“OUT COMES based EDUCATION:

TQF
September 19, 2016

Assoc. Prof. Bundit Thipakorn
Deputy Secretary-General for Higher Education Commission

WHAT happens in the WORLD TODAY


the whole new
WORLD
a period of technological enlightenment...

MOOC

MASSIVE OPEN ONLINE COURSE

contents are only **ONE CLICK** away ...


WHY BOTHER?

INSIDE: A 14-PAGE SPECIAL REPORT ON TECH STARTUPS

The Economist

JANUARY 18TH–24TH 2014

Economist.com

If the French ran America

China cracks down on microblogs

New opportunities for organised crime

Regulators go soft on Europe's banks

Google and the internet of things

Coming to an office near you...

What today's technology will do to tomorrow's jobs

it is about transforming business models and how we engage …

5 Cs of Digital Disruption

The way we
CONNECT socially

The way we
CONDUCT
business

The way we
engage
CULTURALLY

The way we
CREATE value

The way we
CONSTRUCT
our thinking

DisruptorsHandbook.com

Music

Spotify

twitter

News

Files / Folders

Dropbox

Flipboard

Print / Magazines

YouTube

Television

Hotel

airbnb

new 21st century services

Retail

LAZADA

Effortless Shopping

LAZADA.CO.TH

zalando

Instagram

Photography

Cash Registers

Square

getContext

UBER

TAXI

Taxi

Navigation

waze

Mobility as a Service enables new market approach

Urban commuter package for 95 €/month:

- Free public transport in home city area
- Up to 100 km free taxi
- Up to 500 km rental car
- Domestic public transport 1500 km

15 minutes package for 135 €/ month:

- 15 minutes from call to pick up by shared taxi
- EU wide roaming for shared taxi at 0,5 €/km
- Free public transport in home city,
- Domestic public transport 1500 km

My mobility operator

Business world package for 800 €/month:

- 5 minutes pickup in all EU
- Free taxi in home city
- Lease car and road use
- Taxi roaming worldwide

Family package for 1 200 €/month:

- Lease car and road use
- Shared taxi for all family with 15 minutes pickup
- Home city public transport for all
- Domestic public transport 2 500 km


nuTonomy

We don't know What **will happen tomorrow ...**

Encyclopedia Britannica halts print publication after 244 years

March 13, 2012

The paper edition of the encyclopedia ends its centuries-long run, but is it a victim or beneficiary of the digital age?

Seven million sets later, Encyclopedia Britannica will no longer publish volumes in print. Photograph: Robert Mullan / Alamy/Alamy

Nokia CEO, Stephen Elop ended his speech saying, “we didn’t do anything wrong, but somehow, we lost”.

สกุลไทย

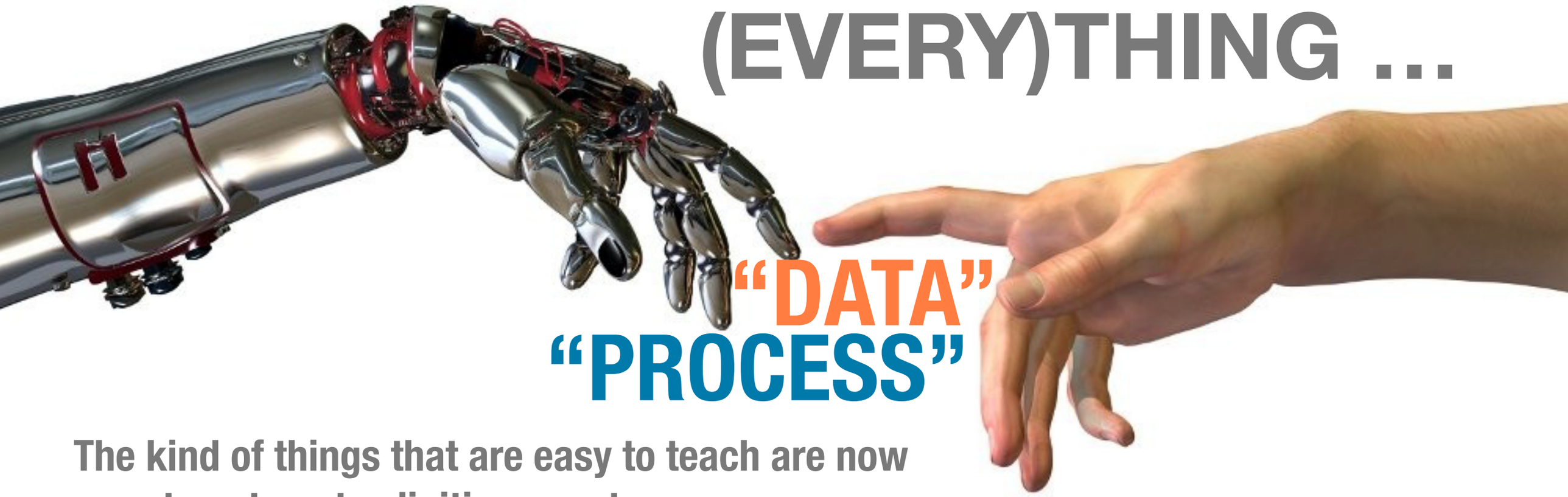
มีนาคม 2557

ไม้ยืนต้นบนถนนนิตยสาร

บนแผงหนังสือเมืองไทย มีนิตยสารต่าง ๆ เกิดขึ้นอย่างมากมายในแต่ละปี แต่ในขณะเดียวกันก็มีนิตยสารอีกจำนวนไม่น้อยล้มหายตายจากไป อันเนื่องจากปัจจัยต่าง ๆ แต่บนถนนนิตยสารเมืองไทย มีนิตยสารฉบับหนึ่งซึ่งยืนหยัดมาอย่างยาวนาน ตั้งแต่การวางจำหน่ายครั้งแรกเมื่อวันที่ 1 พฤศจิกายน พ.ศ.2497 ด้วยความหนา 60 หน้า ในราคาเล่มละ 3 บาท และมีคุณบุญปรุง ศิริธร เป็นแบบปก ซึ่งนิตยสารเล่มนั้นก็คือ**'สกุลไทยรายสัปดาห์'**

Nation TV - เว็บไซต์สถานีข่าวอันดับ 1 ของเมืองไทย
"เรียนผู้อ่านสกุลไทยทุกท่าน
เนื่องด้วยสภาพเศรษฐกิจ พฤติกรรมผู้บริโภคที่เปลี่ยนแปลงไป และเอเย่นต์จัดจำหน่ายที่ลดลง ทำให้นิตยสารกระดาษค่อยๆลดบทบาทลงในในยุคของสื่อดิจิตอล เช่นทุกวันนี้ด้วยเหตุนี้ สกุลไทยจำเป็นอย่างที่สุดที่ต้องแจ้งต่อท่านผู้อ่านว่า คณะผู้บริหารนิตยสารสกุลไทยได้มีมติให้ยุติการจัดทำนิตยสารสกุลไทย โดยฉบับที่ ๓๒๓๗ ซึ่งจะวางจำหน่ายวันจันทร์ที่ ๓๑ ตุลาคม พุทธศักราช ๒๕๕๙ จะเป็นฉบับสุดท้าย"
อ่านต่อที่: http://www.nationtv.tv/main/content/entertainment/378516929/

internet of (EVERY)THING …



“DATA”
“PROCESS”

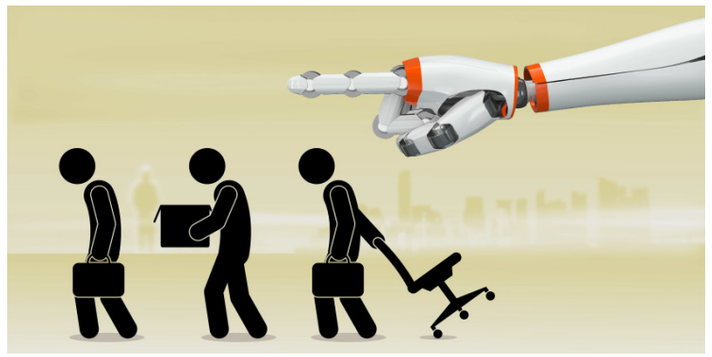
The kind of things that are easy to teach are now easy to automate, digitize or outsource…

future employers may required a custom set of **competencies** as an alternative to a traditional degree ...

new-generation students are demanding to "**LEARN**" in a way that makes "**SENSE**" to them ...

the education that universities provide is becoming "**IRRELEVANT**" in the job market. ...

As the world grows smarter, our **GRADUATES** need to



BE

COMPETENT

21st-Century Skills

Foundational Literacies
How students apply core skills to everyday tasks

- 1. Literacy
- 2. Numeracy
- 3. Scientific literacy
- 4. ICT literacy
- 5. Financial literacy
- 6. Cultural and civic literacy

Competencies
How students approach complex challenges

- 7. Critical thinking/ problem-solving
- 8. Creativity
- 9. Communication
- 10. Collaboration

Character Qualities
How students approach their changing environment

- 11. Curiosity
- 12. Initiative
- 13. Persistence/ grit
- 14. Adaptability
- 15. Leadership
- 16. Social and cultural awareness

Lifelong Learning

Success is increasingly about building skills beyond formal education

Skills are everybody's business

Putting skills to effective use

Skills will only translate into better economic and social outcomes if they are used effectively

More education does not automatically translate into better skills, better jobs and better lives

OECD

SURVEY OF ADULT SKILLS

competence gap...

the DIGITAL world

Knowledge is easily reachable...

K of KNOW is not a must...

the 20th world

V to VALUE

A to ACT what you can "DO"

MIT accepts student who never finished school

821
SHARES

Share on Facebook

Share on Twitter

+

WHAT'S THIS?

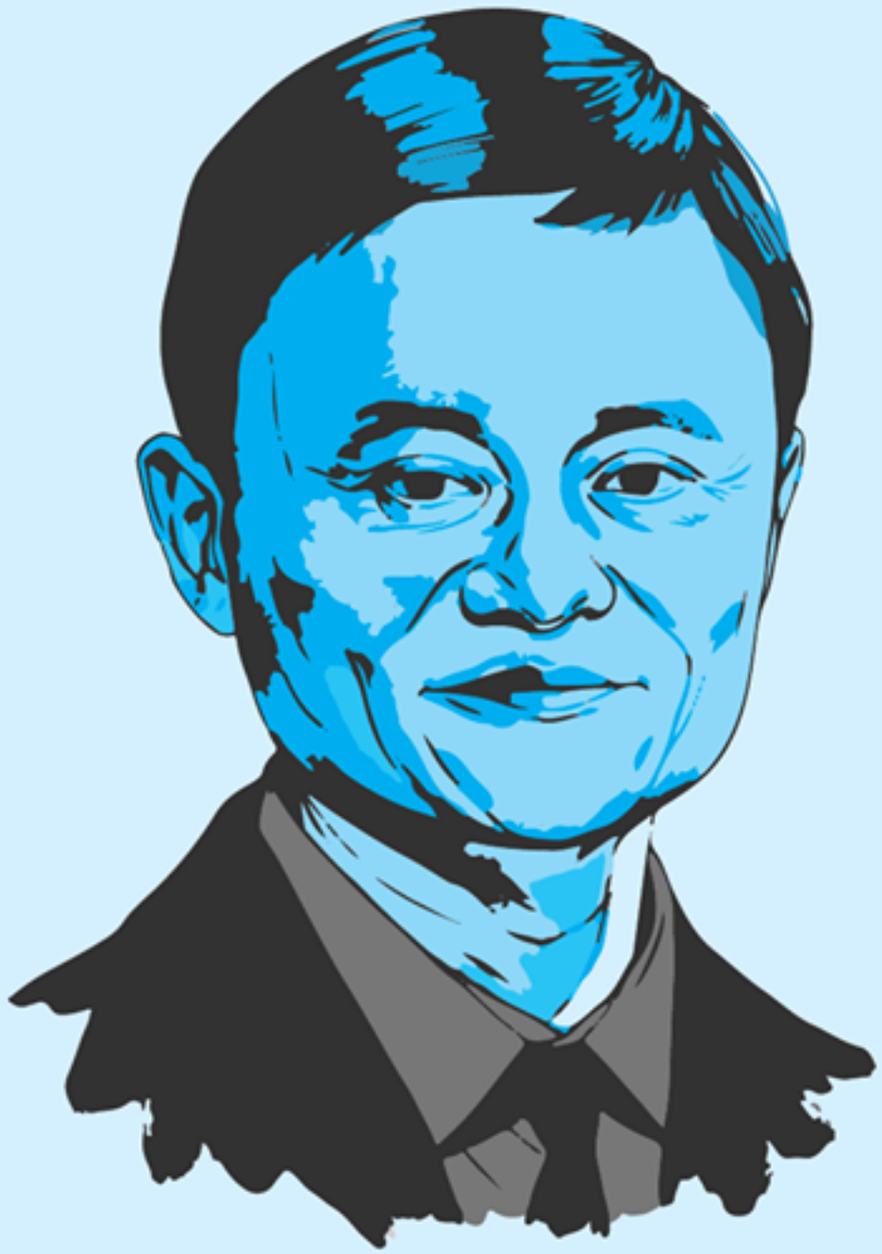
Taiwan's new digital minister is a transgender software programmer who wants to make government more open

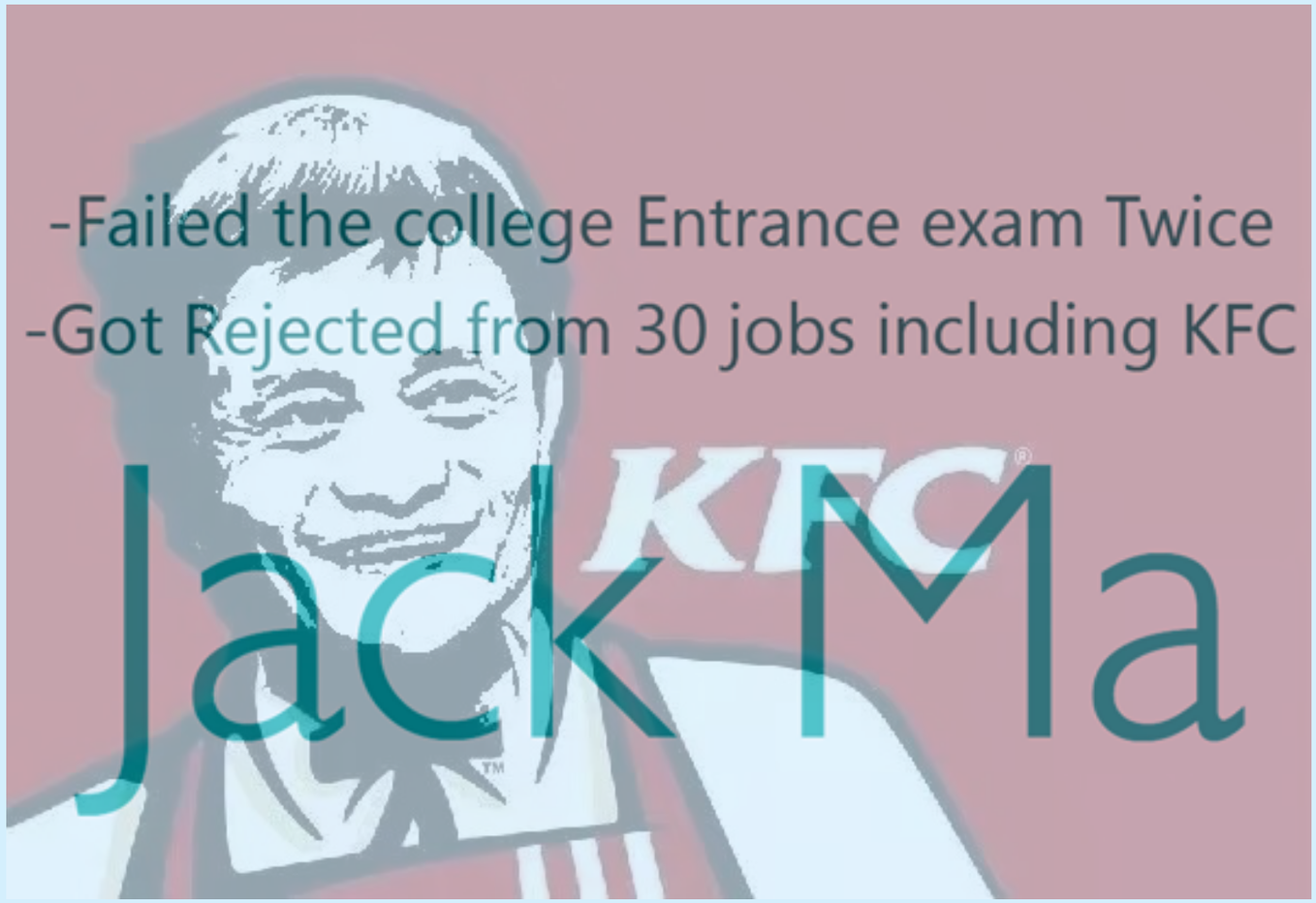
Be nice to Ah Guas. One day they may be your minister. Understand? Now is 2016 liao http://j.mp/2bxc2fV

This wasn't a rebellious act, Tang said, instead the broadcasts "were intended to **encourage people to talk**, that's all."

new concept of "Communication"

BORN TO INSPIRE





(FOUNDER AND EXECUTIVE CHAIRMAN,
ALIBABA GROUP)
"RICHEST MAN OF CHINA"

wittyfeed

@arvind

You can use this poster by giving proper courtesy.

Thailand 4.0


CREATIVE
and COMPETENT
person

SERVICE
and TECHNOLOGY
business

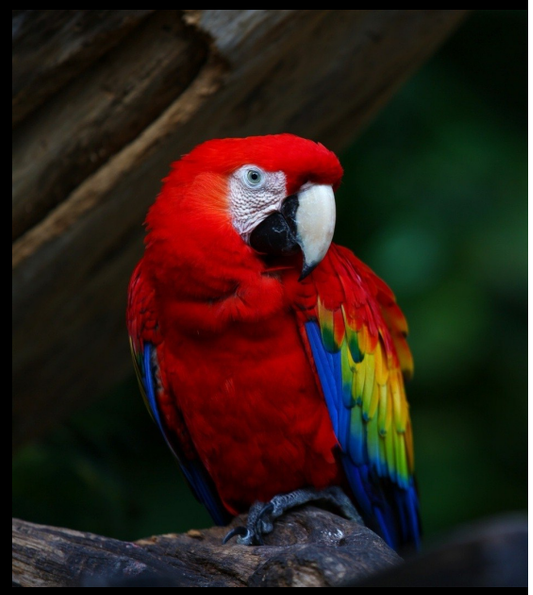
This is

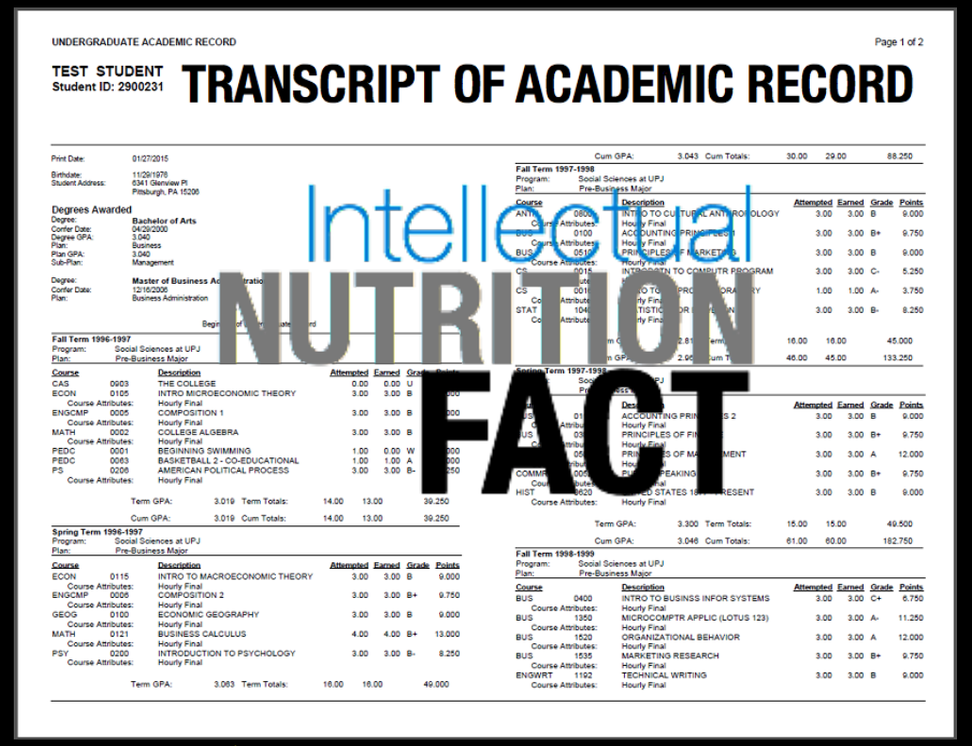
OUR EDUCATION SYSTEM

This is

OUR EDUCATION SYSTEM

WHAT WE PRODUCE





UNDERGRADUATE ACADEMIC RECORD

Page 1 of 2

TEST STUDENT
Student ID: 2900231

TRANSCRIPT OF ACADEMIC RECORD

Print Date: 01/27/2015

Birthdate: 11/29/1976
Student Address: 6341 Glenview Pl
Pittsburgh, PA 15206

Degrees Awarded

Degree: **Bachelor of Arts**
Confer Date: 04/29/2000
Degree GPA: 3.040
Plan: Business
Plan GPA: 3.040
Sub-Plan: Management

Degree: **Master of Business Ad**
Confer Date: 12/15/2006
Plan: Business Administration

Beginning of Undergraduate Record

Fall Term 1996-1997
Program: Social Sciences at UPJ
Plan: Pre-Business Major

Course		Description	Attempted	Earned	Grade	Points
CAS	0903	THE COLLEGE	0.00	0.00	U	
ECON	0105	INTRO MICROECONOMIC THEORY	3.00	3.00	B	9.000
Course Attributes:		Hourly Final				
ENGCMP	0005	COMPOSITION 1	3.00	3.00	B	9.000
Course Attributes:		Hourly Final				
MATH	0002	COLLEGE ALGEBRA	3.00	3.00	B	9.000
Course Attributes:		Hourly Final				
PEDC	0001	BEGINNING SWIMMING	1.00	0.00	W	0.000
PEDC	0063	BASKETBALL 2 - CO-EDUCATIONAL	1.00	1.00	A	4.000
PS	0206	AMERICAN POLITICAL PROCESS	3.00	3.00	B-	8.250
Course Attributes:		Hourly Final				

Term GPA: 3.019 Term Totals: 14.00 13.00 39.250
Cum GPA: 3.019 Cum Totals: 14.00 13.00 39.250

Spring Term 1996-1997
Program: Social Sciences at UPJ
Plan: Pre-Business Major

Course		Description	Attempted	Earned	Grade	Points
ECON	0115	INTRO TO MACROECONOMIC THEORY	3.00	3.00	B	9.000
Course Attributes:		Hourly Final				
ENGCMP	0006	COMPOSITION 2	3.00	3.00	B+	9.750
Course Attributes:		Hourly Final				
GEOG	0100	ECONOMIC GEOGRAPHY	3.00	3.00	B	9.000
Course Attributes:		Hourly Final				
MATH	0121	BUSINESS CALCULUS	4.00	4.00	B+	13.000
Course Attributes:		Hourly Final				
PSY	0200	INTRODUCTION TO PSYCHOLOGY	3.00	3.00	B-	8.250
Course Attributes:		Hourly Final				

Term GPA: 3.063 Term Totals: 16.00 16.00 49.000
Cum GPA: 3.043 Cum Totals: 30.00 29.00 88.250

Fall Term 1997-1998
Program: Social Sciences at UPJ
Plan: Pre-Business Major

Course		Description	Attempted	Earned	Grade	Points
ANTH	0800	INTRO TO CULTURAL ANTHROPOLOGY	3.00	3.00	B	9.000
Course Attributes:		Hourly Final				
BUS	0100	ACCOUNTING PRINCIPLES 2	3.00	3.00	B+	9.750
Course Attributes:		Hourly Final				
BUS	0510	PRINCIPLES OF MARKETING	3.00	3.00	B	9.000
Course Attributes:		Hourly Final				
CS	0015	INTRODUCTN TO COMPUTR PROGRAM	3.00	3.00	C-	5.250
CS	0011	INTRO TO COMPUTR PROGRAMMING	1.00	1.00	A-	3.750
Course Attributes:		Hourly Final				
STAT	1041	STATISTICS FOR BUSINESS	3.00	3.00	B-	8.250
Course Attributes:		Hourly Final				

Term GPA: 2.813 Term Totals: 16.00 16.00 45.000
Cum GPA: 2.907 Cum Totals: 46.00 45.00 133.250

Spring Term 1997-1998
Program: Social Sciences at UPJ
Plan: Pre-Business Major

Course		Description	Attempted	Earned	Grade	Points
BUS	0110	ACCOUNTING PRINCIPLES 2	3.00	3.00	B	9.000
Course Attributes:		Hourly Final				
BUS	0300	PRINCIPLES OF FINANCE	3.00	3.00	B+	9.750
Course Attributes:		Hourly Final				
BUS	0500	PRINCIPLES OF MANAGEMENT	3.00	3.00	A	12.000
Course Attributes:		Hourly Final				
COMMRC	0070	BUSINESS SPEAKING	3.00	3.00	B+	9.750
Course Attributes:		Hourly Final				
HIST	0620	UNITED STATES 1877 TO PRESENT	3.00	3.00	B	9.000
Course Attributes:		Hourly Final				

Term GPA: 3.300 Term Totals: 15.00 15.00 49.500
Cum GPA: 3.046 Cum Totals: 61.00 60.00 182.750

Fall Term 1998-1999
Program: Social Sciences at UPJ
Plan: Pre-Business Major

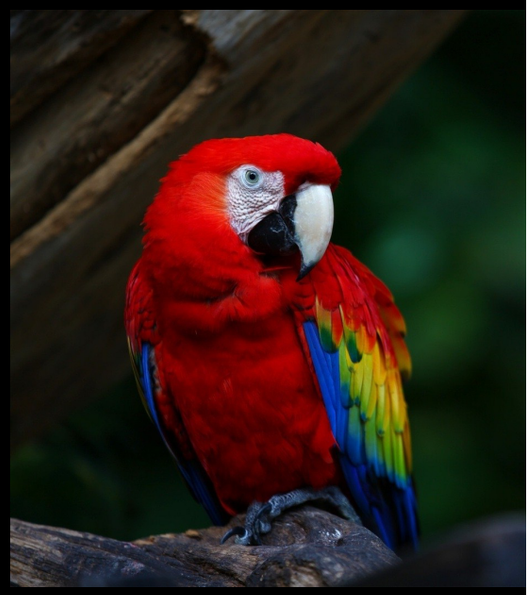
Course		Description	Attempted	Earned	Grade	Points
BUS	0400	INTRO TO BUSINSS INFOR SYSTEMS	3.00	3.00	C+	6.750
Course Attributes:		Hourly Final				
BUS	1350	MICROCOMPTR APPLIC (LOTUS 123)	3.00	3.00	A-	11.250
Course Attributes:		Hourly Final				
BUS	1520	ORGANIZATIONAL BEHAVIOR	3.00	3.00	A	12.000
Course Attributes:		Hourly Final				
BUS	1535	MARKETING RESEARCH	3.00	3.00	B+	9.750
Course Attributes:		Hourly Final				
ENGWRT	1102	TECHNICAL WRITING	3.00	3.00	B	9.000
Course Attributes:		Hourly Final				

Intellectual NUTRITION FACT

"OUT PUT based EDUCATION

OUTPUT

WHAT WE PRODUCE



OUTPUT


THIS IS HIGHER EDCATION IN
THAILAND
BUT did not
GO ANYWHERE
moving forward

“HE must push forward BEYOND Intellectual NUTRITION FACT

“OUT PUT based EDUCATION

for the sake of our students …

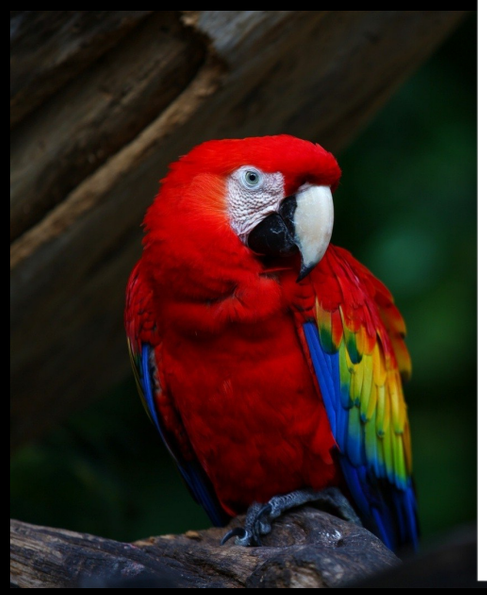
LEARN
ING

MAKE
HAPPEN

HIGH QUALITY of learning and teaching

improving student **"ACHIEVEMENT"** during college ...

THE
FIRST STEP
towards getting somewhere
IS TO DECIDE THAT YOU ARE NOT
going to stay
WHERE YOU ARE

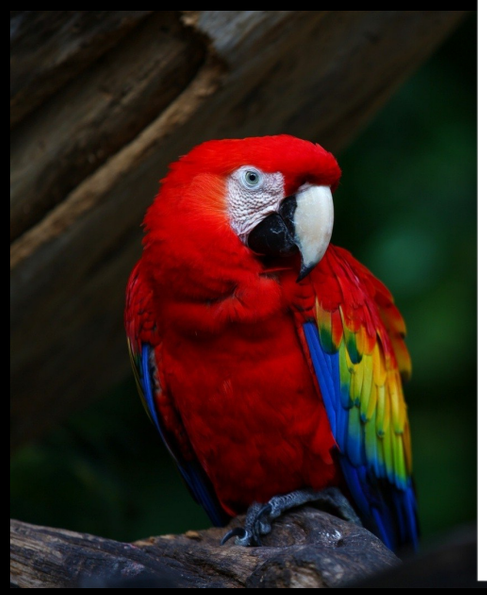


WHAT WE WANT TO CHANGE

"OUT COMES based EDUCATION

OUTCOME

“PROCESS” is what we design…



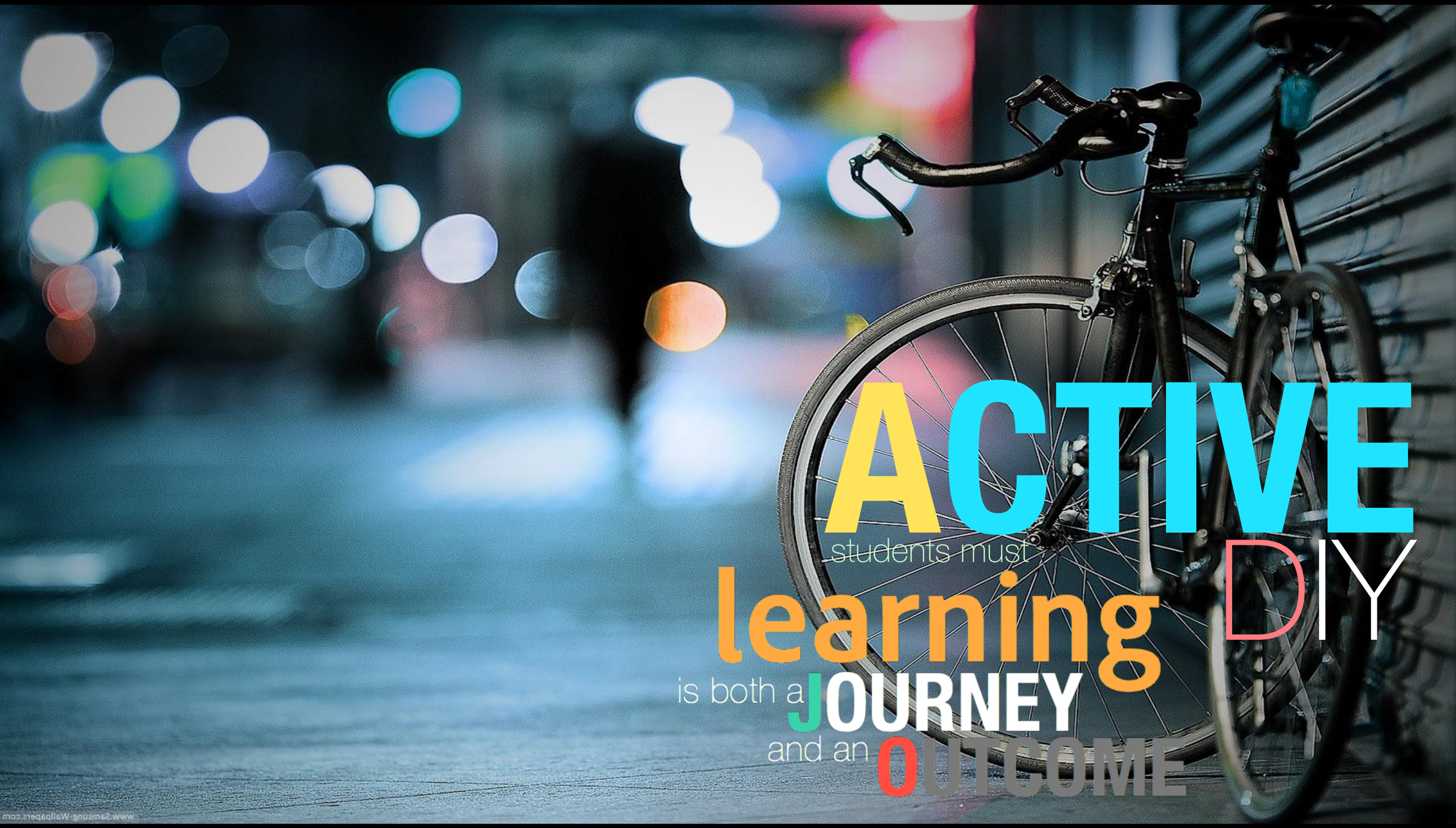
WHAT WE
WANT TO
CHANGE

“OUT COMES based **EDUCATION**

CHANGES within student

ENSURING
learning happens
by design

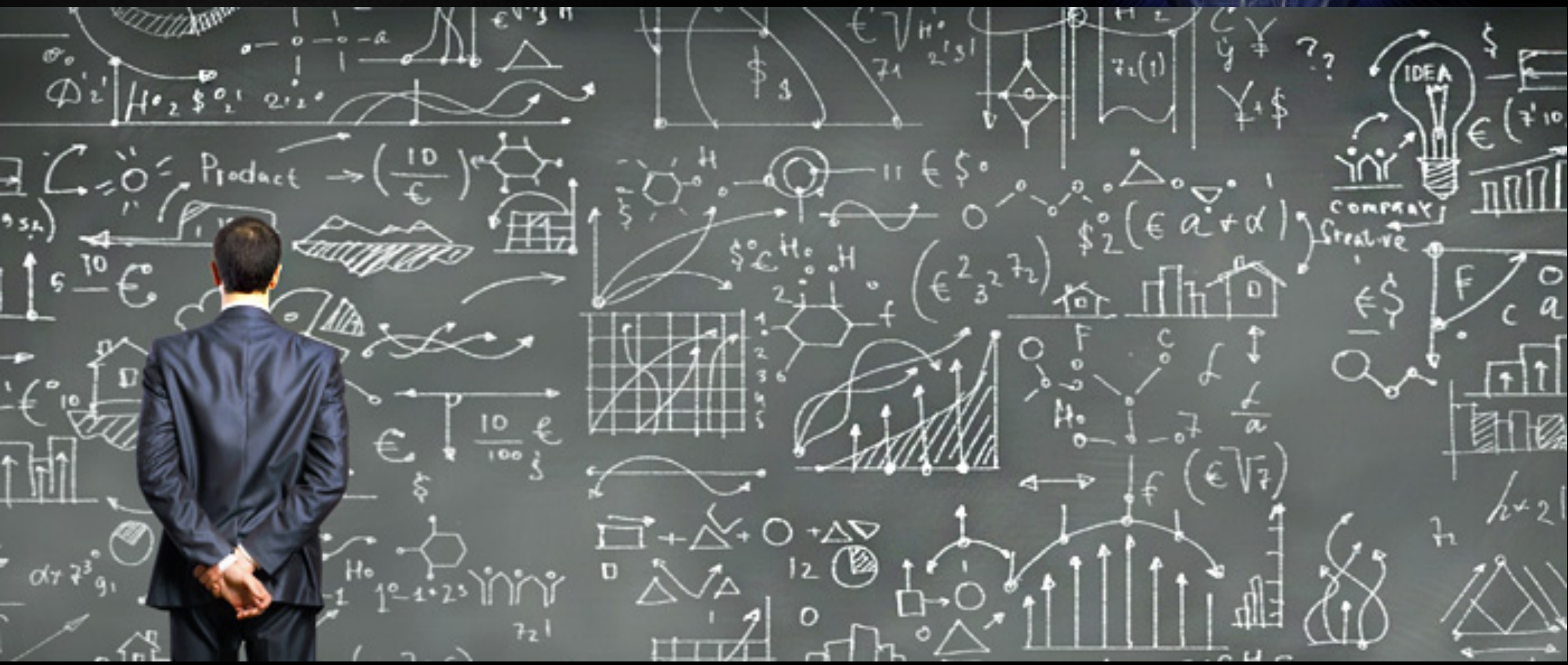
© www.nimmervoll.org


ACTIVE
DIY
students must
learning
is both a JOURNEY
and an OUTCOME

ENGAGEMENT

is a key...

training of the **mind** to **think** . . .



This is what “EDUCATION” is for...

Learn if they can't DO CAN before...

something that they

be

COMPETENT

ABILITY

performance

SPECIFICATION

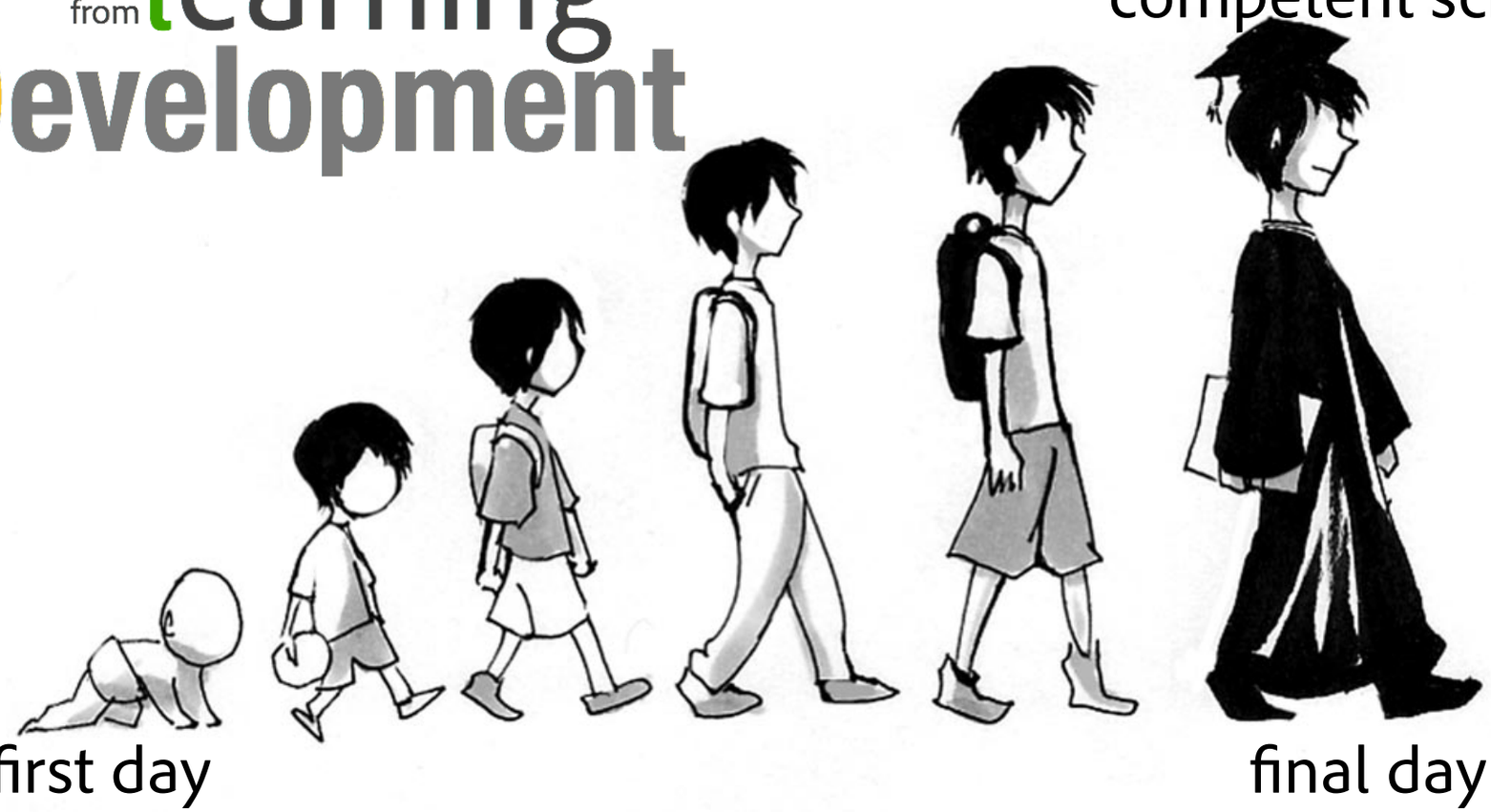
of graduate

graduate profile

achievement
of student
from learning

from learning
Development

“ be the
RIGHT
PERSON
competent scholar



first day

final day

what we produce ...

OUTPUT

COME

what we want to change ...

programme/expected

LEARNING OUTCOMES

GOAL
of the programme

nurture students for their life after college ...

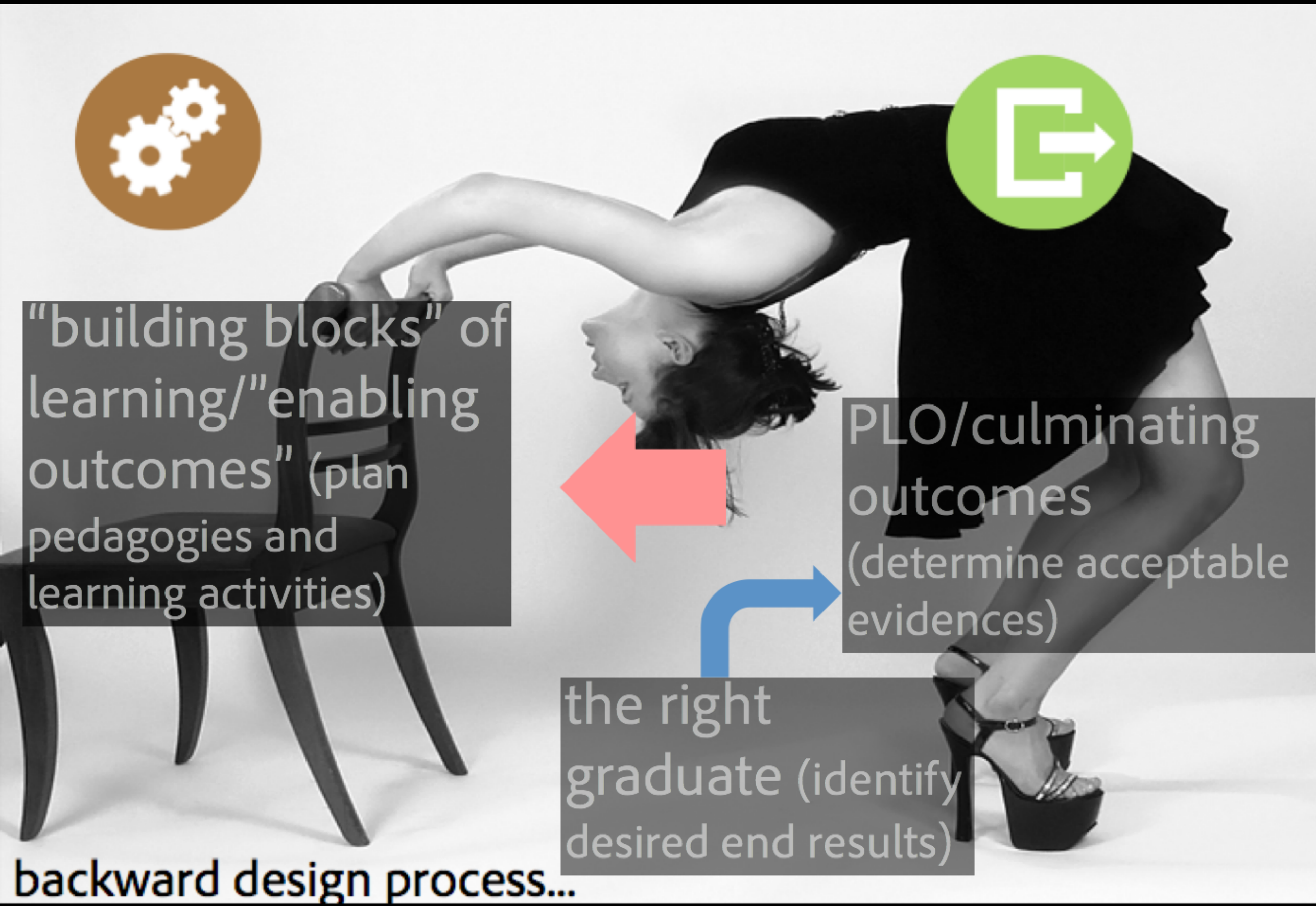
SUCCESS
OF OUR **STUDENTS**

“ be the RIGHT PERSON

can you answer these following questions ?:

- what is the learning outcomes of each course in your curriculum?
- what is the linkage between each course in the same series?
- what is the linkage between the core courses, the options courses, and the free elective courses? Why do you design that way?
- what is the programme learning outcomes of you curriculum?


BEGIN with the
"END"
in mind ...
the significant outcomes that students will achieve as a result of their total programme (PLO/ELO) ...
Clarity
of focus

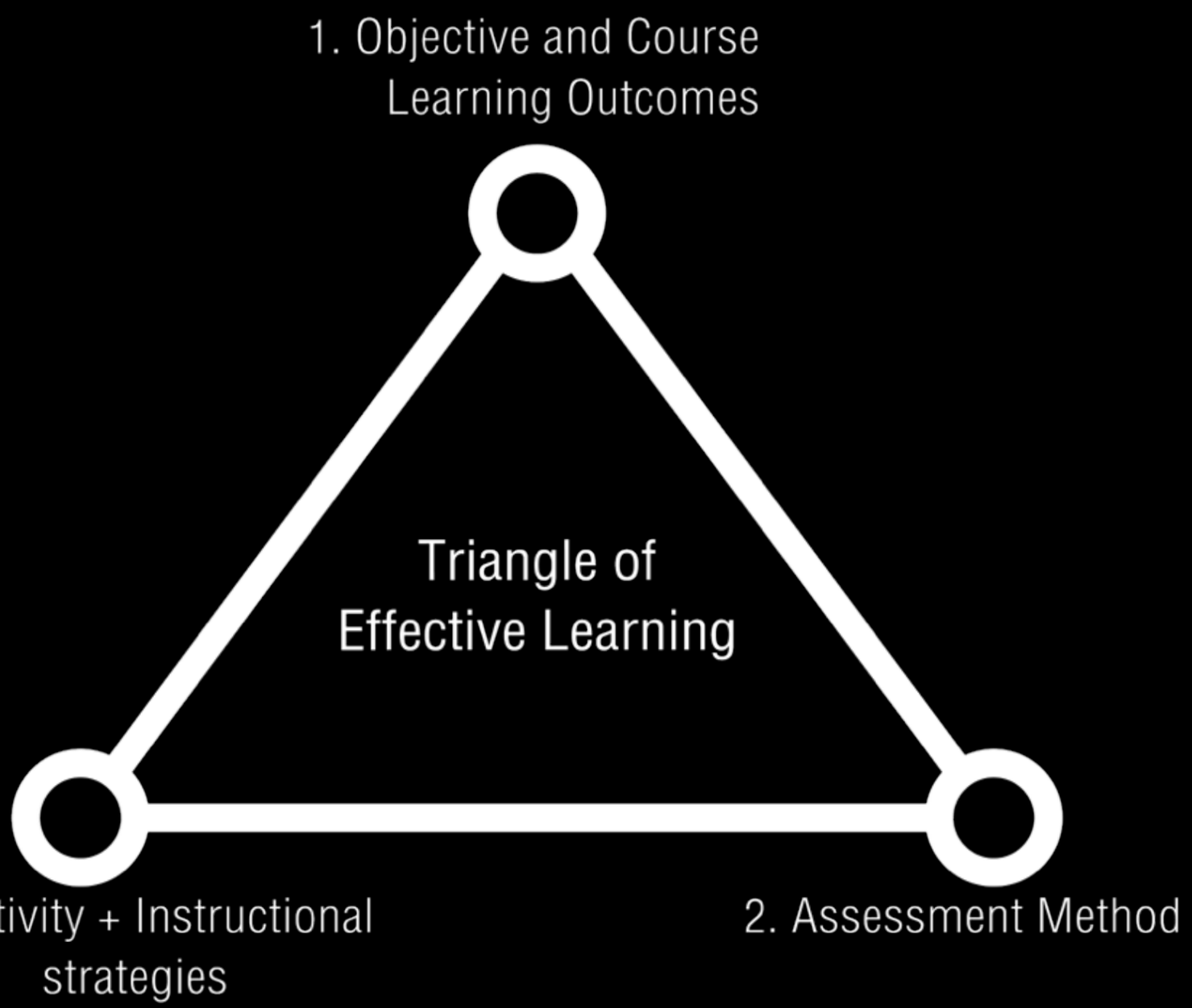

"building blocks" of learning/"enabling outcomes" (plan pedagogies and learning activities)
PLO/culminating outcomes (determine acceptable evidences)
the right graduate (identify desired end results)
backward design process...

OUT
COMES define the
CURRICULUM

“WHAT” is important for students to be able to do (their “ACHIEVEMENT”)…

teacher must design “HOW” to make sure such learning ultimately “HAPPENS”…

Constructive ALIGNMENT



Methodology for Competency-Based Curriculum Development

Phase 1: Outcomes Development	
Core Competencies	
Generic Competencies	Domain-Specific Competencies
Phase 2: Learning Plans Development	
The "What" of Learning	
Knowledge	Skills / Attitudes
The "How" of Learning	
Learning Activities	Instructional Strategies / Materials & Resources
The "Evidence" of Learning	
Formative Assessments	Summative Assessment

PROGRAMME LEARNING OUTCOMES			PLOs SPECIALIZATION
Global Citizen	Knowledge	Generic knowledge in Social Sciences and Humanities	**O1** – Students have general knowledge about culture, world history and Vietnam history; guidelines and policies of the Communist Party and the State.
		Specialized knowledge in International Relations	**O2** – Students acknowledge the nature and the importance of International Relations as a global activity. **O3** – Students can employ the theories and methods in International Relations research to practically analyze global issues.
	Thinking	Integrative Thinking	**O4** – Students are eligible to assemble and systematize the data information from various resources (primary and secondary) **O5** – Students are eligible to self-learning.
		Critical Thinking	**O6** – Students are eligible to build up convincing arguments and present their multidirectionally critical comments.
	Skills	Transferable (soft) Skills	**O7** – Students have the abilities to write and present effectively. **O8** – Students have the abilities to apply information and communication technologies to their work. O9 – Students have the abilities to work in groups and work individually.
		Professional (hard) Skills	**O10** – Students are at a high level of proficiency in English **O11** – Students are able to negotiate effectively **O12** – Students have a thorough grasp of protocol etiquette
	Attitude	Global Citizen's Disposition	**O13** – Students respect the diversity **O14** – Students are eligible to integrate **O15** – Students are eligible to acknowledge and obey the laws
		Pioneering	**O16** – Students have a sense of serving the community **O17** – Students have a capacity of leadership

This is

WHAT WE MUST DO

STOP

WHAT to TEACH

"OUT PUT based EDUCATION

with **WHAT** material

HOW to TEACH

do

WHAT
student can **DO**

“LEARNING OUTCOME”

“OUT COMES based EDUCATION

with **WHAT** activities
and **HOW** to TEACH

HOW to ASSESS

In the designing process we must address these following questions:

validation

do we deliver the **RIGHT GRADUATES**?

curriculum mapping

are we designing the **RIGHT**

EDUCATION

system ? ...

verification

RIGHT?

do we make it …

Elements of the Programme Specification

Aims of the Programme

Learning Outcomes of the Programme:
Competences (Professional and Generic)

Process informed by:

- University Level Descriptors
- Professional/Statutory Bodies Requirements
- Subject Benchmarks

Programme learning outcomes broken down by level to ensure incremental attainment over duration of course

Module Learning Outcomes

Outcome for Level Attained through:

Module Assessment

Attainment verified by:

Assessment Criteria

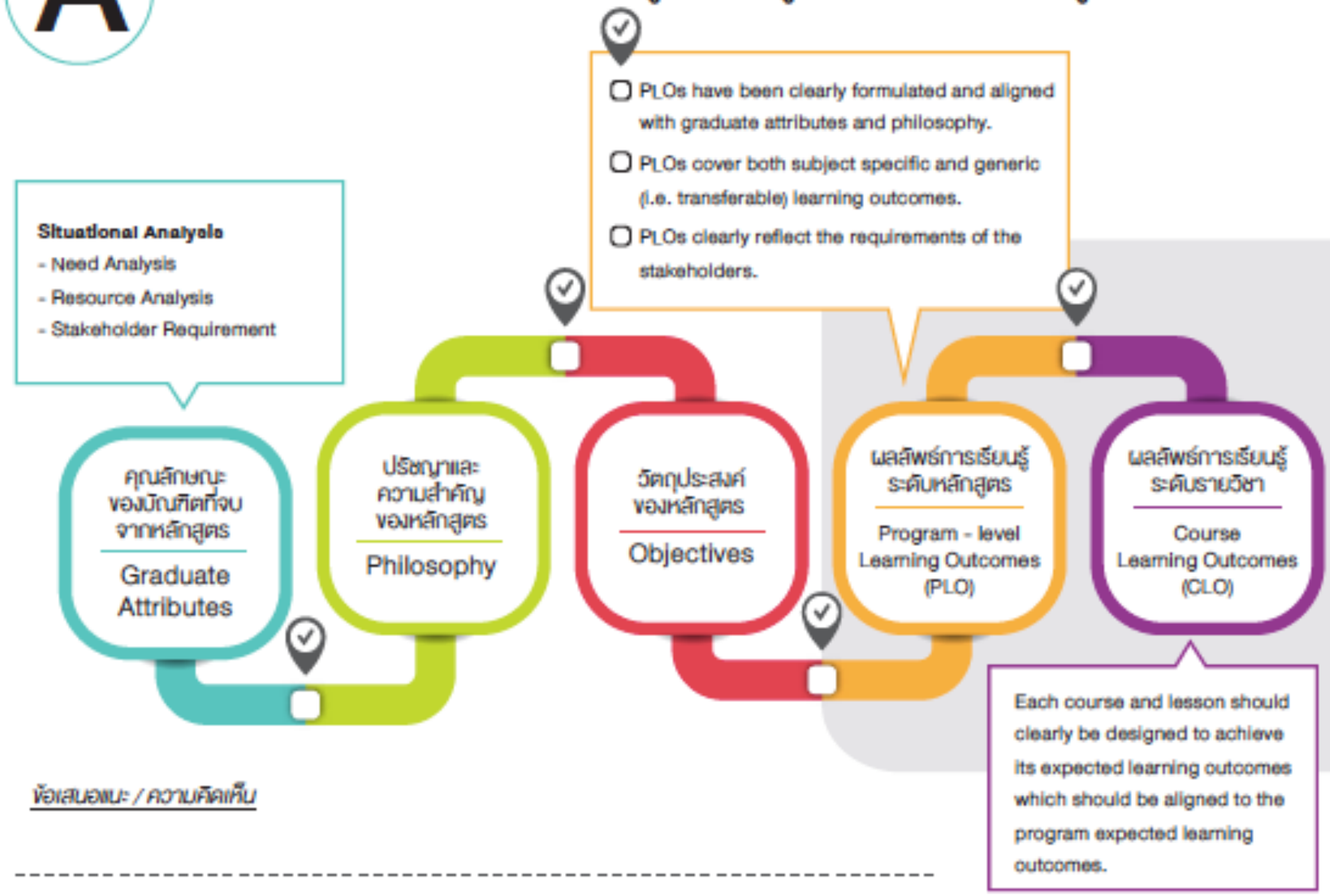
Grades awarded according to:

Trigger Questions:

What's the purpose of the programme?

What should students know and be able to do on completion?

A แนวทางการพิจารณา ผลลัพธ์การเรียนรู้ระดับหลักสูตรและผลลัพธ์การเรียนรู้ระดับรายวิชา



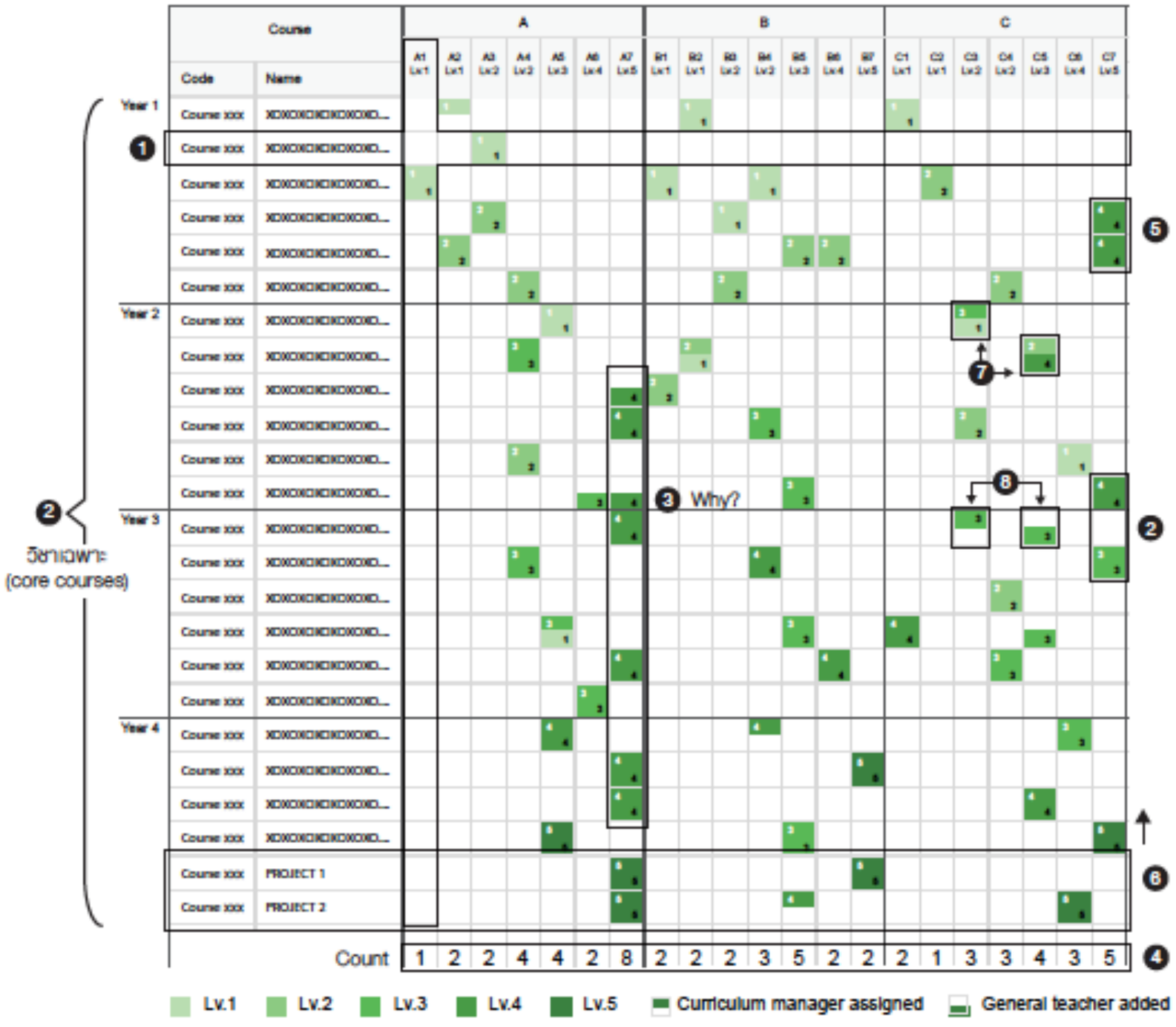
ข้อเสนอแนะ / ความคิดเห็น

AUN-QA Criterion (Expected learning outcomes / Program-level learning outcomes)

1) The formulation of the expected learning outcomes takes into account and reflects the vision and mission of the institution. The vision and mission are explicit and known to staff and students.
2) The program shows the expected learning outcomes of the graduate. Each course and lesson should clearly be designed to achieve its expected learning outcomes which should be aligned to the program expected learning outcomes.
3) The program is designed to cover both subject specific outcomes that relate to the knowledge and skills of the subject discipline; and generic (sometimes called transferable skills) outcomes that relate to any and all disciplines e.g. written and oral communication, problem-solving, information technology, teambuilding skills, etc.
4) The program has clearly formulated the expected learning outcomes which reflect the relevant demands and needs of the stake-holders.

B แผนที่การกระจายความรับผิดชอบ (Curriculum Mapping)

Course Learning Outcomes (CLOs) for Bachelor's degree of MYLE



Diagnostic Questions Tips

Checklist

1. Do all the key courses address at least one PLOs?
2. In the core courses, are all PLOs addressed in a logical order?
3. Do multiple offerings of courses address the same outcome, at the same level, why?
4. Do same PLOs get more coverage than others?
5. Are students expected to show high level of learning too early?
6. Do students get practice on all the outcomes before being assessed, e.g. in capstone?
7. Does the level of a course learning outcome aligned with the level specific by the curriculum designer?
8. Do all courses address all the allocated sub-PLOs? OR Do all CLOs address the curriculum outcome requirements?
9. etc.

Definitions and Examples

ผลลัพธ์การเรียนรู้ของหลักสูตร
(Program – level Learning Outcomes; PLO)

เป็นความคาดหวังพฤติกรรมที่เป็นรูปธรรมของผู้เรียนที่เป็นผลสำเร็จและแสดงออกถึงความรู้และความเข้าใจที่เกิดจากกระบวนการเรียนรู้**ตลอดหลักสูตร** ผลลัพธ์การเรียนรู้ระดับหลักสูตร จะเป็นข้อความอธิบายพฤติกรรมอย่างกว้างๆ สะท้อนเป้าประสงค์บัณฑิตตามปรัชญาของหลักสูตร คุณลักษณะบัณฑิตที่พึงประสงค์ของมหาวิทยาลัย (KMUTT Student QF) และ ความต้องการของผู้มีส่วนได้ส่วนเสียที่เกี่ยวข้อง

EXAMPLE

Program: Master of Mechanical Engineering

Program - level Learning Outcomes; PLO:

At the end of this program, graduates will be able to ....

PLO A: identify, formulate, and solve engineering problems

PLO B: communicate effectively

PLO C: design a system, component, or process to meet desired needs

PLO D: work professionally in both thermal and mechanical systems areas, including the design and realization of such systems

PLO E: design and conduct experiments, as well as to analyze and interpret data.

PLO F: use the techniques, skills, and modern engineering tools necessary for engineering practice

PLO F: .....

ผลลัพธ์การเรียนรู้ระดับรายวิชา
(Course Learning Outcome; CLO)

เป็นพฤติกรรมที่ผู้เรียนสามารถแสดงออกเป็นรูปธรรมและสามารถวัด และประเมินผลได้ภายหลังจากจบการเรียนรู้ในแต่ละรายวิชา ซึ่งผลลัพธ์การเรียนรู้ของแต่ละรายวิชาจะเป็นพฤติกรรมจำเพาะของผู้เรียนแต่ละขั้นที่จะก้าวไปสู่ผลลัพธ์การเรียนรู้ของหลักสูตร

EXAMPLE

Course: ME471; Design

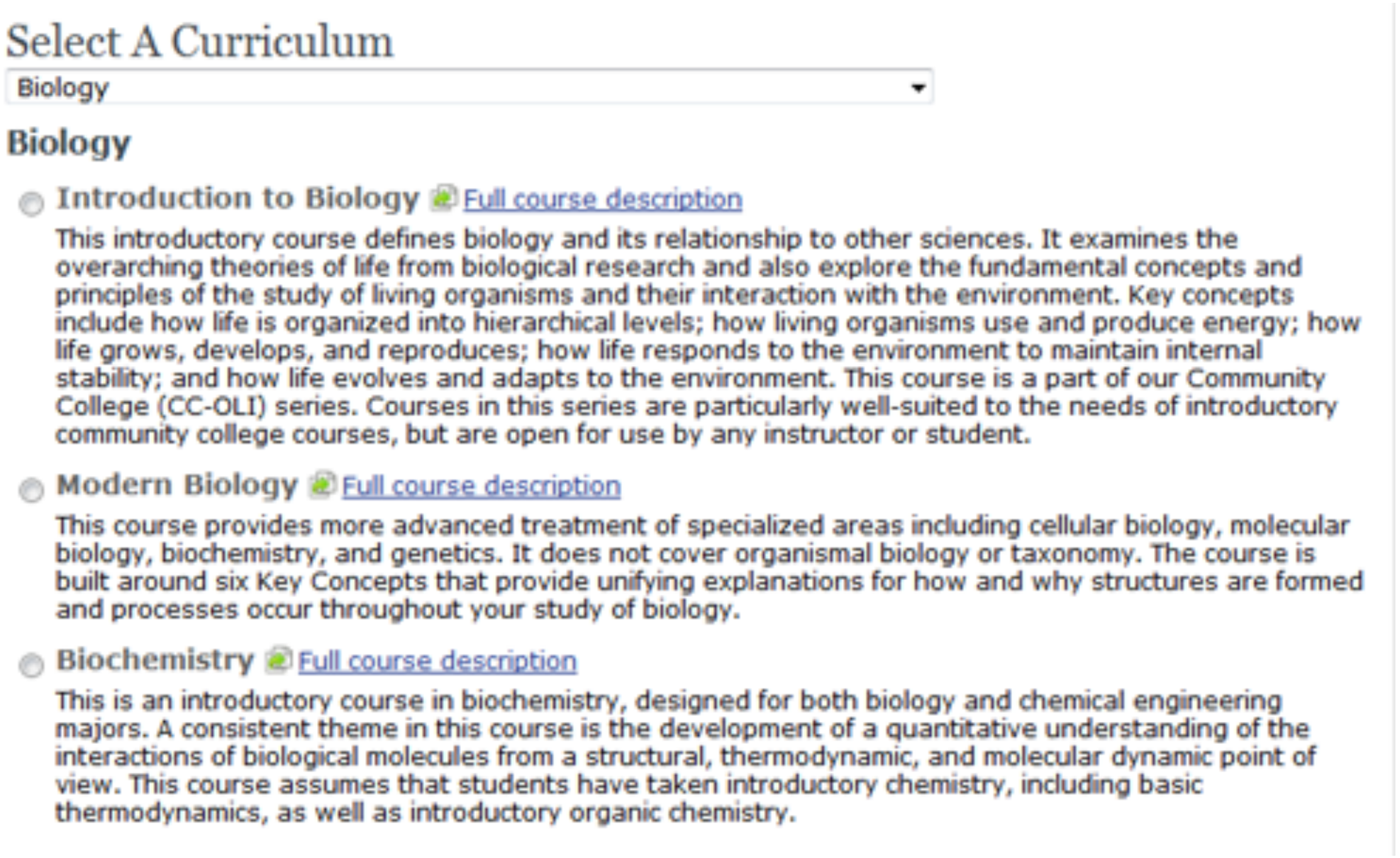
PLO A: identify, formulate, and solve engineering problems

Course Learning Outcome; CLO:

At the end of this course, student will be able to ....

1. A working knowledge of estimation techniques, rules of thumb, and engineering heuristics
2. An ability to solve common engineering problems, including problems involving
   - The selection of materials for mechanical components based on manufacturing issues

can you define what students should be able to do after finishing these courses?



Select A Curriculum

Biology

Biology

Introduction to Biology Full course description

This introductory course defines biology and its relationship to other sciences. It examines the overarching theories of life from biological research and also explore the fundamental concepts and principles of the study of living organisms and their interaction with the environment. Key concepts include how life is organized into hierarchical levels; how living organisms use and produce energy; how life grows, develops, and reproduces; how life responds to the environment to maintain internal stability; and how life evolves and adapts to the environment. This course is a part of our Community College (CC-OLI) series. Courses in this series are particularly well-suited to the needs of introductory community college courses, but are open for use by any instructor or student.

Modern Biology Full course description

This course provides more advanced treatment of specialized areas including cellular biology, molecular biology, biochemistry, and genetics. It does not cover organismal biology or taxonomy. The course is built around six Key Concepts that provide unifying explanations for how and why structures are formed and processes occur throughout your study of biology.

Biochemistry Full course description

This is an introductory course in biochemistry, designed for both biology and chemical engineering majors. A consistent theme in this course is the development of a quantitative understanding of the interactions of biological molecules from a structural, thermodynamic, and molecular dynamic point of view. This course assumes that students have taken introductory chemistry, including basic thermodynamics, as well as introductory organic chemistry.

what does the cupcake look like?

CUPCAKE 2

Eton's Mess Cupcakes
Yellow Cake with Cream, Meringue, and Strawberries

CUPCAKES

1 1/2 cup flour
1 1/2 tsp baking powder
1/2 tsp salt
1/2 cup butter
1 cup sugar
1 tsp vanilla
2 eggs
1 cup milk

Mix flour, baking powder, and salt. In a separate bowl, cream butter and sugar on medium until light and fluffy. Reduce speed to low and add vanilla and eggs. Add milk and flour mixture alternately while still mixing. Pour into lined cupcake pan. Bake at 350 for 30 minutes, or until toothpick comes out clean.

TOPPING

4 egg whites
1 cup sugar
pinch of salt

whipped cream
chopped strawberries

Beat the egg whites until they hold soft peaks. Gradually add sugar and vanilla and beat until mixture is stiff and glossy. Using knife or pastry bag, make meringue shapes on parchment or aluminum foil. Bake at 225 until shapes are crisp and firm. Frost cupcakes with whipped cream, and pile with strawberries and meringue.

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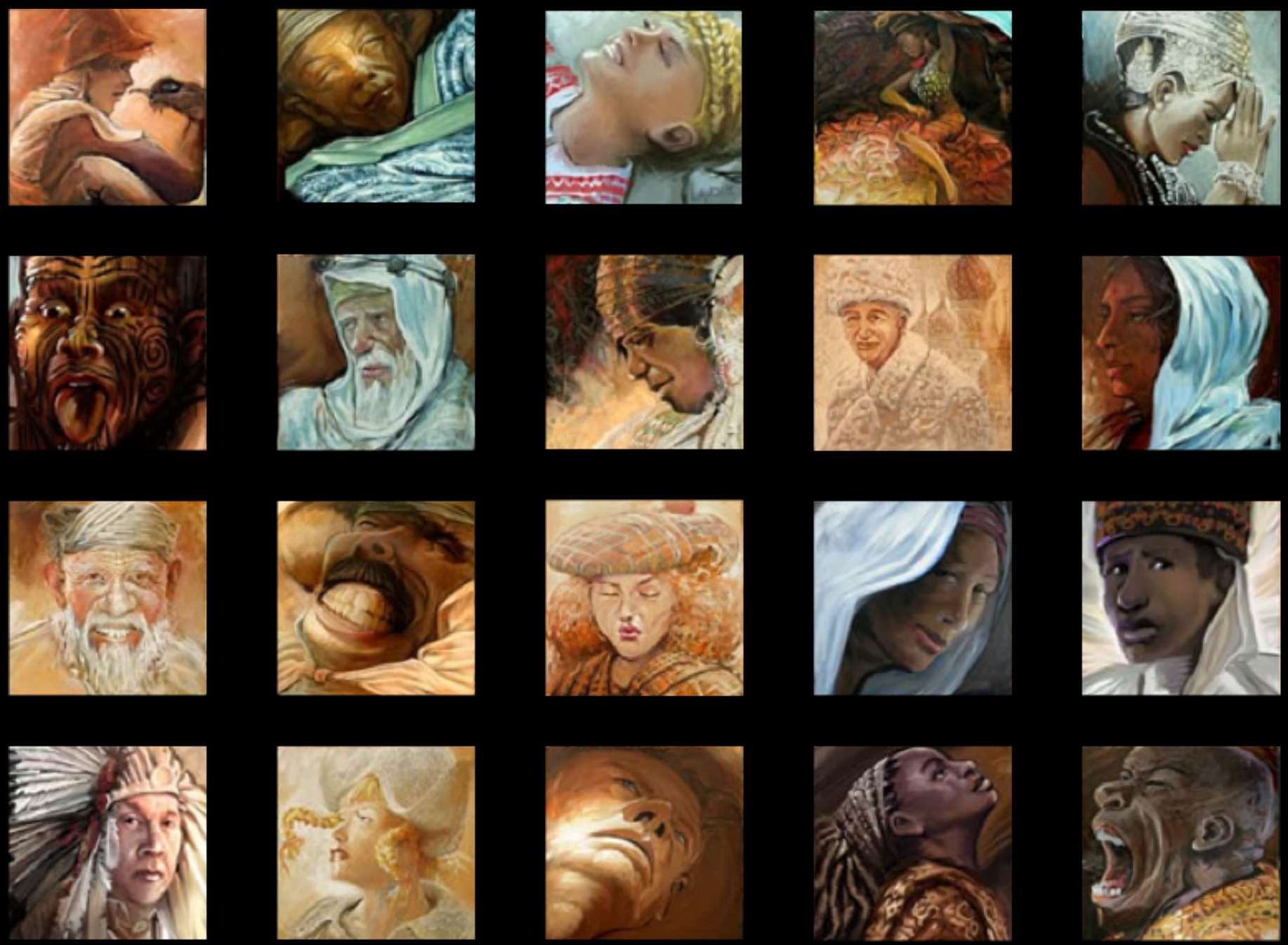
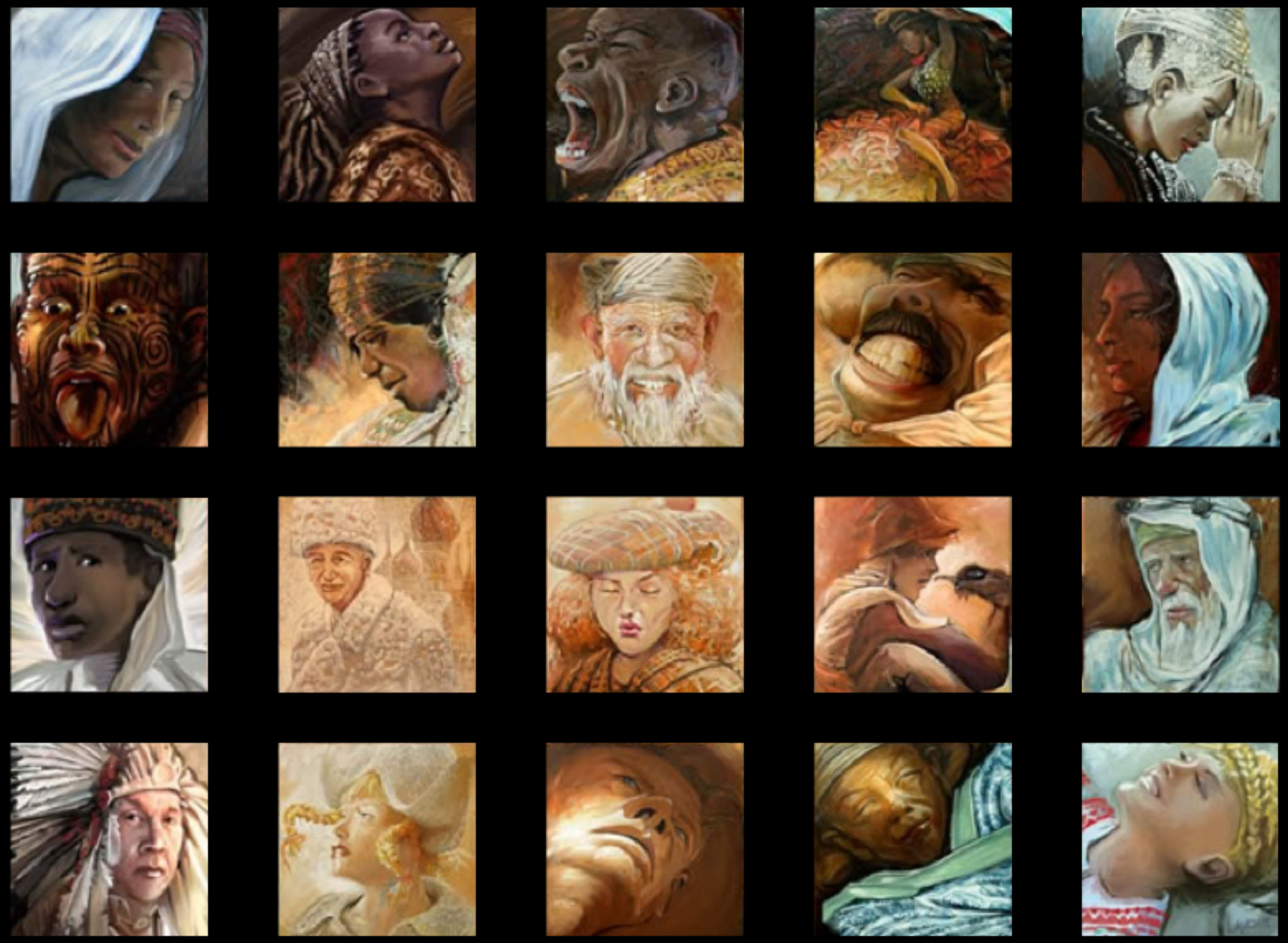
course description...



Culminating Outcomes

building blocks of learning (enabling outcomes)...



at the END of each learning unit what will student be able to do that they could not do as well before each unit...

How are you going to teaching these learning units?


that is all about
OBE

Anything is Possible


be PROFESSIONAL

goal

student
ACHIEVEMENT

LEARNING

MAKE HAPPEN

OBE is an education system that bases each part of the system around **goals**. By the end of the learning experience each student should have **achieved** the goals...

“OUTCOMES based EDUCATION

The primary aim of OBE is to facilitate desired **changes** within the **students**, by increasing the **levels** of **cognitive skills**, developing **non-cognitive skills** and/or positively influencing **attitudes**, **values** and **judgment** ...

the systemic
structures
within which the

by design...

clearly focusing and organizing

EVERYTHING in a teaching

and learning system on what is essential for all

students to be able to **do**

SUCCESSFULLY at the **end** of

their learning experiences

Source: William G. Spady (1994) Outcomes-based education: Critical Issues and Answers.
The American Association of School Administrators

So how I implement outcomes-based education in my university ...

> Outcomes-based education is not a single idea or set of procedures. Rather outcomes-based education is like democracy – there are many different versions practised in different ways in different places, all with the label outcomes-based education.
>
> Lawson; April 2007 prepared for Association of Independent Schools of SA

KEEP IT SIMPLE

ENHANCING learning and teaching

Traditional OBE can be simply performed by using the existing curriculum. It does not have the clear picture of intended learning outcomes that lie beyond the curriculum. It should be labeled “curriculum-based objectives (CBO)” since the outcomes come after the curriculum in the design process. The traditional OBE is focused on “short-term”, “subject-specific” outcomes ...

Transformation OBE is based on the concept of equipping all students with all the knowledge, competence, and orientations needed for success after graduating the college. It is the highest evolution of OBE introduced by Spady. For Spady, learning is not significant unless the outcomes reflect the complexities of real life ...

THE IN
BETWEEN

PROGRAMME
learning
OUTCOMES

ensuring
ACOUNTABILITY

Transitional OBE focuses outcomes that reflect higher order competencies which cut across traditional subjects. It addresses the question: "**what is most essential for students to know, be able to do, and be like in order to be successful when they have graduated**". Content is used as the vehicle to attain higher order competencies such as problem solving, critical thinking, effective communication and technological applications. An integration-across-the-curriculum approach is adhered to ...

“OUTCOMES based EDUCATION

Spady, (1994)

knowledge of
not only CONTENT

demonstration
PROCESS
but also

DEMONSTRATE

ability learning
is the KEY point…

Using learning outcomes to **GUIDE** INSTRUCTIONAL **PLANNING**

- **IMPROVE** it
- **PROVE** it
- **DO** what you say
- say what you **WANT**

○ BE