# Writing Effective Learning Outcomes

### What are Learning Outcomes?

Learning Outcomes:

- are statements describing the knowledge and skills that students will demonstrate during, or upon completion of the course.
- are specific and measurable.
- use action verbs (see back of this sheet for examples).

### Why are they important?

Learning Outcomes are important because they:

- help students anticipate what they will gain from the course.
- help students know in advance how they will be assessed.
- help faculty plan appropriate teaching strategies, materials, and assessments.
- help faculty learn from and make changes to the curriculum to improve student learning.

## What are Action Verbs?

1. Action verbs are specific and measurable words that describe and communicate how the learning is observed and determines knowledge, skills, attitudes, behaviors, and abilities.
2. The level of thought involved with each action verb can be separated into lower and higher cognitive levels and each level builds upon each other.

## Poor Learning Outcomes

1. Students will learn how to develop a well-designed conclusion.
2. Students will understand about contemporary problems in the field of biology.

## Good Learning Outcomes

1. After reading a scholarly article, students will analyze evidence and write a well-supported conclusion.
2. Students will evaluate the challenges associated with solving a contemporary biological problem.

### Why are the GOOD better than the POOR?

The GOOD statements are outcomes that can be measured.

The POOR cannot be measured and do not provide the students with information about what they will gain from the course.

## Contact information

**For more information about the syllabus project including training schedules and resources, visit our website** www.uta.edu/crtle **or email us:** crtle@uta.edu

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# Action Verbs for Bloom's Taxonomy

| Knowledge | Understand | Apply | Analyze | Evaluate | Create |
|---|---|---|---|---|---|
| Copy | Ask | Act | Advertise | Appraise | Adapt |
| Define | Associate | Administer | Analyze | Argue | Arrange |
| Describe | Cite | Apply | Appraise | Assess | Assemble |
| Discover | Classify | Articulate | Break down | Choose | Choose |
| Duplicate | Compare | Calculate | Calculate | Compare | Collaborate |
| Enumerate | Contrast | Change | Categorize | Conclude | Collect |
| Examine | Convert | Chart | Classify | Consider | Combine |
| Identify | Demonstrate | Choose | Compare | Convince | Compile |
| Label | Describe | Collect | Conclude | Criticize | Compose |
| List | Differentiate | Complete | Connect | Critique | Construct |
| Listen | Discover | Compute | Contrast | Debate | Create |
| Locate | Discuss | Construct | Correlate | Decide | Design |
| Match | Distinguish | Demonstrate | Criticize | Defend | Develop |
| Memorize | Estimate | Determine | Deuce | Discriminate | Devise |
| Name | Explain | Develop | Devise | Distinguish | Express |
| Observe | Express | Discover | Diagram | Editorialize | Express |
| Omit | Extend | Dramatize | Differentiate | Estimate | Formulate |
| Quote | Generalize | Employ | Discriminate | Evaluate | Generalize |
| Read | Give examples | Establish | Dissect | Find errors | Hypothesize |
| Recall | Group | Examine | Distinguish | Grade | Imagine |
| Recite | Identify | Experiment | Divide | Judge | Infer |
| Recognize | Illustrate | Explain | Estimate | Justify | Integrate |
| Record | Indicate | Illustrate | Evaluate | Measure | Intervene |
| Repeat | Infer | Interpret | Experiment | Order | Invent |
| Reproduce | Interpret | Interview | Explain | Persuade | Justify |
| Retell | Judge | Judge | Focus | Predict | Make |
| Select | Observe | List | Illustrate | Rank | Manage |
| State | Order | Manipulate | Infer | Rate | Modify |
| Tabulate | Paraphrase | Modify | Order | Recommend | Negotiate |
| Tell | Predict | Operate | Organize | Reframe | Organize |
| Visualize | Relate | Paint | Outline | Score | Originate |
| | Report | Practice | Plan | Select | Plan |
| | Represent | Predict | Point out | Summarize | Prepare |
| | Research | Prepare | Prioritize | Support | Produce |
| | Restate | Produce | Question | Test | Propose |
| | Review | Record | Select | Weigh | Rearrange |
| | Rewrite | Relate | Separate | | Reorganize |
| | Select | Report | Subdivide | | Report |
| | translate | Schedule | Survey | | Revise |
| | Show | Show | Test | | Rewrite |
| | Summarize | Simulate | | | Role-play |
| | Trace | Sketch | | | Schematize |
| | Transform | Solve | | | Simulate |
| | | Teach | | | Solve |
| | | Transfer | | | speculate |
| | | Use | | | Structure |
| | | Write | | | Substitute |
| | | | | | Support |
| | | | | | Test |
| | | | | | Validate |
| | | | | | Write |

http://www.teachthought.com/critical-thinking/blooms-taxonomy/249-blooms-taxonomy-verbs-for-critical-thinking/