

## Where Great Teaching Begins: Designing Learning Objectives for Effective Instruction

This course, *Where Great Teaching Begins: Designing Learning Objectives for Effective Instruction*, will give teachers and teacher leaders a deeper understanding of effective planning for student thinking and learning. Using readings and ideas of “deep design” from Anne Reeves’ book *Where Great Teaching Begins* (ASCD, 2011), the course focuses on the critical role that student learning objectives play in the learning process. It will also examine how these learning objectives inform assessment and instruction. Learners will use the ideas of deep design to decide how to take proper advantage of the technology tools of the 21st century.

### Course Objectives

By the end of this course, learners will be able to:

#### Module 1

- Analyze the concept of "student learning objectives" to distinguish between statements of student learning and statements of student activities.
- Evaluate student learning objectives for clarity in targeting desired goals.

#### Module 2

- Understand and create student learning objectives that form a meaningful sequence of learning.
- Analyze student learning objectives for validity and revise them for clarity and coherence across multiple objectives.

#### Module 3

- Understand and analyze how student learning objectives move from the generic to the personalized during classroom instruction.
- Create student learning objectives based upon a national or state standard.
- Adapt student learning objectives to meet the needs of specific students.

#### **Module 4**

- Analyze the correlation between student learning objectives and assessment.
- Compare classroom-based assessments and student learning objectives.

#### **Module 5**

- Analyze three models of instruction to understand how each use student learning objectives.
- Analyze the three instructional models for common ideas on the role of student motivation in instruction.
- Evaluate instructional strategies (such as the flipped classroom) through the lens of each model.

#### **Module 6**

- Analyze the influence that student learning objectives have on decisions about technology use in classrooms.
- Evaluate current technology tools in light of student learning objectives.
- Create novel ways of using technology tools to add value to instructional strategies.

## Course Syllabus

<p><b>Module 1</b></p>	<p><b>What Are Student Learning Objectives?</b></p> <ul style="list-style-type: none"> <li>• Module Welcome</li> <li>• Reading 1: Understanding Deep Design: Student Learning as the Starting Point</li> <li>• Reading 2: Instructional Design: Who and What Is It For?</li> <li>• Reading 3: <i>Educational Leadership</i>—How Good Is Good Enough?</li> <li>• Video: Know Where Your Students Are Going</li> <li>• Knowledge Check</li> <li>• Application: Refocusing Objectives from Doing to Learning</li> <li>• Post-Module Reflection</li> </ul>
<p><b>Module 2</b></p>	<p><b>How Do I Develop and Sequence Effective Student Learning Objectives?</b></p> <ul style="list-style-type: none"> <li>• Module Welcome</li> <li>• Reading 1: SLO Design Basics: Determining Cognitive Level and Sequence</li> <li>• Reading 2: Using Bloom’s Taxonomy, Precise Language, and Validity to Create Learning Objectives</li> <li>• Video 1: Bloom’s Taxonomy</li> <li>• Reading 3: <i>Educational Leadership</i>—Making the Shifts</li> <li>• Video 2: Creating Learning Progressions</li> <li>• Knowledge Check</li> <li>• Application: Checking the Validity of Student Learning Objectives</li> <li>• Post-Module Reflection</li> </ul>
<p><b>Module 3</b></p>	<p><b>How Do I Personalize Student Learning Objectives?</b></p> <ul style="list-style-type: none"> <li>• Module Welcome</li> <li>• Reading 1: Planning for Personalized Learning</li> <li>• Reading 2: <i>Educational Leadership</i>—Seven Essentials for Project-Based Learning</li> <li>• Video: How Progressions Can Inform Learning Objectives</li> <li>• Knowledge Check</li> <li>• Application: Personalizing Student Learning Objectives</li> <li>• Post-Module Reflection</li> </ul>

<b>Module 4</b>	<b>How Do I Use SLOs to Make, Use, and Evaluate Assessments?</b> <ul style="list-style-type: none"><li>• Module Welcome</li><li>• Reading 1: Closing the Gap Between Student Learning Objectives and Assessments</li><li>• Reading 2: Developing Assessments</li><li>• Reading 3: <i>Educational Leadership</i>—Formative Assessment in Seven Good Moves</li><li>• Video: Tie Formative Assessment Feedback to Learning Goals</li><li>• Knowledge Check</li><li>• Application: Tightening Alignment Between Student Learning Objectives and Assessments</li><li>• Post-Module Reflection</li></ul>
<b>Module 5</b>	<b>Comparing Models of Effective Instruction: Hunter, Reeves, and Danielson</b> <ul style="list-style-type: none"><li>• Module Welcome</li><li>• Reading 1: An Introduction to Three Instructional Models</li><li>• Reading 2: Madeline Hunter Lesson Plan Model</li><li>• Reading 3: Anne Reeves: Designing Learning Activities</li><li>• Video 1: Charlotte Danielson: Translating Learning Goals into Instruction</li><li>• Reading 4: <i>Educational Leadership</i>—Flip Your Student’s Learning</li><li>• Video 2: What a Flipped Classroom Looks Like</li><li>• Knowledge Check</li><li>• Application: View a Lesson Through the Lens of Hunter, Reeves, or Danielson</li><li>• Post-Module Reflection</li></ul>

## Module 6

### **Transforming Education: How Can I Use Technology to Enhance Instruction?**

- Module 6 Welcome
- Reading 1: Integrating 21st Century Learning Technology into Student Learning Objectives
- Reading 2: *Educational Leadership*—Students First, Not Stuff
- Reading 3: Where Great Teaching Begins—Afterword
- Video: Technology in the Classroom
- Knowledge Check
- Application: Analyze and Evaluate Tech Tools for Enhancing Instruction
- Post-Module Reflection & Notes Download

## Resources

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