# **Students' perspectives on learning outcomes**

[Start transcript]

**[Emma]**

Learning outcomes are used in lots of different ways at Deakin. Sometimes they’re very visible, other times they’re not. I think I’m very fortunate coming from an education background, when I undertake studies outside the faculty of education, I think that I and my, and the rest of my cohort, come in to other subjects with an understanding of how learning outcomes work, because we study them. So, I’ll go and look for the learning outcomes in the unit guide and the graduate attributes, if I’m unsure about what exactly it is that I’m supposed to be gaining from an assessment or even from a reading.

For me looking at learning outcomes is really good to just hone my attention on to what I should be doing. I think when you enjoy something you automatically want to go very broad and very big, so if I like subjects that I’m doing, I will often get sucked into the rabbit hole of research and just looking at lots of different things. Which is great and I think it’s awesome that there are subjects out there that grab my attention like that but we work in such small time frames, you know, a trimester is like gone, before you know it! So, I think for me learning outcomes in the unit guide are great. My problem, my insight I guess, from speaking to other students would be that they don’t often look at that stuff in the unit guide and we do group assessments and stuff, I find I’m the only one that’s gone and looked at that and come to a meeting and say, ‘Hey here’s what we should be getting out of this’. So I guess, it would be good to see them included more in the micro sense rather than, you know, broader across the unit.

**[Ben]**

I think learning objectives are useful to the point that they frame what the lesson and the unit’s about but I can’t say I’ve ever sat there and once a unit is finished, or once a topic is finished, sat there and gone, ‘Okay, well I’ve met these learning objectives and I can do this and that and this and that’. I don’t, for me personally it’s not that good of a reference for what I’ve learnt but maybe just what I am going to learn.

**[Chris]**

I think they’re definitely an aspect which just kind of gets touched upon. No one really goes into the detail of it too much. Which I think is kind of a shame because if you just read them once, when you go in to doing a unit, I think you get a lot more out of it. I think I found that definitely from, as I’ve progressed through uni, actually just taking the effort to just read what the learning outcomes are, means, gives you a lot more detail in terms of what you want to get out of it. I think a lot of students they’re coming in 1st year, they’re fresh from VCE, they haven’t really been given these learning outcomes. They’ve kind of just been force fed information by teachers of what they need to know just for one test that’s going to get them a VCE mark. Whereas for me I found, if you just read those, you can kind of actually draw information from what you’re going to learn, rather than, kind of just, going through it, information and just again getting to the end test and doing what you need to pass and then you’re not really absorbing that information.

I think you need to go in with the idea of, ‘Why do I need to learn this?’ Rather than, ‘I need to learn this just to pass the test.’

As you progress through, you see how they’re getting ticked off as well. I think that’s important to keep reflecting back on them ‘cause you have to see if you're reaching those goals that you need to be achieving. They’re not things, the learning outcomes aren’t things that get ticked off by the assessor but by completing the assignments then the outcomes get ticked off. So I think it’s good to know what you’re trying to achieve.

[End transcript]