*Here’s a brief activity you can do to help you craft clear learning statements to guide your design.*

*Write some draft statements that describe what you want a learner to be able to know, do, value after they complete your unit of learning. Then review the list below to help you clarify your statements. If you want more help with this activity, you can post in the weekly Studio Forum.*

You want students to: Select an action verb (or something similar)

|  |  |  |
| --- | --- | --- |
| Better understand a concept, model, relationship, theory, perspective |  | Describe – define – compare – identify – explain – give examples |
| Apply a concept, model, theory |  | Illustrate – calculate – draw – demonstrate – estimate – measure |
| Think critically about a concept, model, theory, etc. |  | Analyse – classify – determine – interpret – query – examine |
| Develop problem solving or decision making skills |  | Advise – consult – predict – debate – evaluate – justify – judge |
| Think creatively |  | Compose – transform – construct – design – develop |
| Develop some performance skills |  | Conduct – execute – operate – perform – produce |
| Develop metacognitive skills (learning how to learn) |  | Reflect – self-assess – self-regulate – self-monitor – identify their learning challenges and strategies |
| Target attitudes, ethics, moral principles, values, beliefs |  | Express – inspire – mobilize – motivate – negotiate – collaborate – nurture – respect – value |
| Improve their communication skills |  | Collaborate – moderate – negotiate – debate – comment – review – question – blog – network – contribute – chat – message/text |