Learning Goals

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Special Thanks to Adam Berman for Designing Original Versions of this Presentation
Learning goals: Higher order thinking

- **Remember** (recognize, recall)
- **Understand** (summarize, infer, explain, interpret)
- **Apply** (execute, implement)
- **Analyze** (organize, differentiate)
- **Evaluate** (critique, judge)
- **Create** (generate, plan)

Anderson, Krathwohl and Colleagues 2001, revision of Bloom (1956)
DESIGNING YOUR COURSE
Designing your course

What are the most important parts of designing your course?
Student-centered course design

Student Learning

Assessment

Instructional Strategies
- Discussion
- Lecture

Learning Goals
- Knowledge
- HOT

Design & Structure
- Topics
- Order
- Syllabus

Learning Activities
- In-class
- Outside class
Alignment

- Learning Goals
- Design and Structure
- Instructional Strategies
- Learning Activities
- Assessment

The diagram illustrates the alignment between learning goals, design and structure, instructional strategies, learning activities, and assessment, with bidirectional connections indicating interdependence and integration.
LEARNING GOALS
Learning goals

Why are learning goals important?

Begin designing the course by defining your goals. You can always revise later.
Teaching and Learning: Student-centered

- 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?
Teaching and Learning: Connections

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

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Learning goals: Types

There are two kinds of objectives to consider:

- Concepts and tools from your discipline
- Higher order thinking skills - HOTs
Learning goals: Concepts and tools

- 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

- 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.”
Teaching & Learning: A philosophy

Long-term learning

Students need to practice thinking for themselves

Knowledge in the discipline is only a student’s first step

Students need to wrestle with compelling questions

A valuable course changes a student’s view of the world

Developed in Cutting Edge, by Barbara J. Tewksbury (Hamilton College) and R. Heather Macdonald (College of William and Mary) (http://serc.carleton.edu/NAGTWorkshops/coursedesign/tutorial/synopsis.html)
Student-centered course design

- **Learning Goals**
  - Knowledge
  - HOT

- **Design & Structure**
  - Topics
  - Order
  - Syllabus

- **Instructional Strategies**
  - Discussion
  - Lecture

- **Learning Activities**
  - In-class
  - Outside class

- **Assessment**
Learning goals: Application

- Refine and then discuss your learning objectives

- Reduce your list. Consider:
  - Students’ level of development
  - Where course sits in curriculum
  - Other
Alignment
Questions?