



FINAL PROJECT REPORT

INQAAHE Capacity Building Professional Development:
Constructive Alignment and Technology Enhanced
Outcome-Based Education (CATE)



HANOI, 2024

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Acknowledgement

This report is presenting the CATE project results for two years with two phases of training activities for Vietnamese and Laotian participants. We would like to give our sincere thank the international trainers: Associate Professor. Dr. Rozilini M Fernandez-Chung PFHEA – the team leader, Associate Professor. Dr. Ranjit Sigh Gill from Nottingham University, Malaysia for their teaching, consultation activities and the great inputs, comments, recommendations for the reports. We also would like to mention Associate Professor Dr. Pham Van Tuan - the national co-trainer.

We thank our leaders, managers of VNU-CEA and Laotian colleagues for their coordination and contributions to implement the project. We thank participants for their active involvement during the training. A special thanks goes to INQAAHE for all the support for the project implementation.

TABLE OF CONTENTS

PREFACE.....	1
EXECUTIVE SUMMARY	3
1. INTRODUCTION.....	5
2. BACKGROUND OF THE PROJECT	6
3. COURSE OVERVIEW	7
4. REPORT ON CATE PHASE I.....	8
5. REPORT ON CATE PHASE II.....	13
6. CONCLUSION	15
APPENDICES.....	17
APPENDIX 1. THE ONLINE CATE-OBE TRAINING	17
(PHASE I, STAGE 1).....	17
APPENDIX 3. LIST OF PARTICIPANTS AND TEAMS	35
APPENDIX 4. LINKS OF PROJECT DOCUMENTS	42
APPENDIX 5. TRAINER AND TRAINING EVALUATION DATA.....	43
APPENDIX 6. COURSE SCHEDULE - PHASE 2	44
APPENDIX 7. AWARDS LIST.....	45
APPENDIX 9. VISUALS FROM THE TRAINING	46

PREFACE

Constructive alignment (CA) is an outcomes-based method to teaching in which students' intended learning outcomes are determined prior to instruction. Constructive alignment is actively connecting learning objectives, activities, and assessments. The goal of this triangle relationship is to ensure that all components of education work toward a common goal. Although the concept of constructive alignment has been known for a while, it has only lately been deployed on a significant scale.

Part of the reason for this, the project “Constructive Alignment and Technology Enhanced Outcome-Based Education” (CATE project) which was sponsored by INQAAHE, conducted by VNU Center for Education Accreditation (VNU-CEA) in cooperation with the University of Nottingham Malaysia (UNM) designed to empower educators from Vietnam and Laos with the skills and knowledge required to effectively implement outcome-based education, using constructive alignment and technology-enhanced techniques. May 2023 marked the start of the CATE project, which was scheduled to end in April 2024. The project was divided into two phases, the first phase is “Learning to Do” with a seven-day online training session and the second phase focusing on “Learning by Doing” with a peer multiplier model where trained participants (master trainers) mentored additional academics, including a three-day face-to-face session or online training for Laos participants.

It is a privilege for us to successfully execute the project with the outstanding work and contributions of the trainer team, VNU Center for Education Accreditation and University of Nottingham Malaysia training delivery staff, and the INQAAHE assistance. The project's effectiveness is further demonstrated by the cooperative efforts and participant feedback, which also highlight the project's potential for long-term effects through peer mentoring and continued professional growth. The project has established a solid basis for ongoing enhancement in higher education by equipping participants with the necessary instruments and expertise to execute OBE efficiently. The participants showed a thorough comprehension of OBE and effectively implemented lesson plans that were technologically upgraded and constructively aligned. Many of them also expressed a commitment to continuous improvement in teaching techniques. The project was effective in developing a cohort of CATE-OBE champions who are actively mentoring peers and contributing to the improvement of higher education

quality in Vietnam and Laos. It has helped to bridge the gap between the theory and practice of OBE in the ASEAN region.

Hanoi, 15 July 2024

**VNU-CEA Director
The CATE Project Director**



Ta Thi Thu Hien

EXECUTIVE SUMMARY

This report provides a comprehensive overview of the INQAAHE-funded Capacity Building Professional Development project titled "Constructive Alignment and Technology Enhanced Outcome-Based Education" (CATE). The project was organized by the VNU Centre for Education Accreditation (VNU-CEA) in collaboration with the University of Nottingham Malaysia (UNM) and Vietnam. It aimed to equip educators from Vietnam and Laos with the skills and knowledge necessary to implement Outcome-Based Education (OBE) effectively, using constructive alignment and technology-enhanced methodologies.

The CATE project commenced in May 2023 and is set to conclude in April 2024. It was divided into two phases:

1. Phase I: Learning to Do

- Involved a seven-day online training session.
- Participants reviewed and redesigned existing curriculums to align with OBE principles.
- Focused on providing a comprehensive understanding of OBE, designing course outcomes, assessments, and instructional strategies, and integrating technology into teaching practices.

2. Phase II: Learning by Doing

- Implemented a peer multiplier model where trained participants (master trainers) mentored additional academics.
- Included a three-day face-to-face session or online training for Laos participants.
- Emphasized continuous improvement and the practical application of learned skills through mentoring and reflective practices.

Key Findings

1. Participant Engagement and Feedback:

- High levels of engagement and positive feedback from participants.

- Mean scores on evaluation items reflected strong satisfaction with trainers' competence, the appropriateness of training activities, and overall learning experiences.

- Participants reported increased confidence and improvements in teaching methodologies, student engagement, and the ability to implement technology-enhanced OBE.

2. Challenges and Recommendations:

- Identified challenges included resistance to change, time constraints, and a lack of institutional support.

- Recommendations to enhance the program include increasing institutional support, providing detailed feedback, expanding training content, and promoting continuous learning through Professional Learning Communities (PLCs).

3. Outcomes and Impact:

- Participants demonstrated a deep understanding of OBE and successfully implemented constructively aligned, technology-enhanced lesson plans.

- Significant personal and professional growth among participants, with many expressing a commitment to ongoing improvements in teaching practices.

- The project successfully fostered a cohort of CATE-OBE champions who are actively mentoring peers and contributing to the advancement of higher education quality in Vietnam and Laos.

The CATE project has been instrumental in bridging the gap between the theory and practice of OBE in the ASEAN region. By providing educators with the tools and knowledge to implement OBE effectively, the project has laid a strong foundation for continuous improvement in higher education. The collaborative efforts and feedback from participants underscore the project's success and its potential for sustainable impact through peer mentoring and ongoing professional development.

The project's achievements highlight the importance of constructive alignment and technology in enhancing educational outcomes. Moving forward, the continued support and expansion of such capacity-building initiatives will be crucial in fostering high-quality education across the region.

1. INTRODUCTION

The *Constructive Alignment and Technology Enhanced Outcome-Based Education* (CATE) course was organised by the Vietnam National University's Centre for Education Accreditation (VNU-CEA) and facilitated by the trainer team from the University of Nottingham Malaysia (UNM) and Vietnam. Participants included educators from the Vietnam National University (VNU) and the National University of Laos (NUOL).

This iterative peer multiplier OBE training was made possible through funding from the International Network for Quality Assurance Agencies in Higher Education (INQAAHE). INQAAHE allocated the funding for supporting capacity building and enhancement of the quality assurance systems of its members. Due to delays in starting the training and internal processes and regulations at VNU-CEA, the project's timeline was adjusted accordingly. It now starts in May 2023 and ends in April 2024. Phase 1 of the *Constructive Alignment and Technology Enhanced Outcome-Based Education* (CATE) course was designed to equip university lecturers with the necessary knowledge and skills to effectively implement constructively-aligned and technologically-enhanced OBE principles in their teaching practices. The objectives of the course were to:

- a) Familiarise participants with the fundamental concepts of Outcome-Based Education.
- b) Provide a comprehensive understanding of the OBE framework and its components.
- c) Demonstrate practical methods for designing and aligning course outcomes, assessments, and instructional strategies.
- d) Enable participants to develop learning outcomes that are measurable, clear, and relevant.
- e) Facilitate the integration of OBE into existing curriculum structures and teaching approaches.
- f) Empower lecturers to improve and assess student learning through OBE practices continuously.
- g) Foster student-centred teaching and learning in higher education institutions.

2. BACKGROUND OF THE PROJECT

OBE is relatively new in ASEAN. It was introduced less than 20 years ago and is now embedded in the ASEAN Qualifications Framework (AQF). However, higher education institutions (HEIs) and academics still struggle to implement OBE in the classroom. As a result, there is a gap between the theory and practice of OBE. Often, what is provided on paper is not reflected in classroom practice.

There is also a lack of a technology-enhanced approach to delivering OBE. For example, when HEIs converted all teaching online during the recent global pandemic, many had merely changed the location, from a physical to a virtual classroom. HEIs had to resort to “emergency remote learning” where all teaching was delivered online in response to the COVID crises. There were hardly any attempts to align their curriculum and to ensure that a constructive pedagogy was imbued into the online delivery of content in this model.

As we enter the endemic stage of the crisis, we need to re-examine the solutions developed and implemented as part of emergency remote learning. This is because poor alignment and pedagogy due to a lack of understanding and knowledge of constructive alignment in OBE among academics persists. This lack of alignment and pedagogy will continue to be an issue among academics, especially with the move in many HEIs to consider online delivery or hybrid learning, where technology plays a vital role in teaching and learning. Academics still grappling with the notion of OBE in physical classrooms are encountering even more serious difficulties as they attempt to deliver online or use a hybrid mode.

Thus, there is a need to bridge the gaps. Academics must have a grounded understanding of OBE and a structured system to implement these effectively if module/course outcomes are to be met. They will need to be able to constructively align their curriculum by selecting the most appropriate pedagogies, implementing authentic assessment, and providing technology-enhanced learning experiences if they want to impact their students positively.

To achieve the above, this Project adopts an established training delivery system currently implemented at the University of Nottingham Malaysia (UNM). This system, also successfully implemented in transnational training at UNM, uses a hybrid training model.

Academics are trained to effectively deliver a technology-enhanced constructively aligned curriculum in virtual and physical classrooms. Academics

must also implement authentic assessment in their classrooms to make their teaching and learning truly outcome based.

This project has been implemented in two ASEAN member-states - Lao People's Democratic Republic and the Socialist Republic of Vietnam. The selection of these two countries is due to their national aspirations of implementing OBE in higher education. These countries also share similar challenges. This Project will build on existing in-country expertise and support their national agendas.

This programme will initially bring together officers from the respective EQAs, 25 academics and institutional decision-makers in Vietnam and Laos to confidently plan and deliver technology-enhanced and constructively aligned OBE modules. Supported by the respective EQAs, the Project will use a peer multiplier training system that will enable academics to learn and implement online OBE and train 50 other academics in their respective universities. Their success will be measured by individual and group achievements and reflection, and the achievement of their peers.

3. COURSE OVERVIEW

The course aims to train academics to complete CA activities to deliver a constructively aligned OBE curriculum using technology-enhanced pedagogy. The initial 25 participants will be trained as trainers/in-country OBE champions (master trainers). They will be tasked in the second Phase of the Project to train 50 academics in technology-enhanced and constructively aligned OBE curriculum development and delivery. These Phase II academics will be trained as trainers to support OBE in Laos and Vietnam. The implementation project methodology can be divided into 2 phases:

Phase I: Learning to Do:

1. Key academics who will become resource persons for their respective institutions/countries will attend seven days of online, Self-directed Learning and Input sessions
2. Review an existing curriculum/course to ensure that it is OBE aligned, includes Authentic Assessments and technology enabled-OBE-suitable pedagogy
3. Implement the new approach/structure/pedagogy upon their return to their respective institutions, and report the outcomes in Phase 2.

Phase II: Learning by Doing

1. This Phase introduces the peer multiplier aspect of the Project.
2. Academics will attend a three-day face-to-face session (in-country/in Malaysia – depending on funding). During this session, academics will reflect on their Phase I experience and plan the next iterative step.
3. Plan to mentor two colleagues each in the university
4. Mentee to implement the new pedagogy
5. Participate in monthly ‘meet the mentor’ sessions
6. Prepare the report

At the end of December 2023, Phase I academics, in collaboration with the respective EQAs and support of their Phase II mentees, will have completed CATE and will be preparing for a new iteration either in their institutions or at the country level. This Project's success depends on the close collaborations between the project team, representatives from the EQA and universities. As such, the efforts for this Project commence before the proposal writing period.

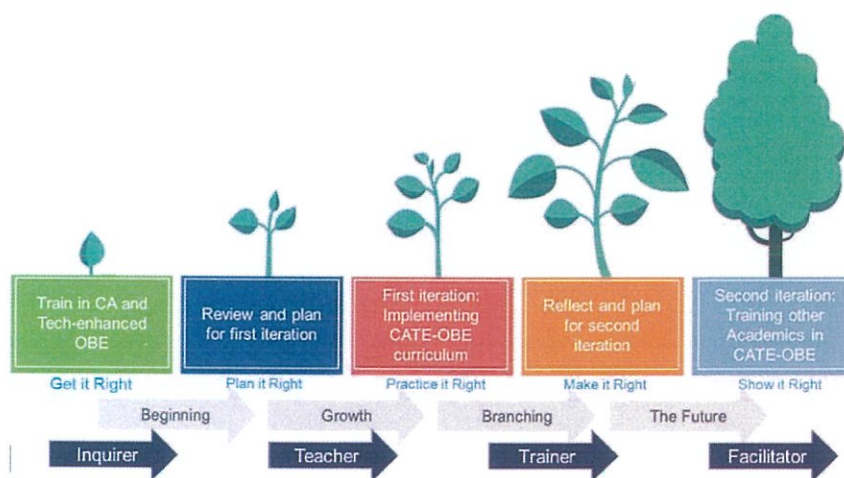


Figure. The CATE Training Journey

4. REPORT ON CATE PHASE I

A total of 28 participants (22 from Vietnam and 6 from Laos) were enrolled in the course. Unfortunately, 5 participants withdrew before the commencement of Phase I. This left 23 participants in the course, representing 82.1% of the number who had originally signed up.

4.1 Evaluation of Participants' Reports

As part of the Phase I evaluation, participants were tasked with submitting a Reflective Report, documenting their implemented lesson plans and providing a reflective analysis of their journey in integrating a Constructively Aligned and Technologically Enhanced Outcome-Based Education (CATE-OBE) approach (Refer to the Report Template in Appendix 2). In addition to this, participants underwent a survey to assess their perceptions and personal growth throughout the Phase I journey, with the summarised findings presented here. At the same time, detailed outcomes are provided in Appendix 3.

In meeting the Phase I requirements, participants were organised into six groups, comprising both Vietnamese and Laotian members, forming the Professional Learning Community (PLC). Led by a participant and mentored by two facilitators, the PLC convened twice a month – once independently (with just the participants) and once with their respective mentor. Within this framework, participants continued to plan their lessons, presenting them for feedback in the first month, followed by the implementation of three CATE-OBE lessons. The PLC meetings served as platforms for assessing lesson implementation, sharing best practices, and facilitating discussions on pedagogical practices, specifically concerning constructive alignment and the infusion of technology.

Reflective reports submitted by participants at the end of December 2023 and early January 2024 are presently under review by mentors. These reports provide insights into the challenges and opportunities encountered during the implementation of CATE-OBE in Vietnam. Noteworthy outcomes include reported increases in student engagement and participation, enhanced personal confidence in teaching, and an overall rise in workload. Despite the challenges, participants expressed a conviction that the positive outcomes far outweigh the negatives, reinforcing their belief that implementing CATE-OBE is imperative for advancing the quality of higher education in Vietnam and Laos.

An identified issue from the reports is a lack of understanding of differentiated learning/instruction. This concern has been incorporated into the Phase II onsite/online training session, with mentors committed to monitoring its integration during this subsequent phase of the training.

In summary, Phase I facilitated through PLCs and the submission of the final Reflective Report, has successfully anchored participants' interests, knowledge,

and application of CATE-OBE. Notably, the reports indicate that all participants achieved the targeted outcomes for Phase I, albeit at varying levels of proficiency.

4.2 Synopsis of Phase I Mentoring and Intervention Journey Evaluation

Phase 1 of CATE involved a seven-day online synchronous training session, followed by a four-month in-college project. During this project, participants received guidance and support from a facilitator as they worked on designing and delivering a minimum of three constructively aligned, technology-enhanced outcome-based lesson plans in their respective classes.

Upon completing Phase 1, participants were asked to provide feedback through a questionnaire consisting of 12 Likert-type items. These items were organized into three clusters, each focusing on a specific aspect of the training and the trainers.

- Cluster 1, encompassing items 1, 2, 3, 4, and 6, aimed to measure participants' perceptions of the trainers' competence and effectiveness.
- Cluster 2, consisting of items 5, 8, and 9, focused on assessing participants' engagement and their views on the impact of the training.
- Cluster 3, including items 10, 11, and 12, sought to gauge participants' perceptions of the overall learning experience and their personal growth resulting from their involvement in Phase 1 of CATE.

The questionnaire was distributed to all 24 participants, but only eleven completed the online survey. The findings from this subset of participants are presented below. The full data set from the eleven respondents is available at Appendix 4.

The analysis of Cluster 1, composed of five items, revealed mean scores ranging from 4.55 to 4.91 on the 5-point scale. Notably, Item 1 ("knowledgeable about topics") and Item 6 ("appropriate delivery style") obtained the highest mean (4.91) and the lowest standard deviation (0.30), indicating a strong consensus among participants regarding the trainers' knowledge and effective delivery styles.

Participants also gave high ratings on Item 4 ("able to respond to queries" with $M = 4.73$, $SD = 0.47$) and expressed belief in the trainers' preparedness (Item 2) with a mean of 4.64 and a standard deviation of 0.67. Although slightly less agreement was observed on Item 3 ("trainers were easy to understand") with a

mean of 4.55 and the highest standard deviation (0.52) in Cluster 1, the overall sentiment remained positive.

The high mean scores across all five items in Cluster 1 suggest that participants held very positive perceptions of the trainers' competence and effectiveness. This includes trainers being knowledgeable, well-prepared, easy to understand, and skilled at handling queries. Despite minor variations in areas like preparedness and responsiveness, the prevailing trend underscores the training experience's overall success due to the trainers' competence and effectiveness.

These findings are reinforced by participants' responses to Item 7, which directly inquired about how they would rate the trainers. Out of the 11 respondents, 4 rated the trainers as "very effective," while the remaining 7 rated them as "extremely effective."

The data portrays a positive picture of participant engagement and the perceived impact of the training. All three items in Cluster 2 received scores within the "Agree" to "Strongly Agree" range (4 to 5).

Item 5 ("The trainers encouraged me to participate") emerged with the highest mean ($M = 4.91$, $SD = 0.30$), implying the creation of a welcoming and inclusive learning environment by the trainers. Additionally, both Item 8 ("The training activities were appropriate") and Item 9 ("The training inspires me to change my pedagogy") recorded commendable mean scores of 4.82 and 4.73, respectively. These findings suggest that participants perceived the activities as suitable and felt inspired to implement new pedagogical approaches in their instructional practices.

In summary, these three items collectively indicate that the training program effectively engaged participants and, more importantly, motivated them to explore the application of new pedagogical strategies. The trainers' encouragement and the appropriateness of the activities likely played pivotal roles in achieving this positive outcome.

The analysis of Cluster 3 items (#10, 11, and 12) reveals a positive impact of the training program on participants' overall learning experience and personal growth. All three items recorded scores within the "Agree" to "Strongly Agree" range (4 to 5), signifying those participants generally assessed the experience as excellent, perceived improvement in their knowledge and skills, and gained confidence in their faculty/lecturer roles.

Item 11 ("My knowledge and skills have improved after completing this training") recorded the highest mean (4.73) and the lowest standard deviation (0.47), indicating a strong consensus among participants regarding the enhancement of their knowledge and skills. Item 10 ("I would rate my overall learning experience on CATE programme as excellent") achieved a mean of 4.64 and a standard deviation of 0.52, denoting a generally positive, albeit slightly less consistent, rating. Meanwhile, Item 12 ("I am a more confident faculty/lecturer now") yielded the lowest mean (4.36) not only in this cluster but across all 12 items of the questionnaire. This implies less unanimous agreement among participants that the training led to increased confidence in their roles as lecturers.

The findings from Cluster 3 affirm a positive impact on participants' overall learning experience and personal growth. While there is a strong consensus on knowledge and skills improvement, there is a slightly less consistent rating on the overall learning experience, and a noteworthy variation in responses regarding increased confidence among participants.

In summary, these findings as a whole indicate that the training program has evidently met its objectives by delivering a positive learning experience and fostering personal growth among participants. The high levels of engagement reported by participants, coupled with their motivation to implement changes in pedagogical practices, reflect the program's success in eliciting active participation and inspiring instructional improvements. Additionally, participants held a highly favourable view of the trainers, seeing them as very effective in facilitating the learning experience.

4.3 Conclusion

The project commenced with a cohort of **23** participants hailing from Vietnam and Laos. While these educators possessed an awareness of Outcome-Based Education (OBE) and national requirements related to its implementation, they found themselves less at ease with the implications of altering classroom pedagogies. Initially, their approach involved preparing lessons using learning outcomes, submitting them to authorities, and adhering to the existing classroom norms. However, as the project unfolded, it significantly broadened their perspective on the practical benefits of OBE. The participants began to recognise the transformative impact of a meticulously prepared lesson that not only embraced learning outcomes but was also constructively aligned and incorporated technology for enhanced engagement.

Over the span of six months, the project succeeded in nurturing a group of CATE-OBE champions. These champions are now actively engaged in a mission to impart their newfound knowledge, aiming to support approximately 70 other faculty members. The objective is to empower these educators to make a substantial impact in their classrooms by introducing constructively aligned and technology-infused teaching methodologies.

5. REPORT ON CATE PHASE II

The project successfully transitioned into its second phase, marked by an onsite training session held in Ha Noi, Vietnam, from January 13-15, 2024. Although the team from Laos could not attend, an online training session was conducted for them on January 21-22, 2024.

All 23 participants who completed Phase I progressed to Phase II. During Phase II, 3 participants withdrew, resulting in an attrition rate of 13%. Of the remaining 20 participants, 17 (73.9% of the original cohort) achieved a pass with distinction, while the other 3 (13.0% of the original cohort) passed with merit."

This synthesis report consolidates the evaluations and feedback provided to the participants, focusing on their performance in Phase II of the training.

5.1 Overview of Participants' Reports

The participants provided detailed reports on their coaching experiences, which were evaluated based on a rubric assessing clarity, coaching approach, challenges faced, successful moments, personal growth, and feedback on the CATE course. The following sections summarize the key aspects of their reports.

5.2 Clarity and Structure

Most participants presented their reports with exceptional clarity and well-structured narratives. They comprehensively covered all required details, making their experiences and reflections understandable. The detailed descriptions of their coaching approaches, including preparation, strategies, and resources, demonstrated a clear and methodical approach to coaching.

5.3 Coaching Approach

Participants employed a variety of strategies during their coaching sessions, including online communication tools like Zoom and Zalo, regular meetings, and detailed preparation of materials. They emphasized creating collaborative and

supportive environments, encouraging active participation and continuous feedback. The use of digital tools and interactive methods was prevalent, enhancing the effectiveness of the coaching sessions.

5.4 Challenges Faced

The reports highlighted several common challenges, such as resistance to change, time constraints, and a lack of institutional support for the CATE approach. Participants identified these challenges comprehensively and provided detailed strategies for overcoming them. They discussed the effectiveness of these strategies and the lessons learned, emphasizing the importance of flexibility, motivation, and continuous support.

5.5 Successful Moments

Participants reported numerous successful moments, providing comprehensive and insightful descriptions of specific instances where their coaching was particularly effective. They detailed the positive outcomes and impacts on their colleagues, attributing success to collaborative efforts, real-life applications of CATE principles, and supportive learning environments.

5.6 Personal Growth and Learning

The reports indicated significant personal growth and learning among participants. They acquired new knowledge and skills related to outcome-based education, active learning, and technology-enhanced teaching. Participants also gained valuable insights into effective coaching practices, communication, and problem-solving. They outlined clear plans for further developing their coaching abilities and applying CATE principles in their teaching.

5.7 Feedback on CATE Course

Feedback on the CATE course varied, with most participants providing detailed and constructive comments. They appreciated the course's structure, the integration of theoretical knowledge with practical applications, and the supportive learning environment. However, some reports suggested the need for more specific feedback and recommendations for course improvement.

5.8 Conclusion

Overall, the participants' reports reflect a successful implementation of Phase II of the CATE training program. They demonstrated a deep understanding of the

coaching process, effectively identified and addressed challenges, and reported significant personal and professional growth. The participants' constructive feedback will be valuable for further enhancing the CATE course and ensuring its continued success in improving teaching practices.

5.9 Recommendations

Based on the synthesis of the participants' reports, the following recommendations are made:

1. **Increase Institutional Support:** Enhance policies and incentives to support the adoption of the CATE approach.
2. **Provide Detailed Feedback:** Encourage participants to offer more specific suggestions and recommendations for course improvement.
3. **Expand Training Content:** Include more examples and practical applications of CATE principles in the training material.
4. **Facilitate Continuous Learning:** Promote the development of Professional Learning Communities (PLCs) to ensure ongoing support and collaboration among educators. By addressing these recommendations, the CATE training program and VNU can continue to foster effective teaching methodologies and contribute to the professional growth of educators.

6. CONCLUSION

The INQAAHE Capacity Building Professional Development: Constructive Alignment and Technology Enhanced Outcome-Based Education (CATE) project has achieved its objectives. It has empowered university lecturers from Vietnam and Laos with the essential knowledge and skills to implement constructively aligned and technologically enhanced Outcome-Based Education (OBE) principles in their teaching practices. Despite initial challenges and participant withdrawals, the project has made significant strides in enhancing the quality of higher education in these regions.

Phase I of the project laid a strong foundation by equipping participants with a comprehensive understanding of OBE and its practical applications. Creating Professional Learning Communities (PLCs) fostered a collaborative environment where participants could share best practices, reflect on their experiences, and continuously improve their pedagogical approaches. The Reflective Reports submitted by participants highlighted increased student engagement, improved

teaching confidence, and a deeper understanding of OBE principles despite challenges such as differentiated learning and institutional support. Phase II further solidified these gains by focusing on practical application and peer mentoring. The transition to a blended training model, including onsite sessions, allowed for more hands-on experiences and direct feedback. The participants' coaching reports demonstrated significant personal growth and professional development, with successful implementation strategies and constructive feedback mechanisms in place.

The project's success can be attributed to the collaborative efforts between the project team, representatives from the EQAs, and universities in Vietnam and Laos. The peer multiplier training system proved effective in extending the project's reach, as trained academics can now mentor others within their institutions.

To ensure continued success, the following recommendations are made:

1. Increase institutional support for adopting CATE-OBE approaches through enhanced policies and incentives.
2. Provide detailed feedback to participants to refine and improve the training course.
3. Expand the training content to include more practical applications and real-life examples of CATE principles.
4. Facilitate continuous learning and professional development through the establishment of sustainable PLCs.

In conclusion, the INQAAHE CATE project has significantly contributed to advancing the quality of higher education in Vietnam and Laos. By bridging the gap between theory and practice and integrating technology into pedagogical practices, the project has set a new benchmark for OBE implementation in the ASEAN region. The commitment and dedication of the participants, coupled with the robust support system provided by the trainers and mentors, have paved the way for a transformative educational experience that promises to yield long-term benefits for educators and students alike.

APPENDICES

APPENDIX 1. The Online CATE-OBE Training

(Phase I, Stage 1)

Phase 1 of CATE was conducted over seven days, from 24 July to 1 August 2023, as per the attached schedule. The course was online using the University of Nottingham Malaysia's MS Teams platform. This online setting facilitated interactive learning and collaborative discussions. The sessions were designed to be immersive and engaging, combining interactive lectures, Collaborative Group Work (CGW) sessions with hands-on activities and group exercises, and whole-group seminar sessions where participants presented and critiqued each other's work.

A. Introduction

Phase 1 of CATE was conducted over seven days, from 24 July to 1 August 2023 as per the **attached schedule**. The course was online using the University of Nottingham Malaysia's MS Teams platform. This online setting facilitated interactive learning and collaborative discussions. The sessions were designed to be immersive and engaging, combining interactive lectures, Collaborative Group Work (CGW) sessions with hands-on activities and group exercises, and whole-group seminar sessions where participants presented and critiqued each other's work.

B. Target Audience and Number of Participants

The course was customised for university lecturers from diverse disciplines and academic levels. The target audience comprised experienced educators and assessors from Vietnam and Laos seeking to enhance their teaching methodologies and newly appointed faculty members eager to adopt progressive pedagogical approaches. A total of 25 academics, 19 from Vietnam and 06 from Laos, participated in the course. Participants were divided into groups of four; three from Vietnam and one from Laos.

C. Overall Themes and Topics Covered

CATE-OBE encompassed a diverse range of themes and topics to provide a comprehensive understanding of OBE's principles and practical applications. The following were the key themes covered during the training:

1. **Introduction to OBE:** An overview of Outcome-Based Education, and the rationale behind its adoption in contemporary higher education.
2. **Writing Learning Outcomes:** Participants were introduced to crafting clear, measurable, and achievable learning outcomes.
3. **Curriculum Design with OBE:** Sessions delved into the process of curriculum design through the OBE lens. They explored techniques for mapping learning outcomes to course content and assessments, ensuring coherence and relevance in the curriculum.
4. **Assessment Strategies:** This segment focused on various assessment methods and tools that facilitate measuring student achievement of learning outcomes. Participants learned to develop authentic and meaningful assessments that align with the intended outcomes.
5. **Constructing Rubrics:** Participants were guided on creating rubrics to assess student performance consistently and objectively. Emphasis was placed on using rubrics as a valuable feedback tool to enhance the learning process.
6. **Active Learning Strategies:** Active Learning Strategies: During this session, participants explored various active learning techniques aimed at fostering student engagement, critical thinking, and problem-solving skills. They were given opportunities to incorporate these strategies into their lesson plans, encouraging student interaction and engagement in the learning process.
7. **Infusing Web 2.0 Applications and Tools:** This hands-on session explored integrating dynamic digital tools into teaching, fostering collaboration, and enhancing student engagement for improved learning outcomes.
8. **OBE Implementation Challenges:** This topic addressed potential challenges in implementing OBE and discussed strategies for overcoming resistance and ensuring successful integration within the institutional context.
9. **Continuing Professional Development as the Tool for Quality Assurance and Continuous Improvement:** The course concluded with a focus on quality assurance mechanisms and the importance of continuous improvement through data-driven decision-making. One critical tool promoted using Professional Learning Communities as sustainable CPD.

D. TEACHING METHODOLOGY

Throughout the seven-day Phase 1 CATE-OBE course, a variety of teaching methods and techniques were employed to create an engaging and enriching learning experience for the university lecturers. The following teaching methodologies were used:

1. **Lectures and Presentations:** Each training day commenced with an engaging, interactive lecture, incorporating multimedia presentations to introduce OBE's essential concepts, theories, and principles. Various small tasks were integrated into the presentations, encouraging participants to share viewpoints, perspectives, and experiences. These sessions laid a strong foundation for interactive activities to follow.

2. **Collaborative Group Work (CGW):** Following the interactive lecture, participants engaged in Collaborative Group Work (CGW) in teams of four, applying the knowledge and skills gained from the lectures. Group discussions were central to the CGWs, encouraging participants to share insights, experiences, and challenges regarding OBE implementation. These discussions fostered peer learning and facilitated the exchange of diverse perspectives. Two key techniques were emphasised in the CGWs:

- a. **Hands-on Activities:** Practical exercises like designing learning outcomes, constructing rubrics, and developing lesson plans incorporating active learning strategies allowed real-world application, fostering deeper understanding and skill development.

- b. **Collaborative Learning:** Emphasising teamwork, communication, and problem-solving skills, lecturers collaborated in groups, enhancing the collective learning experience.

3. **Practical Workshops:** The course included practical workshops such as demonstrating Web 2.0 applications and tools and developing Lesson Plans and Rubrics. Lecturers gained hands-on experience in utilising technology to design assessments and foster active learning in the classroom.

4. **Seminars and Presentations:** Seminars and presentations were essential to the training, with participants showcasing their CGW outputs. Valuable learning occurred through mutual critique of each other's work, providing a rich and impactful experience.

5. **Reflection and Self-Assessment:** Daily opportunities for self-assessment and reflection were provided throughout the course. Participants were encouraged to analyse their current teaching practices, identify areas for improvement, and develop action plans for future implementation.

E. RESOURCE MATERIALS

Resource materials were provided during the seven-day CATE-OBE course to enhance participants' learning experiences. The following reference materials, textbooks, handouts, and online resources were made available:

a. Lecture slides – slides for every interactive lecture were provided.

b. Participants' Handbook provided pre-reading materials and information about the assessments participants were required to complete and the rubrics to evaluate these tasks. The Handbook also included all the CGW tasks that participants had to complete daily.

c. At the end of Phase 1, participants are required to complete an in-class project. The details of this project are provided in the In-class Task and Template.

d. Online resources – references to additional resources available online are provided in the lecture slides.

The resources above were carefully curated to align with the course's objectives and cater to diverse learning needs. The materials offered a good balance of theoretical foundations and practical applications of OBE principles.

F. PARTICIPANT FEEDBACK AND EVALUATION

PHASE I – PARTICIPANT FEEDBACK AND EVALUATION

This exercise aims to assess the course's efficacy. Two data sources were utilised: a pre-test/post-test conducted at the outset and conclusion of the course and a post-course online questionnaire completed by all participants.

(a) Pre-Test /Post-Test Scores

At the beginning and end of the course, a pre-test and a post-test were conducted, each consisting of 20 items. Participants' mean score on the pre-test was 79%, which significantly improved to 90% on the post-test. Remarkably, no participant scored less than 60% on the post-test, with more than two-thirds of the

scores clustered in the 90 to 100% range. Figures 1 and 2 provide a summary of the findings of the pre- and post- test scores respectively.

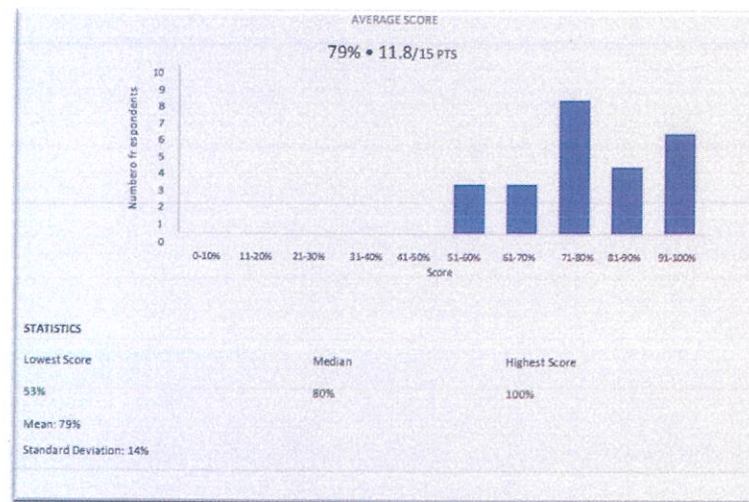


Figure 1. Distribution of Pre-Test Scores

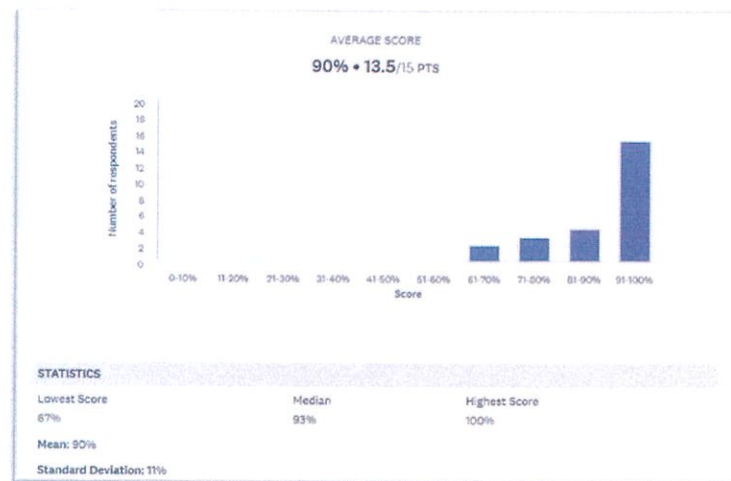


Figure 2. Distribution of Post-Test Scores

(b) Participant Evaluation of Training

After the course, all participants completed a post-course questionnaire (Participant Evaluation of Training Score, PETS) that included closed and open-ended items. The feedback collected offered valuable insights into the effectiveness and impact of the seven-day OBE course for university lecturers. The post-course questionnaire assessed training effectiveness on three aspects: Overall Training, Trainer Quality, and Communications and Operations. Overall, the responses were highly positive, indicating that the course was well-received

and greatly beneficial to the participant's professional development. Average scores for each aspect are shown in Figure 3, with all scores falling into the 'strongly agree' or 'agree' categories. Notably, the 'strongly agree' responses outnumbered the 'agree' responses for Overall Training and Trainer Quality, while for Communications and Operations, there were more 'agree' responses than 'strongly agree'.

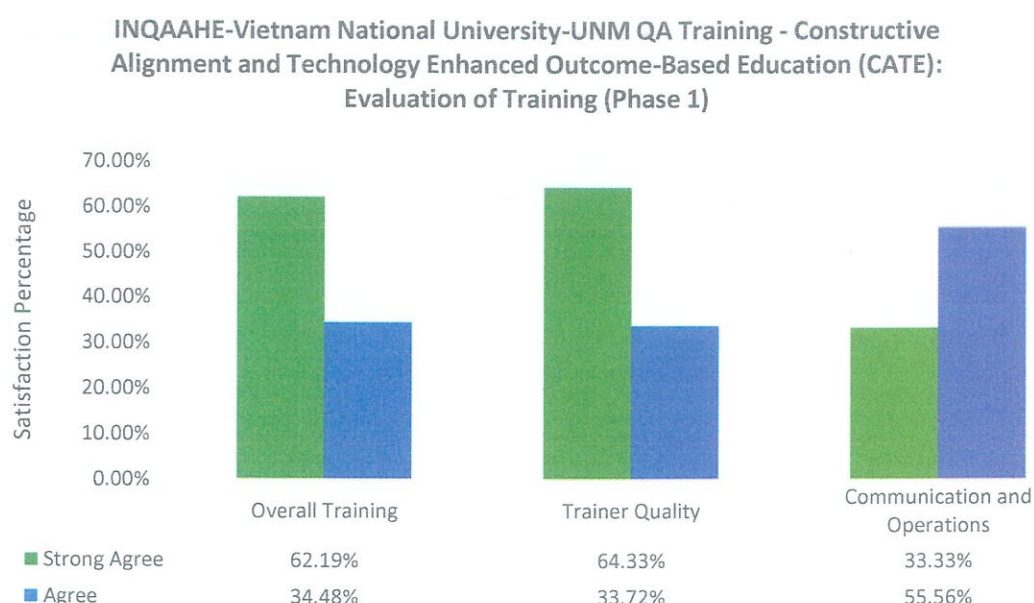


Figure 3: Participant Evaluation of Training Score (PETS)

The PET also included open-ended items. Below are selected responses to the open-ended questions, excluding vague answers, repetitions of previously stated views, and those not directly addressing the items.

Table 1. Selected Verbatim Participant Responses

<p>What did you like the most about this training?</p> <ul style="list-style-type: none"> • The trainers' competence: very well-prepared lesson. • The way to motivate participation • Collaboration between trainers and participants • Besides the knowledge I learned, I like the way teachers teach, the way to organise and support the class. Thanks a lot. • The way to deliver the course and the enthusiasm of the trainers
<p>How do you hope to change your practice as a result of this training?</p>

- I will create constructive aligned programs and courses; prepare the lesson plan according to the Gagne's 9 events and apply more formative alignment.
- Surely to improve my course in phase 1 then deliver my experiences to my colleagues
- I hope I can apply effectively Web 2.0 in my teaching
- make my teaching more active and interesting to my students
- Follow OBE principles and engage with CPD community

What aspects of the training could be further improved?

- All is perfect, but the time is a bit limited
- More sharing experiences in some difficult cases when delivery lesson
- A longer course with more break time should be better for participants to prepare for the tasks.
- Team [MS Teams] is not so common to some of us, we have quite a number of technical log in issue, hopefully it's getting better next time
- Delivery mode to FTF for network perhaps

Do you have any additional comments and suggestions?

- Deeply thanks to organiser, trainers, supporter for this training program
- I would say the trainers are excellent, knowledgeable and very friendly
- Thank you very much for everything <3
- I wish there were more courses like this.
- Very inspiring training.

G. Moving Forward

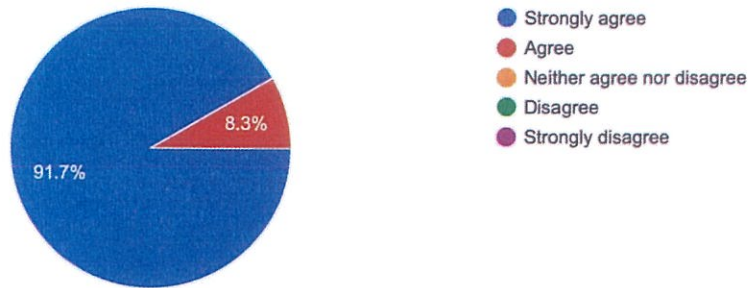
Participants will complete stage 2 of Phase I in the next four months. In this stage, participants will review and implement a selected existing module, adapting it to CAPE –OBE structure. During this period, they will be mentored by mentors from the University of Nottingham Malaysia in groups of four. These groups form the practice of Professional Learning Community (PLC) among the participants, and it is hoped that the practice will continue to engage more lecturers into continuing professional development through PLC, particularly related to OBE.

PHASE II- PARTICIPANT FEEDBACK AND EVALUATION

In phase II, all participants completed a questionnaire that included closed and open-ended items. The post-course questionnaire assessed training effectiveness on trainers, training activities, what participants learnt and their suggestions. Overall, the responses were highly positive, indicating that the course was well-received and greatly beneficial to the participant's professional development. Average scores for each aspect are shown in each figure below, with all scores falling into the 'strongly agree' or 'agree' categories.

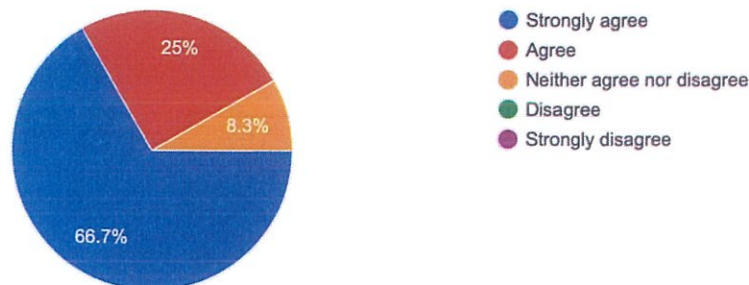
1. The trainers were knowledgeable about the training topics

12 responses



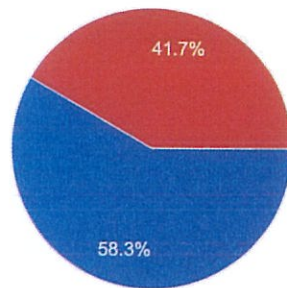
2. The trainers were well prepared

12 responses



3. The trainer were easy to understand.

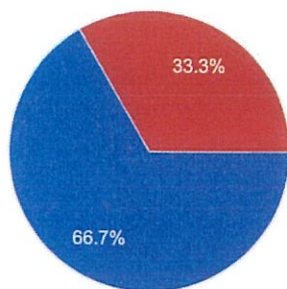
12 responses



- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

4. The trainers were able to respond to queries.

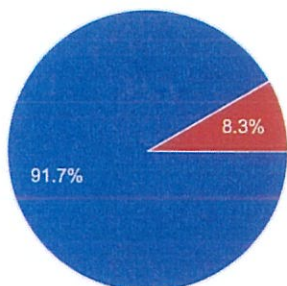
12 responses



- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

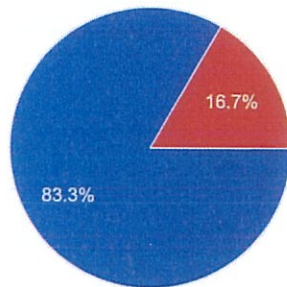
5. The trainers encouraged me to participate.

12 responses



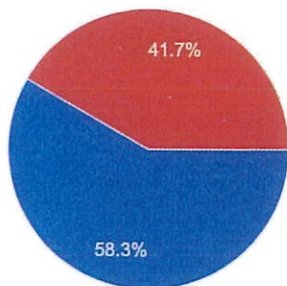
- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

6. The trainers' delivery style was appropriate
12 responses



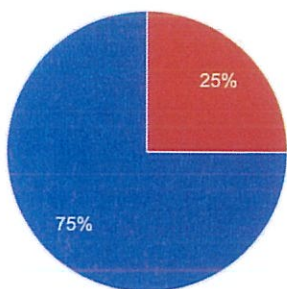
- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

7. How would you rate the Trainers?
12 responses



- Extremely effective
- Very effective
- Somewhat effective
- Not so effective
- Not at all effective

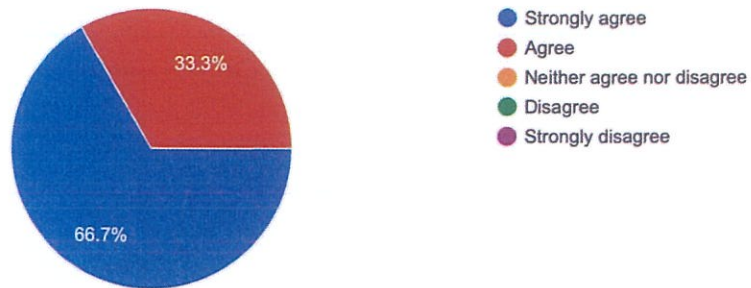
8. The training activities were appropriate.
12 responses



- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

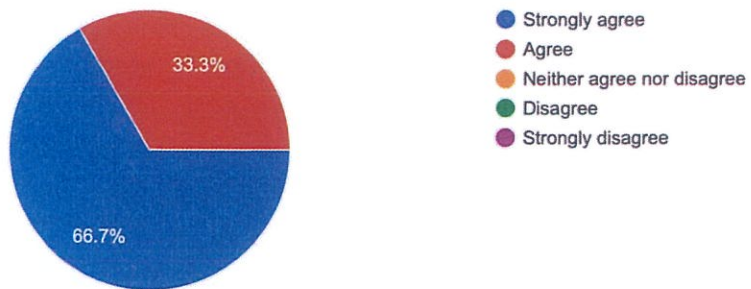
9. The training inspires me to change my pedagogy.

12 responses



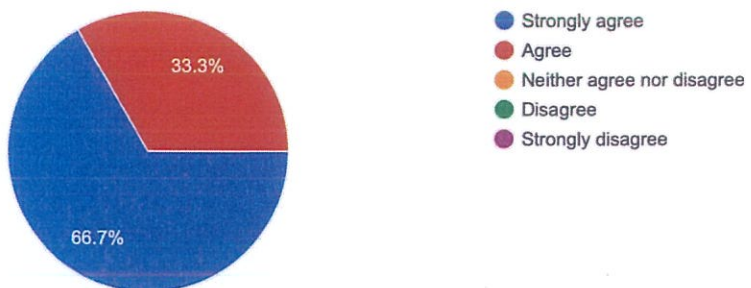
10. I would rate my overall learning experience on CATE programme as excellent.

12 responses



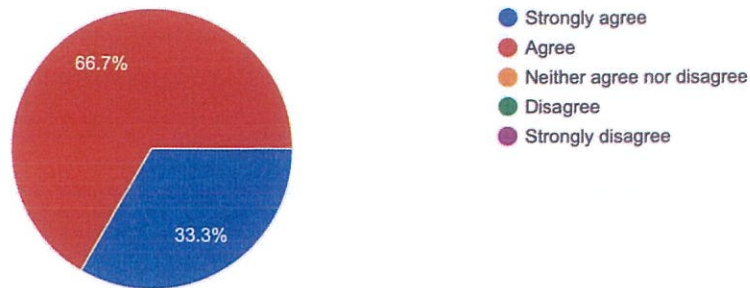
11. My knowledge and skills have improved after completing this training.

12 responses



12. I am a more confident faculty/lecturer now.

12 responses



Participants also replied open-ended items. Selected responses to the open-ended questions are presented in the following table, excluding vague answers, repetitions of previously stated views, and those not directly addressing the items.

Table 1. Selected Participant Responses

13. Did the Phase II training's outcome meet your expectations? Please elaborate your response?

- Yes. I believe that the Phase II face-to-face training changed my mindset about the roles and responsibilities of all members in PLC. This is also an opportunity for us to reinforce the network, also a wonderful time to meet the trainers face to face, hug them and thanked them.
- Yes. The Phase II training outcome inspires me to share OBE infused with technology to lecturers in Vietnam, probably in Tay Nguyen, a disadvantaged area in Vietnam to assist them to achieve their stated vision of becoming a prestigious university in Vietnam
- Yes, the training is constructive and fun.
- Sure!outcome meet my expectations
- I hope my knowledge will becoming better
- Phase 2 provided me with a method to coach colleagues and develop appropriate coaching plan
- The phase II had met my expectations very well especially the guidance of PLC as a wonderful model for me to study in longterm
- Yes, the outcome of Phase II training met my expectations. The training program was well-structured and comprehensive, covering all the necessary skills we needed to develop about OBE. The trainers were knowledgeable and experienced, and they provided valuable insights and

guidance throughout the training process. Additionally, the training materials and resources were accessible and helpful in enhancing my understanding.

14. Is there anything else about Phase II training that you would have like to include? 12 responses

- I wish I could be in Malaysia!
- How to inspire middle-level university academic leaders to support/apply Constructive Alignment and Technology Enhanced Outcome-Based Education in their institutions.
- Training in Malaysia :D
- I dont want to stop.
- time constrains
- I had encourage practice more and more
- More time
- Professional
- Just want to say a lot of thanks to CATE, Dr Roz, Dr Ranjit and my colleagues in CATE course
- This is a wonderful opportunity for us to share knowledge and experience, and develop our professional skills and knowledge. The trainers are really excellent! The organizers are also very considerate and supportive. Hopefully, we could have more workshops like this. Thank you so much for organizing and running this workshop.
- Certainly, I would like to share some additional remarks and comments about the overall CATE training program. First and foremost, I appreciate that the alignment of learning outcomes with clear assessment criteria was a standout feature of this training. Moreover, the training encouraged a more learner-centered approach to learning and teaching. I believe that CATE training has had a profound positive impact on my experience.

15. Are there any other remarks or comments about the overall CATE training that you would like to share?

- Thank you for the training. Billions hearts and thanks to the entire team.
- We highly appreciate the course and the two trainers for the precious benefits from the course content and the insights from the two knowledgable lecturers. We have learned so many good things from their professional training delivery manner and from their deep and broad

knowledge base on OBE and professional development. Their insights have changed our way of thinking and doing lesson planning, delivering and assessing students. We are now more confident in not only our teaching but also in our consultancy when we take part in teams of assessors to evaluate the quality of universities and their programs.

- Really appreciated
- Thank you very much.
- No, I only want to say thank you!
- Professional
- Just want to say a lot of thanks to CATE, Dr Roz, Dr Ranjit and my colleagues in CATE course
- This is a wonderful opportunity for us to share knowledge and experience, and develop our professional skills and knowledge. The trainers are really excellent! The organizers are also very considerate and supportive. Hopefully, we could have more workshops like this. Thank you so much for organizing and running this workshop.
- Certainly, I would like to share some additional remarks and comments about the overall CATE training program. First and foremost, I appreciate that the alignment of learning outcomes with clear assessment criteria was a standout feature of this training. Moreover, the training encouraged a more learner-centered approach to learning and teaching. I believe that CATE training has had a profound positive impact on my experience.

16. What are the current needs in Vietnam? (Academic capacity building/OBE training;

Quality Assurance)

- Academic capacity building, OBE training; Quality Assurance
- may appropriate for highschool teachers
- OBE training more popular and deeply for all teachers and academic leaders
- Understanding of OBE and ability to formulate good learning outcomes.
- In Vietnam, there are several current needs in the areas of academic capacity building/ Outcome-Based Education (OBE) training, and Quality Assurance in the education sector. - Academic Capacity Building/OBE training: There is a need for ongoing professional development opportunities for educators and academic staff. Continuous training and workshops can help them stay updated with the latest pedagogical

methods, technology integration, and subject knowledge. - Quality Assurance: Collaborating with industries to align educational programs with workforce needs and ensuring graduates are well-prepared for the job market is crucial for quality assurance.

17. Name THREE things that you enjoyed during this training

- Critical discussion - Techniques used by the trainers - Networking
- Coaching; 2) The inspiring and fun activities that the two trainers demonstrate; 3) Networking with course trainers and participants
- Trainer, class moment, organizer
- Exciting, friendly, collaboratively atmosphere
- Trainer, organizer, fun activity
- OBE
- collaborate, fun, motivate
- Encouraged ; professional and lecturer
- Sharing method, coaching plan and constructive feedback
- Student center, Positive feedback and consistent develop professional learning community
- Cosy and productive atmosphere among participants ; fun activities; clear instructions by the trainers.
- Group-work Constructive feedback trainer's methodology

18. Suggest THREE ways in which we can improve this training

- Less food for me. I was not able to finish the lunches.
- More similar courses; 2) Broadening the horizon: allow some more tasks/requirements for non-teaching situations: consultancy/accreditation/teacher training, etc.; 3) Making more examples with connection to participants' authentic working situations: low-resourced/IT/large class/heavy-workload...
- More time, in Malaysia
- More time onsite
- Set up lesson plan
- Time management
- 1. Simplify; 2. More study materials; 3. More face to face.
- More time, practice teaching and study at Nottingham university
- More courses, more participants and keep developing community of CATE

- Nothing I can think of.
- This training program is excellent, I can't find three things for you to improve on it

APPENDIX 2. Course schedule – Phase 1

Day/Date	Topic
Day 1 (24 July)	Introduction to Outcome-Based Education
0900 - 1100	<ul style="list-style-type: none"> • Introduction to the Programme • MS Teams Training • OBE Policies in Vietnam and Laos Higher Education Sectors
1115 - 1300	Collaborative Group Work
1415 - 1615	Seminar /presentation
Day 2 (25 July)	OBE in Focus and Learning Outcomes
0900 - 1100	<ul style="list-style-type: none"> • Overview of Outcome-Based Education (OBE) & CATE • The Importance of OBE in Modern Education • Writing Learning Outcomes
1115 - 1300	Collaborative Group Work
1415 - 1615	Seminar /presentation
Day 3 (26 July)	Aligning Curriculum, Instruction, and Assessment
0900 - 1100	<ul style="list-style-type: none"> • Designing curriculum with OBE principles • Instructional Strategies Aligned with OBE – The Backward Design Concept • Formative and Summative Assessment
1115 - 1300	Collaborative Group Work
1415 - 1615	Seminar /presentation
Day 4 (27 July)	Assessment and Evaluation in Outcome-Based Education
0900 - 1100	<ul style="list-style-type: none"> • Evaluating Student Learning Outcomes • Authentic Assessment • Developing and Using Assessment Tools • Using Assessment Results for Improvement
1115 -1300	Collaborative Group Work
1415 - 1615	Seminar /presentation
Day 5 (28 July)	Developing Student-Centred Learning Environments
0900 - 1100	<ul style="list-style-type: none"> • Creating Active and Engaging Learning Experiences • Fostering Student Responsibility for Learning • Implementing Student-centred Pedagogy
1115 -1300	Collaborative Group Work
1415 - 1615	Seminar /presentation

Day 6 (31 July)	Technology in Teaching
0900 - 1100	<ul style="list-style-type: none"> • Web 2.0 Tools in Teaching and Learning • Using Technology to Support Differentiated Instruction
1115 - 1300	Collaborative Group Work
1415 - 1615	Seminar /presentation
Day 7 (1 August)	Implementing CATE-OBE
0900 - 1100	<ul style="list-style-type: none"> • Teacher Leadership & OBE • Developing an Action Plan for OBE Implementation • Strategies for Overcoming Common Challenges
1115 - 1300	Collaborative Group Work – Preparing for the Group Presentation
1415 - 1615	Colloquium

APPENDIX 3. List of Participants and Teams

1. Vietnamese participants

No	Full name	Position/Duty	Contact		Note
			Email	Tel/ Whatsapp	
1	Nguyen Thi Thuy Nga	Lecturer, VNU University of Education	thuynga.nguyen11@gmail.com	964757807	With draw in Phase II
2	Tran Thanh Nam	Lecturer, VNU University of Education	tranthanhnam@gmail.com	912013831	
3	Pham Huy Cuong	Lecturer, VNU University of Social Sciences and Humanities	cuongph@ussh.edu.vn	982036807	
4	Nguyen Thuy Duong	Lecturer, VNU Vietnam - Japan University	nt.duong@vju.ac.vn ntduonga@vnu.edu.vn	916445877	
5	Tran Thi Minh Hang	Lecturer, VNU University of Science	hangttm@hus.edu.vn	902168955	
6	Hoang Thi Xuan Hoa	Lecturer, VNU University of Languages and International Studies	hoahtx@vnu.edu.vn	913591829	
7	Tran The Nu	Lecturer, VNU University of Economics and Business	tranthenu@gmail.com	904078067	With draw in Phase II
8	Tran Cuong Hung	Lecturer, VNU University of Engineering and Technology	tchung@vnu.edu.vn	328111088	With draw in Phase II
9	Nguyen Tuan Son	Lecturer, VNU University of Medicine and Pharmacy	tuansonet@gmail.com	985854844	

No	Full name	Position/Duty	Contact		Note
			Email	Tel/ Whatsapp	
10	Le Thi Mai	Lecturer, VNU International School	mailt@vnuis.edu.vn; lethimai@vnu.edu.vn	090 1606234	
11	Nguyen Huu Cuong	Trainer, VNU-CEA/Van Lang University	cuongnh29@gmail.com	904529577	
12	Pham Thi Huong	Trainer, VNU-CEA/Ho Chi Minh University of Education	phamhuong.mu@gmail.com	931469177	
13	To Thi Thu Huong	Trainer, VNU-CEA	tttht04@gmail.com	903292861	
14	Dang Thi Thanh Thuy	Trainer, VNU-CEA	thuydangvnucea@gmail.com	982738681	With draw in Phase I
15	Nguyen Van Duc	Hue University	nguyenvanduc@huaaf.edu.vn	963327755	
16	Nong Thi Hien Huong	Thai Nguyen University	nongthihienhuong@tuaaf.edu.vn	984888345	
17	Nguyen Hong Thao My	Hue University	nhtmy@hueuni.edu.vn	932528645	
18	Le Thi Huyen Trang	VNU University of Languages and International Studies	huyentrang.le@gmail.com	936187713	
19	Tran Minh Hang	Vietnam National University of Agriculture	ttmhng@vnua.edu.vn	919645745	

2. Laotian participants

No	Full name	Position/Duty	Contact		Note
			Email	Tel/Whatsapp	
1	Deuansavanh PHOMMAVONGSA	Lecturer, Faculty of Engineering, National University of Laos	deuansavanh12@gmail.com	020 59599961	With draw in Phase II
2	Neevanh SAYNAVONG	Lecturer, Faculty of Economics and Business Management, National University of Laos	n.saynavong@nuol.edu.la	020 55561968	
3	Phimmasone SISOUVANH	Lecturer, National University of Laos	p.sisouvanh@nuol.edu.la	8562059322246	
4	Toulavanh Sisavath	Lecturer, National University of Laos	toulavanh@gmail.com	8562055419089	
5	Sisaath KHAOPASEUTH	Lecturer, Faculty of Letters, National University of Laos	sisaath1982@gmail.com	020 52928625	
6	Nanludet Moxom	National University of Laos	nanludet@yahoo.com		

3. Trainer and co-trainer team

No	Full name	Position/Duty	Contact		Note
			Email	Tel/Whatsapp	
1	ROZILINI M FERNANDEZ- CHUNG PFHEA	Executive Director of the Centre for Academic Partnerships and Engagement (CAPE). University of Nottingham Malaysia.	rozilini.fernandez- chung@nottingham.edu.my	60129061053	International trainer (team leader)
2	RANJIT SINGH GILL	Academic Director at the Centre for Academic Partnerships and Engagement (CAPE), University of Nottingham Malaysia.	ranjit.gill@nottingham.edu.my		International trainer
3	PHAM VAN TUAN	Vice-Director, LYDINC Institute of Education and Engineering - Technology, L.Y.D.I.N.C Ltd. Co.; AUN-QA Lead Assessor; VNU-CEA Accreditor.	phamvt1976dut@gmail.com	772278159	National trainer (co- trainer)

4. Management and Support Team

4.1. Country Coordination Team – Vietnam

No	Full name	Position/Duty	Contact		Note
			Email	Tel/Whatsapp	
1	Ta Thi Thu Hien	VNU-CEA Director <i>CATE project Director</i>	tahien1207@gmail.com	912.864.234	
2	Dinh Van Toan	VNU-CEA Vice-Director	dinhvantoan@vnu.edu.vn	912102099	
3	Dang Thi Thanh Thuy	VNU-CEA staff <i>CATE project Secretary</i>	thuydangvnucea@gmail.com	982738681	
4	Tran Huu Luong	VNU-CEA, Head of Cooperation and Development Division	thhluong@vnu.edu.vn	914880505	
5	Vu Minh Hieu	VNU-CEA staff	vmhieu0985@gmail.com	915625285	

4.2. Country Coordination Team – Laos

No	Full name	Position/Duty	Contact		Note
			Email	Tel/Whatsapp	
1	Nanludet Moxom	National University of Laos	nanludet@yahoo.com		Head of Quality Assurance and Assessment Division, Academic Affairs Office

4.3 Technical Support Team – Malaysia (CAPE technical staff)

No	Full name	Position/Duty	Contact		Note
			Email	Tel/ Whatsapp	
1	How Wei Ping (Liam)	Centre for Academic Partnerships and Engagement, University of Nottingham Malaysia	WeiPing.How@nottingham.edu.my		
2	Sabariah Amin	Centre for Academic Partnerships and Engagement, University of Nottingham Malaysia	Sabariah.Amin@nottingham.edu.my		

APPENDIX 4. Links of project documents

Link of Fanpage, website	https://www.facebook.com/people/CATE-Training/100094709115875/?mibextid=LQQJ4d
Link of agenda	https://docs.google.com/spreadsheets/d/1cPleoXs2N8sjqN210nZ7Bzs-fE5fJdbt/edit#gid=333991677
Link of participants and team	https://docs.google.com/spreadsheets/d/1cPleoXs2N8sjqN210nZ7Bzs-fE5fJdbt/edit#gid=1344779174
Link of groups for discussion	https://docs.google.com/spreadsheets/d/1cPleoXs2N8sjqN210nZ7Bzs-fE5fJdbt/edit#gid=1892163769
Link of background	https://docs.google.com/spreadsheets/d/1cPleoXs2N8sjqN210nZ7Bzs-fE5fJdbt/edit#gid=2016615753
Link of flyers	https://drive.google.com/drive/folders/1AjyC9jBTXCBd73QVcZunvyhdeoalMK Tb
Instruction for MSteam	Getting started with MS Teams 2023 - Google Tài liệu

APPENDIX 5. Trainer and Training Evaluation Data

Participants' Perceptions of the Trainers and Training



APPENDIX 6. Course schedule - Phase 2

Time	Session
Day 1: Reinforcing Foundations and Sharing Project Experiences	
09:00	Registration and Welcome
09:30	Interactive Lecture: Recap of Phase 1 <ul style="list-style-type: none"> • A brief review of key concepts: • OBE • Constructive Alignment • Learner-Centered Learning • Gagne's Nine Events of Instruction, etc.
10:15	Break
10:30	Interactive Lecture: Recap of Phase 1 Deep dive: <ul style="list-style-type: none"> • Bloom's Taxonomy and Assessment Design • Technology integration in outcome-based teaching
11:15	Collaborative Group Work (CGW) <ul style="list-style-type: none"> • Small group discussions on specific challenges encountered during projects. • Sharing successful strategies and solutions.
12:30	Lunch
13:30	Seminar: Group Presentations <ul style="list-style-type: none"> • Facilitated discussions on challenges faced and lessons learned.
15:30	Break
16:00	Day 1: Takeaway
Day 2: Preparing to Share	
09:00	Interactive Lecture: Collaboration and Coaching <ul style="list-style-type: none"> • Coaching skills for OBE implementation: • Strategies for providing constructive feedback, facilitating reflective practice, and fostering professional development
10:15	Break
	Interactive Lecture: Recap of Phase 1 Deep dive: <ul style="list-style-type: none"> • Bloom's Taxonomy and Assessment Design • Technology integration in outcome-based teaching
10:30	Collaborative Group Work (CGW): Developing a peer coaching plan <ul style="list-style-type: none"> • In small groups, guide participants in crafting a step-by-step plan for implementing peer coaching with their chosen colleagues. • This plan should outline specific goals, communication strategies, and timelines for the coaching process as provided in the template.
12:30	Lunch
13:30	Seminar: Group Presentations <ul style="list-style-type: none"> • Provide constructive feedback and encourage peer discussions on strengths and areas for improvement to the coaching plans
15:30	Break
16:00	Day 2: Takeaway
Day 3: Finalising your personal coaching plan	
09:00	YOur Personal Peer Coaching Plan:

APPENDIX 7. Awards list

RESULTS		COUNTRY
PASSED WITH DISTINCTION		
1	Tran Thanh Nam	<i>Vietnam</i>
2	Pham Huy Cuong	<i>Vietnam</i>
3	Nguyen Thuy Duong	<i>Vietnam</i>
4	Tran Thi Minh Hang	<i>Vietnam</i>
5	Hoang Thi Xuan Hoa	<i>Vietnam</i>
6	Sisaath Khaopaseuth	<i>Laos</i>
7	Tran Cuong Hung	<i>Vietnam</i>
8	To Thi Thu Huong	<i>Vietnam</i>
9	Toulavanh Sisavath	<i>Laos</i>
10	Nanludet Moxom	<i>Laos</i>
11	Le Thi Mai	<i>Vietnam</i>
12	Nguyen Hong Thao My	<i>Vietnam</i>
13	Pham Thi Huong	<i>Vietnam</i>
14	Nguyen Huu Cuong	<i>Vietnam</i>
15	Nguyen Tuan Son	<i>Vietnam</i>
16	Neevanh Saynavong	<i>Laos</i>
17	Le Thi Huyen Trang	<i>Vietnam</i>
PASSED WITH MERIT		
18	Nguyen Van Duc	<i>Vietnam</i>
19	Phimmasone Sisouvanh	<i>Laos</i>
20	Nong Thi Hien Huong	<i>Vietnam</i>

APPENDIX 9. Visuals from the Training

