

Outcome Based Education and Student Centered Learning

A Success Story of Kandahar University

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1. What was your first impression when you first time heard about OBE-SCL?

For the first time when I heard OBE- SCL, I remember that we started with a question that is what is OBE? And all the participants gave their ideas about OBE. The first figure of OBE which I saw was three main stages in teaching and learning process (instructors, students and assessment). It was quite interesting to me. Prof. Shahrin was giving the reason why we have to shift from the traditional methods which is considered to be input based methods compared to OBE which emphasize output and end results. I was too engrossed with this type of program though I heard about SCL when I student in faculty of education, but OBE was totally a new idea and concept for me. The three days' workshop was a mindset for me which motivated me to reconsider current education system and find out what does the program I implement lack since along time I was regretting why my efforts and struggles do not give positive results.

Once I heard about OBE, I attempted to find out how this system can be implemented in the ministry of higher education. Then, I went to adopt SCL. I found the beauty of this program in aligning activities with intended outcomes and to measure the success or not we went for assessment task. I can say that overall this program was interesting to me. The program had things which I since I was expecting since long time but I never knew about that. The beauty of this type of education was that teachers start with the clear picture of what is important for a student and what type of product we should supply to our demanders. We are selecting specification for our products. Because of all this, I recommend this to my colleagues and love OBE and SCL to be put in practice.

2. How did you implement OBE in your classroom, department or faculty? What activities did you carry? (Please attach one or two photographs)

Classroom level: First I reviewed my own courses before starting the new semester and categorized and designed course outcomes for each subject considering three domains (psychomotor, Cognitive, and affective domain) of students, hence I am not able to bring any change in content and syllabus but I would rather consider to develop for each topic three

domains for my students simultaneously. Hence, my course was for seventh semester so that I chose higher level of blooms taxonomy.

Department level: I discussed OBE and importance of OBE at the department of biology with lecturers and pointed out the mismatch between our graduation and demands of Society in 21st century. We did not have any clear outcomes for our courses overall in my department. Fortunately, all lecturers of biology department developed CO for their courses.

Faculty level: lecturers from different departments of Education faculty had participated in seven-day OBE and SCL workshop from 23 July up to 30 July. I have conducted second workshop only for one day about Student centered learning (active learning). Yet we are at phase of disseminating it at faculty level. I have created an E-learning and OBE-SCL committee in my faculty which mainly focus on integrating technology in teaching process and put in practice OBE and SCL. The members of this committee are coming from different departments and it be would lead by me.



3. How did you implement SCL in your classroom, department or faculty? What kind of activities did you carry or found beneficial? (Please attach one or two photographs)

Classroom level: Once I developed Course outcomes for my each courses, then according to intended outcome I considered teaching and learning activities to ensure that I would be able to receive intended outcomes. I chose proper and appropriate teaching and learning activities. At the beginning of the semester, I created teams of 5 students for whole class. Through which I could easily do formal and informal Cooperative Learning Activities. Hence, I implemented Jigsaw, brainstorming, T-I-P-S, intermediate discussion and Books-end for my lecture classes and etc. After SCL and OBE workshop, I tried my best to shift from TCL which I was adapting to SCL. Currently I consider my students as main components of learning process to stimulate my students in teaching and learning process though it's hard to practice

with 72 students in a class, but I was strongly ambitious that I will gradually improve. I remember the first time when I imposed a question to my students; it was a strange act for them though the answer was not difficult; however, they never synthesized their obtained knowledge; we were always considering the first and second levels of blooms taxonomy. I remember when I implemented jigsaw for the first time in my class, I could not complete in two teaching hours. After sometime, the day came that I could fully implement the same activity in 40 minutes. The improvement of my students made me happy to become more ambitious about the implementation of the SCL in my class with view of it needs efforts and patience with challenges.

Department and faculty level: We have conducted seven days' workshop of OBE and SCL in which four lecturers from my department have been participated and each topic of SCL broadly discussed. All lecturers at our department made team for their courses to easily implement informal and formal Cooperative Learning during their teaching and learning activities. We had plan to conduct second workshop for all teachers at department level and Faculty level, but the plan has been postponed because of our trip to Malaysia. After returning back, we discussed about that soon we will conduct our second workshop on faculty and department level.

4. What has changed in your teaching style now that you received training about OBE-SCL?

- a) Before OBE and SCL workshop, I was trying to teach very well with full energy and potentials. I was preparing fully for my classes and tried my best to convey my knowledge and what I had in my mind to students; however, whenever I was looking to result and outcomes, it was against my expectations. I was always thinking that what is wrong with me either I am not able to communicate well or my students are not capable to digest what I am teaching them. The products that I were producing never became according to my desired intention. Then, I went through my plan but I never find the exact reason which located behind my unsatisfaction. After being introduced with OBE and SCL, I realized and identified that the main reason was with my teaching and learning activities. I found clear mismatch between my teaching activities, intended outcome and learning activities which I was considering for my students.
- b) After identifying the lack and main problem, I tried to review all my teaching and learning activities keeping in mind that I have to select appropriate methods for each topic outcomes.
- c) To ensure myself that I did not violate I am selecting summative assessment as a learning process and taking feedbacks and submitting collected feedbacks to my student to solve the committed mistakes.
- d) Overall, I was using behaviorism learning styles but after participating OBE-SCL workshop I am practicing constructivism which are fit for active learning and cooperative learning.

5. What are possible ways of encouraging other faculty members in your department or faculty to adopt OBE-SCL?

- a. **Conducting workshop:** the best way is to encourage and motivate faculty members in my department, faculty and university conducting workshops and disseminate the idea and concept of OBE and SCL thoroughly. This type of workshop could point out the weakness of TCL and content based education and would like to give clear reason that we could not fulfill requirement of national and international markets. Once we disseminate the concept of OBE to faculty and department members and pointing out the weakness and lack of our current program, then everyone will easily accept and adopt OBE and SCL with any trauma cycle.
- b. **Assessment and evaluation:** in addition to conducting the workshop for faculty and department members, some lecturers may still not adopt and accept OBE and SCL instead of content based education and TCL because they might acclimatized with this type of teaching process. With the help of current system assessment and evaluation than analyses the obtained result will motivate them to adopt OBE and SCL voluntarily. Because assessment could point out and discover the mismatch between our products and society demands
- c. **Mandating OBE and SCL certificate:** in my opinion and considering the above two ways if some are still in resistance position or maybe free riders for such lecturers, the best way is mandating the certificate of OBE and SCL there should be a clear procedure and evaluation type for giving this certificate otherwise or to obtaining for university teaching.



P.S. we have plan to conduct second workshop for head of departments, dean of faculties, members of curriculum development committee and members of examination committee related three topics to easily implement OBE – SCL and Assessment and could easily shift. Once these authorities are involved in OBE and SCL implementing process, they would contribute with us to implement concept of OBE and SCL in our departments, faculty and university.