A Triple 'A' rating: the power of a learning outcomes approach

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South East Technological University

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INSPIRING FUTURES

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Overview and direction

- Context of LOs in SETU
- Benefits of a learning outcomes approach
- Issues encountered by colleagues using a Triple 'A' model of consideration
- Related examples of practice, e.g. FET, Defence Forces
- Future directions for a learning outcomes approach using the Triple 'A' model

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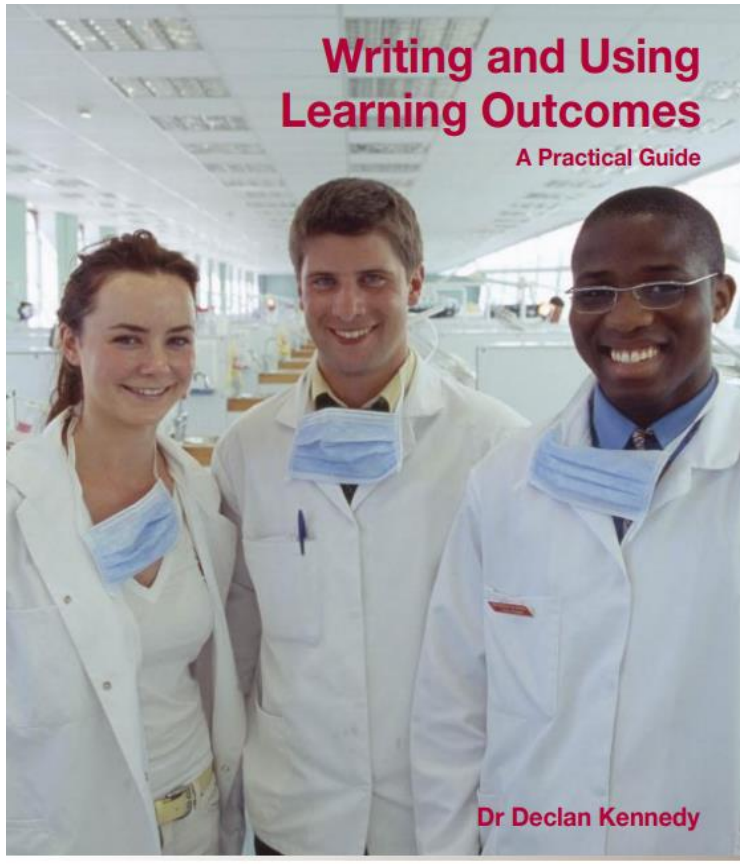
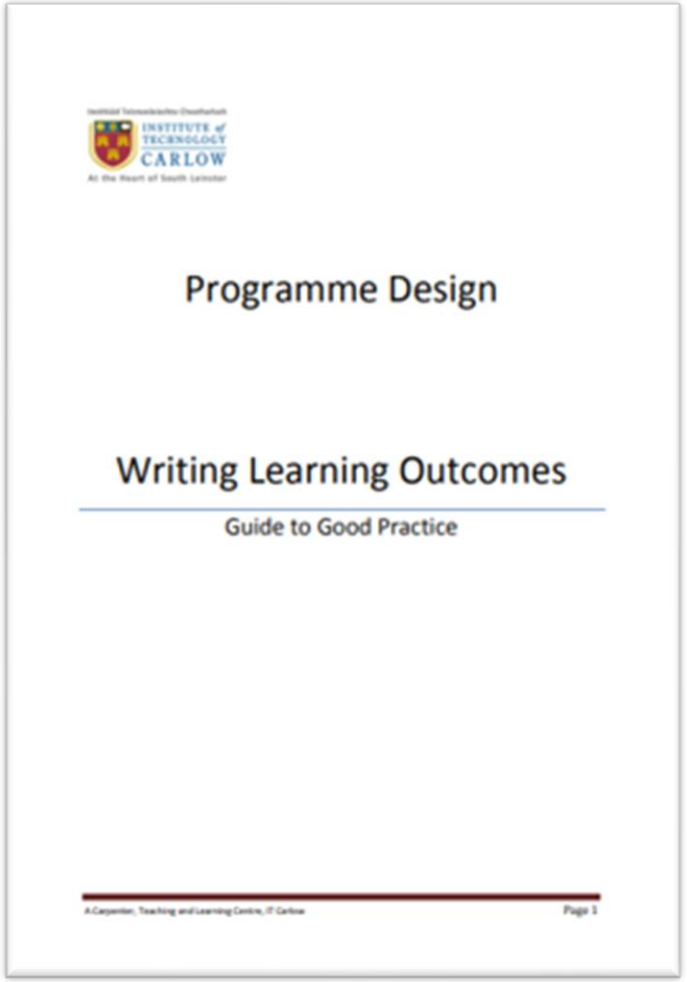
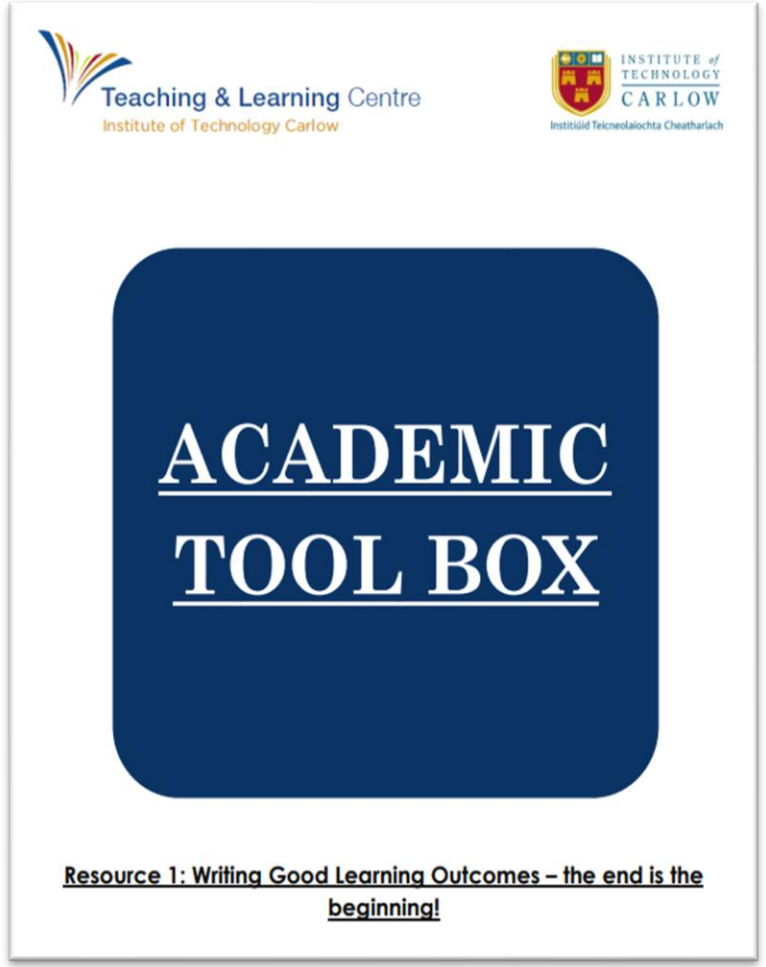
Background to Learning Outcomes support and resources

- SETU and the legacy institutions (IT Carlow and WIT) have supported a learning outcomes approach since the mid-2000s
- Learning Outcomes resources and support materials have been developed and shared with staff as part of programme design and development
- Support sessions on Learning Outcomes offered as part of accredited and non-accredited CPD
- Offered to all staff and to linked providers, e.g. colleagues in the Defence Forces, Dublin Fire Brigade, Irish Aviation Authority, Local Authorities (LASNTG), National CISM Network, GAA Motorway Traffic Control Centre, Lloyds Pharmacy group, etc.

Sample resources – curated and created

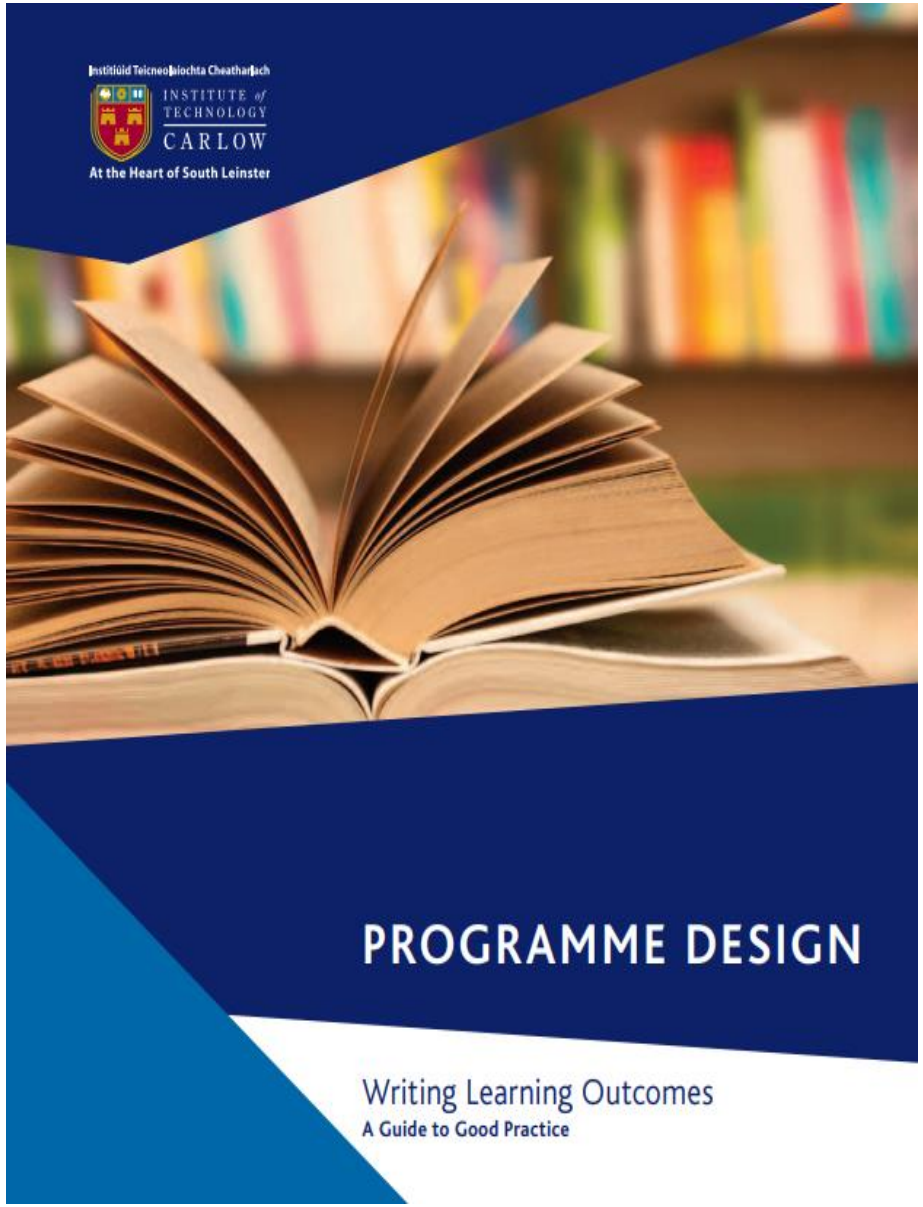




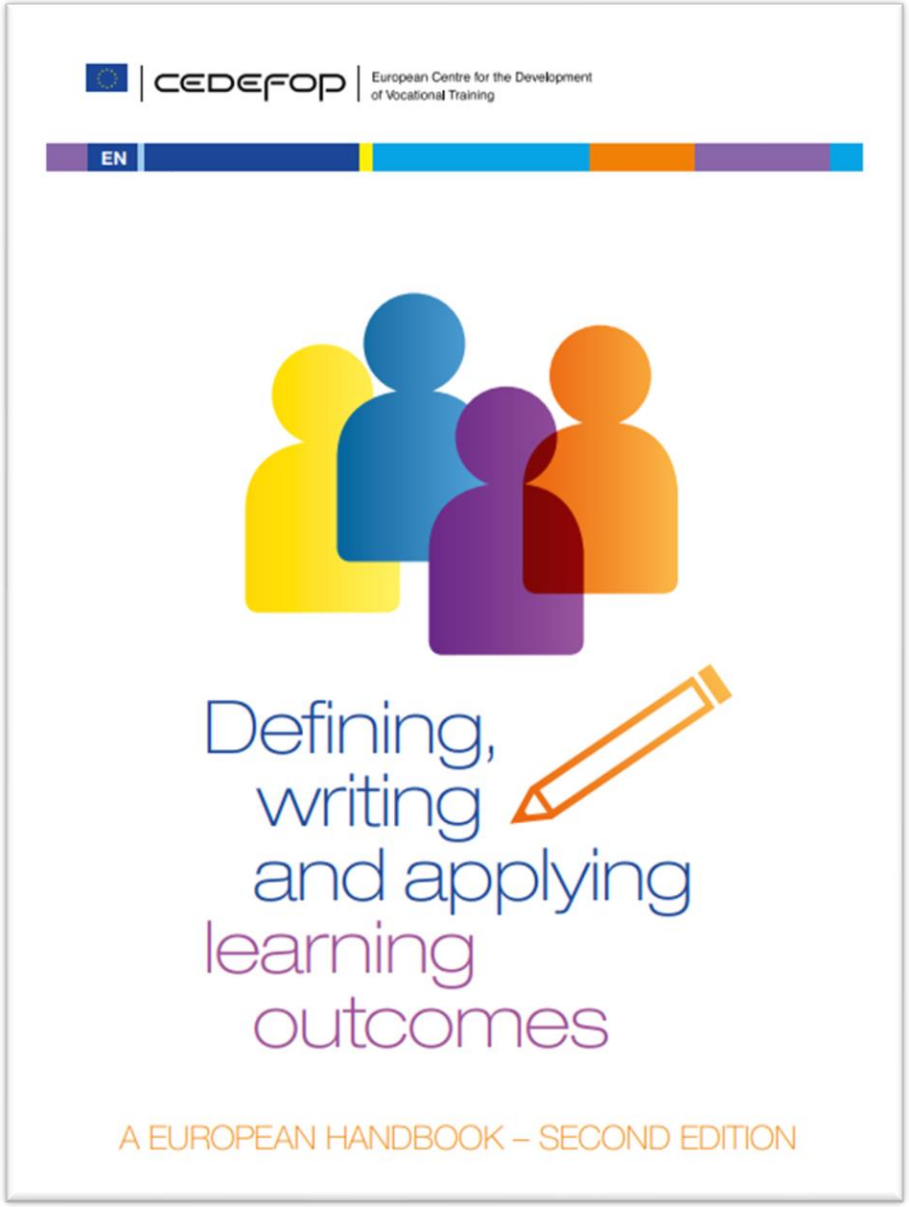


https://cora.ucc.ie/server/api/core/bitstreams/88bdd1f3-4e1c-4cf8-baf4-df28d4f094c5/content

Teaching and Learning Centre Resources – available through SETU

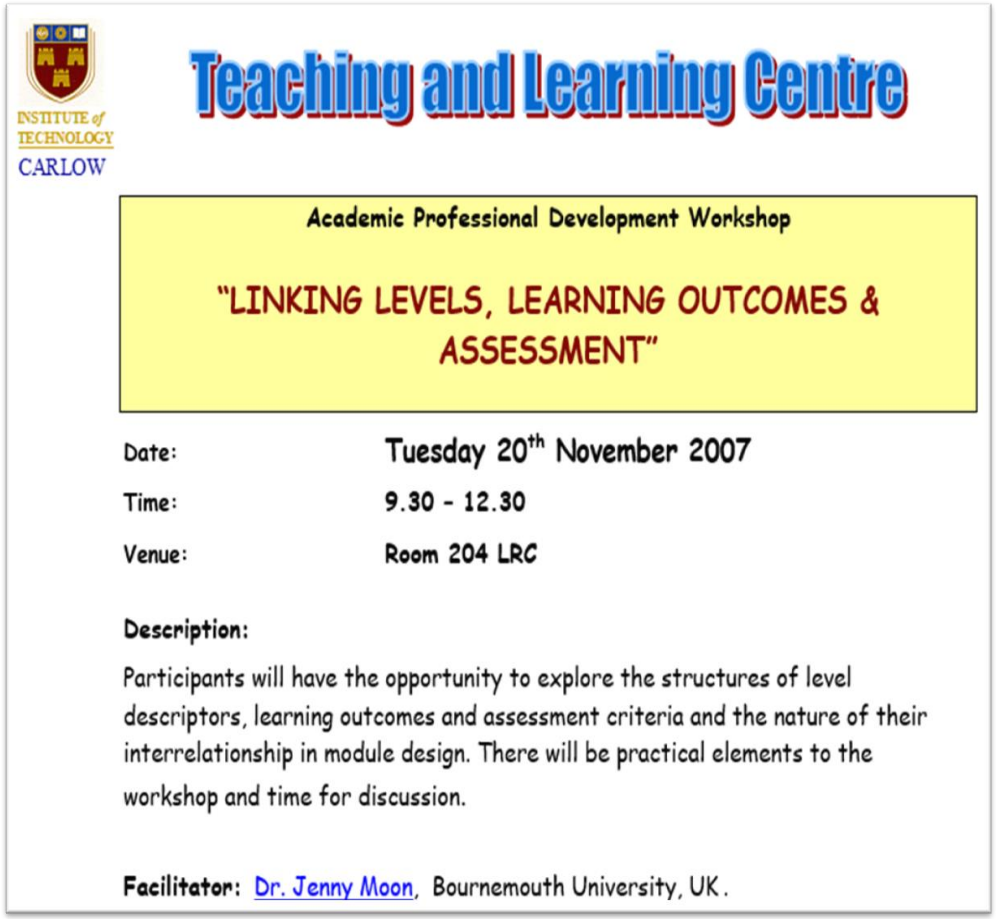


Institute of Technology Carlow publication – only available in hard copy



Available at: https://www.cedefop.europa.eu/en/publications/4156

Learning Outcomes – sample CPD Sessions since 2007



INSTITUTE of TECHNOLOGY CARLOW

Teaching and Learning Centre

Academic Professional Development Workshop

"LINKING LEVELS, LEARNING OUTCOMES & ASSESSMENT"

Date: Tuesday 20th November 2007

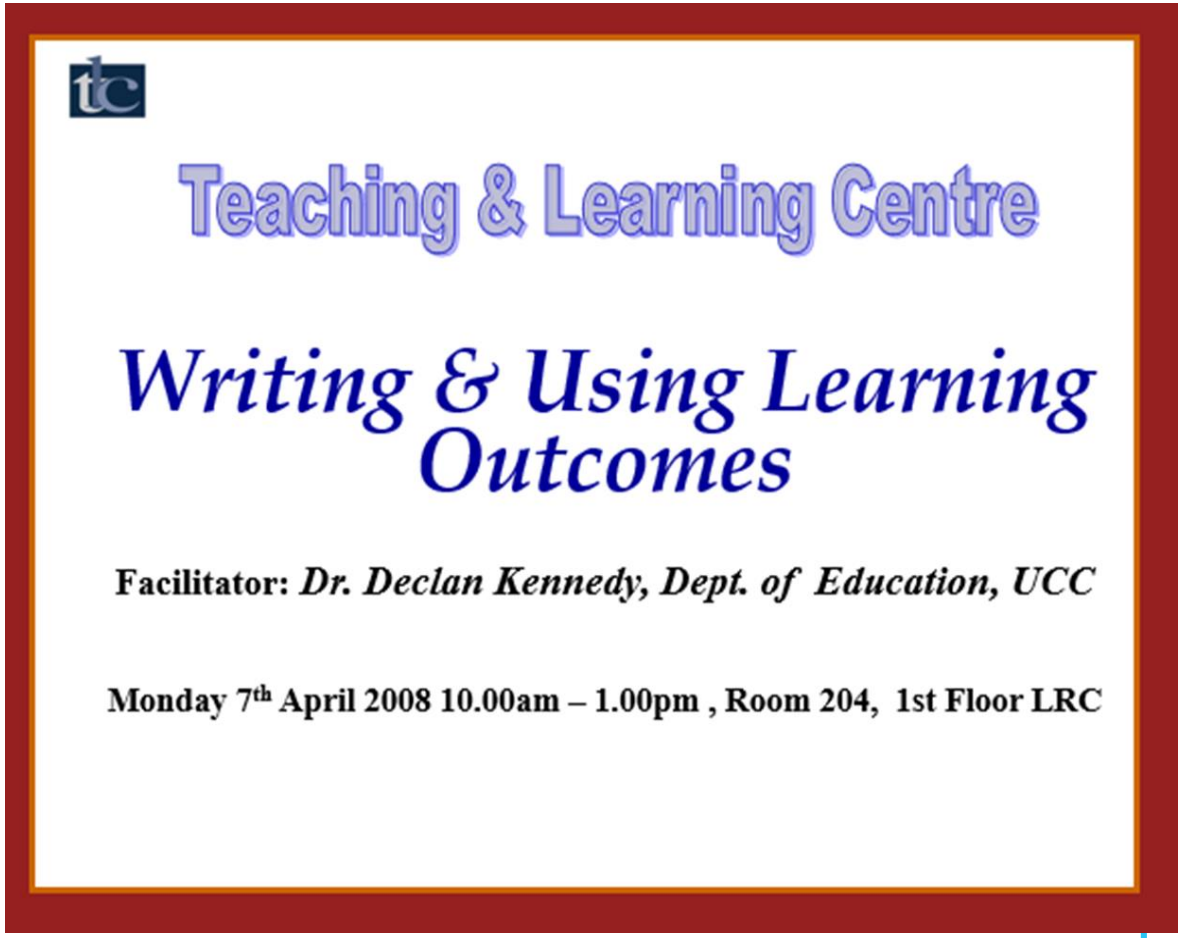
Time: 9.30 - 12.30

Venue: Room 204 LRC

Description:

Participants will have the opportunity to explore the structures of level descriptors, learning outcomes and assessment criteria and the nature of their interrelationship in module design. There will be practical elements to the workshop and time for discussion.

Facilitator: Dr. Jenny Moon, Bournemouth University, UK.



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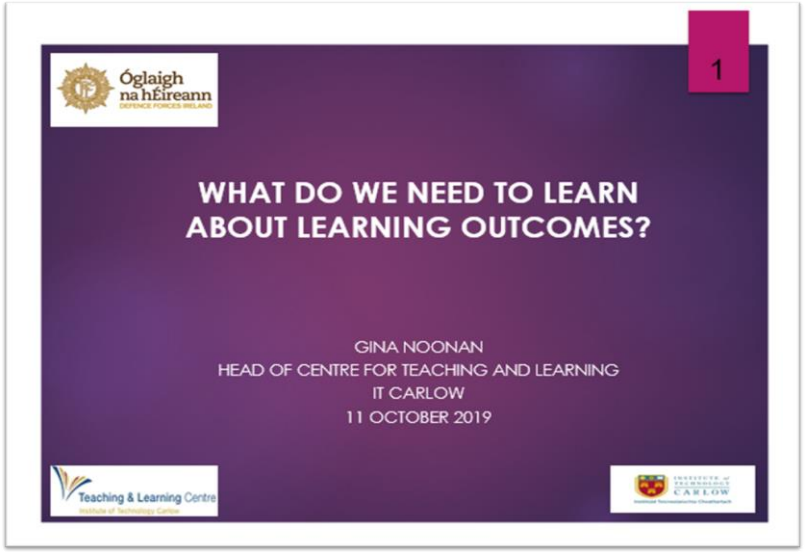
Teaching & Learning Centre

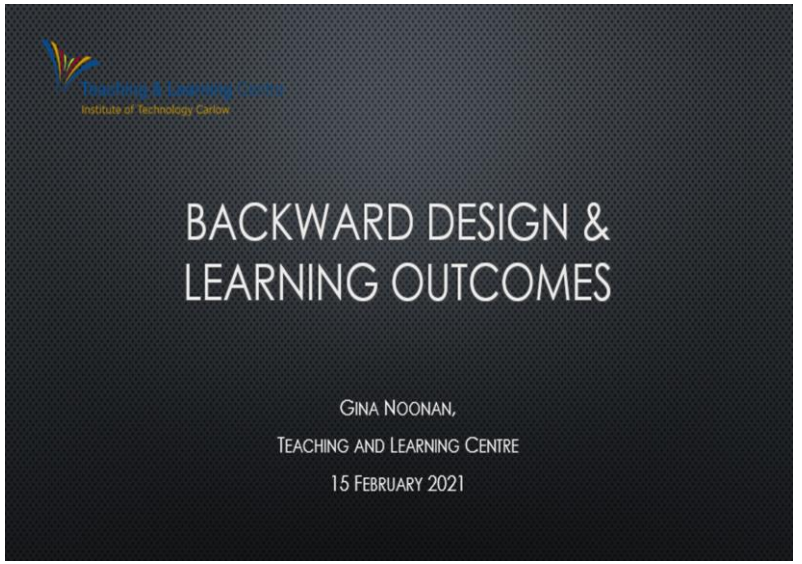
Writing & Using Learning Outcomes

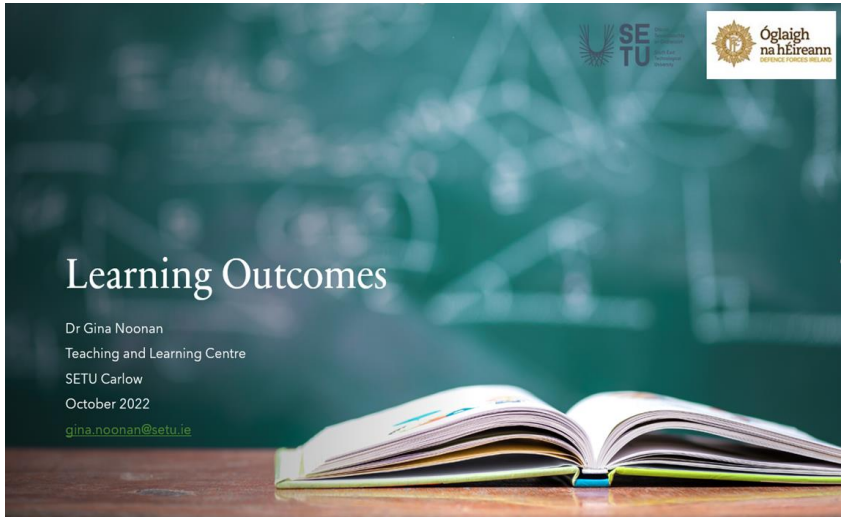
Facilitator: ***Dr. Declan Kennedy, Dept. of Education, UCC***

Monday 7th April 2008 10.00am – 1.00pm , Room 204, 1st Floor LRC

Learning Outcomes – sample CPD Sessions since 2007





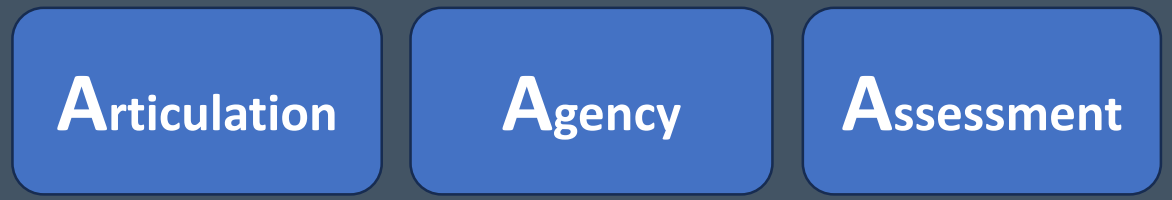


Benefits of a Learning Outcomes approach

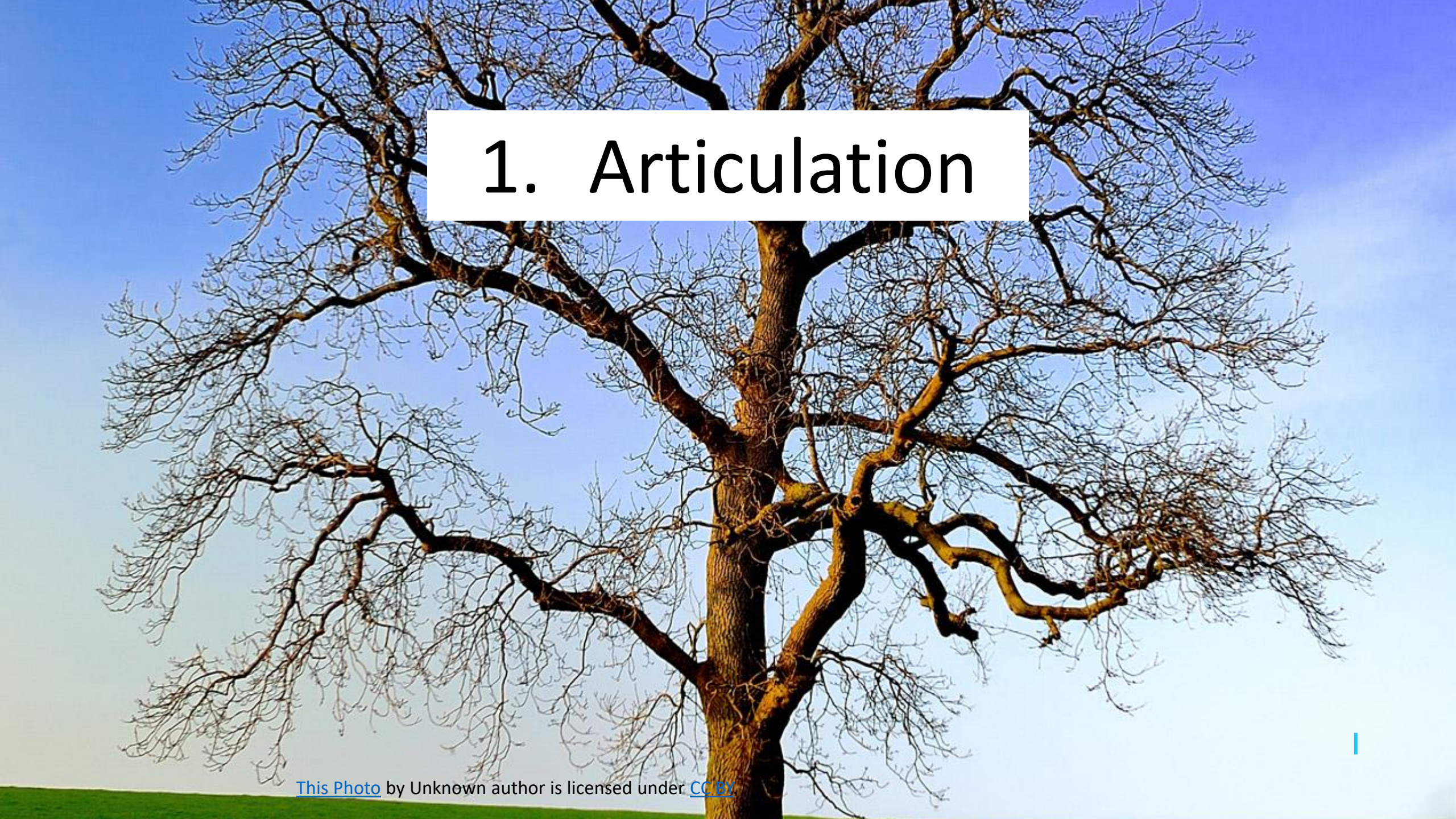
- Provides direction and structure to teaching staff, students, employers, external examiners
- Supports the standardisation of learning
- Acts as a framework for quality assurance and enhancement
- Encourages good instructional design and development - allows for a Backward Design approach,
    - Graduate Attributes
    - Programme LOs
    - Module LOs
    - Session LOs
    - Learning experience LOs
- Helps to structure levels of learning
- Enables effective assessment development
- Supports the construction of clear rubrics and marking criteria

A model of analysis for a learning outcomes approach

Triple 'A' Model



1. Articulation



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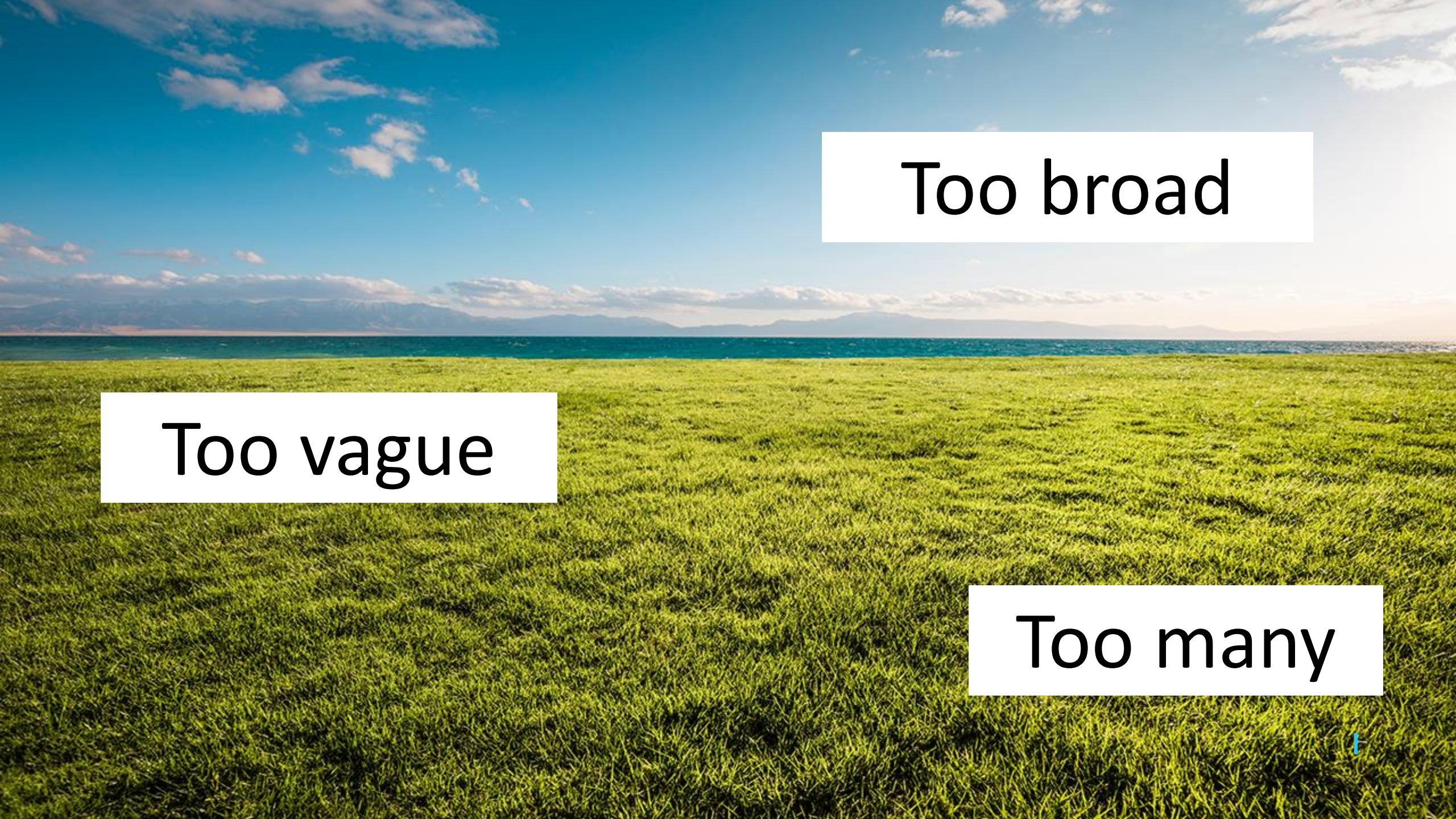
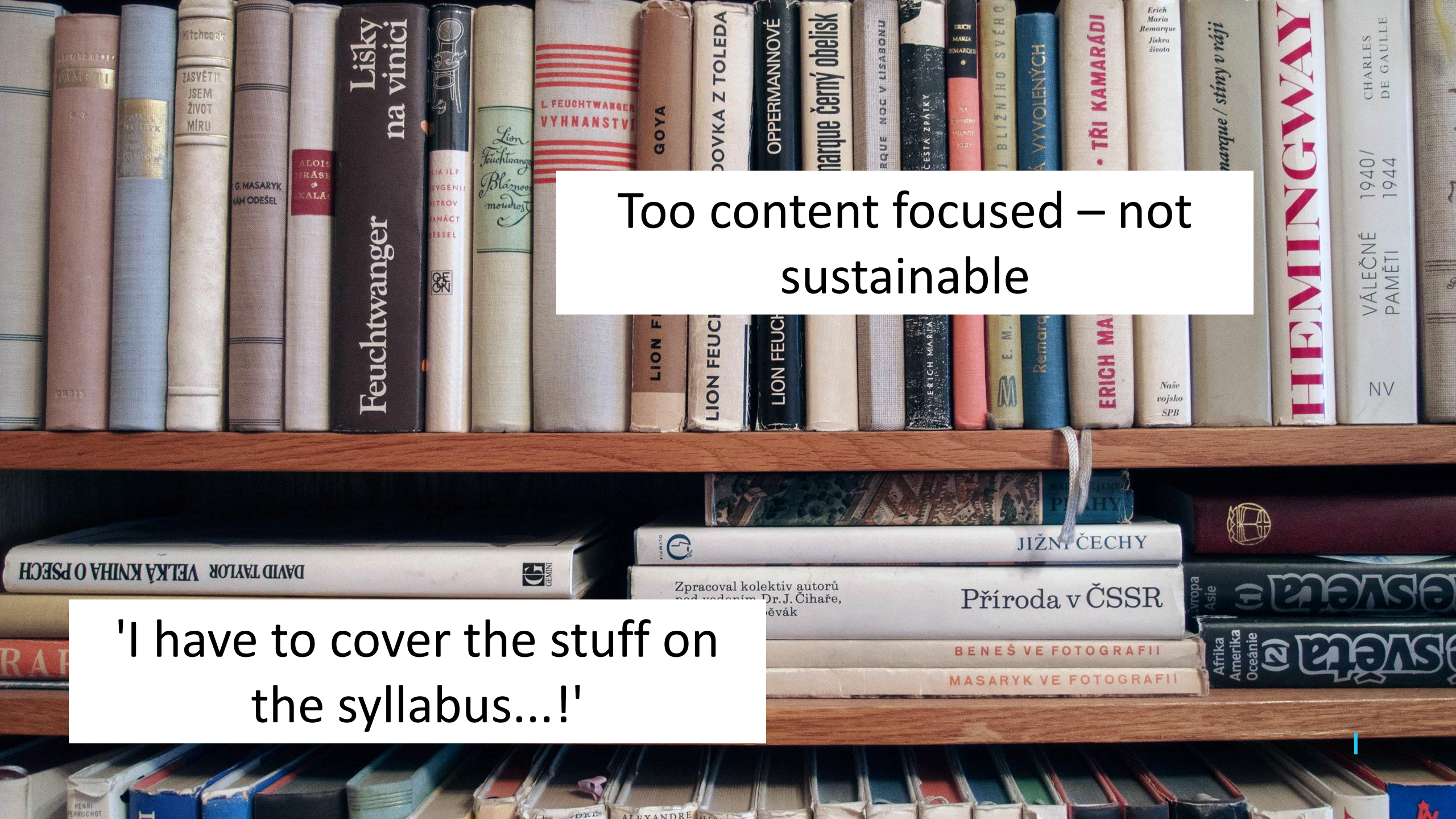

Too broad
Too vague
Too many

Narrowly framed
Reductionist and constrain learning


Too content focused – not sustainable
'I have to cover the stuff on the syllabus...!'
Lišky na vinici
Feuchtwanger
VYHNANSTVÍ
GOYA
OPPERMANNOVÉ
Černý obelisk
TŘI KAMARÁDI
HEMINGWAY
VÁLEČNÉ PAMĚTI 1940/1944
CHARLES DE GAULLE
DAVID TAYLOR VELKÁ KNIHA O PSECH
JIŽNÍ ČECHY
Zpracoval kolektiv autorů
Příroda v ČSSR
BENEŠ VE FOTOGRAFII
MASARYK VE FOTOGRAFII
Evropa Asie (1)
Afrika Amerika Oceánie (2)
Svět
Naše vojsko SPB

Blinkered by early Bloom

Lack of Alignment

2. Agency

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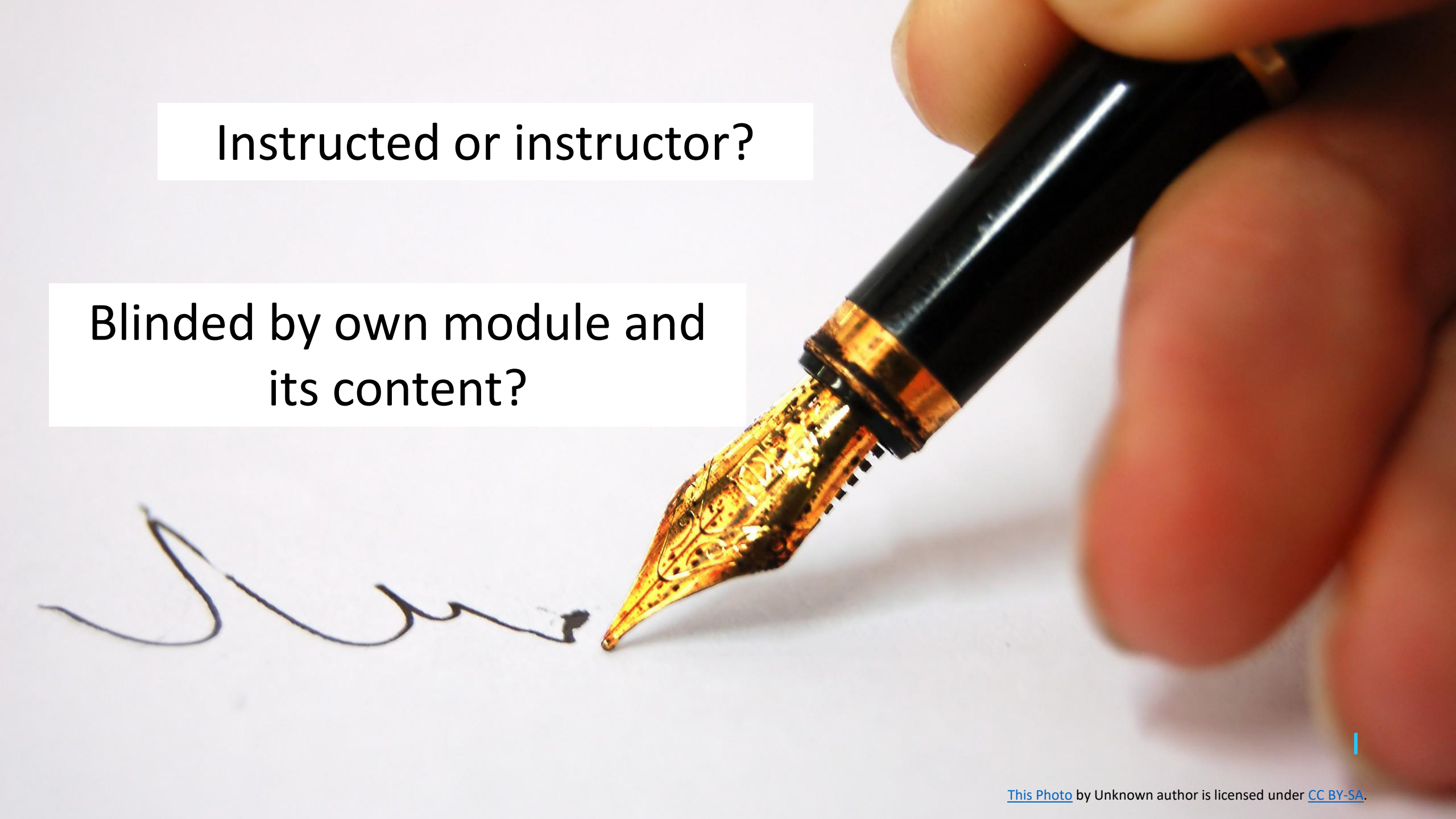

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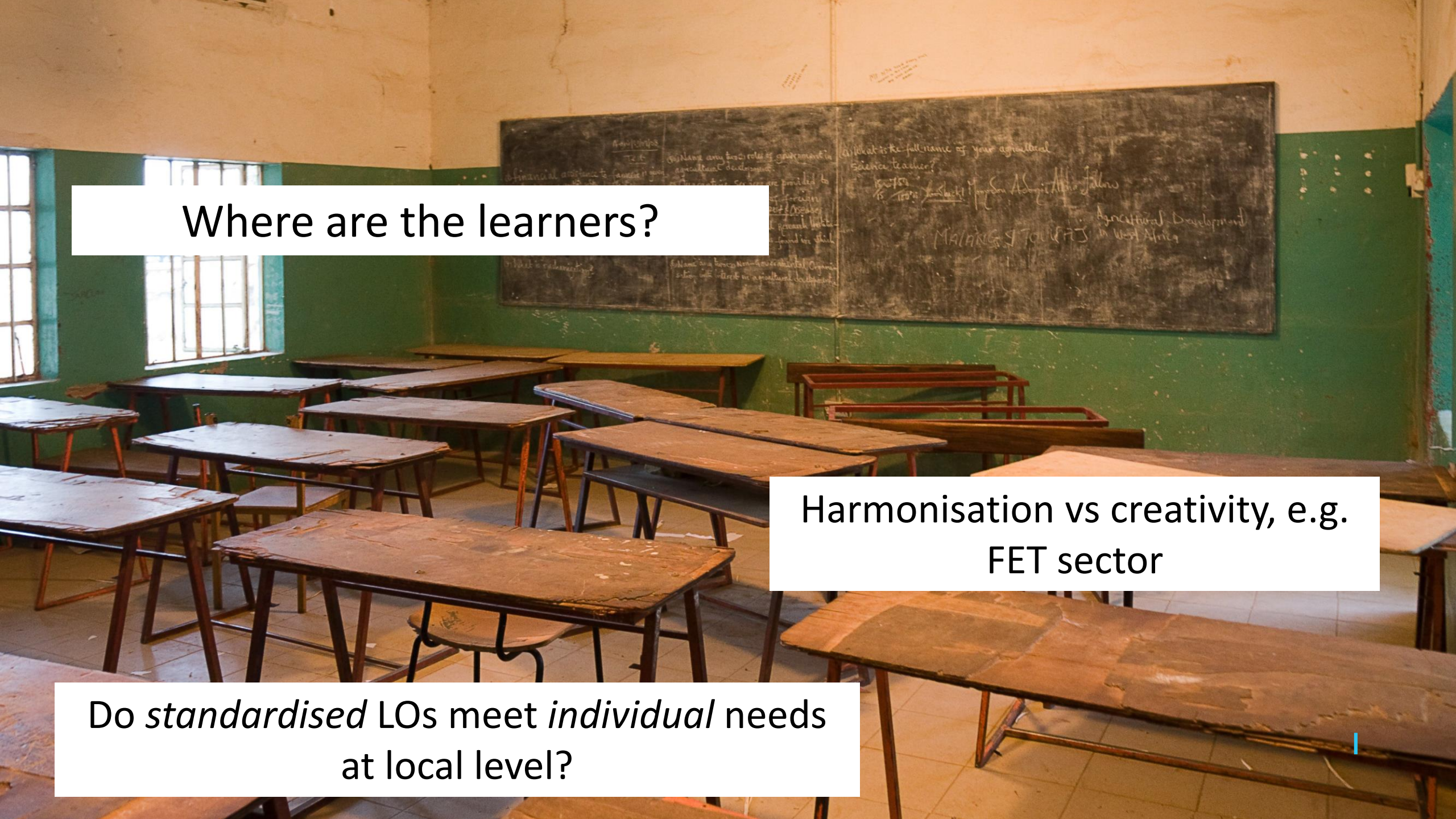
Impact of external influencers and professional bodies

Restricted by own institutional policies and practices?



Where are the learners?

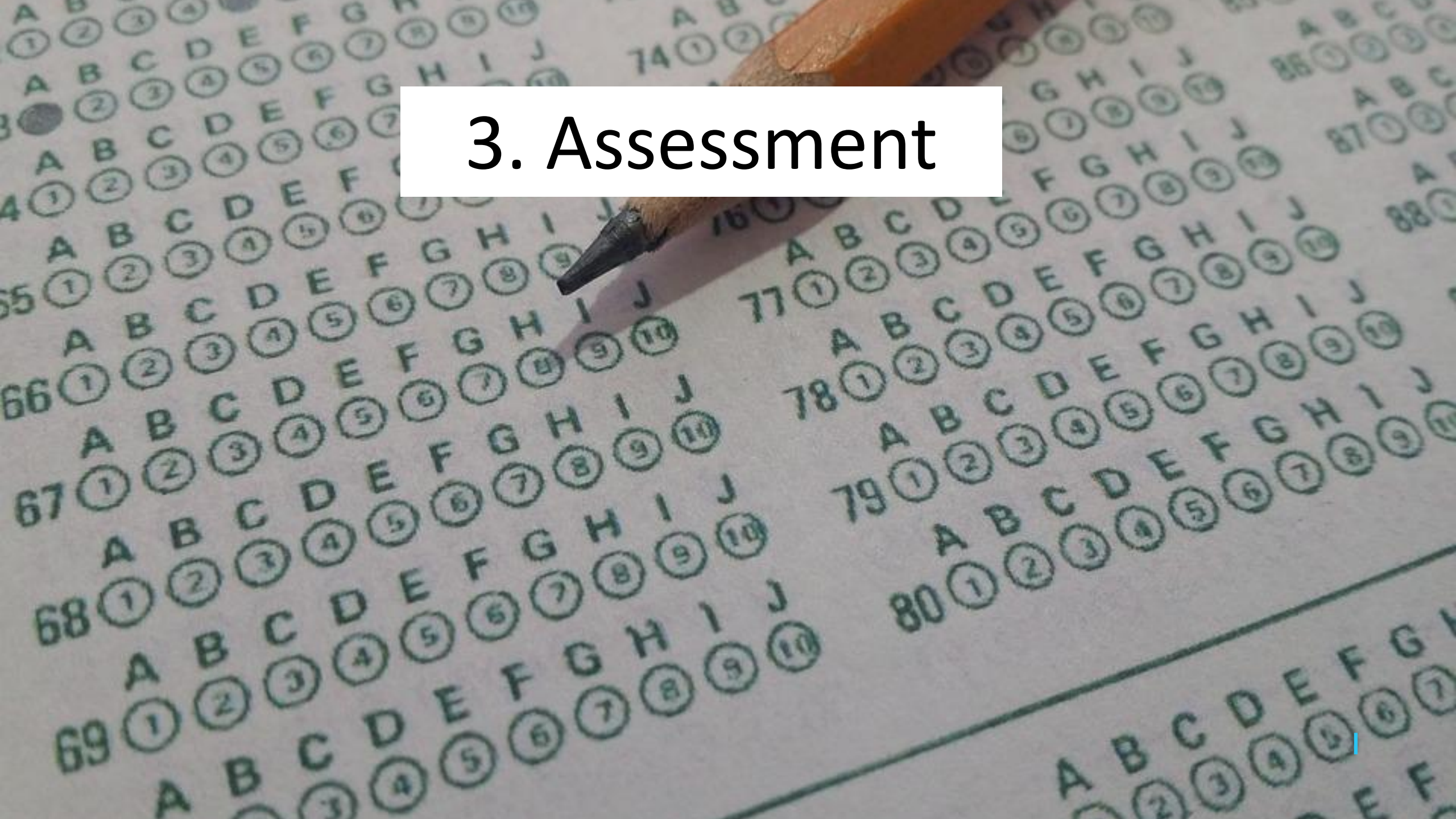
Harmonisation vs creativity, e.g. FET sector

Do *standardised* LOs meet *individual* needs at local level?

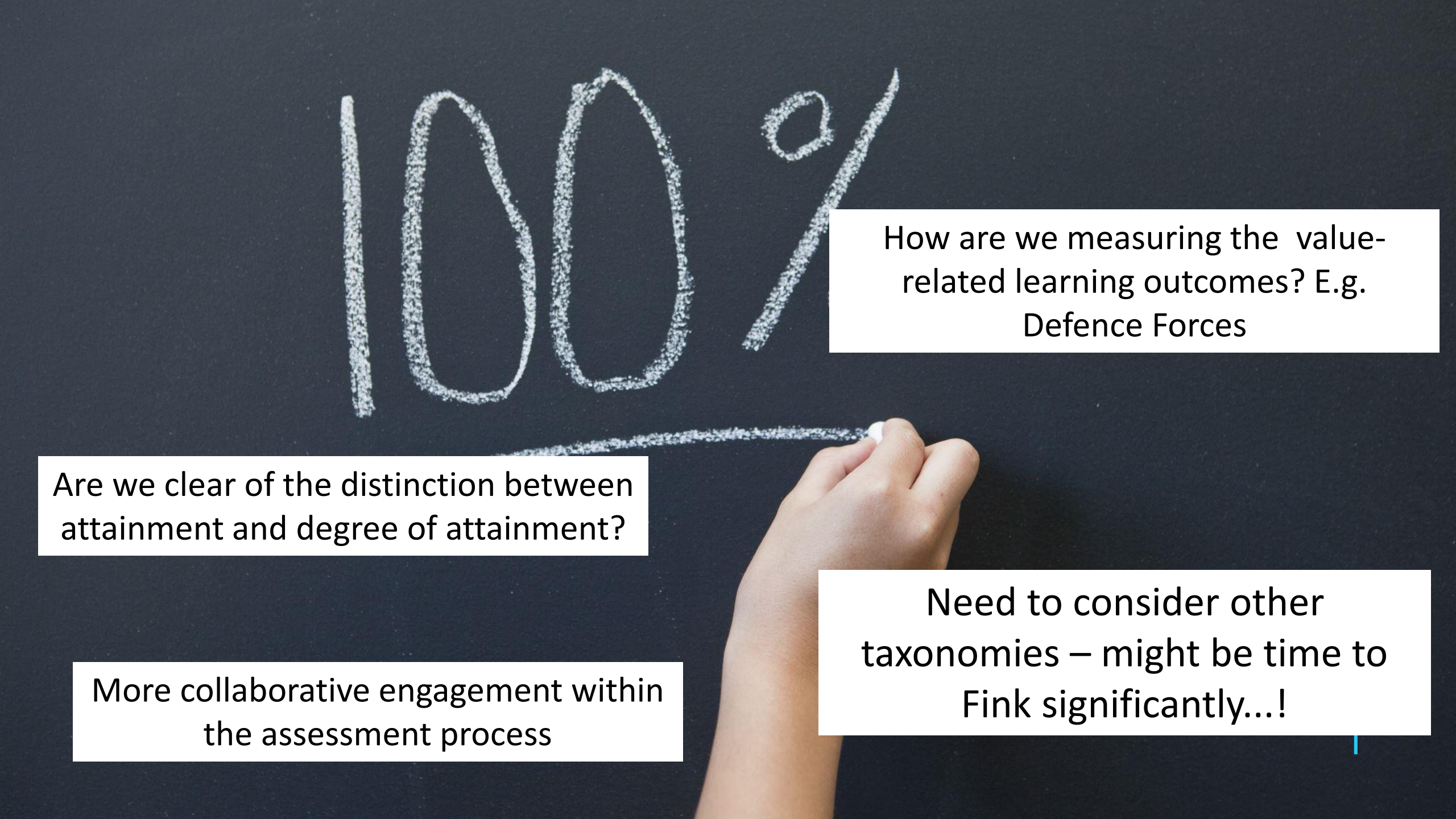
When are they updated?

Are we revisiting them on a continual basis for continuous improvement?

Is it just a procedural exercise?



3. Assessment

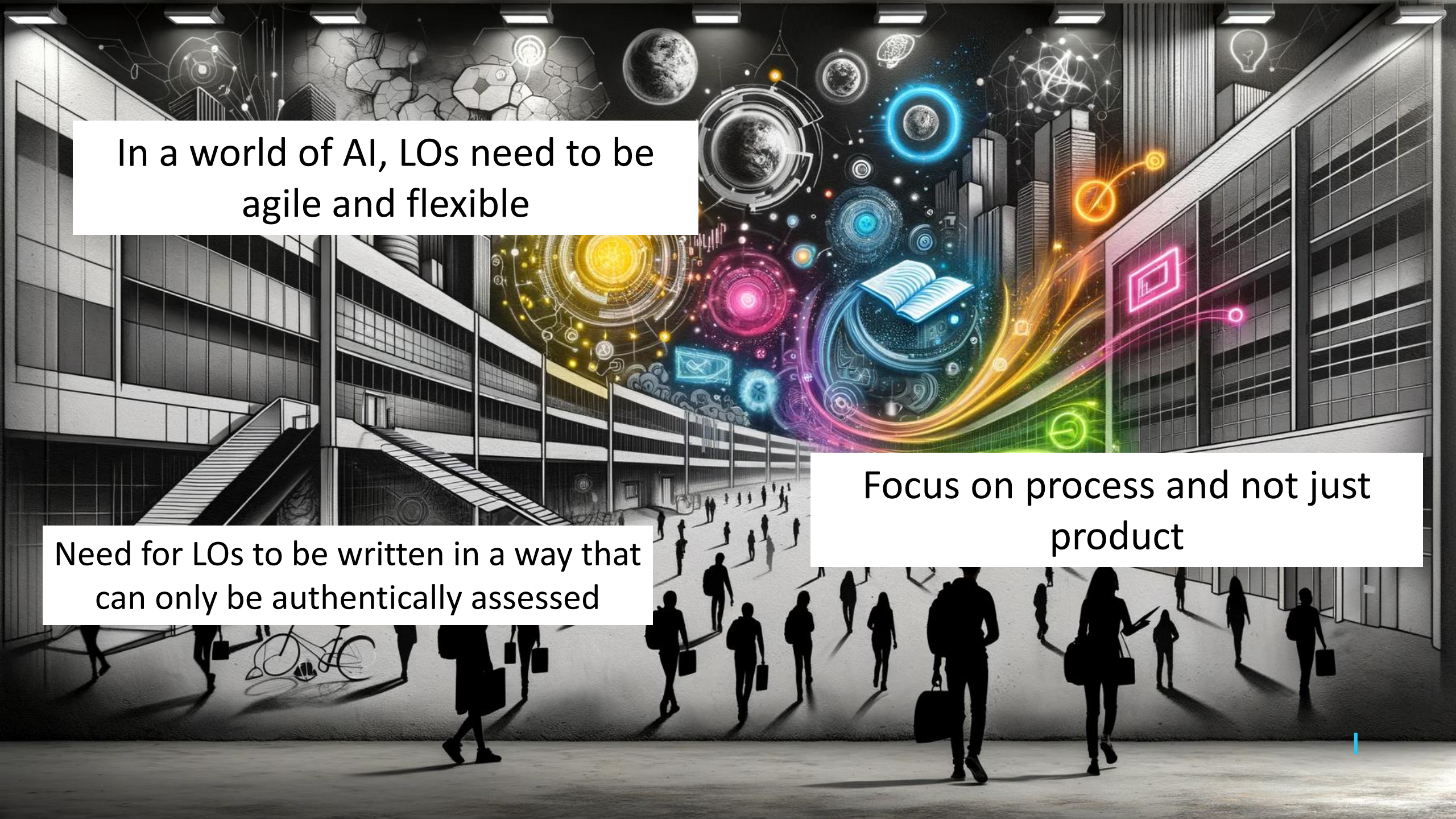


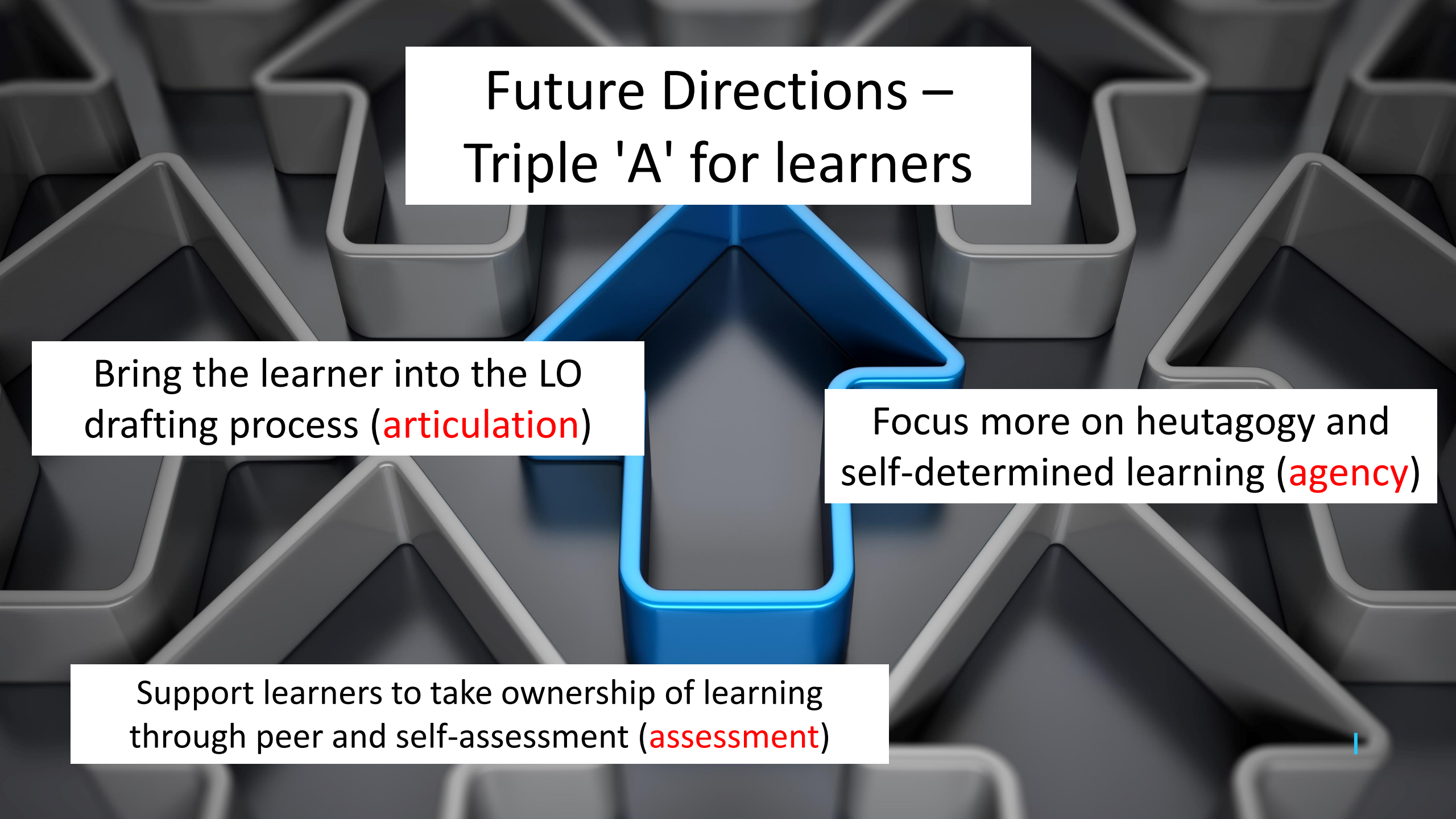
How are we measuring the value-related learning outcomes? E.g. Defence Forces

Are we clear of the distinction between attainment and degree of attainment?

Need to consider other taxonomies – might be time to Fink significantly...!

More collaborative engagement within the assessment process


In a world of AI, LOs need to be agile and flexible
Focus on process and not just product
Need for LOs to be written in a way that can only be authentically assessed



Future Directions – Triple 'A' for learners

Bring the learner into the LO drafting process (articulation)

Focus more on heutagogy and self-determined learning (agency)

Support learners to take ownership of learning through peer and self-assessment (assessment)

Questions and Thank you...

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