Design of CLOs, PLOs and Mapped Assessments – How can this improve learning in my course?

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Formative Assessment – Participation
Criteria Referencing

Anyone get more than 10 chips for their participation, will receive a prize.

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Curriculum Reform in HK Higher Education

HK Government Requirement UGC – Our funding body asked of us (2005):

- Adopted Outcomes Based Approach to Student Learning (OBASL)
- All our degrees are to have 1 additional year
- To develop whole person and all-rounded education in the higher education reform

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In an outcomes based approach, the focus changes from us as teachers to our students as learners

Student-centred learning is about the interests of the students and not about the teacher.

Less Us, More Them

Creating student-centered contexts for learning

SCRIPT

Illustrated by Peter H. Reynolds

In an outcomes based approach, we need to state our outcomes in terms of what our students will learn, rather than what we will teach.

Learning Outcomes

are statements or a set of statements that specify what the learners will know and able to do at the end of the course

Q: Do you think it is important to explain to students what the learning outcomes for the course are?

Video

Expectation video

Learning Outcomes

At the end of this workshop, you will be able to

1. Apply the concepts of outcomes-based approach to student learning (OBASL)

2. Identify and write learning outcomes in your course using appropriate verbs and the Bloom's taxonomy

3. Align your course with the programme outcomes and HKU aims

4. Justify the evidence for student learning in your course/programme

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In an outcomes based approach, we need to design teaching and learning activities focused on what we want our students to learn and assessment activities focused on how do we know they have learnt
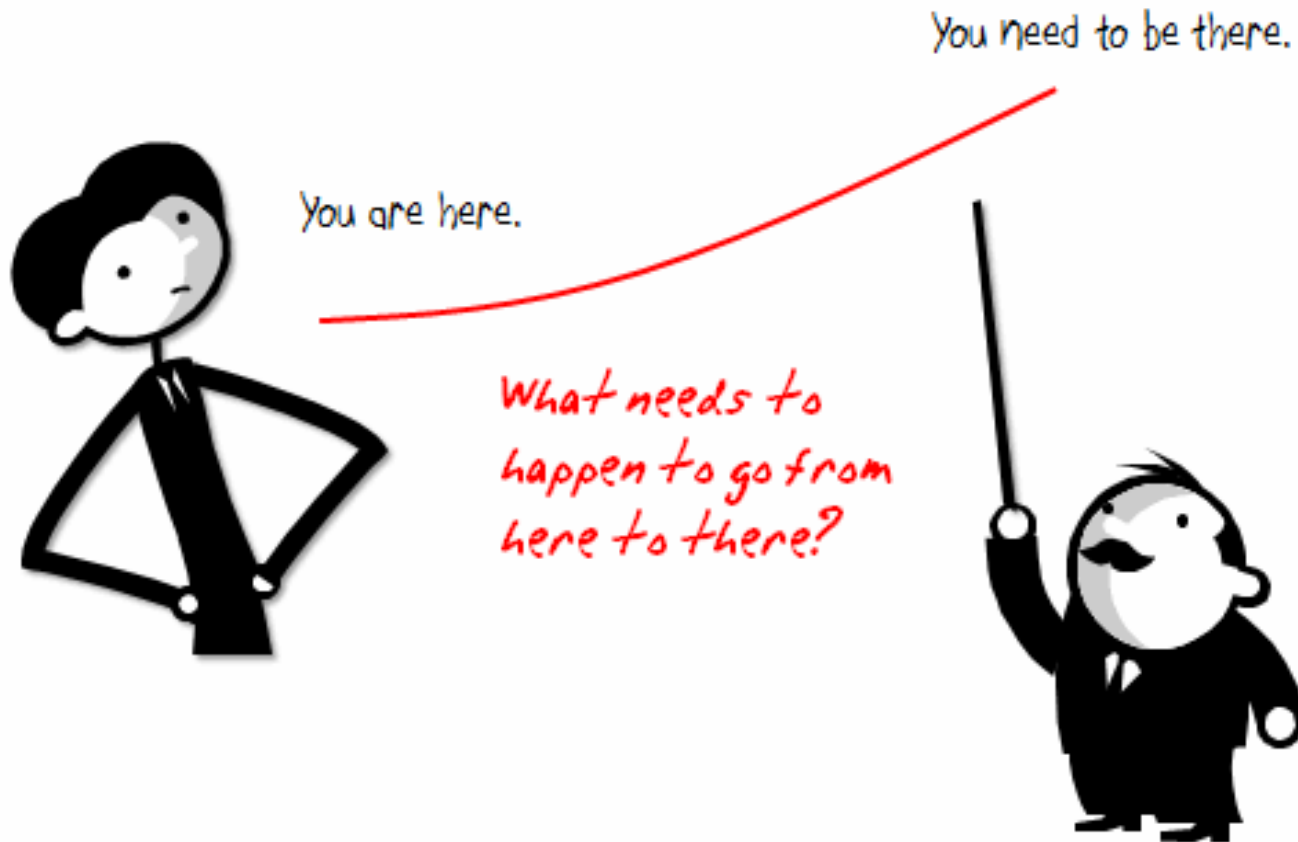
The Ole' Times Traditional Teaching

Curriculum

List of topics to be covered

Teaching Methods

Lectures, tutorial, Laboratories

Assessment Methods

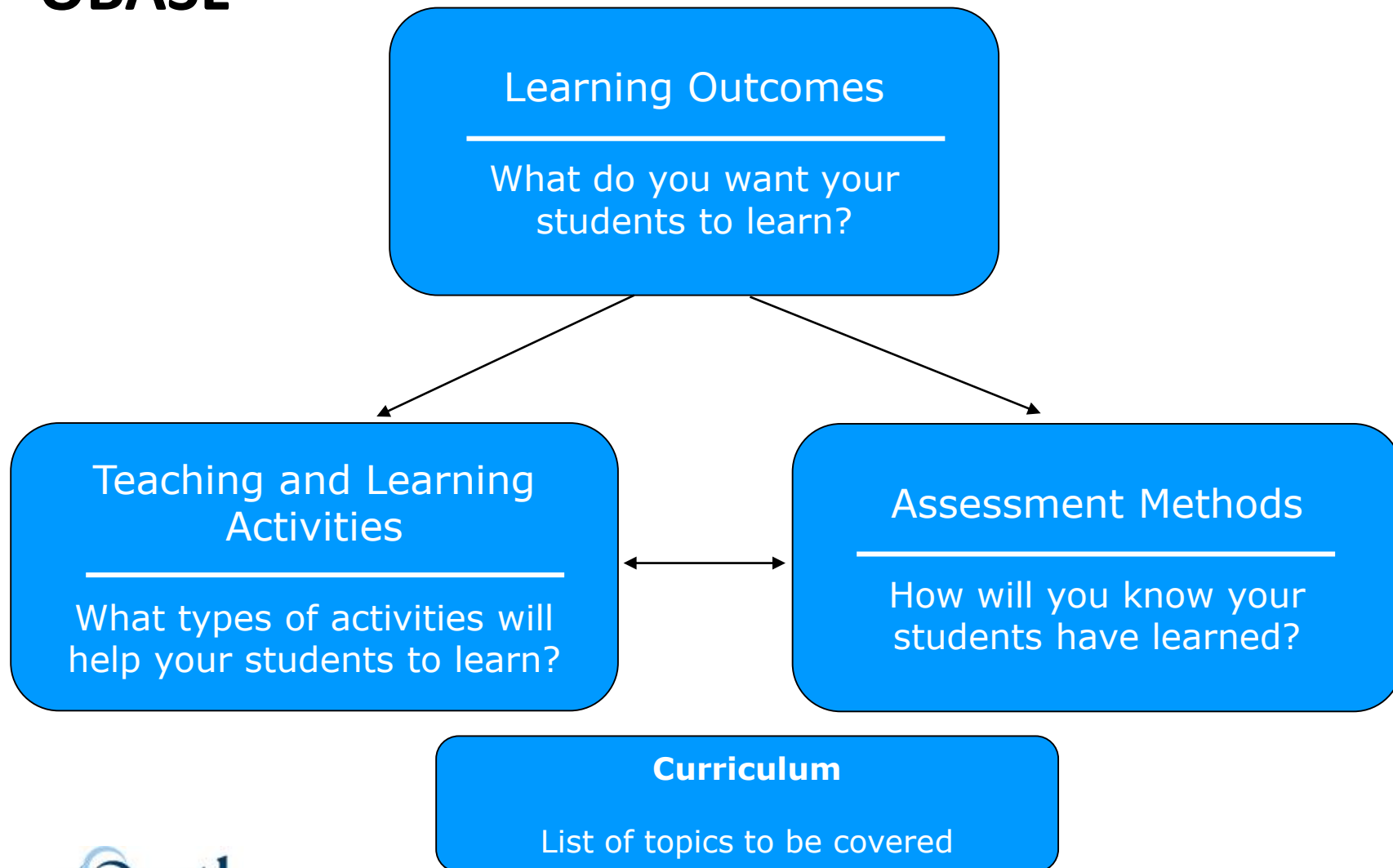Written Exams, Multiple Choice Questions, Assignments

Objectives

Whatever outcomes the student gain from the course, usually relates to the contents

Empty Vessel

Outcomes Based Approach to Student Learning - OBASL

Learning Outcomes

What do you want your students to learn?

Teaching and Learning Activities

What types of activities will help your students to learn?

Assessment Methods

How will you know your students have learned?

Curriculum

List of topics to be covered

So Why Outcomes-Based?

An outcomes-based approach is designed to help students better understand what they are expected to achieve, how they should go about achieving and how that achievement will be assessed.

(Chairman UGC, May 06)

Curriculum Reform in HK

Good teaching at The University of Hong Kong (HKU) has always essentially been outcome based.

Good teachers at HKU have always:

- thought carefully about what they intend their students to learn in their course, and how that fits into the programme as a whole,

- how they can design teaching and learning activities linked to what they intend their students to learn, and finally

- how they can assess students in ways to test that learning.

If this is what good teaching is about, how can we help good teachers be more explicit about what they intend to achieve, and how can we help more teachers become good teachers?

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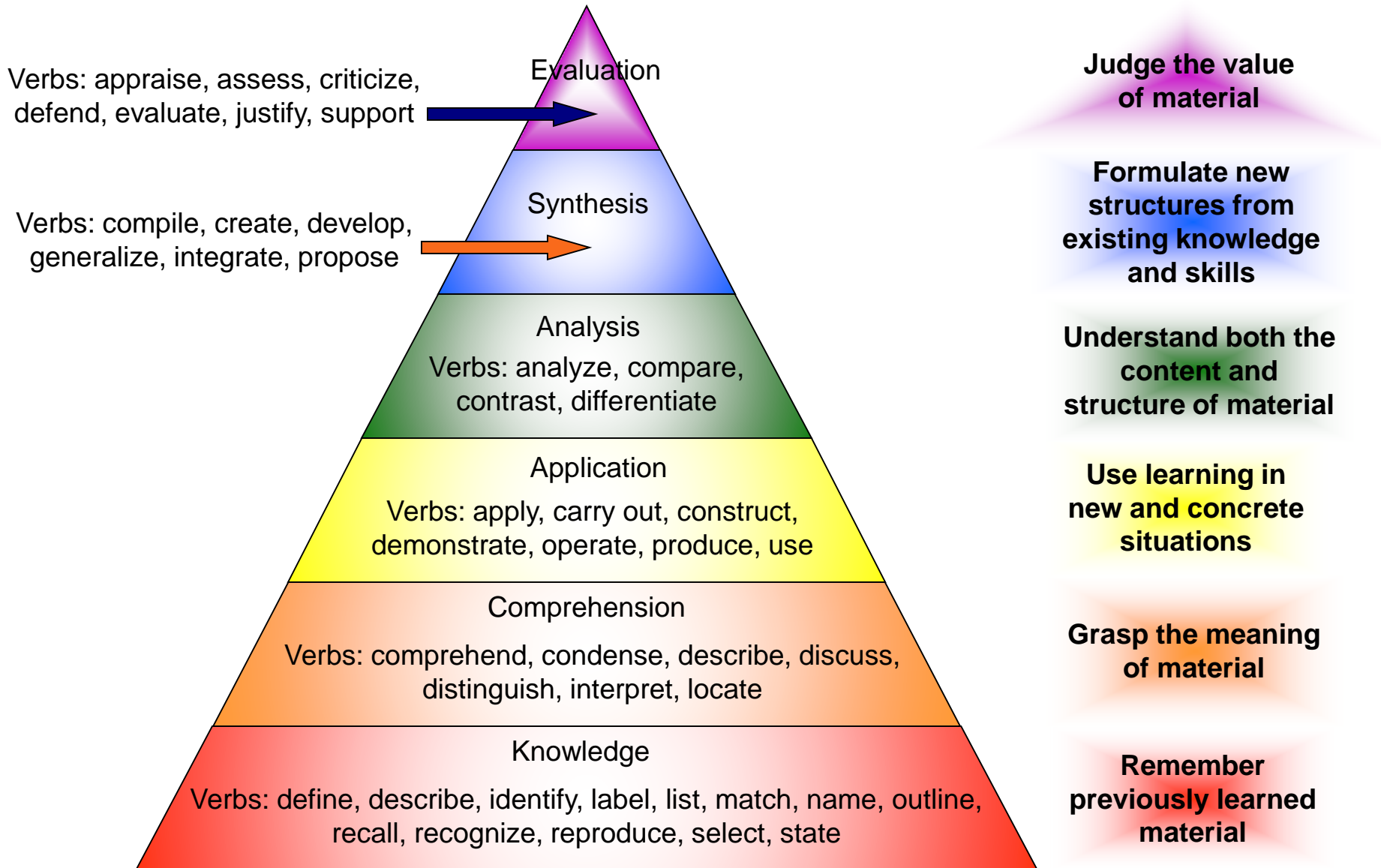Centre for the Enhancement of Teaching and Learning

Elements of Course Design from Outcome based Perspective

1. Statement of broad aims for the course and how the course fits into the overall programme of studies and relates to the *programme level learning outcomes* (This course aims to …

2. Statement of 5-7 learning outcomes, describing what it is we expect our student to learn in the course from the students perspective, with some reference to the *overall learning outcomes of the programme* (By the end of this course students should be able to …

3. Statement of the Teaching and Learning Activities showing how the activities relate to each of the Learning Outcomes

4. Statement of the assessment procedures showing how each of the learning outcomes will be assessed

Bloom's Taxonomy

Blooms' Taxonomy is a systematic way of describing how a learner's performance develops from simple to complex levels in their affective, psychomotor and cognitive domain learning. In their cognitive domain, there are six stages, namely: Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation. Traditional education tends to base the student learning in this domain. (See handout)

Bloom's Taxonomy

Verbs: appraise, assess, criticize, defend, evaluate, justify, support

Verbs: compile, create, develop, generalize, integrate, propose

Evaluation

Synthesis

Analysis
Verbs: analyze, compare, contrast, differentiate

Application
Verbs: apply, carry out, construct, demonstrate, operate, produce, use

Comprehension
Verbs: comprehend, condense, describe, discuss, distinguish, interpret, locate

Knowledge
Verbs: define, describe, identify, label, list, match, name, outline, recall, recognize, reproduce, select, state

Judge the value of material

Formulate new structures from existing knowledge and skills

Understand both the content and structure of material

Use learning in new and concrete situations

Grasp the meaning of material

Remember previously learned material

6 Levels in the Cognitive Domain of the Taxonomy

Information at each level

Course Title: Private Car Driving Course

Course Description

This is a comprehensive and systematic driving training course. In this course, the students will master the skills at passing the road and driving tests given by the Transport Department and obtain necessary knowledge of driving operation for a 5-seater private car.

Learning Outcomes:

- To apply driving theories and rules of the road on the road
- To operate a 5-seater private car

Learning Activities:

- Lecture and workshop on rule of the road and driving theories including basic mechanism of the car engine
- Simulated Driving through a computerised system
- Off-street and on-street practice

Assessment:

- Written test
- Oral test
- Practical Road Test

Sample OBASL course

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Activity #1

Think about the course you are teaching.

Write down 1 - 3 learning outcomes that you think your students will be able to achieve after taking your course.

Use the verbs in Blooms Taxonomy to help.

Student Comments - Course Coherent

Often there is no course coherent! Some contents in Course A and Course B overlapped

A good university not only teaches students knowledge, it teaches them to be a better employee in his 40-year career, which is not the case in this programme, HKU.

The focus and objectives of the XX programme has been seriously mismatched from the skillsets needed in the market. Most of the professors are from research background, and their teaching focus on pure derivation of statistical equations and testing rather than understanding the material and why such methods are developed.

thought carefully about what they intend their students to learn in their course, and how that fits into the programme as a whole

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The University has decided on a set of educational aims – constituted as learning outcomes

Next task is to contextualize and situate these aims within the programmes of study so that:

- each course articulates with the educational aims

- can support the achievement of the educational aims

- the university can demonstrate how the course achieves the aims

HKU University Aims

To enable our students to develop the capabilities in

1. Pursuit of academic/professional excellence, critical intellectual inquiry and life-long learning
2. Tackling novel situations and ill-defined problems
3. Critical self-reflection and greater understanding of others, upholding personal and professional ethics
4. Intercultural understanding and global citizenship
5. Communication and collaboration
6. Leadership and advocacy for the improvement of the human condition
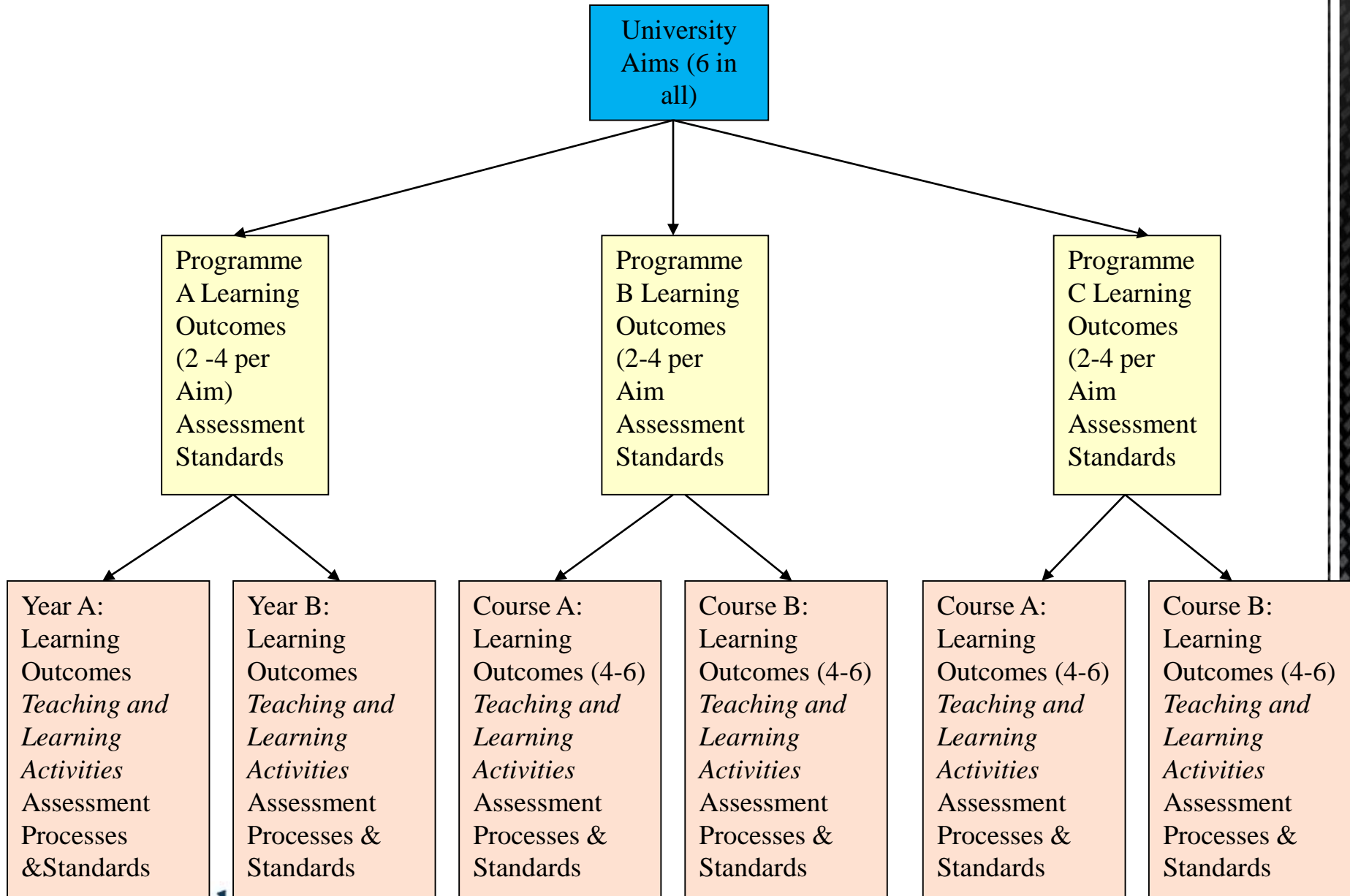
Activity #2

Think about the course you are teaching.

Does your course address some of the the HKU Educational Aims? Which ones?

What evidence (in terms of assessment) do you have to demonstrate the students have achieved these aims in your course?

University Aims (6 in all)

Programme A Learning Outcomes (2 -4 per Aim) Assessment Standards

Programme B Learning Outcomes (2-4 per Aim Assessment Standards

Programme C Learning Outcomes (2-4 per Aim Assessment Standards

Year A: Learning Outcomes *Teaching and Learning Activities* Assessment Processes &Standards

Year B: Learning Outcomes *Teaching and Learning Activities* Assessment Processes & Standards

Course A: Learning Outcomes (4-6) *Teaching and Learning Activities* Assessment Processes & Standards

Course B: Learning Outcomes (4-6) *Teaching and Learning Activities* Assessment Processes & Standards

Course A: Learning Outcomes (4-6) *Teaching and Learning Activities* Assessment Processes & Standards

Course B: Learning Outcomes (4-6) *Teaching and Learning Activities* Assessment Processes & Standards

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Matrix Mapping with Course and Programme Learning Outcomes
Example: Major in Comparative Literature, Faculty of Arts, HKU
9 Programme-Level Learning Outcomes (PLOs)

A. Demonstrate the ability to acquire and evaluate new knowledge through study and analysis of literary and cultural texts

B. Examine and critique issues from a range of different theoretical perspectives

C. Critically evaluate underlying theories, concepts, assumptions, limitations and arguments in literary and cultural studies

D. Demonstrate the ability to apply critical theories and methodologies, and to respond creatively to unfamiliar cultural texts and contexts

E. Demonstrate the ability to critically reflect upon their own identities and their ways of seeing China and the world

Matrix Mapping with Course and Programme Learning Outcomes
Example: Major in Comparative Literature, Faculty of Arts, HKU
Programme-Level Learning Outcomes (PLOs)

F. Demonstrate the ability to keep an open mind about social, cultural, and linguistic diversity in Hong Kong and the world

G. Demonstrate an awareness of local and global diversity through an appreciation of cultural texts and practices, especially those in modern and contemporary China.

H. Demonstrate the ability to communicate effectively in oral and written forms through their analysis of literary and cultural texts

I. Demonstrate a critical and ethical awareness of local and global socio-cultural issues through discussions of literary and cultural texts

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Example 1: Course Code - CLIT1008
Course Title: Ways of Reading: Film, Literature, and Culture
Course LOs against PLOs with Assessment mapping

Course: CLIT1008 Ways of Reading: Film, Literature, and Culture		Continuous assessment				Written Examination
PLOs	**Course ILOs**	Discussion requiring in-class response	Tutorial performance	Oral presentation in tutorials	Essays	
B, D	Use different theoretical and critical perspectives in reading cultural texts	✔				
A, F	Critically analyze the multiple interpretations that texts may generate		✔	✔	✔	
A, D, H	To demonstrate the critical ability of analyzing literary and visual texts in relation to their social and cultural context		✔	✔	✔	
B, C, D, I	To evaluate new knowledge through critical reflection of the ways in which texts re-present reality and history		✔		✔	
D, H	To demonstrate the ability to communicate effectively in oral and written forms through their analysis of literary and visual texts as well as critical and cultural theories		✔		✔	

Course: CLIT2018 Critiques of Modernity		Continuous assessment				Written Examination
PLOs	**Course ILOs**	Discussion requiring in-class response	Tutorial performance	Oral presentation in tutorials	Essays	
A, C, I	To survey concepts, characteristics and internal contradictions of modernity	✔				
A, D, I	To analyze critically the many creative responses to processes of modernization and globalization		✔	✔	✔	
C, I	Critically analyse the notions of progress, linear temporality, subject-centered reason and the dualism of body and mind		✔	✔	✔	

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Example of the Matrix Mapping using the Faculty of Arts LOs

*Based on the PLOs and CLOs from the Comparative Literature programme, the matrix mapping would look like the following:

Course Code	Course Title	Credits	Programme Learning Outcomes								
			A	B	C	D	E	F	G	H	I
CLIT1008	Ways of Reading: Film, Literature, and Culture	6	2	2		3		1		2	1
			A	B	C	D	E	F	G	H	I
CLIT2018	Critiques of Modernity	6	2		3	1					3

Level 1= Introduced

Level 2= Developing   In Yellow = Assessed

Level 3= Developed

* Please note that the levels 1, 2 and 3 shown above are hypothetical based on the PLOs and CLOs provided by the Faculty of Arts.

Example of the Performance of the Class under Different Assessment using the Faculty of Arts Course LOs

* Please note: Below figure are sample %, not true figures.					
Course: CLIT2018 **Course Title: Critiques of Modernity**					
Grade \ Assessment	**A**	**B**	**C**	**D**	**F**
Discussion requiring in-class response	23.7%	16.4%	12.9%	10.3%	36.7%
Tutorial performance	81.4%	10.3%	4.5%	1.0%	2.8%
Oral presentation in tutorials	23.7%	16.4%	12.9%	10.3%	36.7%
Essays	23.7%	16.4%	12.9%	10.3%	36.7%
Overall	45.8%	24.2%	15.4%	6.3%	8.3%

The table above shows the performance of the class under different assessments. The last row shows the overall performance of the class.

University Aims

1. pursuit of academic/professional excellence, critical intellectual inquiry and life-long learning
2. Tackling novel situations and ill-defined problems
3. Critical self-reflection and greater understanding of others
4. Intercultural communication and multicultural understanding
5. Communication and collaboration
6. Leadership and advocacy for the improvement of the human condition

Examples

BA (PLO)

1. Develop creative talents and analytical, critical skills   (**1**)
2. Serve local and international communities   (**4, 5, 6**)
3. Further the intrinsic joy, worth and value of the Arts   (**3, 5, 6**)
4. Develop communicative skills and life long learning   (**1, 5**)
5. Solve complex problems in a contemporary world   (**2**)

HIST1001 (LO)
American History I
                                (PLO) (EA)

1. Describe analyse and interpret …(1, 5) (1,2)
2. Identify important individuals… . (3, 4) (1,3,5,6)
3. Discuss connections between… (3,5) (2,3,5,6)

ARTS2240 (LO)
1.
2.
3.
4.
5.

LITR2230 (LO)
1.
2.
3.
4.

Activity #3

Discuss in your group, if you think that your programme has covered all the HKU educational aims sufficiently. If not, what do you think we should do?

Thank you