WRITING AIMS AND LEARNING OUTCOMES

Learning is everywhere. We can learn mental skills, develop our attitudes and acquire new physical skills as we perform the activities of our daily living.

We use aims and learning outcomes to ensure that our CPD events are best serving those attending. These can be easy to confuse but it can be helpful to think of the audience they are each written for:

- **Aim:** what **you** as the teacher want to get across to your students, i.e. a statement of **your** goals.

- **Learning Outcome:** what **students** should be able to **do, know** or **express** by the end of the course/lesson.

There are three main ways that humans positively engage with learning, which are best explained by the Taxonomy of Learning Domains formulated by a group of researchers led by Benjamin Bloom in 1956:

- ➡ **cognitive domain (knowledge/know)**

- ➡ **psychomotor domain (skills/do)**

- ➡ **affective domain (attitudes/express).**

Learning outcomes can be tricky to write, especially if it's new to you. Keep it simple and you can use the same formula and repeat it. Ideally, you will include at least one learning outcome from each domain (affective, cognitive & psychomotor)

Looking at the table on the next page, you can alter the wording in **bold** and use them as the basis of your CPD submission. A thesaurus or quick search on the internet will provide you with plenty of alternatives.

It's also useful to save them as you go so that you have a document to copy and paste from for subsequent lesson plans, then you just need to alter the key words to reflect the content and purpose of your submission.

EXAMPLES FOR LEARNING OUTCOMES IN EACH OF THE THREE DOMAINS

Domain	By the end of the lesson students will be able to…	Example words	action verb + activity + context
Psychomotor	Demonstrate **Prasarita Paddottanasana** safely using props. Perform **seated Surya Namaskara,** linking the movements to the breath. Perform **Salabhasana** using suggested modifications. **(P)** *Remember that in the context of a yoga class the range of measurable psychomotor action verbs is more restricted than in other areas.*	➡ Perform ➡ Demonstrate ➡ Select	Demonstrate Prasarita Paddottanasana safely using props. Perform seated Surya Namaskara, linking the movements to the breath
Cognitive	Recall the name of the **peak posture** in Sanskrit and English. State at least one benefit of **full yogic breath.** Explain the effect on the mind of practicing **a mantra.** Identify the location of **their pelvic floor. (C)**	➡ Recall ➡ Identify ➡ List ➡ State ➡ Define ➡ Summarise ➡ Explain	Recall the name of the peak posture in Sanskrit and English. State at least one benefit of full yogic breath. Explain the effect on the mind of practicing a mantra.
Affective	Describe how practicing **Nadi Shodhana** made them feel. Compare how their breathing felt before and after practicing **a chest releasing sequence.** Articulate the effects of practicing **Vrkasana. (A)** Compare their perceived level of tension before and after **progressive muscle relaxation. (A)** Describe how practicing **a progressive muscle relaxation** made them feel. **(A)** Articulate how **engaging the muscles of the pelvic floor** during **Salabhasana** impacted on their experience of the posture. (A) *Remember that the 'feeling' element is not the action verb (it's not measurable) but the context in which the activity takes place.*	➡ Compare ➡ Contrast ➡ Explain ➡ Describe ➡ Differentiate ➡ Articulate	Describe how practicing Nadi Shodhana made them feel. Compare how their breathing felt before and after practicing a chest releasing sequence. Articulate the effects of practicing Vrkasana.