

Learning that Lasts

FIU Online Conference

March 28, 2014

Drs. Artze-Vega & Richardson

FIU

FLORIDA
INTERNATIONAL
UNIVERSITY

Center for the Advancement of Teaching

Why course design?



“In my 15 years at FIU, I have created new courses and retooled old ones more times than I care to remember...All too often, the results of **my efforts have felt like rearranging deck chairs on the Titanic**: no matter how much work I put in, a new or revised class would still sink under the burden of my own and my students’ competing expectations...

The Course Design Workshop...has changed everything for me. Now that I understand both the purpose and the process of backwards course design, I am able to begin designing a course that makes sense from start to finish.

Now that I understand how to teach to big, conceptual, skill-based, life-enhancing goals...., I can make all the parts of my courses articulate not only with each other but also with a specific vision of what higher education in my discipline should provide.”

● Kirsten E. Wood, Department of History

Why focus on course design?

- This area is arguably the “most **crucial in determining whether** or not **students have a significant** (rather than a boring or trite) **learning experience.**”

L. Dee Fink, author of
*Creating Significant
Learning Experiences*



Let's dream a little...



- In your deepest, fondest dreams, what kind of impact would you most like to have on your students?
- What would you 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?

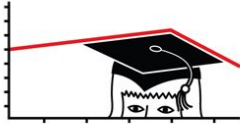
Back to reality for a minute...

- How do your actual learning objectives compare to your dreams?
- Why are they different?

University of Miami
School of Education
Department of Educational and Psychological Studies
Fall 2013

EPS 640-4J - **Enrollment Management: Theory and Practice**
Wednesdays, 5-7:40—in MB-318

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OFFICE HOURS: Although I will not be holding regular office hours, I look forward to meeting with you outside of class time and encourage you to schedule appointments with me. We can meet before or after class, via phone or Skype conference, etc.

COURSE DESCRIPTION
What is enrollment management? Why has it become a buzz term in higher education? Why are so many institutional leaders scrambling to familiarize themselves with and implement enrollment management, while others worry about its impact on equity and access? We will grapple together with these and other critical questions during this course, which aims to introduce you to both the concept and practice of enrollment management. You will secure a working knowledge of this comprehensive construct—including its history, core principles, and techniques, all while enhancing two core competencies: your ability to write and collaborate.

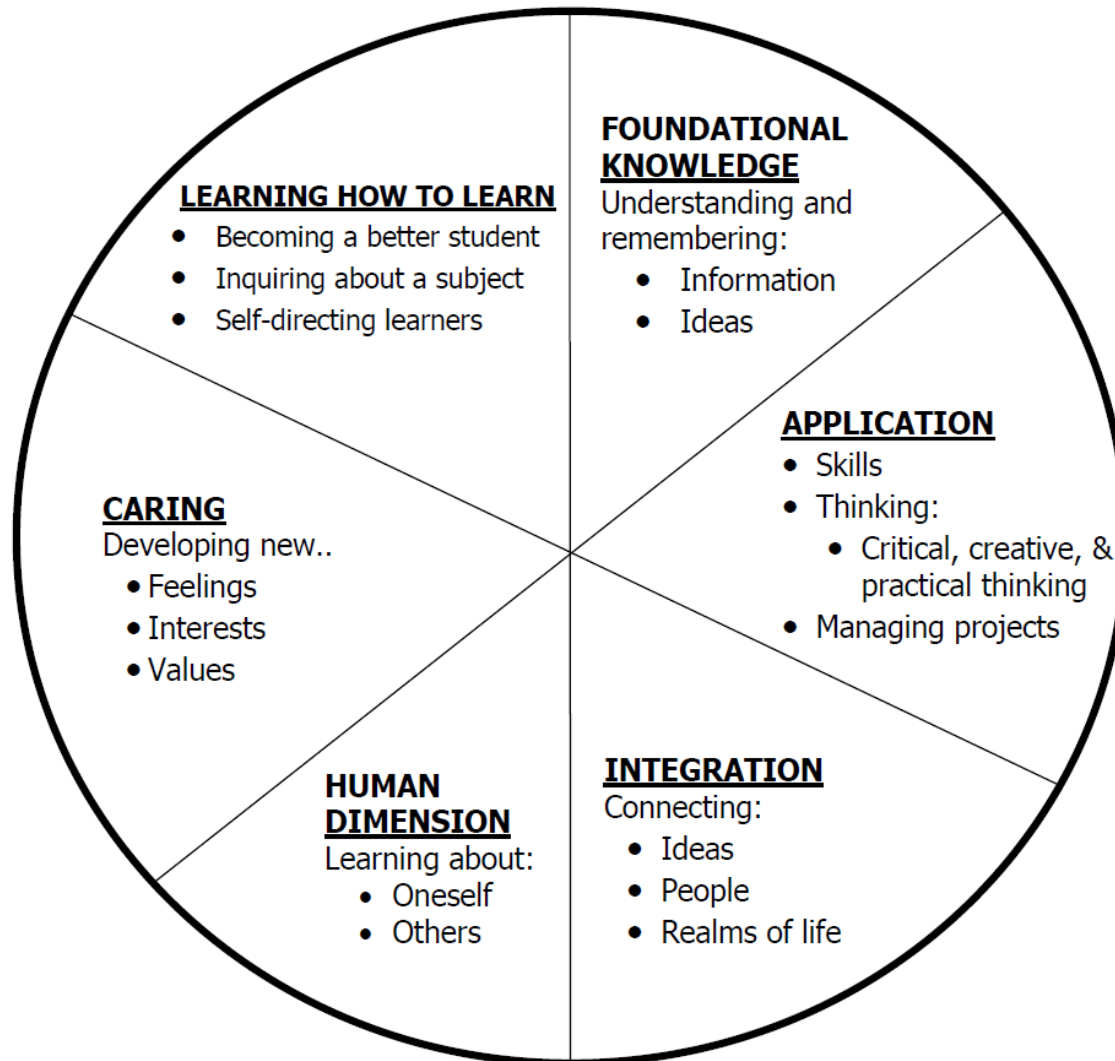
CORE LEARNING OBJECTIVES
Upon successful completion of this course, you will be able to

- describe the historical foundations leading to enrollment management;
- define enrollment management and explain its overall impact on higher education;
- identify and infer its core principles and objectives;
- illustrate and relate the functional areas of EM;
- outline how EM is implemented and recognize primary EM techniques;
- describe core features of the economics of higher education and the HE market;
- critically examine HE marketing practices;
- relate research on the college choice process to enrollment goals;
- summarize and respond to critiques of EM (especially with respect to equity); and
- write and collaborate more effectively.

GRADES

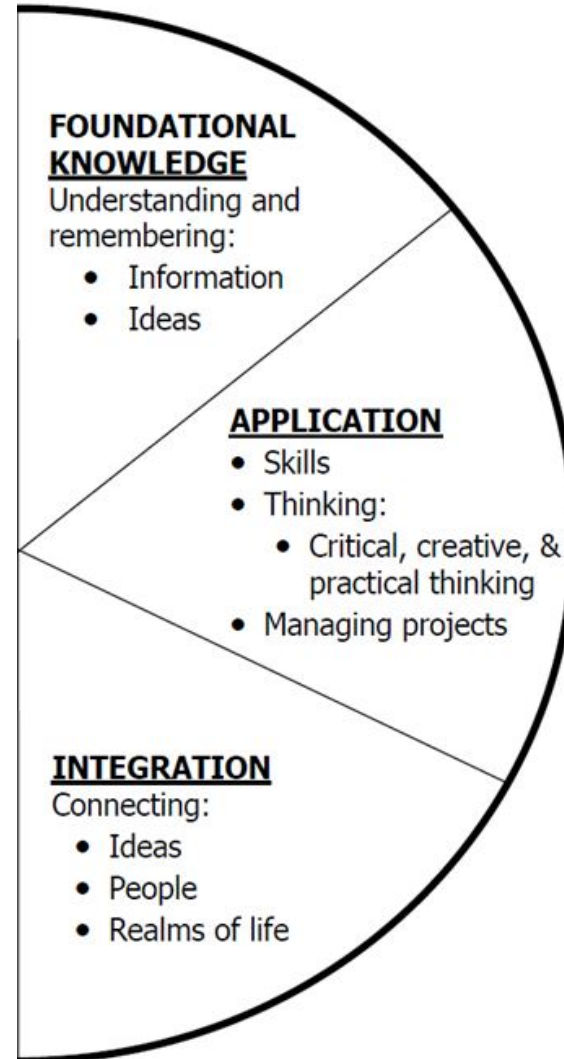
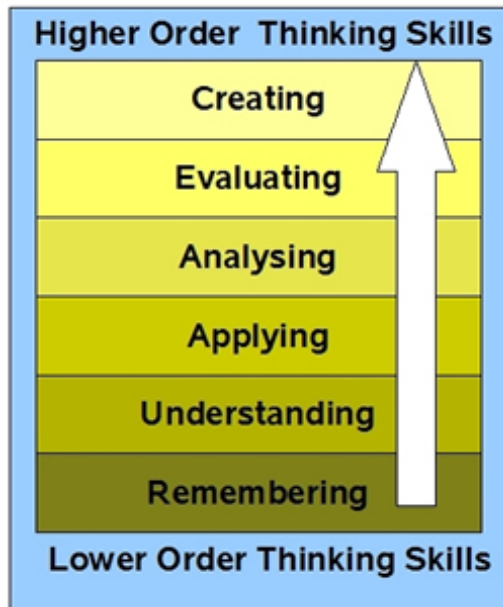
Preparation	30%
Research Paper	30%
Final Exam	20%
Group Report & Presentation	15%
Group Evaluation	5%

Fink's Taxonomy of Significant Learning

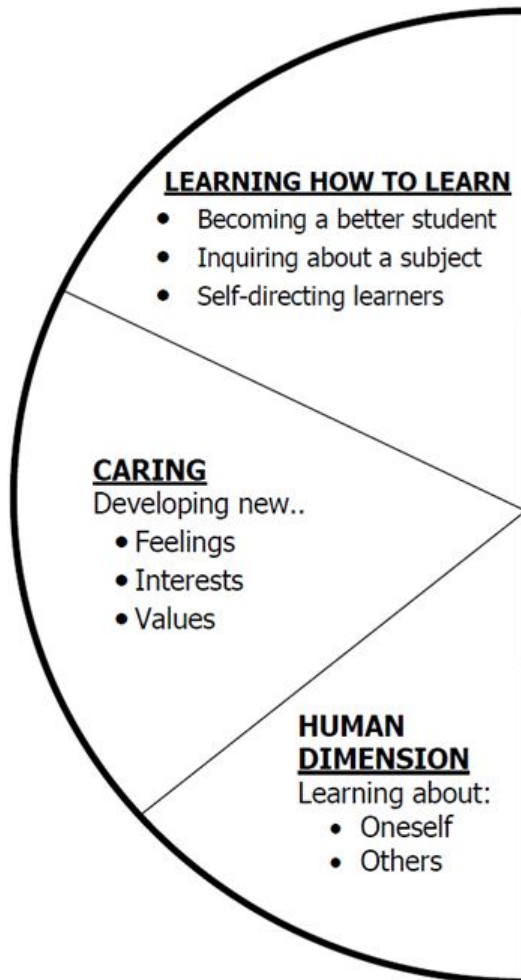


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- Resembles Bloom's taxonomy



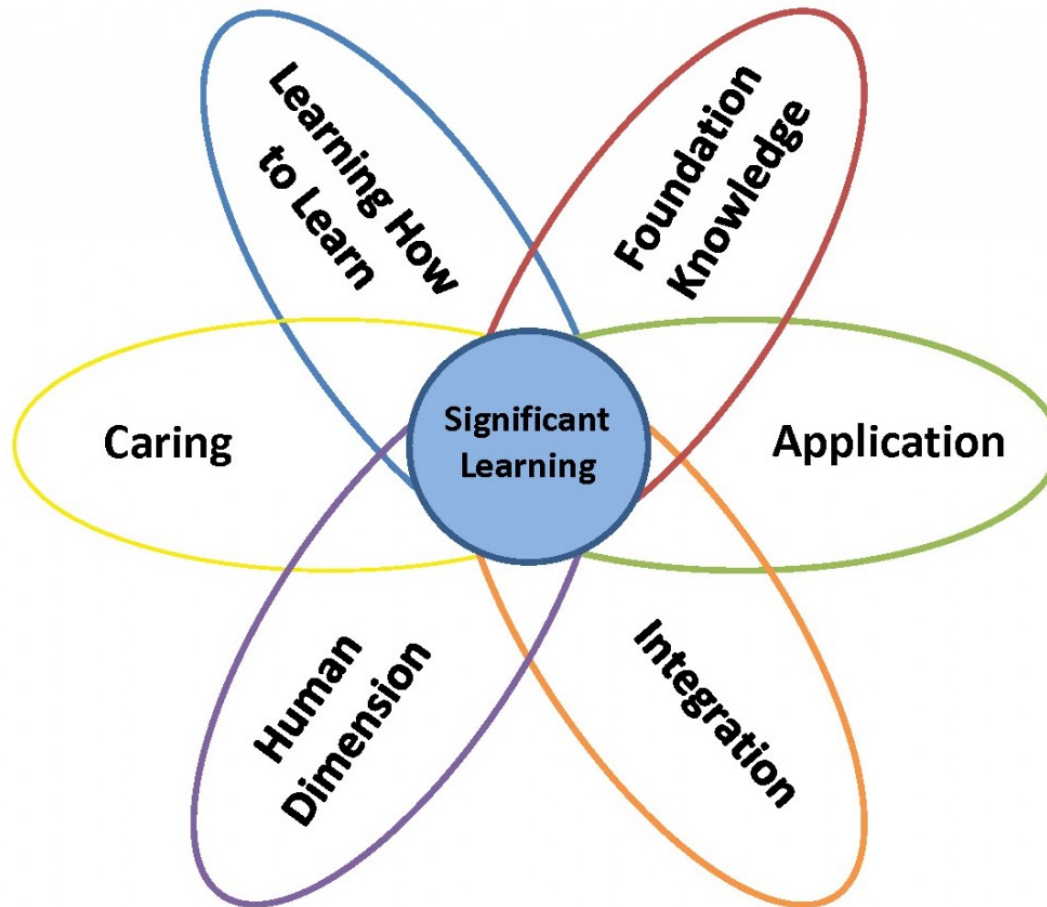
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- Fink's main contribution
- Corroborated by neuroscience, biology, & cognitive science research
- Most recently, by neurobiology



Significant Learning is Interactive





Use the questions (and sample verbs) in your handouts to draft learning goals in the human dimension, caring, and learning-how-to-learn areas.

YOUR TURN TO TRY

Next Steps



- Continue refining new goals & determining how to assess them
- To use the rest of Fink's framework, you could...
 - Apply for the Provost's Course Design Institute (which we facilitate)
 - Use Fink's self-directed guide (which we can email you —just ask: teach@fiu.edu)
 - Schedule a 1-on-1 consultation: teach@fiu.edu
 - Buy Fink's book *Creating Significant Learning Experiences*