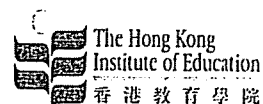


Developing C&I Subject Outcomes through Whole Department Participation

(Dec 2009–April 2011)
(Department of Curriculum and Instruction, Faculty of Education Studies)



Impact on Student Learning and Teaching

- the list of espoused subject outcomes will be an important reference document for course design as the relative importance of the identified espoused subject outcomes is grounded from the views of both students and faculty members
- it is a powerful tool for identifying and closing the gaps between students' expectations on learning and the department's valued teaching goals

Project Team:

Principal Project Supervisors:
Dr Lam, Bick Har
Dr Tsui, Kwok Tung

Project Supervisors:

Dr Brown, Gavin T. L.
Dr Deneen, Christopher C.

Deliverables / Dissemination

Purpose	Strategies	Exemplars
Departmental dissemination for future course development	Departmental conferences	#1&3 below
Institutional dissemination for sharing the process of subject outcome learning development	Institutional seminar	Proposed seminar in Oct, 2011
Contribution to knowledge development in the field	Publications in international journals	#2,4-5 below

Issues and Challenges

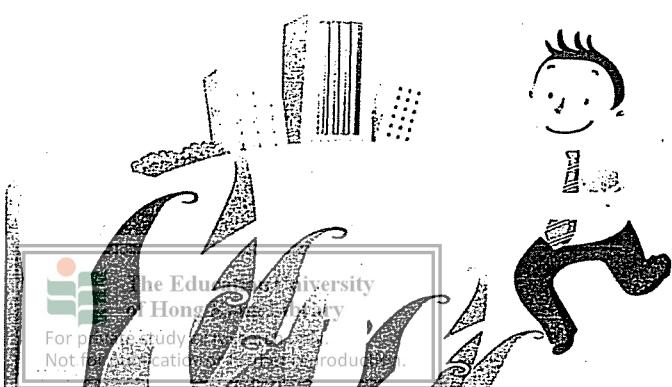
One major issue is the definition of the five factors generated from this study. The research team believes that some fine-tuning of the definitions would be necessary before it is used for actual course development

Conference presentation:

- Lam, B. H., Tsui, K. T., Brown, G., Deneen, C., & Yan, H. F. (2010, June). *Developing C&I Subject Outcomes through Whole Department Participation*. Paper presented at the Departmental Conference of the Department of Curriculum and Instruction, Macau.
- Lam, B. H., Brown, G., Tsui, K. T., & Deneen, C. (2010, Dec). Teachers and Students Participated in Outcome Development. Paper presented at the 2nd East Asian *International Conference on Teacher Education Research*.
- Lam, B. H., Tsui, K. T., Brown, G., & Deneen, C. (forthcoming, 2011, June). The espoused outcomes and enacted course delivery of the Department of Curriculum and Instruction. Paper presented at the Departmental Conference of the Department of Curriculum and Instruction.

Journal papers: The team is currently preparing two academic papers for submission to international journals:

- A Method of Developing Learning Outcomes Involving Students' and Teachers' Participation.
- The Espoused Outcomes and Enacted Course Delivery of the Department of Curriculum and Instruction.



Developing C&I Subject Outcomes through Whole-Department Participation

(Dec 2009-April 2011)

(Department of Curriculum and Instruction, Faculty of Education Studies)

Project Objectives:

- To develop a draft of subject learning outcomes specific to the Department of Curriculum and Instruction (C&I)
- To deploy a refinement process to develop the C&I Subject Outcomes by incorporating students' perspectives
- To involve the whole faculty of the C&I Department in the process of developing the C&I Subject Outcomes
- To develop replicable process which can be shared for developing subject outcomes in other departments

Project Team:

Principal Project Supervisors:

Dr Lam, Bick Har

Dr Tsui, Kwok Tung

Project Supervisors:

Dr Brown, Gavin T. L.

Dr Deneen, Christopher C.

Focus of the Project

The project addresses the valued subject learning outcomes of students and instructors for the Department of Curriculum and Instruction and examine if the espoused outcomes are enacted in course delivery, through the following innovative practices

Participants: All members of the Department of Curriculum and Instruction and all graduating students in the academic year 2009/2010

Evaluating subject learning outcomes for the Department of Curriculum and Instruction

Here is a list of expected outcomes across all courses offered by the Department of Curriculum and Instruction. Please rate each outcome according to how important it is for you; give your personal opinion.

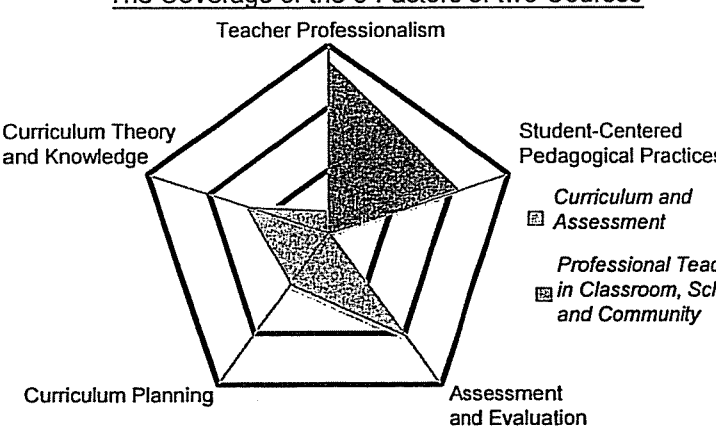
Be able to reflectively evaluate one's own teaching and learning practices.

- ☐ Not important
☐ Slightly important
☐ Moderately important
☐ Reasonably important
☐ Important
☐ Very important

Be able to create developmentally appropriate learning opportunities for diverse learners.

- ☐ Not important
☐ Slightly important
☐ Moderately important

Project Activities

Phase I – Students' and Instructors' Valued Learning Outcomes for C&I	Outcomes
Delphi Study – Stage 1 & 2 Faculty members' initial response on subject learning outcomes of C&I were elicited through email, the project team grouped the received outcomes and asked faculty members to make further responses	A 42 item, web-based questionnaire, both in English and Chinese were developed based on the result of the Delphi study
Web-Survey Graduating students and faculty members were asked to fill in the questionnaire to indicate the importance of each of the 42 outcomes using a 6-point positively-packed rating scale	86 graduating students and 16 faculty members in the 2009/2010 academic year responded.
Analysis of Survey Results Confirmatory Factor Analysis was conducted and a 5-factor solution with acceptable goodness-of-fit properties was proposed from the ratings on the importance of these subject outcomes	5 categories of outcomes are resulted as C&I subject outcomes <ul style="list-style-type: none"> Teacher Professionalism Student-Centered Pedagogical Practices Assessment and Evaluation Curriculum Planning Curriculum Theory and Knowledge
Phase II - Mapping the Course Content	Outcomes
Content analysis of course documents of core courses offered by C&I was carried out to examine the level of alignment between the enacted subject outcomes stipulated in the course documents and the espoused subject outcomes. The mapping was conducted by the research team to evaluate the alignment between the enacted and espoused subject outcomes. Further analysis was done to summarize the relative emphasis of the factors (enacted subject outcomes) identified in each course by radial diagram	Results indicated that all the five espoused subject outcomes were adequately covered by the courses being offered (enacted subject outcomes) by the department. <p><u>The Coverage of the 5 Factors of two Courses</u></p>  <p>Teacher Professionalism</p> <p>Student-Centered Pedagogical Practices</p> <p>Curriculum and Assessment</p> <p>Professional Teacher in Classroom, School and Community</p> <p>Assessment and Evaluation</p> <p>Curriculum Planning</p> <p>Curriculum Theory and Knowledge</p>