



# Accelerated Education Introductory Teacher Training Pack

## Learning Outcomes

# Learning Outcomes

This is Session 9 out of 18 from the Accelerated Education Introductory Teacher Training Pack (AEITTP).

The AEITTP is designed specifically for teachers working in accelerated education programme (AEP) classes and teaching learners generally aged 10-18 who are overage for their grade. Many teacher training institutes or in-service training courses are focused on formal primary school classes and younger children. These courses are not always relevant for teachers of older AEP learners. Older learners bring a richer set of life experiences and skills to their learning compared to younger children. Older learners are also more cognitively mature so are able to learn at a faster pace. The AEITTP is based on the pedagogy (way we learn) that would best suit older learners' needs in an accelerated education setting. It is designed to help AEP teachers develop the skills needed to support the learning needs of AEP learners, so they are able to access certified education, further training or livelihood opportunities. The AEITTP is founded on the AEWG's [Accelerated Education 10 Principles for Effective Practice](#) and AE Teacher Competencies. It is a generic inter-agency course for use by accelerated education programmes. The training sessions, vocabulary and tools have been aligned with the The Teachers in Crisis Context (TiCC) [Training Pack for Primary School Teachers](#) to enable consistency of approach where appropriate. However, it has adapted the content for older learners and to reflect AE pedagogy.

## 9: Learning Outcomes

### TRAINER OVERVIEW

<b>Session time</b>	2 hours 45 min
<b>AE teacher competency</b>	10: Uses lesson plans
<b>Learning Outcomes</b>	At the end of the session participants will be able to: <ol style="list-style-type: none"> <li>1. Write achievable learning outcomes for lessons</li> <li>2. Write learning outcomes that are differentiated by level</li> </ol>
<b>Materials</b>	<ul style="list-style-type: none"> <li>» Trainer Resource 9.1: Learning outcome or objective?</li> <li>» Trainer Resource 9.2: Drawing Activity</li> <li>» Trainer Resource 9.3: Making shapes with your body</li> <li>» Handout 9.1: Writing quality learning outcomes (1 copy per participant)</li> <li>» Colour flash cards: 4 different colours (hand 1 colour to each participant)</li> <li>» Flip chart paper, markers, pencils, coloured marker pens</li> <li>» A4 paper (2 pages per participant)</li> </ul>

### OVERVIEW

Steps	Method	Time	Materials
Introduction	Presentation	5	Colour flash cards Session Outcomes
1: Learning outcomes	Drawing paper agree/ disagree, Think-pair-share	70	Trainer Resource 9.1: Learning outcome or objective? Trainer Resource 9.2: Drawing Activity Flip chart paper, pencils, markers, colours A4 paper

### BREAK

2: Practice	Group writing and checking outcomes	60	Handout 9.1: Writing quality learning outcomes
3: Energiser	Making shapes	10	Trainer Resource 9.3: Making shapes with your body
Reflection		10	Session Outcomes

## STEPS



### Introduction

1. Write the title of the training session on the board 9: *Learning outcomes*.
2. Say:
  - Welcome to session 9: Learning outcomes.
  - In this session we will focus on one of the key elements of a lesson plan: the learning outcomes. We will learn how to write them and how to differentiate them for different abilities.
3. Write the session outcomes on the board/wall.
4. Say
  - By the end of the session you will be able to:
    - ▷ write achievable learning outcomes for lessons
    - ▷ write learning outcomes that are differentiated by level



#### Trainer tip:

Give the participants the colour flash cards on entry



### 1: Learning outcomes

#### INTRODUCTION: WHY DO WE NEED LEARNING OUTCOMES? (10 MIN)

1. Say:
  - One of the key times a teacher communicates with learners is at the very start of a lesson. This is when they make the purpose of the lesson clear and when they set out the learning outcomes. We have just done this.
  - Research shows that making the purpose and goal of the lesson clear and relevant to learners improves learning outcomes by motivating learners to learn. This is especially true for older learners in AEP classes.
2. Make groups of 2 for think-pair-share.
3. Write the content of **Trainer Resource 9.1** on the board/wall.
4. Say:
  - Discuss with your partner the sentences on the board/chart.
  - Which is a learning outcome?
  - Which is a learning objective?
  - What is the difference between a learning outcome and learning objective?

### Trainer Resource 9.1: Learning outcome or objective?

Trainer Resource 9.1: Learning Outcome or  
Objective Content

- A. Discuss the difference between objectives and learning outcomes.
- B. Teachers will be able to write learning outcomes and plan a lesson.
- C. Working in a group, learners will design and present a poster on hygiene.
- D. The learner is able to work in a group.
- E. Make 20 cakes for the party.
- F. Guests enjoy the cakes and leave the party with full stomachs.

5. After a few minutes ask each pair to give you one idea.

#### Answers

Learning objective = a, d, e

Learning outcome = b, c, f

- Learning outcomes and learning objectives are sometimes used interchangeably. However:
- A **learning objective** is a statement of intention – it focuses on what the teacher will be doing.
- A **learning outcome** is a measure of achievement. It focuses on what the learners will be doing.
- it focuses on what the learners will be able to do by the end of the lesson
- Learning outcomes describe the knowledge and skills that learners should be able to do if they have been successful. They indicate the appropriate level of learner achievement.
- They also help learners understand why that knowledge and those skills will be useful to them.

6. Say:

- Another word that is often used interchangeably with learning outcome is competency.
- Competencies commonly define the applied skills and knowledge that enable people to successfully perform in professional, educational, and other life contexts.
- An outcome: A very specific statement that describes exactly what a learner will be able to do in some measurable way.

### INPUT 1: WHY LEARNING OUTCOMES ARE IMPORTANT (30 MIN)

1. Say:

- We will start with a group activity to understand why a learning outcome is important<sup>1</sup>.

2. Explain task:

- I will put you in groups.
- Each group will have some instructions for a drawing activity.
- Each group must focus on their own work and not on what other groups are doing.
- You will have 10 minutes for this task.



#### Trainer tip:

You need 4 participants in each group. Divide the number in the group by 4. This tells you how many colours you need. See end for how to distribute the colour cards.



**Trainer tip:**

As participants enter the room, give them a piece of card that is a particular colour. Four people should receive a red card, four a green card, and so on. Then ask the participants to sit and work with the participants who have the same coloured card for group tasks and discussions. Explain that this is a useful technique in large classrooms as it allows the teacher to control who will work in each group. It also allows the teacher to create ability groupings without learners realising it.

**Trainer Resource 9.2**

- Trainer Resource 9.2: Drawing activity
- .....>
  - A. Draw an AEP centre.  
.....>
  - B. Draw an AEP centre with a playground.  
.....>
  - C. Draw an AEP centre with learners playing football on the playground.  
.....>
  - D. Draw an AEP centre with learners playing football on the playground on a sunny day.  
.....>

- The group leader can collect the instructions and drawing materials.
3. Check the instructions with a participant to make sure they have understood. Ask:
    - What do you have to do?
  4. Ask participants to find others with the same colour card and make a group. Indicate where each group will sit.
  5. Give each group a different set of instructions from **Trainer Resource 9.2**.
    - a. Draw an AEP centre.
    - b. Draw an AEP centre with a playground.
    - c. Draw an AEP centre with learners playing football on the playground.
    - d. Draw an AEP centre with learners playing football on the playground on a sunny day.
  6. After 9 minutes give the participants a 1-minute warning that their time is nearly finished.
  7. Say:
    - I want you to mark your drawing.
    - I have based my marks on the lesson outcome.
  8. Write on the board: Learners will be able to draw an AEP centre with learners playing football on the playground on a sunny day.
  9. Say:
    - Look at the chart to see how many marks you have got.
  10. Put up the chart for the marks.

**Mark your drawing**

- 1 Point – A drawing of an AEP center
  - 1 Point – The AEP center has a playground
  - 1 Point – Learners are playing football on the playground
  - 1 Point – Sun in the sky
  - 1 extra Point – Key features are labeled
- ADD up your points. 4 points means you achieved the learning Outcome.

**Trainer tip:**

If you have more than 4 groups repeat the instructions for the remaining groups.

**11. Ask:**

- How did your group feel drawing the picture? Why?
- How did your group feel marking the picture? Why?
- Why was the task more positive for group D than for Group A?
- Why is it important to think about the learning outcome for your lesson before you create a lesson?

**Example answers:**

- Group D was given more specific information. Their learning outcome was written based on how learners would be evaluated.
- It is important to think of the learning outcomes before you start giving learners tasks so that they are able to do them correctly. If learners feel they are disadvantaged by not knowing the learning outcomes, they will become frustrated, demotivated and disruptive.

**12. Say:**

- When planning a lesson it is important to start with the end result in mind. The knowledge or skills that you want the learners to have at the end of the lesson.

**INPUT 2: QUALITY LEARNING OUTCOMES<sup>2</sup> (30 MIN)****1. Ask:**

- The best learning outcomes have 5 main qualities. Do you know what they might be?

**2. Listen to participant ideas.****3. Write the 5 criteria for quality learning outcomes on the board/wall: Specific, Measurable, Achievable, Relevant, Time appropriate.****4. Say:**

- These are the 5 criteria that make a good learning outcome. They should be Specific, Measurable, Achievable, Relevant and Time-bound (or Time-appropriate).

**5. Explain each criterion. Say:**

- **Specific** means that the learning outcome states exactly what the learners should be able to know and do by the end of the lesson. Outcomes should match what you plan to assess.
- **Measurable** means that you can give a learner an assessment at the end of the lesson and be able to tell if they have learned something or not.



- **Achievable** means that the learning outcome is within the learners' ability to learn.
- **Relevant** means that the learning outcome relates to the curriculum the learners are studying.
- **Time-bound/Time-appropriate** means that the learning outcome can be achieved within a class period.

6. Say:

- We will practice identifying quality outcomes.
- First take a blank piece of paper and tear it into two pieces.
- Draw a cross on one piece of paper and a tick on the other.

7. Say:

- I will write some learning outcomes on the board.
- Use the chart to help you decide if they have the 5 criteria for quality or not.
- If they are quality outcomes hold up the paper with a tick. If they are not, hold up the paper with cross.
- I will ask some participants to explain why they have chosen their answer.

8. Check the instructions with a participant to make sure they have understood. Ask:

- What do you have to do?

9. Write up learning outcome 1:

- By the end of the lesson, the learners will understand English grammar.

10. Check the papers and listen to a few responses from participants.

11. Say:

- This is not a good learning outcome. Let me demonstrate to you why it is not good. Is this specific? No! What grammar? All grammar?
- Is it measurable? The verb to understand is very hard to measure – a learner might be able to use past tense but still not be able to explain the rules.
- Is it achievable? Could learners learn all the English grammar in one lesson?
- Is it relevant? It is relevant if the end goal is for the learners to learn about grammar, but does it relate to specific material in the curriculum?
- Is it time-appropriate? No, it could take many lessons for learners to really understand English grammar. The outcome does not meet the five criteria.



**Trainer tip:**

We are using the board as an example of how we could use the ✓ / X with a class of AEP learners.

- A better outcome would be: Learners are able to use the past simple tense for five English irregular verbs.

**12. Say:**

- I have just modelled the way to think about learning outcomes. This is an important teaching technique to help learners think through the problem and the type of work/thinking I expect them to do.
- Let's continue with learning outcomes.
- Remember to hold up the paper with tick if it is a quality outcome and cross if it is not.

**13. Write the learning outcomes on the board. Check the answers using the papers.**

**14. Ask for participant ideas then explain if the learning outcome is good or not.**

a. By the end of the lesson, the learners will be able to multiply two double-digit numbers.

✓: A good learning outcome.

b. By the end of the lesson learners will know how to count to 50.

X: – change know to be able. Learners are able to count to 50.

c. By the end of the lesson learners will be able to draw and label the key features of a river.

✓: A good learning outcome.

d. By the end of the lesson learners will understand the story.

X . Which parts of the story? Better to say: Learners are able to identify the beginning, middle and end of the story.

e. By the end of the lesson learners will know the parts of the human body.

X – How many parts? Name them? A better outcome is: learners are able to name the parts of the ear.

f. By the end of the lesson learners will be able to identify the main characters in the story.

✓: A good learning outcome.

**15. Say:**

- Generally we need only 1 or possibly 2 learning outcomes for a lesson. However it depends on the class.

**16. Say:**

- You can put the papers away to use another time.

17. Ask:

- Why is the method of using a paper with a tick and cross a useful strategy in the class?
- If we have no paper what can we use instead?

**Answers**

- Using papers give each learner the chance to answer without being influenced by their friends.
- The teacher can easily see who is getting the answers right and wrong.
- If many are getting the answers wrong, the teacher may need to teach the concept in a different way.
- If a few are getting it wrong the teacher can target their support on those learners.
- We can use slates, thumbs up and down or palms up and down instead of paper.
- If we do use paper, we must ask the learners to keep the papers safe to use another time.

**INPUT 3: DIFFERENTIATED LEARNING  
OUTCOMES (10 MIN)**

1. Ask:

- What sort of learners will we have in an AEP class?

**Answers**

Learners can be:

- Mixed ages
- Mixed abilities
- Age 9-18
- Disabled
- Never been to school,
- Drop outs
- Young mothers and fathers
- Have different languages
- Have different stages of brain development

**Definition:**

**Differentiation:** means ensuring that all teaching practices support different abilities and needs.

2. Say:

- AEP learners come to class with a range of abilities, experience and interests. They will have different learning styles – some prefer to listen or observe or learn by doing. Others may prefer to problem solve individually or in groups. All will be at different stages in their learning even in the same class. Some may speak a different language at home to the language of instruction in the AEP class.
- Therefore, we may need to have outcomes that are differentiated and support the different AEP learner abilities and needs

3. Ask:

- What does differentiated mean?
- Differentiation means ensuring that all teaching practices support different abilities and needs.

4. Put up the chart on the board: Example of differentiated learning outcomes

5. Say:

- In AEP lessons we need to differentiate our learning outcomes. Let's look at an example:

**By the end of the lesson:**

- all learners will be able to perform 2-digit addition.
- most learners will be able to perform 2-digit addition with carry over.
- some learners will be able to perform 2-digit addition with carry over and write a word problem as an example.

6. Ask:

- What is the difference between learning outcomes?

**Answers**

Use of: all, most and some.

Some is for the most able learners.

7. Write on the board the learning outcome to complete.

**By the end of the lesson:**

- all learners are able to write 5 words beginning with 'd'
- most learners are able to .....
- some learners are able to .....

8. Make groups of 2 for think-pair-share.

9. Say:

- Discuss with your partner how to complete the differentiated learning outcomes for 'most' and 'some' learners.

10. After a few minutes ask each pair to give you one idea.

**Possible answers**

By the end of the lesson:

- All learners are able to write 5 words beginning with 'd'
- Most learners are able to write 8 words beginning with 'd'.
- some learners are able to write 10 words beginning with 'd' and use some in sentences.

11. Say:

- We also need to use differentiated learning outcomes if the language of instruction is different from the mother tongue.
- We may need to have a first language learning outcome and a second language learning outcome.
- This second language learning outcome focuses on how this lesson will introduce and/or practise new words in the language of instruction or an important second language or mother tongue.

12. Write on the board:

By the end of the lesson all learners will be able to perform 2-digit addition.

By the end of the lesson, second language learners will be able to use the words addition, equals and carry over.



## 2: Practice: Writing differentiated outcomes<sup>3</sup>

1. Say:
  - When we write a learning outcome we use the following formula.
2. Write on board:

### By the end of the lesson:

- All/most/some learners will be able to + Skill (Verb) + Knowledge = Learning outcome.



### Trainer tip:

If participants are struggling with this activity, use this time to practise writing learning outcomes as a class. Ask to see several examples and run through each letter of SMART to ensure everyone is in agreement about a SMART learning outcome.

3. Say:
  - Remember we must also make it sure it includes all 5 qualities for outcomes.
4. Explain task:
  - Each group will write one learning outcome for each lesson topic
  - Differentiate the learning outcome for an AEP class.
  - Use a verb from the box on Handout 9.1.
  - Try to use different verbs for each lesson topic.
  - Be creative – the outcome of the lesson is up to the group. There is no single right answer. Everyone will have different ideas.
  - You have 30 minutes for this task.
5. Check the instructions with a participant to make sure they have understood. Ask:
  - What do you have to do?

6. Ask participant to make their colour groups.

7. Distribute **Handout 9.1**.

8. Walk around the room to monitor progress and support participants if they need it.

9. After 25-30 minutes, ask groups to stop.

10. Explain task:

- I now want each group to mark another group's learning outcomes using pencil.
- Evaluate the learning outcomes against the 5 criteria for outcomes.
- Give 1 point for each criteria met.

### Handout 9.1

Trainer Resource 9.1: Learning Outcome or Objective Content

- .....>
- A. Discuss the difference between objectives and learning outcomes.
- .....>
- B. Teachers will be able to write learning outcomes and plan a lesson.
- .....>
- C. Working in a group, learners will design and present a poster on hygiene.
- .....>
- D. The learner is able to work in a group.
- .....>
- E. Make 20 cakes for the party.
- .....>
- F. Guests enjoy the cakes and leave the party with full stomachs.
- .....>

- Give 1 point for differentiating by 3 levels
- Give 2 points for differentiation for a second language learning outcome.
- The total score for each lesson's learning outcomes should be 10.
- You have 5 minutes to review the other groups work.

11. Check the instructions with a participant to make sure they have understood. Ask:

- What do you have to do?

12. Join 2 groups together.

13. After 5 minutes, ask groups to raise their hands if they scored more than 10 points, 20 points etc.

14. Ask for some examples of the learning outcomes.

## REFLECTION

15. Say:

- Remember, creating quality learning outcomes takes practice – the more you do it, the easier and quicker it becomes.



## 3: Energiser

1. Say:

- We have just written some quality learning outcomes, now let us make some shapes to represent each quality.

2. Ask participants to find a partner and move to a space.

3. Explain task:

- With your partner I want you to make shapes with your body. Let's start with letter S for specific. Repeat for:
- M for measurable,
- A for achievable,
- R for relevant
- T for time bound

4. Point out pairs that have made good shapes.

5. Ask participants to sit.

### Trainer Resource 9.3



6. Ask:

- How do you feel now? What is the benefit of doing a short activity like this?

7. Say:

- Between lessons it is good to energise our learners with a short activity that lasts a few minutes like making alphabet shapes.

## REFLECTION

1. Refer to the learning outcomes on the board/wall.

2. Ask:

- Have the learning outcomes been achieved?

3. Make groups of 2 for think-pair-share.

4. Ask groups to answer the following questions:

- What did you learn in this session?
- What did you enjoy in this session?
- What will you try in your classroom?

5. Ask some groups to share their answers.

----- END OF SESSION -----

### End notes

<sup>1,2</sup> Adapted from INEE (2016) Teachers in Crisis Contexts Training Pack for Primary School Teachers <https://inee.org/resources/teachers-crisis-contexts-training-primary-school-teachers>.

<sup>3</sup> Adapted from Finn Church Aid NRC and Save the Children International (2018). Teachers in Crisis Contexts Training Pack for Primary School Teachers Revised Teacher Guide. Adapted from INEE. (2016). Teachers in Crisis Contexts Training Pack for Primary School Teachers.

### Ideas for coaching

- Coaching can help teachers incorporate individual needs/interests and relevant differentiation into lesson planning. For example, coaching can help teachers reflect on whether lesson plan outcomes can be set which identify the expected achievements of the top, middle and lowest ability groups in the class. Can lesson plan activities specify how the teacher will support learners with disabilities?

### Ideas for collaborative learning/self-study

- Teachers and the AEP centre manager can discuss how to incorporate first and second language outcomes into lesson plans.

## Session Outcomes

By the end of the session you will be able to:

1. write achievable learning outcomes for lessons
2. write learning outcomes that are differentiated by level

# Trainer Resource 9.1: Learning Outcome or Objective Content

..... ✂

A. Discuss the difference between objectives and learning outcomes.

..... ✂

B. Teachers will be able to write learning outcomes and plan a lesson.

..... ✂

C. Working in a group, learners will design and present a poster on hygiene.

..... ✂

D. The learner is able to work in a group.

..... ✂

E. Make 20 cakes for the party.

..... ✂

F. Guests enjoy the cakes and leave the party with full stomachs.

..... ✂

# Trainer Resource 9.2: Drawing activity



A. Draw an AEP centre.



B. Draw an AEP centre with a playground.



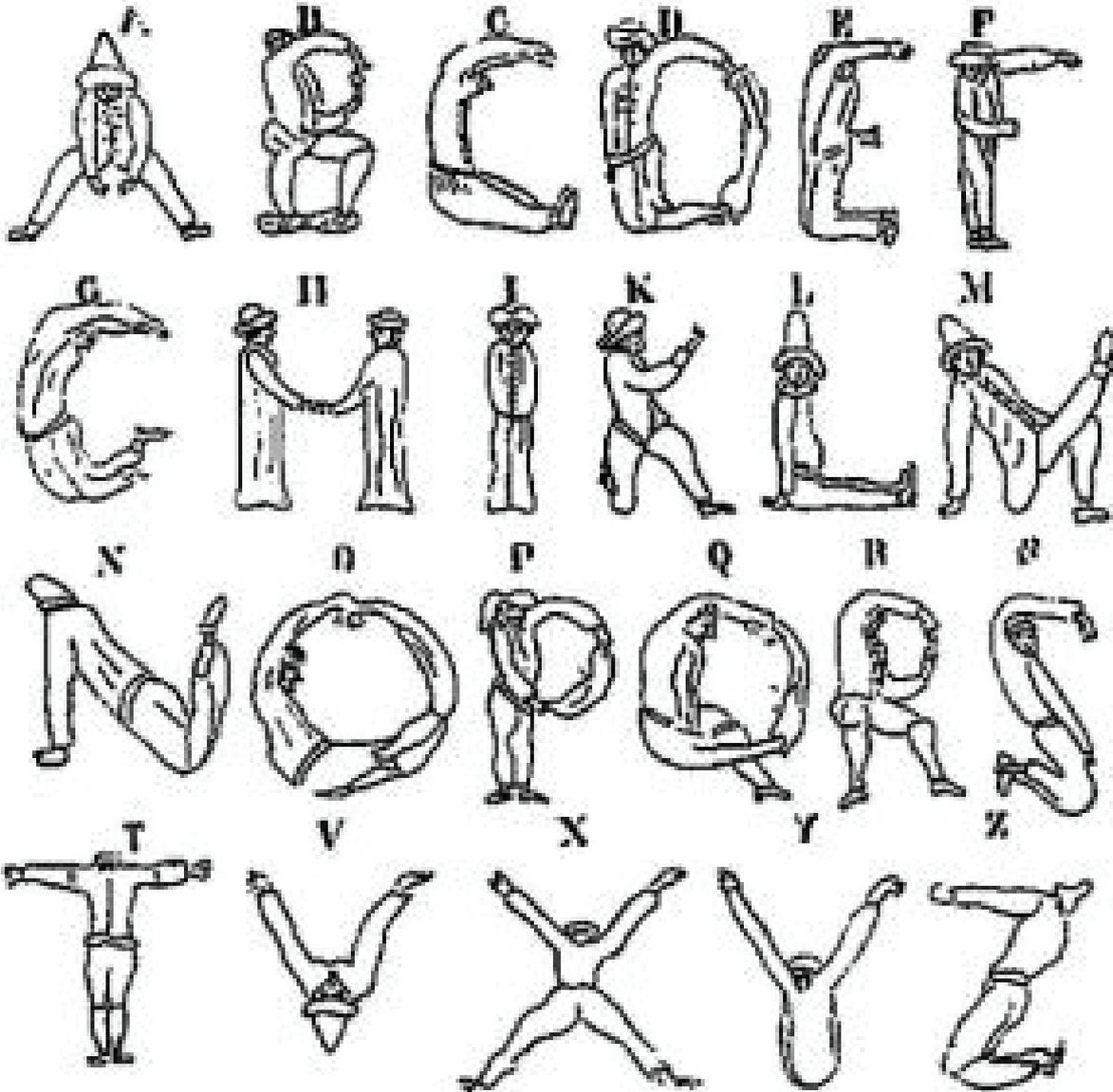
C. Draw an AEP centre with learners playing football on the playground.



D. Draw an AEP centre with learners playing football on the playground on a sunny day.



# Trainer Resource 9.3: Making shapes with your body



Source: <https://1.haarschnitte.tech/making-letters-with-your-body-take-pics-of-kids-for-a-fun-alphabet-book/>.

# Handout 9.1: Writing quality learning outcomes

## LEARNING OUTCOME:

All groups will be able to write a quality outcome for each lesson topic differentiated into 3 levels with an additional second language learning outcome.

## INSTRUCTIONS

In your group write:

1. One quality learning outcome for each lesson topic
2. Differentiate the learning outcome for an AEP class.
3. Use a verb from the box below.
4. Try to use different verbs for each lesson topic.
5. Be creative – the outcome of the lesson is up to the group. There is no single right answer. Everyone will have different ideas.
6. You have 10 minutes for this activity.

## LESSON TOPICS

1. A lesson about multiplication
2. A lesson about flowering plants
3. A lesson about writing a story
4. A lesson about punctuation in the language lesson
5. A lesson about pastoralism/tourism

## FORMULA FOR LEARNING OUTCOMES

By the end of the lesson:

All/ most/ some learners will be able to + Skill (Verb) + Knowledge = Learning outcome.

## QUALITY LEARNING OUTCOMES

- **Specific** means that the learning outcome states exactly what the learners should be able to know and do by the end of the lesson. Outcomes should match what you plan to assess.
- **Measurable** means that you can give a learner an assessment at the end of the lesson and be able to tell if they have learned something or not.
- **Achievable** means that the learning outcome is within the learners' ability to learn.
- **Relevant** means that the learning outcome relates to the curriculum the learners are studying.
- **Time-bound/Time-appropriate** means that the learning outcome can be achieved within a class period.

VERBS			
» Analyse	» Characterize	» Experiment	» Practice
» Count	» Debate	» Explain	» Perform
» Calculate	» Define	» Illustrate	» Predict
» Compare	» Defend	» Make	» Summarize
» Contrast	» Describe	» Measure	» Spell
» Categorize	» Demonstrate	» Order	» Write