Implementing Learning Outcomes

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Implementing Learning Outcomes

• National college of Art and Design is a recognised college within NUI
• Provides a range of undergraduate and post-graduate courses in art and design
• 4 year degree course with a common first year course. Thereafter students are disciplines based in Fine Art, Design or Education
National College of Art and Design

- Degree course is split between studio practice and history of art and design,
- 80/20, with 80% of students’ marks allocated to studio practice the remainder to history
- Students submit both visual and text based material for assessment
Imagination and Curriculum

- Students in Fine Art/Design: create, make, construct, objects, artifacts or products including: paintings, prints, sculptures, installation, video, jewellery, ceramics, or design book covers and so on,
- Students are encouraged to use their imagination, generate original material, communicate visually to a client/audience/public.
Learning Outcomes and subjectivity

• The centrality of creativity, originality and imagination to the curriculum in art college can be a stumbling block when developing learning outcomes,

• Subjectivity and values are inherent to the subject area,
Modular = Straight Jacket

• Reluctance to formalise learning into modules and units,
• Can creativity be measured?
• How do you define originality or inventiveness and make this explicit in a course document?
• Will it reduce and limit the very thing an art college sets out to support?
Development of Ideas, Notes

- Documentary-maker related to M.S.
- Format?
  - Poems not instructively working as potential
- Posters
- Experiments
- Artwork
- Interpreting own words
- Offering
- Translation
- Visual dynamic
- Discussion on culture of fine pots in Europe is Ireland where there is none
- Mentioned Lorenzo
- Many showed examples of her work
- Lity of pots
- Works
- School? Too complex for transact.
- Poems on Under
- Content at moment: pulling our key words

Aside

- Portraits
- Exhibitions
- Poets
- Visually interpreting
- Their own words

Subject return to wooden piece, try if the words are of poems.

Advised - takes subject notes and start making piece

Cultural o' Lea caig: the people

Experiment - experimental place

Soundwave: abstract colours

Philip Maggi

O.C.

Translation again: poets' comments

Drafts: visually represents writing and translating
Learning outcomes and Limits

• Does an outcomes based approach limit the range of possibilities that can emerge over time?
• Will the opportunity for risk taking, experimentation and discovery be closed off?
• Will it increase the amount of continuous assessment and provide for additional paperwork?
• Will the learning outcomes listed be achieved and the unintended learning be overlooked?
Achieving Balance

- Clearly there is a need for balance and flexibility,
- Between clearly articulated learning outcomes such as: Design a range of stationary using InDesign in conjunction with Illustrator and or Photoshop
- And outcomes that provide challenges and allow for experimentation, risk taking and extending the possibilities of materials
Assessment Criteria

• At NCAD learning outcomes is a new approach to curriculum design, previously a behaviorist model dominated,
• Assessment criteria consisted of broad headings such as
• Inventiveness and development of ideas,
• Quality of Craftsmanship,
• Depth of Research, Quality of Solution
Explicit and Transparent

- The introduction of learning outcomes into year one and year two of the undergraduate course requires the addition of greater detail in assessment criteria.
- What is tacit and implicit needs to be made explicit in LO’s and linked to assessment criteria.
Start at a local level

- Introductory sessions for staff were followed by workshops,
- Started with developing learning outcomes for studio based projects,
- Agreeing definitions such as creativity, imagination at the outset is not advised, these issues can be picked up on later and more effectively once the work is underway
Reminders

• Identify and track transferable skills and ensure that levels are clearly articulated from year to year,

• Encourage staff to practice writing learning outcomes and gain confidence in this,

• Balance weighting of studio process with end product or artifact
Issues

• Recurring and common areas within and between subjects can be identified,
• Increasing choices, provide students with opportunities for transfer within and across Faculties,
• It can invigorate teaching staff and promote dialogue within and across Departments,
• It is easier to develop learning outcomes for a new course than revisiting an existing course,