

Creating Learning Outcomes

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Learning outcome

- ◆ An *intended learning outcome* is a concise description of what a student will have learnt at the end of some learning process. One of the main advantages to stating the intended learning outcomes ... from a course of study is the way in which this allows one explicitly to consider the ways in which the **goals for student learning are constructively aligned with both the methods used for teaching and supporting learning and the assessment** on the programme.”
- ◆ “Learning outcomes focus on **what the student has achieved** rather than merely focusing on the content of what has been taught.
- ◆ University of Manchester, “Guide to Writing Aims and Intended Learning Outcomes”, 2004. Available online at <http://www.campus.manchester.ac.uk/medialibrary/tlao/MAP/writing-aims-and-intended-learning-outcomes.pdf>
- ◆ Links to module description and to assessment formats

Strand	Sub-strand	Description
Knowledge	Breadth	How extensive is the learner's knowledge?
	Kind	What nature or quality of knowing has the learner engaged in?
Know-How & Skill	Range	How extensive are the physical, intellectual, social and other skills demonstrated by the learner?
	Selectivity	How complicated are the problems that the learner can tackle using the skills acquired and how does a learner tackle them?
Competence	Context	In what contexts is a learner able to apply his / her knowledge and skills?
	Role	How much responsibility can the learner take, personally and in groups, for the application of his / her knowledge and skills?
	Learning to Learn	To what extent can the learner identify the gaps in his / her learning and take steps to fill those gaps?
	Insight	How far has the learner integrated the intellectual, emotional, physical and moral aspect of his / her learning into his / her self-identity and interaction with others?

TIPS WHEN WRITING LEARNING OUTCOMES:

- Be realistic - take into account prior knowledge, available time and the learning opportunities
- Avoid learning outcomes that are too broad or too narrow in scope
- Avoid using the verbs “know”, “understand” or “learn” as they are vague and subject to interpretation
- You can use open-ended learning outcomes to allow for creativity such as “apply theory critically to analyse a ‘given situation’”
- Be as succinct and as concise as possible
- Keep the number of learning outcomes to a manageable number
- Use language that students can understand
- Ensure that learning outcomes are assessable

At the end of this module, the student will...

	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	List	Summarize	Classify	Order	Rank	Combine
Conceptual Knowledge	Describe	Interpret	Experiment	Explain	Assess	Plan
Procedural Knowledge	Tabulate	Predict	Calculate	Differentiate	Conclude	Compose
Metacognitive Knowledge	Appropriate Use	Execute	Construct	Achieve	Action	Actualise

LEVEL 9	
Knowledge Breadth	A systematic understanding of knowledge, at, or informed by, the forefront of a field of learning
Knowledge Kind	A critical awareness of current problems and/or new insights, generally informed by the forefront of a field of learning
Know-how and Skill Range	Demonstrate a range of standard and specialized research or equivalent tools and techniques of enquiry
Know-how and Skill Selectivity	Select from complex and advanced skills across a field of learning; develop new skills to a high level, including novel and emerging techniques
Competence Context	Act in a wide and often unpredictable variety of professional levels and ill-defined contexts

Competence Role	Take significant responsibility for the work of individuals and groups; lead and initiate activity
Competence Learning to Learn	Learn to self-evaluate and take responsibility for continuing academic/professional development
Competence Insight	Scrutinise and reflect on social norms and relationships and act to change them

The outcomes at each level include those the same sub-strand.

Best Practice in Writing Learning Outcomes - Four Golden Rules

- ◆ When writing learning outcomes focus on student behaviour and use specific action verbs to describe what students are expected to demonstrate.
- ◆ Use Taxonomies of Learning to inform the ways you write learning outcomes.
- ◆ Use the minimum possible number of outcomes.
- ◆ Ensure that the learning outcomes match the teaching and learning approaches and the assessment strategies.

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