Writing Learning Outcomes Statements

@CampusLabsCo #labgab

Learning outcomes

Learning Outcomes examine cognitive skills that students (or other stakeholders) develop through department interactions; measurable, transferable skill development.

Statements indicating what a participant (usually students) will **know, think, or be able to do** as a result of an event, activity, program, etc.

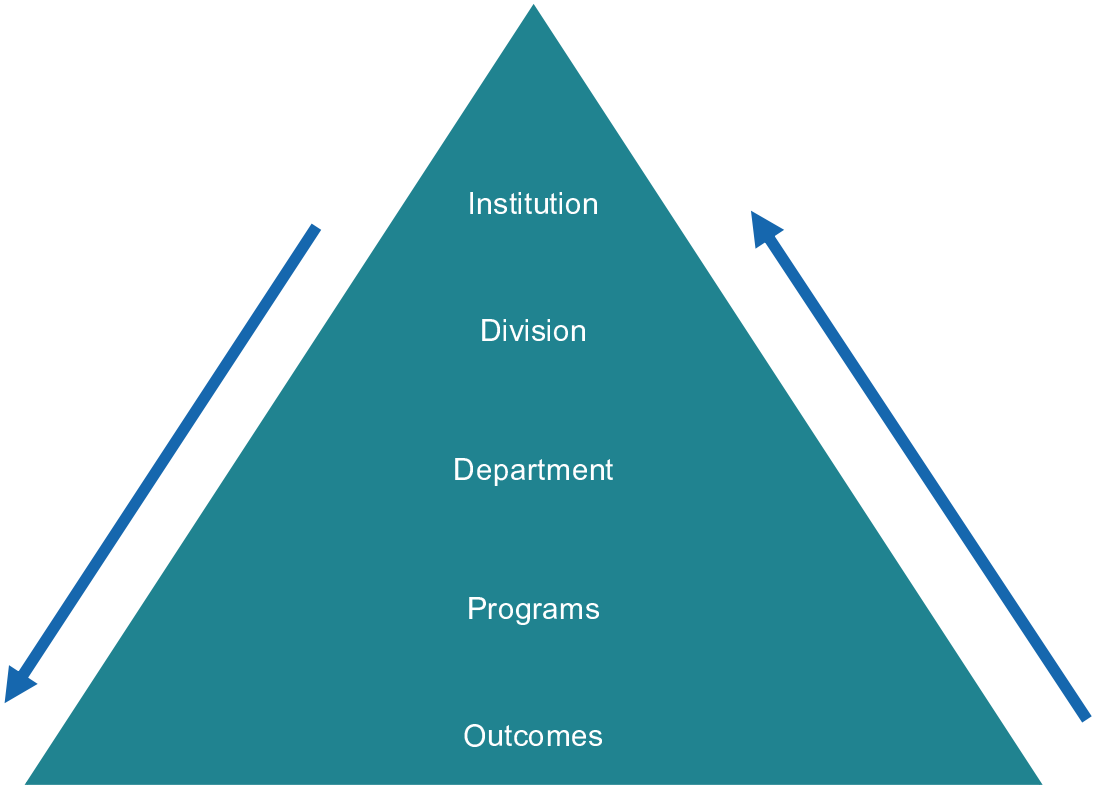
Needs to be specific and measurable!

Effective Learning Outcomes…

- ✓Are student-focused
- ✓Focus on learning resulting from an activity rather than the activity itself
- ✓Reflect the institution's mission and the values it represents
- ✓Align at the course/program, academic program/department, divisional, and institutional levels
- ✓Focus on skills and abilities central to the discipline and based on professional standards of excellence
- ✓Are general enough to capture important learning, but clear and specific enough to be measurable
- ✓Focus on aspects of learning that will develop and endure but that can be assessed in some form now

Huba & Freed (2000)

Meaningful: Connecting to the bigger picture



The 3 M's of learning outcomes

Meaningful

- How does the outcome support the departmental mission or goal?

Manageable

- What is needed to foster the achievement of the outcome? Is the outcome realistic?

Measurable

- How will you know if the outcome is achieved? What will be the assessment method?

ABCD Structure of a Learning Outcome

(Heinich, et al, 1996)

Audience/Who	• To who does the outcome pertain?
Behavior/What	• What do you expect the audience to know/be able to do?
Condition/How	• Under what conditions or circumstances will the learning occur?
Degree/How much	• How much will be accomplished, how well will **the behavior** need to be performed, and to what level?

Learning Outcome Statement:

A - Students will …

B - <learn what>

C - <under these circumstances / conditions>

D - <to this level of efficiency / effectiveness>

Audience, Behavior, Condition, Degree

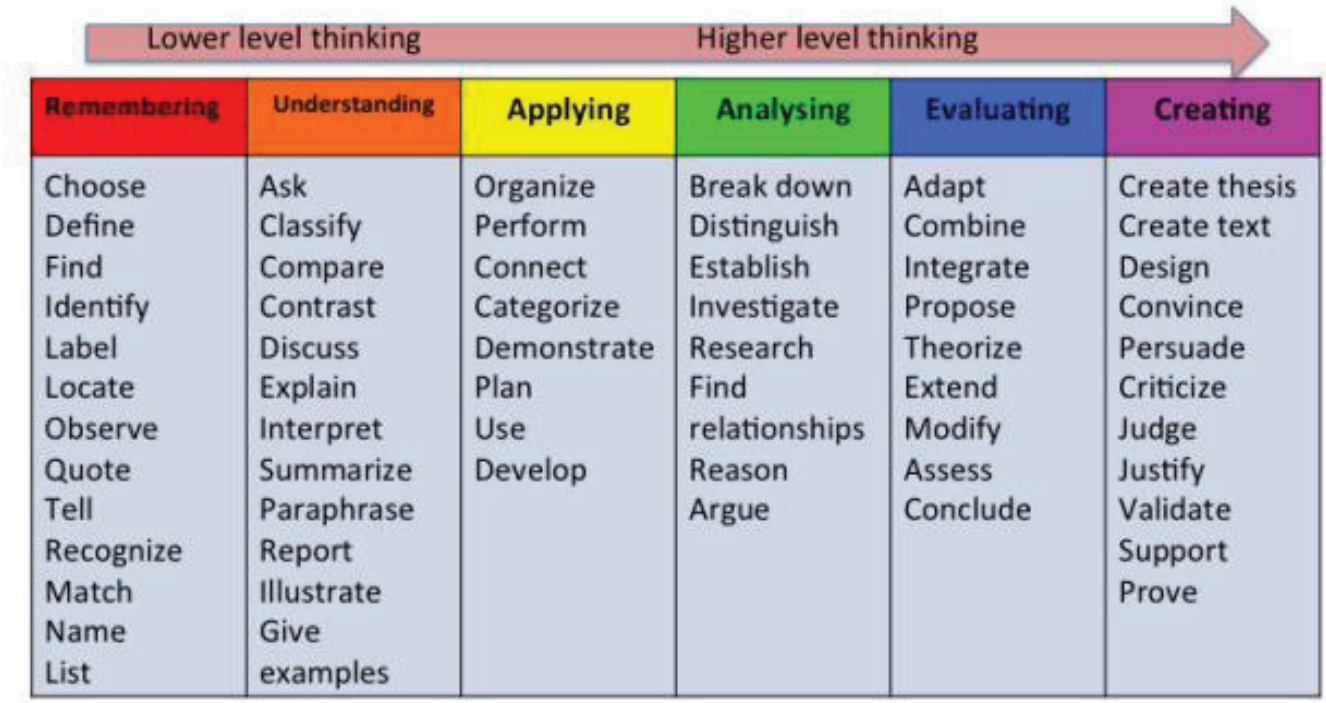
campuslabs Data Driven Innovation

Using Bloom's as a guide

If you are trying to assess learning:

- Overall, your assessment method should be a reflection of the learning that you are seeking to assess
- Is what you are asking students to do going to provide you with the evidence you need to make a statement about the learning that occurred?
- Thinking about Bloom's taxonomy, the different levels of thinking would require different assessment methods. (More in-depth thinking level = more in-depth assessment)

Command terms and Bloom's taxonomy



Remembering	Understanding	Applying	Analysing	Evaluating	Creating
Choose	Ask	Organize	Break down	Adapt	Create thesis
Define	Classify	Perform	Distinguish	Combine	Create text
Find	Compare	Connect	Establish	Integrate	Design
Identify	Contrast	Categorize	Investigate	Propose	Convince
Label	Discuss	Demonstrate	Research	Theorize	Persuade
Locate	Explain	Plan	Find	Extend	Criticize
Observe	Interpret	Use	relationships	Modify	Judge
Quote	Summarize	Develop	Reason	Assess	Justify
Tell	Paraphrase		Argue	Conclude	Validate
Recognize	Report				Support
Match	Illustrate				Prove
Name	Give				
List	examples				

Command terms examples categorized through Bloom's taxonomy

http://myptoolbox.com/category/approaches-to-learning-2/