Revised BRE Proposal

Project Title: BRE Initiative on the Implementation Enhancement on Outcome-based Education

Collaboration: all BRE academic staff

Project Supervisor: LO Ann Chien, Ann

A. Background

The implementation of outcome-based approaches in student learning has been formally pledged by the PolyU as early in 2004 through the Academic Development Plan submitted to UGC and in the subsequent curriculum revision exercise (communication from VPAD on 2/4/2007).

The outcome-based curriculum and hence the outcome-based student learning commenced its implementation in the academic year 2005-2006 with the same year's intake cohort. The Department of Building and Real Estate (BRE) has implemented the outcome-based approaches of student learning on all the UGC funded courses including three degree programmes and one higher diploma programmes such institutional reforms as outcome-based curriculum, criteria-based assessment and work-integrated education (WIE for degree students only) for the year 1 students.

Since 2004, the teaching faculty of the BRE department has been coached of outcome-based approaches of curriculum design, student learning and teaching through the many open forums, open or tailored-made workshops, invited presentations by well-known scholars, seminars or related courses or good practices sharing sessions organized by the University/Faculty/Department via the expertise of EDC. With all these promoting endeavours and the well intended learning from the academia, outcome-based education seems to be trotting on the learning curve.

Although we are still on the learning curve on outcome-based learning of students, 2006/07 evidences the gradual endeavour of its second year of the implementation of outcome-based curriculum. In the coming academic year 2007/08 will see the full-force implementation of outcome-based student learning for all undergraduate BRE programmes in particular the three-year degree programmes. As a result, in 2007-08, the Department will have her first cohort of graduates with outcome-based learning which should be different from the previous graduates.

Therefore, on one end, there is the first cohort of graduates with outcome-based approaches of student learning and on the other end, institutional-wise, a new round of Educational Quality Audits will commence its tournament in 2008 with special emphasis on outcome-based education (OBE).

It is envisaged that a more comprehensive, in-depth and speedy enhancement on OBE should be embarked on so as to achieve and meet the goals of the newly set-up Quality Assurance Council by UGC.

B. **The Proposal**

It is with the above in agenda, the BRE department proposes the following (e-mail of VP(AD) on 2 April, 2007 is referred):-

Project Objectives

1. To identify and address areas in need of enhancement for the implementation of OBE.

2. To engage the involvement of BRE front-line academic colleagues in participating active OBE activities/initiatives.

3. To support and assist academic staff of the department of BRE in the implementation of outcome-based education/outcome-based curriculum and in the production of such OBE related materials in teaching, learning and assessment of their responsible courses (subjects).

4. To promote outcome-based learning to students (how students should tackle and be responsible in outcome-based learning — student-centred learning) so as to achieve the target goal of OBE.

5. To share and enhance current OBE good practices identified in the department (based on one of the unreleased initial findings of the FCLU-based L & T project on "A Study of the Impact of Outcome-based Curriculum on Student Learning Outcomes".

Project Plan

The means/catalyst – an appointed Departmental OBE Leader

In order to address the identified areas for improvement and enhancement and engage full participation of front-line academia, the Department proposes to appoint a servicing front-line academic colleague to take over the role as OBE Leader.

Rationale of the appointment of OBE Leader from servicing teaching staff within the BRE Department

1. The role of the appointed OBE Leader from servicing BRE academia serves and supports specifically the BRE department/colleagues only and will avoid contradiction and competition to the roles and functions of colleagues of the EDC. In fact, it is complementary to EDC in sharing out the heavy servicing workload-in-demand from EDC by the academic departments.

2. The appointed OBE Leader is well versed with the programmes, subjects/disciplines and the operation of the department. This saves the time of the learning curve as compared with the recruitment of a new staff.

3. With reference to the appropriated Faculty/School "Champions" in OBE, the appointed departmental OBE Leader will be released from part of his/her teaching duties to enable him/her to help colleagues in achieving outcome-based teaching and hence student learning. His/her roles and duties in the department will underpin the promotional roles of the Faculty/School "Champions". He/she will serve as a contact person on OBE for the BRE department.

4. As a teaching member, he/she will fully understand the issues and difficulties and pits and falls in the OBE implementation. These will then be ironed out together with the concerted efforts of colleagues to smooth out the outcome-based approaches in teaching and student learning.

5. As time fits, the role of appointed departmental OBE Leader may be dissolved and he/she will be reverted to his/her regular duties without creating unnecessary resources pressure/redundancy.

6. There may be difficulties in recruiting the appropriate new personnel in good time.

Duties and responsibilities of the departmental OBE Leader

- to provide hands-on supports required by colleagues of their identified needs.

- to facilitate/convene total involvement in OBE by teaching colleagues.

- to monitor the implementation of OBE in the department and report to the HoD.

- to orchestra the different practices on OBE to achieve student's outcome-based learning in the 5 disciplines namely Economics, Law, Management, Real Estate and Technology in the department.

- to assist the programme leaders in achieving the programme outcomes and in turn the student learning outcomes.

C. Project Outcomes/Deliverables

1. The incorporation of documentation and collection/accumulation of evidences on outcome-based education in student learning and academic teaching in individual teaching portfolio shall definitely motivate the engagement of all BRE academic colleagues on the OBE movement. The teaching portfolio is an important self-evident exhibit amongst others to substantiate colleague's teaching/student learning in the educational quality audit.

2. Sharing of good practices on outcome-based approaches in student learning will create a conducive environment to enable acceleration and improvement to one's own teaching practices and hence student's benefit in learning.

3. The development of materials of learning, teaching and assessment will be orchestred and archived in Department's CARE Centre for faculty's reference.

4. Students' feedback on outcome-based learning – their understanding and attitudes will be collected for future improvement on OBE.

D. Funding/Time Frame

E. Sustainability

It is envisaged that the momentum will roll on once the teaching faculty has engaged in the activities related to the outcome-based education. The consideration of engagement of the departmental OBE leader (full-time or part-time) afterwards will be pending on the Faculty/Department's decision(s) and availability of funding in future.