

CESC 2013

## The assessment of learning outcomes

<sup>a</sup>Ramona Lile\*, <sup>b</sup>Camelia Bran

<sup>a</sup>"Aurel Vlaicu" University of Arad, 310130, Romania

<sup>b</sup>"Aurel Vlaicu" University of Arad, 310130, Romania

---

### Abstract

The concern for the assessment of learning outcomes is reinforced today by the requirement expressed by society to get hold of skills graduates in various fields of activity. In this context, new questions arise, such as: what does it mean today to assess the learning outcomes? What is evaluated? What methods and tools we are using to evaluate skills and knowledge, in order to offer a positive, encouraging assessment? How can higher education assessment methods and tools to provide a formative feedback for the students? What are the guidelines and the dominant trends in school practice concerning the assessment of students' learning results?; What concerns manifested teachers for improving their evaluation activity? Etc. This article enhance the importance of developing higher education students' information literacy competence. A web based portfolio represents a comprehensive instrument for evaluation that can be used in all academic fields, highlighting both the learning outcomes and the learning process.

© 2014 The Authors. Published by Elsevier Ltd. This is an open access article under the CC BY-NC-ND license (<http://creativecommons.org/licenses/by-nc-nd/3.0/>).

Peer review under the responsibility of the West University of Timisoara.

Keywords: learning outcomes, assessment, researchers; methodological approach; building knowledge; active learning

---

### 1. Introduction.

The concern for learning outcomes assessment, so much made reference to in the specialised bibliography and in the experimental studies of the educational sciences field, is due to the request of the society interested in having high competence graduates in different activity fields. Under these circumstances, new questions foresee any estimating activity, at any educational level.

- What do we mean by learning outcomes?
- What do we assess?

---

Corresponding author. Tel.: +40-257-283010; fax: +40-257-283010  
E-mail address: [ramona.lile@uav.ro](mailto:ramona.lile@uav.ro)

- What methods and instruments can be used for the assessment of knowledge and competences, how can we offer a positive and encouraging character to the evaluation?
- Which are the factors that determine the benefit in the formative action of the students, as consequence of their evaluation?
- Which are the main directions and tendencies in school practice that make reference to the evaluation of the pupils 'learning results'?
- Which are the teaching staffs' concerns for the improvement of the evaluation activity?

The importance of evaluation is recognized by the new National Education Law which defines learning results, n (Art. 345) as "...what a person knows, understands and is able to do at the end of the learning process and are defined as knowledge, abilities and competences"(12, article 345). It points out the transition to be made from the evaluation of knowledge to the evaluation of behaviour. The specialized literature contains many studies dealing with learning results evaluation topic. We have selected some that make reference to:

## 2. Factors that influence the learning outcomes

The paper written by Björn B. de Koning, Sofie M.M. Loyens, Remy M.J.P. Rikers, Guus Smeets, Henk T. van der Molen investigates the simultaneous impact of demographic aspects, of personality, intelligence, and of factors that act before the study, on the academic results of the students included in a three years' academic psychologic programme based on solving the problems. Information has been collected using a group of 1,800 students involved in this programme at the Erasmus University from Rotterdam, between 2003 and 2009, making reference to their sex(male/female), age, nationality, pre universitarian training, grades from high school, the five important characteristics of personality (Big FIVE), intelligence(for example, number, verbal, space), observation of learning activity and duration of individual study.

The academic performances have been measured using the number of credits, got every year, using the tests given at a course, and the results of a progress test. The analyses of multiple regression showed that **the analysed learning activities, performance obtained during the first and second year, the courses attended during high school time , conscientiousness and verbal intelligence** have been strongly and steadily connected with the academic performance. Other factors have also contributed to the academic performance but their influence was less important and limited to the first year of study. These results suggest that educational achievements (the former ones) and the learning activities under observation are the most important for the academic success in a university programme based on solving of problems.

In contrast with the previous studies, the already mentioned one shows that there is a weak connection between the variables: sex (male/female) nationality and age(2, p.320). These differences are explainable because this study has taken into account more factors which determine results of learning and not only part of them as other studies have done It has come out that , in an academic study programme centred on solving problems and not mechanical learning before the exam, the factors that influence the academic performance may differ from what the other studies showed.

The encouraging of the students in taking active part to the course, their motivation by scheduling the educational activities, steadily, and the encouraging of a learning strategy that have in view the understanding of the topics, will increase the number of subjects that will successfully graduate the faculty. (11, p.211-218)

An adequate structuring of the courses and steady encouragement of students may compensate a lower conscientiousness. This characteristic of personality is more important in the case of traditional courses, centred on professor, and less important, in the case of those based on problem solving.

We notice a set of characteristics that may be taken into account in the academic system. Students 'training by using the group meetings (courses, seminars, labs) and their participation to them are very important. Another important aspect is the informing of the students, information offered by professors or educational programme organizers, that **performance in the first university year considerably influences the further academic success**. Making the students be conscious of this and their encouragement to get good grades may contribute to reaching this target. Much more help may be offered during the first year, by means of courses for the management of time or scheduling the activities planned for a year of study.

Download English Version:

<https://daneshyari.com/en/article/1112471>

Download Persian Version:

<https://daneshyari.com/article/1112471>

[Daneshyari.com](https://daneshyari.com)