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Learning outcomes in relation to the three cycles (BA, MA, PhD)

Anne Räsänen

University of Jyväskylä Language Centre, Finland

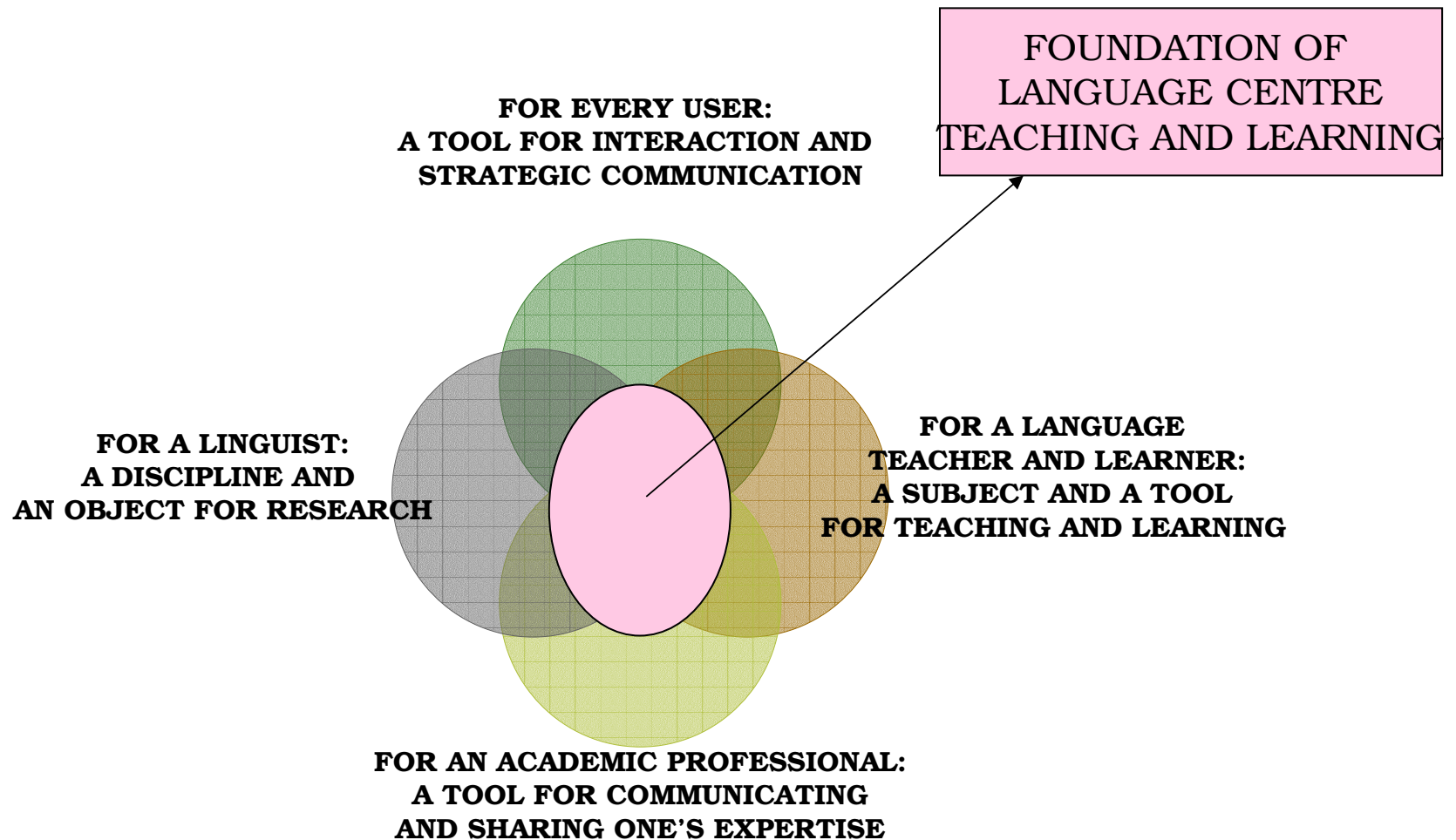
anne.e.rasanen@jyu.fi

Language Centre website: <http://www.kielikeskus.jyu.fi>

Factors affecting the definition of learning outcomes at JyU & its Language Centre

- ❑ Views of language, learning, and teaching
- ❑ Statutory requirements
- ❑ Workplace needs
- ❑ Student needs and aims
- ❑ Core areas of teaching in the three cycles
- ❑ Examples of learning outcomes and assessment criteria

DIFFERENT CONCEPTS OF LANGUAGE



CORE PROCESSES & SUPPORT PROCESSES for LEARNING LANGUAGE AND COMMUNICATION SKILLS in HE

Skills needed for study purposes & in working life

Communicatively confident expert

**Teaching language and
communication skills**

Development of learning and study skills

Socialisation in professional discourse

Preparation for working life

Study counselling

**Assessment of
learning and proficiency**

**Administrative
and ICT services**

Management and collegial action research

Focus of teaching and learning in relation to the three cycles

Cycle	Learning and study skills	Research Communication	Workplace communication
First Cycle / Bachelor	***	**	**
Second Cycle / Master	*	**	***
Third Cycle / PhD	*	***	**

COMPETITIVE EDGE FOR GRADUATE EMPLOYABILITY and PROFESSIONAL MOBILITY (according to various labour market surveys)

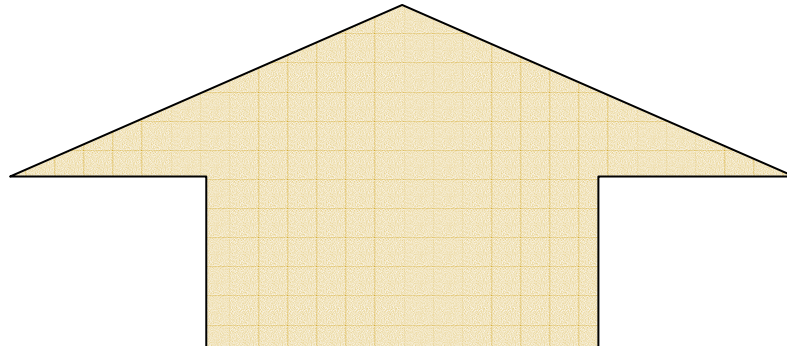
In addition to solid expertise in the subject matter:

- Communication competence and confidence in several languages (including excellent mother tongue skills)
- Multicultural competence for networking with people from different ethnic and cultural backgrounds (even in ELF contexts)
- Media literacy and good ICT skills
- Good presentation, problem-solving, critical thinking and team working skills
- Life-long learning skills for continuous updating of expertise and know-how

GENERAL AND SPECIFIC COMPETENCES OF ACADEMIC GRADUATES - ROLE OF LANGUAGE AND COMMUNICATION IN THE DEVELOPMENT OF ACADEMIC EXPERTISE (AR2005)

<p align="center">GENERAL COMPETENCES</p> <p align="center">SPECIFIC COMPETENCES/ EXPERTISE</p>	<p align="center">SCIENTIFIC & CRITICAL THINKING SKILLS</p>	<p align="center">PROBLEM- SOLVING SKILLS</p>	<p align="center">COMMUNICATION & SOCIAL SKILLS</p>	<p align="center">LIFE-LONG LEARNING SKILLS (i.e. ENABLING / TRANSFERRABLE SKILLS)</p>
<p align="center">ACADEMIC/ DISCIPLINE- SPECIFIC EXPERTISE</p>	<ul style="list-style-type: none"> ■ mastering terminology and discourse & cultural conventions of the field ■ critical information management ■ analysing & reporting 	<ul style="list-style-type: none"> ■ using own expertise to identify, analyse and evaluate problems and solutions ■ making team decisions, negotiating 	<ul style="list-style-type: none"> ■ receptive and productive communication skills and strategies + discourse competence for language use in academic and social contexts 	<ul style="list-style-type: none"> ■ language learning & metacognitive strategies ■ self-assessment skills ■ academic study skills for task management
<p align="center">RESEARCH AND INFORMATION MANAGEMENT SKILLS</p>	<ul style="list-style-type: none"> ■ searching & evaluating materials and information ■ classifying & note-taking ■ interpreting, synthesising & reporting on research 	<ul style="list-style-type: none"> ■ analysing & evaluating problems and solutions ■ sharing knowledge, networking & team working 	<ul style="list-style-type: none"> ■ ICT-mediated communication and collaboration ■ documentation & presentation skills 	<ul style="list-style-type: none"> ■ media literacy ■ cultural literacy ■ use of new learning environments ■ peer reviewing
<p align="center">PROFESSIONAL SKILLS</p>	<ul style="list-style-type: none"> ■ acting in the profession – professional practice (e.g. as a doctor, teacher, programmer, marketing manager, teacher, etc.) 	<ul style="list-style-type: none"> ■ solving problems related to profession ■ collaborating ,networking and decision-making with other professionals 	<ul style="list-style-type: none"> ■ intercultural presentation & communication skills ■ strategic communication skills for e.g. working in multidisciplinary teams 	<ul style="list-style-type: none"> ■ cultural sensitivity & tolerance of uncertainty ■ self-directed learning for continuous updating of professional skills
<p align="center">JOB/COMPANY- SPECIFIC SKILLS - developed in the workplace</p>	<p align="center">IN-HOUSE POLICIES, SYSTEMS & FOCUSES</p> <p>e.g. value systems, applying knowledge</p>	<p align="center">IN-HOUSE POLICIES, SYSTEMS & FOCUSES</p> <p>e.g. managing critical intercultural incidents</p>	<p align="center">IN-HOUSE POLICIES, SYSTEMS & FOCUSES</p> <p>e.g. client encounters, image building</p>	<p align="center">IN-HOUSE POLICIES, SYSTEMS & FOCUSES</p> <p>e.g. assessment skills, continuous learning</p>

LEARNING PATH FOR LANGUAGE AND COMMUNICATION SKILLS ACROSS UNIVERSITY STUDIES (1/3)



FIRST (BACHELOR'S) DEGREE

(compulsory language requirements in all degrees;
adequate skills required)

Mother tongue: speech communication and scientific writing

Swedish/Finnish as a second language: State examination

1st foreign language: academic reading and
information management + academic communication and
presentation skills

+ **2nd foreign language studies** in some degrees

LEARNING PATH FOR LANGUAGE AND COMMUNICATION SKILLS ACROSS UNIVERSITY STUDIES (2/3)

SECOND (MASTER'S) DEGREE (good skills required)
(compulsory & elective requirements, degree-specific, choice of several languages)

E.g. academic and professional seminar, presentation and writing skills; problem-solving, information management and evaluation skills; communication skills for international teams, projects, meetings and networks; compulsory 2nd foreign language studies in some degrees

FIRST (BACHELOR'S) DEGREE

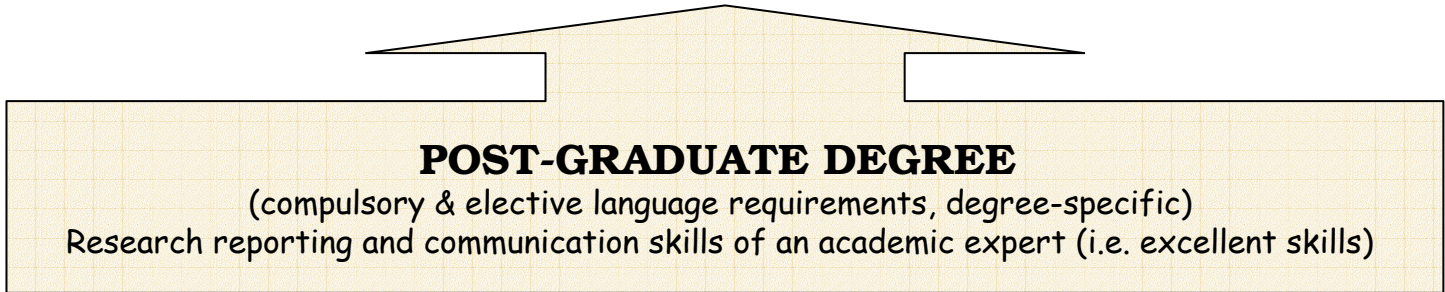
(compulsory language requirements in all degrees; adequate skills required)

Mother tongue: speech communication and scientific writing

Swedish/Finnish as a second language: State examination

1st foreign language: academic reading, communication and presentation skills
+ 2nd foreign language studies in some degrees

LEARNING PATH FOR LANGUAGE AND COMMUNICATION SKILLS ACROSS UNIVERSITY STUDIES (3/3)



Examples of learning outcomes/Bachelor level/ Academic reading and information management (degree-specific English, all non-language students)

On completion of the course, the student:

- has developed appropriate strategies for **extensive and intensive reading**
- knows how to scan, skim and locate the main points in extensive field-specific texts
- can identify various types of academic research reporting conventions and argumentation (e.g. qualitative vs. quantitative research reports, review articles, argumentative texts)
- has developed **academic study skills** required for information management and evaluation (e.g. search, use and evaluate electronic language learning resources)
- can understand academic and subject-specific terminology and concepts, and is able to use different vocabulary learning strategies
- is able to use mono- and bilingual dictionaries in a critical way for own learning and reading purposes
- has sufficient vocabulary to discuss and explain matters connected to his/her field in English
- can distinguish between facts and opinions in texts and can recognise discourse and culture-specific conventions
- knows how to discuss, summarise, synthesise and formulate research information in their own words orally and in written form in Finnish and in English
- is able to do self and peer assessments and to work in teams.

Examples of learning outcomes /Master's level/Professional reporting/IT & Business

- After completing the course students
 - Understand the types of knowledge and information management needed for professional and academic writing
 - Understand intercultural differences and effectively communicate in group and cross-cultural person to person settings
 - Have developed skills in synthesizing and evaluating professional and research information both orally and in writing
 - Are familiar with the conventions, language and register, and principles of professional and academic writing in the field
 - Know how to assess and edit their own writing, how to do peer evaluation, and provide constructive feedback

Examples of learning outcomes /English-medium Master's programmes/Integrated Research Communication (thesis writing course)

On completion of the course the students

- understand the types of knowledge and information management needed for **research writing**
- are familiar with the conventions, language, and principles of academic writing in their field
- understand intercultural differences in research writing and presentation
- know how to report quantitative and qualitative research and how to use references and citation without plagiarism
- have developed skills in synthesising and evaluating research information in various formats of written and oral academic communication and presentation
- know how to assess and edit their own writing and how to do peer evaluation and provide constructive feedback

Examples of learning outcomes /Post-graduate level/Project and Conference Skills

After the course the students

- are familiar with documentation and proceedings related to international project meetings
- are familiar with conference-related communication, presentation, and conventions
- know how to act as a presenter, active participant, and chair in an international session
- know how to prepare and give a professional presentation on their research topic