

The background of the slide is a green chalkboard. In the lower-left quadrant, two pieces of pink chalk are lying on the surface. There are several white chalk markings scattered across the board, including a large, faint letter 'A' at the bottom, a curved line in the middle, and some other indistinct marks. The text is overlaid on the upper half of the board.

Challenges in Developing Learning Outcomes for Undergraduate Language Programmes: Experience in the English and Chinese Subjects

*Dr. WANG Lixun & Dr. Cheung Sau Hung
The Hong Kong Institute of Education
14 December 2009*

Part I

Developing Outcomes Based Learning for the BEd (English Language) Programme



Background

The English Department OBL Project: Sep 08 - Dec 09

Objectives of the Project:

- Help the Institute to work out a set of Generic Outcomes for all HKIEd students studying the BEd programmes;
- Draft a set of programme level outcomes for the BEd (English Language) programme based on literature review and surveys;
- Carry out 2-3 case studies, building OBL into the teaching of 2-3 selected courses;
- Evaluate the effectiveness of the pilot study

Background

- Rationale behind designing the OBL System:

The design of the OBL system will need to take into account the goals and standards for student learning not only in developing curriculum, but also in designing instructional strategies and assessments and in building the technical and organizational capacity to support outcome-based reform.



First Challenge

- Forging consensus around a shared vision among the stakeholders:

Building a community of learners by including all who have a stake in the success of the department and involving these stakeholders in creating a shared vision of the well-educated student for the 21st century is critical in establishing an outcome-based system.

(Fitzpatrick, 1994)

Response to the 1 Challenge

- All who have a stake in the achievement of students have the opportunity to become engaged actively and each person's perspective is respected and considered while developing a consensus position, e.g.
 - *The colleagues of the department*
 - *The prospective employers of the English major, such as school principals and English panelchairs etc.*

Response to the 1 Challenge

- Achieving consensus does not require total agreement, but it does require a firm commitment on the part of each stakeholder to support the position developed through an open and collaborative process. Channels for developing a consensus position are:
 - *Department Meetings*
 - *Department Teaching & Learning Committee (DTLC) Meetings*
 - *OBL Project Team Meetings*
 - *Circulation of documents via emails*



Response to the 1 Challenge

- Remarks:

Developing a shared vision is an ongoing journey that once initiated leads to a never-ending trail of working drafts.

This will be challenged by new understandings about emerging issues and problems that students need to address as well as by new insights into the potential of young people as learners. Thus, **we must commit to the continuous renewal and refinement of the vision of the successful graduate.**



Second Challenge

- Willingness to employ organized abandonment:

Developing an outcome-based system requires making tough decisions about learning outcomes that truly matter, and those outcomes must be distinguished clearly from the information that students have been exposed to superficially in the past.

(Fitzpatrick, 1994)

Response to the 2nd Challenge

- Several drafts of Programme Learning Outcomes (POs) are developed with the advice from the Project consultant and the Institute OBL consultants:
 - *From 34 items of learning outcomes to 19 items to 13 items to the existing 9 items*
 - *During the process, we abandoned those learning outcomes that are not specific to the English Language subject, e.g.*
 - cater for the diversity of abilities among the learners by tailoring programmes to best suit their particular needs ;

Third Challenge

- Capacity building that focuses on individual and organizational development:

Supporting the development of technical skills required to implement an outcome-based instructional system must be addressed by providing ongoing professional development programs for all who are responsible for instruction.

(Fitzpatrick, 1994)

Response to the 3rd Challenge

- Apply for the Teaching Development Grant of the Institute
- Appoint an OBL Project consultant from overseas
- Organize seminars conducted by the Project consultant and the Project supervisor for staff development in OBL implementation
- Attend the seminars/workshops organized by the OBL Unit of the Institute
- Attend the UGC Symposium on OBL implementation

Fourth Challenge

- A commitment to a systems perspective

This commitment calls for defining learning outcomes that will serve not only as the basis for curriculum development efforts but also as the decision screen for selecting the most promising instructional strategies to help students achieve the learning outcomes.

(Fitzpatrick, 1994)



Response to the 4th Challenge

- Selected 4 courses for pilot study; two in Fall 2009 while the other two in Spring 2010
- The course coordinators of the 4 piloting courses revisit their course outlines and construct assessment tasks and assessment criterion to align with the Course Intended Learning Outcomes (CILOs), and the latter should map with the Programme Learning Outcomes (POs)
- Compile evaluation reports on the piloting courses before finalizing the course outlines

Conclusion

- These challenges in establishing an outcome-based instructional system--building a shared vision, employing organized abandonment, capacity building, and a commitment to a systems perspective--**require a tremendous investment of time and energy by all who have a stake in the success of the department.**
- The return on that investment can yield significant dividends in terms of student learning and **tremendous opportunities usually accompanying the great challenges.**
- We can **make a real difference in student learning** by leading our Institute through changes needed to become genuine outcome-based systems for teaching and learning.

Reference

Fitzpatrick, K.A. (1994) The Leadership Challenges of Outcome-Based Reform. *School Administrator*. September 1994 Issue.

Part II

Developing Outcomes Based Learning for the BEd (Chinese Language) Programme

中文科「成果導向學習」

課程的發展

一、背景：

香港教育學院中文學系

「成果導向學習」計畫(9.2008-12.2009)工作重點：

1. 學生學習成果調查報告(Students' Learning Outcome Survey)
2. 中文系學科學習成果 (Chinese Subject Learning Outcomes)
3. 單元大綱擬定及試教 (Pilot courses development and try out)



根據課程的安排，2009年上
學期試行三個單元

1. 現代漢語(二)：語法和詞匯
Modern Chinese II : Grammar
and Lexis

2. 中國傳統文化 Traditional
Chinese Culture

3. 文學創作 Creative
Writing

二、本節重點：

以中文科的試教單元發展歷程為例，介紹中文科單元學習成果的編製、修訂和發展。

This session will introduce the developmental process of course intended learning outcomes (CILOs), and Chinese subject courses will be used as exemplars for illustration.



三、發展單元大綱的基礎

1. 中文系學科學習成果

2. 中文科學科的特質

(語文、文學、文化和教學)

3. 課程文件上已建構的大綱

四、單元大綱的編製、修訂和發展

1. 單元大綱第一稿

(1) 學院有關部門提供的模板

(2) 參考中文學系學科學習成果

(3) 成果導向學習的要求和精神

- 陳述句
- 可評量的動詞
- 具體的學習對象
- 情境



2. 單元大綱第二稿

(1) 校外顧問意見

(2) 校內顧問意見

3. 單元大綱訂稿

通過學系內機制評審



4. 教學大綱

- 按教節設計
- 教學主題
- 學習活動
- 習作/課後活動

5. 持續發展

- 定期會議
- 校內顧問
- 試教後檢討

五、單元學習成果的特點和影響

1. 連繫中文學系學科學習成果

2. 重視知識運用能力的培養：

例子：

「中國傳統文化」新增學習成果

- 運用參考資料和工具書，以不同的研習方法探討中國傳統文化。

現代漢語（二）：語法和詞匯

1. 掌握現代漢語語法和詞匯知識，能據以分析各種語言現象。

2. 觀察和分析各種語言現象，並思考語言知識在教學上的應用。

3. 運用現代漢語語法和詞匯知識，反思個人語言運用的成效，加強語言自覺。

1. 利用適當的途徑來查找資料，重點掌握現代漢語的短語和句子的結構特點，建構正確的漢語語法概念。

2. 利用適當的途徑來查找資料，以掌握現代漢語詞匯構成和詞義結構的特點。

3. 掌握現代漢語語法的分析方法，解釋中學生作文及日常生活言語成品中的句子運用

4. 掌握現代漢語詞匯的分析方法，解釋中學教材及日常生活言語成品中的詞語運用。



3. 課堂活動多元化，充分運用以學習者為中心模式

講授、小組研習、匯報、觀察、思考、討論、創作、網路學習等

4. 增加評估活動，運用課堂評估活動促進學習

- 單元評估活動：三項或以上
- 設置課堂匯報
- 運用網絡論壇

5. 評估項目說明詳盡而仔細

(試教單元成效分析，檢視學習成果)



六、總結

1. 團隊參與

2. 顧問意見

3. 校內相關部門的支援

4. 定期會議、交流和檢討

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謝謝！

Thank you !