

The Usefulness of Outcome –Based Education in Graduate Education: A Practitioner Research

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Abstract - This paper tested the usage of outcome-based education and the theoretical frameworks of Hatch and Schultz on organizational identity dynamics and Argyris on scientific feedback loop models, this paper examined the degree to which Theory and Practice at the Institute of Education Graduate Studies of the Ton Duc Thang University fit one another. According to Hatch and Schultz [1], organizational identity is a continuous process that functions as a dialogue between the organizational self (as defined by its culture) and perceptions held by important stakeholders. This viewpoint is an analogous extension of Mead's social identity theory [2], which holds that individual identity is the result of a dialogue between the "I" and the "me." Processes relating to organizational identity are situated in light of current worries over the consequences of (1) the graduate class is where the professor's learning objectives are most evident or visible. (2) The Graduate Class exhibits/observes certain required research skills in a poor manner. It is thus advised to construct a double-feedback loop since it enables the detection and correction of poor organizational practices utilizing Argyris' scientific feedback loop models for evaluation [3].

Index Terms - *Organizational Identity, Graduate Education, Outcome-Based Education, and Feedback Loop Models*

I. INTRODUCTION

Ton Duc Thang University has been mentioned in the U.S. News as well as World Report's ranking of the 623rd best global universities in October 2020 included Ton Duc Thang University. Additionally, TDTU received a ranking of 123rd in Asia for Outstanding Global Universities, and 260th overall for its engineering program.

The Academic Ranking of World Universities (ARWU), also known as the Shanghai Ranking, ranked Ton Duc Thang University's score in the 701–800 range in August of 2020, up from the 901–1000 range in 2019. The sole institution of higher learning in Vietnam on the list. Vietnam's public Ton Duc Thang University (TDTU) is a university. The Vietnam General Confederation of Labor owns the school.[15]

The school operates using an entirely autonomous approach. As of right now, the institution includes five campuses spread over Ho Chi Minh City, Nha Trang, Bao Loc, and Ca Mau.

This action research is written in a descriptive style that has been rigorously tested and adheres to Hatch and Schultz's organizational theory. It is evident that the issues raised were properly addressed, such as the learning objectives established by the professor that was demonstrated and noticed by the writers in Graduate Class. Additionally, it was said that graduate school students exhibit and observe weak research skills, and the suggestion made regarding the double loop is acceptable as it advances weak organizational practices.

Additionally, the study was carried out at Ton Duc Thang University which is one of the top universities in Vietnam which has a high percentage of International graduate and skilled graduates in particular.

However, as we cannot just sit down and harvest. The University topmost priority is to continue to upgrade their institution international standard. Moreover, there is a problem that is related to Davis [4] in relation to his outcome which is conclusion that it is the last indication of learning. I concur with this statement because I have put it into practice and have experienced the same results at work. The fact that Spady [5] stated that it is something students are capable of accomplishing after the course was also mentioned. I disagree with this since in everyday practice, students demonstrate their knowledge and skills and the so called oriented -thinking [6]

As outcome-based education, which can be summed up as result-oriented, is used by medical practitioners in Canada and the USA. [7] In Vietnam, this reality is particularly evident in public schools, particularly in Hochiminh City.

It is important to know that William Spady propounded Outcome based Education which the focus of formal education to what the students learns rather than what they were taught. It is sad a reality these days that teachers teach and demand results without allowing the students to have some time to grasps the important things at their own pace.

It is acknowledged that Ton Duc Thang University is solely responsible for introducing graduate students to ideas put forth by academics that might aid in their personal development. As a result, it is crucial that we consider the principles ingrained in each idealistic viewpoint that these teachers hold as well as the goal and vision of the institution. It is simple to state that OBE is required, but there are undoubtedly other ways to allow Ton Duc Thang University to fully incorporate the instructional techniques they already use to instruct Graduate students and to get students ready for their future endeavors.

The US Patent & Trademark Administration (United States Patent and has issued a patent to Ton Duc Thang University, making it the first university in Vietnam to get one. To the USPTO, four patents have been granted in 2015.

Ton Duc Thang University has published work in the journals Applied Physics Letters, Journal of Physical Chemistry Letters, and European Physical Journal C between 1 August 2016 and 31 July 2017, which is according to the Nature Index.

In addition Dutton and Dukeri in relation to the pictures that represent our identities as individuals and reflect organizational identity in stakeholder images. [14]The act of expressing cultural self-examination is another. Gioia, Schultz, and Corley, therefore, subsequently proposed that images in various forms catalyze for members to think and evaluate how they define their organization. The image typically functions as a destabilizing influence on identity, necessitating regular revision and reconstruction of organizational sense on the part of members.

This describes how a company should operate in accordance with its leaders' and employees' cultural values. In Hochiminh City, Vietnam, certain firms have different cultures depending on the leader.[11] This provides a clue as to whether or not we would be welcomed in a company if we behaved in accordance with the company's preferences, which are evident in the leader's style of life. The personnel are expected to follow the regulations. Even if it means keeping quiet at work despite not having made a mistake, go ahead.[12]

In actuality, it is acceptable—though self-destructive—for employees to obey commands even when they are given in good faith.

Since the 1970s, policy officials and stakeholders in a number of nations have emphasized the necessity to develop tools to collect similar and equivalent data about students' learning methodologies across schools and Higher Education Institutions (HEIs) In his book "Outcome-Based Education: Critical Issues and Answers," published by the American Association of School Administrators in 1994, William Spady made the first official mention of outcome-based education. Engineering education changed in response to Engineering Criteria 2000 (EC2000), which shifted the emphasis from the information source (what is taught) to the results (what students saw). [13]According to William G. Spady, outcome-based education is structuring everything in an instructional framework around what is required for all students to be. [10]

This reflexivity noted that an organizational strategy is important not only in the sphere of education but also in engineering since it would cater to the demands of leaders in a company, providing them the chance to become stronger leaders and staff. [8]As a practitioner of action research, I have found the author's viewpoint helpful. It is aligned with the statistics and research lectures, the frequent graduate student colloquia, and the three components indicated: development, initiation, and expansion. In agreement, I can confirm that the TDTU Graduate School will already reflect the organizational character of the school if adopting Argyris' notion of feedback loops is to be successful. Since it is acknowledged that this claim is plausible.[9]

In conclusion, the proponent of outcome-based organization-based education is undoubtedly the most qualified to examine, integrate, and advance the ideas, which would result in the sincerity and dedication of any institution to its organizational identity. This can also be employed by any nation in the world that aspires to a more conducive learning environment and by leaders who wish to improve in their chosen organizational

duties. The cascade of institutional identity to classroom practice was thus scientifically and methodically collected and examined through this exercise, and it may now be utilized as a reference for ongoing and consistent total quality management at the University.

CONCLUSIONS

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