Remarks on Articulation of Outcome-Based Education in Graduate Education: A Practitioner -Action Research

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Abstract
This paper is intended primarily for the purpose of giving remarks to how Outcome-Based Education is being articulated in the graduate education as an auspicious avenue for practitioner-action research. Beaming with this paper, the goodness-of fit between Theory and Practice utilizing Outcome-Based Education through the presentation of Hatch and Schultz Model on organizational identity dynamics and Argyris leaning on scientific feedback loop models were underscored in the research of Cruz (2015) and Doctolero (2015). As discreetly used in this research, Hatch and Schultz eminently model Organizational Identity Dynamics tapping two concerns: (1) How learning outcomes are demonstrated by the learners as set by the Professors in the Institute of Education and (2) How pre-requisite skills on research are exhibited by the class in the Graduate Studies.
Keywords: outcome-based education, graduate education, research skill, individual identity, and organizational mission and vision

Introduction
Our country's Institutes of Education are unceasingly delving into holistically developing students' competence in research making them globally at par. Educational Institutes in the Philippines are constantly producing graduates highly equipped with skills ready for international challenges.

From the missions of Philippine Higher Education as articulated by the Commission on Higher Education on CHED Memorandum Order No. 46 s. 2012 otherwise known as Policy-Standard to Enhance Quality Assurance (QA) in Philippine Higher Education through Outcomes-Based and Typology-Based QA ,one of which is to produce graduates empowered with high levels of academic, thinking, behavioural and technical skills/competencies aligned with national and international standards through providing a focused support for research that will enable them to live meaningfully in a complex, rapidly changing and globalized world.

Continuously eyeing for academic excellence, it is the main thrust of every institute of education to substantiate its vision and mission along with the upgrading of its instructional competence for its students. In the research published by Cruz (2015) and Doctolero (2015), they purposively reiterated how Outcome-Based Education (OBE) jives with the confluence between theory (vision and mission) of the learning institution and practice (instruction).

At present, Outcome-Based Education (OBE) is being pioneered widely by leading institutions across the world. Many of the educators resorted on utilizing this system as means of achieving learning transformation. Contextually, it is an educational methodology where each aspect of education is organized around a set of goals that serve as students' learning outcomes. It is demonstrated through how students should achieve their goals by the end of their educational experience. All students should be able to achieve these goals as these will gauge their performance based on their learning outcomes (Borkar,2021).

By now, its implementation in the educational system is profoundly claimed to be successful and effective worldwide. Fernando (2021) further explicated that OBE system has become a trend in the Philippine Tertiary Education from the time that it was enacted by the Commission on Higher Education on the year 2012.Accordingly, Outcome-based education is an educational trend that transformed the traditional approach in teaching into transformational. It clearly manifests that OBE focuses on what is essential to learners' competency. Sun (2020) and Lee (2020) even wittingly purported how the utilization of OBE is relevant in achieving continuous quality improvement to the curriculum, and how significant it is in offering assurance to the relevant stakeholders on the quality of graduates.

Highlighting the benefits it fosters to institutes of education, however, it is imperative to consider about the challenges it may pose upon implementation to frame the best curriculum design that best shape off every learning institution's advocacy in institutionalizing its mission and vision aligning with its practice especially in this time of pandemic.

Qadir (2019) asserted that the fallout of the pandemic is yet to fully play out since then the educational sector has been jolted by the pandemic. Accordingly, it has not been brought to its feet due to the Internet and the online education revolution. Thus, it is fair to say to take an eye on how to surmount the challenges caused by the pandemic.

Outcome-based Education in the New Normal Educational Set-Up

COVID-19 has disrupted the educational system drastically across the globe with many universities physically resorting to getting closed while students and faculty transitioning to remote learning after experiencing the effects of the pandemic.

In the study published by Qadir (2019), he highlighted helpful tips on how to thrive in the post-COVID-19 environment in OBE settings. Among these are: (1) always begin and keep the end in mind; (2) focus on developing 'authentic' real-world skills; (3) work on upgrading their metacognitive skills; (4) aim for holistic well-rounded learning; (5) become coachable and develop the skills of self-assessment; (6) take ownership of their learning; and lastly (7) develop proficiency of being a lifelong learner. From these helpful tips he mentioned, these will undoubtedly help students thrive in the OBE setting during pandemic time.

In the research paper published by Cruz (2015) and Doctolero (2015), they scholarly mentioned about re-visiting and re-aligning of curricular offerings in order to promote muti-disciplinary learnings as they firmly believed that this will maximize the students' potential across disciplines especially in research writing.

By equally benefitting teachers and students in the OBE system, it is wise to note to take into account the alignment of educational objectives of every educational institute with the students' learning outcomes along with the realization of the vision and mission of the learning institute. Furthermore, aligning effort with goals, objectives and outcomes highly puts importance in making OBE highly effective as it is very significant for all learners to not lose track of the big picture and to align their efforts with the end goal. Motivation, self-efficacy, and learning how to prioritize must also be in practice to make OBE highly effective.

Conclusion

Pertinently, with the utilization of Outcome-Based Education, it is wise to note that the education system needs to update and adapt to restructuring of curriculum, pedagogy, and assessment practices to reflect on the attainment of students' learning outcomes. While the traditional education system focuses on what is taught, Outcome-Based Education places emphasis on what is learned, and this should be given a lot of relevance in the educational sector. The knowledge, skills, and attributes that the students have gained at the end of the learning semester are more valuable than what, or how, something is taught.

Acknowledgement

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