



Design of learning Outcomes Framework, Associated Learning and Assessment Programmes

ESF Project 1.228

English Literature

educators feedback



Operational Programme II - Cohesion Policy 2007-2013
Empowering People for More Jobs and a Better Quality of Life
Project part-financed by the European Union
European Social Fund
Co-financing rate: 85% EU Funds; 15% National Funds



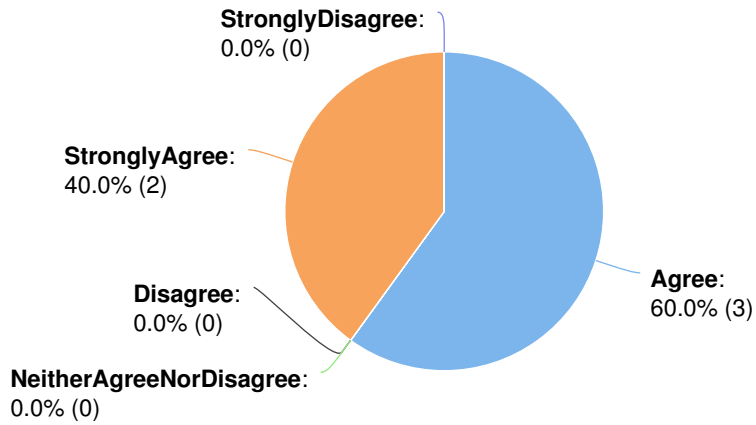
Investing in Your Future

Number of respondents

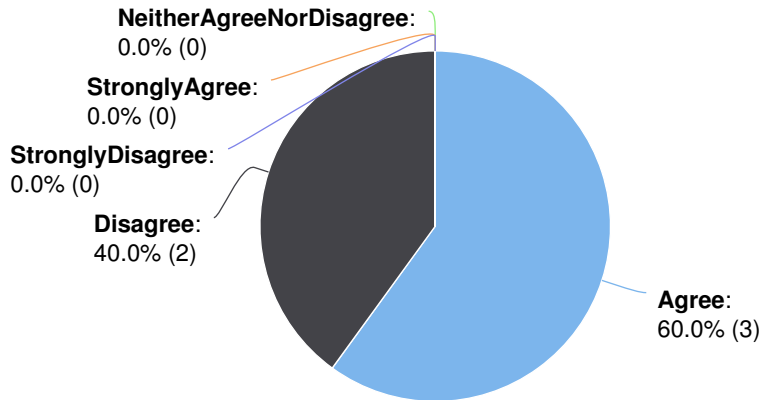
Education Officers	0
Head / Assistant Head of school / Deputy Heads	0
Head Of Departments	0
Inclusion Coordinators	0
Learning Support Assistants	0
Other	1
Subject Specialists	0
Teachers	4
University Lecturers	0
Vocational Education Training Lecturers	0

Statistics

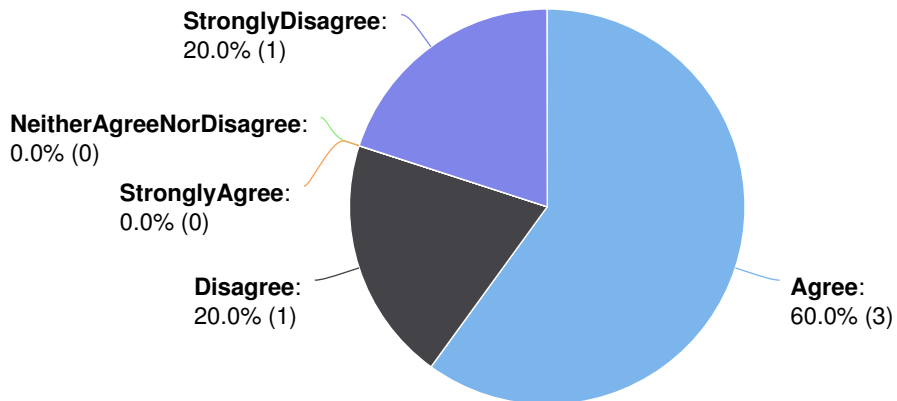
Focused on the learner



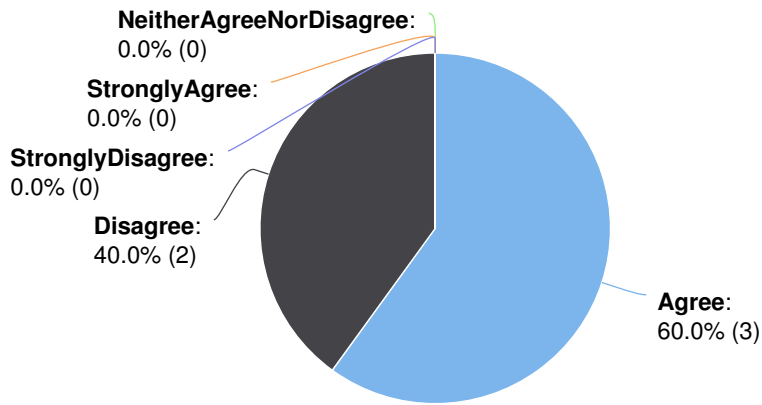
Comprehensive



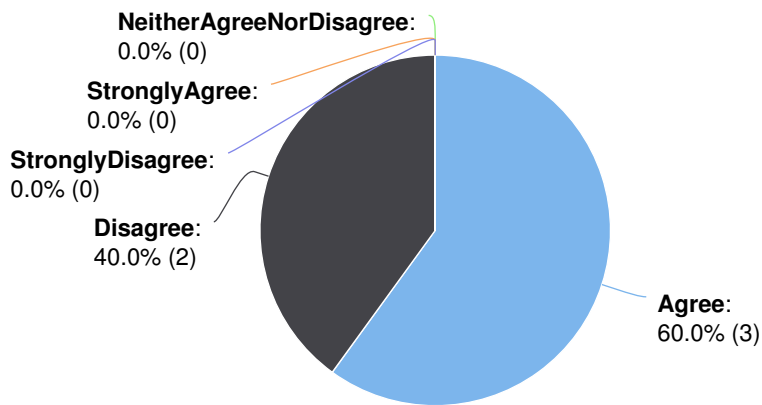
Clear



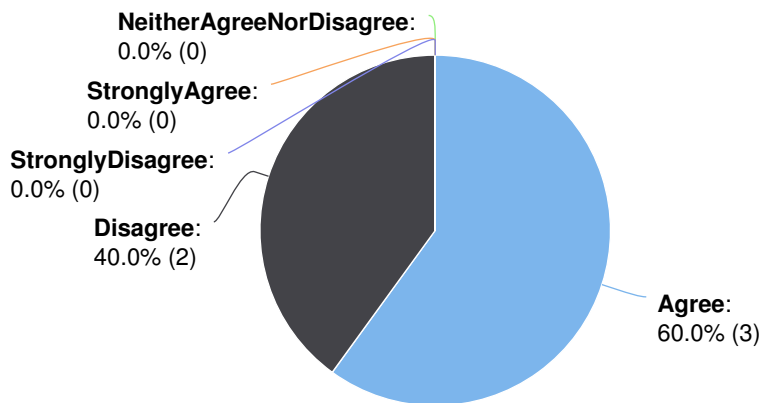
Articulate



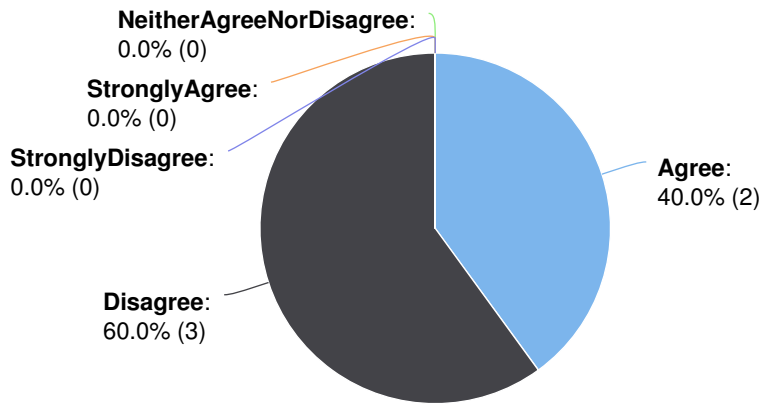
Good for providing direction for learning activities



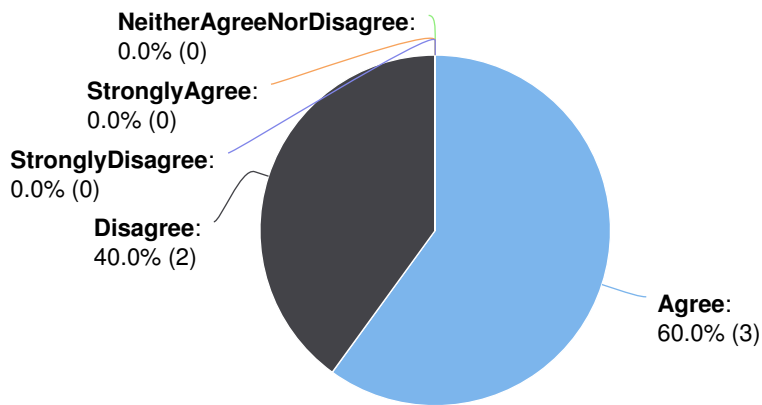
Good guidelines for teaching and assessment



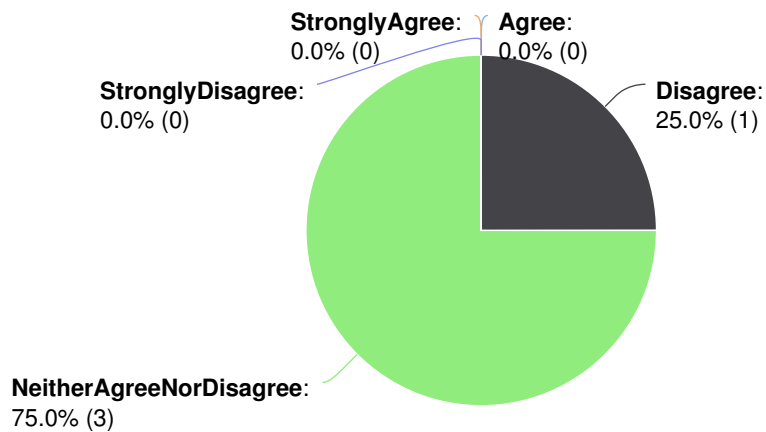
Measurable



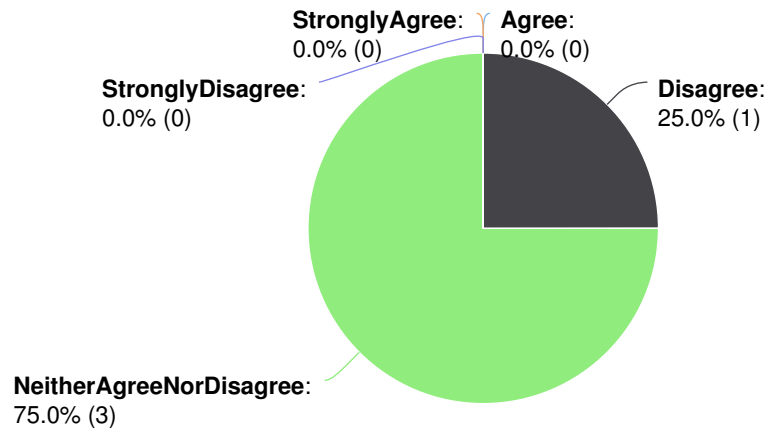
Suitable for providing progression



I feel that the Learning Outcomes approach will help me in my teaching



I feel that the Learning Outcomes approach will enhance my teaching practice



Feedback

#86

teacher english-literature secondary church_school

General comments or concerns about the subject:

Not all descriptors are measurable. Notwithstanding the targets can still be attained over the duration of the course. In total the descriptors are the top end of what can be achieved by the students at Form 3. Not everyone will reach that target by the end of the year.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

11. I am able to clarify diverse worldviews using the way literature depicts life through the use of dialogue and discussion. I recognise that alternative frameworks exist.
12. Through my reading of texts from or about different contexts, I can see where the ideas and expectations of the writer's time have influenced his/her writing.- a bit too much for a form 3 student.
7. I can provide my personal criticism of the set literary text/s in my writing, justifying my statements. - only the high fliers will be able to attempt this.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#130

other english-literature secondary independent_school Director of Chiswick House School and St Martin's College

General comments or concerns about the subject:

First of all, please give clear indications about what the icons mean and also why some outcomes are in bold and others are not. If this has been explained somewhere else I have missed it, so please also include before the reader gets into the list of outcomes.

I do not teach English Literature, but an area we call Active Citizenship and Cultural Studies. Will we be asked to write up our own outcomes of areas that fall outside the learning areas developed by the Framework?

Why does English Literature start at Level 8? We teach English Literature throughout the school from Bumble Bees(2) -18. Will all levels be developed later? Or is EL being treated as the option subject in State and Church Schools? Will there be a Literature aspect in the Language section?

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#138

teacher None secondary state_school

General comments or concerns about the subject:

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#142

teacher english-literature secondary church_school

General comments or concerns about the subject:

If we are moving towards a more student centred mode of teaching, where we respect the education consolidated by students rather than what they have managed to learn by heart, it is important to rethink the syllabus carefully. It is also important to allow teachers the autonomy to choose, from a prepared syllabus, the text books that they believe their schools and their students are capable of following rather than all schools being forced to follow the same novel, poems and drama texts. Smaller classes would also be beneficial to gain more feedback from students and allow them to speak their mind in a more comfortable setting. Students would benefit also from a more hands on mode of learning where they are in control of the topics presented.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#284

teacher

english-literature

secondary

church_school

General comments or concerns about the subject:

I HAVE BEEN TEACHING ENGLISH LITERATURE FOR 15 YEARS AND HAVE LEARNT THAT , AS STATED ABOVE, IT IS A SUBJECT WHICH IS VERY MUCH RELATED TO LIFE, HENCE A LOT OF HANDS ON ACTIVITIES SHOULD BE INVOLVED : PRESENTATIONS, ROLE PLAYS, PLAYS, INTERPRETATIONS. EG. POETRY as in literary works in which language is used in a manner that is felt by its user and audience to differ from ordinary prose. The students have to BE given opportunity to express its meaning plus musical quality.

Literature should be also expressed orally and experienced aurally too , hence assessment should be focused on the expression and comprehension of this. The learning outcomes presented here are not clear nor specifically targetted on the objectives and skills to be used.

Moreover the i do not understand the meaning of the icons on the side.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Response to literary works should not only be assessed in writing but also on oral expression and auditory understanding. I think this is vital also to enhance and enforce inclusive learning for different learners.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

Learning outcomes focused on the speaking and listening skills to be used in literature, not ONLY on the reading and writing.

I would include the necessity that the teacher is free to choose literary texts according to the needs of the learners in those years. Us teachers in church schools are able to do that and this has helped to keep the subject alive and not boring or outdated hence destroying the learners motivation to work on it.

I already follow all the above outcomes .I think that the changes necessary are in the methods of assessment to provide for differentiation on a wider scale.