Writing Learning Outcomes

ABCD Method (Heinich, Russell & Smaldino, 2002)

- A Audience Who is the learner?
- B Behavior What is the measurable behavior?
- C Condition 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

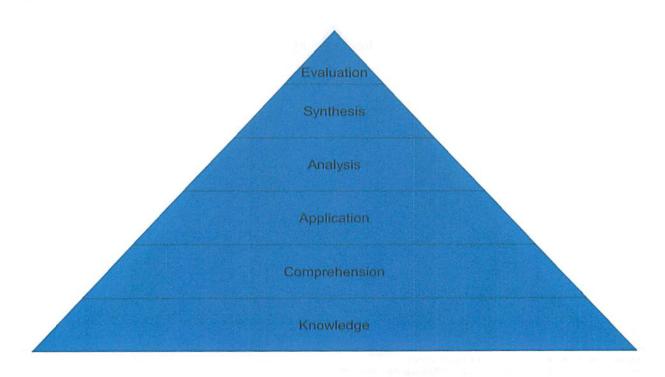
- 1. **Divisional LO:** Students who participate in Student Affairs programs and services will acquire intellectual and practical skills that will enable them to live productive and healthy lives during and after DePaul.
- 2. **Departmental LO:** Students who participate in NSFE programs and activities will utilize appropriate academic and social resources to navigate their transition to DePaul.
- 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



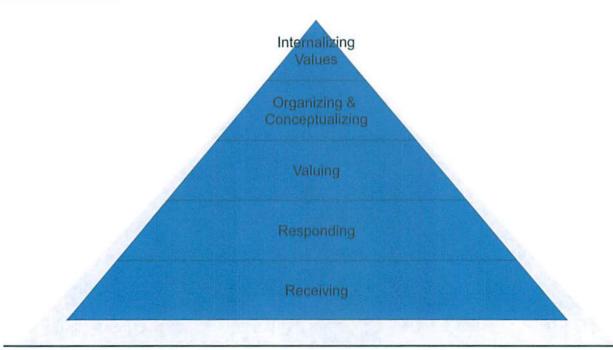
Bloom B. S. (1956). Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain. New York: David McKay Co Inc.

Cognitive Domain Verbs

				Synthesis		
			Analysis	Definition: Ability to	Definition: Ability to judge the value of	
	Comprehension	Application	Definition: Ability to logically differentiate	create new content and structures.	material for a given purpose.	
Enowledge Definition: Ability to recall previously learned material.	Definition: Ability to show a basic understanding of material.	Definition: Ability to apply learning in new situations.	between the content ans structure of material.			
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



Adapted from: Krathwohl, D., Bloom, B., & Masia, B. (1956).

<u>Taxonomy of educational objectives. Handbook II: Affective domain.</u> New York: David McKay.

Affective Domain Verbs

			Organizing/ Conceptualizing	Acting in accordance with the new value.
		Valuing	Integrating values into one's priorities/set of	
Receiving	Responding	Showing involvement or commitment.	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.	Communent.	MASS AND SERVICES	
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 Cite Choose Count Define Label List Locate Match Name Recall Recognize Record Repeat Select State Write	COMPREHENSION Arrange Associate Clarify Classify Convert Describe Diagram Draw Discuss Estimate Explain Express Identify Locate Outline Paraphrase Report Restate Review Sort Summarize Transfer Translate	APPLICATION Adapt Apply Catalogue Chart Compute Consolidate Demonstrate Develop Employ Extend Extrapolate Generalize Illustrate Infer Interpolate Interpolate Modify Order Predict Prepare Produce Relate Sketch Submit Tabulate Transcribe Use Utilize	ANALYSIS Analyze Appraise Audit Break down Calculate Categorize Certify Compare Contrast Correlate Criticize Deduce Defend Detect Diagram Differentiate Discriminate Distringuish Examine Infer Inspect Investigate Question Reason Separate Solve Survey Test Uncover Verify	SYNTHESIS Arrange Assemble Build Combine Compile Compose Conceive Construct Create Design Devise Discover Draft Formulate Generate Integrate Make Manage Organize Plan Predict Prepare Propose Reorder Reorganize Set up Structure Synthesize	EVALUATION Appraise Approve Assess Choose Conclude Confirm Criticize Critique Diagnose Evaluate Judge Justify Prioritize Prove Rank Rate Recommend Research Resolve Revise Rule on Select Support Validate
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Attitudinal or Affective (Valuing) Domain

Accept Agree Adopt Anticipate Act Acknowledge Atlow 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 Describe Poster Judge Disagree Discuss Guide Lead Dispute Exhibit Interact Modify Endorse Exause Exhibit Interact Modify Endorse Excuse Help Maintain Plan Forgive Identify Monitor Qualify Influence Notify Preserve Revise Negotiate Notify Preserve Revise Negotiate Present Seek Test Profess Report Read Share Vary Promote Report Suggest Reply Subscribe Report Suggest Report Respond Support Resolve Select Thank Seek Test Profess Resolve Select Thank Seek Try Uphold Serve Strive Solve Tolerate	RECEIVING	RESPONDING	VALUING	ORGANIZATION	CHARACTERIZATION BY A VALUE OR VALUE COMPLEX
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Select Thank Seek Try Uphold Serve Strive Solve Tolerate		Report	Suggest		Reject
Try Uphold Serve Strive Solve Tolerate		Respond	Support		Resolve
Strive Solve Tolerate		Select	Thank		Seek
Solve Tolerate		Try	Uphold		Serve
Tolerate					Strive
					Solve
					Tolerate
Volunteer (for)					Volunteer (for)

Nonfunctional Verbs

able to acknowledge appreciate aware of believe capable of comprehend conscious of familiar with enjoy experience

knows/ has knowledge of

learn memorize show interest in understand

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
						1			