

Delivery and Assessment of Courses Based on OBE



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Workshop Schedule

08:30 – 09:00 Registration

09:00 – 09:45 M1 – Alignment of CO to PO

09:45 – 10:30 M2 – Performance Criteria for POs

10:30 – 11:00 Coffee Break

11:00 – 01:00 M3 – Performance Criteria for COs

01:00 – 02:00 Lunch Break

02:00 – 03:15 M4 – Assessment Tools and Rubrics

03:15 – 04:15 M5 – Evaluation of an OBE Course

04:15 – 04:30 M5 – Concluding Remark

Recall: A Five-STAGE OBE IMPLEMENTATION PROGRAMME

Stage I

- Understanding The Big Picture
 - Main aim is to achieve CQI: both the inner loop and outer loop

Stage II

- Setting Objectives and Outcomes
(Breadth)
- Identifying Domains & Taxonomies
(Depth)
- Performance Criteria for the Outcomes

Stage III

- Mapping of PEO-PO
- Mapping of PO against Regulators Requirement – See Tasks 2 and 3
- Mapping of Courses-PO
- Mapping of CO-PO

Stage IV

- **Delivery of OBE Courses**
- Student Learning Time (SLT)
- Assessment of OBE Courses
 - Assignment/Projects
 - Tests/Exams : Examination Specification Table

Stage V

- Closing the inner loop – CQI for Courses
- Closing the outer loop – CQI for Programme

What tools are being used?
Are the loops really closed?

MODULE 1

Alignment of Course Outcomes to Programme Outcomes

OUTCOMES

At the end of this module participants will be able to:

- a. Verify and establish alignment between course outcomes and Programme Outcomes

Active Learning – Verification of PO

List of PO - from IHLs

Compliance of PO to MQF – from IHLs

Participants to bring along the above documents

MODULE 2

Performance Criteria for Programme Outcomes

OUTCOMES

At the end of this module participants will be able to

- a. Develop Performance Criteria for Program Outcomes

RECALL: Stage II

- Setting Objectives and Outcomes (Breadth)
- Identifying Domains & Taxonomies (Depth)
- **Performance Criteria for the Outcomes**

Developing the Performance Criteria for evaluating Programme Outcomes

Once of the POs were classified into Domains, the performance criteria matrix can be developed for each PO.

The key verbs used should be based on Bloom's Taxonomy.

Performance Criteria for PO

	1	2	3	4	5
PO11	Aware and appreciate contemporary issues	Demonstrate understanding of contemporary issues	Understand and discuss contemporary issues	Able to analyze the contemporary issues	Evaluate the implications of contemporary issues

PO11	Having the knowledge of contemporary issues.
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PERFORMANCE CRITERIA FOR ASSESSMENTS

Performance Criteria for PO

- general nature relates to the graduate attributes

Performance Criteria for CO

- Modify PC for PO to make it more specific to the course
- Performance Criteria for Assignments

Use PC for CO modify or develop new one for specific tasks not covered by PC of CO

MODULE 3

PERFORMANCE CRITERIA FOR COURSE OUTCOMES

PERFORMANCE CRITERIA FOR COURSES

See example ECW 501

Note: examples NOT handed out

Stage IV

- **Delivery of OBE Courses**
- Student Learning Time (SLT)
- Assessment of OBE Courses
 - Assignment/Projects
 - Tests/Exams : Examination Specification Table

MODULE 4

ASSESSMENT TOOLS AND RUBRICS

Stage V

- Closing the inner loop – CQI for Courses
- Closing the outer loop – CQI for Programme

DESIGNING ASSESSMENT TOOLS

3 steps to designing assessments

1. Decide what tool will best demonstrate the students' mastery of learning outcomes
 - Portfolios
 - Exams
 - Written reports
 - Logs or journals
 - Simulated performances
 - Classroom observations
 - Interviews
 - Papers
 - Performances/demonstrations
 - Products

3 steps to designing assessments

2. Define the performance criteria that will be used to measure the tool. Break the criteria down into specific components (rubric). What are the specific parts of the assessment that students need to master?
3. Define specific levels of quality or proficiency (RECALL: different expectations for various certifications-diploma; bachelor; master; doctoral)

Assessments

Example from ECW501 OR KJC511

Note: examples NOT handed out

Marks Allocation

- Marks are allocated based on the activities of reports associated with a particular tasks.
- As tasks were designed to attain specified course outcomes, these marks can also be represent the achievement of the course outcomes.

Marks Allocation

- The overall achievement of a course outcomes will depend on the marks obtained by the students compared to the maximum possible marks allocated for the outcomes

Examples of Rubrics

Rubric Template

	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Stated Objective or Performance	Description of identifiable performance characteristics reflecting a beginning level of performance.	Description of identifiable performance characteristics reflecting development and movement toward mastery of performance.	Description of identifiable performance characteristics reflecting mastery of performance.	Description of identifiable performance characteristics reflecting the highest level of performance.	
Stated Objective or Performance					

Example rubric

Data Analysis/ Experimental Design Assessment Form					
Scale:	1	2	3	4	5
Criteria	Poor		Acceptable		Excellent
1. Effectiveness of experimental design and/or procedures	Very ineffective. Would not allow experiments to achieve any goals.		Somewhat effective. Would allow experiments to achieve most goals.		Effective. Would allow experiments to achieve goals.
2. Execution of procedures	Demonstrated little or no ability to conduct experiments. Did not collect meaningful data.		Demonstrated adequately ability to conduct experiments. Collected most of the needed data.		Demonstrated superior ability to conduct experiments. Collected an appropriate data.
3. Statistical methods	Statistical methods were completely misapplied or absent.		Statistical methods were attempted. Most methods were correctly applied but more could have been done with the data.		Statistical methods were fully and correctly applied.
4. Focus of results and discussion	No insight. Entirely missed the point of the experiment.		Adequate insight. Missed some important points.		Excellent insight. Results and discussion well focused.
5. Interpretation of data	Little or no attempt to interpret data or over-interpret data.		Interpreted most data correctly. Some conclusions may be suspect or over interpreted.		Data completely and appropriately interpreted. Not over-interpreted.

Development of Performance Criteria for COs

- Review the COs of a course (ideally should be between 3-5 COs)
- Review the CO-PO Matrix – ensure that CO and PO shares the same domain
- Establish the appropriate taxonomy levels
- Develop descriptors for the different CO for the various taxonomy levels
- Establish PC based on the CO-PO matrix

MODULE 5

EVALUATION OF AN OBE COURSE

OUTCOMES

At the end of this module participants will be able to

- a. Evaluate the Course Achievement and implement CQI

EVALUATION OF AN OBE COURSE

Analyse the class/cohort performance on each CO.

Results showing low CO achievements need to be scrutinised

EVALUATION OF AN OBE COURSE

Check on the balance of content (lesson plan & SLT) against CO

Check on taxonomy levels used in assessment tools associated with the CO

Check on the appropriateness of the assessment tools used

Check on validity of the tool against students performance

Check that Lesson Plan is balanced interms
of CO

Check that delivery mode is suitable for the
intended CO

Check SLT is reasonable

Concluding Remarks

Lecturers must understand the concept of OBE and have a feel of what is required to deliver and assess an OBE-programme.

It must be accepted that there are several ways of achieving a specified outcome, and the diversity in approach (as long as they are based on the OBE concept) must be allowed.

Thank You

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