



[slide] This video is part of the online seminar on Designing Courses, developed by the Reinert Center for Transformative Teaching and Learning at Saint Louis University.

[slide] The purpose of this short video is to explore five Sample Course Goals. Try to keep in mind what the examples have in common and also how they differ from one another.

[slide] Sample Goal #1

This course will introduce students to general concepts of physics.

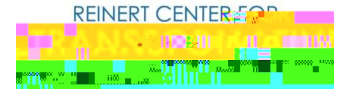
In this goal, it's important to notice the verb: introduce. This verb signals that this is an example of a course goal (as opposed to a student learning objective). It's clearly focused on what the instructor and/or the course will do, not on what students will be able to do with those "general concepts of physics" after the course ends.

[slide] Sample Goal #2

Understand the role of the teacher in the classroom.

As with the first example, here again, the emphasis is on the teacher's actions ("help"). And it states directly that the goal is "mine," the "me" of the teacher.

There's also another tell-tale word in this example, and that's appreciate



for those more specific learning objectives and the relationships between them. It helps to convey a sense of payoff for students – that the course is directly tied to future employment.

[slide] Sample Goal #4

In this course, students will engage in multiple reflection activities, service learning projects, and collaborative projects.

This goal is deceptive at first, since it focuses on students, rather than on the instructor. However, notice that the language essentially tells you what students will do during the course. This is not the same thing as what they will learn and/or be able to do at the end of the course. This goal is of the sort that conveys to students what it will be like to be in the course, what kinds of learning experiences they are going to have in the course.

If the goal is later tied to specific skills that will be honed in the course (reflection, teamwork), then it could provide the foundation for excellent learning objectives.

[slide] Sample Goal #5

In this course, you will learn skills for college success, as well as for lifelong learning.

Again, here is a goal that seems to be more about students and their skill development – both of which would seem to suggest that this may be a student learning objective.

However, the goal does not define what those “skills for college” are.

And the focus on developing students as “lifelong learners” is a tip-off that the item is a goal because you can’t possibly measure whether or not students will be learners all their lives (and certainly not in the few weeks or months they are in your class). You will only be able to measure what they have actually learned during the time you are working with them.

[slide] Recap: Course Goals