

Outcomes-Based Teaching and Learning (OBTL) Perspectives and Experience from Hong Kong Baptist University

果效为本教与学 - 香港浸会大学经验分享

Eva WONG

Centre for Holistic Teaching and Learning
Hong Kong Baptist University

王周绮华

全人教育教与学中心
香港浸会大学

Keynote

两岸四地学术研讨会
19-21 March 2015

Outline

演講提綱

- Educating the Next Generation
- Hong Kong's 334 Education Reform
- Hong Kong Baptist University (HKBU) & its Whole Person Education (WPE) ethos
- OBTL @ HKBU
- Connecting Things Together

Educating the Next Generation

教育下一代

A depiction of Confucius teaching, China, around 500 BC



Educating the Next Generation

教育下一代

A depiction of the University of Bologna, Italy, 2nd half of 14th Century



Educating the Next Generation

教育下一代

A typical university lecture, world-wide, first decade of the 21st Century



Changing landscape in higher education

全球高等教育格局的改变

- Recent developments in higher education worldwide:
 - increasing **student population** (from elite to mass)
 - Increasing diversity of **funding sources** (public and private)
 - increasing **public demand of accountability**
 - increasing **international competition**
 - increasing **use of technology**
 - increasing **emphasis on learning** (based on a better understanding of how people learn)

The Issues

关键性问题

- Transmission of knowledge from teachers to learners
- Disengaged learners
- Social interactions
- Class sizes
(Massification of undergraduate education)
- Digital technologies on education (Digital Natives)

The 334 Education Reform in Hong Kong

香港334教育改革

- Announced in 2004, secondary education reduced from seven to six years; undergraduate degrees increased from three to four years;
- Tertiary institutions in Hong Kong took this “once in a generation” opportunity to revamp their curricula;
- Outcomes-based approach to student learning must go hand-in-hand with the curriculum review in the tertiary sector;
- The 4-year curriculum to provide a learning-centred educational experience;
- In September 2012, first group of graduates from the new secondary curriculum entered universities for the 4-year Degree.

4-Year Curriculum Structure

四年制课程结构

Programme in the new 4-year curriculum requires at least 128 units for graduation, which are distributed into three key components:



This is the structure adopted at Hong Kong Baptist University

A new perspective on education

教育新視角

Teaching-centered	Learning-centered
Teacher as sage on the stage	Teacher as guide on the side
Transfer of knowledge	Facilitation of learning and design of learning experiences
Assessment <i>of</i> learning	Assessment <i>for</i> and <i>as</i> learning
Cognitive development only	Whole person development
Separation of in-class and out-of-class learning	Integrated learning experience
Student learning shown in a transcript	Student learning shown in a learning portfolio

Hong Kong Baptist University

香港浸会大学

First tertiary institution in Hong Kong to focus on the WPE ethos

香港第一所高校秉承并发扬「全人教育」理念



Where is Hong Kong Baptist University?

香港浸会大学在哪？

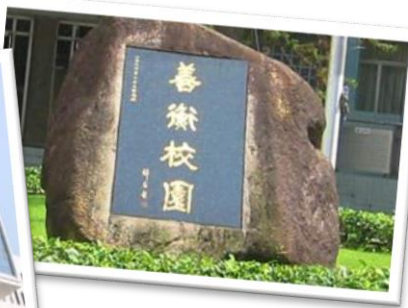
- Situated in an expensive area of town
- Easy access
- A “long” campus consisting of “old” and “new” buildings



Hong Kong Baptist University

香港浸会大学

- Established in 1956 with a Christian heritage
- 3 Faculties, 4 Schools & an Academy
 - Academy of Visual Arts 视觉艺术学院
 - Faculty of Arts 文学院
 - Faculty of Science 理学院
 - Faculty of Social Sciences 社会科学学院
 - School of Business 工商管理学院
 - School of Chinese Medicine 中医药学院
 - School of Communication 传理学院
 - School of Continuing Education 持续教育学院
- Programmes from Associate Degree to PhD
- ~ 10,000 students
- ~ 2,400 staff



HKBU's Mission & Vision

使命 (Mission)

HKBU is committed to academic excellence in teaching, research and service, and to the development of whole person in all these endeavours built upon the heritage of Christian higher education.

香港浸会大学在教学、研究及社会服务等范畴力臻至善，秉承基督教高等教育的理念，推行全人教育。

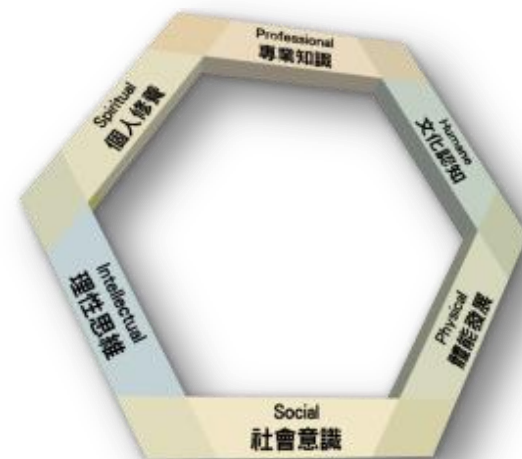
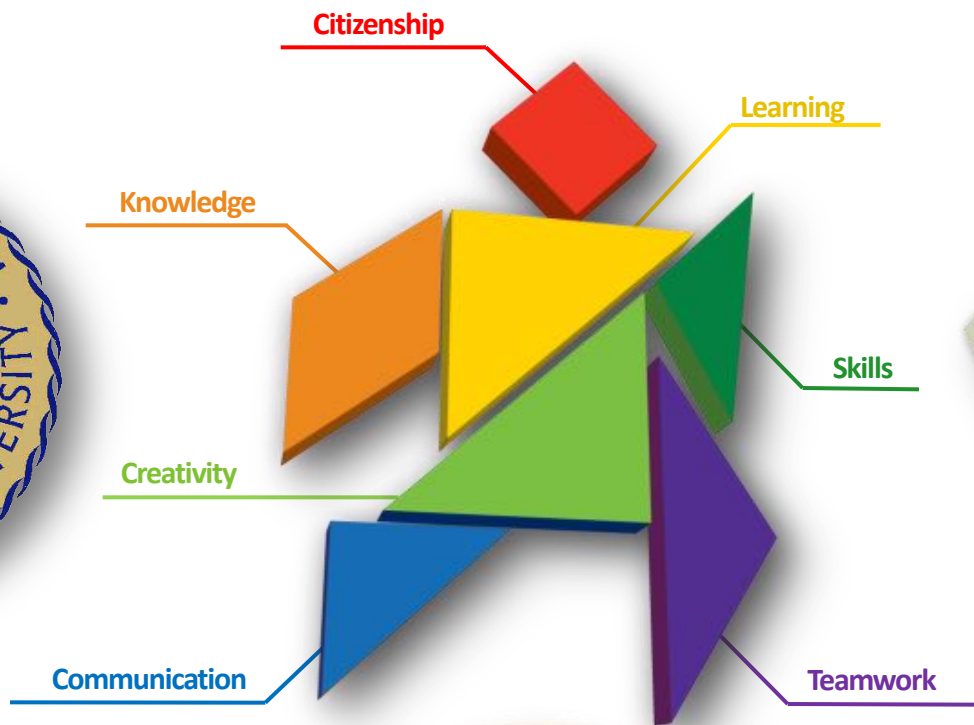
愿景 (Vision)

HKBU aspires to be a premier institution of higher learning providing broad-based, creativity-inspiring education with a distinctive contribution to the advancement of knowledge through research and scholarship.

香港浸会大学锐意提供启发创意及多元化的高等教育，透过学术与科研开拓知识新领域。



HKBU's WPE Ethos 浸大「全人教育」理念





WPE@HKBU

embodied by the 7 Graduate Attributes

浸大本科学毕业生的7个特质



公民
Citizenship

Be responsible citizens with an international outlook and a sense of ethics and civility;

知識
Knowledge

Have up-to-date, in-depth knowledge of an academic specialty, as well as a broad range of cultural and general knowledge;

學習
Learning

Be independent, lifelong learners with an open mind and an inquiring spirit;

技能
Skills

Have the necessary information literacy and IT skills, as well as numerical and problem-solving skills, to function effectively in work and everyday life;

創意
Creativity

Be able to think critically and creatively;

溝通
Communication

Have trilingual and biliterate competence in English and Chinese, and the ability to articulate ideas clearly and coherently;

群體
Teamwork

Be ready to serve, lead and work in a team, and to pursue a healthy lifestyle.

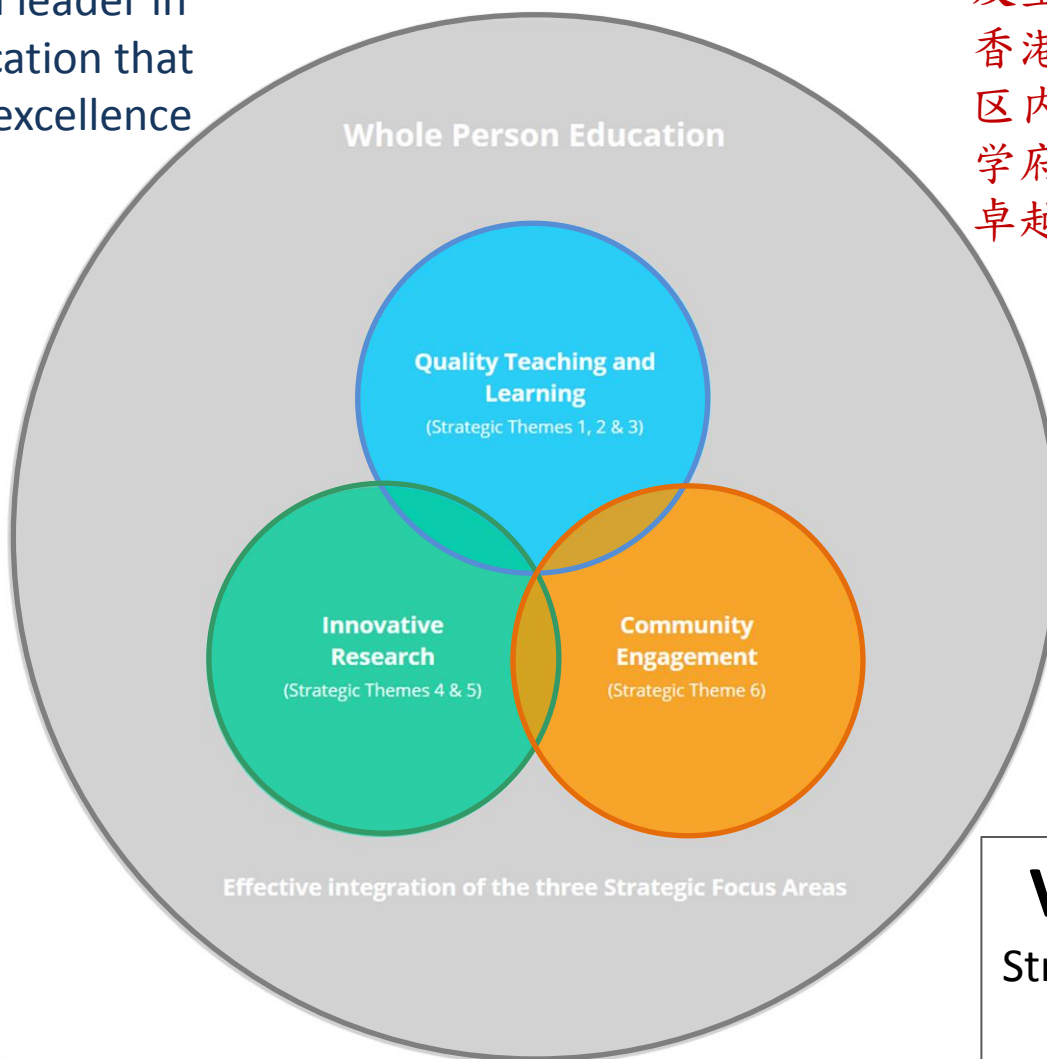


浸大願景育全人 民社學技創通群

Vision 2020 Strategy Plan (2020年愿景策略计划)

By the year 2020, the University will be the regional leader in whole person education that delivers academic excellence and innovation.

及至2020年，香港浸会大学将成为区内全人教育的领袖学府，于学术上表现卓越，力求创新。



Vision 2020
Strategic Focus Areas
策略发展重点

What is OBTL(果效为本教与学)?

- Focusing on what students come out from the programme with, instead of what teachers intends to teach:
 - *What do teachers intend their student to be able to do or achieve after completion?*
- The outcomes that teachers intends students to attain and demonstrate call ‘intended learning outcomes’ (ILOs, 预期学习果效)

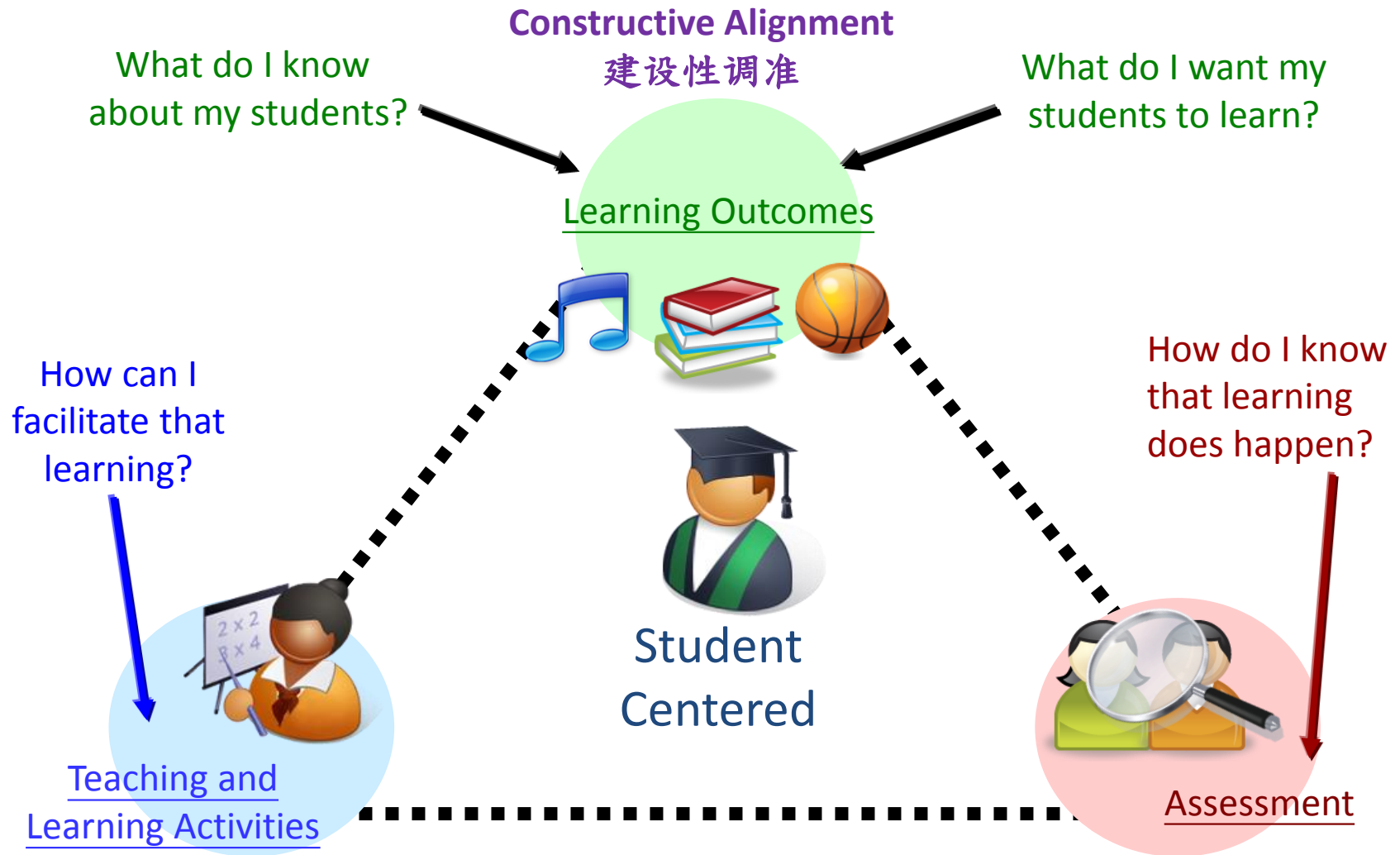
<http://www.youtube.com/watch?v=iMZA80XpP6Y&feature=related> - Part 1

<http://www.youtube.com/watch?v=2GYDGrNJRy8&feature=related> - Part 2

<http://www.youtube.com/watch?v=ggThtInFtnM&feature=related> - Part 3

Micro-framework of OBTL

果效为本教与学的微观框架



Adapted from workshop of Prof. Edmond Ko on “Motivating Student Learning with Engaging Pedagogies”

An OBTL Course Syllabus Template

果效为本的课程大纲范本

<i>Course Intended Learning Outcomes (CILOs)</i>	
CILO	By the end of the course, you should be able to:
CILO1	Perform/apply/...
CILO2	Critically evaluate ...
CILO3	Differentiate...
CILO4	...

<i>Teaching & Learning Activities (TLAs)</i>	
CILO No.	TLAs
CILO1	You will: - Be given hands-on instruction on ... - Be given written tasks to write ...
CILO2	- Be working in teams ... - Be given hands-on experience ...
CILO3	...
CILO4	...

<i>Assessment Methods (AMs)</i>			
Type of Assessment	Weighting	CILOs to be addressed	Description of Assessment Tasks
Quizzes	10%	1-2	Quizzes will test and reward your facility with concepts and cases from lectures and readings
Assignments	30%	1-3	Assignments will test your ability to ...
Final Exam	50%	1-4	The examination will test your ability to:
In-class and on-line participation	10%	2-3	Class discussions and on-line discussions will encourage, reward, and assess your active contributions to analysis and their active engagement with other students

Alignment of the Academic Curriculum to the Graduate Attributes

学术课程与毕业生特质的调准



HKBU Graduate Attributes

GAs



Programme Intended Learning Outcomes

PILOs



Course Intended Learning Outcomes

CILOs

**Constructive
Alignment
建设性调准**



Curriculum Maps (课程-学科对应表)



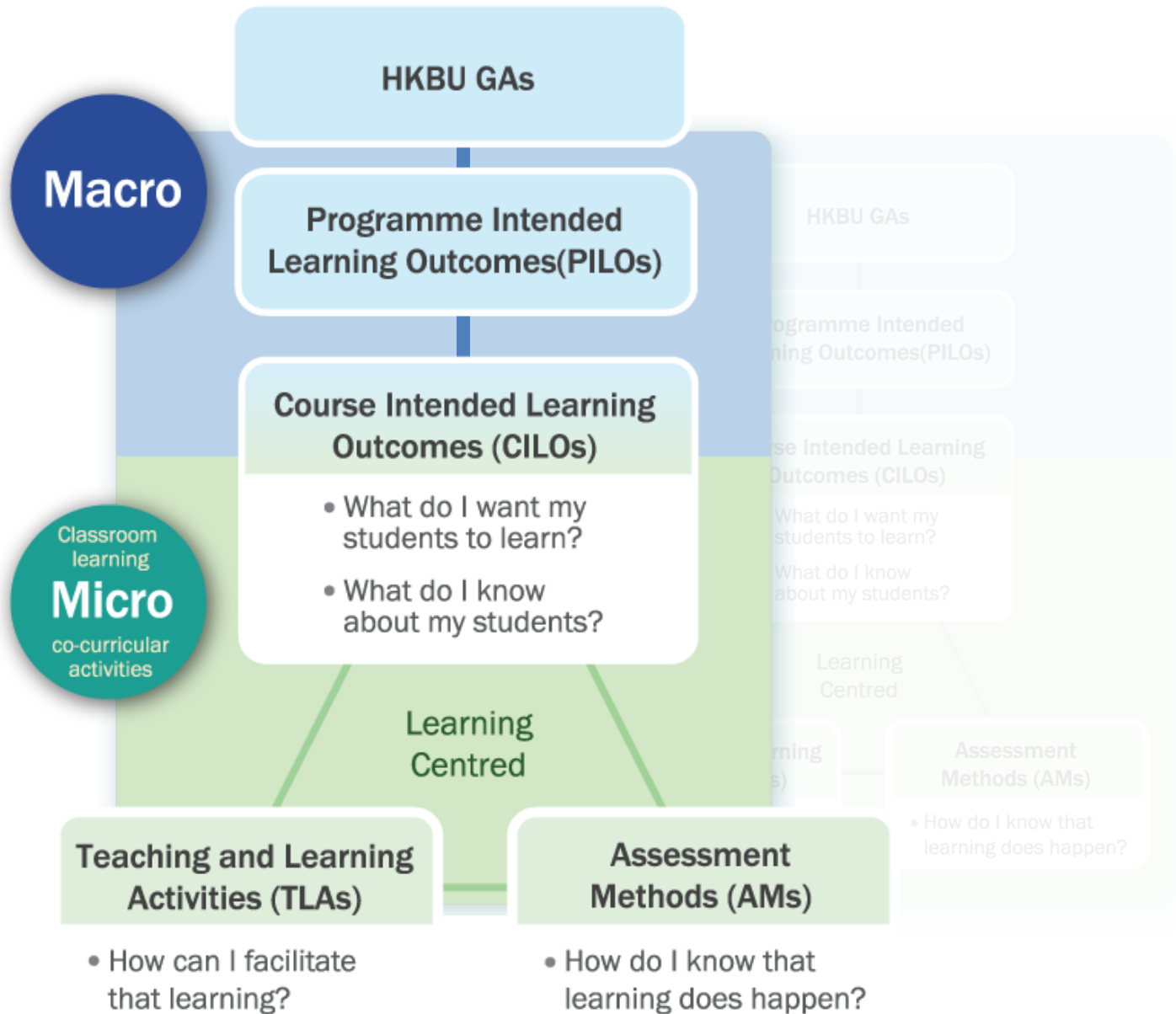
GA-PILO Mapping Matrix

	Citizenship	Knowledge	Learning	Skills	Creativity	Communication	Teamwork
PILO 1		✓	✓				
PILO 2	✓						
PILO 3			✓		✓		
PILO 4		✓		✓		✓	
PILO 5							✓
PILO 6				✓			

Aligning
(调准) to GA
"Skills"

PILO-Course Mapping Matrix

	PILO1 Apply discipline specific knowledge in ...	PILO2 Articulate ideas clearly ...	PILO3 Seek and interpret ...	PILO4 Produce professional plan for ...	PILO5 Work in a professional environment ...	PILO6 Analyse complex problems ...
Course1001		✓				✓
Course2001	✓	✓	✓	✓		
Course3001			✓		✓	✓
Course4001	✓			✓		✓
...				✓	✓	
...	✓		✓			✓
...	✓	✓				



How can an institution evaluate its progress against its role in T&L?

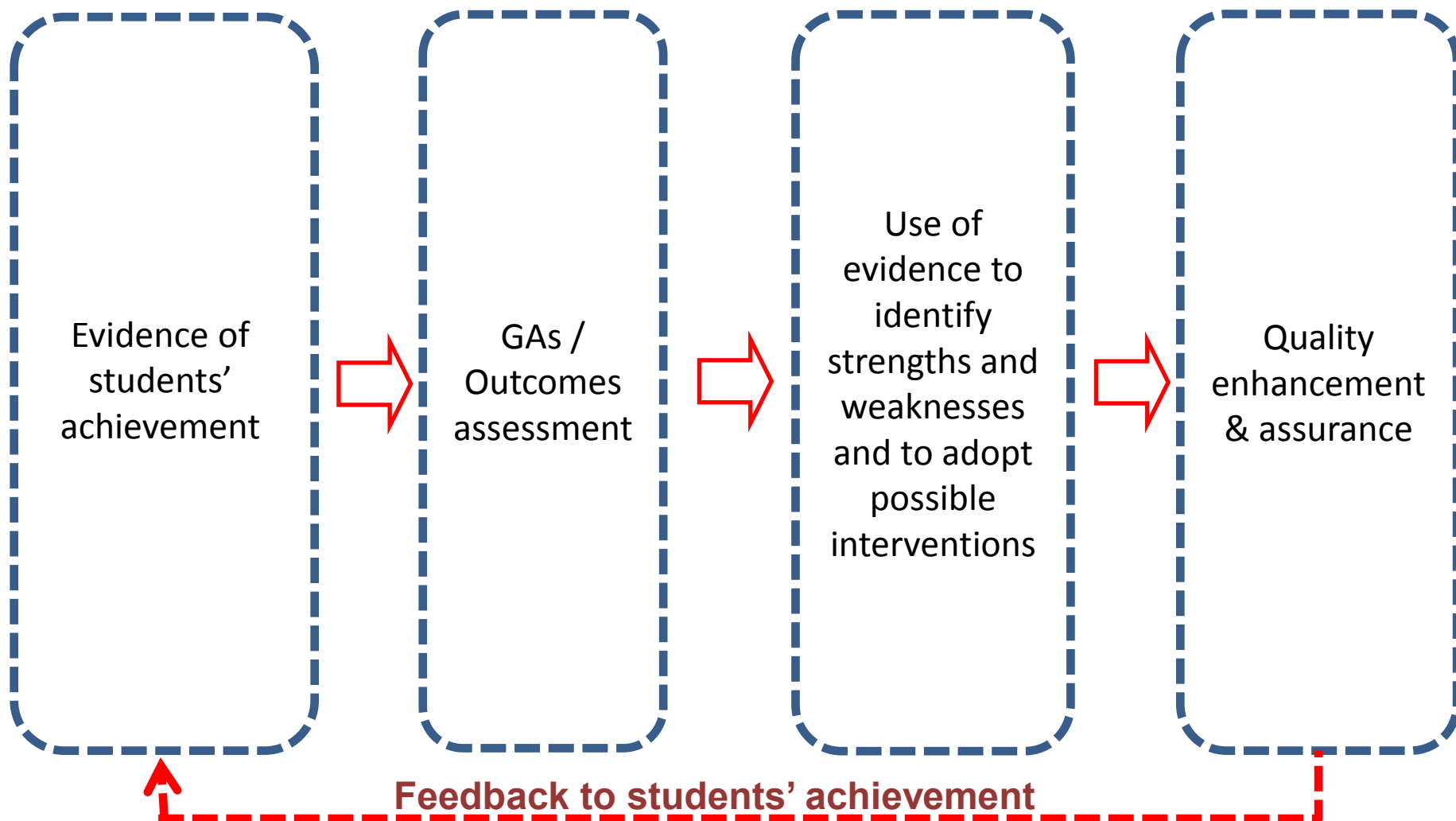
大学机构如何评估教与学？

Collection of evidence to ascertain if and how well students have achieved the intended learning outcomes at:

- **Course level (学科层面):**
 - Direct(直接): through assessments in the courses, course embedded assessment (CEA, 学科嵌入式评核)
 - Indirect(间接): through students' learning experience survey (学科学习体验调查)
- **Programme level (课程层面):**
 - Direct: aggregated course assessments, capstone projects (学科嵌入式评核结果的整合)
 - Indirect: learning experience survey, employer survey, alumni survey
- **Institutional level (大学层面):**
 - Direct: use of international standardised tests to measure student achievements (国际认可标准学能测试)
 - Indirect: Surveys on Graduate Attributes attainment (毕业生特质自我评估问卷)

Evidence Collection Initiative (ECI)

(教学果效证据收集计划)



Feedback to students' achievement

Relevant publications:

1. Eva Wong, Theresa Kwong, Dimple R. Thadani. The Effects of Students' Perceptions of their Learning Experience on their Approaches to Learning: The Learning Experience Inventory in Courses (LEI-C). *Education Journal*. Vol. 3, No. 6, 2014, pp. 369-376.
2. King Chong, Dimple R. Thadani, Wing Leung Wong, Theresa Kwong, and Eva Wong. A Conceptual Framework of Evidence Collection for Outcomes Assessment: A Case Study in Hong Kong. *International Journal of Humanities, Social Sciences and Education*. In Press.

GAs Rubrics

浸大本科毕业生特质的17个评核标准

HKBU GAs 浸大畢業生特質		Name of the rubric created 標準名稱
CITIZENSHIP 公民	Be responsible citizens with an international outlook and a sense of ethics and civility 成為具國際視野、品行高尚、有責任感的社會公民	Ethical Reasoning (道德思維)
		Social/Civic Responsibility (社會／公民責任)
		Cross-cultural Competence (多元文化的認識)
KNOWLEDGE 知識	Have up-to-date, in-depth knowledge of an academic specialty, as well as a broad range of cultural and general knowledge. 掌握對學術專業當前最新學問，並有深厚認識，亦有廣闊的文化知識和通識基礎	Interdisciplinary knowledge (跨學術專業知識)
		Disciplinary Exposure (學術專業知識)
LEARNING 學習	Be independent, lifelong learners with an open mind and an inquiring spirit 以開放接納、獨立探求知識的精神，貫徹終身學習	Lifelong Learning (終身學習)
		Self-Development/Spirituality (個人發展／精神情操)
SKILLS 技能	Have the necessary information literacy and IT skills, as well as numerical and problem-solving skills, to function effectively in work and everyday life 擁有資訊科技、數字處理和解難能力，在生活及工作上發揮所長	Information Literacy (資訊處理能力)
		Technological Literacy (資訊科技技能)
		Problem-solving (解決疑難能力)
		Quantitative Reasoning (數理思維能力)
CREATIVITY 創意	Be able to think critically and creatively 具備批判思考以及創意思維	Critical Thinking (批判思維)
		Creative Thinking (創意思維)
COMMUNICATION 溝通	Have trilingual and biliterate competence in English and Chinese, and the ability to articulate ideas clearly and coherently. 精通兩文三語、能清晰表達有條理的想法	Oral Communication (口述溝通能力)
		Written Communication (書面溝通能力)
TEAMWORK 群體	Be ready to serve, lead and work in a team, and to pursue a healthy lifestyle 具備領導和服務團隊的精神，實踐健康生活模式	Team Building (團隊合作)
		Health Awareness (健康的生活方式)

WPE Assessment @ HKBU

香港浸会大学的全人教育评核



Course assessments
or assignments

(Students' actual work)

学生考核/功课

Standardised tests

(Benchmarked assessment)

标准学能测试

WPDI

(Student self-assessment)

全人发展量表

Students'
academic work
in courses and
activities

Benchmarked
against
universities
worldwide,
including Greater
China Region

Theory-guided
questionnaire.
Students self-
assess their
capacity in
each item

A Framework for WPE Assessment

全人教育评核框架



Acknowledgements

Professor Edmond Ko, previous Director, Engineering Education Innovation Centre, HKUST

(Professor Ko, a renowned educator in Hong Kong, passed away suddenly in April 2012. We are missing a friend and a mentor)

Selected materials adopted from course SG8001 offered at CityUHK.

Selected materials adopted from various staff development activities offered by CHTL at HKBU

Selected References

- Alderson, A. and Martin, M. (2007) 'Outcome based education: Where has it come from and where is it going?', *Issues in Educational Research*, 17(2), 161 – 182.
- Allan, J. (1996) 'Learning Outcomes in Higher Education', *Studies in Higher Education*, 21(1), 93-108.
- Association for the Assessment of Learning in Higher Education (AALHE) – Assessment Resources
<http://course1.winona.edu/shatfield/air/rubrics.htm>
- Association of American Colleges and Universities (AACU) – VALUE Rubrics
http://www.aacu.org/peerreview/pr-i09/documents/Peer_Review_Winter_2009.pdf
<http://www.aacu.org/value/rubrics/index.cfm>
- Biggs, J. and Tang, C. (2011) *Teaching for Quality Learning at University*, Maidenhead, England: Open University Press.
- Chong, K., Thadani, D.R., Wong, W.L., Kwong, T., & Wong, E. (In Press). A Conceptual Framework of Evidence Collection for Outcomes Assessment: A Case Study in Hong Kong. *International Journal of Humanities, Social Sciences and Education*.
- CHTL website: <http://cht1.hkbu.edu.hk/main/resources/>
- “Evaluating Rubrics”
<http://business.fullerton.edu/centers/CollegeAssessmentCenter/RubricDirectory/evaluatingrubrics.pdf>
- Gano-Phillips, S. (2010). Workshop on “Developing and Applying Rubrics to Assess Student Learning in GE Courses and Programs.”

Selected References (cont'd)

Killen, R. (2006) *Teaching Strategies for Outcomes-based Education*, Landsdowne: Juta.

Ko, E. (2010). Workshop on “Motivating Student Learning with Engaging Pedagogies.”

Lui, G. (2014). “A Pedagogical Framework of Business Education for the Knowledge-based Economy: The Hong Kong Experience” , ASAIHL Conference 2014, 3-5 December 2014, Singapore.

Malan, SPT. (2000) ‘The ‘New Paradigm’ of Outcomes-based Education in Perspective’, *Journal of Family Ecology and Consumer Sciences*, 28, 22 – 28.

Morris, L.V. (2004) ‘Editor’s Page: Exploring the Learning Paradigm’, *Innovative Higher Education*, 29 (2), 85 – 87.

“Oral Presentation Rubric” <http://www.winona.edu/air/resourcelinks/oral%20presentation.pdf>

Quality Assurance Council (2007) *Audit Manual*, Hong Kong: Quality Assurance Council, UGC.

Quality Assurance Council (2014) *Audit Manual - Second Audit Cycle*, Hong Kong: Quality Assurance Council, UGC.

“Rubric Use AND Development” http://www.mid.muohio.edu/ctl/docs/Rubric_Development.pdf

Selected References (cont'd)

Spady, W.G. (1994) *Outcome-Based Education: Critical Issues and Answers*, Arlington, Va.: American Association of School Administrators.

Thadani, D. R., Kwong, T., Chong, K., & Wong, E. (2013). The Impacts of Aligned Teaching on Students' Perceived Engagement in Independent Learning and Satisfaction: An Empirical Investigation in Hong Kong. *Global Journal of Human Social Science – Linguistic & Education*, 13(9), 41-48.

The TIT Group (2009). “Rubrics” <http://tltgroup.org/resources/Rubrics.htm#RubricRubric>

University Grants Council (2010) *Aspirations for the Higher Education System in Hong Kong*, Report of the University Grants Committee, December 2010.

Wang, X., Su, Y., Cheung, S., Wong, E., & Kwong, T. (2012). An exploration of Biggs' constructive alignment in course design and its impact on students' learning approaches. *Assessment & Evaluation in Higher Education*, 1-15.

Wong, E., Kwong, T., & Thadani, D. R. (2014). The Effects of Students' Perceptions of their Learning Experience on their Approaches to Learning: The Learning Experience Inventory in Courses (LEI-C). *Education Journal*, 3(6), 369-376.

Zimmaro, D. M. (2004). Developing grading rubrics, <http://www.utexas.edu/academic/mec/research/pdf/rubricshandout.pdf>

Outcomes-Based Teaching and Learning (OBTL) Perspectives and Experience from Hong Kong Baptist University

果效为本教与学 - 香港浸会大学经验分享

Eva WONG

Centre for Holistic Teaching and Learning
Hong Kong Baptist University

王周绮华
全人教育教与学中心
香港浸会大学



Thank You!

Keynote

两岸四地学术研讨会
19-21 March 2015