



CHRIST
(DEEMED TO BE UNIVERSITY)
BANGALORE · INDIA

**Centre for Education Beyond Curriculum (CEDBEC),
CHRIST (Deemed to be University) Bangalore**

Organizes

**Webinar on
Assessment and Evaluation of Learning Outcomes
Using Performance Indicators and Hybrid Rubrics**

17 April 2021 | Time: 10.00 am – 12.00 pm (IST)

Generally, most educational programs employ manual quality systems that do not use well-grounded outcome-based frameworks for developing learning outcomes, performance indicators and their rubrics. Quality standards primarily focus on the fulfillment of minimal accreditation requirements thereby producing a relatively small set of learning outcomes, with generic performance indicators, and associated rubrics, that are broad in application, and are usually developed with macro functionality at the program or course level. Typically, higher education specializations teach students several hundred specific activities throughout the course of their curriculum delivery. Generic performance indicators do not adequately support holistic curriculum deliveries targeting coverage of all three Bloom's learning domains and their learning levels. Consequently, their generic rubrics also present difficulty in characterizing these specific student learning activities and their skills levels. They cannot be accurately applied to assessment, scoring of specific student learning activities and create issues for inter or intra-rater reliability. Additionally, the onset of the COVID19 pandemic has ushered in a challenging digital revolution in educational delivery demanding implementation of hybrid learning models substantiating the search for sophisticated outcome-based digital integrated quality management systems that seamlessly integrate and align instruction, curriculum delivery, assessment, feedback and improvement. This webinar focuses on essential principles of authentic OBE theory for developing learning outcomes, generic and specific performance indicators and their hybrid rubrics for measuring specific skills classified per Bloom's 3 learning domains and levels. Key perspectives that incorporate digitization of the assessment, evaluation and improvement process would be adequately covered. Participants will benefit from actual examples of application of outcomes and performance indicators to development of rubrics and valid and reliable assessments that are accurately aligned with teaching and learning activities.

Speaker



Prof. Wajid Hussain
Director,
Office of Quality Accreditation
Islamic University
Madinah, Saudi Arabia,
General Chair Global OBE
Virtual Summit 2021
&
Leading World OBE Expert Using
Digital Technology

Respondent



Prof. Lindsey Conner
Professor,
Digital Education and Innovation
College of Education,
Psychology & Social Work
Flinders University, Adelaide,
South Australia

For more information contact:

Dr Kennedy Andrew Thomas

Director

Centre for Education Beyond Curriculum (CEDBEC)
CHRIST (Deemed to be University), Bangalore - 560 029
Skype - kennedy.andrew.thomas
Phone 91-800-4012 9451 | Mobile: 91+ 093435 21435
Email: kennedy.andrew@christuniversity.in

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