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| Project Information | |
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| Project Title (in English) Quality Teaching and Learning in the sub-degree programmes via Outcome-based Education | Project Title (in Chinese) 透過果效為本以提升副學位之教與學素質 |
| A. Project Summary | |
| <p><i>(please provide an executive summary of the project proposal in no more than 500 words).</i></p> <p>While teaching and learning is a core component in the sub-degree education, appropriate pedagogy employed in the process is therefore shouldn't be taken lightly. Higher education sector in Canada, United States and also New Zealand implemented Outcome-based Approach (OBA) in its educational renewal exercise. After the second round of Teaching and Learning Quality Process Review (TLQPR) review, University Grants Committee (UGC) published a significant document or a 'roadmap document' in Jan 2004 entitled "To Make a Difference; To Move with the Times" which encourages each institution for having a differentiated role in the higher education sector in Hong Kong. To facilitate institution to focus on what aspired to be, an outcome-based approach to teaching and learning (OBTL) is thus being put in place. The OBTL emphasis on WHAT and WHETHER students learn rather than WHEN and HOW. (Spady, 1994)</p> <p>The Community College of Lingnan University (CCLU) with the mission to be the quality provider in the sub-degree education characterized by innovativeness in teaching and learning, and responsiveness to the needs of community aspires to have continuous enhancement in its teaching and learning process. We started preparing the adoption of OBTL in 2010 and have worked out a 3-year developmental plan. This is a 3-year project with the objective to incorporate the OBTL into the curriculum through various levels. These include the course level, programme level and also the College level so as to make sure students learnt what the course was designed.</p> <p>To immerse OBTL effectively, this project focuses on the two important elements – the course/programme design as well as the teaching and learning process. There are altogether six phases with each phase lasting for about 6 months. The whole project is expected to be completed in 36 months. Staff Development in cultivating first the understanding, awareness and later the application to the course and programme design is the purpose in the first phase of the project. A comprehensive study with the aims to evaluate the teaching effectiveness of faculty before adopting OBTL will be conducted. Staff development and training plan for OBTL will then be consolidated with respect to the nature of the sub-degree sector and also the immediate needs of the teaching faculty and programme management personnel. While this plan being laid out, the work for a tailor-made programme and course outcome management system (PCOMs) that based on the appropriate open-source programme will be started in phase 2. This phase of the project aims at developing a 3-year operational road map to prepare the adoption of OBA. The first bi-annual workshops will be organized in this phase to kick off the staff development and training for OBTL. Knowing the success of an initiative depends not only on persons but also a structured system, phases 3 and 4 of this project will primarily focus on the tailor-made programme and course outcome management system (PCOMs). This is the system with useful action words for deriving/amending the learning outcomes in the syllabus as well as possible assessment methods for a course. An internal testing by a small selected group of administrative staff and teachers would be conducted for improvements on functionalities. The last two phases of this project will then focus on the learning aspect through the qualitative and quantitative study on our students. User/administration guides in the adoption of OBTL are expected to be completed in this final phase. Workshops and public seminar will be organized as part of the deliverable outcomes in this project.</p> <p>Overall speaking, support to this project makes significant impact on the quality assurance of</p> | |

programme and course development in the sub-degree sector as well as the teaching and learning effectiveness process for thousands of teachers and students.

B. Project Objectives

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

This project is 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

C. Outcomes and Deliverables of Project

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

Expected Outcomes of the Project

1. Teaching staff members of the College will be able to understand 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 will be 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. The experiences could be shared among all the sub-degree providers in Hong Kong.
2. 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. Appropriate assessment strategies will be devised in measuring students' achievement in specific course outcomes.
3. Handful programme or subject management teams in sub-degree sectors are trained with the experiences through the process of changes in planning and implementing the OBE in sub-degree sector.
4. With the development of OBA guidebook and other Quality Assurance documentations, the accreditation agency could assess the academic level and quality of programmes in the sub-degree sector with clearer reference.

Expected Deliverable of the Project

1. A series of training sessions both for CCLU Staff members and counterparts in the sub-degree sector
2. Publications
 - a. A website dedicated to OBA resources and experience sharing / discussions
 - b. A book / booklet summarizing our study and outcomes
 - c. Articles/Academic papers
3. A programme and course outcome management system (PCOMs) tailor-made for sub-degree sector
4. A research project to evaluate the teaching and learning effectiveness before and after the adoption of Outcome-based Approach

| D. Implementation Details | |
|----------------------------------|---|
| Phase 1 (6 months) | |
| Months 1-2 | Recruit 2 full-time research assistants |
| Months 3-6+ | <p>Formation of an educational research group and focus groups; Design and publish a public website to promote our project; Conduct comprehensive study (to be completed by the end of Phase 2) to accomplish the following main objectives:</p> <ul style="list-style-type: none"> ✓ To evaluate the teaching effectiveness of faculty before adopting the OBTL ✓ To formalize the difficulties in implementing outcome based teaching and learning in local sub-degree sectors; and ✓ To finalize a solid research plan and proposal to specify the research methodology and evaluation methods. |
| Phase 2 (6 months) | |
| Month 1 | <p>Generate the Staff Development and Training Plan on OBTL for Teaching Faculty</p> <ul style="list-style-type: none"> ✓ Organize a college wide seminar/symposium to formally initialize the project with teaching faculty members; ✓ Introduce the road map of bi-annual workshops; and ✓ Provide an overview of the OBTL framework and promote an awareness in the college . |
| Months 2-3 | Design a functional and technical specification for a tailor-made programme and course outcome management system (PCOMs). |
| Months 4-5 | <ul style="list-style-type: none"> ✓ Develop a prototype to improve requirement elicitation of PCOMs; and ✓ Conduct an internal testing on the prototype and generate a requirement specification document; |
| Month 6 | <ul style="list-style-type: none"> ✓ Publish our initial results to international educational conference to share our findings; and ✓ Organize the 1st workshop on OBTL for teaching faculty. |
| Phase 3 (6 months) | |
| Month 1 | <p>Setup a development server and a testing server for PCOMs; Conduct empirical and theoretical study (to be completed by the end of Phase 4) to accomplish the following main objectives:</p> <ul style="list-style-type: none"> ✓ To evaluate the teaching effectiveness of faculty after adopting the OBTL; ✓ To design policy and assessment rubrics tailor-made for sub-degree programmes in OBTL; ✓ To analyze and classify practical issues among different programmes; and ✓ To formulate a solution to address the issues faced in the OBTL implementation. |
| Months 2-5 | Develop a pilot system based on the functionalities for PCOMs. |
| Month 6 | Organize the 2 nd workshop on OBTL for teaching faculty. |
| Phase 4 (6 months) | |
| Months 1-3 | Conduct load testing (input programmes and course syllabi) on the pilot system and make improvements on stability. |
| Months 4-5 | Conduct internal testing by a small selected group of administrative staff and teachers and seek for improvements on functionalities. |
| Month 6 | <ul style="list-style-type: none"> ✓ Publish our annual results to international educational conference to share our findings; and ✓ Organize the 3rd workshop on OBTL for teaching faculty. |

| Phase 5 (6 months) | |
|--------------------|--|
| Month 1 | <p>Conduct qualitative and quantitative study (to be completed by the end of Phase 6) to accomplish the following main objectives:</p> <ul style="list-style-type: none"> ✓ To collect and evaluate student feedbacks on OBTL using comparative approach; ✓ To identify possible issues facing in the perspective of students under OBTL; and ✓ To help students understand their role and new learning approach in OBTL. |
| Months 2-3 | Conduct a test of larger scale by teachers of our college on the PCOMs. |
| Months 4-6 | Organize the 4 th workshop on OBTL for teaching faculty. |
| Phase 6 (6 months) | |
| Months 1-3 | Compile user and administration guides, and conduct workshops to teach the use of the system to administrative staff and teachers. |
| Month 4 | Evaluate the cost and benefits of the project, identify the critical success factors of in Hong Kong, and promote the PCOMs to other institutions. |
| Months 5-6 | <ul style="list-style-type: none"> ✓ Organize a symposium and invite for other local sub-degree institutions to share our experiences, research findings, and insights; ✓ Finalize the whole project with journal publications; and ✓ Consider future research works on OBTL or other more effective teaching approach in local sub-degree sector. |

| E. Implementation Schedule (Please extend this table if necessary.) | | |
|---|---------------------------|-----------------------------|
| Estimated start date of project: | | January 2012 |
| Action <i>(please indicate key milestones)</i> | Timeframe | Cashflow Requirement |
| <ul style="list-style-type: none"> ✓ Conduct comprehensive study on the teaching effectiveness and difficulties before OBTL implementation ✓ Design and publish a public website to promote our project | January 2012 - June 2012 | \$200,000 |
| <ul style="list-style-type: none"> ✓ Organize staff development symposium on OBTL and enhance the awareness of the framework in our college ✓ Design a tailor-made programme and course outcomes management system (PCOMs) ✓ Publish and attend conference to report on our initial study ✓ Organize 1st workshop on OBTL for teaching faculty | July 2012 - December 2012 | \$313,360 |
| <ul style="list-style-type: none"> ✓ Conduct study on evaluation of OBTL adoption in the teaching effectiveness ✓ Develop a pilot system of PCOMs according to the specifications ✓ Organize 2nd workshop on OBTL for teaching faculty | January 2013 - June 2013 | \$268,600 |
| <ul style="list-style-type: none"> ✓ Large-scale internal testing, and pilot system development of PCOMs ✓ Publish and attend conference to report on our on-going study ✓ Organize 3rd workshop on OBTL for teaching faculty | July 2013 - December 2013 | \$297,600 |
| <ul style="list-style-type: none"> ✓ Conduct study on evaluation of OBTL adoption in the learning effectiveness from student perspectives ✓ Organize 4th workshop on OBTL for teaching faculty | January 2014 - June 2014 | \$281,830 |
| <ul style="list-style-type: none"> ✓ Production trial run, evaluation, and promotion of the PCOMs ✓ Host sharing sessions with local institutions | July 2014 - December 2014 | \$385,610 |

Estimated completion date of project:

December 2014

| F. Project Budget | | | | | | | |
|---|-----------------------|--------------------|---------------------|--------------------|-------------------|--------------------|--------------|
| Projected Expenditure (Please provide detailed breakdown under each item) | Amount in HK\$ | | | | | | |
| | Phase I 6 Mths | Phase II 6 Mths | Phase III 6 Mths | Phase IV 6 Mths | Phase V 6 Mths | Phase VI 6 Mths | Total |
| a. Manpower | | | | | | | 1,510,860 |
| ● Recruitment advertisement | 6,000 | | | | | | 6,000 |
| ● Two full time RAs and / or support staff with a total salary budget and benefit package of HK\$42,000/m (with 5% estimated increment) | 168,000 | 252,000 | 264,600 | 264,600 | 277,830 | 277,830 | 1,504,860 |
| b. Equipment / Facilities | | | | | | | 40,000 |
| ● Computer servers (2) for PCOMs; HK\$10,000@ | | 20,000 | | | | | 20,000 |
| ● Desktop computers (2) and accessories for the two RAs; HK\$10,000@ | 20,000 | | | | | | 20,000 |
| c. Services | | | | | | | 40,000 |
| ● Honorarium to guest speakers | | 2,000 | 2,000 | 2,000 | 2,000 | 2,000 | 10,000 |
| ● Consultancy fee to OBA experts | | 20,000 | | 10,000 | | | 30,000 |
| d. General Expenses | | | | | | | 11,000 |
| ● Books and references | 5,000 | | | | | | 5,000 |
| ● Miscellaneous | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 6,000 |
| e. Others (e.g. auditor's fee) | | | | | | | 145,140 |
| ● Administrative fee (e.g. Auditor's fee) | | | | | | 32,000 | 32,000 |
| ● Cost of publishing a book to summarize the project outcomes | | | | | | 30,000 | 30,000 |
| ● Cost of organizing a workshop open to local post-secondary sector | | | | | | 15,000 | 15,000 |
| ● Cost of publishing academic papers to conferences and journals | | | | | | 5,000 | 5,000 |
| ● Cost of organizing internal workshops and seminars | | 1,000 | 1,000 | 1,000 | 1,000 | | 4,000 |
| ● Contingency (3.5% of the year total) | | 17,360 | | 19,000 | | 22,780 | 59,140 |
| Total Expenditure : | 200,000 | 313,360 | 268,600 | 297,600 | 281,830 | 385,610 | 1,747,000 |
| Projected Income | Amount in HK\$ | | | | | | |
| | Phase I 6 Mths | Phase II 6 Mths | Phase III 6 Mths | Phase IV 6 Mths | Phase V 6 Mths | Phase VI 6 Mths | Total |
| a. (e.g. fees received) | | | | | | | |
| Total Income : | | | | | | | |

Sources of Funding

- a. Amount of grant sought under this application: \$1,747,000
- 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) _____
- (ii) _____
- (iii) _____

G. Monitoring and Self-evaluation Mechanism

The Quality Assurance Team at the Community College is responsible for monitoring the progress of the project and evaluating the quality of the project outcomes. Regular meetings will be held for key project members to report on the following:

1. the progress of the project;
2. difficulties faced during the project;
3. the feedback collected from participants of seminars and workshops;
4. data from focus group;
5. any other relevant issues.

The meetings are expected to join team forces to discuss project strategies in order to ensure high quality outcomes and to meet the project deadlines.

H. Management Support and Key Personnel Involved

Management support will be provided by the Quality Assurance Team of the College. The key personnel involved in this project include:

Senior Management of the College

- Dr. Edward Fung Pui-wing, Dean of the Community College and Further Education
- Ms. Cindy Siu Sau-yin, Associate Director
- Dr. Lisa Law Ying-ngor, Assistant Director (Academic Affairs and Quality Assurance)
- Ms. Daisy Chow Yuen-man, Assistant Director (College Advancement and Programme Coordination)
- Ms. Janice Choi Kin-ying, Head of Teaching Faculty

Core Project Team Members

- Ms. Jennifer Lee Fung-yee, Senior College Lecturer, Deputy Head of Quality Assurance
- Mr. Leung Yung, Senior College Lecturer, OBA Coordinator of Arts Programmes
- Mr. Gary Wong Ka-wai, Assistant College Lecturer, OBA Coordinator of Business Programmes
- Mr. Raymond Leung Wing-fai, Assistant College Lecturer, OBA Coordinator of Social Sciences Programmes
- Mr. Cheung Ho-yin, Senior College Lecturer, Head of Business Programmes
- Two newly recruited RAs for the project

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)*

The grant for this project serves as significant seed money to start with the adoption of OBA in enhancing the teaching and learning process in CCLU and in a wider perspective, the sub-degree sector. The expenses for the deliverable outcome of this project like guidebook, website, tailor-made PCOMs system are one-off expenses. Further expenses in this regard would be absorbed in respective College's programme/staff development funds.

2 Preparatory work done *(If any)*

- ✓ Starting from 2010, the College started incorporating the concept of OBTL into its Staff Development Day and also encourages colleagues to actively participate in different OBA-related events. Three OBA Coordinators were appointed for Arts, Social Science and Business programmes respectively in June 2010. To equip these OBA coordinators/Programme Heads with relevant skills and knowledge, some hands-on workshops were initiated.
- ✓ In the academic year of 2010-11, CCLU started the process of reviewing course syllabi of three Associate Degree Programmes as a trial one in preparing the OBTL. Apart from the ensuring the learning outcomes and its measurement are properly stated in each course syllabus, a programme/course learning outcome matrix was prepared so as to show how each course contributes to the programme outcomes.

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

- ✓ Our College has successfully solicited funding for two QEGS projects with the titles of "Adoption of Open Source Course Management System (CMS) in Post-Secondary Institutions – A Pilot Study" and also "Development and Implementation of an Integrated Student Information System (ISIS) for Supporting Teaching and Learning in Hong Kong Post-Secondary Institutions" in 2009 and 2010 respectively. While completing the first CMS project, a public seminar has been organized in Dec 2010 where principals and teachers of secondary and sub-degree institutions were provided with a set-up CD for the developed system as well as hand-on dialogue with the development team.