**Goals and Objectives Activities**

***How Are Goals and Objectives Defined?***

***Warm Up Activity***

Not talented enough to do drawings in Word!

***Activity: What Is Your Institutional Hierarchy?***

|  |
| --- |
| University Mission |
| LAS Objectives |
| English Studies Vision |
| English Studies Assessment |
| Course Goals |
| Course Outcomes |
| Activity/Assignment Outcomes |

Besides general education goals, we do not have institutional goals.

***Final Reflection***

1. What terminology do you use?
	1. Generally speaking, I use outcomes over objectives. I like the sound of it better, focusing on what will be achieved.
2. Does the terminology vary across school or department?
	1. Yes, it does.
3. Do you understand the rationale for the choices being made with respect to the terms being used?
	1. For my own courses, yes. Not necessarily across the university.

***What Are Goals and Objectives?***

***Warm Up Activity***

Broad Goals:

* Why is it important for individuals and cultures to construct narratives about their experience?
* How does literature reveal the values of a given culture or time period as well as the construction of an individual's reality?
* In what ways are all narratives influenced by bias and perspective and how does this affect our view of “truth”?
* What are the different meanings of a text when considering the perspectives of language, author, reader, and combinations thereof?
* What role or purpose do/es religion, spirituality, and/or morality serve for societies and/or individuals and how does society create or reflect these roles?
* What are enduring experiences and conflicts throughout history that are relevant today and what are those that have changed?
* What does it mean to be an “Other”?
1. Have you, when planning any event, focused on the details before considering the big picture? What hurdles did this approach present?
	1. Yes, it means that the event is well-planned, but might not meet purpose.
2. Starting with the big picture, what do you want your students to remember about your institution, your program, or your course upon completion?
	1. See above.

***Activity: Your Institutional Goals***

University Mission: Fitchburg State University is committed to excellence in teaching and learning and blends liberal arts and sciences and professional programs within a small college environment. Our comprehensive public university prepares students to lead, serve, and succeed by fostering lifelong learning and civic and global responsibility. A Fitchburg State education extends beyond our classrooms to include residential, professional, and co-curricular opportunities. As a community resource, we provide leadership and support for the economic, environmental, social, and cultural needs of North Central Massachusetts and the Commonwealth.

General Education: Aesthetic Appreciation, Ethical Reasoning, Communication, Problem Solving through Inquiry and Data Analysis, Problem Solving through Quantitative Literacy

***Activity: Find Your Program Goals***

English Studies Department Goals for all Majors

Enriched creative and intellectual life:

* Responsible and reflective citizenship
* An enlarged worldview
* Incentive for life-long learning
* Flexibility of mind

Preparation for careers:

* Education and certification as secondary teachers of English
* Classes and internships for professional writers
* Collaborative group work
* Information literacy: knowledge of sources and how to use and evaluate them
* Digital literacy and social media

Awareness of and respect for our literary heritage:

* An appreciation of cultural and ethnic diversity
* Commitment to human values embodied in works of literature

Learning and caring about literature:

* Reading on varied levels
* Writing to create new meaning
* Speaking effectively with a variety of audiences
* Listening critically and analytically
1. Can these statements be rewritten as intended goals for your program graduates? Yes, they can – already are.
2. Are these statements in alignment with your institutional and program missions? For the most part, yes – although the vocabulary is different.
3. Can you start each of your statements with “upon completion of this program, students will understand (or know)"? Some can. Some need to be restated.

***Activity: Find Your Program Outcomes***

Ours are not defined in this way.

***Activity: Find Your Course Goals and Outcomes***

Goals

* Why is it important for individuals and cultures to construct narratives about their experience?
* How does literature reveal the values of a given culture or time period as well as the construction of an individual's reality?
* In what ways are all narratives influenced by bias and perspective and how does this affect our view of “truth”?
* What are the different meanings of a text when considering the perspectives of language, author, reader, and combinations thereof?
* What role or purpose do/es religion, spirituality, and/or morality serve for societies and/or individuals and how does society create or reflect these roles?
* What are enduring experiences and conflicts throughout history that are relevant today and what are those that have changed?
* What does it mean to be an “Other”?

Learning Outcomes for ENGL 4000: Major Authors – Chaucer

At the end of this course, successful students will be able to:

* analyze effectively orally and in writing major themes in Chaucer's texts and the significant historical and cultural influences on these works;
* apply sophisticated research skills, evaluate critical traditions in Chaucerian scholarship relevant to self-identified research questions, and formulate arguments effectively orally and in writing based on these evaluations;
* create a digital portfolio of materials related to Chaucer and his works that could be used by others in the study or teaching of these texts and their contexts; and
* recite Middle English aloud with confidence and compare its linguistic and grammatical characteristics to modern English.
1. Are the course goals in alignment with your institutional and program missions, your program goals, and program objectives/outcomes? They are, although the vocabulary is different.
2. Are the course outcomes in alignment with your course goals? Yes, they are.

***Activity: Find Your Learning Objectives (completed online)***

Really unclear what the difference is between outcomes and objectives and why there need to be three terms instead of two.

***Final Reflection***

1. Did you find it difficult to clearly articulate goals and objectives? Only because the difference between outcomes and objectives is unclear.
2. Was it difficult to understand the differences between goals and objectives? No.
3. How can you share the information you have learned today to better improve assessment processes? Course redesign workshops for faculty.

***What Are the Benefits of Having Course Goals, Outcomes, and Learning Objectives?***

***Warm Up Activity***

Benefits in 30 seconds:

* Clear idea of what course is intended to accomplish.
* Can match assignments and activities to outcomes.
* Transparency to students about what they will learn.
* Able to have students reflect on bigger picture issues as they are stated.
* Students know why they are doing each activity/assignment.
* Eliminates belief that everything is busy work.
* Can make sure course is meeting program curriculum goals.

I have experienced these.

***Activity: Is This Statement Broad or Narrow? (completed online)***

***Activity: How Learning Objectives/Outcomes Benefit Different Roles***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Level** | ***Faculty*** | ***Dept Chair*** | ***Administration*** | ***Director of Assessment*** |
| ***Course*** | Allows faculty to communicate effectively with students purposes of course | Allows Chair to know that course is meeting program curriculum goals | Allows administration to know what is happening at course-level | Allows Director to see if course artifacts should be assessed for certain goals |
| ***Program*** | Allows faculty to know how courses fit into overall curriculum | Allows Chair to communicate Program goals | Allows administration to articulate how program is meeting institution goals | Allows Director to demonstrate how goals are being met across University |
| ***Institution*** | Allows faculty to know what broad goals courses are meeting | Allows Chair to demonstrate how Program meets Institution goals | Allows administration to communicate with stakeholders | Allows Director to communicate to programs and faculty what broad goals are |

1. Differences: depends on who one is accountable to and to whom one is communicating.
2. Communication/transparency is a key element of outcomes.

***Final Reflection***

1. Communication/transparency has more of a position than I originally gave it.
2. One action: make sure that course goals align with program/institution more clearly.

***How Are Goals and Learning Objectives Created?***

***Warm-Up Activity***

Have already completed this previously to make sure they are aligned.

***Activity: Create a Goal Statement for Your Program or Course***

* Why is it important for individuals and cultures to construct narratives about their experience?
* How does literature reveal the values of a given culture or time period as well as the construction of an individual's reality?
* In what ways are all narratives influenced by bias and perspective and how does this affect our view of “truth”?
* What are the different meanings of a text when considering the perspectives of language, author, reader, and combinations thereof?
* What role or purpose do/es religion, spirituality, and/or morality serve for societies and/or individuals and how does society create or reflect these roles?
* What are enduring experiences and conflicts throughout history that are relevant today and what are those that have changed?
* What does it mean to be an “Other”?

***Activity: Creating Learning Objectives***

Learning Outcomes for ENGL 4000: Major Authors – Chaucer

At the end of this course, successful students **(Audience)** will be able to:

* analyze **(Behavior)** effectively **(Degree)** orally and in writing **(Condition)** major themes in Chaucer's texts and the significant historical and cultural influences on these works;
* apply **(Behavior)** sophisticated **(Degree)** research skills, evaluate critical traditions in Chaucerian scholarship relevant **(Degree)** to self-identified research questions, and formulate arguments effectively **(Degree)** orally and in writing **(Condition)** based on these evaluations;
* create**(Behavior)** a digital portfolio **(Condition)** of materials related to Chaucer and his works that could be used by others **(Degree)** in the study or teaching of these texts and their contexts

***Final Reflection***

1. It is always difficult, but I have had plenty of training!
2. There is always value in being as specific and transparent as possible.

***How Do I Know if My Leaning Objectives Are Appropriate?***

***Warm-Up Activity***

Most resonate: How do I know if my learning objective is measurable and observable?

***Activity: Recognizing Effective Objective Statements (completed online)***

***Final Reflection***

Yes, they do! Although I need to work on acceptable level of performance statements.

***Learning Objectives at the Course Level and Learning Objectives at the Program Level***

***Warm-Up Activity***

I think the mapping exercises are the most useful. They are visual and demonstrate gaps effectively.

***Activity: Writing Goals and Outcomes for the Course, Program, and Institution***

1. Program Goals
2. Course Goals
3. University Mission
4. Learning Objectives
5. Program Outcomes

***Activity: Writing Goals and Outcomes for the Institution, Program, and Course***

Institutional: Our comprehensive public university prepares students to lead, serve, and succeed by fostering…global responsibility.

Programmatic: Enriched creative and intellectual life: An enlarged worldview

Course: At the end of this course, successful students will be able to analyze effectively orally and in writing major themes in Chaucer's texts and the significant historical and cultural influences on these works.

***Final Reflection***

1. There isn’t clear alignment because we do not have clear institutional goals. We are working on that through University committees.
2. Curriculum mapping may be a way to demonstrate in a visual way to convince stakeholders.