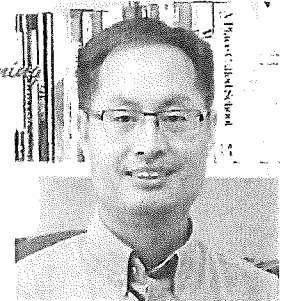


The Department of International Education and Lifelong Learning

would like to present to you a series of seminars
featuring a variety of practices on teaching and their implications for learning



Speaker
Dr Li Jun

Scholarship of teaching

Topic: OBL? OBT? or OBTL? Reflections on the Official Pedagogy

Abstract: Recently and internationally, there is an increasing interest in student learning outcomes. In the local context, the UGC encourages its funded institutions to adopt outcome-based approaches to judge whether the processes and deployment of resources are effective in enabling students to achieve the intended student learning outcomes. As an institutional response, HKIED has extensively promoted the OBL approach in recent years, with dynamic initiatives. In this sharing session, Dr. Li Jun will reflect on his tryout and experiences of this approach in teaching a group of students from HKUST last semester. He believes that an OBTL will better lead and facilitate student to learn, and to learn more effectively, in terms of "ideal graduates".

Date: 9 March 2011 (Wed) **Time:** 12:30 – 14:00 **Venue:** D1-1/F-37

| Date | Scholarship of Teaching seminar topics (2010-2011) | Presenters |
|------------|--|----------------------|
| 01-12-2010 | Becoming more effective teachers: The constructive use of peer observations and peer support | Laurance Splitter |
| 08-12-2010 | Online Learning PVE: Developments and Observations | Peter Kell |
| 15-12-2010 | 效果為本教學的動態：實踐智慧所給予的啓示 (The relational dynamics between Outcome-based teaching and outcomes-based learning: A 'phronetic' insight) [in Cantonese] | Tang Wai-yan, Ronald |
| 05-01-2011 | Teaching and learning of older adults | Maureen Tam |
| 19-01-2011 | 尋找端正學風的OBL學教模式：我的探索與憂慮 (Seeking for an OBL model for good teaching and learning: My experience and concern) [in Cantonese] | Li Chin Wa |
| 23-02-2011 | 成效為本學習的分享：看學生在人生故事單元的反思 (Sharing on outcome-based learning: Student reflection in the learning of GEA1001) [in Cantonese] | Wu Siu Wai |
| 09-03-2011 | OBL? OBT? or OBTL? Reflections on the Official Pedagogy | Li Jun |
| 23-03-2011 | Reflections on using simulations to enhance students' learning | Bob Adamson |
| 04-05-2010 | The relational dynamics between Outcome-based teaching and outcomes-based learning: A 'phronetic' insight | Tang Wai-yan, Ronald |
| 11-05-2011 | Teachers as critical mediators of knowledge | Mark Mason |

All colleagues are welcome

For enquiries and registration :
Please contact Sandy Pang at ext 7618 or
svnmano@ied.eduhk

OBL? OBT? or OBTL?

Reflections on the Official Pedagogy

Dr. LI Jun

IELL Dept "Scholarship of Teaching" Seminar Series
9 March 2011, Hong Kong



The OBL Courses I Taught

1. **Understanding and Managing Diversity (EPC3148)**
EMI 05E & 06E Groups, 3yr BEd, Semester II, 2009-2010.
2. **Philosophical and Sociological Perspectives in Education (EPA3083)**
EMI 01E Group, 3 yr BSc(MAIE)/ SCED, Semester I, 2010-2011

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HKIEd's Guiding Principles in Course Planning and Design

1. The Four "Cs" Framework:

- 1) Character
- 2) Competence as professional
- 3) Cultivation of wisdom and intellect
- 4) Citizenship

2. The Seven Generic Competencies:

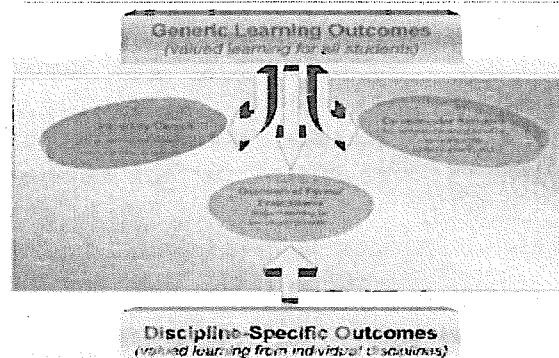
- 1) Problem Solving
- 2) Critical and Reflective Thinking
- 3) Creative and Innovative Thinking
- 4) Ethical Understanding and Decision Making
- 5) Communication skills
- 6) Social Interaction skills
- 7) Global perspective and Multi-cultural Competence

3. The Eleven Core Values:

- 1) Perseverance
- 2) Cultivation of the self
- 3) National identity
- 4) Respect for family
- 5) Liberty
- 6) Democracy
- 7) Human rights
- 8) Social justice
- 9) Compassion
- 10) Integrity
- 11) Plurality

OBL? OBT? or OBTL? Reflections on the Official Pedagogy by Dr. LI Jun

Guiding Principles in Course Planning and Design (cont'd)



OBL? OBT? or OBTL? Reflections on the Official Pedagogy by Dr. LI Jun

Background of Understanding and Managing Diversity

1. A core course under the professional studies domain, hosted by the Department of Special Education and Counselling, and a pilot course for OBL implementation.
2. Three-credit unit core course for third year students of the Bachelor of Education (BEd) programmes, including Primary, Secondary, Chinese Language and English Language.
3. This course aims to help beginning teachers develop an attitude of respect for differences and an inclusive perspective in working with students.
4. Teaching and learning mode:
Mass lectures, tutorials, self-directed learning and on-line learning.
5. Assessment:
Written logs (30%), an appraisal (30%) and a proposal (60%).

OBL? OBT? or OBTL? Reflections on the Official Pedagogy by Dr. LI Jun

Course Intended Learning Outcomes (CILOs)

1. **Global perspective:** Shows respect for difference and an affirming attitude towards students with diversified background and abilities
 - a) Bring this awareness to work with students, parents and other stakeholders of the community.
 - b) Shows knowledge of world trends.
2. **Critical thinking:** Adopt a critical approach to evaluate supportive strategies for promoting the intellectual, social and physical development of students with diverse needs
 - a) Identify individual and group needs in learning, social, emotional and behavioral aspects
 - b) Enhance inclusive practices with innovative strategies, curriculum, assessment and instructional adaptations.
3. **Problem solving:** Act as agents of change for supporting the learning and participation of students with diverse abilities, disabilities and background.
 - a) Identify barriers in policy, culture and practice for inclusion
 - b) Propose strategies/methods for change

OBL? OBT? or OBTL? Reflections on the Official Pedagogy by Dr. LI Jun

Course Alignment Samples with CILOs

| CILOs | Teaching Content | Teaching & Learning Activities |
|-------|---|--|
| 1&2 | Concept of equity, equality in education and education for all: International developments (Concepts of deviance, Normalization, Mainstreaming, Integration, Salamanca Statement, Dakar Framework of Action, IDEA, NCLB), issues and challenges | Study resources Lecture Debate and review |
| 2&3 | Understanding diverse learners in Hong Kong: Learning, emotional and behavioral characteristics of students with visual and hearing impairments, physical disabilities, intellectual disabilities, autism, dyslexia, AD/HD and language difficulties Individual differences in learning style, interest and motivation | Case studies Video analysis Experiential learning Individual/group reflection |
| 1&3 | System of support for students with diverse needs in Hong Kong: School policy, 3-tier intervention model, whole school approach | Lecture |

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Assessment Tasks

| CILOs | Assessment Tasks | Weighting (%) |
|----------|--|---------------|
| 1 & 2 | Written Log of five interactions with a student with diverse needs (5 pages) | 30 |
| 1 & 3 | Appraise the support system and key approaches in responding to diversity of a selected school (Group presentation) | 30 |
| 1, 2 & 3 | Propose strategies to respond to the needs of a student with diverse needs. A justification of who (class teacher, student support team, parents or other professionals) would do what (in class support, daily teaching, outside class) is required (1,000 words) | 40 |

OBL? OBT? or OBT? Reflections on the Official Pedagogy by Dr. Li Jun

Background of Philosophical and Sociological Perspectives in Education

- A core course under the professional studies domain, hosted by the Department of International Education and Lifelong Learning, and a pilot course for OBL implementation.
- Three-credit unit core course for third/fourth year students of the BSc(MAIE)/ SCED programmes, from the HKUST.
- This course aims to develop students' critical understanding of education from different philosophical and sociological perspectives through problem solving and critical thinking.
- Teaching and learning mode:
Lectures, self-directed learning and on-line learning.
- Assessment:
Group presentation (20%) and individual paper (80%).

OBL? OBT? or OBT? Reflections on the Official Pedagogy by Dr. Li Jun

Course Intended Learning Outcomes (CILOs)

- Problem-solving:** To develop problem solving skills through selected case studies in education, locally or elsewhere.
- Theoretical perspective:** To apply at least one theoretical perspective in sociology or philosophy of education in the understanding a selected educational issue.
- Critical thinking:** To develop critical thinking skills through engaging continuous self-reflection on one's own schooling and learning experience in the light of the need to shape oneself as lifelong learner or/and professional teacher.

OBL? OBT? or OBT? Reflections on the Official Pedagogy by Dr. Li Jun

Course Alignment Samples with CILOs

| CILOs | Teaching Content | Teaching & Learning Activities |
|-------|---|--|
| 1 | Sample case studies of educational issues to demonstrate the problem solving process: how a theme is identified, the relevant empirical and theoretical resources are collected, and then the theme is analyzed and the theoretical framework is evaluated. | Lectures and seminars; case studies and analysis of selected readings; video analysis; group sharing, discussion and presentation, debriefing... |
| 3 | Equal education, social stratification and social justice; school as an organization and teaching as a profession; gender, minority and multiculturalism; socio-cultural patterns, individual freedom and the ultimate goal of education; etc. | Lectures and seminars; case studies and analysis of selected readings; video analysis; Group or personal sharing and reflections... |

OBL? OBT? or OBT? Reflections on the Official Pedagogy by Dr. Li Jun

Assessment Tasks

| CILOs | Assessment Tasks | Weighting (%) |
|----------|--|--|
| 1 & 2 | Group presentation (about 25 minutes): Each group will be responsible to collect information on a selected topic about education and demonstrate their understanding and analysis of the issue through at least one philosophical/sociological perspective learned in the course. | 20% (10% by classmates and 10% by lecturer) |
| 1, 2 & 3 | Individual essay (2,500 words): Identify a current educational issue or a topic to write an essay from a philosophical and/or sociological perspective. Analyze the underlying reasons, concerns, values, beliefs held by the stakeholders of the issue. Students are required to provide evidence in presenting their views. The issue may be the one explored in the group presentation. | 80% |
| 3 | Self-reflective journals and/or statements on a personal philosophy of education and (lifelong) learning. | Nil |

OBL? OBT? or OBT? Reflections on the Official Pedagogy by Dr. Li Jun

| Assessment Tasks | | |
|------------------|--|---|
| CILOs | Assessment Tasks | Weighting (%) |
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| 3 | Self-reflective journals and/or statements on a personal philosophy of education and (lifelong) learning. | Nil |

OBL7 OBT7 or OBT17 Reflections on the Official Pedagogy by Dr. Li Jun

| Spady's Four Basic Principles for Implementation | |
|---|--|
| 1. Clarity of Focus - Teacher must clearly define the course outcomes at the beginning and focus on them throughout the course. They have the responsibilities to tell students what the outcome is, to illustrate it, to focus the instruction on it, to teach and assess it clearly. | |
| 2. Design Down - The curriculum design and the learning activities are all linked to the outcomes acquired at the end of the course. | |
| 3. High Expectations - All students are expected to achieve high standard of education outcomes. | |
| 4. Expanded Opportunities - Increase the number of ways and times for students to learn successfully through a variety of learning activities and assessment tasks. | |

Spady, W. G. (1993). *Outcome Based Education*. Belconnen, A.C.T.: Australian Curriculum Studies Association.

OBL7 OBT7 or OBT17 Reflections on the Official Pedagogy by Dr. Li Jun

| My Implementations: Four Major Practices | |
|---|--|
| 1. Clarity, Negotiation and Encouragement of CILOs as Learning Tasks – Lecturers define the course outcomes at the beginning and focus on them throughout the course, through negotiation. | |
| 2. Design Down - The curriculum design and the learning activities are all linked to the outcomes acquired at the end of the course. | |
| 3. Facilitation of Students' Learning - Increase alternative ways/more time for students to learn successfully through a variety of learning activities and assessment tasks. | |
| 4. Collaboration in Teaching - Lecturers work together closely for the three CILOs. | |

OBL7 OBT7 or OBT17 Reflections on the Official Pedagogy by Dr. Li Jun

| Learning Experiences from Students | |
|--|--|
| 1. Pros - | |
| a. Learning objectives are clearer than traditional courses | |
| b. Learning is more focused than traditional courses | |
| c. Learning seems to be more dynamic, in certain sense | |
| d. Teaching is more focused on the contents aligned with CILOs | |
| e. Assignments are finished with CILOs | |
| 2. Cons - | |
| a. No big differences from traditional courses in terms of design and teaching | |
| b. Do not really understand what is the OBL approach | |
| c. CILOs are not clear at the very beginning of the courses | |
| d. CILOs are not particularly visible in the learning process | |

OBL7 OBT7 or OBT17 Reflections on the Official Pedagogy by Dr. Li Jun

| Student Evaluation of the Two OBL Courses (I) | | |
|--|--|------|
| Evaluation Question | | Mean |
| Q06. The organization of the module encouraged me to make good use of the resources inside and outside the institute to learn. | | 3.27 |
| Q01. What was taught matched the aims and objectives in the module outline. | | 3.20 |
| Q02. The progression of the topics was logical and coherent. | | 3.20 |
| Q11. The module was valuable to my professional development as a teacher. | | 3.20 |
| Q08. I received useful feedback on my learning. | | 3.14 |
| Q03. The coursework helped me develop the knowledge and skills identified in the module objectives. | | 3.13 |
| Q05. The learning activities inspired me to think. | | 3.13 |
| Q10. The teaching of this module was effective. | | 3.13 |
| Q12. Through this module I have become a more independent learner. | | 3.13 |
| Q04. The learning activities stimulated my interest in the subject. | | 3.07 |
| Q07. I was fully informed of the assessment requirements early in the module. | | 3.00 |

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| Student Evaluation of the Two OBL Courses (II) | | |
|--|--|------|
| Evaluation Question | | Mean |
| Q01. What was taught matched the aims and objectives in the module outline. | | 3.22 |
| Q05. The learning activities inspired me to think. | | 3.22 |
| Q07. I was fully informed of the assessment requirements early in the module. | | 3.11 |
| Q10. The teaching of this module was effective. | | 3.11 |
| Q11. The module was valuable to my professional development as a teacher. | | 3.11 |
| Q12. Through this module I have become a more independent learner. | | 3.11 |
| Q04. The learning activities stimulated my interest in the subject. | | 3.05 |
| Q06. The organization of the module encouraged me to make good use of the resources inside and outside the institute to learn. | | 3.05 |
| Q02. The progression of the topics was logical and coherent. | | 3.00 |
| Q08. I received useful feedback on my learning. | | 3.00 |
| Q03. The coursework helped me develop the knowledge and skills identified in the module objectives. | | 2.94 |

OBL7 OBT7 or OBT17 Reflections on the Official Pedagogy by Dr. Li Jun

My Reflections

The OBL approach –

1. does a good job for students' learning, in the sense of achieving agreed CILOs;
2. helps lecturers carefully design teaching objectives, contents and strategies;
3. also helps both lecturers and students stay on key orientations of a course, such as focuses of teaching and learning;
4. does not necessarily mean a better course in terms of teaching and learning quality;
5. is more demanding in terms of design, preparation and implementation;
6. easily loses the academic strength and uniqueness of a lecturer from which students usually benefit the most;
7. limits the creativity and imaginary openness in students' learning.

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My Reflections (cont'd)

The OBL approach focuses more on students' learning rather than teachers' teaching, thus is a student-centered, outcome-based ideology. The relationship of teachers and students is overly simplified and narrowly defined.

In this sense, it gives little room for teachers to lead the learning process of students, especially in some impromptu situation of teaching which usually makes great sense for students to learn a specific session.

Meanwhile, less academic freedom can be liberated from the paradigm of instrumentalism. How to define a "right" or "appropriate" indicator in measuring outcomes becomes a serious issue for a course as well as for a higher education institution.

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My Reflections (cont'd)

Then, how about an OBT approach?

An OBT approach may give teachers more autonomy in leading the teaching process, but the side of students may be easily omitted. Still, it is hard and overly simplified to measure outcomes with commonly applicable variables.

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My Reflections (cont'd)

I propose a **balanced OBTL model**. It helps –

- ✓ overcome the disadvantages of an over-simplified OBL or OBT approach;
- ✓ establish mutually equal relationship of teachers and students;
- ✓ balance the outcome measures and the dynamism of teachers' autonomy and impromptu teaching;
- ✓ make teachers' teaching truly beneficial and accountable to students' learning.

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