Writing Effective Learning Outcomes
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Learning outcomes describe what you want your students to be able to do.
Effective learning outcomes are...
  ● Measurable
  ● Clear
  ● Developmental and at the right level for your students
  ● Observable
  ● Meaningful
  ● Transferable

You can use this sentence structure to help you get started thinking about and writing learning outcomes. This can be a springboard for further developing your learning outcomes.
  ★ Verb/action phrase + “in order to” why statement = outcome

Use Bloom’s Taxonomy to write developmental action phrases

![Image from Old Dominion University](http://ww2.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm)

Resources and Tools
Vanderbilt Center for Teaching and Learning on Bloom’s Taxonomy-
Bloom’s Taxonomy tools at Eudemic - [http://bit.ly/1m6wEJU](http://bit.ly/1m6wEJU)
Colorado Community Colleges on Bloom’s and Assessment - [http://bit.ly/1ouXe4n](http://bit.ly/1ouXe4n)
<table>
<thead>
<tr>
<th>Bloom’s Definitions</th>
<th>Knowledge</th>
<th>Comprehension</th>
<th>Application</th>
<th>Analysis</th>
<th>Synthesis</th>
<th>Evaluation</th>
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<tbody>
<tr>
<td>Bloom’s Definition</td>
<td>Remember previously learned information.</td>
<td>Demonstrate an understanding of the facts.</td>
<td>Apply knowledge to actual situations.</td>
<td>Break down objects or ideas into simpler parts and find evidence to support generalizations.</td>
<td>Compile component ideas into a new whole or propose alternative solutions.</td>
<td>Make and defend judgments based on internal evidence or external criteria.</td>
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**Verbs**

- Arrange
- Define
- Describe
- Duplicate
- Identify
- Label
- List
- Match
- Memorize
- Name
- Order
- Outline
- Recognize
- Relate
- Recall
- Repeat
- Reproduce
- Select
- State

- Classify
- Convert
- Defend
- Describe
- Discuss
- Distinguish
- Estimate
- Explain
- Express
- Extend
- Generalized
- Give example(s)
- Identify
- Indicate
- Infer
- Locate
- Paraphrase
- Predict
- Recognize
- Rewrite
- Review
- Select
- Summarize
- Translate

- Apply
- Change
- Choose
- Compute
- Demonstrate
- Discover
- Dramatize
- Employ
- Illustrate
- Interpret
- Manipulate
- Modify
- Operate
- Practice
- Predict
- Prepare
- Produce
- Relate
- Schedule
- Show
- Sketch
- Solve
- Use
- Write

- Analyze
- Appraise
- Breakdown
- Calculate
- Categorize
- Compare
- Contrast
- Criticize
- Diagram
- Differentiate
- Discriminate
- Distinguish
- Examine
- Experiment
- Identify
- Illustrate
- Infer
- Model
- Outline
- Point out
- Question
- Relate
- Select
- Separate
- Subdivide
- Test

- Arrange
- Assemble
- Categorize
- Collect
- Comply
- Construct
- Create
- Design
- Develop
- Devise
- Explain
- Formulate
- Generate
- Plan
- Prepare
- Reconstruct
- Relate
- Reorganize
- Revise
- Rewrite
- Set up
- Summarize
- Synthesize
- Tell
- Write

- Appraise
- Argue
- Assess
- Attach
- Choose
- Compare
- Conclude
- Contrast
- Defend
- Describe
- Discriminate
- Estimate
- Evaluate
- Explain
- Judge
- Justify
- Interpret
- Relate
- Predict
- Rate
- Select
- Summarize
- Support
- Value
Outcome Writing Template

Activity to help get started:

1. Write down what you hope to teach your students during this course. Make sure that these ideas are realistic and attainable, as these serve as loose goals to help guide your outcome writing. Having 3-5 goals is ideal.

   My goals for this project:
   1. 
   2. 
   3. 
   4. 
   5. 

2. Once you have your goals written, think about what achieving these goals would look like. How would you be able to observe this in your actions or behaviors or those of your students? For example, if you set a goal of incorporating new technology into your classroom, achieving this could look like you identifying appropriate technology for your class or you demonstrating how this technology works for your class.

   Observable actions or behaviors from you and/or your students:
   1. 
   2. 
   3. 
   4. 
   5.
3. Now write outcomes for each of your goals, using the observable actions and behaviors you just identified. Creating outcomes that are observable and measurable will make it much easier to determine whether you have met these outcomes at the end of the program. The following are things that are useful to keep in mind when writing outcomes:

Remember that outcomes should be:

1. Clearly written and specific
   
a. Does “participants will learn to read” clearly describe the behavior demonstrated at the end of the program? If someone outside your organization asked what students specifically gain from participation in your organization, what would you say?

2. Measurable and observable
   
a. A well-written outcome describes how it could be measured. This is why it is important to avoid verbs such as “understand;” a person can easily say they understand something when they really don’t.

3. Focused on the behavior of the person(s) receiving the service
   
a. Though some outcomes can be program-focused, most should be focused on the knowledge, skills, behaviors, and abilities gained by participants as a result of taking part in your program. It might help to start your outcomes with “by the end of this program, participants will be able to…”

4. Relevant to the goals of the project

<table>
<thead>
<tr>
<th>Outcome #1</th>
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<td>Outcome #5</td>
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