

# Need of Capacity Building of Teachers on Learning Outcomes

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**Abstract-** Education is a social institution and is subject to change in response to social dynamics because the teacher can provide the much needed quality control devices through student assessment. He or she can be seen as the manager, motivator or at best, the managing director and chief executive officer of the educational system. The most meaningful information for improving instruction and providing clear and useful feedback to learners is collected daily in the classroom through classroom assessment of the learners. There is a direct relationship between appropriate classroom assessment techniques and higher student achievement, to the extent that when practiced effectively, can improve students learning. The academic imperative is for teachers to renovate their professional competence and capacity to be able to respond to the dynamics of classroom assessment. Therefore this paper discusses about the concept of learning outcomes, origin of learning outcomes, pillars of teachers' capacity in improving learning outcomes, need of capacity building of teachers' on learning outcomes etc. It also recommended among others, the training and retraining of teachers on newer method or techniques of classroom assessment and teachers sharing ideas with peers through teacher moderation.

**Keywords :** Learning outcomes, Capacity building of teachers, Pillars of capacity building for teachers, Need of capacity buildings of teachers in learning outcomes.

## Introduction

**Capacity Building:** Capacity building has been readily seen in the research literature as a means to educational reform. O'Day define capacity as "the ability of the education system to help all students meet more challenging standards" and identify four areas where capacity can be enhanced to strengthen reform efforts: teacher performance, resource availability, organization of work, and delivery of professional development services. Furthermore, they argue that while teacher capacity is an essential factor for educational change, other factors that collectively constitute organizational capacity are also critical to affect change in the classroom. Anfara and Mertens build on this notion that teacher capacity is influenced by other complex factors, and summarize what they see in the research literature as five common areas for capacity building: teacher knowledge, skill, and disposition; professional communities; program coherence; technical resources; and leadership.

Newmann argue that "professional development is more likely to advance achievement of all students in a school if it addresses not only the learning of individual teachers, but also other dimensions of the organizational capacity of the school". Indeed, the

literature on capacity building helps to answer the two central questions in the professional development literature discussed earlier. It seems that professional development is more effective and ultimately has greater potential to affect educational change when it can enhance the capacity of teachers, administrators, and schools; that is, increase the collective power in the school through the development of skills and motivation in order to strengthen student learning outcomes.

**Learning outcomes** are statements of what a learner is expected to know, understand and or be able to demonstrate at the end of a period of learning. They are explicit statements about the outcomes of learning – the results of learning. They are usually defined in terms of a mixture of knowledge, skills, abilities, attitudes and understanding that an individual will attain as a result of his or her successful engagement in a particular set of higher education experiences. In reality, they represent much more than this. They exemplify a particular methodological approach for the expression and description of the curriculum and levels, cycles, subject benchmarks statements. Learning outcomes form the basis for selecting appropriate content, learning activities, and assessment measures. Learning outcomes will also support the beginning and end of our e-learning framework, which will encompass not only the outcomes, but also the activities and assessment that you'll create to ensure that students achieve your goals for them.

A good learning outcome states what a student will know or be able to do at the end of instruction. It focuses on students' performance. There are also many benefits of using learning outcomes for students, such as; Learning outcomes focus on the learner. Well-written learning outcomes should give students precise statements of what is expected of them. Students can use the outcomes to measure and guide their own learning, and determine how much support to ask for pursue. Learning outcomes help in the planning instruction they also help to break down the syllabus and the teaching process so that instructors select meaningful content or materials and activities to aid the meeting of a learning outcome. Whenever we talk about writing learning outcomes then we come across some questions such as; how do I write a learning outcome? For the question the answer is very simple. At first, think about one module or topic in the course you have proposed. What would you like for each student to be able to do when he/she has completed that module? Working from that module or topic, write a specific statement describing what you want your students to have achieved as a result of completing the activities prescribed. That achievement should be observable to you. After that it can be followed by creating learning outcomes and exam questions that activate and assess varying levels of student thinking skills, including:

- Knowledge
- Comprehension
- Application
- Analysis
- Synthesis
- Evaluation
- Creation.

As we all know that a teacher play a very important role in the process of teaching-learning, the learning outcome is to be made by a teacher in such a way that the students must attain the concept clarity of what they are learning instead of just the traditional form of learning were it includes mere mugging-up of the things or memorizing the thing what the teacher is teaching to them. We are already aware enough of the fact that a teacher is the creator of a responsible person or citizen and hence it is a teachers' first and the foremost duty to create good and responsible citizens or individuals who would prove the universal concept of 'live and let live.' Education alone is the best mechanism to solve all the worldly problems only if a teacher is able to make their students understand the difference between 'being literate' and 'being educated.' This is possible only by a teacher who is also said to be an 'architect' or a 'potter' by practicing the best learning outcome.

### **What are the Characterstics of Good Learning Outcomes**

Key characteristics of learning outcomes include:

- The intended achievement for the learners must be meaningful.
- The intended achievement for the learners must be measurable and observable.
- The outcome should speak to the quality standards.

The ultimate test when writing a learning outcome is whether the action can be assessed. If not, the outcome probably does not meet all three characteristics. There should be as many outcomes as needed to clearly reflect what students will learn from the course.

### **Tips for Writing Learning Outcomes**

- Use action verbs (e.g., demonstrate, perform, write, recite, list, explain, etc.).
- Address them directly to the student: "You"
- Keep them short
- Write a clear, lead-in statement (e.g., "In this course, you will apply the concept...", "By the end of this course, you will have designed....")

### **Origin of Learning Outcomes**

Learning outcomes do not have a particularly edifying history. Their origins can be loosely traced to the 19th and 20th centuries and the work of Ivan Pavlov (1849-1936) and then the work of the American 'behavioral school' of psychological thought developed by JB Watson (1878-1958) and BF Skinner (1904-1990). Pavlov undertook famous experiments associated with the 'conditioning' of salivating dogs and automatic learning. Following this the psychologists Watson and Skinner pioneered the behaviorist approach that explained human behavior in terms of responses to external stimuli. Notwithstanding Skinner's abhorrent ideas on mass conditioning, programmed instruction and the excesses of his extreme views, this work led to productive research that improved American teaching, learning and training methods in business, industry and the armed forces. Behaviorism emphasized the clear identification and measurement of learning and the need to produce observable and measurable outcomes. Subsequently, the 'learning outcomes approach' was refined by educational practitioners in Australia, New Zealand, South Africa and the United Kingdom

and (more recently) by Denmark, Sweden, Ireland and other parts of Europe. From somewhat dangerous beginnings, the emphasis on learning outcomes has evolved to encompass all subject areas, and has moved from school and vocational education and training (VET) fields through to higher education. Their chief advantage is the clarity and precision they bring to any curriculum development process.

### **The Professional Teaching Pillar-Enhancing Teachers' Capacity**

The underpinning of the professional teaching pillar is that excellence in educational practice requires a commitment to professional growth. Professional development has the potential to impact teachers' growth and effect change especially if it is sustained and focused on teachers' knowledge, instructional practice, and student learning. The ACE Collaborative enhances teacher capacity by providing professional development to strengthen knowledge and skills and does this in several key areas:

- It introduces a differentiated unit structure to teacher planning.
- Emphasizes student-centered classroom instruction.
- Encourages the use of systematic formative assessments and differentiated summative assessments.

### **Planning**

The ACE Collaborative proposes that instruction is best served in the context of units that are carefully scaffolded, develop critical thinking, and are differentiated to serve the needs of both struggling learners and high-achieving learners. A major component of the program is a nuanced unit planning model in which each unit of instruction is focused on an enduring understanding and framed by Marzano's three dimensions of learning:

- acquiring and integrating knowledge
- extending and refining knowledge and
- using knowledge meaningfully.

### **Instruction**

Learning new knowledge, applying it to practice, and reflecting on results with colleagues are beneficial professional development practices. The ACE Collaborative supports this approach. The program introduces active learning strategies and promotes student-centered classroom instruction to advance a clear learning objective.

It encourages brief walk-through classroom visits by principals and colleagues so that data can be gathered, reviewed over time, and used to improve practice.

### **Assessment**

Assessments work best as part of a coherent system providing multiple, varied, and valid measures of learning. The ACE Collaborative recognizes the importance of alignment between learning outcomes and diverse assessments that inform instructional practice and evaluate student learning. As such, the program introduces a variety of formative assessment strategies, the idea of two summative assessments during a unit instead of one, and data-

based decision making in the classroom. Each of the topics that the ACE Collaborative introduces is carefully scaffolded to support teachers as they bring about change in their practice. Two annual week-long summer workshops and annual fall and spring visits for follow-up professional development days provide on-site professional development while ongoing feedback on curriculum development and online resources further support the work of diocesan teachers. Research shows that teachers feel their needs for professional development in curriculum, instruction, and assessment are being met through the ACE Collaborative offerings. A focus on individual teacher knowledge, skills, and dispositions must advance the collective work of the school. If this does not occur, success might be evident in limited settings but overall, learning improvement cannot be sustained. For this reason, enhancing group capacity is also critical.

### **The Need For Building Teachers' Capacity in Classroom Assessment**

The most meaningful information for informing instruction and providing clear and useful feedback to students or learners is collected daily in the classroom. This overall process carried out by the teacher is referred to as classroom assessment. Generally, student given account of students and determine whether the intention or goal of the teaching has been realized. This is a vital indicator of student's capability and a justification for parents or guardians expenditure of scarce resources. Recommends the use of continuous assessment evaluation method in schools. Continuous assessment is a method of ascertaining what a student gains from development, taking account of all his or her performance in tests, assignments, projects and his or her general attitudes and interest in the school performance. The main characteristics, he explained, are its coverage in terms of special knowledge, attitude, and interest and skill development of the students. This task for the teacher requires hard work, mental energy, thoroughness and diligence considering large class size and diversity. There is no doubt that no educational system can rise above the quality of its teachers. This means to achieve a functional educational system, the teachers must be able to respond to educational changes meant to achieve such objective. Fear of change is very fundamental to human nature. Consequently, in most cases, teachers have the tendency to resist change and insist on old practices. To allay fears of teachers, their capacity to deal with the new challenges must be built for improved performance. Capacity is "the ability to understand or do something" and building is "an increase in the amount of something over a period of time". Building capacity of teacher in education process therefore, is the conscious attempt at upgrading, renovating, and acquiring skills, abilities and strategies that must increase consistently over time and enable teachers react appropriately to academic dynamics including professional training, lesson delivery, effective use of instructional materials, teachers' communication skills. Appropriate classroom assessment techniques and tools can help teachers at the basic education level plan or modify instruction, communicate important learning goals to pupils, and result in corrective feedback about how to improve. High quality classroom assessment techniques have also been linked to higher student achievement.

## **Teacher' Capacity Building for Effective Response to Challenges of Classroom Assessment**

Actualizing assessment reform at the classroom level is a long-term endeavor that will not happen as a result of a single workshop or conference. Such reform involves learning about and then implementing more effective assessment methods and strategies in the classroom with their pupils or students. To achieve these, the following initiatives are vital in building teacher capacity in classroom assessment to improve student learning.

### **Need of Capacity Building of Teachers on Learning Outcomes**

Till now we have discussed much about capacity building of teachers with respect to the classroom assessment as we are very well aware of the fact that assessment is the core of judging the learning outcomes. Hence, a teacher needs to be skilled enough to give the best learning outcome after the course is finished which is only possible if he/she is well trained in imparting his/her knowledge well and himself/ herself has the best content knowledge and concept clarity. Let us discuss some of the needs of capacity building of teachers on learning outcomes. Some of them are stated below:

- The teacher himself/herself must be aware about the learning outcomes of what the students intend to learn after the completion of the course and if not then he/she will fail to impart the right knowledge to the students due to which the learning outcome will not have any meaning at all.
- The teacher should have mastery over the subject and the content taught or else he/she can never justify the learning outcomes for the students because he/she himself/herself has no knowledge of the content taught.
- To frame the learning outcome is not an easy task. It can be only done if a teacher is very much expert in framing the learning outcome with the help of the course content and this expert skill can be achieved by regular hard work and practice of framing good learning outcomes with the help of experts, by attending different workshops and coming in contact with different resource persons. The present seminar is also the best example of how the teacher can develop their capacity in framing good learning outcomes.
- The more number of learning outcomes can never result in a good learning outcome. Though the number of learning outcome is less it can be made very effective and this can be done with the help of my seminars, workshops, special training programs etc.

### **Conclusion**

Students are the backbone of any nation and are also the wet clay in the hands of the teachers who is to give them the best shape so that they can be the responsible citizens and above all can be the human being as a whole filled with the concept of humanity were they learn and practice the concept of 'live and let live.' This can be possible only if they are able to understand the difference between 'being literate' and 'being educated.' The concept of learning outcomes are the core of the teaching learning process which is to be framed by the teacher before the beginning of the course or the lesson were the teacher decides about what the students will learn after the completion of the entire course or lesson. Hence, before

he/she frames the learning outcomes they must be aware enough of what they are going to teach their students and also what the students will learn. As the learning outcome is highly dominated by the teacher it is very necessary to develop the teachers' capacity in developing good learning outcomes because it is the teacher alone who can shape and modify the student future and give them the best success.

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