

Outcome-based Project Proposal for HTI

Project Title:

Formulation of Departmental Procedures and Guidelines for Outcome-based Education in HTI

Project Team Members:

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Objectives

1. To establish a continuous process for the alignment of subjects' learning outcomes and teaching methods with assessments;
2. To review and adopt suitable outcome indicators for the evaluation of learning outcomes at both subjects and programme levels for HTI

1. Introduction

- 1.1 It is the UGC's goal to promote outcome-based approaches in enhancing student learning and teaching quality.
- 1.2 According to the Academic Development Plan of the University submitted to UGC, and the subsequent curriculum revision exercise, PolyU has committed to implement outcome-based approaches in student learning. The next step is to ensure that the commitment does not remain a paper exercise, but to ensure that what has been committed in the programme and subject plans is carried out smoothly and effectively, with continuous reviews at the programme level for continuous improvement.
- 1.3 Following on from the above stipulations, this proposed project is not meant to be another curriculum revision exercise. Instead, the focus of the project is to assure that outcome-based approaches (OBA) in the department are delivered in a quality manner with the involvement and participation of frontline teaching staff, as well as to seek for continuous reflection and improvement in the process of implementation of the OBA. Under this premise, the main aim of this project is to enhance and evaluate the impact of OBA on student learning in the department. It will be vital to monitor students' progress regularly over time, by means of appropriate assessments and to determine at what stage it is most appropriate to assess various outcomes, possibly by means of course mapping etc.
- 1.4 Evaluation of the impact of OBA in student learning could be carried out at both the process and outcomes levels. Enhancement of the approaches could be done by employing the evaluation data for programme review and for disseminating best practices.
- 1.5 The Quality Assurance Council (QAC) has recently been set up by the University Grants Committee to initiate another round of teaching and learning audit reviews with the UGC-funded institutions to commence in 2008. The major foci of the reviews are to find out (1) the quality of student outcomes and (2) how institutions work towards the accomplishments of those outcomes. The objectives of this proposed project are geared towards the two foci of the QAC audits in the year ahead.

2. Methods

- 2.1 In order to facilitate involvement of frontline teaching staff in the process, all subjects within the curricula of the undergraduate programmes hosted by HTI will be categorized into subject groups. A subject group coordinator will be nominated to coordinate the discussion within the subject group. A Project Associate (PA) will be appointed to facilitate discussion among teaching staff within each subject group. The PA will act as the secretary for all subject group meetings and assist each teaching staff to document the students' workload, learning outcomes, assessments and criteria used in each subject. Collected information will be summarized and provided for each subject group for review and discussion. The whole process will be reviewed at the end so as to formulate a continuous process to be adopted for the department.
- 2.2 The use of direct (outcome-related) and indirect (process-related) tools will be interwoven so as to give a holistic view of evaluation of the effectiveness of OBA in student learning at the departmental level that can feed into the continuous improvement process. Various outcome indicators currently used either within or outside the university will be reviewed by DLTC. Suitable modifications will be made if necessary so as to adopt appropriate outcome indicators for the department.

3. Stages of Development

- 3.1 This project, which is proposed to be completed in 24 months, will consist of the following stages: Preparatory, Review, Formulation and Implementation/Evaluation Phases.
- 3.2 The **Preparatory** Phase will consist of the following work items (July – December 07)
- Formation of subject groups for all UG programmes hosted by HTI
 - Collection of class schedules for students' workload, learning outcomes, assessments and criteria used in each subject
 - Collection of various outcome indicators potentially to be adopted for outcome evaluation for HTI programmes
- 3.3 The **Review** Phase will involve the following (January – June 08)
- Discussion among teaching staff for each subject group
 - Collection of views from teaching staff, students and various stakeholders on various outcome indicators
 - Review of various outcome indicators by DLTC
- 3.4 The **Formulation** Phase (July – December 08)
- Formulation of the first draft of departmental procedures and guidelines for the implementation and evaluation of Outcomes-Based Education (OBE) in our UG programmes
 - Adoption of departmental outcomes evaluation indicators
- 3.5 The **Implementation/Evaluation** Phase (January – June 09)
- Collection of feedback from teaching staff and students on the draft departmental procedures and guidelines for OBE
 - Review and finalization of the departmental procedures and guidelines for OBE

4. Proposed Budget

Project Associate (24 months)

- Assist the project team to carry out the project (including MPF)
- Computer and Printing
- Other Consumables

5. Budget Justifications

- A Project Associate with a Master Degree preferably in Education and excellent communication and documentation skills will be recruited.