

GOALS OF TEACHING AND EDUCATION

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1. Goals related to the subject matter of the course.

- teach a set of terms, concepts, principles.
- for psychology courses: insight into the question 'what does a psychologist do?' or 'How does a psychologist think' (vs. biologist, etc.).

2. "meta-goals" that go beyond the subject matter of the course. The following list derives from an initial list prepared by me that was expanded through class discussions, brainstorming, and small group discussions. The list is incomplete, has overlap and duplication, and is not comprehensive. But it may trigger your thinking about things you might get out of any one course, or out of your college education more generally.

- desire for life-long learning. (Learning is fun, enjoyable.)
- critical thinking skills. (What does this mean?)
- critical attitude. (Questioning attitude; willingness to challenge authority.)
- creative thinking. (Expand what this means.)
- changed attitudes (toward ...?)
- communication skills:
 - listening (critical listening skills);
 - speaking (clear verbal communication skills);
 - reading (critical reading skills);
 - writing (critical writing skills).
- interpersonal communication and interaction skills.
- awareness of one's own biases, prejudices, strengths, weaknesses.
- "empowerment" (define, expand).
- achieving wisdom. (Guidelines for living a good life.)
- peace, serenity, tranquility.
- energy and enthusiasm.
- "Happiness" guidelines, derived from one author who argues that happiness consists of:
 - self awareness (insight).
 - self acceptance ("I'm ok").
 - self esteem.
 - self disclosure.
- career preparation.
- "get myself motivated."
- consumer awareness. Being an informed and critical consumer.
- ability to diagnose my friends.
- dealing with life situations (a friend who threatened suicide; family problems; relationship problems; etc.).
- develop solutions to social problems (poverty, racism, divorce, battered children).
- gain real life experience (internships, volunteer work).
- assertiveness.
- ability to speak in front of others.
- ability to initiate conversations.
- ability to develop and maintain friendships.

- insights into why people act as they do (think as they do; react as they do).
- open-mindedness.
- development of study skills:
 - reading skills;
 - note-taking skills;
 - test preparation skills;
 - test taking skills.
- dealing with and/or reducing test anxiety.
- development of better memory for facts and concepts.
- development of better memory for names and faces.
- better understanding of self and others.
- change qualities or characteristics of self that may need changing.
- become a better person.
- develop a personal moral code.
- challenge, question, reconsider personal attitudes that were previously taken for granted (about social issues, your own moral values, your own religious beliefs, etc.)
- reduce prejudice, racism, biases, prejudgment.
- get along better with others of different cultures, races, backgrounds, views:
 - understand them better;
 - become more comfortable with them;
 - become less anxious, threatened, uneasy;
 - able to celebrate (rather than fear) diversity and differences.

3. General goals for psychology students (as established by the SUNY Oneonta Psychology Department Assessment Project, 1998):

1. **KNOWLEDGE BASE REGARDING PSYCHOLOGY:** Students should know and understand the major perspectives, theories, and empirical findings in the areas of Physiological, Developmental, Sensation & Perception, Consciousness, Learning, Memory, Cognition, Motivation, Emotion, Personality, Psychological Disorders, Psychotherapy, Social Psychology, and Applied Psychology (e.g., Health, Environmental).
2. **RESEARCH METHODS AND STATISTICAL SKILLS:** Students should know and understand the fundamental methods of research and statistical analysis of data used by psychologists, including observational, correlational, and experimental designs, and descriptive and inferential statistics.
3. **INFORMATION-GATHERING SKILLS:** Students should be able to effectively use available human, library and computer resources to gather and organize information.
4. **CRITICAL THINKING (i.e. analysis/synthesis) SKILLS:** Students should gain competency in translating behavioral questions into the terms of scientific inquiry in psychology, as well as competency in reading and critically analyzing and synthesizing research literature in psychology.
5. **WRITTEN AND ORAL EXPRESSION SKILLS:** Students should know the fundamental APA (American Psychological Association) substantive and stylistic manuscript conventions, and be able to effectively communicate both in written and oral form.
6. **GRADUATE SCHOOL AND CAREER PLANNING.** Students interested in a career in psychology should know the major sub-fields, career opportunities, and types of graduate programs in psychology, and how to prepare for and pursue those opportunities.