



Shifting from Content-Based Learning to Concept-Based Learning

| Course Characteristics | Content-Based | Concept-Based |
|--------------------------------|---|--|
| Content is organized around... | <ul style="list-style-type: none"> • Topics and facts | <ul style="list-style-type: none"> • Big ideas and concepts • Essential questions from the discipline |
| Curricular alignment is... | <ul style="list-style-type: none"> • Claimed but not demonstrated | <ul style="list-style-type: none"> • Clearly connected to course elements • An opportunity for active reflection |
| Critical thinking is... | <ul style="list-style-type: none"> • Hoped for but not purposefully pursued | <ul style="list-style-type: none"> • Integrated by systematically addressing students' misconceptions |
| Purpose of assessment is... | <ul style="list-style-type: none"> • Summative evaluation (assign grades) | <ul style="list-style-type: none"> • Formative, providing opportunities for practice and feedback |
| Evidence of learning is... | <ul style="list-style-type: none"> • Tests and decontextualized assignments | <ul style="list-style-type: none"> • Authentic performance tasks • Reflection • Formative assessment |
| Assessment criteria are... | <ul style="list-style-type: none"> • Faculty owned and rarely shared in any detail | <ul style="list-style-type: none"> • A teaching tool shared with students for practice |
| Faculty role is... | <ul style="list-style-type: none"> • Imparting knowledge | <ul style="list-style-type: none"> • Coaching for learning |
| Student role is... | <ul style="list-style-type: none"> • Receiving knowledge, often passively | <ul style="list-style-type: none"> • Actively making sense of the course or discipline's conceptual framework |



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Adapted from Hansen, E. (2011). *Idea-based learning*. Sterling, VA: Stylus Publishing.