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Abstract

During 2007 all Danish university curricula were reformulated to explicitly state course objectives due to the adoption of a new Danish national grading scale which stipulated that grades were to be given based on how well students meet explicit course objectives. The Faculties of Science at University of Aarhus and University of Southern Denmark interpreted 'course objectives' as 'intended learning outcomes' (ILO) and systematically formulated all such as competencies using the SOLO taxonomy that operates with five numbered progressive levels of competencies. We investigate how the formulation of ILOs using the SOLO taxonomy gives information about competence progression, educational traditions, and the nature of various science subjects. We use all the course curricula (in total 632) from the two faculties to analyze and compare undergraduate and graduate courses within each department, and different departments with each other. (HRK / Abstract übernommen) Brabrand, Claus, E-Mail: brabrand@itu.dk