

Anatomy of a Learning Outcome

Writing Learning Objectives

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Upon completion of this workshop participants should be able to:

- Understand the anatomy of a learning outcome for use in an online course
- Create learning objectives that are measurable, reflect a variety of learning levels and include criteria for assessment.

Introductions

At the end of your session, what do you want your students to learn?

- Knowledge
- Skills
- Attitudes
- Behaviors
- Values

How will you know they learned it?

Anatomy of a Learning Outcome

- an ***action word*** that identifies the performance to be demonstrated
- a ***learning statement*** that specifies what learning will be demonstrated in the performance
- a broad statement of the ***criterion*** or standard for acceptable performance

Action Word (performance)	Learning Statement (learning)	Criterion (conditions of performance demonstration)
Describe	the role and use of theory	at key steps in intervention design
Apply	a planning model or framework	to facilitate the design of an effective behavior change intervention

Source for categories: Developing Learning Outcomes Self-Study Guide, Humbler College of Applied Arts and Technology, March, 1996

Bloom's Taxonomy (Revised)

A statement of a **learning objective** contains a **verb** (an action) and an **object** (usually a noun).

- The **verb** generally refers to [actions associated with] the intended **cognitive process**.
- The **object** generally describes the **knowledge** students are expected to acquire or construct. (Anderson and Krathwohl, 2001, pp. 4–5)

In this model, each of the colored blocks shows an example of a learning objective that generally corresponds with each of the various combinations of the cognitive process and knowledge dimensions.

Remember: these are **learning objectives**—not learning *activities*. It may be useful to think of preceding each objective with something like: “Students will be able to . . .”

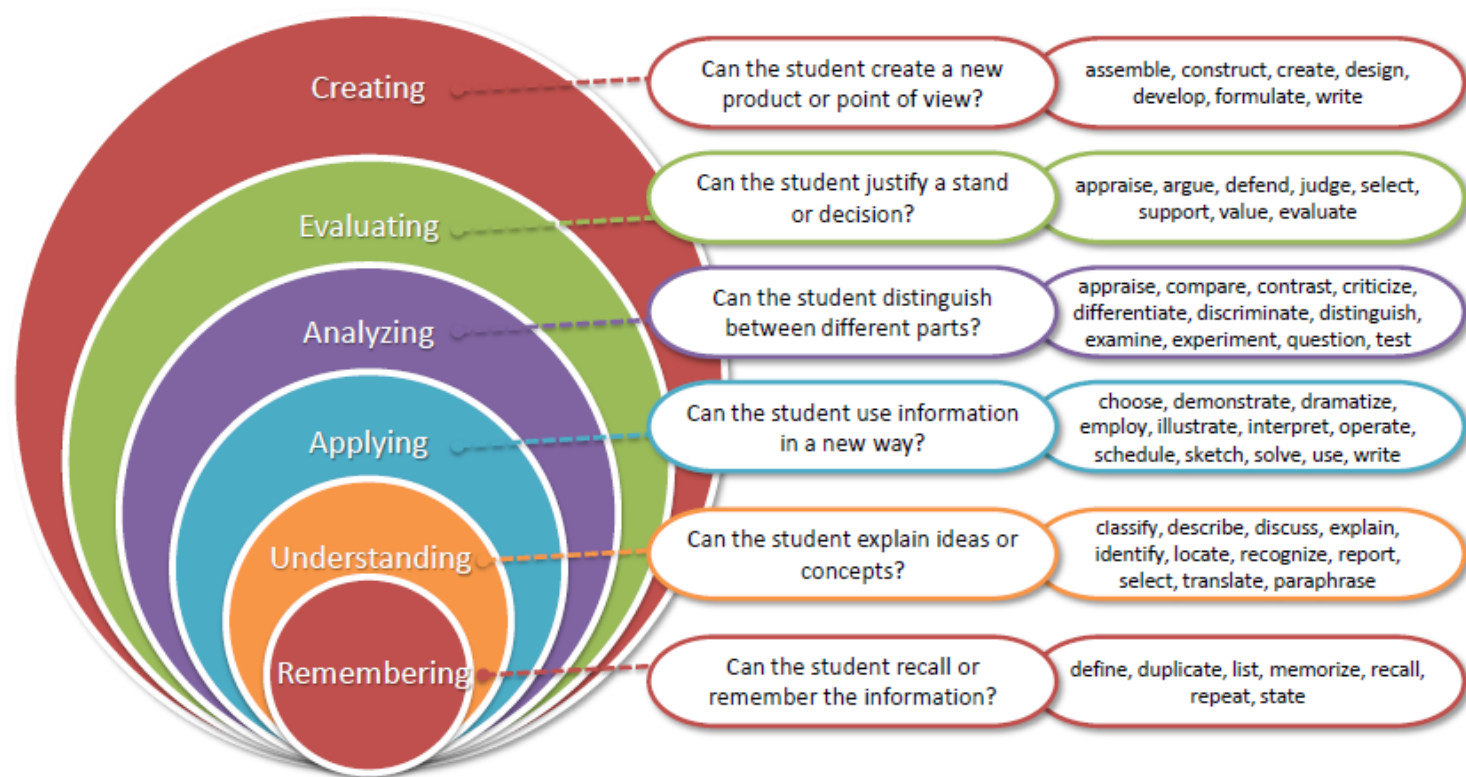
*Anderson, L.W. (Ed.), Krathwohl, D.R. (Ed.), Airasian, P.W., Cruikshank, K.A., Mayer, R.E., Pintrich, P.R., Raths, J., & Wittrock, M.C. (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's Taxonomy of Educational Objectives* (Complete edition). New York: Longman.



Model created by: Rex Heer
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For additional resources, see:
www.celt.iastate.edu/teaching/RevisedBlooms1.html

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Bloom's Taxonomy (Revised)



Action Verbs

Bloom's Taxonomy [2.4, 2.7]

Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Tell, List, Describe, Relate, Locate, Write, Find, State, Name, Identify, Label, Recall, Define, Recognize, Match, Reproduce, Memorize, Draw, Select, Write, Recite	Explain, Interpret, Outline, Discuss, Distinguish, Predict, Restate, Translate, Compare, Describe, Relate, Generalize, Summarize, Put into your own words, Paraphrase, Convert, Demonstrate, Visualize, Find out more information	Solve, Show, Use, Illustrate, Construct, Complete, Examine, Classify, Choose, Interpret, Make, Put together, Change, Apply, Produce, Translate, Calculate, Manipulate, Modify, Put into practice	Analyze, Distinguish, Examine, Compare, Contrast, Investigate, Categorize, Identify, Explain, Separate, Advertise, Take apart, Differentiate, Subdivide, Deduce	Judge, Select, Choose, Decide, Justify, Debate, Verify, Argue, Recommend, Assess, Discuss, Rate, Prioritize, Determine, Critique, Evaluate, Criticize, Weigh, Value, Estimate, Defend	Create, Invent, Compose, Predict, Plan, Construct, Design, Imagine, Propose, Devise, Formulate, Combine, Hypothesize, Originate, Add to, Forecast

Direct Measure of Assessment

Requires students to demonstrate their knowledge and skills

Provides tangible, visible and self-explanatory evidence of what students have and have not learned as a result of a course

Action Word (performance)	Learning Statement (learning)	Criterion (conditions of performance demonstration)
Students will analyze	current research findings in the areas of abnormal and social psychology	• Objective tests • Essays • Presentations • Classroom assignments • Portfolios

(Suskie, 2004; Palomba & Banta, 1999)

Indirect Measure of Assessment

Captures students' perceptions of their knowledge and skills

Supplements direct measure of learning by providing information about how and why learning is occurring

Action Word (performance)	Learning Statement (learning)	Criterion (conditions of performance demonstration)
Students will self assess their ability to analyze	current research findings in the areas of abnormal and social psychology	• Self assessment • Peer feedback • End of course evaluation • Questionnaires • Focus groups • Exit interviews

Advantages of Multiple Methods

- Balances the limitations inherent when using only one method
- Provides students the opportunity to demonstrate learning in alternative ways
- Contributes to an overall interpretation of student learning at both institutional and programmatic levels
- Values the many ways students learn

Sample Learning Outcome

before

- To measure health care quality, its determinants, and the performance gap

after

Students will be able to:

- Decide whether a health care intervention is ready to be translated into practice, policy or public health

Sample Learning Outcome

before

- Provide a framework for students to consider delivery system approaches for their intervention projects

after

Upon completion of this session, you should be able to:

- Identify delivery system approaches for your implementation project

Sample Learning Outcome

before

- To appreciate the relationship between the performance gap and the outcome gap
- To measure processes and outcomes of care

after

Students will be able to:

- Justify that a health care intervention should be translated into practice, policy or public health

References

- Mona Kheiry (March 2011), Revised by Terri Tarr (Feb 2014)
<http://ctl.iupui.edu/Resources/Planning-the-Learning-Experience/Writing-Student-Learning-Outcomes>
- Jennifer Beasley (Sept 2011)
<http://ctl.iupui.edu/Resources/Planning-the-Learning-Experience/Assessing-Student-Learning-Outcomes>



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