

結果為本教學的動態：實踐智慧所給予的啟示

(以廣東話主講 / in Cantonese)

The relational dynamics
between Outcome based teaching and outcomes based learning:
A 'phronetic' insight



Scholarship of teaching



Speaker:

Dr. Tang Wai-yan, Ronald

摘要：這個發表會的講者將借用亞理士多德 (Aristotle) 的一個名為「實踐智慧」(practical wisdom) 的概念去澄清一個在教學 (政策) 上頗為誤導的意念，即“結果必然較過程和內容重要”。「實踐智慧」所提倡的見識，認為三者是互為烘托的。講者將以事例說明，並從兩個層面進行：首先，講者將以爵士樂的「即興」(jazz improvisation) 狀態作為比喻，解釋「實踐智慧」的表現形式和孕育這種智慧的必須條件 (necessary condition)；其後，講者將以兩年前曾在立法會發生的「黃毓民擲蕉事件」作為教材，展示如何去誘導學生進行批判思考，並藉此說明，結果、過程、內容三者在教學上，如「實踐智慧」所主張，是互為烘托的。講者期待可透過這次交流，為教學的領導及有關的政策推行，(如「小班」及「通識」的教學)，特別就其與「結果為本學習」(outcome-based learning) 這意念的關係，提供多一個思考的角度。

Abstract: Drawing upon an Aristotelian concept, namely 'phronesis', (practical wisdom), the presenter in this session will dispute the misleading idea that 'outcome' has to be more important than content and process. To exemplify this 'phronetic' insight, which suggests that the above three concepts are intertwined, first, jazz improvisation as a metaphor will be used to identify the main features for its emergence. Second, the presenter will illustrate how 'outcome' with the aim of nurturing critical thinking could be conceptualized differently from its current use within the above condition by analyzing Wong Yuk-man's "banana show", which happened two years ago, and he, as one of our honorable lawmakers in Hong Kong, was criticized for having demeaned the basic values that our children have learned to respect while he did it for the disadvantaged. Hopefully, the above two levels of analysis may contribute to inviting the participants to conceive teacher leadership and its implications for OBL policy implementation with special regard to 'small class' and 'liberal studies' teaching in a new light, if not a new paradigmatic way of seeing. (An English session will be arranged in May, 2011)

Date: 15 December, 2010 (Wed)

Time: 12:30 – 14:00

Venue: D1-1F-37

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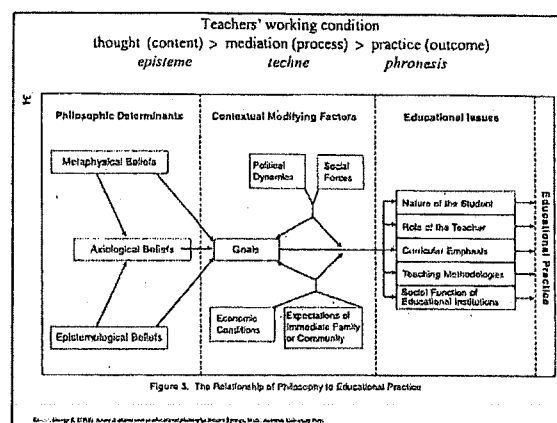
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Scholarship of Teaching seminar

The relational dynamics between 'Outcome-based teaching' and 'outcomes-based learning': A 'phronetic' insight

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Content of this presentation

- Introduction – the potential problem of OBL
- Michael Stone's Speech
- Three possible ways of *mediating* outcome
- Jazz improvisation as a metaphor to illustrate
- Wong Yuk-man's "banana show" for *deliberation*
- A synthetic approach – '*outcome inspired & cumulative*'
- Implications for 'small class' and 'liberal studies' teaching

Introduction – the potential problem of OBL

- OBE's or OBL's brief history
- The problem of '*mediation*'
- What possible academic stance(s) we can take?

OBE's (or OBL's) brief history

- "In essence, an emphasis on outcomes defines *long term, broadly defined* goals and objectives and holds participants accountable for achieving those. The choice of policies, processes and procedures is *made by participants* on the basis of their *professional judgement* – which should or could be informed by relevant research, *practice wisdom* and the needs of all those involved."

(Alderson & Martin, 2007: 163)

An outcomes approach: WA experience

- "An outcomes approach means identifying what students should achieve and focusing on ensuring that they do achieve. It means *shifting away from an emphasis on what is to be taught and how and when, to an emphasis on what is actually learnt by each student.*"
(Curriculum Council (1998). *Curriculum framework* WA: Curriculum Council: 14)
- "outcomes are not content, they're *performances*." (66)
(Brandt, Ron (1992). On outcome-based education: A conversation with Bill Spady. *Educational Leadership*, 50(4) December: 66-70.)

Definition and principles

- "Outcome-based education focuses on defining, pursuing, and assuring success with the same high-level *culminating outcomes* for all students."
- Four principles: clarity of focus; *expanding* the ways and number of times kids get a chance to learn and demonstrate.

(Brandt, 1992: 66)

Rationale underlying the 'shifting'

Assuming that some teachers:

- ignore the '*performance*' of students
- take it that finishing the lesson plan is equivalent to finishing the task of teaching

Driving forces for implementing OBE

- "to generate some remarkable results"
- "under pressure to do something dramatically different."

(Brandt, 1992: 66)

Michael Stone's speech

The theme:

- "all of *content, process* and *outcome* are important. But *outcome is the most important*." (Stone, 2008)

Two guidelines (Stone, 2008)

- 1) a curriculum framework that sets out the *specific* outcomes students can demonstrate has to be created; and
- 2) appropriate assessment tools need to be developed to *measure* students' achievement.

"a little friendly persuasion"

- "governments are famous – infamous? – for trying to measure things. ... Parents too like to try and compare offerings from different sources: that is *competition* and *informed choice*" (Stone, 2008)

"a little friendly persuasion"

- it was the UGC's wish to have "those who are *at the business end* of educating our students engaged in this important issue",
- "what can an *Administrator* – and one from the civil service at that – tell you (the *academics*) about outcomes?"

(Stone, 2008)

The 'friendly' tone shifted?

"institutions would be *audited* to see if:

- procedures appropriate for the institutions' stated *purposes* would be *in place*;
- *resources* would be applied to achieve those purposes; and
- verifiable *evidence* could be produced." (Stone, 2008)

An input-process-output model

The 'friendly' tone shifted?

- ““*fitness for purpose*” audit is clearly a demonstration of OBA.”
- the expectation that they [the professors] “have a strong sense of what it is they wish students to achieve or gain from their courses.”
- “a matter of trying to *articulate* those [outcomes] and *distill* their key characteristics.” (Stone, 2008)

One important question

- “all of *content, process* and *outcome* are important. But *outcome is the most important*.”
 - Implication: outcomes can be pre-determined and the process, during which teachers are entrusted as the agents, merely serves to achieve the pre-determined outcome.
- What if process is the outcome itself?*

A new paradigm?

- “our educational system needs a new theoretical and operating *paradigm*; ... the *new paradigm* must be success-based in philosophy and outcome-based in practice.”

(Spady, William G. and Marshall, Kit J. (1991). Beyond traditional outcome-based education. *Educational Leadership*, 49(2) October: 67-72.)

The language of OBE

- “Educational language is rarely neutral; ... often constitute our philosophical positions.”
 - “Advocates of outcome-based education use *mechanistic terminology* suggestive of the business world, not organic words that speak of reflection, serendipity, and discovery.”
 - *Process* is not a word easily found.
- Schwarz, Gretchen (1994). The language of OBE reveals its limitations. *Educational Leadership*, 52(1) September: 87-88. (87)

The language of OBE

- Does human learning fit into such tidy categories?
- Does student ownership come only at the *end* of learning? (Schwarz, 1994: 87)
- Curriculum is “a living challenge rather than a better package, *deliberating, proactive, discovery*.”

(From William Ayers's *To Teach*, quoted in Schwarz, 1994: 88)

The language of OBE

- “Rather than establish *conditions* that maximize the abilities of teachers [or students], tightly linked instructional packages stunt performance, growth, *imagination* and *community*.”
- “truly transformational change requires *a new language*.”

(Clark and Astuto, 1994: 517, quoted in Schwarz, 1994: 87)

(Schwarz, 1994: 88)

Three ways of *mediating* outcome

- *Episteme*: Scientific knowledge. Universal, invariable, *context-independent*. Based on general *analytical rationality*. ... concerned with uncovering universal truths [or rules] about organization and organizing [to achieve specific intended outcomes].

(Flyvbjerg, Bent (2003) Making organization research matter: Power, values, and *phronesis*. In Barbara Czarniawska and Gjeje Sevón (eds.) *The Northern Lights: Organization theory in Scandinavia*, 375-381. Malmö: Liber, Oslo: Abstrakt., 361)

Three ways of *mediating* outcome

- *Techne*: Craft/art. Pragmatic, variable, *context-dependent*. Oriented toward production. Based on practical *instrumental (and technical) rationality* governed by a conscious *goal*. ... [aimed at producing a *product*] and "better" is defined in terms of the values and goals of those who employ consultants, sometimes in negotiation with the latter.

(Flyvbjerg, 2003, 361)

Three ways of *mediating* outcome

- *Phronesis*: Ethics. Deliberation about values with reference to praxis. Pragmatic, variable, *context-dependent*. Oriented toward *action*. Based on practical *value-rationality*. ... concerned with *deliberation* about (including questioning of) *values* and *interests*.

(Flyvbjerg, 2003, 361)

Three ways of *mediating* outcome

Episteme	Techne	Phronesis
Universal	Variable	Variable
Invariable	Context-dependent	Context-dependent
Based on analytical rationality	Based on instrumental rationality	Based on value-rationality
Concerned with uncovering universal truths	Oriented toward production	Oriented toward action
	Governed by a conscious goal	
	"Better" is defined in terms of the values and goals of those who employ consultants	

Techne and *phronesis*

- "Practical judgement ... has to do with the *application* of *general* rules to *particular* situations." (O'dea, 1993: 234)
- While [*phronesis*] involves "achieving the end in *production*, [*techne*] involves "achieving the end in *action*." (Morgan, 2003: 173)
- Nussbaum: "the man of practical wisdom is the most flexible among us, his moral sensibility the least ossified by obedience to the universal."

(Nussbaum, 1978, quoted in O'dea, 1993: 242)

O'dea, J. (1993). *Phronesis* in musical performance. *Journal of Philosophy of Education* 27(2): 233-243

Characteristics of jazz improvisation

- Begins with a tune which is susceptible to group improvisation
- Each musician take it in turn to improvise a solo
- Creativity emerges out of an interactive process
- Playing extemporaneously; that is, composing and performing at the same time.

Sawyer, R.K. (1992). Improvisational creativity: An analysis of jazz performance. *Creativity Research Journal*, 5(3): 254

Wong Yuk-man's "banana show"

報章的報導 (內容)

- 不滿曾蔭權疏視民生，批評他不理民間疾苦，批評政府不肯增加生果金，質問曾蔭權：「你用少少彈藥去救窮人得唔得？」
- 行政會議召集人梁振英亦批評指，市民不會接受議員的激進做法。
- 秘書處將向議員及職員取證，了解黃毓民是否蓄意把香蕉擲向曾蔭權，構成刑事罪。

(08-10-16_社民連三子四「蕉」抗議)

報章的報導 (內容)

- 不加生果金更是不尊重長者。
- 不理會議事規則，並非發言時間，在多次警告無效後，最後要由4名保安「護送」兩人離開。

(08-10-16_長毛左憂右愁衝前大叫「蕉」社民連主席台三議員大鬧議事廳)

報章的報導 (內容)

- 罵足5分鐘才被逐離場
- 投入息或資產審查機制
- 梁振英批評，這些違反議會規則的行為對社會氣氛、議會工作、社會和諧、以至香港海外形象，都完全沒有幫助。
- 以抗爭來表示對特首施政錯誤的憤怒
- 梁國雄則稱「沒有抗爭，哪來改變」
- 曾蔭權回應稱希望以平和、互動和冷靜的態度進行。
- 葉劉淑儀稱，不用介意黃毓民擲蕉，因為那是電視機前的戲劇效果。

(08-10-16_長毛特首跟前罵5分鐘黃毓民香蕉擲主席台)

報章的報導 (內容)

- 擔心立法會將出現台灣立法院的肢體暴力抗爭場面。
- 政圈中人慮憂本地議會劣質化的「墮落」速度會加快。
- 有泛民中人則狠批社民連的舉措會令議會失去「自重」，會令「會不成會」。
- 對於那些期望議會可以多作理性討論的人而言，社民連的舉措肯定是議會劣質化的最具體表現。

(08-10-17_社民連決議議會抗爭 官憂立會現打鬥場面)

報章的報導 (內容)

- 唐英年：令人感到遺憾的是，會議期間有部分議員選擇漠視這個維持已久的常規，不僅不適當地插言，而且，在會議廳內投擲物件。
- 曾鈺成：確保立法會會議順利進行，同時維護議員的言論自由，3名議員干擾立法會會議程序，個人認為他們的行為極不檢點
- 葉國謙：不少市民的投訴，認為有關行為不當
- 黃毓民就稱，會對自己的行為承擔責任，但不覺得自己在會議廳內投蕉是有問題。

(08-10-18_立會衝基插言 唐英年最遺憾)

報章的報導 (內容)

- 陳方安不點名批評黃毓民，對其「嘩眾取寵」行徑表示震驚，指會令選民失望，甚至成為港人未準備好民主普選的藉口。希望立法會拒絕這種行徑，恢復立法會的尊嚴和權威。
- 一名自稱中大畢業生、但不肯透露名字的人，向本報投訴黃毓民在選舉時和在議會的行為，要求當選中大校董的他辭任校董。中大學生會外務副會長周澄表示，歡迎黃毓民加入中大校董會，認為他有別傳統聲音。

(08-10-20_陳太批毓民嘩眾取寵指會令選民失望：請她收聲)

Two ways of handling the case

- Indoctrination – with pre-determined answer of telling what is right and what is wrong
- Value clarification – engaging students in thinking from different perspectives by providing more facts

What if ... ?

- 議會的功能是什麼？
- 黃毓民是否實踐了這種功能？
- 議會有哪些機制使提案不能公平地通過？

Anticipated outcome

- Critical thinking is to provide an alternative – to see things in a new way and to argue in a logical manner.
- The result may still be a thought lingering in students' head. (*cumulative outcome*)

Dimensions of teaching strategy

- *Episteme*: offer alternative views / values involved – justice, fairness, equality (reflect)
- *Techné*: watch the video to put the issue in context and ask the students to share their views; present more facts and engage students in dialogue and responding to each other's view; (reflect + design + rehearse)
- *Phronesis*: practice in real time by *mediating* views produced by students / full of uncertainties and unexpected answer. (reflect + redesign + mediate)

Student learning as the focus: What does it mean?

- Outcomes are co-created.
- Uncertain condition is expected.
- What is certain about students' outcomes is the students' '*attention*.'
- The importance of '*process*' informed by *episteme*, *techné*, and the *phronetic* virtue (ethical consideration / attention + reflection / mediation or engagement / suspension of giving prescription) to secure students' attention.

Where are we heading towards?

- "The essence of bureaucracy is a remarkable aversion to *risk*, a staggering ability to say "no" to everything, and a lack of *imagination*." (Stephen Vines, *SCMP*, 23 April 2010.)
- HKIEd President calls for revival of *liberal* and *critical* values in higher education.

Where are we heading towards?

The theme of our Teaching & Learning Plan 2012:

"engaged learning"
"reflective inquiries"
"total learning experiences."

Synthesis – Management Education

- "management students need a combination of *science*, *skills* and *practical wisdom* to thrive. ... This *pluralistic* approach to management also corresponds with a trend towards *interdisciplinary* study." (p. 175)
 - *Phronesis* offers a synthesis (p. 177)
- Billsberry, J. and Birnik, A. (2010). Management as a contextual practice: The need to blend science, skill and practical wisdom. *Organization Management Journal* 7(2) Summer: 178-185


Synthesis - Education

- "*Episteme* was not only an unrealistic aim, it also limited what could be studied. *Phronesis*, the development of wise practical reasoning, is better suited to what teachers do and need. But even *phronesis*, as reasonable and relevant as it is, does not give us all that we need to know to understand and promote excellence in teaching. We also need to understand *artistry* [*techné*], that is, how people learn to make things well."
- Eisner, E. W. (2002). From episteme to phronesis to artistry in the study and improvement of teaching. *Teaching and Teacher Education* 18: 375-385

Check list – generic learning outcomes + 4 Cs


The challenge

- the realm of *phronesis* could be '*epistemized*' and '*techicized*' (mediated un-phronetically) in the service of the narrow-minded concept of 'accountability'.



Solution

- Accountability should be conceptualized in a dialogic manner – ‘dialogic accountability’, which belongs to the realm of ‘*phronesis*.’



Thank you!

