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Nota di contenuto	Front Matter -- Contents -- Acknowledgements -- Biographies -- Introduction -- Foundations for Learning Outcomes and Credit Transfer -- The Gulf Between Hope and Practice: South African Experiences with Learning Outcomes and Credit Transfer -- Foundations and Reform Measures: Credit Transfer and Learning Outcomes Policy and Practice in the United States -- Learning Outcomes for Credit Transfer: Reflections on the Australian Experience -- International Student Mobility Based on Learning Outcomes and Workload: The European Credit Transfer and Accumulation System -- Learning Outcomes, Progression, and Qualifications: Considerations for Vocational and Higher Education in the United Kingdom -- Shifting Paradigms in Postsecondary Education: Historical, Conceptual, and Theoretical Frameworks Governing Outcomes-Based Approaches to Credit Transfer -- The Overarching System: Structures, Policies, and Mechanisms Impacting Learning Outcomes and Credit Transfer -- Adoption, Adaptation, and Implementation: The Complexities of Using Learning Outcomes to Advance Credit Transfer in Institutional Contexts -- Summary of Findings and Recommendations

There is increasing interest in the use of learning outcomes in postsecondary education, and deliberations have surfaced with regard to their potential to serve as a tool for advancing credit transfer. *Learning Outcomes, Academic Credit, and Student Mobility* assesses the conceptual foundations, assumptions, and implications of using learning outcomes for the purposes of postsecondary credit transfer and student mobility. Through a critical review of current approaches to the use of learning outcomes across national and international jurisdictions, scholars and practitioners in postsecondary education provide a multivalent examination of their potential impacts in the unique context of Ontario and recommend future directions for the system. The collected works are the culmination of a multi-year study entitled *Learning Outcomes for Transfer*, funded by the Ontario Council on Articulation and Transfer. Contributions are authored by prominent international scholars across countries with significant outcomes-based experience and education reforms (South Africa, the United States, Australia, Europe, and the United Kingdom) and an Ontario research consortium comprising college and university experts working to advance student pathways.
