

Educational System Guidelines – Course/Instructor Tier – Summary List with Statistics

Fall 2017

The following is a list of evidence-based guidelines along with a summary of the supporting data for each guideline. The underlying framework for these guidelines asserts that there are at least three tiers that impact student learning and development: 1) [Learners](#), 2) [Courses-Instructors](#), and 3) the [Educational Organization](#) in part or as a whole. This list may be used 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 prioritize.

Prepared by: Eric J. Kyle

* - Guideline is considered a “Core Guideline” based on the number of resources that highlight this guideline as being important as well as the effect sizes listed below that are based on Hattie’s meta-analysis findings. InTASC, CLASS, and Quality Matters are evidence-based course assessment tools. For more information on these, click on the hyperlinked text below.

Area	Guideline #	Guideline	Hattie (2009) Effect Size > 0.4 is Desirable			InTASC, CLASS, & Quality Matters
			Avg. Effect Size	# studies	Min. # people	# of Criteria (76 possible)
Objectives	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
Assessments	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

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	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
	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
	4	When appropriate, self- and/or peer-assessments and reflections are utilized that are intended to lead to improved learning and development	0.56	805	3,353	9
Activities, Organization, & Resources	1*	Activities and resources intentionally foster learner-learner interactions	0.51	3,246	85,263	15
	2*	Activities and resources help learners to progress in higher order thinking to improve learning and development	0.50	5,665	456,819	15
	3	Course intentionally integrates relevant and interactive technologies to improve learning and development	0.33	7,724	8,069,961	16
	4	The course helps learners to adapt relevant KSAs* to address real-world issues in authentic contexts	0.34	1,072	60,762	10
	5*	The course has learners engage in activities in ways that consistently scaffolds their increasing competencies for key KSAs*	0.40	2,535	152,748	23

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			Avg. Effect Size	# studies	Min. # people	# of Criteria (76 possible)
	6	<i>Mission-Centered Focus:</i> The class environment is one that is experienced by learners to be safe, inclusive, and caring	0.36	825	130,282	9
Teaching & Learning Theories	1*	Instructor is able to articulate: a) specific and holistic learning theories and teaching strategies that they might utilize; and b) when and how these theories and strategies might apply	0.57	9,422	1,609,707	10
	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
	3*	Instructor is able to demonstrate the processes/methods by which they develop their course and there is alignment among course elements	0.69	1,100	54,307	17
Learner-Background	1*	Course is adapted to learners' relevant prior knowledge, interests, skills, and capabilities and ADA considerations are addressed	0.54	7,123	1,713,214	19
	2	Instructor is able to appropriately modify the course in light of learners' diverse cultural locations (e.g., SES, ethnicity, gender, age, etc.)	0.37	2,355	10,654,625	10

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	3*	<i>Mission-Centered Focus:</i> In pursuit of learning objectives, the course engages learners in diverse cultural experiences with under-represented and marginalized communities that proactively reduce biases and increase justice for these populations. (Data presented is for strategies that work directly with students from these backgrounds to help them be successful).	0.44	2,844	196,355	12
Prof. Dev., Leadership, & Scholarship	1*	Instructor engages in and supports professional development opportunities related to improving their educational competencies	0.65	1,084	47,000	7
	2	Instructor actively participates in leadership roles and responsibilities that improve the institution's education and culture	0.36	491	1,133,657	11
	3*	Instructor conducts evidence-based practice and/or scholarly projects that improve the quality of education	0.56	1,142	139,760	24