

Learning Outcomes

Learning outcomes are brief, clear, specific statements of the knowledge, skills, values and attitudes which it is expected students will be able to demonstrate as a result of the learning.

Learning outcomes must ...

- derive from the aim of the subject/short course/unit
- be unambiguous for teachers and students and yet...
- broad and flexible
- facilitate diverse teaching and learning strategies
- guide assessment

In looking at examples from other specifications

Notice :

- the attempt to balance content and skills
- the range of verbs used in the learning outcomes
- the scope for flexibility in how the learning outcomes might translate in the classroom

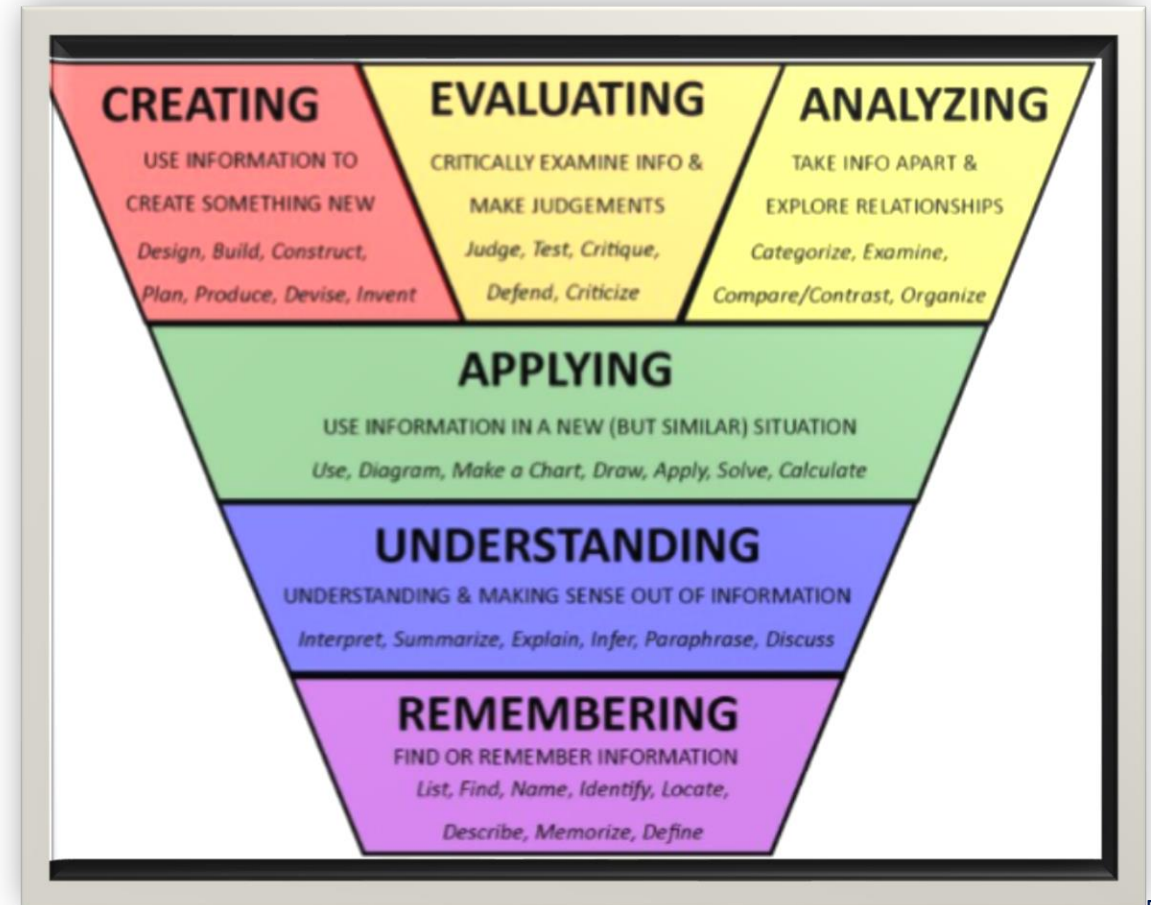
When writing LOs

- Focus on what the student should be able to do/demonstrate
- Keep statements short and focused on a single outcome
- Avoid verbs that are vague
- Keep LOs broad to allow for flexibility, teacher professional judgment and differentiation
- Ensure a mix of types of learning outcomes

Ensuring balance of types of LOs

Include LOs that

1. Relate to both knowledge and skills
2. Focus on content, process, product
e.g. explain the causes of,
conduct an experiment, prepare
an information leaflet on ...
3. Relate to the cognitive,
psychomotor & affective domains
i.e. knowing, doing, being
4. Require both higher order and
lower order thinking skills (opposite)



To sum up

Learning outcomes are brief, clear, specific statements of the knowledge, skills, values and attitudes which it is expected students will be able to demonstrate as a result of the learning.

Need a balance of

- LOs from the cognitive, psychomotor and affective domains
i.e. knowing, doing and being
- LOs that relate to knowledge and skills
- Higher and lower order LOs