

*Workshop on*

# THE LINKAGES OF LEARNING OUTCOMES, LEARNING ACTIVITIES AND ASSESSMENTS IN HIGHER EDUCATION

Australian and Thai Perspectives

*Thailand, 19 – 28 June 2012*



# Thailand Qualification Framework Learning Outcomes and Teaching Strategies

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## Sessions 2 & 3: Learning Objective

By the end of these two sessions the participants will be able to apply teaching standards and strategies, to meet learning outcomes outlined by the TQF, to current needs and participants' contexts.



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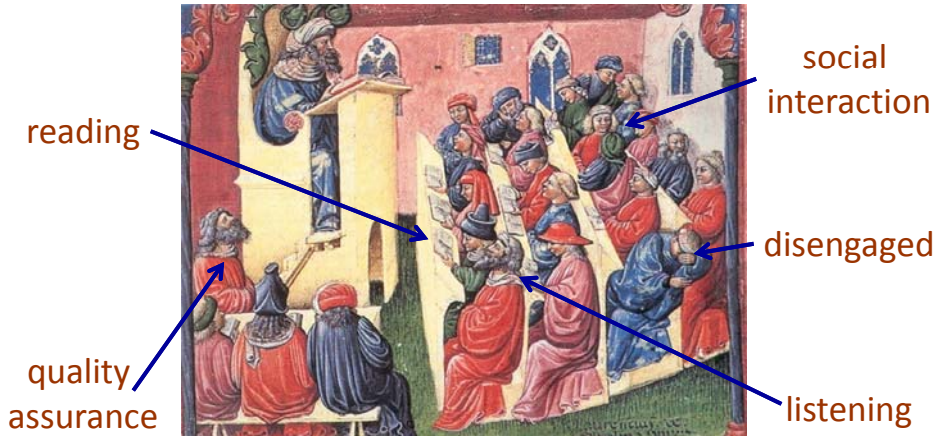
## Is this your classroom?



University of Bologna, Laurentius de Voltolina 14<sup>th</sup> century lecture  
The Yorck Project: 10.000 Meisterwerke der Malerei. DVD-ROM, 2002.

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## Is this your classroom?



reading

social  
interaction

quality  
assurance

disengaged

listening

University of Bologna, Laurentius de Voltolina 14<sup>th</sup> century lecture  
The Yorck Project: 10.000 Meisterwerke der Malerei. DVD-ROM, 2002.

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## Is this your classroom?



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## Is this your classroom?



## What is important?

Curriculum redesign

Common core programs

Outcomes based assessment

Outcomes based learning

Long term learning outcomes

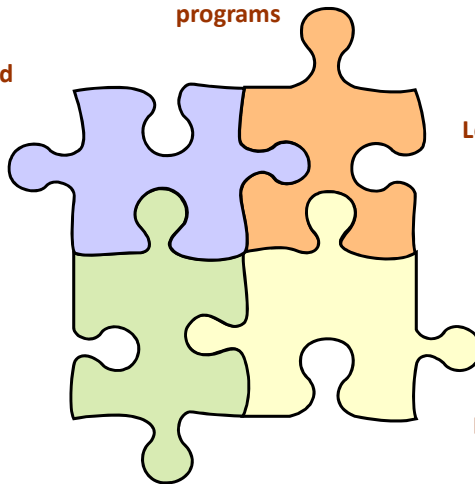
Self and peer review

Meaningful feedback

Authentic tasks

Learning-oriented assessment

Standards



# Changes in Higher Education

(Boud and Falchikov, 2010)

Driven by two trends:

1. increased freedom of learners to access, create, and re-create content
2. opportunity for learners to interact with each other outside of a mediating agent

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When the essential mandate of universities is buffeted by global, social/political, technological, and educational change pressures, questions about the future of universities become prominent.

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## ACTIVITY 1

- Please discuss your experiences regarding 'changes' in learners and learning in higher education. How do they affect your teaching strategies?



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## The Value of Qualifications Frameworks from a University Perspective

## The Value of Qualifications Frameworks from a University Perspective

- Outcomes
- Standards
- Mobility
- Pathways
- Quality Assurance



## The Value of Qualifications Frameworks from a University Perspective

### Why Outcomes?



- Outcomes are sometimes articulated with more precision in professional degrees than in generalist degrees
- The balance of depth and breadth in curriculum design means that different units may serve different aims in different awards
- Clear expectations on outcomes assist differentiating outcomes at the unit of study (subject) level, stream (major) level, and degree level

## The Value of Qualifications Framework from a University Perspective

### Outcomes

- Generic or Graduate Attributes
  - Thai priorities- transfer of skills, creativity, national tradition, international competitiveness
  - lifelong learning, communication, initiative, global citizenship
- Discipline-specific learning outcomes as established by professions and discipline expert groups



## The Value of Qualifications Frameworks from a University Perspective

### Standards

- "those dimensions of curriculum, teaching, learner support and assessment that establish the pre-conditions for the achievement of learning and educational outcomes fit for the awarding of a higher education qualification
- the explicit levels of attainment required of and achieved by students and graduates, individually and collectively, in defined areas of knowledge and skills."



*Developing a framework for teaching and learning in  
Australian higher education and the role of TEQSA:  
Discussion Paper*



## The Value of Qualifications Framework from a University Perspective

### Clear Outcomes and Standards Statements

- “Assist in assuring students of the value of their degree”
- “Assist in assuring employers and the profession that graduates have obtained certain skills and knowledge”
- “Assist educators in measuring and improving the effectiveness of their teaching”
- “Assist universities in maintaining and enhancing quality”



(Source: AQF, 2011)

## The Value of Qualifications Framework from a University Perspective

### Pathway

- Regional Universities (AEC)
- International Universities (Asia-Pacific, Europe, North America)
- Research opportunities



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## Experiences from the Australian Qualification Framework



- Facilitate access to employment through relating learning
- Are part of a single national framework of qualifications
- Are easily understood by students, universities and employers
- Can be used to access further learning (nationally and internationally)

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## It all starts from the 'course' level

- **Learning outcomes** = the translation of the teacher's designs aims into 'specific', 'tangible', and 'attainable' learning achievements for students.
- Through their study, students learn many things: Knowledge, skills, abilities, values and attitudes. All of them can represent '**learning outcomes**'

## Why 'Learning Outcomes'

### • For academic staff



- content of teaching
- teaching strategies used
- sorts of learning activities/tasks students will undertake
- assessment tasks set
- how the learning will be assessed

### • For students



- solid framework to guide their studies and assist them to prepare for assessment
- point of reference with regard to their own development of course and university level graduate attributes.

## Steps in Designing Learning Outcomes

### Step 1: Framing the Environment

- How does the subject fit into the overall program design?
- What assumption can I make about the prior knowledge, understanding and skills of learners?
- What are the University's policy on 'graduate attributes' or 'assessment'?



## Steps in Designing Learning Outcomes

### Step 2: Reviewing the Teaching Aims of the Subject



- What are the key **aims**?
- What levels?
- Links among 'outcomes', 'assessments' and AIMS

## Steps in Designing Learning Outcomes

### Step 3: Analyse the Subject

- What do I expect students to know, understand, be able to do at the end of the subject?
- What should students be able to recall, explain, apply, analyse or evaluate?
- What additional teaching and learning resources will I need?



## Steps in Designing Learning Outcomes

### Step 4: Writing! The Language of Learning Outcomes



- Are achievable?
- Are measurable?
- Clear and precise
- In addition, a statement such as **'On successful completion of this unit of study, you should be able to:...'** prefaces learning outcomes, and are typically followed by a list of three to five further outcomes.

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## Steps in Designing Learning Outcomes

### Example: Globalisation and Diversity

On completion of this unit, you should be able to:

- **Explain** fundamental political terms like globalisation, global ethics and global risk;
- **Apply** your understandings of the above terms to issues of cultural diversity, social justice and political risk, and global ethical accountability;
- **Critically** evaluate examples of racism, disadvantage and intolerance as well as positive examples of cultural coexistence;
- **Develop** reflective arguments on the wider ramifications of globalisation and diversity

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## Steps in Designing Learning Outcomes

### Step 5: Determining Assessment

- Fair, equitable and transparent.
- Must reflect the learning outcomes
- Incorporate a range of types or modes of assessment appropriate to the nature of the unit, method of delivery and the students involved
- Design appropriate assessment strategies that ideally engage the learners in activities they can relate to real-life or workplace situations



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## Steps in Designing Learning Outcomes

### Example

Thinking critically and making judgments (Developing arguments, reflecting, evaluating, assessing, judging)

- *Essay*
- *Report*
- *Journal*
- *Letter of advice to ... (about policy, public health matters ... )*
- *Present a case for an interest group*
- *Prepare a committee briefing paper for a specific meeting*
- *Book review (or article) for a particular journal*
- *Write a newspaper article for a foreign newspaper*

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## Steps in Designing Learning Outcomes

### Example

Solving problems and developing plans (Identifying problems, posing problems, defining problems, analysing data, reviewing, designing experiments, planning, applying information)



- *Problem scenario*
- *Group work*
- *Work-based problem*
- *Prepare a committee of enquiry report*
- *Draft a research bid to a realistic brief*
- *Analyse a case*

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## Steps in Designing Learning Outcomes

### Example

Demonstrating knowledge and understanding (Recalling, describing, reporting, recounting, recognising, identifying, relating and interrelating)



- *Written examination*
- *Oral examination*
- *Essay*
- *Report*
- *Devise an encyclopaedia entry (Wiki)*
- *Short-answer questions: true/false/ multiple-choice questions (paper-based or computer-aided assessment)*

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## Steps in Designing Learning Outcomes

### Example

Designing, creating, performing (Imagining, visualising, designing, producing, creating, innovating, performing)

- *Portfolio*
- *Performance*
- *Presentation*
- *'Hypothetical'*
- *Projects*



School/Department/Area

## Steps in Designing Learning Outcomes

### Step 6: Check the Alignment

Checking to see that assessment and learning outcomes align requires determining whether:

- the assessment includes knowledge, understanding or skills not in the learning outcomes then review the learning outcomes. If after review you are still happy with the learning outcomes then you will have to change the assessment;
- the assessment misses knowledge, understanding or skills in the learning outcomes then review the assessment.

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## Application of TQF to Learning Outcomes

### Scenario 1. (example)

Degree: Master of Public Health  
Subject: HIV Prevention  
Learning Outcome: By the completion of this subject students will be able to implement initiatives to prevent the spread of HIV

## Application of TQF to Learning Outcomes

*What do we want students to learn within the five TQF domains?*

### Scenario 1. (example)

Degree: Master of Public Health  
Subject: HIV Prevention  
Learning Outcome: By the completion of this subject students will be able to implement initiatives to prevent the spread of HIV

## Application of TQF to Learning Outcomes

*What do we want students to learn within the five TQF domains?*

### Scenario 1. (example)

Learning Outcome: By the completion of this subject students will be able to implement initiatives to prevent the spread of HIV

#### Ethical and Moral Development

- Address the health and HIV prevention needs of all members of society without discrimination
- Being respectful of affected people in need

## Application of TQF to Learning Outcomes

*What do we want students to learn within the five TQF domains?*

### Scenario 1. (example)

Learning Outcome: By the completion of this subject students will be able to implement initiatives to prevent the spread of HIV

#### Knowledge

- Routes of transmission of HIV
- Statistics and demographics of HIV
- Evidence of effective strategies and means of HIV prevention. For example, condom use.

## Application of TQF to Learning Outcomes

*What do we want students to learn within the five TQF domains?*

### Scenario 1. (example)

Learning Outcome: By the completion of this subject students will be able to implement initiatives to prevent the spread of HIV

#### Cognitive skills

- To be able to investigate the needs of HIV prevention in a specific environment.

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## Application of TQF to Learning Outcomes

*What do we want students to learn within the five TQF domains?*

### Scenario 1. (example)

Learning Outcome: By the completion of this subject students will be able to implement initiatives to prevent the spread of HIV

#### Interpersonal skills and responsibility

- Demonstrate group leadership.
- Take and share responsibilities for actions taken.

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## Application of TQF to Learning Outcomes

*What do we want students to learn within the five TQF domains?*

### Scenario 1. (example)

Learning Outcome: By the completion of this subject students will be able to implement initiatives to prevent the spread of HIV

### Analytical and communication skills, mathematics and IT application

- To analyse statistical information, using computer software applications.
- To be able to report findings in academic and public forums (including online media)

## Application of TQF to Learning Outcomes

### **NOW IT'S YOUR TURN**

### Scenario 2.

Degree: Graduate Diploma of Business

Subject: AEC and Thailand

Learning Outcome: By the completion of this subject students will be able to analyse the political, social and economic impacts of the AEC

*What do we want students to learn within the five TQF domains?*

## Application of TQF to Learning Outcomes

### *NOW IT'S YOUR TURN*

#### **Scenario 3.**

Degree: Master of Arts in Political Science  
Subject: Globalisation and Diversity  
Learning Outcome: By the completion of this subject students will be able to effectively apply understanding of globalisation concepts to issues of cultural diversity, social justice and ethical accountability

*What do we want students to learn within the five TQF domains?*

## Application of TQF to Learning Outcomes

### *NOW IT'S YOUR TURN*

#### **Scenario 4.**

Degree: Bachelor of Science in Multimedia Studies  
Subject: Website Development  
Learning Outcome: By the completion of this subject students will be able to design user-friendly and interactive web sites

*What do we want students to learn within the five TQF domains?*

## Application of TQF to Learning Outcomes

### *NOW IT'S YOUR TURN*

#### **Scenario 5.**

Degree: PhD

Subject: Research Methodology

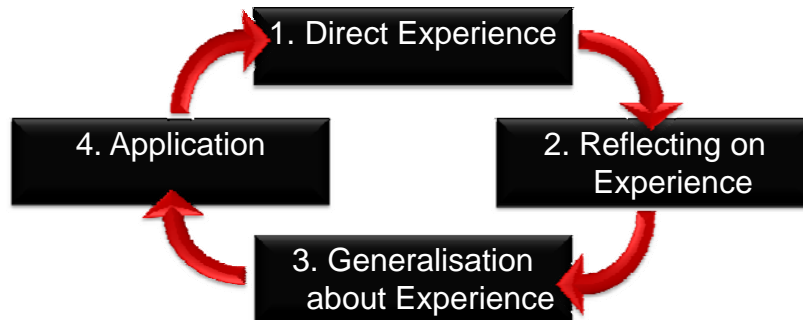
Learning Outcome: By the completion of this subject students will be able to critically evaluate a research project and select appropriate research methods to undertake a research study

*What do we want students to learn within the five TQF domains?*

Teaching Strategies and Learning Outcomes

## **STRATEGIES & TECHNIQUES**

## Experiential Learning Cycle



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## Experiential Learning



- Aristotle : *For the things we have to learn before we can do them, we learn by doing them.*



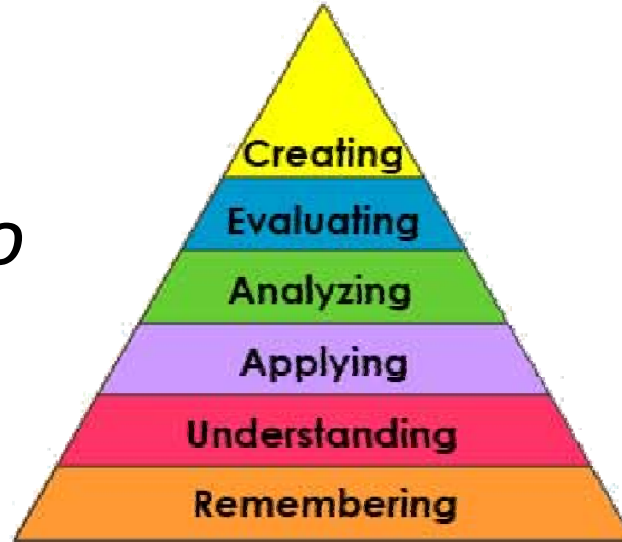
- **Experiential learning** is the process of making meaning from direct experience; learning from experience.
- The experience can be natural or constructed
- David Kolb helped to popularize the idea of experiential learning

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## Bloom's Taxonomy

*Video*

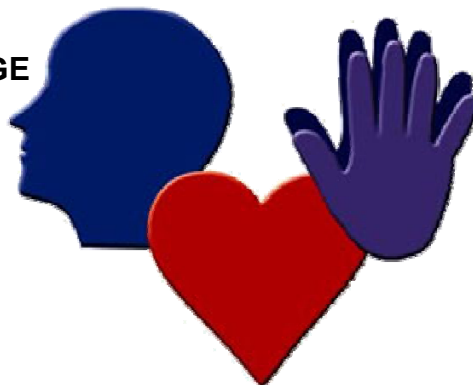


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## Bloom's Taxonomy

*Head*  
KNOWLEDGE



*Hands*  
SKILLS

*Heart* ATTITUDES

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## Teaching Strategies

### *Nine guiding principles*

1. An atmosphere of intellectual excitement
2. An intensive research and knowledge transfer culture
3. A vibrant and embracing social context
4. An international and culturally diverse learning environment
5. Explicit concern and support for individual development
6. Clear academic expectations and standards
7. Learning cycles of experimentation, feedback and assessment
8. Premium quality learning spaces, resources and technologies
9. An adaptive curriculum

*source: Centre for the Studies of Higher Education*

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## SPICES

### *Traditional School*

Teacher centered



Content based



Discipline based



Institute based



Uniform



Opportunistic



### *Modern School*

Student centered

Problem based

Integrated systems

Community based

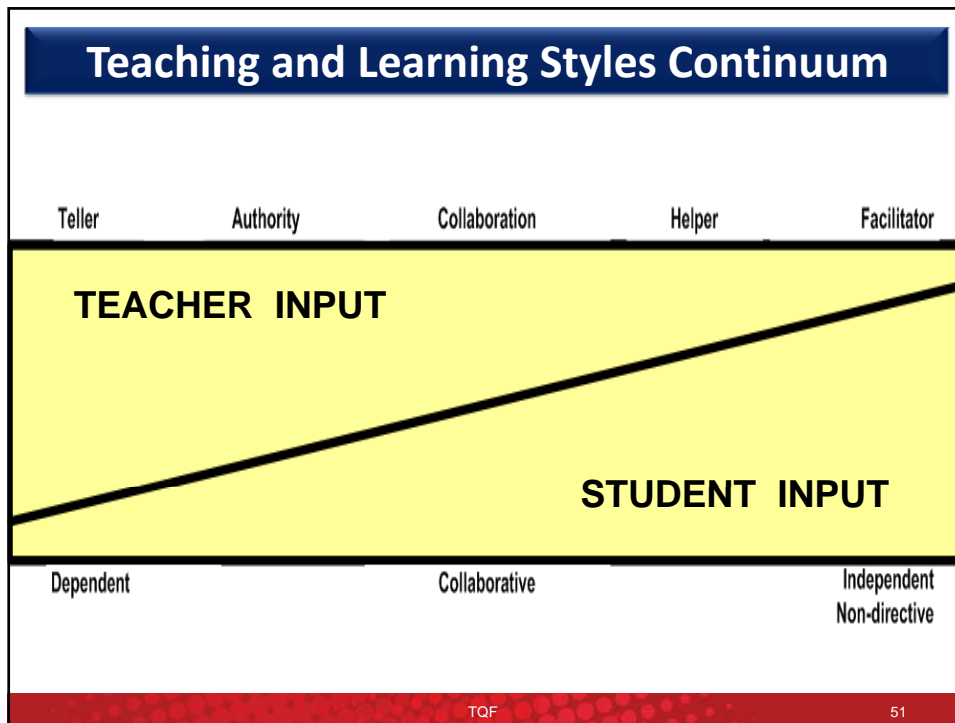
Elective driven

Systematic



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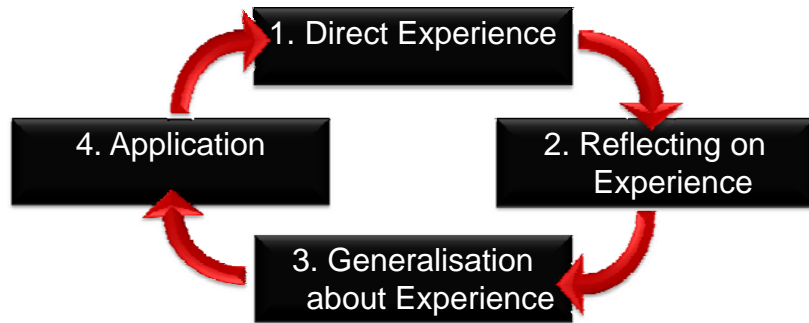
## Teaching Techniques

*In your groups, make a list of teaching techniques*

<ul style="list-style-type: none"> <li>•Lecture</li> <li>•Asking questions</li> <li>•Case study</li> <li>•Project</li> <li>•Problem based</li> <li>•Small group</li> </ul>	<ul style="list-style-type: none"> <li>discussions</li> <li>•Large group discussions</li> <li>•Demonstration</li> <li>•Story telling</li> <li>•Scenario</li> </ul>	<ul style="list-style-type: none"> <li>•Video</li> <li>•Role play</li> <li>•Web board discussion</li> <li>•Brain storming</li> </ul>
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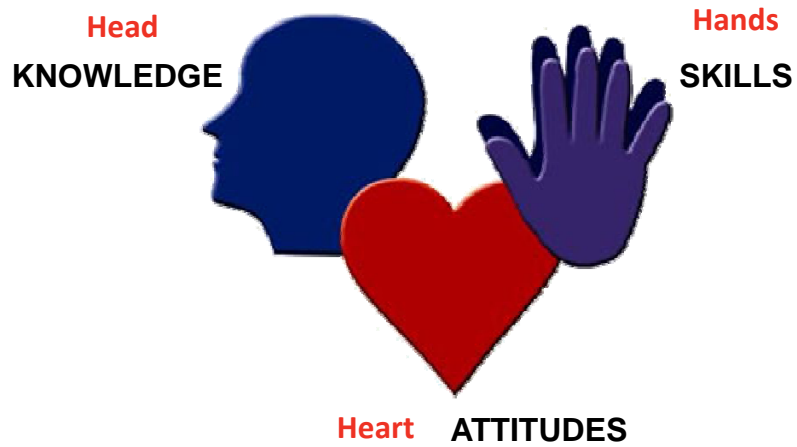
## Experiential Learning Cycle



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## Bloom's Taxonomy



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## Learner Outcomes, the TQF, Teaching and Learning Strategies, Teaching Techniques

### *BRINGING IT ALL TOGETHER*



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## Learner Outcomes, the TQF, Teaching and Learning Strategies, Teaching Techniques

### *BRINGING IT ALL TOGETHER*

- Look again at your group scenario
- List teaching and learning strategies to be utilised to achieve the learning outcome
- List teaching techniques to support the strategies
- Tell us why

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## Afterthoughts



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## Evaluations



***THANK YOU***

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