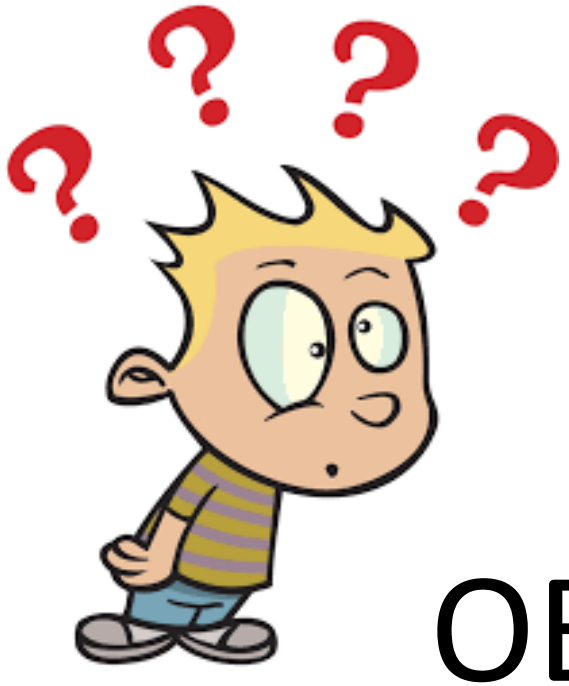


OBE briefing for students

How much you can learn about OBE in 1 minute?

What is OBE?

Credits to OBEC team

What is OBE?

OBE is an approach that focuses on the **attainment** of **learning outcomes**.

It focuses on what is **essential** for students to be **able to do** successfully **at the end** of their learning experiences.

What are the differences between traditional and OBE approach?

PLANNING	
Traditional	**OBE**
What content should be taught, what teaching method should be used	What **student** will know and able to do after lecture

The differences are:

TEACHING	
Traditional	**OBE**
To transmit knowledge, ideas and values to the students	To devise **teaching and learning activities** that require **students** to demonstrate how well they have achieve the learning outcome

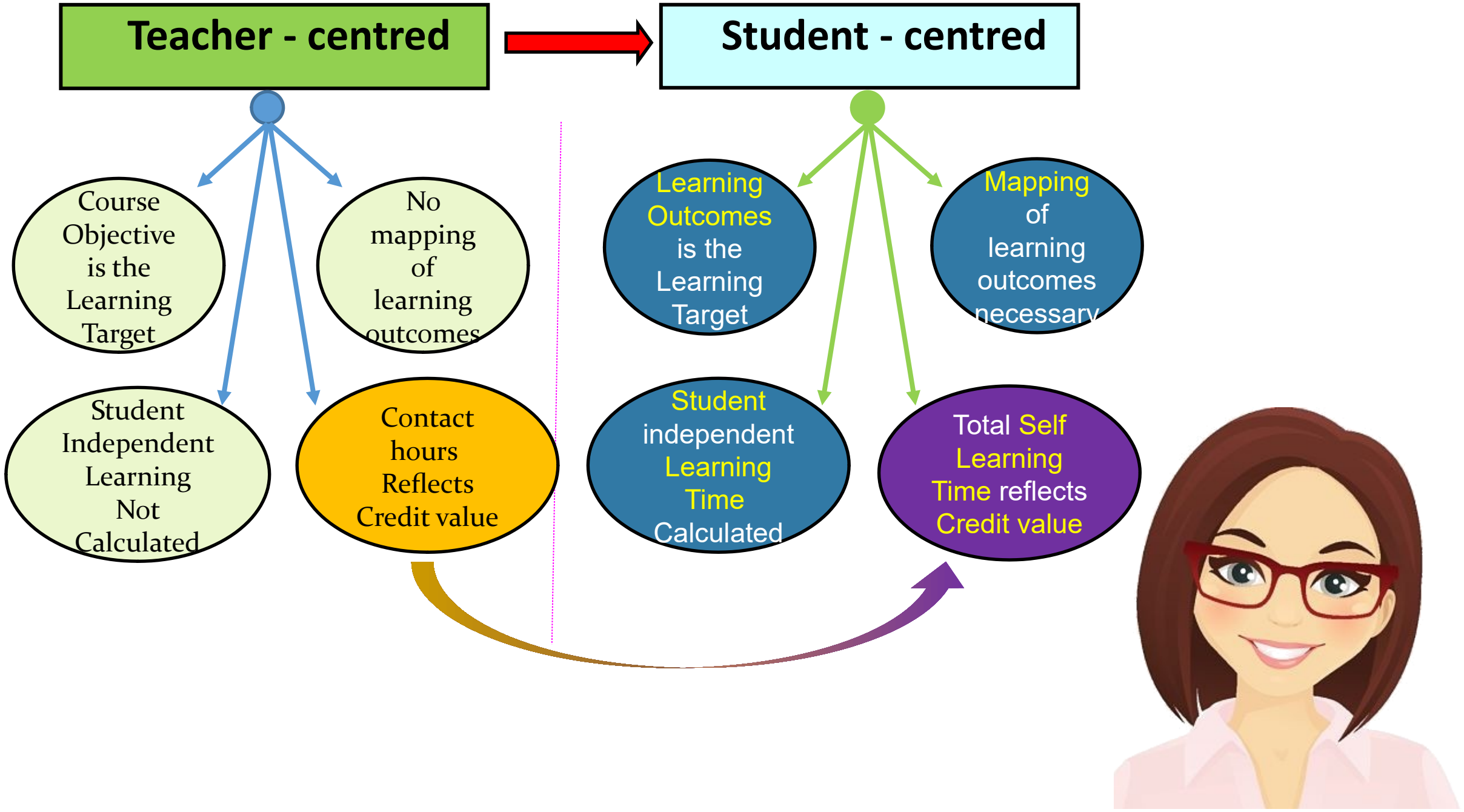
The differences are:

ASSESSMENT	
Traditional	**OBE**
To assess how well the students have received the knowledge	To assess how well the students have **achieved the learning outcome**

The differences are:

In short, OBE approach is **Student Centred** while traditional approach is Teacher Centred.

What are the impacts of transformation from teacher-centred to student-centred?


Teacher - centred
Student - centred
Course Objective is the Learning Target
No mapping of learning outcomes
Student Independent Learning Not Calculated
Contact hours Reflects Credit value
Learning Outcomes is the Learning Target
Mapping of learning outcomes necessary
Student independent Learning Time Calculated
Total Self Learning Time reflects Credit value

DEFINITION OF CREDIT

Based on MQF (2011), one credit is equivalent to 40 hours of notional student learning time.

Notional learning hours is the time required for an 'average learner' to achieve the learning outcomes through all learning activities including attending formal teaching sessions, laboratories work, group work involvement, self reflection on prior knowledge and experience, preparation prior to formal learning sessions, personal programme planning, private study and revision, and assessment of learning, among others.

How does OBE work?

Basically OBE answers **these questions**:

What do you want the students to learn?

Why do you want them to learn it?

How can you best help students to learn it?

How will you know what they have learnt?

How OBE approach answer those questions?

1. **Defining course outcomes** to explicate what a student is expected to know/understand,
2. **Providing learning activities** to attain these outcomes;
3. **Assessing the students** through the use of explicit assessment criteria as performance indicator.

How OBE can help to improve the teaching and the quality of learning?

1. **Clarity of focus** - Teachers must be focused on what they want students to know/understand
2. **Designing down –** Clear definition of the curriculum design with clear outcomes that students are to achieve by the end of the program.
3. **High expectations -** Teachers can establish challenging standards of performance in order to encourage students to engage deeply in what they are learning.
4. **Expanded opportunities -** Teachers strive to provide opportunities for all students based on the idea that not all learners can learn the same thing in the same way and in the same time.

Also, OBE is a requirement from **qualification bodies** / **professional bodies** such as MQA, MOHE, BEM and EAC

Agensi Kelayakan Malaysia
Malaysian Qualifications Agency

LEMBAGA JURUTERA MALAYSIA

KEMENTERIAN PENGAJIAN TINGGI · MALAYSIA · MINISTRY OF HIGHER EDUCATION

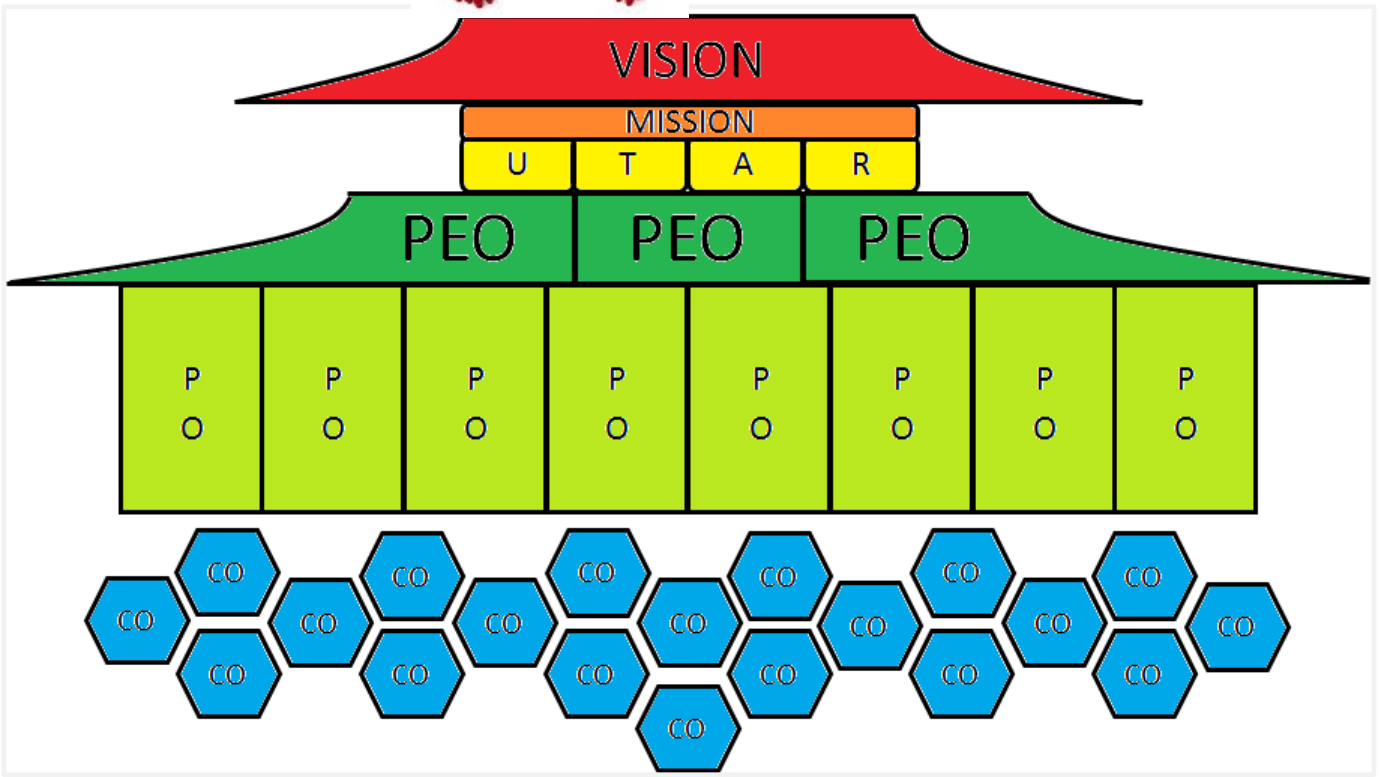
EAC
ENGINEERING ACCREDITATION COUNCIL MALAYSIA

OBE framework in UTAR

Professional Level

Programme Level

Course Level



Vision of UTAR:

UTAR to to be a global university of educational excellence with transformative societal impact.

Mission of UTAR:

- **U**niversal values in our beliefs (M1)
- **T**enacity in overcoming challenges (M2)
- **A**gility in facing new frontiers (M3)
- **R**esponsibility in pursuit of excellence (M4)

What are PEO, PO and CO?

PEO is **Program Educational Objectives** which address the graduates attainment within 3-5 years after their graduation.

PO is **Program Outcomes** the students should have achieved by graduation time; address Cognitive (C), Psychomotor (P), and Affective (A) to be attained by students.

CO is **Course Outcome** that describes what STUDENTS are expected to **KNOW** and be able to **PERFORM** after completing a course

PEO (Program Educational Objectives) address the graduates attainment within 3-5 years after their graduation

The PEOs of **Bachelor of Science (Honours) Software Engineering** are to produce:

PEO 1: Graduates competent in the development and management of software intensive systems

PEO 2: Graduates capable of communicating and working with diverse groups of people.

PEO 3: Graduates capable of professional development and the betterment of the Software Engineering profession and society.

PO (Program Outcomes) should be achieved by the students upon graduation time.

Mapping of PO to PEO

PEO	Programme Outcomes (PO)											
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12
PEO 1	√	√	√	√	√							
PEO 2									√	√		√
PEO 3						√	√	√			√	

EXAMPLE

CO (Course Outcomes) are expected to be achieved by every student after completion of a course.

UECS3294 Advanced Web Application Development

CO1 - Build interactive and database-driven web applications using a web application framework and model-view-controller (MVC) software architecture.

CO2 - Build web applications with user authentication and authorization using cookies, session and role-based access control (RBAC).

CO3 - Use tools to manage application dependencies, assets and data migrations.

CO4 - Develop client-side scripts using a JavaScript library.

Mapping of CO to PO

CO	Programme Outcomes (PO)											
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12
CO 1	√											
CO 2				√								
CO 3			√									
CO 4		√										

EXAMPLE

- Each CO contributes to the **achievement of PO** via curriculum design, course delivery and assessment tasks that are most appropriate to attain that CO.

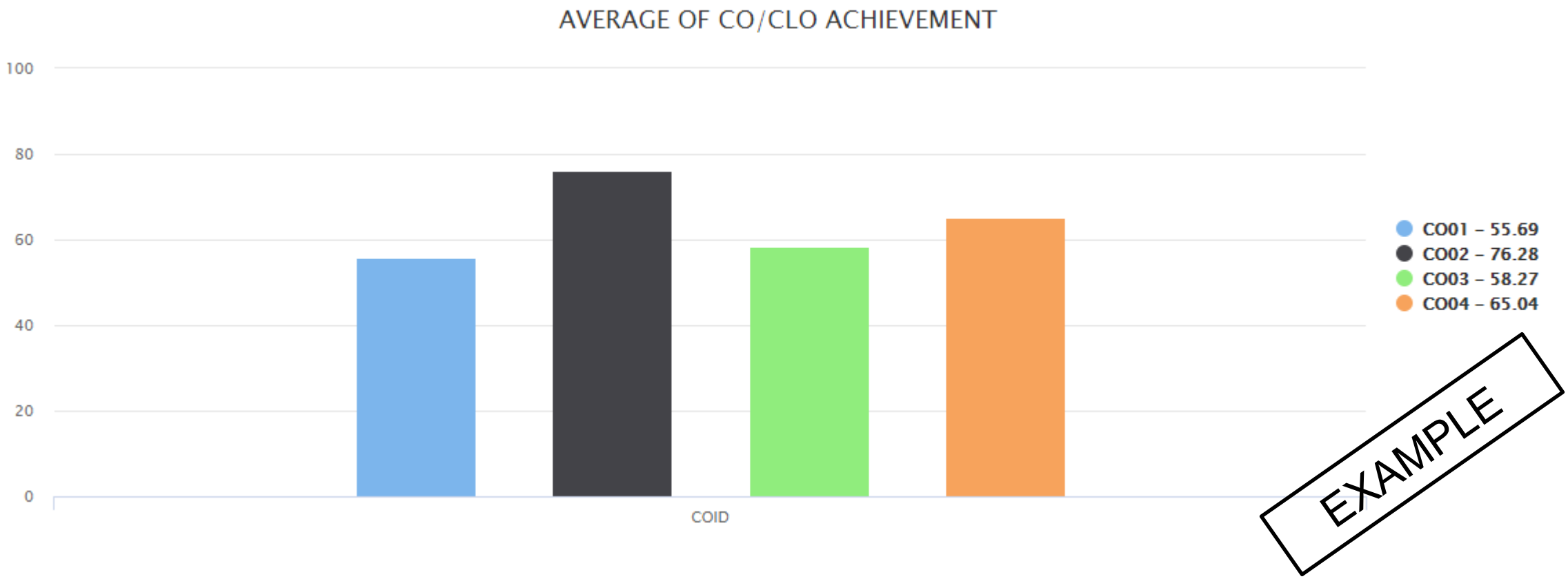
Assessment to CO Mapping

AQ to CO/CLO Mapping

Assessment Name	Coursework		Final Exam				
Question Description	Practical	Mid Term test	Q1	Q2	Q3	Q4	Q5
Question Group			Group 1	Group 2	Group 3	Group 4	Group 4
Require Answer	1	1	1	1	1	1	1
CO/CLO 1		✔	✔				
CO/CLO 2	✔						
CO/CLO 3				✔		✔	✔
CO/CLO 4					✔		

EXAMPLE

CO Achievement
(Performance indicator of students for lecturers to do Continuous Quality Improvement on the course)



Individual PO Achievement (to date)

MAY 2019												
COURSE		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
UEEA2263	INTRODUCTORY ELECTROMAGNETICS	N/A	83.04	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
UEEA2283	COMPUTER ORGANIZATION AND ARCHITECTURE	77.65	62.74	N/A	N/A	85.00	N/A	N/A	N/A	N/A	N/A	N/A	N/A
UEEA2353	DIGITAL SYSTEMS DESIGN	64.00	91.86	66.00	N/A	74.75	N/A	N/A	N/A	N/A	N/A	N/A	N/A
UEEA2633	MICROPROCESSOR AND MICROCONTROLLER SYSTEMS	66.00	72.06	70.67	N/A	83.40	N/A	N/A	N/A	N/A	80.00	N/A	N/A
UEET2513	ANALOGUE COMMUNICATIONS	96.32	82.12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Average	75.99	78.36	68.33	0.00	81.05	0.00	0.00	0.00	0.00	80.00	0.00	0.00

OCTOBER 2019												
COURSE		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
UEET2523	DIGITAL COMMUNICATIONS	89.67	100.00	87.88	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
UEME4253	PROJECT MANAGEMENT	74.80	85.00	N/A	N/A	N/A	N/A	77.50	N/A	N/A	N/A	N/A	70.00
	Average	82.23	92.50	87.88	0.00	0.00	0.00	77.50	0.00	0.00	0.00	0.00	70.00

EXAMPLE

GRAND AVERAGE												
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
	79.41	79.47	75.97	82.57	85.54	76.73	82.46	77.01	71.44	77.38	64.67	70.16

Can check with Academic Advisor every trimester on your accumulated PO scores.