

Learning Outcomes

Learning Outcomes: After attending this working session you will be able to...

- Write a meaningful learning outcome that explains to the reader what a participant would experience to facilitate learning, what activities they would participate in to demonstrate that knowledge, as well as the criteria being used to assess the learning.

Learning Experience: You will do the following to grow your understanding/knowledge.

- Review presentation explaining key elements of Learning Outcomes.
- In Small group collaboration with peers identify topics of interest related to training ski instructors
- Small groups developing learning outcomes with coaching and guidance from coaches.
- Small groups share out their discoveries to the large group specific to successful ideas.

Assessment Activities: You will demonstrate acquired knowledge or skills while doing....

- Collaborating in small groups of their peers to identify learning outcome statements
- Write initial Learning Outcome and accompanying Assessment Criteria
- Small groups provide feedback on why/how concepts promote effective learning outcomes and how it will aid in developing staff training

Assessment Criteria: What is the measurable/observable minimum you need to demonstrate to indicate you have achieved the learning outcome?

- During the small/large group activities participants will clearly describe and demonstrate writing effective learning outcome statements the provide
 - A Stem
 - An active verb indicating an observable activity
 - An object of that verb
- Learning Outcome will not utilize language from the “sinister 16” list.
- Assessment criteria will identify the minimum or borderline case
- Participants express how these exercises will be helpful in taking weekend content back to their schools.

Learning Outcomes: Development Guide

What exactly is a Learning Outcome?

Learning outcomes are statements that indicate what students will know, value or be able to do by the end of the course.

They are the assessable ends of education, written from the students' perspective, focused on what students can expect to achieve if they have learned successfully.

In order to be assessable, they must specify things that can be observed, that are public, and not activities or states that are internal to students' minds.

How to Write One –

1. Learning Outcome

Every learning outcome follows a **stem**:

- *On successful completion of this course, students will be able to:*

After the **stem**, learning outcomes begin with an active **verb** or **phrase** that tells people what sort of public, observable activity will be expected of them:

- *Repeat, describe, organize, demonstrate, compare, defend, construct (Review sinister 16)*

Finally, you have the **object** of that verb:

- *Concept/Idea, Skill, Attitude, Value, Belief*

The Sinister 16	
Understand	Appreciate
Comprehend	Grasp
Know	See
Have a knowledge of	Accept
Be aware of	Learn
Be conscious of	Perceive
Value	Get
Apprehend	Be familiar with

2. Assessment Criteria

The best way to know if you have a sound Learning Outcome is if you are clear on how you will know when people have achieved it.

What would denote failure...i.e. what is the minimum?

Start with the criteria – then design an assessment activity that best fits.

3. Assessment Activities

How will the student demonstrate the learning?

4. Learning Experiences

What are the ways or activities that a learner will experience and recognize the learning objective?