European Economic Letters
ISSN 2323-5233
Vol 13, Issue 5 (2023)
http://eelet.org.uk

Outcome-Based Education: A Learner-Centric Approach

[1]Ms. Isha Joshi, [2]Dr. Pratima Jain, [3]Dr. Deepak Shrivastava
[1]Senior Lecturer, Department of Law, Prestige Institute of Management and Research, Indore
Isha_joshi@pimrindore.ac.in
[2]Associate Professor, Prestige Institute of Management & Research, Indore
Pratima_jain@pimrindore.ac.in
[3]Professor- Institute of Management Studies, Devi Ahilya University,
Indore
dsindore@gmail.com

Abstract
Outcome-Based Education (OBE) is an educational approach that focuses on defining desired learning outcomes and aligning instructional strategies, assessments, and curriculum design to achieve these outcomes. This paper begins by discussing the fundamental principles of OBE, including its emphasis on clearly defined learning outcomes, learner-centered instruction, and the integration of assessment and feedback throughout the learning process. It explores how OBE promotes a shift from traditional teacher-centered approaches to student-centered learning, fostering active engagement, critical thinking, and practical application of knowledge. Furthermore, this review examines the potential benefits of implementing OBE. It explores how OBE enhances accountability by ensuring that educational institutions are transparent about their intended learning outcomes and measuring the effectiveness of their instructional practices. It also investigates the potential for increased relevance and applicability of education in real-world contexts, as OBE emphasizes the acquisition of practical skills and knowledge that align with industry demands. The paper also delves into concerns regarding the standardization of learning outcomes and potential limitations in measuring complex skills such as creativity and problem-solving. Further research and collaboration between educators, policymakers, and other stakeholders are essential to optimize the potential of Outcome-Based Education and its impact on educational outcomes.

Keywords: Outcome Based Education, Learner Centered Education, Teaching, Learning Outcomes, Measurable

Introduction

The world as a whole is going through a number of transitions all at once, whether we're talking about academia or the business world. During times of uncertainty, there is a high demand for people and skills that are T-shaped. The T-shape model is a common metaphor that human resource professionals use when describing the abilities and experiences of job candidates. The ability to collaborate across disciplines and apply one's knowledge in areas unrelated to one's primary area of study is represented by the horizontal bar of the letter T, while the vertical bar of the letter T stands for in-depth knowledge and expertise in a single area of study. In the current climate, where competition is fierce as a result of rapid economic, cultural, and demographic shifts, the only way for education institutes to stay ahead of the pack and maintain their competitive advantage is to invest in their faculty. To achieve this goal, outcome-based education restructures curricula in order to instill in students a singular combination of in-depth subject matter expertise and transferable skills (Iqbal et al., 2020, Harden, 1999).

William G. Spady made the initial suggestion for Outcome-Based Education (OBE) in the early 1990s with the goal of improving the standard of education offered in the United States. Open textbooks are finally being made available to students in higher education. Those who are in favour of the system have been quoted as saying things like "OBE means focusing and organising an institute's entire programmes and instructional efforts around the clearly defined outcomes we want all students to demonstrate when they leave the institute" (Spady, 1994).

Education that is based on outcomes, also known as outcome-based education or OBE for short, is a teaching method that focuses on what students should have learned by the end of the class. It is a practical approach that is currently being incorporated into quality assurance plans all over the world at the present time. The decisions that are made regarding the curriculum and the teaching methods in this method are driven by the exit learning outcomes, which are the skills and knowledge that a student should have after completing a programme or a course.

Learning Outcomes are also referred to as Intended Learning Outcomes, Specific Learning Outcomes, Educational Objectives, and Instructional Objectives. Competencies are another name for Learning Outcomes. After a student has successfully completed an academic programme, course, or instructional unit, that student should be able to perform certain tasks. These tasks are educational outcomes. Educational units can take the form of a variety of different things, including educational programmes and courses, as well as instructional units. OBE has many advantages, the most important of which are its explicitness in its relevance, potential for discourse, inherent clarity, accountability, self-directedness, flexibility, and an integrated framework of teaching, learning, and assessment. OBE also has many other advantages (Davis and Winch, 2015). OBE makes it possible to accommodate a variety of students' preferred modes of education and encourages creativity in the classroom.

Traditional Education and OBE

Educational methods either need to adapt to the ever-shifting landscape of the modern world or go extinct. Change is the only thing that is guaranteed to remain the same. Instead of focusing on the accumulation of course credits, the Outcome-Based Education (OBE) pedagogical model prioritises the successful completion of high-order learning as the primary indicator of success in the classroom. This is accomplished by reorganising the curriculum, teaching methods, and evaluation procedures. It is essential to keep in mind that OBE places a greater emphasis on what is learned, in contrast to the conventional educational system, which places a greater emphasis on what is taught. The latter strategy places an emphasis on the student and makes use of examples drawn from the real world. It is not so much what is taught or how it is taught, but rather what students learn and how they learn it that is the most important thing. Students who are enrolled in a traditional classroom setting typically congregate in a single location at a predetermined time each day in order to receive instruction from a single instructor. Following a teacher's presentation, students engage in conversation with one another or pose questions to the instructor. This indicates that the efficiency of teachers and the depth of students' general knowledge are two of the most important factors that contribute to the success of the educational system as a whole. On the other hand, outcomes-based education, also known as OBE, is an educational model that focuses on the outcomes that are desired. It places an emphasis on the knowledge and abilities that graduates will require in order to be successful in the fields that they choose. The objectives are taken into consideration during the planning stages of both in-class and outside-of-class activities (Rao, 2020).

Bloom's Taxonomy

Educators can use Bloom's taxonomy to determine their students' academic comfort and proficiency levels and then tailor their lessons and assessments to those individuals. The purpose of Bloom's taxonomy, an educational framework with a hierarchical structure, is to foster growth in students' abilities, knowledge, etc. Evaluating, analysing, and knowing are central to Bloom's taxonomy, among other things. Its ultimate goal is to provide students with an in-depth knowledge of many different topics, beginning with the most fundamental information. Therefore, all of these pedagogical stages are necessary for a well-rounded education. Educators play a crucial role in advancing Bloom's taxonomy by implementing activities, such as assignments and assessments, for students to reinforce the vital goals associated with each stage of the learning process (Senthilkumar & Kumar, 2017, Valcke et al., 2009, Hansen, 1997). In 1956, American educational psychologist Benjamin S. Bloom created what would become known as Bloom's Taxonomy. Throughout the 1960s and 1970s, its evolution was fostered by his students and other educators. The foundation of OBE's pedagogical framework is the revised version of Bloom's Taxonomy. He suggested that there are three psychological spheres in which learning takes place. Information, knowledge, and mental abilities fall under the

first domain, the Cognitive Domain. The Affective Domain is the second, and it focuses on emotional states. The final category is "Psychomotor," which refers to the ability to use one's body in various ways.

The original taxonomy featured a six-level scale of education that placed an emphasis on the cultivation of higher-order thinking skills. Knowledge, comprehension, application, analysis, synthesis, and evaluation were among these. In the 1990s, a group of cognitive psychologists and other educational experts led by Benjamin Bloom's student Lorin Anderson updated the taxonomy. The new classification system places an emphasis on long-term memory as a necessary condition for conceptual understanding. Before one can understand a concept, they need to remember it. Before one can apply, it is important for them to understand. Before analyzing the concept, it must be applied. Before one can evaluate the impact of the concept, it should be analysed. Lastly, before one can create, they must have remembered, understood, applied, analysed and evaluated the concept. Hence, these six areas are now known as "Remembering," "Understanding", "Applying", "Analysing", “Evaluating”, and "Creating" in the revised framework.

Structure Of Outcome-Based Education Model

The fundamental concept of OBE flows from designing the curriculum, deciding pedagogy for effective teaching and learning, performance evaluation through appropriate assessment methods to finally revisiting and modifying the plan as per the feedback.

Designing the curriculum: Faculty, student alumni, employers, current students, and non-academic staff list programme outcomes. Survey results are used in OBE curriculum. Curriculum development begins with the institution's mission and vision and is expanded with the Program Education Objective (PEO), Program Outcome (PO), and Course Learning Outcome (CLO). After five years, PEOs assess graduates' work status. POs are expected immediately after programme completion. CLOs are the program's course requirements.

Teaching learning with effective pedagogy: Faculty prepare Course Outlines and Lesson Plans for each course based on the OBE curriculum. The course outline includes its content, teaching method, performance evaluation, and grading policies. Lesson Plans outline each planned class or lecture. Lesson Plans are used to plan and implement effective pedagogy and teaching methods. Faculty choose teaching and learning theories based on course topic and subject.

Performance evaluation through appropriate method: Course Outlines describe student assessment methods. Faculty struggle to choose a performance evaluation method. Every OBE plan must be measurable during implementation. Thus, to measure students' performance after the teaching-learning phase, all expected outcomes must be mapped. Each course must be assessed based on CLOs and POs. A well-designed assessment method can divide scores by course CLOs and POs (Mann et al., 2021).

Revisiting and modifying the plan: Curriculum revisions occur in cycles. The curriculum is evaluated at the conclusion of each academic term or year, as well as at the conclusion of each academic programme. Depending on the internal and external factors, alterations may be necessary. The content of a programme may need to be adjusted in light of new accreditation standards or government regulations. Curricula will be influenced by developments in both the global knowledge and labour markets. In an open or hybrid learning environment, current students may have an impact on the curriculum and prompt course updates.

Preparation Of Course Outline

Higher education practices in various universities around the world each adhere to their own unique set of educational standards, and as a result, each institution's higher education curriculum incorporates its own unique set of components and sections. In general, the framework of an OBE-based Course Outline should include a segment that is devoted to the introduction, the primary content, assessment strategies, and resources or references. In the introductory section, you should provide fundamental information such as details about the course, the academic session, the instructor's profile, programme outcomes, learning outcomes, and a mapping of CLOs and POs. The content segment needs to include the alignment of the topic or subject with the learning outcomes for the course, as well as the teaching-learning strategy and the session plan (Bakar & Rosbi, 2019).

The assessment techniques provide further explanation of the assessment strategy as well as the evaluation tool selection. In addition to that, it emphasises the criteria that will be used for grading and evaluation. Assessment techniques are essential because they illustrate the method(s) that are used to evaluate a student's performance for a particular course. This makes them very important. A combination of formative and summative evaluations could be included in these. Last but not least, resources include references from textbooks as well as any other credible source, such as professional journals, articles, company reports, government websites, online news articles, and audio/video clips, to name just a few examples.

Mapping of CLOs with POs:

Program outcomes (PO) are the goals that every student in the programme should have accomplished by the end of their time there. These are attained through the intertwining of numerous course learning outcomes (CLO). Based on the institution's overall strategy for outcome-based education, a given course's instructor may establish three or four CLOs. Using the three categories of Bloom's Taxonomy, we can assign a single level of competence to each CLO. A PO list for a programme in engineering will look different than one for a programme in another field. At the same school, students enrolled in different majors may take the same course. One or more POs from each programme are matched with CLOs from the same course.

In the end, a typical lesson plan may consist of the following sections: (i) Class/lecture reference to the course outline, (ii) Lesson title, (iii) Lesson objective, (iv) Lesson learning outcome, (v) Content of the lesson broken down with time duration, (vi) Teaching/learning methods, (vii) Resources and equipment needed, (viii) In-class assessment, and (ix) Concluding remarks. Each lecture or block of lecture time can have its own lesson plan created. Lesson plans include references to CLOs alongside goals, objectives, and instructional strategies. The success of the students must be quantifiable in terms of the CLOs.

Breaking Down the Benefits and Drawbacks of Outcome-Based Education:

One of the most significant advantages of practicing OBE is the enhancement of one's capacity for mental clarity, which can be accomplished by doing so. Students and their families are given the information they require to make informed decisions regarding where to enroll in school and which classes to take as a result of the learning outcomes. Course Outcomes (CO), Program Outcomes (PO), and Program Educational Objectives (PEO) define what students are expected to have learned and be able to do by the end of a given course or programme (Lorenzen, 2021, Bond et al., 2017, Laguador & Dotong, 2014). As a result of this, there is an increase not only in the quality of the instruction but also in the manner in which it is delivered, and the effects of this improvement are observable throughout all faculty and departments (Patra, Kumar & Subramanya, 2021, Gurukkal, 2020).

The adaptability of the system is the next advantage, and many people would argue that this is the most important one. When using OBE, students have the ability to decide for themselves what they wish to learn and how they wish to learn it. It is possible to address both the individual strengths and weaknesses of a student, and the student has many opportunities to practice the material and become proficient with it. Accreditation functions as a standard against which institutions can be judged and compared to one another in order to determine a ranking. It should come as no surprise that the OBE framework is beneficial to all of the different parties that are involved.

Similar to any other method of pedagogical approach, the OBE has its share of shortcomings. The factor that will determine the outcome is the individual's interpretation of the meaning. The framework is not accompanied by any guidelines or standards for the creation of instructional materials. Despite the fact that the results have been revealed, there is still a great deal of room for speculation. In addition, there is a substantial amount of jargon, which makes it easy to become confused by the phrases themselves rather than by the terms' meanings. This makes the content more difficult to comprehend. The development of learning outcomes can be a difficult and time-consuming process. The following is another one of the numerous drawbacks of the option. When applied to vocational fields of study such as management, engineering, and the sciences, the occupational behaviour evaluation (OBE) is at its most useful. In stark contrast to the arts, where its impact is significantly less significant, this is the case. In the second category, subjects like literature and philosophy can benefit from a less restrictive structure.

On the other hand, the evaluation process itself may be perceived as a potential disadvantage. OBE does not perform particularly well on traditional paper-and-pencil written tests. Yes, a variety of examination methods, ranging from individual essays to group presentations, are required. A portfolio is one example of this strategy. The key to successfully overcoming the obstacles is to find a solution that strikes a balance between the ideal outcomes and the practical outcomes.

Conclusion

The majority of today's students will probably go on to work in jobs that do not yet exist. The corporate world (manufacturing and/or services) is currently being disrupted and will continue to be so as a result of innovations in technology, as well as sociocultural shifts, economic shifts, and demographic shifts (Nakkeeran et al., 2018). As a consequence of this, OBE will be on the cusp of a new world, one in which students will be expected to successfully navigate a global landscape that is in a state of constant flux. We can expect more and more students looking to broaden their skill sets in order to advance their careers (Green et al., 2009, Hager, 2006). It is possible for educators to transition from the role of knowledge disseminators to that of knowledge facilitators. The Outcome-Based Education approach has proven to be an attractive model for all stakeholders of an education institute, such as the curriculum developers (teachers), employers, management and most importantly, the students (Harden, 1999).

At the heart of OBE, it focuses towards the incorporation of the ability to generate novel concepts, collaborative nature, inquisition-driven practices that foster metacognitive abilities and professional abilities in order to create and sustain the skills of thinking, communicating, teaching, learning and evaluation (Brindha, 2020, Patra, Kumar & Subramanya, 2021). The alignment of an institute's curricula, classroom methods, and evaluation procedures constitutes an OBE framework. OBE not only helps students think more critically, but it also helps institutes meet accreditation and industry standards and maintain a culture of constant improvement (King & Evans, 1991).

References

[1] Bakar, N. A., & Rosbi, S. (2019). Framework of outcome-based-education (OBE) for massive open Online courses (MOOCs) in Islamic finance education. *Int. J. Adv. Eng. Res. Sci. Int.*, *6*(10), 247-253.

[2] Brindha, V. E. (2020). Outcome Based Education and Revised Bloom's Taxonomy as a Catalyst for Redesigning Teaching and Learning in Engineering Education. *Journal of Engineering Education Transformations*, *34*(1), 109-114.

[3] Davis, A., & Winch, C. (2015). Educational assessment on trial. London, UK: Bloomsbury Publishing.

[4] Hansen, J. W. (1997). Cognitive Styles and Technology-Based Education. *Journal of Technology Studies*, *23*(1), 14-23.

[5] HARDEN, R. M. (1999). *AMEE Guide No. 14: Outcome-based education: Part 1-An introduction to outcome-based education. Medical Teacher, 21(1), 7–14.* doi:10.1080/01421599979969

[6] Iqbal, S., Willis, I., Almigbal, T. H., Aldahmash, A., & Rastam, S. (2020). Outcome-based education: Evaluation, implementation and faculty development. *MedEdPublish*, *9*(121), 121.

[7] Laguador, J. M., & Dotong, C. I. (2014). Knowledge versus practice on the outcomes-based education implementation of the engineering faculty members in LPU. *International Journal of Academic Research in Progressive Education and Development*, *3*(1), 63-74.

[8] Patra, S. M., Kumar, R., & Subramanya, K. N. (2021). DESIGNING QUESTION PAPER MARKS DISTRIBUTION BASED ON BLOOM'S TAXONOMY LEVEL FOR COURSE OUTCOMES MEASUREMENT. *International Journal on Recent Trends in Business and Tourism (IJRTBT)*, *5*(2), 1-6.

[9] Rao, N. J. (2020). Outcome-based education: An outline. *Higher Education for the Future*, *7*(1), 5-21.

[10] Senthilkumar, S., & Kumar, B. (2017). Teacher educators & teacher trainees awarness and applicaiton towards bloom's taxonomy in thiruvannamali district. *International Jounral of Environmental & Science Education*, *12*(7), 1605-1615.

[11] Spady, W. G. (1994). Outcome-based education: Critical issues and answers. Arlington, VA: American Association of School Administrators.

[12] Valcke, M., De Wever, B., Zhu, C., & Deed, C. (2009). Supporting active cognitive processing in collaborative groups: The potential of Bloom's taxonomy as a labeling tool. *The Internet and Higher Education*, *12*(3-4), 165-172.

[13] King, J. A., & Evans, K. M. (1991). Can We Achieve Outcome-Based Education?. *Educational leadership*, *49*(2), 73-75.

[14] Gurukkal, R. (2020). Outcome-based education: an open framework. *Higher Education for the Future*, *7*(1), 1-4.

[15] Bond, C. H., Spronken-Smith, R., McLean, A., Smith, N., Frielick, S., Jenkins, M., & Marshall, S. (2017). A framework for enabling graduate outcomes in undergraduate programmes. *Higher Education Research & Development*, *36*(1), 43-58.

[16] Hager, P. (2006). Nature and development of generic attributes. *Graduate attributes, learning and employability*, 17-47.

[17] Green, W., Hammer, S., & Star, C. (2009). Facing up to the challenge: Why is it so hard to develop graduate attributes? Higher Education Research & Development, 28(1), 17–29.

[18] Lorenzen, M. (2021). Using outcome-based education in the planning and teaching of new information technologies. *Information technology planning*, 141-152.

[19] Mann, L., Chang, R., Chandrasekaran, S., Coddington, A., Daniel, S., Cook, E., ... & Smith, T. D. (2021). From problem-based learning to practice-based education: A framework for shaping future engineers. *European Journal of Engineering Education*, *46*(1), 27-47.

[20] Nakkeeran, R., Babu, R., Manimaran, R., & Gnanasivam, P. (2018). Importance of outcome based education (OBE) to advance educational quality and enhance global mobility. *International Journal of Pure and Applied Mathematics*, *119*(17), 1483-1492.