

Recognition of Learning Outcomes in frame of the Credit Mobility

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NOVEMBER 7, 2019, TARAS SHEVCHENKO NATIONAL UNIVERSITY OF KYIV

VIII International Bologna conference
« European Integration of Ukraine' Higher Education
in the context of Bologna Process:
Student-Centered Learning and Teaching, Evaluation as a part of QA in HE»

What is meant by learning outcomes?

Why are learning outcomes relevant for higher education reforms?

How to develop a 'learning outcomes' approach?

What is meant by learning outcomes?

- Statements of what a learner is expected to know, understand and/or be able to demonstrate after a completion of a process of learning (ECTS Users' Guide, 2004).
- Defined in terms of knowledge, skills, and abilities that a student has attained at the end (or as a result) of his or her engagement in a particular set of higher education experiences (US, Council for Higher Education Accreditation (CHEA)).

What is meant by learning outcomes?

Learning outcomes

- Set of the knowledge, skills, experience and attributes necessary to carry out a defined function effectively.

Competency

- What is needed to carry out a defined function?
 - Ability, skill, capacity.

Competence

- How knowledge, skills, and capacities will be demonstrated in performing a defined function?
 - the quality of being competent; possession of required skill, knowledge, qualification, or capacity.

What is meant by learning outcomes?

What does it address?

- Curriculum matters...
 - Application of knowledge,
 - Skill, capacity
 - embedded in the practices of disciplines (e.g. laboratory skills).
 - integral to areas of professional life (e.g. architects, nurses, engineers,...).
 - transferable and soft skills (e.g. communication, team work, problem solving...).
- Contribute to the design of qualifications and their recognition
 - Substantive outputs.
 - The needs of the labour market.

What is meant by learning outcomes?

What does it challenge?

- Aims of higher education and values underpinning the relationship between teaching and research.
- Models of teaching and learning:
 - the interaction between students' characteristics,
 - the features of learning environment,
 - task-oriented strategies,
 - different kinds of learning.
- Learning processes focused on the 'final' assessment .

Why are learning outcomes relevant for higher education reforms?

- The recognition of the need to focus on specific results of student learning moving away from imprecise features of a qualification defined on the basis of admissions criteria, length of studies, qualification titles, years/hours of student workload – ECTS.
- The improvement of transparency and readability of qualifications.
- The need to develop common ‘learning outcomes’ approaches allowing to internationally improve recognition and understanding between educational systems, institutions, and graduates.

Why are learning outcomes relevant for higher education reforms?

- **Levels** - Framework for Qualifications of the European Higher Education Area (2005), European Framework for Qualifications (2008), National Qualifications Framework.
- **Descriptors** - Dublin descriptors (2003).
- **Standards** – appropriate reference points at different levels (institutional, national, international).
- **Credits** – when ECTS reaches its full potential as a credit accumulation and transfer system, learning outcomes might be used to define credits.
- **Teaching, learning and assessment** – appropriate delivery instruments, methods of assessing learning outcomes, assessment criteria.

Why are learning outcomes relevant for higher education reforms?

- **Fulfilling Bologna process action lines...**
 - **Adoption of a system of easily readable and comparable degrees**
 - improve the transparency of qualifications.
 - as a reference level descriptor
 - for legibility and transparency of learning.
 - **Promotion of the European dimension in higher education**
 - act as a common approach that internationally improve recognition and understanding between educational systems.

Why are learning outcomes relevant for higher education reforms?

- **Fulfilling Bologna process action lines...**
 - **Promotion of European co-operation in quality assurance**
 - as a vehicle for quality assurance.
 - **Focus on lifelong learning**
 - in the formulation of policies.
 - **Promotion of the attractiveness of the EHEA**
 - as a lever for modernisation.
 - **Student-centered learning**
 - linking students' cognitive competencies and skills, and the educational relationship in the learning process.

Why are learning outcomes relevant for higher education reforms?

Using Learning Agreements & learning outcomes

HEI A	HEI B
Degree programme A	Degree programme A'
Course a, b, c, d	Course a', e, f, g
LO Y	LO Y'
LO X	LO W
LO Z	LO Z'

How to develop a 'learning outcomes' approach?

- Models of teaching-learning:
 - the interaction between students' characteristics,
 - the features of learning environment,
 - task-oriented strategies,
 - different kinds of learning.
- Taking into account the students' individual differences (e.g. prior knowledge, developmental factors, motivation, effort, well-being, social and economic status).
- Alignment between teaching objectives, didactic instruments (e.g. computer-based learning, gamification, recorded sessions) and learning outcomes.

How to develop a 'learning outcomes' approach?

Considering the risks...

- Pedagogy limited to a set of teaching approaches associated to learning processes.
- Critical thinking and analysis as a 'higher education' competence.
- A learning environment limited by the need to manage pedagogy in a predictable way.
- Reducing student learning to assessment acts.

How to develop a 'learning outcomes' approach?

Taking the opportunity...

- Focus on the individuals' capacity to act purposively in their social and professional life.
- Pedagogical approaches aligning learning processes with educational goals and assessment criteria.
- The academics' sense of 'ownership' of pedagogic innovations developed to achieve learning outcomes.
- Improving pedagogy and new modes of learning based on students' experiences developed in new learning environments and on monitorization to guarantee appropriate learning approaches to both objectives of teaching and learning outcomes.

How to develop a 'learning outcomes' approach?

- **Learning outcomes...** reflect the **domain** defined by the scientific field, **level** indicator (bachelor or master), the **scope** and **content** of the programme and of the educational component (curricular unit), **type** of learning outcome (knowledge, skill, competencies).
 - are succinct and not too detailed;
 - are mutually consistent;
 - are easily understandable, verifiable;
 - are achievable within the workload;
 - are linked with appropriate learning activities, assessment methods and assessment criteria.

How to develop a 'learning outcomes' approach?

- The use of '**action**' verbs such as – to analyse, to examine, to construct, to collaborate, to communicate,... not '**state**' verbs such as - to know or to understand - to express teaching/educational objectives:
 - for **remembering** – to define, to select;
 - for **understanding** – to classify, to interpret;
 - for **applying** - to apply, to develop, to make use of;
 - for **analysing** – to analyze, to discover;
 - for **evaluating** – to appraise, to criticize;
 - for **creating** - to build, to create;
 - for **capacities/skills** – to communicate, to memorize, to learn, to create;
 - for **experience and attributes** - to be creative; to be responsible; to step forward.
- The uncritical use of these guiding principles turns a blind eye to an integrative approach that should bring forward the need to understand students' needs as a starting point to develop meaningful learning activities for teaching objectives and learning outcomes.

How to develop a 'learning outcomes' approach?

Writing learning outcomes matching to the **objectives of teaching** in articulation with (trans)national Qualifications Frameworks...

Qualifications that signify completion of the first cycle are awarded to students who:	EQF-level 6
<i>have demonstrated knowledge and understanding in a field of study that builds upon their general secondary education²⁷, and is typically at a level that, whilst supported by advanced textbooks, includes some aspects that will be informed by knowledge of the forefront of their field of study;</i>	<p>Use detailed theoretical and practical knowledge of a field. Some knowledge is at the forefront of the field and will involve a critical understanding of theories and principles</p> <p>Demonstrate mastery of methods and tools in a complex and specialised field and demonstrate innovation in terms of methods used</p> <p>Devise and sustain arguments to solve problems</p>
<i>can apply their knowledge and understanding in a manner that indicates a professional² approach to their work or vocation, and have competences³ typically demonstrated through devising and sustaining arguments and solving problems within their field of study;</i>	<p>Demonstrate administrative design, resource and team management responsibilities in work and study contexts that are unpredictable and require that complex problems are solved where there are many interacting factors</p> <p>Show creativity in developing projects and show initiative in management processes that includes the training of others to develop team performance</p>
<i>have the ability to gather and interpret relevant data (usually within their field of study) to inform judgements that include reflection on relevant social, scientific or ethical issues;</i>	<p>Consistently evaluate own learning and identify learning needs</p>
<i>can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences;</i>	<p>Communicate ideas, problems and solutions to both specialist and non-specialist audiences using a range of techniques involving qualitative and quantitative information</p>
<i>have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy.</i>	<p>Express a comprehensive internalised personal world view manifesting solidarity with others</p> <p>Gather and interpret relevant data in a field to solve problems</p> <p>Demonstrate experience of operational interaction within a complex environment</p> <p>Make judgements based on social and ethical issues that arise in work or study</p>

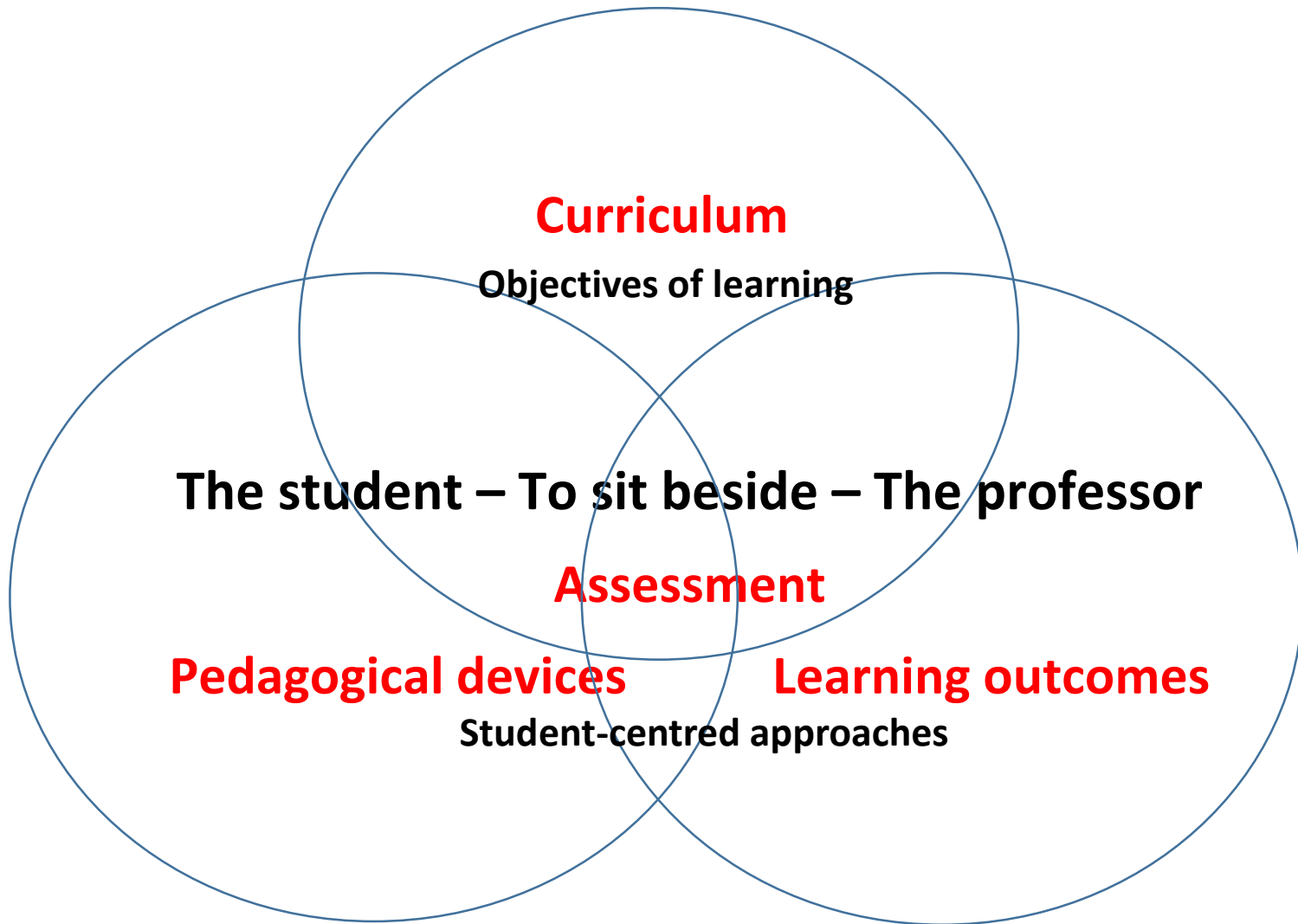
How to develop a 'learning outcomes' approach?

Writing learning outcomes matching to the **objectives of teaching** in articulation with Ukrainian Qualifications Frameworks.

Initial level (short cycle) of higher education	sixth level	ability of a person to solve routine special purpose problems in certain filed of professional activity or in the course of study, which solution involves the application of postulates and methods of relevant sciences and is characterized by certain ambiguity of conditions, be responsible for his/her performance and supervise other persons in certain situations
First level of higher education (bachelor's degree)	seventh level	ability of a person to solve complex special purpose problems and practical challenges in certain filed of professional activity or in the course of study, which solution involves the application of certain theories and methods of relevant sciences and is characterized by complexity and ambiguity of conditions
Second level of higher education (master's degree)	eighth level	ability of a person to solve complex problems and challenges in certain filed of professional activity or in the course of study, which solution involves the conduct of research and/or exercise of innovation and is characterized by ambiguity of conditions and requirements
Third (educational and research/ educational and creative) level of higher education	ninth level	ability of a person to solve complex problems in the filed of professional and/or research and innovation activity, which solution involves a fundamental rethinking of the existing and creation of new holistic knowledge and/or professional practice
Research level of higher education	tenth level	ability of a person to define and solve socially significant systemic issues in a certain branch of activity that are crucial for ensuring sustainable development and require that new system-forming knowledge and advanced technologies are created

How to develop a 'learning outcomes' approach?

- On completion of the degree programme/module the successful student will demonstrate...
 - knowledge in...; understanding in..., critical positioning in relation to...., mastery of..., application of... [knowledge]
 - ability to gather and interpret data [ability], data collection skills, intervention capacity, communication skills, continuously learning skills,... [skills]
 - can communicate information, creativity, management responsibilities, initiative... [wider competencies]
- Other approaches (CORE2 methodology; CALOHEE - TUNING)



How to develop a 'learning outcomes' approach?

<p style="text-align: center;">How to assess and what is going to be assessed? Design and Project Management - 1st cycle on Education Sciences</p>				
Presentation of textbooks	Homework	Exam	Report (team-work)	Individual portfolio
Be capable to analyse theoretical and practical knowledge in...	Have the ability to gather and interpret relevant data to inform judgments on relevant...	Critical positioning in relation to...	Be able to apply knowledge on methods and tools in..	Be able to express a internalised view on...
Be able to communicate information, ideas and problems to diverse audiences.	Mastery of methods and tools in...	Be able to apply knowledge on methods and tools in..	Be capable of making judgements using quantitative and qualitative information....	Have analytical and reflexive attitude in professional development.
	Use theoretical and practical knowledge of....	Be capable of making judgements based on....	Show team management responsibilities.	Be creative in developing...
	Be able to learn continuously.	Have analytical and reflexive attitude in professional development.	Have analytical and reflexive attitude in professional development.	

How to develop a 'learning outcomes' approach?

- What are your experiences regarding recognition of learning outcomes in credit mobility? What are the main challenges?
- How to ensure the effectiveness of didactic instruments to teaching objectives and to learning outcomes?
 - How do you know the characteristics of your students? Are the didactic instruments adequate to your students' needs and characteristics?

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Thank you very much

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