Student Learning and Development

Assessment of PILOs and GILOs

Bachelor of Education (Honours) (Chinese Language) [BEd(CL)]

The BEd(CL) course outlines are based on the guidelines established by the Outcome-based Learning Unit. All BEd(CL) courses offered are aligned with the Generic Intended Learning Outcomes (GILOs) of the University and Programme Intended Learning Outcomes (PILOs), which are reflected in the Course Intended Learning Outcomes (CILOs). The more general PILOs become measurable when translated into CILOs for use by course lecturers in the process of teaching, learning, and assessment.

Students can provide their feedback to the course lecturers concerned through a number of channels, for example, the Student Evaluation of Teaching (SET), Staff–Student Consultative Committee Meeting, and Annual Programme Evaluation. After receiving feedback from students, the departments/course lecturers concerned appropriately review and refine programmes and courses to enhance student learning.

The Putonghua Immersion Programme for BEd(CL) Students

The Putonghua Immersion Programme (CHI3665) is a compulsory component of the BEd(CL) programme. Students are required to attend classes in a university in Mainland China for eight weeks and obtain a pass to qualify for graduation. This programme aims to provide students with more exposure to an authentic language environment to improve Putonghua proficiency, subject knowledge, and understanding of the education system and culture of Mainland China. The course comprises four components, namely, discipline studies（本科專題研習）, Putonghua training（普通話能力訓練）, cultural studies（文化考察）, and class observations（教學觀摩與考察）. In 2015/2016, more than 300 BEd(CL) students completed the eight-week immersion programme in Mainland China from May 9 to July 3, 2016.

The assessment tasks for the Immersion Programme include tests, examinations, group presentations, and reports. The mock Putonghua Shuiping Ceshi (PSC) is used to assess the Putonghua proficiency of participating students before and after the immersion programme. The mock PSC results of Years 2 and 3 students are presented in the table on the right. The results show that the percentage of students who achieved PSC (2B or above) increased from 37% to 64% among Year 2 students and from 45% to 70% among Year 3 students. These results are parallel to the results of the Immersion Programme Evaluation, which show that approximately 80% of BEd(CL) students felt that their Putonghua proficiency had improved *to a large extent* after the immersion programme.

Year 2 2B or above	Before Immersion	37%
	After Immersion	64%
Year 3 2B or above	Before Immersion	45%
	After Immersion	70%

The CILOs on understanding the PSC requirement and improving their Putonghua proficiency（了解「普通話水平測試」的要求，提高語音標準）are successfully achieved, as shown in the substantial improvement on the mock PCS results of students and as reflected in the evaluation results.

▲ CSL students teaching Cantonese to ethnic minority children

Co-curricular and Service Learning Course at Department of Linguistics and Modern Language Studies (LML)

In 2015/2016, the LML offered its first Co-curricular Service Learning (CSL) course: Understanding Linguistic and Related Barriers through Services to Socially Disadvantaged Children. Following the 4Cs framework of the University, i.e. Character and Moral Responsibility, Competence and Professional Excellence, Cultivation of Wisdom and Intellectual Engagement, and Civic-mindedness and Social Responsibility, this CSL course aims to extend the learning experience of students beyond the traditional classroom-based curriculum by developing a sense of responsibility and interpersonal skills through helping the socially disadvantaged children in Hong Kong. The Playground Association of Hong Kong (香港遊樂場協會) is the partnering unit of this CSL course which offers service opportunities to our students. The services cover a number of domains and subject areas, such as organizing tutorials and homework guidance groups (primary and secondary levels), English study groups, contests, and other activities for socially disadvantaged children. The students of this CSL course hosted a group poster presentation in early January 2016 to share with the audience their experiences in voluntary services.
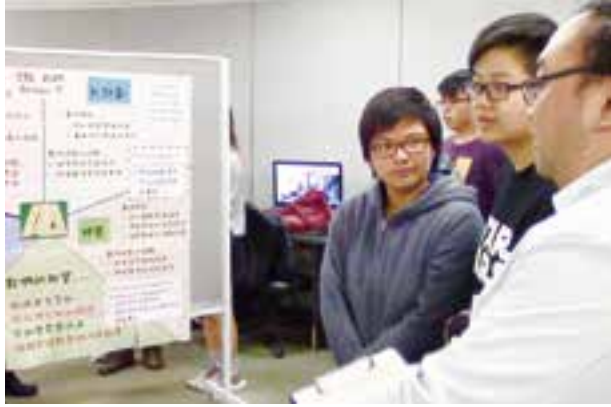
This course has two assessment tasks, namely, assessment of services by the partnering unit and a group poster presentation.

Service participation of the students is mainly assessed by the partnering unit. The following assessment rubric is used:

Criteria	A (16–20)	B (11–15)	C (6–10)	D (1–5)	Score
1. Demonstrate genuine concern for service	Displayed a strong command of knowledge and the nature of the service(s)	Displayed a good command of knowledge and the nature of the service(s)	Displayed an adequate command of knowledge and the nature of the service(s)	Displayed a limited and insufficient command of knowledge and the nature of the service(s)	
2. Assume responsibility in work, including punctuality	Well-prepared for the service activities and demonstrated to be a responsible service provider	Had good preparation of services to recipients and demonstrated to be a responsible service provider	Provided adequate services to recipients, but with occasional punctuality problems	Provided limited or less-than-expected services to recipients; punctuality is a serious problem	
3. Cooperate with colleagues in the partnering unit and team members	Maintained a positive relationship with relevant units	Maintained a cordial relationship with relevant units	Maintained a satisfactory relationship with relevant units	Failed to maintain a cordial relationship with relevant units	
4. Comply with the guidelines and operational procedures of the partnering unit	An excellent understanding and compliance with the guidelines and procedures of the unit	A good understanding and compliance with the guidelines and procedures of the unit	An adequate understanding and compliance with the guidelines and procedures of the unit	Displayed a limited understanding and compliance with the guidelines and procedures of the unit	
				TOTAL	__/80

▶ Students sharing their service experience with the audience

The poster presentation is assessed in the following manner:

	Score			
	1	**2**	**3**	**4**
Organisation	The information appears to be disorganised.	Information is organised; however, paragraphs are not well-constructed.	Information is organised with well-constructed paragraphs.	Information is very organised with well-constructed paragraphs and subheadings.
Quality of information	Information has only slight or no relation to the main topic.	Information is clearly related to the main topic; however, no details and/or examples are provided.	Information is clearly related to the main topic and provides one to two supporting details and/or examples.	Information is clearly related to the main topic and includes several supporting details and/or examples.
Presentation	Only words are used in the poster. Font size and font type are unreadable. No illustrations, diagrams, and figures . Numerous grammatical, spelling, or punctuation errors.	Minimal use of illustrations, diagrams, figures, font types, and font size. A few grammatical, spelling, or punctuation errors.	Appropriate use of illustrations, diagrams, figures, font types, and font size. Almost no grammatical, spelling, or punctuation errors.	Good use of illustrations, diagrams, figures, font types, and font size. No grammatical, spelling, or punctuation errors.

Assessment at Department of Asian and Policy Studies (APS)

▼ Orientation regarding the guidelines of the University on quality assurance

The assessment of PILOs and GILOs in the APS follows the guidelines of the University on quality assurance. The information concerning the assessment of PILOs/GILOs of the students, including the SET, Programme Evaluation, and Staff Student Consultative Committee meeting, is collected through different channels at the course and programme levels. Students' feedback is also informally collected through regular meetings between the programme leaders and the student representatives. These assessments are deliberated by the Programme Team at the regular Programme Committee meeting. Should there be adjustment made in the programme or individual courses, the programme leader and individual course instructor will attend to necessary revisions. For example, students raised the issue that, in certain courses, a group paper that required a 10,000-word length was seen as slightly demanding. The Programme addressed the concerns of the students by re-evaluating its group work assessment guidelines regarding the word length ratio and amending the assessment load to commensurate with the credit points and nature of the assessment tasks of a course, thus reducing it to 3,000 words.

▼ Feedbacks of the students are collected to ensure improvements in quality assurance

Summative Assessments at Department of Cultural and Creative Arts (CCA)

Summative assessments in individual courses of the Bachelor of Arts (Honours) in Creative Arts and Culture [BA(CAC)] programme consist of a combination of assessment types, such as written assignments, portfolios, class quizzes, presentations, performance tasks, and projects. In response to the recommendation proposed by the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ), the BA(CAC) Programme Committee has revamped the internal internship. Meanwhile, students are required to complete workshops and eProgress Mapping assessment tasks apart from the optional internal internship in preparation for their external internship.

Through Mahara and other electronic platforms, students are able to monitor, review, and critically reflect on the manner in which they have achieved the GILOs/PILOs in establishing their professional identity.

These changes aim to equip students with the necessary training in a working environment, such as the preparation of curriculum vitae and portfolio for interview, etiquette and attire, and specific skills in marketing and promotion, to fulfill the seven GILOs and relevant PILOs for students to *competently and professionally work in arts education and arts administration in cultural and creative industries.*

BA(CAC) community-based artist

cv, e-Portfolio and web 2.0 social networking

ideal graduate

Generic Intended Learning Outcomes (GILOs) university-wide graduate attributes

Programme Intended Learning Outcomes (PILOs)

Course Intended Learning Outcomes (CILOs)

extra-curricular	curricular	co-curricular
community services	required courses	internal internship
industry connections	regional summer institute	summer arts camp
public exposures and awards	internship	CBA Festival
interests and passions	honours project	student activities

e-progress mapping website

academic advisor

student

Rubrics for Assessment

Department of Health and Physical Education (HPE)

Bachelor of Education (Honours) (Physical Education) [BEd(PE)]

The BEd(PE) programme has been one of the most popular programmes of the University, which aims to prepare qualified, competent, and professional primary/secondary PE teachers.

The content of the programme includes practical experience, which complements the in-depth learning of the complex and diverse nature of human movement from the physiological, biomechanical, sociocultural, psychological, pedagogical, and health perspectives. The programme also offers five major courses to strengthen the electives and to enhance professional and subject knowledge of PE in teaching the senior secondary PE curriculum in Hong Kong.

All courses implement various assessment strategies related to the PILOs and GILOs, which include laboratory reports, sports skills assessments, reflective teaching reports, group projects, presentations, quizzes, and tests. Enrichment activities, such as immersion programme, annual physical education training camp, sports competitions, and sports skills proficiency courses, are provided to support the personal and professional development of students.

Course grade	Attainment of Course Intended Learning Outcomes (CILOs)/ assessment criteria	Interpretation		Grade point equivalent	Mark range	Physical skills
A+	All/most of the stated CILOs/ assessment criteria have been met **at an exceptionally high level**	Distinction	Exceptional	4.33	96–100	Demonstrates a sophisticated level of proficiency with extreme accuracy and consistency.
A	All/most of the stated CILOs/ assessment criteria have been fully met **at a high standard**		Outstanding	4	88–95	Demonstrates an outstanding level of proficiency with high accuracy and consistency.
A–			Excellent	3.67	81–87	Demonstrates a high level of proficiency with high accuracy and consistency.
B+	All/most of the stated CILOs/ assessment criteria have been fully met **at a good standard**	Good	Very good	3.33	76–80	Demonstrates a good level of proficiency with good accuracy and consistency.
B			Good	3	71–75	Demonstrates a sound level of proficiency with good accuracy and consistency.
B–			Fairly good	2.67	66–70	Demonstrates a general level of proficiency with good accuracy and consistency.
C+	Most of the stated CILOs/ assessment criteria have been met	Satisfactory	Satisfactory	2.33	59–65	Demonstrates an adequate level of proficiency with adequate accuracy and consistency.
C			Barely satisfactory	2	51–58	Demonstrates a fairly adequate level of proficiency with fair accuracy and consistency.
C–	A few of the stated CILOs/ assessment criteria have been met	Below satisfactory	Below satisfactory	1.67	46–50	Demonstrates a limited level of proficiency with marginal accuracy and consistency.
D			Barely pass	1	41–45	Demonstrates a minimal level of proficiency with marginal accuracy and consistency.
F	None of the stated CILOs/ assessment criteria have been met	Fail	Fail	0	0–40	Demonstrates a weak level of proficiency with unacceptable accuracy and consistency.

Assessment Rubrics for Physical Skills

The academic performance of a student is assessed using formative/summative assessments, which may include written assignments, portfolios, artifacts, class tests, performance tasks, and examinations. The precise design and requirements of the assessment are specified in the course description. In HPE, mastery of sports skills is essential for preservice PE teachers. Thus, assessments of physical skills are common, such as skills needed for ball games, racket games, and dance. Being given clear descriptions in the grading criteria, students can hone their skills in their own time to achieve better results.

Example of skill course assessment rubrics (volleyball)

Item (criteria) #	Fail (0 point)	Below satisfactory (1–3 points)	Satisfactory (4–6 points)	Good (7–9 points)	Distinction (10 points)
1. **Demonstrate serve** (ready position, ball toss, hitting point, route/direction, placement, and follow-up)				8	
2. **Overhand floater serve** (ready position, ball toss, hitting point, power/speed, route/direction, placement, and follow-up)			6		
3. **Forearm pass** (ready position, receiving, route/direction, placement, and follow-up)				7	
4. **Volley pass** (ready position, receiving, hand form, ball control, route/direction, placement, and follow-up)				7	
5. **Hard-driven spike** (ready position, take-off, hitting point, power/speed, route/direction, placement, and follow-up)			6		
6. **Block** (ready position, take-off, hand form, hand position, placement, and follow-up)			6		

\# *Fail (0 point)—Demonstrates a weak level of proficiency with unacceptable accuracy and consistency*

Below satisfactory (1–3 points)—Demonstrates a limited level of proficiency with marginal accuracy and consistency

Satisfactory (4–6points)—Demonstrates an adequate level of proficiency with adequate accuracy and consistency

Good (7–9points)—Demonstrates a good level of proficiency with good accuracy and consistency

Distinction (10points)—Demonstrates a sophisticated level of proficiency with extreme accuracy and consistency

Assessment Rubrics for Master of Education (MEd) Research Project

Assessment rubrics have been developed to provide MEd Research Project Supervisors with guidelines on evaluating the final report of the MEd research project, and these rubrics are available in the MEd Research Project Guidelines. Five levels of grades from *Distinction (Grade A)* to *Fail (Grade F)* with detailed descriptions are provided to clarify the assessment rubrics for students and supervisors.

An example of the five levels of grades is listed in the following table:

Category	Content
Criteria	Understanding and interpretation of topic
Grade A — Distinction	Demonstrates excellent understanding and interpretation of the topic of the research project and underlying theories
Grade B — Credit	Demonstrates good understanding and interpretation of the topic of the research project and underlying theories
Grade C — Average	Demonstrates fair understanding and interpretation of the topic of the research project and underlying theories
Grade D — Marginal Pass	Demonstrates minimum understanding and interpretation of the topic of the research project and underlying theories
Grade F — Fail	Demonstrates poor understanding and interpretation of the topic of the research project and underlying theories

Field Experience (FE) Assessment and Moderation

Master of Arts in Teaching Chinese as an International Language [MATCIL]

FE in the MATCIL curriculum provides students with the opportunities to teach and learn the Chinese language subject in international contexts. Among 49 students who took FE as their elective course, 22 students opted to have their practicum in Hong Kong, whereas the remaining 27 were sent overseas to have their teaching practice (TP) in the Netherlands, the Czech Republic, USA, Germany, Japan, South Korea, and Spain in 2015/2016.

Placement schools were invited to provide overall feedback on the student teachers after the FE. The general response in 2014/2015 was positive, and practical comments, including lesson planning, content of teaching, and classroom management, were provided to the students for their improvement and for further enhancement of their studies.

For local FE, the FE supervisor discusses and provides feedback to student teachers after lesson supervision. Placement school teacher(s) provide guidance and comments to the student teachers during their placement. Overall comments are recorded in the assessment forms. The comments on the reflection report are shown in the assessment form and are further discussed and shared in the FE debriefing section.

For overseas FE, the partner school teachers serve as the FE supervisor of the student teachers. Assessment guidelines are provided to them for reference. Overall comments are recorded in the assessment forms. The programme advises the student teachers to videotape their FE lessons for record purposes. The FE coordinator and other supervisors review the video if special circumstances occur. The partner school teachers also comment on their reflection report. The comments are recorded in the assessment forms and will be further discussed and shared in the FE debriefing session.

Through the FE, the students could gain solid experience in Chinese L2 teaching and make improvements by considering and applying the comments of the supervisors. The students could also develop critical and creative thinking and problem-solving skills in their teaching. The students who have participated in the overseas FE could also gain intercultural experience which provides them with a broader perspective in teaching Chinese as a second language in the international context.

Generic Grade Descriptors for FE Assessment – Classroom Teaching

The Teacher	Distinction	Credit	Average	Fail
Attitude in Teaching	shows dedication, commitment, a very responsible attitude and great enthusiasm in teaching.	shows commitment, a responsible attitude and enthusiasm in teaching.	shows some commitment, a responsible attitude and is generally enthusiastic in teaching.	does not demonstrate commitment, a responsible attitude or enthusiasm in teaching.
Relationship with Learners	respects learners as individuals and engages effectively in the pastoral care of learners.	shows respect to learners as individuals and engages in their pastoral care.	shows a general concern for learners.	shows little concern for learners.
Reflective Ability	continually refines practice based on reflection; is able to articulate practice and initiate professional dialogue to discuss, analyse and reflect on practice; is eager to experiment and try out innovative practice.	refines practice based on reflection; is able to articulate practice and contribute to professional dialogue to discuss, analyse and reflect on practice; is willing to experiment and try out innovative practice.	attempts to refine practice based on reflection; is able to engage in professional dialogue with support; is willing to experiment and try out innovative practice when prompted.	demonstrates no evidence of attempting to refine practice based on reflection; does not demonstrate the ability to engage in professional dialogue; lacks willingness to innovate and experiment.

	Distinction	Credit	Average	Fail
Planning & Content				
Learning Objectives	▪ sets clearly defined, appropriate and realistic aims, objectives and learning outcomes.	▪ sets clearly defined aims, objectives and learning outcomes.	▪ is able to set defined aims, objectives and learning outcomes.	▪ is unable to set defined aims, objectives and learning outcomes.
Content Knowledge	▪ bases the content of teaching on sound and comprehensive knowledge and understanding of the subject matter, its processes of inquiry, concepts and skills; ▪ incorporates into teaching current trends in the body of knowledge in the subject area.	▪ bases the content of teaching on good knowledge and understanding of the subject matter, its processes of inquiry, concepts and skills; ▪ demonstrates good knowledge and understanding of the subject matter in teaching.	▪ bases the content of teaching on adequate knowledge and understanding of the subject matter, its processes of inquiry, concepts and skills; ▪ demonstrates adequate knowledge and understanding of the subject matter in teaching.	▪ does not base the content of teaching on adequate knowledge and understanding of the subject matter, its processes of inquiry, concepts or skills; ▪ does not demonstrate adequate knowledge and understanding of the subject matter in teaching.
Choice of Content	▪ builds upon appropriate goals and learners' diverse needs, prior learning and experiences outside the classroom; ▪ is able to incorporate into teaching wider aims of the curriculum and present them as an integrated whole.	▪ is aware of and takes into account learners' diverse needs and prior learning experiences; ▪ presents content in an integrated way.	▪ shows some awareness of learners' diverse needs and prior learning experiences; ▪ presents content in a well-structured manner.	▪ does not take learners' prior learning experiences into consideration; ▪ presents content in a disjointed manner.
Structuring of Learning Activities	▪ selects and structures activities that effectively provide suitable learning experiences to enhance learning, cater for learners' diverse needs and aim to integrate learning across the curriculum.	▪ selects and structures activities that effectively provide suitable learning experiences to enhance learning and cater for learners' diverse needs.	▪ selects and structures activities to provide suitable learning experiences to facilitate learning.	▪ does not demonstrate the ability to select and structure appropriate activities to facilitate learning.
Lesson Plan	▪ shows in the lesson plan that teaching is planned on the basis of relevant pedagogical principles.	▪ shows in the lesson plan that good effort is made to plan teaching on the basis of relevant pedagogical principles.	▪ shows in the lesson plan that adequate effort is made to plan teaching on the basis of relevant pedagogical principles.	▪ does not show in the lesson plan that effort is made to plan teaching on the basis of relevant pedagogical principles.
Teaching & Managing Learning				
Selection & Use of Resources	▪ applies a variety of available resources to maximise learning effectively.	▪ uses resources effectively to aid eaching and learning.	▪ uses resources adequately to aid teaching and learning.	▪ does not demonstrate the ability to make use of resources to aid teaching and learning.

	Distinction	Credit	Average	Fail
Management of Learning Environment	■ learners are provided with a safe and secure learning environment that maximises their learning; ■ maintains classroom atmosphere conducive to learners' learning, ensures that learners are treated fairly and respectfully, encourages them to assume responsibilities for themselves and to work independently and collaboratively; ■ responds effectively and appropriately to situations which may arise incidentally.	■ learners are provided with a safe and secure learning environment that results in effective learning; ■ implements classroom rules and routines effectively, maintains classroom atmosphere conducive to learners' learning and ensures that learners are treated fairly and respectfully; ■ responds appropriately to situations which may arise incidentally.	■ learners are provided with a safe and secure classroom environment to support learning; ■ implements classroom rules and routines to make teaching and learning possible and ensures that learners are treated fairly and respectfully; ■ attempts to respond to situations which may arise incidentally.	■ learners are not provided with a safe and secure classroom environment to support learning; ■ is unable to establish effectively classroom rules and routines to make teaching and learning possible; ■ is unable to respond to situations which arise incidentally.
Implementation of Teaching & Learning Strategies	■ learners are given clear, challenging and achievable expectations; ■ implements teaching and learning strategies flexibly and effectively to meet the demands of dynamic class situations; ■ learners are motivated and kept engaged in learning activities that maximise their learning.	■ learners are given achievable expectations; ■ implements teaching and learning strategies to meet the demands of dynamic class situations; ■ learners are motivated and kept engaged in learning activities that enhance their learning.	■ learners are given generally achievable expectations; ■ attempts to implement teaching and learning strategies to meet the demands of dynamic class situations; ■ learners are engaged in learning activities.	■ learners are given unrealistic expectations or not given any expectations; ■ is unable to implement teaching and learning strategies to meet the demands of dynamic class situations; ■ learners are not motivated in learning activities.
Catering for Learner Differences	■ uses teaching and learning strategies effectively in catering for learners' diverse needs.	■ uses teaching and learning strategies appropriately in catering for learners' diverse needs.	■ attempts to use teaching and learning strategies in catering for learners' diverse needs.	■ does not demonstrate the ability to use teaching and learning strategies in catering for learners' diverse needs.
Assessment Strategies				
Using Assessment to Enhance Learning	■ is highly effective in using assessment strategies to collect information about and enhance learners' learning.	■ uses assessment strategies appropriately to collect information about and enhance learners' learning.	■ attempts to use assessment strategies to collect information about and enhance learners' learning.	■ does not demonstrate the ability to use assessment strategies to collect information about and enhance learners' learning.
Providing Feedback	■ provides timely, informative and constructive feedback to enhance individual learners' learning.	■ provides timely and appropriate feedback to improve learners' learning.	■ provides some relevant feedback on learners' learning.	■ provides little / irrelevant feedback on learners' learning.

	Distinction	Credit	Average	Fail
Communication & Interaction				
Verbal & Non-verbal Communication	■ is highly effective in using appropriate verbal and non-verbal communication and performance skills.	■ is effective in using appropriate verbal and non-verbal communication and performance skills.	■ is able to use appropriate verbal and non-verbal communication and performance skills.	■ does not demonstrate the ability to use appropriate verbal and non-verbal communication and performance skills.
Classroom Interaction	■ is highly effective in promoting productive classroom interactions that facilitate learning.	■ is effective in promoting classroom interactions.	■ provides opportunity for classroom interactions.	■ provides little opportunity for classroom interactions.

Department of Science and Environmental Studies (SES)

Assessment and Moderation of FEs

Academic and teaching staff of SES are assigned to supervise, guide, and assess the performances of FE by our students from the BEd programmes and non-teaching programmes during either Teaching Practice (TP) or internship placement. The FE supervisors (TP) and academic tutors (internship) can assess the performance of students in authentic working environments through lesson observations or internship visits. As a quality assurance measure, all FE supervisors can apply the same assessment instrument provided by the School Partnership and Field Experience Office.

Closing the Feedback Loop

The viewpoints of student teachers are highly valued in the entire assessment system of FE practice. The student teachers can generally discuss with their FE supervisor in a post-lesson observation meeting, which is often conducted in the presence of the teacher mentor from the school to which the student teacher is attached. The academic tutor responsible for supervising internship can visit the internship supervisor who represents the internship provider to discuss and elicit feedback regarding the performance of the intern. Students, either as student teachers or as interns, are guided to reflect upon the overall performance of their FEs and identify areas for improvement.

Apart from this informal channel, student teachers can also provide feedback to their FE supervisors through the supervision evaluation form. This additional channel provides valuable information for the supervisors to gain a more in-depth understanding of the needs of the students and subsequently use this information to facilitate a more student-centered learning experience.

Peer Assessment, Self-assessment, and Formative Assessment

Peer Assessment in the General Education (GE) Course

Dr. Xu Hui-xuan（徐慧璇博士）, Department of Curriculum and Instruction (C&I)

Peer assessment is incorporated into the GE course of Ideas, Behavior, and Identities: Intercultural Comparison to enhance student learning. Students are provided with students' assignments selected from four groups in the previous cohorts. These assignments were selected either for their high quality or for their conceptual problems that are typical among students. It is to be noted that these are assignments from peers in earlier cohorts and not from the peers in the current class. Students are asked to discuss the selected assignments in groups, complete a worksheet to summarize their comments, and finally revise the passages. Throughout the entire process, students serve as markers when assessing the performance of students from previous cohorts, as well as conducting a self-assessment of their own performance on the same assignment. These peer assessment practices help students to clarify the meaning of concepts, reflect upon their own assignments, and obtain a clear picture of the learning pathways needed to complete the final essay. In general, students have reported that they have gained a better understanding of the application of concepts to interpret different aspects of life and various social phenomena. This is evident of the achievement of one of the GE Learning Outcomes: *Knowledge: Demonstrate an understanding of how knowledge is acquired within and across different disciplinary domains and how it applies to aspects of their own lives and experiences.*

These peer assessment practices also help the teacher to improve teaching in two ways. First, students' verbal comments on peers' assignments inform the teacher of how much students understand the main concepts. . This knowledge enables the teacher to promptly address potential learning problems in class. For example, supplementary teaching materials and an e-learning platform are provided in the sessions that follow. Second, the selected peer assignments contain narratives of the life experiences of a student. The peer assessment process, therefore, reaffirms the educational value of using students' life experiences in teaching and learning.

The positive learning outcomes obtained from the peer assessment activity described above has led the integration of more meaningful sharing, personal narratives and role-plays into the teaching and learning activities of the course.

▲ The peer assessment reminds the teacher of the infusion of the life experience of the student into the course.

Blended Use of Technology-Enhanced Formative Assessment (TEFA) and Classroom Reasoning (CR) Tasks for Developing Higher-Order Thinking Skills (HOTs)

Dr. Yang Min（楊敏博士）, Department of Curriculum and Instruction (C&I) and
Dr. Lee Thai-hoi Theodore（李泰開博士）, Department of Education Policy and Leadership (EPL)

In this professional development project, Dr. Yang at C&I and Dr. Lee at EPL explored how the combination of TEFA tasks with CR tasks in a tutorial class of the General Education Foundation course can support the development of the HOTs among first year students.
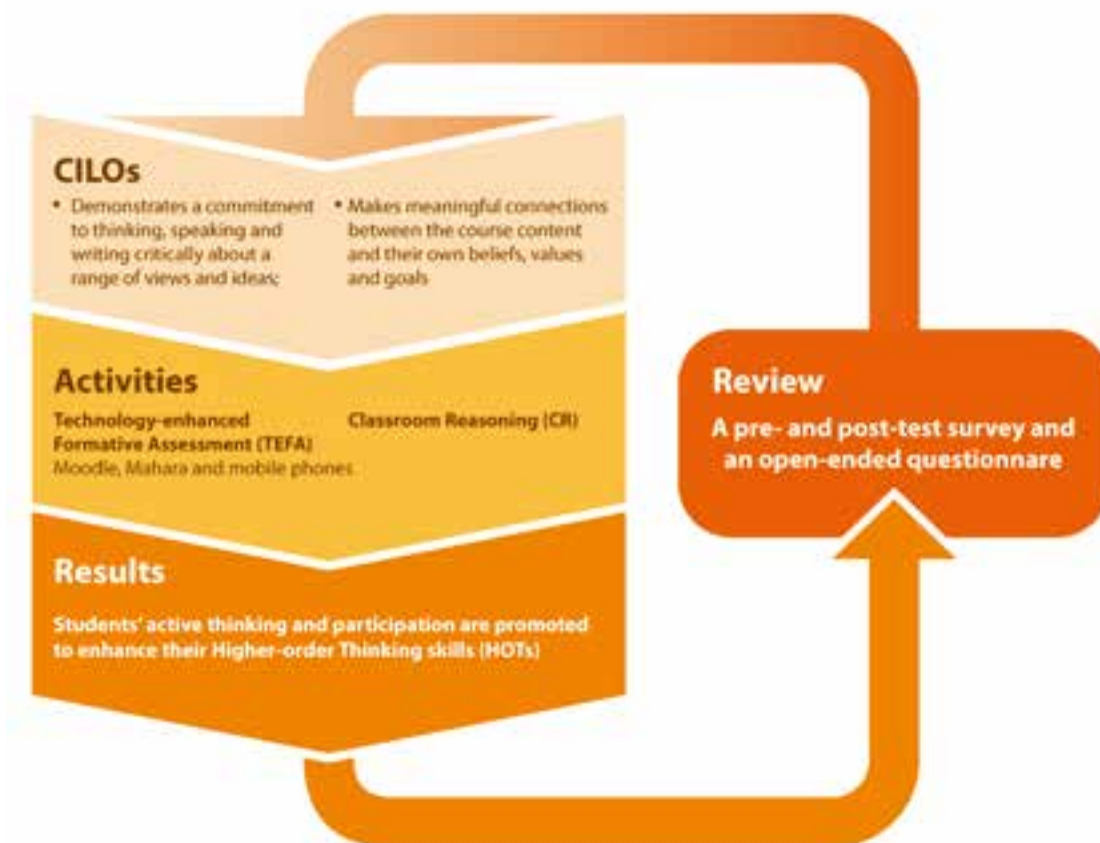
The interactivity that Information and Communications Technology (ICT), including Moodle, Mahara, and mobile phones, brings into TEFA tasks for providing feedback through ongoing classroom dialogues was emphasized. A clear focus on the promotion of the HOTs of students was incorporated into the tasks.

A series of 10 classroom tasks were completed during Semester 2 of the 2015/2016 academic year. In one of the tasks, the students were asked to produce a one-minute video news report on the theme Good Governance and Auditing disseminated in one of the lectures. Students worked in small groups to write a news report script to cover the main points of the seminar, videotaped the news report with mobile phones, and immediately broadcast it in the lecture room. The videos were further discussed in the entire class.

A pre-test and post-test survey and an open-ended questionnaire on students' experience of the TEFA tasks were used to gauge effectiveness. The results show that the students were highly satisfied with the course. These results also show that the CILOs (see diagram) were achieved, and that ICT-facilitated teacher and peer feedback is able to nurture HOTs by engaging students intellectually.

▲ Mobile phones and tablets are the media used for e-learning in the TEFA tasks. Students were required to produce a one-minute video news report on a selected lecture.

CILOs
- Demonstrates a commitment to thinking, speaking and writing critically about a range of views and ideas;
- Makes meaningful connections between the course content and their own beliefs, values and goals

Activities
Technology-enhanced Formative Assessment (TEFA)
Moodle, Mahara and mobile phones.

Classroom Reasoning (CR)

Results
Students' active thinking and participation are promoted to enhance their Higher-order Thinking skills (HOTs)

Review
A pre- and post-test survey and an open-ended questionnare

Using Second Life as a Virtual Environment for Learning

Dr. Chan Ka-shing Kevin（陳家承博士）, Department of Psychological Studies (PS)

Experiential learning, self-assessment, and peer review were extensively utilized in the Master of Social Sciences in Psychology (Schools and Community Settings) [MSocScP(SCS)] Programme. In the course of Abnormal Psychology, a blended learning technology, called the virtual world *Second Life*, was adopted to help students understand the causes, symptoms, and treatments of post-traumatic stress disorder. *Second Life* is an interactive 3D virtual reality playground, which follows real-world rules, such as gravity, topography, locomotion, and real-time actions. *Second Life* users can create virtual representations of themselves, called *avatars*, which can interact with other *avatars*.

The e-learning platform offered by *Second Life* allowed students to participate in experiential learning activities and create online interactions and discussions with each other. The e-quizzes built in *Second Life*, including multiple-choice and true-or-false questions, enabled students to conduct self-assessments of knowledge regarding the subject. In addition, *Second Life* offered opportunities for students to conduct a self-assessment of their mental health status (symptoms of post-traumatic stress disorder) after experiencing the simulated *trauma* (the experiential learning activity). These activities not only engaged the students in the learning process but also improved the learning outcomes of the students.

Students were also asked to assess the case analyses presented by other student groups to promote active and reflective learning in class. All students were given the opportunity to question and rate the presentations using a set of criteria derived from the PILOs of the programme: (1) the description and explanation of different concepts, (2) the evaluation and synthesis of different theories, and (3) the application of knowledge in different real-world settings. As revealed in the end-of-course evaluation ratings and comments of the students, our students generally provided positive quantitative and qualitative feedback on the teaching and learning approach.

▲ *Second Life* allowed students to experience a simulated traumatic explosion.

▲ The e-quizzes offered by *Second Life* can provide instant feedback and guidance to students, encouraging independent learning and revision.

Assessing the Products and Process of Learning

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Assessing the process and product of learning is a prominent feature of the holistic assessment approach of the course of Human Intimacy: Friendship, Dating and Marriage. Students feel that the assessment practices in this course educational and meaningful, which have enhanced their learning.

Students work together on a group presentation task on a selected topic of the course. When preparing for the presentation, students hand in a group assignment draft as a form of formative assessment. Through the formative feedback given by the teacher, students are able to refine their work and eventually produce -quality group presentations. When presenting the outcomes of learning using the PowerPoint format and drama case analysis, teacher assessment, student self-assessment and peer assessment are administered. These assessment practices constitute a comprehensive approach of evaluating the outcomes of learning.

The process of learning, including drafting the group assignment and the drama script, is also assessed. After the presentation, students are asked to complete the Group Experience and Reflection Worksheet to reflect on (1) individual and collective efforts made in the group work and (2) what they have learned in the self-assessment and peer assessment of their work. These written reflections provide useful information for the teacher in assessing the process of learning.

How Feedback is Given to Students?

Professional Development Initiatives in In-depth Use of Learning Management Systems (LMSs) and/or Handling Students with Diverse Backgrounds

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The project entitled Professional Development Initiatives in In-depth Use of LMSs and/or Handling Students with Diverse Backgrounds and Principles has been implemented in an elective course, namely, "Peer Mediation", in the Bachelor of Health Education (Honours) [BHE] programme of the HPE. This project promotes in-depth learning of the students through the application of a wide range of skills when students design a "scenario" and prepare the script for the production of a video. A mid-term face-to-face debriefing session is held for students to share their concerns and difficulties encountered in order to further update strategies and delivery mode in the learning management system (LMS). For example, seven mediation videos have been uploaded on Moodle, and the videos are shown in class for review and comments.

Assessment rubrics are used to assess (1) the students' performance in acting, (2) the mediation process and (3) the relevance of the content. Overall, students' feedback on the teaching and learning activity has been positive and encouraging, with more than 80% of the students expressing satisfaction with the project in their reflective journal:

'It was an unforgettable experience! Interesting things happened always in the group, like designing the scripts and scenes (funny names of the characters, dramatic scenes)…'

'After the video shooting, we all feel happy and exciting, and we learnt a lot in this shooting…'

▼ Flowchart demonstrating how to promote in-depth learning of the students with video shooting

Timely feedback provided to students works well in formative assessment to enhance learning and teaching in the courses delivered by the Department of Science and Environmental Studies. To close the feedback loop, there is a sustainable and seamless alignment between learning and teaching. Various modes of assessment are accompanied by feedback channels, such as online Facebook dialogic discussions and ongoing peer comments, experimental and self-initiated field visit reports, poster forums with peer and lecturer feedback and assessment, as well as group and individual consultations supported by written proposals. These examples illustrate how feedback is given to students during their learning process. All these channels are used inside and beyond the lecture rooms in a formal and/or non-formal manner. Although student feedback elicited from these channels may either be assessed or not assessed, the feedback that students receive enables them to learn and improve themselves in the subsequent assessment tasks. An example can be found in the course Learning and Teaching of Education for Sustainability in the Master of Arts in Education for Sustainability [MA(EfS)] programme. In this course, learning and diagnosis are integrated into the assessment tasks and the course delivery. In a three-stage learning process, the feedback received from peers and lecturers are provided to the students through a tightly knit design synthesizing teaching content, classroom activities, and assessment tasks.
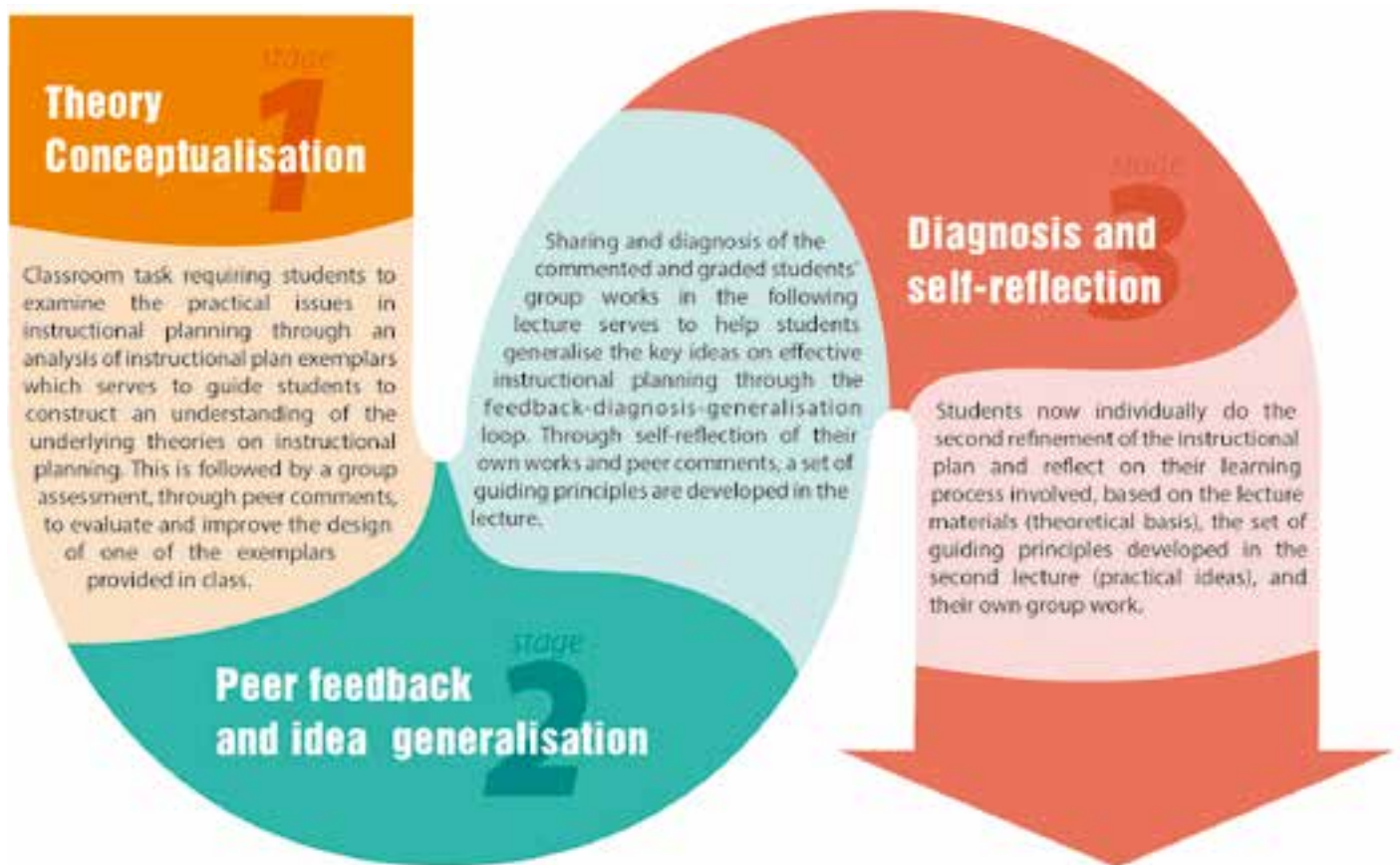
This three-stage process of bridging teaching and assessment through a tightly-knit feedback loop allows students to see the work of their peers and learn through the feedback–diagnosis–reflection process (encapsulated in Stages 2 and 3). In the process, the lecturer acts as a facilitator, who examines student learning outcomes, comparing students' work in terms of their theoretical bases and creates opportunities for peer feedback, diagnosis, and comments.

To collect students' feedback on research training, RPg and EdD students who have completed their research proposal and viva are invited to complete the Student Research Experience Questionnaire (SREQ). Comments on supervision, University's infrastructure, research climate, acquisition of generic skills and expectations on learning are collected through an online questionnaire. The summary of the feedback is presented in the Annual Programme Report. The Annual Programme Report is then submitted to the Board of Graduate Studies for approval. In response to the feedback received, action plans are then developed to close the feedback loop. For instance, continuous quality improvement of research training has been undertaken by organising more research supervision training workshops to supervisors.

Same as previous years, *supervision* obtained the highest score (i.e. 4.4 out of 5 in EdD and 4.62 out of 5 in RPg) among the five categories in the SREQ of 2014/2015. In response to the requests from RPg and EdD students for more academic writing support on thesis and manuscript writing (even though an academic writing programme has already been offered to them since 2013/2014), a part-time native English writing consultant was recruited in Semester 2 of 2015/2016 to provide individual thesis writing consultations to research students. The consultation services were positively received by the students.

English Language Proficiency Assessment (ELPA)

Administered by the Centre for Language in Education for different undergraduate programmes, the ELPA has been introduced to EdUHK students since 2012/2013 with a view to diagnosing areas of strength and weakness in English and tracking the English language proficiency development of the students.

In general, students take ELPA twice over the course of their study in the University. The first ELPA is implemented before the commencement of the first semester, whereas the second ELPA is embedded in the fourth English enhancement course for UGC-funded non-English-major students as the end-of-course summative assessment. In 2015/2016, more than 96% of Year 1 students completed their first ELPA: 980 students took the ELPA written test and 993 took the ELPA speaking test.

The ELPA enhances learning at the student, teacher and curriculum levels. Students are informed by their English instructors of the ELPA results and the possible means for further improvement. Not only do ELPA results serve as reference for

English instructors to adjust their teaching, but also facilitate on-going refinement of English enhancement programmes. For example, the first two mandatory English enhancement courses have been modified to incorporate more reading skills into academic literacy. This curriculum revision, therefore, has been informed by the ELPA results that indicated the need to enhance students' reading skills.

▲ Students preparing for the ELPA

Information and Communications Technology (ICT) Assessment

The Information Technology Competence (ITC) Test was developed by the Department of Mathematics and Information Technology to ensure that students (admitted in 2012/2013 and 2013/2014) could attain the required level of Information Technology Competency in Education (ITCE). The syllabus of the ITC Test consists of two dimensions, namely, technical knowledge and sociocultural awareness. These two components are further subdivided into seven sections: (1) word processing, (2) spreadsheet, (3) electronic communication, (4) presentation software, (5) ethics in information technology (IT) and relevant Hong Kong legislations, (6) information security and (7) information literacy. Each test consists of three parts on practical and three parts of multiple-choice items. Students were given 1 h 45 min to complete the test. The self-learning materials, including sample ITC Test papers, were hosted on Moodle. Face-to-face workshops were also provided for students to practise the ITC Test.

▲ Self-learning materials at Moodle

▲ Sample ITC Test paper

e-Portfolio Assessment

The IT e-Portfolio Checking was developed to replace the ITC Test (for the students admitted in 2014/2015 and thereafter) in assessing the required level of ITCE for graduation. The artefacts stored in the IT e-Portfolio are also categorized into two dimensions (i.e. technical knowledge and sociocultural awareness). The assessments cover more self-directed learning, such as completing three quizzes on Moodle and by writing a reflective statement to demonstrate in-depth learning.

▲ Supporting materials and self-access quizzes at Moodle

▲ Sample IT e-Portfolio

The IT e-Portfolio is also well supported by the *IT Foundation Workshop* and *IT Consolidation Workshop* to facilitate students' understanding of the emerging technologies in education to fulfill their ITCE graduation requirement.