

Best Practices Visit  
Hong Kong, December 17-22, 2018

Date and time: December 17, 2018, 2.15 pm

Venue: Central Teaching Building, Block E6, Room 3114, University of Macau

People present:

From CHRIST: Prof Johny Joseph, Dr Sweta Mukherjee, Dr Suparna M Kar

From University of Macau: E-Learning Officer at the Centre for Teaching and Learning Enhancement, Dr Christopher Fulton, Ms Edith Mak

Agenda:

1. Presentation and introduction of CTLE:
  - a. CTLE's role at UM
  - b. Main activities of CTLE at UM
2. Discussion of professional development activities higher education institutions in Asia
3. Tour of CTLE facilities

Minutes:

1. Presentation and introduction of CTLE:

Prof Chris Fulton shared a presentation on the history and background of CTLE at the the University of Macau.

- a. CTLE's role at UM

CTLE works on the area of professional development for faculty at UM. It has some full time staff and academic staff advisors who meet 3-4 times each semester.

- b. Main activities of CTLE at UM

They organize at least 9 activities per semester, 4 seminars, 4 workshops, 1 FDP, training workshops for Teaching Assistants (TA). TAs have to attend at least 6 workshops before they are allowed to teach. They also organise conversations over lunch. One of the takeaways from the interaction was the importance of capacity building and regular feedback in the teaching and learning process. More details are available at: <https://ctle.um.edu.mo/>

2. Discussion of professional development activities in higher education institutions in Asia. These activities organised by CTLE are linked to promotions. They help build a Faculty Learning Community.

CTLE shared their course feedback review format and the mid term survey report.

3. Tour of CTLE facilities: Dr Fulton gave a tour of the facilities at CTLE such as their learning centres, laboratories and other resources. The team was also given a tour of the UM campus by a student volunteer.

**Day 2 and Day 3 Co-Constructing Excellence: Recognising, Scaffolding and Building Excellence in University Learning and Teaching**  
International Conference at University of Hong Kong, December 18-19, 2018

The program schedule for the Conference is available at:

<https://www.cetl.hku.hk/conf2018/programme/>

The two day conference on co constructing excellence provided important insights on various aspects of teaching and learning. The outcomes of the conference for CHRIST have been documented here. The outcomes have been divided thematically.

### **1.Co constructing excellence:**

#### **Students**

- Students as partners or co-constructors of the teaching/learning and assessment processes
- Students need to be involved in the curriculum design process, this could be done through the student council and initiatives such as presence of alumni on boards of studies
- Students as partners, community as partners, as co educators. Students could be sent out to the community to build relationships to reach out to the community. We already have a service learning program, rethinking ways in which service learning can be used to reach out to the community could help in building relationships with the community
- Focus on student experience. UNSW has worked on a controversial banding system for faculty

#### **Faculty:**

- Identify alternative tracks for promotions to incorporate various roles and functions
- Some universities have adopted models with three tracks:
  - Teaching track: Faculty who primarily teach
  - Research track: Faculty who primarily do research
  - Balanced track: Faculty who teach and do research

### **2. Rethinking Linguistics of our discourses**

As a university, CHRIST needs to review the use of terminologies as these seem to significantly impact the perception that the academic community has about several practices as CHRIST. Some suggestions could be

- re-thinking student evaluation of faculty as student feedback
- Reviewing peer evaluation
- Re-thinking the use of the term training and using terms such as faculty enhancement
- Understanding the notion of excellence in teaching and learning as an evolving notion and not as an end to itself and therefore defining excellence in our context

Though these might seem to be minor changes, this could have an impact on both faculty and student commitment to achieving excellence in teaching and learning.

### **3. Integrating students, industry and community with academia**

- Industry and academia collaboration where the industry, the community and academia need to work together. This would imply that we look at our internship programs and strengthen them. The industry involvement also becomes a part of our assessment.

### **4. Strengthening student feedback processes**

- Need to re work student evaluation of faculty form. Redesign the form and the feedback parameters.
- Develop a feedback process for mid term/early course feedback. Review the processes being currently adopted.
- Consider possibilities of real time feedback by developing feedback mechanisms, parameters, rubrics with the students. We can consider this possibility for projects or assignments
- Introducing student feedback literacy so that students learn about the following:
  - How to take feedback
  - How to give feedback
- Focus on capturing data on student experiences, either through the student council or through exit interviews

### **5. Classroom Design:**

- One of the significant discussions in the conference was to rethink classroom spaces, classroom design forms a significant component of the teaching/learning process
- making classroom spaces more interactive,
- using graffiti walls or other forms of creative spaces with in the classroom for comments, feedbacks and suggestions

- negotiating teacher roles in the learning process

These are important aspects of the teaching/learning process. Within the context of CHRIST this idea can be worked with within the constraints of space and time

## **6. Feedback processes**

- Feedback feeds into the learning process
- Importance of timely constructive feedback

**Day 4:** December 20, 2018

**Date and time:** December 20, 2018, 10 am

**Venue:** Wing Lung Bank Building for Business Studies, Hong Kong

### **People present:**

From CHRIST: Prof Johny Joseph, Dr Sweta Mukherjee, Dr Suparna M Kar

From Office of Student Affairs, Hong Kong Baptist University: Wendy Cheung, Chloe Li

**Agenda:** Discussion on Whole Person Development Inventory

### **Minutes:**

The discussion focussed on the process adopted in the evolution of the Whole Person Development Inventory at HKBU as well as the philosophy behind it. More details are available at: <https://sa.hkbu.edu.hk/cdc/wpdi/>

The team also spoke of how the inventory is administered at regular intervals with the first round upon admission to the University being compulsory and all other subsequent rounds being optional. This has generated a large body of data for them which has been used in their research work. This data is also shared with the different Deaneries so that they can act upon it in the way in which they offer their programs and their areas of focus which could then be tailored to suit the needs of the cohort. A similar undertaking could be taken up at CHRIST to review the efficacy of the HED program and to assess the gains from the various activities that the students engage with. The University could put together a team to work on evolving a tool to assess the personal, interpersonal and societal skills of students as well as the skills that would be required to seek employment.

**Date and time:** December 20, 2018, 11.15 am

**Venue:** Chung Chi College Administration Building, the Chinese University of Hong Kong, Hong Kong

### **People present:**

From CHRIST: Prof Johny Joseph, Dr Sweta Mukherjee, Dr Suparna M Kar

From United Board for Christian Higher Education in Asia: Ricky Cheng, Cynthia Yuen, Vivica

**Agenda:**

Discussion on:

- Overview of work being done by TLC
- Funding opportunities for research work

**Minutes:**

Discussion on:

- Overview of work being done by TLC. The team discussed the initiatives that have been undertaken by them at CHRIST over the past three years,, such as their work on guidelines for the University as well as the reviews and programs for capacity building for Faculty members through workshops and training sessions
- Funding opportunities for research work. The discussion touched upon possible project ideas for the team and areas that need to be worked on in the future such as applications for grants like the Bamboo Grant (<https://unitedboard.org/grant-guidelines/apply-for-a-grant/bamboo-grants-program/>) by March 2019 and for larger conferences over the next few years. More grant details are available at <https://unitedboard.org/grant-guidelines/apply-for-a-grant/project-grants/>

**Date and time:** December 20, 2018, 3pm

**Venue:** Common Core Office, Main Building, University Hong Kong

**People present:**

From CHRIST: Prof Johny Joseph, Dr Sweta Mukherjee, Dr Suparna M Kar

From Common Core Office: Dr Gray Kochhar-Lindgren, Dr Nicol Pan

**Agenda:**

Discussion on

- Common Core
- Teaching learning practices

**Minutes:**

Discussion on

- Common Core. Professor Gray and Prof Nicol gave an overview of the common core program at UHK as they traces its emergence through policy changed and shifts in focus. The four areas that the 160 plus courses are offered from are Humanities and Social Sciences, Science and Technology, China, and Global Issues. Each student at UHK would have to take up 6 courses, with at least one from each group. The students could also use the common core subjects as a Minor and take courses across groups on the same theme. Departments submit applications to the Common Core Office when they want to offer a new course. These courses have to be interdisciplinary and would have to be approved of by the team. Time for these classes has been set apart on Wednesday and Saturday.

This is very similar to the Open Electives offered by the Main Campus and opens up some area for thought:

- Can the open electives at CHRIST be included in the regular time tables in a similar fashion?
- How do we bring in greater interdisciplinarity in our courses?
- Should we consider a central reviewing body that could undertake random reviews of the courses on offer? They could also maintain the data for these courses with respect to things like enrollment rates, completion rates, student experience information
- Would it be possible to make these courses part of regular workload for faculty which would mean that students would not have to pay extra for the courses and faculty members would not have to be paid for these courses. Would that work for courses with external experts?
- The course details should be reviewed regularly
- More details about the Common Core and their resources are available at: <https://tl.hku.hk/staff/support-for-cc-teachers/>
- Teaching learning practices: the Common Core team shared details about the structure that they expect from faculty who design courses. This is similar to the framework being followed at CHRIST. They also spoke of the feedback and experience surveys and how they reflect upon the course reviews. The Common Core team is also working on creating a digital repository for all the projects that the students create so that future generations of learners would be able to have access to these resources.

## **OVERALL SUGGESTIONS:**

### **Suggestions for TLC:**

As members of TLC the conference was extremely for us. we have divided our outcomes into 2 broad areas:

#### **Research**

- We would be focussing on documenting and writing our work related to the review process that we have undertaken w.r.t. course plan
- A conceptual paper on curriculum design
- Identify workplace competencies (study conducted at the Singapore Institute of Technology)
- Study on pedagogy: flipped classroom, digital and traditional methods, longitudinal or cross sectional studies
- Use of MOOCs in the classroom to supplement the teaching learning process (case study)

- Use of blended learning in the Indian context (case study)

### **Future initiatives:**

Workshops for students:

- Bloom's taxonomy
- How to give and understand feedback, Workshop of feedback literacy for students to help understand feedback
- Training students in providing peer feedback

Workshops for faculty:

- Mapping of GAs with PILOs and CILOs
- Focussed group workshops for faculty on giving constructive feedback
- Workshop for faculty based on the guidelines for curriculum development

### **Suggestions for the University:**

- Connect University philosophy with the fourth industrial revolution
- Review University Policy on Intellectual Property Rights and how we protect our data
- Review student feedback processes...shift from emphasis on faculty evaluation to student review of course, course plan, pedagogy and evaluation. Consider student experience interviews
- Review peer evaluation, consider constituting peer reviews instead (would involve training and demand sensitisation)
  - Restructuring the faculty peer evaluation forms to look at various practices by our peers
  - We could consider developing feedback uptake workshops for faculty to understand feedback provided to them
  - We could also consider developing a team and training faculty to provide peer feedback. Classroom observations by peers could significantly contribute to providing constructive feedback. However, in our current context we may to have tread this path with extreme caution as we also need to understand the vast diversity in our faculty population. Hence this idea could be a long term proposition
- Design workshops on campus culture and the language that we use
- Strengthen internationalisation: Student University ambassadors who would have to address schools, colleges in their home countries. Constitute systems to sustain these processes
- Reworking HED, this needs to be looked at by the team working on HED, tracing students' emotional growth, whole person development, working towards

developing a scale for the same, conducting a longitudinal study on the impact of HED on the student community.

- Consider increase in interdisciplinarity in the open electives and student experience reviews for the same
- Digital repositories across disciplines for student projects which could then be made available
- Work on social media: have a student team work with a faculty facilitator/ advisory team to maintain one media interface ..build an identity for the University as a whole and showcase it
- Videos/CCD: involve student partners to film videos for flipped classrooms. Use gamification

### **Suggestions for Departments:**

- Sociology and Social Work: paper on Margins under the purview of student faculty partnerships in the International Journal for Students as Partners (resources available at [www.mickhealey.co.uk](http://www.mickhealey.co.uk))
- SLCU, Sociology and Social Work, Education, Commerce, Management, Psychology, engineering: experiential learning with regular days dedicated for work with organization's that the department's have MOUs with. Consider offering Service Learning in this format
- Department of Economics and Commerce can look up resources available at the Centre for Teaching Excellence at the Singapore Management University for online learning tool/s developed by Yuanto Kusnadi (<https://apps.cte.smu.edu.sg/external-financing/> )
- Explore offering SPOCs through FutureLearn (<https://www.futurelearn.com>). Has been adopted by HKBU. Has helped in the way faculty structure their courses. Contact Lisa Law and/or Andy Chan for details.
- Use of e-portfolios to maintain documents and offer feedback
- Refer to resources available at the Centre for the Integration of Research, Teaching, and Learning (CIRTL Network: <https://www.cirtl.net> ). These resources are mainly for the STEM disciplines but would be useful for other disciplines too