**Exercise Nr. 1. Writing learning outcomes.** Please, write 5 LO (learning outcomes) for choosen subject!

**Title of SUBJECT ……………………………………………………………………………………………………………………………….**

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| **Learning Outcome** | **Verb**  generally refers to actions associated with the intended  **cognitive process** | **Object** (usually a noun)  describes the **knowledge** students are expected to acquire or construct | **Context/conditions**  **under which the action take place** |
| **1LO:** |  |  |  |
| **2LO:** |  |  |  |
| **3LO:** |  |  |  |
| **4LO:** |  |  |  |
| **5LO:** |  |  |  |

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| **Bloom’s Level** | **Key Verbs (keywords)** | **Example Learning Outcome** |
| **Create** | design, formulate, build, invent, create, compose, generate, derive, modify, develop, create | *At the end of the course the student will be able* ***to implement*** *the principles of Universal Instructional Design in the design of a course and* ***use*** *strategies and instructional methods for effective teaching of small classes and large classes* |
| **Evaluate** | choose, support, relate, determine, defend, judge, grade, compare, contrast, argue, justify, support, convince, select, evaluate | *By the end of this lesson, the student will be able* ***to determine*** *whether using conservation of energy or conservation of momentum would be more appropriate for solving a dynamics problem.* |
| **Analyze** | classify, break down, categorize, analyze, diagram, illustrate, criticize, simplify, associate | By the end of this workshop, participants will be able **to identify** and **classify** their spending habits and prepare a personal budget. |
| **Apply** | calculate, predict, apply, solve, illustrate, use, demonstrate, determine, model, perform, present | *By the end of this course students will****be able to apply****the basic principles to scientific problem solving* |
| **Understand** | describe, explain, paraphrase, restate, give original examples of, summarize, contrast, interpret, discuss | *By the end of this course students will****be able to use and explain****the meaning for factual knowledge (terminology, classifications, methods, trends)* |
| **Remember** | list, recite, outline, define, name, match, quote, recall, identify, label, recognize | *On hearing musical selections, student will be able* ***to identify*** *those that are examples of chamber music and be able to identify the form, texture, and makeup of the ensemble* |

As a rule of thumb, **avoid generic verbs like learn, know, understand, become familier with, appreciate, be aware of** (these tend to be rather vague), etc. When LO are devised which use words such as ‘know’ and ‘understand’, it is not clear to the students the level of understanding or amount of knowledge required to successfully complete the module.

**Prefer action verbs** instead. They are **more specific and measurable**. Use Bloom’s Taxonomy to find the verb that corresponds to your desired LOs. Instead, think of what the students should be able to do in order to demonstrate they have gained the required knowledge, understanding or appreciation.

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| **Learning Outcome** | **Verb** | **Object** | **Context/conditions** |
| By the end of this course students will **be able to use and explain**  the meaning for factual knowledge (terminology, classifications, methods, trends) | **to use and explain** | the meaning for factual knowledge (terminology, classifications, methods, trends) | by the end of this course |