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

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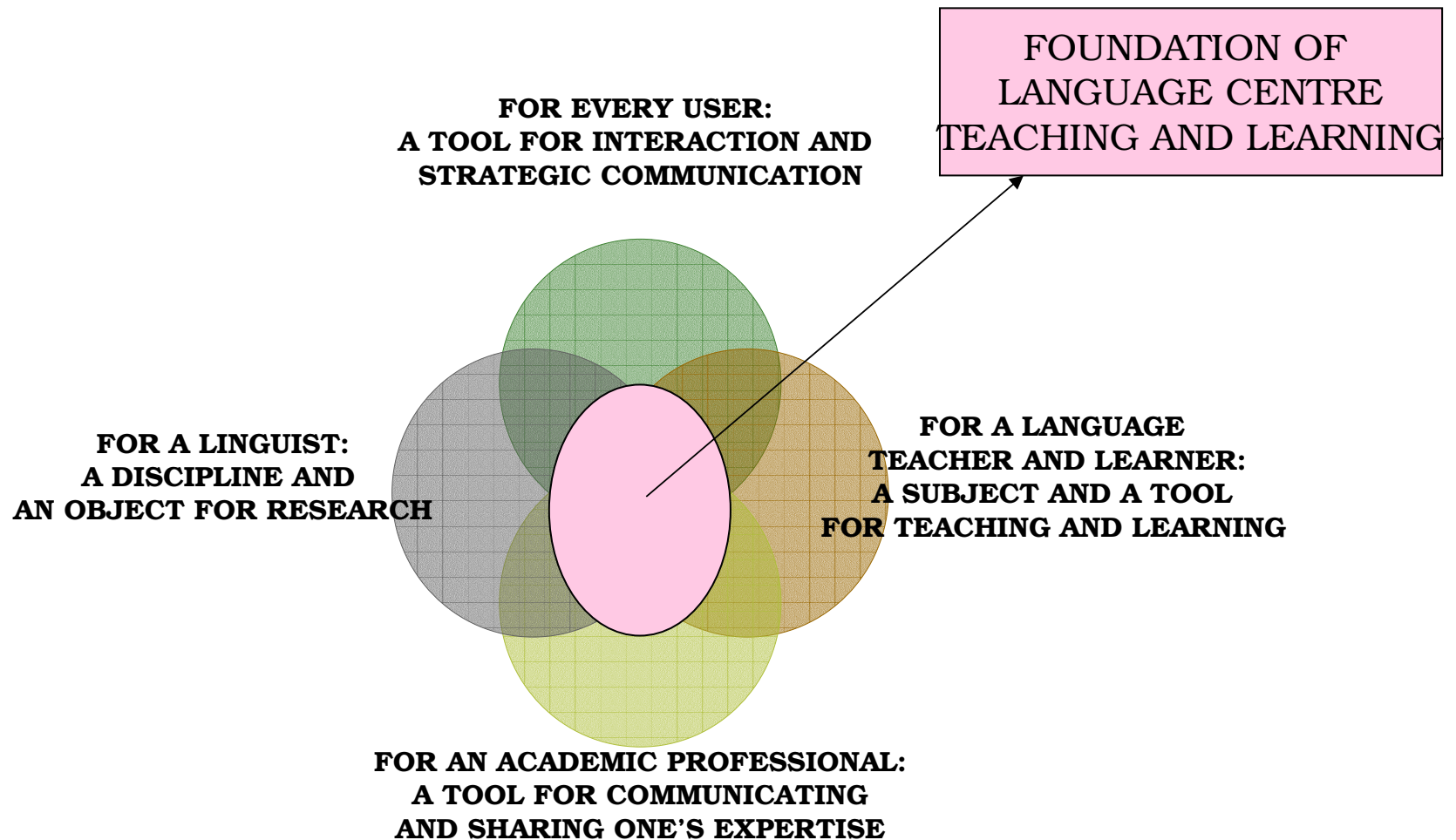
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# Factors affecting the definition of learning outcomes at JyU & its Language Centre

- ❑ 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

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## DIFFERENT CONCEPTS OF LANGUAGE



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

**Skills needed for study purposes & in working life**

**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**

**Communicatively confident expert**

# 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	*	***	**

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

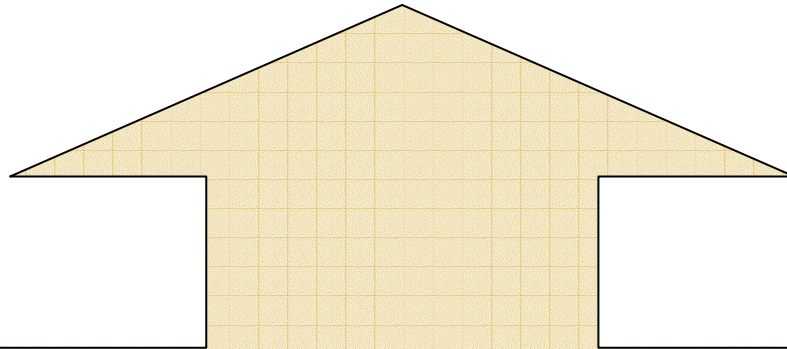
In addition to solid expertise in the subject matter:

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

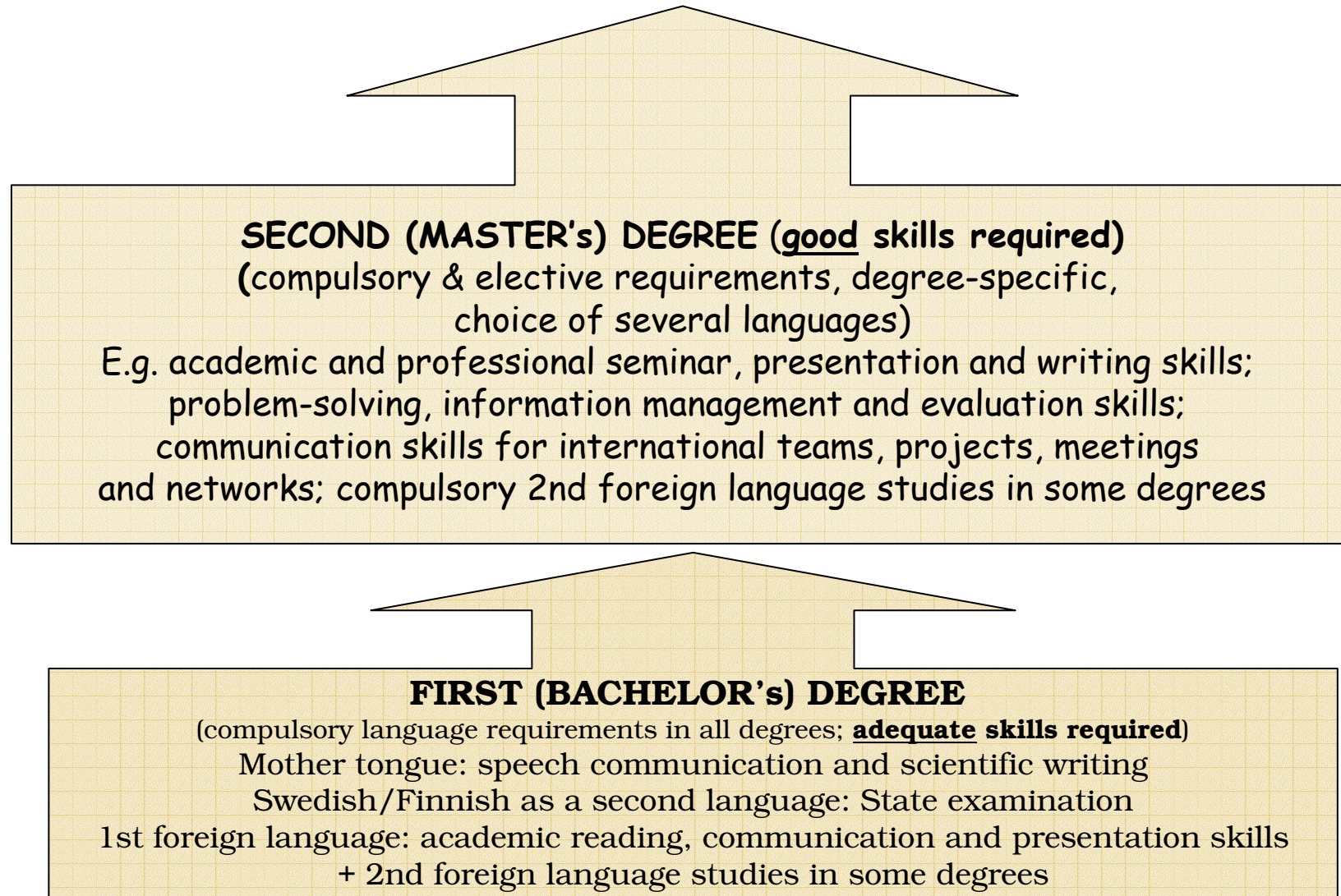
**Swedish/Finnish as a second language:** State examination

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

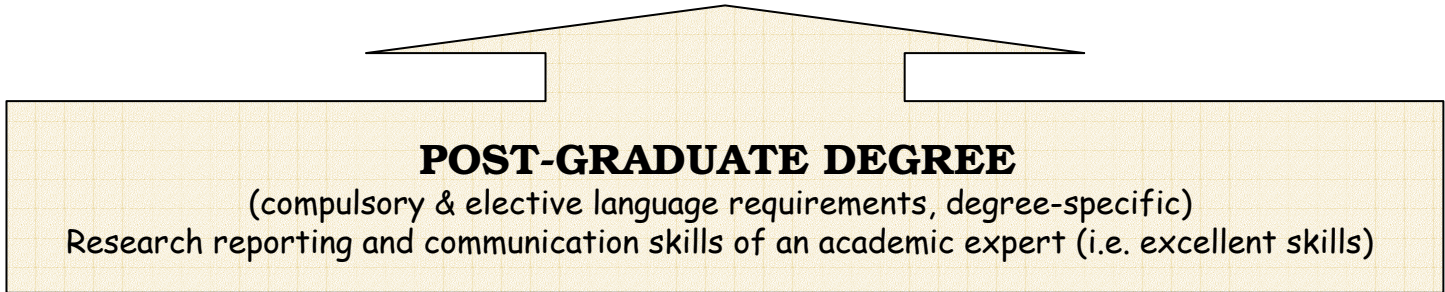
+ **2nd foreign language studies** in some degrees



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



# 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.

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## 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

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# 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

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## 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