**Learning Outcomes for Teaching Demonstration Assignment Instructions**

**Overview**

Review the class content on writing Learning Outcomes (LOs) using the language of Bloom and Anderson and Krathwohl. How well you state, and how strong your LOs are, will largely determine the strength of your demonstration. In general, each LO should focus on one cognitive activity based on Bloom (Anderson and Krathwohl), so a good LO will only mention one activity/outcome for each LO. Recall that the class materials emphasized that LOs must refer to measurable behavioral outcomes. Many helpful documents in this course list action verbs associated with each level of thought in the taxonomies (Bloom and Anderson and Krathwohl), and provide some sample questions to use to really probe at that level of thought (great questions to promote analysis, for instance). The document also suggests some viable active learning strategies for each level of thought. Review these documents. While you are to focus on the highest levels of thought (analysis, evaluation, creation, etc.) it helps to use strong action verbs other than those words to more precisely indicate what you plan to do. So, instead of saying in a LO “Students will evaluate. . .” it would be better to say, “Students will judge the effectiveness of. . .” Then you will take your students though a “judgment” activity which requires that they, for example, compare and contrast the effectiveness of two approaches.

**Instructions**

Write your Learning Outcomes for your teaching demonstration.

Note: Your assignment will be checked for originality via the Turnitin plagiarism tool.