

RECENT TRENDS IN HIGHER EDUCATION: IMPACT ON LEARNING AND TEACHING

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EDUCATIONAL INITIATIVES AND GLOBAL PHENOMENA

- Outcome-based approach (OBA)
- Technology-based learning
- Capability-building

OBA COURSE DESIGN

BACKGROUND

- Central to the outcomes-based approach are the performance indicators of **efficiency** and **effectiveness** as the means of attaining the specified ends in a system of "outcomes-driven education"

Bagnall, R. (1994). "Performance indicators and outcomes as measures of educational quality: a cautionary critique", *International Journal of Lifelong Education*, Vol. 13 No. 1, pp. 19-32.

- The central concepts of outcomes-based approaches in higher education provide the impetus for **curriculum improvement** at the levels of the **individual student, program and institution**.

Maureen Tam, (2014) "Outcomes-based approach to quality assessment and curriculum improvement in higher education", *Quality Assurance in Education*, Vol. 22 Issue: 2, pp.158-168

UNDERSTANDING OBA: A PARADIGM SHIFT

The basic tenets are shifting focus of educational activity from:

- teaching to learning;
- skills to thinking;
- content to process; and
- teacher instruction to student demonstration.

Tavner, A. (2005), 'Outcomes-based education in a university setting', *AUSTRALASIAN JOURNAL OF ENGINEERING EDUCATION*, 2, pp. 1-14.

INTEGRATED FRAMEWORK IN CURRICULUM DESIGN

The knowledge dimension	The cognitive process dimension					
	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual knowledge						
Conceptual knowledge						
Procedural knowledge						
Meta-cognitive knowledge						

Bloom, B. S. (1956). *Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain*. New York: David McKay Co Inc.
Bloom, B. S. (1968). *Learning for Mastery*. ERIC Document Reproduction Service No. ED 053 419.

CHARACTERISTICS OF OBA IN COURSE DESIGN

- a. Well-defined learning outcomes
 - b. Learner-centred teaching
 - c. Criterion-referencing in assessment
- It is important that there is **agreement** between the learning outcomes, the teaching and learning activities, and the assessment to make sure that the three elements should all be aligned (Biggs, 1999, 2003; Biggs and Tang, 2007, 2011)

LEARNING OUTCOMES IN OBA

- Outcomes are **clear, observable** demonstrations of student learning that occur after a significant set of learning experiences.....Typically, these **demonstrations, or performances**, reflect three things:
 - i. what the student **knows**;
 - ii. what the student can **actually do** with what he or she knows;
 - iii. the student's **confidence and motivation** in carrying out the demonstration.
- A well-defined outcome will have clearly defined content or concepts and be demonstrated through a well-defined process beginning with a directive or request such as 'explain', 'organize', or 'produce'.

Spady, W. D. & Marshall, K. G. (1991). Beyond traditional outcomes-based education. Educational Leadership, 49(2), 67-72.

LEARNING OBJECTIVES VS LEARNING OUTCOMES

- *The course will develop students' techniques of breast stroke and free style.*
- *Students will learn to swim with breast stroke and free style.*
- *Students will be able to swim with breast stroke and free style.*

CRITERION-REFERENCING

- Grade descriptors and grading rubrics
- Example on:
 - a. [Essay](#)
 - b. [Oral presentation](#)

AN EXAMPLE OF OBA COURSE OUTLINE

ELT Curriculum Theory and Design

ONLINE LEARNING COMMUNITY

THEORIES UNDERPINNING TECHNOLOGY-BASED LEARNING

- Behaviourist school of learning
- Cognitive school of learning
- Constructivist school of learning
- Connectivist theory

Ally, M. (2004). Foundations of educational theory for online learning. *Theory and practice of online learning*, 2, 15-44.

AN ONLINE LEARNING COMMUNITY

- B.A. (English Studies) and B.Ed (English Language Education) co-terminal double degree programme

Programme objectives:

- To nurture **professional** English teachers with conceptual and theoretical knowledge in subject matter, curricular and pedagogy
- To develop **reflective** English teachers with a comprehensive view and insight on educational issues in the local and global contexts
- To produce **effective** English teachers with solid and strong application skills for communication, teaching and research

PLATFORM FOR TEACHER EDUCATION

PLaTE

CHARACTERISTICS OF PLaTE

- Focus on Input
- Focus on Process
- Focus on Output
- Lifelong membership
- Learner-oriented
- Community of Practice
- Ownership of the learning environment
- Belonging in the community
- Conducive group dynamics
- <http://plate.fed.cuhk.edu.hk>

EXPERIENTIAL LEARNING

AIMS

- Other than **academic knowledge, skills** and **attitude** are also important in education (Fallows and Steven, 2000; Stasz, 2001).
- Apart from the learning outcomes that naturally come with the subject content, school curricula would also engage some **generic outcomes** (Barrie, 2006)
- Stasz (2001) and Canning (2013) adopted **generic skills** as a set of skills that are **transferable** across different work contexts.

GENERIC SKILLS			
Stasz (2011)	Stasz (1992)	graduate attribute involved	
generic skills	basic/ enabling skills	academic skills/ cognitive skills	
		disciplinary knowledge	
		Communication	
		numeric skills	
		IT skills	
	complex reasoning skills	Reading	
		critical thinking	
		life-long learning	
		Problem solving	
		Innovations/ creativity	
technical skills	work related skills and attitude	applying academic knowledge at workplace	
work related attitude/ soft skills		collaboration	
		ethics	
		Critical self-reflection	
		responsibility	
professionalism			

LEARNING BEYOND THE CURRICULUM

- Holistic development of graduate's generic capabilities
- To improve students' competencies and global outlook

a. Netter ([video](#))

- Attributes: communication skills, I.T skills, interpersonal and interactional skills, collaboration, cooperation, leadership, teamwork

b. Outbound Teaching Practice ([video](#))

- Attributes: organisational skills, communication skills, cross-cultural communication, collaboration, leadership, problem-solving, adaptability, critical thinking

Challenges and Opportunities

HIGHER EDUCATION
Educational Initiatives and Global Phenomena

Transformation

- Teaching and learning practices
- Assessment as a tool for learning and as learning
- Mapping learning outcomes with programme outcomes for a coherent curriculum

Sustainability

- Funding
- Technical support
- Participation and interaction
- Succession

A technology does not make eLearning but rather teachers and learners use technology to create the social space in which learning occurs.

(Haythornthwaite & Andrews, 2011)

Innovative

- ability to think out of the box, with critical thinking from multiple angles, with high ethical standard, and be innovative and creative. e.g., applying book knowledge to solving real problems, active learning, learning by doing, lifelong learning, interacting with classmates with different expertise.
- ability and readiness to embark on creative and new ventures of social value, in line with global and ethical values. e.g., defining goals, planning actions, organizing resources, communicating with stakeholders

CHANGE
in
curriculum design,
classroom practices,
instructional materials,
assessment
for
efficient and effective
education.

HIGHER
EDUCATION
Educational
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END

Thank you!