Enhancing the Quality of Teaching & Learning through Implementation of OBL: Teachers’ Commitments, Reflections, and Experiences Are the Essentials

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Venue: D1-LP-07, HKIED

This presentation aims to:

1. Explore the process of conducting OBL in a current core course on "Promoting Positive Classroom Environments";

2. Investigate if the implementation of OBL impacts on the quality of teaching & learning;

3. Reflect on the possible factors affecting the implementation of OBL.

Module background
- Title: Promoting Positive Classroom Environments (CUI2088C) (Core module)
- Participants: 4-yr B.Ed. (Primary & Secondary) Full-time Year 2 students
- No. of participants: 120 (from 4 groups)
- Gender: Male=30; Female=90
- Major subject: *Music / *Mathematics / Chinese / Physical Education / General Studies / Visual Art
- Minor subject: Physical Education / Putonghua / Mathematics / General Studies / Information Technology / Inclusive Education

Aim 1: Explore the process of conducting OBL in a current core course on "Promoting Positive Classroom Environments"

Step 1: Re-designed the existing course with the principles of OBL
- JSTEP1: Identify institutional outcomes that relate to the course
- JSTEP2: Have a look at the course objectives and identify course intended learning outcomes (CILOs)
- JSTEP3: Distinguish CILOs abilities and developmental levels
- JSTEP4: Choose appropriate teaching and learning strategies/activities that match with the CILOs
- JSTEP5: Design and develop assessment tasks (ATS)
- JSTEP6: Develop assessment criteria and rubrics

Step 2: Came up with a new course outline (with more concerns on the alignment between CILOs, TLAs, & ATS)

At the end of the course, participants will be able to:

<table>
<thead>
<tr>
<th>Course Intended Learning Outcomes (CILOs)</th>
<th>Teaching Content</th>
<th>Teaching &amp; Learning Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>(CIL01) Understand the key concepts and theoretical approaches in classroom management.</td>
<td>Definitions of classroom management, students' personal and psychological needs. Different perspectives to the explanation of students' behavior and the characteristics of classroom situations. Complexity and diversity of classroom ecology connecting to the whole-person growth of students, e.g. self-esteem and self-management. Influence of Chinese culture on classroom behaviour.</td>
<td>Expository teaching method such as lecture,</td>
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<td>(CIL02) Develop effective strategies for prevention and intervention of students' misbehaviour.</td>
<td></td>
<td>Individual learning and collaborative learning, e.g. group work, sharing and discussions.</td>
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<tr>
<td>(CIL03) Reflect on participants' own beliefs and practices and develop an effective personal system of classroom management aiming at promoting a caring and orderly classroom climate.</td>
<td></td>
<td>Learning through authentic experience, e.g. use of case study.</td>
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<tr>
<td>(CIL04) Apply the theories and models in classroom management to analyze cases of classroom incidents.</td>
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Content & Teaching and Learning Activities

**CIL03**: Develop effective strategies for prevention and intervention of students’ misbehaviour

<table>
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<tr>
<td>Various aspects of lesson management, e.g. cognitive social affective and physical. Various managerial and instructional methods for promoting students’ learning motivation and effective learning. Basic for and levels of interventions of classroom misbehaviour. Various approaches to students’ misbehaviour, e.g. Lewin’s Model (a continuum of models of discipline styles), teacher-oriented, group-oriented, and student-oriented approaches.</td>
<td>Expository teaching method such as lecturing. Learning with visual and audio aids, e.g. videos. Individual learning and collaborative learning, e.g. group work, sharing, and discussions. Learning through authentic experience, e.g. use of case study.</td>
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Content & Teaching and Learning Activities

**CIL04**: Apply the theories and models in classroom management to analyze cases of classroom incidents

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<td>Various approaches to behavior management. Collaborative management school effect on behavior. School-wide student management policies. Use of basic counseling and communication skills. Developing individual behavior change plans. Developing a partnership with colleagues. Ensuring management ways of working with parents. Facilitating reciprocal information sharing occurs between parents and teachers. The planning and implementation of effective teacher-parent conference.</td>
<td>Expository teaching method such as lecturing. Learning with visual and audio aids, e.g. videos. Individual learning and collaborative learning. Learning through authentic experience, e.g. use of case study. Activity-based learning, e.g. role play and games. Personal consultation.</td>
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Assessment Tasks

<table>
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<tr>
<th>Assessment Tasks</th>
<th>CIL0s</th>
<th>Weighting (%)</th>
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<tbody>
<tr>
<td><strong>Assignment 1</strong> Individual plan, students are required to synthesise evidence from the miniature with reflections on their own learning to design their own personal system of effective classroom management, aimed at promoting a positive and orderly environment for learning and teaching (1,500 words).</td>
<td>CIL01, CIL02, CIL03 To understand the key concepts and theoretical approaches in classroom management. CIL04 To develop effective strategies for prevention and intervention of students’ misbehaviour. CIL05 To apply the theories and models in classroom management.</td>
<td>50%</td>
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Step 3: Implemented the OBL course among four groups totaling 120 pre-service teachers

- Duration: Sep 1 to Dec 2009
- Contact hours: 39 hrs (3 hrs x 13 weeks)
- Each lecture was taught with different themes
- Class schedule
Aim 2: Investigate if the implementation of OBL impacts on the quality of teaching & learning

1. OBL Questionnaire Survey
   - Students were asked to complete the questionnaire survey upon completion of the module.
   - The OBL questionnaire survey comprises 5 major sections (17 items in total): Knowledge (4 items), Skills (4 items), Teaching & Learning Activities (7 items), Assessment Tasks (2 items), and Background Information.
   - Likert-scale type (from 6=strongly agree to 1=strongly disagree) = involved.
   - Simple descriptive statistical test was conducted.

To what degree do you think that the following learning objectives for this module supported your knowledge and skills to be a professional teacher? (N=91)

To what degree do you think that the following teaching and learning tasks helped you achieve the course learning objectives? (N=91)

2. Institute Student Evaluation on Teaching (S.E.T.) Questionnaire Survey
   - Students were asked to complete the SET questionnaire survey upon completion of the module.
   - The SET questionnaire survey comprises 12 questions.
   - Likert-scale type (from 4=strongly agree to 1=strongly disagree) = involved.
   - Simple descriptive statistical test was conducted.

2009-2010 SET Scores (OBL)

2009-2009 SET Scores (non-OBL)

Means on all items of 2009-10 cohort (OBL) were found higher than the 2008-09 cohort (non-OBL).

Significant difference was found on item 16.
Aim 2: Investigate if the implementation of OBL impacts on the quality of teaching & learning

3. Students' Interview

- Students were invited to conduct an interview upon completion of the module (from Nov to Dec 2009)
- No. of interviewees: 12 students from four groups were chosen at random
- Individual interview (with 16 open ended questions)

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<th>Interview summary:</th>
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<tbody>
<tr>
<td>Areas</td>
<td>Generic Interview Questions</td>
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<tr>
<td>TAs</td>
<td></td>
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<tr>
<td>Others</td>
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Aim 3: Reflect on the possible factors affecting the implementation of OBL

1. OBL Questionnaire Survey

- Despite all four groups of participants agreed on the effectiveness of the CILOs, TLAs, and ATs, two groups among them have given significantly higher ratings.
Aim 3: Reflect on the possible factors affecting the implementation of OBL

3. Teachers' Interview

- Tutors of the module were invited to conduct an individual interview upon the completion of the module. Tutors were asked about their perceptions and experiences in teaching OBL modules.

- Results of teacher interviews illustrated continual self-reflections that helped reinforce a clear understanding of what and how to teach.

Conclusion

- Despite there are a couple of pros of OBL module implementation (what have been learnt through the process):
  - Guide teacher and learner as to what is expected of students
  - Monitor students' progress and achievement of learning outcomes
  - Emphasis the "can do" aspect of students' learning

- In sum, the findings exemplify teacher factors are essential to enhance the quality of teaching and learning during the implementation of OBL.
End of Presentation