



Hello admin_tony,

It's been a while since you had a Ding email in your inbox. You may not have missed me, but I've missed writing to you.



Since launching Ding back in April 2020, I've had to learn a whole new set of skills. Designing learning is my comfort zone, but designing a business is a completely new challenge.

However, there is one big similarity between designing learning and designing a business: you need clear outcomes to keep you on track. And whether you're running a course or a business, it's all too easy to lose sight of your outcomes when things get busy.

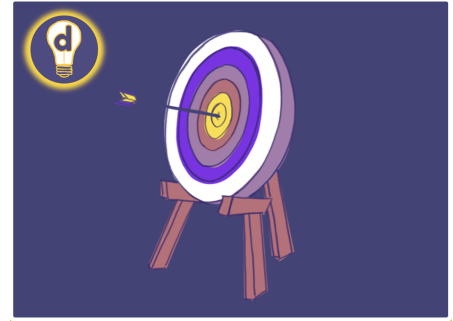
The power of learning outcomes

When you define clear learning outcomes, you know where you're heading. Clear outcomes make it easier to measure your progress towards achieving your outcomes. And just as importantly, clear outcomes help you determine how to prioritise tasks that are more likely to help you meet the outcomes.

In learning design, poorly written learning outcomes produce barriers to learning. There are three particularly painful problems:

1. **The Jelly:** If your learning outcomes are unclear and ineffective, then this is what you have: a wobbly, jelly-like mess. A course with no structure. A learning experience with no substance.
2. **The Ticking Bomb:** poorly written learning outcomes create conditions in which assessment is partial, subjective and off-topic. If you don't know what you're assessing, and students don't know either, you produce a ticking bomb of complaints and conflict.
3. **The Time Trap:** unclear learning outcomes cause learners to spend a lot of time producing work that is irrelevant. This in turn makes assessing their learning even more time-consuming, frustrating and soul-destroying.

Taking the time to write clear learning outcomes will save you a huge amount of time in the long run. You'll have a clearer idea of where you're aiming, and your learners will find it easier to see what they need to do to pass your course.



[Writing Aims, Learning Outcomes and Assessment Criteria](#)

We've put together some tips and suggestions for writing effective learning outcomes [in this blog post](#). In the post, Ding's Dr. Nicholas Houghton also spells out the differences between learning outcomes, aims and assessment criteria.

If you'd like advice about writing learning outcomes, please post your question in the comments and we'll do our best to answer it. And speaking of Dr. Nicholas, here's his weekly teaching tip.

Nicholas' teaching tip

"Plan any session imagining that amongst the students will be one who is deaf, one is a wheelchair, one from China, one from Brazil, one from a non-traditional background, one on the autism spectrum and one with dyslexia. This will not only help to make it inclusive, but also help all students."



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