Learning Outcomes

CENTER FOR TEACHING & LEARNING (CTL)

NYU SHANGHAI

After this session you will be able to:

-Explain why certain verbiage is inappropriate for Learning Outcomes

-Use **Bloom's Taxonomy** to identify appropriate verbiage for creating Learning Outcomes.

-Create **appropriately scaffolded** Learning Outcomes for your classes

What are Learning Outcomes?

Learning Outcomes are what you want your students to be able to **know**, **value** and **do**, after taking your class

Know: Cognitive, information, mental skills, processes

Value: Affective, attitudes, ethics, professionalism

Do: Psychomotor, perform, draw, execute

Learning Outcomes Should Be:

Specific, Measurable, Attainable, Relevant and Time Based

Words to Avoid:

Know, Understand Learn,
Appreciate Believe,
Improve Approach,
Increase, Become, Grow

Why do we avoid such words? Because we can't measure whether our students understand something without having them perform a task to demonstrate their knowledge.

For example: if I want to **know** whether my students can distinguish the difference between contour and negative space, I would ask them to **categorize** the following drawings.

Contour	Negative Space
	
	

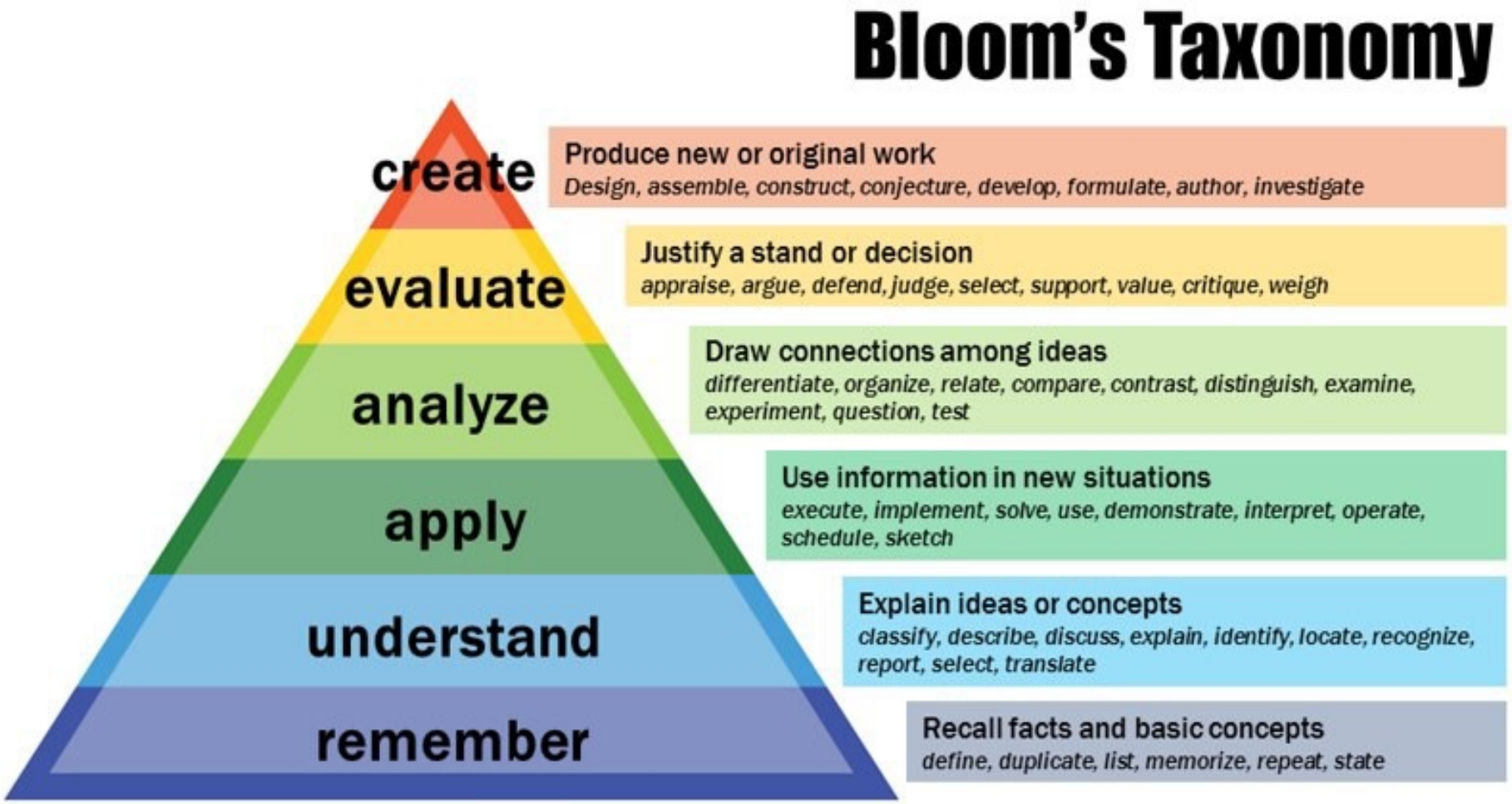
Taxonomies:

-**Taxonomies** describe how humans gain proficiency in knowledge, dispositions and actions

-They help us target proficiency levels and choose verbiage for our learning outcomes

-The three taxonomies are called **cognitive**, **affective** and **psychomotor**. We will concentrate on the cognitive.

Cognitive: Bloom's Taxonomy



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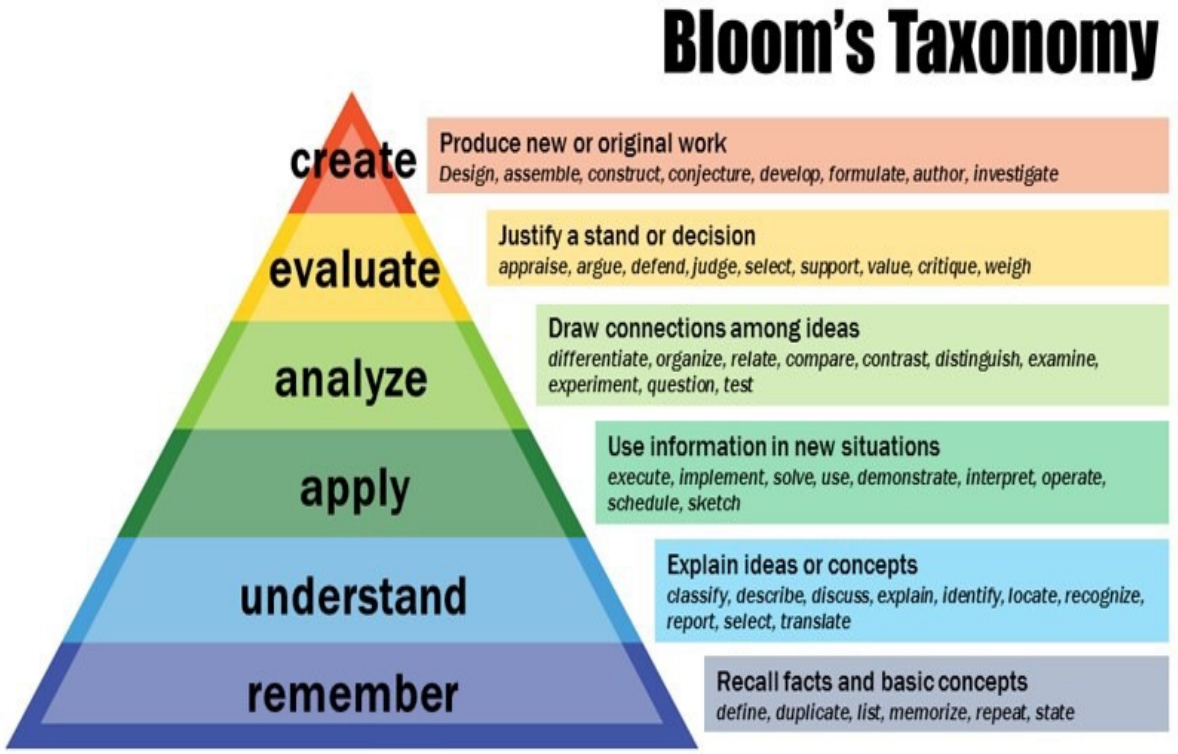
Cognitive: Bloom's Taxonomy

-**Bloom's Taxonomy** debuted in 1956 and was updated in 2001.

-Each taxonomy layer targets an increasingly complex skill level



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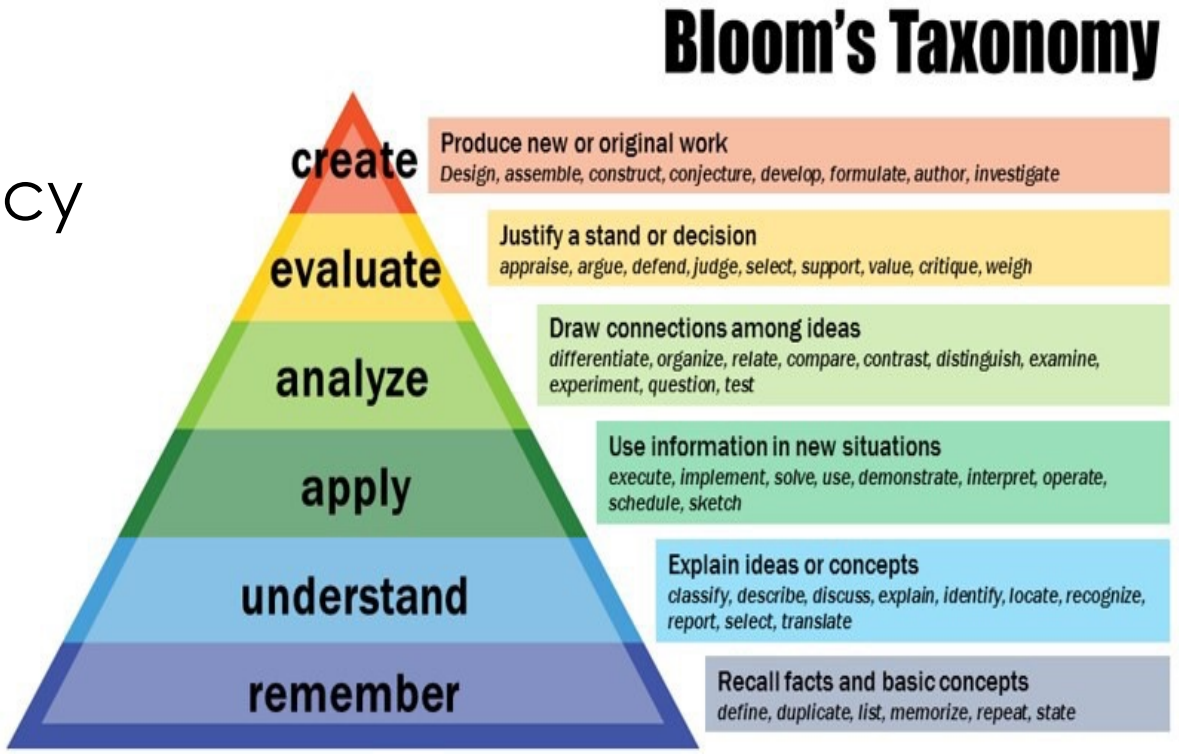
Cognitive: Bloom's Taxonomy

To create a learning outcome:

1. **Determine** the target proficiency level

2. **Choose** corresponding action verbs that relate to your assessments

3. **Build** the learning outcome around that word



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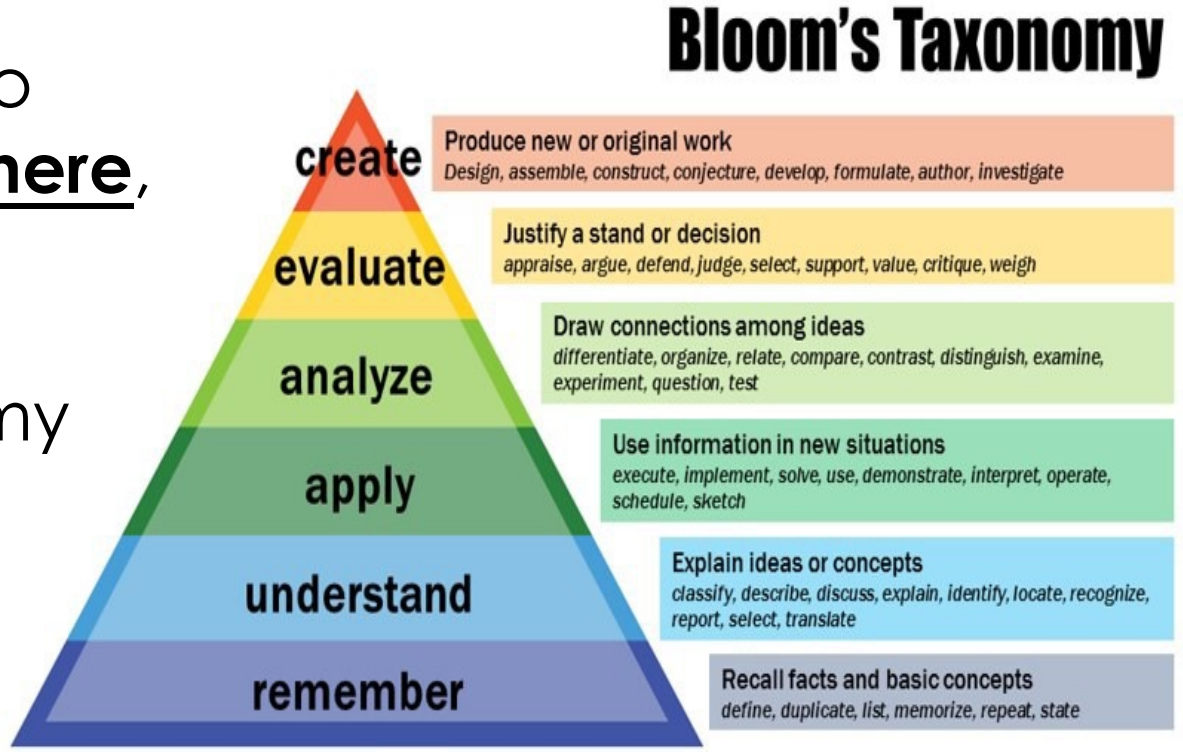
Taxonomies and Verb Lists:

-For action verbs corresponding to the levels in the 01' version, click **here**, for the 56' version click **here**.

-For an affective domain taxonomy click **here**.

-For a psychomotor domain taxonomy click **here**.



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Examples of Cognitive Learning Outcomes:

1. Effectively **explain** the health effects of climate change to the public and policymakers and **influence** changes in climate-related health behavior.

   Explain corresponds to Taxonomy level L2 – Understanding, and **Influences** targets L5 – Evaluating.

2. **Develops** a central argument based on a well-informed grasp of the relevant academic writing

   Develop corresponds to Taxonomy level L3 – Applying

Reflective Prompts for Learning Outcomes:

1. Do your learning outcomes and the University's program outcomes align? If not, revaluate.

2. Do your learning outcomes align with your classroom assessments, activities, concepts, etc.

References:

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