

WANDELWERK

Study Programme Development

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Study Programme Development

What will you be able to do after this session?

After this introduction you should be able to ...

- explain the key concepts of outcome based education.
- consider appropriate elements and tools like constructive alignment, backward design and Bloom's Taxonomy when being involved in a study programme development process.
- identify room for improvement with your own modules or programmes and their description.









Part 1: The Shift from Teaching to Learning

Part 2: Study Programme Development

Part 3: Constructive Alignment

Part 4: Bloom's Taxonomy and How to Formulate Learning Outcomes

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Part 1 The Shift from Teaching to Learning





Question What do you think?

What do you know about the shift from teaching to learning?





The Shift from Teaching to Learning

A way of thinking education





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Globalisation, Teaching & Learning



What do they have to do with each other?



- VUCA volatile, uncertain, complex ambiguous
- Constant growth of information
- Decreasing half-life of knowledge
- Knowledge-based societies
- More dynamic and diverse working areas
- Specialisation of subject areas

Globalisation and the Labour Market



Implications for Higher Education

Higher Education Institutions need to ...

- design educational processes, which are in line with thoroughly defined learning outcomes that are demanded by the labour market and our societies,
- teach their students metacognitive strategies and procedural knowledge, i.e. teach them to learn life-long,
- incorporate lifelong learning as a strategy into study programmes,
- give access to more and more diversified students into Higher Education and to facilitate learning processes of different learner-types.



The Shift from Teaching to Learning Coined by Robert Barr & John Tagg (1995)





From Teaching to Learning – a New Paradigm for Undergraduate Education

https://www.tandfonline.com/toc/vchn20/current

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The Shift from Teaching to Learning



Coined by Robert Barr & John Tagg

"We now see that our mission is not instruction but rather that of producing lephong is in the instruction but rather means work best."

(Barr & Tagg 1995)

Teacher-centred vs. Student-centred



Two perspectives on teaching and learning







Instruction vs. Construction

Two ways of approaching learning processes

- Learning process is the result of instruction by the teacher.
- The teacher acts as an instructor.
- S/he provides expert knowledge and facts.
- Relationships in the class are based on steep hierarchies and "only truths".
- Learning is linear and cumulative.
- Learning is competetive and individualistic.
- In the class you will find "chalk and talk".

- Learning process is the result of active construction of the student.
- The teacher acts as a mentor.
- S/he designs the learning environment and guides the learning process.
- Relationships in the class are based on flat hierarchies and different opinions.
- Learning is nesting and interacting of frameworks.
- In the class, you will find vivid discussions of students in groups, pairs, peer teaching, project-based learning, etc.

Questioning Roles

What does the shift mean for teachers' self-perceptions?







Questioning Roles

What does that mean for students' self-perceptions?



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Intended Learning Outcomes

A result of the shift from teaching to learning

"Learning Outcomes are statements of what a learner is expected to know, understand and/or be able to demonstrate after completion of a process of learning." (different sources cited after Adam 2006)





Intended Learning Outcomes

Outcome-based education reflected in the ASG-QA

Standard 7: Design, Approval, Monitoring and Evaluation of Study Programmes

The institution shall have policies and systems that ensure the design and development, monitoring and evaluation of quality, relevant study programmes that are learning outcomes-based and aligned with the needs of stakeholders; and that contribute to the achievement of its mission, and are commensurate with national, regional and international standards."

Public and Students shall be informed about expected learning outcomes and their nature (Standard 12: Public communication)

Guidelines

- a) [...] has policies, procedures and processes for introducing new programmes with learning outcomes and that are competence-based
- b) [...] has policies requiring formulated learning outcomes to be defined and documented for all programmes and courses
- c) [...] ensures that the formulated learning outcomes are benchmarked against level descriptors of national or regional Qualifications Frameworks

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In a Nutshell...

Was does the shift from teaching to learning imply?



Questions Do you have any?



Questions and comments are very welcome!





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Part 2 Study Programme Development Overview





Study Programme Development

Ideal-typical phases



Study Programme Development



WANDFI

Framework analysis and decision-taking

Basic criteria

- coherence with profile of faculty and HEI
- permeability of different study programmes
- possibilities for recognition
- available resources
- regional embeddedness of the HEI
- labour market demands
- Agreements / recommendations of the scientific community / professional bodies
- differentiation from similar offers of other HEIs

Experts' advice

- objective external analysis of framework conditions and chances
- supports the development of creative ideas

Document analysis

- analysis of recent survey results, reports, reviews
- supports the decision-making process scientifically
- supports the development of a unique profile



Study Programme Development Curriculum design



In a Nutshell...

What does it take to develop a study programme?





Part 3 **Constructive Alignment**





What is it all about?

- "Learning is the result of the constructive activity of the student. Teaching is effective when it supports those activities appropriate to achieving the curriculum objectives, thereby encouraging students to adopt a deep approach to learning." (Biggs 1999)
- The key to support students to learn in a sustainable way is a process of fostering learning by aligning teaching and assessment to expected learning outcomes: "Constructive Alignment" (CA).
- Basic assumption of CA: The curriculum is designed in a way that the teaching and learning methods/activities and forms of assessment are aligned with the learning outcomes that are intended in the course.



Definitions

Constructive Alignment, Backward Design and Co.

- Intended learning outcomes are the qualification, we expect our students to have achieved after they have attended our course.
- Aligning intended learning outcomes, teaching and assessment methods in a study programme or a course is also known as **Constructive Alignment**.
- The method of Constructive Alignment is "thinking backwards", i.e. starting by defining the intended outcomes of a study programme, the so-called Backward Design.



Backward Design

A method of Constructive Alignment



adapted from S. Ruschin, 2016



Backward Design on module level



- Begin by clearly defining the learning outcomes.
- Formulate specific, clear and realistic outcomes.
- Be realistic in expectations towards yourself and your students.



Backward Design on module level



- Develop forms of assessment by which you can test the expected learning outcomes.
- Assessments should be able to show how well a given student's level of performance meets the intended outcomes.



Backward Design on module level





- Develop your module/course.
- Select teaching and learning methods that are likely to ensure that the intended learning outcomes are achieved by the students.



What does that mean for different learner types?







In a Nutshell...

What is Constructive Alignment all about?



Question What do you think?







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Part 4 Bloom's Taxonomy and How to Formulate Learning Outcomes



Bloom's Taxonomy

The original concept





Bloom's Taxonomy

The revised version and active verbs



© https://mramusicplace.net/2017/01/12/music-teaching-and-blooms-revised-taxonomy/

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How to formulate ILOs

In three steps and one sentence



adapted from M. Schröder, 2015





How to formulate ILOs Keep it simple

- For a module of average size, the formulation of approximately six learning outcomes is common.
- Learning outcomes can be arranged in bullet points.
- Ideally, a learning outcome should be one sentence.
- Complicated sentences and abbreviations should be avoided.
- Simple and unambiguous terms should be used when describing the content to ensure an easy understanding by everyone (internal and external).
- Learning outcomes should neither be too general nor too specific.
- Learning outcomes must be capable of being assessed in the examination.
- Learning outcomes are formulated from the students' perspective.





In a Nutshell...

What did Bloom say about learning outcomes?



Question What do you think?



In how far can Bloom's **Taxonomy support** teachers to design their teaching?







References

Recommendations for further reading

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Thank you very much!

The Higher Education Management Programme (HEM Programme) – A training and consultancy programme for actors in Higher Education

https://en.fh-muenster.de/hem

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