



PINPOINT



One of the key determinants of whether an individual attends to a given type of knowledge is whether that individual considers the knowledge important.

Robert Marzano

Principles of Goals

In order to be useful learners need to:

- understand the goal set
- see value, relevance and usefulness of the goal
- have at least a partial expectation of succeeding.

Timing of Goals

Goals should be set for whole topics, lessons and individual activities.

Goals should be displayed and referred to regularly. They are a reference point against which to measure progress.

Effect Size of Goals

The highest effect sizes are achieved when the students are involved in the process of setting their own goals.

Peer Explaining Key Goals

The teacher pairs learners up and asks them to explain to each other the meaning of key terms/goals for forthcoming task.

Negotiated Goals

The teacher identifying and agreeing goals with the group has a particularly high effect size (1.2)

The teacher presents an Advanced Organiser to the class and/or shows the group an previously completed high quality piece of work (Goals by exemplar).

From these the learners identify questions they need to be able to answer/tasks they need to be able to do. Individual and group learning goals are then set.



The most useful form for stating objectives is to express them in terms which identify the kind of behaviour to be developed.

Ralph Tyler



To demonstrate goal specification, a student must not only articulate a goal ... but must also identify the specifics of a plan to accomplish the goal.

Robert Marzano

Informal Goals through Rhetorical Questions

At start of lesson ask: *"How could we measure/construct/better understand how to do this? Lets find out"*

Rhetorical questions can help learners to see your subject not as a series of facts or techniques to memorise, but as a subject that asks and answers interesting questions. This helps to create interest and arouses curiosity.

Goals by Exemplar

Teacher shows learners what they will be able to do at the end of the lesson.

"At the end of this topic/lesson/module you will be able to produce/do/present this..."

The teacher can then involve learners in identifying the reasons why the work is good. (See negotiated goals)

Personal Goals

The teacher asks learners to set themselves a goal for next lesson/session at end of lesson/day. This could be part of a 1 minute review saying what they have learned and what they need to improve. .

Goals by Setting Problems

The teacher sets a problem by saying that *"this <insert situation> is not solvable by methods used so far or currently known. It is however possible to solve— Let's see how we can do it"*.

Goals by Challenge

Use numbers and time: *"Last year x% of learners passed within <insert period of time>. This is the current record. Your challenge is to beat that!"*

"Your job is to find 5 reasons why <insert> isn't working. You have 6 minutes to find all 5"

"You have 15 minutes to identify the <insert> and set out a sequence of at least 5 steps to present to the group"

"As you watch the video you need to find <insert number and content>"

Goals that require Visual Representations

"You have 30 minutes to design a poster that summarizes the key points given at the start of the lesson. Display the main ideas as visually as possible"

"Produce a < model map/flow bubble/double bubble > to help you explain the..."

REFERENCES

Marzano, R. (2007)
The New Taxonomy of Educational Objectives, Corwin Press

Tyler, R. W. (1949)
Constructing Achievement Tests, Chicago University Press, Chicago