360 Action
Verbs For
Writing
Student

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Verbs For Writing
Student Learning

Learning
Outcome

Action Verb List for Writing
Student Outcomes -
Potsdam Action Verbs for
Student Learning Outcomes,
University of ... Action
Verbs for Learning

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Writing Measurable Learning Outcomes - Gavilan College Action Verb List for Writing Student Outcomes - Potsdam Writing Student Learning Outcomes – Student Learning ... Learning outcomes - Teaching & Learning Establishing Learning

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Guidelines for Writing Expected Learning Outcomes List of Measurable Verbs Used to Assess Learning Outcomes WRITING LEARNING OUTCOMES 3. Well-written Learning ... Action Verbs by Domain - Syracuse University Writing and Assessing Course-Level

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Student Learning Outcomes List of Measurable Verbs Used to Assess Learning Outcomes Using Action Verbs as Learning Outcomes: Applying Bloom's ... List of Measurable Verbs Used to Assess Learning Outcomes Action Verbs by Domain - Syracuse University How to

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Write Course Learning Outcomes for Your Syllabus Developing Student Learning Outcome Statements | Office of ... Writing and Assessing Course-Level Student Learning Outcomes WRITING LEARNING OUTCOMES USING BLOOM'S REVISED …

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Handout: Writing Behavioral Learning Outcomes Bloom's Taxonomy of Measurable Verbs Characteristics of Good Learning Outcomes – Centre for ...

Student learning outcomes for a degree program will

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encompass several levels of learning, from the acquisition of facts to the ability to think critically and solve problems. Each statement of a student learning outcome should include a VERB that represents the level of

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learning that is expected. Recommendation: Write questions that test skills ...

Action Verbs for Student Learning Outcomes In order to write specific and measureable Student Learning Outcomes

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Outcome (SLOs), it is useful to begin with a large pool of action words as you consider what exactly graduates will be able to do by the end of the program.

Action Verbs for Learning

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. A. bstract . Activate . Acquire . Adjust . Analyze . Appraise . Arrange . Articulate . Assemble . Assess . Assist . Associate ...

When writing a measurable learning

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outcome, it is important to: focus on student behavior use simple, specific action verbs select appropriate assessment methods state desired performance criteria Focus on Student Behavior. Learning outcomes are about what

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students are

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statement of a student learning outcome should include a VERB that represents the level of learning that is expected. Recommendation: Write questions that test skills ...

The following are

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recommended steps for writing clear, observable and measurable student learning outcomes. In general, use student-focused language, begin with action verbs and ensure that the learning outcomes demonstrate

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actionable attributes. 1. Begin with an Action Verb. Begin with an action verb that denotes the level of learning expected.

Start your learning outcome statements with an action verb. For

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cognitive outcomes use verbs that go beyond knowledge and comprehension. Aim for higher-level verbs which require students to evaluate, analyse, synthesise and critique. The use of these verbs

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ensures that the learning is measurable. For a

Apply and explain are the "action verbs" in this example. The following are other action verbs that can be used in writing effective learning

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outcomes. The following tables provide examples of learning outcomes written in the appropriate format at each level of the Cognitive (Table 1), Psychomotor (Table 2) and Affective (Table 2) domains.

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Tips: Use action verbs* in learning outcomes to express what students will be able to do, e.g., analyze, create, compare, evaluate. (The use of action verbs facilitates alignment of program and course learning outcomes

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and assessments.) When writing program learning outcomes, anticipate how student learning will be assessed in

As students learn, they start with the knowledge level and progress through

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the hierarchy. Thus, advanced courses should include skills at a higher level than introductory or basic skills courses. Below you will find a web-resource as well as a list of measurable verbs to assist you in writing course

objectives and assess
learning outcomes.

A The main components
of a learning outcome are
(1) the measurable verb
selected from Bloom's
taxonomy and (2) the
specific KSA you want

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students to demonstrate. The general structure of a learning outcome is as follows:

This list of action verbs can be used in the development of program-level outcomes or course-

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level learning objectives in the . affective domain. It is adapted from Kathy V. Waller's "Writing Instructional Objectives" guide . The "[developmental] affective domain in concerned with changes (growth) in

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interests, attitudes and values.

1. They specify an action by the students/learners that is observable 2. They specify an action by the students/learners that is measurable 3. They

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specify an action that is done by the students/learners (rather than the faculty members) Effectively developed expected learning outcome statements should possess all three of these characteristics.

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As students learn, they start with the knowledge level and progress through the hierarchy. Thus, advanced courses should include skills at a higher level than introductory or basic skills courses. Below you will find a web-

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resource as well as a list of measurable verbs to assist you in writing course objectives and assess learning outcomes.

learning goal in the APA guidelines, Knowledge Base of Psychology. The

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APA guidelines frame learning outcomes in terms of specific skills students are expected to acquire relating to particular learning goals. These learning outcomes are expressed in the form of action verbs, such as

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analyze.

As students learn, they start with the knowledge level and progress through the hierarchy. Thus, advanced courses should include skills at a higher level than introductory or

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basic skills courses. Below you will find a web-resource as well as a list of measurable verbs to assist you in writing course objectives and assess learning outcomes.

This list of action verbs

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can be used in the development of program-level outcomes or course-level learning objectives in the . affective domain. It is adapted from Kathy V. Waller's "Writing Instructional Objectives" guide . The

"[developmental] affective domain in concerned with changes (growth) in interests, attitudes and values.

First, select an action verb identifying the specific student knowledge, skill or

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disposition to be demonstrated. (Choose a verb that allows you to measure student learning. Instead of saying a student should understand a concept, write that they should be able to describe, explain, or identify key

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Outcome elements of the concept.
Or select a verb ...

Writing Measurable
Student Learning
Outcomes. Student
learning outcomes
describe what we expect
students to know and be

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able to do. Using active verbs facilitates clear student learning outcomes. Bloom's taxonomy can be used as a guiding framework in the development of student learning …

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1. They specify an action by the students/learners that is observable 2. They specify an action by the students/learners that is measurable 3. They specify an action that is done by the students/learners (rather

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CTSI COURSE DESIGN INSTITUTE PRE-WORK

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PACKAGE WRITING LEARNING OUTCOMES USING . BLOOM'S REVISED TAXO. NOMY. DISTINCTION – LEARNING GOALS vs. LEARNING OUTCOMES . When developing student learning outcomes, it is

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important to distinguish between broad course goals – …

A list of suggested verbs is provided on the following pages. If you follow this simple format and keep the list of verbs by your

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side, it is almost impos sible to write a bad set of behavioral learning outcomes! Common mistakes . Verbs such as "know" and "understand" are vague. Avoid these words and use action verbs from the list provided.

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Bloom's Taxonomy of Measurable Verbs

Benjamin Bloom created a taxonomy of measurable verbs to help us describe and classify observable knowledge, skills, attitudes, behaviors and abilities. The theory is

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based upon the idea that there are levels of observable actions that indicate something is happening in the brain (cognitive activity.)

Good learning outcomes focus on the application

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and integration of the knowledge and skills acquired in a particular unit of instruction (e.g. activity, course program, etc.), and emerge from a process of reflection on the essential contents of a course. More specifically,

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good learning outcomes: Are very specific, and use active language – and […]

this version can be very useful guide, and **360 Action Verbs For Writing Student Learning Outcome** books play an important role in your products. The

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problem is that once you have gotten your nifty new product, gets a brief glance, maybe a once over, but it often tends to get discarded or lost with the original packaging.

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