

## Six Criteria of Excellence

### When Using Integrated Course Design for Significant Learning Experiences

#### I. VISION OF DESIRED STUDENT LEARNING

##### **A. Life Value of the Course**

- Describes the potential value of the course in the learner's post-course life (personal, social, civic, and/or professional) in a clear and dynamic way.

##### **B. Desired Learning Outcomes/Goals**

- Have a relationship to the Life Value of the course.
- The Taxonomy of Significant Learning has been used to identify a full range of learning goals.
- The learning goals:
  - Include a clear action verb, describing what students will learn and be able to do.
  - Have an appropriate level of generality, i.e., not too general, not too specific.
  - Make the desired learning clear and visible to students as well as to the instructor.

#### II. ADAPTATION TO CONTEXT AND SITUATION

- Has identified 2 or more important **Situational Factors**
- Has identified a **Special Pedagogical Challenge**
- Has identified meaningful ways to **respond** to both the Situational Factors and the Special Pedagogical Challenge

#### III. QUALITY OF LEARNING ACTIVITIES

- The set of learning activities reflects the principles of "**Active Learning**", i.e., meaning they include effective ways for *learners* to:
  - acquire new information and ideas,
  - have doing and observing experiences, and
  - reflect – individually and collectively – about the meaning of their learning experiences.

#### IV. QUALITY OF ASSESSMENT ACTIVITIES

- The set of assessment activities reflects the principles of "**Educative Assessment**", i.e., meaning they include the following:

- Major assessment events have authentic or forward-looking *tasks* for students to perform.
- A meaningful *rubric* has been developed for at least one of these tasks.
- Mechanisms have been created to provide students with:
  - Opportunities to *self-assess* their own work, and
  - Frequent and immediate *feedback* on the quality of their work.

## V. FUNCTIONAL INTEGRATION

### A. 3-Column Table

- Learning activities and assessment activities have been identified that are appropriate for each of the major learning goals, using the 3-column table.

### B. Grading System

- Reflects the desired Learning Outcomes.
- A high proportion of the course grade is based on the Learning Activities and the Assessment Activities in the 3-column table.

## VI. CHRONOLOGICAL INTEGRATION

### A. Weekly Schedule

- All learning and assessment activities in the 3-column table have been incorporated into the schedule for the course.
- The topics, learning activities, and assessment activities have been sequenced so they build on each other.
- The beginning of the course includes ways of dealing with Situational Factors and/or the Special Pedagogical Challenge
- A good culminating project or activity for the whole course has been identified.

### B. Teaching Strategy

- A general teaching strategy has been identified, for use in much of the course, that...
  - is dynamic,
  - includes active learning, and
  - has an authentic, culminating task at the end of many topical units.

Developed by:  
Dee Fink & Associates  
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