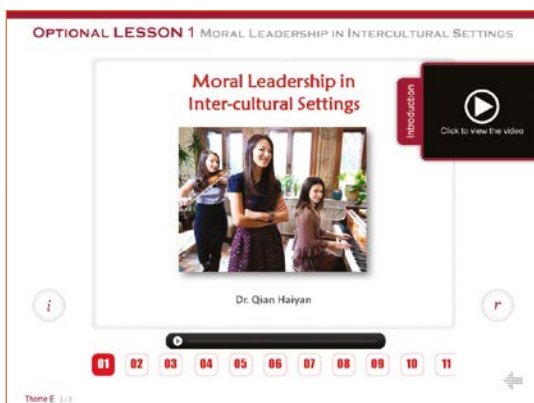


# Programme Development, Implementation, and Evaluation

## e-Learning in Existing Programmes

The Executive Master of Arts in International Educational Leadership and Change (IELC) is the first online postgraduate degree programme offered by FEHD at HKIEd. Only one of the eight courses in IELC has a residential component. Online delivery, via Moodle and e-books, has enabled IELC to extend the international reach of HKIEd by drawing in and networking with participants worldwide. The most recent IELC graduates reside in Canada, Japan, Mainland China,

Malaysia, Serbia, South Africa, South Korea, and Hong Kong. Moreover, participants can explore and relate how IELC contents and skills illuminate their diverse contexts through interactive online discussions, simulations, presentations, and other technologically enhanced learning experiences. Details about the programme can be found at <http://www.ied.edu.hk/ielc/>.



- ▲ The courses taught in IELC are delivered via Moodle and e-books. Students experience a variety of innovative instructional approaches such as simulations, inquiry-driven and problem-based learning, interactive video conferencing, video-based case studies, and self-assessments.



- ▲ Designed for aspiring and serving school leaders in international schools, the programme is renowned for its innovative online format and focus on applying theoretical knowledge to real leadership situations. The most recent batch of graduates came from Canada, Hong Kong, Japan, Mainland China, Malaysia, Serbia, South Africa, and South Korea, who brought with them an extensive range of experiences.



## Development of High-quality Blended Learning Materials for Honours Project I for the Five-year BEd Programme (Phase I)

An FEHD team developed high-quality online learning course materials for the Honours Project I in the Five-year BEd Programme. In 2015, the team produced 21 online units in which different lecturers present short lectures on a range of topics related to research methods. The bilingual materials of each online unit include:

- Audio lessons: narrated presentation (English and Chinese versions)
- Video lessons: video and animation integrated presentation (English and Chinese versions)
- Powerpoint handouts (English and Chinese versions)
- Exercises in multiple choice (MC) form (English and Chinese versions)

For each unit, 8 to 10 students were engaged as “pedagogical partners” in pilot testing the online materials. The materials in each online unit were refined based on the feedback of the students.

The part on generic research methods of the Honours Project I course was run in flipped classroom mode with approximately 600 students for the first time in January 2016. Students watched the lesson and completed the exercises in the online units before attending face-to-face tutorials. Students were then guided by their tutors to use what they learned from the online units related to conducting literature search and review. The students were also encouraged to identify research topics and questions. Building on such learning experiences, students learned more about research methods in the part on discipline-based research methods managed by the Research Area Course Tutors. Data related to the learning experiences in a blended learning environment will be collected to review the running of the course.

**Search Tips**

- ◆ To search by author  
Use the “author:” operator
- ◆ To search by title  
Put the article’s title in quotations: “A History of the China Sea”
- ◆ To find recent articles  
1. click “Since Year” to show only recently published articles, sorted by relevance  
2. click “Sort by date” to show just the new additions, sorted by date
- ◆ To look for related articles  
Click “Related articles”
- ◆ To look for all works citing your target article  
Click “Cited by xx”
- ◆ Where is advanced search?  
Click on the arrow to the right of the search box. It’ll bring up the advanced search window that allows you to search in the author, title, and publication fields, as well as limit your search results by date.

Effects of online college student performance

Cheng, Cheng He, and Han-Shan Cheng. "Effects of online college student's research self-efficacy on learning motivation and performance." *Journal of Education and Teaching International* 11.4 (2015): 366-371.

Unit 1 Introduction to educational research  
Yang Hsin-Fan, Sylvia

Unit 2 Introduction to research process  
Chen Hsin-fan

Unit 3 Literature search and review  
Shiao Wang, Shiao-Chia

Unit 4 Identifying research topic and question  
Yara Yin

Unit 5 Writing research proposal and research report  
LAM Chi Ming

Unit 6 ETHICS AND INTEGRITY IN RESEARCH PROJECTS  
Wong A Sook and Wesley Hsiao-Chang

▲ FEHD developed over 40 videos which introduce research methods and FEHD research areas for fifth-year BEd students taking Honours Project.

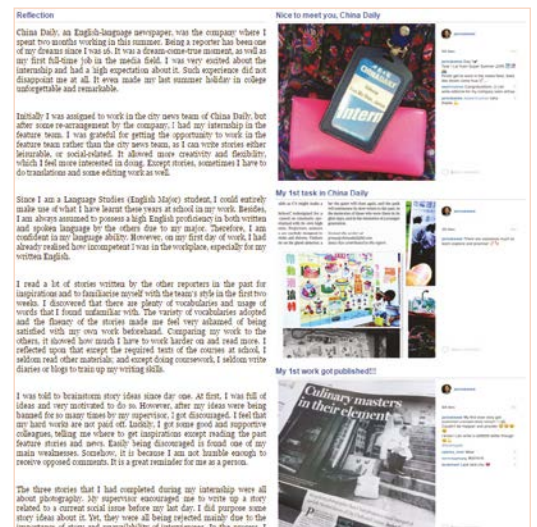
# I Have a Dream - to be a Reporter!

Starting from 2013/14, all Bachelor of Arts (Language Studies) [BA(Lang Studies)] participants of the student internship programme organized by the Faculty of Humanities are required to submit an ePortfolio to showcase their learning experiences during the summer internship programme. To further encourage students to use their ePortfolio for self-reflection and to share their internship experience, the BA (Lang Studies) programme has organized an annual competition for the Best ePortfolio Award for the student internship programme. The winners of the competition are Ms KEE Mo Shan, Ms MA Hoi Ting, and Ms LI Wing Lam.

Ms KEE Mo Shan, recipient of Certificate of Excellence, an intern at the China Daily (An excerpt from the ePortfolio)

*To sum up the two-month internship, the most rewarding moment of each learning process is also the most stressful and frustrating moment. Being a reporter is as fun and interesting as I expected, but at the same time, I understand more about the stress and frustration that a reporter has to face. I can be easily discouraged, but at the same time, because I am passionate about being a reporter, I can be easily motivated and can make it through eventually. I am thankful that I had a considerate supervisor, helpful colleagues, and cooperative interviewees, which made everything that happened in these two months unforgettable and fruitful to me. After all, the joy I gained is far beyond the pain that I had to put up with. I am still that girl who is determined to be a reporter.*

▼ Mo Shan (middle) met the underwater photographer

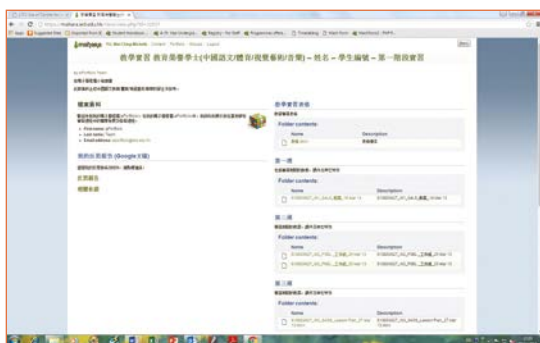


▲ ePortfolio (full version):

<https://mahara.ied.edu.hk/view/view.php?id=67387>



## ePortfolio for the Reflection of Teaching Practices



▲ Mahara ePortfolio platform

Students of the Bachelor of Education (Chinese Language) [BEd(CL)] programme offered by the Faculty of Humanities are required to complete their own FE ePortfolio on Mahara (<https://mahara.ied.edu.hk>) upon completion of Block Practice I/II. Building an ePortfolio provides students with opportunities to consolidate and internalize the knowledge and skills they acquired in Block Practice I/II. Meanwhile, the platform enables student teachers to reflect on their teaching practices. It provides places for the online collection of reflections and digital artifacts (documents, images, and multimedia). Students can use the Mahara ePortfolio platform to demonstrate their learning, skills, and development as well as to record their achievements over time for a selected audience.

## Moodle to Supplement Traditional Face-to-Face Classes



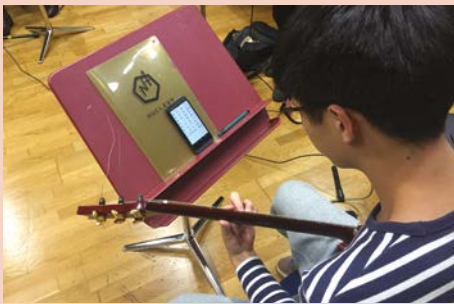
▲ Moodle user guides for teachers

The BEd(CL) programme has adopted the Moodle Learning Management System (LMS) as one of its e-Learning platforms. Teachers may use Moodle to deliver online courses and to supplement traditional face-to-face classes. Moodle provides an easy means to create interactivity by uploading and sharing materials, holding online discussions, giving quizzes and surveys, gathering and reviewing assignments, and recording grades. It also enables students to submit individual and group assignments online.

# Mobile Learning for Minor Courses in Jazz Studies

The possibility of using the mobile tablet application iReal Pro was explored as a computer-assisted learning device to practise jazz improvisation for undergraduate students in a jazz studies minor programme coordinated by Dr Chen Chi Wai Jason (陳智偉博士) of the Faculty of Liberal Arts and Social Sciences (FLASS) at HKIEd. Students without any jazz experience (n = 47) were randomly assigned to either a control group (n = 23) or an experimental group (n = 24). The strong post-test-only control group design was used. The control group used the traditional method of practising jazz improvisation. The experimental group

used the computer-assisted learning application iReal Pro to practise jazz improvisation. After six weeks of monitored practice of the jazz standard Blue Bossa, the findings indicated that the mean scores of the participants in the experimental group were considerably higher than those of the participants in the control group in terms of technical facility, melodic and rhythmic development, and the use of harmonic materials. Therefore, new ways to practice using mobile devices can be an e-Learning trend in music education in the future.

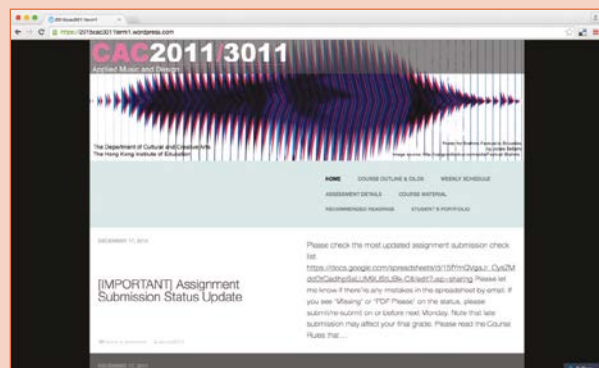
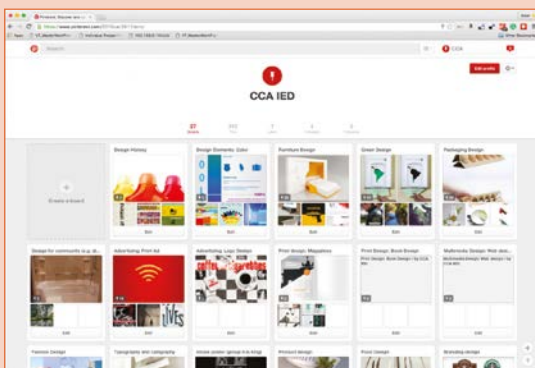


▲ Students using iReal Pro to practise jazz improvisation.

# A Blog-based Course Website to Teach “Applied Music and Design”

The open-source movement has created a paradigm shift in which e-Learning is significantly benefited by the exponential growth of user-generated videos, design products, and apps in the past couple of years. Learning, such as in the fields of art and design, has been honed toward active and creation-oriented activities. Through

blog-based and visual-based social media apps, students are provided with more opportunities to gain a deep understanding of art and design by working together in global online platforms and experiencing real-world projects in the course “Applied Music and Design” taught by Dr Leung Hok Bun Isaac (梁學彬博士) of FLASS.



▲ Online platforms for the teaching of “Applied Music and Design”

# Role of the Academic Management Information System in Programme Self-evaluation

The management of higher education institutions faces the challenge of improving the quality and efficiency of the study process. To evaluate performance, information regarding the study process should be collected, measured, and analyzed. To obtain consistent, reliable, and usable information, we must decipher historical and real-time data throughout the entire life cycle of a student and across the Institute. IT, particularly business intelligence (BI), can help in management with timely and relevant information regarding the study and decision making processes.

## What is the Academic Management Information System?

The Academic Management Information System (AMIS), which is based on BI technology, serves as a central storage and definitive source of academic and administrative data for analysis and reporting purposes. The system creates and maintains automated processes that extract data from other subsidiary systems maintained by academic support offices and committees, and restructures the extracted data for ease of use. The system was soft-launched in January 2014 and various training activities were conducted with over 160 participants.

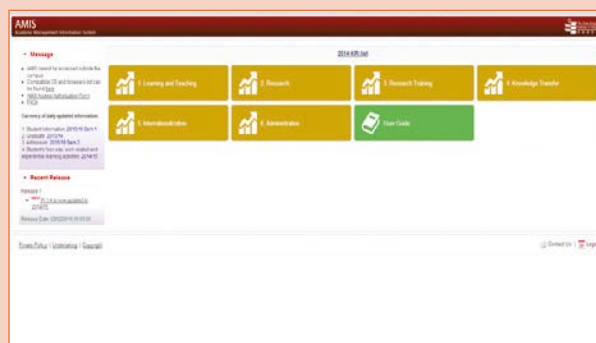
## What is the Role of AMIS?

The role of AMIS is to act as a single information provider or source, which enables users to better diagnose, understand, and act upon their most critical issues. With AMIS, users can harness data from various systems to track the entire student cycle (from admission to graduation) and evaluate the performance of their programmes as a whole.

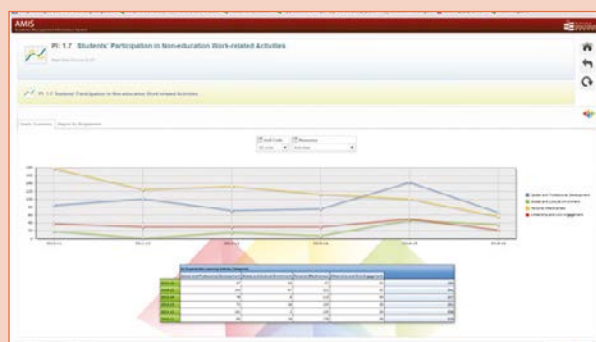
At present, the Institute focuses on the development of key performance indicators (KPIs) and related information for the system. The system is continuously enriched by periodical launches of new contents and features.



▲ Main KPIs offered by AMIS



▲ AMIS homepage



▲ Figures related to one of the KPIs demonstrated in AMIS