Course Design

Adam Berman
Frank Schultz

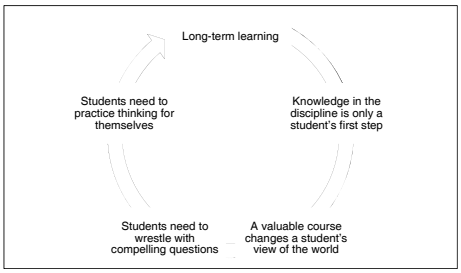
CENTER FOR TEACHING EXCELLENCE
Haas School of Business | University of California, Berkeley

Today's goals and agenda

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

TEACHING AND 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/coursedesign/tutorial/synopsis.html)

Teaching and Learning: Excellent teaching

- What do excellent instructors do?
- Excellent teachers: do whatever helps students achieve long-term learning.

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

Teaching best practices and long-term learning….

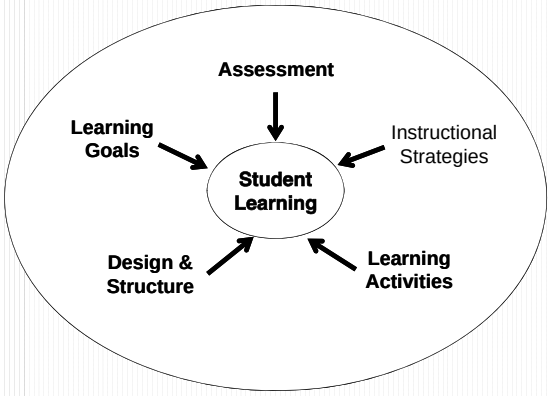
Answer BIG questions	Knowledge in the discipline is the beginning
New ways of thinking	Change a student's view of the world
Questions for discovery	Students need challenging questions
Skills and information	Students need practice

DESIGNING YOUR COURSE

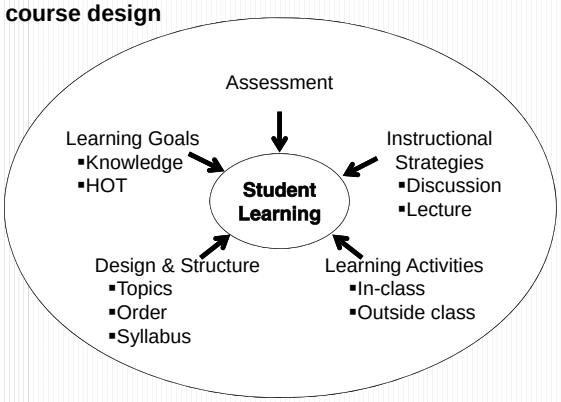
Designing your course

What are the most important parts of designing your course?

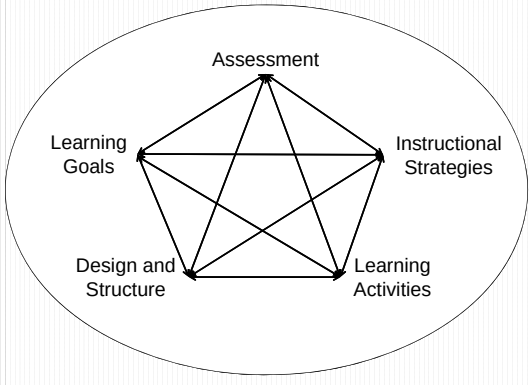
Haas' Teaching Excellence Model



Student-centered course design



Alignment



LEARNING GOALS

Haas Defining Principles

- Question the Status Quo

We lead by championing bold ideas, taking intelligent risks and accepting sensible failures. This means speaking our minds even when it challenges convention. We thrive at the world's epicenter of innovation.

- Confidence Without Attitude

We make decisions based on evidence and analysis, giving us the confidence to act without arrogance. We lead through trust and collaboration.

Haas Defining Principles

- Students Always

We are a community designed for curiosity and lifelong pursuit of personal and intellectual growth. This is not a place for those who feel they have learned all they need to learn.

- Beyond Yourself

We shape our world by leading ethically and responsibly. As stewards of our enterprises, we take the longer view in our decisions and actions. This often means putting larger interests above our own.

Berkeley Innovative Leader Development (BILD)

The Path to Innovative Leadership

"BILD leverages the innovative nature of the Berkeley-Haas culture to prepare leaders who are ready to meet 21st-century challenges—to find the solutions that will drive business growth and define what's next for our markets and our societies. Through BILD, Berkeley MBA students learn to put new ideas into action in every corner and every function of their organizations, and to do so responsibly."

http://groups.haas.berkeley.edu/BILD/

Learning goals

Why are learning goals important?

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

Learning goals: Types

There are two kinds of objectives to consider:

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

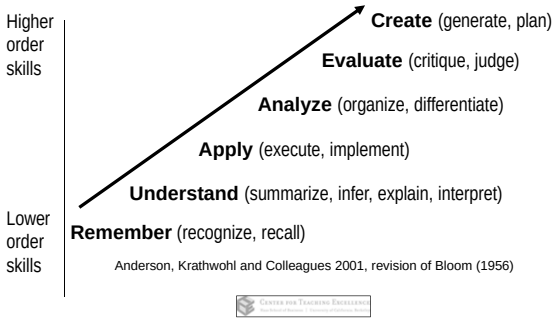
Learning goals: Concepts and tools

- 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



Anderson, Krathwohl and Colleagues 2001, revision of Bloom (1956)

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."

Learning goals: Application

- Draft a list of learning objectives

- Reduce your list. Consider:
  - Students' level of development
  - Where course sits in curriculum
  - Other

DESIGN AND STRUCTURE

Topics

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

Course topics: Focus

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*

Design and Structure: Application #1

Order: a narrative structure

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

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: Application #2

SYLLABUS

Syllabus: The Plan

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

A GREAT Resource!!

- One of your first stops in preparing your syllabus:

CTE Online Database of Cases and Syllabi

- http://groups.haas.berkeley.edu/CTE/index.html
- Under "Teaching Resources" Tab:
  - Syllabi for other Haas Courses
  - Cases used by other Haas Courses

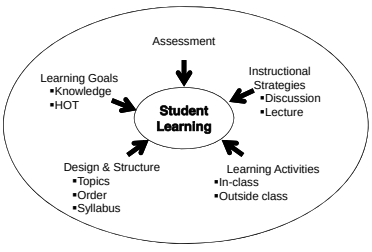
Design and Structure: Application #3

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

Burning questions???

LEARNING ACTIVITIES

Learning activities



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

Learning activities

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

Learning activities

How do you choose learning activities?

ASSESSMENT

Assessment: Basics

- What are they?
- Why do you assess?

AB7

Assessment:Basics

- Examples of assessments

Assessment: Techniques

- 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

Assessments:Selection

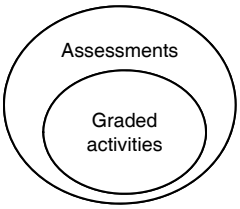
- What will you choose to use as assessments? Why?

Slide 40

AB7 Does it make sense to add a slide with examples of formative and summative assessments?
Adam Berman, 7/23/2010

Assessment: Grading

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



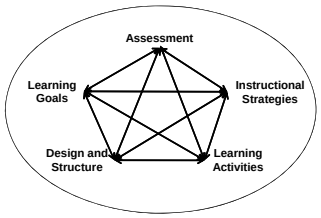
Assessment: Grading practices

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

Final Application

Alignment



Final comments about structure and design

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

Questions?