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Nota di contenuto	Cover; CONTENTS; LIST OF FIGURES; ACKNOWLEDGMENTS; 1. PRACTICAL BENEFITS OF COURSE DESIGN; Faculty Stressors in Teaching; Lack of Students' Intellectual Curiosity; Students' Academic Underpreparedness; Fear of Antagonizing Students; Time Spent on Grading Papers; The Addition of New Teaching Roles; Benefits From Idea-Based Course Design; Focus on the Big Picture Gives Direction and Reduces Information Overload; Detailed Criteria for Quality Performance Are Defined Up Front; Ample Practice Opportunities for Key Skills Are Built Into the Design Courses Are Built Around Authentic Performance TasksThe Emphasis on Formative Assessment Turns the Faculty Into Coaches; Course Activities Are Structured to Overcome Students' Barriers Against Critical Thinking; Idea-Based Learning; Some Principles; 2. BACKWARD DESIGN; Traditional Course Design; How Do Faculty Spend Their Time When Designing a Course?; Which Course Design Approaches Have Been Documented by Research?; The Flowchart of Traditional Course Design; How Are Course Goals/Outcomes Established?; Critique of the Traditional Design; Why Faculty Might Not Believe in Course Design

Where Is the Student in Traditional Course Design?How Does the "Logic of the Content" Differ From the "Logic of Learning the Content"?; The Backward Design Model; What Is Curricular Alignment?; The Importance of Course Design; How Course and Curriculum Development Fit Together; 3. LEARNING OUTCOMES; Problems With (Conceptualizing) Learning Outcomes; Why Formulate Goals at All?; A History of Changing Terminology; Identifying Big Ideas; First, Look at the Curriculum!; How to Establish Priorities; Deriving Enduring Understandings; Connecting Big Ideas With Student Horizons
Which Understandings Are Enduring?Determining Learning Outcomes; How General and How Specific Should They Be?; Examples From Specific Courses; Linking Them With Different "Facets of Understanding"; 4. REMOVING BARRIERS TO CRITICAL THINKING; Significance of Critical Thinking; Critical Thinking Isn't Just for Upper-Level Classes; Lay Definitions of Critical Thinking; The Critical Thinking That Instructors Assume Is Implied in Their Courses; The Confusing State of the Critical Thinking Literature; How Many Characteristics Does Critical Thinking Have?; Critical Thinking in Different Disciplines
Need for Teaching Critical ThinkingIs Critical Thinking Acquired "Naturally"?; How College Students Have Changed; Barrier 1: Intellectual Development; How Students' Thinking About Learning Evolves; How These Developmental Orientations Affect Students' Learning Behaviors; Barrier 2: Habits of Mind; How Intellectual Habits Affect Learning; Which Intellectual Habits Are Important for Critical Thinking?; Barrier 3: Misconceptions; Why Learning Often Requires "Unlearning" First; The Typical Misconceptions That Plague Various Disciplines; Barrier 4: Complex Reasoning
Why Thinking/Understanding Is Deeper Than Knowing

Sommario/riassunto

Synthesizing the best current thinking about learning, course design, and promoting student achievement, this is a guide to developing college instruction that has clear purpose, is well integrated into the curriculum, and improves student learning in predictable and measurable ways. The process involves developing a transparent course blueprint, focused on a limited number of key concepts and ideas, related tasks, and corresponding performance criteria; as well as on frequent practice opportunities, and early identification of potential learning barriers. Idea-based Learning takes as its poin