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

* Angelo & Cross (2005)
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
TGI Results Offers a Quick Check

- On whether your preferred course learning objectives are represented faithfully in block sessions

- If TGI result emphasize higher order thinking but your session objectives do not, you can use Bloom’s to revise session learning objectives in ways that describe the kind of thinking in which you want students to engage

- You can also choose a CAT or other active learning strategy that aims to promote that level of 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
Example: If a session aims to promote...

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

**Higher Order Thinking**
- Application - Use CATs requiring students to apply new knowledge
- Analysis - Use Problem-solving CATs
- Synthesis - Use CATs that ask students to design & plan
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

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Teaching Goals Inventory Results

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.

<table>
<thead>
<tr>
<th>Cluster</th>
<th>Goals Included in Cluster</th>
<th>Percent Rated &quot;Essential&quot;</th>
<th>Mean Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Higher Order Thinking Skills</td>
<td>1-8</td>
<td>88%</td>
<td>4.88</td>
</tr>
<tr>
<td>II. Basic Academic Success Skills</td>
<td>9-17</td>
<td>0%</td>
<td>2.78</td>
</tr>
<tr>
<td>III. Discipline-Specific Knowledge and Skills</td>
<td>18-25</td>
<td>0%</td>
<td>2.75</td>
</tr>
<tr>
<td>IV. Liberal Arts and Academic Values</td>
<td>26-35</td>
<td>10%</td>
<td>2.60</td>
</tr>
<tr>
<td>V. Work and Career Preparation</td>
<td>36-43</td>
<td>25%</td>
<td>3.38</td>
</tr>
<tr>
<td>VI. Personal Development</td>
<td>44-52</td>
<td>33%</td>
<td>2.78</td>
</tr>
</tbody>
</table>
```

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

Note: Taken by FID Director to produce sample report
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
7. Develop ability to distinguish between fact and opinion
8. Develop an appreciation of the liberal arts and sciences
9. Develop ability to work productively with others
10. Develop a commitment to accurate work
11. Cultivate physical health and well being
12. Cultivate an active commitment to honesty
13. 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

**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

This categorization is specific to the course context.
TGI Report identifies the top 3 Course Goals
Providing context for session objectives and activities

Apply
- Apply principles & concepts

Enhance
- Analytic skills

Develop/Enhance
- Problem-solving skills
Reference & Resources

- Teaching Goals Inventory
  - Self-scoring (online, PDF)
  - Online scoring (University of Iowa)

- Text
For Faculty & Block Team Support

Contact
Karen Spear Ellinwood, PhD, JD, EdS
Director, Instructional Development

kse@medadmin.arizona.edu
520.626.1743