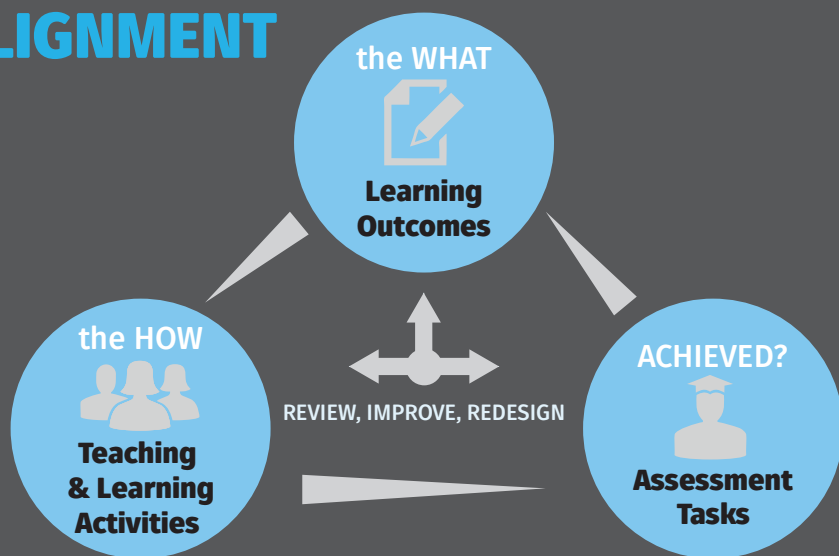


CONSTRUCTIVE ALIGNMENT



USEFUL VERBS FOR WRITING LEARNING OUTCOMES

Remember	Understand	Apply	Analyse	Evaluate	Create
arrange cite collect define describe duplicate enumerate find identify locate memorize record recognize match relate select name label list order quote recall repeat reproduce select show state	associate classify compare contrast convert describe estimate explain extend generalize give examples identify interpret justify locate outline paraphrase predict recognize report restate review select summarize trace translate	apply calculate chart choose classify complete compute construct contribute develop discover dramatize employ experiment extend illustrate implement instruct interpret modify operate participate practice predict show solve teach test use	advertise analyse break down categorize classify collect compare connect contrast correlate criticize diagram differentiate distinguish divide establish examine explain identify illustrate infer investigate order outline prioritize question select separate verify	appraise argue assess choose conclude convince criticize critique debate decide defend determine discriminate evaluate grade integrate interpret judge justify predict prioritize rate recommend reframe score select support value	adapt anticipate arrange assemble collect combine compile construct decide design develop facilitate formulate generate generalize imagine incorporate individualize integrate invent modify negotiate organize plan propose rearrange reconstruct reorganize

(based on Greenleaf 2008)

BLOOM'S REVISED TAXONOMY

Pre-structural	Uni-structural	Multi-structural	Relational	Extended abstract
fail incompetent misses point	identify name follow simple procedure	combine describe enumerate perform serial skills list	apply analyse argue compare/ contrast criticise explain causes relate justify	create formulate generate hypothesise reflect theorise

<http://www.johnbiggs.com.au/academic/solo-taxonomy/>

SOLO (verbs indicate levels of understanding)

WRITING EFFECTIVE LEARNING OUTCOMES

WHAT IS A LEARNING OUTCOME?

A **MEASURABLE, OBSERVABLE** AND **SPECIFIC** STATEMENT THAT CLEARLY INDICATES WHAT A STUDENT SHOULD KNOW AND BE **ABLE TO DO** AS A **RESULT** OF LEARNING.

Well-written learning outcomes contain the following parts:



WRITING LEARNING OUTCOMES

1. State clearly using future tense

By the end of this course, students will be able to...

2. Describe skills, abilities or knowledge required using appropriate verbs from chosen taxonomy

- **formulate** questions about...
- **demonstrate** the ability to...
- **communicate** ideas, procedures, results, and conclusions using...
- **describe, evaluate** and **communicate** the impact of research in...

3. Learning outcomes should be assessable for skills/abilities/knowledge to required standard, relevant to the course or program, attainable for the level of student and in the time given.

LEARNING OUTCOME EXAMPLES

NO

Not clear, measurable or student focused

- Be exposed to a comprehensive analysis of the social costs of employment inequity in Australian Society
- Creatively engage the project brief
- Participate in electronic communication
- Appreciate mathematical fundamentals of computer graphics techniques
- Engage with the notion of teaching as a profession
- Have particular regard for the requirement for security measures in a workplace
- Understand all of the different aspects of the social impacts of new technologies

WHY NOT?

Unable to measure students' achievement

YES

Effective

- Identify and explain the social costs of employment inequity in Australian Society
- Illustrate a marketing concept through the application of a specified project brief
- Effectively communicate key concepts through electronic media
- Apply appropriate mathematical fundamentals to create effective computer graphic objects
- Demonstrate various applications of professional ethics in teaching
- Design and defend an implementation plan for security measures in a workplace
- Explain the social impacts of new technologies

WHY?

Tasks are clear and measurable

EVALUATE LEARNING OUTCOMES

- Are they clearly expressed?
- Do they state what the students should learn?
- Does each one use an active verb suitable for the level of the course/program?
- Are the learning outcomes clearly relevant to the course?
- Do the learning outcomes provide a pathway for learning activities, teaching and assessment?
- Does each learning outcome have a task/s to assess whether it has been achieved?
- Do the learning outcomes align with the faculty and university strategic priorities and graduate identity?