

BerkeleyHaas

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

BerkeleyHaas

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**

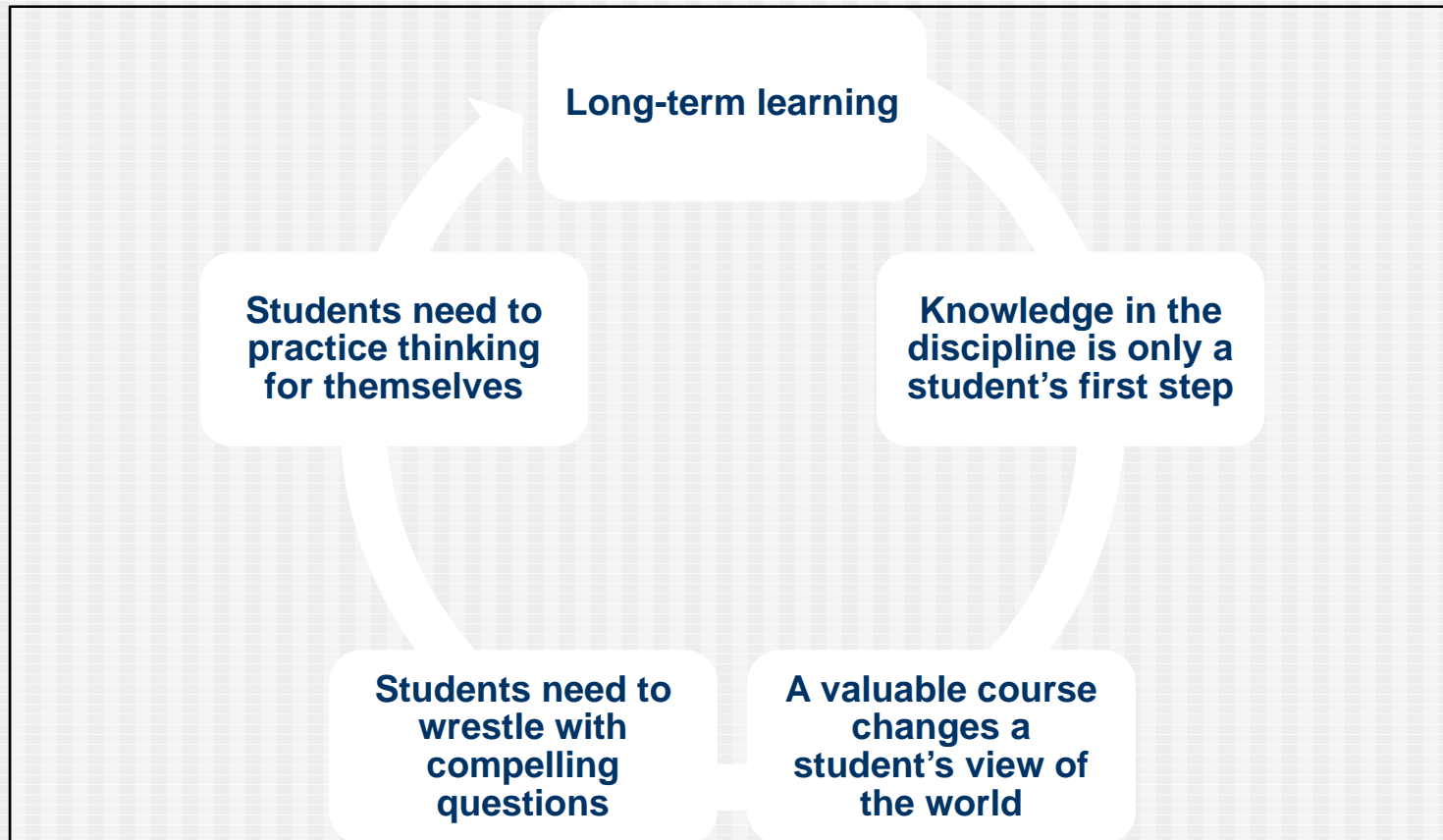


TEACHING AND LEARNING

Teaching and Learning: Excellent teaching

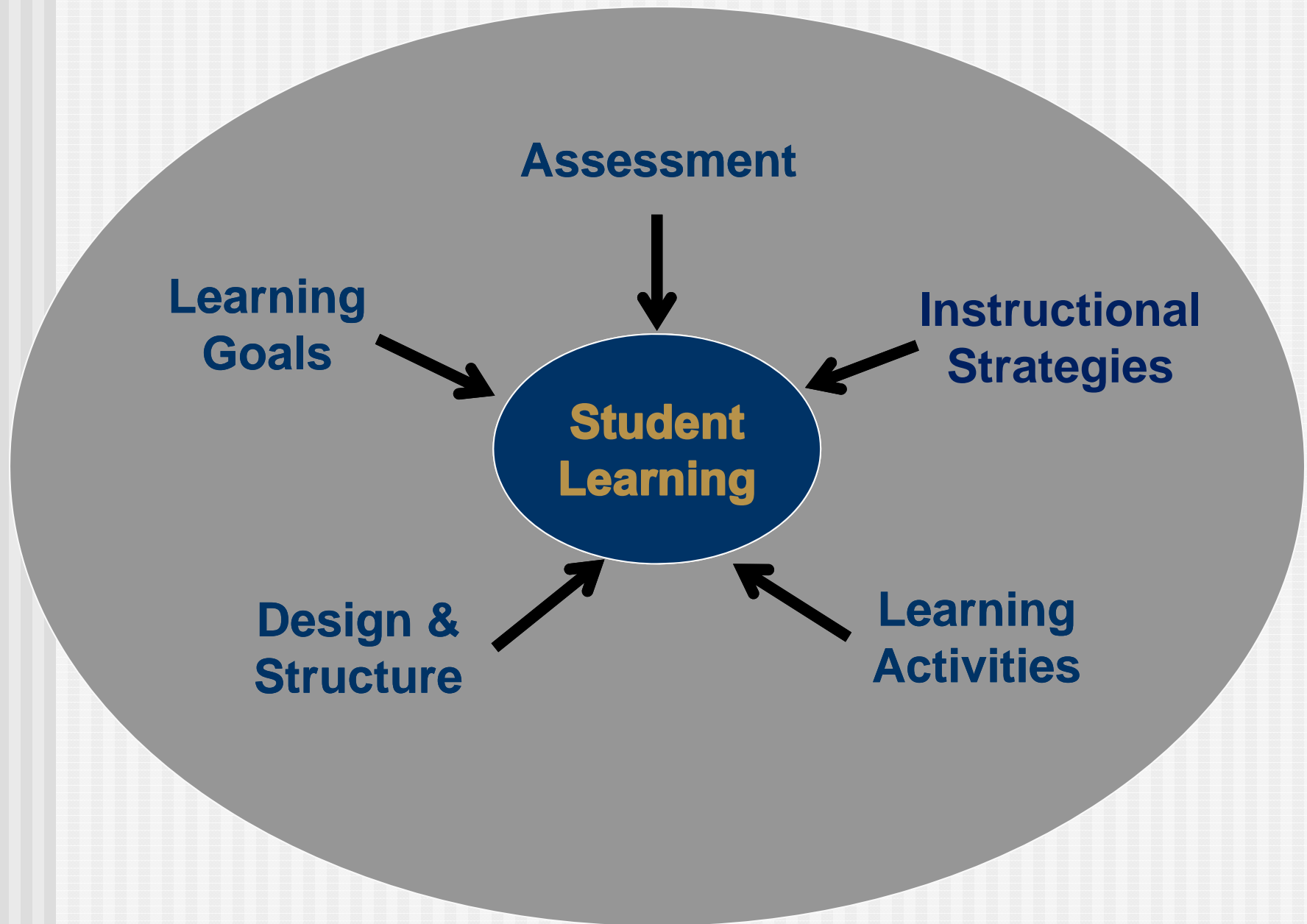
- **What do excellent instructors do to create a world class course?**
- **Excellent teachers: do whatever helps students achieve long-term learning.**

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





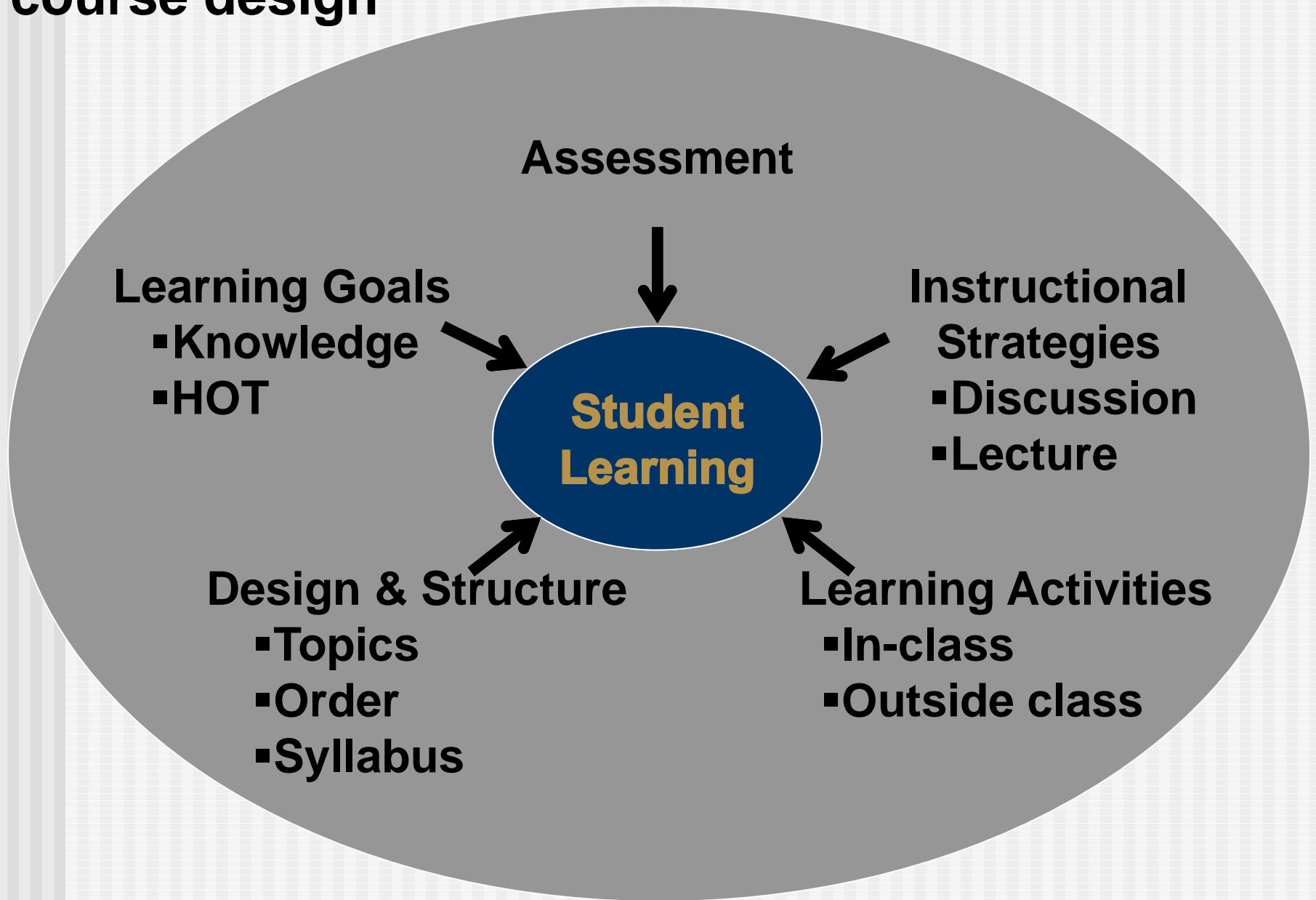
DESIGNING YOUR COURSE

Designing your course

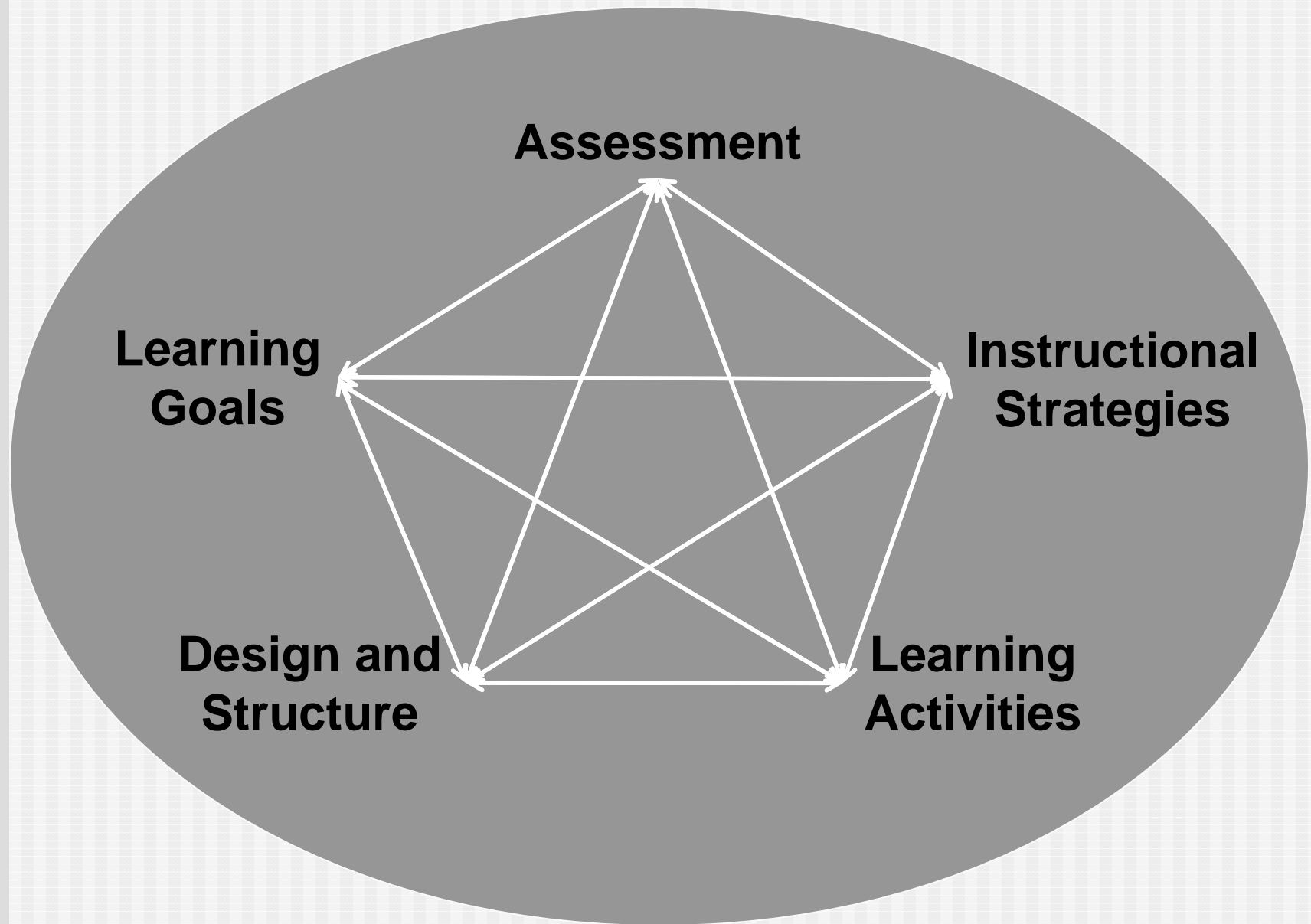


What are the most important parts of designing your course?

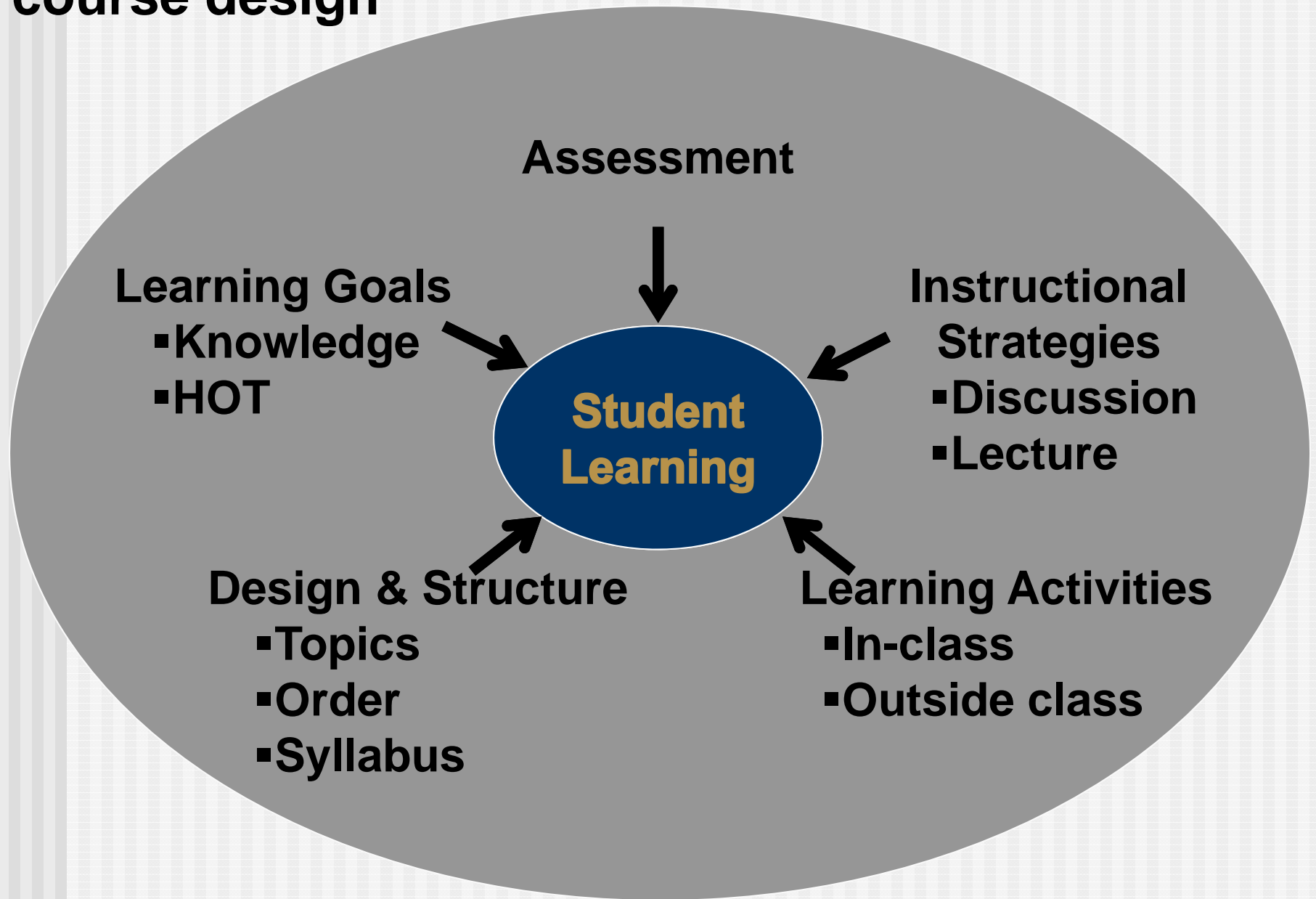
Student-centered course design



Alignment



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

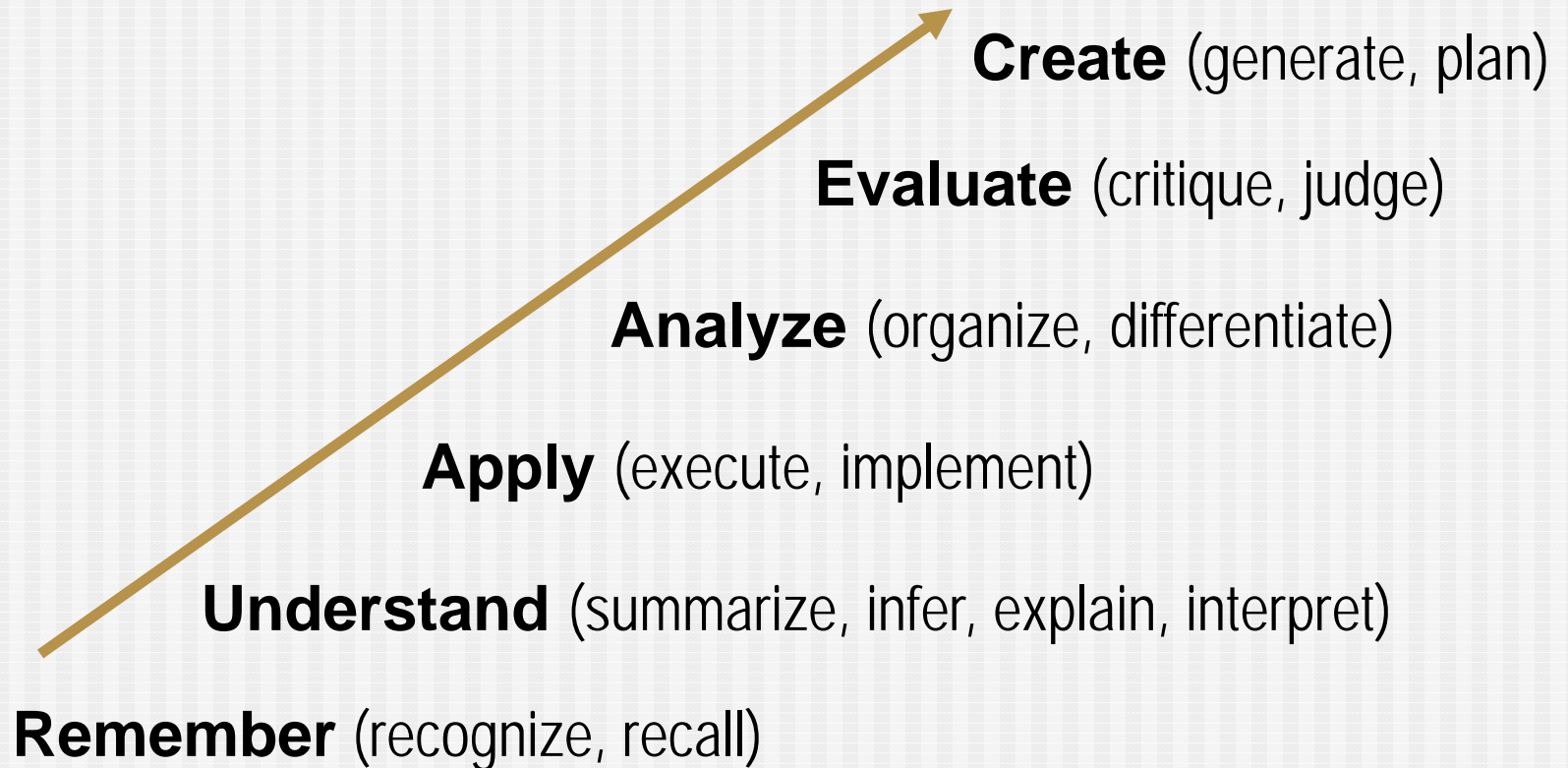
There are two kinds of objectives to consider:

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

Learning goals: Higher order thinking

Higher
order
skills

Lower
order
skills



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**
- **Reduce your list. 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

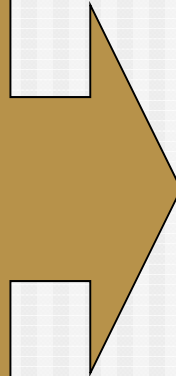
Teaching best practices and long-term learning....

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

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



Haas School of Business
University of California Berkeley

Instructional Technology

9:50 – 10:30

Frank Schultz, Ph.D.



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



Promoting
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- Teaching Resources
- Key Teaching Topics
- Cases & Syllabi
- For New Faculty

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LIBRARY COURSES

COURSE LIST

View a list of available courses to purchase

Highlight a course name and click **View Course** below.

Clearing Copyrights

Course Name	Status	Students	Start Date	End Date
University of California, Berkeley				
UGBA 115: Competitive Strategy - Schultz (Spring 2017)	expired	33	Jan 17, 2017	May 4, 2017
UGBA 119: Leading Strategy Implementation - Schultz (Spring 2017)	expired	8	Jan 17, 2017	May 2, 2017
DEVP 228: Project Management (Fall 2016)	expired	22	Aug 21, 2016	Dec 21, 2016
UGBA 115.1/2: Competitive Strategy - Schultz (Fall 2016)	expired	38	Aug 9, 2016	Dec 15, 2016
UGBA 115: Competitive Strategy - Schultz (Spring 2016)	expired	25	Jan 20, 2016	May 20, 2016
UGBA 119: Leading Strategy Implementation - Schultz (Spring 2016)	expired	9	Jan 20, 2016	May 20, 2016
UGBA 115: Competitive Strategy - Schultz (Fall 2015)	expired	19	Aug 19, 2015	Dec 18, 2015
UGBA 119: Leading Strategy Implementation - Schultz (Fall 2015)	expired	10	Aug 19, 2015	Dec 18, 2015
UGBA 119: Leading Strategy Implementation - Schultz (Spring 2015)	expired	11	Jan 1, 2015	May 31, 2015
UGBA 115: Competitive Strategy - Schultz (Spring 2015)	expired	30	Jan 1, 2015	May 16, 2015
UGBA 115: Competitive Strategy - Schultz (Fall 2014)	expired	24	Aug 11, 2014	Dec 15, 2014

COURSE LIST

EDIT COURSE

UGBA 115: Competitive Strategy - Schultz (Spring 2017)

view course

► Course Information

Student Visibility On

▼ Course Materials

12 Materials

Material Name	Type	Information
Let's Take This Private: Linens 'n Things Versus Bed, Bath & Beyond 242 KB	pdf	
Groups within Industries 2 MB	pdf	
Nucor at a Crossroads 155 KB	pdf	
Core Competence of the Corporation (HBR Bestseller) 292 KB	pdf	
What Is Strategy? (HBR Bestseller) 371 KB	pdf	
Two Ways to Fly South: Lan Airlines and Southwest Airlines 395 KB	pdf	
Walt Disney Co.: The Entertainment King 363 KB	pdf	
Sunrise Medical, Inc.'s Wheelchair Products 396 KB	pdf	
Coca-Cola in 2011: In Search of a New Model 727 KB	pdf	
Gillette's Energy Drain (A): The Acquisition of Duracell 47 KB	pdf	
Adolph Coors in the Brewing Industry 294 KB	pdf	

bCourses

Secure <https://bcourses.berkeley.edu>

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Courses

Calendar

Inbox 52

Commons

Help

Competitive Strategy - UGBA 115 ...
UGBA 115 - LEC 001, LEC 002
Fall 2017
13

EW MBA International Business D...
EWMBA 296 - LEC 011
Summer 2017

Fundamentals FALL 2017
MBA 209F - LEC 001
Fall 2017

IBD 2017 Course for Team Leads
MBA 296 - LEC 6A
Spring 2017

IBD 2017 Course for Team Memb...
MBA 298A
Spring 2017

International Business Developme...
MBA 298B - LEC 001
Fall 2017

bCourses

To Do

- 19 Grade 1/27 Tower Building Exercise
UGBA 119
0 points • Jan 28, 2014 at 11:59pm
- 23 Grade 2/3 Vision Exercise
UGBA 119
0 points • Feb 4, 2014 at 11:59pm
- 23 Grade 2/10 Triage Negotiation Exercise
UGBA 119
0 points • Feb 11, 2014 at 11:59pm
- 21 Grade 2/24 PwC Advisory Exercise
UGBA 119
0 points • Feb 25, 2014 at 11:59pm
- 20 Grade 3/3 Card Sorting Exercise
UGBA 119
0 points • Mar 4, 2014 at 11:59pm

92 more...



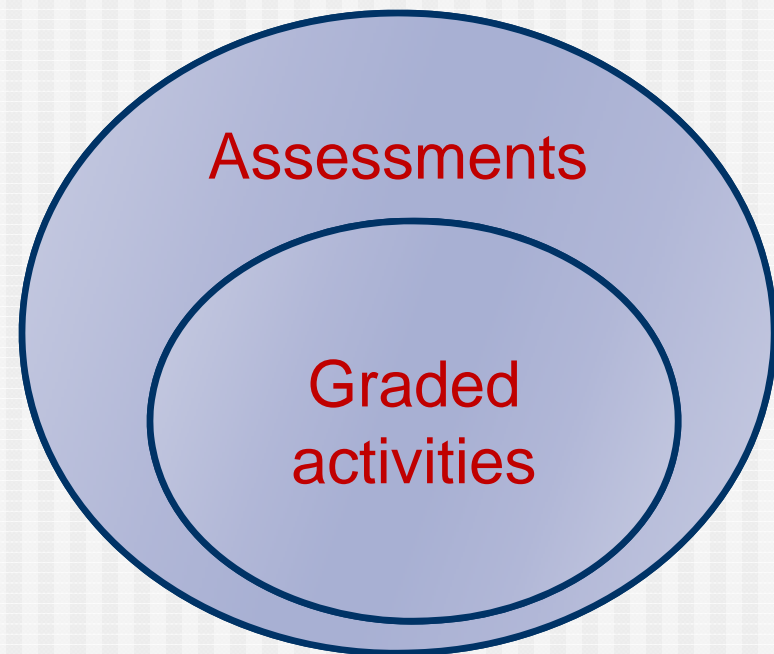
ASSESSMENT AND GRADING

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 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

