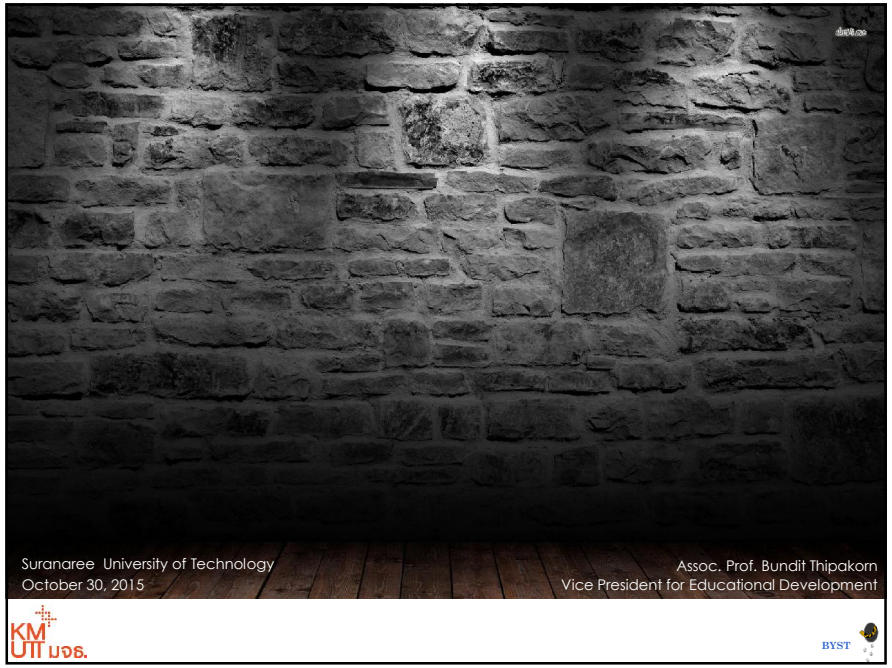
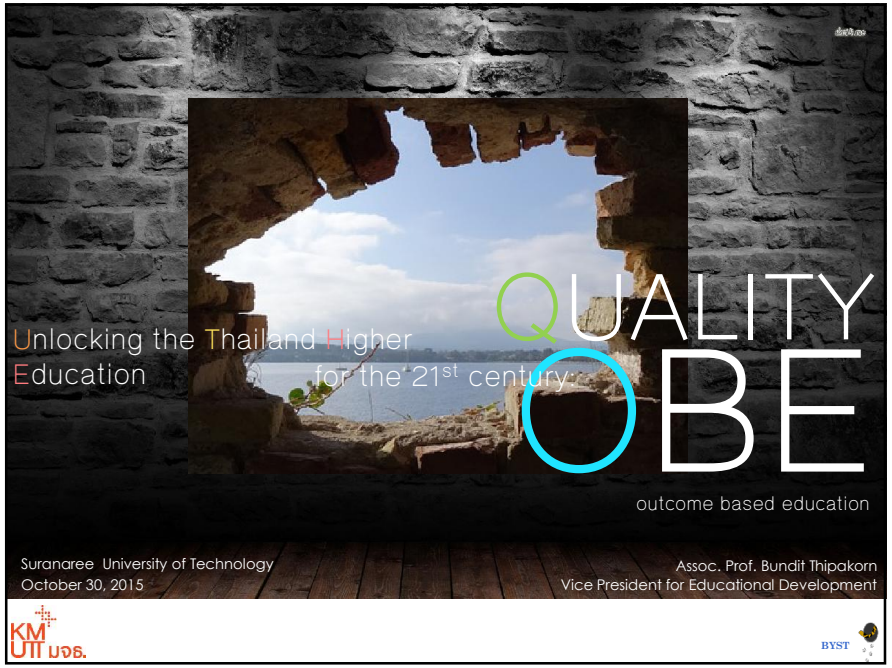

Suranaree University of Technology
October 30, 2015
Assoc. Prof. Bundit Thipakorn
Vice President for Educational Development


Unlocking the Thailand Higher Education
for the 21st century:
QUALITY
OBE
outcome based education
Suranaree University of Technology
October 30, 2015
Assoc. Prof. Bundit Thipakorn
Vice President for Educational Development

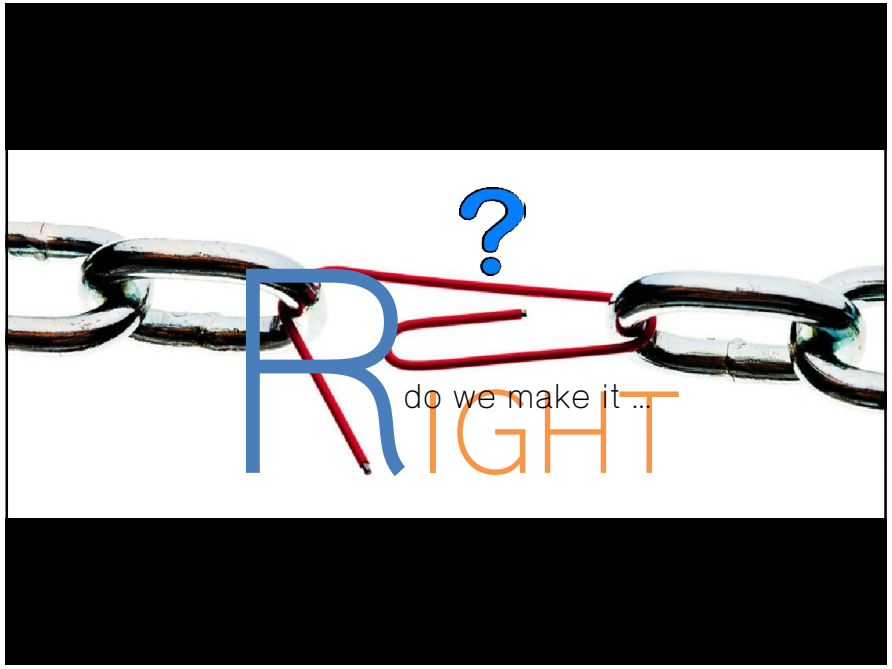

DOWE PROVID
E
HIGH
QUALITY
AND
RELEVANCE
EDUCATION


QUALITY
?


do we deliver the
RIGHT
GRADUATES?

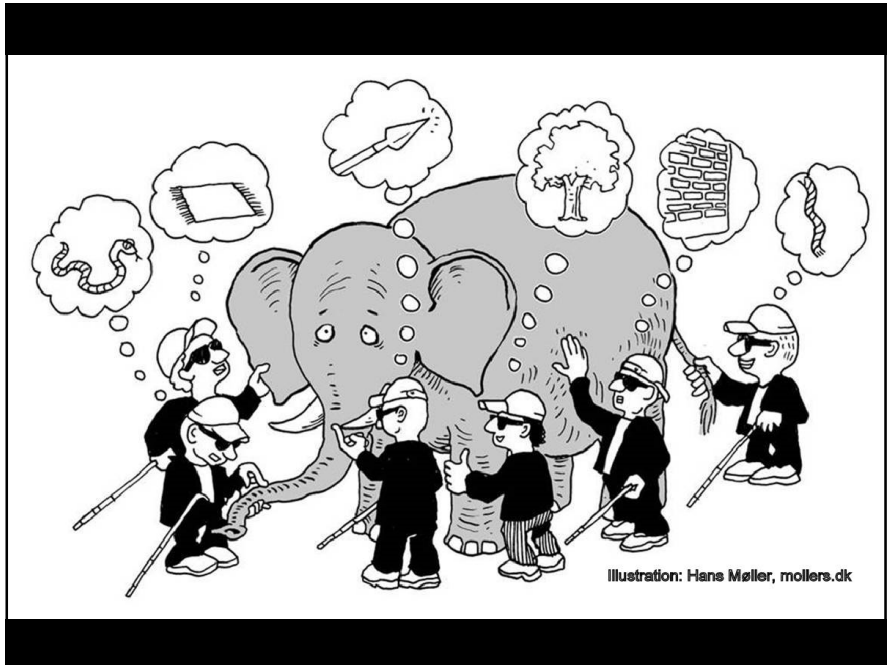

YES NO MAYBE™

are we having the RIGHT EDUCATION system ?...


?
RIGHT
do we make it ...


?
RIGHT
do we make it ...
LIFE

AND THE ANSWER IS...



of the EDUCATION depends on the PURPOSE

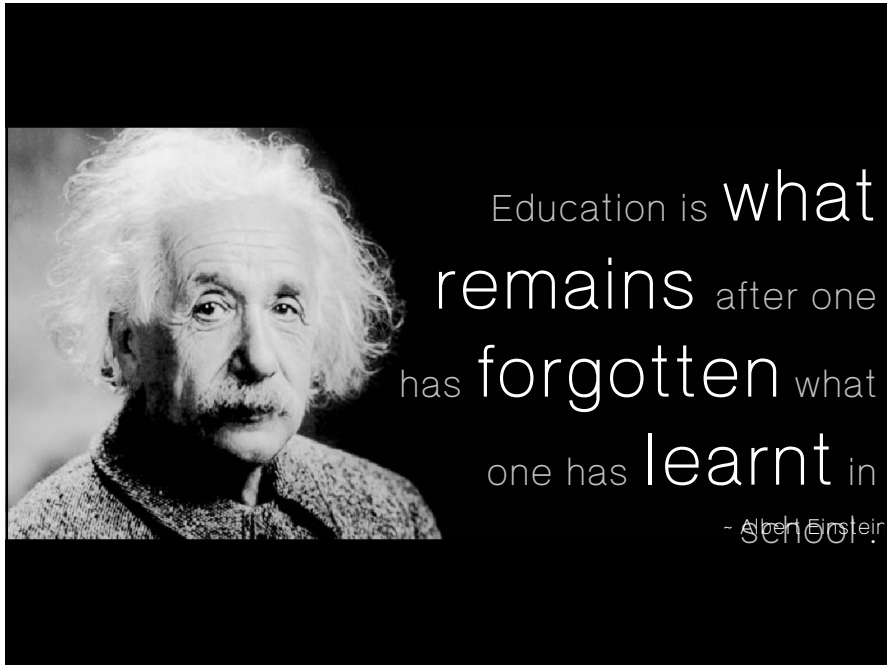
...

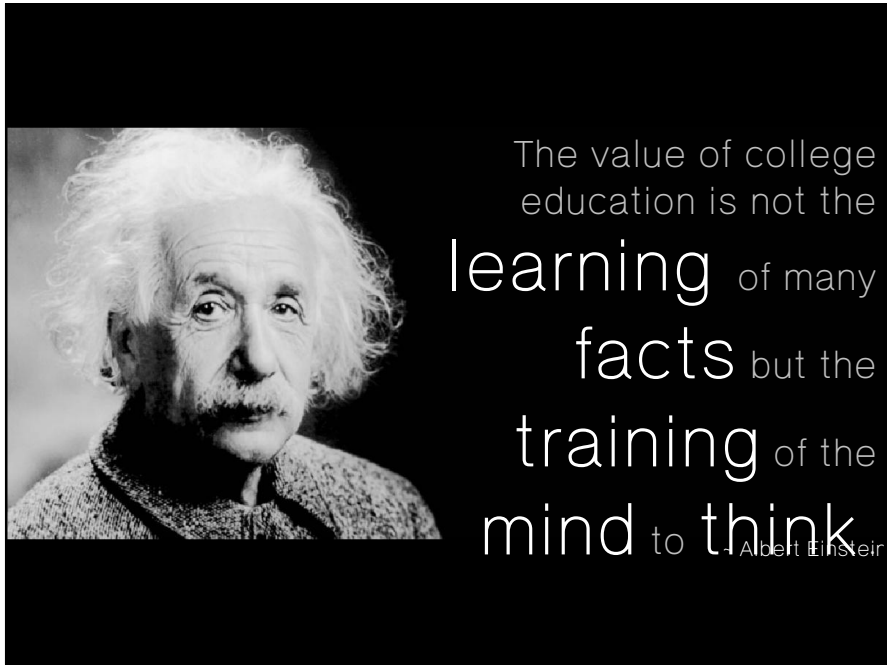

A
of the EDUCATION
chievement
we are expected at each crucial stage...


Fostering the R graduates
for the I customers
in the G market
by the design
and the H team
at the T time ...
with the right amount of luck ....


E
what is
DUCATION
?


ข้าไม่ต้องการตำราเรียนที่เดินได้
ที่ข้าอยากได้นั้น คือเยาวชน
ที่เป็นสุภาพบุรุษ ซื่อสัตย์
สุจริต มีอุปนิสัยใจคอดี
I do not want a walking school books. What I want are just manly young men, honest truthful clean in habits and thoughts;
Vajiravudh


Education is what
remains after one
has forgotten what
one has learnt in
school.
~ Albert Einstein


The value of college
education is not the
learning of many
facts but the
training of the
mind to think.
~ Albert Einstein

The principle goal of education in the schools should be creating men and women who are capable of doing new things, not simply repeating what other generations have done. -- *Jean Piaget, 1896-1980, Swiss developmental psychologist, philosopher*

An education isn't how much you have committed to memory, or even how much you know. It's being able to differentiate between what you know and what you don't. -- *Anatole France, 1844-1924, French poet, novelist*

Education is the most powerful weapon which you can use to change the world. -- *Nelson Mandela, 1918-2013, South African President, philanthropist*

Education is not preparation for life; education is life itself. -- *John Dewey, 1859-1952, philosopher, psychologist, education reformer*

The object of education is to teach us to love beauty. -- *Plato, 424 – 348 BC, philosopher mathematician*


Lactaid
MILK
Lactaid
MILK
Almond Breeze
ORIGINAL
1


milk
2


milk
this is
E students
DUCATED


education means
A BEYOND
Academics


this is
education


product
of
this shell be the expected education system ...
our

LEARN THEY

education is "an end in itself"...


ACHIEVEMENT of higher education
we need many many ...


Higher education is for "JOB" or
EMPLOYMENT

Certificate of Completion

Upon the recommendation of the Faculty,
the Light Learning Institute recognizes that

Susan Meyer

has completed the requisite program of studies in the course

Caring For People God's Way

and by action of the Executive Board of the American Association of Christian Counselors awards this certificate of completion on March 23, 2006 with all the honors, privileges and responsibilities thereunto appertaining.

AACC Executive Board
Archibald D. Hart, Ph.D.
Ronald E. Hawkins, Ed.D., D.Min.
Diane Langberg, Ph.D.
Michael R. Lyles, M.D.
Gary J. Oliver, Ph.D.
David Stoop, Ph.D.

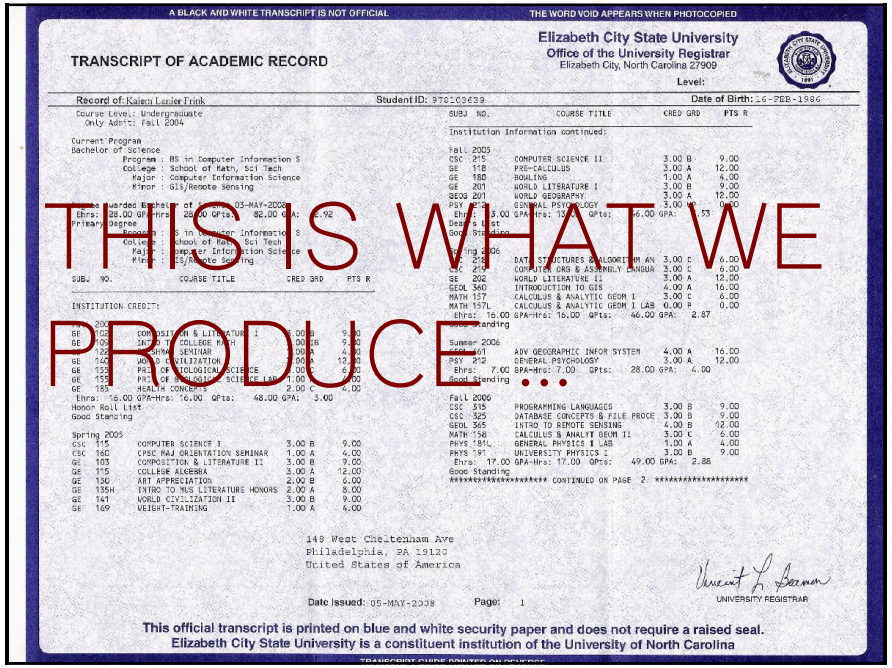
Tim Clinton, Ed.D.
President, AACC

Ron Hawkins, Ed.D., D.Min.
Dean, Light Learning Institute

Light Learning Institute

The External Studies Division of the American Association of Christian Counselors Foundation

AACC Foundation



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THE WORD VOID APPEARS WHEN PHOTOCOPIED

Elizabeth City State University
Office of the University Registrar
Elizabeth City, North Carolina 27909

TRANSCRIPT OF ACADEMIC RECORD

Level:

Record of: Kaleri Lanier Frink Student ID: 970[illegible]239 Date of Birth: 16-FEB-1986

Course Level: Undergraduate
Only Admit: Fall 2004

Current Program
Bachelor of Science
Program : BS in Computer Information S
College : School of Math, Sci Tech
Major : Computer Information Science
Minor : GIS/Remote Sensing

[illegible] awarded Bachelor of [illegible] 03-MAY-2008
Ehrs: 28.00 GPA-Hrs: 28.00 GPts: 82.00 GPA: 2.92
Primary Degree
[illegible]S in Computer Information S
College : School of Math, Sci Tech
Major : Computer Information Science
Minor : GIS/Remote Sensing

SUBJ	NO.	COURSE TITLE	CRED	GRD	PTS	R

INSTITUTION CREDIT

200						
GE	102	COMPOSITION & LITERATURE I	3.00	B	9.00	
GE	109	INTRO TO COLLEGE MATH	3.00	B	9.00	
[illegible]	102	[illegible] SEMINAR	1.00	A	4.00	
GE	140	WORLD CIVILIZATION I	3.00	A	12.00	
GE	155	PRIN OF BIOLOGICAL SCIENCE	3.00	C	6.00	
GE	155L	PRIN OF BIOLOGICAL SCIENCE LAB	1.00	C	2.00	
GE	185	HEALTH CONCEPTS	2.00	C	4.00	

Ehrs: 16.00 GPA-Hrs: 16.00 GPts: 48.00 GPA: 3.00
Honor Roll List
Good Standing

Spring 2005

CSC	115	COMPUTER SCIENCE I	3.00	B	9.00
CSC	160	CPSC MAJ ORIENTATION SEMINAR	1.00	A	4.00
GE	103	COMPOSITION & LITERATURE II	3.00	B	9.00
GE	115	COLLEGE ALGEBRA	3.00	A	12.00
GE	130	ART APPRECIATION	2.00	B	6.00
GE	135H	INTRO TO WLS LITERATURE HONORS	2.00	A	8.00
GE	141	WORLD CIVILIZATION II	3.00	B	9.00
GE	169	WEIGHT-TRAINING	1.00	A	4.00

SUBJ	NO.	COURSE TITLE	CRED	GRD	PTS	R

Institution Information continued:

Fall 2005

CSC	215	COMPUTER SCIENCE II	3.00	B	9.00	
GE	118	PRE-CALCULUS	3.00	A	12.00	
GE	180	BOWLING	1.00	A	4.00	
GE	201	WORLD LITERATURE I	3.00	B	9.00	
GEOG	201	WORLD GEOGRAPHY	3.00	A	12.00	
PSY	[illegible]	GENERAL PSYCHOLOGY	3.00	W	0.00	

Ehrs: 15.00 GPA-Hrs: 12.00 GPts: 46.00 GPA: 3.83
Dean's List
Good Standing

Spring 2006

CSC	216	DATA STRUCTURES & ALGORITHM AN	3.00	C	6.00	
CSC	230	COMPUTER ORG & ASSEMBLY LANGUA	3.00	C	6.00	
GE	202	WORLD LITERATURE II	3.00	A	12.00	
GEOL	340	INTRODUCTION TO GIS	4.00	A	16.00	
MATH	157	CALCULUS & ANALYTIC GEOM I	3.00	C	6.00	
MATH	157L	CALCULUS & ANALYTIC GEOM I LAB	0.00	P	0.00	

Ehrs: 16.00 GPA-Hrs: 16.00 GPts: 46.00 GPA: 2.87
Good Standing

Summer 2006

[illegible]	461	ADV GEOGRAPHIC INFOR SYSTEM	4.00	A	16.00	
PSY	212	GENERAL PSYCHOLOGY	3.00	A	12.00	

Ehrs: 7.00 GPA-Hrs: 7.00 GPts: 28.00 GPA: 4.00
Good Standing

Fall 2006

CSC	315	PROGRAMMING LANGUAGES	3.00	B	9.00	
CSC	325	DATABASE CONCEPTS & FILE PROCE	3.00	B	9.00	
GEOL	365	INTRO TO REMOTE SENSING	4.00	B	12.00	
MATH	158	CALCULUS & ANALYT GEOM II	3.00	C	6.00	
PHYS	184L	GENERAL PHYSICS I LAB	1.00	A	4.00	
PHYS	191	UNIVERSITY PHYSICS I	3.00	B	9.00	

Ehrs: 17.00 GPA-Hrs: 17.00 GPts: 49.00 GPA: 2.88
Good Standing
********** CONTINUED ON PAGE 2 **********

149 West Cheltenham Ave
Philadelphia, PA 19120
United States of America

Vincent L. Berman
UNIVERSITY REGISTRAR

Date Issued: 05-MAY-2008 Page: 1

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Elizabeth City State University is a constituent institution of the University of North Carolina

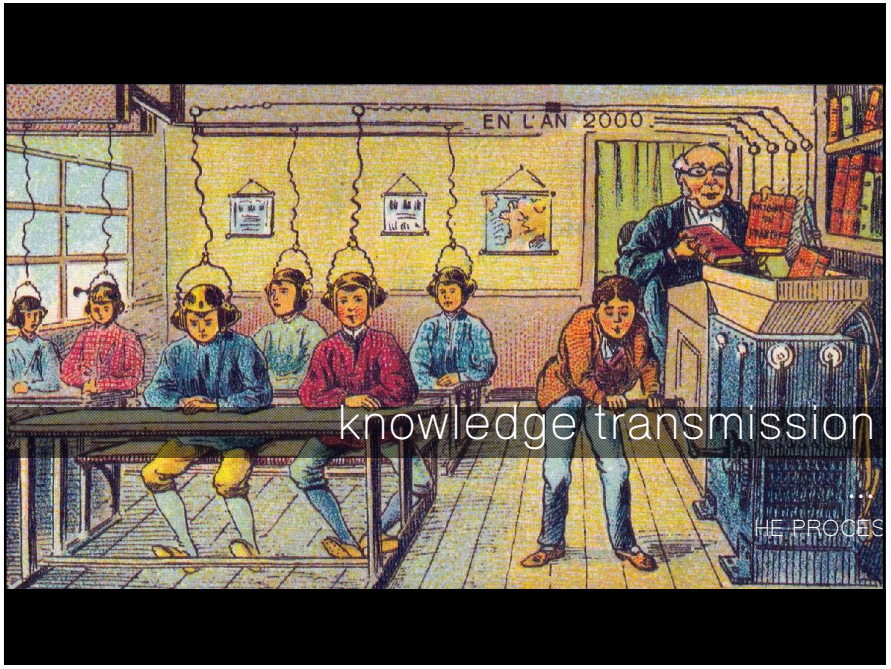
TRANSCRIPT CLOSE PRINTED ON REVERSE

THIS IS WHAT WE PRODUCE...

HE system in yestercentury is based on

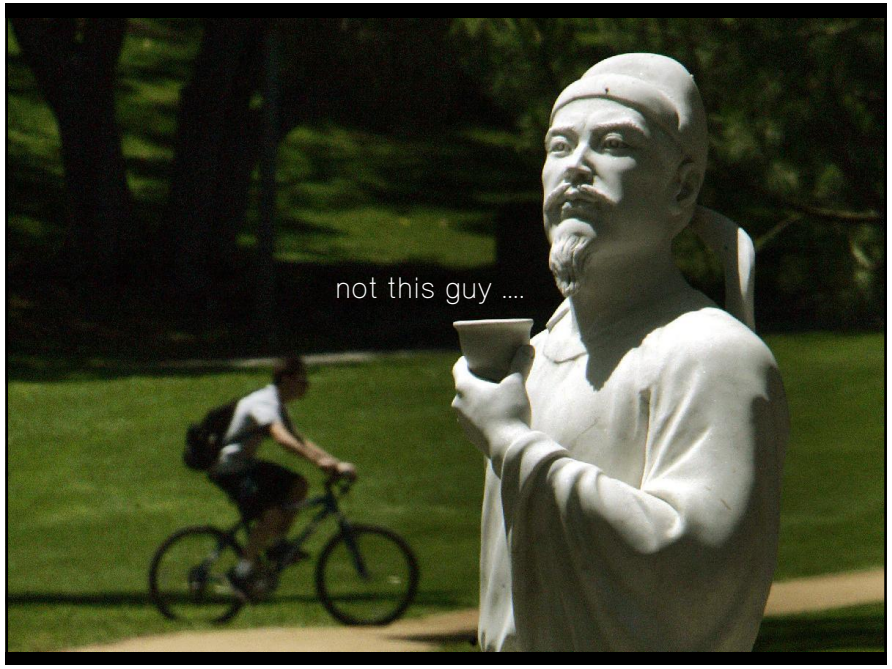
OUTPUT


student
s
SUBJECTS
CONTAINER
Lactaid
MILK


EN L'AN 2000
knowledge transmission
...
HE PROCESS


yestercentury wor
TEACHER
CENTRED
this is how we teach:


SUBJECT
ONTAINER
rote learning
students
memorize the facts...


not this guy ....


HOWWE PROVID
E
HIGH
QUALITY
EDUCATION

QUALITY
BASED ON
INPUTS


E=mc²
ACADEMIC
TEACH by PROFESIONAL


CONTENT
EXPERT

education is only
academics

yestercentury world

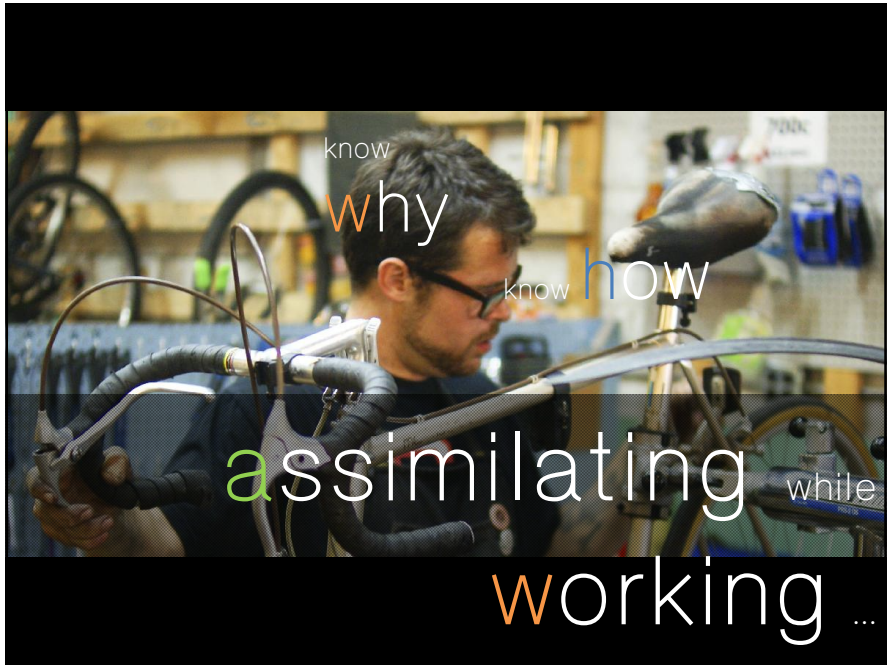
when do our student LEARN ? ...

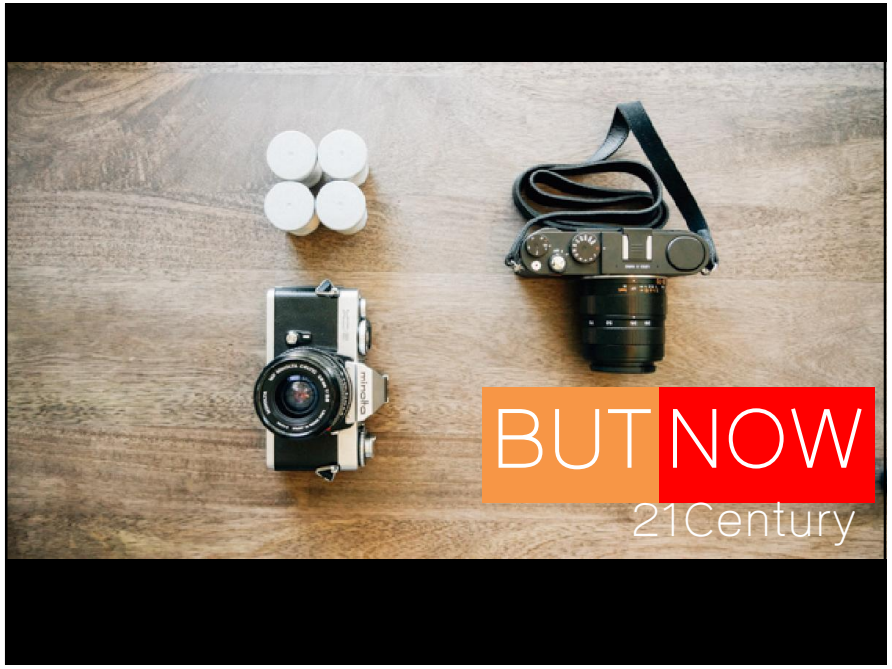

yestercentury world
IFNOT


so... it makes us
here today !!

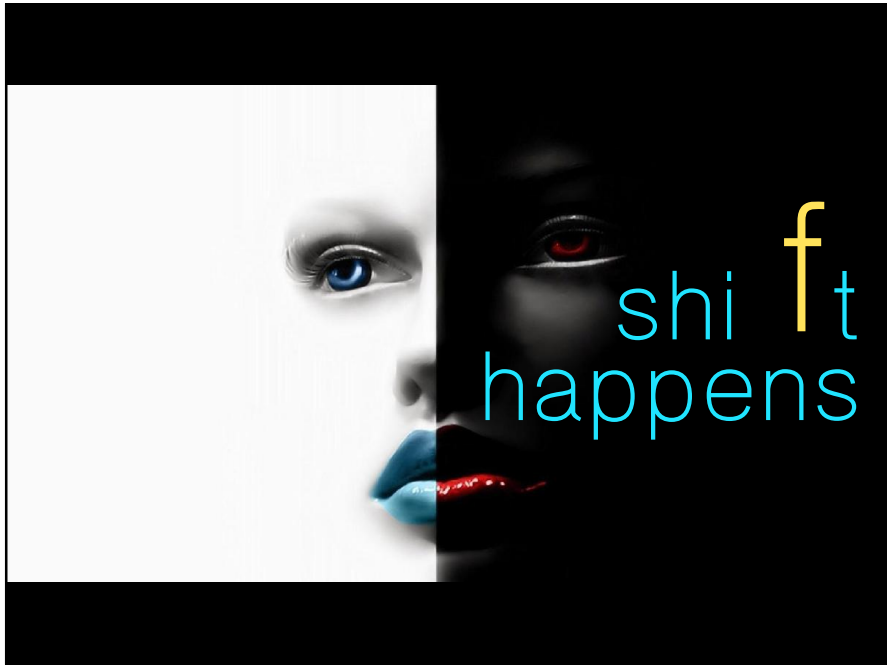

yestercentury world
change happens in years...s...s


content and
facts are last
forever ...
A DIAMOND IS FOREVER


know
why
know how
assimilating
while
working ...


BUT NOW
21Century


digital and
CONNECTED
world...


shi ft
happens


digital
society...

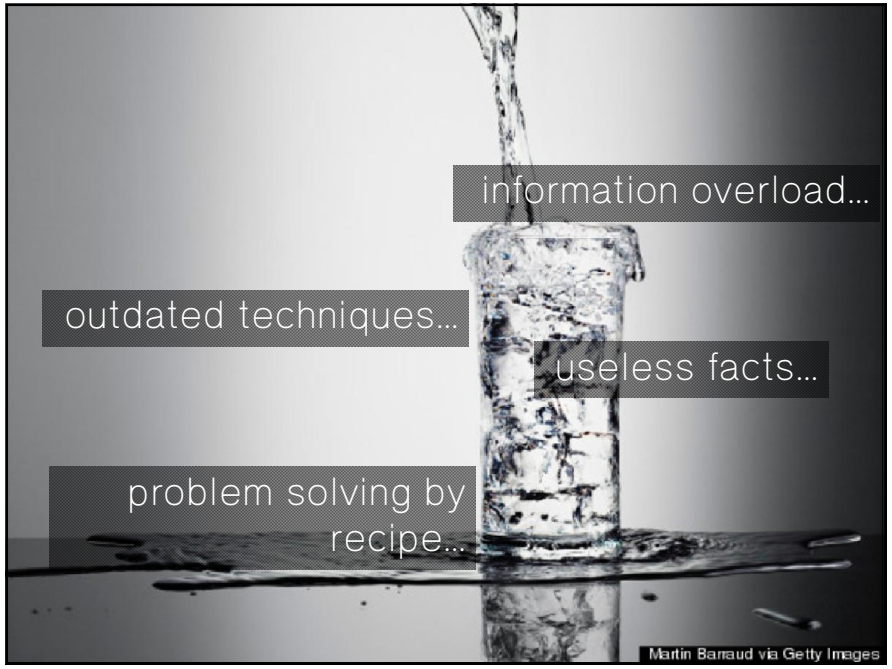

LEARNING can
be anywhere ...

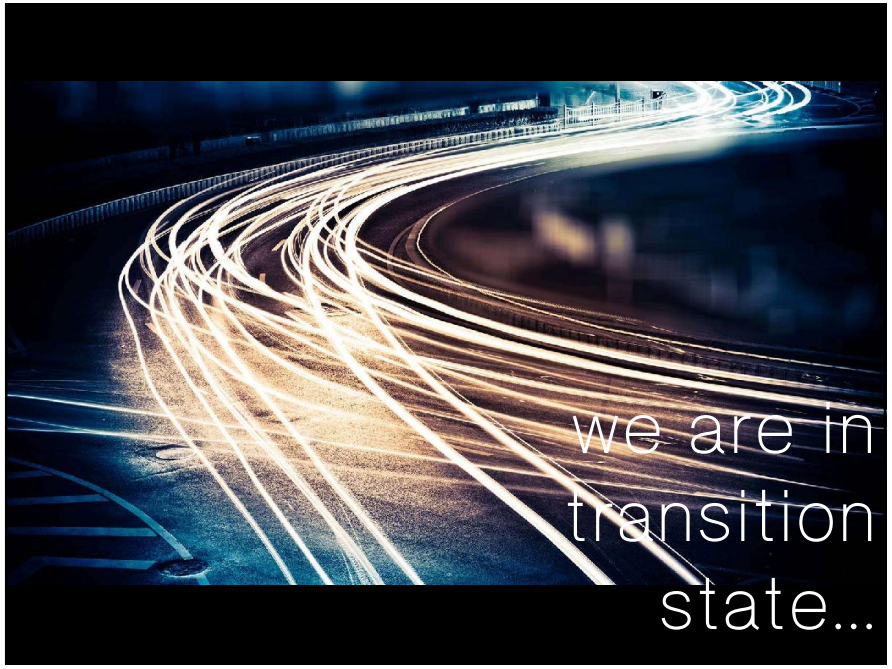

this is our world now ...

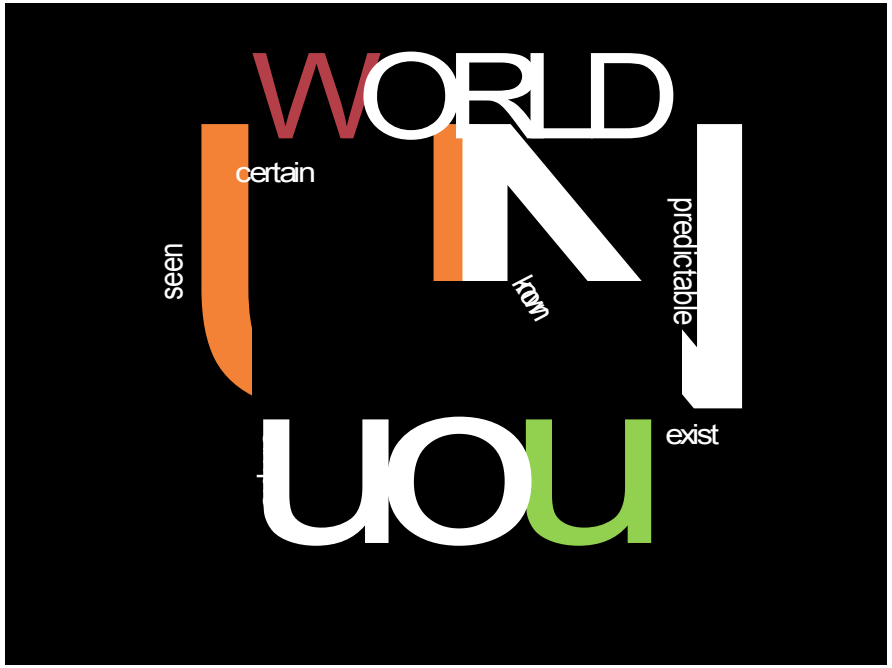

change always
HAPPENS


FACT
does not
LAST
forever


students
copyright©
2015
Exp. Date: xx-xx-2020
our graduates are


information overload...
outdated techniques...
useless facts...
problem solving by recipe...
Martin Barraud via Getty Images


we are in transition state...


WORLD
certain
seen
predictable
exist

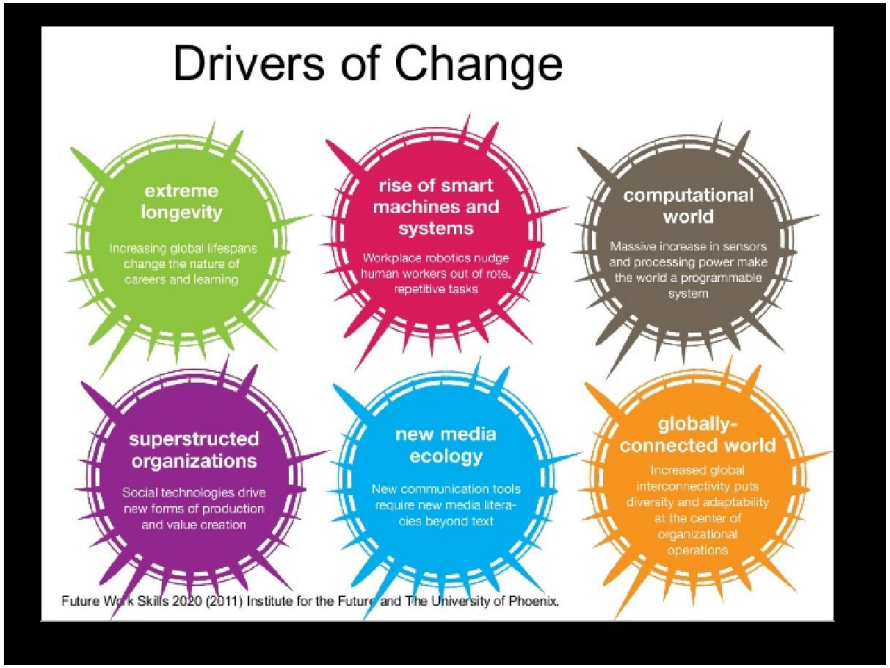

END
is the
WHERE

work as we know it is

DEAD

many of jobs
students will have
don't even exist yet...

many of jobs
students will have
don't even exist yet...



The Future of Work Beta v1

Connectivity
- Information availability
- Globalized access
- Mobile work

Machine capabilities
- Processing power
- Artificial Intelligence
- Spatial cognition
- Robotics

Modularization
- Unbundling
- Work fragmentation
- Specialization
- Distributed processes

Globalization
- Product
- Innovation
- Service

Remote work
- Telepresence
- Collaboration
- Virtual worlds
- Machine operation

Work marketplaces
- Participation
- Availability
- Pay pressure
- Access to expertise

Economy of individuals
- Independence
- Entrepreneurship
- Collaboration
- Reputation

Polarization of work
- Pay
- Opportunity
- Affiliation

UNDERLYING DRIVERS ▶ ECONOMIC STRUCTURE ▶ LABOR DISPLACEMENT ▶ EMERGING LANDSCAPE

Demographics
- Ageing
- Country divergence
- Migration
- Pension funding

Social expectations
- Opportunity
- Gender equity
- Flexibility
- Meaning
- Potential

Productivity
- Factor shifts
- Technology impact
- Capital efficiency
- Industry divergence

Value polarization
- Commoditization
- Expertise
- Innovation
- Relationships

Crowdsourcing
- Open innovation
- Labor pools
- Managed crowds
- Enhanced mechanisms

Worker replacement
- Automation
- Robots
- Service
- Judgment

High-performance organizations
- Internal markets
- Ad-hoc networks
- Social technologies
- Distributed value creation

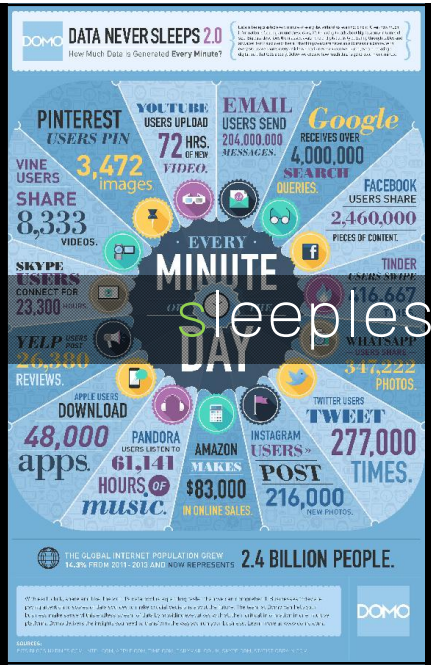
Education
- Available
- Open
- Continuous
- Peer learning

FUTURE EXPLORATION NETWORK
· Long-term strategy
· Scenario planning
· Thought leadership content
futureexploration.net

ROSSDAWSON
· Futurist
· Keynote speaker
· Strategy advisor
rossdawson.com

believe it or not

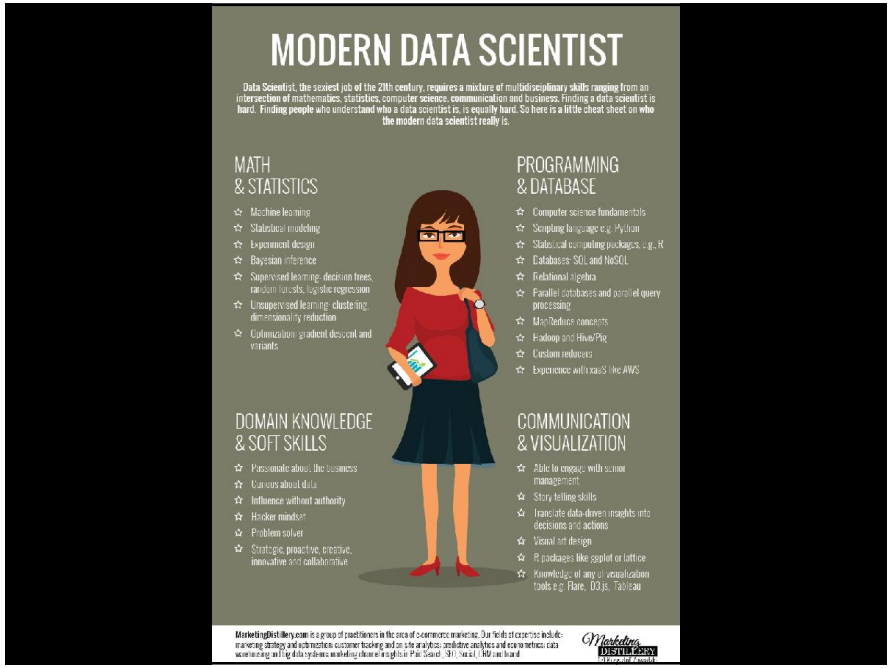
IT HAPPENS !!

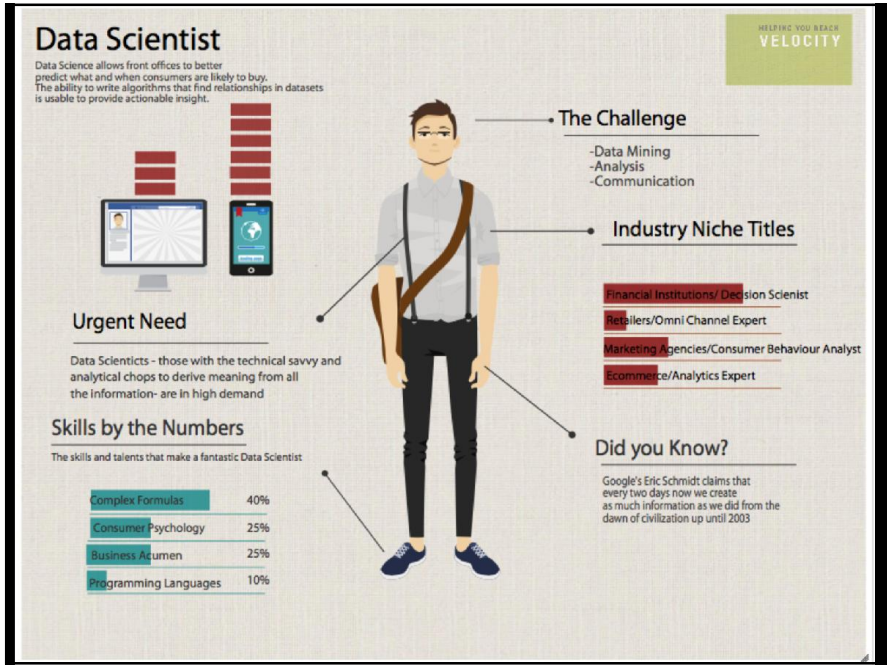


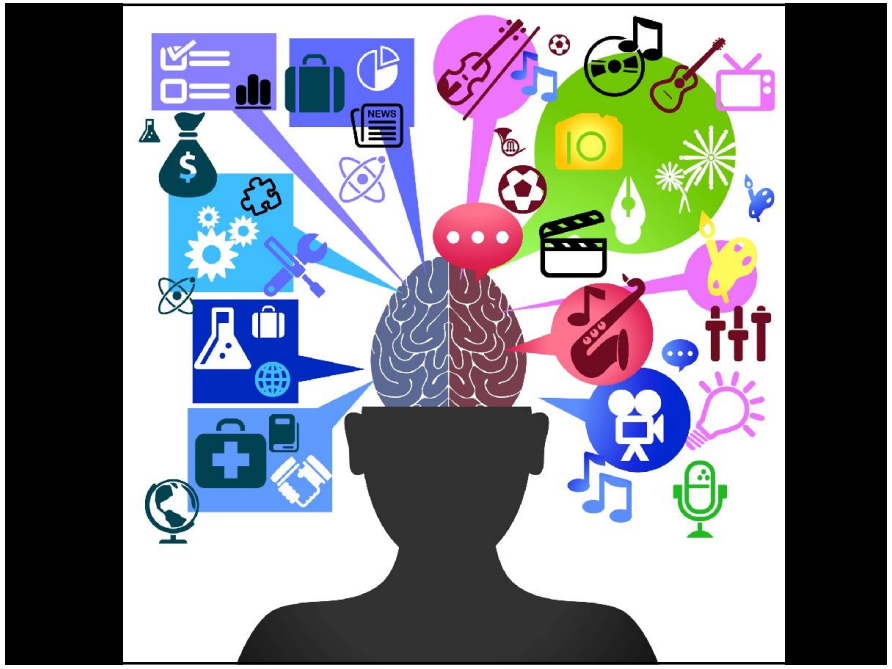
sleepless data...


STATS
SERVICE LEVELS AND STATISTICS
big data...
data will be so
important !!

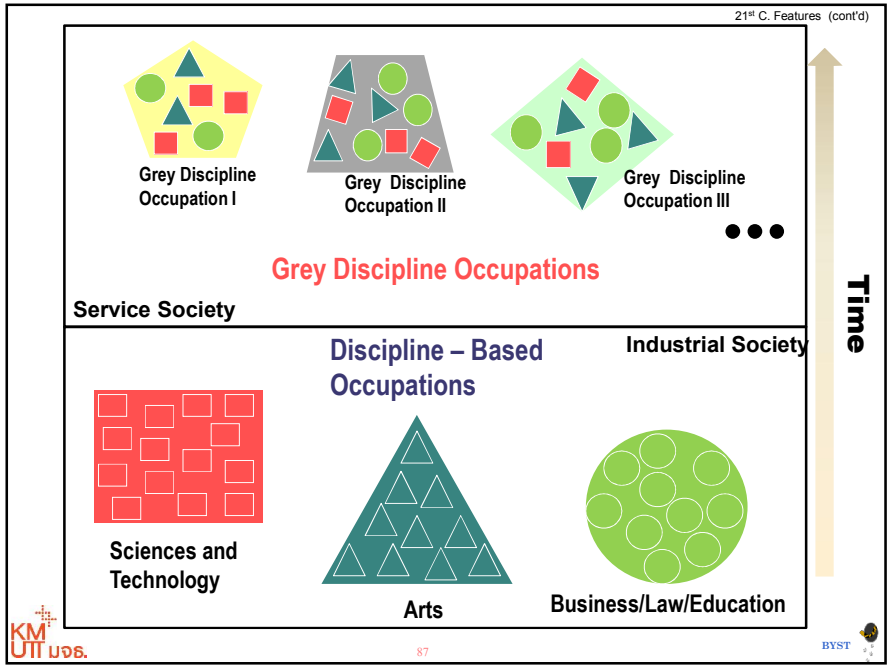

do you know
DATA
the sexiest job of the 21st century
SCIENTIST


MODERN DATA SCIENTIST
Data Scientist, the sexiest job of the 21th century, requires a mixture of multidisciplinary skills ranging from an intersection of mathematics, statistics, computer science, communication and business. Finding a data scientist is hard. Finding people who understand who a data scientist is, is equally hard. So here is a little cheat sheet on who the modern data scientist really is.
MATH & STATISTICS
Machine learning
Statistical modeling
Experiment design
Bayesian inference
Supervised learning: decision trees, random forests, logistic regression
Unsupervised learning: clustering, dimensionality reduction
Optimization: gradient descent and variants
PROGRAMMING & DATABASE
Computer science fundamentals
Scripting language e.g. Python
Statistical computing packages, e.g., R
Databases: SQL and NoSQL
Relational algebra
Parallel databases and parallel query processing
MapReduce concepts
Hadoop and Hive/Pig
Custom reducers
Experience with IaaS like AWS
DOMAIN KNOWLEDGE & SOFT SKILLS
Passionate about the business
Curious about data
Influence without authority
Hacker mindset
Problem solver
Strategic, proactive, creative, innovative and collaborative
COMMUNICATION & VISUALIZATION
Able to engage with senior management
Story telling skills
Translate data-driven insights into decisions and actions
Visual art design
R packages like ggplot or lattice
Knowledge of any of visualization tools e.g. Flare, D3.js, Tableau
MarketingDistillery.com is a group of practitioners in the area of e-commerce marketing. Our fields of expertise include:
Marketing DISTILLERY


Data Scientist
Data Science allows front offices to better predict what and when consumers are likely to buy. The ability to write algorithms that find relationships in datasets is usable to provide actionable insight.
HELPING YOU REACH VELOCITY
The Challenge
-Data Mining
-Analysis
-Communication
Industry Niche Titles
Financial Institutions/ Decision Scienist
Retailers/Omni Channel Expert
Marketing Agencies/Consumer Behaviour Analyst
Ecommerce/Analytics Expert
Urgent Need
Data Scienticts - those with the technical savvy and analytical chops to derive meaning from all the information- are in high demand
Skills by the Numbers
The skills and talents that make a fantastic Data Scientist
Complex Formulas 40%
Consumer Psychology 25%
Business Acumen 25%
Programming Languages 10%
Did you Know?
Google's Eric Schmidt claims that every two days now we create as much information as we did from the dawn of civilization up until 2003

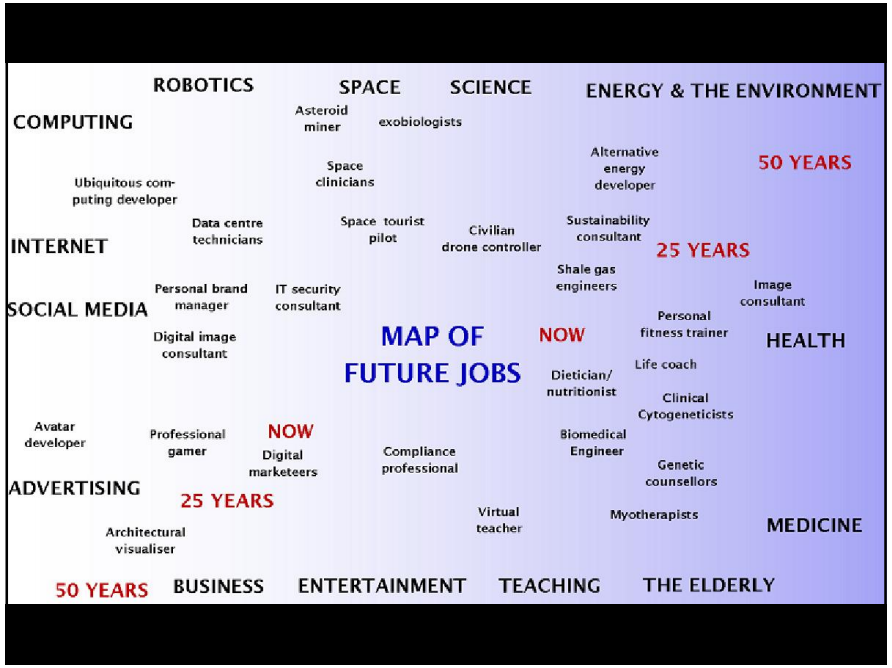

NEWS


more and more disciplines
Where Everything is Connected.
will be emerged...

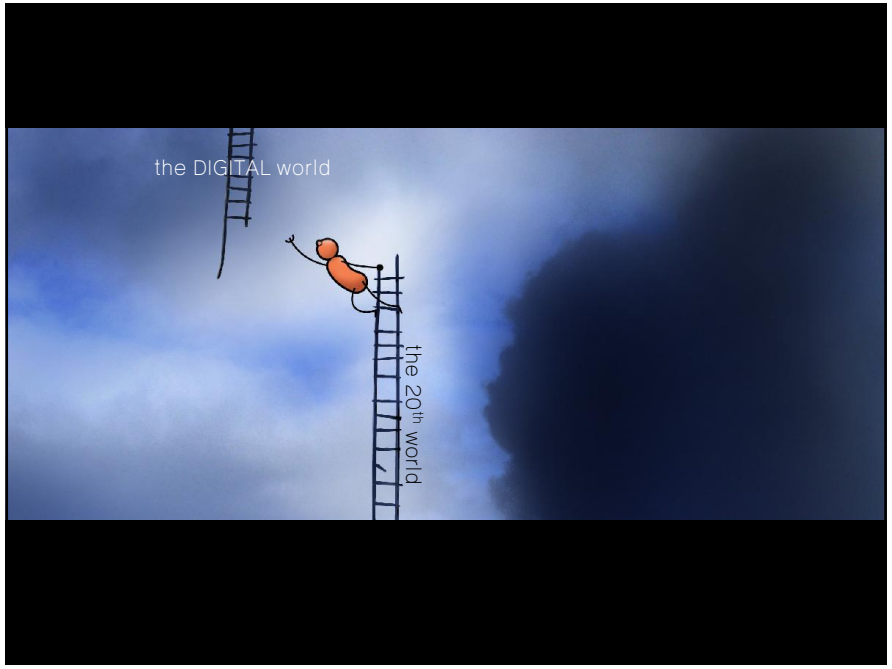


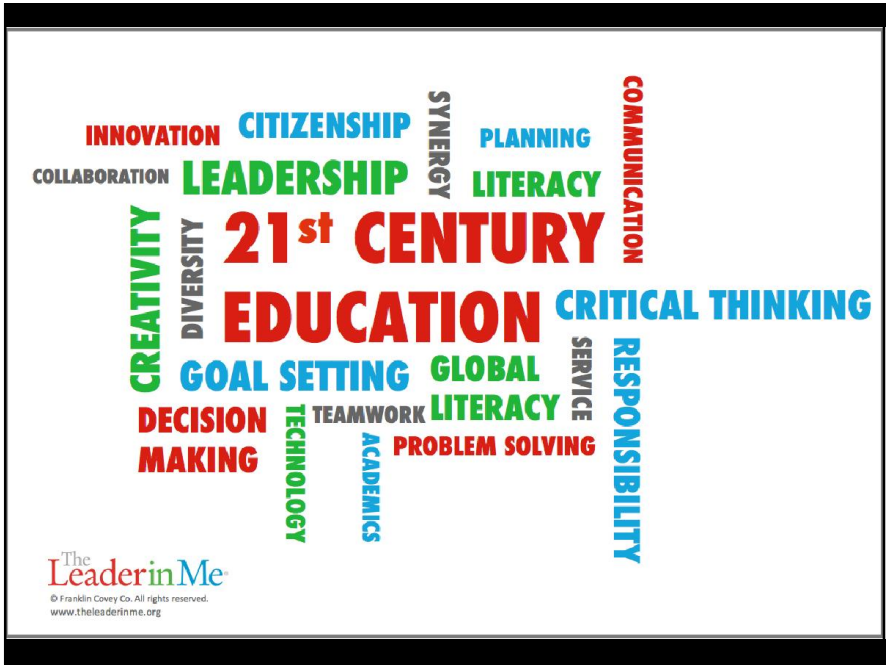
these jobs
didn't exist in 2005:

social media strategist
user experience specialist
telework manager
elder care coordinator
sustainability manager


ROBOTICS
SPACE
SCIENCE
ENERGY & THE ENVIRONMENT
COMPUTING
Asteroid miner
exobiologists
Alternative energy developer
50 YEARS
Space clinicians
Ubiquitous computing developer
Data centre technicians
Space tourist pilot
Civilian drone controller
Sustainability consultant
INTERNET
25 YEARS
Shale gas engineers
Image consultant
Personal brand manager
IT security consultant
SOCIAL MEDIA
Personal fitness trainer
MAP OF FUTURE JOBS
NOW
HEALTH
Digital image consultant
Life coach
Dietician/ nutritionist
Clinical Cytogeneticists
Avatar developer
Professional gamer
NOW
Biomedical Engineer
Digital marketeers
Compliance professional
Genetic counsellors
ADVERTISING
25 YEARS
Virtual teacher
Myotherapists
MEDICINE
Architectural visualiser
50 YEARS
BUSINESS
ENTERTAINMENT
TEACHING
THE ELDERLY


we are...
"blindfolding"
teaching our students


the DIGITAL world
the 20th world


INNOVATION
CITIZENSHIP
SYNERGY
PLANNING
COMMUNICATION
COLLABORATION
LEADERSHIP
LITERACY
CREATIVITY
DIVERSITY
21st CENTURY
EDUCATION
CRITICAL THINKING
GOAL SETTING
GLOBAL
SERVICE
RESPONSIBILITY
DECISION
MAKING
TEAMWORK
LITERACY
TECHNOLOGY
ACADEMICS
PROBLEM SOLVING
The Leader in Me
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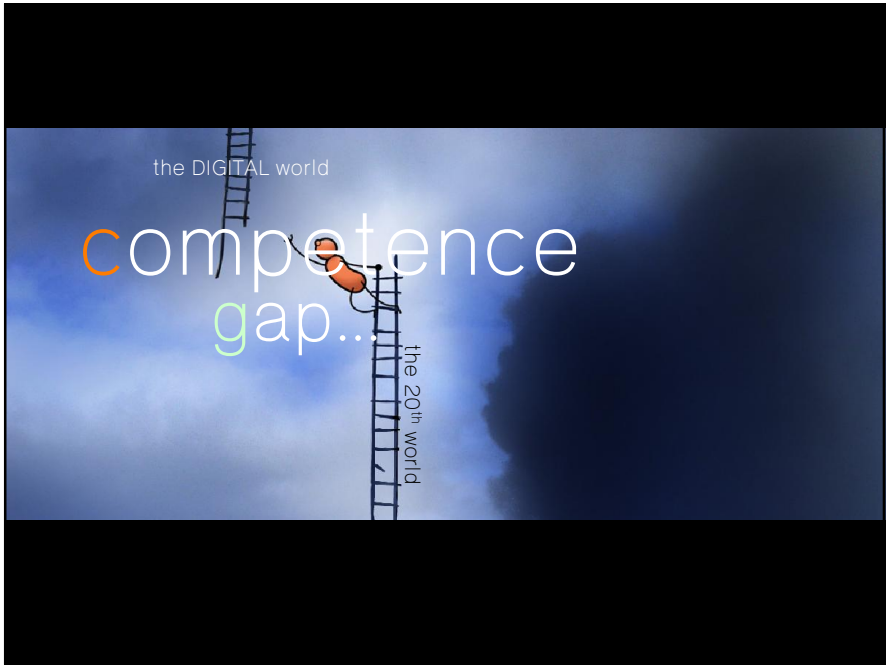
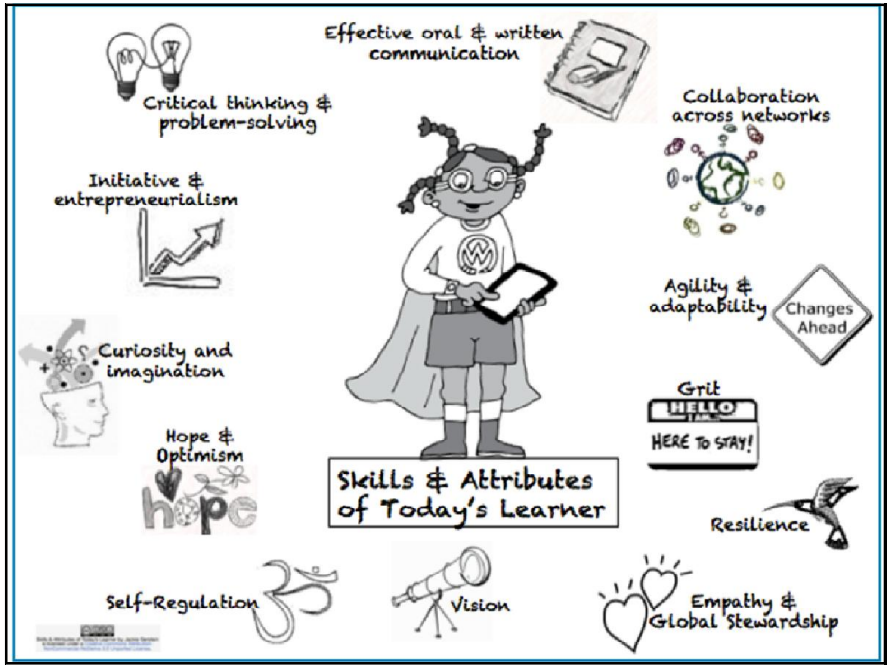
www.theleaderinme.org

SKILLS
NEW
ATTITUDE
KNOWLEDGE



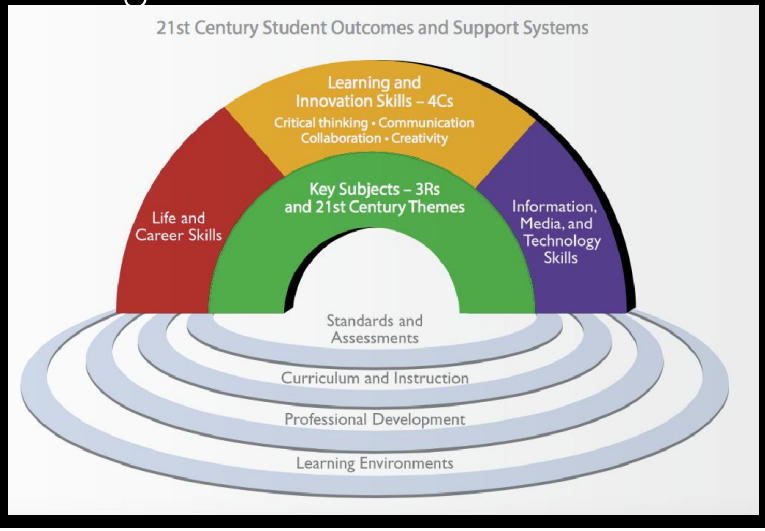
the ABILITY

to do these following:

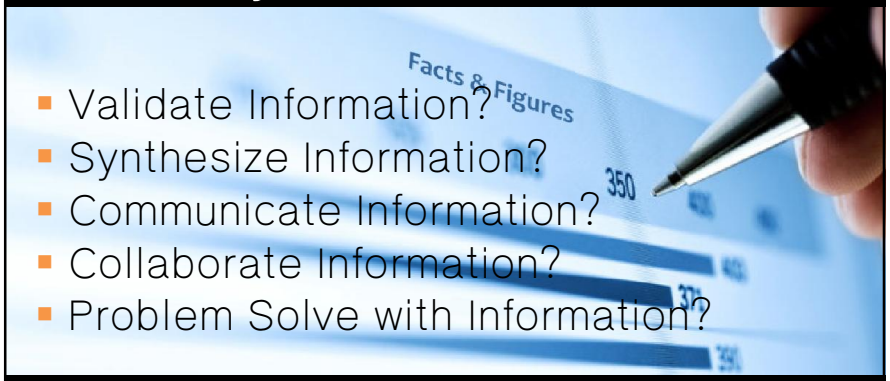


Framework for 21st Century Learning

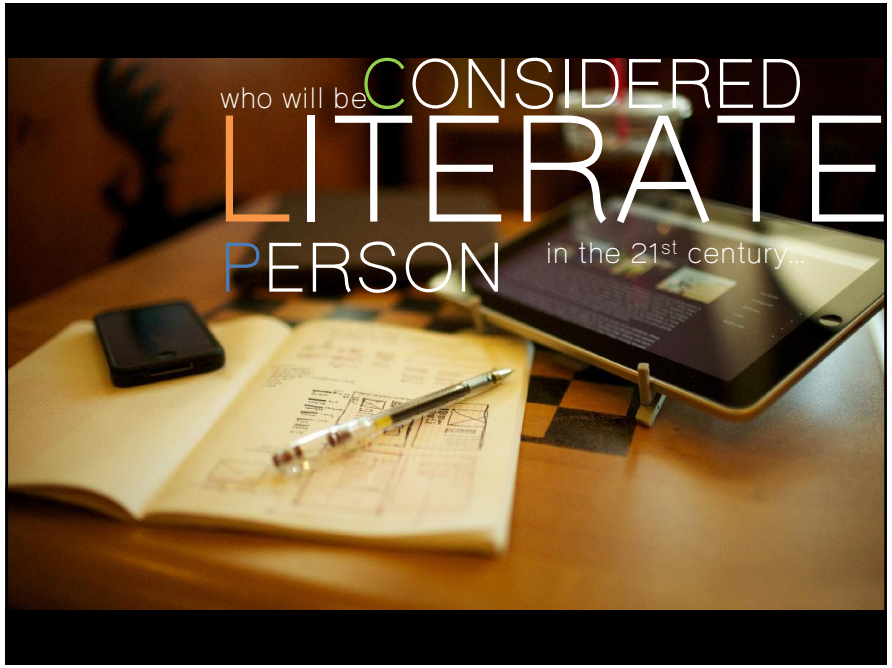
21st Century Student Outcomes and Support Systems



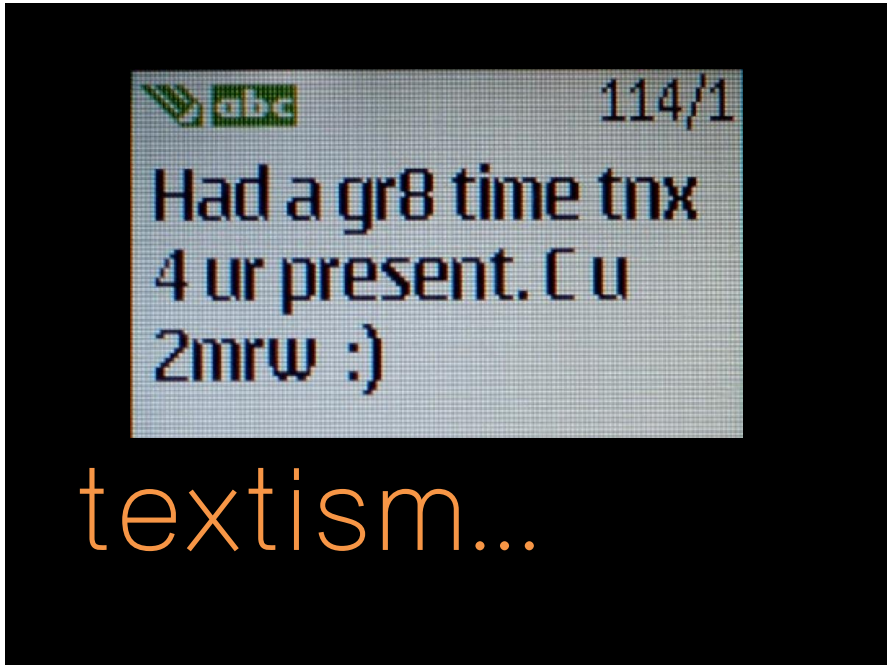
“ literacy skills…

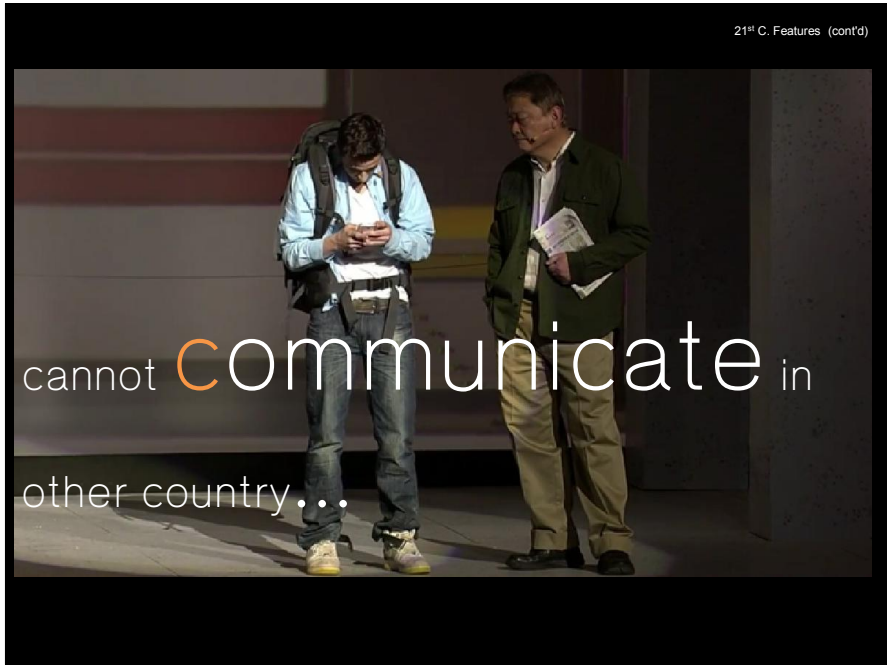


- Validate Information?
- Synthesize Information?
- Communicate Information?
- Collaborate Information?
- Problem Solve with Information?

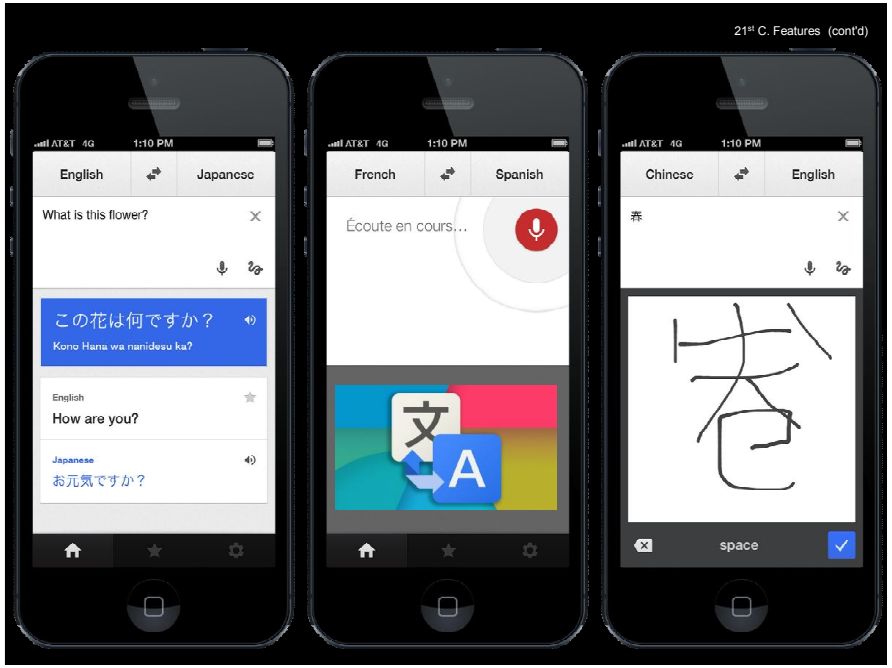

who will be CONSIDERED
LITERATE
PERSON
in the 21st century...


You Tube
Bē
new WORDS


abc
114/1
Had a gr8 time tnx
4 ur present. C u
2mrw :)
textism...


21st C. Features (cont'd)
cannot communicate in
other country...


SMART
PHONE
don't leave home without your
S Translator
No more language barriers


21st C. Features (cont'd)
AT&T 4G 1:10 PM
English
Japanese
What is this flower?
この花は何ですか？
Kono Hana wa nanidesu ka?
English
How are you?
Japanese
お元気ですか？
AT&T 4G 1:10 PM
French
Spanish
Écoute en cours...
AT&T 4G 1:10 PM
Chinese
English
space

TEN SKILLS FOR THE FUTURE WORKFORCE

1 SENSE-MAKING

DEFINITION: *ability to determine the deeper meaning or significance of what is being expressed*

2 SOCIAL INTELLIGENCE

DEFINITION: *ability to connect to others in a deep and direct way, to sense and stimulate reactions and desired interactions*

3 NOVEL & ADAPTIVE THINKING

DEFINITION: *proficiency at thinking and coming up with solutions and responses beyond that which is rote or rule-based*

4 CROSS-CULTURAL COMPETENCY

DEFINITION: *ability to operate in different cultural settings*

5 COMPUTATIONAL THINKING

DEFINITION: *ability to translate vast amounts of data into abstract concepts and to understand data-based reasoning*

6 NEW-MEDIA LITERACY

DEFINITION: *ability to critically assess and develop content that uses new media forms, and to leverage these media for persuasive communication*

7 TRANSDISCIPLINARITY

DEFINITION: *literacy in and ability to understand concepts across multiple disciplines*

8 DESIGN MINDSET

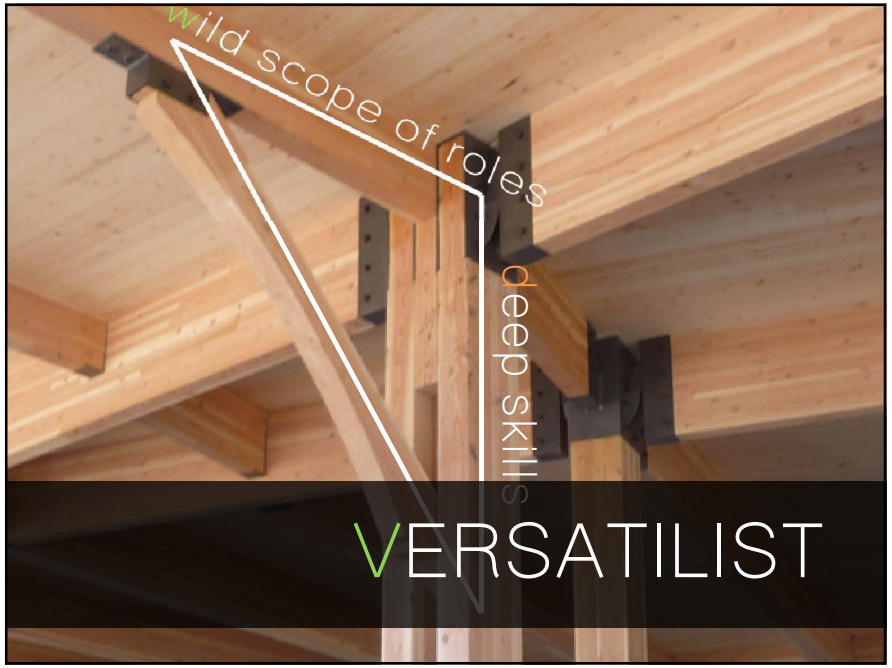
DEFINITION: *ability to represent and develop tasks and work processes for desired outcomes*

9 COGNITIVE LOAD MANAGEMENT

DEFINITION: *ability to discriminate and filter information for importance, and to understand how to maximize cognitive functioning using a variety of tools and techniques*

10 VIRTUAL COLLABORATION

DEFINITION: *ability to work productively, drive engagement, and demonstrate presence as a member of a virtual team.*



Literate = Learn, Unlearn, and Relearn


LIFELONG COMPETENCE
LEARNING
OUR GRADUATES MUST HAVE

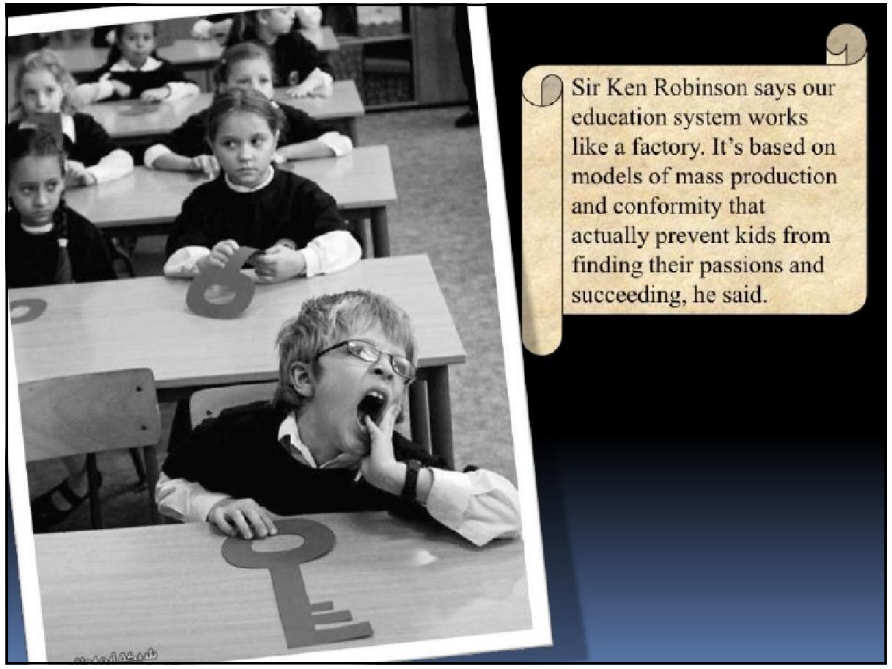

COMPETENCE
EMPLOYABILITY
MAKE STUDENT HAVE


to LAST the 21st century...


is our teaching and
learning system
effective enough for the
digital world
?

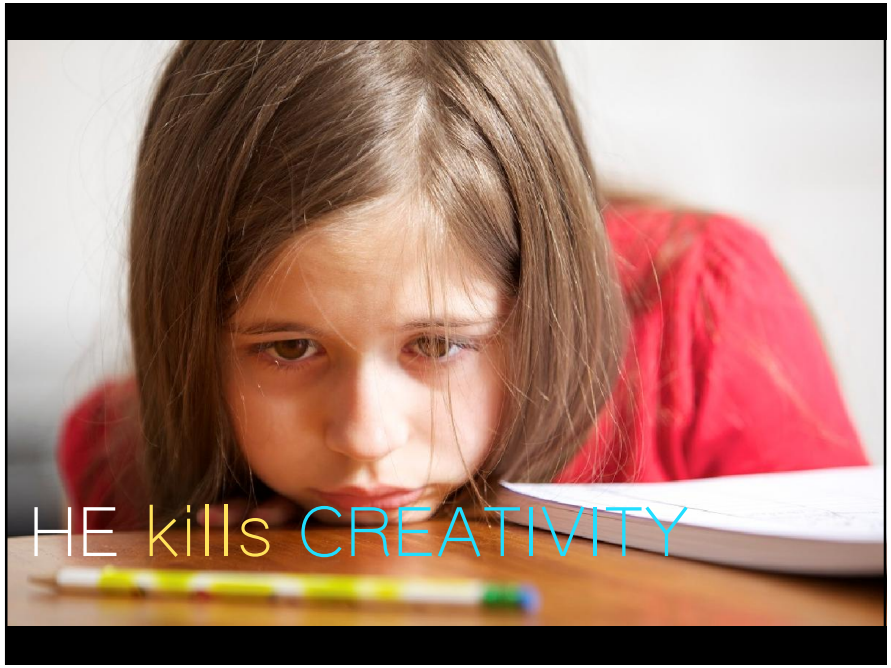

GAURANTREE
SUCCESS
OF OUR STUDENTS

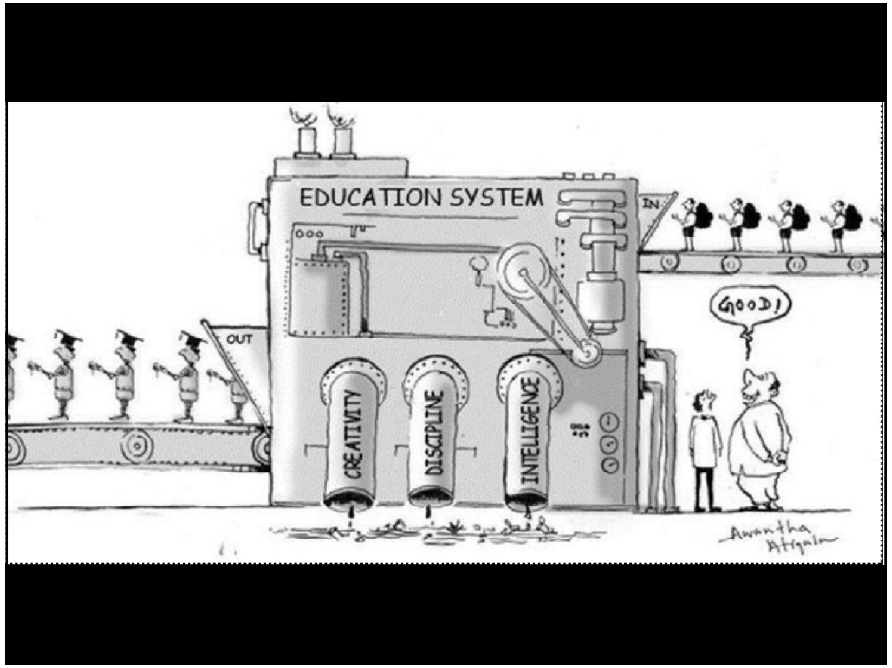

YES NO MAYBE™


Sir Ken Robinson says our education system works like a factory. It's based on models of mass production and conformity that actually prevent kids from finding their passions and succeeding, he said.


Factory
OBEY
MEMORIZE
DDees.com


square peg in the round
hole...

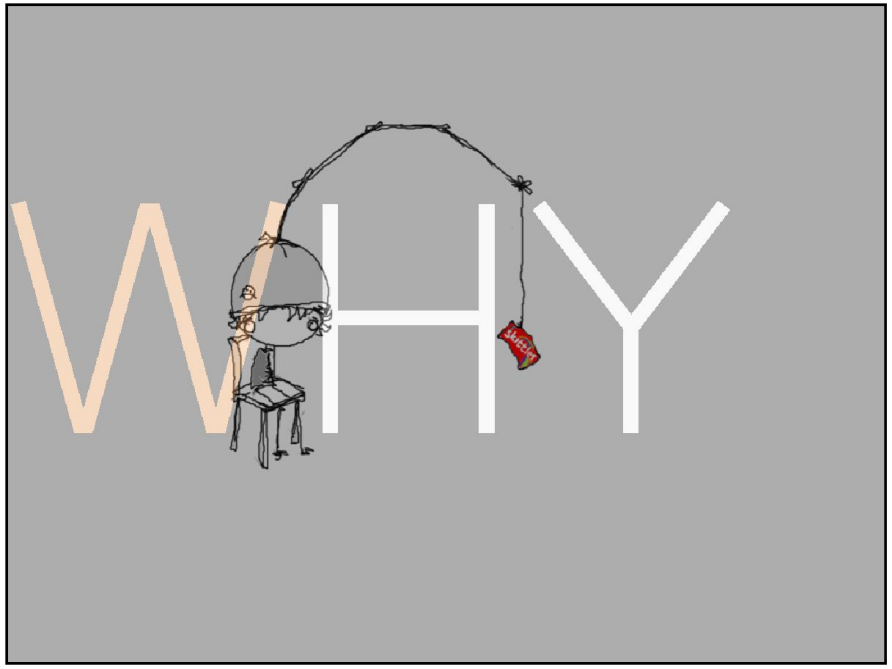

HE kills CREATIVITY


EDUCATION SYSTEM
IN
OUT
GOOD!
CREATIVITY
DISCIPLINE
INTELLIGENCE


TDRI
Thailand Development Research Institute
EDUCATION SYSTEM ILLS SETTING UP
FUTURE FAILURE
ระบบการศึกษาไทย
ความล้มเหลวแห่งเอเชียตะวันออกเฉียงใต้
Education System in Thailand
: A Terrible Failure in S.E. Asia

WE TRY TO
IMPROVE
OUR SYSTEM
SO MANY TIMES...

END
UP WITH


WHY


ONE WAY
ONE WAY
resist
CHANGE
to


5 คำพูด 5 อุปสรรค
ขัดขวาง ความสำเร็จ
ขี้เกียจ
อยากเลิกทำ
ไม่อยากรับผิดชอบ
เบื่อ
สมองสั่งไม่ให้เรียน
รู้สิ่งที่ทำต่อ
ทำไม่ได้
ชินไล่ตัวเองจากสิ่ง
ที่ทำกันที
เหนื่อย
ร่างกาย
อ่อนแอลงทันที
ยาก
บล็อกความสามารถ
ของตัวเอง


we don't want to get out of
our Comfort
zone


we work toward
KPI


5 คำพูด 5 คีย์เวิร์ด
สู่ความสำเร็จ
ท้าทาย
ยิ่งยาก ยิ่งท้าทาย
น่าสนุก
ได้เรียนรู้ ได้เก่งขึ้น
เป็นไปได้
อุปสรรคมีไว้ฝ่าฟัน
อยากรู้
โลกนี้ยังมีอะไรที่ไม่รู้อีกแยะ
มันส์
ทำสำเร็จแล้ว มันสะใจ!!
--WE BY THE BRAIN--


Unlocking the Thailand
Higher and Education
System

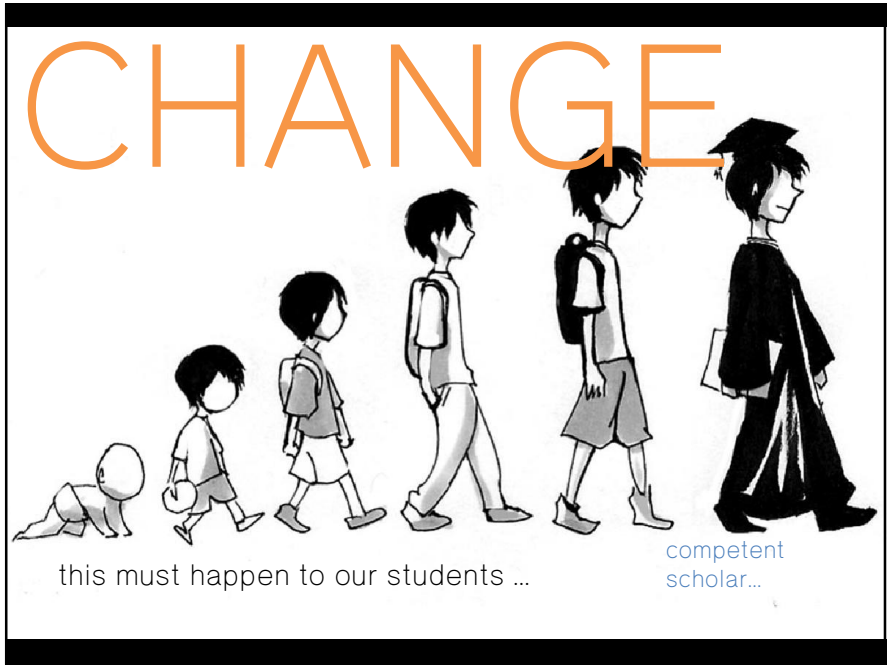

QUALITY


MUCH
HOW WELL
STUDENT
LEARN


make our students
LEARN

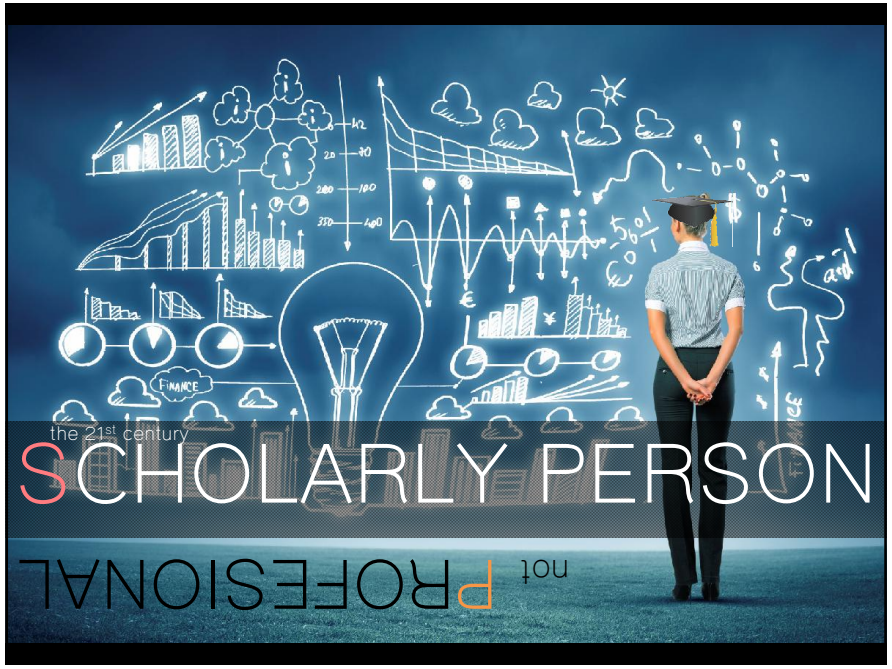
education means
beyond
academics

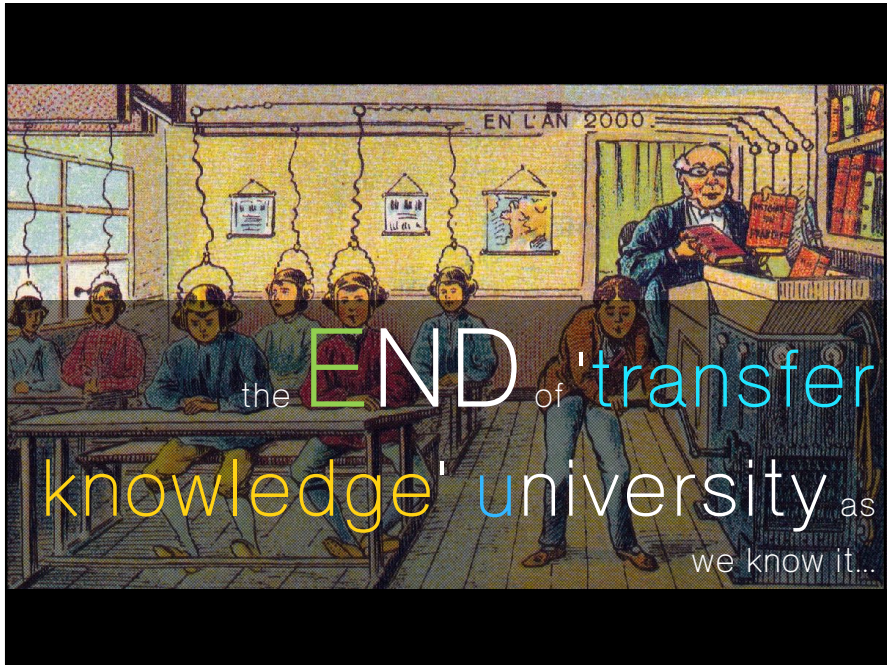

milk
OUT
COMES
the CHANGE HE wants...


CHANGE
this must happen to our students ...
competent
scholar...


can do something that
they can not do
before ...


GOAL
development
COMPETEN
T PERSON
competence based education


the 21st century
SCHOLARLY PERSON
not PROFESIONAL


EN L'AN 2000
the END of 'transfer
knowledge' university as
we know it...

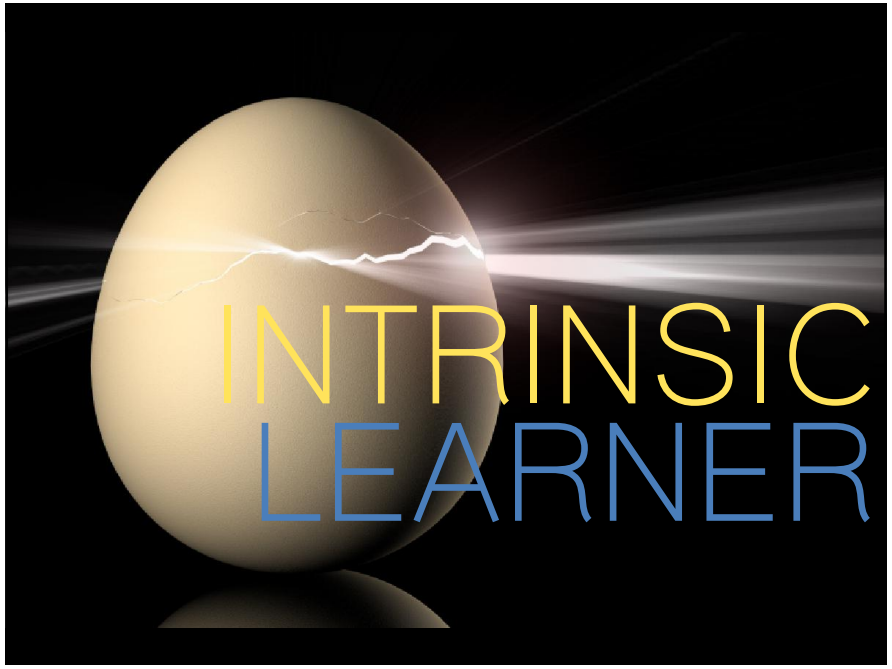
we need to

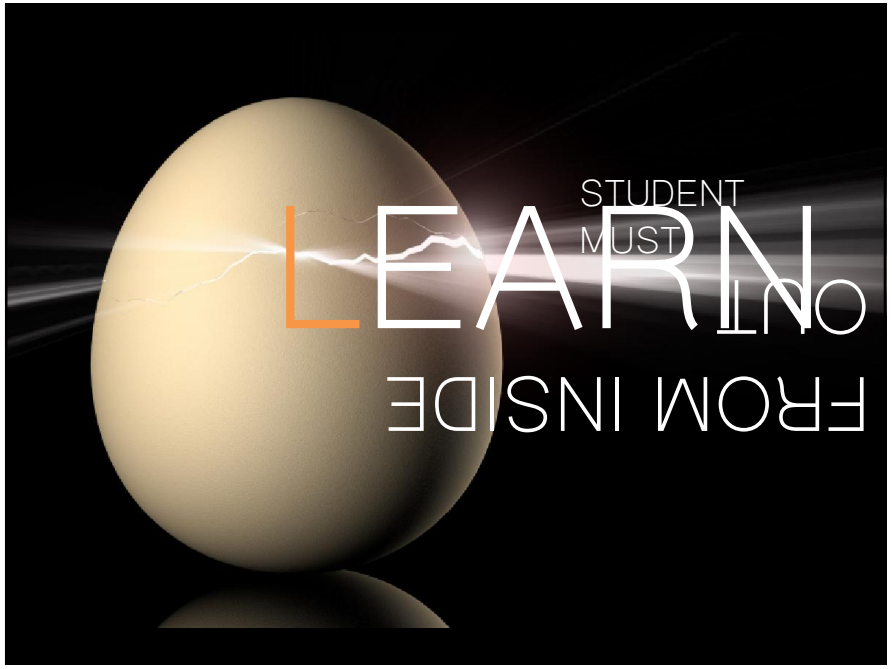
trans form

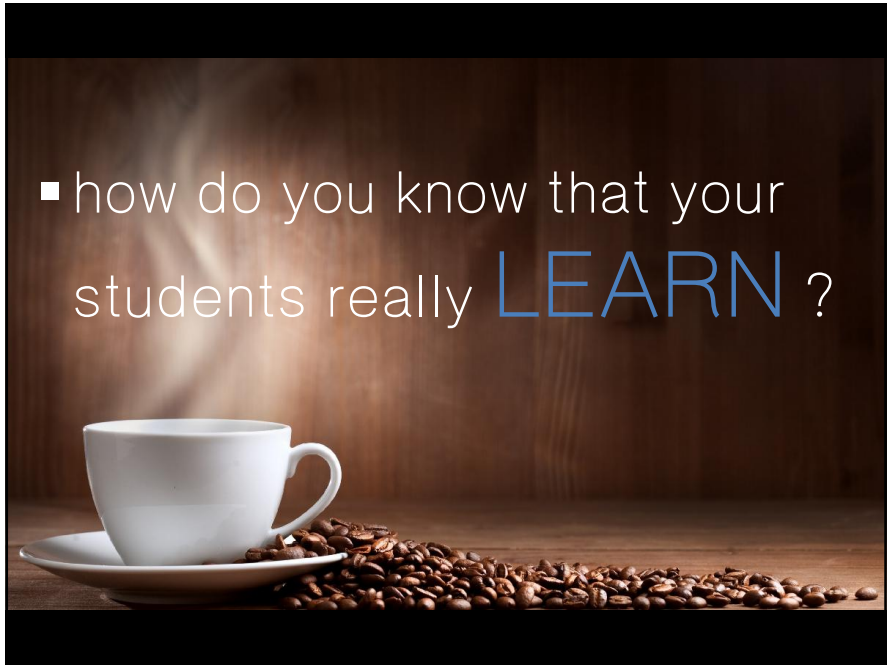
our current system ...

make our students

LEARN


INTRINSIC
LEARNER


STUDENT
MUST
LEARN
OUT
FROM INSIDE

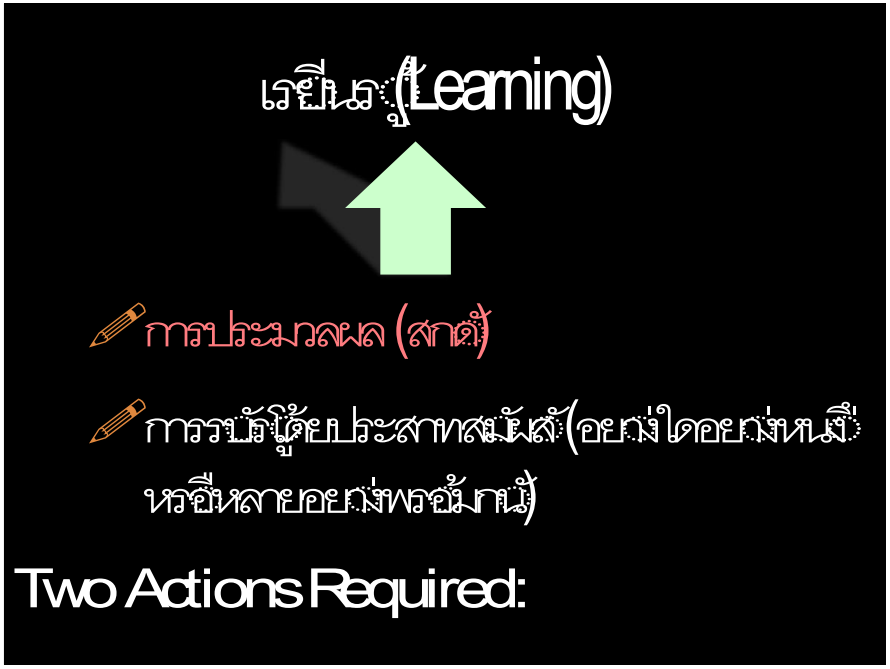

how do you know that your students really LEARN ?

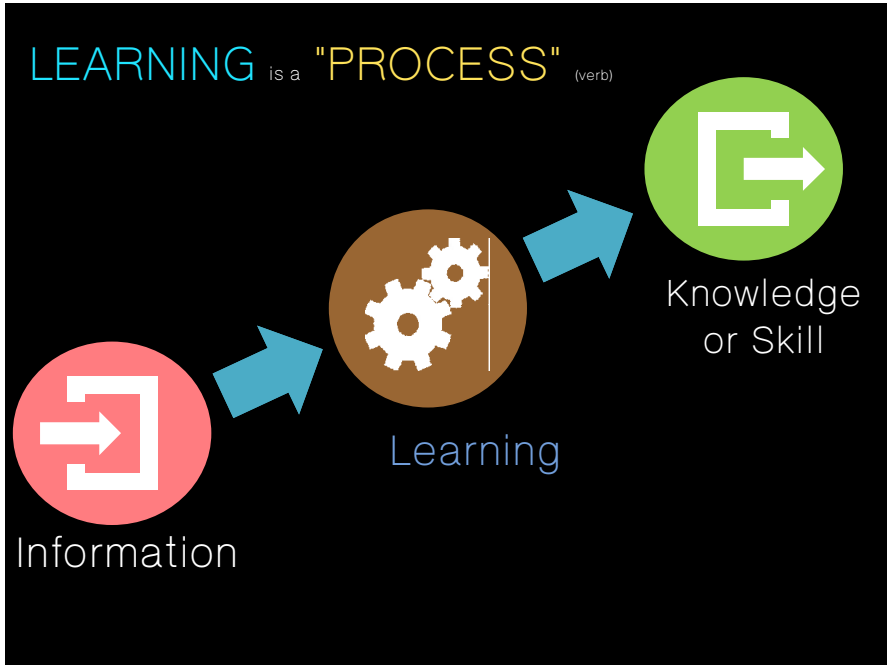

if they "learn" this should happen ...

Learning

[biologically]

- Your brain consists of billions of neural cells that are connected to each other.
- To learn is essentially to form sets of those connections.




LEARNING is a "PROCESS" (verb)
Knowledge
or Skill
Learning
Information


need some evidences


if they LEARN, they can
DO something ...


LEARNING
OUTCOMES

LEARNING
OUTCOME?
WHAT
IS

MEASURABLE objectives ...

clear learning results that learners have to demonstrate at the end of significant learning experiences ...

LEARNING OUTCOME

LEARNING OUTCOME

action/ performance
that embody and reflect
learner competence in
using content, information,
ideas and tools successfully ...

LEARNING OUTCOME

describe the result of
learning over a period of time
- the result of what is
learned versus what is
taught ...

learning outcome must be

achievable and

measurable ...

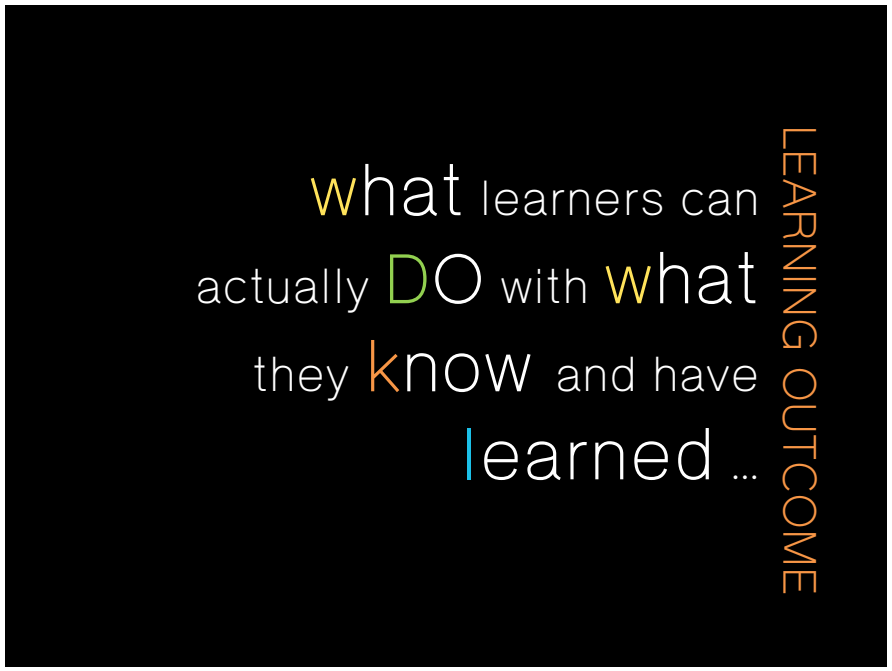
learning outcome must be

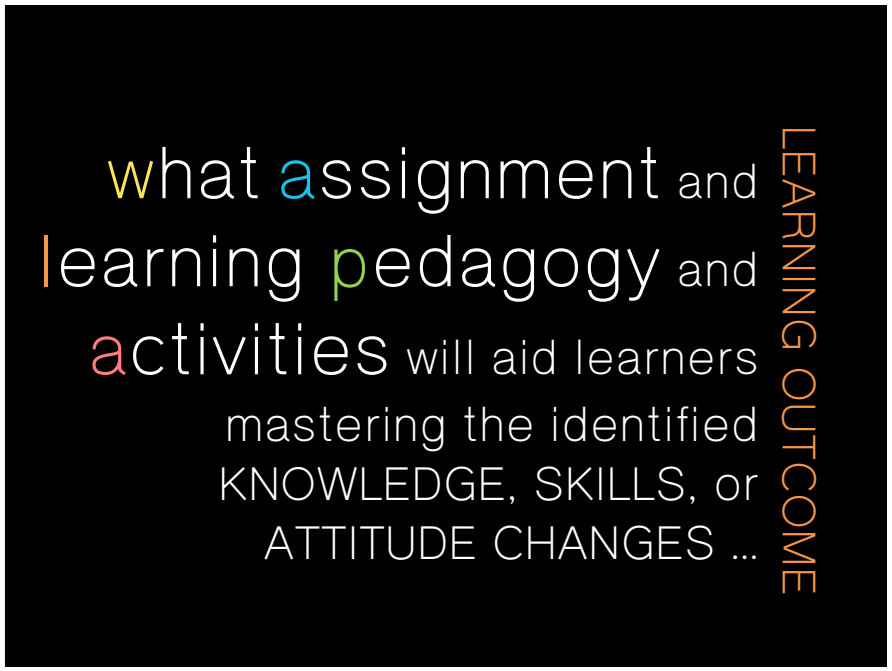
clear and

precise ...


performance
based
precise
achievabl
e
specific
clear
measurable
verifiable
learning outcomes must be:

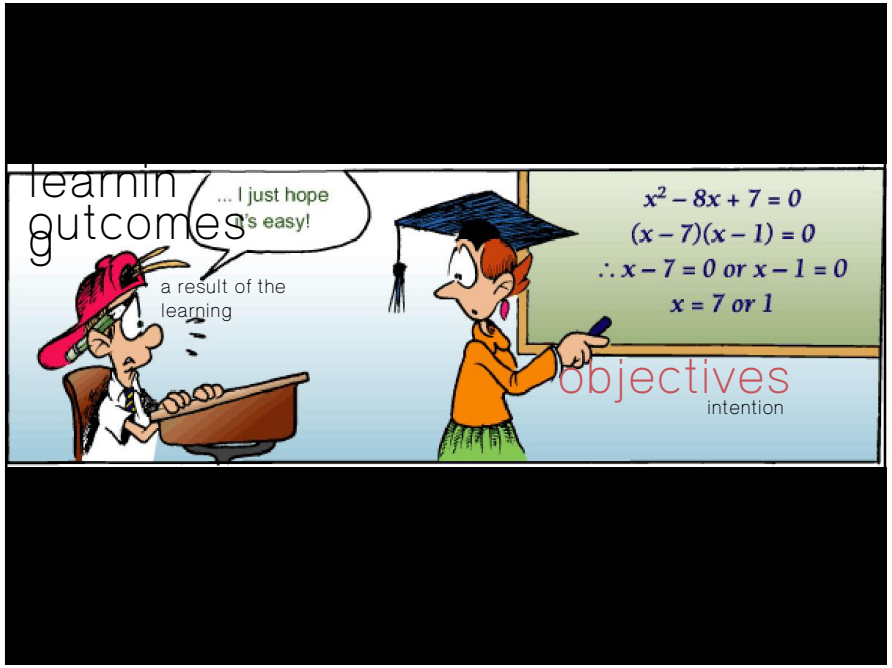

ANSWERS
THESE
QUESTIONS
LEARNING OUTCOME

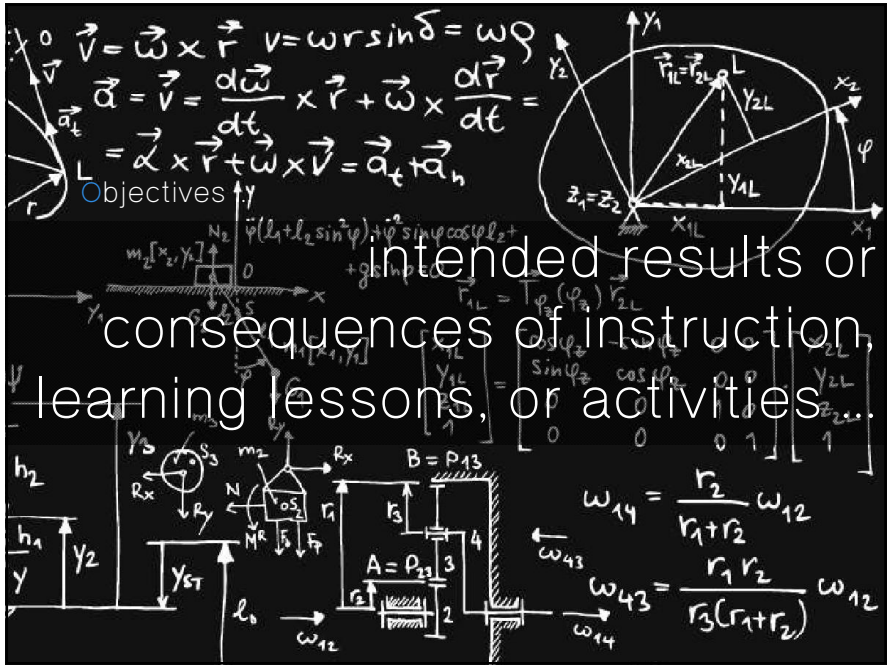

what learners can
actually DO with what
they know and have
learned ...
LEARNING OUTCOME


what assignment and
learning pedagogy and
activities will aid learners
mastering the identified
KNOWLEDGE, SKILLS, or
ATTITUDE CHANGES ...
LEARNING OUTCOME

how to assess the accomplishment of learners ...

LEARNING OUTCOME




Objectives
intended results or consequences of instruction, learning lessons, or activities ...


Outcomes ...
achieved results or consequences of what was learned ...

learning outcomes must be:

- focus on what students will know and be able to do: applications of the core knowledge,
- describe observable and measureable actions or behaviours.
- the key for measurability: use an action verb that describes a observable behavior, process, or product .

how to write learning outcomes ...

- Begin each learning outcome as an action verb, followed by object of the verb, followed by a phrase giving the context and/or how well ?
- Use only one verb per learning outcomes.
- The learning outcomes much be clear, precise, measurable, and observable.
- Ensure that learning outcomes are capable of being assessed.

Kennedy et. all

the benefit of learning outcomes

- ··Integrating course design through integrating student needs, instructor expertise, and disciplinary and university requirements.
- Learning outcomes are measurable ways of demonstrating learning. They clarify course purpose and assessment of learning.
- Acknowledging relationship of evidence to conclusion.
- Engaging with course content; providing deeper learning.

the benefit of learning outcomes

- Increasing transparency; increased coherence.
- Improving overall teaching effectiveness.

Food for Thought

- Students will know the differences in major contemporary theories in the field of sociology.
- Students will be able to contrast major contemporary theories in the field of sociology.

Learning Outcome Samples:

- Identify an educational theme and compare and contrast its application in American vs. European schools.
- Given a problem situation, determine whether it is a rate of change problem or a total change problem; use the Solve problems using calculus appropriate method to accurately solve the problem.

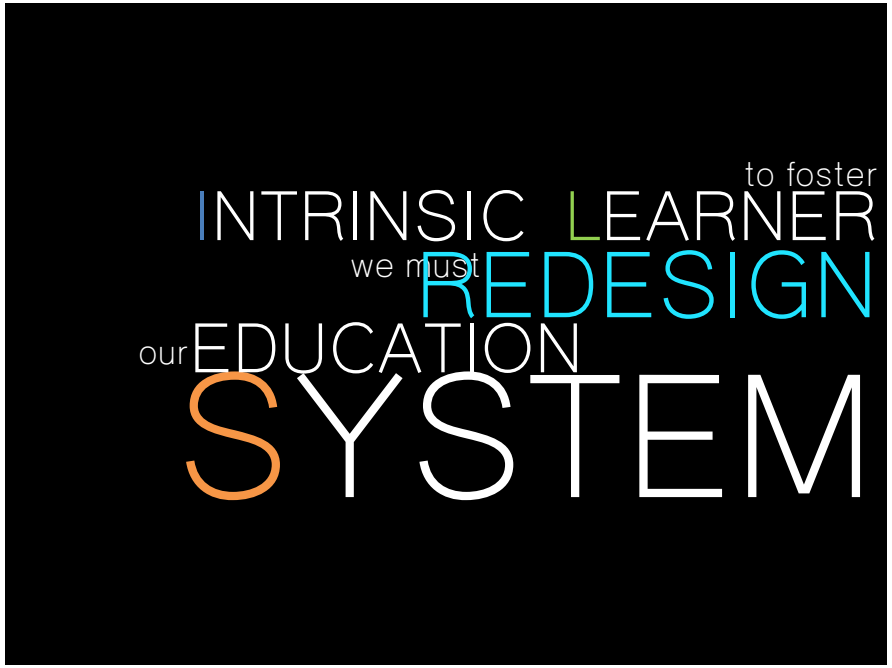
Learning Outcome Samples:

- Given two paintings - each from a different historical period - determine which period each is from, describe how imagery is used in each, and contrast how each reflects the cultural norms of the period. (Understand the power and meaning of imagery in our visual world, from current and historic sources.)

Learning Outcome Samples:

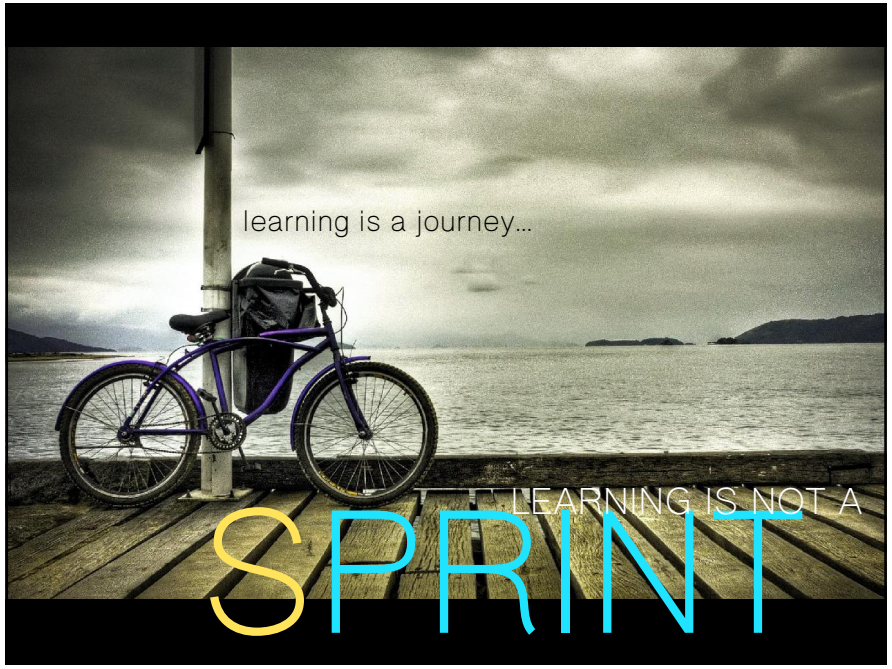
- Use the critical thinking rubric to provide three classmates with feedback on their Blackboard postings of anthropomorphic measurements of facial features.
  (Interact and learn from one another about issues related to problems facing communicatively challenged individuals.)

- how do you feel about TQF ?



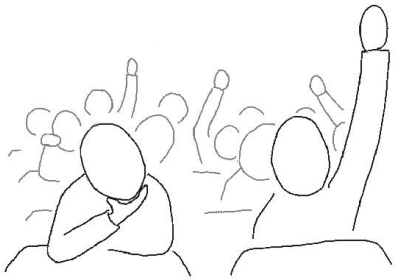
A Map for Change

	Traditional Education	21st Century Education
Criterion for Curriculum Organization	• Disciplinary content to be covered during the course or program	• Competencies to be developed as outcomes of the course or program
Teaching	• Coverage of prescribed disciplinary content • Lecturing	• Uncovering relevant and personalized meanings • Facilitating
Learning	• Cognitivism • Consumption and processing of disciplinary content	• Constructivism • Task-oriented learning: *problem-based learning, project-based learning, internships*
Assessment	• Assessments of disciplinary content processing • Focus on summative assessments *(assessment of learning)*	• Assessment of applied learning & skills development • Ample formative assessments *(assessment for learning)*


learning is a journey...
LEARNING IS NOT A
SPRINT


ACTIVE
students must
DIY

OUTCOM
BASED
EDUCATION



KM UTT มจธ.

BYST

ACHIEVEMENT OF STUDENTS

AT THE END OF LEARNING UNITS

OF COURSES AND PROGRAMME

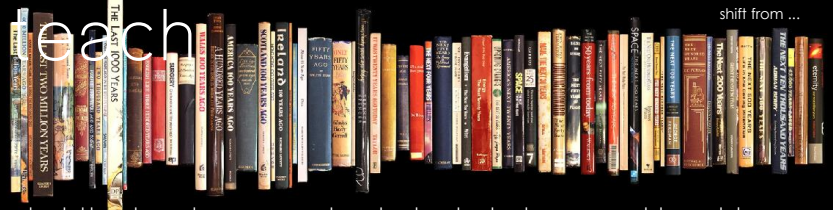
GOAL

TOWARDS THE

outcome-based education (OBE) is an educational theory that bases each part of an educational system around goals (Outcomes). By the end of the educational experience each student should have achieved the goal...

Wikipedia

not what teacher teach



shift from ...

what the teacher expects students to know and be able to do (as a whole) at the end of instruction...

what student learn ...

what student can actually DO at the end of LEARNING experiences/activities ...

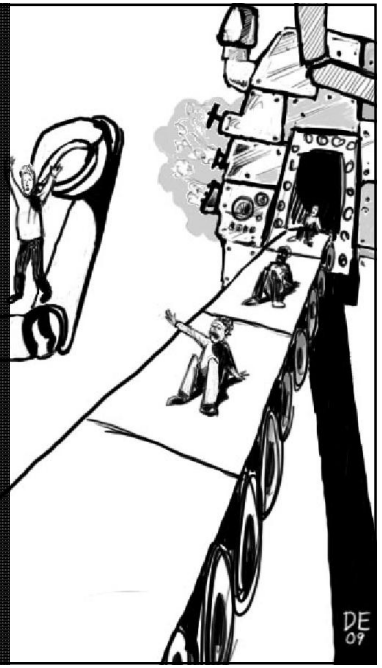
OBE answer these questions ?

1. are we nurturing the RIGHT GRADUATES ?...

2. are we nurturing the GRADUATES RIGHT ?...

- How can we facilitate them to achieve it?
- How can we close the gap?
- How do we know whether our students have achieved it?
- What do we want students to have or be able to do ?

QUESTIONS to address:



- Continuous quality improvement is embedded (on going assessment and support).
- Progress through mastery
- Demonstrate learning
- Focus on 'outcomes' not 'inputs'

Principle of Outcome Based Curriculum

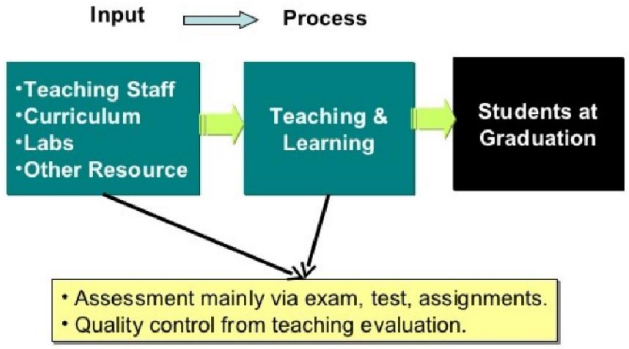
Outcome-Based Education (OBE)

- OBE is an educational process that focuses on what students **can do** or the **qualities** they should develop after they are taught.
- OBE involves the restructuring of curriculum, assessment and reporting practices in education to reflect the achievement of high order learning and mastery rather than accumulation of course credits.
- Both structures and curricula are designed to achieve those **capabilities** or **qualities**.
- Discourages traditional education approaches based on direct instruction of facts and standard methods.
- It requires that the students demonstrate that they have learnt the required skills and content.

13

OBE Versus Traditional Education Process

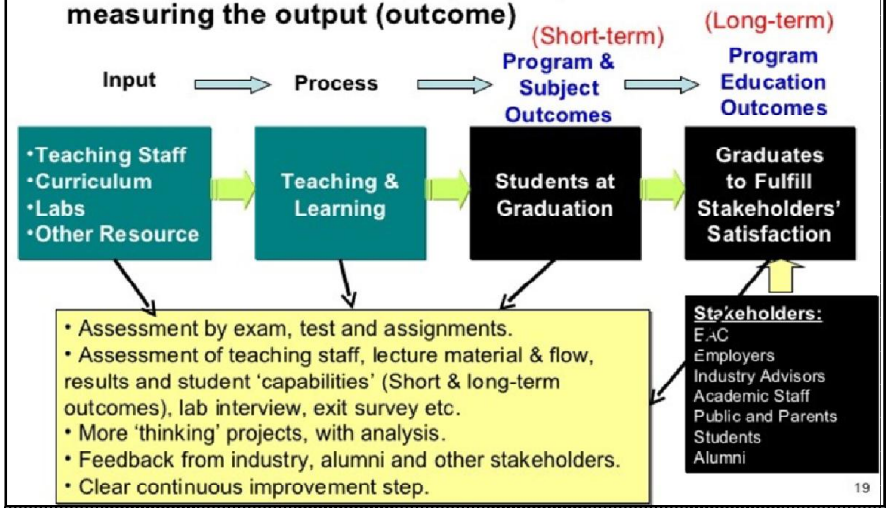
- Traditional education process focuses on the inputs.



18

Outcome-Based Education Versus Traditional Education Process

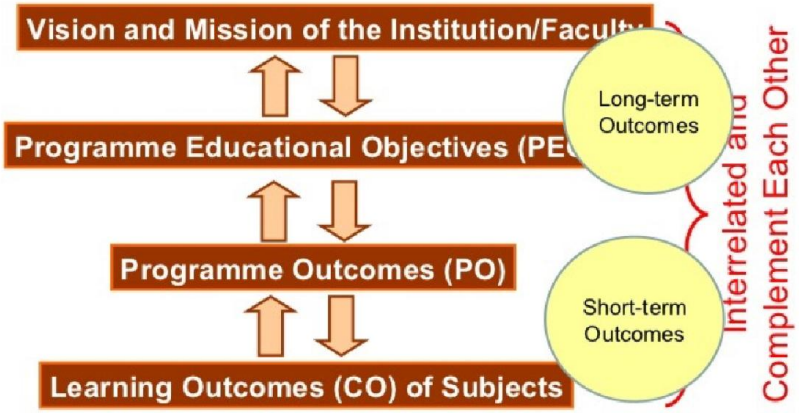
- OBE shifts from measuring input and process to **include measuring the output (outcome)**



19

Outcomes in OBE

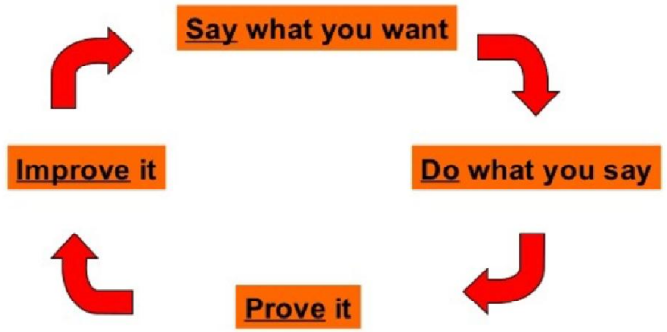
A Model Hierarchy of Outcomes



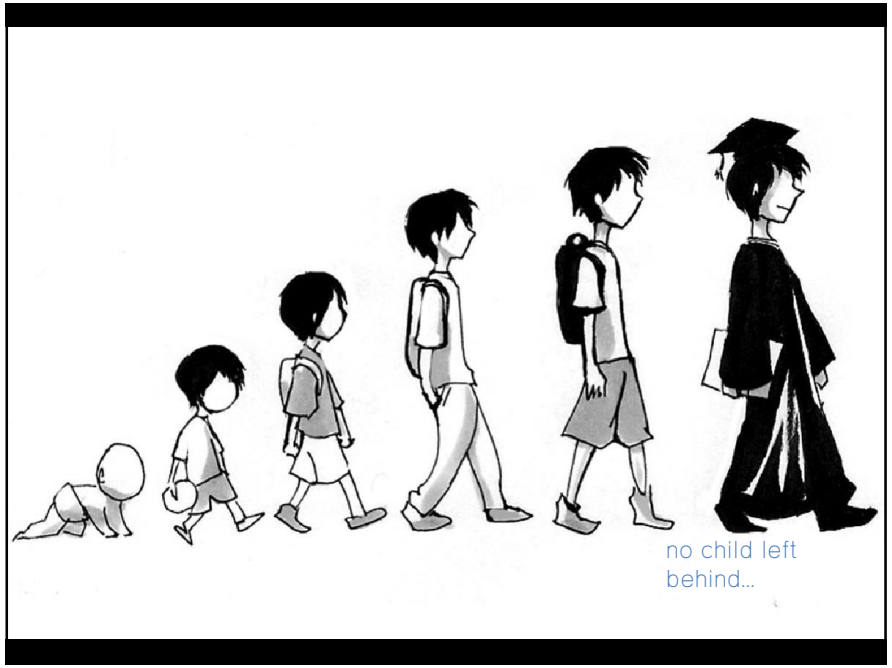
20

Outcome-Based Education

Continuous Quality Improvement (CQI)



33



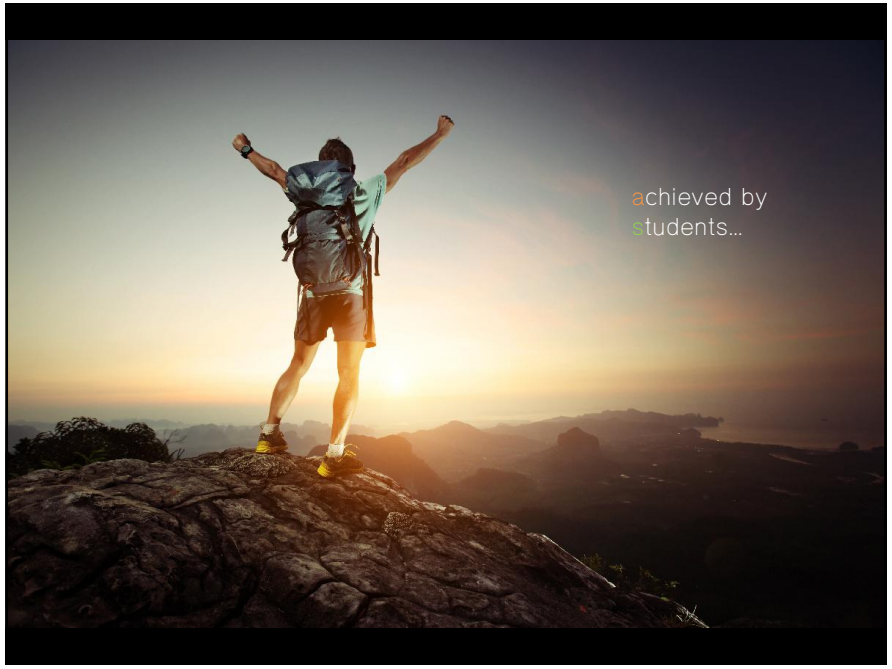
clearly focusing and organizing EVERYTHING in an educational system on what is essential for all students to be able to do SUCCESSFULLY at the end of their learning experiences

Source: William G. Spady (1994) *Outcomes-based education: Critical Issues and Answers.* The American Association of School Administrators

This means starting with a clear picture of what is important for students to be able to do, then ORGANIZING the curriculum, instruction and assessment to make sure this learning ultimately happens.

Source: William G. Spady (1994) *Outcomes-based education: Critical Issues and Answers*. The American Association of School Administrators

OBE embodies the idea that the best way to LEARN is to first determine what needs to be achieved...


achieved by
students...


START
FINISH
outcome based education system starts with
the END in mind ...

learner profile

what is the

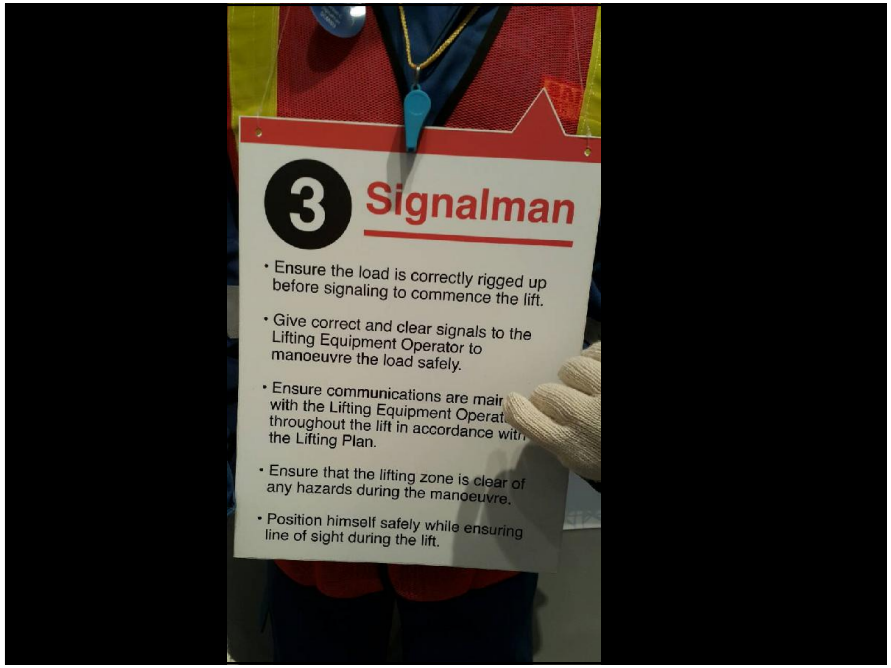
student must learn how to:

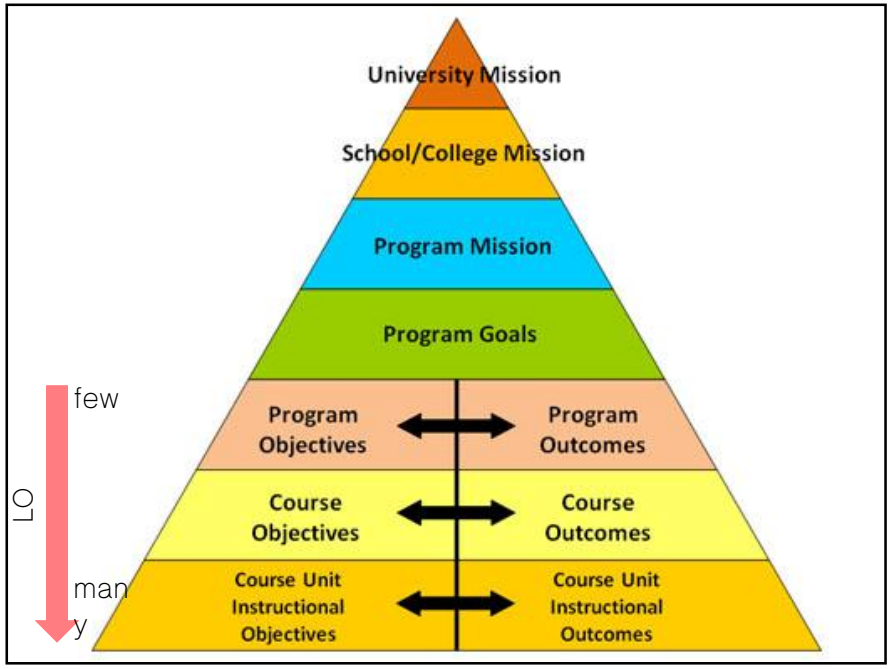
UNDERSTAND

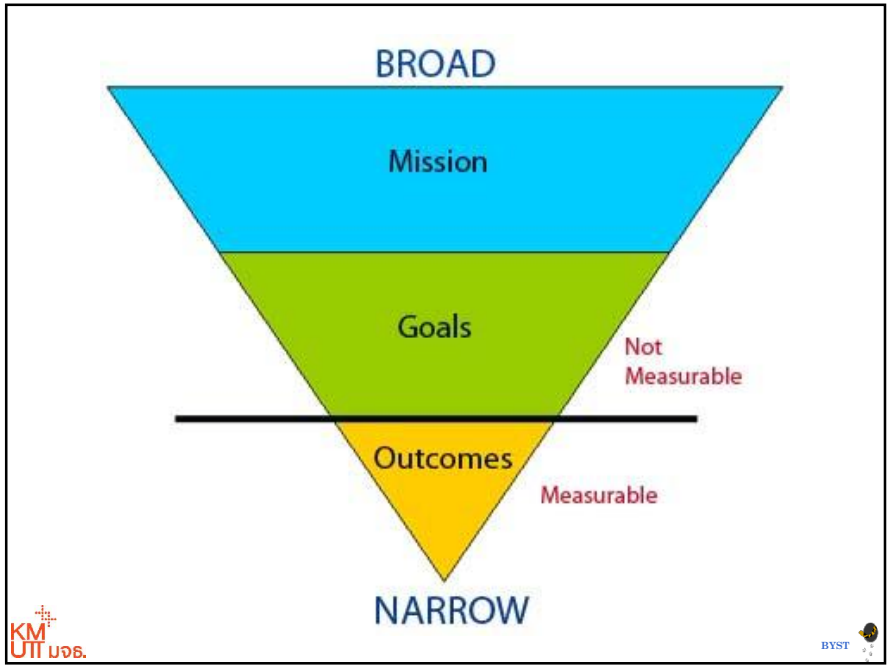
be able to DO and FEEL

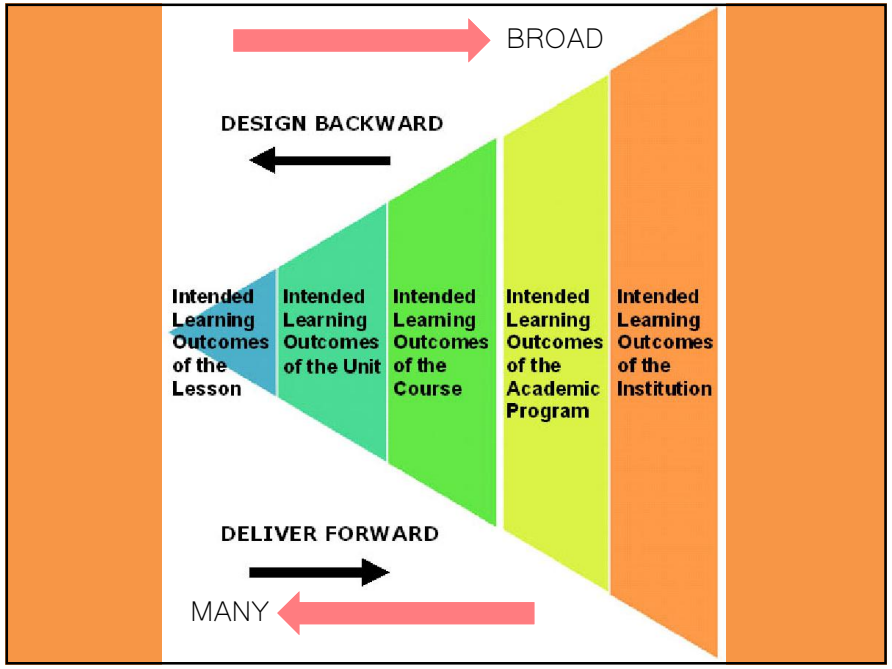
WA

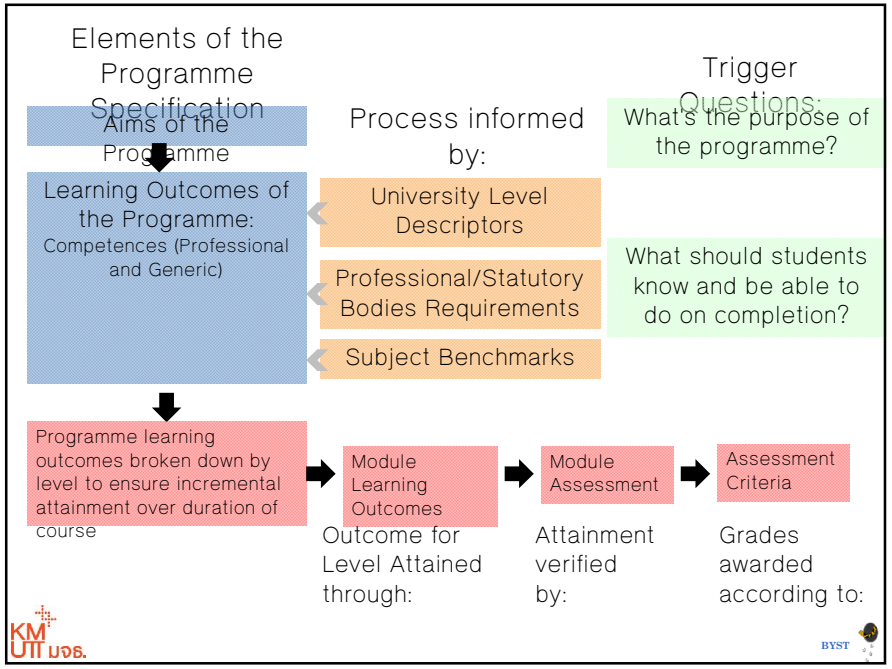
HT




University Mission
School/College Mission
Program Mission
Program Goals
Program Objectives
Program Outcomes
Course Objectives
Course Outcomes
Course Unit Instructional Objectives
Course Unit Instructional Outcomes
few
LO
many


BROAD
Mission
Goals
Not Measurable
Outcomes
Measurable
NARROW


BROAD
DESIGN BACKWARD
Intended Learning Outcomes of the Lesson
Intended Learning Outcomes of the Unit
Intended Learning Outcomes of the Course
Intended Learning Outcomes of the Academic Program
Intended Learning Outcomes of the Institution
DELIVER FORWARD
MANY


Elements of the Programme Specification
Process informed by:
Trigger Questions:
Aims of the Programme
What's the purpose of the programme?
Learning Outcomes of the Programme:
Competences (Professional and Generic)
University Level Descriptors
Professional/Statutory Bodies Requirements
Subject Benchmarks
What should students know and be able to do on completion?
Programme learning outcomes broken down by level to ensure incremental attainment over duration of course
Module Learning Outcomes
Module Assessment
Assessment Criteria
Outcome for Level Attained through:
Attainment verified by:
Grades awarded according to:


self-
contained
learning

at the END of each learning unit what will student be able to do that they could not do as well before each unit...