

Worksheet: Writing your course level learning outcomes

When you begin thinking about the learning outcomes for your course, it is a good idea to think broadly. Course-level learning outcomes do not need to focus on small details; rather, they address entire classes of theories, skill sets, topics, habits of mind, behaviors, etc. To begin, write a brief narrative that describes a successful learning experience on your course; what will the learners know about and know how to do? Will they think or view the world differently?

When beginning to construct learning outcome statements, it is good to think about the learners. Please take a moment to go through your course aims/goals/objectives, and think about the students/learners in the course. Please consider the following questions:

- What are the most essential things the students need to know/learn by the end of this course?
- How sophisticated or complex do I want my students' learning to be?
- What will students be able to do to demonstrate their level of learning?
- Will the students have to do it?
- Can I tell when they've done it?

Essential knowledge/skills/attitude: List the essential things that you want your students to learn (facts, theories, concepts, models, skills, procedures, attitude etc.) at the end of the course. <i>Hint: Please make sure you do not refer simply to the detailed course content (the facts the students will know). Please list essential/core knowledge/skill/attitude.</i>	How sophisticated or complex do I want my students learning to be? <i>Hint: use taxonomies as reference</i>	What should students to be able to do? (learning outcomes): <i>Hint: are all of your expected learning outcomes (1) observable; (2) measurable; (3) phrased so they state what the learners will do? (4) focused on product rather than process?</i>	Will do?	Can tell?

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