

ACHIEVEMENT OF LEARNING OUTCOMES OF EDUCATIONAL PROGRAMME*

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Siranush Petikyan

*Ph.D. in Law, Associate Professor,
Head of the Chair of Jurisprudence, University Mesrop Mashtots,
Stepanakert, Artsakh*

The purpose of this article is to consider the issue of achieving the learning outcomes of the educational program, which are the main criterion in determining the quality of education and the relevance of the curriculum. In turn, the quality of the educational program has a direct impact on the quality of education.

To achieve this goal, the following tasks were set: to reveal the definition of "the final results of the educational program", to identify possible factors influencing them, as well as the mechanism for achieving them.

The paper uses such research methods as: analysis, synthesis, induction, deduction.

The main conclusion of the article is that each educational program is characterized by unique mechanisms for achieving its learning outcomes. The only with the use of an integrated approach it is possible to achieve the "learning outcomes of educational program". Learning outcomes are indicators of success of an educational programme.

Keywords: *learning outcomes, curriculum, higher education institutions, methods of teaching, methods of learning, educational programme, quality of education.*

The development of the education system all over the world and, in particular, in the Republic of Armenia, today is characterized by the search for new forms and methods of teaching and learning aimed at achieving a new quality of education. Among the main components of the quality of education is the quality of educational programs. The priority of the quality of educational programs is determined by the fact that the quality of educational results directly depends on it. Educational programs regulate and define almost all sides, aspects and stages of the educational process: the content of education and upbringing; means, methods, technologies of teaching, pedagogical control; educational and methodological support; goals and outcomes of the educational process. The quality of educational programs is an important factor in determining the quality of education.

Learning outcomes of the curriculum is the key aspect of learning activities, because they allow defining necessity and demand of the curriculum. However, in the special literature there are many different approaches and traditions of learning outcomes achievement, in particular, and research on learning processes, in general. Furthermore, a well thought through and drawn up curriculum gives future students a chance to make correct choice of their profession.

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Mrunal Mahajan and Manvinder Kaur Sarjit Singh consider that learning outcomes are like navigation tool: they are guiding tools which guide the students to the desired results of the planned course. They also support and help the teachers to find the path to be followed and make the students aware of what they will be able to achieve at the end of the course. Also they help the teachers and the students know the route to be followed.¹

In Adam S. opinion learning outcomes are written statements of what the successful student/learner is expected to be able to achieve at the end of the programme module/course unit or qualification.²

In our viewpoint learning outcomes are the pinnacle of the educational process to which the participants in the educational process strive. Consequently, object of educational programme is learning outcomes achievement. The main and valuable aspect of this process is the existence of real and effective mechanisms of learning outcomes achievement. We can find different positions about this challenge in scientific literature.

The first systematic way of describing how learners' performance develops was probably the taxonomy developed by Bloom (1956), who sought to create a more holistic view on education.

His taxonomy has been extensively used in teacher education to develop learning and teaching strategies.

A somewhat different way of describing how learners performance develops was introduced by the SOLO (Structure of the Observed Learning Outcomes) taxonomy of Biggs, Collins (1982), which is a theory about teaching and learning rather than a theory about knowledge. It describes a hierarchy which has stages or levels for the purpose of assessing the students learning based on the quality of their work. The SOLO taxonomy is based essentially on various types of systematizations and constructive alignment of verbs that can be used for learning, teaching and assessment of knowledge.³

“Since the learner’s performance should be observable and measurable, the verb chosen for each outcome statement should be an action verb which results in overt behavior that can be observed and measured. Certain verbs are unclear and subject to different interpretations in terms of what action they are specifying. ... These types of verbs should be avoided”⁴

We agree with the position above and want to add, that these kinds of learning outcomes determining verbs - must be different in each area of specialization, which will be reflected in the curriculum.

One the one hand, higher education institutions must develop requirements for writing curriculum. Especially, during curriculum writing specialists need to deliberate question connected with learning outcomes formulation which in its turn will influence learning outcomes of each discipline.

¹ Mrunal Mahajan and Manvinder Kaur Sarjit Singh. Importance and Benefits of Learning Outcomes. Journal Of Humanities And Social Science (IOSR-JHSS). P. 65.

² Adam, S, “Using learning outcomes. A consideration of the nature, role, application and implications for European education of employing ‘learning outcomes’ at the local, national and international levels”, United Kingdom Bologna Seminar, Edinburgh, Scotland, 2004.

³ Thomas E. Holgersson. How to Formulate Relevant and Assessable Learning Outcomes in Statistics. Creative Education, 7, 669-675. <http://dx.doi.org/10.4236/ce.2016.74070>

⁴ American Association of Law Libraries. www.aallnet.org.

The important factor in the formulation of learning outcomes of educational program are the results of labor market research, because such research can indicate the demand for certain specialists with ready-made competencies that they have formed.

The second aspect of this problem is development of an appropriate mechanism of achievement. Our point of view is that every educational programme has its unique way in solving this problem. Furthermore, it depends on area of specialization. Consequently, we needn't rack our brains to develop common requirements for all curriculums.

Curriculum writers must take into account strategy of higher education institution, the expectation of students, staff, other stakeholders, society, educational and professional standards, trends in the relevant fields. Furthermore, the objectives of study programmes, their planned learning outcomes must be specific and coherent.

The main and difficult question is how to achieve the learning outcomes set? Our viewpoint is that learning outcomes efficiency depends on learning outcomes of each discipline within the framework curriculum. Likewise, there effective teaching methods should be implemented, which allows to follow the students' development. In particular, one of the most effective methods to check students development from one course to another is to develop tasks aimed at testing final skills and abilities. Furthermore, it is necessary to be able to establish interdisciplinary connections, which will also be reflected in curriculum. We agree with the point of view, that it is important to develop individual tests for students' use checking their interdisciplinary knowledge, skills and abilities. In our opinion, there must be the requirements of individual tests, for example, students mustn't pick other's brains while doing their individual tests. Higher education institutions must have exceptional mechanism of plagiarism.

Besides, a higher education institution should develop suitable evaluation mechanisms, which will show the student's development and level of their encouragement. The criteria within the evaluation system would allow to assess each component of the outcomes. The outcome verification process will only be effective when appropriate tasks would be developed to verify each outcome specified in the curriculum.

In conclusion, we want to add, that only a complex approach can allow achieving the learning outcomes.

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РЕЗЮМЕ

Достижение конечных результатов образовательной программы

Петикан Сирануш

кандидат юридических наук, доцент,

заведующая кафедрой юриспруденции Университета

Месроп Маштоц

Степанакерт, Арцах

Ключевые слова: результаты обучения, учебный план, высшие учебные заведения, методы преподавания, методы обучения, образовательная программа, качество образования.

Целью настоящей статьи является рассмотрение вопроса, касающегося вопроса достижения конечных результатов обучения образовательной программы, которые являются главным критерием в деле определения качества образования и востребованности учебной программы. В свою очередь, качество образовательной программы оказывает непосредственное влияние на качество образования.

Для достижения указанной цели были поставлены задачи: раскрыть определение «конечные результаты образовательной программы», определить возможные факторы, влияющие на них, а также механизмы их достижения.

В работе использованы такие методы исследования, как: анализ, синтез, индукция, дедукция.

Основным выводом статьи является то, что для каждой образовательной программы характерны уникальные механизмы достижения ее конечных результатов. Только при использовании комплексного подхода можно обеспечить достижение «конечных результатов образовательной программы». Конечные результаты являются показателями успеха образовательной программы.

ԱՄՓՈՓՈՒՄ

Կրթական ծրագրի վերջնարդյունքների ձեռքբերում

Պետիկյան Սիրանուշ

իրավաբանական գիտությունների թեկնածու, դոցենտ, Մեսրոպ Մաշտոց համալսարանի

իրավագիտության ամբիոնի վարիչ

Ստեփանակերտ, Արցախ

Բանալի բառեր` ուսուցման արդյունքներ, ուսումնական պլան, բարձրագույն ուսումնական հաստատություններ, դասավանդման մեթոդներ, ուսուցման մեթոդներ, կրթական ծրագիր, կրթության որակ:

Սույն հոդվածի նպատակն է քննարկել կրթական ծրագրի ուսուցման վերջնարդյունքների հասնելու հարցը, որոնք կրթության որակի և ուսումնական ծրագրի պահանջվածության որոշման գործում գլխավոր չափանիշներն են: Իր հերթին, կրթական ծրագրի որակն անմիջական ազդեցություն է ունենում կրթության որակի վրա:

Նշված նպատակին հասնելու համար առաջադրվել են հետևյալ խնդիրները` բացահայտել «կրթական ծրագրի վերջնարդյունքներ» սահմանումը, որոշել դրանց վրա ազդող հնարավոր գործոնները, ինչպես նաև` դրանց հասնելու մեխանիզմները:

ՄԵՍՐՈՊ ՄԱՇՏՈՑ ՀԱՄԱԼՍԱՐԱՆԻ ԼՐԱՏՈՒ 2022

Աշխատանքում օգտագործվել են հետազոտության այնպիսի մեթոդներ, ինչպիսիք են՝ վերլուծություն, սինթեզ, ինդուկցիա, դեդուկցիա :

Հոդվածի հիմնական եզրակացությունն այն է, որ յուրաքանչյուր կրթական ծրագրի համար բնորոշ են իր վերջնարդյունքների հասնելու ինքնատիպ մեխանիզմները: Միայն համալիր մոտեցման օգտագործման դեպքում կարելի է ապահովել «կրթական ծրագրի վերջնարդյունքների» ձեռքբերումը: Վերջնարդյունքները կրթական ծրագրի հաջողության ցուցանիշներն են: