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# **Writing Learning Outcomes - Bloom's Taxonomy (Revised Bloom's Taxonomy) Dr. Declan Kennedy, UCC**



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# **Advantages of Learning Outcomes – Kennedy page 73**



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- Help teachers to tell students more precisely what is expected of them
- Help students to learn more effectively: students know where they stand and the curriculum is made more open to them
- Help teachers to design their materials more effectively by acting as a template for them
- Make it clear what students can hope to gain from following a particular course or lecture



- Help teachers select the appropriate teaching strategy matched to the intended learning outcome, e.g. lecture, seminar, group work, tutorial, discussion, peer group presentation or laboratory class
- Help teachers to tell their colleagues more precisely what a particular activity is designed to achieve
- Assist in setting examinations based on the materials delivered
- Ensure that appropriate teaching and assessment strategies are employed (Jenkins & Unwin, 2001)



# Quality Assurance – Kennedy

## page 75

### Learning Outcomes

- Increase transparency and the comparability of standards between and within qualifications
- Possess greater credibility and utility than traditional qualifications
- Play a key role by acting as points of reference for establishing and assessing standards



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## For Students

Learning outcomes provide:

- Comprehensive sets of statements of exactly what the students will be able to achieve after successful study
- Clear information to help students with their choice of module and programme. This can lead to more effective learning.
- Clear information to employers and higher education institutions on the achievements and characteristics associated with particular qualifications



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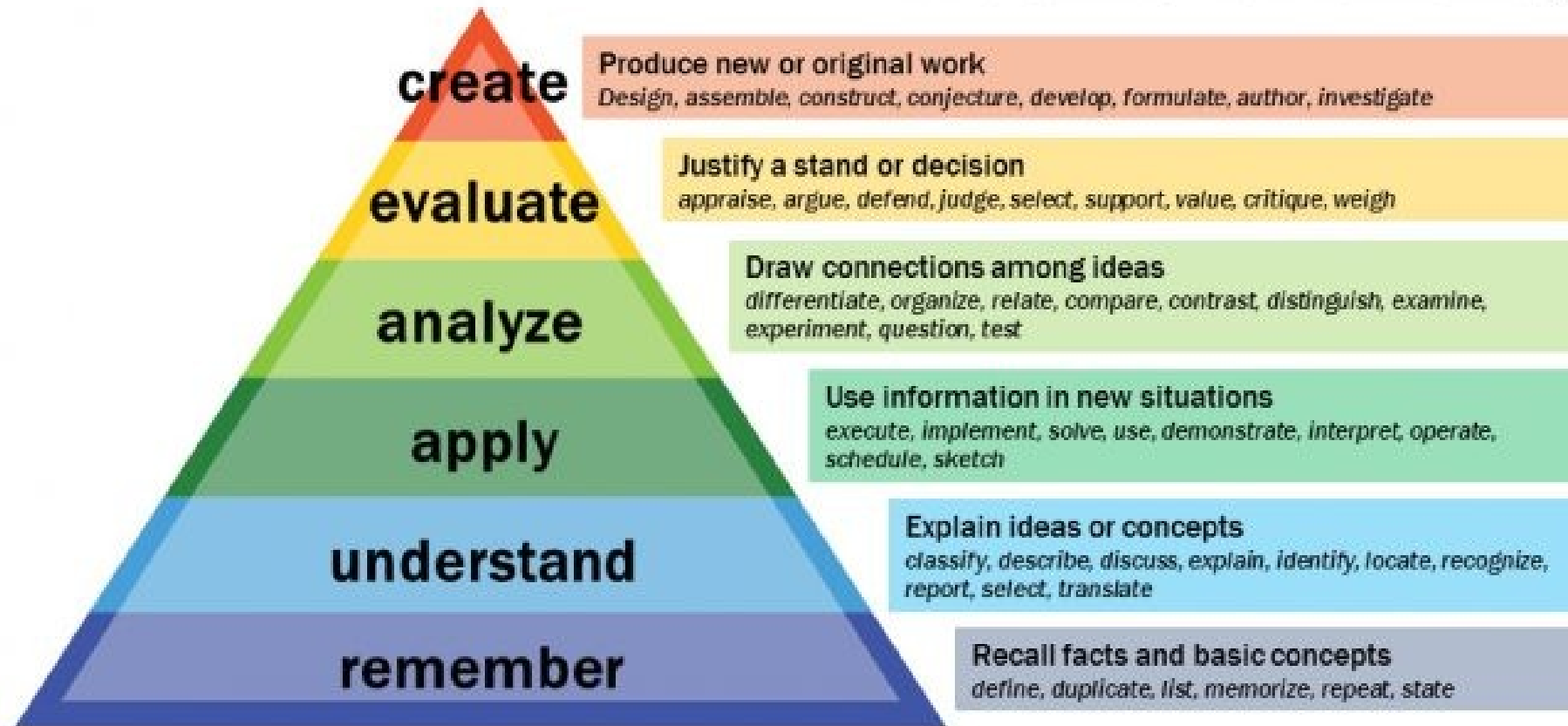


## For Mobility

### Learning Outcomes:

- Contribute to the mobility of students by facilitating the recognition of their qualifications
- Improve the transparency of qualifications
- Simplify credit transfer
- Provide a common format that helps promote lifelong learning and can assist in creating multiple routes through and between different education systems

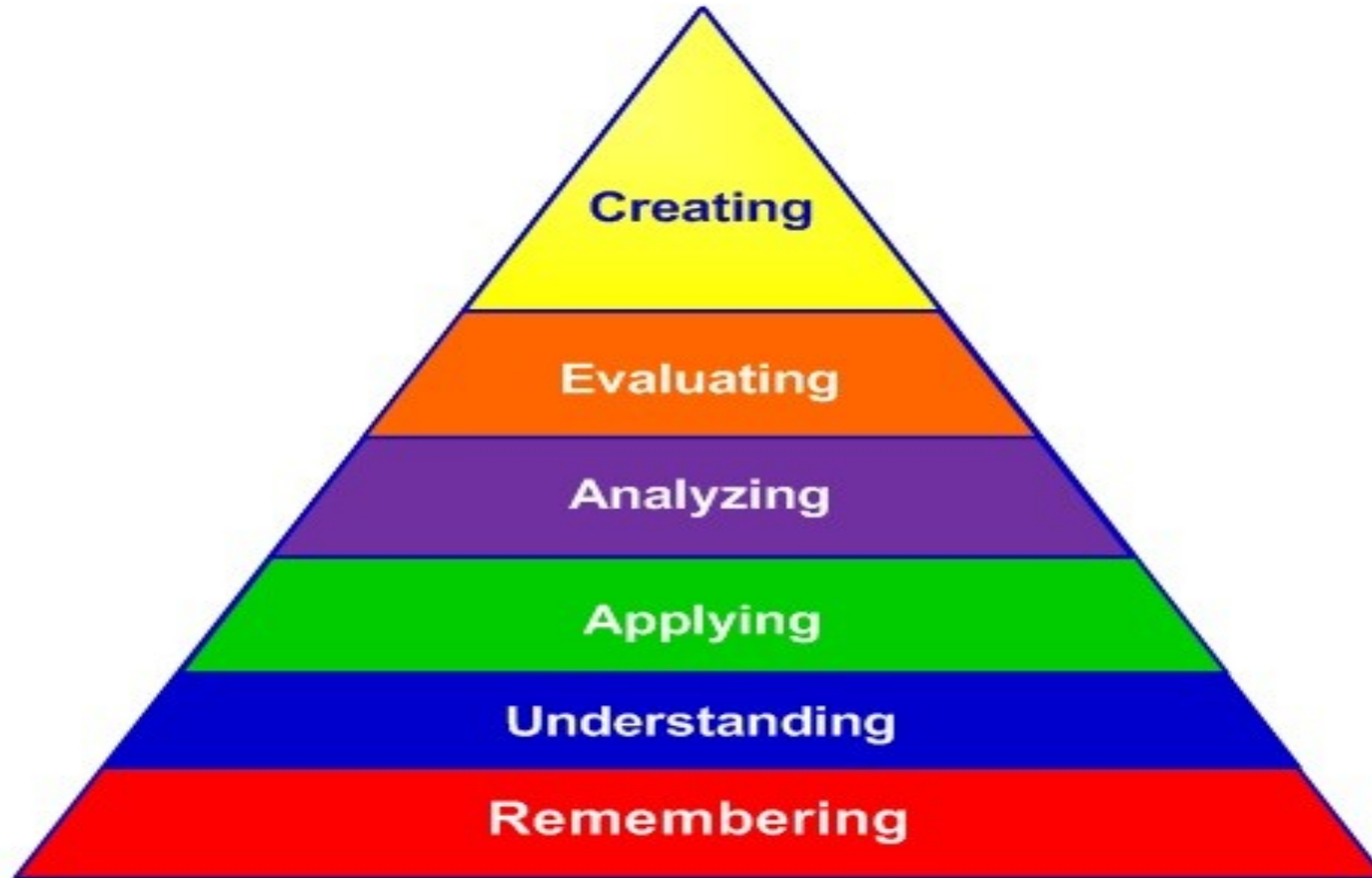
# Bloom's Taxonomy

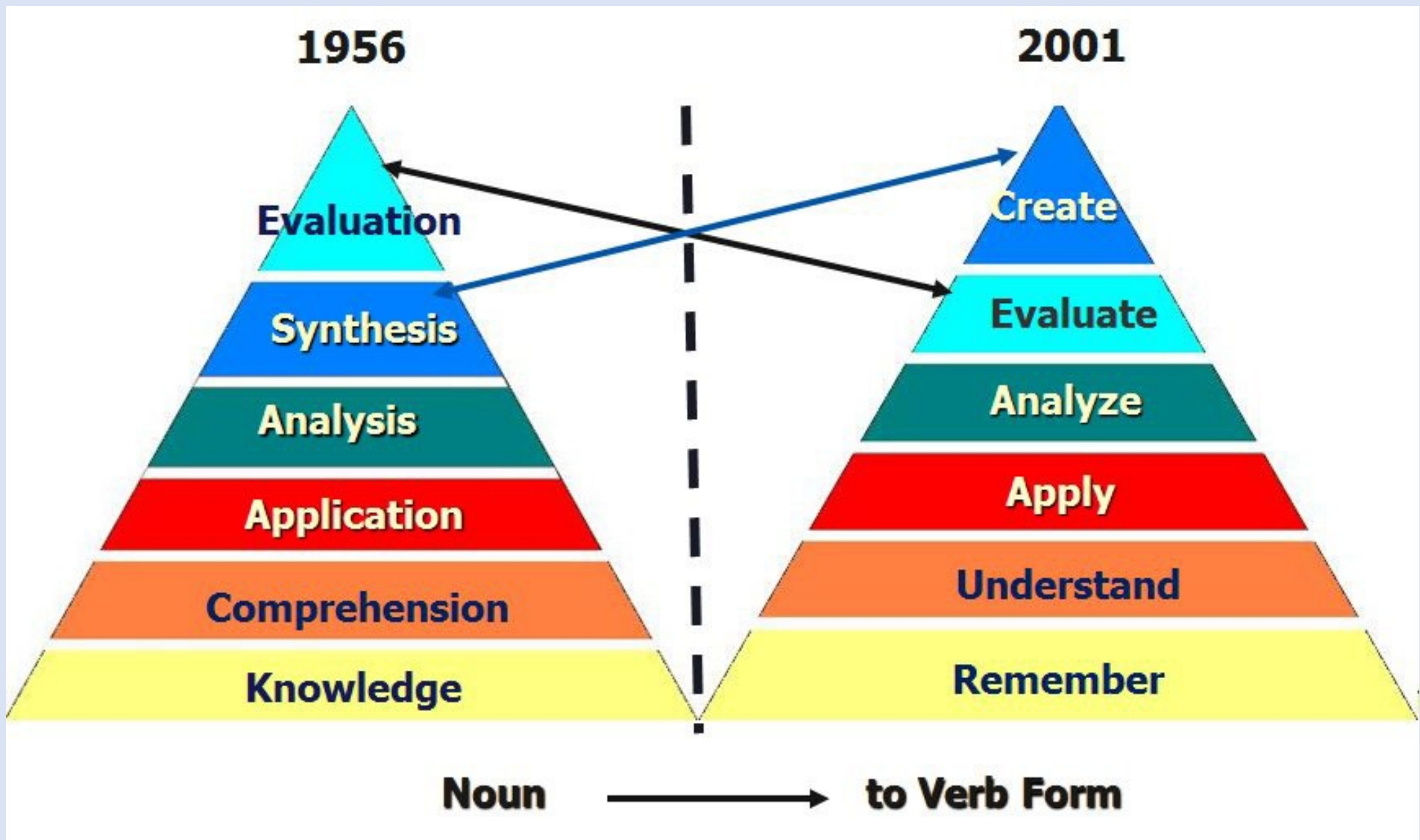


Vanderbilt University Center for Teaching



## **Blooms Taxonomy - Revised**







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## References

- Kennedy, D. 2006, Writing and using Learning Outcomes: a practical guide, Cork, University College Cork, available at <http://hdl.handle.net/10468/1613>
- Jenkins, A. & Unwin, D, 2001, How to write Learning Outcomes available at <https://www.ubalt.edu/cas/faculty/faculty-matters/How%20to%20write%20student%20learning%20outcomes.pdf>



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# Practical session

Using either Bloom's Taxonomy or Revised Bloom's Taxonomy –

Develop and write the course Learning Outcomes based on the map you developed for the Programme Learning Outcomes