



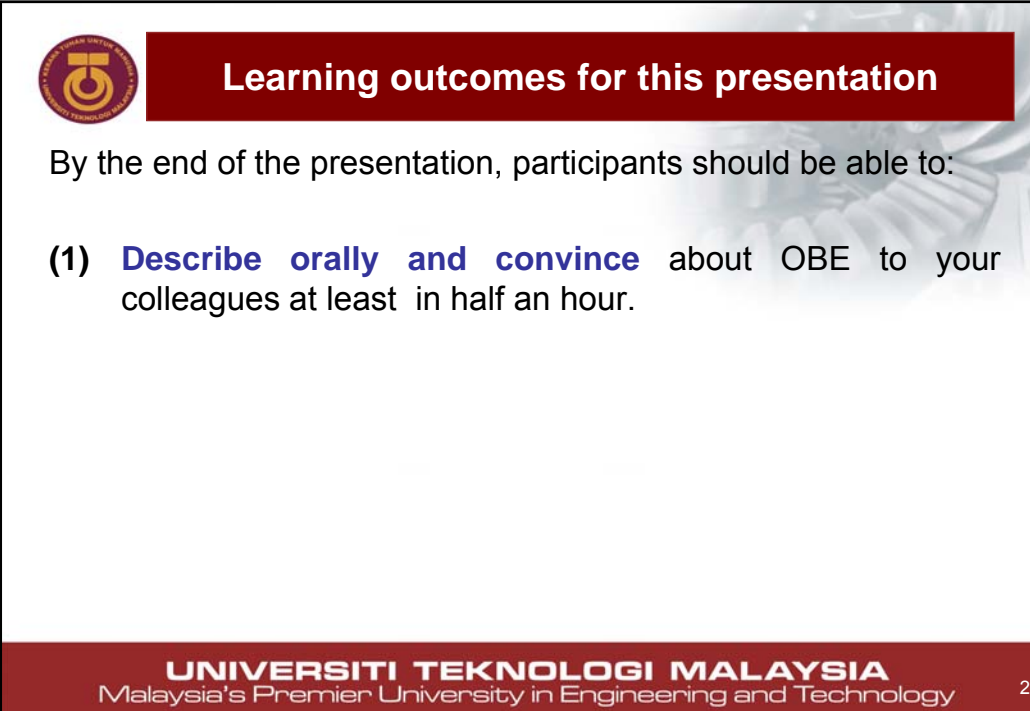
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OBE Revisit

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1




 **Learning outcomes for this presentation**

By the end of the presentation, participants should be able to:


- (1) **Describe orally and convince** about OBE to your colleagues at least in half an hour.

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2




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What is Outcome-Based Education (OBE)?

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What is Outcome-Based Education ?

“OBE, like most concepts in education,
has been interpreted in many ways”
(Killen, 2000)

Talking about OBE, there are 3 levels:

1. Philosophy / Theory / “Broad Perspective”
2. Curricula / structures / procedures
3. Classroom practice (PBL, CL, AL, etc)

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4



OUTCOME-BASED EDUCATION (OBE)

- An educational philosophy that states education ought to be aimed at producing particular educational outcomes :
 - Giving students a particular, minimum level of knowledge and abilities.
- OBE addresses the following questions:
 - What do you want the students to learn?
 - Why do you want them to learn?
 - How can you best students learn it?
 - How will you know what they have learnt?

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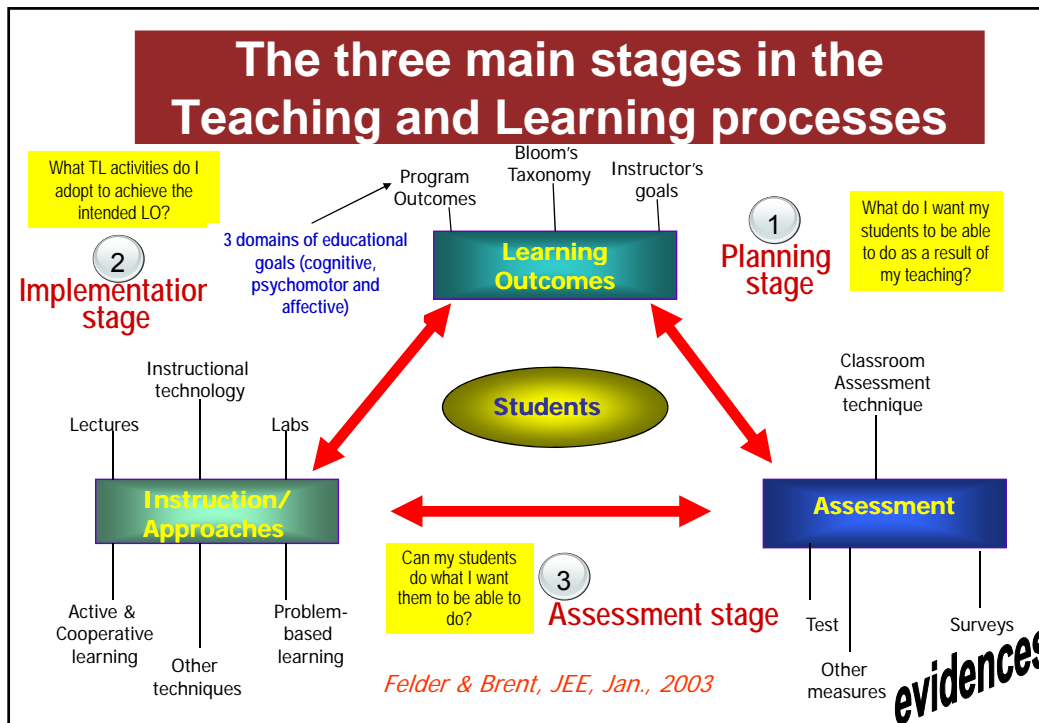
Outcomes Based Education?


Outcomes Based Education **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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6





Paradigm Shift in the Education & Training Philosophy

<ul style="list-style-type: none"> ■ From teacher-centred ■ Traditional teaching : teacher "owns" the knowledge and convey it to the students. ■ Teacher brings the content and the answers into the training room with him / her. 	<p>→</p> <p>→</p> <p>→</p>	<ul style="list-style-type: none"> to a student-centred modern teaching : students (trainee) to learn as much as possible. teacher as a coach who asks questions and provides guidelines for the acquisition of knowledge.
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What is Outcome-Based Education ?

Outcomes Based Principles (Spady, 1994; Killen, 2000)

OBE Principles	Explanation	Application to practice
Clarity of focus	Focus on what want learners be able to do successfully	<ul style="list-style-type: none"> ❖ Help learners develop competencies ❖ Enable predetermined significant outcomes ❖ Clarify short & long term learning intentions ❖ Focus assessments on significant outcomes
Design down	Begin curriculum design with a clear definition of the significant learning that learners are to achieve by the end of their formal education	<ul style="list-style-type: none"> ❖ Develop systematic education curricula ❖ Trace back from desired end results ❖ Identity "learning building blocks" ❖ Link planning, teaching & assessment decisions to significant learner outcomes
High expectations	Establish high, challenging performance standards	<ul style="list-style-type: none"> ❖ Engage deeply with issues are learning ❖ Push beyond where normally have gone
Expanded opportunities	Do not learn same thing in same way in same time	<ul style="list-style-type: none"> ❖ Provide multiple learning opportunities matching learner's needs with teaching techniques

Content Based Learning System	Outcomes Based Learning System
Passive students	Active learners
Assessment process – exam & grade driven	Continuous assessment
Rote learning	Critical thinking, reasoning, reflection & action
Content based/broken into subjects	Integration knowledge, learning relevant/ connected real life situations
Textbook/worksheet focused & teacher centred	Learner centred & educator/ facilitator use group/ teamwork
See syllabus as rigid & non negotiable	Learning programmes seen as guides that allow educators to be innovative & creative in designing programmes/ activities
Teachers/trainers responsible for learning - motivated by personality of teacher	Learners take responsibility for their learning, learners motivated by constant feedback/ affirmation of worth
Emphasis what teacher hopes to achieve	Emphasis outcomes – what learner becomes & understands
Content placed in rigid time frames	Flexible time frames - learners work at own pace
Stay in single learning institution until complete	Learners can gather credits different institutions until achieve Qualification
Previous knowledge & experience in learning field ignored – Each time attends whole course	Recognition of prior learning: after pre-assessment, learners credited outcomes demonstrated or transfer credits elsewhere

Differences between contents-based education and OBE		
PROCESS STEP	Contents-based Education	Outcomes-based Education
Needs analysis	A very few parties are consulted before trainers develop courses themselves. Trainers decide on how needs are determined and expressed.	All stakeholders are consulted prior to curriculum development: employers, employees, government, special interest groups, providers and learners. The end-product of needs analysis is reflected as unit standards.
Course design	Instructional designers develop courses around the contents. The outcomes of a course are written as objectives.	Learning programmes are designed according to the needs of the above six stakeholders. Outcomes clearly indicate what the learner must be able to do in line with national standards.

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11

Differences between contents-based education and OBE		
PROCESS STEP	Contents-based Education	Outcomes-based Education
Learning material	The learning material is called study manuals or textbooks which is contents-driven. The instructor determines the content. The content is mainly theoretical.	Learning material is called learning guides and is outcomes-driven. The contents are determined by the inputs of various role-players. The contents are practical, addressing particular skills.
Presentation	The instructor presents a pre-determined lesson. The instructor is in control of the learning event.	A facilitator presents a lesson based on the unit standard in a flexible manner. The facilitator guides learners to achieve outcomes.
Assessment	Learners do assignments and write tests and examinations in order to indicate their level of competence. Assessment criteria are non-existent or vague.	A variety of assessment techniques are used, for example simulations, portfolios, self assessment, workplace assessment. Assessment criteria are clearly defined and indicated as part of the unit standard.


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12

Learning System Characteristics	Content Based (Traditional/Transactional)	Outcomes Based (Transformational)
Framework	<ul style="list-style-type: none"> ❖ Predefined curriculum, assessment & credentialing in place ❖ Structures "ends", no defined learners' outcomes 	<ul style="list-style-type: none"> ❖ Curriculum, instructional strategies, assessment & performed standards ❖ Structures support outcomes, flexible & a means to define "learning ends"
Time	<ul style="list-style-type: none"> ❖ Inflexible constraint for educator & learner schedule controls learning & success 	<ul style="list-style-type: none"> ❖ Used alterable source – match needs of educator & learners
Performance standards	<ul style="list-style-type: none"> ❖ Comparative & competitive approach ❖ Linked to predetermined "curve" or quota of possible successes 	<ul style="list-style-type: none"> ❖ Learners potentially able receive credit for achieving performance standards ❖ No quotas & standards pursued
Learning assessments	<ul style="list-style-type: none"> ❖ Continuous testing & permanent grading ❖ Mistakes on permanent record: best grades & records fast & consistent performers; slower learners never catch up ❖ Never assess/ document what learners can ultimately do successfully 	<ul style="list-style-type: none"> ❖ Macro view learning & achievement ❖ Mistakes inevitable steps in development, internalizing & demonstrating high level of performance capabilities ❖ Ultimate achievement what able to do

13

Learning Systems: Content Based versus Outcomes Based
(Source: Spady, 1994)



Ruth Stiehl, "Teaching Toward Significant Outcomes," Oregon State U, www.c2t2.ca/

	Content Framework (Traditional)	Competency Framework (60's model)	Outcome Framework (21 st century)
Intent	"Cover Topics"	Check-off discrete tasks	Demonstrate significant "whole" task
Instructor	Expert: Disseminator of information	Give instruction and check-off tasks	Coordinate collaborative investigation
Student Role	Receiver: Stores and returns information	Practices and demonstrates small, isolated tasks	Active collaborator and investigator; synthesizer
Content	Topics	Performance Objective	Concepts and process skills
Materials	Cover textbooks	Use Multimedia	Access multiple sources
Evaluation	Competitive: quiz and test	Meet minimum standard	Assessment against quality standards; continuous, self, peer and instructor assessment

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“destination”
or
“end of journey”


OBE :
***Focusing on the outcomes of
programme implementation***

***“Always begin
with the end in mind”***

– *Steven Covey’s 7 Habits of Highly Successful People*

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15



OBE means:

Defined by
Focussed on
Organised around
Directed by

LEARNING OUTCOMES

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Under OBE, curriculum design includes these steps:

- Determine future conditions
- Derive exit outcomes
- Develop performance indicators
- Determine instructional strategies
- Deliver instruction
- Document results
- Determine advancement

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17



Some immediate Advantages:-

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

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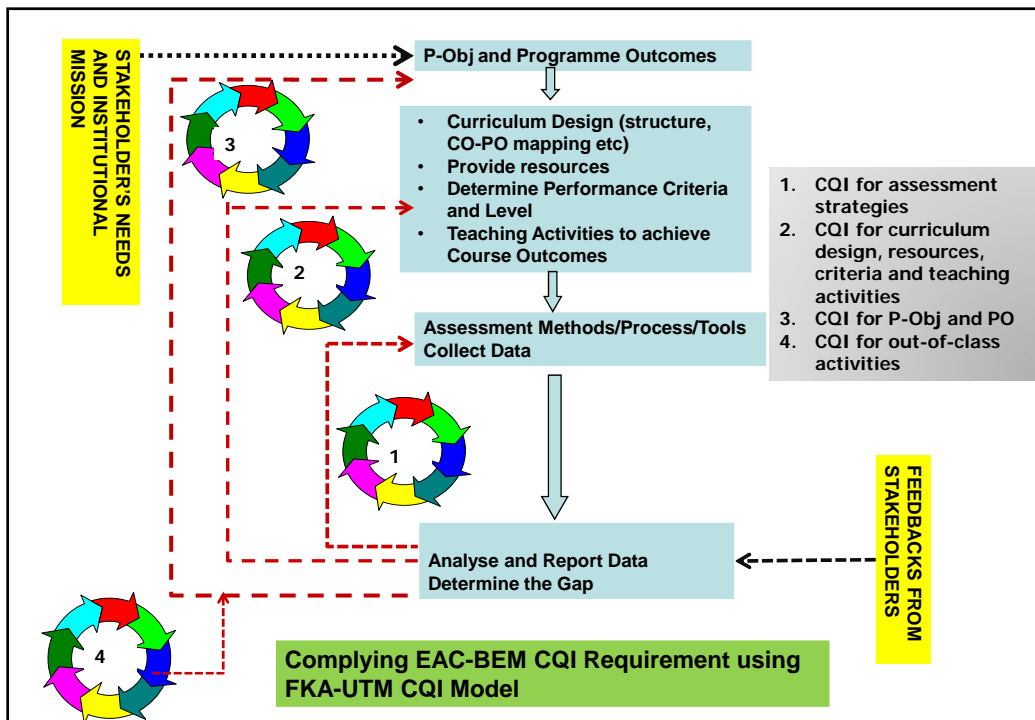
The heart of OBE is a

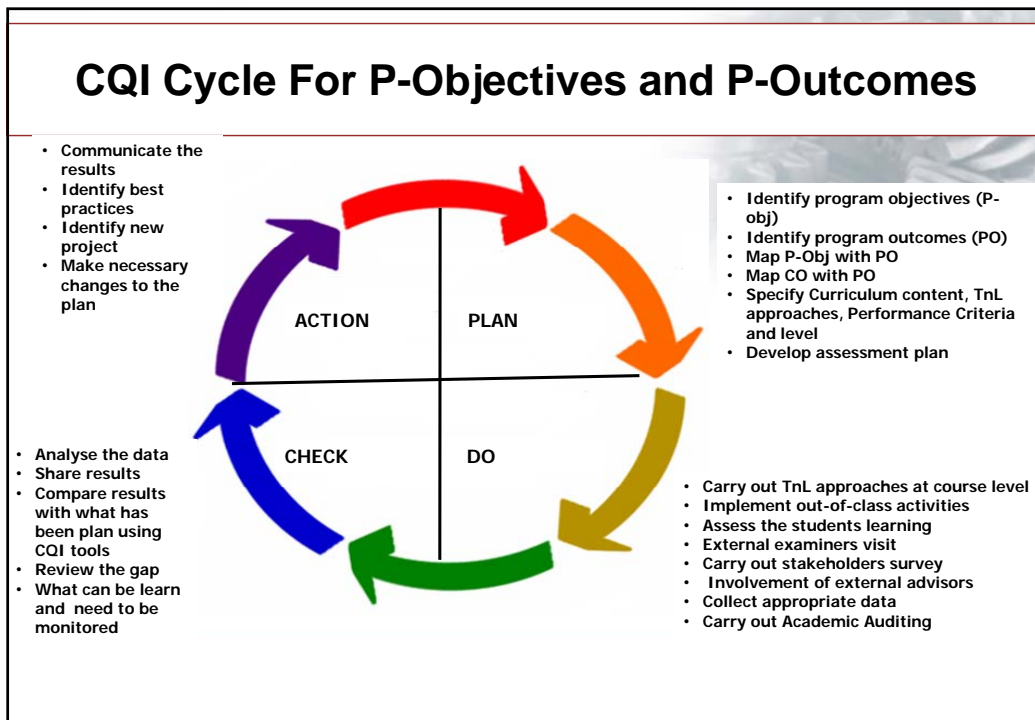
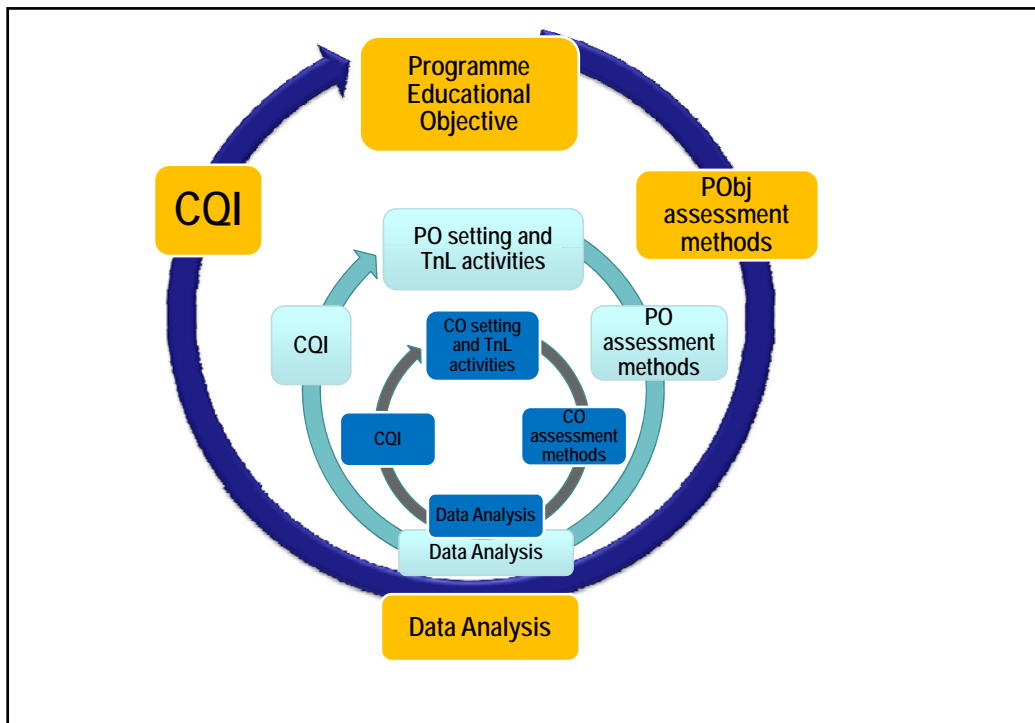
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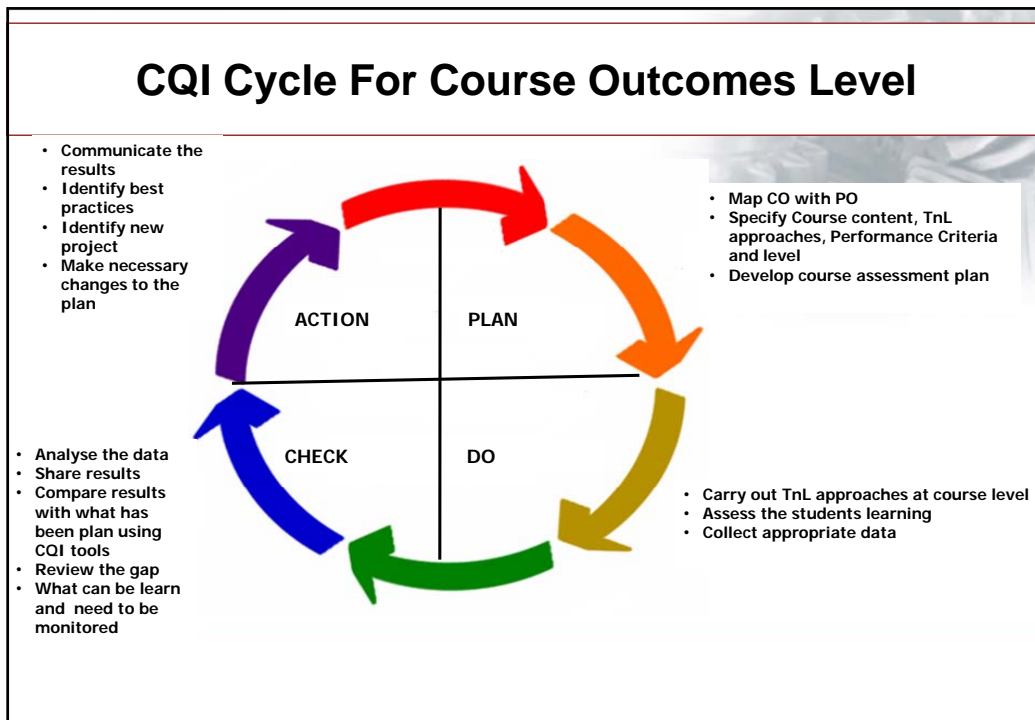
CONTINUOUS IMPROVEMENT PROGRAM!

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19







IMPLICATION OF CHANGES TO OBE

- Need to understand what is OBE.
- Need to specify programme educational objectives.
- Need to specify learning outcomes.
- Need to revise curriculum.
- Need to change teaching, assessment, and evaluation method.
- Need to start documenting evidences on OBE.
- Need to send staff for training on OBE.
- Need to resist disagreement from faculty members.
- Etc.

