

Learning Outcomes: Student Learning Aspects VS Instructors

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Introduction

Student learning are statements that summarize the knowledge or abilities that students should have by the end of a specific assignment, class, course, or programme, and that help students comprehend that why the knowledge and skill will be helpful to them. They assist students connect learning in diverse contexts and drive assessment and evaluation by focusing on the context and potential applications of information and abilities. The application and integration of knowledge are key components of successful learning outcomes. Learning outcomes, rather than focusing on content covering, describe how students will be able to apply what they've learned in class and beyond. The distinction between learning outcomes and learning objectives is not universally recognised, and many instructors may mistakenly believe that the word 'learning outcomes' refers to what they already know as 'learning aims'.

Learners, educators and administrators all value learning outcomes. Learning outcomes, according to Mark Battersby of the Learning Outcomes Network, are more than a few sentences added to existing lesson plans or curricula; rather, the development of learning outcomes and their use within a unit of instruction shapes learning and assessment activities and can improve student engagement and learning. Learning outcomes have become a growing emphasis for instructors and institutions in postsecondary education over the last decade due to their ability to assist a wide range of students. Building a foundation for lifelong learning by focusing on integrated, generalizable, and transferable

abilities matches today's demands on graduates.

Some scholars or the researchers still do not differentiate between the two concepts, while others argue that learning outcomes are a subset or type of learning objective. Learning objectives, for example, can describe the information the instructor plans to cover or the disciplinary issues the class will discuss. Learning outcomes, on the other hand, should be focused on what the student should know and be able to perform by the end of an assignment, activity, class, or course. Many instructors may discover that the reflective process of establishing learning outcomes has already been integrated into their course design processes. As a result, the word "learning outcomes" is merely a more precise term for describing the formulation of learning goals and expectations that focus on the application and integration of course information.

In terms of students, they are more connected to their learning and to the course material when they focus on the application of knowledge and skills obtained in a course and by employing of such knowledge and skills with other aspects of their lives. Students can make connections across courses and coursework and other types of knowledge because to the emphasis on integration and generalizable skills, which increases student engagement. In terms of the instructors, the process of creating learning outcomes provides an opportunity to reflect on the course's content in light of its potential applications. When it comes to developing learning outcomes, it means emphasising the context of the learning and focusing on the knowledge and abilities that will be most useful to the learner now and in the future. Learning outcomes refer to effective assessment approaches. Learning outcomes allow teachers to define the criteria by which the course's success will be measured.

Conclusion

Learning outcomes emphasise the application and integration of learning, which reflect and support the university's current nature and priorities by increasing student engagement, uncovering interdisciplinary opportunities, and providing guidance and support for students with a variety of prior academic preparation. Learning outcomes provide a framework for evaluating courses and programmes, as well as assisting in programme and curricular design, identifying programme gaps or duplication, and clarifying instructional, programmatic, and institutional priorities.

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Conflict of Interest

The author has declared no conflict of interest.