A Self-Directed Guide to
Designing Courses for Significant Learning

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An Integrated Approach to Designing College Courses

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Designing Courses for Significant Learning

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ch worksheet and action item as you can. If you don't fully understand a

Imagine a course in which the teacher says s/he wants students to (a) ñlearn all

is ñbroken.ò This is why i

the rectangular box, ñSituational Factorsò in Model 1.] This inf

want to create courses in which students have ñsignificant learning experiences,ò

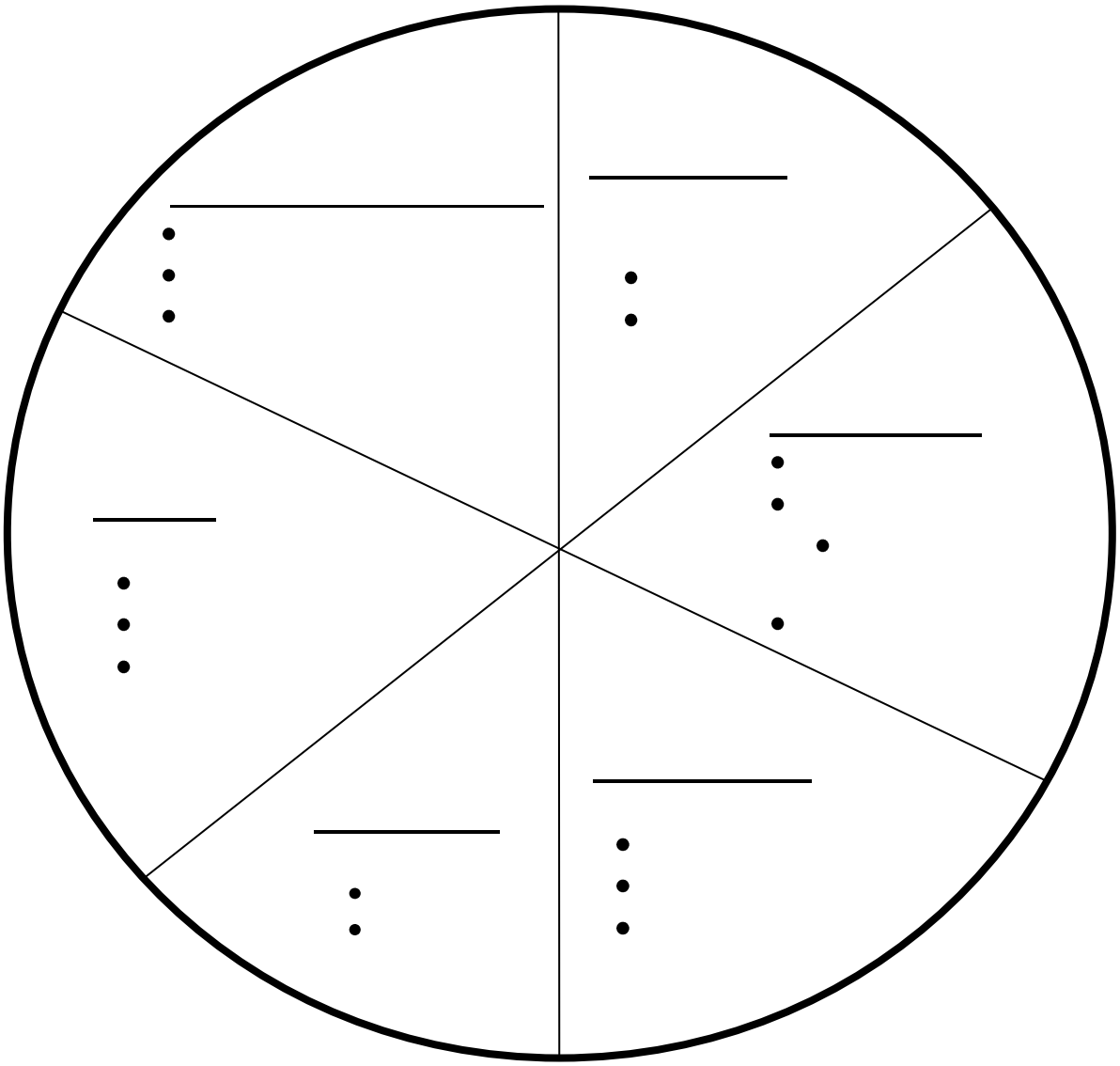
centered approach to this task: ñI want students to learn about topic X, topic Y, and topic Z.ò This is an easy, natural ñunderstand and rememberò

I recommend that teachers ask themselves: ñWhat would I like

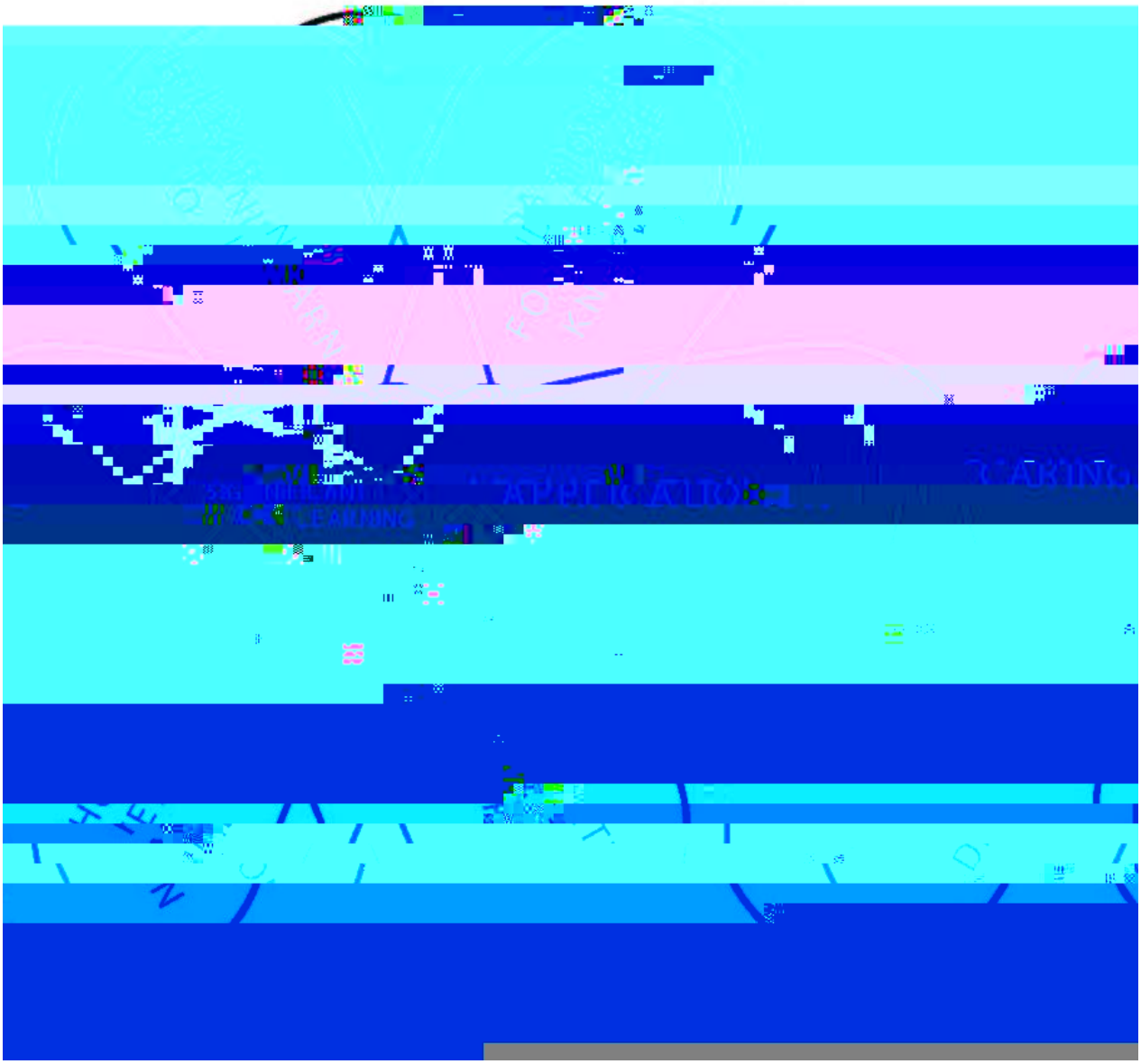
students who have taken this course from students who have not?ò

ant, their answers usually include, but do not focus on, ñunderstand and rememberò kinds of learning. More often they emphasize such things as critical

After many years of studying peopleôs responses to the question of what



ðand the more valuable will be your studentsû learning.



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feedback. High quality feedback will have the characteristics of ñFIDeLityò feedback

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x of this ñGuide ò

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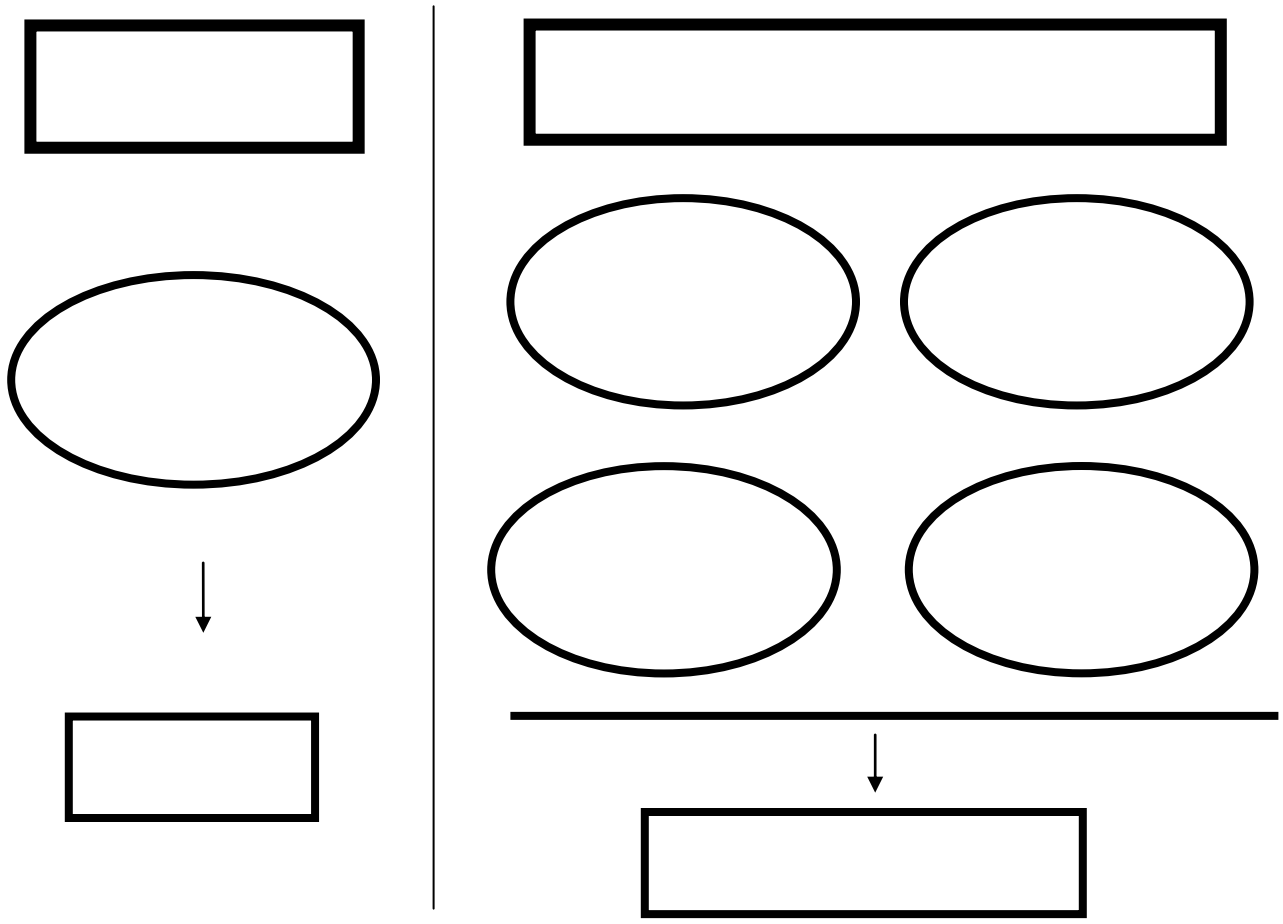

	• •	• ñReal Doing,ò in	•	• •	•
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learning experience, look for ñRich Learning Experiences.ò Certain learning
e ñrichò because they allow students to acquire several kinds of

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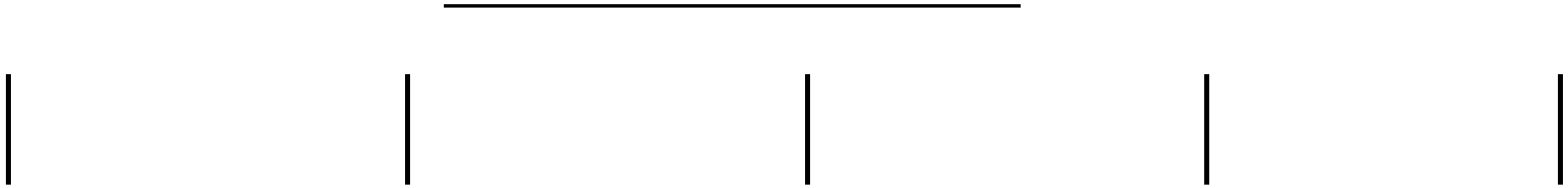
goals and that you donôt just give ñlip serviceò to them.



significant learning, not just ñund remember ò kinds of learning.

assessment, clear criteria and standards, and ñFIDeLityò

If the course design rates ñHighò on each of these five criteria, then the basic

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bug" the design by analyzing and assessing your "first draftò of the

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based on this model, donût be discouraged if your design does not rate a ñ10ò on all the