**Writing Learning Goals**

At the end of this course/unit students will be able to: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Before**  Old Learning Goal | **After**  New Learning Goal | **Cognitive Level**  What level of understanding is expected? |
| Understand patterns of genetic inheritance | Deduce information about genes, alleles, gene functions from analysis of genetic crosses and patterns of inheritance | Analyzing |
| Discuss the implications of cognitive development research for policy. | Use research on factors that influence intellectual development to design an early intervention program | Creating |
| Be acquainted with different interpretations and approaches of historians to the US Civil War. | Compare and critique the interpretations and approaches of different historians to the US Civil War. | Evaluating |
| Describe Shakespeare’s dramatic and poetic genius | Use textual evidence to analyze Shakespeare’s use of nature in his poetry. | Analyzing |

Check-list for creating learning goals (from: [www.cwsei.ubc.ca](http://www.cwsei.ubc.ca)):

* Does the learning goal identify what students will be able to do after the topic is covered?
* Is it clear how you would test achievement of the goal?
* Does the chosen verb have a clear meaning (not “understand”)
* Is the verb is aligned with the level of cognitive understanding expected of students? Could you expect a higher level of understanding?
* Is the terminology in the learning goal familiar/common? If not, is knowing the terminology a goal?
* Is it possible to write the goal so it is relevant and useful to students?

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Write your own learning goals. At the end of this course/unit students will be able to: