

Tips on Learning Statements

Remember that your task is to clearly state your learning so that it reflects learning outcomes of a course or program and then support it with documentation that speaks directly to the stated learning. Here are some techniques to making good learning statements.

1. Start each sentence with a verb

Start each learning statement with a verb, matching your learning to the appropriate level through the right choice of verbs. This focuses the statement directly to the activity and effectively describes your learning.

2. You be the centre of the activity

Your unique experience within an activity needs to be declared as your learning. Each step or aspect of the activity that you impacted or that you initiated potentially declares your learning. Use the appropriate level of verb and use a verb that fits your learning.

3. Address the what, how, why

As you review your learning, be sure to mention the what, how, and why of the activity. If you develop learning statement in the PLAR eligibility phase you want to provide enough information clearly and concisely for faculty to see your potential. If you are using learning statements in a portfolio during a formal assessment for credit, consider statements like a one sided interview where the assessors do not have the luxury of asking you for clarification as they read your statements. They will ask what you did, how you did that, and why you did that. The "why" is especially important as this declares your understanding of the foundational principles of your learning.

4. State societal benefits, when relevant

The "why" helps you focus on the purpose of the activity. Look for the benefits of that activity, the societal impact, the technical gain, the economical impact, etc. Look for the theoretical foundation of your activity through the lens of a societal benefit. This presents a higher level of understanding within the knowledge area.