**Learning Outcomes**

Learning Outcomes are learner centered statements that describe what an instructor wants the student to learn from the course. We write Course/Module Learning Outcomes for three main reasons:

1. to direct the students and our own creation of activities and assessments,
2. to help us map out a course and understand the sequence of instruction
3. it also helps us understand if there are course materials that are not necessary and do not address what you want the students to learn

We start with the Learning Outcomes because if we make a mistake on what we want a student to learn, it is easier to change a one sentence Learning Objective than a learning activity or assessment. And once we have completed the Learning Outcomes, this will help inform what we want the students to do in learning activities and assessments because we have a clear goal of what we want students to learn.

## **Course Learning Outcomes**

A course learning outcome states what the instructor wants students to take away from the course. Generally, there are **2-4 learning outcomes per course**. A course learning outcome can be split up into two parts, the verb and the statement.

**Verb** - What do you want the students to be able to do?

\*Be specific, do not leave this up to interpretation. For example, verbs like reviews and understand can mean different things to different people. This is not a description of the course material, but instead that action that the student will take. Please see the verb list page for verb ideas.

**Statement** – This states what learning will be able to perform. Under which conditions will the learning be able to do it?

| **Verb** | **Statement** |
| --- | --- |
| Practice | finding scholarly articles at the Raynor Library |
| Differentiate | a valid and invalid academic source |
| Evaluate | Marquette’s vision statement |

**Module Learning Outcomes**

A module learning objective states what the instructor wants students to take away from the module. Generally, there are **2-4 learning outcomes** per module. When writing module learning outcomes, it is important to ask yourself, **how do the module learning outcomes contribute to the course learning outcomes?** If one of your Module Learning Outcomes does not contribute to a Course Learning Objective, then do you really need it?

When writing module learning outcomes, you will notice they are similar to course learning outcomes, but with an assessment added on. The verb and the statement still states what the student will do and the action they will be performing.

**Assessment** – This states how you will assess your student. What does the learner have to do to demonstrate achievement of the objective? How will you know when the performance is good enough to be considered acceptable? While considering assessments and activities you may notice that there is overlap, frequently the activity is also assessed. Please see the activity and assessment sheet for ideas.

| **Verb** | **Statement** | **Assessment** |
| --- | --- | --- |
| Identify | leadership in Remember the Titans | By using a case study |
| Locate | Three places on Marquette’s website where their mission statement is | And describe how it is strategically used |
| Draw | Your educational career at Marquette | By using a concept map |
| Compare | your program at Marquette to another top 10 University | By using a T-diagram |

Mager, R. F. (1975). *Preparing instructional objectives*. Belmont, Calif. : Fearon Publishers, c1975.