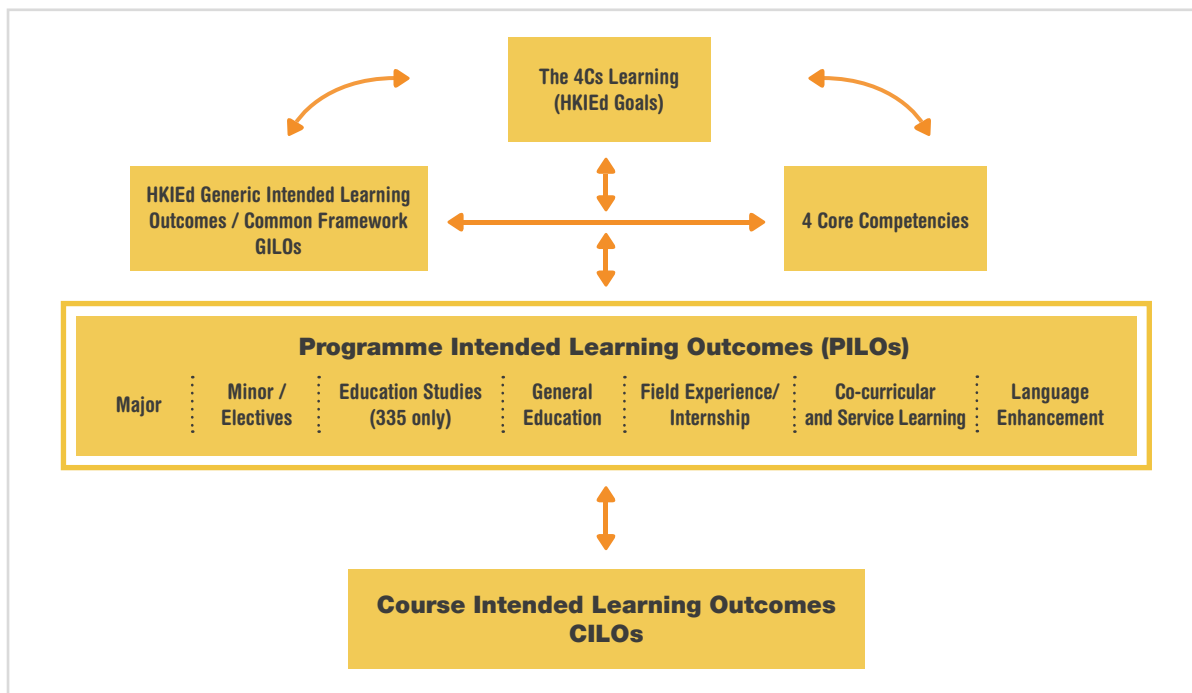


Outcome-based Approach



▲ Figure 1 Orientations and Curriculum Structure for Student Learning Experiences

In recent years, the HKIEd adopted an outcome-based approach in learning and teaching. Such an approach provides an opportunity for the “334” undergraduate education reform to better achieve the educational goals of the Institute, which are Character and Moral Responsibility, Competence and Professional Excellence, Cultivation of Wisdom and Intellectual Engagement, and Civic-mindedness and Social Responsibility (4Cs). The outcome-based approach advocates the importance of education beyond learning processes, which emphasises learning processes that would lead to planned and specified learning outcomes. In HKIEd, planned and specified learning outcomes are generated with collaborative efforts of the Centre for Learning, Teaching and Technology (LTTC) and all academic departments, represented by the seven Generic Intended Learning Outcomes (GILOs) at the institute level, Programme Intended Learning Outcomes (PILOs) at the programme level, and Course Intended Learning Outcomes (CILOs) at the course level. Guided by learning and teaching practices, the HKIEd integrated these learning outcomes and in turn, developed the Institute’s orientations and curriculum structure for student learning experiences, which is shown in Figure 1. With the new curriculum driven by seven GILOs at the institute level and four updated expected learning outcomes (four core competencies), our graduates are expected to be competent in Problem Solving, Critical and Reflective Thinking, Creative and Innovative Thinking, Ethical Understanding and Decision Making, Communication Skills, Social Interaction Skills, with Global Perspective and Multi-cultural Competencies.

PILOs exist at the programme level, which can be broadly defined as a particular set of teaching and learning experiences that students have to go through in a study programme. The PILOs for all Institute programmes encompass seven areas of studies, namely, Major, Minor/ Electives, Education Studies, General Education, Field Experience/ Internship, Co-curricular and Service Learning, and Language Enhancement. CILOs exist at the course level focusing on the Total Learning Experience that should be acquired by students as a result of studying a particular course. The content and structure at this level must be coherent, integrated and effective in enabling students to achieve the stated learning outcomes and the required standards. Arising from the Institute’s recent large-scale Survey of Core Competencies of Future Teachers initiated by the President, the top four core competencies of Future Teachers, namely, “Positive Personality”, “Positive Work Attitude”, “Cooperation and Teamwork” and “Interpersonal Skills” were identified. The Institute has reviewed and fine-tuned the curriculum and taken various measures to strengthen these four core competencies of our students and address the needs of the school sector and future employers.

Overarching the GILOs, PILOs, CILOs and the four core competencies are the 4Cs Learning of the HKIEd Mission. These learning outcomes work coherently at various levels to achieve the Institute’s goals of nurturing students with important attributes embodied in the 4Cs.

Research Outputs and Projects on Outcome-Based Learning (OBL)

A number of research outputs and Teaching Development Grant (TDG) projects on OBL have been produced by the HKIEd academic staff.

Research Outputs

Tam, M. (2014). Outcomes-based approach to quality assessment and curriculum improvement in higher education. *Quality Assurance in Education*, 22(2), 158 – 168.

Xie, Q. Zhong, X.L., Wang, W-C, Lim, C.P. (2014). Development of an item bank for assessing generic competences in a higher-education institute: A Rasch modelling approach. *Higher Education Research & Development*, 33(4), 821-835.

Lam, B.H., & Tsui, K, T. (2013). Examining the Alignment of Subject Learning Outcomes and Course Curricula through Curriculum Mapping. *Australian Journal of Teacher Education*, 38(12), 97-119.

Ng, E. M. W., Shroff, R. H., & Lim, C.P. (2013). Applying a Modified Technology Acceptance Model to Qualitatively Analyse the Factors Affecting ePortfolio Implementation for Student Teachers' in Field Experience Placements. *Journal of Issues in Informing Science and Information Technology*, 10, 355-365.

Wang, L. (2013). Evaluation of outcome-based learning in an undergraduate English language program. *Research in Higher Education Journal*, 20, 69-86.

Leung, C. H. (2012). Developing the OBTL Curriculum with Blended Learning to Enhance Student Learning Effectiveness in the Undergraduate ECE Program. *New Horizons in Education*, 60(2), 51-63.

So, W. M. W. (2012). Quality of learning outcomes in an online video-based learning community: Potential and challenges for student teachers. *Asia Pacific Journal of Teacher Education*, 40(2), 143-158.

Wang, L. (2011). Adaptation of outcome-based learning in an undergraduate English education programme. *Research in Higher Education Journal*, 12, 1-17.

Kennedy, K. (2010). Conceptualizing quality improvement in higher education: Policy, theory and practice for outcomes based learning in Hong Kong. *Higher Education Research and Management*, 33, 205-218.

TDG Projects

Embracing diversities - Empowering Teacher Students with Multicultural Competence

(TDG 2013-14, Principal Project Supervisor: Dr Kwok Kan Diana 郭勤博士)

Enhancing Students' Learning through Co-curricular Design and Service Learning in Hong Kong Higher Education

(TDG 2013-14, Principal Project Supervisor: Dr Chan Kin Sang Jacqueline 陳健生博士 & Dr Xu Hui Xuan 徐慧璇博士)

The enhancement of Learning Outcomes and Motivation Using Graphic Novels in Course Materials Development: A Validation Study

(TDG 2012-13, Principal Project Supervisor: Dr Wong Wai Lap Simpson 黃緯立博士)

Studying Formative Feedback Strategies to Enhance Student Learning Outcomes

(TDG 2012-13, Principal Project Supervisor: Dr Lam Bick Har 林碧霞博士)

For details of the TDG projects, please visit <http://www.ied.edu.hk/it/view.php?m=3794&secid=3819>.

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