

**Summary of the meeting of OBE Pilot Project Instructors
On 8 January 2009 at Room 6425, 9:30am - 10:30am.**

In the meeting, the following agenda items were discussed:

1. The OBE pilot project in Spring 2009
2. Examples of courses after the OBE Approach adopted
3. Timeline for the pilot project in Spring 2009
4. The support given by Science School Team

The OBE pilot project in Spring 2009

- The key components of OBE were introduced. The key issue in this pilot project is to ask instructors to reflect on the purpose of a particular course with a reference to the curriculum of a program. Instructors were reminded to think about the courses' key objectives, how to achieve the objectives via introduction of specific teaching and learning activities so as to serve these objectives, and how to monitor its effective implementation.
 - What does this specific course serve to achieve as part of a program? (What program ILOs does a course fulfill?)
 - What are the course activities to achieve those ILOs?
 - Is there mechanism to evaluate whether those ILOs are achieved?
 - How would the feedback be collected and be used to change the delivery, monitoring and assessment methodology?
- In order to know what purposes a specific course serves in a program, the instructor may need to discuss it with the program coordinator or curriculum coordinator for clarification and definition. It is not expected that a course needs to serve all 8 to 10 learning outcomes of each program. Although the course may involve all learning outcomes in some sense, the instructor may want to focus on only a couple of learning outcomes.
- Each learning outcome should be coupled with teaching and learning activities, and mechanisms to know whether those ILOs are achieved. It can be assessed by asking students to perform the skills (direct assessment), application of various assessment tools (e.g., test and assignment), or by seeking feedback from students whether they made a progress in certain skills (indirect assessment).
- Outcome based education, as a whole, is NOT for generating extra paper work. The documents involved include the following:
 - At the beginning of the semester, instructors are required to let students know what they are demanded to achieve at the end of the

course, i.e., the intended learning outcomes, and what teaching and learning activities will be used to facilitate students to obtain these learning outcomes.

- It is also recommended that instructors would have keep a short personal journal with regular entries for this pilot project to document changes, thoughts, insights gathered throughout this process, i.e., before and after going through the OBE process. The works involved and the observed influence on the students, can be summarized briefly as on a regular basis. Instructors can build this journal by writing a paragraph every one or two weeks. This record will be a useful document for sharing showing how OBE implementation help make a change in the teaching learning process to bring about improvement in quality education.

Examples of courses after the OBE process

- Three examples of courses before and after OBE implementation are attached, with the third one more related to the context of science education.
- It does not mean that all courses have to follow these examples, nor that a course with a broad range of teaching and learning activities incorporated will indicate a course to have better OBE implementation. The instructors can design the teaching and learning activities which are most fit for the purpose of the course, i.e., achieving the objectives defined early on.

Timeline for this project in spring 2009

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| January | 2nd Week: Meeting 3rd Week: Instructors writing teaching and learning plan 4th Week: Comments on the plan from Science School team |
| Late January or February | Release course ILOs and syllabuses to students |
| Mid March | Consultants will be brought in to share their experience in teaching and OBE-related work |
| Late March or April | Sharing seminar from instructors |
| Late May | Sharing seminar from instructors |

- The Science School team comprises of Tina Ko, Williamson Lam and Crystal Ho, led by Prof. King L. Chow.
- Courses of similar nature are grouped together. Each staff will support one group, facilitate discussion among the group members and share good

practices within the group and between groups. (Please see the attached grouping list.)

- If the instructor can send the teaching and learning plan to the Science School team in the third week of January, the staff can comment on the plan and bring good practices from other courses to help make amendment to align the ILOs before the Chinese New Year.
- The Science School team will invite consultants to the campus to share their teaching and OBE implementation experience to facilitate discussion on how to enhance teaching and learning quality.
- A sharing forum will be held for instructors of courses in all schools and departments in late March or early April for a broader exchange of ideas and experience.