

# About learning outcomes

This presentation is divided into five parts

- What are learning outcomes?
- Planning for outcomes
- Outcomes in action
- Assessing outcomes
- What is outcomes-based education?

# Part 1

What are learning outcomes?

# Part 1 - Session outcomes

- On completion of this session, participants can
  - identify the differences between outcomes and objectives
  - identify some characteristics of learning outcomes
  - analyse an outcome in terms of complexity and time required to achieve it

# Activity 1

- Complete the following sentences:
  - An outcome is .....
  - One characteristic of an outcome statement is ...
  - OBE helps students ....
  - OBE helps teachers ....
  - OBE helps parents/community members ...
- Keep your responses for consideration at the end of Part 5

# Objectives and Outcomes

- The current secondary curriculum is content-based. Teachers use objectives to indicate what they intend to cover in units/topics.
- The reform curriculum is outcomes-based. Teachers use outcomes to indicate what students know and can do at the end of each learning stage.

# Objectives and Outcomes

- Objectives are written using future tense, for example, students will be able to ..., should be able to.... They signal intention.
- Outcomes are written using present tense, for example, students can ..., students are able to .... They signal achievement.

# Objectives and Outcomes

Objectives	Outcomes
Focus on what the teacher will do, or is able to teach	Focus on what the student can do, or needs to learn
Describe the intent of learning	Describe the results of learning
Focus on opportunities provided for learning	Focus on the application of learning
Involves estimating the amount that can be learned in a given period of time	Requires flexible allocation of time

# Objectives and Outcomes

Objectives	Outcomes
Focus on content using narrow source of materials	Focus on outcomes using variety of resources and contexts
Feedback at the end of term, semester	Feedback at end of performance
Norm-referenced assessment	Criterion-referenced assessment
Pre-determined course of learning	Independent learning and self-monitoring

# An outcomes based curriculum

Identifies the

- knowledge
- skills
- attitudes and
- values

that all students should achieve in a particular subject at a particular grade

# Outcomes:

- describe what students know and can do
- provide a focus for programs and lessons
- provide a focus for all assessments including external examinations
- provide continuity from one grade to next
- help monitor performance over time and provide information for planning and improvement in the classroom

# Objectives to Outcomes

Example: Secondary Arts syllabus

- From 'Students should have some knowledge of cave paintings'
- To 'Students can discuss identified aspects of cave paintings'
- From 'Students should know the process in making a batik using the wax resist method'
- To 'Students can discuss the process of making a batik or make one illustrating the steps'

# Activity 2

- Outcomes and Objectives
  - 10 statements have been distributed among participants
  - Read each statement aloud and decide whether it is an outcome or objective, giving reasons for your decision.

**What are some characteristics of learning outcomes?**

# Learning outcomes:

- are student centred
- can be demonstrated, assessed and measured
- are written using the stem “Students can, are able to”
- are written using active verbs eg ‘Students can ...discuss, demonstrate, illustrate, analyse, debate, apply, use ...’

# The stem

- Participants can identify ...
- Participants are able to identify ....
- Participants identify ....
- Participants have identified ...

# The parts

Verb

Concept

Context

Students can **name** the **parts of a plant** found  
in **the local environment**

- Students can **name** parts of a plant found in the local environment
- Students can **describe** parts of a plant found in the local environment
- Students can list **characteristics of animals** used for transport
- Students can list **types of vehicles** used for transport
- Students can explain a simple process **orally**
- Students can explain a simple process **in writing**

# Activity 3

Work in groups to sort the outcomes you have been given.

- Place the set of outcomes you have been given in a sequence of progress
- Justify the sequence
- Explain the cues you used for sequencing

# More outcomes examples

- Students list the signs, causes and effects of local hazardous natural events and ways of responding to them.
- Students identify the signs, causes and effects of hazardous natural events in PNG and neighbouring regions and how people respond to them.

# Activity 4

- Study the 'outcome' you have been given.
- Is it simple or complex?
- Why do you think it is simple or complex?
- Compare your outcome with a colleague's
- Which of the two outcomes is likely to take a longer time to achieve?
- Do both of you agree?

# Activity 5

- Simplest to the most complex ...
  - Using the 'outcome' given to you, form a line, with the simplest outcome at one end and the most complex at the other
  - Justify your place on the line

Simplest



Most complex

# Learning outcomes in the secondary syllabuses

Teachers do not have to write learning outcomes themselves in most instances, but they do have to understand the structure and level of complexity of outcomes. When developing school-based units, teachers are expected to write unit outcomes consistent with the broad outcomes for that subject-field.

- The broad learning outcomes for each subject field are included in the syllabus for that subject field.
- Learning outcomes for each unit are included in the unit description. The unit outcomes are linked to the broad learning outcomes.
- All outcomes in the syllabuses are mandatory. Teachers cannot pick or choose what they would like to cover.

# Broad learning outcomes

Students can:

1. Demonstrate an understanding of and apply knowledge and skills for healthy, physical, social, emotional and spiritual living
2. Develop knowledge and skills to understand and manage issues and safety including HIV and Aids.
3. Demonstrate an understanding of a range of physical activities and participate in them to improve fitness
4. Clarify personal values, attitudes, beliefs and behaviour and recognize factors that influence them
5. Demonstrate an understanding of issues related to gender, ethnicity, culture and universal values
6. Demonstrate an understanding of the process and skills of conflict resolution in a variety of situations

# Activity 6

## Think – pair - share

- Study the broad learning outcomes and unit outcomes table in the extracts from the Social Science syllabus and discuss how they are linked.
- Link the two outcomes for PD Unit 9.2 with the appropriate broad learning outcomes.