# Course Design: Goals

Course Goals Alignment Worksheet

1. List the goals you have for yourself as an instructor:
2. List the goals you identified for the instruction you are designing:
3. How well do your lesson/course goals match up with your overall goals as an instructor?
4. Jot down a few ideas on what student goals in your course/lesson might be. What do they hope to get out of the experience? (Use information from your learner analysis or ask your learner directly)
5. Look up your college, school, department, and/ or company goals envisioned by your organization, and record them here:
6. Finally, brainstorm some goals you think the community, university, and accrediting body might have. What external pressures have an impact on what you do in in your course/lesson, and how you do it? (example: Learning Standards set by the state or a licensing agency or the organization)
7. Transcribe a few keywords from each set of goals into the chart below, for easy reference.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Community, Accreditation, University Goals | College and Dept.  Goals | Instructor Goals | Student Goals | Course Goals for Syllabus |
|  |  |  |  |  |
| Is there “alignment” between these various sets of goals?  * **If there are moments of “disconnect” between sets of goals, can you think of strategies to address them? How can you adjust your own goals so they fit better with the others listed here?** | | | | |

1. Looking over the list of goals from the community, department, and students, are you struck by any items that you hadn’t considered originally when writing a course syllabus? Now that you’ve considered other people’s goals, what will you do differently in your course/lesson (i.e., cover different material, add or delete activities, change your focus for some portions of the semester, etc)?

**Course Design: Outcomes**

|  |  |
| --- | --- |
| What will the students ***know*** when they complete your course? |  |
| What will the students be able to ***do*** at the end of your course? |  |
| ***How will you know*** that students have achieved your learning goals? |  |
| What ***skills*** will the students need to become lifelong learners in your discipline? |  |
| What ***tools*** will you need to expand learning opportunities? |  |
| What ***activities*** will you need to engage students in the learning process? |  |
| In order to succeed in the course, what do students ***need to know*** when they come to your course? |  |
| How will the students need to ***relate to*** the discipline itself in order to become professional participants? |  |

# Course Design: Objectives

Align Teaching Role with Goals, Objectives, Lessons, and Assessment Course Name:

What is your primary role as a teacher?

Examples:

1. Teaching students facts and principles of the subject matter.
2. Providing a role model for students
3. Helping students develop higher-order thinking skills
4. Preparing students for jobs/careers
5. Fostering student development and personal growth
6. Helping students develop basic learning skills

**Essential Course Goals**

A.

B.

C.

D.

**Objectives**: Objectives are specific subcategories of goals, and they should inform your lessons and assessments. They are different from goals in that they are always observable or measurable and are described using action verbs.

“At the end of this course the students should be able to....”

1.

2.

3.

4.

5.

6.

7.

8.