

# DESIGNING LEARNING

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Learning  
Outcomes

Learning  
Experiences

Learning  
Assessment

## GUIDING QUESTIONS about STUDENT LEARNING

### What do my students need to learn in this course?

- What essential learning must take place for students to learn the KEY content/skills/values in order to prepare for higher-level coursework, meet the harmonized learning outcomes, engage in the profession?
- What is the highest level of learning students need to achieve in this course?
- What lower-level skills/knowledge/values do students need to learn to achieve the highest level of learning?

### How will I design my course so my students will learn what I want them to learn?

- What active learning strategies will help students learn the core content of this course?

### How will I know that they know?

- What assessment strategies can I use to determine if students learned what I wanted them to learn?
- What performance indicators will prove to me and to the students that they learned?



***What matters is not what we teach; it's what they learn.***

*Alfie Kohn*

***Our mission is not instruction but rather that of producing learning with every student by whatever means works best.***

*Barr & Tagg (1995, p. 13)*

## more info

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# WRITING LEARNING OUTCOMES

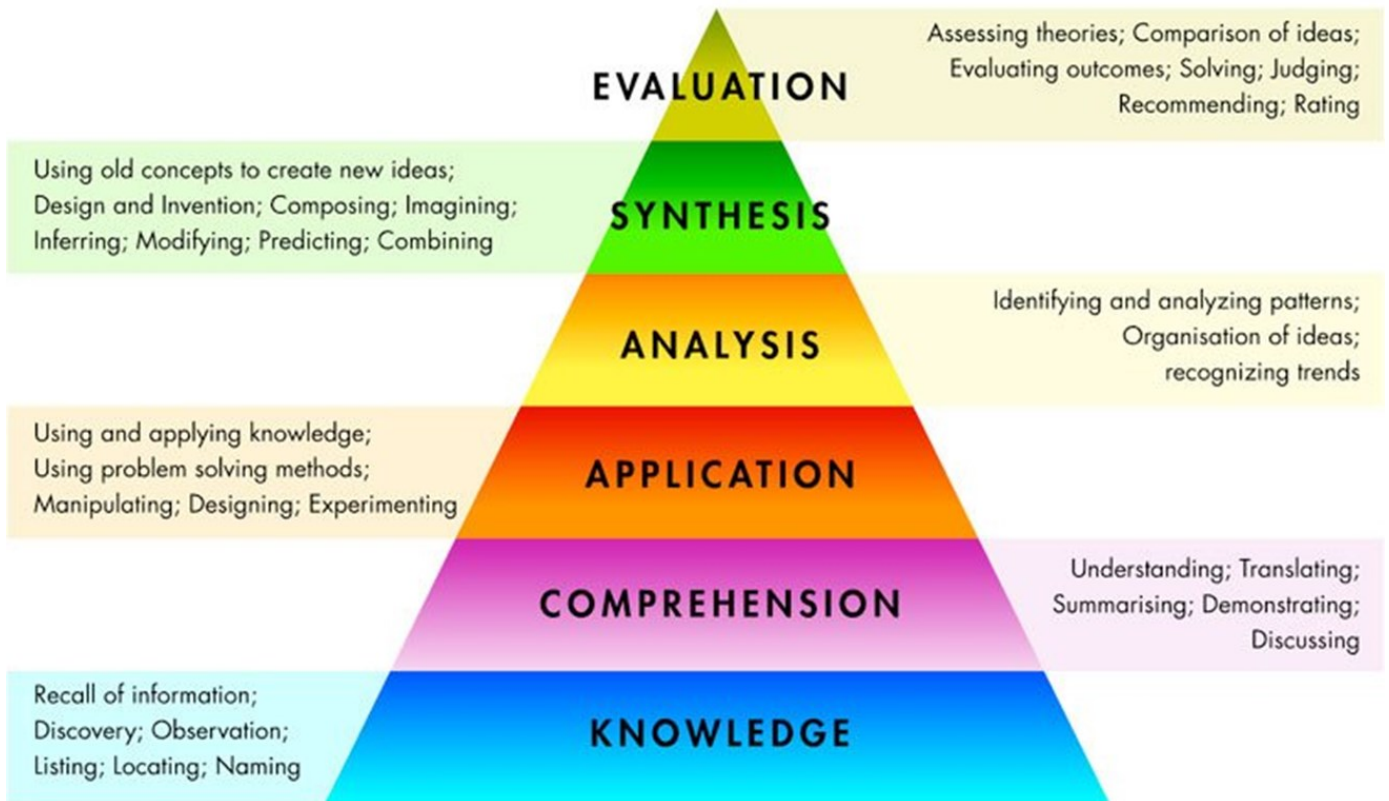


formula for a  
**STUDENT LEARNING  
OUTCOME**

Students will be able to  
+  
action VERB  
(Bloom word)  
+  
WHAT they will be able to do

## BLOOM'S TAXONOMY of LEARNING

Consider the LEVEL of learning students need to achieve in your class.



Source: Bloom, B.S. (1956). Taxonomy of Educational Objectives, Handbook 1: The Cognitive Domain. Susan Fauer Company, Inc. pp. 201-207.



## sample LEARNING OUTCOMES

Students will be able to:

- **identify** five key provisions of the clean air act
- **outline** the procedure for calibrating a gas chromatograph
- **interpret** poetry in the cultural context of its period
- **distinguish** between conduction and convection
- **apply** structured and semi-structured interviewing techniques in his/her fieldwork
- **calculate** the probability that two sample means will differ by more than 5%
- **explain** which economic and political factors contributed to the outbreak of W.W.II
- **design** an experiment to determine the effect of temperature on...
- **formulate** a resume in the foreign language for a job application abroad
- **evaluate** the usefulness of various anthropological research methods for the study of a specific problem

Source: [Tulane.edu/liberal-arts/upload/student\\_learning\\_outcomes.pdf](http://Tulane.edu/liberal-arts/upload/student_learning_outcomes.pdf)

## Test your LEARNING OUTCOME

Writing strong learning outcomes takes practice. As you form the learning outcomes for your course, begin by thinking about what you want students to know at the end of the course, and how you will be able to determine if they learned it. Once you have written an outcome, test it according to these questions:

### Is it SPECIFIC?

Does the Learning Outcome clearly describe the expected ability, knowledge, value, attitude or performance students will learn in your course?

### Is it MEASURABLE?

Is it feasible to assess this ability, knowledge, skill, etc. through a test, performance, lab report, portfolio, reflection, speech, drawing, etc.?

### Is it ATTAINABLE?

Is it likely that students at the course level you are teaching (with the knowledge, skills, abilities they have) will be able to learn this during your course?

### Is it RESULTS ORIENTED?

Does the Learning Outcome accurately reflect the standards you have for student learning in this course?

### Is it TIME-BOUND?

Is it possible for students to learn this (and demonstrate their learning) by the end of your course?

