An Investigation of Constructive Alignment between Learning Outcomes and Assessment in English Department Modules

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Abstract

Before the 21st century education reform, most university teachers considered assessment quality to be based on studied material comprehensiveness. The current requirements of society and market have given rise to a considerable change in dealing with and assessing information at university level from content memorisation to using the content information in daily life to do various tasks; for instance, *solving problems*, *applying studied information to new situations*, and *evaluating it*.

In the Iraqi Kurdistan Region, such a shift in assessment quality is rarely perceived as a way of preparing university students for the present labour market, especially in terms of focusing on the course-syllabus learning outcomes (CSLO) and final written examinations (FWE). This could be due to the fact that the university examination questions of the region are not currently reviewed by the quality assurance of college or the scientific committee of department as part of education quality. Thus, at the absence of quality control, some instructors may design examination questions the way they prefer as university students complain about the differences in the difficulty level of various examination questions.

Through content analysis, the present study investigates the quality of learning outcomes stated in the course syllabi, the knowledge depth in final examination questions, the alignment extent between FWE and CSLO in terms of knowledge depth. Additionally, it studies the instructors' perceptions and practices of constructive alignment via using an interview, at English Department, College of Basic Education, Salahaddin University-Erbil for the academic year 2020-2021. Both quantitative and qualitative methods have been used for data collection and analysis in this study.

Among the study findings are that university teachers are unaware of the constructive alignment between the learning outcomes of a module and its summative assessment questions; and they largely focus on lower thinking skills, rather than higher thinking skills of the revised Bloom's cognitive taxonomy in their written examination questions. To improve the quality of constructive alignment between learning outcomes and assessment, several recommendations are finally put forward.

Keywords: constructive alignment, learning outcomes, revised Bloom's Cognitive Taxonomy, summative assessment, education reform, perceptions and practices.

1. Theoretical Background

1.1. Constructive Alignment: Concept and History

The idea of constructive alignment was first propounded by Tyler (1949) who said: "learning takes place through the active behaviour of the student: it is what he does that he learns, not what the teacher does." (cited in Stone, 1985, p. 223). Later, Shuell (1986) suggested that teachers need to concentrate on achieving students' learning outcomes and aid them in doing so. After the declaration of Bologna Process in Europe in 1999, the educational system brought about a shift from a teacher-focused to a more student-oriented approach via focusing on the intended learning outcomes rather than on teachers' provided input to eventually make *learning outcomes* more

transparent and comparable across Europe (Crespo, et al., 2010, pp. 1239-1240). Then, constructivists stressed that if intended outcomes are clearly stated for students, they can learn best (Moon & Callahan, 2001). At the beginning of the 21st century education, focusing on learning outcomes in educational institutions was due to the globally increasing competition in the requirements of the labour market where graduates needed to have appropriate knowledge, skills, and competences essential to the workplace (Crespo, et al., 2010). Therefore, constructing students' expected learning outcomes are considered highly important for decent education.

Eventually, Biggs (2014) coined the term 'Constructive Alignment' in which 'constructive' refers to the idea that knowledge is constructed by *what students do*, rather than by what the teacher does; and 'alignment' implies that both teaching and assessment ought to be aligned (i.e., in agreement) with the learning outcomes[1].

1.2. Literature Review

The vital role of constructive alignment in empirical studies has been observed in improving learners' academic performance, and increasing their confidence, engagement, and/ or satisfaction (Morris, 2008; Reaburn, et al., 2009; Larkin & Richardson, 2013). Other studies have also focused on investigating the alignment between learning outcomes and assessment, including:

A study by Shiekh, et al. (2013) used a qualitative approach to explore the gaps between the desired learning outcomes and assessment practices in the Punjab province universities and affiliated colleges. The assessment practices and the learning outcomes of two modules (i.e., 'Child Development' and 'General Methods of Teaching') were analyzed and then compared based on the revised Bloom's cognitive taxonomy. The study findings indicated the lack of alignment between the desired learning outcomes and the formal assessment practices.

In a broader study on the alignment of learning outcomes with Quellmalz Taxonomy and assessment practices, Abu-Hamdan and Khader (2015) investigated eight modules at the University of Petra in Amman, Jordan. They gathered qualitative and quantitative data from module learning outcomes, all formal assessment papers, as well as teachers' interviews. The study overall findings indicated poor reflection of Quellmalz Taxonomy in the learning outcomes and weak alignment between learning outcomes and assessment although the instructors were aware of the importance of the alignment.

The present study on constructive alignment between learning outcomes and assessment practices at university level is different from the above-mentioned ones in many aspects: first, it is conducted in a different context ─ Iraqi Kurdistan Region. Second, this study focuses on all final written examinations (FWE) and their 'course syllabus'[2] learning outcomes (CSLO) in English Department modules. Finally, a model of the most commonly used action verbs in the revised Bloom's cognitive taxonomy has been employed as the standard for the extent and quality of alignment between learning outcomes and assessment.

[1] Although teaching activities should also be aligned with the learning outcomes, this alignment aspect is not focused on in this work because it may not be comprehensively covered by an article, but an MA or PhD work.

[2] A **coursebook** is mistakenly used by many Salahaddin University instructors to mean a **course syllabus**. To distinguish the two terms, a **coursebook** is "a textbook designed for use on a particular course of study" (Lexico, 2016), but a **course syllabus** is "a plan to follow, or a road map of a professor's expectations" in a course (Stetson-University, 2021).

The idea of the current study emerged from the fact that university students are unaware of the benefits of CSLO in expecting the difficulty level of examinations because they usually ask for clarification in this regard, especially ahead of the examination date by some days; and that many students complain about two opposite extremes of difficulty in various instructors' examinations.

1.3. The Significance of Learning Outcomes

Intended Learning outcomes are valuable to instructors and learners at university in terms of informing both of them about what is expected from a module pertinent to teaching, learning, and assessment (Sewagegn, 2020). Lindholm (2009) believes that although the practical value of learning outcomes lies in assessment contexts, learning outcomes are increasingly accepted at university level due to various reasons:

- Once learners realize what is expected from them, they tend to concentrate on their study time and energy better, resulting in learning improvement.
- Intended learning outcomes support 'student-centred instruction' in the sense that learners need to practice material in order to be able to achieve intended outcomes rather than to know the topics covered in the module.
- The benefit of an academic programme is realized when desired learning outcomes are shared with communities of students, their parents, and the public.
- Learners can know their strengths and weaknesses in specific learning aspects once their learning outcomes are fully assessed.
- Via assessing desired learning outcomes, educational institutions can enhance their programmes and show their effectiveness.

1.4. The Role of Constructive Alignment in Quality Assurance

According to the Glossary of Educational Reform (GER), the term alignment is pervasively used in educational settings to entail educational reform (GER, 2013). In education reform, constructive alignment is utilized to adjust teaching and assessment based upon the extent of acquired learning outcomes and the standards reached (Biggs, 2014). One of the responsibilities of quality assurance is to check the alignment quality of intended learning outcomes against their relative assessment in each module (Bruijn, 2016).

Owing to the effectiveness of constructive alignment in education, many quality assurance agencies focus on utilizing students' learning outcomes, to exemplify:

In 2009, University of California, Los Angeles (UCLA) started a project to meet federal expectations for accountability and quality assurance in its undergraduate study to be able to eventually demonstrate the effectiveness of its programmes as well as improve them. UCLA's accreditation agency recommended that all educational programmes should establish their own learning outcomes, develop plans for assessing their intended learning outcomes, and use the results for developing students' learning (Lindholm, 2009).

The Quality Assurance Agency for Higher Education in England (QAA) suggests that learning outcomes need to be used in assessment as a strategic alignment to show learners' attainment in focused areas of knowledge, skills, and understanding (QAA, 2013).

Furthermore, the University of Tasmania in its assessment policy requires an obvious correlation between intended learning outcomes, the learning experiences provided for students, and the assessment tasks (Tasmanian Institute for Learning and Teaching 2013, cited in Biggs, 2014).

The Tertiary Education Quality and Standards Agency of Australia (TEQSA), reliant on Higher Education Standards Framework, focuses on learning outcomes and assessment as: The specified learning outcomes for each course of study ought to include *knowledge*, *skills*, and *their application* in the field(s) of education or related disciplines required for employment and further study; and critical thinking skills suitable for life-long learning. Besides, there must be an alignment between learning outcomes and assessment in a way that assessment must confirm that all intended leaning outcomes are achieved (TEQSA, 2021).

In the context of Iraqi Kurdistan Region, the quality assurance at college does not seem to consider the quality of module learning outcomes and how assessment tasks are aligned to them. Although a select committee of evaluation, at college level, annually checks the quality of final written examination questions in terms of various linguistic and non-linguistic aspects, they do not refer to constructive alignment, especially the learning outcomes stated in the course syllabi (for further details about the rubric employed by the evaluation committee, refer to Appendix 1 which is the translated version of the rubric).

1.5. Articulating Intended Learning Outcomes

It is essential to inform both university teachers and learners about what is expected from a module in relation to teaching, learning, and assessment via focusing on learning outcomes (Sewagegn, 2020). Course or module learning outcomes are specific, measurable statements that describe students' demonstrable behaviours anticipated happening at the end of a course or module (Stefani, 1999; McMahon & Thakore, 2006). The term 'Learning Outcomes' is defined as "what students are supposed to be *able to do with the content they have learned*[1], apart from reporting back in their own words what they had been taught" (Biggs, 2014, p. 8). In other words, the key idea of using module 'learning outcomes' is not simply to recall the studied content, but rather to successfully apply knowledge about the content for carrying out tasks (Spady, 1994). Thus, knowledge or content per se is not an outcome, but the demonstration of knowledge (i.e., performance) is. Such statements are usually written with a verb phrase and show a demonstrable action within a given timeframe (Adelman, 2015). Moreover, Stefani (1999) specifies that a learning outcome usually includes an operational verb and a context. Besides, Biggs (2014) emphasises that any content topic is usually studied so that the learners put that content to work in some way: *to solve problems, to construct hypotheses,* and *to apply to particular situations* where action verbs are needed, such as *hypothesize*, *apply, design,* and *explain*. A group of verbs should not be used in writing learning outcome statements as they are neither action verbs nor measurable, including *know, understand, possess, become familiar with, have, acquire, think, function effectively,* and *remember* (Adelman, 2015). The researcher mainly focuses on the cognitive domain in the present study[2].

[1] "The ability to do something" with studied material (i.e., to solve problems, to apply to new situations, critically evaluate studied information) is called 'skill' (McMahon & Thakore, 2006).

[2] Both psychomotor and affective domains are excluded in this study: First, this study is confined to investigating the learning outcomes and final written examinations in which the process of performing a task is not perceived, but students' outcome is. Second, the affective domain is out of bounds on the basis that affective-oriented statements, technically, are not 'learning outcomes' as much as they are personal and spiritual growth observations. Unlike

Course Learning outcomes need to be written based upon Bloom's Taxonomy to be aligned with the programme objectives as well as with activities and assessment tasks (Krathwohl, 2002).

Each course or module should have no more than six intended learning outcomes which are articulated using the phrase '*Students will be able to……*' followed by an action verb for each stated learning outcome using the revised Bloom's cognitive taxonomy in order to specify the low- or high-order thinking level of the learning outcome (Krathwohl, 2002; Biggs, 2014).

1.6. Revised Bloom's Cognitive Taxonomy

The Taxonomy of Educational Objectives which is also commonly called 'Bloom's Cognitive Taxonomy' is an educational learning theory used to categorise *cognitive domain* into six educational levels of difficulty[1] (Bloom, et al., 1956).

Many scholars indicate that high levels of education should be provided at university: Crespo, et al. (2010, p. 1240) suggest that university graduates should be provided with high levels of "knowledge, skills, and competences required by the workplace to meet the challenges of globally increasing competition." Furthermore, Utaberta & Hassanpour believe that "university education goes beyond mastering factual knowledge into higher order thinking skills and real-world competencies" (2012, p. 228). Additionally, university education should include higher order thinking skills of Bloom's taxonomy as they can develop students' critical thinking skills (Crowe, et al., 2008).

Bloom's cognitive taxonomy was revised so that teachers could utilize it, based on action verbs pertaining to each level of the taxonomy, for articulating *the intended learning outcomes* focusing not merely on the content of a course but on the *depth of expected learning* from students, and then on *designing assessment tasks* aligned with the learning outcomes to report on learners' progress transparently (Anderson & Krathwohl, 2001). Correspondingly, Adelman (2015) believes that the revised Bloom's cognitive taxonomy plays a major role in writing the desired learning outcomes as well as in correlating assessment with students' learning outcomes via using action verbs for each thinking level in the taxonomy.

The revised Bloom's cognitive taxonomy incorporates six thinking levels ordered from simple to complex or from lower thinking level to higher thinking level (shown in Figure 1) as follows:

Remember: This is the lowest level of the cognitive domain which involves recalling facts, basic concepts, and specific information the way students have studied in their module (Armstrong, 2010; Naomee & Tithi, 2013). The commonly used action verbs in this level, based on 47 lists from various UK universities and educational stakeholders, are "*list, define, recall, state, label, repeat,* and *name"* (Newton, et al., 2020, p. 4).

Understand: This level refers to demonstrating comprehension via using one or more forms of explanation (Shabatura, 2013; Colorado-College, 2020). The most frequently employed verbs in this level are "*translate, paraphrase, discuss, report, locate, generalize, explain, classify,* and *summarize"* (Newton, et al., 2020, p. 4). Students who reach this level can paraphrase a definition,

cognitive development, the affective is more likely to be shaped by experience and human interaction outside educational settings, e.g. by family, romance, religion, 'life' itself (Adelman, 2015, pp. 5-6).

[1] Although Bloom's Taxonomy is regarded as the most commonly used taxonomy for classifying educational goals, there are other alternative taxonomies such as 'the Structure of Observed Learning Outcomes' (SOLO) for showing complex levels of understanding developed by Biggs and Collis 1982 (Atherton, 2005).

explain a concept, and summarize or translate a text to show their comprehension level (Persaud, 2021).

Apply: This cognitive tier involves using studied information, concepts, theories, and skills in a new situation (Colorado-College, 2020). Students who master this level can use what they have learned in a different context of the real world (Persaud, 2021). Among this level's most frequent verbs are "*operate, apply, use, demonstrate, solve, produce, prepare,* and *choose"* (Newton, et al., 2020).

Analyse: This level is about breaking information or material into its component parts and determining how the parts relate to one another and/ or to an overall structure or purpose (Shabatura, 2013; Colorado-College, 2020). The most common action verbs utilized in this level are "*analyze, question, differentiate, experiment, examine, test, categorize, distinguish, calculate, contrast, outline, infer, discriminate,* and *compare"* (Newton, et al., 2020, p. 4). Persaud (2021) believes that learners having mastered this level will be able to draw connections between ideas, and to demonstrate how and why different parts or concepts work together via utilizing critical thinking skills.

Evaluate: This thinking level denotes making judgments about the studied material based on criteria and standards (Shabatura, 2013; Colorado-College, 2020). Learners who have mastered this level can easily detect inconsistencies or fallacies within a process or product, determine whether an author's conclusions are based on observed data, justify a stand or viewpoint based on a set of criteria, and judge which of two methods is to be used to solve a particular problem (Colorado-College, 2020). Among the common verbs used in this level are "*rate, evaluate, assess, judge,* and *justify"* (Newton, et al., 2020, p. 4).

Create: This is regarded as the highest thinking level which means combining the studied elements to form a new coherent or functional whole; and reorganizing the studied elements into a new pattern or structure (Shabatura, 2013; Colorado-College, 2020). The most frequently utilized action verbs in this level include "*create*[1]*, compose, argue, design, plan, support, revise,* and *formulate"* (Newton, et al., 2020, p. 4). According to Persaud (2021), learners who have mastered the highest cognitive level can create or develop a tangible or conceptual entity: for instance, writing a manual or report about a particular topic, creating a short story using similar plot devices in a new time or setting, designing a piece of machinery, or developing an alternative hypothesis based on criteria.

[1] The verb '*create'* used in the highest level does not overlap with '*produce'* which is used in the third level. *Creation* is more focused on the piece-by-piece crafting of something, especially when that process requires imagination or a unique set of actions, decisions, and materials, while *production* often suggests making something the same way other things have been produced (Wordsmyth, 2020).

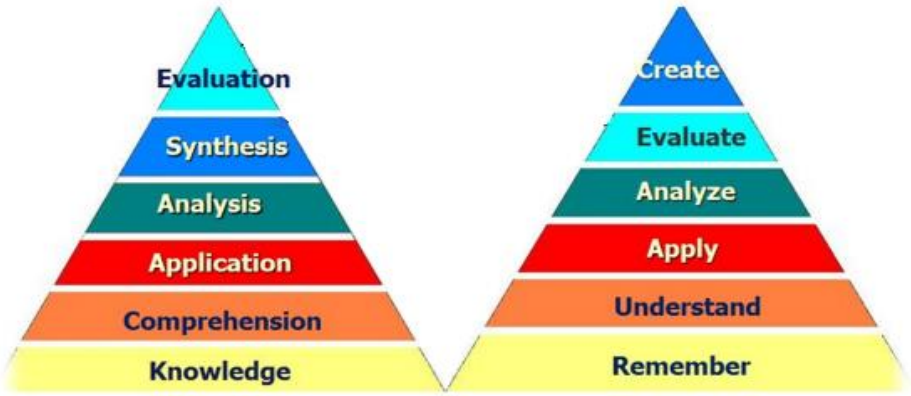

Figure 1: Anderson and Krathwohl's (2001) Revision to Bloom's Cognitive Taxonomy
Adapted from (Darwazeh & Branch, 2016)

1.7. Aligning Assessment to Learning Outcomes

The educational emphasis from *content* to *outcome* resulted in outcome-based learning in which the *intended learning outcomes* were considered as the focal point for designing the *assessment tasks* (Suvin, 2018). That could be mainly due to Boud's (2000) warning that some assessment practices at university are unlikely to assist in preparing learners for lifelong learning as such assessment tasks generally focus on preparing learners to gain knowledge rather than to contribute to learning through higher order thinking skills. Another reason for the shift is perhaps because of Knight's (2002) assertion that summative assessment tasks in higher education are in disarray.

Before teaching a course, stating its learning outcomes to students is pedagogically advised as the assessment is implemented based on the stated outcomes (Sewagegn, 2020). Stefani (1999) believes that teachers should provide transparency for students regarding the intended learning outcomes and the way they are aligned with assessment tasks in any course or programme.

Concerning the correlation between assessment and learning outcomes, outcome-based assessment suggests that "the assessment process must be aligned with the learning outcomes" in outcome-based learning (Crespo, et al., 2010, p. 1239). Besides, Marzano (2000) proposes that assessment tasks should be used as a means of collecting information on learners' achievements or performance in their learning outcomes. Due to the idea that assessment is fundamentally used to examine the extent of the learning outcomes students have achieved, there must be a direct correlation between intended learning outcomes and assessment. Thus, instructors should design the assessment tasks based on the intended learning outcomes in each module.

Veilleux (1999) believes that academics frequently show assessment quality in terms of material coverage, and do not focus on assessing learners' depth of knowledge. To assess students' knowledge depth in any module, assessment questions can be designed based on Bloom's cognitive taxonomy (Ibid). To eventually know whether each learning outcome has been achieved in a module, instructors need to focus on including each learning outcome in assessment questions based on using Bloom's taxonomy (Coates, 2015). Since the revised Bloom's cognitive taxonomy focuses on using action verbs for each cognitive level, instructors can use similar action verbs relevant to each thinking level to perceive the knowledge depth in assessment as well as the extent of correlation between both learning outcomes and assessment as a way of ensuring constructive alignment.

Thus, based upon the aforementioned studies about constructive alignment, the assessment tasks and questions need to be educationally constructed for attaining the intended learning outcomes in terms of knowledge depth.

On the other hand, Adedoyin (2016, p. 35) believes that assessment practices should be "aimed at modifying and monitoring learning outcomes" as part of education reform. In other words, if some verbs in the intended learning outcomes are not measurable, they cannot be used in the assessment tasks and will eventually cause misalignment; or instructors may over-assess or under-assess some learning outcomes; for instance, assessing a module learning outcome more or less than the rest in an examination can result in misalignment too[1].

1.8. Summative Assessment and Learning Outcomes

According to The Quality Assurance Agency for Higher Education (QAA) in England, written examinations are one of the assessment methods that "usually occur at the end of a learning period and assess whether the learners have achieved the intended learning outcomes" (2013, p. 12).

Additionally, Biggs (2014) asserts that formative assessment is about "alerting students to weak aspects of their performance" and providing feedback in each task, whereas "the final summative assessment is logically on how well the performance itself can be carried out." Furthermore, Crespo, et al. (2010) state that summative assessment is used to validate the achievement of the students' learning outcomes. Thus, the summative assessment determines how well students will be able to perform the intended learning outcomes in appropriate contexts (Biggs, 2014).

Due to the emphasis of the aforementioned sources on the utilisation of the summative assessment in achieving students' learning outcomes, the researcher investigates the final written examinations of the English Department modules to highlight the constructive alignment between the learning outcomes and summative assessment questions in each module.

1.9. Reflection of Bloom's Taxonomy in Subjective and Objective Questions

Various forms of summative examinations can be used to realize different expectations/ levels of students' performance. In final examinations, the depth of knowledge can be framed in terms of Blooms' cognitive taxonomy (Veilleux, 1999). Additionally, Vidakovic, et al. (2004) believe that Bloom's taxonomy has been proven to be essential for constructing short answer, multiple choice, matching, and essay questions in order to assess learners' various cognitive levels.

Objective questions include *multiple choice*, *true/false*, and *matching questions* which usually measure students' ability to remember facts and figures. It is possible, but very difficult, to construct objective test questions to gauge higher order thinking levels (Utaberta & Hassanpour, 2012). Likewise, Persaud (2021) believes that recognition question types, such as multiple-choice questions, can be usually used to show students' level of recalling facts and concepts. On the other hand, subjective test questions (also called production type questions) which require learners to form their own responses, based on the nature of the question, can measure higher cognitive levels on Bloom's taxonomy (GOLD, 2021). Subjective written questions usually include two types, namely *unstructured* and *structured questions* (Lindholm, 2009). Unstructured questions can be employed to assess learners' depth of knowledge in all cognitive levels of Bloom's taxonomy, whereas structured questions, such as *sentence completion* and *gap-filling* without having options

[1] This linkage does not mean that there must be the same number of assessment questions and learning outcomes, but each assessment question could measure the achieved level of a number of related learning outcomes (OELD, 2013).

often work the same way as *multiple-choice questions* do (Veilleux, 1999; Lindholm, 2009). Livneh (2018) suggests that teachers should keep a balance of both types in examination questions. As part of constructive alignment, instructors should know that *objective* and *structured subjective questions* could be used for assessing low-thinking levels, whereas *unstructured questions* are likely to be used for assessing all thinking levels on Boom's cognitive taxonomy.

2. Methodology

2.1. Scope and Participants of the Study

The data for the current study were collected from EFL instructors' interviews, the course syllabi, and final written examinations at the English Department of College of Basic Education, Salahaddin University-Erbil for the academic year 2020-2021. Among 33 teachers as the population, 19 of them were randomly selected to be interviewed as the study sample with regard to constructive alignment between learning outcomes and assessment. Additionally, the Department modules having final written examinations were investigated for constructive alignment between the learning outcomes stated in the course syllabi and their relative final written examinations.

2.2.Aims of the Study

The present study aims at investigating the quality of the learning outcomes stated in the course syllabi, the depth of knowledge in summative assessment questions, the alignment extent between the final written examinations and their relative learning outcomes of the course syllabi in terms of knowledge depth, and the instructors' perceptions and practices of the constructive alignment between assessment and learning outcomes.

2.3. Research Questions

The following research questions are employed to be answered based on the current study aims:

1. Are the learning outcomes stated clearly in the course syllabi?
2. Are the verbs used in the learning outcomes of the course syllabi measurable?
3. Are the higher order thinking skills given more attention as compared to the lower order thinking skills in the final written examinations?
4. To what extent are the summative assessment questions aligned with the learning outcomes of the course syllabi in terms of knowledge depth?
5. What are instructors' perceptions and practices of the constructive alignment between summative assessment and learning outcomes?

2.4.Procedures

First, the researcher investigated the English Department modules for constructive alignment between the learning outcomes stated in the course syllabi and their comparative final written examinations based on the revised Bloom's cognitive taxonomy via using SPSS Program for finding means, frequencies, and percentage. Then, the interrater reliability was found for the data. Later, the researcher prepared an interview based on the reviewed literature in this study, and gave it to five jury members for checking its face validity. Finally, 19 EFL teachers were interviewed regarding constructive alignment between learning outcomes and summative assessment.

2.5. Tools of the Study

Data were collected from course syllabi and the final written examinations (known as 'content or document analysis') as well as from the instructors' semi-structured interview composed of 12 open-ended questions. Data were analyzed quantitatively and qualitatively using the mixed approach. Based on the revised Bloom's cognitive taxonomy, the verbs used in both course-

syllabus learning outcomes and final examination questions of each module were considered for the content analysis. As a model for comparative analysis, a list of the most commonly used verbs in the revised Bloom's cognitive taxonomy (developed by Newton, et al., 2020) was mainly employed for investigating constructive alignment between the intended learning outcomes and final written examinations. The teachers' interview was used for examining their perceptions and practices about the constructive alignment between learning outcomes and summative assessment.

2.6. Reliability of the Tools

The original Kurdish rubric of the evaluation committee of final examination questions and its translated version were sent to three jury members to decide upon the reliability of the translated version. Thus, the two versions were considered as semantically equivalent.

For checking the inter-rater reliability of the cognitive levels in both course-syllabi learning outcomes and final examination questions, another university teacher was asked to rate both types of materials again based on the model employed in this study. Then, the Intraclass Correlation Coefficient in SPSS (version 21) was used to find the content reliability via comparing the researcher's and the other rater's measurements. Thus, the reliability results showed that there is a high degree of agreement in inter-rater reliability (refer to Appendix 2 for more details with regard to the two scorers' reliability).

3. Results and Discussions

To respond to the first research question (Are the learning outcomes stated clearly in the course syllabi?), the quality of the learning-outcome statements in the course syllabi was investigated: Two of the course syllabi included the topic 'Student Learning Outcomes', but without stating the phrase *'by the end of the course, the students will be able to.....'*. Besides, one of the course syllabi did not contain any verbs in the learning-outcome statements, but some noun phrases. Furthermore, four of the course syllabi did not include any learning outcomes. Additionally, a course description was written under the heading 'Student Learning Outcomes' in two of the course syllabi. Therefore, it is obvious that all the learning outcomes are not clearly stated in the selected course syllabi.

With regard to the second study question (Are the verbs used in the learning outcomes of the course syllabi measurable?), the total number of measurable verbs stated in the learning outcomes were considered which were 131 (see Appendix 3), whereas the total number of immeasurable verbs used in the learning outcome statements were **45** as shown in Table 1:

Table 1: The Frequency of Immeasurable Verbs Used in the Course-Syllabus Learning Outcomes

Immeasurable Verbs	**Frequency of Each Verb**	**The Total**
learn	9	**45**
acquire	1	
become acquainted with	2	
understand	10	
become familiar with	12	
think	2	
have	3	
possess	2	
know	2	
become aware of	2	

Thus, it can be noticed that various verbs have been used in the learning-outcome statements which are not measurable. In other words, university teachers use many immeasurable verbs in the learning outcomes of the course syllabi.

Concerning the third study question (Are the higher order thinking skills given more attention as compared to the lower order thinking skills in the final written examinations?), all the final written examination questions in the English Department were investigated to depict the depth of knowledge through considering the frequency of each cognitive level based on the revised Bloom's cognitive taxonomy. The results revealed that the higher order thinking skills (i.e., 'Apply', 'Analyse', 'Evaluate', and 'Create') have received much less attention than the lower order cognitive skills (i.e., 'Remember' and 'Understand') as portrayed in Figure 2. In other words, the instructors largely focus on bringing low-thinking level or easy questions in their final written examinations. This result shows that constructing such summative assessment questions may not aid in developing students' critical thinking skills and in preparing students for lifelong learning as, Boud (2000) indicates, such assessment focus is mainly on preparing students to gain knowledge rather than to contribute to learning through higher order thinking skills.

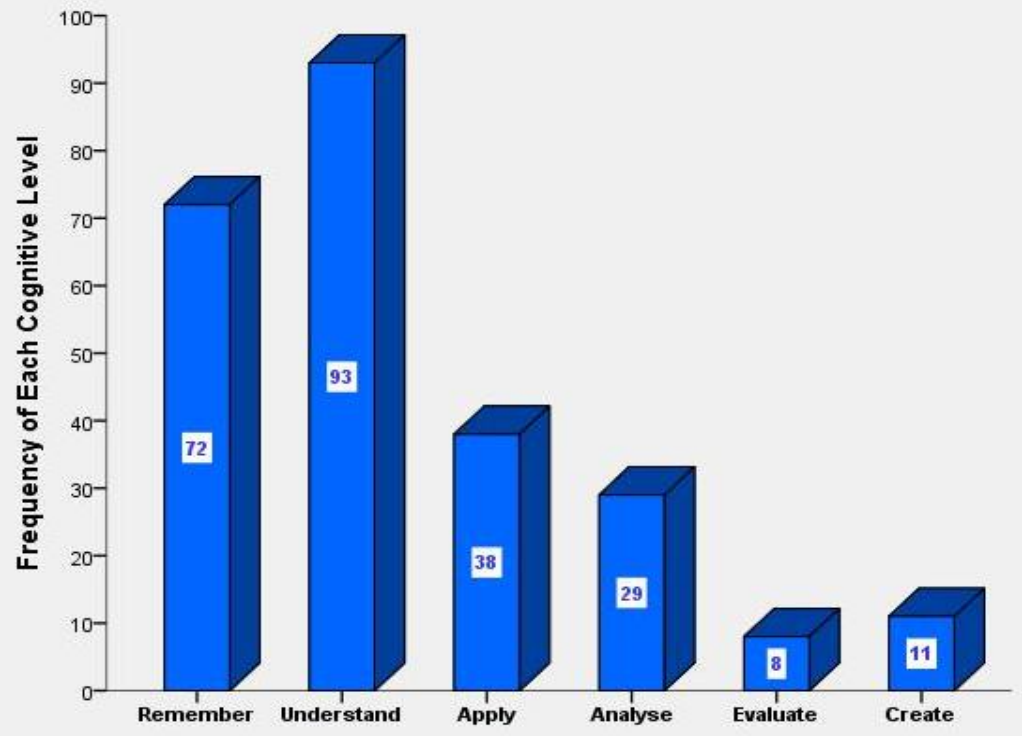

Figure 2: The Extent of Each Cognitive Level Focus in Summative Written Questions

To answer the fourth research question (To what extent are the summative assessment questions aligned with the learning outcomes of the course syllabi in terms of knowledge depth?), both course-syllabus learning outcomes (CSLO) and their final written examinations (FWE) were compared based on the revised Bloom's cognitive taxonomy to indicate the extent of correlation in each pair of thinking levels. Based on the non-normally distributed data found in each variable (as shown in Appendix 4), the Spearman Correlation Test was used for each of the paired variables (see Table 2, for the results of paired variables' correlations).

Table 2: Correlation for Paired Variables Found by Non-Parametric Spearman Correlation Test

Spearman's rho Correlations			
Paired Variables	**N**	**Correlation Coefficient**	**Sig. (2-tailed)**
Remember_CSLO	39	0.123	0.455
Remember_FWE	39		
Understand_CSLO	39	0.162	0.325
Understand_FWE	39		
Apply_CSLO	39	0.186	0.257
Apply_FWE	39		
Analyse_CSLO	39	**0.414****	**0.009**
Analyse_ FWE	39		
Evaluate_CSLO	39	0.089	0.589
Evaluate_ FWE	39		
Create_CSLO	39	0.205	0.211
Create_ FWE	39		

** Correlation is significant at the 0.01 level (2-tailed).

The p. value in Table 2 shows that there is no significant relationship between CSLO and their FWE in terms of knowledge depth based on the revised Bloom's cognitive taxonomy in five levels, namely 'Remember', 'Understand', 'Apply', 'Evaluate' and 'Create' because the p. value is higher than 0.05 in each of the five mentioned pairs. But, the level of 'Analyse' shows that there is a positively moderate relationship between CSLO and FWE at 0.414 with 0.009 p. value. Thus, the extent of internal agreement or alignment is perceived only in 'Analyse' level at 0.414 which is less than half of the full alignment extent (see Appendix 3 for more descriptive details with regard to knowledge depth between the learning outcomes and summative assessment in each module separately).

On the other hand, the comparison between CSLO and their FWE in frequency of each cognitive level (as depicted visually by a bar chart in Figure 3) manifests that there are no identical rates between CSLO and their FWE in knowledge depth. This could be another indication that there is no perfect alignment between CSLO and their FWE in knowledge depth. This implies that assessment questions are less likely to be constructed based on the learning outcomes stated in the course syllabi in terms of knowledge depth.

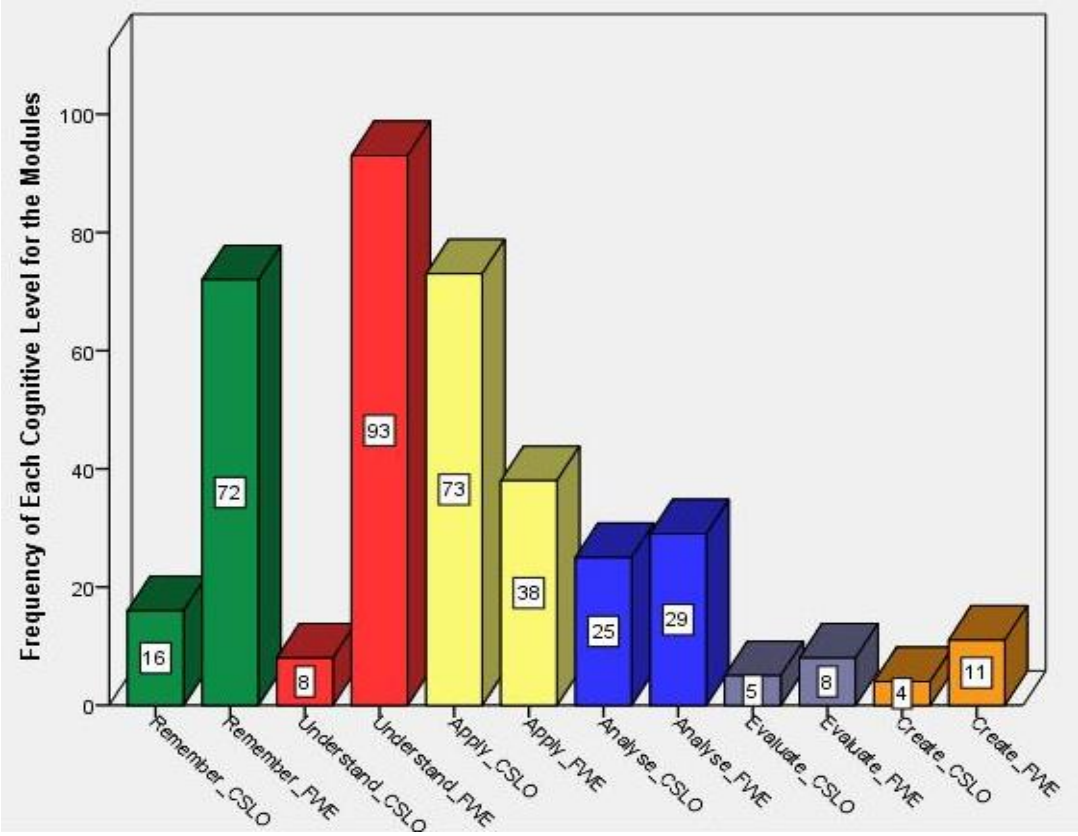

Figure 3: The Total Number of Each Cognitive Level for Course-Syllabus Learning Outcomes and Final Examination Questions of the Modules

To respond to the fifth study question (What are instructors' perceptions and practices of the constructive alignment between summative assessment and learning outcomes?), a semi-structured interview was used (see Appendix 5 for the interview questions). In response to the first interview question (What do you usually consider for designing examination questions?), twelve of the interviewed teachers responded variously as: "*exam duration, students' level, covered material, and/or mark distribution*", whereas seven of them stated "*various types of questions*". It is apparent from their responses that the learning outcomes are not focused on for designing the questions.

Concerning the second question (Do you think students need to refer to the course syllabi as part of examination preparation? If 'yes' which topic is to be checked most?), fifteen of the interviewees responded negatively, whilst the rest four answered positively and added "*students need to check the topics of the course and mark distribution*". It is obvious from the instructors' responses that they do not think students should consult the learning outcomes as part of examination preparation.

Among the instructors' responses to the third interview question (What aspect of the course syllabus should be connected with assessment if there is any?), there were fifteen quotes mentioning "*grading scheme and covered content*" and three quotes stating "*There is no direct relationship between them.*" But, only one of the participated teachers quoted "*learning outcomes*". Thus, most of them do not consider learning outcomes important to assessment.

With regard to the fourth question (Have you ever ensured whether assessment is connected with the course syllabus? If 'yes', what did you do?), eleven of the instructors responded negatively whereas the rest nine stated "*Yes, through checking the grading scale and/ or covered material*". It is clear from their responses that the instructors do not align assessment to the learning outcomes.

In their quotes about the fifth question (What do you usually do to include various levels of difficulty in the students' examinations?), five teachers stated "*by using various test techniques including both recognition and production tests*". Besides, four of them mentioned "*by bringing clear/ direct questions as compared to unclear/ indirect questions*". Additionally, four of the interviewees stated "*by asking for one requirement as compared to more requirements in the instructions of questions*". Furthermore, three of them said "*by asking students to answer questions about the studied material versus external information.*" Moreover, one of them said "*questions about the beginning and end of the studied material are easier than those related to the middle of the studied material."* In addition, one of them stated "*asking for explaining a topic is easier than asking for comparing two separately studied topics*". And, one of them replied "*asking argumentative questions is more difficult as compared to asking for recalling the studied material.*" It is very obvious that the instructors mainly focus on 'test discrimination' (i.e., distinguishing between low- and high-level students in a test), but rarely focus on knowledge depth.

Among the instructors' responses to the sixth question (In final examinations, what do you intend to achieve in your course syllabus?), there were eight quotes as "*nothing*"; six quotes reporting "*covered material*"; four quotes mentioning "*teaching objectives of the course*"; and one quote stating "*learning outcomes*." It is apparent that almost all of them do not intend to achieve the learning outcomes in the final examinations.

In their responses to the seventh question (If the students ask you to know the expected style or difficulty level of your examination, what will you tell them?), ten instructors quoted "*number of questions and their types*". Moreover, four of them stated "*instructions of questions only*". Additionally, three teachers mentioned "*question samples are available in the course syllabus to check*". Furthermore, two of the participants said "*question types and the position of each in the studied material*". It is evident that the instructors do not refer students to the learning outcomes.

Regarding the eighth question (On what basis do you write the learning outcomes of your course syllabus?), the participants provided various answers: Three of them responded as "*I have on bases for writing them*". In addition, nine of them mentioned "*content topics*". Besides, two of the participants stated "*course objectives and description"*. Moreover, four of them said "*my teaching methods in the course"*. Besides, one of them stated "*students' level*". It is clearly seen that only two of them correctly focus on the course objectives as a basis for writing the learning outcomes.

In the participants' responses to the ninth question (Do you follow a taxonomy for writing the course-syllabus learning outcomes? If 'yes' what taxonomy is it?), eighteen of them responded negatively, whereas only one participant stated "*sometimes Boom's taxonomy"*. It is obvious that almost all of the instructors do not follow a taxonomy for writing the course learning outcomes.

In the teachers' responses to the tenth question (If the students' achievements were too poor in a module final examination, what would you evaluate or adjust in your course syllabus for next year?), four of them stated "*There is no need to change anything in the course syllabus.*" Additionally, five of them mentioned "*adjusting teaching methods"*. Furthermore, ten of the instructors stated "*changing content topics in the course syllabus*". It is apparent that the instructors do not think about checking or adjusting the learning outcomes in case of having disappointing

examination results, whereas Adedoyin (2016, p. 35) believes that assessment practices should be "aimed at modifying and monitoring learning outcomes" as part of education reform.

Among their responses to the eleventh question (Have you ever been provided with feedback on the quality of examination questions or module learning outcomes? If 'yes' what kind of feedback did you receive?), there were eight quotes as "*No, never.*" Additionally, eleven instructors responded variously about issues in "*mark distribution, clarity of instructions, comprehensiveness of content, formatting, grammar and language accuracy, and/or number of questions*". In their quotes, it is obvious that the course learning outcomes and their alignment with the examination questions have not been taken into consideration.

In their final question of the interview (Do you present the learning outcomes to the students before teaching a module? If 'yes', what is your academic intention behind that?), seven of the instructors responded negatively, whereas the rest of the participants (i.e., eleven of them) generally stated "*Yes, I do. To let them know what they are expected to do and/ or learn in the course*". In the instructors' responses to the final question, it is clearly perceived that they are not aware of the constructive alignment between learning outcomes and assessment because their academic intention is not to inform the students that examination questions are constructed based on the course learning outcomes.

4. Conclusions

In the light of the current study results, it has been concluded that the main aim of assessing learning outcomes is to enhance learners' education. But many university teachers do not focus on clearly writing learning outcomes in their course syllabi. Additionally, there are numerous verbs used in the learning outcomes which are neither action verbs nor measurable. These could be due to lack of the instructors' knowledge in this regard as well as poor quality control over writing the learning outcomes by the quality assurance of college and the scientific committee of department.

With regard to knowledge depth in the final examinations, less attention is given to the higher order thinking skills (i.e., 'Apply', 'Analyse', 'Evaluate', and 'Create') as compared to the lower order cognitive skills (i.e., 'Remember' and 'Understand') which may be due to teachers' lack of practice in preparing questions based upon a cognitive taxonomy. Such questions are very likely to have negative consequences on preparing students for the current labour market competition as they lack critical thinking skills and creativity.

Additionally, most of the instructors do not focus on course objectives as a basis for writing the learning outcomes, but they focus on various unrelated areas, including *(content topics, teaching methods,* and *students' level)*.

Furthermore, most of university teachers are not likely to be aware of constructive alignment between learning outcomes and assessment in terms of knowledge depth as most of them neither refer to the course learning outcomes in constructing examination questions nor inform students about the way the assessment questions are aligned with the learning outcomes. Thus, the students cannot know what is expected from them and the difficulty level of examination.

Instead of referring to knowledge depth by using action verbs of a taxonomy for including various levels of difficulty in the students' examinations, instructors mainly use various techniques of 'test discrimination' to only distinguish between low- and high-ability students.

Some days ahead of the examination date, instructors often inform students of various exam-related aspects, including: *number, types, and instructions of questions; the position of questions in the studied material; as well as directing students to some question samples in the course syllabi.* But they do not refer students to the learning outcomes stated in the course syllabi.

University teachers do not evaluate or adjust their learning outcomes in case of having a serious educational issue, such as high rate of failed students in an examination. Thus, it affects education reform negatively.

The quality assurance of college as well as the scientific committee of department do not provide instructors with feedback on the quality of examination questions in relation to module learning outcomes as part of constructive alignment.

5. Recommendations

Based upon the current study findings, it has been recommended that learning outcomes should be clearly stated at high levels of thinking to encourage creativity and critical thinking at university level because students may face the most demanding challenges of job-hunting in the 21st century.

In addition, instructors' perceptions of focusing on content coverage in constructing final examination questions need to be changed into including the course learning outcomes because summative assessment is mainly used to realize the students' level in the learning outcomes.

Moreover, instructors should be trained to know how to include higher thinking levels in the course learning outcomes based on the course objectives and how to align the examination questions of a module to its course-syllabus learning outcomes based on the depth of knowledge. This may better prepare students for the competitions in the current labour market.

Before teaching a module, instructors should inform students about how the assessment tasks are aligned or linked to the intended learning outcomes. When students know what is expected from them, they may have better transparency about the expected difficulty level of the examination questions. Eventually, they may better focus on their study time and effort which may lead to further education improvement.

Furthermore, all the learning outcomes ought to be fully assessed so that students can diagnose their strengths and weaknesses in specific learning aspects.

Additionally, constructive alignment should be a part of assessing instructors. Either the quality assurance at college or the scientific committee of department needs to check the quality of constructive alignment between the learning outcomes and summative assessment for each module based on the knowledge depth of a taxonomy via using a rubric.

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Appendix 1

The Translated Version of the Rubric Used to Assess the Final Examination Questions

Salahaddin University-Erbil
College of Basic Education
Department: ……..…..

Evaluation Form for Final Examination Questions

Academic year (……..…)

Teacher's name: ……

Module name: …… Stage: …… Date of the Exam: …….

No.	Viewpoints and comments	1	2	3	4	5
1	Scientific issues, and ambiguities in the questions					
2	Variety of the questions and their comprehensiveness					
3	Number of questions and question parts, as well as considering the exam time.					
4	Linguistic and grammatical mistakes					
5	Clarity in distributing marks over the questions and branches.					
6	Considering the layout for questions and including essential information					

Total Evaluation marks in number and written: ……..…

Dear Evaluator(s): If you have other comments about the questions, you can mention them here.

Notice: This evaluation is out of 30 marks. If a teacher obtained less than 20 marks in the evaluation, the viewpoints and comments should be written so that he/she will not repeat then in the future.

Committee of Question Evaluation

Appendix 2

The Two Scorers' Reliability for each Level of Data in CSLO and FWE Based on Intraclass Correlation Coefficient

Paired Raters	Intraclass Correlation Coefficient (Based on Average Measures)		
	Intraclass Correlation [b]	95% Confidence Interval	
		Lower Bound	Upper Bound
Remember_CSLO (Rater 1) / Remember_CSLO (Rater 2)	**0.888** [c]	0.788	0.941
Understand_CSLO (Rater 1) / Understand_CSLO (Rater 2)	**0.847** [c]	0.710	0.919
Apply_CSLO (Rater 1) / Apply_CSLO (Rater 2)	**0.904** [c]	0.816	0.950
Analyse_CSLO (Rater 1) / Analyse_CSLO (Rater 2)	**0.897** [c]	0.804	0.946
Evaluate_CSLO (Rater 1) / Evaluate_CSLO (Rater 2)	**0.853** [c]	0.719	0.923
Create_CSLO (Rater 1) / Create_CSLO (Rater 2)	**0.842** [c]	0.697	0.917
Remember_FWE (Rater 1) / Remember_FWE (Rater 2)	**0.912** [c]	0.824	0.955
Understand_FWE (Rater 1) / Understand_FWE (Rater 2)	**0.945** [c]	0.896	0.971
Apply_FWE (Rater 1) / Apply_FWE (Rater 2)	**0.889** [c]	0.787	0.942
Analyse_FWE (Rater 1) / Analyse_FWE (Rater 2)	**0.908** [c]	0.825	0.952
Evaluate_FWE (Rater 1) / Evaluate_FWE (Rater 2)	**0.886** [c]	0.777	0.941
Create_FWE (Rater 1) / Create_FWE (Rater 2)	**0.890** [c]	0.789	0.942

Two-way mixed effects model where people effects are random and measures effects are fixed.

b. Type A intraclass correlation coefficients using an absolute agreement definition.

c. This estimate is computed assuming the interaction effect is absent, because it is not estimable otherwise.

Appendix 3

The Reflection of Bloom's Cognitive Levels on Course-Syllabus Learning Outcomes (CSLO) and Final Written Examinations (FWE)

English Department Education System	Written Modules		Frequency and Percentage of the Cognitive Levels in Each Module											
			Remember		Understand		Apply		Analyse		Evaluate		Create	
			Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%
First Stage (First Semester)	Basic English Grammar	CSLO	0	0%	0	0%	5	83.3 %	1	16.7 %	0	0%	0	0%
		FWE	1	20%	2	40%	1	20%	0	0%	1	20%	0	0%
	Reading Comprehension I	CSLO	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
		FWE	1	16.7 %	4	66.7 %	0	0%	0	0%	0	0%	1	16.7 %
	Paragraph Writing	CSLO	0	0%	1	16.7 %	3	50%	1	16.7 %	0	0%	1	16.7 %
		FWE	0	0%	2	40%	3	60%	0	0%	0	0%	0	0%
	General Psychology	CSLO	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
		FWE	5	83.3 %	1	16.7 %	0	0%	0	0%	0	0%	0	0%
	Kurdish Studies	CSLO	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
		FWE	2	50%	2	50%	0	0%	0	0%	0	0%	0	0%

First Stage (Second semester)	Communicative Grammar	CSLO	0	0%	0	0%	5	83.3 %	1	16.7 %	0	0%	0	0%
		FWE	0	0%	1	25%	2	50%	0	0%	1	25%	0	0%
	Pronunciation	CSLO	2	40%	0	0%	3	60%	0	0%	0	0%	0	0%
		FWE	2	40%	2	40%	1	20%	0	0%	0	0%	0	0%
	Reading Comprehension II	CSLO	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
		FWE	1	20%	3	60%	0	0%	1	20%	0	0%	0	0%
	An Introduction to Essay Writing	CSLO	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
		FWE	1	20%	0	0%	1	20%	0	0%	0	0%	3	60%
	Computer Skills	CSLO	1	25%	0	0%	2	50%	1	25%	0	0%	0	0%
		FWE	4	80%	0	0%	0	0%	1	20%	0	0%	0	0%
Second Stage (First Semester)	Grammar in Context	CSLO	1	25%	0	0%	3	75%	0	0%	0	0%	0	0%
		FWE	1	25%	1	25%	2	50%	0	0%	0	0%	0	0%
	Essay Writing	CSLO	0	0%	0	0%	4	100 %	0	0%	0	0%	0	0%
		FWE	0	0%	0	0%	1	50%	0	0%	0	0%	1	50%
	Advanced Reading Comprehension	CSLO	1	16.7 %	0	0%	3	50%	2	33.3 %	0	0%	0	0%
		FWE	0	0%	2	40%	1	20%	1	20%	1	20%	0	0%
	Introduction to Poetry	CSLO	1	33.3 %	0	0%	0	0%	2	66.7 %	0	0%	0	0%
		FWE	3	27.3 %	5	45.5 %	1	9.1%	2	18.2 %	0	0%	0	0%
	Introduction to Prose	CSLO	1	20%	1	20%	1	20%	2	40%	0	0%	0	0%
		FWE	4	40%	4	40%	0	0%	2	20%	0	0%	0	0%
	Educational Psychology	CSLO	1	50%	0	0%	0	0%	1	50%	0	0%	0	0%
		FWE	4	50%	4	50%	0	0%	0	0%	0	0%	0	0%
	Entrepreneurship Education I	CSLO	2	28.6 %	0	0%	3	42.9 %	2	28.6 %	0	0%	0	0%
		FWE	1	14.3 %	2	28.6 %	1	14.3 %	2	28.6 %	0	0%	1	14.3 %
Second Stage (Second Semester)	Approaches to Learning & Teaching	CSLO	0	0%	0	0%	7	100 %	0	0%	0	0%	0	0%
		FWE	1	25%	2	50%	0	0%	1	25%	0	0%	0	0%
	Advanced Grammar	CSLO	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
		FWE	0	0%	1	20%	3	60%	1	20%	0	0%	0	0%
	Academic Writing	CSLO	1	20%	0	0%	2	40%	1	20%	0	0%	1	20%
		FWE	1	16.7 %	3	50%	0	0%	1	16.7 %	0	0%	1	16.7 %
	Diversity Education	CSLO	0	0%	1	33.3 %	2	66.7 %	0	0%	0	0%	0	0%
		FWE	2	40%	1	20%	0	0%	2	40%	0	0%	0	0%
	Entrepreneurship Education II	CSLO	2	28.6 %	0	0%	3	42.9 %	2	28.6 %	0	0%	0	0%
		FWE	3	30%	4	40%	2	20%	1	10%	0	0%	0	0%
	Phonetics and Phonology	CSLO	1	50%	0	0%	1	50%	0	0%	0	0%	0	0%
		FWE	2	33.3 %	1	16.7 %	2	33.3 %	0	0%	1	16.7 %	0	0%
	Drama	CSLO	0	0%	2	28.6 %	3	42.9 %	1	14.3 %	1	14.3 %	0	0%
		FWE	2	28.6 %	2	28.6 %	0	0%	3	42.9 %	0	0%	0	0%
	Short Stories	CSLO	1	33.3 %	0	0%	0	0%	2	66.7 %	0	0%	0	0%
		FWE	2	33.3 %	1	16.7 %	1	16.7 %	1	16.7 %	1	16.7 %	0	0%
Third Stage (Annual System)	Methods of Teaching	CSLO	0	0%	0	0%	7	87.5 %	1	12.5 %	0	0%	0	0%
		FWE	1	16.7 %	3	50%	0	0%	1	16.7 %	0	0%	1	16.7 %
	Language Testing	CSLO	0	0%	0	0%	0	0%	0	0%	1	50%	1	50%
		FWE	3	25%	5	41.7 %	1	8.3%	1	8.3%	2	16.7 %	0	0%
	Translation	CSLO	0	0%	0	0%	0	0%	1	100 %	0	0%	0	0%
		FWE	0	0%	3	75%	0	0%	1	25%	0	0%	0	0%
	Essay Writing	CSLO	0	0%	0	0%	4	66.7 %	0	0%	2	33.3 %	0	0%

		FWE	2	25%	1	12.5 %	4	50%	0	0%	0	0%	1	12.5 %
	Morpho-syntax	CSLO	0	0%	0	0%	1	100 %	0	0%	0	0%	0	0%
		FWE	3	23.1 %	3	23.1 %	4	30.8 %	3	23.1 %	0	0%	0	0%
	Research Methods	CSLO	0	0%	0	0%	0	0%	2	100 %	0	0%	0	0%
		FWE	4	44.4 %	2	22.2 %	2	22.2 %	1	11.1 %	0	0%	0	0%
	Linguistics	CSLO	0	0%	0	0%	1	100 %	0	0%	0	0%	0	0%
		FWE	3	42.9 %	4	57.1 %	0	0%	0	0%	0	0%	0	0%
Fourth Stage (Annual System)	Academic Writing	CSLO	1	20%	0	0%	2	40%	1	20%	0	0%	1	20%
		FWE	0	0%	1	25%	1	25%	1	25%	0	0%	1	25%
	Classroom Management	CSLO	0	0%	0	0%	3	100 %	0	0%	0	0%	0	0%
		FWE	4	36.4 %	4	36.4 %	0	0%	2	18.2 %	0	0%	1	9.1%
	Blended Learning	CSLO	0	0%	1	33.3 %	2	66.7 %	0	0%	0	0%	0	0%
		FWE	1	20%	3	60%	1	20%	0	0%	0	0%	0	0%
	Textbook Analysis	CSLO	0	0%	0	0%	0	0%	1	50%	1	50%	0	0%
		FWE	1	25%	3	75%	0	0%	0	0%	0	0%	0	0%
	Syntax	CSLO	0	0%	1	50%	1	50%	0	0%	0	0%	0	0%
		FWE	2	20%	4	40%	3	30%	0	0%	1	10%	0	0%
	Micro-teaching	CSLO	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
		FWE	3	50%	3	50%	0	0%	0	0%	0	0%	0	0%
	Diversity Education	CSLO	0	0%	1	33.3 %	2	66.7 %	0	0%	0	0%	0	0%
		FWE	2	33.3 %	4	66.7 %	0	0%	0	0%	0	0%	0	0%
The Total Number in Each Cognitive Level for All Modules		CSLO	16		8		73		25		5		4	
		FWE	72		93		38		29		8		11	
Total Number of the Learning Outcomes*			**131**											
Total Number of FWE Instructions			**251**											

* All measurable verbs of the learning outcomes in the selected course syllabi are considered in this table.

Appendix 4

Tests for Normal Distribution of the Data in Each Variable

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Remember_CSLO	0.407	39	**0.000**	0.655	39	**0.000**
Understand_CSLO	0.490	39	**0.000**	0.488	39	**0.000**
Apply_CSLO	0.191	39	**0.001**	0.853	39	**0.000**
Analyse_CSLO	0.334	39	**0.000**	0.739	39	**0.000**
Evaluate_CSLO	0.520	39	**0.000**	0.355	39	**0.000**
Create_CSLO	0.528	39	**0.000**	0.350	39	**0.000**
Remember_FWE	0.191	39	**0.001**	0.916	39	**0.007**
Understand_FWE	0.148	39	**0.030**	0.932	39	**0.022**
Apply_FWE	0.257	39	**0.000**	0.790	39	**0.000**
Analyse_FWE	0.288	39	**0.000**	0.781	39	**0.000**
Evaluate_FWE	0.490	39	**0.000**	0.488	39	**0.000**
Create_FWE	0.449	39	**0.000**	0.511	39	**0.000**
[a.] Lilliefors Significance Correction						

At 0.05 p value for each above-mentioned variable, the data are statistically significantly different from a normal distribution. Thus, the data in all variables are not normally distributed. Consequently, Non-parametric Spearman Correlation is mainly used for finding the alignment correlation.

Appendix 5

Teachers' Interview

1. What do you usually consider for designing examination questions?
2. Do you think students need to refer to their course syllabi as part of examination preparation? If 'yes' which topic is to be checked most?
3. What aspect of the course syllabus should be connected with assessment if there is any?
4. Have you ever ensured whether assessment is connected with the course syllabus? If 'yes', what did you do?
5. What do you usually do to include various levels of difficulty in the students' examinations?
6. In final examinations, what do you intend to achieve in your course syllabus?
7. If the students ask you to know the expected style or difficulty level of your examination, what will you tell them?
8. On what basis do you write the learning outcomes of your course syllabus?
9. Do you follow a taxonomy for writing the course-syllabus learning outcomes? If 'yes' what taxonomy is it?
10. If the students' achievements were too poor in a module final examination, what would you evaluate or adjust in your course syllabus for next year?
11. Have you ever been provided with feedback on the quality of examination questions or module learning outcomes? If 'yes' what kind of feedback did you receive?
12. Do you present the learning outcomes to the students before teaching a module? If 'yes', what is your academic intention behind that?

لێکۆڵینەوە لە هاوڕێکبوونی بونیادنەرانە لە نێوان دەرئەنجامەکانی فێربوون و هەڵسەنگاندن لە بابەتەکانی بەشی زمانی ئینگلیزیدا

تحسین حسین رسول

بەشی زمانی ئینگلیزی، کۆلێژی پەروەردەی بنەڕەتی، زانکۆی سەڵاحەددین-هەولێر، هەرێمی کوردستانی عێراق

پوختە

پێش سەرهەڵدانی ریفۆرمی پەروەردە لە سەدەی بیست و یەکەم، زۆربەی ماموّستایانی زانکۆ وایانداەنا کە کوالێتی هەڵسەنگاندن بەندە لەسەر هەمەلایەنی بابەتی خوێنراو. پێداویستییە هەنوکەییەکانی کۆمەڵکا و بازاڕ بوونەتە هۆی دروستبوونی گۆڕانکاری بەرچاوی مامەڵەکردن لەگەڵ زانیاری و هەڵسەنگاندنی لە ئاستی زانکۆدا لە ئەنجەرکردنی ناوەڕۆکی بابەتەوە بۆ بەکارهێنانی ناوەڕۆک لە ژیانی رۆژانەدا تاوەکو ئەرکی جیاجیای پێ ئەنجام بدرێت، لەمانەش: *چارەسەرکردنی کێشەکان، بەکارهێنانی زانیاریی خوێندراو بۆ دۆخی تازە، وە هەڵسەنگاندنی.*

لە هەرێمی کوردستانی عێراقدا، ئەم گۆڕانکارییە لە کوالێتی هەڵسەنگاندن بە دەگمەن هەستی پێدەکرێت وەکو رێگایەکی ئامادەکردنی قوتابیانی زانکۆی بۆ بازاڕی کاری ئێستا، بەتایبەتی لە ڕوانگەی تیشک خستنەسەر دەرئەنجامەکانی فێربوونی ئامەژەپێدراو لە کۆرسبووک و تاقیکردنەوەی کۆتایی سەر کاغەز. ئەمەش دەشێت لەبەر ئەو راستییە بێت کە پرسیارەکانی تاقیکردنەوەی زانکۆ لەم هەرێمەدا لەلایەن دڵنیایی جۆریی کۆلێژ یان لێژنەی زانستی بەش وەکو بەشێک لە کوالێتی خوێندن پێداچوونەوەیان بۆ ناکرێت. بەمەش، لە نەبوونی کوالێتی کۆنترۆڵ، هەندێک ماموّستا لەوانەیە پرسیارەکانی تاقیکردنەوە بە ئارەزووی خۆیان دابنێن لەکاتێکدا زۆرێک لە قوتابیانی زانکۆ گازاندە لە جیاوازیی ئاست قورسی پرسیارەکانی تاقیکردنەوە دەکەن.

ئەم توێژینەوەیە, لەڕێگای شیکردنەوەی ناوەڕۆک، دەکۆڵێتەوە لە کوالێتی دەرئەنجامەکانی فێربوونی باسکراو لە کۆرسبووک، قووڵی زانیاری لە پرسیارەکانی تاقیکردنەوەکانی کۆتاییدا، رادەی هاوڕێکبوون لە نێوان تاقیکردنەوەی کۆتایی سەر کاغەز و دەرئەنجامەکانی فێربوونی کۆرسبووک لە روانگەی قووڵی زانیاری. هەروەها، ئەم توێژینەوەیە لە بیروڕا و پراکتیزەکردنی هاوڕێکبوونی بونیادنەرانەی ماموّستایانی زانکۆ دەکۆڵێتەوە لە رێگەی بەکارهێنانی چاوپێکەوتنەوە لە بەشی زمانی ئینگلیزی، کۆلێژی پەروەردەی بنەڕەتی، زانکۆی سەلاحەددین-هەولێر بۆ ساڵی خوێندنی ئەکادیمی ٢٠٢٠-٢٠٢١. هەردوو شێوازی چەندێتی و چۆنییەتی بەکارهێنراون لە کۆکردنەوە و شیکردنەوەی داتاکانی ئەم لێکۆڵینەوەیە.

لەنێو ئەنجامەکاندا دەرکەوت کە ماموّستایانی زانکۆ بێئاگان لە هاوڕێکبوونی بونیادنەرانە لە نێوان دەرئەنجامەکانی فێربوون و پرسیارەکانی هەڵسەنگاندنی کۆتایی؛ وە بەگشتی زیاتر تیشکیان خستووەتە سەر کارامەییەکانی بیرکردنەوەی ئاست نزم، نەک ئاست بەرز لە پۆلێنە هزرییە هەموارکراوەی بلوم بۆ پرسیارەکانی تاقیکردنەوەی سەر کاغەز. بەمەبەستی باشترکردنی کوالێتی هاوڕێکبوونی بونیادنەرانە لە نێوان دەرئەنجامەکانی فێربوون و هەڵسەنگاندن، چەند راسپاردەیەک لە کۆتاییدا خراونەتەڕوو.

وشە سەرەکییەکان: هاوتایی بونیادنەرانە، دەرئەنجامەکانی فێربوون، پۆلێنە هزرییە هەموارکراوەکەی بلوم، هەڵسەنگاندنی کۆتایی، ریفۆرمی پەروەردە، بیروڕا و پراکتیزەکردن

البحث في المطابقة البناءة بين نتائج التعلُّم والتقييم في مواد قسم اللغة الانكليزية

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ملخص

قبل ظهور إصلاح التربية في القرن الواحد والعشرين، كان أكثر الأساتذة الجامعيين يتصورون أن نوعية (جودة) التقييم تعتمد على شمولية المادة المقروءة (المدروسة). الحاجات الآنية للمجتمع والأسواق أصبحت سبباً في خلق تغييرات كثيرة في التعامل مع المعلومات وتقييمها على مستوى الجامعة، بدءاً بحفظ محتويات المادة إلى توظيفها في الحياة اليومية، ليتم من خلالها إنجاز واجبات وأعمالٍ مختلفة، منها: حل المشاكل، واستخدام معلومات مدروسة (مقروءة) لظرف جديد، وتقييمها.

هذه التغييرات في جودة (نوعية) التقييم يندر أن نلمسها في اقليم كردستان العراق، كطريقة لاعداد الطالب الجامعي لسوق العمل الحالي، وخاصة من زاوية تسليط الضوء على نتائج التعليم المشار إليها في الكورس بوك، والامتحانات النهائية على الورق، وسبب ذلك يعود إلى أن أسئلة الامتحانات الجامعية في الاقليم لا ينظر إليها من قبل الجودة النوعية للكليات أو من قبل اللجان العلمية للأقسام كجزء من جودة التعليم، ولا يعاد النظر فيها، ولهذا -ونظراً لغياب الجودة النوعية- فإنّ بعضاً من الأساتذة يضعون الأسئلة حسب رغباتهم، في الوقت الذي يقدم فيه الطلبة اعتراضاتهم حول اختلاف مستوى صعوبة هذه الأسئلة في الامتحانات النهائية.

يدرس هذا البحث – عن طريق تحليل المحتويات – جودة نتائج التعلّم المعروضة في الكورس بوك، ومدى عمق المعلومات في أسئلة الامتحانات النهائية، ومدى المطابقة في ما بين الامتحانات النهائية على الورق، ونتائج التعلّم في الكورس بوك من منظور عمق المعلومات، فضلاً عن ذلك فإنّ هذا البحث يدرس أيضاً الآراء وتطبيق المطابقة البناءة لأساتذة الجامعة عن طريق المقابلة في قسم اللغة الانكليزية، كلية التربية الأساسية، جامعة صلاح الدين- أربيل، للسنة الدراسية 2020-2021، وقد استخدم كلا الأسلوبين الكمّي والنوعي في جمع وتحليل بيانات هذه الدراسة.

من النتائج التي توصلت إليها الدراسة أن الأساتذة ليست لديهم المعرفة حول المطابقة البنّاءة بين نتائج التعلّم وأسئلة التقييم النهائية، وقد ركّزوا بصورة عامة على مهارات التفكير متدنية المستوى، حسب تصنيف بلوم المعدّل للأهداف الفكرية في امتحاناتهم النهائية التي تجري على الورق، ولغرض تحسين نوعية المطابقة البناءة بين نتائج التعلّم والتقييم عرضت مجموعة من التوصيات.

الكلمات المفاتيح: المطابقة البناءة، نتائج التعلّم، تصنيف بلوم المعدل للأهداف الفكرية، التقييم النهائي، إصلاح التربية، الآراء والتطبيقات.