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?
• 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).