What are Your Key Goals When Teaching?

_Reflective Practice Series # 2_

Welcome to the second installment of our Reflective Practice series! This series aims to give you a variety of ways of examining your beliefs about why you do what you do. The questions and exercises included will be accessible and quick to start, but they are also questions that you can reflect on and engage with for a considerable amount of time if you so choose.

1. Take the Teaching Goals Inventory (TGI), available online at http://fm.iowa.uiowa.edu/fmi/xsl/tgi/data_entry.xsl?db=tgi_data&lay=Layout01&

   Pick your _most important low level course_. Allow yourself only _3 “Essential” goals_ and _3 “Very Important” goals_ for the course. Yes, “3” means three – not 12!

   _Proceed below only when you are done_. Please go take the inventory now, and _do not_ read ahead.

   (You should be taking the Teaching Goals Inventory before reading below.)

Welcome back. Having only 3 “Essential” goals and 3 “Very Important” goals is very hard isn’t it? It is about to get harder. Drop all 3 “Very Important” goals. You cannot reasonably focus on 6 goals for each course (Want incentive? Tell your students to give you a grade each week on how well you help them achieve all 6 of these goals and publish the results publicly!). Here are some questions to consider:

- Do your students know these are your 3 _Essential_ goals?
- How do you build your lessons to focus on those 3 goals?
- How do you measure YOUR success at achieving those 3 goals?

Becoming more intentional as a teacher is very hard work. The TGI helps us focus.

If you do not like all the questions on the TGI, why not form a group on campus to develop a set of questions more appropriate to your students, your institution?

In the next _The Practical Professor: Ask The Practical Professor #2_
Also available!

Teaching
A series of practical and innovative teaching tips for college faculty

The Top 10…

No. 1 – The All-Important First Day of Class
No. 2 – Ways to Make Your Teaching Life Easier
No. 3 – The Crucial Second and Third Classes
No. 4 – Ways to Show Students that You Respect Them
No. 5 – Promote Effective Student Study Skills
No. 6 – Components of a Well-Planned Class
No. 7 – Observe Your Teaching Tendencies
No. 8 – Ways to Keep Your Students Learning
No. 9 – Ways to Get Feedback on Teaching from Students
No. 10 – Using Short Writing to Assess Learning
No. 11 – Getting More (and Better) Student Questions
No. 12 – Mixing Things up Mid-Semester
No. 13 – Engaging Different Input Preferences
No. 14 – Helping Students Stay the Journey
No. 15 – Ways to End Your Course
No. 16 – Resources for Learning and Teaching
No. 17 – Create a Memorable AND Functional Syllabus
No. 18 – Ways to Build Your Students’ Self-Efficacy
No. 19 – Practical Study Tips to Share with Your Students
No. 20 – Laddering Thinking Skills
No. 21 – Learning Based Ways to End Lessons
No. 22 – Ways and Reasons to Be Vulnerable While Teaching
No. 23 – Using Student Groups
No. 24 – Components of a Complete Learning Experience
No. 25 – Ways to Use Visuals for Learning
No. 26 – Students’ Locus of Control
No. 27 – Help Students with Rigorous Writing Assignments
No. 28 – Ways to Shake Up Your Teaching
No. 29 – Teaching to Inspire
No. 30 – Paths to Mindfulness

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