

Inclusive Teaching Practice

Facilitator's Guide



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Module 3:

Planning learning outcomes for all

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Overview

This is the **third of fifteen modules** that look at how we create a positive Inclusive Learning Environment for all. You will see how inclusive teaching practices encourage, develop and use the 21st century skills of critical thinking, communication, collaboration and creativity. These modules are for the Leadership Teams and Teacher Educators in the educational institutions across Myanmar.

| Module number | Module title |
|---------------|----------------------------------------------------------|
| 1 | What is an Inclusive School, Classroom and Teacher? |
| 2 | Knowing your learners |
| 3 | Planning learning outcomes for all |
| 4 | Participating through learner centred approaches |
| 5 | Creating a positive learning environment |
| 6 | Effective questioning and feedback |
| 7 | Active participation |
| 8 | Peer, co-operative and collaborative learning |
| 9 | Supporting students' emotional and social wellbeing |
| 10 | Legal framework and policies around Inclusion in Myanmar |
| 11 | Supporting all students through differentiation |
| 12 | Identifying specific learning difficulties |
| 13 | Supporting all learners with differences or disabilities |
| 14 | Positive behaviour management |
| 15 | Assessment for student achievement |

Learning Journal

Please ensure all participants are aware of the learning journal and its purpose for the module. Point them to the advice given in their participants' copy of the best way to complete. All answers to activities need to be written in their journal. Remember, reflection is an important part of the learning process and a worthy activity alone. Encourage participants to make a note of new and interesting words/phrases/terms as they make their way through the module.

Study tips

It is important to explain how to approach completing the module. Participants need to take their time, develop a suitable timetable and where possible check their answers with colleagues. The use of think / pair / share is a good way for them to collaborate, share ideas, ask questions, check their work, and give feedback.

Background to the Inclusive Practice CPD modules.

There are 3 key themes explored in the modules that reflect the educational reform taking place in all education settings: Inclusion, Gender Equity and 21st century skills. These themes are key in all areas of curriculum, and vital not only for Myanmar's educational ambitions and sustainable development but equally vital for the global future.

This course has been designed to help participants engage in this discussion by challenging their **beliefs and attitudes** about their own teaching, their students' learning and the impact their educational institution has on inclusion. It is expected that as a facilitator, you will challenge their beliefs and attitudes throughout the modules.

It is also important for you as a facilitator to embed many of the teaching and learning techniques associated with inclusion in education into this course. Encourage participants to work at their own pace and consider their own abilities, interests and skills.

The modules look at how we create a positive Inclusive Learning Environment for all. You will see how inclusive teaching practices support gender equity and encourage, develop and use the 21st century skills of critical thinking, communication, collaboration and creativity.

Each module is made up of a series of activities participants can work through at their own pace. Once they have completed the module, they will have a multiple-choice quiz to complete.

Learning outcomes for Module 3

By working through this module, participants will be able to:

- 1. summarise what makes a good learning outcome.**
- 2. recognise thinking action verbs.**
- 3. contrast lower and higher thinking actions.**
- 4. write learning objectives using thinking action verbs**
- 5. divide a task into small steps of learning.**
- 6. produce a lesson plan using step by step learning.**

The previous module (2) focused on the importance of knowing your learners and the impact of using multi-sensory learning approaches. Participants reflected on their own experience and knowledge and were encouraged to get to know all their students to understand their learning needs more effectively.

This third module introduces the need for effective learning outcomes for all learners to enable them all to achieve. It also breaks down learning into steps, to explain how learners build on prior and existing knowledge. It also supports with the planning of inclusive learning outcomes for all and how to plan for step by step learning.

Extra instructions for the activities in module 3

| Activity | Additional points to consider |
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| Prior knowledge assessment | <p>The first task is a recap assessment of module 2. This reminds the learner of the previous module contents and helps them to recall important information in preparation for this module. After the first attempt, suggest that the learners refer to the first module to check their answers.</p> <p>Discuss any ways that the learning from Module 2 has been used to get to know the students. What impact has this had on teaching and learning?</p> |
| Introduction | <p>Ask participants what they understand by 'Planning inclusive learning outcomes for all and step by step learning.' What would they like to find out. Write up questions to address over the duration of the module.</p> <p>Perhaps there are definitions that they wish to discuss, e.g. the difference between learning outcomes, learning objectives, goals, etc.</p> |
| 1 st Self- assessment | <p>Some participants may need encouragement to be honest in their self-assessment. Ensure that they know it is the beginning of 15 modules around inclusive practice and their understanding and confidence will develop over time. The results from this self-assessment will be compared to another self-assessment at the end of module 3, allowing participants to make comparisons and reflect on their learning.</p> |
| Section 2 – Learning outcomes (where are participants now?) | <p>After participants have thought about how often they use learning outcomes (in the self-assessment), it would be interesting to discuss if there was a difference in those lessons to the quality of teaching and learning. Did teachers feel better prepared? Was the task clear to the students and what was the quality of the work like in comparison to lessons that did not have a learning outcome?</p> |
| Activity 3.1 – SMART Learning outcomes | <p>Participants are asked to draw a grid and write a short description of the SMART acronym. This should come in useful for them as they develop in their ability to plan effective lessons. Specific, Measurable, Achievable, Relevant, Timely.</p> <p>Use the examples in the booklet for participants to discuss in groups. Using the definitions they can discuss and decide if they are SMART Learning outcomes or not. Ask participants to justify their reasons and suggest ways to improve the learning outcomes that are not SMART.</p> <p>When they have finished, encourage participants to read the answers in their booklet and compare their suggestions with those provided.</p> |
| 2.1.4 | <p>The 7 steps of setting a SMART outcome section could be used as a pre reading task before the session. It would allow participants time to think about the content of the session with their peers.</p> <p>Once participants have read it, allow time for discussion. Are the question words helpful?</p> <p>How can this information be manageable when planning lots of learning outcomes for lessons? Participants may wish to create a visual representation of the question words as prompts to support them writing effective learning outcomes. Ask participants where they can put this visual to help them when they are planning lessons?</p> |

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| Activity 3.2 – SMART learning outcome examples | As a recap of the previous section, participants are asked to match the speech bubbles to the correct part of the SMART method. The first one has been provided for them. You might choose to use this task as an assessment and ask participants to complete it independently. If you discuss it as a group, invite participants to justify their choices. |
| 2.1.5 - Differentiating learning outcomes | It is important that participants understand the meaning of differentiation and why it is needed to meet the needs of all learners. Share the examples provided and discuss the impact that will have on learning for those students. Provide a learning outcome for groups and ask participants to discuss and plan how the task might look different for different groups of learners – those who are new to the concept, those who need to practice and those learners who already have an understanding of what is being taught. |
| 3. Thinking action verbs | If your participants are new to Blooms Taxonomy, you may need to spend some time explaining the framework of thinking skills. We will refer to it in future modules so it is worth spending time at this stage to explore it and begin to look at all of its parts. Talk about verbs and thinking action verbs. Discuss how these relate to learning and enable the teacher to see the learning that is taking place e.g rather than learners having to understand they should be able to describe a concept to enable the teacher and the learner to assess whether the learner has met the learning outcome. Discuss the progression of the taxonomy and how the skills build as you move up the triangle. With the list provided in the Participant book, you could ask participants to think about a lesson they have recently taught and link it to the skills that they were asking students to use. |
| Activity 3.3 – Using Blooms Taxonomy | This activity asks participants to link the tasks that have thinking action verbs to the correct part of the Blooms taxonomy sequence. The first one has been provided for them. Use this as an assessment tool to help you understand who is able to make the link. If participants find this difficult, invite them to work with their peers and encourage them to use the model in the previous section to explain their answers. |
| Activity 3.4 – Selecting the most appropriate learning outcome | As a pre reading task or a follow up task following a group session, ask participants to read the passage on SMART learning outcomes from an article by Blanchard, K., & Johnson, S. (1981). It can be found in Appendix 1 in their booklets. By now participants will be developing a better understanding of what makes a good learning outcome. The next task provides scenarios and participants are asked to select the most appropriate learning outcome for the learners. If participants feel confident, some may decide to write their own learning objective for the given context and justify their reasons why. |
| Reflect & Self-assess | Give participants time to read the reflection text and make notes in their learning journal. You might ask them to write down the key points that they have taken from the module. There is an opportunity to carry out a self-assessment at this point too and compare it to the one they carried out at the start of the module. |

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| Activity 3.6 Self-assessment for step by step learning | Ask participants what they understand by the term step by step learning. Ask them to think about tasks that carry out without even thinking about. How did they learn that skill? Cut up the steps provided in the Participant Book in 4.1 (learning to tell the time) and ask participants to work together to sequence them. Ask participants to link this task to how students learn in class. |
| Activity 3.7 – Trying out step by step learning | Ask participants to choose one of the videos to watch and follow the step by step learning sequence to complete a task. Ask them to think about how it felt as a learner and how they need to think carefully when breaking down a task, skill or piece of knowledge into step by step for students. Ask what impact it will have on learning, success in completing a task and students' ability to self-assess their progress and achievement. |
| Activity 3.8 - ordering the steps needed for learning a new skill | Participants should be able to sequence the steps and put them in order from 1 – 7. Facilitate a discussion around a specific subject that teachers teach. Discuss how this new learning could improve how they might teach the lesson again in the future. |
| Wrap up | A consolidation of the module and key points. There is no activity here. |
| End of module 3 quiz | This is a multiple-choice questionnaire that tests participants' understanding of the module. Encourage participants to self-assess and revisit their answers as many times as needed to achieve 100%. |
| Answers to the end of module 3 quiz | Participants should revisit the questions until they achieve 100%. Remind them that some questions require more than one answer. |
| Activity 3.9 - Improving your own teaching practice | This activity provides a scenario for participants to consider. It asks them to complete two statements provided by their head of department. Invite participants to role play and share their experiences with the group. Ask participants how confident they felt when giving their responses. Encourage them to make notes in their learning journal. |
| Self-assessment | The self-assessment duplicates the first self-assessment. Ask participants to reflect on their confidence and discuss comparisons between scores. |
| The 3 rd promise | Ask participants to think of one thing they will take away from module 3 and make a promise to their learners about what they will improve. Ask them to evaluate that promise and recognise changes (after x weeks). Encourage participants to reflect on any impact that change has had on teaching and learning and how to improve it further. This reflects the beginning of the action research cycle and can be built on in future modules to create an ongoing action plan for development. Participants are encouraged to make a section in their learning journal entitled 'Promises'. There will be a total of 15 promises. |

Answers - end of module 3 quiz

Answers in **bold**

Q1 - Why do we need to write good (SMART) learning outcomes? (Choose 3 answers)

- a) to make our lesson plans look important
- b) **to make it easier to plan an effective lesson**
- c) because we are expected to do so
- d) **to help our learners understand the purpose of the lesson and the learning activities**
- e) **to help make clear assessment decisions**

Explanation

Taking the time to write good learning outcomes makes it easier to plan the lesson and makes the lesson more effective. Our learners understand what is expected of them and what they are learning. Assessment is completed by being able to see whether our learners have achieved outcomes.

Q2 - What does SMART stand for?

- a) Specific, meaningful, assessed, realistic, transferable
- b) **Specific, measurable, achievable, relevant, timed**
- c) Summary, managed, achievable, reliable, teachable
- d) Student-focused, monitored, active, relevant, timed

Explanation

Outcomes should be **S**pecific to the lesson, **M**easurable by using a thinking action verb so learning can be observed, **A**chievable by planning for all students, **R**elevant to students' lives and written without too much detail, and **T**imed by saying what the learners will be able to do by the end of the lesson.

Q3 - How can you write learning outcomes for all learners in your class?

- a) **Write learning outcomes using 'all learners will', 'most learners will' and 'some learners will',**
- b) **Write learning outcomes that all your learners can achieve.**
- c) Don't worry about having a learning objective if it isn't suitable for all learners.

Explanation

'By the end of the lesson all learners will' is used for outcomes that everyone in the class should be able to achieve. 'By the end of the lesson most learners will' is used for outcomes that the more able learners should achieve. 'By the end of the lesson some learners will' is used for outcomes that the most able learners should achieve.

Q4 - What should you use to write measurable learning outcomes?

- a) The verb 'know'
- b) The verb 'understand'
- c) **Thinking action verbs**

Explanation

We cannot see whether our learners know or understand something. We cannot see inside their brain. It is difficult to measure something you cannot see. If we use thinking action verbs, we can see the learners doing the action or we can see the product of that action. If we can see it, we can measure it.

Q5 - Using thinking action verbs from the higher thinking skills in Bloom's taxonomy means

- a) Learners must remember more information
- b) **Learners must think more, participate more and are more actively involved in their learning**
- c) Learners must study hard on their own

Explanation

The higher thinking skills such as analyzing, evaluation and creating require far more thinking than just remembering or understanding. When our learners have to do more thinking, they have to be more involved in the learning activity. The more involved they are, the more they will learn and remember.

Q6 - Breaking down a task, skill or piece of knowledge into step-by-step learning (task analysis) helps teach all our learners because (choose 3 answers)

- a) **We can make sure they can do each step before moving onto the next**
- b) **They can just concentrate on one step at a time**
- c) It gives learners a lot of study or work to do
- d) **Achieving each step builds confidence**
- e) We can test them more

Explanation

They can practice each step until they are confident to move on to the next step.

The teacher can see which step is difficult for the learner and give them some more practice.

Q7 - To break down a task, skill or piece of knowledge into step-by-step (task analysis) we must

- a) Think about what we do to complete the activity and then write everything down
- b) **Think about what we do to complete the activity, write everything down, test our list of steps and watch carefully to see what we have forgotten.**

Explanation

Learning step by step means learners can think about and concentrate on one step at a time. This means that their working memory does not have too many things to do. When we know how to do something, it is difficult to think about every small step of learning. We do many steps without thinking about them. It is important when breaking down learning into step-by-step to always test our list of steps. Ask someone to follow your list exactly and watch carefully to see which steps you have missed out.