Reasons that TBL is so powerful:

• Uses small group dynamics

• Powerful sequence of activities

• Good guidelines for how to help “groups” morph into “teams”

However,...
Good Course Design and TBL

Getting Better Over Time

Quality of Teaching

When You Began Teaching

NOW

Near Future

TBL & Good Course Design

“Tweak my teaching”
Quick Review of my model of Learning-Centered Course Design:

1. Taxonomy of Significant Learning

2. Model of Integrated Course Design
1. The **Taxonomy of Significant Learning**

- Origin
- Kinds of Learning
Fink’s Taxonomy of Significant Learning
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
- Managing projects

**Integration**
Connecting:
- Ideas
- Bodies of Knowledge
- Realms of life

**Human Dimensions**
Learning about:
- Oneself
- Others

**Caring**
Developing new...
- Feelings
- Interests
- Values
Quick Review of:

1. Taxonomy of Significant Learning

2. Model of Integrated Course Design
INTEGRATED COURSE DESIGN:

Key Components

Learning Outcomes

Teaching & Learning Activities

Feedback & Assessment

Situational Factors
Criteria of “GOOD” Course Design

SITUATIONAL FACTORS

In-Depth Situational Analysis

ACTIVE LEARNING

Teaching and Learning Activities

Feedback & Assessment

Integration

Significant Learning

Learning Outcomes
Good Course Design and TBL

Learning IMAGINED → Learning ACHIEVED

Big Dream → Culminating Project

Learning Outcomes
1. Xxx
2. Xxx
3. Xxx
4. Xxx
5. Xxx
6. xxx

1. Learning Outcomes
2. Ass’m’t Activ.

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Ass’m’t Activ.</th>
<th>Learn. Activ.</th>
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<tbody>
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3-Column Table

Weekly Schedule

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<th>Week:</th>
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Weekly Schedule
QUESTION:
What can good course design do to help current TBL users?
3 Ways Course Design Can Help:

A.

B.

C.
3 Ways Course Design Can Help:

A. Prompts you to focus explicitly on powerful kinds of learning, rather than on topics.

B. 

C. 
3 Ways of Designing Courses:

1. “List of Topics”

2. “List of Activities”

3. Need a way of designing courses that is:
   - Systematic
   - Integrated
   - Learning-Centered
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
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- Values

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- Feelings
- Interests
- Values

- Becoming a better student
- Inquiring about a subject
- Self-directing learners

- Information
- Ideas

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

- Ideas
- Bodies of Knowledge
- Realms of life

- Oneself
- Others
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.
Example of Course-Specific Learning Goals:
For a course on "Legal Issues in Accounting"
"By the end of the course, students will be able to...”

1. **F.K.**: Understand & define major terms & concepts related to law and accounting.

2. **Applic.**: Compare and contrast opposing legal principles, choose a position and defend it.

3. **Integ.**: Identify the relationship between needs for legal integrity and compliance with accounting principles.
Example of Course-Specific Learning Goals:

For a course on “Legal Issues in Accounting”

“By the end of the course, students will (be able to)…”

4. **Hum. Dim.:**
   
   A. **SELF:** See themselves as confident and competent accountants.”
   
   B. **OTHER:** Work effectively as a member of an accounting team.

5. **Caring:** *Want* to be legal and ethical in their accounting work.

6. **How to Keep on Learning:** Research and apply new court cases to legal accounting issues.
3 Ways Course Design Can Help:

A. Prompts you to **focus explicitly** on powerful kinds of learning, rather than on topics.

   **BENEFIT??**

   ➢ Ensures that you have your course focused on important kinds of learning!
3 Ways Course Design Can Help:

A. Prompts you to focus explicitly on powerful kinds of learning, rather than on Topics.

B. Provides the tools for proper alignment of course goals and course activities.

C.
INTEGRATED COURSE DESIGN:

Key Components

Learning Outcomes

Teaching & Learning Activities

Feedback & Assessment

Situational Factors
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<th>Assessment Activities:</th>
<th>Learning Activities:</th>
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<td>3. Integration</td>
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<tr>
<td>4. Human Dim.:</td>
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<tr>
<td>5. Caring</td>
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<td>• Case studies</td>
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<td>• Essays, focused on Integration</td>
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<td>• Reflective essays</td>
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<td>• Reading</td>
</tr>
<tr>
<td>2. Application</td>
<td>• Case studies</td>
<td>• In-class problem solving, with fdbk.</td>
</tr>
<tr>
<td>3. Integration</td>
<td>• Essays, focused on Integration</td>
<td>• Discussion (small group?)</td>
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<tr>
<td>4. Human Dim.</td>
<td>• Reflective essays</td>
<td>• Reflections, essays</td>
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<tr>
<td>• Self, Others</td>
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<tr>
<td>5. Caring</td>
<td>• Statements of preferences</td>
<td>• Community projects</td>
</tr>
<tr>
<td>6. Learning How to Learn</td>
<td>• Learning portfolios</td>
<td>• Project: learn something new</td>
</tr>
</tbody>
</table>
3 Ways Course Design Can Help:

A. Prompts you to focus explicitly on powerful kinds of learning, rather than on Topics.

B. Provides the tools for proper alignment of course goals and course activities.

**BENEFIT??**

➢ Ensures that you have the activities necessary to generate the kinds of learning you say you want!
3 Ways Course Design Can Help:

A. Prompts you to **focus explicitly** on powerful kinds of learning, RT on Topics.

B. Provides the tools for proper alignment of course goals and course activities.

C. Prompts you to generate powerful **SEQUENCES of Learning Activities.**
"CASTLE-TOP" DIAGRAM:  
A Tool for Identifying Your TEACHING STRATEGY

<table>
<thead>
<tr>
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<th>Mon</th>
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<td><strong>In-Class Activities:</strong></td>
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<td><strong>Out-of-Class Activities:</strong></td>
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<td><strong>Assessm’t &amp; Feedback</strong></td>
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</table>
Designing Courses for Significant Learning

1st Set of Learning Activities

2nd Set of Learning Activities

3rd Set of Learning Activities

Culminating Project

SEMESTER
Powerful SEQUENCES of Learning Activities:

1. Rich Learning Experiences
   - A special new experience
   - Reflection
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

Out-of-Class:
• Service learning
• Situational observations
• Authentic projects
EXAMPLE of a TBL Course with Rich Learning Experiences:

- **CONTENT**: Used Readiness Assessment Tests from TBL
- **STORIES**: Had speakers come in (students, people from community)
- **REFLECTIONS**: Did both before and after speakers; before and after readings
- **RICH LEARNING EXPERIENCE**: 4 weeks...
  - Severe disability from a stroke
  - Cultural group - negative feelings
  - “Pagan” religious service
  - Drag show with some gay friends
Powerful SEQUENCES of Learning Activities:

1. Rich Learning Experiences
   - A special new experience
   - Reflection
“TAKING CHARGE OF ONE’S OWN LEARNING”

Teacher/Coach

St1

St2
Good Course Design and TBL

Meta-Learner:
Meta-Learner: One Who Takes Charge of their...

Own Learning/Development

Own Knowing/Beliefs

Own Thinking

Own Performance

Own Caring/Values
IN-DEPTH REFLECTIVE DIALOGUE

With Whom?

• Oneself (journaling, learning portfolios)
• Others (teacher, other students, people outside class)

About What?

• Subject of the Course:
• Learning Process:
  • WHAT am I learning?
  • HOW do I learn: best, most comfortably, with difficulty, etc.?
  • What is the VALUE of what I am learning?
  • WHAT ELSE do I need or want to learn?

Written Forms?

• One-minute papers
• Weekly journal writing
• Learning portfolios (end-of-course, end-of-program)
LEARNING PORTFOLIOS:

Key Questions:

1. **WHAT Did You Learn in this course?**

2. **HOW did you learn?**
   - What helped you learn? What didn’t?
   - What does this tell you about yourself as a learner?

3. **What is the VALUE to you, of what you learned?**
   - For your - Personal life? Social/Civic life? Professional life?

4. **What is your PLAN for FUTURE LEARNING?**
   - WHAT ELSE do you want to learn?
   - HOW would you learn THAT?
The Sequence of...

Rich Learning Experiences + Reflection

= POWERFUL Learning Experience
Powerful SEQUENCES of Learning Activities:

1. Rich Learning Experiences
   ➢ A special new experience
   ➢ Reflection

2. “String of Activities” – focused on “Learning how to keep on learning”
Culminating Project: L-PF

- Part 4: Create a PLAN for your near-future learning about college teaching
Good Course Design and TBL

<table>
<thead>
<tr>
<th>Week 1:</th>
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</thead>
<tbody>
<tr>
<td><strong>Week 3:</strong></td>
<td>Find <strong>Resources</strong> on Teaching &amp; Learning</td>
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<tr>
<td><strong>Week 5:</strong></td>
<td>Find <strong>10 major topics</strong> on college-level teaching</td>
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<tr>
<td><strong>Week 7:</strong></td>
<td>Select the <strong>4 topics most urgent</strong> for you</td>
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<tr>
<td><strong>Week 9:</strong></td>
<td>Select 1 topic – and learn about it NOW</td>
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<tr>
<td><strong>Week 13:</strong></td>
<td>For 3 remaining topics – Identify a learning strategy for each one</td>
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<tr>
<td><strong>Week 14:</strong></td>
<td>Topics &amp; Learning strategies = PLAN for future professional development</td>
</tr>
<tr>
<td><strong>Week 15:</strong></td>
<td>Insert your Plan as Part 4 in your Learning Portfolio [Culminating Project for course]</td>
</tr>
</tbody>
</table>
Multiple Sets of ACTIVITY SEQUENCES:

1. Rich Learning Experiences
   - A special new experience
   - Reflection

2. “String of Activities” – focused on “Learning how to keep on learning”

3. Educatice Assessment
Feedback and Assessment: “EDUCATIVE ASSESSMENT”

- Important Learning
- Forward-Looking Assessment Task
- Criteria and Standards
RUBRIC: A Tool for Assessing Complex Student Work

1. Criteria: What are the different, important characteristics of “High Quality Work”? 

2. Standards: How good is “good enough”?
Feedback and Assessment: “EDUCATIVE ASSESSMENT”

Important Learning

Forward-Looking Assessment Task

Criteria and Standards

Self-Assessment
## Assessment List

<table>
<thead>
<tr>
<th>Element</th>
<th>Points Possible</th>
<th>Self Assessment</th>
<th>Teacher’s Assessment</th>
</tr>
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<tbody>
<tr>
<td>1. Titles are clearly displayed.</td>
<td>/4</td>
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<td>2. The right category of the type of force is given.</td>
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Feedback and Assessment: “EDUCATIVE ASSESSMENT”

- Important Learning
- Forward-Looking Assessment Task
- Criteria and Standards
- Self-Assessment

FIDeLity Feedback
“FIDeLity Feedback”

- **F**requent
- **I**mmediate
- **D**iscriminating (based on criteria and standards)
- **L**ovingly [or, supportive approach used]
Feedback and Assessment: “EDUCATIVE ASSESSMENT”

- Important Learning
- Forward-Looking Assessment Task
- Criteria and Standards
- Self-Assessment

FIDeLity Feedback
3 Powerful SEQUENCES of Learning Activities:

1. Rich Learning Experiences
   - A special new experience
   - Reflection

2. A “String of Activities” – focused on “Learning how to keep on learning”

3. Educative Assessment – Students come out of the Assessment process knowing more than they did going into it!
3 Ways Course Design Can Help:

A. Prompts you to focus explicitly on powerful kinds of learning, rather than on topics.

B. Provides the tools for proper alignment of course goals and course activities.

C. Prompts you to generate powerful SEQUENCES of Learning Activities.

BENEFIT??

➢ Dramatically increases the power of your activities to achieve high quality learning!
3 Ways Course Design Can Help:

A. Prompts you to focus explicitly on powerful kinds of learning, rather than on topics.

B. Provides the tools to ensure proper alignment of course activities with course goals.

C. Prompts you to generate powerful sequences of learning activities.
Ernesto Ocampo:
Universidad Católica del Uruguay

His experience in adding good course design to TBL??
RESOURCES for Learning More about Good Course Design:

✓ Print Resources (Books)

✓ Website:
  www.designlearning.org
  • Collection of Examples
  • Listserv

✓ 2-Week Online Course
  • www.optimizelearning.org
Good Course Design and TBL

Getting Better Over Time

Quality of Teaching

When You Began Teaching

NOW

Near Future

“Tweaking my teaching”

Add Good Course Design

TBL

A

B

C
Higher Education:

Let’s make it all that it can be and needs to be!