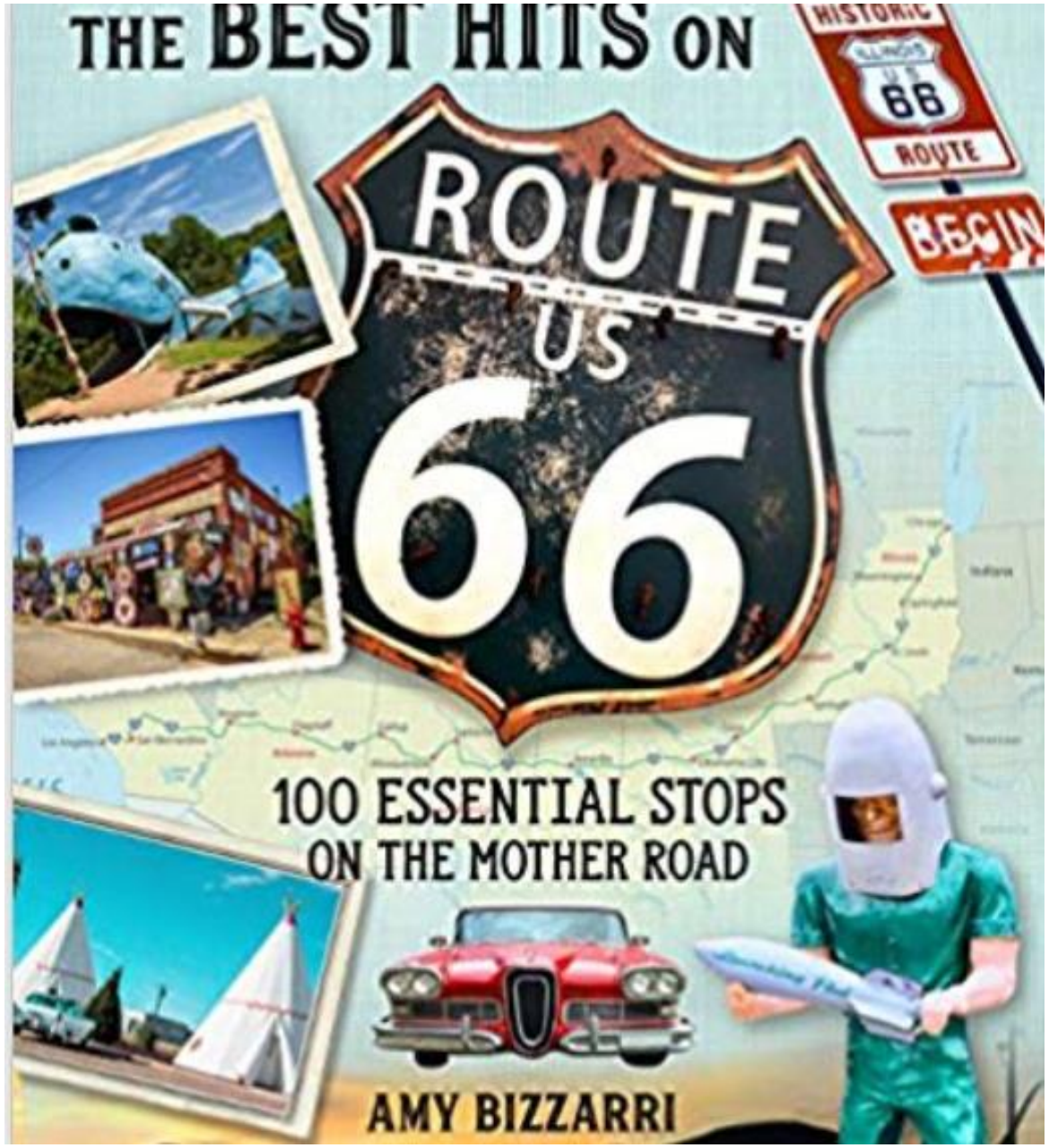
Planning Significant Learning Experiences

- L. Dee Fink
  1. Analyze *Situational Factors*
  2. Formulate Learning Goals
  3. Develop an assessment and feedback strategy
  4. Select Learning Activities to help students get to their destination
  5. Make sure that the Key Components are all INTEGRATED



Situational Factors (Travel Guide)

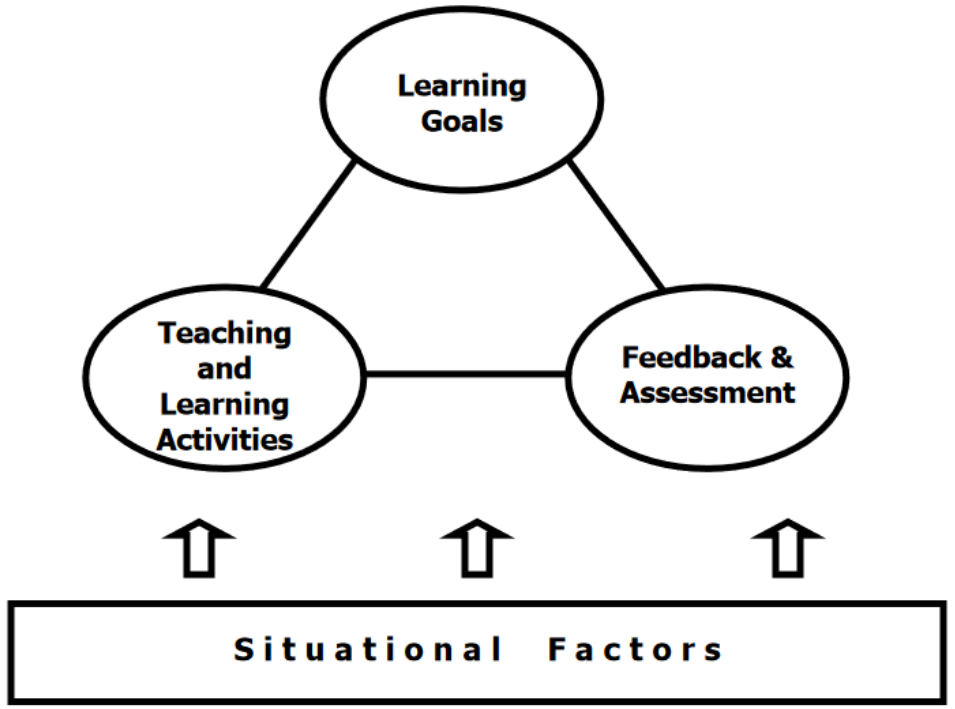
- Examples:
  - How many people live there?
  - What's popular?
  - What are the essential, must-see destinations?
- General context
- Specific context

Learning Goals (i.e., the Destination)

- Course Objectives
  - What would I like the impact of this course to be on students, 2-3 years after the course is over?
  - What would distinguish students who have taken this course from students who haven't?
  - Module Objectives – stops along the way

Feedback and Assessment

- QM General Standard 3: Assessment
- Student Learning Outcomes (SLOs)
- Critical Assignment
- Question: In a world of adaptive learning, how important is it to receive real feedback from real people?



Integrated Course Design

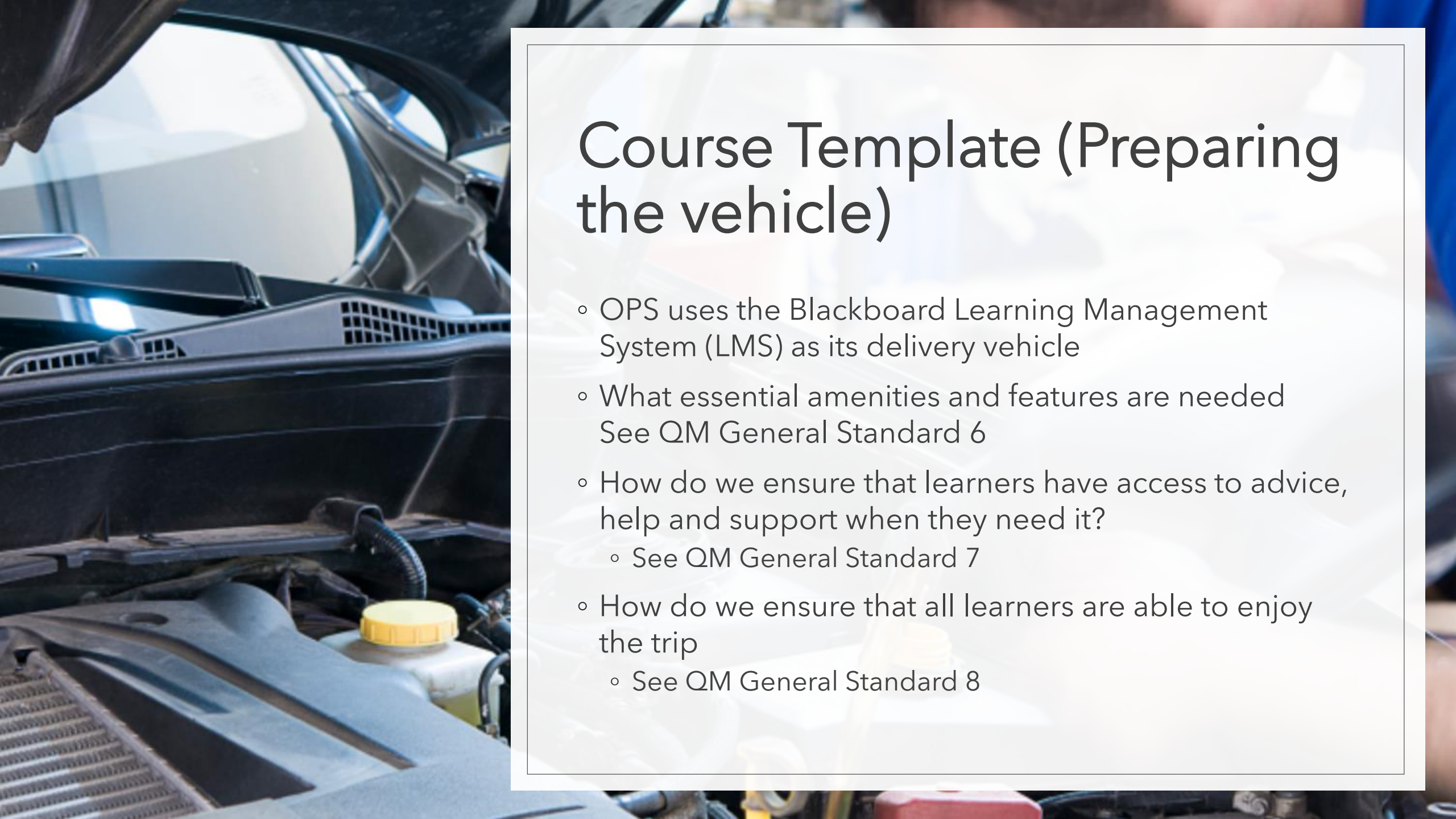
- Fink and QM Supports Integration through ALIGNMENT
  - QM General Standards 2-5

Quiz Question

- In order to plan a “Significant Learning Experience,” what should course developers do FIRST?
  A. Develop learning objectives
  B. Develop learning activities
  C. Analyze situational factors
  D. Plan an assessment strategy

Syllabus (The trip itinerary)

- How do we ensure that our students are prepared for the trip ahead of time?
  - What should they already know?
  - What should they pack for the trip?
  - What is expected of them?
  - What should they expect from the driver and tour guides?



Course Template (Preparing the vehicle)

- OPS uses the Blackboard Learning Management System (LMS) as its delivery vehicle
- What essential amenities and features are needed
  See QM General Standard 6
- How do we ensure that learners have access to advice, help and support when they need it?
  - See QM General Standard 7
- How do we ensure that all learners are able to enjoy the trip
  - See QM General Standard 8

TAXONOMY OF SIGNIFICANCE

A TAXONOMY OF SIGNIFICANT LEARNING

1. Foundational Knowledge

- "Understand and remember" learning

  For example: facts, terms, formulae, concepts, principles, etc.

2. Application

- Thinking: critical, creative, practical (problem-solving, decision-making)
- Other skills

  For example: communication, technology, foreign language

- Managing complex projects

3. Integration

- Making "connections" (i.e., finding similarities or interactions) . . .

  Among: ideas, subjects, people

4. Human Dimensions

- Learning about and changing one's SELF
- Understanding and interacting with OTHERS

5. Caring

- Identifying/changing one's feelings, interests, values

6. Learning How to Learn

- Becoming a better student
- Learning how to ask and answer questions
- Becoming a self-directed learner

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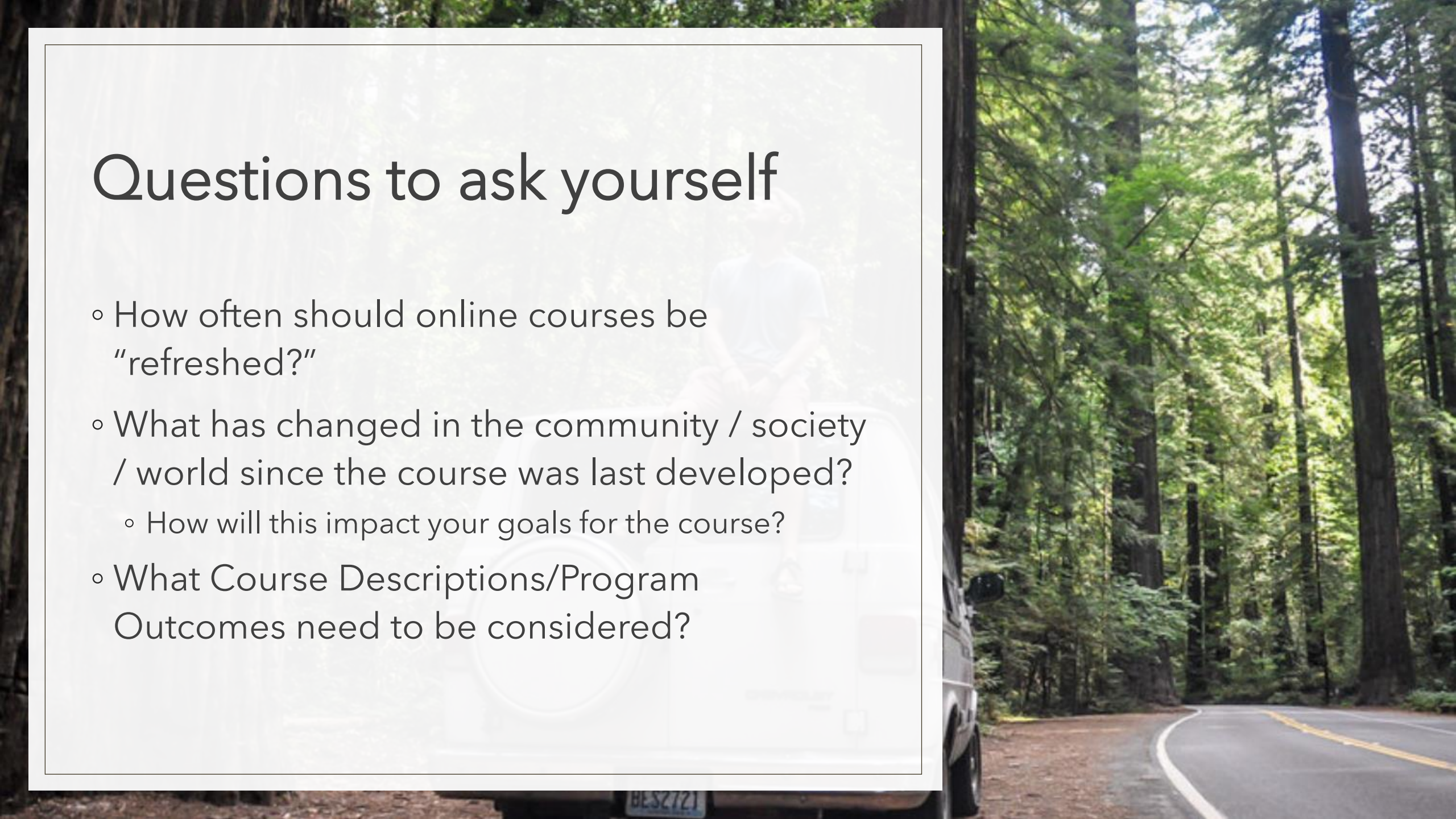
Group Activity

- Stay in your groups (i.e., from the opening activity)
- Using the worksheet, describe one (1) way to build significance into an online course for each of the three areas:
  - Human dimension
  - Caring
  - Learning how to learn
- Each group will have a chance to share

Questions to ask yourself

- How often should online courses be "refreshed?"
- What has changed in the community / society / world since the course was last developed?
  - How will this impact your goals for the course?
- What Course Descriptions/Program Outcomes need to be considered?



Questions to ask yourself (continued)

- Considering diversity, equity, faith or other values - how will these values be integrated, and at what frequency?
- Is there an artifact that each course will use to measure SLOs?
- What will you do to give students opportunities to practice before completing the artifact (i.e., the Critical Assignment)?

Q&A


Thank you
Have a safe journey