Draft Your Learning Outcome

A	B	C
What do you want your students to learn?	**What will students be able to DO as a result?**	**Choose a strong, measurable verb**
Use this space to brainstorm. Why is this learning important? How deeply do they need to understand it?	*Use this space to list the observable behaviour you expect from students. How do you KNOW that students have learned?* *Feel free to use disciplinary-specific language*	*Refer to the SOLO handout for verb ideas. Choose a verb that suits your context (e.g. HOW or WHERE students will be learning)*

Draft your learning outcome below. Use a STRONG ACTION VERB.

By the end of the [course], students will be able to +
[Use the **verb** from column C] +
[What **observable activity** is expected of them, from column B] +
[Any essential **contextual information** from Column A]

> *e.g. By the end of the course, students will be able to **create** a **brand management plan** for a real company, presenting the plan verbally and in writing*

Review Your Learning Outcome

Drafting learning outcomes takes time and practice. Use the checklist below to check for (very common) areas of improvement.

1. **Unobservable, internal verbs**
   Remember that writing learning outcomes helps us choose assessments that match, or align with, how and where students have learned. The following are verbs that we can't really observe and therefore should be avoided – usually because we can't see into people's minds:

   - Understand
   - Appreciate
   - Comprehend
   - Grasp
   - Know
   - See
   - Accept
   - Be aware of
   - Be conscious of
   - Learn
   - Perceive
   - Value
   - Get

2. **Begin with the end in mind**
   Learning outcomes describe what you expect students to do/know/believe by the <u>end</u> of your course… not how you're going to teach them. This is one of the hardest aspects of writing learning outcomes, especially for courses you've taught before. Try not to think about your classroom activities or course assignments when writing learning outcomes – those could change in the future. Instead, think about what, over time, you would expect students to know at the end of the course. Another way to think about it: what is the list of learning outcomes you would give to your students' future instructors? What can your colleagues expect students to be able to know/do/understand/value?

3. **Consider the Level**
   Consider the active verb you've chosen and what 'level' it corresponds to: does the outcome demand students to think deeply or be creative? Or do all of your learning outcomes only ask for surface-level learning? For learning outcomes that are higher order (e.g. Brescia Levels 3 or 4), students need the opportunity to ramp up or practice – the SOLO taxonomy is, after all, a learning process. In an ideal world, you'll have a mix of higher- and lower-level learning outcomes that help students progress in their learning.

4. **Too vague / too specific**
   Learning outcomes need to tell students what is expected of them, but don't need to be a laundry list. Particularly troublesome is the learning outcome that binds you to a specific way of teaching or assessing in the future. Sometimes you'll want to shake things up! A helpful way to determine whether your outcomes are too vague or too specific is to give them to someone else to review – particularly a student who has already taken your course.