

# Learning Outcomes

## What are Learning Outcomes?

Learning outcomes are statements which describe the knowledge, skills, values and dispositions students should be able to demonstrate after a period of learning.

- **Knowledge:** facts, concepts, ideas, theories and practical understanding.
- **Skills:** ability and capacity to carry out a task, process or goal.
- **Values and dispositions:** Individual beliefs that serve as a guide for human behaviour.

Learning outcomes provide building blocks for teachers to plan their teaching, learning and assessment.

Used properly, learning outcomes can support teachers to enable students to use their knowledge, skills, values and dispositions in a coordinated way to act in response to various tasks, contexts, situations, and events.

## Writing Effective Learning Outcomes for Transition Year Art

<b>Developmental Indicators</b>	The learning outcomes are informed by the Developmental Indicators
<b>Be Specific</b>	Clear language stating what you want students to know or be able to do
<b>Action Verbs</b>	Start with 'Students will be able to...' and then an action verb e.g. design, create, sketch
<b>Measurable</b>	Outcomes need to be measurable so that the student and teacher can assess knowledge, skills, and progress
<b>Bloom's Taxonomy</b>	Consider using this taxonomy of action verbs on higher and lower order thinking, appropriate to your students
<b>Realistic</b>	They should be attainable with the time frame and resource capacity
<b>Context</b>	Provide context for the learning outcome so that the students understand its relevance and importance
<b>Consider Diversity</b>	Ensure that they are inclusive and accessible to all learners
<b>Review and Revise</b>	Review to ensure clarity and alignment with the goals of the Transition Year programme statement. Revise based on feedback and reflection



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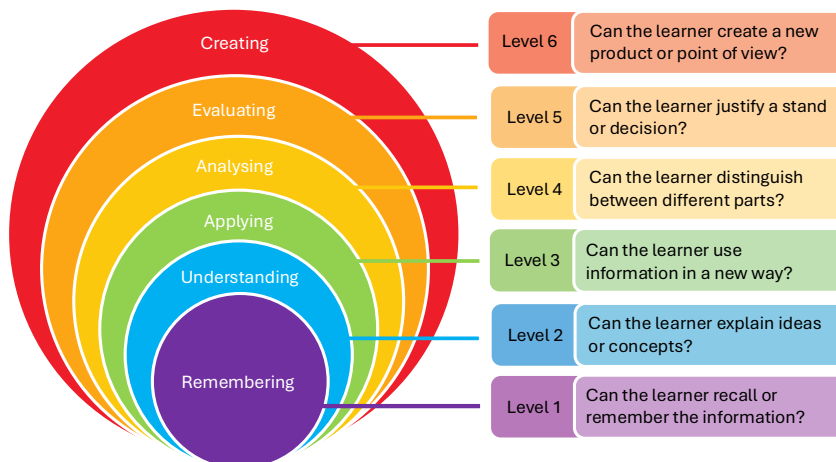
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# Learning Outcomes

Students will be **able to...**

1. Include an action **verb**:  
create, analyse, apply...
2. What do you want them  
to **know, understand or**  
**be able and willing to**  
**do.**



*By the end of this transition year art micro-module, students will be able to...  
'design and plan an arts event that celebrates diverse cultures in the school  
community.'*

Remember	Understand	Apply	Analyse	Evaluate	Create
Capture	Compare	Annotate	Analyse	Appraise	Compose
Find	Contrast	Apply	Appreciate	Assess	Construct
Identify	Define	Comment	Categorise	Critique	Create
List	Describe	Communicate	Compare	Edit	Curate
Recall	Explain	Demonstrate	Consider	Estimate	Design
Recognise	Illustrate	Experiment	Contrast	Evaluate	Develop
Record	Interpret	Measure	Evidence	Explain	Draft
State	Outline	Use	Examine	Justify	Illustrate
Visualise	Perceive	Represent	Interpret	Realise	Model
	Respond	Research	Investigate	Review	Present
	Understand	Use	Sketch	Value	Produce

NCCA, 2023, *Key Competencies in Senior Cycle*  
NCCA, 2019, *Focus on Learning – Learning Outcomes*  
OECD, 2019, *Future of Education and Skills 2030*



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