Using integrated course design principles to promote meaningful learning in an innovative applied social psychology course

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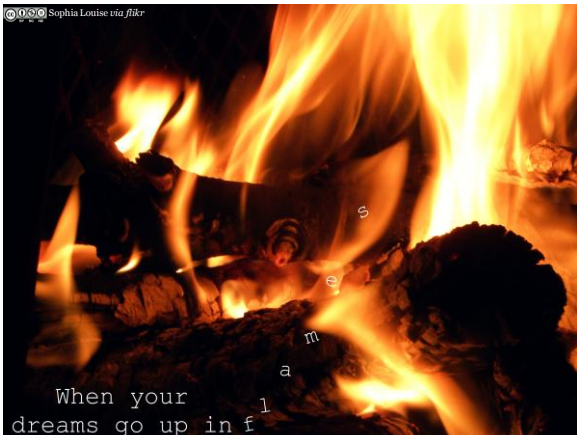
Goal

- By the end of this session, I hope you will take away…
  - A model of course design to use as a tool
  - An appreciation for the value of self-evaluation
  - Ideas for teaching an applied social psychology course for learning
  - A new insight or inspiration
  - *Some other useful idea*

It's called "Special Topics." Go.

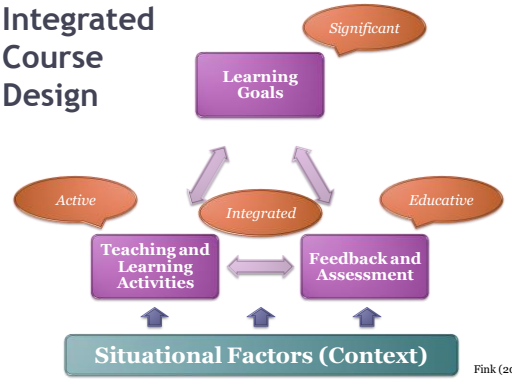
- Psyc 208: "Contemporary topics in Social, Developmental, Personality, and Clinical Psychology"
  - My background: social/personality
- Enrollment up to 180 (typically 100-130)
- 13 week semester, meet twice a week for 80 mins
- No prerequisite courses
- Geared toward 2nd year non-majors
  - Open to anyone
  - Can satisfy a requirement for psych minor
  - Mostly 1st and 2nd year students
- Class mean 63-67%, SD ~14%
- 2 Teaching Assistants (96 hours each)



Psychology in your life: How social psychology can help you succeed

Term 1 2009/2010 *attempt #1*
Term 2 2010/2011 *large overhaul*
Term 2 2011/2012 *minor tweaks*
Term 2 2012/2013 *minor tweaks*… and ready to re-evaluate

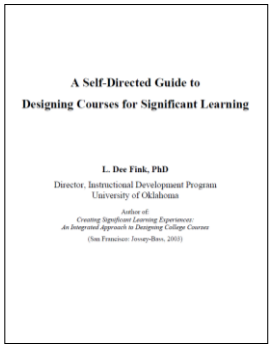
Integrated Course Design



Fink (2003)

Key Resource

- Fink, L. D. (2005). *A self-directed guide to designing courses for significant learning*. Retrieved from http://www.deefinkandassociates.com/GuidetoCourseDesignAug05.pdf


A Self-Directed Guide to
Designing Courses for Significant Learning

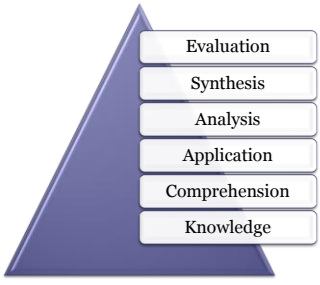
L. Dee Fink, PhD
Director, Instructional Development Program
University of Oklahoma

Author of:
Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses
(San Francisco: Jossey-Bass, 2003)

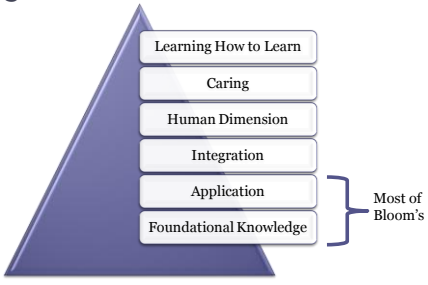
Evaluating Learning Goals

1. **Discuss, compare and contrast, and relate to your life experiences** a variety of major theories from social psychology (e.g., group dynamics, self processes including self-control, motivation).
2. **Apply research and theory** from social psychology to enhance your learning experience and personal growth.
3. **Analyze how social psychological theories that have been applied to a sport context** (e.g., attention control, flow, team cohesion) **can be reapplied** to a learning context.
4. **Locate, evaluate, and synthesize research** from social psychology or a related discipline to inform a challenge you and your teammates face while learning.
5. **Collaborate effectively** with teammates to produce high quality, creative deliverables that meet deadlines.
6. **Choose to participate in your learning process** by being mentally and physically present in class-related and team activities.
7. **Appraise your own and others' team contributions** and deliverables in a balanced, growth-directed way.
8. **Be a life-long learner**.

Bloom's Taxonomy



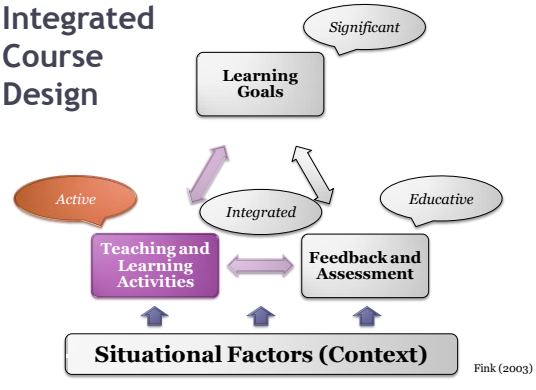
Fink's Taxonomy of Significant Learning



Toward Significant Learning Goals

1. Understand, remember, and apply research and theory on teamwork and the self. **(Foundational Knowledge)**
2. For self and when advising others, use psychological literature to thoughtfully re-interpret past experiences, to effectively address current challenges, and to make informed decisions about the future. **(Application, Integration, Human Dimension)**
3. Connect course material across units to ultimately form a research-based model of a good life. **(Integration)**
4. Appreciate (acknowledge?) the value of consulting psychological literature to inform your understanding of life (e.g., well-being, self-control, team-building, etc). **(Caring)**
5. Demonstrate competence in life-long learning skills such as giving feedback, teamwork, finding research articles in psychology, studying from traditional and non-traditional texts. **(Learning how to learn)**

Integrated Course Design



Fink (2003)

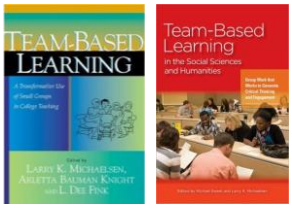
Teaching and Learning Activities

- Various "active" techniques: think-pair-share, minute papers, small group & large group discussions, team quizzes, demonstration
  - *but mostly lecture.*
- In-class learning objectives largely low-level
  - *"list, describe, define, compare and contrast, generate an example of…"*
  - *Dis*-integration with course Learning Goals
  - *Dis*-integration with exams (application focus)

How can I use class time more effectively to reach my learning goals?

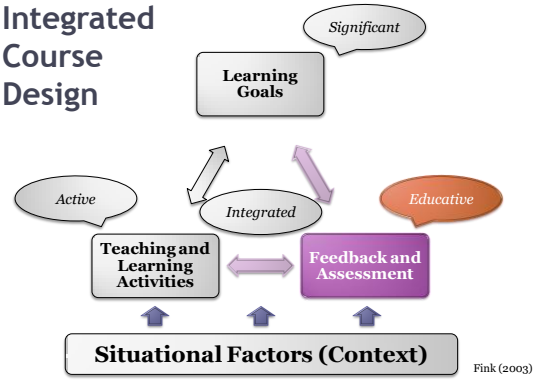
Team Based Learning (TBL)

- Students read before start of unit
- Individual and team quiz
  - Mini-lectures as needed
- Class time: problem solving, application



Teambasedlearning.org

Integrated Course Design

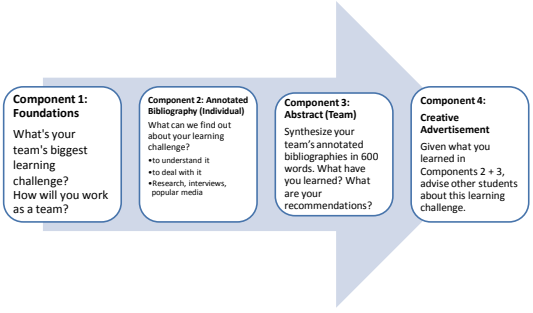


Fink (2003)

Building Educative Assessments and Feedback

- Existing team assignment well integrated
  - Supports course goals 2-5
  - Consistent with use of other active learning methods

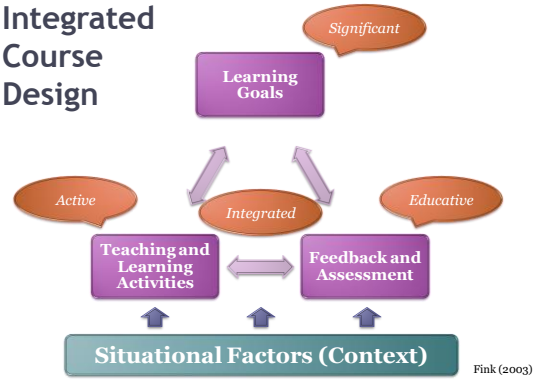
Existing Assignment Integrates Well



Building Educative Assessments and Feedback

- Existing team assignment well integrated
- Midterm and Final Exam
  - Reduce emphasis on minor details (MC)
  - Use in-class application activities as basis for open-ended exam questions
  - Communicate high expectations
  - Replace one "content" class with whole-class feedback after midterm and project Phase 2 returned

Integrated Course Design



Fink (2003)

Conclusions

- Integrated Course Design model helped me
  - Refine **learning goals** for significant learning
  - Prepare to adjust **teaching & learning activities** to support learning goals
  - Recognize strong integration of **current team project** with other core elements
  - Prepare to adjust **exams and feedback** to reflect other core elements

Resources

- Fink, L. D. (2003). *Creating significant learning experiences: An integrated approach to designing college courses*. San Francisco: Jossey-Bass.
  - New revised and updated edition forthcoming August 2013
- Fink, L. D. (2005). *A self-directed guide to designing courses for significant learning*. Retrieved from http://www.deefinkandassociates.com/GuidetoCourseDesignAug05.pdf
- Fink, L. D., & Knight Fink, A. (Eds.). (2009). *New Directions for Teaching and Learning [Special issue], Fall 2009* (119). Wiley.
- Allen, D., & Tanner, K. (2007). Putting the horse back in front of the cart: Using visions and decisions about high-quality learning experiences to drive course design. *CBE—Life Sciences Education, 6*, 85-89.

What is your take-away message? Insight or inspiration? Resource to investigate further?

I invite you to write it on a card, take it with you, or hand it in.