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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

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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

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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

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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

↳STEP3: Distinguish CILOs abilities and developmental levels

↳STEP4: Choose appropriate teaching and learning strategies/activities that match with the CILOs

↳STEP1: Identify institutional outcomes that relate to the course

↳STEP2: Have a look of the course objectives and identify course intended learning outcomes (CILOs)

↳STEP5: Design and develop assessment tasks (ATs)

↳STEP6: Develop assessment criteria and rubrics

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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:

Course Intended Learning Outcomes(CILOs)

(CILO1) Understand the key concepts and theoretical approaches in classroom management.

(CILO2) Develop effective strategies for prevention and intervention of students' misbehaviour.

(CILO3) Reflect on participants' own beliefs and practices and develop an effective personal system of classroom management aims at promoting a caring and orderly classroom climate.

(CILO4) Apply the theories and models in classroom management to analyze cases of classroom incidents

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Content & Teaching and Learning Activities

(CILO1) Understand the key concepts and theoretical approaches in classroom management

Teaching Content	Teaching & Learning Activities
Definitions of classroom management. Students' personal and psychological needs. Different perspectives to the explanation of students' behavior and the characteristics of classroom situations. Complexities 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.	<ul style="list-style-type: none"> ❖ 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

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Content & Teaching and Learning Activities

(CILO2) Develop effective strategies for prevention and intervention of students' misbehaviour

Teaching Content	Teaching & Learning Activities
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. Basis for and levels of interventions of classroom misbehaviour. Various approaches to students' misbehavior, e.g. Lewis's Model (a continuum of models of discipline styles), teacher-oriented, group-oriented, and student-oriented approaches.	<ul style="list-style-type: none"> ❖ 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.

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Content & Teaching and Learning Activities

(CILO3) Reflect on participants' own beliefs and practices and develop an effective personal system of classroom management aims at promoting a caring and orderly classroom climate

Teaching Content	Teaching & Learning Activities
Nature of authority, control and care. Classroom rules, procedures and routines. Consequences of behaviour. Understanding of punishment and rewards. Promoting positive interpersonal relationship among classroom participants. Strengthening teacher-student relationship. Emotional dimension of classroom life. Organizing environment conducive to effective learning and teaching. Linking learning difficulties to behavioural problems. Issues in establishing a personal system of behaviour management.	<ul style="list-style-type: none"> ❖ 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. ❖ Active learning through writing, talking, reading, reflecting, or questioning. ❖ Activity-based learning, e.g. role play and games. ❖ Personal consultation.

Content & Teaching and Learning Activities

(CILO4) Apply the theories and models in classroom management to analyze cases of classroom incidents

Teaching Content	Teaching & Learning Activities
Various approaches to behavior management. Collaborative management. School effect on behaviour. School-wide student management policies. Use of basic counseling and communication skills. Developing individual behaviour change plans. Developing a partnership with colleagues. Crisis management. Ways of working with parents. Facilitating reciprocal information sharing occurs between parents and teachers. The planning and implementation of effective teacher-parent conference.	<ul style="list-style-type: none"> ❖ 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. ❖ Active learning through writing, talking, reading, reflecting, or questioning. ❖ Activity-based learning, e.g. role play and games. ❖ Personal consultation.

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Assessment Tasks

Assessment Tasks	CILOs	Weighting (%)
Assignment 1 Individual plan students are required to synthesize evidence from the literature 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)	<p>CILO₁ To understand the key concepts and theoretical approaches in classroom management</p> <p>CILO₂ To develop effective strategies for prevention and intervention of students' misbehaviour</p> <p>CILO₃ To reflect on students' own beliefs and practices and develop a personal system of classroom management aims at promoting a caring and orderly classroom climate</p>	50%

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Assessment Tasks

Assessment Tasks	CILOs	Weighting (%)
Assignment 2 Case study analysis students are required to analyze a case of classroom incident with the use of theories and models learnt from the module, which demonstrates how participants' personal system of effective classroom management is put through in the classroom (1,500 words)	<p>CILO₁ To understand the key concepts and theoretical approaches in classroom management</p> <p>CILO₂ To develop effective strategies for prevention and intervention of students' misbehaviour</p> <p>CILO₄ To apply the theories and models in classroom management to analyze cases of classroom incidents</p>	50%

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Step 3: Implemented the OBL course among four groups totaling 120 pre-service teachers

- Duration: Sept to Dec 2009
- Contact hours: 39 hrs (3hrs x 13 weeks)
- Each lecture was taught with different themes.
- Class schedule

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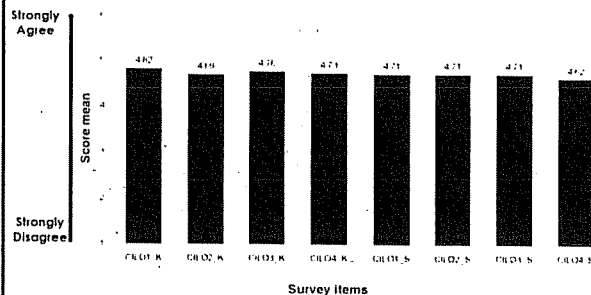
Aim 2: Investigate if the implementation of OBL impacts on the quality of teaching & learning

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

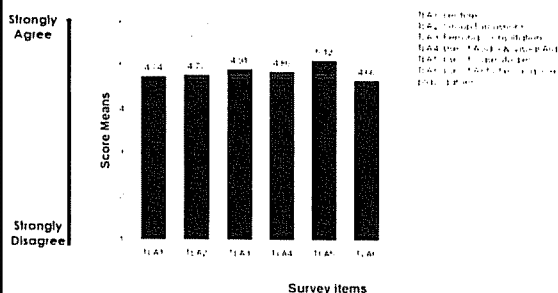
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To what degree do you think that the following learning objectives for this module supported your knowledge and skills to be a professional teacher? (N=91)



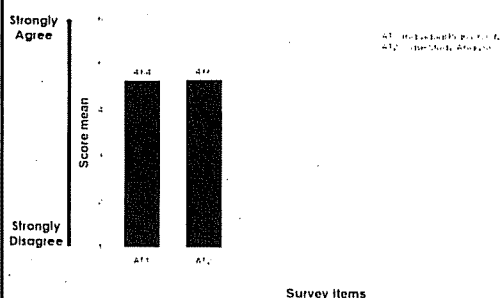
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To what degree do you think that the following teaching and learning tasks helped you achieve the course learning objectives? (N=91)



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



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Aim 2: Investigate if the implementation of OBL impacts on the quality of teaching & learning

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

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2009-2010 SET Scores (OBL)

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12
Mean (SD)	3.97 (0.19)	3.97 (0.19)	3.93 (0.26)	3.97 (0.19)	3.93 (0.26)	3.69 (0.47)	3.79 (0.41)	3.89 (0.32)	2.03 (0.19)	3.89 (0.31)	3.96 (0.19)	3.75 (0.44)
2008-2009 SET Scores (non-OBL)												
Mean (SD)	3.73 (0.45)	3.63 (0.49)	3.73 (0.45)	3.80 (0.41)	3.73 (0.45)	3.30 (0.65)	3.63 (0.56)	3.79 (0.41)	2.00 (0.12)	3.76 (0.44)	3.83 (0.39)	3.62 (0.49)
t value	*2.64	*3.48	*2.06	*2.02	*2.06	*2.60	1.23	1.03	1.20	1.29	1.64	1.05

* Significant difference between groups

† Significant difference between groups

- 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 I-6

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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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Interview summary:-

Areas	Generic Interview Questions	Students' Feedback
	1. 你認為在一個課程的自我評估、課程目標的學習活動設計、所修讀的課程和單元、任務、及目標等	
CILOs	1. 你認為這個單元的學習目標是否清晰? 2. 你覺得這個單元學習目標是否有效? 你認為有多少個目標應該被刪除或增加? 請作詳細的說明。	2. 清晰、簡單、學習目標清晰 3. 學生認為已經達到二至四個單元學習目標 2/3 學生表示, 不能處理。有目標是學生他們認為在過去或第一堂課時未有機會在課堂中實踐

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Interview summary:-

Areas	Generic Interview Questions	Students' Feedback
TLAs	4. 你認為此教學活動是否有效地讓學生達到學習目標及理解學習內容? 請作詳細的說明。 5. 你認為單元的教學活動是否有效地讓學生達到學習目標及理解學習內容? 請作詳細的說明。	4. 學生認為, 大綱教學及學習活動能有效地讓他們達到學習目標及理解學習內容。 5. 學生認為, 大綱教學及學習活動能有效地讓他們達到學習目標及理解學習內容。 6. 學生認為, 大綱教學及學習活動能有效地讓他們達到學習目標及理解學習內容。

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Interview summary:-

Areas	Generic Interview Questions	Students' Feedback
ATs	6. 你認為這個單元的課程是否有效地讓學生達到學習目標及理解學習內容? 請作詳細的說明。 7. 你認為單元的課程是否有效地讓學生達到學習目標及理解學習內容? 請作詳細的說明。 8. 你認為單元的課程是否有效地讓學生達到學習目標及理解學習內容? 請作詳細的說明。 9. 你認為單元的課程是否有效地讓學生達到學習目標及理解學習內容? 請作詳細的說明。	6. 學生認為, 課程能讓他們達到學習目標及理解學習內容。 7. 學生認為, 課程能讓他們達到學習目標及理解學習內容。 8. 學生認為, 課程能讓他們達到學習目標及理解學習內容。 9. 學生認為, 課程能讓他們達到學習目標及理解學習內容。

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Interview summary:-

Areas	Generic Interview Questions	Students' Feedback
Others	10. 你認為這個單元目標是否有效地讓學生達到學習目標及理解學習內容? 請作詳細的說明。 11. 你認為這個單元目標是否有效地讓學生達到學習目標及理解學習內容? 請作詳細的說明。 12. 你認為這個單元目標是否有效地讓學生達到學習目標及理解學習內容? 請作詳細的說明。 13. 你認為這個單元目標是否有效地讓學生達到學習目標及理解學習內容? 請作詳細的說明。 14. 你認為這個單元目標是否有效地讓學生達到學習目標及理解學習內容? 請作詳細的說明。 15. 你認為這個單元目標是否有效地讓學生達到學習目標及理解學習內容? 請作詳細的說明。	10. 特點: 邀請其他同學分享了學習心得。 11. 特點: 了解課程內容。 12. 特點: 了解課程內容。 13. 特點: 了解課程內容。 14. 特點: 了解課程內容。 15. 特點: 了解課程內容。 16. 特點: 了解課程內容。 17. 其他意見。

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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.

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CILOs

	CILO1_K	CILO2_K	CILO3_K	CILO4_K	CILO1_S	CILO2_S	CILO3_S	CILO4_S
Overall								
Total (n = 91) Agree (%)	95.6	92.3	92.3	93.4	95.6	91.2	90.1	89.0
Mean	4.82	4.69	4.76	4.73	4.71	4.71	4.71	4.62
S D	1.018	1.102	1.036	0.932	0.969	0.992	1.057	1.030
Different Classes*								
Class F (n = 16) Agree (%)	87.5	75.0	68.8	75.0	81.3	62.5	62.5	62.5
Mean	4.13	3.88	4.00	4.13	4.25	4.00	4.00	3.88
S D	1.089	1.455	1.211	1.025	1.125	1.095	1.155	1.088
Class G (n = 25) Agree (%)	96.0	92.0	96.0	92.0	96.0	92.0	92.0	88.0
Mean	4.32	4.28	4.36	4.24	4.12	4.32	4.28	4.28
S D	0.690	0.792	0.810	0.663	0.600	0.802	0.936	0.936
Class H (n = 27) Agree (%)	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean	5.48	5.33	5.22	5.15	5.30	5.19	5.11	5.04
S D	0.753	0.832	0.847	0.770	0.823	0.879	0.847	0.808
Class I (n = 23) Agree (%)	95.7	95.7	95.7	100.0	100.0	100.0	95.7	95.7
Mean	5.09	4.96	5.17	5.17	5.00	5.09	5.22	5.00
S D	0.996	0.878	0.887	0.834	0.853	0.793	0.902	0.953

TLAs

	TLA1	TLA2	TLA3	TLA4	TLA5	TLA6
Overall						
Total (n = 91) Agree (%)	87.4	89.7	94.1	90.8	96.5	86.7
Mean	4.74	4.77	4.91	4.86	5.12	4.66
S D	1.186	1.064	0.946	1.069	0.938	1.151
Different Classes*						
Class F (n = 16) Agree (%)	56.3	56.3	87.5	68.8	81.3	71.4
Mean	3.56	3.88	4.63	3.84	4.40	4.00
S D	1.413	1.204	1.025	1.124	1.095	1.710
Class G (n = 25) Agree (%)	87.0	95.7	91.3	91.3	100.0	81.0
Mean	4.28	4.30	4.30	4.30	4.46	4.19
S D	0.752	0.635	0.703	0.703	0.721	0.750
Class H (n = 27) Agree (%)	100.0	100.0	100.0	100.0	100.0	96.2
Mean	5.58	5.44	5.44	5.44	5.62	5.31
S D	0.698	0.751	0.821	0.761	0.637	0.788
Class I (n = 23) Agree (%)	95.2	95.2	95.2	95.5	100.0	90.9
Mean	5.10	5.10	5.14	5.32	5.75	4.77
S D	0.944	0.995	0.854	0.894	0.444	1.020

ATs

	AT1	AT2
Overall		
Total (n = 91) Agree (%)	95.5	96.6
Mean	4.64	4.66
S D	0.908	0.852
Different Classes*		
Class F (n = 16) Agree (%)	87.5	93.8
Mean	4.38	4.56
S D	0.957	0.892
Class G (n = 25) Agree (%)	91.7	95.8
Mean	4.17	4.33
S D	0.702	0.637
Class H (n = 27) Agree (%)	100.0	100.0
Mean	4.96	4.85
S D	0.940	0.864
Class I (n = 23) Agree (%)	100.0	95.5
Mean	4.98	4.85
S D	0.785	0.941

Means on ALL items of Class H & Class I were found higher than the Class F & G; Significant difference was found on ALL items

-> Since the four groups were taught by two different module lecturers, it leads us to think factors like teachers' experiences on OBL, teaching styles and approaches may have an impact on the quality of teaching and learning of the module

Aim 3: Reflect on the possible factors affecting the implementation of OBL

2. Students' Interview

- Majority of the participants iterated in the interviews that teachers' commitments, passion, and competence played a distinctive role in increasing the likelihood of them to achieve the expected learning outcomes

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.
- Results of teacher interviews illustrated continual self reflections 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

