CARDS 2002

Higher Education Mobility:

Diploma Recognition Policy and Legislation

Achieving Learning Outcomes in Library Based Subjects

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Learning Outcomes (1)

- „Learning outcomes" define the <u>minimum requirements</u> of any given course unit, module, period of study

- „Competences" are the expected result, in general terms, of the „learning outcomes", but can be achieved at a higher level than the ones required

- There are <u>generic</u> and <u>subject-based</u> competences

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Learning Outcomes (2)

- Focus is on OUTPUT (competences and skills) and not on INPUT as in 'traditional' curricula (teaching)

- Focus is on WHAT the student can DO as a result of study at a particular level and/or by following a particular course (see also „level descriptors")

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Library Based Disciplines

Library based disciplines mainly encompass

- languages, linguistics, philology, literature
- arts (music, drama, performing arts)
- history, archaeology, ethnography
- social and political sciences, social york
- economics, law, auditing
- geography, cultural geography
- library science, pedagogics, psychology

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Generic skills and competences (1)

Cognitive

- Ability to extract and synthesise key information

- Capacity for critical reflection

- Ability to engage in analytical and evaluative thinking

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Generic skills and competences (2)

Practical

- Ability to present material in a clear and effective manner

- Ability to work independently

- Library and bibliographical reserach skills

- Analytical and problem-solving skills

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Generic skills and competences (3)

Inter-personal

- Ability to york creatively and flexibly with others

- Inter-cultural competence

- Adaptability and flexibility

- Mediating skills, quality of empathy

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Generic skills and competences (4)

Generic competences in library based
    disciplines are RECEPTIVE and
    PRODUCTIVE

- Receptive: learning-oriented

- Productive: communicative

= understanding – reflection – critical
    awareness – intellectual honesty – analytical
    - communicative

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Subject-based skills and competences

- Are defined in each discipline as a translation of the desired learning outcomes

- Example: history

= The discipline is the <u>gateway to thematic studies</u> regardless of subject

= change of approach from a staff oriented (teaching) perspective (INPUT) to a student centred approach (OUTPUT)

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Example: History (1)

List of Subject Specific Skills and Competences (Tuning Project)

A critical awareness of the relationship between current events and processes and the past.

Awareness of the differences in historiographical outlooks in various periods and contexts.

Awareness of and respect for points of view deriving from other national or cultural backgrounds.

Awareness of the on-going nature of historical research and debate.

Knowledge of the general diachronic framework of the past.

Awareness of the issues and themes of present day historiographical debate.

Detailed knowledge of one or more specific periods of the human past.

Ability to communicate orally in one's own language using the terminology and techniques accepted in the historiographical profession.

Ability to communicate orally in foreign languages using the terminology and techniques accepted in the historiographical profession.

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Example: History (2)

0. Ability to read historiographical texts or original documents in one's own language; to summarise or transcribe and catalogue information as appropriate.
1. Ability to read historiographical texts or original documents in other languages; to summarise or transcribe and catalogue information as appropriate.
2. Ability to write in one's own language using correctly the various types of historiographical writing
3. Ability to write in other languages using correctly the various types of historiographical writing
4. Knowledge of and ability to use information retrieval tools, such as bibliographical repertoires, archival inventories, e-references
5. Knowledge of and ability to use the specific tools necessary to study documents of particular periods (e.g. palaeography, epigraphy).
6. Ability to use computer and internet resources and techniques elaborating historical or related data (using statistical, cartographic methods, or creating databases, etc.)

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Example: History (3)

7. Knowledge of ancient languages
8. Knowledge of local history
9. Knowledge of one's own national history
10. Knowledge of European history in a comparative perspective
11. Knowledge of the history of European integration
12. Knowledge of world history
13. Awareness of and ability to use tools of other human sciences (e.g., literary criticism, and history of language, art history, archaeology, anthropology, law, sociology, philosophy etc.)
14. Awareness of methods and issues of different branches of historical research (economic, social, political, gender related, etc.)
15. Ability to define research topics suitable to contribute to historiographical knowledge and debate

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Example: History (4)

26. Ability to identify and utilise appropriately sources of information (bibliography, documents, oral testimony etc.) for research project

27. Ability to organise complex historical information in coherent form

28. Ability to give narrative form to research results according to the canons of the discipline

29. Ability to comment, annotate or edit texts and documents correctly according to the critical canons of the discipline

30. Knowledge of didactics of history

31. Other (specify)

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