

# Learning Goals

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Frank Schultz

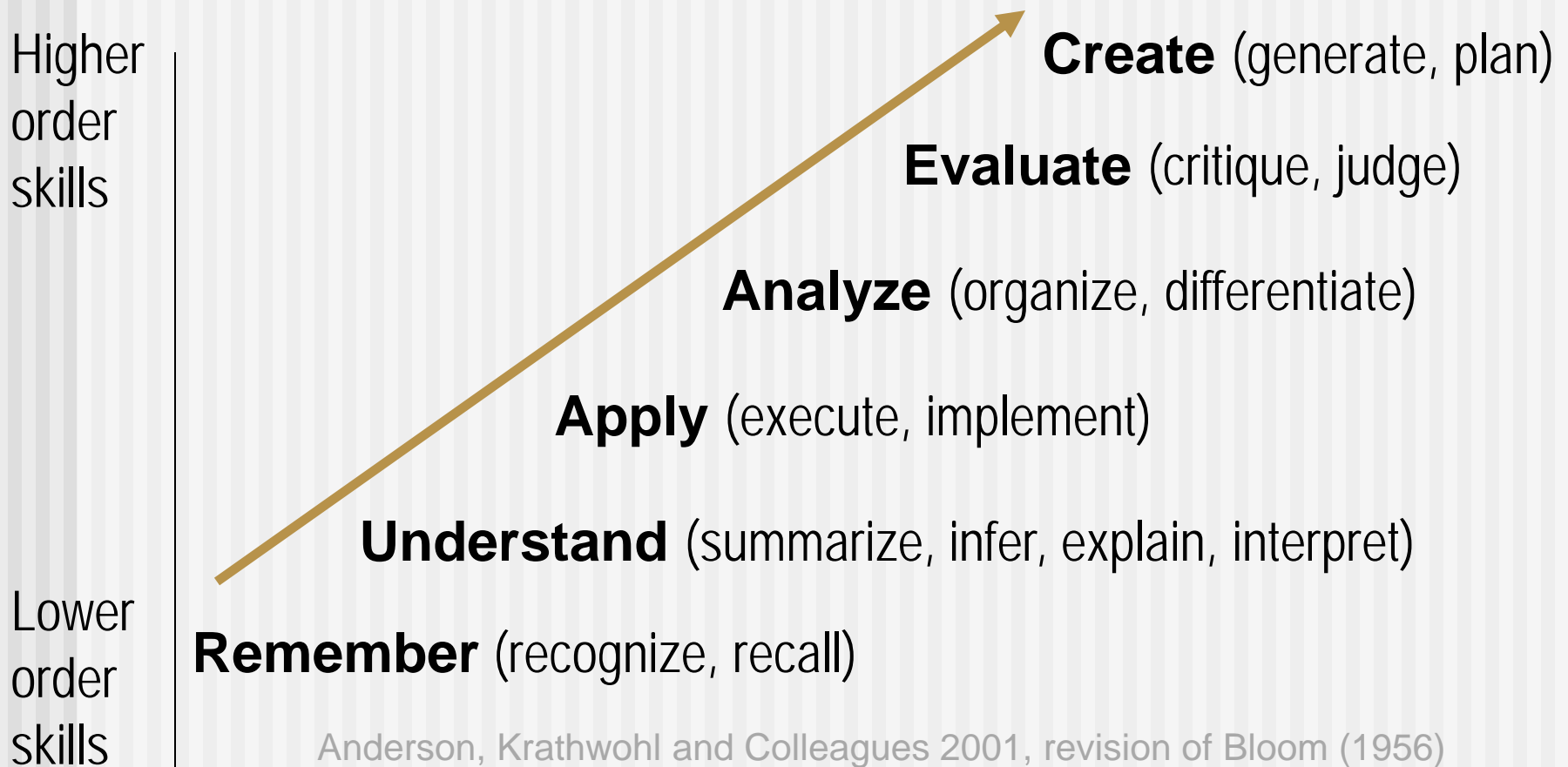
Special Thanks to Adam Berman for Designing Original  
Versions of this Presentation



CENTER FOR TEACHING EXCELLENCE

Haas School of Business | University of California, Berkeley

# Learning goals: Higher order thinking





# DESIGNING YOUR COURSE

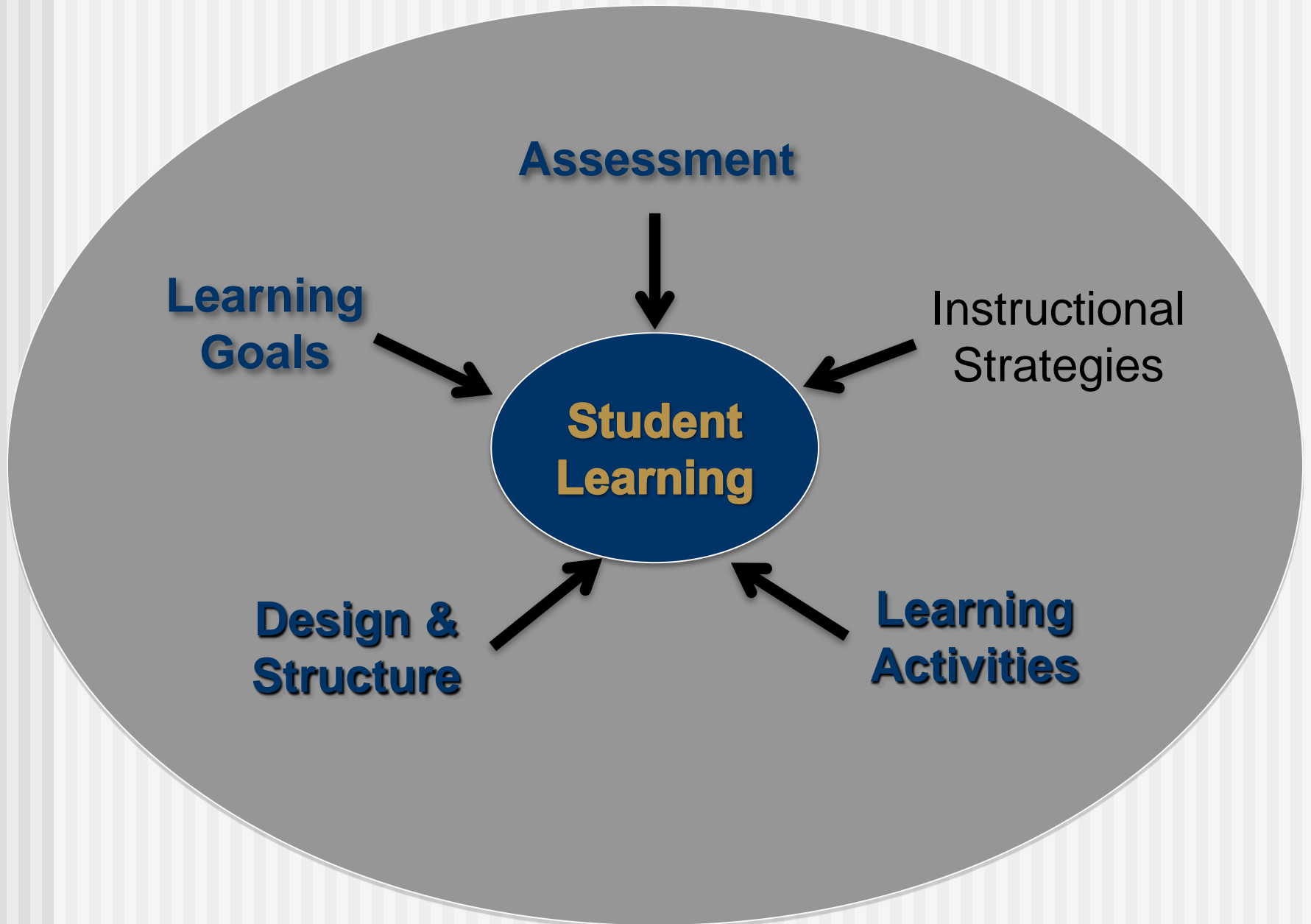
# Designing your course

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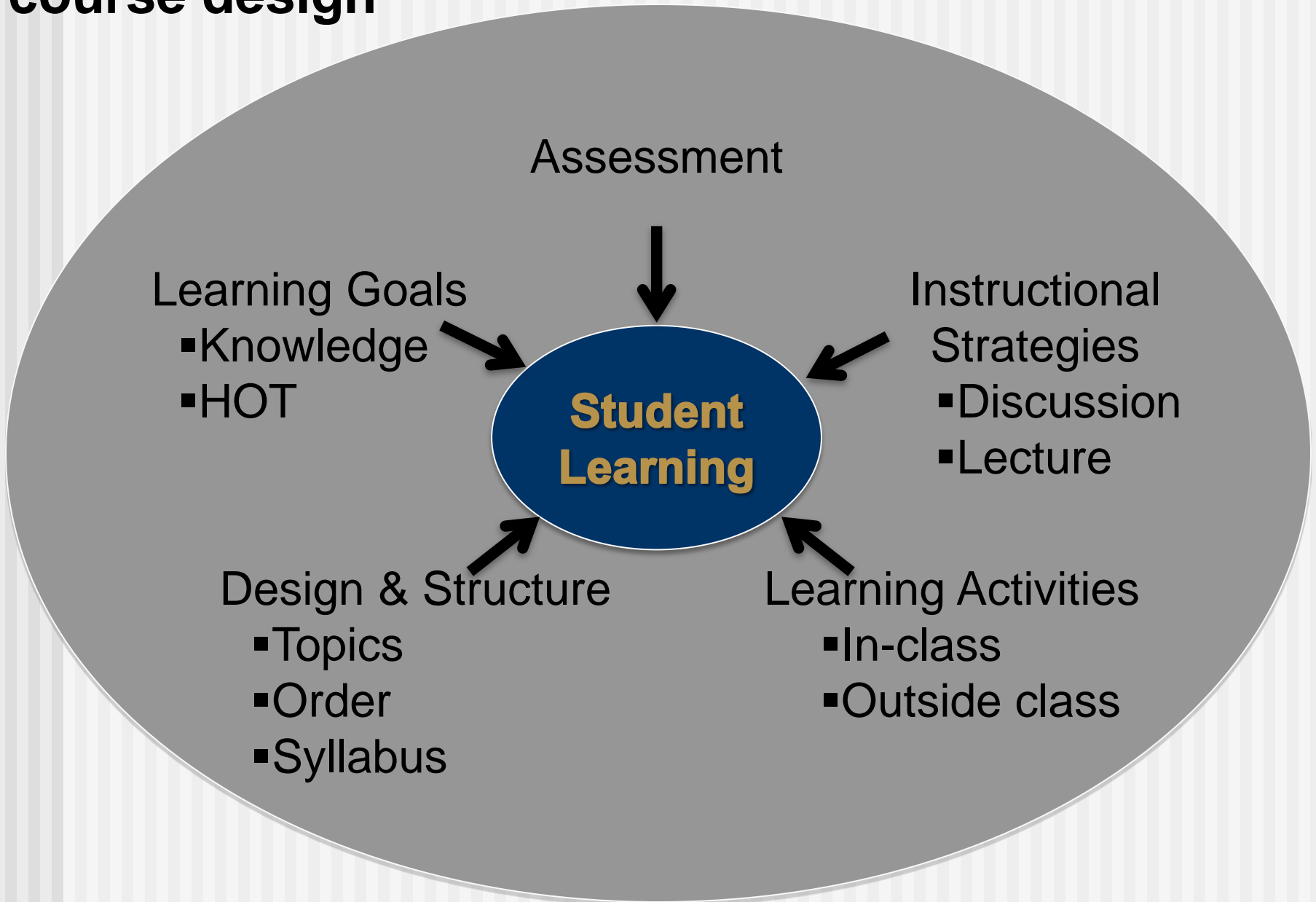


What are the most important parts of designing your course?

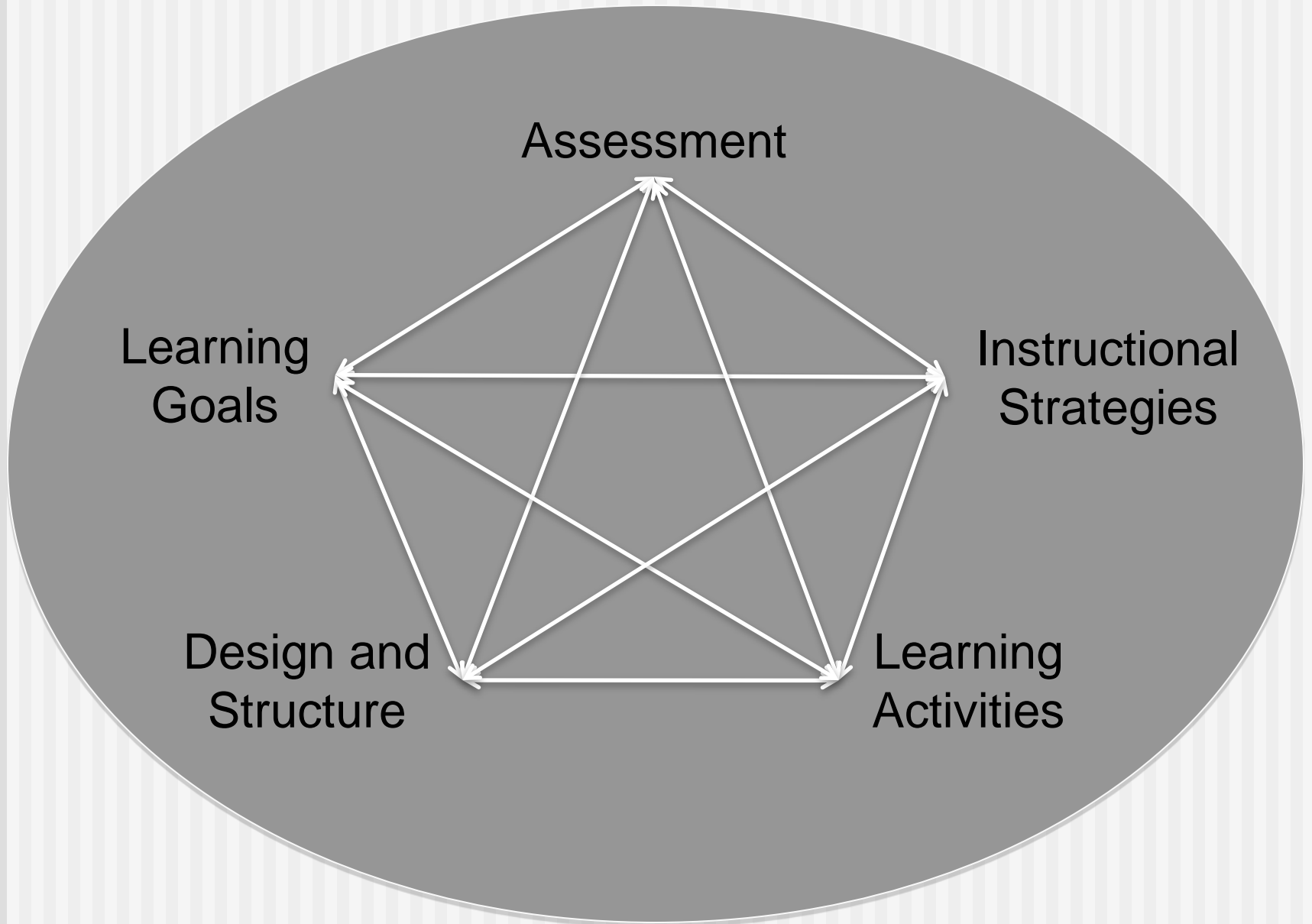
# Haas' Teaching Excellence Model



# Student-centered course design



# Alignment





# LEARNING GOALS



# Learning goals

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Why are learning goals important?

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

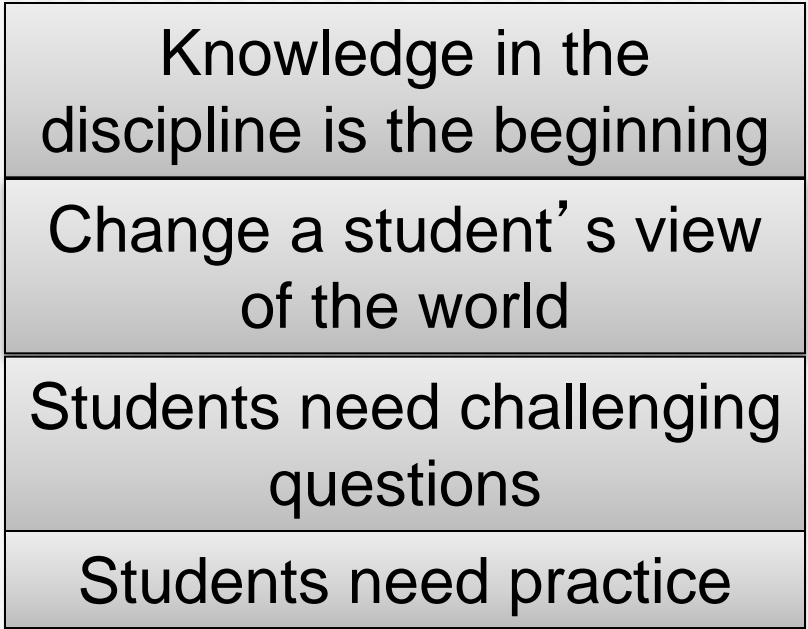
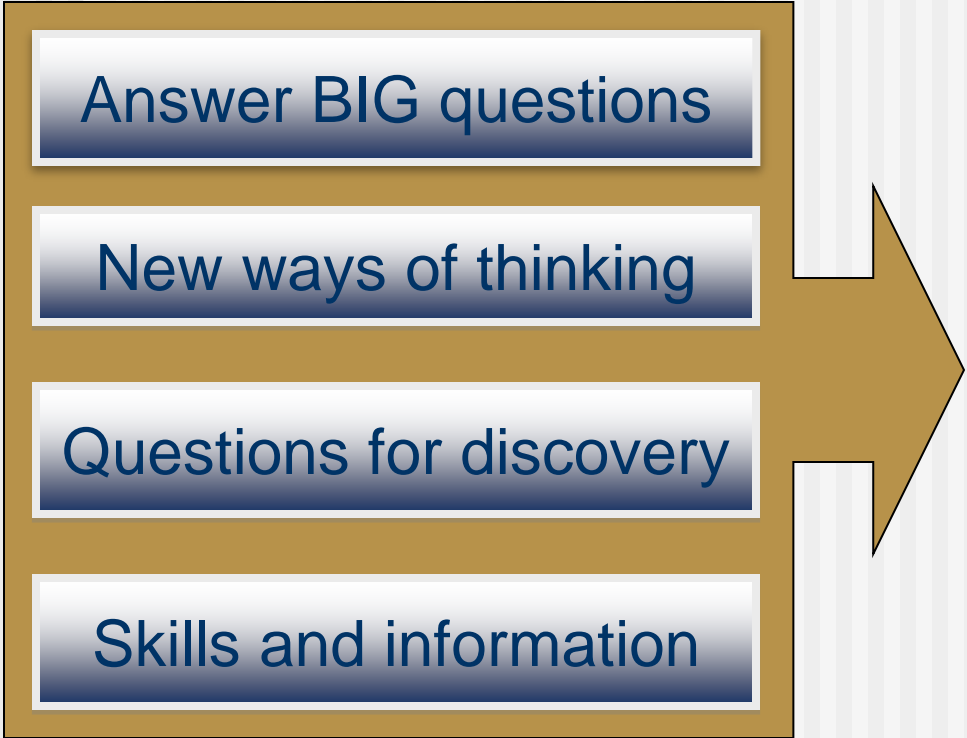
# Teaching and Learning: Student-centered

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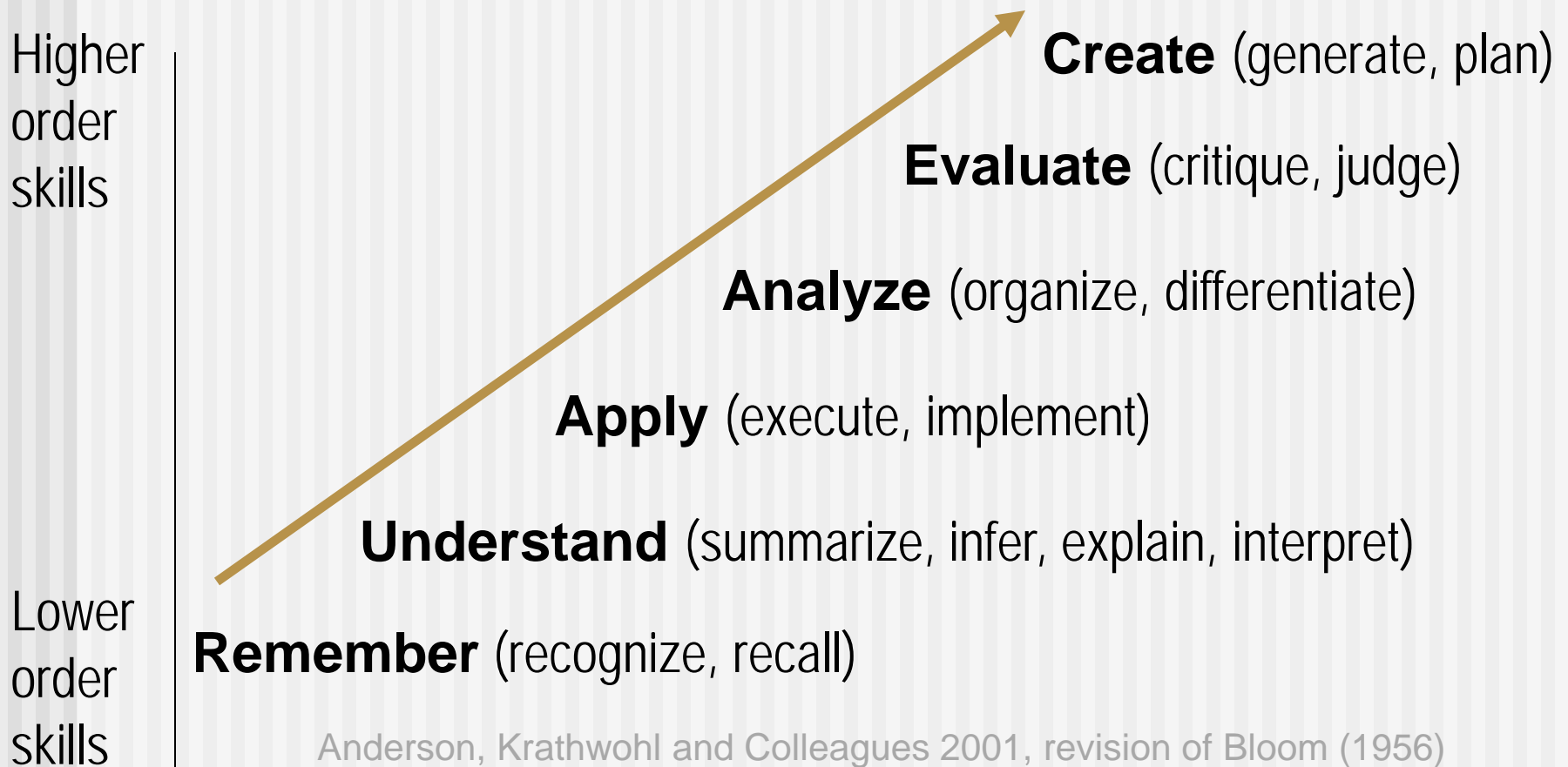
- *What BIG questions will this course help **students** answer?*
- *How will the course trigger **students to** build a new understanding of the world?*
- *What questions should **students** grapple with?*
- *What skills and info do **students** need to accomplish these goals?*

# Teaching and Learning: Connections

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



# Learning goals: Higher order thinking



# Learning goals: Types

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There are two kinds of objectives to consider:

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

# Learning goals: Concepts and tools

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- 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

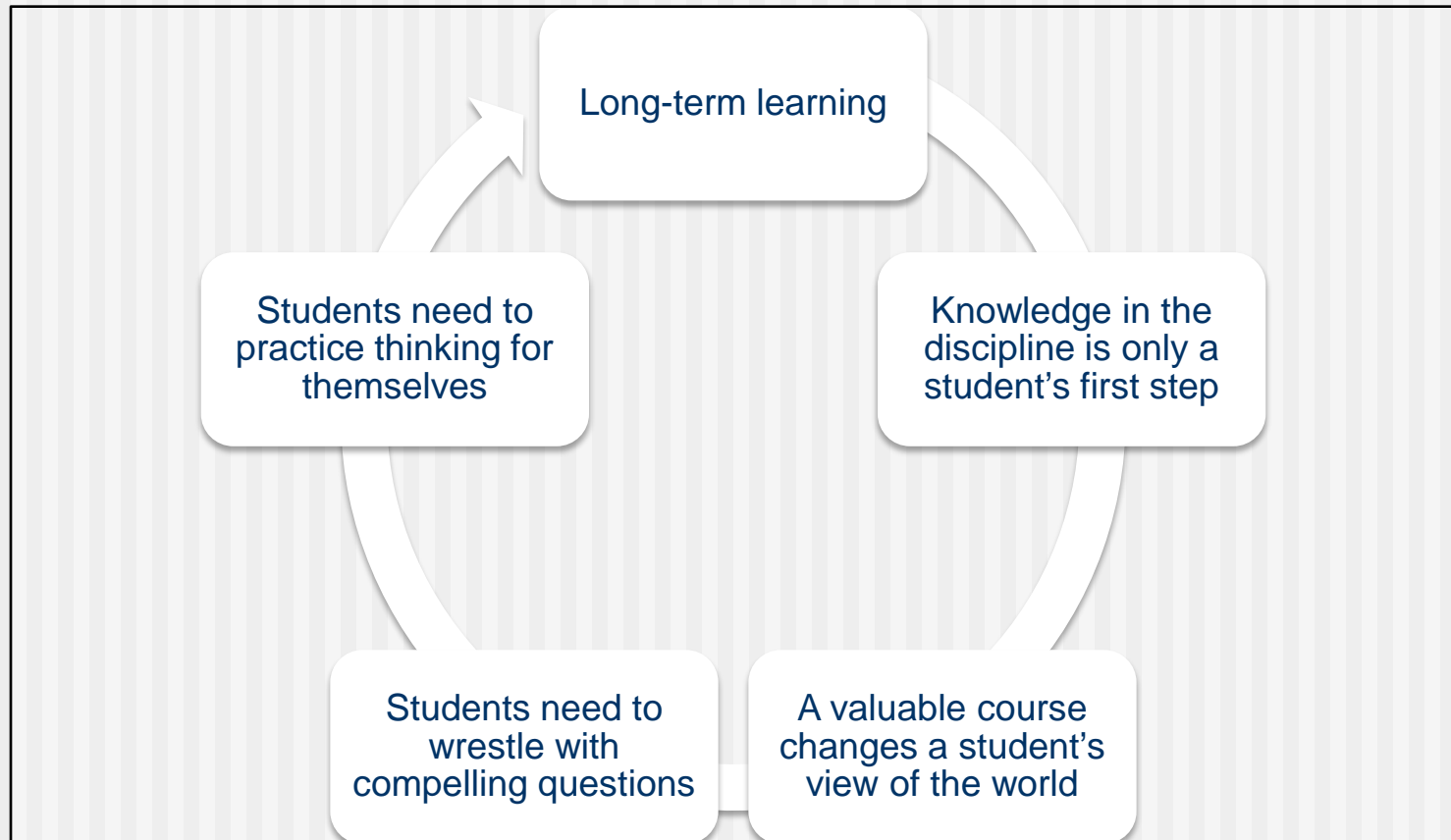
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- What new ways of thinking should students acquire?
- Be explicit

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.”*

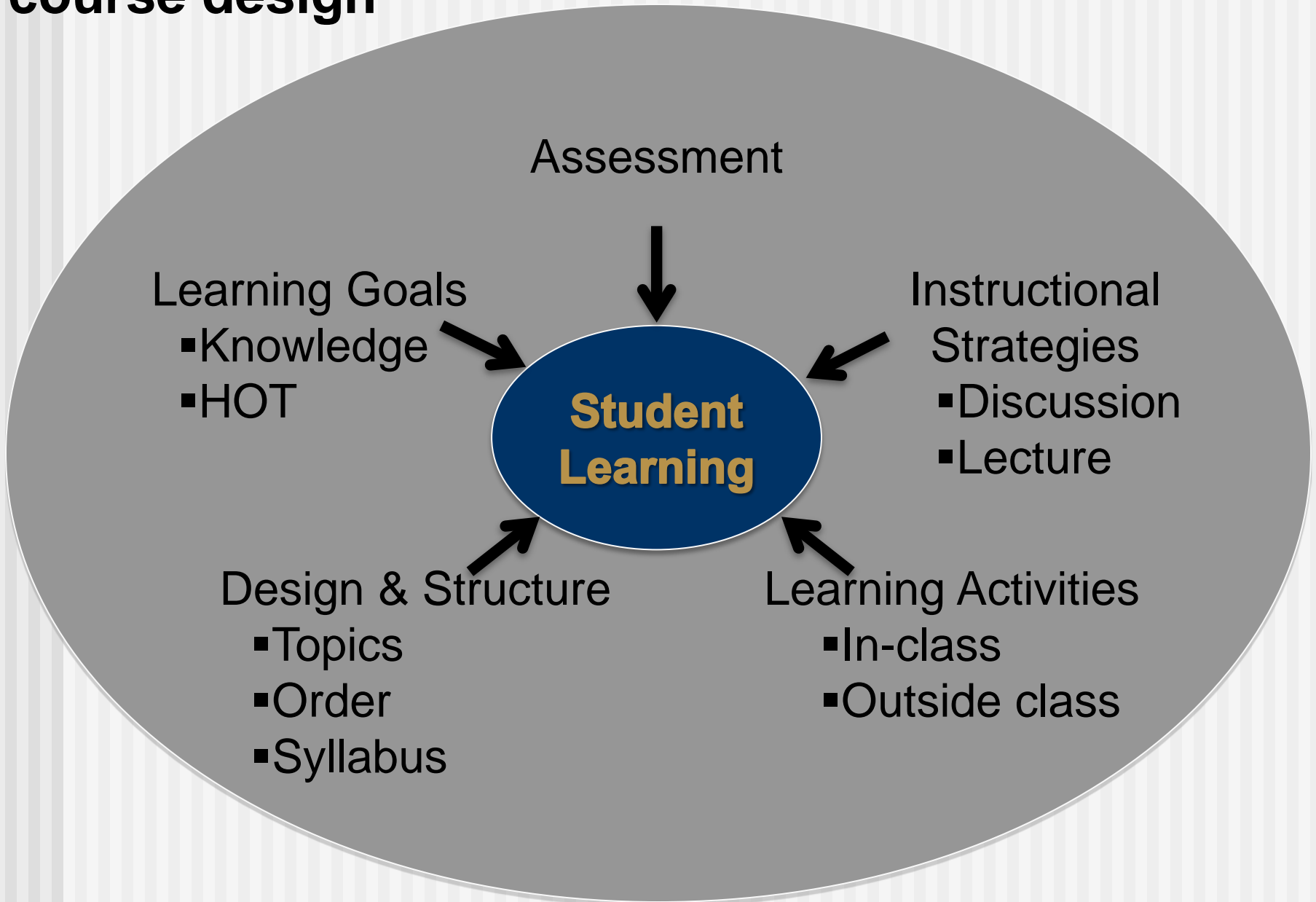
# Teaching & Learning: A philosophy



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>)



# Student-centered course design



# Learning goals: Application

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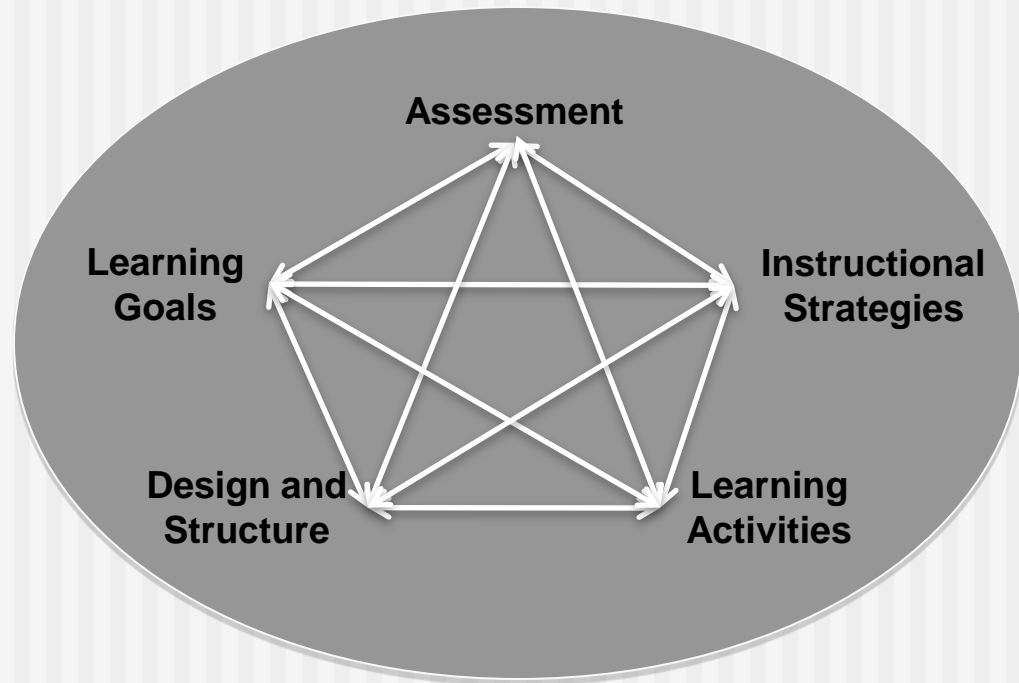
- Refine and then discuss your learning objectives
- Reduce your list. Consider:
  - Students' level of development
  - Where course sits in curriculum
  - Other

# Alignment

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# Alignment in Practice

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# Questions?

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