To *improve* or not to *improve* That is the question



Before the Class Sessions	During the Class Sessions (14 Weeks)	After the Class Sessions	After Submission of the Final Results
(1) Submit the " <u>Course</u> Outline"	(4) Implement the <u>"Course</u> <u>Specifications"</u>	(7) Submit the "Final Exam Vetting Form"	(8) Submit the "Direct Measurements
(2) Submit the	(5) Record the		of CO-PO"
"Course	"Actual Contact		
Specifications"	Hours" in the Course Report		<mark>(9)</mark> Submit the " <i>Course Report"</i>
(3) Prepare the			
Routine with	(6) Maintain a		(10) Submit the
Consultation	"Course File"		" <u>Course File"</u>
Hours and post	containing the		Evaluation of the
on the door	items listed in the		Course Design
Analysis, Design	prescribed		
and Development	Checklist		
of the Course	Implementation of the	ne Course Design	

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Bibliography

Module 1: Introduction to Outcome-Based Education (OBE)

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P Historical Perspective





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"an educational theory that bases each part of an educational system on goals (outcomes)"[1]

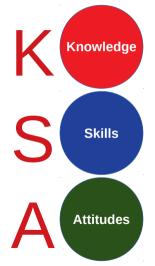


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"In OBE, the faculty of a program reaches consensus on a set of program learning outcomes - knowledge, skills, and attitudes that the students are supposed to acquire by the time they graduate." [6]

Expanded Meaning of OBE [9]

Outcome Based Education

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"Culminating Demonstration of Learning" (Spady et al. 2018) "Defined by" "Focused on" "Designed around" "Organized around" (Spady et al. 2018)



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(5) Four Power/Key Principles of 'real' OBE

Historical Contributions in the Development of Modern Day OBE

- **1949** "*Basic Principles of Curriculum and Instruction*" by Ralph W. Tyler [12]
- **1956** "*Taxonomy of Educational Objectives: The Classification of Educational Goals: Handbook 1, Cognitive Domain*" by Bloom et al. [4]
- 1963 "A Model of School Learning" by John Carol [5]
- **1964** "*Taxonomy of educational objectives: The classification of educational goals Handbook II: Affective Domain*" by Krathwohl et al. [7]
- **1966** "The Classification of Educational Objectives, Psychomotor Domain" by Elizabeth J. Simpson [8]
- 1968 "Learning for Mastery" by Benjamin S. Bloom [3]
- **1994** "*Outcome-Based Education: Critical Issues and Answers*" William Spady [11]
- **1996** "Enhancing Teaching through Constructive Alignment" John Biggs [2]

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- **(5)** Four Power/Key Principles of 'real' OBE

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- A Quality Assurance (QA) mechanism
- Required by the University Grants Commission of Bangladesh (UGC)
- Required by Bangladesh Accreditation Council (BAC)
- Required by Board of Accreditation for Engineering and Technical Education (BAETE), IEB





4 Three Grounding Premises



(5) Four Power/Key Principles of 'real' OBE

"Three Grounding Premises" / "Fundamental Assumptions" / "rationale" of 'real' OBE [9]

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"All students can learn and succeed (but not on the same day in the same way)"
"Success breeds success (and failure breeds failure)"

• "Schools control the conditions of success"

2) Historical Perspective

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6 Four Power/Key Principles of 'real' OBE

Four Power/Key Principles of 'real' OBE [9]

(derived by OBE's early leaders directly from Carroll's and Bloom's work)

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 "Clarity of Focus on Outcomes of Significance"

- "Expanded Opportunity for All to Succeed"
- "High Expectations for All to Succeed"
 "Design (your curriculum) Down from Where You Want to End Up"

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 [10] Spady, W. G. (1994a). Choosing outcomes of significance. Educational Leadership, 51(6):18–22.

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