

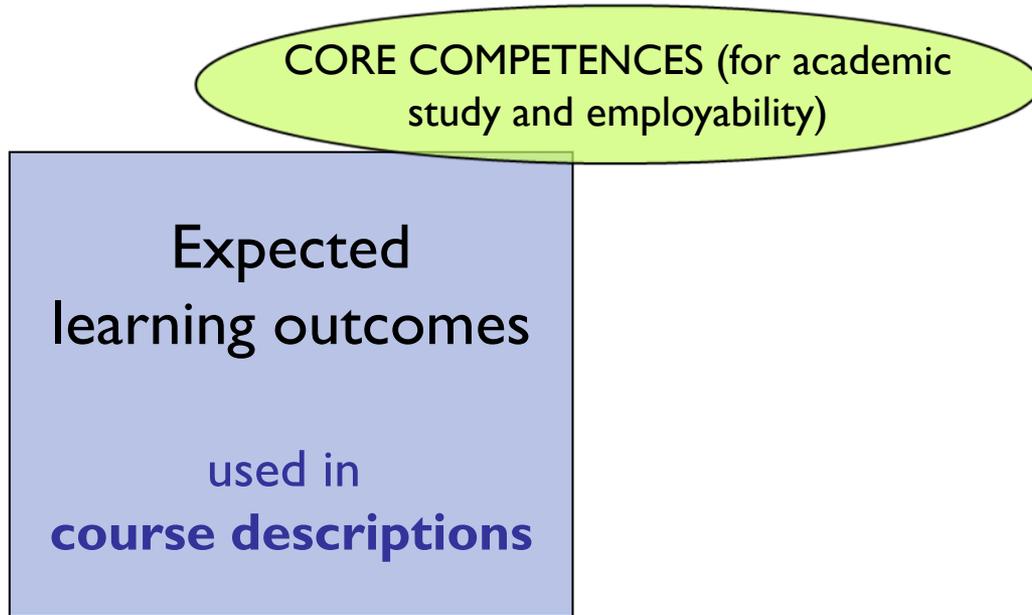
UniTIE PROJECT: Harmonizing learning outcomes in Finnish Language Centre teaching of English

English teachers from eight university language centres in Finland

Small groups on intercultural communication skills, presentation skills and academic writing skills

Example of harmonizing LOs in Finnish language centres: UniTIE project — MATCHING LEARNING OUTCOMES, TEACHING, AND ASSESSMENT

(adapted from McAnsh 2008)

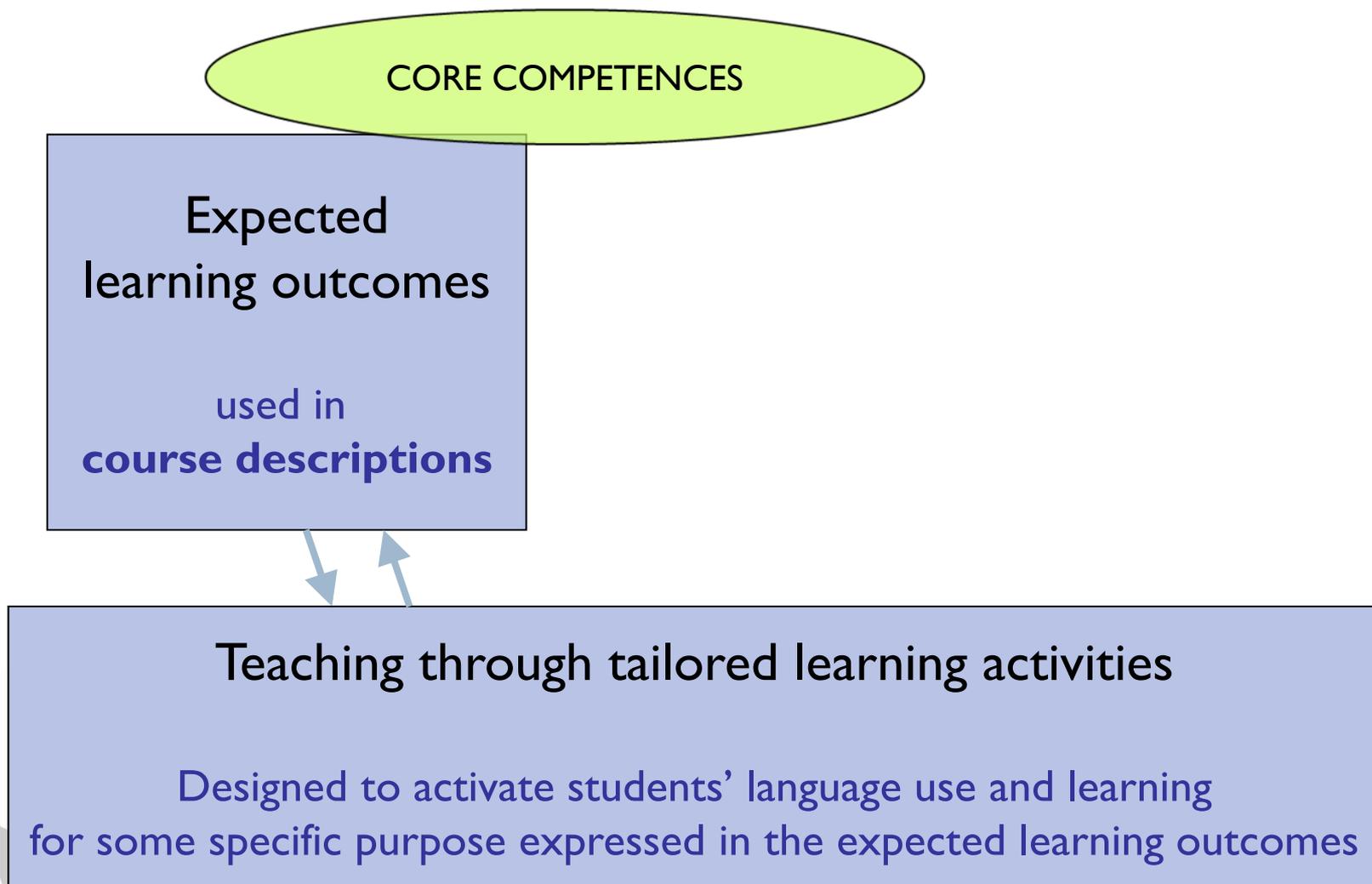


Anne Räsänen 2010

UniTIE workshop

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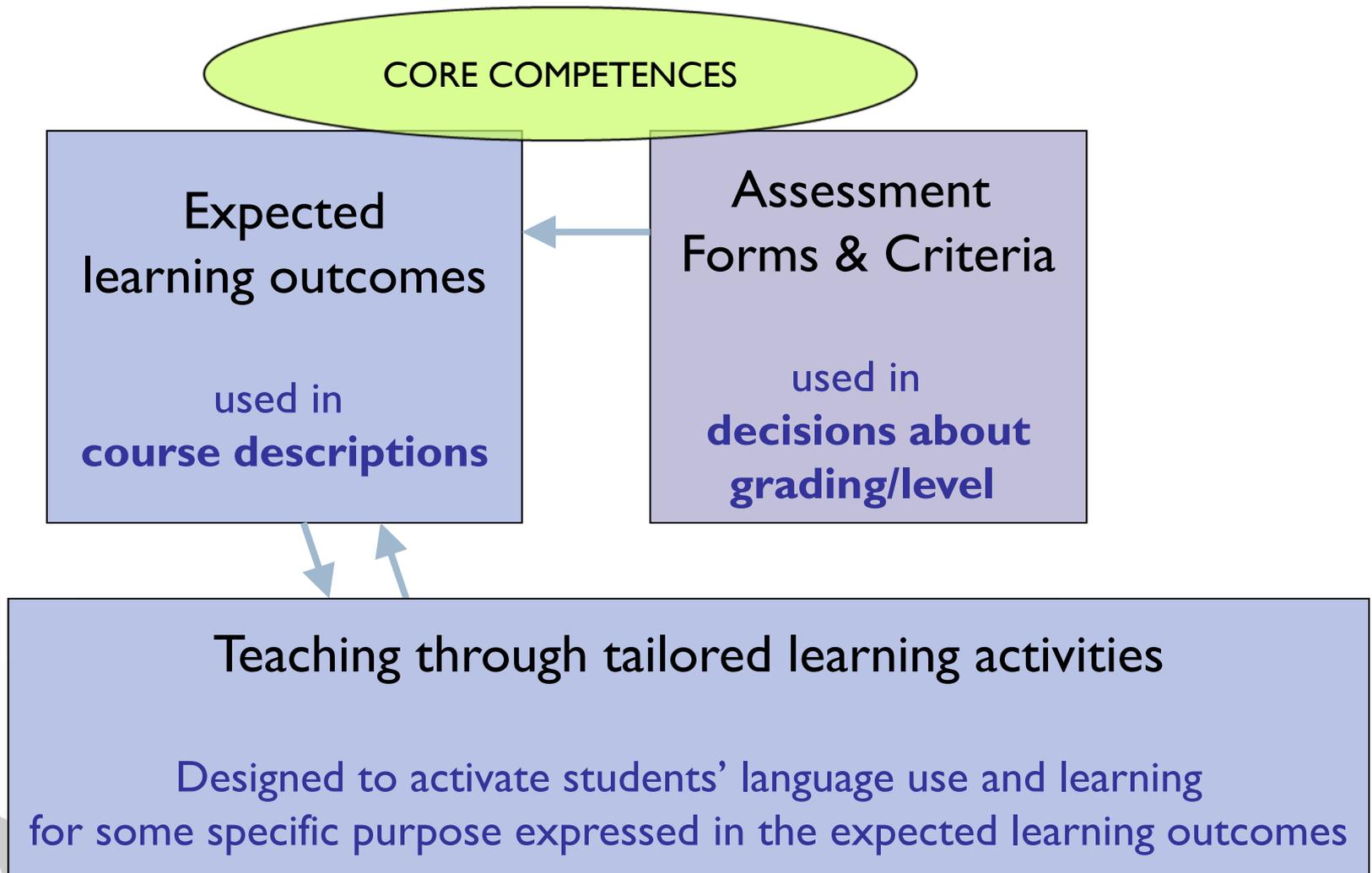


UniTIE workshop



Example of harmonizing LOs in Finnish language centres: UniTIE project — MATCHING LEARNING OUTCOMES, TEACHING, AND ASSESSMENT

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Hierarchy of cognitive domain

(see Bologna handbook at

VERBS ASSOCIATED WITH EACH LEVEL



Similar hierarchies for affective and psychomotor domains

Statements of learning outcomes vs. criteria for assessment of learning

1/3

Learning outcomes (LOs)

(statements of what a learner is expected to know, understand and be able to demonstrate/do after completing a process of learning)

- ▶ Are related to overall degree outcomes
- ▶ Must be observable and measurable
- ▶ Must be realistic within time available
- ▶ Are written at **minimum acceptable standard** (pass/fail point), but “minimum” does not mean low standard ...
- ▶ Learning above the threshold level does not need to be described in LOs
- ▶ In practice, all learning outcomes are not always assessed
- ▶ Use tentative language (“the student is expected to ...”)



Statements of learning outcomes vs. criteria for assessment of learning

2/3

Assessment criteria (AC)

(statements of how well a learner is able to demonstrate his/her knowledge, understanding, and skills after completing a process of learning)

- ▶ **Specify threshold standard or standard needed for a particular grade (i.e. how well the student performs)** (N.B. in case of mismatch with LOs, students follow AC ...)
- ▶ Use stronger language ("the student will/can ...")
- ▶ Indicate
 - **what should be present** (e.g. scientific conventions) or **what should not be present** (e.g. spelling mistakes, plagiarism)
 - **how something should be done** (e.g. presentation)
 - **what standard requirements must be met** (e.g. thesis)



Statements of learning outcomes vs. criteria for assessment of learning

3/3

Statement of learning outcome:

▶ **EXAMPLE:**

- ▶ *At the end of the course, the student is expected to be able to give an effective presentation of a common process in her/his own field.*

▶ **Assessment criteria:**

▶ **EXAMPLE (threshold standard):**

- ▶ *The student can give a 15-minute presentation of a common process from the Field of Applied Chaotics, demonstrating*
 - ▶ *an ability to speak freely from notes*
 - ▶ *sufficient vocabulary to explain the main steps of the process*
 - ▶ *an ability to link ideas together logically*
 - ▶ *an ability to communicate with reasonable accuracy in grammar and pronunciation*
 - ▶ *awareness of appropriate presentation conventions*

