



# Course Design

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CENTER FOR TEACHING EXCELLENCE

Haas School of Business | University of California, Berkeley

# Today's goals and agenda

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- Identify best practices of designing a course
- Understand how students learn
- Understand the elements of Haas' Teaching Excellence Model
- Apply a student-centered approach to all aspects of instruction

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# TEACHING AND LEARNING

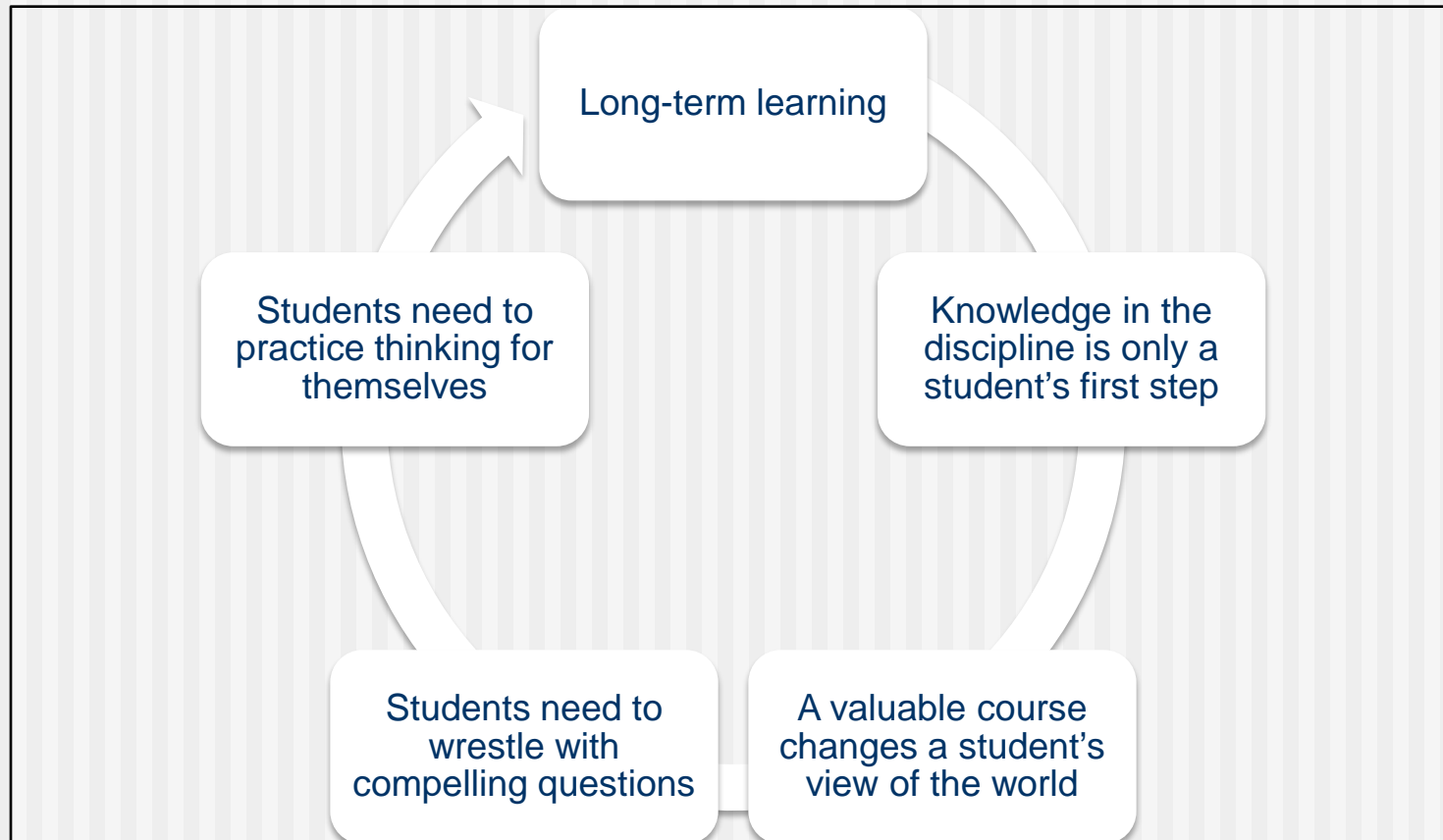


# Teaching and Learning: Excellent teaching

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- What do excellent instructors do to create a world class course?
- Excellent teachers: do whatever helps students achieve long-term learning.

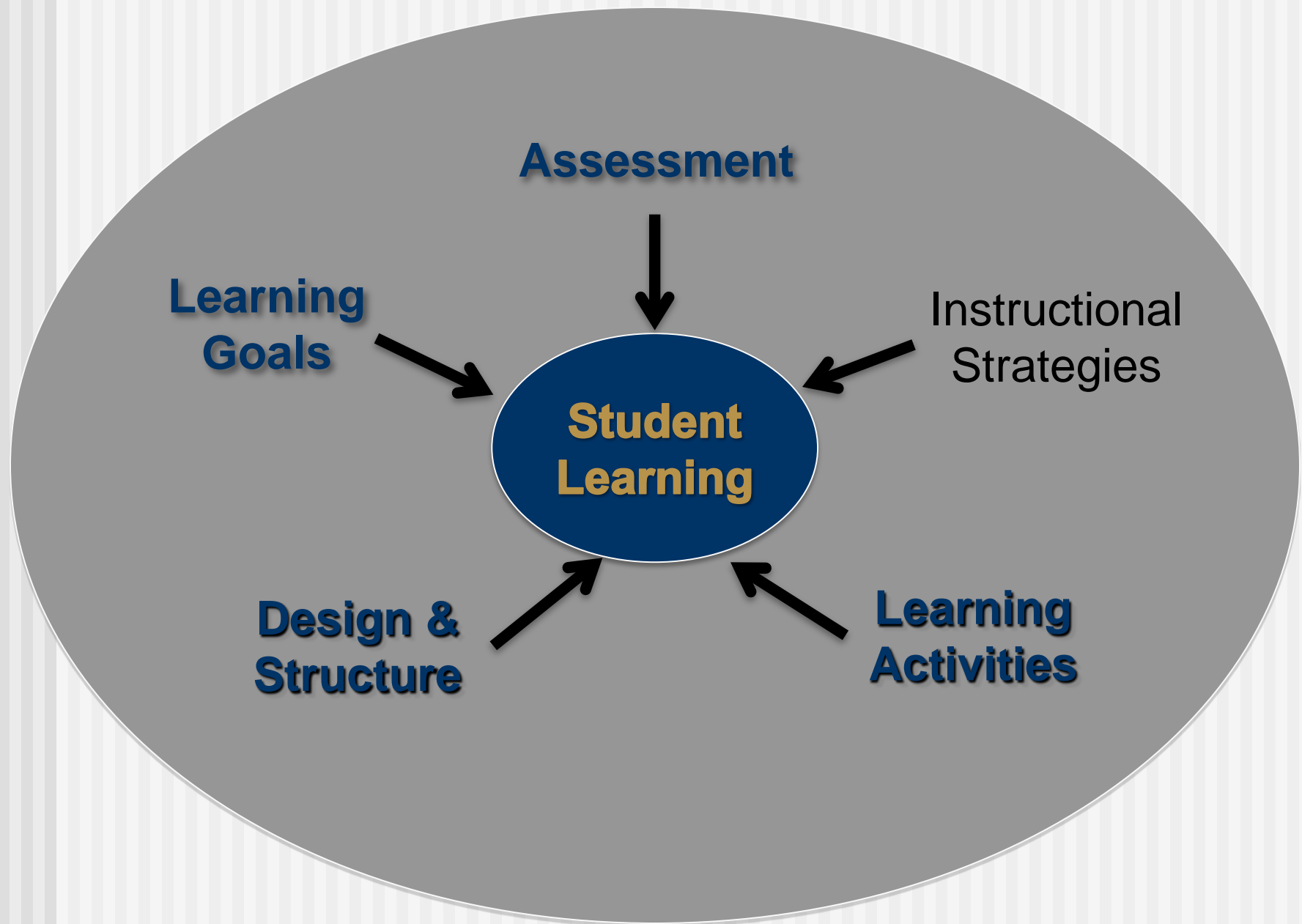
# Teaching & Learning: A philosophy



Developed in *Cutting Edge*, by Barbara J. Tewksbury (Hamilton College) and R. Heather Macdonald (College of William and Mary) (<http://serc.carleton.edu/NAGTWorkshops/course设计/tutorial/synopsis.html>)



# Haas' Teaching Excellence Model





# Teaching and Learning: Student-centered

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- *What **BIG** questions will this course help **students** answer?*
- *How will the course trigger **students to** build a new understanding of the world?*
- *What questions should **students** grapple with?*
- *What skills and info do **students** need to accomplish these goals?*
- *How does this course fit into the overall curriculum?*

# Teaching and Learning: Connections

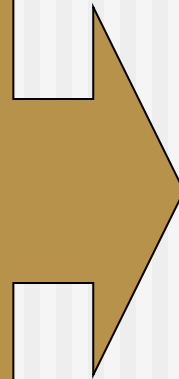
Teaching best practices and long-term learning....

Answer BIG questions

New ways of thinking

Questions for discovery

Skills and information



Knowledge in the discipline is the beginning

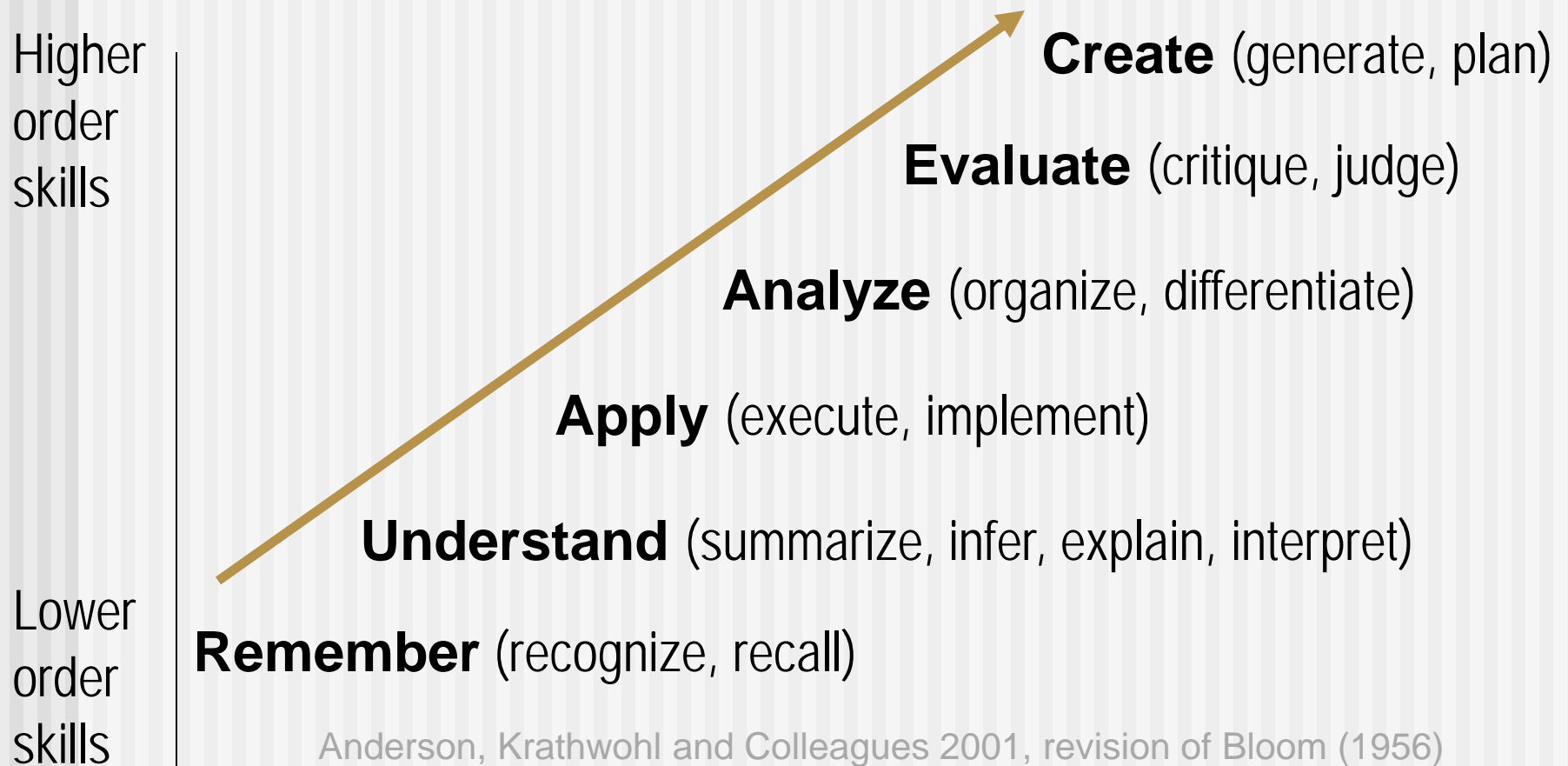
Change a student's view of the world

Students need challenging questions

Students need practice



# Learning goals: Higher order thinking





# DESIGNING YOUR COURSE

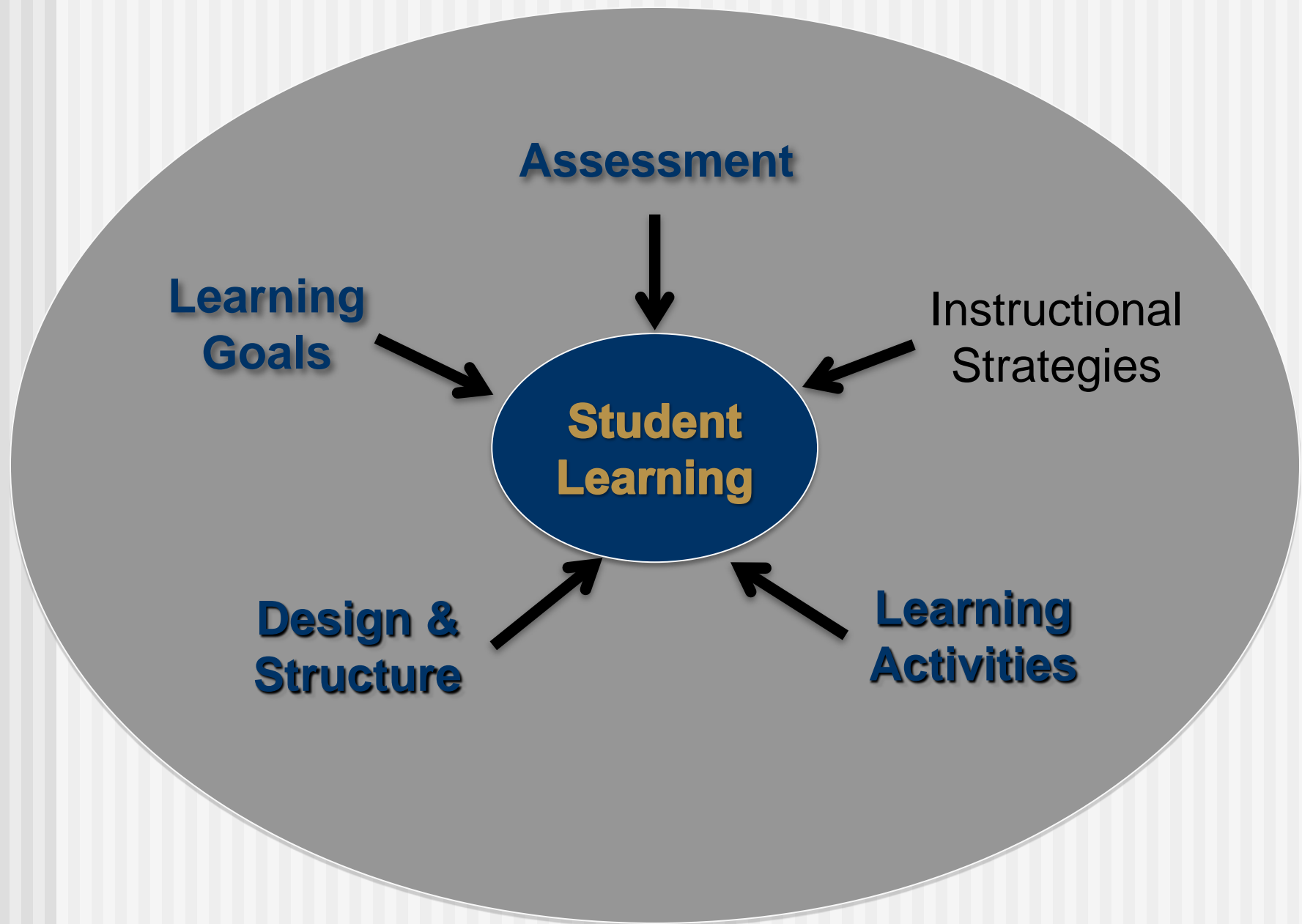
# Designing your course



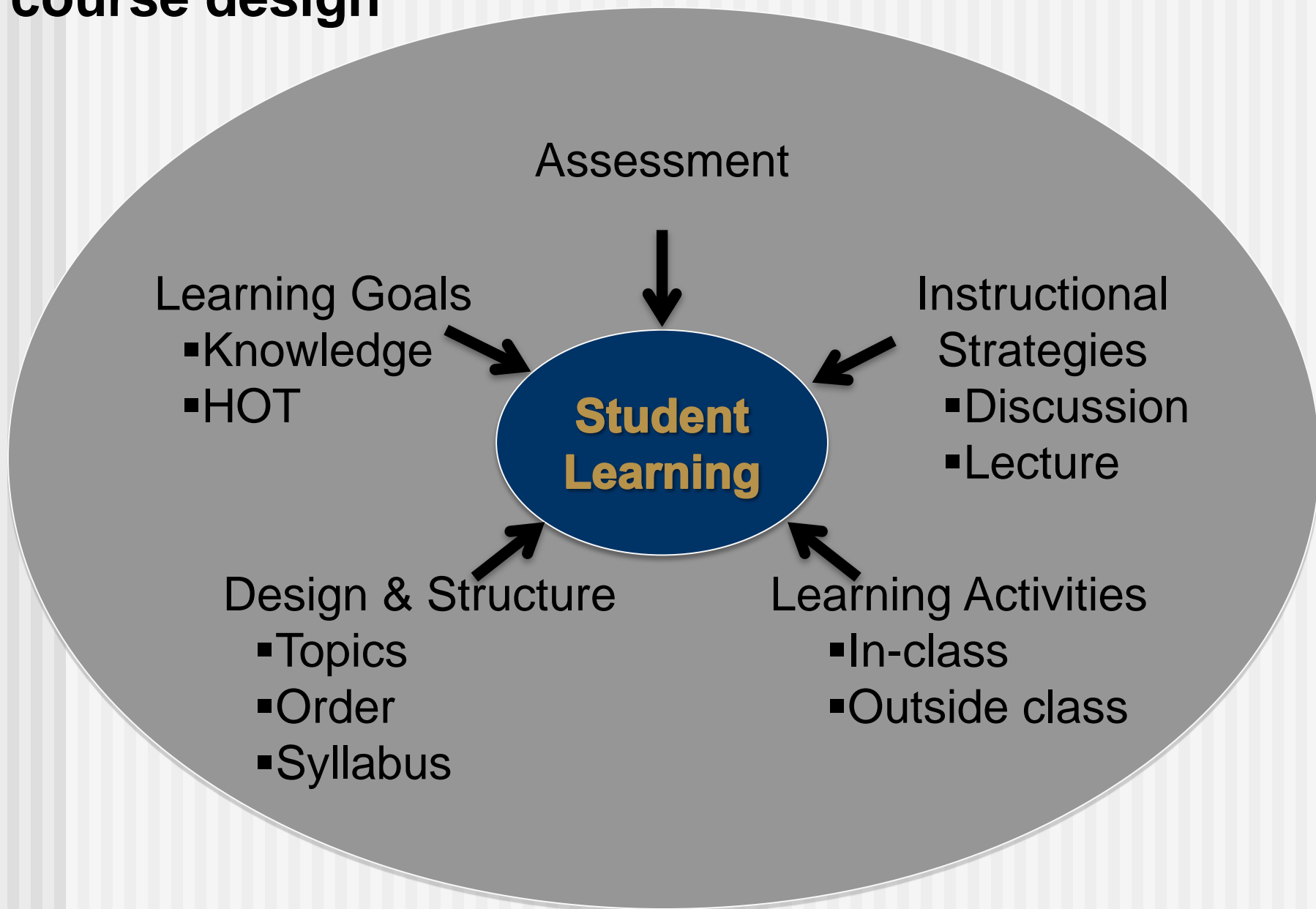
What are the most important parts of designing your course?



# Haas' Teaching Excellence Model

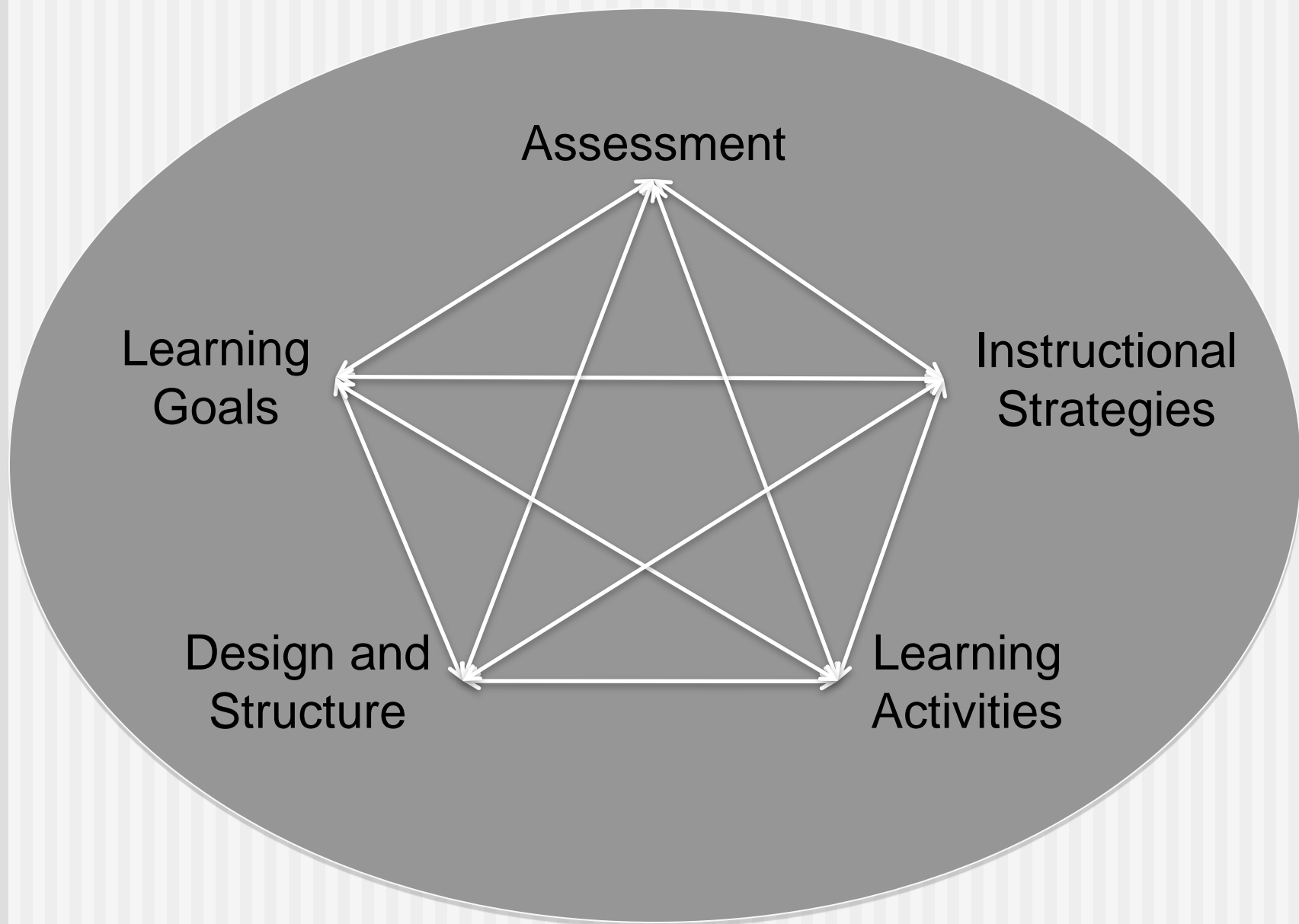


# Student-centered course design





# Alignment





# LEARNING GOALS



# Learning goals

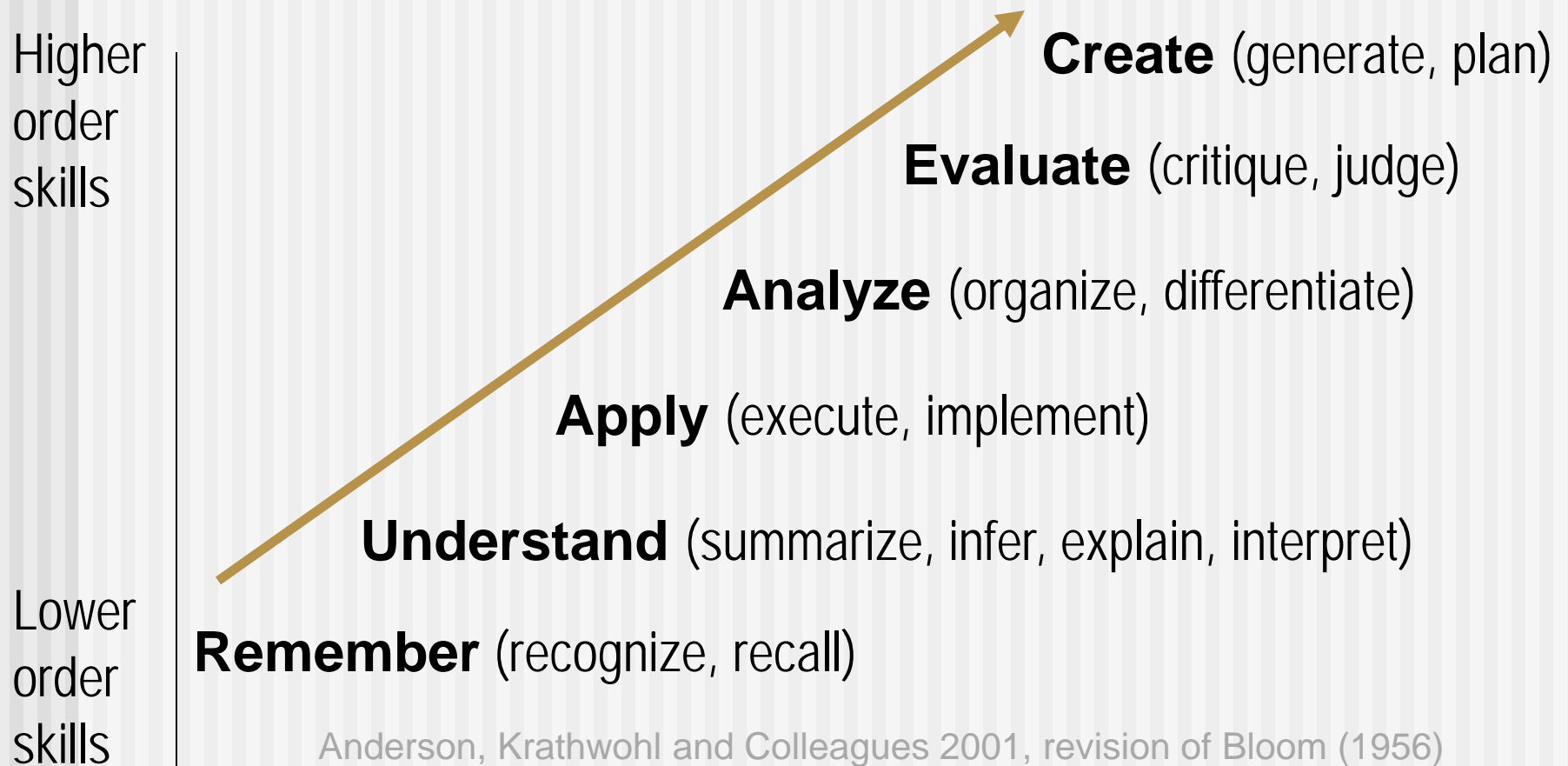
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Why are learning goals important?

*Begin designing the course by defining your goals.  
You can always revise later.*



# Learning goals: Higher order thinking





# Learning goals: Application

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- Refine and then discuss your learning objectives
- Reduce your list. Consider:
  - Students' level of development
  - Where course sits in curriculum
  - Other

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# DESIGN AND STRUCTURE

# Topics

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*Brainstorm  
potential topics to  
cover. Stew over  
it a bit.*

# Course topics: Focus

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***Limit  
yourself to  
4-7 topics***

- *Emphasize the essential.*
- *Focus on the BIG idea*
- *Material of high interest to students*
- *Material that is not covered elsewhere*

# Order: a narrative structure

From *Tools for Teaching* by Barbara Gross Davis, 2009

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## Order the topics...

- Chronologically
- In their real world relationships
- As they are used in business, social or career settings
- Grouped in themes or modules
- Developmental – prereqs, novice, expert



# Design and Structure: Topics and Narrative

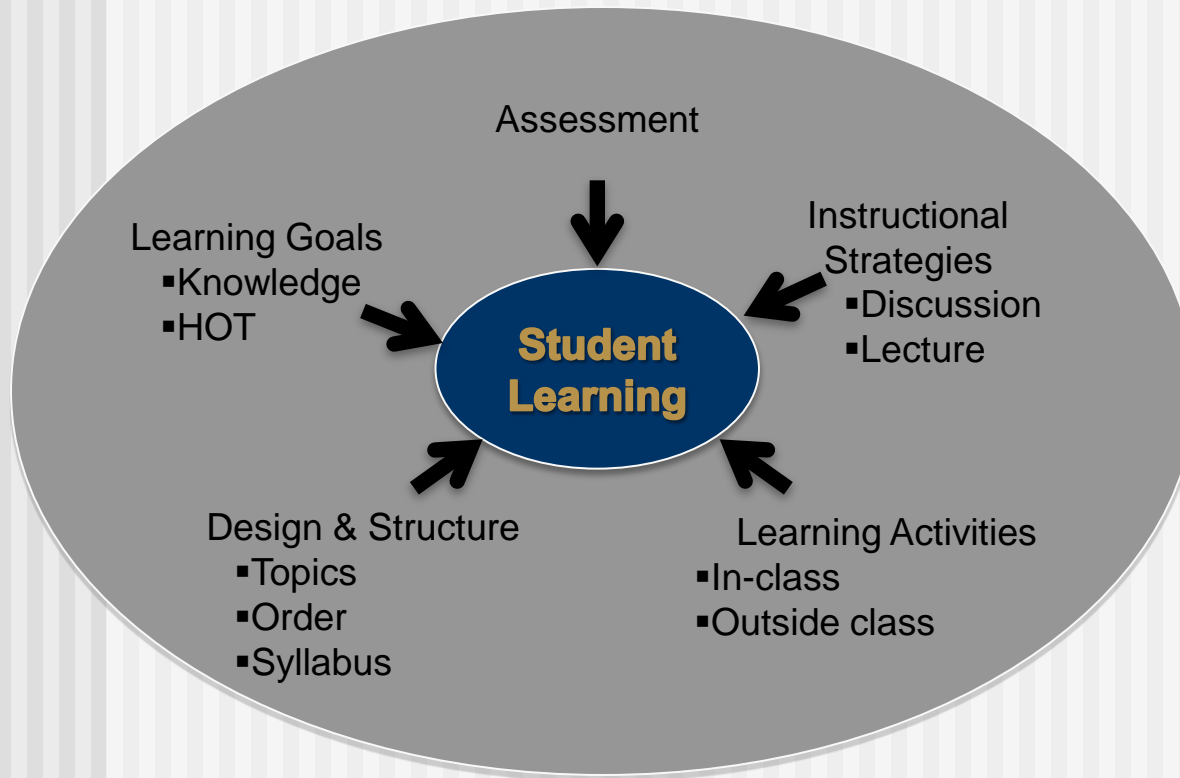
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# LEARNING ACTIVITIES AND INSTRUCTIONAL STRATEGIES



# Learning activities



What should students do – inside or outside of class – to maximize their learning?



# Learning activities

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## In-class

- Discussion or case
- Lecture
- Guest speaker
- Exams or quizzes
- Presentations
- Polling
- Debates

## Outside class

- Problem sets
- Reading text/articles
- Case prep
- Research
- Essays
- Reflections

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# ASSESSMENT AND GRADING



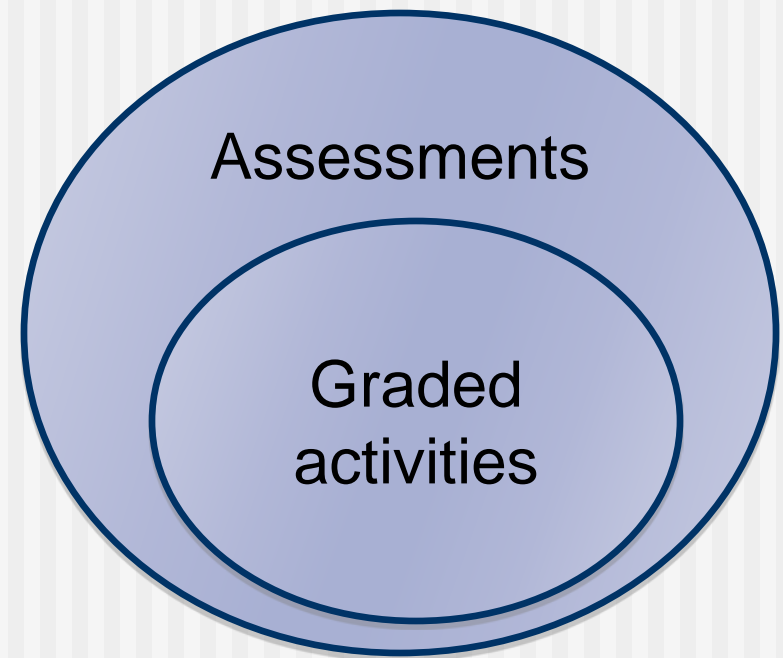
# Assessment: Basics

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- What are they?
- Why do you assess?

# Assessment: Grading

- Assessment evaluates learning (and teaching) outcomes
- Graded activities are a subset of assessments
- Assigning a final grade may include evaluation of behaviors that do not explicitly measure learning (e.g. attendance)





# Assessment: Techniques

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- Use those where student responses will influence your teaching *and* provide feedback about their learning
- Plan your evaluation and feedback, e.g. groups of GAMN, rubrics
- Communicate to students so that they can learn from the assessment, e.g. summary of class answers or examples of best answers
- Using exams and assignments to create a distribution



# Assessment: Grading practices

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## General strategies

- Align learning goals w/graded assignments
- Use a variety of testing formats
- Test skills other than recall i.e. HOTS
- Create final grading distribution that aligns with Haas guidelines

# Haas Grading Policy

(effective May 3, 2013)

- Mean Course GPA Requirements for Masters-level Courses

When assigning grades, the mean GPA in any MBA, EWMBA, or XMBA class with enrollments of 18 or more students should be no more than 3.45 in core courses and 3.50 in elective courses. The mean GPA in any MFE core or elective course should be no more than 3.50.

- Grading Requirements for Undergraduate Courses

When assigning grades to a core course in the undergraduate program, the mean GPA in any class should be no more than 3.20 - 3.40. For elective courses with enrollments of 18 or more, the mean GPA in any class should be no more than 3.40 - 3.60

- <https://groups.haas.berkeley.edu/AcademicAffairs/Bylaws/documents/Policy%20on%20Grading%20-%20May%203,%202013,%20with%20additions.pdf>



# Haas Grading Norms

## ■ Core MBA:

The MBA core courses create a balance between individual performance and the ability to work with others by holding an emphasis on both examinations and participation and group projects. Courses with a specific focus in communication and leadership may weight oral and written assignments greater. The norm is to not have 100% on the final and it is more typical to have a midterm and final.

**Class Participation and Attendance:** Average of 18% (ranging from 0 to 40%)

**Exams:** Average of 52% (ranging from 20 to 90%)

**Writing Assignments:** Average of 17% (ranging from 0-66%)

**Group Projects:** Average of 9% (ranging from 0-40%)

**Other (Cases, Projects, Oral Assignments, Research and Homework):** Ranging from 0-30%

# Haas Grading Norms

## ■ Elective MBA:

The MBA elective courses focus around a variety of case studies. Students are mainly graded on their execution with individual or group projects based on the cases that are taught. Compared to other programs, there is a large emphasis placed on participation across a majority of these courses. The norm is to not have 100% on the final and it is more typical to have a midterm and final.

**Class Participation and Attendance:** Ranging from 0-40%

**Exams:** Ranging from 0-80%

**Writing Assignments:** Ranging from 0-50%

**Group Projects:** Ranging from 0-80%

**Other (Cases, Projects, Oral Assignments, Research and Homework):** Ranging from 0-40%

# Haas Grading Norms

## ■ Core Undergraduate:

A vast majority of the undergraduate core courses place a large emphasis on examinations, ranging from 50-85% depending on the topic being taught. The remainder of the course grade is placed on student attendance, participation and assignments. The norm is to not have 100% on the final and it is more typical to have a midterm and final.

**Class Participation:** Average of 9% (Ranging from 0-20%)

**Exams:** Average of 60% (Ranging from 0-85%)

**Writing Assignments:** Ranging from 0-40%

**Group Projects:** Average of 13% (Ranging from 0-40%)

**Other (Cases, Projects, Oral Assignments, Research and Homework):** Ranging from 0-30%

# Haas Grading Norms

## ■ Elective Undergraduate:

The undergraduate elective courses place a large emphasis on examinations and group projects. Courses with a specific focus in communication and leadership may have a higher weight on oral and written assignments. The importance of student attendance and participation remains similar to that of the undergraduate core courses. The norm is to not have 100% on the final and it is more typical to have a midterm and final.

**Class Participation:** Ranging from 0-40%

**Exams:** Ranging from 0-90%

**Writing Assignments:** Ranging from 0-65%

**Group Projects:** Ranging from 0-45%

**Other (Cases, Projects, Oral Assignments, Research and Homework):** Ranging from 0-30%

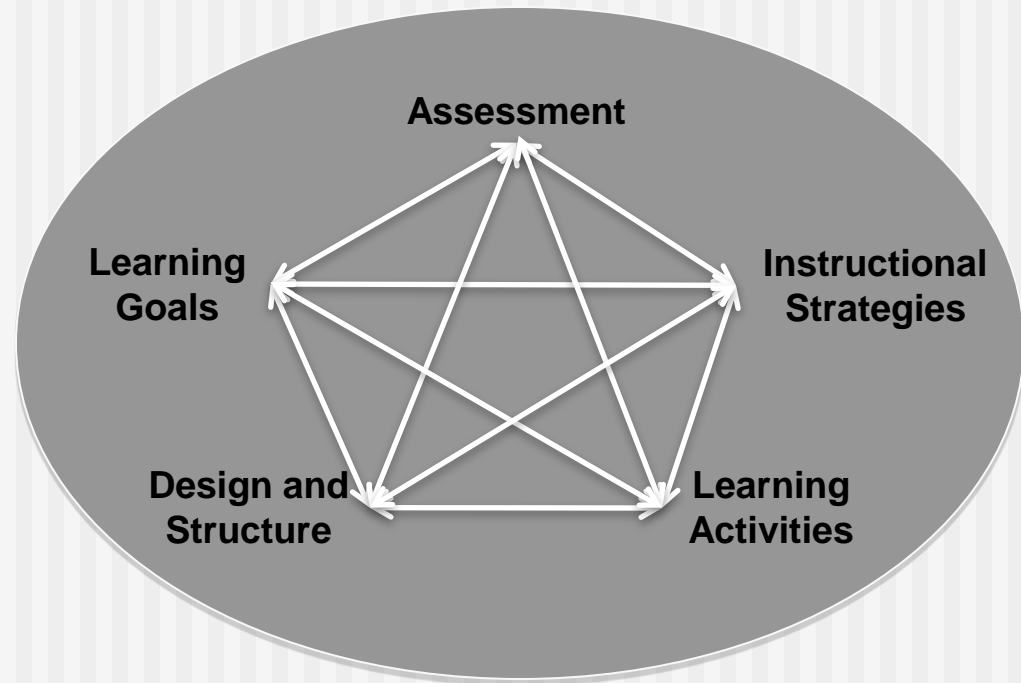
# Alignment

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# Alignment in Practice

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# SYLLABUS





# Syllabus: The Plan

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- Summarizes course narrative, course goals, student activities
- Syllabus is the roadmap for the students
- Your syllabus represents the contract between you and your students





# Syllabus: Application

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Turn to the handout. Review the list of items to include in the syllabus.

What questions do you have?

# Final comments about structure and design

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- This is not rocket science!
- Upfront effort and preparation will result in an enjoyable and rewarding experience teaching at Haas.

# Questions?

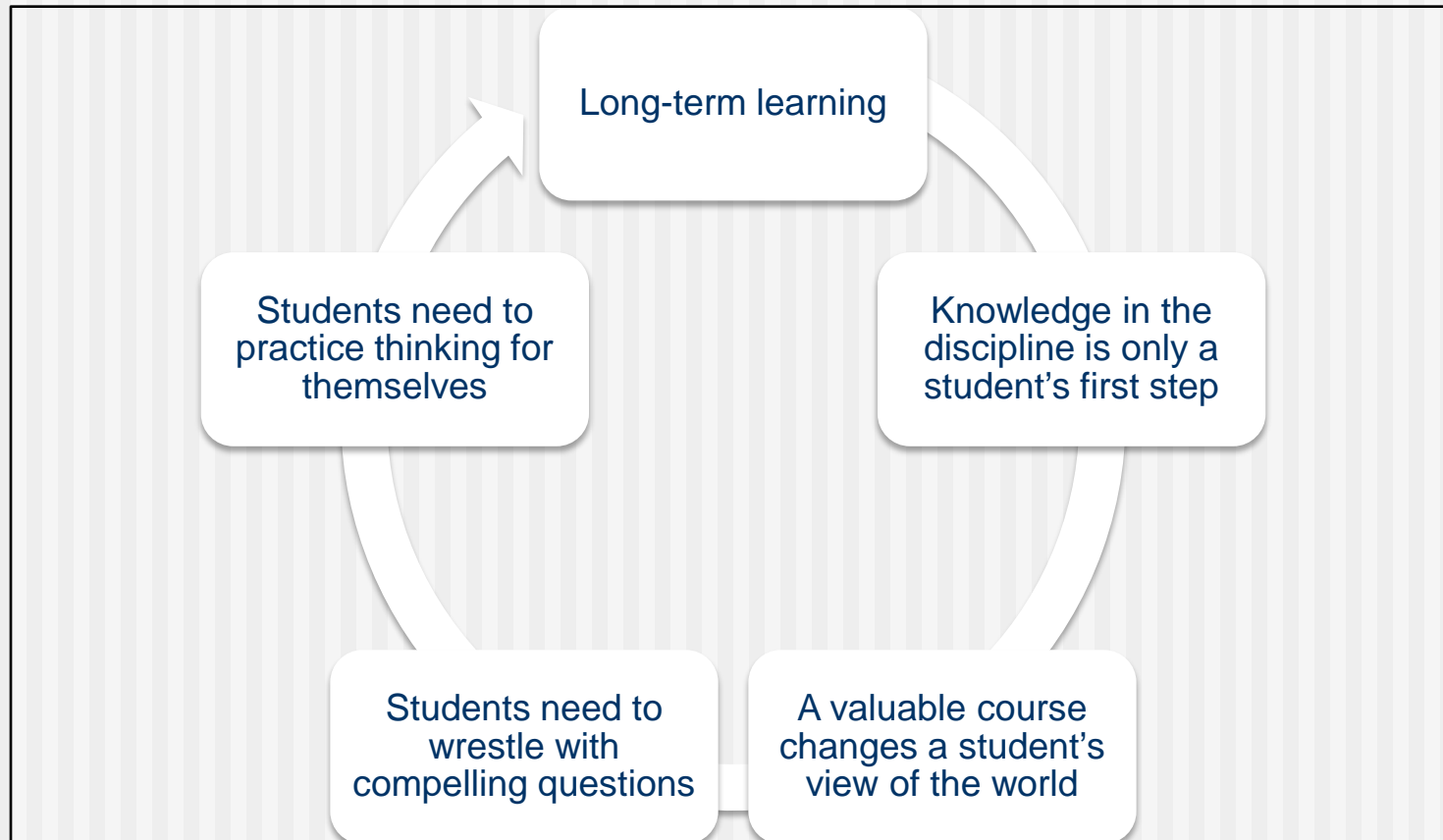
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# Backup Slides

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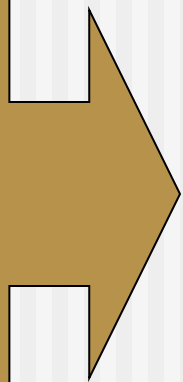
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Change a student's view of the world

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# Learning goals: Types

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There are two kinds of objectives to consider:

- Concepts and tools from your discipline
- Higher order thinking skills - HOTS





# Learning goals: Concepts and tools

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- What important ideas and facts do students need to understand the BIG questions in the discipline?
- Be explicit

E.g. from a Haas Management of Technology Course:

*“Students will understand new product development processes as well as useful tools, techniques and organizational structures that support new product development practice. “*



# Learning goals: Higher order thinking

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- What new ways of thinking should students acquire?
- Be explicit

E.g. from a Haas Competitive Strategy Course:

*“The goal of the course is for students to develop an analytic tool kit for understanding strategic issues and to enrich their appreciation for the thought processes essential to strategic analysis.”*