

1: Outcome-based education - Wikipedia

More and more clients ask about the business outcome that will be achieved through the training program. This article, explores what it takes to implement a model and outcome-based learning framework.

An Overview of Outcome-Based Education by Ron Brandt Outcome-based education has been the topic of acrimonious debates in many states and school systems. Perhaps the majority of people do agree with the principles of OBE—or would if they understood them—but highly vocal critics have how raised enough questions about how OBE might work in practice to create doubts among informed members of the public about its desirability. Should education be outcome-based? Some might argue that it already is, to some extent. Nearly all education institutions have goals that supposedly guide their work. When educators plan curriculums or teachers plan lessons for their classes, they usually start by clarifying the purposes. Still, advocates of OBE say that traditional schools are really time-based. Teachers and principals may want students to learn something, but they typically allocate a certain amount of time to study of that topic and then move on, whether or not students have mastered it. For schools to be fully outcome-based, they must organize so that outcomes are fixed, and time and other resources needed to achieve the outcomes are variable. OBE is more of a philosophy than a uniform set of practices. Many states and school systems have adopted the philosophy in part by emphasizing outcomes schools are expected to achieve, but few have changed all of their rules and regulations to be compatible with the notion that every aspect of schooling must be based on outcomes rather than on other considerations, such as length of the school year. Similarly, some programs that are consistent with the OBE philosophy do not use that terminology. Some have no special designation; some are called results-based or performance-based. The programs described below represent some of the varied approaches to OBE. The program was originally described as a mastery learning program the term outcome-based was not in use at that time. In a mastery learning program, teachers take responsibility for making sure that most students learn. Under ODDM, students are informed of the outcomes and expected to assume responsibility for achieving them Brandt ODDM is described as having a strong philosophical and psychological base as well as a technical one. Spady lists four principles that he believes should characterize OBE: Clarity of focus having specific outcomes gives a strong sense of purpose to everything teachers and students do. Design down, deliver up when planning curriculum, educators start with the outcomes and work backwards; when planning instruction, teachers teach what students need to learn to demonstrate the outcomes. High expectations OBE departs from traditional education in its assumption that all students can learn well—although not in the same way and not necessarily on the same day, an. Expanded opportunities students must be permitted to demonstrate their learning in different ways, and they must have numerous opportunities to demonstrate the outcomes, not just one. Concerned that some people equate outcome-based education with mastery learning, Spady and his colleague Kit Marshall have developed a way of categorizing OBE programs. Mastery learning, they explain, is a technique for insuring that more students learn well, but it applies to any content. Outcome-based education incorporates the principles of mastery learning but goes beyond them to be concerned with what students are to learn and why. Spady and Marshall use the term traditional OBE for OBE programs in which the outcomes are defined as mastery of traditional subject matter: English, mathematics, science, and so on Spady and Marshall Programs with content outcomes but also higher order outcomes such as being able to work with others are transitional. Spady and Marshall advocate transformational OBE, in which outcomes are derived from careful analysis of what students must be able to do to succeed in the future. Responding to educators whose school systems have adopted transitional outcomes and who need a valid way to assess them, the model involves writing performance tasks that specifically include elements of several different outcomes in one challenging task Marzano, Pickering, and McTighe Because assessment of student performance is an essential part of OBE, the Marzano model is a useful supplement to transitional OBE programs. Educators who accept the OBE philosophy begin by involving teachers, parents, citizens, and students in establishing the outcomes students are to demonstrate. When outcomes have been established, educators should design curriculum to give students the knowledge

and skills they need to demonstrate the outcomes. A Conversation with Al Mamary. A Word About This Special Topic If your school or district has already decided to take an outcome-based approach, no matter which model you choose, careful planning is essential to the process. The following section will help you examine your own existing system, determine where you are on the continuum, and lay the foundation for success. Charles Schwahn poses the essential questions and outlines the steps educators need to take in planning to implement outcomes-based education. We believe that this section on establishing a purpose is straightforward and self-contained enough to be used independently by schools and districts wanting to begin the first planning phase. This planning workbook is divided into the following subsections: No part of this publication—including the drawings, graphs, illustrations, or chapters, except for brief quotations in critical reviews or articles—may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording, or any information storage and retrieval system, without permission from ASCD. Requesting Permission For photocopy, electronic and online access, and republication requests, go to the Copyright Clearance Center. Enter the book title within the "Get Permission" search field. To translate this book, contact permissions ascd. Learn more about our permissions policy and submit your request online.

2: Designing of Outcomes-based Training

About the programme: The workshop on Designing of Outcomes-based training is intended for participants who need to function as ETDP's (Education, Training and Development Practitioners) within the framework set by SAQA.

Various Ideas for Ways to Learn Identify some preliminary learning objectives for each new area of knowledge or skills that you need to learn. Carefully consider each of your training goals. What specifically must be accomplished that is, what objectives must be reached in order for you to reach those goals? Which of these objectives require learning new areas of knowledge or skills? These objectives are likely to become learning objectives in your training plan. In what sequence should the learning objectives be attained? Usually, learning builds on learning. It may be useful to learn certain areas of knowledge and skills before learning new areas. Carefully consider -- When you have achieved all of your learning objectives, will you indeed have achieved all of your overall training goals? What are the best learning activities methods for you to achieve your learning objectives? Do the methods match your particular learning style, e. Do the methods stretch your styles, too? Are the methods readily accessible to you? Do the methods take advantage of real-life learning opportunities, e. Note that learning activities do always match learning objectives on a one-for-one basis. Do your learning activities include your ongoing reflections about your learning? You and your supervisor, if applicable will benefit from regularly taking time to stand back and inquire about what is going on in your training, what are you learning and how, if anything should be changed, etc. Skills in reflection are critical for ongoing learning in your life and work. Consider using a private learning journal. What observable results, or evidence of learning, will you produce from your learning activities that can be reviewed for verification of learning? Who will verify that each of your learning objectives were reached? Ideally, your learning is evaluated by someone who has strong expertise in the areas of knowledge and skills required to achieve your training goals. Now that you know what activities that will be conducted, think again about any costs that will be needed, e. How will you handle any ongoing time and stress management issues while implementing your plan? Professional development inherently includes the need for self-development, as well. Therefore, you might consider information in the sections Stress Management Time Management Work-Life Balance Self-Confidence Emotional Intelligence Maintaining a Positive Attitude Developing Any Materials You May Need The goal of this phase of your planning is to obtain or develop any resources you need to conduct the activities you selected in the previous phase of the plan. You may want to review information in the section Developing Training Materials developing facilities, documents, graphics, etc. Consider if you need to obtain, or start: Enrolling in courses, buying books, scheduling time with experts, getting a mentor, scheduling time with your supervisor, etc. Should any of your planned learning methods be pretested? Should you have anyone else use the methods and share their impressions about the methods with you? Have you briefly reviewed the methods, e. Did you experience any difficulties understanding the methods? Planning Implementation of Your Training Plan The goal of this phase of your planning is to ensure there are no surprises during the implementation phase of your training. You may want to review information in the following section Implementation - Conducting or Experiencing the Training During your training, how will you be sure that you understand the new information and materials? Periodically conduct a short test, e. If you are confused, tell your trainer now. Will your learning be engaging and enjoyable? Consider information in the sections Sharing Feedback Coaching Mentoring Motivating Employees Counseling Sustaining Morale Where will you get necessary administrative support and materials? How will the plan be redesigned? How will it be communicated and to the right people? Planning Quality Control and Evaluation of Your Training Plan and Experiences The goal of this phase of your planning is to ensure your plan will indeed meet your training goals in a realistic and efficient fashion. You may want to review information in the section: How will you know if the plan is on track or needs to be changed? Consider having a local training expert review the plan. The expert can review, in particular, whether - your training goals will provide the results desired by you and your organization, if applicable , - learning objectives are specific and aligned with your overall training goals, - the best methods are selected for reaching your learning objectives, and - your approach to evaluation is valid

and practical. Are approaches to evaluation included in all phases of your plan? For example, are your methods being pretested before being applied? Are regularly providing feedback about how well you understand the materials? How will the you and your supervisor, if applicable know if implementation of the plan achieves the training goals identified in the plan? Are there any plans for follow-up evaluation, including assessing your results several months after you completed your plan? The design and of this plan has probably been a very enlightening experience for you -- an experience that brought a perspective on learning you can apply in a great many other arenas of your life. Are follow-up evaluation methods being carried out? Did you and your supervisor, if applicable complete a successful experience to develop and implement a training and development plan? Is this accomplishment being fully recognized? For the Category of Training and Development: To round out your knowledge of this Library topic, you may want to review some related topics, available from the link below. Each of the related topics includes free, online resources. Also, scan the Recommended Books listed below. They have been selected for their relevance and highly practical nature.

3: Designing Training Plans and Learning Objectives

Design and implement outcomes-based training to impact organisational learning and workplace performance. Slideshare uses cookies to improve functionality and performance, and to provide you with relevant advertising.

Rationale The New York State Library NYSL proposes to develop a training package to help the staff of the State Library and library systems to build their capacity for using results-oriented evaluation in their State and Federal programs. During the process of evaluating the first five years of the LSTA program, the NYSL learned through its evaluation consultant and evaluation facilitator that there is a great need for outcome-based evaluation throughout the library community. Current data being collected is insufficient for measurement of the impact of LSTA on the library services of the State as these data are focused more on the activities of those providing the services than on user outcomes. More and more the numerous funding agencies State government, Federal government, local government, private corporations are asking library service providers to show the impact of their services. At the same time, the library professionals are not trained in how to do this. Even people with educational backgrounds find the demands of results-oriented evaluation confusing and difficult. The NYSL believes that it is even more important in hard times than good ones for librarians to be able to show evidence that libraries have value for their users and that programs libraries offer them affect their lives. This evidence can be presented to funders in justifying budgets. It can also be presented to the users themselves to help organize users as advocates for libraries. Finally, the NYSL, looking ahead to the next five-year evaluation of LSTA, believes that the process of training librarians in outcome-based evaluation will improve that next major evaluation. Linking the results viewpoint to advocacy will also help the NYSL in implementing its new advocacy plan. As a result of identifying weaknesses in its evaluation of programs in the first five-year evaluation of LSTA, the NYSL affirmed its intent to develop a comprehensive results-based approach in its new Five-Year Plan. There are eight stages. The timeline for the whole plan depends on setting the date for the workshop in Stage 1. The remaining stages will probably take another two to three years.

Training Plan Stage 1 Overall goal: An evaluation consultant working with the NYSL on the training package will also be included in this stage. NYSL staff will be able to write good outcomes and indicators for at least one program they administer. Staff could be available from May 26 through June, except for June when a number of staff will be attending a public library system conference. The three LD staff who have already attended training in Washington will also participate in this training because they will be part of the LD project team that will implement Stages Training materials with individual copies for each attendee. Any prerequisite homework assignments readings, exercises, etc. Any follow-up activities that attendees would have to complete. The elements of this package include: Rationale for training including how OBE provides a stronger basis for advocacy and helps make tough decisions in hard times. Pre-requisite component that participants will be expected to arrive at training having completed advance homework. Learner toolkit Project team will review available toolkits or materials available from other states before developing something new. Participants in the training in Stage 1 will serve as reviewers of all prototype materials. Test training package Use the comprehensive training package to train library system staff with a focus on technology projects, such as technology training. The trainers for this stage may include the evaluation consultant, some NYSL staff, and contract trainers. The project team will provide some follow-up assistance to the library system staff to help them complete any assignments from the training workshop. They will also help them as the system staff begin implementation of OBE. Conduct review of training During the training events and follow-up calls, etc. Capture applications issues that arise during training. Analyze obstacles and barriers to implementation. Capture ideas for revising training materials. Provide advanced training and technical assistance The NYSL will request from IMLS a one-day workshop in Albany for hands-on problem-solving of issues identified during Stage 4 for a small number of selected system and LD staff who can represent the range of issues. Revise training package based on testing experience and hands-on assistance from Stage 5. Use the results of the problem-solving workshop and feedback on initial training to revise trainer and learner materials. Publish comprehensive training package after this stage is concluded. Plans and reports will reflect the training

provided to library system staff and will yield a rich resource for planning, decision-making, and advocacy. Conduct training workshops of one trainer for each system and give each trainer a training template for conducting training for member libraries. Systems would now have trainers and tested training materials for training member libraries and other system staff. Library systems will develop training plans for implementing OBE in their member libraries. Library Development staff will provide technical assistance in refining the plans. Library Development staff will provide technical assistance to the systems in carrying out this responsibility. They will also assist the system staff in evaluating the effectiveness of their training.

4: Outcome Based Quality Improvement Plan

Outcomes Based Training and Education (OBTE) is the commonly referred name of this new methodology. Although, this is a relatively new teaching methodology in military.

Content and performance expectations are based primarily on what was taught in the past to students of a given age of. The goal of this education was to present the knowledge and skills of an older generation to the new generation of students, and to provide students with an environment in which to learn. The process paid little attention beyond the classroom teacher to whether or not students learn any of the material. Students will understand what is expected of them and teachers will know what they need to teach during the course. Clarity is important over years of schooling and when team teaching is involved. Each team member, or year in school, will have a clear understanding of what needs to be accomplished in each class, or at each level, allowing students to progress. OBE does not specify a specific method of instruction, leaving instructors free to teach their students using any method. Instructors will also be able to recognize diversity among students by using various teaching and assessment techniques during their class. Teachers are meant to guide and help the students understand the material in any way necessary, study guides, and group work are some of the methods instructors can use to facilitate students learning. On an individual level, institutions can look at what outcomes a student has achieved to decide what level the student would be at within a new institution. On an institutional level, institutions can compare themselves, by checking to see what outcomes they have in common, and find places where they may need improvement, based on the achievement of outcomes at other institutions. The institutions can compare outcomes to determine what credits to award the student. These outcomes also work for school to work transitions. A potential employer can look at records of the potential employee to determine what outcomes they have achieved. They can then determine if the potential employee has the skills necessary for the job. Students are expected to do their own learning, so that they gain a full understanding of the material. Increased student involvement allows students to feel responsible for their own learning, and they should learn more through this individual learning. OBE outcomes are meant to be decided upon within a school system, or at a local level. Parents and community members are asked to give input in order to uphold the standards of education within a community and to ensure that students will be prepared for life after school. Across different programs or even different instructors outcomes could be interpreted differently, leading to a difference in education, even though the same outcomes were said to be achieved. Learning can find itself reduced to something that is specific, measurable, and observable. As a result, outcomes are not yet widely recognized as a valid way of conceptualizing what learning is about. The ability to use and apply the knowledge in different ways may not be the focus of the assessment. The focus on determining if the outcome has been achieved leads to a loss of understanding and learning for students, who may never be shown how to use the knowledge they have gained. In regards to giving assessments, they must be willing to put in the time required to create a valid, reliable assessment that ideally would allow students to demonstrate their understanding of the information, while remaining objective. Assessing liberal outcomes such as creativity, respect for self and others, responsibility, and self-sufficiency, can become problematic. There is not a measurable, observable, or specific way to determine if a student has achieved these outcomes. Due to the nature of specific outcomes, OBE may actually work against its ideals of serving and creating individuals that have achieved many outcomes. Parents may also become too involved, requesting too many changes, so that important improvements get lost with other changes that are being suggested. Instructors have found that implementing multiple outcomes is difficult to do equally, especially in primary school. Instructors will also find their work load increased if they chose to use an assessment method that evaluates students holistically. Criticism arose shortly after implementation. An evaluation of Australian schools found that implementing OBE was difficult. Teachers felt overwhelmed by the amount of expected achievement outcomes. Educators believed that the curriculum outcomes did not attend to the needs of the students or teachers. Critics felt that too many expected outcomes left students with shallow understanding of the material. With government school teachers not permitted to publicly express dissatisfaction with the new

system, a community lobby group called PLATO as formed in June by high school science teacher Marko Vojkavi. In it was officially abandoned by the state government with Minister for Education Mark McGowan remarking that the s fad "to dispense with syllabus" was over. The European Qualifications Framework calls for a shift towards learning outcomes in primary and secondary schools throughout the EU. Students are expected to learn skills that they will need when they complete their education. It also calls for lessons to have a stronger link to employment through work-based learning WBL. Work-based learning for students should also lead to recognition of vocational training for these students. The program also sets goals for learning foreign languages, and for teachers continued education. It also highlights the importance of using technology, especially the internet, in learning to make it relevant to students. No specific approach was created leaving universities to design the approach themselves. Universities were also left with a goal of ensuring an education for their students that will contribute to social and economic development, as defined by the community in which the university resides. With little to no direction or feedback from the outside universities will have to determine if their approach is achieving its goals on their own. This change is a result of the belief that the education system used prior to OBE inadequately prepared graduates for life outside of school. A further study of those graduates found that they felt they lacked, job experience, communication skills, and qualifications relevant to the current job market. The Malaysian Qualifications Agency MQA was created to oversee quality of education and to ensure outcomes were being reached. The policy also gained support from the labor movements that borrowed ideas about competency-based education , and Vocational education from New Zealand and Australia, as well as the labor movement that critiqued the apartheid education system. With no strong alternative proposals, the idea of outcome-based education, and a national qualification framework, became the policy of the African National Congress government. This policy was believed to be a democratization of education, people would have a say in what they wanted the outcomes of education to be. It was also believed to be a way to increase education standards and increase the availability of education. In people realized that the intended effects were not being seen. By no proposals to change the system had been accepted by the government, causing a hiatus of the program. Educate America Act was signed in March It mandated certain measurements as a condition of receiving federal education funds. States are free to set their own standards, but the federal law mandates public reporting of math and reading test scores for disadvantaged demographic subgroups, including racial minorities, low-income students, and special education students. Various consequences for schools that do not make "adequate yearly progress" are included in the law. In , President Obama proposed improvements for the program. In , the U. The National Board of Accreditation , a body for promoting international quality standards for technical education in India has started accrediting only the programmes running with OBE from Outcomes analysis and using the analytical reports to find gaps and carry out continuous improvement is essential cultural shift from how the above programs are run when OBE culture is not embraced. Outcomes analysis requires huge amount of data to be churned and made available at anytime, anywhere. Such an access to scalable, accurate, automated and real-time data analysis is possible only if the institute adopts either excelsheet based measurement system or some kind of home-grown or commercial software system. There are products like inpods which are available in India for implementing a culture of outcomes based education for Engineering, Pharmacy, Management programs.

5: Performance-Based Training

The outcome based approach is strategically oriented in two ways: it focuses on outcomes that create value to the organization and its stakeholders. the definition of success for the future of the organization rather than the past or present.

6: Outcome Based Planning and Evaluation (OBPE)

Training Manual Module 3: The planning and design of outcomes-based learning Here is a another way of looking at

OUTCOME BASED TRAINING DESIGN pdf

Planning and design - a very practical checklist on what you need to do to plan, design and run a course (Aitchison, , pp.).

7: Outcome-Based Evaluation Training Plan:New York State Library

Outcome-based learning, also called competency-based learning, focuses on not just the memorization of concepts, but a deeper level of understanding leading to mastery of both skills and knowledge. This type of learning is inherently self-paced in most instances.

8: Training the Trainer Resource Pack :: Planning a course: aims, objectives and learning outcomes

Our proprietary E.D.D.I.E. design process is a custom refinement of the ADDIE Instructional Design process where the initial step is to determine what you will use as evaluation criteria as a result of the conduct of the training initiative.

9: Complete Guidelines to Design Your Training Plan

Design down, deliver up (when planning curriculum, educators start with the outcomes and work backwards; when planning instruction, teachers teach what students need to learn to demonstrate the outcomes).

Object oriented design uml Le Roman Des Sept Sages De Rome Wallace and Gromit and the Lost Slipper (Wallace Gromit) Sir Walter Scott countryside Reference Manual for Magnetic Resonance Safety 2003 edition Oxford dictionary latest edition 2017 Mu oet sample paper Ethanol Power Partners The Power of Myth in Literature and Film The lost trappers Example of planning to manage politics. The test of my life Acts 17:16/18:17, Paul in Achaia Adam And Eve (Pencil Fun Books) Advances in local and metropolitan area networks Breakfast : the real American cuisine South by Southwest (Sxsw) Roads and bridges Fordson major manual Adventures in two worlds Uncle Sams church Business law and the regulation of business 11th Upton Sinclair finds God Practical zoology invertebrate book Almanac of business and industrial financial ratios 2014 Gram positive cocci list Post-Heroic Leadership Assessment Instrument Other The contentedest man. Bulk meteorological and turbulent flux measurements from R/V FLIP during the Coastal Ocean Probing Experi Memories of diplomacy Gopro 3 manual espaÃ±ol A Genealogy of Dissent Forest Food Webs (Early Bird Food Webs) Thermodynamic evaluation of predicted fluorinated ether, ethane, and propane azeotropes Cardiovascular Trials Review Coping with problems Sexually Transmitted Infections Anatomical Chart Os x edit metadata Pocket Guide to Hes Just Not That into You Evidencing Arkansas land titles