

HKIEd Learning and Teaching Newsletter

ISSUE 1 - January 2015

Welcome Message

Welcome to the inaugural issue of the HKIEd Learning and Teaching Newsletter.

With our unfailing commitment to quality education, the Hong Kong Institute of Education (HKIEd) has long been making a concerted effort to cultivate a vibrant environment for learning, teaching, and students' whole person development.

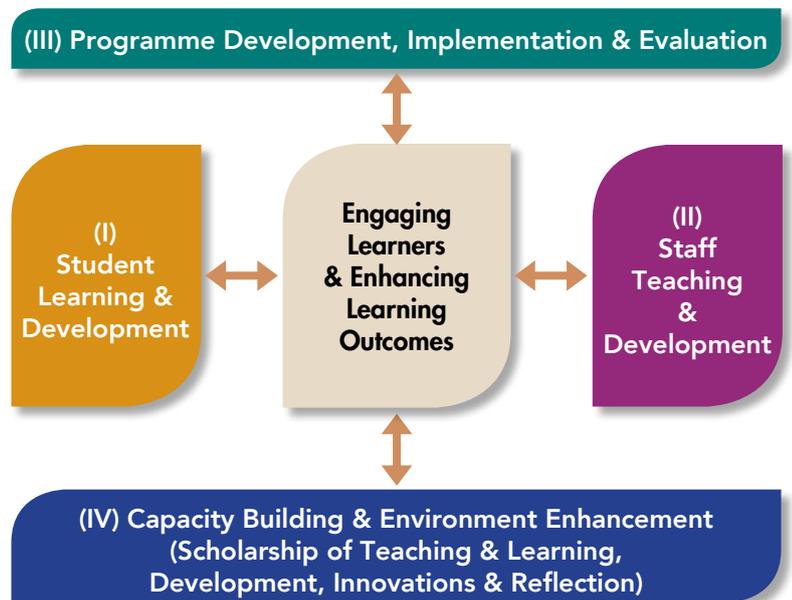
Based on a framework arising from the Institute Learning and Teaching Plan 2013-2016, the Newsletter will focus on various themes covering the sharing of good practices and excellence in teaching, outcome-based learning and student learning experiences, e-Learning, assessment of student learning, and so forth. Through the launch of the Newsletter, we aspire to enhance the understanding and stimulate cross-fertilization among various stakeholders on the learning and teaching practices and innovations.

Finally and importantly, I would like to express my heartfelt thanks to the faculties, departments, relevant units as well as the Editorial Board for contributing to the successful launch of the Newsletter.

Professor John Lee 李子建教授
Vice President (Academic)

Learning and Teaching Components in HKIEd

The following diagram, comprising four components (I) to (IV), generally sets out the learning and teaching components in HKIEd. The centred theme "Engaging Learners and Enhancing Learning Outcomes" is drawn from the *Institute Learning and Teaching Plan 2013-2016*.*



* The Institute Learning and Teaching Plan 2013-2016 was considered by Academic Board at its 157th meeting on 26 June 2013 and further approved by the Board via circulation on 8 August 2013.



Professor Edmond Law 羅厚輝教授, Editor

Confucius says, "Learning without thinking is labour lost; thinking without learning is perilous." Good practices of teaching and learning outlined in this first issue have shown the focus of the essential learning and thinking skills besides other generic skills in the education of our future teachers. These skills are core to the success of our future society and beyond.



Yau Ka Po 丘家寶 (FT BEd(LS) Year2), Co-Editor

Ka Po is a student of the full time Bachelor of Education (Liberal Studies) and the HKIEd Student's Union Internal Vice President 2014-15.

"Being a student representative in HKIEd is exhausting but fruitful. Effort does not always come with applause. On the other hand, pressure makes people grow. I have learned a lot in Students' Union and got a chance to achieve my dream, to educate people and change this society."

Editorial Board Members and Secretariat

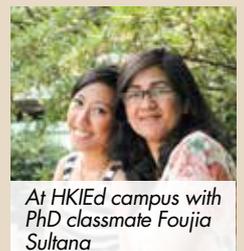


(Front) Ms Zarina Marie Krystle M. Abenoja, Professor John Lee, Professor Edmond Law, Mr Yau Ka Po; (Back) Ms Venus Ng, Mrs Jamie Chau-Cheung, Dr Tse Ka Ho, Dr Maureen Tam, Dr Tong Ho Kin, Ms Jessica Hui, Ms Sharon Cheung, Ms Carol Tjan, and Dr Tam Cheung On (from left to right)

Zarina Marie Krystle M. Abenoja (FT PhD Year 2), Co-Editor



Zarina is a full time PhD student from the Department of English Language Education (ELE). Having taught English in tertiary institutions and secondary schools in Hong Kong before pursuing a PhD at HKIEd, Zarina has always aspired to further her career in research and teaching.



At HKIEd campus with PhD classmate Foujia Sultana

"HKIEd has given me a wonderful opportunity to pursue my research interests in Drama and English language education. The life of a PhD student has often been described as a lonely journey but with the support of my supervisors and classmates at HKIEd I can say that so far it has been a fruitful experience."

STUDENT LEARNING & DEVELOPMENT

Survey of Student Engagement / Experience

The Institute has conducted a survey on student engagement/ experience during the congregation event from October to December 2014. The survey targeted 3,517 fresh graduates and a total of 887 returns were obtained. The result revealed that graduate respondents were more active in academic-related activities/experiences as compared with the experiential learning activities. Among all experiential-learning activities, students were found to be more active participating in "Overseas / International Experiences". Graduate respondents perceived that "Overseas / International Experiences" helped them in their development of 6 outcomes, embedding Generic Intended Learning Outcomes (GILOs) and four core competencies identified by the Survey on the Importance of Core Competencies of Future Teachers, which include "Positive Personality & Attitude", "Problem Solving", "Critical Thinking", "Oral & Written Communication", "Social Interaction", and "Global Perspective". The findings also informed that there was "moderate to high" association between "level of engagement" and "perceived helpfulness in outcomes development".

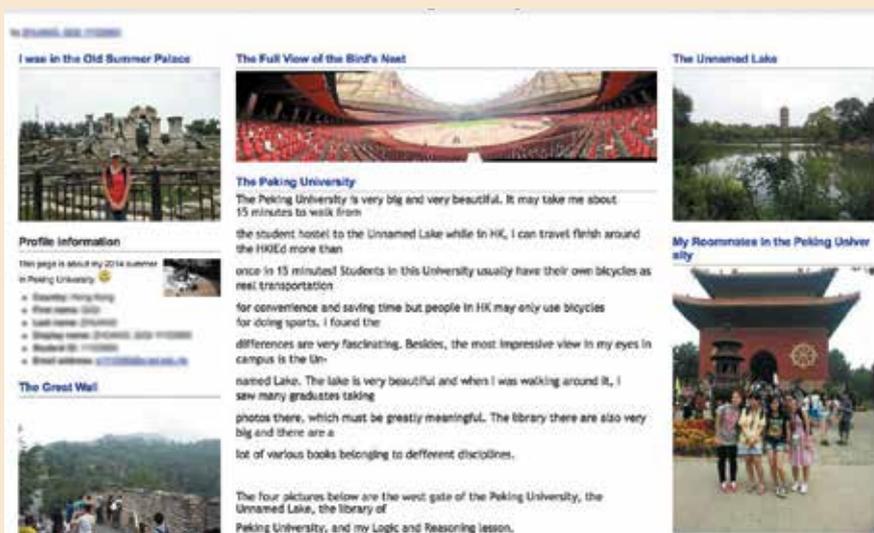


E-Portfolios



With the key objectives of nurturing engaged and reflective learners, e-Portfolio is implemented as a platform for students to manage, monitor and reflect upon their own learning during their study at HKIED. Students are required to create e-Portfolios to document and showcase their formal and informal learning experiences, and reflect upon their GILOs in General Education, Language Enhancement, Co-curricular (and Service) Learning, Overseas Exchange Opportunities and Field Experience. Further details of the e-Portfolio are provided in this link:

<http://www.lttc.ied.edu.hk/?p=3439>



E-Portfolio on International Exchange Programme



Thanksgiving celebration at Robert Black Hall

Living and Learning in Student Halls

Hall life education is regarded as an integral part of university education. We strive to make student hall a holistic living/learning environment which contributes to a positive campus life experience of student residents. Under the leadership and guidance of the Warden and Senior Tutor, the Tutor Team and Student Residents' Association of each student hall/quarters contribute their utmost to develop and sustain a unique hall culture, whole creating a home-like environment for student residents. A variety of hall activities and events, big and small, would be held throughout the year, including High Table Dinner, guest evening, Christmas party, international cooking classes, inter-hall sports competition and community services.

This year, the International Tutor Scheme was launched to further enhance the multilingual and multicultural environment within student halls.



Hotpot gathering at Northcote Hall

STAFF TEACHING & DEVELOPMENT

Sharing of Good Examples by Teaching Awardees

Active Classroom

Dr Lam Bick Har 林碧霞博士 (Awardee of the Presidents' Award for Outstanding Performance in Teaching 2011-12)

Formative feedback strategies were developed based on the theories of self-determination and formative assessment and put on trial in a few courses. It was found that they had made a positive impact on both psychological and academic outcomes.



For more information, please visit 'Active Classroom' (Aclass) website (<http://www.ied.edu.hk/aclass/>) 'Research' section.

Wikibook

Dr Wang Lixun 王立勳博士 (Awardee of the President's Award for Outstanding Performance in Teaching 2013-14)

Dr Wang has been employing an innovative student-centred Wikibook project assessment strategy in his course 'Introduction to Linguistics'. Students are asked to work in groups to write an academic book online, and the Wikibook technology allows students to peer-edit and

peer-comment on each other's academic works online. Peer teaching sessions are arranged as well based on the content of the Wikibook. Research findings based on students' feedback suggest that the Wikibook project helps students to achieve course intended learning outcomes effectively, and peer teaching and learning are highly promoted.



e-Book 2012-2013: Enlightening Education (薪火相燃)

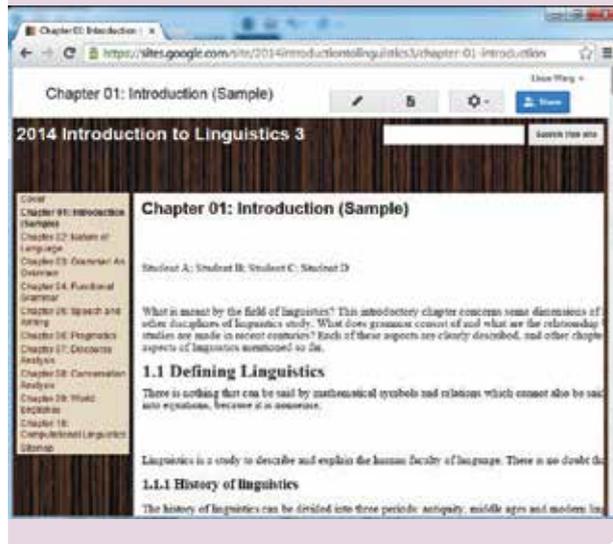
"I firmly believe that by taking us to places we may never visit and introducing us to the lives and experiences of people radically different from us, literature ultimately teaches us not just about difference but also, through identification, it teaches us about our common humanity.

The very essence of my teaching philosophy is based on a recognition of this aspect of literature and I try various ways and means of making the experience of the characters in the literary text come alive to my students."

— "Living with Difference: Why Literature Matters"
A Chapter by Dr Bidisha Banerjee

2011-12 Excellence in Teaching Awardee, Faculty of Humanities

e-Book 2012-2013: <http://www.ied.edu.hk/lt/view.php?secid=5177>



PROGRAMME DEVELOPMENT, IMPLEMENTATION & EVALUATION

Co-curricular and Service Learning Courses

COC/CSL1004 Intergenerational Learning through Service with the Elderly

Students taking this course are required to engage in community service by working on an intergenerational learning project or activity that involves the participation of elders. Through their interaction with the elderly, students have achieved the GILQ of Social Interaction Skills by building positive relationships with elders, interacting effectively with them, showing mutual respect, and demonstrating understanding including empathy, sensitivity and cooperation.

COC1012/CSL1002

Understanding Children's Growth in Low-income Families

Students taking this course are required to visit low-income families to sharpen their sensitivity and awareness of the needs and difficulties of low-income families in raising children in Hong Kong. This course is co-organized by the Boys' & Girls' Clubs Association of Hong Kong, Department of Early Childhood Education and Student Affairs Office. This service learning process will enable students to gain hands-on experience and knowledge about the low-income families and enhance their understanding and appreciation of people of different socio-economic milieus.



Programmes

Bachelor of Education (Early Childhood Education) (BEd(ECE))

Last summer, 10 BEd(ECE) students joined a study tour to Brisbane, Australia from 22nd June to 5th July, 2014. One major objective of the tour was to participate as volunteers in a biennial festival, namely "Out of the Box (OOTB)" organized by Queensland Performing Arts Centre.

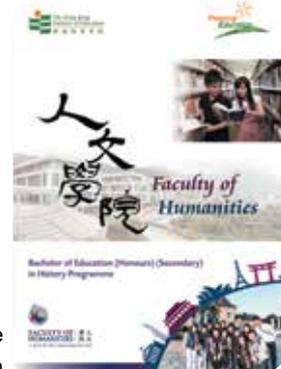
Through this study tour, students have achieved the Generic Intended Learning Outcomes (GILOs) of Social Interaction Skills and Global Perspectives by building positive relationships with peers, interacting effectively with them, showing mutual respect, and showing appreciation of cultural and intellectual diversity.



Bachelor of Education (Honours) (History)

To address the substantial demand for History teachers in the society, the Faculty of Humanities will launch a new Bachelor of Education (Honours) (History) programme in the academic year 2015/16 to nurture a new generation of secondary school history teachers with professional ethics. Besides pedagogical and curriculum development skills, graduates of the programme are expected to possess critical thinking skills and resolve problems in a logical and creative way. While developing this new programme, the programme team consulted and eventually incorporated some of the key features of the secondary school History curriculum in Hong Kong, which emphasizes modernization and transformation. For more details of the programme, please refer to

http://www.ied.edu.hk/degree/bed_hist_dse.htm



Bachelor of Arts in Creative Arts and Culture (BA(CAC))

The programme has been carefully designed to expose students to multiple facets of the Arts, keeping in mind the Institute's belief in the whole-person development of every student. In addition to the co-curricular activities like Internship, Regional Summer Institute and overseas exchange, BA(CAC) students are encouraged to participate actively in various kinds of extra-curricular activities, e.g. Summer Arts Camp, Arts Bus, ComNEWnity: What's New for the Community Cultural and Arts Festival, Internal Internship, etc. Through all these experiences, students learn to be caring and responsible individuals, who can contribute to existing and emerging sectors involving the arts and related cultural activities.

ComNEWnity: What's New for the Community Cultural and Arts Festival --

<http://www.facebook.com/comnewnity>

Arts Bus -- <http://www.facebook.com/artsbus>

Enlightening Professionals - HKIEd Mentorship Scheme

This new scheme seeks to nurture an active and engaging community through bringing together current students with HKIEd alumni and friends. A total of 54 experienced professional educators including school principals, vice principals and experienced teachers and 24 practicing professionals from business, public and non-profit sectors have joined this programme as mentors. For a period of eight months, the programme's mentors will share with 136 student participants their wealth of experiences in life, studies and work, encouraging them to reflect upon their future whilst guiding them in their own life planning process.

From Mentees —

I am so lucky to have you as my mentor. I appreciated all efforts and resources you had spent on training us to be independent, responsible, informative and competitive learners. Instead of telling us what to do, you had guided us to build our own development plan by offering opportunities and advices. Without your help, I am sure I will have bad career planning and still being passive. Your encouragement acted as strong incentives for me to aim higher and work better. You are not only a good model who we can always make reference of, but also a trustful friend that we can rely on and share with.

"Thank you so much. I learnt a lot from you. No matter the social skills or mindset, your advices and insights help me prepare for a brighter future. I have to say "Words are not enough to express the depth of my gratitude ". Thank you."

From Mentors —

"Glad to know that our efforts are valuable to your students. Hopefully, these could be extended beyond for nourishing a positive & meaningful culture in society with the leadership & guidance from your graduated students."

"I met my mentees last week. They are great learners and I can very much appreciate the need for having mentors for young students. Thanks for assigning these mentees to me."



CAPACITY BUILDING & ENVIRONMENT ENHANCEMENT (SCHOLARSHIP OF TEACHING & LEARNING, DEVELOPMENT, INNOVATIONS & REFLECTION)

Induction Programme

The Induction Programme is provided for all new full-time academic and teaching staff of HKIEd towards the beginning of each semester. Since August 2013, the Centre for Learning, Teaching and Technology (LTTTC) has provided three such programmes, each of which consisted of an Orientation Session, Course One: Higher Education Teaching, Learning and Assessment, and Course Two: Using Technologies (Moodle, Turnitin and Mahara) in Teaching and Learning. The Induction Programme is organized and facilitated by LTTTC, in collaboration with the Library and SPFEO. Most participants had fairly favorable evaluations of them; one participant remarked that it was "very well-organized & it certainly helps new staff to orient themselves."

The total number of participants in the three past Induction Programmes (Sem 1 & 2, 2013/14; Sem 1, 2014/15) is 102. On average, the participants' feedback is positive.



Sharing of Deliverables/ Activities Arising from Teaching Development Grant (TDG) and Community of Practice (CoP) Projects

Empower Early Childhood Educator's Multimodal Learning Experience

Ms Cheng Yuen Ling 鄭婉玲女士 & Ms Hu Xinyun 胡馨允女士 (TDG 2012/13)

This project aimed to empower the multimodal learning experience of early childhood education teachers. Moodle was used as an interactive platform to engage students' exploratory learning. Through using an e-platform as a significant communication space, learning collaboratively through the interaction of the students was achieved by developing a consensus of knowledge, receiving feedback from instructors, until a final negotiation of understanding was reached. This project provides opportunities for students to try out a variety of new technologies, for example, Apps, digital toys and tablets. We also developed a website to share exemplary cases of integrated ICT teaching and learning with young children for students as reference.



Development of digital lectures in the Department of Chinese Language Studies

Dr Pamela Leung 梁佩雲博士 (TDG 2012/13)

This project aimed to cultivate staff pedagogical thoughtfulness as a learning community through establishing a technology-enhanced environment in the Department. Following a "one course one digital lecture" principle, nine colleagues participated in (i) producing digital lectures; (ii) sharing pedagogies; and (iii) building individual teaching portfolios. Results revealed that both staff and students involved benefited from this project. Students in general were satisfied with the digital lectures and found these conducive to their learning. Staff gained insights and stimuli on the development of innovative e-learning pedagogies and putting these into practice. For HKIEd Mahara users, related outcomes are displayed at <https://mahara.ied.edu.hk/view/view.php?id=43724>.



An array of digital lectures in CHL

Cultivating students' self-reflection and self-motivation through a blended learning approach in field-learning

Dr Irene Cheng 鄭雅儀博士 (TDG 2013/14)

In the face of pedagogical innovations, significant changes have occurred in the use of communication technologies in field learning. Such changes go beyond the mere technical use of computers to include analyzing field data and moving towards blended learning. In this TDG project, field observations and resources are uploaded on-site in the field for immediate sharing and real-time interactions. Views and resources are shared and comments or feedback given or received via Facebook. Students are motivated to engage in collaborative learning. The seamless interaction between field- and on-line learning stimulates students to reflect on their learning in terms of study skills, learning approach, and learning depth.



Students were asked to observe how human activities influenced our marine environment.

E-Health Promotion @HKIEd

Dr Ada Ma 馬慧穎博士 (CoP)

E-Health Promotion @HKIEd, led by Dr Ada Ma, Awardee of the President's Award for Outstanding Performance in Teaching 2012-13, has prepared HKIEd to take a leadership role to promote healthy lifestyles in schools, in the community and at a global level. Participants were engaged in ongoing knowledge building dialogue around the CoP to co-create innovative health practices. Among the participants were eight founding members of different disciplines at HKIEd and three international members; and with 26 educators and 163 student educators as members. Around 60 HKIEd staff and 20 overseas visitors joined in CoP sharing seminars as well. In terms of the dissemination and sharing of the key findings, thirteen evidence-based health projects were completed and uploaded onto the CoP site for peer critique, with three being published in referred journals; involving around 850 learners from HKIEd/other tertiary institutions and kindergarten/primary/secondary schools. Please refer to <http://www.ehealthpromotion.ied.edu.hk> for the project deliverables.



PEOPLE

Outstanding Students

Rebecca Wong 王瑞欣 (FT BSocSc(Psy) Year 3)

"Psychology is a journey with an unknown destination; knowledge is everywhere and each concept is interrelated. These are the reasons why I like this subject so much and chose it as my major in tertiary education. Learning is undoubtedly an essential part of our life, and studying at HKIEd makes my experiences more precious. I have met lots of friends here with great personalities and professors who really care about us. They are generous in giving us advice related to our studies and future career.

As a Year-3 student, I wish to enjoy campus life here and be well prepared for my future career."

Rebecca is a Year-3 student of the Bachelor of Social Sciences (Honours) (Psychology) Programme. She was awarded the Hong Kong Jockey Club Scholarship in recognition of her outstanding academic performance and active participation in community service.

Fong Lai Man 方麗敏 (FT MATCIL)

Education can change the world, and a great teacher can change a student's life. As Mandarin teachers, we need to break through traditional ways of teaching and enhance students' motivation.

I was teaching Mandarin to children and adults in Perth, Australia last year. I am glad to be a student of the Master of Arts in Teaching Chinese as an International Language (MATCIL) programme at HKIEd this year. Besides studying second language teaching and learning

theories, I have the opportunity to visit different international schools in Hong Kong and practice teaching overseas. I am going to Holland for my school placement. I believe it will be an invaluable experience that will equip and prepare me to become a great teacher of Chinese as an international language in future.



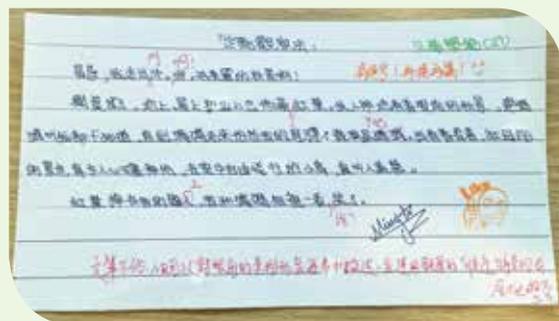
Adult learners of Mandarin in Perth



MATCIL class photo

Cheung Kit 張杰 (FT BEd(CL) Year 4)

"To me, good teaching is all about passion and training students to pursue knowledge through self-study and independent learning. It is not only about motivating students to learn, but also teaching them how to make self-improvements in a pleasant, memorable as well as meaningful manner. Teachers' feedback is very effective for helping students to recognize their mistakes and avoid repeating the same mistakes on subsequent assignments. As teachers, it is of paramount importance that we make the process of providing feedback a positive learning experience for our students. Encouraging feedback always helps your students to love your subject!"



Teachers' feedback: A sample

Ryosuke Takagishi 高岸亮介 (FT MATESOL)

Ryosuke Takagishi is an outstanding graduate from the Master of Arts in Teaching English to Speakers of Other Languages (MATESOL) programme. Having taught English for four years in Japan before studying at HKIEd, Ryosuke aspired to become a competent and conscientious teacher capable of making self-improvements constantly. He believes that it is important for teachers of English as a Second/Foreign Language to be informed of, and able to integrate state-of-the-art theories into their teaching practice. His MA dissertation was rated as 'Excellent'; an abridged version of it was subsequently published in the international journal, *Asian Englishes*.

Takagishi, Ryosuke. (2012). Non-native English Teachers' Views towards Pedagogic Goals and Models of Pronunciation. *Asian Englishes* 15(2):108-137.



Outstanding Alumni

Ms Cecilia Lam Siu-ling 林小玲女士

Alumna Cecilia Lam Siu-ling (graduate of Sir Robert Black College of Education) has gained valuable experience when working as lecturer for the former college of education and the Education Bureau, and as principal of local special education schools. With great devotion and achievement in special education, she was awarded the Chief Executive's Award for Teaching Excellence in 2004 and appointed as Teaching Consultant for the HKIEd. Alumna Lam has actively shared her rich experience and practical advice in our programmes, especially through teaching and learning modules on special education. Since 2012, she has served as a guest lecturer for professional sharing sessions and courses organized by the Centre for Special Educational Needs and Inclusive Education.



Alumna Cecilia Lam Siu-ling (fourth from right, front row) and participants of professional courses organized by Centre for Special Educational Needs and Inclusive Education.

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