

1. Record Nr.	UNINA9910957067503321
Autore	Hansen Edmund <1952->
Titolo	Idea-based learning : a course design process to promote conceptual understanding / / Edmund J. Hansen
Pubbl/distr/stampa	Sterling, Va., : Stylus Pub., 2011
ISBN	1-00-344520-9 1-000-97382-4 1-003-44520-9 1-57922-615-9
Edizione	[1st ed.]
Descrizione fisica	1 online resource (225 p.)
Disciplina	378.1/990973
Soggetti	Education, Higher - Curricula - United States Curriculum planning - United States Concept learning
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
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.

MOVING 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 Thinking; 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
