



The role of learning outcomes in lesson planning



Learning outcomes serve as a foundation for lesson planning offering a clear roadmap for both teachers and students. These outcomes are statements that specify what learner should know, understand and be able to do by the end of a lesson or unit.

Therefore, specifically focus on these three points where the learner should focus.

They should know, they should understand and they should be able to do the activity by the end of a lesson to let the teacher or the facilitator know what they have learned.

For this, the teacher is expected to provide a direction.



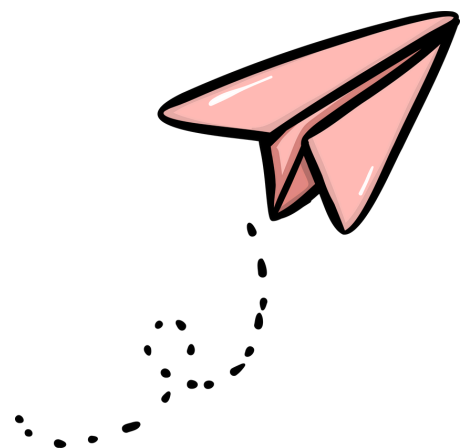
The teachers can align instructional strategies, activities and assessments.

Again, there are three points here.

The teachers can align, number one is instructional strategies, number two is activities, and number three is assessment with desired outcomes, ensuring that every aspect of the lesson will contribute to the intended goals.

If a teacher moves on to another lesson plan without a learning outcome, the teacher might miss the connectivity and that's how the direction will be missing.

That is the reason why a teacher is expected to fix to the role of learning outcomes and give adequate importance to provide direction.



The next thing is the resources are important for the students in order to stay focused on the content and to arrest that wave ring of mind. Then the defined outcomes will be coming into picture. There are appropriate resources, definitely the teacher has to find the exact resource or a queue for the resource wherein with the help of monthly media tools, hands-on materials or case studies so that the student's wave ring of mind stops at this point. Then this will cater to an effective lesson plan.



Then of course, the student engagement will include where there are clear learning outcomes, which help students understand why and the purpose of learning. This will help the student to stay motivated towards the direction of learning and the deeper learning will happen when this is connected to the career path and the branches of careers through interdisciplinary learning also. Point number four is to facilitate the assessment.





When there is a particular direction given, when the teacher has asked the student to stay focused on the deeper learning and there is increased engagement of student in the activity, which is to be done in the classroom, the concept gets deep seated into the minds of the student then formative and summative assessments will become much easier because the student has retained the content. Now the teacher has to bring it forward the transferable learning content from the student and align it to the objectives of the lesson.

The purpose of the lesson is to see that there is a proper deep seated learning because the learning outcomes have linked from one learning outcome to another learning outcome to take the trajectory of learning very forward and in exponentially increased form. This is how the engagement of the students will increase when there is a proper direction.

The yesterday's facilitation will lead forward a question mark today and tomorrow the student will find the answer in another lesson plan. For that the activities players could roll.



If the activities are in an engaging way to have multiple learning styles which help them according to the theory of multiple intelligences by Howard Gardner, they also engage and anchor collaboration among the students. This skill set of teamwork, communication and social emotional skill enhancement is useful for the students in future from the trajectory to lead into employability skills. To promote the critical thinking through these activities will lead towards problems solving and decision making skills which have the cognitive abilities.



They allow the reflection when the student does this kind of learning things about it and continue the learning this you might call it as pay as the learning wherein there is space given for reflection after every 10 minutes of exercise. This is how the activities tend to be very interesting for the student because the self-esteem of the students will boost up with the help of multiple learning styles collaboratively of working, critical thinking and enough time for reflection.





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Dr. Padmavathy Tungaturthi is a distinguished educator, thought leader, and advocate for excellence in teaching. With over two decades of experience in the field of education, she has dedicated her career to empowering teachers and enhancing student learning. Her work spans across various educational domains, including teacher training, curriculum development, and educational leadership.

As a passionate lifelong learner herself, Dr. Padmavathy has been instrumental in promoting professional development for educators. She believes in the transformative power of quality teaching and has worked tirelessly to support educators in their pursuit of excellence. Her research and writings often focus on innovative teaching strategies, holistic education, and the integration of technology in classrooms.

Dr. Padmavathy is also an active content creator, sharing her insights through articles, blogs, and videos that reach a global audience of educators. She is committed to building strong educational communities and fostering connections between teachers, students, and parents.

In her free time, Dr. Padmavathy enjoys exploring new educational trends, engaging in community service, and mentoring young teachers. Her dedication to the field of education continues to inspire countless educators and students around the world.