IL 15 ENI SO 01 17 (IL/14)
Establishment of the Israeli National Qualifications Framework (NQF) as a mechanism to fostering the development of Israeli human capital

Training of Trainers
Tel Aviv, January 15th 2020

Learning Outcomes

What are learning outcomes?

- Learning outcomes are statements of what a learner is expected to know, understand and/or be able to demonstrate at the end of a period of learning. They are explicit statements about the outcomes of learning – the results of learning.

- They are usually defined in terms of a mixture of knowledge, skills, abilities, attitudes and understanding that an individual will attain as a result of his or her successful engagement in a particular set of education and training experiences.

- In reality, they represent much more than this. They exemplify a particular methodological approach for the expression and description of the curriculum (modules, units and qualifications) and levels, cycles, subject/sectoral statements.

Why use learning outtcomes?

- Embody a common desire for more precision + skills and competences

- Focus on achievements and not teachers' 'aims' or hopes

- Can be written for the module or programme of learning (flexible)

- Employ active verbs (see Bloom's taxonomy)

- Improves the teaching-learning-assessment relationship

How can learning outcomes aid educational reform?

Learning outcomes can:

- Contribute to student-centred learning (focus on the learner not the teacher)
- Overcome some problems associated with traditional input-focused ways of expressing the curriculum
- Have a positive impact on the teaching-learning-assessment relationship and thus benefit the curriculum design (module + course);
- Aid quality assurance and standards (way to express external reference points)
- Benefit learners and employers – focus on progression, skills and knowledge
- Provide (with credits) a 'common currency' that links vocational education, training and academic education and facilitates integrated lifelong learning frameworks
- Help national and international progression, transparency and recognition

Levels of application

- **<u>Institutional/local level</u>:**

  For the module, the curriculum, the qualification + teaching, learning and assessment.

- **<u>National</u>:**

  For the expression of national qualifications frameworks (NQF), levels, qualifications descriptors and quality assurance purposes (external reference points).

- **<u>International:</u>**

  For developing the EHEA + EQF + tools used to express them - cycles and level descriptors. For a massive increase in transparency, mobility and recognition.

Old vs New

- **Problems with traditional qualifications**
  - **long first study cycles + high dropout rates**
  - **little flexibility + not fit for purpose in 21st century**
  - **lack of recognition**
  - **failing to lead to employment**
  - **professor-centred not student-centred (input not output focused)**

- **Advantages of degrees based on learning outcomes:**
  - **flexible, promoting mobility**
  - **allow more interaction with working life + transferable skills**
  - **help satisfy the labour market's need for more graduates**
  - **share common standards + are more precise and measurable**
  - **facilitate better recognition + attractiveness**
  - **student-centred, output/outcome focused**

Learning Outcomes characteristics

- They are 'achievements', clearly identifiable (written in the infinitive)

- They must be achievable within the academic and training environment

- They are feasible for trainers

- They must have an observable behaviour

- They have to be measurable

- They can be assessed

- They establish an educational level and are related to a specific skill and competence level

Tips for drafting Learning Outcomes

- Be realistic - take into account prior knowledge, available time and the learning opportunities

- Avoid learning outcomes that are too broad or too narrow in scope

- Avoid using the verbs "know", "understand" or "learn" "explain" as they are vague and subject to interpretation

- You can use open-ended learning outcomes to allow for creativity such as "apply theory critically to analyse a 'given situation'"

- Be as succinct and as concise as possible

- Keep the number of learning outcomes to a manageable number

- Ensure that learning outcomes are assessable

- Do not be too prescriptive or too vague

- Level descriptors should be used as guidance

- The adoption of learning outcomes should never be regarded as part of a move towards the European standardisation of content

References (1/2)

A large number of guides and handbook exist that give step-by-step advice on creating effective and appropriate learning outcomes, including:

- Declan Kennedy, Áine Hyland, Norma Ryan: "*Writing and using learning outcomes: a practical guide*"

- Adam S (2004) Using learning outcomes, Scottish government

- Adam S (2008) An introduction to learning outcomes, EUA Bologna handbook, RAABE publishing.

- Baume D (2011) Writing and using good learning outcomes, Leeds Met university.

- Bologna Process (2008) The shift to learning outcomes, CEDEFOP.

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- Brian Bowe and Marian Fitzmaurice: "Guide to Writing Learning Outcomes" Version 2, Learning and Teaching Centre, Lifelong Learning Dublin Institute of Technology.

- CEDEFOP (2008) The shift to learning outcomes CEDEFOP.

- CEDEFOP (2011) Using learning outcomes, EQF Note 4, CEDEFOP

- European Credit Transfer System Users' Guide, 2015

- Mike Coles, with contributions from: Karin Luomi-Messerer, Le Moullier, Irene Psifidou, et al., "*Using Learning Outcomes*", European Qualifications Framework Series: Note 4, 2011.

Thank You

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