

LEARNING OUTCOMES

Why use learning outcomes?

Learning outcomes are learner-centred statements that describe what participants should know or be able to do by the end of a workshop, lesson, or assignment.



Start with the end in mind

Think back to the last time you took a course or workshop. What do you remember?

Maybe you remember a few key points, but you probably forgot much of the content. Without continued exposure and practice we rarely remember all of the content from a lesson. That's why it's helpful to consider what is most important for learners to retain in a month, or even in a few years. This is why we **START WITH THE END IN MIND**.



Parts of a learning outcome

STEM	ACTION VERB	CONTENT	CRITERIA
Opening phrase describes the setting	What learners will do	Material to be learned	How you know learning occurred
By the end of the lesson, learners will	identify	four qualities of mindfulness meditation	by rewriting/correcting four common misconceptions
By the end of the lesson, learners will	explain	how using multiple modalities improves learning	by discussing workplace experiences with peers

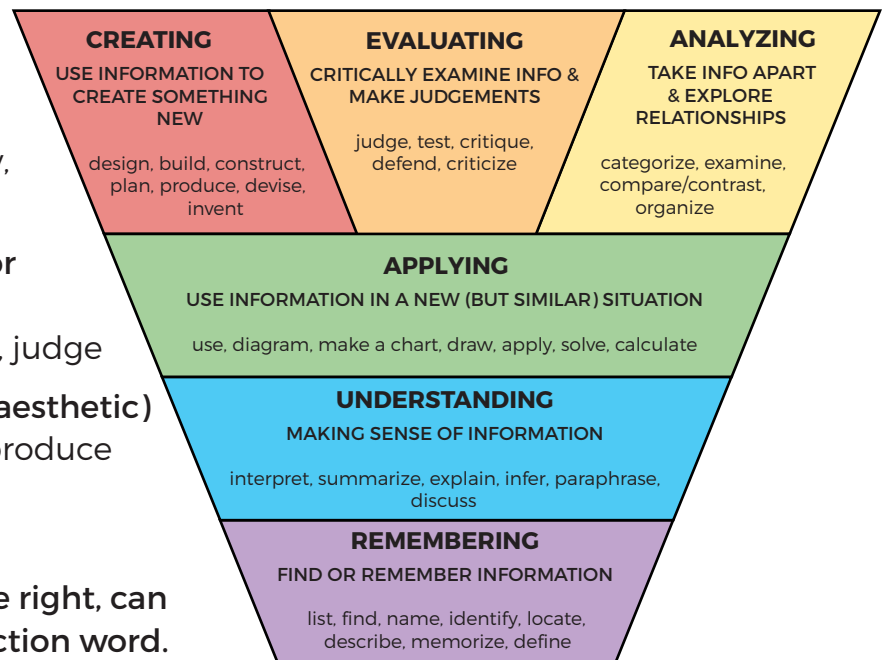
What do you notice about the examples above? Effective learning outcomes are:

- Small and realistic
- Centre the experience, prior knowledge, and needs of learners
- Build in opportunities to check learning

Choosing verbs

- Cognitive (thinking)
 - » Examples: define, identify, calculate
- Affective (emotions, feeling, or expressions)
 - » Examples: reflect, discuss, judge
- Psychomotor (physical or kinaesthetic)
 - » Examples: build, create, produce

Bloom's Taxonomy, pictured on the right, can help in selecting the appropriate action word.



TIP: Avoid using vague verbs like *learn*, *understand*, and *know*.

Practice

Here are some examples of effective learning outcomes:

- By the end of this lesson, learners will apply three basic steps of bicycle maintenance by practicing on a bicycle.
- By the end of this workshop, students will contrast the experience of learning with one modality versus multiple modalities by discussing their experience learning a card trick.
- By the end of this lesson, participants will name the four learning modalities by answering poll questions.
- By the end of this workshop, learners will test four brain-based strategies for writing to-do lists by creating their own to-do list.

How would you rewrite the following learning outcomes to be more effective?

- By the end of this section, participants will learn about neuroplasticity by watching and discussing a video.

- By the end of this unit, students will know how to make homemade pasta.

- By the end of this lesson, learners will calculate the amount of lumber needed for their project.

- Learners will apply a trauma-informed lens to case studies.