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INSPIRING CREATIVE AND INNOVATIVE MINDS

Awareness on Outcome-Based Education (OBE)

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OUTCOMES OF THIS TALK

At the end of this talk, students should be;

- **Aware of the coming EAC visit**
- **Aware of the OBE implementation in class**
 - How important OBE is to the programme (PEO, LO,CO)
 - Delivery of course contents
 - Assessment methods/tools/criteria (rubrics) used by lecturers
- **Better prepared if selected to be interviewed by EAC panels**

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CONTENTS OF THIS TALK

- **Who and what is EAC**
- **5Ws and 1H of OBE**
- **What and How of OBE implementation in your class**
- **FAQs and questionnaires**

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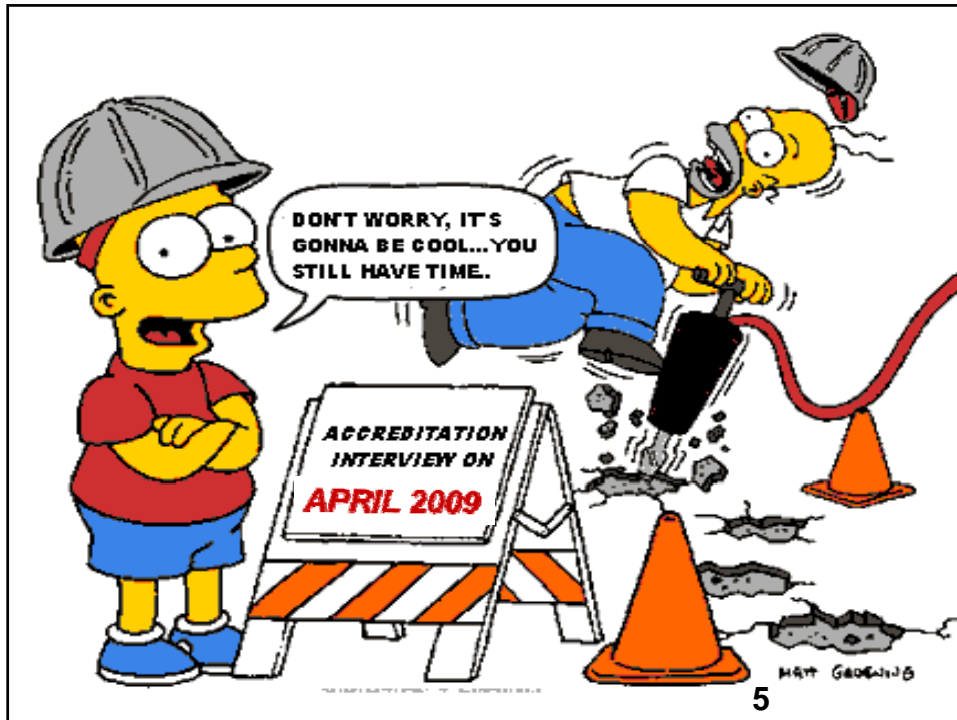
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WHO, WHAT, WHY OF EAC

- **Who is EAC?**
- **What does EAC do?**
- **Why does EAC want to come to UTM?**
 - **Accreditation**
 - **The EAC Manual 2008 & requirements (8Q & 5C)**
 - **Conditions for full or 5-year accreditation**
 - **Level of education**
 - **Full OBE implementation**
 - **CQI made evident**
- **Presence of Mentors/Reviewers from WA**

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EAC accreditation visit

ANNOUNCEMENT!!!

RE: EAC Accreditation Visit
Date: APRIL 2009
Venue: FKA UTM
The following students, please be ready to be interviewed.
YOU maybe one of them



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BEM – Engineers Act 1967
IEM – Professional Society

Washington Accord



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What is EAC for

Towards international recognition of graduates

YOUR PROGRAMME will be recognised globally and YOU can secure jobs anywhere in the world



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5 Ws and 1 H OF OBE


- **What**
- **Who**
- **Where**
- **When**
- **Why**
 - Requirement of the [EAC Manual 2008](#) page 11
 - 3 conditions for full or 5-year accreditation
- **HOW**

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What is Outcome-Based Education?



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How Important is OBE

OBE

**Monitors your performance TODAY
to project your competency as
Civil Engineers of TOMORROW
through CQI**

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A. It is a REQUIREMENT by

- ✓ **The Quality Assurance Division (QAD)**
- ✓ **Ministry of Higher Education**
- ✓ **Malaysian Qualifications Framework (MQF)**
- ✓ **Board Of Engineers (BEM)**

INSPIRING CREATIVE AND INNOVATIVE MINDS¹²

NATION

NSF - 20/1/03

Jobless graduates lack critical skills

By Annie Freeda Cruz
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KUALA LUMPUR, Tues. — The Government is concerned about the increasing number of unemployed graduates, many of whom lacked communication skills, are unable to use computers and lack team spirit.

Human Resources Minister Datuk Dr Fong Chan Onn said feedback from employers indicated that most of these graduates were from public universities.

"I have informed the Cabinet that employers prefer to employ graduates from private institutions of higher learning and those who return from overseas because of their qualifications and their basic computer skills and work competencies.

"According to the employers, public

university graduates find it hard to communicate in English, have no proper computer skills and are unable to interact with other races and carry out tasks as a team. They also prefer to work within the stipulated working hours and do not go the extra mile to close deals after office hours or stay back to do extra work."

Speaking to reporters after launching the Graduate Training Scheme (GTS) II at Crown Princess Hotel here, Fong said the feedback he received from employers was submitted to the Cabinet on several occasions and to the Education Ministry.

"It is important that universities also take into consideration employers' demands so that graduates are well qualified and competent when seeking employment in the private

sector."

Some 20,000 graduates register with the Manpower Department annually for jobs.

In view of the many unemployed graduates, Fong said the Government allocated RM100 million under the stimulus package to provide specialised courses for some 15,000 unemployed graduates to enable them to be more competent.

The graduates will be taught Microsoft Certified Systems Engineering, Cisco Certified Network Professional, Linux, Systems Administration, Business Accounting and Marketing apart from information and communications technology (ICT) and English.

Graduates who had not been employed since 1999 are qualified to apply.

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17,000 IT grads from local varsities jobless due to their poor English

By M.K. Megan
megan@nsp.com.my

NSF Sept 03

KUALA LUMPUR, Sun. — Despite the demand for skilled workers in information technology, about 17,000 IT graduates from local universities have been jobless because they are not proficient in English.

After failing to get jobs between one and two years, many have registered with the Labour Department to be retrained in other fields or pursue English programmes.

A source said many of them were from local public universities and private colleges.

Industry players claimed unemployment among these graduates was due to a massive oversupply of such graduates, which Human Resources Minister Datuk Dr Fong Chan Onn denied.

The source said the increasing number of IT staff laid off by companies carrying out downsizing or winding up their operations, had worsened the situation.

Due to increasing competition, IT business is becoming tough. New players enter the market with value added products, the computer industry changes fast and those who cannot keep up will ultimately have to bow out," said the source.

Fong did not deny that many IT graduates had registered with the Labour Department but contended they were unemployed because they did not meet the high standard

TURN TO PAGE 4, COL

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16/12/2003

Kaedah konvensional tidak lagi relevan: Mustapa

Oleh Syuhada Choo Abdullah (yang berada di Bangkok, Thailand baru-baru ini)

KAEDAH pembelajaran konvensional yang membebankan pelajar menjadi pasif, merendahkan diri dan malu bertanya serta mengharapkan lisan guru saja tidak relevan dengan perkembangan pendidikan kini dan wajar diubah.

Setulknya, mereka harus didedahkan kepada proses pendidikan yang lebih inovatif serta proaktif sejak sekolah rendah lagi bagi melahirkan generasi yang berfikir global dan berani.

Pengarah Eksekutif Majlis Tindakan Ekonomi Negara (MTEEN), Datuk Mustapa Mohamed, berkata, pelajar perlu digalakkan menyertai sesi pembelajaran secara dua hala, berbanding kaba-

lum pelbagai bidang seperti peragaan, interaksi dan komunikasi supaya mereka mampu menyampaikan idea serta pandangan berkesan," katanya kepada Berita Harian.

Mustapa berkata, pengalaman dan juga pendedahan melalui program global seperti Forum Antarabangsa Inisiatif Pemimpin Muda Hitachi Ke-6 yang berlangsung selama lima hari di Bangkok, baru-baru ini, amat berharga bagi mengasah daya kepimpinan dinamik serta berbilang-bahwa di kalangan pelajar Malaysia.

Forum bertema 'Memerika Hala Tuju Baru Bagi Asia' itu disertai 24 pelajar cemerlang serta utopia dari enam negara, iaitu Malaysia, Singapura, Thailand, Jepun, Filipina dan Indonesia.

Mustapa yang juga ahli panel forum itu berkata, kesempatan



MUSTAPA (kanan) dan Naib Menteri Pendidikan Thailand, Pyabutr Cholvjarn (dua dari kanan), selepas menghadiri Forum Antarabangsa Inisiatif Pemimpin Muda Hitachi Ke-6 bersama peserta pendidikan itu di Bangkok.

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PM: Rank universities

'Healthy competition can improve teaching quality'

CYBERJAYA: Public and private institutions of higher learning will be ranked to improve the quality of education in the country and to promote healthy competition among them, said Prime Minister Datuk Seri Abdullah Ahmad Badawi.

He said the Higher Education Ministry has been told to develop the ranking system.

"It is hoped that by ranking them, healthy competition between the institutions would be fostered, thereby motivating them to improve their quality of teaching and research," he said at the opening of the LimKokWing University College of Creative Technology's Malaysia Design Technology Centre here yesterday.

The grand and colourful event was attended by close to 1,000 guests, including a minister, deputy ministers, ambassadors and high commissioners, heads of colleges and universities, as well as CEOs of numerous companies. (See StarEducation on Sunday for details)

Abdullah said he hoped information on ranking of public higher learning institutions would be available soon. He added that private education institutions should be graded into appropriate categories - based on "transparent" criteria - to reflect the diversity of higher education institutions.

The prime minister proposed several categories for the exercise - universities and university colleges, technical colleges, technical training



THANK YOU: Abdullah receiving a standing ovation from LimKokWing University College of Creative Technology students after opening their new campus in Cyberjaya yesterday.

centres and tuition centres. "This initiative will facilitate the monitoring of the quality and integrity of such institutions and the approval of courses," he said.

He added that the grading would motivate the institutions to improve their quality of teaching and research in order to be "promoted" to a higher category.

Abdullah said the Government

encouraged the growth of private institutions of higher learning to meet the growing demand for higher education. The number of these institutions has increased ten-fold to 539 from 50 in 1986 when he was Education Minister.

He said the proliferation of such institutions had made quality tertiary education affordable.


"Currently, up to RM2bil flows out

of the country annually when Malaysian students study abroad," he added.

Earlier in the day, Abdullah met his Irish counterpart Bertie Ahern at his office in Putrajaya.

The two countries agreed to promote youth exchange, including in the field of education, and to cooperate in the development of information and communication technology (ICT).

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OBE focuses on student learning by:


- Using learning outcome statements to make explicit what the student is expected to be able to know, understand or do;
- Providing learning activities which will help the student to reach these outcomes;
- Assessing the extent to which the student meets these outcomes through the use of explicit assessment criteria.

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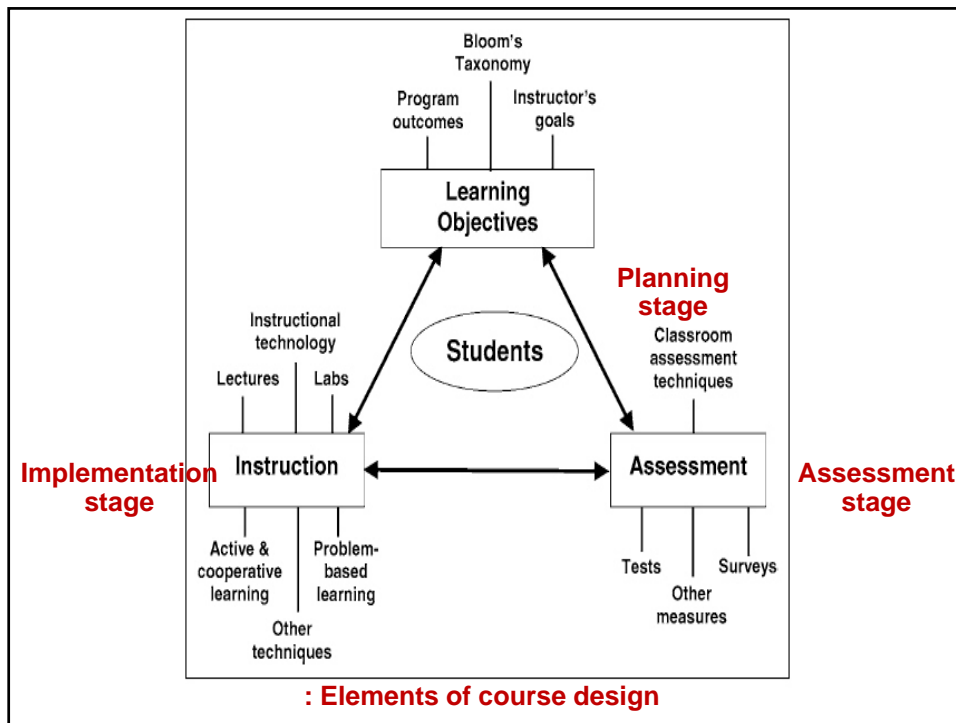
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The Concept Of Outcome-Based Education (OBE)



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So, what is the difference between OBE and traditional way of Teaching & Learning?



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- A Shift in Focus




from curricula, resources and processes towards outcomes and objectives

- A Shift in Focus

Curricula & teaching are means, not ends.


If they do not do the job they are rethought.


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What are Learning Outcomes?

**statement of what a learner
 is expected to know,
 understand and/or be able
 to do at the end of a
 period of learning**



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Programme Learning Outcome

- **Problem Solving**
- **Communication Skills**
- **Entrepreneurship**
- **Team Working**
- **Life-long Learning**
- **Leadership**
- **Ethics and Integrity**

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Some immediate Advantages

- **Always alert on quality of graduates**
- **More effective & innovative teaching**
- PBL, CL, etc
- **More industrial input**

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Outcome-Based Education at the Programme Level

- The graduate outcomes for a degree are clearly written statements about the knowledge, skills and attitudes of its graduates.
- Graduate outcomes are developed from a number of sources including professional accreditation bodies, employer groups, the university educational principles and the professional experience of staff teaching in the discipline.

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OBE IMPLEMENTATION

- **What and How of OBE implementation in your class**
 - Our [Programme Specification \(PEO LO,CO\)](#)
 - **Delivery of course contents** ([Course Outlines Y1 Y2 Y3 Y4](#))
 - **Assessment methods/tools/criteria used by lecturers**
 - LO1 to LO3 (grading system)
 - LO4 to LO10 ([rubrics](#))

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FAQs and A Questionnaire

- FAQs and questionnaires

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FKA NEEDS YOUR PARTICIPATION AND SUPPORT

GOOD LUCK



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WRAPPING UP

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