

Basic Principles of Outcomes Based Education

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Abstract: Outcome- based education in the Philippines is starting to grow and develop. Universities are starting to accommodate this new education system by changing the current research-based syllabi and transforming them into an outcomes-based syllabi. This progress is a result of Commission on Higher Education Memorandum Order (CMO) No. 46, s. 2012(Colinares, 2014). This involves standards of learning that are competency-based and monitoring the quality for assurance and evaluation.

Keywords: Outcomes-Based, Education, K-12, Learning, Competency-Based, University, Curriculum.

I. INTRODUCTION

It is an essential need for a child to acquire proper education to sustain his or her being. For an individual to be able to support himself, be ready to build his identity and to take part in developing the society he or she must have good Education. This privilege should be given to each child for it provides knowledge and learning. Education also aims to develop the skills and enhance the abilities of every student. Proper Education would bring competence and guide the students with good values and positive attitude. (Borsoto, et. al. 2014) In producing professionals that will comply to the requirements of being globally competent, quality education is the key term to provide.

The education system in the Philippines is currently experiencing changes through the so called K-12 program adapted by the DepEd or the Department of Education from a various Asian countries. They said that the K-12 program will be providing sufficient time for the students to master the concept and skills they need to have, that it will soon develop lifelong learners, and will prepare graduates to step on their college years. The DepEd mention that students will obtain the development of the skill of the middle-levels for future employment, and encourage them for entrepreneurship. Kindergarten and elementary or primary education is covered by K-12. They have to acquire four heavy years of Junior High School, and another two more years of Senior High School for a total of 12 basic years of Education (PH Government).

II. FINDINGS

Looking closely to the main objectives of K-12 program it is much associated with a rising approach in higher education that is being tested among many countries nowadays. This is known as Performance-based Education or most popularly known as the Outcomes Based Education, however it was first called as the Mastery Learning (Lui & Shum, 2007).

Outcomes Based Education (OBE), based to Tucker (2004), is a process which entails the reporting of education practices, evaluation and the reconstruction of the curriculum. In this type of process the outcome will reflect the mastery and achievement of high order learning of the learner. The students in this process will evidently accumulate mastery instead of just passing or accumulating the course credits. Thus, OBE's primary aim is to guide and facilitate desired changes or outcomes within students by developing their skills and/or positively influencing them with proper attitudes, increasing their knowledge and teaching values and judgment.

Creating an OBE curriculum means beginning with a clear view of what fundamental things should a learner be capable of or the first basic principle, Clarity of Focus. After configuring the main objectives we can then organize the curriculum or the second principle, designing down. Now set instruction or the third principle, high expectations and make further assessment to ensure this learning ultimately happens, finally the last principle, expand the opportunities (Spady, 1994).

The first basic principle, the clarity of focus, explains that the instructor and professors should focus on helping their students to enhance skills, understanding, their knowledge, and individual personalities that will encourage them in achieving the articulated result of the program or course. Next is designing down which means that it has to begin with a vivid characterization of the proposed set of outcomes that the students must achieved and ability and knowledge that must be possessed at the end of the program.

The third principle which is the High expectations means that the teachers and instructors must establish and promote high and challenging set of standards of performance among students in order to encourage them to contribute their learning in the field. And lastly expanded opportunities pertain that the teachers and instructors must provide opportunities among every student. It is anchored to the belief that individuals cannot learn exactly the same things in the same way and in the same time, and an individual may most likely to succeed if given an appropriate opportunity.

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