

**SPHEIR Pedagogical Training 1.0*****Module Design***

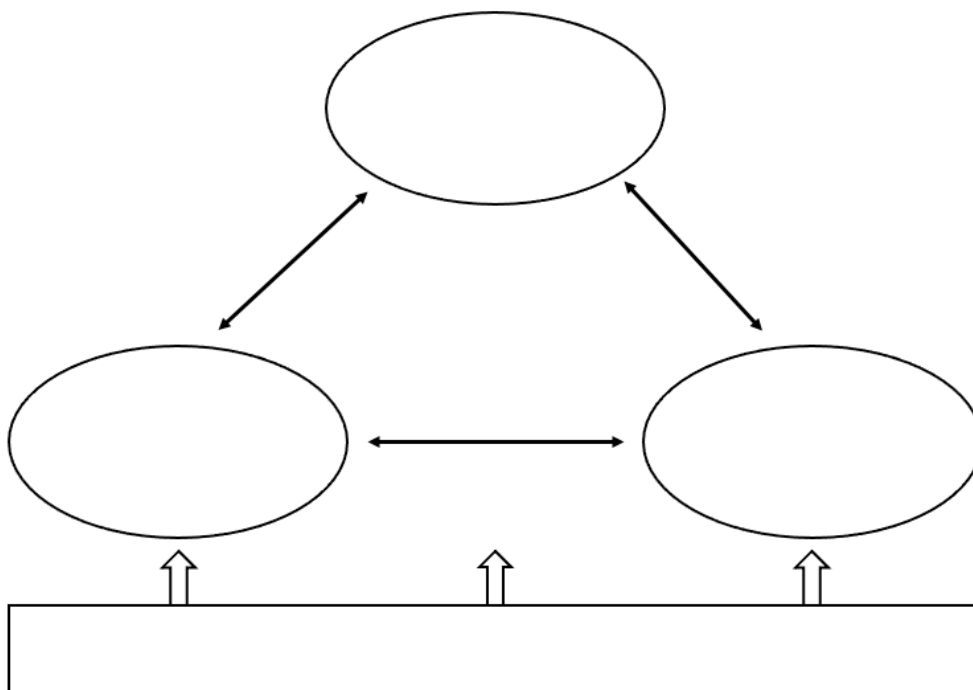
*Presented by*

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The diagrams below refer to the design of your **module** (called a course in the US; your 15 weeks working with your students).

**Integrated Course (Module) Design**

Adapted from: L. Dee Fink's book, *Creating Significant Learning Experiences* (2003, Jossey-Bass Publisher, San Francisco, California). For more detailed information about Dee Fink's Integrated Course Design, see: <https://www.deefinkandassociates.com/GuidetoCourseDesignAug05.pdf>

**Learning Goals:** What do you want students to learn by the end of the module, that will still be with them several years later? Think expansively, beyond the “understand and remember” levels of Bloom’s Taxonomy.

**Feedback & Assessment:** What will the students have to do, to demonstrate that they have achieved the learning goals? Think about what you can do that will help students learn, as well as give you a basis for issuing a course grade.

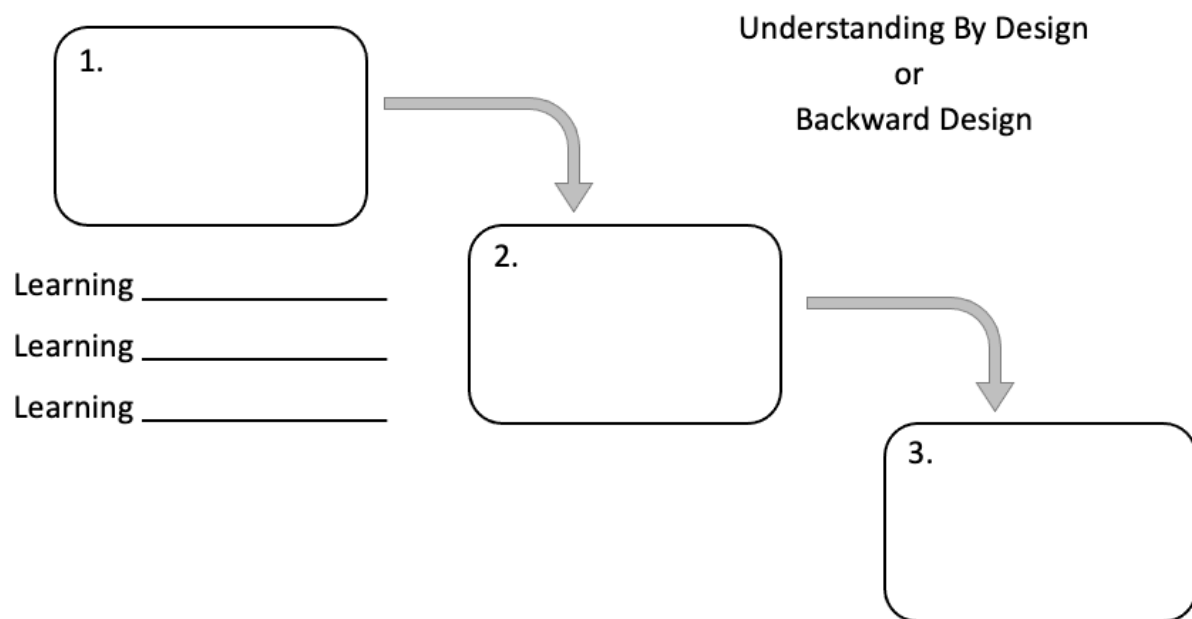
**Teaching & Learning activities:** What would have to happen during the module for students to do well on the Feedback & Assessment activities? Think creatively for ways of involving students that will support your more expansive learning goals.

**Situational Factors:** What is the special instructional challenge of this particular module? What is expected of the module by students, the department, the institution, the profession, and society at large?

Make sure that each of these components is consistent with and supporting of each of the other components.

**Activity:** Review the learning objectives that you previously developed and make any changes; be sure they are using the format – Students will be able to verb noun phrase.

**Understanding by Design** is a model for course design similar to that of Fink's Integrated Course Design model. It provides a pathway thinking about design of a module. This is sometimes called Backward Design because traditionally we often design our modules by identifying the content and instruction methods first, then determining the means of evaluating learning, and then considering the learning goals.



Adapted from: Wiggins, G. and McTighe, J. (2006) *Understanding By Design*. Expanded 2<sup>nd</sup> Ed. Pub. Pearson Education, Inc., New Jersey.

**Activity:** Complete the Assessments of Learning Activity Table below.

	Summative Assessment (Summative Evaluation)	Formative Assessment
Student learning is:		
Asks what of the student?		
Occurs when in the learning process?		
Risk value to the student is:		
Provide 2 examples:		