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Nota di contenuto	Creating Significant Learning Experiences, Revised and Updated: An Integrated Approach to Designing College Courses; Copyright; Contents; Note to Updated Edition; Preface; Central Message; Significant Learning; Integrated Course Design; Better Organizational Support; Plan of the Book; Web Site on Significant Learning; Acknowledgments; The Author; Chapter 1: Creating Significant Learning Experiences: The Key to Quality in Educational Programs; How Satisfactory Are Current Forms of Instruction?; Cause of These Shortcomings; Are People Concerned About These Problems? Base Need: Significant Learning Experiences for Students Significant Learning Experiences; An Analogy; Faculty: Ready for Change?; Institutional Change: Coming, Ready or Not!; The Forces Driving Institutional Change; Leading Toward the Right Kind of Change; Are Significantly Better Kinds of Learning Really Possible?; New Paradigms for Teaching; New Forms of Teaching; The Significance of Learning About Course Design; Potential Impact on Problems Faced by Teachers; Overall Significance of Learning About Course Design; An Invitation to a New Way of Thinking About Teaching Chapter 2: A Taxonomy of Significant Learning Beginning the Journey; What Makes Learning Significant?; Major Categories in the Taxonomy of Significant Learning; Interactive Nature of Significant Learning; Formulating Course Goals Around Significant Learning; General

Version; Developing Course-Specific Learning Goals; Significant Learning and the Literature on College Teaching; General Curricular Goals; Paradigm Shift; Does the Learning-Centered Paradigm Abandon Content?; How Do We Achieve Significant Learning?; Chapter 3: Designing Significant Learning Experiences I: Getting Started Three Basic Ways of Putting a Course Together Integrated Course Design: A New Model; Backward Design; A Key Feature: Integrated Components; Getting Started with Designing a Course; Initial Phase: Build Strong Primary Components; Step One: Identify Important Situational Factors; Step Two: Identify Important Learning Goals; Step Three: Formulate Appropriate Feedback and Assessment Procedures; The Psychology of Feedback and Assessment; Summary of Suggestions for Feedback and Assessment; Review of the Course Design Process Thus Far

Chapter 4: Designing Significant Learning Experiences ii: Shaping the Learning Experience Initial Phase, Continued; Step Four: Select Effective Teaching and Learning Activities; Step Five: Make Sure the Primary Components Are Integrated; Assessment of the Initial Phase; Intermediate Phase: Assemble the Primary Components into a Coherent Whole; Step Six: Create a Thematic Structure for the Course; Step Seven: Select or Create a Teaching Strategy; Step Eight: Integrate the Course Structure and the Instructional Strategy to Create an Overall Scheme of Learning Activities

Final Phase: Four Tasks to Finish the Design

Sommario/riassunto

"In this thoroughly updated edition of L. Dee Fink's bestselling classic, he discusses new research on how people learn, active learning, and the effectiveness of his popular model adds more examples from online teaching; and further focuses on the impact of student engagement on student learning. The book explores the changes in higher education nationally and internationally since the publication of the previous edition, includes additional procedures for integrating one's course, and adds strategies for dealing with student resistance to innovative teaching. This edition continues to provide conceptual and procedural tools that are invaluable for all teachers when designing instruction. It shows how to use a taxonomy of significant learning and systematically combine the best research-based practices for learning-centered teaching with a teaching strategy in a way that results in powerful learning experiences for students. Acquiring a deeper understanding of the design process will empower teachers to creatively design courses that will result in significant learning for students"--
