RELIABLE TEACHING LEARNING MODEL WITH 360 DEGREE PARADIGM - A REVIEW

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Abstract: The shift towards learning outcomes takes part in education and training policies and practices. At Education level, its takes the qualifications framework and the European credit system for vocational education and training (ECVET) has put learning outcomes firmly on the political agenda. The study covers all the different subsectors of education and training – general, vocational and higher education – and is the first attempt to provide a complete overview of developments in this field. This wide coverage shows that the shift to learning outcomes can be seen as an integrated part of countries and national lifelong learning strategies, addressing the need to create bridges between different parts of the education and training system. The shift to learning outcomes is important for several reasons.
• It shifts focus from providers to users of education and training.
• It introduces a common language making it easier to address the barriers between different education and training sectors and systems.
The shift to learning outcomes described in this study shows a broad consensus among policy-makers, social partners and education and training practitioners on the relevance of learning outcomes for improving access to and progression within education, training and learning.

Keywords – ECVET, general, vocational, higher education, training, learning.

Introduction
  ➢ A statement of what a learner is expected to know, understand and/or be able to demonstrate at the end of a period of learning.
  ➢ Learning outcomes statements of what a learner is expected to know, understand and be able to demonstrate after a completion of a process of learning.

Aim
The aim of this study is to develop an understanding of learning outcomes within education and training.

Objectives
  ▪ Develop clear definitions of learning outcomes and related concepts and how they are used (this extends to related terms);
  ▪ Identify the use and purposes of learning outcomes at policy level across countries.

- Identify the impact of learning outcomes on practical reform for institutions and individual learns

Traditional work flow in teaching learning process:[3]

FIGURE 2. TRADITIONAL SUPPORT MODEL—PLANNING AND IMPLEMENTATION
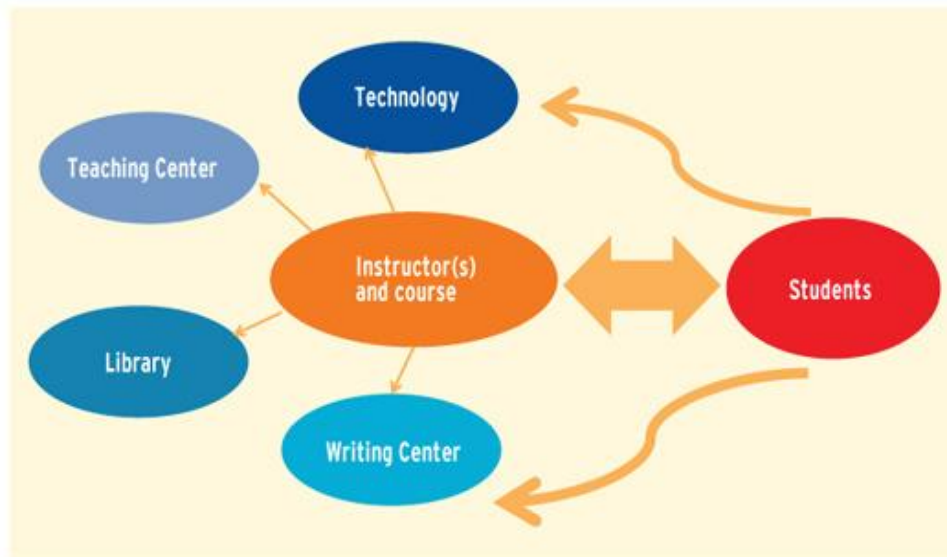
Credit: Patricia Iannuzzi, Dean of Libraries, University of Nevada–Las Vegas

In the pre-technology education context, the teacher is the sender or the source, the educational material is the information or message, and the student is the receiver of the information. In terms of the delivery medium, the educator can deliver the message via the "chalk-and- talk" method[1]

Teaching in classroom using chalk and talk is "one way flow" of information.

Message
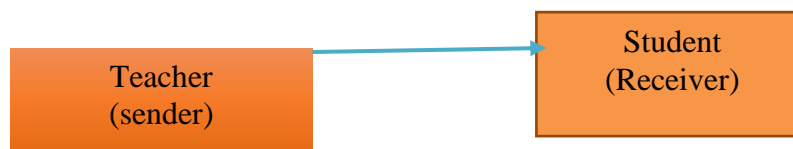
Medium
- ➢ Teachers often continuously talk for an hour without knowing students response and feedback.
- ➢ The material presented is only based on lecturer notes and textbooks.
- ➢ Teaching and learning are concentrated on "plug and play" method rather than practical aspects.
- ➢ The handwriting of the lecturer decides the fate of the subject.
- ➢ There is insufficient interaction with students in classroom.
- ➢ More emphasis has been given on theory without any practical and real life time situations.
- ➢ Learning from memorization but not understanding.
- ➢ Marks rather than result oriented.

Traditional Learner	21st Century Learner
• Sit and get	• Move, experiment
• Learner as receptor	• Learner as initiator
• Expectations same for all	• Student navigates choices
• Product oriented	• Process & product oriented
• Teacher tells	• Student constructs meaning
• Paper/pencil driven	• Technology enhanced learning; multimedia driven
• Explicit directions	• No limits
• Isolated learning; private	• Shared globally; collaborates
• Compliant	• Problem solver
• Answers are primary	• Questions are primary
• Closed system	• Open system
• Stayed the same	• Changes constantly
• Knows facts	• Inquirer
• There is a right way	• No right way
• Wait for results	• Immediate gratification

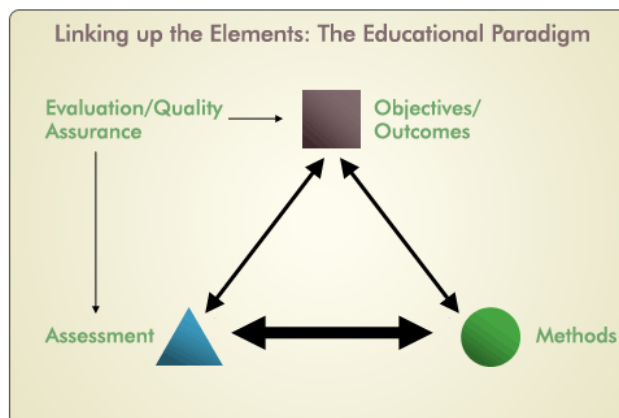## Introduction to latest trend based on education
Mobile wireless education system.
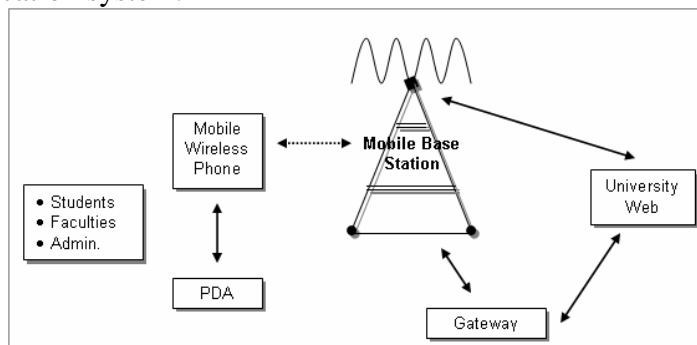
❖ 3D printing system.
❖ Robot teaching system.
❖ Online education system.

Session based effective learning
 Dividing some work into small part for each session some practising needed.
For ex, 10 hours teaching will be divided into session based for one hour.

The Educational paradigm

Countries Report and Anaylsis
Research Questions
- what lies behind the descriptors of learning outcomes that countries are using or developing?
- How far have countries shifted towards using learning outcome set systemic level?
- How do approaches to learning outcomes in higher education fit into the picture?
- How are countries describing learning outcomes for VET qualifications?
- How are learning outcomes impacting on the specification of qualifications in higher education?

Learning Outcomes in countries

Developed countries	Ratio	Underdeveloped countries	Ratio	Developing countries	Ratio
DENMARK	55.7	Rwanda	40	Europe	97
Hungary	51.2	Somalia	39	Africa	87
Ireland Italy	48.6	Ethiopia	22	Asia	82
Slovak Republic	43.1			South africa	76
Spain, Sweden	36.9				
UK and Belgium	30.5				

| Country		Country	
Albania		Latvia	✔
Andorra		Liechtenstein	
Austria	✔	Lithuania	✔
Belgium	✔✔	Luxembourg	
Bosnia and Herzegovina		Malta	✔
Bulgaria		Netherlands	✔
Croatia	✔	Norway	✔
Cyprus		Poland	✔
Czech Republic	✔	Portugal	✔
Denmark	✔	Romania	
Estonia	✔	Russian Federation	✔
Finland	✔	Serbia and Montenegro	
France	✔	Slovak Republic	✔
Germany	✔	Slovenia	✔
Greece	✔	Spain	✔
Holy See		Sweden	✔
Hungary	✔	Switzerland	✔
Iceland		"the former Yugoslav Republic of Macedonia"	
Ireland	✔	Turkey	✔
Italy	✔	United Kingdom	✔

Criticism of learning outcomes
Those who have reservations about the adoption of learning
outcomes approaches have expressed two main concerns:
(i)basic conceptual/philosophical objections and
(ii) practical/technical objections.

The advantages of learning outcomes[2]
(i)course/module designer
(ii) quality assurance and standards;

(iii) learners; and
(iv) national and international educational transparency[4].
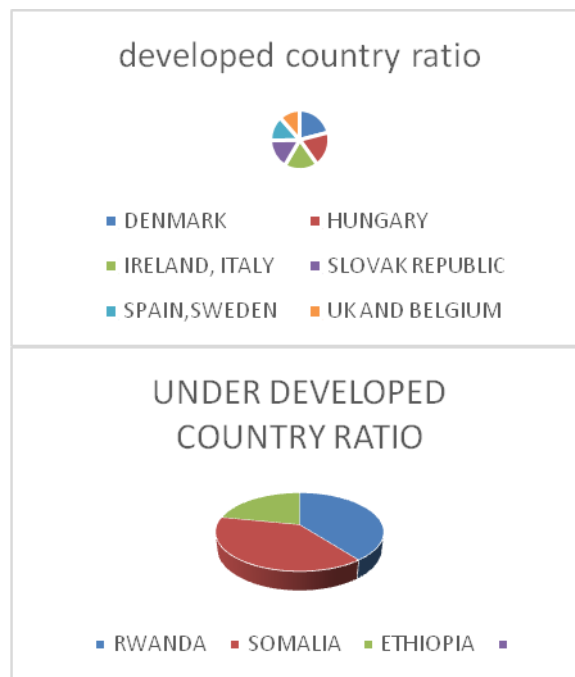
Institutional/local level
For the curriculum, teaching, learning and assessment.

National
For the nature and expression of national qualifications frameworks (NQF) and quality assurance regimes.

International
For developing EQF + tools used to express it –cycle and level descriptors. For a massive increase in transparency.

Conclusion
Throughout the study, shift based learning outcomes seems to meet different way of education learning outcomes in the educational profession. The ECVET education was introducing in learning outcomes for programmer. However for policy stake holder and student this system was useful for learning method.

References

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