



Ref. No.
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**Projects on Promoting Outcome-Based Approaches to Student Learning
2007-08
Application for OBA Funding**

PART I: General Information

1. Title

Excellence in Work-Integrated Education: Evaluation evidence for achievement of learning outcomes

2. Name(s) of Applicant(s)

Project Leader

Name	Dept	Post	Groupwise	Ext.
Winnie CHENG	ENGL	Professor	<u>egwcheng</u>	7558

Team Member(s)

Name	Dept	Post	Groupwise	Ext.
David Qian	ENGL	Associate Professor	egdavid	4382
Odilia Szeto	ENGL	Student Placement Officer/ WIE Officer	egodilia	7708
Catherine Law	ENGL	Marketing Manageress	egclaw	7508

3. Total funding requested

4. Expected duration of project: 24 months
 Proposed commencement date: 1 Sept 2008
 Expected completion date: 30 Aug 2010

PART II: DETAILS OF PROPOSAL

Project objectives and significance

(What are your objectives in initiating this project? How does it align with institutional goals and targets in implementing outcome-based approaches to student learning?)

Project objectives

The primary project objective is to evaluate both the effectiveness and impact of COM202 Work-Integrated Education (WIE) in BA (Hons) in Language Studies for the Professions (BALSP), with specific focuses on the learning and teaching methods and activities (theme a), and assessment methods (theme b) that are designed for creating high quality work integrated learning experiences for BALSP students during their studies, and guiding students to nurture and achieve the programme-specific professional and generic learning outcomes of WIE.

The project will provide a platform and structured opportunities for the students and academic staff on BALSP, WIE Subject Leaders and Officers, and employers and workplace supervisors in companies to

- * share good practices;
- * discuss issues and concerns;
- * enhance the WIE pedagogical resources, practices and procedures in the instructional and delivery methods and assessments; and
- * participate in collaborative action research and professional development in WIE.

Through investigating one WIE subject offered in one degree programme in PolyU, the project is committed to proposing a coherent framework that integrates the design, implementation, assessment, and evaluation of WIE that is consistent with the achievement of intended desired learning outcomes, to ensure that PolyU's Strategic Objective 1 (SO1) will be more effectively achieved.

The outcome and output of the project will be of benefit to the students, the academics and WIE practitioners in tertiary and vocational education, the industry, professional associations, and the Education Bureau and UGC of the Government of Hong Kong SAR. The ultimate project objective is to advance WIE not only locally, but also globally.

Alignment of project objectives with institutional goals and targets

Based on the Academic Development Proposal 2005-2008 approved by the University Grants Committee, PolyU has revamped the full-time undergraduate curriculum by putting greater emphasis on work-integrated education. Starting from 2005/2006, work-integrated education has become a mandatory component in all degree programmes. The objectives of work-integrated education, similar to those of leadership training programmes and internship opportunities, are "to widen our students' horizons, hone their leadership abilities, assertiveness, ability to think independently, analytically, critically and creatively as well as to enhance their language and communication skills" (University President, Professor Poon Chung-kwong, Second Session of the Tenth Congregation, 24 November 2004).

COM202: Professional and generic outcomes

COM202 Work-Integrated Education is a subject offered by the two departments, ENGL and CBS, in the Faculty of Communication. The subject aims to enhance students' professional competencies and all-roundedness during their training in the workplace. Programme-specific professional outcomes are that upon successful completion of WIE, the students will be able to demonstrate:

- * a richer understanding of the effective use of bi-literate and trilingual skills for communication;
- * a richer understanding of the development of inter-personal and business relationships in the workplace;
- * awareness of the use of language by leaders and supervisors in achieving their goals in professional contexts; and
- * cultivation of personal values and work attitudes to meet professional expectations.

The intended generic outcomes are:

- * development of greater confidence in creative and critical thinking and in making independent judgments;
- * display of awareness of and appreciation of cultures, both human and corporate, within the professional setting;
- * identification of goals for their personal and professional development in the future.

(BALSP Programme Scheme & Syllabuses, 2007/08, p.75)

There are staged activities of orientation, training and supervision, and assessment of WIE learning outcomes. Assessment is conducted by four parties: students, employers, WIE Coordinators (Officers), and Subject Leaders.

2. Target users

(Who are the intended users of the 'deliverables' of the project – faculties / departments management or programme/subject teams or students?)

The targets users are the BALSP students, WIE Subject Leaders in ENGL and CBS, WIE Officers in ENGL and CBS, ENGL Marketing Manageress, employers and WIE partners.

Equally importantly, front-line teachers will also be involved in the interviews and focus group discussions. Specifically, they will contribute to:

- * making suggestions for WIE objectives, procedures, activities, assessment, and learning outcomes; and
- * their perception and evaluation of students who have completed WIE in their performance and attitudes in other subjects in BALSP.

If the target users are students, complete the table below:

Programme/ subject code	Programme/subject title	Credit units	Mode of study	Student intake quota per year
71018/ COM202	BA (Hons) in Language Studies for the Professions/ Work-Integrated Education	3	full-time	109

Please insert rows in the table if more space is required for additional information.

3. Outcomes and deliverables

(a) Major outcomes and deliverables

(What will be the major outcomes and deliverables of the project?)

	Major outcomes and deliverables with descriptions
(a)	Project conclusions and recommendations regarding the effectiveness and the impact of the current WIE course in terms of achievement of programme-specific professional and generic outcomes.
(b)	Project conclusions and recommendations regarding the effectiveness and the impact of the current WIE course in terms of instructional and delivery methods and procedures.
(c)	A coherent framework for effective WIE that will have application value to WIE in other professional contexts in Kong Hong and globally.

Please insert rows in the table if more space is required for additional information.

Plan for developing and piloting / implementing the deliverables

(Detail the plan and procedures that you will adopt to develop and pilot/ implement the outcomes and deliverables. Also specify the dates of the pilot / implementation period)

1. Reviewing the literature (April – May 2008)

To review the literature in WIE.

2. Designing project methods and instruments (March – May 2008)

To develop and pilot questionnaires for different groups of target users (a sample of BALSP students, WIE subject leaders, WIE co-ordinators, and employers); interviews and focus group discussions for different groups; criteria for textual analysis of students' reflective journal entries; employers' appraisal documents; and a set of criteria for evaluating the effectiveness and impact of WIE activities, procedures and assessment methods.

3. Developing deliverables (June – Dec 2008)

To collect project data from all groups with a view to determining the level of effectiveness and impact of the current WIE, and then developing a revised WIE course which represents an integrated and

coherent framework for designing implementing, assessing and evaluating WIE in the BALSP programme.

The interim deliverables will be reported in the Progress Report.

4. Piloting and implementing the deliverables (Jan – Dec 2009)

Informed by the project findings and recommendations, the revised WIE and an integrated framework will be piloted and implemented in 2009.

5. Reporting effectiveness and impact of revised WIE (Jan – June 2010)

The last stage of the project will involve evaluating the proposed WIE framework after it has been implemented to different groups of BALSP students in 2008. The findings, conclusions and recommendations will be:

- * used to inform the development and renewal of the WIE course in the Faculty of Communication;
- * presented in the Completion Report submitted to PolyU through the OBE Working Group; and
- * disseminated in international conferences and journals.

Planned pilot / implementation period of the deliverables:

Start Date: 01/04/2008

End Date: 31/03/2010

Dissemination and sharing plan

(How are you going to disseminate and share the outcomes and deliverables of your project?)

Project findings, conclusions and recommendations, and the proposed coherent WIE framework will be disseminated:

- * in seminars within Faculty of Communication, other departments and faculties in PolyU, and other institutions through EDC seminars and workshops;
- * in international conferences, e.g. the WACE Asia Pacific Conference, hosted by the Australian Collaborative Education Network (ACEN), 29 September to 3 October 2008, Sydney Australia.
- * in published journal papers in journals in higher education and humanities.

Evaluation plan

(How do you plan to evaluate the effectiveness of the project, particularly its impact on the implementation of outcome-based approaches to student learning in the PolyU?)

As described above, the main reiterative stages of the project are:

1. evaluating the current WIE course;
2. proposing changes in the form of a coherent framework;
3. piloting and implementing the renewed WIE course; and finally
4. evaluating the effectiveness of the renewed framework adopted in the renewed WIE.

The fourth and last stage will involve the same kinds of target users, the use of similar methodological procedures and instruments, and will form the evaluation component of the project as a whole.

Impact

(How will the project contribute to the success of the implementation of outcome-based approaches to student learning in the PolyU/ department/ programme/ subject?)

Successful implementation of outcome-based approaches to student learning in PolyU does not require only the alignment with institutional goals and priorities in implementing OBE in student learning, mapping of subjects to programme outcomes, and effectiveness of teaching methods and assessment procedures and methods in students' achievement of intended learning outcomes. Rather, it requires a model or framework which incorporates all the elements and procedures described above, and which, within the life of a project, pilots, implements and evaluates the renewed course to different sample groups of the target users to increase the validity, reliability and validity

course to different sample groups of the target users to increase the validity, reliability and validity (used in a non-statistical sense in this project) of any recommendations for change, development and renewal.

Target date(s) for submission of progress and completion reports

	Planned submission date (mm/yyyy)
1. Progress report <i>(for projects whose duration lasts more than 1 year; to be submitted mid-way through the proposed project period)</i>	March 2009
2. Completion report <i>(to be submitted within 3 months after the project completion date)</i>	June 2010

PART III: BUDGET OF PROPOSAL

***Important Notes**

Funding requests for equipment and/ or software will be considered only if:
the equipment / software is essential to the successful implementation of the project, AND
it is not available in the department concerned. The Project Leader has the responsibility to check this
out.

The purchasing policies and procedures of FO must be followed for the procurement of approved
items.

Funding request for conference attendance will not be considered.

Project Leader

Name: WINNIE CHENG Signature: 

(in block letters)

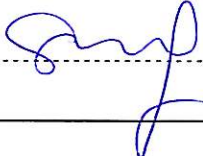
Dept: ENGL Date: 31 January 2008

PART IV: DEPARTMENTAL ENDORSEMENT

Endorsement by Chair of FLTC/ DLTC:

Comments on the proposal:

DLTC supports this proposal.

Name: Wong, Cathy S. P. Signature:  Date: 31 Jan 2008
(in block letters)
Ag. DLTC Chair.

Endorsement by Dean/ HoD:


Comments on the proposal:

Nil

By endorsing this proposal, I agree that:

The proposal suitably addresses the School/Department's needs in promoting and implementing outcome-based approaches to student learning and will be considered as part of the School's/Department's Business Plan.

The School/Department will receive a funding as calculated for item (e) in the Budget section which I will use for providing the time release recommended by the project proposers, based on the Total Workload Model, to support them to work effectively on the project.

Name: DR XU XUNFENG Signature:  Date: 1 Feb 08
(in block letters)

Please return this form to Miss Miranda Fung, Secretary of Working Group on Outcome-based Education, c/o Educational Development Centre by 31 January 2008

Funding for Promoting Outcome-based Approaches to Student Learning (OBA Funding): Application for the Call for Proposals 2007-08

Supplement to proposal: Excellence in work-integrated education: evaluation evidence of achievement of learning outcomes

Issues/questions from WGOBE

A. To “justify the funding requested for the proposed activities which are supposed to be done by all programmes for OBE implementation in terms of WIE”

Response:

Currently, colleagues in the programme team (an academic staff, a Student Placement Officer/WIE Officer, and a Marketing Manager) looking after WIE are more concerned with assisting students in searching for suitable jobs, ensuring that the students complete the WIE credits, as well as collecting documents from both students and employers for assessment purposes (awarding a pass or fail grade). At the programme level, the above are considered necessary and sufficient tasks for successful delivery of WIE at the moment. In addition, the current WIE learning outcomes have yet to be evaluated against any benchmarks in terms of coverage, and levels and standards of attainment.

In order to offer WIE to undergraduate students much more systematically, comprehensively and effectively, additional resources and manpower would be needed to find out:

1. To what extent are the intended WIE learning outcomes achieved?
2. In what ways can WIE be delivered and assessed much more successfully?
3. In what ways can the existing WIE learning outcomes be improved upon?
4. What would constitute an effective outcome-based model for designing, implementing, assessing, and evaluating WIE, that could be generalized to other disciplinary and professional contexts?

The proposed project will employ a number of research methods and instruments to conduct a triangulated and corroborated investigation into WIE, including:

1. Survey research: at different stages, questionnaires and semi-structured interviews for students, teachers, employers, etc.
2. Textual analysis: the detailed study of WIE-related programme and promotional documents, student journals, employer feedback forms, previous empirical studies on WIE, etc.,
3. Ethnographic study: observation of WIE team in their presentations and seminars, observation and taking field notes students engaged in WIE, etc.

B. To “explain and specify how the project outcomes and deliverables may make a difference to the current practice”

Response:

The project outcomes and deliverables will be of value to the current practice in the following ways:

1. To put in place a much more effective WIE programme in terms of design, implementation, student process and product assessment, and evaluation of effectiveness of WIE.
2. To propose a coherent framework that integrates the design, implementation, assessment, and evaluation of WIE that is consistent with the achievement of intended desired learning outcomes, in order that PolyU’s Strategic Objective 1 (SO1) will be much more effectively achieved.
3. The coherent framework proposed will then be implemented and tested and its effectiveness evaluated in the following year. It will be presented to audiences from the academia and industries in international conferences (e.g. WACE Asia Pacific Conference, 2008) to extend the discussion on WIE beyond Hong Kong.

Winnie Cheng
Department of English
16 April 2008