



## Learning Outcomes Do's and Don'ts

| DO...  | DON'T...    |
|---|--|
| Focus on student performance  | Focus on what the teacher does   |
| Focus on product  | Focus on process   |
| Focus on terminal behavior  | Focus on subject matter  |
| Include one learning outcome: A single action verb                                      | Include many outcomes using more than one verb   |
| Use action verbs taking into account the level of the course                            | Don't use verbs like: <ul style="list-style-type: none"> <li>• know</li> <li>• understand</li> <li>• learn</li> <li>• become aware of</li> <li>• become familiar with</li> </ul> |

### Examples

| POOR   | Why?   | BETTER   |
|--|--|--|
| Understand major instructional theories  | <b>The term “understand” is not observable or measurable.</b>      | Compare major instructional theories from a teaching perspective                     |
| Become familiar with conducting an experiment  | <b>The term “become familiar” is not observable or measurable.</b> | Correctly demonstrate the steps involved in conducting an experiment                 |
| Learn presentation skills  | <b>The term “learn” is not observable or measurable.</b>           | Prepare well-designed presentations using a variety of presentation techniques       |
| Know the terms related to the field  | <b>The term “know” is not observable or measurable.</b>            | Use the terms related to the research process in their proposals correctly           |
| Provide students with the knowledge about the steps used to design computer programs | <b>Teacher focused , not student focused</b>                       | Design effective programs using recognized coding conventions                        |
| Analyze a case, plan an intervention, and evaluate the results                       | <b>Contains many outcomes, and is difficult to measure</b>         | Evaluate the results of an intervention in detail by using their own set of criteria |