Virtual Mobility and European Qualification Framework

What are you supposed to learn / teach ?

Go to www.learning-outcomes.net

Education and Culture DG
Lifelong Learning Programme

Education and Training

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VIRQUAL Project: virqual.up.pt, www.learning-outcomes.net

Background

If your task is:

- to design a course or curriculum
- to select a course or programme

You must know:

What are the intended 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 relate to level descriptors in national and European qualifications frameworks.

(ECTS Users' Guide, 2005, p.11)

Questions

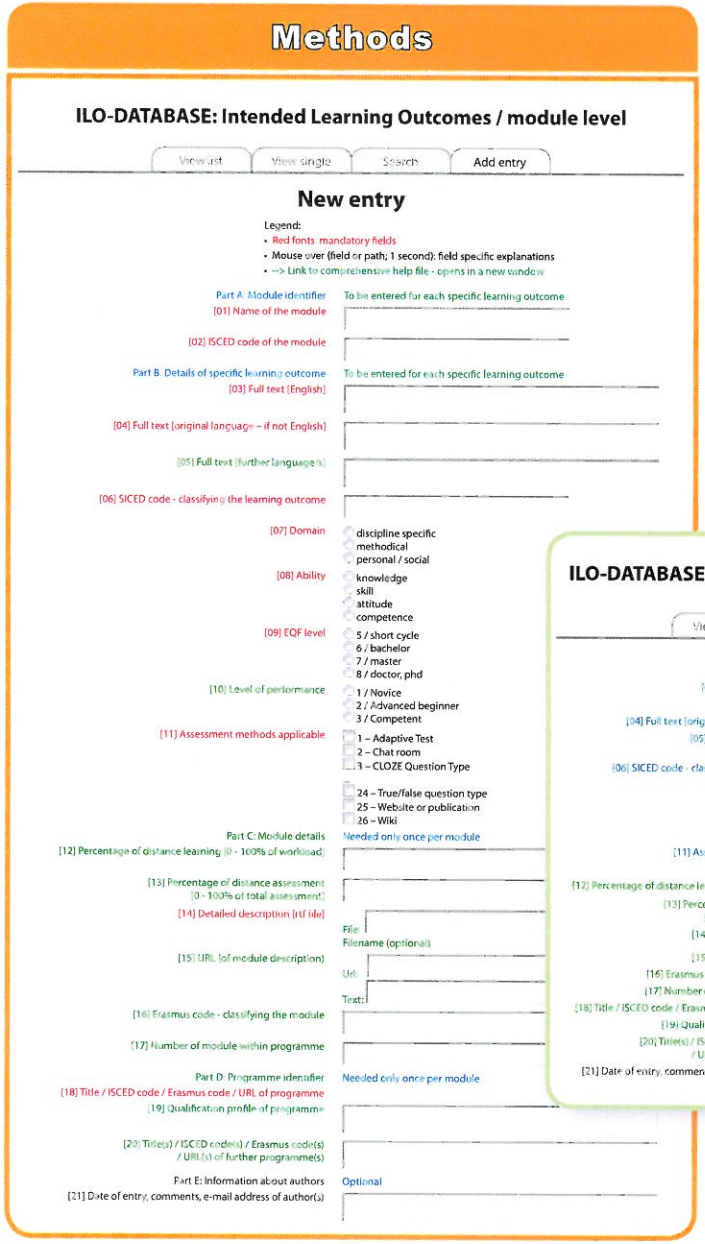
How can we contribute to

- higher transparency of descriptions of learning offers?
- the improvement of the insufficient quality of the majority of learning outcomes?
- a shared language for writing learning outcomes?
- a systematic architecture of learning outcomes?

Learning outcomes statements are typically characterised by the use of active verbs expressing knowledge, comprehension, application, analysis, synthesis and evaluation, etc.

(ECTS Users' Guide, 2005, p.13)

Methods



ILO-DATABASE: Intended Learning Outcomes / module level

View list | View single | Search | Add entry

New entry

Legend:
- Red fonts: mandatory fields
- Mouse over (field or path; 1 second): field specific explanations
- --> Link to comprehensive help file - opens in a new window

Part A: Module identifier — To be entered for each specific learning outcome
[01] Name of the module
[02] ISCED code of the module

Part B: Details of specific learning outcome — To be entered for each specific learning outcome
[03] Full text (English)
[04] Full text (original language – if not English)
[05] Full text (further language/s)
[06] SICED code - classifying the learning outcome
[07] Domain: discipline specific / methodical / personal / social
[08] Ability: knowledge / skill / attitude / competence
[09] EQF level: 5 / short cycle; 6 / bachelor; 7 / master; 8 / doctor, phd
[10] Level of performance: 1 / Novice; 2 / Advanced beginner; 3 / Competent
[11] Assessment methods applicable: 1 – Adaptive Test; 2 – Chat room; 3 – CLOZE Question Type; 24 – True/false question type; 25 – Website or publication; 26 – Wiki

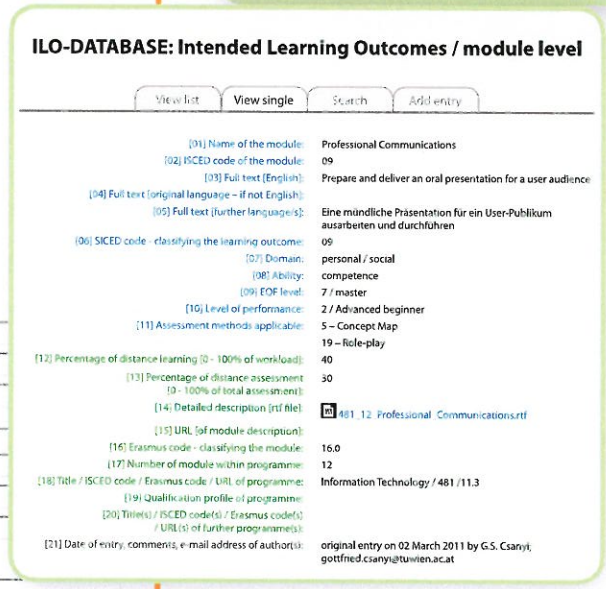
Part C: Module details — Needed only once per module
[12] Percentage of distance learning (0 - 100% of workload)
[13] Percentage of distance assessment (0 - 100% of total assessment)
[14] Detailed description (rtf file) — File: / Filename (optional)
[15] URL (of module description) — Url: / Text:
[16] Erasmus code - classifying the module
[17] Number of module within programme

Part D: Programme identifier — Needed only once per module
[18] Title / ISCED code / Erasmus code / URL of programme
[19] Qualification profile of programme
[20] Title(s) / ISCED code(s) / Erasmus code(s) / URL(s) of further programme(s)

Part E: Information about authors — Optional
[21] Date of entry, comments, e-mail address of author(s)

Outcomes

- Growing collection of written learning outcomes: finally 10.000 +
- Continuous improvement of formulations of intended learning outcomes according to linguistic and didactic criteria
- Growing transparency of the universe of learning outcomes, modules and study programmes
- Sample formulations of learning outcomes for curriculum planning and course design



ILO-DATABASE: Intended Learning Outcomes / module level

View list | View single | Search | Add entry

[01] Name of the module:	Professional Communications
[02] ISCED code of the module:	09
[03] Full text (English):	Prepare and deliver an oral presentation for a user audience
[04] Full text (original language – if not English):	
[05] Full text (further language/s):	Eine mündliche Präsentation für ein User-Publikum ausarbeiten und durchführen
[06] SICED code - classifying the learning outcome:	09
[07] Domain:	personal / social
[08] Ability:	competence
[09] EQF level:	7 / master
[10] Level of performance:	2 / Advanced beginner
[11] Assessment methods applicable:	5 – Concept Map 19 – Role-play
[12] Percentage of distance learning (0 - 100% of workload):	40
[13] Percentage of distance assessment (0 - 100% of total assessment):	30
[14] Detailed description (rtf file):	481_12_Professional_Communications.rtf
[15] URL (of module description):	
[16] Erasmus code - classifying the module:	16.0
[17] Number of module within programme:	12
[18] Title / ISCED code / Erasmus code / URL of programme:	Information Technology / 481 /11.3
[19] Qualification profile of programme:	
[20] Title(s) / ISCED code(s) / Erasmus code(s) / URL(s) of further programme(s):	
[21] Date of entry, comments, e-mail address of author(s):	original entry on 02 March 2011 by G.S. Csanyi, gottfried.csanyi@tuwien.ac.at

Potentials

- Basic information for building a homogenous and transparent European Higher Education Area
- Empirical material for analysing the didactic dependencies between learning outcomes on different levels
- Tool kit - consisting of learning outcomes and related teaching/assessment methods for easier design of curricula, modules and courses
- Administrative simplification of physical and virtual mobility of European students

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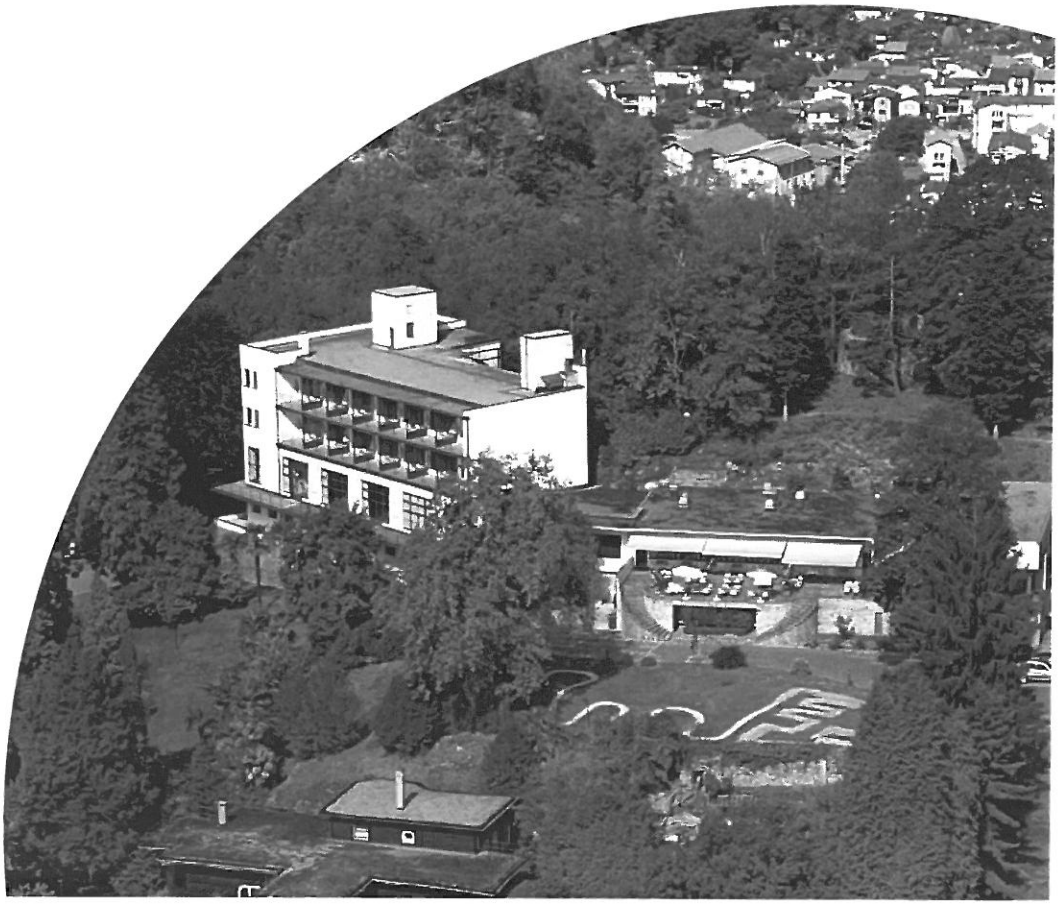

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the knowledge society
international conference

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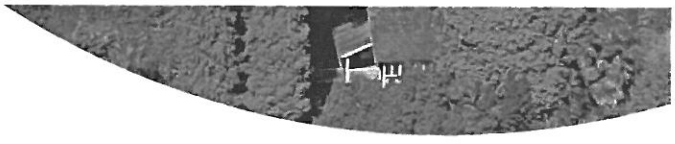
Ascona, Switzerland

red-conference
PROCEEDINGS



What are you supposed to learn? Look at learning-outcomes.net

Gottfried S. Csanyi

Learning outcomes of high quality are the basis of academic mobility, reflected choice of degree, and state-of-the-art curriculum design. Learning outcomes can be a means for transparency – or opacity – of educational offers on local, national or international levels. To which side the needle will deflect highly depends on the quality of didactic reflection as well as on the standardisation of terminology for writing learning outcomes. For these reasons the art of writing learning outcomes still is a rare skill.

On the other hand it is not necessary to invent the wheel again in each country, town, or university. The competences of a medical doctor, for instance, will be the same in Zurich, Rome, Espoo or Athens. Basic skills in mathematics will be completely the same in all these places as well as in different programmes like physics, psychology, or economy. What actually makes the difference is the way to describe these competences and, of course, the individual design of correspondent learning situations. The learning process(which is the arch between the abilities of learners at the start and learning outcomes at the end) and its attendant circumstances should and will stay local phenomena under individual responsibility. But the corresponding learning outcomes are, in contrast to connected learning and teaching processes, universal.

Teachers and institutions could save a lot of time and simultaneously increase the quality of their educational offers, if they were able to utilize prefabricated, standardised, and quality-tested learning outcomes for designing and describing their curricula on all levels from single courses to complete study programs. In fact, a kind of a pool of professionally written learning outcomes already exists. Individual teachers and institutions all over Europe (and certainly also all over the world) have already produced a number of well defined intended learning outcomes (ILOs) for single courses or modules, and elaborated ILO architectures for complete programs. Consequently there is a – virtual – pool of good and best practice examples of ILOs scattered over some thousand European HE and CE institutions. But, even if those ILOs are published somewhere in the internet or in internal papers, they are not accessible and usable in an efficient way. It would cost too much time and effort to find the specific ILOs one needs for designing a particular course or program.

This is the starting point for www.learning-outcome.net, one of the outcomes of the VIRQUAL project (virqual.up.pt). The core of this website is an ILO repository on the technical fundament of a Moodle data base. The platform was installed by end of August and is accessible since mid of October 2010. The function of this tool is to open the opportunity for European HE and CE institutions to publish the intended learning outcomes of their study programmes (on module level), to compare them with those of other institutions and thus to start a process of shared quality development of ILO descriptions and architectures.

The ILO repository provides the opportunity to upload the learning outcomes of modules and to furnish them with specific metadata which allow for connecting them with disciplines (e.g. according to ISCED; UNESCO, 2006) on the one hand, and to four classification criteria on the other hand. Descriptors are cycles (5: short cycle, 6: bachelor, 7: master, 8: doctor) and abilities (knowledge, skills, attitudes, competences) defined by the European Qualifications Framework as well as domains (discipline related, methodical, personal, social; see Tippelt et al., 2003) and stages of competences (1: novice, 2: advanced, 3: competent; see Dreyfus & Dreyfus, 1980).

This classification system – at the moment (end of October 2010) existing in a first version – will make it easy to find a single ILO in a pool of some ten thousands (the potential state of completion). It will be finalised on the basis of user experiences until the end of 2010. The poster will present the final structure of the ILO repository, and show how users (individual teachers as well as institutions) can contribute to and benefit from the common development of the (European) universe of academic learning outcomes – which could become the heart of the European Higher Education Area.

The previous stages of development of the ILO repository were presented at the S-ICT conference 2009 in Amsterdam (Csanyi, 2009), the GMW-Conference 2010 in Zurich (Csanyi 2010a), and the S-ICT conference 2010 in Den Haag (Csanyi, 2010b).

References:

Csanyi, G.S. (2009). How to Achieve Transparency by Applying Learning Outcomes with Educational Design? In: N. Brouwer, B. Giesbers, B. Renties & L. Van Gastel (Eds.), Proceedings of Student Mobility and ICT: Dimensions of Transition, Universiteit van Amsterdam, 16-17 December 2009 (S. 247–254). Maastricht University, Maastricht.

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Dreyfus, Stuart E. & Dreyfus, Hubert L. (1980), A Five-Stage Model of the Mental Activities Involved in Directed Skill Acquisition

Tippelt, R./Mandl, H./Straka, G. (2003): Entwicklung und Erfassung von Kompetenz in der Wissensgesellschaft – Bildungs- und wissenstheoretische Perspektiven. In: Gogolin, I./Tippelt, R. (Hrsg.): Innovation durch Bildung. Beiträge zum 18. Kongress der Deutschen Gesellschaft für Erziehungswissenschaft. Opladen, S. 349-369.

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