

# Development of Standardized Module Template for Outcomes-Based Teaching and Flexible Learning in HEI

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## ABSTRACT

The main purpose of the study was to design a collaborative module based on the requirement of the Commission on Higher Education (CHED) on outcomes-based teaching and flexible learning due to the emerging issues on pandemic that started this year all over the world. Because of this unresolved global issue, most tertiary levels resorted to flexible learning as an alternative mode of face-to-face classroom. Admittedly, not all colleges and universities could afford the flexible learning environment, however, one of the solutions is to come up with a collaborative module that will continuously sustain and maintain the teaching and learning process. To achieve this objective, the researcher used the qualitative approach and documentary analysis to review and assess the document's points and arguments in developing a module applicable in HEI's, to determine the various phases of module development, to enumerate the personnel involved in writing modules, and to identify the process of dissemination and distribution. It was found out that there were no modules developed in the past in college under study. Thus, this proposed module will lead to an easy monitoring of instruction, aligned Intended Learning Outcomes (ILO's), Teaching and Learning Activities (TLA), and Assessment Tasks (AT's). It was found that the college under study could employ the standardized module template for development of various courses. This study implies that the presence of collaborative course modules in HEI's encourage teachers and students to improve the flexible learning system, the strategies of teaching, and the impact on student learning development. The researcher recommends that the standardized module could be utilized in other colleges and universities for future collaboration and professional development.

### ***Keyword:***

teaching-learning process, documentary analysis, documents, instructional designs, Outcomes-based Education, Curriculum Development

## Introduction

In the next academic year, the HEIs are now promoting the use of flexible learning, as suggested by the Higher Education Commission (CHED). It is one way for students to pursue their studies amid the unresolved global pandemic problem as the academic school year is about to start. Numerous educational institutions in Region IV-A have suspended their academic activities and classes because of the COVID-19 threat. All non-teaching workers had to stop working and have been told by the Philippine President to remain at home. COVID-19 is a disease that can quickly damage the immune system which can cause massive damage to infected persons [1].

To resolve the issue on how the teaching and learning process would be beneficial to learners, the researcher was tasked to develop a standardized module template for outcomes-based teaching and flexible learning in higher education. This module template would enable both the beginning and experienced teachers in highlighting their skills in creating their lessons. Pollard, et.al. [2] argued that there are common problems experienced by beginning teachers that include not knowing what to do when, having given an explanation, the students do not understand, other than repeating the same explanation; not knowing how to cope with students at different rates, ranging from those who finish early to those making little progress; not knowing which curriculum elements require more attention and emphasis in teaching; and not knowing what to do with students they cannot control. In this module template, new teachers could not possibly encounter this problem because the design was easy to follow. Teachers' creativity and skills of experienced teachers may have the opportunity to guide the new teachers in writing the module. Quality learning and teaching is also interdependent and interrelated. The researcher believes that a teacher should always be successful in movement, thus emphasizing pedagogical skills as they are crucial among the qualifications, competence, and adequacy of college teachers.

Teaching fosters accomplishment rewarding service. Proposing a standardized module is an offshoot of the institution's reflection as teachers to improve the situation in times of pandemic or other emergencies in order to improve teaching standards. Students are engaged in their studies because there is a guide, a reference that gives them some information during exams, and insights into successive advanced study lessons. Since there were no empirical studies related to this study, the researcher would like to create a module template for all courses that will prepare the curricula aligned with the requirements set by the OBE Higher Education

Commission in different disciplines. A teacher can also make a difference by developing and re-creating ideas such as using successful classroom instructional designs, structured and scheduled lessons, and an engaging teaching using the guide. The proposed structured course module would enhance the teaching and learning process in the classroom, and strengthens it. Designing the module template is never a simple job, however, a teacher should always find the most important knowledge students should be able to know and remember, the most important concepts students should understand and the most important skills students should acquire in a course.

This research delves into the development of a standardized module template intended for outcomes-based teaching and flexible learning. It highlighted the framework, the major roles of personnel involved in the processes of preparation, development, review, dissemination, and implementation. Kyriacou [3] argues that effective teaching skills require knowledge, decision-making and action crucially. It is critically relevant because skillful teaching is as much a thought-provoking practice as measurable behavior. Developing your skills as a teacher involves both the development and expansion of your knowledge and the decision you make in a particular situation, as well as the successful implementation of the observable action [3]. This study indicates that a teacher should possess teaching skills in developing a standardized and collaborative module for outcomes-based teaching and flexible learning.

The growth of the writing ability of students depends on the teaching strategy of the teacher and the materials used in the lesson for writing are also used. In the present research, the efficacy of a module for creative writing [4]. In the United States in public instruction, they consider the module as techniques techniques for the creation of powerful essays and provide examples of activities using the three-domain rubric of Virginia: composing; written expression; mechanics and use [5].

### **OBJECTIVES OF THE STUDY**

The purpose of the study was to develop a standardized course module template that will facilitate the teaching and learning process by reviewing and assessing some documents, points and arguments in developing a module that is applicable in HEI's. The study highlighted the different phases of the module development, major roles of personnel involved in the planning, development, review and verification, dissemination and distribution process.

## **MATERIALS AND METHODS**

### **Research Design**

In creating a course module design, the researcher used the qualitative method and documentary analysis to analyze and assess the topics, principles, and claims of the paper. The Constructive Alignment as used as an instructional design model in constructing the module template 's content phases.

This research was restricted only to the proposed module creation which may be suggested in other higher learning schools or institutions in the Philippines for collaboration and professional development purposes.

### **Sampling Procedure and Participants**

The researcher would like to highlight the importance of a standardized development of the module in one private Philippine institution. Some studies were scrutinized as the basis for content theories, but no studies on the course module development proposal had been conducted. Hence the researcher uses some literature to analyse the different theoretical constructs. These theories concerned only the intended learning outcomes and these were evaluated and summarized. An original plan or framework has been developed which will be uniform and consistent with all courses offered at the institution being studied. This module framework has been established which will be considered as its template in the production of the course modules in all discipline areas. The researcher had enumerated some personnel's different responsibilities in the stages of preparation, development, review, and dissemination.

### **Instrument**

Given that this research uses qualitative approach and documentary analysis as its tool to analyze the theories, no instrument has been used to validate the theories. However, this has been easily improved and finalized through a series of meetings and deliberations with the Quality Management System (QMS) and the top management that reviewed the module template. Finally, this was also cascaded into the meeting of the Dean 's Council to ensure that the template was ready for use and dissemination to their own schools.

### **Data Collection**

QMS review series was conducted to discuss the course module development process and brainstorm on it. A further meeting was also held in the Academic Council to disseminate the module template 's content phases as the basis for beginning the summer AY-2020-2021 module writing.

### **Data Analysis Framework**

The researcher developed a process for developing the standardized module template with the following developmental stages: preparation, development, review, and dissemination. In the meetings, the stages were carefully discussed and agreed by the body.

### **Underpinning Theories**

The researcher found that module creation is only a part of Outcome-based Education which is also the current curriculum promoted by the Higher Education Commission (CHED). Dr. William Spady [4], OBE 's father, proposed three fundamental assumptions: all learners can learn and succeed; success promotes success and the conditions of success are governed by "teaching institutions." The OBE focuses on what the learners will understand which is contrary to conventional planning of education [4].

Tam [5] mentioned in his study that the OBE should be applied to achieve quality assessment and improvement of the curriculum, because this nowadays fully responds to the educational problem. Teachers will switch from a teacher-centric instruction model to a student-centred model. In this paradigm shift of educational practice, the students should be the learning focus. In the institution under study, the creation of module template was recommended by the QMS as an adaptation to this concept.

### **Constructivism Theory**

#### **Development of Course Module Template**

There have never been any empirical studies regarding course module development, but the researcher has found some literatures related to the reasons and importance of course modules.

Old literatures [7] which explain surface theories and deep learning approaches are found to be successful and beneficial in the creation of modules. In this method, the course module creator will think of the two types of students in his / her class: (1)

the surface approach of learners are those students who need encouragement before they can do something, and (2) the students who do not need to be motivated before performing a task are the deep approach of the learners. However, turning our students into "deep learners" who have a genuine ability to grasp the deep learning level, is challenging. She should reflect on what kind of teacher she is on the part of the teacher. Is she a teacher of surface approach, or a teacher of profound approach? To become deep learners, it takes time. Just as when we have healthy, great, and the best classroom students, if we improve ourselves, we can turn them to this level that is. If we strive to use our imaginative and critical thinking abilities, problem-solving and decision-making skills and communication and persuasion skills within the classroom, we will have productive learners.





Squires [ 8] believes an integrated curriculum should be balanced between student learning, teaching, and assessment. This is like the positive alignment principle that ILO should be vertically compatible with TLA and Evaluations, too. The Philippine education standards are based on the CHED and supplemented by other regulatory bodies such as PACUCOA and the ISO guidelines. However, there is only one reason to strengthen the instruction and the "constructive alignment" theory supports that. Apart from this transition, teachers tend to pursue their higher education degrees through conferences and paper presentations, such as postgraduate studies, creating modules and working with other professionals.

### **Responsibilities of Personnel in Module Development**

The Management such as the President, Vice-President for Academic Affairs, Vice President for Administration are responsible for the budget approval of the module development. They are also responsible for monitoring the progress of every school. The Budget Officer is responsible for the preparation of the budget. The Dean is responsible for assigning the authors/module developers for every course. He/she shall be responsible for the review and approval of the module in his/her school. He/she shall monitor the progress of module writing in his/her school. The Program Head is responsible for the verification of the standards used in every module. The Author/Module Developer is the one responsible for writing the module based on his/her experience and expertise. He/she should make sure that the information is correct, the ILO's are met, and the references used are the latest editions of books, e-

books, journals, and other materials. The IT Personnel are responsible for uploading the modules in the Learning Management System.

### 5.3. Stages of Development of Standardized Module Template

Flowchart	Responsible Person	Process Description
<div style="border: 1px solid black; padding: 5px; text-align: center;">PLANNING</div> 	Dean/HRD	The Dean identifies the courses for modularization. He/she assigns the author/module developer who is also called the SMEs to be approved by the HRD. The HRD makes prepares the appointments to the SMEs.
<div style="border: 1px solid black; padding: 5px; text-align: center;">DEVELOPMENT</div> 	Subject Matter Expert	The SMEs work collaboratively with the dean and program head in writing the module.
<div style="border: 1px solid black; padding: 5px; text-align: center;">REVIEW AND VERIFICATION</div> 	Program Head / SME	The Program Head verifies the content of the module as to whether the standards and other statutory requirements have been met. The Dean approves the module.
<div style="border: 1px solid black; padding: 5px; text-align: center;">APPROVAL</div> 	Dean	The Dean monitors the progress of the project through the Program Head. Once reviewed and verified by the program head, this will be approved by the dean.
<div style="border: 1px solid black; padding: 5px; text-align: center;">DISSEMINATION AND DISTRIBUTION</div>	VPAA/School	The VPAA will finally check the whole module before it will be disseminated and distributed. The IT personnel assist in the dissemination of the modules via online.

## 5.4 The Results of the Framework and Discussion

The following are the results of the framework after a thorough study and deliberation of its content sections:

- 5.4.1. What I need to know: It tells about the purpose of the module, the main sections of the lesson, and the Intended Learning Outcomes of the course.
- 5.4.2. Instruction Flow: It is the flow of the lesson per week. It is expected that students already know what to produce or expect in every hour.
- 5.4.3. What I already Know: In this course, students will be given a Pre-Test to define their strengths and weaknesses. This could be easily detected when the outcomes are reviewed, and it could be the basis for enhancing student learning in the future too.
- 5.4.4. Lesson Proper: The details of the lesson, ILO's, and the phases of the study are found in this section. Such phases include the following:

The Introduction includes the lesson starter, review, and motivation of the lesson as necessary. As much as possible, the teacher and student interaction should be obviously seen in this part. There should be a review of the past lesson and a brief motivation related to the new topic. The module developer can freely introduce the topic covering the basic tenet of the lessons, including a summary of the past lesson to link to the present one while simultaneously motivating the students. The Presentation asks the question, "What is the lesson all about?" The teacher presents the content/discussion/concept in this box. The presentation can be in the form of a PPT, links, summarized handouts, or a content of a lesson to be pasted in this box. This should be an original composition of the developer to easily understand the content of the lesson. The presentation provides an important theoretical framework required to achieve the ILOs, while the questions/analysis are guide learning questions so that the learners can examine how these chunks of knowledge are connected and essential for understanding the lesson. T

he development is the part wherein the teacher could possibly add or simplify the lesson to in a form of another question or additional salient points for easy understanding. The Assessment: Assessment is an integral part of teaching, and is characterized operationally as evaluating understanding after giving a particular lesson to the student to learn. There may be questions in this lesson, sequence of exercises,



Multiple Choice quiz, etc. Students will be given self-check activities. They could also collaborate with their classmates. (They try to coordinate/collaborate with their friend, for instance). Activities may vary from one course to another. It could be more than one activity for a particular lesson. S-S interaction is encouraged. Instruction" refers to the direction or guide for the students to do the activity. After giving them the lecture, they may be given some tasks to do and analyse results immediately. The author may also provide additional readings based on other acknowledged sources. It might be another link in a textbook or reference material, or an article. The Reflection is more of a student task wherein he/she needs to reflect on his/her learning in this particular topic. A teacher may also provide one question for the students to reflect on. The student may write his/her answer in the box provided in this section.

The Generalization is the task of students who should attempt to make their thematic generalizations/abstractions. A problem will drive this by giving them a guide question. The Reinforcement is the task of students that will provide them another opportunity to practice through another exercise or drills that will enhance the teaching and learning process. The Summary is the task of students to summarize the main points the lesson. Moving Forward is the author/module developer's additional 5-10 questions related to the board exam. An answer key should be provided at the back of their module. This is only applicable for those programs which have board examinations. The Pre-Test and Post-Test are the assessments that will be given to all learners before and after learning the course module. The Appendices may include the following: glossary, suggested readings, answer key, grading rubric, components of class standing, etc. This depends on the requirement of the course. The References shall meet the guidelines of the APA 6th edition, which should be of the latest editions.

In order for the module developers to create their collaborative module for outcomes-based teaching and flexible learning, as effective teachers, there are some reminders which need to focus on which include the following:

- ✓ The use of advance organizers: An advance organizer is a device used to present the content of the lesson and to explain the relationship between what the students are learning and the knowledge they have learned. It could be a reminder of what they have known previously.
- ✓ The use of conceptual models: Aquino [9] defines conceptual models are any of the mental systems we invented to make our lessons understandable. Students should first develop their mental models before any instruction takes place.

- ✓ Chunking: Explains chunking as the method of splitting a whole concept into components that are small and workable [9].
- ✓ Questioning: Effective Questioning helps the students to engage with each other and with their work. Helps students think loudly. Facilitate learning through open discussion. Enables students to feel comfortable in their ideas. Improves the ability to speak and to listen. Builds expertise in critical thinking. Giving the students guide questions will enable them to organize their thoughts of information.
- ✓ Use of mnemonic devices: A structure like a sequence of letters, thoughts, or connections that helps to remember something.
- ✓ Use of constant reminders, reviews, and activities will help enhance student learning.
- ✓ Provide reflections: Teachers are required to indicate a change of tone when they tell students to reflect on their learning. Reflective teachers help students understand that the students are now looking back instead of moving forward. Some even ask for silent thought process before students write about a lesson, a task, or whatever other task in the module.
- ✓ The use of rubrics: The rubric, also known as the Standard for Scoring or Marking, is a text describing in depth how students work areas assessed [10], or put it another way, this explains how the instructor measured the student's success level to show the achievement of acceptable expected learning outcomes.

### **Impact on Student Learning**

Examining certain views of the TL process, teaching is considered an activity of profession. Biggs and Tang[7] mentioned that good teaching supports activities in the classroom that lead to the achievement of the ILO as in constructive alignment. We need to dwell on these questions as an educator: (1) What did I do? (2) What does all the things that I did affect? (3) How can I make improvements to what I did? We have to focus on improving our teaching practices. Therefore, the creation of course manual is one way of showing our dedication and commitment by the department or administration to teach the assigned course. So the main goal of a teacher is always to improve the TL operation. Documenting what we do in the classroom and reflecting on how things are done in the classroom will encourage us to improve our strategies and methodologies which may impact the development of student learning. The course manual serves not only as a guide for teachers and administrators but also for students

to browse on. It also represents a substantial expression of what students should know and do, and also supports teachers in knowing how to accomplish these objectives.

## CONCLUSION

Higher education should be aligned with higher learning efficiency, expectations, learning at all levels of all forms, and assessment of research approach to reflective inquiry. There is a need to approve, embrace and endorse the development of the course module within the practice of the college under study for effective learning outcomes. The study implies learning is facilitated by having a course guide at an institution. An improved teaching practice may result in proper documentation on student learning outcomes, teaching and learning activities, and assessment. However, this study was limited only to CHED's advocated development of the standardized module framework based on OBE. The researcher recommends that the all courses should be modularized which other institutions of higher learning could possibly also use. Finally, the researcher also recommends that a future study on the use and impact of modular courses which could be carried out to find out whether the modules have a positive impact in the academic world.

## ACKNOWLEDGMENTS

This is to acknowledge the EAC-Cavite for the moral support given to the researcher.

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