

## How to Write Learning Outcomes

### What is a learning outcome?

Learning outcomes are essentially goals for learning. A good learning outcome is easily measured, that is anyone observing the person performing the task should be able to quickly identify if the person has successfully achieved the learning outcome. There should be limited room for interpretation of success.

### Why have learning outcomes?

It is difficult to know if your learners have learned if you do not have clear learning outcomes from the outset. Good learning outcomes guide what you teach, how you teach it, and how you assess the capability of the person completing the task.

### How do you write basic learning outcomes?

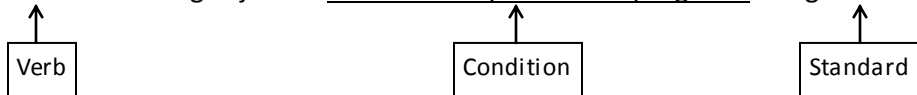
Learning outcomes typically have three parts:

1. Verb - What must the learner perform (one behaviour equals one verb)
2. Condition - How will it be performed?
3. Standard - How well must it be performed?

### For example:

At the conclusion of this program the participant will be better able to:

1. Write a learning objective for mandatory education programs using all three parts



2. Select appropriate fire fighting equipment for extinguishing an electrical fire from a list



### Choosing a Verb:

The type of verb you choose can be dependent on the level of learning that you wish to achieve. Blooms Taxonomy suggests that there is a hierarchy of learning levels with knowledge (rote learning) at the bottom and evaluation (being able to assess your own skill at the task) at the top. The following table lists suggested verbs for each level of Blooms Taxonomy.

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Count	Associate	Add	Analyse	Categorise	Appraise
Define	Compute	Apply	Arrange	Combine	Assess
Describe	Convert	Calculate	Breakdown	Compile	Compare
Draw	Defend	Change	Combine	Compose	Conclude
Identify	Discuss	Classify	Design	Create	Contrast
Labels	Distinguish	Complete	Detect	Drive	Criticize
List	Estimate	Compute	Develop	Design	Critique
Match	Explain	Demonstrate	Diagram	Devise	Determine
Name	Extend	Discover	Differentiate	Explain	Grade
Outlines	Extrapolate	Divide	Discriminate	Generate	Interpret
Point	Generalize	Examine	Illustrate	Group	Judge
Quote	Give examples	Graph	Infer	Integrate	Justify
Read	Infer	Interpolate	Outline	Modify	Measure
Recall	Paraphrase	Manipulate	Point out	Order	Rank
Recite	Predict	Modify	Relate	Organise	Rate
Recognize	Rewrite	Operate	Select	Plan	Support
Record	Summarise	Prepare	Separate	Prescribe	Test

Repeat Reproduces Selects State Write		Produce Show Solve Subtract Translate Use	Subdivide Utilise	Propose Rearrange Reconstruct Related Reorganise Revise Rewrite Transform Specify	
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### Choosing a Standard:

Standards are measurable criteria so consider:

- How often?
  - at least once per hour
  - at the start of every cycle
  - Before starting the task or after
- How well?
  - exactly 7%
  - no more than 1 error
  - accurate to three decimal points
  - within 15 minutes (never use a time standard unless it is required by the job)
- How many?
  - identify at least 16 items
  - produce 4 items
- How much?
  - 100 meters long
  - 1/2 block before turning
- How will we know it is OK?
  - until the left hand is touching
  - by speaking only after the customer has spoken
- Combination
  - produce at least 15 per hour (how many and how often)
  - until the ditch is 300 feet long with tapering slopes (how much and we know it is OK)

### Choosing a Condition

Consider how you expect the task to be performed consider:

- What is given?
  - by checking a chart
  - by looking at photo
  - by referring to the manual
- or not given
  - without reference to the manual
  - with no supervision
- What are the variables?
  - no matter how upset the customer becomes
- Combination
  - when driving (what is given) in the city (variable)