Constructively aligned practices:
An OBTL e-learning tool for teachers

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If you were running the university, would you deal with the problem by:

a) Raising the up-front fee for drinking?

b) Buying organic orange juice (that would be nice!)?

c) Scrapping the up-front fee and charge people for what they drink?
Do you like TV ads?

British/American/Cantonese/Japanese
Key words: cultural values

1. a. Please help me to define [cultural values]
b. Why is it so important to analyze and compare [cultural values]?

2. If you had to ask students to identify/reflect on [cultural values] what activity/ies in class would you require them to do?

3. How would you assess it?
Making it meaningful

- Meaningful lessons/lectures are presented in vocabulary that makes sense to the students.
- New terms are clarified through ties with more familiar words and ideas.
- Meaningful lessons are well organized, with clear connections between the different elements of the lesson, and have outcomes.
- Meaningful lessons make natural use of old information to help students understand new information through examples or analogies and thus “construct” knowledge.
Dale’s Cone of Experience

People Generally Remember:
- 10% of what they Read
- 20% of what they Hear
- 30% of what they See
- 50% of what they hear and see
- 70% of what they say and write
- 90% of what they do

People Are Able To: (Learning Outcomes)
- Define
- List
- Describe
- Explain
- Demonstrate
- Apply
- Practice
- Analyze
- Design
- Create
- Evaluate

- Design/Perform a Presentation - Do The Real Thing
- Simulate or Model a Real Experience
- Design Collaborative Lessons
- Participate in Hands-On Workshop
- Watch A Demonstration
- Attend Exhibit/Sites
- Watch Video
- View Images
- Read
- Hear
Overview

Recognising that many of us lead busy lives, particularly during semester time, we have been designed this practical website to

- provide a basic introduction to the concepts of OBTL and Constructive Alignment
- help you get started and provide you with ideas and examples of constructively-aligned Action Verbs, Teaching and Learning Activities, and Assessment Tasks (Teaching and Assessment Ideas Tool (T.A.I.T) Gallery)
Do you know what OBTL is?

- Student-centred approach.
- Curriculum topics expressed as Intended Learning Outcomes/ ILO’s.
- Teaching and Learning Activities/TLA’s designed to help students learn and achieve those outcomes.
What are Intended Learning Outcomes?

- Statements of what students are expected to be able to do as a result of engaging in the learning process (studying a lecture/course/programme).

They are:

- Expressed from the students' perspective.
- Expressed in the form of action verbs leading to observable and assessable behavior.
- Related to criteria for assessing student performance.

[Ideally no more than five outcomes per session/course]
Teaching and Learning Activities?

These are simply any activity which stimulates, encourages or facilitates learning of one or more Intended Learning Outcomes.

- it is important to ensure that the TLA is appropriate for the ILO and any subsequent Assessment Tasks.
- They can be as diverse as lectures, role play, internships, exchanges, discussions...
Before designing any Assessment Tasks, an important first step is to decide what performances would represent evidence that a particular learning outcome has been achieved.

A second step is to ensure that there is an alignment between the learning outcome and the evidence.

[The key to achieving alignment mainly rests with the action verbs that we choose which identify what it is a learner can do after successfully completing the Teaching and Learning Activity.]
Solo Taxonomy: Action verbs
The Teaching and Assessment Ideas Tool (T.A.I.T) Gallery

is provided as a prompt for you to start thinking about how you can design constructively-aligned Teaching and Learning Activities (TLA's) and Assessment Tasks (AT's)

- **concrete examples** (by faculties/programmes/courses)
- **possible suggestions** as a starting point for your own experience, imagination and creativity
Examples of ILO’s and TLA’s for Accounting Class
ILO’s: Provide accounting treatment for various foreign currency transactions

Difficulties:

- classification and differentiation among different types of foreign currency transactions
- Confusing: different treatment for different types of transactions

TLA’s: Create Concept Map in Lego Pieces
ILO’s

Provide accounting treatment for operating and finance lease

Difficulties:

- Different treatment on different stage of leases
- Numerous different lease terms -> different treatments
- Think on both parties’ perspectives

TLA’s

- Create systematic Table to clarify perspectives, stages, situations, and treatments
- Apply the table into situations
Apply measurement criteria for each category of financial instrument

**Difficulties:**

- Understanding measurement criteria is already hard for students with weak English.
- Measurement criteria on HKAS is only explained in words, not numbers.
- Do not have exposure (or even common sense) to financial instruments.

**TLA’s**

Incomplete class examples (situational) for each category
To calculate liability for post-employment benefits

Difficulties:

- New concept; no experience/exposure
- Calculation involves 5 separate steps with each having its own rule
- Calculation involves accounting for actuarial errors -> complicated
- Standards are long and hard to understand or to apply

In class Group competition to work on a case

- Need to provide supporting worksheet for students
ILO’s

Explain HKAS on post-employment benefits

Difficulties:

- Complete new concept
- Explanations Involve about 16 new terms
- Need to understand and remember the terms before they can understand or explain the standards.

TLA’s

Visual Signals to **illustrate and humanize** the concept
- **Pictionary game** to understand and remember the terminology right away

Strategic Teaching Enhancement Program
To recap

- Quite simply, OBTL is a **student-centred approach** to learning and teaching.

- **OUTCOMES** describe what the **learners** will be able to do when they have completed their course or programme. They are expressed from the **students' perspective** so most outcomes statements begin with the phrase: "By the end of this course/programme **you** will be able to . . . "

- There are **two parts** to constructive alignment:
  - Students construct meaning from what they do to learn.
  - The teacher aligns the planned learning activities with the learning outcomes.

- **Try to have as much fun as we had when we designed the examples!**
Thank you!