

Outcomes Based Education (OBE)

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Some slides come from

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Learning outcomes: Understand OBEs and concepts

"Outcome-based Educations (OBEs) mean focusing and organizing a school's entire programs and instructional efforts around the clearly *defined outcomes we want all students to demonstrate* when they leave school." (Spady, 1993)

"Outcome-based Education is NOT a program, a package, a technique, a fad, a quick-fix, a panacea, a miracle or an event. It is transformational way of doing business in education." (Spady, 1993)

Outcomes Based Education (OBEs)

It is a learning “**philosophy, process**” that focuses on what is to be learned - the outcomes. It is commonly referred to as designing back because curriculum planning starts with the identification and determination of learning outcomes (LOs).

LOs are simply what students are capable to do upon completion of course/program.

Curriculum planning follows a certain sequence and the important point is “**alignment**”.

Outcomes Based Education (OBEs) *(cont.)*

Why do we move to OBEs?

- The key important is **“Student centered approach”**
- The model focuses on what the students are expected to do or to perform at the end of the program.
- The policy, institute or professional purposes: Comparable to global practice, then accreditation required.
- Be the tools to ensure the organization development (QA system)

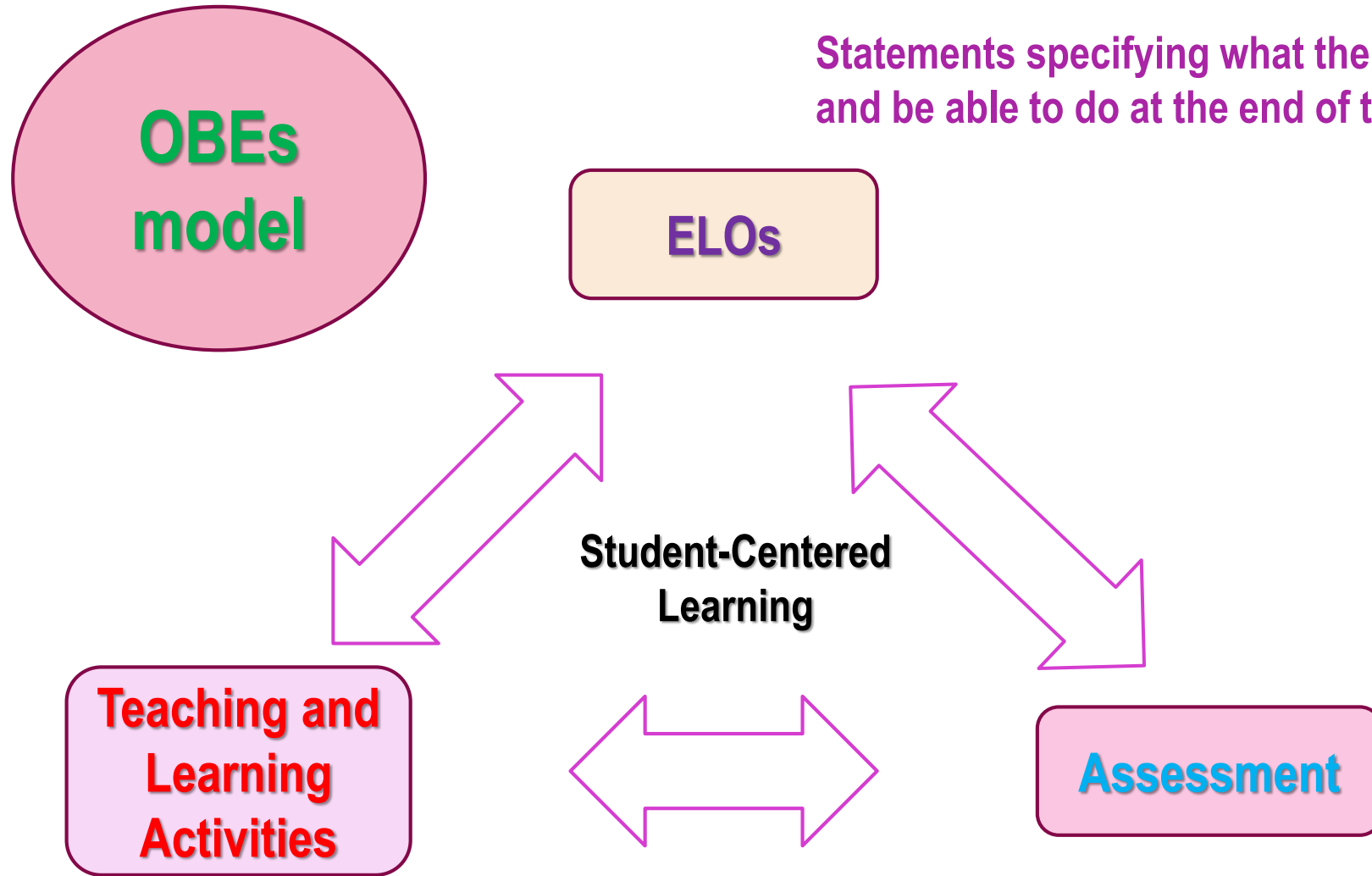
Key questions for OBEs

- **What do our students know?**
- **What do you want your students to have, to achieve, or able to do?**
- **what the student can actually do with what he or she knows**
- **How can we best help our students to achieve it?**
- **How can we know what the students have achieved it?**
- **How can we do thing better?**

Key questions for OBEs

- **Who are our key stakeholders?**
- **What products or services do we have/offer?**
- **Do our key stakeholders understand our objectives?**
- **What services/products, facilities and policies must be present?**
- **How do we monitor and measure our results?**
- **How do we perform the systematic approach on these results?**
- **Do we achieve our objectives? Do we still have continuing improvement?**
- **How do the key stakeholders satisfy on our services/products?**

Statements specifying what the learners will know and be able to do at the end of the program.



An on-going process aims improving students' learning by measuring the learning outcomes they have achieved. Feedback will be given so that students know what they need to do in order to get better grades.

The teaching and learning methods which the teachers use to achieve each of the Learning Outcomes. Students will know exactly why they are being asked to engage in certain teaching and learning activities in their courses.

Key concepts and principle of OBEs

- **Focus on results of learning (ELOs) both program and course levels.**
- **Backwards curriculum design: design down (from the performances expected of graduates) and deliver up.**
- **Create learning opportunities: to help different learners achieve learning outcomes**
- **Constructive alignment: assessment / learning activities / learning outcomes**

(Suskie, 2004)

Expected Learning Outcomes (ELOs)

"An expected learning outcome (ELO)" is a **formal statement of what students are expected to learn in a course/program.**

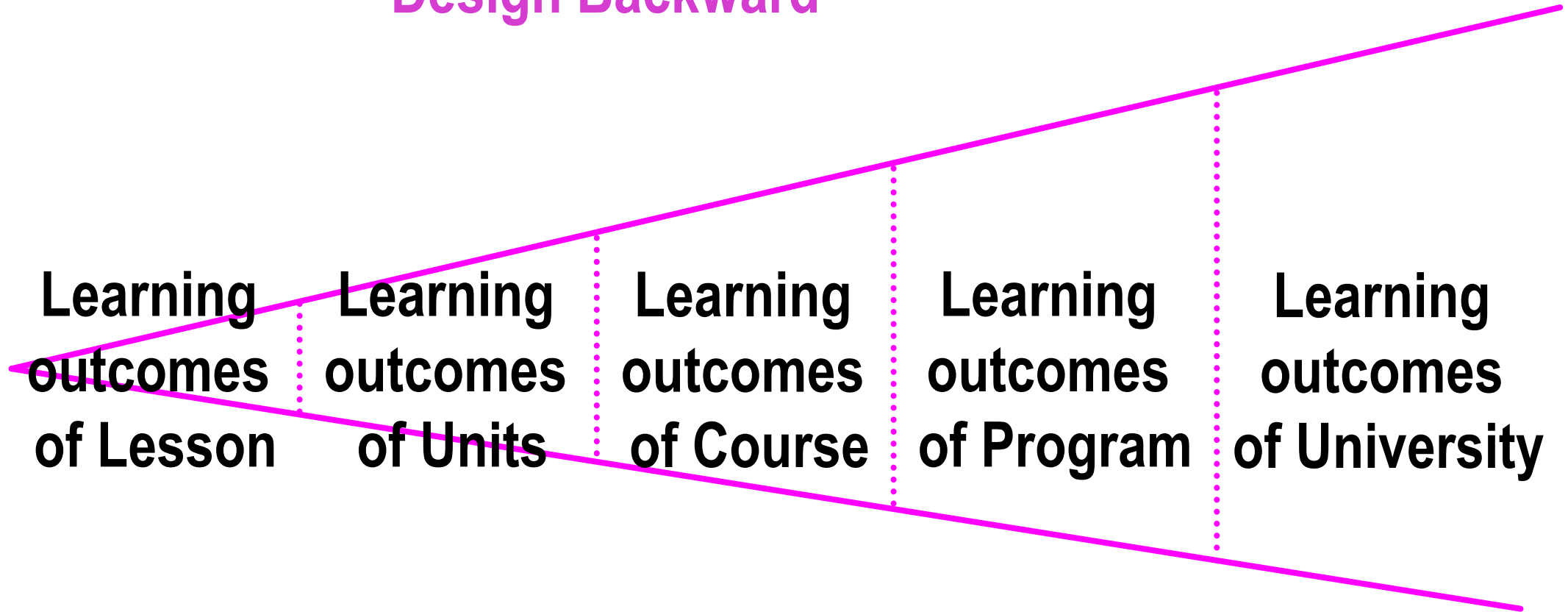
Expected learning outcome statements refer to **specific knowledge, practical skills, areas of professional development, attitudes, higher-order thinking skills** etc. that faculty members expect students to learn, develop, or master during a course.

SMART: Specific, Measurable, Achievable, Realistic, Time-bound

(Suskie, 2004)



Design Backward

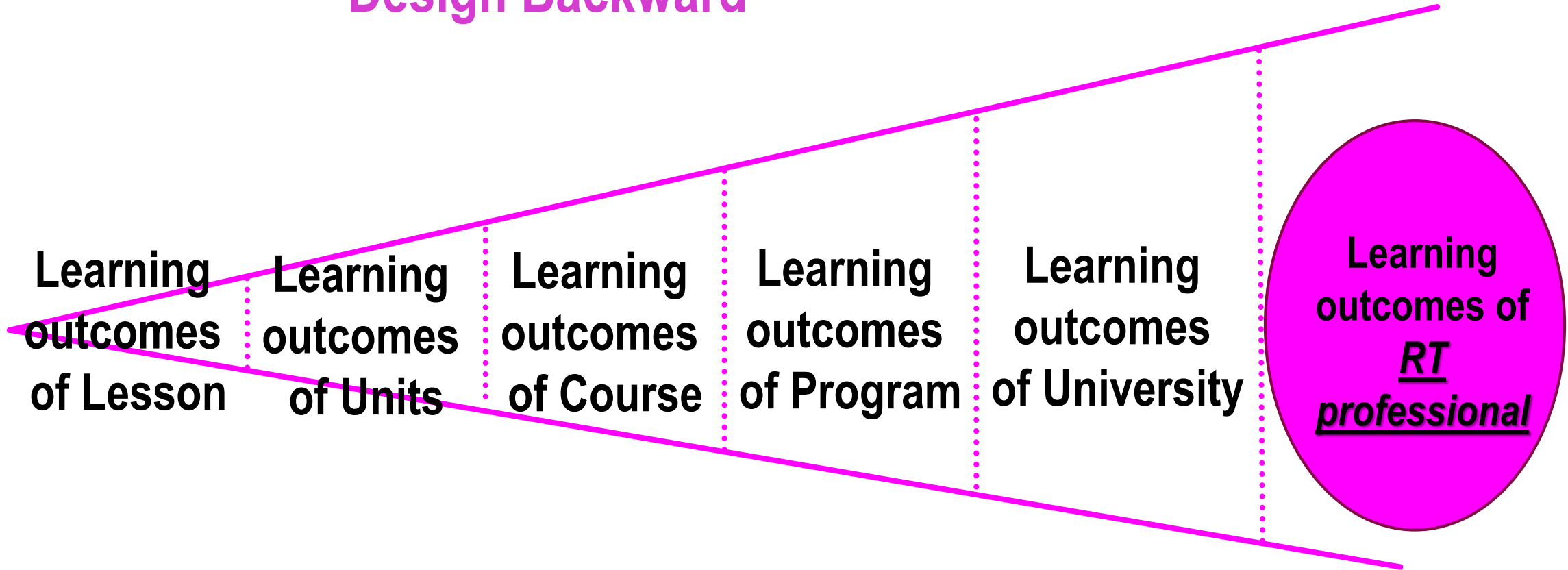


Deliver Forward





Design Backward



Deliver Forward



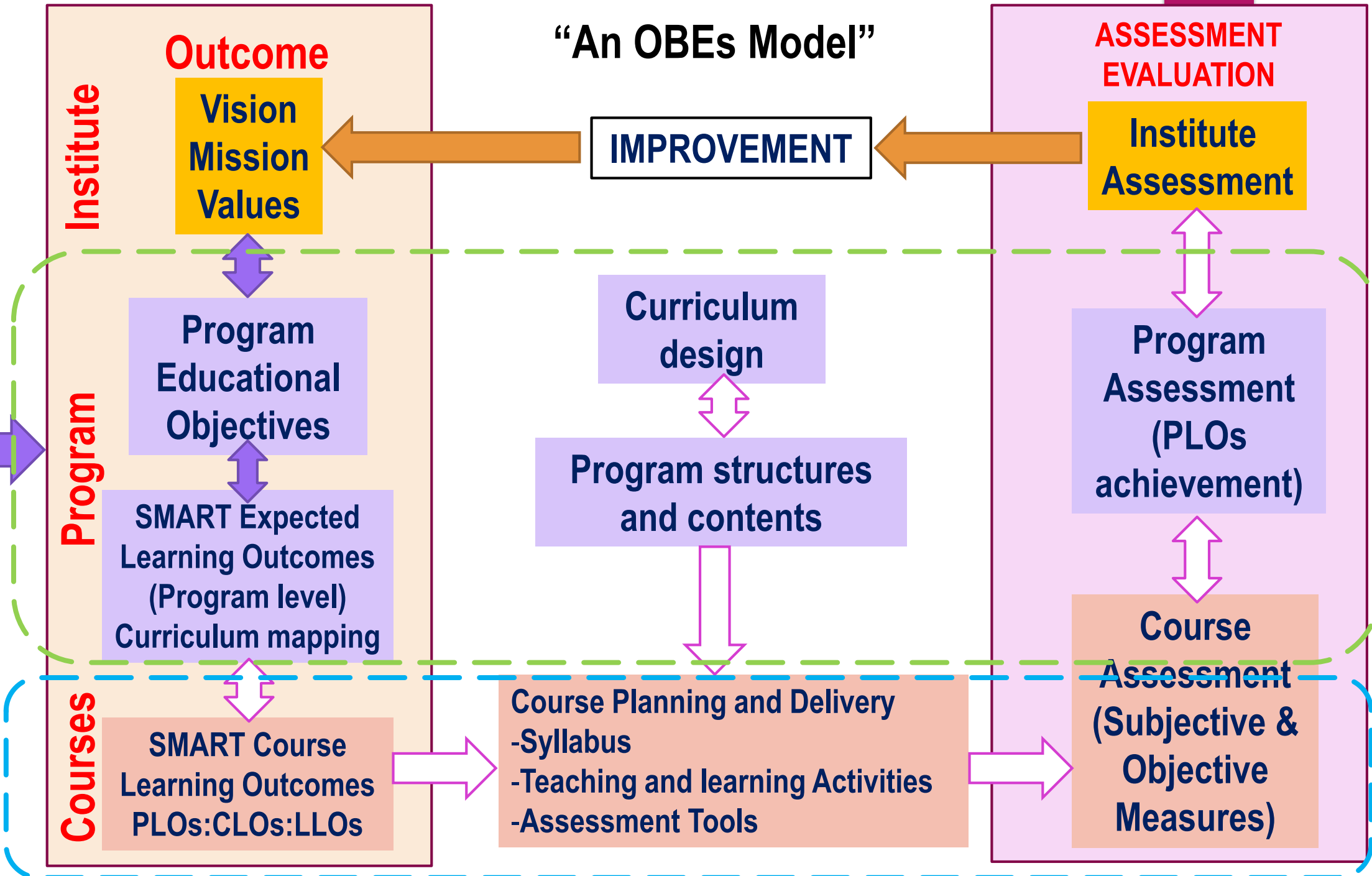
Making OBEs work

To make the outcome-based system function, the following four points are necessary;

- 1) what the student is to learn must be **clearly identified**.
- 2) the student's progress is based on **demonstrated achievement**.
- 3) multiple **instructional and assessment strategies** need to be available to meet the needs of each student.
- 4) **adequate time and assistance** need to be provided so that each student can reach the maximum potential.
- 5) Continuing improvement is important.

"An OBEs Model"

Ecosystem
Stakeholder's requirements
(Input feedback industrial, National &
Global context, professional organization)



Quality is never an accident.
It is always the **result**
of **intelligent effort**.

– *John Ruskin*

AZ QUOTES



Thank you

Q & A