



## WRITING LEARNING OUTCOMES

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### Why Learning Outcomes

We often hear about the need for creating learning outcomes. However, you may have found yourself asking, “Why do we need learning outcomes?” The simple answer is to determine if our programs and services are facilitating the learning and development we seek for the intended learner. Essentially, an outcome is the desired effect of a learning experience defined in detailed and measurable terms. We use learning outcomes to clearly state the intended goals of our programs or services. Outcomes help us align programs and services with appropriate teaching methods and evaluation procedures.

### Writing Learning Outcomes

Utilize four key components in the following sequence to write effective learning outcomes: condition, audience, behavior, and degree of achievement (Heinich, Molenda, Russell, & Smaldino, 2002). *Condition* is the intervention or circumstance that facilitates learning. *Audience* specifies the participant, learner, or student. *Behavior* refers to the action expected from the intervention. This should be specific and is commonly written in the future tense. *Degree of achievement* indicates the metric by which the behavior will be judged.

### Example Learning Outcomes

As a result of attending the Graduate Student Resume Workshop [*condition*], master’s students at UGA [*audience*] will exhibit their understanding of the differences between a CV and a resume [*behavior*] by producing one distinct copy of each type of document [*degree of achievement*].

As a result of participating in the Qualtrics training session [*condition*], staff members [*audience*] will be able to exhibit baseline command of the Qualtrics data collection platform [*behavior*] by building a questionnaire using at least three different question types [*degree of achievement*].

As a result of attending the Diversity and Inclusion Alphabet Soup workshop [*condition*], organization members [*audience*] will demonstrate knowledge of commonly used multicultural acronyms and lingo [*behavior*] by correctly matching words to definitions [*degree of achievement*].

### References

Heinich, R., Molenda, M., Russell, J.D., & Smaldino, S. (2002). Instructional media and technologies for learning (7<sup>th</sup> ed.). Columbus, OH: Prentice Hall.