

## Alison - Writing Learning Outcomes

As a general guide, learning outcomes should:

- Be preceded with: “Having completed this module/course, you will be able to ...”
- Begin with an action verb and describe something that is observable or measurable (e.g. knowledge, skill or attitude – see the section Choosing Action Verbs from the Cognitive Domain below)
- Use one action verb for each learning outcome
- Focus on what you expect students to be able to demonstrate upon completion of the module
- Be written in clear short sentences
- Be free of ambiguous words and phrases
- Be examined by the assessment for the course

### Choosing Action Verbs from the Cognitive Domain

If a learning outcome requires students to demonstrate thought processes, the six categories of the cognitive domain below will help you to decide what level of cognition is required (Bloom et al, 1956).

- |                  |   |
|------------------|---|
| 1. Knowledge     | Learners know something and can recall information  |
| 2. Comprehension | Learners understand what they know                  |
| 3. Application   | Learners can apply something in a different context |
| 4. Analysis      | Learners can break something down into components   |
| 5. Synthesis     | Learners can create something new by analysis       |
| 6. Evaluation    | Learners can make judgements about something        |



Use the list of verbs below to help you choose an action verb relevant to this domain.

**1. Knowledge action verbs** - Learners know something and can recall information

<i>Arrange</i>	<i>Order</i>	<i>Recognise</i>	<i>State</i>
<i>Outline</i>	<i>Define</i>	<i>Identify</i>	<i>Relate</i>
<i>Describe</i>	<i>Label</i>	<i>List</i>	
<i>Match</i>	<i>Recall</i>	<i>Select</i>	

**2. Comprehension action verbs** - Learners understands what they know

<i>Describe</i>	<i>Recognise</i>	<i>Explain</i>	<i>Indicate</i>
<i>Describe</i>	<i>Classify</i>	<i>Select</i>	<i>Compute</i>
<i>Paraphrase</i>	<i>Discuss</i>	<i>Solve</i>	
<i>Distinguish</i>	<i>Identify</i>	<i>Summarise</i>	
<i>Translate</i>	<i>Contrast</i>	<i>Estimate</i>	

**3. Application action verbs** - Learners can apply something in a different context

<i>Compute</i>	<i>Select</i>	<i>Solve</i>
<i>Classify</i>	<i>Relate</i>	<i>Translate</i>

**4. Analysis action verbs** - Learners can break something down into components

<i>Contrast</i>	<i>Separate</i>	<i>Identify</i>	<i>Compare</i>
<i>Arrange</i>	<i>Relate</i>	<i>Distinguish</i>	
<i>Separate</i>	<i>Categorise</i>	<i>Classify</i>	
<i>Outline</i>	<i>Analyse</i>	<i>Recognise</i>	

**5. Synthesis action verbs** - Learners can create something new by analysis

<i>Order</i>	<i>Arrange</i>	<i>Relate</i>
<i>Explain</i>	<i>Summarise</i>	<i>Categorise</i>

**6. Evaluation action verbs** - Learners can make judgements about something

<i>Contrast</i>	<i>Estimate</i>	<i>Select</i>	<i>Explain</i>
<i>Evaluate</i>	<i>Summarise</i>	<i>Compare</i>	