

ABSTRACT

With an educational system rooted in colonially-prescribed pedagogy, the Philippines adopted educational policies to attain the perfect mix of global competitiveness and nationalistic ideals to align itself not only with Asia but the rest of the world. Through the Commission on Higher Education's Memorandum No. 46, s. 2012 (CMO No. 46), higher education institutions adopted policy-standards to enhance quality assurance using outcome-based education (OBE), through the Outcome-Based Quality Assurance (OBQA) Typology. This qualitative study was conceptualized to offer a Freirean critique on the pedagogical claims of OBE using critical research methodology and data collection tools such as textual analysis of documents and key informant interviews. The study highlighted key indicators of critical pedagogy (CP) and clarified nuances in OBE terminology and its pedagogical claims. Ultimately, from the Freirean perspective, current macro and micro level OBE implementation in the Philippines was found problematic. Moreover, CMO No. 46, s. 2012, while it may address the mismatch of education with industry needs, diminishes education to mechanistic emphasis on outcomes which CP finds as an untenable approach to education as it amplifies quality assurance which ironically, disempowers both teachers and students. Finally, the study recommended the revisiting of Spady's theoretical OBE (the 'real OBE')

from which CP can help put into practice via outcome-based teaching and learning (OBTL); re-assessment of the classroom level implementation of the OBQA Typology and its prescribed OBE framework; and engagement in comparative study on OBE as envisioned by Spady and Filipino academes for a better and more sustainable implementation.

Keywords: critical pedagogy, OBE, critique

