In selecting learning activities, two general principles should be followed. First, they should include some from each of the three categories I classify as Instructional Activities (Information, Activities, and Reflective Dialogue). Second, as possible, they should rely on or about rather than student learning activities. The following table illustrates the variety of options available.

<table>
<thead>
<tr>
<th>Learning Activities for Holistic, Active Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Getting Information &amp; Ideas</strong></td>
</tr>
<tr>
<td><strong>Direct</strong></td>
</tr>
<tr>
<td>Primary sources</td>
</tr>
<tr>
<td>Authentic simulations</td>
</tr>
<tr>
<td>Case studies</td>
</tr>
<tr>
<td>Discussion activities</td>
</tr>
<tr>
<td>Electronic mail</td>
</tr>
<tr>
<td>Online activities</td>
</tr>
<tr>
<td><strong>Indirect, Vicarious</strong></td>
</tr>
<tr>
<td>Secondary data sources</td>
</tr>
<tr>
<td>Literature, textbooks</td>
</tr>
<tr>
<td>Film clips</td>
</tr>
<tr>
<td>Web sites</td>
</tr>
<tr>
<td><strong>Reflective, Dialogue</strong></td>
</tr>
<tr>
<td>Group projects</td>
</tr>
<tr>
<td>Assessment activities</td>
</tr>
<tr>
<td>Class presentations</td>
</tr>
</tbody>
</table>

The second example (Team Based Learning; Michaelson, 2002) has much more direct learning activities. Furthermore each inside and outside activity is meaningfully linked to what preceded and what follows. The plan fully engages students throughout the course, and it will be perceived as different from the learning experience. It has a closing activity that is much more enjoyable than a "Did ya' get it?" exam.

Conclusion

The first example, shown on the following page, is not very dynamic both because it is repetitive and because there are no critical questions. The remainder of this paper expands on each of these three components: (a) the decision of what students might learn beyond the content, (b) the selection of materials to introduce the content, and (c) the selection of learning experiences that support the content or to assist students in learning the content. The degree to which these tasks are performed well directly affects the quality of the learning experiences that students have. We have traditionally relied on graduate schools to improve the quality of teaching. But many faculty members claim that their courses improve significantly only if the department or their curriculum committee forces them to change. The degree to which faculty members develop programs commonly include efforts to improve classroom teaching. Out-of-class activities have the advantage of extending the learning experience. For the problem of designing and implementing effective learning activities the faculty member and, in many cases, the student have a greater role than the department or a faculty committee. At the same time, the process is probably the most crucial one in determining whether or not students have a significant (rather than a boring or trite) learning experience. To ensure that learning experiences are significant, it is necessary to understand how they are designed and to develop the skills to perform the tasks. This paper seeks to contribute to that end. It begins with identifying two general approaches to creating effective learning experiences. The most common is the course-centered approach. Sometimes called the "list of topics" approach. The teacher works up a list of important topics and then frequently controls decisions about the purpose and nature of instruction. A Model of Integrated Course Design

My recent book (Fink, 2003) provides a full description of an integrated approach to designing college courses. This section outlines the key ideas and components of this model. Figure 1 identifies the model’s components and indicates that, to design any form of instruction, the teacher needs to: 1. Identify important Situational Factors; 2. Decide about the purpose and nature of the learning activities; 3. Resolve learning activities and feedback and assessment. 1. Identify important Situational Factors; 2. Decide about the purpose and nature of learning activities; 3. Resolve learning activities and feedback and assessment. 2. Decide about the purpose and nature of learning activities; 3. Resolve learning activities and feedback and assessment.
Step 1: Identifying Situational Factors

An initial step in designing a course is to size up the situation. Relevant information about the learners, the environment, the purposes for the course, and the context in which it will be delivered are all critical.

Situational factors include:
- The learners (who are they?)
- The environment (where is it?)
- The goals (why is it?)

Understanding these factors is crucial in determining what kind of learning experiences will be most effective. Situational factors vary along several dimensions, and it is important to consider these dimensions carefully.

Step 2: Establishing Learning Goals

Once the information developed in the situational analysis has been considered, the next step is to establish learning goals. Traditionally, a course outline included a description of the outcomes for which students are expected to be prepared. However, the learning goals should be more specific and clearly defined. They should be clear about what knowledge and skills students are expected to acquire.

Questions about knowledge goals include:
- What knowledge is essential for the course?
- How is knowledge to be acquired?
- What do students need to understand about content and context?

Questions about skills goals include:
- What skills are essential for the course?
- How are skills to be acquired?
- What do students need to understand about the process of doing and applying work?

Questions about values goals include:
- What values are to be developed?
- How are values to be acquired?
- What do students need to understand about the process of reflection and meaning making?

Step 3: Feedback and Assessment Procedures

In a context-centered course, two main lenses are considered: feedback and assessment. Feedback is the process of helping students improve their understanding of the course material and their own performance. Assessment is the process of evaluating students' progress and performance.

1. Questions About Knowledge as a Goal
2. Questions About Skills as a Goal
3. Questions About Values as a Goal

Step 4: A Holistic View of Active Learning

Active learning refers to any instructional strategy that engages students in the teaching-learning process. It allows students to be more active participants in their own learning. This section explores various strategies for creating meaningful and engaging learning experiences.

Figure 1: A Taxonomy of Significant Learning

Figure 2: Auditive and Educational Assessment

Figure 3: Auditive and Educational Assessment

Figure 4: A Holistic View of Active Learning
One important feature of this taxonomy is that each kind of learning is interactive. That is, each is able to stimulate any of the other kinds of learning. For example, "Foundational Knowledge" may stimulate "Critical Thinking," which in turn may stimulate "Creative Thinking." The interaction of these two levels of learning defines "Significant Learning," the purpose of the Integrated Design Group. To determine the appropriateness and relevance of each of the ten types of goals for a given course or other learning environment, key questions need to be asked. Examples are given below.

1. Questions About Foundational Knowledge as a Goal: What foundational knowledge (information, principles, relationships, etc.) is important to have as a background for learning in this subject? What ideas or perspectives are important in this course? What kind of critical thinking (creative, practical) are important to the student learning in this course? What should students be expected to learn how to manage complex projects? What should students be expected to learn how to work with multiple perspectives and multiple ways of understanding among ideas within this course? Among foundational knowledge, ideas, and perspectives from this course and those in other courses or areas? Between material in this course and the students' personal, social, and/or work context?

2. Questions About Applications as a Goal: What should students learn about how to be good learners in this subject? What should students learn about the specific subject? How to become a self-directed learner (developing a learning agenda and a plan for achieving goals)? What are the life situations of the learners (what percent work, have children, have family responsibilities, have a specific professional situation)? What should students learn about understanding others and/or interacting with others? What should students learn about being part of a work team in this subject? What should students learn about the way of their work environment? What should students learn about the way of their work profession? What should students learn about people in other courses or areas? Between material in this course and those in other courses or areas? Among ideas within this course? Among ideas from other courses or areas? In what ways would understanding others and interacting with others be useful? In what ways would understanding others and interacting with others be meaningful? In what ways would understanding others and interacting with others be enjoyable?

3. Questions About the Learners as a Goal: What should students learn about themselves? What should students learn about being part of a work team? What should students learn about the way of their work profession? In what ways would understanding others and interacting with others be useful? In what ways would understanding others and interacting with others be meaningful? In what ways would understanding others and interacting with others be enjoyable?

4. Questions About Value Assumptions as a Goal: What should students learn about personal, social, and/or work values? How should students learn about values? How should students learn about the personal, social, and/or work values of the other kinds of learning? How should students learn about the personal, social, and/or work values of this course and other courses? Among ideas within this course? Among ideas from other courses or areas? In what ways will understanding others and interacting with others be useful? In what ways will understanding others and interacting with others be meaningful? In what ways will understanding others and interacting with others be enjoyable?

5. Questions About Character as a Goal: What should students learn about their character? What should students learn about being part of a work team? What should students learn about the way of their work profession? In what ways should understanding others and interacting with others be useful? In what ways should understanding others and interacting with others be meaningful? In what ways should understanding others and interacting with others be enjoyable?

6. Questions About Benchmarking as a Goal: What should students learn about benchmarking? What should students learn about being part of a work team? What should students learn about the way of their work profession? In what ways should understanding others and interacting with others be useful? In what ways should understanding others and interacting with others be meaningful? In what ways should understanding others and interacting with others be enjoyable?

7. Questions About Learning How to Learn as a Goal: What should students learn about learning how to learn? What should students learn about being part of a work team? What should students learn about the way of their work profession? In what ways should understanding others and interacting with others be useful? In what ways should understanding others and interacting with others be meaningful? In what ways should understanding others and interacting with others be enjoyable?

8. Questions About Reflections About Reflections as a Goal: What should students learn about reflecting on their own reflection? What should students learn about being part of a work team? What should students learn about the way of their work profession? In what ways should understanding others and interacting with others be useful? In what ways should understanding others and interacting with others be meaningful? In what ways should understanding others and interacting with others be enjoyable?

9. Questions About Feedback About Feedback as a Goal: What should students learn about feedback about feedback? What should students learn about being part of a work team? What should students learn about the way of their work profession? In what ways should understanding others and interacting with others be useful? In what ways should understanding others and interacting with others be meaningful? In what ways should understanding others and interacting with others be enjoyable?

10. Questions About Validation About Validation as a Goal: What should students learn about validation about validation? What should students learn about being part of a work team? What should students learn about the way of their work profession? In what ways should understanding others and interacting with others be useful? In what ways should understanding others and interacting with others be meaningful? In what ways should understanding others and interacting with others be enjoyable?

The distance to be traveled for each kind of learning may be different for each student in the same course. Some students may need more time to become good learners, and some will need less time. The important thing is that students be expected to learn the subject material when they have taken a course-2 years after the course is over. What should students be expected to learn how to manage complex projects? What should students be expected to learn how to work with multiple perspectives and multiple ways of understanding among ideas within this course? Among foundational knowledge, ideas, and perspectives from this course and those in other courses or areas? Between material in this course and the students' personal, social, and/or work context?

After a number of years deserved to the study of faculty responses what constitutes significant learning, I have developed in this chapter a taxonomy of the components of significant learning. Each has subcategories, as shown in Figure 2.

Figure 2: A Taxonomy of Significant Learning

AUDITIVE ASSESSMENT

Backward-Looking Assessment

Criteria & Standards

Self Assessment (by learners)

Criteria & Standards

Self Assessment (by learners)

Better Learning

as well as more authentic grading

Bonneau and Eison (1993) describe active learning ("teaching") in students doing things and thinking about the things they are doing." "Doing" refers to activities such as discussions, simulations, guided group problem solving, and self-assessment. "Thinking" refers to reflection on what was learned. The goal of the feedback and assessment procedures is to help the learner to develop a "way of thinking." The feedback is designed to enhance the quality of student learning. In Figure 3 the components of educational assessment are contrasted with the more traditional auditive assessment.

CENGAGE Learning

Figure 3: Auditive and Educational Assessment

Auditive Assessment: Assesses what only determines whether students learned correctly, other than helping their hours, which educational assessment processes.

Backward-Looking Assessment: Observation occurs here to determine whether students are "getting" the material they studied.

Forward-Looking Assessment: Observation occurs here to determine whether students are ready for some future activity, after students have learned, which is the basis of formative or "benchmark" assessment.

Self Assessment: Observation occurs here to determine whether students are ready for some future activity, after students have learned, which is the basis of formative or "benchmark" assessment.

Figure 4: A Holistic View of Active Learning

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Self Assessment: Observation occurs here to determine whether students are ready for some future activity, after students have learned, which is the basis of formative or "benchmark" assessment.

Figure 4: A Holistic View of Active Learning

Experiences

• Using Observing, Inquiring, and Reflecting

• "Risk taking"

Procedures

• Formative Assessment, including self-assessment

• Reflective Learning, including self-assessment

• Summative Assessment, including self-assessment

Processes for incorporating the four features of Educational Assessment are described below.

1. Formative Assessment: Formulate one or more criteria that are essential for meeting learning goals, identify at least two criteria that distinguish exceptional achievement from poor achievement. Then write two or three levels of performance. Then replicate those situations with questions, problem, or issues.

2. Criteria and Standards: For one of your main learning goals, identify at least two criteria that distinguish exceptional achievement from poor achievement. Then replicate those situations with questions, problem, or issues.

3. Backward-Looking Assessment: Formulate one or more criteria that are essential for meeting a learning goal, identify at least two criteria that distinguish exceptional achievement from poor achievement. Then replicate those situations with questions, problem, or issues.

4. Self Assessment: Create opportunities for students to engage in self-assessment of their performance. This is shown conceptually in Figure 4.
Step 1. Identifying Significant Factors
An initial step in designing a course is to size up the situation at hand. If one looks closely, the first thing that one finds is a situation and, in some cases, gather additional information.

Situational factors influence deﬁnite formulations and guidelines on those seeking to design a signiﬁcant learning experience. The situational factors listed below provide background for more advanced courses, it is essential to understand the meaning of these factors. For example, if students begin the class with an aggressive attitude toward the subject matter, the course design needs to recognize this and incorporate special motivational features. Once situational factors have been considered and identiﬁed, the instructor is prepared for the next step in the design process, namely the establishment of learning goals.

Step 2. Establishing Learning Goals
Given the information developed in the situational analysis, the next step is to deﬁne the goals. Traditionally, a course content approach is taken. “What students need to know, that’s the way to design the course.” Although such an approach is easy and natural, it results in a course that is a limited view of learning. As important, a subject for which students have taken this course to be student-centered, the course is over. What should students learn about themselves? Answers to these questions could be addressed at an earlier stage. If the instructor wants to learn how to use knowledge creatively, learning to use creative thinking for creative thinking, and how to make ideas to oneself, or others, as increasing is consistent to lifelong learning.

After a number of years devoted to the study of basic research questions about what constitutes signiﬁcant learning: if students have developed in the real world; consistency of what students are likely to use what they have learned. Change is the mark of signiﬁcant learning. Each has subcategories, as shown in Figure 2.

One important feature of this taxonomy is that each level of learning is interactive. That is, each is to stimulate any of the four major categories of knowledge. “For example, ‘Signiﬁcant Knowledge’ may stimulate ‘Critical Thinking,’ which in turn stimulates ‘creativity’ (e.g., ‘Envisioning New Worlds’).” The description of these inter-related levels of learning deﬁnes “Signiﬁcant Learning,” the purpose of the designed design process.

To determine the appropriate values and relevance of each of the taxonomic goals for a given course or other learning experience, key questions need to be asked. Examples are given below:

1. Questions About Foundational Knowledge as a Goal
   a. What foundational information, principles, relationships, etc., is important to the student to know?
   b. What types of ideas or perspectives is important in this course?
   c. Questions About Applications as a Goal. What kind of thinking (critical, creative, practical) are important in this course? How can the instructor demonstrate the value of these ideas?
   d. What should students be expected to learn how to manage complex projects?

2. Questions About Integration as a Goal
   a. What kind of critical thinking will be used in this course?
   b. What kind of ideas or perspectives are important in this course?
   c. How do the students learn or apply these ideas in this course?
   d. What kind of learning goals, identify at least two criteria that each learning must meet?

In this context, the key components of educative assessment are described below:

1. Audit-ive Assessment
   - Examining the knowledge of the students (by teachers)
   - Making a judgment about the quality of the students’ work.

2. Backward-Looking Assessment
   - Self assessment by the learners
   - Evaluation by the learners

3. Forward-Looking Assessment
   - Conceptualizing the knowledge of the students (by teachers)
   - Making a judgment about the quality of the students’ work.

4. Synthesizing Integration of the Four Features

A detailed description of the process for incorporating the four features of Educative Assessment is described below.

Step 3. Teaching/Learning Activities
For example, if the course is intended to provide background knowledge, principles, and theories are essential, research over the past several decades has challenged the potency of passive learning as an exclusive approach. An impressive volume of studies has shown that students learn more and retain their learning longer if they acquire it in an active rather than passive manner.

In Figure 4, teaching is described as the process of understanding the situation and, in some cases, gather additional information.

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In Figure 4, teaching is described as the process of understanding the situation and, in some cases, gather additional information.
In selecting learning activities, two general principles should be followed: First, they should include some from each of the three categories listed in Figure 1 (In-Class, Out-of-Class, and Reflective Dialogue). Second, regardless of the number or type of learning activities that a teacher decides to use, problems or achievements of a student's learning experience. An integrated course design requires a significant investment of time, energy, and thought. For additional information, one potential factor for exerting a potent effect on student acquisition of significant learning. Therefore, faculty members committed to improving their ability to facilitate student learning are encouraged to read the content of this text. In the remainder of this paper, we will examine some of the key ideas and components of this model. Teaching is a complex human action. The many tasks that are typically, until the night before the exam. The degree to which these tasks are performed well directly affects the quality of the learning experience that students have. We have traditionally relied on graduate schools to identify the central tasks of teaching and to design programs commonly include efforts to improve communication among students and between students and the instructor. If the desired learning goals are not achieved, the instructor may need to change the nature of the subject as it relates to the course plan and goals. For example, the team-based learning activities are significant, it is necessary to understand how they are designed and to develop the skills to perform the tasks. This paper seeks to combine the process of course design and sequence and each day presents them with a different mode of learning. The plan fully engages students throughout the course and presents them with different opportunities to learn. In-class examples include debates, role-playing, and simulations. Out-of-class examples include service learning, internships, and online experiences. A significant learning experience. Figure 1 identifies the model's components and indicates that, to design any form of instruction, the teacher needs to: 1. Identify important Situational Factors 2. Identify the student's learning goals (Teaching/Learning Activities) 3. Hold the student accountable for the learning goals (Assessment) The remainder of this paper expands on each of these concepts. It outlines the key ideas and components of this model. Figure 1 identifies the model's components and indicates that, to design any form of instruction, the teacher needs to: 

1. Identify important Situational Factors
2. Identify the student's learning goals (Teaching/Learning Activities)
3. Hold the student accountable for the learning goals (Assessment)

The remainder of this paper expands on each of these concepts.
In selecting learning activities, two general principles should be followed: First, they should include some from each of the three categories listed in Figure 1. Second, these activities should be self-directed, interactive, and reflective (direct, indirect, or vicarious). Possible self-directed, interactive, and reflective learning activities include the following: (1) direct activities, such as tutorials, lectures, and simulations; (2) indirect activities, such as readings, films, and games; and (3) vicarious activities, such as case studies, role plays, and computer simulations. Learning activities should reflect the instructor's judgment of how effectively they address the learning goals of the class. They should promote growth toward the identified learning goals, and they should be sufficiently difficult to ensure that students will achieve these goals. For example, if the instructor determines that a significant learning experience is needed, this requirement should be reflected in the activities selected. The instructor should also ensure that the learning activities are appropriate for the students' level of knowledge and experience. This is important because if the activities are too difficult, students may become discouraged and disengaged, and if they are too easy, they may not be challenged to learn. Therefore, the instructor should carefully select the activities and monitor their effectiveness.

The second example (Team Based Learning; Michaelson, De, & Knight, 2002) has much in common with the interactive, direct learning activities. Furthermore, each course and tutorial activity is meaningful to what precedes and what follows. The plan fully engages students throughout the course and provides them with a different learning experience. It has a learning activity that is much more engaging than a "Did you get it?" type of activity.

Conclusion

A Model of Integrated Course Design

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Teaching is a complex human act. The many tasks that are involved comprise four general components:

1. Knowledge of the subject matter.
2. Role Play history, literature)
3. Primary data
4. Case Studies
5. Direct observations
6. Simulation via: film, oral
7. Reflection and Personal experience.

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Figure 1 A Model of Integrated Course Design

Learning Goals

Teaching/Learning Activities

Feedback & Assessment

Situational Factors

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The remainder of this paper expands on each of these requirements.