

# Evaluating Techniques of an Outcome-Based Curriculum like the CCMAS

by

Somadina Ibe-Ojiludu, OFM Cap

27th September 2023

# Outline

- 1. Introduction**
- 2. CCMAS and Learning Outcomes**
- 3. Critical Look at Learning Outcomes**
- 4. How to Develop Learning Outcomes (Relevant factors)**
- 5. Learning Outcomes and Assessments**
- 6. How Does one Evaluate Learning Outcomes?**
- 7. Conclusion**

# INTRODUCTION

- The first time I heard about 'learning outcomes'.
- For every course that was taught (Tort Law, Law of Contract, Criminal Law, Constitutional and Administrative Law....) there were some learning outcomes indicated in the study handbook given to us.
- The same with every topic taught in a course
- I thought it was just a normal formality for preparing the study guide/outline

## INTRODUCTION (CONT.)

- I began to understand its importance when I studied Tort.
- In the City Law School, City University of London, learning outcomes feature in three realms
- Tests, examinations etc **MUST** be based on the learning outcomes

# CCMAS AND LEARNING OUTCOMES

- ‘Learning Outcomes’ are nothing but what those who went through a programme, or who went through a course or who went through a topic are expected to do – what they are able to do (the end result of teaching)
- it is for this reason that only active words are utilised for learning outcomes : explain, understand, list etc

## CCMAS AND LEARNING OUTCOMES (CONT)

- Compared to the BMAS, the innovation of the CCMAS is the development of learning outcomes for each programme and for each course (NUC's 70% & Institutional Addition's 30% )\*

EXAMPLE 1: With reference to the Law Programme, there are learning outcomes for the programme namely:

- **Learning Outcomes.**

- Law graduates are expected to develop a wide range of skills and abilities. These are divided into four broad categories:

- **Analytical skills\***

Graduates of law are expected to develop high cognitive abilities and skills. With the growing complexities in society law graduates are expected to identify related socioeconomic challenges and demonstrate ability/competence in proffering practical relevant solutions.

- **Research skills\***

Graduates of the programme are also expected to exhibit commendable research skills, with significant ability to find, consult, and analyse legal texts and other materials.

- **Advocacy\***

As ministers in the temple of justice, graduates of law are expected to demonstrate commitment to societal harmony and the administration of justice at all levels utilizing their analytical and advocacy skills.

- **Application**

Graduates of law are expected to have the ability to apply their knowledge and skills in solving academic and practical social problems.'

**Example 2: there are some learning outcomes for every course in the programme BOTH in the NUC's 70% and in the 30% Institutional addition; 70%:**

**`PUL 204: Nigerian Legal System II (4 Units C: LH 45; PH 45)**

**Learning outcomes**

At the end of the Course, students are expected to:

- differentiate between Common Law, Doctrines of Equity, Statutes and Customary/Islamic law
- understand the compatibility and repugnancy doctrine;
- acquire knowledge and understanding of the principles of judicial construction, interpretation and the doctrine of stare decisis;
- appreciate the requirements of becoming a legal Practitioner, a judge or a member of a judicial body `

# Example 3: 30% GOUNI's Institutional Addition

**GOU-LAW 433: Health Law I (2 Units; Compulsory; LH = 30; PH = 0)**

## **Learning Outcomes**

At the end of the course, the students should be able to:

1. Analyse the definition of health.
2. Explain the nature of health.
3. Identify two definitions of law.
4. Discuss three sources of health law
5. Identify health law in customary law.
6. Analyse right to health.
7. Explore the legal framework of health care decision making.

# A Critical Look at Learning Outcomes

- Arguments Against Learning Outcomes

1. technically difficult\*

2. Attack on liberality/freedom of thought

3. Contrary to the nature of higher education which is by its nature open ended.

## A Critical Look at Learning Outcomes (cont)

- Arguments for Learning Outcomes
  1. quality assurance
  2. Esures consistency in the content

# How to Develop Learning Outcomes: Relevant Factors (Stephen Adam, 'An Introduction to Learning Outcomes' in *Introducing Bologna and Tools*)

- Learning outcomes 'are developed in a context where many variables have to be taken into consideration including: qualifications framework, external reference points, past experience, ... employer requirements, student feedback etc'.\*
- Factors in generating the learning outcomes which in turn influence the choice of content..

# Outcomes and Assessments

- If, as we said earlier, 'Outcomes' are nothing but what those who went through a programme, or who went through a course or who went through a topic are expected to do – what they are able to do; THEN ASSESSMENT IS NECESSARY

# HOW DOES ONE EVALUATE LEARNING OUTCOMES?

- There are three ways:
  1. Diagnostic Assessments
  2. Formative Assessments
  3. Summative Assessments

# Diagonostic Assessments

- Deployed at the beginning of a course/topic to assess what was known before course.
- The advantage 1: saves time
- The advantage 2: quickens assimilation
- Disadvantage: presumption that students know all about the course which can be a block to the student's correct understanding of the course.

# Formative Assessment

- Examples of a formative assessment\*
- An important feature of formative assessment: does not count towards the points/marks to be awarded at the end of the course
- The purpose is to evaluate the students' progress or assimilation of the learning outcomes with the goal of making them better (thus the name 'formative').

The advantages of formative assessment are:

1. it helps the student to gauge if his/her learning strategy is working
2. it helps the student to gauge the extent he/she has assimilated the course content
3. it helps the teacher to gauge if his/her teaching strategy is working
4. it helps the teacher to gauge/assess if he is leading the students to the learning outcomes
5. it helps the teacher to provide the students with helpful feedback

## **Different Forms a Formative Assessment can take (examples):**

1. You can tell the student to submit two or three sentences that would identify the main point of the course or topic.
2. With regard to essay, you can tell the student to submit his/her essay early enough for some early feedback.

# Summative Assessment

- Comes at the end of an entire course or topic(s) and contributes towards a student's final grade/point at the end of the course.
- Used for gauging what the student has absorbed from the learning outcomes at the end of the course.

# Forms Summative Assessment Can Take

- It can take a variety of forms:
  1. Common types: examinations, essays, projects etc
  2. There are other ones which are equally important: research presentations
  3. The form I deployed last semester

# CONCLUSIONS

- With learning outcomes you determine course content – what the students are expected to cover
- Assessments (both formative and summative) should be based on the learning outcomes.
- Since the CCMAS (both in the 70% NUC core and the 30% institutional core addition) is lacking in learning outcomes for each topic taught, it would be helpful for you as a teacher to develop learning outcomes for topics in a course.
- Let us remember those words of Aristotle which appear to emphasise learning outcomes: ‘What we have to learn to do, we learn by doing’.

Dalu nu ooo!