



## Systemic approaches to the recognition of learning outcomes: signs vs. actions

Jörg Markowitsch, 2nd July 2009, WU

# Statistics in focus

POPULATION AND  
SOCIAL CONDITIONS

8/2005

Authors

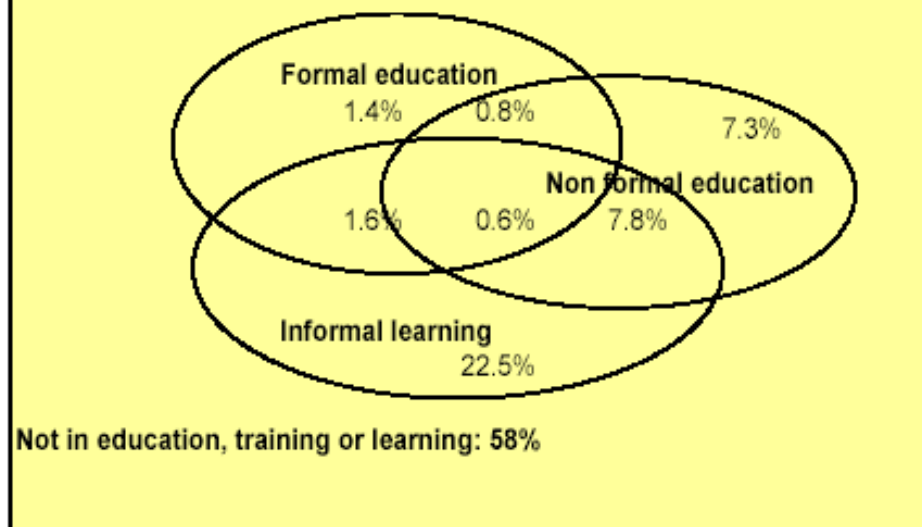
*Emmanuel KAILIS  
Spyridon PILOS*

Contents

## Lifelong learning in Europe

Education and training rank among the highest political priorities for the Member States of the European Union. Acquiring and continuously updating and upgrading a high level of knowledge, skills and competencies is considered a prerequisite for the personal development of all citizens and for participation in all aspects of society from active citizenship through to labour market integration. Lifelong learning has emerged as an overarching strategy for enabling citizens to meet new challenges.

Figure 1: Percentage of population 25-64 years old involved in education and training

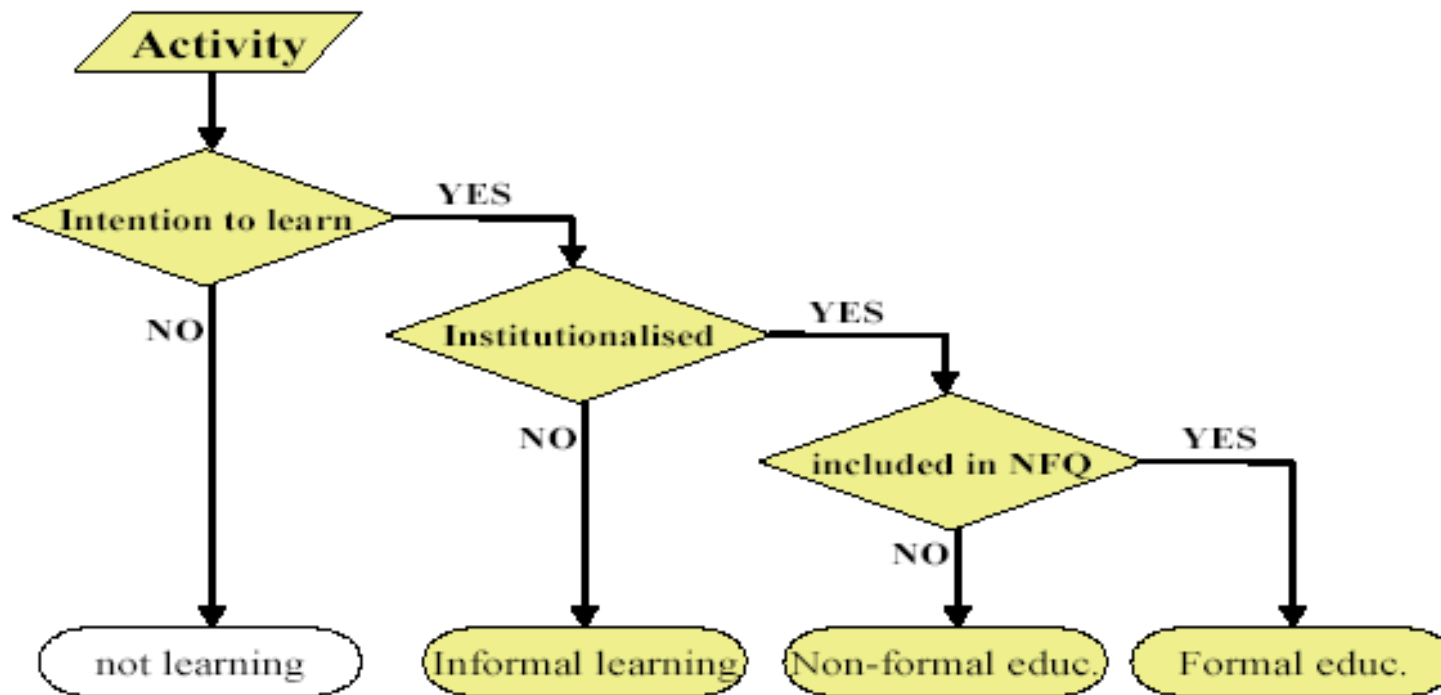


Source: EUROSTAT(8/2005) Lifelong learning in Europe, in: Statistic in Focus. Authors: Emmanuel KAILIS, Spyridon PILOS

[http://epp.eurostat.ec.europa.eu/cache/ITY\\_OFFPUB/KS-NK-05-008/EN/KS-NK-05-008-EN.PDF](http://epp.eurostat.ec.europa.eu/cache/ITY_OFFPUB/KS-NK-05-008/EN/KS-NK-05-008-EN.PDF)

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*Figure 5: Allocation of learning activities according to the 3 broad categories*

Source: EUROSTAT(2006) Classification of learning activities - Manual, p. 19  
<http://www.statbel.fgov.be/aes/classifications.pdf>

# VPL, APL, APEL, PLAR... What is it all about?

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**Assessment of  
Prior Learning**

*bilan de  
compétences*

**Validation of  
Prior Learning**

**Recognition of  
Informal and  
Non-formal Learning**

**Accreditation of  
Prior and Experiential  
Learning**

**Accreditation of  
Prior Learning**

**Identification of  
Prior Learning**

**Recognition of  
Learning Outcomes**

**Kompetenz  
Bilanzen**

**Assessment of  
Competencies**

**Skills  
Assessment**

**Measuring  
Skills**

**Validation of  
Informal Learning**

*Prior learning  
assessment and  
recognition*

# Perception & Judgment

- Accreditation
- Assessment
- Identification
- Measurement
- Validation
- Recognition
- Balance/bilan
- ....

# Learning & Learning Achievements

- Prior Learning
- Informal Learning
- Non-Formal Learning
- Experiential Learning
- Learning Outcomes
- Competence/ies
- Skills
- ...

**Learning...**

**...is an activity**

**Competences or skills...**

**...are characteristics of an individual**

**Learning outcomes...**

**...are statements of what a learner is able to do**

**The common misunderstanding between learning outcomes and competences is that the former term is used for statements whereas ,competences‘ are used for both: to signify statements and characteristics**



European Inventory  
validation of non-formal and informal learning

European common principles



Theme 8 - Accumulating, transferring and validating learning

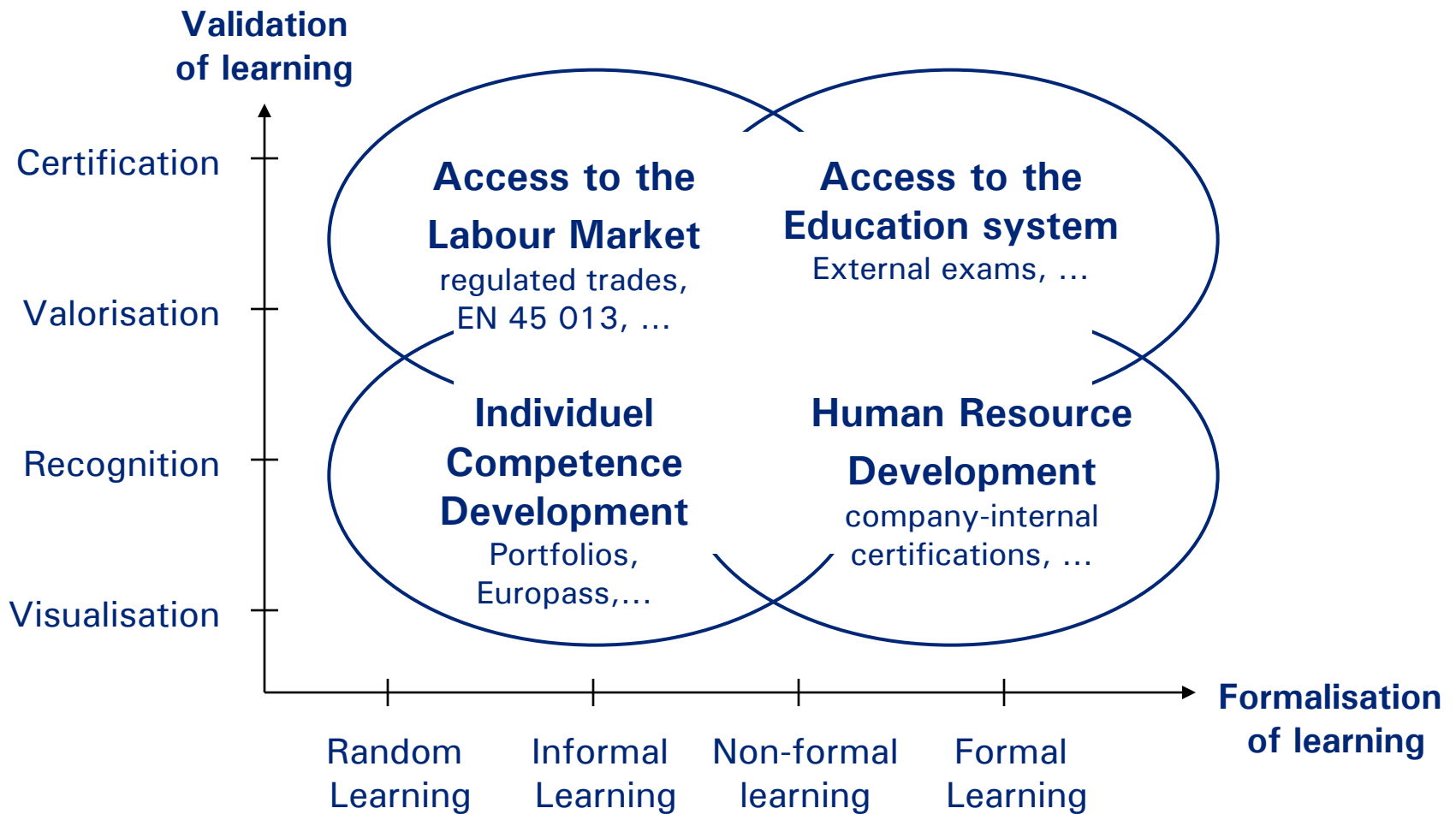
Recognition of Learning outcomes

infed.org



Recognition of Non-formal and Informal Learning





## Signs vs. Actions

**Learning outcomes are statements of what a learner knows, understands or is able to do at the end of a learning process.**

(Source: EQF Recommendation, 2008)

**Learning outcomes are signs showing what a learner knows, understands or is able to do at the end of a learning process’.**

(Markowitsch 2009)

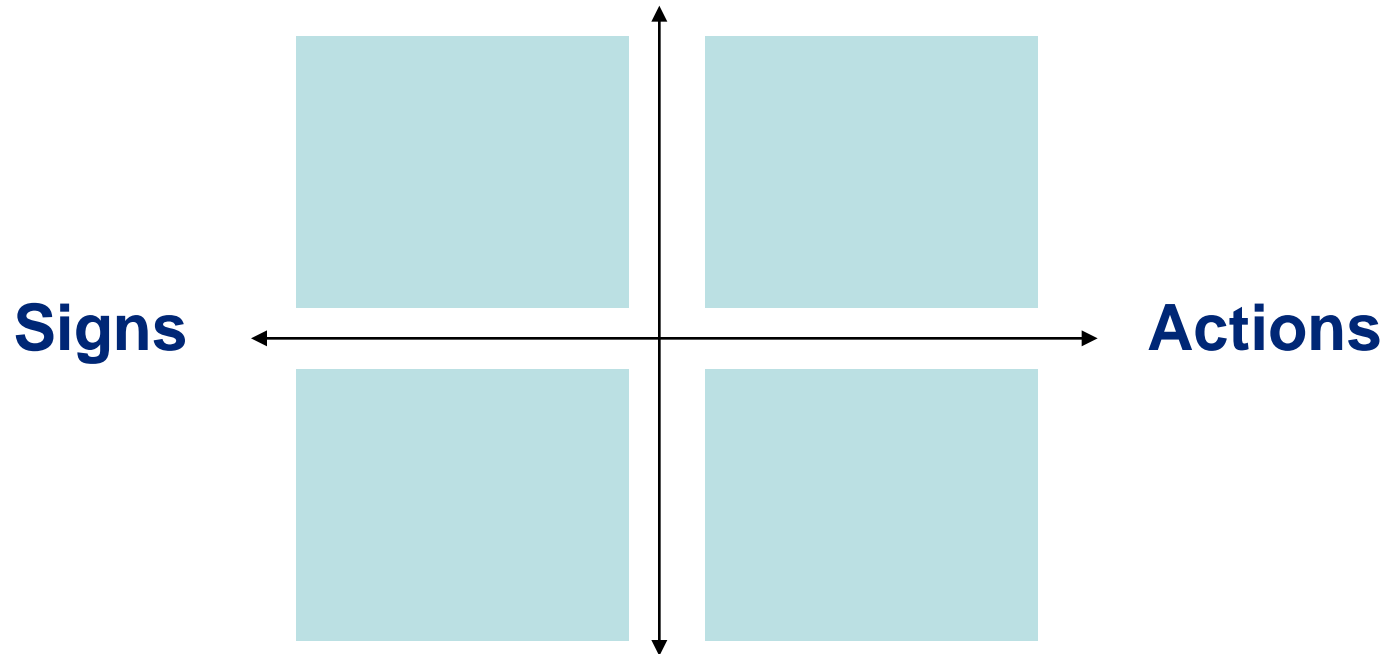
**Within different (professional) contexts different ,sign languages’ have developed over decades.**

**Examples:**

**bibliographies, discographies, filmographies, portfolios, employment certificates, recommendations, CVs, certificates, diplomas, work pieces,...**

# Integrated Systems

Informal Learning is recognized within the existing qualifications systems



# Parallel Systems

Informal Learning is recognized via new qualifications to be established in parallel to the existing qualifications systems

**Why has there been so little (practical) progress in the recognition of learning outcomes especially in the area of Higher Education despite all theories and commitments?**

**Why is the contribution of E-portfolios to this challenge so limited, although their potential in this area seems to be evident?**

**Why can E-portfolios better 'translate' actions into signs than other instruments? How? (New Sign language, New Formats)**

**What is the role of peers and reviewers in all this? In other words: What is the social dimension in the recognition of learning outcomes by means of E-portfolios?**

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