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 111th in 2010 THES ranking
- First tertiary institution in Hong Kong to focus on the Whole Person Education ethos
Outcomes-based teaching and learning @ HKBU
Establishment of Performance Criteria and Assessment Methods

Institutional Vision & Mission – Vision 2020
Institution-level Learning Outcomes – 7 GAs
Program-level Learning Outcomes - PILOs
Alignment of Curriculum – CILOs-TLAs-AMs
 Establishment of Performance Criteria and Assessment Methods
Data Collection and Analysis - FRE

Overall OBTL framework

Feedback for continuous improvement

Benchmarked against international good practices
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.
## OBTL Mapping Matrices

### PILOs-Courses Mapping

<table>
<thead>
<tr>
<th>Courses \ PILOs</th>
<th>PILO1</th>
<th>PILO2</th>
<th>PILO3</th>
<th>PILO4</th>
<th>...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Course 2</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Course 3</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Course 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>...</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### GAs-PILOs Mapping

<table>
<thead>
<tr>
<th>PILOs \ HKBU GAs</th>
<th>GA1 Citizenship</th>
<th>GA2 Knowledge</th>
<th>GA3 Learning</th>
<th>GA4 Skills</th>
<th>GA5 Creativity</th>
<th>GA6 Communication</th>
<th>GA7 Teamwork</th>
</tr>
</thead>
<tbody>
<tr>
<td>PILO 1</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>PILO 2</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>PILO 3</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>PILO 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>...</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Course Intended Learning Outcomes (CILOs)

<table>
<thead>
<tr>
<th>CILO</th>
<th>By the end of the course, you should be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CILO1</td>
<td>Perform/apply/...</td>
</tr>
<tr>
<td>CILO2</td>
<td>Critically evaluate ...</td>
</tr>
<tr>
<td>CILO3</td>
<td>Differentiate...</td>
</tr>
<tr>
<td>CILO4</td>
<td></td>
</tr>
</tbody>
</table>

## Teaching & Learning Activities (TLAs)

<table>
<thead>
<tr>
<th>CILO No.</th>
<th>TLAs</th>
</tr>
</thead>
<tbody>
<tr>
<td>CILO1</td>
<td>You will:</td>
</tr>
<tr>
<td></td>
<td>- Be given hands-on instruction on ...</td>
</tr>
<tr>
<td></td>
<td>- Be given written tasks to write ...</td>
</tr>
<tr>
<td>CILO2</td>
<td>- Be working in teams ...</td>
</tr>
<tr>
<td></td>
<td>- Be given hands-on experience ...</td>
</tr>
<tr>
<td>CILO3</td>
<td></td>
</tr>
<tr>
<td>CILO4</td>
<td></td>
</tr>
</tbody>
</table>

## Assessment Methods (AMs)

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

**Type of Assessment:**
- **Quizzes:** Test and reward facility with concepts and cases from lectures and readings.
- **Assignments:** Test ability to...
- **Final Exam:** Test ability to:
- **In-class and on-line participation:** Test ability to:
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
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.
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. It's 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.
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.
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

e-Learning Forum Asia 2012
24-26 April
Beijing PRC