

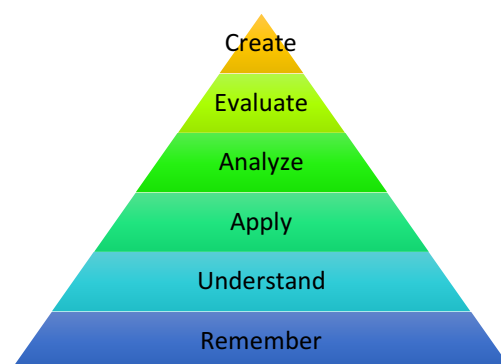
LEARNING OUTCOMES TEMPLATE

What are your desired learning outcomes for this activity?

An important step in developing or using a new resource is determining the specific learning outcomes for students who successfully complete that experience. A learning outcome specifically articulates what you expect students should be able to do in a given situation or when provided with certain resources. A learning outcome also states the level to which students can effectively demonstrate their knowledge of the material.

When identifying learning outcomes and relating them to activities you want to use to achieve them, it can be helpful to start by considering them in light of Bloom's Taxonomy (Figure 1). Ideally, a learning outcome should fit within one of the cognitive domains and involve knowledge of facts, concepts, or procedures.

Figure 1. The cognitive domains of Bloom's Taxonomy showing the more specific and fundamental domains as the base of a pyramid leading to more complex and abstract domains at the top.



To develop your learning outcome, you should first determine whether the activity is being used to develop a student's factual (terms, values, symbols, tools), conceptual (principles, theories, models), or procedural (methods, techniques) knowledge (O'Reilly et al., 2007). Next, the learning outcome should describe a specific behavior students should demonstrate when provided with a specific type of situation or resources and the extent to which they should perform the behavior correctly.

For example, a learning outcome relating to procedural knowledge for a statistical test could be that after completing an activity at least 95% of students can correctly compare means between two data sets they are given. An example of factual knowledge could be that after completing a given laboratory exercise, a student should be able to describe the relationship between structure and function underlying an observed phenomenon making only two or fewer errors regarding physiological processes or anatomical structures.

Use the template below to develop a learning outcome for an activity.

Does the learning outcome involve factual, procedural, or conceptual knowledge?

What is the fact, procedure, or concept you want the student to learn?

How will students demonstrate their knowledge of the fact, procedure, or concept?

Under what conditions or when provided with what resources should the student be able to demonstrate their knowledge?

What is an acceptable level of proficiency that a student or a group of students should demonstrate to show their knowledge?

Having developed your learning outcome, you are now ready to begin identifying the specific activities and experiences that will be combined to achieve that outcome.

Literature Cited

O'Reilly, L, E. Stevens, M. Tessmer, J. Dunlap, K. Wolf. 2007. Assessment and Instructional Alignment. An Online Tutorial for Faculty. The University of Colorado Center for Faculty Development Cooperative Assessment Project. Available at http://www.ucdenver.edu/faculty_staff/faculty/center-for-faculty-development/Documents/Tutorials/Assessment/index.htm.