

Editorial:

TEA to Entertain Outcome Based Education for 21st Century Educators to Produce Safe Human Capitals for a Sustainable Global Development.

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Education is a broad concept comprised of both teaching and learning. Teaching is an interaction between a teacher and learners in order to provide opportunities for learning. Learning is a process that leads to change in the learners' behaviour as a result of experience and teaching¹. Outcome-based education (OBE) is a teaching-learning methodology where teaching and assessment methods are planned and aligned to achieve the stated or expected objectives. The achieved objectives are the learning outcomes. Well written learning objectives are the heart of any curriculum, and learning outcomes can be pre-specified if constructed clearly². The OBE focuses on the assessment of students' learning outcomes at different cognitive, affective and psychomotor levels. Teaching is a difficult multifaceted task where teachers play many roles³. The role of the teachers here adjusts into instructor, facilitator and assessor. In OBE the desired outcomes of teaching are spelled out clearly and unambiguously at the beginning of teaching in order to bring the expected changes in the learners. Teachers are the scholarly assets of educational institutions, and teachers' development program by the institutions is fundamental for its educational development⁴. Implementing OBE is a challenging task, and it cannot be attained without proper teachers development^{5,6}. Clear communication is an important issue here⁷. This paper briefly highlights the importance of three key teaching practices that promote OBE and thereby ensure the production of safe or competent and confident graduates.

The purpose of teaching is to facilitate learning, while the purpose of stating the learning outcomes at the beginning of teaching is to communicate in

order to facilitate learning. However, excessive details or a vague statement of learning outcomes is a common educational concern. Among the difficulties facing educational institutions is how the curriculum should be customized⁴. The sort of outcome-contents that has to be covered, the mode of delivery of selected contents and the assessment strategies that need to be adopted must be clearly articulated before to promote OBE⁸. Just like everyone needs nourishment in order to function properly, the art of teaching as well needs its share of nourishment for adequate functionality. To ensure proper implementation of OBE during teaching, this nourishment could be best served in the form of TEA: the acronym of Tell, Explain, Assess⁹⁻¹¹.

Telling the learning outcomes of teaching topic to the students at the beginning is necessary for filtering the important contents from the unimportant ones. Explaining the topic using different audio-visual aids and relevant examples during teaching is crucial for better understanding of the topic. Assessment drives learning and learning drives practice⁶. It is vital to assess how much students grasped from what has been told and explained during teaching. Question is how to assess during teaching? The simple answer is by asking questions and making the communication two way ensuring a supportive learning environment. Assess the students' learning progress during teaching and it is important to reshape or improve the teaching practices based on assessment results. Additionally, it is of utmost-importance to summarise the topic before closing the teaching session to refine something if missed early; it is also encouraged to provide

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resources to the students for further readings in their convenient. So, TEA can be used by the educators as an entertaining agent to remember the three important key practices 'tell, explain and assess' that need to be ensured during teaching to promote OBE.

Teaching is a profession that creates other professions³. The aim of OBE is to make clear link between education and practice such that education is made-to-order to the requirement of practice¹². This paper offers TEA as nourishing agent for the 21st century educators around the globe in order to execute OBE by remembering three key teaching practices 'tell, explain, assess' and improve the

teaching based on assessment result at individual and institutional level, ultimate aim of which is to produce competent and confident or safe human capitals for a sustainable global development.

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Authors' Contribution

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