

Purposive Course Redesign: Promoting Inclusion, Engagement, Mastery and Persistence

Summary: The 6 “Ps”

- **Purpose:** to define outcomes and create an inclusive and engaging learning environment that promotes individual mastery and persistence – while incorporating a deep understanding of how people learn and the factors and biases that might affect the ability to learn. Should be a part of an on-going plan for continuous improvement.
- **Perspectives:** content experts, instructional designers, industry practitioners/potential employers, and others.
- **Philosophy:** adopting an overarching framework like Understanding by Design (UbD); Following the Seven Tenets to align purpose and perspectives with process
 - The approach supports commitment to a process of continuous improvement
 - A regular, periodic review of curriculum against design standards enhances quality
 - Purposive planning and design are necessary to enhance the learning environment
 - The focus is on deepening the students’ understanding and transfer of learning
 - Assessment through authentic performance provides the best evidence of mastery of six facets of understanding
 - The textbook serves as a resource rather than the curriculum and the specific learning activities facilitate an engaged, action-oriented learning environment
 - The instructor is the facilitator of learning, while the learners take a more active role in their learning
- **Process:** Using an Integrated Framework – such as blending Fink’s Integrated Design with Wiggins/McTighe’s Three Stages – “starting with the end in mind” to integrate consideration of people and principles
 - Contextualize the course within the curriculum and how it affects scaffolding
 - Identify the desired results/determine the learning goals and desired outcomes
 - Determine assessment evidence/Define the necessary feedback and assessment procedures
 - Plan learning experiences and instruction/design learning experiences

Models for redesign (NCAT):

- **Supplemental** – retains basic structure, supplements with adaptive technological supplements and other resources, changes focus of in-class sessions
- **Replacement** – reduces seat time, changing structure of in-class sessions, uses interactive online learning activities as a replacement
- **Emporium** – replaces lecture with a learning center equipped with adaptive technology and on-demand assistance and tutoring

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- **Fully online** – requires no “seat time” – modularized online using all available media and other resources, guided feedback and alternative staffing models
- **Buffet** – fully customized learning experience
- **Linked Workshop** – incorporates developmental/remedial support by linking supplemental resources and support to a college-level course (i.e., COMP 1 with a lab)
- **People and Principles:** motivating students to become active learners using the 7 principles of learning
 - **Considerations**
 - Prior knowledge, the way in which someone organizes that knowledge, and motivation have a significant impact on the ability to learn
 - Mastery requires opportunities for goal-directed practice and targeted feedback
 - Individual development is a function of the social, emotional, and intellectual climate
 - Individuals need to take responsibility for monitoring and adapting their approach to learning in order to become self-directed
 - **Implications for design**
 - Value and engage what each student brings to the table
 - Actively confront and challenge misconceptions
 - Emphasize both individual skills and their integration
 - Explicitly teach for transfer
 - Provide multiple opportunities for authentic practice that is:
 - Oriented toward clear goals
 - Coupled with targeted feedback
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