

A Study on the Application of Outcome-based Teaching and Learning in Higher Education in Hong Kong

Peter K W FONG

HK Chu Hai College of Higher Education

Alice Y C TE

The University of Hong Kong

In line with the change from focusing on output to measuring outcome in the public sector reform in Hong Kong, Outcome-Based Teaching and Learning (OBTL) has been one of the key government policy initiatives advocated by the University Grants Committee (UGC) since 2006. Most studies on OBTL applications in higher education in Hong Kong were on its effectiveness when applied on particular programmes, especially in measuring the level of students' achievements of the Course Intended Learning Outcomes. There were very few studies on how this policy initiative has been received and adopted by different higher educational institutions. This paper aims to provide a comprehensive review of how the eight UGC-funded (HKU, CUHK, HKUST, CityU, PolyU, HKBU, LN, HKIEd) and seven self-financing (OUHK, SYU, CHC, HSMC, TWC, Caritas, Centennial College) higher education institutions responded to the UGC's request and their adaptation of OBTL. It will examine how OBTL is used in these institutions and identify the reasons why some institutions have high application while others have low application. For those with high application, the paper will analyse the critical success factors in the application of OBTL, including senior management endorsement, development of strategies and measures to enable the practice of OBTL, and allocation of resources for teachers' support. It is hoped that this paper will give government policy makers a better understanding on OBTL implementation and facilitate future policy enhancements on teaching and learning for higher education institutions.