Communicating Expectations: Developing Learning Outcomes Worksheet

Instructor:_____ **Course:**_____

The most important things my students need to know/do from my course:

1. 6.
2. 7.
3. 8.
4. 9.
5. 10.

These concepts filter what is worthy & requiring of student's understanding. Now turn one into an OUTCOME that sets a measurable expectation for learning. Ex: *By the end of this unit on Americans Divided students will be able to explain the different ways Americans are divided by race, class, gender, and sexuality through a midterm paper that summarizes how these divisions are repeated in the movies.*

- By the end of this unit on _____*unit name*_____ students will be able to _____*choose an action term from below*_____ _____*the knowledge, concept, rule or skill you expect them to acquire*_____ through _____*how they will apply their knowledge or skill / how you will assess their learning*_____.

Write another outcome that addresses your 1st weeks of class: can they do something other than recall info?:

- By the end of this unit on _____ students will be able to:

- By the end of this unit on _____ students will be able to:

Armed with well written student-centered learning outcomes, you can now design *assessments* and then the *learning activities* that give students the chance to acquire the knowledge and *practice* the skills you will assess.

Types of Learning Outcomes	Action Terms	What Students Can Do
	Note 'understand' & 'discuss' are not offered	**Be wary of testing at a learning outcome type that's different than the level the students learned & practiced at**
Verbal Information (Knowledge)	STATE, define, list, name, identify, show, recall	Recall information
Concepts (Comprehension)	CLASSIFY, explain, describe, summarize, interpret, predict	Put something into a category of things; restate in their own words
Rules (Application)	DEMONSTRATE, relate, determine, apply, calculate, examine, modify, discover	Engage a rule, procedure or principle; transfer abstract ideas to practical solutions
Problem Solving (Analysis, Synthesis, Evaluate)	GENERATE, analyze, explain, arrange, rearrange, evaluate, integrate, modify, decide, compare	Generate a solution to a problem; make decisions and support views; determine and arrange components
Cognitive Strategies (Learning Strategies)	ADOPT, originate, create, design, plan	Adopt new ways of learning; form a unique product

For more information see Instruction at FSU, Chapter 2 "Determining Learning Objectives"