EdUHK Learning and Teaching Newsletter

Student Learning and Development

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Welcome Message

Providing opportunities and constructive support for effective student learning has always been a key aspect of our mission since the establishment of the Institute in 1994. The recent implementation of a coherent quality assurance system to enhance the quality of our academic programmes in both their development and delivery shows our continuous efforts in this endeavour. The retitled Education University of Hong Kong has to seek ways to better meet new challenges and stakeholders' higher expectations on the quality of our services. The forthcoming second cycle of the Quality Assurance Council (QAC) Audit, which has commenced in the 2016/2017 academic year, marks our next milestone.

You are most welcome to the fourth issue of the EdUHK Learning and Teaching Newsletter. The theme of this issue is Assessing Student Learning. Specifically, the four dimensions that underpin the University's efforts to enhance student learning form the focus of this newsletter:

i)   the use of various assessment tasks and methods in gauging an extensive range of learning outcomes,

ii) the enhancement of teaching effectiveness based on evidence from students and other sources,

iii) the assessment policies and strategies implemented at the departmental and programme levels, and

iv) the adoption of an inclusive approach to assessing student learning and evaluating student development in formal and non-formal learning environments.

This issue is especially dedicated to the betterment of our younger generations in Hong Kong and beyond.

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October 2016

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Student Assessment

Policy and Guidelines

A new Policy on Student Assessment was implemented in the 2012/2013 academic year, which included a new set of operational guidelines on student assessment. The Designated Group on the Review of Student Assessment Policy has conducted constant reviews of the Policy and its guidelines since its implementation. Following these reviews, a few recommendations with regard to student assessment were submitted to and supported by the Learning and Teaching Quality Committee and subsequently approved by the Academic Board.

The Policy on Student Assessment provides a comprehensive framework for the assessment of student learning. This policy foregrounds the interconnection between the intended student learning outcomes of programmes/courses and different modes of learning (e.g. formal courses, directed study, self-access learning, immersion and exchange experiences, and field experience [FE]). The Policy has been crafted to encourage more comprehensive and educational assessment practices which enable students to learn and demonstrate achievements. The principles of assessment practices that underpin the Policy are outlined below.

An assessment should:
- demonstrate the extent to which the student learning outcomes identified at different levels (the University, programmes, and courses) are met;
- promote and enhance student learning;
- be ethical, fair, and transparent;
- be practical, timely, and efficient;
- be research-based and informed by best practice.

A set of guidelines is provided to aid the implementation of the above principles and to promote consistency of interpretation across departments. For example, the Generic Grade Descriptors in the guidelines provide detailed descriptions of each benchmarked level of student performance, which serve as the overarching framework for programme-specific or discipline-specific adaptations in individual academic departments. Similarly, the Policy on Grade Moderation provides general guidelines for academic departments to develop grade moderation practices that best suit their respective disciplines, while the Principle and Guidelines on Assessment of Group Work addresses ways of supporting and assessing group work in a pedagogically meaningful way. To support students with special needs, guidelines for assessment administration and operational processes for grade approval at the levels of departmental assessment panels and board of examiners are also included.

> The full set of the Policy on Student Assessment of the University and its guidelines is available at https://www.eduhk.hk/re/modules/content/item.php?categoryid=19&itemid=109.

Emphasizing Academic Integrity

The University has subscribed to and installed the Turnitin system in the Moodle Learning Management System (LMS) for students to self-check the similarities of their assignments. By submitting the assignments through Turnitin, students are able to review the "matched" sources and rephrase their writing if necessary. The Turnitin system not only enhances students' awareness of academic integrity but also strengthens their academic writing skills.

With the support of faculties, departments, and offices, 747 courses with Turnitin assignment submissions were recorded in the 2015/2016 academic year, thereby covering 85% of the total Moodle courses in postgraduate and undergraduate programmes. This remarkably high usage rate of Turnitin is evident of the University's successful implementation of the

policy on academic integrity, as well as a new age of online assignment submission. The details of Turnitin usage are shown in the following table:

Table for Turnitin Usage in Semester 2 of the 2015/2016 Academic Year

Total Moodle courses for postgraduate and undergraduate programmes	876
Total courses with Turnitin assignment submission	747
Turnitin usage (percentage)	85.3%

Research Outputs and Projects on Assessing Student Learning

EdUHK has been continuously conducting research related to student learning. The following is a selected list of research outputs and projects on assessing student learning in recent two years:

Research Outputs

Faculty of Education and Human Development

Coniam, D. (2014). Pursuing the qualities of a 'good' test. *Frontiers of Education in China, 9*(2), 238–249.

Coniam, D. (2015). Half a century of English language assessment in Hong Kong. *Journal of Applied Research in Education, 19*, 1–14.

Mok, M. M. C., McInerney, D. M., Zhu, J., & Or, A. (2015). Growth trajectories of mathematics achievement: Longitudinal tracking of student academic progress. *British Journal of Educational Psychology, 85*(2), 154–171.

Wang, W. C., Chen, H. F., & Jin, K. Y. (2015). Item response theory models for wording effects in mixed-format scales. *Educational and Psychological Measurement, 75*(1), 157–178

Wang, W. C., & Wu, S. L. (2016). Confirmatory multidimensional IRT unfolding models for graded-response items. *Applied Psychological Measurement, 40*, 56–72.

Yan, Z. (2014). Predicting teachers' intentions to implement school-based assessment using the Theory of Planned Behaviour. *Educational Research and Evaluation, 20*(2), 83–97.

Yan, Z. (2016). The self-assessment practices of Hong Kong secondary students: Findings with a new instrument. *Journal of Applied Measurement, 17*(3), 1–19.

Yan, Z., & Cheng, E. C. K. (2015). Primary teachers' attitudes, intentions and practices regarding formative assessment. *Teaching and Teacher Education, 45*, 128–136.

Faculty of Humanities

廖佩莉（2015）：透過同儕互評活化中文科寫作課：香港的經驗，輯於黃政傑等編《中小學教學改革》，（頁101–129頁），台北，五南出版社。

Stapleton, P., & Wu, Y. M. A. (2015). Assessing the quality of arguments in students' persuasive writing: A case study analyzing the relationship between surface structure and substance. *Journal of English for Academic Purposes, 17*, 12–23.

譚志明（2014）：小學中文科說話能力的教與考，《現代教育通訊》，105，頁31–36。

Thierfelder, P., & Stapleton, P. (2016). Errors in the written English of native users of sign language: An exploratory case study of Hong Kong deaf students. *System, 58*, 12–24.

Xie, Q. (2015). "I must impress the raters!" An investigation of Chinese test-takers' strategies to manage rater impressions. *Assessing Writing, 25*, 22–37.

Faculty of Liberal Arts and Social Sciences

Cheng, M. Y. V. (2015). Assessment for creative teaching and learning in disciplined improvisation. In R. Wegerif, L. Li, & J. C. Kaufman (Eds.), The Routledge International Handbook of Research on Teaching Thinking (pp. 330–343). UK & USA: Routledge (Taylor and Francis)

Cheng, M. Y. V. (2016). Understanding and enhancing personal transfer of creative thinking. Thinking Skills and Creativity, 22, 58–73.

張淑賢、黎耀志和殷勤思（2014）：促進學習評估在數學科的實踐，《評估與學習》，3，頁160–171。

Ma, W. W. A., & Wong, M. C. (2014). Computer mediated problem based learning and higher order thinking skill—A preliminary study. *The SIJ Transactions on Computer Science Engineering and its Applications (CSEA), 2*, 88–92.

Ng, W. S. (2016). Enhancing the quality of educational website design through assessment for learning strategies. In G. Sreedhar (Ed.), *Design Solutions for Improving Website Quality and Effectiveness* (pp. 24–51). USA: Information Science Reference.

Poon, K. K., & Yick, D. P. (2015). Secondary school students learning the translation of functions in a computer-assisted lesson. *Far East Journal of Mathematical Education, 14*(2), 69–102.

Projects

Faculty of Education and Human Development

Projects Supported by RGC

New item response theory models for rater errors
(General Research Fund 2016/2017, Principal Investigator: Professor Wang Wen-chung 王文中教授)

Student self-assessment: Calibration, predictors, and effects
(General Research Fund 2015/2016, Principal Investigator: Dr. Yan Zi 晏子博士)

Projects Supported by Other Funding Sources

Philosophy in schools: Promoting thinking and English competence in Hong Kong students
 (Quality Education Fund 2015–2018, Principal Investigator: Dr. Lam Chi-ming 林志明博士)

E-Assessment of, for and as learning in the 21st century
(HKIEd Knowledge Transfer Award 2013/2014, Chief Investigator: Professor Mok Magdalena Mo-ching 莫慕貞教授)

Implementation and evaluation of using MLPA to enhance student's learning effectiveness
(Teaching Development Grant 2013/2014, Principal Project Supervisor: Dr. Leung Chi-hung 梁智熊博士)

Nurturing critical thinking dispositions (CTD) of students in tertiary education: Teaching and assessment
(Teaching Development Grant 2013/2014, Principal Project Supervisors: Dr. Fok Ping-kwan 霍秉坤博士 and Dr. Lau Chun-kwok 劉振國博士)

Optimising assessment feedback using SP Xpress®
(Donation Project 2011–2014, Chief Investigator: Professor Mok Magdalena Mo-ching 莫慕貞教授)

Faculty of Humanities

Projects Supported by RGC

Working towards an iClinic: Developing a suite of diagnostic language testing instruments for academic writing in English (DiaWrite)
(Early Career Scheme 2015/2016; Chief Investigator: Dr. Xie Qin 謝琴博士)

ELPA: A Collaborative Project on Developing an English Test to Assess Students' English Proficiency after Admission
(UGC 2015/2018; Chief Investigator: Professor Cheung Hin-tat 張顯達教授)

Development of a generally recognised University Chinese Test and the construction of a complementary repository of question papers
(UGC 2014/2016; Chief Investigator: Professor Cheng Kat-hung Dennis 鄭吉雄教授)

Narrative development in school-age South Asian children in Hong Kong
(General Research Fund 2014/2015; Chief Investigator: Professor Cheung Hin-tat 張顯達教授)

Projects Supported by Other Funding Sources

A study of blog posts in ENG 1327: Approaching English literature
(Funding on Professional Development (PD) Initiatives in In-depth Use of LMSs and/or Handling Students with Diverse Backgrounds 2015/2016; Principal Project Supervisor: Dr. Chang Tsung Chi-hawk 張崇旂博士)

Research on Hong Kong pre-service teachers' use of peer assessment activities in their Chinese language teaching methodology lessons
(Funding on PD Initiatives in in-depth use of learning management systems 2015/2016; Project Supervisor: Dr. Liu Pui-lee 廖佩莉博士)

Research on peer review to enhance the capacity to produce learning and teaching video
(Funding on PD Initiatives in in-depth use of learning management systems 2015/2016; Project Supervisor : Dr. Tse Ka-ho 謝家浩博士)

Acculturation strategy, willingness to communicate and adaptation of international students in Hong Kong
(University Block Research Grant 2015; Chief Investigator: Dr. Yu Baohua 喻寶華博士)

Assessing trilingual speaking language ability and constructing learning resources at Hong Kong Institute of Education
(Teaching Development Grant (Faculty Level) 2014; Chief Investigators: Dr. Yu Baohua 喻寶華博士; Mr. Chau Lap 周立先生; Dr. Kan Hon-kin 簡漢乾博士)

Faculty of Liberal Arts and Social Sciences

Projects Supported by Other Funding Sources

Developing assessment items to facilitate the implementation of 'assessment for learning' strategies in the learning and teaching of Secondary 1–3 Geography and Life and Society curricula
(Education Bureau Commissioned 2015/2016; Chief Investigator(s): Dr. Cheung Ting-on Lewis (張定安博士) and Dr. Chow Sin-yin Alice (鄒倩賢博士)

Using Moodle as a constructivism tool in learning marketing knowledge
(Funding on PD Initiatives in In-depth Use of LMSs and/or Handling Students with Diverse Backgrounds (2015/2016); Principal Project Supervisor: Dr. Cheng Wan-suen Vincent 莊允遜博士)

Automatic classification techniques in virtual environments—The ACTIVE project: Generating immediate feedback to support reflective learning within ePortfolio contexts
(General Research Fund 2014/2015; Chief Investigators: Dr. Lai Yiu-chi 黎耀志博士)

Teaching and learning portfolios for active, engaged and reflective learning
(Teaching Development Grant 2012/2013; Chief Investigators: Dr. Poon Kin-keung Eric 潘建強博士; Professor Kong Siu-cheung 江紹祥教授; Dr. Man Yiu-kwong文耀光博士)

▲ e-learning project team

▲ e-learning activities in the class

The Seven GILOs

Problem solving skills

Critical thinking skills

Creative thinking skills

Communication skills (oral and written)

Social interaction skills

Ethical decision making

Global perspectives

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)
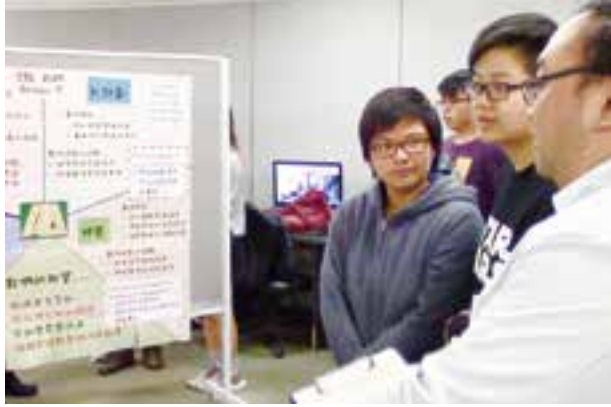
In 2015/2016, the LML offered its first Co-curricular Service Learning (CSL) course: Understanding Linguistic and Related Barriers through Services to Socially Disadvantaged Children. Following the 4Cs framework of the University, i.e. Character and Moral Responsibility, Competence and Professional Excellence, 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

	Distinction	Credit	Average	Fail
The Teacher				
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.

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	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

	Distinction	Credit	Average	Fail
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.
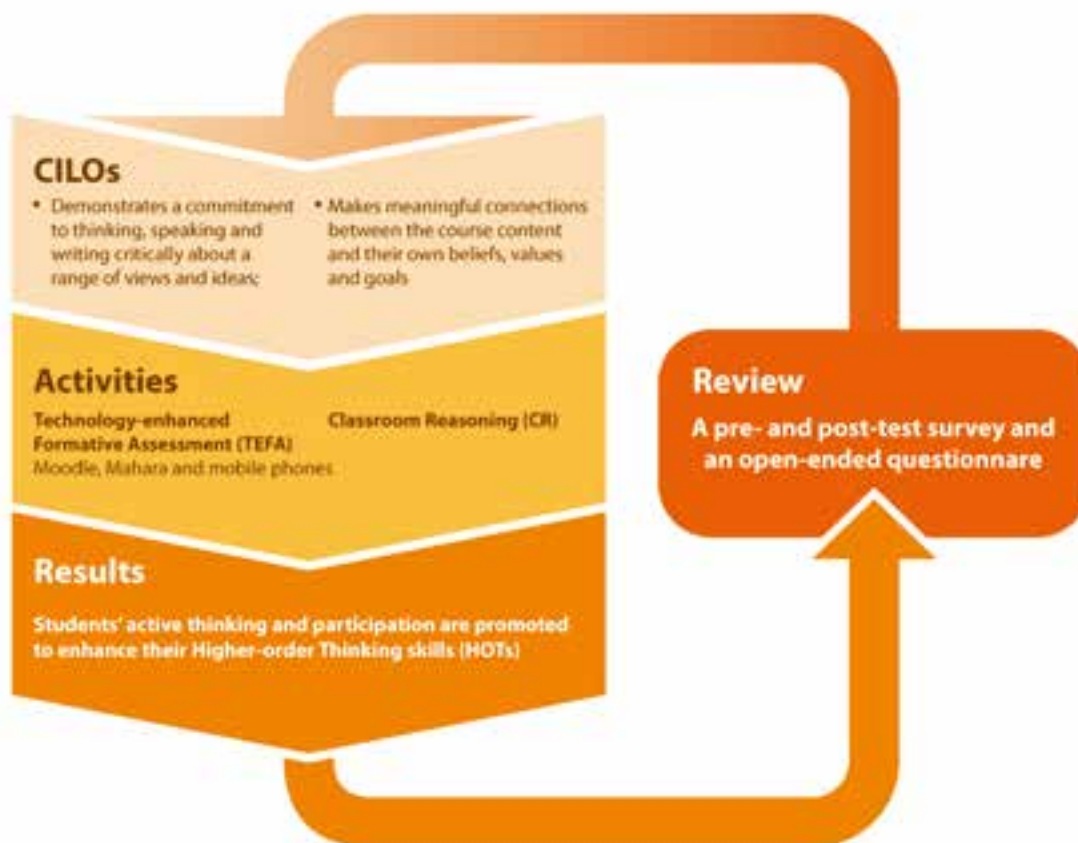
The interactivity that Information and Communications Technology (ICT), including Moodle, Mahara, and mobile phones, brings into TEFA tasks for providing feedback through ongoing classroom dialogues was emphasized. A clear focus on the promotion of the HOTs of students was incorporated into the tasks.

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

Dr. Lung Ching-leung（龍精亮博士）, Department of Special Education and Counselling (SEC)

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

Dr. Or Pui-lai Peggy（柯培麗博士）, Department of Health and Physical Education (HPE)

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…'

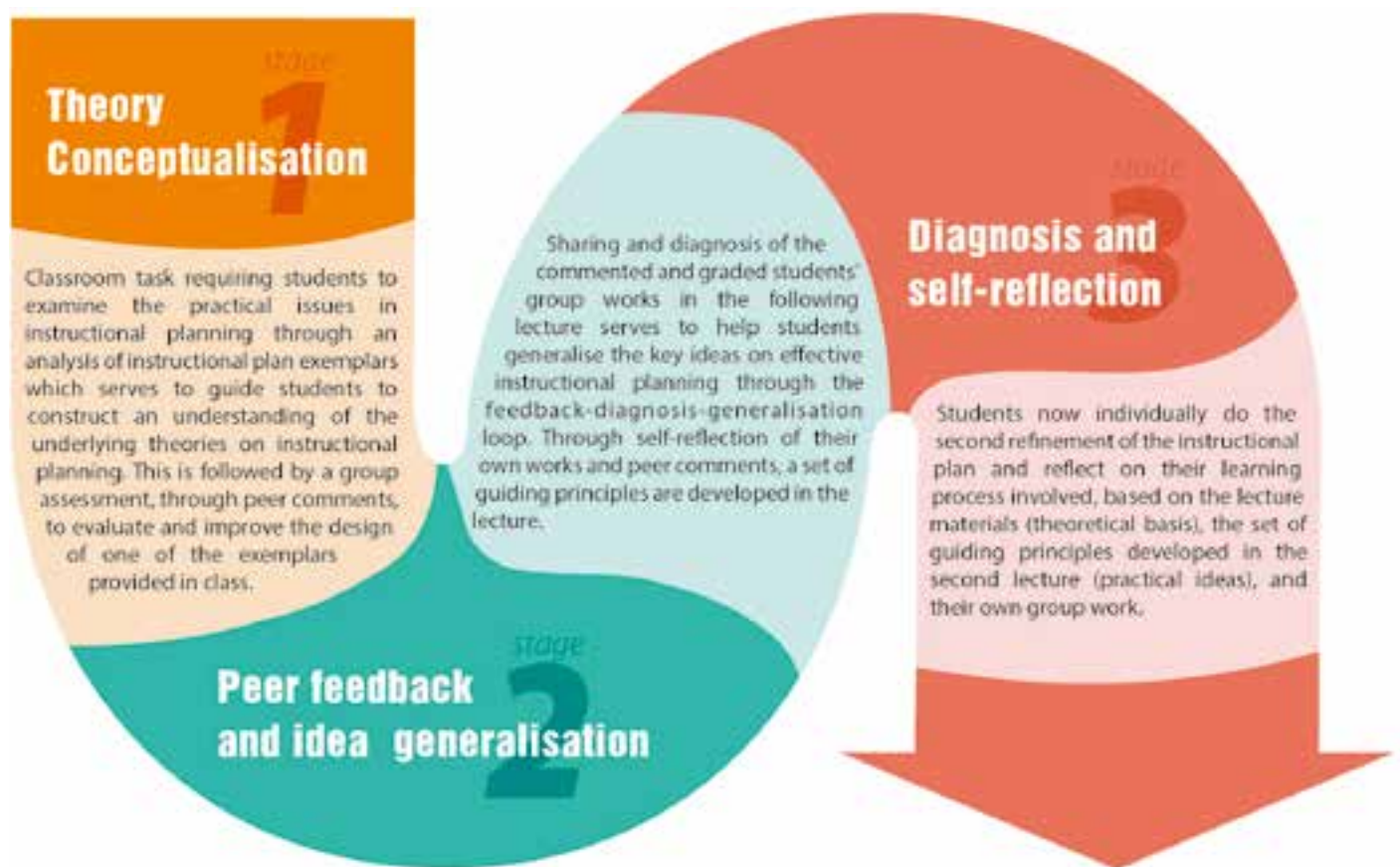▼ Flowchart demonstrating how to promote in-depth learning of the students with video shooting

An Example of a Three-Stage Process of Bridging Teaching with Assessment

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.

Theory Conceptualisation
stage 1

Classroom task requiring students to examine the practical issues in instructional planning through an analysis of instructional plan exemplars which serves to guide students to construct an understanding of the underlying theories on instructional planning. This is followed by a group assessment, through peer comments, to evaluate and improve the design of one of the exemplars provided in class.

Peer feedback and idea generalisation
stage 2

Sharing and diagnosis of the commented and graded students' group works in the following lecture serves to help students generalise the key ideas on effective instructional planning through the feedback-diagnosis-generalisation loop. Through self-reflection of their own works and peer comments, a set of guiding principles are developed in the lecture.

Diagnosis and self-reflection
stage 3

Students now individually do the second refinement of the instructional plan and reflect on their learning process involved, based on the lecture materials (theoretical basis), the set of guiding principles developed in the second lecture (practical ideas), and their own group work.

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
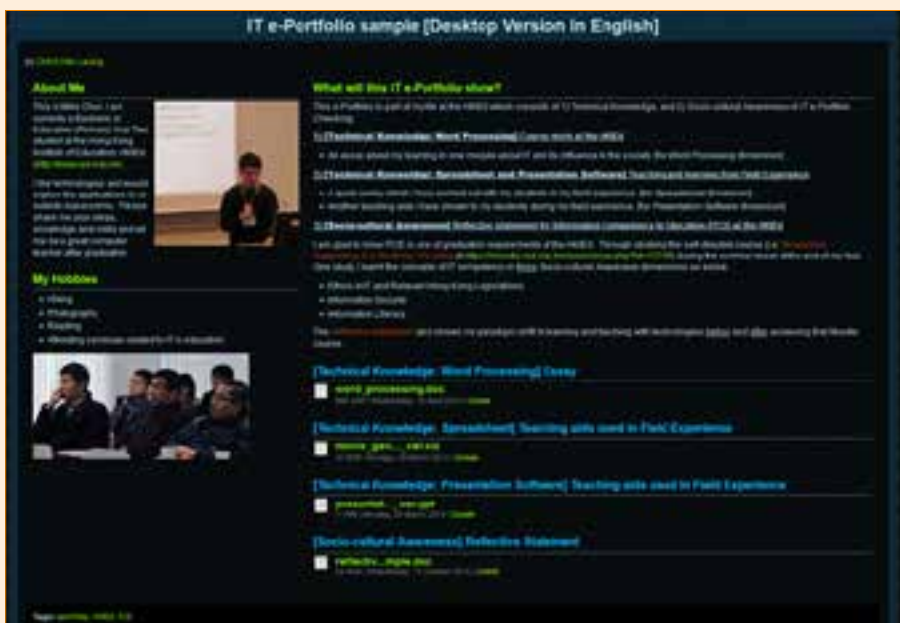
▲ Sample IT e-Portfolio

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.

Staff Teaching and Development

Rubrics for Assessment

Department of Science and Environmental Studies (SES)

The course *SCG1001—Scientific Investigation: Principles and Techniques* is aimed at enhancing understanding of the nature of scientific inquiry, as well as mastery of the skills and techniques involved. Students are guided in conducting inquiry so that they develop a good understanding of the processes involved. In this course at SES, the lecturers provide practical skills in scientific investigation and laboratory safety in the first few sessions. Students (in groups) are then required to design and conduct an inquiry project on a selected science topic (e.g. physics, chemistry, biology or environmental studies) using relevant scientific investigation techniques and science process skills. Students are required to submit an individual portfolio, consisting of a log book with raw data of (i) the class work provided by lecturers and (ii) experiments conducted by students at the end of the semester, and they are assessed on their understanding of operating principles, handling procedures and safety precautions when conducting scientific inquiry with a wide range of apparatuses and instruments. The portfolio facilitates the assessment of important aspects of scientific inquiry, including applying scientific concepts, formulating experimental hypothesis, preparing materials, designing experiments and collecting and analyzing data.

The following rubric is used to assess the performance of the students in these various aspects:

Science Laboratory Notebook Rubric

	Distinction 10 ← → 9	Credit 8 ← → 7	Average 6 → 5 ← 4	Fail 3 ← 2 ← 1
Question/ purpose	The purpose of the laboratory or the question to be answered is clearly identified and stated.	The purpose of the laboratory or the question to be answered is identified, but is stated in a somewhat unclear manner.	The purpose of the laboratory or the question to be answered during the laboratory is partially identified and is stated in a somewhat unclear manner.	The purpose of the laboratory or the question to be answered during the laboratory is erroneous or irrelevant.
Experimental hypothesis	Hypothesised relationship between the variables and the predicted results is clear and reasonable based on what has been studied.	Hypothesised relationship between the variables and the predicted results is reasonable based on general knowledge and observations.	Hypothesised relationship between the variables and the predicted results has been stated, but appears to be based on flawed logic.	No hypothesis has been stated.
Materials/ setup	All materials and setup used in the experiment are clearly and accurately described.	Almost all materials and the setup used in the experiment are clearly and accurately described.	Most of the materials and the setup used in the experiment are accurately described.	Many materials are described inaccurately or are not described at all.

	Distinction 10 ← → 9	Credit 8 ← → 7	Average 6 ← → 5 ← → 4	Fail 3 ← → 2 ← → 1
Experimental design and procedures	Experimental design is a well-constructed test of the stated hypothesis. Procedures are listed in clear steps. Each step is numbered and is a complete sentence.	Experimental design is adequate to test the hypothesis, but leaves some unanswered questions. Procedures are listed in a logical order, but steps are not numbered and/or are not in complete sentences.	Experimental design is relevant to the hypothesis, but is not a complete test. Procedures are listed but are not in a logical order or are difficult to follow.	Experimental design is not relevant to the hypothesis. Procedures do not accurately list the steps of the experiment.
Variables	The relationship between the variables is discussed and trends/patterns are logically analysed. Predictions are made about what might happen if part of the laboratory were changed or how the experimental design could be changed.	The relationship between the variables is discussed and trends/patterns are logically analysed.	The relationship between the variables is discussed but no patterns, trends or predictions are made based on the data.	The relationship between the variables is not discussed.
Data	Neat looking and accurate representation of the data written in tables and/or graphs. Graphs and tables are labeled and titled.	Accurate representation of the data in tables and/or graphs. Graphs and tables are labeled and titled.	Accurate representation of the data in written form, but no graphs or tables are presented.	Data are not shown or are inaccurate.
Drawings/ diagrams	Clear, accurate diagrams are included and make the experiment easier to understand. Diagrams are labeled neatly and accurately.	Diagrams are included and are labeled neatly and accurately.	Diagrams are included and are labeled.	Needed diagrams are missing or are missing important labels.
Conclusion	Conclusion includes whether the findings supported the hypothesis, possible sources of error, and what was learned from the experiment.	Conclusion includes whether the findings supported the hypothesis and what was learned from the experiment.	Conclusion includes what was learned from the experiment.	No conclusion was included in the report or shows little effort and reflection.
Calculations	All calculations are shown, and the results are correct and labeled appropriately.	Some calculations are shown, and the results are correct and labeled appropriately.	Some calculations are shown, and the results labeled appropriately.	No calculations are shown or the results are inaccurate or mislabeled.
Scientific concepts	Report illustrates an accurate and thorough understanding of scientific concepts underlying the laboratory.	Report illustrates an accurate understanding of most scientific concepts underlying the laboratory.	Report illustrates a limited understanding of scientific concepts underlying the laboratory.	Report illustrates inaccurate understanding of scientific concepts underlying the laboratory.
Notebook	Clear, accurate, and dated notes are taken regularly.	Dated, clear, and accurate notes are taken occasionally.	Dated notes are taken occasionally, but the accuracy of the notes might be questionable.	Notes rarely taken or of little use.
Spelling, punctuation and grammar	One or fewer errors in spelling, punctuation and grammar in the report.	Two or three errors in spelling, punctuation and grammar in the report.	Four errors in spelling, punctuation and grammar in the report.	More than four errors in spelling, punctuation and grammar in the report.

Peer Assessment, Self-Assessment and Formative Assessment

Department of Literature and Cultural Studies (LCS)

Following his development of *Best Practices for Student Presentations in the University Classroom*, Dr. Jeffrey Clapp of LCS wanted to implement one of the key best practices, that is, student assessment of student presentations. Therefore, he has been refining his use of peer assessment for several semesters in attempting to develop an ideal practice which enfranchises the opinions of the students and leads to meaningful, deeply engaging student presentations. In this process, Dr. Clapp discovered three crucial things that need to be done: (i) require peer assessors to write a brief description of the work that they are assessing, rather than just giving a mark; (ii) give students a simple rubric to use when marking; and (iii) balance the mark of the instructor to be approximately equal to that of the students, for example, giving 50% of weight to student grades and 50% to the instructor. Finally, Dr. Clapp also discovered that the term *presentation* might well be part of the problem. Students associate the term with PowerPoint, and their *presentations* are often rather weak. Dr. Clapp believes that students should be assigned to do *Discussion Leadership*, and he is happy to discuss this work with his colleagues at the University.

Grading Rubric for Discussion Leadership
Spring 2016

See also the grade sheet, which both students and instructors will use for in-class assessment.

Grade	Insight, Interpretation, Significance	Creativity, Imagination, Fun	Effort, Investment, Commitment
A=4	You led the class toward crucial observations that enhanced our understanding of the meanings of the text.	You used creative strategies to develop a basis for discussion. You elicited feedback from many class members, and were able to shape the discussion to enhance and diversify your point of view.	Impressive.
B=3	You led the class toward specific observations about the text.	You used creative strategies to elicit responses from many class members.	Meaningful.
C=2	You chose interesting topics for discussion.	You asked discussion questions, and then used the answers to stimulate further discussion.	Acceptable.
D=1	You introduced general topics for discussion	You asked the class questions.	Perfunctory.
F=0	You did not present ideas.	You read to us from Powerpoint.	Insulting.

Instructor Grade and remarks:

Grading Sheet for Discussion Leadership

Your Name and Number:	
Topic and Date:	
Briefly describe what you learned.	

Assess the group in the three areas described below, then add the three scores. (4=A; 3=B; 2=C; 1=D)

insight, interpretation, significance	
creativity, imagination, fun	
effort, investment, commitment	
Total	

Grading Sheet for Discussion Leadership

Your Name and Number	
Topic and Date	
Briefly describe what you learned.	

Assess the group in the three areas described below, then add the three scores. (4=A; 3=B; 2=C; 1=D)

|	
insight, interpretation, significance	
creativity, imagination, fun	
effort, investment, commitment	
Total	

Department of Asian and Policy Studies (APS)

The teaching at APS focuses on the complete learning experience of students. Interactive and stimulating teaching methods and multi-method assessment approaches are encouraged. For instance, peer assessment and peer feedback on the ICT platform have been adopted in many courses. The benefit of conducting peer assessment on students' drafts in the learning process is that, with additional input from the course lecturer, students can use the feedback to revise their work. The use of ICT is also proved to be a helpful tool to engage students and enhance their participation. For example, Dr. Lui Ching-wu Lake（呂青湖博士）developed a Diversity Project online platform in the course *GCS4004—Comparative Social Policy in Greater China* to allow students to comment on the research of other students and generate new ideas. In the course *POS2002—China's Rise and Globalized World*, Dr. Lee Siu-yau（李肇祐博士）used Google Forms to conduct in-class polling on specific issues as a means to engage students and facilitate discussion (https://docs.google.com/forms/d/e/1FAIpQLSfUOCoefkBoVIqgv7BuScKDgP1TgxB8hkEfAmnYdPPu0LCaVQ/viewform).

▲ ICT platform for the Diversity Project online platform and related photos

▲ Internships are a part of the complete learning experience offered by the programmes of the Department.
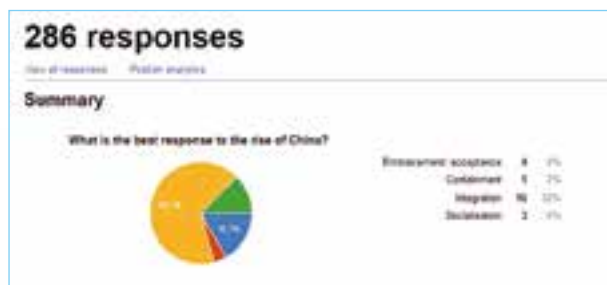
▲ Google Form in-class polling and summary

Department of Health and Physical Education (HPE)

Different assessment components are used to enhance Teaching. The reflective journal is an example. Each student is required to submit a reflective journal which recounts the events, incidents and activities that occurred during the course. The reflective journal is rated against assessment rubrics which cover different areas, such as professional image, attitudes and behaviour. Reflection is a deliberate cognitive activity where learners connect thoughts, feelings and experiences related to the learning activity in which they are involved. Through assessment of the understanding of the course, teachers can evaluate their teaching and develop effective pedagogical strategies. This strategy is related to GILOs, in particular, the promotion of the generic skills of the learner, such as communication skills, social interaction skills and reflective capabilities. PILOs 1 to 3 are also addressed through this teaching and learning activity, in which students effectively implement evidence-based practices in health education and are able to evaluate the outcomes.

The course lecturer provides individual feedback to students on Moodle and reminds students when they have read the feedback on Moodle. Through this instant feedback, the course lecturer can further understand the learning attitudes and progress of the students.

▲ A tick on the last column indicates that the students opened the feedback of the course lecturer in Moodle.

Student Evaluation of Teaching (SET)

Department of Cultural and Creative Arts (CCA)

The SET scores are important indicators of students' perception of a course lecturer's teaching performance from different perspectives. Particular attention is paid to the few items with the lowest scores. For example, there was one course, namely, *Aesthetics* and *Art Criticism*, which had scored relatively low in item (7): *I was fully informed of the assessment requirements early in the course.* When the same course was offered this year, a project brief was provided to students in the first lesson, during which the course lecturer briefly explained the assignment requirements, the expected performance of students and the grading criteria. Students were able to have a better understanding of the assignments after detailed input from the course lecturer. Students in general appreciated the fact that detailed explanation of the assignment requirements was provided to them earlier than before, that is, in the fifth lecture. Students therefore had more time to visualise and work on their assignments.

▲ Assignment for the course *Aesthetics and Art Criticism*: Critique of an artwork that they have visited recently.

Programme Development, Implementation and Evaluation

Assessment of PILOs and GILOs

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

The BEd(CL) programme had mapped the GILOs, Curriculum and Coursework with nine PILOs.

The programme has a clear definition of each PILO so that it can measure effectively students' levels of achievement in each PILO. Each PILO is explicitly aligned with assessment levels and rubrics. Different methods of assessment, including direct and indirect assessments, have been used to evaluate students' achievement of the intended learning outcomes. The programme uses course-embedded assignments as direct assessment, while Annual Programme Evaluation and External Examiners' feedback as indirect assessment.

In the 2015/2016 academic year, two PILOs, namely, Select and use various documentary records and studying methods properly to conduct academic research with an objective standard and an open attitude (PILO 2) and Apply their knowledge in authentic teaching environment with the positive support from experienced teachers and institute instructors to facilitate students' learning and personal professional growth (PILO 3), were assessed through direct and indirect methods of assessment.

These two PILOs were assessed directly through the analysis of the sample scripts in the courses *CHI2611—Methodology for Teaching Chinese Language II* and *CHI2568—Classical Chinese Literature (II) (From Song to Qing)* and indirectly through the Annual Programme Evaluation and External Examiner's feedback. The results showed that the two PILOs were achieved and improvement plans were clearly identified. The results of the Programme Evaluation Questionnaires from students showed that the students exhibited significant appreciation of the PILOs assessment, with more than 80% of the respondents rated 'neutral', 'agree' and 'strongly agree' in the PILOs survey.

After evaluating the levels of achievement of the students for each PILO, the data generated enabled programmes to examine their strengths and weaknesses and to initiate plans for improvement. Suggested improvement plans and feedback are also relayed to the relevant unit(s).

Bachelor of Arts (Honours) in Language Studies [BA(Lang Studies)]

Individual instructors use various modes of e-learning in their classes. One of the modes used for assessment is a presentation format called PechaKucha. This form of presentation uses 20 slides, each of which are to be shown for 20 s only. The slides can only include images, and no text is allowed. This form of assessment is quite demanding for the students because it requires them to choose their images carefully so that they relate to the points that the student wants to make. The students prepare to discuss each slide for 20 s; the presentation, once started, automatically moves from one slide to the next. In regular PowerPoint presentations, students often rely on the text on the slide itself and simply read directly from the slide. With PechaKucha, students are unable to do so. The students can prepare a script, but they also need to make continuous eye contact with the audience and thus they cannot simply read out from the prepared script. This format of presentation forces the students to be concise and to really think about what they want to convey in a limited amount of time.

The assessment criteria include the format of the presentation, use of visuals, analysis and discussion, posture and composure and audience engagement. Through this assessment, students are able to present their ideas in a concise manner and attain the confidence needed to speak publicly without having to rely on presentation props, such as texts on a PowerPoint slide. This mode of presentation emphasises critical thinking and is a good way of improving communication skills, leading to the attainment of many of the PILOs of the programmes, particularly PILOs 1 to 4. This mode of presentation also helps students attain the GILOs related to problem-solving and communication skills.

Colleagues who have used this format have found many benefits, that is, it keeps the presentation time bound, not allowing students to exceed their given time; it increases confidence in the students; it has the potential to dramatically improve their oral presentation skills; and it creates more interesting and engaging presentations.

Bachelor of Social Sciences (Honours) in Psychology [BSocSc(PSY)]

Student learning outcomes are an important focus of curriculum planning in the BSocSc(PSY). Underpinned by the five PILOs, a set of assessment rubrics were developed. These criteria provide a direction for the Programme Outcomes Assessment (POA) conducted in 2015.

▲ Students of BSocSc(PSY) generally agreed that the PILOs were achieved and felt positive about the programme.

In 2015/2016, two PILOs were assessed in multiple ways, namely, feedback from our students and programme external examiner, as well as analysis of sample scripts of the capstone course (i.e. Honours Project) in relation to the rubrics of PILOs. The results of focus groups and Programme Evaluation Questionnaires from students showed that PILOs were achieved and that students felt positive about the programme. The external examiner echoed the view of the students that the PILOs were mostly achieved, but also noted that some learning outcomes could be further refined for clearer observation. Direct assessment of the performance of the students in the Honours Project similarly showed that the two identified PILOs were mostly achieved and areas to be further enhanced were also identified.

The review contributed to the enhancement of programme quality. At the programme level, some PILOs were also refined to have a clearer articulation. The curriculum sequence was proposed to be modified to tighten major core courses. At the course level, for example, the content and assessments of the course *Statistical Methods in Psychology* were to be refined to further enhance the achievement of PILOs.

Programme Development
Define a set of PILOs

Bachelor of Social Sciences (Honours) in Psychology

Feedback
- Refine some PILOs
- Modify curriculum sequence
- Adjust course content and assessments

Programme Outcomes Assessment
- Define a set of assessment rubrics associated with established PILOs
- Reviewed by students and external examiner

Programme Implementation

Master of Science in Educational Speech–Language Pathology and Learning Disabilities [MScESLPLD]

The MScESLPLD programme is the first Master's programme in Hong Kong that blends speech–language pathology and learning disabilities to offer a fully- fledged professional training programme for the next generation of speech–language pathologists. Among the intended learning outcomes set out by the programme, one objective is to train our students to professionally conduct evaluation, intervention and interaction plans for speech–language disorders and learning disabilities, as well as their interconnected complications. Various assessments are conducted to ensure that the programme fulfils the academic standards. Apart from standard assessments and a set of rubrics to measure the levels of PILOs and GILOs that the students have attained, teachers can also observe student performance in their practicum course by using COMPASSR, a criterion-referenced clinical learningassessment tool in the practice of speech–language therapy.

In addition, peer assessment, student self-assessment and formative assessment are also conducted during the practicum courses. Teachers give feedback and guidance to form learning goals and plans before end-of-course summative assessments. These summative assessments are in the form of verbal/written feedback, one-on-one consultation and peer learning groups. Written feedback is also given on COMPASSR, which drives students to formulate learning goals and plans to further improve their speech–language therapy competence in the rest of the practicum course.

▲ The assessment of the practicum course is guided by a criterion-referenced clinical learning assessment tool, that is, COMPASS®, and by the MScESLPLD programme-based grade assessment rubrics.

▼ The practicum supervisor observes and assesses the student performance in the practicum course based on a set of rubrics and determines if the student has attained the PILOs or not.

Bachelor of Social Sciences (Honours) Global and Environmental Studies [BSocSc(GES)]

The BSocSc(GES) programme is one of the programmes participating in the pilot exercise of the Programme Outcomes Assessment (POA). The POA is a tool used to collect data systematically to demonstrate the effectiveness of teaching and learning of the programme. The POA is also used to measure how well our students are performing with relevance to the programme learning outcomes, such as their understanding of globalization processes, impacts of environmental changes on human beings, cultivation of skills to conduct critical analyses and preparation for lifelong learning. BSocSc(GES) has further specified the learning outcomes of each existing PILO to facilitate a more focused measurement of learning performance. Results collected in Semester 2 of the 2015/2016 academic year indicate that our students have achieved quite well in PILO 1 (on basic knowledge of the programme themes) and PILO 3 (on interdependence of the globalised world). For example, approximately 80% of the Year 4 students were able to define concepts, describe trends and summarise the interactions amongst globalisation, development and environmental changes at the Mastering and Outstanding performance levels. Assessments of other PILOs will be conducted in the coming academic years.

▲ Graduates of BSocSc(GES)

Master of Arts in Mathematics and Pedagogy [MA(MP)] and Bachelor of Education (Honours) (Primary)—Mathematics [BEd(P)-MA]

The Department of Mathematics and Information Technology will conduct the POA in their MA(MP) and BEd(P)-MA programmes in the coming academic year. Accordingly, POA methods and procedures have been developed to assess the learning of students in PILOs and GILOs. Mechanisms to collect the data (how, when and by whom), criteria for success in assessing PILOs and how to disseminate and use the results for improvement have been finalised and will be adopted. For example, the honours project of the students will be used to evaluate their ability to consolidate the knowledge acquired in the programme.

Master of Education (MEd) Programme Evaluation Questionnaire

Apart from questions related to programme curriculum, teaching and learning support, the MEd Programme Evaluation Questionnaire includes questions for students to evaluate whether the programme has developed the generic skills of the students listed under the GILOs and PILOs.

From the results obtained in 2015/2016, MEd students generally agreed that the learning experience at the programme had helped them to develop all of the four PILOs and nine GILOs as defined by the University.

GILOs—MEd students generally agreed that the learning experience at the programme has helped them to develop the nine generic skills and attributes, that is, the GILOs as defined by the University. Amongst all items, *critical thinking skills* was rated the highest by the respondents.

PILOs—Approximately 75% of respondents rated *agree* and *strongly agree* on the following two PILOs:

- Advanced my knowledge and understanding in my chosen area of focus;
- Enabled me to review educational research critically and to conduct educational inquiries independently.

Apart from the positive feedback on the PILOs and GILOs, the overall rating given to the MEd programme was also encouraging. The majority of the students rated the programme as *Good*, *Very Good*, and *Excellent*. The students also agreed that the MEd programme had met their needs or expectations.

Institutional Research on Graduates (IRG) Surveys for Research Postgraduate (RPg) and Doctor of Education (EdD) Programmes

Additional sets of IRG surveys for graduates of the RPg and EdD programmes were developed for implementation in June 2015. The RPg programmes focus on the development of the research competencies of the students, whereas the EdD programme targets the development of their professional competencies. The IRG surveys for these programmes emphasise the evaluation of the research/ professional competencies of the graduates, rather than their teaching competencies. Both surveys have included questions to evaluate whether the programmes have developed the generic skills of the students listed under the GILOs and PILOs in meeting their work requirements after graduation.

IRG Survey for RPg Graduates

(i)   Research competencies (including PILOs)

(ii)   Core competencies (including GILOs)

(iii)   Further comments

(iv)   Personal information

IRG Survey for EdD Graduates

(i)   Professional competencies (including PILOs)

(ii)   Core competencies (including GILOs)

(iii)   Further comments

(iv)   Personal information

Rubrics for Assessment

Bachelor of Music in Education (BME)

Teaching and learning with clear rubrics for assessment and feedback help the teachers and students to ensure a high quality of knowledge transfer. The BME courses adopt a holistic approach by using the summative and formative assessments to generate feedback for on-going review and fine-tuning of the teaching and learning process when necessary.

Given the range of diverse subjects and a mixture of practice-based and knowledge-based materials, the courses have to be comprehensive and creative in the assessment design.

We use the following summative and formative assessments to evaluate the performance of the students:

1	Assessment methods that include evidence (qualitative or quantitative)	Qualitative or quantitative evidence: ■ Rubrics in the assessment items ■ Course (Internship I and II) Evaluations and Programme Evaluation
2	Assessments that are developmental, such that students and others can observe progress towards valued outcomes	■ e-Portfolios ■ Project/group presentation ■ Peer assessment
3	Using assessment results to improve teaching, learning and the curriculum	■ Grade distribution in an assessment item ■ GPA distribution in the programme ■ Students feedback from the SET/ Programme Evaluation

Bachelor of Social Science Education (Honours) in Greater China Studies [BSocScEd(GCS)] and Master of Public Policy and Governance [MPPG]

The Department of Asian and Policy Studies (APS) places high importance on consistency in grading as well as individualised assessment practices when assessing students' performance. Course instructors develop assessment rubrics for their assigned courses by adapting the general grade descriptors. These assessment rubrics are tailor-made for different types of assessments, including presentations, essays as well as capstone projects. These assessment rubrics are placed on Moodle to give students a clear idea of what is expected of them in each assignment. In addition, the written assessments of all courses are double marked following the departmental guidelines on double marking as set out in the Departmental QA Handbook to ensure consistent assessment standards within the APS.

BSocScEd(GCS) Assessment Rubrics
https://www.eduhk.hk/aps/wp-content/uploads/2016/06/BGCS-assessment-rubrics.pdf

MPPG Project Presentation Grading Rubrics
https://www.eduhk.hk/aps/wp-content/uploads/2016/06/Grading-rubrics_MPPG-ProjectPresentation.pdf

MPPG Assessment Rubrics
https://www.eduhk.hk/aps/wp-content/uploads/2016/06/Rubric.pdf

FE Assessment and Moderation

Programme Assembly on Demonstration of Classroom Teaching

The BEd(CL) programme is a cross-sectoral programme. Students are required to conduct cross-sectoral block practices (BPs) in primary and secondary schools. All students are assigned a focus of study when conducting field experience in primary and secondary schools for the first and second BPs accordingly.

The experience of teaching in primary schools is different from in in secondary schools given different academic levels. . The programme had arranged various kinds of Programme Assembly sessions on Demonstration of Classroom Teaching（中文科示範教學）in the 2014/2015 and 2015/2016 academic years to enhance the ability of the students to transfer the skills gained in their teaching experience from the first BP to the second BP.

Ms. Cheng Lai-kuen, Vice Principal of the F.D.B.W.A. Chow Chin Yau School and an awardee of the Chief Executive's Award for Teaching Excellence, was invited to teach a group of primary students of The Education University of Hong Kong Jockey Club Primary School. During the sharing session, Ms Cheng shared her teaching experiences and good practices with the students.

Two BEd(CL) student teachers with excellent FE performance (one in primary school and another in secondary school) were invited to teach a lesson during the Programme Assembly（同儕示範教學）. The FE supervisors of the students were also invited to give comments and share their observations, experiences and good practices of the student teachers with the participants.

By attending the Programme Assembly and interacting with the guest speakers, student teachers and their FE supervisors, students are equipped with an in-depth understanding of the FE and able to prepare better for their BP in schools.

Evaluation of Formative Assessment and Staff–Student Consultative Meeting (SSCM)

The evaluation of FE is conducted via the SET questionnaire. Areas related to the practicality, design and implementation of FE, as well as the support of placement schools, the guidance of mentor teachers and the supervisors from the university are addressed to ensure that FE is practical and useful for the future career development of students. The mean score of the SET in 2014/2015 was particularly high in areas related to FE's broadening the understanding of teaching in schools and enhancing the professional development of students.

The SSCM was held by the end of Semester 2 of the academic year to provide opportunities for students to express their views and opinions concerning the difficulties they have encountered during the FE and discuss these with the programme leader and the FE coordinator for suggestions for improvement and further development. In the 2015/2016 SSCM, the students commented that the arrangement of FE was practical and useful; they hoped that there could be more overseas choices available. The possibility of involving more partners from different countries in future will be explored with the help of the International Office of the University.

Field Experience (FE)

FE is regarded as one of the most important learning components of the Bachelor of Education (Honours) (Physical Education) [BEd(PE)] programme. Students are placed in schools to practice and apply what they have learned in the courses. As a quality assurance mechanism, a standardisation meeting is arranged for all supervisors to systematise the criteria of supervision to ensure equity of standards among FE supervisors. Supervisors are also encouraged to pair up and conduct peer supervision visits for moderation. The e-Portfolio is used to track the teaching and learning development of the students during the FE period. The secondary supervisor may visit to help students whose teaching performance is unsatisfactory. Pastoral care and the standardisation of FE assessments are provided for students. The details of the aims and objectives of the programme as well as the intended learning results can be found at https://www.eduhk.hk/flass_prog/view. php?secid=5375.

▲ Case reflection

▲ Standardisation of teaching performance for FE

▼ Laboratory activities

Peer Assessment, Self-Assessment and Formative Assessment

Bachelor of Education (Honours) (English Language) [BEd(EL)]

In the BEd(EL) course *Introduction to Linguistics*, students are asked to write book chapters in groups for a Wikibook project. The students are required to read all the Wikibook chapters written by their classmates and write comments online. When writing the comments, the students need to address the following:

- What they have learned from reading the chapter, and what they have found to be most interesting/beneficial.
- What they think could be improved, or what other areas of content or sub-topics they think could be included in the chapter.
- Rate the chapter on a scale of 1 to 5 (1 = low quality, 5 = high quality).

The students need to revise and finalise the Wikibook chapters based on the comments from their peers and deliver a peer teaching session about their Wikibook chapters in the form of a mini-lecture.

In this manner, the peer assessment is used as a form of formative assessment. Positive comments have been received from students, such as 'Making comments is useful because we may forget some parts if we don't make this kind of comment every week. When we make the comments, at least we will remember this and that and we can review what we have learnt'.

The students have to mutually engage in open discussions via a Wikibook page which allows peer editing and peer commenting, something that a conventional classroom setting does not usually offer. The students may participate actively in the knowledge construction process by exchanging ideas, having social interactions and collaborating through online technologies. The responsibility and autonomy of the students can also be enhanced through peer assessments.

Research based on the Wikibook project shows that the assignment takes advantage of the Web 2.0 technology and provides students with opportunities to experience social and experiential learning, in which they learn to respect and tolerate their group members. Finally, the students develop self-confidence and self-assertion. For more details, please refer to the following published article:

Wang, L. (2016). Employing Wikibook project in a linguistics course to promote peer teaching and learning. *Education and Information Technologies*, *21*(2), 453–470.

Bachelor of Education (Honours) (History) [BEd(HIST)]

All BEd(HIST) staff members are encouraged to use Moodle and Mahara in their courses to better facilitate methods of peer assessment, self-assessment and formative assessment. To this end, colleagues are encouraged to acquire more IT knowledge by attending workshops organised by the Centre for Learning, Teaching and Technology (LTTC). These workshops help staff understand how to use Mahara and Moodle to facilitate different methods of peer assessment, self-assessment and formative assessment in their courses. At present, these forms of assessment are used to evaluate student e-Portfolios, particularly reflective writing on courses on Mahara or for assignments on Moodle and Turnitin. In terms of self-assessment, students are required to update their e-Portfolios in Mahara where they have the opportunity to reflect on their specific learning experience. Formative assessment constitutes an integral part of the assessment practices adopted in all BEd(HIST) courses. Discussions, debates and Q&A sessions form the important elements of all regular history classes, which provide students with the opportunity to discuss, clarify and explore some ideas presented in the lectures in more detail.

One of the most well-known forms of peer assessment used on BEd(HIST) courses is student group presentations. For example, in the Year 1 foundation courses *HIS1003—Introduction to Historical Ideas and Practices* and *HIS1004—Life in the Ancient World*, all students are required to participate in one group presentation as part of their formal assessment. Presentation topics are chosen during teacher-student consultation sessions. Individual groups are required to provide constructive feedback to each other. Grades for group presentations are assigned not only on the basis of effectiveness, that is, clarity, coherence and structure, but also on the ability to provide critical feedback to each other. These methods of peer assessment provide opportunities for BEd(HIST) students to learn from one another, more easily identify areas of improvement and engage in collaborative learning to achieve the CILOs.

▲ Booklets distributed to the students for peer group evaluation
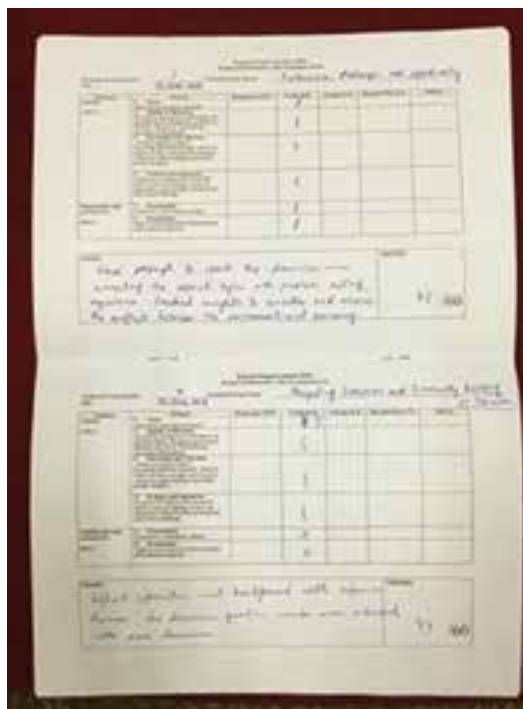
▲ Insightful comments offered by the peer groups

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Master of Arts in Teaching English to Speakers of Other Languages [MATESOL]

All three forms of assessments, namely, peer assessment, self-assessment and formative assessment, are used in the MATESOL courses. A contextualised example of the course *ENG6237—English in the Global Context* is presented as follows:

● Formative assessment and self-assessment are used in the first major assignment Language Biography (20% of the overall assessment). Inviting students to reflect on their English language learning journey is one way to raise their awareness of various lexico-grammatical norms expected from Standard English (SE) or English for Academic Purposes (EAP). This awareness helps students understand whether it is ethical for all non-native learners of English (as a second or foreign language) to be assessed according to the norms of SE or EAP.

● Peer assessment is solicited and sent to all group presentations. A peer evaluation form with criteria and ratings is provided to students to conduct peer assessment. Items ranging from the content and structure of the presentation to the performance and use of visual aids of the presenter are assessed by peers. Their feedback and suggestions for improvement are relayed back to the group concerned via the lecturer to ensure improvement.

VoE Seminar – Presentations on Varieties of English around the World
Peer Evaluation Form
(Criteria and Ratings)

Presenters' topic: Bollywood: English in India	Evaluator: Prof. David C.S. Li (Lecturer)	Date: 2016-3-19

Ratings: 1 = Unsatisfactory   2 = Satisfactory   3 = Good   4 = Very Good   5 = Outstanding

Items	Ratings (please check)				
Content					
1. Usefulness / Relevance	1	2	3	**4**	5
2. Clarity	1	2	**3**	4	5
3. Stimulating interest	1	2	3	**4**	5
Structure					
4. Overall organization	1	2	**3**	4	5
5. Introduction	1	2	**3**	4	5
6. Body	1	2	3	**4**	5
7. Closure	1	**2**	3	4	5
Presenter					
8. Enthusiasm	1	2	3	4	**5**
9. Confidence	1	2	3	**4**	5
10. Communication skills					
● Voice	1	2	3	4	**5**
● Eye contact	1	**2**	3	4	5
● Body language	1	**2**	3	4	5
● Keeping attention	1	2	3	**4**	5
11. Time control	1	2	**3**	4	5
12. Pace	1	**2**	3	4	5
Visual aids					
13. Enhancing messages being presented	1	2	3	**4**	5
14. Effective use of keyboards	1	2	3	**4**	5
15. Legibility (font size)	1	2	3	**4**	5
16. Organization	1	2	**3**	4	5

Bachelor of Arts (Education for Sustainability) [BA(EfS)]

The Regional Summer Institute is organised by the Department of Science and Environmental Studies as a credit-bearing course of the BA(EfS) programme. This year, the seminar was conducted in Taipei City. Lectures, field visits and student-led discussions were organised to strengthen understanding of local environmental issues, such as municipal waste management and biodiversity conservation. For example, students were required to conduct a research project in the city, which included collecting first-hand data and submitting a written report as formative assessment. Peer group evaluation was introduced this year during the student-led discussions to further enhance the quality of discussion. Peer group evaluation has significantly enhanced the participation of the students in discussions, yielding fruitful learning outcomes and enabling students to have an in-depth grasp of the dilemma of sustainable development among students.

▶ Interactive student-led discussions

Some of the testimonials from the reports on the group-led discussions submitted by the students are presented as follows:

'…In the discussion, we noted that most of the students agree that nuclear energy is more sustainable and feasible than fossil fuel and renewable energy in Hong Kong. However, they are most concerned about safety. They feared that nuclear accidents, such as Japan nuclear leakage and Chernobyl Disaster, would happen in Hong Kong or in Daya Bay one day. Therefore, they resisted building a nuclear power plant in Hong Kong, and preferred using nuclear power by foreign purchase. It is found that most students think that it is good to use nuclear power as long as it does not affect their personal safety. So, they have the mentality of "Not in my backyard", which carries a pejorative overtone for any new development that is close to them…'

'…In our discussion, not only did we introduce the background of the policy, Environmental Education Act, of Taiwan, but also examined the feasibility of such a policy in Hong Kong. We understood there are many differences between Taiwan and Hong Kong, such as geographical factors, funds, the needs of different social groups, etc. Among our discussion questions, there was a warm-up question on audience's prior experiences. Then we started to introduce the situation of Taiwan since we wanted the audience to have a basic understanding of Hong Kong before they gave further suggestions based on the example of Taiwan…'

'…After introducing the Agriculture, Fisheries and Conservation Department (AFCD) to students, we asked them to comment on the AFCD's approach towards biodiversity conservation. They queried the implementation of law enforcement by the AFCD. They used the example of the Sham Wan Restricted Area which was frequently used as an illegal entrance to the beach at Sham Wan. However, the staff of AFCD did not prosecute those offences…We agreed that there are several problems of AFCD in law enforcement. They tend to persuade people to leave the restricted area instead of prosecuting offences. Persuasion is not an effective method to caution people against illegal entrance…'

▼ Students experiencing the aboriginal hunting techniques in Wulai

▲ Students joining an eco-tour in Yilan to watch dolphins

The peer group reviews generated vigorous and fruitful discussions among students, leading to the achievement of several CILOs, such as examining major environmental challenges and raising awareness towards the policy response strategies that the Asian societies have adopted.

▲ Students attending lectures on various local environmental issues at National Chengchi University

Student Evaluation of Teaching (SET)

In the Faculty of Humanities, student feedback is usually collected through a number of formal and informal channels, such as SSCMs, Annual Programme Evaluations, SET, mid-course evaluation, end-of-course evaluation, and informal meetings with the course lecturers and/or the programme management team. Student representatives of the Faculty Board and members of the Student Association also offer their feedback on academic-related matters. Programme Committees and Academic Departments use a feedback record sheet to keep track of the feedback data received. Feedback data is included on the agenda of the meetings chaired by the Faculty Learning and Teaching Committee and the Departmental Learning and Teaching Committee.

Follow-up actions are considered on an annual basis. This quality assurance process ensures systematic mechanisms to close the feedback loop.

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

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

Dr. Fok Ping-kwan 霍秉坤博士 *and Dr. Lau Chun-kwok* 劉振國博士, *Department of Curriculum and Instruction (C&I)*

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

Dr. Lam Bick-har 林碧霞博士,
Department of Curriculum and Instruction (C&I)

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

Centre for Learning, Teaching and Technology (LTTC)

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.

Department of Social Sciences (SSC)

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

Intellectual
Intellectual Capacity

Physical
Health Maintenance
Physical Fitness

Professional
Career Preparation
Leadership

Psychological
Emotional Health
Self Appreciation

Social
Civic Responsibility
Community Care
Cultural Engagement
Family Relationship
Peer Relationship

Spiritual
Art Appreciation
Moral Commitment
Spiritual Quest

Whole Person Development Inventory (WPDI)

▲ 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 Langauge 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
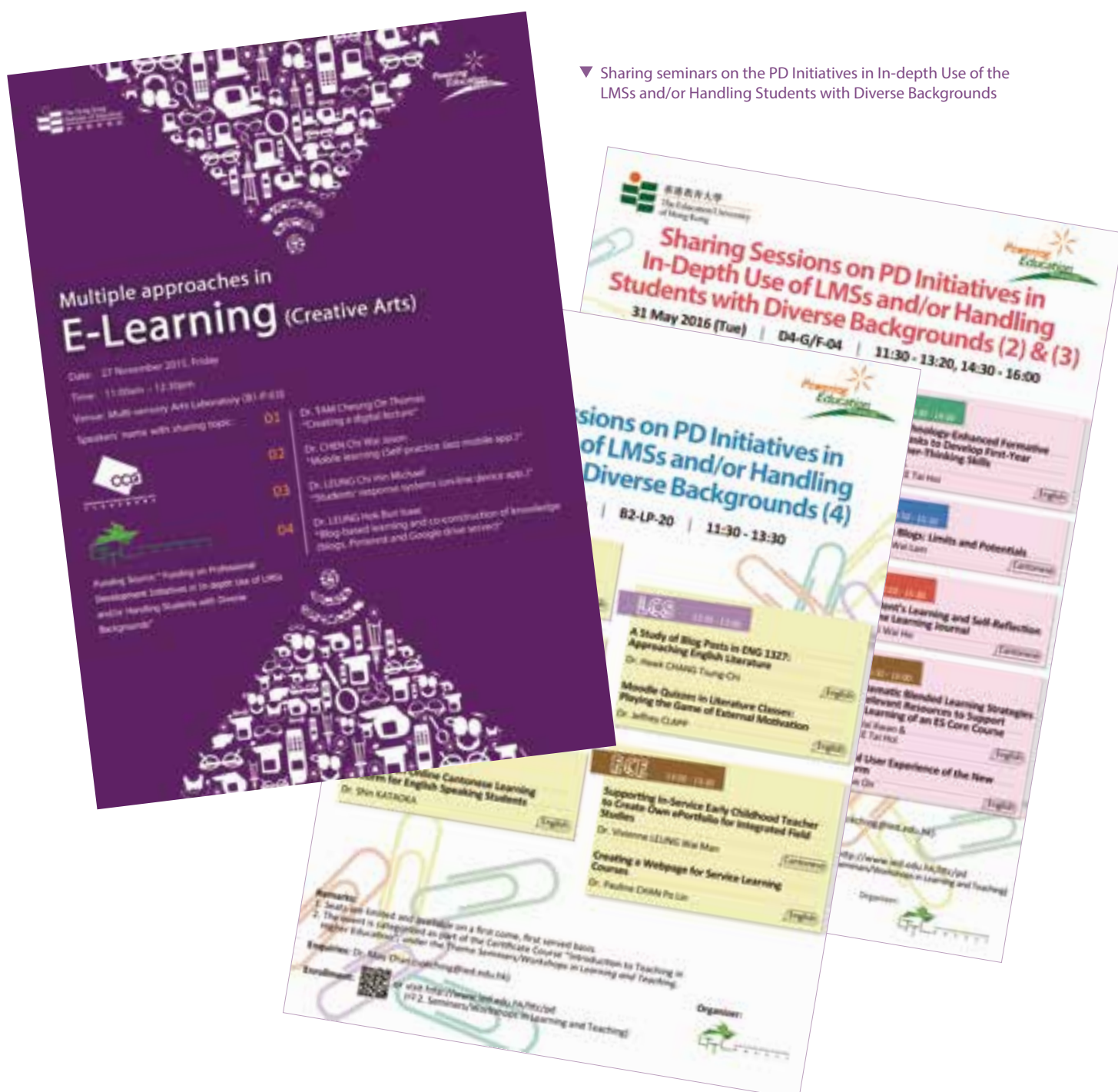
Use of Moodle Quiz to Facilitate In-Depth Learning

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://vblc.eduhk.hk/vblc/).

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

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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

Use of Tablet PCs and Cloud Technology

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
鄭志強博士,
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

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

Dr. Ko Yue-on James
高裕安博士,
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 pf 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

Acknowledgements

EdUHK Learning and Teaching Newsletter

ISSUE 4 – October 2016

Contact us: ✉ ltnews@eduhk.hk

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