

Global Standards, Local Solutions: OBA and Academic Quality Enhancement at HKIEd

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Approaching OBL and AQA



- Adding to an enduring effort
- Logical
- Liberating
- Enlivening



- The latest fad
- Lockstep
- Disempowering
- Blah, boring, my will to live is fading...
ZZZZZZ.....

Understanding AQA

- ▶ Accountability, assurance, and enhancement are not oppositional, they should be clearly and deeply linked.

–Williams, 2002

- ▶ AQA is developing field. Given the degree of resource commitment, there needs to be greater empirical research into the efficacy of *systematic* AQA approaches.

–Houston, 2007

- ▶ We may make the same statement about OBA

–Deneen, *in progress*

How we (try to) understand Quality Enhancement and OBA

“the prime need is to discover the realities under the labels, i.e. the deeds, activities, or things which the other person is talking about . . . ”

–Juran and Gryna, 1988, pp. 2

- ▶ Framing discourse rather than forcing consensus
- ▶ Expanding practice, not reducing opportunities
- ▶ Clarifying outcomes but allowing for the unanticipated and “liminal spaces” (Welch, 1993)
- ▶ Using global standards to articulate local solutions. Moving from a “general model” (Billing, 2004)

How do we understand “local?”

1. The Hong Kong Context
2. The UGC
3. HKIEd
4. Faculties, departments...
5. The individual stakeholder

Why is local important?

- ▶ Consideration of ethical and academic freedom
- ▶ Potential friction in applying global standards across multiple cultural contexts

A sample of local outcome assessment and concerns

- ▶ Most Hong Kong institutions are very good at assessing learning at the individual student level. However, the assessment paradigm is almost exclusively seen as having to do with *marking examinations and assignments*.

–Ewell, 2006

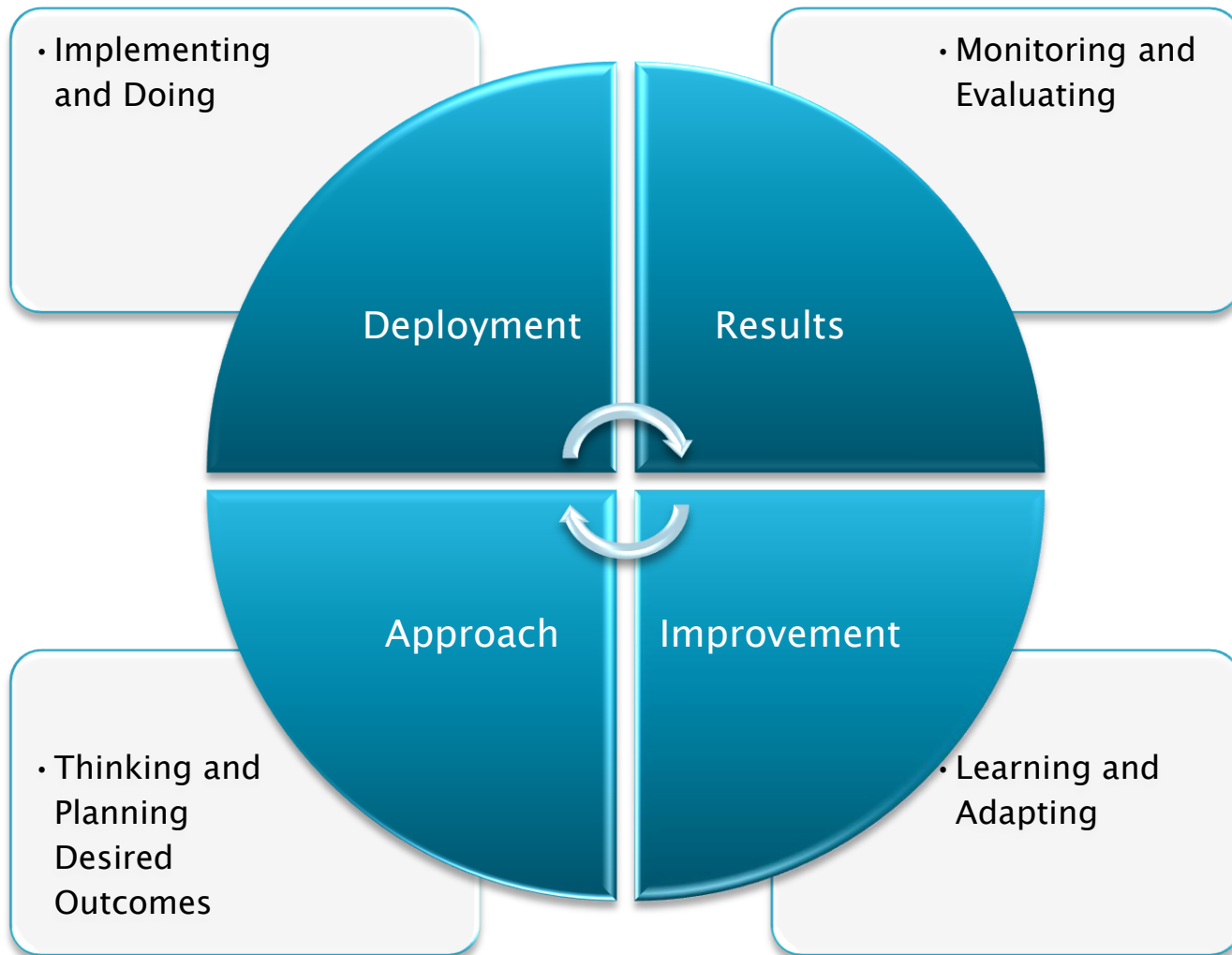
- ▶ Academics in Hong Kong are increasingly interested in integrating assessment with learning and increasing metacognition in their classrooms.

–UGC Symposium on OBE, 2009

What does supporting AQA through OBA Look like?

- ▶ ADRI Model
- ▶ Piloting
- ▶ Multi-level faculty support and development

ADRI



Piloting: two examples

- ▶ Focus
 - A. e-Portfolios
 - B. Outcome-based courses
- ▶ Method
 - What has come before?
 - Complementary methodologies
 - Ethical, honest reporting
- ▶ Intent
 - Navigate our institutional path
 - Contribute to the larger field of inquiry

Example: Conducting transparent performance assessment in your classroom

Outcomes
are made clear

Performance
is conducted
& facilitated

Feedback and
scoring is
given

Criteria
are
Explicitly
promoted

Judgment is
made against
criteria and
benchmarks

Example 2: Using Outcomes to stimulate instructor reflection

- ▶ At the end of the learning experience, what do I want my student to know and be able to do?
- ▶ What are the best ways for me to facilitate this?
- ▶ Can I consistently depend upon the ways I know if this is happening or has happened?
- ▶ Does this optimize the use of my (and my students' time?)
- ▶ What are the ethical implications of our interactions?

Example 3: Seeing Liminal Space

- ▶ What did my students achieve that I did not anticipate?
- ▶ How do I understand this?
- ▶ What implications does this hold for my course and my teaching?

Faculty and PD OBA agendas: making and exploring a connection

- ▶ Faculty imperatives:
 - Time/Frequency
 - Reception
 - Relevance
- ▶ PD team imperatives
 - Richness
 - Validity
 - Reliability
 - Relevance
- ▶ Coming to a common place...

So... how is it going?

- ▶ It's early
- ▶ Challenges
 - Administrative paradigm shift
 - Faculty “buy-in”
 - Tightrope-walk between homogeneity and fragmentation
 - Dealing with the unexpected
- ▶ Successes
 - Faculty buy-in
 - Revealing the hidden
 - Cross-disciplinary cooperation
 - “I didn't know I could do that”

The Path Forward

- ▶ “Not so much a change from assurance to improvement but a shift from externally imposed procedures to internally generated creativity.”
–Harvey and Newton, 2007; p. 226
- ▶ Our outcomes, globally derived, locally applied:
 - Create safe spaces for growth
 - Support engaged participation, provide interactive support
 - Conduct inquiry, not “cheerleading.” Value informed theory over ideology

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