

# Chapter 13

## Tools and Rubrics for Assessment of Learning Outcomes

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### ABSTRACT

*Student learning outcomes articulate what a student should know or can do after completing a course or program. The assessment of student learning outcomes provides information that puts student learning at the forefront of academic planning processes. Student learning outcomes statements clearly state the expected knowledge, skills, attitudes, competencies, and habits of mind that students are expected to acquire at an institution. Assessment tasks are the activities learners will undertake to confirm whether or not ‘the outcome has in fact been achieved’ during and at the end of the learning process. There are many different kinds of assessment activities you can use, the most commonly used including tests, quizzes, examinations, essays, paper, presentation, reflective journals, project, portfolio, etc. One most important determinant of the assessment tasks is the assessment has to be consistent with the learning outcomes.*

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## **1 LEARNING OUTCOMES**

Learning outcomes can be described as knowledge, ability and talents that a single learner must possess and can express it on accomplishing of their learning experience or order of gaining experiences. Also, learners are capable to explain as result on accomplishing a course. In other words, it recognizes what the learner will understand and be able to carry out by the finishing of a course or program. There is some similarity between goals, objectives, and learning outcomes. Learning outcomes focuses on the application and combination of information, in its place of focusing on completion of subject. It shows how learner will be able to employ the subject. The basic difference between learning outcomes and learning objectives can be described by the instructor of the program and find that the learning outcomes express what knowledge learner have got by learning objectives. In learning objectives, the subject contents are summarized by instructor to cover or some questions the class will address and learning outcomes are more focused on what the learner should know and be able to do by the completion of an assignment, activity and class.

OR

The key distinction between objectives and outcomes depend on the importance on who will be doing the activities. Learning objective mainly focus on the aim of program or instructor, what they do. i.e. This will expose the learner according to their research method of the area. Whereas, learning outcome explain the observable and quantifiable terms what a learner is competent to do after the result of finishing his/her course. At the end of the program, learner will be able to differentiate between research methods and recognize strength and weakness of different research design. The formation of efficient learning outcomes focuses on the learner and what they do rather than on what the instructor will teach.

## **2 WHY LEARNING OUTCOMES?**

Learning outcomes play very important role to the faculty as well the learner. It helps faculty to decide important in the course as what should we teach; decide how excellent to teach and assess learning; and convey expectation to the learner or students based on decision of the course. Learning outcomes also help the learner to establishing the relationship between teaching and learning; work out the learner's attempt to learn and enabling them to better understand the concept of the course (Coates H., 2015; Ramona, L. & Bran, C. N., 2014).

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