

Chapter 7

Teaching and Assessment of Course Outcomes in Switching Theory and Logic Design Course: A Case Study

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ABSTRACT

Outcome-based education (OBE) is nothing but education based on the results. It's an approach that concentrates and organizes an education system in order to know, value, and be capable of achieving the desired skill level, which is essential for each learner. OBE helps in assessing the learners in different way rather than traditional evaluation of giving grades/ranks. Assessment is an important method for evaluating a student's progress after a learning process. A substantial effort was made to define the different elements that constitute a good program evaluation process from the observable study results at the level of courses and programmes by mapping and analysis information. Assessment tools are required to know how well programs and courses are listening for students. Based on the course, the assessment may be the formative or summative to assess the learning of the learners. OBE is the widely accepted method in measuring the learner's outcome.

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7.0 INTRODUCTION

Outcome-based education (OBE) is a theory based on objectives (outcomes) in every part of an education system. Every student should have accomplished the goal by the end of their education experience. Alternatively, classroom, incentive and evaluation should all support students in achieving the defined outcome (Spady & William, 1994). The faculty's position is tailored to the desired results of the teacher, mentor or assistant.

For educational systems around the world, outcomes-based methods have been implemented at various levels. The United States has a UPR program in place from the 1994 on, which has over the years been adapted (Austin & Tammy, 2000; NCLB ESEA flexibility, 2016). Hong Kong has adopted an outcome-based approach for its universities in 2005 (Kennedy & Kerry, 2011). In 2008 Malaysia introduced the UPR in all its public school systems (Mohayidin & Mohd Ghazali, 2008). The European Union proposed e-mailing in the OBE system. In 2005, the UPR in Australia and South Africa implemented an EOR in all its universities (Donnelly & Kevin, 2007; Allais & Stephanie, 2007). The Washington Accord was created in 1989 in an international effort to accept OBE; it is a treaty that graduate students are accepted by the OBE method. Full signatories are Australia, Taiwan, Sri Lanka, Canada, Singapore, Ireland, Korea, South Africa, India, Pakistan, Turkey, China, UK and the US as of 2017 (Washington accord, 2012 and 2017).

In helping institutions evaluate their learning outcomes and allowing students to develop new skills that enable them to differentiate themselves with their global colleagues, the OBE training system has proven to be a success. Such factors will help to raise educational standards and assist institutions by continuously improving their accreditation in the long run from prestigious bodies like National Board of Accreditation (NBA). In comparison, it is highly dependent on the abstract dimensions of learning that we talk of the traditional education system. It offers students little chance to develop new skills that could help them build their careers. In a traditional system, teachers are focused rather than innovating on completing the curriculum with the given time frame. Figure 1 shows the clear difference between traditional and OBE education system.

Outcome Based Education (OBE) is an approach focusing exclusively on student competence in different aspects. The only objective is success for each student and the quality of the student to achieve the preset results is evaluated (Spady, 1994).

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