



Faculty Development Unit

Department of Quality Assurance and Accreditation

Empowering Educators, Inspiring Excellence!

TEACHING &
LEARNING
TOOLKIT



Writing Measurable Learning Outcomes

What Are Learning Outcomes?

Learning outcomes are **statements that describe what students are expected to achieve** in terms of knowledge, skills, and attitudes at the end of a course, module, or class session.

- They are **student-centered** (focus on what the student does, not what the teacher does).
- They must be **observable and measurable**.
- They provide a **basis for course design, teaching strategies, and assessment**.

Why They Matter?

- **Alignment:** Connect teaching, learning activities, and assessments.
- **Ease of Assessment:** Provide measurable targets for exams, assignments, or projects.
- **Transparency:** Communicate clear expectations to students.
- **Continuous Improvement:** Provide evidence for accreditation and course review

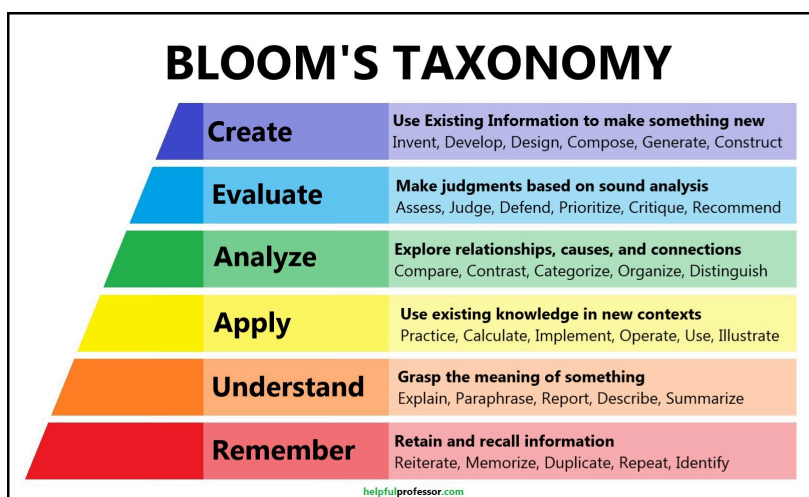
Characteristics of High-Quality Outcomes

A strong learning outcome should be:

1. **Student-centered** → focuses on what students will achieve.
2. **Action-oriented** → begins with a measurable verb.
3. **Specific and clear** → free of vague terms (e.g., “know,” “understand”).
4. **Observable and measurable** → demonstrable through an assignment, exam, performance, or project.
5. **Aligned** → connected to Program Learning Outcomes (PLOs) and accreditation standards.
6. **Appropriate in scope** → achievable within the timeframe and level of the course.

Bloom's Taxonomy as a Tool to Write Learning Outcomes

[Bloom's Taxonomy](#) is the most widely used framework for writing learning outcomes. It organizes learning into six levels, from simple recall to complex creation. Using it helps faculty write **clear, measurable outcomes** that align with teaching and assessment.



How to Write Learning Outcomes



1. **Start with the student:** Write what the *student will be able to do*, not what you will teach.
2. **Choose an action verb:** Use measurable verbs from [Bloom's Taxonomy](#) (*analyze, design, apply*) instead of vague ones (*know, understand*).
3. **Specify the content/skill:** Specify the concept, process, or ability students will demonstrate.
4. **Add context or condition (if needed):** Example: “*in a lab setting*,” “*through a case study*,” “*using statistical software*,” “*within 10 minutes*”
5. **Check alignment:** Ensure the objective matches course learning outcomes (**CLOs**), program outcomes (**PLOs**), and can be assessed directly.

Formula: *Students will [verb] + [skill/content] + [context/condition].*

Examples:

- *Students will analyze patient case studies to recommend evidence-based treatments.*
- *Students will analyze historical sources to construct evidence-based arguments.*
- *Students will apply engineering design principles to develop a prototype that meets specified constraints.*
- *Students will evaluate patient case data to recommend evidence-based treatments.*

FOR MORE INFORMATION

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