## Activity Title

Learning Outcomes Wednesday PM1

## Learning Outcomes

* Be able to describe why learning outcomes are important
* Be able to write a learning outcome for a piece of learning

## Description of Activity

This session will focus on writing learning outcomes and planning learning activities. Participants will be introduced to learning outcomes with an explanation of how these link to assessment. They will have the opportunity to create a learning outcome.

**Part 1 (30 minutes): Introduction to writing learning outcomes**

What they are, good and bad examples, how to write them.

An example will be presented of a learning activity that has clearly stated learning objectives and outcomes. The inputs and outputs related to the activity will be identified, and the learning outcomes distinguished from the outputs from the learning activity.

The example will also illustrate how assessment activities have been linked to the learning outcomes.

The presenter will also go through a set of examples of learning activities and outcome statements, inviting participants to critique the quality of the statements.

**Activity 1: (15 minutes)**

* In small groups – give examples (good and bad) of learning outcomes relating to the OER you looked at earlier
* Each group choose which is the best – write on flipchart paper. How will you know your learner can do this?
* Feedback to whole group

**Part 2 (45 minutes): Thanaka learning activity**

In the same four groups, a 2nd activity will be undertaken. Each group will be given the stone and wooden Thanaka set commonly used in Myanmar and will be invited to think of a learning activity related to thanaka. This could be skill related (e.g. related to its application), or knowledge related (e.g. relevant research on climate, health, natural products) or both.

The group should agree on what outcomes they would like to see from this learning activity and find or produce basic information relevant to it. From the outset they should agree on the assessment approach and reasons for taking the approach.

Agree learning outcome.

Facilitators will circulate around the groups.

After 20 minutes is up, each group summarises and presents their ideas back to the group for a further 3-5 minutes.

Create short video. How will you test the learners know or can do your learning outcome.

A small prize will be awarded to the group with the best resource

The session will conclude with a ‘thanaka’ educational resource demonstrated by the presenter, with a related learning outcome statement, and assessment activity.