



THE 2ND
EAST ASIAN INTERNATIONAL CONFERENCE
ON TEACHING EDUCATION RESEARCH

Enhancing the effectiveness of the implementation of
outcome-based learning: meeting learners' need

Dr. CHAN Kam Wing
Dr. CHAN Kin Sang, Jacqueline
Dr. YU Wai Ming, Flora
Dr. LAM Tak Shing, John
Dr. NG Tsui San, Teresa

Date: 15 December, 2010
Venue: D1-LP-07

OUTCOME-BASED LEARNING (OBL) IN HK

- University Grant Committee (UGC) :
Roadmap document in January, 2004
- UGC' s goal : improvement and enhancement in
student learning and teaching quality (Stone,
2005)

WHAT IS OBL?

- set clearer standards with observable outcomes
- advocate the importance of education beyond learning process
- emphasize the learning processes that would lead to planned and specified learning outcomes
- provide a platform to make teaching and learning more explicit and transparent

(Andrich, 2002; D'Andrea, 2003; Ormond, 2006)

- Outcome-Based Education means clearly focusing and organizing everything in an education system around what is essential for all students to be able to do successfully at the end of their learning experiences.

Spady (1994)

- An educational process which is based on trying to achieve certain specified outcomes in terms of individual student learning. Educational structures and curriculum are regarded as means not ends.

(Willis & KISSANE, 1995)

WHAT IS LEARNING OUTCOMES?

- learning outcomes is what a learner knows or can do as a result of learning. In response to the needs of the society, the use of learning outcomes has evolved.

Otter (1992)

- Outcomes are clear, observable demonstrations of student learning that occur after a significant set of learning experiences.

Spady and Marshall (1994)

- learning outcomes are statements of what a learners is expected to know, understand and/or be able to do at the end of a period of learning. It is clearly stated that outcomes are what learners can actually do with what they know and have learnt.

Gosling and Moon (2001)



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CHANGES AFTER THE IMPLEMENTATION OF OBL

- OBL provides ways for curriculum design to shift the learning and teaching focus to what students can actually do after their learning experiences. (Ecclestone, 1999; Harden et al., 1999; Spady, 1994)
- The whole curriculum usually starts with a set of desired learning results, which puts the focus on the development of the learners. (Dejaeger & Nieuwenhuis, 2005)
- It is a paradigm shift from a traditional teaching-oriented/content-oriented system to a student-oriented system. (Harden et al., 1999; Hartel, 2006)

MERITS OF OBL

- helps to significantly improve student performance (Prosser et al., 2006; D'Andrea, 2003)
- allows students to have a clearer understanding of what they should learn in a course and this enhances student autonomy and learning motivation and encourages self-directed learning (Adam, 2001; Dejaeger & Nieuwenhuis, 2005; Ecclestone, 1999; Spady, 1994)
- get beyond 'meaningless' percentages and marks and provides students with a broader and more transformative education (Spady, 1994)
- provides clear goals and expectations in assessment (Dejaeger & Nieuwenhuis, 2005)

THE STUDY

- Data collected from the course:
Enhancing Teaching in Small Classes of the Professional Development Course for Small Class Teaching in Primary Schools
- Participants:
43 in-service primary school teachers
- Research Tools:
 - Questionnaire
 - Individual interview

CILOS OF THE COURSE:

- CILO₁: comprehend the effects of class size on pupils' learning
- CILO₂: develop an understanding of small class teaching in Hong Kong and other places
- CILO₃: adapt teaching in small classes to cater for learner diversity
- CILO₄: make adaptations in classroom organization and assessment with respect to teaching in small classes

THE STUDY

The aim of this study is guided by the following research questions:

- To what extent do teachers perceive the course learning objectives can enrich their **knowledge** to be a professional teacher?
- To what extent do teachers perceive the course learning objectives can enrich their **skills** to be a professional teacher?
- To what extent do teachers perceive the **assessment tasks** help them to achieve the course learning objectives?
- To what extent do teachers perceive the **teaching and learning activities** help them to achieve the course learning objectives?

QUESTIONNAIRE DATA

TEACHERS' PERCEPTIONS OF LEARNING OBJECTIVES IN ENRICHING THEIR KNOWLEDGE

Learning Objectives	Mean	S.D
1) Comprehend the effects of class size on pupils' learning	4.9302	66888
2) Develop an understanding of small class teaching in Hong Kong and other places	4.9302	63228
3) Adapt teaching in small classes to cater for learner diversity	4.8810	63255
4) Make adaptations in classroom organization and assessment with respect to teaching in small classes	4.7209	66639

TEACHERS' PERCEPTIONS OF LEARNING OBJECTIVES
IN ENRICHING THEIR SKILLS

Learning Objectives	Mean	S.D
5) Comprehend the effects of class size on pupils' learning	4.7907	.55883
6) Develop an understanding of small class teaching in Hong Kong and other places	4.6512	.61271
7) Adapt teaching in small classes to cater for learner diversity	4.7907	.55883
8) Make adaptations in classroom organization and assessment with respect to teaching in small classes	4.6512	.61271

TEACHERS' PERCEPTIONS OF ASSESSMENT TASKS IN
ACHIEVING THE COURSE LEARNING OBJECTIVES

Assignment Tasks	Mean	S.D
9) Presentation help you		
(i) Comprehend the effects of class size on pupils' learning.	4.7907	.67465
(ii) Develop an understanding of small class teaching in Hong Kong and other places.	4.6744	.71451
(iii) Adapt teaching in small classes to cater for learner diversity	4.7209	.62965
(iv) Make adaptations in classroom organization and assessment with respect to teaching in small classes.	4.7209	.59062
10. Essays helps you		
(i) Comprehend the effects of class size on pupils' learning.	4.8372	.61452
(ii) Develop an understanding of small class teaching in Hong Kong and other places.	4.7907	.67465
(iii) Adapt teaching in small classes to cater for learner diversity.	4.8837	.66222
(iv) Make adaptations in classroom organization and assessment with respect to teaching in small classes.	4.6977	.67383

TEACHERS' PERCEPTIONS OF TEACHING AND LEARNING ACTIVITIES IN
ACHIEVING THE COURSE LEARNING OBJECTIVES

Teaching and Learning Activities	Mean	S.D
11. Lecturing helps you		
(i) Comprehend the effects of class size on pupils' learning	5.0000	.65465
(ii) Develop an understanding of small class teaching in Hong Kong and other places	5.0000	.57735
(iii) Adapt teaching in small classes to cater for learner diversity.	4.9535	.57543
(iv) Make adaptations in classroom organization and assessment with respect to teaching in small classes.	4.9302	.59343
12. Group discussion helps you		
(i) Comprehend the effects of class size on pupils' learning	4.9767	.51123
(ii) Develop an understanding of small class teaching in Hong Kong and other places.	4.7674	.75078
(iii) Adapt teaching in small classes to cater for learner diversity.	4.9767	.51123
(iv) Make adaptations in classroom organization and assessment with respect to teaching in small classes.	4.8837	.58592

TEACHERS' PERCEPTIONS OF TEACHING AND LEARNING ACTIVITIES IN
ACHIEVING THE COURSE LEARNING OBJECTIVES

Teaching and Learning Activities	Mean	S.D
13. Case studies help you		
(i) Comprehend the effects of class size on pupils' learning.	5.0000	.57735
(ii) Develop an understanding of small class teaching in Hong Kong and other places	4.8605	.63925
(iii) Adapt teaching in small classes to cater for learner diversity.	4.8140	.54580
(iv) Make adaptations in classroom organization and assessment with respect to teaching in small classes.	4.9070	.52617

INTERVIEW DATA

POSITIVE FEEDBACK

- 'The instructor provided us with many examples and research findings of SCT in different places. We had discussions frequently in class to exchange our ideas about the curriculum, teaching strategies and assessment. All those in return helped me to achieve the CLOs.'

- 'Lecturing helps me understand the theoretical knowledge in small class teaching. Group discussion helps me comprehend the real situation in different schools and I can share my opinion and have professional interaction with other teachers. Case studies help me to know well in analyzing and examining the school reviews, and then establish the school-based small class teaching approaches.'

- 'I agree that I perform better when the CLOs were presented clearly in the beginning and my real understanding of the learning during the course can be reflected clearly in the results of the presentation and essays too.'

FEEDBACK

- 'I think we have equipped well with the knowledge and skills needed for small class teaching after this course. But I doubt if all of them are applicable in our usual teaching practice. I think we might need to keep refining and modifying our skills in order to cope with the real situation or when facing difficult kind of teaching problems. Anyway, I do think the knowledge and skills learnt are the foundation of adapting teaching in small classes and they are useful.'

- 'Assessment is a kind of school policy and developed on the agreement of most of the school members. The common situation in school is: when some teachers expressed that the traditional summative assessment (e.g. examination) should not be the only way to assess students' performance, some may argue if there are any other better alternatives...at the end, they still have to use summative assessment. But I would say, as one of the policy makers in my school, we did make adaptations in assessment with respect to teaching in small classes. So, I think this may involve school policy and have difficulties when carrying out.'

DISCUSSION AND CONCLUSION

- OBL is an approach where teaching and learning activities are developed to support the learning outcomes.

(Biggs & Tang, 2007)

- The key factor contributing to the positive perception?
 - The format of OBL?
 - Other?
 - Learners' need
- Many concepts that are related to OBL are already part of course culture.
- To different extents, the course developer and instructor have been consciously or sub-consciously using OBL approaches.

