

CARDS 2002 Project  
“Higher Education Mobility: Diploma Recognition Policy and  
Legislation”

ACHIEVING LEARNING OUTCOMES IN TEACHER EDUCATION

**Dr. Patricia Georgieva, NEAA,  
October, 2005**



# STRATEGIC CHOICES about the programme:

- The choice to reach common reference points in describing the degree
- The choice to focus on competences and skills, based on knowledge

# The Nature of Educational Sciences 1

- Educational Sciences as an academic discipline
- Education for the Teaching profession

# The Nature of Educational Sciences 2

- Understanding how people develop and learn throughout their lives through the studying of educational processes, systems and approaches in different contexts

(Benchmark statement: Education, UK, 2004)

# Dublin descriptors for the awards

- Qualifications that signify completion of the higher education short cycle (within the first cycle) awards
- Qualifications that signify completion of the higher education first cycle awards
- Qualifications that signify completion of the higher education second cycle awards
- Qualifications that signify completion of the higher education third cycle awards

# Benchmark statements for Education Studies

- Prescribed as the minimum of threshold standard in the degree in Education Studies

This is the minimum performance specified for a student successfully completing a programme leading to an award.

# Programme specifications

A programme specification gives the intended outcomes of the programme in terms of:

- The knowledge that a student will be expected to have upon completion;
- Skills, e.g., critical analysis, knowledge transfer, etc.
- Personal and professional competences

# Academic infrastructure for curricula development

- Qualification frameworks at national and international levels (level descriptors)
- Subject benchmark statements (subject standards)
- Programme specifications (intended learning outcomes)
- Module learning outcomes

# Achieving the intended learning outcomes

Teaching → Learning ← Examination

Knowledge: use of detailed knowledge about the processes of learning in early childhood



Lectures  
Seminars



Textbooks  
Journals



Demonstration  
of knowledge

# Achieving the intended learning outcomes

Teaching → Learning ← Examination

Skills: can demonstrate appropriate value systems for work with minority pupils in Primary schools

↓  
Guidance,  
Group work

↓  
Visits,  
Role Play  
planning

↓  
Demonstration  
of inclusive  
practices

# Advantages of learning outcomes approach

- Benefits course/module designers
- Provides grounds for quality assurance and standards
- Benefits learners and employers
- Provides national and international educational transparency
- Raises the level of mutual trust

# Disadvantages of learning outcomes approach

- The higher education learning cannot be reduced to a series of learning outcomes that prescribe the learning process and inhibit the learner and teacher creativity
- The implementation involves a huge staff development and cost implications
- Leads to module/unit overload as too much is crammed into restricted learning time