

II Project Information	
Project Title (in English)  Enhancing the Teaching Effectiveness using Outcomes-Based Teaching and Learning Approach for Post-secondary Programmes	Project Title (in Chinese)  以成果為本教學法提升副學位課程的教學效能
<b>A. Project Summary</b>	
<p>1. The growing concern and focus on students' learning outcomes highlight the significance of outcome-based approach (OBA) of which Outcomes-Based Teaching and Learning (OBTL) is a key variant. Its increasing impact on the educational situations in global and Hong Kong contexts can be reflected in the shifting of educational approach and culture from the teacher-directed paradigm to the student-centred model providing further learning opportunities, more learning platforms, and greater flexible learning methods and resources for students with different abilities to aspire for higher academic achievements in terms of learning outcomes at different levels. The OBA philosophy and approach has been widely supported and adopted in Hong Kong. It was initiated by the University Grants Committee (UGC), then extended to all UGC-funded universities, and now is eventually to a number of self-financed programmes at tertiary institutions, for example, Open University of Hong Kong and Hong Kong Community College affiliated to the Hong Kong Polytechnic University. The newly launched Hong Kong Quality Framework (HKQF) and the implementation of the New Senior Secondary (NSS) curriculum and the standards-referenced reporting system of the Hong Kong Diploma of Secondary Education (HKDSE) further demonstrate the precedence of the outcomes-based approach in Hong Kong's education profession. There has been significant consensus in emphasizing what the students can achieve instead of what they cannot do. All this also echoes with the mission of the Hong Kong College of Technology (HKCT) in nurturing the young generation for further professional and academic pursuit with quality education provision.</p>	

2. In line with the development of the education sector in Hong Kong as well as HKCT's strategic development in playing a key role in tertiary education and in the qualifications framework (QF) and the qualifications register (QR), the organizational context of the Hong Kong College of Technology is ready for adopting this approach from its administrative structure to its quality assurance (QA) infrastructure. This proposal aims to respond to the new development of the education sector in Hong Kong by enhancing the teaching effectiveness at HKCT through the implementation of OBTL approach.

## **B. Project Objectives**

1. To facilitate the staff and the students at HKCT to understand and prepare for the development and implementation of Outcomes-Based Teaching and Learning (OBTL).
2. To equip the staff with knowledge and skills in developing and implementing outcome-based teaching, learning and assessment.
3. To review the current progress of OBTL in the HKCAAVQ accredited programmes at HKCT.
4. To develop an integrated framework and guidelines for the implementation of OBTL in HKCT.

**C. Outcomes and Deliverables of Project**

**The project aims to achieve the following outcomes and actual deliverables:**

**(1) Training Workshops and Symposium**

1. via the resources funded by the project, HKCT will organize training workshops/seminar on OBTL on monthly basis.
2. A local symposium will be organized at the end of the project, in order to provide a platform for practice sharing among the tertiary education institutions in HK.

**(2) Printed deliverables**

1. Unification and standardization of the programmes' learning outcome template of all accredited programmes delivered at HKCT
2. Seminar handout for all academic staff
  - 2.1. Significance and key concerns of implementing OBTL for post-secondary programmes
  - 2.2. Seminal references in OBTL
  - 2.3. Useful links
3. Relevant materials on outcome statements, course outline / teaching plan, appropriate template (subject level descriptors) , assessment templates and relevant references, and worksheets
4. Brief reports on student feedback and staff reflection
5. Brief reports and recommendations about the integrated framework from each division
6. Handbook of the framework and guidelines for the development and implementation of OBTL
7. Proceedings for Local Symposium

**(3) Electronic deliverables**

1. Outcome-based Teaching and Learning (OBTL) website
2. Online version of the conference proceedings

**D. Implementation Details**

There will be two phases of this project covering all accredited programmes in HKCT. Each phase will have a unique theme and objectives. Phase one will include a range of reflective meetings, seminars, workshops, and the development of the OBTL framework at HKCT. Guest speakers from local institutions who have experiences in implementing outcome-based approaches will be invited to attend the activities. The project will also be supported by local and overseas experts, who will act as the project consultants. There will be a series of divisional meetings or mini-workshops for all the teaching staff of the accredited programmes to work on the programme learning outcomes and concerned teaching and learning materials. Division Head, Centre Head, supported by the Project Team, will be in-charge of the mini-workshops. It is expected that all the core development of the OBTL framework will be completed by the end of first year.

Phase two will involve the development of an OBTL handbook and reports, a local symposium will also be organized to share the practice of OBTL with other tertiary institutions.

<b>E. Implementation Schedule</b> <i>(Please extend this table if necessary.)</i>		
Estimated start date of project:		<u>Sep 2010</u>
<b>Action</b> <i>(please indicate key milestones)</i>	<b>Timeframe</b>	<b>Cashflow Requirement</b>
<p><b><u>Phase : Reflection, Training and the Development of OBTL Framework</u></b></p> <p>Stage 1:</p> <ol style="list-style-type: none"> <li>1. Staff and Student Reflection on teaching and learning</li> <li>2. Divisional meetings on current practice of OBTL</li> <li>3. Introductory seminar for academic staff</li> <li>4. Introductory seminar for HKCT students</li> <li>5. Design and develop an OBTL webpage for HKCT</li> </ol> <p>Stage 2:</p> <p>(A) Curriculum development</p> <ol style="list-style-type: none"> <li>1. Seminars: Intended learning outcomes (ILO) (Programme)</li> <li>2. Workshops: Outcome statements at programme level</li> </ol>	Sep 2010 – Feb 2011	293,300
<p>Stage 2 (Cont.):</p> <p>(B) Develop teaching plan</p> <ol style="list-style-type: none"> <li>1. Seminars: Syllabus with ILO (course level) (template)</li> <li>2. Workshops: Quality course outline or teaching plan</li> <li>3. Departmental meetings: Determine the appropriate teaching plan for course selection</li> </ol> <p>(C) Assessment strategy, methods, and tools</p> <ol style="list-style-type: none"> <li>1. Seminars: Essential concepts about outcome-based assessment</li> <li>2. Workshops: <ol style="list-style-type: none"> <li>2.1 Align instructions, learning outcomes, and assessment</li> <li>2.2 Carry out relevant assessment activities, methods, and tools (e.g., peer assessment, self assessment, online assessment, etc.)</li> <li>2.3 Significance of rubrics (assessment matrix), criteria or standards</li> </ol> </li> </ol>	Mar 2011 – Aug 2011	315,200

<p><b><u>Phase : Development of OBTL Handbook and Symposium</u></b></p> <p>Stage 1:</p> <ol style="list-style-type: none"> <li>1. Continuing seminar and training workshops for academic staff</li> <li>2. Divisional meetings or mini-workshops on generic learning outcomes and programme learning outcomes</li> <li>3. Consolidating OBTL knowledge in programme design: <ol style="list-style-type: none"> <li>3.1 Revising curriculum</li> <li>3.2 Revising teaching plan</li> <li>3.3 Developing assessment template</li> </ol> </li> </ol> <p>Stage 2:</p> <ol style="list-style-type: none"> <li>1. Collection of staff and student feedback on OBTL</li> <li>2. Handbook compilation and editing</li> <li>3. Senior management meetings with divisional representatives to review and finalize the integrated framework (peer learning and teacher development) for implementing OBTL.</li> </ol>	<p>Sep 2011 – Feb 2012</p>	<p>293,300</p>
<p>Stage 2 (Cont.):</p> <ol style="list-style-type: none"> <li>1. Finalizing handbook</li> <li>2. Local symposium: Report HKCT findings &amp; the proposed framework <ol style="list-style-type: none"> <li>2.1 Representatives from local post-secondary settings</li> <li>2.2 International experts to share their ideas and experiences</li> <li>2.3 Conference proceedings</li> </ol> </li> <li>3. Completion and maintenance of OBTL website</li> <li>4. Preparation for an overall implementation of OBTL at HKCT in Sep 2012</li> </ol>	<p>Mar 2012 – Sep 2012</p>	<p>370,200</p>

Estimated completion date of project:

Sep 2012

<b>F. Project Budget</b>						
<b>Projected Expenditure</b> <i>(Please provide detailed breakdown under each item)</i>	<b>Amount in HK\$</b>					
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Total</b>
a. Manpower						
Project Manager - \$25,000 per month (plus MPF)  - It is expected that the Project Manager holds a master degree qualification and with at least 5 years working experience in tertiary education institution.	315,000	315,000				630,000
Consultants - One local consultant (\$192,000 - \$240,000 for 2 years) - One overseas consultant (\$192,000 - \$240,000 for 2 years)	216,000	216,000				432,000
b. Equipment / Facilities						<u>Nil</u>
c. Services	Nil	Nil				Nil
Expenses for seminar/workshop (Seminar/workshop will be held each month and the expenses include venue fee and student helper.)	19,680	19,680				39,360
Expenses for symposium:  Venue Fee: approx. \$16,000  Student helper: approx. \$4,000	-	20,000				20,000

d. General Expenses						
general expenses for workshops	4,920	4,920				9,840
promotional materials for symposium - The expenses include printing materials (e.g. leaflets, posters, booklet) and postage fee.	-	25,000				25,000
honorarium for speakers (\$1,500 - \$5,000 per delivery)	10,000	10,000				20,000
telecommunication (e.g. long-distance call) - Based on our previous experience, long-distance call/conference is necessary for effective communication.	10,000	10,000				20,000
transportation for Overseas Consultants and Speakers The expenses for each trip include ticket, accommodation and subsistence.	25,400	25,400				50,800
e. Others (e.g. auditor's fee)						
Auditor's fee	-	10,000				10,000
Webpage Development	7,500	7,500				15,000



Overhead of each administrative staff (25% of salary)	78,750	78,750				157,500
<b>Total Expenditure :</b>						1,429,500
<b>Projected Income</b>	<b>Amount in HK\$</b>					
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Total</b>
a. (e.g. fees received)	Nil	Nil				Nil
<b>Total Income :</b>						Nil
<b>Sources of Funding</b>						
<p>a. Amount of grant sought under this application: <u>1,272,000</u></p> <p>b. Other sources of funding (<i>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>):</p> <p>HKCT Contribution in kind:  The College will contribute the following personnel to the project:  (i) <u>3 Division Heads and 2 Centre Heads x 4 hrs x 72 wks = \$ 360,000</u>  (ii) <u>Senior Managements x 2hrs x 48 hrs = \$72,000</u></p> <p>Therefore, the total sum of College contribution provided by the project including the grey area (i.e. \$157,500) indicated in Section F is \$589,500.</p>						

**G. Monitoring and Self-evaluation Mechanism**

As one of the providers of local accredited programmes, the newly developed assessment matrix will be put to the Hong Kong Council for Accreditation of Academic & Vocational Qualifications (HKCAAVQ) for review during the validation and re-validation exercises. The Project is monitored by the Project Manager under the guidance of senior management of the College. To evaluate the effectiveness of the Project, several measures will be taken:

As a general monitoring and self-evaluation measure, the College will conduct interim and final reports to evaluate the effectiveness of the assessment matrix.

Besides, the major stakeholders of the OBTL, teaching staff, students, external advisors (EA) and external examiners (EE) will also be involved in the evaluation mechanism.

**H. Management Support and Key Personnel Involved**

The Project team will involve the following key personnel for the Project implementation:

**ONE Project Leader** (Vice-President (Academic)), who is responsible for the overall strategic development of the OBTL within the College, he will communicate between the project team and the senior management team at the College to ensure that the project is aligned with the visionary development of the College.

**ONE Project Manager**, who is responsible for: 1) the design and the implementation of the Project; 2) the co-ordination with internal and external parties for the Project implementation; 3) the co-ordination of the activities and progress of the Project; 4) the delivery of training activities (e.g. seminar and workshop); and 5) the evaluation of the effectiveness of the project.

**ONE local consultant** (education specialist, preferably assessment specialist), who is an expertise in education and assessment development, will be responsible for 1) developing training packages for the academic team at HKCT; 2) delivering training workshops; 3) developing assessment matrix as one of the consultancy team members; 4) present a keynote speech in the local symposium; and 5) provide advice on the development of outcome-based programme design for the College.

**ONE overseas consultant** (education specialist, preferably assessment specialist), who is an expertise in education and assessment development, will be responsible for 1) developing training packages for the academic team at HKCT; 2) delivering training workshops; 3) developing assessment matrix as one of the consultancy team members; 4) present a keynote speech in the local symposium; and 5) provide advice on the development of outcome-based programme design for the College.

**TWO senior management** of the College, who are responsible for 1) providing advice to the Project Team within the academic framework and policies.

Furthermore, the development of the project will also be supported by the College’s senior management team and the central support departments, i.e Department of Information Technology and Audio Visual Facilities.

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

NA

### III Other information

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

The major rationale of this project is not just to further implement OBTL in the College, the College aims to provide the teaching staff with experience within the OBTL in teaching and learning. It is expected that the teaching staff can be equipped with essential knowledge and skills to develop OBTL in their future teaching and assessment strategies. The college undertakes OBTL approach as a long term academic strategy, hence the resources funded by the project will be used to set up the foundation of this long term teaching and learning policy. As mentioned previously, outcome based approach is a student-centred approach in teaching and learning. Hence the transition from conventional “input” approach to outcome based approach will benefit the students in the long run.

In fact, a task group headed by the Vice-president (Academic) will be established in 2009/2010 to review the current implementation of the OBTL approach in the College and to oversee the progress of the OBTL implementation in the future. The task group aims to monitor the continuous enhancement of the quality of education programmes in OBTL approach at HKCT.

In summary the project will have a long term impact on the teaching and assessment strategies within the College, it will be part of the College’s key initiatives to develop a coherent quality management system within its teaching and learning policy.

**2 Preparatory work done** *(If any)*

The College initiated the OBTL development in 2007 by promoting the alignment of study level and competency level of different modules. In response to the launch of Qualifications Framework (QF) in 2008, the College has further developed the OBTL by setting up guidelines, a few induction sessions and workshops were also provided. Besides, the College also adopts the “Subject Description Template” since 2008/09, which is developed based on the OBTL approach, in order to provide standard guidance in writing the syllabuses. The above initiatives aim to integrate all accredited programmes of the College using the OBTL approach following the revalidation schedule. Such practice has also been extended from the accredited programmes to the non-accredited programmes as required by Programme Quality Assurance Committee (PQAC).

However, these actions are only initial steps for full implementation of OBTL in the College and further development is needed.

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

Via the same funding scheme, the College has been granted a project on ‘Language Centre: a Pilot Scheme to Complement Conventional Classroom Teaching’ in June 2009. The funded project aims to equip the College with a wealth of language training materials for student leaning. The grant provided the College with a centralized premise to provide language training for HKCT’s higher education programmes. Furthermore, it has also provided necessary awareness and knowledge for academic staff to operate QEGS project.