



北京大学  
PEKING UNIVERSITY



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**Next Generation Learning**

Visions • Innovations • Possibilities

# Outcomes-based Teaching & Learning Evidenced: The Role of Electronic Journal Writing to Motivate Student Learning

Presented by: **Dr. Tushar CHAUDHURI**

**Dr. Eva WONG**

**Hong Kong Baptist University, Hong Kong**



# Outline

- Introduction to HKBU
- OBTL @ HKBU
- Using eLearning to support OBTL
- A Special Example from our European Studies Programme
- Wrap-up

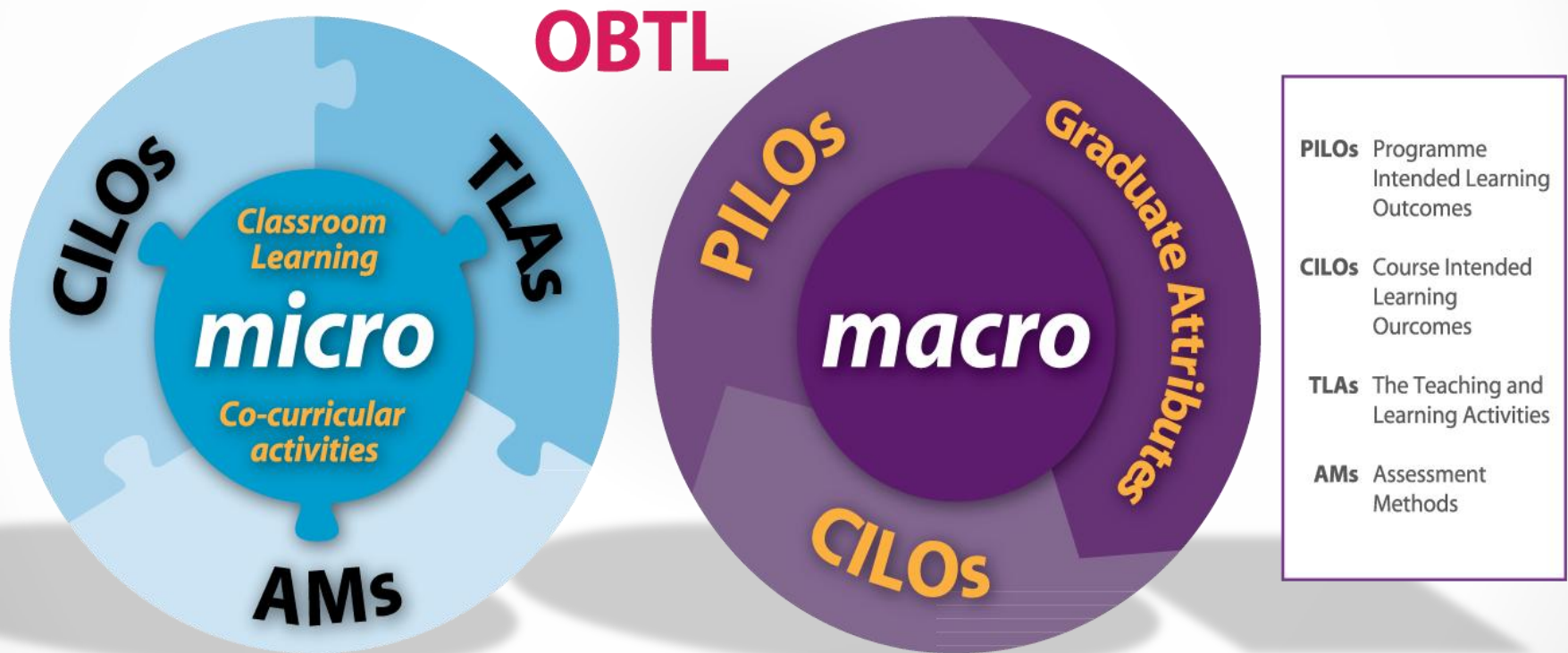


# Hong Kong Baptist University

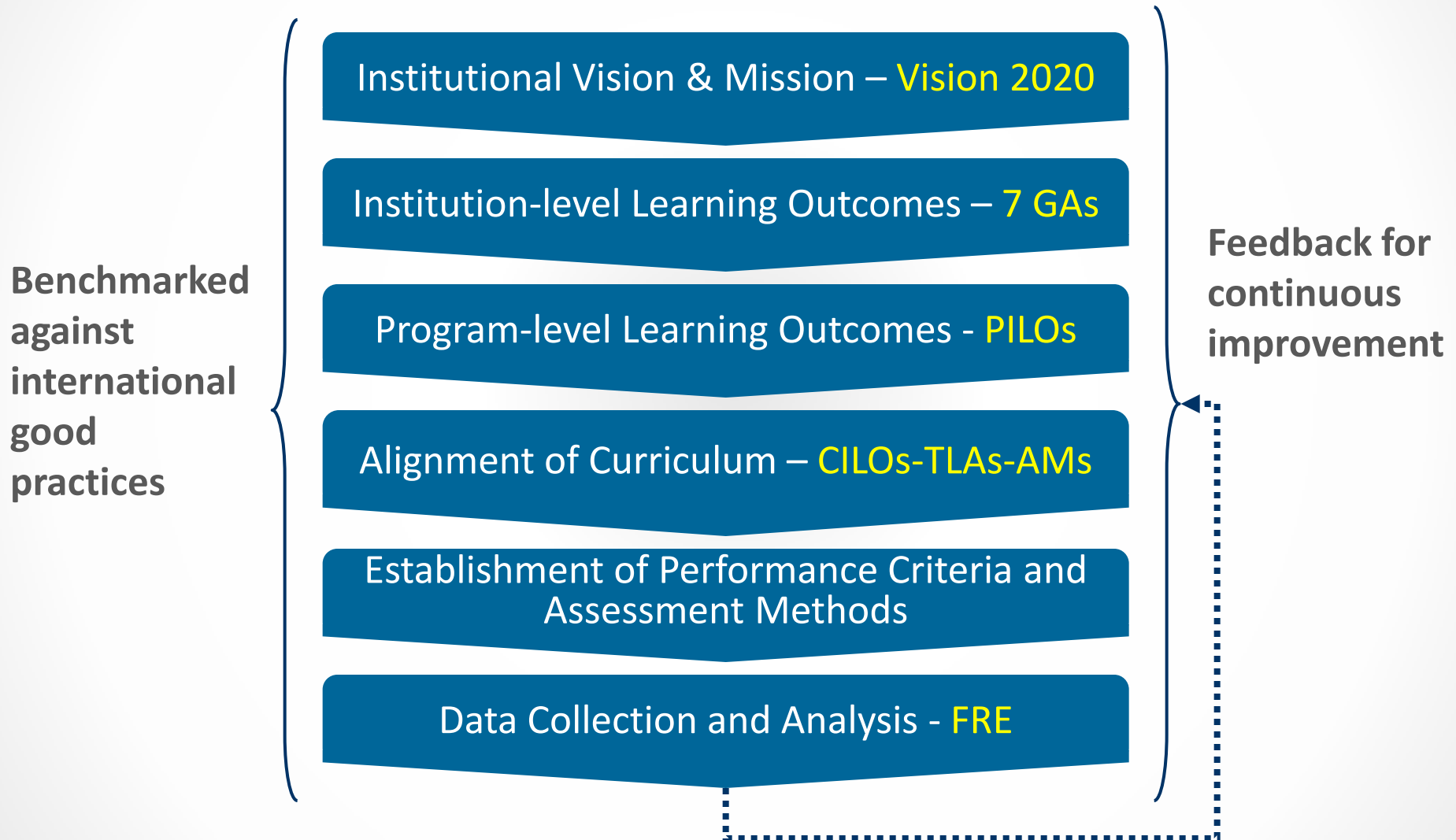
- Established in 1956 with a Christian heritage
- 3 Faculties, 4 Schools & an Academy
  - Academy of Visual Arts
  - Faculty of Arts
  - Faculty of Science
  - Faculty of Social Sciences
  - School of Business
  - School of Chinese Medicine
  - School of Communication
  - School of Continuing Education
- Programmes from Associate Degree to PhD
- ~ 10,000 FTE students
- 2,417 staff
- Ranked 111<sup>th</sup> in 2010 THES ranking
- First tertiary institution in Hong Kong to focus on the Whole Person Education ethos



# Outcomes-based teaching and learning @ HKBU



# Overall *OBTL* framework





# WPE@HKBU

embodied by the 7 *Graduate Attributes*

**公民**  
Citizenship

Be responsible citizens with an international outlook and a sense of ethics and civility;

**知識**  
Knowledge

Have up-to-date, in-depth knowledge of an academic specialty, as well as a broad range of cultural and general knowledge;

**學習**  
Learning

Be independent, lifelong learners with an open mind and an inquiring spirit;

**技能**  
Skills

Have the necessary information literacy and IT skills, as well as numerical and problem-solving skills, to function effectively in work and everyday life;

**創意**  
Creativity

Be able to think critically and creatively;

**溝通**  
Communication

Have trilingual and biliterate competence in English and Chinese, and the ability to articulate ideas clearly and coherently;

**群體**  
Teamwork

Be ready to serve, lead and work in a team, and to pursue a healthy lifestyle.



浸大願景育全人 民知學技創通群



# OBTL Mapping Matrices



## *PILOs-Courses Mapping*

Courses \ PILOs	PILO1	PILO2	PILO3	PILO4	...
Course 1	X			X	
Course 2		X	X		
Course 3			X	X	
Course 4		X		X	
...					

## *GAs-PILOs Mapping*

PILOs \ HKBU GAs	GA1 Citizenship	GA2 Knowledge	GA3 Learning	GA4 Skills	GA5 Creativity	GA6 Communication	GA7 Teamwork
PILO 1		X		X	X	X	
PILO 2		X	X				X
PILO 3	X		X	X		X	
PILO 4		X		X	X	X	
...							

# An OBTL Course Syllabus Template

## *Course Intended Learning Outcomes (CILOs)*

CILO	By the end of the course, you should be able to:
CILO1	Perform/apply/...
CILO2	Critically evaluate ...
CILO3	Differentiate...
CILO4	

## *Teaching & Learning Activities (TLAs)*

CILO No.	TLAs
CILO1	You will: - Be given hands-on instruction on ... - Be given written tasks to write ...
CILO2	- Be working in teams ... - Be given hands-on experience ...
CILO3	
CILO4	

## *Assessment Methods (AMs)*

Type of Assessment	Weighting	CILOs to be addressed	Description of Assessment Tasks
Quizzes	10%	1-2	Quizzes will test and reward your facility with concepts and cases from lectures and readings
Assignments	30%	1-3	Assignments will test your ability to ...
Final Exam	50%	1-4	The examination will test your ability to:
In-class and on-line participation	10%	2-3	Class discussions and on-line discussions will encourage, reward, and assess your active contributions to analysis and their active engagement with other students



# Opportunities for OBTL Evidenced by eLearning

Through the use of eLearning, evidence of student learning can be collected showing enhancements in:

- Course management - easy access to materials
- Discussion Boards/Blogs/Wikis - Teacher/student and student/student communication and interaction
- eJournals – Reflection on learning
- In-class and Out-of-class student learning activities
  - dynamic monitoring and tracking of student performance (early warning system)
- Collaboration, both inside and outside the University
- any time, any where access and support
- Learning ePortfolios – students' entire learning journey
- Outcomes assessment
  - students' attaining the PILOs & Graduate Attributes



# An example of a course learning German Language & Culture

## Core course of the European Studies Programme

- Programme includes a one-year internship/study in the target country in Europe

## Selected Course Intended Learning Outcomes

- Identify similarities and differences in source and target language & culture; and
- Use a wide range of target language vocabulary & grammatical structures to interact in everyday and formal situations;
- Identify and explain the explicit and implicit intentions of written texts & extended lectures;
- Defend a viewpoint giving pertinent arguments;

# Some Outcomes of Journal Writing

- Be able to write and think clearly;
- Develop voice: discover, examine, and affirm beliefs and insights;
- Improve problem identification and problem solving ability;
- Assess others' perspectives, reduce stress, and improve health.



(see: Stevens, Danelle D., Cooper, Joanne E. (2009), *Journal keeping. How to use reflective writing for learning teaching, professional insight and positive change.* p.10)



# The pros & cons of an eJournal

- Effective Data Management
  - Aligned to learning practices and daily life routines
  - Focus on Content rather than on Form
  - Private
- 
- Lowers flexibility of the writer
  - Lowers attention span
  - Hampers creativity



# Evidence

(Translated from the original German text)

- Develop voice: discover, examine, and affirm beliefs and insights.

13. February 2012 „D“:

Why not active? Active is a word that I know but do not understand. When I joined the university I found that I was good. I did not have to work too hard. That was stupid! I did the homework just to please my teachers. But then all my classmates became better than me and that scared me. So should I now also start laboring like the others? But I have discovered now that that is not the real way. In reality I should be more active, try out more things. Being active does not mean being aggressive. That`s just rubbish.

# Evidence

(Translated from the original German text)

- Improve problem identification and problem solving ability.

16.10.2011 „G“

I do not have too much to do this week. I think my spoken German is quite bad. What should I do? There is no problem in writing. But when I try to speak there are no ideas in my head. It is very difficult for me to say something and at the same time be correct. Should I say something everytime? Is it a good practice? I am scared I wont be able to study in Germany. But I do not want to miss the opportunity. That is my problem this week.

# Evidence

(Translated from the original German text)

21.11.2011 „G“ (approx. five weeks later)

This week I watched a film. It was called „Metropolis“. I liked it a lot. Of course! I love learning German this way. Its quite interesting. I hope I can write about the films I see in my journals. What do you think? I hope in this way I can improve my learning of German. My spoken German is still very bad. I make more than one mistake in a single sentence so I have to speak more slowly.



# Evidence

(Translated from the original German text)

- Improve problem identification and problem solving ability (2)

17.09.2011 „A“

It was great to read about the Berlin Wall on the Internet. We could learn a lot of new words. But at the moment I would also like to have more opportunities to speak and to listen. Maybe we could use the internet to listen to some conversations.

# Evidence

(Translated from the original German text)

07.10.2011 „A“ (approx. four weeks later)

The presentation on the German conservative party (CDU) was really difficult for me. It wasn't difficult to do the research or to understand the ideas of the party or to organize my ideas for the presentation. It was difficult to explain it to my classmates. Also it was difficult for me to understand the presentations of others. I think because it was a new topic and we hadn't done any preparation for it in class. All of us were faced with new words. We knew ours (the words) but not that of the others. Next time we should discuss the new topic in class before doing the presentation and maybe not use the presentation to introduce a new topic.

# Evidence

(Translated from the original German text)

- Understand others' perspectives, reduce stress, and improve health

04.03.2012 „E“

I have another question. Which one, in your opinion, „Y“ or „Q“ is the better speaker (of German)? „Y“ speaks correct German. The Grammar is always correct. But she is not very fluent. „Q“ kann speak fluently but she does not always use correct grammar. But I know „Y“ always gets the better grades. But whom do you like when you listen to them (just the oral part)? Sometimes I just dont have the patience when I listen to a slowly spoken sentence with a lot of pauses.

# Outcomes for Teachers

- Engage and motivate students to communicate in the foreign language.
- Evaluate their alignment of teaching to learning outcomes.
- Receive continuous and direct feedback.
- Enable timely affirmative measures to support student learning.
- Adapt teaching practices to learner profiles over a longer period.



# OBTL Evidenced by using eLearning

## eJournal

- Students use eJournal to reflect on their learning in the course;
- Students express their ideas and thoughts in the foreign language learned;
- Students are motivated to acquire the right attitudes that enhance their learning and communication strategies.





Thank You!

Comments Please

Dr Tushar Chaudhuri & Dr Eva Wong  
Hong Kong Baptist University

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