

Marking Your Faculty Information Form

The *Faculty Information Form* (FIF) describes your course and provides critical information needed to generate your report. If the FIF is not marked correctly, the processing of your course may be incomplete or inaccurate.

IDEA Objectives

Using the scale provided, identify the relevance of each of the twelve objectives to the course. It is important to remember that no course can be all things to all students. We recommend that you select no more than 3-5 objectives either as "Essential" or "Important," *prioritizing* what you want students to learn in your course. As a general rule, if you choose three objectives, *only one* should be "Essential"; if you choose five, *only two* should be "Essential." The weighting system used to generate summary results in the IDEA report (Progress on Relevant Objectives) weighs Essential objectives "2," Important objectives "1," and Minor objectives "0."

Mark each objective as:

M = "Minor or No Importance"; **I** = "Important"; or **E** = "Essential" by blackening the appropriate letter.

In selecting "Essential" or "Important" objectives, ask yourself three questions:

1. Is this a *significant* part of the course?
2. Do I do something *specific* to help the students accomplish *this* objective?
3. Does the student's progress on this objective affect his or her *grade*?

If you answer "Yes" to one or more of these questions, then that objective should probably be weighted "E" or "I" on the *Faculty Information Form*. The phrase "Minor or No Importance" recognizes that in most courses some of the twelve objectives will be considerably less important than others, even though some attention may be given to them. An "M" should be selected on the *Faculty Information Form* for such objectives.

The following brief summary organizes the objectives into six groups. The numbers used for each objective (1-12) correspond to the numbers used on the *Faculty Information Form*. It is recommended that the meaning of the objectives is discussed with your class early in the semester so a common understanding is reached. For a more thorough discussion about selecting IDEA Objectives, please see, "Some Thoughts on Selecting IDEA Objectives" (<http://www.theideacenter.org/SelectingObjectives>).

Basic Cognitive Background

1. Gaining factual knowledge (terminology, classifications, methods, trends)

Objective's focus: building a knowledge base

2. Learning fundamental principles, generalizations, or theories

Objective's focus: connecting facts, understanding relationships

Application of Learning

3. Learning to *apply* course material (to improve thinking, problem solving, and decisions)

Objective's focus: applying what you have learned in this class to clarify thinking or solve problems

4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

Objective's focus: developing skills, abilities, or attitudes of a beginning professional

Expressiveness

6. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)

Objective's focus: flexibility and divergence in thinking, elaboration of thoughts and insights, imagination, expressiveness of individuality

8. Developing skill in expressing oneself orally or in writing

Objective's focus: effective oral and written communication

Intellectual Development

7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)

Objective's focus: gaining and valuing a "Liberal Education"

10. Developing a clearer understanding of, and commitment to, personal values

Objective's focus: developing a sound basis for making lifestyle decisions

11. Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view

Objective's focus: higher level thinking skills (either within or outside of a disciplinary context)

Lifelong Learning

9. Learning how to find and use resources for answering questions or solving problems

Objective's focus: functioning as an independent learner

12. Acquiring an interest in learning more by asking questions and seeking answers

Objective's focus: developing attitudes and behaviors to support lifelong learning

Team Skills

5. Acquiring skills in working with others as a member of a team

Objective's focus: learning to function effectively in multiple team roles