

# Formative Feedback for our Outcomes-based Approach Efforts

John Coombes & Eva Wong  
Education Development Office  
City University of Hong Kong

3-3-4 Symposia

Enhancing & Assessing Students' Learning Outcomes for the  
New 4-Year Curriculum

14 December 2009

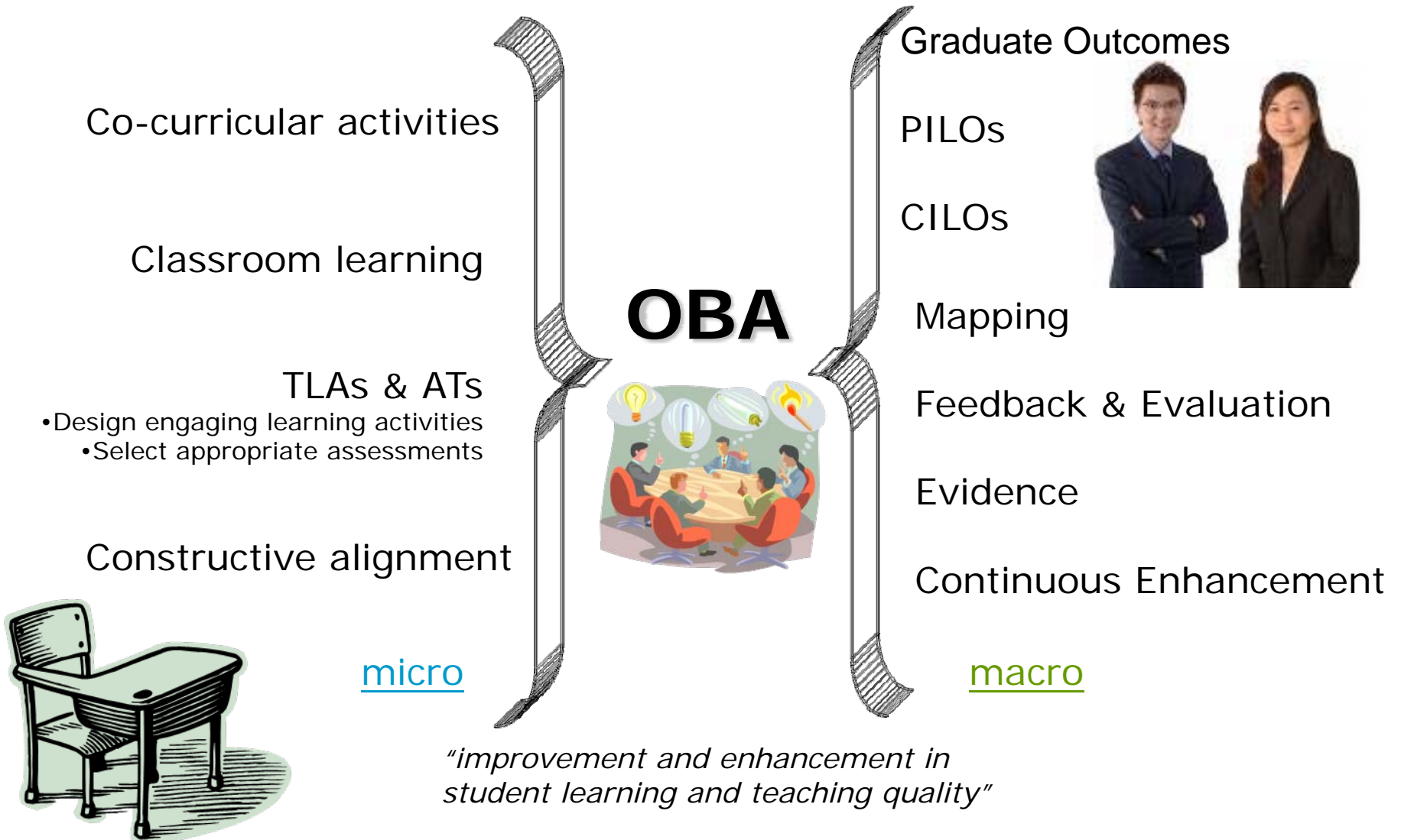
# Outline

- The OBA Implementation at CityU
- Intended Outcomes of the OBTL Project
- The Formative Feedback Exercise (FFE)
- Formative Feedback Exercise (FFE)  
Some Initial Findings
- Progress by Phases: The OBA Development Framework
  - Giving Feedback via the OBA Development Framework
- Quality Enhancement
  - For individual courses
  - Other support
  - Next steps for FFE
- OBA in the 4-year Degree
- Q & A



# The OBA Implementation at CityU

## The OBTL Project



# Intended Outcomes of the OBTL Project

- Reflect on the teaching and learning needs, practices and facilitation
- Articulate clear intended learning outcomes to students
- Apply effective teaching strategies to enable students to achieve the learning outcomes
- Adapt relevant and effective assessment tasks to enable students to demonstrate their achievement of the learning outcomes
- Align course level intended learning outcomes with programme level intended learning outcomes and the University's Graduate Outcomes
- Strengthen the culture of continuous quality enhancement in teaching and learning

# Purposes of Current Formative Feedback Exercise (FFE)

- To provide formative feedback to teachers and departments to enhance implementation of OBTL.
- To see how effectively OBTL is being implemented, what problems have been found and how they may be addressed.
- To provide information on establishing quality enhancement (QE) mechanisms for OBTL.

# FFE in Action

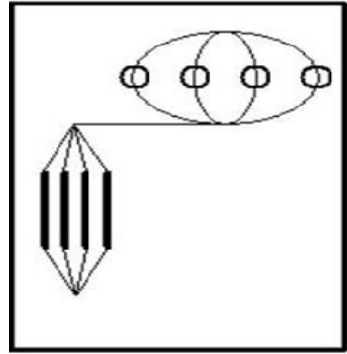
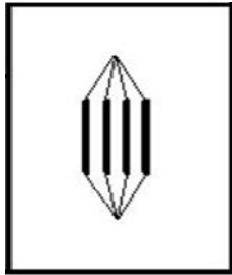
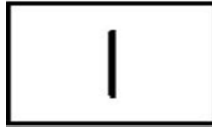
- Action Research
- Qualitative data collection
  - Departments
  - Teachers
  - Students
- Feedback given to teachers and students during interviews (information sources, web sites, OBA information leaflets)
- Ongoing quantitative data collection (grade data, learning approach data, LASSI data)
- Feedback given via changes to website, reports, meetings and seminars
  - Annual Report on OBA
  - Meetings with groups of OBA coordinators from the various colleges

# FFE - Some Initial Findings

- Most undergraduate courses have been converted to the OBA framework.
- Evidence that systematic alignment is being made between CILOs, PILOs and Graduate Outcomes in a formal way.
- Teachers may have ILOs, TLAs, and ATs clearly formalized, though alignment in practice requires more attention.
- There are reports of benefits to students, from departments, teachers and students: e.g. Clearer goals, more active learning, and a better idea of how they will be graded.
- Suggestions from the FFE focus on improving teacher understanding of “OBA as a system”.
- The core practical suggestion: Emphasize quality enhancement via improvement of support for CILo attainment from semester to semester. The continual improvement context is likely to encourage a clearer system perspective.

# Progress by Phases

## The OBA Development Framework



Level 1

Level 2

Level 3

Level 4

**Phase 1**  
2005-2006



**Phase 2**  
2006-2009



**Phase 3**  
2009 & beyond



**Explanation**

Formal/minimal. OBA is worked on at a declarative level of understanding, that OBA is about aligning intended learning outcomes (ILOs) with teaching and assessment.

OBA is about defining ILOs, but teaching/ learning activities (TLAs) and assessment tasks (ATs) only loosely aligned to the ILO.

ILOs, TLAs and ATs constructively aligned using verbs in the ILO. Evidence collected on the effectiveness of the implementation.

In addition to Level 3, ways of ongoing improvement to the system are in place through reflective practice and action research. OBA is regarded as the norm for teaching.



# The OBTL Development Framework

OBTL is implemented typically in distinct stages:

## Level 1

- Basic understanding that OBTL involves aligning ILOs with teaching and assessment, completes Forms 2A/2B accordingly, but little change.

## Level 2

- CILOs clear, TLAs and ATs loosely aligned, quantitative marking mostly retained, PILOs do not clearly incorporate Graduate Outcomes.

## Level 3:

- CILOs, TLAs, ATs appropriately aligned, use of rubrics, PILOs linked to GOs: a teaching quality is assured. Evidence collected on effectiveness of implementation.

# Level 4: OBTL as Quality Enhancement

Systematic review of course ILOs, TLAs, and ATs on the basis of reflective practice.

Action research at course and departmental level:

- 1. Obtain evidence as to success or otherwise of implementation;**
- 2. Introduce changes for what is not working;**
- 3. Repeat (1).**
- 4. Use a “critical friend” or departmental committee at course level to monitor and reflect.**

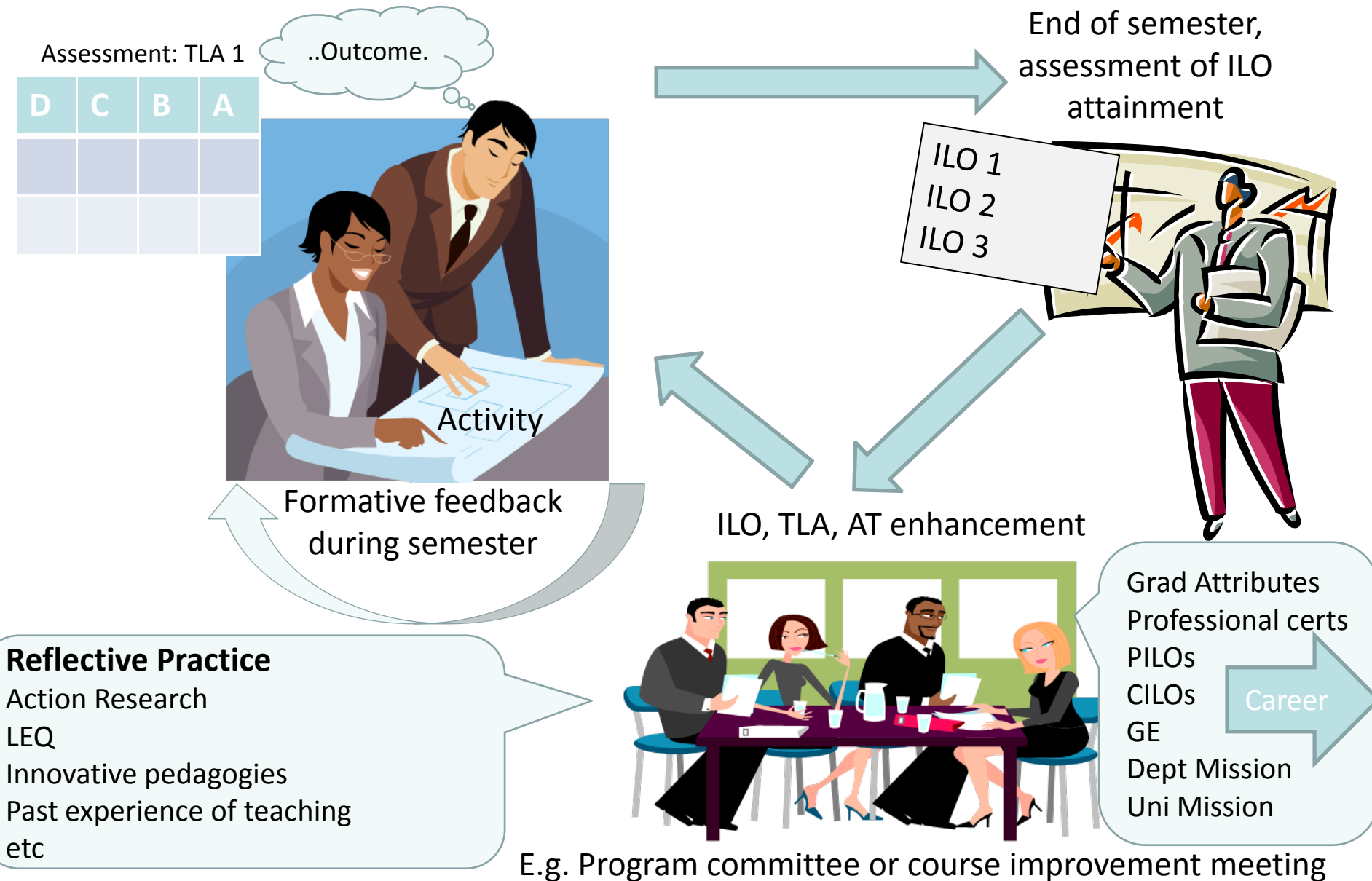
The *reflective institution* is one where all decisions relating to teaching are made on basis of the scholarship of teaching and learning (SoTL).

Teaching quality is not only assured, but is in a state of *continuous enhancement*.

# Giving Feedback via the OBA Development Framework

	Level 1	Level 2	Level 3	Level 4
<b>Explanation</b>	<b>Formal/minimal. OBTL is worked on at a declarative level of understanding that OBTL is about aligning intended learning outcomes (ILOs) with teaching and assessment.</b>	<b>OBTL is about defining ILOs, but teaching/ learning activities (TLAs) and assessment tasks (ATs) only loosely aligned to the ILOs.</b>	<b>ILOs, TLAs and ATs constructively aligned using verbs in the ILOs. Evidence collected on the effectiveness of the implementation.</b>	<b>In addition to Level 3, ways of ongoing improvement to the system are in place through reflective practice and action research. OBTL is regarded as the norm for teaching.</b>
<b>Course Level's Observable Indicators</b>	<p>Completion of Form 2B but no clear alignment between (ILOs) and teaching and assessment ("lecture + tutorial", "assignment").</p> <p>Otherwise business as usual as far as OBTL is concerned.</p>	<p>Completion of 2Bs, with clearly defined ILOs and a list of TLAs and ATs relevant to ILOs, but alignment not always clear or consistent.</p>	<p>Completion of Form 2B with clear ILOs, TLAs and ATs constructively aligned in practice as well as in paper work.</p> <p>Relevant mechanisms set up for feedback and evaluation.</p>	<p>As for level 3 but with constant review of individual course, redesigning innovative ILOs, TLAs, ATs.</p> <p>Teachers use reflective practice.</p>
<b>Programme Level's Observable Indicators</b>	<p>Form 2As completed but no consistent or clear alignment between course and programme ILOs, little or no mention of graduate outcomes.</p>	<p>Form 2As completed, reasonable alignment between programme and course outcomes, but little attempt to align programme and graduate outcomes.</p>	<p>Mapping of course, programme and graduate outcomes done with a thorough and wide consultation. The mechanism for a systematic and reliable feedback and evaluation is properly implemented.</p>	<p>Colleagues and departments generate new ideas, strategies, solutions, pedagogies and technologies for enhancing teaching and learning.</p> <p>Substantial evidence of success/effectiveness is collected and reflected on.</p>

# Quality Enhancement - For individual courses



# QE – Other Support

- System support to help reduce workload (e.g. Department of Building and Construction – OBA system with course evaluation questionnaires, etc.)
- Help for teachers to gain feedback for courses and programmes (course evaluations, SPQ (study process questionnaire), etc.)

# QE – Continuing the FFE

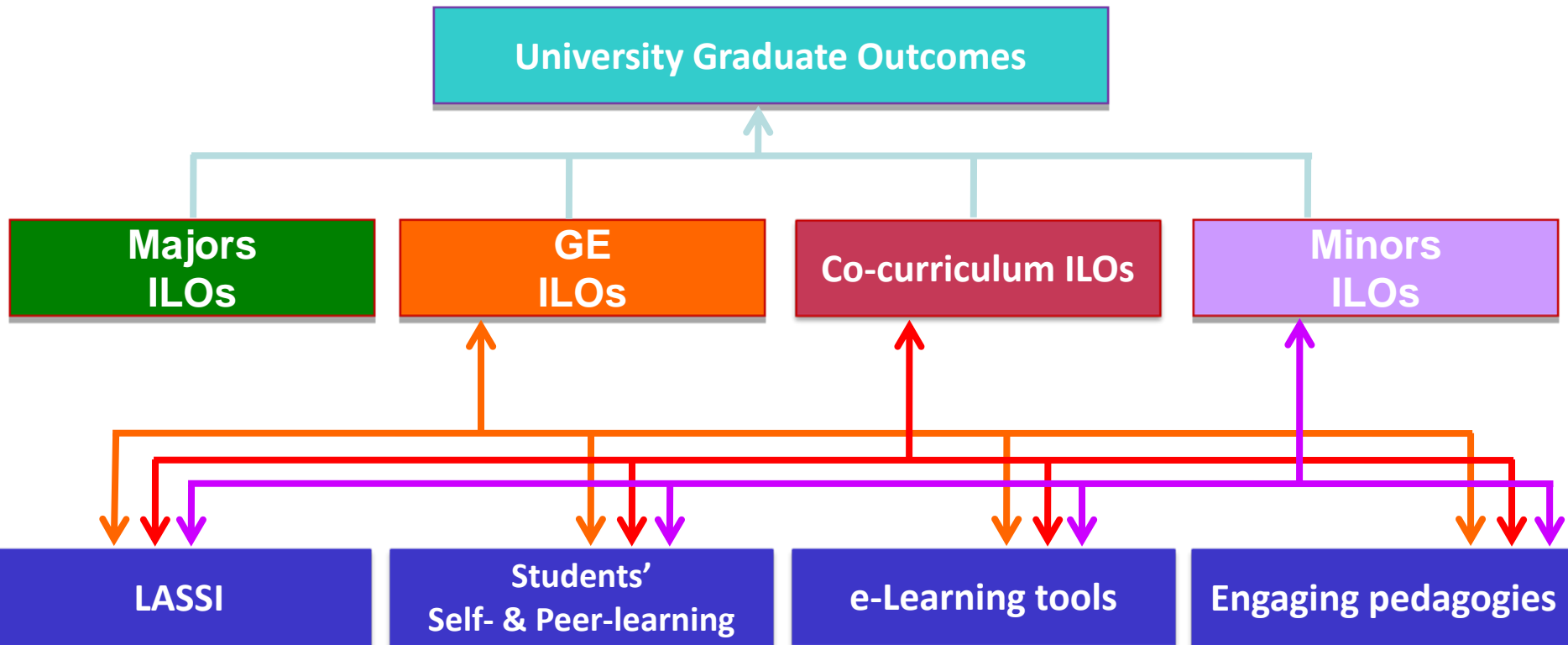
## Data collection & analysis:

- Triangulate qualitative data with quantitative data
  - LASSI data – changes from 2005 til now?
  - GPA data – any emerging patterns? More or fewer As and Fs?
  - Learning experience of students – feedback on courses
- Continue with the qualitative data gathering

## Dissemination of information:

- OBTL coordinators meetings
- T & L Seminars
- Annual reports discussion/submission

# OBA in the 4-year Degree



# Formative Feedback for our Outcomes-based Approach Efforts

**Thank You!**

John Coombes & Eva Wong  
Education Development Office  
City University of Hong Kong

3-3-4 Symposia

Enhancing & Assessing Students' Learning Outcomes for the  
New 4-Year Curriculum

14 December 2009