

## Implementing Outcomes Based Education in Foundation Program

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### **Abstract**

This paper looks at how Foundation Program at Dhofar University in the Sultanate of Oman aligned its English language program with the principles of outcomes based education. The Ministry of Higher Education, Oman, decided to lay down a policy of higher education that will assess the Higher Education Providers' academic programs on the basis of the standards which are known as Oman Academic Standards. Students are required to have acceptable competencies in the following four areas: English language, Mathematics, Computing and Study Skills. This paper discusses how Foundation Program at Dhofar University aligns its courses with the learning outcomes and that this is a program that delivers its courses much the same as the Outcomes Based Education methodology.

**Keywords:** GFP, learning outcomes, OAS, OBE

### **INTRODUCTION**

Oman is one of the Gulf Countries that has laid emphasis on educating its human resource. To ensure that the Higher Education Institutions(HEIs) provide quality education, they are required to go through the process of licensing and accreditation by Oman Academic Accreditation Authority (OAAA). In order to get accreditation, every institution has to run a General Foundation Program (Ministerial Decision No. 72/2008) to 'prepare students for effective participation in higher education.' This program targets secondary school graduates who fail to attain the prescribed learning outcomes in the areas of English Language, mathematics, computing and general study skills (1.1 and 1.2 Oman Academic Standards for General Foundation Programs document OAC Ministry of Higher Education).

The Foundation Program (FP) of Dhofar University is one of the first to be recognised as a program that has 'aligned its Foundation program with Oman's National General Foundation Program Standards.' In this context, it is important to understand the General Foundation Program (GFP) standards and the related learning outcomes to determine whether the GFP at Dhofar University can be compared to the Outcomes Based Education (OBE) as advocated by William Spady (1994), according to whom, OBE is a process of "clearly focusing and organizing everything in an educational system around what is essential for all students to be able to do successfully at the end of their learning experiences (p.1).

### **1.WHAT IS OUTCOMES BASED EDUCATION?**

Outcomes Based Education aims at designing a curriculum and implementing it focusing on what students can actually do after they are taught. OBE expects the educators to ask what the teachers want the students to learn, why they want to learn it, how best they want the students learn it and how will the teachers know what the students have learnt.

Thus, in OBE the desired outcome is selected first and the curriculum, instructional materials and assessments are created to support the intended outcome (Spady 1988; 1993). Outcomes according to Spady, are ".....clear learning results that we want students to demonstrate at the end of significant learning experiences" (1994, p. 2). These outcomes determine the curriculum design. It is a kind of informed teaching and learning. Learners know beforehand what they are going to learn and how they are going to learn what they learn, and the teachers know what their students are expected to learn and how best they will be able to use the learnt experience in doing what they are expected to do at the end of the learning.

# Outcomes Based Assessment In An English Language Program

**Camilla Rothe**



## **Outcomes Based Assessment In An English Language Program:**

## Unveiling the Energy of Verbal Art: An Emotional Sojourn through **Outcomes Based Assessment In An English Language Program**

In a world inundated with displays and the cacophony of fast communication, the profound energy and mental resonance of verbal beauty frequently fade in to obscurity, eclipsed by the constant barrage of sound and distractions. However, nestled within the lyrical pages of **Outcomes Based Assessment In An English Language Program**, a charming work of fictional beauty that pulses with fresh thoughts, lies an unique journey waiting to be embarked upon. Published by a virtuoso wordsmith, that mesmerizing opus instructions readers on a psychological odyssey, lightly exposing the latent possible and profound affect embedded within the complicated internet of language. Within the heart-wrenching expanse of this evocative analysis, we can embark upon an introspective exploration of the book is main styles, dissect its fascinating writing style, and immerse ourselves in the indelible impact it leaves upon the depths of readers souls.

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### **Table of Contents Outcomes Based Assessment In An English Language Program**

1. Understanding the eBook Outcomes Based Assessment In An English Language Program
  - The Rise of Digital Reading Outcomes Based Assessment In An English Language Program
  - Advantages of eBooks Over Traditional Books
2. Identifying Outcomes Based Assessment In An English Language Program
  - Exploring Different Genres
  - Considering Fiction vs. Non-Fiction
  - Determining Your Reading Goals
3. Choosing the Right eBook Platform
  - Popular eBook Platforms
  - Features to Look for in an Outcomes Based Assessment In An English Language Program
  - User-Friendly Interface

## **Outcomes Based Assessment In An English Language Program**

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4. Exploring eBook Recommendations from Outcomes Based Assessment In An English Language Program
  - Personalized Recommendations
  - Outcomes Based Assessment In An English Language Program User Reviews and Ratings
  - Outcomes Based Assessment In An English Language Program and Bestseller Lists
5. Accessing Outcomes Based Assessment In An English Language Program Free and Paid eBooks
  - Outcomes Based Assessment In An English Language Program Public Domain eBooks
  - Outcomes Based Assessment In An English Language Program eBook Subscription Services
  - Outcomes Based Assessment In An English Language Program Budget-Friendly Options
6. Navigating Outcomes Based Assessment In An English Language Program eBook Formats
  - ePub, PDF, MOBI, and More
  - Outcomes Based Assessment In An English Language Program Compatibility with Devices
  - Outcomes Based Assessment In An English Language Program Enhanced eBook Features
7. Enhancing Your Reading Experience
  - Adjustable Fonts and Text Sizes of Outcomes Based Assessment In An English Language Program
  - Highlighting and Note-Taking Outcomes Based Assessment In An English Language Program
  - Interactive Elements Outcomes Based Assessment In An English Language Program
8. Staying Engaged with Outcomes Based Assessment In An English Language Program
  - Joining Online Reading Communities
  - Participating in Virtual Book Clubs
  - Following Authors and Publishers Outcomes Based Assessment In An English Language Program
9. Balancing eBooks and Physical Books Outcomes Based Assessment In An English Language Program
  - Benefits of a Digital Library
  - Creating a Diverse Reading Collection Outcomes Based Assessment In An English Language Program
10. Overcoming Reading Challenges
  - Dealing with Digital Eye Strain
  - Minimizing Distractions
  - Managing Screen Time
11. Cultivating a Reading Routine Outcomes Based Assessment In An English Language Program
  - Setting Reading Goals Outcomes Based Assessment In An English Language Program
  - Carving Out Dedicated Reading Time

12. Sourcing Reliable Information of Outcomes Based Assessment In An English Language Program
  - Fact-Checking eBook Content of Outcomes Based Assessment In An English Language Program
  - Distinguishing Credible Sources
13. Promoting Lifelong Learning
  - Utilizing eBooks for Skill Development
  - Exploring Educational eBooks
14. Embracing eBook Trends
  - Integration of Multimedia Elements
  - Interactive and Gamified eBooks

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