

# Learning Intentions

Leonard Grech

**What are learning intentions?**

- 1. Write down five examples of Learning Intentions or Objectives from the primary curriculum.**
- 2. Do you think the Learning Intention should be shared with students? Why?**
- 3. Should the L.I. be written down? Why?**

# **The planning stage**

**Learning Objectives**

**and the**

**Learning Outcomes**

**Example of learning outcome  
from English:**

**Write with a purpose.**

**Learning Outcomes**  
**inspire us to write the**  
**L.I.s**

**Very good learning intentions  
are focused and very specific.**

**Examples ?**

- (a) Write a letter to **ask for information**.
- (b) **Give information** about your hobby.
- (c) Make a **list** of what you need to buy from the stationery.
- (d) Write a story and give importance to an **effective introduction**.
- (e) Write a **persuasive** letter.
- (f) Understand what constitutes a **village**.

**L.I.s can be content-based or  
skill-based.**

**Examples of content-based  
L.I.s**

## Content-based L.I.s

- + I'm learning about the cat family.
- + I'm learning about the inner ear.
- + I'm learning about the enamel that forms on the outside of the tooth.
- + I'm learning about Moses.
- + I'm learning about the birth of Jesus.
- + I'm learning about how people arrived in Malta for the first time.

# **Examples of skill-based L.I.s**

## **Skill-Based L.I.s**

- + I'm learning to observe.
- + I'm learning to describe.
- + I'm learning to sort/group/categorise.
- + I'm learning to match.
- + I'm learning to find similarities.
- + I'm learning to find differences.
- + I'm learning to make a list.
- + I'm learning to follow instructions.
- + I'm learning to follow steps.
- + I'm learning to put actions in order.
- + I'm learning to find patterns.

- + I'm learning to ask relevant questions.
- + I'm learning to ask for information.
- + I'm learning to give relevant information.
- + I'm learning to make a difference between fact and opinion.
- + I'm learning to infer.
- + I'm learning to read between the lines.
- + I'm learning to analyse a text.
- + I'm learning to detect bias.
- + I'm learning to predict.

**+ I'm learning to sharpen my sense of touch.**

**+ I'm learning to sharpen my sense of smell.**

**+ I'm learning to sharpen my sense of taste.**

## **Skill-based L.I.s**

- + I'm learning to observe the difference between a leopard and a tiger.**
- + I'm learning about what causes air pollution.**
- + I'm learning how to compare and contrast.**

**I'm learning how to connect things/places/events/persons that I have studied about in different subjects.**

**Eg. Link: prehistoric weapons/tin and copper**

**Link: Moses/Tarxien Temples  
(Bronze Age)**

**Link: Shakespeare's life/building of Valletta**

# **Differentiation**

**How to do it?**

**In the choice of the learning  
intention?**

# Learning Intentions in the domain of:

- \* knowledge
- \* understanding
- \* skills
- \* concepts

**Examples?**

# **Importance of skills as Learning Intentions:**

**other examples**

• • •

- \* **Dribble** (physical skill)
- \* **Correct use of hands while shooting the ball** (physical skill)
- \* **Writing with an audience in mind** (writing skill)
- \* **Learning to find evidence** (investigative skill)
- \* **Waiting for your turn** (communication skill)
- \* **Telling a story** (narrative skill)

**Do you agree that the L.I.  
has to be shared with the  
students?**

# **Two versions of L.I.**

**teacher's version**

**the learners' version.**

**Students' version:  
much more difficult to  
construct.**

**Ideally students construct it  
themselves.**

## Examples of teacher's and students' versions of the same L. I.

Teacher's version: għ fit-tarf tal-verb.

Pupils' version: Inkunu nafu liema verbi jispicċaw bl-'. Dan ikun ifisser għ moħbija.

Teacher's version: Connectives

Pupils' version: We are learning to join sentences.

Teacher's version: The skill of asking questions.

Pupils' version: We are learning to ask questions.

Teacher's version: Cause and Effect

Pupils' version: We are learning that what happens now is the result of what happened before.

**One L. I. per lesson?**

As lesson progresses the L.I. may change to become more demanding.

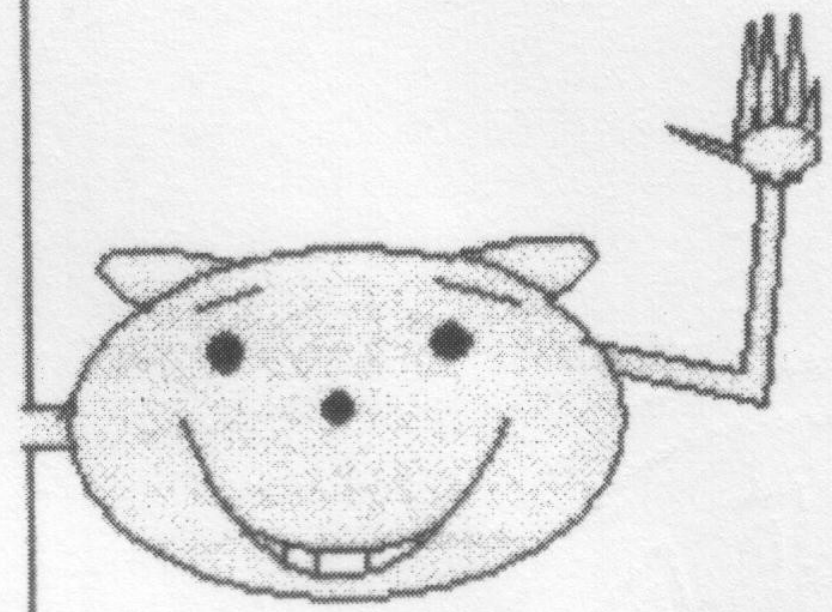
**Example:**

Learners' version:      **We are learning what is a  $\frac{1}{3}$ .**

Later during the lesson this might change to:  
**We are learning the difference between  $\frac{1}{4}$  and  $\frac{1}{3}$ .**

**Do you think the L.I.  
should be written  
down?**

We are learning  
to ...



**Is it helpful to write the L.I. on  
a small separate whiteboard?**

**A practical tip:**

**remind students continually of  
the L.I.**

**Why?**

# Focusing

teacher...and...learner

**At what stage during the lesson is the teacher supposed to share the L.I. with the students?**

---