Outcome Based Education

Presented to:
Hong Kong Institute of Education

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Competency Based Education in Trade Courses

Authentic Assessment or Productive Pedagogies in schools

Standards Education
- Conservative political agenda?
- Quality of teachers
- Push back from teacher unions and teacher education institutions
- Knowledge based economy
  - Innovation
  - Co-operative learning

Universities
- Liberal education for elite, adaptive generalists
- However, at University of Sydney 14/17 faculties are professionally oriented
- Professional compared with technical education?
- Influenced by RAE activities
- Potential for ranking
Australia

- Graduate Destination Survey (20+ years)
- Profs Richard Johnstone and Paul Ramsden
- T&L → L&T. Emphasis on output rather than input
- Our universities: Backing Australia’s future
  - Course Experience Questionnaire (CEQ)
  - Graduate attributes
  - Outcome metrics
    - Key Performance Indicators (KPIs)
    - eg graduates in full time employment
  - Carrick Institute
  - Literacy and numeracy standards in schools
  - University funding HK$500m (A$83m) in 2008
    - NSW Institute of Teachers
    - Benchmarking AUQA, national, international?

Next

- Graduate attributes, NSW Institute of Teachers, Learning and Teaching performance
LEARNING AND TEACHING PERFORMANCE FUND

7 KPI’s:

• Progression
• Retention
• Full time employment
• Further study
• Generic skills
• Good teaching
• Overall satisfaction
UNIVERSITY STATISTICS, CEQ, GDS

In general, proxy measures and somewhat crude

Generic skills:

Q6 The course helped me develop my ability as a team member

Q14 The course sharpened my analytic skills

Q23 The course developed my problem-solving skills

Q32 The course improved my skills in written communications

Q42 As a result of my course, I feel confident about tackling unfamiliar problems

Q43 My course helped me to develop the ability to plan my own work
GOOD TEACHING ITEMS

Q1 The staff put a lot of time into commenting on my work

Q3 The teaching staff normally gave me helpful feedback on how I was going

Q10 The teaching staff of this course motivated me to do my best work

Q15 My lecturers were extremely good at explaining things

Q16 The teaching staff worked hard to make their subjects interesting

Q27 The staff made a real effort to understand difficulties I might be having with my work
Each university submits L&T plan

At the University of Sydney in 2008 HK$75m (or A$12.5m) used to:

• Encourage scholarship of teaching
• Reward faculties on good LTPF scores
• Support innovative L&T programs
GRADUATE ATTRIBUTES

General
• Scholarship
• Lifelong learning
• Global citizenship

Specific
• Information literacy
• Research and inquiry
• Personal and intellectual autonomy
• Ethical, social and professional understanding
• Communication

Details
Each faculty required to develop L&T plan operationalising attributes
Graduate attributes being revised to emphasise research-led teaching, focus on implementation and benchmarking.
Four stages of teaching career

• Graduate Teacher
• Professional competence
• Professional accomplishment
• Professional leadership

Standards set for three domains at each stage

• Professional knowledge
• Professional practice
• Professional commitment
Professional Knowledge

Teachers know their subject content and how to teach that content to their students

- Knowledge of subject content
- Knowledge of pedagogy
- Knowledge of curriculum requirements
- Knowledge of ICT

Teachers know their students and how they learn

- Knowledge and respect for diversity and effects on learning
- Knowledge of developmental traits of students
- Knowledge of varied approaches to learning
- Knowledge of how to motivate students to learn
- Knowledge of student needs
Professional Practice

Teachers plan, assess and report for effective learning

Planning

• Teaching and learning goals
• Teaching and learning programs
• Selection and organisation of content
• Selection, development and use of resources

Assessment

• Linking assessment to learning
• Providing feedback to students
• Monitoring student progress and record keeping

Reporting
Program Evaluation

Teachers communicate effectively with their students

- Classroom discussion
- Student grouping
- Teaching strategies

Teachers create and maintain safe and challenging learning environments via classroom management skills

- Create an environment of respect and rapport
- Establish an environment where learning is respected and students’ ideas are respected
- Manage classroom activities smoothly and efficiently
- Manage student behaviour and promote student responsibility for learning
- Assure the safety of students
Professional Commitment

Teachers continually improve their professional knowledge in practice
  • Capacity to analyse and reflect in practice
  • Engage in professional development
  • Contribute to professional community

Teachers engage in the profession and community
  • Communicating with parent and caregivers
  • Engaging parents and caregivers in education
  • Contributing to the school and community
  • Professional ethics and conduct
SUMMARY

46 performance indicators for beginning teachers

Comprehensive but overly complex

Accountability over competence

Who assesses competence?

Burden of assessments → emphasis on inputs

Course approval rather than individual competence

Curriculum control: teacher educators vs standards
University Grants Committee interest began in 2004

In 2005 UGC Secretary-General warned against “single set … of ‘common standards’”

Specified outcome-based learning not limited to 3+3+4

Goal:
• Align teaching and learning, assessment and outcomes
• Enhance student and staff feedback
• Evidence-based practice
• Benchmarking

HK Polytechnic University conference in December 2005
In 2005, Secretary for Education announced introduction of Qualifications Framework, similar to Australia, NZ and UK.

Outcomes at each of 7 level related to:
- Knowledge and intellectual skills
- Processes
- Autonomy
- Generic skills (e.g. IT, numeracy, communication)

Emphasis on industry-specific competency standards, or outcomes

RPL (Recognition of Prior Learning)

QA of providers by HK Council for Academic Accreditation
Alternative pathways introduced for secondary education
   Yi Jin certificate = HK Certificate of Education
   Emphasis on institutional choice, curriculum and varied assessment modes

Inconsistent with standards or outcomes?

New Senior Secondary Certificate (2009) will include training specifications for 20 industries
UGC Quality Assurance Council

Audits of institutions to begin soon

CEPAS (Common English Assessment Scheme)

Final year UG students at all UGC-funded institutions to be voluntarily tested

Standards established by government bodies rather than markets or rankings.

This type of supply-side, centrally planned economics has passed but has yet to do so in Education