

Outcome-based Teaching and Learning

EDuIT

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Contents

- What are intended learning outcomes?
- Action verbs
- Writing learning outcomes



Intended Learning Outcomes

- Statements that specify **what learners will know** or do as a result of learning activities
- Outcomes can be knowledge, skills, or attitudes
- The outcomes should be **assessable**
- E.g. X Understand the art history

Aims, Objectives, and Outcomes

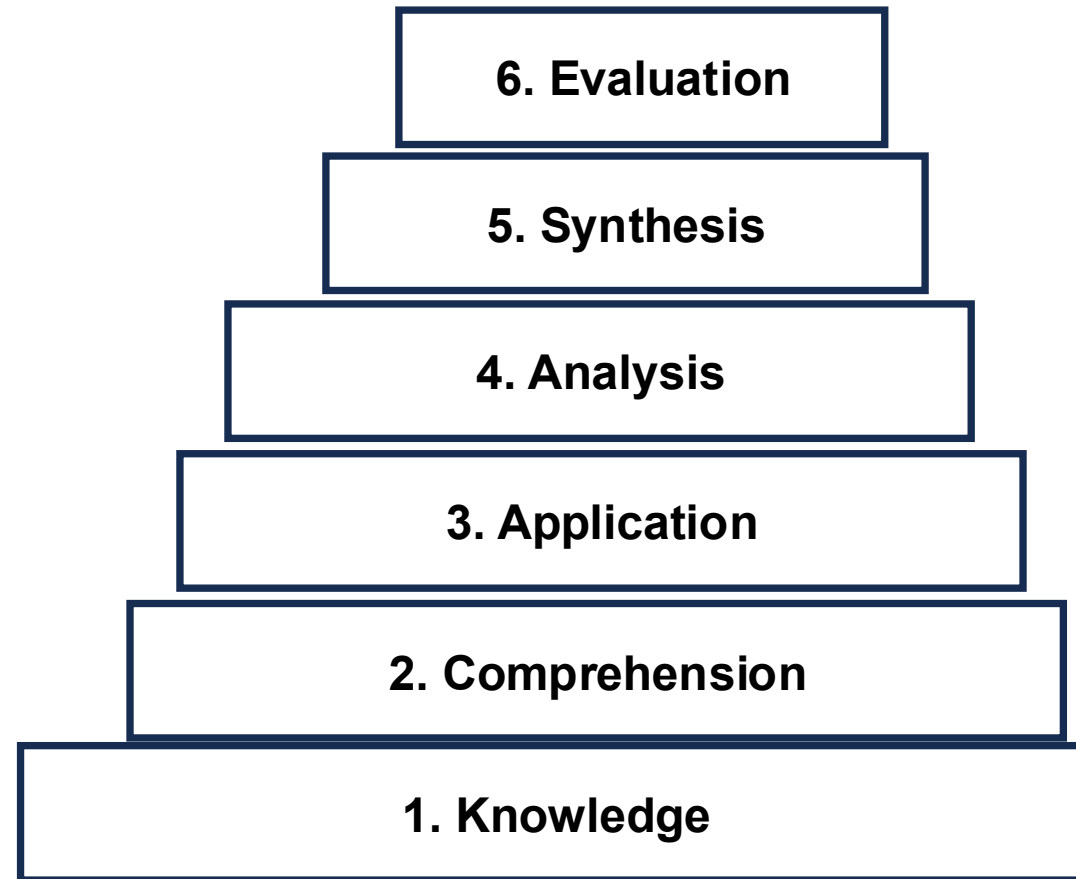
- Aims: **broad intentions** from the perspective of the **academic staff**
 - E.g. “to introduce students to the basic principles of nutrition”
- Objectives: **specific statement** of teaching intention
 - E.g. “to understand the impacts and effects of lifestyles on health”
- Written in terms of teaching intention



Aims, Objectives, and Outcomes

- Outcomes: what **students** should be able to **achieve** at the end of a course
- E.g. Students will be able to:
 - Assess the nutrition level of a patient
 - *Explain* the core theories of nutrients

Hierarchy of Cognitive Domain



Bloom's taxonomy of learning domain

Qualification Framework in Hong Kong

QF Level 1 Perform a limited range of tasks of a routine and repetitive nature in defined and highly structured contexts

QF Level 2 Perform a range of tasks in predictable and structured contexts

QF Level 3 Perform a broad range of tasks in a variety of familiar and some unfamiliar contexts using a known range of technical skills

QF Level 4 Perform skilled tasks requiring some discretion and creativity in a range of contexts

QF Level 5 Apply knowledge and skills in a range of technical, professional or management activities

QF Level 6 Apply knowledge and skills in a broad range of specialised technical, professional or management activities

QF Level 7 Apply knowledge and skills in a broad range of complex activities in highly specialised technical, professional or management contexts

Action verbs

x Students will *understand* the idea of stage design

x Students will *know* more about make-up

Too vague! Do not specify what students have to achieve!

Action verbs - Knowledge

- Arrange, collect, define, **describe**, duplicate, enumerate, examine, find, **identify**, label, **list**, name, **outline**, present, **show**, etc
- Examples:
 - *Identify* ethical implications of scientific investigations
 - *List* the possible effects of smoking
 - *Describe* the processes used in engineering when preparing a design brief for a client

Action verbs - Comprehension

- Clarify, construct, contrast, describe, discuss, distinguish, estimate, explain, identify, illustrate, generalise, etc
- Examples:
 - *Differentiate* between civil and criminal law
 - *Explain* the social, economic and political effects of World War I

Action verbs - Application

- Apply, assess, construct, demonstrate, examine, find, illustrate, prepare, produce, show, etc
- Examples:
 - *Construct* a timeline of significant events in the history of China
 - *Apply* knowledge of infection control in the hospital
 - *Show* how changes in the criminal law affected the Scottish society in the 19th century

Action verbs - Analysis

- Analyse, arrange, break down, calculate, categorise, classify, compare, contrast, criticise, determine, differentiate, distinguish, examine, identify, outline, investigate, etc
- Examples:
 - *Compare* and *contrast* the different electronic business models
 - *Analyse* why society criminalises certain behaviors
 - *Calculate* gradient from maps in m, km, and ratio

Action verbs - Synthesis

- Argue, arrange, collect, combine, construct, create, develop, explain, formulate, generate, integrate, make, prepare, propose, summarise, etc
- Examples:
 - *Propose* solutions to complex energy management problems
 - *Summarise* the causes and effects of the 1917 Russian revolutions
 - *Organise* a patient education programme

Action verbs - Evaluation

- Argue, assess, conclude, criticise, decide, defend, explain, evaluate, interpret, judge, justify, predict, etc
- Examples:
 - *Evaluate* marketing strategies for different electronic business models
 - Assess the key areas contributing to the craft knowledge of experienced teachers

A brief summary

- **Knowledge** (recalling important information)
 - E.g. define, describe, list, outline, state
- **Comprehension** (explaining important information)
 - E.g. discuss, explain, identify, illustrate, elaborate
- **Application** (using theories and principles in particular concrete situations)
 - E.g. apply, construct, demonstrate, operate, use
- **Analysis** (e.g. identifying relationships, distinguishing cause and effect)
 - E.g. analyse, classify, compare, differentiate, select

Learning Outcomes in Affective Domain

- Examples:

- *Participate* in class discussions with colleagues and with teachers
- *Embrace* a responsibility for the group project
- *Display* a professional commitment to the research group

Writing course outcomes

- No fixed number
- Advisable to have a limited number, say 6-7:
- E.g. Upon the completion of this course, students will be able to:
 - *Explain* the theoretical concept of Universal Design
 - *Illustrate* the legislative requirements for Universal Design
 - *List out* the business and social benefits of Universal Design
 - *Appreciate* the benefit of consulting with end users
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Alignment of outcomes and contents

Outcome	Topic
Outcome 1	Topic 1
Outcome 2	Topics 2 and 3
Outcome 3	Topics 2 and 4
Outcome 4	Topic 5
Outcome 5	Topic 6
Outcome 6	Topics 7 and 8
Outcome 7	Topic 9

Assessments

Learning outcomes	Teaching and Learning Activities	Assessment
Demonstrate Knowledge	Lectures	Short-Answer Questions
Comprehension	Tutorials	Multiple Choice Tests
Application	Discussions	Essays
Analysis	Laboratory Work / Workshops	Practical Assessment
Synthesis	Seminar	Fieldwork
Evaluation	Peer Group Presentation	Presentation
		Project Work
		Reports
		Reflective Diaries/Portfolios

