Interpreting and expressing learning outcomes in learning design

Introduction

In UK (United Kingdom) Higher Education, learning outcomes play a central role in defining expectations for the learning experience. This tutorial, based on experience at Cardiff University School of Social Sciences, provides a grounding in learning outcome interpretation and expression using the ABC learning design method from University College London. The tutorial begins with an introduction to the composition and purpose of learning outcomes in a UK Higher Education context, followed by guidance on interpreting learning outcomes to define a pedagogical approach, and subsequent expression of the pedagogical approach using ABC learning types, before finally providing a plan for delivery of an ABC workshop.

Learning outcomes

On completion of this tutorial, learners should be able to:

- identify the structure and composition of learning outcomes in relation to Bloom’s Taxonomy
- interpret implicit and explicit guidance for a pedagogical approach from learning outcomes
- express characteristics of a pedagogical approach using ABC learning types
- describe the different stages and purpose of activities in an ABC learning design workshop

Chapters

1) What are learning outcomes?

How learning outcomes are composed and structured into different cognitive levels according to Bloom’s Taxonomy, indicative of surface or deeper forms of learning.

2) Interpreting learning outcomes

How learning outcomes provide implicit assumptions for a pedagogical approach.
3) **Expressions of pedagogy using ABC learning design**

Expressing characteristics of a pedagogical approach and learning activities using the learning types from ABC learning design.

4) **Delivering an ABC workshop**

Facilitation plan for an ABC workshop, based on a workshop model from Cardiff University School of Social Sciences.

**Feedback**

Feedback on this tutorial can be provided by completing a short survey.

**About the author**

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**References**


