

Questions for Formulating Significant Learning Goals

"A year (or more) after this course is over, I want and hope that students will be working toward their education degree and/or certifications with very high expectations of their institutions regarding a focus on blended learning (both as a learner and as a future educator)."

My Big Hairy Audacious Goal (BHAG) for the course is: IPET/PET learners will collaborate, design, and incorporate blended learning experiences for local elementary and/or middle school students.

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?

Students will need to be able to define and describe learning (what is it, where does it happen, how does it happen, who are learner). Learners will also need a foundational understanding of the concept of blended learning.

Application Goals

- What kinds of thinking are important for students to learn?
- Critical thinking, in which students analyze and evaluate
- Creative thinking, in which students imagine and create
- Practical thinking, in which students solve problems and make decisions
- What important skills do students need to gain?
- Do students need to learn how to manage complex projects?

Learners will need to analyze and evaluate the research, purpose and benefits behind blended learning. They will design and create their own blended experiences in local classrooms. This will require making decisions based on the needs of their learners. Problem solving skills and flexibility will be necessary if something doesn't flow as expected or if technology challenges present themselves (blocked youtube as well as blocked applications, software and websites tend to be some of the biggest challenges). IPET/PET learners will have to learn how to manage multiple activities happening within the walls (although learners could be interacting beyond the walls) of their physical space.

Integration Goals

- What connections (similarities and interactions) should students recognize and make...:
- Among ideas within this course?
- Among the information, ideas, and perspectives in this course and those in other courses or areas?
- Among material in this course and the students' own personal, social, and/or work life?

Learners should recognize and make connections about how they use blended learning in their own personal and social lives. When they want to learn a new "non-academic" skill, what websites do they visit? What friends do they connect with virtually? How do they practice what they have learned? Keeping those connections in mind, learners will collaborate with district content coordinators, instructional

specialists, teachers, and peers to develop outcomes, goals, ideas, and plans based on the needs of the local classrooms they are working with.

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?

Learners will provide and accept useful feedback about their outcomes, goals, ideas, plans, needs and implementation. Learners will consider how their learning preferences impact their engagement and use that understanding to consider the learning experiences that should be designed for their younger students.

Caring Goals

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

Feelings?

Interests?

Values?

I hope that learners will gain confidence in their ability to collaborate, design and incorporated blended learning in their future classrooms. Self reflections and a pre and post survey will be needed as evidence for growth in this area. Based on their growth and understanding, I would hope that learners will research their future educational institutions to determine if the experiences that will be provided to them are significant.

"Learning-How-to-Learn" Goals

- What would you like for students to learn about:
- how to be good students in a course like this?
- how to learn about this particular subject?
- 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?

Learners will reflect on their experience and personalize their plan for continued growth in implementing blended learning. That may be in their senior year (if they are currently juniors), in their university setting, or in their own classrooms. Learners will be able to seek out learning opportunities and connections. Learners will design opportunities to implement their new learning and continue to modify and adapt their understanding as they learn more.