

## **Questions for Formulating Significant Learning Goals**

"A year (or more) after this course is over, I want and hope that learners (PreK-8 educators) will create and facilitate personalized and joyful blended learning environments."

My Big Harry Audacious Goal (BHAG) for the course is: Learning in Cleveland Metropolitan Schools will be personalized, joyful, and adventurous utilizing blended learning to meet the needs of all learners and accelerate learning.

### **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?
- What key ideas (or perspectives) are important for students to understand in this course?

Knowledge of what blended learning is and how to effectively implement blended learning.

Use formative assessment data to analyze misconceptions and misperceptions to inform instructional shifts.

Understand the importance of communicating the "why".

Understand our LMS platform, Schoology.

### **Application Goals**

- What kinds of thinking are important for students to learn?
  - ◆ Critical thinking, in which students analyze and evaluate the "why" and the models to select a blended learning model that best fits their learning environment.
  - ◆ Creative thinking, in which students imagine and create an implementation plan
  - ◆ Practical thinking, in which students solve problems and make decisions by creating an implementation outline to roll out each phase of implementation.
- What important skills do students need to gain? Students need to gain knowledge of growth mindset, blended learning, and how to create a learner centered environment.

### **Integration Goals**

- **What connections (similarities and interactions) should students recognize and make...:**
  - ◆ Among ideas within this course?  
Growth mindset allows scholars to take risks and explore the LMS
  - ◆ Among the information, ideas, and perspectives in this course and those in other courses or areas? Learners have limitless attempts to "get it right"- teacher is here to guide.

## Human Dimensions Goals

- **What could or should students learn about themselves?**
- **What could or should students learn about understanding others and/or interacting with them?**

Students can learn to guide and allow students to drive the learning through choice, passion, and productive struggle. They can also learn about growth mindset and how to embrace and encourage that. Self-reflection and collaboration with peers are powerful tools in the learning process.

## Caring Goals

- **What changes/values do you hope students will adopt?**

### **Feelings?**

Comfort with taking risks and not being the “expert”

### **Interests?**

I hope learners gain interest in the ability to accelerate learning and embrace passions to inspire and elevate others.

### **Values?**

Resilience & Growth Mindset & Learner Mindset & Risk Taking

## "Learning-How-to-Learn" Goals

- **What would you like for students to learn about:**
  - ◆ **how to be good students in a course like this?**  
\*Try new things. Take risks, and embrace feedforward. Revising and failing forward is how we learn.
  - ◆ **how to learn about this particular subject?**  
\*Videos, readings, and discussions. Encourage peer accountability and peer work groups. Feedforward from peers is encouraged.
  - ◆ **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?**  
\*Have models planned out with materials so learners can move at their own pace within constraints. Have place where learners can share ideas and have discussions. (Closed Facebook group or a PLC Schoology course.)