Handout 2

Learning Objectives or Learning Outcomes are statements that clearly describe what you want the students to do by a certain point in time within a specific context. It is a good idea to share the learning objectives with your students so that they know what you are aiming for them to be able to do.

Don’t have too many learning objectives. Prioritise the main ones. Be specific and avoid jargon (pick terms everyone will understand).

They are not just what you want the student to be able to for their exam at the end of the module, it is about what they will do within the course too.

A well-designed Learning Objective comes in three parts.

* **Action verb** (see verbs from Bloom’s Taxonomy in Handout 1)
* **Subject content**
* **Context**

Learning outcomes should be SMART:

* **Specific** – they should be clearly expressed so that everyone understands them.
* **Measurable** – it should be possible to assess whether they have been achieved (formatively or summative).
* **Achievable** – They should be something that can be achieved by the students.
* **Relevant** – They should align with the aims of the module, department and university strategies.
* **Timely** – There should be a clear timescale by when they should be achieved.

e.g. Learning objective: By the end of the session, students will be able to **apply** their knowledge of <subject content> within the context of <add context>.

So, from this we are looking for an activity that would enable the student to “apply” the knowledge they have i.e. we provide an opportunity for the student to develop their learning through implementing their knowledge within an activity. An example activity that might enable this would be <add activity>.

e.g. Learning objective: By the end of the session, students will be able to **create** a process to<subject content> within the context of <add context>.

So, from this we are looking for an activity that supports the development of the students “create” skills. We want an activity that will provide the students with an opportunity to draw together knowledge from across their studies to form a hypothesis and design an approach they have not been directly taught to test their hypothesis in order to create new knowledge for themselves.