

Questions for Formulating Significant Learning Goals

A year (or more) after this course is over, I want and hope that students will continuously take ownership of their education and opportunities while confidently striding towards their career aspirations.

My Big Hairy Audacious Goal (BHAG) for the course is: Learners will evaluate their interests, career aspirations and standards to determine which college or university best applies to them while utilizing their technical skills and community connections to develop and obtain proper application materials for that institution.

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?
 - Students will need to understand various application materials such as transcripts, letters of recommendation, admission essays, social security card, testing scores, resumes, etc.
 - Students will need to determine their career aspirations and goals by considering factors such as field of interest, ideal salary and location of employment, desired work settings, etc.
 - Students will need to determine desired college/university information such as location, tuition costs, size of student population, availability of desired programs, scholarship availability, etc.
- What key ideas (or perspectives) are important for students to understand in this course?
 - There are a multitude of programs that will accommodate the students needs; they need to consider all factors when choosing the colleges they wish to apply to.
 - It is important to create a community of support when seeking this information and continuing through the application process to ensure the right choice for the student is made and that their application materials are crafted to their best form.

Application Goals

- What kinds of thinking are important for students to learn?
 - ◆ Critical thinking, in which students analyze and evaluate
 - Evaluate situations and solutions
 - Analyze and interpret information
 - Draw conclusions
 - ◆ Creative thinking, in which students imagine and create
 - Construct application materials (such as admissions essays) with personal connections and desires in mind.
 - ◆ Practical thinking, in which students solve problems and make decisions
 - Evaluate which colleges meet their specific criteria through analysis and application of personal knowledge.
- What important skills do students need to gain?
 - Identify specific personal criteria/constraints regarding which college is right for each student to identify the best college/university for them.
 - Students need to be able to identify their strengths and effectively portray them through their admissions materials.
 - Students will need to constructively communicate their discoveries and experiences with fellow classmates and be willing to receive the same comments for the betterment of their materials.
- Do students need to learn how to manage complex projects?
 - Yes, students will manage their personal application materials which fluctuate depending on the colleges they apply to (also dependent on their criteria) while reflecting on their processes and collaborating with other students to strengthen each others materials.

Integration Goals

- What connections (similarities and interactions) should students recognize and make...:

Among ideas *within* this course? Relationships between student's personal abilities and college criteria and how that applies to their colleges of interest,

Among the information, ideas, and perspectives in this course and those in other courses or areas? How student's personal capabilities and factors connect them to applicable scholarships and financial opportunities and how that impacts their college decision. Also, it is important for students to understand how to work collaboratively, specifically in the construction of their application materials such as an admissions essay.

Among material in this course and the students' own personal, social, and/or work life? Students need to consider the career they are interested in pursuing and how the college they attend can help them achieve that. However, the more immediate concern is which college is financially feasible and/or how the student will be able to pursue their college career.

Human Dimensions Goals

- What could or should students learn about themselves?
 - Students should learn their strengths and how they can utilize those to gain admission to colleges to pursue their passions.
 - Students should learn that, despite their background and where they came from, there are opportunities for them to achieve their dreams through hard work and dedication.
- What could or should students learn about understanding others and/or interacting with them?
 - Students should learn how to share their experiences and think critically and reflectively as they collaborate with other students.
 - Students should learn that every student is different in their background, capabilities and ambitions and should be mindful of that as they collaborate.

Caring Goals

- What changes/values do you hope students will adopt?
 - Feelings? Confidence, growth mindset, compassion, dedication
 - Interests? college, identifying personal interests and pursuing careers that excite them, learning how unique and special they are
 - Values? teamwork, collaboration, failing forward, diligence, optimism

"Learning-How-to-Learn" Goals

- What would you like for students to learn about:
 - ◆ **how to be good students in a course like this?** utilize eportfolio to house application materials and evaluate learning through collaboration with teacher and classmates; ensure there is open communication between all involved parties, including parents/guardians
 - ◆ **how to learn about this particular subject?** investigate college websites that you are interested in; take a career aptitude test to evaluate your strengths and interests; talk with stakeholders to determine what is feasible
 - ◆ **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?** utilizing an eportfolio to keep track of application materials, student reflections and feed-forward from collaborators and personal content.

