# Writing Learning Goals

This handout shows examples of learning goals that have been rewritten to increase the level of Bloom’s taxonomy they meet.

At the end of this course/unit students will be able to …

|  |  |  |
| --- | --- | --- |
| Before *Old Learning Goal* | After *New Learning Goal* | Cognitive Level *What level of understanding is expected?* |
| Understand patterns of genetic inheritance | Deduce information about genes, alleles, gene functions from analysis of genetic crosses and patterns of inheritance | Analyzing |
| Discuss the implications of cognitive development research for policy. | Use research on factors that influence intellectual development to design an early intervention program | Creating |
| Be acquainted with different interpretations and approaches of historians to the US Civil War. | Compare and critique the interpretations and approaches of different historians to the US Civil War. | Evaluating |
| Describe Shakespeare’s dramatic and poetic genius | Use textual evidence to analyze Shakespeare’s use of nature in his poetry. | Analyzing |

Check-list for creating learning goals (from: [www.cwsei.ubc.ca](http://www.cwsei.ubc.ca)):

* Does the learning goal identify what students will be able to do after the topic is covered?
* Is it clear how you would test achievement of the goal?
* Does the chosen verb have a clear meaning (not “understand”)
* Is the verb is aligned with the level of cognitive understanding expected of students? Could you expect a higher level of understanding?
* Is the terminology in the learning goal familiar/common? If not, is knowing the terminology a goal?
* Is it possible to write the goal so it is relevant and useful to students?

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### Write your own learning goals.

*At the end of this (course or unit), students will be able to:*