



## Design of learning Outcomes Framework, Associated Learning and Assessment Programmes

ESF Project 1.228

# Life Science

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*

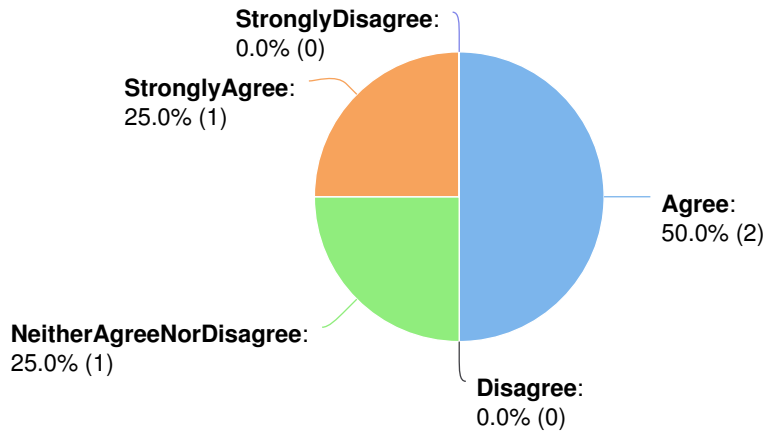
## Number of respondents

Education Officers	0
Head / Assistant Head of school / Deputy Heads	0
Head Of Departments	0
Inclusion Coordinators	0
Learning Support Assistants	0
Other	0
Subject Specialists	0
Teachers	3
University Lecturers	1
Vocational Education Training Lecturers	0

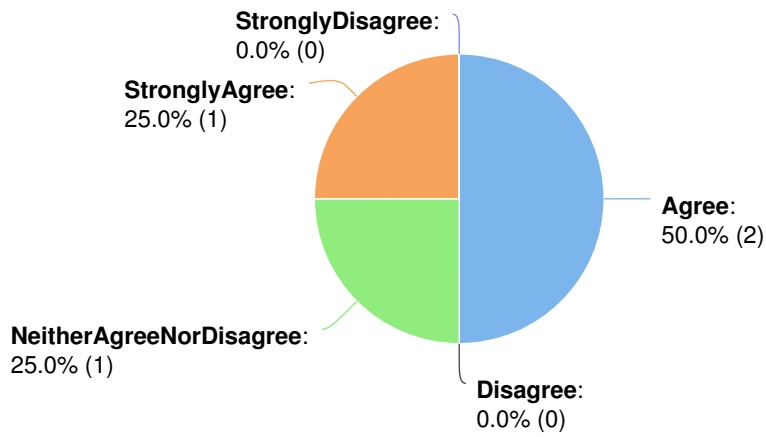
# Statistics

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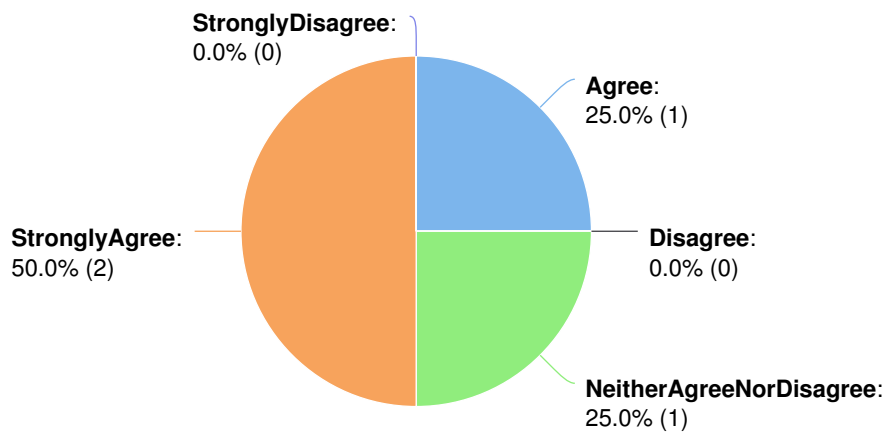
## Focused on the learner



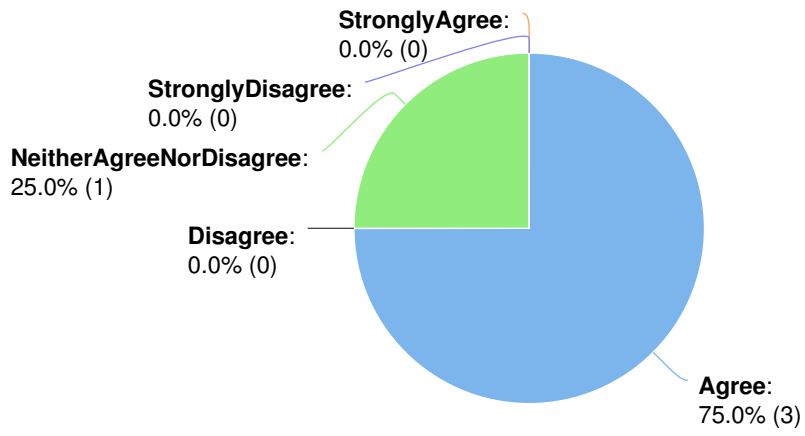
## Comprehensive



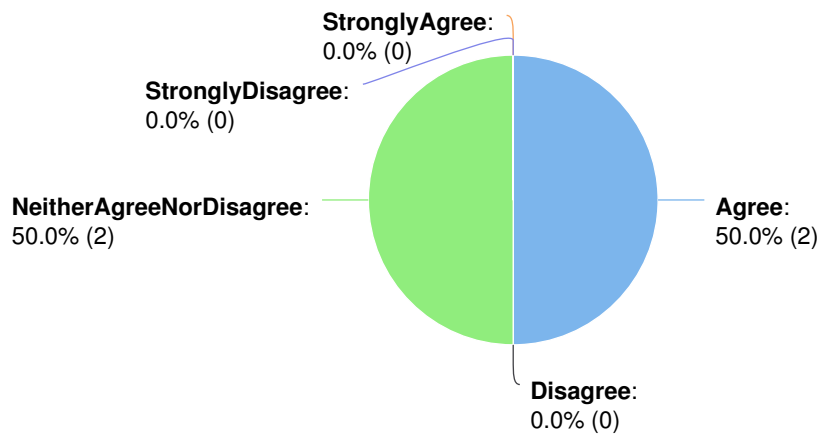
## Clear



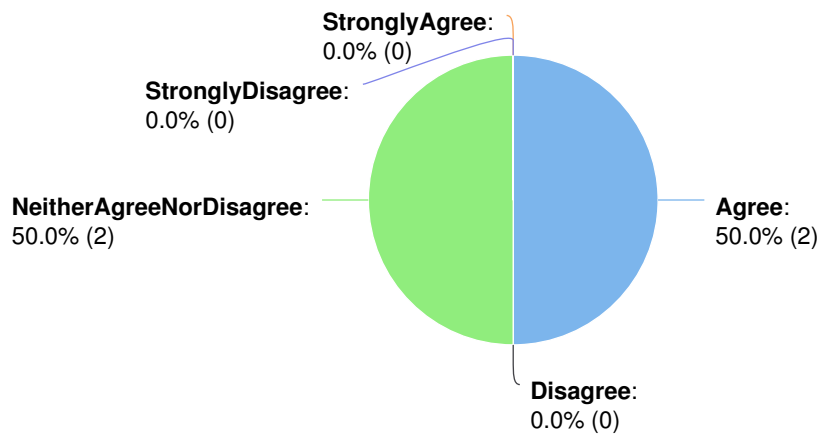
### Articulate



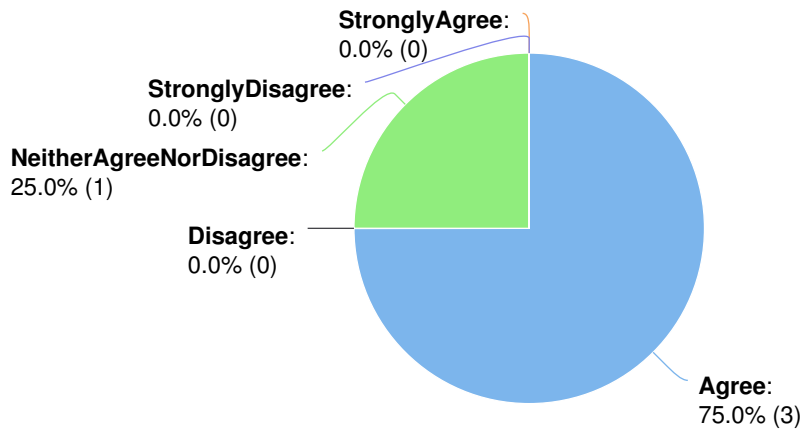
### Good for providing direction for learning activities



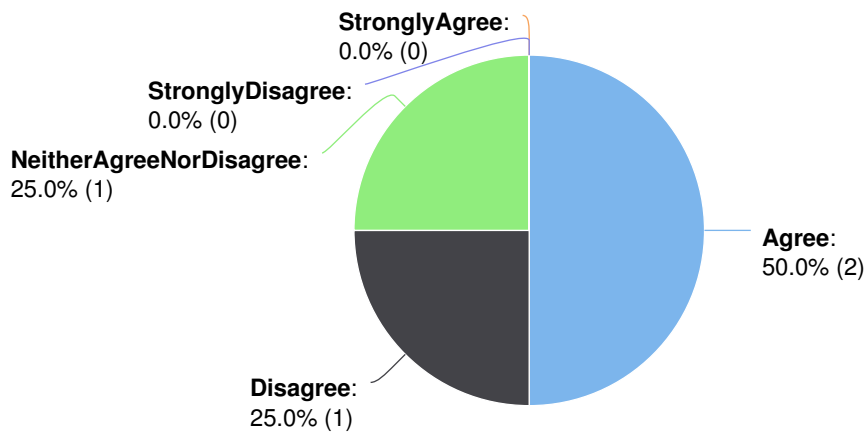
### Good guidelines for teaching and assessment



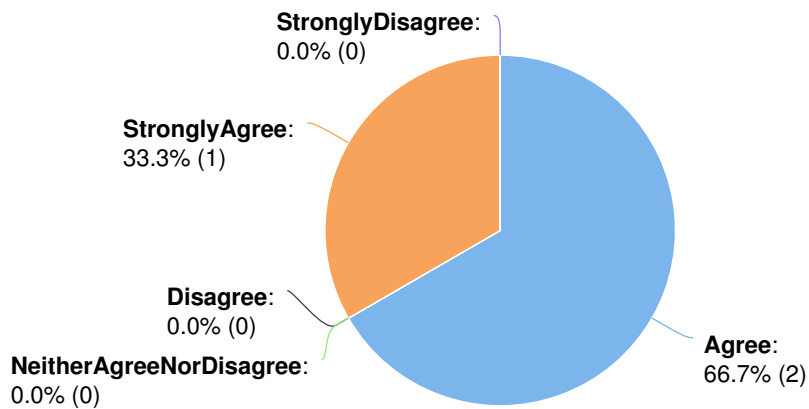
### Measurable



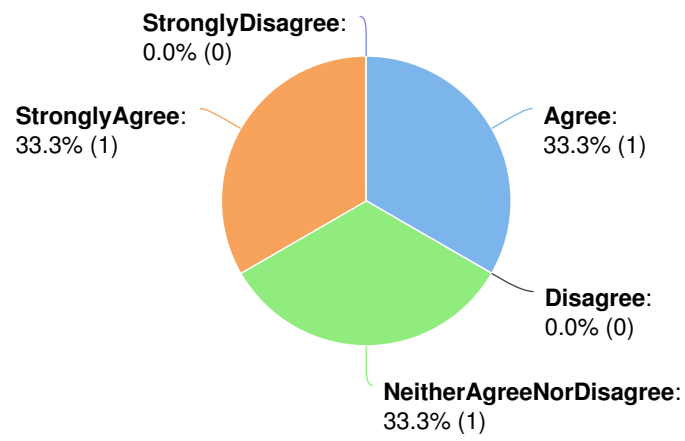
### Suitable for providing progression



### 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

#526

teacher life-science secondary church\_school

## General comments or concerns about the subject:

There are many pros to the system. First of all it's good that both students and teachers know the depth that is required of the subject. Secondly, I'm glad to see that some topics are being introduced into the syllabus. Evolution and natural selection and important concepts in Biology. Overall, then there are only the small additions on skeletons and muscles and infections which make sense and, especially the latter, relate to everyday life.

I'm still not clear how the assessment process is going to be carried out, although I like that so many suggestions were listed.

*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.*

I'm not sure why certain parts of the syllabus were removed, mainly from the old topic of Management of Resources. I understand they will be covered in the VET subject of Agribusiness but for a Maltese citizen it doesn't make sense not to discuss concepts of fishing and hunting. We have so many fish farms in Malta that students should be aware of the advantages and disadvantages to them; and sewage treatment is vital for an island surrounded by sea. I feel the same way about agricultural practises - both the good and the bad. These are areas that students can easily find themselves working in in the future (Ghammieri etc.) I understand that time is a factor, especially since assessments will require explanations and need time to be done though.

#564

teacher life-science secondary church\_school

## General comments or concerns about the subject:

The learning outcomes provide a good basis for the study of Biology, covering a good range of concepts which will provide a good foundation for students who wish to further their studies in the subject.

Some LO are not clear: Level 8 (Subject Focus: Functions of Life Part 1) point 32: to what is the word 'respectively' referring? Level 9 (Subject Focus: Life Relationships) point 1: can't both infectious and hereditary diseases become degenerative? What about deficiency disease?

As teachers, our biggest misgiving is whether the LOF will be taken on board by the MATSEC examinations board, thus becoming prescriptive.

As it stands, the LOF provides us with a useful tool to further self-assessment in our students.

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

Level 8 (Subject Focus: Functions of Life Part 1) points 1, 5, 51 and 52. (Excessive use of chemical terms are harder on students who do not take Chemistry with Biology).

Level 8 (Subject Focus: Diversity of Life) point 10.

Level 9 (Subject Focus: Functions of Life Part 2) point 2.

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

There may have been some oversights such as:

Nematodes have been left out of classification.

The position and function of the thyroid gland.

The structure of the flower.

#566

teacher None secondary church\_school

## General comments or concerns about the subject:

I think these learning outcomes are a step forward for the students learning and they are more students centred. Personally, I like how the idea of evolution is introduced and amalgamated within the topic as this is a very important part of Biology. However, I do not like how the circulatory system is not included. I think this is a very important part of Biology. Finally, if these will be the Biology learning outcomes, the MATSEC have to adapt to the following learning outcomes and prepare assessment tools according to the following criteria.

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

No. I agree with all.

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

I would include more about evolution. It is one of the main concepts in Biology and the students tend to not grasp it or would not know what it is before getting to post-secondary.

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#570

university\_lecturer

life-science

***General comments or concerns about the subject:***

I am a professor of Biology at the University of Malta. I appreciate that biological content is integrated in 'Life Science' in the new system. However, my concern is what happens when students enter the MATSEC (A/I level) system and they meet stand-alone 'Biology'. Will their secondary level studies enable them to cope with the extensive material they have to cover, or is basic biology now too dilute compared to the old system? The answer is not to change the MATSEC syllabus because this will transfer the problem to the next level (Tertiary) resulting in students unprepared for degree level courses in hard science. The natural progression of this is mirrored in the USA system where students cover material we now cover at first degree level at 'graduate school' (that is, PhD level) albeit in more detail. Remember that 'Biology' also caters for medicine, health science etc.

***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.***

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