TRƯỜNG ĐẠI HỌC KINH TẾ QUỐC DÂN HÀ NỘI

LYDINC Love Your Design Lead Your Development

Education Quality International
Quality Education Quality Life

Modern Approach of OBE World-Wide and OBE in Economics, Management and Business

12 July 2024
9.45am – 10.30am
(Online)

Mr. Johnson Ong Chee Bin

Education Quality International
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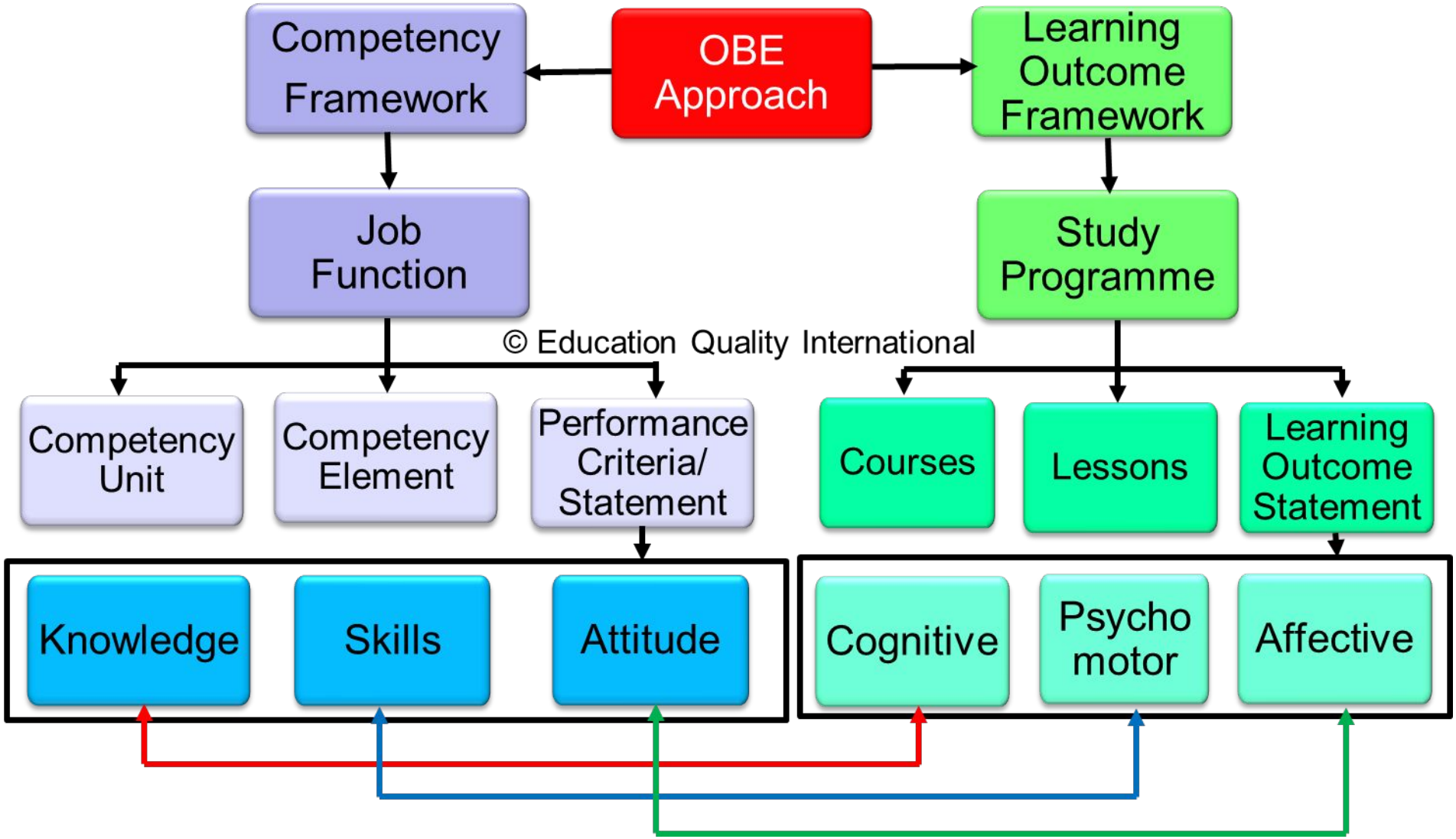
Outline

- Approaches to OBE
- OBE Framework for Future-Ready Curriculum Design
- The Future of Economics, Business and Management
- PDCA of OBE Implementation

Approaches to OBE

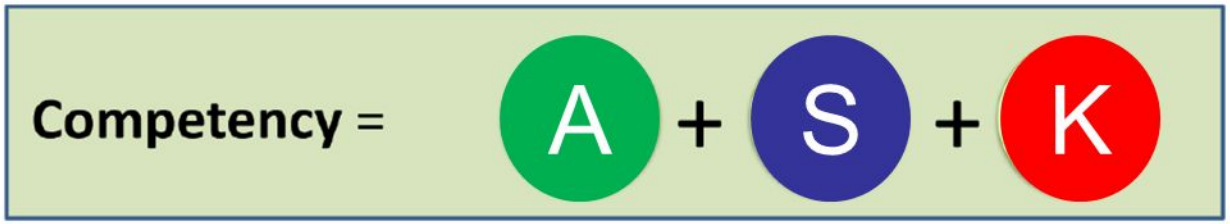
Approaches to OBE



Competency Framework

What is Competency?

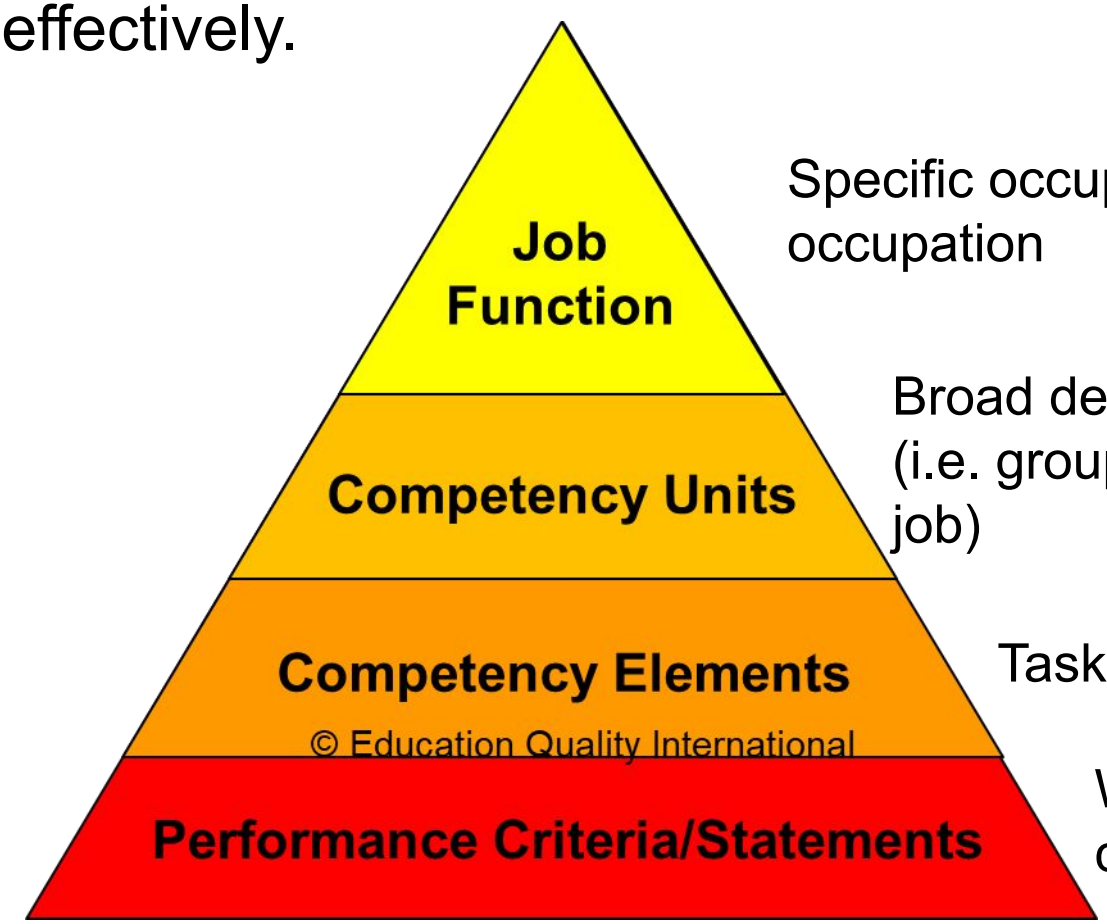
- A **competency** is a measurable set of attitudes, skills and knowledge (ASK) that a person needs to perform a task effectively.
- Several competencies are required for a job.
- Often used by employers to describe the desired characteristics of graduates or their employees.



Source: Singapore Workforce Development Agency – Quality Assurance Division Develop Competency-Based Assessment Plans Version 1.1 (14 October 2012)

Competency Framework

Competence describes the level of proficiency in applying the set of attitudes, skills and knowledge to perform a task effectively.



Specific occupational area of an occupation

Broad description of a competence (i.e. group of tasks or functions of a job)

Tasks performed in a function

What a job holder does in completing a task effectively

Competency Framework

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CORE COMPETENCIES for the SPECIALTY OF CONTACT LENS PRACTICE 2011
The ability to manage the fitting and aftercare of contact lenses

Unit of Competency	Elements of Competence	Performance Criteria	Indicators
1.Communication *The ability to communicate effectively with the patient and any other appropriate person involved in the care of the patient, with English being the primary language of communication*	**1.1 The ability to communicate effectively with a diverse group of patients with a range of optometric conditions and needs**	1.1.1Obtains relevant history and information relating to general health, medication, family history, work, lifestyle and personal requirements.	Asks appropriate questions to obtain a full history. Employs appropriate strategies to understand the patient's needs by not interrupting and then summarising to check understanding.
		1.1.2 Elicits the detail and relevance of any significant symptoms.	Employs an appropriate mix of questions to elicit information from patients, for example, open and closed questions.
		1.1.3 Identifies and responds appropriately to patients' fears, anxieties and concerns about their visual welfare.	Establishes and maintains a good professional and clinical relationship with the patient to inspire trust and confidence. Recognises emotion in patients. Explores patient concerns and provides reassurance where appropriate, using explanations that are relevant to that patient.
	1.2 The ability to impart information in a manner which is appropriate to the recipient	1.2.1 Understands the patient's expectations and aspirations and manages situations where these cannot be met.	Conveys expert knowledge in an informative and understandable way, for example, not using jargon. Explores the patients expectations and checks the level of understanding. Employs a patient-centred approach to understand the patient's perspective. Is able to empathise with and manage the patient's needs, resolving any problems to mutual satisfaction.
		1.2.2 Communicates with patients who have poor or non-verbal communication skills, or those who are confused, reticent or who might be misled.	Makes effective use of body language to support explanation. Demonstrates awareness of our own body language. Uses appropriate supporting material
		1.2.3 Discusses with the patient an understanding of systemic disease and its ocular impact, its treatment and the possible ocular side effects of medication.	Provides a layman's explanation of the ocular impact of a particular disease Uses appropriate supporting material, for example, diagrams or leaflets, and uses a range of different explanations where required to avoid repetition. Understands limitations of knowledge, referring the patient for advice where necessary

Source: https://studylib.net/doc/18050014/unit-of-competency-elements-of-competence-performance-cri...

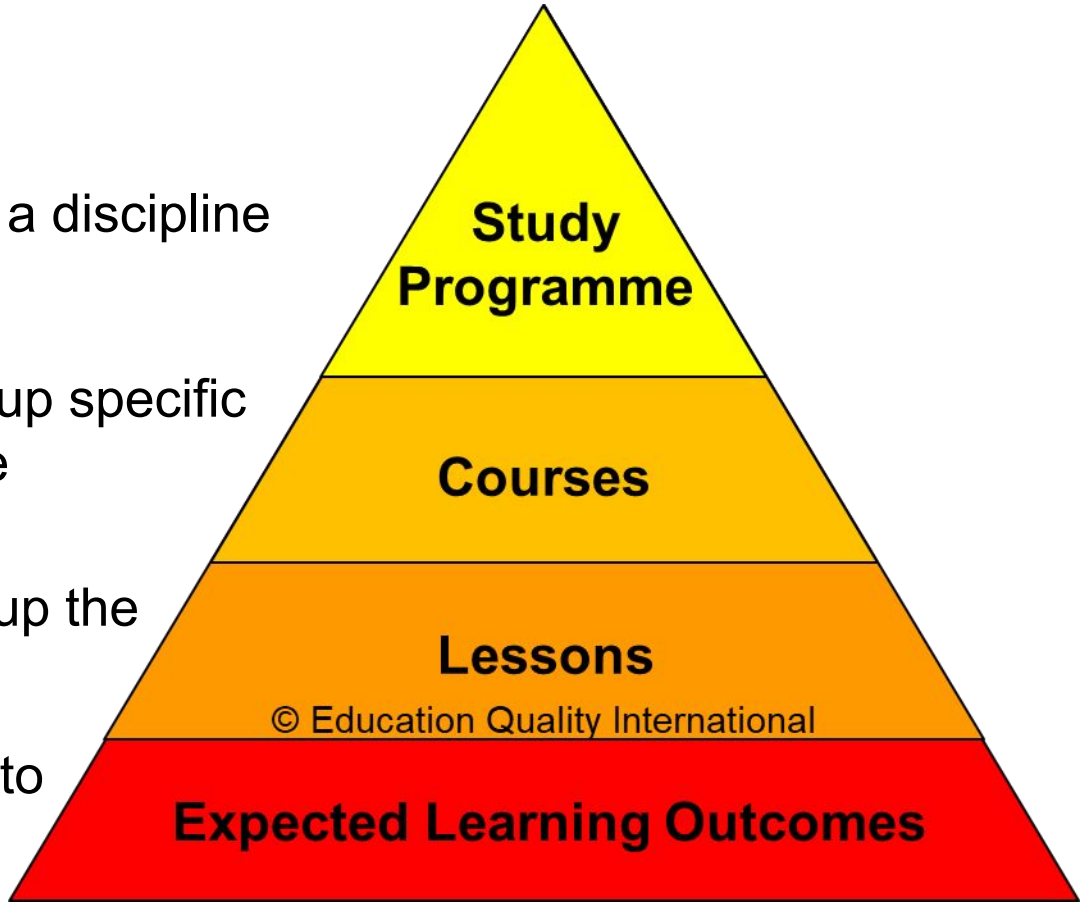
Learning Outcome Framework

Specific field of a discipline

Courses that make-up specific field of the discipline

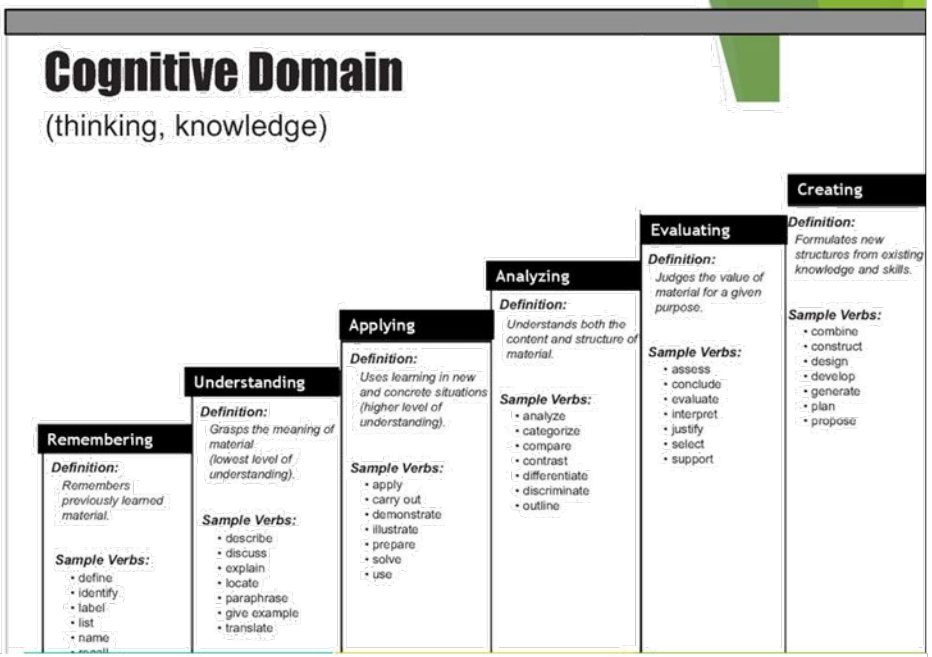
Lessons that make-up the syllabus of a course

What a learner expected to do or perform



Learning Outcome Framework

Vertically Aligned & Progressive



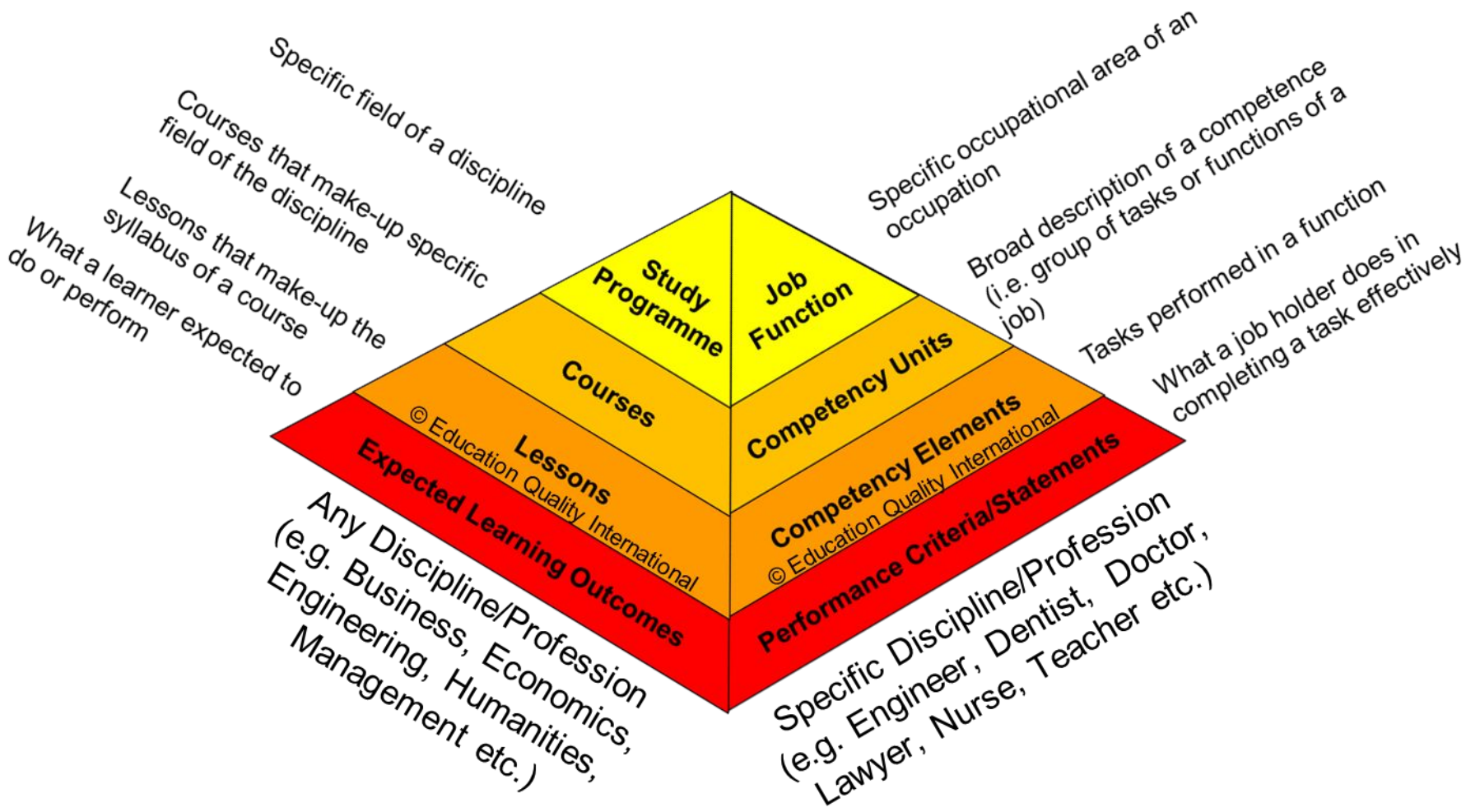
Source: https://slideplayer.com/slide/14705643/

Sample Learning Outcomes:

Context	Outcome
Lesson	Identify information that is missing from the historical record of children from the 17th century.
Course	Describe pathologic changes in terms of the colour, shape, size, texture, extent, and distribution, using both common English words and pathologic terms, through participation in a lab group discussion.
Program	Apply an integrated and broad foundation in life sciences to problems in human movement, physical activity, exercise and health.

Source: https://otl.uoguelph.ca/curricular-evaluation-assessment/learning-outcomes

Competency vs Learning Outcome Framework



OBE Framework for Future-Ready Curriculum Design

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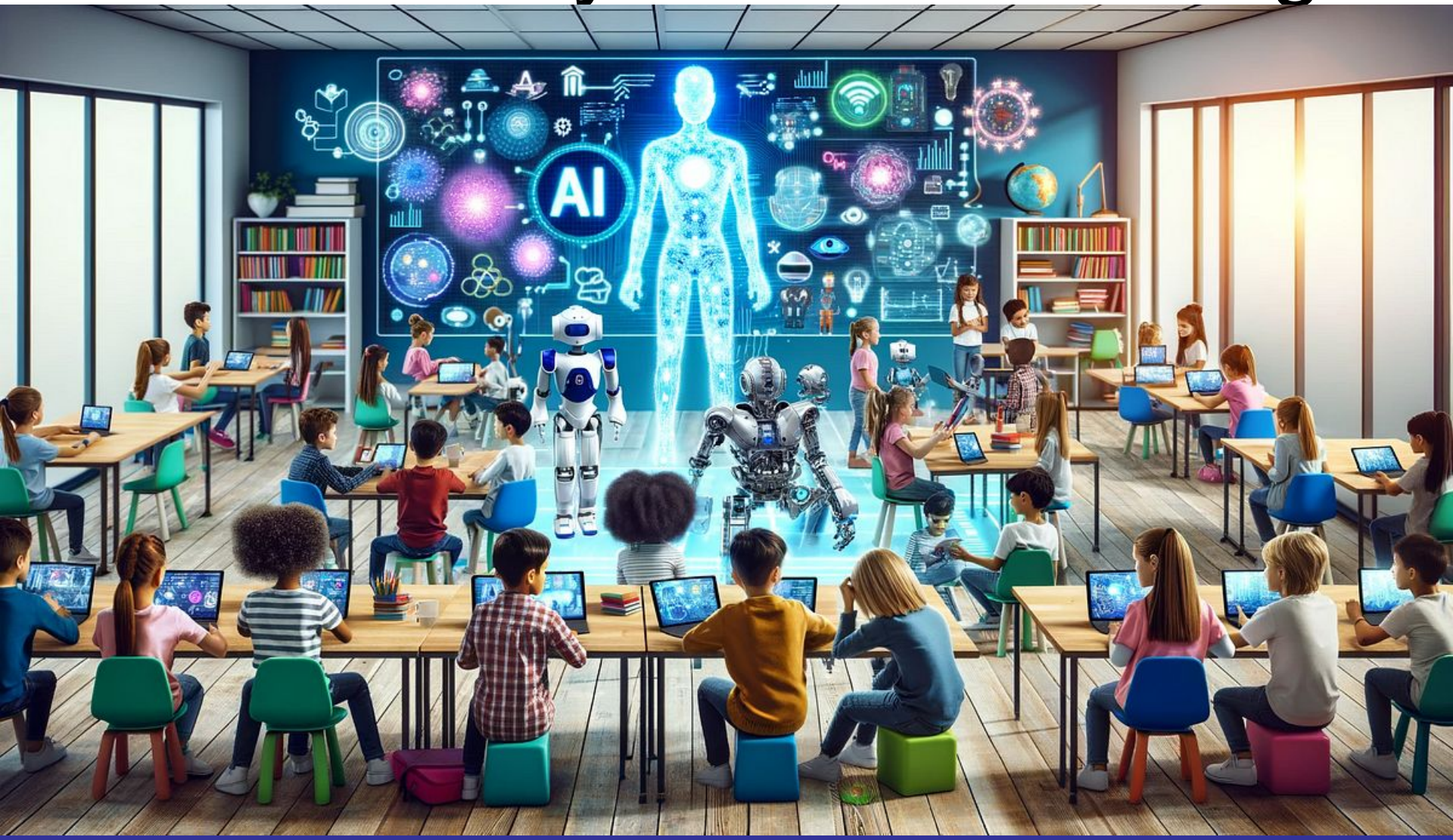


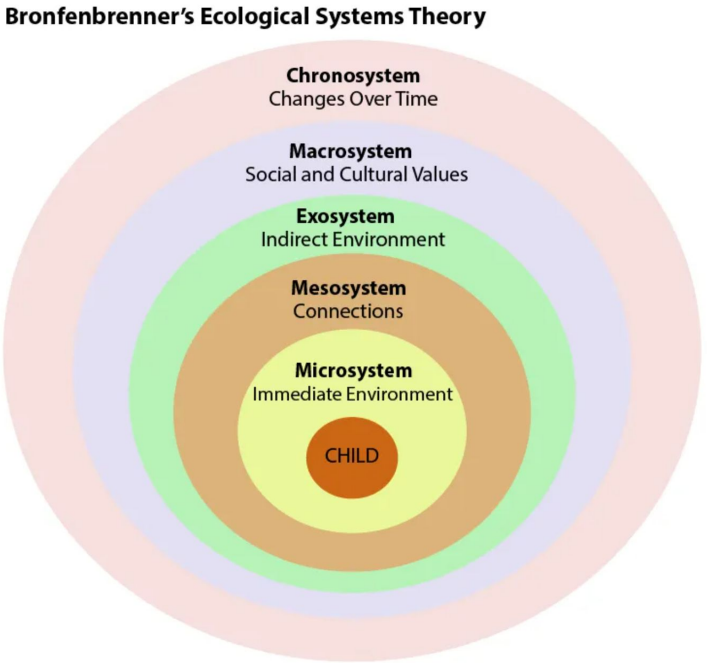
Higher Education Ecosystem

What is an ecosystem?

"An ecosystem is the set of living and non-living components related to each other at a particular time in a specific space."

Evans et al (1989)

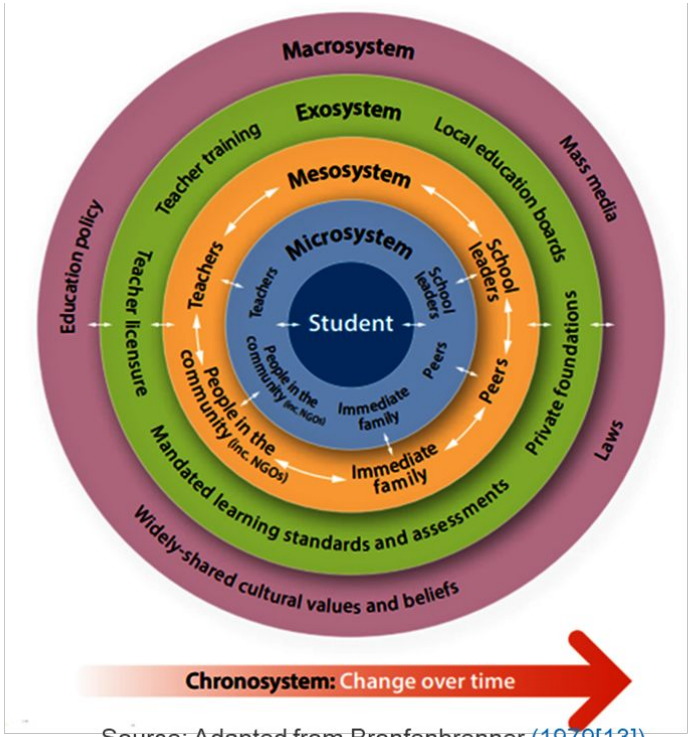
Urie Bronfenbrenner formulated the Ecological Systems Theory to explain how social environments affect children's development. The model organizes contexts of development into five nested levels of external influence: **Microsystem**, **Mesosystem**, **Exosystem**, **Macrosystem** and **Chronosystem**.



Source: What is Bronfenbrenner's Ecological Systems Theory?. (2019, May 3). The Psychology Notes Headquarters. https://www.psychologynoteshq.com/bronfenbrenner-ecological-theory/

Higher Education Ecosystem

- A network of interdependent organisations and people in a specific environment with partly shared perspectives, resources, aspirations and directions.
- The higher education ecosystem is dynamic and intricately related, change in one element creates change in the other elements and the overall environment.
- The alignment of various elements in the higher education ecosystem towards achieving the purpose of education is crucial.



Source: Adapted from Bronfenbrenner (1979[13]), developed by the OECD Education 2030 team (OECD, 2020[12]).

Higher Education Ecosystem

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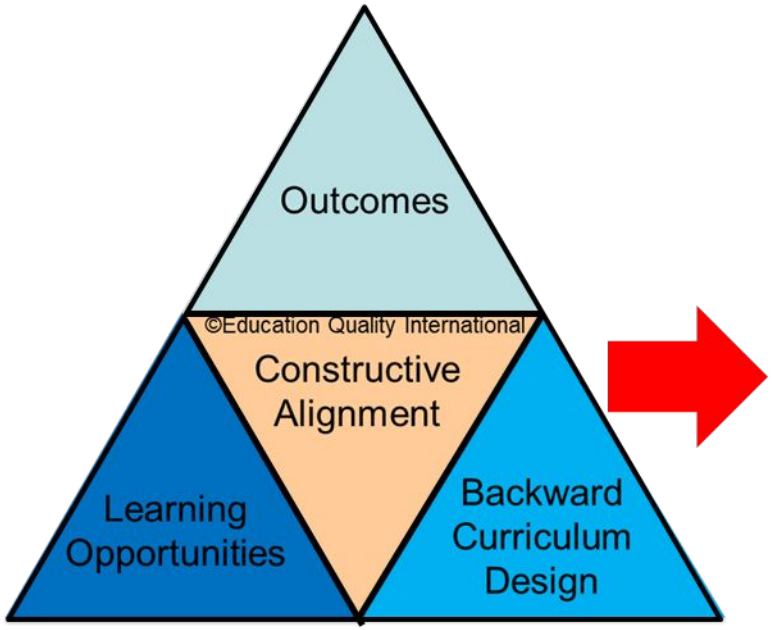
Table 2. The "new normal" in education

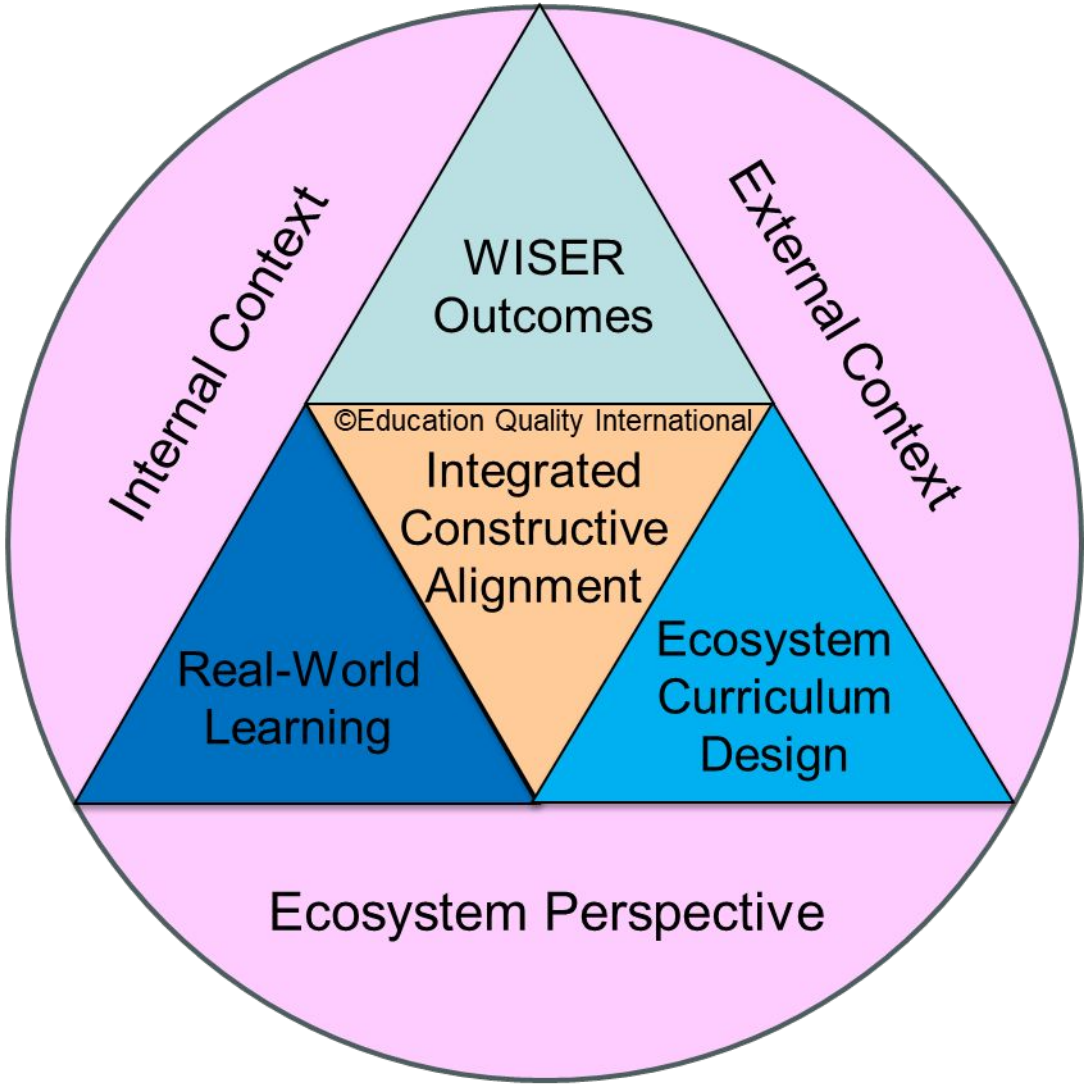
Features	Traditional education system	An education system embodying the "new normal"
Education system	Education system is **an independent entity**	Education system is **part of a larger eco-system**
Responsibility and stakeholders engagement	**Decisions made based on a selected group of people** and thus they become held accountable and responsible for the decisions made	**Decision-making and responsibilities shared among stakeholders**, including parents, employers, communities, and students
	Division of labour (Principals manage schools, teachers teach, students listen to teachers and learn)	**Shared responsibility** (everyone works together and assumes responsibility for a student's education and students also learn to be responsible for their own learning)
Approach to effectiveness and to quality of school experience	**Outcomes most valued** (student performance, student achievements are valued as indicators to evaluate systems for accountability and for system improvement) **Focus on academic performance**	**Valuing not only "outcomes" but also "process"** (in addition to student performance and student achievements, students' learning experiences are in and of itself recognised as having intrinsic value) **Focus on not only academic performance but also on holistic student well-being**
Approach to curriculum design and learning progression	**Linear and standardized progression** (the curriculum is developed based on a standardised, linear learning-progression model)	**Non-linear progression** (recognising that each student has his/her own learning path and is equipped with different prior knowledge, skills and attitudes when he/she starts school)
Focus of monitoring	**Valuing accountability and compliance**	**System accountability as well as system improvements** (e.g. continuous improvement through frequent feedback at all levels)
Student assessment	**Standardised testing**	**Different types of assessments used for different purposes**
Role of students	Learning by listening to directions of teachers with emerging student autonomy	Active participant with both **student agency and co-agency** in particular with teacher agency

Source: OECD Future of Education and Skills 2030

OBE Ecosystem Framework



OBE Framework (Conventional)



OBE Framework (Ecosystem)

WISER Outcomes

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SMART Outcomes		WISER Outcomes	
Specific	Concise, well-defined statements with active verb, object and context of what students will be able to achieve or perform.	**W**ork of the future	ELOs should be formulated based on work of the future that are 5 years ahead of time.
Measurable	Learning outcomes use active verbs that are measurable or observable through student assessment.	**I**ntegrated constructive alignment	ELOs are vertically and horizontally constructively aligned from ecosystem to microsystem.
Attainable	The domain and level of learning outcomes are realistic for students to achieve considering the knowledge, skills & attitude, and resources.	**S**ignificance & SMART	ELOs should be of significance that are based on real-life roles and written with the SMART principle
Relevant	The learning outcomes are aligned with the expected outcomes of the programme and the needs of the stakeholders.	**E**cosystem perspective	ELOs are formulated in consideration of the contextual factors and stakeholders' needs in the ecosystem
Time	The required time for students to achieve the learning outcomes is specified and realistic.	**R**eal-world Learning	ELOs, teaching & learning and student assessment are related to the real world.

Ecosystem Curriculum Design

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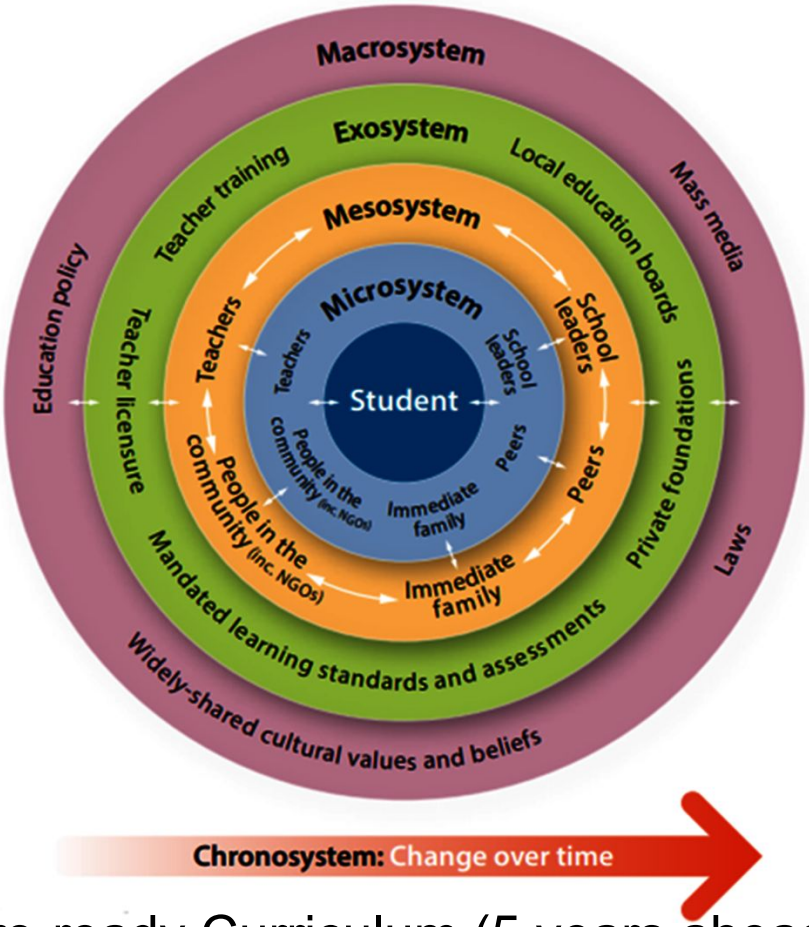
Ecosystem (outside-in and inside-out)



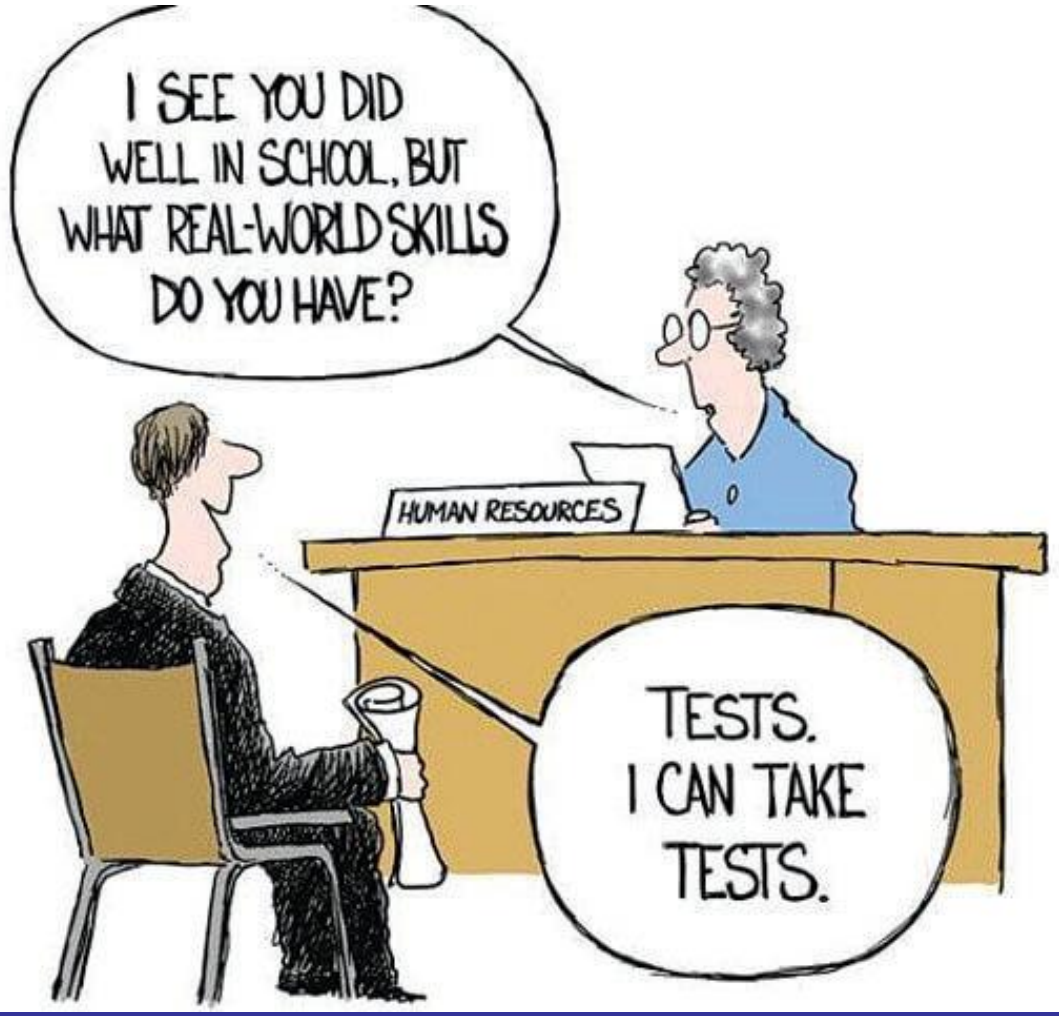
The system to design curriculum requires both <u>outside-in</u> (ecosystem) and <u>inside-out</u> (microsystem) approaches.

Future-ready Curriculum (5 years ahead of today)

Source: Adapted from Bronfenbrenner (1979[13]), developed by the OECD Education 2030 team (OECD, 2020[12]).

Real-World Learning

What is real-world learning?



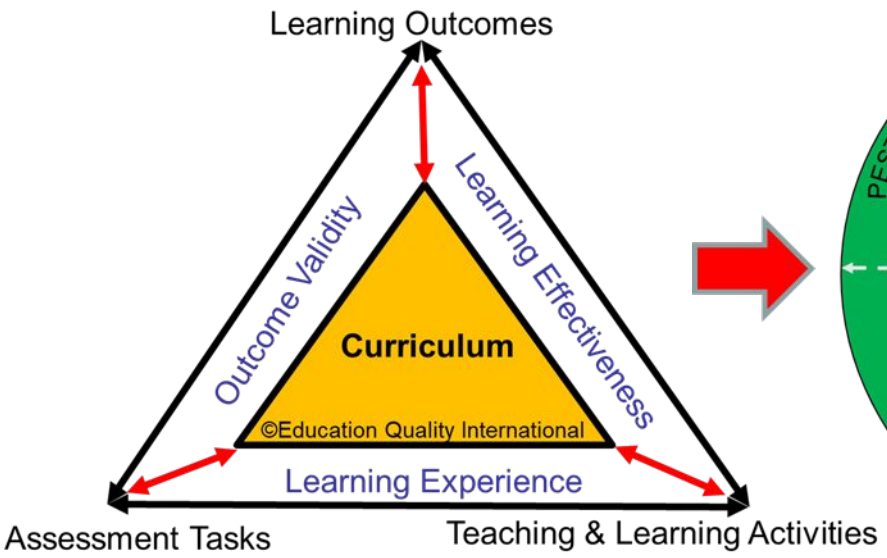
Real-World Learning

The term ‘real world learning’ has been used to describe long-term, experiential and applied learning (Rau et al., 2019; Sharma et al., 2018). It has also been portrayed as interdisciplinary and competence-based learning which can equip students with applied knowledge and skills (e.g. problem-solving, decision-making and planning) to handle real world challenges and to accomplish real world tasks (Holley, 2009; Moore, 2011).

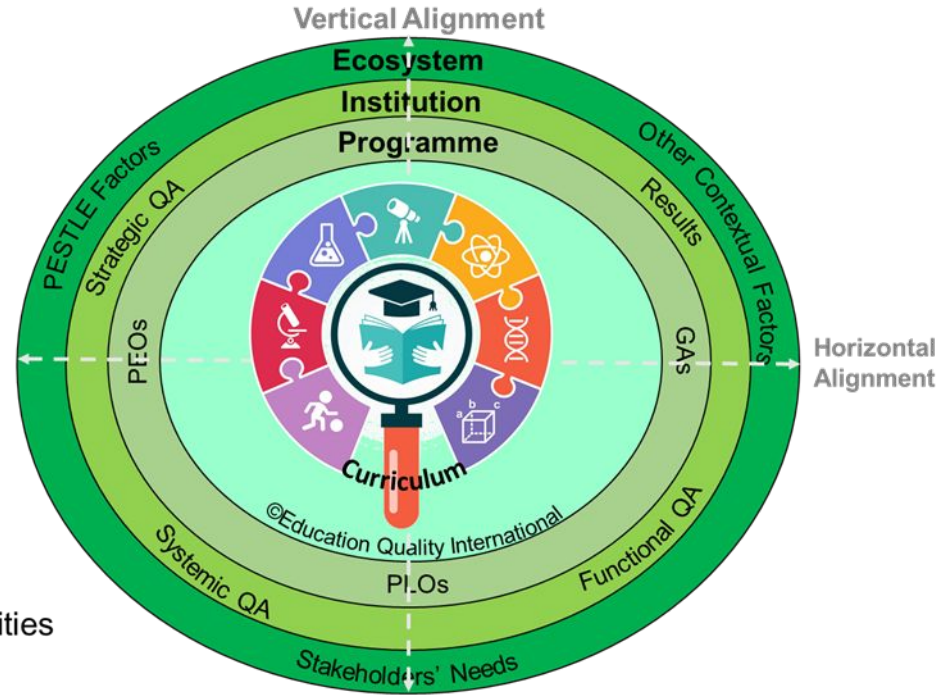
It aims to close the “theory-practice” gap and to develop graduates’ work readiness by focusing on nurturing attributes towards employability and lifelong learning.

Source: Applied Pedagogies for Higher Education Real World Learning and Innovation across the Curriculum, Dawn A. Morley • Md Golam Jamil Editors

Integrated Constructive Alignment



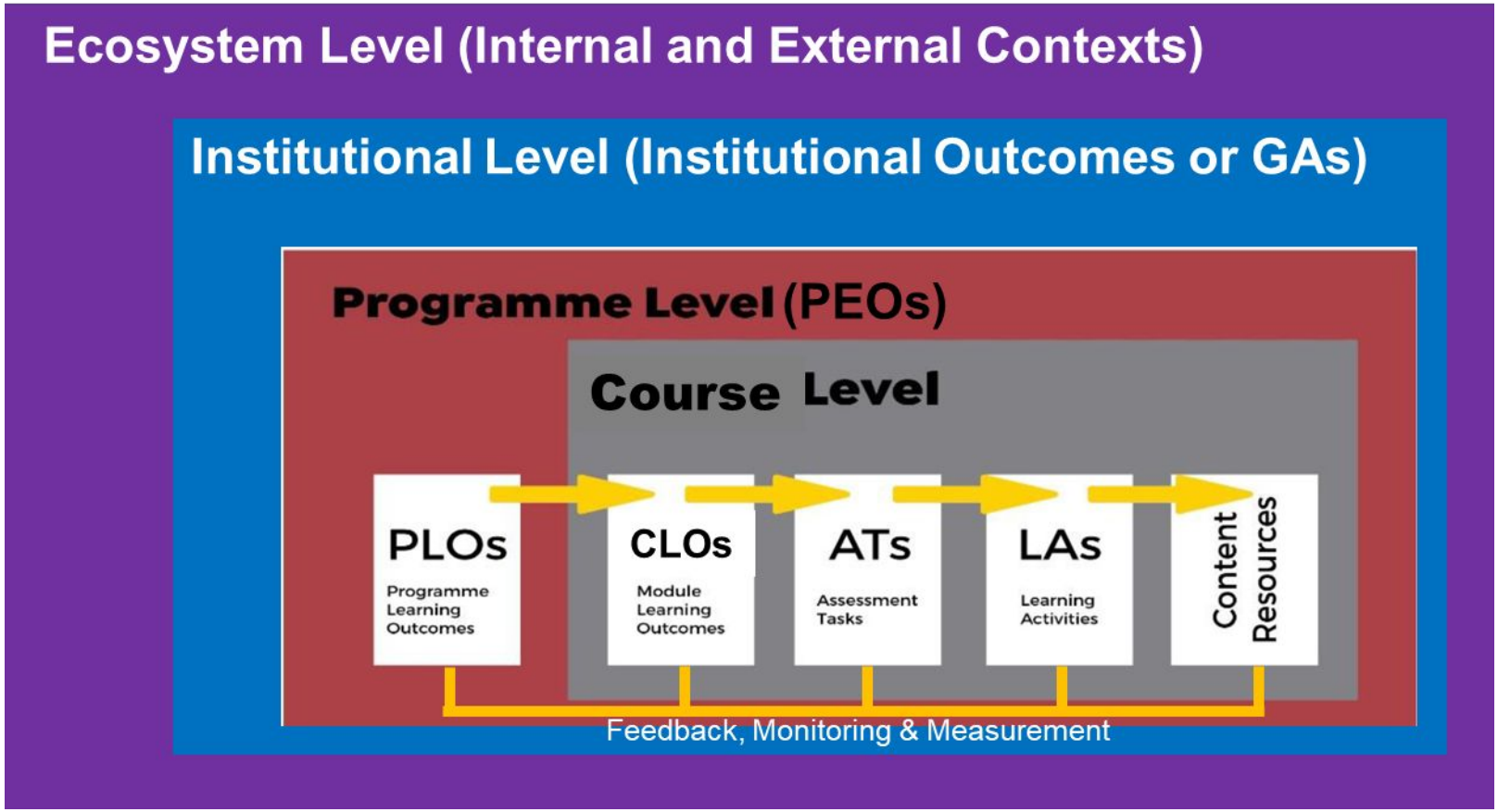
Constructive Alignment (Microsystem)



Constructive Alignment (Ecosystem)

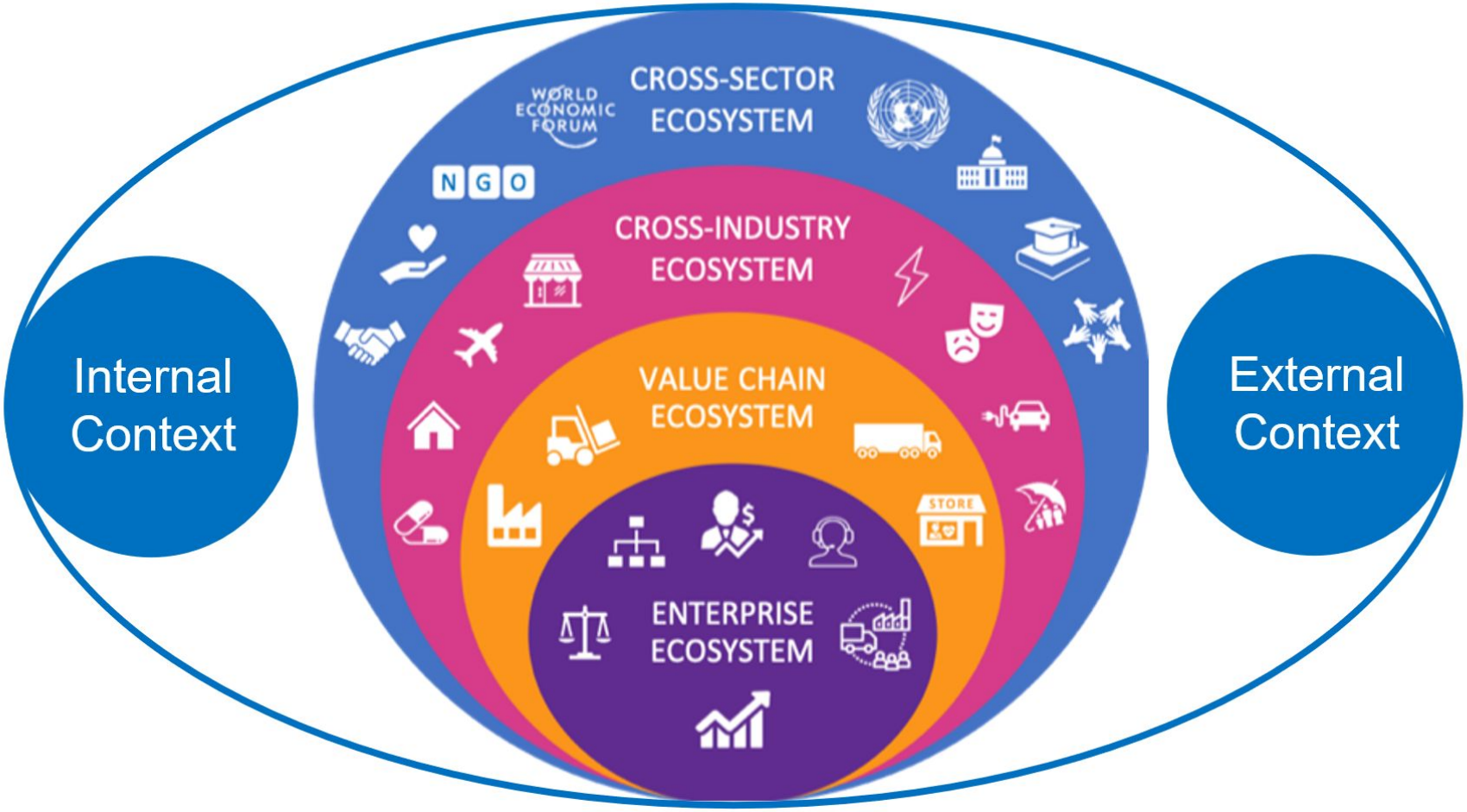
Ecosystem constructive alignment is beyond the microsystem constructive alignment and embraces an integrated (vertical and horizontal) constructive alignment within and outside the programme and institution with the ecosystem.

Integrated Constructive Alignment

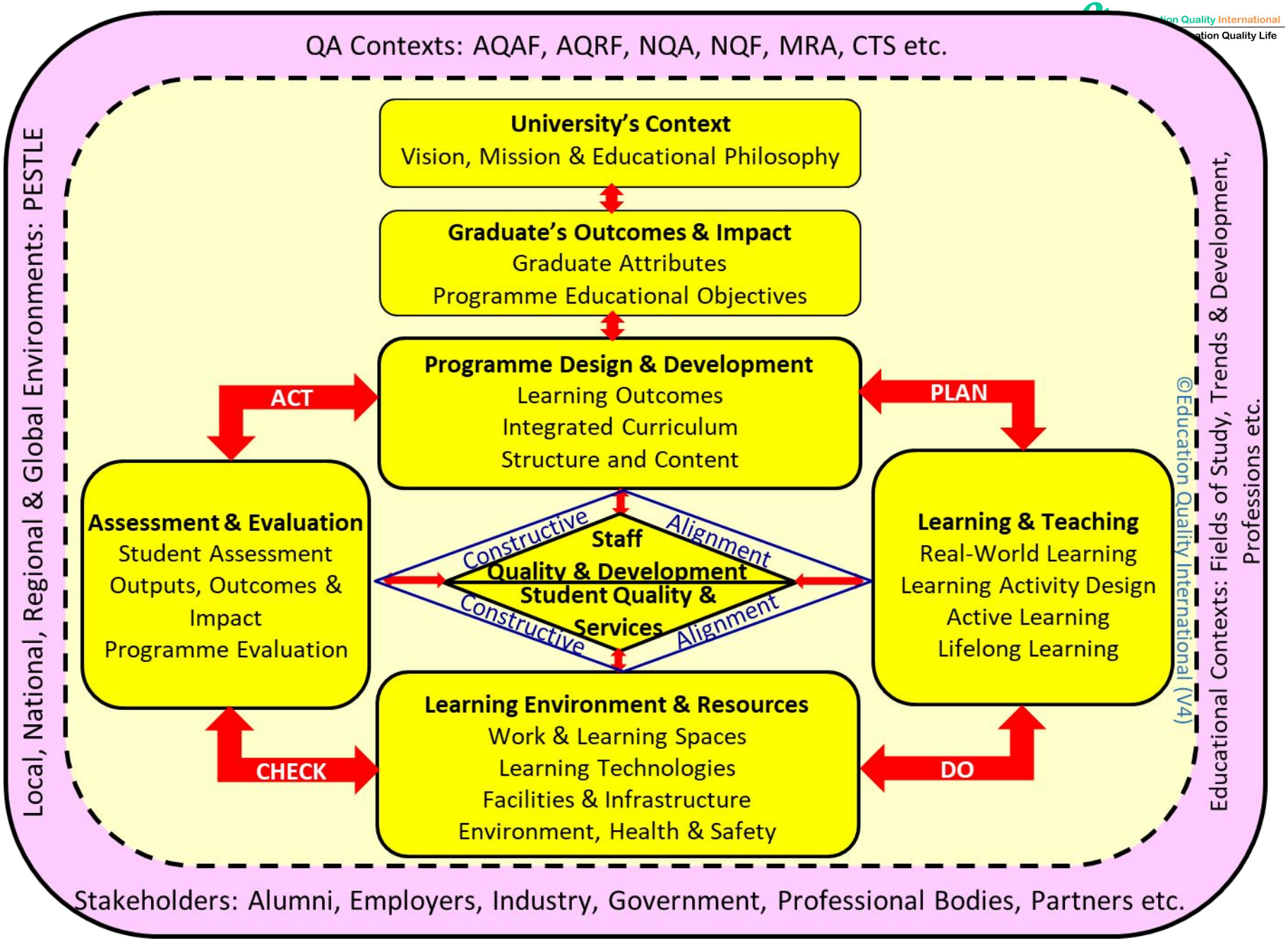


Source: adapted from Higher Education Futures institute at the University of Birmingham The HEFi Learning Pearls series is available at https://canvas.bham.ac.uk/courses/36288

Ecosystem Perspectives



Source: Adapted from https://www.thenextevolution.com/2020/01/21/the-shifting-platform-conversation/


QA Contexts: AQAF, AQRF, NQA, NQF, MRA, CTS etc.
Local, National, Regional & Global Environments: PESTLE
Educational Contexts: Fields of Study, Trends & Development, Professions etc.
University's Context
Vision, Mission & Educational Philosophy
Graduate's Outcomes & Impact
Graduate Attributes
Programme Educational Objectives
Programme Design & Development
Learning Outcomes
Integrated Curriculum
Structure and Content
ACT
PLAN
Assessment & Evaluation
Student Assessment
Outputs, Outcomes & Impact
Programme Evaluation
Learning & Teaching
Real-World Learning
Learning Activity Design
Active Learning
Lifelong Learning
Constructive Alignment
Staff Quality & Development
Student Quality & Services
Constructive Alignment
CHECK
DO
Learning Environment & Resources
Work & Learning Spaces
Learning Technologies
Facilities & Infrastructure
Environment, Health & Safety
©Education Quality International (V4)
Stakeholders: Alumni, Employers, Industry, Government, Professional Bodies, Partners etc.

Ecosystem Contexts

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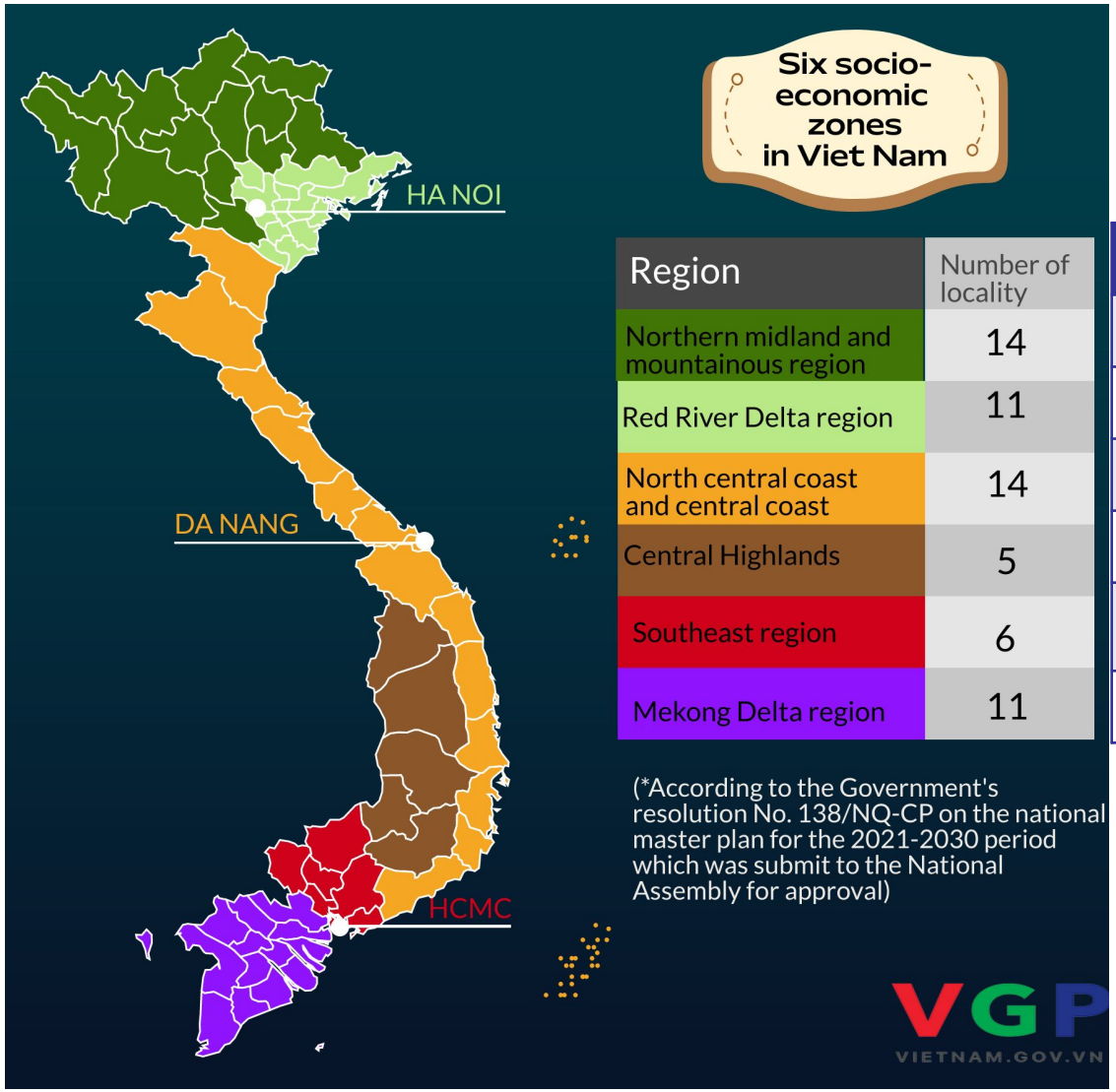
Ecosystem and Stakeholders	Purposes	Methods	Uses
Internal Stakeholders: • Students • Academic Staff • Administrators • Others	Educational processes & learning experiences and the curriculum	Surveys, interviews, tracer studies, focus groups, consultations, data analytics etc.	Graduate Attributes, Programme Educational Objectives, Expected Learning Outcomes, Curriculum, Constructive Alignment etc.
External Stakeholders • Alumni • Employers • Higher Education Authority • Professional/Accreditation Bodies/Experts • Others	Alignment of emerging & future workforce demands & skills and the curriculum		
Environment • PESTLE Contexts • Educational Contexts • QA Contexts • Others	Alignment of emerging & future development and the curriculum		

Monitoring, Feedback & Validation


The Future of Economics, Business and Management

National Context

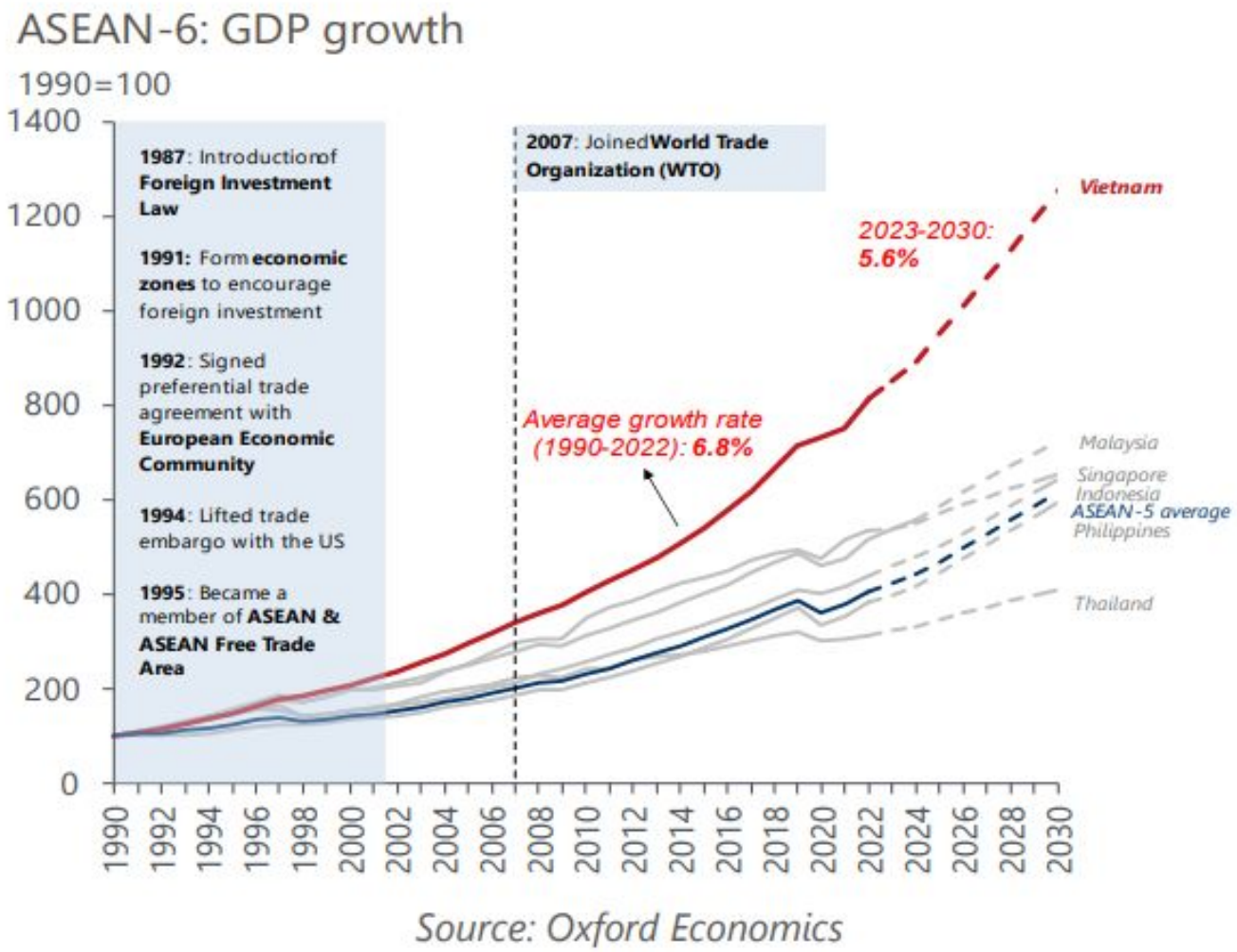


Vietnam's National Master Plan
Green & Sustainable Development
Modern Industrial and Service Industries
Marine Economy
Agro-forestry & Renewable Energy
Science, Technology, Innovation, High-Tech & Finance
Agricultural Economic Center

Source: https://hanoitimes.vn/vietnam-launches-national-master-plan-for-2021-2030-323495.html

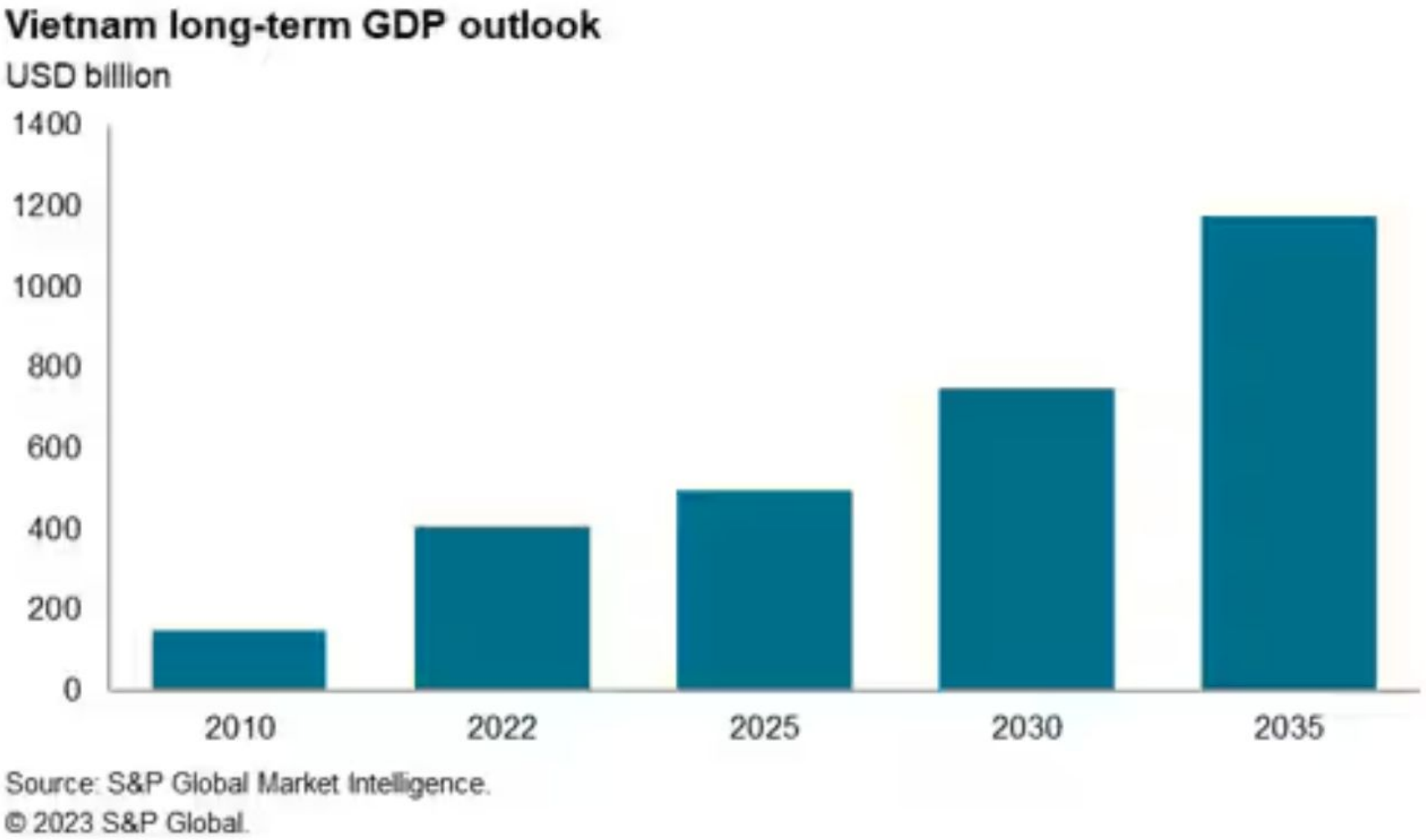
National Context

Chart 1: Vietnam's economic outperformance likely to extend in the medium term



Source: https://www.oxfordeconomics.com/resource/the-miracle-growth-story-of-vietnam-has-further-to-unfold/

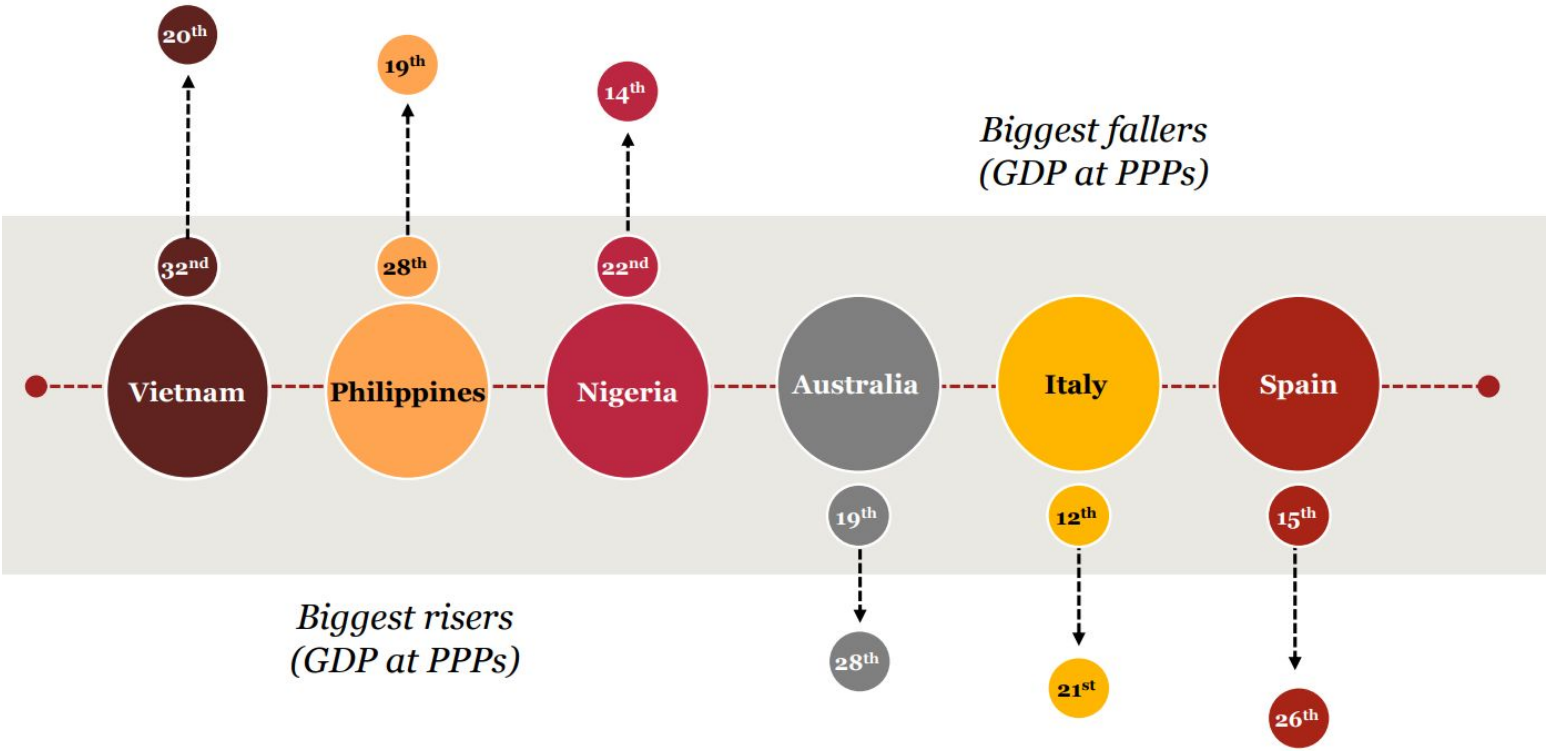
National Context



Source: https://www.spglobal.com/marketintelligence/en/mi/research-analysis/vietnam-gdp-growth-improves-in-third-quarter-of-2023-oct23.html

International Context

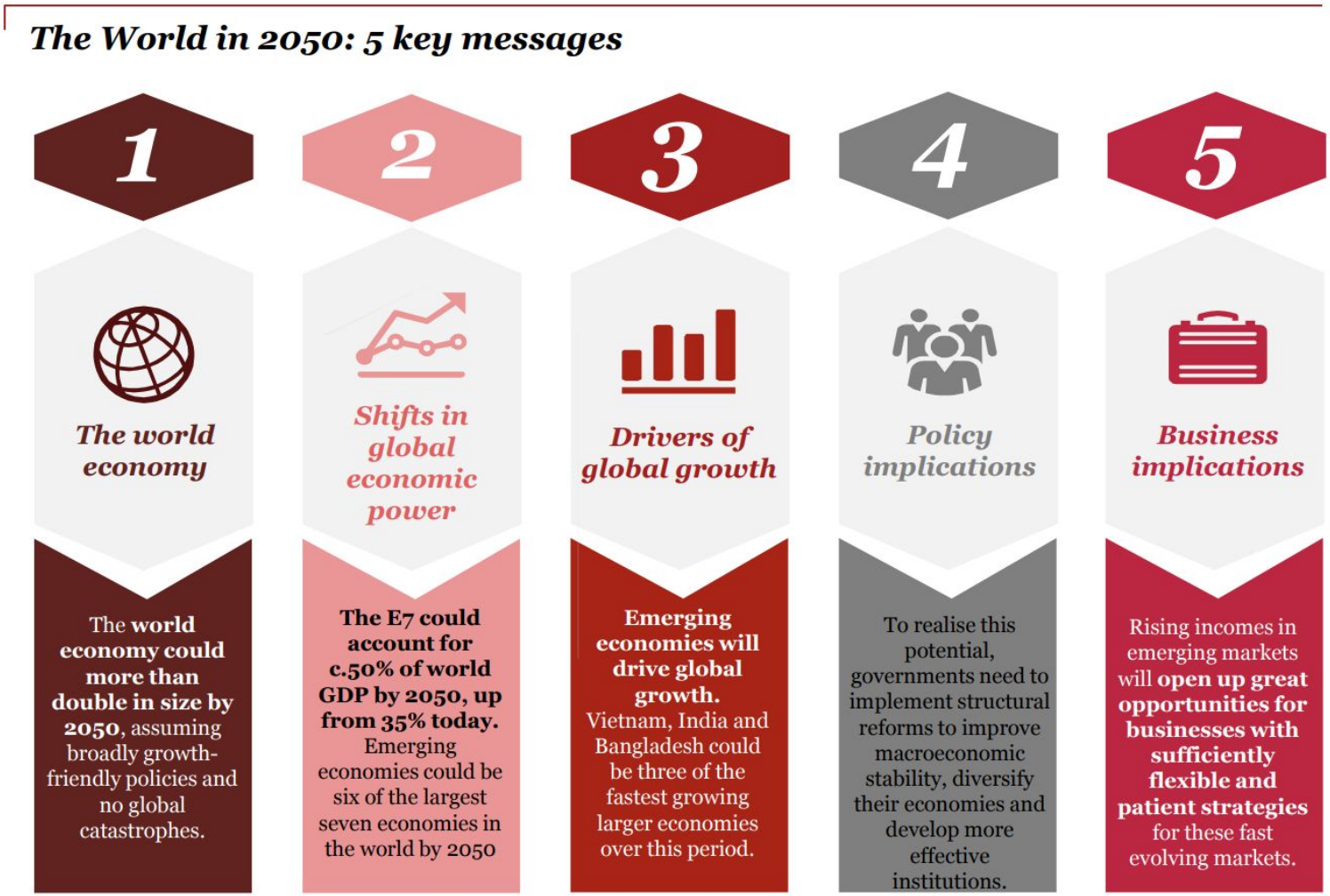
We expect to see some other emerging markets take centre stage by 2050, although this depends on long-term progress on structural reforms



The World in 2050: How will the global economic order change?
PwC

February 2017
13

International Context



The World in 2050: How will the global economic order change?
PwC

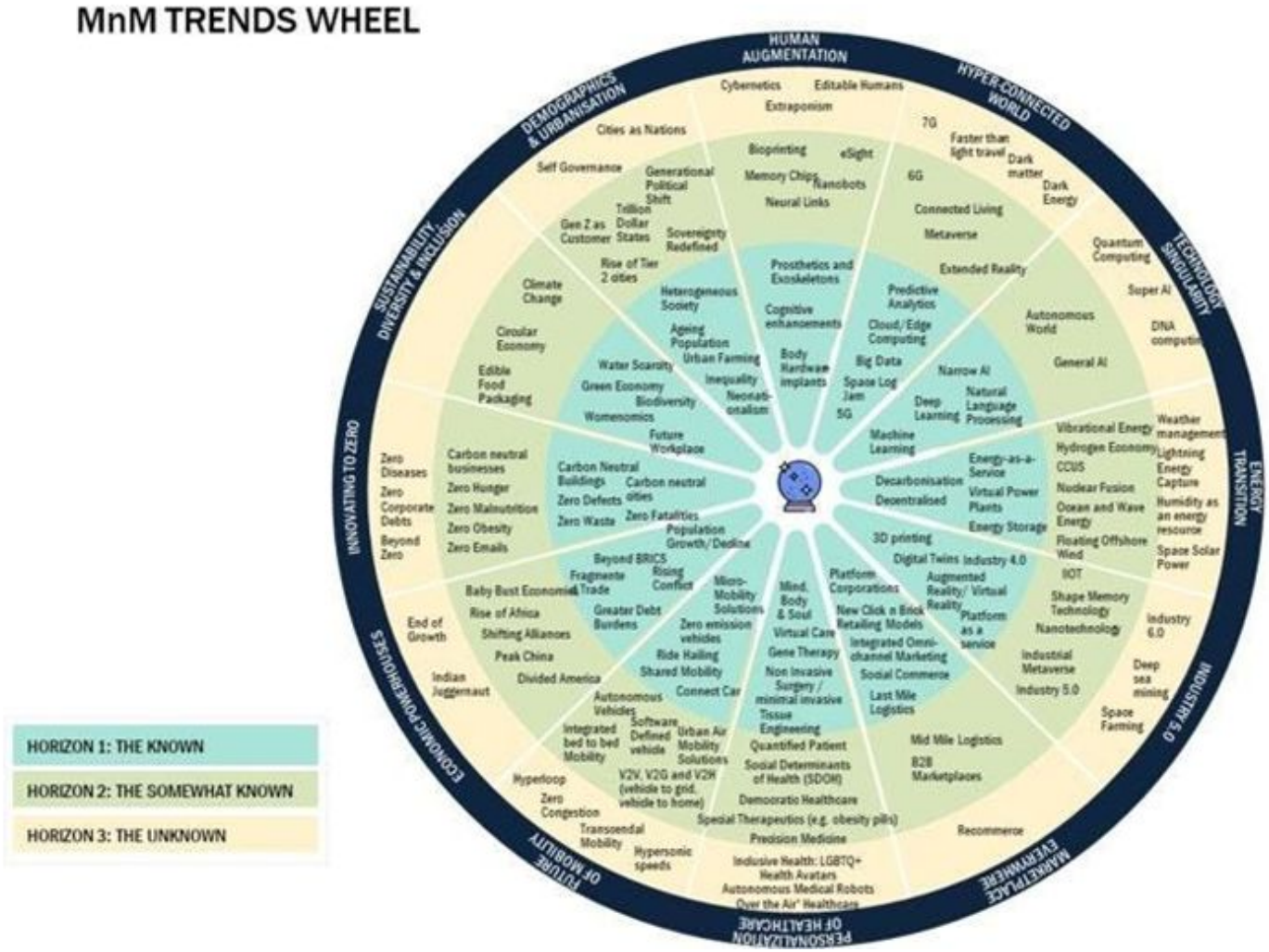
February 2017
4

Business Trends of the Next 10 Years

1. Artificial intelligence
2. Alternative sources of finance
3. Augmented reality and virtual reality
4. New generations
5. Environmentalism
6. Targeted social media marketing
7. Remote working and remote learning
8. E-commerce
9. Agility
10. Value through purpose

Source: https://www.indeed.com/career-advice/career-development/business-trends

World Mega Trends 2040



Source: https://www.marketsandmarkets.com/blog/ICT/the-Mega-Trends-That-Will-Shape-our-Future-World

Artificial Intelligence (AI)

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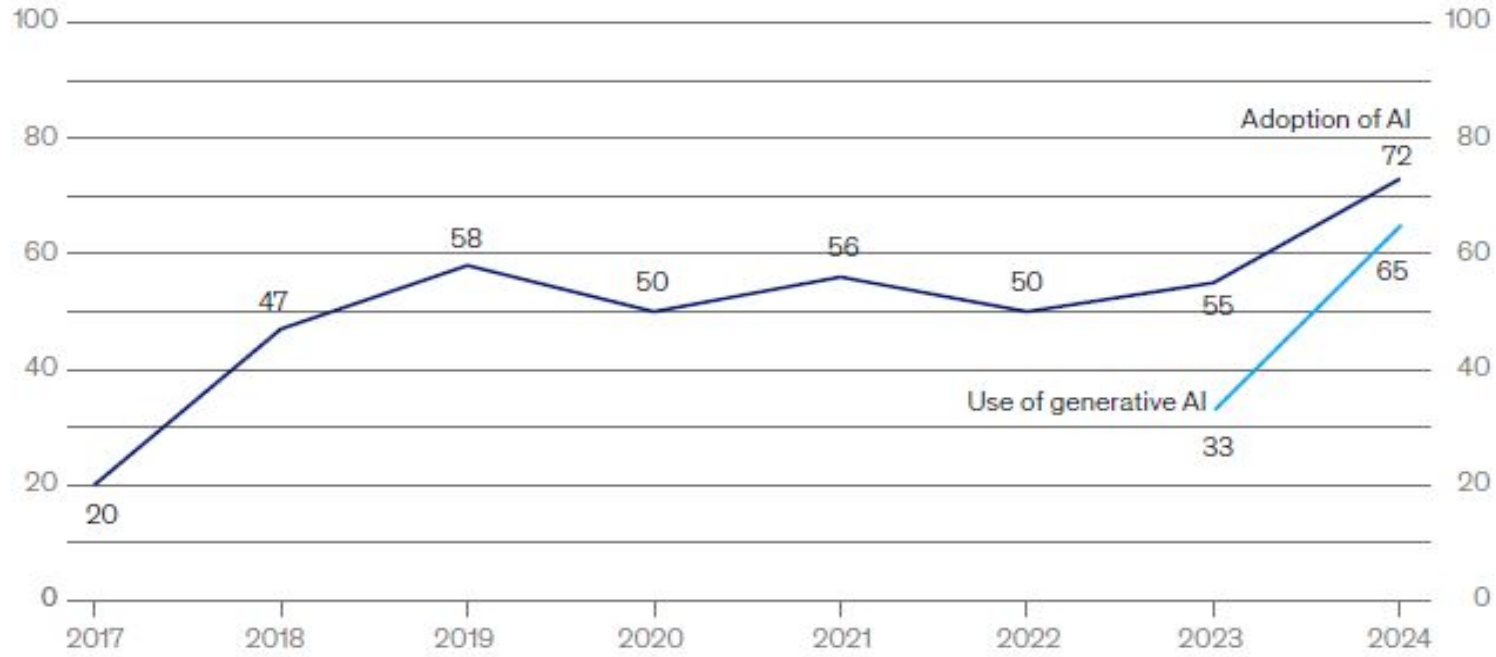
Exhibit 1

AI adoption worldwide has increased dramatically in the past year, after years of little meaningful change.

Organizations that have adopted AI in at least 1 business function,[1] % of respondents



[1]In 2017, the definition for AI adoption was using AI in a core part of the organization's business or at scale. In 2018 and 2019, the definition was embedding at least 1 AI capability in business processes or products. Since 2020, the definition has been that the organization has adopted AI in at least 1 function.
Source: McKinsey Global Survey on AI, 1,363 participants at all levels of the organization, Feb 22–Mar 5, 2024

McKinsey & Company

Artificial Intelligence (AI)

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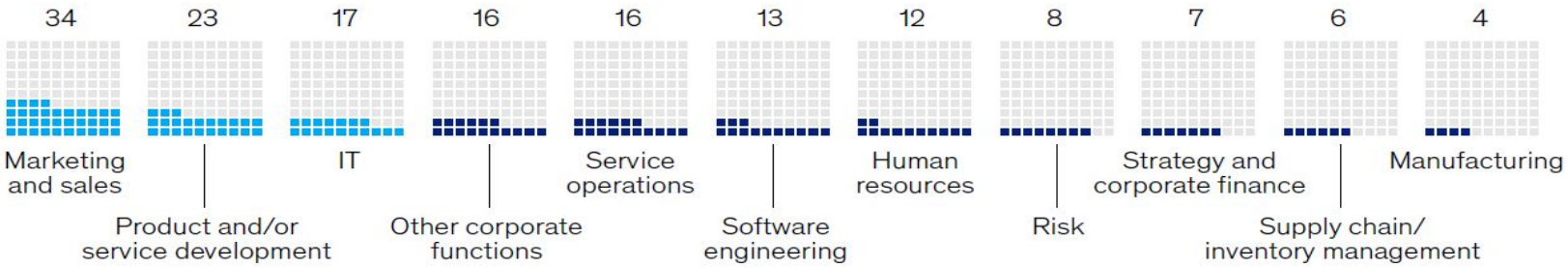
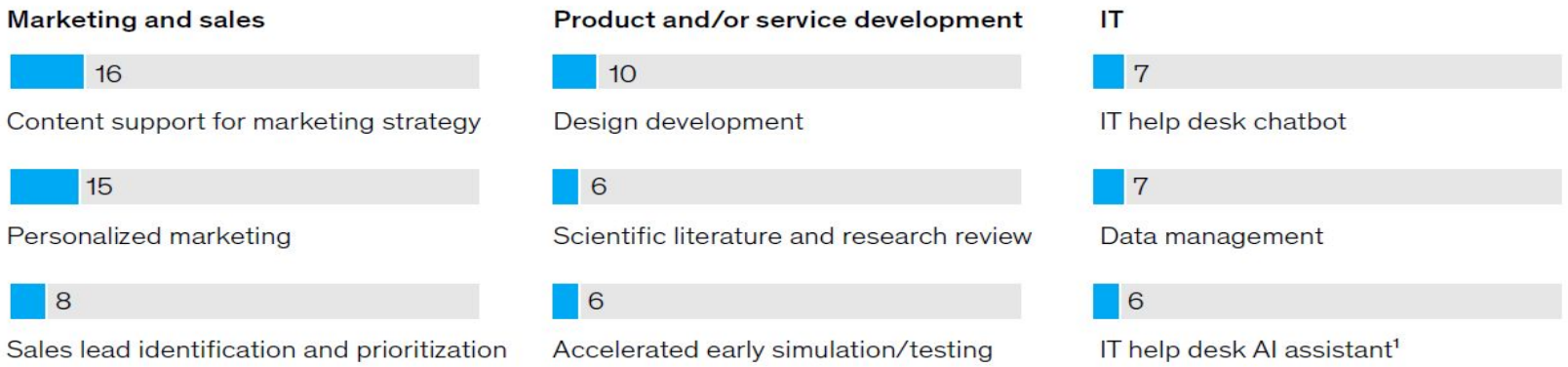
Exhibit 3

Respondents most often report generative AI adoption in their marketing-and-sales, product- and service-development, and IT functions.

Respondents' organizations regularly using generative AI (gen AI), by function, % of respondents



Most commonly reported gen AI use cases within function, % of respondents



[1]Eg, providing real-time assistance and script suggestions to help desk employees during human-to-human conversations.
Source: McKinsey Global Survey on AI, 1,363 participants at all levels of the organization, Feb 22–Mar 5, 2024

McKinsey & Company

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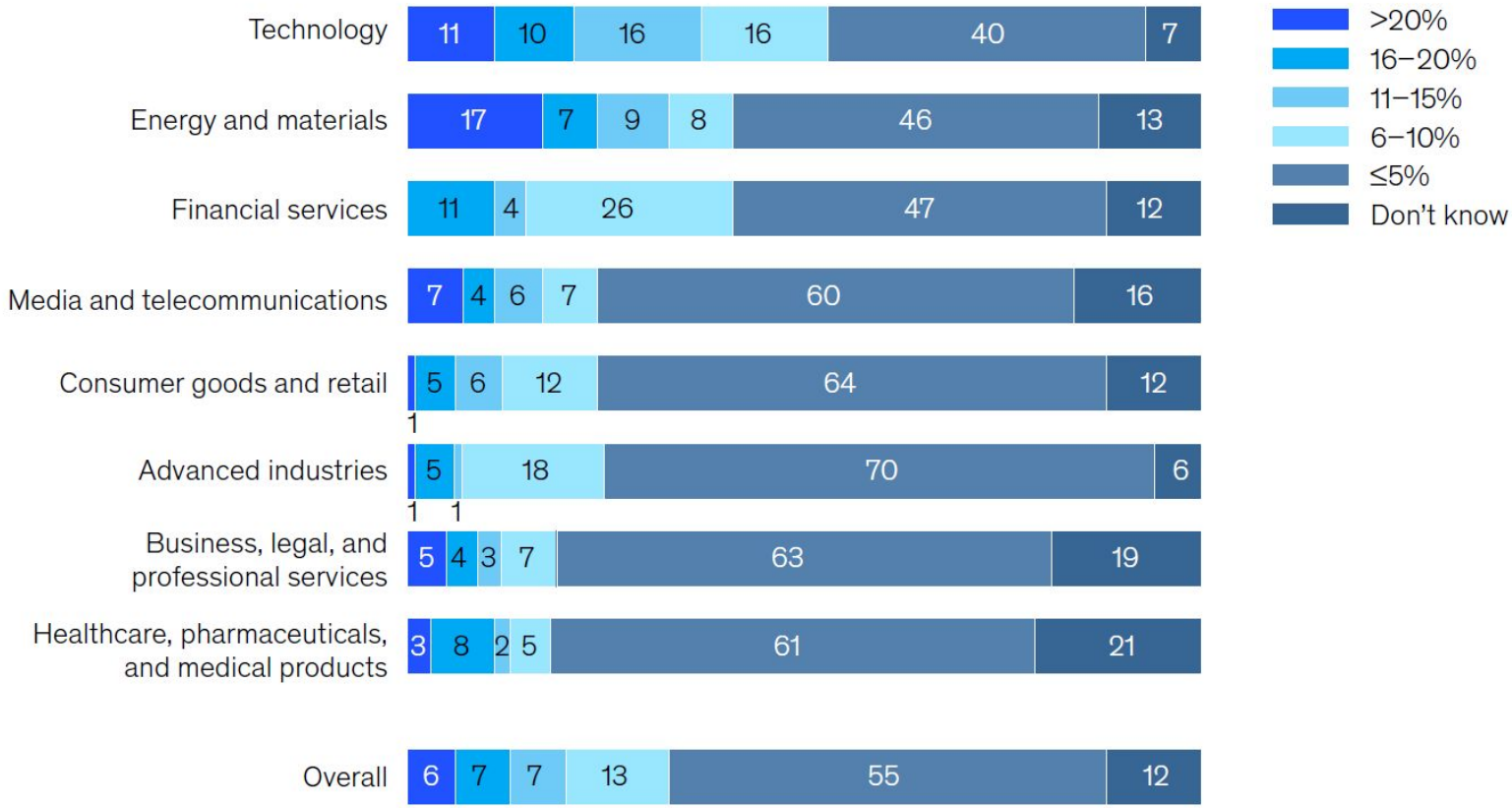
Exhibit 5

In most industries, organizations are about equally likely to invest more than 5 percent of their digital budgets in generative AI and analytical AI.

Share of organization's digital budget spent on generative AI,[1] % of respondents



Source: McKinsey & Company

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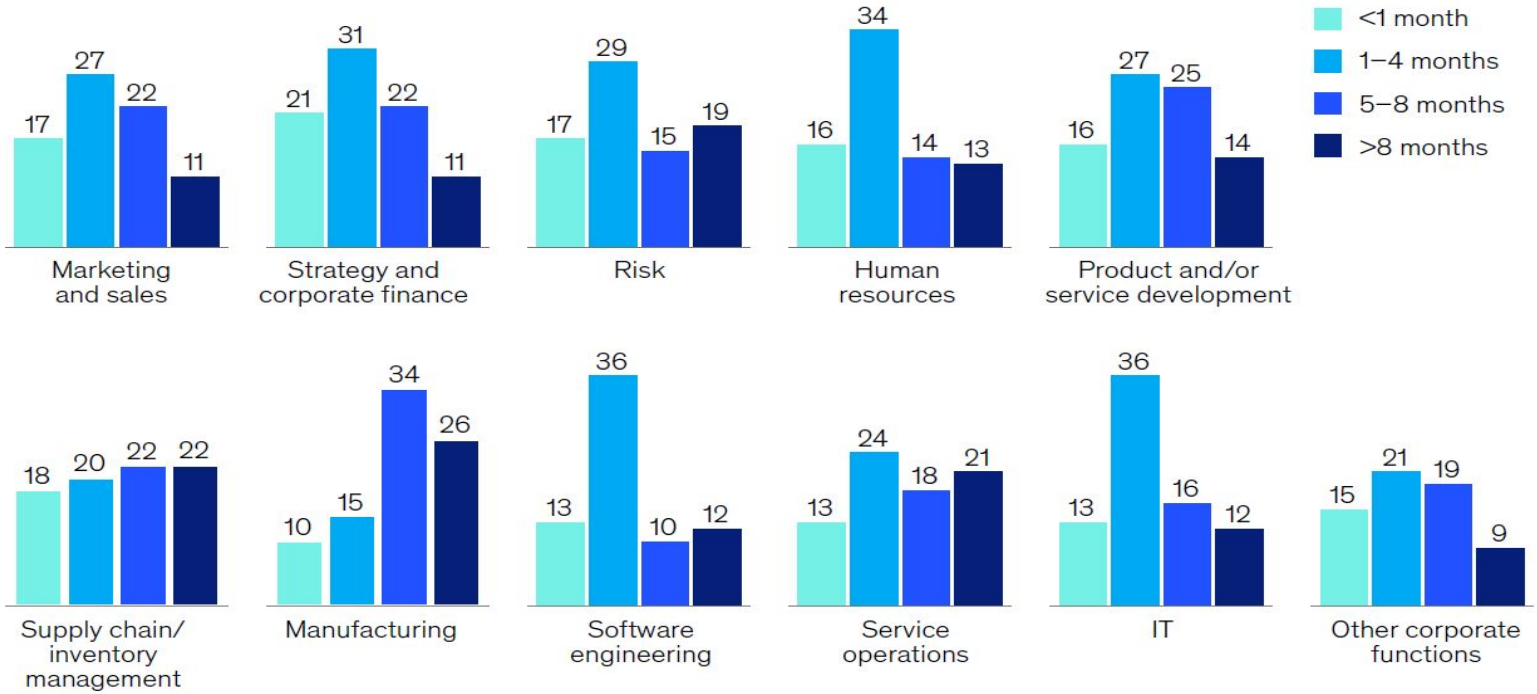
Exhibit 10

Business functions are most often able to put their generative AI capabilities to use within one to four months.

Time for organization to put generative AI capabilities to use, from project launch,[1] % of respondents



[1]Question was asked only of respondents who said their organizations regularly use generative AI in the given business function. Respondents who said "don't know/not applicable" are not shown.
Source: McKinsey Global Survey on AI, 1,363 participants at all levels of the organization, Feb 22–Mar 5, 2024

McKinsey & Company

Vietnam's HE Master Plan

"Human resource development means inspiring breakthrough thinking and innovation for the education sector, taking advantage of the Fourth Industry Revolution, digital economy, digital and green transformation. The ultimate goal is to create human resources meeting the requirements of a developing and globally integrated world," said the Deputy PM.

The Ministry of Education and Training confirmed that the strategy's goal was to develop the Vietnamese people comprehensively, maximising their potential and creativity.

It will build an open, fair and equitable education system, serving lifelong learning, moving towards standardisation, modernisation and international integration.

By 2030, the country can reach the advanced level of the Asian region.

Source: https://vietnamnews.vn/society/1652293/experts-give-opinions-on-education-development-strategy-to-2030.html

Emerging Economies

Economic Pillar	Digital Economy	Green Economy	Care Economy	Industry 4.0
				
Emerging Domains	1. AI, Data and Analytics 2. E-commerce and Digital Marketing 3. Cyber Security and Risk 4. Cloud, Systems and Infrastructure 5. Software Development 6. Technology Application and Management	1. Environmental and Sustainability Management 2. Green Infrastructure and Mobility 3. Energy, Resource Circularity and Decarbonisation 4. Sustainable Finance	1. Person-centred Care 2. Collaboration with Stakeholders 3. Teaching and Learning 4. Health and Wellness	1. Advanced Manufacturing and Supply 2. Industrial IoT, Robotics and Automation 3. Product Innovation and Quality Management 4. Additive Manufacturing, Advanced Materials and Processes
Examples of Emerging Skills	• Data Protection Management • Radio Frequency Engineering • Access Control Management • Computational Modelling • Data Storytelling and Visualisation	• Environmental Sustainability Management • Energy Management and Audit • Green Building Strategy Implementation • Sustainable Food Production Design • Design Sustainability and Ethics Management	• Learning Experience Delivery • Change Management • Organisational Culture Development • Coaching and Mentoring • Health Promotion	• Additive Manufacturing • Predictive Maintenance • Automated Process Design • Product Design and Development • Data and Information Management

Source: https://www.myskillsfuture.gov.sg/content/portal/en/career-resources/career-resources/education-career-personal-development/skillsfuture-series.html#

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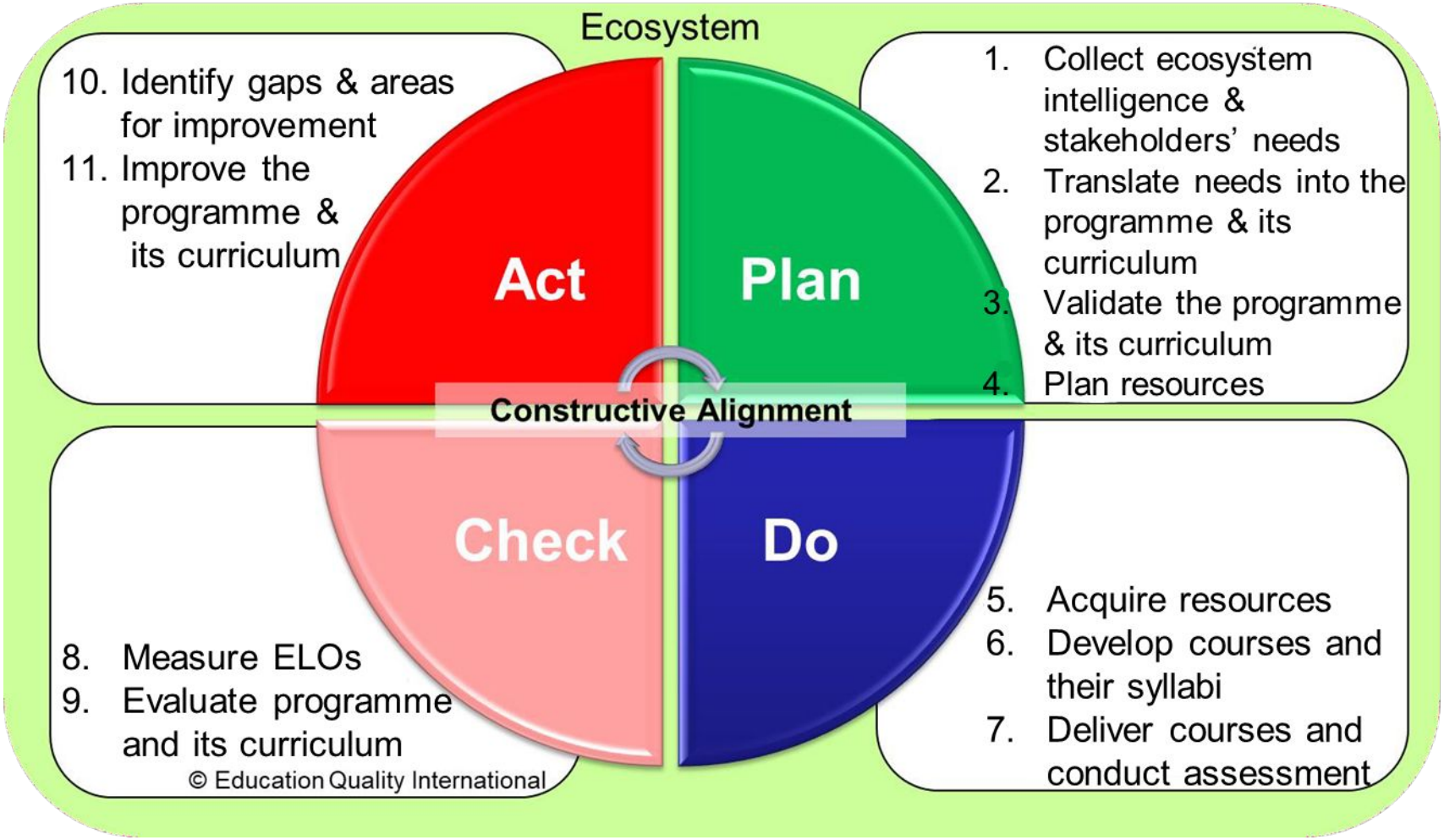
Ecosystem
10. Identify gaps & areas for improvement
11. Improve the programme & its curriculum
Act
Plan
1. Collect ecosystem intelligence & stakeholders' needs
2. Translate needs into the programme & its curriculum
3. Validate the programme & its curriculum
4. Plan resources
Constructive Alignment
Check
Do
8. Measure ELOs
9. Evaluate programme and its curriculum
5. Acquire resources
6. Develop courses and their syllabi
7. Deliver courses and conduct assessment
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Rubrics for Constructive Alignment Validation ©Education Quality International				
Degree of Alignment	**Level 1**	**Level 2**	**Level 3**	**Level 4**
Lesson	LLOs are not SMART and do not support the CLOs. Teaching methods are passive and do not encourage participation. Assessment methods are inappropriate to measure learning. Teaching methods and/or assessment methods are not aligned to achieve the LLOs. There is no lesson plan to demonstrate the achievement of the LLOs.	LLOs are SMART. They support the CLOs. Teaching methods are somehow active and encourage little or no participation. Assessment methods are somehow appropriate to measure learning. Teaching methods and/or assessment methods are loosely aligned to achieve the LLOs. There is no or incomplete lesson plan to demonstrate the achievement of the LLOs.	LLOs are SMART. They support the CLOs. Teaching methods are active and engaging in helping students to learn. Variety of assessment methods are used to measure learning. Both teaching methods and assessment methods are aligned to achieve the LLOs. There is a lesson plan to demonstrate the achievement of the LLOs.	LLOs are SMART. They support the CLOs. Teaching methods are engaging in helping students to learn through active participation. Variety of assessment methods are used to measure learning and feedback is given timely. Both teaching methods and assessment methods are fully aligned to achieve the LLOs. There is a comprehensive lesson plan to demonstrate the achievement of the LLOs.

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Rubrics for Constructive Alignment Validation ©Education Quality International				
Degree of Alignment	**Level 1**	**Level 2**	**Level 3**	**Level 4**
Course (In addition to all the requirements listed in the lesson)	CLOs are not SMART and do not support the PLOs. Teaching methods are passive and do not encourage participation. Assessment methods are inappropriate to measure CLOs. Teaching methods and/or assessment methods are not aligned to achieve the CLOs. There is no assessment plan to demonstrate the achievement of the CLOs. No marking schemes or rubrics are used to measure the CLOs.	CLOs are SMART. They support the PLOs. Teaching methods are somehow active and encourage little or no participation. Assessment methods are somehow appropriate to measure CLOs. Teaching methods and/or assessment methods are loosely aligned to achieve the CLOs. There is no assessment plan to demonstrate the achievement of the CLOs. Marking schemes and/or rubrics are used to measure the CLOs but lack of validity.	CLOs are SMART. They support the PLOs. Teaching methods are active and engaging in helping students to learn. Variety of assessment methods are used to measure CLOs. Both teaching methods and assessment methods are aligned to achieve the CLOs. There is an assessment plan to demonstrate the achievement of the CLOs. Marking schemes and rubrics are used to measure the CLOs.	CLOs are SMART. They support the PLOs. Teaching methods are engaging in helping students to learn through active participation. Variety of assessment methods are used to measure CLOs and feedback is given timely. Both Teaching methods and assessment methods are fully aligned to achieve the CLOs. There is a comprehensive assessment plan to demonstrate the achievement of the CLOs. The achievement is analysed for improvement. Marking schemes and rubrics are used to measure the CLOs effectively.

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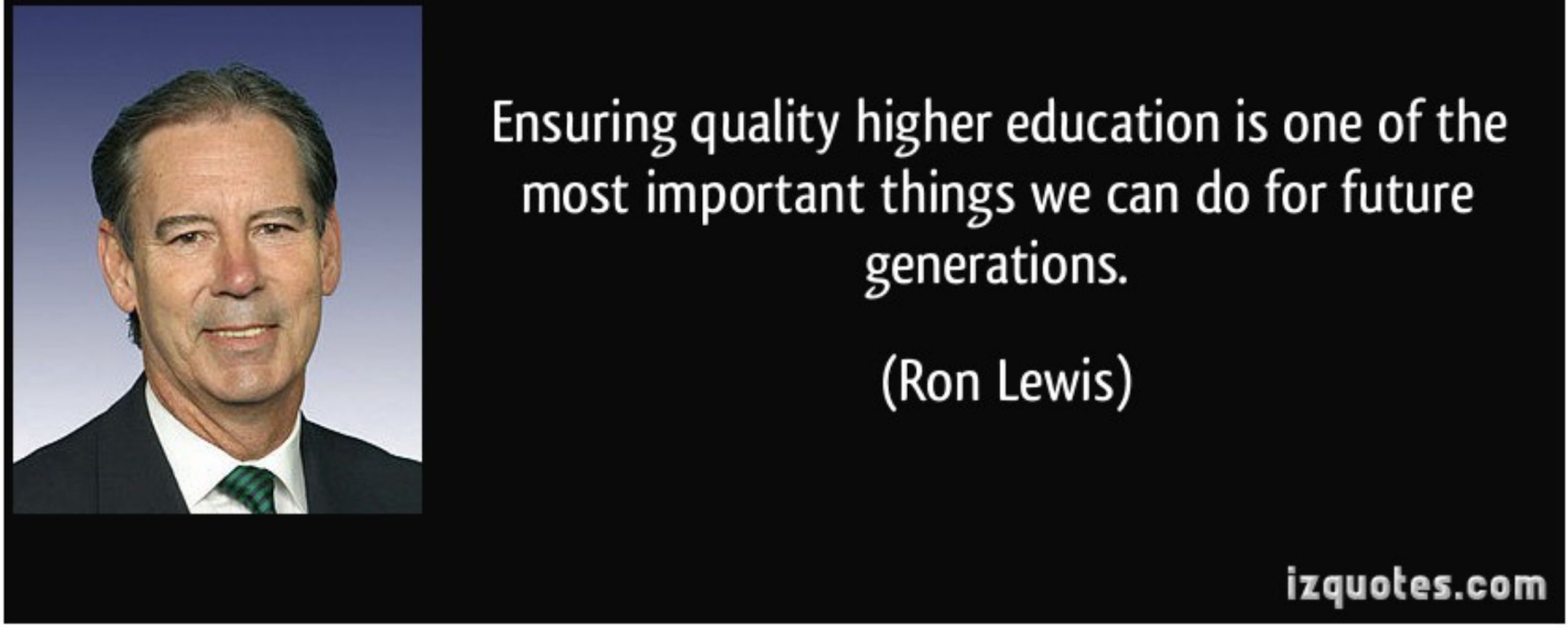
Rubrics for Constructive Alignment Validation ©Education Quality International				
Degree of Alignment	**Level 1**	**Level 2**	**Level 3**	**Level 4**
Programme (In addition to all the requirements listed in the course and lesson)	PLOs are not SMART. PLOs-CLOs-LLOs are not aligned. They do not support the ecosystem. Teaching methods and/or assessment methods are not aligned to achieve the PLOs. The achievement of the PLOs is not measured.	PLOs are not SMART. PLOs-CLOs-LLOs are loosely aligned. They somehow support the ecosystem. Teaching methods and/or assessment methods are loosely aligned to achieve the PLOs. The achievement of the PLOs is not measured.	PLOs are SMART. PLOs-CLOs-LLOs are aligned. They support the ecosystem. Both teaching methods and assessment methods are aligned to achieve the PLOs. The achievement of the PLOs is measured.	PLOs are WISER and SMART. PLOs-CLOs-LLOs are aligned. They support the ecosystem. Both teaching methods and assessment methods are fully aligned to achieve the PLOs. The achievement of the PLOs is measured and the results are positive. Programme is evaluated and improved continuously.

Conclusion


Ensuring quality higher education is one of the most important things we can do for future generations.
(Ron Lewis)
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