

Sharing of Deliverables by Teaching Development Grants (TDGs) and Other Projects on Assessing Student Learning

Nurturing the Critical Thinking Dispositions (CTD) of Students in Tertiary Education: Teaching and Assessment

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Nurturing critical thinking disposition (CTD) with critical issues in lessons: Critical thinking is important in learning and developing a lifelong career. This project aims to inquire into the CTD of the students in our University. We assess the CTD of our students through an instrument adapted from the California Critical Thinking Disposition Inventory (CCTDI). The instrument was used for assessment before and after teaching intervention. Teaching intervention used critical issues as teaching materials in the second, fifth and eighth in-class sessions of various courses. These cases were chosen to help nurture the CTD of students. By comparing the pre-test and post-test scores of students, we found out that the project yielded positive learning outcomes. Areas related to analyticity, inquisitiveness, open-mindedness and truth-seeking indicated a statistically significant increase although systematicity showed a statistically significant decrease. Thus, the project was able to achieve most of its intended outcomes, including a revised CCTDI instrument that measures the CTD of students in Asian regions, showcasing useful teaching strategies for awareness-raising and nurturing of CTD such as ways of selecting critical issues for class discussions.



▲ Dr. Fok Ping-kwan (霍秉坤博士) shared the findings of this project in the departmental conference on June 30, 2016.



▲ Students learning through cycles of formative assessment in a lesson — they were involved in a dialogical critique facilitated by the teacher

Studying Formative Feedback Strategies to Enhance Student Learning Outcomes

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There were 127 undergraduates on the course, *Studying Formative Feedback Strategies to Enhance Student Learning Outcomes*. Specific feedback strategies were implemented to engage learners to constantly reflect on how they can approach, orient and evaluate learning, such as setting study goals, reflecting on courses' intended learning outcomes, administering dialogical feedback and self-assessments.

Spontaneous and creative activities were designed as part of formative assessment. For example, drawing was used to express complicated concepts in order to invite critiques among students.

The participating students exhibited a high level of engagement, intrinsic motivation and positive emotion. The project highlights the role of students in assessing their own learning progress. In turn, these evaluations have a positive effect on self-regulation of their learning and academic outcomes.

Examples of work and videos can be found at

<http://www.eduhk.hk/aclass>

<http://repository.lib.ied.edu.hk/jspui/handle/2260.2/16265>

The Teaching Development Grants (TDG) project, *A Study to Collect Evidence through e-Portfolios and Coursework to Demonstrate the Students' Achievement in GILOs*, has contributed to the development of a comprehensive framework and a set of rubrics for assessing the learning outcome of students at the university level. The rubrics were being refined and tested using the student e-Portfolios and coursework collected. Evidence of learning in e-Portfolios and coursework is selected as exemplars of students' attainment of GILOs. The exemplary works were presented in case writings and shared online among students and teachers to enhance learning and teaching.



▲ Briefing on the framework and rubrics for GILOs with the demonstration of learning evidence from the works of selected students during the GECC First Professional Development Workshop in Semester 1 of 2016/2017.

The SSC provides colleagues with opportunities to conduct peer assessment during which colleagues observe lessons conducted by others, as well as being observed when they teach. This helps colleagues to review the teaching and learning processes of the various programmes offered by the department. A coaching scheme has been provided to enable senior colleagues to assist junior colleagues at the early stage of their teaching careers. An annual self-assessment is conducted by every colleague to reflect on their own teaching. At the departmental retreat, colleagues actively discuss and reflect on their teaching and assessment. Ways of forming learning and teaching *clusters*, in which colleagues can work together on teaching projects, have been explored.



▲ Colleagues of SSC discussing issues of teaching and assessment at the departmental retreat

Non-formal Learning Opportunities

Translation Competition

In the past years, the Department of Linguistics and Modern Language Studies (LML) has been offering courses on translation. Two of the CILOs of the course *LIN3015—Introduction to Translation* include the skills to apply (i) translation strategies and methods to translation assignments and (ii) basic translation theories to translation practice. To achieve CILO 1, students are asked to share and discuss examples of different translation strategies on Mahara Translation.



▲ Finalists focusing on their work during the finals

Apart from traditional in-class assignments, the performance of students can be assessed through other means, such as participation in professional competitions that involve the application of translation theories and strategies. In 2016, the LML organised a Chinese–English translation competition to promote translation and to uphold the departmental mission of playing the lead role in learning and using the human language in multilingual contexts. The translation competition provided the students with opportunities to apply and practise their translation knowledge because their translated works were rigorously assessed by internal and external judges.

The Student Affairs Office (SAO) applies a number of tools to evaluate the results of student development in programmes, and activities on a project or event basis, for example:

- pre-tests and post-tests to measure the learning outcome of students;
- learning journals;
- online self-reflective essays;
- recordings of meetings of experiential learning activities;
- feedback from partner organisations;
- programme evaluations; and
- annual programme reports.

▼ Finalists attending the prize-giving ceremony after the competition and listening to the comments given by the panel judges



The Whole Person Development Inventory (WPDI)

The WPDI is a self-reported questionnaire measuring the whole person development of tertiary students. The WPDI aims to help students to make personal development plans during their studies in the EdUHK. The WPDI is a psychological assessment instrument developed by the Hong Kong Baptist University (HKBU).

The EdUHK has been collaborating with the HKBU on its application since 2015. The WPDI has 111 items with a six-point Likert type scale (1 = strongly disagree, 6 = strongly agree) that are related to 15 factors, and which are grouped into 6 domains (intellectual, physical, professional, psychological, social and spiritual).

In the 2015/2016 academic year, all newly admitted full-time students were invited to complete the questionnaires online. Real-time individual student reports with detailed interpretation are available in a PDF file for future reference. Starting from the 2016/2017 academic year, Student Development Tutors will utilise the students' personal reports to guide students in planning their university lives. The SAO has also compiled a list of activities under the six WPDI domains and four categories of Experiential Learning Activity Transcripts for new students' reference in the planning process.

6 DOMAINS AND 15 FACTORS





▲ Students paying home visit to a family in Cambodia during Christmas



▲ A student refurbishing the wall at a school in India during Christmas

Service Learning and Civic Engagement Course

The SAO will offer the course *CSL1014—Service Learning and Civic Engagement* in the summer term of 2016/2017. The knowledge that the students will acquire through lectures and tutorials will be applied in the planning and implementation of service-learning activities. Through different assessment tasks and the provision of on-site learning support to the service agencies, students undergo holistic and comprehensive development

through formal and non-formal learning opportunities. In 2015/2016, the field instructors were recommended to commence the course earlier to provide more time for the students to plan their service. In 2016/2017, a briefing session was conducted in mid-April to inform the enrolled students about the details of the service arrangement. The course commenced to mid-June to allow more preparation time for students.

Programmes and Activities for Non-local Students

The University provides a wide range of services and activities to facilitate adjustment and a fruitful university life for non-local students. The SAO has been conducting an annual cross-department needs survey for new non-local undergraduate and postgraduate students since 2010 to better understand their needs and assess the support services offered. The reports are presented to the Student Affairs Committee, International and Greater China Committee, as well as relevant departments, offices and units to facilitate their planning and implementation of services and activities. For example, tailor-made career talks and sharing sessions offered by non-local alumni were arranged after their needs were identified through analysing the survey results. In 2015/2016, the overall feedback from the non-local

students was positive: 78% out of the 146 respondents reported that their experience at the University met their expectations, whereas 77.4% of the respondents felt very satisfied or satisfied with the support services they received at the University. For more information, please refer to:

https://www.eduhk.hk/include_n/getrichfile.php?key=51a06e99bf6485a24153199998804bf8&secid=5873&filename=academic_board_sac/SAC_48/SAC_48_E_Report_on_NL_Survey_Annex.pdf

Career Development Internship Programme

With the aim of preparing students for the globalised world and their career in future, the Career Development Internship Programme has been offered since 2004. Through placements in different settings, students gain exposure to the world outside the educational sectors and are prepared for potential career opportunities. Pre-internship training on career planning and employers' expectations, submission of learning journals on Mahara, on-site supervisors' evaluation questionnaires and feedbacks on performance, etc., are some of the ways to facilitate learning in the programme.

Continuous feedback from on-site supervisors and SAO colleagues enables students to have a deeper reflection on their own performance. Meanwhile, programme evaluation, which includes feedback given by different stakeholders, is valuable for refining the programme design and delivery.

For example, employers' emphasis on competency in Microsoft Office in the workplace had prompted the addition of an IT training session on using Microsoft Word and Excel as part of the career support to the 2016 cohort.



▼ Students participating in the Career Development Internship Programme



Leadership Enhancement and Development (LEAD) Programme

The LEAD Programme provides a challenging service and living environment in developing countries to strengthen the leadership abilities, cultural competencies and generic skills of students. Outstanding students are recruited as mentors to lead service tours. Pre-tour training, learning journals, post-tour presentations, electronic sharing and focus group interviews are conducted to prepare students for challenges ahead. The feedback given by student mentors in the previous year also prompted more training sessions on time management, counselling and debriefing skills were given to the cohort of student mentors in 2015/2016.

◀ Chinese New Year gathering of non-local students

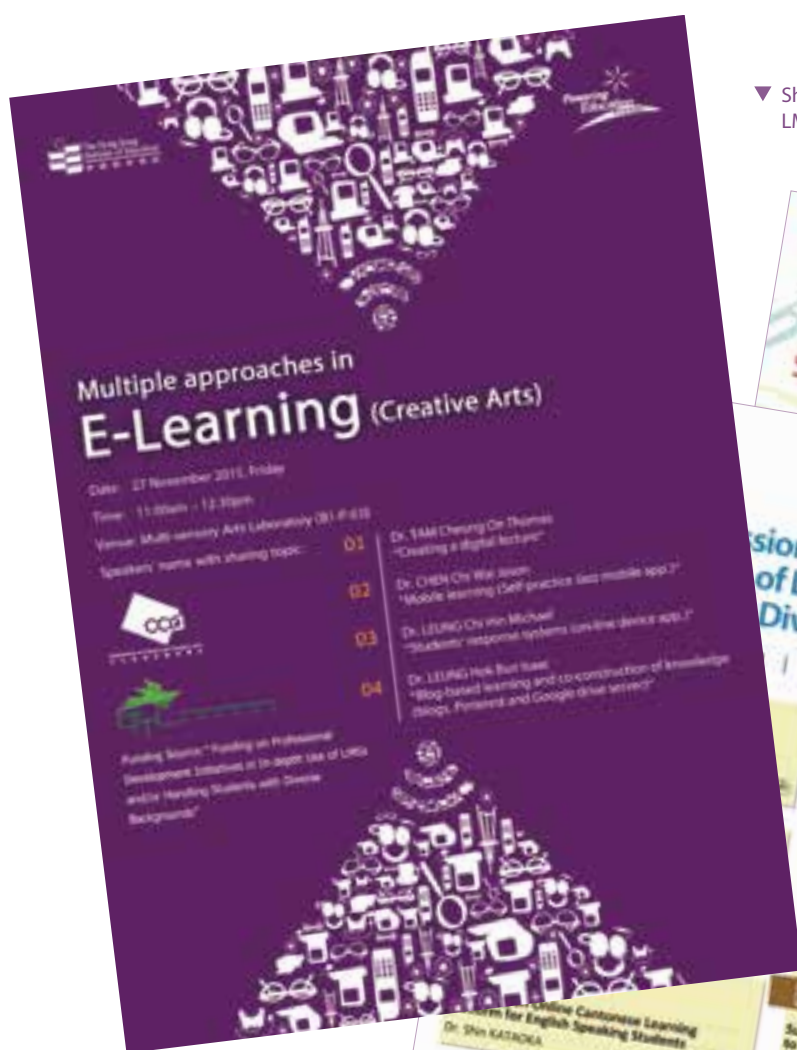
▼ Students (left) of the Co-curricular Service Learning Course are teaching English to a group of secondary students.



Project Fund on the Professional Development (PD) Initiatives

In 2015/2016, a one-off funding on PD Initiatives related to Learning Management Systems (LMSs) and/or Handling Students with Diverse Backgrounds was allocated to 23 projects from 17 departments and the Centre for Language in Education (CLE). These initiatives aimed to enhance the teaching skills and strategies of academic and teaching staff. Apart from conducting studies on learning and teaching activities, colleagues also investigated and implemented different technology-enhanced assessment practices,

such as using peer assessment, online quizzes, video assessment and e-journals in their projects. For examples, C&I's project experimented with the blended use of technology-enhanced formative assessment tasks and HPE's project used video assessment to create a technology-enhanced learning setting. Four sharing seminars were organised by the LTTC to disseminate the design, implementation and outcome of the projects.



▼ Sharing seminars on the PD Initiatives in In-depth Use of the LMSs and/or Handling Students with Diverse Backgrounds



Use of Moodle Quiz to Facilitate In-Depth Learning

The Video-Based Learning Community (VBLC) was launched to explore the potential of digital videos as a means of sharing good teaching practices. At present, the community contains videos showcasing e-learning pedagogy (<http://vbhc.eduhk.hk/vbhc/>).

Dr. Yee Ting-sum Lydia (余婷琛博士) of the Department of Psychology Studies (PS) shows how she had made use of the quiz function on Moodle to gain an initial understanding of how much students understood a journal paper on individual learning to facilitate collaborative learning on her course *Cognitive Neuroscience of Human Memory*.



▲ Dr. Yee explaining how to develop a quiz on Moodle

Dr. Yee made use of a Moodle quiz activity to set a pre-class quiz to assess students' understanding of a journal paper. By reviewing the reports generated by Moodle, she was able to decide which parts of the paper or which questions the students needed to discuss further with their classmates in class.



▲ Simple quiz analysis provided by Moodle

Dr. Yee noticed that this learning activity made the students become more engaged in learning about the journal paper and they worked hard on the questions before class. The students enjoyed the discussion with their peers, and those who did better in the quiz also helped others in the comprehension process. Overall, the students showed in-depth learning on the topic explored in the paper. Dr. Yee would like to continue adopting e-learning on her courses given its positive changes on the learning attitude of students.

Staff Briefing on Generic Intended Learning Outcomes

The TDG project entitled *A Study to Collect Evidence through e-Portfolios and Coursework to Demonstrate Students' Achievement in Generic Intended Learning Outcomes (GILOs)* provided briefing sessions on the framework and rubrics of the GILOs for the supervisors of the General Education Consolidation Courses (GECCs). The briefing sessions were conducted by the LTTC representative during the GECCs First Professional Development Workshop in Semesters 1 and 2 of 2015/2016. A total of 30 staff members attended the briefing sessions. The staff members remarked that the presentations were clear and concise and contained useful information to better support students to reflect and develop their GILOs in their learning journey. The briefings have continued in 2016/2017 to inform general practices in teaching and learning.



▲ Briefing on the GILOs for the supervisors of the General Education Consolidation Course in 2016/2017

Online Platforms for Assessing Student Learning

Creating an e-Portfolio Theme with the Learning Objective : *How to be a Better Teacher?*



▲ Li Ka-man Aika, a Year 4 student of the BEd(EL) programme.

Aika is an aspiring student from the BEd(EL) programme. After gaining various informal learning experiences, she themed her e-Portfolio *How to be a better teacher?* and reflected on her achievements and set learning goals for the future. In her e-Portfolio, she documented her learning process and reflections on becoming a competent teacher. The e-Portfolio does not only show beautiful photos and impressive video clips, but also demonstrates her development in global perspectives (GILO 7) and communication skills (GILOs 4a and 4b). Featuring her immersion programme in the UK and exchange programme to Spain, the e-Portfolio also shows how she had gradually acquired problem-solving and critical thinking skills (GILOs 1 and 2). For example, she learned more about the ethnic minorities and learning diversities during the internship of a co-curricular learning course that provided tutorials to Pakistani children. Aika was able to document her learning experience in her reflective writings by detailing the process of interaction between the Pakistani children and herself (GILO 5).

'I used to think that they cannot speak Chinese because they cannot learn or they are lazy. I was wrong! One day, I was going to teach them English according to their level with some prepared teaching materials. Yet they requested me to teach them Chinese and General Studies.'

The learning achievements demonstrated in the reflections of the e-Portfolio aligned with the GILOs. Aika was given feedback to further explore the intricate relationship between her experiences and learning outcomes. In this manner, she was able to further enrich her e-Portfolio.

'In the lesson, they kept asking me questions. I still can remember the scene that they are so eager to learn Chinese. I was so guilty that I was not as active as them in class.'



▲ Aika casted in a video shooting for a magazine during her exchange in Spain.



▲ Aika's host family during her immersion in the UK.



▲ Aika taught English to the Pakistani children according to their levels.

e-Portfolio: A Platform to Document GILOs Development from Studying Abroad

As the saying goes 'he who travels far knows much'. One can gain more invaluable experiences by travelling to other countries than learning in the classroom. Therefore, students of the EdUHK grasp every opportunity to study abroad, such as Switzerland, USA, and Korea.

After returning from their trips, students are required to produce an e-Portfolio to document their learning experiences and reflections, as well as demonstrating the development of different GILOs in their exchange activities. In their e-Portfolios, many students have described occasions during which they experienced cultural shock. By interacting with people of different cultural backgrounds, students can become more aware of hidden cultural rules and biases. Eventually, students learn how to appreciate the differences among various cultures and develop global perspectives (GILO 7).

Apart from cultural shock, students can also develop other GILOs by leaving their comfort zone. Students have become more independent and learned to value opportunities when they have to work on their own, such as planning their trips or solving problems that they have encountered throughout the journey. In the process, they have also sharpened their problem-solving skills (GILO 1). Undoubtedly, these students have also improved their oral communication skills (GILO 4b) and social interaction skills (GILO 5) by interacting with their foreign friends.



▲ A student of the EdUHK studying in the Netherlands



▲ A student of EdUHK studying in the USA

Department of Cultural and Creative Arts (CCA)

The use of tablet PCs and cloud technologies has been explored to assess the FE performance of students. Professional dialogues can be conducted in various digital forms and feedback is no longer restricted to verbal or written feedback presented on the FE supervision forms during pre-lesson and post-lesson conferences. The FE supervision forms can now be annotated with audio or visual images and links to access online resources. Using tablet PC apps, supervisors may capture audio clips and photos during lesson supervision. Supervisors can review these together with student teachers after lessons. In this way, the strengths and weaknesses of student teachers can be addressed more thoroughly with the support of audio and visual media.

Department of Mathematics and Information Technology (MIT)

The department has been promoting the effective use of cloud-based services to enhance the efficiency and flexibility in different learning contexts. For example, the use of Dropbox (<http://www.dropbox.com>) has been introduced to support the submission and feedback processes to better facilitate continuous assessment of students' performance in their FEs. Dropbox allows students to access, organise and share their work (e.g. lesson plans and worksheets) regardless of temporal and geographical differences.

Dropbox also informs the FE supervisors instantaneously of any updates of the work of the students via automatic notification and allows supervisors to share good practices among students with just a few clicks. Workshops are also offered to standardise the TP criteria among colleagues who will be participating in FE supervision to ensure consistency in judgment.



▲ FE supervision form in digital format annotated with photo and audio clips



▲ Standardisation meetings are conducted to moderate marking and to facilitate discussion of strategies to support students.

The Video-Based Learning Community (VBLC)

The VBLC platform has been used across different academic departments to enhance fairness and consistency in assessing the FE performance of students. The VBLC is a platform where participants are able to review, comment and reflect on shared videos. Students can also form communities with their peers and instructors to share their presentations on their internships and reflections. They can also receive feedback from peers and instructors.

FE standardisation meetings are held regularly to ensure that FE supervisors across departments are applying the same standards in assessing the FE performance of students. Video-taped FE lessons are uploaded onto the VBLC platform where all FE supervisors can assess and grade the lessons online prior to the standardisation meeting. A statistical summary of the grades and comments given is shown in the standardisation meeting to facilitate discussions. The aim of the standardisation meeting is to arrive at a consensus on the grades, the strengths and the areas for improvement of each lesson.



▲ FE supervisors viewing and assessing common lessons online

Some Examples on the Use of the VBLC Platform

Dr. Cheng Chi-keung Eric
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Department of Curriculum and
Instruction (C&I)

The Department adopts a learning community approach to support academic and teaching staff when applying the newly developed rubrics and observation form in FE supervision and assessments to support the implementation of the new FE curriculum. The foci and insights shared among staff align with the Field Experience Intended Learning Outcomes. Knowledge and experiences in lesson observations are shared among staff to arrive at a common understanding of the rubrics for FE assessment.

By using the VBLC and face-to-face meetings, the learning community enables staff members to retrieve, share and use related knowledge in FE supervision. Colleagues know how to apply effective facilitation skills to provoke the reflection of student teachers during their FE supervision. FE supervision becomes more meaning by helping student teachers integrate pedagogical theories into their own knowledge and teaching skills. VBLC has strengthened our capacity in lesson observation and FE supervision.

- ▶ The VBLC provides a valuable platform for our staff to retrieve and share knowledge on FE supervision.



- ▼ Dr. Cheng Chi-keung Eric (鄭志強博士) facilitating the staff to exchange their experiences on the rubrics for FE assessment in a sharing session

Session 4	Dr. ALVIN THOMAS, Director of Dr. JING BINGUI, Director Dr. LEE Wing Sze Wilson Dr. NG Chung Wing Marilyn
Session 5	Modulator: Dr. CHENG Chi-keung Eric Group Photo Taking & Tea Break (20 mins, scheduled at 15:10 – 15:30)
~ Conclusion by Head of Department ~	



Promoting pre-service teachers' agency, pedagogical awareness and lesson quality through prior class observation training in reflective practice.

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Department of Education Policy
and Leadership (EPL)

To enhance a sense of agency, pedagogical awareness and the quality of class delivery during teaching practicum among pre-service teachers, the project developed a self-access online course on classroom observation. Training activities conducted through e-learning required reflective engagement of learners and professional dialogues with peers.

For example, to consolidate understanding of the FE assessment criteria, student teachers were asked to evaluate a lesson posted on the VBLC platform using the FE supervision form. Another activity required student teachers to go through a set of PowerPoint slides to examine the FE assessment requirements and descriptors and to compare them with the features of another lesson observation instrument. Through these comparisons, student teachers were able to develop a stronger awareness of the pedagogical requirements for the FE.

How does FE supervisor evaluate you?

- Except FE Learning Objectives (FEILOs) 1, 2, and 9, all objectives can be evaluated through lesson observations in the two Block Practices
- The Field Experience Teaching Supervision Form includes both **qualitative** and **quantitative** information
- The **individual grades** for each assessment item (Distinction, Credit, Pass and Fail) can be converted into numerical values that can be used to compute the Grade for each FEILO
- Some FEILOs are more ready to observe than others. For example, Teaching evaluation and reflection is based on your responses your supervisor in the post-observation meeting
- The form also includes Grade Descriptors at the back for your reference

Grade descriptors tell you little what you should do

FEILOs	Distinction	Credit	Pass	Fail
Command of content knowledge	Display strong command of content knowledge ...	Display good command of content knowledge ...	Display adequate command of content knowledge ...	Display limited , inconsistent command of content knowledge ...
Use of pedagogical content knowledge	Effective utilisation of learning focus ... implementing appropriate aspects of ... curriculum	Appropriate use of learning focus ... implementing relevant aspects ... curriculum	Some basic use of pedagogical content knowledge ... implementing relevant aspects ... curriculum	Inadequate or inappropriate knowledge in appropriate aspects ... curriculum
Implementation of teaching and learning activities	Employs effective modes of effective and innovative teaching strategies and skills ...	Employs adequate modes of effective teaching strategies and skills ...	Employs adequate modes of teaching strategies and skills ...	Attempt to employ ... teaching strategies and skills, yet fail to achieve effective lessons ...
Application of assessment to enhance learning and teaching	Design and apply a variety of effective formative assessment ... provide constructive feedback ...	Design and apply a variety of appropriate formative assessment ... provide helpful feedback ...	Design and apply appropriate formative assessment ... provide relevant feedback ...	Fail to design and apply appropriate formative assessment ... lack of helpful feedback ...
Caring and Caring for students' needs	Maintain positive relationship with students; show enthusiasm and interest ... actively seek the knowledge of learning styles ...	Maintain satisfactory relationship ... show good pastoral care for students; apply the knowledge of learning styles ...	Maintain acceptable relationship ... show reasonable pastoral care ... demonstrate an understanding of learning styles ...	Fail to maintain a positive relationship with students; show insufficient pastoral care for students; lack of understanding of learning styles ...

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