



PLANNING THE LEARNING PROCESS, FROM GOALS TO EVALUATION

VIDEO TEXT SCRIPT

Slide2

The planning of the learning process starts with the goals. What are the learners supposed to learn during the learning process? What skills will be developed? What learning results are you aiming for?

Slide3

The goals are often described as learning in the sense of 'a student's ability to do something'. The goals give the learning process a direction and content.

Slide4

After you have described the goals, start looking at them more closely. What is the subject of study? What skills, information and activity are you aiming for? Analyze the goals and think about the stages of the process and where the goals fit in.

Slide4

The planning is also influenced by which implementation of the learning process you choose. Is it an individual learning process, a multidisciplinary learning process, a collaborative learning process or a process of individual study?

Slide5

Whatever implementation is chosen, divide it into parts. Students can grasp the general view better when it is divided into learning-process parts. The parts may be based on themes, stages or modules. The stages often arise naturally when you look at the goals.

Slide6

Set goals for each stage based on the goals of the whole. It is also good to name the stages in an interesting and depictive way. The title may be a question, as this already activates thought.

Slide7

When the stages have been named, stop and think of their order. Where should the students start? In what order should they proceed? Where do they end the learning process?

Slide8

The planning of the learning process is determined by its width and length. This can be expressed in various ways, such as hours, weeks or study points.

Slide9

The breadth and length of each stage should also be determined.

**Slide10**

When you have the general view, start making a more detailed plan. Plan learning situations for each stage and think about their duration.

Slide10

Describe the learning goals for each learning situation and learning assignment, and plan their evaluation.

Slide10

Giving titles to the learning situations is important. The students will remember interesting titles; this will help them recall the content of the situation more easily.

Slide1

Look for planning ideas for the learning process and the learning situations from different pedagogical models and practices. These include how to start the process and how to work collaboratively, as well as how to produce part of a process via a particular pedagogical practice.

Slide12

Learning situations give the students structure in the learning process. The goals and evaluation help the students understand what they are aiming for and what will be evaluated. They know what will be expected from them in each situation. Instructions for work, timetables, learning assignments, materials and guiding form the basis of and give structure to the learning process.

Slide12

The student studies one learning situation at a time. A visual learning process will guide the student to proceed stage by stage to attain the learning results. Visualization is a key aspect of guiding.

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