Goals for this Workshop

Not only will you be persuaded that course design is the single most important component you can learn about college teaching. . .

but that you acquire the knowledge and tools to design your courses more intentionally to achieve a high level of SIGNIFICANT LEARNING among your students.
### Workshop Outcomes

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<thead>
<tr>
<th>Domain for Significant Learning</th>
<th>Outcome: By the end of this full day workshop, participants will:</th>
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<td><strong>FOUNDATION KNOWLEDGE</strong></td>
<td>Internalize the principles of Integrated Course Design and offer rationale for its use.</td>
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<td>Using the principles of Integrated Course Design, design (and begin development or revision of) a module or course with the goal of achieving a high level of significant learning among adult learners.</td>
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<td><strong>INTEGRATION</strong></td>
<td>Identify &amp; critically review suitable tools, appropriate procedures, and sections of current course content that can be adapted for use in learning.</td>
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<td>Acknowledge the value of good course design in the teaching/learning process. In role of leader and advocate, explore feasibility of recommended changes (based in theory) for improved course design.</td>
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<td><strong>LEARNING HOW TO LEARN</strong></td>
<td>Gain insight into the best practices for online course design. Witness how colleagues are exploring online course design through the literature. Synthesize adult learning theory in a way that promotes personal understanding. Articulate next steps (post workshop) for individual module/course design project.</td>
</tr>
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Workshop Agenda

✓ Welcome, Workshop Goals, & Agenda
✓ Introduction to Integrated Course/Module Design
  • Paradigm Shift: Teaching, Learning, and Course Design
  • Adult Learning Theory
  • IF-AT Quiz on Integrated Course Design
✓ Taxonomy of Significant Learning
✓ Model of Integrated Course Design
  • Developing Learning Goals/Student Learning Outcomes for Significant Learning
  • Alignment: Learning Goals/Student Outcomes, Assessment Strategies, and Activities
  • Situational Factors and Andragogical Challenges
✓ Questions & Summary

Paradigm Shift in College Teaching

✓ WHAT students learn
✓ HOW students learn
✓ WHAT should faculty be doing?
Paradigm Shift in College Teaching

- What is the difference?
- Leads to new questions about our work as teachers and as designers of instruction.
- WHAT should we be doing?

Good Learning Experiences

Think back to a time when you were involved in a really good learning experience
- Briefly describe the experience.
- What made it so successful?

Jot notes. Then will share.

- Next, list the elements on the chart tablet and post.
- Verbally share the top 3 elements.

This is your benchmark.
In your design phase, these are the criteria against what you will measure your learning experience.
Three Features of a High Quality Learning Experience

During Course/College:  
1. Students are ENGAGED

End of course:  
2. Student effort results in SIGNIFICANT & LASTING LEARNING

After College:  
3. The learning ADDS VALUE

“Algebra class will be important to you later in life because there’s going to be a test six weeks from now.”
Five Minute University

Paradigm Shift in College Teaching

Teaching ➔ Learning

✓ What is the difference?

✓ Leads to new questions about our work as teachers.

✓ WHAT should we be doing?

✓ HOW do students learn?
How do People Learn?

✓ Content Focus has a “short half-life”

Transmission of Knowledge

How do People Learn?

✓ Transmit knowledge?
✓ Constructivism
Constructivist View of Learning

✓ We can transmit “INFORMATION.”
✓ But people have to take that information and **CONSTRUCT** their own understanding of it, and figure out what they can do with it.

Social Constructivism

✓ We *can* construct our understanding of anything by ourselves, but...
✓ it usually works much better to **collaborate** and dialogue with others
Designing Courses for Significant Learning

Fundamental Tasks of Teaching

- Knowledge of Subject Matter
- Interacting with Students
- Designing Learning Experiences
- Managing the Course

Beginning of the Course
Readiness Assurance Test (RAT)

Immediate Feedback Assessment Technique (IF AT®)

1. Name: ___________________________ Test #: ______
2. Subject: __________________________ Total: ______

Scratch off covering to expose answer:

<table>
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<th>Score</th>
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First try = 5 pts.
Second = 3 pts.
Third = 2 pts.
Fourth = 1 pt.
Fifth = 0
Three Ways of Instruction

- “List of Topics”
- “List of Activities”
- Need a way of designing instruction that is:
  1. Systematic
  2. Integrated
  3. Learning-Centered

Integrated Course Design

Key Components

- Learning Outcomes
- Teaching & Learning Activities
- Feedback & Assessment
Faculty Dreams

If you had a class that could and would learn anything and everything you wanted them to learn:

Q: What is it that you would really like them to learn? What would you want to know they could do long-term because they were in YOUR module?

Criteria of “GOOD” Course Design

- Significant Learning
- Learning Goals
- Teaching and Learning Activities
  - Active Learning
- Feedback & Assessment
  - Educative Assessment
- Teaching Strategy
- Situational Factors
  - In-Depth Situational Analysis
Designing Courses for 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
    - People
    - Realms of life

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

Human Dimensions
  - Learning about:
    - Oneself
    - Others

Designing Courses for Significant Learning

Taxonomy of Significant Learning
Foundational Knowledge

✓ What key information (e.g., facts, terms, formulae, concepts, principles, relationships, etc.) is/are important for students to understand and remember in the future?

✓ What key ideas (or perspectives) are important for students to understand in this course?

Application

✓ What kinds of thinking are important for students to learn?

✓ Critical thinking, in which students analyze and evaluate
✓ Creative thinking, in which students imagine and create
✓ Practical thinking, in which students solve problems and make decisions
✓ What important skills do students need to gain?
✓ Do students need to learn how to manage complex projects?
Integration

✓ What **connections** (similarities and interactions) should students recognize and make:

1. Among ideas **within** this module/course?
2. Among the information, ideas, and perspectives in this course and those **in other modules, courses or areas**?
3. Among material in this course and the learners' own personal, social, and/or work life?

Human Dimension

✓ What could or should students learn about **themselves**?
✓ What could or should students learn about **understanding others** and/or **interacting with them**?
Caring

✓ What changes/values do you hope students will adopt?
✓ Feelings?
✓ Interests?
✓ Ideas?

Learning How to Learn

What would you like for students to learn about:
1. How to be good students in a course like this?

2. How to learn about this particular subject?

3. How to become a self-directed learner of this subject, i.e., having a learning agenda of what they need/want to learn, and a plan for learning it?
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.
### Three Column Table
Learning Goals - see handout

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<th>Learning Activities</th>
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Writing Learning Goals

✓ Select one module you are designing and write 2 learning goals using Fink’s Taxonomy
  – Write one Foundation or Application
  – Write a second one from one of the other four domains

✓ Use the following preface:
  “By the end of this module, the students will . . .”

✓ Pay attention to the verb!
✓ Make it concrete and specific.

Sample Verbs

<table>
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<tr>
<th>Foundational Knowledge</th>
<th>Application</th>
<th>Integration</th>
<th>Human Dimension</th>
<th>Caring</th>
<th>Learning how to Learn</th>
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</thead>
<tbody>
<tr>
<td>Remember Identify List</td>
<td>Use Critique Manage Solve Judge Imagine Analyze Calculate Create Coordinate</td>
<td>Connect Identify the interaction between . . . Identify the similarities between . . . Relate Compare Integrate</td>
<td>Come to see themselves as . . . Decide to become . . . Interact with others regarding . . . Work in teams on . . .</td>
<td>Get excited about . . . Be ready to . . . Be more interested in . . . Value . . .</td>
<td>Create a plan for future learning about . . . Identify important sources of info . . . Formulate useful questions about . . .</td>
</tr>
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</table>

Reference: R. K. Noyd, *A Primer on Writing Effective Learning-Centered Course Goals*
To Summarize: Why Objectives?

Added Benefits

✓ Build a foundation for the course
✓ Organize central course concepts
✓ Eliminate unnecessary content
✓ Provide a map for faculty and for students
✓ Form the basis for assessment
✓ Well-defined objectives with measurable components are easier to assess and easier to link to competencies.
Criteria of “GOOD” Course Design

- Significant Learning
- Learning Goals
- Teaching Strategy
- Feedback & Assessment
- Teaching and Learning Activities
- Active Learning
- Educative Assessment

SITUATIONAL FACTORS

- In-Depth Situational Analysis

Assessment?

- What is assessment?
- Why do we assess?
Feedback and Assessment:
“Educative Assessment”

- Forward-Looking Assessment
- Self-Assessment
- Criteria and Standards
- “FI DeLity” Feedback
Feedback and Assessment: “Educative Assessment”

Forward-Looking Assessment Task

- Criteria and Standards
- Self-Assessment
- Feedback

Forward Looking Assessment

- **APPLIED LEARNING!**
- Focus on what learners should be able to **DO** in the future.
- Learners imagine themselves in a situation where people are actually using this knowledge.
- Create assignments and tests that require judgment/exploration rather than reciting or restating facts.
- Focus on real-life context
- Focus assessment on integrated use of skills
**TASK: Develop Forward Looking Assessment**

- Take a few minutes to analyze the type of assessments you do in your module.
- Write down a list of forward looking assessments you already use.
- Think of at least one forward looking assessment you could create for your course.
- Share with a partner

**Self Assessment**

- Create multiple opportunities for students to engage in self-assessment of their performance.
- Students need to identify relevant criteria for assessing their work and the work of others.
- Students need guidance & practice using the criteria for quality on their own work.
Am I on target?
Critical Incident Questionnaire
Stephen Brookfield

During last 5 minutes of final class of the week students answer the following questions:

1. Most engaged moment as learner
2. Most distanced moment as learner
3. Most helpful action of professor and/or peer
4. Most puzzling action of professor and/or peer
5. What surprised you most

Teacher summarizes answers at the beginning of the first class of the next week.

FIDeLity Feedback

✓ Frequent

✓ Immediate

✓ Discriminating (based on criteria and standards)

✓ Lovingly or supportive approach used
The Point of Formative Feedback?

“We had a little problem with the decimal point.”

Three Column Table
Assessment — see handout
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Assessment — see handout

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### Criteria of “GOOD” Course Design

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Designing Courses for Significant Learning

**Learning Goals**

- Significant Learning

- Teaching and Learning Activities
  - Active Learning

- Feedback & Assessment
  - Educative Assessment

- Situational Factors
  - In-Depth Situational Analysis
```
Why Use Active Learning Strategies in the Classroom?

Criteria of “GOOD” Course Design

- Significant Learning
- Learning Goals
- Teaching and Learning Activities
- Teaching Strategy
- Feedback & Assessment
- Educative Assessment
- Active Learning
- Situational Factors
  - In-Depth Situational Analysis
### Holistic Active Learning

**Experience**
- Doing, Observing
- Actual, Simulated
- “Rich Learning Experiences”

**Information & Ideas**
- Primary/Secondary
- In-class, out-of-class, online

**Reflection**
- About the...
  - Subject
  - Learning Process
- Via: Journaling, Learning Portfolios

### Multiple Activities that Promote Active Learning

<table>
<thead>
<tr>
<th>Getting Information &amp; Ideas</th>
<th>Experience</th>
<th>Reflective Dialogue, With:</th>
</tr>
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<tr>
<td><strong>DIRECT</strong></td>
<td><strong>Doing</strong></td>
<td><strong>Observing</strong></td>
</tr>
<tr>
<td>Original data</td>
<td>Real Doing, in authentic settings</td>
<td>Direct observation of phenomena</td>
</tr>
<tr>
<td>Original sources</td>
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<tr>
<td><strong>INDIRECT, VICARIOUS</strong></td>
<td><strong>Case studies</strong></td>
<td><strong>Stories</strong> (can be accessed via: film, literature, oral history)</td>
</tr>
<tr>
<td>Secondary data and sources</td>
<td>Gaming, Simulations</td>
<td>Role play</td>
</tr>
<tr>
<td>Lectures, textbooks</td>
<td></td>
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<tr>
<td><strong>ONLINE</strong></td>
<td><strong>Teacher can assign students to “directly experience”</strong>...</td>
<td><strong>Students can reflect, and then engage in various kinds of dialogue online.</strong></td>
</tr>
<tr>
<td>Course website</td>
<td>Students can engage in “indirect” kinds of experience online</td>
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<tr>
<td>Internet</td>
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Rich Learning Experiences

What are they?
Learning experiences in which students are able to simultaneously acquire multiple kinds of higher level learning.

Some Examples

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<thead>
<tr>
<th>Whole Class</th>
<th>Outside of Class</th>
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<td>✓ Debates</td>
<td>✓ Service learning</td>
</tr>
<tr>
<td>✓ Role playing</td>
<td>✓ Situational observations</td>
</tr>
<tr>
<td>✓ Simulations</td>
<td>✓ Authentic projects</td>
</tr>
<tr>
<td>✓ Dramatizations</td>
<td></td>
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</tbody>
</table>

Let’s Explore.

Suggested approach: Information & Ideas; Experience; & Reflection
Legal Issues in Accounting Course

Learning How to Learn Goal
✓ Students will be able to do research to assess and apply court cases to legal issues.

Feedback & Assessment
✓ Student will draft a Team problem that requires research in legal databases

Activities
✓ Students interview someone who uses contracts on a daily basis - afterwards students do a double entry journal. Students must do research on legal cases and apply those results to new cases they must decide.

Marketing

Application
✓ Students will be able to assess a business situation and create a marketing plan for a non-profit.

Feedback & Assessment
✓ Student create a marketing plan for a local non-profit.

Activities
✓ Students learn foundational concepts and apply in case-based learning. Afterwards students explore the local economy and conduct research to gain a better sense regarding how marketing concepts are applied in a real-life context.
Curriculum in Higher Education

Integration
✓ Identify the impact of major social, political, cultural, and intellectual influences (both internal and external) on the development and maintenance of predominant curricular aims and structures.

Feedback & Assessment
✓ Matrix activity: cells represent how the influences intersect with aspects of curricular trends and structures.
✓ Reflection and incorporation into personal philosophy

Activities
✓ Gallery Walk

Leadership in Engineering

Human Dimension
✓ Identify the qualities of a leader.

Feedback & Assessment
✓ Define leadership.
✓ Following case study, reflect and incorporate new information and revise earlier definition.

Activities
✓ Read book or case student about people in leadership positions (e.g. Abraham Lincoln)
Introduction to Botany

Application
✓ Design a research project to test a hypothesis about factors affecting plant growth.

Human Dimension
✓ Identify three criteria and use to assess the appropriateness of a peer's study design.

Feedback & Assessment
✓ Articulate a hypothesis and design a study to test the hypothesis
✓ Peer review: Provide feedback to a peer on study design

Activities
✓ Conduct Journal Club with an article that highlights a study using basic scientific method. Evaluate studies using the FINER criteria.

Does It Make a Difference?
✓ Bill Weeks, University of Missouri at Rolla
✓ Course: Coding in Computer Science
✓ Small class (18 students), traditional time structure (M-W-F)
✓ Initially: Lecture + homework
✓ Results: Students overwhelmed by complexity – frustration – apathy – low course evaluations
Changes Made

1. Completely re-wrote his learning goals: (examples)
   - For a given communication channel, students will be able to compute the maximum rate of reliable transmission
   - Students will learn how to work effectively in a group setting.
   - Students will be able to direct their own learning in relation to understanding, designing, and evaluating new codes.

2. New teaching strategy: Used TBL
3. Used reflective writing: Learning portfolios
4. Oral presentations
5. Had students re-submit their homework

RESULTS

✓ Students did the readings, and did as well as before on exams of Foundational Knowledge.

✓ TEACHER:
   • “…drastic improvement in student morale…They worked harder – and reported enjoying it more.”

✓ STUDENTS:
   • “…an interesting learning experience I will never forget…provided me with knowledge to carry out independent study.
   • I enjoyed this course to the fullest…course was entertaining and at the same time enlightening.
### Three Column Table

**Rich Learning Experiences**

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**TASK:** 1-2 Rich Learning Experiences
Situational Factors

Collecting information about…

✓ **Specific Context** of the Teaching/Learning Situation
  - Number of students
  - Level of course
  - Nature of the course (required or elective; for majors or non-majors)
  - Time structure
  - Placement within the program curriculum
  - Delivery (Online)
Situational Factors

Collecting information about…

✓ *Expectations* placed on this course or curriculum by:

  Internal Influences - Institution
  – Mission
  – Governance
  – Resource availability
  – Technical infrastructure
  – Opportunities for faculty development

✓ *Expectations* placed on this course or curriculum by:

  Internal Influences - Department
  – Leadership
  – Selection and sequencing of content
  – Background of faculty (disciplinary training)
  – Student characteristics
  – Opportunity for release time to focus on course redesign
Situational Factors

Collecting information about…
✓ Expectations placed on this course or curriculum by:
   External Influences
   – Society
   – Federal Oversight
   – Institutional Accreditation
   – State Review

✓ Nature of the Subject
   – Theoretical, practical, or combination?
   – Convergent or divergent?
   – Important changes or controversies occurring?
Situational Factors

Collecting information about…
✓ Characteristics of the Learners
  – Life situation (e.g., working, family, professional goals)
  – Prior knowledge, experiences, and initial feelings
  – Personal learning goals, expectations, and learning preferences

✓ Characteristics of the Teacher (Me!)
  – My attitude toward the subject and the students
  – My values/beliefs about teaching and how students learn
  – My teaching skills
  – My level of knowledge or familiarity with this subject
Situational Factors

Collecting information about…

✓ Specific Context
✓ Expectations by people outside the course
✓ Nature of the Subject
✓ Characteristics of Learners
✓ Nature of Teacher

What is YOUR special pedagogical challenge in teaching YOUR course?
The Grieving Process for Coping with Change

1. Shock
2. Denial
3. Strong Emotion: depression; physical symptoms: Panic, regret/guilt/anger/resentment
4. Resistance: to return to The routine, withdraw
5. Acceptance: resignation, hope, “leap of faith”
6. Struggle: to affirm new reality, frustration
7. Better Understanding: impatient with Performance; Sense of direction
8. Integration

Change
Performance
Current Level
New Level of Performance

PBL: Getting the Most from PBL

Summary

- Integrated Course Design
  - Paradigm Shift: Issues in teaching and learning related to course design
  - Adult Learning Theory
- Taxonomy of Significant Learning
- Model of Integrated Course Design
  - Learning Goals/Outcomes for Significant Learning
  - Feedback and Assessment Strategies
  - Rich Learning Experiences
  - Situational Factors and Andragogical Challenges
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</tbody>
</table>
INTEGRATED COURSE DESIGN FOR SIGNIFICANT LEARNING

A Workshop Offered by:

DEE FINK & ASSOCIATES

Thank you!