Evidence-Based Course Development (EBCD) Guidelines – Prioritization List

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The following is a prioritized list of evidence-based guidelines to help guide where to focus course development efforts in relation to these guidelines. One approach is for instructors to first identify which guideline(s) their course needs the most work on and to then use the following table to help determine which one(s) they should start with. In other words, course development should begin with higher ranking guidelines before moving to lower ranking ones.

* - Guideline is considered a "*Core Guideline*" based on the number of resources that highlight this guideline as being important

Rank	Area	Guideline #	Guideline	Hattie (2009)			InTASC, CLASS, & Quality Matters	Brief Lit. Review
				Avg. Effect Size	# studies	Min. # people	# of Criteria	# Citations
1	IV	3*	Instructor is able to articulate the processes/methods by which they developed their course and these are similar to one or more of the recommended instructional design methods (e.g., ADDIE, backward design, universal design for learning, learner-centered, evidence-based, etc.)	0.69	1,100	54,307	17	41
2	II	1*	The course utilizes varied assessments (e.g., formative and summative, formal and informal) to establish learners' levels of proficiencies in relation to the stated course objectives as well as to guide the course's development	0.62	334	46,453	19	53
3	IV	1*	Instructor is able to articulate: a) specific learning theories and teaching strategies that they might utilize, and b) how these theories and strategies apply to their course	0.61	6,751	1,538,369	7	38
4	V	1*	Course is adapted to learners' relevant prior knowledge, interests, skills, and capabilities; ADA needs are addressed	0.54	7,123	1,713,214	19	77

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5	II	2*	Feedback to learners is: a) positive, b) related to specific objectives and criteria, c) provides suggestions for how learners can continue to progress, and d) are conducted in a "timely" manner, providing learners with feedback that can be implemented in subsequent activities	0.54	3,584	221,744	15	18
6	II	4	When appropriate, self- and peer-assessments and reflections are utilized that are intended to lead to revisions and improvement	0.56	805	3,353	9	14
7	I	1*	Activities and resources intentionally foster learner-learner interactions	0.51	3,246	85,263	15	61
8	I	2*	Activities and resources help learners to progress in higher order thinking and more complex skill development	0.50	5,665	456,819	15	31
9	III	1*	Objectives describe observable and measurable levels of proficiency that are aligned with accreditation, institutional, and/or discipline-specific standards	0.47	1,855	45,247	16	29
10	IV	2*	Course utilizes active teaching and learning strategies. In particular, the following are highlighted in the literature: peer teaching/tutoring; elaboration and self-reflections; real-world projects and activities; metacognitive and study strategies; problem-based learning; workplace experiences; inquiry-based pedagogies; role-playing; modeling followed by learner practice; class discussions; concept mapping; game-based strategies;	0.47	8,731	6,403,329	14	168
11	IV	4	*Mission-Centered Focus*: Course embodies a holistic approach to teaching and learning	0.48	2,671	71,338	3	24

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12	V	3*	*Mission-Centered Focus*: Course has a preferential option for ensuring the success of under-represented, marginalized, and/or lower performing students as well as preparing students to work with these and other diverse populations	0.44	2,844	196,355	12	37
13	I	5*	Learners are guided from one activity to the next in ways that consistently scaffolds their increasing competencies with the key concepts/skills identified by the objectives	0.40	2,535	152,748	23	86
14	V	2	Instructor is able to describe learners' cultural background (e.g., beliefs, customs, practices, etc.) that might be relevant for the course content/skills and is able to adapt the course appropriately	0.37	2,355	10,654,625	10	24
15	I	6	*Mission-Centered Focus*: The class environment is one that is experienced by learners to be safe, inclusive, and caring	0.36	825	130,282	9	7
16	I	3	Course intentionally integrates technologies that are commonly used in society and/or one's discipline	0.33	7,724	8,069,961	16	30
17	I	4	As much as possible, course environment and activities match the diverse and real-world conditions in which students will need to utilize the course content/skills	0.34	1,072	60,762	10	67
18	II	3	Assessments are utilized in accordance with evidence-based recommendations and, whenever possible, their reliability and validity is established	0.34	569	135,925	4	16