Articulating Instructional Goals

Workshop Goals

- **Teaching vs. Learning goals**
- **Articulate a set of learning goals for a given course/module/unit**

Learning goals vs. Teaching Goals

- *I'd like you to design a new course…*

WHAT HAPPENS?

Over focus on teaching strategies?

- **Turn that around by asking…**

  – What do I want students to know?
  – How will I know when they know it?
  – How can I help get them there?

  WHICH OF THOSE ARE LGs? TGs?

Setting LGs—what matters?

- Consider the body of material covered by your topic and divide it into at least three categories:

  - **enduring understanding**
  - **important to know and/or do**
  - **worth being familiar with**

Example, biochem

Enduring understanding:

- All cells are either prokaryotic or eukaryotic. Eukaryotic cells contain a variety of membrane-bounded organelles.

Example, biochem

Important to know and do:

- Compartmentation gave rise to cells that developed metabolic reactions for synthesizing biological molecules and generating energy.

Example, biochem

Worth being familiar with:

- Phylogenetic evidence groups organisms into three domains: archaea, bacteria, and eukarya

Practice!

Your examples?

Setting LGs—it's the verb!

Example

- Understand the advantages of compartmentation and enzymes in cellular chemistry.

Diagnosis?

ReSet

- Describe the advantages of compartmentation and enzymes in cellular chemistry, identifying an example discussed in class for each advantage.

What changed?

Verbs Open to Many Interpretations

- To know
- To understand
- To really understand
- To appreciate
- To fully appreciate
- To grasp the significance of
- To enjoy
- To have faith in
- To believe

Verbs Open to Fewer Interpretations

- To write
- To recite
- To identify
- To sort
- To solve
- To construct
- To build
- To compare
- To contrast

Example, biochem

- Know the differences between prokaryotes and eukaryotes.

vs.

- List the differences between prokaryotes and eukaryotes.

Example, biochem

- Become familiar with the major eukaryotic organelles.

vs.

- Define the major eukaryotic organelles.

Practice!

Your examples?

Setting LGs—at what level?

- See p.3 of Bloom's taxonomy of educational objectives

How's my cognitive level?

»List

»Define

Changing LG level…

- Contrast the differences between prokaryotes and eukaryotes. Use this contrast to propose blah blah.

and

- Given the major eukaryotic organelles, estimate....

Practice!

Your examples?

Summary of Points on Revising Learning Goals

- Use verbs that are clear, observable, and measurable
- Select verbs that align with what you really want students to be able to do
- Communicate these with your students!

What Next?

1. **Alignment between learning goals and assessment (types of questions)**.
2. **Alignment between learning goals and learning experiences (classroom practices).**
3. **Curricular or program alignment (dept level)**.