Your learning outcomes for a course can help you make decisions about the range of learning and teaching activities (LTAs) to incorporate into your course – both in-class and out-of-class.

**One way of thinking about aligning learning outcomes and LTAs**

The table below provides broad-brush examples of approaches to learning and teaching and indicates the extent to which each of them is LIKELY to achieve the various outcomes on the left-hand side of the chart. Naturally, these are subjective, and you may well think of exceptions.

<table>
<thead>
<tr>
<th>KEY:</th>
<th>✗ Unlikely</th>
<th>✔ Possible</th>
<th>✔ ✔ Likely</th>
<th>✔ ✔ ✔ Very likely</th>
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</thead>
</table>

### Types of Learning and Teaching Activities

<table>
<thead>
<tr>
<th>Types of Learning and Teaching Activities</th>
<th>Collaborative learning</th>
<th>Discursive learning</th>
<th>Experience-based</th>
<th>Independent learning</th>
<th>Information transfer</th>
<th>Lab/studio-based learning</th>
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<tbody>
<tr>
<td>Problem-based learning</td>
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<td>Inquiry-based</td>
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<td>POGIL</td>
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<td>Case studies</td>
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<td>Action learning sets</td>
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<td>Seminars &amp; tutorials</td>
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<td>Online conferencing</td>
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<td>Peer instruction</td>
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<td>Just-in-time</td>
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<td>Service learning</td>
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<td>Negotiated learning</td>
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<td>Project work</td>
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<td>Lectures</td>
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<td>Resource-based learning</td>
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<td>Open learning</td>
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<tr>
<td>(Subject-specific)</td>
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</table>

### Types of Outcomes

A Knowledge & understanding

- ✔ ✔ ✔
- ✔
- ✔ ✔
- ✔ ✔
- ✗
- ✔ ✔
- ✔ ✔ ✔

B Intellectual skills*

- ✔ ✔ ✔
- ✔ ✔
- ✔ ✔
- ✔ ✔
- ✗
- ✔ ✔
- ✔ ✔

C Subject-specific skills

- ✔
- ✔
- ✔
- ✔
- ✗
- ✔
- ✔ ✔ ✔

D Transferable skills:*

i. Interpersonal skills* (between)

- ✔ ✔ ✔

ii. Intrapersonal skills* (self)

- ✔

iii. Technical skills*

- ✔

*B. Intellectual skills

- Application
  - Written communication

- Analysis
  - Oral communication

- Evaluation
  - Empathy

- Synthesis/Creating
  - Leadership

- Ethical judgments
  - Team working

- Negotiating skills

- Networking skills

*Di. Interpersonal skills

- Action planning

- Initiative

- Reflection

- Self-awareness

- Self-promotion

- Self-regulatory skills

- (time management)

*Dii. Intrapersonal skills

- Computer literacy

- Information literacy

- Quantitative literacy

*Di. Technical skills

- Computer literacy

- Information literacy

- Quantitative literacy

- Professional socialization

Originally developed by R. G. Farmer & D. A. Green, Birmingham City University (UK), 2003. Revised February 2012, D. A. Green.

Headings for Di-iii developed by R. Lawton, Head of Careers, Birmingham City University, UK.