

# SBM OBE Briefing



**HKUST**  
**2 Mar 2007**

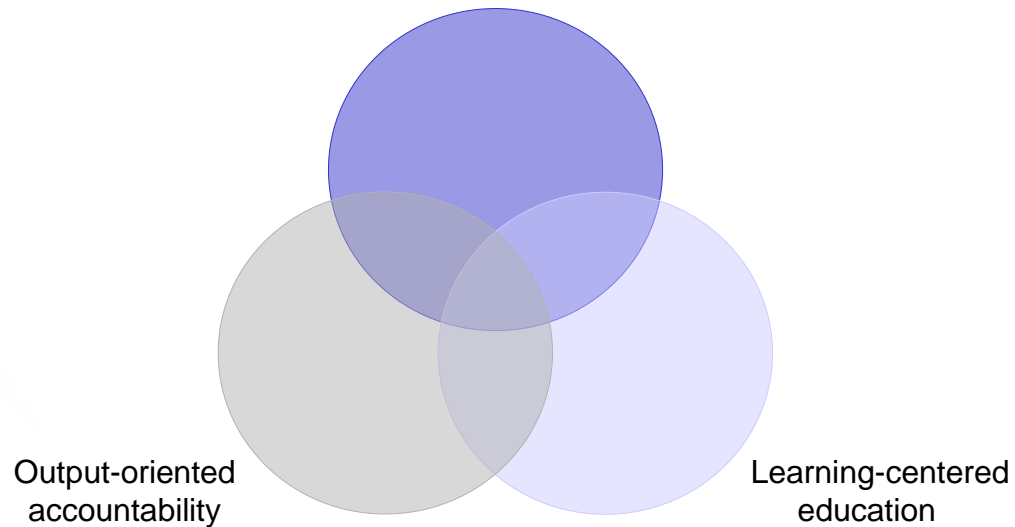


# Agenda

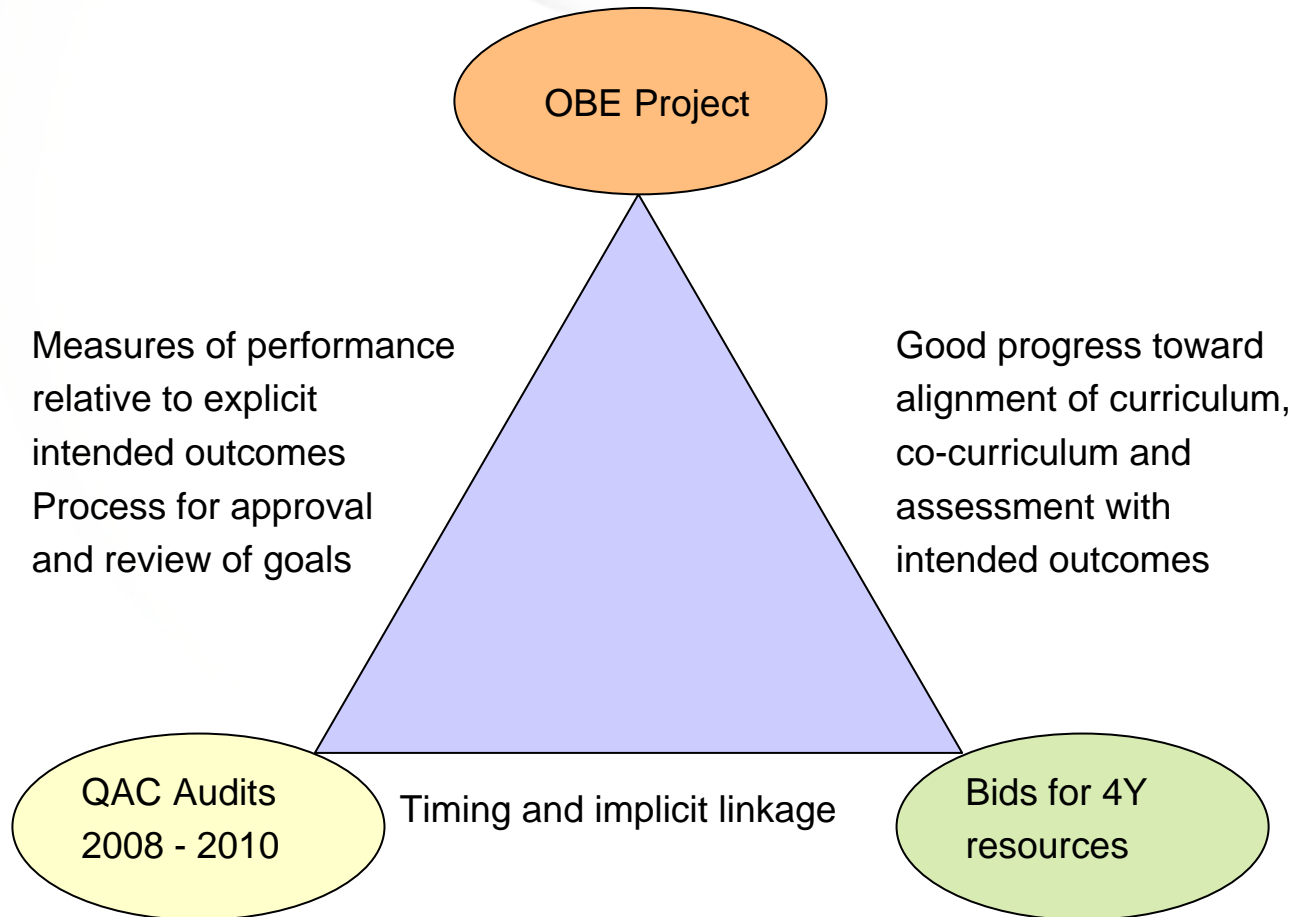
1. OBE in context
2. OBE as a curriculum design process
3. OBE at HKUST
4. Next steps

# Why is OBE on the Agenda? I

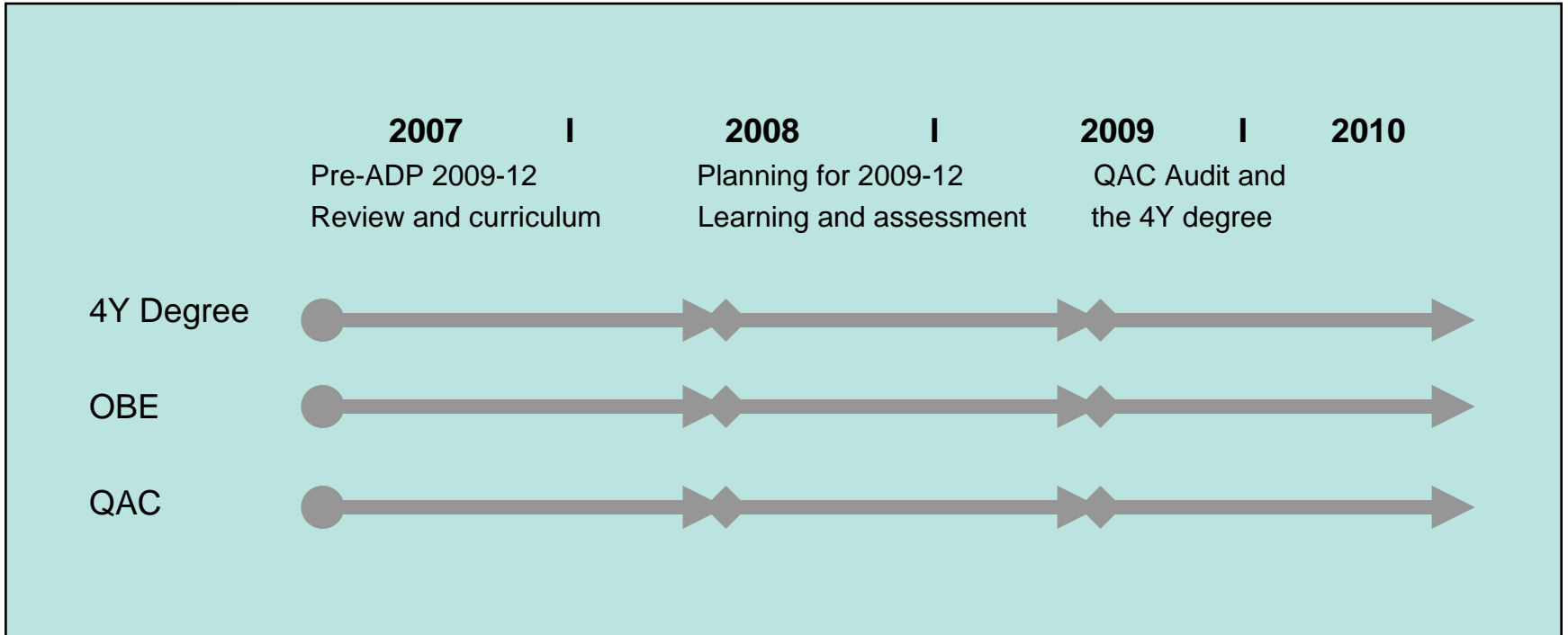
Stakeholder calls for  
broader graduate attributes



# Why is OBE on the Agenda? II



# Project Timelines



# OBE as Curriculum Design Process



Two key elements:

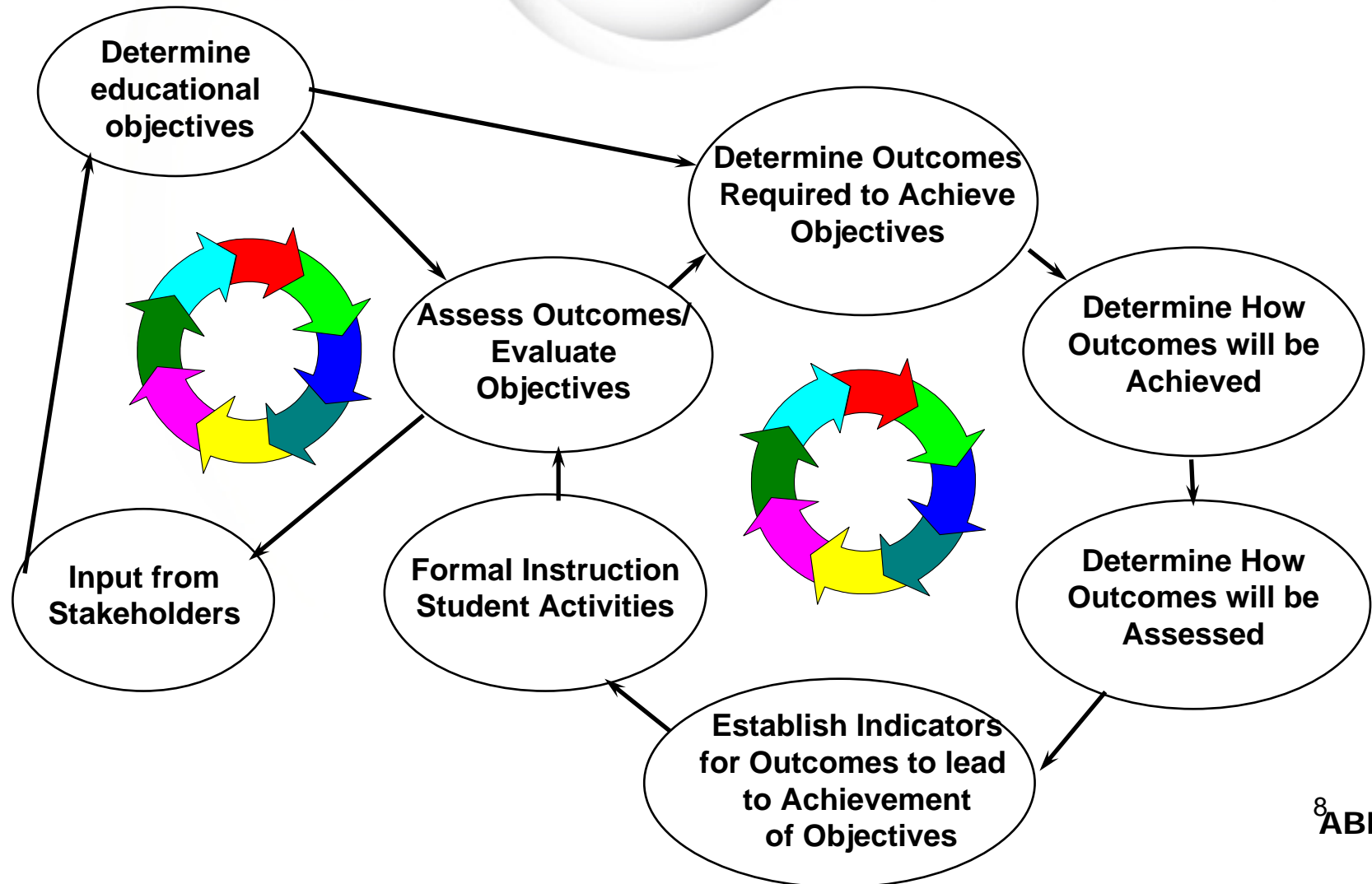
1. Change in perspective
2. Change in process

# Perspective Change

## Traditional Mode vs. OBE

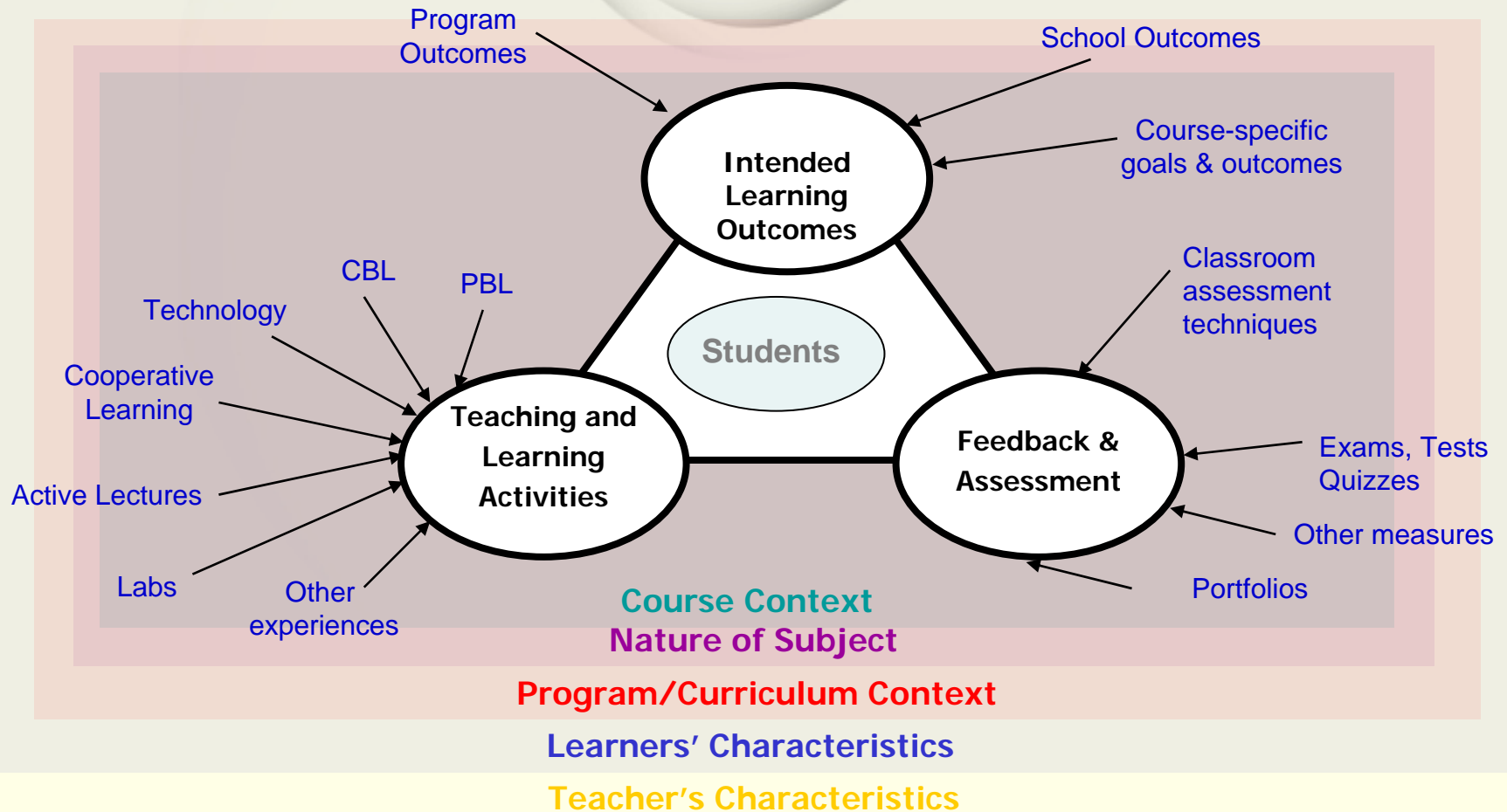
	Intended Learning Outcomes	Teaching and Learning Activities	Assessment
Traditional Mode	Content-based	Content delivery	<ul style="list-style-type: none"><li>• Exams</li><li>• Assignments</li></ul>
OBE	Ability-based	Ability building	<ul style="list-style-type: none"><li>• Other methods</li><li>• Formative Feedback</li><li>• Assessment criteria</li></ul>

# Curriculum Design Change A Two-Loop Process





# OBE in Curriculum Design



# What are learning outcomes?



- A learning outcome is what a person can do as a result of a learning experience.
- To perform a specific task at a given level of competence under certain conditions.
- In AACSB language, these are called Learning Goals (Jan, 2007)

# Intended Learning Outcomes



## Why “Intended”?

### Broad types

- Disciplinary Knowledge & Skills (AACSB)
- Generic Skills (AACSB)
- Attitudes & Values



# Working Example

## Knowledge and Cognitive learning outcomes

### Objective

- Knowledge of negotiating skills and techniques

### Outcome

- ?

# Example from AACSB



“Each student can ***recognize*** and ***analyze*** ethical problems and ***choose*** and ***defend*** resolutions for practical situations that occur in accounting, human resource management, and marketing.”

# Example from AICPA

Category: Broad Business Perspective

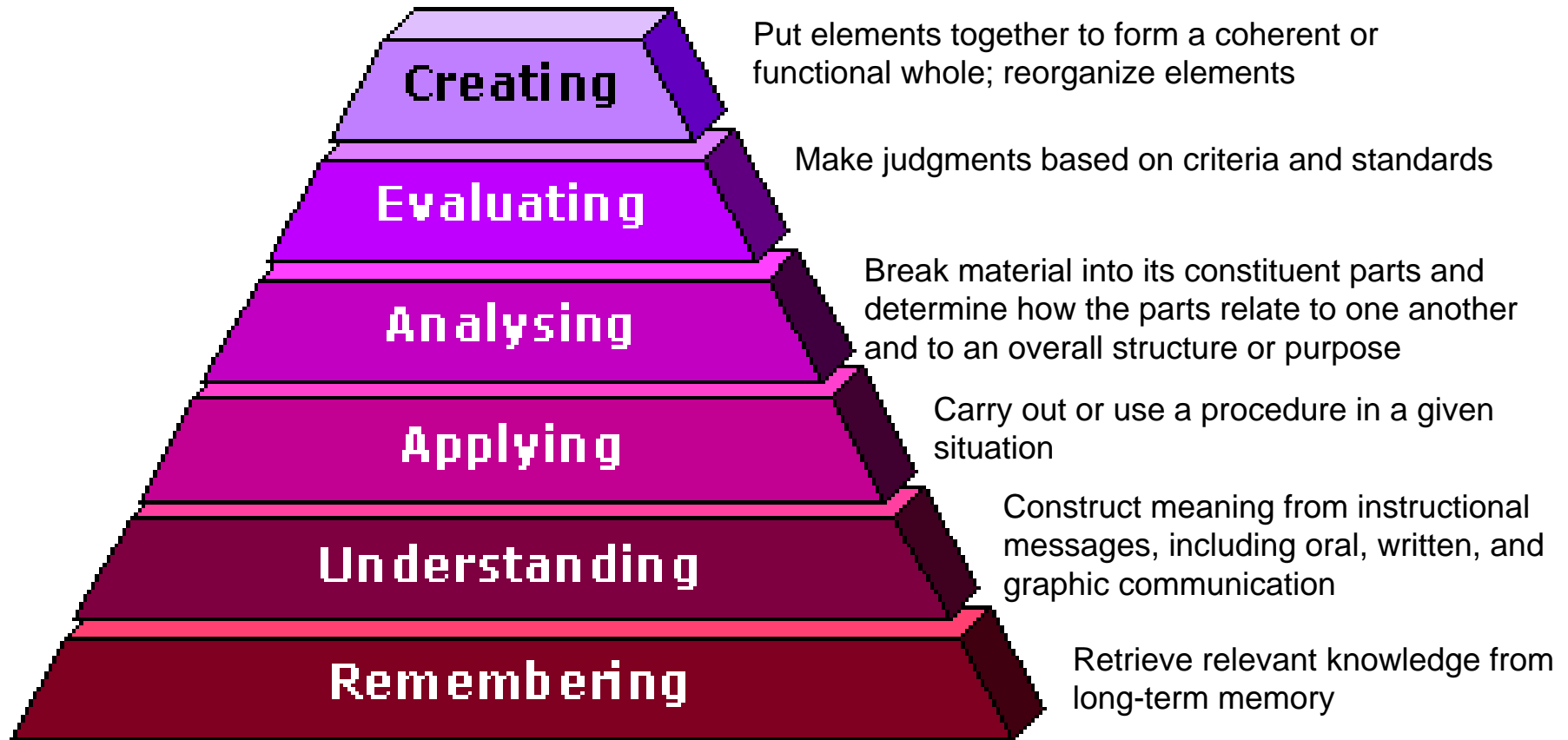
Competency: International/Global Perspective

Description: Individuals entering the accounting profession should be able to **identify** and **communicate** the variety of threats and opportunities of doing business in a borderless world. The accounting professional of the future must provide services to support and facilitate commerce in the global marketplace.

Level	Description
Level 1	Identifies global issues relevant to a business decision
Level 1	Describes uncertainties about the cultural and financial impacts of moving into new markets, and expanding existing markets
Level 2	Analyzes global customer and supplier demographics
Level 2	Identifies and analyzes the social costs and benefits of relevant decisions, including human and financial resource management, in the global marketplace/ environment
Level 2	Analyzes the cultural and financial impacts of moving into new markets, and expanding existing markets
Level 3	Modifies communications as appropriate for global settings
Level 3	Objectively considers and prioritizes global issues in reaching business decisions
Level 4	Develops, implements, and monitors global business strategies

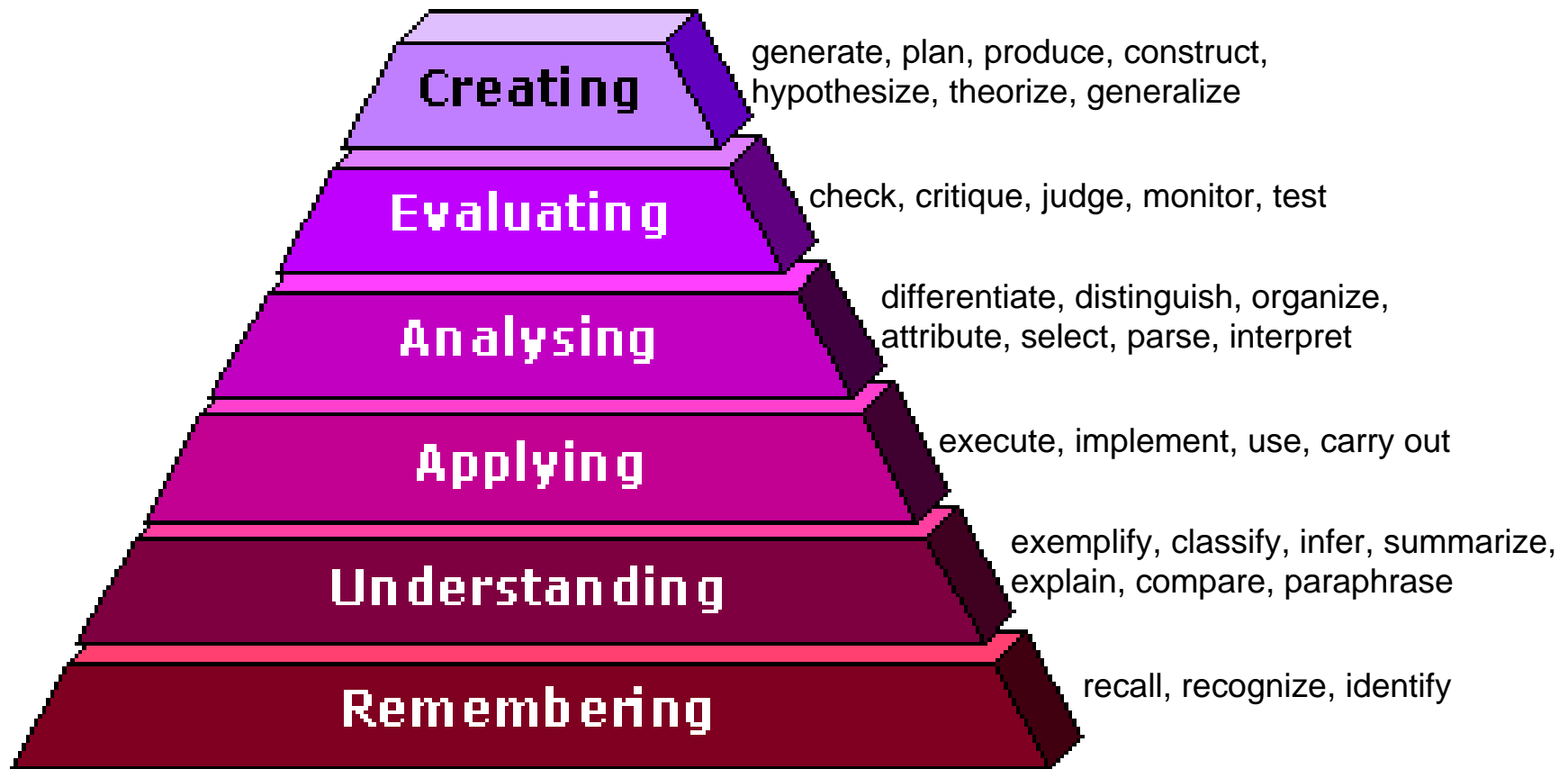
# Knowledge & Cognitive Outcomes

## The Cognitive Process Dimension\*



# Knowledge & Cognitive Outcomes

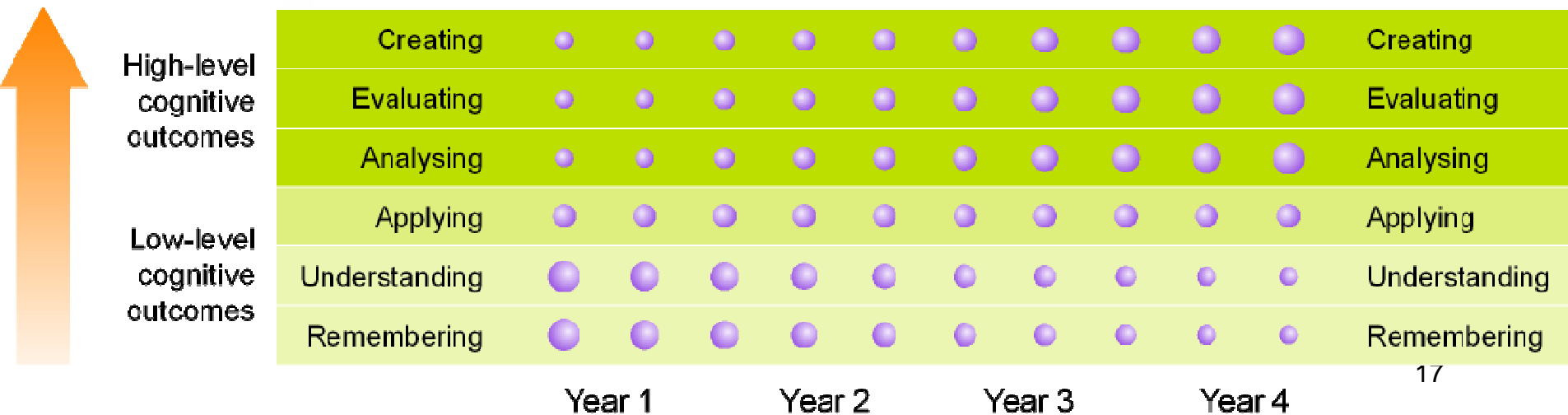
## The Cognitive Process Dimension\*





# Developmental Progression

Embedding progressive achievement of intended learning outcomes over four years





# Working Example

## Knowledge and Cognitive learning outcomes

### Objective

- Knowledge of negotiating skills and techniques

### Outcome

- To apply ....
- To choose ....

# Guidelines for Producing Effective ILO Statements



Outcomes are about performance, and this implies:

- There must be a performer – the student, not the teacher
- There must be something performable (thus demonstrable or assessable) to perform
- The focus is on the performance, not the activity or task to be performed

You could start with this stem:

On successful completion of the programme, a [*name of program*] graduate will ...

# Reviewing your Program Level Outcomes



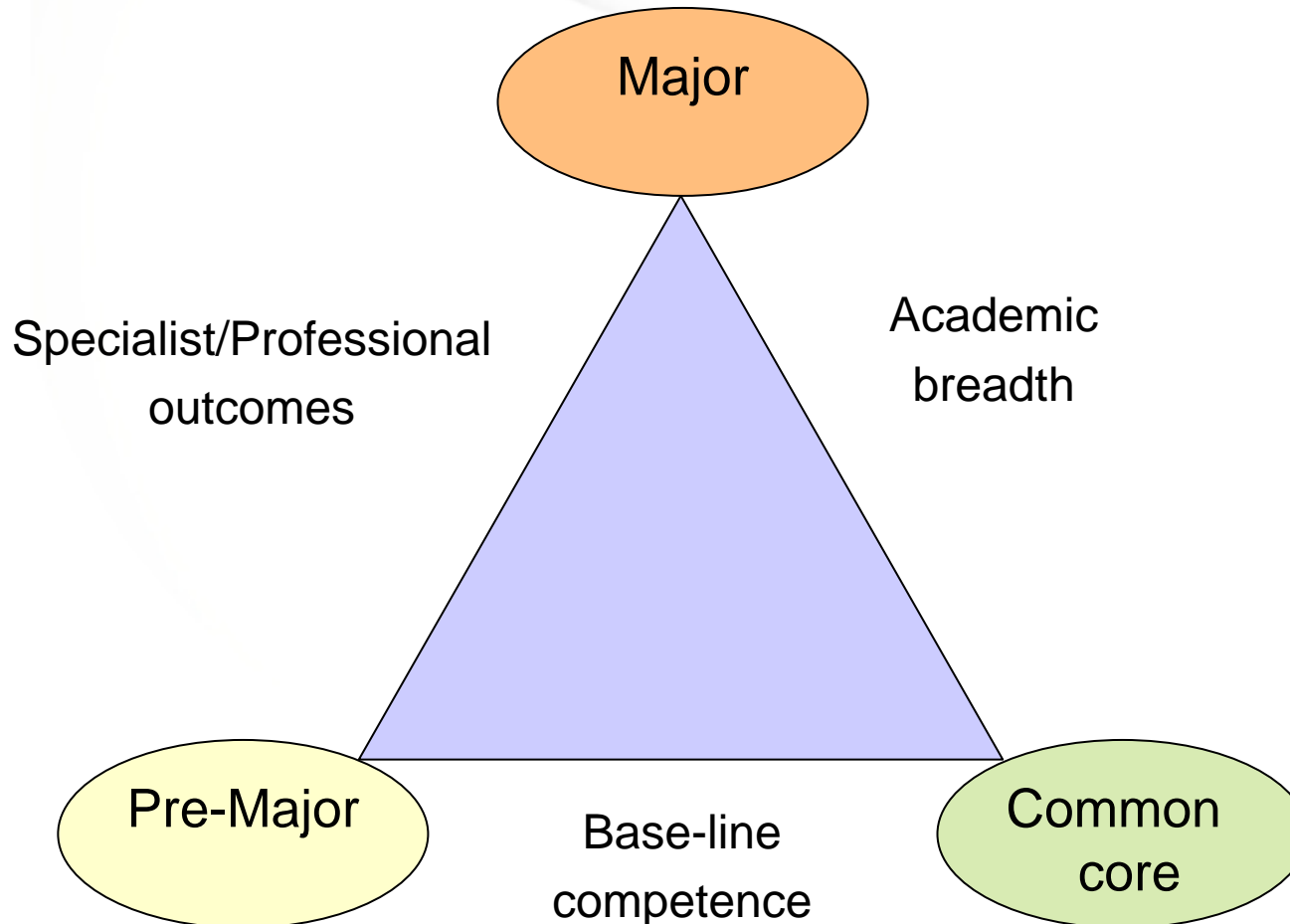
- **Number of outcomes**
  - Keep the number manageable; 10-20 outcomes are probably the acceptable range. Address intermediate outcomes at a year or course level
- **Check for overlap**
  - Easily differentiable from each other. This is particularly important if you are going to map your curriculum
- **Check for clarity**
  - Communicate clearly to students about what they need to achieve in the programme (i.e. it would give them a clear direction for their study)
- **Check for representativeness**
  - Informs reader of attributes found in a graduate from the programme
- **Check for alignment**
  - Alignment of outcomes at different levels: School, Program, Course. Alignment between ILOs, assessments and teaching and learning activities. Alignment the Universities graduate attributes (ABC LIVE) to produce all-round students with academic and professional competence.

# Program Level Outcomes Points to remember

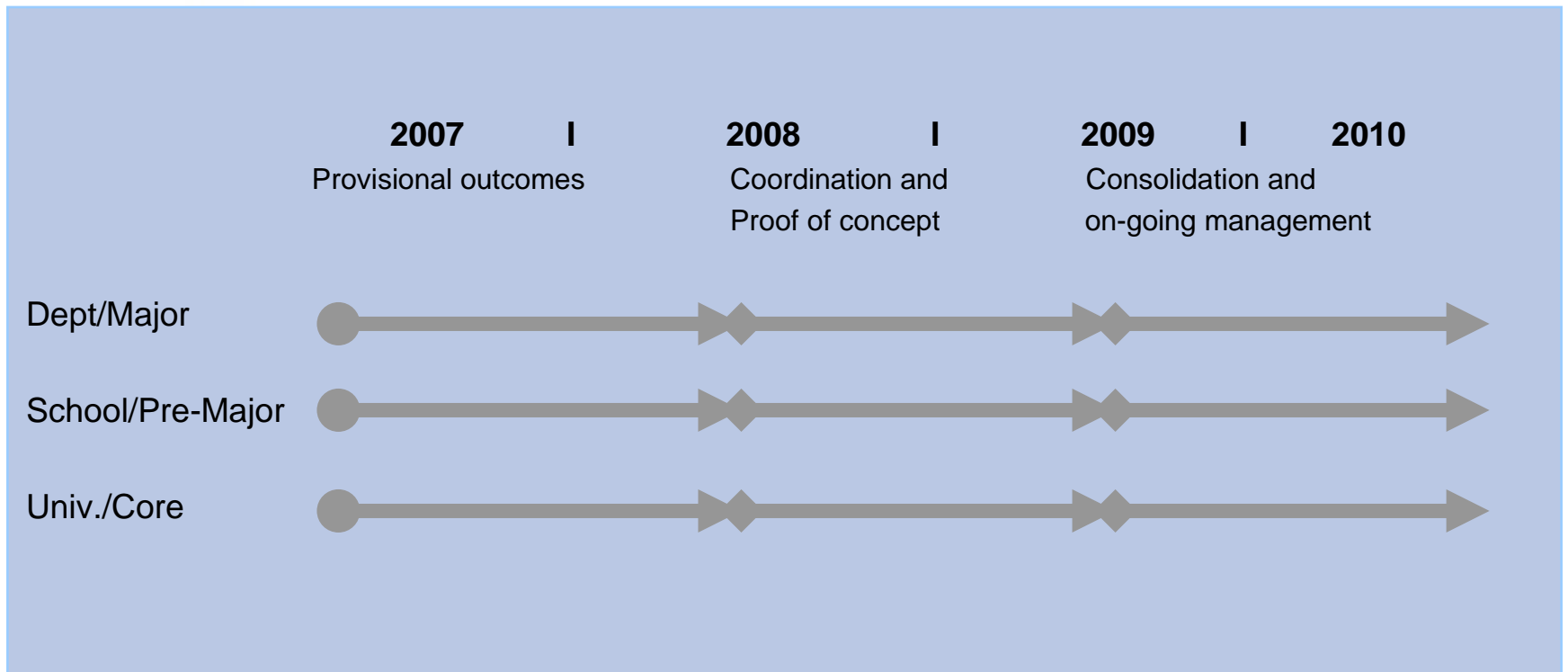


- Stay big picture, don't jump into details
- Consider what will be accomplished in the academic curriculum and in the co-curriculum
- Write ILOs to the threshold level for successful graduation

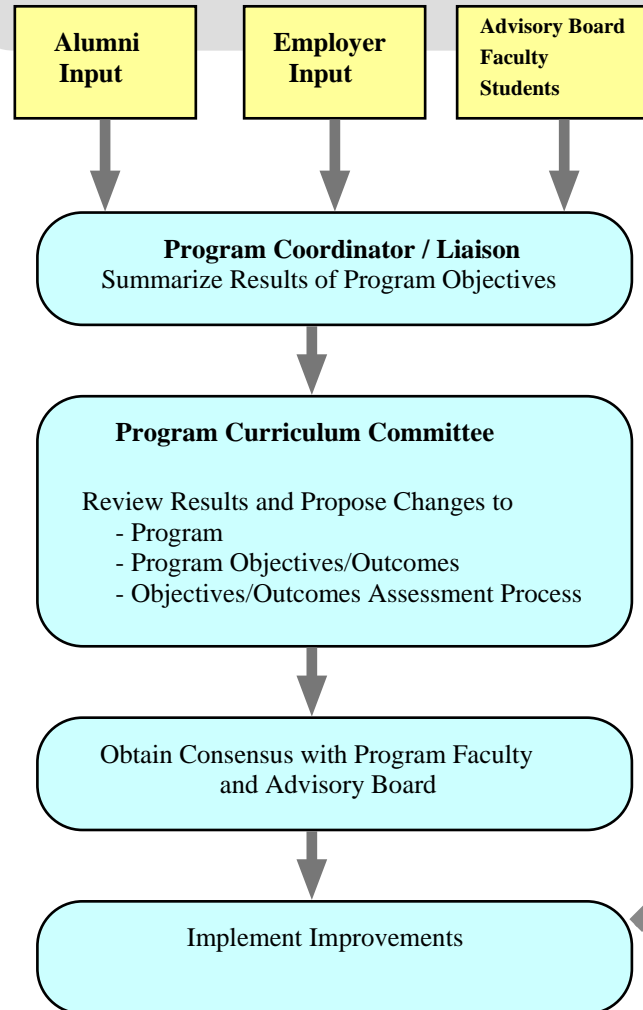
# Role of Departments



# Project Co-ordination



# Program Development & Review (ABET)







# Next Steps

- Departments to appoint Program Coordinator / Liaison and Curriculum team members
- Departments draft brief statements of program intended learning outcomes (e.g. what would you tell a new student they would leave with from your program) – **mid-Apr '07**
- Share at the School level good practices, issues and challenges – **end-May / beg-Jun '07**
- Produce provisional intended learning outcomes to guide the development of curriculum and assessment – **end-Jun '07**



# Resources

- **People**

- School Representatives
- OBE Project Team
- Consultancy (?)

- **Materials**

- OBE Launch Pack
- 4-Year Degree website <http://4ydegree.ust.hk>
  - Disciplinary examples & links  
[http://4ydegree.ust.hk/content/files/EPLO\\_index.pdf](http://4ydegree.ust.hk/content/files/EPLO_index.pdf)
  - UGC Correspondence