

TGI Guide from the authors of CATs



COLLEGE OF MEDICINE TUCSON
Curricular Affairs

FID in the
Transition

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“One of the most promising ways to improve learning is to improve teaching.”

Angelo & Cross (2005, 7)

Preparing to use CATs: The TGI

- The Self-Scorable Version of the **Teaching Goals Inventory*** can help block directors...
 - Consider goals for student engagement are prioritized
 - Help design learning experiences

Sample Report from Online TGI

- Identifies primary category of teaching goals for the course
- This suggests the type of engagement to promote
- Helps focus on the types of assessment strategies for teaching/learning you might want to use
- Here the example addresses the clinical reasoning course to illustrate the report info and layout

Teaching Goals Inventory Results

clinical reasoning course
07/21/2017

This table contains your results. The third column contains the percentage of items within each cluster that you rated "essential." The fourth column contains the average rating you assigned to items within each cluster.

Cluster	Goals Included in Cluster	Percent Rated "Essential"	Mean Rating
I. Higher Order Thinking Skills	1-8	88%	4.88
II. Basic Academic Success Skills	9-17	0%	2.78
III. Discipline-Specific Knowledge and Skills	18-25	0%	2.75
IV. Liberal Arts and Academic Values	26-35	10%	2.80
V. Work and Career Preparation	36-43	25%	3.38
VI. Personal Development	44-52	33%	2.78

You identified your primary role as a teacher as "Helping students develop higher-order thinking skills."

Take the TGI!

Note: Taken by FID Director to produce sample report

For example, the TGI asks whether your course emphasizes one or more of the following



Content
knowledge



Analytic or
problem-solving
skills



Communication
skills



Self-efficacy



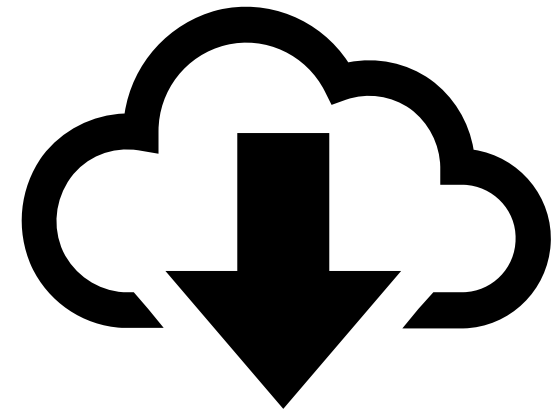
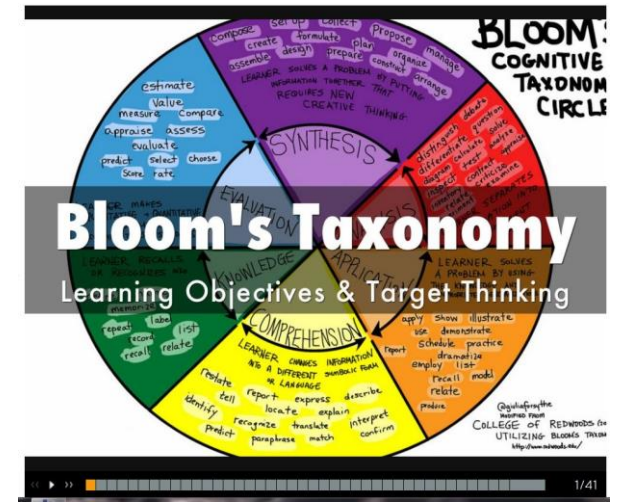
Reflection and
metacognitive
engagement



Use TGI to Check Session Learning Objectives

- Learning objectives should drive the selection or design of active learning strategies, including CATs
- Use Bloom's to articulate session learning objectives in ways that describe the kind of thinking in which you want students to engage
- Choose a CAT or another active learning strategy that aims to promote that level of engagement

Bloom's Taxonomy & Learning Objectives



Example: If a session aims to promote...

**Lower
Order**

Higher Order Thinking

Recall - Use CATs requiring students to demonstrate current knowledge or skill

Application - Use CATs requiring students to apply new knowledge

Analysis - Use Problem-solving CATs

Synthesis - Use CATs that ask students to design & plan

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You identified your primary role as a teacher as "Helping students develop higher-order thinking skills."

Table 10.3*
Mean Cluster Ratings (M) and Percent (%) "Essential" Ratings

	<i>Four-Year Colleges</i>		<i>Community Colleges</i>	
	<i>M</i>	<i>%</i>	<i>M</i>	<i>%</i>
<i>TGI Cluster</i>				
I. Higher order thinking skills	3.05	43	3.09	45
III. Discipline-specific	2.86	37	2.83	36
VI Personal development	2.28	25	2.41	28
V. Work and career	2.27	21	2.50	26
IV. Liberal Arts	2.16	21	2.02	18
II. Basic Skills	2.12	18	2.29	22

*Reproduced with [permission](#).

Our example Cluster	Goals Included in Cluster	Percent Rated "Essential"	Mean Rating
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Course focus: "Helping students develop higher-order thinking skills."

Higher order thinking is a higher priority
In a process-oriented course

Your results reveal categorization of goals on a scale from *not applicable* to *essential*

Goals You Rated "Essential"

1. Develop ability to apply principles and generalizations already learned to new problems and situations
2. Develop analytic skills
3. Develop problem-solving skills
4. Develop ability to draw reasonable inferences from observations
5. Develop ability to synthesize and integrate information and ideas
6. Develop ability to think holistically: to see the whole as well as the parts
8. Develop ability to distinguish between fact and opinion
26. Develop an appreciation of the liberal arts and sciences
36. Develop ability to work productively with others
39. Develop a commitment to accurate work
49. Cultivate physical health and well being
50. Cultivate an active commitment to honesty
51. Develop capacity to think for oneself

Goals You Rated "Very Important"

7. Develop ability to think creatively
11. Improve memory skills
15. Improve writing skills
22. Prepare for transfer or graduate study
23. Learn techniques and methods used to gain new knowledge in this subject
24. Learn to evaluate methods and materials in this subject
27. Develop an openness to new ideas
30. Develop a lifelong love of learning
35. Develop capacity to make informed ethical choices
42. Develop a commitment to personal achievement
43. Develop ability to perform skillfully
44. Cultivate a sense of responsibility for one's own behavior

Your results reveal categorization of goals on a scale from *not applicable* to *essential*

Goals You Rated "Important"

- 9. Improve skill at paying attention
- 10. Develop ability to concentrate
- 12. Improve listening skills
- 13. Improve speaking skills
- 14. Improve reading skills
- 19. Learn concepts and theories in this subject
- 20. Develop skill in using materials, tools, and/or technology central to this subject
- 28. Develop an informed concern about contemporary social issues
- 34. Develop an informed appreciation of other cultures
- 37. Develop management skills
- 38. Develop leadership skills
- 41. Improve ability to organize and use time effectively
- 45. Improve self-esteem/self-confidence

This categorization is specific to the course context.

Goals You Rated "Unimportant"

- 25. Learn to appreciate important contributions to this subject
- 33. Develop an informed understanding of the role of science and technology

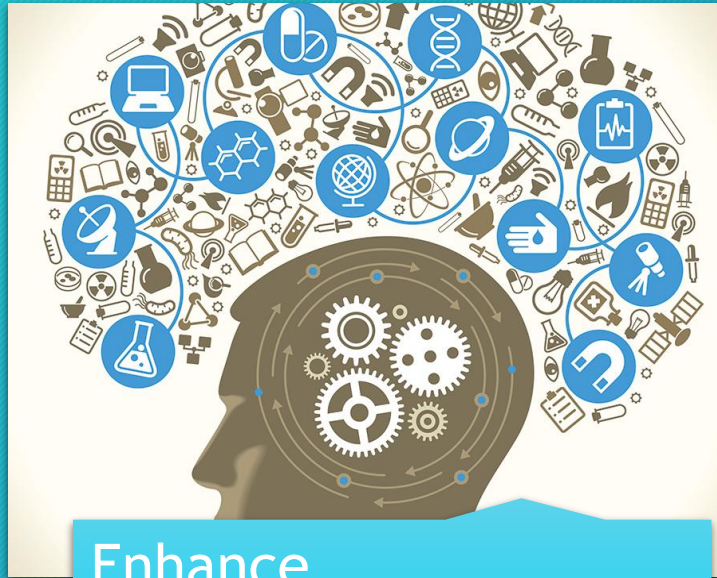
Goals You Rated "Not Applicable"

- 16. Develop appropriate study skills, strategies, and habits
- 17. Improve mathematical skills
- 18. Learn terms and facts of this subject
- 21. Learn to understand perspectives and values of this subject
- 29. Develop a commitment to exercise the rights and responsibilities of citizenship
- 31. Develop aesthetic appreciation
- 32. Develop an informed historical perspective
- 46. Develop a commitment to one's own values
- 47. Develop respect for one's own values
- 48. Cultivate emotional health and well-being



Apply

- Apply principles & concepts



Enhance

- Analytic skills



Develop/Enhance

- Problem-solving skills

TGI Report identifies the top 3 Course Goals
Providing context for session objectives and activities

For example, the TGI asks whether you aim to promote...



Content knowledge



Analytic or problem-solving skills



Communication skills



Self-efficacy



Reflection and metacognitive engagement

Reference & Resources

- Teaching Goals Inventory
 - Self-scoring ([online](#), [PDF](#))
 - [Online scoring](#) (University of Iowa)
- Text
 - Thomas A. Angelo and K. Patricia Cross. Classroom Assessment Techniques: A Handbook for College Teachers, Jossey-Bass Publishers:San Francisco, CA; 2005.

THOMAS A. ANGELO
K. PATRICIA CROSS

CLASSROOM ASSESSMENT TECHNIQUES

*A Handbook for
College Teachers*



For Faculty & Block Team Support

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