Writing Learning Outcomes:
Meeting QM Essential Standards 2.1-2.5

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Learning Outcomes

• Identify the characteristics of student learning outcomes.

• Compare and Contrast well written and poorly written student learning outcomes.

• Write 1 to 2 student learning outcomes for a course.
QM General Standard 2

Alignment Standard
QM General Standard 2

Essential Standards

2.1 **Course-Level** Learning Outcomes – Measurable

2.2 **Unit-Level** – Measurable & Consistent w/ Course-Level

2.3 **Clearly written** from learner's perspective

2.4 **Stated Relationship** btn Learning Outcomes & Course Activities

2.5 **Appropriate** for Course-Level

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Characteristics of Learning Outcomes
How do learners know what you want them to learn?
What knowledge, skills and abilities do you expect learners to have gained at the end of your course?

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Purpose

• **Identify** knowledge, skills & abilities
• **Guide** curriculum planning
• **Communicate** expectations to learners
Structure

Action verb + Demonstrated Learning
SMART

Specific
Measurable
Attainable
Realistic
Timely
Specific

• Focused on specific core learning area
  – Identify results
• Clearly expressed and understood
• Not too broad
Measurable

• Observable
• Evidence of learning can be collected.
• Assessed by criteria
  • Quantitative or qualitative
Attainable

Realistic

• Results-oriented
• Appropriate for educational level & time frame

Reachable by learners
Realistic

- Not too high or too low
- Be representative of expected progress
- Meaningful to learners w/i course context
Timely

Grounded within a time frame
– Ex: course semester
Learning Outcomes

Specific

Measurable

Attainable

Realistic

Timely
Example

Explain the steps of the scientific method.

Well or Poorly Written?
Example

Understand the basic relational database components

Well or Poorly Written?
Example

Understand the role of technology in communication.

Well or Poorly Written?
Example

Compare and contrast management and leadership styles.

Well  or  Poorly Written?
Example

Learn the tools for effective speech delivery.

Well or Poorly Written?
Example

Generate a descriptive statistics report for a given data set using SPSS software.

Well or Poorly Written?
Levels of Learning Outcomes
Course-Level Learning Outcomes

• Big Picture
• Broad
• May align with more than one unit-level outcome
Unit-Level Learning Outcomes

• More specific

• Focused are a theme (topic)

• May align to more than one course-level learning outcome.
Alignment

• Matching
• Going in the same direction
Example

• Course-Level
  Create an effective online communication strategy plan for your class.

• Unit-Level
  Describe how announcements may be used effectively.
  List three ways to increase your social presence
  Identify ways to encourage student participation in discussions.

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Example

• Course-Level
  Describe and analyze numerical data using Microsoft Excel.

• Unit-Level
  Compare and contrast the types of graphs and data.
  Select the appropriate graph for the type of data given.
  Describe numerical data using the Excel graphing tools.
## Alignment

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**Learning Outcomes**

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Taxonomies
Learning Taxonomies

• Classification schemes
  – Learning behaviors
  – Educational outcomes
Domains

• Cognitive - knowledge
• Affective - attitude
• Psychomotor - skills
Bloom’s Revised Taxonomy

Notice the use of action verbs.

Create
Evaluate
Analyze
Apply
Understand
Remember

Higher Level
Lower Level

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Krathwohl’s Taxonomy

Characterization by Value Set

- Organization
- Valuing
- Responding
- Receiving
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Action Verbs Activity
Writing Activity
Thank you