



Instead of ...	Rewrite as ...
<b>Understand</b> key terms and theoretical relationships employed in the science of economics	<b>Select</b> appropriate terms and theoretical relationships to support economic arguments
<b>Understand</b> the importance of establishing therapeutic rapport with patients	<b>Use</b> evidence-based interaction strategies to establish a therapeutic rapport with patients

- Consult this [Bloom's Taxonomy Teacher Planning Kit](#) for additional verbs and levels
- Consult the [SOLO taxonomy](#) for more systematic ways of describing how student learning occurs in cycles and how performance increases in complexity when mastering academic skills
- See the Appendix below for an example of the verbs and strategies integrating SOLO and Bloom's taxonomies.

## 2. Follow with a statement

If the first verb conveys to students the expected level of learning, the rest of the learning objective then signals what students will be asked to achieve. The achievement might be in the domain of content mastery, skills achievement, or values development. For example:

By the end of this course students will be able to:

- Use theories x, y and z to interpret and develop possible responses for common problems in group dynamics

The statement conveys the ability that will be demonstrated and the context in which it will be applied. It is **specific, assessable, and focussed on the students' actions**.

Table 1 contains a selection of learning outcomes taken from real courses (not necessarily from this institution), with comments and suggestions.

Table 1: Example learning outcomes

Learning outcome	Complexity	Comment/Suggestion
Describe the concept of health promotion	Simple	Could be improved either explicitly or implicitly by considering "in order to ..."
Demonstrate counselling skills at an intermediate level	Fairly simple	Too vague. What does an intermediate level look like? Which counselling skills?
Apply risk assessment strategies in accordance with government legislation, policies and guidelines in the teaching of science	Intermediate	Will be easy to recognise in an activity or an assessment, strikes a balance between general and specific.
Implement a constructivist framework in a teaching plan	Complex	A professional level skill that could be the culmination of a series of gradually more complex learning activities.

## In conclusion

When designing a course, the learning activities and assessments need to be aligned to the learning outcomes. In turn, the learning outcomes need to be written to address one or more of the University's graduate attributes. Well thought out learning outcomes will ensure that your learning activities, learning resources and assessments combine *by design* to guide your students to where you had envisaged they would be at the end of the course.

## Appendix – Verbs, Strategies and Frameworks

Level of Understanding (SOLO)	Typical Characteristics	Bloom's Revised Levels	Typical Verbs	Suggested Strategies
<b>Pre-structural</b>  Students do not understand	<ul style="list-style-type: none"> <li>• Gather alienated items of information</li> <li>• No organisation of information</li> <li>• No meaning</li> <li>• No demonstrated understanding</li> <li>• Misses the point</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>	<ul style="list-style-type: none"> <li>• Pick</li> <li>• Find</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>
<b>Unistructural</b>  Students know one relevant aspect of the whole	<ul style="list-style-type: none"> <li>• Simple, obvious, connections made</li> <li>• Focused on one aspect</li> <li>• Information still has little meaning</li> <li>• Value and significance unclear</li> <li>• Concrete level</li> <li>• Unnecessarily reductive</li> </ul>	<ul style="list-style-type: none"> <li>• Remember</li> </ul>	<ul style="list-style-type: none"> <li>• Identify</li> <li>• Name</li> <li>• Complete</li> <li>• Conduct</li> <li>• Define</li> <li>• Count, Note, Recite</li> </ul>	<ul style="list-style-type: none"> <li>• Identify content to be memorized, show examples</li> <li>• Name correct labels or terminology associated with concepts</li> <li>• Complete the list of components</li> <li>• Basic quiz to determine comprehension</li> </ul>
<b>Multistructural</b>  Students know several relevant independent aspects of the whole	<ul style="list-style-type: none"> <li>• Some connections made</li> <li>• Focus on several aspects</li> <li>• Meta-connections between connections missing – each treated independently, additively</li> <li>• Some disorganization and alienation of related concepts</li> <li>• Significance of parts to whole is absent</li> </ul>	<ul style="list-style-type: none"> <li>• Understand</li> </ul>	<ul style="list-style-type: none"> <li>• Illustrate</li> <li>• Describe</li> <li>• List</li> <li>• Apply method</li> <li>• Calculate</li> <li>• Enumerate</li> <li>• Describe</li> </ul>	<ul style="list-style-type: none"> <li>• Apply method to similar cases</li> <li>• Describe the effect that a crisis has on a business</li> <li>• Develop educational games or a simple website</li> </ul>
<b>Relational</b>  Students integrate several different aspects into a structure	<ul style="list-style-type: none"> <li>• Some meta-connections</li> <li>• Connections between facts and theory, behaviour and purpose</li> <li>• Understanding and integration of significance of parts to each other, and parts to whole</li> <li>• Able to apply to some problem situations</li> </ul>	<ul style="list-style-type: none"> <li>• Apply</li> </ul>	<ul style="list-style-type: none"> <li>• Construct</li> <li>• Analyse</li> <li>• Apply theory</li> <li>• Adapt, Design, Evaluate</li> <li>• Contrast, Arrange</li> <li>• Integrate, Implement</li> </ul>	<ul style="list-style-type: none"> <li>• Reflective journals</li> <li>• Case studies</li> <li>• Apply theory to explain relationship between two objects</li> <li>• Taking a list of case studies and identifying which area of law they belong to, based on their attributes</li> <li>• Identify relationships between concepts</li> </ul>
<b>Extended Abstract</b>  Students can generalise and relate their understanding to a new area of knowledge	<ul style="list-style-type: none"> <li>• Connections with other information in discipline and beyond course, program and discipline</li> <li>• Generalization and abstraction of principles and underlying assumptions</li> <li>• Translate knowledge and actions to new experiences and unexpected problems</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate</li> <li>• Create</li> </ul>	<ul style="list-style-type: none"> <li>• Hypothesize</li> <li>• Criticize</li> <li>• Predict</li> <li>• Theorize</li> <li>• Transfer theory (to new domain)</li> <li>• Formulate, Substantiate</li> </ul>	<ul style="list-style-type: none"> <li>• Problem based learning and inquiry learning</li> <li>• Problem based questions – predict what will happen in circumstances beyond those made familiar in the learning activities</li> </ul>

## References

Anderson, L. W. (2014). *A taxonomy for learning, teaching, and assessing : a revision of Bloom's* (Pearson new international edition.). Pearson.

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