Writing Learning Outcomes

ABCD Method (Heinich, Russell & Smaldino, 2002)

- A <u>Audience</u> – Who is the learner?

- B <u>Behavior</u> – What is the measurable behavior?

- C <u>Condition</u> – Under what circumstances should the learner be able to perform?

- D <u>Degree</u> – At what level does the behavior need to be performed?

Levels of Learning Outcomes (Manderino and Meents-DeCaigny, 2011)

1. Divisional Learning Outcomes : *allows for integration, shared responsibility for student learning across departments*

2. Departmental Learning Outcomes : *students can learn through multiple programs and services offered within the department*

3. Programmatic Learning Outcomes: *students can achieve through participating in one or more activities or services within one program area of a department*

4. Activity Based Learning Outcomes: *students can achieve through participation in a singular activity or service at one point in time*
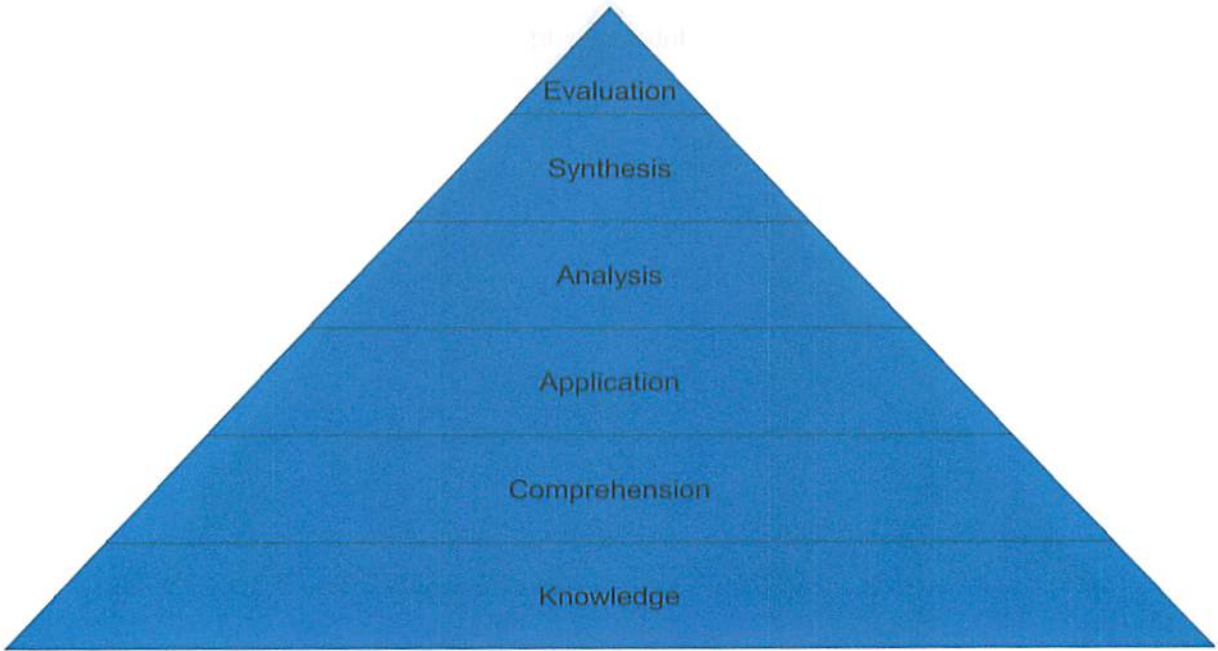
Learning Outcome Examples

1. **Divisional LO:** Students who participate in Student Affairs programs and services will acquire intellectual and practical skills that will enable them to live productive and healthy lives during and after DePaul.

2. **Departmental LO:** Students who participate in NSFE programs and activities will utilize appropriate academic and social resources to navigate their transition to DePaul.

3. **Programmatic LO:** New students who participate in orientation programs will demonstrate knowledge of academic and social resources to help navigate their transition to DePaul.

4. **Activity LO:** New students who participate in College presentations and academic advising sessions will explain the role of the Liberal Studies Program in their DePaul education.

Learning Outcomes Checklist

Does the outcome contain an active verb?	
Is the outcome observable?	
Can the outcome be measured/assessed?	
Does the outcome address essential learning?	
Does the outcome address what a student should be able to do?	
Check, are the outcomes consistent with professional standards and program mission documents?	
Is the outcome written in language that relevant audiences will understand?	
Is the total number of outcomes reasonable?	

Bloom's Taxonomy

Cognitive Domain

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                    Evaluation

                    Synthesis

                    Analysis

                    Application

                    Comprehension

                    Knowledge
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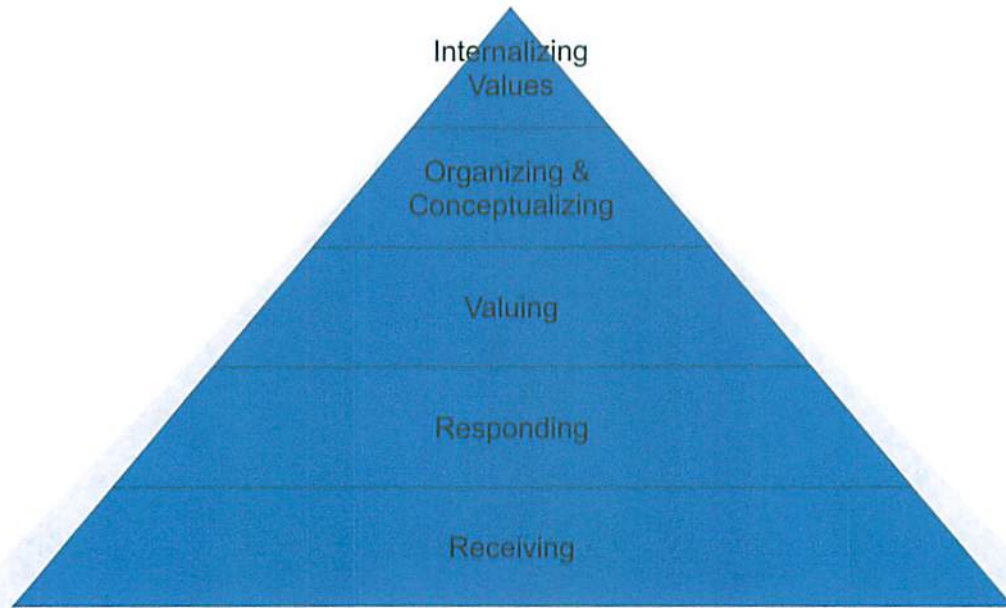
Bloom B. S. (1956). *Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain.* New York: David McKay Co Inc.

Cognitive Domain Verbs

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Definition: Ability to recall previously learned material.	Definition: Ability to show a basic understanding of material.	Definition: Ability to apply learning in new situations.	Definition: Ability to logically differentiate between the content ans structure of material.	Definition: Ability to create new content and structures.	Definition: Ability to judge the value of material for a given purpose.
Sample Verbs: identify label recall reproduce state	Sample Verbs: define describe explain paraphrase provide example	Sample Verbs: apply demonstrate determine prepare use	Sample Verbs: analyze compare/contrast differentiate distinguish investigate	Sample Verbs: construct create design develop generate	Sample Verbs: assess critique evaluation justify support

Bloom's and Krathwall's Taxonomy

Affective Domain

Internalizing Values

Organizing & Conceptualizing

Valuing

Responding

Receiving

Adapted from: Krathwohl, D., Bloom, B., & Masia, B. (1956).
Taxonomy of educational objectives. Handbook II: Affective domain. New York: David McKay.

Affective Domain Verbs

Receiving	Responding	Valuing	Organizing/ Conceptualizing	Internalizing Values
Being aware of or sensitive to ideas or phenomena.	Actively responding to or showing new behaviors as a result of new ideas or phenomena.	Showing involvement or commitment.	Integrating values into one's priorities/set of values.	Acting in accordance with the new value.
Sample Verbs: accept acknowledge attend listen observe	Sample Verbs: clarify contribute question react respond	Sample Verbs: demonstrate join justify participate support	Sample Verbs: commit modify prioritize reconcile synthesize	Sample Verbs: act display exhibit perform practice

Verb List for Writing Learning Objectives

Cognitive (Thinking) Domain

KNOWLEDGE	COMPREHENSION	APPLICATION	ANALYSIS	SYNTHESIS	EVALUATION
Cite	Arrange	Adapt	Analyze	Arrange	Appraise
Choose	Associate	Apply	Appraise	Assemble	Approve
Count	Clarify	Catalogue	Audit	Build	Assess
Define	Classify	Chart	Break down	Combine	Choose
Label	Convert	Compute	Calculate	Compile	Conclude
List	Describe	Consolidate	Categorize	Compose	Confirm
Locate	Diagram	Demonstrate	Certify	Conceive	Criticize
Match	Draw	Develop	Compare	Construct	Critique
Name	Discuss	Employ	Contrast	Create	Diagnose
Recall	Estimate	Extend	Correlate	Design	Evaluate
Recognize	Explain	Extrapolate	Criticize	Devise	Judge
Record	Express	Generalize	Deduce	Discover	Justify
Repeat	Identify	Illustrate	Defend	Draft	Prioritize
Select	Locate	Infer	Detect	Formulate	Prove
State	Outline	Interpolate	Diagram	Generate	Rank
Write	Paraphrase	Interpret	Differentiate	Integrate	Rate
	Report	Manipulate	Discriminate	Make	Recommend
	Restate	Modify	Distinguish	Manage	Research
	Review	Order	Examine	Organize	Resolve
	Sort	Predict	Infer	Plan	Revise
	Summarize	Prepare	Inspect	Predict	Rule on
	Transfer	Produce	Investigate	Prepare	Select
	Translate	Relate	Question	Propose	Support
		Sketch	Reason	Reorder	Validate
		Submit	Separate	Reorganize	
		Tabulate	Solve	Set up	
		Transcribe	Survey	Structure	
		Use	Test	Synthesize	
		Utilize	Uncover		
			Verify		

Attitudinal or Affective (Valuing) Domain

RECEIVING	RESPONDING	VALUING	ORGANIZATION	CHARACTERIZATION BY A VALUE OR VALUE COMPLEX
Accept	Agree	Adopt	Anticipate	Act
Acknowledge	Allow	Aid	Collaborate	Administer
Attend (to)	Answer	Care (for)	Confer	Advance
Follow	Ask	Complete	Consider	Advocate
Listen	Assist	Compliment	Consult	Aid
Meet	Attempt	Contribute	Coordinate	Challenge
Observe	Choose	Delay	Design	Change
Receive	Communicate	Encourage	Direct	Commit (to)
	Comply	Endorse	Establish	Counsel
	Conform	Enforce	Facilitate	Criticize
	Cooperate	Evaluate	Follow through	Debate
	Demonstrate	Expedite	Investigate	Defend
	Describe	Foster	Judge	Disagree
	Discuss	Guide	Lead	Dispute
	Display	Initiate	Manage	Empathize
	Exhibit	Interact	Modify	Endeavor
	Follow	Join	Organize	Enhance
	Give	Justify	Oversee	Excuse
	Help	Maintain	Plan	Forgive
	Identify	Monitor	Qualify	Influence
	Locate	Praise	Recommend	Motivate
	Notify	Preserve	Revise	Negotiate
	Obey	Propose	Simplify	Object
	Offer	Query	Specify	Persevere
	Participate (in)	React	Submit	Persist
	Practice	Respect	Synthesize	Praise
	Present	Seek	Test	Profess
	Read	Share	Vary	Promote
	Relay	Study	Weigh	Promulgate
	Reply	Subscribe		Question
	Report	Suggest		Reject
	Respond	Support		Resolve
	Select	Thank		Seek
	Try	Uphold		Serve
				Strive
				Solve
				Tolerate
				Volunteer (for)

Nonfunctional Verbs

able to	enjoy
acknowledge	experience
appreciate	knows/ has knowledge of
aware of	learn
believe	memorize
capable of	show interest in
comprehend	understand
conscious of	
familiar with	

Characteristics of Good Student Learning Outcomes

Learning Outcomes	Meaningful	Student-Centered	Clear & Concise	Uses Action Verbs	Tied to Curr or Co-Cur	Measureable	Observable	At the right level	Transferrable