The Relevance Of Outcome And Output Objectives In Educational Teacher Training Project

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Abstract

This article aims at examining the relevance of output and outcome objectives within educational training project. The focus is the development and monitoring of both outcome and output objective during the teacher training project for the change perspective in order to attain the quality education. Qualitative research has been applied through documentary technique whereby documents have been analysed to come to the result on the result asserting the need to reflect objectives in the project plan and the strategies to monitor them with regard to appropriate indicators.

Keywords: *outcome objectives, output objectives, educational project*

I.   Introduction

The present article focuses on the relevance of outcome and output objectives in educational project. So, educational project designs aim at attaining outcome objectives for a change perspective and better learning achievement. The present paper is written in attempt to seek out transformational mechanism from output objectives to outcome within educational project plan. This part of the article is centred on context depiction regarding output and outcome objectives in most educational projects in the DRC. The second part is a description of the major problem to which this paper seeks to provide solution. The third section focuses on the research question guiding the research. The fourth is the structure of the paper depicting different sections discussed throughout the paper.

Context

Designing educational project reflects stems from change ideal to enhance learners' outcome and positive impact in their context of life. So, education projects are developed because of the learner. Projects are developed because we want participants to gain specific knowledge and skills. Education projects are developed to promote public safety and the development of environmental and scientific literacy. Careful attention to the design and implementation of an education project will be reflected in learner outcomes (*ED575743.Pdf*, 2009, p. 2). In the DRC, the project's sector objective is to contribute to the reconstruction of Congo's education system in order to attain the education for all objectives by supporting the preparation of sectoral reforms and strengthening institutional planning capacities and sector management. (*Congo, Republic of -Education Sector Support Project* p. 10). For example, teacher training project on active and participatory methods (PAP) was implemented in schools of CBCA schools to enhance teacher's competency in using active and participatory methods for the learner's active participation to the learning. Unfortunately, some teachers despite training still use traditional methods.

Problem

Designing educational project stems from change perspective aiming at enhancing learners' outcome and their full participation to their societal life challenges as active citizens. Thus reflecting educational project is primarily a focus on outcome objectives oriented on the learner's better performance. Unfortunately, in the DRC, some education projects are designed and implemented but do not fulfil the target of learner's achievement to enhance education quality (*EdData DRC EGRA-SSME Report_Grade 5_Revised.Pdf*, n.d., p. 25). For instances, ACCELERE educational project was implemented in primary DRC primary schools in 2013 to enhance learner's reading competency (Scislowiscz et al., 2016, p. 3). But evaluation made in 2015 demonstrates learner's low reading achievement linked to poor teaching techniques and methods ((*EdData DRC EGRA-SSME Report_Grade 5_Revised.Pdf*, n.d., p. 36). In this perspective, I write the present seminar paper to display the relevance of outcome and output objectives and how they should be developed and monitored within education project. So, the present article is written in attempt to deeply comprehend how output and outcome objectives are developed and monitored in project plan for greater impact on quality education.

Research questions
In attempt to deeply comprehend the present research topic, the following are the guiding questions:
- What is the relevance of output and outcome objectives in educational project plan?
- How are output and outcome objectives developed and monitored in project plan for greater impact?

II.   Theoretical Framework

This chapter is centered on key concepts involving outcome and output objectives. The first part is centered on concepts in educational plan involving impacts, outcome, output, and indicators. The second part focuses on the relevance of outcome and output objectives within a project plan. The third is on strategies to develop and monitor outcome and output objectives in a project plan.

Outcome objectives.

outcomes refer to the changes or benefits that result from the outputs produced. They are usually expressed in qualitative terms, such as increased competency, or enhanced well-being. Outcomes are often more difficult to measure than outputs, as they involve tracking changes over time and identifying the specific contribution of the program or project to those changes (*Understanding Outputs in Monitoring and Evaluation (M&e) | Examples and Importance - Evalcommunity*, n.d., p. 3). For instances, designing teacher training project on active and participatory methods was implemented in DRC schools to attain the objective that learner develop self-expression skills and active participation to his own learning. So, transferring acquired knowledge into practice for better learners' outcome is the most crucial purpose to which educational project is designed and implemented.

Output objectives

Output objectives are statements of what a participant or learner is expected to know, understand and/or be able to demonstrate at the end of a period of training or learning. They are explicit statements about the outcomes of learning – the results of learning. They are usually defined in terms of a mixture of knowledge, skills, abilities, attitudes and understanding that an individual will attain as a result of his or her successful engagement in a particular set of higher education experiences (Adam, 2004, p. 3). Output objectives are greatly linked to cognitive skills yet outcome are more pragmatic. For example, teacher training project on active and participatory methods was designed in the DRC in the aim that teachers gain basic knowledge on active and participatory methods. In order to measure outcome and output objectives attainment, indicators are planed within education enable learners to express their own arguments on the subject matter. Finally, the fact that learners' activity is time bound, learner's self-expression is an indicator on active and participatory methods. So, indicators are clear measurement tools of outcome and output objectives in a project. They are justification tools for the relevance of outcome and output objectives within a project plan. The distinction between both output and outcome is very important for output directly refers to theoretical knowledge which in turn is transferred into outcome objectives at praxis level. In the following section, I am describing the methodology used to obtain the result on the outcome and output objectives including monitoring strategies for their attainment within educational project.

Indicators

Indicators are selected and reflected items measuring outcome and output objectives level of attainment within a project. In the light of educational discourse, they are important items providing important information on the way the quality target is achieved (*PMP-Indicator-Analysis-Final-June-2016.Pdf*, 2016, p. 6)). Education outcome and output indicators have to meet SMART goal in order to provide evidence-based data (*ED575743.Pdf*, 2009, p. 29). For instance, the indicator learner's self-expression selected for the objective of active and participatory method explains SMART for it connects to the specific topic of active participation. It is measurable through the observation of the learner's written or oral communication. Also, Learner's self-expression is attainable for during learning, peer interaction and task accomplishment enable learners to express their own arguments on the subject matter. Finally, the fact that learners' activity is time bound, learner's self expression is an indicator on active and participatory methods. So, indicators are clear measurement tools of outcome and output objectives in a project. They are justification tools for the relevance of outcome and output objectives within a project plan, as I shall demonstrate in the following section.

III. Methodology

This section focuses on the research methodology used for data evidence-based purpose.

Qualitative methods

In order to provide relevant answer to the major question within the present article, I used qualitative method since data will be presented through concepts rather than statistic representation (Carter & Little, 2007, p. 4). Also, I used documentary technique in data collection. It is worth mentioning that the use of this technique consists of analysing documents referring to the topic under investigation. In this perspective, documentary technique in data collection facilitated me to read previous published books on developing output and outcome within educational project in order to get the result presented in the fourth chapter of the present article.

Research design

As stated in the previous section, data collection within the present article is based on documentary tools. It is worth mentioning that this technique aims at developing any study through the means of document analysis in order to understand phenomenon under investigation (McCulloch, 2004, p. 12). understanding the relevance of outcome and output objectives in educational project as found in the present research will stem on presenting data obtained from analysis of previously conducted research with relationship to the context of the DRC. In this way, the result as presented in the following section is presented in the perspective of documents analysis with regard to outcome and output objectives plan within educational project.

IV. Result

This part of the article is the presentation of the result got from document analysis with regard to project plan in education in terms of output and outcome objectives relevance. Research from analysed documents lead to findings on outcome and output objectives as major target in educational training project and the need for objectives development and monitoring for them to be transferred into outcome for participants change perspective in order to attain the quality of education.

The relevance of outcome and output objectives in educational project.

Data obtained from analysed document revealed that educational training project is planned to seek for better outcome in order to enhance the quality of education as the following citation points it out:

"Objectives describe what the specific impact of the program will be and the degree to which that impact must occur. Objectives also specify what the audience will be able to do or what the specific change will be to the resource/issue after the intervention (ED575743.Pdf, n.d.-b, p. 34)".

Educational project is designed for the major purpose of enhancing teaching-learning quality for better learner's outcome. In order to reach the project outcome, educational problem identification is crucial for each educational project aims at providing solution to a specific challenge in education to attain the goal of teaching quality (*ED575743.Pdf*, 2009, p. 10). Outcome and output objectives clarify what participants are expected to fulfil within a project; they are explicit means proving information on the project target level of fulfillment.

However, a particular attention is to focus on outcome objectives since they are the visibility of the project achievement as Adam (2004) shows:

"At the national level learning outcomes play a wider role that permeates the ways the national qualifications framework is described and the tools used to describe it. Quality assurance is improved, as explicit guides to standards can emerge based on level descriptors, qualification descriptors and subject benchmark statements. These descriptors and statement s themselves take the form of learning outcomes statements that show what a student will achieve at a particular level of study, in a type of qualification, or in a specific discipline" (p. 9).

Outcome objectives clarify for the participant what is expected of him or her as well as the skills/competences, understanding and abilities that they will acquire on successful completion of their study. For example, educational project on teacher training on active and participatory methods set in schools in the DRC was designed in the target that teachers develop needed competency in using active and participatory methods at outcome level after acquiring basic knowledge on active and participatory methods at output level. The relevance of outcome and output objectives is attained in perspective of SMART goals for outcome and output objectives are connected to specific problem and measurable through selected indicators, attainable and achievable, relevant as they are linked to real context of the participants and time bound for objectives are attained within specific deadline (*ED575743.Pdf*, 2009, p. 29). Developing outcome and output objectives in educational project requires monitoring to get useful data on the project level of objective attainment as showed in the findings of the following section.

Developing and monitoring outcome and output objectives in educational project

The present section presents the result on the way to develop outcome and output objectives and their monitoring in educational project. First, the focus is oriented on findings on developing outcome and output objectives and then on strategies for objective monitoring in educational project.

Developing outcome and output objectives in educational project

Findings revealed that problem-based project makes a key fact of outcome objective design. To reach outcome competency, basic knowledge related to the project topic and scientific discourse is needed since change perspective requires a shift from viewing learning as the transmission of knowledge to problem-solving competency as stated by Di Biase et al.(2022) as follows *"Project illustrates how key competencies can be used to underpin rich learning experiences that promote active learning* (p. 538).

Data from analysed documents showed that developing project outcome and output objectives emphasizes on integration and general skills needed to help participants draw the connections between courses and other kinds of knowledge Similarly, existing literature can often provide important information on how to work with particular audiences to ensure that a project is age appropriate and culturally sensitive, enhancing students engagement as displayed by ED575743.(2009), p. 17). In this perspective, the focus is mainly oriented on learning outcomes to allow deep reflection on the content and its application based on the students' knowledge and engagement. Ensuring outcome and output objectives attainment requires project monitoring to access on important data involving planned activities. The coming section will shed light on the outcome and output objectives monitoring within educational project.

Monitoring outcome and output objectives in educational project

Findings from analysed documents highlighted the fact that the main focus of monitoring project output and outcome objectives is to measure change, and its key functions are to ensure accountability and transparency and to support evidence-based decisions and learning as follows:

"Monitoring and evaluation are the processes that allow policy-makers and programme managers to assess: how an intervention evolves over time (monitoring); how effectively a programme was implemented and whether there are gaps between the planned and achieved results (evaluation); and whether the changes in well-being are due to the programme and to the programme alone (impact evaluation)" (International Labour Organization, 2015, p. 4).

As monitoring is a continuous process of collecting and analysing data to compare how well a project, programme or policy is being implemented against expected results, indicators previously selected are continuously monitored through different activities to accomplish by participants. Monitoring educational project mainly focuses on access, equity and quality (PMP-Indicator-Analysis-Final-June-2016.Pdf, 2016, p. 19). At the quality level, the connection between both output and outcome is very important for output directly refers to theoretical knowledge which in turn is transferred into outcome objectives at praxis level. For example, indicators measure the number of teachers trained and indicators measuring whether teachers apply what they learned in classroom teaching (PMP-Indicator-Analysis-Final-June-2016.Pdf, 2016, p. 19). Activities and active methods are very crucial in order to get important data on the project objective attainment. For instances, collecting information at outcome objectives at teacher training level will require lesson plan activity through role play. Unlike outcome objectives, output objectives are attained through cognitive tasks aiming at displaying participant knowledge acquisition on the subject matter. Planned activities addressing cognitive ability are monitored through methods such as carousel, expert interview provide relevant data on the extend to which output objectives are attained in educational project.

Outcome and output objectives relevance in educational project is justified through SMART goals. Outcome and output objectives need to connect to specific project topic, measurable through selected indicators attainable, that they should be achievable by participants, relevant to the participant context and challenge, trackable or time bound (ED575743.Pdf, 2009, p. 29). Monitoring output and outcome objectives implies assigning activities and related methods likely to provide data to examine to which extend objectives are achieved. Monitoring outcome objectives is to examine how knowledge acquired will practically apply in participants real life in terms of problem solving. Planned activities and active methods are useful to gather information on outcome project attainment. At output level, monitoring process is based on knowledge acquisition for further practices. Comparison between behavior before project implementation and after is important to get information on how the project has fulfilled outcome and output objectives. Planned activities and related methods are assigned according to specific indicators to access to data on outcome and output objectives for the project.

V. Conclusion And Perspectives

The present section is mainly the summary of the paper followed by suggestions for practices and for further research on outcome and output objectives in educational project.

Summary

The present article has focused on the relevance of outcome and output objectives in educational project. The major problem has been on the way some education projects are designed and implemented but do not fulfill the target of learner's achievement to enhance education quality in many African countries in general and in the DRC in particular. Some concepts have been discussed including outcome, output objectives and indicators. The relevance of outcome and output objectives has been explained through SMART goal. Further, developing and monitoring outcome and output objectives is based on activities and appropriate methods with regard to selected indicators to find out to which extend acquired knowledge will be transferred to participant's practices for change perspective.

Suggestions

In order to attain outcome and outcome objectives in educational project, the following suggestions are addressed to educational stakeholders, teachers and further researchers.

- For educational stakeholders: Designing educational project has to focus on learners outcome for change perspective to achieve the goal of quality in education.
- For teachers: Improving educational quality requires mental change in order to transfer acquired knowledge through training project into practice to reach better learners outcome.
- For further researchers, investigation on strategies to reach project outcome in educational project is an important field in order to attain the quality of teaching and learning process.

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