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Մասնագիտություն Անգլերեն լեզու

Թեմա Կրթական վերջնարդյունքներն անգլերենի դասընթացներում

Կատարող Հարությունյան Արմինե Արամի

Ազգանուն, անուն, հայրանուն

Ղեկավար Բանասիրական գիտությունների թեկնածու, դոցենտ Տիգրան Միքայելյան

Ազգանուն, անուն, գիտական աստիճան, կոչում

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Introduction

Our research work is about learning outcomes in EFL classroom.

Learning outcomes are an essential part of any unit outline. A learning outcome is a clear statement of what a learner is expected to be able to do, know about and/or value at the completion of a unit of study, and how well they should be expected to achieve those outcomes. It states both the substance of learning and how its attainment is to be demonstrated. Learning outcomes not only serve the purpose of directing the content and design of a unit of study, they form the basis of assessment and are also linked to the larger outcomes of learning set by the University in the form of generic and/or course/discipline-specific graduate attributes. Because of their clear linkage to assessment, students will achieve the learning outcomes to differing degrees.

As humans, we carry out some form of research from a very young age. Even as babies, every new object we taste or feel is a form of experimentation as we try to understand the world in which we live, and our relation to it. We continue to experiment all our lives.

We observe, we draw conclusions, we form hypotheses, and then we test the hypotheses to see if they are valid. Our ‘experimentation’ or research will either confirm or negate our original hypotheses. Such curiosity is a natural part of human nature. I shall call this type of research ‘everyday research’. It is something we are all engaged in to some extent. Everyday research is perhaps particularly important in the lives of teachers.

The questions that arise from our profession lead automatically to suppositions or hypotheses. Many language teachers are curious about what is going on in their classrooms. Teachers are not only actors in their learning environments, they are also observers. They notice that some things work well, others work badly. They learn from their experience and adapt their teaching accordingly. They ask themselves all sorts of questions concerning the acquisition of language and the efficacy of their lessons or methodology. They are curious to know why the same lesson produces different results with two apparently similar groups of students. They are interested to know what students are actually learning during a lesson. Why is it that some lessons appear more motivating than others? Why do some lessons apparently produce better or more learning than others? But this everyday research is often flawed in terms of the criteria imposed by ‘scientific research’. As language teachers, usually untrained in scientific methodology, we often form hypotheses based on subjective, qualitative data.

We do not construct experiments to test our hypotheses, or if we do, various elements in the research are not carried out scientifically or certain variables are not taken into account (especially in language learning research which is a methodological minefield!).

Scientific research, on the other hand, follows certain rules of methodology, data collection and publication that take it beyond and above our 'everyday research'. In 'scientific' research, however, the researcher is generally observer and remains outside the experiment. What this article deals with, is yet another form of research that is neither what I have described as 'everyday research', nor 'scientific research', but is termed 'action research'. Action research is not everyday research in that it incorporates strict methodology borrowed from scientific research. It cannot, however, be considered the same as scientific research because the researcher him/herself is part of the experimental environment, and is observer-actor-researcher, and it is this element of subjectivity and inclusion in the research environment that separates action research from other research.

Content

General Objective - Apply listening strategies in order to understand lectures in conferences or classes.

Specific Objectives:

- Use note-taking in real time as a strategy in order to extract the main ideas.
- Recognize the relevance of discourse markers when listening to a lecture.
- Use predicting as a listening strategy to determine the content of a lecture.
- Use expressions to give an opinion and ask for clarification when listening to a lecture.
- Recognize and use the filler ah/uh when expressing an opinion about the content of a lecture.

Activity 1: (Warm-up) With the aid of handout #1, students go over a set of questions on note-taking/attending a lecture.

In pairs, students discuss their ideas (raising awareness). Students and teacher share their ideas in a round-table discussion. Teacher emphasizes the importance of note-taking when listening to a lecture. (10 minutes) Language: How do you usually take notes? /I usually.../ Generally...

Activity 2: (Pre-task) With the aid of handout #2, students go over a set of phrases with discourse markers. Students are to analyze the phrases to see if they can deduce the function of discourse markers. Students perform the task. Students share their ideas with the rest of the class.

Teacher and students go over the phrases one more time. Teacher emphasizes on the importance of discourse markers to organize a text and to indicate that the speaker is moving on to another

part of the speech (discourse markers are to be referred to as ‘organizational markers’ when working with students in order not to confuse them with metacognitive language). (10 minutes)

Language: I want to remind you that... /In this particular session.../ Another example of...

Activity 3: Students are asked to predict the content of the lecture. Students watch and listen to the first minute of the lecture to come up with their predictions. Students share their ideas with the rest of the class. Teacher writes some of the students’ ideas on the board. Teacher and students go over key vocabulary from the lecture. Students and teacher do some choral and individual repetition. Teacher clarifies any doubts. (10 minutes)

Language: Probably the lecture deals with... /To me.../I think that.../ (Task)

Teacher writes on the board, Note-taking. Students are asked to mention common things they do when taking notes. Teacher encourages students to come up with ideas and suggestions on note-taking. Teacher writes some of students’ ideas on the board.

Teacher and students comment on the importance of taking notes when attending a lecture or a class. (10 minutes)

Language: Taking notes is useful... /This is important because.../

Normally we write things down when...

Chapter 1. Learning outcomes in EFL

Writing lesson outcomes is fundamental to good lesson planning. A review of the lesson - planning literature in curriculum studies shows five major benefits from writing intended lesson outcomes.

First, the process of deciding what will be taught in a lesson allows the teacher clarity of purpose and enables a predictive focus on student learning. Identifying the outcomes means there is a clear focus to each lesson. Second, writing learning outcomes for each lesson allows learning to be staged and sequenced. Identifying the key learning outcomes of one lesson allows it to be connected to the next and built upon and integrated by students.

Third, by explicitly articulating lesson outcomes, the teacher's assessment of the intended learning of each lesson can be much more precise. Fourth, clear and explicit learning outcomes enable internal coherence in a lesson as these precise statements of the intended learning of a lesson become the drivers of the lesson. If the teacher uses these clear lesson outcomes to select all the other elements of the lesson – teaching strategies, learning activities/resources, planned teacher language and assessment – the lesson is much more likely to be coherent and focused. Fifth, perhaps paradoxically, having specific lesson outcomes planned does not prevent teachers from being flexible and creative in their teaching as individual teachers may teach a lesson with the same learning outcomes in completely different ways. When teachers purposefully and thoughtfully select activities, materials/resources and assessment according to their own teaching styles, educational settings and the needs and interests of their students, they provide different routes to the same lesson outcome.

As lesson outcomes help teachers clarify their thinking about language teaching and assessment during their preparation of a lesson, and serve as a tool for reflection once the lesson is over, writing learning outcomes is fundamental to good lesson planning. When identifying and writing learning outcomes for a lesson, there are two key factors teachers should bear in mind¹.

1. Backwards planning

Backwards planning is to start with your ultimate objective, your end goal and then work backward from there to develop your plan.

Identifying and writing specific lesson outcomes helps teachers in backwards planning. The teacher should plan a lesson starting from the lesson outcomes so that specific activities and materials/resources can be planned to meet each lesson outcome. The lesson outcomes, rather than the lesson activities and materials/resources, have to direct planning. Teachers need to

¹ Neary M., (2002). Curriculum studies in post-compulsory and adult education. UK: Nelson Thornes, pp. 36-38.

be clear about *what* they are going to teach before considering *how* they are going to teach it. The *how* may then be determined in the selection of activities and materials/resources to achieve the outcomes of the lesson.

2. Lesson outcomes should state aspects of language, cognition and affect

As we have already stated, the aim of English lessons is to guide linguistic, cognitive and affective change in students. Lesson outcomes should therefore state principally aspects of language, cognition and affect rather than behaviour as this ensures the focus of the lesson is on *learning* rather than *doing* and allows for individual teacher flexibility and creativity in the selection and design of activities and materials. Teachers should refer to aspects of language, cognition and affect by using active verbs from a learning taxonomy.

Examples of lesson outcomes.

- By the end of the lesson, students will be able to categorise words by using the prefixes *re*, *in* and *un*.
- By the end of the lesson, students will be able to write to explain cause and effect by employing connectors such as *consequently*, *therefore* and *as a result*.
- By the end of the lesson, students will be able to identify and accurately pronounce the short *i*, *o*, and long *ou* (as in *found*) vowel sounds.
- By the end of the lesson, students will be able to enjoy and respond to the creative use of metaphor in a song.
- By the end of the lesson, students will be able to distinguish similarity and difference through the use of comparative and superlative adverbs in an article.

Sharing lesson outcomes, activating students' schema and assessing lesson outcomes.

Once a teacher has identified and written the learning outcomes of a lesson, the teacher needs to share these outcomes with students, activate students' prior knowledge about the topic of the outcomes and involve students in the assessment of the outcomes.

The factors explored here are informed by formative assessment, the monitoring of student learning to provide ongoing feedback that can be used by teachers to improve their teaching and by students to improve their learning, and the work of Paul Black and Dylan Wiliam, two of the leading proponents of formative assessment².

You can find out more about formative assessment in an excellent Macmillan Advanced Learning article by Jason Skeet.

3. Sharing and understanding lesson outcomes

² About Language, Tasks for Teachers of English, Cambridge 2017, pp. 27-29.

Having identified and written the lesson outcomes, these have to be communicated to the students. One suitable technique for checking understanding of a lesson outcome is to show an example of someone else's work as students find it easier to analyse and critique other people's work as it is less emotionally charged. For example, if the lesson outcome is, 'By the end of the lesson students will have written a short story using the past narrative tenses', we could show an example of a short story from a previous course and ask students to discuss questions such as 'What's good about the story?' and 'What areas for improvement are there?'

4. Activating students' schema about lesson outcomes³

When a teacher shares a lesson outcome with students it's important to try to activate students' schema, or prior knowledge, about the topic of the outcome. Teachers have to activate existing schema and build new knowledge or skills to achieve the outcome. One of the most effective ways to activate students' schema is through the use of a graphic organizer.

At the beginning of a lesson:

- activate students' background knowledge and get students thinking about what they already know about the topic to get them ready to connect prior knowledge to new learning.
- establish the purpose for the lesson and set the outcome/s for learning, letting students know what to anticipate from the lesson.
- engage students in asking questions about the new content and pique their curiosity, giving them the chance to share their questions with one another.

During the lesson:

- students recognise that the lesson is answering their questions. These answers can be written down as soon as they learn them.
- students can keep track of their learning by seeing that they have unanswered questions to follow up on.
- students may add new questions that occur during their learning as they deepen their understanding of the new concept.

When closing the lesson:

- students use KWL charts to summarise their learning outcomes using simple, easily expressed ideas.

³ Scroggins B., (2004). The teaching-learning cycle: Using student learning outcome results to improve teaching and learning. Workshop Activities & Resource Materials, pp. 42-44.

- students can compare their learning outcomes to their classmates' and add ideas that they left out to make a more comprehensive list of their learning outcomes.
- teachers can use KWL charts as informal assessments to determine whether students really achieved the lesson outcomes and how to modify their teaching approach for the students who struggled with the new content.

Ongoing dialogue between the teacher and student

Assessment of lesson outcomes requires ongoing dialogue between the teacher and student. Teachers have to plan opportunities in the lessons to speak to individual students or small groups to check on their progress in achieving learning outcomes.

The elements of this ongoing dialogue include:

- ensuring every student understands the learning outcomes for a lesson and how to judge their own progress in relation to achieving these outcomes,
- giving students feedback regularly to help them move their learning forward,
- helping every student to produce some form of evidence showing what they learned.

This evidence, which may be written or spoken, helps teachers and students to check and consolidate the learning. One very effective way of getting students to provide evidence of their learning is through a review of learning at the end of the lesson in which students discuss questions related to the lesson and learning outcomes such as:

1. What did you learn from the lesson?
2. What new vocabulary/grammar/concepts did you use?
3. What did you enjoy about the lesson?
4. What did you find most challenging about the lesson?
5. What did you find most memorable about the lesson?
6. What would you like to remember about the lesson?
7. How will you remember what you have learned?
8. What would you like to share from this lesson with a friend?

Getting regular feedback from students about the lesson outcomes is also essential. Teachers can use, for example, exit tickets with specific questions or prompts about the lesson on a piece of paper. Students respond to these questions or prompts and give the piece of paper to the teacher before they leave class. These exit tickets provide teachers with immediate feedback on how successfully students have achieved the lesson outcomes and also help teachers to identify specific gaps in understanding that can then be addressed in the next lesson.

In addition, exit tickets can be used to check on specific aspects of the learning or to get feedback about activities and teaching approaches that have been used.

Students help each other with their lesson outcomes

Getting students involved in helping each other with their lesson outcomes through discussions and cooperative learning activities is an important way to involve students in the process of assessment for learning. Cooperative learning tasks such as ‘Think, Pair, Share’ help students to share, compare and combine their ideas. For example, if the lesson outcome is ‘*At the end of the lesson, students will be able to comprehend the narrative in a short film*’, the teacher can ask the class to discuss the five Ws (who, what, when, where, and why) to understand all parts of the story. Students take a few minutes to think and write their answers individually, then they can talk to a partner to check their answers before they share them with the class.

Data analysis

The data satisfied all assumptions for t-test (the data is normally distributed in pre and post-test scores) and an independent t-test was conducted to analyze and compare the achievement scores of the groups considering the grammar, listening, reading, writing and speaking tests.

Planning is one of those essential skills of the competent teacher. This article looks at some general lesson planning questions:

- What should go into an English language lesson?
- What is a lesson plan?
- Why is planning important?
- Do you need to plan if you have a course book?
- What are the principles of planning?

What should go into an English language lesson?

Every lesson and class is different. The content depends on what the teacher wants to achieve in the lesson. However it is possible to make some generalisations. Students who are interested in, involved in and enjoy what they are studying tend to make better progress and learn faster⁴.

When thinking about an English lesson it is useful therefore to keep the following three elements in mind - Engage - Study – Activate:

Engage

This means getting the students interested in the class. Engaging students is important for the learning process.

Study

⁴ Aitken J.M. & Browning T.J., (2015). An integrated approach for teaching true beginners: One program’s experience. In The Conference Proceedings of MIDTESOL 2015, pp. 19-20.

Every lesson usually needs to have some kind of language focus.

The study element of a lesson could be a focus on any aspect of the language, such as grammar or vocabulary and pronunciation. A study stage could also cover revision and extension of previously taught material.

Activate

Telling students about the language is not really enough to help them learn it. For students to develop their use of English they need to have a chance to produce it. In an activate stage the students are given tasks which require them to use not only the language they are studying that day, but also other language that they have learnt.

What is a lesson plan?

A lesson plan is a framework for a lesson. If you imagine a lesson is like a journey, then the lesson plan is the map. It shows you where you start, where you finish and the route to take to get there.

Essentially the lesson plan sets out what the teacher hopes to achieve over the course of the lesson and how he or she hopes to achieve it. Usually they are in written form but they don't have to be. New or inexperienced teachers may want to or be required to produce very detailed plans - showing clearly what is happening at any particular time in the lesson.

However in a realistic teaching environment it is perhaps impractical to consider this detail in planning on a daily basis. As teachers gain experience and confidence planning is just as important but teachers develop the ability to plan more quickly and very experienced teachers may be able to go into class with just a short list of notes or even with the plan in their heads.

Whatever the level of experience, it is important that all teachers take time to think through their lessons before they enter the classroom.

Why is planning important?

One of the most important reasons to plan is that the teacher needs to identify his or her aims for the lesson. Teachers need to know what it is they want their students to be able to do at the end of the lesson that they couldn't do before.

Here are some more reasons planning is important:

- gives the teacher the opportunity to predict possible problems and therefore consider solutions,
- makes sure that lesson is balanced and appropriate for class,
- gives teacher confidence,
- planning is generally good practice and a sign of professionalism.

Do you need to plan if you have a course book?

Many teachers will find themselves having to use a course book. There are advantages and disadvantages to having a course book-but although they do provide a ready-made structure for teaching material, it is very unlikely the material was written for the teachers' particular students. Each class is different and teachers need to be able to adapt material from whatever source so that it is suitable for their students. A course book can certainly help planning, but it cannot replace the teacher's own ideas for what he or she wants to achieve in a class⁵.

What are the principles of planning?

- **Aims** - considering realistic goals for the lesson, not too easy but not too difficult.

You may find the following checklist useful:

- What do the students know already?
- What do the students need to know?
- What did you do with the students in the previous class?
- How well do the class work together?
- How motivated are the students?
- **Variety** - an important way of getting and keeping the students engaged and interested.
- **Flexibility** - expect the unexpected! Things don't always go to plan in most lessons.

Experienced teachers have the ability to cope when things go wrong. It's useful when planning to build in some extra and alternative tasks and exercises. Also teachers need to be aware of what is happening in the classroom. Students may raise an interesting point and discussions could provide unexpected opportunities for language work and practice.

In these cases it can be appropriate to branch away from the plan.

Effective lesson planning is the basis of effective teaching.

A plan is a guide for the teacher as to where to go and how to get there. However - don't let the plan dominate - be flexible in your planning so that when the opportunities arise you can go with the flow⁶.

⁵ Teaching in Challenging Circumstances 2021, pp. 12-14.

⁶ Chen D. & Zhang L., (2017). Formative assessment of academic English writing for Chinese EFL learners. TESOL International 12(2), pp. 47-48.

Chapter 2. Planning of the lesson

I posted the unit 3 lesson like this. This is my skill of EFL lesson.

Topic

This section should include a short description about the content or language skill area that is targeted in this lesson. Do the content, vocabulary, or topics focus on a specific idea or issue? The topic is "Me and my World".

Example: This lesson helps students develop their speaking abilities in the context of a debate. Specific skills include expressing facts and personal opinions when appropriate vocabulary to link their main and supporting ideas together.

Revision helps stop knowledge being lost. Ideally, students should revise their course material all the time outside class to retain their new skills. However, the reality is most students face a weekly avalanche of new material and very little review time at home due to increasingly busy schedules. As educators we need to build revision into our course designs so that students have more opportunities to access new knowledge and therefore retain it more easily.

In my lesson I revise grammatical rules and speaking skills.

Reading for Information is the skill of reading and understanding common workplace documents. These may include letters, manuals, procedures and memos.

These documents are not necessarily well-written or aimed at a particular audience. This is unlike narrative texts, such as fictional novels, informational texts etc.

This section will focus on the goals and organization of the course. My reading for information is about "Great Britain : a country of traditions" and I have some levels.

At the higher levels the text must read includes more details and information. The information is also presented in more unfamiliar language which is more difficult to understand.

In my next level the students will be reading short letters, memos, announcements, or directions. By reading and understanding the information contained in these documents, you should be able to answer questions about them, involves short, uncomplicated passages using elementary vocabulary⁷.

Reading for Information Skills:

- Understand the paraphrased definition of jargon or technical terms defined in the passage.
- Understand the definitions of acronyms that are defined in the passage.

⁷ О.В. Афанасьева., И.В. Михеева., Английский язык / 7 класс, Книга для чтения, 2012, с. 62-65.

- Identify the appropriate definition of words with multiple meanings based on the context of the passage.
- Apply information given in a passage to situations that are not directly described in that passage.

Class 7

English Grammar section we will learn about the different kind of sentences with example and explanation.

When we speak or write something, we use words grammatical rules and their using in the sentence. This grammar includes about the Sentences in the Future Perfect tenses and the Definite Article. We will do exercises for understanding grammatical rules using in written and spoken speech. I will give some homework do in this section.

In my vocabulary section we learn expressions about "Social English".

In section of Speaking Vocabulary refers to the words we speak.

The number of words used in this case is far less than listening vocabulary, the reason being the level of comfort in usage.

Phrasal-prepositional verbs have three parts: **a verb, a particle and a preposition.**

The particle and the preposition cannot be separated. Many of these verbs are often used in informal contexts, and their meaning is difficult to guess from their individual parts.

We will learn to use the phrasal verb "to turn" in spoken English: to turn around, to turn out, to turn over, to turn up, to turn into, to turn inside out, to turn upside out, to turn upside down, to turn down, to turn up, to turn off. We will learn how to use them in the sentences, know their meanings and translate some sentences.

I have new words to learn section. This section gives you lots of advice and ideas on how you can learn new words. When you're learning a new language it's really important to keep learning new words to improve your vocabulary. When you learn new words you need to try and use them as soon as you can so they will become part of your active vocabulary.

In this section we will know:

- What does it mean?
- What form is it?
- How do you spell it?
- Does it have a prefix or a suffix?
- How do you pronounce it?
- Tips to remember words?

The next section is Reading discussion. Therefore, discussions **engage students on deeper levels with a text**. This translates into patterns of thought and understanding that enrich every subsequent reading experience. Discussions help children refine other abilities that have an even more obvious association with the real world. My discussion text is "Danny's Story". We will read the text, understand the context and begin discuss it. I have discussion topic about family.

Correct grammar, punctuation and spelling are key in written communications.

The reader will form an opinion of you, the author, based on both the content and presentation, and errors are likely to lead them to form a negative impression.

In my lesson we will do translation from Russian or Armenian into English and will have discussion in this section to when we will check it.

Conclusion

This study examined the development of students' language skills in a flipped English foreign language course designed with self-regulated learning strategies.

The study was conducted with a quasi-experimental design. While the experimental group received the course through flipped classroom model designed with self-regulated learning strategies, control group did not use self-regulated learning strategies in the flipped classroom model. The results indicated that self-regulated learning strategies positively affected the development of foreign language skills in the flipped classroom model. A significant difference in favor of the group working with the platform including self-regulated learning strategies outperformed in speaking, reading, writing, and grammar test scores.

However, no significant difference in the listening test results was found.

Aims are what teachers (and learners) want to achieve in a lesson or a course. Activity in a class is planned in order to achieve these aims.

Example

A lesson aim could be for the learners to demonstrate that they understand the form or use of the passive better, or to have practised intensive reading.

A course aim could be to improve the report writing skills of a group of business students.

In the classroom

Aims on lesson plans often describe what the teacher wants learners to be able to do by the end of a lesson, or what they will have done during it. Teachers can tell learners their lesson aims, or involve learners in setting them. This can help create a sense of purpose and progress.

Lesson outcomes are fundamental to lesson planning and effective language teaching and learning. To optimise the use of lesson outcomes, we need to share these outcomes with our students, activate students' prior knowledge about the topic of the outcomes and involve students in the assessment of the outcomes.

The final chapter aims at discussing the importance of the book for the language classroom and drawing conclusions from the theoretical and empirical research. Other than that, the chapter is directed at indicating alternative research designs, instruments or hypotheses to be explored in future in relation to the topic of foreign language self-esteem. Subsequently, teaching recommendations and implications of the findings for the teacher, the learner and the teaching material designer ensuing from the results of the current research are going to be discussed.

Based on the result of data analysis by using thematic analysis, I found that there were several factors caused students demotivated in learning English.

First factor, it was found out that teacher explanation became one of the student demotivating factors, the teacher explained the material too fast and explained topics which here out of the context.

The second factor is students experience of failure. It was found that students' experience of failure were in the form of being scolded by their teacher, getting the low score and having less of support. The third factor is students' negative attitude toward English.

They were found not interested in that lesson and the teacher cause them to be scared of making mistakes and prefer silence in class.

The fourth factor is the attitude of classmates, such as annoying friend, borrowing others' stationary, asking questions while concentrating in learning.

The last factor is textbook, they showed that they got disturbed by the book that contained the difficult material that made students hard to understand and needed the explanation more than once. Other result is I found the way students deal with their demotivation in learning English. First is learning from other sources.

The students need more 37 38 information from other sources.

The last is discussing material with teacher and friend. They admitted that they need someone to help them in this case teacher and friend.

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