Incorporating Transformational Goals into Teaching Methodologies

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CTLT Summer Workshop - Design Your Course

- We completed a summer-long blended learning experience as we prepared to teach new or revamped courses.

- This was a structured process that involved lots of peer feedback, brought us together, and led to this symposium.
We want to facilitate a sense of community throughout this session.

In this session, we will...

1. Define and describe transformational goals
2. Provide examples of our experiences developing and using transformational goals in our classes
3. Draft a transformational goal for a course you’re scheduled to teach
4. Engage in discussion and reflection
After this session, you will **envision** how your students will change upon completing your course and **use this vision to streamline and guide** your course design process.
What is a transformational goal?
A transformational goal...

- is life-changing
- emphasizes the student’s future and the course’s long-term effects
- focuses on the “why” behind the course
- sets the agenda for course design
We **usually** start with the learning outcomes.

But, what pulls all those learning outcomes together?

What’s the overarching goal of your course?
We should start with the end goal in mind.
How does one develop a transformational goal?

Questions to ask yourself:

- *How do I want my students to be changed after taking my course?*

- *Five years from now, what do I want my students to remember? What aspects of my course will be relevant to them several years from now?*
Our Experiences Developing and Including Transformational Goals in our Courses
Making The Goal “Big Enough”
Ciera - Making the Goal “Big Enough”

CSD 175 - Spoken and Written Language Development

- Undergraduate course
- One of the first courses in the CSD major
- Required for acceptance into the major
- Introduction to typical language development
- Interdisciplinary (Education, Social Work, Nursing, etc.)
Ciera - Making the Goal “Big Enough”

CSD 175 - Spoken and Written Language Development

My transformational goal

First attempt: Students will be able to describe the process of typical spoken and written language development, and discuss how understanding and use of language can impact an individual’s learning from childhood into adulthood.
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My transformational goal

**Final:** Students will use their knowledge of the language development process to provide services and supports that meet the language, literacy, and learning needs of all children. Students will consider the potential impact of culture, socioeconomic status, and other factors on language development, viewing each child as an individual.
Ciera - Making the Goal “Big Enough”

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Making The Goal “Connect”
Hakan - Making the Goal “Connect”

MQM 226 - Course on “Corporate Entrepreneurship”

- Undergraduate course, required for students in the “Small Business & Entrepreneurship” major
- Most graduates of this major go on to work for established companies
  - What does it take to be entrepreneurial in those situations?
My first challenge in creating a transformational goal for this course was to:

- Stop thinking about what types of learning materials and course projects I wanted to include in the course evaluation
- Start thinking about what all of my students could take away from the course in terms of skills
Hakan - Making the Goal “Connect”

MQM 226 - Course on “Corporate Entrepreneurship”

- My transformational goal: Students will be prepared to identify what types of entrepreneurship opportunities exist in jobs at established companies. They will be able to make better decisions about when and how to get involved in the corporate entrepreneurship process as their employers seek to generate new sources of revenue.
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LEARNING OUTCOME 1: Identify and compare the different ways in which companies engage in corporate entrepreneurship
- Summative Assessment: Case study-based exam
- Formative Assessment: End-of-session reflection note

LEARNING OUTCOME 2: Explain how corporate entrepreneurship provides benefits to established companies
- Possible Summative Assessment: Exam on legal aspects of corporate entrepreneurship

LEARNING OUTCOME 3: Forecast the profitability of a corporate entrepreneurship initiative
- Summative Assessment: Discovery-driven Planning project

LEARNING OUTCOME 4: Evaluate established companies’ success with corporate entrepreneurship
- Learning Activity: Generate partnership agreement, compare with actual agreement

LEARNING OUTCOME 5: Anticipate key roadblocks to overcome in corporate entrepreneurship

LEARNING OUTCOME 6: Assess whether your professional objectives align with corporate entrepreneurship roles
- Formative Assessment: Build and apply “Career choices” rubric to self

LEARNING OUTCOME 7: Compare real-world jobs in terms of the degree of corporate entrepreneurship involved
- Formative Assessment: Build “Entrepreneurial job” rubric
Using the Goal to Design Projects
Yun - Using the Goal to Design Projects

KNR 351 - Tourism and Special Events
An introductory course to commercial recreation with a focus on tourism and special events.

My transformational goal:
As a result of this course, students will be passionate explorers and advocates in the tourism industry with established cultural awareness and sensitivity related to both tourism industries and individual tourists. They will utilize evidence-based resources to maintain their understanding of the current trends and issues impacting the tourism industry with a focus on special events.
Assignment: Port Adventure

Write a report on a recent topic. To connect what you learned in class to the tourism industry, you will choose a current issue (e.g., news, concerns, debates) regarding the tourism industry from websites, newspapers, or magazines (published after Jan. 1, 2015).

Instructions:
1. Summarize the issue with evidences
2. Apply concept(s) you learned in class to the issue
3. Discuss your thoughts on this issue and your responsibility as a recreation professional
NBC Nightly News

National Parks overwhelmed with trash amid government shutdown

https://www.youtube.com/watch?v=jfkWSMfe4sY
Federal Government Shutdown

- December 22, 2018
- Disagreement on a bill
- 800,000 workers
How that affects leisure services?

National Park network/ Recreation Area closed, or unstaffed

Retailers and Outfitters located in gateway communities, and residents who rely heavily upon tourism

800,000 have been furloughed or required to work without pay

More than 27,000 are National Park Service professionals

No permits during government shutdown

Mt. Rainier National Park closed for the 2013 government shutdown and has closed its gates again.
Poll: Should the National Parks close during the government shutdown?

- YES
- NO
- UNDECIDED
Limited access to ranger stations
Upplowed roads
Closed information kiosks
Untidy restrooms

Remain closed, or open and uncleaned?
Results:

Diverse topics related to course concept

- Technology
- Over tourism
- Mass tourism
- Ecotourism
- Medical Tourism
- Dark Tourism
- Online Booking / Internet & Social Media / Airbnb
- Personalization’s Impact of Tourism
- Environmental Impact of Tourism
- Safety / Security Issue of Tourism
Results: Evidence & Application
Example #1: Artificial Intelligence (AI)

**Evidence**

Able to argue both sides of using AI in Travel Industry:

- Positive: customers are able to use this service to, “improve personalization, tailor recommendations and guarantee fast response times, even in the absence of staff”
- Negative: “takes away from human interaction and connections”

**Application**

This trend can be closely related to Maslow’s Motivation Theory:

“Tourists are more likely to travel and be comfortable in their environment if their physical needs are being catered to, they feel safe, have a sense of love and belonging, their esteem is being encouraged and self actualization is being realized.”
Example #2: Impacts of Tourism on the Philippines

**Evidences**

**Positive Impact:**
- When tourists first began traveling to the Philippines they brought jobs, roads, modern infrastructure, and opportunities for growth ("The Prize and Price", 2017).

**Negative Impact:**
- When the island added cruise ship tourism and invested in an airport, its tourism peaked at over half a million tourist arrivals ("Philippines Towards Sustainable Tourism", 2018).

**Application**

Make Suggestions / Solutions using concepts we learned in class – Ecotourism, Sustainable Tourism:

- "If the Philippines continues to move towards ecotourism, change is possible. Ecotourism will help reduce pollution and increase revenue to underdeveloped areas. The growth of environmental and cultural awareness will help tourists learn to respect the Philippines environment and community."
Using a Project for Learning Assessment
Isaac - Using a Project for Learning Assessment

TEC 330 - Applied Economic Analysis for Technologists

- Undergraduate course undergoing revision

- Catalog description: *Introduction to economic techniques used to determine the relative worth of alternative systems, products, and services*

- A required course for three technology majors
  - Engineering technology;
  - Graphics communication; and
  - Computer system technology
My transformational goal: Students, as technology leaders, can **visualize** the steps needed for a project, **determine** task costs with reasonable assumptions, and **create** computer cost estimation models for decision making purposes.

Group project: Determine the sale price based on the **resources** used to deliver the product/service and the company’s **business goal**
I could comprehend the deliverable of each phase and recognize the relationship between these three phases (e.g., process model, operations model, and financial model).

The instructor’s feedback on the milestone draft and his allowing revision help me learn-by-doing and better capture the essence of the project activity.
Isaac - Using a Project for Learning Assessment

Applications & Transformative Goal

- I can see myself utilize techniques learned in the group project (such as flow chart for process mapping and resource planning through 5+1M) in my future career.
- I can see the connection between the group project and the course's transformative goal.
“Ok, but how does this relate to me?”

There is always a transformational goal in our minds when we teach, whether it’s implicit or explicit in our communications with students.

Why not make the implicit explicit the next time you teach?
Let’s develop some transformational goals!
Start with this:

**Think** about a specific course that you have taught, or are scheduled to teach.

**Imagine** that it’s 5 years from now, and you’ve come across a former student who took that course with you. What would you like the student to say about how that course has helped them beyond graduation?

Now, use this information to **draft** a transformational goal.
Congratulations!
You now have a starting point to create a transformational goal for your course.

What else would you like to know about transformational goals?
Discussion Questions

1. Does anyone have experience using transformational goals or something similar?
2. Do you think your students have been experiencing transformation following your course? If so, in what ways?
3. Do you think students are aware of the transformation that takes place after a course? How can we help increase their awareness?
Any last questions?
Thank you for attending!

Special Note: A BIG thanks to Dr. Julie-Ann McFann for stand by our sides as we struggled to figure out transformational goals. 😊