

BerkeleyHaas

Haas School of Business
University of California Berkeley

Instructional Technology and Course Design

Frank Schultz, Ph.D.

Today's goals and agenda

- View Course Technologies – CTE Website, bCourses and Study.net
- Identify best practices of designing a course
- Understand how students learn
- Understand the elements of Haas' Teaching Excellence Model
- Apply a student-centered approach to all aspects of instruction

INSTRUCTIONAL TECHNOLOGIES



Study.net and bCourses



Promoting
Teaching
Excellence

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

Study.net – EVERYTHING Copyrighted Goes Here

www.study.net/instructor/i_my_courses.asp



study.net

LIBRARY

COURSES

Frank's User info | Log out

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

bCourses

The screenshot displays the bCourses dashboard in a web browser. The browser's address bar shows the URL <https://bcourses.berkeley.edu>. The dashboard features a left-hand navigation menu with icons for Account, Dashboard, Courses, Calendar, Inbox (with 52 notifications), Commons, and Help. The main content area is titled "Dashboard" and contains six course cards arranged in a 2x3 grid. Each card includes a header image, a title, course details (course number, lecture number, and semester), and icons for announcements, documents, and folders. The right-hand side of the dashboard has a "bCourses" logo and a "To Do" list with six items, each showing a grade, exercise name, course number, and due date. A "92 more..." link is located at the bottom of the To Do list.

Dashboard

Account

Dashboard

Courses

Calendar

Inbox 52

Commons

Help

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

EWMBBA International Business D...
EWMBBA 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...

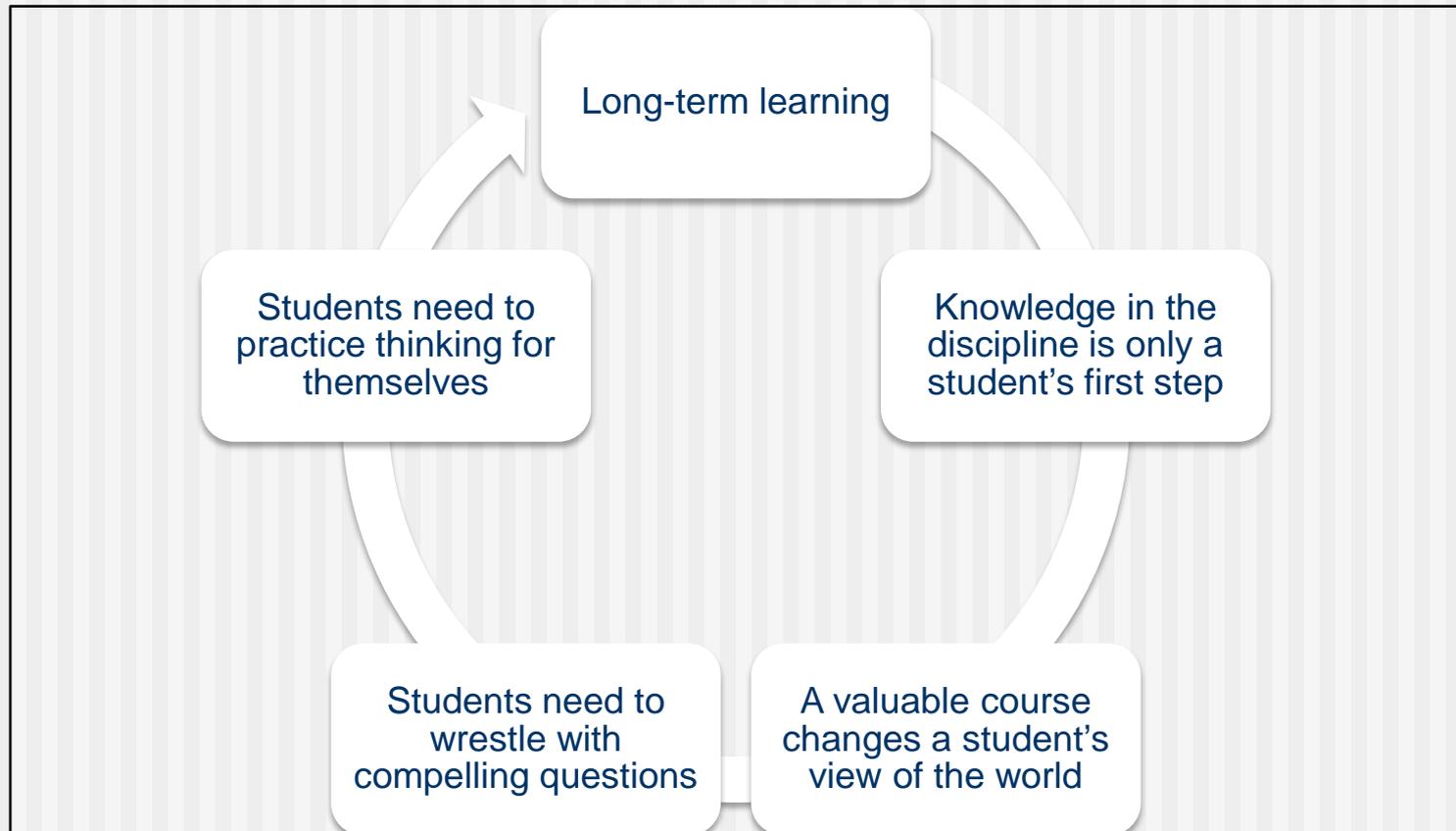
TEACHING AND LEARNING



Teaching and Learning: Excellent teaching

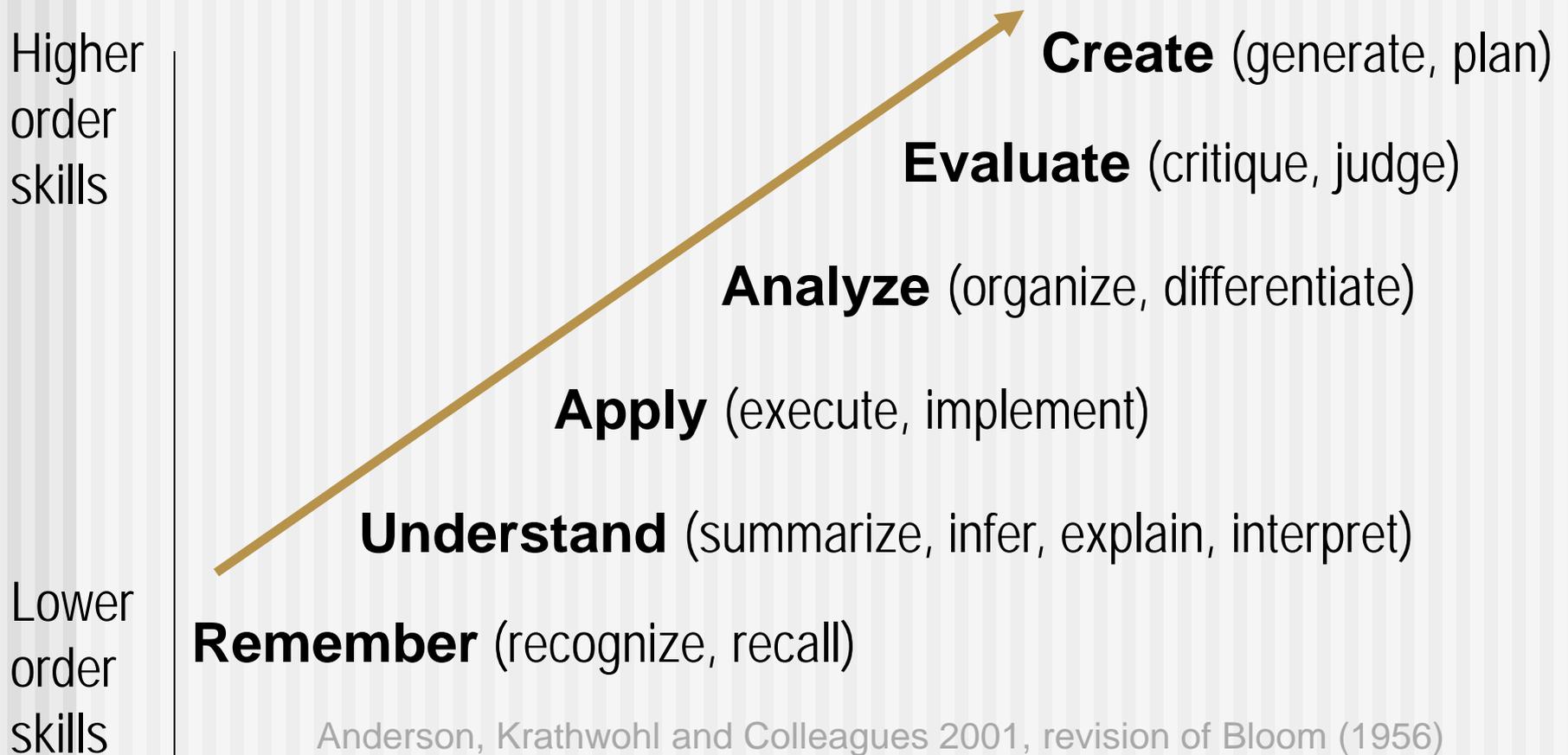
- What do excellent instructors do to create a world class course?
 - Excellent teachers: do whatever helps students achieve long-term learning

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/course设计/tutorial/synopsis.html>)

Learning goals: Higher order thinking





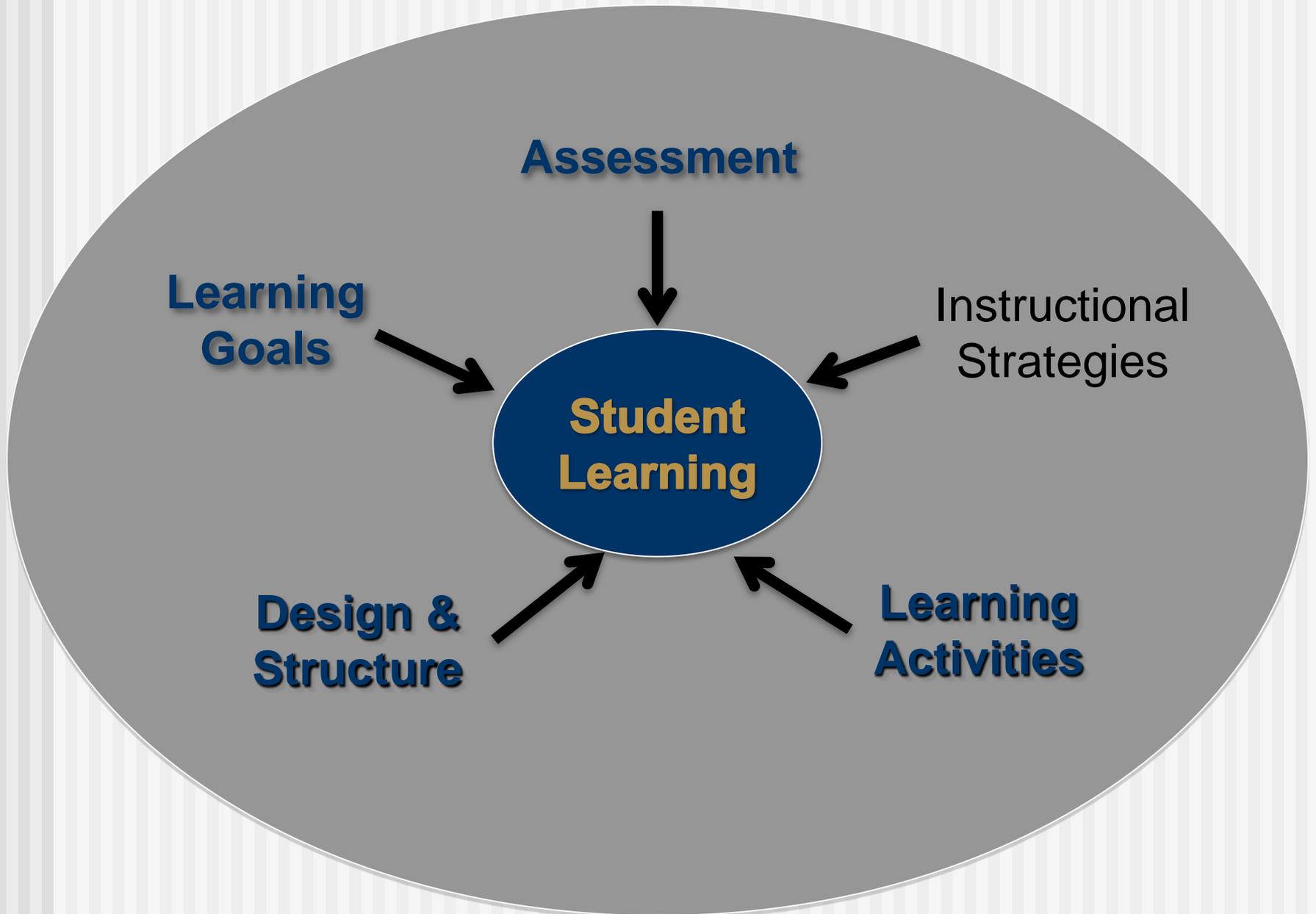
DESIGNING YOUR COURSE

Designing your course

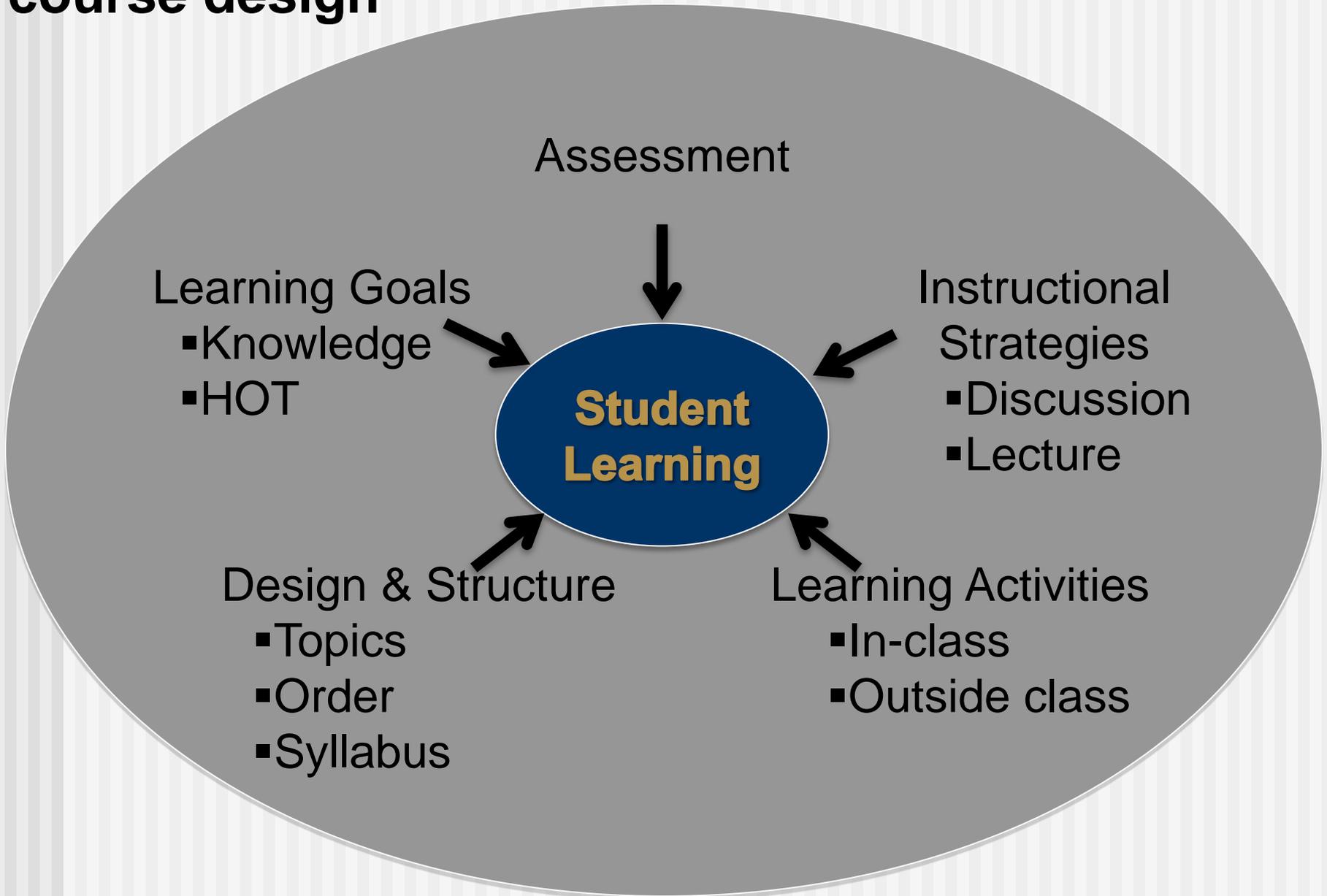


What are the most important parts of designing your course?

Haas' Teaching Excellence Model

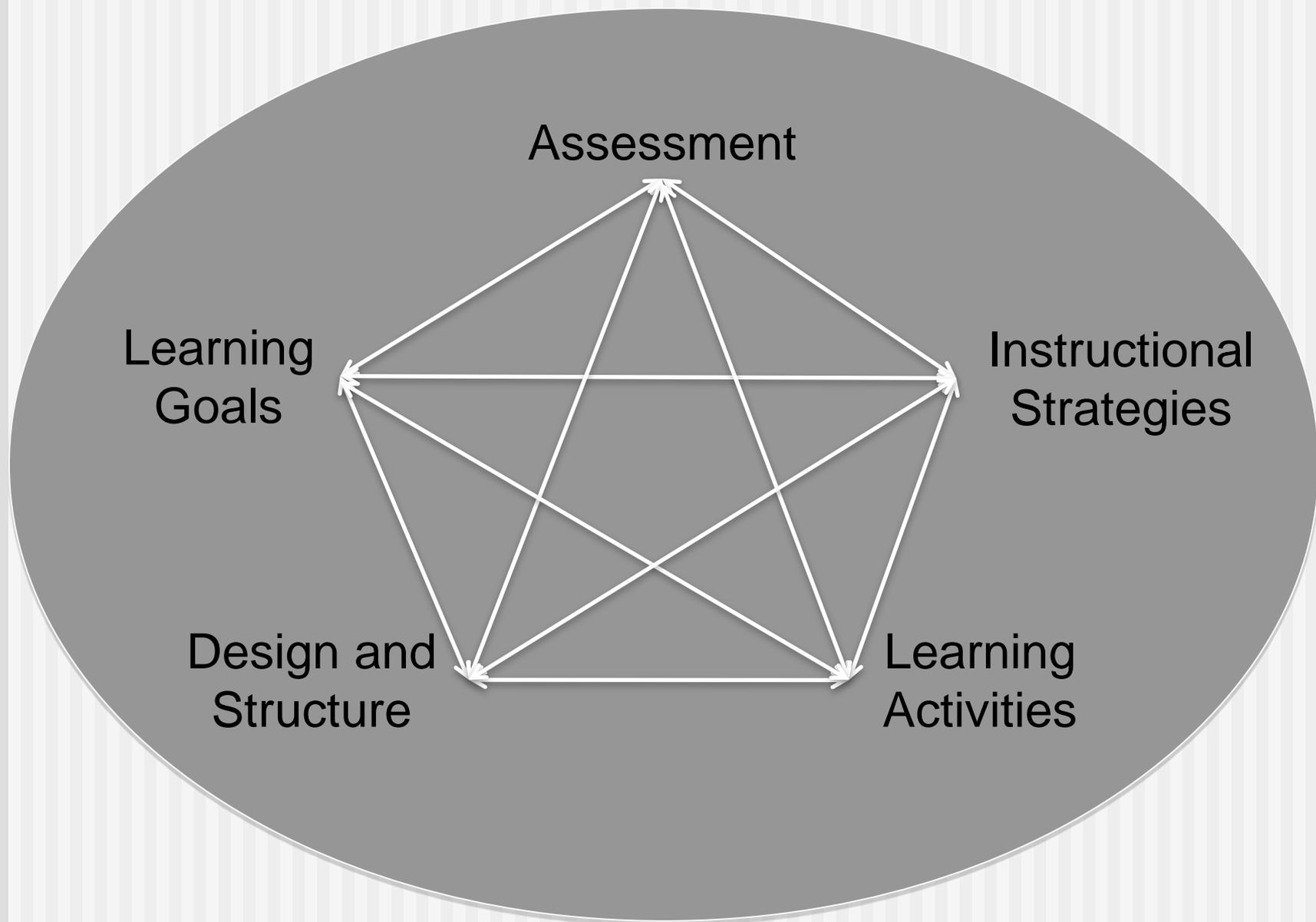


Student-centered course design





Alignment





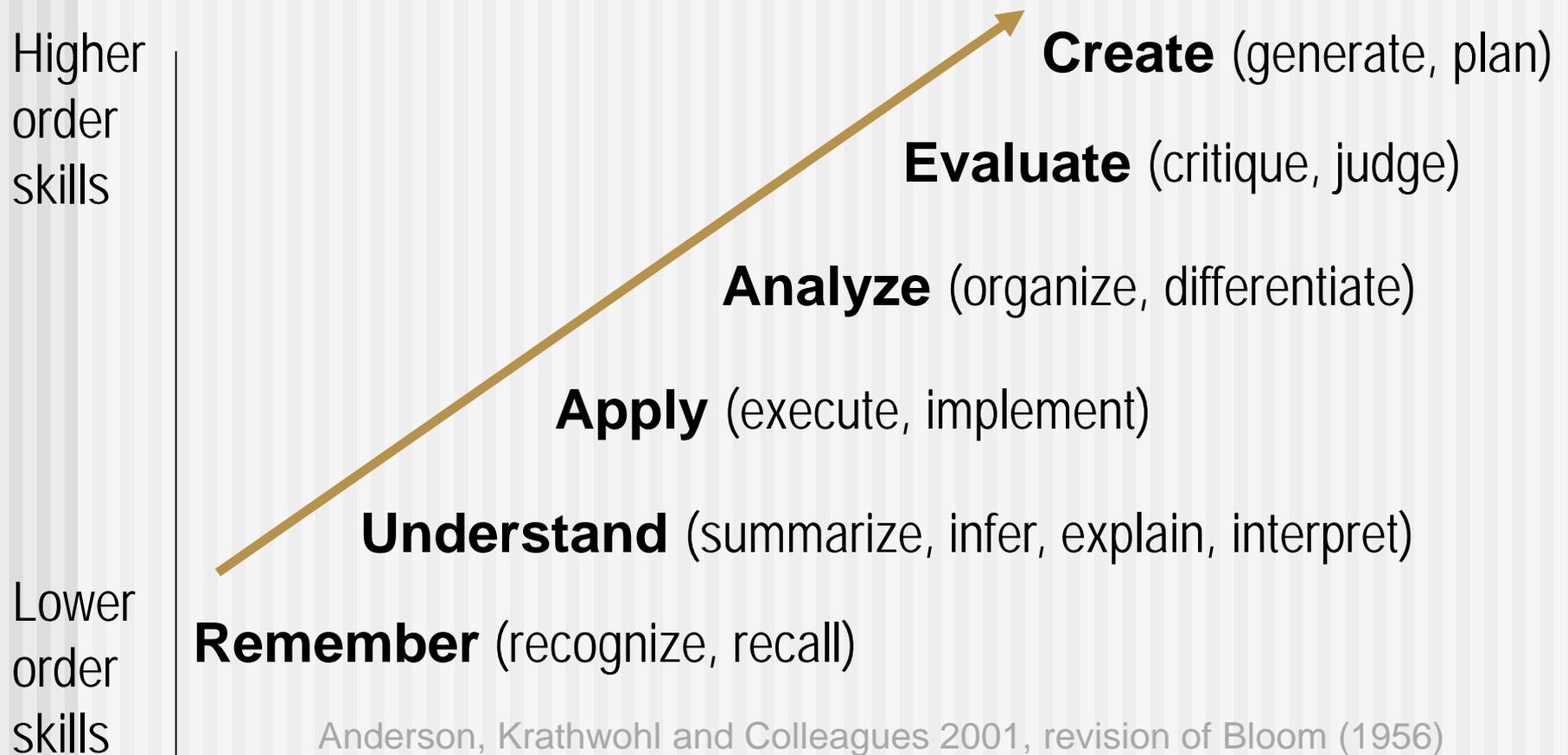
LEARNING GOALS

Learning goals

Why are learning goals important?

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

Learning goals: Higher order thinking



Learning goals: Application

- Refine and then discuss your 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*

Order: a narrative structure

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

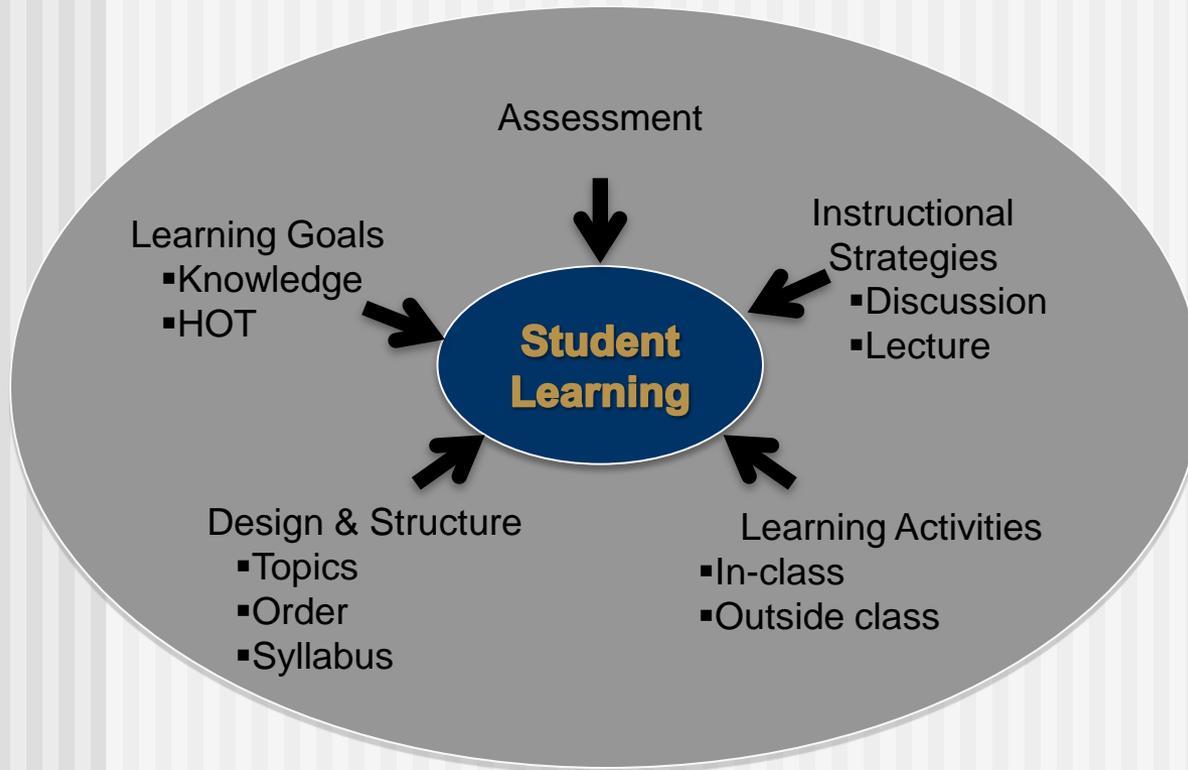
Order the topics...

- 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: Topics and Narrative

LEARNING ACTIVITIES AND INSTRUCTIONAL STRATEGIES

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: Application

- For your first topic, which learning activities would you use and why?

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 XMBA 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 no more than 3.20 - 3.40. For elective courses with enrollments of 18 or more, the mean GPA in any class should be no more than 3.40 - 3.60

- <https://groups.haas.berkeley.edu/AcademicAffairs/Bylaws/documents/Policy%20on%20Grading%20-%20May%203,%202013,%20with%20additions.pdf>

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 a specific focus in communication and leadership may weight oral and written assignments 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%

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



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?*