II **Project Information**	

Project Title (in English)	Project Title (in Chinese)
The development and implementation of outcome-based learning and teaching in full-time face-to-face degree programmes	在全日制面授學位課程發展及實施果效為本學習

A. Project Summary

(please provide an executive summary of the project proposal in no more than 500 words).

The project involves the (i) development of a mechanism at the Open University of Hong Kong (OUHK) to assign full-time programmes to the Qualifications Framework (QF); (ii) development of sets of generic outcomes for degree programmes and indicators for each course level (foundation, middle, higher, honours) at OUHK, based on the QF; (iii) design of strategies to evaluate the implementation of outcome-based learning; (iv) facilitation of academics to develop programme and course documentation to meet the needs of outcome-based learning and the indicators of QF and to design and implement a curriculum in which there is constructive alignment of teaching/learning activities and assessment/grading strategies; (v) initiation of a culture among OUHK academics to think and talk about teaching that will engage students in activities leading to quality learning and achievement of intended learning outcomes.

The development of a quality assurance mechanism within the University is essential to ensure that the learning outcomes for each degree programme are in line with the QF. The generic outcomes that will be developed serve as templates to assist programme teams to develop contextualized learning outcomes for specific courses and programmes.

A main feature of the project is the organization of professional development seminars/workshops for academics. A series of workshops will be organized for small groups of academics from different Schools within OUHK to familiarize them with the concept of outcome-based learning and to assist them to interpret and contextualize the generic outcomes so that programme documents and course guides will include the intended learning outcomes and descriptions of how such learning outcomes could be achieved and assessed. There will also be workshops on the design of teaching/learning activities and appropriate assessment strategies and grading and commenting skills in an aligned curriculum.

It is proposed that within the period of the project, each School will develop at least one programme document, and course guides for all courses within the programme. In addition, a minimum of one selected course in each School should be implemented based on an outcome-based approach to teaching/ learning and assessment. The implementation will be evaluated.

B.   Project Objectives

(please identify the needs of the target recipients and explain how the project aims to address the needs).

The project in this proposal aims to:
- develop a mechanism at OUHK to assign full-time programmes to the QF, for quality assurance;
- develop sets of generic outcomes for degree programmes and for courses at each level, based on the QF;
- design strategies to evaluate the implementation of outcome-based learning at OUHK; and
- provide professional development to academics for planning, documenting and implementing outcome-based learning.

The implementation of an outcome-based approach has been strongly advocated by UGC to UGC-funded institutions as there has been a recent shift to put emphasis on outputs as a way of determining quality. With the release of the QF, there is an increasing need for universities to adopt the outcome-based learning approach and to design learning outcomes in line with the relevant QF levels. While the OUHK has always set clear programme and course objectives, outcome-based learning based on the QF requires more than this. It requires programme teams to define learning outcomes and to link learning outcomes to teaching/ learning and assessment. We believe that we would benefit from adopting Outcomes Based Education (OBE) as our academic philosophy and embracing OBE in our pedagogical design with a view to enriching the student learning experience. The project allows the above aims to be achieved.

C.   Outcomes and Deliverables of Project

(please include the expected number of target beneficiaries and explain how they will benefit from the project).

The project will benefit all the 4000+ full-time students studying at OUHK or studying partnership programmes with OUHK. With the implementation of outcome-based learning, students will know more explicitly what they should achieve at the end of their study; this helps them to learn how to monitor their own learning and become a self-regulated learner. It also has a long term effect on academic staff so that they are more aware of setting clear learning outcomes for their curriculum and for aligning teaching, learning and assessment for quality learning.

More specifically, the project leads to the development of programme and course documents in line with the outcome-based learning approach and the design of teaching/learning and assessment activities for quality learning.

D.　　　Implementation Details

The project will start in April 2009. There will be three phases, in which Phase 2 and Phase 3 will overlap for a month.

The first two months (1 April to 31 May 2009) will be the Preparatory Phase (Phase 1), in which the two main project staff, namely a half-time Associate Professor (AOP) and a full-time Senior Research Fellow, will be recruited to develop the quality assurance mechanism and the development of generic learning outcomes for programmes and courses. It is intended that these outcomes frameworks could be finalized and approved by the University Senate at the start of the second phase.

The period from 1 June 2009 to 1 January 2010 (eight months) will be the Document Development and Staff Development Phase (Phase 2). The OUHK has already committed Prof. John Biggs to organize a seminar and two workshop sessions for internal academic staff on outcome-based learning and teaching on 14-15 May 2009. These workshops will help academics to understand the underpinnings of outcome-based learning and the design of intended learning outcomes; they also serve to kick off the staff development programme. During Phase 2, the project staff will work with small teams of academics from different Schools to re-write one existing programme document and the course guides for all courses in it, in line with the generic outcomes and the rationale of outcome-based learning. At the same time, seminars/workshops will also be run to help academics design teaching/learning activities and assessment/grading strategies for implementing outcome-based learning in one selected course. Seminars/focus group sessions will also be arranged for academics to share their experiences and find ways to solve problems, if any. This phase will extend into the first month of Phase 3. However, the development of learning outcomes and the design of teaching/learning and assessment strategies for the selected courses to be tried out in Phase 3 will be ready by the end of December 2009.

Phase 3 will be the Implementation Phase; it runs between 1 January 2010 and 30 April 2010 (four months) to coincide with the Spring Term of OUHK. During this phase, the course which has been selected by each School will be implemented based on the outcome-based approach; as planned in Phase 2. The project staff will facilitate the implementation and conduct the evaluation. It is intended that both process and product evaluation will be conducted. A Research Assistant I will be recruited for five months starting from Phase 3 (the last month of Phase 3 and four months in Phase 4) to assist with data collection and compilation for the evaluation.

Finally, the Concluding Phase (Phase 4) will last for five months (1 May 2010 to 31 September 2010). This phase will be devoted for compilation of the evaluation data and writing of the implementation report. Forums will be organized to present the evaluation results and for colleagues to share their experience and reflect on the whole process. The Concluding Phase will also be the starting point of the long term involvement of OUHK in outcome-based learning.

The Dean of the School of Education and Languages will be in charge of the whole project. She will work closely with the project staff, providing them with guidance and supervision. She will also work with academics involved in the project.

E.	Implementation Schedule *(Please extend this table if necessary.)*

Estimated start date of project: _____1 April 2009_____

Action *(please indicate key milestones)*	Timeframe	Cashflow Requirement
Deliverable A Phase 1 and the first part of Phase 2 of the project will include the following items: ● The mechanism adopted by OUHK for assigning a programme to the QF. ● A set of generic programme-based and course-based learning outcomes. ● A summary of the workshop(s) held for academics in each of the four Schools to assist them to re-develop one existing programme document to meet the needs of outcome-based learning. ● Four revised programme documents, one from each School, which should be in line with the rationale of outcome-based learning.	1 Apr – 30 Sep 2009 (6 mths)	632,742
Deliverable B Second part of Phase 2 and Phase 3 of the project will include the following items: ● A summary of the workshops for academics in each of the four Schools to assist them to: (i) develop course guides for the selected programme to meet the needs of outcome-based learning; (ii) plan strategies to implement the course in line with outcome-based learning; and (ii) plan strategies to align assessment and grading to teaching and learning. ● Sample course guides from selected programmes. ● Documentation on the courses to be implemented. ● A course evaluation plan. ● A record of process evaluation conducted during course implementation.	1 Oct 2009 – 31 Mar 2010 (6 mths)	652,258
Deliverable C Phase 4 will include the following items: ● A report on the implementation on outcome-based approach to teaching and learning – one trial course for each School. ● A summary of academics' views and reflections collected from discussion forums organized after course implementation. ● An evaluation of the implementation of outcome-based learning.	1 Apr – 30 Sep 2010 (6 mths)	712,000

Estimated completion date of project: 30 September 2010

F.	**Project Budget**

Projected Expenditure *(Please provide detailed breakdown under each item)*	**Amount in HK$**					
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Total**
a. Manpower	1 half-time AOP and 1 FT Senior Research Fellow for a year; and 1 RAI for 1 month Total= **$1,285,000**	1 half-time AOP and 1 FT Senior Research Fellow for 6 months, and 1 RAI for 4 months Total= **$712,000**				**HK$1,997,000.00**
b. Equipment / Facilities						
c. Services						
d. General Expenses						
e. Others (e.g. auditor's fee)						
Total Expenditure :						

Projected Income	**Amount in HK$**					
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Total**
a. (e.g. fees received)						
b.						
c.						
Total Income :						

Sources of Funding

a.   Amount of grant sought under this application: HK$1,997,000.00

b.   Other sources of funding *(this may include donations, contributions from the applicant/its parent organization, etc.   Please give the name(s) of the sponsor(s), the amount of funding, and indicate whether the funding has been secured.)*:

(i)   A sum of HK$161,000 has been approved by OUHK's 20th Anniversary Steering Committee to fund a series of seminar and wokshops by Prof. John Biggs (with Dr Catherine Tang). The Committee's source of funding comes from alumni and friends of the University. The entire amount will be used as remuneration, airfares, accommodation for the speakers and miscellaneous expenses for the seminar/workshops.

## G.	Monitoring and Self-evaluation Mechanism

The project staff specifically recruited for the project will be working under the leadership of the Dean of the School of Education and Languages, who will make regular report to the Vice President (Academic) on the progress of the project and all academic issues. Administrative and financial issues will be reported to the Management Board every half year.

All seminars/workshops organized for internal academic staff will be evaluated through questionnaire survey.

The final products, namely at least one programme document from each School and course guides of courses in the programme, will be reviewed by the relevant School Board and then the Senate. These products will serve as exemplars for re-development/development of existing/new programme and course documents.

The evaluation report of the implementation phase will be reviewed by the Senate.

## H.	Management Support and Key Personnel Involved

As mentioned, the key personnel involved will be the Dean of the School of Education and Languages.

The project has full support from the senior management. University is also committed to equip its library with resources to help academics develop in-depth understanding of outcome-based learning.

## I.	Special Justifications if the Grant Sought Exceeds $2 million

III Other information

1 Project Sustainability *(If applicable, please describe how the recurrent expenditure involved will be met after completion of the proposed project)*

This project is the starting point for the development and implementation of outcome-based learning, which is a long term commitment of the University. The professional development workshops organized for academic staff, together with the exemplars developed, will allow most academics to be able to develop and implement outcome-based learning after the project has completed. In addition, the Committee responsible for training and professional development of academic staff at the University will be delegated to organize workshops for continuing development of academics for implementation of an outcome-based learning approach. If future needs arise, OUHK will invite external experts to be consultants to assist academics.

2 Preparatory work done *(If any)*

As mentioned, the University has already invited Prof. John Biggs, an expert in this area, to run workshops for its academic staff in May 2009. In addition, discussion of outcome-based learning has already started in a number of committees.

3 Past experience in organizing projects of similar or relevant nature and achievements *(If any)*

The OUHK has experience in carrying out large scale projects in the past, such as the implementation of grants from the government to develop the Centre of Excellence for Distance Learning and, at present, it has received a substantial grant from the government to develop the infra-structure for the Centre for Innovation. More microscopically, the School of Education and Languages (in which the Dean will be the principal personnel in charge of this project) has experience in carrying out projects for the Education Bureau. For example, it has successfully completed the Consultancy Services for Revision of the Language Proficiency Assessment for Teachers (Putonghua) in 2007; currently, it is providing Consultancy Services to EDB for the Study on Extended Learning Activities Conducted in English in Chinese-medium Schools in Hong Kong and the progress has been very satisfactory.