

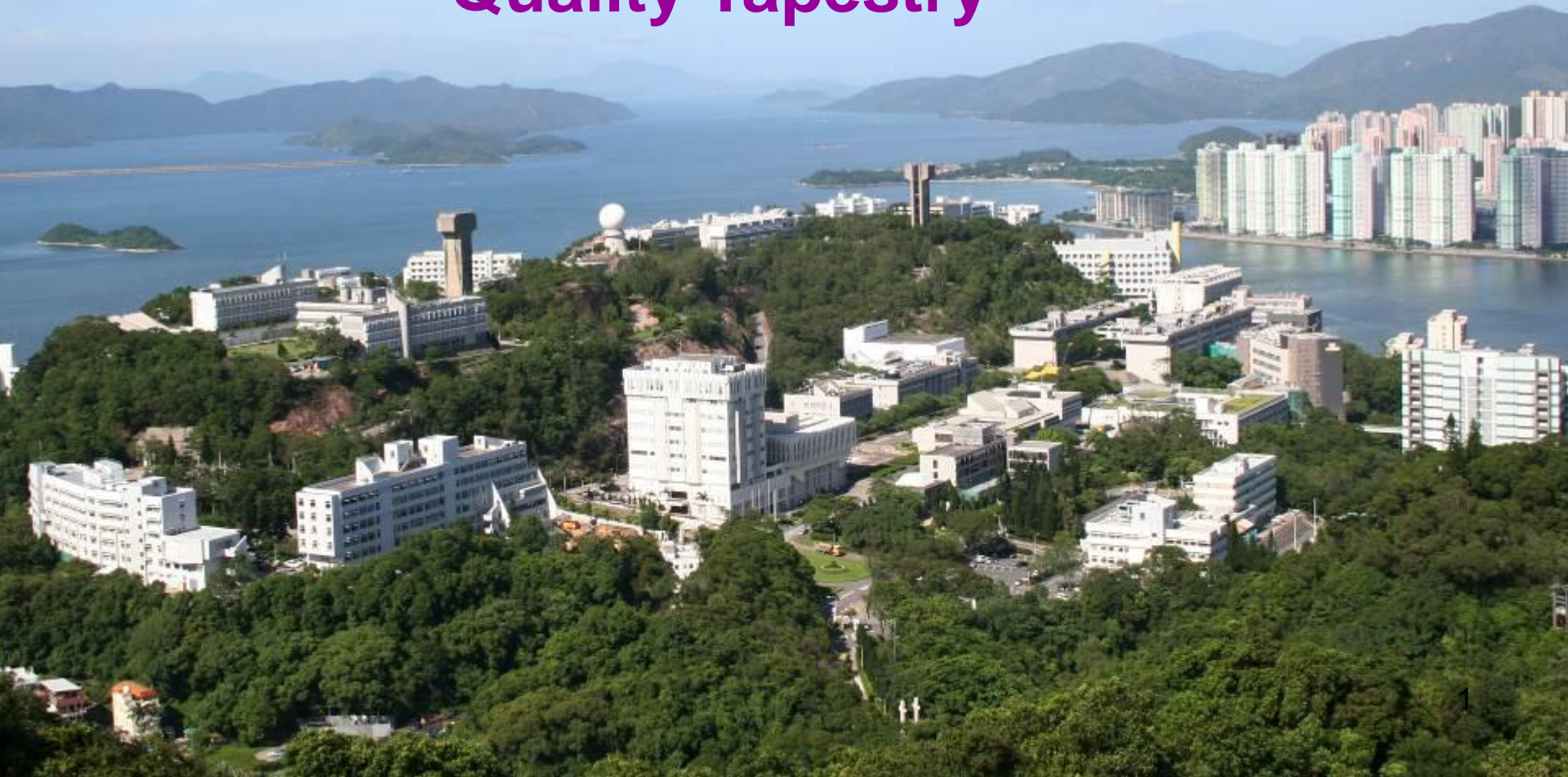


Carmel McNaught



Centre for  
Learning  
Enhancement  
And  
Research

# Weaving OBA, QAC and 334 into a High Quality Tapestry



# Essence and detail ...

- Core principles are transferrable.
- Details? Maybe or maybe not ...



<http://www.mcescher.nl/Shopmain/Foto/Posters/e21.jpg>





# Sustainable change

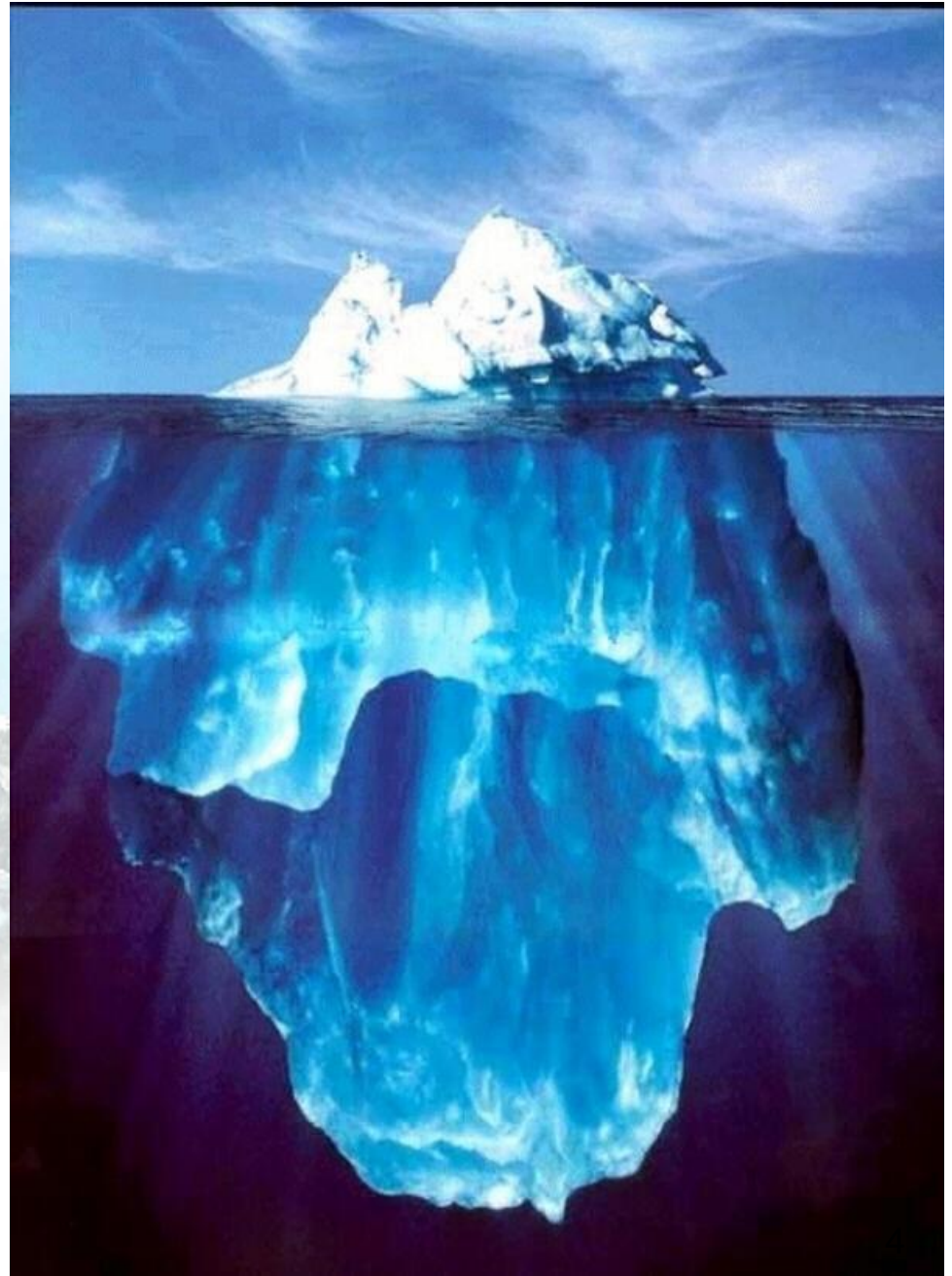
- **Efficiency** requires whole-institution planning based on evidence
- **Effectiveness** requires sound pedagogy and scholarly evaluation on local initiatives



# Our universities are changing!

... in deep and  
fundamental  
ways

<http://londoncoder.files.wordpress.com/2007/12/iceberg.jpg>





# Who is our community?

## Bilingualism and biculturalism

- Combining tradition and modernity
- Bringing together China and the West



Year	Initiative
1997	First Teaching and Learning Quality Process Reviews (TLQPRs) at all UGC-funded HEIs. Process reviews and not overtly outcome-driven
2003	Second round of TLQPRs
2005	* <b>OBA</b> specifically mentioned as being the direction for higher education in Hong Kong. It was called a 'soft' approach in that it was not linked explicitly to funding, though most HEIs did not believe this was the case.
2006	Quality Assurance Council ( <b>QAC</b> ) established; its focus is on teaching and learning and not on whole-of-institution audits
2008	First QAC audit (at CUHK) with a clear search for evidence of student learning outcomes
2012	Double cohort and the new (normative) four-year undergraduate curriculum (3+3+4, <b>334</b> )

<http://tell.fll.purdue.edu/JapanProj/FLClipart/Adjectives/busy.gif>



**Lots of current  
activity!**



**So ....**

<http://julianfranklin.com/SimpleMachinesLogoSM.jpg>

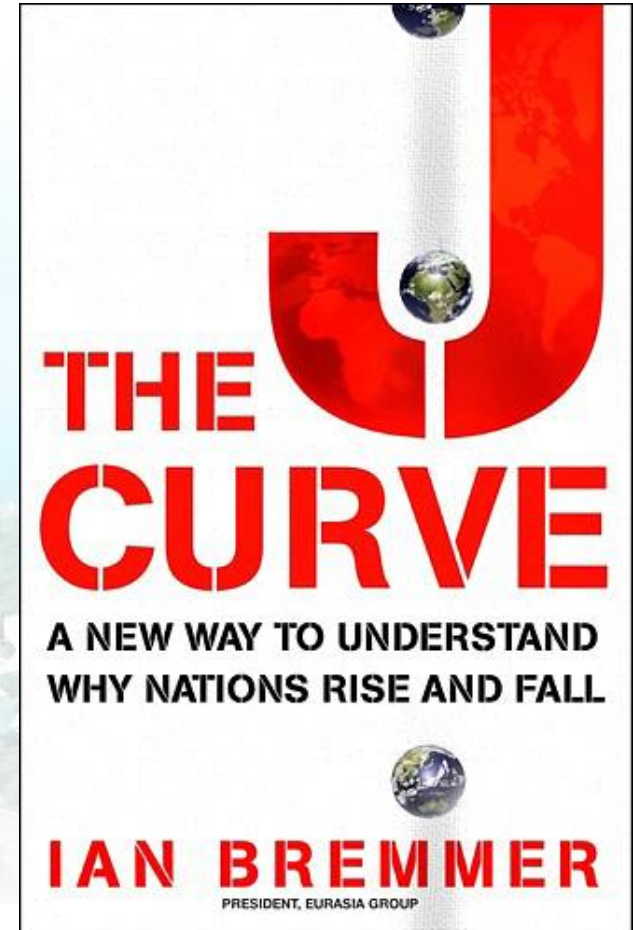


# The J-curve

- Things get worse before they get better!

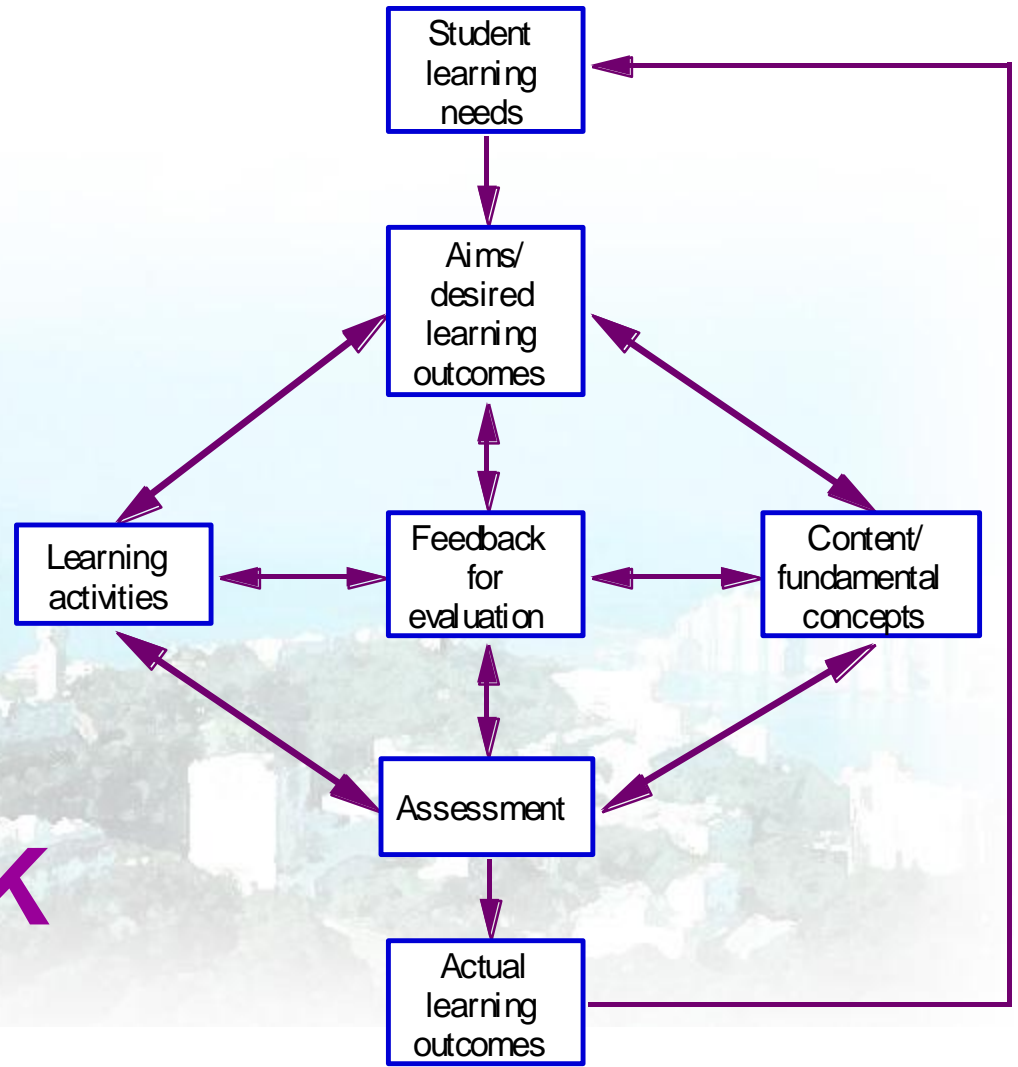
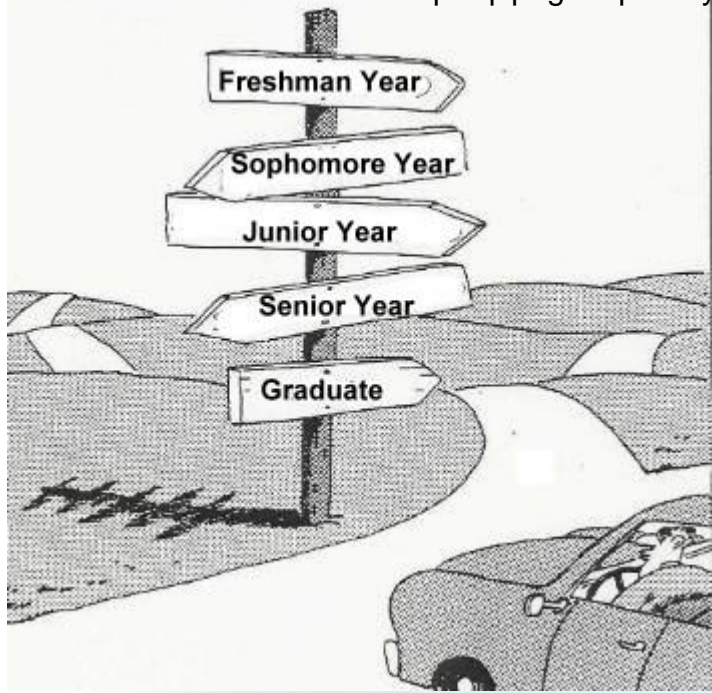


<http://pulpitbulls.files.wordpress.com/2009/06/the-j-curve.jpg>



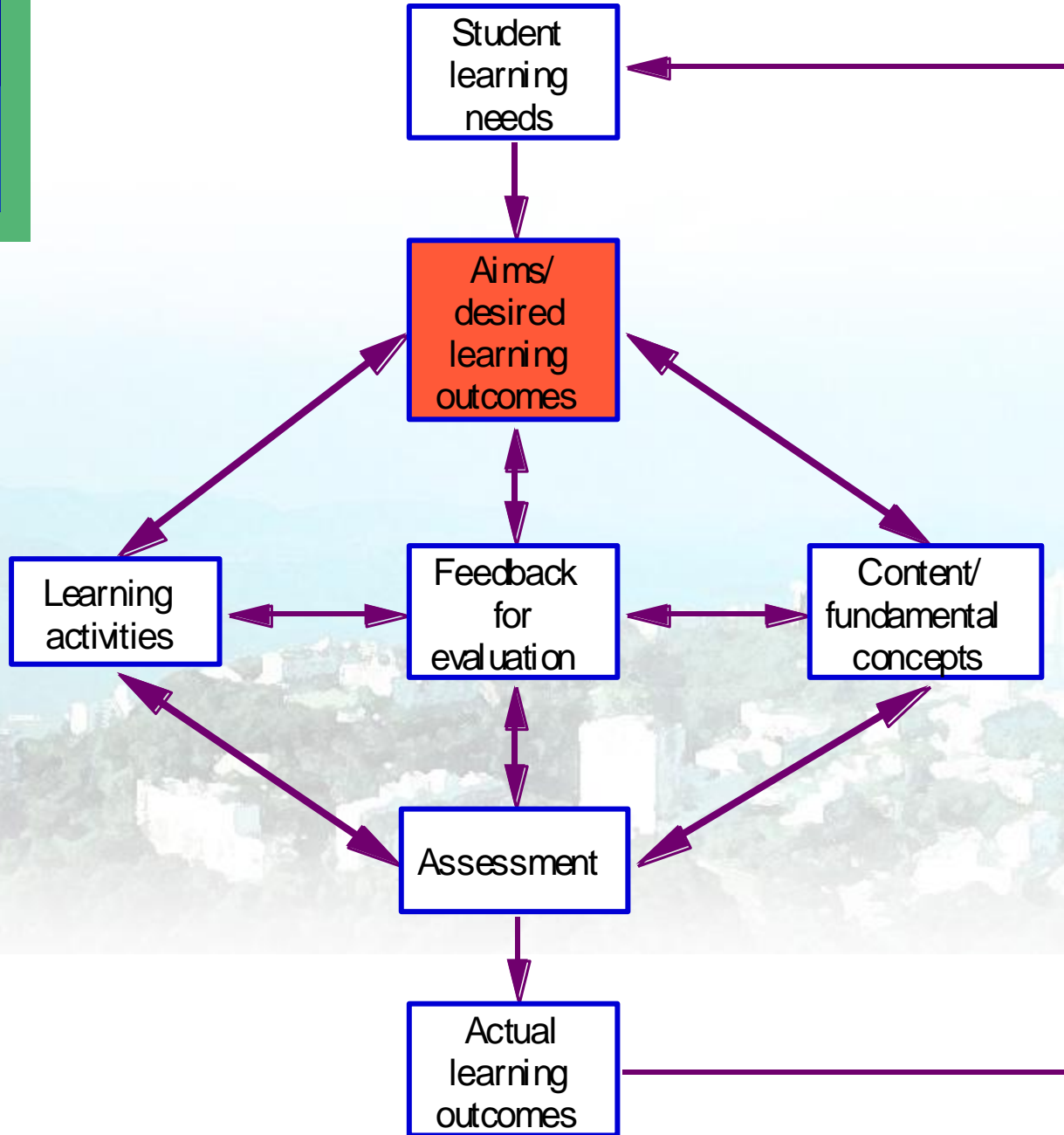
<http://tiny.cc/Etd1b>





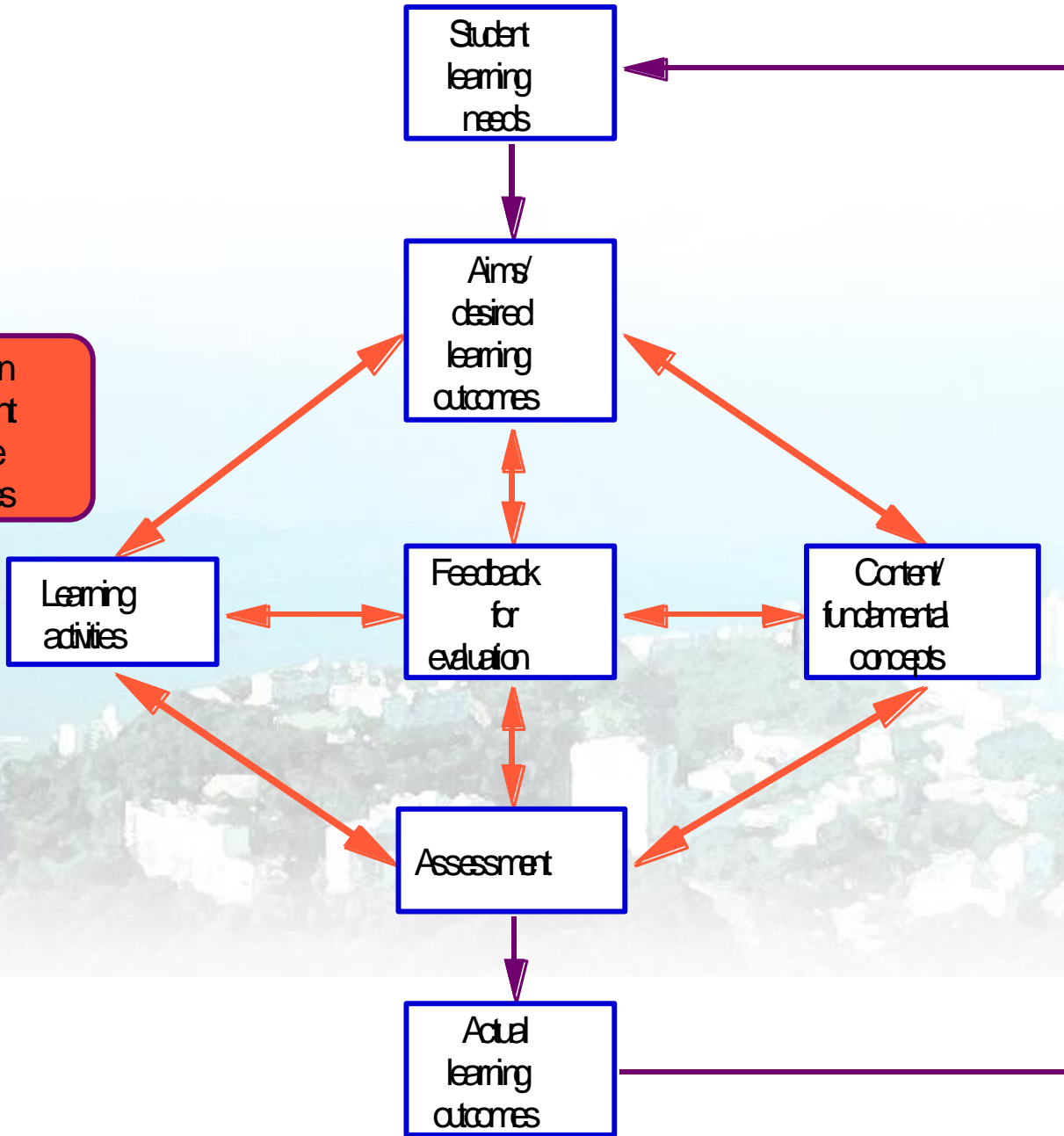
**OBA@CUHK**

# Outcomes-based approach

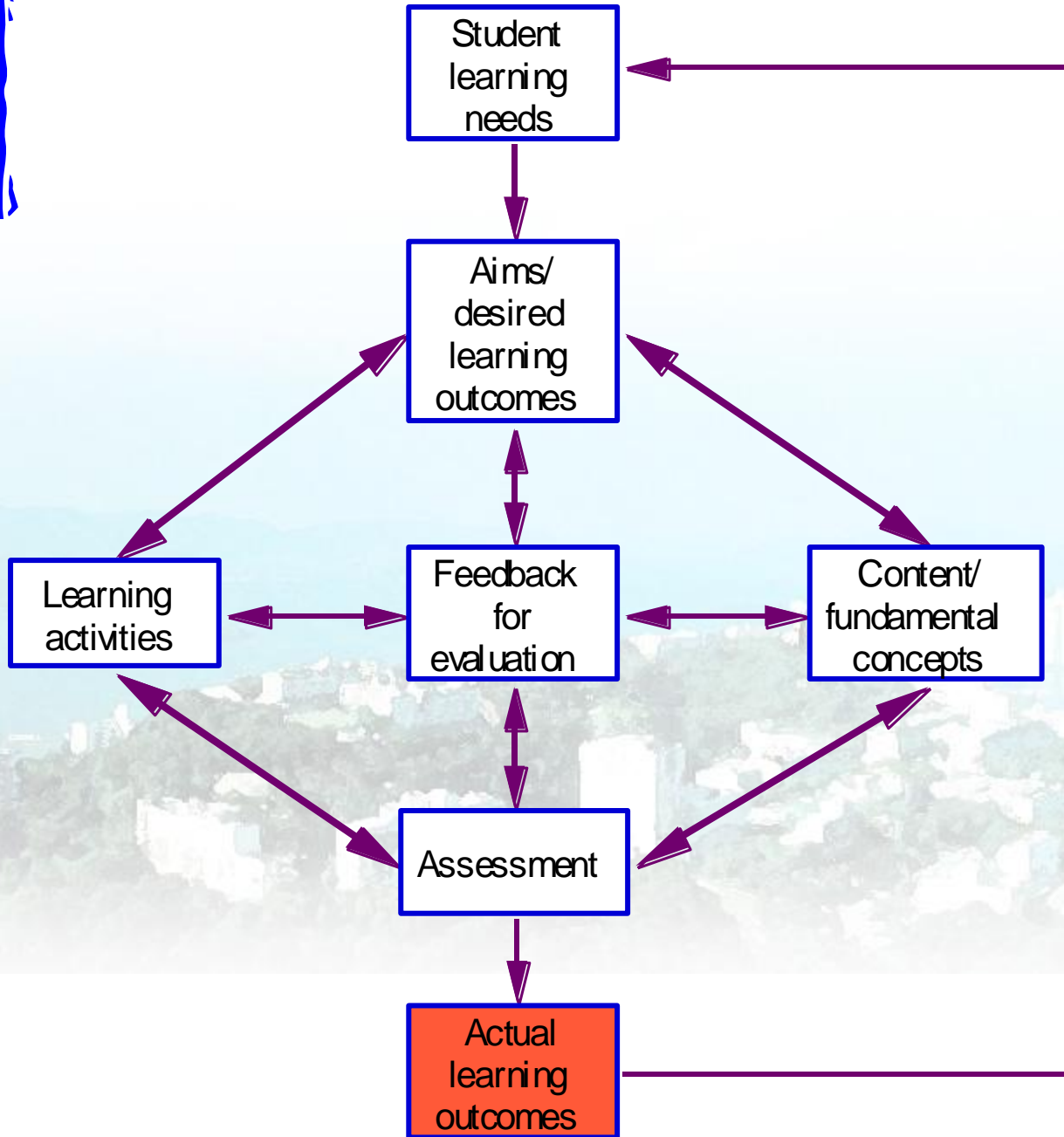




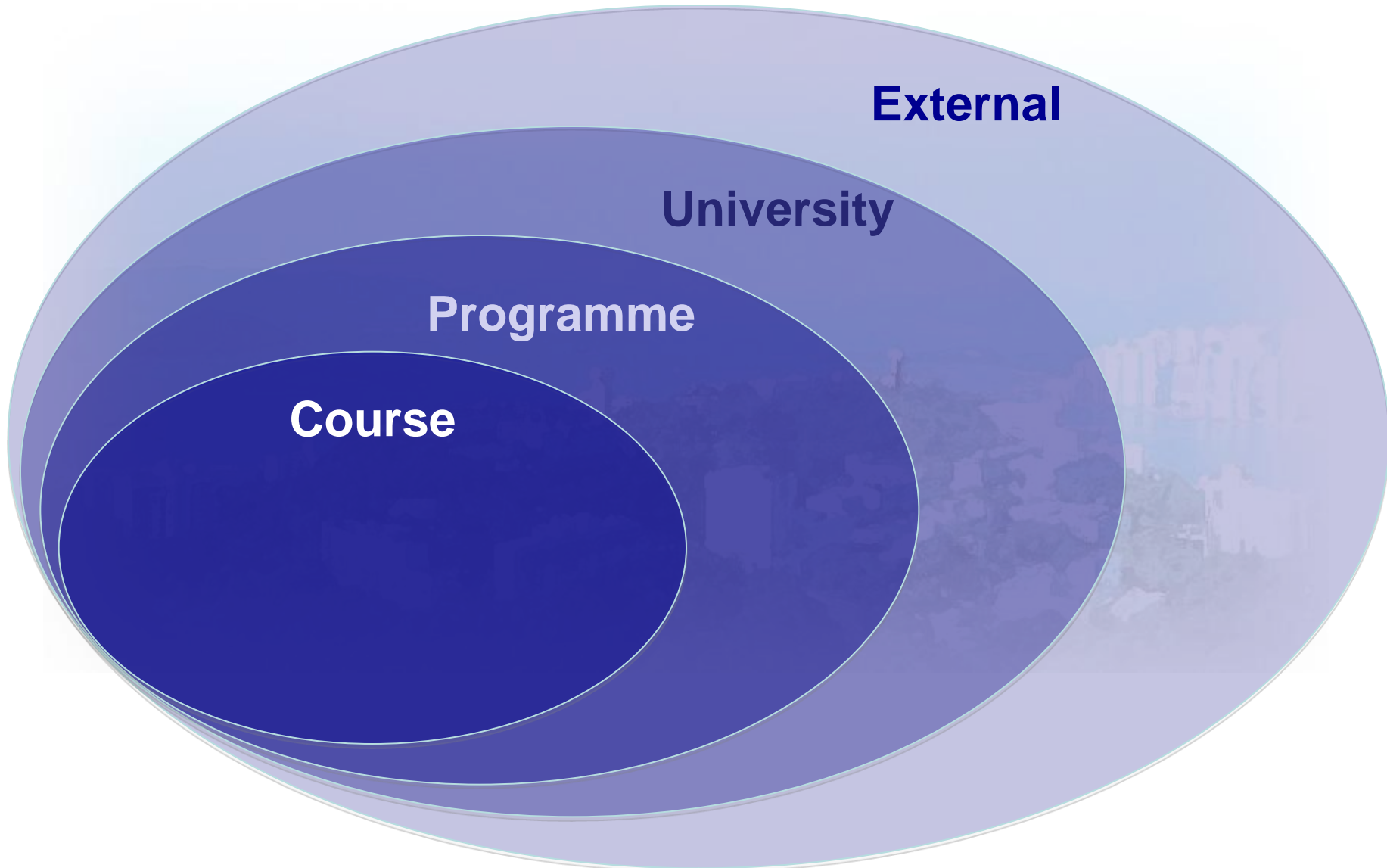
Focus on alignment to achieve outcomes







# Multi-level approach



Year	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	
	Pilot TDGs						
	Time-release funding for OBA work in each Unit						
Activity	Each Unit develops an OBA roadmap		Priority strategy (PS) No. 1.				
				PS No. 2.			
			PS No. 3.				
				PS No. 4. Etc.			
Report: each Unit	Pilot TDG		Road map	Negotiated brief priority strategy report			
				Internal CUHK event		Final report	
Report to UGC			Final TDG report end of 2008	Road map report		Hosting HK event	Final OBA report



# Examples of 'faculty OBA' projects supported by TDGs

- Articulation of programme-level learning outcomes through demonstrations of student work (**Arts**)
- Development of assessment matrices (or grids) which show how assessment is linked to learning outcomes across a whole programme (**Education**)
- Development and implementation of the structure for an internal quality assurance system within a Unit (**Law**)

# Examples of TDG projects with University-wide impact

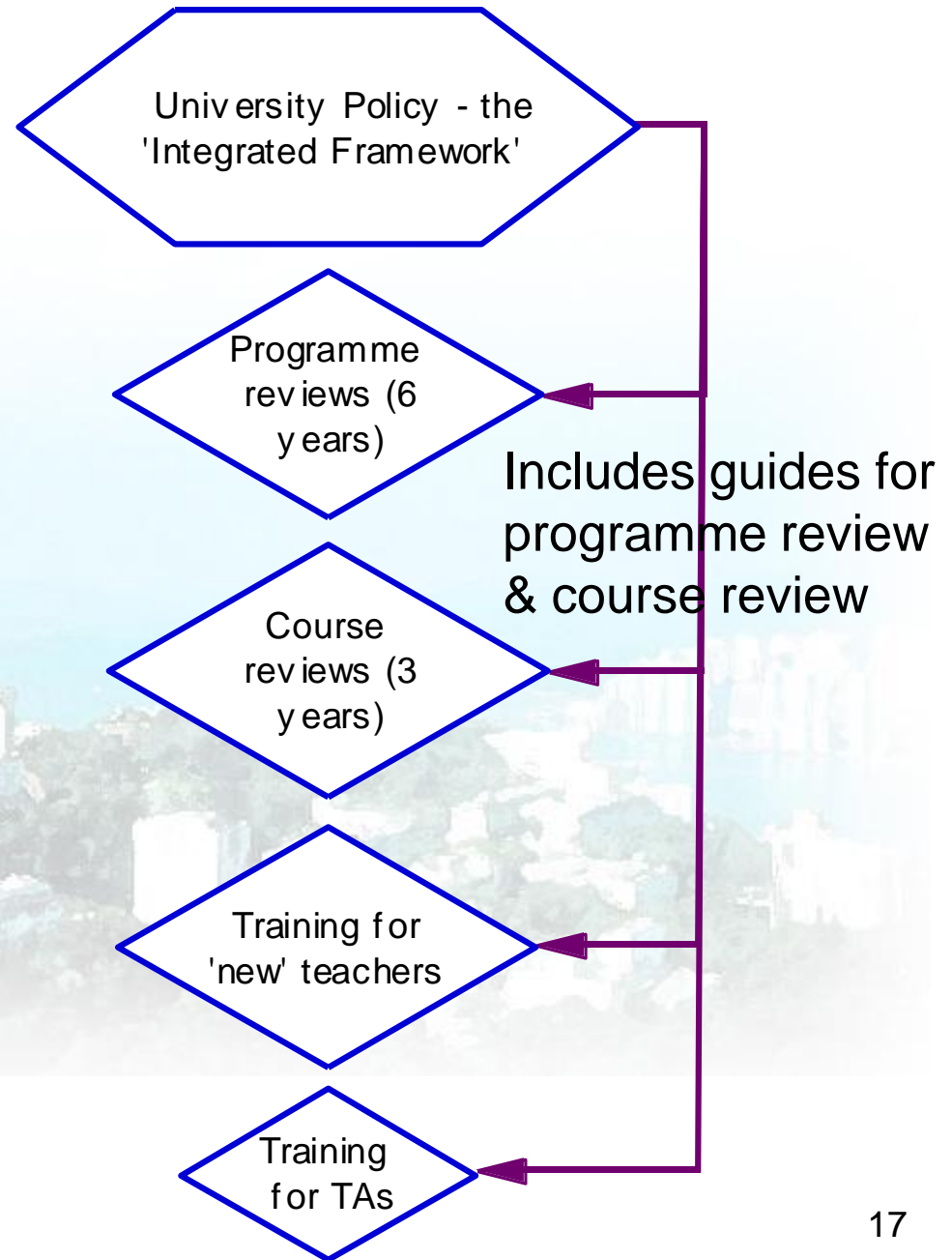
- An eLearning Service across CUHK – impact on emerging eLearning Strategy
- Outcomes-based approaches at course level – impact on design of the new CUHK Course Outline Warehouse
- Science learning outcome statements & measurement instruments – impact on design of graduate surveys at CUHK
- OBA in Teacher Education – influence on new ePortfolio project

# QAC

## T&L policy

The Integrated Framework for Curriculum Development & Review (Mar04, Dec06)

Commendation in QAC.  
Revised version to align sub-degree, Ug & TPg sectors ...  
Continuous improvement ...





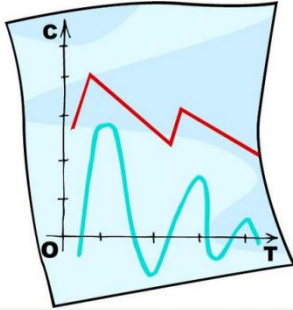
# 11 Areas of Focus

**C**ommendations  
**A**ffirmations  
**R**ecommendations

1. Appropriate objectives
2. Management
3. Prog. development & approval
4. Prog. monitoring & review
5. Curriculum design
6. Prog. delivery
7. Experiential learning
8. Assessment
9. Teaching quality & staff development
10. Student participation
11. Research degrees

# Three-stage conceptual change model

DATA

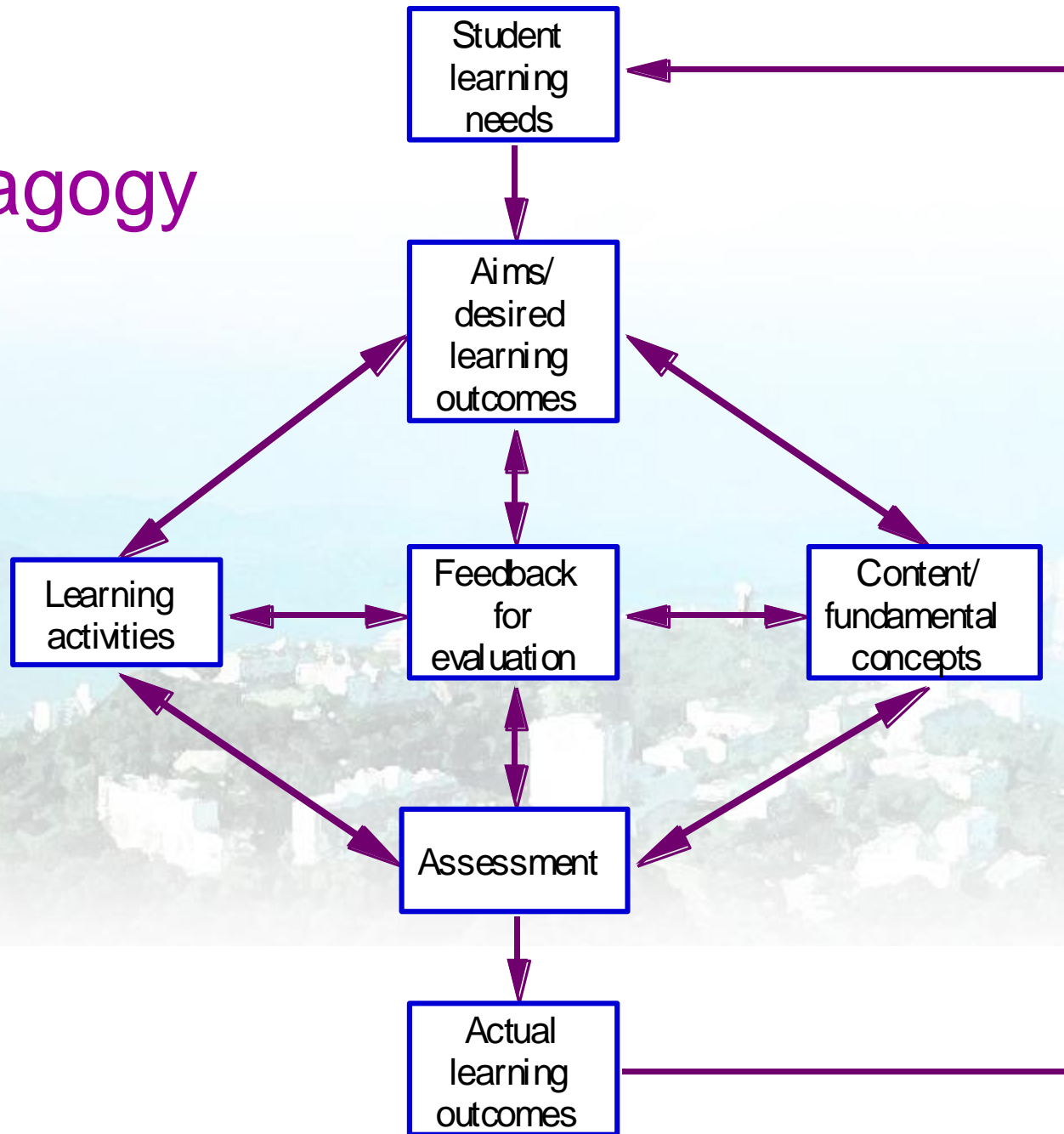


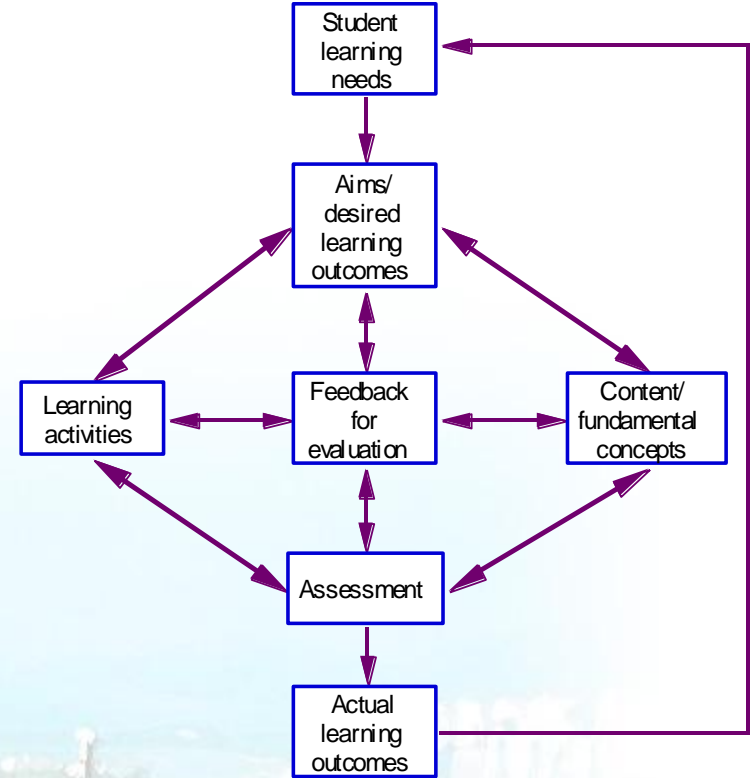
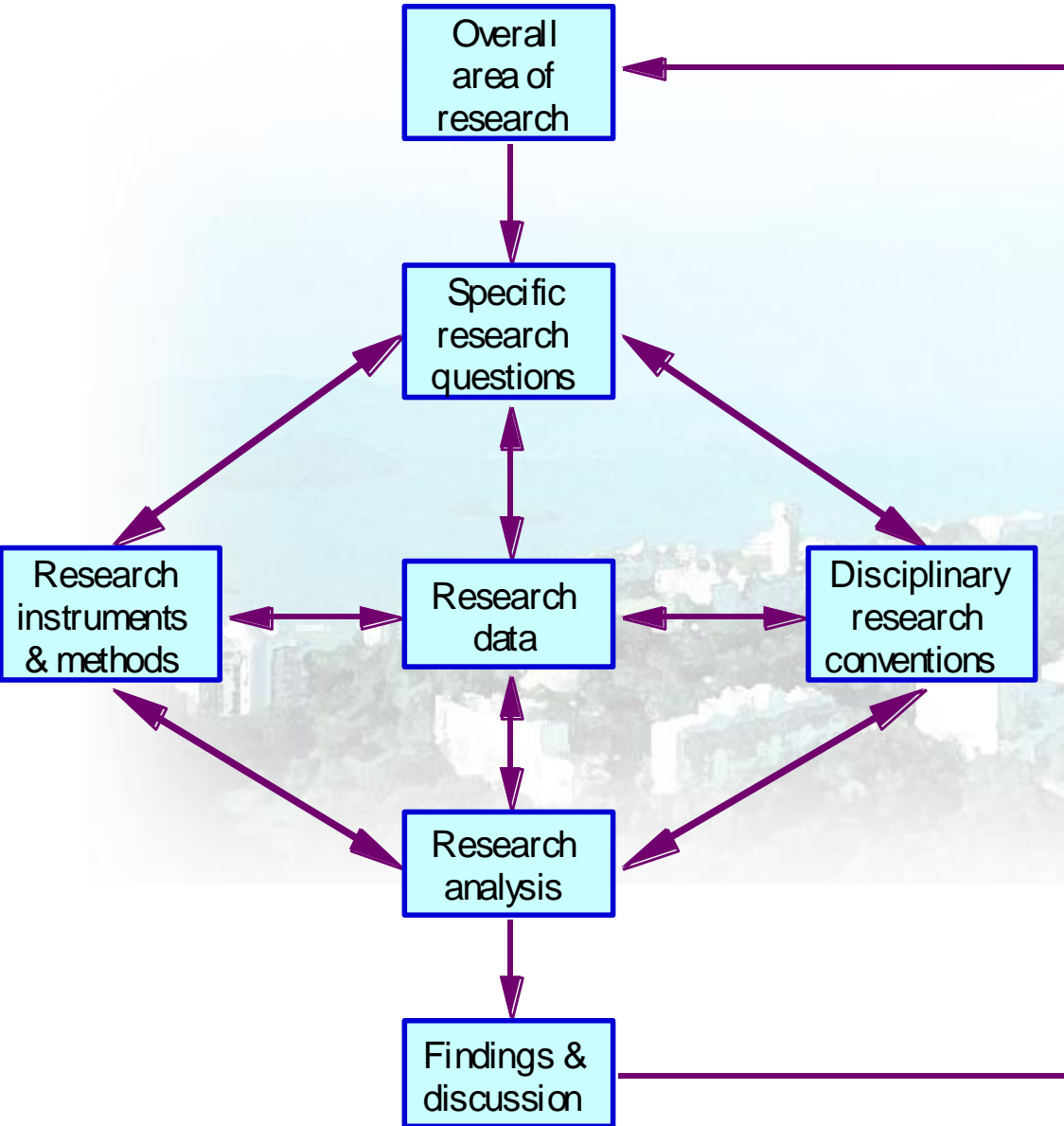
1. Evidence of the need for change
2. Confronting the situation
3. Reconstruction of a new approach

PEOPLE



# Pedagogy





Evaluation is a scholarly exercise



# Make it matter: Promotion & tenure

Two year snapshot: 2005-2007

Teaching performance scores

- Successful cases: 5.26
- Unsuccessful cases: 4.88

Assume no attrition

No. in 3-year programme = X3

No. in 4-year programme = X4

**2012**

Year	2009	2010	2011	2012	2013	2014	2015
Year 1 Ss	X3	X3	X3	X3 + X4	X4	X4	X4
Year 2 Ss		X3	X3	X3	X3 + X4	X4	X4
Year 3 Ss			X3	X3	X3	X3 + X4	X4
Year 4 Ss							X4

Extra year for **broadening** –  
language, General Education,  
experiential learning, capstones, etc.

# Patience is a virtue

- Effective change takes time.
- Monitoring over time is needed for evidence to be convincing.
- **BUT 2012 is close ...**

[http://i197.photobucket.com/albums/aa259/odea\\_photos/626time.jpg](http://i197.photobucket.com/albums/aa259/odea_photos/626time.jpg)



# Weaving strands together



<http://depts.washington.edu/chinaciv/clothing/thread.jpg>

- Making sense of disparate activities
- Saving work through synergies
- Supporting student learning
- Taking a scholarly approach



# Thank You

