

Presentation on:

**“Introduction to the Importance of the
Assessment of Learning Outcomes”**

Bangkok, 12 th of June 2013

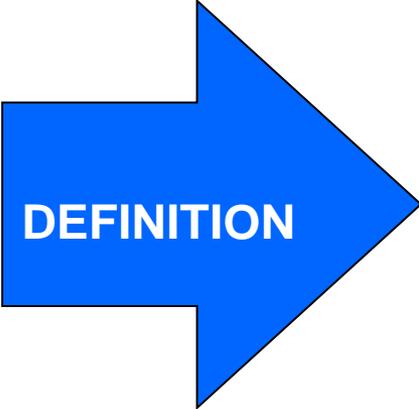
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Outline of the Presentation

This Presentation has Three parts:

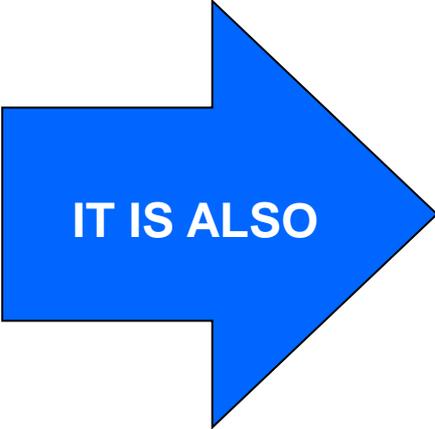
- ❖ ***Part one: Reflection of the Importance of Assessment of Learning Outcomes***
- ❖ ***Part two: Introduction to the Book on Competence-based learning- A case study***
- ❖ ***Part Three: Introduction into the Workshop***

The Importance of measuring LOs



DEFINITION

What a learner is expected to know, understand and be able to demonstrate after completion (of a period) of learning.



IT IS ALSO

A level of achievement in a competence

The Importance of measuring LOs

We distinguish :

- The Degree programme learning outcomes*
- Module or unit learning outcomes*

The learning outcomes should relate to reference points/standards as defined for the subject area in national or international settings

To be measurable a Learning Outcome should meet a number of requirements:

The Importance of measuring LOs

Characteristics of good, verifiable, comprehensive and observable LOs:

- ***Specific-*** Giving sufficient detail, written in clear language
- ***Objective-*** Formulated in a neutral way, avoiding opinions and ambiguities
- ***Achievable-*** Feasible in the given timeframe and with the resources available

The Importance of measuring LOs

Characteristics of good, verifiable, comprehensive and observable LOs:

- ***Useful-*** They should be perceived as important for higher education studies and for society
- ***Relevant-*** Should contribute to the aim and purpose of the qualification involved and its role in the social context
- ***Standard-setting-*** It should indicate the standard to be achieved

The Importance of measuring LOs

A Learning Outcome contains 5 elements to be measurable:

- 1. An active verb***
- 2. An indication of the type of LO: knowledge, cognitive process, skill, other competence***
- 3. The topic area of the LO. Specific or generic-the field or the particular skill***
- 4. An indication of the standard or the level that it is intended to achieve by the learning outcome***
- 5. The scope and context of the Learning outcome***

The Importance of measuring LOs

*A **Learning Outcome** indicates a level of achievement which can be broken down in terms of **indicators and descriptors** and has been **verified** in contexts and examinations which should be transparent, reliable and valid*

*Each **degree programme** should be described in up to 15 to 20 learning outcomes statements*

*Each **module or unit** should be based on up to 8 learning outcomes. More is not feasible to be measured*



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The History of the Book on Competence-based Learning

**Implementation at the University of
Deusto**

Degree Programmes

- **1-Degree Profile**
- **2- Degree Programme: Level and workload**
- **Learning outcomes and competencies**
- **Learning strategy and assesment.**
- **Programme quality.**

Key elements academic-professional profile

IDENTITY

gathers the essence of what is, “should be” the degree holder.

FUNCTIONS

detects the functions and tasks to be carried out by the graduates.

CONTEXTS

focuses on the contexts where tasks and functions could take place.

EDUCATION

defines the expected learning outcomes in terms of competencies –generic and specific.

Degree Level

- **Level of knowledge and understanding with the capacity to apply them in a professional manner.**
- **Level of the competencies to be demonstrated through the elaboration and defense of arguments and problem solving capacity.**
- **Level in the capacity to gather and interpret relevant information in order to be able to develop judgements with accuracy.**
- **Level of capacity to communicate information, ideas, problems and solutions to different target groups.**
- **Level of development in the capacity to be able to continue learning in their profession and throughout life in an autonomous manner.**

Learning Outcomes and Competencies

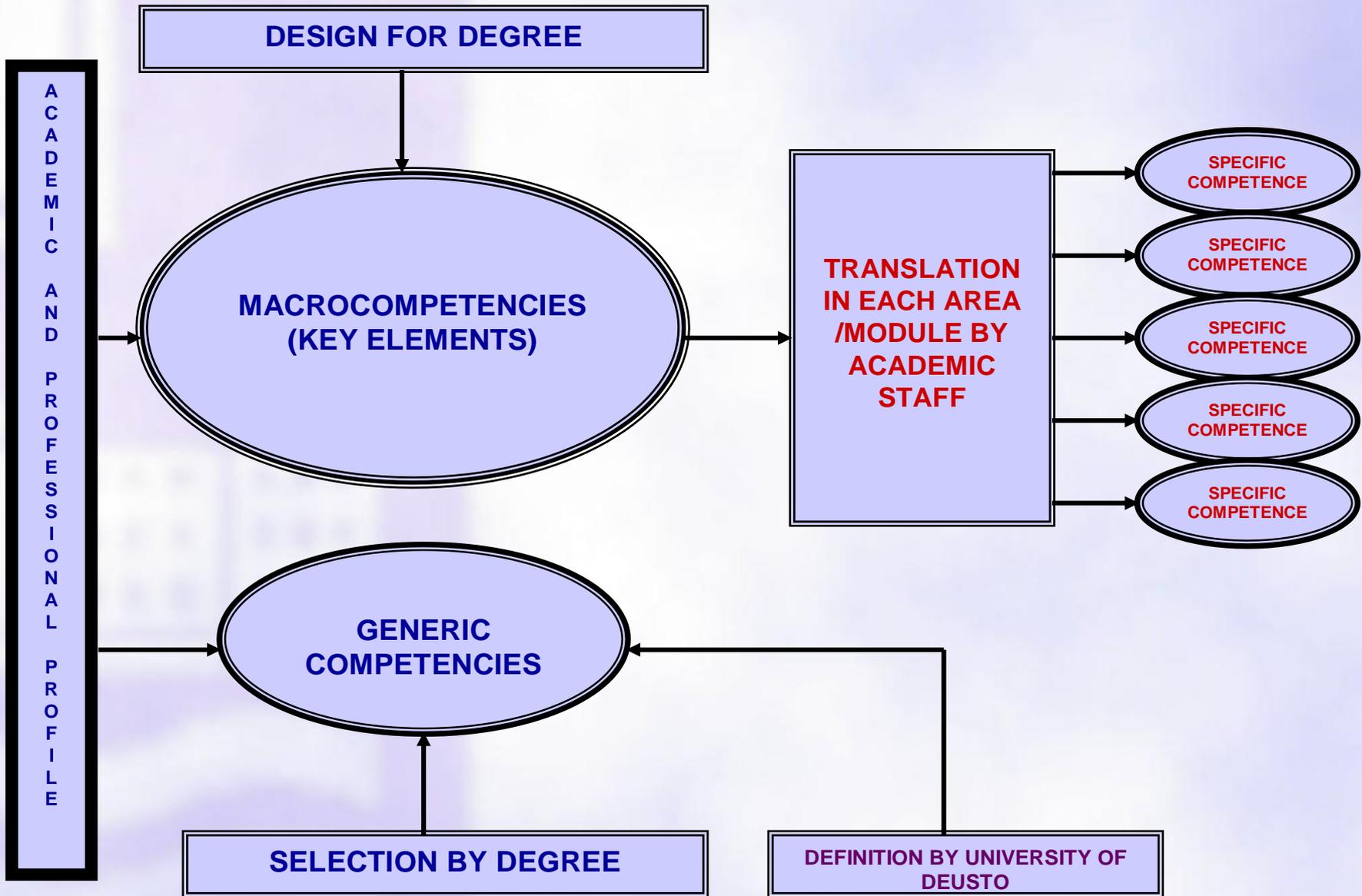
Competencies

- **Competencies represent a dynamic combination of knowledge, understanding, skills and abilities.**
- **Fostering competencies is the object of educational programmes.**
- **Competencies are formed in various course units and assessed at different stages.**
- **Competencies are obtained by the students.**

Learning Outcomes and Competencies

Learning Outcomes

- Level of competence is expressed in terms of learning outcomes.
- Learning outcomes are statements of what a learner is expected to know, understand and be able to demonstrate after completion of learning.
- Learning outcomes can refer to a single course unit or to a period of study- a programme. They specify requirements for awarding credit.
- Learning outcomes are formulated by the academic staff.



Concept of Macrocompetences

Main categories which cover the essence of the learning outcomes guiding them towards the designed profile

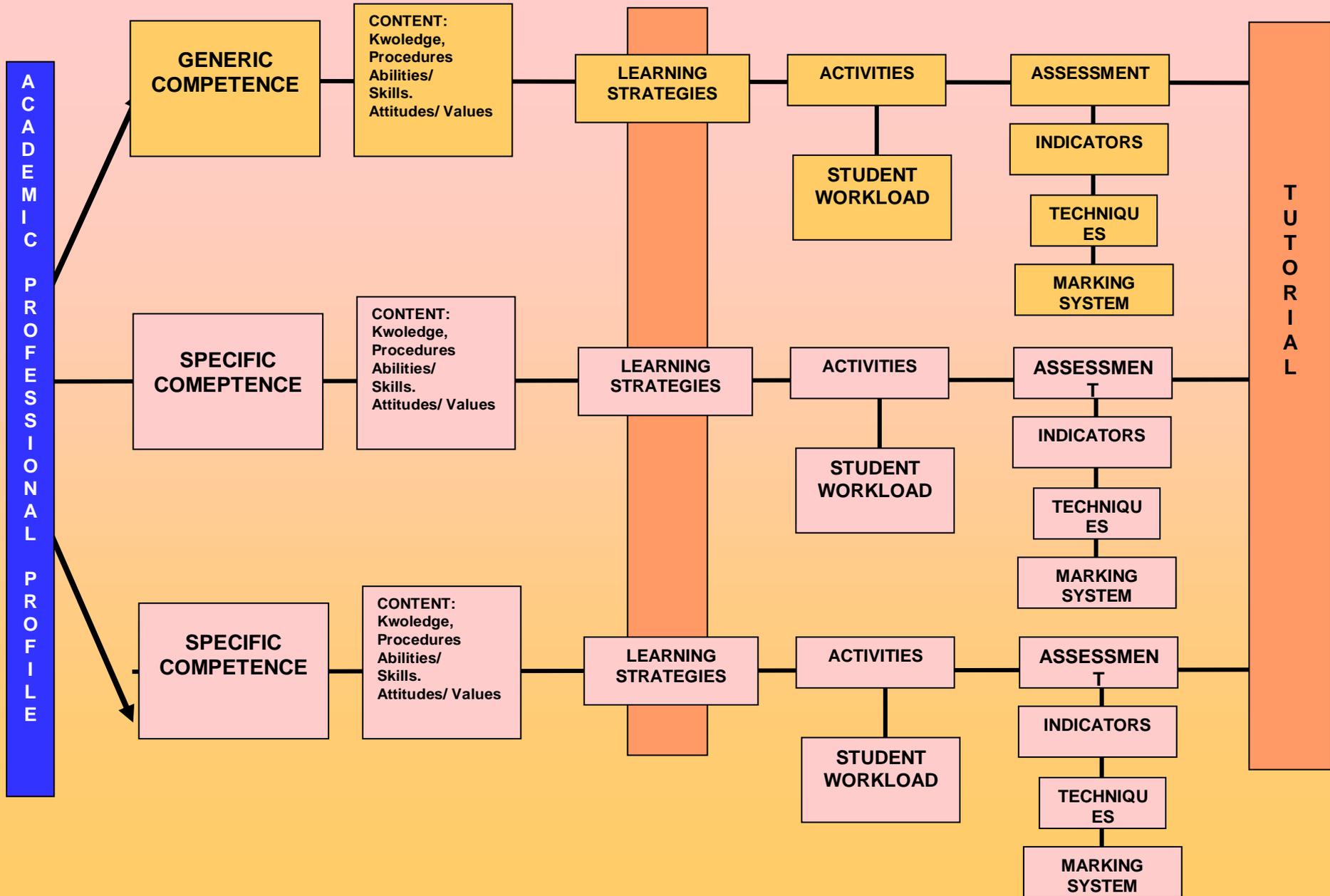
Concept of Macrocompetencies

They define the competential development in the large areas which make the degree profile, applicable to the different academic and professional contexts.

Macrocompetencies offer a synthetic vision of the key competencies for the degree profile.

- **They allow to identify the relation and the contribution of the different areas, and modules to the Profile.**
- **They facilitate and make concrete the formulation of specific competencies, focusing on the essential and how to formulate it.**
- **They allow an easy communication of the key elements of a degree.**
- **They are a useful document for the teams working on the programme.**

DEVELOPMENT OF COMPETENCIES



Learning Strategy

Generic Competencies were identified and developed:

- **Twenty Instrumental**
- **Seven Interpersonal**
- **Eight Systemic**

**An Example of an interpersonal competence :
Teamwork**

Instrumental generic competences

Analytical thinking

Systemic thinking

Critical thinking

Creative thinking

Reflective thinking

Logical thinking

Analogical thinking

Practical thinking

Deliberative thought

Team thinking

Instrumental generic competences

Time management

Problem solving

Decision making

Learning orientation

Planning

Computer skills

Database management

Oral communication

Writing skills

Foreign language proficiency

Interpersonal generic competences

Self motivation

Appreciation of Diversity

Adaptability

Ethical judgement

Interpersonal communication

Team work

Conflict management and negotiation

Systemic generic competences

Creativity

Enterprising spirit

Innovation

Objective-based management

Project management

Quality orientation

Achievement orientation

Leadership

METHODOLOGY:

- Definition of the **competence**.
- Indication of the **levels of achievement** for that competence.
- For each level of achievement, determination of **indicators**.
- For each indicator, in a **matrix**, statement of the level attained from 1 to 5.

Definition of TEAMWORK:

It is the ability to integrate oneself and to actively collaborate with other people, areas, and organisations in the achievement of common goals.

LEVELS OF ACHIEVEMENT

- **FIRST LEVEL OF ACHIEVEMENT:** Actively participates and collaborates in team tasks, and encourages trust, friendliness and focus on the common goal through the attitudes he/she conveys.
- **SECOND LEVEL OF ACHIEVEMENT:** Contributes to the consolidation and development of the team, encouraging communication, fair distribution of tasks, a pleasant atmosphere, and cohesion.
- **THIRD LEVEL OF ACHIEVEMENT:** Is capable of running work groups, guaranteeing the integration of all group members, and their focus on an excellent level of work achieved.

FIRST LEVEL OF ACHIEVEMENT:

The person being evaluated actively participates and collaborates in **team tasks**, and encourages **trust, friendliness** and focus on the **common goal** through the attitudes he/she conveys.

FIRST LEVEL INDICATORS

- Completes group tasks assigned within the required time frame.
- Actively participates in team meetings, sharing information, knowledge, and experience.
- Cooperates in the definition , organization, and distribution of group tasks.
- Aims at achieving agreements and common objectives, and is committed to them.
- Takes into account the points of view of others and gives constructive feed-back.

TEAMWORK: FIRST LEVEL OF ACHIEVEMENT (1/2)

LEVELS OF ACHIEVEMENT	INDICATORS	DESCRIPTIONS				
		1	2	3	4	5
FIRST LEVEL: Actively participates and collaborates in team tasks, and encourages trust, friendliness and focus on the common goal through the attitudes he/she conveys.	Completes group tasks that have been assigned to them within the required time frame.	Does not complete assigned tasks.	Partly completes tasks, or does so but with delay.	Completes the required tasks on deadline.	The quality of the task completed makes it significantly useful to the team.	As well as completing the required task, the work done guides and facilitates the work of the rest of the group.
	Actively participates in team meetings, sharing information, knowledge, and experience.	Is frequently absent from group sessions and, when present, his/her presence is irrelevant.	Participates little, and then only at the suggestions of others.	Generally active in participation at group sessions	His/her intervention encourages participation and improves the quality of the team's work as a whole	The contributions are fundamental both to group dynamics and to achieving a quality result.
	Cooperates in the definition, organization, and distribution of group tasks.	Resists the organization of teamwork.	Involvement limited to accepting the organizational plans offered by other team members.	Participates in the planification, organization, and distribution of group work.	Is organized and efficiently distributes tasks.	Encourages organized working, making the most of the resources of every team member.

LEVELS OF ACHIEVEMENT	INDICATORS	DESCRIPTIONS				
		1	2	3	4	5
<p>FIRST LEVEL: Actively participates and collaborates in team tasks, and encourages trust, friendliness and focus on the common goal through the attitudes he/she conveys.</p>	<p>Aims at achieving agreements and common objectives, and is committed to them.</p>	<p>Achieves his/her own personal objectives.</p>	<p>Has difficulty integrating personal objectives with those of the group.</p>	<p>Takes on group objectives as his/her own.</p>	<p>Promotes the clear definition of objectives and group integration in order to achieve them.</p>	<p>Mobilizes and encourages the group to be cohesive when dealing with demanding objectives. Groups in which they participate are outstanding in their performance and quality.</p>
	<p>Takes into account the points of view of others and gives constructive feed-back.</p>	<p>Does not listen to the suggestions of the colleagues and systematically dismisses them. Wants to impose his/her own opinions.</p>	<p>Listens little. Does not ask questions. Does not care about the opinions of others. His/her intervention is redundant and of very little use.</p>	<p>Accepts the views of others and knows how to put across his/her own in a constructive manner.</p>	<p>Brings about constructive dialogue and encourages other groups members to make high quality contributions.</p>	<p>Assimilates the opinions of others and integrates them so as to make a stronger whole, while maintaining an attitude of co-operation and support.</p>

SECOND LEVEL OF ACHIEVEMENT:

The person being evaluated contributes to the **consolidation and development of the team**, encouraging communication, fair distribution of tasks, a pleasant atmosphere and cohesion.

SECOND LEVEL INDICATORS

- Accepts and follows group guidelines.
- Contributes to the establishment and application of teamwork processes.
- Acts constructively when facing conflict within the group.
- Contributes to the cohesion of the group through his/her manner of communicating and relating to people.
- Shows interest in the importance to society of the work being undertaken by the group.



TEAMWORK: SECOND LEVEL OF ACHIEVEMENT (1/2)

Tuning
Educational Structures
in Europe

LEVELS OF ACHIEVEMENT	INDICATORS	DESCRIPTIONS				
		1	2	3	4	5
<p>SECOND LEVEL:</p> <p>Contributes to the consolidation and development of the team, fostering the communication, the well-balanced distribution of tasks, healthy dynamics and cohesion within the group.</p>	<p>Accepts and follows group guidelines.</p>	<p>Does not accept or follow group guidelines.</p>	<p>Questions group guidelines, and tries to adapt them so as to suit personal interests.</p>	<p>Accepts and follows group guidelines.</p>	<p>Takes part in decisions concerning the establishment of group guidelines.</p>	<p>Proposes guidelines for the improvement of group management and dynamics. Supervises the following of these guidelines.</p>
	<p>Contributes to the establishment and application of teamwork processes.</p>	<p>Is unaware of, or does not pay attention to methods and procedures agreed upon by the team.</p>	<p>Has problems understanding and applying established work patterns.</p>	<p>Follows methods and procedures adequately for the efficient carrying out of team work.</p>	<p>Plays an active role in the design of teamwork procedures.</p>	<p>Brings about change in teamwork procedures, so as to improve their quality.</p>

LEVELS OF ACHIEVEMENT	INDICATORS	DESCRIPTIONS				
		1	2	3	4	5
<p><u>SECOND LEVEL:</u> Contributes to the consolidation and development of the team, fostering the communication, the well-balanced distribution of tasks, healthy dynamics and cohesion within the group.</p>	Acts constructively when facing conflict within the group.	Provokes group conflict without suggesting solutions.	Avoids involvement in conflicts	Acts for the positive resolution of any conflicts that arise within the team.	Notices the first signs of conflict and acts quickly so as to avoid it.	Acts so as to bring about constructive solutions to problems, avoiding their prolongation or extension.
	Contributes to the cohesion of the group through his/her manner of communicating and relating to people.	Acts aggressively criticizing or questioning the ability of the group to reach agreements.	Is passive, and communicates little with other group members.	Communicates his/her ideas and opinions to the rest of the group clearly and directly.	Has a positive relationship with all group members, supporting and encouraging them.	Suggests meetings further to the formal ones, so as to improve group cohesion.
	Shows interest in the importance to society of the work being undertaken by the group.	Denies or questions the usefulness or importance of teamwork.	Shows an interest in encouraging others to participate in common activities.	Supports and defends the usefulness and importance of teamwork. Provides positive evaluations.	Has a firm belief that the work of the individual is vital for the successful achievement of group goals.	Encourages others to see that what they are doing has wider repercussions for other groups and bodies.

THIRD LEVEL OF ACHIEVEMENT:

The person being evaluated is capable of running work groups, guaranteeing the **integration** of all group members, and their focus on an **excellent level of work achieved**.

THIRD LEVEL INDICATORS

- Actively cooperates in the planning of group work, the distribution of tasks, and deadlines.
- Efficiently manages meetings.
- Suggests ambitious and well-defined goals for the group.
- Facilitates the positive management of differences, disagreements, and conflicts that arise within the team.
- Encourages all team members to commit themselves to the management and running of the group.

LEVELS OF ACHIEVEMENT	INDICATORS	DESCRIPTIONS				
		1	2	3	4	5
<p><u>THIRD LEVEL:</u> Is capable of running work groups, guaranteeing the integration of all group members, and their focus on an excellent level of work achieved.</p>	Actively co-operates in the planning of group work, the distribution of tasks, and deadlines.	Does things without any prior planning	Makes last minute plans, and leaves loose ends. Unrealistic deadlines.	Makes concrete suggestions for the distribution of tasks, and sets reasonable deadlines.	Stimulates the participation of other group members, coordinating their contributions.	Distributes feasible tasks to members, along with clear aims, in time-pressured situations when there are many elements to be dealt with.
	Efficiently manages meetings.	Is not capable of coordinating a meeting for which he/she is responsible.	Attempts to manage the meeting but is not in control of the timetable, commitments made, nor the results.	Efficiently manages meetings, and achieves objectives.	Efficiently manages meetings, achieving balanced participation from all those present.	Achieves balanced participation and commitment from all team members.
	Suggests ambitious and well-defined goals for the group.	Is incapable of forming clear objectives for the group.	Suggests 'fuzzy' goals that confuse the group	Suggests attractive goals for the group, and defines them clearly.	Encourages the team, defining achievable goals and a clear vision for the future.	Energizes the team so that they take on group objectives as their own.



TEAMWORK: THIRD LEVEL OF ACHIEVEMENT (2/2)

LEVELS OF ACHIEVEMENT	INDICATORS	DESCRIPTIONS				
		1	2	3	4	5
<p><u>THIRD LEVEL:</u> Is capable of running work groups, guaranteeing the integration of all group members, and their focus on an excellent level of work achieved</p>	Facilitates the positive management of differences, disagreements, and conflicts that arise within the team.	Encourages conflicts by exaggerating differences.	Gets lost and does not know how to reconcile differences expressed by others without completely removing him/herself from the situation.	Faces up to conflicts, dealing with all contributions and differences that there are in the team.	Faces up to conflicts, balancing contributions, and coming out successfully.	Makes others see differences are enriching, and enables the achievement of agreements pleasing to everybody.
	Encourages all team members to commit themselves to the management and running of the group.	Does not get a personal commitment from the members of the team, damaging group dynamics and motivation.	Finds it difficult to get a basic commitment from members for the functioning of the group.	Gets the commitment of every participant, meaning that the team works as such.	Gets a personal and collective commitment from the team regarding all key aspects of the project.	Achieves a state in which team members show commitment and accept the suggestions of others as their own.

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