



About LEARNING OUTCOMES

Learning outcomes are descriptions of what the learner is expected to learn in the period of learning defined. They should imply the standard of learning expected. Aims are therefore more about teaching and the management of learning and learning outcomes are more about learning. Learning outcomes are statements of essential learning, and as essential learning, they are written at minimum acceptable or threshold (pass / fail) standard. The greater the synergy between learning outcomes, teaching strategies and assessment techniques, the more successful the learning process is likely to be.

A. **COGNITIVE** involves thought processes, e.g. understanding, analyzing, evaluating. In simple terms, this is what it means to be able to operate at each level of the cognitive domain:

- 1) Knowledge: you know something;
- 2) Comprehension: you understand what you know;
- 3) Application: you can take something from one context and use it in another;
- 4) Analysis: you can break something down;
- 5) Synthesis: you can create something new as a result of analysis;
- 6) Evaluation: you can pass judgment on something;

B. **AFFECTIVE** involves attitudes, feelings and values, e.g. appreciating, accepting. The affective domain is concerned with issues relating to the emotional component of learning and ranges from the basic willingness to receive information to the integration of values, ideas and attitudes.

C. **PSYCHOMOTOR** involves physical skills involving coordination of the brain and muscular activity, and can be applied in areas like laboratory science subjects or engineering:

- 1) performing,
- 2) assembling,
- 3) and dismantling.

The following words are organized for convenience under headings that might be seen to accord with those from Bloom's taxonomy. However, no hierarchy is intended. The words are simply a vocabulary list gleaned from a variety of sources.

ACTIVITIES GIVING EVIDENCE OF KNOWING Define, describe, identify, label, list, name, outline, reproduce, recall, select, state, present, be aware of, extract, organise, recount, write, recognise, measure, underline, repeat, relate, know, match.

ACTIVITIES GIVING EVIDENCE OF COMPREHENSION Interpret, translate, estimate, justify, comprehend, convert, clarify, defend, distinguish, explain, extend, generalise, exemplify, give examples of, infer, paraphrase, predict, rewrite, summarise, discuss, perform, report, present, restate, identify, illustrate, indicate, find, select, understand, represent, name, formulate, judge, contrast, translate, classify, express, compare.

ACTIVITIES GIVING EVIDENCE OF KNOWLEDGE / UNDERSTANDING Apply, solve, construct, demonstrate, change, compute, discover, manipulate, modify, operate, predict, prepare, produce, relate, show, use, give examples, exemplify, draw (up), select, explain how, find, choose, assess, practice, operate, illustrate, verify.

ACTIVITIES GIVING EVIDENCE OF ANALYSIS Recognise, distinguish between, evaluate, analyse, break down., differentiate, identify, illustrate how, infer, outline, point out, relate, select, separate, divide, subdivide, compare, contrast, justify, resolve, devote, examine, conclude, criticise, question, diagnose, identify, categorise, point out, elucidate.



ACTIVITIES GIVING EVIDENCE OF SYNTHESIS Propose, present, structure, integrate, formulate, teach, develop, combine, compile, compose, create, devise, design, explain, generate, modify, organize, plan, re-arrange, reconstruct, relate, re-organise, revise, write, summarise, tell, account for, restate, report, alter, argue, order, select, manage, generalise, precis, derive, conclude, build up, engender, synthesise, put together, suggest, enlarge.

ACTIVITIES GIVING EVIDENCE OF EVALUATION Judge, appraise, assess, conclude, compare, contrast, describe how, criticise, discriminate, justify, defend, evaluate, rate, determine, choose, value, question.

ASSESSMENT CRITERION It is a statement that prescribes with greater precision than a learning outcome, the quality of performance that will show that the student has reached a particular standard. The standard may be the threshold that is described by the learning outcome or the standard that is required in order to gain a particular grade. In either type of assessment criterion, there needs to be some sort of statement either of what the learner will do or a reference to the quality of the work that will be evident in the task in order to meet the criteria for success in the task.