THE STUDENT, GOAL-CENTERED SYLLABUS©: A NEW TOOL TO ENHANCE STUDENT ENGAGEMENT AND LEARNING

JOHN RIESENBERGER
ELIZABETH NAPIER, PHD
SARAH KU

TRADITIONAL TYPES OF SYLLABI

<table>
<thead>
<tr>
<th>1 TRADITIONAL</th>
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<th>3 LEARNER-CENTERED</th>
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POLL: WHAT IS YOUR CURRENT SYLLABUS STYLE?

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ROLES THAT INSTRUCTORS PLAY

- Subject Matter Expert
- Mentor
- Comedian
- Manager
- Copy Editor
- Technical Support Specialist

COLORFUL VISUALS
HOW CAN INSTRUCTORS SUPPORT STUDENTS?

- Empathy
- Compassion
- Clarity
- Structure
- Consistency

“...students care about? Ask them!”

STUDENT GOALS

- Gen Z students go to college to...
  - Learn more about own interests
  - Get skills for specific career (CIRP, 2018)

- ...in order to achieve career goals:
  - Get a better job
  - Make more money (CIRP, 2018)

SOURCE: The Cooperative Institutional Research Program (CIRP), Higher Education Research Institute at UCLA. 2018 Freshman Survey results from 22,458 freshmen from ‘Highly Selective Public Universities’

SOFT SKILLS MOST DESIRED BY EMPLOYERS IN WHICH COLLEGE GRADUATES DO NOT FEEL WELL-PREPARED

<table>
<thead>
<tr>
<th>Skill</th>
<th>Percentage feeling well-prepared</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teamwork</td>
<td>27%</td>
</tr>
<tr>
<td>Ethical judgment and decision-making</td>
<td>30%</td>
</tr>
<tr>
<td>Oral communication</td>
<td>28%</td>
</tr>
<tr>
<td>Written communication</td>
<td>27%</td>
</tr>
<tr>
<td>Critical thinking and analytical reasoning</td>
<td>26%</td>
</tr>
</tbody>
</table>


BRIDGE

STUDENTS
- Get better job
- Make money

INSTRUCTORS
- Authenticity / Equity
- Compassion / Empathy

EMPLOYERS
- Communication skills
- Critical thinking

SHOW VALUE!
**Part I**
Introductory Video

- Motivational video
- Introduce yourself and your course.

**Part II**
Syllabus

- Tone
- Unique Sections
- Teaching Philosophy and Methodology

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**INSTRUCTOR INTRODUCTION VIDEO**

Let your students learn about you!

Dr. Elizabeth Napier

https://www.youtube.com/watch?v=1OMiBd5ZPJQ&feature=emb_title

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**STYLE ESSENTIALS (DETAILS ON HANDOUT)**

<table>
<thead>
<tr>
<th>Style</th>
<th>Personal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tone</td>
<td>Motivating, encouraging, compassionate</td>
</tr>
<tr>
<td>Rationale</td>
<td>Supportive of current and future life, not just for course</td>
</tr>
<tr>
<td>Language</td>
<td>First and second person, engaging</td>
</tr>
</tbody>
</table>

Let your students learn about you!
**FORMAT ESSENTIALS (DETAILS ON HANDOUT)**

<table>
<thead>
<tr>
<th>Design layout</th>
<th>Sections, break up information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Visuals</strong></td>
<td>Photos, graphics, art</td>
</tr>
<tr>
<td><strong>Font and colors</strong></td>
<td>Vary but be <strong>consistent</strong> <strong>HEADERS</strong> vs body</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Flow chart timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part 1: Foundation Concepts</td>
</tr>
<tr>
<td>Part 2: The Environment of International Business</td>
</tr>
<tr>
<td>Part 3: Strategy and Opportunity Assessment</td>
</tr>
<tr>
<td>Part 4: Entering and Working in International Markets</td>
</tr>
<tr>
<td>Part 5: Functional Area Excellence</td>
</tr>
</tbody>
</table>

**STUDENT GOAL-CENTERED SYLLABUS©**

- **Engaging** content instead of static text
- **Poll / survey class → ASK!**
- **Live updates**
- **Consistent place** for all course information

http://www.sarahku.com/syllabus

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**STUDENT TESTIMONIALS**

- "You have consistently made your class a stress free, practical, and easy to comprehend environment, which makes me want to learn more."
- "You’re awesome Professor Sarah! I seriously appreciate the reassurance during this stressful, constantly changing time. THANK YOU!!"
- "Keep being relatable and keeping lectures interesting. Honestly, you’re my favorite professor! I love how much you care!"
- Despite my reserved tendencies in the classroom, I found your insights throughout the semester valuable and as reasons why we should travel abroad to develop ourselves as not only better businessmen and women, but better individuals."

https://www.sarahku.com/teaching

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**STUDENT GOAL-CENTERED SYLLABUS©**

- **Ask** students what their goals are!
- Incorporate skills development into learning outcomes, into syllabus, content, and in course design

Just Ask.
### PRIMARY FOCUS

<table>
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<th>Graphic Style</th>
</tr>
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<tr>
<td>Provides space for the student to write in their career goals and to link them to the Course Learning Outcomes</td>
<td>‘Picture Superiority Effect’</td>
</tr>
<tr>
<td>Writing style makes promises—no demands</td>
<td>State-of-the-art newsletter/brochure design.</td>
</tr>
<tr>
<td>Tone: Compassionate, Positive, Promising, and Motivational</td>
<td>Utilizes exciting, visually appealing video links, photos, images, graphs, charts, art and color</td>
</tr>
<tr>
<td>Rationale: explains how class activities develop intangible people skills to support progress towards their career goals</td>
<td>Assists the student in understanding and clarity</td>
</tr>
<tr>
<td>Language: Uses only first and second person</td>
<td>Creates a higher level of excitement and engagement in the course</td>
</tr>
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</table>

### SYLLABUS STYLE COMPARISON

<table>
<thead>
<tr>
<th>Generation</th>
<th>Course Content, Grading and Timelines</th>
<th>University Policies</th>
<th>Learning Centered, Compassionate</th>
<th>Visually Engaging Color Newsletter/Brochure</th>
<th>Links Student Goals to Learning Outcomes, Engaging</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Traditional</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Contractual</td>
<td>X</td>
<td>X</td>
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<td>X</td>
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<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>5 Student Goals-Centered</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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### COMMUNICATE YOUR CLASS’S VALUE TO YOUR STUDENTS

- Rationale
- Language
- Policies
- Visuals

Source: [https://uscthirdspace.com/](https://uscthirdspace.com/)

### STUDENT GOAL-CENTERED SYLLABUS®

“Re: I’m planning on majoring in human resource management and minoring in international business, although I’m not 100% sure yet. I would love to travel for work and experience different work environments. I’m hoping this course will teach me more about how businesses run internationally and what kind of job opportunities there are abroad.”

“I aspire to own a business one day. My father has his own company and seeing him lead always made me think of doing something like this one day… I want to be able to connect with people on a global level, and work with products. Apart from career goals one of my aspirations in life is to make my parents proud of me.”

“I hope to learn the similarities and differences how businesses operate in the United States versus other countries. In the future, I plan to run several companies that focus on a set of principles of bettering society. This course will be helpful so that I better understand how to connect with everyone around the world.”
YOUR PROFESSOR
Welcome to class! I am very excited to be instructing you this semester. A little about me: I am passionate about corporate social responsibility (CSR), international business ethics, global business strategy, and the internationalization of the firm.

My teaching philosophy utilizes a communication-based methodology to frame and solve business problems through the operationalization of hard and soft skills.

STUDENT GOAL-CENTERED SYLLABUS®
CONTRIBUTIONS
- Relationship building
- Collaboration
- Cooperation
- Work WITH students, not AT students

SUMMARY
- Set tone immediately through syllabus
- TWO chances for a first impression
- Syllabus/Intro video
- First day of class

"Act as if what you do makes a difference. It does."
— William James

The Student Goal Centered Syllabus® — A new tool to Enhance Student Engagement and Learning
Thursday, October 29, 2020
11:00 AM – 12:00 PM (EST)

Sarah Kuo, Georgia State University
Elizabeth Napier, The University of Toledo
John Riesenberger, Consilium Partners, Inc.

Q & A