

Learning and Teaching

Teachers are expected to be able to show how:

- the educational outcomes for a programme and learning outcomes for a module are being achieved;
- that the assessment methods used are appropriate to test the achievement of the intended outcomes;
- and that the criteria used to judge achievement are aligned to the intended learning outcomes.



What are learning outcomes?

- An outcome is simply a result or consequence of an action or process.
- A learning outcome is what results from a learning process.
- Intended learning outcomes are statements that predict what learners will have gained as a result of learning.



Learning outcomes

- are the actual results of learning
- or the aspects of a student's learning that tutors choose to assess and reward)



Qualification format

- ***Aims*** – broad purposes or goals. They are generally aspirational.
- ***Objectives*** – the specific steps that take us from where we are now towards our goals. They can be formulated as teaching objectives
- ***Intended learning outcomes*** – what students will know and be able to do as a result of engaging in the learning process.



Outcomes approach

- **an explicit statement of learning intent** expressed in a form that permits their achievement to be demonstrated and measured.
- the **process and resources to enable the outcomes to be achieved and demonstrated** (curriculum, teaching, learning methods and materials, assessment and support and guidance methods);
- the **criteria for assessing whether the intended outcomes have been achieved** and for differentiating the performance of students.



Outcomes Approach

Questions

- what do I intend students to learn (what learning outcomes do I want them to achieve)?
- what teaching methods and curriculum design will I use to encourage students to behave in ways that are likely to achieve these outcomes?
- what assessment tasks and criteria will tell me that students have achieved the outcomes I intend?



Aligning Assessment

- 1 Defining the intended learning outcomes
- 2 Choosing teaching/learning activities that led to the learning outcomes.
- 3 Engaging students in these learning activities through the teaching process.
- 4 Assessing what students have learnt using methods that enable students to demonstrate the intended learning students improve their learning.
- 5 Evaluating/judging how well students match learning intentions: guided through explicit and manageable criteria.
- 6 Awarding marks/grades in line with these judgements.



Types of learning

- Knowledge
- Understanding
- Skills: variously described as:
- Cognitive skills
- Subject specific skills (including practical/professional skills)
- Transferable skills
- Employability skills
- Capabilities
- Values (others often link values with attitudes)
- Personal development
- Progression to employment and/or further study



Intended learning outcomes: Guide

Should:

- normally written in the future tense;
- identify the most important learning requirements (don't try to do too much - keep the number of learning outcomes to a manageable number typically 4 to 6 for a module);
- be achievable and assessable;
- use language which students can understand;
- relate to explicit criteria for assessing levels of achievement.



Verbs



For Knowledge

- Arrange, order, define, recognise, duplicate, label, identify, recognise, recall, list, repeat, memorise, name, state, relate, reproduce, record.



For Comprehension/understanding

- Classify, locate, describe, observe, recognise, discuss, report, explain, restate, express, review, select, indicate, translate



For Application

- Apply, operate, choose, practice, demonstrate, schedule, dramatise, sketch, employ, solve, illustrate, use, interpret, write.



For Analysis

- Analyse, differentiate, plan, appraise, discriminate, calculate, distinguish, categorise, examine, compare, experiment, contrast, question, criticise, test.



For Synthesis

- Arrange, organise, initiate, formulate, assemble, manage, collect, compose, plan, construct, prepare, create, propose, write, conceptualise, elaborate, distil, synthesise, associate, connect, develop, produce.



For creativity

- Create, imagine, visualise, hypothesise, generate ideas, associate, connect, design, consider possibilities, adapt



For evaluation

- Evaluate, estimate, measure, assess, judge, criticise, compare, appraise, discriminate.



For problem solving

- Solve, resolve, identify, recognise, apply, propose, chose, implement, assess, formulate, select, define, provide options, plan, describe a course of action.



For communication

- communicate, examine, debate, respond, defend, demonstrate, express, question, explain, advocate, articulate, formulate, justify, illustrate, summarise, present.



Driving a car!

- Name the units required for the “driving a car” qualification
- What are the aims and objectives
- Write learning outcomes for one unit
- Write the assessment for the unit



Discussion

