

Learning outcome

The National Policy on Education 1986, revised in 1992 and the Programme of Action 1992 emphasised that the Minimum Levels of Learning (MLLs) should be laid down and children's learning should periodically be assessed to keep a track of their progress towards ensuring the achievement of NPE goal that 'all children should acquire at least **minimum levels of learning**

the abilities that combine students' knowledge, skills and values into a whole that reflects how they really use knowledge.

SLO

Student's
Learning outcome

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SDG4 focus on quality education and learning outcomes

By contrast, learning outcomes should focus on what the student should know and realistically be able to do by the end of an assignment, activity, a session, a lesson, a subject, a class/grade, based on curriculum expectation

More explicitly, the outcomes here include, among other things, increased critical thinking abilities, higher order thinking and deeper learning, mastery of content, problem solving, team work and communication skills besides general engagement and enjoyment of learning

Learning objectives

the instructors' expectation/objective what may be the ability/skill that she/he want from the learner. It is the teachers' expectations about the end result that can be produced among the students' of her/his teaching.

Role of the Teacher

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should find/know what the curriculum expectation is, then his/her subjects expectation then prepare the learning objectives based on the expectation

For making the end result-curriculum expectation- the teacher must be so clear about the role/part her/his subjects in it and prepare the pedagogy in each grade/class in his/her subjects.

Learning objective – teacher centered

Pedagogy – teacher centered /learner centered

Learning outcome – student centered

To attain the outcome what pedagogy teacher should use in the class

Learning outcome based Bloom's taxonomy

<i>Levels of Knowledge</i>	<i>Learning Objective</i>	<i>Learning Outcome</i>
Remembering	to memorize the e concept/ formula	Able to remember
Understanding	To understand the concept	Able to reproduce the concept in own words
Applying	To apply the concept	Able to apply the concept in a different situation
Analyzing	To analyze the concept	Able to analyze the element of the concept
Evaluating	To evaluate the concept	Able to weight / judge the value of the concept with definite arguments
Creating	To create a new one	Able to create new device /concept/ find new view / approach to the concept.

Role of the Teacher

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Identify teaching and learning priorities. What is most important for your students to learn? What is most important for you to communicate? How does this course fit into the student's personal or professional future?

- What knowledge or skills gained in this course will serve students throughout their lives? How will the class shape the student's general understanding of the world?
- Which careers commonly stem from education in this field? What are the skills or knowledge essential to these careers? What kinds of work are produced in those careers?
- How can this course enrich a student's personal or professional life? How can the student employ the knowledge and skills gained in the class to make his or her own life, or the lives of others, better?
- Where will the student encounter the subject matter of the course elsewhere in his or her life? In what situations might the knowledge or skills gained in the course be useful to the student?

focus on the application and integration of the knowledge and skills acquired in a particular unit of instruction.

Good Learning outcomes

Vague outcome	More precise outcome
<p>By the end of the course, I expect students to increase their organization, writing, and presentation skills.</p> <p><i>Avoid</i></p> <p>Understand, develop an understanding of..</p> <p>Develop an awareness/ knowledge of...</p> <p>Able to consider..</p> <p>Become exposed of...</p> <p>Be familiar with ...</p> <p>Recognize the importance of...</p>	<p>By the end of the course, students will be able to:</p> <ul style="list-style-type: none">• produce professional quality writing• effectively communicate the results of their research findings and analyses to fellow classmates in an oral presentation <p>Students be able to..</p>

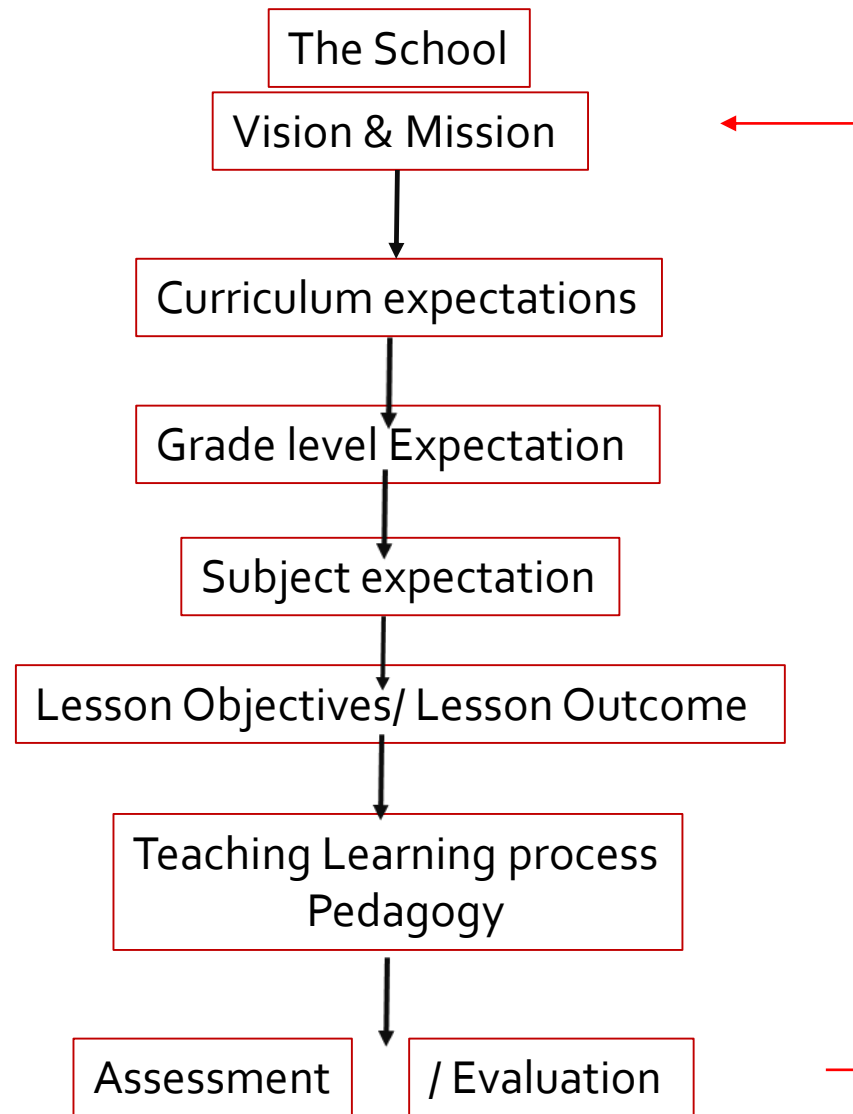
Worksheet

The following worksheet might help you translate your instructional goals or objectives for a unit of instruction into an assessable learning outcome. Remember that each unit of instruction might have multiple learning outcomes

unit of instruction	objective	Outcome	Pedagogy	How do you know	assessment
<i>E.g. lecture, activity, exam, course, workshop</i>	<i>What content or skills will be covered in this instruction?</i>	<i>What should students know or be able to do as a result of this unit of instruction?</i>	<i>The method using for developing the outcome</i>	<i>How will you be able to tell that students have achieved this outcome?</i>	<i>What kind of work can students produce to demonstrate this?</i>
Example					
Class activity					

21st Century Program Structure

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Vision & Mission

Vision is the futuristic statement that the school would like to achieve over a long period of time

Mission statements are essentially the means to achieve the vision