

Questions for Formulating Significant Learning Goals

"A year (or more) after this course is over, I want and hope that students will understand that this college readiness program, designed to help students develop the skills they need to be successful in college. It will place an emphasis on growing writing, critical thinking, teamwork, organization and reading skills.

My Big Harry Audacious Goal (BHAG) for the course is: Learners will understand that this is a college readiness program, designed to help students develop the skills they need to be successful in college. It will place an emphasis on growing writing, critical thinking, teamwork, organization and reading skills.

Foundational Knowledge

- What key information (e.g., facts, terms, formulae, concepts, principles, relationships, etc.) is/are important for students to understand and remember in the future?
- To succeed in rigorous curriculum
- To complete a rigorous college preparatory path
- To enter main stream activities of the school
- To increase their enrollment in four year colleges
- To become educated and responsible participants and leaders in a democratic society

- What key ideas (or perspectives) are important for students to understand in this course?
 - AVID Binder
 - Team Building
 - Classroom
 - Interaction
 - Cornell Notes
 - Character Building
 - Various Writing
 - Units
 - Test Taking Strategies
 - Time Management
 - Goal Setting

- Philosophical Chairs
- Socratic Seminar
- College & Career
- Research

Application Goals

- What kinds of thinking are important for students to learn?
 - ◆ Critical thinking, in which students analyze and evaluate
 - ◆ Creative thinking, in which students imagine and create
 - ◆ Practical thinking, in which students solve problems and make decisions
- What important skills do students need to gain?
 - Keyboarding skills
 - Discussion forum communication
 - Meaningful feedback
 - Manipulation of assignment submission
 - Individual scholarly research
- Do students need to learn how to manage complex projects?
 - Yes, it is a critical part of them becoming independent learners, and working in groups with multiple learning styles and coming together on common ground for a great outcome.

Integration Goals

- What connections (similarities and interactions) should students recognize and make...:
 - The connections students should recognize is the value of using the AVID strategies in all their classes will lead to better study habits, increasing retention of content and grades.
 - Interactions they will have are all the real-world opportunities they are provided through the program. This come through field trips, guest speakers, and research projects.

Human Dimensions Goals

- What could or should students learn about themselves?
 - They should learn how they want to learn content
 - They should learn different strategies that will help them retain information
 - They should learn how to narrow down information that they need to know
 - They should be able to work in groups as well as individually
 - They should be able to hold themselves accountable for their grades and not others
 - They should be able to become productive members of the school involving themselves in multiple extracurricular opportunities.
- What could or should students learn about understanding others and/or interacting with them?
 - They should learn that interaction with others requires patience, time, and respect. These 3 elements will help with any type of interactions.

Caring Goals

- What changes/values do you hope students will adopt?
 - Feelings?
 - About college and study habits
 - Interests?
 - What occupation they would like to pursue, and what campus activities interest them
 - Values?
 - Are you going to stay true to what you believe in and not let other change your outlook or perception on something you want to achieve.

"Learning-How-to-Learn" Goals

- What would you like for students to learn about:

Worksheet questions adopted from: L. Dee Fink, (2003) *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses*. San Francisco: Jossey-Bass

- AVID is designed to prepare students for higher education through high level reading, writing, cooperative learning, inquiry and organizational skills through a rigorous course of study. Study skills, organization, time management, Cornell note taking and other college preparatory strategies will also be taught and applied daily. Class time will be divided into these strategies mentioned above as well as tutorial assistance in which students are asked to use inquiry and cooperative learning groups to exercise higher-level thinking skills. Field trips (ex. college visits) will be scheduled as opportunities and funds allow.
 - ◆ how to be good students in a course like this?
 - ◆ how to learn about this particular subject?
 - ◆ how to become a self-directed learner of this subject, i.e., having a learning agenda of what they need/want to learn, and a *plan* for learning it?