

Outcomes Based Teaching and Learning Practices in the Hotel and Resort Management Program of Dusit Thani College

การศึกษาการเรียนรู้ที่มุ่งผลลัพธ์ในการปฏิบัติการเรียนการสอนในหลักสูตรการจัดการโรงแรมและรีสอร์ฟของวิทยาลัยดุสิตธานี

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อาจารย์ประจำภาควิชาภาษาอังกฤษ สำนักบริหารธุรกิจและการศึกษาทั่วไป วิทยาลัยดุสิตธานี

Abstract

The study aimed to look into the extent of Outcomes-Based Teaching and Learning (OBTL) implementation, explore the teaching and learning practices, and propose an OBTL framework for the Hotel and Resort Management program of Dusit Thani College. The study employed a mixed research method through online survey and focus group discussions. Descriptive statistics and thematic analysis were used to analyze the results. Results revealed that some of the OBTL practices are partially implemented in terms of teaching and learning activities. There is a need for a structured framework to institutionalize outcomes based education (OBE) where OBTL is anchored on. Furthermore, the proposed framework highlighted the need for information dissemination among stakeholders, constructive alignment, capacity building, and implementation and evaluation, along with continual improvement.

Keywords: Outcomes-Based Education (OBE), Outcomes-Based Teaching and Learning (OBTL), Hotel and Resort Management, Teaching and Learning Practices

บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์เพื่อศึกษาการใช้การสอนและการเรียนรู้ที่มุ่งผลลัพธ์ในการปฏิบัติการเรียนการสอน และเพื่อเสนอกรอบในการนำแนวทางการสอนและการเรียนรู้ที่มุ่งผลลัพธ์ไปใช้สำหรับหลักสูตรการจัดการโรงแรมและรีสอร์ฟของวิทยาลัยดุสิตธานี การวิจัยนี้ใช้วิธีการวิจัยแบบผสมโดยใช้การสำรวจออนไลน์ และการอภิปรายกลุ่มย่อย การวิเคราะห์ข้อมูลใช้สถิติเชิงพรรณนาและการวิเคราะห์เนื้อหา ผลการวิจัยพบว่า วิธีการสอนและการเรียนรู้ที่มุ่งผลลัพธ์ถูกใช้ในกิจกรรมการเรียนการสอนบางส่วน โดยมีความจำเป็นที่จะต้องมีกรอบโครงสร้างเพื่อจัดระบบการศึกษาตามแนวทางการศึกษาที่มุ่งผลลัพธ์ นอกจากนี้กรอบการจัดการ

เรียนรู้ที่เสนออย่างเน้นถึงความจำเป็นในการเผยแพร่ข้อมูลระหว่างผู้มีส่วนได้ส่วนเสีย การจัดโครงสร้างที่เป็นรูปธรรม การเสริมสร้างศักยภาพ และการนำไปปฏิบัติและการประเมินผลตลอดจนการปรับปรุงอย่างต่อเนื่อง

คำสำคัญ : การศึกษาที่มุ่งผลลัพธ์ การสอนและการเรียนรู้ที่มุ่งผลลัพธ์ การจัดการโรงเรียนและรีสอร์ท การปฏิบัติการเรียนการสอน

Introduction

With the onset of the internationalization of education, the educational landscape faces several challenges and innovations that need to be addressed and responded to in order for academic institutions to be at par with the standards. Among others, the challenges include producing employable graduates with 21st century skills, meeting the global standards, and delivering industry-responsive curricula to satisfy workplace requirements. These entail teachers to re-examine their teaching styles and retool themselves with the developments in teaching and learning. The paradigm shift to outcomes-based teaching and learning (OBTL) is one clearly identified response to these challenges. Over the years, other academic programs have recognized the need and have started to embrace the use of these practices. OBTL clearly describes the learning outcomes and identify the specific tasks or skills the students need to demonstrate upon completion of their courses. The goal of Outcomes Based Education (OBE), where Outcomes Based Teaching and Learning (OBTL) is anchored in, is to equip students with knowledge, skills and qualities necessary to be earned by the time of graduation (Spady, 1994). Lam (2009) ascertained that the outcomes based approach offers students the opportunity to develop employability skills, preparing them for effective participation in labor markets, and allows learning and knowledge to be applied and integrated with work time and life time. This is supported by the study of Maher (2004) which detailed the benefits of a student-centered learning experience. Students are given empowerment as they take responsibility for what they learn, give more attention to actual achievements and feel more motivated and enthusiastic to become independent learners (Maher, 2004). From the perspective of the students, the findings of the study of La Lopa and Wray (2013) suggested that hospitality students, in particular, describe good teaching as being delivered in a manner that is organized and that they can understand and connect to the real world.

Objectives of the Study

1. Determine the extent of implementation of OBTL
2. Explore the teaching and learning practices in the HRM program
3. Propose an OBTL framework for the HRM Program of DTC

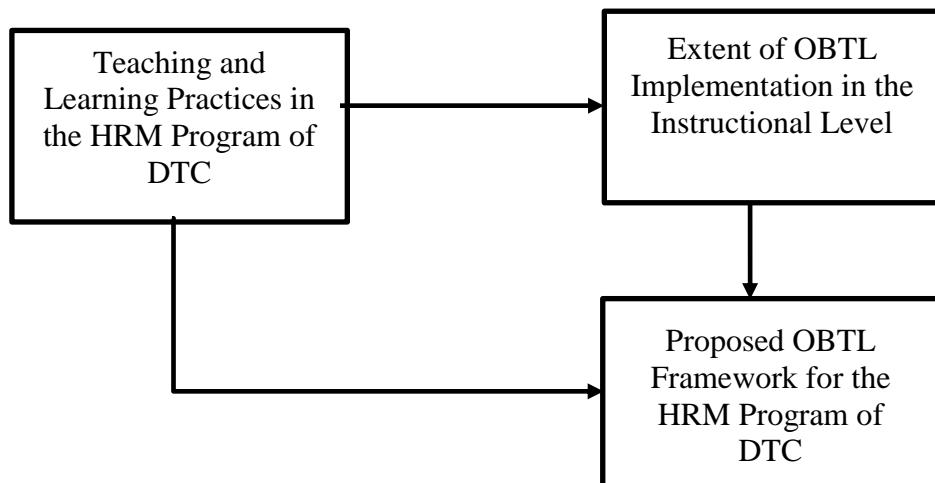
Scope of Research

The study looked into the OBTL implementation on the institutional and classroom or instructional level, and the teaching and learning practices in the Hotel and Resort Management (Thai Program). The data on the teaching and learning practices were gathered both from the instructors and the students.

The respondents of the study were represented by two groups – the instructors who taught the major or professional courses in the HRM program and the students from different year levels enrolled during the second semester of academic year 2015 to 2016.

The gathering of responses, both for the survey and the focus group discussion, was conducted for the whole month of March 2016.

Conceptual Framework



Definition of Operational Terms

Outcomes Based Education (OBE) is a learner-centered framework in education employed in the institutional level, which ascertains the outcomes that a student must achieve by the time of graduation.

Outcomes Based Teaching and Learning (OBTL) is the outcomes based education used or applied in the classroom level. It is one of the components of OBE. Operationally, these are

the teaching, learning and assessment methods used in the classroom delivery of the professional courses in the HRM program of DTC.

Teaching and Learning Practices are the methods of instruction and assessment utilized by the instructors for the students in the HRM program of DTC.

Extent of Implementation is the degree of implementation of OBTL in the HRM program of DTC. In this study, implementation was identified based on the degree of agreement of the respondents on the given statements in the questionnaire.

Respondents are the teachers and students who answered the online survey.

Participants are the second and fourth year students who participated in the focus group discussion.

Literature Review

Outcomes-Based Teaching and Learning (OBTL)

Outcome-based Teaching and Learning (OBTL) is anchored on the Outcomes-Based Education (OBE) framework which is founded on three basic premises – that all students can learn and succeed, that success breeds success and that schools control the condition of success (Killen, 2000 as cited by Castillo, 2014). OBTL is the OBE applied in the classroom or subject level. OBTL requires clear statement of what the outcome of teaching is intended to be. It is stated in the form of what the learner or the student is supposed to be able to do based on the intended learning outcomes. Teaching and Learning Activities (TLA) require students to perform tasks they should be able to at the end of the course. The TLAs are devised in support of the higher-level outcomes on the program and institutional levels.

Best Practices in Outcomes-Based Teaching and Learning (OBTL)

Mejia et al (2014) looked into the best practices of the tie up between Dusit Thani College and Lyceum of the Philippines University as inputs to program competitiveness and the results revealed that the partnership provided better opportunities for the on-the-job training or internship of the students and faculty immersion opportunities, both locally and internationally. The paper also presented how the curriculum design and the partnership between two schools became instrumental in gaining local and international awards and recognitions. The results highlighted the importance of learning activities like simulation, field trips, laboratory activities, internship and joining competitions. Similarly, a paper by Awwad (2010) of Philadelphia University in Jordan, attributed the University's awards and recognition

to the adoption of the outcomes-based framework. The paper highlighted that a very important indicator of success of their outcomes-based curriculum design and implementation was that their graduates had little difficulty in being gainfully employed, manifested by the 80 per cent employment rate. Philadelphia University's best practices included improving quality instruction, organizing and conducting seminars and workshops on teaching and research, cooperating with faculties in improving program structure, delivery, evaluation and modification.

University of Hong Kong's Information Management Program reported that setting outcomes in the program, course and generic levels was among their effective practices. In the study conducted by Chu et al (2010), their students achieved a satisfactory level of in the attainment of the learning outcomes for the generic academic learning outcomes, which are the information management and technology and information literacy skills. On the program level, two out of the six outcomes were perceived to be attained. The study recommended further investigation to understand the reasons why the students did not attain the learning outcomes through focus group and individual interviews. Another university in Hong Kong, which is the Chinese University of Hong Kong, identified and shared its best practices in OBTL. The best practices revolved around the areas of desired outcomes, planning courses, nurturing desired outcomes, assessment and feedback for evaluation. The research drew the best practices from the narratives of their award-winning teachers and the descriptions of teaching and learning environments by students from different programs.

21st Century Skills and OBTL

Pacific Policy Research Center (2010) summarized the following definitions of 21st century learning: the Educational Testing Service (ETS) defines 21st century learning skills as the ability to a) collect and/or retrieve information, b) organize and manage information, c) evaluate the quality, relevance, and usefulness of information, and d) generate accurate information through the use of existing resources. North Central Regional Educational Laboratory (NCREL) identifies broader 21st century skills as achieving 21st century learning through digital age literacy, inventive thinking, effective communication, and high productivity. The Partnership for 21st century skills identifies six key elements for fostering 21st century learning: 1) emphasize core subjects, 2) emphasize learning skills, 3) use 21st century tools to develop learning skills, 4) teach and learn in a 21st century context, 5) teach and learn 21st

century content, and 6) use 21st century assessments that measure 21st century skills.

The same paper outlined the best practices in attaining the 21st century skills for students and teachers. Specific outcomes were also targeted to be attained. The best practices included outcomes-based approached like collaboration, problem-based teaching and learning, project-based learning, technology integration, nurturing learning environment, and foreign language acquisition.

Outcomes-Based Teaching and Learning Framework

Llanes (n.d.) presented the Technological Institute of the Philippines' (TIP) experience in adopting OBE. She shared the TIP framework which revolved around three elements which were used by the City University of Hong Kong. The three elements were Intended Learning Outcomes (ILOs), Teaching and Learning Activities (TLAs) and Assessment Tasks (ATs). As defined in the same presentation, ILOs were described as the outcomes the learners will be able to do upon completion of the program. TLAs were defined as activities that stimulates, encourages, or facilitates learning of the intended outcomes. AT refers to any method of assessing how well the ILOs have been achieved. TIP took the following actions in their adoption of OBE and OBTL: 1. Information Dissemination, 2. Constructive Re-alignment, 3 Capacity Building, 4. Assessment and Evaluation, and 5. Continuous Improvement.

The OBE adoption of Philadelphia University (PU), as reported by Awwad (2010), similar to TIP was triggered by quality assurance mechanisms. PU shared the following steps in their implementation of outcomes-based curriculum: 1) Conduct of needs analysis to establish student learning needs, 2) Establish learning outcomes for different programs, 3) Establish learning outcomes for courses or subjects, 4) Review the curriculum and align it with the learning outcomes, 5) Agree on course content, 6) Deliver the content through lectures, tutorials, seminars, debates, labs, working groups, self-learning, e-learning and web-based learning, 7) Assessing student achievement through formative quizzes, tests, homework assignments, reports, research projects, and summative examinations, 8) Determine and reflect upon learning acquired by students and compare them with the ILOs, and 9) Make necessary changes, modifications, and improvements.

Castillo (2014) also presented an institutional framework mandated by the Commission on Higher Education in the Philippines in the establishment of OBE. The different components of the framework are: 1. Mission and Vision, 2. Program Educational Objectives (PEOs),

3. Program Outcomes; 4. Matrix of Courses with Program Outcomes (Curriculum Map), 5. Outcomes-Based Teaching and Learning Delivery Processes, 6. Program Assessment and Evaluation Process, and 7. Continuing Quality Improvement Program. His paper provided central OBE concepts that can be used a guide in the application or implementation of OBE in higher education institution. Furthermore, he described each component. Mission and vision statements pertains to the core purpose and role of an institution and the initiatives that an institution do to achieve the purpose and perform its long-term role. Program educational objectives (PEOs) are broad statements that describe the career and professional accomplishments that the program is preparing graduates to achieve within three to five years of graduation and these are based on the needs of the program's constituencies. Program outcomes or student outcomes (SOs) specify what students are expected to know and be able to do by the time of graduation; these relate to the skills, knowledge and behaviors that the students acquire as they go through the program. Curriculum map is a matrix relating all the courses listed in the program curriculum with one or more of the declared SOs.

Research Methodology

The study employed a mixed methods research. Both quantitative and qualitative research methods are used. On the qualitative side, focus group discussion (FGD) was conducted. Quantitatively, a survey was administered through an online questionnaire.

Seven instructors teaching professional courses and 62 students from different levels formed part of the respondents of the online survey. The study targeted to gather as many responses as possible during the one-month data collection period. The online survey was made available to all the instructors and students of HRM for the whole month of March 2016. A total of nine students participated in the focus group discussions, which were divided into two sessions. The first FGD was conducted with five graduating students who had gone through the curriculum and the other one was participated by second year students.

The study used SurveyMonkey, a well-known online survey software that helps create and run professional online surveys. The online survey questionnaire for instructors was divided into five parts covering questions on institutional and classroom implementation of OBTL, teaching practices and assessment methods. Similarly, the questionnaire for students included questions on the implementation, teaching and assessment methods used. Respondents had

to select their responses based on their agreement or disagreement to the given statements. For the two sets of questionnaire, the options provided were Agree, Undecided, and Disagree.

For the focus group discussion, and FGD guide was used to moderate the flow of the discussion. The following questions set the direction for the FGD: 1) What are the skills that you should learn from this program? 2) How did you know about these skills? 3) Among all the methods used by your instructors, which are the most effective in teaching you those skills? 4) Why do you consider those methods effective? 5) How do your instructors assess if you learn the skills or not? 6) What are your recommendations to improve the HRM curriculum, teaching, and assessment methods?

Two sets of online survey questionnaire were prepared and validated. One set of the online survey was administered to instructors of professional courses in the HRM program and the other set was answered by the students.

To validate responses in the survey and to gather more reliable data, focus group discussions (FGD) with two groups of students were conducted. The first FGD was conducted with five graduating students and the second one was facilitated with four second year students. The researcher arranged for the venue and the common time of the participants. An introduction about the research was provided to the participants, along with the mechanics of the discussion. An FGD guide was used in facilitating the discussion. The FGD questions revolved on the classroom experiences of the students while taking their professional courses. Salient points of the survey results were further discussed during the FGD.

Descriptive statistics and thematic analysis were used to analyze the results. Responses of the students and the instructors were tallied and compared. Frequency count and percentages were used in the comparison and presentation of data.

Results

Extent of Implementation

Table 1 presents the responses of the instructors and Table 2 shows the students' responses.

Table 1 OBTL Implementation in the Classroom Level (Instructors' Responses)

	Fully Implemented	Partially Implemented	Not Implemented
I develop expected outcomes for every subject that I teach.	85.71	14.29	0.00
I inform my students of the outcomes that they have to achieve at the end of each semester.	100.00	0.00	0.00
I evaluate students based on their ability to demonstrate appropriate outcomes.	71.43	28.57	0.00
I develop appropriate performance assessment activities.	57.14	42.86	0.00
I use performance assessment activities that place students in real life situations.	57.14	42.86	14.29
I motivate my students to achieve the outcomes.	85.71	14.29	0.00
I encourage my students to demonstrate responsibility for their own learning.	57.14	42.86	0.00

Table 2 OBTL Implementation in the Classroom Level (Students' Responses)

	Fully Implemented	Partially Implemented	Not Implemented
My teachers inform me of the outcomes that I have to achieve for each subject at the end of the semester.	55.74	44.26	4.92
My teachers assess my performance based on my ability to demonstrate appropriate outcomes.	48.39	53.23	1.61
My teachers use the appropriate assessment to evaluate my ability to demonstrate the outcomes.	56.45	45.16	3.23
My teachers use real life situations in assessing my performance.	54.84	45.16	0.00
My teachers motivate me to achieve the outcomes.	39.34	57.38	3.28
My teachers encourage me to demonstrate responsibility for my own learning.	54.84	45.16	1.61

Teaching and Learning Practices

As presented in tables 3 and 4, both the instructors and the students identified group work, case study, and lecture as the top three most commonly used teaching practices. Furthermore, they both identified the same practices as the most effective outcomes-based teaching and learning strategies used in the HRM program, as shown in tables 5 and 6.

Table 3 Teaching and Learning Practices (Instructors' Responses)

Practices	Frequency	Percentage
Lecture	7	100.00
Group Work	7	100.00
Demonstration	5	71.43
Case Study	4	57.14
Simulations	3	42.86
Field Trip	1	14.29
Invite lecturers from industry	1	14.29
Research	1	14.29
Experiment	1	14.29
Immersion	0	0.00

Table 4 Teaching and Learning Practices (Students' Responses)

Practices	Frequency	Percentage
Group Work	57	93.44
Case study	39	63.93
Lecture	38	62.30
Research	17	27.87
Demonstration	16	26.23
Experiment	14	22.95
Simulation	11	18.03
Invite lecturers from industry	11	18.03
Immersion	7	11.48
Field Trip	6	9.84

Table 5 Effective Teaching and Learning Practices (Instructors' Responses)

Methods	Frequency	Percentage
Group Work	6	85.71
Lecture	4	57.14
Case Study	4	57.14
Demonstration	3	42.86
Field Trip	2	28.57
Simulations	2	28.57
Invite lecturers from industry	2	28.57
Experiments	1	14.29
Immersion	0	0.00
Research	0	0.00

Table 6 Effective Teaching and Learning Practices (Students' Responses)

Practices	Frequency	Percentage
Group Work	38	62.30
Lecture	28	45.90
Case study	27	44.26
Talks from industry lecturers	15	24.59
Research	12	19.67
Demonstration	9	14.75
Immersion	9	14.75
Experiment	7	11.48
Simulations	6	9.84
Field Trip	4	6.56

Proposed Framework

A framework was proposed highlighting the courses of action that include information dissemination among stakeholders, constructive alignment, capacity building, and implementation and evaluation, embedding continual improvement in the process.

Discussion

The study aimed to determine the extent of OBTL implementation in the hotel and resort management program of DTC. The results indicated a partial implementation of OBTL both in the institutional and classroom level. Specifically, the alignment of the objectives to expected outcomes and the delegation of responsibility pertaining to OBE implementation and monitoring, information and dissemination and achievement of course outcomes, and motivation of students need to be seriously looked into. This implies the need for an intensive orientation on OBTL for both the instructors and the students. This is supported by Borsoto et al.'s findings that there must be a coordination among instructors, students and other concerned authorities in identifying and disseminating the needs of the students (Borsoto et al., 2014).

The second objective of the study was to identify the teaching and learning practices employed in the program. Lecture, group work, and case study were the most commonly used teaching practices. Participants in the FGD elaborated that they learn best about the theories through lectures, which is the most common method used by the teachers to introduce topics. To nurture the expected outcomes, Kember (2005) presented teaching and learning environment as one essential factor. He also emphasized the need to provide active learning experiences to develop the students' capabilities. In DTC, the instructors of HRM use active learning experience, mostly in the form of group work or cooperative learning to facilitate discussion and interaction. Group work also emphasized the value of teamwork. Demonstration, hotel immersion and field trips were also evaluated to be relevant teaching practices. The intensive Supervised Field Training (SFT), equivalent to 1,200 hours of internship in the fields of Food and Beverage and Rooms Division, is also highlighted as one of the courses where students learned more skills. Both instructors and students are consistent in the top three most commonly used assessment methods – written examinations, assignments and projects. These are considered outcomes-based assessment methods as enumerated in the research questionnaire of Ngidi's study (Ngidi, 2006).

Lastly, the study adopted the frameworks presented by Llanes (n.d.), Awwad (2010), and Castillo (2014). Given the results of this study, the proposed OBTL framework for the HRM Program of DTC is divided into four stages – information dissemination, alignment, capacity building, and implementation and evaluation. The component of continual improvement is embedded in the framework. As the results suggested, both instructors and the students are not familiar with OBTL, though it is partially applied in the classroom level. Information dissemination will include orientation of stakeholders and an intensive information campaign about OBE and OBTL. The need for alignment is evident in this study. Constructive alignment among learning objectives, teaching and learning activities, and assessment tools is necessary to create a learning environment that supports outcomes based teaching and learning. (Biggs, n.d.). The institution should review, and establish, if needed, the outcomes from the institutional level down to the course or subject level. Priority must be given to capacity building. Instructors need to be oriented, trained, and/or refreshed on TLAs. Similarly, the students must also be well prepared to be immersed in an OBTL environment. The need for a nurturing environment involving teaching and learning environment, teaching for understanding, coherence of curriculum, student-student relationships, and teacher-student relationships were identified in Kember's study (Kember, 2005).

In conclusion, outcomes-based teaching and learning practices are partially employed in the HRM program. These were consistently identified by the instructors and students. This partial implementation can further be reinforced by considering the adoption of the proposed framework.

Recommendation/Implication

Implication of the Study

Based on the results, there is a need to align the content of the teaching documentation and reports including the program objectives, course specifications, and lesson schedules to the over-all mission and vision of DTC. The learning objectives currently in place needs to be revisited to make them more outcomes-based. It appears that while some OBTL practices are in place, OBE and OBTL awareness and delegation, implementation, and monitoring need to be reinforced among teachers and students. Employing more outcomes-based assessment tools to measure the intended learning outcomes for the HRM program is strongly recommended. There is a need to review the existing evaluation criteria in place, where written

examinations are still given a weight of 50 percent. More outcomes-based assessment methods must be employed to measure learning in terms of identified outcomes. As Ngidi (2006) recommended in her study, use of outcomes-based assessment methods also requires the ability of teachers so there is a need for teacher training on assessment.

The proposed OBTL format presents the different action items that DTC should continue to undertake in its academic journey towards OBE and OBTL. This can lead to a standard approach in the implementation of OBE in the institutional level and of OBTL in the classroom level.

Future Research

It is strongly recommended to extend the scope of this study to involve industry representatives and the non-teaching support staff of DTC. Conduct of more focus group discussions, classroom observations and analysis of assessment tools are also suggested to be conducted. Obtaining higher response rate is also recommended. The study may also be replicated and modified as necessary, to cover other specializations including Tourism Management, Events Management, Culinary Arts and Kitchen Management, and Spa Management.

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