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Slides	NOTES
Outcome-Based Education An Overview **Nemuel S. Fajutagana, MD, MHPEd (UniMaas)** **Professor and Dean** **NTTCHP – UP Manila** **Director** **UPM Interactive Learning Center**	
Intended Learning Outcomes • **Discuss the context of OBE** • **Define OBE related concepts** • **Explain OBE Principles and Processes**	
INTRODUCTION	
TRADITIONAL: Education …. organized almost exclusively around the calendar and the clock. Month 1 Month 2 Month 3 Month 4 3 credits **A teacher covers a given amount of material for a specified length of time, and learning is then assumed to have taken place.** McNeir, G (1993)	

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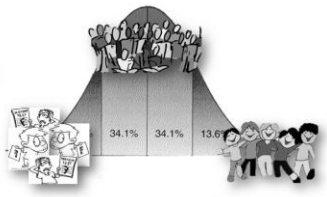
Since what is constant is TIME… Not good enough! (OBE advocates)  START END	
OBE espouses a success-for-all philosophy.  START END This can be accomplished by focusing on **educational outcomes**, not inputs.	
Terms and concepts	
"…comprehensive approach to organizing and operating an education system that is focused in and defined by the successful demonstrations of learning sought from each student" (Spady, 1994). 	

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Outcomes based education **is a process that involves the restructuring of curriculum, assessment and reporting practices in education to reflect the achievement of high order learning and mastery rather than the accumulation of course credits" (Tucker, 2004).**	
Outcomes based education Focuses on student learning by: • Using learning outcome statements to make explicit what the student is expected to be able to know, understand or do; • Providing learning activities which will help the student to reach these outcomes; • Assessing the extent to which the student meets these outcomes through the use of explicit assessment criteria.	
What are outcomes?  • Outcomes are clear learning results that learners have to demonstrate at the end of significant learning experiences: *what learners can actually do with what they know and have learned*.	
What are outcomes?  • Outcomes are actions/ performances that embody and reflect learner competence in using content, information, ideas and tools successfully. • When learners do important things with what they know they have taken a significant step beyond knowing itself (Geyser,1999) .	

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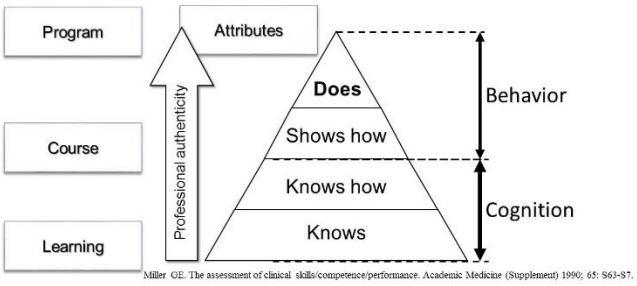
Outcome → Indicators → Standards  Miller GE. The assessment of clinical skills/competence/performance. Academic Medicine (Supplement) 1990; 65: S63-S7.	
OBE Principles and Process	
OBE PRINCIPLES **Clarity of purpose** **Designing Down** **High Expectations** **Expanded Opportunities**	
OBE PRINCIPLE **1. Clarity of Purpose** **Everything you do must be focused on what students should be able to know, understand and do!** **Therefore, you must focus on helping students develop the KSA that would enable them to achieve the ILOs!**	

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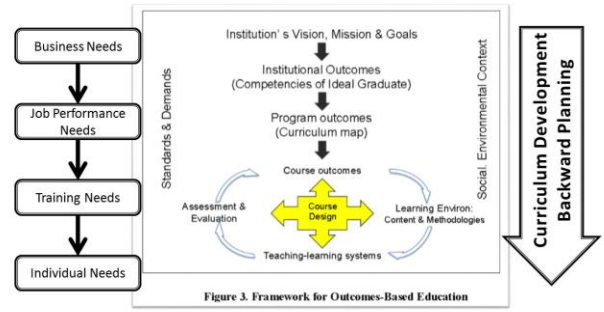
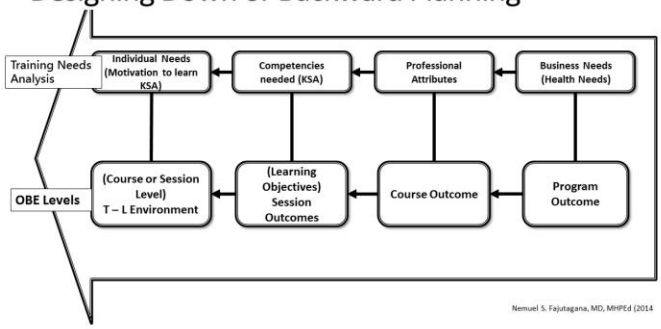
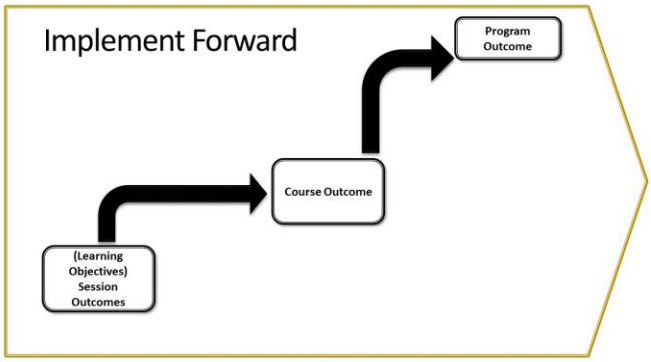
OBE PRINCIPLE 2. Designing Down  Figure 3. Framework for Outcomes-Based Education	
Designing Down or Backward Planning 	
	

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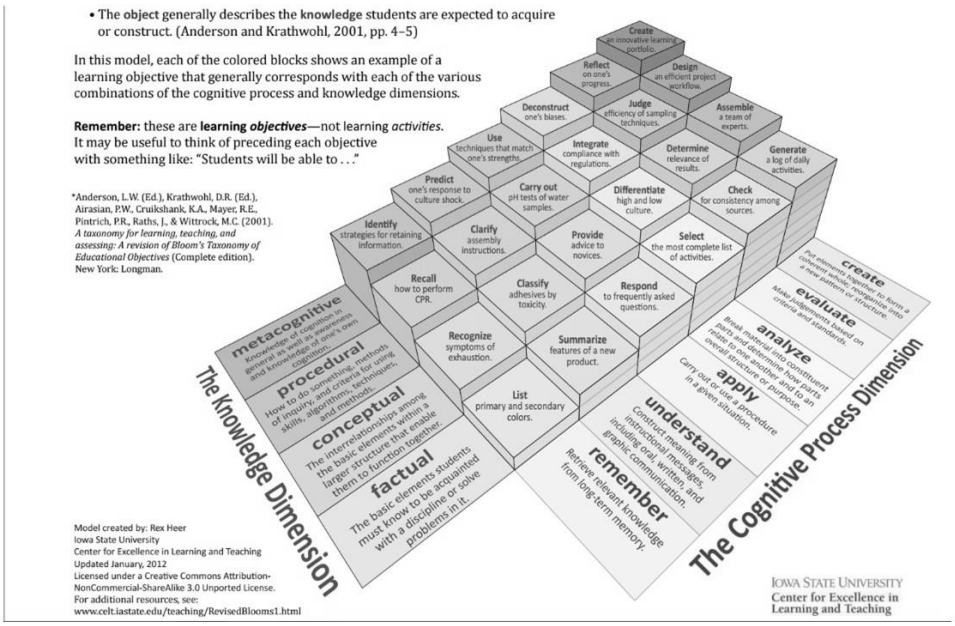

Taxonomy

Marzano and Kendall 2008

KNOWLEDGE UTILIZATION							
Investigating *Test hypothesis using assertions and opinions of others*		***Experimenting*** *Test hypothesis using data collection by student*		***Problem Solving*** *Use information to accomplish a goal with obstacles or limiting conditions*		***Decision Making*** *Use information to make a decision*	
Investigate	Find out about	Experiment	How would you test that	Solve	How would you reach your goal	Decide	Which is the best way
Differentiating factors	What would happen	Generate and test	How would you determine if	Develop a strategy	Adapt	Select the best alternatives	Which of these is most suitable
Research	Take a position on	Test the idea that	How can this be explained	Figure out a way to	How would you overcome		
How/why happened		What would happen if					
		Based on the experiment what could be predicted					

ANALYSIS									
Specifying *Identify logical consequences of information*		***Generalizing*** *Construct new principals or generalizations based on information*		***Error Analysis*** *Identifying logical or factual errors in knowledge*		***Classifying*** *Identify categories to which information belongs*		***Matching*** *Identify similarities and differences*	
Make and defend	What would happen if	Draw conclusions	Create a rule	Revise	Assess	Classify	Identify a broader category	Categorize	Distinguish
Predict	Develop and argument	Draw inferences	Trace development	Edit	Identify errors	Identify categories	Organize	Compare & contrast	Sort
Judge	Under what conditions	Create a principle	Form conclusions	Evaluate	Identify problems	Identify different types	Sort	Differentiate	Create analogy
Deduce			Generalize	Diagnose	Identify issues			Discriminate	Create metaphor
				Critique					

COMPREHENSION					
Symbolizing *Construct symbolic representation of information*			***Integrating*** *Identify basic structure of information*		
Symbolize	Draw/ Illustrate	Use models	Describe how or why	Describe relationship between	Paraphrase/ summarize
Represent	Show	Diagram chart	Describe key parts of	Explain ways in which	Describe the effects

RETRIEVAL								
Executing *Perform procedures*			***Recalling*** *Produce information on demand*			***Recognizing*** *determine if information is accurate, inaccurate or unknown*		
Use	Demonstrate	Show	Exemplify	Label	What	Recognize	Select (from list)	Identify (from list
Make	Complete	Draft	Name	State/ describe	Where	Determine if true/false		
		Create	List	Who	When			

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The Taxonomy Table for Cognitive Domain	

The knowledge dimension	The Cognitive Process Dimension					
	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual knowledge	START				HIGHER YEARS	
Conceptual knowledge						
Procedural knowledge	remember	classify	execute	differentiate	critique	produce
Meta-cognitive knowledge						

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OBE PRINCIPLE **3. High Expectations**   **successful learning promotes more successful learning**	
OBE PRINCIPLE **4. Expanded opportunities** **Basic Principle:** **Not all learners can learn the same thing in the same way and in the same time.**  **But most can achieve high standards given appropriate opportunities**	