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Writing Observable and Measurable Learning Outcomes

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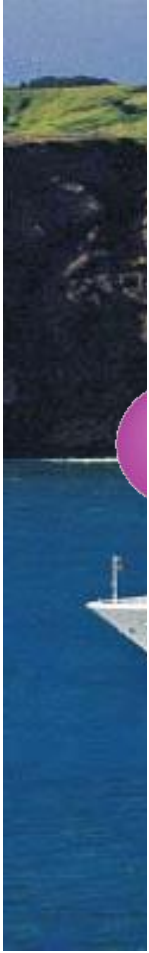
Writing Observable & Measureable Learning Outcomes

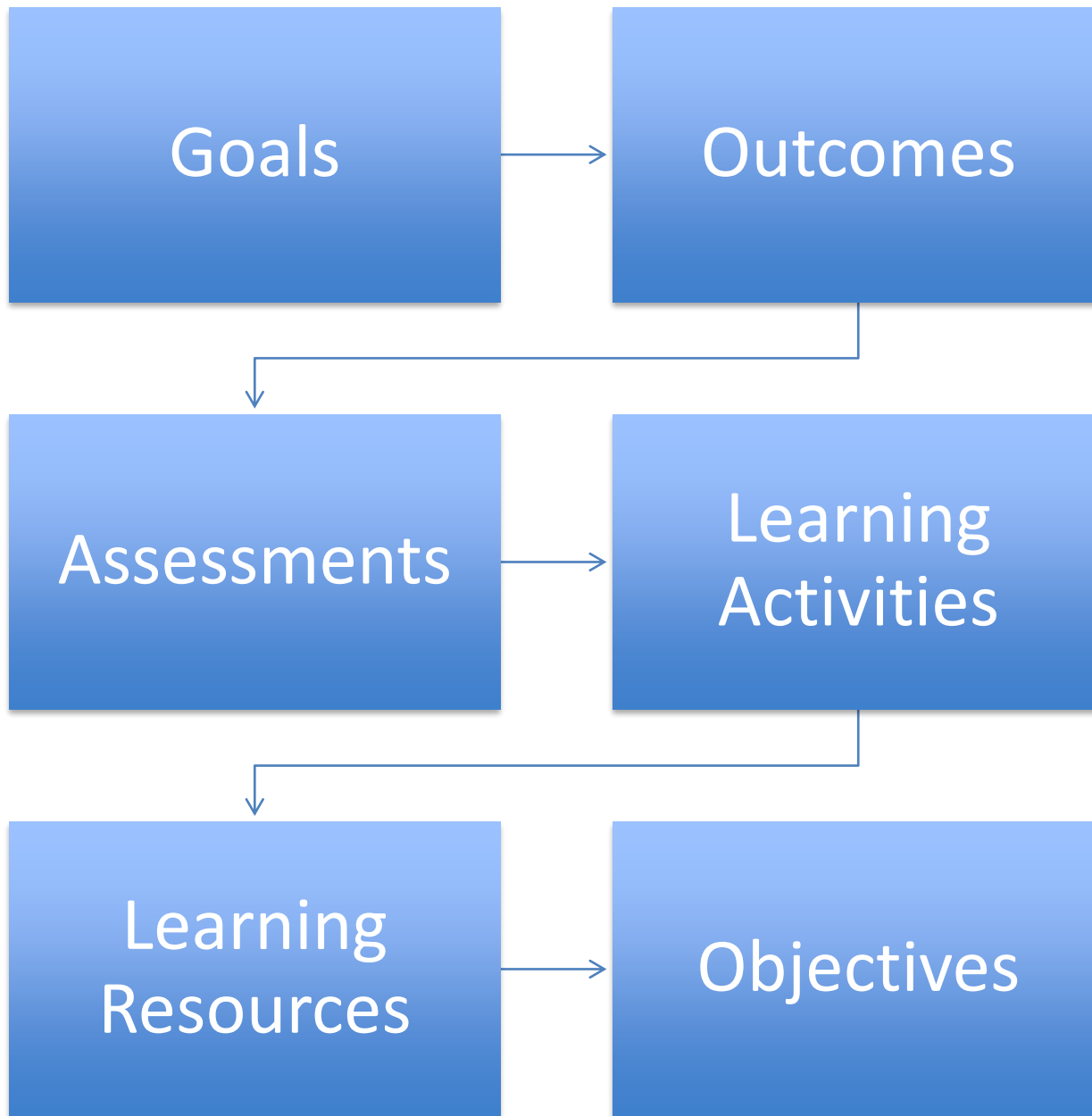
Assessment in Action

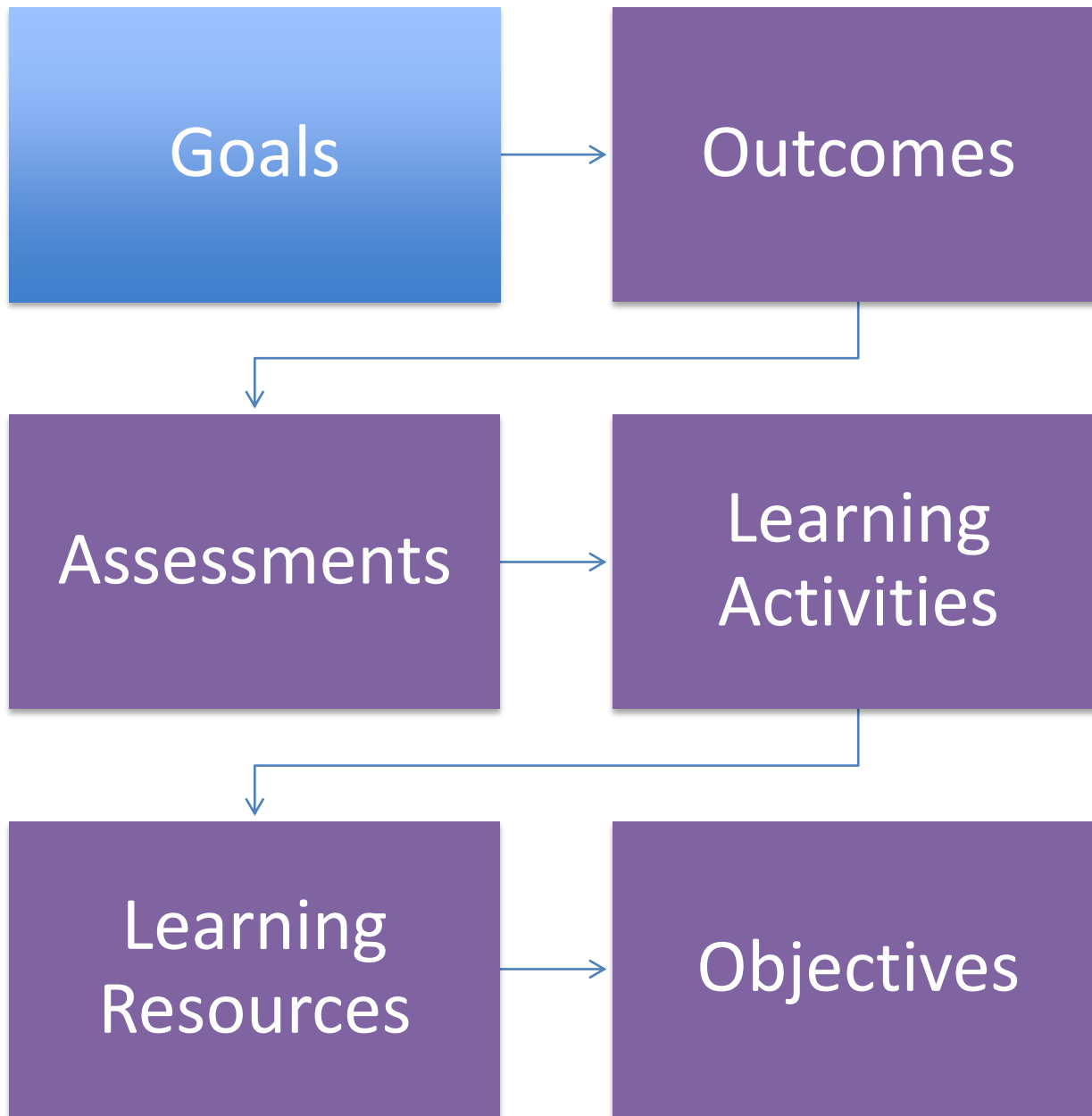
April 8, 2016

Dr. Eli Collins-Brown

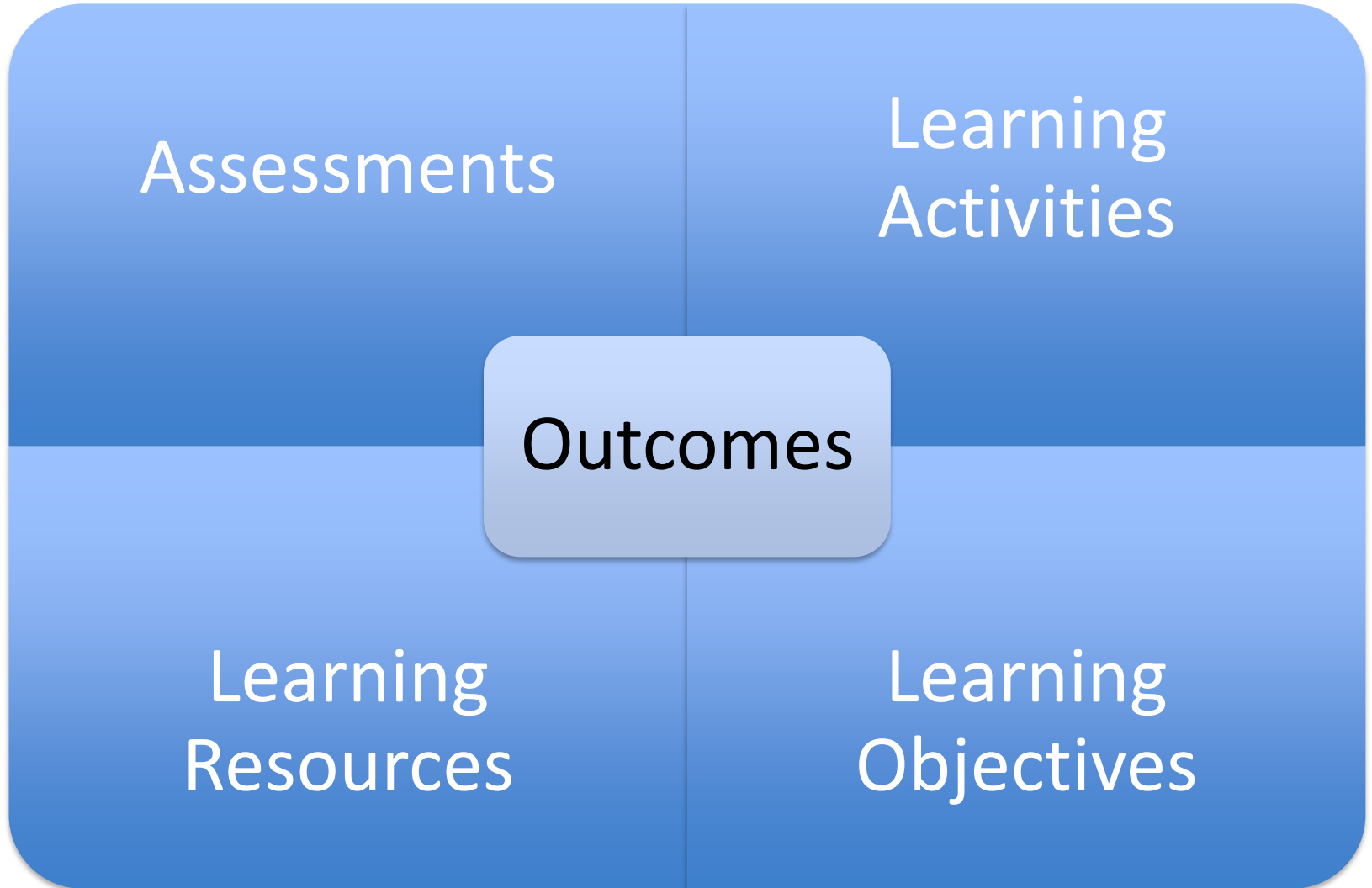
Director, Office of Faculty Development








Alignment



What's our destination or target?

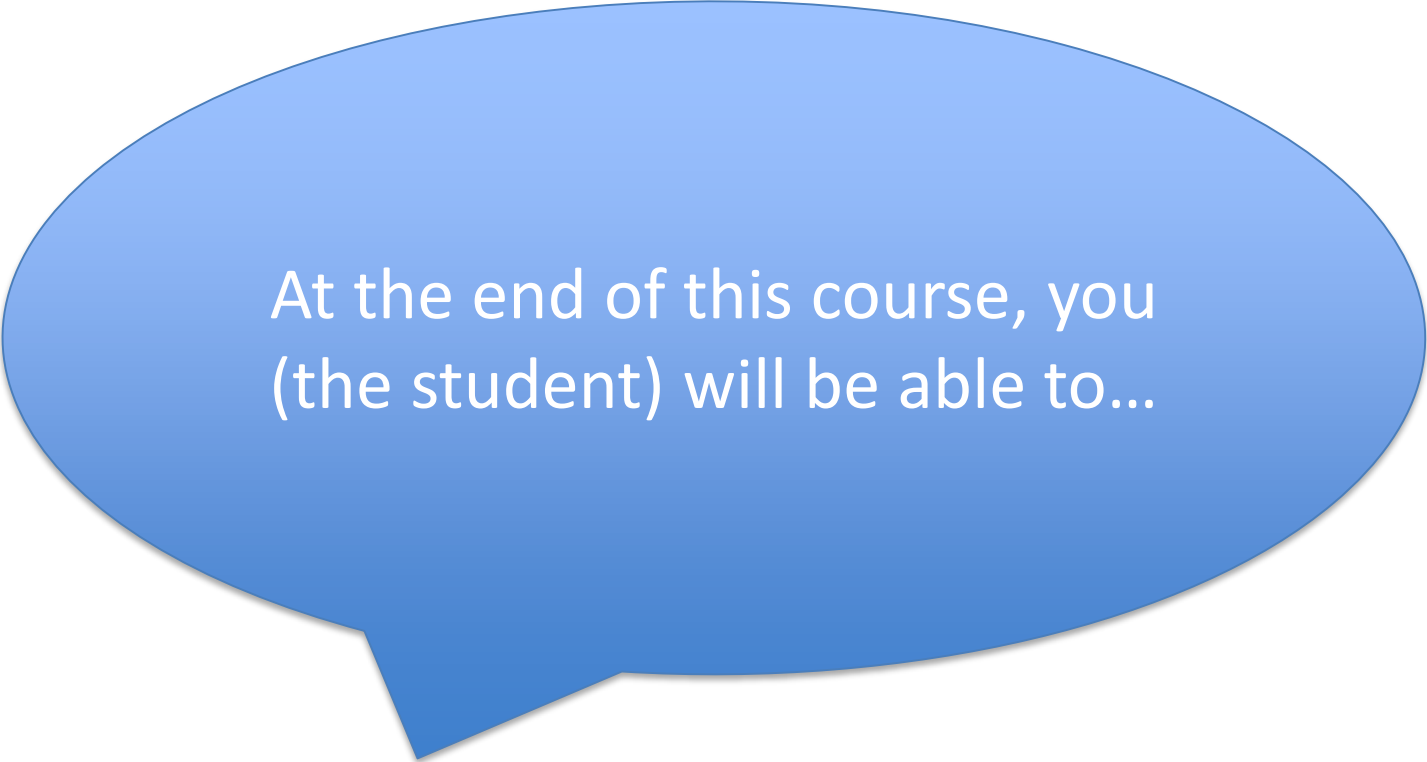
- Goals



2 – 5 years after completing
your course, what do you want
them to still remember and
apply?

Outcomes

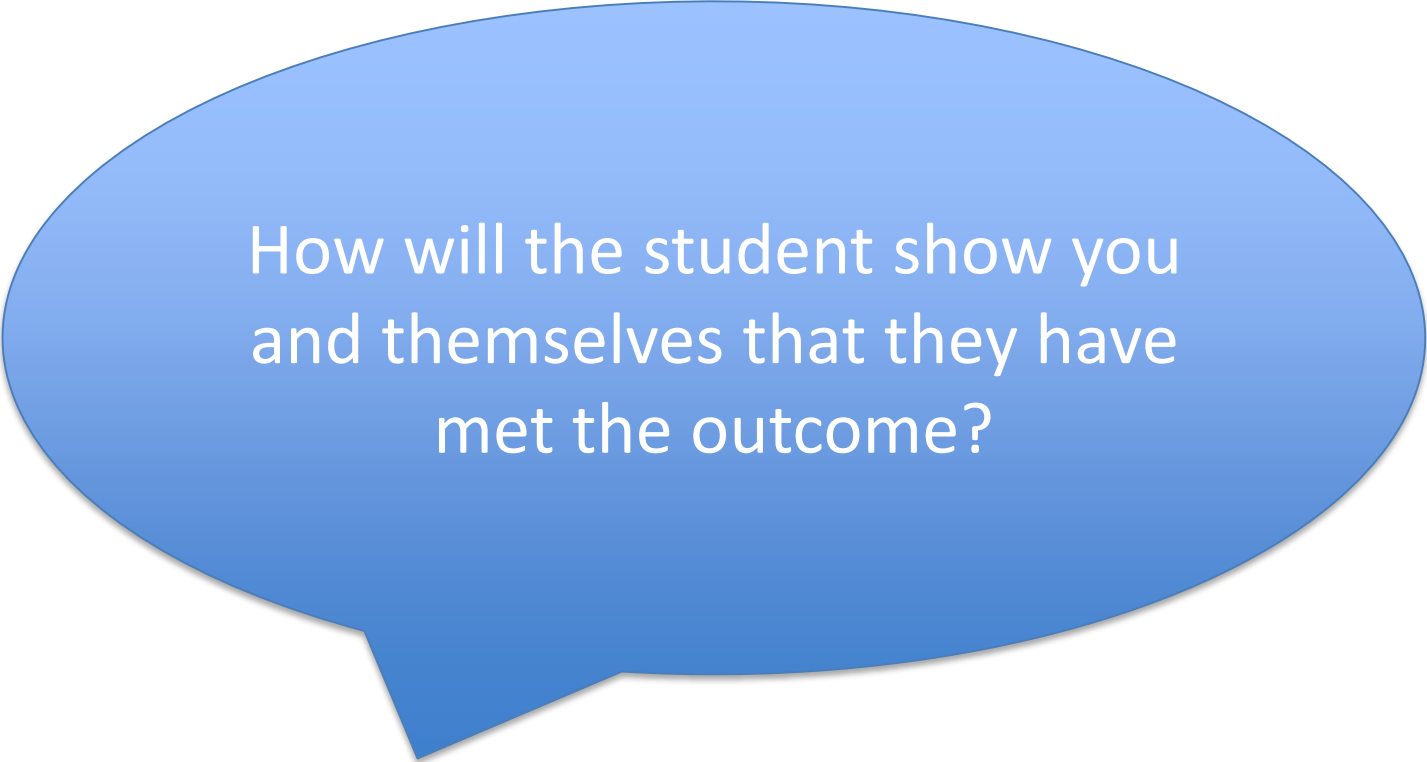
- From your goals



At the end of this course, you
(the student) will be able to...

Assessments

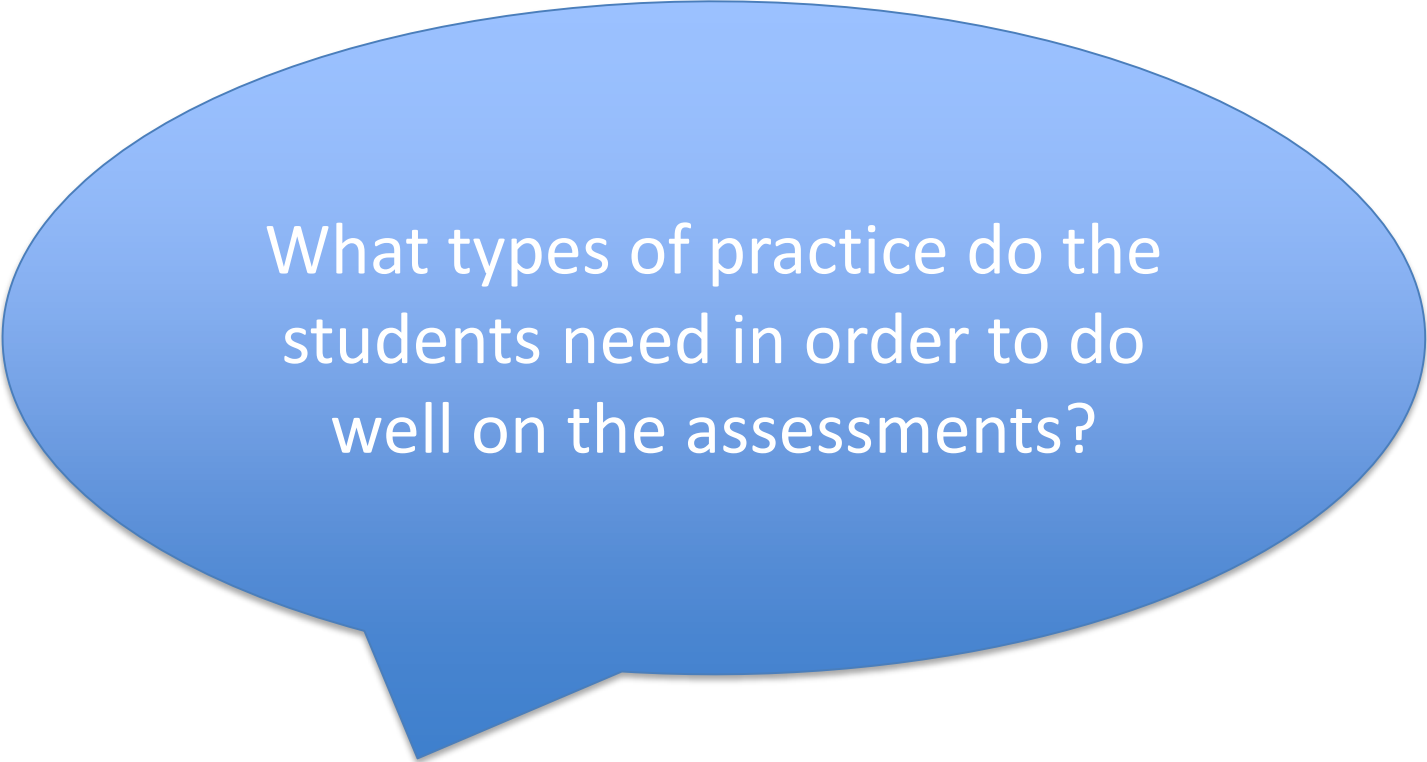
- Measure the outcomes



How will the student show you and themselves that they have met the outcome?

Learning Activities

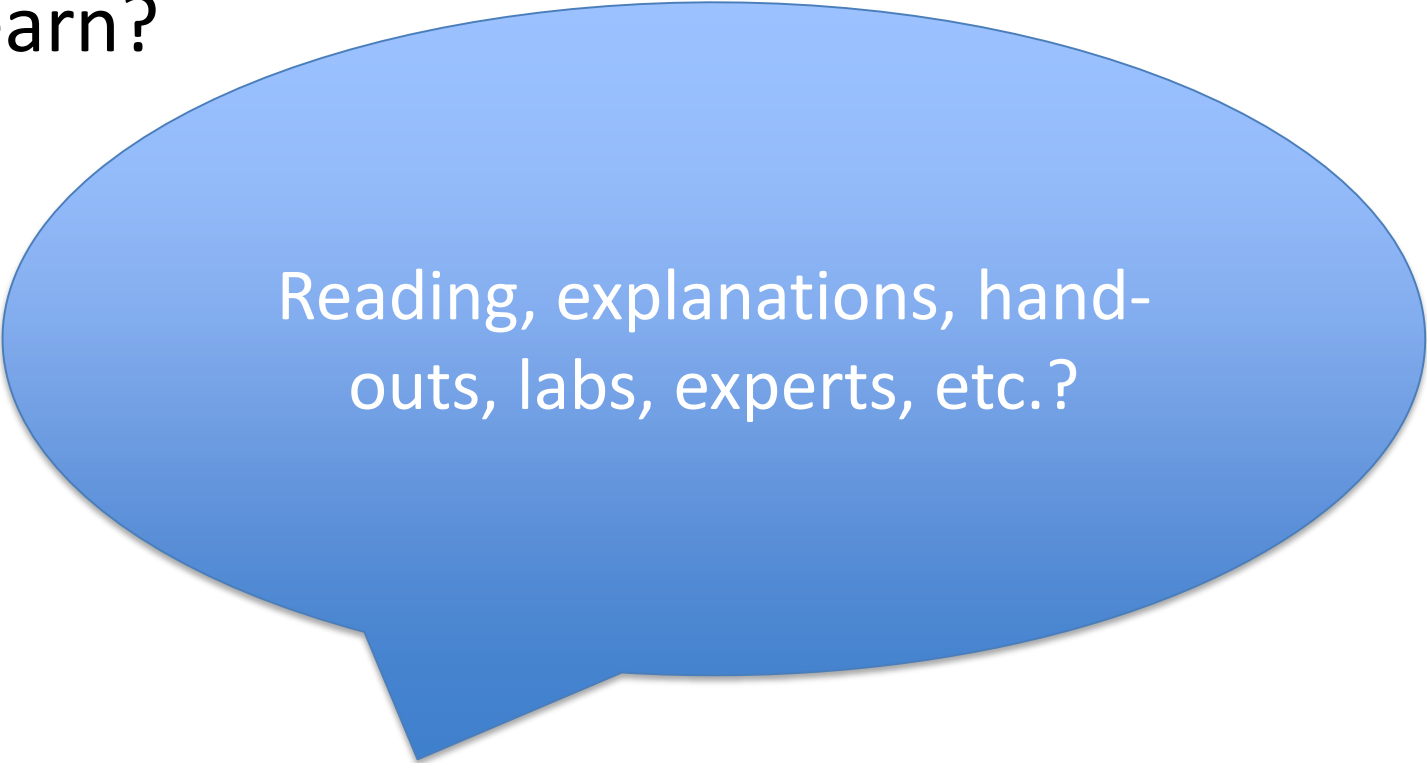
- Help students learn how to achieve outcomes



What types of practice do the students need in order to do well on the assessments?

Learning Resources

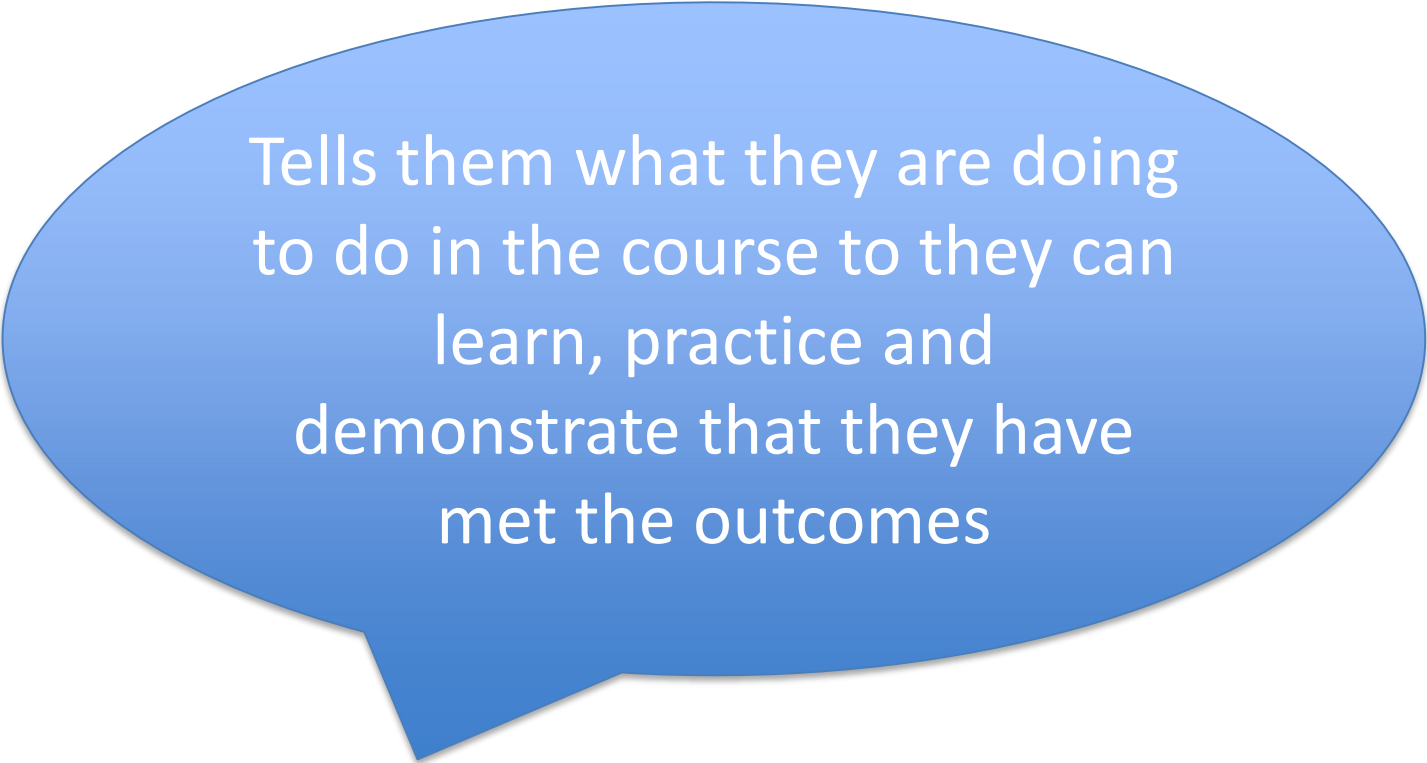
- What resources do the students need to learn?



Reading, explanations, hand-outs, labs, experts, etc.?

Course Objectives

- In this course, you will...



Tells them what they are doing to do in the course to they can learn, practice and demonstrate that they have met the outcomes

Outcomes vs. Objectives

- Two sides of the same coin
- Learning Outcomes identify what the learner will know and be able to do by the end of a course or program – the essential and enduring knowledge, abilities (skills) and attitudes (values, dispositions) that constitute the integrated learning needed by a graduate of a course or program.

Outcomes vs. Objectives

- Objectives are brief, clear statements that describe the desired learning outcomes of instruction; i.e., the specific skills, values, and attitudes students should exhibit that reflect the broader goals.
- There are three types of learning objectives, which reflect different aspects of student learning:
 - Cognitive objectives: “What do you want your graduates to know?”
 - Affective objectives: “What do you want your graduates to think or care about?”
 - Behavioral Objectives: “What do you want your graduates to be able to do?”

Assessment Pyramid



Vague, Unobservable, Unmeasurable

- Understand
- Know
- Gain knowledge of
- Use

Bloom's Revised Taxonomy

- Helps you find just the right descriptive action verb
- Helps you determine how you will assess learning
- [REVISED Bloom's Taxonomy Action Verbs handout](#)
- [Revised Bloom's Taxonomy Process Verbs, Assessments, and Questioning Strategies](#)

Design Plan

Outcomes	Assessment	Learning Activities	Learning Resources

An example

- [Fundamentals of Online Learning](#)

More resources

- [Writing Measurable Learning Outcomes](#)
- [A guide to developing measurable student learning outcomes](#)
- [How to write program outcomes/objectives](#)