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# REVISITING LEARNING OUTCOMES FOR QUALITY TEACHING

## 2021-2022



**ST. XAVIER'S INSTITUTE OF EDUCATION, MUMBAI**

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## *Introduction*

The education for the pre-service teachers emphasized upon the learner centric education and especially the outcome-based approach. Many a times teaching can only be from the perspective of the teacher completing the syllabus, the objectives of the lesson are more from subject centric. The outcomes focus on what can the learner do or has achieved at the end of the lesson. The learning outcomes are SMART – that is outcomes must be specific, measurable, achievable, relevant and time-bound. Thus, the teachers were introduced to teaching which is oriented towards motivating the students achieving the outcomes, and not just teacher completing the teaching objectives.

For the students of Second Year, it was planned to hold a session about orientation of the learning outcomes and its impact on the enhancing teaching quality. The learning outcomes were specified during the induction program of the semester 1, but the semester 4 with all the experience of internship and community work, the pre-service teachers could deduce the significance of learning outcomes better.

## *Evolution of Education*

The session started with epistemological basis of education. The question was on what knowledge is and what are the sources of knowledge. The relation between Knowledge and

The evolution of the education version from Education 1.0 to 4.0. The traditional method of education with multimedia example was explained. The session was made interactive based on image analysis and video analysis. The difference between objectives, goals and outcomes were explained. The Revised Bloom's Taxonomy was revisited to focus again on the writing of outcomes and how it is connected to engaging teaching learning process.

## *Making of Program Outcomes*

The graduate attributes as expected by the UGC for higher education students were oriented to students. When a student leaves the portal of the college as a graduate the attributes expected like disciplinary skills, social skills, communication skills, moral and ethical awareness. These help us to frame Program Outcomes along with the vision and mission of the college, thus making each college having its unique program outcomes.

The students were asked to work in groups to frame 5 Program outcomes based on their college vision, mission and theme of the college. This activity helped students to get clear idea about the framing of the outcomes.

The Program Outcomes was connected to course outcomes and learning outcomes. Students were given analogy of fruit market and then the classification of fruits and then coming to different dishes of fruits. Thus, the concentric relation and interrelation between the types of Program Outcomes was brought out.

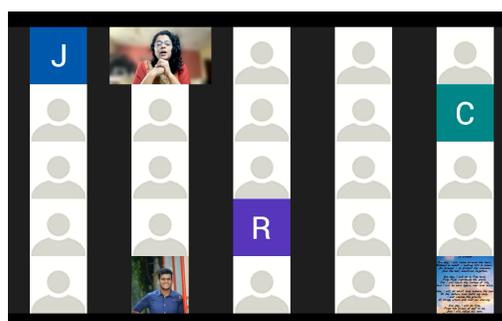
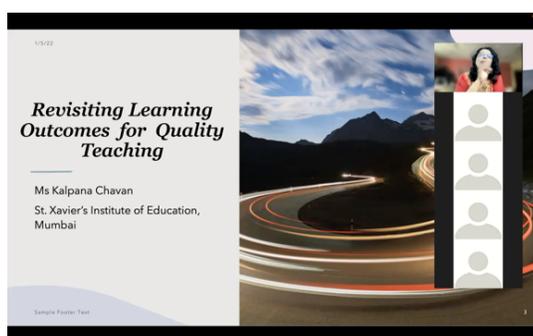
The different Program Outcomes uploaded on the website were analyzed and discussed in an interactive way with the students.

### *Conclusion*

The session ended with clearing doubts of the students. The video clipping of *What is a machine?* from the movie Three Idiots, was analyzed to deduce the differences between outcomes and objectives. An activity of writing pedagogy outcomes was told to students as a group activity. Exit slip was asked from the students as to what was their learning point.

The students mentioned about how such an orientation will be useful to them in the semester as well as they join the teaching field. The references and essential reading were sent to the students LMS.

### *Screenshot of the session*



**Day and Date: Wednesday 5<sup>th</sup> January 2022**

**Students: SY 2020-22. 48 students were present online**

**Mode: Google Classroom**

**Session facilitator: Ms Kalpana Chavan, IQAC Coordinator**

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## *Sample Reflective Feedbacks*

### REVISITING LEARNING OUTCOMES FOR QUALITY TEACHING

*(Evolution of Education, Program Outcomes, Course Outcomes and Quality Teaching).*

#### **1. What was your take-away from the session?**

**(How has today's session helped you as a prospective teacher in developing quality teaching?)**

The session has been extremely rewarding in understanding the teacher's role in ensuring that learning outcomes are made priority in order to ensure that maximum learning takes place. One of the most important learnings for me would be the realisation that learning takes place when students participate in the classroom and are able to respond, and not the mere giving of information by the teacher.

As a prospective teacher, this session has encouraged me to ensure that when in the classroom, I do not become the 'sage on stage', but ensure that each student in my class has an equal role to play, and that I provide enough opportunities to each student to express themselves.

The session also helped me understand how program outcomes differ from course outcomes, and as a teacher how I could align my classroom outcomes with these, in order to enhance the quality of teaching and provide a stimulating environment to my students for their all-round development.

#### **2. Overall Feedback :**

**(Content of the session, the facilitator's presentation style, relevance and appropriateness of the topic for you, suggestions for improvement.)**

The session was extremely comprehensive and engaging. The professor ensured that all the attendees were participating through her pleasant personality and encouraging questioning. The session was extremely relevant for us budding teachers. It is

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important that we understand the evolution that has taken place in education, and build ourselves accordingly. This session served as just the perfect start to the same.

**Overall Session Evaluation on scale 1-5:- 1**

1. Excellent ✓
2. Very Good
3. Good
4. Fair
5. Poor

**Name and Roll no. (mandatory for record): RENITA SEQUEIRA**

### **REVISITING LEARNING OUTCOMES FOR QUALITY TEACHING**

*(Evolution of Education, Program Outcomes , Course Outcomes and Quality Teaching).*

#### **1. What was your take-away from the session?**

I realized the difference between outcome and output. So, a teacher needs to focus more on the outcome and not just the output. Outcome is a process which goes on whereas output is only semester end examination. As a prospective teacher I shall keep the learning objectives in mind and be careful about the outcomes by observing and evaluating the students. The Bloom's taxonomy's revised version is something that drew my attention.

#### **2. Overall Feedback :**

The session was conducted really well as it was not a webinar but a discussion that was conducted. Everyone came up with their understanding and so it was enriching. The content was also to the point and not just words but was done through image description. Maybe we knew the difference between outcome and output but

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addressing it was important which was done through the session. I like the way the facilitator conducted the entire session through an interactive one.

**Overall Session Evaluation on scale:- Very Good**

1. Excellent
2. Very Good
3. Good
4. Fair
5. Poor

**Name and Roll no. (mandatory for record): Arwa Sakerwala Roll No. 40**

*KChavan*

*Session report Compiled by (Jan 2022)*

*Kalpana Chavan*

*IQAC Coordinator*

*A. Samuel*



**Dr. Sosamma Samuel**  
**Principal**