

Learning Outcomes and Pedagogies

ABOUT THIS MANUAL

Over the years as an outcome of the Right to Education Act (RTE), 2009, and our education policies, the composition of our classrooms has changed dramatically. As teachers and teacher educators you must have observed this learners' diversity, which also must have made you realise that **you cannot and should not teach all children in the same manner**. The need to adopt teaching-learning practices, that provide challenging opportunities to all learners and let them experience success, stands out now more than ever before.

—if some children can't learn the way we teach maybe we should teach the way they learn.....!!
— Ignacio Estrada

NCERT has recently developed Learning Outcomes which are meant to move away from assessment based on rote memorization of the content. The competency (learning outcomes) based assessment has been emphasised to help teachers and the whole system to understand what children will achieve across the year in a particular class in terms of knowledge, skills and change in social-personal qualities and attitudes.

In order to attain the above learning outcomes, the learners have to be provided with opportunities to work in pairs, groups, individually and are to be encouraged to observe and explore the immediate surroundings; record and express them in oral/ written/drawings/gestures. Children need to be allowed to discuss with elders and visit different places, collect information from them on the topic of their choice and discuss the findings in the groups.

Part of the process towards education which is inclusive of learners with disabilities and other marginalised children requires a critical analysis of why the regular mainstream system is not successful in providing good quality education for all school-age children as it is currently organised. It also asks for identification of existing resources and innovative practices in local contexts, and examining barriers to access, participation and learning.

UNIT 1--Teaching Learning Cycle

A Teaching Learning Cycle can be used for any content area in which the goal is to create a motivational learning context in which students are actively engaged in exploring, discussing, and synthesizing information. The teaching Learning Cycle approach to instructional planning capitalizes on what is known about how people learn and is designed to cause lasting changes in a student's conceptual understanding. Each step in a learning cycle serves a different purpose and incorporates specially structured activities. What makes this type of lesson format particularly effective is its emphasis on active engagement of the learner and that it requires students to explore their prior understanding as they encounter new material

1. Choose a topic and identify the related student learning outcomes to which the topic is aligned.
2. Design pedagogical practice that will help you to achieve the Learning outcomes that you are targeting.
3. Design assessment that is closely tied to the Learning outcomes that you are targeting. Build a corresponding scoring rubric if necessary.
4. Reflect on the assessment and try to find out if you have achieved your goal?

Difference between Learning Outcomes and Learning Objectives?

Learning Objectives:

- Tend to describe specific, discrete units of knowledge and skill
- were useful during the 1970's and 1980's when attempts were made to describe workplace activities as specific tasks to be completed
- can be accomplished within a short time frame - still may be relevant for a class period
- tend to be statements of intent; do not necessarily suggest that the behavior has been demonstrated
- Teacher centric

Learning Outcomes:

- describe broad aspects of behaviour which incorporate a wide range of knowledge and skill
- increased use in the 1990's when workplace requirements involve broader skill sets which are transferable to a wide range of work settings
- accomplished over time in several learning experiences
- refer to demonstrations of performance