International Journal of Social Science and Education Research

ISSN Print: 2664-9845
ISSN Online: 2664-9853
Impact Factor: RJIF 8.00
IJSSER 2024; 6(1): 115-117
www.socialsciencejournals.net
Received: 09-01-2024
Accepted: 21-02-2024

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Importance of learning outcomes in educational courses: An overview

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DOI: https://doi.org/10.33545/26649845.2024.v6.i1b.92

Abstract
Learning outcomes are a collection of statements that delineate the knowledge, abilities, and skills that all students should have and demonstrate following the conclusion of a learning experience.
There was a time in Asian countries when students would study and be guided by their teachers and parents. Nevertheless, there has been a change in the twenty-first century. The responsibility for learning has been assumed by learners.
They comprehend their desire. They determine their own path. The goals that learners will accomplish at the conclusion of a course or program are outlined in the learning outcomes. The significance of a course's learning goals, their formal specification and writing, and the reasons learners should read and comprehend them before selecting a course or program are all covered in this paper.

Keywords: Learning outcomes, assessment, course, achievement, cognition, affective, behavior

Introduction
Having a clear understanding of what can be achieved upon the completion of an academic course or program is crucial for its success. The program's launch is dependent on the clear specification and communication in writing of its learning outcomes. Determining a course is a common practice in Europe. The outcome-based approach to teaching is receiving international attention, according to Gosling and Moon (2001) [5]. Authority agencies like the UK's QAA, Australia, New Zealand, and South Africa have progressively begun incorporating the Gosling and Moon method.

Defining learning outcomes
Learners are guided towards the desired results of the planned course through learning outcomes. The aid provided by them is to assist their teachers in demonstrating the appropriate course of action and inform the learner of their potential outcomes at the conclusion of the course.
They also help learners and educators to understand the correct direction to follow. According to Adam (2004) [1], Learning Outcomes are written explanations of the abilities and knowledge that learners should possess upon completion of a program module or course.
Learning outcomes are a description of what a learner is expected to understand, comprehend, and demonstrate after completing a Learning process, as stated in the ECTS Users Guide (2005) [4]. The professors are assisted by them by demonstrating the path to take and by informing the learners of what is expected from them as a result of course. Educators and learners are aided by knowing the proper way to take with them. Goals that successful students and learners should accomplish when completing a module, course, or degree are called Learning Outcomes (Adam, 2004) [1]. The ECTS Users Guide 2005 [4] defined Learning Outcomes are what a learner understand during and after the course.

Procedure of writing learning outcomes
To be effective in learning, objectives must be precise and quantifiable. The basis for writing learning outcomes is usually Bloom's taxonomy. Because it clarifies the learning process, Bloom's taxonomy has shown to be an effective tool for creating learning objectives. The Blooms taxonomy is based on following notion.

- It's important to remember the concept well before understanding it.

- It's important to comprehend it before applying it.
- Examine the process before giving an assessment.

Constructing learning outcomes

The development of a complete list of student outcomes can be guided by taxonomies of educational objectives. The aim of taxonomies is to categorize and distinguish various learning types. It divides learning into three categories: Cognitive, Affective, and behaviors. It sets the stages of activity for every category. What students should know is reflected in cognitive outcomes. What students should think is the characteristic of affective outcomes. What learner's is able do is referred to as behavioral outcomes, taken from the OAPA Handbook PROGRAM-Based Review and Assessment.

Bloom's taxonomy (1956) [3] is the traditional structure for learning outcomes. Stages of performance and its characteristics is stated in the table given below:

Stages	Characteristics
Knowledge	Understanding and memorizing particular information, names, ideas, and fundamental theories.
Comprehension	The purpose is to understand, find similarities, differences, and clarify.
Application	The objective is to utilize acquired knowledge in unfamiliar scenarios and effectively resolve issues using the required knowledge and skills.
Analysis	Identifying the components, connections, and principles that govern a thing is crucial to establish its organizational framework.
Synthesis	The purpose of creation is to bring together ideas to find a solution, suggest a course of action, and develop a fresh categorization system.
Evaluation	Assessing the worth, suitability, reasonableness, and functionality of an object to determine its overall quality.

According to the 1999 PACT Outcomes Assessment Handbook from California State University, Bakersfield, this information is derived.

Concept in writing learning outcomes

Remember - Understand – Apply – Analyse - Create

Points to consider while preparing learning outcomes following points should be taken under consideration.

1. Learning outcomes must be specific and clearly defined.
2. The outcome of learning should be achievable, memorable, timely, and rewarding.
3. It is important to have realistic learning outcomes.
4. Enough learning outcomes must exist.
5. The course syllabus should guide learning outcomes.
6. The outcome of learning should be simple and not complex.
7. The outcomes of learning focus on the product of learning.

Factors on which outcomes are based

1. Learning objectives must be precise and quantifiable. The basis for writing learning outcomes is usually Bloom's taxonomy. Because it clarifies the learning process, Bloom's taxonomy has shown to be an effective tool for creating learning objectives.
2. Problem-solving abilities and the ability to apply knowledge to actions should be part of cognitive-intellectual skills. Terms like "describe," "explain," "identify," etc. are frequently used.
3. What are some practical ways to plan and execute experiments? Words like "demonstrate," "implement," etc. are frequently used.
4. Problem-solving strategies are among the generic skills that are essential to learning. The terms "analyze," "compare," etc. are frequently used.

Learning outcomes in physical and biological sciences can be summed as

- Learners will be capable of demonstrating and knowing fundamentals related to biological and physical sciences.
- Critical thinking and analytical skills will be utilized by students to solve scientific problems.
- The scientific method will allow students to solve problems.
- Demonstration of written, visual, and oral presentation skills by students is necessary to communicate scientific knowledge.
- Acquiring and synthesizing scientific information from a variety of sources is within the reach of students.
- Learners will be able to solve problems by various means and ways.

Need of learning outcomes

Learning outcomes are markers of effectiveness of course in the classroom. Outcomes ensures a clear picture of what can be learned in a specific course. For it the course is planned and executed properly, the outcomes must be marked and documented prior to the beginning of the program. For the effective execution and completion of the program, the content, activities, and evaluation scheme should be properly designed depending on the identified outcomes of learning.

Beneficiaries of learning outcomes

Students are benefitted by learning outcomes as

- It Assists students in anticipating and understanding exactly what they will learn from the program.
- It assists students in selecting the right course.
- It lessens the possibility of wasting time.
- It lessens the students' stress.
- It enables learners deep knowledge related to precise goals they will pursue in this particular course.
- It provides learner with deep understanding about what they are going to learn at the end of the lesson.
- Learners ensures the end of course by attaining the objectives.

Educators are benefitted by learning outcomes as:

- It provides with a exact idea of the content to be taught, allowing them to design their lessons effectively.
- It aids in creating more effective teaching materials.
- It supports in selecting effective teaching methods.
- It facilitates time savings.

Academic advisors and advisees

- Advisors benefit from concentrating on the issues of what the students ought to learn and how they are going to teach it.

Helps in writing assessment & evaluation

- It facilitates midway correction and aids in the clear and simple mapping of assessments.
- It encourages independent study so that students are well-prepared for class.
- It facilitates the assessment of the unit's effectiveness metric.
- It has a significant impact on how marks are assigned when creating question papers.

Helps in securing accreditations

- It assists accrediting agencies in determining whether the program or course has fulfilled the institution's mission and objectives.
- Understanding the structure of the program or course as well as the various methods used to assess students' learning.
- It functions as a type of evidence, such as a graph, chart, or rubric pertaining to summative learning objectives.
- It assists accrediting bodies in determining whether or not the intended goals are achieved.

Conclusion

The above paper concludes that Learning outcomes are helping tools which helps learners to attain the desired outcome. It helps to design various courses based on the learning objectives. Bloom's taxonomy is typically used as the basis for writing learning outcomes because it clarifies the learning process. Bloom's taxonomy has been an effective tool for creating learning objectives. Students, teachers, academic advisor are benefitted through the learning outcomes.

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