

Learning Outcome-based Instruction and Assessment: A Practical Case Study of “Teaching Principles” Course

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The model of learning outcome-based education focuses on student achievements. Teachers are encouraged to develop standards and guidelines for effectively assessing student-learning outcomes and promoting teaching quality. This study provided a practical case study on learning outcome-based instruction and assessment. This model was applied in a “Teaching Principle” course taught in 2012. The purpose was to reconstruct the course, teaching methods, and assessment activities based on the student-learning outcomes. Student feedback received after the conclusion of the course indicated that most of the students supported the learning outcome-assessment model. The primary outcomes were as follows: (a) definite learning objectives facilitated student learning; (b) combining theory and practice enabled students to apply what they learned; (c) a high level of student classroom participation improved student-teacher interactions; (d) diverse grading methods assisted students with varying abilities to show their strengths; (e) teachers and students could jointly establish and apply scoring rubrics during peer assessment, which provided students with a clear strategy for learning preparation; and (f) group learning allowed students to demonstrate communication and teamwork skills. However, several concerns were revealed during the model application: (a) although classroom participation improved, counseling was necessary for students who exhibited passivity toward participating in discussions; (b) the course content involved excessive materials and the course schedule was too fast-paced; (c) the student abilities of developing rubrics and peer assessment required further strengthening. Based on the results, the following proposals were made about improving university instruction and assessment: (a) combining teaching, learning and assessment effectively would improve teaching quality; (b) with a paradigm shift from teaching to learning, university professors should substantially improve personal teaching professionalism; (c) classroom learning activities should be

revised based on the concept of flipped classroom; and (d) given that assessment is perceived as part of learning, specific rubrics should be used to guide learning.

Keywords: learning outcome-based education, students' learning outcomes-based assessment model, teacher education, higher education

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