

Guiding Questions	Best Practices
<p>What is the <b>highest-level verb</b> on Bloom's taxonomy that represents the knowledge and skills a learner needs to meet course expectations?</p>	<ul style="list-style-type: none"> <li>→ If students accomplish the highest-level verb, there is no need to address lower level verbs in the outcome.</li> <li>→ Multiple verbs in one learning outcome complicate the assessment process.</li> </ul>
<p>What is the <b>broadest conceptual level</b> to communicate what students will learn to successfully complete the course?</p> <ul style="list-style-type: none"> <li>- How can we capture lists of topics under umbrella terms?</li> </ul>	<ul style="list-style-type: none"> <li>→ Including general terms and principles in place of lists of specific content provides flexibility for instructors.</li> </ul>
<p>Can we <b>avoid specific terminology</b> or jargon that may shift with changes in the field (e.g., proprietary computer programs, technology, or slang)?</p>	<ul style="list-style-type: none"> <li>→ Avoiding perishable terminology (e.g., proprietary names in a developing field) helps to prevent updates when the field or technology changes.</li> </ul>
<p>Are the course learning outcomes <b>measurable</b>?</p> <ul style="list-style-type: none"> <li>- How would you measure learning in the course?</li> <li>- How would an instructor "see it happening" in a way that represents what students are taking away from the course?</li> </ul>	<ul style="list-style-type: none"> <li>→ Address what a student knows and/or is able to do <i>upon completion</i> of a course, not what a student experiences <i>during</i> the course.</li> <li>→ Outcomes should not address course assignments or classroom activities but rather the transferable knowledge and skills from those experiences.</li> <li>→ Start with an active, measurable, and observable verb.</li> <li>→ Avoid verbs like: <i>Know, Understand, Appreciate, Improve, or "Demonstrate knowledge of..."</i></li> </ul>
<p>Are the learning outcomes <b>realistic and attainable</b> given the course and context (including course level, time frame, and delivery methods)?</p>	<ul style="list-style-type: none"> <li>→ Outcomes are clearly written to the level of the student and the course context.</li> <li>→ <b>4-7 outcomes per course</b></li> </ul>
<p>Are the outcomes <b>clear and concise</b>?</p>	<ul style="list-style-type: none"> <li>→ One sentence</li> <li>→ Comma lists and semicolons complicate assessment by requiring "all or none" achievement on listed concepts.</li> <li>→ Avoid acronyms</li> </ul>