

UC Berkeley Teaching in Summer Workshop

Part I: Articulating Learning Goals

By the end of your summer course, what do you most want students to learn or be able to do? Take notes on your reflections, and work to be as specific as possible about your goals:

Work with a partner to turn at least one of the items above into a Course-level Learning Goal that you can share with your students. Draft it here:

From UC Berkeley's Center for Teaching and Learning:

“Develop a set of learning objectives for a course by crafting a short list of concepts, topics, or skills that can guide student learning and add clarity to students’ learning experiences. By designing the course from a list of 3-6 course-level outcomes, [instructors can provide students with] a clear set of expectations. . . and [students] will be better prepared to demonstrate their learning in a way that aligns with their instructor’s expectations.”

“Well written learning objectives should be student-centered, actionable, and measurable.

- **Student-centered:** focus on what students should be able to know or do, rather than what you plan to teach.
- **Actionable:** identify concrete actions and behaviors that students are expected to demonstrate [. . .]
- **Measurable:** each learning objective points to a clear assessment that can easily check whether students have accomplished that skill or advanced their learning.”

Part II: Practicing 'Reverse' Design

“Instructors typically approach course design in a ‘forward design’ manner, meaning they consider the learning activities (how to teach the content), develop assessments around their learning activities, then attempt to draw connections to the learning goals of the course. In contrast, the backward design approach has instructors consider the learning goals of the course first” (Vanderbilt’s *Center for Teaching*)

Directing 'Reverse' or 'Backward Design'

Learning Goals → *Learning Activities* → *Learning Assessments*

Activity: Identify one Learning Goal that you hope to spotlight for your students this summer. You can work with the Course-level Learning Goal that you developed in today's previous activity or state a new goal, but try to stay grounded in specifics while you chart ideas below.

Tip: If it's helpful to think smaller-picture, work with a *unit-level* or *week-level* learning goal instead of a course-level one.

Learning Goal <i>I want students to learn. . .</i>	Learning Activity <i>I'll ask students to do. . .</i>	Learning Assessment <i>I'll assess student learning by. . .</i>

Part III: Fostering Student Engagement

What classroom practices, approaches, or activities have most effectively helped you foster student engagement during the regular semester? How might you implement and/or adapt these for your summer course with the constraints of summer instruction in mind (fewer weeks to address same curricular requirements; longer, more intense class meetings, etc.)?

Recommended Sources

UC Berkeley Center for Teaching and Learning "Establish Course-level Learning Objectives":
<https://teaching.berkeley.edu/resources/course-design-guide/establish-course-level-learning-objectives>

Vanderbilt Center for Teaching on Backward Design:
<https://cft.vanderbilt.edu/guides-sub-pages/understanding-by-design/>

UC Berkeley Center for Teaching and Learning "Inclusive Teaching Guide":
<https://teaching.berkeley.edu/resources/inclusive-teaching-guide>

UC Berkeley American Cultures Center "Teaching Resources":
<https://americancultures.berkeley.edu/faculty/pedagogical-resources>

If you have questions or feedback you'd like to share, please feel free to contact me:
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