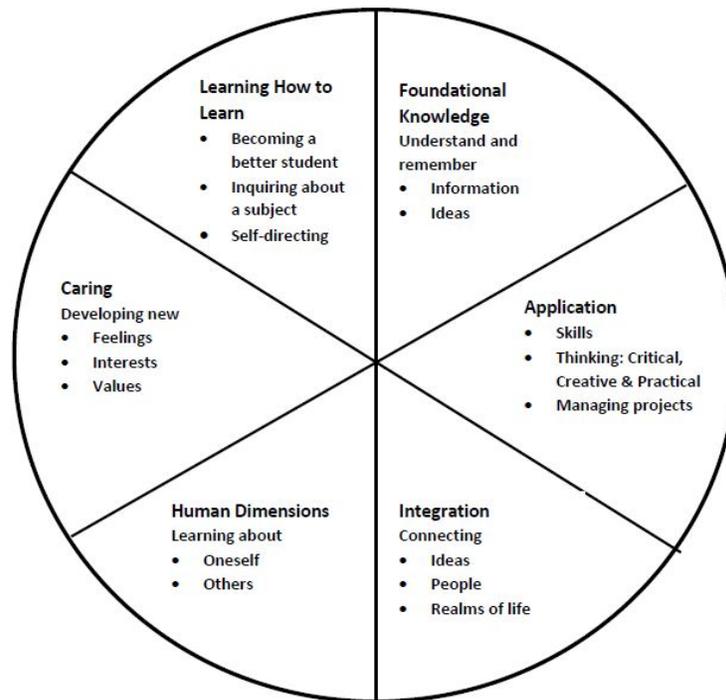
Situational Factor	Your Course's Situational Description
<p>Specific Context of Situation</p> <ul style="list-style-type: none"> • Class size • Course level: introductory, advanced, graduate • Meeting time & frequency • Delivery: classroom/lab, blended, online • Physical classroom conditions • Technology requirements 	
<p>Expectations of Others Learning expectations placed on the course by:</p> <ul style="list-style-type: none"> • Curriculum • Faculty colleagues • Institution • Profession • Accreditation • Society 	
<p>Nature of the Subject</p> <ul style="list-style-type: none"> • Student perception • Theoretical, practical, or combination • Convergent or divergent • Important changes or controversies in the field 	
<p>Characteristics of Learners</p> <ul style="list-style-type: none"> • Student attitudes to subject • College ready, advanced • Age/experience level • Prior learning foundation • Student life conditions: Full-time, part-time, family, working, professional goals 	
<p>Characteristics of the Teacher</p> <ul style="list-style-type: none"> • Philosophy of teaching • Attitude about course/subject • Perception of students • Experience in teaching • Knowledge/familiarity of course content • Teaching strengths/challenges 	



Integrated Course Design



Taxonomy of Significant Learning



3-Column Table Design Form

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Taxonomy	Learning Outcomes	Learning Assessments	Learning Activities
<p>Foundational Knowledge Learners will understand and remember key concepts, terms, relationships, facts, etc. ---</p> <p>Describes what learners will be able to do with information.</p>			
<p>Application Learners will perform/"do" important tasks ----</p> <p>Describes the kinds of activities and tasks learners will be able to perform based on the information they have acquired.</p>			
<p>Integration Learners will identify/ consider /describe the relationship between "x" and "y". ---</p> <p>Describes the kinds of activities and tasks learners will be able to perform when they synthesize, link to, or relate specific information to other information.</p>			
<p>Human Dimension – Self Learners will better understand themselves ---</p> <p>Describes the kinds of activities learners will be able to perform when they apply the information to themselves and to their interactions with others.</p>			
<p>Human Dimension – Others Learners will be able to interact positively and productively with others. ---</p> <p>Describes the kinds of activities learners will be able to perform when they apply the information to themselves and to their interactions with others.</p>			
<p>Caring Students will care more deeply about this subject or issues related to this subject. ---</p> <p>Describes the kinds of activities students will be able to perform when they connect the information to themselves and their personal lives in a meaningful way.</p>			
<p>Learning How to Learn Students will develop the ability to learn better (more efficiently and effectively), both in this course and in life in general. ---</p> <p>Describes the kinds of activities students will be able to perform in order to continue to learn more about this topic in the future.</p>			



Taxonomy Crosswalk for Assessment and Learning Activities Types

Taxonomy Area	Informal vs. Formal Assessment	Formative vs. Summative Assessment	Assessments and Learning Activities	Learning Types (Active, Passive, Connecting, Reflective)	Possible Technology Requirements LMS = Learning Management System
Foundational Knowledge	—	—	Readings	Passive	Text/Internet/LMS
	Informal	Formative	Think/Pair/Share	Active	Paper/Whiteboards
	Informal	Formative	One Minute (Paper) Write	Active/Reflective	Paper/Whiteboards
	Informal	Formative	Polling/Quizzing	Active	Smartphones/Clickers
	Informal	Formative	Advance Organizers	Active/Connecting	Paper/Whiteboards
	Both	Formative	Concept Maps	Active/Reflective	Paper/Whiteboards
	Informal	Formative	Draw a Picture	Active/Reflective	Paper/Whiteboards
	Both	Both	Four Corners	Active/Reflective	Physical Space
	Formal	Summative	Oral/Video Presentation	Active	Projector/LMS
	Both	Both	Discussions (live/written)	Active/Reflective	Paper/LMS
	Informal	Both	Study Cards	Active	Index Cards
	Both	Both	Student Self-Assessment	Reflective	Paper/LMS
	Formal	Both	Written Paper	Passive	Paper/LMS
—	—	Lecture	Passive	Live/Video/LMS	
Formal	Summative	Objective Tests/Exams	Passive	Paper/LMS	
Application	—	—	Readings	Passive	Text/Internet/LMS
	Formal	Both	Case Studies	Active/Reflective	Paper/LMS
	Both	Both	Gallery Walks	Active	Posters/Whiteboards
	Both	Both	Four Corners	Active	Physical Space
	Both	Both	Jigsaws	Active	Posters/Whiteboards
	Formal	Summative	Oral/Video Presentation	Active	Projector/LMS
	Both	Both	Discussions (live/written)	Active/Reflective	Paper/LMS
	Both	Both	Student Self-Assessment	Reflective	Paper/LMS
	Formal	Both	Gaming/Simulations	Active/Connecting	Computer/Projector
	Formal	Both	Role playing/Dramatization	Active	Physical Space
	Formal	Both	Portfolios	Active/Reflective	Binder/E-Portfolio
	Formal	Summative	Authentic Projects	Active/Ref or Con	Paper/LMS
	Formal	Summative	Written Paper	Active/Passive	Paper/LMS
Formal	Summative	Essay/Application Exams	Active/Connecting	Paper/LMS	

All of the Taxonomy Areas can be found in *Designing Effective Teaching and Significant Learning*.



Fink's 3-Column Table Design Form
 Course Name: Cellular and Molecular Biology Delivery Method: Face to face

Taxonomy	Learning Outcomes	Learning Assessments	Learning Activities
Foundational Knowledge Learners will understand and remember key concepts, terms, relationships, facts, etc. – Describes what learners will be able to do with information.	Students will have a clear understanding of the well-defined concepts of cellular and molecular biology. Students will be able to define pathological conditions in neurological as well as cardiological areas.	<ul style="list-style-type: none"> Classroom assessment techniques (CATs) Quiz Multiple choice questions/ Descriptive tests 	Provide lecture on Information/Ideas. At the end of the lecture students would be asked to summarize all concepts taught in a concise manner. Any readings that fit here.
Application Learners will perform "do" important tasks – Describes the kinds of activities and tasks learners will be able to perform based on the information they have acquired.	The students will be able to focus on a particular area of research that best suits their interests. Students will be able to think systematically to solve a particular research question. Students will be able to apply theoretical principles into lab practices which would aid them in designing new protocols. Students will be able to troubleshoot protocols as well.	<ul style="list-style-type: none"> Report assessment Case studies (Forward looking assessment)/ Reflections 	Students would need to prepare assignments on lab protocols based on concepts taught in the classroom. Information could be gathered from books, online tools, direct lab experience (if any, in the past) Reflective learning: 1. Introduce a case before a concept is taught, 2. Allow students to reflect on situation, 3. After lecture, return to the case introduced before, 4. Ask students to solve the situation based on information provided
Integration Learners will identify/consider /describe the relationship between "x" and "y" – Describes the kinds of activities and tasks learners will be able to perform when they synthesize, link to, or relate specific information to other information.	Students will be able to relate pathological situations to the molecular basis.	<ul style="list-style-type: none"> Oral presentation Reflective writing The above formats would be subject to self-assessment and peer assessment.	Experience: Students would be encouraged to chose a specific neurological or cardiological disease and make a presentation on current knowledge on its causes. (The mode of presentation –whether in the form of oral presentation, diagrammatic representation or written format – could be decided by the students themselves)
Human Dimension – Self Learners will better understand themselves – Describes the kinds of activities learners will be able to perform when they apply the information to themselves and to their interactions with others	Students will be able to confidently express their own hypothesis to others in a logical and concise manner.	<ul style="list-style-type: none"> Survey/Pre- and post-instruction questionnaire. 	Experience: Students would present their hypothesis for a proposed study aimed to advance current understanding of the chosen pathological condition.

Human Dimension – Others Learners will be able to interact positively and productively with others – Describes the kinds of activities learners will be able to perform when they apply the information to themselves and to their interactions with others.	Students will effectively communicate to others, discuss with evidence as in journal clubs, which would aid them in refining their own hypothesis. Students will cooperate with others as they work together as a team.	<ul style="list-style-type: none"> Group discussions 	Experience: Students will develop a set of discussion topics, with writing prompts, on their research interest areas for the entire class.
Caring Students will care more deeply about this subject or issues related to this subject – Describes the kinds of activities students will be able to perform when they connect the information to themselves and their personal lives in a meaningful way.	Students would show that they value the experience of contributing to their chosen field.	<ul style="list-style-type: none"> Reflective writing/ Journal entries 	Students will share research findings about the topic that interests them. Research can include interviewing experts and others working in the field including graduates, discussing current trends and information, or forming panel discussions.
Learning How to Learn Students will develop the ability to learn better (more efficiently and effectively), both in this course and in life in general – Describes the kinds of activities students will be able to perform in order to continue to learn more about this topic in the future.	Students will share information with others about topics learned. Students will demonstrate ways they will continue to learn about their field.	<ul style="list-style-type: none"> Develop a learning plan. Include plans for identifying professional memberships and possible conferences or webinars to attend, professional journals to read, and research internships in which they could participate. 	Students would enhance their existing knowledge by developing a reading list on topics of interest. Students will participate in an online forum to discuss the creation and analysis of experimental protocols.



Course Communication Plan

What (Purpose)	Who (Sender)	To Whom (Receiver)	When (Schedule)	How (Tool)
Course Welcome and Syllabus	Instructor	Students	Week prior to course start	Email and course announcement

Measuring Course Quality

Informal Assessments	Formal Assessments
<ul style="list-style-type: none"> • Test Drive Your Course 	<ul style="list-style-type: none"> • End of course surveys
<ul style="list-style-type: none"> • Measuring Quality as You Teach <i>Self-created surveys/evaluations</i> <i>Reflective course shell discussions</i> <i>Forward-looking assignments & assessments</i> <i>CATs & LATs</i> 	<ul style="list-style-type: none"> • Peer-Reviewed Course Design – Quality Matters (QM)
<ul style="list-style-type: none"> • Measuring Quality After You Teach <i>Institutional Course Evaluations</i> 	
<ul style="list-style-type: none"> • Assessing Quality as Your Design <i>Self-assessing course design with rubrics</i> 	



Resources



An evolving faculty development website offering resources for teaching, learning, and leadership. Access additional articles and tips on teaching experiences and student learning at no cost.

[Encoreprodev.com](http://encoreprodev.com)

<http://encoreprodev.com/>

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The art and science of teaching to provide significant learning for students begins with designing quality courses. For over 15 years, the authors have delivered workshops and courses which have transformed the practices of thousands of faculty worldwide. The presenters share the experiences faculty have had in designing courses that align outcomes, assessments and activities to deliver significant learning. The current focus on student success and retention has expanded the considerations faculty should follow demonstrating the importance of course communication, accessibility, technology integration, and course quality assessment for student learning.

Learn from the authors' experiences as faculty, faculty developers, center directors, instructional designers, curriculum experts as they have delivered over 400 highly-rated faculty development workshops at discipline, teaching & learning and professional development conferences with US and international campus audiences.

Why You Will Want This Book

- Faculty stories of course design and teaching experiences
- Examples to develop and align a variety of course outcomes, assessments and activities.
- Learning activity models and templates
- Over 70 teaching and learning "Bright Ideas"
- Places for you to "Jot Your Thoughts"
- Additional content provided online

What faculty participants say:

"I think Integrated Course Design will impact me in a positive way because it showed me that dreaming big for my students is crucial. As a professor I get so caught up in meetings, assessments, grading and planning that I forget to look down the road for my students' needs. To use a metaphor to the Wizard of Oz, I would say that I am now letting students look behind the curtain in my course redesign. Now that I have added a portfolio assignment, my students have something cohesive at the end of the course to be proud of that will last more than one short semester."

"The principles of Integrated Course Design have the potential to let students drive their own learning and generate their own momentum with my role to give oversight, coaching and motivation. I plan to use principles such as backward design. I now realize that many of the principles are for life rather than just academic education."

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Foreword by Dee Fink, Ph.D.

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and Institution

Reflecting

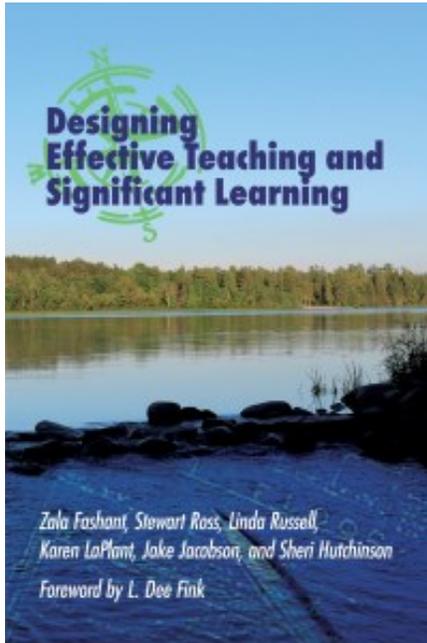
Chapter 11: Reflecting on Your Teaching

Chapter 12: Learning How to Learn

Authors: Zala Fashant, Stewart Ross, Linda Russell, Karen LaPlant, Jake Jacobson, & Sheri Hutchinson

Book published Fall 2019 by Stylus Publishing





Book Description: Designing courses to deliver effective teaching and significant learning is the best way to set students up for success, and this book guides readers through the process. The authors have worked with faculty world-wide, and share the stories of how faculty have transformed courses from theory to practice. They start with Dee Fink's foundation of integrating course design. Then they provide additional design concepts to expand the course blueprint to implement plans for communication, accessibility, technology integration, as well as the assessment of course design as it fits into the assessment of programs and institutions, and how faculty can use what they learn to meet their professional goals.

Book Reviews: Leaders in education and business have reviewed this publication. Please read what they had to say about the book and how it can help the faculty, administrators and managers in your organization.

"I am a believer that building oneself as an educator goes beyond the academic environments. While reading *Designing Effective Teaching and Significant Learning* I could identify countless applicable connections with my leadership work as an engineering manager for a creative software company. This book comes at a pivotal moment in the evolution of

learning: We have access to more information than ever, and technology is rapidly evolving. This means we need to be more strategic about what we learn and how transferable that is to the next task/job/industry. This book is an invitation to reflect on our methods as educators as well as a practical guide not only for faculty members but for industry leaders on how to successfully prepare individuals for a future where their contributions are rewarding and impactful."

Manuel Castellanos Raboso, Engineering Manager – Adobe, Inc.

"This book combines an action-oriented guide to effective teaching with a reflective workshop on significant learning. The authors blend personal stories, practical techniques, critical questions, and deep wisdom in ways that will resonate with busy faculty. I particularly appreciate the reminder to pay close attention to the students in our classes because, in the end, their learning is what makes our teaching meaningful."

Peter Felten, Executive Director – Center for Engaged Learning, Elon University

"Want to take your capabilities as a teacher from 'Good' to 'Great'? This book can help you do that. It focuses on just the right range of topics, and has a powerful blend of stories, examples of good course design, and substantive guidance."

Dee Fink, former Founding Director – Instructional Development Program, University of Oklahoma

"Well-organized and accessible, I appreciated how the book invites the reader to participate on the page in the enterprise of designing effective teaching and significant learning—two complementary aspects of effective instruction. Will serve as a welcome refresher for seasoned educational developers and faculty, and also as a friendly on-ramp for newcomers."

Hoag Holmgren, Executive Director – Professional and Organizational Development Network in Higher Education



“Designing Effective Teaching and Significant Learning is a uniquely comprehensive resource for post-secondary instructors. Building on a tried and true course design process, the authors augment their step-by-step guide with examples and in-depth explorations of important topics. I expect that this volume will help guide faculty from the first course they teach through ongoing growth and development across their careers.”

Cassandra Horii, Founding Director – Center for Teaching, Learning, and Outreach, California Institute of Technology

*“The authors of *Designing Effective Teaching and Significant Learning* demonstrate a deep understating of the subject of college teaching and learning at both the conceptual and pragmatic levels through stories, examples and techniques. Developing a deeper understanding of teaching and learning helps both the student and teacher succeed.”*

John Mirocha, Executive Coach and Consultant – John Mirocha & Associates, and former Professor of Management, St. Thomas University

*“Smartly anchored in Dee Fink’s seminal work, *Creating Significant Learning Experiences*, this course design book extends the framework into topics typically not included in this type of book—instructional software, LMS usage, cognitive science, course assessment rubrics, and program and institutional evaluation—in addition to the subjects you’d expect. It features plentiful examples, relatable cases, and, for each chapter, opening points-to-ponder and summary action checklists. It pays particular attention to the needs of community college faculty.”*

Linda B. Nilson, Director Emerita – Office of Teaching Effectiveness and Innovation, Clemson University

*“*Designing Effective Teaching and Significant Learning* builds upon the work of Dee Fink by providing pragmatic advice to post-secondary faculty in the design of traditional, blended, and online courses. The book covers a broad range of topics, from basics in preparing or designing a course to more advanced concepts such as making courses accessible and assessing a program or institution. I found the chapter ‘Communicating in Your Course’ helpful in developing workshops for faculty on student engagement in online courses.”*

Martin Springborg, Director of Teaching and Learning – Inver Hills Community College and Dakota County Technical College

“This book is a great resource for Higher Education instructors willing to challenge their traditional strategies and practices... It promotes self-reflection on current teaching approaches, and helps faculty understand, through illustrative examples, how the adoption of integrative strategies leads to significant learning experiences. In parallel, the reader is guided smoothly through the major steps of integrated course design: from using the taxonomy for significant learning to assessing and reflecting on the teaching and learning procedure, passing by defining and aligning the course outcomes with the learning and assessment activities, communicating effectively, making the course accessible and integrating learning technologies. It is undeniably an inspirational and enlightening work... not to be missed!”

Faten el Hage Yahchouchi, Deputy President for Teaching & Learning – Holy Spirit University of Kaslik (USEK), Beirut, Lebanon

To order your copy today go to: <https://styluspub.presswarehouse.com/browse/book/9781642670059/Designing-Effective-Teaching-and-Significant-Learning>

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