2.2 Intended Learning Outcomes (ILOs)

Intended Learning Outcomes (ILOs)

Intended Learning Outcomes (ILOs) indicate **what students are expected to achieve as a result of the learning process**. They serve as a foundation for the entire learning design process, guiding the design of learning tasks and assessments.

Guide to Writing Intended Learning Outcomes

How to Write Effective Intended Learning Outcomes?

A well-written ILO is essential for effective learning and teaching. Key features include:

Feature	Description	Example
Student-centred	Describe what learners will achieve, not what the teacher will teach.	The teacher will introduce the main stages of the water cycle. Explain the main stages of the water cycle.
Measurable	Specify outcomes that can be observed and assessed.	Write a good essay. Write a persuasive essay with a clear thesis and supporting arguments.
Specific	Clearly define the knowledge, skills, values, or attitudes that learners are expected to achieve.	Understand the history of World War II. Identify the key causes of World War II.
Appropriate difficulty	Achievable but challenging for most target learners.	Provide a summary of all the main arguments discussed in the debate. Summarize two key arguments presented during the debate.

The Four Categories of Intended Learning Outcomes in the Learning Design Studio

Category	Description	Example
Disciplinary Knowledge	The core concepts, theories, facts, and frameworks that are recognized and developed within a particular field or area of study.	Identify the simple past tense as verbs for past events.

Disciplinary Skills	The specific techniques, methods, and competencies associated with a particular field or area of study.	Construct sentences about yesterday’ s activities using the simple past tense.
Generic Skills	The broad abilities that help people succeed in education, work, and daily life, regardless of a particular field or area of study.	Apply effective communication strategies to share ideas with others.
Values and Attitudes	The beliefs, principles, and dispositions that guide a person's behavior, decision-making, and interactions with others.	Demonstrate openness by considering new perspectives and adapting to challenges.

Writing Cognitive Learning Outcomes using Bloom’ s Taxonomy

When designing your Intended Learning Outcomes (ILOs), it is recommended to use Bloom’ s Taxonomy, a widely recognized framework that aids educators in formulating clear and measurable learning outcomes. Bloom’ s Taxonomy categorizes cognitive skills into different levels—such as remembering, understanding, applying, and analyzing—ensuring your ILOs comprehensively address key aspects of student learning.



Figure 2.2: Bloom’ s Taxonomy of the Cognitive Domain

Bloom’ s Taxonomy breaks learning into six cognitive levels:

Bloom's Level	Example of ILOs
1. Remember - Recall facts	List the main stages of the water cycle.
2. Understand - Explain ideas	Describe how water moves through each stage of the water cycle.
3. Apply - Use knowledge in new situations	Illustrate the water cycle by matching real-life weather events to each stage.

4. Analyze - Draw connections among ideas	Compare the processes of the water cycle in different climates and environments.
5. Evaluate - Make judgments	Evaluate the effects of pollution on the water cycle.
6. Create - Produce original work	Design a simple model to demonstrate the water cycle.

Reference

Arkansas State University. (n.d.). Bloom's revised taxonomy: Cognitive, affective, and psychomotor. https://www.astate.edu/a/assessment/assessment-resource-links/files/Revised-Bloom%20s-Taxonomy-All-Domains.pdf

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