Writing the Desired Learning Outcomes for the Course

Objectives are the cornerstone of instructional planning. Whether students read them or not, you will use them as an essential guide for planning your course – everything from assessments and activities to content and technologies!

Ensure that your objectives are powerful by asking yourself what long-lasting impact the course should have on your students. What kinds of growth will serve them later when they are out in the field?

Consider carefully what you *really* want to *see* from your students. Is it to provide a basic definition or to explain a relationship? Is it to apply new learning to a novel situation? Is it to evaluate a case and make recommendations based a key framework?

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Examine the Before and After chart below showing an instructor's first draft of her course goals and a revised set of goals after careful consideration of what she *really* wanted to see from her students.

BEFORE, it is unclear what the instructor really wants students to be able to do.	AFTER, it is clear which actions the instructor wants to see the students do.
*Develop understanding of how literacy develops in young children, i.e., how it is impacted by the rich diversity of lived experiences children have before school.	*Articulate an appreciation for the rich diversity in children's socialized literacy practices.
*Develop understanding of the complexity of becoming literate.	*Synthesize the key aspects underlying the complexity of literacy into a comprehensive whole.
*Become familiar with standards, assessment, and data-driven instruction.	*Design a comprehensive pedagogy for developing literacy in young children.
*Increase professional pedagogical knowledge and experience in facilitating children's literacy development.	*Leverage pedagogical practices to successfully facilitate literacy development in young children.
*Engage in reflective teaching practice and professional development.	*Develop a plan for reflective practice and on-going professional growth.