

## Learning Outcomes

### What are they?

According to Clark et al. (2020), a learning outcome helps frame and clarify what a learner is expected to think, know, and do after instruction. The Province of British Columbia, Ministry of Advanced Education (2017), explain that learning outcomes use action verbs to express important information to the learner and are both measurable and observable. In addition, learning outcomes are logical, expressive and easy to read. Furthermore, learning outcomes must be achievable based on a learner's knowledge and experience.

### Why are they important?

The Province of British Columbia, Ministry of Advanced Education (2017), communicate that it is essential to provide learners with clear information for guiding their learning as learning outcomes identify importance. Moreover, the Province of British Columbia, Ministry of Advanced Education (2017) affirms that learning outcomes determine learning effectiveness and offer a structure for deciding learning material, activities, and assessments. Learning outcomes also provide an opportunity for the instructor to reflect on the success of the lesson. According to Kvilhaugsvik (2020), learning outcomes can help achieve more student-centred learning and ensure relevance, quality, accountability, and transparency.

### How to use them?

According to Clark et al. (2020), learning outcomes should be written in partnership with assessment criteria followed by the preparation of classroom activities, instructional methods and learning resources. Furthermore, the Province of British Columbia, Ministry of Advanced Education (2017), conveys that when writing learning outcomes, it is vital to specify anticipated learning precisely enough that it is apparent for both the learner and instructor. They further reveal that learning outcomes must be concise and detailed and must contain the following elements:

**Audience-** Identify the reader (the learner)

**Behaviour-** Determine what the learner is expected to do after instruction

**Conditions-** Utilizing what conditions for learner assessment?

**Degree-** To what scale is expected? (**Optional**)

### Examples

1. At the end of the lesson, you will consider your own personal learning expectations for this course.
2. By the end of this unit, you be able to understand and give examples of Learner Centered Teaching (LCT).
3. At the end of this class, by participating in learning activities and discussion you will be able to understand and explain how you take control of your own learning.

## References

Clark, A., Goodfellow, J., & Shoufani, S. (2020). Examining academic integrity using course level learning outcomes. *The Canadian Journal for the Scholarship of Teaching and Learning*, 11(2). <https://doi.org/10.5206/cjsotl-rcacea.2020.2.8508>

Kvilhaugsvik, H. (2020). Engineering learning outcomes: Translations of a policy instrument in a disciplinary context in Nordic higher education. *Nordic Journal of Studies in Educational Policy*, 6(2), 116–127. <https://doi.org/10.1080/20020317.2020.1779578>

Province of British Columbia, Ministry of Advanced Education, Training and Technology and the Centre for Curriculum and Professional Development. (2017). *Instructional skills workshop: handbook for participants*.