INDEX

A
ABET (Accreditation Board for Engineering and Technology), 18, 259, 261, 267
Accelerated learning, 150–152
Accountability programs: state-level, 6, 257; voluntary, 260–261. See also Quality and quality assurance
Accreditation Board for Engineering and Technology (ABET), 18, 259, 261, 267
Accreditation organizations: criteria of, 259–260; institutional assessment and, 236, 258–259; on need to change preprofessional education, 18; support from, 257–261, 267, 282

See also Sequence of events; Teaching strategies

Adolescent life, 274

Aerobics course, 175, 180, 182

“AHA Statement on Excellent Classroom Teaching of History,” 263–264

Air Force Academy, 92

Allen, D. E., 24, 149, 307

Alverno College: assessment at, 24, 98–99, 134–135, 233; educational goals of, 228, 267; institutional assessment at, 237; learning portfolios at, 134–135, 269; organizational structure of, 235

Ambrose, S. A., 24

America Association of Physics Teachers, 263

American Council on Education (ACE), 256

American Economics Association, 263

American Historical Association, 263–264

American Society for Engineering Education, 263

Anderson, L. W., 33–34, 305

Anderson, V. J., 93, 99–100, 202, 305

Angelo, T. A., 24, 130, 305

Annis, L., 132–133

Applause: examples of, 108–110; psychological need for, 107–108

Application: assessment procedures for, 191; complex project management and, 44–45; in course case examples, 184–185, 189, 196; described, 35–36, 44; in Electronics Lab case study, 196, 206; foundational knowledge and, 43; learning goal formulation for, 84, 85–86, 89, 90; literature on, 44–48; significant learning gained from, 42, 44–48; skill development and, 44; in taxonomy chart, 35; in taxonomy diagram, 37; thinking skills and, 45–48, 184–185; types of, 44–48

Art education, thinking skills in, 47, 48

Art history courses: learning goals in, 85–88; significant learning in, 176, 177, 178, 183–184, 188

Artistic representation, of faculty dreams, 11–12

Arum, R., 2

Assessment: accrediting agencies and, 258–261; authentic tasks for, 95–97, 110, 212; backward-looking, 94, 95, 97–98; in Band/Ochestra Directors course, 212; campus-wide rubrics for, 233; components of, summarized, 110–111; in context, 96, 97–98; in course case examples, 189–191, 196–197, 201; of course design, initial phase, 140–141; criteria and standards identification for, 94, 99–102, 103, 202–204; decision guide for, 294; educative, 24, 93–111; in Electronics Lab case study, 196–197, 201; exercising and, 98–99; feedback versus, 105–106; FiDeLity feedback in, 94, 95, 105–107; first step in, 94–99; flow diagram of, 95; for flow experiences, 172; formulating procedures for feedback and, 92–111; forward-looking, 94–99; fourth step in, 105–107; funding agencies and, 261–262; grading system for, 156–158, 298; institutional, 236–238, 258–262; in integrated course design model, 70, 71–74; integration of, with goals and activities, 138–141; paradigm shifts for, 22; procedures for, by significant learning type, 190–191; psychology of feedback and, 107–110; resources for, 93, 99, 305–306; rubrics for, 99–102, 233; in Rural and Urban Ethnic Movements course, 214; second step in, 94, 99–102; self-, by learners, 94, 102–105, 204, 212, 214; student-to-student, 103–105; third step in, 102–105; traditional view of, 16, 93, 94; validity versus reliability of, 191. See also Feedback

Associate faculty certificate program, 234

Association for the Study of Higher Education (ASHE), 256

Association of American Colleges (AAC), 16, 226, 227. See also Association of American Colleges and Universities (AAC&U)

Association of American Colleges and Universities (AAC&U), 17–18, 44, 226, 304–305; educational goals recommended by, 227, 228; teaching excellence criteria and, 256

Astin, A., 288

Attention, 170
Audit-ive assessment, 93–94, 166  
Authentic performance assessment, 95–97, 110  
Autodidaxy, 59, 60  
Award ceremonies, 270. See also Recognition and rewards  

B  
Backward design, 70–71  
Backward-looking assessment: changing, to forward-looking assessment, 97–98; forward-looking assessment versus, 94, 95  
Bain, K., 23  
Band and music education, 108–110  
Band and orchestra directors course, 210–213  
Barr, R. B., 20–21  
Bartell, 20  
Barzun, J., 59  
Baxter Magolda, M., 51–52, 61  
Bean, J. C., 23, 115, 306  
Beaudry, M. I., 164  
Bergquist, W. H., 69  
Biggs, J., 69, 303–304, 305  
Biology education, thinking skills in, 47  
Biology for Science Literacy course, 175, 177, 183, 186  
Blackboard, 25  
Blackburn, R. T., 3  
Blaich, C., 2–3  
Bloom, B. S., 33–34, 305  
Boice, R., 193  
Bok, D., 2  
Bonwell, C. C., 23, 115, 117, 192–193  
Bore, student, 27–28, 166  
Boud, D., 149  
Bowen, J. A., 25, 255, 306  
Bowling Green State University (BGSU), 228–229  
Boyd, T., 290  
Brain research, 23–24, 151  
Braskamp, L. A., 246  
British Commonwealth countries, faculty professional development in, 252, 268  
Brookfield, S. D., 25, 59, 123, 133  
Bruner, J. S., 43  
Business education: need for change in, 18; significant learning in, 124–126, 175, 177, 184, 185, 187; thinking skills in, 48  

C  
Calderon, J., 213–215  
California State University, Northridge, 11–12  
Campbell, W. E., 21  
Campus Compact, 17  
Candy, P. C., 31, 59–60  
Cardean University, 15  
Caring: assessment procedures for, 190; in course case examples, 179–180, 189, 206, 211; described, 36, 55; feedback delivered with, 106–107; foci for, 56; learning goal formulation for, 84, 87–88, 89, 91; literature on, 55–56; sample course goals for, 40; significant learning gained from, 41, 55–56; in taxonomy chart, 35; in taxonomy diagram, 37; two-step approach to, 179–180  
Carnegie Mellon University, 15  
Carnevale, A. P., 6  
Carroll, S., 60, 232, 254  
Case study method, 121, 149–150  
Cassel, J. F., 45  
Center for Critical Thinking, 19–20  
Centers of teaching and learning, 233–234, 235, 239, 251–253, 269  
Central Connecticut State University, 216, 217  
Central Missouri University, 125  
Chandramohan, B., 49  
Change: calls for, 15–20; continual, 193–195; course design as approach to, 25–29; faculty awareness and readiness for, 9–12, 216, 267; history of, in higher education, 15–16, 255; institutional, 12–20, 224, 255; leading toward, 15–20; and learning how to learn, 56–57; multidimensional institutional response to, 224–255; in preprofessional education, 18–19; student cooperation with, 222, 223, 253–254, 269; student resistance to, 161–162, 223, 253; of teaching, 173–219. See also Institutional change; Teaching change  
Chavez, C., 213  
Chemistry courses: significant learning in, 175, 177, 184, 188; structure of, 143  
Chickering, A. W., 288  
Christensen, C. M., 225  
Chronicle of Higher Education, 6
Citizenship: critical competencies for, 19; educational goal of, 226; need for development of, 17, 19; significant learning experiences to improve, 8–9
Civic participation: need for development of, 17; significant learning experiences to improve, 8–9
“Civic Responsibilities of Research Universities, The” (Campus Compact), 17
Class attendance concerns, 5
Class preparation: in-class activities and, 127–128, 186; potential solutions to problems of, 27, 186
Classroom Assessment Techniques (Angelo and Cross), 305
Classroom energy: concerns about, 5; significant learning experiences to improve, 8; student boredom and, 27–28
Clickers, 25
Climate, paradigm shift for, 22
Coach model, 162
Cognitive learning taxonomy, 33–34
Collaborative Learning Techniques (Barkley et al.), 307
College Learning for the New Global Century (AAC&U), 304–305
Collingwood, R. G., 59
Columbia University, 15
Communication skill development, 185
Community involvement, service learning and, 24, 213–215
Competence, perceptions of teacher, 284–285
Competition, institutional: change drivers of, 14, 15; institutional response to, 226–231
Complex project management, 44–45, 185
Congleton, R. J., 45
Connections: between academics and life, 50; in integrated course design model, 70, 71–74
Consciousness, multiple orders of, 193–194
Constructive alignment, 69. See also Integrated course design
Consulting: in course design, 208; for faculty development, 252
Content: approach centered on, versus learning-centered approach, 82; coverage of, in course case examples, 186–188; foundational knowledge as, 65; linking, to other learning activities, 187–188; new ways of delivering, 127–128, 186–187. See also Foundational knowledge; Subject matter
Context: assessment in, 96, 97–98; doing experiences in, 120–121, 127, 196
Context, course: analysis of, 76, 77–78; questions about, listed, 76
Context, educational, paradigm shift for, 22
Context-rich problem solving, 195–196
Continuous improvement, 209
Convergent courses, 78
Cooper, P. J., 284
Cooperative learning, 24
Cooperative Learning in Higher Education (Millis), 307
Corporate universities, 14
Cottell, P. G., 24
Council of Independent Colleges, 257
Courage to Teach, The (Palmer), 273, 287
Course case examples: application in, 184–185, 189; caring in, 179–180, 189, 211; detailed, of integrated course design, 195–210; feedback and assessment in, 189–191, 212; foundational knowledge acquisition in, 186–188, 189, 211; human dimension in, 180–183, 189, 211; integration in, 183–184, 189, 211; learning how to learn in, 177–185, 189, 211; significant learning through course design in, 175–195, 210–215; summary analyses of, 188–189, 208–209; that support making a difference, 210–215. See also Electronics Lab course
Course components: assembling, 141–156; building, 75–111, 114–141; importance of focusing on primary, 208–209. See also Activities; Assessment; Learning goals
Course design: approaches to, 68, 69; as bottleneck to instructional improvement, 27; decision guide to, 293–301; differentiation and integration in, 154–155; disconnects in, 71–74; “dreaming and imagining” exercises for, 10–12; for flow experiences, 169–172; general tips for, 161–164; journals on teaching and, 265–266; literature on, 69; problems solvable by, 27–28, 166; resources for, 295, 303–304; significance of, 25–29, 67; for significant learning experiences, 65, 67,
Index

169–172; student involvement in, 162–163; worksheet for, 300. See also Integrated course design

Course evaluation: in Electronics Lab case study, 201, 204–208; planning, 159–161, 299

“Course file,” 7–8

Course goals: examples of, 39–40; formulating, around significant learning, 38–40; general, 38–39; specific, 39–40. See also Curricular goals; Learning goals

Course management, 25, 26–27

Course management software, 25

Course structure: creating a thematic, 142–144, 295; in Electronics Lab case study, 198–199; for hypothetical course, 142–144; integration of, with teaching strategy, 153–156; overall theme creation and, 153–156

Course syllabus, writing the, 159, 299

Courts, P. L., 5

Couturier, L., 14–15

Covey, S. R., 41, 241

Cox, M. D., 49

Creative thinking: as application learning, 45, 46, 47, 48; in course design, 217; field-specific examples of, 47

Credibility, teacher, 284–285


Critical Thinking (Paul), 19

Critical thinking skills: as application learning, 46, 48; assessment of, 105; field-specific examples of, 47, 184; poor achievement in, 2–3; poor instruction in, 19–20

Criticalthinking.org, 19

Cross, K. P., 24, 130, 252–253, 305

Csikszentmihalyi, M., 169–179

Curricular goals: application, 42, 44–48; caring, 41, 55–56; foundational knowledge, 42, 43; human dimension, 42, 50–55; integration, 42, 48–50; learning how to learn, 41, 56–61; literature on teaching and, 41–61; significant learning and, 41–61. See also Course goals; Learning goals; Taxonomy of significant learning

Curriculum: calls for change in, 16–20; interdisciplinary, 49; restructuring, 231–234; student concerns about, 5–6. See also Course design; Course goals

D

Dance of life, 273–275. See also Life

Data gathering skills, 185

Davis, B., 23, 49, 308

Debugging step, 158–159, 298–299

Decision guide for course planning, 293–301

Deep learning, 21, 58

Deliberations Web site, 265

Demographic differences, 79

Department for Education and Employment (United Kingdom), 262–263

Departmental expectations, 78

Designing and Assessing Courses and Curricula (Diamond), 304

Designlearning.org, 176

Desire2Learn, 25

Development, faculty. See Faculty professional development

Development, pattern of, 154

Dew, W., 234

Diamond, N. A., 160

Diamond, R. M., 69, 81, 238, 304

Diaries, 130–131

Differentiation, among learning activities, 154–155

Dining experience, quality in, 9

Disciplinary associations, 262–264, 267, 269, 271, 283

Discipline-based departments, 15, 234–235

Discussion, class, 115, 182, 183. See also Reflection: dialogue with others

Distance learning, 135–138

Divergent courses, 78

Diversity, student openness to, shortcomings in, 2–3

Dolence, M. G., 13–14, 255

Dreams, faculty: comprehensive, 290–292; examples of, 10–12, 64; illustrating and sharing, 11–12; significant learning and, 63–64; significant learning goals linked to, 91–92
Duch, B. J., 24, 149, 307
Duderstadt, J. J., 255
Dynamism, perceptions of teacher, 284–285

E
Education–Introduction to Teaching course, 175, 178, 179, 187–188
Education Commission of the States (ECS), 236–238
Educational goals: AAC&U recommendations for, 226, 228; accrediting agencies and, 258–261; assessment of, 236–238; ECS recommendations for, 237; examples of, 227–230; institutional, 226–231; organizational structure to support, 234–235; programs capable of implementing, 231–234. See also Curricular goals; Learning goals
Educative assessment, 24, 93–111. See also Assessment
Educative Assessment (Wiggins), 93, 305
Edwards, J. A., 6
Effective Grading (Walvoord and Anderson), 93, 99–100, 305
Elder, L., 20
Electronics Lab course: active learning in, 199–200; activities for, 196, 197–198, 199–200; application learning in, 196, 206; caring in, 206; course structure for, 198–199; criteria and standards for, 101–102, 202–204; evaluation of, 201, 204–208; feedback and assessment procedures for, 196–198, 201; first semester of, 199–201; foundational knowledge acquisition in, 204; human dimension in, 196, 198, 206; impact of changes to, 204–208; integrated course design case study of, 195–210; integration in, 206; learning goals for, 195–197, 202–204; learning how to learn in, 196, 198, 206–207; lessons learned from, 208–209; preliminary discussions in, 195–199; reflective dialogue in, 200–201; rough draft of course design for, 197–198; second semester of, 202–204; significant learning outcomes for, 204–207; situational factors for, 195; teaching strategy for, 198–199
Ellis, D. B., 57
Emotional intelligence, 53–54
Empathy: in feedback, 110; skill of, 53
Employee training programs, 276
Emulation, 193–194
Encouragement, for faculty, 222, 223, 268
Engagement: as characteristic of significant learning experiences, 8; impact of course redesign on, 216; student concerns about lack of, 5, 6
Engaging Ideas (Bean), 306
Engineering education: criteria and standards for, 259, 261, 263, 264, 267; simulated project for, 124, 127
English literature courses, 176, 179, 180, 182–183, 184
English literature education, thinking skills in, 46, 47
Enos, J., 213
Entwistle, N., 21
Exercising, versus forward-looking assessment, 98–99
Expectations, identification of external, 76, 78
Experiences, in active learning: creating rich, 123–127, 199–200, 214; defined, 115, 116–117; direct doing, 120–121; doing, 116–117, 120–121, 179–180; indirect doing, 121; observing, 117, 121–122, 179; online, 136
External expectations: analysis of, 76, 78; questions about, listed, 76; types of, 78
Eyring, H. J., 225

F
Faculty: change awareness and readiness of, 9–12, 216, 223, 267; changing teaching of, 173–179; concerns of, 5; credibility of, 284–285; distinguishing characteristics
of, in course design, 79–80; dreams of, 10–12, 63–64, 91–92; encouragement for and among, 222, 223, 268; expectations of, for student performance, 5, 6, 110; habits of, 222; impact of integrated course design model on, 165, 217–218, 219; institutional changes to support, 224–255, 266–271; needs of, to enable change, 223–224, 266–271; new, emulation approach of, 193–194; organizational support for, 221–271, 282–283; paradigm shift for roles of, 21, 22; problems faced by, 222–223; professional self-management of, 244; recognition and rewards for, 222, 223, 240, 269–271; significance of course design to, 25–29; time issues of, 222, 223, 244–246, 250, 268. See also Teacher headings

Faculty culture, 223, 268

Faculty evaluation: benefits of changing, 250–251; criteria for, 248–249, 270; improving procedures for, 240, 244–245, 246–247, 248–251; information sources for, 249–250; multifocused approach to, 248–249; student reactions for, 248, 249–250; time allocation for, 250

Faculty professional development: areas of, 243–244; disciplinary associations and, 262–264, 269, 271, 283; institutional support for, 233–234, 241–246, 248, 251–253, 262–264, 266–271; internationally, 252; investment in, 252; journals for, 265–266, 269; modes of, 252; teaching and learning centers for, 251–253, 269; teaching certificate programs for, 233–234, 252, 268; time allocation for, 245–246, 268

Faculty work: adding professional development to, 241–244, 248, 251, 263; changing procedures for, 239–248; evaluation of, 240, 244–245, 246–247, 248–251; expectations-setting for, 246–248; prevailing view of, 222, 240–241; quality of, over time, 241; time allocation for, 244–246, 250, 268; time constraints and, 222, 224; worksheet for, 242–243, 244, 246. See also Research; Service; Teaching

Fallows, S. J., 49

Family life, connecting academics with, 50

Farrington, G. E., 255

Feedback: assessment versus, 105–106; in Band/Orchestra Directors course, 212; decision guide for, 294; discriminating, 106; in Electronics Lab case study, 196–198, 201; empathy in, 110; for evaluation of course and teaching, 159–161; FIDeLity, 94, 95, 105–107; for flow experiences, 172; formulating procedures for assessment and, 92–111; frequent, 106; immediate, 106; in integrated course design model, 70, 71–74; lovingly delivered, 106–107; psychology of, 107–110; in Rural and Urban Ethnic Movements course, 214; student-to-student, 103–105; traditional view of, 93. See also Assessment

Felder, R., 264

Feletti, G., 149

FIDeLity feedback, 94, 95

Fields of study: paradigm shifts in, 79–80; thinking skills in various, 47

Fifth-order consciousness, 194

Films, learning from, 181, 187

Final phase (finish important remaining tasks), 156–161; decision guide for, 298–299; step nine (grading system development), 156–158, 298; step ten (debugging), 158–159, 298–299; step eleven (course syllabus creation), 159, 299; step twelve (evaluation planning), 159–161, 299

Fink, A. K., 165, 215, 249


Finkconsulting.info, 249

“Fink’s Five Principles of Fine Teaching,” 32–33

Finkelstein, M. J., 3

Flanigan, M., 99

Flow activities, 170, 172

Flow experiences, 169–172

“Food for Friends,” 52

Foreign language skill, 185

Formal global, 275

Forward-looking assessment, 94–99

Foundational knowledge: acquisition of, in course case examples, 186–188, 189, 204, 211; assessment procedures for, 191; as course content, 65; described, 34–35, 43; learning goal formulation for, 83, 85, 89,
Index

90; linking, to other learning activities, 187–188; literature on, 43; sample course goals for, 39; significant learning gained from, 42, 43; in taxonomy chart, 35; in taxonomy diagram, 37. See also Content; Subject matter

Fragmentation, 5–6, 226. See also Integration

Friedman, T. L., ix

Fullan, M., 225

Funding agencies, 261–262, 267, 283

Furneaux, J., 195–210

G

Gaming, 121

Gardiner, L., 4, 6, 19

Gardner, J. N., 57

General educational goals. See Curricular goals

Geography course: assessment in, 97–98, 158; grading system for, 158; thematic graphic for, 163–164

Geology—Applied Hydrology course, 175, 177

Geology courses, 175, 177, 178, 183, 184, 185

German Culture and Song course, 176, 180, 182, 184, 185, 187

German history course, 81

Gibbs, G. P., 58

Gijnsbergh, W. H., 149

Globalization, of health, 14–15

Goals. See Course goals; Curricular goals; Learning goals

Goleman, D., 53–54

Gould, R. A., 69

Gower, B., 59

Grading, 93, 94, 99; self-, 104–105. See also Assessment

Grading system: assessment procedures appropriateness for, 191; development of, 156–158, 298

Graff, H. F., 59

Great Gatsby, The, 187

Greenberg, E. M., 69

Groh, S. E., 24, 149, 307

H

Hands-on learning, student concerns about lack of, 5

Harvard University, 149

Healey, M., 262

Health care decisions, 274

Heifetz, R., 225

Helmsman metaphor, 278–279

Hesburgh Award, 252–253

Hestenes, D., 43

Higher education: change in, 12–20, 255; concerns about, 4–6; dream for, 290–292; general curricular goals and significant learning in, 41–61; globalization of, 14–15; history of change in, 15–20; Industrial Age versus Information Age, 13–14; new providers of, 14; paradigm shift for, 20–23, 61–65; shortcomings in, 2–6, 16–18; status of quality in, 1–6

Higher Education Funding Councils (United Kingdom), 262–263

History education, thinking skills in, 47

Homework assignments, potential solutions for, 27, 186. See also Class preparation

Honolulu.hawaii.edu, 23, 308

Hoppe, S. L., 288

Horse whisperer, 53

Hounsell, D., 21, 58

Howard, J.P.F., 24

Human dimension: applicability of, to disciplines, 54–55; assessment procedures for, 190; broadened concept of others in, 52–53; in course case examples, 180–183, 189, 196, 206, 211; described, 36, 50–51; in Electronics Lab case study, 196, 198, 206; elements of, 51–55; emotional intelligence and, 53–54; learning about others in, 52; learning about self in, 51; learning goal formulation for, 84, 87, 89, 90; literature on, 50–55; reciprocity of learning in, 54; sample course goals for, 40; self-authorship journey in, 51–52; significant learning gained from, 42, 50–55; in taxonomy chart, 35; in taxonomy diagram, 37

Humanities courses: assessment in, 100–101; examples of, that promote significant learning, 176; traditional, 288–289

Humility, 290

Hybrid courses, 136

“I Have a Dream” speech, 290

Imaginary-town writing project, 182–183

In-depth writing, 128–135
Indiana University Center for Survey Research, 257
Individual learning: informal, passive, 275–276; intentional, 275
Industrial Age education, 13–14
Informal learning, 275–276
Information Age education, 13–14
Information and ideas, receiving, 116, 119–120, 127–128, 135–136. See also Content; Foundational knowledge; Subject matter
Information technology: as driver of institutional change, 12–14; instructional, 25; online and distance learning, 135–138, 257; resource for teaching with, 306; skill needs for, 274
Initial phase (build strong primary components), 75–111, 114–141; assessment of, 140–141; decision guide for, 293–295; feedback and assessment procedures (step three), 92–111, 294; integration of components (step five), 138–141; learning goals identification (step two), 82–92, 294; situational factors identification (step one), 75–82, 293–294; teaching and learning activities selection (step four), 114–138, 295
Inquiry teaching and learning, 58–59, 177–178
Institutional change: calls for, 15–20; curricular restructuring for, 231–234; educational goal formulation for, 226–231; educational program creation for, 231–234; forces driving, 12–15, 255; national organizations’ support for, 16–18, 255–266; organizational restructuring for, 234–235; in policies and procedures, 235–236, 239–251; readiness for, 12–20, 255; specific recommendations for, 239–255; to support faculty professional development, 233–234, 241–246, 248, 251–253, 266–271; to support student development as learners, 253–254, 269; to support teaching improvement, 224–253, 266–271, 282; for teaching and learning center establishment, 251–253. See also Change
Institutional effectiveness model, 225
Institutional expectations, 78
Institutional support, for faculty change, 221–271
Instructional design, 27. See also Course design; Integrated course design
Instructional practices. See Teaching practices
Instructional strategies. See Sequence of events; Teaching strategies
Integrated business core (IBC) program, 124–126; significant learning in, 175, 177, 184, 185, 187
Integrated course design: backward design process in, 70–71; benefits of, 165–169, 217–218; case study of implementing, 195–210; changes in teaching recommended by, 168–169; consulting for, 208; continuous improvement for, 209; decision guide to, 293–301; features of, 69–74; final phase in, 156–161, 298–299; flow diagram of, 70; general tips for, 161–164; getting started with, 74–75; hypothetical example of, 71–74; impact of, on students, 165, 204–207, 210–216, 219; impact of, on teachers, 165, 217–218, 219; initial phase (build strong primary components) of, 75–111, 114–141, 293–295; integrated components of, 71–74; intermediate phase of (assemble components), 141–156, 295–298; key questions of, 69–74; literature on, 69; other approaches and, 68, 69; phases of, listed, 74–75, 281; resources for, 295, 308–304; rough draft for, 197–198, 209; significance of, 281; steps of, diagrammed, 167, 168; steps of, listed, 74–75; summary of, 166–169; teacher success factors for, 216–217; worksheet for, 300. See also Course design; Final phase; Initial phase; Intermediate phase
Integration: assessment criteria for, 140–141; assessment procedures for, 190–191; in course case examples, 183–184, 189, 206, 211; in course design, 138–141; described, 36, 48, 138; differentiation and, 154–155; hypothetical problem of, 71–74; in integrated course design model, 70, 71–74; learning goal formulation for, 84, 86, 89, 90; literature on, 48–50; sample course goals for, 40; sample problems of, 138; significant learning gained from, 42, 48–50; step of, 138–141; of structure and strategy, 153–156; table for, 139–140; in taxonomy chart, 35; in taxonomy diagram, 37; two-part sequence of, 183; types of, 48–50
Intelligences, multiple, 53–54, 151
Interaction. See Human dimension; Teacher-student relationship
Interdisciplinary learning, 49
Intermediate phase (assemble components into coherent whole), 141–156; decision guide for, 295–298; overview of, 141–142; step six (create thematic course structure), 142–144, 295; step seven (select or create a teaching strategy), 144–153, 296; step eight (integrate structure and strategy into overall scheme), 153–156, 296–298
International Journal for the Scholarship of Teaching and Learning, 265
Interviews: for course evaluation, 160–161; as learning activity, 122
Introduction to Rubrics (Stevens and Levi), 306
Involvement in Learning (NIE), 16
Isolation, student, 5–6, 226

J
Jacoby, B., 24
Japan, faculty professional development in, 252
Jenkins, A., 262
Jewler, A. J., 57
Johnson, D. W., 24
Johnson, N. C., 6
Johnson, R. T., 24
Johnson Foundation, 256
Jones, C., 132–133
Journal of Excellence in College Teaching, 265
Journal of Geography in Higher Education, 263
Journals: students’, 123, 130–131, 211, 214; on teaching and learning, 263, 265–266, 269
Joy, in teaching, 165, 218, 219

K
Keens, M.M.K., 160
Kegan, R., 193
King, M. L., Jr., 290
Klein, J. T., 49
Knight, A. B., 24, 146, 194, 307
Knowing, ways of, 22
Knowledge: construction of new, 58–59, 177–178; explosion of, 56–57; paradigm shift in, 22; teacher’s, of subject matter, 25, 80, 82, 286–287; ways of receiving, 116, 119–120, 127–128. See also Foundational knowledge
Knowledge application. See Application
Knowles, M. S., 59, 277
Knox, R. C., 163
Kolar, R. L., 124
Kotter, J. P., 225
Kouzes, J. S., 284
Krathwohl, D. R., 33–34, 305
Kuh, G. D., 257
Kuhlenschmidt, S., 251

L
Land-grant universities, 15
Landscape architecture course project, 45, 126, 127
Laufgraben, J. L., 49
Law School and Women’s Issues course, 175, 177, 178
Lazerson, M., 258
Leadership: credibility of, 284; in teacher-student relationship, 285–287
Leadership course, integrating question for, 163
Learner-Centered Teaching (Weimer), 162
Learner characteristics: analysis of, 77, 79; questions about, listed, 77; self-image and, 277; ways of learning and, 275–276. See also Students
for, 114–138; about self and others, 51–52; service, 17, 24, 213–215; small-group, 24, 146–149, 307; taxonomies of, 33–34; team-based, 24, 146–149, 161–162, 307; ways and contexts of, 275–276; writing for, 23. See also Active learning; Significant learning experiences; Student learning outcomes; Taxonomy of significant learning
Learning activities. See Activities, teaching and learning
Learning and Teaching Support Network, 267
Learning as a Way of Being (Vaill), 275
Learning-centered approach: content-centered approach versus, 82; integrated course design for, 69; paradigm of, 20–21, 31, 61–65
Learning communities, 49–50
Learning goals: breadth of, 91; course examples of, 84–88, 210–211, 213; decision guide for, 294; in Electronics Lab case study, 195–196, 197–198, 202–204; faculty dreams linked to, 91–92; for flow experiences, 171–172; formulating significant, 83–89; identification of, 82–92; in integrated course design model, 70, 71–74; integration of, with assessment and activities, 138–141; questions for formulating, 83–84; resources for formulating, 92, 304–305; taxonomy of significant learning applied to, 82–91, 280; tips for selecting, 91–92; verbs for, 89. See also Curricular goals; Educational goals
Learning how to learn, 16; aspects and meanings of, 57–61; assessment procedures for, 190; in course case examples, 177–185, 189, 196, 206, 211; described, 36–37, 56–57; in Electronics Lab case study, 196, 206–207; importance of, 56–57; learning goal formulation for, 84, 88, 89, 91; literature on, 56–61; sample course goals for, 40; significant learning gained from, 41, 56–61; in taxonomy chart, 35; in taxonomy diagram, 37; through being a better student, 57–58, 177; through being a self-directing learner, 59–61, 178–179; through inquiry and knowledge construction, 58–59, 177–178
Learning logs, 130–131; in course case examples, 181, 182, 185
Learning Portfolio, The (Zubizaretta), 306
Learning portfolios: at Alverno College, 134–135, 269; assessment as learning and, 24; in Band/Orchestra Directors course, 212; characteristics of, 131–132; educational value of, diagrammed, 131; in Electronics Lab case study, 207; reflection and, 24, 123, 131–135; taxonomy of significant learning applied to, 133–134; ways of using, 132–135
Learning styles, 79
Learning teams, 148
Learning theory, paradigm change for, 20
Levi, A. J., 306
“Liberal Education and America’s Promise” (LEAP), 17–18
Liberalarts.wabash.edu, 3
Life: competencies for, 17, 53–54, 274–275; connecting academics and, 50; dance of, 273–275; educational goal for, 226; significance of good teaching and learning for, 273–292; teaching and learning in context of, 273–292
“Life file,” 7–8
Life skills development, 17
Lindbergh, C. A., 53
List-of-activities approach, 68
List-of-topics approach, 68, 82
Loacker, G., 134
London School of Economics, 15
Londonmet.ac.uk, 265
Long-term view of learning, 62–63
Louisiana State University (LSU), 57, 232, 254
Love, 290
M
Maastrict, 149
Martinez, M., 277
Marton, F., 21, 58
Masequesmay, G., 11–12
Mathematics education, thinking skills in, 47
Mazur, E., 25
McGuire, S., 57, 232, 253
McInerney, K. H., 5
McKeachie, W. J., 23, 308
McKeachie’s Teaching Tips (Svinicki and McKeachie), 23, 308
McKibbin, L. E., 18
McLeish, J., 4
McMaster University, 149
McTighe, J., 69, 71, 303–304
Meaning making, 117–118, 122–123, 288. See also Reflection
Medical education, problem-based learning in, 149, 175, 184
Mentkowski, M., 24
Mezirow, J., 59
Michaelsen, L. K., 24, 124–126, 146, 149, 194, 307
Michigan State University, 149
Microbiology learning goals, 85–88
Midterm assessment, for course/teaching evaluation, 160, 201
Millis, B., 24, 307
Minnesota State University, Mankato, 233–234
Minority cultural education, 54
Mission, paradigm shift for, 20
Moss, D. M., 49
Motivation, personal, 53
Motivation, student: for caring, 179; course design and, 166; decline in, 2–3, 6; inspiring, through leadership, 286
Multidimensional institutional response, 224–255
Multidisciplinary Geology course, 175, 177, 178, 183, 184, 185
Music education: assessment in, 108–110; impact of teaching change on, 210–213
National Association for Music Education, 212
National Association of State Universities and Land-Grant Colleges (NASULGC), 17
National Board for Professional Teaching Standards (NBPTS), 256
National Center for Higher Education Management Systems, 6, 257
National Conference of State Legislatures, 236
National Governors’ Association, 236
National Institute of Education (NIE), 16
National organizations: accrediting, 257–261, 267, 282; on defining good teaching, 255–257; disciplinary, 262–264, 267, 269, 271, 283; funding, 261–262, 267, 283; on need for change, 16–18; support from, 255–266, 282–283
National Science Foundation (NSF), 18–19, 261–262, 267
National Survey of Student Engagement (NSSE), 257
National Teaching and Learning Forum, 265
Natural science. See Science courses; Science education
Nbpts.org, 256
Ncsu.edu, 264
New Directions for Teaching and Learning, 215–218, 288
New Mexico medical schools, 149
Newell, W., 49
Newman, F., 14–15, 255
Nicholl, M. J., 151, 152
Nilson, L. B., 23, 307
Norris, D. M., 13–14, 255
North Carolina State University, 264
North Central Association of Colleges and Schools, 260
Norwich University, 4
Nursing courses: indirect observation in, 122, 180; significant learning in, 175, 179, 180
Observation: in active learning, 117, 121–122; direct, 121–122; indirect, 122, 179, 180
One-minute papers, 130
Online learning, 135–138, 257
Online universities, 14, 257
Oral history, 50
Organizational Behavior course, 142–143
Organizational effectiveness, 225, 275
Organizational structure, 234–235
Organizational support, 221–271; from accrediting agencies, 257–261, 267, 282; from colleges and universities, 224–255, 266–271; from disciplinary associations, 262–264, 267, 269, 271, 283; from funding agencies, 261–262, 267, 283; multidimensional approach to, 224–255; from national organizations, 255–266,
Index

282–283; need for, 221–223; significance of, 282–283; summary overview of, 266–271. See also Institutional change

Ory, J. C., 246

Osborn, T. A., 49

Others: broadened concept of, 52–53; caring about, 56; learning about, 52, 181–182; reciprocity of learning about self and, 54, 181

Our Underachieving Colleges (Bok), 2

Outside observers, for course evaluation, 160

Overall scheme: decision guide for, 296–298; diagram of, 153–154; differentiation and integration in, 154–155; integrating structure and strategy into, 153–156

P

Palmer, P., 273, 287–288

Parrott, J. L., 160


Paul, R., 19–20, 99, 105, 212

Peer assessment, 103–105, 214

People skills development, 18

Performance-based appropriations, 6

Performance-feedback-revision-new performance cycles, 96–97

Persistence, 217

Personal competencies, 53–54

Personal life. See Life

Pew Charitable Trust, 257

Philosophy and cultural diversity course, 176, 180, 181–182

Physics education: case study of integrated course design in, 195–210; conceptual understanding in, 43; human dimension in, 55

Pitzer College, 213–215, 235

POD Network in Higher Education, 251, 256, 265


Porter, 18

Posner, B. Z., 284

Power, paradigm shift for, 22

Power of Problem-Based Learning, The (Duch et al.), 307

PowerPoint slides, 25

Practical thinking: as application learning, 45, 46, 47, 48; field-specific examples of, 47; medical school example of, 184–185

Preprofessional education: need for change in, 18–19; real-life connections in, 50

Principles, of good teaching, 32–33, 289

Problem-based learning (PBL), 24, 146–149

Procedures, institutional. See Policies and procedures

Productivity, paradigm shift for, 21

Professional self-management, 244

Professional society expectations, 78

Program creation, to support educational goals, 231–234

Psychology education: significant learning goals for, 85–88; special challenge in, 81; thinking skills in, 47

Psychology of feedback and assessment, 107–110

Public concerns, about quality in higher education, 6

Public education, excellence in teaching in, 256

Q

Quality and quality assurance: accrediting agencies and, 257–261, 267; defining, 255–257, 258–261; Education Commission of the States recommendations for, 236–238; institutional assessment for, 236–238, 257–262; voluntary system of accountability for, 260–261. See also Accountability programs; Student learning outcomes

“Quality Assurance in Undergraduate Education” (ECS), 236–238

Questionnaires, for course evaluation, 160–161, 204–207

R

Raiber, M., 210, 211


Reciprocity, 54

Recognition and rewards, faculty, 223, 240, 269–271
“Redefining the Meaning and Purpose of Baccalaureate Degrees,” 16
Redesigning Higher Education (Gardiner), 19
Regional accrediting agencies, 257–261, 267.
See also Accreditation organizations
Relationships. See Human dimension; Teacher-student relationship
Research, faculty, 243, 246
Research skills education, 59
Resistance, student, 161–162, 223, 253
Resources: for assessment, 93, 99, 305–306; for course design, 295, 303–304; for creating learning activities, 306; for formulating learning goals, 92, 304–305; for small-group learning, 307; for teaching, 23, 222, 263, 265–266–223, 282, 307–308; for teaching with technology, 306
Retirement, 275
Rhoads, R. A., 24
Rich learning experiences, 123–127, 199–200, 214
Richlin, M. D., 49
Risk: in changing teaching, 192–193; and innovation, 192; strategies for lowering, 193
Roberts, M., 53
Rogers, G., 134
Roksa, J., 2
Role playing, 121, 187
Rose, C., 151, 152
Ross, S., 233–234
Rough draft, of course design, 197–198, 209
Rubrics, 99–102, 233
Rural and Urban Ethnic Movements course, 213–215

S
Sabatini, D. A., 163
Santa Clara University, 60, 232, 254
Saunders, P., 4
Scandinavian countries, faculty professional development in, 252, 268
Schedule form, 155–156
Schmidt, P., 6
Schön, D. A., 60–61
Schuster, J., 3
Schwab, J. J., 58
Science, technology, engineering, and math (STEM) education, calls for change in, 18–19
Science courses, that promote significant learning, 175
Science education: assessment rubrics for, 100; human dimension in, 54–55; inquiry approach to, 58–59; thinking skills in, 47, 48; traditional, 289
Scoreboards: examples of, 108–110; psychological need for, 107–110
Scott, G., 225
Seal, R. K., 3
Seldin, P., 25
Self: caring about, 56; learning about, 51; reciprocity of learning about others and, 54
Self-assessment (by learners), 94, 102–105, 204, 212, 214
Self-authorship, 51–52, 61
Self-awareness, 53, 181, 232
Self-confidence, 212, 290
Self-consciousness, 170
Self-directing learners, 59–61, 103, 178–179, 277
Self-image, as learner, 51, 196, 277
Self-reflection. See Reflection
Self-regulation, 53
Self-transformation, 193–195
Sequence of events: in accelerated learning, 151–152; decision guide for, 296; overall theme and, 153–156; in problem-based learning, 24, 146–149; schedule form for, 155–156; in team-based learning, 146–148; worksheet for, 301. See also Teaching strategies
Service, faculty, 243, 246
Service learning, 17, 24, 50, 213–215
Seurey, J., 14–15
Seven Habits of Highly Effective People, The (Covey), 241
“Shaping the Future” (National Science Foundation), 18–19
Shapiro, N. S., 49
Significant learning: achievement of, in case study, 204–207; in application learning, 42, 44–48; applied to dance of life, 280; assessment of, 189–191; in caring, 41, 55–56; changing teaching for, 173–219; characteristics of, 33–38; course examples of, 174–195; course goal formulation around, 38–40; formulating goals for, 82–92; in foundational knowledge, 42, 43, 83; general curricular goals and, 41–61; in human dimension, 42, 50–55; in integration, 42, 48–50; interactive nature of, 37–38, 91; in learning how to learn, 41, 56–61; literature on college teaching and, 40–65; methods for achieving, 65, 67; paradigm shift of, 61–65; student ratings of, 205; taxonomy of, 31–65. See also Taxonomy of significant learning

Significant learning experiences: as base-focus for quality concerns, 6–9; course design for, 65, 67, 169–172; creating rich, 123–127, 199–200, 214; definition and characteristics of, 7–9; flow experiences and, 169–172; outcome dimension of, 8; positive impacts of, 8–9; process dimension of, 8; requirements for, 7–8. See also Activities; Taxonomy of significant learning

Significant learning goals. See Learning goals

Simonds, C., 284

Simulations, 121, 124; in course case examples, 181, 185, 200

Sipes, J., 126

Situational factors: checklist of, 76–77; decision guide for, 293–294; for Electronics Lab case study, 195; of external expectations, 76, 78; for flow experiences, 171; identifying and analyzing, 75–82; importance of, 81–82; in integrated course design model, 70; of learner characteristics, 77, 79; resource for analyzing, 81; of special pedagogical challenge, 77, 80–81; of specific context, 76, 77–78; of subject matter, 77, 78–79; of teacher characteristics, 77, 79–80

Skill development: as application learning, 44; in course examples, 185

Small-group instructional diagnosis, 160

Small-group learning, 24, 146–149, 161; in course case examples, 188; resources for, 307. See also Team-based learning

Smith, B. L., 49

Smith, F., 21

Smith, G., 161–162

Smith, K. A., 21, 24

Social competencies, 53–54, 227

Social science courses: examples of, that promote significant learning, 175; traditional teaching in, 289

Social skills, 53

Society: expectations of, 78, 226; institutional change to meet needs of, 226–231; role of formal learning in, 276; significance to teaching to, 277–278

“Sooner City” project, 124, 127

Source credibility, 284

Southern Association of Colleges and Schools (SACS), 259–260

Spanish literature course, 176, 187

Speaker credibility, 284

Special pedagogical challenge, 77, 80–81

Specialization, 16

Speck, B. W., 288

Spence, L., 1

Spirit, of good teaching, 279, 289–290

Spiritual dimension, 287–288

“Spirituality in Higher Education” (Hoppe and Speck), 288

Standardized testing, 6

Standards. See Criteria and standards

Stanford University, 15

State governments: accountability programs of, 6; performance-based appropriations by, 6

Statistics courses: significant learning goals for, 85–88; special pedagogical challenge for, 80–81

STEM, 18–19

Step one (identify situational factors), 75–82, 293–294

Step two (identify learning goals), 82–92

Step three (formulate feedback and assessment procedures), 92–111, 294

Step four (select teaching and learning activities), 114–138, 295

Step five (integration of primary components), 138–141
Step six (create thematic structure), 142–144, 295
Step seven (select/create teaching strategy), 144–153, 296
Step eight (overall scheme integration), 153–156, 296–298
Step nine (grading system development), 156–158, 298
Step ten (debugging), 158–159, 298–299
Step eleven (write course syllabus), 159, 299
Step twelve (course evaluation planning), 159–161, 299
Sternberg, R. J., 45–46
Stevens, D. D., 306
Stories, indirect learning from, 122, 181
Strategies, teaching. See Teaching strategies
Student Engagement Techniques (Barkley), 306
Student learning outcomes: in Band/Orchestra Directors course, 212–213; calls for change based on, 16–20; concerns about, 4–6; due to integrated course design, 165; in Electronics Lab case study, 204–207; improvement of, possibilities for, 20–25; institutional assessment of, 236–238, 259–260; national organization reports on, 15–18; shortcomings of, 2–6, 16–18; skills included in, 44; teaching practices that facilitate, 3; teaching practices that limit, 3–4. See also Course goals; Curricular goals; Learning; Learning goals; Quality
Students: boredom of, 27–28, 166; caring of, 55–56; concerns of, 5–6; connecting academics with personal lives of, 50; course design and, 161–164; development of, for new ways of learning, 253–254, 269; distinguishing characteristics of, for course design, 79; faculty evaluation by, 248, 249–250; human significance of good learning for, 273–292; impact of integrated course design on, 165, 204–207, 210–216, 219; involving, in course design decisions, 162–163; learning how to be better, 57–58, 177, 232; learning needs of today’s, 274–275; nontraditional, increase in, 15; old versus new paradigm of, 22; preferred learning styles of, 79; resistance of, to new ways of teaching, 161–162, 223, 253; risks with, in active learning, 192–193; self-assessment by, 94, 102–105, 204, 212, 214; as self-directed learners, 59–60, 178–179, 277; teachers’ problems with, 27–28, 166; traditional, changes in, 15. See also Learner characteristics; Teacher-student relationship
Study skills development, 57–58, 177
Subject matter: acquisition of, in course case examples, 186–188; analysis of, 77, 78–79; questions about, listed, 77; teacher’s competence in, 25, 80, 82, 286–287. See also Content; Foundational knowledge
Support. See Organizational support; Resources
“Survey of Teaching Effectiveness,” 212
Sutherland, T. E., 115
Svinicki, M. D., 23–24, 308
Syllabus, writing the, 159, 299
Syracuse University, 81, 235, 238
Tagg, J., 20–21
Tang, C., 69, 303–304, 305
Tax Law course, 175
Taxonomy for Learning, A (Anderson and Krathwohl), 305
Taxonomy of significant learning, 7, 31–63; applied to learning goals, 82–91; applied to learning portfolios, 133–134; Bloom taxonomy and, 33–34; categories in, 34–37; chart of, 35; development of, 31–33, 34; dynamic relationships in, 37–38; learning sub-types in, 41–42; literature on college teaching and, 40–65; paradigm shift of, 61–65. See also Application; Caring; Foundational knowledge; Human dimension; Integration; Learning how to learn
Teacher-as-helmsman metaphor, 278–279
Teacher characteristics: analysis of, 77, 79–80; questions about, listed, 77
Teacher credibility, 284–285
Teacher education course, 175, 178, 179, 187–188
Teacher evaluation, 159–161, 248–251
Teacher-student relationship: as component of teaching, 25, 26; enhancing, 283–288; leadership in, 285–287; paradigm shifts for, 22; teacher credibility and, 284–285

Teachers. See Faculty


Teaching and learning activities. See Activities

Teaching and learning centers, 233–234, 235, 239, 251–253, 269

Teaching at Its Best (Nilson), 23, 307

Teaching certificate programs, 233–234, 252, 268


Teaching for Quality Learning (Biggs and Tang), 304, 305

Teaching Naked (Bowen), 306

Teaching portfolio, 179

Teaching practices: new forms of, 23–25; that facilitate student learning, 3; that limit student learning, 3–4

Teaching Professor, 265

Teaching skills assessment, 80. See also Evaluation

Teaching strategies: of accelerated learning, 150–152; analytic exercise in, 145–146; castle top diagramatic template for, 146, 150, 165, 297; decision guide for, 296; in Electronics Lab case study, 198–199; examples of, 146–153; integration of, with course structure, 153–156; journals on, 265–266; and overall theme creation, 153–156; of problem-based learning (PBL), 24, 146–149; selecting/creating, 144–153; summary of, 152–153; teaching techniques versus, 144–146, 152–153, 265–266; of team-based learning, 146–149, 161–162. See also Sequence of events

Teaching techniques, 144–146, 152–153, 265–266

Team-based learning, 24, 146–149; resources for, 307; student resistance to, 161–162; teacher self-transformation in, 194

Team-Based Learning (Michaelsen et al.), 307

Team teaching, 49

Teambasedlearning.org, 146

Technological Innovations honors course, 175, 178, 179, 180, 184, 185

Textbooks: large, 5; passive learning from, 119–120, 127–128, 186–187

Theater, 214

Thematic course structure: clarifying and sharing, 163–164; creating a, 142–144, 295;
graphic illustration of, 163–164; integrating question for, 163
Thinking skills: as application learning, 45–48; in course examples, 184–185; deficiencies in, 2–3, 19–20; triarchic view of, 45–48, 47
Third-order consciousness, 194
TIAA/CREF, 252–253
Time, faculty: allocation of, 223, 244–246, 250, 268; constraints on, 222, 223, 250; 20/40 percent rule for, 244–246
To Know as We Are Known (Palmer), 287
Tools for Teaching (Davis), 23, 308
Topics: design approach of listing, 68, 82; overall scheme of, 153–156; selecting and organizing, 142–144, 295
Tough, A., 59, 276
Transforming Higher Education (Dolence and Norris), 13–14
Trustworthiness, perceptions of teacher, 284–285
Tutors, in problem-based learning, 149–150

U
Udel.edu/inst, 149
Understanding by Design (Wiggins and McTighe), 69, 304
United Farm Workers, 213
Universidad El Bosque, 229–230
University of Chicago, 15
University of Groningen, 234
University of Minnesota, 195
University of New Mexico, 161–162
University of Oklahoma: assessment at, 99; integrated business core (IBC) program of, 124–126, 127; interdisciplinary learning at, 4949; learning about others in, 52; Los Angeles river project of, 45, 126, 127; music education program at, 210–213; “Sooner City” engineering project at, 124, 127; taxonomy of significant learning development at, 31–32; team-based learning in, 52
University of Phoenix, 14
University of South Carolina, 57
University of Texas, 6

V
Vaill, P. B., 275
Valencia Community College, 234
Values development: calls for, 17; caring and, 55; from Rural and Urban Ethnic Movements course, 214–215
Variety, 154
Vaz, R. F., 232
Virtual universities, 14, 257
Virtual University, 14
Voluntary system of accountability (VSA), 260–261
Voluntarysystem.org, 260–261

W
Wagener, U., 258
Walvoord. B. E., 93, 99–100, 145–146, 186, 202, 305
Web research, 128, 135–138
Weimer, M., 160, 162, 265
Western Association of Schools and Colleges, 260
What the Best College Teachers Do (Bain), 23
Wiggins, G., 24, 69, 71, 93, 95, 96, 98, 110, 303, 304, 305
Wilkerson, I., 149
“Wingspread Declaration” (Campus Compact), 17, 259
Wise, I., 2–3
Wlodkowski, R. J., 133
Woods, D., 149
Worcester Polytechnic Institute, 232–233
Workplace skills: assessment in context and, 96, 97–98; critical competencies for, 19; educational goal of, 227; formal programs for, 276
Wright, B. D., 238
Writing: questions for, 129; reflective, 128–135; substantive, 129–130
Writing-across-the-curriculum, 23, 231
Writing assessment, 99

Z
Zinsser, W., 23
Zlotkowski, E., 24
Zubizarreta, J., 25, 132, 306
Zull, J. E., 23