



# **Adopting a Learning Outcome approach within ECTS**

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# Brief biog

- I started working in Erasmus in around 1987.
- In 1996 I became the University of Essex Institutional Socrates Coordinator until July 2004.
- In 2002 I became one of the EU ECTS/DS Counsellors.
- In 2004 I became a Bologna Promoter now know as Bologna Experts and generally along with the Tempus Experts part of the Higher Education Reformer Team.

# The basic principles of ECTS

- Credits are related to workload.
- Credits are obtained by achieving the module learning outcomes through assessment.
- There is no longer an ECTS grade scale.
- The workload of an academic year = 60 ECTS credits.
- There is no standard definition of an academic year.
- Information package/course catalogue (Transparency).
- Mobility and Recognition.
- In the European Higher Education Area (EHEA)
  - a 1<sup>st</sup> cycle degree = 180 ECTS credits. (nominally 3 academic years)
  - a 2<sup>nd</sup> cycle degree = 60-120 ECTS credits (nominally 1-2 academic years)
  - a 3<sup>rd</sup> cycle degree is not yet defined in terms of credit

# ECTS, Workload, and Learning Outcomes

- ECTS credits are awarded on the basis of workload. The student must demonstrate meeting the module learning outcomes through assessment.
- It is considered good transparency practice to have a publicly available module catalogue listing the module key features (see [www.modules.napier.ac.uk](http://www.modules.napier.ac.uk) )

# What are Learning Outcomes?

- “Learning outcomes describe what a learner is expected to know, understand and be able to do after successful completion of a process of learning.”
- They must be assessed.
- They clearly involve students in undertaking work and therefore have a workload associated with them.
- They need to contain an appropriate active verb.
- They need to be obtainable and measureable.
- Learning Outcomes need to be written in a holistic context taking into account the Learning and Assessment. (LOLA)

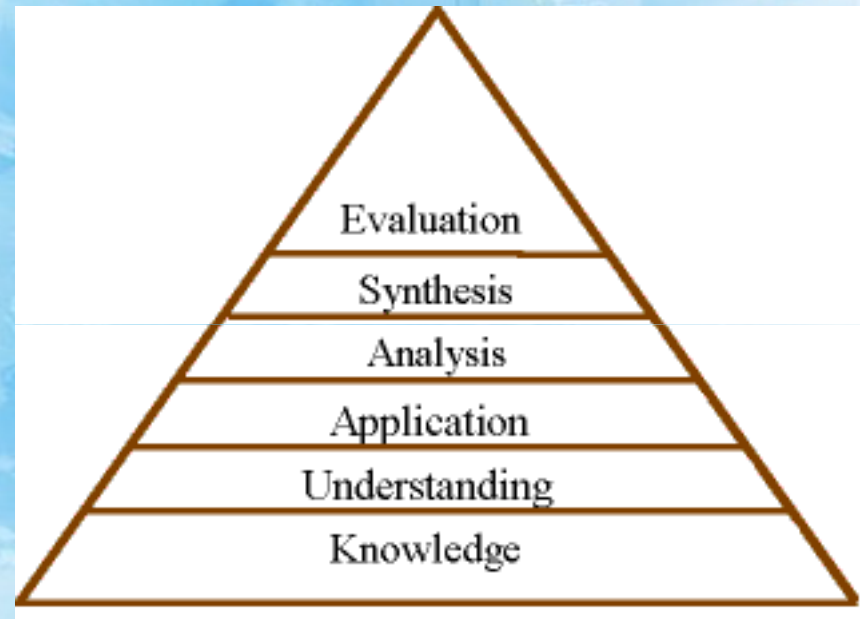
# What LO's are not!

- A set of statements that are for administration purposes only.
- Written with no thought given to the learning or assessment.
- Written without careful choice of the active verb. (for example “describe, identify, analyse, explain” and not “know, understand, learn, appreciate”.)

# One approach to creating LO's

- If the course already exists then you can potentially generate the LO's from the course description.
- “Learning outcomes describe what a learner is expected to know, understand and be able to do after successful completion of a process of learning.”
- One approach is to use Bloom's Taxonomy as an aid. Blooms' Taxonomy can help you decide what is the appropriate “verb” or “verbs” to use for a particular learning outcome.

# Bloom's Taxonomy



You have a list of verbs associated with each level in your packs!

# Anderson and Krathwohl's Taxonomy

1. Remembering: Retrieving, recalling, or recognizing knowledge from memory. Remembering is when memory is used to produce definitions, facts, or lists, or recite or retrieve material.
2. Understanding: Constructing meaning from different types of functions be they written or graphic messages activities like interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.
3. Applying: Carrying out or using a procedure through executing, or implementing. Applying related and refers to situations where learned material is used through products like models, presentations, interviews or simulations.
4. Analysing: Breaking material or concepts into parts, determining how the parts relate or interrelate to one another or to an overall structure or purpose. Mental actions included in this function are differentiating, organizing, and attributing, as well as being able to distinguish between the components or parts. When one is analyzing he/she can illustrate this mental function by creating spreadsheets, surveys, charts, or diagrams, or graphic representations.
5. Evaluating: Making judgments based on criteria and standards through checking and critiquing. Critiques, recommendations, and reports are some of the products that can be created to demonstrate the processes of evaluation. In the newer taxonomy evaluation comes before creating as it is often a necessary part of the precursory behavior before creating something.
6. Creating: Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing. Creating requires users to put parts together in a new way or synthesize parts into something new and different a new form or product. This process is the most difficult mental function in the new taxonomy.

# In Your Pack

- The group work of your team in this Workshop
- Three example module descriptions
- Background information on taxonomies of learning; Bloom's Taxonomy 1956 and Anderson and Krathwohl's Taxonomy 2000
- Good and bad Learning Outcome Examples
- A list of verbs to use within Bloom's Taxonomy.

# Group Task

- Generate examples of learning outcomes associated with one of the modules provided or from your own experiences. When writing these take into account how the students will learn and how you will assess the students performance against the learning outcome. (20 minutes)
- Give a verbal report on your results. (10 minutes)

The image is a blue-tinted photograph of a lecture hall. In the center, a group of people is seated in rows, facing a presentation screen at the front. The screen displays a diagram with arrows and text. To the right of the lecture hall, there is a large, semi-transparent overlay of the European Union flag, featuring twelve yellow stars arranged in a circle on a white background. The overall scene is dimly lit, with the primary light source being the presentation screen and the flag overlay.

The End