

Quality Assurance Training

University Grants Commission, Dhaka

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Workshop Objectives

- ▶ provide the theoretical underpinnings that will support QF development in Bangladesh and in particular peer review and accreditation system;
- ▶ train a group of senior academics with the skills required for conducting training programs both for colleagues in their own university and/or for QA personnel in other institutions of higher education nationally or regionally in general QA systems and processes; and
- ▶ equip participants with the knowledge and expertise on outcome based education including curriculum development, delivery and assessment.

Workshop Outcomes

At the end of the workshop, participants will:

- demonstrate a deeper understanding of the direction of quality assurance systems and processes in Bangladesh;
- be able to provide expert advice on QA to higher education institutions;
- show clear knowledge and application of outcome based education in curriculum development, delivery and assessment



Workshop Coverage

- National Qualifications Framework, Bangladesh
- Outcome Based Education – Curriculum Design
- Outcome Based Education – Curriculum Delivery
- Outcome Based Education – Assessment

The National Qualifications Framework of Bangladesh: An Overview

- ▶ [..\QF\NQF. Stakeholder Presentation. March 2017.pptx](#)

Exercise 1: The NQF: Moving Forward

- Are the objectives clear/sufficient?
- Do we need to expand the scope of the QF?
- Do the levels identified sufficiently represent the higher education sector in Bangladesh?
- Are the features provided clear & sufficient?
- Do you have any thoughts on graduating credits for each level?
- Do proposed credit value and notional hour seem practical for application in Bangladesh?

The NQFB Stakeholder Feedback Form will be emailed to you for your further comments/response.



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Outcome-Based Education: Moving from Zero to a 100

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“When you awaken, you will feel fresh and relaxed –
and only remember outcome-based education”

Outcome-based education?

“Outcome-based education means starting with a clear picture of what is important for students to be able to do, then organising the curriculum, instruction, and assessment to make sure that this learning ultimately happens” (Spady, 1994) .

Emphasis is on the learning outcomes (LOs), as opposed to the process in an educational strategy

Learning Outcomes: In Summary

Student Employability

Clear objectives + measurable learning outcomes + effective assessment improve employability.

Objectives of the Programme

What is the purpose of the programme?

Learning Outcomes of the Programme

What should students know and be able to do on completion?

Assessment

How are the learning outcomes assessed?

Why have LOs?



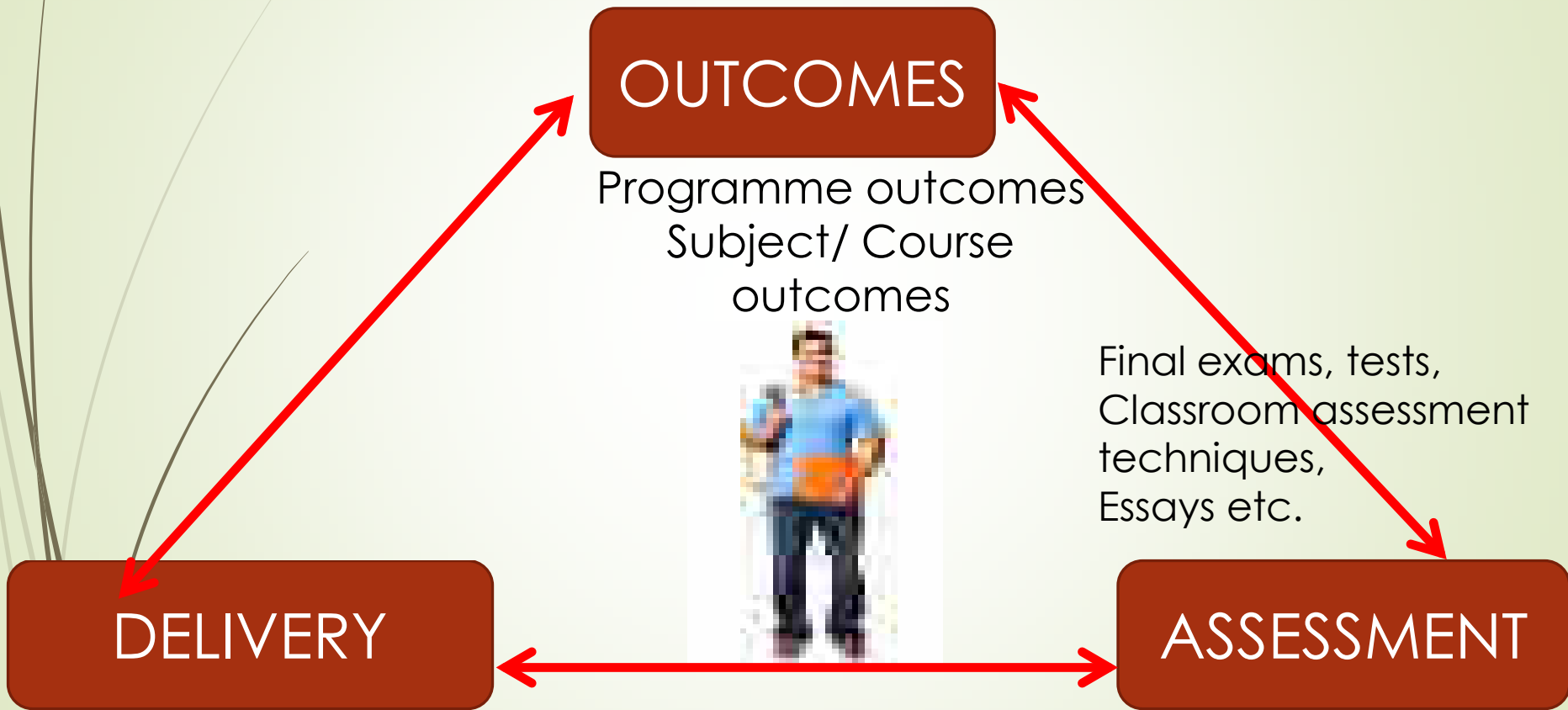
- To provide direction in the planning of a learning activity;
- To focus learner's behaviour that is to be changed;
- To serve as guidelines for content, instruction and assessment;
- To identify specifically what should be learned;
- To convey to learners exactly what is to be accomplished.

Characteristics of Good Learning Outcomes

The specific action by the learners must be:

Do-able
Observable
Measurable
Assessable

Constructive alignment
a principle used for devising teaching and learning activities, and assessment tasks, that directly address the learning outcomes (LOs)
(Biggs & Tang, 2011)



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An aligned curriculum

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The Intended Learning Outcomes of the Curriculum

The outcomes are formulated first. From these the assessment criteria are developed.

The Assessment Regime

Once an appropriate assessment regime has been designed, activities are organised that will teach the student how to meet the assessment criteria (and, hence, the outcomes).

Teaching and Learning Activities

What the teacher does and what the students do are aimed at achieving the outcomes by meeting the assessment criteria. This takes advantage of the known tendency of students to learn what they think will be assessed – and is called *backwash* (Biggs 2002: 2-40).

http://www.ucdoer.ie/index.php/Using_Biggs'_Model_of_Constructive_Alignment_in_Curriculum_Design/Introduction

The OBE approach: The 3-stage backward design

3. Plan Learning Experiences

2. Determine Acceptable Evidence

1. Identify the Desired Results

A L I G N E D

Different levels of outcome

PEO – few years after graduation



PO – upon graduation



CO – course outcomes

The OBE Approach

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Set Programme Outcomes
(PO)

What are
students able to
do UPON
GRADUATION?

What are
students able to
do UPON
COMPLETING
THE COURSE?

Develop Course LO
(CLO)

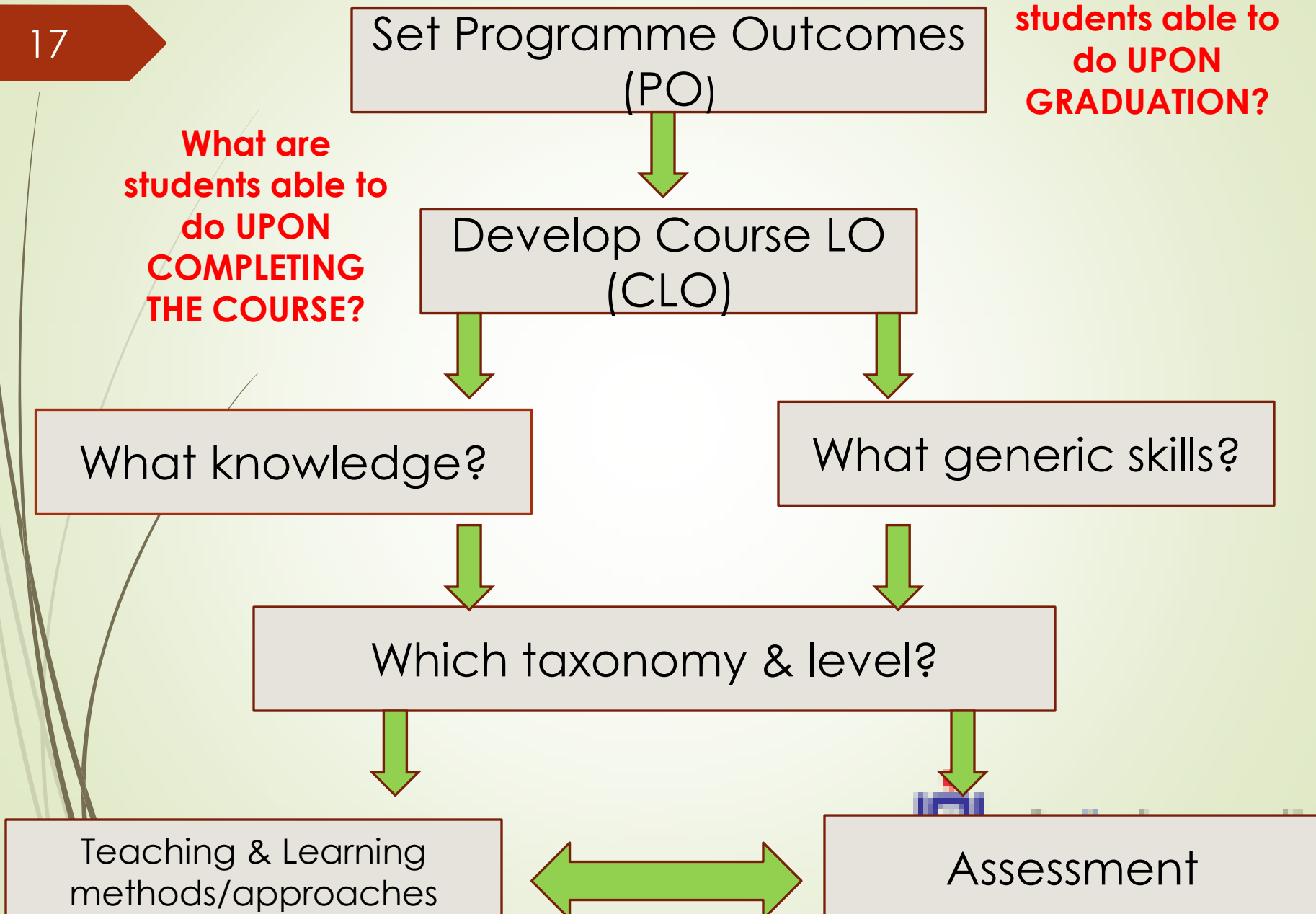
What knowledge?

What generic skills?

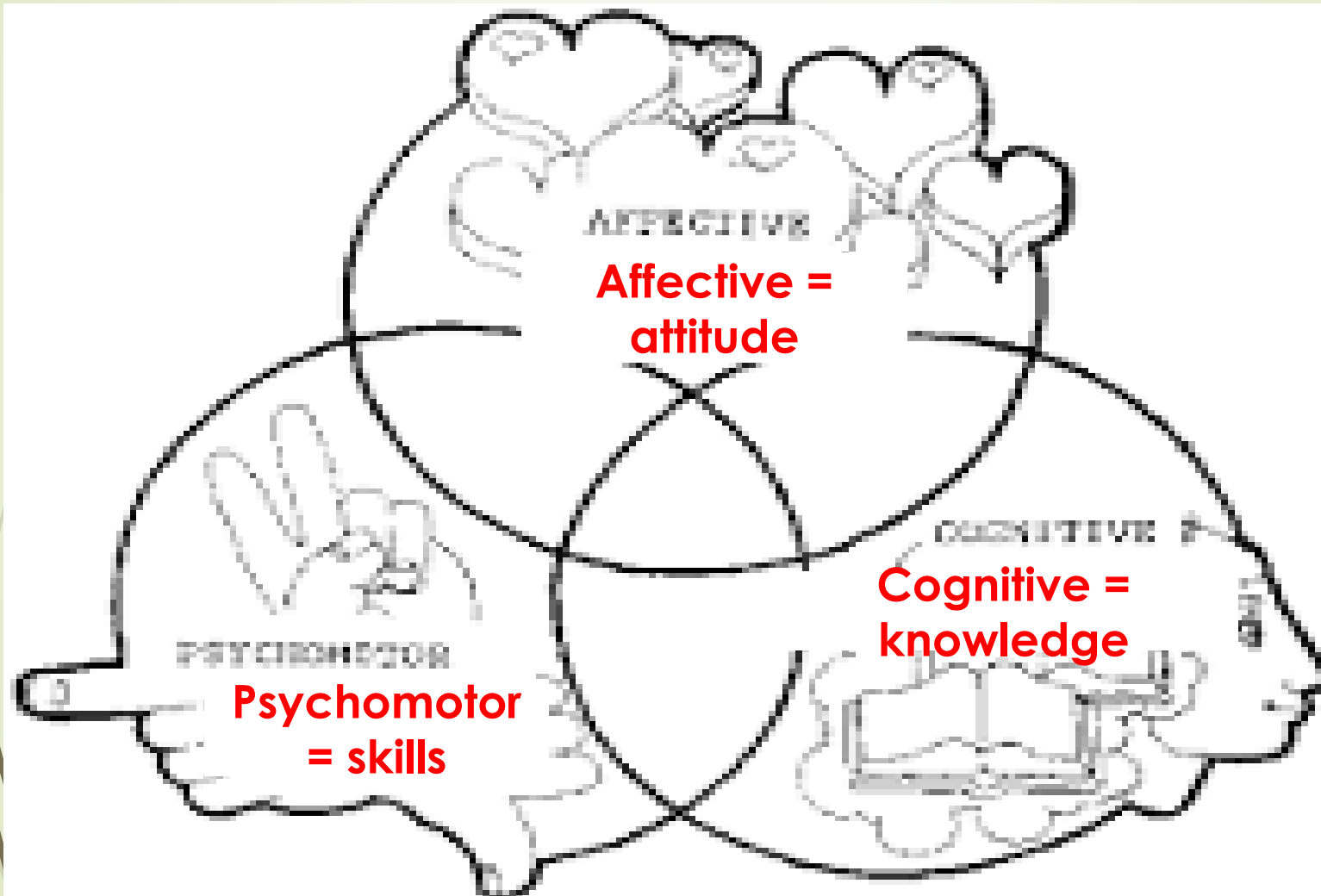
Which taxonomy & level?

Teaching & Learning
methods/approaches

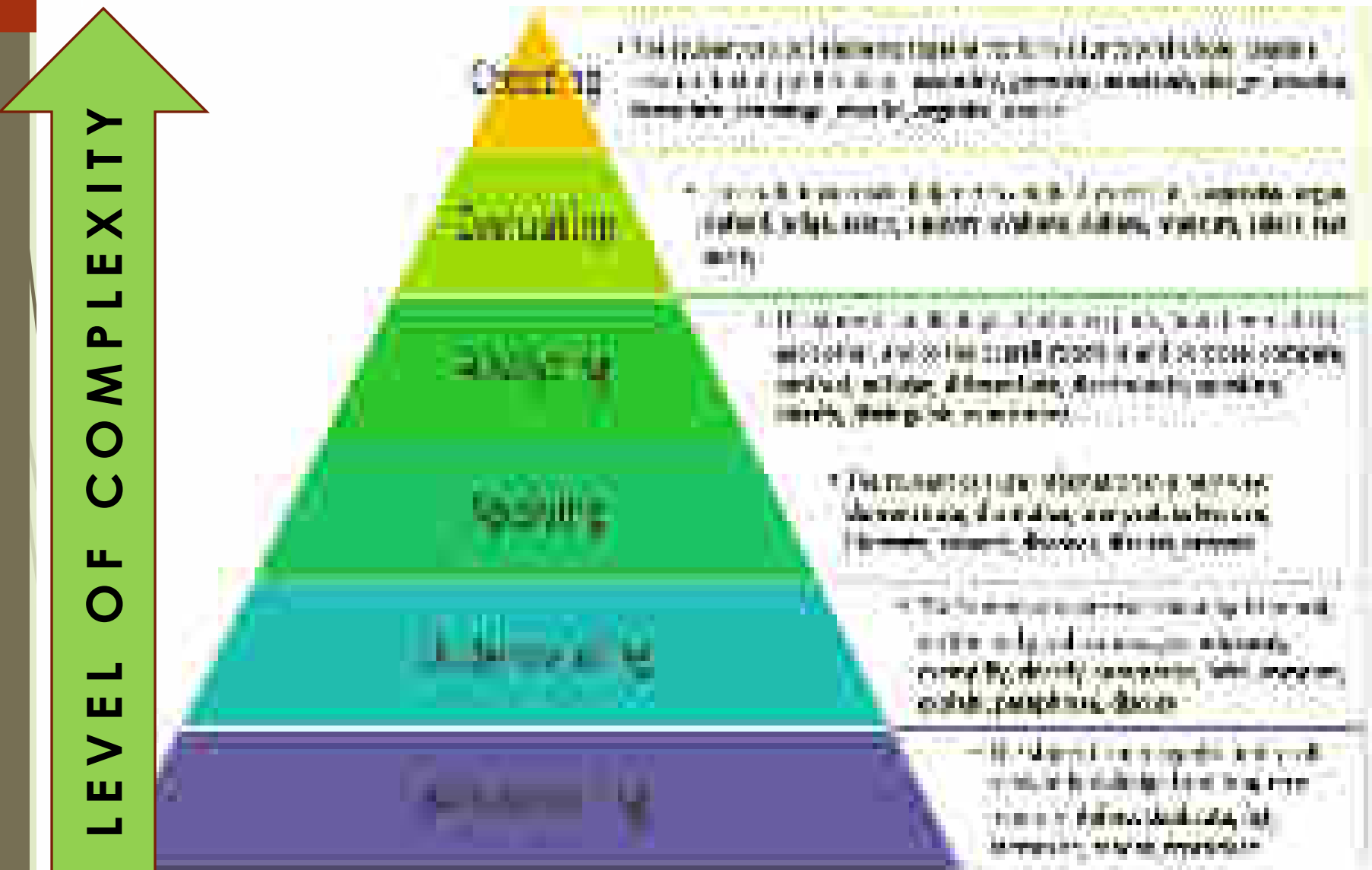
Assessment



Bloom's Three Domains of Learning



Bloom's Taxonomy: Cognitive Domain



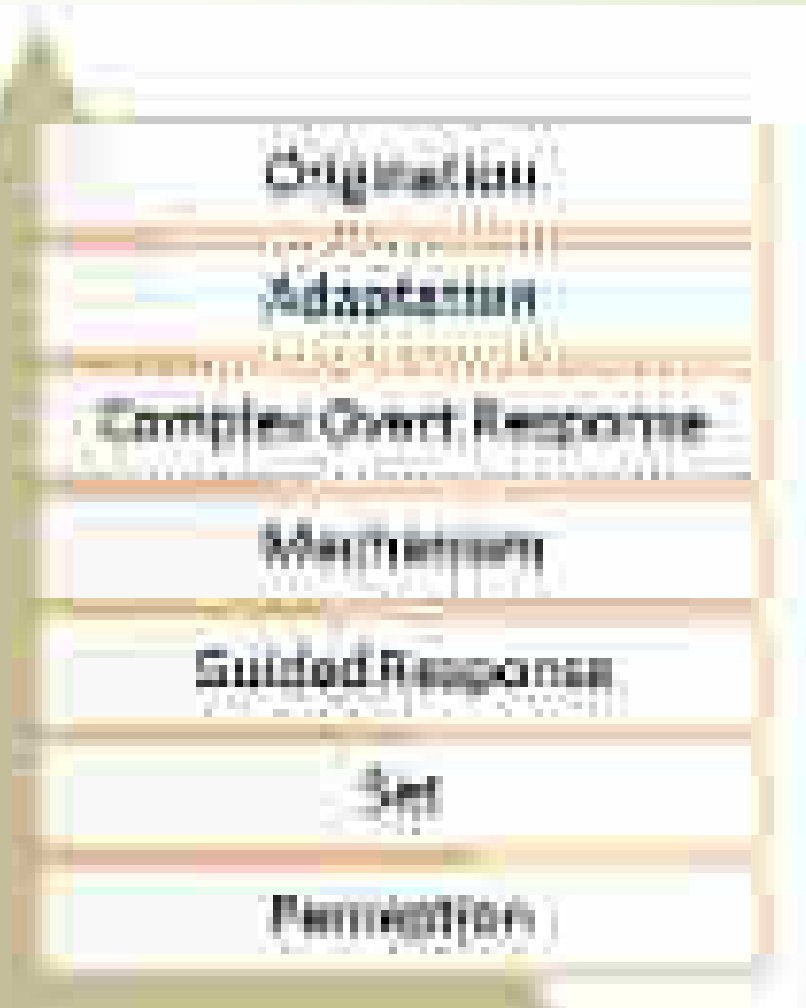
Bloom's Taxonomy: Affective Domain

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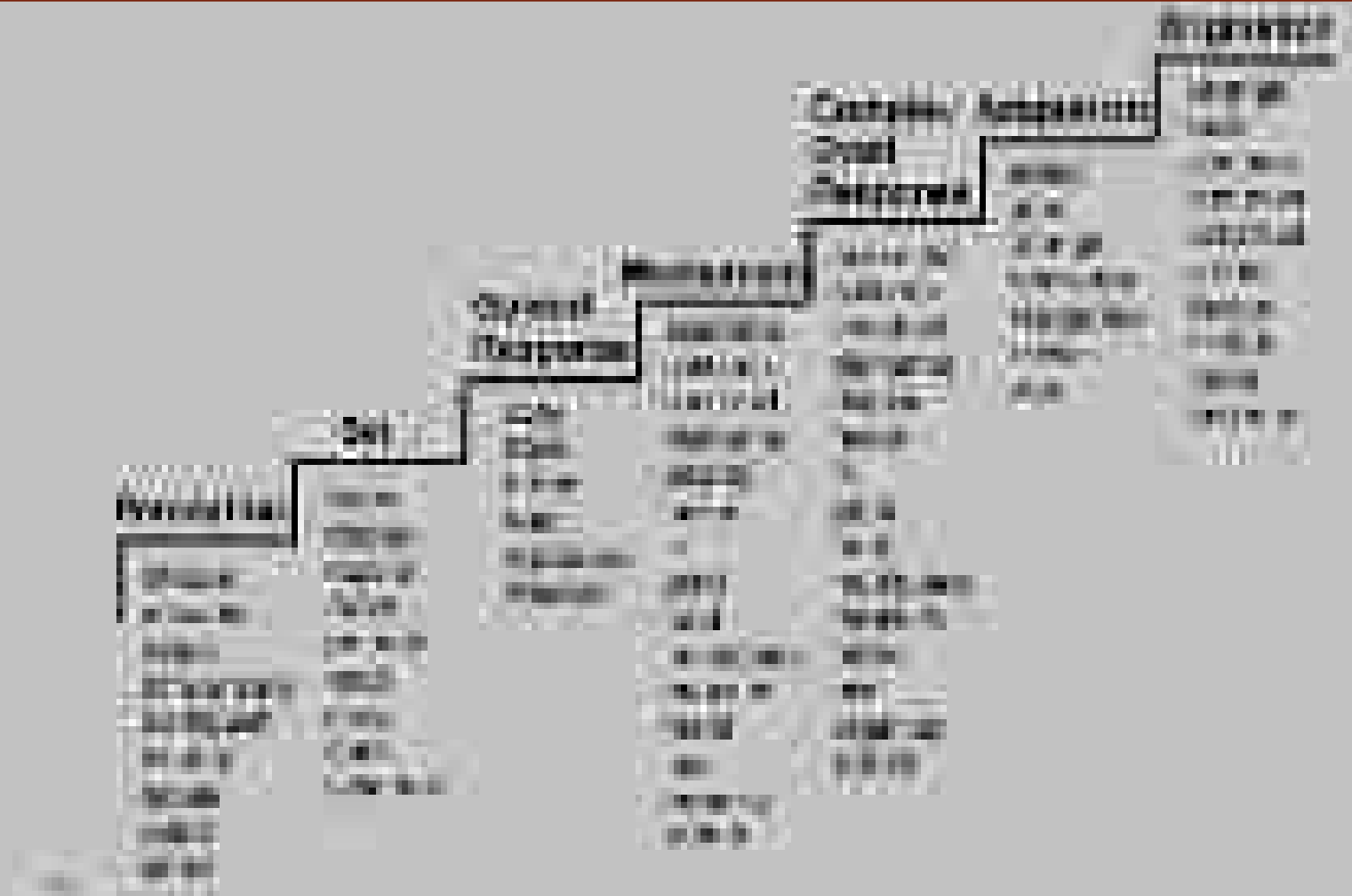
Affective Domain	Instructional Behavioral Term
1. Receiving	Asks, anticipates, describes, follows, gives, reads, indicates, writes, talks, listens
2. Responding	Assesses, accepts, compares, compares, creates, performs, predicts, presents, reports, reports
3. Valuing	Compares, compares, compares, compares, compares, compares, compares, compares, compares, compares
4. Organization	Admits, affirms, analyzes, defends, generalizes, integrates, orders, synthesizes, relates
5. Characterization	Aids, discriminates, displays, influences, modifies, proposes, qualifies, questions, reviews, states, states, writes

Bloom's Taxonomy: Psychomotor Domain



Bloom's Taxonomy: Psychomotor Domain

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PROGRAMME X: Mapping the COs with the POs

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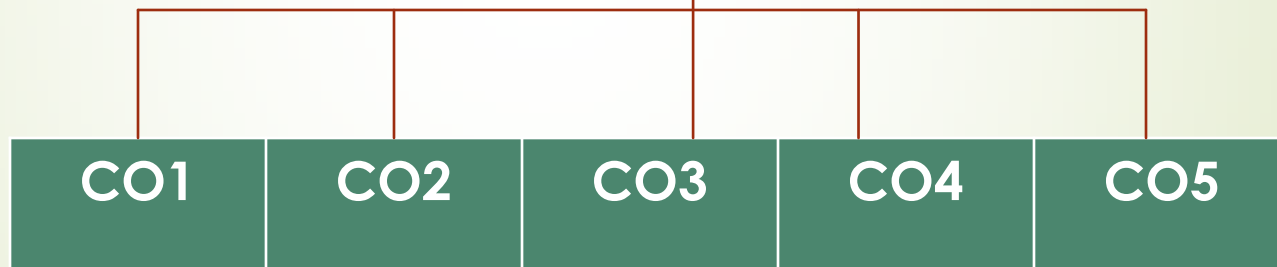
PO



COURSES



CO



cover cognitive, affective and psychomotor domains at varying levels

Important questions to ask

- What do you want the students to have or able to do (LOs)?
- How can you best help the students achieve it/them?
- How will you know that they have achieved it/them?
- How do you close the loop?

TO START, you will need to establish:

- Mission and vision
- Programme Educational Objectives
- Programme Outcomes
- Matrix of courses with programme outcomes (Curriculum map)
- Outcome-based teaching and learning delivery system
- Programme assessment and evaluation process
- Continuous quality improvement programme

PROGRAMME DEVELOPMENT & REVIEW

INTERNAL stakeholders

(staff, students, university)

OUTPUT: Programme objectives, structures

EXTERNAL stakeholders

External assessor
Industry/employer survey
Regulatory body

DEVELOP/REVIEW COURSES

Course outcomes & content

Course 1, Course 2, Course n...

COURSE IMPLEMENTATION

Teaching plan, methods, activities

Course 1, Course 2, Course n...

COURSE ASSESSMENT

Learning: Students' assessment

Teaching: Staff assessment

Self-assessment by lecturers

PROGRAMME ASSESSMENT: FORMATIVE

PROGRAMME ASSESSMENT: SUMMATIVE (Internal)

Exit survey, Alumni survey, FYP

PROGRAMME ASSESSMENT: SUMMATIVE (External)

Employer/industry survey, external assessor

DELIVERY IN OBE

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Support different situations
by specific tools



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Delivery

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1

develop soft skills and core skills within all curriculum

2

'translate' LO's into learning experiences

3

develop learner centredness

4

make institutional based learning outcomes as the foundations

5

develop learning outcomes utilising intellectual quality, relevance (or connectedness), socially supportive classroom environment and recognition of difference



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Approaches to OBE

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- In the OBTL approach, given the more specific nature of its learning outcomes, it would be necessary to develop a range of teaching and learning activities that are aimed at achieving these particular outcomes.
- The question to ask:
NOT 'What do I want to "cover" in my lecture?',
BUT 'What teaching/learning activities do I need to conduct in order for the students to achieve the learning outcomes I intend?'

Approaches to OBE

- ▶ Plan lessons around developing student's skills or understandings rather than covering a content area
- ▶ Require students to demonstrate what he/she knows and can do
- ▶ Provide opportunities for the student to demonstrate Outcomes

Approaches to OBE

- Aim to change the students rather than simply have them learn
- Help students to demonstrate a skill or understanding (OUTCOME) which is meaningful and relevant to their present and future life
- Encourage the “transfer” of Outcome skills developed, to other contexts

Types of Learning Activities

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LET'S REFLECT...

In my class:

1. Do I include learning experiences involving Decision Making, Problem Solving, Interpreting (Higher Order Thinking Skills) in my teaching?
2. Do I provide ample time for students to develop an Outcome?
3. Do I move beyond academic learning and include 'Relevance'?
4. Do I provide a range of "avenues" to develop an Outcome?
5. Do I promote "inclusivity" and recognition of achievement?
6. Do I sometimes take a "back seat" in the learning process?
7. Do I always remain 'in control' of the class?
8. Do I develop a skill or concept sequentially?
9. Do I provide opportunities for independence and inter-dependence?
10. How do I rate myself as a teacher/learning facilitator?

https://www.surveymonkey.net/summary/AtoQvajFNmzC0MOXG7Goi8fGw_2B3CFyUkON4U4pbZcqbLYzANGJwL4Cko5hKluymO

“Do not try to satisfy your vanity by teaching a great many things. Awaken people’s curiosity. It is enough to open minds; do not overload them. Put there a spark. If there is some good inflammable stuff, it will catch fire.”

Annatole France

Outcome Based Education: Assessing, not Conforming?

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Think about these:

- What is assessment?
- Why is assessment important?
- What kind of assessment/evaluation is done at your institution?



**“If you want to change student learning
then change the methods of assessment”
Chuckett & Sutherland, 2000**

WHAT DOES SCHOOL REALLY TEACH CHILDREN?

1. TRUTH COMES FROM AUTHORITY

2. INTELLIGENCE IS THE ABILITY TO REMEMBER
AND REPEAT

3. ACCURATE MEMORY AND REPETITION ARE
REWARDED

4. NON-COMPLIANCE IS PUNISHED

5. CONFORM: INTELLECTUALLY AND SOCIALLY

BUT...

assessment defines for the students what is important, what counts, how they will spend their time and how they will see themselves as learners.

What is the function of assessment in OBE?



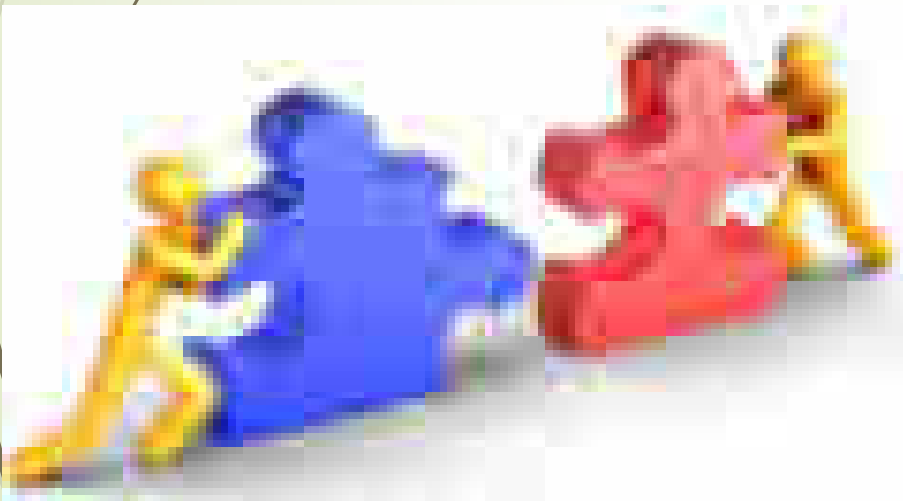
“Old” vs “New” Assessment Approaches

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OLD	NEW
Students as passive learners	
Exam-driven	
Rote learning	
Syllabus is content-based and broken down into subjects	
Teachers are responsible for learning	
Content placed into rigid time-frames	

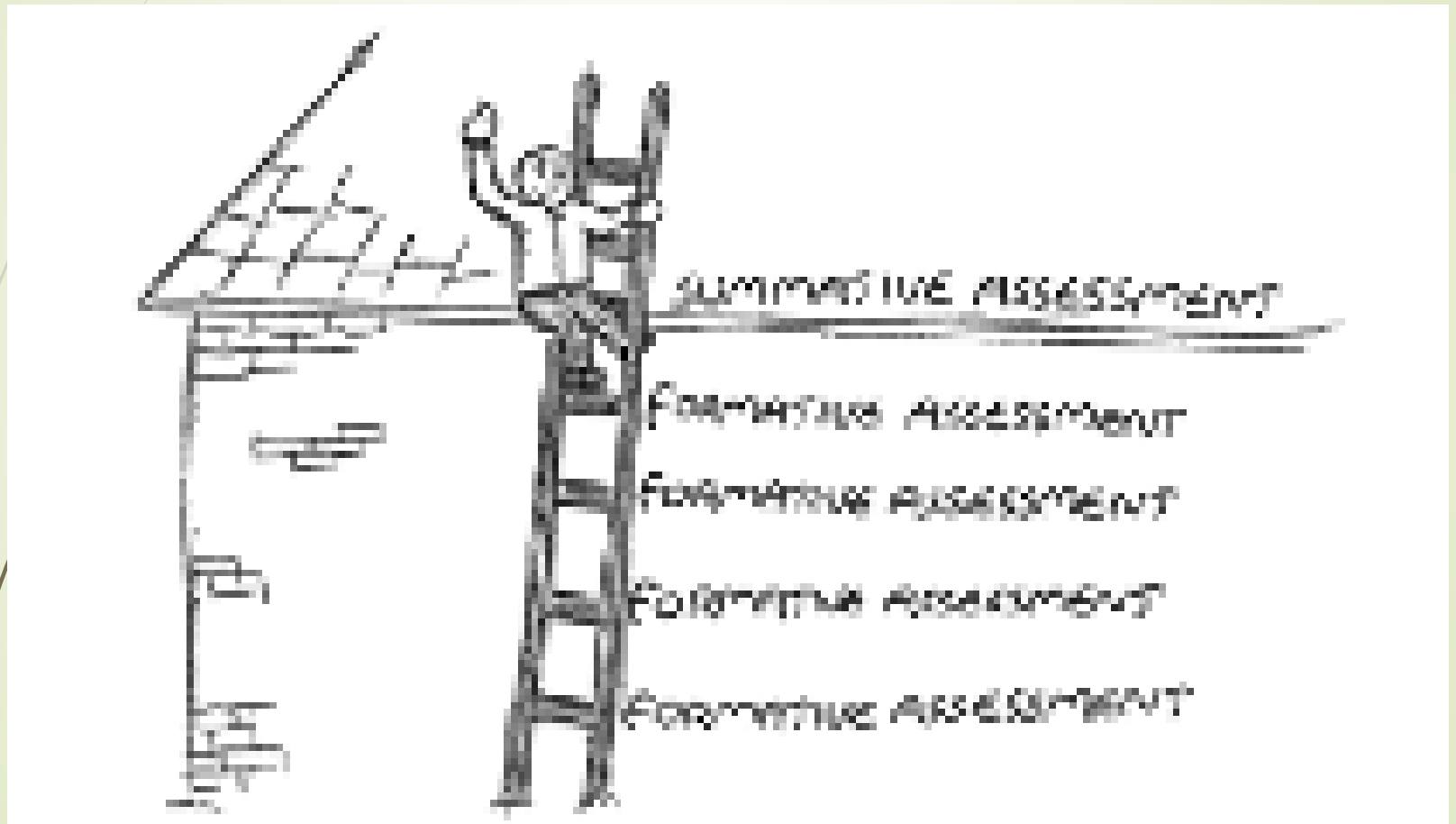
Alignment of Tasks to Outcomes

In OBE, it is vital that you align the tasks (or the measures of assessment) to the intended outcomes.



WHY?

Types of assessment



Types of assessment

Assessment **OF** learning

Summative Assessment

Usually given towards the end of the course to assess the extent of learning objectives.

Exams
Assignments
Presentations
Practical examinations
Final tests
Group projects

Assessment **FOR** learning

Formative Assessment

Given frequently throughout the course to monitor learning progress.
Formative assessment helps you to set a learning goal.

Exams
Learning logs
Workbooks
Classroom
Quizzes
Presentations
Practical projects

INSTRUCTIONAL and ASSESSMENT STAGES

INSTRUCTIONAL and ASSESSMENT STAGES

STEP 1

PLANNING ASSESSMENT

1. Determine the purpose of the assessment
2. Determine the content to be assessed
3. Determine the format of the assessment
4. Determine the timing of the assessment

FORMULATING ASSESSMENT

1. Develop the assessment items
2. Develop the assessment questions
3. Develop the assessment tasks
4. Develop the assessment rubrics

STEP 2

STEP 3

GRADING, FEEDBACK, DOCUMENTING

**USE ASSESSMENT TO
IMPROVE LEARNING**

1. Analyze the assessment results
2. Identify the strengths and weaknesses
3. Develop strategies to improve learning
4. Implement the strategies

1. Provide feedback to students
2. Document the assessment results
3. Use the assessment results to inform instruction
4. Reflect on the assessment process

STEP 4

Step 1: Planning the Assessment

- ▶ Planning should be based on the LOs
- ▶ Distribution of marks should be based on the mapping between PO and Course LOs (which should have been done at the beginning of the course)

Example

No	Assessment Item	%	Full mark	CO 1	CO 2	CO 3	CO 4	CO 5
				PO1	PO2	PO6	PO 8	PO11
1	Asssmnt 1	5	10	/				
2	Asssmnt 2	5	100		/			
3	Asssmnt 3	15	50			/		
4	Asssmnt 4	20	100				/	
5	Asssmnt 5	25	25		/			
6	Asssmnt 6	30	50					/
TOTAL		100		5	30	15	20	30

NOTE: / represents mapping (assuming that 1 CO is mapped to 1 PO, and 1 assessment item is mapped to 1 CO)

Step 2: Formulating the Assessment

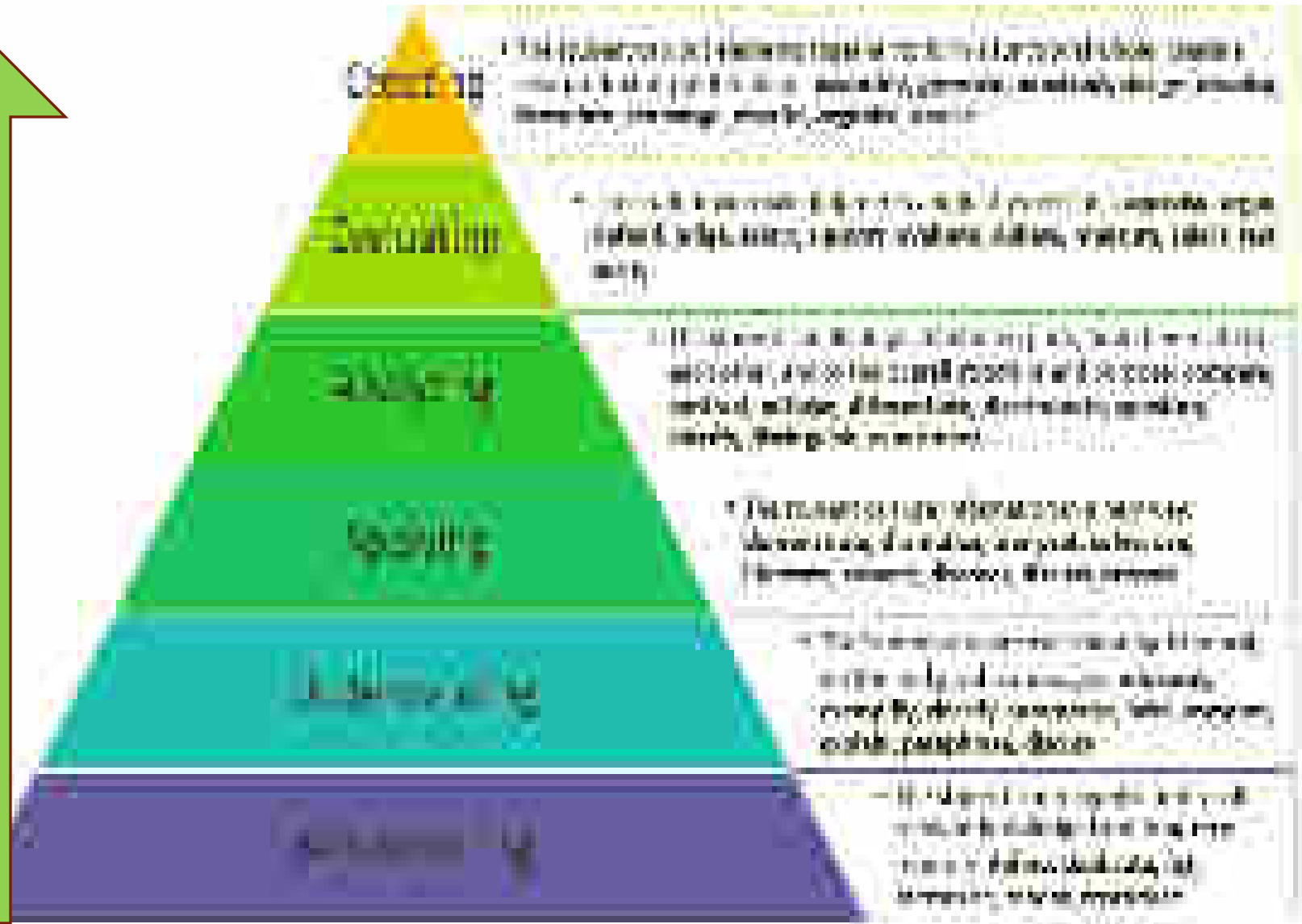
The questions asked in an assessment should be aligned to your COs and are based on Bloom's taxonomy:

e.g. List FIVE reasons why Bangladesh's textile industry is thriving.

What is the cognitive level of this question?

Bloom's Taxonomy: Cognitive Domain

LEVEL OF COMPLEXITY



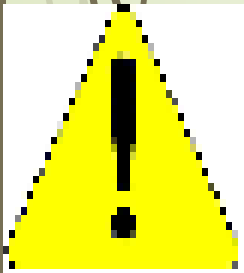
What levels in the cognitive domain are these questions?



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- Discuss ways in which the public transportation system can be revamped?
- Discuss the importance of “constructive alignment”.
- Convert an existing course syllabus into an OBE course syllabus, justifying the steps and actions you need to take along the way.

NOTE: Do not just rely on the verbs to decide the CLO, but also the process the student will take to answer your questions.



Step 3: Grading, feedback, documenting

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- In a content-based system, the aim is to gather the total marks and grades (the ultimate!).
- In OBE, the marks/grades will be further used to gauge the CO and PO achievement of the course in general, and of the individual student.
- Detail calculation needs to be done in order to determine this.



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How do you grade? SAMPLE OF A RUBRIC

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Description	Score
Demonstrates complete understanding of the problem. All requirements of task are included in response.	5
Demonstrates considerable understanding of the problem. All requirements of task are included	4
Demonstrates partial understanding of the problem. Most requirements of task are included.	3
Demonstrates little understanding of the problem. Many requirements of task are missing	2
Demonstrates no understanding of the problem	1
No response/task not attempted	0

Making sense of the numbers: The analysis

Overall CO analysis

COURSE XXX	CO1	CO3	CO4	CO5
CO mark distribution	5	15	20	30
CO student achievement	58.5	76.0	35.8	84.5

All COs that were planned to be addressed in this course have been assessed with appropriate degree of emphasis.

The achievement for each of the COs is shown accordingly.

Question: If the criteria for success is determined at 70%, what do these marks tell us about the CO achievement?

Step 4: Improve learning based on assessment outcomes



- Plan and execute improvement actions
- What do you do when your class performs poorly in quiz/test/practical work, etc?
 - Adjust the scores upward?
 - Adjust the difficulty level of the next assessment?
 - Give advice on study strategies?
 - Provide more practice problems, review, etc?
 - Spend more time on the materials in the future?
 - Change your teaching materials or approach?

TASK

- Choose a possible CO from your subject.
- Form an essay-type question to assess the achievement of this CO.
- Create a rubric to assess the cognitive component for this essay question, which carries a total score of 10.

Conclusion

- ▶ Bangladesh higher education sector is moving away from a teacher-centered to a student-centered model.
- ▶ Teachers are knowledge facilitators and knowledge is obtained through primary and secondary courses (at best I am a secondary source!)
- ▶ This new models requires a rethink on the way we delivery and assess.
- ▶ Unless we initiate the change, we will fail to prepare students adequately for 21st century challenges