

# OUTCOMES BASED LEARNING PROJECT

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# Overview

1. OBL Survey.
2. Development of Generic Learning Outcomes
3. Development of English Subject Learning Outcomes (ESLOs)
4. Mapping of ESLOs on to modules
5. Development of Module Intended Learning Outcomes (MILOs)
6. Designing assessment tasks

# I. OBL SURVEY

## 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. OBL SURVEY

## Questionnaire Design :

30 multiple-choice questions with 4 options

A. Most Important      B. Important

C. Less Important      D. Not Important

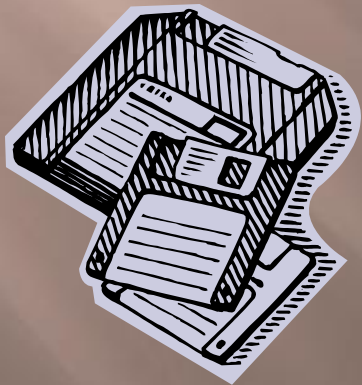
## Total Number of Returned Questionnaires :

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

# I. OBL SURVEY

## A. Data Analysis was conducted:

Mean, Standard Deviation, and Percentage of Total Importance



# I. OBL SURVEY

## B. All the Respondents mostly agree that Freshly Graduated English Language Teachers :

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. are able to use their knowledge of English language and culture in social and classroom contexts.
3. tailor programmes 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.

# I. OBL SURVEY

## B. All the Respondents mostly agree that Freshly Graduated English Language Teachers :

6. scaffold learners' learning and English language development through appropriate classroom interaction, negotiation, teaching strategies, activities, materials and assessment.

7. are 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.

# I. OBL SURVEY

B. All the Respondents mostly agree that Freshly Graduated English Language Teachers :

9. use a range of methodologies for languages and cultures teaching, taking into consideration the learners, the learning context, curriculum goals and the aspects of language being taught.

10. establish trust between teacher and learners which fosters an empathetic view of self and others.



## II. GENERIC OUTCOMES

A list of Generic Outcomes was drafted and submitted to the Institute by the end of Feb 09.

The list was drafted based on literature review of Graduates' Attributes and Generic Outcomes in different universities around the world and also linked to the Institute's 4C's learning framework.

## II. GENERIC OUTCOMES

The 4 Cs learning framework proposed by HKIEd:

1. Character & moral responsibility
2. Competence & professional excellence
3. Cultivation of wisdom & intellectual engagement
4. Civic-mindedness & social responsibility

## II. GENERIC OUTCOMES

Proposed by English Dept.	HKIED Final version
Knowledge Base	<b>Problem Solving</b>
Critical Thinking	<b>Critical &amp; Reflective Thinking</b>
Creativity and Innovation	<b>Innovation and Creativity</b>
Ethical Understanding	<b>Ethical Understanding and Decision Making</b>
Effective Communication	<b>Communication Skills</b>
Social Interaction Skills	<b>Social Interaction Skills</b>
Cosmopolitan Perspectives	<b>Global Perspective &amp; Intercultural Awareness</b>
Lifelong Learning	

# III. ENGLISH SUBJECT LEARNING OUTCOMES (ESLOs)

The ESLOs were drafted based on :

- ▣ Literature review of learning outcomes for English major programmes in different universities around the world;
- ▣ The existing programme aims of B.Ed. (English Language) Programme;
- ▣ Our OBL consultant Prof. Tony Liddicoat's list of possible programme level learning outcomes;
- ▣ Results of the OBL survey.

# III. ENGLISH SUBJECT LEARNING OUTCOMES (ESLOs)

The following are the draft ESLOs :

Students who graduate with a B.Ed. in English Language from the Hong Kong Institute of Education should 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.

# III. ENGLISH SUBJECT LEARNING OUTCOMES (ESLOs)

(continue)

## ▣ *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 for the professional development of their skills in curriculum design, planning, teaching and assessment.

# III. ENGLISH SUBJECT LEARNING OUTCOMES (ESLOs)

(continue)

## ▣ *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.

# III. ENGLISH SUBJECT LEARNING OUTCOMES (ESLOs)

## Mapping HKIEd Generic Outcomes onto ESLOs:

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



# IV. MAPPING

We mapped the draft English Subject Learning Outcomes onto B.Ed. (English Language) Modules. For examples:

MODULE	DRAFT ESLOs								
	SK1	SK2	SK3	SPK1	SPK2	SPK3	GC1	GC2	GC3
Introduction to Language Studies	*		*	*	*			*	*
Vocabulary Studies	*		*	*	*	*	*	*	*
Introduction to Sociolinguistics	*		*	*	*		*	*	*
Introduction to Literacy Studies I: Poetry, Drama, Fiction		*	*	*					*

# V. MODULE INTENDED LEARNING OUTCOMES (MILOs)

MILOs for the module “Introduction to Language Studies”.

## *Module Intended Learning Outcomes (MILO<sub>s</sub>)*

By the end of this module, students will be able to:

- ▣ MILO<sub>1</sub>: analyze and articulate the nature, structures and functions of English language as a rich and complex system (ESLO-SK1);
- ▣ MILO<sub>2</sub>: apply principles of language to the specifics of the English language system (ESLO-SK1);
- ▣ MILO<sub>3</sub>: demonstrate a clear understanding of the roles and value of different varieties of English and their uses (ESLO-GC3);
- ▣ MILO<sub>4</sub>: demonstrate high level of English academic literacy in speaking, writing and online contexts (ESLO-SK3);
- ▣ MILO<sub>5</sub>: work collaboratively in an effect way to develop English academic literacy and subject knowledge. (ESLO-SK3)

# VI. CONSTRUCTING ASSESSMENT TASKS TO ALIGN WITH MILOs

## Module : Introduction to Language Studies

MILOs	ASSESSMENT TASKS
MILOs 1, 2 & 4	Individual written essay (1,000 words)
MILOs 1, 2, 4 & 5	Group task: students work in groups to write chapters for a student-authored academic textbook based on the module content
MILOs 1, 2, 4 & 5	15-minute group presentation of the framework of the chapter
MILOs 1, 2 & 3	Short online weekly quizzes

# VI. CONSTRUCTING ASSESSMENT TASKS TO ALIGN WITH MILOs

Which Module Intended Learning Outcomes will you work with?

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.

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

Step 3: Develop Specific Criteria

# VII. Next Steps

- ▣ Consult all involved teaching staff on the mapping of ESLOs onto modules
- ▣ Refine ESLOs
- ▣ Help to draft Programme Learning Outcomes
- ▣ Select a number of modules in the BEd(EL) programme for pilot study
- ▣ Revise module outlines, draft MILOs for each module, design Teaching & Learning activities which help to achieve the MILOs, align assessment tasks with the MILOs, revise assessment criteria
- ▣ Implement OBL in module teaching in the next academic year.

**Thank  
You**