

# Distance and Hybrid Education for Outcome Based Education: A Novel Model

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There is many published literature on outcome-based education (OBE) and on comparing it with the traditional objective-based education, highlighting the advantages and disadvantages of each. While OBE was originally introduced for pre-university education, the claimed results have encouraged many universities to shift to it as well. In addition, reputable accreditation societies have incorporated it in their accreditation criteria (e.g. ABET). However, the author can hardly find in the literature, work on the link between OBE and distance education (DE) and Hybrid Education (HE). Although in my opinion, the basic principles of the OBE can be tightly linked to the basics of DE / HE. I find that OBE has eliminated many of the differences between the traditional face-to-face education and DE / HE. A goal of this paper is to discuss the OBE within the frame of DE / HE and to justify that many of the criticism of OBE can be addressed through incorporating a distance learning / e-learning component in the education process. The novelty of this paper lies in establishing a tight link between OBE and DE / HE, and in introducing a new model for implementing OBE since there is no one single model for OBE. This paper begins by briefly listing the well-known principles of OBE and those of DE / HE then build on them to discuss the suitability of DE / HE for OBE, and how they may respond to many of the criticism to OBE. It also discusses the accreditation criteria adopted by some well-known societies and argue that DE satisfies these criteria better than traditional face-to-face education. Finally, the paper introduces a novel model for implementing OBE.

Keywords: Outcome based education, distance education, e-learning, hybrid education, accreditation.