

# Review of the Implementation of Outcome-Based Teaching and Learning Paradigm in Different Colleges of A Sampled University: Towards Enhancing the Practice

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**Abstract:** Outcomes-based teaching and learning (OBTL) has become an implemented tool of assessment to a number of private colleges. This is due to the observation that teachers should go beyond the informal perceptions of effective teaching and reflective practice. Thus, this paper aims to describe the objectives, content, process and strategies, assessment and tools of OBTL, as well as its current status in the education paradigm, its alignment to the Intended Learning Outcomes (ILO), and its encountered problems in implementing it. The researcher employs descriptive method and utilizes four higher education institutions in Metro Manila. It has been found out that OBTL offers an appealing form to manage education, concentrates on the learning process, and presents better performance. OBTL is its full implementation as the learning and teaching activities coincides with the syllabus and the course outline. However, problems arises as the OBTL has become an additional requirement to the teachers, not content-focused, and it is strictly followed.

**Keywords:** Outcomes-based teaching and learning (OBTL), Metro Manila.

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## 1. INTRODUCTION

It is every educator's desire to help students meet their fullest potential by providing an environment that gives safety, supports risk-taking, and invites sharing of ideas. As we are all concerned about our educational teaching-learning system, educators must establish their guiding principles in teaching which are geared toward the attainment of quality education.

Today's social, economic, and political realities point to the need for children to live and work in a global society. The need becomes more of an imperative, granted that the Philippines is a country that mirrors the world's global diversity specifically through the ethnicities and cultures of its classrooms. This reality means the teacher preparation programs need to create a paradigm that provides pre-service teachers with the knowledge, skills and attitudes about diversity and global awareness. One way of accomplishing this goal is for educators to write clear learning outcomes that integrate content and experiences, which lead to an understanding of issues of global interconnectedness. In this regard, the practical and relevant application of the target knowledge and skills should be applied. Thus, teachers promote students' active participation in learning knowledge and skills by doing or applying them. In light of the aforementioned, reflection on his own learning's, his teaching experiences and the literature has persuaded the researcher that these notions should underpin an appropriately designed pedagogy. In many university classrooms, the teacher's transfer of discipline-based knowledge has been the primary consideration of knowledge of student cognitive development.

**The researcher believes that alignment of teaching, learning and assessment may enhance students' learning. Alignment can be achieved through clear definition of the expected learning. Since assessment provides a clear focus on how teachers expect students to demonstrate their learning, it affords instrumentation for the alignment. Through transparent specification of how expected learning might be demonstrated and hence evaluated, all facets of teaching and learning in the classroom context can be focused.**

It is not sufficient for the learning objectives to be implicit. Teachers devise assessments based on their own perspective in measuring the students' performance. These assessments are given to students against the subject learning objectives, but it must also be noted that the marking of the assessment should be aligned with the target knowledge and skills. Students should know what is expected of them, not only through overt specification of the task objectives, but also through reference to the experience and modeled thinking to which they have been exposed in the classroom. Thus, alignment is only achieved through the complex orchestration of all facets of the teaching, learning and assessment experiences. Harboring a long-term commitment to reflective practice, and guided by the lofty ambitions of being a good teacher, the teacher needed to move beyond the informal observations that had previously afforded little more than anecdotal evidence to propel his perceptions of effective teaching. The researcher needed to provide appropriate evidence in his quest to improve his students' learning and systematically evaluate classroom action.

On this premise, the researcher has opted to choose the title "Review of the Implementation of Outcomes-Based Teaching and Learning Paradigm in Sampled Colleges; Towards enhancing the practice."

## 2. PARADIGM

The foregoing concept is illustrated by the paradigm that follows using the **CONCEPT – INPUT – PROCESS – PRODUCT (CIPP)** model.

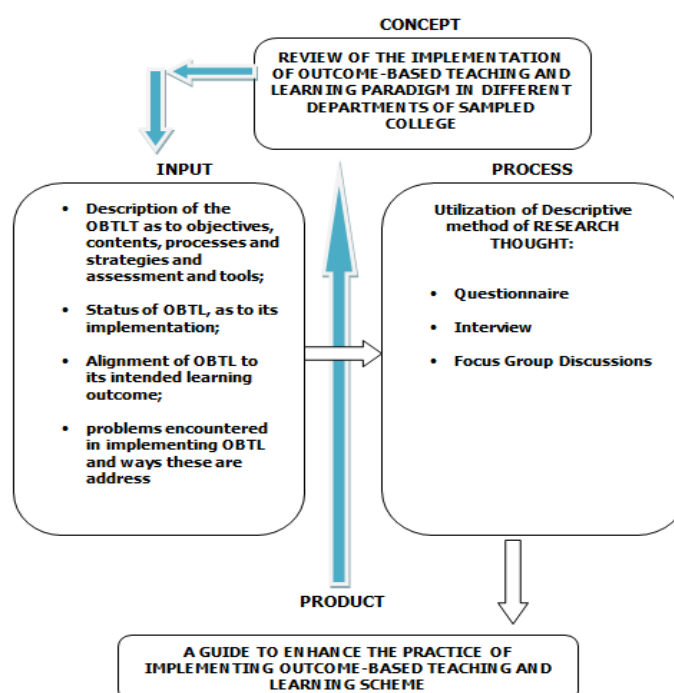
The **CONCEPT** explores the main idea of the study which is OBTL, a student - centered approach to learning and teaching, which has been widely adopted in universities across the world. It guides the active learning of students, and the continual improvement of courses.

The **INPUT** holds the concern of the study: the description of Outcome-Based Teaching Learning (OBTL) scheme or paradigm in terms of objectives, content, process and strategies, assessment and tools; status of the outcome-based teaching and learning paradigm as to its implementation; the manner teaching and learning process and assessment is aligned to the intended learning ; problems are encountered by the respondents in implementing the outcomes-based teaching and learning scheme and how these are resolved.

The **PROCESS** discussed the methods and procedures employed to draw meaningful and reliable results. It shows the Research design, the instruments used in gathering such; and the statistical tools employed to treat the data.

The **PRODUCT** presented the output of the whole undertaking, which is guide to strengthen the implementation of outcome-based teaching and learning paradigm in the tertiary education system.

### PARADIGM FIGURE



**STATEMENT OF THE PROBLEM:**

This study aimed to determine the status of the implementation of the outcome-based teaching and learning scheme in sampled college; Towards enhancing the practice. Specifically it sought answers to the following questions

1. How may the outcomes-based teaching and learning scheme be described in terms of:
  - 1.1 objectives,
  - 1.2 content,
  - 1.3 process and strategies,
  - 1.4 Assessment and tools?
2. What is the status of the outcomes-based teaching and learning paradigm as to its implementation?
3. How may the teaching and learning processes and assessment be aligned to the intended learning outcomes?
4. What problems are encountered by the respondents in implementing the outcomes-based teaching and learning scheme and how are these resolved?
5. How may the findings be utilized in crafting a guide to enhance the practice of implementation of outcomes-based teaching and learning paradigm in the tertiary educational system?

**3. RESEARCH DESIGN**

The researcher utilized the Descriptive Method of research with the questionnaire as the main data gathering instrument since this study focused on the review of the implementation of Outcomes Based Teaching and Learning scheme in selected different colleges; Towards enhancing the practice.

**RESPONDENTS:**

The researcher utilized one Higher Education Institution with four colleges of different programs in the Philippines who are implementing Outcomes- Based Teaching and Learning Scheme in their academic institution. 4 Administrators and 4 Assistant administrators

**SAMPLING TECHNIQUES:**

The researcher used the Purposive Sampling technique in selecting colleges. This is a non – scientific sampling design, which is based in choosing individual as samples according to the purpose of the research as his control. An individual has chosen as part of the sample because of good evidence that he is a representative of the total population.

**4. SUMMARY OF FINDINGS**

From the gathered data, the researcher has formulated the following findings;

**1. On the Description of Outcomes- based teaching and learning pedagogy:****1.1 On Objectives:**

1.1.1 OBTL is a performance based approach at the cutting edge of curriculum development it offers a powerful and appealing way of reforming and Managing Education.

1.1.2 It provides a framework for curriculum evaluation

1.1.3 It emphasizes relevance in the curriculum and accountability

**1.2 On Content:**

The OBLT Framework elements are Intended Learning Outcomes (ILO) designed to describe what the students are expected to do at the end of the course of program, Teaching and Learning Activities (TLA) are designed to align with ILOs and now measured by Assessment Task (TA) wherein the student learning helps attain required standards and guides progress.

**1.3 On process and strategies:**

OBTL Concentrates more on the learning process, it begins with a sort of:

1.3.1. Inventory Diagnostic Examination.

This process improves both the students and the teachers' perception on what should be learned by the students.

1.3.2. The surface, deep and achieving approach.

**1.4 On Assessment and Tools:**

The best way to assess students' abilities of presenting ideas is to assess their presentation performance rather than using a written examination. Criteria-based assessment is different from the traditional norm-based assessment method in that it aims at directly assessing to what extent students achieve the intended learning outcomes e.g., making an excellent presentation or a poor presentation. In contrast, traditional norm-based assessment just tries to divide students into different groups (grades) based on their examination results irrespective to whether these results exceeding or below an expected standard. Finally, reflexive teaching suggests that teachers should continuously reflect the effectiveness of their teaching and learning approach so that refinement related to intended learning outcomes, teaching and learning activities, and assessment tasks can be made periodically to improve student-learning effectiveness.

**2. On the status of the outcome based teaching and learning as to its implementation.**

The Commission on Higher Education (CHED) mandated the full implementation of OBE in all programs of all HEI of the Philippines CMO46 S.2012. Prior to the full implementation, the key officials of these colleges have a benchmarking visit on the implementation of OBTL in one of the biggest schools in Asia. They found out that this University which they have visited has made a significant progress both in the development and implementation of outcome-based approaches in its curricula and enhancement of the quality of student learning. Hence, these past two years and at the present OBTL is in full implementation to the aforementioned institution and other colleges.

**3. On aligning teaching and learning processes to intended learning outcomes.**

The first three in rank are;

3.1 Planning, Implementing the teaching and learning activities using relevant assessment tools to attain learning outcomes has a WM 5:00 or V.H.A

3.2 Making teaching strategies congruent to learning process including the assessment process has a WM 5.00 or V.H.A

3.3 Making the learning and teaching activities dependent and jive with the syllabus and course outline observing outcome-based scheme has a WM 4.47 or H.A.

**4. On problems encountered by the respondents in implementing the OBTL Scheme**

The first three in rank are:

4.1.1 OBTL is an additional requirement and a burden on the part of the teachers has a frequency 8 or 100 percent

4.1.2 OBTL is not content – focused, the teachers may not cover / finish the entire items in the syllabus on the course outline has a frequency 8 or 100 percent

4.1.3 Teachers strictly follow prescribed OBTL template has a frequency of 7 or 92 percent

**4.2 On Solutions to Problems**

The first three in rank

4.2.1 Constructed time frame, followed table of specification to cover all the topics/competencies found in the syllabus has a frequency of 8.00 or 100 percent

4.2.2 Made specific exercises / activities for a definite period of time to avoid lengthy activities has a frequency of 8.00 or 100 percent

4.2.3 Sponsored training on how to implement OBTL likewise conducted demonstration teaching on strategies has a frequency of 7 or 92 percent.

#### **5. A guide was formulated to enhance implementation of outcome based teaching and learning scheme in the tertiary department.**

1. In OBTL, one needs to remember that what a teacher teaches is not the most significant what the students learned and how they can apply these to practical life are most significant.
2. Teachers handling OBTL need to prepare varied exercises, activities that would prepare and lead students to achieve the intended learning outcomes.
3. OBTL enhances constructive alignment hence the students should be practiced to construct meaning through relevant learning activities that are aligned to intended learning outcomes.
4. Teachers need to have a clear focus on specific learning outcomes. We expect students to learn and possess these learning outcomes should focus on the aspect of knowledge, skills and dispositions. Students have to assist teachers enhance from the course outline.
5. Teachers should involve students as much as possible in the teaching and learning process, a participatory approach is utilized.
6. Teachers need to utilize varied strategies to improve students problem solving competency, ability to communicate and reason out. And improve ability to apply their school learning to new situations and to the real world.

### **5. CONCLUSION**

Based on the findings, the researcher has arrived at the following conclusions.

1. The outcomes-based teaching and learning scheme is described in varied ways, objectives, content, process and strategies and assessment tools.
2. OBTL is now implemented in some colleges/universities in the tertiary level in Quezon City, City of Manila and Caloocan City.
3. The teaching and learning processes maybe aligned to the intended learning outcomes in varied ways.
4. Problems are inevitable these are encountered in implementing OBTL and these are given solutions
5. A guide was crafted to enhance the implementation of OBTL in the tertiary department.

### **6. RECOMMENDATION**

Based on the findings and the conclusions the researcher has arrived at the following recommendations;

1. A regular schedule of training and seminars need to be undertaken related to the implementation of OBTL, eg. in strategies, activities, exercise to be done, how these are done including the assessment to freely understand what OBTL is all about.
2. Teachers need to be familiar with the OBTL template to have a full background and knowledge about it.
3. Administrators themselves need to be informed on the implementation of OBTL for them to have a full support of the scheme related to problems encountered.
4. Classes that are utilized for demonstration on the implementation of OBTL need to be harnessed and make case studies as pilot classes for all teachers to view.
5. The guide that was formulated by the researcher need to be implemented to enhance the implementation of OBTL in the tertiary department

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