

Quality Enhancement Grant Scheme

Final Evaluation Report

Project No. : N/A

Part A

Project Title : Quality Teaching and Learning in the sub-degree programmes via Outcome-based Education

Name of Grantee : The Community College at Lingnan University

Project Period : From Jan 2012 (month/year) to Dec 2014 (month/year)

Part B

Please use separate A4-size sheets to provide an evaluation of the Project with regard to the following aspects:

1. Project activities contributing to the attainment of Project objectives, extent of attainment of the objectives, evidence or indicators attesting to the attainment of the objectives, and if applicable, reasons for not able to achieve the objectives.
2. Impact or benefits of the Project to the participants, the target institution(s) or the sector.
3. Cost-effectiveness of the Project against clear indicators, e.g. utilization of available resources, unit cost per beneficiaries, sustainability of Project activities/impacts, applicability of Project outcomes/deliverables to other institutions, or alternative approaches for equivalent benefits at less cost, etc.
4. Outcomes and deliverables of the Project.

Signature: _____



Organization Chop: _____



Name of Authorized Person: Dr NG Hoi-man, Brandon

Name of Grantee: The Community College at
Organization: Lingnan University

Position of Authorized College and Further
Person: Dean of the Community
Education

Date: _____

March 31, 2015

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1. Project Aims and Objectives

This project was developed with the following aims:

1. To bring awareness and professional development for academics on the adoption of Outcome-based Education.
2. To study the difficulties and their solutions on implementation of OBA in the sub-degree sector.
3. To cultivate quality assurance culture by practicing the outcome-based approach to teaching and learning in the curriculum.
4. To evaluate the assessment strategies for alignment of course and programme outcomes.
5. To contribute to the sector through experience sharing from two perspectives:
 - a. teaching and assessment
 - b. student learning

2. Attainment of Objectives

Throughout the 3 years of implementation, all the following expected Outcomes of the Project were achieved:

- ✓ Teaching staff members of the College could comprehend the principles of Outcome-based Approach and apply them in course preparation, teaching and assessment first through staff development training workshops and later via regular team meetings. They are able to set forth/revise appropriate learning outcomes for their courses, align curriculum and carry out assessment based on learning outcomes. As a result, academic staff would have gone through the professional development on the adoption of Outcome-based Education to enhance the teaching effectiveness.
- ✓ Through the well-designed course materials, students know specifically the knowledge/skills to be developed throughout the course and thereafter being assessed based on these thoughtful outcomes.
- ✓ Handful programme or subject management teams in sub-degree sectors were trained with the experiences through the process of changes in planning and implementing the OBE in sub-degree sector.

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3. Impact or benefits of the Project to the participants

List of selected project activities

Dates, time and venues	Brief descriptions of activities	Types of participants (if applicable)
15 May 2012 The Community College at Lingnan University	<ul style="list-style-type: none"> The project officer delivered the powerpoint presentation on the latest development of OBA to Programme Heads of CCLU 	<ul style="list-style-type: none"> College Lecturers OBA Coordinators Programme Heads
1 June 2012	<ul style="list-style-type: none"> Designed and published a public website on Outcome-based Education – http://www.ln.edu.hk/cc/oba 	<ul style="list-style-type: none"> General Public College staff
2 June 2012 The Community College at Lingnan University	<ul style="list-style-type: none"> A workshop “The Art of Curriculum Design and Course Planning” was included in the Staff Development Day 	<ul style="list-style-type: none"> College Lecturers Programme Leaders and Heads
7 September 2012 The Community College at Lingnan University	<ul style="list-style-type: none"> The Team held the Staff Orientation cum Kick-off Ceremony on 7 September 2012. All the teaching staff were invited to join the kick-off ceremony initializing the QEGS Project titled ‘Quality Teaching and Learning in the sub-degree Programmes via Outcome-based Education (OBE)’. Mr. Cheung Ho Yin (Head of Teaching Faculty and member of the QEGS-OBA team) shared his hands-on experience on outcome-based teaching and learning (OBTL) after the ceremony. 	<ul style="list-style-type: none"> Teaching Staff
17 January 2013	<ul style="list-style-type: none"> The Team held the 1st Professional Development Workshop for teaching faculty 	<ul style="list-style-type: none"> Team members

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<p>The Community College at Lingnan University</p>	<p>on 17 January 2013.</p> <ul style="list-style-type: none"> • In this workshop, a fresh look of what OBA is and how it advances learning and teaching were provided from the frontline teacher. 	<ul style="list-style-type: none"> • Teaching Staff
<p>21 June 2013 The Community College at Lingnan University</p>	<ul style="list-style-type: none"> • The Team held the 2nd Professional Development Workshop for teaching faculty on 21 June 2013. • The topic of this workshop is “What are Teachers’ Difficulties in adopting Outcome-based Approach (OBA)?” 	<ul style="list-style-type: none"> • Team members • Teaching Staff
<p>16 January 2014 The Community College at Lingnan University</p>	<ul style="list-style-type: none"> • The Team held the 3rd Professional Development Workshop for teaching faculty on 16 Jan 2014. • The topic of this workshop is “Implementing Outcomes Based Approaches: Theoretical and practical issues” 	<ul style="list-style-type: none"> • Team members • Teaching Staff
<p>18 June 2014 The Community College at Lingnan University</p>	<ul style="list-style-type: none"> • The Team held the 4th Professional Development Workshop for teaching faculty on 18 June 2014. • The topic of this workshop is “Implementing Outcome-Based Approaches: Students Learning Approaches and Teaching Initiatives.” 	<ul style="list-style-type: none"> • Team members • Teaching Staff
<p>12 December 2014 2:30pm – 5:00pm Tsim Sha Tsui Education Centre, CCLU</p>	<ul style="list-style-type: none"> • The Team held the sector-wide Seminar: Outcome-based Education and Teaching Effectiveness in Local Sub-degree Programmes -- Its Implication and Aspiration4th Professional Development Workshop for teaching faculty on 18 June 2014. 	<ul style="list-style-type: none"> • Around 60 teaching and administrative staff from 15 different institutions in Hong Kong

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4. Outcomes and deliverables of the Project

- ✓ A series of training sessions both for CCLU Staff members and counterparts in the sub-degree sector

4.1 Workshops

According to the project deliverables, teaching staff members of the College will be trained to comprehend the principles of outcome-based approaches and apply them to course preparation, teaching and assessment through staff development training workshops.

In this regard, four staff development workshops were held during the project period. Experts and scholars of OBA were invited to share their experiences and thoughts. These workshops discussed both theoretical and practical issues about the effective implementation of OBA:

The 1st Workshop: "What is Outcomes-based Approach? How is it Related to My Teaching?"

The 2nd Workshop: "What are Teachers' Difficulties in Adopting OBA?"

The 3rd Workshop: "Implementing Outcomes-based Approach: Theoretical and Practical Issues"

The 4th Workshop: "Implementing Outcomes-based Approaches: Students Learning Approaches and Teaching Initiatives."

In those workshops, the interaction and reflection were very fruitful and inspiring. Above 85% of the respondents expressed that the speakers were good in terms of the quality and content in each workshop.

4.2 Sector-wide seminar

Seminar on Outcome-based Education and Teaching Effectiveness in Local Sub-degree Programmes -- Its Implication and Aspiration

Date: 12 Dec 2014 (Friday)

Time: 14:30-17:00

Venue: Tsim Sha Tsui Education Centre, CCLU & LIFE

Language: Cantonese

Keynote speech: *Outcome-based Learning and Teaching: Needs of Sub-degree Students in 21st Century* by Mr Howard So



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About 60 members of staff (both teaching and administrative) from 15 institutions attended this seminar. Other than the keynote speech, we also invited four discussants to share about their experiences in implementing OBA in their institutions.

The four discussants were:

- Mr Andy FONG, Associate Division Head, HKCC, PolyU (Area of Teaching: Social Sciences)
- Dr Vicky LEE, Associate Head and Senior Lecturer, CIE, BU (Area of Teaching: English)
- Dr Esther TONG, Associate Division Head, HKCC, PolyU (Area of Teaching: English)
- Dr Gordon WONG, Senior Lecturer, SCE, BU (Area of Teaching: Business)

✓ Publication

1. A website dedicated to OBA resources and experience sharing / discussions

<http://www.ln.edu.hk/cc/oba>

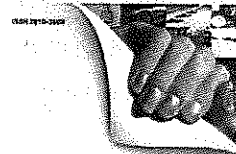
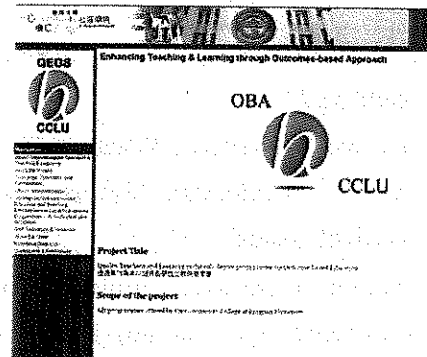
2. A book / booklet summarizing our study and outcomes



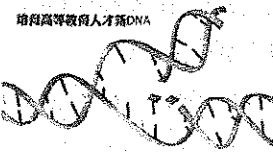
3. Articles/Academic papers

Teaching Effectiveness and Outcomes-Based Approach: Perceptions among Sub-Degree Teachers in Hong Kong

Characterized by the shift of emphasis from content-based to outcome-based learning, the Quality Enhancement Grant Scheme (QEGS) has provided a platform for the higher education sector in Hong Kong to explore and share their experiences in implementing OBA. This paper reports on the findings of a study that explored the perceptions of sub-degree teachers in Hong Kong on OBA. The study was conducted through a series of focus group discussions and interviews. The findings indicate that sub-degree teachers generally have a positive attitude towards OBA, but they also face several challenges in implementing it. These challenges include the lack of resources, the need for more training and support, and the need for a more holistic approach to OBA. The study also identified several key factors that influence teachers' perceptions of OBA, such as their own experiences, the institutional context, and the support from their colleagues and superiors. The study concludes that OBA is a promising approach to higher education, but it requires a concerted effort from all stakeholders to overcome the challenges and realize its full potential.



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2012 國際教育與學生學習成效評量國際研討會
2012 International Conference on General Education and Student Learning Outcomes Assessment

會議論文集
主辦單位：國立教育研究院國際研討會中心
國立高雄大學教育學系
編譯：邱文琳(編譯)
日期：2012年11月
地點：國立高雄大學行政大樓七樓會議室

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4. A programme and course outcome management system (PCOMs) tailor-made for sub-degree sector

Program Objectives for AA in Chinese

- (1) Raise students' awareness of the linguistic, literary and cultural aspects of Chinese language, both classical and contemporary alike.
- (2) Cultivate the attainments of Chinese studies to meet a number of needs in society.
- (3) Sharpen the skills of independent critical thinking and analysis via various literary works.

Program Objective Outcome Mappings

Program Objectives

- | (1) | (2) | (3) |
|-----|-----|-----|
| ✓ | ✓ | ✓ |
| ✓ | ✓ | ✓ |
| ✓ | ✓ | ✓ |
| ✓ | ✓ | ✓ |

Program Outcomes

- (1) Students not be able to have a high level of proficiency in the Chinese language.
- (2) Students will be able to be aware of the linguistic, literary and cultural aspects of Chinese language, both classical and contemporary alike.
- (3) Students will be able to understand language study and the ways this may meet various needs in society.
- (4) Students will be able to be exposed to the different genres of Chinese literature and develop the sensitivity to appreciate them.

5. Cost-effectiveness of the Project

With stringent expenses control according to the approved budget, the cost has kept at its minimum. The project saved HK\$316,412 on staff cost, 74,368 on General Expenses and did not use the contingency fund of HK\$59,140.

With the availability of source codes, ALL the local institutions can use the POCOM system in doing the mapping for their Programme Learning Outcomes and Course Learning Outcomes. They can also make minor modification addressing to their particular needs. Therefore, the project is considered to be very cost-effective.

6. Conclusion

Upon the successful completion of the project, we would like to acknowledge the funding support from the HKSAR under The Quality Enhancement Grants Scheme.