**Session Products from ‘Beyond the tyranny of learning outcomes?’ led by Phil Race at the ANTF Symposium on 28-29th March 2019 at Birmingham City University**

These reflect the **‘learning incomes’** which colleagues shared at the session. Below I have transcribed, in random order, the writings on post-its from Task 1 at my workshop, and I am grateful to all participants for permission to publish and share their thinking as captured below. The task was:

* On a purple post-it, please jot down a few words about what you want from this session.
* On a blue post-it, please jot down a word or two about what you’re already bringing to this session?
* Now please swap post-its randomly.
* If chosen, please read out what’s on the post-its you now have, with passion and drama.
* Please stick them up on a wall at the end of the session.

**What participants wanted: (purple post-its)**

* Challenge to my ideas, debate, inspiration.
* What are you proposing to replace/adjust LOs?
* Inspiration for my NTF application, and to reframe my practice.
* Insights to help me address lack of engagement by staff with LOs at current HEI, and perhaps now it doesn’t matter?
* What are the alternatives to LOs? I want it to be confirmed that I was right about LOs all the way along!
* To gain further understanding of LOs.
* How to challenge our focus on LOs to unlock opportunities?
* Thinking about LOs, ideas for challenging LOs, thoughts about student views on LOs.
* To find other alternatives to LOs (student-designed options).
* Challenge, new horizons, inspiration, understanding.
* Evidence to support alternative ‘LO’ taxonomies.
* Challenge my perceptions, something to think about and take away.
* I will know when it’s over.
* Practical ideas to improve my practice – ideas that challenge me.
* Fresh look at LOs, having looked at all LOs across the school – I could do with a refresh!
* A sense of how people are feeling about LOs at the moment.
* Insights, practical ideas, impactful ideas, creative ideas.
* Some inspiration about how to start to look again at LOs.
* To be challenged. To see how other people think about LOs.
* Improve the way I construct LOs for students.
* To gain better sense of their importance, they seem to constrain development sometimes in the way they are used.
* To hear different perspectives on LOs from a range of colleagues. To understand benefits and critiques of LOs and what might come next.
* New insights.
* Some ideas about how I can support new staff to think differently about ILOs, and ways to challenge their thinking.
* To be informed, to get new ideas.
* Alternative ideas /insights.
* To gain any insights to writing better / useful LOs.
* Understanding how we change outcomes to suit the student.
* Ideas, new approaches, inspiration.
* Improve writing LOs.

**What you’re already bringing to the session: (blue post-its)**

* DMU writing pad.
* Scepticism, grumpiness.
* Willingness to be open to change and improvement.
* Flexibility to embrace new perspectives on LOs.
* LOs useful in helping to orientate students but have potential to limit learning?
* Creating a learning environment which gives students help for future careers.
* Experience, supporting others to articulate these in respect of level, constructive alignment, ‘measurableness’.
* LOs: my only knowledge is from my own studies.
* Scepticism about LOs. Huge regard for Phil Race (thanks!!)
* I have always disagreed with the terminology of LOs, and this w/s is a refreshing breath of fresh air.
* Scepticism, (and a preference just to use assessment criteria).
* 27 years of teaching experience. Frustration at constructive alignment of LOs at institutional level. Desire to help colleagues write meaningful LOs.
* Brought up with LOs, so to some degree comfortable. BUT just moved to a place where LOs have been banished at the module level, and not sure how I feel about this.
* Module LO: can be a useful tool in trialling / developing a programme. But can be constraining, it’s all in the interpretation.
* Now believe in students thinking about what they’ve learned themselves at the end of session (writing their own).
* My uni is in the process of ditching LOs.
* Programme development experience and writing programme / modular level outcomes.
* Too many years writing LOs that I didn’t agree with!
* Outcomes often do not match the student needs.
* My experience of writing outcomes the official way. Desire to shake things up.
* Open mind, willingness, listening.
* Am guilty of not addressing Los (but having them).
* LOs do not help students to write assignments. They confuse students.
* Experience of checking others’ use of ILOs (ADLT role). Supporting staff to develop their practice, helping students to evaluate against ILOs.
* Mixed viewpoint, useful depending on setting / session.
* Experience of focus on regulations about LOs.
* I’m interested in the emotional aspects of learning, which are hard to measure, but do find LOs useful in structuring learning.
* I like to use them to plan, and hate to feel students are constrained by them.
* Feel that LOs are ‘ticking boxes’. LOs are something required by universities more than by students.
* Uses (and abuses) of LOs. (Accreditation).

My own current quest in my workshops and writing: to help us address students’ overall questions:

* What will I be expected to show for this?
* What does a good one look like, and a bad one?
* Where does this fit into the big picture?

Phil Race