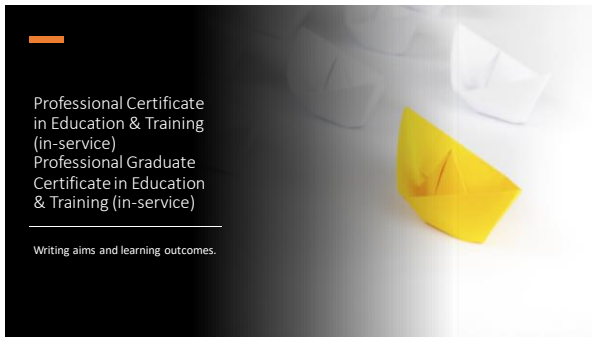
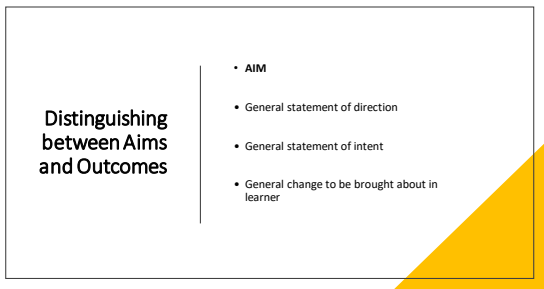






Outcomes

- Specific statement of learner's terminal behaviour
- Specific change to be brought about in learner

Learning Outcomes Must Be...

Specific – Exactly what is intended

Measurable – Should be able to measure that they have actually been achieved

Achievable – Given capabilities and effort required

Realistic – Capable of achievement within time and resources set

Time Bound – Set to a timetable.

Badly written outcomes ...

- Are not specific about what they intend to achieve

• *E.g.*

Reduce the number of children living in families on below average incomes

(Labour Party, 2001)

What is wrong with this outcome?

How will they reduce the number of children?

- Kill all the children in below average income families?
- Stop those people on below average income from having children?
- Take children away from families whose income is below average?
- They probably meant to say:

Ensure that families that have children are on or above a certain level of income.

Learning Outcomes

- By the end of the session the students will be able to:
Speak Italian, Write Italian and Read Italian

What is wrong with this outcome?

What to consider:

- Think about **how** you will **measure** achievement
- Use 'Doing' words – i.e. make sure that the objective is clear about what will actually **happen**
- Ensure that you are clear about the resources available to you so that your objectives are **realistic**
- Find out those **deadlines** that apply so that you can plan effectively – be prepared to adapt to changing deadlines.

Why do we set learning outcomes?

- Properly used, learning outcomes have important benefits for teachers and learners alike:
 - Unless you know where you are going, the chances are you will end up somewhere else
 - They provide direction for everyone involved
 - They set and emphasise standards
 - They can help provide consistency, especially where a session is to be repeated.

- To enable the teacher to plan his or her approach
- Learners are given an idea of what the session entails. This may help overcome any feelings of uncertainty, cynicism or hostility and provides learners with an opportunity to discuss and influence its suitability
- To 'harden up' the Learning
- To enable measurement of the effectiveness of the learning to take place – the evaluation process. To help demonstrate that learning provides a quantifiable return on the time, effort and resources invested.

Writing behavioural learning outcomes

- When writing behavioural learning outcomes the teacher needs to know that different verbs are open to varying degrees of interpretation
- It is therefore possible to 'harden up' outcomes and make them much more measurable by careful choice of the action word

SOFT ————— HARD

Behavioural outcomes

Outcomes should be written so that they specify the following:

Performance: what the learner is expected to do

Conditions: the important conditions under which the performance is to occur

Standards: the minimum criteria that the learner must meet in order for his or her performance to be acceptable.

Verbs open to many interpretations

To know
To appreciate
To comprehend
To understand
To familiarise
To believe
To realise
To acquaint

Verbs open to fewer interpretations

To write
To list
To categorise
To distinguish
To identify
To demonstrate
To rank
To name

Bloom's Taxonomy (Revised)