

MAEL 104 - Learning Outcomes and Assessment

ECTS Value: 5 ECTS
Self-Study Hours: 70

Contact Hours: 25
Assessment Hours: 30

Overall Objectives and Outcomes

To provide Educational Leaders a comprehensive review of all the aspects pertinent to learning outcomes in today's educational setting including the Bologna process. Moreover, participants will be able to see their significance with respect to the learning activities and assessment tasks that serve to provide the evidence that the set *Intended* learning outcomes have been achieved by the learner to the desired level of competence.

By the end of this module, the learner will be able to:

Competences

- a. Analyse a learner's need and possible learning outcomes arising;
- b. Design and implement the teaching and learning activities required in order to achieve a particular set of learning outcomes;
- c. Design and implement the appropriate assessment tasks that will provide the evidence illustrating the level of competence acquired by the learning for a given set of learning outcomes following the completion of the series of teaching and learning activities;
- d. Critically analyse and reflect on the outcomes of a particular study program based upon the learners' acquisition of learning outcomes and carry out any necessary modifications to the program of study.

Knowledge

- a. A detailed understanding of the fundamentals of learning outcomes, their development and implementation for a particular educational setting;
- b. Define the notion of aligning learning activities, assessment tasks with learning outcomes as illustrated by the notion of Constructive Alignment (J. Biggs);
- c. Acquire a thorough understanding of the meaning of 21st century skills and their significance in the development of outcomes-based learning;
- d. Determine the fundamentals of formative and summative forms of assessment within the context of the 21st century and how these may shape the future of assessment at institutional and national level.

Skills

- a. Identify the learning outcomes for a given learning scenario;
- b. Determine the best combination of teaching and learning activities that will support the acquisition of the learning outcomes associated with a given learning scenario;
- c. Determine the best form/s of assessment and assessment-related tasks to permit the learner to provide the required evidence indicating the acquisition of a particular learning outcome and at

the same time enable the academic educator to assess the level of competence acquired by the learner;

- d. Apply these principles taking into account, individual learners need within an Educational institution but also within a national framework whereby the academic educator will be operating.

Assessment Methods

This module will be assessed through: Case Study, Presentation and Assignment

Suggested Readings

Core Reading List

1. Biggs, J. & Tang, C., (2011); *Teaching for Quality Learning at University* (4th Ed). Maidenhead, Open University Press.
2. Bologna Handbook, Implementing Bologna in your Institution, C3.4-1, 1 – 30. *Journal of the European Higher Education Area*, Bologna Archive. Available at: http://www.ehea-journal.eu/index.php?option=com_docman&task=doc_details&gid=127
3. Kennedy, D. (2006); *Writing and using Learning Outcomes*, Quality Promotion Unit, UCC
4. Kirkwood, A. and Price, L., (2013); Examining some assumptions and limitations of research on the effects of emerging technologies for teaching and learning in higher education. *British Journal of Educational Technology*, Vol.44, No.4, pp: 536–543. Available at: doi:10.1111/bjet.12049.
5. Martin, L. and Mahat, M., (2017); The Assessment of Learning Outcomes in Australia: Finding the Holy Grail. *AERA Open*, Vol.3, No.1, pp:1-19, Available at: DOI: 10.1177/2332858416688904.
6. Potter, M., K., & Kustra, (2012); A Primer on Learning Outcomes and the SOLO Taxonomy. Course Design for Constructive Alignment (Winter 2012). Centre for Teaching and Learning, University of Windsor. Available at: <http://www1.uwindsor.ca/ctl/system/files/PRIMER-on-Learning-Outcomes.pdf>.
7. Tuning, (2016); Tuning Methodology. Available at: <http://www.unideusto.org/tuningeu/images/stories/archivos/TUNING%20METHODOLOGY%20PARA%20LA%20WEB.pdf>.
8. Biggs, J.B., & Collis, K.F., (1982); *Evaluating the Quality of Learning: The SOLO Taxonomy*. New York, Academic Press.

Supplementary Reading List

1. Bereiter, C., (2002); *Education and Mind in the Knowledge Age*. Mahwah, New Jersey, Laurence Erlbaum Associates Inc.
2. Conole, G., (2015); *The 7C's of Learning Design*. Available at:
3. <https://opennetworkedlearning.files.wordpress.com/2015/05/the-7cs-of-learning-design.pdf>.
4. European Commission (EC), (2017); The Bologna Process and the European Higher Education Area. European Commission, Education and Training, EU activities in the field of higher education. Available at: http://ec.europa.eu/education/policy/higher-education/bologna-process_en.

5. Havnes, A. and Prøitz, T.S., (2016); Why use learning outcomes in higher education? Exploring the grounds for academic resistance and reclaiming the value of unexpected learning. *Educational Assessment, Evaluation and Accountability*, Vol.28, No.3, pp.205-223. Available at: DOI 10.1007/s11092-016-9243-z.
6. Redecker, C. (2013); The Use of ICT for the Assessment of Key Competences. European Commission, Joint Research Centre, Institute for Prospective Technological Studies. Publications Office of the European Union, Luxembourg. Available at: <http://publications.jrc.ec.europa.eu/repository/handle/JRC76971.pdf>