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Evaluation of the Outcomes-Based Teacher Education Curriculum (OBTEC) Trimester Scheme



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The study examined the perceptions of students, faculty members, and administrators about the PNU's Outcomes-Based Teacher Education Curriculum (OBTEC) Trimester Scheme in terms of quality of learning, achievement of objects, and instructional approaches. Findings are presented and recommendations are outlined.

The Outcomes-Based Teacher Education Curriculum (OBTEC) Trimester Scheme was designed to fulfill the following objectives: (1) prepare the incoming college freshmen for the demands of OBTEC designed for those who completed senior high school of the K to 12 curriculum; (2) ensure that OBTEC graduates meet the general education requirements of the Board Licensure Examination for Professional Teachers (BLEPT); and (3) provide OBTEC graduates with the opportunity to earn a certification of competencies of the core curriculum of senior high if they pass the assessment after completing the OBTEC with transition courses.

The initial report on the evaluation of the OBTEC Trimester Scheme assessed the students', faculty members', and administrators' perceptions in the following areas: (1) quality of learning; (2) achievement of objectives; and (3) instructional approaches.



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A survey was conducted using Google Forms. The following are the major findings:

Students' Responses

The aspect of the OBTEC Trimester Scheme that students found most positive was the curriculum. The study revealed that the students find the curriculum to be consistent with the K to 12 curriculum. They are one in saying that it prepared them for the teaching profession, and it successfully integrated training in pedagogical content knowledge to outcomes-based integration. On the other hand, the students found that a more efficient time management is needed with regard to the pacing of the lessons, the schedule should allow for a more school-life balance, and more leeway to complete class requirements could be considered as aspects that need improvement.

Faculty Members' Responses

The faculty members found that the most positive aspect of the OBTEC Trimester Scheme was also the curriculum. The data showed that the faculty find the curriculum consistent with the K to 12 curriculum. Moreover, it prepared the students for the teaching profession as evidenced by the strong integration of pedagogical content knowledge with outcomes-based education. On the other hand, the faculty members observe that with the OBTEC Trimester Scheme they had to exert more effort with regard to work-life balance. The trimester scheme challenged them to manage time efficiently due to the fast pacing of the lessons. Overall, the faculty find that the OBTEC Trimester Scheme compelled them to be always prepared with meaningful lessons and activities and to focus on the essential content of the course.

Administrators Responses

Generally, the administrators' rating for the OBTEC Trimester Scheme was favorable. Among the most highly rated statements pertained to the success of OBTEC in integrating training in pedagogical content knowledge to outcomes-based education, preparation of the students for the teaching profession, and consistency with the K to 12 curriculum. The aspect of the OBTEC Trimester Scheme they found that need more attention and improvement are the efficient use of time to meet all the course objectives, and work requirements.

Recommendations for Policy Review and Development

The following is the summary of the recommendations:

1. **Effective strategies needed to improve the implementation of the curriculum.** Working closely with the Office of the University Registrar, for instance, may help ensure smooth flow of scheduling of classes and activities. **Calibrating the curriculum to retain the essential content of the curriculum will help in the achievement of course objectives. Making the face-to-face sessions longer, for example from 1.5 hours to 2 hours, can help ensure quality learning.**
2. **Careful planning in plotting out the OBTEC activities so that they may be carried out effectively within the allotted time.** A properly scheduled and implemented program allows the students, faculty members, and administrators to enjoy, stay motivated, and keep the school/work-life balance while at the same time meeting the objectives of OBTEC.

REFERENCE

EPRDC (2018). Evaluation of the Outcomes-Based Teacher Education Curriculum (OBTEC) Trimester Scheme. Philippine Normal University.



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