The Key Components of Integrated Course Design
From Creating Significant Learning Experiences L. Dee Fink (2003)

To design any form of instruction, the teacher needs to:

1. Identify important **Situational Factors**
2. This information should be used to make three key sets of decisions:
   a. What do I want students to learn? (**Learning Goals**)
   b. How will students (and the teacher) know if these goals are being accomplished? (**Feedback & Assessment**)
   c. What will the teacher and students need to do in order for students to achieve the learning goals? (**Teaching/Learning Activities**)
3. Make certain that these key components are **integrated** (that is, that they support and reinforce each other).

**Situational Factors:**
There are a number of potentially important situational factors that affect the design of a course, including specific context of the teaching/learning situation; general context of the learning situation; nature of the subject; characteristics of the learner; characteristics of the teacher.

**Establishing Learning Goals:**
To establish learning goals in a *learning*-centered approach, the teacher needs to ask, “What would I like the impact of this course to be on students, 2-3 years after the course is over? What would distinguish students who have taken this course from students who have not?” (in contrast to *content*-centered approach, which tends to place overemphasis upon “understand and remember”).
A taxonomy consisting of 6 major types of significant learning which are interactive:

![A Taxonomy of Significant Learning](image)

**Feedback & Assessment Procedures:**
A learning centered course calls for educative assessment, replicates real-life contexts, is based on criteria and standards; uses self-assessment and feedback.

**Teaching/Learning Activities:**
Focus on active learning, doing and reflecting.

**Integration:**
How well are the situational factors reflected in decisions about learning goals, feedback and assessment, and learning activities?
Do the proposed assessment procedures address all learning goals?
Do the learning activities support all of the learning goals?

The purpose of instruction is the promotion of student learning. All decisions relating to a given course – from the selection of reading materials to the assessment process – should be judged by their contribution to this end.