

# REAL GOOOD TEACHERS

TALK  
ABOUT  
...

## DESIGNING SIGNIFICANT LEARNING EXPERIENCES



PEER TEACHING - VERBALISING



Scan me to watch the  
Designing Significant  
Learning Experiences  
video at [ako.ac.nz](http://ako.ac.nz)

## INTRODUCTION

### KUPU ARATAKI

If you're after a new idea for create better learning experiences, Dee Fink's integrated approach to learning design works well. The aim is to create significant learning experiences when designing courses.

Research that shows students learn more and retain their learning longer if they acquire it in an active rather than a passive manner (Fink, 2005).

We can apply his model to every learning situation. Fink says, "In order to create a complete set of learning activities capable of achieving significant learning, we need an enlarged and more holistic view of active learning - one that includes "getting information and ideas" as well as "experience" and "reflection" (2005, p. 17)."

## TAKE-AWAY

### TE RIRONGA

1.

Make sure all three key elements are present in each session

- getting information and ideas
- experience
- reflection

2.

Reflective dialogue means talking about what we learned and how we learned it

3.

Reflection is done with peers, teacher, and self

## TE MAHI THINGS TO DO



**Discuss** with a colleague an example of active learning which integrates elements of Fink's model.



**Describe** how reflective dialogue can be used to turn an activity into a rich learning experience. How could you do this online?



**Reflect** on this: "An important ingredient of active learning is giving students time and encouragement to reflect on the meaning of their learning experience (Fink, 2005, p. 19)". What might this mean for your teaching practice?



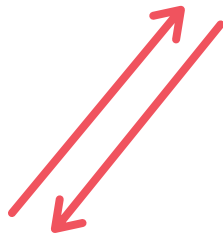
**Check** one of your recent lesson plans to see if all three of the elements in Fink's model are there.



# DESIGNING SIGNIFICANT LEARNING EXPERIENCES

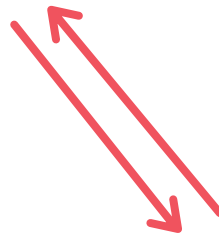
## EXPERIENCE

- Doing, Observing
- Actual, Simulated
- "Rich Learning Experiences"



## INFORMATION & IDEAS

- Primary and Secondary Sources
- Accessing them in class, online



## REFLECTIVE DIALOGUE

- Manipulate Papers, Learning Portfolios, Journaling
- About the subject and/or Learning Process



Dee Fink's Integrated Course Design model is distinctive because the usual components are put together in a way that reveals and emphasizes their inter-relatedness. We need to analyse the situational factors, formulate the learning goals, design the feedback and assessment procedures, and select the teaching and learning activities.

One of the benefits of Fink's model is that it allows us to know when we have an integrated course ... and when we do not.

## RAUEMI AKO

## LEARNING RESOURCE

Fink, L. D. (2005). A Self-Directed Guide to Designing Courses for Significant Learning.

This self-directed guide introduces a useful and systematic process for designing courses. It is based on the same components found in most models of instructional design, but it assembles these components into a relational, integrated model rather than a linear one.

Race, P. (2010). Making Learning Happen (2nd ed.). London: Sage.