

Workshop Project

**Outcomes-Based Curriculum Design
And Implementation**

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Submitted to:

The King Hussein Fund for Excellence

Prepared by:

**Mohammad Awwad, PhD
Vice President for Academic Affairs
Philadelphia University**

Amman – Jordan

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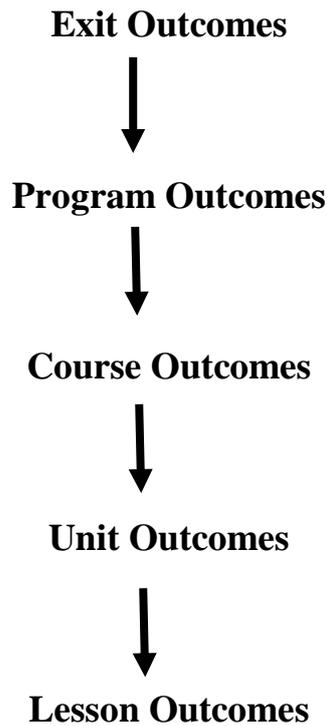
Outcomes-based Curriculum Design and Implementation

1. Introduction

Many higher education stakeholders (students, Parents, professors, university administrations, accrediting boards, and governments) consider the educational system lacking in preparing students for real life demands outside the world of academia, and are calling for improved curricula, teaching-learning methodologies, and rigorous tools of accountability.

In their quest for providing a sound and accountable system of university education, many countries especially the United States, Australia and South Africa have been promoting what is known as Outcomes-Based Education (OBE), which has also been adopted in "the European Union as part of the Bologna Process designed to create a barrier-free European Higher Education Area."⁽¹⁾

OBE's underpinning philosophy is that course content, delivery and assessment are all driven by the specific programs intended learning outcomes and competencies. Spady (1994) refers to OBE as a "design down" approach to curriculum design that starts with what students are expected to learn and focuses on the progression from exit-outcomes to program outcomes, to course outcomes, to unit outcomes, and finally to lesson outcomes as indicated below.⁽²⁾



The following table indicates the fundamental shifts that must occur in order for a traditional program or course to become outcomes-based. It also reveals the advantages of an outcomes-based program design.

Program Design or Course Design

Traditional	OBE
Inputs are important	Results are important
Time-based; courses are specified by time And subject with number of hours per week/ term.	Outcomes based; courses are linked to outcomes and imply flexible use of time, resources, and space.
Learners are grouped in classes and move through the courses/subjects together.	Learners advance through the courses in various ways to achieve outcomes.
Subjects and sections are assigned to teachers who prepare and teach classes and evaluate learners.	Teachers are responsible for a set of outcomes related to a course or program.
Learners accumulate courses and grades over a set number of terms which eventually lead to a credential	Learners demonstrate achievement of outcomes over time and according to their own abilities.

Teaching Roles

Faculty prepare, teach, evaluate with respect to their own subject/courses (learners learn what is taught)

Teachers design, plan, instruct, facilitate, demonstrate, assess, evaluate related to a set of predetermined, community based outcomes.

Teachers stand and deliver in class; are seen as repositories of information which they disseminate

Teachers advise, consult, coach, facilitate, provide resources, demonstrate, and instruct.

Most teacher-student "contact" is classroom-based

Teacher-learner "contact" may be based on the number of learners a teacher as member of a teaching team has responsibility for.

Teachers provide teaching and usually work autonomously

Teachers facilitate learning and usually work as members of teaching teams.

(ShIPLEY, 1995, p. 18-19).(3)

2. Workshop objectives and outcomes

The major objective of the workshop is to argue that an outcomes-based approach to curriculum design is essential in developing, offering, evaluating, and modifying the structure and provision of educational materials and strategies leading to the realization of program outcomes, which reflect what students should learn and which are the guiding Principles in curriculum design. Adams (2004), for example, notes that:

In terms of curriculum design and development, learning outcomes.. represent a change in emphasis from "teaching" to "learning" typified by what is known as the adoption of a student-centered approach in contrast to traditional teacher-centered viewpoint. Student-centered learning produces a focus on the teaching- learning – assessment relationship and the fundamental links between the design, delivery , and measurement of learning ... learning

outcomes are important tools in clarifying the results of learning for the student, citizen, employer and educator. (4)

At the end of the workshop participants will have acquired the following:

- An understanding of the theory and practice of outcomes-based education.
- An understanding of approaches to outcomes-based curriculum design.
- The ability to transform traditional educational programs into outcomes-based systems.
- The ability to design and implement new academic and professional programs informed by the relevant road map guidelines given in (3) below.

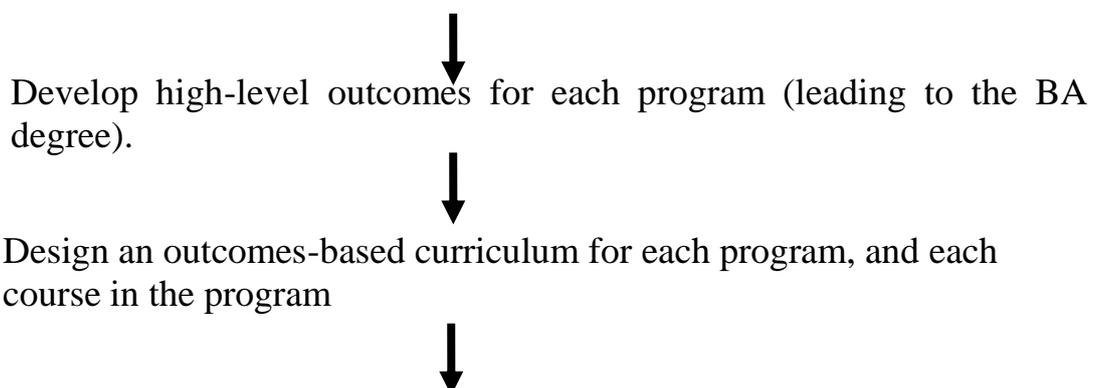
3. A road map for the implementation of an outcomes- based curriculum.

- Conduct a needs analysis of students learning needs for the relevant programmes leading to the BA degree.
- Specify the learning outcomes for the different specializations. Learning outcomes include but are not limited to: knowledge and understanding, critical thinking, practical skills, professional skills, problem-solving skills, interpersonal skills, work skills, self-managed learning skills, communication skills and computer learning skills.
- Review and restructure the curriculum in order to align it with the learning outcomes.

- Form programs and course committees for making the necessary recommendations in respect of required modifications of and emendations to existing programs and courses.
- Form a steering committee in each college to study the program and course committee recommendations.
- Form a university committee to study the college committee recommendations and take the necessary action.
- Collect feedback on the revised curriculum and compare it with the old curriculum. Feedback on the new curriculum should be collected from course instructors, course coordinators, department chairpersons, deans, and faculty councils.
- Evaluate the outcomes-based curriculum in respect of realizing its learning outcomes. Feedback must be collected from graduating students, faculty members, and employers on an annual basis.
- Act on the results of evaluation questionnaires and make the necessary changes.

Taking the above points into consideration, the road map might be expressed as follows:

From a university advisory board representing all stakeholders.



Design evaluation tools for achieving each outcome at the required mastery level



Deliver the program / course in accordance with the outcomes – based curriculum, and make sure students complete the program/ course at the required mastery level.



Collect reports from the students, the instructors, and the course coordinators for study and analysis and subsequent modification.



Prepare an annual summary report on student achievement of the outcomes, together with recommendations on the process of curriculum implementation and assessment



Collect annual reports from graduating seniors, one-year, two-year, and three-year alumni to find out whether or not they achieved the learning outcomes, and whether or not the learning outcomes positively contributed to their careers.



Submit annual college reports to the university advisory board



Make all necessary modifications in the light of data provided from all relevant stakeholders involved in this diagram

4. Workshop participants

1. Representatives of the Royal Consultative Committee for the Development of Education.
2. Representatives of the Higher Education Accreditation Commission.
3. Representatives of university senior academic policy makers.
4. University quality assurance officers.
5. University academic staff involved in the design, delivery, and assessment of academic programs.

6. Representatives of the Ministry of Higher Education, and the Ministry of Education.
7. Representatives of the Association of Arab Universities
8. Representatives of both public and private community colleges.

5. Workshop topics

The workshop will address the following topics:

- Theory and practice of outcomes-based education.
- Outcomes-based approaches to curriculum design.
- Achieving the right alignment: putting outcomes first.
- Real-time monitoring of the implementation of outcomes-based educational programs.
- Advantages and disadvantages of outcomes-based curricula.
- Transforming traditional curricula into outcomes-based curricular.
- Case studies of outcomes-based curriculum design in the social, applied, professional, and medical sciences.

6. Workshop Partners and sponsors

1. The King Hussein fund for Excellence.
2. Philadelphia University.
3. The International Institute of Education (Scholars Rescue Fund (SRF)).
4. The Association of Arab Universities.

7. Tentative workshop schedule

Philadelphia University intends to hold the workshop for two days during the first or second week of March, 2010 as indicated below:

Day 1

9: 00	registration
9:30	Opening session
10:00	keynote speech
10:45	coffee break
11:00	Session I (dedicated to the philosophy of OBE, and outcomes-based approaches to curriculum design.
12:30-14:00	Lunch break
14:00-16:00	Session II (dedicated to approaches for monitoring the implementation of outcomes-based programs).

Day 2

8:30	Session III (dedicated to the theory and practice of transforming traditional curricula into outcomes-based curricula)
10:00	coffee brake
10:30	Session IV (dedicated to the presentation and discussion of case studies of outcomes-based curriculum design).

- 12:30 Lunch break
- 13:30 Session V (dedicated to practice in the preparation of tentative outcomes-based curricula for BA programs in Arabic language and literature, English language and literature, business administration, nursing, computer engineering, and computer science (by teams of specialists).
- 15:30 Coffee break
- 16:00 Session VI dedicated to the presentation of draft curricula prepared in session V
- 18:00 Closing session
- 19:00 Dinner and social activities.

8. Workshop chair

Mohammad Awwad, PhD

Vice President for Academic Affairs

Philadelphia University

P.O. Box: 1, Jordan 19392

Telephone: +962 6 4799000

Fax: +962 6 4799040

E-mail: mawwad28@yahoo.com , mawwad@philadelphia.edu.jo

Endnotes and references

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الآنسة دينا المفتي المحترمة
المدير العام لصندوق الحسين للإبداع والتفوق

الموضوع: ورشات العمل التي يدعمها الصندوق
بهدف ضبط الجودة وتحسين نوعية التعليم

تحية طيبة وبعد ،،،

فأشير إلى كتابكم ذي الرقم ص ح/76/04 بتاريخ 2009/7/19 بشأن موضوع البحث أعلاه، ويسرني أن أنهي إليكم أن الجامعة ترغب في تنفيذ مشروع جديد في فكرته وإجراءات تنفيذه في مجال ضبط الجودة بعنوان :

Outcomes-based Curriculum Design and Implementation

وأرفق لعنايتكم وصف المشروع وفق المحددات التي وردت في كتابكم منوهاً بدعم صندوق الحسين للإبداع والتفوق وإسهامه في تحسين وتطوير نوعية التعليم العالي في المملكة.

وتفضلوا بقبول فائق الاحترام ،،،

رئيس الجامعة

الدكتور مروان رسام كمال

الآنسة دينا المفتي المحترمة
المدير العام لصندوق الحسين للإبداع والتفوق