THE HONG KONG
POLYTECHNIC UNIVERSITY

Working Group on Outcome-Based Education

Ref. No.
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Projects on Promoting Outcome-Based Approaches in Student Learning
2007-08
Application for OBA Funding

PART I: General Information

1. **Title**

   A Study of 'Value' Education in the GEC

2. **Name(s) of Applicant(s)**

   Project Leader

Name	Dept	Post	Groupwise	Ext.
Yeung Kwok Wing Anthony	GEC	Lecturer	geayeung	4587

   Team Member(s)

Name	Dept	Post	Groupwise	Ext.
Wan Tai Wai David	GEC	Lecturer	gedavey	4588
Fong Chi Wah	GEC	Lecturer	gefongcw	4584
Cho Kut Suen Jackson	GEC	Tutor	gekscho	34003757

3. **Total funding requested**

4. **Expected duration of project:**   18 months

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Proposed commencement date: Jul 2008

Expected completion date: Dec 2009

PART II: DETAILS OF PROPOSAL

1. Project objectives and significance

The main objective of this project is to design an effective model for value education through, and parallel to, the teaching of value-related subjects.

We all know that value education is of crucial importance. A person with great talent but no sense of responsibility to society at all is of limited value to society, if not bad to it. A person with a strong sense of responsibility but unable to make proper judgments about right and wrong is equally dangerous. A person excellent in value judgments but unable to act them out is no better. Value education, thus viewed, is not an important and complicated business. Proper value education must be multidimensional, composing intellectual, emotional, and attitudinal elements, etc. Since the mission of the General Education Centre is to promote whole person education, of which value education is an essential part, it should be significant for the Centre to explore ways to perfect ourselves in the area of value education.

This project provides teachers with assistance in (i) identifying important learning outcomes in value related subjects; (ii) designing or modifying class activities and assessment methods to ensure or improve the effectiveness of achievements and assessment of learning outcomes. The project also aims to (iii) document learning and teaching activities and materials as references for teachers' self-enhancement.

It has to be emphasized that, by the word "design" we do not mean to create something from sheer non-existence. Education, if it is education at all, must always be outcome-based. Indeed, we have the impression that most, if not all, of the teaching practices in the General Education Centre has been outcome based in its nature. The aim of the project, instead of introducing things that are brand new, is rather to solidify and promote the existing good practices on the one hand, and explore ways of further improvements on the other.

2. Target users

The target users of the Project are students and teachers of value related subjects offered by GEC.

If the target users are students, complete the table below:

Programme/ subject code	Programme/subject title	Credit units	Mode of study	Student intake quota per year
GEC 2602	Life and Death	2	Lecture, tutorial	200
GEC 2804	Chinese History, Culture, and Philosophy	2	Lecture, field trip, tutorial	600
GEC 2605	World Issues and Human Responsibilities	2	Lecture, tutorial	100
GEC 2615	Introduction to World Religion	2	Lecture, tutorial0	100
GEC 2603	Confucianism, Taoism, Buddhism, and Chinese Culture	2	Lecture, field trip, tutorial	100

GEC 2616	Philosophy Goes to the Cinema	2	Lecture, tutorial	100

3. Outcomes and deliverables

(a) Major outcomes and deliverables

	Major outcomes and deliverables with descriptions
(a)	Major outcome: To provide exemplary cases for the teaching development of GE subjects in the direction of OBE.
(b)	Major deliverables: i) A teacher's guide for value related subjects which includes the following: (1) a reference material pack for outcome-based subject design, ranging from syllabus writing to formulation of learning outcomes and assessment methods; and (2) a collection of printed and multimedia demonstrations of good practices in value education. ii) A good practice handbook. iii) An archive of teacher portfolios which reflects the effectiveness of outcome based education.

(b) Plan for developing and piloting / implementing the deliverables

(i) Pilot project (Jul 2008-Dec 2008)

    (1) Focus group interviews

        Students and teachers who participated in value related subjects in the past ten years will be invited for focus group interviews. Questions addressed include:

        (a) What are the most important learning outcomes for value-related subjects?

        (b) What elements in learning and teaching are regarded to be most effective to prepare students, intellectually and emotionally, for proper value judgements and personality development?

        (c) What kind of relationships among students on the one hand, and between teachers and students on the other, is most beneficial to foster a proper attitude towards students' personal life, social matters and other value related subjects? What are the best ways to build up this kind of relationships?

        (d) What qualities should teachers possess in order to help students grow not just intellectually but also personally? What are the according behavioural patterns?

        (e) What class activities are useful in helping students achieve desired learning outcomes?

        (f) How do we know whether students have achieved the desired outcomes?

    (2) Analysis of group interviews

        When analyzing the group interviews, two major questions will be addressed.

        (a) What are the desired outcomes of value education?

        (b) What practices are regarded by teachers and students to be conducive to the achievement of these desired outcomes?

(ii) Implementation (Jan 2009-Apr 2009)

    (1) Pre-implementation workshop:

        A workshop will be held with teachers teaching value related subjects in order to assist them in:

        (a) rewriting syllabus in order to better define desired learning outcomes,

(b) refining their designs of class activities and assessment methods from an OBE perspective, and

(c) identifying other possible rooms for further improvement in the learning and teaching activities.

(2) Implementation

Teachers of related subjects will then incorporate the findings into their courses in their own ways. They will then be required to provide materials for the compilation of teacher portfolios.

4. Dissemination and sharing plan (May 2009-Oct 2009)

Dissemination and sharing

(i) Teacher's guide

(ii) Good practice handbook

Evaluation plan

(i) Short term evaluation plan

With the limited time span, the actual evaluation in the project will be focused on its short term effects only. However, a mechanism of evaluation of long term effects will also be build up.

(1) Short term evaluation will be done by

(a) Questionnaire for both teachers and students to evaluate the effectiveness of the entire project.

(b) Interviews with students who have finished the related subjects.

(2) Long term evaluation plan

(a) Questionnaires for graduates who have left the university for years.

(b) An archive of teacher portfolios which reflects the effectiveness of outcome based education.

5. Impact

The project serves as a first step of the development of OBE in all GE subjects. As the chief objective of the GE program is to enhance students' whole person development, the development of OBE in GEC will help students acquire through learning a wide range of desirable attributes which may or may not be strictly quantifiable. Within the natural limits of measuring learning outcomes, however, the development of a model in effective value education will serve first to consolidate our good practices in teaching value-related subjects and have made the effect of value education more visible. This model will also serve as an example of how to help students to develop other desired attributes and generic skill through the teaching of other GE subjects.

6. Target date(s) for submission of progress and completion reports

	Planned submission date (mm/yyyy)
1. Progress report *(for projects whose duration lasts more than 1 year; to be submitted mid-way through the proposed project period)*	N. A.
2. Completion report *(to be submitted within 3 months after the project completion date)*	Dec 2009

PART III: BUDGET OF PROPOSAL

*Important Notes

1. Funding requests for equipment and/ or software will be considered only if:
   a. the equipment / software is essential to the successful implementation of the project, AND
   b. it is not available in the department concerned. The Project Leader has the responsibility to check this out.

2. The purchasing policies and procedures of FO must be followed for the procurement of approved items.

3. Funding request for conference attendance will not be considered.

Dept: _____ GEC _____   Date: _____ 25 January 2008 _____

PART IV: DEPARTMENTAL ENDORSEMENT

Endorsement by Chair of FLTC/ DLTC:

Comments on the proposal:

Name: .... Signature: .... Date: ....
       (in block letters)

Endorsement by Dean/ Acting HoD:

Comments on the proposal:

I fully support the proposal.

By endorsing this proposal, I agree that:

1.   The proposal suitably addresses the School/Department's needs in promoting and implementing outcome-based approaches in student learning and will be considered as part of the School's/Department's Business Plan.

2.   The School/Department will receive a funding as calculated for item (e) in the Budget section which I will use for providing the time release recommended by the project proposers, based on the Total Workload Model, to support them to work effectively on the project.

Name: _Yu KAM POR_ Signature: _____ Date: _30 / 1 / 2008_
       (in block letters)   (Acting Head)

Please return this form to Miss Miranda Fung, Secretary of Working Group on Outcome-based Education,

c/o Educational Development Centre

by **31 January 2008**

Supplementary document for OBA funding application
GEC
Prepared by Anthony Yeung, David Wan and Chi-wah Fong
May 6, 2008

1. How our project is related to the prioritized items and generic outcome
   a) Prioritized items
      (i) Designing effective methods for guiding students to achieve learning outcomes
          Our project is a project on value education. The first goal of our project is precisely to work out a reasonable list of desirable learning outcomes for value education. This is necessary because, in a liberal and pluralistic society like ours, there is no consensus whatsoever about what value education should be like and what we should expect from it. Below are just a few among the numerous possible answers as to what we should expect from value education, none of which is free from criticisms.
          (1) Building a sound moral character.
          (2) Acquisition of theoretical knowledge about values (e.g., ethical theories, social and political theories, religions).
          (3) Acquisition of skills in reasoning about value problems.
          (4) Acquisition of proper attitude towards life, family, society and the world.
          (5) Development of certain emotional qualities such as sympathy, empathy and so on.
          To identify the right type of value education is a serious project awaiting long term efforts of professional ethicists and education theorists. But before that problem is solved intellectually, value education must go on. What this project aims to do is to arrive at a number of working goals by achieving a reflective equilibrium between teachers' professional judgment about value education and students' refection upon their own value developments. We expect that this approach can result in a list of working goals (desired learning outcomes) for values education which, though may or may not be the ultimately correct list, best respond to the perceived needs of teachers and students as a learning and teaching team. This is precisely what the pilot project (3 (b) (i)) aims to do.
          After desired learning outcomes are formulated we have to design methods for guiding students to achieve these outcomes. This will be achieved by the pre-implementation workshop (3 (b) (ii)).

      (ii) Assessing professional and generic programme outcomes
           Since our Centre does not own a program, learning outcomes cannot be assessed at a program. Therefore the assessment of learning outcomes works basically at the subject level. This is addressed by the second part of our dissemination and sharing plan (4. Evaluation plan), which involves questionnaires for teachers and students and an archive of teacher portfolios.

   b) Generic outcome

As stated above, given the ambiguity and the controversial nature of value education, the generic outcomes to be addressed by the project have to be identified through a pilot research. Whatever the particulars of the final list of learning outcomes, it must include a number of intellectual, attitudinal and behavioural qualities essential to the life as a responsible person and member of groups at different levels, such as family, nation, and the world. These qualities is closely connected with, but not limited to, social and national responsibility as stated in the Strategic Objective 1 in the Strategic Plan of the University.

2. Relationship among subjects involved
   All the subjects involved are either subjects on values (e.g., World Issues and Human Responsibilities) or subjects with heavy value-related components (Introduction to World Religion).

3. Duties of project assistant
   The project assistant is going to take up, together with and under the guidance of project team member Jackson Cho, most of the manual work in involved in the project. These include:
   a) Sending invitation to prospective interviewee pilot project (proposal, 3(b)(i)),
   b) Arranging and organizing interviews,
   c) Documenting the interviews,
   d) Assisting the production of materials for workshops (proposal, 3 (b) (ii)),
   e) Assisting the coordination of the workshop, and
   f) Assisting the production of the teacher's guided and the Good practice handbook.

4. Justification of the notebook
   The notebook provides the assistant with a handy and mobile tool for data entry and data processing. Given that most of his duties involves data collection and analysis, this would be essential for him to carry out his duties effectively. Since the notebooks owned by our centre at the moment are fully occupied by teaching duties, we perceive that a notebook for the assistant would be necessary.