Developing Learning Outcomes
Integrating Core Competencies and Values
Why are learning outcomes important?
The Competency based curriculum is founded on learners showing or demonstrating that they have learnt. There should be evidence that learning has taken place. Learning outcomes are the evidence that learning experiences have made a change that learners manifest. The change or transformation in learners is manifested through new knowledge, skills and attitudes.
Designing learning outcomes

Since CBC is learner centered and activity oriented, learning outcomes are designed following the same trend.

The outcome statement includes a verb that will clearly illustrate what action learners need to engage in to demonstrate their competencies.

The action could demonstrate a change at the level of knowledge, a skill or an attitude.
The verb in a learning outcomes
Verbs like identify, name, list.. Illustrate knowledge.

By the end of the sub-strand the learner should be able to:

identify types of waste in the school environment

collect waste in the school to care for the environment

appreciate cleanliness in the school environment

The verbs represent the three domains of learning including knowledge, skills and attitudes.
The object in learning outcomes

The outcome also has an object, which answers the question “what”

- identify types of waste in the school environment
- collect waste in the school to care for the environment
- appreciate cleanliness in the school environment
The context in a learning outcome

The outcome also has a context, which answers the question “why”, “where”, “how” and “when”

- identify types of waste in the school environment
- collect waste in the school to care for the environment
- appreciate cleanliness in the school environment
What characterizes good learning outcomes?

A good learning outcome begins with an action verb, followed by the object of the verb and a phrase that gives the context.

Preferably only one verb is used in a learning outcome.

The learning outcomes should be observable.

Learning outcomes are amenable to assessment.

Avoids vague terms like know, understand, learn, be familiar with, be exposed to, be acquainted with, and be aware of.
Activity 1- In groups, analyze the following outcomes and comment on how they have been formulated.

Identify four primary colours
Understand painting materials
Mix two primary colours to get a secondary colour
Enjoy mixing different colours
Learning Outcomes and Learning Experiences

Learning experiences provide the context or environment that enhances the attainment of learning outcomes.

The experiences and tasks learners go through must have a direct bearing on the learning outcomes.

Experiences that are unrelated to the outcomes leads to confusion and lack of internalization of concepts.
In summary....

- Level learning outcomes, general learning area outcomes and learning area specific learning outcomes, work progressively towards the National Goals of Education.
- Outcomes focus on results of the learning experiences and should be related to each other.
- Outcomes are a projection of what we expect.
- They reflect the desired end of the learning experience.
- Outcomes are linked to assessment because they define what learners are expected to demonstrate.
Activity 2: Write three lesson outcomes.
What is the core competency being developed
What value is incorporated