

The SiMERR National Research Centre



An Outcomes-based Education Model: An international perspective

John Pegg and Joy Hardy

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Outcomes based education from an Australian perspective

Background

Australia was the first country to develop and implement career stages based on what a quality teacher means at each career stage.

Significantly, the same focus area occurs at each career stage.

This enables TEIs for pre-service teachers to create a strong program that aligns with what is expected of teachers in schools.



Descriptions of the Four Career Stages

The first concerns a minimum requirement for people who complete their training from Teacher Education Institutions (TEIs)

The second concerns an agreed general standard for a teacher. It should be a standard attained within the first few years of teaching

The third concerns accomplished practitioners who mentor and work collegially with other staff

The fourth concerns exemplary teachers who have developed skills to lead colleagues in promoting quality learning and teaching



One Focus Area:

Lesson planning and implementation

1. Plan **lessons** using knowledge of student learning, content and effective teaching strategies.
2. Plan and implement **well-structured** learning and teaching **programs or lesson sequences** that **engage students and promote** learning.
3. **Work with colleagues** to plan, evaluate and modify learning and teaching programs to create productive learning environments that engage all students.
4. **Exhibit exemplary practice** and **lead colleagues** to plan, implement and review the effectiveness of their learning and teaching programs to develop students' knowledge, understanding and skills. (AITSL, 2011)



Outcomes based education for pre-service teachers from an Australian perspective

The first career stage concerns pre-service teachers and the work of TEIs.

The Outcome statements (Professional Standards) are a small but comprehensive list of the specified knowledge, skills, understandings and values expected of pre-service teachers at the end of their program at a TEI.

These outcomes need to drive the Pre-service curriculum.

This work has had a **powerful impact** on teacher education in Australia.



Impact of Career Stage outcomes on TEIs

TEIs in Australia found it enabled them to:

- ✓ To enhance the relevance and overall learning experience for pre-service teachers
- ✓ Review, revise and modernise their TEI pre-service curriculum to include all indicators
- ✓ To investigate the quality of engagement of pre-service teachers with the outcome statements
- ✓ To capacitate Faculty in curriculum development through action-type research
- ✓ To avail staff of multiple new research opportunities



Practical actions related to Outcomes based

TEIs used a range of approaches:

- ✓ To map out a syllabus for each year of the pre-service program covering Outcomes
- ✓ To ensure what courses need to be part of a **developmental continuum** leading to ...
- ✓ To identify what courses require pre- or co-requisites from other courses
- ✓ To ensure there is a balance in course emphasis
- ✓ To ensure overall that all Outcomes are met at an appropriate level, usually in multiple courses across years



Practical ideas related to Outcomes based

Background information needed to be established include components of a course syllabi:

- ✓ Course descriptions
- ✓ Materials/equipment needed
- ✓ Course learning outcomes
- ✓ Course content
- ✓ Lectures/tutorials
- ✓ Readings
- ✓ Assessment tasks



A Basic Audit

Course Code	Course Title	Indicators							Total
		1.1	1.2	1.3	1.4		7.4	7.5	
111	Course A	X	X		X			X	9
222	Course B	X	X	X				X	25
333	Course C		X	X					7
444	Course D								0
XXX	Course X		X	X				X	7
Total			8	12	2		0	20	

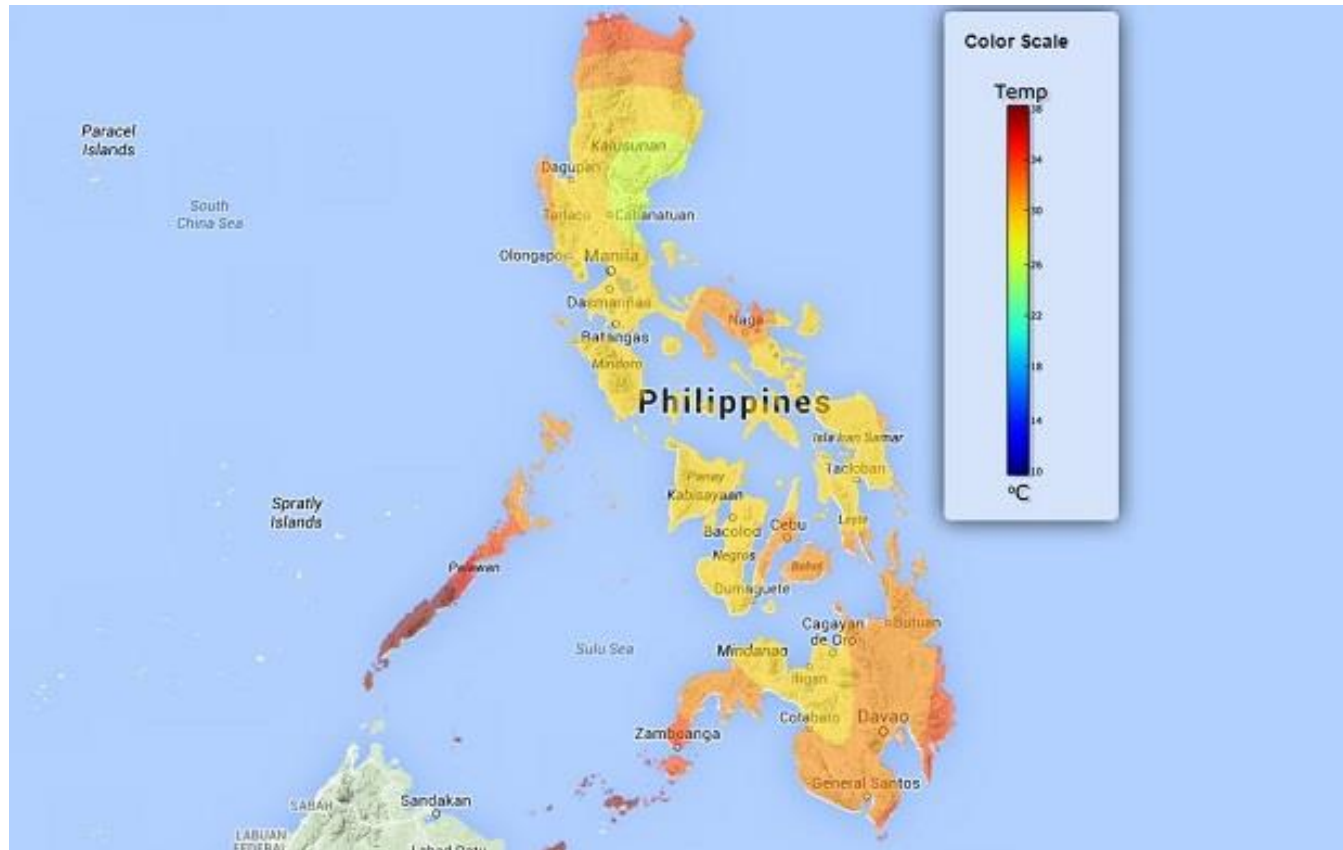


Some Issues found in Basic Audit

Course Code	Course Title	Indicators						Total
		1.1	1.2	1.3	1.4	7.4	7.5	
111	Course A	X	X		X		X	9
222	Course B	X	X	X			X	25
333	Course C		X	X				7
444	Course D							0
XXX	Course X		X	X			X	7
Total			8	12	2	0	20	

Heat Maps

Heat maps use colors to provide visual representations of complex information.



Source: <http://newsinfo.inquirer.net/688082/cloudy-isolated-showers-on-tuesday-pagasa>

Addressing Indicators using Domain 3

Domain 3. Diversity of Learners

Strand 3.1 Learners' gender, needs, strengths, interests and experiences	3.1.1 Demonstrate knowledge and understanding of differentiated teaching to suit the learners' gender, needs, strengths, interests and experiences.
Strand 3.2 Learners' linguistic, cultural, socio-economic and religious backgrounds	3.2.1 Implement teaching strategies that are responsive to the learners' linguistic, cultural, socio-economic and religious backgrounds.
Strand 3.3 Learners with special educational needs	3.3.1 Use strategies responsive to learners with special educational needs that include giftedness, talents and disabilities.
Strand 3.4 Learners in difficult circumstances	3.4.1 Demonstrate understanding of the special educational needs of learners in difficult circumstances, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices.
Strand 3.5 Learners from indigenous groups	3.5.1 Demonstrate knowledge of teaching strategies that are inclusive of learners from indigenous groups.

Domain 3. Diversity of Learners

3.1.1 Demonstrate knowledge and understanding of differentiated teaching to suit the learners' gender, needs, strengths, interests and experiences.

3.2.1 Implement teaching strategies that are responsive to the learners' linguistic, cultural, socio-economic and religious backgrounds.

3.3.1 Use strategies responsive to learners with special educational needs that include giftedness, talents and disabilities.

3.4.1 Demonstrate understanding of the special educational needs of learners in difficult circumstances, including: geographic isolation, chronic illness; displacement due to armed conflict, urban resettlement, or disasters; child abuse and child labor practices.

3.5.1 Demonstrate knowledge of teaching strategies that are inclusive of learners from Indigenous Groups.

Heat map of all indicators within a Domain

Domain 3: Diversity of Learners

3.1.1 Demonstrate knowledge and understanding of differentiated teaching to suit the learners' gender, needs, strengths, interests and experiences.

3.2.1 Implement teaching strategies that are responsive to the learners' linguistic, cultural, socio-economic and religious backgrounds.

3.3.1 Use strategies responsive to learners with special educational needs that include giftedness, talents and disabilities.

3.4.1 Demonstrate understanding of the special educational needs of learners in difficult circumstances, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement, or disasters; child abuse and child labor practices.

3.5.1 Demonstrate knowledge of teaching strategies that are inclusive of learners from Indigenous groups.

Domain 1	Domain 2	Domain 3	Domain 4	Domain 5	Domain 6	Domain 7

Heat map of all indicators across all Domains

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
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Addressing Indicators

- ✓ All Indicators should be addressed in their entirety in a program (maybe on numerous occasions)
- ✓ Partial coverage at a course level is OK
- ✓ Some courses may be directly linked to one indicator but some indicators will need multiple courses to be covered even across different times/years
- ✓ Courses in the earlier years may address fewer aspects within Indicators than those later in the program



Differentiated Audit

Course Code	Course Title	Indicators							
		1.1	1.2	1.3	1.4		7.4	7.5	36
111	Course A	A, L, T	A, O, T		R			A, R	LTAR
222	Course B	L, T	L, T	R				D	DLRT
333	Course C		L	T					LT
444	Course D								
XXX	Course X		A	A				A, L	A, L
Total			ALOT	ART	R		–	ADLR	



KEY:

A – Assessment; D – Course Notes; F – Field Studies; L – Lecture; O – Learning Outcome; P – Practicum; T–Tutorial



Course Code	Course Title	Indicators							
		1.1	1.2	1.3	1.4		7.4	7.5	
111	Course A	L, T, A	T, A, O		R			R, A	LTAR
222	Course B	L, T	L, T	R				D	LTRD
333	Course C		L	T					LT
444	Course D								—
XXX	Course X		A	A				LA	LA
Total			ALOT	ART	R		—	ADLR	

KEY:



A – Assessment; D – Course Notes; F – Field Studies; L – Lecture; O – Learning Outcome; P – Practicum; T–Tutorial

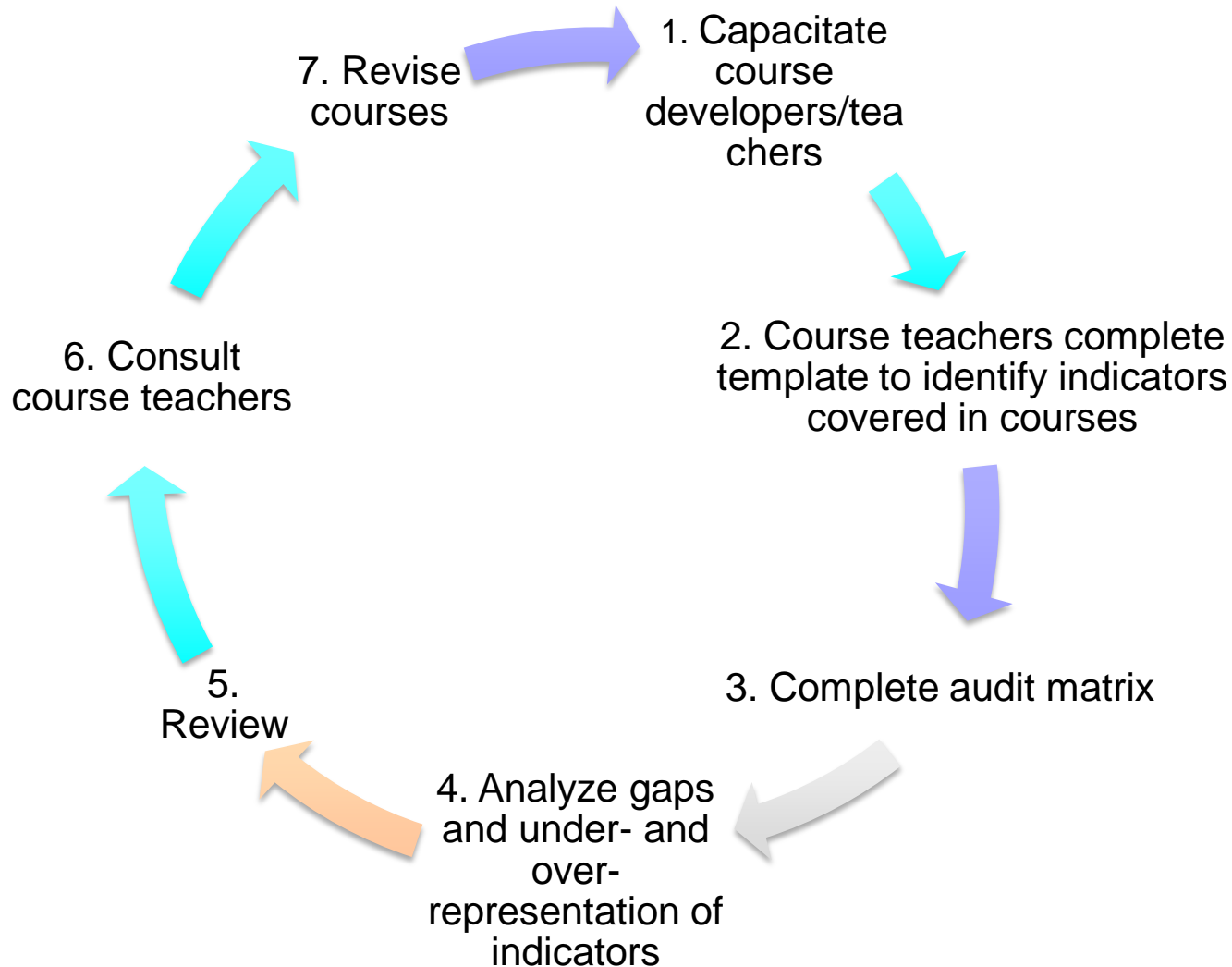
Program Level Analysis

This work:

- ✓ highlights the various elements that were and were not addressed
- ✓ provides the starting point for the next collaborative action research cycle comprising review, analysis and revision
- ✓ can be carried out by TEI Faculty members or other pre-service teacher curriculum developers
- ✓ can determine where and how the missing elements can be incorporated in the program.



Research/Development Cycle



Other audit codes linked to quality

Revised Bloom's Taxonomy (Anderson et al., 2001; Krathwohl, 2002)

Cognitive	Psychomotor	Affective
Remember	Perceive	Receive
Understand	Set	Respond
Apply	Respond as guided	Value
Analyze	Act	Organize
Evaluate	Respond overtly	Internalize
Create	Adapt	
	Organize	

Table 1: Revised Bloom's Taxonomy. Adapted from Commission on Higher Education (2014)

Description of Levels in the SOLO Model

Unistructural

The student focuses on the domain/problem, but uses only one piece of relevant data and so may be inconsistent.

Multistructural

Two or more pieces of data are used without any relationships perceived between them. No integration occurs. Some inconsistency may be apparent.

Relational

All data are now available, with each piece woven into an overall mosaic of relationships. The whole has become a coherent structure. No inconsistency within the known system.



Quality Assurance implications of this work to the Philippines

The collaborative and iterative process of mapping programs to pre-service Indicators outlined above is consistent with the “quality cycle of planning, implementation, review and enhancement” (CHED, 2012, Article II, Section 8, p. 3).

The iterative mapping and alignment process exemplifies the **three** perspectives of quality outlined in CMO 46, Series 2012 (Commission on Higher Education, 2012), i.e., the process exemplifies: **see next slide**



Three Quality Perspectives

Quality as ‘fitness for purpose’: namely the coverage of all Indicators in pre-service teacher programs.

Quality as ‘exceptional’: The iterative mapping involves meticulous and rigorous quality cycles that ensure the highest quality for the resultant curriculum and avails the opportunity for a diverse range of research outputs.

Quality as ‘developing a culture of quality’: The collaborative nature capacitates TEI staff and others involved in the development of pre-service teacher education programs. Teacher educators working together accords with the “goal of helping the HEI develop a culture of quality” (CHED, 2012, Article II, Section 10, p. 4).



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