

Your Course: What is the Purpose?

1. Welcome!

The survey below gives you an opportunity to specify and clarify the goals of any course you teach. In addition, the survey will suggest some goals that you might not have thought of. Finally, you will be able to compare your answers to those of other educators.

Feel free to contact me if you have any questions, comments, or feedback.

Sincerely,

Grant Wiggins
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2. Course Goals

You will be asked to rate the importance of the learning goals listed below, in reference to a specific course of study you teach.

[If you are an elementary teacher, respond for a specific content strand, e.g. Reading or Geography.]

Assess each goal's actual importance in this course (rather than the goal's general worthiness), as reflected by the priority use of your time.

In other words, if you say the goal is **ESSENTIAL** you are saying that success in the course greatly depends upon learners meeting this goal **AND** that you devote considerable teaching and assessment time to this goal **AND** that you give grades and/or comments in terms of it.

Since the goals are grouped by category, you may find it helpful to read through all goal statements in each category before making your selections in that group.

1. What are your thoughts about your course, its purpose, your priorities, and how the course reflects them?

	I am extremely clear on it, having given it a great deal of careful thought and believe strongly in my answers.	I am clear on it. I have given it a fair amount of thought and come to some solid answers	I am somewhat clear on it. I have thought about it but still have some doubts and questions	I am not clear on it. I have more questions than answers.
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Clarity of the purpose of my course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clarity of my relative priorities in the course, given the purpose	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clarity about my use of precious class time, given my purpose and priorities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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2. Consider 4 general categories of learning goals. How important is each to you for this course? NOTE: if you say it is "essential" or "important" it means that you devote considerable time to it and assess it. It's not just what you value, its importance is reflected in the design of the course.

	Essential - it is a priority focus of the course	Important - a constant focus though not the highest priority	Not a course priority (though I may value it highly)	Not addressed in this course (though I may value it highly)	I don't value it as a goal
A. Be able to use the content (transfer) beyond the course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Mastery of the course content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. Development of mature habits & attitudes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. Learn How to Learn & Manage Time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In the questions below you will be asked to specify your course goals from 30 possible specific sub-goals listed under each of the 4 categories of goal types you just considered. You may want to look over all the choices before recording your preferences.

3. A. TRANSFER: Develop student long-term ability to, on their own –

	Essential: a high-priority goal I work to achieve, as reflected in instruction and assessments, and how I grade	Very Important: a goal I emphasize in this course	Somewhat Important: a minor goal I try to achieve in this course	Not important Here: a goal I do not emphasize in this course (even though I value it)	Irrelevant: a goal that does not apply to me and/or that I do not value
1. apply their understanding, knowledge & skill to real-world issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. analyze content carefully (given a text/data set/issue, dissect it logically; fact/opinion, compare/contrast, what is assumed/what follows, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. problem-solve (identify, clarify, and solve real problems)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. synthesize their work and prior experience (make connections, draw generalizations, personalize the work and act on their learning, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. create new, worthy, and polished products/performances/processes/ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. learn for later accurate recall the core content in the subject	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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4. B. KNOW: Ensure that students know –

	Essential: a high-priority goal I work to achieve, as reflected in instruction and assessments, and how I grade	Very Important Here: a goal I emphasize and work to achieve in this course	Somewhat Important Here: a minor goal I try to achieve in this course, but it is not emphasized	Not important Here: a goal I do not emphasize in this course (even if I value it in general)	Irrelevant: a goal that does not apply to me or that I do not value
7. the key terms and facts of this subject	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. the key ideas of this subject – the big picture, the theories, the strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. the discrete skills at the heart of this subject	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. the different expert points of view in this subject; ensure that they gain perspective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. what people in this field actually do with their learning, and how to better do so themselves	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. C. HABITS & ATTITUDES: Develop the following student dispositions:

	Essential: a high-priority goal I work to achieve, as reflected in instruction and assessments, and how I grade	Very Important Here: a goal I emphasize and work to achieve in this course	Somewhat Important Here: a minor goal I try to achieve in this course, but it is not emphasized	Not important Here: a goal I do not emphasize in this course (even if I value it in general)	Irrelevant: a goal that does not apply to me or that I do not value
12. love of the subject	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. appreciation for the importance of the subject	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. love of learning generally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. openness to new ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. aesthetic and cultural sensitivity ("good taste")	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. ability to thoughtfully question and test the value of what they learn (critical thinking)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. a commitment to excellence in their work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. commitment to intellectual honesty and academic integrity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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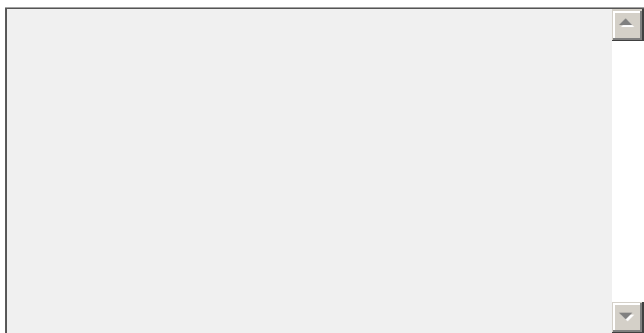
6. D. LEARN HOW TO LEARN & MANAGE TIME: Improve student ability to -

	Essential: a high-priority goal I work to achieve, as reflected in instruction and assessments, and how I grade	Very Important Here: a goal I emphasize and work to achieve in this course	Somewhat Important Here: a minor goal I try to achieve in this course, but it is not emphasized	Not important Here: a goal I do not emphasize in this course (even if I value it in general)	Irrelevant: a goal that does not apply to me or that I do not value
20. pay attention and stay focused	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. improve memory and recall of what they read and hear in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. improve study skills/reading/research ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. improve ability to write with clarity and insight	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. discuss ideas and issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. ask 'good' questions and pursue them in their work and in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Work productively with others in groups and team projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Organize and use their out of class time wisely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Lead and manage complex projects and tasks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. Pro-actively clarify goals and expectations in order to know exactly what to do, how, by when, to what standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. Ask for help when it is needed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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7. Look back over all your responses now. We know that it is often highly tempting to label all 30 goals as *Essential* or *Very Important*. But a moment's thought should make us realize that it cannot really be so: if *everything* is essential then nothing is essential. So, see if your previous answers need to be edited to reflect genuine priorities - i.e. only a few should eventually be rated as essential because only a few can get addressed over and over in instruction AND assessment.

Then, comment below on what it was like to rate, review, reflect on, and perhaps edit your ratings in light of this caution about establishing genuine priorities.



8. Having looked back over your course goal survey answers, consider the matter broadly again: just consider the 4 Categories once more. What percentage would you now assign to the importance of each category, given your answers within the categories? Your total across the 4 should add up to 100(%).

(But resist the temptation to just say 25% each. What do your choices for all 30 ratings suggest?)

A. Long-Term Transfer Ability	<input type="text"/>
B. Content Mastery	<input type="text"/>
C. Habits & Attitudes	<input type="text"/>
D. Learn How to Learn	<input type="text"/>

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9. How successful do you feel you are in achieving your TRANSFER goals for learners?

- Very successful - most if not all students meet the transfer goals
- Successful - many students meet the transfer goals, including weaker students
- Somewhat successful - some meet them, some do not. Mostly already strong students meet the transfer goals
- Not very successful - only the already able and successful students meet the transfer goals
- Not applicable - have not taught it (or long enough) to know

Comment?

10. How successful do you feel you are in achieving your CONTENT goals for learners?

- Very successful - most if not all students meet the content goals
- Successful - many students meet the content goals, including weaker students
- Somewhat successful - some meet them, some do not. Mostly already strong students meet the content goals
- Not very successful - only the already able and interested students meet the content goals
- Not applicable - have not taught it (or long enough) to know

Comment?

11. How successful do you feel you are in achieving your HABIT & ATTITUDES goals for learners?

- Very successful - most if not all students develop the desired habits and attitudes
- Successful - many students develop the desired habits and attitudes
- Somewhat successful - some develop better habits and attitudes, others do not. Mostly the highly motivated do so.
- Not very successful - they either have these habits and attitudes or they don't; not much I can do
- Not applicable - have not taught it (or long enough) to know

Comment?

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12. How successful do you feel you are in achieving your LEARN HOW TO LEARN goals for learners?

- Very successful - most if not all students become better learners based on what I teach them about how to learn how to learn
- Successful - many students become better learners based on what I teach them about how to learn
- Somewhat successful - some of my students become better learners, but it is more what they put into it than what I teach them.
- Not very successful - they by and large have to figure out for themselves how to become better learners
- Not applicable - have not taught it (or long enough) to know

Comment?

3. Additional Questions About Your Course

Given your goals, how do your goals affect your use of time in and out of class?

13. In general, what is your CURRENT use of class time to achieve the course goals? Please assign an approximate % to each major instructional "role" - TEACH, FACILITATE, COACH. Here is a brief summary of each role:

TEACH: You are primarily a "teacher" of content in this role (even if you make it interactive). Your role is to make sure that some content is learned and you do so by providing instruction via lectures, mini-lessons, Powerpoints, tour of the text, etc.

FACILITATE: You are primarily an overseer of sustained goal-directed work student. You typically set out the task, establish ground rules, keep people on task, ask pointed questions, provide assistance when requested. Examples: Science labs, Socratic Seminar, Learning Stations in an elementary classroom, webquests, Problem-Based Learning, Projects, etc.

COACH: You help student learn to perform - to use their learning in challenging performance situations: you model, then they do, moving from doing it simply, in exercises, and eventually into self-directed complex student performance. You primarily give them feedback and guidance before, during, and after they try to transfer their learning. Think of athletic coaching, use of 'clickers' in response to problems, immersion foreign language courses, art classes, Band, major vocational course demands, etc.

DIRECT TEACHING: Instruction on the knowledge and skills. *What % of class time is now ACTUALLY devoted to this role?*

FACILITATING: Overseeing primarily STUDENT-led work. *What % of class time is now ACTUALLY devoted to this role?*

COACHING: You help students perform, giving feedback and advice. *What % of class time is now ACTUALLY devoted to this role?*

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14. In the previous question you were asked to consider what your current actual use of class time is in terms of the 3 roles. But what is the IDEAL use of limited class time given how the various goals you identified as Essential or Very Important in the previous question?

DIRECT TEACHING: Instruction on the knowledge and skills. *What % of class time SHOULD be devoted to it, given your goals?*

FACILITATING: Overseeing primarily STUDENT-led work. *What % of class time SHOULD be devoted to it, given your goals?*

COACHING: You help students perform, giving feedback and advice. *What % of class time SHOULD be devoted to it, given your goals?*

4. Thanks and information on results

Thank you for taking the time to complete this survey. We trust it was helpful to you in clarifying and prioritizing your many different goals as an educator.

15. Please provide a little background information

School/College:

District:

State:

Country:

16. In what subject area is your course?

- | | |
|--|--|
| <input type="radio"/> Arts | <input type="radio"/> World Languages |
| <input type="radio"/> Education | <input type="radio"/> Physical Education |
| <input type="radio"/> English/Language Arts/Comm. Arts | <input type="radio"/> Health/Wellness |
| <input type="radio"/> History/Social Studies | <input type="radio"/> Technology/Media |
| <input type="radio"/> Mathematics | <input type="radio"/> Family/Consumer Ed |
| <input type="radio"/> Science | |

Other Subject (please specify)

17. What is the course name about which you responded here (or "which subject strand" if you are an elementary teacher who teaches many subjects)?

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18. At what level do you teach this course? Select all that apply.

- | | |
|-----------------------------------|---|
| <input type="checkbox"/> preK - 2 | <input type="checkbox"/> college |
| <input type="checkbox"/> 3 - 5 | <input type="checkbox"/> grad school |
| <input type="checkbox"/> 6 - 8 | <input type="checkbox"/> professional development |
| <input type="checkbox"/> 9 - 12 | |

19. How long have you taught this course?

- never: about to do so
- once or twice
- 3 - 5 times
- 6 - 10 times
- more than 10 times

Go here to see real-time results of all the answers to date:

http://www.surveymonkey.com/sr.aspx?sm=bGrxCHXfe1P9iOe9z7PXuNle6vvPbaPhrlqoFhZJYjw_3d

20. If you wish to receive a PDF of all your own personal survey answers, you will need to assign yourself a user name, below, so I can identify your particular survey responses. Then, just send me an email telling me which user name you picked in which you request the pdf.

User Name: