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## Endorsements of the Centre for Advancement of Outcomes-Based Education (CAOBE)

### Endorsement by Quality Assurance Council

‘The Audit Panel found evidence that the University has been making great efforts to make OBATL and CRA work for LU since the 2010 QAC Quality Audit. The Centre for the Advancement of Outcomes-based Education, which is housed in the TLC, is responsible for providing workshops, newsletters and a repository of articles and books, as well as funding for initiatives in OBATL.’

*From ‘Report of a Quality Audit of Lingnan University’  
Quality Assurance Council Second Audit Cycle  
September 2016, page 25, point 5.6*

## Endorsements by Lingnan University Faculty



‘The project in which I participated and which was led by the CAOBE has been integral to my professional and personal development as a university lecturer. I have always been a strong proponent of organized courses and projects that further the teaching abilities of university-level educators, but I have never previously seen such a strong and effective measures as those put in place by the CAOBE at Lingnan University. Although I have only had the pleasure to participate in one of their projects, I have heard their skills recommended by several senior members of staff. I strongly support the continuation of this centre.’

**Professor Josefina Baark** (*Visiting Assistant Professor, Visual Studies Department*)

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‘This is a message in strong support of the CAOBE. This was my first year at Lingnan University, and working with the CAOBE has helped my acclimation to a new university and challenged me to improve my teaching. Formally, I have worked with Julie Groves and the CAOBE on three occasions this year.

‘First was the presentation that Ms. Groves gave at the introductory workshop for new faculty. For her presentation, Ms. Groves introduced the CAOBE and the available resources. The second encounter with Ms. Groves was when I contacted her to discuss developing a rubric. As I had hoped to shift my classes to criterion-based grading, I wanted to develop some rubrics to guide my student evaluations. Ms. Groves was very helpful, showing me examples from other professors, listening to my concerns, and helping me focus my efforts. The resultant rubric has been great, and is being used in all of my courses.

‘Third, I joined the “Mini Action Research Plan” project led by the CAOBE. Previous to this, I did not know what Action Research was. Being a part of this project exposed me to new ways to approach problems in class, by combining student feedback, self-reflection, and in class evaluation. In the future, I have a new tool to aid my teaching. The CAOBE and Julie Groves are valuable resources to Lingnan University. With pressure to excel in both research and teaching, it is not easy for a professor to keep up-to-date on both subject-specific and education literature. It is important to have someone on campus who is following and reading the education research literature, helping professors target their efforts and improve their teaching.’



**Professor Jonathan Fong** (*Assistant Professor, Core Curriculum & General Education Office, Science Unit*)

‘I was approached by the CAOBE two years ago, in conjunction with enhancement of teaching for outcome-based learning. The prospect of a teaching and learning project sounded exciting, and I subsequently proposed an action research project for helping students achieve their course intended learning outcomes on a required language course, which I was able to conduct with the generous support from the CAOBE.



Ever since, the CAOBE has been constantly encouraging and supportive of any endeavour in the furthering of outcomes-based approach to teaching and learning. I was also invited to come on board on another project as a consultant trainer for colleagues across the university.

My experience with working on both projects has been enriching on several levels. By providing opportunities for reflective teaching practices and collaboration among faculty members, the CAOBE has helped us become more aware as teachers and gain a broader perspective on the overarching value of outcomes-based education.’

***Professor Preet Hiradhar**, Assistant Professor, Department of English*

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‘It is my pleasure to write this endorsement of the Center for the Advancement of Outcomes Based Education. As the coordinator of the Student Consultant Program, I have had the pleasure of working with Ms. Julie Groves and the CAOBE since its inception. Without the seed-funding and support provided by the Center, I would not have been able to continue the basic functions of the SCP.



More importantly, working with the CAOBE helped me clarify and integrate outcomes based learning into the practices of the SCP. Student Consultants are now trained to look for how classroom practices and assignments feed backwards to support the ILOs of the course and to discuss these issues intelligently with their faculty partners.

As the University moves to implement outcomes based assessment across the board, as outlined in our recent QAC audit, the CAOBE is an important resource to the English department which, quite honestly, is not always consistent in its application of outcomes. 50% of our department attended the Tang and Biggs workshop organized by the CAOBE as part of our professional development and commitment to outcomes based learning. As a department that takes pedagogy and the learning experiences of our students very seriously, the CAOBE is both a resource and an ally in these endeavors.’

***Professor Elizabeth Ho**, Associate Professor, Department of English  
Faculty Coordinator of the Student Consultant Program*

## Lingnan University Faculty experiences with the MARP (Mini Action Research Project initiated by the CAOBE)

‘The project had a greater impact on my determination to engage in continual feedback from students and certainly improved my ability to see classes from their viewpoint ... it helped me to understand more about how I may be able to achieve certain outcomes and how I need to alter my teaching methods to ensure certain outcomes are being met ... The Project Manager and the Consultant Trainer were always willing to advise and were available throughout the project. I appreciated the discussions with them and the feedback and constructive guidance they provided.’



**Professor Paul Whitla,**  
(Assistant Professor,  
Marketing & International  
Business Department)

Email by **Prof Paul Whitla** to the CAOBE Manager on 30 May 2016:

‘Thanks for allowing me to participate in the MARP programme I really do appreciate all the work that you have put into it. I did gain a lot from it and I hope that we will be able to continue to work on this or other related projects in the future.’

‘The experience of taking part in the MARP funded by the CAOBE has been valuable to my learning about OBE. I appreciate the kind of guidance I have received throughout the project.

Resources and materials about how to do OBE are probably out there in the library or on the web, but I think it is more effective and efficient to have someone pointing us to the right direction.’



**Professor Vivian Lun,** (Assistant Professor, Applied Psychology Department )

‘I like this idea of using a research framework to think about teaching. This project is a nicely designed and implemented project, and the results should be presented to other colleagues so that they learn about the usefulness of this action research approach ... I think the CAOBE Manager and Consultant Trainer have been very thorough and helpful in this whole process!’



**Prof Mark McGinley** (Professor,  
Core Curriculum & General  
Education Office, Science Unit

I found the expertise of Julie (Project & CAOBE Manager) and Preet (Consultant Trainer) particularly helpful and would recommend them to other teachers. My experience of working with them was very positive and they provided excellent advice.

**Professor Josefine Baark** (Visiting Assistant Professor,  
Visual Studies Department)  
(photo shown on previous page)



‘The MARP project is a good model. It was well organized, we were supported by project staff and student assistants ... I enjoyed working with the MARP project staff. Their organization and continual friendly reminders about required progress definitely helped to keep me on track during the project’.