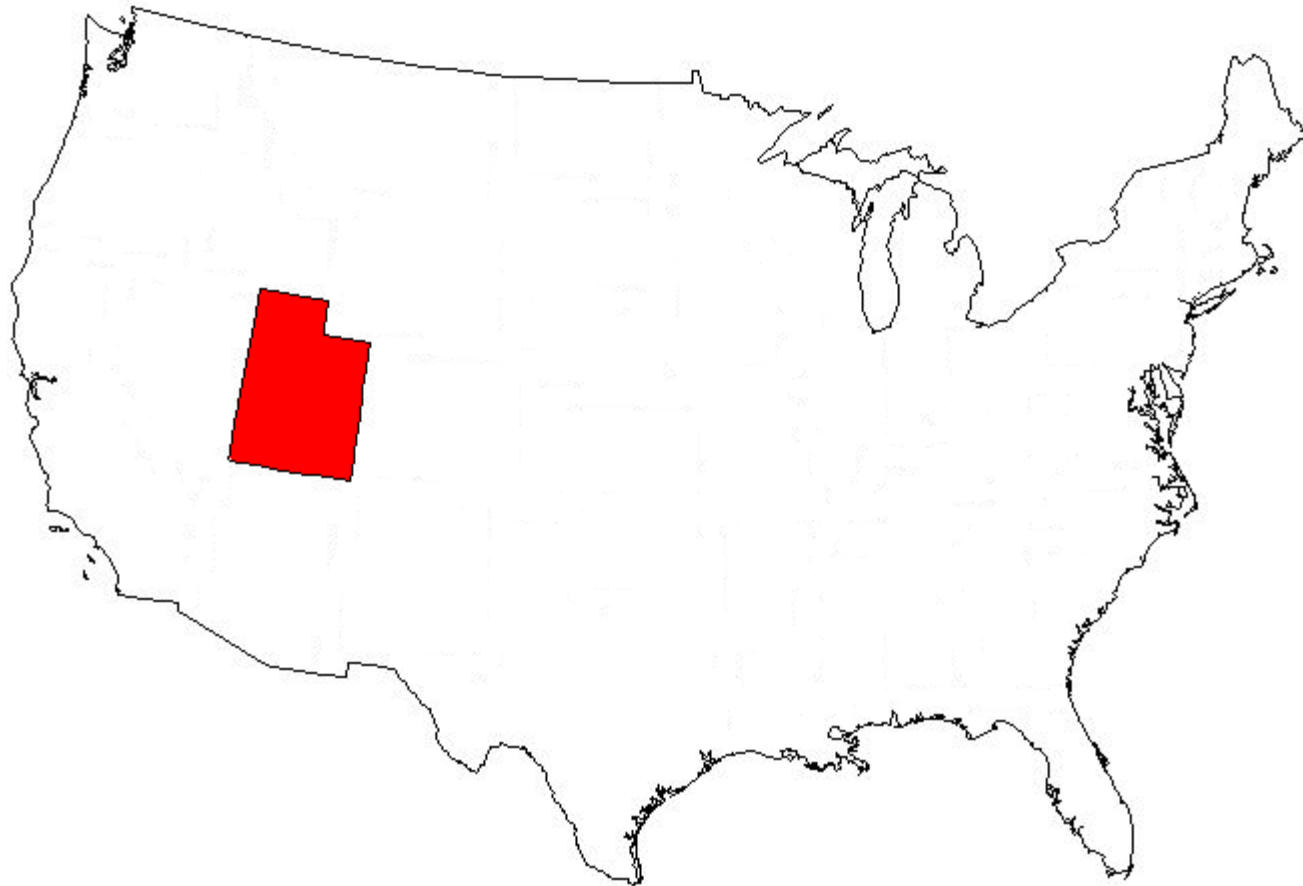# 综合性大学课程设计原则

D. Lynn Sorenson 宋林
Dee Fink & Associates, USA
Brigham Young University Utah USA   Ocean University of China, Qingdao

犹他州的地理位置?

View from the mountains near city of Provo and Utah lake

Near the capital city of Salt Lake City, Utah

Brigham Young University campus (Provo UT)

A Definition of Teaching:
Helping Someone Else Learn
教学的一个定义：帮助他人学习

—L. Dee Fink, University of Oklahoma

A NEW PARADIGM 范式 for TEACHING & LEARNING

From Teacher/Content-Centered Classes
从以教师和内容为中心的课堂教学

To Learner/Learning-Centered Classes
到以学习者和学习为中心的课堂教学

From a "Sage on the Stage"从讲坛的圣贤
To a "Guide on the Side"到走下讲坛帮助学生的导师

STUDENT-CENTERED COURSES/CLASSES/EDUCATION

Would you like an **effective, systematic way to plan/design your courses**--

> (whether planning a new course or re-designing a previous course)?

OR, if you are an educational developer, would you like to help your faculty members design effective courses systematically?
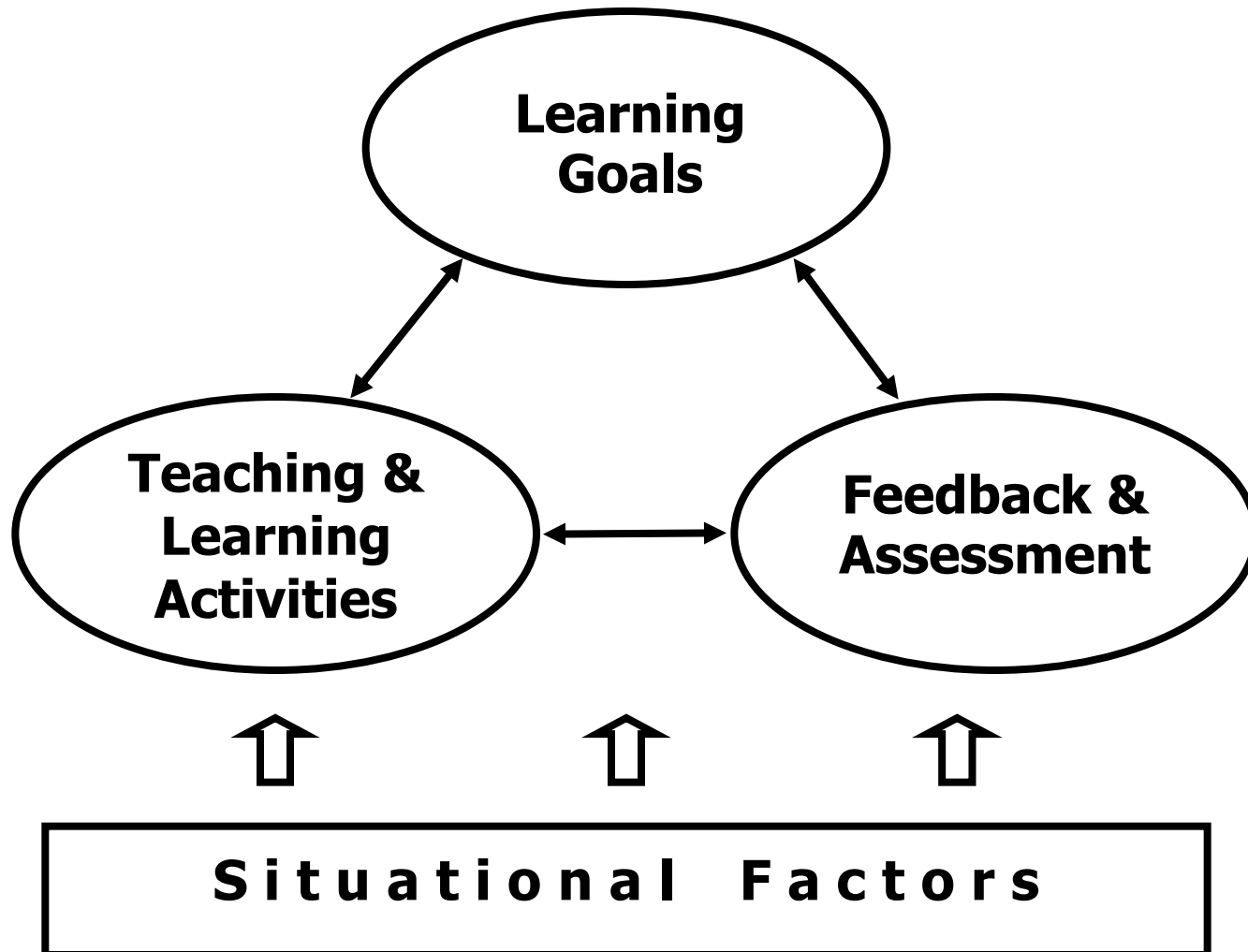
Think of ONE course (one class) you'll focus on today; LET'S DO SOME PLANNING! ☺

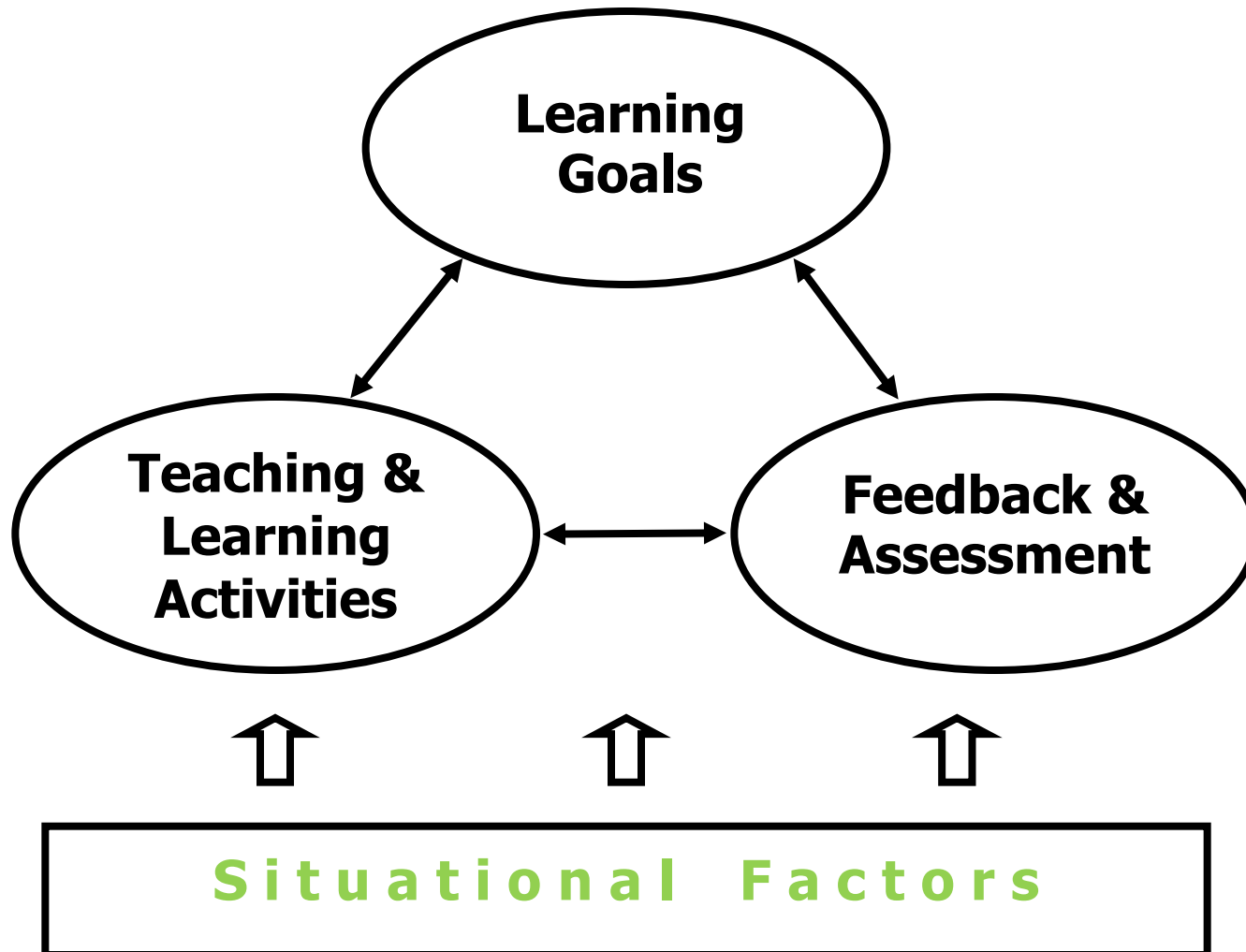# INTEGRATED COURSE DESIGN
Key Components   第五页

Learning Goals

Teaching & Learning Activities

Feedback & Assessment

S i t u a t i o n a l   F a c t o r s

Integrated Course Design
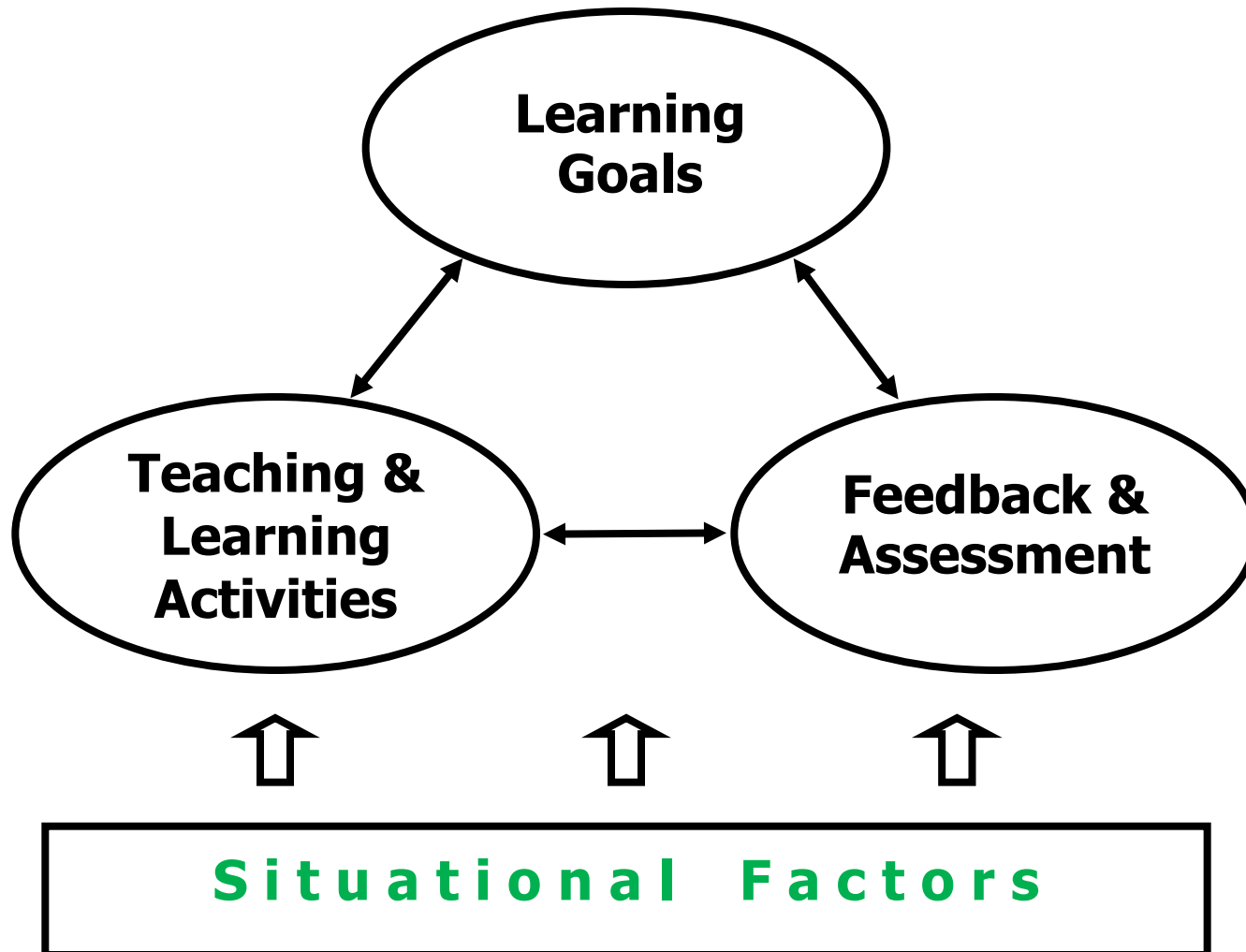
SITUATIONAL FACTORS

INTEGRATED COURSE DESIGN
Key Components

INTEGRATED COURSE DESIGN
Key Components

Situational Factors 第11页

Collecting information about…

- **Specific Context 情形**

- **Expectations by people outside the course**

- **Nature of the Subject**
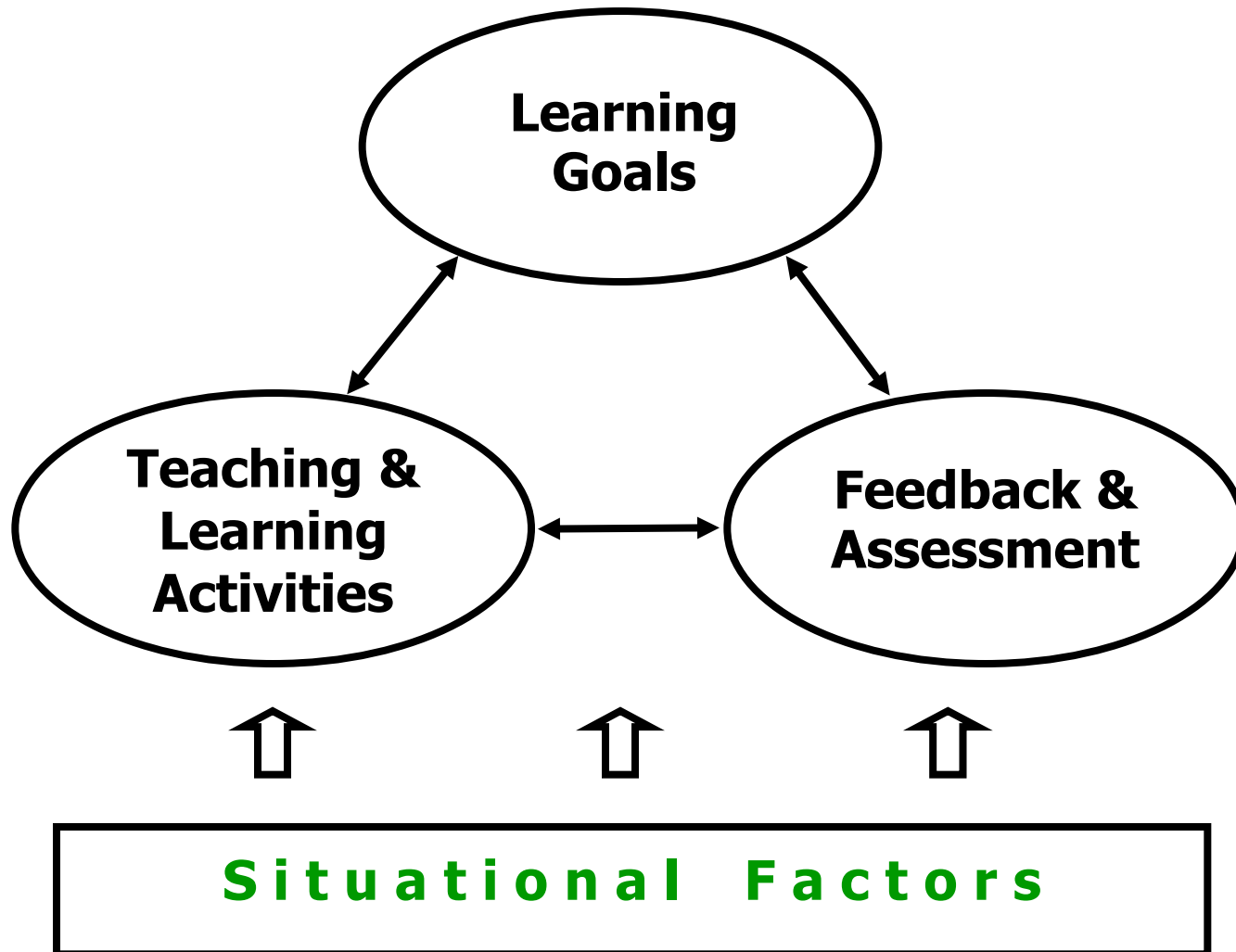
- **Nature of Students**

- **Nature of Teacher**

Take a moment to discuss with a partner one or two **situational factors** that affect this class . . . (especially factors that seems to cause some difficulties) . . . .

INTEGRATED COURSE DESIGN
Key Components

Integrated Course Design

LEARNING GOALS

Readiness Assessment Test (RAT)
(quiz on reading)

1. Everyone has **one white sheet** with two sides.
2. DO **NOT WRITE** ON THIS SHEET.
3. DO **NOT START** until I tell you to begin.
4. Notice that we'll use only items **2,3,6,9,10**.
5. This is a quiz on **Fink's views**/writing,
   NOT on your own ideas.
6. This is a **GROUP (team) QUIZ**; your group/team
   must come to **agreement** about an answer.
7. When you all agree, use answer sheet to **"scratch"**
   your answer. (**One "IF AT" sheet** per team)

Readiness Assessment Test

www.epsteineducation.com

IMMEDIATE FEEDBACK ASSESSMENT TECHNIQUE (IF AT®)

Name _____ Test # _____

Subject _____ Total _____

SCRATCH OFF COVERING TO EXPOSE ANSWER

	A	B	C	D	Score
1.					_____
2.					_____
3.					_____
4.					_____
5.					_____
6.					_____
7.					_____
8.					

IMMEDIATE FEEDBACK ASSESSMENT TECHNIQUE (IFAT®)

Name _____ Test # _____

Subject _____ Total _____

SCRATCH OFF COVERING TO EXPOSE ANSWER

	A	B	C	D	Score
1.	★				
2.				★	
3.		★			
4.	★				
5.			★		
6.		★			
7.				★	
8.				★	
9.		★			
10.			★		
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48.					
49.					
50.					

- Notice that **when you scratch a correct answer, a star (*) shows through**.

- If **no star** shows through, **discuss** the item again to **decide on a better answer**.

- **"Scratch" again.**

INTEGRATED COURSE DESIGN
Key Components
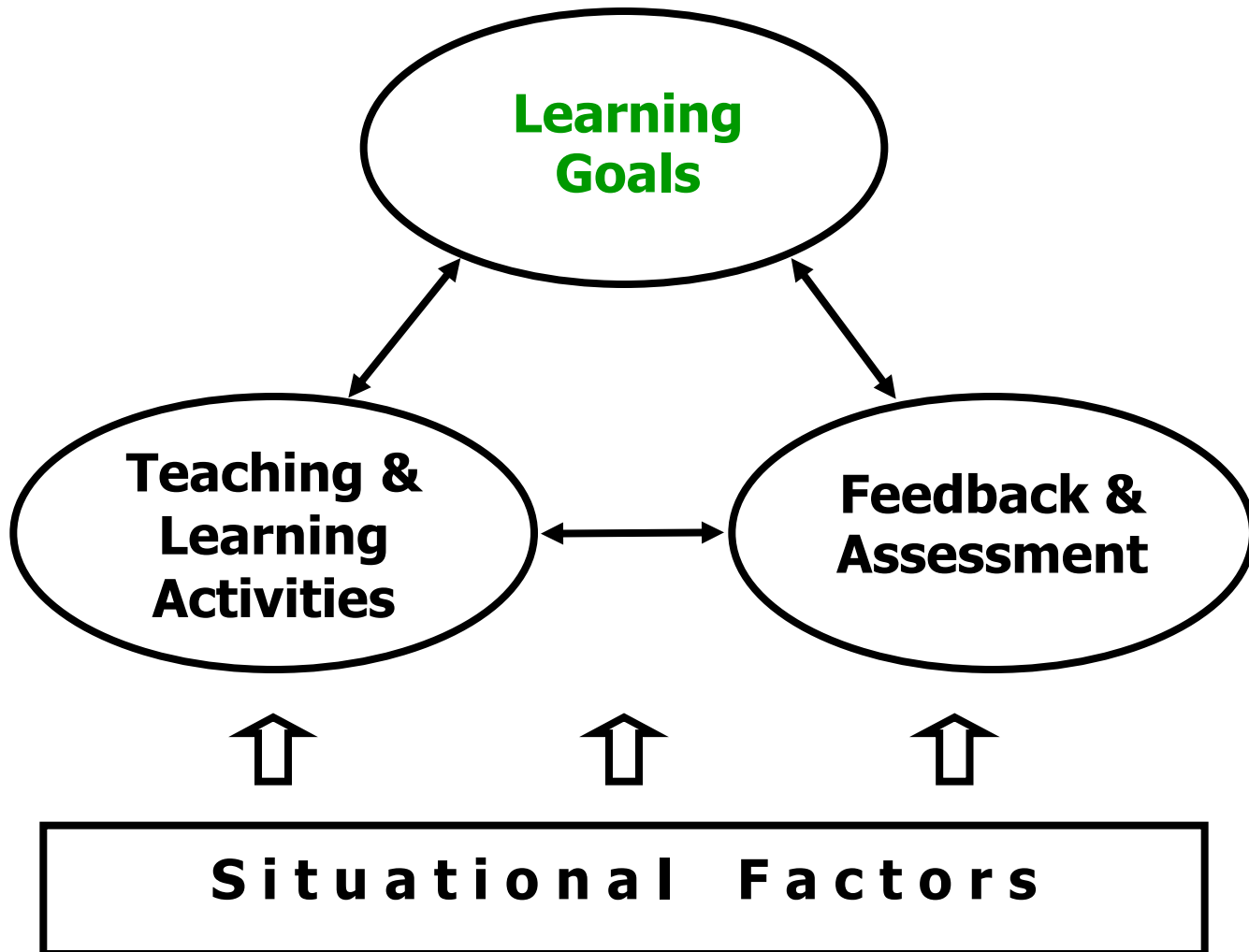
What ARE learning goals?
learning outcomes
objectives
aims
expectations

In other words, as a result of taking this course, what are students expected to **DO**—and to be able to do (even AFTER the course ends)?

Taxonomy of Significant Learning

6.Learning How to Learn
- Becoming a better student
- Inquiring about a subject
- Self-directing learners

1.Foundational Knowledge
Understanding and remembering:
- Information
- Ideas

2.Application
- Skills
- Thinking: Critical, Creative, & Practica
- Managing projects

5.Caring
Developing new...
- Feelings
- Interests
- Values

3.Integration
Connecting:
- Ideas
- People
- Realms of life

4.Human Dimensions
Learning about:
- Oneself
- Others

Taxonomy of Significant Learning
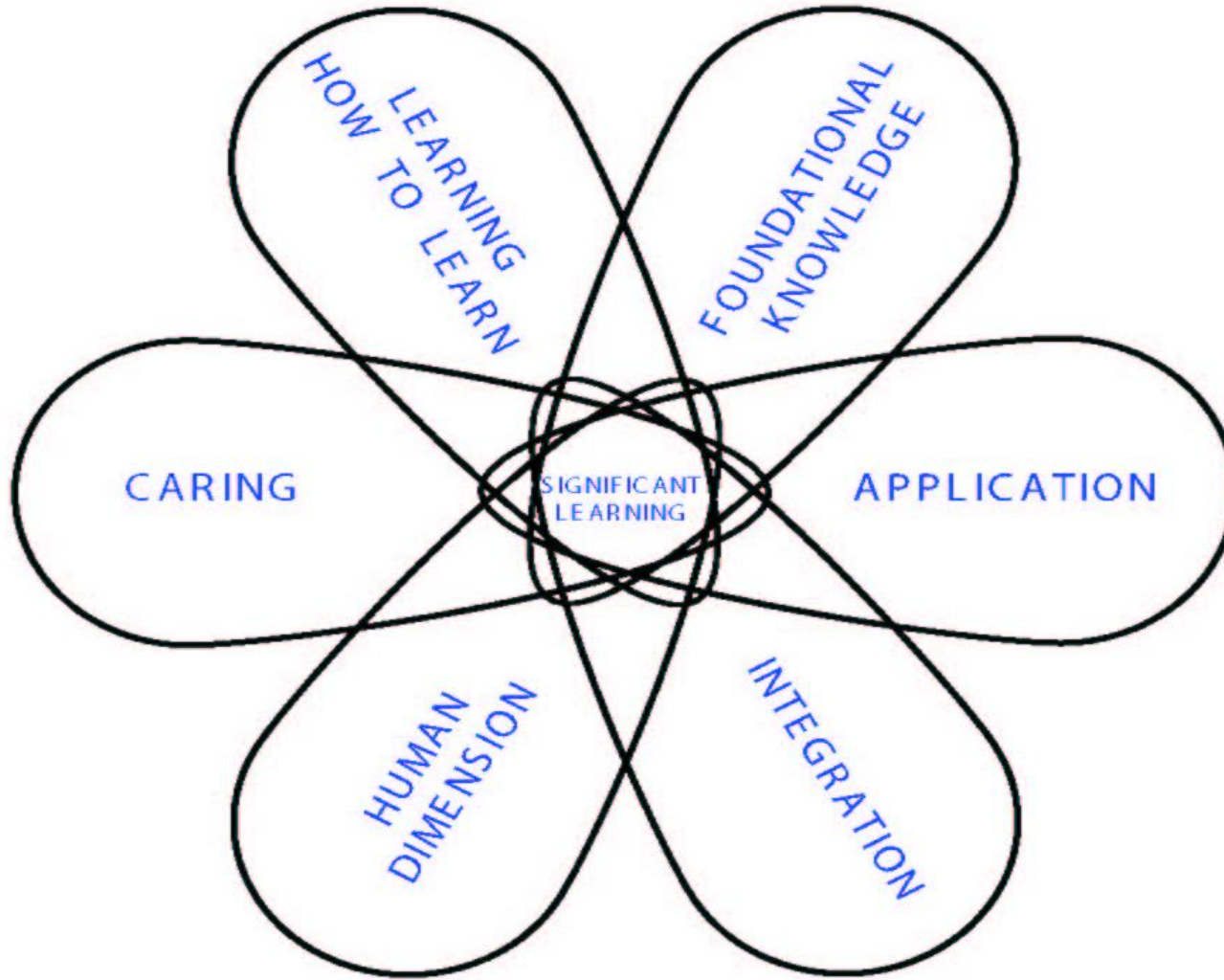
In a course with significant learning, students will

 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.

确定意义深远的学习目标时自问的问题
第十六，十七页

- 核心知识掌握
- 学以致用目标
- 触类旁通目标
- 人性纬度目标
- 人文关爱目标
- 学会学习目标
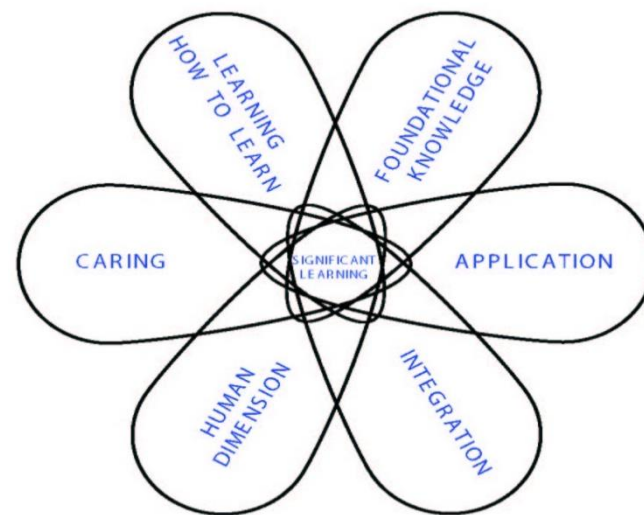
Learning Goals:

Using the Taxonomy of Significant Learning

Let's look at an example of a learning goal for the course I am currently teaching, Advanced Spoken English: (Human Dimension)

Students will gain confidence 信心 in their ability to speak English through practice in a variety of informal experiences 各种非正式的经历.

WRITING LEARNING GOALS

- **Think about one course you teach; write a learning goal using one aspect of Fink's Taxonomy** (Integration, Human Dimension, Caring, "Learning How to Learn.")

- 给你的课程写一个学以致用目标。

(continued)

(**Writing Learning Goals** continued)

- **Use this preface:** "因为上这堂课程, 结果学生能 ..... " "**Students will . . .** "
- **Pay attention to the verb used; make it concrete and specific.**

- **Share the goal you have written.**

- **Give/get feedback with a colleague.**

INTEGRATED COURSE DESIGN
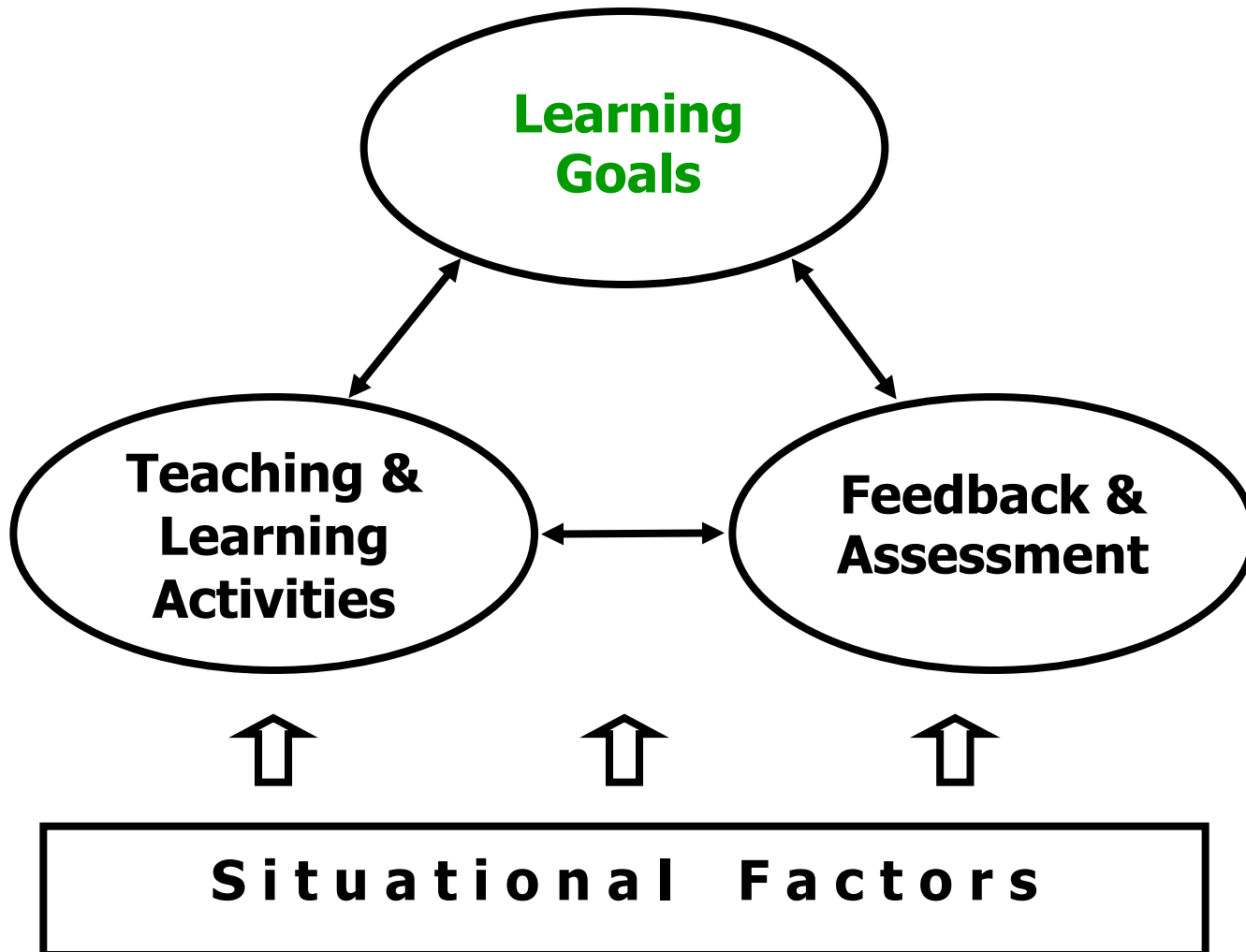
Key Components

Integrated Course Design

FEEDBACK & ASSESSMENT of STUDENT LEARNING

INTEGRATED COURSE DESIGN
Key Components
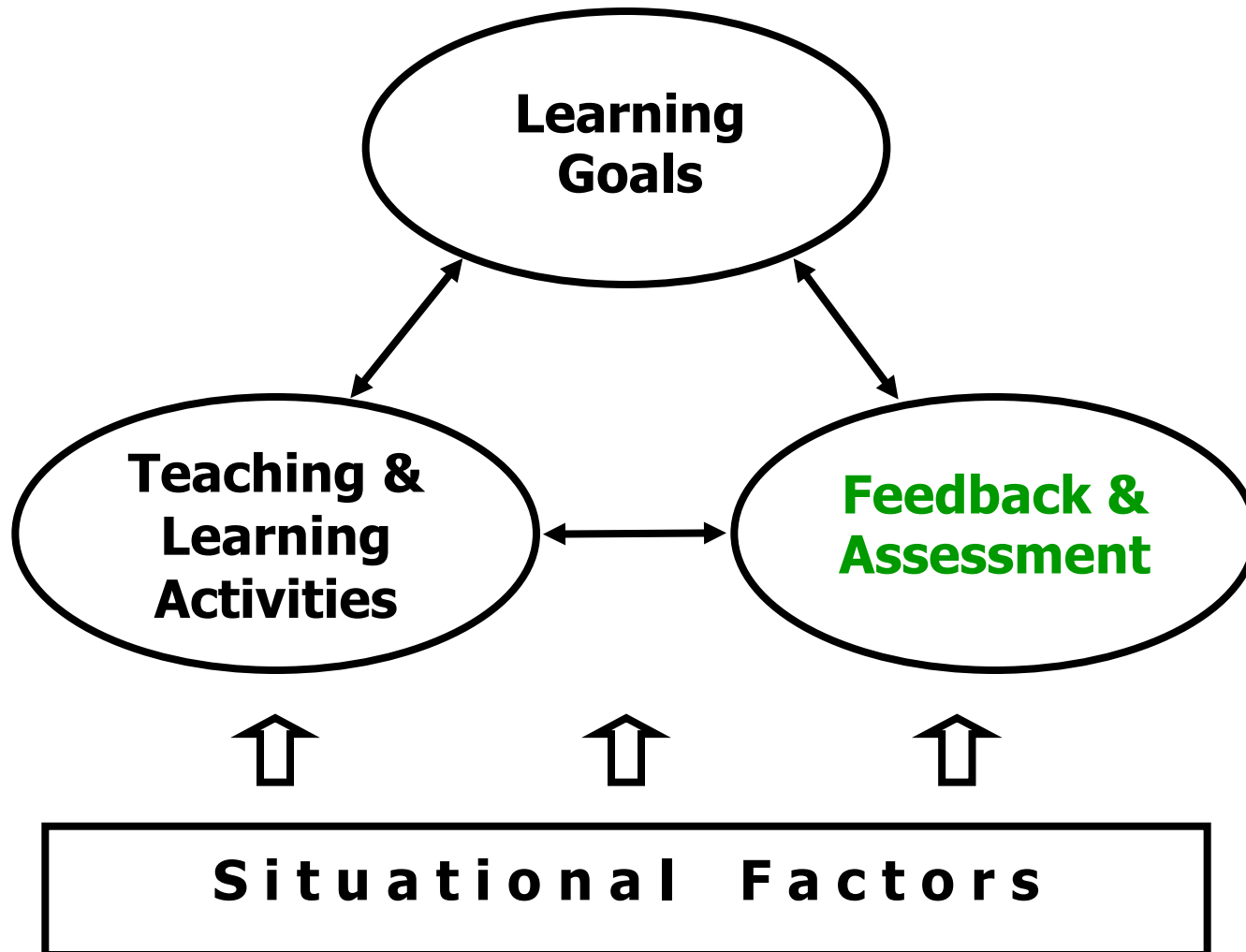
What kinds of assessments of student learning are you currently using (besides tests)?

Or, what kinds of assessments do you know about that ENGAGE students?

Will some/one of these assessments "work" to assess the student learning for the goal you created?

If not, what kind of new assessment of student learning WILL assess the student achievement of that goal?

Learning Goal (Human Dimension):

Students will gain confidence in their abilities to speak English through practice in a variety of informal settings.

Assessments:

1. (Listening to their) **discussions in their learning teams** (4-5 students in a group)

2. (Listening to them at) **English Corner**

3. Written reflections about the development of their skills

For YOUR course:

- **On the "Worksheet for Designing a Course," enter one or two of your learning goals.**

- **Then enter an assessment of student learning for each goal.**

WORKSHEET for Designing a Course

Learning Goals	Assessment Activities	Learning Activities
1.		
2.		
3.		
4.		
5.		
6.		

INTEGRATED COURSE DESIGN
Key Components 第十八页
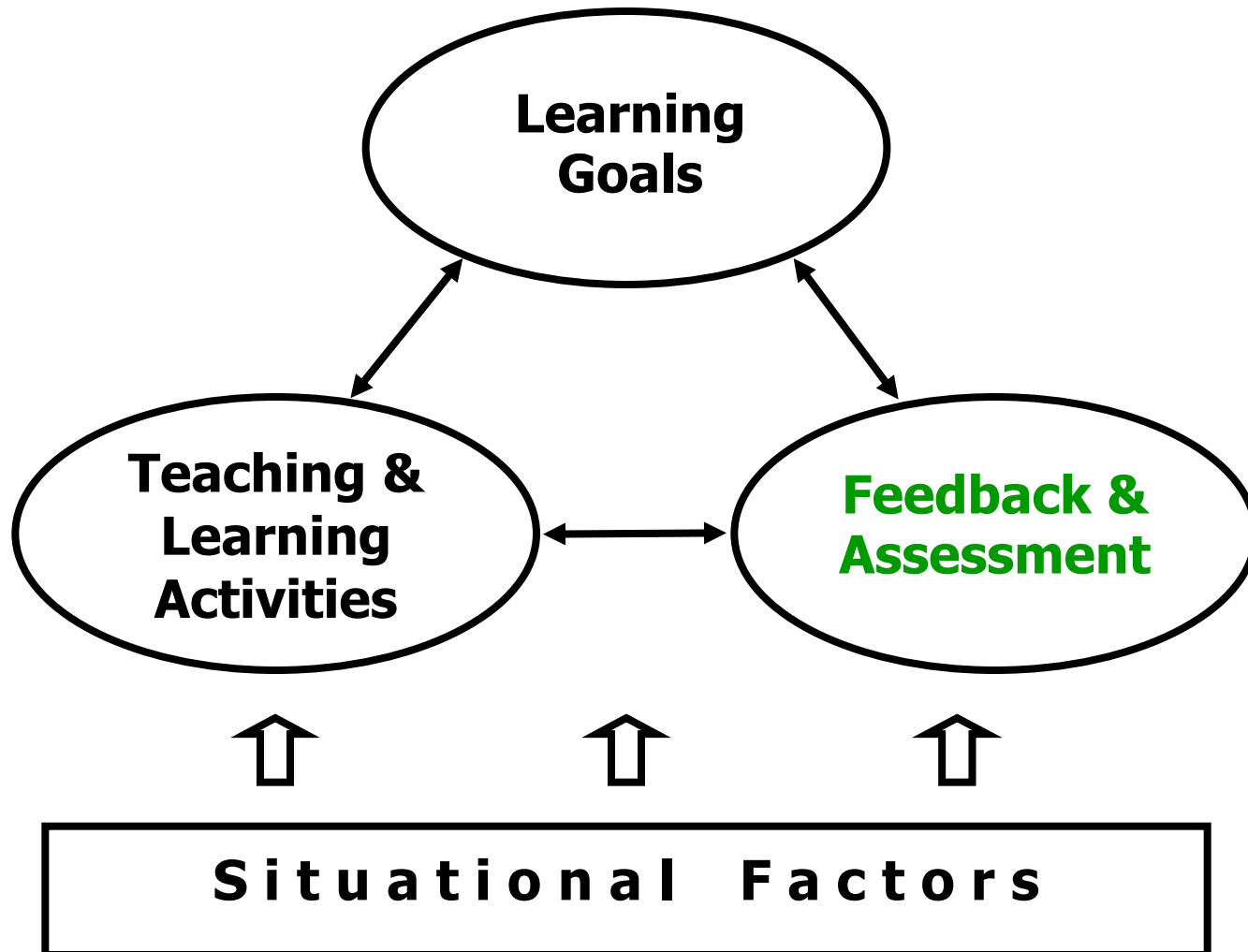
Integrated Course Design

LEARNING ACTIVITIES

INTEGRATED COURSE DESIGN
Key Components

Learning Goals

Teaching & Learning Activities

Feedback & Assessment

Situational Factors
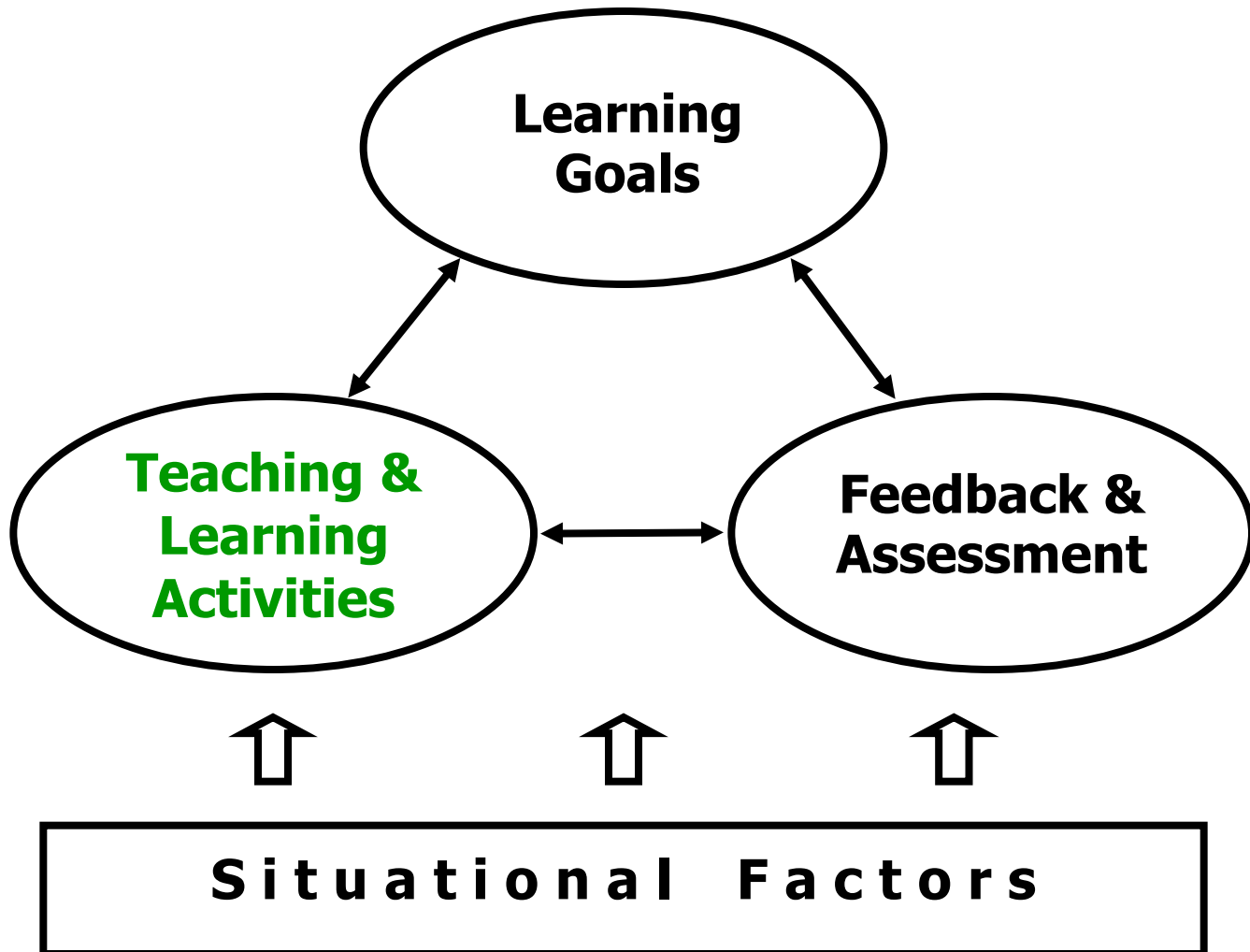
Learning is **NOT** a "spectator sport"!

Learning **is** an active, engaged, participatory activity!

Engaged Active Learning 第25页

Information & Ideas

- Primary/Secondary
- In-class, out-of-class, online

Engaged Experience

- **Actual doing**
- **Observing**
- **Simulations**
- **Internships**
- **Class activities**
- **Group discussion**
- **Small groups/learning teams**
- **Pairs**

Reflection

- About the…
  - Subject
  - Learning process
- Via: Journaling, Learning Portfolios

- What engaged learning activities do you already use in your classes (or workshops working with faculty)?

- Or, what learning activities are you aware of that are engaging—ones that require students' active participation?

- Think about this for a moment, and then share with a partner.

Working in Pairs

Think-Pair-Share

1. **Think** about your answer individually.
2. **Pair** with a partner and discuss your answers.
3. **Share** your answer (or your partner's answer) when called upon.

Think-Write-Pair-Share

1. **Think** about your answer individually, and **Write** it down.
2. **Pair** with a partner and discuss your answers.
3. **Share** your answer (or your partner's answer) when called upon.

Formulate-Share-Listen-Create

1. **Formulate** your answer to the question individually.
2. **Share** your answer with your partner
3. **Listen** carefully to your partner's answer. Note similarities and differences in your answers.
4. **Create** a new answer that incorporates the best of both ideas. Be prepared to present your answer if called upon.

Returning to your WORKSHEET for YOUR course . . . .

- **Enter 1 or 2 learning activities that help students achieve the learning goals.**

WORKSHEET for Designing a Course

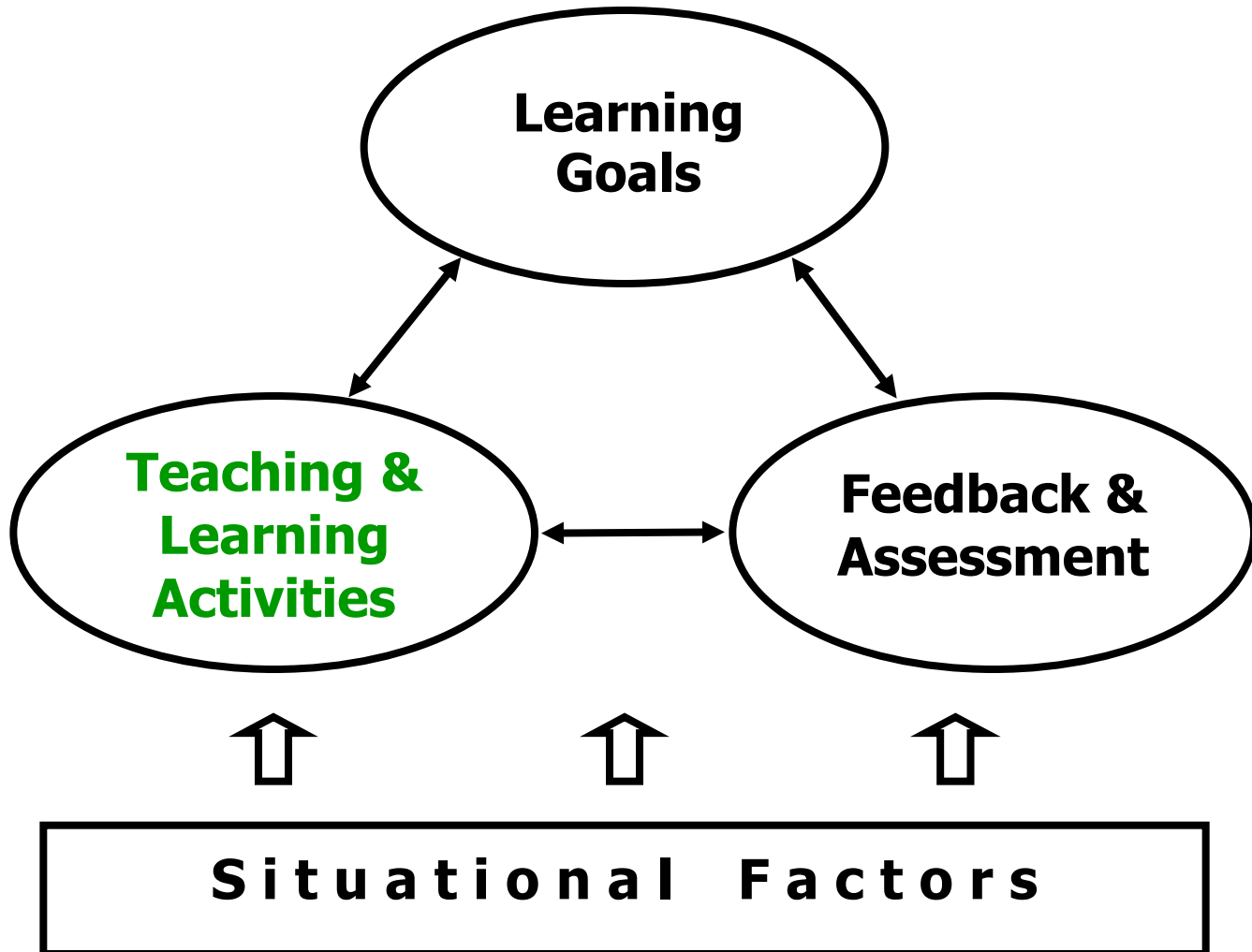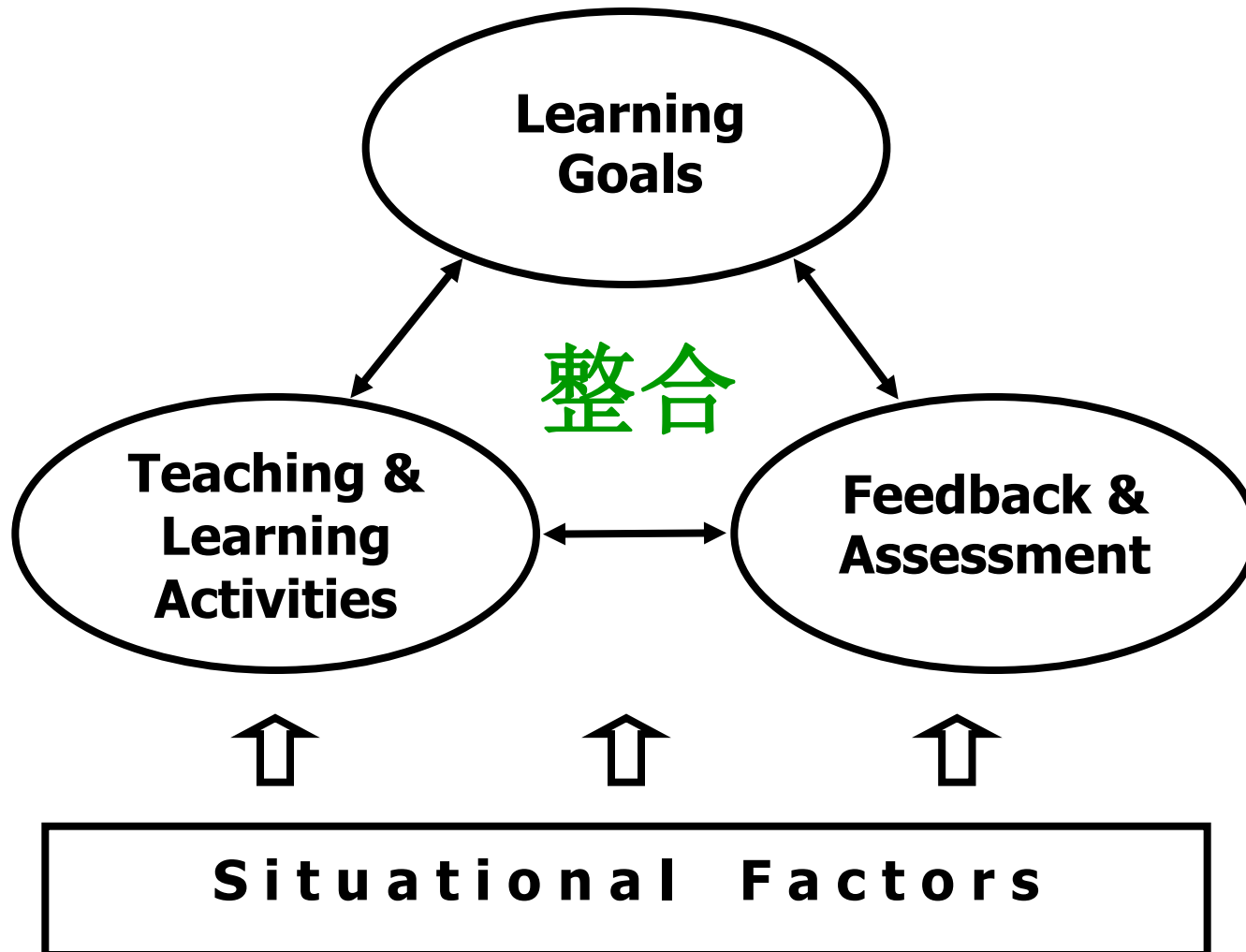| Learning Goals	Assessment Activities	Learning Activities
1.		
2.		
3.		
4.		
5.		
6.		

INTEGRATED COURSE DESIGN
Key Components
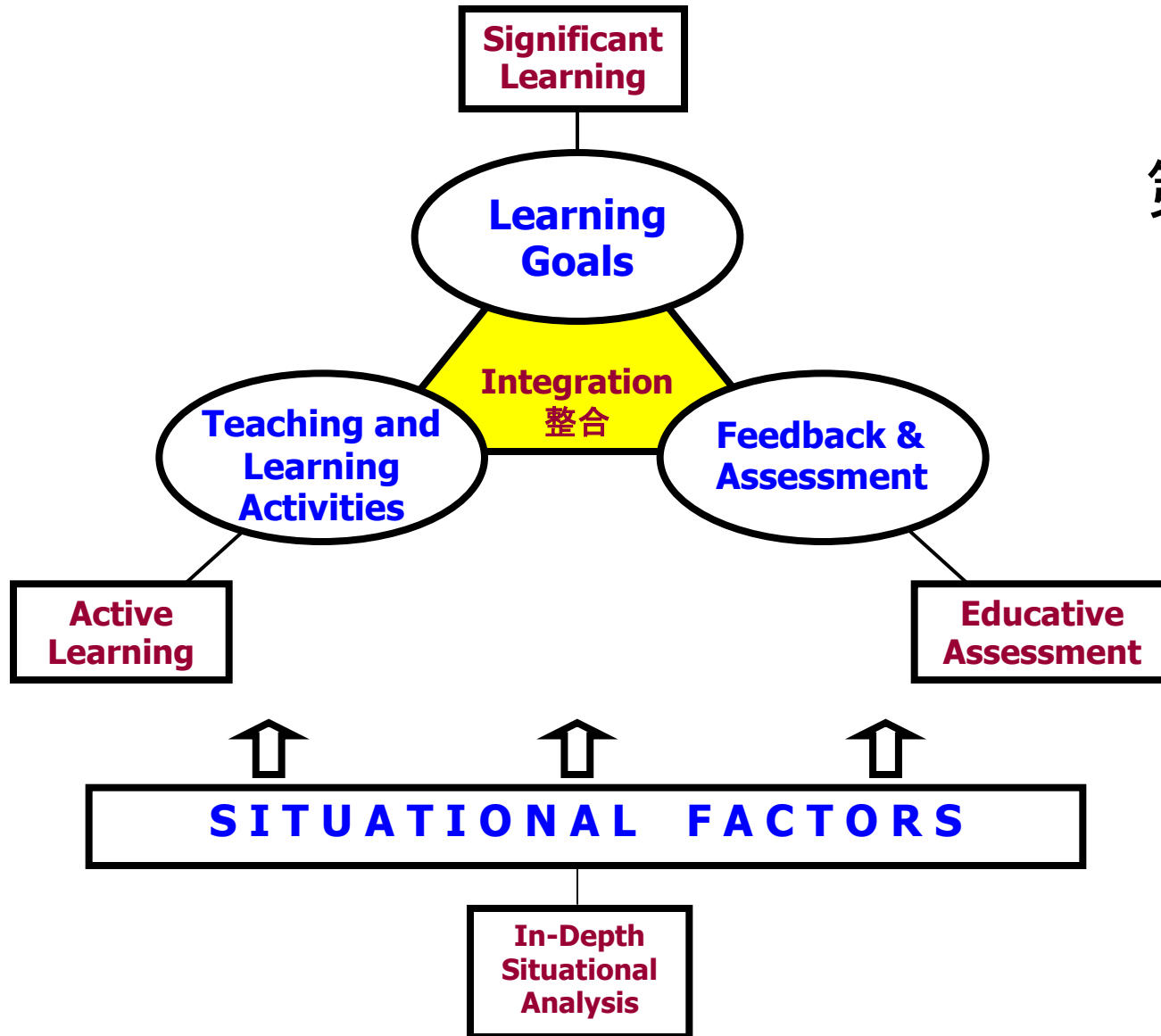
Model of Integrated Course Design

Integrated Course Design

INTEGRATION/ALIGNMENT

Criteria of "GOOD" Course Design

第33页

Developing Teaching Strategies into a Course Weekly Schedule

- **<u>INSTRUCTIONAL STRATEGY 教学策略</u>**

  - A particular COMBINATION 组合 of learning activities…

  - Arranged in a particular SEQUENCE次序
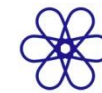
WORKSHEET for Designing a Course

Learning Goals	Assessment Activities	Learning Activities
1.		
2.		
3.		
4.		
5.		
6.		

"CASTLE-TOP" DIAGRAM

A Tool for Identifying Your TEACHING STRATEGY
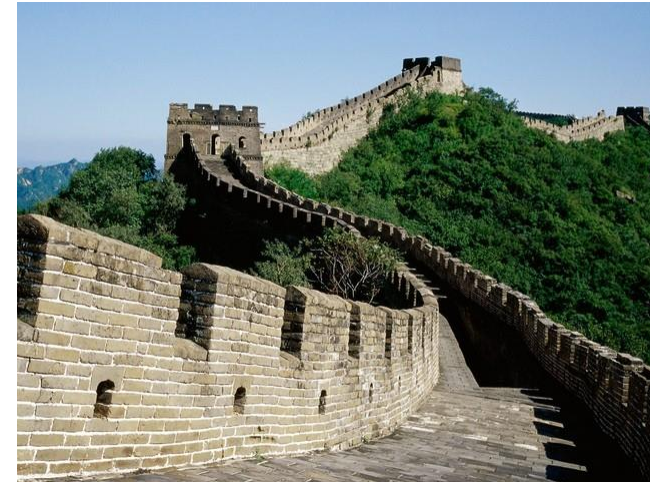
	Mon	Wed	Fri	Mon	Wed	Fri
In-Class Activities	**?**	**?**				**Assessm' t & Feedback**
Out-of-Class Activities	**?**	**?**				

第36页

INTEGRATING THE COURSE

1. **WORKSHEET** (columns)

2. **Instructional Strategy**

3. **Weekly Schedule**

Weekly schedule

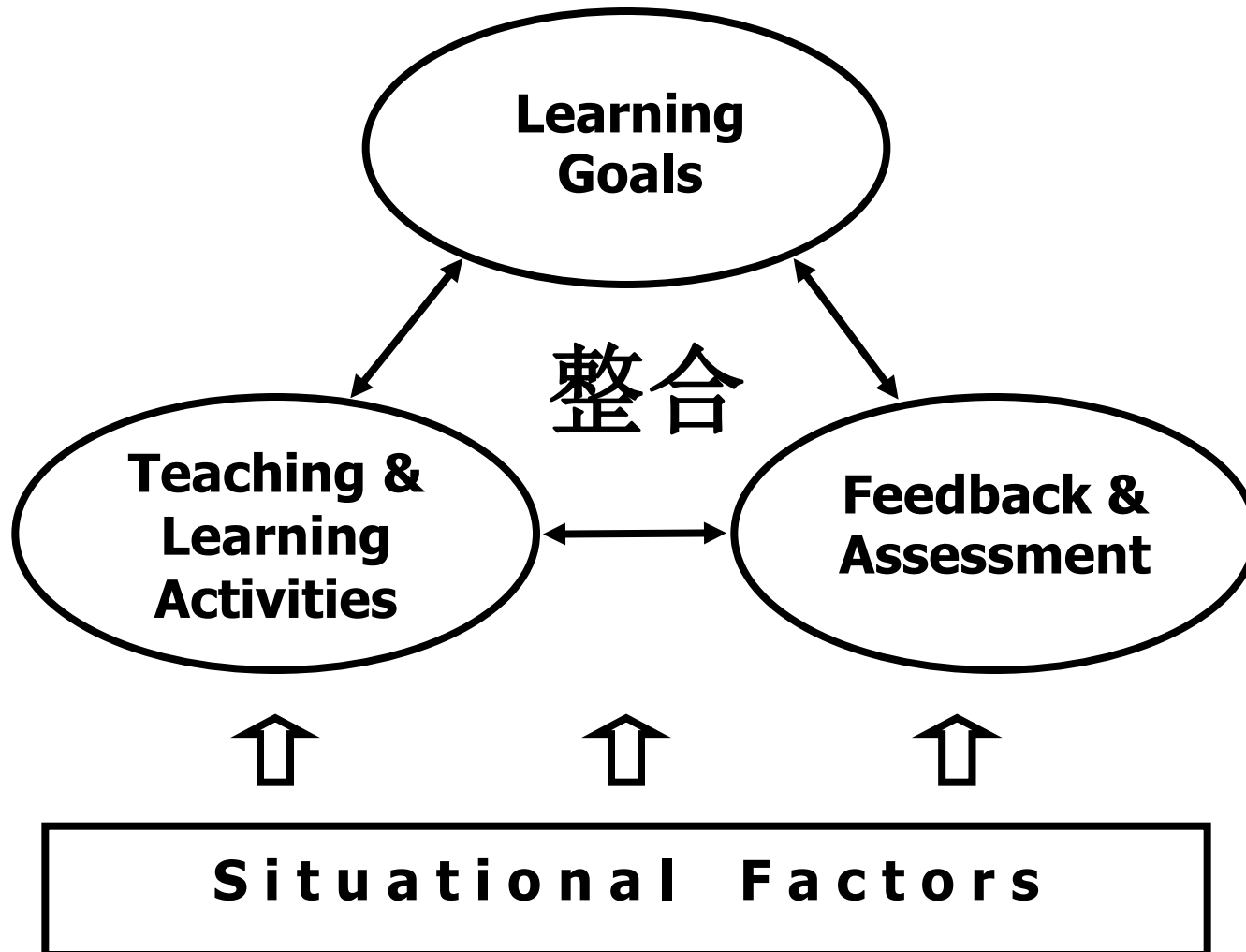**Week # Class segments** e.g., 1st hr, 2nd hr., out-of-class

1			
2			
3			
4			
..			
..			
12			
13			
14			
15			

INTEGRATING THE COURSE

1. 3-Column Table

2. Teaching Strategy

3. Weekly Schedule

Model of Integrated Course Design

Resources

Book:

Creating significant learning experiences: An integrated approach to college courses
创造有意义的学习经历**:**综合性大学课程设计原则
L. 迪**.**芬克 著
浙江大学出版社
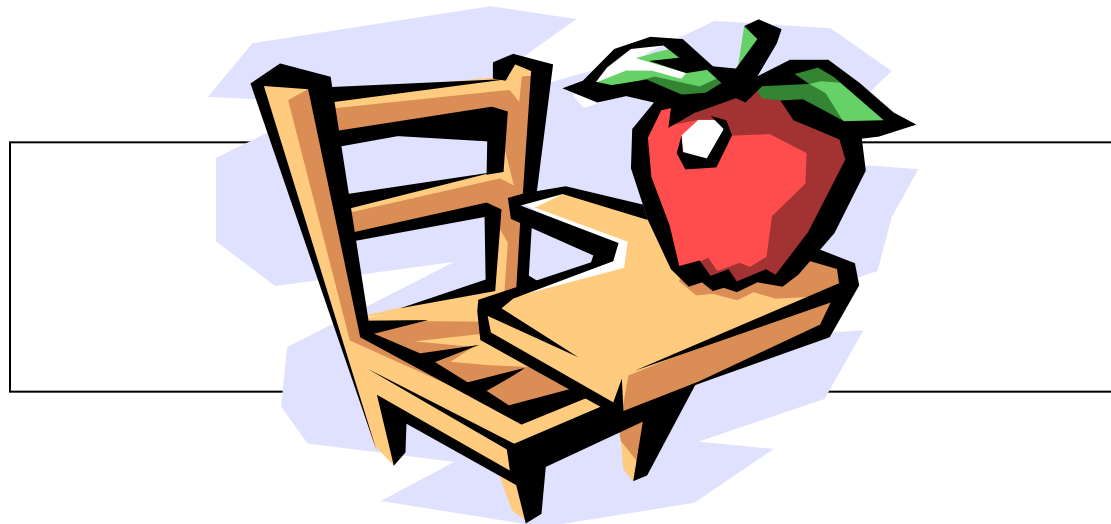**E-mail: zupress@mail.hz.zj.cn**

Resources (continued)

Websites:

http://www.deefinkandassociates.com/Chinese_SelfDirectedGuide.pdf

http://www.designlearning.org/wp-content/uploads/2010/03/Writing-Good-Learning-Goals-by-Robert-Noyd-US-Air-Force-Academy.pdf

THE END!

Higher Education

Let's make it all that it <u>can</u> be and <u>needs</u> to be!