



# PLANNING TOOL FOR A LEARNING ASSIGNMENT

## 1. A good and interesting title

- Give your learning assignment an interesting title. The title should describe the content of the learning assignment. It may relate to a question, statement, thesis or quotation. Remember that a good title will stick – it is in itself a part of the learning process. Get the learners' attention! Challenge the learners!

## 2. Learning goals of a learning assignment

- Set learning goals for each learning assignment. These will guide the learners' orientation;
- Consider what you want the learners to learn (content, working methods, information-seeking, reflection, teamwork, regulating skills, summarizing, problem-solving, deduction, association, communication, understanding, perception interpretation, thinking or retrieval of existing knowledge).
- Describe also what the aim of the exercise is: what is the purpose of the assignment, where are you aiming to go, what can be achieved by making the assignment. A description of the goals and aims is very meaningful for learning and studying. A learning assignment includes things like thinking, finding out or building.
  - Think about how you can add interest to the subject. This might be a surprising fact, a video, a piece of news, a text, a question, an incident or a case – something that will immediately lead to the subject at hand.

## 3. Write the assignment

- Plan the various stages of the learning assignment. The assignment may have several parts: stage a, stage b, and so on. When the assignment may be divided into smaller parts it will give the learner a feeling of accomplishment and progress.
- Is this an assignment that should be done by oneself, with a partner, or in a group?
- Can the learner choose something by himself/herself?

## 4. A clear learning assignment can be written in an “imperative” mode

1. START by...
2. WATCH 3-minute video ... PAY ATTENTION to...
3. WRITE down the following...
4. SHARE the notes in your small group...
5. CHOOSE 3 central facts...
6. WRITE DOWN a list to share with others...
7. etc.

## 4. Instructions

- Describe the progress of the assignment. What is the assignment, how do you start, how do you progress?
- What information do you process and how, how should you work, what might teamwork be like, and so on.
- Write instructions to support learning, studying and working
- Remember also to support learning at the start of the learning process

## 5. Choose and find materials

- How should the materials be used?
- What information sources should be used?
- How does the learner acquire information; how do you assess the reliability and usefulness of the source?

## 6. Think about the tools

- What tools should the learners use? What digital tools and applications should they use? Would a learning journal, conceptual schema or graphic organizer work?



### **7. Inform the learners of the assignments and the return of them**

- Which tools should be used when doing the assignment and what form shall it take?
- Where should the work be saved?
- How should the assignments be returned?

### **8. Plan the assessment of the learning assignment**

- How will the learning assignment be assessed? What is relevant and important from the assessment perspective?
- Where and when will the learners get feedback/feed-forward on their work?
- Does the assignment contain self-evaluation?
- Does the assignment contain peer-evaluation?

### **9. Plan the monitoring and guiding of studying**

- How does the teacher guide the learners when they are working on the assignments?
- Where and when do the learners get feedback/feed-forward on their work?
- How does the teacher keep track on the progress of the assignments?

### **10. Assess your learning assignments**

- Does the learning assignment steer towards repeating information?
  - Does the learning assignment guide learning?
  - Does the learning assignment guide information processing?
  - Does the learning assignment lead to understanding?
  - Does the learning assignment lead to the discovery of connections?
  - Does the learning assignment help think about information-seeking and the usefulness of information?
  - Does the learning assignment lead to new knowledge or new skills?
- Etc.

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