

## 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

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

- **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
- Ambrose, S.A., Bridges, M.W., DiPietro, M., Lovett, M.C. and Norman, M.K. (2010). *How learning works: seven research-based principles for smart teaching*. Wiley and Sons
- Chickering, A.W. and Gamson, Z (1991). *Applying the seven principles for good practice in undergraduate education*. San Francisco: Jossey-Bass
- Fink, L. D. (2003). *Creating significant learning experiences: an integrated approach to designing college courses*. San Francisco: Jossey-Bass
- Tomlinson, C. and McTighe, J. (2006). *Integrating differentiated instruction and understanding by design*. Heatherton, Vic: Hawker Brownlow Education.
- Wiggins, G. and McTighe, J. (2008). *Understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development.