

Figure 2.1: Key Things to Remember When Creating and Communicating Learning Goals

| 1. CLEARLY POST LEARNING OBJECTIVES |
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| Your learning goals should never be a secret, so don't leave students guessing. Without learning goals, your students might eventually give up. You should write these goals down and place them in a prominent place in your classroom. That way, students can reflect on the goals throughout the lesson and evaluate how they are doing in relation to the goals. As well, you can focus on the goals that you need to address throughout the lesson. |
| 2. MAKE YOUR LEARNING OBJECTIVES RELEVANT |
| Iterate your learning objectives before each lesson. By your bringing attention to the learning goals, the students will see, very visibly, what they need to pay attention to. |
| 3. WRITE THE LEARNING GOALS IN SIMPLE LANGUAGE |
| Keep them short, sweet, and simple. Think about transmitting these goals to a student. If you are concerned that they might be too complex, they probably are. In the younger classrooms, the goals should have few words, and images if needed. |
| 4. MAKE SURE THEY ARE REALLY OBJECTIVES OR GOALS, NOT ACTIVITIES |
| Don't confuse objectives, or what the students need to master (for example, <i>describe the author's perspective in the introduction</i>), with activities, or what students will be doing in class in pursuit of the goals (for example, <i>read the introduction of this book</i>). |
| 5. ENSURE YOUR LEARNING GOALS DRIVE THE LESSON |
| Often, teachers have great activities, but they have nothing to do with the learning objective, so be sure that you align your activities and assessments with objectives. |