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New Faculty Orientation

August 2, 2018

Time	Session	Presenter(s)
8:00-8:20AM	Registration (coffee and pastries)	
8:20-8:50AM	Welcome and overview	Dan Sullivan and Frank Schultz
8:50-9:30AM	Course Design	Frank Schultz
9:30-9:50AM	Break	
9:50-10:30AM	Instructional Technology	Frank Schultz
10:30-11:20AM	Rookie Lessons	Juliana Schroeder
11:20AM-12:00PM	Inclusion and Diversity In The Classroom	Elida Bautista
12:00-1:30PM	Lunch, Dean's Welcome and Teaching At Berkeley	Laura Tyson and Jay Stowsky
1:30-2:15PM	Assignments and Grading	Wasim Azhar
2:15-3:45PM	Design and Development of Case Based Courses	Wasim Azhar and Frank Schultz
3:45-4:00PM	Break	
4:00-5:00PM	Experiential Classroom Strategies	Todd Fitch
5:00-5:30PM	Classroom Technology Overview	Tom Tripp

Course Design : Syllabus and Assessment

A special Thanks! to former Center for Teaching Excellence faculty and staff for their many contributions to this and earlier versions of this presentation. We had a good ride!

Adam Berman, Wasim Azhar, Todd Fitch, Sue George, Julie (Kim) Jang, Janet Watson

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Haas Style Guide

(http://haas.berkeley.edu/style-guide/templates.html)

August 2, 2018

Today's goals and agenda

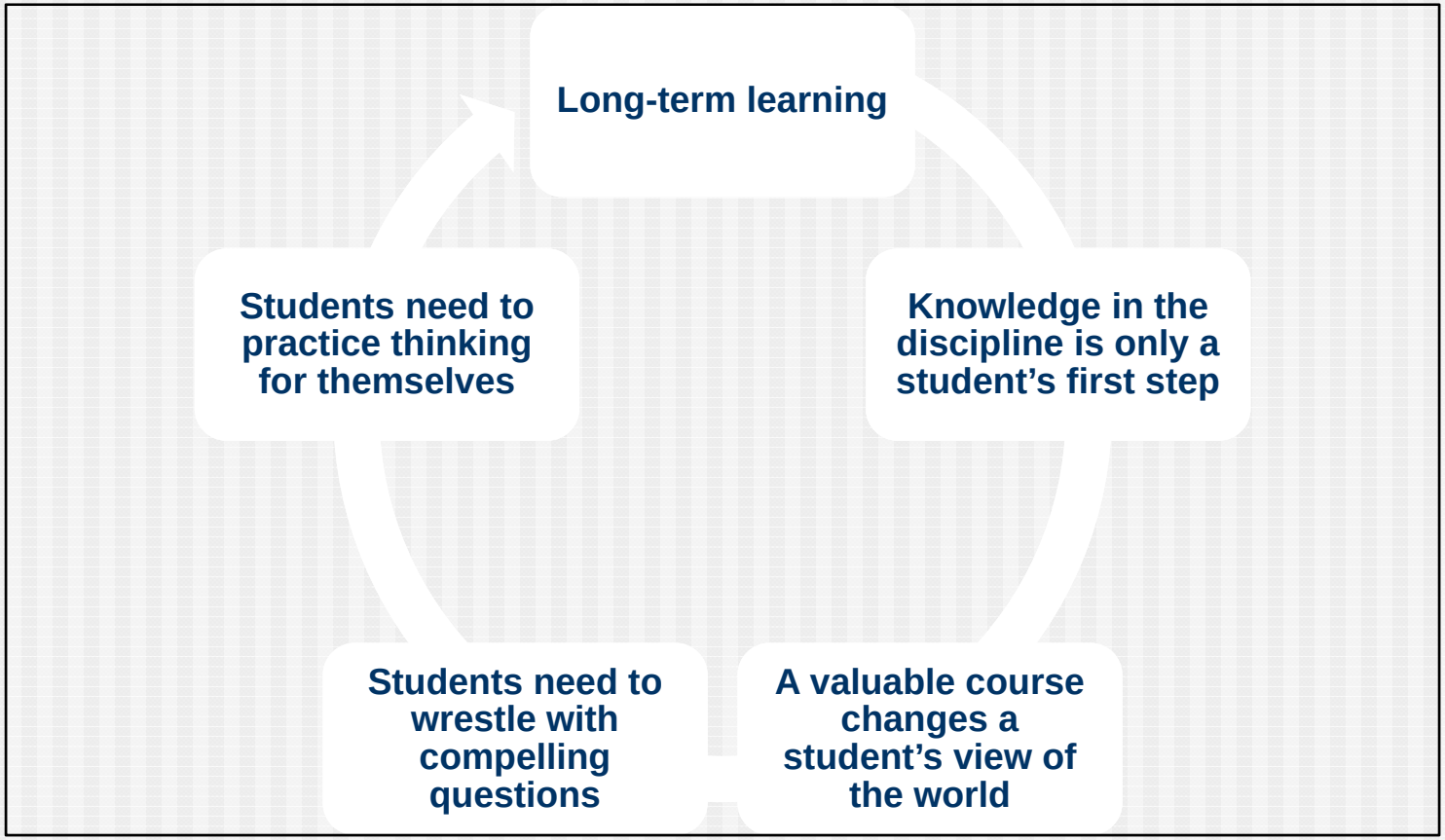
- **Identify best practices of designing a course**
- **Understand how students learn**
- **Understand the elements of Teaching Excellence Models**
- **Apply a student-centered approach to all aspects of instruction**
- **Discuss Assessment and Grading**

TEACHING AND LEARNING

Teaching and Learning: Excellent teaching

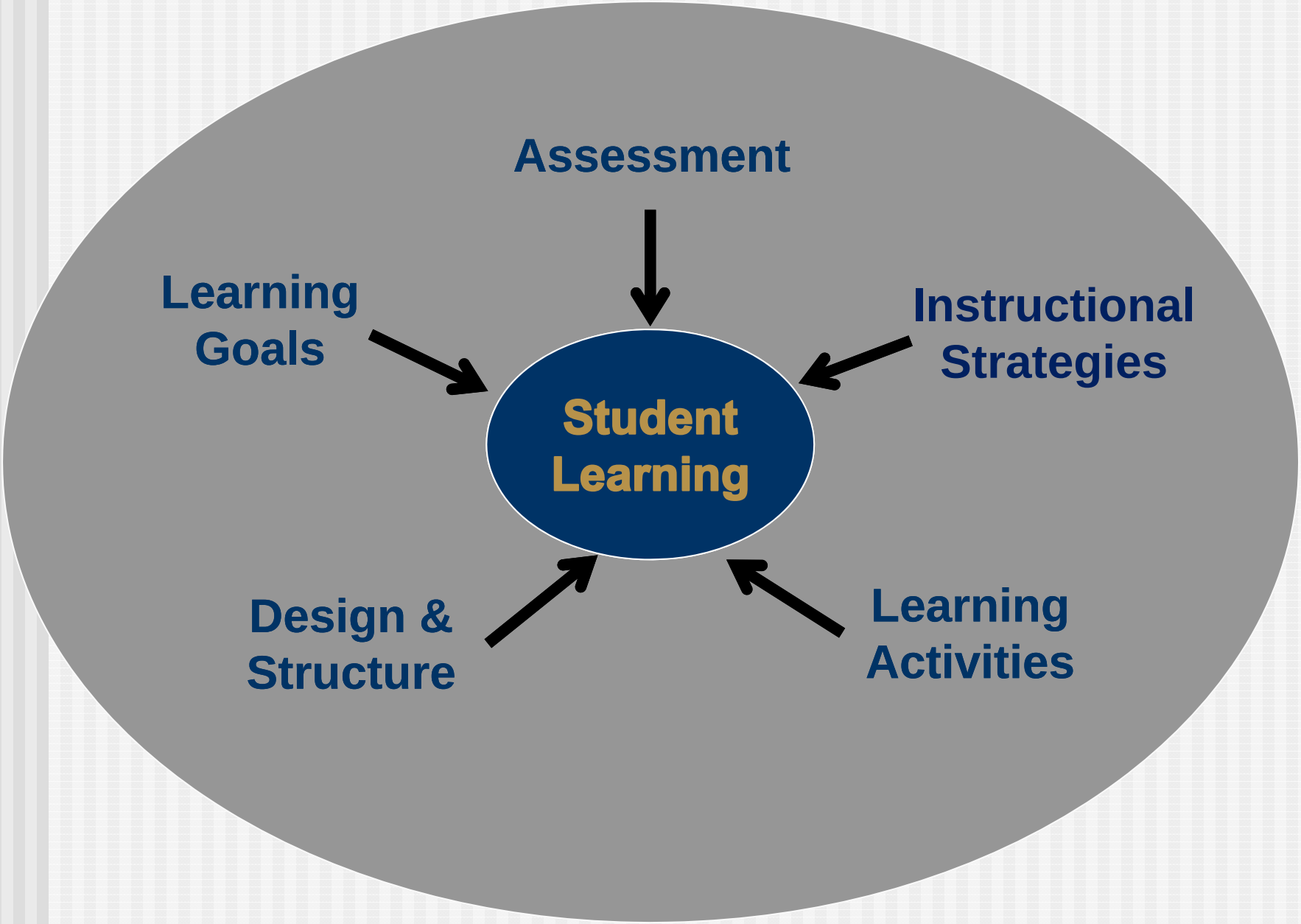
- **What do excellent instructors do to create a world class course?**
- **Excellent teachers: do whatever helps students achieve long-term learning.**

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/coursedesign/tutorial/synopsis.html)

A Teaching Excellence Model

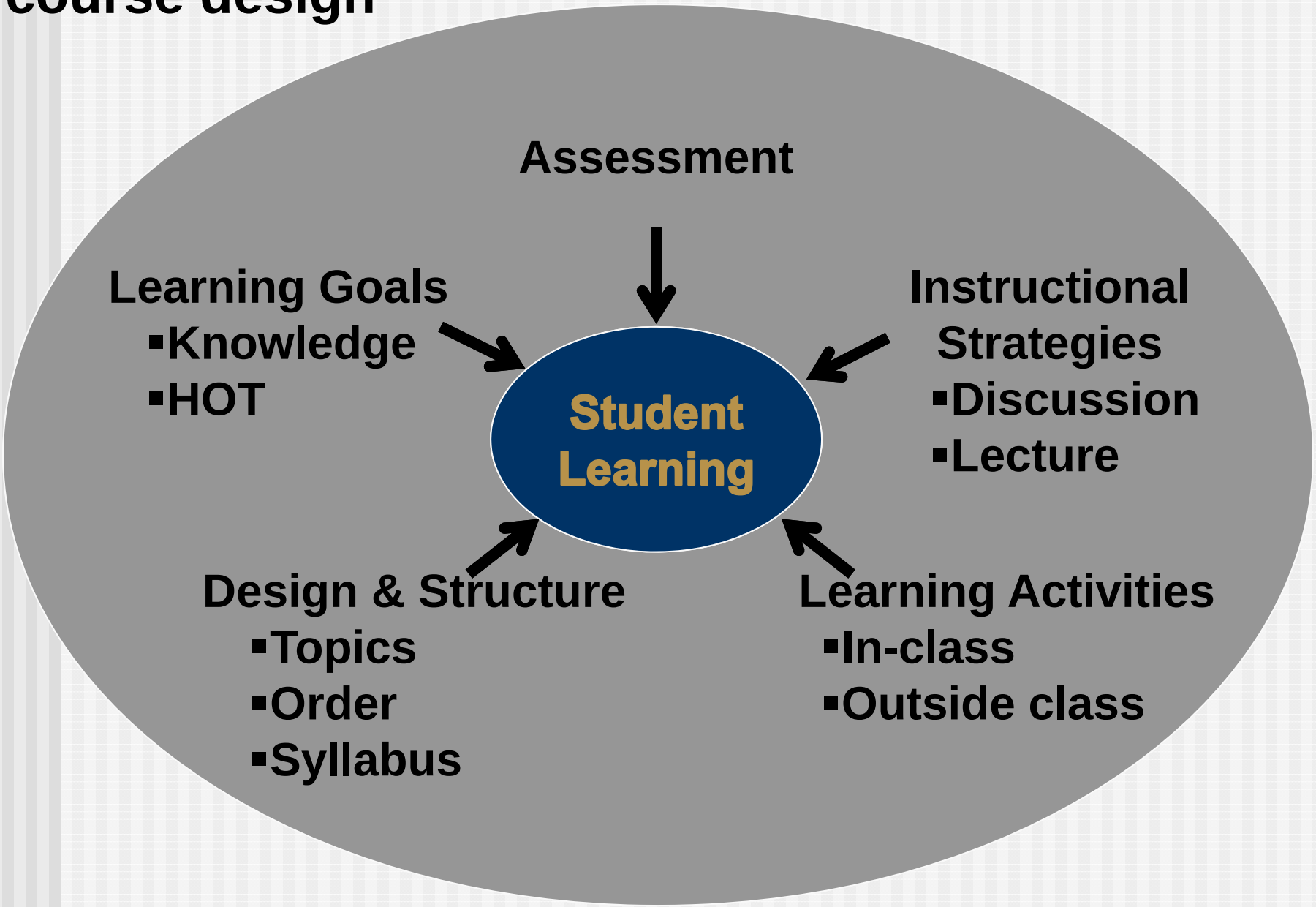


DESIGNING YOUR COURSE

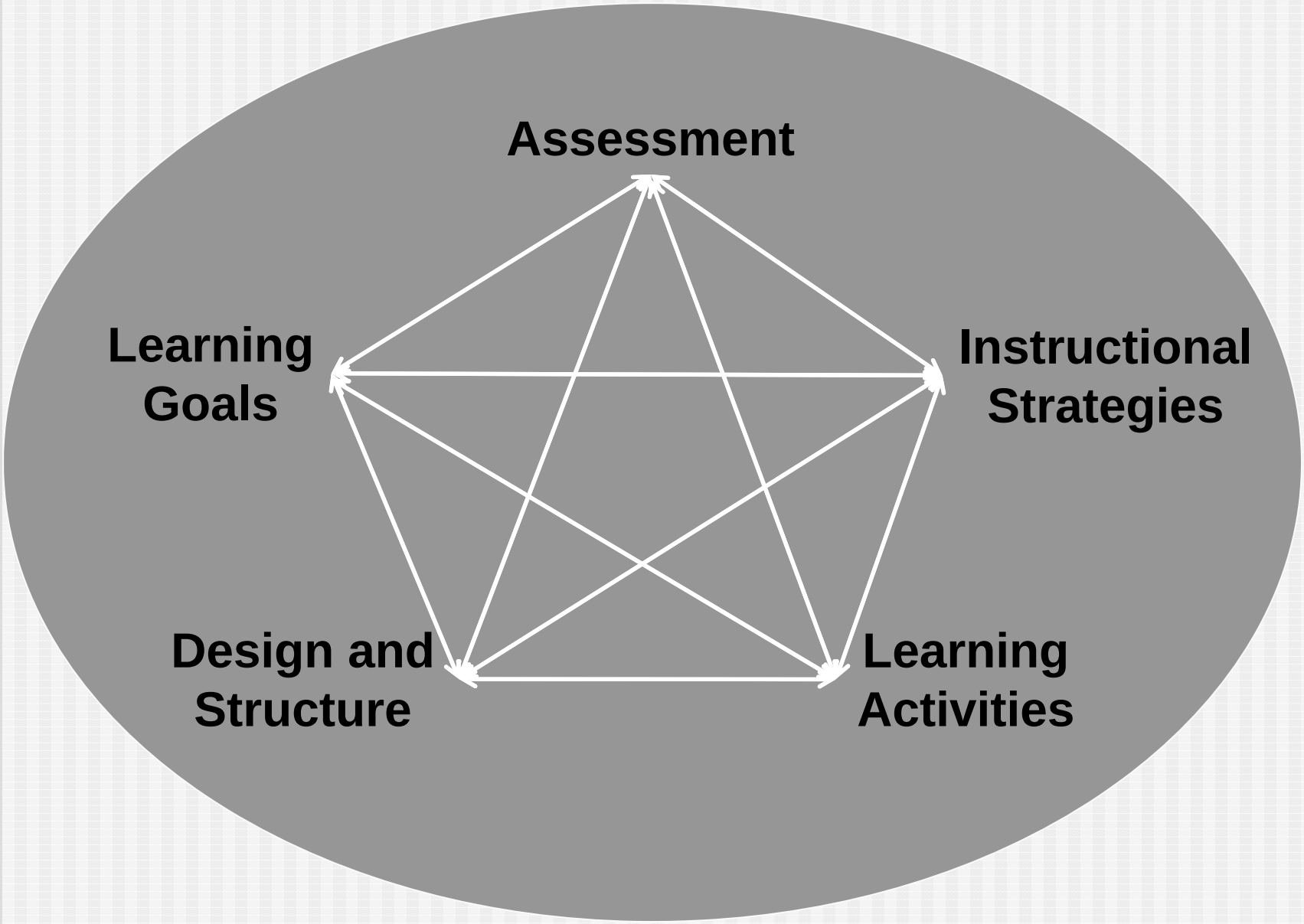
Designing your course

What are the most important parts of designing your course?

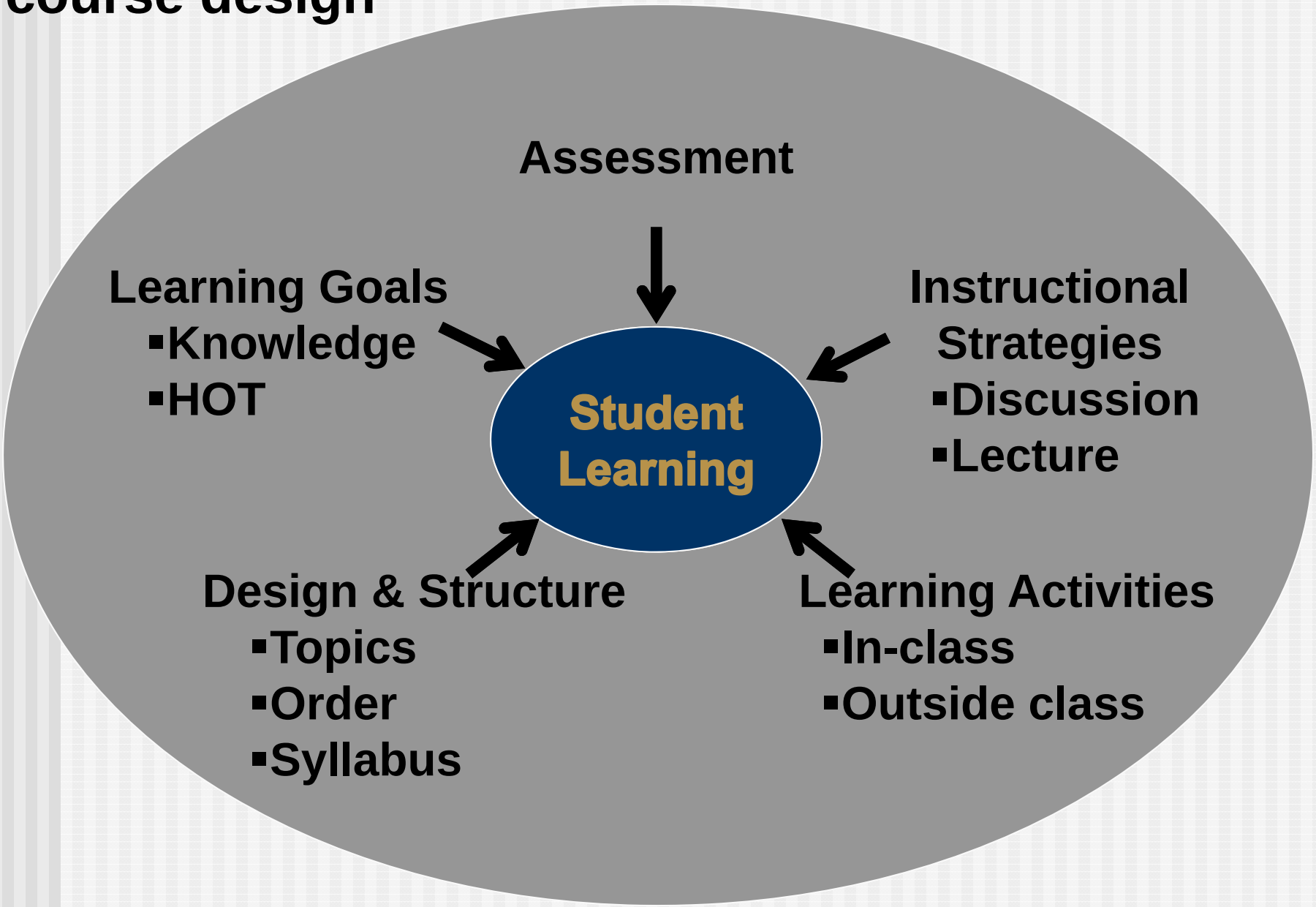
Student-centered course design



Alignment


Assessment
Learning Goals
Instructional Strategies
Design and Structure
Learning Activities

Student-centered course design



LEARNING GOALS

Learning goals

Why are learning goals important?

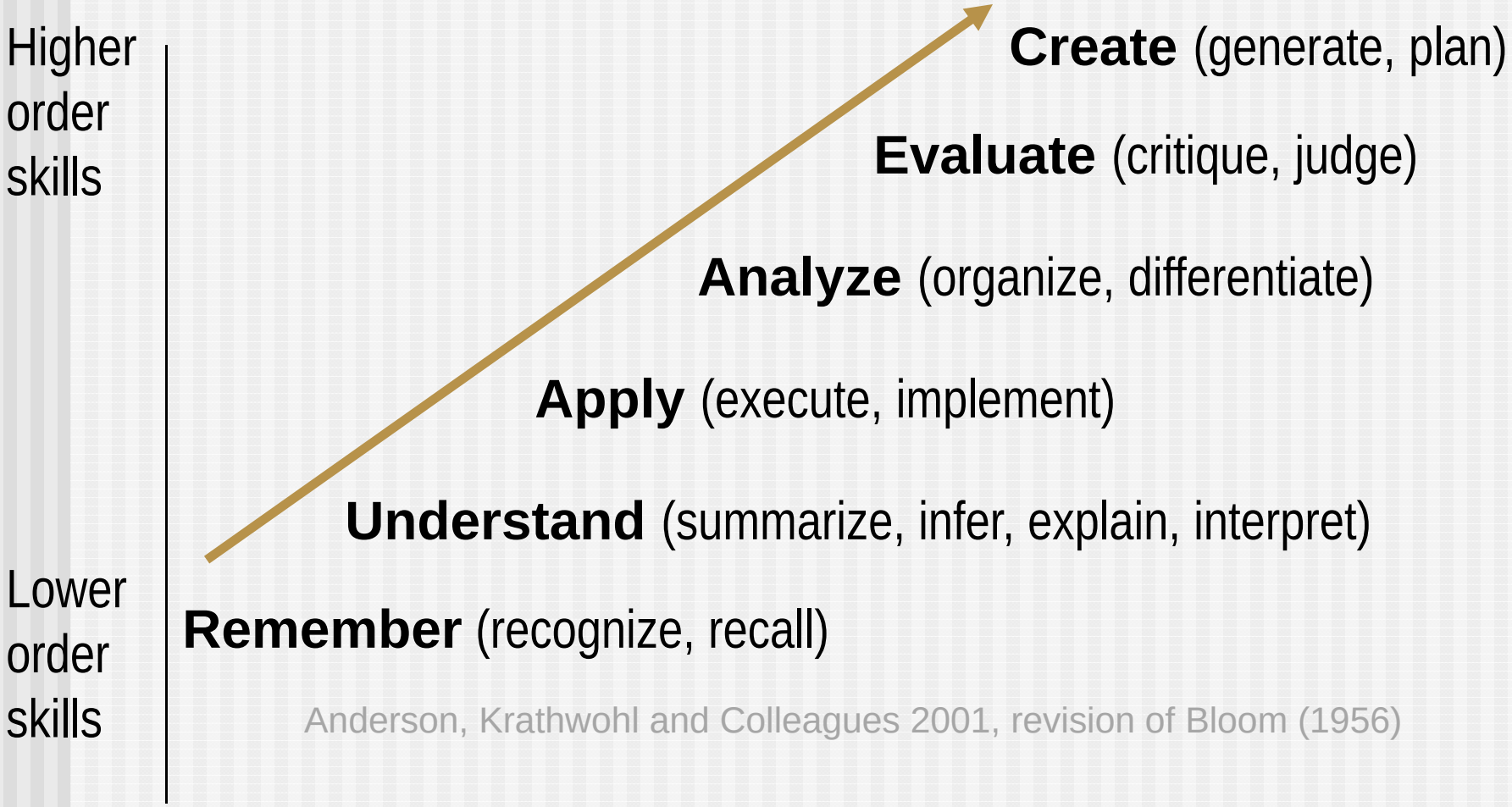
Begin designing the course by defining your goals.
You can always revise later.

Learning goals: Types

There are two kinds of objectives to consider:

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

Learning goals: Higher order thinking



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

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."

Learning goals: Application

- **Refine and then discuss your learning objectives**

- **<u>Reduce your list</u>. Consider:**
  - **Students' level of development**
  - **Where course sits in curriculum**
  - **Other**

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
- 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

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***

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**

SYLLABUS

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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

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Haas School of Business
University of California Berkeley

Instructional Technology
9:50 – 10:30

Frank Schultz, Ph.D.

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This is the NEW Template

Berkeley-Haas Styleguide

(http://haas.berkeley.edu/style-guide/templates.html)

New Faculty Orientation

Frank C. Schultz, Ph.D.

INSTRUCTIONAL TECHNOLOGIES

Study.net and bCourses

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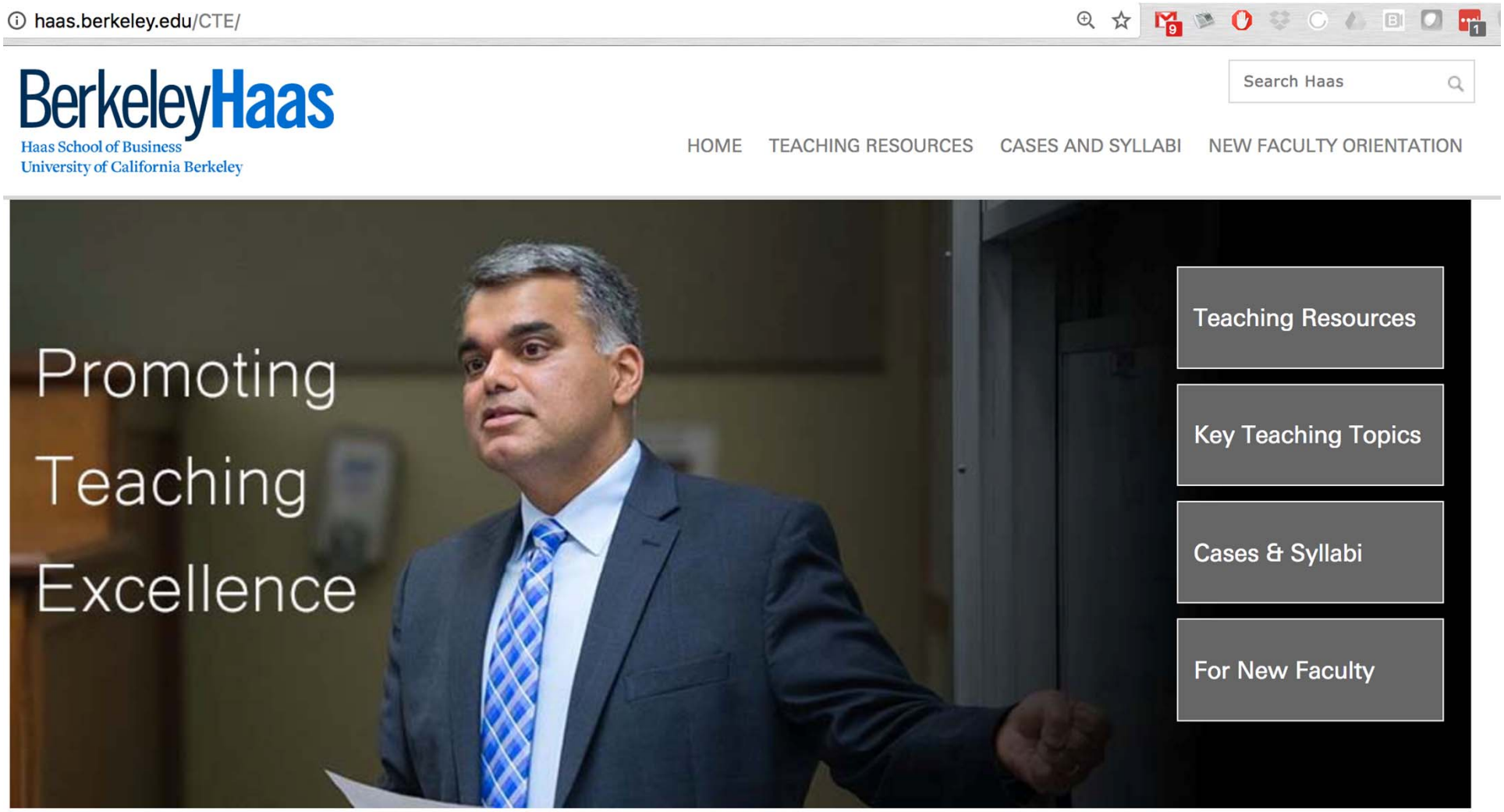

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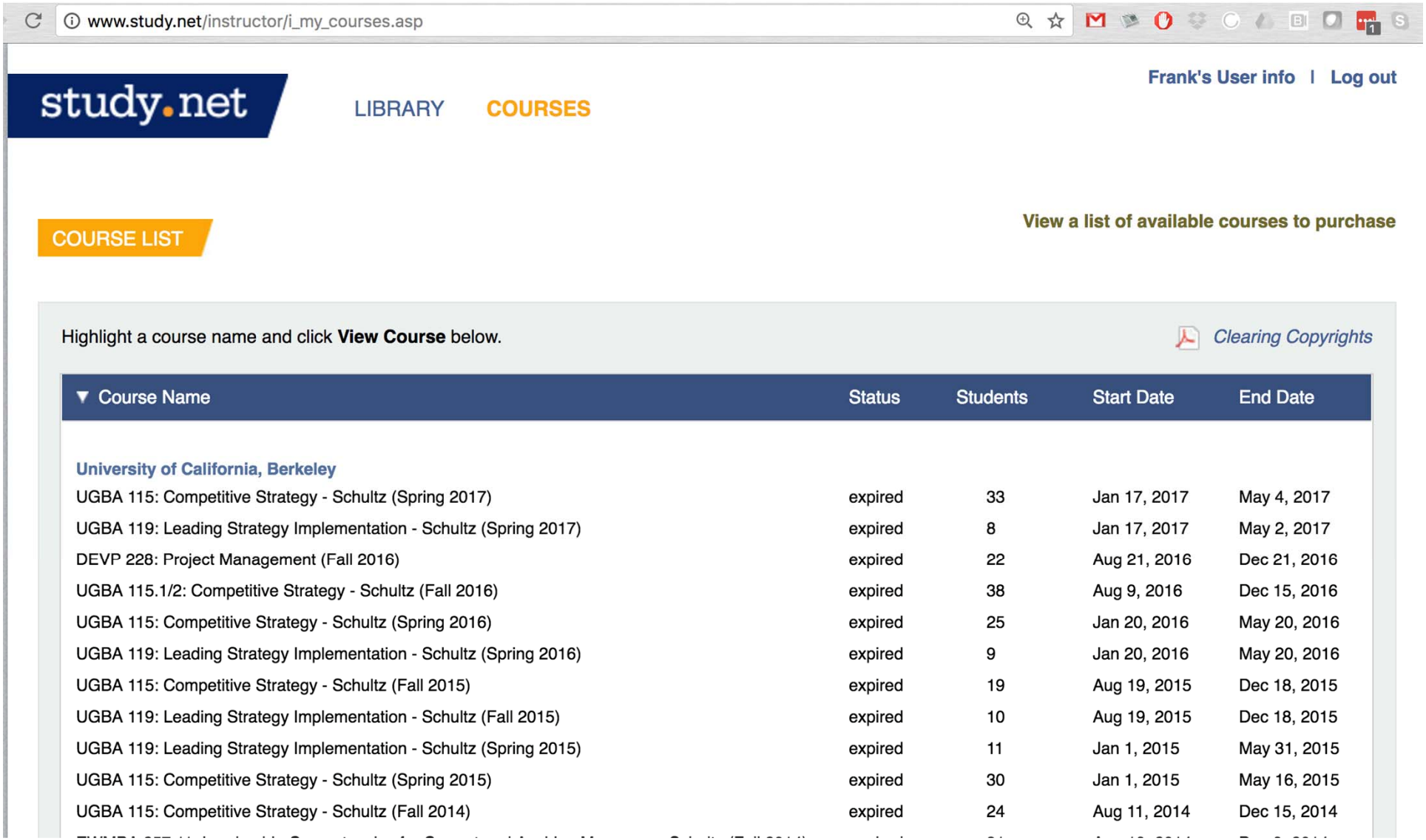
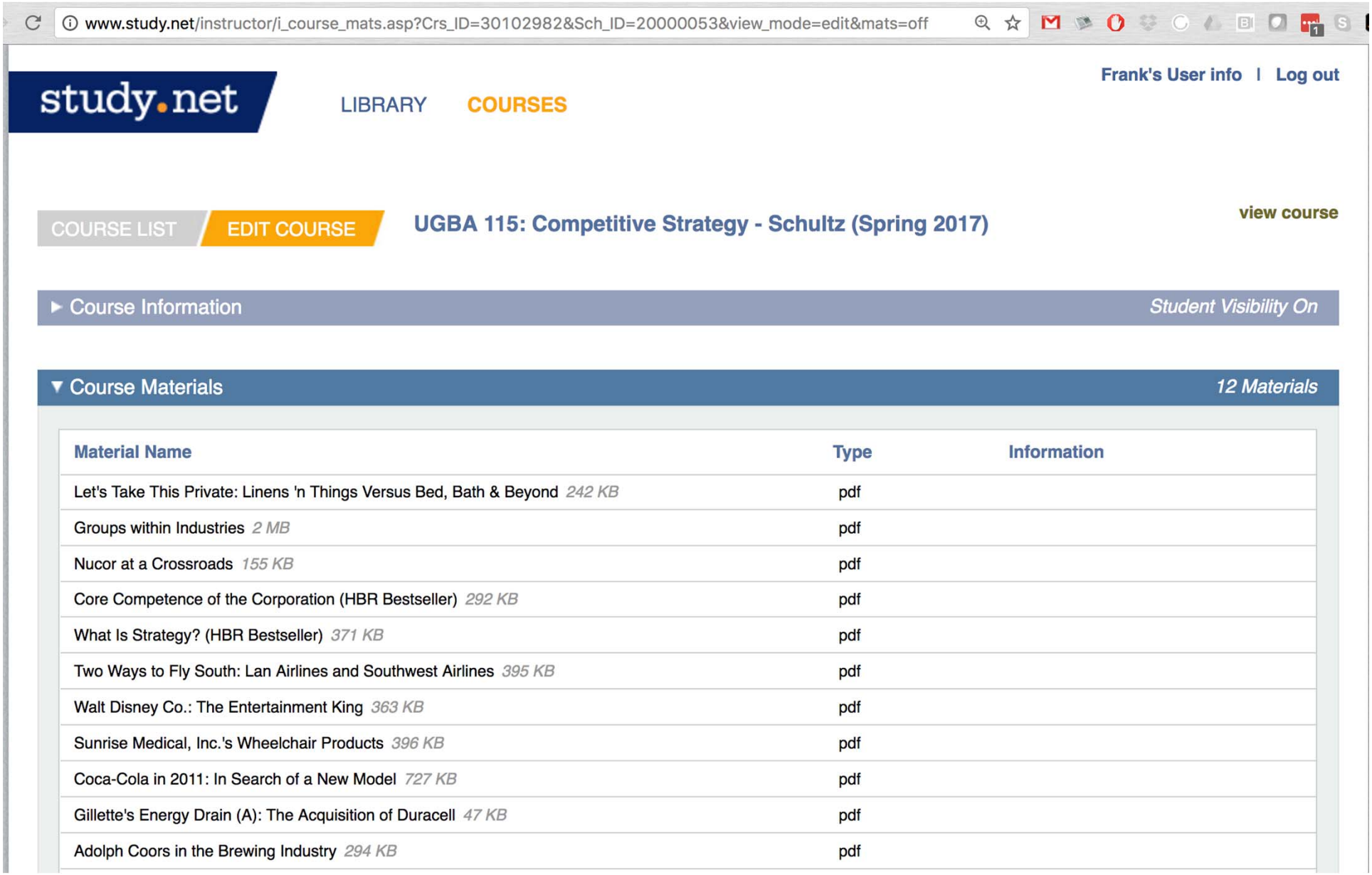
Study.net – EVERYTHING Copyrighted Goes Here





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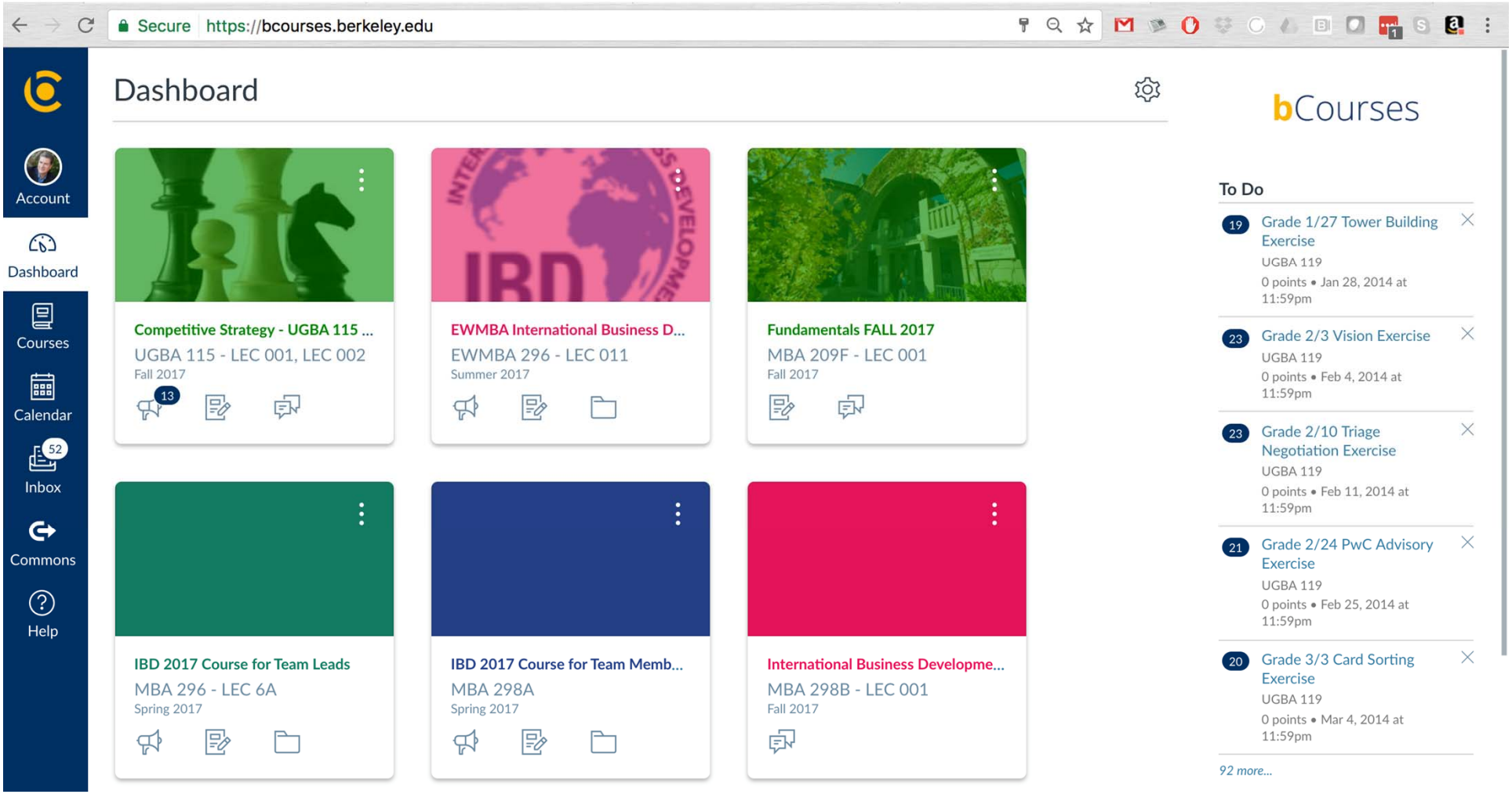
bCourses



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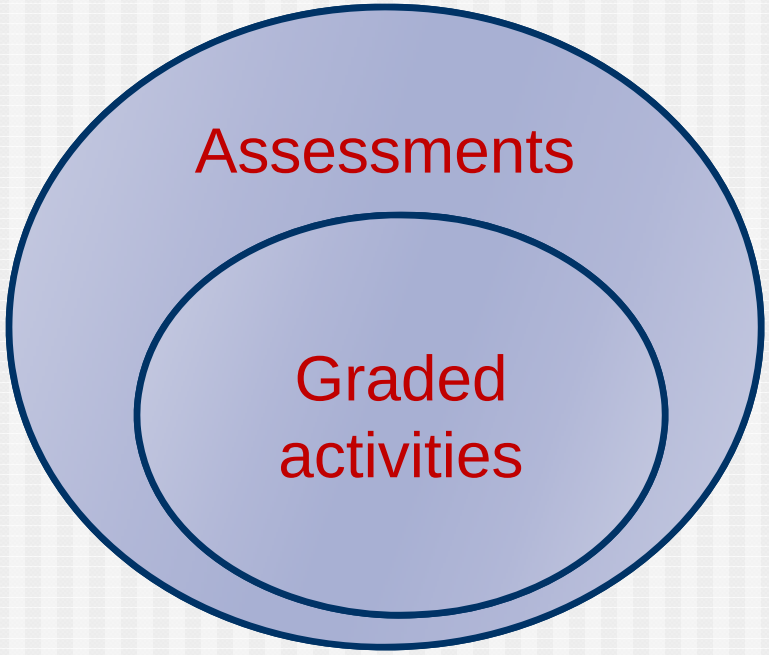
ASSESSMENT AND GRADING

Assessment: Basics

- **What are they?**
- **Why do you assess?**

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: 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?**

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 university 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 EMBA 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 between 3.20 - 3.40.

For elective courses with enrollments of 18 or more, the mean GPA in any class should be between than 3.40 - 3.60

Letter to Grade Point Conversion

Letter Grade	Grade Point
A or A+	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7
F	0.0

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 more case method teaching generally weight Class Participation 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%

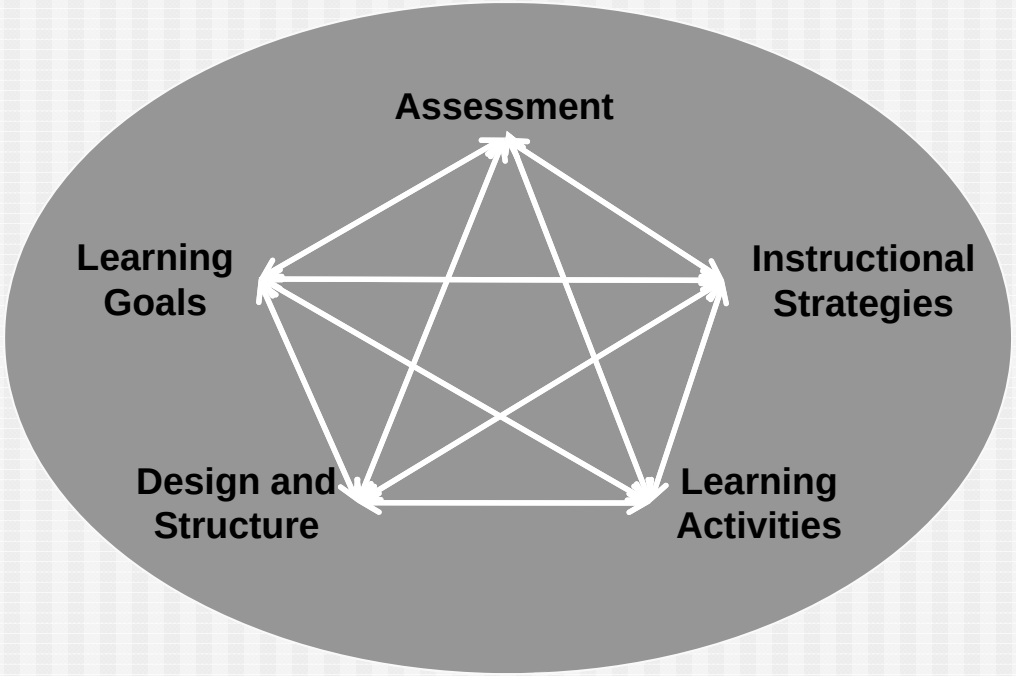
Exams: Ranging from 0-90%

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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