Completion Report
Project Supported by LTC/OBA Funding*

(Period covered: ___1 June, 2009___ – ___31 May 2010___)

Part I: General Information

Funding Source (please tick ✓ as appropriate):   LTC   X OBA Funding

Project Code: 2007-08/OBA/SHTM   Host Department: SHTM

Project Title: OBA Staff Development in SHTM

Project Team:
Project Leader (Name & Dept):   Prof Bob McKercher

Team Member(s) (Name & Dept):
Dr Simon Wong, Mr Paul Penfold, Ms Linda Gross

Part II: Project Details

1. Financial Information

(a) Overview

Approved Funding: Additional Funding Received (if any):   Total Funding Received:

+   =

Source of Additional Funding:

Note   HKD 67,006 time release to Department

(b) Project Expenditure

¹ Please give reasons for the revised budget and quote the relevant authority's approval reference where appropriate.

2. Project Schedule

	Start date (dd/mm/yyyy):	Completion date (dd/mm/yyyy):
Dates as Stated in Original Proposal:	01/09/2008	31/08/2009
Actual Start and Completion Dates:	01/09/2008	31/08/2009

Total no. of extension(s) obtained :   Obtained during the project period:

Project Period Extension(s) (if any):   NA time(s)   For a total of   NA month(s)

Reason(s) for Extension(s) (if any):

* *LTC: Learning and Teaching Committee*
OBA Funding: Funding for Promoting Outcome-Based Approaches to Student Learning

3. Project Implementation

(a) Project objectives

- Increasing staff practical knowledge of OBA and how to apply it effectively in their teaching
- Increasing staff confidence in designing and managing their subjects using Outcomes Based approaches that will facilitate the achievement of approved programme and PolyU outcomes
- Developing some OBA exemplar materials to help embed OBA and demonstrate how the approaches can be implemented
- Increasing staff confidence and ability to design and implement Outcome Based Assessment tasks, to achieve subject outcomes, which in turn will achieve overall programme outcomes
- Embedding transparency and accountability into the SHTM Outcomes Based Assessment process in all subject disciplines, by ensuring alignment between approved syllabi, schemes of work, assessment and evaluations
- Setting up a framework for monitoring Outcomes Based Assessment progress to ensure ongoing compliance

(b) Overview of specific work undertaken for achieving the project objectives (including any changes to original proposal)

- A series of staff development workshops were conducted, complemented by individual consultations with staff
- A set of elearning materials was posted on the SHTM OBA website.

Please see attached report

(c) Difficulties encountered, if any, which have affected progress, and remedial actions taken

- The project was successful, although attendance at workshops was highly variable. Overall at least half the staff attended one or more workshop.
- The e-learning materials were accessed

(d) Deliverables/useful findings/good practices emerged

- A set of working notes
- Materials posted on the SHTM web site
- Ongoing professional development of staff.

- A soft outcome of embedding OBA as part of SHTM's culture was also achieved as reflected by the success of the 'Stage 3' internal audit project completed in autumn 2009.

(e) Dissemination activities taken/planned to sustain impact

- Learning materials posted on SHTM's web site

(f) Self-evaluation or additional information/remarks

- Perhaps we were overly ambitious about staff involvement in workshops. However, each workshop had its merits and those staff who did attend gained much from the.

Name of Project Leader: Prof Bob McKercher   Date: June 10, 2010

                                (in block letters)

(a) Rating and comments/recommendations on the following areas of the project

(please put a ✓ in 1 of the following 2 ratings and provide comments)

Rating

Areas	*Satisfactory*	*Needing attention*	*Comments and Recommendations*
Overall financial management/ use of funding	✓		
Overall project progress	✓		
Outputs /deliverables / dissemination	✓		
Overall rating / comments on the project (Please suggest remedial actions if the rating is 'Needing attention')	✓		

(b) Issues requiring the attention of FLTC/Director of School and/or the funding authority

(c) Outputs/deliverables/good practices of the project that can be shared with other subjects, programmes or departments within the Faculty, or with the wider PolyU community

(d) Additional comments/remarks

Name of D/SLTC Chair
(or HoD/Director of School): ___Prof. Kaye Chon___   Date: ___June 11, 2010___
(in block letters)

^ *To be prepared by HoD/Director of School if the PL is also the D/SLTC Chair, or if the Centre/Unit/Office does not have a DLTC.*

Part III: Evaluation by D/SLTC (or by HoD/Director of School^)
Part IV: Evaluation by FLTC/Director of School#
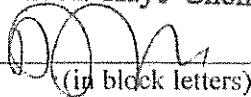
(a) Overall rating on the project (please put a ✓ in 1 of the following 2 ratings):

☑ Satisfactory

☐ Needing attention

(b) Overall comments and recommendations on the project:

The Project has been carried out successfully

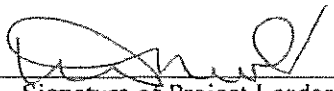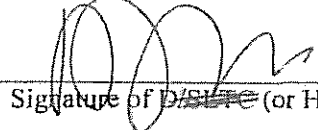(c) Issues requiring the attention of the funding authority:

Name of FLTC Chair/
Director of School: Prof. Kaye Chon _____ Date: _July 11, 2010_
(in block letters)

The Director of School *or* HoD of the Centre/Unit/Office needs not fill this part if he/she has already commented in Part III

Part V: Response & Follow-up Plan by Project Leader

(Response and follow-up plan is required from the Project Leader if there is any area rated as 'needing attention' in Part III and/or IV.)

Name of Project Leader: _____ Date: _____
(in block letters)

_____ | _____ | _____
Signature of Project Leader | Signature of D/SLTC (or HoD)@ | Signature of FLTC/ Director of School

Prof. Bob McKercher | Prof. Kaye Chon

_____ | _____ | _____
(Name in block letters) | (Name in block letters) | (Name in block letters)

@ To be signed by HoD if the PL is also the DLTC Chair, *or if* the Centre/Unit/Office does not have a DLTC; *leave* this blank *if* the PL is also the SLTC Chair.

The Project Leader and D/SLTC Secretary should each keep a copy of this *Completion Report* for records.
A copy of this *Completion Report* will be submitted along with the *F/SLTC Annual Report (Form 20)* to LTC/WGOBE as a supporting document.

4

POLYTECHNIC UNIVERSITY
香港理工大學

School of
Hotel & Tourism Management
酒店及旅遊業管理學院

Stage 2 SHTM OBA Project Report

For the Teaching and Learning Committee

PREPARED BY

Dr. Bob McKercher, Project Team Leader
Dr. Simon Wong, Project Team Member
Paul Penfold, Project Team Member
Linda Gross, SHTM OBA Consultant

June 2010

TABLE OF CONTENTS

Item	Page

Project Role	Name	Post
Project Leader	Dr. Bob MCKERCHER	Professor
Project Team Members	Dr. Simon WONG	Assist. Prof.
	Paul PENFOLD	Mgr., Educational Development
	Linda GROSS	OBA Consultant
Experience Sharing Presenters	Dr. John AP Guenther KARCH Paul PENFOLD	Associate Prof. Lecturer Mgr., Educational Development

1.0 Introduction

1.1 Introduction and Background

This report is the final report for the Stage 2 funded OBA exercise.

An outcomes-based approach to teaching, learning and assessment in SHTM is being driven by the upcoming UGC QA audit.

As OBA involves both students' professional and generic skills, it is important to note that both require alignment with PolyU's Strategic Objective #1:

Based upon the staff interviews and reviews of syllabi conducted in Stage 1 of this project the previous year, recommended actions were made to focus on these areas for the Stage 2 Implementation proposal. A series of professional development workshops were organised around the themes identified below. They were led by OBA consultant, Ms Linda Gross. The themes included:

Ideology / Teaching Philosophy
- The importance of teaching and learning
- Why you teach and what you want to get out of teaching and learning
- Differences between teaching and learning
- Developing meaningful teaching portfolios

Teaching and Learning Techniques
- Merits and risks of different teaching approaches
- Changing from an information pusher to a facilitator
- Setting student expectations
- Improving classroom behaviour
- Changing your teaching style

The Interactive Classroom
- Developing a more active classroom, including techniques for more interactivity within large classes

General OBA Issues
- Understanding OBA
- Differentiating OBA from other techniques (CRA, CBA, etc)
- Understanding the need for and benefits of OBA and how it can improve the T&L environment
- How to make it suitable for my class?

Syllabus and Scheme of Work Development
- Develop scheme of work template
- Why Schemes of Work and ensuring they work
- Writing effective learning aims and objectives
- Specifying teaching and learning activities

Alignment
- Alignment of subjects, assessment and rubrics
- How to measure intangible or generic outcomes
- How to ensure flexibility in a regimented system
- Ensuring alignment in all areas

Assessment and Rubrics
- Setting assessment to measure learning outcomes
- Different approaches to assessment setting
- Setting standards and ensuring objectivity in subjective grades
- The why's of rubrics
- Writing effective rubrics
- How to use rubrics
- Different approaches to grading
- Why use letter grades?
- Ensuring consistent standards across SHTM
- Normal distribution – good or bad
- Innovative assessment methods

Student Issues
- Getting Student buy in
- Developing and standardising schemes of work to ensure consistency and full coverage

Professional Development
- One-on-one professional development sessions where needed
- More discussion among staff

2.0 PROJECT OUTCOMES

2.1 Intended Deliverables Stage 2 (Oct. 2008 to July 2009)

Intended Stage 2 deliverables focused on targeted staff development activities and resources specific to SHTM staff to promote OBA practice within SHTM, and a proposed work plan was devised(please refer to Appendix, Item 1):

- To plan, design and deliver a series of workshops on OBE and OBA topics
- To develop a web-based resource bank to support the implementation of OBE and OBA in SHTM
- To provide consultations for SHTM staff, individually or in small groups, to identify and resolve OBA issues specific to each team

2.2 Actual Deliverables Stage 2 (Oct. 2008 to July 2009)

To launch the planned OBA activities, an initial launch, "Institutionalising OBA in Teaching and Learning in SHTM", was held as part of the SHTM monthly department meeting in early November, 2008. In order to ensure that all SHTM staff had the opportunity to provide input and get information on Stage 2, the launch was repeated three times following the initial presentation. The intended outcomes of this launch were to allow participants to:

- Discuss issues and faculty concerns regarding an Outcomes-Based Approach (OBA) to Teaching and Learning (T & L)
- Consider some solutions to the problems faced in implementing OBA practices in Teaching & Learning in SHTM
- Reflect on a personal starting point to plan and maintain successful OBA practices in T & L
- Become aware of some resources upon which to draw (e.g. upcoming SHTM OBA Workshop Series, web-resource bank of OBA aids, and consultations)

A summary of the participants' discussion is included (Appendix, Item 2).

- **SHTM OBA Workshop Series**
  - In addition to the four initial launch workshops, a series of 32 workshops (on topics related to an Outcomes-Based Approach to Teaching and Learning) was planned,

designed and delivered (please refer to Appendix, Item 1).

- In order to accommodate staff schedules, it was suggested that each workshop be repeated two-three times, where possible. All workshops except the SHTM retreat OBA Teaching and Learning Styles workshop was repeated. However, all staff members were provided with the opportunity to take online testing and receive feedback and information on their individual style(s). In addition, the department profile was mapped to provide an overview of the varying approaches to teaching and learning. The information received in this workshop was used as a base for further workshops held throughout the semester.
- Although most workshop attendance was low, smaller numbers in those workshops allowed for flexible and deep discussion on topics of interest to attendees.
- Materials related to workshop topics were uploaded for reference by those who could not attend, and follow-up consultations were offered.

■ **Web-based Resource Bank**
  o A web-based resource bank, complementing the workshop topics, was created to provide additional support to staff as they implement OBA in SHTM.

■ **Consultations**
  - Consultations were offered to SHTM staff to discuss issues of concern they might have about implementing teaching, learning and assessment strategies that align with intended learning outcomes in their area(s) of responsibility, about their schemes of work, and any other OBA implementation matters. Staff was contacted by email on several occasions, invitations for consultations were placed in their boxes, and phone calls were made to contact individual staff members to ascertain their interest in OBA consultations.
  - As a result of the invitations, 27 consultations were provided for staff on a voluntary basis to determine relevant OBA issues of interest, and to identify needed resources and support.
  - The meetings confirmed a need for more information on OBA teaching and learning strategies, OBA assessment practices, and student support materials.
  - Resources were identified and provided to staff.
 - In a meeting with Programme Leaders, it was

determined that a generic skills framework for mapping generic skills would be very helpful to align teaching methods and content with curricula, and to help students document and explain their learning both inside and outside the classroom.

- Project team meetings were held to discuss ongoing progress and plan the way forward.

3.0 KEY ISSUES AND RECOMMENDATIONS

As a result of the Stage 2 OBA activities, several key issues emerged which identified factors that may affect the achievement of student learning outcomes in SHTM. These factors may be considered within four inter-connected domains:

1. Institutional Strategy and Policy
2. Student Development
3. Staff Development
4. Curriculum Development
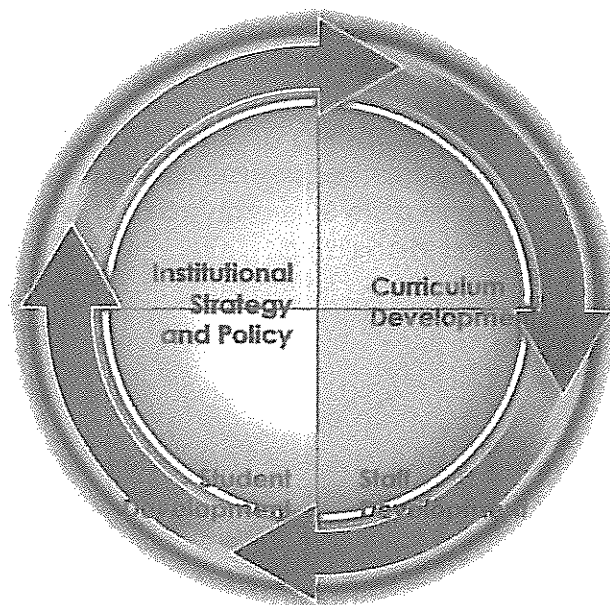
Key Issue: Institutional Strategy and Policy

For OBA to be institutionalised, there must be a common understanding and acceptance of what OBA "looks like" within each department / faculty.

Recommendations:

1. That SHTM create and implement a standardised generic skills framework to:
    a. formalise an institutional direction and policy for OBA generic skills acquisition and achievement in all its courses
    b. provide a common understanding and language to engage SHTM players in OBA initiatives
    c. strengthen partnership initiatives

2. That Programme Leaders take on a leadership role to assist staff prepare their curricula and student learning materials for the upcoming audit:
    a. Explain mapping to staff at the course level in order to meet project targets
    b. Provide support

3. That workload issues (for staff & students) be addressed for those involved to facilitate the implementation of OBA initiatives:
    a. OBA teaching and learning activities be encouraged
    b. Research requirements be on par with, or eased, for those actively involved in OBA teaching and learning and leadership

Key Issue: Student Development

Orientation to, and monitoring of, OBA learning projects and activities make considerable demand on both staff and students, affecting staff involvement, student engagement and retention, and the perceived value of student learning in SHTM.

Recommendations:

1. That student all-round development be supported by appropriate learning resources that are coordinated and systematically provided to enhance / support student learning and achievement of set learning outcomes in SHTM, both inside the classroom and in WIE.

2. Depending upon the nature of the programme, "off-the-shelf" teaching and learning resources could be provided to streamline and integrate curriculum delivery with generic skills acquisition in SHTM projects.

3. To make maximum use of available resources and kill 2 birds with 1 stone, inter-disciplinary OBA initiatives should be encouraged wherein opportunities can be identified to enable student learning inside and outside the classroom

4. That OBA activities / projects be given credit where the student meets required learning outcomes and standards. This can be accommodated.

Key Issue: Staff Development

▪ Although there are many staff members experienced in professional skills, there are many others who have expressed an interest in learning more about how to enhance student learning and achievement in generic skills.

Recommendations:

1. That a common generic skills framework be devised to interpret and apply PolyU's strategic objective #1.1 within SHTM.

2. To get staff to "buy in", it is recommended that a mock audit be conducted in Phase 3 of this project.

3. It is recommended that a series of support consultations by subject discipline be used to support the mock audit process.

4. That the impact of SFQs on teacher willingness to implement OBA in teaching and learning strategies be examined.

Key issue: Curriculum Development

If the student achievement of learning in SHTM is to be valued and rewarded, learning outcomes must be specific, mapped, reported and rewarded.

Recommendations:

1. That efforts be increased to involve students and staff in systematic tracking of learning and achievement.

2. That portfolios be considered for student documentation and explanation of learning.

3. That modes of delivery for curricula be varied, to allow for diverse learning styles, and the achievement of diverse learning outcomes.
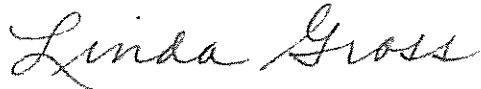
4.0 Final Remarks

Throughout this project, the OBA project team members and selected staff members have worked hard to share their experience, and involve SHTM staff members. Next year, a concerted effort needs to be made to get all staff to "buy in". For that to happen, there has to be a reason why. As it is said, "Nobody bothers to wash a rental car." Perhaps a mock audit would accomplish that.

Respectfully submitted,

Dr. Bob McKercher
Project Team Leader

Linda Gross
OBA Consultant

Activities		2008			2009						
		Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Targeted staff development activities specific to SHTM staff to promote OBA within SHTM	▪ Work with OBA project team / management / staff / working groups / internal units to explain the "how" of OBA delivery and to foster workable and innovative OBA implementation strategies across all subject disciplines to meet subject level outcomes and programme level / PolyU outcomes	░	░	░	░	░	░	░			
	▪ Raise awareness of the "what" and "why" of OBA with stakeholders	░	░								
	▪ Conduct information meetings to determine appropriate focus, activities and timelines	░									
	▪ Create a formal organizational structure to coordinate OBA initiatives across subject disciplines	░	░								
	▪ Review Schemes of Work to plan for consultancy support			░							
	▪ Set up consultancy schedule for all staff within SHTM for OBA initiatives		░								
	▪ Determine level of support required for embedding OBA in WIE initiatives			░	░	░	░				

Activities	2008			2009						
	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
▪ Set up a framework for monitoring OBA progress to ensure ongoing compliance										
▪ Explore ways to identify the impact of OBA on student learning										
▪ Help staff consider how to implement subject level outcomes that require students to integrate and apply the knowledge and skills learned and developed over the course of their study in the programme										
▪ Design and deliver workshops, seminars, train-the-trainer sessions, et. al. to promote effective OBA approaches within SHTM to meet subject level and programme level outcomes										
▪ Identify and form work groups by subject discipline										
Smaller group consultations / workshops for individual discipline teams in SHTM to identify and resolve OBA issues specific to each team ▪ Target staff needs in OBA in order to increase staff confidence in designing and managing their subjects using Outcomes Based approaches that will facilitate the achievement of approved programme and subject level outcomes										
▪ Review existing practice in OBA within SHTM to identify the desired professional and generic learning outcomes and / assessed within SHTM programmes and subject disciplines										

Activities

Activities	2008			2009						
	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
• Schedule informational meetings (consultancies) / workshops to promote to identify and resolve OBA issues specific to each team within SHTM										
• Provide opportunities for experience sharing seminars for OBA strategies										
• Compare SHTM OBA practices with external exemplars										
• Consider similarities / differences / gaps in programme delivery models										
• Recommend "best fit" modes of curriculum delivery for implementation within SHTM to sustain development and growth of OBA										
• Assist staff to embed transparency and accountability into the SHTM OBA process in all subject disciplines, by ensuring alignment between approved syllabi, schemes of work, assessment and evaluations										
• Help staff to determine the impact of OBA on the development of students' generic skills and attributes (all-roundedness)										
• Determine recommendations to support student										

Activities		2008			2009						
		Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
learning and achievement through OBA within and across diverse subject disciplines											
Individual consultations with staff on an as needed basis	▪ Schedule consultations to increase staff practical knowledge of OBA, develop confidence in their ability to design and implement OBA tasks, and learn how to apply OBA principles effectively to achieve both subject level outcomes and overall programme outcomes										
	▪ Determine appropriate OBA exemplars needed to help staff embed OBA in teaching and learning strategies and to demonstrate how the approaches can be implemented										
	▪ Identify staff willing to "buy in"										
	▪ Establish and reward creative efforts to develop, pilot and evaluate teaching and assessment methods to align intended subject level learning outcomes with programme level / PolyU outcomes; in particular, effective methods for integrating generic competences into the formal curriculum										
Development of SHTM specific / OBA resources	▪ Investigate best practices and exemplars of how OBA is conducted elsewhere (e.g. in PolyU and externally)										

to be made available to all staff online and in other appropriate formats

Activities	2008			2009						
	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
▪ Identify outside resources to support student learning in OBA										
▪ Investigate the potential impact of different approaches and models of OBA in enhancing students' learning and achievement within diverse subject disciplines of SHTM										
▪ Compile a bank of best practice OBA resources and exemplars (i.e. tools, materials, approaches, articles, websites, sources of information, case studies on OBA)										
▪ Archive information collected for reference purposes										
▪ Schedule meetings to discuss appropriate dissemination of resources										
▪ Explore whether some learning system / resources might be developed / provided for staff and students to enhance student learning and achievement (e.g. student handbook, reflective learning journals, logs, portfolios, activities, et. al.)										
▪ Consider best way to provide access to resources (online / print / list of websites)										
▪ Consultancies: advice to Course Boards,										

Activities	2008						2009			
	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Possible Future Directions – Stage 3 Planning Programme Leaders, Task Groups, Lecturers for generic skills provisions through various OBA delivery models (and consider liaison with other project teams with shared foci and common goals within SHTM) ■ OBA Series Staff Programme – professional development – products: OBA Handbooks (Staff, Student, WIE Supervisor, Professional Bodies) ■ Special Events: Symposium / Forum / Conference on OBA ■ Resources: OBA online and print T & L tools, exemplars, articles, strategies ■ Induction and training of alumni to lead / mentor OBA initiatives on campus within SHTM ■ Conduct ongoing OBA stakeholder surveys: students, staff, supervisors, employers ■ Develop a quality assurance policy for OBA delivery										

Delivery	Title	Description
January **Week 1** SHTM Retreat 2 hours **Workshop 1:** 9 January 2009 **Venue:** Disneyland	Outcomes-Based Teaching and Learning Approaches	● Staff will complete an individual online pre-workshop task to identify their preferred teaching / learning style(s) ● Staff will take away materials / practical suggestions to digest later to help them apply the theory in their teaching approaches ● Intended Workshop Outcomes 　o To establish a base / common reference point for ideology / teaching philosophy and teaching & learning techniques upon which to discuss outcomes-based teaching and learning issues raised in the Staged 2 OBA launch and in Stage 1 report

Delivery	Title	Description
Hotel		○ To work together to experience and uncover the impact of one's preferred teaching style on students' learning 　▪ Examine the four basic styles that affect teaching and learning styles 　▪ Consider the interaction profiles between different styles 　▪ Get insight into the conditions in which learners do their best ○ To consider the merits and risks of different teaching approaches on students' achievement of desired learning outcomes ○ To learn how to adapt one's style to accommodate students' diverse learning styles to 　▪ Facilitate learning, motivation and achievement 　▪ Diversify classroom teaching and learning approaches 　▪ Establish a good learning environment 　▪ Use appropriate tools and strategies to meet the needs of diverse learners 　▪ Turn negative experiences into positive ones
January **Week 2 (3x)** **Venue:** HJ821 2 hours **Workshop 2:** 13 January 2009 – 10 am-12 noon **Workshop 3:** 13 January 2009 – 12:30 pm-2:30 pm **Workshop 4:** 14 January 2009 – 1:30 pm-3:30 pm	Outcomes-Based Teaching and Learning Approaches	○ • Intended Workshop Outcomes 　○ To reinforce learning and understanding of one's personal teaching style profile and its impact on student learning and performance
January	Achieving Learning	• Intended Workshop Outcomes

Delivery	Title	Description
Week 3 (2x) Venue: HJ821 2 hours **Workshop 5:** 21 January 2009 – 10:30 am-12:30 pm **Workshop 6:** 22 January 2009 – 12:30 pm-2:30 pm	Outcomes Through Assessment	o To discuss the characteristics of an outcomes-based approach to assessment o To identify practical steps for aligning one's formal and informal assessment practices with the desired learning outcomes set for a course at different stages of the learning process o Guidelines for choosing and using appropriate assessment practices and useful tools to measure student learning outcomes for different modes of curriculum delivery and to create a level playing field for diverse learning styles
January Week 3 (1x) Venue: HJ821 2 hours **Workshop 7:** 23 January 2009 – 10:30 am-12:30 pm	Avoiding Assessment Pitfalls – Grading Issues in OBA	• Intended Workshop Outcomes o To provide a forum for staff to discuss grading issues associated with outcomes-based assessment o To help staff develop confidence to grade student learning outcomes using rubrics and letter grades o To provide resources for staff
& February Week 3 (1x) Venue: HJ821 2 hours **Workshop 8:** 17 February 2009 – 11 am-1 pm		
February Week 3 (2x)	Avoiding Assessment Pitfalls – Setting	• Intended Workshop Outcomes o To provide an opportunity for staff to consider various outcomes-based assessment

Delivery	Title	Description

Venue: HJ821
2 hours
Workshop 9:
19 February
2009 – 12.30 pm-2:30 pm
Workshop 10:
20 February
2009 – 10:30 am-12:30 pm
	Assessment Tasks for OBA	techniques (including self and peer assessment)
		  o To discuss ways to ensure flexibility within a regimented system
		  o To provide exemplars of good practice through experience sharing and external exemplars

February
Week 4 (3x)
Venue: HJ821
2 hours
Workshop 11:
24 February
2009 – 12.45 pm-2:45 pm
Workshop 12:
25 February
2009 – 11am-1 pm
Workshop 13:
25 February
2009 – 1.30 pm-3:30 pm
	Avoiding Assessment Pitfalls – Group Projects	Some teachers struggle with assessing group projects because they find it a challenge to fairly measure and grade the efforts and learning outcomes of individual group members. Others regard group project assessments as a necessary part of teaching and learning, and commonly use methods and tools that prepare their students for workplace expectations.
		• Intended Workshop Outcomes
		  o To discuss outcomes-based assessment issues when using group projects (including self and peer assessment)
		  o To tackle staff's apprehension about measuring intangible or generic outcomes
		  o To provide exemplars of good practice and discuss some approaches and techniques being used to assess students' individual efforts within group projects
		  o Look at why it is important to assess students' generic skills in group project assignments
		  o Examine an array of resources and tools that can help the teacher consider both the process and product when assessing group projects
		  o Discuss what the concerned teacher might do when things go wrong

March **Week 1 (3x)** **Venue:** HJ821	Engaging Students in Outcomes-Based Learning Activities	• Intended Workshop Outcomes o To consider ways of engaging students in managing their own learning to achieve desired learning professional and generic learning outcomes

Delivery	Title	Description
2 hours **Workshop 14:** 3 March 2009 - 10:15 am-12:15 pm **Workshop 15:** 3 March 2009 - 12:30 pm-2:30 pm **Workshop 16:** 4 March 2009 - 10:15 am-12:15 pm		o To reinforce curricula outcomes with OBA practices to make an OBA to T & L workable for different classes o To consider the nature of an interactive classroom for lectures and tutorials o To discuss ways to develop an interactive, student-centred classroom to enhance outcomes-based learning

March
Weeks 2 & 3
(3x)
Venue: HJ821
2 hours
Workshop 17:
12 March 2009
- 10:30 am-12:30 pm
Workshop 18:
12 March 2009
- 12:45 pm-2:45 pm
Workshop 19:
17 March 2009
- 10:30 am-12:30 pm
	Using Feedback to Improve Student Performance	Both staff and students benefit when feedback is valued and used effectively. This workshop will examine ways in which useful feedback can be obtained, given and managed, allowing teachers to make adjustments for appropriate teaching & learning strategies to enhance students' achievement of desired learning outcomes.
		• This workshop will encourage participants to discuss:
		  o Purposes of feedback
		  o Characteristics of constructive feedback
		  o How to engage students in giving and receiving useful feedback (e.g. self and peer assessment)
		  o Ways to help students feel comfortable in the feedback process
		  o How to get the monkey off your back to help facilitate honest and timely feedback when using individual, peer and expert feedback
		  o Same approaches, tools and templates
		  o Using the results for programme improvement

Delivery	Title	Description

March Week 3 (3x) 2 hours
Workshop 20: 17 March 2009 – 12:45 pm-2:45 pm
Workshop 21: 18 March 2009 – 10:30 am-12:30 pm
Workshop 22: 19 March 2009 – 1:30 pm-3:30 pm
	Dealing with Large Classes	It is definitely not an easy job to get students involved and monitor their achievement of learning outcomes in a large class.
		• This workshop will actively engage participants to share their ideas, challenges and experiences, and get some resources on these topics:
		  o Identifying specific issues for students and their performance in large classes
		  o Creating a welcoming and engaging environment for various learning style preferences
		  o Providing course information and meaningful expectations
		  o General strategies on preparing for effective lecturing in large classes
		  o Ways to employ a range of learning resources and varied learning experiences to achieve set learning goals
		  o Tips for monitoring student learning on a regular basis
		  o The role of group work in a large class
		  o Exemplars and resources for teaching, management issues and assessment when dealing large classes

March Week 4 (3x) 2 hours
Venue: HJ821
Workshop 23: 24 March 2009 – 10:30 am-12:30 pm
Workshop 24: 24 March 2009 – 1 pm-3 pm
Workshop 25: 25 March 2009 – 10:30 am-12:30 pm
	Enhancing Student Learning in Small Groups	Using group work as a pedagogical tool for the achievement of learning outcomes requires that teachers think about how to structure teams, assignments, and class time so that when group projects are used as a mode of learning, the student learning experience is optimized. Helping students to communicate with, listen to, and work well with one another is more than simply a matter of putting them in groups and letting them get on with it.
		• This workshop will help participants to:
		  o Acquire some basic knowledge of best practices in enhancing student learning in group projects
		  o Have a chance to practice the skills they would like their students to acquire
		  o Provide feedback on the success of their efforts
		  o Think of ways to avoid pitfalls when using group projects as a mode of learning for achieving set learning outcomes

Delivery	Title	Description

April
Weeks 1 & 2
(3x)
2 hours
Venue: HJ821
Workshop 26:
2 April 2009 –
12:30 pm-2:30 pm
Workshop 27:
7 April 2009 –
10:30 am-12:30 pm
	Mapping Generic Skills in Your Curricula	As staff prepares for the OBA audit process and examines their schemes of work for the provision of generic skills development for their students, it is likely that a number of issues and questions will arise concerning how curriculum might be mapped to identify and audit modules for the inclusion of generic skills.
		
		• This workshop will address these issues:
		  o Identifying the current specification of generic skills within course modules
		  o Contextualising generic skills in different subject disciplines
		  o Using a mapping process for generic skills provision
		  o Conducting a programme audit for generic skills
		  o Examining your department's readiness to re-examine its programmes and to identify areas where generic skills development should be made explicit
		  o Involving stakeholders (drawing attention to generic skills competencies in your graduates)
		  o Resources available for ongoing support
		
		Please Note: You are encouraged to bring your selected subject discipline modules with you to work on during the workshop.

April
Week 3 (2x)
2 hours
Venue: HJ821
Workshop 28:
16 April 2009 –
12:30 pm-2:30 pm
Workshop 29:
17 April 2009 –
12:30 pm-2:30 pm
	Helping Students to Achieve Desired Learning Outcomes in WIE	• This workshop will help staff to:
		  o Discuss ways to set and monitor learning outcomes for student learning in WIE
		  o Engage students and employers in setting appropriate learning outcomes in WIE
		  o Help prepare students to direct and monitor their own learning and achievement in WIE
		  o Assist students to articulate and document their learning in WIE
		  o Assist employers in assessing student progress
		  o Consider ways to determine a fair grade for WIE experiences

Delivery	Title	Description
April **Week 4 (2x)** 2 hours **Venue:** HJB21 **Workshop 30:** 21 April 2009 – 11 am-1 pm **Workshop 31:** 22 April 2009 – 12:30 pm-2:30 pm	Experience Sharing Workshops	These workshops will provide participants with an opportunity to discuss and present "round wheel" approaches and solutions to OBA issues within their subject discipline.

What are the square wheels issues you face in your programme / course / department that would keep you from implementing OBA in your discipline
What is not working?
What used to work but doesn't work anymore?

- Not happy with group assessment, overall grades the same.
- Unsure of grading all assessments – e.g. presentations
- Consistency across the courses from lectures – team teaching.
- How to make some students come prepared to class
- Staff afraid of SFQs

- Not enough info from / about OBA
- Training session for staff and students on OBA
- Students often question the link between assessment to grade!
- What are the industries' expectations (e.g. LOs – skills, knowledge, etc.?)
- Does the industry know about OBA? (even as some are previous students)

- The percentage weighting of grading
- Designing assignments (e.g. projects)
- Difficult to make use of one assignment to fill all the learning outcomes
- Difficult to measure assessment like F & B project continuously since students can improve skills over time and assessed as a group rather than individually

- Subjective judgement of the instructor – subject level – assessment criteria – <u>subjective not numerical marks</u>
- Perceptions / inconsistency perceived at the discretion of the instructor or implemented by the instructor
- Subject level – the nature of a subject / study / project – holistic / generic subject – some subjects are more readily subject to OBAssessment; others are not!

- Passing grade
  - Instructor taking the same subject with a different passing grade
  - Different / inconsistent passing grade across the subjects will cause confusion to students
- Descriptive vs. numerical evaluation
  - E.g. multiple choice questions – how many marks = ? alphabetical grade

---

- Depending on the nature of the subjects, OBA is quite hard to be applied
- Too focused on industries (departmental-wise & degree program-wise) – with OBA, may holistic understanding (of life / subject) need to be focused

---

- The difficulty of linking outcomes to assessment (e.g. marking follows the old ways)
- Experienced teachers have to change their mindset
- Methods of assessment (e.g. year 1 student use multiple choice – when using outcome based to set MC can be very challenging
- OBA is a way of assuring the quality of our students
- Can include analytical thinking, critical thinking, etc.
- How to measure the interpersonal skills of the students?
- The match of programme outcomes and the subject outcomes (e.g. talk to the FO mgr when designing FO mgt.

- Defining outcomes: is it employability or is it the industry (...?) to retain them?
- How to quantify the outcomes ... what are the outcomes? What is an outcome? How do we define outcome? What do we mean by outcomes? Employability formation competence?
- Competency-based or not?
- Evaluation from students – not in isolation to OBA
- Poly/SHTM – need to clarify with students what is required

- Direction – where are we heading?
- Assessment is an issue – OBA is more subjective than objective (this is more of a perception than reality)
- Transparency is an issue
- Current rubrics used for assessment look similar across subjects
- We have used a top-down approach
- Class size is an issue
- Outcomes are not consistent with the subject level

- Too much focus on assessment

Challenges:
- Assessment: too subjective! How to measure achievements
- Defining appropriate outcomes, indicators (target?)
- What is an appropriate outcome?
- Objectives relate to "tasks/skills" – not education / knowledge
- Don't understand how to write rubrics appropriately
- Using appropriate level of Bloom's taxonomy
- Balancing practicality vs. theory
- Lecturer needs to communicate / work with tutor re: tutorial outcomes & assessment

Obstacles:
- Emphasis is more on research than teaching (reflected in promotion criteria)
- Don't have student "buy-in", they don't understand
- They still want to memorize (marks) and want specific instructions
- Changing mindset of faculty

Faculty Concerns:
- Closed book exams shouldn't be used in upper level classes? Or too many open book
- No shift in assessment approach
- Should be telling me what you "think you know", not "what you know"
- Assignment of teaching duties may not align with lecturer's expertise

- OBA concept is not transparent enough to staff
- Who should monitor the OBA?
- Possibility to standardize the OBA?
- What's not working – same subject, but different standard by different teachers
- Students are not aware

- Over teaching – over assessment – nobody fails
- Preparing student for higher courses (e.g. referencing – every lecturer assumes this has been covered, but has not. Students are accepted across the board)

> What are some round wheel solutions to the square wheel problems you face?
> - Think about issues raised in previous workshops / meetings for ideas.
> - What are some round wheel solutions that you have already used that work for you?
> - List any round wheel solutions that you haven't tried.

- <u>Suggest</u> a review / focus group between industry – institutions – students
- Suggest a consolidation in the teaching approaches for increased learning outcomes (fractured teaching approaches)
- Suggest to interview students about the current teaching / own learning (experiences)

- Subject assignment / study activities to be directly related to a stated outcome. For example, the use of matrix (assignment activity vs. outcome objective)
- How well we design assessment?
  - Knowledge-related outcome – intellectual growth = traditional exams are effective in assessing how students grasp information in a subject?!

- School / department / EDC give a guideline on a specific range of a numerical mark for each alphabetical grade
- A standard for analytical ability
- A standard for industry knowledge

- Change focus on industry ignoring philosophy – it's market-driven approach
- Conduct longitudinal studies on the effect of OBA on job performance / satisfaction
- Having / presenting objectives in every class

- Two subjects to use as examples (model to look at – or a pilot)
- Easier to understand how it really works
- Students or parents need to be educated on OBA

- Need to clearly clarify what the program is about to our teachers & students at beginning
- H & T can apply to other vocations – business
- Clarify the outcomes required

- Alignment of subjects should be carried out to achieve OBA
- Move away from a standardized approach to OBA. Localize it where necessary.
- Making the process more transparent to our stakeholders
- Group think should be emphasized to a larger extent
- Combine top-down and bottom-up approaches
- Assessment criteria should be part of the process and not the most important aspect

- Outcomes, teaching methods, assessment method, scoring & communication must align (constructive alignment)
- Marking / Scoring
  - Numbers vs. letters! – being told we cannot use #'s
  - How to map from letters to #'s or vice versa
  - Communication of results – confidentiality?
  - Class size influences assessment methods
  - Share example of "A", "D", etc. (copy student)
  - We need a standardized passing mark!!

- Reporting

- Linda's workshop for understanding OBA
- Set up committee to check the scheme of work and find external expert to give opinion
- Modify the SFQ to suit OBA

> Choose ONE round wheel solution (best practices in PolyU or handout suggestions) you would like to test to remedy a square wheel issue:
> - How could you test it?
> - How could you implement it?
> - What have you done in the past that was successful while testing / implementing any new approach / idea?
> - How could you use your own (or others) experiences to help you focus on an action plan for your round wheel solution?

- Break down the assignment into different stages or break down the assignment in different areas for individual months
- If everyone marks the same – peer assessment then not counted
- Do lecturers teach what is in the syllabus now? Or personal agendas?

- A wagon without wheels – hovercraft

- Already finished gap analysis – review with staff
- Surprisingly a lot of staff have not prepared the scheme of work, which is the basis of OBA
- A better way to include student's perspective