

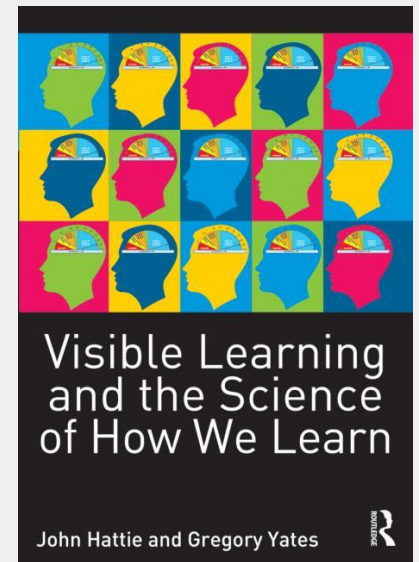


# Goal-driven learning

Why – what and how goal-driven teaching  
can create learning?

# Content

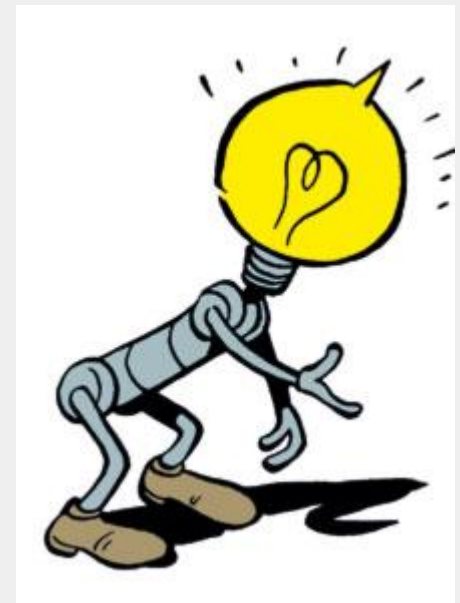
1. What is goal-driven learning?
2. How can you use it in your own practice?



# Questions

1. Who works with elite swimming?
2. Who works with learn to swim programmes?
3. Who works with objectives in your swimming lessons?
4. How many do not understand Danish?

- Give an example of why and how you can work with objectives in your teaching!



# Visible Learning

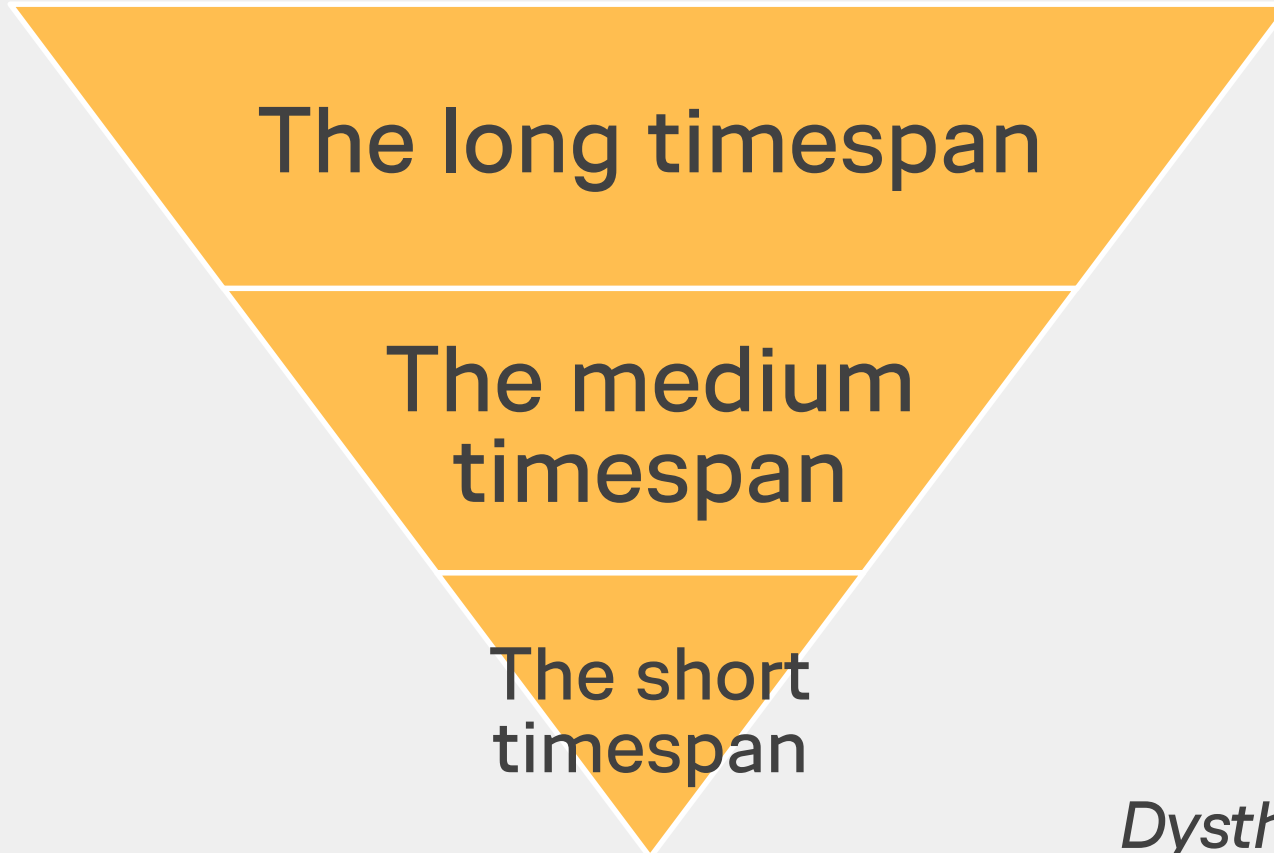
- To plan for learning and not for activity
- To go from teaching to learning
- That you planning contains:
  - Visible goals
  - Feedback, feed up, feed forward,
  - Evaluation
  - Assessment

Have a look at this link:

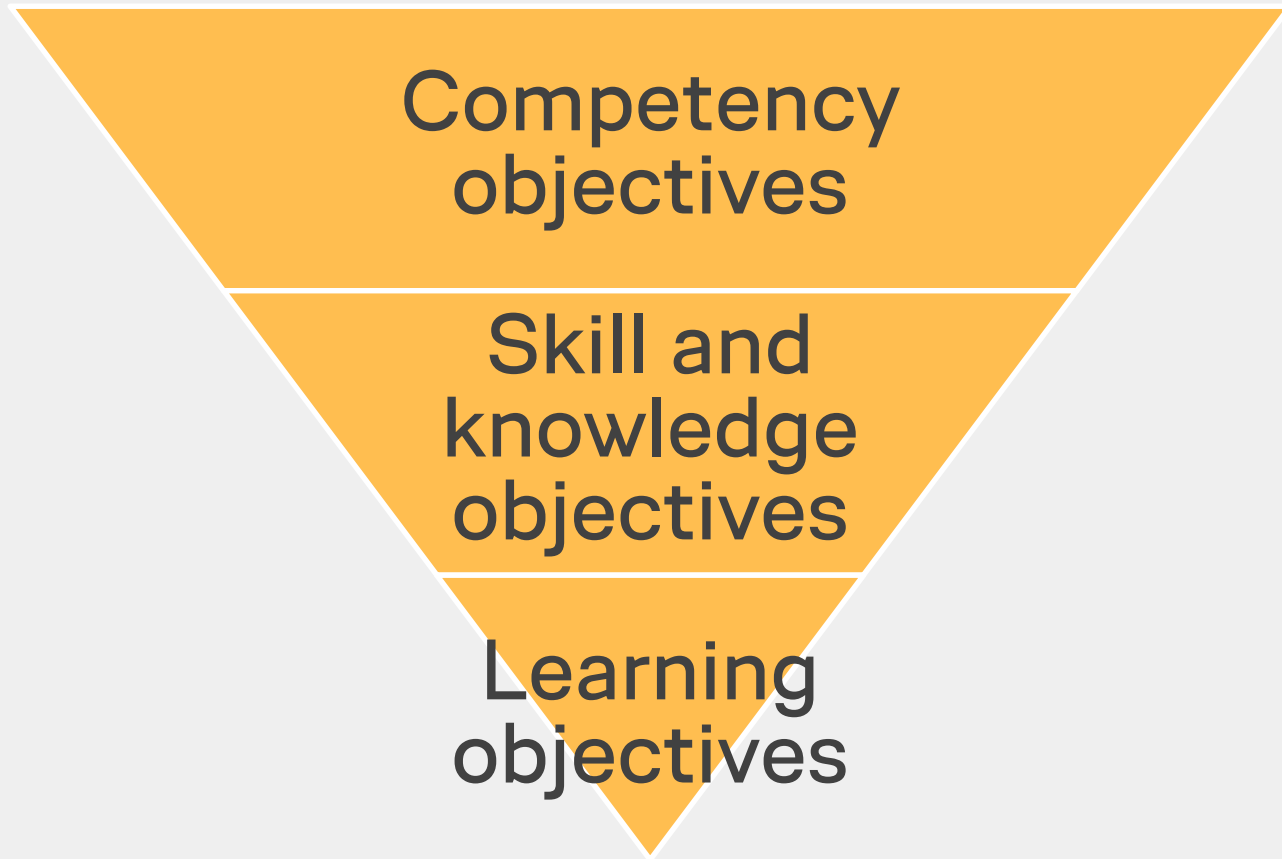
<https://www.youtube.com/watch?v=GWLf8xgSoH0>

<http://visible-learning.org/2016/03/visible-learning-for-literacy-hattie/>

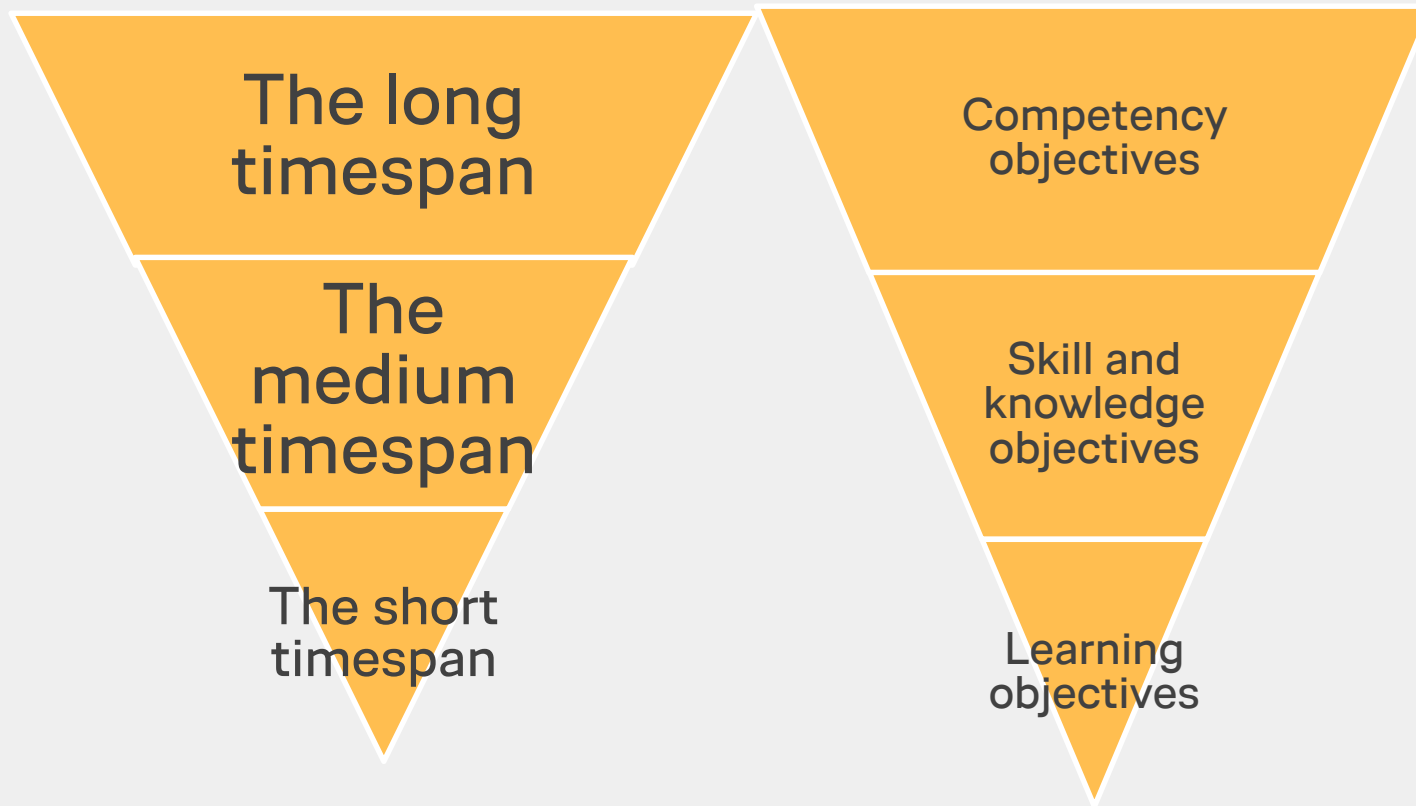
# The timespan of the objectives



*Dysthe 2009*

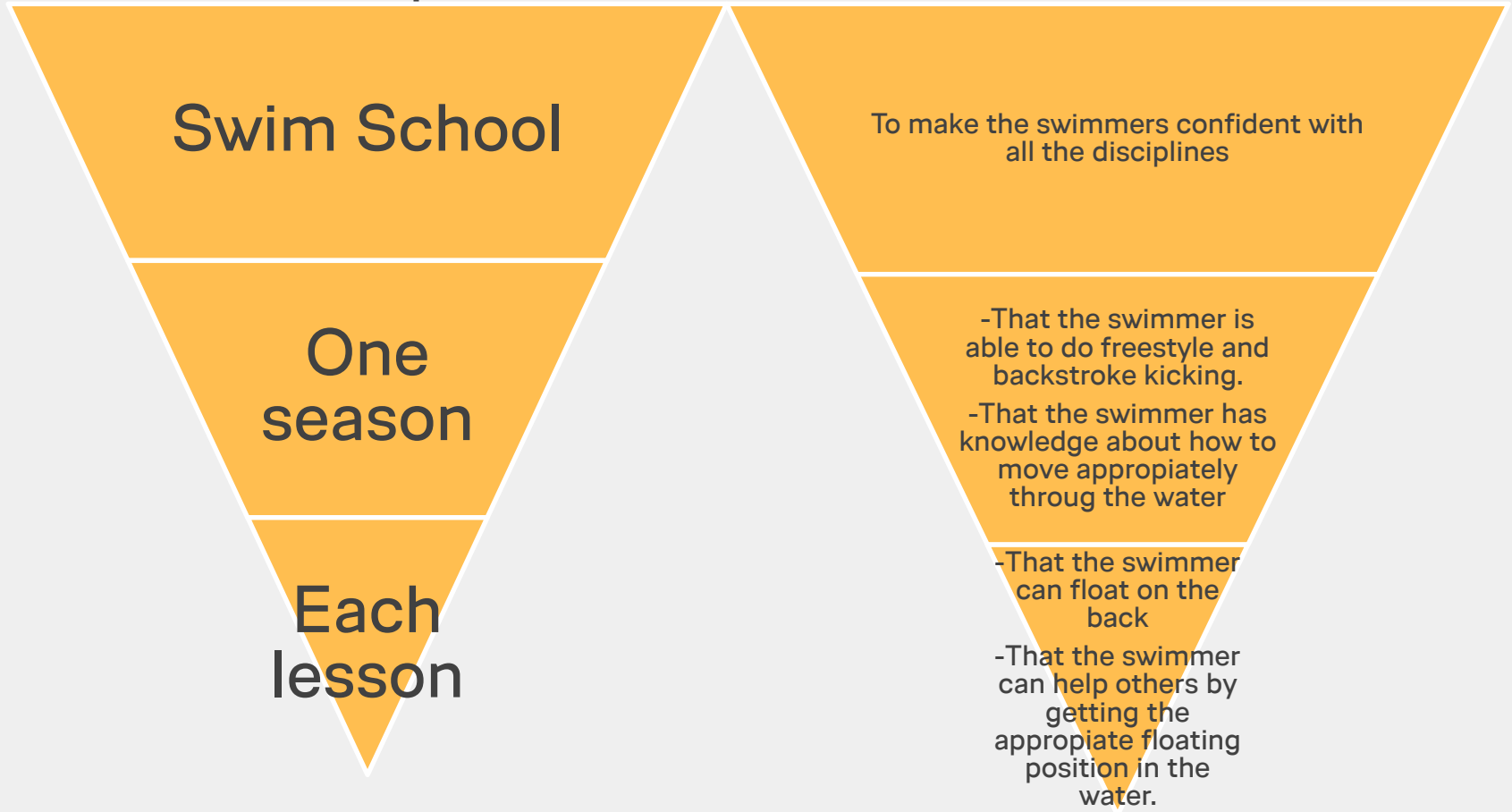


# Connection





# An example



# How can this way of thinking be transferable to your context?

Exemplify:

- Draw the reverse pyramid and write in it!

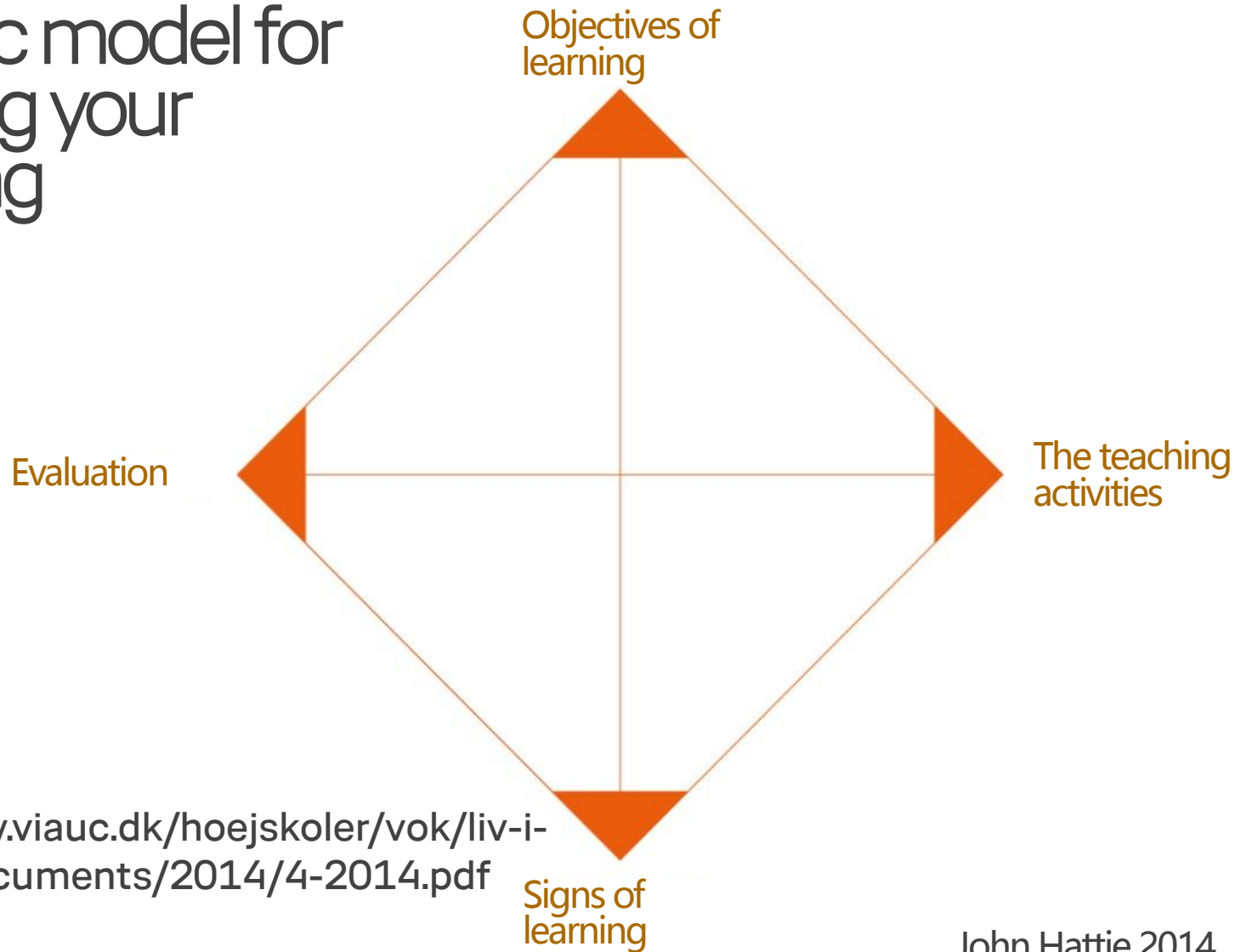


Swim  
your  
heart  
out ♥♥

...driven Learning

2. april 2016  
10

# Didactic model for planning your teaching



<http://www.viauc.dk/hoejskoler/vok/liv-i-skolen/Documents/2014/4-2014.pdf>

John Hattie 2014

# Application of Goal-driven learning

**The competency objectives are a premise of your planning**

## 1. Knowledge and skill objectives

- Primary knowledge and skill objectives

## 2. Learning objectives

- The primary learning objectives that link to the knowledge and skill objectives

## 3. Teaching activities

- Didactics and progression that support the primary learning objectives with consideration of signs and evaluation.

## 4. Signs

- Criteria for objective achievement. E.g. communication, products, skills, for the student and teacher to see the signs of learning.

## 5. Evaluation

- How do you evaluate the primary learning objectives for the students to see what they have learned?

## 6. Result/evaluation

- Feed forward. How can we use what we have learned today?

# - an example of a period plan

Week	Knowledge and skill objectives	Learning objectives  The explicit learning objectives	Teaching activities. What and how:  Didactic, progression, activities	Signs to look for? How do the students know they are on the right course?	Evaluation How to gather learning?	Results /assessment Own evaluation of period

# Translation of plan

How can the plan be translated, in the work that you strive to do right now, if the aim is to create learning?

For example, who shall receive the assessment/result and what is it for?

Produce a prototype



# Does it make sense?

- How can the thinking of visible learning contribute to your teaching?

