

#Global ethical commitment and #Gender perspective: examples of activity learning outcomes for course design

The following document sets out a **proposal** for the drafting of possible **activity learning outcomes** for the UOC's cross-disciplinary learning outcome **#Global ethical commitment and #Gender perspective** to be worked on in all official programmes. This learning outcome (LO) is competency-based, because it requires putting knowledge and skills into practice.

More than a hundred learning outcomes of activities have been reviewed and the learning outcomes proposed are more or less **common and shared** between the different programmes. They are presented **in relation to the learning outcomes of the subject** to which they can apply.

The aim of the resource is to provide a **proposal for formulations of activity LOs, to work on the #Global ethical commitment and #Gender perspective programme LO**. These activity learning outcomes **can be incorporated as they are or personalized** in order to adapt them as far as possible to each activity of the course.

The availability of these proposals **does not exclude the use of other possible formulations**, linked more specifically to the content of each programme.

The wording of these activity LOs can also be adjusted, **depending on whether they are included in a bachelor's degree or a master's degree**, taking [MECES criteria](#) into account.

Finally, the examples proposed could also be used in connection with other programme LOs.

The document consists of **three parts**:

1. The [definition, types and formulation of LOs](#)
2. The definition of the [programme LO and related subject LOs](#)
3. Proposed possible [activity LOs](#) linked to the **#Global ethical commitment and #Gender perspective** programme LO.

1. Learning outcomes: definition, types and formulation

Definition

Learning outcomes (LOs) are statements of what the student is expected to know, understand and/or be able to demonstrate at the end of a learning period. "They are usually 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" (Stephen Adam, 2006, cited by the Catalan University Quality Assurance Agency (AQU) in FOCUS #1 Learning outcomes).

Learning outcomes **must respond to:**

- From the student's point of view: What is being asked of me in the activities? Evidence that I have to record or generate through carrying out the activities.
- From the point of view of the teaching staff who assess the student: What will I look for to determine that the student has achieved the learning outcomes? Evidence that can be seen when work is submitted.

Types

There are three types of learning outcome:

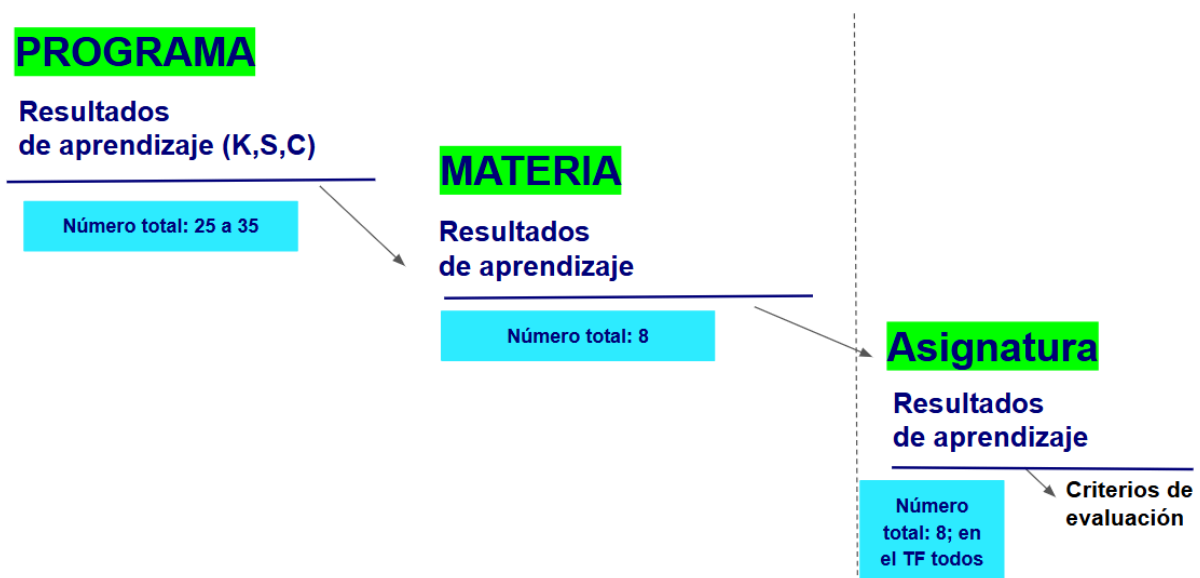


Image 1. Types of learning outcome. Source: Cristina Girona and Marta Merino (ADA - eLinC), in association with the Planning and Quality Department, Royal Decree 822/2021, *The new nomenclature: From competencies to learning outcomes*

Programme learning outcomes

Programme learning outcomes describe the knowledge, skills and competencies that students must demonstrate they have **achieved at the end of a degree or academic programme**. These outcomes have a broader focus and cover the entire curriculum, ensuring that, upon completion of the programme, the student has acquired the knowledge, skills, and competencies necessary to practice their profession or continue their academic training.

The outcomes can be divided into Knowledge, Skills and Competencies.

Subject learning outcomes

They specify the learning outcomes of the programme that **are worked on in a series of courses that share thematic characteristics** and that together form a subject.

A subject learning outcome refers to the knowledge, skills and competencies that the student must **achieve in a subject** (or set of courses) within the programme of study. These outcomes are more specific than those of the programme and are aimed at achieving specific milestones related to the content of a particular area of knowledge.

Activity learning outcomes

Activity learning outcomes describe the learning that the student must have achieved **at the end of a specific activity or task within a course**.

They are formulated when the course (teaching project) is designed and serve students as an indicator of progress and achievement in their knowledge, skills or competencies when carrying out a specific activity.

They provide evidence of the learning outcomes expected of the student when carrying out the activities, where the practical and theoretical aspects will be worked on through an active methodology, including exercises, discussions, case resolution or projects.

They are associated with the programme LOs and their definition must take into account both the subject LOs associated with the course and what students are asked to work on.

How they are formulated

The drafting of learning outcomes must follow the **guidelines** included in the [Guide to the Formulation of Learning Outcomes in accordance with Spain's Royal Decree 822/2021](#) and they must, therefore, be inclusive, observable, achievable, relevant, time-bound, known by students and assessable.

The formulation of learning outcomes must be **structured** as follows:

Action verb + object + conditions, attitudes or context

Example:

Recognize the different currents of feminism and their impact in the field of socio-pedagogical intervention.

[Note] If your programme has been adapted to Royal Decree 822/2021, see the infographic [How to adapt the course to Royal Decree 822/2021](#).

2. The programme LO and the associated subject LOs

Programme learning outcome

As set out in [Cross-disciplinary learning outcomes in UOC official programmes \(Royal Decree 822/2021\)](#), this cross-disciplinary LO **is defined** as follows, depending on whether it is to be included in a bachelor's or master's degree:



#global ethical commitment and #gender perspective

- **Bachelor's degrees:**
Act honestly, ethically and sustainably, exercising social responsibility and respecting human rights and diversity, incorporating the gender perspective in both academic and professional practice.
- **Master's degrees:**
Act honestly, ethically and sustainably, exercising social responsibility and respecting human rights and diversity, incorporating the gender perspective in both academic and professional practice, designing solutions to bring about improvements in these practices.

Subject learning outcomes

The following are the **subject learning outcomes** on which this programme LO is based:

Subject learning outcome for #global ethical commitment and #gender perspective

Diversity	<ul style="list-style-type: none"> • <u>Bachelor's degrees</u>: Incorporate the consideration of functional, social, cultural, economic, political, linguistic and gender diversity into academic activity. • <u>Master's degrees</u>: Include the analysis of functional, social, cultural, economic, political, linguistic and gender diversity in academic and professional practice.
Sex- and gender-based inequality	<ul style="list-style-type: none"> • <u>Bachelor's degrees</u>: Analyse the causes and effects of sex- and gender-based inequalities. • <u>Master's degrees</u>: Analyse the causes and effects of sex- and gender-based inequalities and formulate measures to counteract them.
Sustainability and responsibility	<ul style="list-style-type: none"> • <u>Bachelor's degrees</u>: Identify the features of professional practice geared to the quality of the results achieved and based on sustainability and social responsibility. • <u>Master's degrees</u>: Design academic or professional projects, applying criteria based on quality, sustainability and social responsibility.
Professional ethics (code of ethics)	<ul style="list-style-type: none"> • <u>Bachelor's degrees</u>: Act in accordance with the ethical principles that guide professional practice. - <i>If there is a code of ethics</i>: Understand and act in accordance with the ethical principles that guide professional practice and in accordance with the professional code of ethics. • <u>Master's degrees</u>: Critically evaluate the application of the ethical principles that guide professional practice in complex situations. - <i>If there is a code of ethics</i>: Critically evaluate the application of the ethical principles that guide professional practice, together with the professional code of ethics, in complex situations.
Academic ethics (citation, recognition, etc.)	<ul style="list-style-type: none"> • <u>Bachelor's degrees</u>: Act ethically, honestly and with a civic spirit in academic work, avoiding any misuse of work by third parties. • <u>Master's degrees</u>: Act ethically, honestly and with a civic spirit in academic and professional work, avoiding plagiarism and any other misuse of work by third parties.
Assertiveness	<ul style="list-style-type: none"> • <u>Bachelor's degrees</u>: Interact with others in a manner that is respectful and assertive, avoiding declarations contrary to people's values and dignity. • <u>Master's degrees</u>: <i>[The reference documentation does not indicate any proposal for this subject LO].</i>
"Reflection" dilemmas, recognition	<ul style="list-style-type: none"> • <u>Bachelor's degrees</u>: Resolve any dilemmas related to the recognition and attribution of ideas and published work, guided by the principles of ethics and the integrity of academic work. • <u>Master's degrees</u>: Resolve any dilemmas related to the recognition and attribution of ideas and published work, guided by the principles of ethics and the integrity of academic work.

3. Proposal for activity learning outcomes associated with subject learning outcomes

Preliminary considerations:

- The examples proposed are intended to help in the drafting of specific LOs and **can be incorporated as they are or with the modifications** that each teacher considers necessary for **specific cases**.
- The wording of these activity LOs can also be adjusted **depending on whether they are included in a bachelor's degree or a master's degree**, taking [MECES criteria](#) into account.
- The suggested examples could also be used in association with other programme LOs.

[1/3] Proposed activity learning outcomes associated with subject learning outcomes

Activity LO	Diversity	Sex- and gender-based inequality	Sustainability and responsibility	Professional ethics (code of ethics)	Academic ethics (citation, recognition, etc.)	Assertiveness	"Reflection" dilemmas, recognition
Show an ethical attitude in one's work, being responsible and respectful of sexual and gender diversity in its intersectional dimension, and recognizing the integrity of the work of others.	x	x	x	x		x	
Express ideas / argue in a respectful, assertive way (a dimension to be considered only in bachelor's degrees), avoiding statements contrary to human rights and people's dignity in different academic fields and professional practice.	x	x	x	x	x	x	
Integrate the gender perspective in the recognition, analysis and deconstruction of proposals that contribute to the transformation of social inequalities.	x	x					x
Integrate gender equality from an intersectional perspective as a cross-cutting and central aspect of a professional/academic proposal.	x	x	x				x

[2/3] Proposed activity learning outcomes associated with subject learning outcomes

Activity LO	Diversity	Sex- and gender-based inequality	Sustainability and responsibility	Professional ethics (code of ethics)	Academic ethics (citation, recognition, etc.)	Assertiveness	"Reflection" dilemmas, recognition
In discussions regarding the decisions made or practices carried out, demonstrate a proactive attitude and an assertive stance towards professional practice, taking interdisciplinarity and intersectionality into account, always from a gender perspective.	x	x				x	x
Recognize different feminist currents and their impact on the field studied	x	x					x
Identify/recognize/present arguments based on any of the postulates of feminism that have contributed to the field of study.	x	x					x
Produce material that does not reproduce stereotypes and that aspires to be as inclusive as possible.	x	x					
Express oneself (texts, participation in discussions, recordings, etc.), using the diversity of language in its different forms and other communication channels in a respectful, non-sexist way.	x	x	x	x	x		

[3/3] Proposed activity learning outcomes associated with subject learning outcomes

Activity LO	Diversity	Sex- and gender-based inequality	Sustainability and responsibility	Professional ethics (code of ethics)	Academic ethics (citation, recognition, etc.)	Assertiveness	"Reflection" dilemmas, recognition
Use a range of voices to support ideas, including male and female authors and others from diverse backgrounds		x			x		
Appreciate how our professional practice affects women and men differently, also considering a perspective intersected by other social markers (age, class, origin, sexual orientation, physical and/or cognitive diversity, etc.).	x	x	x	x			x
IDENTIFICATION option: Identify discrimination based on sex, gender and sexual orientation, as well as types of LGBTphobia in the field of study and their extent.	x	x	x	x	x		x
PROPOSAL option: Propose mechanisms for the prevention and resolution of discrimination based on sex, gender and sexual orientation, as well as types of LGBTphobia in the context analysed and their extent.	x	x	x	x	x		x
Include well-founded criteria of environmental sustainability, gender equality and diversity in the preparation of work proposals.	x	x	x				x

Example of application to the teaching project:

LEARNING OUTCOMES	
PROGRAMME	ACTIVITY
CT3. Act honestly, ethically and sustainably, exercising social responsibility and respecting human rights and diversity, incorporating the gender perspective, in both academic and professional practice.	<p>RAP 1: Identify discrimination based on sex, gender and sexual orientation, as well as types of LGBTIphobia in the field of study analysed and their extent.</p> <p>RAP 2: Use a range of voices to support ideas, including male and female authors and others from diverse backgrounds.</p> <p>RAP 3: Propose mechanisms for the prevention and resolution of discrimination based on sex, gender and sexual orientation, as well as types of LGBTIphobia identified in the area analysed and their extent.</p>