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OUTCOME BASED EDUCATION - EASIER WAY TO ACHIEVE YOUR GOALS

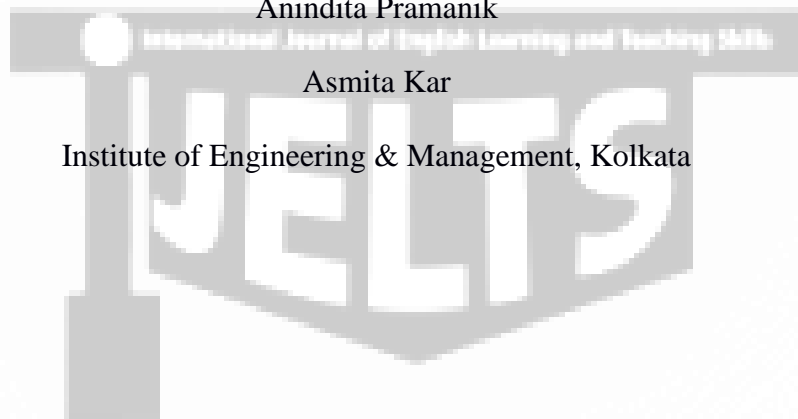
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Abstract

This study is aimed at all teachers and scholars for general awareness on OBE and its implementation in learning and teaching activities. Serious effort should be taken to organize and make it compulsory for new students to attend OBE Briefing Session for all levels of education. Curriculum planning is designed in a smart way in OBE model to make courses effective and make courses outcome based. Upon completion of course, students can be aware about whether their outcome achievement is up to the mark or not. We are trying to approach the society with the pros and cons of this model and then it depends on our Government, whether they wish to apply OBE model at the educational level or not.



OUTCOME BASED EDUCATION - EASIER WAY TO ACHIEVE YOUR GOALS

Introduction

The Outcome-Based Education (OBE) is now considered as the compulsory approach for most Institutions of Higher Learning (IHL) in Malaysia as to adapt with the standards of universities and colleges all over the world. The approach became compulsory in Malaysia since 2007. It is crucial to establish high quality of education as it is an important factor to produce competent professionals, therefore building up a strong nation and getting along with global competition.

Q: What is learning?

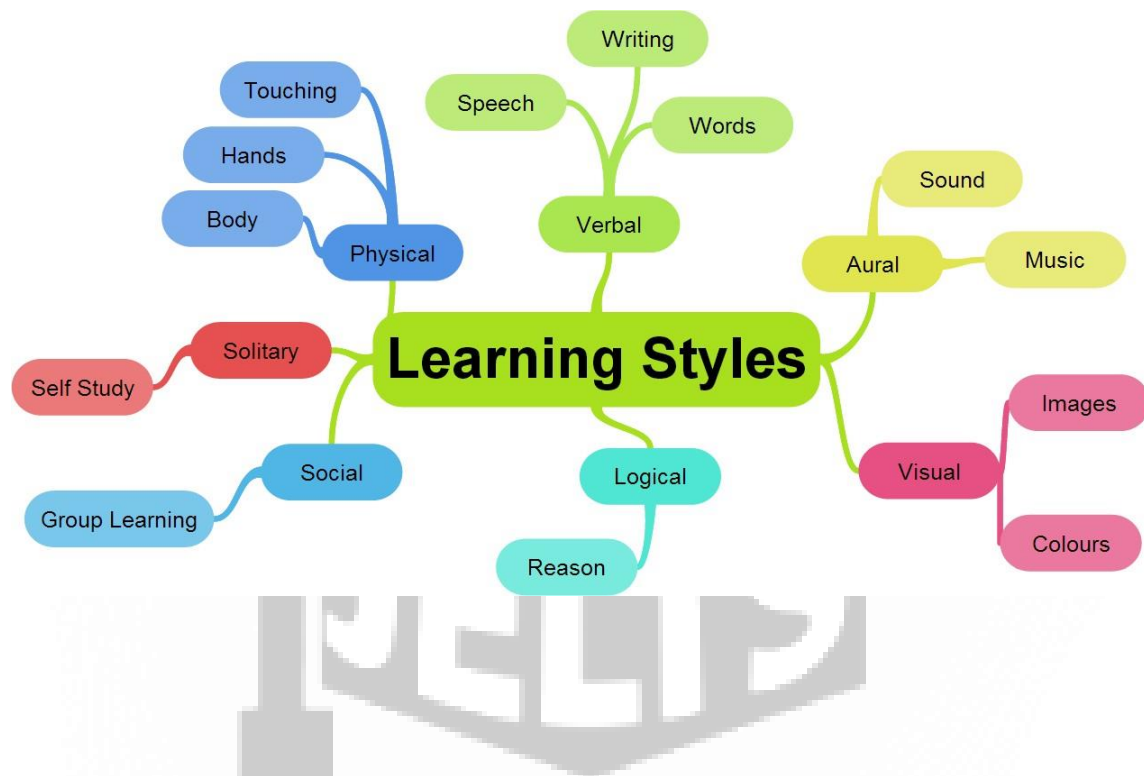
Learning is the desired behavioural change.

Humans learn before birth and continue until death as a consequence of ongoing interactions between people and their environment.

Learning is an ongoing process; as all things have evolved, so has learning. Let us look back and see the learning processes as of past 50 years and as of now. A change is always brought when things evolve for the betterment and learning is focal. So here we are discussing the evolution of learning.

Human beings have always been seekers of knowledge. When we discover something new we share it with others and move ahead for the next achievement.

Types of Learning



Learning is universal and make us proficient but our learning process can be in the right or wrong direction. Here comes the concept OBE, Outcome Based Education.

What is OBE?

Focused and organized educational system.

Curriculum should be designed based on the outcome.

objective based education - education that focuses on teacher's intention, but many times teacher's intention does not match with student's intention.

outcome - that focuses on student's intention. After learning the topic how student's ability is increased.

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OBE depends on outcomes (goals).

Parameters are:

PO_Program Outcomes- Describes what a student can be able to do by the end of program.

Degree.

CO_Course Outcome- Describes what a student can be able to do by the end of course.

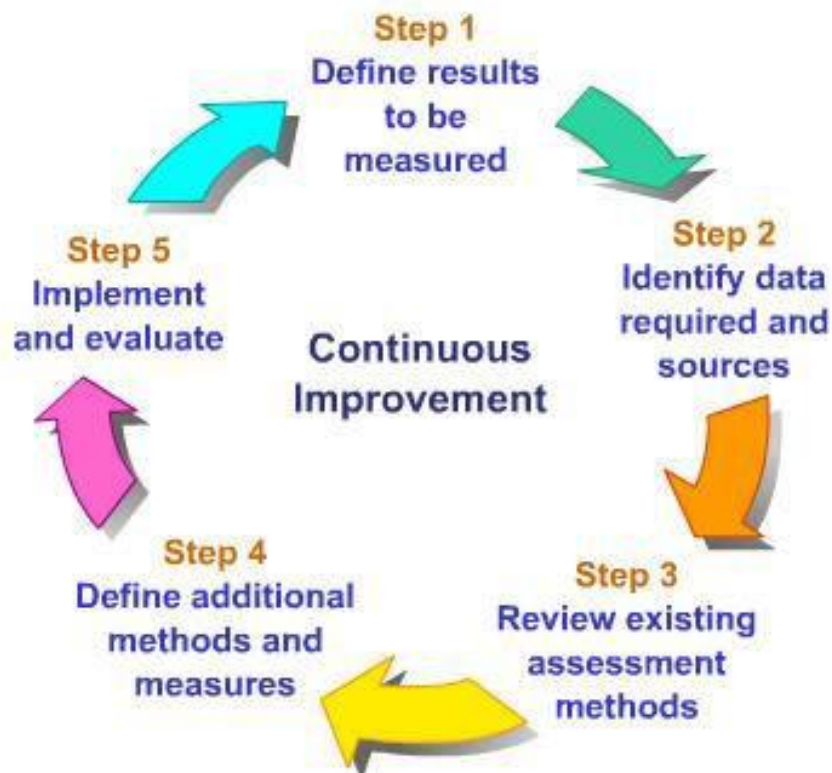
semester.

Define clearly what students should be able to do on completing their course of study.

Design the curriculum, teaching and learning activities to enable students to achieve the intended learning outcomes.

Use outcome assessment data to inform further development.

OBE In Figure



How Different Is It From The Traditional Education System:

In OBE students have complete control of their learning skills and preferences. In standard form, students have to tussle over a topic to complete it in a given time frame.

Traditional Education System focuses on what the school provides to students.

Planning:

Traditional approach - concerned about what content should be taught and what teaching method should be used.

Outcome-based approach- concerned about what student will know and what they will be able to do with that knowledge.

Teaching:

Traditional approach - concerned about transmitting knowledge to students.

Outcome-based approach- concerned about how well students have achieved their outcome.

DETAILED ANALYSIS

Benefits

Clarity: Clear outcome creates a clear understanding of what needs to be accomplished by the students.

The focus on outcomes creates a clear expectation of what needs to be accomplished by the end of the course. Students will understand what is expected of them and teachers will know what they need to teach during the course. Clarity is important over years of schooling and when team teaching is involved. Each team member, or year in school, will have a clear

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understanding of what needs to be accomplished in each class, or at each level, allowing students to progress. Those designing and planning the curriculum are expected to work backwards once an outcome has been decided upon; they must determine what knowledge and skills will be required to reach the outcome

Flexibility: No specific method of teaching, Instructors can use different methods to guide the students.

With a clear sense of what needs to be accomplished, instructors will be able to structure their lessons around the student's needs. OBE does not specify a specific method of instruction, leaving instructors free to teach their students using any method. Instructors will also be able to recognize diversity among students by using various teaching and assessment techniques during their class. OBE is meant to be a student-centred learning model. Teachers are meant to guide and help the students understand the material in any way necessary, study guides, and group work are some of the methods instructors can use to facilitate students learning.

Student centred system:

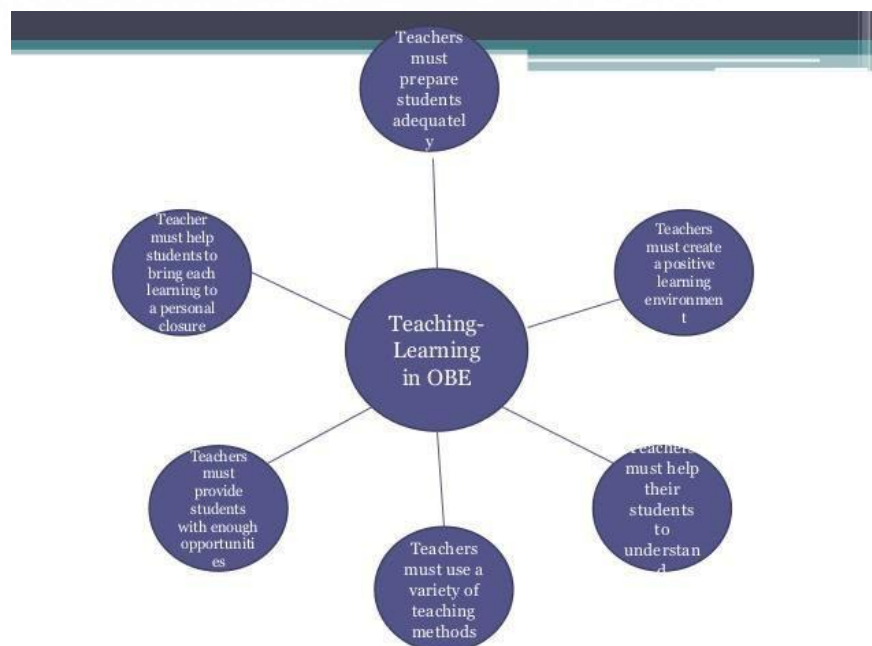
Comparison

OBE can be compared across different institutions. On an individual level, institutions can look at what outcomes a student has achieved to decide what level the student would be at within a new institution. On an institutional level, institutions can compare themselves, by checking to see what outcomes they have in common, and find places where they may need improvement, based on the achievement of outcomes at other institutions. The ability to compare easily across institutions allows students to move between institutions with relative ease. The institutions can compare outcomes to determine what credits to award the student. The clearly articulated outcomes should allow institutions

to assess the student's achievements rapidly, leading to increased movement of students. These outcomes also work for school to work transitions. A potential employer can look at records of the potential employee to determine what outcomes they have achieved. They can then determine if the potential employee has the skills necessary for the job.

Involvement

Student involvement in the classroom is a key part of OBE. Students are expected to do their own learning, so that they gain a full understanding of the material. Increased student involvement allows students to feel responsible for their own learning, and they should learn more through this individual learning. Other aspects of involvement are parental and community, through developing curriculum, or making changes to it. OBE outcomes are meant to be decided upon within a school system, or at a local level. Parents and community members are asked to give input in order to uphold the standards of education within a community and to ensure that students will be prepared for life after school.



Drawbacks

Learning will be centred to only specific outcome.

Assessment based practice may become too mechanical, just to check whether the students achieved the knowledge or not. Assessment alone may overlook the fact that the student might not know how to use their knowledge in practical situations.

Assessment problems

When determining if an outcome has been achieved, assessments may become too mechanical, looking only to see if the student has acquired the knowledge. The ability to use and apply the knowledge in different ways may not be the focus of the assessment. The focus on determining if the outcome has been achieved leads to a loss of understanding and learning for students, who may never be shown how to use the knowledge they have gained.

Instructors are faced with a challenge: they must learn to manage an environment that can become fundamentally different from what they are accustomed to. In regards to giving assessments, they must be willing to put in the time required to create a valid, reliable assessment that ideally would allow students to demonstrate their understanding of the information, while remaining objective.

Generality

Education outcomes can lead to a constrained nature of teaching and assessment. Assessing liberal outcomes such as creativity, respect for self and others, responsibility, and self- sufficiency, can become problematic. There is not a measurable, observable, or specific

way to determine if a student has achieved these outcomes. Due to the nature of specific outcomes, OBE may actually work against its ideals of serving and creating individuals that have achieved many outcomes.

Involvement

Parental involvement, as discussed in the benefits section can also be a drawback, if parents and community members are not willing to express their opinions on the quality of the education system, the system may not see a need for improvement, and not change to meet student's needs. Parents may also become too involved, requesting too many changes, so that important improvements get lost with other changes that are being suggested.^[13] Instructors will also find that their work is increased; they must work to first understand the outcome, then build a curriculum around each outcome they are required to meet. Instructors have found that implementing multiple outcomes is difficult to do equally, especially in primary school. Instructors will also find their work load increased if they chose to use an assessment method that evaluates students holistically.

Countries adoption

Australia

In the early 1990s, all states and territories in Australia developed intended curriculum documents largely based on OBE for their primary and secondary schools. Criticism arose shortly after implementation.^[21] Critics argued that no evidence existed that OBE could be implemented successfully on a large scale, in either the United States or

Australia. An evaluation of Australian schools found that implementing OBE was difficult. Teachers felt overwhelmed by the amount of expected achievement outcomes. Educators believed that the curriculum outcomes did not attend to the needs of the students or teachers. Critics felt that too many expected outcomes left students with shallow understanding of the material. Many of Australia's current education policies have moved away from OBE and towards a focus on fully understanding the essential content, rather than learning more content with less understanding.

Western Australia

Officially, an agenda to implement Outcomes Based Education took place between 1992 and 2008 in Western Australia. Dissatisfaction with OBE escalated from 2004 when the government proposed the implementation of an alternative assessment system using OBE 'levels' for years 11 and 12. With government school teachers not permitted to publicly express dissatisfaction with the new system, a community lobby group called PLATO as formed in June 2004 by high school science teacher Marko Vojkavi. Teachers anonymously expressed their views through the website and online forums, with the website quickly became one of the most widely read educational websites in Australia with more 180,000 hits per month and contained an archive of more than 10,000 articles on the subject of OBE implementation. In 2008 it was officially abandoned by the state government with Minister for Education Mark McGowan remarking that the 1990s fad "to dispense with syllabus" was over.

European Union

In December 2012, the European Commission presented a new strategy to decrease

youth unemployment rate, which at the time was close to 23% across the European Union [1]. The European Qualifications Framework calls for a shift towards learning outcomes in primary and secondary schools throughout the EU. Students are expected to learn skills that they will need when they complete their education. It also calls for lessons to have a stronger link to employment through work-based learning (WBL). Work-based learning for students should also lead to recognition of vocational training for these students. The program also sets goals for learning foreign languages, and for teachers continued education. It also highlights the importance of using technology, especially the internet, in learning to make it relevant to students.

Hong Kong

Hong Kong's University Grants Committee adopted an outcomes-based approach to teaching and learning in 2005. No specific approach was created leaving universities to design the approach themselves. Universities were also left with a goal of ensuring an education for their students that will contribute to social and economic development, as defined by the community in which the university resides. With little to no direction or feedback from the outside universities will have to determine if their approach is achieving its goals on their own.

Malaysia

OBE has been practiced in Malaysia since the 1950s; however, as of 2008, OBE is being implemented at all levels of education, especially tertiary education. This change is a result of the belief that the education system used prior to OBE inadequately prepared

graduates for life outside of school.^[7] The Ministry of Higher Education has pushed for this change because of the number of unemployed graduates. Findings in 2006 state that nearly 70% of graduates from public universities were considered unemployed. A further study of those graduates found that they felt they lacked, job experience, communication skills, and qualifications relevant to the current job market. The Malaysian Qualifications Agency (MQA) was created to oversee quality of education and to ensure outcomes were being reached. The MQA created a framework that includes eight levels of qualification within higher education, covering three sectors; skills, vocational and technical, and academic. Along with meeting the standards set by the MQA, universities set and monitor their own outcome expectations for students.

South Africa

OBE was introduced to South Africa in the late 1990s by the post-apartheid government as part of its Curriculum 2005 program. [2], Initial support for the program derived from anti-apartheid education policies. The policy also gained support from the labor movements that borrowed ideas about competency-based education, and Vocational education from New Zealand and Australia, as well as the labor movement that critiqued the apartheid education system. With no strong alternative proposals, the idea of outcome-based education, and a national qualification framework, became the policy of the African National Congress government. This policy was believed to be a democratization of education, people would have a say in what they wanted the outcomes of education to be. It was also believed to be a way to increase education standards and increase the availability of education. The National Qualifications Framework (NQF) went into effect in 1997. In 2001 people realized that the intended effects were not being seen. By 2006 no proposals to

change the system had been accepted by the government, causing a hiatus of the program. The program came to be viewed as a failure and a new curriculum improvement process was announced in 2010, slated to be implemented between 2012 and 2014.

United States

In 1983, a report from the National Commission on Excellence in Education declared that American education standards were eroding, that young people in the United States were not learning enough. In 1989, President Bush and the nation's governors set national goals to be achieved by the year 2000. GOALS 2000: Educate America Act was signed in March 1994. The goal of this new reform was to show that results were being achieved in schools. In 2001, the No Child Left Behind Act took the place of Goals 2000. It mandated certain measurements as a condition of receiving federal education funds. States are free to set their own standards, but the federal law mandates public reporting of math and reading test scores for disadvantaged demographic subgroups, including racial minorities, low-income students, and special education students. Various consequences for schools that do not make "adequate yearly progress" are included in the law. In 2010, President Obama proposed improvements for the program. In 2012, the U.S. Department of Education invited states to request flexibility waivers in exchange for rigorous plans designed to improve students' education in the state.

India Adoption

In 2014, India joined in Washington Accord. Indian Engineering institutions follow OBE model.

India has become the permanent signatory member of the Washington Accord on 13 June 2014. India has started implementing OBE in higher technical education like diploma and undergraduate programmes. The National Board of Accreditation, a body for promoting international quality standards for technical education in India has started accrediting only the programmes running with OBE from 2013.

The National Board of Accreditation mandates establishing a culture of outcomes-based education in institutions that offer Engineering, Pharmacy, Management programs. Outcomes analysis and using the analytical reports to find gaps and carry out continuous improvement is essential cultural shift from how the above programs are run when OBE culture is not embraced. Outcomes analysis requires huge amount of data to be churned and made available at anytime, anywhere. Such an access to scalable, accurate, automated and real-time data analysis is possible only if the institute adopts either excelsheet based measurement system or some kind of home-grown or commercial software system. It is observed that excel sheet based measurement and analysis system doesn't scale when the stakeholders want to analyse longitudinal data. There are products like inpods which are available in India for implementing a culture of outcomes based education for Engineering, Pharmacy, Management programs.

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