

Understanding Significant Learning Goals

“A year (or more) after this course is over, I want and hope that students will _____.”

Foundational Knowledge: Understand and remember key concepts, terms, relationships, and so on. Includes knowledge about the phenomena associated with the subject and the conceptual ideas associated with those phenomena

Example: Be able to identify the key elements of design in any work of art

Example: Remember the meaning of terms related to population and parameter, sample and statistics

Application: Know how to use the content. Involves the ability to use and think about the new knowledge in multiple ways, as well as the opportunity to develop important skills.

Example: Be able to critically evaluate bodies of literature in academic and popular outlets

Example: Be able to look at a graph and see relationships in the real world that are being described

Integration: Be able to relate this subject to other subjects. Involves the ability to connect one body of knowledge with other ideas and bodies of knowledge.

Example: Integrate ideas about energy from chemistry and microbiology

Example: Identify particular ways in which the art forms of various times and places in history reflect the milieu (social, religious, economic, political, etc.) of those times and places

Human Dimension Understand the personal and social implications of knowing about this subject. Involves discovering how to interact more effectively with oneself and with others.

Example: Be able to inform and educate other intelligent citizens about the role of microbiology, in personal and public life

Example: Become more aware of and interact with the efforts of others as they try to make residential, work and public areas more aesthetic

Caring: Care about the subject (and about learning more on the subject). Involves the development of new interests, feelings, and values.

Example: Be more interested in attending art exhibits

Example: Find that learning about quantitative reasoning is fun

Learning How to Learn: Know how to keep on learning about this subject after the course is over. Involves developing the knowledge, skills, and strategies for continuing one's learning after the course is over.

Example: Have learned about their own preferred learning style and use it in the future

Example: Be able to identify resources for their own subsequent learning

Questions to Prompt Goal-Writing

Foundational Knowledge

- What key **information** (e.g., facts, terms, formulae, concepts, principles, relationships, etc.) is/are important for students to **understand** and **remember** in this course?
- What key **ideas** (or perspectives) are important for students to understand in this course?

Application Goals

- What kinds of **thinking** are important for students to learn?
 - Critical thinking, in which students analyze and evaluate
 - Creative thinking, in which students imagine and create
 - Practical thinking, in which students solve problems and make decisions
- What important **skills** do students need to gain?
- Do students need to learn how to **manage complete projects**?

Integration Goals

- What **connections** (similarities and interactions) should students recognize and make...:
 - Among ideas *within* this course?
 - Among the information, ideas, and perspectives in this course and those in other courses or areas?
 - Among material in this course and the students' own personal, social, and/or work life?

Human Dimensions Goals

- What could or should students learn about **themselves**?
- What could or should students learn about **understanding others** and/or **interacting with them**?

Caring Goals

- What changes/values do you hope students will adopt?
 - Feelings? Interests? Ideas?

“Learning-How-to-Learn” Goals

- What would you like for students to learn about:
 - **How to be good students** in a course like this?
 - **How to learn about this particular subject**?
 - **How to become a self-directed learner** of this subject, i.e., having a learning agenda of what they need/want to learn, and a *plan* for learning it?