

# BerkeleyHaas

Haas School of Business  
University of California Berkeley

## Course Design & Structure

Todd Fitch and Janet Watson

CTE

# SYLLABUS

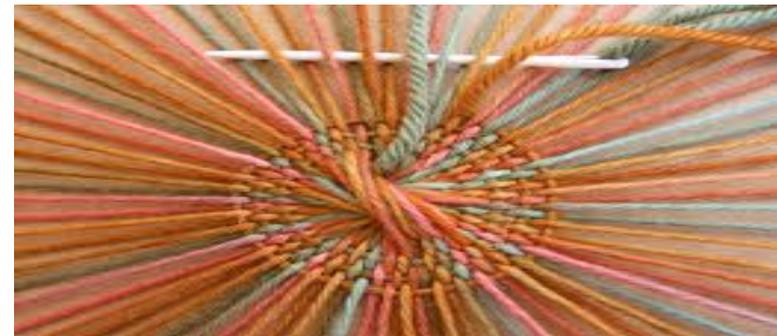


# Syllabus: The Plan

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

# The art of weaving...

- Organize topics and corresponding learning
- Spiral curriculum builds
- Blend in learning outcomes
- Manage time for questions
- Plan conclusions



# DESIGN & STRUCTURE



# 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*

# 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

# Gender Equity

## Best Practices from the Gender Equity Initiative:

- Female Protagonists
- Students' concerns
- Guest Speakers



# THE FIRST DAY



# Before the first class

- Welcome email
- Review and learn from FB
- Relevant, engaging syllabus
- Wardrobe distinguishes you

# The Basics

- Jump right in with content – do a mini-lesson
- Set expectations-mutual goals
- Elevator speech of your course
- Highlight experience you draw from
- Advice-how to succeed in course

# From student's perspective

What is one question you want answered by the end of the course?



# Sticky Teaching

- The curse of expertise
- Follow SUCCES
  - Simple
  - Unexpected
  - Concrete
  - Credible
  - Emotion
  - Stories

# Simple

- What is the core message of the class or what are the big issues to answer?
- Communicate as simply as possible
  - Small units
  - Use analogies or familiar concepts
  - Relevance

# Unexpected

- Present a puzzle to solve...a mystery?
- Show what the students are missing in their understanding
- Give the Huh? Moment before the Aha!

# Concrete

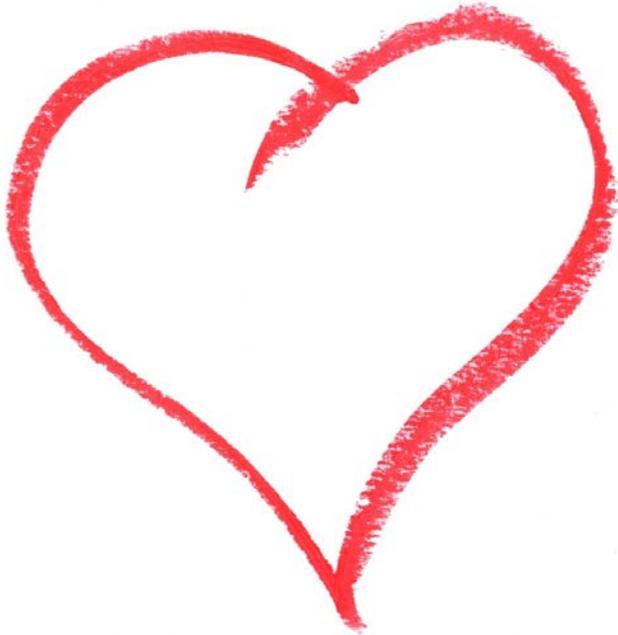
- Appeals to the senses-sight, sound, taste, smell, touch-to explain material
- Demonstrations or examples
- Use their modality: VAKD

# Credible

- How do we make something believable?
  - Test it
  - Experience it
  - Statistics to substantiate

# Emotion

- Appeal to something other than heads



# Stories

- Stories drive home relevance
- Mental stimulation of visualization
- Wealth of your timeline

# Teaching that Sticks

- Supported by best practices
  - Best Haas instructors
  - Larger world of higher education

\*Easy to remember

\*Apply to each class section to stimulate learning and improve teaching



# TOP NINE PRACTICES

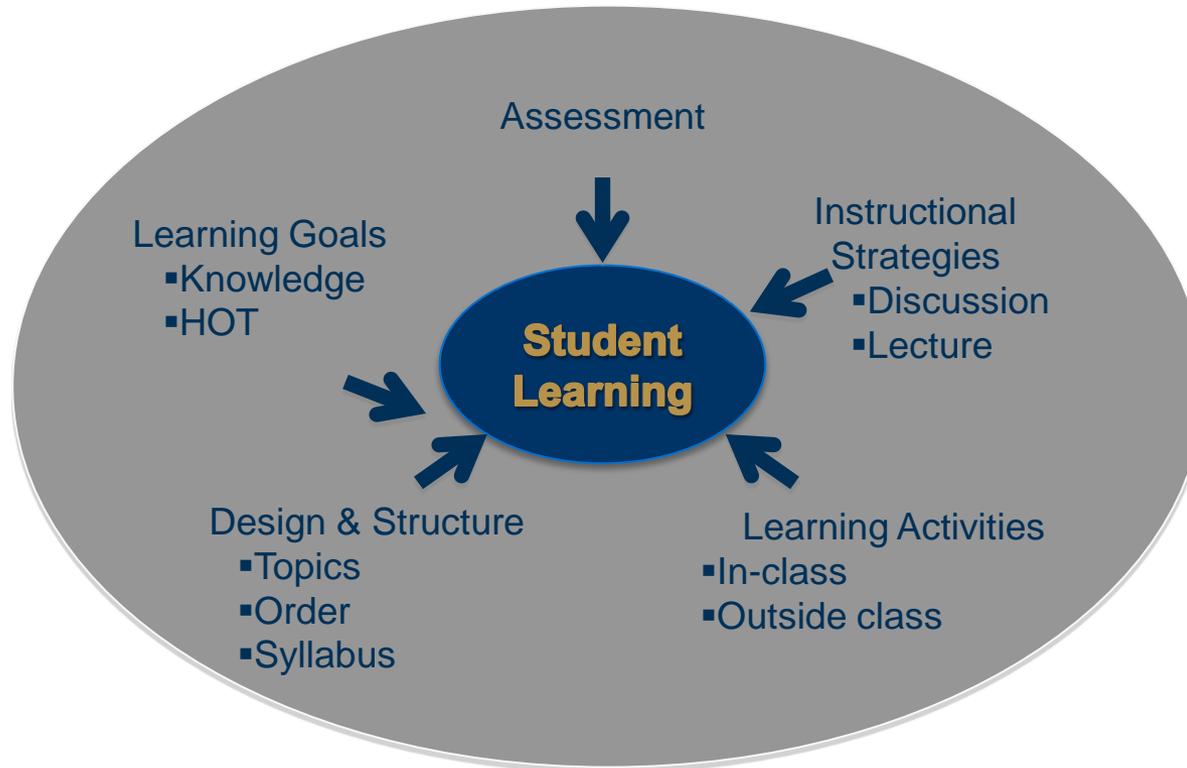
## (From Teck Ho)

1. One idea per class
2. Punchline
3. Inductive learning (Examples -> Rules)
4. Examples, examples, and examples
5. Role-playing computer simulations
6. In-class exercises
7. Create a memorable class experience
8. Enjoy your class
9. Remind them of the key takeaways before teaching evaluation

# 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
- Videos
- Other online learning

# At The End of the Course

- Review all that has been learned, then:
- TIES Forms (course evaluations)
  - We read them!
  - Student to student comments
  - I like to do them at the beginning of class
- Sources for more learning – other courses
- Keeping in touch – LinkedIn
- Letters of Recommendation



# Orienting Reflex

## “response to novelty”

- Physiologist Sechenov - 1850's called it “what is it?” reflex
- Change up during course
- Start with a dilemma, question, quote, reading, current event
- Intro with quiz, debate, poll
- Responses to events in our environment
- Heightens attention and perception