

Learning Outcomes that make sense for Educationalists & Subject Specialists

Elaboration of methods & tools
across disciplines

Key messages presentation 1

1. Master's education is getting too diverse to define one set of research competencies
2. Research competencies are not restricted to subject-specific knowledge & skills; they also encompass General Academic, Personal and Linguistic competencies
3. High quality Master's programmes need a coherent framework of research competencies and related learning outcomes

Key messages presentation 2

1. Learning outcomes are crucial to improve competencies of Master's graduates
2. Master's programmes need Learning Outcomes in: Subject, Academic, Personal, & Linguistic skills
3. Assessment of Learning Outcomes is subjective, at best intersubjective

Key messages presentation 3

1. Learning outcomes have to make sense to you and your colleagues
2. Common sense is a good approach
3. Progressive performance descriptors are
a) necessary and b) possible

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1. Learning outcomes that make sense

- Dublin descriptors: circular & not specific
- NQA: National Quality Assurance protocols:
 - Based on educational theory and approach
 - Often not so meaningful for other disciplines
 - → bureaucratic ticking boxes

1. Learning outcomes that make sense

- We need Learning outcomes that
 - Are meaningful across disciplines
 - Go beyond ‘criteria’ to also ‘norms’
 - Criteria: What need students to be good at?
 - Norms: What is the difference between “good enough” and “not good enough”?

2. Common sense is a good approach

- Sit down with your senior teaching professors
- Use their implicit knowledge & expertise
- + : close to the heart and experience of the academics
- Possible - : each university/ Master's their own approach?

Not necessarily

3. Existing “progressive performance descriptors”

- AACU VALUE Rubrics
- Common European Framework of Reference

<https://www.aacu.org/value-rubrics>

<https://www.coe.int/en/web/common-european-framework-reference-languages/level-descriptions>

3. “Progressive performance descriptors”

- AACU VALUE Rubrics
 - Developed for Bachelor’s in the US
 - 16 competencies: **academic** and **personal**

Creative thinking	Integrative learning	Quantitative literacy
Critical thinking	Lifelong learning	Reading
Information literacy	Problem solving	Written communication
Inquiry and analysis		
Civic engagement	Global learning	Oral communication
Ethical reasoning	Intercultural knowledge & competence	Teamwork

3. “Progressive performance descriptors”

- Strength of AACU VALUE Rubrics
 - Subdivision of competencies in meaningful aspects
 - **Progressive performance descriptors**

3. “Progressive performance descriptors”

- Strength of AACU VALUE Rubrics
 - Subdivision of competencies in meaningful aspects

Critical thinking

Explanation of issue / definition of problem

Selecting and using evidence

Influence of context and assumptions

Student’s own position

Conclusions, implications, consequences

For each of the 16 competencies, 5 or 6 such dimensions

3. “Progressive performance descriptors”

- Strength of AACU VALUE Rubrics
 - Subdivision of competencies in meaningful aspects

Critical thinking

Explanation of issue / definition of problem

Level 1

Issue stated without clarification or description

Level 2

Issues stated, but with undefined terms, ambiguous, unclear boundaries or backgrounds

Level 3

Issue stated so that understanding is not seriously impeded

Level 4

Issue stated comprehensively, fully understandable

16 x 5-6 x 4 levels = 352 performance descriptors

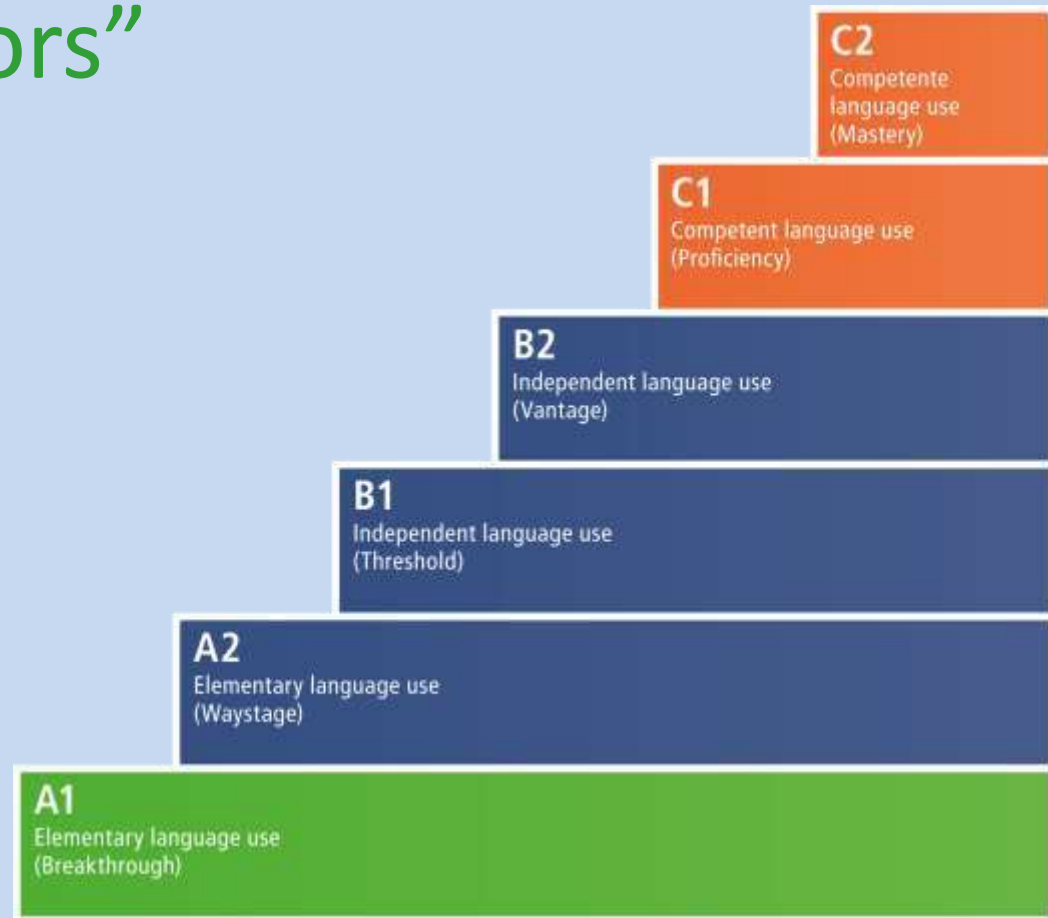
mastermind EUROPE

Master's admission
for a diverse international classroom

3. “Progressive performance descriptors”

- Common European Framework of Reference
 - Developed by the Council of Europe
 - Widely used: European Union, Universities, Languages school

3. “Progressive performance descriptors”



<https://www.coe.int/en/web/common-european-framework-reference-languages/level-descriptions>

3. “Progressive performance descriptors”

- Strength of Common European Framework of Reference for Languages
 - 6 levels, 5 specific linguistic competencies

	A1	A2	B1	B2	C1	C2
Listening	→	→	→	→	→	
Reading						
Spoken interaction						
Spoken production						
Writing						

3. “Progressive performance descriptors”

- Strength of Common European Framework of Reference for Languages
 - 6 levels, 5 specific linguistic competencies

Listening	A1	A2	B1	B2	C1	C2
	Recognise familiar words/phrases concerning personal context; when people speak slowly and clearly		Understand main points of standard speech on familiar matters in class, work, TV when speech is slow and clear		Understand extended speech even when unstructured and implicit. Understand film and tv easily	

3. Existing “progressive performance descriptors”

- AACU VALUE Rubrics
- Common European Framework of Reference

Two examples of Learning Outcomes

- That may make sense across disciplines
- Are specific in their subdivisions
- Have progressive performance descriptors

Use them or make your own!

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