



HARIDUS- JA
TEADUSMINISTEERIUM

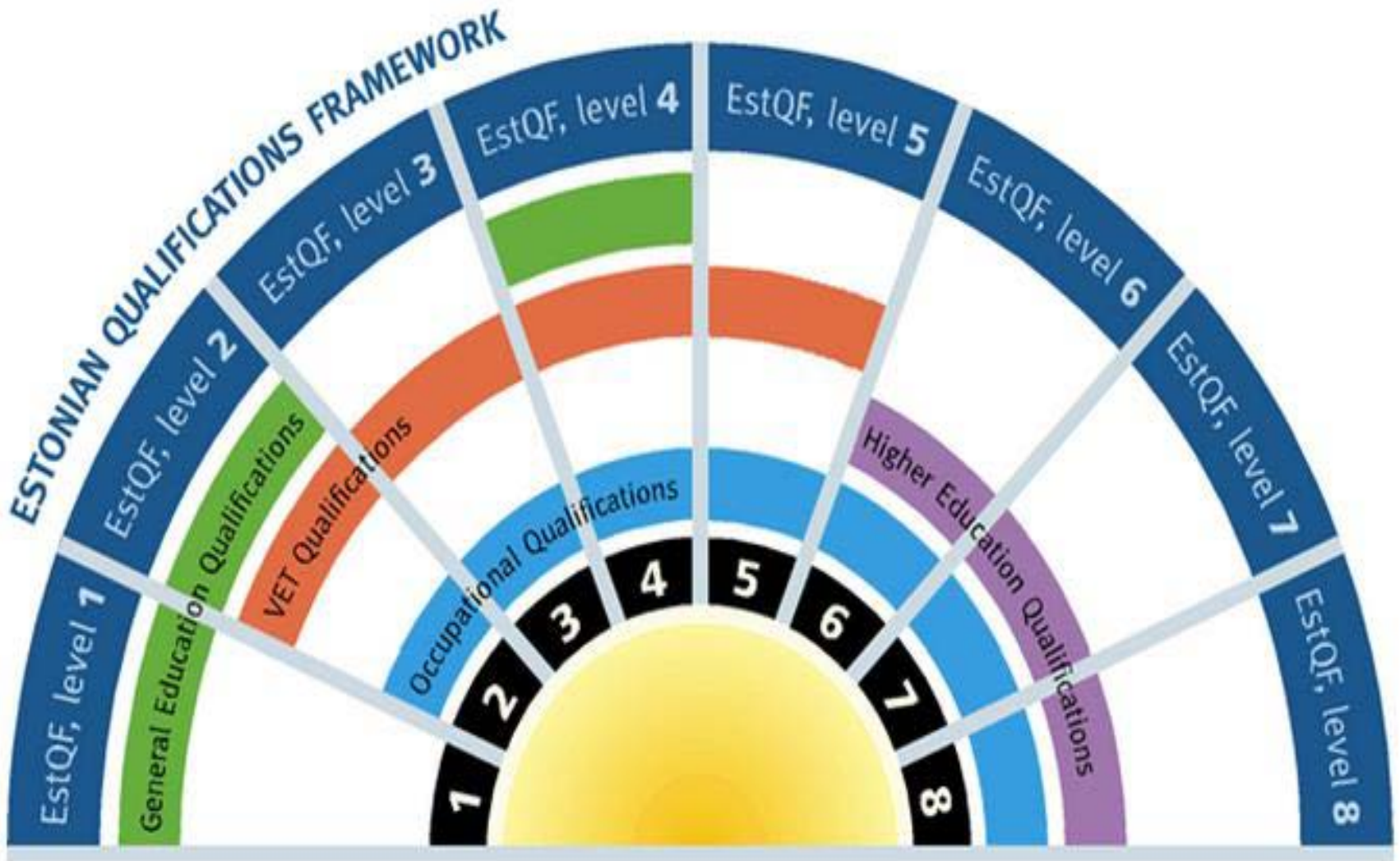
Developing learning outcomes

Küllli All

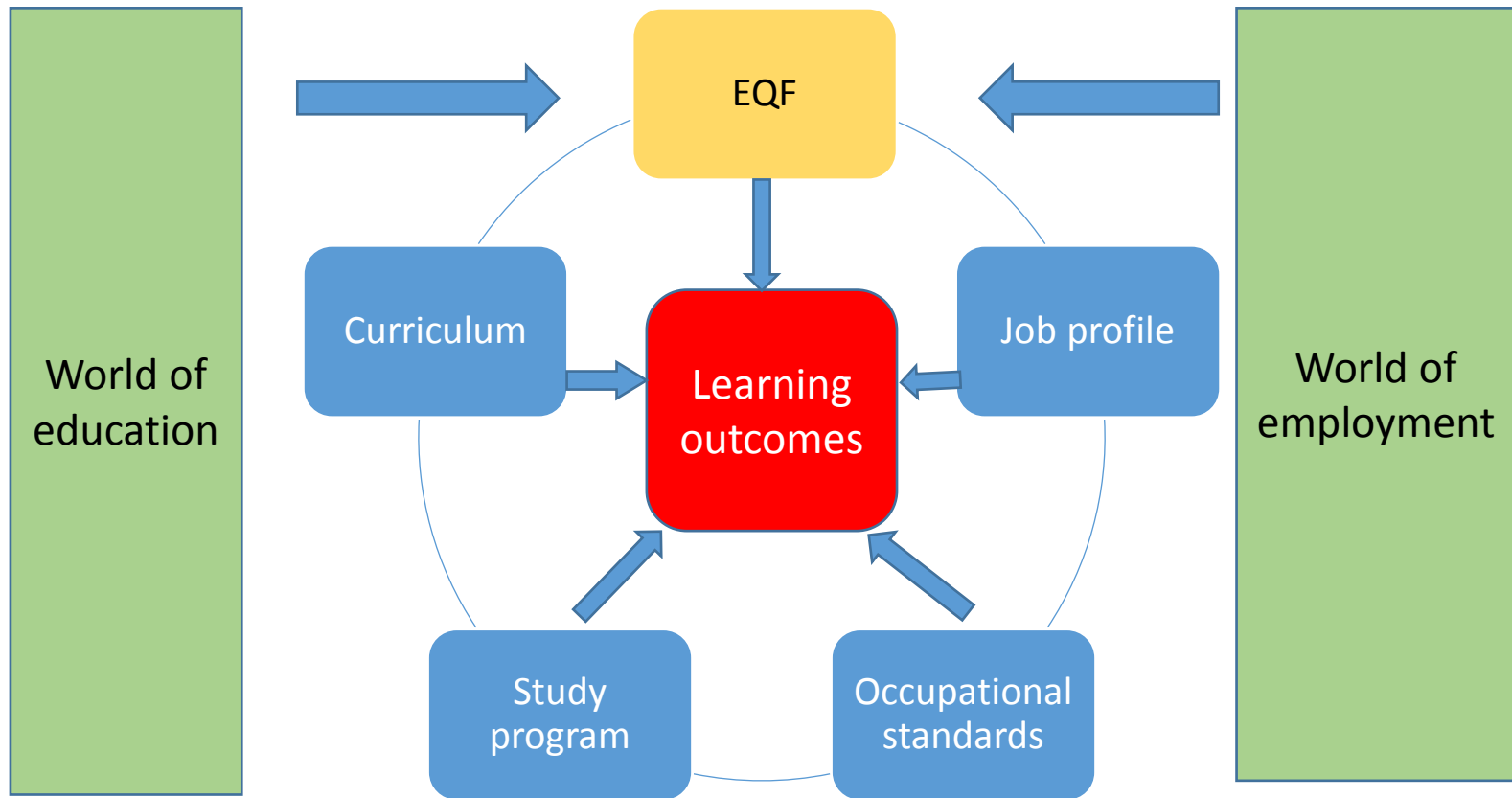
Adult education department

Ministry of Education and Research

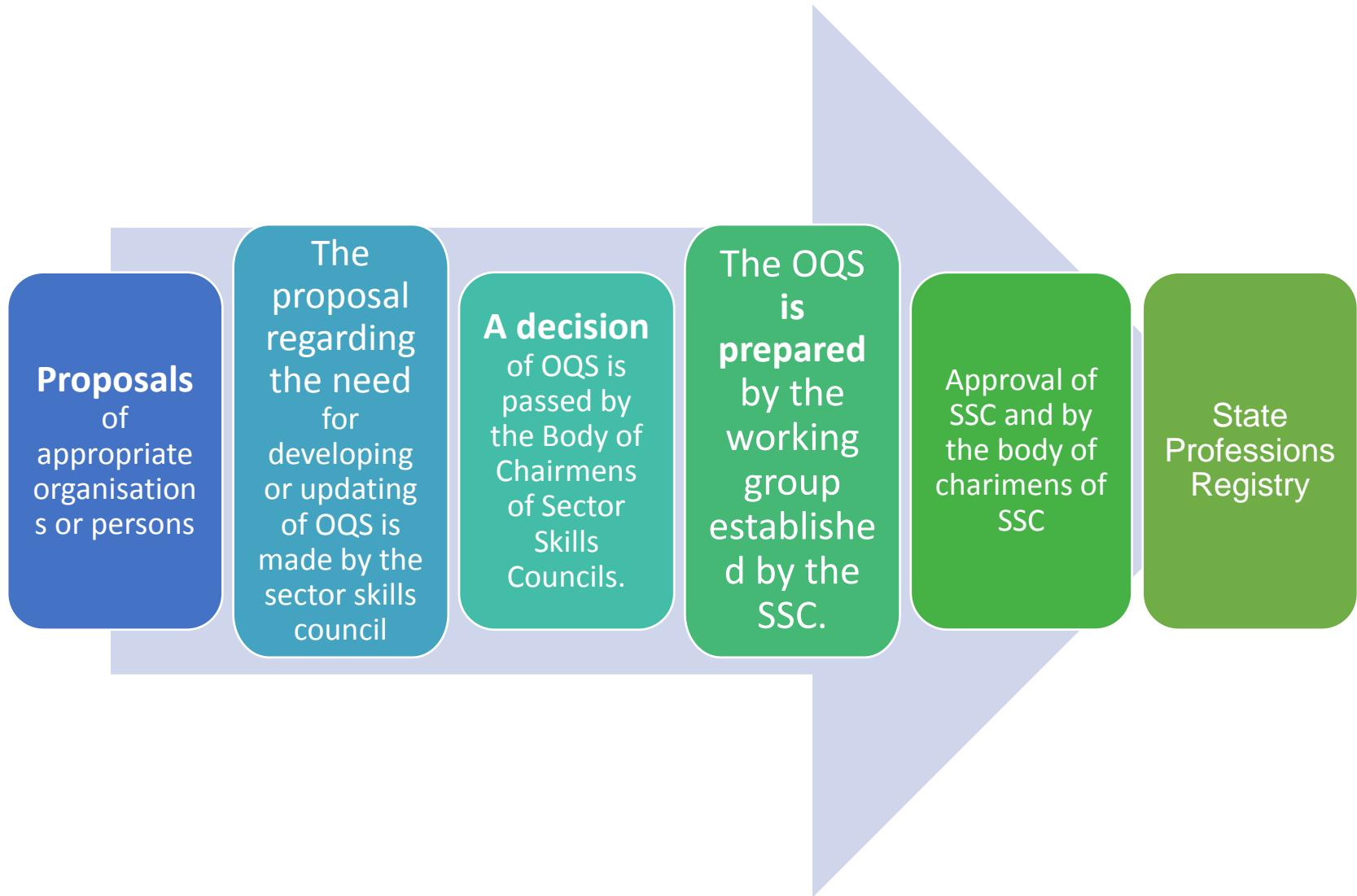
EstQF



LO as common language



Main principles of working out OQS



LO as common language

?

Behaviouristic versus constructivist schools of thought.

Behavioristic approach - LO as result oriented, full-ended, clearly observable and (objectively) measurable (world of work?)

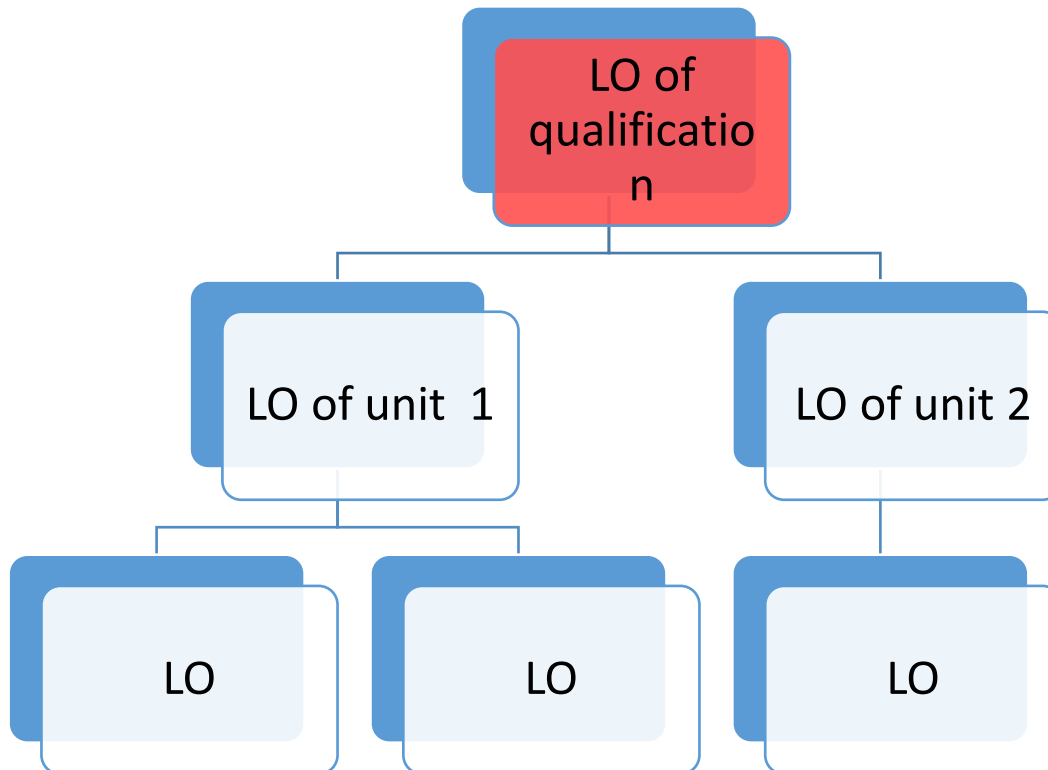
The constructivist approach – learning outcomes as process-oriented and open-ended, limiting measurability (world of education?)



Learning outcomes

Qualification consists of learning outcomes

Importance of Number and hierarchical organisation of LO



ASSESSMENT CRITERIA



Assessment standards

- Assessment of competences = assessment of LO
- Assessment of competences in OQS – behavioral?
- Assessment of LO – constructivistic?

- The level of description of LO should be stated
Threshold level? What about the better performers ?

Individual LO?

- Proper Number of LO to one module
- Proper number of competencies /modules /units in qualification

Avoidance of fragmentation vs flexibility



Writing learning outcomes

Common principles in writing

The basic structure of learning outcomes statements

<u>learner</u>	action verb to signal the level of learning expected	the object and scope of learning, notably by identifying relevant learning domains	the occupational and/or social context in which the qualification is relevant
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Assessment (criteria) - dialogue between intended and actual outcomes – quality of education/training

Writing learning outcomes

Local adaptation - political and practical implications
balance and combine general subjects with transversal skills and occupation specific knowledge, skills and competences.

Breadth of qualification vs concreteness – level and complexity of learning



Main challenges

- How knowledgeable is learner? Do learners and students see outcome-descriptions as meaningful and can relate to them
- What does employer looking for?

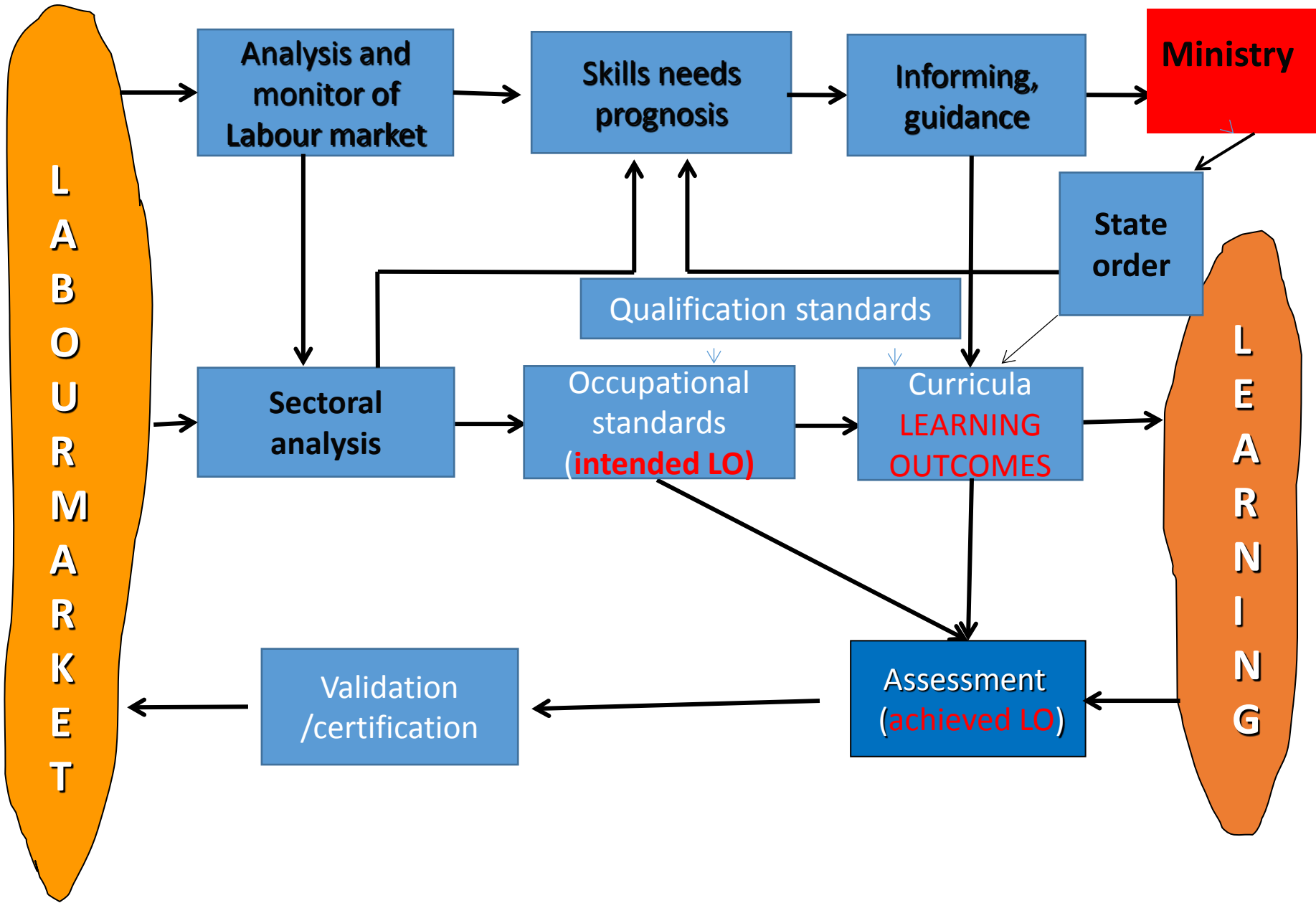
Do employers understand and acknowledge LO?

transparency and comparability; PIAAC results

- Adult learning – mass of providers /balance between social/occupational competences /VNFIL
- Frameworks – DicComp2, language etc ?

Main challenges

- Do LO potentially undermine the development of high quality education and learning (differentiation of achievement?)
- Do LO approach support pedagogical art?
- Do use of LO promote or limit the use of different pedagogical methods?
- individual approach/individual development vs standardisation





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Thank You for the
attention!