

UNIVERSITY OF THE ASSUMPTION | School of Education | Educ 3A

C-EDUC10: Building & Enhancing New Literacies Across the Curriculum

Spring Semester AY 2022-2023



Session 11

Outcomes-Based Educational Literacy

Image credits:

<https://www.eklavya.com/blog/outcome-based-education-2023/>





What does the picture tell?



Image credits: <https://philippinesreport.com/wp-content/uploads/2019/10/Govt-eyes-increase-in-teachers-wages-this-year.jpg> and <https://www.linkedin.com/pulse/best-traits-filipino-workers-make-them-/>



Features of the K to 12 Curriculum

*Learner-centered,
inclusive and research-
based.*

*Standard and competence
based, seamless,
decongested*

*Culture-responsive and
culture-sensitive,
integrative and
contextualized, relevant
and responsive.*

*Flexible, ICT-based,
and global.*



DEPARTMENT OF EDUCATION



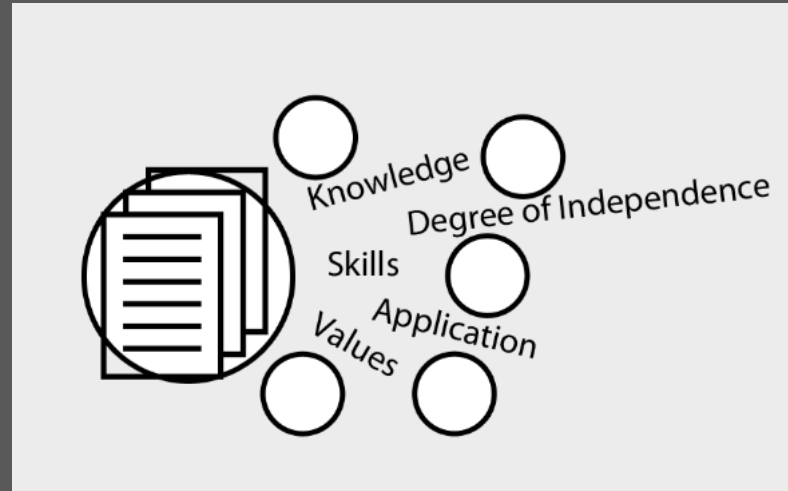


CHED:

**HEIs to transcend the “glocal”
Filipino students to become
productive nation builders armed
with values, knowledge, and skills
(CMO46 s. 2012, Art.1)**



What is a QUALIFICATION?



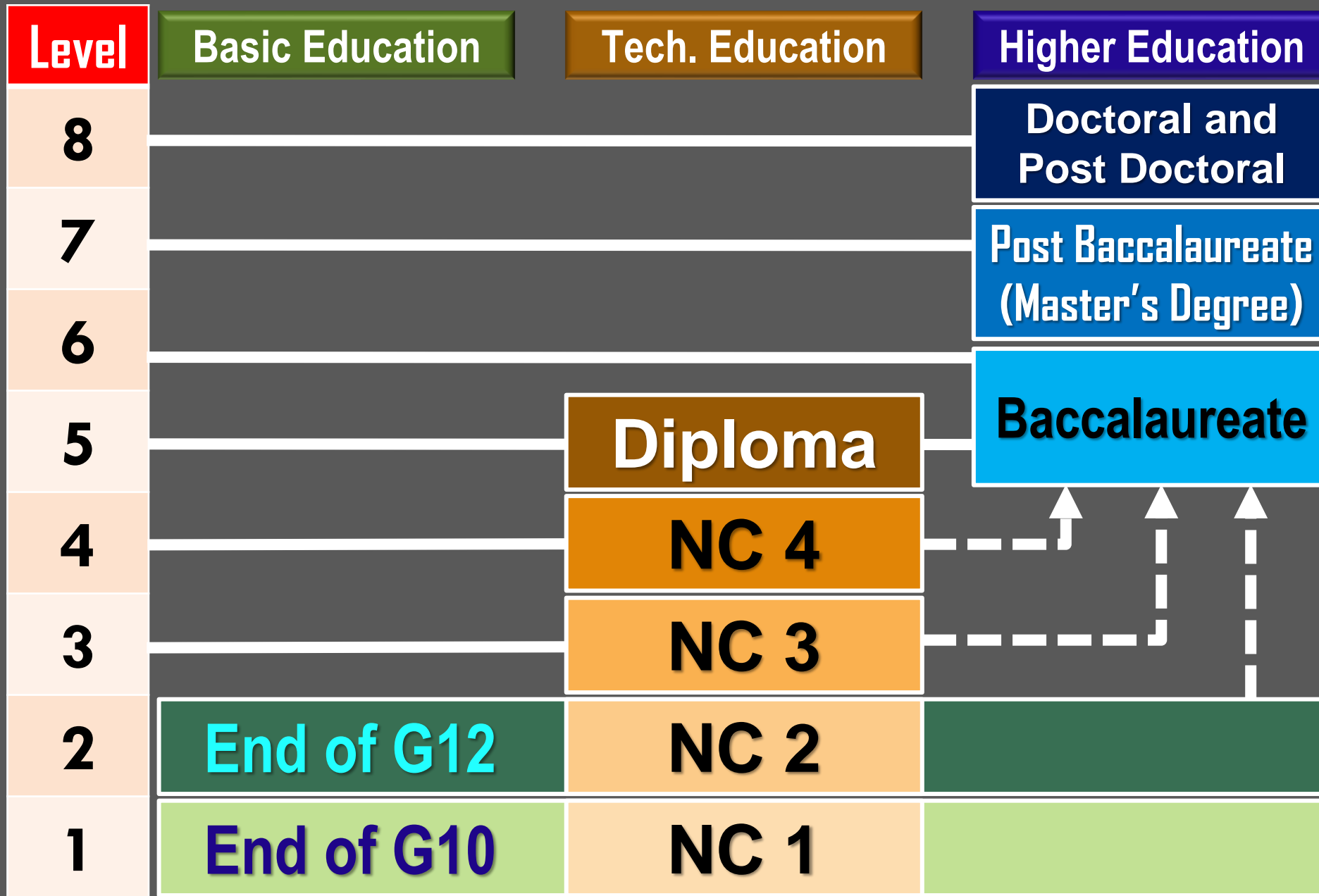
Qualification refers to the formal certification that a person has successfully achieved **specific learning outcomes** relevant to the identified academic, industry or community requirements. A Qualification confers official recognition of value in the labor market and in further education and training.

PHILIPPINE QUALIFICATIONS FRAMEWORK

PQF Law
RA 10968 on
January 16, 2018

<https://pqf.gov.ph/>





PHILIPPINE QUALIFICATIONS FRAMEWORK

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Level **Basic Education** **Tech. Education** **Higher Education**

- 8
- 7
- 6
- 5
- 4
- 3
- 2
- 1



Baccalaureate

Graduates of any baccalaureate degree should "have demonstrated broad and coherent knowledge and skills in the field of study for professional work and lifelong learning, engaged in professional research with some degree of independence in terms of a related field with minimal supervision.

PHILIPPINE QUALIFICATIONS FRAMEWORK

PQF Law
RA 10968 on
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TODAY'S SESSION OBJECTIVES



- 1. To differentiate deferred and immediate learning outcomes and explain how they are used in curriculum development;**
- 2. To construct valid outcomes-based learning objectives to be the main references of daily lessons, learning activities, and assessment; and,**
- 3. To design performance-based tasks in assessing learning outcomes.**



Hmmmm...

Deepening our thoughts

What is the difference between
an **OUTPUT** and an **OUTCOME**?

OUTPUT of teaching?

knowledge

OUTCOME of teaching?

practice



How is OBE manifested in the Curriculum?

- Learning is envisioned as what students CAN DO
- Follows the cognitive-affective-psychomotor development.
- Centered on students' actual performance
- Lifelong – Life-wide – Life-deep
- Learning outcomes direct the course of the teaching and learning experiences.



Immediate Outcome

our vision of what the students can do after teaching in school



Deferred Outcome

our vision of what the students can be after graduation from school

How is the curriculum designed from **OUTCOMES?**

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Immediate Outcomes

- ✓ Analytical ability in a Philosophy class
- ✓ Problem-solving skills in Math
- ✓ Oral communication proficiency
- ✓ Creative expression through essay-writing
- ✓ Technology utilization when presenting learning outputs
- ✓ Explaining how demand influences supply in Economics

Deferred Outcomes

- ✓ Being certified or registered professionals
- ✓ Successful in one's career as evidenced by a job promotion
- ✓ Holding credible positions in well-established organizations
- ✓ The owner of a reputable business company
- ✓ A model of good governance as an elected public servant

How is the curriculum designed from OUTCOMES?



Immediate Outcomes

Performance Tasks



Deferred Outcomes

Graduate Attributes



How is the curriculum designed from **OUTCOMES?**

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Immediate Outcomes

Performance Tasks



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- Behavioral demonstrated
- Observable seen, heard, felt
- Measurable can be quantified
- Practical achievable, doable



Crafting the PERFORMANCE-BASED LEARNING OUTCOMES

Action verb

Object of the action

Performance Task

Verb that denotes
observable behavior
within human
imagination



Crafting the PERFORMANCE-BASED LEARNING OUTCOMES

Action verb

**Infinitive (To...)
Gerund (-ing)**

Object of the action

Performance Task



Crafting the PERFORMANCE-BASED LEARNING OUTCOMES

Action verb

Object of the action

Performance Task

**Concept or topic
resulting from
the action**



Crafting the PERFORMANCE-BASED LEARNING OUTCOMES

Action verb

Object of the action

Performance Task

Manner, activity, movement, production, choreography, project, program, or skillset also serving as the assessment tool



Crafting the PERFORMANCE-BASED LEARNING OUTCOMES

Action verb

Object of the action

Performance Task

*by, by means of,
through, with, in the
form of, utilizing,
using, etc.*



Crafting Learning Outcomes:

Topic: Origin of the Solar System

To explain how the Solar System formed according to the **Big Bang Theory** using a simulation model

Action verb + **Object of the Action** + **Performance Task**



Crafting Learning Outcomes:

Topic: Cupcake Making

Preparing a cupcake by means of a no-bake procedure

Action verb + **Object of the Action** + **Performance Task**



Crafting Learning Outcomes:

Topic: Death Penalty

To deliberate on the pros and cons of imposing
death penalty through a debate

Action verb + **Object of the Action** + **Performance Task**



Crafting Learning Outcomes:

Topic: Servant Leadership

Demonstrating the principles of servant leadership
in the form of a one-day community outreach
program

Action verb + **Object of the Action** + Performance Task



Crafting Learning Outcomes:

Topic: Global Warming

To discuss the harmful effects of the accumulation of greenhouse gases in the atmosphere by using a diagrammatical representation electronically or non-electronically

Action verb + **Object of the Action** + **Performance Task**



What test may assess whether a student has learned the procedure in extracting oil from herbs?

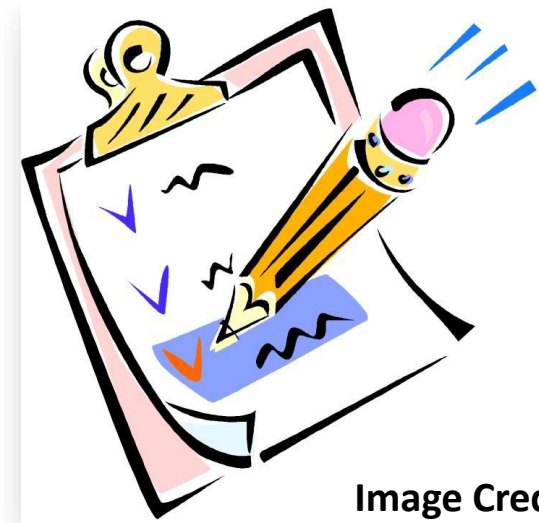


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What test may assess whether a student could actually extract oil from herbs?



What test may assess whether a student has learned the procedure in extracting oil from herbs?

**Knowledge
Skills**

**Performance
Skills**

What test may assess whether a student could actually extract oil from herbs?



Gauging Learning

KNOWLEDGE SKILLS



Theory, rule, conclusion, and principle learners can discuss



What learners can identify, define, explain, characterize, justify, interpret, evaluate, decide

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Gauging Learning

PERFORMANCE SKILLS



What learners are able to DO as results of learning from the lessons



Concrete and practicable actions that learners can present as evidence of learning

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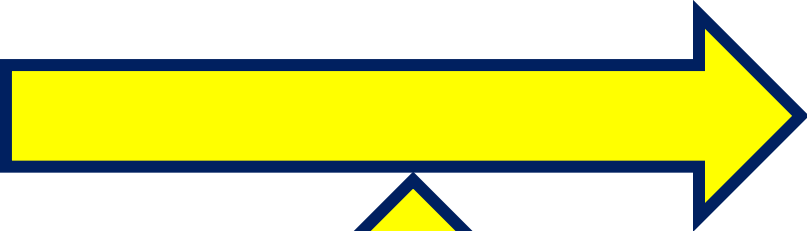
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The Learning Process

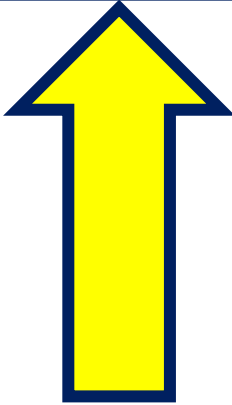
**Knowledge
Skills**

COGNITIVE



**Performance
Skills**

PSYCHOMOTOR



Valuing Skills

AFFECTIVE



How do we score performance?

AUTHENTIC ASSESSMENT is a **measure** of behavior, competence, and performance for the purpose of *quantifying the qualities of learning...*

... with the use of a
VALID RUBRIC.



Types of Rubrics

Scalar

Sample Rubric for Grading a Speech about Extra-Judicial Killing in the Philippines

Criterion	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Negligible (1)	Not evident (0)
Relevance of the content to the topic/theme						
Chronology of thoughts according to the significance						
The appeal of the ideas to the listeners						
Language proficiency						
Overall conduct (eye contact, gestures, facial expression, movements, etc.)						



Types of Rubrics

Holistic

Sample Rubric for Grading a RESEARCH AGENDA (R.A.)

Chosen Topic/Title: **CONSTRUCTIVISM IN**

1. Manuscript (30 points)

A. Accuracy and Truthfulness of Data Presented (10 points) = _____

- Data are supported with citation = 7 points = ____
- Ideas are coherent with one another = 3 points = ____

B. Adherence to the Philosophy of Constructivism (10 points) = _____

- The four stages are clearly and correctly explained = 8 points (2 points each) = ____
- Constructivism is related to the topic = 2 points = ____

C. Order of the Presentation of Data and Analyses (10 points) = _____

- Statements are clear and understandable = 3 points = ____
- There is unity and consistency of thoughts = 3 points = ____
- The results and discussion are practical = 4 points = ____

2. Presentation (20 points)

D. Logic and Organization of the Presentation (15 points) = _____

- The flow of the discussion is smooth and spontaneous = 6 points = ____
- The parts of the research agenda are complete = 4 points = ____
- The presenter(s) master(s) the research content = 5 points = ____

E. Use of Media (5 points) = _____

- The media used are appropriate to the R.A. = 2 points = ____
- The contents are clearly understood and facilitative = 3 points = ____

GRAND TOTAL = _____

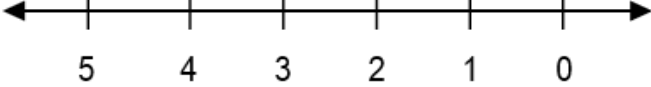


Types of Rubrics

Analytic

Sample RUBRIC FOR GRADING A PORTFOLIO IN PRACTICAL LEARNING

I. The Synthesis (20 points): ____

Criterion (Maximum Score)	Exemplary	Standard	Unsatisfactory	Negligible or Not Evident
Relevance of Content to Outcomes-based Education (O.B.E.) (8 points)	The opening statement talks about the highest benefit of using O.B.E. in innovating teaching strategies, and the remaining sentences relate O.B.E. to the activities in class throughout the semester (8)	The opening statement is related to O.B.E. but is not necessarily a statement of benefit or significance; the rest are relevant. (7, 6, 5)	One or more statements contradict or are false statements regarding O.B.E. (4, 3, 2)	More than half or <u>all</u> of the concepts do not relate to O.B.E. (1, 0)
Coherence of ideas to the 21 st century teaching-learning standards (7 points)	All the 7C's of 21 st Century Learning are correctly mentioned and are coherently related to innovative teaching with examples of experiences in class. (7)	Four to six of the 7C's of 21 st Century Learning are correctly mentioned, <u>whether or not they are linked with innovative teaching strategies.</u> (6, 5, 4)	One to three of the 7C's of 21 st Century Learning are correctly mentioned, <u>whether or not they are linked with innovative teaching strategies.</u> (3, 2, 1)	None of the competencies of 21 st Century Learning is substantially mentioned. (0)
Language Proficiency (5 points)	Well organized, grammatically correct, not too wordy, very precise, and brief	Grade Range 		More than half of the Content has grammar, vocabulary, and language errors.

WARNING ON PLAGIARISM!

The entire Synthesis should be the student's original; thus, no citation is allowed. If any part of it is copied and/or lifted from any source, the Synthesis will be invalid and equivalent to a score of zero (0).



Outcomes-based educational literacy means that the teacher designs the curriculum by starting with a clear picture of what the learner CAN DO after instruction. A relevant performance task derived from the immediate learning outcome is required as evidence of learning that is assessed using a valid rubric.

CONCLUSION



References:

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