

# 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

# 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?**





# Purpose

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

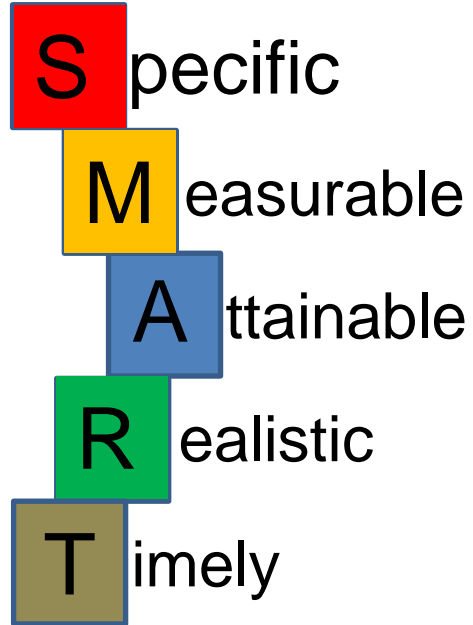


# Structure

**Action verb + Demonstrated Learning**



# ***SMART***



# 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

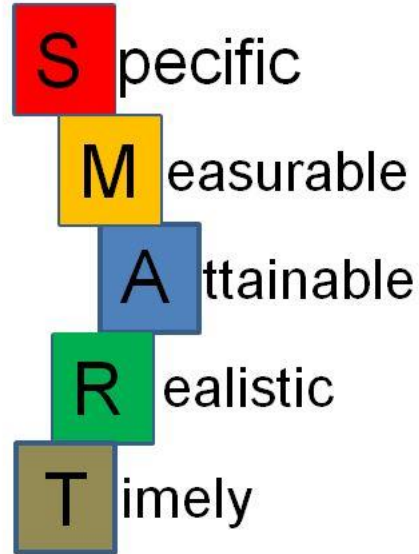


# Timely



Grounded within a time frame  
– Ex: course semester

# Learning Outcomes





# 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



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<http://assessment.uconn.edu/index.html>

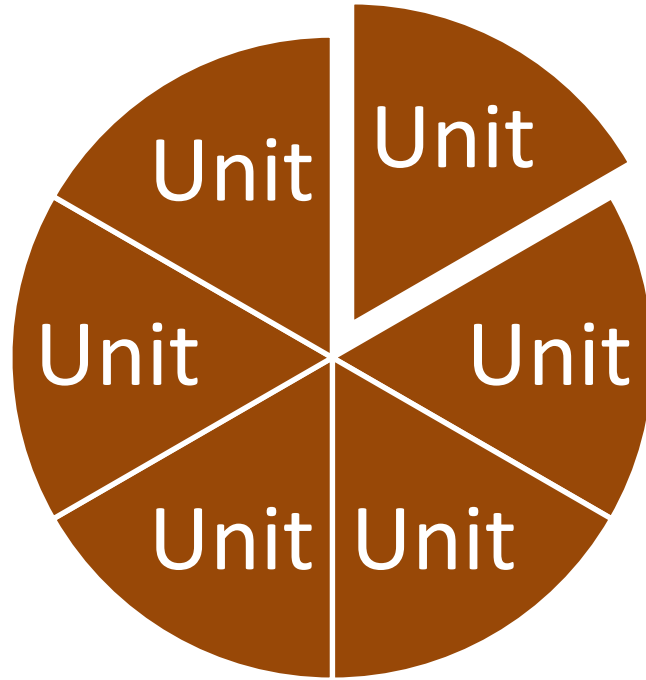


# Course-Level Learning Outcomes

- Big Picture
- Broad
- May align with more than one unit-level outcome



# Course



# 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

**SUPPORTING**



# 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.



# 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

	Learning Outcomes				
Assessments	1	2	3	4	5
Project	x	x	x		

# Taxonomies

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# Learning Taxonomies

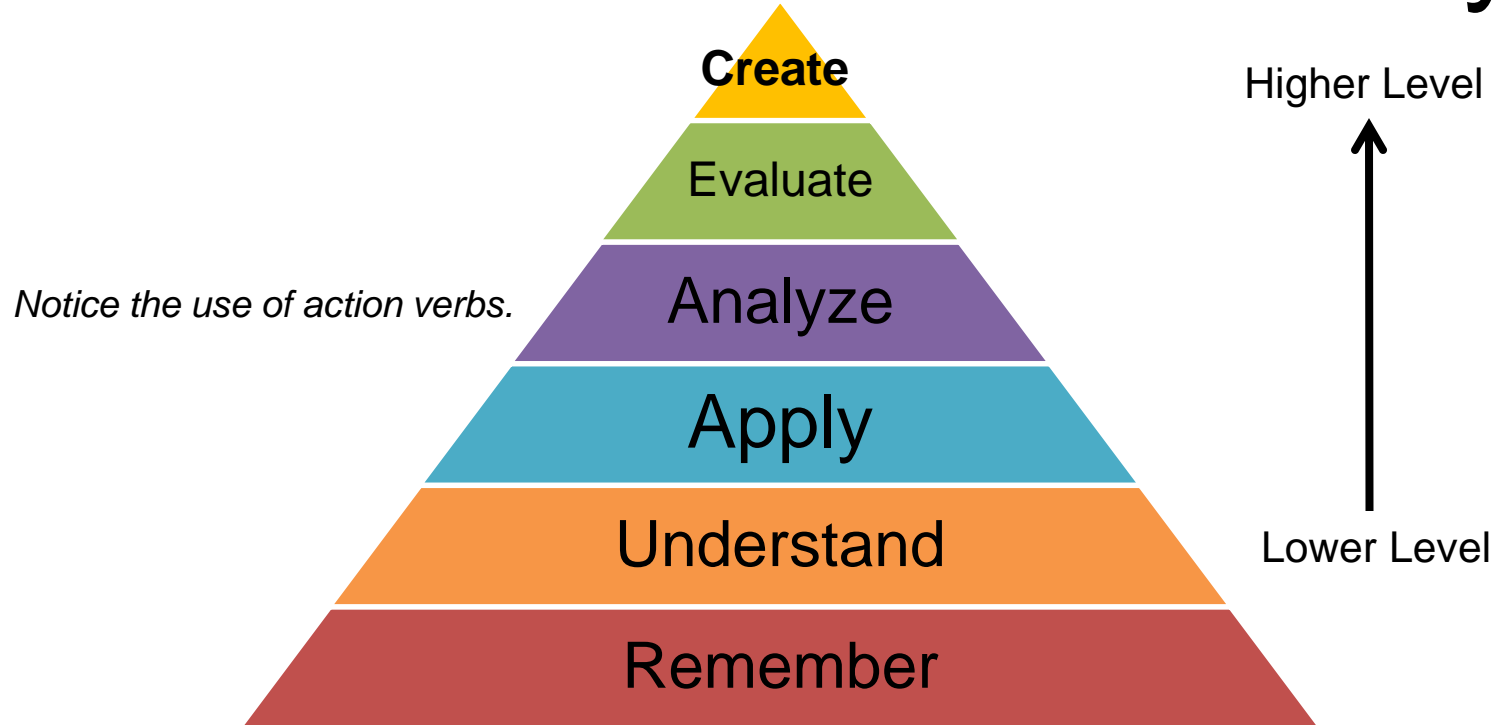
- Classification schemes
  - Learning behaviors
  - Educational outcomes

# Domains

- Cognitive - knowledge
- Affective - attitude
- Pyschomotor - skills

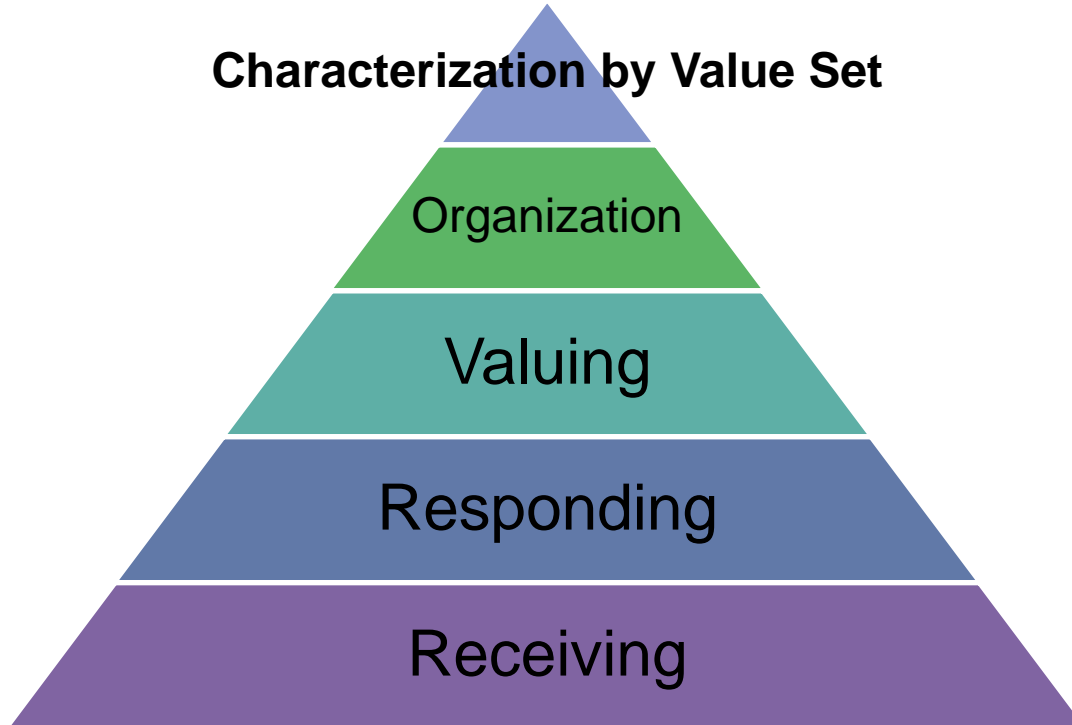


# Bloom's Revised Taxonomy

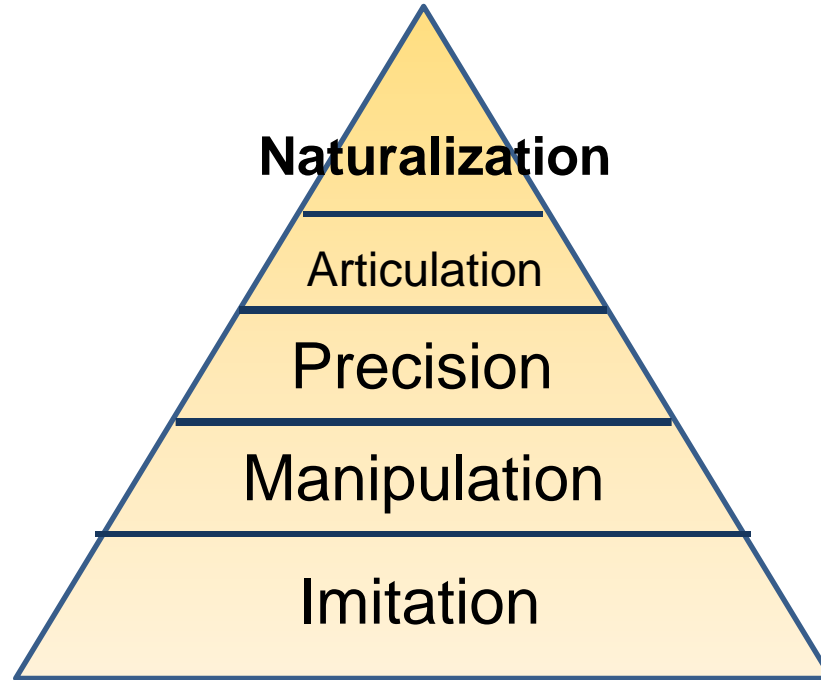


# Krathwohl's Taxonomy

Characterization by Value Set



# Dave's Taxonomy



## Cognitive Process Dimension - Levels of Learning

Knowledge	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual	Outcome Activity Assessment					
Conceptual		Outcome Activity Assessment				
Procedural			Outcome Activity Assessment			
Metacognitive	Difficult to Define and Assess					
	Read	Anderson, L.W., & Krathwohl (Eds.). (2001). <i>A Taxonomy for learning, teaching, and assessing: A revision of Bloom's Taxonomy of Educational Objectives</i> . New York: Longman.				



# Action Verbs Activity

# Writing Activity

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*Thank you*