Formulating LEARNING OUTCOMES & BEYOND

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1.1 Content-related issues for discussion

1.1.1 What starting competences do we expect and at what level?
For instance: to what extent do we train or expect soft skills/transferrable skills that transcend AD proper?

1.1.2 Must the course structure allow students to select specific AD types only or must the course offer a full programme or both?

1.1.3 How about other AD-related skills that are less taught today?

Vocal skills, technical aspects, multimodality and coherence, Liaising with others, Quality control & editing

1.2 Didactic issues for discussion

1.2.1 How do we distinguish between the academic and the vocational version of the course?

1.2.2 How do we determine the relative weight of different modules using quantifiable measures (ECTS)

1.2.3 Competences formulated as Learning Outcomes (LOs): different types & formulation

1.2.4 Teaching materials, teaching methods and assessment.

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FORMULATING LEARNING OUTCOMES

Definition

- "Learning outcomes are an explicit description of what learners should know, understand and be able to demonstrate after completion of a process of learning" (ECTS User's Guide 2005, qtd in Kennedy et al., p.4)

- They can/must be expressed per learning unit (at any level) and for the whole course

General rules of thumb

- Begin each learning outcome with an action verb, followed by the object of the verb followed by a phrase that gives the context.
- Use only one verb per learning outcome.
- Avoid vague terms like know, understand, learn, be familiar with, be exposed to, be acquainted with, and be aware of. These terms are associated with teaching objectives rather than learning outcomes.
- Avoid complicated sentences. If necessary use more one than one sentence to ensure clarity.
- Ensure that the learning outcomes of the module relate to the overall outcomes of the programme.
- The learning outcomes must be observable and measurable.
- Ensure that the earning outcomes are capable of being assessed.
- When writing learning outcomes, bear in mind the timescale within which the outcomes are to be achieved. There is always the danger that one can be over-ambitious when writing learning outcomes. Ask yourself if it is realistic to achieve the learning outcomes within the time and resources available.
- As you work on writing the learning outcomes, bear the mind how these outcomes will be assessed, i.e. how will you know if the student has achieved these learning outcomes? If the learning outcomes are very broad, they may be difficult to assess effectively. If the learning outcomes are very narrow, the list of learning outcomes may be too long and detailed.
- Before finalising the learning outcomes, ask your colleagues and possibly former students if the learning outcomes make sense to them.
- When writing learning outcomes, for students at levels beyond first year, try to avoid overloading the list with learning outcomes which are drawn from the bottom of Bloom's taxonomy (e.g. *Knowledge* and *Comprehension* in the cognitive domain). Try to challenge the students to use what they have learned by including some learning outcomes drawn from the higher categories (e.g. *Application*, *Analysis*, *Synthesis* and *Evaluation)*.

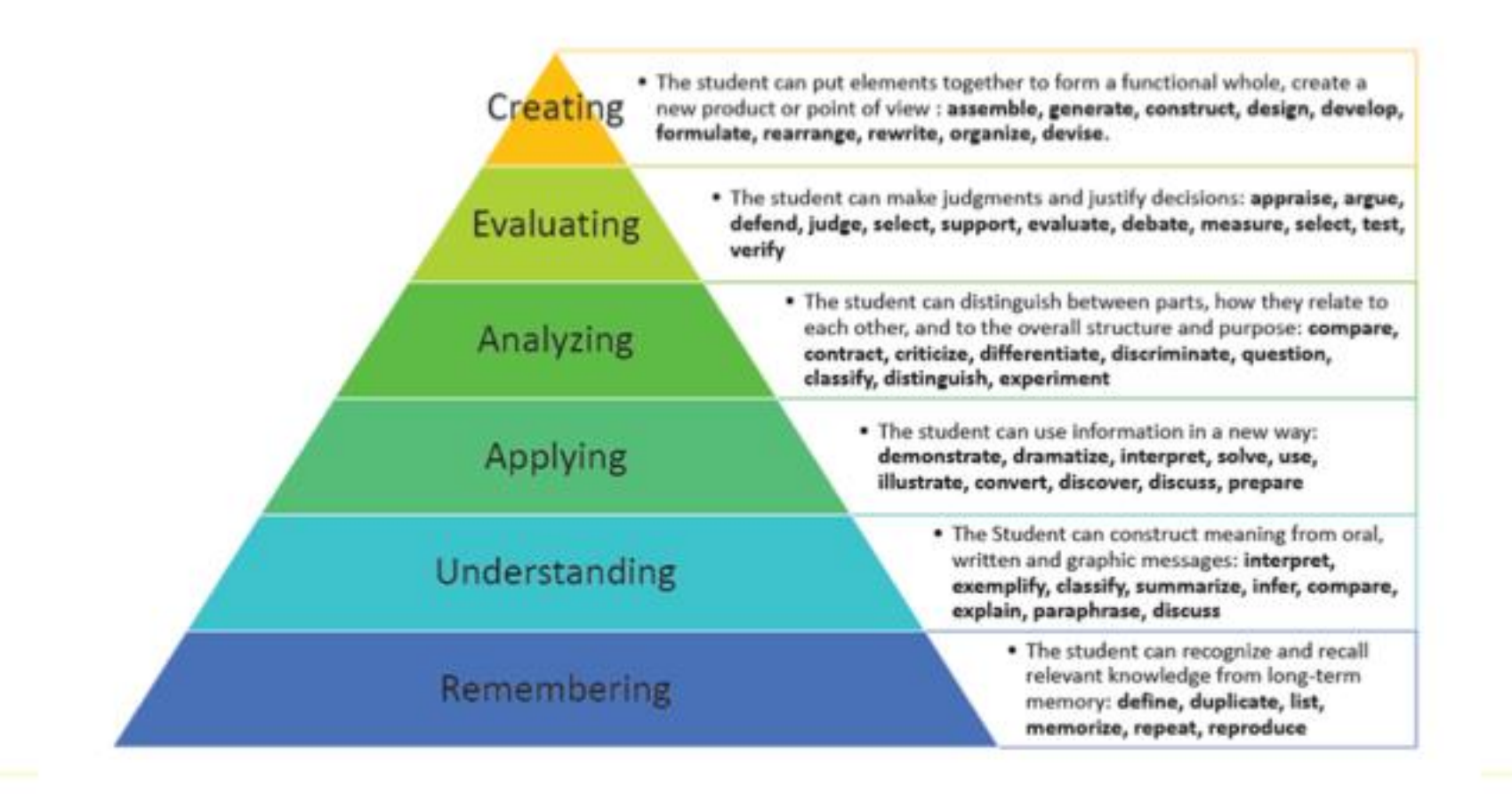
Three types of learning outcomes for three domains of learning

- the cognitive domain
- the affective domain
- the psychomotor domain

Verbs are to be used in formulating LO’s in each domain in order to anticipate determining:

- LEARNING METHODS
- LEARNING MATERIALS
- ASSESSMENT METHODS

(The following slides are quotes from Kennedy et al.)


Creating
• The student can put elements together to form a functional whole, create a new product or point of view : **assemble, generate, construct, design, develop, formulate, rearrange, rewrite, organize, devise.**
Evaluating
• The student can make judgments and justify decisions: **appraise, argue, defend, judge, select, support, evaluate, debate, measure, select, test, verify**
Analyzing
• The student can distinguish between parts, how they relate to each other, and to the overall structure and purpose: **compare, contract, criticize, differentiate, discriminate, question, classify, distinguish, experiment**
Applying
• The student can use information in a new way: **demonstrate, dramatize, interpret, solve, use, illustrate, convert, discover, discuss, prepare**
Understanding
• The Student can construct meaning from oral, written and graphic messages: **interpret, exemplify, classify, summarize, infer, compare, explain, paraphrase, discuss**
Remembering
• The student can recognize and recall relevant knowledge from long-term memory: **define, duplicate, list, memorize, repeat, reproduce**

COGNITIVE DOMAIN

1) Knowledge (p.9)

- Knowledge may be defined as the ability to recall or remember facts without necessarily understanding them. Some of the action verbs used to assess knowledge are as follows:

Arrange, collect, define, describe, duplicate, enumerate, examine, find, identify, label, list, memorize, name, order, outline, present, quote, recall, recognize, recollect, record, recount, relate, repeat, reproduce, show, state, tabulate, tell.

Example*:*

The student/learner can *name* and *define* the different types of AD.

COGNITIVE DOMAIN

2) Comprehension (p. 9)

- Comprehension may be defined as the ability to understand and interpret learned information. Some of the action verbs used to assess comprehension are as follows:

Associate, change, clarify, classify, construct, contrast, convert, decode, defend, describe, differentiate, discriminate, discuss, distinguish, estimate, explain, express, extend, generalize, identify, illustrate, indicate, infer, interpret, locate, paraphrase, predict, recognize, report, restate, rewrite, review, select, solve, translate.

Example*:*

The student/learner can *differentiate* between crucial and secondary information for inclusion in the AD.

COGNITIVE DOMAIN

3) Application (p. 10)

- Application may be defined as the ability to use learned material in new situations, e.g. put ideas and concepts to work in solving problems. Some of the action verbs used to assess application are shown as follows:

Apply, assess, calculate, change, choose, complete, compute, construct, demonstrate, develop, discover, dramatize, employ, examine, experiment, find, illustrate, interpret, manipulate, modify, operate, organize, practice, predict, prepare, produce, relate, schedule, select, show, sketch, solve, transfer, use.

Example:
The student can *employ* a writing style adapted to the genre of the play to be described.

COGNITIVE DOMAIN

4) Analysis (p. 11)

- Analysis may be defined as the ability to break down information into its components, e.g. look for inter-relationships and ideas (understanding of organizational structure). Some of the action verbs used to assess analysis are as follows:

Analyze, appraise, arrange, break down, calculate, categorize, classify, compare, connect, contrast, criticize, debate, deduce, determine, differentiate, discriminate, distinguish, divide, examine, experiment, identify, illustrate, infer, inspect, investigate, order, outline, point out, question, relate, separate, sub-divide, test.

Example*:*

The student can *determine* which sound effects must be identified in the AD.

COGNITIVE DOMAIN

5) Synthesis/Creation (p. 11)

- Synthesis may be defined as the ability to put parts together. Some of the action verbs used to assess synthesis are the following:

Argue, arrange, assemble, categorize, collect, combine, compile, compose, construct, create, design, develop, devise, establish, explain, formulate, generalize, generate, integrate, invent, make, manage, modify, organize, originate, plan, prepare, propose, rearrange, reconstruct, relate, reorganize, revise, rewrite, set up, summarize.

Example: The student can *summarize* the tasks of all the team members involved in producing AD for opera. The student can *arrange* these tasks in the order in which they are executed.

COGNITIVE DOMAIN

6) Evaluation (p. 12)

- Evaluation may be defined as the ability to judge the value of material for a given purpose. Some of the action verbs used to assess valuation are:

Appraise, ascertain, argue, assess, attach, choose, compare, conclude, contrast, convince, criticize, decide, defend, discriminate, explain, evaluate, grade, interpret, judge, justify, measure, predict, rate, recommend, relate, resolve,…

Example: The students can *assess* the quality of an AD script for a specific TV episode in terms of timing and synchrony.

AFFECTIVE DOMAIN

Affective (p. 13): This domain is concerned with issues relating to the emotional component of learning and ranges from basic willingness to receive information to the integration of beliefs, ideas and attitudes.

1. **Receiving**. This refers to a willingness to receive information, e.g. the individual accepts the need for a commitment to service, listens to others with respect, shows sensitivity to social problems, etc.
2. **Responding**. This refers to the individual actively participating in his or her own learning, e.g. shows interest in the subject, is willing to give a presentation, participates in class discussions, enjoys helping others, etc.

AFFECTIVE DOMAIN

3. **Valuing.** This ranges from simple acceptance of a value to one of commitment, e.g. the individual demonstrates belief in democratic processes, appreciates the role of science in our everyday lives, shows concern for the welfare of others, shows sensitivity towards individual and cultural differences, etc.

4. **Organization.** This refers to the process that individuals go through as they bring together different values, resolve conflicts among them and start to internalize the values, e.g. recognizes the need for balance between freedom and responsibility in a democracy, accepts responsibility for his or her own behavior, accepts professional ethical standards, adapts behavior to a value system, etc.

5. **Characterization.** At this level the individual has a value system in terms of their beliefs, ideas and attitudes that control their behavior in a consistent and predictable manner, e.g. displays self reliance in working independently, displays a professional commitment to ethical practice, shows good personal, social and emotional adjustment, maintains good health habits, etc.

AFFECTIVE DOMAIN

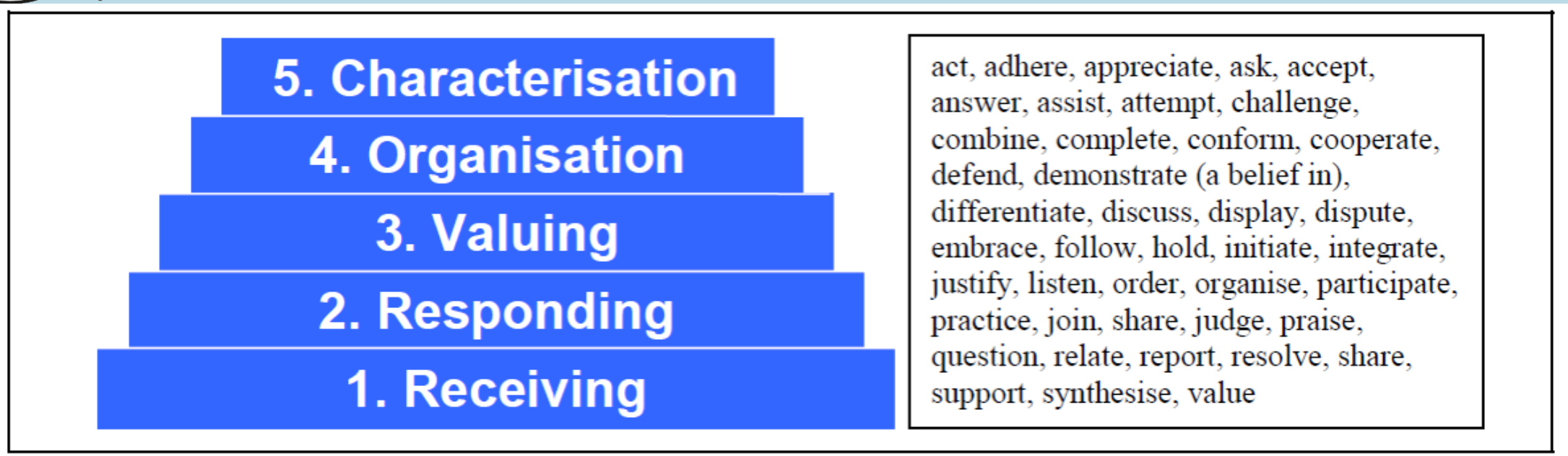


Fig. C 3.4-1-2 Hierarchy of affective domain and some action verbs

Example: The student *values* the input of VIPs in determining issues of textual cohesion in the AD script.

PSYCHOMOTOR DOMAIN

Psychomotor (p. 15): Bloom and his research team did not complete detailed work on the psychomotor domain as they claimed lack of experience in teaching these skills. However, a number of authors have suggested various versions of taxonomies to describe the development of skills and co-ordination. For example, Dave (1970) proposed a hierarchy consisting of five levels:

1. **Imitation:** Observing the behavior of another person and copying this behavior. This is the first stage in learning a complex skill.

2. **Manipulation:** Ability to perform certain actions by following instructions and practicing skills.

PSYCHOMOTOR DOMAIN

3. **Precision**: At this level, the student has the ability to carry out a task with few errors and become more precise without the presence of the original source. The skill has been attained and proficiency is indicated by smooth and accurate performance.

4. **Articulation**: Ability to co-ordinate a series of actions by combining two or more skills. Patterns can be modified to fit special requirements or solve a problem.

5. **Naturalization**: Displays a high level of performance naturally ("without thinking"). Skills are combined, sequenced and performed consistently with ease.

PSYCHOMOTOR DOMAIN

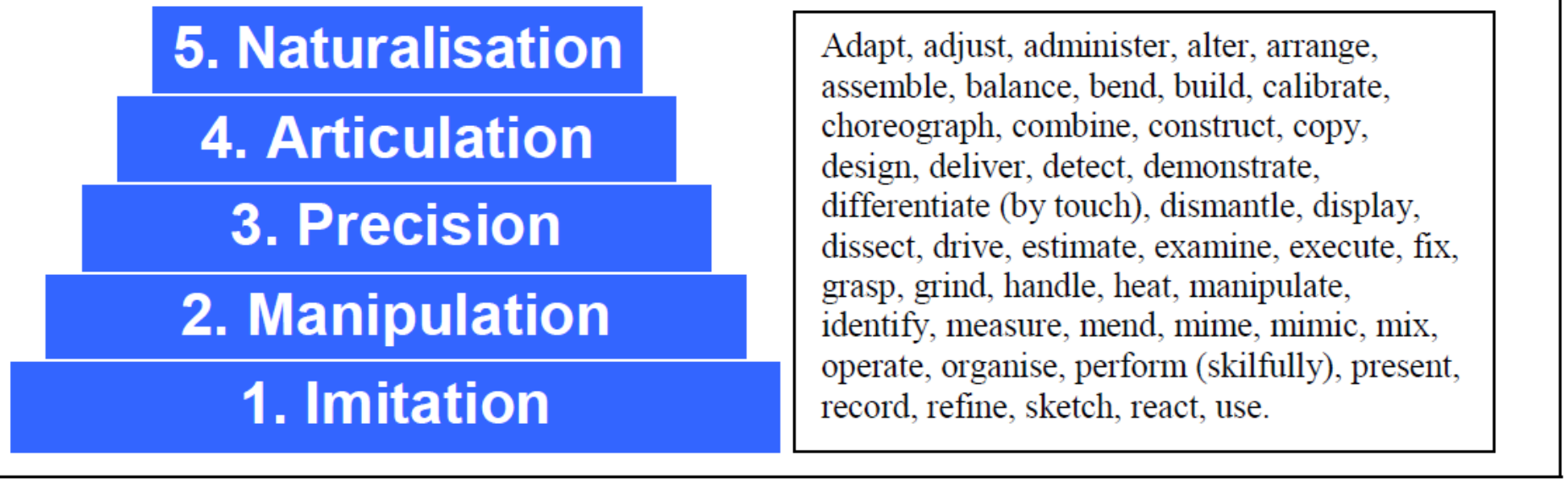


Fig. C 3.4-1-3 **Hierarchy of psychomotor domain and some action verbs**

Example: The student can *skilfully deliver* the AD script he has written for a theatrical performance to the level expected by an experienced AD audience.

WRITING LEARNING OUTCOMES

- Begin each learning outcome with an action verb, followed by the object of the verb followed by a phrase that gives the context.
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Switch to paper only:

- AD COMPETENCE FRAMEWORK
- PRELIMINARY COURSE STRUCTURE

CHOOSING APPROPRIATE LEARNING METHODS AND MATERIALS

BASIC PRINCIPLES

- Cater for different learning styles
- Include different learning methods
- Create an iterative scaffolded learning structure

LEARNING STYLES

- Various theories => Fleming's VARK-model (1992; 2001)

Visual learning

Auditory learning

Read/Write learning

Kinesthetic learning

LEARNING METHODS

(Laurillard, 2012)

1. Learning through **Acquisition**
2. Learning through **Inquiry**
3. Learning through **Discussion**
4. Learning through **Practice**
5. Learning through **Collaboration**

=> Important in all these methods is **feedback** (both *intrinsic* & *extrinsic*)

ITERATIVE SCAFFOLDED LEARNING STRUCTURE

Example: AD Scriptwriting

LO1: The student can *name* and *define* the different narrative constituents of a story. (= 'Remembering' ; 'Learning through Acquisition')

LO2: The student can *explain* why (s)he needs knowledge on the different narrative constituents to create his/her AD ('Understanding' ; 'Learning through Acquisition')

Learning Materials

-PPT-presentation explaining how stories are created, what the different constituents are and why audio describers need this knowledge for the creation of their AD.

-Transcription of the PPT for reference purposes (and for Read/Write learning)

-[Additional materials for Academic Course: ADLAB guidelines and additional articles]

- Assignments in the form of a quiz and or questions asked by the trainer

ITERATIVE SCAFFOLDED LEARNING STRUCTURE

LO3: The student can *identify* the different strategies used in a specific AD (= 'Analysis' ; 'Learning through Inquiry')

LO4: The student can *assess* the linguistic choices made by the audio describer ('Evaluation' ; 'Learning through Discussion')

Learning Materials

-PPT-presentation on how to describe (language, cohesion/coherence, AD strategies).

-Transcription of the PPT for reference purposes (and for Read/Write learning)

-Audio described clip from a film or episode of a TV series

-[Additional materials for Academic Course: ADLAB guidelines and additional articles]

-Assignments in the form of an analysis of the clip & subsequent group discussion of the analysis

ITERATIVE SCAFFOLDED LEARNING STRUCTURE

LO5: The student can *create* an audio description for a given clip (= 'Synthesis' / 'Affective - Receiving-Responding / 'Psychomotor – Precision'); 'Learning through Practice' & 'Learning through Collaboration)

LO6: The student can *defend* the linguistic choices (s)he made in his/her audio description ('Evaluation' ; 'Learning through Discussion')

Learning Materials

-PPT-presentation on AD scriptwriting (summary of previous PPTs + additional information, e.g. on timing and/or detailed content selection).

-Transcription of the PPT for reference purposes (and for Read/Write learning)

-Clip without description from a film or episode of a TV series

-[Additional materials for Academic Course: ADLAB guidelines and additional articles]

-Assignment in the form of a description (in small groups), analysis by other groups and discussion of the descriptions