

CONTENTS

- PREFACE 1
L. Dee Fink
1. Shoeboxes and Taxes: Integrated Course Design Unleashes
New Creativity for a Veteran Teacher 9
Marsha M. Huber
Although she had been teaching for many years, the author found integrated course design put her on a road to new creativity and continual improvement in her course on federal taxation.
2. Bringing Language to Life in Second-Year Spanish 17
Debra Dimon Davis
As a community college teacher, the author imagined her students able to use their Spanish in real-life situations and used integrated course design to make it happen.
3. More Significant and Intentional Learning in the Economics
Classroom 25
Laurence Miners, Kathryn Nantz
The teachers of two courses in microeconomics used the taxonomy of significant learning to help students see the importance of this subject.
4. Inspiration and Intellect: Significant Learning in Musical
Forms and Analysis 35
Bruce C. Kelley
The author took a widely taught course and used integrated course design to not only deepen students' ability to analyze musical forms but to learn creatively with those forms.
5. Using Fink's Integrated Course Design: How a Book Changed
Our Students' Learning, Our University, and Ourselves 43
*Carolyn R. Fallahi, Laura E. Levine, Joan M. Nicoll-Senft, Jack T. Tessier,
Cheryl L. Watson, Rebecca M. Wood*
Teachers in several departments collaborated in their effort to redesign their courses and collected data for a meta-analysis of their ability to achieve multiple kinds of significant learning.
6. Using Integrated Course Design to Build Student
Communities of Practice in a Hybrid Course 53
Harriet R. Fayne
Faced with teaching a new subject in a new format, the author used student learning communities to empower students to take responsibility for their own learning.

7. Integrating Big Questions with Real-World Applications: Gradual Redesign in Philosophy and Art History <i>Marice Rose, Roben Torosyan</i> By working together, the authors found ways to help students find relevance in courses that often alienate students.	61
8. Integrated Design of a Virology Course Develops Lifelong Learners <i>Joseph C. Mester</i> This chapter describes greater engagement and enhanced student learn- ing in a biology course as a result of integrated course design.	71
9. An "Extreme Makeover" of a Course in Special Education <i>Joan M. Nicoll-Senft</i> The author used the tools of integrated course design to deconstruct and remodel a graduate course for teachers of students with disabilities.	81
10. Sooner City: Reflections on a Curriculum Reform Project <i>Randall L. Kolar, David A. Sabatini, K. K. Muraleetharan</i> The authors used the taxonomy and principles of integrated course design to create a four-year design theme throughout multiple courses in the curriculum.	89
11. Still Learning <i>L. Dee Fink</i> The author continues to find new ways to implement the principles of integrated course design in his own course.	97
12. Lessons We Can Learn from the Voices of Experience <i>Arletta Knight Fink, L. Dee Fink</i> What are some general and specific lessons we can learn from the experiences of those who have used integrated course design in their teaching?	105
INDEX	115