

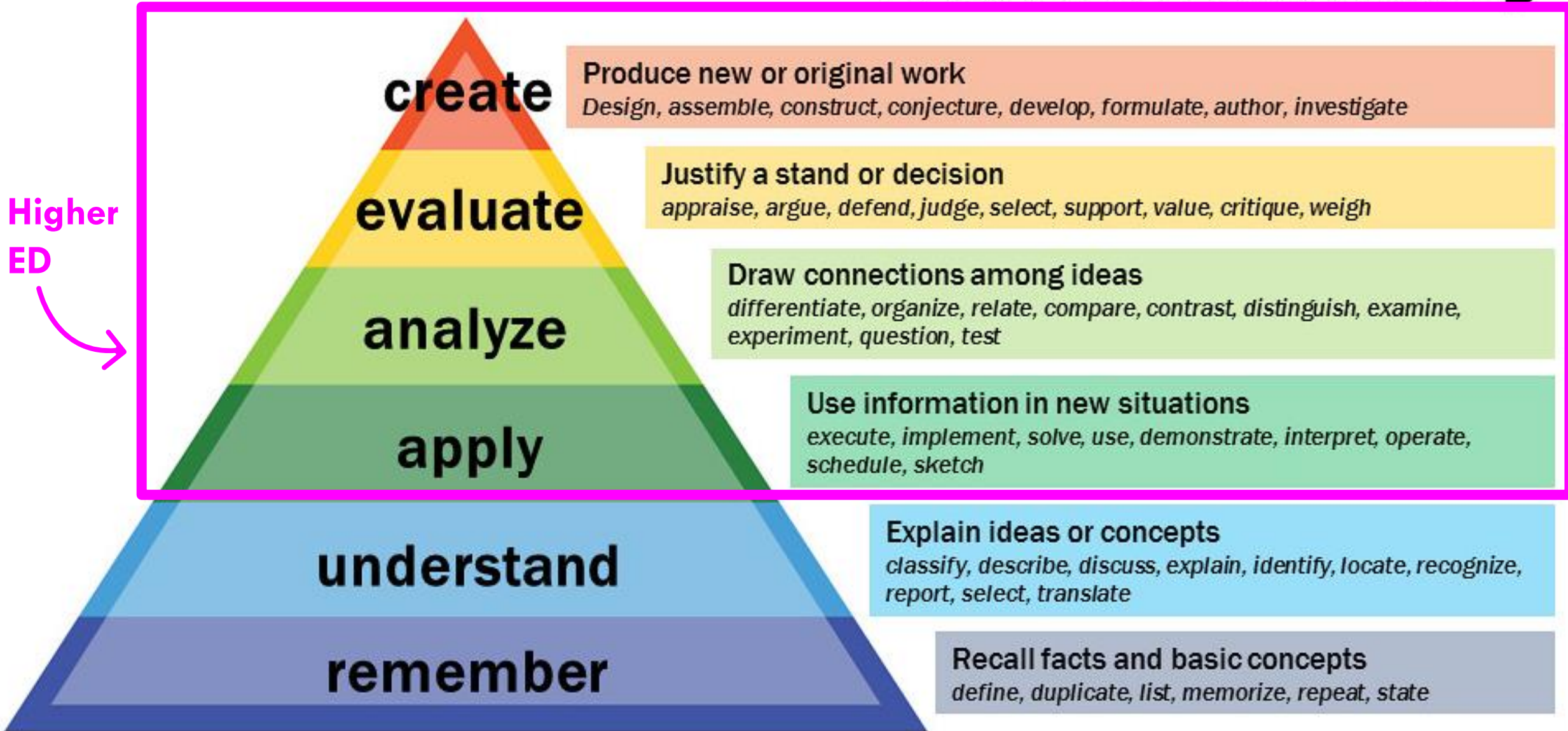
Learning Outcomes

Writing good quality learning outcomes for Higher Ed

How to write ILO's

- Start with the **stem** and the **who**
 - Decide on the purpose
 - Identify the **content**
 - Select the appropriate **verb**
 - Add the **condition** (where necessary)
 - Complete the LearningOutcomes_Checklist
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- [**Stem**] + [**Who**] will be able to + [**Verb**] + [**Content**] + [**Condition**]

Bloom's Taxonomy



Structure of a learning outcome

[Stem] + [Who] will be able to + [Verb] + [noun/content]

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[Goal]

- **Who** – the intended learner
- **Verb** – an observable active verb
- **Goal** – description of what the learner will be able to do

On successful completion of this course the learner will be able to...


...compare and contrast

the distinctive features of the history, society and culture of one non-western civilisation

...design and implement

A GIS database

Structure of a learning outcome

- [Stem] + [Who] will be able to + [Verb] + [Content] + [Condition]

[Goal]

- **Verb** - an observable active verb
- **Goal** - Description of what the learner will be able to do
- **Condition** - Under which conditions and/or the performance level they should reach

[**Stem**] + [**Who**] will be able to...

...[**Verb**] + [**Goal**] + [***Condition**]

On successful completion of this course the learner will be able to...

...evaluate

concepts of race, culture, identity and diversity

with regards to indigenous education

...distinguish

highly specialized movements in Spanish literature

at a specific period in history

...calculate

the magnitude and direction of magnetic fields created by moving objects

...apply

differential calculus to model rates of change in time of physical and biological phenomena.

*where relevant

(Alternative) Structure of a learning outcome: ABCD

[Audience] + [Behavior] + [Condition] + [Degree]

Audience – the intended learners (the paramedic refresher participant, the EMT-B student)

Behavior – the task to be accomplished by the learner (includes and active verb: explain, analyse, create)

Condition – the conditions/constraints in which the learners will be expected to perform the tasks (within, undergirding, verbally, by the end of term, given an oxygen wrench, regulator and D tank with oxygen...)

Degree – the level of attainment (without error, independently, fully, within 60 seconds)

ABCD - examples

[Audience] + [Behavior] + [Condition] + [Degree]

The EMT-B participant in this pediatric workshop should be able to identify at least 4 warning signs of possible child abuse from a family member's interview that contains 5 warning signs.

Verbs to avoid

The verbs that you use should be measurable. Avoid verbs that cannot be measured such as the following:

Know

Understand

Learn

Be familiar with

Be exposed to

Be acquainted with

Be aware of

Appreciate

Comprehend

Familiarize

Realize

Awareness of

Capable of

Comprehend

Conscious of

Interest in

Believe

Conceptualise

Feel

Hear

LO Checklist

- Is the language clear and concise?
- Do the CLO's map to and align with the programme learning outcomes?
- Do the LO's reflect the overall aims of the course
- Are the LO's outcomes based (describe what the learner will achieve)?
- Are the LO's student centered (written from the student's perspective). E.g. After completion of this course the learner will be able to....)
- Do the LO's include an active verb (from Bloom's or other taxonomy)
- Are the LO's pitched at the appropriate cognitive level?
- Do the LO's include measurable & observable verbs (Ask how you will assess whether they have achieved the outcome e.g. Understand is not measurable. Explain is measurable).
- Are the LO's achievable within the time frame?
- Is the number of LO's reasonable to achieve and assess within the time frame?
- Are all of the LO's assessed?
- Should not specify deliverables if possible e.g. an 2000 word essay

Intended learning outcomes

- Intended learning outcomes (ILO's) abbreviated to learning outcomes (LO's)
- Since it's not possible to predict what student will learn, the term 'intended' is sometimes included.
- For programme (PLO), course (CLO), unit (ULO), session (SLO), presentation

Learning aims, objectives & outcomes

- **Aims/goals:** High-level descriptions of the overall goals or purpose of a course, programme (or other learning unit). They can be thought of as mission statements that succinctly express the scope and values of the course.

Learning aims, objectives & outcomes

- **Objectives:** Describe what the instructor intends to cover in the course and provide a description of how the aims will be achieved. Could include some of the operational aspects of the teaching and learning and are written from the perspective of the teacher. They are not necessarily observable or measurable.

Learning aims, objectives & outcomes

- **Outcomes:** measurable statements that describe the specific knowledge, skills or expertise that the learner will achieve as a result participating in the course/learning unit. They are written from the perspective of the student.

Learning objectives vs. learning outcomes

- **Objective:** This seminar will outline new health and safety protocols
- **Outcome:** After completion of this seminar participants will be able to correctly identify new protocols and explain why they have been established

- **Objective:** In this session the facilitator will explain new departmental HR policies
- **Outcome:** On completion of this session, the learner will be able to give examples of when to apply HR policies

Learning objectives vs. learning outcomes

- **Objective:** After taking this class, new hires will understand company policies and know which situations to apply them in.
- **Outcome:** After successful completion of this class, learners will be able to identify situations in which company policies apply and which situations to apply them in.

- **Objective:** This seminar will teach learners how to effectively mediate disputes using basic conflict dynamics and negotiation.
- **Outcome:** On completion of this seminar, learners will be able to apply basic conflict resolution practices in the workplace

Resources

- University of Tasmania. (2018). How to write ILO's: Teaching & Learning. https://www.teaching-learning.utas.edu.au/ilo/writing?result_721358_result_page=1