

## Outcome-based Teaching and Learning (OBTL) Approach in Vocational and Professional Education and Training (VPET)

Annie W. Cheng  
Education Development Officer  
Centre for Learning and Teaching, Vocational Training Council

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## Intended Learning Outcomes

Upon completion of this workshop, you are expected to be able to:

- identify appropriate intended learning outcomes in programme and module design of VPET;
- select learning and teaching, and assessment methods that are aligned with the intended learning outcomes; and
- reflect on the current programme and module design using the OBTL approach.

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## What is OBTL



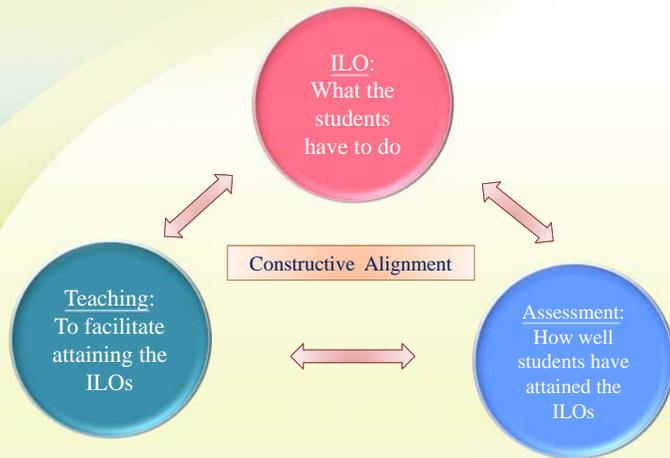
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## OBTL

- “Outcomes are **clear learning results** that we want students to demonstrate at the end of significant learning experiences.....and.....are **actions and performances** that embody and reflect learner **competence** in using content, information, ideas, and tools successfully” (*Spady, 1994*).
- “A teaching and learning approach focusing on **what students know and are able to do** after studying the programme” (*Biggs & Tang, 2007*)

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## OBTL Approach to Student Learning



Adopted from the Seminar on "Enhancing learning through constructive alignment" by Prof. John Biggs on 14 May, 2009

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## Example

ILOs	Sample TLAs	ATs
<ol style="list-style-type: none"> <li><b>Analyse</b> different types of geographical resources for development into tourist attractions</li> <li><b>Evaluate</b> the appeals of tourism resources in a tourist destination with the concept of destination mix</li> </ol>	<ul style="list-style-type: none"> <li><b>Information search</b> – <b>analyse and explain</b> the major components of the tourist resources of a tourist destination</li> <li><b>Case study</b> (videos) - <b>evaluate</b> different destination resources of Asia Pacific and <b>appraise</b> the appeal of these resources using the concept of destination mix.</li> </ul>	<p><b>Project</b> –</p> <ul style="list-style-type: none"> <li><b>analyse</b> the geographical resources of a destination and identify the possible resources that could be developed into tourist attractions</li> <li><b>evaluate</b> the appeals of these tourism resources to a target tourist market</li> </ul>

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## Adopting OBTL Approach in VPET

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## Vocational and Professional Education and Training (VPET)



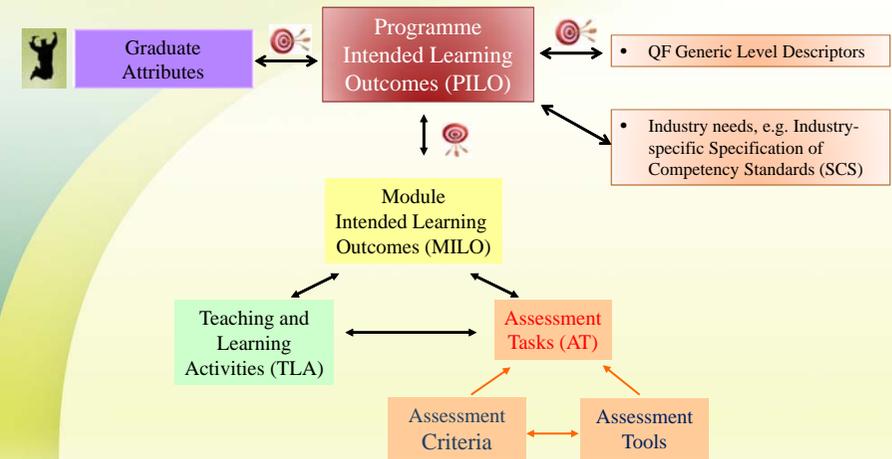
## Associate Degree vs Higher Diploma – Common Descriptors

	Associate Degree	Higher Diploma
Objectives	<ul style="list-style-type: none"> <li>A broad knowledge base and a solid foundation of <b>generic skills</b> + the specialist knowledge and skills required for <b>further study</b> in a chosen discipline</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate attitude, knowledge, skills to support <b>initial employment</b> at the para-professional level</li> <li>Blending <b>theoretical knowledge and practical application</b> – pursue a <b>career</b> in a specific field</li> </ul>
Curriculum	<ul style="list-style-type: none"> <li>Rich <b>generic</b> content</li> <li>At least 60% consists of <b>generic contents</b> (e.g. language, IT, general education etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Rich <b>specialised</b> content</li> <li>At least 60% consists of <b>specialised contents</b> (e.g. disciplines, professions, vocational skills etc.)</li> </ul>
Outcomes	<ul style="list-style-type: none"> <li>A solid foundation of <b>generic skills</b></li> <li>A broad <b>theoretical understanding</b> of the chosen discipline and its application</li> <li>An <b>appreciation and basic understanding</b> of the skills &amp; knowledge of various disciplines through <b>general education</b></li> </ul>	<ul style="list-style-type: none"> <li>An acquisition of <b>attitude, theoretical knowledge and practical skills</b> at <b>para-professional</b> level of a certain discipline</li> <li>Evaluate critically the <b>appropriateness of different approaches to solving problems</b> in the field of study or employment, and to <b>propose appropriate solution</b>.</li> </ul>

Source: EDB, (2016)

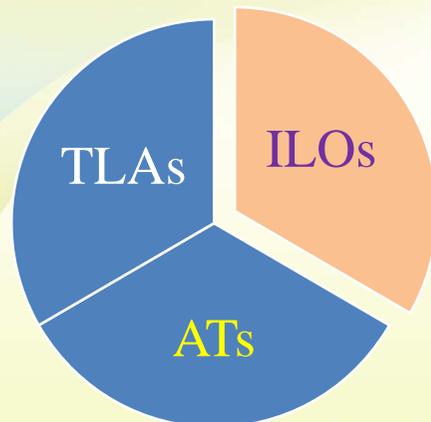
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## Curriculum and Teaching Design in VPET



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## Intended Learning Outcomes



[http://www.nr-ipp.sarbania.gov/Courses/ProgramEvaluation/images/0406\\_0070.jpg](http://www.nr-ipp.sarbania.gov/Courses/ProgramEvaluation/images/0406_0070.jpg)

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## Learning Outcomes

- A **learning outcome** is what a learner can **do** as a result of a learning experience.

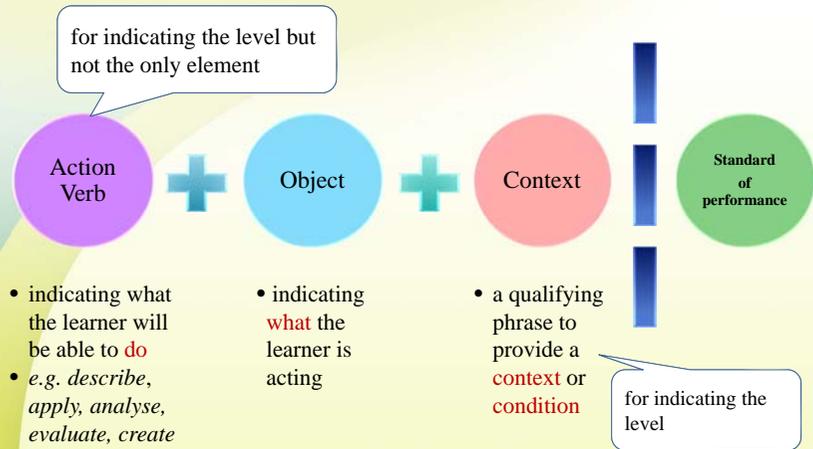
To do what?

- To perform a **specific task** / solve a **problem** at a given **level of competence** under **specified context**, reflecting **the level of challenges**.

Source: HKCAAVQ, (2009)

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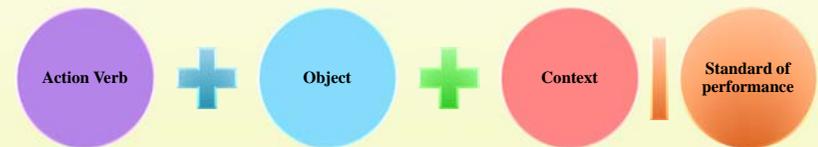
# Structure of an ILO Statement



# Learning Outcomes

- Understand the role and functions of accounting within a range of organisations

*Is it a problematic learning outcome?*



# Action Verbs



- **Observable**
- **Measurable**

**But**

Avoid *vague* verbs such as:

*Know*

*Understand/demonstrate an understanding*

*Appreciate*

*Have knowledge in....*

*Learn about*

*Be aware of / Develop awareness of.....*

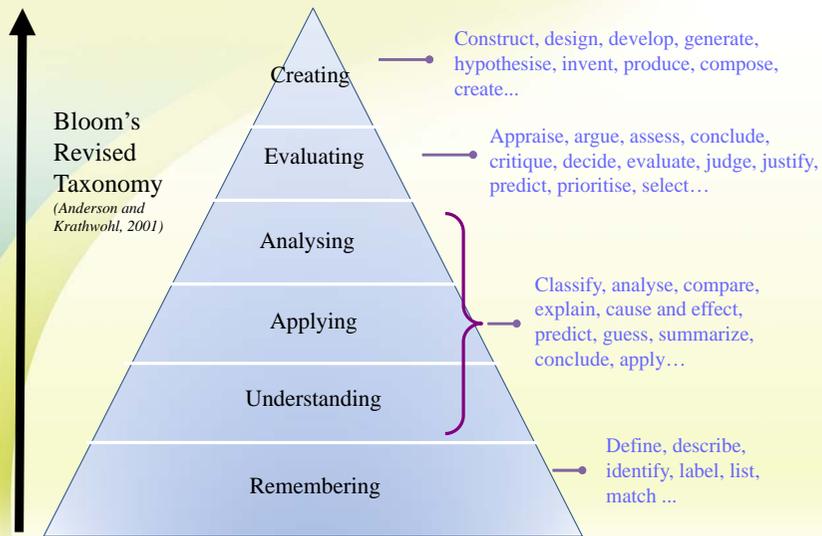
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# Examples of ILOs

Action verb	Object	Context
Analyse	the reasons of customer complaints	to improve the quality of catering services
Differentiate	the characteristics of other nationality cuisines	for developing banquet menus to meet customer requirements
Use	the knowledge of nutritional diet	to design appropriate menus for patients with various dietary needs



# Action Verbs for Cognitive Domain



# Generic Level Descriptors

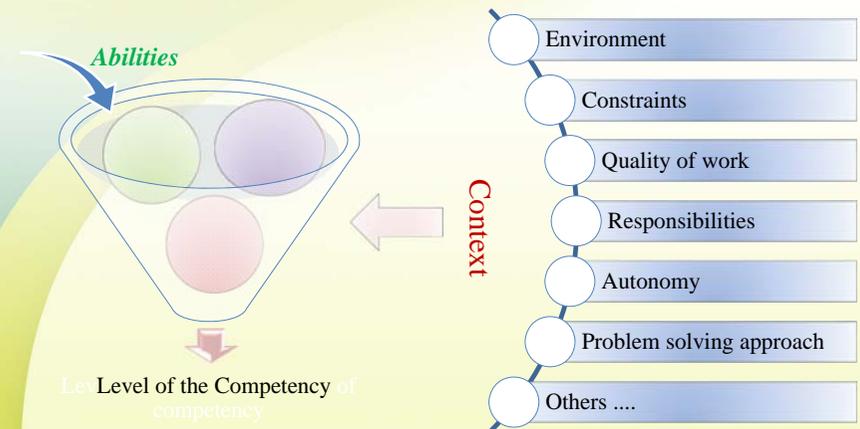
# Generic Level Descriptors (GLD)

GLD indicate the complexity, requirements and difficulty of each QF level in terms of:

- Knowledge & intellectual skills;
- Process;
- Application, autonomy and accountability; and
- Communication, IT and numeracy



# Principles of Using the GLD-Contextualisation



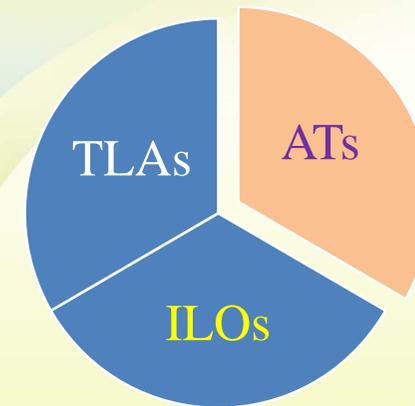
# QF Determination – Jewellery Design

A unit of competency (UoC) related to jewellery design and culture from SCS, HKQF:

QF3	QF4	QF5
Use the <b>knowledge on design and art development trend to determine the style and direction of jewellery design to enhance the uniqueness</b> of the products	Integrate <b>culture and design elements</b> and incorporate them into jewellery design to <b>enhance the profundity of jewellery products and give products positioning value</b> in the market	Master the <b>trend and cultural development to develop the design direction for new jewellery products</b> , and to develop <b>new market</b> to enhance the company's competitiveness
<ul style="list-style-type: none"> <li>Application of knowledge and skills to demonstrate a comprehension level</li> <li>Predictable and structured contexts</li> </ul>	<ul style="list-style-type: none"> <li>Broad knowledge base in design and culture</li> <li>Varied and specific contexts</li> <li>Require some discretion and judgement</li> </ul>	<ul style="list-style-type: none"> <li>Extensive knowledge base</li> <li>Generate ideas through analysis of abstract and information and concepts</li> <li>Shift focus from operational concern to overall management concern</li> </ul>

Adapted from "Specification of Competency Standards (SCS) for Jewellery Industry in Hong Kong", HKQF (2008)

# Assessment



<http://www.dte-mailpoll.com/mail/2002/04/01/assessment.jpg>

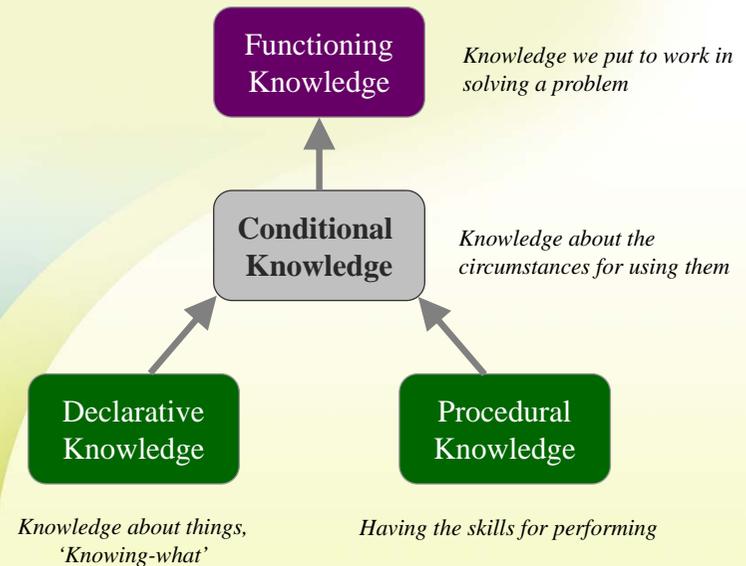
Source: Biggs & Tang, (2007)

# What is Assessment?

Assessment is the process of **collecting evidence and making judgements** on the nature and extent of progress towards performance requirements set out **in a standard, or a learning outcome**, and **at the appropriate point** making a judgement as to whether the competency has been achieved.



[http://www.nrpp.sambha.gov/Courses/ProgramEvaluation/m-age/0406\\_0070.jpg](http://www.nrpp.sambha.gov/Courses/ProgramEvaluation/m-age/0406_0070.jpg)



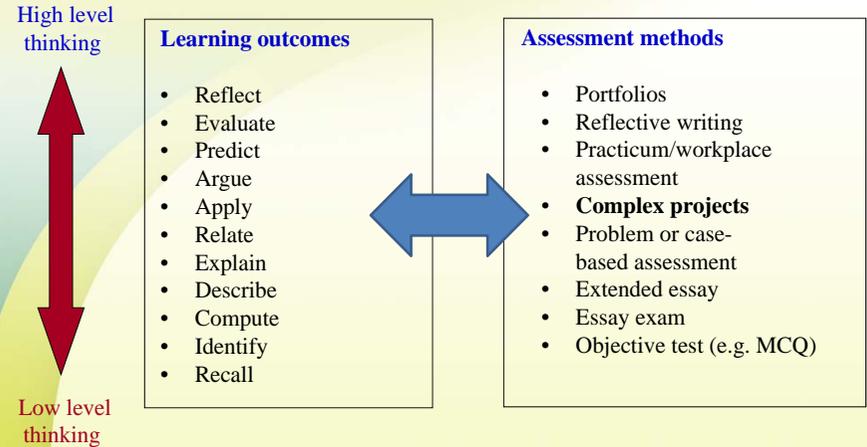
Adapted from Ho, (2013)

# Principles of Assessment Design



Source: HKEAA, (2014)

# Matching Assessment Methods to Outcomes

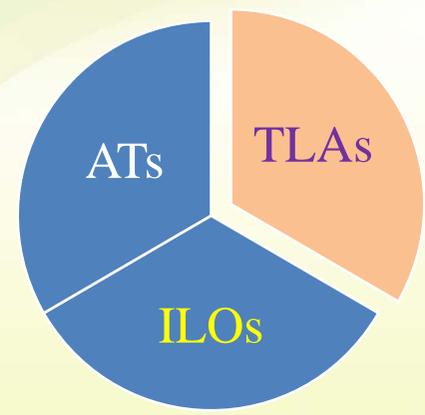


Adapted from Biggs, (2003)

# Example

ILOs	ATs
<ol style="list-style-type: none"> <li><b>Analyse</b> different types of geographical resources for development into tourist attractions</li> <li><b>Evaluate</b> the appeals of tourism resources in a tourist destination with the concept of destination mix</li> </ol>	<p><b>Project –</b></p> <ul style="list-style-type: none"> <li><b>analyse</b> the geographical resources of a destination and identify the possible resources that could be developed into tourist attractions</li> <li><b>evaluate</b> the appeals of these tourism resources to a target tourist market</li> </ul>

# Teaching and Learning



Source: Biggs & Tang, (2007)

## Linking Teaching and Learning Methods to ILOs

Method	Focus of the learning							
	Intellectual capabilities		Attitudes, approaches and values		Skills		Group skills	Ability to communicate
	R U A*	A E C**	Aware	Habit	Guidance	Expert	Develop	Develop
Lecture	✓		✓					
Tutorial		✓	✓	✓	✓	✓	✓	✓
Seminar	✓	✓	✓	✓				✓
Demonstration	✓		✓					
Laboratory		✓	✓	✓	✓	✓	✓	
Workshop		✓	✓	✓	✓	✓	✓	✓
Role Play		✓	✓	✓			✓	✓
Simulations		✓		✓		✓	✓	
Resource-based learning	✓	✓	✓		✓			
Projects		✓		✓		✓	✓	✓

\*R U A: Remembering, Understanding and Applying (considered as low order)

\*\*A E C: Analysing, Evaluating and Creating (considered as high order)

Adapted from Butcher, C. & et al., (2006)

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## VET Teachers

VET teachers have a distinctive role to play:

- They need to be **experts in their subject** with a **sound understanding of its pedagogy**;
- They also need to have **practical and up-to-date vocational expertise** relevant to the **workplace**

Source: Report of UNESCO-UNEVOC virtual conference, (12-26 May 2014)

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## The Concept of Signature Pedagogies

- ‘Signature Pedagogy’ refers to ‘**the types of teaching that organize the fundamental ways in which future practitioners are educated for their new professions**’.
- They form habits of the mind, habits of the hand and habits of the heart..... They prefigure the culture of professional work and provide the early socialization into the practices and values of a field. Whether in a lecture hall or a lab, in a design studio or a clinical setting, **the way we teach will shape how professionals behave.....**

(Shulman, 2005)

Source: Report of UNESCO-UNEVOC virtual conference, (12-26 May 2014)

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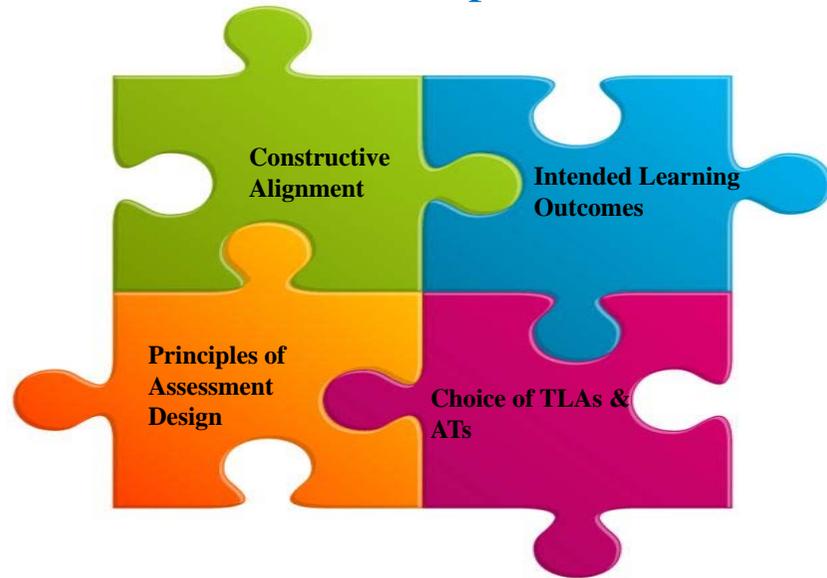
## Example

Vocation	Signature Pedagogies
Art and Design	<ul style="list-style-type: none"> <li>• Design studio</li> <li>• The brief</li> <li>• Critique</li> <li>• The sketchbook</li> <li>• Research</li> <li>• Dialogue and discussion</li> </ul>

Source: Haynie A., Chick, N.L., and Gurung, R.A.R., (2012).

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## Recap



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