

The Hong Kong Institute of Education

# OUTCOMES-BASED LEARNING

Department of English OBL Seminar

Prof. Liddicoat and OBL project team

Apr. 16, 2009

# Development of OBL Project

## ▶ Sep 08

- Review of the Literature
- Design of survey questionnaire

## ▶ Oct 08

Oct 12 – 17 : 1st Visit of Prof. Liddicoat (OBL consultant)

Oct 15 : Seminar on “ Outcomes based learning :Issues and Implications” conducted by Prof. Liddicoat

- Finalization of survey questionnaire
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# Development of OBL Project

## ▶ Nov 08

- Mailed out 500 copies of questionnaires to 50 secondary & 50 primary schools in HK
- Respondents from each school include :  
School Principal, English Panelchairs & Experienced English Teachers
- Made phone calls to school Principals & English Panelchairs to do the follow-up work
- Collected the returned questionnaires

# Development of OBL Project

## ▶ Dec 08

- Conducted data analysis:  
295 copies of questionnaires received;  
84 schools responded (42 sec & 42 pri)
- Drafted the Generic Outcomes as  
required by the Institute

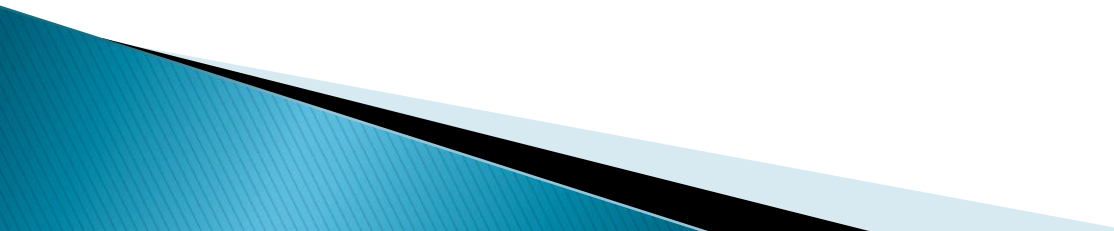
# Development of OBL Project

▶ Jan 09

- Finalized the survey report
- Drafted the English Subject Learning Outcomes based on:
  - literature review of learning outcomes for English major programmes in different universities around the world;
  - the existing programme aims of the BEd(EL)Programme;
  - Prof. Liddicoat's list of possible programme level learning outcomes;
  - results of the OBL survey

# Development of OBL Project

## ▶ Feb 09

- Finalized the Generic Outcomes
  - Sent the proposed Subject Learning Outcomes to BEd(EL) Programme coordinators for comments
  - Drafted the OBL module outline template
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# Development of OBL Project

## ▶ Mar 09

Mar 3: Met the OBL Consultant from Alverno College

Mar 5: Attended workshop on “Constructing Assessment Tasks to Align with Learning Outcomes”

Mar 19: Attended workshop on “Instructional Design in OBLT”

- Revised the Subject Learning Outcomes
- Mapped Subject Learning Outcomes onto BEd(EL) Modules
- Refined the OBL module outline template
- Designed Assessment Activities/Tasks that align with Module Intended Learning Outcomes

# Development of OBL Project

▶ Apr 09

Apr 2: Attended seminar on “Outcomes- based Teaching & Learning at the City University of Hong Kong”

Apr 13 – 18: 2nd Visit of Prof. Liddicoat (OBL consultant)



# Draft subject outcomes

- ▶ Handout:

Draft English Subject Learning Outcomes  
(ESLOs)

(Appendix I)



# Subject outcomes and modules

- ▶ Mapping English subject learning outcomes onto modules:
  - Outcomes should show the focus of the module:
    - Identify only outcomes that are core outcomes for the module;
  - Outcomes are not about the input that students receive, but about what behaviours they are expected to reproduce:
    - All outcomes identified for a module need to be assessed by at least one assessment task in the module.

# Subject outcomes and modules

- ▶ Handout:

Mapping English Subject Learning Outcomes  
(ESLOs)

(Appendix II)

# Subject outcomes and modules

- ▶ Module Intended learning outcomes (i.e. MILOs) are ways of breaking down subject outcomes for a particular module:
- ▶ They should
  - be based on and reflect subject outcomes;
  - articulate the outcome in module specific terms;
  - indicate what the assessable capabilities are.

# Subject and module outcomes

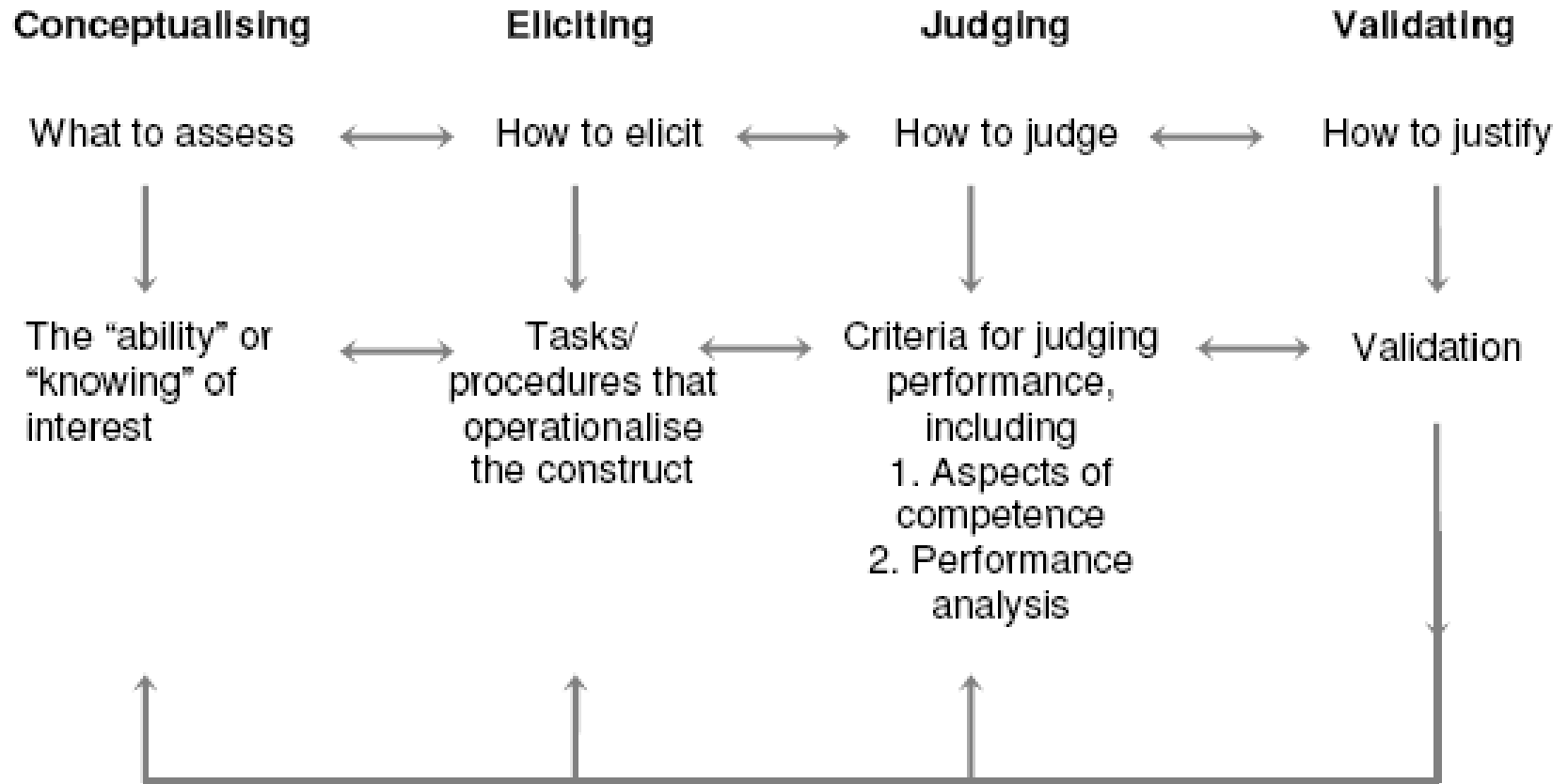
Handout:

Introduction to Language Studies module  
intended learning outcomes (MILOs)

(Appendix III)



# Outcomes and assessment

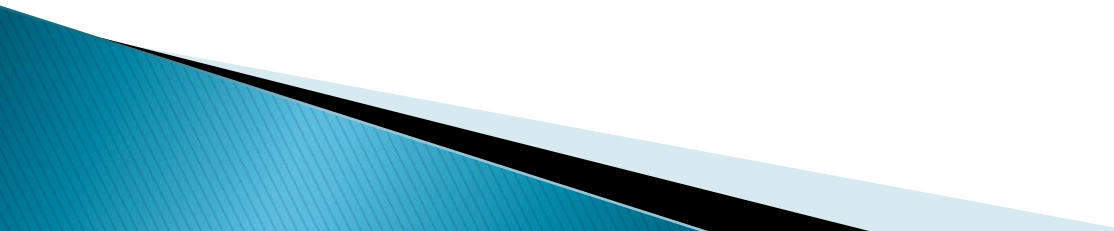


Source: Scarino & Liddicoat (2009)

# Conceptualising

- ▶ Identify the outcome(s) being assessed by the task
- ▶ Operationalising the outcome
  - for a particular module
  - for a particular task

# Eliciting

- ▶ Identify the evidence you need to be able to determine whether students have achieved the chosen outcomes:
    - Tasks should assess the students' capability to perform the outcomes.
    - Tasks can assess more than one outcome or they can assess part of an outcome.
    - Collectively, the range of tasks for the whole module should assess all of the outcomes of the module.
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# Judging

- ▶ Develop criteria on which you can judge the evidence
  - Relate criteria explicitly to outcomes (MILOs)
  - Identify ways of discerning levels of achievement (where relevant)

# Validating

- ▶ Justifying assessment:
    - Demonstrating that evidence shows the assessment criterion has been met
    - Demonstrating that criteria shows that module outcome has been met
    - Demonstrating that module outcome shows that subject outcome has been met
  - ▶ Requires an integrated, cohesive design of outcomes and criteria
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