HRK

Quality in teaching & learning: learning outcomes and curriculum design

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What are Learning Outcomes?

Learning outcomes are statements of what a learner is expected to **know**, **understand** and/or **demonstrate** after completion of a process of learning.

What are Learning Outcomes?

1. Learning outcomes focus on what the learner has achieved rather than the intentions of the teacher
    → the teacher has to decide not what he or she would like to teach but what the students ought to have learned afterwards

2. Learning outcomes focus on what the learner can demonstrate at the end of the learning activity
    → the teacher can assess whether the students have learned what they ought to have learned

What are Learning Outcomes?

- Shift from teaching to learning

- Shift from teacher to student

- Shift from input to outcome

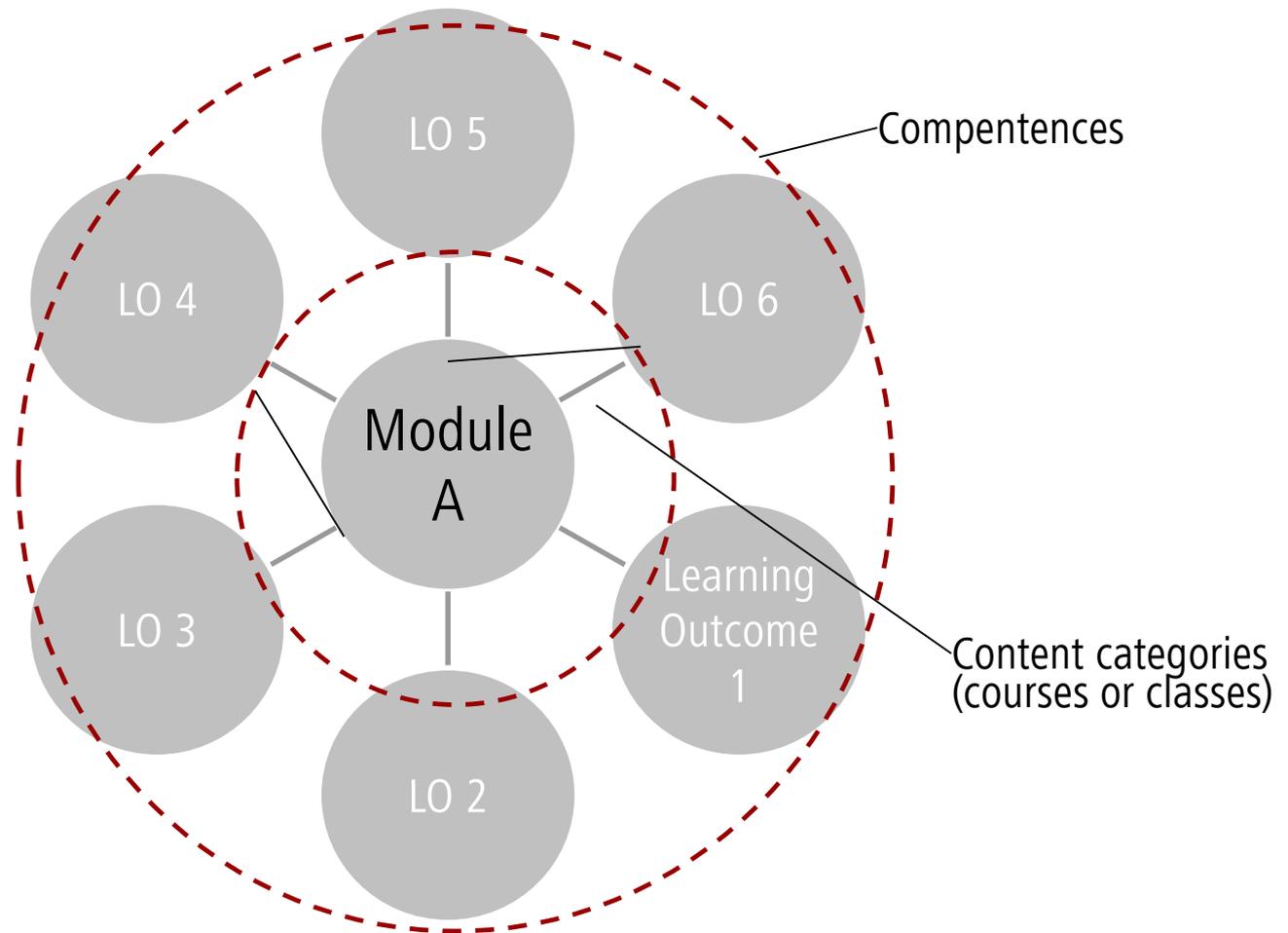- → student-centred learning approach

Consequences of Learning Outcomes

1. What do you want the student to be able to do? (outcome)

2. What does the student need to know in order to do this well? (curriculum)

3. What activity will facilitate the learning? (pedagogy, instructional design)

4. How will the student demonstrate the learning? (assessment)

5. How will I know the student has done this well? (criteria)

What are Learning Outcomes, Aims, Objectives and what is the difference?

- **Aims** are broad and general statements of the **teaching intentions** (what does the teacher want to cover); for example „introduce the students to the basic concepts of German grammar"

- **Objectives** of courses or modules are usually specific statements of **teaching intention**, they cover what the teacher aims to do in a specific period of learning; e.g. „students **understand** the impacts and effects of behaviours and lifestyles on the local and global environments"

- **Learning outcomes** cover the students' aspect – they add up to the **competences** the students gain: „**describe and analyse** the impacts and effects of behaviours…"

And what are competences?

Compentences

Content categories
(courses or classes)

LO 5

LO 4

LO 6

Module
A

LO 3

Learning
Outcome
1

LO 2

A bit of theory – Bloom's taxonomy
(extended by Simpson)

Cognitive domain

knowledge, comprehension, application, analysis, synthesis, evaluation

Affective domain (attitudes)

Receiving, responding, valuing, organisation, characterisation

Psychomotoric domain

Perception, set, guided response, mechanism, complex overt response, adaptation, origination

Advantages of Learning outcomes

- Course and Module design; assessment

- Quality Assurance

- Student and stakeholder information

- Mobility

"I think you should be more explicit here in Step Two."

Figure 2-4. *Bloom's Taxonomy of the Cognitive Domain.*

How to align learning outcomes, teaching and learning methods and assessments

Does my method of teaching enable the students to learn what I want them to learn? What kind of activities do the students need?
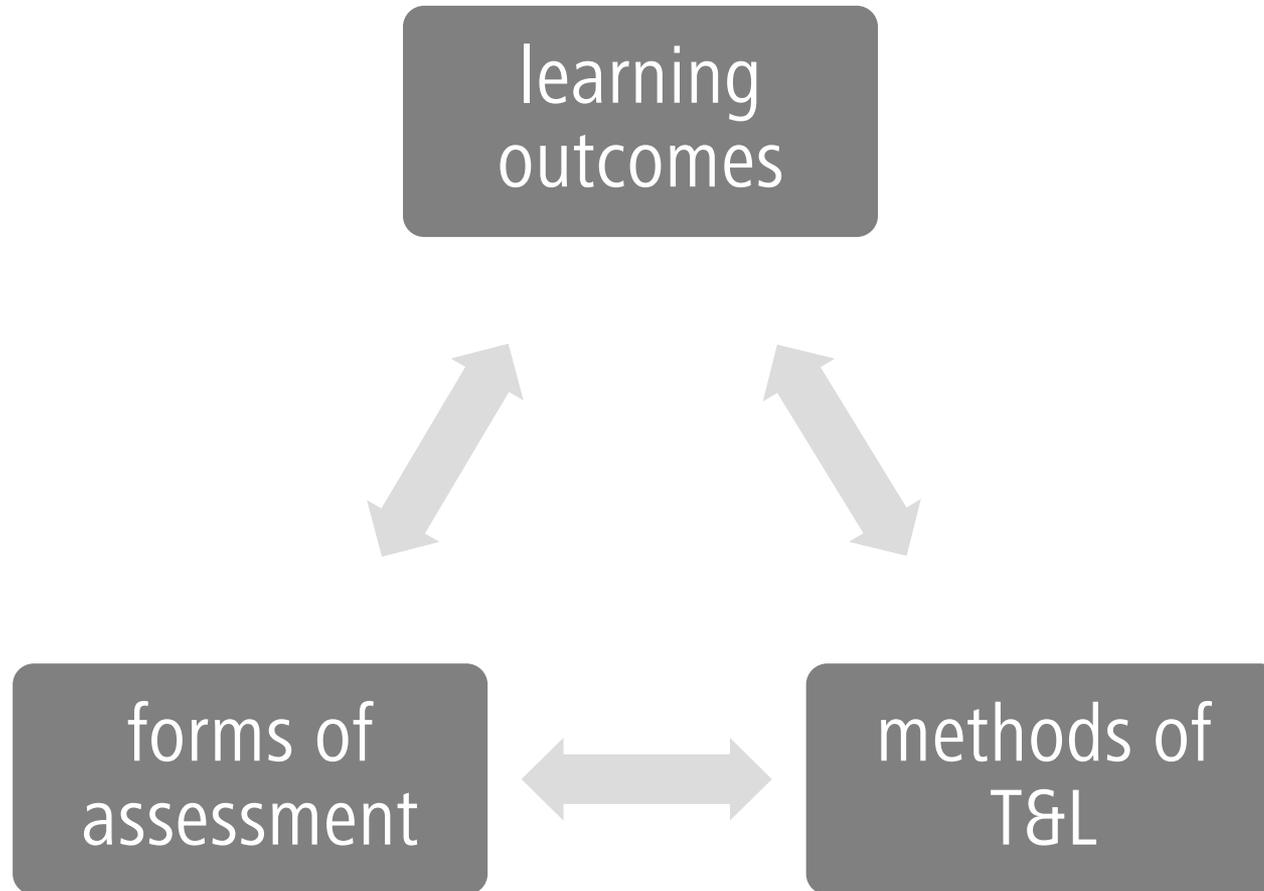
- eg: can they learn how to „critically analyse a political statement" by listening to my lecture only?

Do my assessments measure the intended learning outcomes?

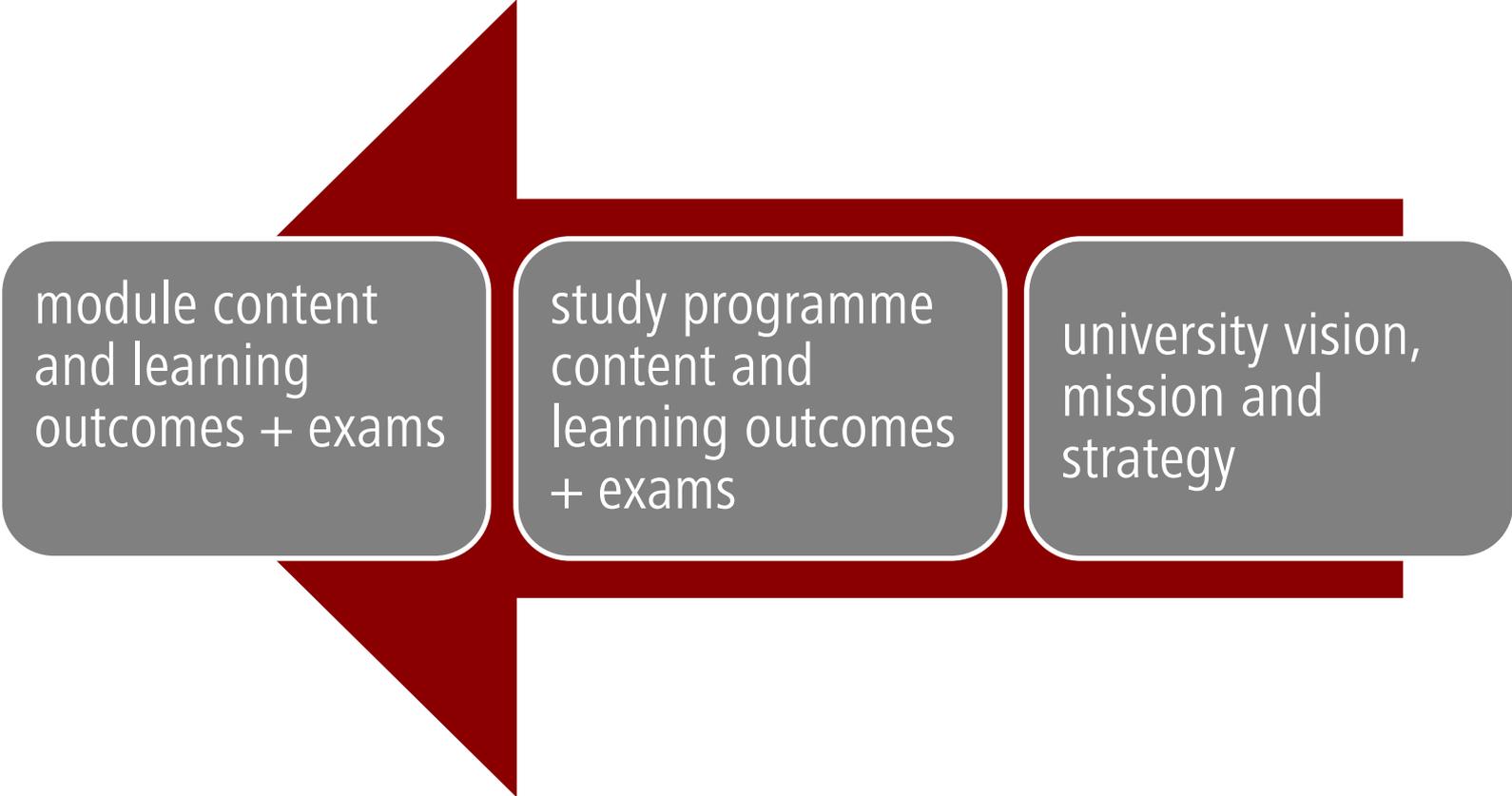How can I measure what they are supposed to have learnt?

- eg: can I assess „be able to contribute to group work" by using a multiple choice test?

=> **constructive alignment**

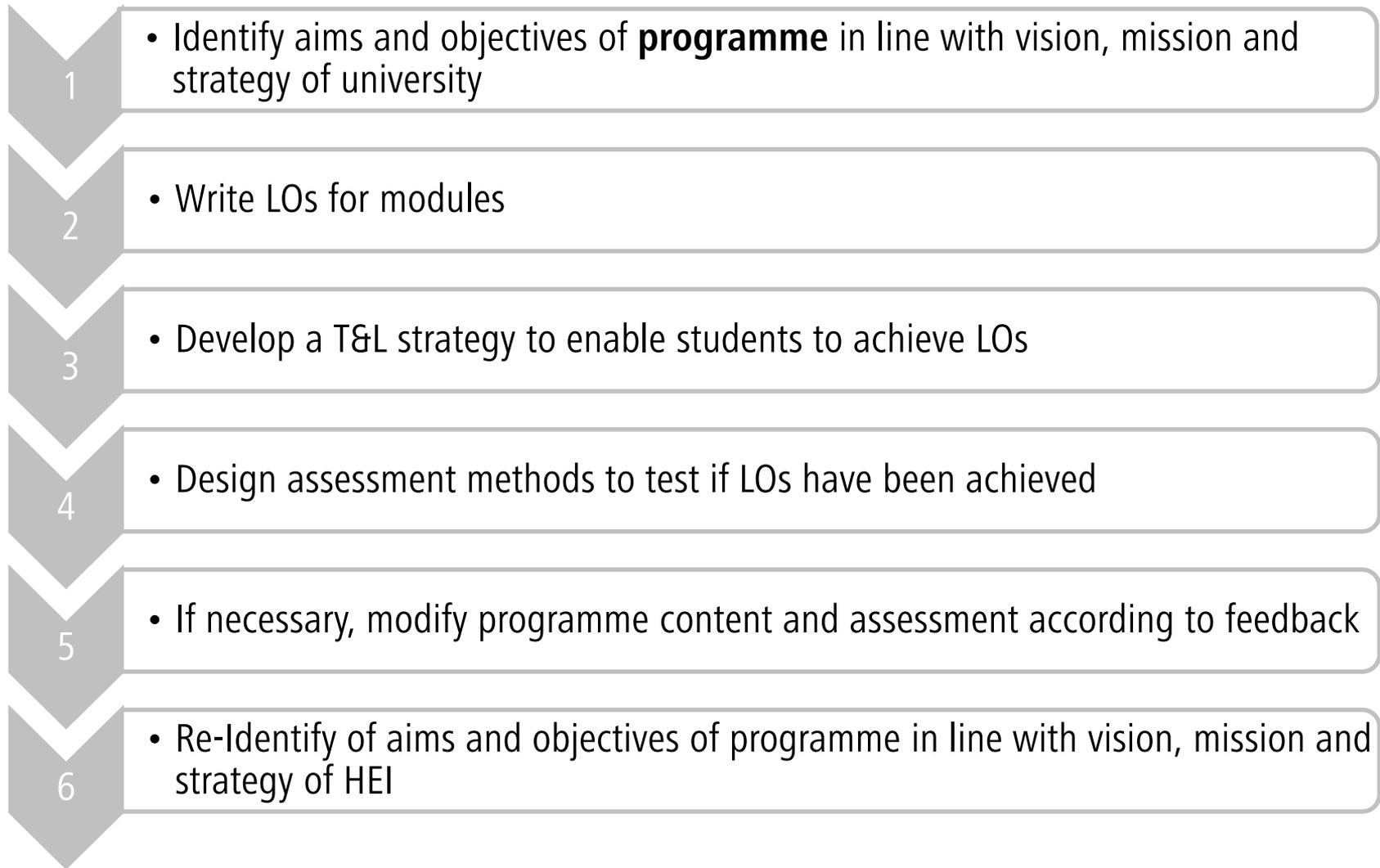# Consequences for universities and internal quality development

Study programmes are designed BACKWARDs…
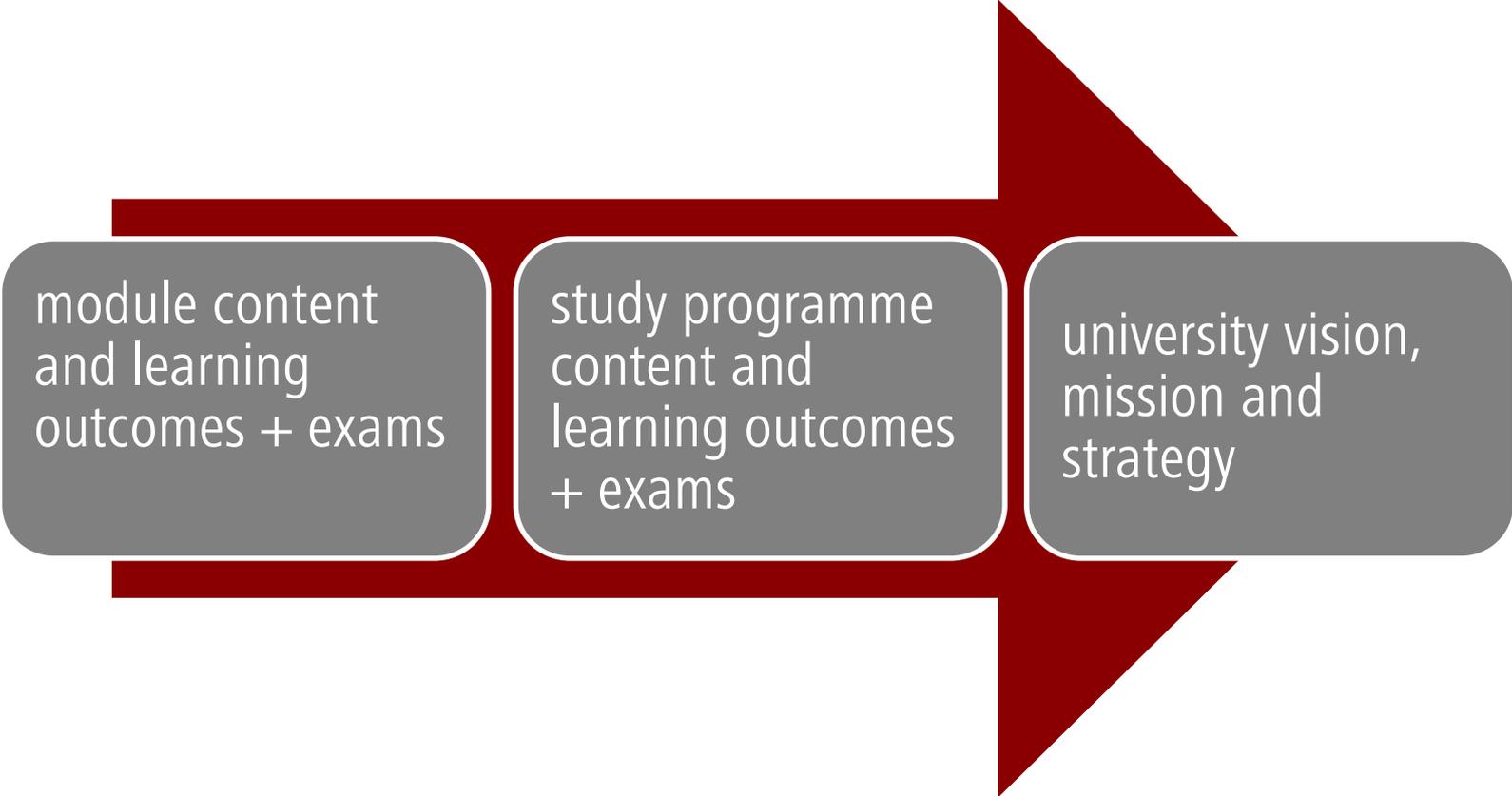
| module content and learning outcomes + exams | study programme content and learning outcomes + exams | university vision, mission and strategy |

1 • Identify aims and objectives of **programme** in line with vision, mission and strategy of university

2 • Write LOs for modules

3 • Develop a T&L strategy to enable students to achieve LOs

4 • Design assessment methods to test if LOs have been achieved

5 • If necessary, modify programme content and assessment according to feedback

6 • Re-Identify of aims and objectives of programme in line with vision, mission and strategy of HEI

Consequences for universities and internal quality development

… and work FORWARDS

| module content and learning outcomes + exams | study programme content and learning outcomes + exams | university vision, mission and strategy |

1. • Identify aims and objectives of **module**, connected with aims and objectives of programme

2. • Write LO for module

3. • Develop a T&L strategy to enable students to achieve LO

4. • Design assessment method to test if LO have been achieved

5. • If necessary, modify module content and assessment according to feedback

Curriculum revision

- formal and informal feedback from students, teachers, external stakeholders
- assessment results
- drop out and success rates
- evaluation and accreditation
- academic / scientific progress
- changing needs of society
- change in HEI's vision, mission and strategy

=> need to re-think your curriculum with colleagues, dean or HoD

HRK German Rectors' Conference

That's it!