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POTENTIAL OF ASSESSMENT PROCEDURES TO ENHANCE LEARNING OUTCOMES(*)

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إمكانية إجراءات التقييم لتعزيز نتائج التعلم

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الملخص

يتم تعزيز الاهتمام بتقييم نتائج التعلم اليوم من خلال المتطلبات التي عبر عنها المجتمع للحصول على مهارات الخريجين في مختلف مجالات الأنشطة. ومن ثم، تعتبر نتائج التعلم جزءاً أساسياً من أي نوع من عملية تعليمية. نتيجة التعلم هي بيان واضح لما يُتوقع من المتعلم أن يكون قادراً على القيام به، أو معرفته عن اللغة ويكون ذو قيمة عند الانتهاء من وحدة دراسية، وأخيراً ما هو مقدار الكفاءة المنشود لتحقيق تلك المخرجات، كما ينص على كل من مواد التعلم وكيفية إثبات تحقيقها. ستعزز هذه الدراسة أهمية إجراءات تقييم نتائج التعلم في تطوير كفاءة المعرفة المعلوماتية لدى طلاب التعليم العالي والتي ينبغي أن تكون ذات قيمة في جميع مجالات الحياة. سوف تستنتج الدراسة أنواعاً مختلفة من الأدوات والأساليب التي يمكنها تقييم المعرفة والمهارات لتقييم أهمية التقييم الدراسي. وباستخدام أنواع مختلفة من أنشطة التقييم، يستطيع المعلمون تحسين أنشطة التقييم التي تعد جزءاً مهماً من إجراءات التقييم الدراسي لتحقيق نتائج التعلم.

يتمثل الهدف الرئيسي في سياق الجامعة في تعزيز أنشطة التدريس المبتكرة التي أصبحت بشكل متزايد تعتبر الطلاب جزءاً نشطاً من عملية التعلم مما يعزز نتائج التعلم ومعارفهم ومهاراتهم. تتمتع ممارسات التقييم المبتكرة بالقدرة على تغيير الطريقة التي تعمل بها الجامعات وذلك من خلال التركيز على مهام التقييم المصممة جيداً، حيث يُتوقع من الطلاب العمل بشكل جماعي والمشاركة بشكل فعال في التقييم وكذلك إعطاء الطلاب الفرصة للمساهمة في عملية التقييم.

لغرض اكتشاف إمكانات إجراءات التقييم في تطوير نتائج التعلم، يتم تقييم إحدى المقررات التي يتم تدريسها في قسم اللغة الإنجليزية بجامعة البنجاب بباكستان لطلاب بكالوريوس اللغويات وتكشف نتائج الدراسة أن تقييم نتائج التعلم اليوم أصبح جزءاً لا يتجزأ من عملية التعليم والتعلم، وبغض النظر عن الأساليب أو الأدوات التي نستخدمها لتقييم أداء الطلاب للمعرفة أو المهارات المعرفية، فإنه يجب أن يتم ذلك بطريقة إيجابية ومشجعة. علاوة على ذلك، فإن استخدام أنشطة التقييم المختلفة هو مؤشر واضح إلى أن تحقيق نتائج التعلم يعتمد على الاستخدام السليم لأدوات التقييم، وعندها فقط يمكننا الإقرار بإمكانات التقييم الدراسي في تعزيز نتائج التعلم.

الكلمات المفتاحية: نتائج التعلم، التقييم، المعرفة، المهارات، التعلم النشط



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Abstract

The concern for the assessment of learning outcomes is reinforced today by the requirement expressed by society to get hold of skills graduates in various fields of activities. Hence, Learning outcomes are considered as an essential part of any type of learning process. A learning outcome is a clear statement of what a learner is expected to be able to do, or to know about language and provide value at the completion of a unit of study, and finally how well they should be expected to achieve those outcomes. It states both the substances of learning and how its attainment is to be demonstrated. This study will enhance the importance of assessment procedures of learning outcomes in developing higher education students' information literacy competence which should be valued in all the fields of life. The study will find different types of tools and methods which can evaluate knowledge and skills to evaluate the importance of assessment. By using different types of assessment activities, teachers can improve activities of evaluations that is an important part of assessment procedures to achieve the learning outcomes.

A central objective in the university context is to promote innovative teaching activities that increasingly see students as an active part of the learning process, fostering their learning outcomes, knowledge, and skills. Innovative assessment practices have the potential to shift the way universities function. By focusing on well-designed assessment tasks, where students are expected to work collegially and are actively involved in assessment, the opportunity to engage students in the assessment process is realized.

For the purpose of finding out the potential of assessment procedures in developing learning outcome, one of the courses taught in English Department of Punjab University, Pakistan to the BS Linguistic students is assessed. The findings of the study reveal that assessment of learning outcomes today becomes an integral part of teaching and learning process, though whatever methods or tools we use to evaluate students' performance of knowledge or cognitive skills, it should be in a positive and encouraging way of assessment. Moreover, the use of different assessment activities clearly points out that the achievement of learning outcomes depends on the proper use of assessment tools, then only we can see the potential of assessment in enhancement of learning outcomes.

Keywords: learning outcomes, assessment, knowledge, skills and active learning



Research Questions:

1. Why is it important today to assess the learning outcomes?
2. What methods and tools are we using to evaluate knowledge and skills, in order to offer a positive, encouraging assessment?
3. What are the main concerns of teachers for improving their evaluation activities?

Objectives of Research

- a. To find out the importance of assessment procedures of learning outcomes.
- b. To describe methods and tools that are used to evaluate learning outcomes.
- c. To identify the factors to improve the evaluation activities.

Introduction

learning outcomes are guiding tools which guide the students to the desired results of the planned course. Similarly, they show and help the teachers the path to be followed and make the students aware what they will be able to achieve at the end of the course. This study is going to find out the potential of assessment tools which enhance the learning outcomes. To understand the importance of learning outcomes we do need to state the importance of assessment procedures in achieving goals. For that purpose, different methods and tools are used to evaluate learning outcomes. Through those tools teachers will come to know that how can they improve those activities which they use as an assessment tools.

Assessment plays a crucial role in education, allowing teachers to gauge students' understanding, track progress. To effectively assess student learning outcomes, teachers rely on a variety of assessment tools. These tools provide valuable insights into students' knowledge, skills, and abilities, helping educators make informed decisions about their teaching strategies. Assessment tools can be used to help support active learning, facilitate team building activities and foster peer-to-peer learning. They also provide alternative assessment methods and can be used to check in on student learning in real time. When selecting an assessment tool, it is essential to consider certain characteristics that contribute to its effectiveness and reliability. Here are four key characteristics to look for:

**Reliability**

Reliable assessment tools consistently produce accurate and consistent results. It should yield similar outcomes when administered multiple times to the same group of students or when different teachers assess the same student. Reliability ensures that the assessment is dependable and free from random errors.

Validity

Validity refers to the extent to which assessment tools measure what it intends to measure. A valid assessment tool aligns with the learning objectives and accurately assesses the desired knowledge, skills, or abilities. It ensures that the assessment provides meaningful and relevant information about student learning.

Equitable

Equitable assessment tools ensure fairness and impartiality. It should be free from bias and discrimination, allowing all students, regardless of their background or characteristics, to demonstrate their true abilities. An equitable assessment tool promotes inclusivity and provides equal opportunities for all learners.

Standardization

Standardization refers to the consistent administration and scoring of assessment tools. It ensures that all students are assessed under the same conditions, using the same criteria. Standardization allows for fair comparisons among students and facilitates the interpretation of assessment results. As it is crystal clear, there are two types of assessments used to conduct for the achievement of learning outcomes in all educational institutes.

Formative Assessment

Formative assessment is a planned, ongoing process used by all students and teachers during learning and teaching to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes and support students to become self-directed learners. It is an essential part of teaching and learning process.

More specifically, formative assessments:

- help students identify their strengths and weaknesses and target areas that need work.



- help faculty recognize where students are struggling and address problems immediately.

In a nutshell, it points out what is good about the work and what is not good. Similarly, it also indicates the factors that the students and teacher will plan in the future for learning. So, this can be called assessment for learning.

Some formative assessment examples include interactive quizzes, multiple choice questions (MCQs), assignments, or group projects, which help students put their understanding to the test. In the present study the tool of quiz and assignment is used to evaluate students' performance as a formative assessment method.

Summative Assessment

Summative assessment is an appraisal of learning at the end of an instructional unit by comparing it against some standard or benchmark. Summative assessments are designed to assess both the effectiveness of the program and the learning of the participants.

Summative assessment evaluates the mastery of learning whereas its counterpart, formative assessment, that measures progress and functions as a diagnostic tool to help specific students. Generally, summative assessment gauges how a particular population responds to an intervention rather than focusing on an individual. It often aggregates data across students to act as an independent yardstick that allows teachers, administrators, and parents to judge the effectiveness of the materials, curriculum, and instruction used to meet national, state, or local standards. Summative assessment includes midterm exams, final project, papers, teacher-designed tests and standardized tests. In this research paper, midterm exam and final exam papers are used as assessment tools to the achievement of learning outcomes. The logic and dependability of summative assessment are of great importance. It can also provide information that has formative value.

The value of effective learning outcomes

Learning outcomes are indicators of success of an academic course or program. Learning outcomes give a clear idea of what can be achieved by joining a particular program. Whether it's a short course or a degree program, the learning outcomes should be listed and written down before



the start of the course to know and to check whether the course is designed and conducted perfectly. Based on the identified learning outcomes, teaching context, learning activities and assessment scheme have to be properly designed to successfully conduct and complete the course or program. So it can be said that learning outcomes statements should be:

- Use clear language that is understandable by students and other potential clients
- Link to the generic or course graduate attributes.
- Be achievable and assessable, and relate to explicit statements of achievement
- help teachers design their teaching material more effectively

The purpose of this paper, therefore, is to address the potential of assessment procedures that can enhance learning outcomes. Whatever assessment method or tool is used; it must provide accurate data of students learning outcomes. Therefore, the present study is providing us with a clear potential of enhancement of learning outcomes via direct (formative and summative assessment tool) and indirect (questionnaire of learning outcomes tool) evaluation procedures.

Literature Review

Assessment is a most powerful educational tools for promoting effective learning. But it must be used in the right way. There is no evidence that increasing the amount of testing will enhance learning. Instead the focus needs to be on helping teachers use assessment as a part of teaching and learning in such ways that will raise student's achievement. Some studies exist to light on the related subject of this present study as Black et al., put feedback at the heart of formative assessment: Assessment for learning is any assessment for which the first priority in its design and practice is to serve the purpose of promoting pupils' learning. It thus differs from assessment designed primarily to serve the purposes of accountability, or of ranking, or of certifying competence. An assessment activity can help learning if it provides information to be used as feedback, by teachers, and by their pupils in assessing themselves and each other, to modify the teaching and learning activities in which they are engaged. Such assessment becomes, "formative assessment" when the evidence is actually used to adapt the teaching work to meet learning needs (Black et al., 2003b, pp.2-3) (my italics)



The Organization for Economic Cooperation and Development (OECD) recently lent its support to formative assessment as a powerful learning tool: Teachers using formative assessment approaches guide students toward development of their own learning to learn skills that are increasingly necessary as knowledge is quickly outdated in the information society (OECD, 2005, p.22)

OECD is not an education agency, so it is not the educational aspects of formative assessment that it had found appealing. Rather, as an economic agency, it understands perhaps better than most, the centrality of learning to economic growth and development in its member countries. From a purely economic point of view, formative assessment can be linked to such popular constructs as “the knowledge society” and “lifelong learning” since it appears to promises learning gains not just for some students but for all (Black & William, 1998).

The OECD’s policy support for formative assessment is by no means an isolated action. An examination of current reform agendas internationally also finds considerable support for formative assessment (Curriculum Development Council, 2001; Learning and Teaching Scotland, 2006; Scottish Executive, 2003; Educational Institute of Scotland, 2002; New Zealand Education Gazette, 2002; Saskatchewan Learning, 1993; Department of Education and the Arts, 2005). In supporting formative assessment, a great deal of reliance has been placed on Black and William’s (1998) now classic study that highlighted the virtues of formative assessment as a tool to enhance learning. Yet that review was not without its critics (Biggs, 1998) and subsequent work in the field (Taras, 2005; Harlen, 2005, 2006, 2007; Gioka, 2007.) has begun to explore the relationship between formative and summative assessment with a view to highlighting the learning potential across all forms of assessment. Given an emerging academic ambivalence related to the differentiation of assessment, the support for formative assessment at the policy should not obscure the important issues that remained to be addressed in relation to summative assessment. This is not necessarily to question the value of formative assessment. Rather, the valorizing formative assessment over other forms of assessment could be problematic if it is assumed that the promotion of formative assessment somehow solves the problems of summative assessment. As Biggs (1998) has pointed out, for example, summative



assessment also influences student learning, and sometimes in negative ways. Other writers also refer to the possible negative effects of assessment on learning (Boud, 2001, Gielen, Dochy, & Dierick, 2003) so that the purposes and contexts of assessment need always to be considered. An exclusive focus on formative assessment, therefore, may well leave summative assessment practices unquestioned and, as Stiggins (2002, p.761) has pointed out, the result for some students may cause them to “give up in hopelessness”.

Like previous studies, this study also provides the importance of assessment procedures which are very helpful to appraise the learning outcomes, by using formative and summative assessment as direct evaluative tool and learning outcomes survey as indirect evaluative tool. The study specifies some of the assessment methods which are applicable to enhance the learning outcomes. The main interpretation is that learning outcomes must be seen as a valid construct but that the results are highly dependent on the use of assessment tools.

Research Methodology

Research methodology is the scientific method used to get the data based on a purpose and function (Sugiono, 2006:1). Methodology helps the researcher to understand and analyze how to achieve the research goals. In other words, the method is the way of working systematically to make the implementation of the research objective easier. A well-defined research methodology allows the researcher to create an investigation plan and structure it to obtain evidence and answer the research questions (Panneerselvam, 2014). In this study both types of quantitative and qualitative research methods are used to find out the answers of the research questions. Because in assessment tools not only quizzes, presentation, midterm and final exams were used but also survey of learning outcomes was administered to the students to collect data.

Focus of Research

The current study is investigating the potential of assessment procedures in enhancing learning outcomes also which methods and tools are used for positive assessment and finally in which ways teachers can improve their assessment activities? In doing so, one of the courses of English department at Punjab University designed for BS program students has been selected for



investigating leaning outcomes. The course is entitled with “Introduction to Linguistics-II” with course code ENG-104 on 3 credit hours. This course is a continuation of the course Introduction to Linguistics-I ENG-102. It gives emphasis on how the students are able to understand and comprehend major schools and movements in Linguistics and use of language in communication. This course also focuses on students’ ability in introducing and expressing themselves in different situations. This course had taught in three campuses, main campus Punjab University, University Collage of Gulbarg and University Collage of Samnabad.

The course was taught in a unified way where the same assessment tools and methods were used to evaluate learning outcomes. During assessment two quizzes, one midterm exam, one individual presentation and final exam are used as direct assessment tools, and later on one questionnaire of learning outcomes is used for the successful evaluation of the course at the end of the semester from the students who studied this course in whole semester as indirect assessment tool.

Course Main Objective

Students will be able to explain

1. Major schools of thoughts and movements in Linguistics
2. Use of language in communication

Following are selected learning outcomes for the course.

- Describe aspects of general linguistics in detail
- Analyze phonemes, morphemes, and syllables based on set criteria
- Illustrate Schools of Linguistics (Mentalism, Behaviorism, Generativism, Structuralism, Functionalism)
- Engage in innovative illustrations through collaborative practical approaches.

Technique of Data Collection:

The data was collected using both direct and indirect types of assessments after completing 45 credit hours teaching and learning process. For direct assessment quizzes, presentation, progress test and final test were taken and for indirect assessment a CLOs (course learning outcomes survey) was conducted on a unified base in all campuses. After collecting direct and indirect assessments data, a course report has been prepared by the course



leaders in each campus and sent to the course coordinator who collected data from all three campuses and prepared a comprehensive report to find out the potential of assessment procedures to enhance learning outcomes.

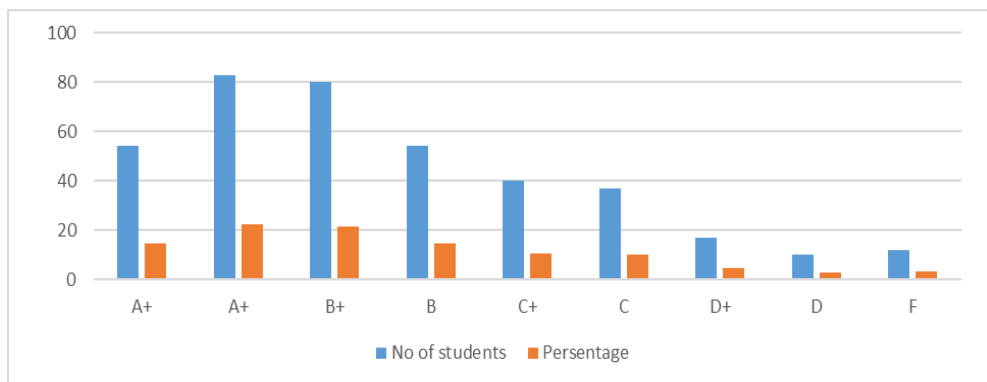
Findings & Discussions

For the measurement of the data collection altogether 401 students were registered this course but 375 students were able to complete this course. There were eight teachers who taught this course. In planned teaching strategies, there were lectures, peer and group discussions, and presentation were planned during lectures. Then, two quizzes, progress test and final exam were planned as test assessment tools.

For direct assessment, quizzes and exams were taken and for indirect assessment a course evaluation survey were conducted. Result of direct assessment can be seen through following table and graph.

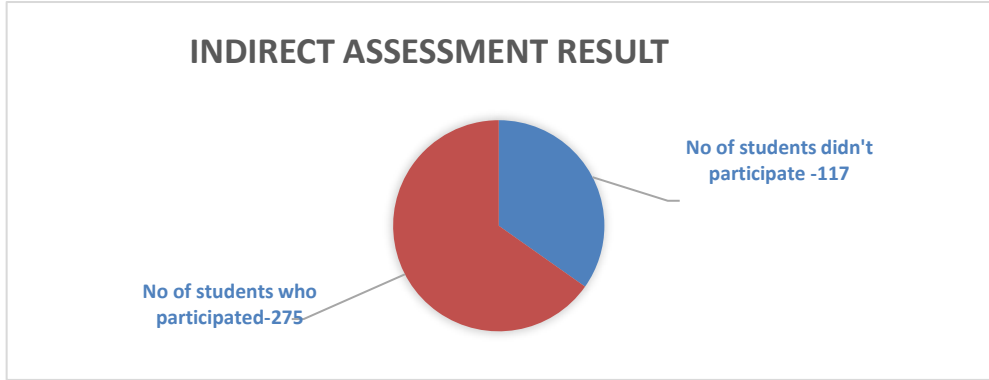
(Result of direct assessment) (Table-1)

	Grades									Status Distributions					
	A+	A	B+	B	C+	C	D+	D	F	Denied Entry	In Progress	Incomplete	Pass	Fail	Withdrawn
Number of Students	54	83	80	54	40	37	17	10	12	1	2	2	375	12	14
Percentage	14.4%	22.13%	21.33%	14.4%	10.66%	9.89%	4.53%	2.66%	3.10%	0.24%	0.48%	0.48%	96.90%	3.10%	3.41%

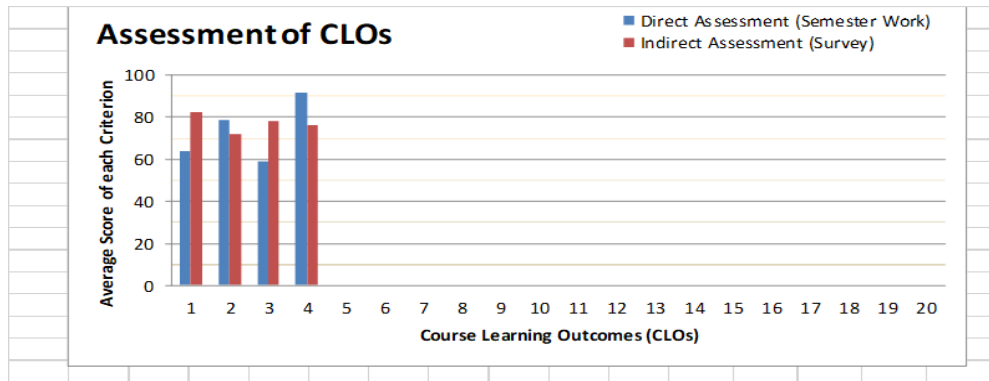


(Course learning assessment graph-1)

Table 1 explains the grading of the students result with the percentage. Result of indirect assessment can be seen through the following table and graph, in indirect assessment only 275 students were involved to do this CES (course evaluation survey) out of 375 students who completed the course.



(Indirect assessment graph-2)



(Course Learning Outcomes Assessment Results, graph-3)

Above figure clearly has shown that the actual level of student's success is greater than the target level of their success. The target level of CLO 1 was decided as 60% and actual level of students is 63.97% which means that students passed the CLO and met the criterion. The target level of CLO 2 was set as 60% and students passed the CLO 2 with 78.35% and met the criterion. This explains that CLO 1 was designed to check students' knowledge related to different aspects of linguistics. CLO 2 was designed to analyze student's perception on phonemes, morphemes, and syllables based on set criteria. Therefore, both the CLOs are more than of target one.



For development of student's Illustrative and collaborative skills the CLO 3 and CLO 4 were designed. The actual level of CLO 3 (59%) is below the target level (60%) which means for achieving actual level of CLO 3 needs to review the procedures of teaching and learning process. The result shows that students are unable to illustrate different schools of thoughts. Their comprehensive skills need to improve more by using some new and different techniques in teaching that can enhance learning outcomes in such an effective way. This result of CLO clearly answers our research question i.e. What methods and tools are we using to evaluate knowledge and skills, in order to offer a positive, encouraging assessment? Whereas CLO 4 achieved its target level on high scale which is 91.76%, and students prove via their performance that they have strong collaborative practical approaches.

Hence on the base of this assessment analysis of the result of these course learning outcomes, it has revealed that the majority of students are interested in learning this Introduction to linguistics II course for their bachelor degree program.

The modern learning methods of assessment fetch you a refreshed version of knowledge that is accessible at convenience and have a great potential to enhance different course learning outcomes. Learning outcomes are indicators of success of an academic course or program. The results are clearly demonstrating the potential of assessment tools which enhance the learning outcomes. Therefore, the finding is revealing the answers of the questions of the study, firstly, assessment tools are very much important for enhancing the learning outcomes. Secondly, use of different methods and tools to evaluate knowledge and skills of the learners encourage the positive assessment. Thirdly, through this result, teachers can further improve their assessment activities by the factors which were indicated during assessment. Based on this data, the identified learning outcomes, teaching context, learning activities and all assessment scheme that was designed to conduct and complete the course is successful.

Conclusions

To sum up, the significance of assessment in teaching and learning process has been known recently. Assessment of learning outcomes is very important for the students to acquire achievements in language learning. It plays a crucial role in the process of learning, and connects students to new knowledge using their current abilities.



The present study focuses on that all of us have to assess the course learning outcomes by using formative, summative, direct and indirect types of assessment. We have been optimistic about the ways in which assessment of all kinds might be brought to focus on learning, but in particular have tried to focus on summative assessment in this regard. That's why the findings of the study reveal that the importance of assessment of learning outcomes today is that whatever methods or tools we are using to evaluate students' knowledge and cognitive skills, it should be in positive and encouraging way of assessment through which students are satisfied with their performance.

Teachers can also improve their learning materials, activities, tools, methods or the strategies that are in use. Different types of learning evaluation activities can make appropriate form of assessment through the easiest way to evaluate teaching and learning process. By focusing on assessment tasks, students are expected to work collaboratively and are actively involved in assessment opportunities. Innovative teaching activities can increase students learning process, and also can help in fostering their learning outcomes, knowledge, and skills. Finally, the study sums up that innovative assessment practices have the potential to shift the way of assessment in enhancing the potential of learning outcomes.

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