

# Effective Learning Outcome: Creating Stimulating And Joyful Learning In School Education

Kanchana Das

*M.Phil Research Scholar*

*Department of Education*

*Mahapurusha Srimanta Sankardeva Viswavidyalaya, Nagaon 782001*

## **ABSTRACT**

*Learning outcomes are any skills, abilities and knowledge, value that the students demonstrate as a result of completing course in a class. 'Student learning outcomes are properly defined in terms of knowledge, skills, and abilities that a student has attained at the end (or as a result) of his or her engagement in a particular set of higher education experiences (US Council). This paper draws out the effective learning outcome which creates and provides a joyful learning environment. By keeping learning outcomes teacher can develop proper courses which include all activities like assignment, group work, assessment etc in a better way. The main goal of this paper is to provide knowledge of child psychology and builds confidence after successful completion of courses. We can create joyful learning through read good books, give students freedom to do according to their interest, let students create things, systematic change towards a holistic things make learning joyful. A teacher must use variety of techniques and methods of teaching for making joyful learning. If the students are not careful in utilizing the modes of entertainment judiciously, it may lead to moral degradation. So the students must be taught that what they face in real life is different from what they read in books. They have to be trained to face the challenges through stimulating and joyful learning. And the teacher must be friendly with his students. This will help the students to talk to him about their problems-personal and academic both with various activities provided by teacher during the whole academy session. The students can be asked about the teaching skills, punctuality, behavior, attitude towards students of the teacher. it is usually seen that students love and respect the teachers who are more regular, friendly and who understand their difficulties. This method can be a good tool to judge the accountability of teachers.*

**Keywords-** *learning outcomes, child psychology, joyful learning, stimulating learning, moral degradation*

## **1. INTRODUCTION-**

Outcomes should explain in clear and concise terms the specific skills students should be able to demonstrate, produce, and know as a result of the program's curriculum. They should also exclude the greatest number of possible alternatives so that they can be measured

Six categories of learning were identified by Bloom as: knowledge, comprehension, application, analysis, synthesis and evaluation. It is important to recognize the broad connection between learning outcomes, levels, level descriptors, credits, and teaching, learning and assessment. Learning outcomes have been described as a basic educational building block and as such they have a direct and powerful links with a number of other educational tools **Adam Stephen, (2004)**. The idea that active learning enhances learning has encouraged multiple political organizations, such as UNESCO, as well as professional associations and accreditation organizations to recommend using activating instructional methods in education **Lima R.M, (2017)**.

Teachers' abilities to maintain a supportive, culturally responsive environment with consistent routines support student learning by reducing hyper-vigilance, anxiety, and extraneous cognitive load. School support systems that offer counseling and social supports when children experience adversity, described in the Educative and Restorative Approaches to Behavior section, are also important to enable children to manage their emotions and improve their circumstances so that they are able to learn **Barron & David Osher (2020)**.

Meaningful work that builds on students' prior knowledge and experiences and actively engages them in rich, engaging tasks that help them achieve conceptual understanding and transferable knowledge and skills; Inquiry as a major learning strategy, thoughtfully interwoven with explicit instruction and well-scaffolded opportunities to practice and apply learning; Well-designed collaborative learning opportunities that encourage students to question, explain, and elaborate their thoughts and co-construct solutions; Ongoing diagnostic assessments and opportunities to receive timely and helpful feedback, develop and exhibit competence, and revise work to improve; Opportunities to develop meta cognitive skills through planning and management of complex tasks, self and peer- assessment, and reflection on learning.

The learner may be provided opportunities in pairs /groups/individually and encourage to –

- I. Sings songs or recite poems in English with intonation
- II. Read aloud short text/scripts on the walls , with pronunciation and pause
- III. Collect books for reading in English and other languages/Braille with a variety of themes(adventure ,stories fairy tales)
- IV. Take dictation of words/ phrases/sentence short related to stories read, and speak about their drawing or writing work.

Learning Outcomes-

- I. Use vocabulary related to subjects like math's, EVS, relevant to school education
- II. Uses meaningful short sentences in English orally

Learning Outcomes Learning outcomes describe what students are able to demonstrate in terms of knowledge, skills, and values upon completion of a course, a span of several courses, or a program. Clear articulation of learning outcomes serves as the foundation to evaluating the effectiveness of the teaching and learning process.

### **The Components of a Measurable Learning Outcome-**

Three essential components of a measurable learning outcome are:

- Student learning behavior
- appropriate assessment method
- Specific student performance criteria / criteria for successo

Learning outcomes are statements of the knowledge, skills and abilities individual students should possess and can demonstrate upon completion of a learning experience or sequence of learning experiences.

Before preparing a list of learning outcomes consider the following recommendations:

1. **Learning outcomes should be specific and well defined-** When developing a list of student learning outcomes, it is important that statements be specific and well defined. This will create problems in measuring the behavior of interest and drawing valid conclusions about the program's success.

2. **Learning outcomes should be realistic-** It is important to make sure that outcomes are attainable. Outcomes need to be reviewed in light of students' ability, developmental levels, their initial skill sets, and the time available to attain these skills.
3. **Learning outcomes should rely on active verbs in the future tense.** It is important that outcomes be stated in the future tense in terms of what students should be able to do as a result of instruction. Learning outcomes should also be active and observable so that they can be measured.
4. **Learning outcomes should be framed in terms of the program instead of specific classes that the program offers-** Learning outcomes should address program goals and not specific course goals since assessment at the University is program-focused.
5. **There should be a sufficient number of learning outcomes-** You should include between three to five learning outcomes in your assessment plan. Fewer than three will not give you adequate information to make improvements, more than five may be too complicated to assess. It is important to note that not all programs will assess all learning outcomes in all classes.
6. **Learning outcomes should align with the program's curriculum-** This is critical in the interpretation of your assessment results in terms of where changes in instruction should be made. A curriculum map is a matrix in which learning outcomes are plotted against specific program courses. Learning outcomes are listed in the rows and courses in the columns.
7. **Outcomes should be simple and not compound-** The outcomes stated in your plan should be clear and simple. Avoid the use of bundled or compound statements that join the elements of two or more outcomes into one statement. This outcome really addresses two separate goals, one about analyzing and interpreting data and another about writing.
8. **Learning outcomes should focus on learning products and not the learning process.** Learning outcomes should be stated in terms of expected student performance and not on what faculty intends to do during instruction. The focus should be on the students and what they should be able to demonstrate or produce upon completion of the program.

Activity based joyful learning method is a learning procedure, the most extreme understudy influence in the learning procedure. This learning technique requires the inclusion of numerous tactile organs in understudies during the learning procedure **Ashfaq M. S, (2020)**. Activity-based joyful learning incorporated with peer guidance makes a perfect circumstance for instructing science subjects. Activity-based joyful learning methodology enhanced the academic achievement of students than the traditional methods, concerning application-based aspects. Joyful teaching could change the state of education. It creates a framework where a more effective teaching and learning environment can be provided through student activity than teacher-driven classroom designs **Bogard, (2008)**. Teachers facilitate students through learning centered strategies to engage them in self learning and creativity **Wei, Hung, Lee & Chen, (2011)**. Joyful teaching could change the state of education. It creates a framework where a more effective teaching and learning environment can be provided through student activity than teacher-driven classroom designs **Bogard, (2008)**. Teachers facilitate students through learning centered strategies to engage them in self learning and creativity **Wei, Hung, Proity, Lee & Chen, (2011)**. Story telling is an important and effective way for giving the information to the students **Shank, 1990 & Hayes, (2005)**. Plato gave reasons for using games and puzzles for holistic education in his works Republic and Laws. Vygotsky, Piaget and Burner worked on cognitive

development of child. They found that consequence of activities helps students to make individuality. It also helps to interact with peers. The task of teacher is to motivate students to such construction (Vankus, 2005).

### **GOAL OF EFFECTIVE LEARNING OUTCOME-**

Learning outcomes are the most important component of a course description or curriculum proposal. They are the essence of the course or program. They are essential because they

- Define the type and depth of learning students are expected to achieve
- Provide an objective benchmark for formative, summative, and prior learning assessment
- Clearly communicate expectations to learners
- Clearly communicate graduates' skills to prospective employers
- Define coherent units of learning that can be further subdivided or modularized for classroom or other delivery modes
- Guide and organize the instructor and the learner.

### **STRETEGIES OF CREATING STIMULATING AND JOYFUL LEARNING**

According to Wei (2011) "joyful describes as a kind of feeling, expressing and causes great pleasure" Learning through learning Joyful contains the learning process in the form of songs, games, surveys, storytelling, and use of educational toys. It is certainly hoped that the program could stimulate interest among students and encourage them to participate in the interaction in the classroom. Expected to be created so that the learning process that is effective, efficient and enjoyable (Bhakti, P.C, et al, 2018).

We can create joyful learning through the following point-

- Work
- Game
- Drawing
- Puzzle
- Dance
- Song
- Thinking
- Plan
- Poem

The components of joy are-possibility, fun, laugh, interest, curiosity, creativity, imagination, Humor etc.

In learning joyful learning, learning media is very important role in shaping the independence of students thinking and acting. Students can learn from their environment, both physical and social environment (contextual teaching and learning). The goal of fun learning alone is to fully awaken the learning abilities of learners, to make learning fun and rewarding for them, and to contribute wholly to their happiness, intelligence, competence, and success as human beings (Ismanto Idealita, 2018). Joyful teaching could change the state of education. It creates a framework where a more effective teaching and learning environment can be provided through student activity than teacher-driven classroom designs (Bogard, 2008). Story telling is an important and effective way for giving the information to the students (Shank, 1990 & Hayes, 2005).

## 2. CONCLUSION-

The introduction of learning joyful learning method is important for the development of children in the learning process. Because joyful leaning is done without burdening the students and the advantages of joyful learning, the knowledge of the children in learning becomes easier to learn because they do the learning with pleasure and no burden. Utilization of ICT is very important to improve the quality of learning and education in primary schools. The things that need to be done in the framework of ICT utilization are by providing ICT facilities and facilities for students and teachers that enable them to access information, encouraging key players in the school system to perform their new roles. ICT-based learning does not always always have advantages but also lacks in its application (**Ismanto Idealita, 2018**). Learning through learning Joyful contains the learning process in the form of songs, games, surveys, storytelling, and use of educational toys. It is certainly hoped that the program could stimulate interest among students and encourage them to participate in the interaction in the classroom. Expected to be created so that the learning process that is effective, efficient and enjoyable ( **Bhakti, 2018**).

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