

Outcome-based Teaching Learning (OBTL)

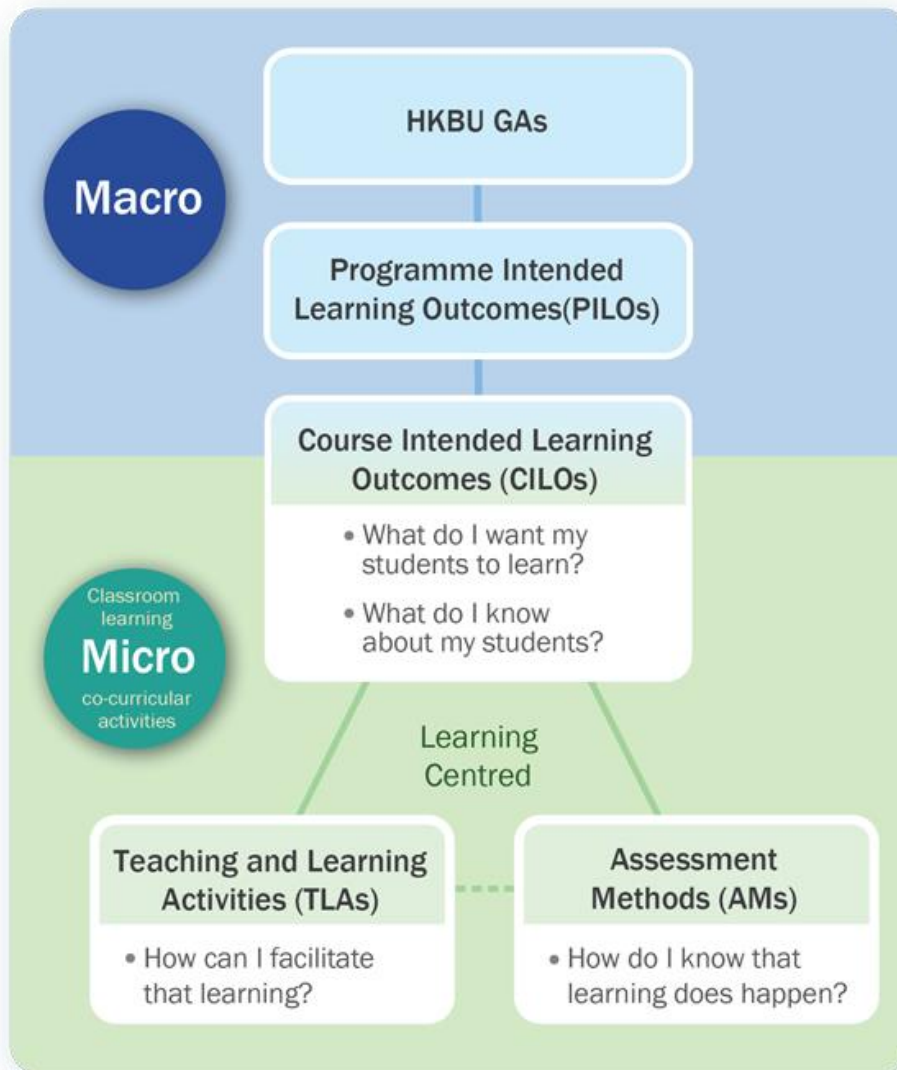


Figure 1. OBTL, Constructive Alignment & QA Mechanism

Outcome-based Teaching Learning (OBTL) is focused not on what the teacher intends to teach but rather the emphasis is on what is the outcome from the learner of that teaching is intended to be. The basic premise of OBTL is that the **teaching and learning activities (TLAs)** and **assessment methods (AMs)** are **constructively aligned** (Figure 1) with the **intended learning outcomes (ILOs)** for the course. In other words, the outcomes determine the curriculum content, the teaching methods and strategies, and the assessment process. The outcomes also provide a framework for curriculum evaluation.

OBTL, at the course/micro level, expects constructive alignments between the ILOs, TLAs and AMs such that the learners know what is expected of them (ILOs); be facilitated to achieve the set outcome via well-structured TLAs and be properly assessed for competency in achievement of said ILO via suitable AMs.

At the macro level, the course ILOs are also constructively aligned to the Program ILOs, where therein are aligned to the HKBU Graduate Attributes such that the learner can achieve these attributes at graduation.