Implementing an Outcomes-Based Education (OBE) Framework in the Teaching of I/O Psychology

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Abstract: Aligning with global education trends, the main thrust of most Higher Education Institutions in the Philippines is to move towards Outcomes-Based Education (OBE). OBE can be considered as a philosophy of education where there are a certain set of beliefs and assumptions about teaching and learning. The key principle of OBE states that all activities (teaching, assessment, etc) are geared towards, not what the teacher is going to teach, but what the outcome of that teaching should be, what the learner is supposed to do and at what standard.

At De La Salle University – Manila (DLSU), faculty and students are in transition with OBE and the faculty are responsible for identifying competencies and learning outcomes and redesigning curriculum including learning activities and assessments in their areas of specialization. This paper explores some of the basic principles of outcomes-based education and discusses how the theory and philosophy of OBE was applied in the instructional planning, teaching and assessment of students in an undergraduate I/O Psychology course at DLSU. A description of preliminary student experiences and feedback towards outcomes-based courses are also discussed.

Key Words: outcomes-based education, higher education; curriculum design; io psychology