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.

Editorial Board
October 2016

Editorial Board

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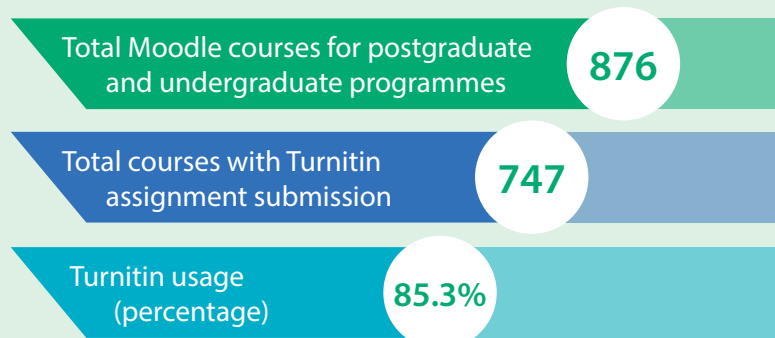
EdUHK has been continuously conducting research related to student learning. The following is a selected list of research outputs and projects on assessing student learning in recent two years:

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 張崇旗博士)

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**