ENGLISH DEPARTMENT'S EXPERIENCES IN DEVELOPING PROGRAMME OUTCOMES & CURRICULUM MAPPING

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DEFINITION:

- *Program Learning Outcomes* describe what graduates of a program should be able to do as a result of learning experiences within that program. Program outcomes are often derived from a vision of the graduate and are determined by faculty in the program area in consultation with employers, experts in the field, and, if appropriate, accrediting and professional bodies. (**Camosun College, Victoria B.C. Canada**)

- *Program learning outcomes* are clear, concise statements that describe how students can demonstrate their mastery of program goals. These statements identify the knowledge, skills, or attitudes that students will be able to demonstrate, represent, or produce at the end of the program.

  (**University of Hawaii at Mānoa, the U.S.A.**)

DEFINITION:

- *Program Learning Outcomes* are typically broader than those at the course level. In addition, they tend to emphasize integrating skills into an interrelated set and often put more stress on real world applications that provide a bridge to the student's next experience on the job or in upper division study. **(University of Washington, the U.S.A.)**

- *Program Learning Outcomes* are broad, measurable statements that identify how students may meaningfully express proficiency within a Programme. Outcomes serve to classify what students are expected to achieve. At the Programme level, outcomes serve as an intermediary "step" between the broader institutional mission, goals and generic outcomes and the more specific and directly measurable outcomes within the courses. POs provide a common language for staff to hold discussions about student achievement. (**Hong Kong Institute of Education**)

POs - To Develop a Progressive Balance of Student Capabilities:

- What knowledge, skills, abilities and dispositions should be the ideal student graduating from our programme demonstrate?

- How will they be able to demonstrate these capabilities?

- What pre-requisite courses or preparation are needed for students to do well in our programme?

- How well does our programme prepare students for careers, graduate, professional study, and/or lifelong learning?

- What assessments can we use to demonstrate growth in students' knowledge, skills, abilities and dispositions as they progress through our programme and their college careers?

(Northeastern Illinois University, the U.S.A.)

I. Developing Programme Outcomes (POs) of B.Ed (EL) Programme

Step 1: Project Survey

- Based on the principle to 'design down', suggested by William Spady, we first conducted a survey to find out what qualities the prospective employers and colleagues think the freshly graduated English Language teachers need to have before designing the 'exit outcomes' of the B.Ed (EL) Programme.
- Aim of the survey :
  - To find out what qualities freshly graduated English Teachers need to have.
- Targetted Number of Respondents: 500
- Number of Schools for sampling : 50 secondary schools & 50 primary schools in HK
- Respondents from each school include :
  - School Principal, English Panelchair(s) & Experienced English Teachers

I. Developing Programme Outcomes (POs) of B.Ed (EL) Programme

Step 1: Project Survey

A. Design of questionnaire:

- A 30-item questionnaire was designed, focusing on:
  - **English proficiency**
  - **Communication skills**
  - **Character & moral responsibility**
  - **Competence & professional excellence**
  - **Critical & creative thinking and problem-solving skills**
  - **Ability to make sound judgment and decisions**
  - **A global perspective**
  - **Social responsibility**

I. Developing Programme Outcomes (POs) of B.Ed (EL) Programme (cont'd)

Step 1: Project Survey (cont'd)

A. Design of questionnaire: (cont'd)

- The above focus items were basically derived from the 4 "Cs" learning framework of the HKIEd:

  - **Character & moral responsibility**
  - **Competence & professional excellence**
  - **Cultivation of wisdom and intellectual engagement**
  - **Civic-mindedness and social responsibility**

I. Developing Programme Outcomes (POs) of B.Ed (EL) Programme (cont'd)

Step 1: Project Survey (cont'd)

B. Conduction of survey

- Five copies of questionnaire with covering letters were sent to each school by mail and the respondents from each school included the school principal, one to two English Panelchairs and two to three experienced English teachers, depending on the situations of the schools.

- To ensure high return rate of the questionnaires, the research assistant did the follow-up work by making phone calls to the school principals and the English Panelchairs.

I. Developing Programme Outcomes (POs) of B.Ed (EL) Programme (cont'd)

Step 1: Project Survey (cont'd)

C. Data analysis and results

Type of School	No. of Schools Respond (%)	No. of Returned Questionnaires	Total No. of Returned Questionnaires (%)
Secondary	42 (84%)	153	295 (59%)
Primary	42(84%)	142	

- Data analysis was conducted using SPSS, then the percentage of total importance, the mean and the standard deviation of the 30 statements in the questionnaire were resulted.

I. Developing Programme Outcomes (POs) of B.Ed (EL) Programme (cont'd)

Step 1: Project Survey (cont'd)

C. Data analysis and results - Top Ten statements:

- All the respondents mostly agreed that the freshly graduated English Language teachers need to:

  - 1. have knowledge of learner development appropriate to the level at which they teach and apply this knowledge in all aspects of their teaching.
  - 2. be able to use their knowledge of English language and culture in social and classroom contexts.
  - 3. tailor programs to best suit learners' particular needs.
  - 4. cater for the diversity of abilities among their students.
  - 5. encourage learners to accept responsibility for their own learning.

Step 1: Project Survey (cont'd)

C. Data analysis and results (cont'd)

- 6. scaffold learners' learning and English language development through appropriate classroom interaction, negotiation, teaching strategies, activities, materials and assessment.
- 7. be open to new ideas and developments in their professional work.
- 8. use their knowledge of English in order to promote learning in ways which are appropriate for learners in context.
- 9. use a range of methodologies for languages and cultures teaching, taking into consideration the learners, the learning context, curriculum goals, and the aspect of language being taught.
- 10. establish trust between teacher and learners which fosters an empathetic view of self and others.

- The above findings mostly aligned with the existing programme aims of B.Ed (EL) Programme and these were used to inform the design of the Programme Learning Outcomes (POs) for the B.Ed (EL) Programme.

I. Developing Programme Outcomes (POs) of B.Ed (EL) Programme (cont'd)

Step 2: Drafting the Programme Outcomes of the B.Ed (EL) Programme

- **The drafting of the POs was based on**:
    - results of the OBL Project survey
    - literature review of learning outcomes for English major programmes in different universities around the world
    - the existing programme aims of the B.Ed (EL) Programme
    - the Institutional Generic Outcomes
    - Prof. Liddicoat's list of possible programme level learning outcomes based on a review of all the outlines of the courses offered in the Programme

I. Developing Programme Outcomes (POs) of B.Ed (EL) Programme (cont'd)

Step 2: Drafting the Programme Outcomes of the B.Ed (EL) Programme (cont'd)

- The drafted POs was then sent to the members of the Department for review and comments.

- Project team members met with the OBL consultants from Alverno College of the United States and sought their advice on the drafted POs. On receiving their comments, the drafted list was refined.

- Once again, the comments from the colleagues of the Department were sought and the amended list was sent to the Project consultant, Prof. Liddicoat for advice.

I. Developing Programme Outcomes (POs) of B.Ed (EL) Programme (cont'd)

Step 3: Finalising the Programme Outcomes of the B.Ed (EL) Programme

- During Prof. Liddicoat's second visit to the Institute in mid April 09, the drafted POs was discussed and finalized in a meeting of the Project Team.

- At the end of April 09, the final version of the POs of the B.Ed (EL) Programme was sent to colleagues for their reference and further comments.

- In the developing process, the number of POs was decreasing; from 34 items to 19 items; then to 13 and finally we have 9 items.

I. Developing Programme Outcomes (POs) of B.Ed (EL) Programme (cont'd)

Step 3: Finalising the Programme Outcomes of the B.Ed (EL) Programme

- Students who graduate with a B.Ed. in English Language from the Hong Kong Institute of Education will be able to:

Subject Knowledge

SK1: analyze and articulate the structures and functions of the English language system;

SK2: critically appreciate and respond to English prose, fiction, drama and poetry from multicultural sources, and various genre features of print and non-print, and computer-mediated texts, spoken and written; and

SK3: use appropriate spoken and written English to communicate in social and professional contexts.

Step 3: Finalising the Programme Outcomes of the B.Ed (EL) Programme

- Students who graduate with a B.Ed. in English Language from the Hong Kong Institute of Education will be able to:

Subject Professional Knowledge

SPK1: use their knowledge of English language and culture in social and classroom contexts to promote English language learning in ways which are appropriate for learners in context;

SPK2: apply theories of first and second language learning, and the underlying concepts of strategy use, learning styles and individual learner differences to promote English language learning in Hong Kong schools; and

SPK3: exercise critical thinking and problem-solving skills for the professional development of their skills in curriculum design, planning, teaching and assessment.

I. Developing Programme Outcomes (POs) of B.Ed (EL) Programme (cont'd)

Step 3: Finalising the Programme Outcomes of the B.Ed (EL) Programme

- Students who graduate with a B.Ed. in English Language from the Hong Kong Institute of Education will be able to:

General Characteristics

GC1: demonstrate awareness of the main ethical, moral, social and cultural issues related to teaching English in Hong Kong schools;

GC2: recognize the importance of students' home languages and language varieties and build on these as a foundation for learning English; and

GC3: demonstrate a general knowledge of the changing English speaking world and of the world at large.

I. Developing Programme Outcomes (POs) of B.Ed (EL) Programme (cont'd)

Step 3: Finalising the Programme Outcomes of the B.Ed (EL) Programme (cont'd)

- After finalizing the POs, the Project Team also tried to map this with the Institutional Generic Outcomes.

	PO-SK1	PO-SK2	PO-SK3	PO-SPK1	PO-SPK2	PO-SPK3	PO-GC1	PO-GC2	PO-GC3
Problem Solving	✓	✓		✓	✓	✓			
Critical & Reflective Thinking	✓	✓		✓	✓	✓			
Innovation & Creativity	✓	✓		✓	✓	✓			
Ethical Understanding & Decision Making						✓	✓	✓	✓
Communication Skills	✓	✓	✓	✓		✓			
Social Interaction Skills			✓	✓		✓			
Global Perspective & Intercultural Awareness							✓	✓	✓

I. Developing Programme Outcomes (POs) of B.Ed (EL) Programme (cont'd)

Step 3: Finalising the Programme Outcomes of the B.Ed (EL) Programme (cont'd)

- During the Staff Retreat of the Department held on 26 June 09, the Project Team shared with the colleagues on the rationale behind the drafting of POs and how to map the POs onto the courses of the B.Ed (EL) Programme.

- After the Staff Retreat, the Department colleagues were asked to complete the mapping of POs onto individual courses offered in the academic year of 2009-2010 for a trial.

Step 3: Finalising the Programme Outcomes of the B.Ed (EL) Programme (cont'd)

- We mapped the Programme Outcomes (POs) onto B.Ed (EL) courses, for examples:

COURSE	PO – SK1	PO – SK2	PO – SK3	PO – SPK1	PO – SPK2	PO – SPK3	PO – GC1	PO – GC2	PO – GC3
1. Introduction to Language Studies	✓		✓						✓
2. Vocabulary Studies	✓		✓	✓	✓	✓	✓	✓	✓
3. Introduction to Sociolinguistics			✓	✓			✓	✓	✓
4. Introduction to Literary Studies I: Poetry, Drama, Fiction		✓	✓						
5. Secondary ELT Methods I: Developing Oracy Skill			✓		✓	✓			

BA (Language Studies) Degree Learning Outcomes

Graduates of the BA in Language Studies degree programme will be able to:

DLO_1	demonstrate a high level of literacy in Chinese or English depending on the student's Major track, and a functional level of fluency in English (Chinese Major) and Putonghua (English Major);
DLO_2	construct a reasoned and critical appreciation of Chinese/English prose and verse texts, showing cross-cultural awareness and sensitivity, and an ability to make connections with knowledge in other disciplines;
DLO_3	communicate effectively in multilingual and multicultural settings;
DLO_4	develop and apply critical thinking and problem-solving skills in social, academic and workplace settings;
DLO_5	exercise an enhanced awareness of the moral and ethical dimensions implicit in a given social, academic or workplace environment; and
DLO_6	value all languages as instruments of human creativity and evidence of modes of human conceptualization in an increasingly globalised world.

BA (Language Studies) English Subject Learning Outcomes

ESLO$_1$	use recognized metalinguistic frameworks to describe English texts, identifying their context and purpose;	DLOs $_{1\ \&\ 6}$
ESLO$_2$	synthesize others' opinions when developing their own reasoned and critical response to creative prose and verse texts in English, identifying the text's context and showing sensitivity to its socio-cultural circumstance, and how it connects with knowledge in other disciplines;	DLOs $_{1,\ 2\ \&\ 4}$
ESLO$_3$	demonstrate an expressive command of written and spoken English appropriate to a given social, academic or workplace setting; and	DLOs $_{1\ \&\ 3}$
ESLO$_4$	develop and apply ethical awareness, critical thinking and problem solving skills to act responsibly in a global context.	DLOs $_{2\ \&\ 5}$

II. Development of Curriculum Mapping

Step 1: Selecting Courses for Pilot Study

- Four courses were selected for Pilot Study:

  i). linguistic courses: "Introduction to Language Studies" & "Vocabulary Studies" (both conducted in Fall 2009)

  ii). literature course: "Introduction to Literary Studies 1" (conducted in Spring 2010)

  iii). methodology course: "Secondary ELT methods 1: Developing Oracy Skills" (conducted in Spring 2010)

II. Development of Curriculum Mapping (cont'd)

Step 2: Designing the Course Intended Learning Outcomes (CILOs) (cont'd)

A. Course coordinators of the pilot courses first needed to review the individual course outline before drafting the CILOs. Basic principles underlying the drafting of CILOs are:

i). the Programme Outcomes (POs) must be addressed.

ii). when designing teaching and learning activities, the CILOs also need to be addressed.

iii). the assessment tasks should align with the CILOs as well.

II. Development of Curriculum Mapping (cont'd)

Step 2: Designing the Course Intended Learning Outcomes (CILOs) (cont'd)

B. When the course coordinators finished the first draft of the course outlines, they had to:

i). map the POs onto the drafted CILOs.

ii). discuss with Prof. Liddicoat, the Project consultant, to refine the individual course outlines.

II. Development of Curriculum Mapping (cont'd)

Step 2: Designing the Course Intended Learning Outcomes (CILOs) (cont'd)

C. Example: Course Intended Learning Outcomes (CILOs) (Introduction to Language Studies)

Upon completing this course, students will be able to:

- CILO1 analyse and articulate the nature, structures and functions of English language as a rich and complex system (**PO-SK1**);
- CILO2 apply principles of language to the specifics of the English language system (**PO-SK1**);
- CILO3 demonstrate a clear understanding of the roles and value of different varieties of English and their uses (**PO-GC3**);
- CILO4 demonstrate high level of English academic literacy in speaking, writing and online contexts (**PO-SK3**);
- CILO5 work collaboratively in an effect way to develop English academic literacy and subject knowledge. (**PO-SK3**)

II. Development of Curriculum Mapping (cont'd)

Step 2: Designing the Course Intended Learning Outcomes (CILOs) (cont'd)

C. Example: Course Intended Learning Outcomes
(CILOs) (Introduction to Language Studies)

- These CILOs have all been mapped onto different Programme Outcomes, such as PO-SK1 or PO-GC3.

- Through careful mapping, all the POs are reflected in different courses, and all CILOs contribute to certain POs.

- In this way, we can ensure that after completing all the courses in the programme, students will be able to achieve the Programme Outcomes (POs).

Step 3: Adjustment of teaching & assessing strategies to align with the CILOs

A. It is crucial that the teaching and learning activities are adjusted after finalizing the CILOs, so as to help the students to achieve these outcomes. For example:

i). If one of the learning outcomes of a course is collaborative learning, it is necessary to design activities such as group projects and group oral presentations.

ii). If another learning outcome is to demonstrate high level of academic literacy, then it is crucial to ask students to carry out online and offline academic reading, write literature reviews, and carry out other activities related to academic writing.

II. Development of Curriculum Mapping (cont'd)

Step 3: Adjustment of teaching & assessing strategies to align with the CILOs (cont'd)

B. The assessing strategies must also be revisited and if necessary revised so that they are aligned with the learning outcomes. Without doing so, it will be highly problematic to show whether students have achieved certain learning outcomes by the end of a course.

i). In the past, when lecturers took the objective-oriented approach, it is often found that some of the learning objectives are not addressed by any of the assessment tasks.

ii). When adopting the OBL approach, we need to adjust the assessment tasks to ensure that all the learning outcomes have been addressed by the assessment tasks to some extent.

II. Development of Curriculum Mapping (cont'd)

Step 3: Adjustment of teaching & assessing strategies to align with the CILOs (cont'd)

C. When constructing assessment tasks to align with the CILOs, we followed a set of guiding questions and a number of steps.

- Guiding questions like:
  - Which Course Intended Learning Outcomes will you work with?
- Steps for constructing assessment tasks:
  - Step 1: Identify Components/General Criteria
    - What does this outcome mean?
    - Develop some general criteria that describe your expectations for student performance of this outcome.

II. Development of Curriculum Mapping (cont'd)

Step 3: Adjustment of teaching & assessing strategies to align with the CILOs (cont'd)

C. Steps for constructing assessment tasks: (cont'd)

- Step 2: Design an Instrument or Process – Use the GRASPS model
  - Goal
  - Role
  - Audience
  - Situation
  - Product/Performance/Purpose
  - Standards and Criteria for Success

II. Development of Curriculum Mapping (cont'd)

Step 3: Adjustment of teaching & assessing strategies to align with the CILOs (cont'd)

C. Steps for constructing assessment tasks: (cont'd)

- Step 3: Develop Specific Criteria
- Having designed or revised the assessment tasks, it is important to come up with a set of criteria which address the CILOs directly.
- It is also important that all the CILOs are addressed somewhere by the criteria designed for different assessment tasks.
- As a result, we can ensure that all the Course Intended Learning Outcomes are measured and evaluated after students complete all the assessment tasks.

CONCLUSION

- To implement OBL successfully, it is essential to:

  - come up with a set of Generic Outcomes (GOs) at the institute level;

  - develop a set of Programme Outcomes (POs) which map onto the generic outcomes properly;

  - design Course Intended Learning Outcomes (CILOs) based on the Programme Outcomes at course level;

  - ensure that the teaching and assessing strategies are closely aligned with the Course Intended Learning Outcomes.

CONCLUSION (cont'd)

- At **programme level**, the process of restructuring the whole teaching and learning framework is very beneficial for the following reasons:

  - This helps the programme team see clearly what kind of graduates they are going to produce and what measures they need to take in order to produce such graduates.
  - The students will know exactly what they can do after completing a programme, thus helping them to make decisions more easily when choosing a programme.
  - After graduation, the students can demonstrate to their future employers the various learning outcomes they have achieved.
  - This clarity of focus will guide us to further improve the quality of teaching and learning.

CONCLUSION (cont'd)

- Four essential elements of implementing OBL successfully at **course level**:

  - Set **Attractive, Comprehensible, Attainable and Coherent** CILOs;

  - CILOs must be carefully **mapped** onto the Programme Learning Outcomes (POs);

  - CILOs, T&L activities, assessment tasks and marking criteria must all **align with the CILOs**;

  - **Reflections** by students and the tutor are important for further improvement of OBL.

THANK YOU