**Beyond the tyranny of learning outcomes?**

Workshop led by Phil Race, Jubilee Room, Thursday 27th June 2019

**Learning incomes of participants**

**On a pink post-it, please jot down a few words about what you want from this session.**

* Freedom and space to teach differently. Solidarity with others against overstructured learning.
* Creative learning outcomes and learning strategies.
* Questions, ideas on where to learn more.
* Insights from an expert. Engaging oratory. Take away ideas for curriculum design.
* To take something new away that I didn’t know before.
* Hear Phil Race give a talk because the Lecturer’s Toolkit was really helpful when I started out Think about the learning outcomes I use and how to do it better.
* Inspiration, understanding of the pros and cons of learning outcomes.
* New insights, inspiration, better understanding.
* Inspiration to enhance my PhD. Feedback, more understanding and theory from an expert.
* How to extend students’ learning beyond the formal taught input.
* Your reflections and expert thoughts about why we might want to embark on and move on from learning outcomes, as structuring education.
* To escape from the liberalness of academia.
* Creative, subject-specific practical learning outcomes. How many LOs are enough? Should LOs only focus the ‘outcome’ from students?
* Learning more about learning outcomes.
* How to communicate the purpose of a class to students without the use of formalised ‘learning outcomes’.
* A different way of thinking. Some new ideas.
* Learn about how to measure students’ learning.
* A way of managing them. We have too many at module and programme level – how do we reduce the number and keep them meaningful?
* To create great LOs, not dull ones
* Produce better learning designs.
* To see Phil Race at work.
* To have some ideas about how to use LOs creatively.
* Ideas/inspiration.
* ‘Release’ from the structures of course outcomes, and more on student expectations.
* Ideas about how to tackle beyond the stated course spec without losing clarity, purpose and engagement.
* Ideas around meaningful, authentic learning outcomes.
* What to call learning outcomes if we can’t continue calling them the same name?
* Ideas, inspiration, students to engage with LOs.
* I would like to find and consider an alternative to the structure constraint of learning outcomes, on every module I teach.
* Permission to be subversive. Ideas to change things for the better. To find out whether we are already doing this.
* Ideas to help me improve student outcomes/incomes/outgoings.
* Hear about contemporary thinking around LOs, to benefit the coaching pedagogy modules.
* Make me feel like I know what I’m doing. Always struggled with learning outcomes. Help!!
* Something that changes my perspective on learning outcomes.
* How good my teaching experience is. More coherence for learning outcomes.
* Ideas that I wouldn’t come up with alone! Especially on how to develop and use LOs effectively
* Ideas on how to make LOs more meaningful to students.
* ideas, e.g. different perspectives.
* How we can deliver a more congruent approach, to deliver LOs, and what we require to specify in module handbooks.
* Ideas. Inspiration. Fun.
* How do I measure students’ learning – other than through assessments?
* Learn how to adjust my teaching (1) to promote student engagement (2) get a better understanding of how students learn.
* Ideas for curriculum development. New ideas to develop module descriptors to be more meaningful to students.
* Confirmation that I’m heading in the right directions. Contributing to good practice. Tips to improve my approach.
* Inspirational ideas about design of LOs. Sparking student enthusiasm.
* Rethink outside the box. Be inspired.
* I want clear approaches and examples for challenging learning outcomes,

**On an orange post-it, please jot down a word or two about what you’re already bringing to this session?**

* Restrictive, have to meet professional standards.
* I feel like LOs are written for purpose of documentation and are rarely attended to in practice by all.
* Learning outcomes help me ‘tick boxes’ but I don’t really believe in them. (nice orange)
* There are other kinds; serendipitous LOs, open-ended LOs, negotiated LOs, intangible LOs. (I really like this – Phil).
* Scepticism of academia.
* My course has strict professional accreditation limitations to what I can ‘flex’.
* Necessary but not always very intuitive. Bureaucratic. Pre-determined learning.
* As a non-academic involved in teaching but not assessment (formal), an open mind.
* Setting ‘target’ learning outcomes.
* (1) A sense that modules need changing to improve the role of the student. (2) subject knowledge but a sense of feeling unequipped on how to actually teach the new generation.
* A want to reinterpret and make flexible.
* I remember when first introduced to professional need in accountancy, as distinct from HE. For accounting, a good thing. Some scepticism the ‘learning’ is just about ‘skills’. A worry that there’s nothing about ‘exploration’ in them.
* Different approach to learning outcomes as we focus on what students show in design studio, e.g. critique of work as assessment.
* Replacing measurable with meaningful within SMART in setting learning outcomes.
* Experience; evidence; context.
* Experience, prior knowledge, validation experience.
* Feel LOs too academic, wordy, and constrain assessment.
* I like their structure, but feel bound by their limitations – I want to be freed!
* We specifically teach (facilitate learning) of LOs in coaching pedagogy modules – partly as a way of developing expectation. So some practice in writing them?
* Experience of writing learning outcomes for art students. A vague sense of discomfort about learning outcomes.
* Understanding of constructive alignment. Being ‘pinned’ down by LOs that you can’t change. Writing LOs.
* A knowledge of curriculum design which includes the design/writing of LOs for UG and PG programmes. A knowledge of the language expected to be used in LOs by all stakeholders.
* How do I convince the powers that be that bringing practical based ‘live’ projects is crucial to relating theory to practice?
* A pen. Experience in HE. Experience as a student (long time back).
* Ideas I already have, but haven’t necessarily acted upon! An open min. Fear of looking/sounding silly!
* Industry practice and ways of working that are non-academic.
* An open mind. Realisation that HE provision is rapidly changing.
* I feel constrained by LOs. LOs are taking over. LOs could be better.
* Exposure to challenges of designing and delivering modules with LOs.
* Some experience of having to formulate ‘learning outcomes’ to fit the requirements of a new MAT!
* Written many LOs over the years. Willingness to adapt/change.
* Decades of experience of writing/creating and operationalising learning outcomes – view of good and not-so-good aspects of learning outcomes.
* Experience of helping to interpret learning outcomes for/with students. Experience of writing them, assessing them and debating them with colleagues.
* Boredom with LOs.
* LOs are a useful guidance but teaching needs to be fluid and focus on meeting needs.
* Teaching experience, opinions/perspectives. Experience of authoring learning outcomes.
* Industry practice as opposed to academic practice. Willingness to change/improve/innovate.
* Curriculum development experience. From that experience some feedback regarding what may work and not work, when writing learning outcomes.
* Existing course LOs which are skills-based and difficult to measure.
* Experience of Bloom’s taxonomy. Experience of matching LOs to academic levels.
* Experience of having to use LOs to scaffold, and course/module (paperwork). Experience of having been restrained/constrained by LOs when wanting to make changes.
* I have written lots about LOs. Questions: where to course and module LOs interface? Pragmatic learning, so students usually/always know what is intended in class.
* A belief that LOs are very general and written for course validation, not student learning – irrelevant to students.
* Difference between learning aims and learning outcomes?

(Transcribed by Phil Race)