

# 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
<b>Opening phrase describes the setting</b>	<b>What learners will do</b>	<b>Material to be learned</b>	<b>How you know learning occurred</b>
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

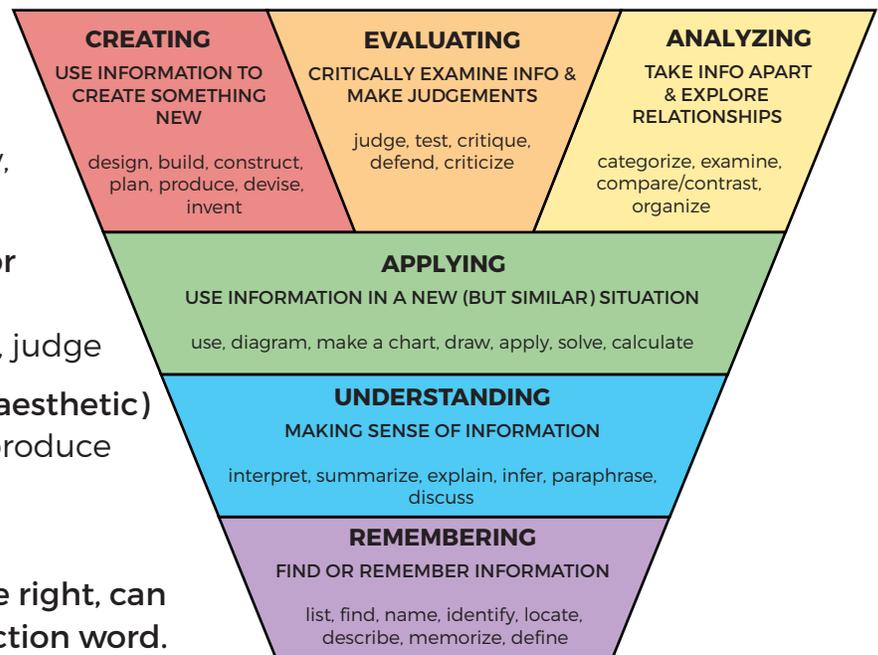
### What do you notice about the examples above? Effective learning outcomes are:

- 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.