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.

Agenda

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

Our transformational goal for you...

*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.*
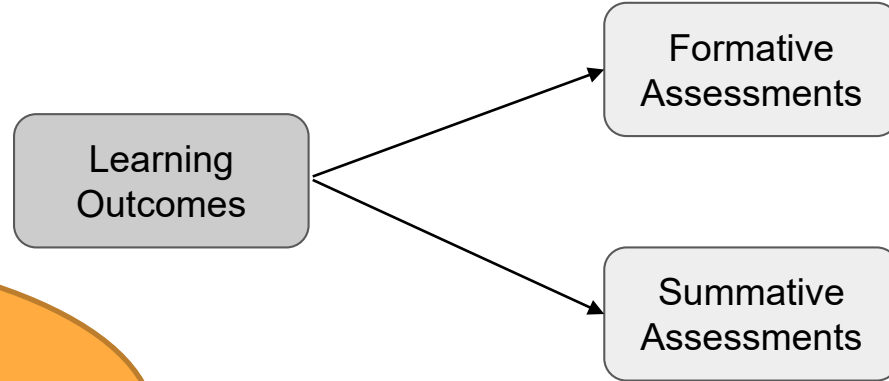
What is a transformational goal?

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

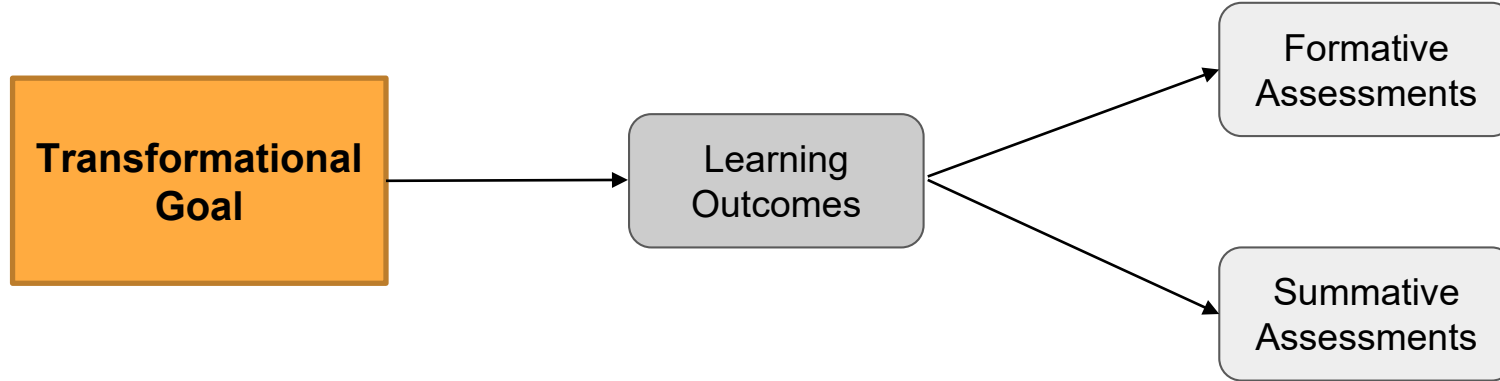# We <u>usually</u> start with the learning outcomes.

We <u>should</u> 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.*

Ciera - Making the Goal "Big Enough"

CSD 175 - Spoken and Written Language Development

<u>My transformational goal</u>

First attempt: *Students will be able to* **<u>describe the process</u>** *of typical spoken and written language development, and* **<u>discuss</u>** *how understanding and use of language can impact an individual's learning from childhood into adulthood.*

Ciera - Making the Goal "Big Enough"

CSD 175 - Spoken and Written Language Development

<u>My transformational goal</u>

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"

CSD 175 - Spoken and Written Language Development

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**.*

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?

Hakan - Making the Goal "Connect"

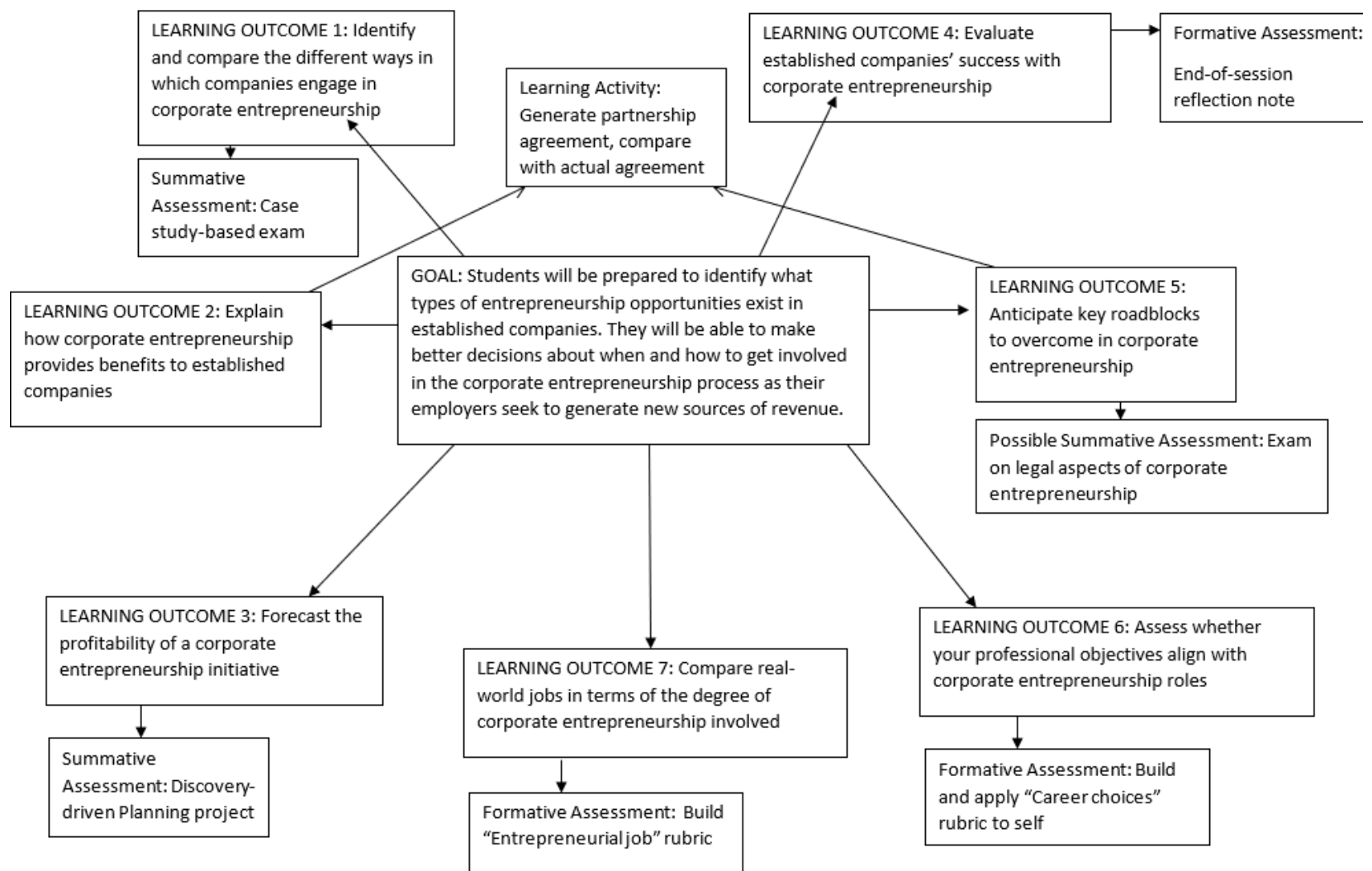## MQM 226 - Course on "Corporate Entrepreneurship"

- 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 <u>all</u> of my students could take away from the course in terms of skills

Hakan - Making the Goal "Connect"

MQM 226 - Course on "Corporate Entrepreneurship"

- <u>My transformational goal</u>: *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.*

LEARNING OUTCOME 1: Identify and compare the different ways in which companies engage in corporate entrepreneurship

Summative Assessment: Case study-based exam

Learning Activity: Generate partnership agreement, compare with actual agreement

LEARNING OUTCOME 4: Evaluate established companies' success with corporate entrepreneurship

Formative Assessment: End-of-session reflection note

LEARNING OUTCOME 2: Explain how corporate entrepreneurship provides benefits to established companies

GOAL: Students will be prepared to identify what types of entrepreneurship opportunities exist in 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.

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

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 7: Compare real-world jobs in terms of the degree of corporate entrepreneurship involved

Formative Assessment: Build "Entrepreneurial job" rubric

LEARNING OUTCOME 6: Assess whether your professional objectives align with corporate entrepreneurship roles

Formative Assessment: Build and apply "Career choices" rubric to self

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.*

Yun - Using the Goal to Design Projects

<u>Assignment</u>: 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?

Mt. Rainier National Park closed for the 2013 government shutdown and has closed its gates again.

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

Poll:

Should the National Parks close during the government shutdown?

YES
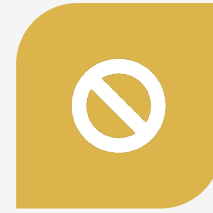
NO

UNDECIDED

Remain closed, or open and uncleaned?

- Limited access to ranger stations
- Uplowed roads
- Closed information kiosks
- Untidy restrooms

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."

Results: Evidences & Application
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

Isaac - Using a Project for Learning Assessment

TEC 330 - Applied Economic Analysis for Technologists

<u>**My transformational goal**</u>: *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.*

<u>Group project</u>: Determine the sale price based on the **resources** used to deliver the product/service and the company's **business goal**
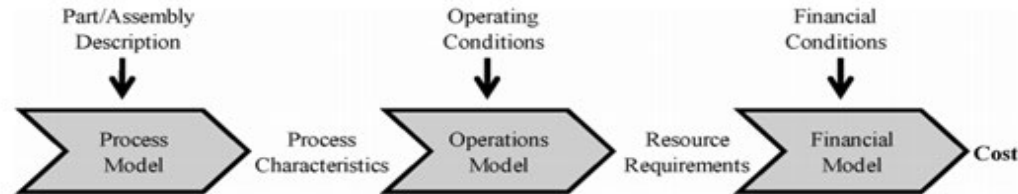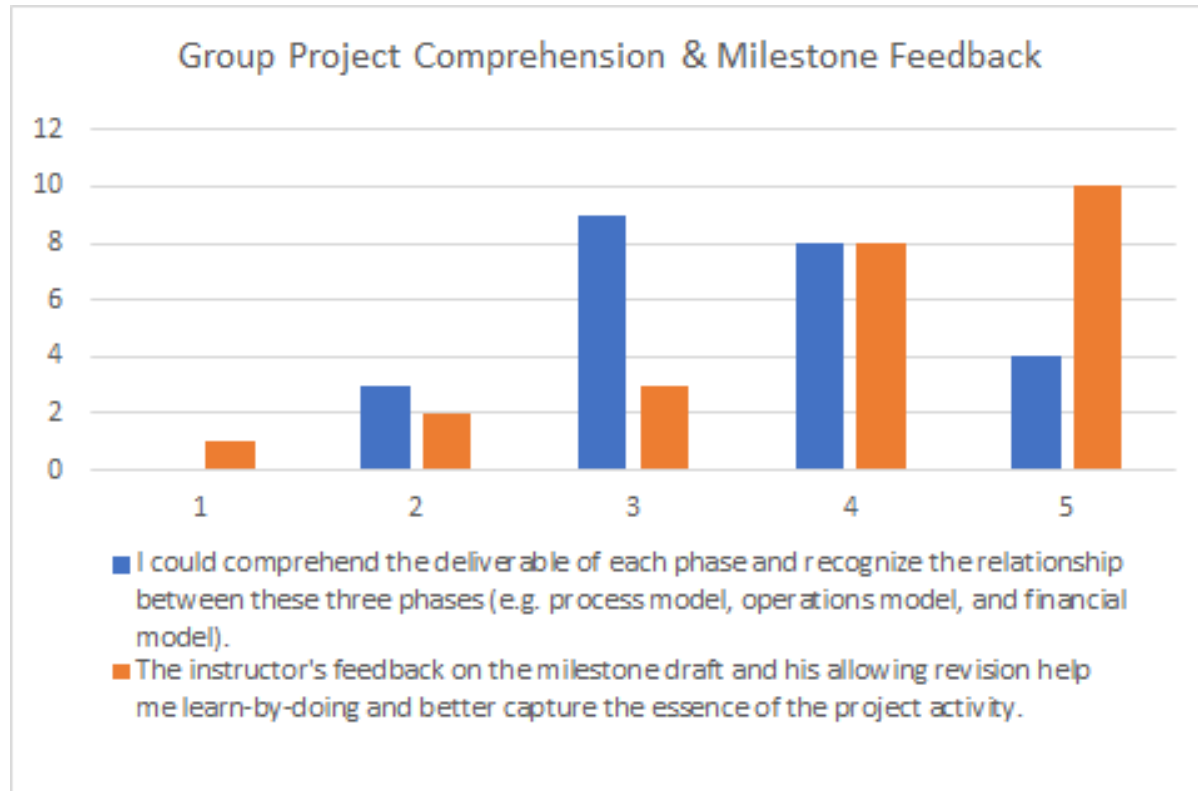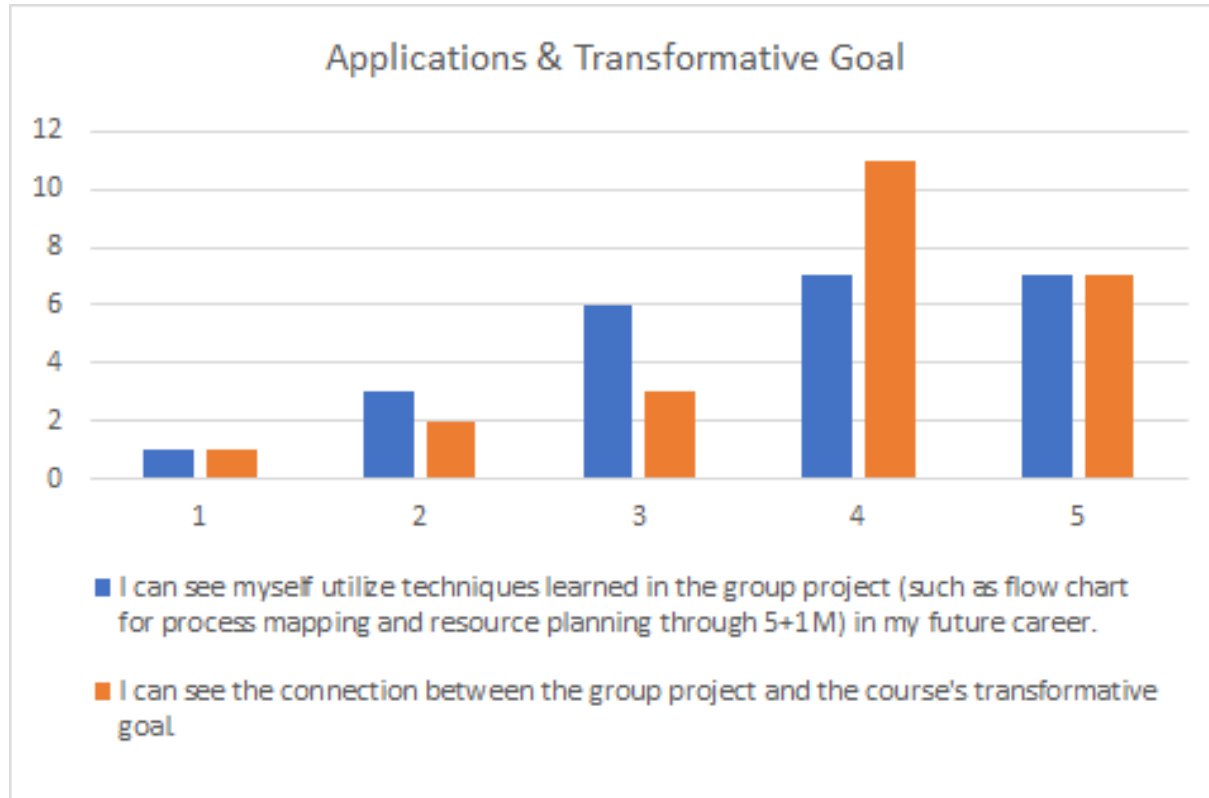

Fig. 1.   Schematic of PBCM.

Isaac - Using a Project for Learning Assessment

Isaac - Using a Project for Learning Assessment

"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:

<u>Think</u> about a specific course that you have taught, or are scheduled to teach.

<u>Imagine</u> 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 **<u>draft</u>** 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. ☺