

Do Your Students Know the Learning Outcomes of your Programme?

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1. Background

Learning outcomes are used to express what **students are capable of doing at the end of the learning period.**

In the EU with the implementation of the **Bologna Process** by 2010, all modules and programmes throughout the participating countries will be expressed using learning outcomes.

Furthermore, **accreditation bodies**, such as Engineers Ireland (IEI) use this **learning outcomes approach** in accrediting degree programmes.

Consequently, the learning outcomes approach is becoming very important in teaching and learning.

Do Your Students Know the Learning Outcomes of your Programme?

In early 2007, a "**knowledge of learning outcomes questionnaire**" was given to years 1, 2, 3 and 4 in the undergraduate degree programme in Process & Chemical Engineering at University College Cork (UCC).

The questionnaire is presented presently.

The purpose of this questionnaire was to **assess the current knowledge of Learning Outcomes** amongst the students.

The purpose of this paper is to present a summary and analysis of the data for each of the questions in the questionnaire and to present conclusions

2.

KNOWLEDGE OF LEARNING OUTCOMES QUESTIONNAIRE

The purpose of this questionnaire is to assess the current knowledge of Learning Outcomes amongst students in the Department of Process & Chemical Engineering. I would be grateful if you could fill in this questionnaire. Do not write your name anywhere as responses are anonymous. Your input is a valuable contribution to our work on learning outcomes. Many thanks.

1. In what year are you registered? 1st 2nd 3rd 4th

2. How would you rate your level of confidence in being able to explain the concept of a learning outcome to another person?

Very confident confidence Fairly confident Not sure Poor confidence Very poor

Please comment

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3. How would you rate your level of confidence in being able to write down the Learning Outcomes of your degree programme?

Very confident confidence Fairly confident Not sure Poor confidence Very poor

Please comment

4. Has anyone in the Department explained to you what are the learning outcomes of the degree programme in Process & Chemical Engineering?

Yes No

If Yes, please explain briefly

5. For modules given within the Department, approximately what proportion of lecturers presented the learning outcomes for their modules?

Nobody did Some did About half did Most did All did

6. For modules given outside the Department, approximately what proportion of lecturers presented the learning outcomes for their modules?

Nobody did Some did About half did Most did All did

3. Summary and Analysis of Data

Q2 How would you rate your level of confidence in being able to explain the concept of a learning outcome to another person?



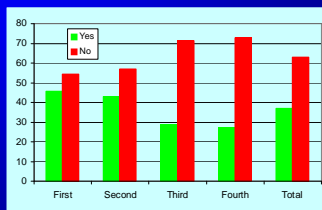
- Less than 5% of students stated that they were “very confident”.
- Nearly 50% stated that they were “fairly confident”, however nearly 50% stated that they were either unsure or not confident.

Q3. How would you rate your level of confidence in being able to write down the Learning Outcomes of your degree programme?



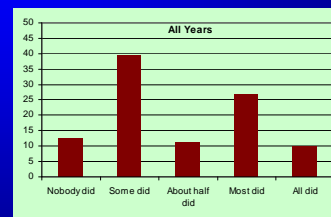
- Less than 2% of students stated that they were “very confident”.
- Around 42% stated that they were “fairly confident”, however over 50% stated that they were either unsure or not confident.

4. Has anyone in the Department explained to you what are the learning outcomes of the degree programme in Process & Chemical Engineering?



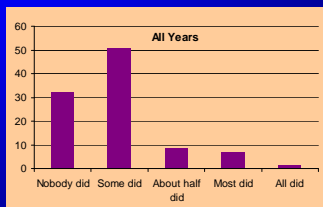
- Over 60% of the students stated “No”, that is, the learning outcomes for the degree programme were not explained to them.
- The percentage number of “No”'s is greater amongst the third and fourth years than the first and second years, however all years had a greater percentage of “No”'s.

5. For modules given within the Department, approximately what proportion of lecturers presented the learning outcomes for their modules?



Roughly about half of the lecturers in the Department of Process & Chemical Engineering presented the learning outcomes for their modules, as perceived by the students.

6. For modules given outside the Department, approximately what proportion of lecturers presented the learning outcomes for their modules?



The majority of the lecturers in other Departments did not present the learning outcomes for their modules, as perceived by the students.

3. Conclusions

- ❑ The concept of learning outcomes is not clear to most undergraduate students taking the BE in Process & Chemical Engineering at UCC.
- ❑ There is a need to educate the students about the learning outcomes concept, considering the importance of learning outcomes within teaching & learning.
- ❑ The learning outcomes of the degree programme are not clear to most students.
- ❑ Even though programme learning outcomes exist in accreditation documentation; there is a need formulate them in a “student friendly” format and to communicate them to students.

Furthermore, there is a need to explain how module outcomes are striving to help them attain the programme outcomes.

- ❑ Only about half the lecturers in the Department are perceived by the students to be explaining learning outcomes for their modules.
- ❑ It is perceived by the students that the majority of lecturers from other Departments did not explain the learning outcomes of their modules to the students.

Thank you for your attention.

Any Questions ????



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