



# The role of learning outcomes in curriculum design

Dr Celia Booyse

Senior Manager: Statistical Information and Research





- The way these learning outcomes are defined and written is of key importance to the orientation of education and – eventually – to the relevance of the resulting qualifications to individual learners, the labour market and society in general.

# For the learner

- Learning outcomes -
  - help to **direct the learning process itself**; and clarify what to expect during assessment (assessment criteria)
  - must be **visible** not only in (written) qualification standards and subject, but visibility throughout the *teaching, learning and assessment process is of critical importance* and decides whether they add value to the individual learner or not.

# For the teacher / educator

- The learning outcomes
  - help to steer teaching,
  - to **select methods** and to **facilitate** the learning process,
  - are crucial for promoting a more systematic reflection on assessment criteria and assessment methods and how these interact with and support the learning process.

# For society and labour market

Learning outcomes provide

- a **common language** allowing different stakeholders in education and training as well as the labour market and society at large, to clarify skills needs and to respond to these in a relevant way.

If used systematically, this allows for a systematic review of the quality and relevance of education and training, **focusing on the relationship between intended and actually achieved learning outcomes.**

# Forms of curriculum (adapted from SLO, 2009)

INTENDED	Ideal	Vision (rationale or basic philosophy underlying a curriculum)
	Formal/written	Intentions as specified in curriculum documents and/or materials
IMPLEMENTED/ ENACTED	Perceived	Curriculum interpreted by its users (especially teachers)
	Operational	Actual process of teaching and learning (curriculum in action)
ATTAINED/ ASSESSED	Experiential	Learning experiences as perceived by learners
	Learned/assessed	Resulting learning outcomes of learners

Approaches  
to →



## Objectives / Instrumental / Product / Technical approach (Tyler)

Objectives?

Content?

Methods and sequence?

Assessment?

Teachers to guide learners to achieve objectives; structure and promote learning

## Pragmatic / critical (Freire)

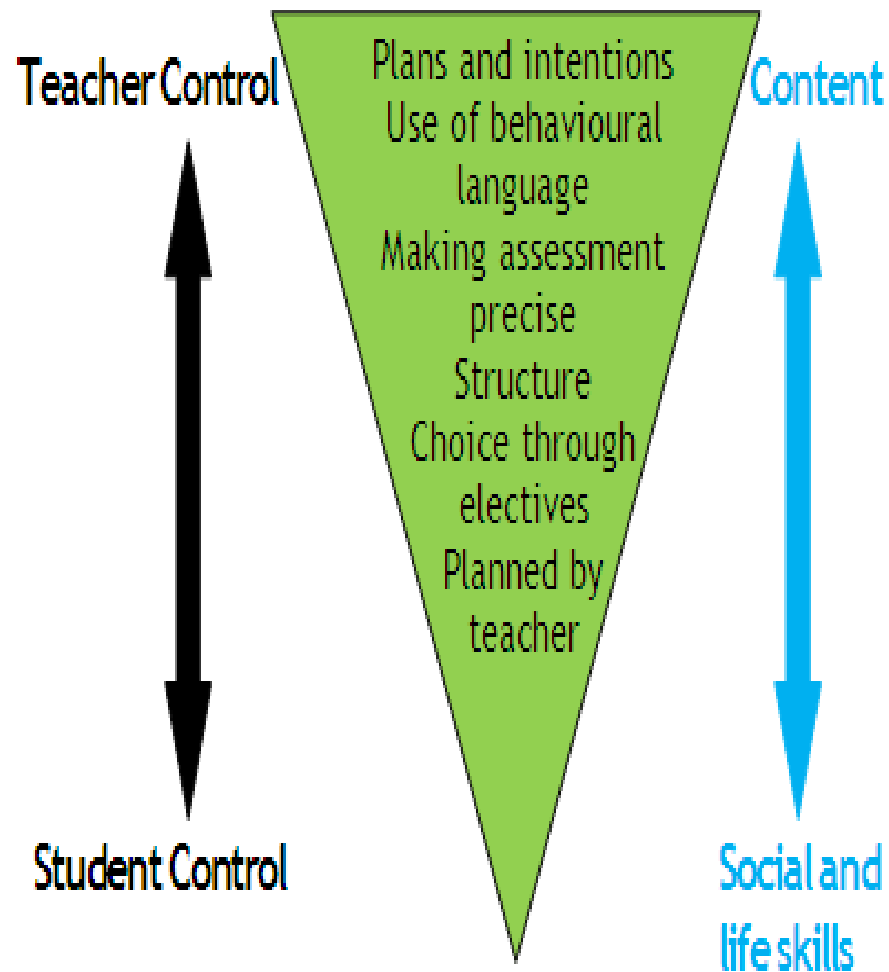
- intellectual, social & political liberation
- negotiate with learners; interactive and critical / setting up an extended dialogue with learners
- Problem-posing methods
- Teachers to develop a “critical consciousness”
- Focus on the reflections of the participants

## Process (Stenhouse)

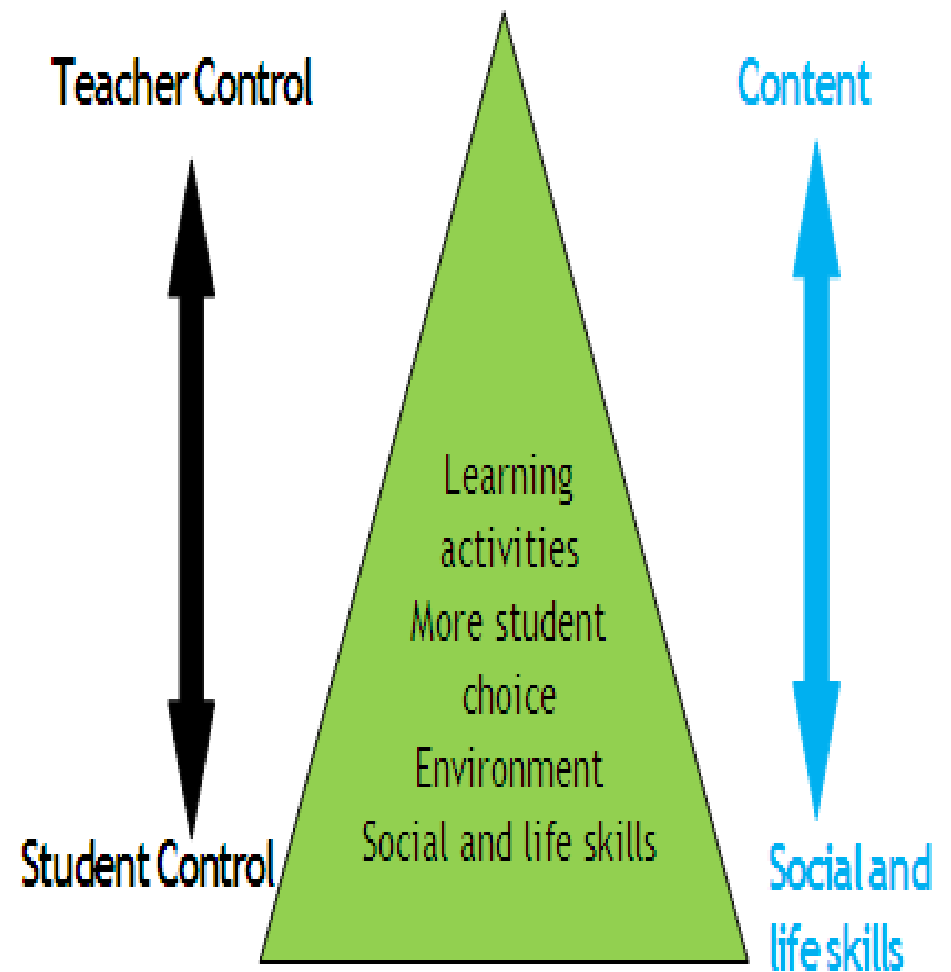
- Plan should be a recommendation i.e. guideline that is shaped by process
- Activities to involve the learners/ give them a chance to apply, share in planning, have active roles, examine and evaluate
  - Assessment about improving learners' capacity to work; teaching of self-assessment important
  - Professional development



## Product model



## Process model



Curriculum design to be done **around** a particular *organising principle to ensure coherence*; ensure the inclusion of -

- ✓ Rationale of subject
- ✓ Purpose of subject in programme/ qualification
- ✓ Aims of the subject
- ✓ Content
- ✓ Skills to be developed
- ✓ Decide on sequence in which content should be taught and skills to be developed
- ✓ Determine timeframe and teaching pace
- ✓ Ensure progression in complexity in content coverage and skills to be developed (scaffolding cognitive development)
- ✓ Teaching approach and subject methodology
- ✓ Assessment

**Organising  
principle**

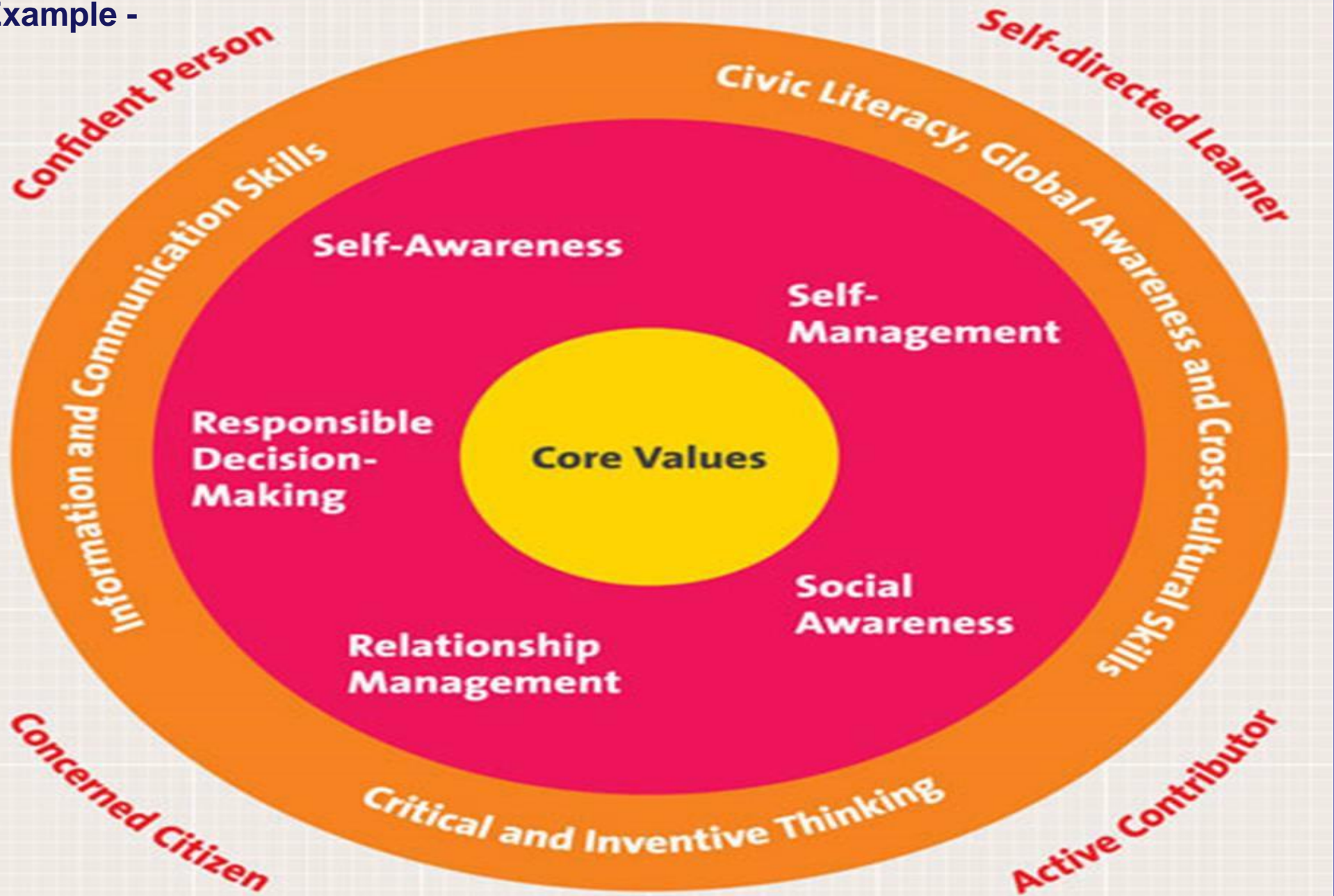
# Organizing Principle and Coherence

- Outcomes-based
- Evidence-based
- Subject-rationale
- Standard-based

- The selection, sequencing, pacing, level, and assessment of knowledge in a curriculum.
- The coherence within the curriculum needs to mirror the coherence of the discipline.

Logical progression; overall coherence should emerge from the knowledge and skill selection / assessments and their ordered connectedness to that organising principle

## Example -



# Desired Outcomes of Education

<p><u>Confident Person</u></p> <p>Thinks independently Communicates effectively Has good inter-personal skills</p>	<p><u>Self-directed Learner</u></p> <p>Takes responsibility for own learning Questions, reflects, perseveres Uses technology adeptly</p>
<p><u>Concerned Citizen</u></p> <p>Is informed about world and local affairs Empathises with and respects others Participates actively</p>	<p><u>Active Contributor</u></p> <p>Exercises initiative and takes risks Is adaptable, innovative, resilient Aims for high standards</p>

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## Learning outcomes -

- ✓ provide an important **instrument for planning, for internal and external dialogue.**
- ✓ help to **determine the purpose and orientation** of a subject, a programme or qualification and to clarify how it relates to and/or overlaps with other subjects/programs and qualifications.
- ✓ can provide an important **reference point for quality assurance**, the relationship between intended and actual learning outcomes (as identified through assessments)

## Learning outcomes -

- ✓ provide important input to the continuous review and development which is expected from education and training institutions.
- ✓ provide for a common understanding in the system what are the core competencies and capabilities of an applicant for a position might have



# Future Work Skills 2020

- i. Sense-making
- ii. Social Intelligence /
- iii. Novel and adaptive thinking
- iv. Cross-cultural competency
- v. Computational thinking
- vi. New media literacy
- vii. Transdisciplinarity
- viii. Design mindset
- ix. Cognitive load management
- x. Virtual collaboration

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Telephone : +27 (12) 349 1510

National Fraud Hotline : 0800 000 889

Email : [info@umalusi.org.za](mailto:info@umalusi.org.za)

[celia.booyse@umalusi.org.za](mailto:celia.booyse@umalusi.org.za)

website : [www.umalusi.org.za](http://www.umalusi.org.za)

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