

# About learning outcomes

# Part 3

## Outcomes in action (Scenarios)

# Outcomes for this session

As a result of completing this session, you can

- discuss ways of achieving outcomes in every day life
- develop activities or tasks to enable students to demonstrate the achievement of learning outcomes

There are many different ways of achieving outcomes in everyday life and in the classroom.

# Activity 8 - Survey

- How many of you can drive?
- How did you learn to drive?
- How many of you have a driver's license?
- How did you get your license?

# Achieving the outcome

The outcome is the same – many of you can drive and many have a license, but that outcome was achieved in many different ways.

Teachers must be adaptable and flexible in their planning and teaching so they are able to meet the needs of students and assist students to achieve the learning outcomes regardless of location and available resources.

For instance, not all schools will have science facilities but this does not mean that Science cannot be taught. By being resourceful and innovative, a teacher can teach successfully using the resources within the community and the local environment.

Students can achieve the same learning outcomes through different content and different teaching and learning approaches.

# Activity 9

**Step 1** - Divide into pairs or threes to plan the four week unit provided.

**Step 2** – Study the learning outcomes and decide what knowledge and skills are built into them.

**Step 3** – Brainstorm at least one learning activities and one assessment task that will enable students to demonstrate they have achieved the learning outcome.

**Step 4** – List as dot points the content that would need to be taught in this unit.

**Step 5** – Display your unit on butcher's paper

**Step 6** – Study at least one set of units and critique them for consistency between the activities, assessment, content and outcomes

# Scenario – Mathematics

- Unit: Percentages
- Learning outcome: Students can **calculate** percentages (%) using a range of examples

# Scenario 1 – Mr Wapa

Mr Wapa had access to a Maths text book. He wrote steps and examples on the board and explained the process to students. Over several days students worked on additional exercises copied from the board. Mr Wapa then set an end of topic test.

## Scenario 2 – Mr Edu

Mr Edu's class was working through a theme on transport. Mr Edu used some of the traffic survey data collected by the students to introduce them to percentages. Students completed further activities based on their data and displayed their results around the room. Mr Edu gave students an activity sheet to complete individually for assessment.

## Scenario 3 – Mrs Zora

Mrs Zora demonstrated how to calculate percentages using examples cut from newspapers. She then displayed her examples around the room for reference. Students worked in groups to brainstorm situations where percentages are used and wrote sample problems to pass to another group to solve. Mrs Zora later included some percentage problems in the end of term test.

# Scenarios – Language

- **Unit:** Short stories
- **Learning outcome:** Students can **write** a short story using correct punctuation and the conventions of the genre.

## Scenario 4 – Mr Punay

Mr Punay taught several lessons on punctuation using exercises from a grammar book. He read two short stories to the students and they copied notes from the board about conventions such as plot, character and setting. At the end of the unit students wrote a short story under test conditions.

# Scenario 5 – Mrs Alih

Mrs Alih included short story writing in an integrated unit of work on the environment. She jointly constructed a story with the class, discussing and demonstrating punctuation and conventions as part of the process. Students did a second joint construction in smaller groups which was shared with the whole class and checked by Mrs Alih. Finally students wrote their own individual story to be placed in their assessment portfolio.

# Scenario 6 – Mrs Yonga

Mrs Yonga started her unit by asking students to write a story. She collected their efforts and after reading them, identified teaching points for the whole class and for smaller groups. Students were placed in groups and wrote more stories, sharing them with partners or the whole group while Mrs Yonga spent time with those who needed help achieving the outcome. Students selected their best story for assessment.

Each of these teachers provided students with the information required to achieve the outcome and provided them with opportunities to apply their knowledge and practice the skills involved.

# Flexibility

The three teachers in each scenario adapted different resources to suit their needs and used different learning and teaching strategies, some more student-centred than others. They also used different forms of assessment.

# Achieving outcomes

In each of the classrooms it was possible for the teacher to check and for the students to demonstrate that they had achieved the outcome.