International Conference

CO-CONSTRUCTING EXCELLENCE

Recognising, Scaffolding and Building Excellence in University Learning and Teaching

17-19 December 2018
The University of Hong Kong
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Welcome Message from the Vice-President and Pro-Vice-Chancellor (Teaching and Learning)

It is my great pleasure to welcome you to the International Conference - Co-Constructing Excellence: Recognising, Scaffolding and Building Excellence in University Learning and Teaching, hosted by the Centre for the Enhancement of Teaching and Learning at the University of Hong Kong. This is our third international conference on teaching and learning themes, following the inaugural one on “Enhancing Learning Experiences in Higher Education” in 2010 and the second one on “Assessment for Learning in Higher Education” in 2015.

This year, the conference theme is Co-Constructing Excellence, which conveys our desire to bring different stakeholders together in a journey of exploring and building consensus around excellence in university learning and teaching. With this in mind, we have gathered keynote speakers, presenters, and participants from Hong Kong, Asia, and beyond to share their perspectives and experiences. We have also created rich opportunities for productive dialogue between students, academics, academic developers, and administrators through oral presentations, poster presentations, join-the-conversation sessions, panel discussions, and social networking activities. With these passionate contributors and a wide range of vibrant activities, I am confident that there will be fruitful outcomes that will deepen our understanding of the topic and enable us jointly to make progress towards a better teaching and learning environment in higher education.

I would like to thank the keynote speakers, presenters, session chairs, and participants for joining us in this exciting journey of co-constructing excellence. I would also like to thank the dedicated colleagues in the organising committee and units across campus, who have made every effort to ensure that you have a pleasant and rewarding experience.

Finally, I wish the conference a great success and hope that all of you will enjoy a stimulating and fruitful time during these two days at the University of Hong Kong.

Professor Ian Holliday
Vice-President and Pro-Vice-Chancellor (Teaching and Learning)
The University of Hong Kong
Welcome Message from the Director of CETL

I am delighted to welcome all of you to this international conference: *Co-Constructing Excellence: Recognising, Scaffolding and Building Excellence in University Learning and Teaching*, hosted by the Centre for the Enhancement of Teaching and Learning at the University of Hong Kong.

This conference is taking place at a very opportune time, amid increasing discussions around the notion of excellence in university learning and teaching. Globally, universities are grappling with the challenge of promoting ‘quality’ learning and teaching, sometimes without a strong sense of what ‘quality’ in learning and teaching might actually look like - beyond the assumption that it paves the ways for enhanced student learning, that is. Various frameworks for measuring teaching excellence have been proposed, such as the Teaching Excellence Framework in the UK and the Teaching Indicators Framework proposed by the U21 network, and some have suggested that such frameworks could pave the way for a stronger culture of recognising and rewarding excellence in higher education.

Acknowledging the multifaceted and contested nature of ‘teaching excellence’, we hope that this conference can provide a platform for constructive dialogue among multiple stakeholders, including students, academics, curriculum leaders, educational developers and university management, on issues relating to how we define and measure ‘teaching excellence’, and how we set about building, recognising and reinforcing a culture of teaching excellence in our institutions.

As we embark on this journey of co-constructing excellence, I am looking forward to an engaging, stimulating and multi-perspective conference that it will provide a fruitful and memorable experience for all who take part.

**Professor Grahame Bilbow**

Director
Centre for the Enhancement of Teaching and Learning
The University of Hong Kong
Welcome Message from the Conference Chairperson

On behalf of the Conference Organising Committee, I warmly welcome all of you to our international conference entitled Co-Constructing Excellence: Recognising, Scaffolding and Building Excellence in University Learning and Teaching held at the University of Hong Kong (HKU).

The theme of the conference, Co-Constructing Excellence, nicely reflects our core belief about learning and teaching. At HKU, we have taken a variety of initiatives to facilitate the co-construction of excellence in learning and teaching. One example is the community of practice that we have been cultivating, which serves as a safe platform for teachers to share, discuss and explore effective pedagogical approaches and classroom practices. The community of practice has several ‘signature’ activities, of which, the ‘join-the-conversation’ events are most popular. We have also included them in our conference programme.

We have been trying to incorporate as far as possible the belief of Co-Constructing Excellence in the conference programme. The four keynote speakers will talk about co-constructing excellence from different yet complementary perspectives, which taken together will provide a comprehensive picture of the matter. We have also assembled a student panel that will discuss notions and experiences of excellence in teaching and learning. All these voices will be brought together through a larger panel discussion, which we hope will generate exciting outcomes such as critical and reflective ideas on recognising, scaffolding, and building excellence in teaching and learning.

Furthermore, our belief of Co-Constructing Excellence seems to resonate with colleagues and friends from all over the world. We have received many high-quality submissions that have showcased the co-construction of excellence undertaken by various stakeholders that have formed partnership, for example, students and teachers, teachers from different disciplines, teachers and educational developers, and teachers and administrators.

With all these meaningful elements incorporated, I hope that you will all have a collaborative and co-constructing experience in this conference. Finally, I should like to take this opportunity to thank the members of the organising committee, the staff members in our Centre and other units, authors, presenters, participants, and peer reviewers for their valuable contributions that have made this conference possible.

Dr. Tracy Zou
Assistant Professor
Chairperson of the Conference Co-Constructing Excellence: Recognising, Scaffolding and Building Excellence in University Learning and Teaching
Centre for the Enhancement of Teaching and Learning
The University of Hong Kong
Organising Committee

Chairperson
Dr Tracy Zou
Assistant Professor
Centre for the Enhancement of Teaching and Learning

Programme Chair
Dr Lily Zeng
Assistant Professor
Centre for the Enhancement of Teaching and Learning

Conference Secretary
Mr. Thomas Lau
Centre for the Enhancement of Teaching and Learning

Members of Organising Committee

Prof Grahame Bilbow
Director, Centre for the Enhancement of Teaching and Learning

Dr Cecilia Chan
Head of Professional Development
Associate Professor
Centre for the Enhancement of Teaching and Learning

Dr Luke Fryer
Associate Professor
Centre for the Enhancement of Teaching and Learning

Prof Gray Kochhar-Lindgren
Director, Common Core

Ms Alice Lee
Associate Dean (Academic Affairs) and Associate Professor
Faculty of Law

Dr Miranda Legg
Director, Centre for Applied English Studies

Mr Mathew Pryor
Head of the Division of Landscape Architecture and Associate Professor (Teaching)
Faculty of Architecture

Prof Samson Tse
Associate Dean (Undergraduate Education)
Faculty of Social Sciences
Members of Review Committee

Dr. Janet Chan, The University of Hong Kong
Dr. Beatrice Chu, The Hong Kong University of Science and Technology
Dr. Ming Wai Chung, The University of Hong Kong
Mr. Gavin Coates, The University of Hong Kong
Dr. Shirley Fong, The University of Hong Kong
Dr. Shelen Ho, University of Reading Malaysia
Dr. Henk Huijser, Queensland University of Technology
Dr. Jisun Jung, The University of Hong Kong
Prof. Gray Kochhar-Lindgren, The University of Hong Kong
Dr. Peter Lau, The University of Hong Kong
Ms. Vicci Lau, The University of Hong Kong
Dr. Lisa Law, Hong Kong Baptist University
Ms. Alice Lee, The University of Hong Kong
Dr. Miranda Legg, The University of Hong Kong
Dr. Leon Lei, The University of Hong Kong
Prof. Gina Marchetti, The University of Hong Kong
Dr. Gavin Porter, Harvard University
Dr. Alyson Quinn, The University of Warwick
Dr. Michelle Raquel, The University of Hong Kong
Prof. Samson Tse, The University of Hong Kong
Dr. Clarence Wang, The University of Hong Kong
Dr. Shuang Wang, The University of Hong Kong
Dr. Lily Zeng, The University of Hong Kong
Dr. Tracy Zou, The University of Hong Kong
Conference Theme

Universities around the world are grappling with the challenge of establishing a learning and teaching culture that is built upon the notion of teaching excellence. The launch of the teaching excellence framework (TEF) in the UK; the drafting of position papers on teaching excellence on the part of the Universitas 21 (U21) Network; the growth in teaching excellence awards; the development of an ‘accreditation culture’ in universities: these are all evidence of the increasing importance accorded to teaching excellence – this, at a time when, in many universities, teaching and learning itself has to compete with a range of other priorities, most notably, research, for academics' time and attention.

Attempts to develop and promote high quality teaching and learning inevitably involve stakeholders at all levels of the university, from faculty members who teach in the classroom, to academic heads who lead and manage the culture, and senior management who are responsible for establishing policy direction and strategy. This conference will draw on wisdom from each of these constituencies, who, together, Co-Construct Excellence in university learning and teaching. The main aim of the conference will be to explore, and achieve some measure of consensus on, how we define and measure teaching excellence, and how we set about building, recognising and reinforcing a culture of teaching excellence in our institutions.
### Conference Programme - Day 0 - 17 Dec (Mon)

<table>
<thead>
<tr>
<th>Time</th>
<th>Programme</th>
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<tbody>
<tr>
<td>12:30 – 14:30</td>
<td>Pre-conference workshop – Rethinking Undergraduate and Taught Postgraduate Capstone Projects and Dissertations</td>
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*Location: Rm 321, Run Run Shaw Bldg, Main Campus*

### Conference Programme - Day 1 - 18 Dec (Tue)

<table>
<thead>
<tr>
<th>Time</th>
<th>Programme</th>
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<tbody>
<tr>
<td>08:30 – 09:00</td>
<td>Registration</td>
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<tr>
<td>09:00 – 09:10</td>
<td>Welcome - <em>Prof. Ian Holliday</em></td>
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<tr>
<td>09:10 – 09:25</td>
<td>Opening - <em>Prof. Grahame Bilbow</em></td>
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<tr>
<td>09:25 – 09:30</td>
<td>Group photo</td>
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| 09:30 – 10:45 | **Keynote Speech**  
  *Prof. Geoffrey Crisp* - *Educational transformation in a research intensive environment: Lessons from the University of New South Wales in Sydney* |
| 10:45 – 11:00 | Break                                                                    |
| 11:00 – 12:20 | Parallel oral presentations and join-the-conversation sessions            |
|              | (See p.15 for details)                                                   |
| 12:20 – 13:20 | Lunch                                                                    |
| 13:20 – 14:35 | **Keynote Speech**  
  *Prof. Rick Glofcheski* - *Co-constructing excellence: Persuasion, negotiation and engagement* |
| 14:35 – 15:55 | Parallel oral presentations and join-the-conversation sessions            |
|              | (See p.16 for details)                                                   |
| 15:55 – 16:10 | Break                                                                    |
| 16:10 – 17:10 | Student panel discussion                                                 |
| 17:15 – 17:45 | Speed-dating poster sessions                                             |
| 18:00 – 20:00 | Conference dinner (Hotel Jen)                                            |
### Conference Programme - Day 2 - 19 Dec (Wed)

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<tr>
<th>Time</th>
<th>Programme</th>
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<tbody>
<tr>
<td>08:45 – 09:00</td>
<td>Registration</td>
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<tr>
<td>09:00 – 10:15</td>
<td><strong>Keynote Speech</strong>&lt;br&gt;&lt;em&gt;Prof. Mick Healey - Co-constructing excellence in learning and teaching with students&lt;/em&gt;</td>
</tr>
<tr>
<td>10:15 – 11:30</td>
<td><strong>Keynote Speech</strong>&lt;br&gt;&lt;em&gt;Dr. Susan Bridges - Co-constructing excellence in curriculum design: What can the learning sciences contribute?&lt;/em&gt;</td>
</tr>
<tr>
<td>11:30 – 11:45</td>
<td><strong>Break</strong></td>
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<tr>
<td>11:45 – 12:45</td>
<td>Bringing all the voices together in the co-construction of excellence - keynotes + students&lt;br&gt;&lt;br&gt;<strong>Facilitator:</strong> Dr. Cecilia Chan</td>
</tr>
<tr>
<td>12:45 – 13:45</td>
<td><strong>Lunch</strong></td>
</tr>
<tr>
<td>13:45 – 15:05</td>
<td>Parallel oral presentations and join-the-conversation sessions&lt;br&gt;(See p.17 for details)</td>
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<tr>
<td>15:05 – 15:20</td>
<td><strong>Break</strong></td>
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<tr>
<td>15:20 – 16:40</td>
<td>Parallel oral presentations and join-the-conversation sessions&lt;br&gt;(See p.18 for details)</td>
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<tr>
<td>16:40 – 17:00</td>
<td>Closing the gap: Our framework and roadmap towards co-constructing excellence&lt;br&gt;&lt;br&gt;<strong>Speaker:</strong> Prof. Gray Kochhar-Lindgren</td>
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<tr>
<td>17:00 – 17:20</td>
<td>The way forward and Poster + Paper Award Presentation</td>
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**Notes:**

1. The main conference venue is **CPD 3.04**, Run Run Shaw Tower, Centennial Campus.
2. Please see pp.15-18 for the venues for breakout sessions.
Capstone projects and dissertations are a topic of interest in many countries. For many students, it provides a transformative experience, yet for others the experience is less inspiring and sometimes quite negative. The traditional project has come under pressure for reform as student participation in higher education has increased, there has been a growth in professional disciplines, and staff-student ratios have deteriorated. This interactive presentation will explore ways in which we can rethink capstone projects and dissertations, while at the same time retaining a significant element of research and inquiry and deliver key graduate attributes. Our argument is that a more flexible approach is needed in the form, function and assessment of capstone projects and dissertations to meet the needs of all students. These may include group, work-oriented and community-based projects. There can also be novel ways of disseminating the findings – via exhibitions, research conferences and other forms of public engagement. The argument will be illustrated with examples of undergraduate and postgraduate capstone projects and dissertations from a wide range of disciplines and countries.
Keynote Speech 1

Educational transformation in a research intensive environment: Lessons from the University of New South Wales in Sydney

Professor Geoffrey Crisp
Pro Vice-Chancellor (Education), University of New South Wales

Abstract

This session will explore the recent journey of the University of New South Wales in Sydney as it transforms itself into a great teaching as well as a great research university. The University has introduced a new academic expectations framework, a new Education Focussed academic career track up to professorial rank, a new Scientia Education Academy for outstanding educators and a mandatory summative peer review of teaching process for academic promotion and internal teaching awards. In addition, a major curriculum redesign project around digital uplift and a strategic partnership with a third party provider for fully online Masters programs has significantly shifted the online footprint of the University. Our relationship with our students has changed with the adoption of the Students as Partners approach to all levels of decision making and educational design. The transformation of the learning spaces is progressing with the new active learning space design and the introduction of new student led spaces across the campus. We will examine some of the implications of this new educational environment and reflect on the drivers and impediments for change in educational practices in a research intensive environment.

About the Speaker

Prof. Crisp taught chemistry for many years at the University of Adelaide and developed his passion for learning and teaching while continuing his research work in chemistry. He was actively involved in the development of online learning as the Director of the Centre for Learning and Professional Development and Director for Online Education at the University of Adelaide. He has received the University of Adelaide’s Stephen Cole the Elder Prize (Excellence in Teaching); the Royal Australian Chemical Institute Stranks Medal for Chemical Education and Australian Learning and Teaching Council Fellowships as well as a HERDSA and ASCILITE Fellowship. Prof. Crisp is currently the PVC(Education) at UNSW Australia.
Co-constructing excellence: Persuasion, negotiation and engagement

Professor Rick Glofcheski
Faculty of Law, The University of Hong Kong

Abstract
The enhancement of learning environments and the better achievement of learning outcomes come about through innovative thinking in the design of learning and assessment. This is a process that may begin with the teacher but involves multiple stakeholders (i.e. “co-construction”). It often entails risk-taking and is a process that may not always be smooth, encountering resistance at different levels. Resistance to change is not surprising and there are many reasons for it. Persuasion, negotiation, and engagement are critical to the process. Yet it is only through risk-taking and boundary-crossing actions, that positive changes in practices can take place, leading to a better learning experience for students, and setting new examples for future practices.

About the Speaker
Prof. Rick Glofcheski’s primary areas of teaching and research are tort law, labour law and higher education. He is the Editor-in-Chief of Hong Kong Law Journal. He is the author of Tort Law in Hong Kong (Hong Kong: Sweet and Maxwell Asia, 4th edn, 2017, 850 pp), co-editor and co-author of Employment Law and Practice in Hong Kong (Sweet & Maxwell Asia, 2nd edn, 2016, 950 pp), and co-editor and co-author of Scaling Up Assessment for Learning in Higher Education (Springer, 2017). After teaching tort law for many years to a large cohort (250+) of students, Rick identified some failings in conventional law teaching. To address these, he designed and introduced over a period of years a series of measures oriented toward a more learner-centered, more authentic and more sustainable learning in which students play an active role in the construction of their learning. His work is the subject of analysis in D. Carless, Excellence in University Assessment (Routledge, 2015). In recognition of his achievements, Rick was awarded the inaugural HKU University Outstanding Teaching Award (2009), the inaugural HKU University Distinguished Teaching Award (2010), the inaugural sector-wide University Grants Committee Teaching Award (2011), and the HKU University Distinguished Teaching Award (2015). Rick has presented his work at conferences, workshops and seminars at universities around the world.
Co-constructing excellence in learning and teaching with students

Professor Mick Healey
Emeritus Professor, University of Gloucestershire

Abstract

This interactive session will explore how students can partner with staff to co-construct excellence in learning and teaching. Excellence is a relative and context dependent term and hence we should recognise that what is excellent learning and teaching varies over time and between national systems, HE institutions and disciplines. Ways of engaging students and staff in higher education as partners to identify and co-construct excellence in learning and teaching is arguably one of the most important issues facing higher education in the 21st Century. The literature identifies two main areas in which students may act in partnership: a) Engaging in learning, teaching and research; and b) Enhancing the quality of learning and teaching. Emphasis will be placed on how we may build on and move beyond simply asking students for their views and involve them actively as partners in striving for excellence in learning and teaching in their contexts.

About the Speaker

Prof. Mick Healey is an HE Consultant and Researcher and Emeritus Professor at the University of Gloucestershire, UK. Until 2010 he was Director of the Centre for Active Learning, a nationally funded Centre for Excellence in Teaching and Learning. He is currently The Humboldt Distinguished Scholar in Research-Based Learning at McMaster University, Canada. He has previously held visiting professorships at several universities, including Macquarie, Queensland and UCL. He was one of the first people in the UK to be awarded a National Teaching Fellowship and to be made a Principal Fellow of the HE Academy. He received a SEDA@20 Legacy Award for Disciplinary Development in 2013 and in 2015 he received the Distinguished Service Award from the International Society for the Scholarship of Teaching and Learning. Mick is an experienced presenter. Since 1995 he has given over 500 educational presentations in 25 different countries. He has written and edited over 200 papers, chapters, books and guides on various aspects of teaching and learning in HE, and has over 5,500 citations. He was co-editor of the International Journal for Academic Development (2010-13) and is currently Inaugural Senior Editor International Journal for Students as Partners. He is often asked to act as an advisor to projects, universities and governments on aspects of teaching and learning, including the Canadian Federal Government and the League of European Research Universities. Mick has previously given workshops and keynotes at HKU, HKUST and EdUHK.
Co-constructing excellence in curriculum design: What can the learning sciences contribute?

Dr. Susan Bridges
Assistant Dean (Curriculum Innovation) and Associate Professor, Faculty of Education
Associate Professor, Centre for the Enhancement of Teaching and Learning, The University of Hong Kong

Abstract

Designing learning experiences for and with our university students is a creative, joyful and demanding enterprise. As higher education researchers and practitioners across the globe are responding to the dilemmas of reconciling open access of information, changing student and employer expectations and the imprimatur of degree credentialing, we have seen a revival of integrated, inquiry-based approaches and interest in expanding off-campus, international experiences.

While these directions illustrate how we are rethinking both the formal and informal dimensions of the curriculum, as we scale up the design process to the level of course or curriculum/programme, the complexities seem to grow exponentially. In this talk, I take an interactional focus to examine how the learning sciences can assist us not only understand the nuances of the situated and social nature of learning in higher education but may also provide some guidance for curriculum leaders as they navigate the complexities of co-constructing excellence in curriculum design.

About the Speaker

After completing doctoral studies in internationalisation of higher education and a Research Fellowship in Australia, Dr. Susan Bridges moved into dental education at The University of Hong Kong. She is currently Associate Professor and Assistant Dean (Curriculum Innovation) with the Faculty of Education and the Centre for the Enhancement of Teaching and Learning (CETL) and Adjunct Professor with the Australian Catholic University.

She works in curriculum re-design and staff development in higher education with a particular focus on professional programmes (health professions and teacher education). Her research explores the ‘how’ of effective pedagogy and health communication through interactional and ethnographic approaches. She is the principal investigator of 4 HKSAR General Research Fund (GRF) grants and has current funded collaborations with interactional researchers in the US and Finland.

She was awarded teaching excellence awards in Hong Kong in 2012 (Team Award) and at the QS Wharton Re-Imagine Education Awards in 2016 (Bronze Asia). In 2016, she was invited to join the Steering Group of the Universitas21 (U21) Education Innovation cluster to further support excellence and innovation in higher education across this research-intensive network. She was shortlisted for the 2017-18 Fulbright Scholar Program.
## Parallel Oral Presentations and Join-the-Conversation Sessions - Day 1 (Dec 18) 11:00 - 12:20

### Session 1
**Session Chair:** Dr. Gavin Porter  
**Title:** Building excellence through professional development  
**ID 29** - Recruiting and selecting faculty for excellence in teaching and learning: Integrating human resources scholarship in a faculty context  
*Dr. Laura Lohman*

**ID 51** - Co-create knowledge through professional development workshop  
*Prof. Ng Mee Wah, Eugenia*

**ID 63** - Developing a research module for higher education professional development that embraces scaffolding by teachers and learners to enhance learning in a newly formed post-graduate certificate in professional studies  
*Dr. David Frear*

**ID 20** - Adding context and openness to SoTL: opportunity for post-publication peer review platforms  
*Dr. Gavin Porter*

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### Session 2
**Session Chair:** Dr. Stuart Perrin  
**Title:** Co-Constructing excellence with the wider community  
**ID 61** - Making university-industry partnerships work: Measuring teaching excellence in a time of change  
*Dr. Stuart Perrin*

**ID 28** - Teaching and learning culture in a real-life context through in-situational learning for social work  
*Ms. Kerry Maxfield*

**ID 43** - Students as partners, community partners as co-educators and teachers as facilitators: What scaffold excellent experiential learning?  
*Prof. Samson Tse, Ms. Elisa Lam, Mr. Ken Yau, Ms. Winky Wu*

**ID 68** - The use of Vlogs in developing a practice of critical reflection amongst teacher-candidates in Brunei Darussalam  
*Dr. Aliamat Omar Ali, Dr. Sallimah Salleh*

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### Session 3
**Session Chair:** Dr. Shirley Fong  
**Title:** Building excellence through e-learning/MOOC initiatives  
**ID 01** - Incorporating Moodle-wiki and Moodle-wiki-digital badges into BSc (Exercise and Health) courses: effects on student collaborative learning, motivation, behavioral engagement and academic performance  
*Dr. Shirley S.M. Fong, Dr. Samuel K.W. Chu, Dr. Dana Vackova, Dr. Khe Foon Hew*

**ID 03** - Does flipped learning really work, or is it just a fad? Quantitative evidence from empirical studies  
*Dr. Khe Foon Hew, Dr. Chung Kwan Lo*

**ID 44** - Flipped Instructional model through the Asian Cultural Lens  
*Dr. Shelen Ho*

**ID 79** - Staff-student co-creation in MOOCs: Embedding and showcasing student excellence in the curriculum  
*Dr. Leah Marks, Dr. Maria Jackson, Dr. Kevin Glasgow*

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### Session 4
**Session Chair:** Dr. Lisa Cary  
**Title:** Building excellence collectively  
**ID 83** - Collective teaching enhancement  
*Prof. Gwen van der Velden, Dr. Alyson Quinn, Dr. David Davies*

**ID 50** - Leadership in learning and teaching: Building structures to promote and recognize excellence  
*Dr. Lisa Cary*

**ID 66** - Co-construction of teaching excellence through a Community of Practice on learning analytics: A case study in a Hong Kong University  
*Dr. Dennis Foung, Dr. Vincent Ng, Dr. Christine Armatas*

**ID 84** - Effective feedback for developing excellence among educators  
*Dr. Bradley Morrison*

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### Session 5
**Session Chair:** Dr. Lily Zeng  
**Title:** Join-the-Conversation (11:00 – 12:00)  
**ID JTC1** - Empathy, Impact, Evidence, Andragogy: Teaching excellence in the eyes of student, educational researcher, and educational developer  
*Dr. Lily Zeng, Dr. Luke Fryer, Ms. Purvi Vyas, Ms. Nikita Banga*
## Parallel Oral Presentations and Join-the-Conversation Sessions - Day 1 (Dec 18) 14:35 - 15:55

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<th>Session 1</th>
<th>Session Chair: Prof. Gray Kochhar-Lindgren</th>
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<td>Recognising the notion of excellence</td>
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<th>Session 2</th>
<th>Session Chair: Prof. Gina Marchetti</th>
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<tr>
<td>Building excellence through curriculum/teaching innovation</td>
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<tr>
<th>Session 3</th>
<th>Session Chair: Dr. Lisa Law</th>
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<td>Building excellence through e-learning/MOOC initiatives</td>
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<th>Session 4</th>
<th>Session Chair: Mr. Gavin Coates</th>
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<td>Join-the-Conversation: Engaging students through innovative teaching practices in the classroom (14:35 – 15:35)</td>
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<th>ID 34</th>
<th>From individualism to collaboration: Re-imagining teaching excellence awards at a post-colonial South African university</th>
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<td>Dr. Karin Cattell-Holden</td>
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<th>A ‘blank’ canvass: Co-constructing excellence</th>
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<td>Dr. Gayle Morris, Dr. N. Buissink, Dr. J. Davies</td>
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<th>ID 10</th>
<th>Innovation and self-directed learning in the context of building and evaluating excellence: A case study in an Australian Science Faculty</th>
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<td>Dr. Iwona Czapinska, Dr. Henk Huijser, Prof. Martin Sillence, Dr. Oliver Gaede</td>
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<th>Excellence against &quot;Excellence&quot;: Techno-Bureaucratic culture and the resonance of naming</th>
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<td>Prof. Gray Kochhar-Lindgren</td>
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<th>Interdisciplinary, international, innovative, and inclusive: Intersectional teaching and learning in the Faculty of Arts at the University of Hong Kong</th>
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<th>Data complexity and collaborative learning: A case study in comparative higher education</th>
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<td>Dr. Anatoly Oleksijenko, Ms. Nian Ruan, Dr. Jisun Jung</td>
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<th>ID 64</th>
<th>Creating a talented and motivated learning and teaching workforce through large scale curriculum transformation</th>
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**ID 41** - Building future excellence: Inspiring, training and developing the next generation of STEM faculty  
*Prof. Spencer Benson, Mr. Jeffery Franke*

**ID 46** - Effective Leadership in teaching and learning: is it even possible?  
*Dr. Lisa Cary, Dr. Jennifer Howell*

**ID 72** - Development and implementation of mandatory peer observation of teaching in the Southeast Asian higher education context  
*Dr. Nancy Gleason, Dr. Catherine Sanger*

**ID 41** - Building future excellence: Inspiring, training and developing the next generation of STEM faculty  
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**ID 72** - Development and implementation of mandatory peer observation of teaching in the Southeast Asian higher education context  
*Dr. Nancy Gleason, Dr. Catherine Sanger*
### Posters

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Student panel discussion

‘...students do not consume knowledge but construct it in a personal way in the context of learning environments that include teaching: they are co-producers and collaborators‘ (Gibbs, 2012, p. 37)

In the process of co-constructing excellence in university learning and teaching, students play a crucial role. This panel will allow us to meet a number of students from different majors, listen to their thoughts, and have a frank dialogue with them about excellence in learning and teaching. The following topics will be discussed: what excellent learning and teaching looks like (or feels like); what students and teachers do and should do in the co-construction process; what enables and blocks the collaboration between students and teachers; and what actions can be taken to make the process more productive.

The panel comprises six current students and one alumnus

• Ms. Nikita Banga, 2017 Graduate from Social Sciences (BSocSc), currently pursuing Master degree at Ludwig-Maximilians University of Munich
• Mr. Harrison Li, Food and Nutritional Science (BSc)
• Ms. Cherry Ng, Arts and Law (BA&LLB)
• Mr. Mpemba Tsang, Economics (BEcon)
• Ms. Grace Tsang, Arts and Law (BA&LLB)
• Ms. Rosie Win, Education and Social Sciences (BEd&BSocSc)
• Ms. Shirley Yu, Arts and Law (BA&LLB)
Abstracts - Oral Presentations

Paper ID: 01
Incorporating Moodle-wiki and Moodle-wiki-digital badges into BSc (Exercise and Health) courses: Effects on students’ collaborative learning, motivation, behavioral engagement and academic performance

Shirley S.M. Fong¹, Samuel K.W. Chu², Dana Vackova¹, K.F. Hew²
¹School of Public Health, LKS Faculty of Medicine, The University of Hong Kong
²Division of Information and Technology Studies, Faculty of Education, The University of Hong Kong

Background/context
Our previous study has shown that using wiki in conjunction to traditional face-to-face teaching in a biostatistics course could enhance undergraduate students’ collaborative learning and approaches to learning (Fong et al., 2017). In addition, previous research from our team has proven that digital badges have a positive effect on motivating students to engage with difficult tasks and resulting in better outputs (Hew et al., 2016). It is known that the new Moodle 3.0 is a very powerful e-learning platform for university students. Its advanced functions include both wiki and digital badges. Therefore, this study aimed to investigate and compare the effects of Moodle-wiki and Moodle-wiki-digital badges on students’ collaborative learning, motivation, behavioral engagement and academic performance in our BSc (Exercise and Health) courses.

The initiative/practice that develops and/or promotes teaching and learning
We anticipated that incorporating Moodle-wiki-digital badges into BSc (Exercise and Health) courses may further improve students’ collaborative learning, motivation, behavioral engagement and academic performance than incorporating Moodle-wiki alone. Methods of data collection and analysis:

Sixteen BSc (Exercise and Health) students participated in the study in academic year 2017-2018. During the first semester, students participated in online group discussion and co-constructed knowledge on the Moodle-wiki platform. In the second semester, students participated in similar online group discussion on the Moodle-wiki platform. In addition, they were awarded gold, silver or bronze digital badges based on their performance online. All students attended face-to-face lectures and tutorials in both semesters. The outcome measures were collaborative learning measured with the Group Process Questionnaire (GPQ), motivation and behavioral engagement as reflected by the Moodle activity log, and the overall course performance. Data was collected at the end of each semester. Paired t test results revealed that students scored higher in examinations and assignments after participating in the Moodle-wiki-digital badges activities than participating in Moodle-wiki activities alone (p = 0.004). However, the GPQ positive independence (p = 0.037), social skills (p = 0.036) and composite scores (p = 0.022) were higher after participating in the Moodle-wiki activities than participating in Moodle-wiki-digital badges activities. No significant changes were observed in Moodle activity log, GPQ individual accountability and equal opportunity scores throughout the study period (p > 0.05).
Discussion/remarks on the effectiveness of the initiative/practice

Moodle-wiki-digital badges may be used to improve academic performance while Moodle-wiki may be used to improve collaborative learning of BSc (Exercise and Health) students. Both Moodle-wiki-digital badges and Moodle-wiki may not be useful in enhancing motivation and behavioral engagement in these students.

References


Acknowledgements

This study was supported by a Teaching Development Grant (17/659) from the University of Hong Kong.

Paper ID: 03
Does flipped learning really work, or is it just a fad? Quantitative evidence from empirical studies

K. F. Hew and Chung Kwan Lo
Division of Information and Technology Studies, Faculty of Education, The University of Hong Kong

Background/context

In recent years, the flipped learning approach has become popular in educational settings. In a flipped (or inverted) learning environment, students first complete pre-class learning activities (e.g., viewing recorded lectures, doing online exercises) while class time is then freed up for student-centered activities (e.g., collaborative problem-solving, instructor’s individualized guidance). Despite its popularity, the effectiveness of flipped learning compared to traditional learning is yet to be established. Many previous studies tend to report positive student perceptions towards flipped learning. However, positive self-reported perceptions do not necessarily imply an improved learning performance. This study thus aims to address the following two questions: (a) Does flipped learning increase student achievement compared to traditional learning? (b) Under what conditions (if any) does flipped learning further promote student learning performance?

The initiative/practice that develops and/or promotes teaching and learning

We anticipate that the findings of this study will provide evidence-based suggestions to instructors who are currently practicing or planning to practice flipped learning in their courses.
Methods of data collection and analysis

To determine whether flipped learning increases student achievement or not, we examined evidence from comparison-based primary empirical studies. These studies included randomized treatment-control experiments, quasi-experiments, and historical cohort control studies. Following the Preferred-Reporting of Items for Systematic Reviews and Meta-Analyses (PRISMA) statement, we searched for these comparison studies across databases, such as Academic Search Complete, British Education Index, ERIC, IEEE Xplore Digital Library, PsycINFO, PubMed, Teacher Reference Center, and TOC Premier. Quantitative meta-analyses were conducted to examine student learning achievement in flipped learning compared to traditional learning. Such meta-analyses enabled effect sizes reported in primary empirical studies to be converted into a common metric that can be compared across studies. Various moderator analyses were also performed to identify possible sources of variation among the effect sizes.

Discussion/remarks on the effectiveness of the initiative/practice

A total of 77 comparison-based empirical studies were identified and analyzed. Overall, there is a significant effect in favor of flipped learning over the traditional learning approach for mathematics education (Hedges’ g = 0.30, 95% CI [0.16, 0.44], p < 0.001), health professions education (Hedges’ g = 0.28, 95% CI [0.16, 0.40], p < 0.001), and engineering education (Hedges’ g = 0.29, 95% CI [0.16, 0.41], p < 0.001). Moderator analyses showed that the effect of flipped learning was further promoted when instructors offered a brief review or formative assessment at the start of face-to-face lessons. The use of online exercises at the pre-class phase did not appear to significantly affect the effectiveness of flipped learning. However, this kind of exercises can serve as a gate checker of students’ class preparation and provide analytics for instructors to revise their teaching plan. Therefore, in addition to the in-class review and formative assessment, we also suggest pre-class online exercises be used in future practices.

Paper ID: 05
Researching excellence in assessment and feedback

David Carless
Faculty of Education, The University of Hong Kong

It is well-established that assessment drives student learning behaviors and practices. It is also well-accepted that feedback is both an important source of advice for improvement, yet challenging to carry out effectively in mass higher education. The aim of this contribution is to discuss some assessment and feedback designs which carry promising potential to enhance student learning.

The evidence base for the presentation emanates from a long-term research program on learning-oriented assessment and feedback for student learning carried out across multiple disciplines at the University of Hong Kong. The research methods deployed are classroom observations, interviews with teachers and interviews with students. The research on which this presentation is based includes: ethnoculturally-oriented case studies of teaching excellence award-winners in Architecture, Business,
Co-Constructing Excellence
Recognising, Scaffolding and Building Excellence in University Learning and Teaching

Geology, History and Law; a 5 year longitudinal inquiry into the feedback experiences of a small group of undergraduates; and an ongoing study of feedback practices in different disciplines.

Key findings include the need for assessment designs which promote student agency and involvement in feedback dialogues; learning activities which position students as partners in teaching, learning and assessment; and pedagogy which encourages the development of student feedback literacy.

An important insight is the desirability of feedback processes which cater for students' needs and preferences. Teachers and students often have different conceptions of feedback and dialogue can play a role in narrowing gaps in perceptions. Dialogue does not have to been labor-intensive for teachers. It can involve peer feedback, technology-enabled interactions and activities in which students learn to make their own independent evaluative judgments. Assessment designs to promote dialogue include group projects, oral presentations and collaborative writing tasks, such as wikis.

Excellence in assessment and feedback places outcomes in students' hands. Students need to be taking responsibility for their own academic judgments and teachers need to be facilitating student uptake of feedback through assessment design. The most effective feedback is sustainable in that over the longer term the feedback-provider role eventually reduces and becomes focused on calibrating students' own academic judgments. Some future possibilities for the development of excellence in assessment and feedback are addressed. These include the co-ordinated development of staff and student assessment and feedback literacy. Teachers need to understand key principles of assessment and feedback, and implement them in ways which cater for students' needs, including social-affective support. Students need to appreciate the nature of good performance in core assessment tasks, and understand the importance of developing a pro-active role in feedback processes.

Some wider implications for professional development in relation to assessment and feedback excellence are sketched. For teachers in higher education to change their practice, a starting-point is perceiving some need and impetus for change. Once this condition is satisfied, possibilities include informal learning in micro communities within academic departments; the transfer of insights and adaptation of practices across disciplines; and the need for continuous professional development to be cumulative and individualized rather than of a one-off nature.

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**Paper ID: 06**

**How can we leverage on technology to engage tertiary students in the feedback process?**

*Misty Cook*
National University of Singapore

Feedback to students is an essential part of learning, particularly language learning. Traditional feedback on students' writing is written on drafts and/or conveyed via face-to-face consultations. However, with increased workload and class sizes, some problems that educators face when they use the traditional feedback methods face include the timeliness and quality of feedback, time constraints of
Co-Constructing Excellence
Recognising, Scaffolding and Building Excellence in University Learning and Teaching

consultations, and a lack of engagement by students (Crook et al., 2012). This study examines students’ writing performance as well as qualitative and quantitative measurements of students’ experiences with different modalities of feedback. In particular, this presentation will highlight the benefits and drawbacks of using online resources to provide feedback to students and demonstrates how educators can best provide quality feedback to language learners in higher education and the results that reveal the benefits of using technology to provide feedback can further enhance learners’ performance by promoting deeper learning and higher order thinking, and by increasing students’ self-regulated learning.

Paper ID: 07
Benchmarking English language proficiency for university admission: Navigating the international language assessment maze

Gregory Tweedie
University of Calgary

With the increasing use of English as a medium of instruction in higher education, particularly in countries not historically associated with English medium education, benchmarking English Language Proficiency (ELP) for admission has become an important element in the application process for post-secondary studies. Tertiary institutions typically rely on standardized measures of ELP as indicators of an applicant’s possession of the language skills deemed necessary for successful study. Although test results from various measures of ELP, including a wide range of international standardized tests and institution-specific language support programs, are used to determine eligibility for admission, little research exists demonstrating equivalency among ELP measures. This paper presentation reports on findings from a large-scale study considering the predictive validity of nine measures of ELP for student achievement in a Canadian post-secondary institution: TOEFL iBT; TOEFL PBT; IELTS Academic; CAEL; ELAB; PTE; CAE; CPE; and an in-house language preparation program. Statistically significant differences are found both with respect to rates of course completion and academic achievement, calling into question the presumption of equivalency across measure of ELP. The findings call for closer attention by university decision-makers to the selection criteria for benchmarking measures. Based on the study’s results, the paper proposes a number of recommendations for postsecondary institutions with respect to benchmarking English Language Proficiency for admission.
Building teaching and learning communities by giving voice to students: Informal mid-term student evaluation to enhance teaching and learning

Vicci Lau
Faculty of Law, The University of Hong Kong

Effective feedback allows teachers to review, reflect and improve their teaching practices. Students’ feedback is key to this process as they are no doubt an important stakeholder in the teaching and learning communities. Student evaluations are typically conducted at the end of each course or each term in most universities. Some researchers doubt the effectiveness of the traditional form of evaluation as it usually takes a long time before teachers can see students’ feedback from the evaluation results. It is argued that some students do not have strong incentive to provide genuine feedback because they know that their comments will not benefit them before the relevant course finishes and hence the generally low response rate for the end-of-term evaluations. This paper seeks to investigate the effectiveness of an alternative form of student evaluation, an informal mid-term student evaluation of their teachers which is conducted when the course is taught half-way through, as a tool to enhance both learning and teaching. The paper reports on the preliminary findings of a research on both students’ and teachers’ perceptions of the pilot implementation of this mid-term student evaluation. Students from the tutorials of three different post-graduate law courses taught by the researcher participated in the mid-term evaluation. At the same time, part-time tutors of two different post-graduate law courses were also invited to participate in the trial implementation of this mid-term evaluation on a voluntary basis. Data was collected using paper questionnaires distributed to the students and the teachers at the end of the relevant term.

Preliminary data shows that students were more willing to provide honest comments and more satisfied with the mid-term evaluation as a tool to enhance learning as compared to the traditional end-of-term evaluation. In forming these positive perceptions, students indicated one of the most important factors being their belief that their teachers care about their feedback. This is supported by the argument in some literature that a caring relationship and learning environment generates positive impact on the learning experience and motivation of students. The study also indicated that the students’ belief that there is actual benefit of the evaluation to themselves is another important factor which affects their perception of the mid-term evaluation. However, this largely depends on whether the teacher actually makes extra effort to address students’ comments in the remaining classes. Realistically, teachers are unable to address all of the students’ comments, hence it is important for the teachers to manage students’ expectations appropriately before they conduct the mid-term evaluation.

Preliminary data shows that the teachers generally found the students’ comments constructive, but some indicated that they received comments on the course, of which they were unable to make any changes as a tutor, rather than on their teaching. This again shows the importance of managing students’ expectations for the mid-term evaluation as that would affect the kind of comments received from them and in turn would affect the teachers’ perception of its effectiveness. Overall, with students being more willing to provide honest comments and more written comments received, and with the creation of a caring relationship and learning environment, a stronger teaching and learning community could be built.
One of the key challenges that universities face when attempting to establish a culture that is based on the notion of teaching excellence is the risk involved in changing approaches to learning and teaching. Teaching innovations are ultimately aimed at improving learning and teaching. Individual initiatives in units/courses are often singled out for potential teaching awards that recognise excellence. However, to design and implement innovative approaches in a unit/course involves a certain amount of risk in terms of how students respond to it, which in turn may present a barrier for the teacher, as negative student feedback affects a teacher’s performance review. Thus, in order to create a space for innovation and teaching excellence, particularly as part of developing a culture of learning and teaching excellence, it is crucial to give an innovation enough time to be properly evaluated and to be subjected to iterative improvement. This in turn requires ‘protection’ again negative feedback for the teacher in the first iteration at least. In other words, for learning and teaching innovations to mature and develop into excellence, they must be allowed to fail fast in the initial stages, which should be recognised and supported by all stakeholders.

In this paper, we will discuss a case study of an innovative teaching approach in a number of units/courses, which has been progressively implemented and its initial iterations ‘protected’. The innovation was an intensive mode approach to a number of units/courses, which included a strong flipped classroom element and intensive activity-focused face-to-face workshops. The overall contact time in the units/courses was condensed into half the time of previous iterations. The innovation was partly designed in response to mixed satisfaction rates and low staff satisfaction. Of course we recognise that the notion of satisfaction rates are contentious in the context of a culture of excellence and our discussion will be framed around this. The case study reported on in this paper draws on data from three iterations and improvement cycles of the intensive mode innovation. Over these iterations, both student and staff satisfaction rates have improved.

The innovation itself aimed to stimulate self-directed, self-regulated and self-monitored learning, which was based on Markaskaute and Goodyear’s (2017) concept of ‘epistemic fluency’. The initial observation was that students were generally ill-equipped to learn effectively in such an environment. Moreover, the data showed that students were also largely unaware of this, as they tended to frame the challenges they faced in terms of ‘time management’, rather than a lack of appropriate or effective learning strategies. This paper will discuss evaluative results of this case study and propose a framework for improvement that is more holistic and based on a program-level approach to innovation, which has the potential to take ‘pockets of teaching excellence’ and spread them across an entire curriculum in a much more scaffolded and consistent manner.
University academics are committed to the pursuance of research excellence and teaching excellence at the same time. This commitment is partly driven by the pressure of regular and frequent assessment and performance reviews. On the front of research, applying for external grants and publishing in high-impact academic journals is a constant theme in the lives of the academics; while on the front of teaching, they undergo student evaluations on about every course that they teach. Apart from the mounting external pressure, individual academics develop their own identities through years of socialization in contemporary academia and society. How one’s academic identity and experience in the research and publishing world might influence one’s conceptualization of teaching excellence and impact upon one’s classroom teaching is little known, despite a longstanding interest in unpacking the teaching-research nexus in higher education. Our study aims to address this important but under-researched issue of potential connection between research excellence and teaching excellence as it concerns individual academics, by focusing on the classroom teaching of one professor in the field of Early Childhood Education (ECE).

Our dataset consists of transcribed classroom recordings of the focal professor teaching a research methods course to an MEd class in the specialism of ECE at a university in Hong Kong, the researcher’s course observation notes, and a series of interviews conducted with the professor. A data-driven approach was adopted to code and analyse the data, aimed for triangulation of evidence. Our findings revealed how the focal professor recognised, scaffolded, and built excellence through what he called a PBL2 (problem-based and project-based learning) or even PBL3 (adding practice-based learning) approach. At the same time, his identity as an accomplished scholar-researcher and a public intellectual was manifested in his classroom teaching. He described research as being expensive and the publishing world as being competitive (where one has to be innovative and fast); he talked about his own research projects and drew upon his research and publishing experience in advising the students on research ideas, topics, designs and methods. His pursuit of research excellence translated into his high expectations for the class of students whom he wanted to transform from “laymen” to “good researchers” in the first few months of their MEd study; while his social responsibilities as a public intellectual were seen to be linked to the kinds of research agenda he pursued and to his way of nurturing critical thinking among the students.

Tracking the teaching-research nexus in its process of being played out in the lives of university academics and understanding their approaches to co-constructing excellence with their students, as we aimed to do in our study, is an important pathway toward “recognising, scaffolding, and building excellence in university learning and teaching”.

References

Paper ID: 16
Co-Constructing research excellence: A case of teaching research methods to an MEd class
Yongyan Li¹, Hui Li²
¹The University of Hong Kong
²Macquarie University
The University of Hong Kong frames its institutional aims as 3+1 “I”s—interdisciplinary, international, innovative plus impact. In April 2015, HKU became the first university in the world to sign on to HeForShe, the United Nations initiative to further gender equality. Although many members of the university community had pushed for gender equality on campus previously, Vice-Chancellor Peter Mathieson’s decision to champion HeForShe put a spotlight on these efforts and accelerated change. As the new “I” of “inclusivity” was unofficially added to HKU’s mission, questions of the impact HeForShe would have on teaching and learning became salient. The Women’s Studies Research Centre (WSRC) had been a leader in advancing research in gender and sexuality studies at HKU since the 1990s; however, the university had no major or minor programme in gender studies. How would the University of Hong Kong approach the study of gender and sexuality, and moreover, what steps might the university take to be more inclusive across the curriculum?

The Faculty of Arts made instituting gender studies as an academic programme central to their pursuit of inclusivity. In December 2015, Derek Collins, Dean of the Faculty of Arts, established a Gender Task Force, and, in November 2016, with the support of the Faculty Board made the Committee on Gender Equality and Diversity a permanent fixture. One of the chief Task Force recommendations that the Committee implemented was to establish a Gender Studies Programme. The first step was to thoroughly review of the curriculum in the Faculty of Arts, and next to hire a tenure-track line in Gender Studies. Dr. Elizabeth LaCouture became the first faculty member hired for the new initiative, joining the faculty in 2018. Dr. LaCouture successfully proposed the major/minor in Gender Studies, which was launched fall semester 2018. Clearly, feminist pedagogy needs to accompany these efforts with careful reflection on how teaching practices must change in order to promote equality and inclusivity in the classroom.

Gender inequality and discrimination based on sexual orientation diminish our world, and it is incumbent on us as teachers to use the tools at our disposal to present the issues related to these injustices to our students. No single discipline can do this adequately, and no single nation can serve as the model for understanding gender and sexuality. Therefore, the field is necessarily international and interdisciplinary. Intersectionality as a model for understanding gender and sexuality adds another dimension. Kimberlé Williams Crenshaw, a legal scholar by training, brought the concept of “intersectionality” to the forefront of critical race and feminist theory by underscoring the inadequacy of looking at a single factor such as gender or ethnicity in isolation (Crenshaw, 1989). Rather, considering the intersection of various forms of oppression highlights how these structures operate in tandem to perpetuate inequality. More recently, Crenshaw has explained the concept as follows: “Intersectionality is a lens through which you can see where power comes and collides, where it interlocks and intersects.” (Crenshaw, 2017)

Adding the “I” of “inclusion” to the University of Hong Kong’s stated mission means attending to this very problem. We must be vigilant in order to monitor who and what has been excluded as well as included
in our quest for a more equitable working environment for staff and students. As Ahmed also points out, “diversity” and “inclusion” are relational concepts that change over time and in different locales. The challenges here, for example, include gender equity, LGBTQ inclusion, as well as a recognition of the linguistic, regional, class, ethnic, religious and physical as well as psychological differences on campus. Intersectionality, then, calls for a rethinking of “inclusion” in our research, curriculum design, extracurricular activities, experiential opportunities, classroom environment, language use, facilities management, and all those myriad and minute details that come together to enable teaching and learning in our faculty.

By exploring the ways in which intersectionality informs gender and sexuality by diversifying the range and nature of the questions posed in university classrooms, we ponder how teaching and learning can be transformed as we build up a specific program in Gender Studies and work to transform the curriculum across departments within the Faculty of Arts. Specifically, we examine how the theory of intersectionality can inform teaching in the arts and humanities, how intersectional research augments the curriculum, and how intersectional and inclusive pedagogical practices change the way in which we engage with our students.

References


Paper ID: 20
Adding context and openness to SoTL: Opportunity for post-publication review platforms
Gavin Porter
Harvard University

Scholarship of Teaching and Learning (SoTL) and other education research results are often context-dependent. Heterogeneity in student background, delivery method, technology interface, and institutional environment, can affect most practical applications of research to the classroom. What works in the classroom in Boston may not work in Beijing and vice-versa. Educators can become dismayed when the findings of research studies are at odds with their lived experience as practitioners. There is a great potential for a market that airs such dismay, just as there has been a vibrant market for the scientific community’s feedback on experimental results at odds with its practitioners. Consider how many times you have had concerns or constructive comments about a published article that you have just finished reading. These could range from minor concerns like the structure or necessity of a particular figure,
to the selection of the statistical tests, to the firmness of the conclusions. But how can context be better imparted to work after it has already been published? What if the SoTL findings in one setting failed to be applicable in another setting – how can this be flagged and collated for easy discovery by interested practitioners or policy makers? The physical and biological sciences are leveraging open post-publication peer review platforms such as PubPeer to bring new viewpoints, recommendations, and caveats on research articles, thus enabling a continually evolving context. Although open education is a prevalent term, post-publication peer review has not been widely adopted in the education research field as a part of the open movement. In this work, post-publication peer review platforms are characterized for an education research audience along three domains: practical usage of the current platforms, sustainability of a platform, and contribution incentives for the reviewers themselves. By embracing centralized platforms already used in other fields, the large body of education research stands to benefit from open, post-publication review by indicating strong and weak articles, adding context and concerns for each article, and enabling a new form of credentialing for the previously unheralded and uncompensated labour force of reviewers.

**Paper ID: 24**

**Dialogue on Master’s students’ research design through feedback: Co-constructing excellence in a Moodle-based collaborative learning space**

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Quality feedback plays a critical role in connecting the professional world and academia for coursework-based Master’s students and it contributes to their positive academic experience and successful completion of the degree. Yet providing timely and adequate feedback is always a challenge for teachers. Technological advancement provides a way out. However, little empirical evidence exists on the role that online supervision and peer interaction can play in facilitating Master’s students’ research-related learning outcomes. Our study takes a step toward filling this knowledge gap, through examining the discourses of online group supervision in the context of a Moodle-based collaborative learning space, which has been created to take the place of traditional supervision practices in a Master of Education (MEd) programme at a university in Hong Kong. Our study aimed to find out in what ways and to what extent this new supervision model engages the students in active knowledge building surrounding the design of research projects.

The case of online supervision experienced by a 2017-18 cohort of MEd students in Early Childhood Education was studied. The class of 29 students formed six groups, with four to five students in each group. In a design-based pedagogical model, each student uploads a 10-minute video presenting a research design for his/her own final research project, for the research methods course teacher and classmates to view and provide feedback on. The video presentations and online discussions through feedback were carried out over a period of six consecutive weeks, with each group given one week. We conducted participant observation of the class’s online discussions, and collected/downloaded
the research proposals, video presentations, and Moodle posts of the 23 students who gave informed consent for us to use their work and texts in our study. The online posts were analysed to examine the interaction patterns and features of the online supervision. Preliminary data analyses revealed that the students' learning embodied social processes facilitated by the teacher's and peers' feedback, and the structural and social support promoted the students' agency in sharing their academic ideas and refining their research design. Overall, the online supervision model constituted an open system characterised by ongoing creation of problem situations and timely intellectual and resource support in a collaborative environment. As a result, the teacher's role was transformed from the owner of knowledge to the facilitator of knowledge building; while the students became active principal investigators and critical reviewers constructing their research knowledge and building confidence. Our study thus demonstrates how excellence in research supervision can be co-constructed through a new supervision model executed through the affordances of a Moodle platform.

Paper ID: 25
Data complexity and collaborative learning: A case-study in comparative higher education
Anatoly Oleksiyenko, Nian Ruan, Jisun Jung
The University of Hong Kong

To improve the quality of higher learning, collaborative approaches in teaching are encouraged in many disciplines. Collaborative teaching arguably has positive impacts on understanding different needs of students, using collective expertise, and improving creativity and flexibility of communication channels, assessment methods and feedback strategies. Conversely, the outcomes can be affected by poor communication, role conflicts, and confusing directions. The detrimental effects apparently grow when courses engage complex data-sets requiring in-depth expertise and research. Based on a case study of the HKU Master of Education course on Comparative Higher Education Policy Studies (CHEPS), this paper explores how collaborative teaching becomes a tool in untangling the fractious communication caused by complexity of data emerging from cross-country analyses, and creates opportunities for insightful learning within and across teacher and student teams. One of the key features of this course was an online forum and weekly in-class discussions and presentations. They constituted pivotal activities of collaborative learning in the course. Each student had to select one country and to conduct comparative analyses across country-cases. In collaboration with teammates students learned to develop evidence and correlate discussions on the unit of analysis. Drawing on reflections of three teachers and in-depth post-course evaluation from twenty students, the featured case looks into the intricacies of learning processes and competence-building for studies on transformations in global higher education.

The preliminary findings show that both positive outcomes and challenges in collaborative teaching and learning are shaped by distributed leadership. Shared responsibilities in the teaching group was generating more insights through ideas and feedback. Teachers’ diversity of cultures and languages also contributed to the outline of key topics and the design of cross-cultural exchange. Diverse teaching approaches and shared resources allowed for a better match to the students’ expectations. At the same
time, they created difficulties in terms of time coordination, cohesiveness with ongoing discussion and negotiation for workload and assessment. Students’ autonomy to explore cross-system higher education policies also raised questions about rebalancing and scaffolding of country choices and analytical assignments. While students found a good use of the online forum, there were questions about the structure of responses as some units of analysis in research were not clear or were not pursued effectively. The course design has remained a subject for ongoing improvement in order to meet the students’ capacities for policy studies as well as cultural aspirations. In that regard, the development and management of complex data-sets construction has remained a key challenge. Effectiveness of interaction in collaborating requires further considerations with regard to diverse student body, different levels of experiences, as well as different cultures.

Overall, the case explains how teachers and students can collaborate in co-designing the investigation process, and handle challenges in sharing responsibilities as well as constructing data-sets to enlighten university policy-makers and college administrators about diversity of systemic changes. The case discussion contributes to conceptualization and critical analysis of collaborative teaching and learning strategies, when synergies are sought for enhanced analytical capacities and a greater insight into complex data-sets in higher education.

**Paper ID: 26**

**Systematic scaffolding for student success: Effective pedagogical practices in academic literacy classrooms**

Patrick Leung, Clarence Wang
The University of Hong Kong

The notion of teaching excellence has received increasing attention in the higher education sector; yet, it seems to still be an elusive concept which varies from context to context. To us, it represents a continual endeavour for teachers to offer the best possible learning experience to their students and create for them the best chance of success. In an English-medium university, teachers of English for academic and specific purposes are expected to provide support to foster students’ communicative competence in participating in meaningful discussions with teachers and peers in academic and professional communities. In this presentation, as main developers of four academic English literacy courses for students at the University of Hong Kong, we will share and reflect on our practice of how our students are scaffolded to achieve the course learning outcomes and prepared to complete the course assessment tasks so that they can pursue their university studies with better confidence.

In these courses, an experiential approach is adopted where students conduct a small-scale research project on a self-identified discipline-specific topic by interviewing a few key stakeholders concerned. They then analyse the data collected and produce a written research report and deliver a research oral presentation based on their findings. Different forms of structured scaffolding are provided at various stages throughout the course to ensure students’ successful completion of the research project and assessment tasks, such as a database of journal articles at a level suitable for undergraduates to understand, a research plan template that records essential details of a research study, individual face-to-face consultation
sessions where students discuss with their teachers the progress of the project and difficulties they have encountered, and formative teacher feedback on report drafts and presentation rehearsals that identify strengths and areas for improvement with the aim of feeding back and feeding forward.

These practices have received rather positive feedback among students (as revealed in end-of-course student evaluation and Staff-Student Consultative Committees meetings with student representatives), course teachers and external examiners over the years. They consider the support given as pivotal to students’ learning and mastery of course content, for students are given ample opportunities to receive critical but constructive feedback along the way which helps them not only to produce better quality work, but reflect on their own learning and set future goals. These skills, which can be transferred to other contexts and courses, are highly valued and essential for success in higher education and beyond, and should be cultivated under the culture of teaching excellence in university learning and teaching.

The high effectiveness of these English courses is largely attributable to disciplinary staff’ input regarding the language needs of their students and language teachers’ expertise in designing and delivering these courses to address these needs. In light of our experience, we will call for continued collaboration and support from faculty teachers and, more broadly, from the university community in recognition of the value of academic English literacy courses as key contributors to high quality student learning in higher education.

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**Paper ID: 27**

**A ‘blank’ canvass: Co-constructing excellence**

**G. Morris, N. Buissink, J. Davies**

Auckland University of Technology

Professional learning of academics to support quality learning and student success in higher education has been the focus of policy attention and practice initiatives for several decades. At the same time the teaching and learning landscape has grown in complexity making the need for continual professional learning even more pronounced. It is acknowledged in universities that attempts to influence the use and uptake of contemporary learning and teaching approaches by academics have not always been warmly endorsed. There are a number of factors that influence academics’ engagement in professional learning, including the culture of academia where research is often privileged over teaching (Åkerlind, 2005), workload considerations, and perceptions of a lack of support and resourcing to support teaching. Yet, quality teaching and professional learning are inextricably linked (Hattie, 2008).

In 2018 a newly formed leadership cluster embarked about an institution-wide change agenda to transform teaching, learning and curriculum. At the core is a commitment to affording our students exceptional learning experiences and in enabling academics to excel in their teaching practice. In direct response to cultivating a culture of excellence in teaching practice a cross-institutional Professional Learning working group was established to reimagine the way in which academics were supported to achieve excellence in their teaching practice. A significant undertaking was the development of an institutional survey which aimed to explore the learning habits of academics, areas of need, their preferences in terms of learning and their engagement with current professional learning offerings and services.
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The findings and analysis have surfaced a number of questions, with various implications for how we might enact professional learning work in particular settings, workgroups and activity systems. How we might harness the salience of personal and shared experiences, and assist academics’ in attending to the learning inherent in their practice. How might we leverage the various boundaries that academics traverse - across disciplines, across research and teaching, for example? With respect to networks, there are a range of questions to be asked around the specific characteristics of networks that contribute to learning, and whether we can ascertain the efficacy or specific impact in supporting academics with emerging technology. Finally, the role of identity in learning raises some interesting questions, again worthy of attention and consideration. For example, what are the challenges given that academics assume multiple communities of practice? and what are the emotional consequences in instances where their identity is perceived to be under threat?

In this paper, we explore the key findings and offer some emerging professional learning models and approaches that might better enable academics to meet the continual demands of contemporary higher education and to co create excellence in their teaching practice.

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Paper ID: 28
Teaching and learning culture in real-life context through in-situational learning for social work

Kerry Maxfield
University of South Australia

University of South Australia has a strong focus on preparing graduates for the real world of professional employability, providing a strong learning and teaching culture in forming partnerships across multiple stakeholders at all levels, collaborating with industry and Heads of Schools to drive teaching innovations.

Excellence in teaching and learning requires us on an academic level to engage with internal and external stakeholders and industry, to drive innovation, maximise student experience through experiential teaching which is at the forefront of enhancing employability and for students being work ready for the professional world. Recognising we have responsibility to graduate students who are resilience, having developed coping and increased capacity skills to work across multiple professional workplaces.

In Australia there has been continuous increase for social workers in professional work for legal settings, the Courts and across all jurisdictions and work within private law firms. This paper will discuss the unique collaboration and engagement with legal stakeholders, Courts in South Australia for teaching and learning in Bachelor of Social Work at University of South Australia. Key learning outcomes are preparing students for the real world of working, being professionally prepared to work skilfully in Courts, understanding complexities of working in real-life practice situations, advocacy and challenges working for social justice outcomes. Partnering with Courts was based on students having direct face-to-face learning experience of sitting through case hearings and seeing real-life situations before two diversion problem-solving Courts, which are closed-specialist Courts, the Treatment (Drug-related) Court and the Nunga (Aboriginal) Court with focus on situational learning with cases at Courts, understanding the Court’s role in diverting individuals.
from the prison system and teaching social workers what they bring to this work. Additionally teaching advocacy in real-life context through learning which develops sense of social justice and how Courts work with protecting rights, diverting individuals to court-ordered treatment services in addressing behaviour.

The second negotiated teaching and in-situational learning was the Coroners Court of South Australia where part of in-situational learning is sitting through Coronial Inquests. Our stakeholders in this teaching experience are the Coroners Court and senior social workers who work at Court. These social workers as stakeholders make up part of the teaching culture for students while at Court teaching about their unique role, skills and knowledge needed to work in this real-life setting and difficulties of working in the judicial system.

Experienced teaching staff accompanies small student groups which was agreed with these specialize-closed Courts, provide debriefing after the hearings and discussing contemporary social justice issues which have been witnessed as learning rather than something they would have read about in text books or discussed in traditional classrooms, this is about teaching excellence in providing real-life learning experiences across systems. Going to these Courts and witnessing Inquests at the Coroners Court can be confronting for students but as learning and teaching culture we need to provide with our stakeholders real in-situational teaching rather than just classroom learning.

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**Paper ID: 29**  
**Recruiting and selecting faculty for excellence in teaching and learning:**  
**Integrating human resources scholarship in a faculty context**  
**Laura Lohman**  
Queens University of Charlotte

Building a university’s capacity for excellence in teaching and learning begins with how it recruits and selects its faculty. Yet traditional recruitment and selection practices may result in hiring faculty who are not best equipped to support a university’s pursuit of excellence in teaching and learning. This is a critical time to revisit longstanding techniques in faculty recruitment and selection, as research universities hire specialized non-tenure track faculty with workloads comprised primarily of teaching, as traditionally teaching-focused institutions raise expectations for faculty research productivity, and as reliance on non-tenure track and part-time faculty continues to grow. Given these trends, this presentation discusses the results of qualitative and quantitative analysis of contemporary U.S. faculty job announcements and correlated implications for hiring for faculty excellence in teaching and learning. Discussion of analysis spanning Carnegie classification institutional types addresses common weaknesses in job announcements for recruitment and selection. These include absent or inferior qualifications pertaining to teaching, emphasis on degree qualifications, emphasis on research qualifications, hindrances in considering transferable skills, and understated institutional commitment to excellence in teaching and learning.

Responding to this analysis, this presentation outlines recommendations for how administrators and faculty can design faculty recruitment and selection efforts in greater support of excellence in teaching and learning. It synthesizes human resources scholarship with the perspectives of faculty affairs professional,
faculty developer, and faculty member. Human resources scholarship has yet to be leveraged and integrated in shaping contemporary faculty development practices. Drawing on this scholarship, this presentation outlines key analytical steps that undergird selection from a human resources perspective and illustrates their application in a faculty context to support excellence in teaching and learning. Key steps include updated job analysis, identification of work related characteristics necessary for successful performance of the job duties, development of effective assessment devices for those characteristics, and validation of those assessment devices. The presentation draws out the implications of these recommendations for hiring full-time and part-time faculty to support excellence in teaching and learning. Recommendations extend from the job announcement, which provides a basis for both recruitment and selection activities, to the informed construction of selection processes, alignment with strategic institutional priorities, and larger processes through which faculty, academic leaders, and human resources professionals work collaboratively to craft an approach to faculty recruitment and selection that increases the university’s capacity for pursuing excellence in teaching and learning. The latter recommendations are particularly important given the reliance on varying, often ineffective models for staffing and leading faculty affairs or academic human resource functions in American universities, models which may encourage reliance at the departmental level on outdated practices that are not aligned with institutional strategies, not informed by current human resources scholarship, and not supportive of excellence in teaching and learning.

**Paper ID: 30**

**Strengthening the pipeline: The use of e-Portfolios to develop teaching excellence in future teachers**

Emily Oon\(^1\), Spencer Benson\(^2\)

\(^1\)The University of Macau  
\(^2\)The University of Maryland

Implementation innovated pedagogies leading to teaching and learning excellence is handicapped by the lack of first-hand experience of teacher in their own learning journey as a student and novice teachers. When their learning experiences are primarily passive learning via traditional didactic content dissemination (lecture) and assessments that focus on rote memory and lower level learning skills versus instruction that include active learning through engagement, shared authority for learning, and assessments that included higher order learning skills this results in a misalignment of the frame by which students evaluate teachers. As such university teachers who engage in teaching innovations that focus on active learning, student empowerment and development of higher order cogitative skills are often penalized and what by discipline standards represents teaching excellence is not recognized.

One means to address this disconnect is to ensure that the pre-service teachers experience first-hand active learning that includes self-learning, peer learning, creativity and empowerment. In this paper, we describe the used of E-portfolios in required educational courses for pre-service teachers and assess whether the use of E-portfolios enhance, student motivation, self-learning, peer learning and student empowerment. In addition, we discuss how the use of E-portfolios enhances the nature of the feedback from students and student work with respect to course improvement and development of excellence in teaching.
Two different educational classes were analysed, the first was composed of adult post-graduate students who are seeking to establish teaching credentials and the second was composed of second semester entering pre-service Faculty of Education students. Students were assessed on the E-portfolio materials they selected and uploaded to a common E-portfolio platform (Mahara) that allows the instructor and all class members to see and comment on individual student work. To assessment the impact of the integration of E-portfolios we used surveys that included Likert scale questions and open-ended questions, student reflections, and the text and digital materials that student selected and incorporated into their individual E-portfolios.

Despite differences in age, gender, background, and prior learning experiences, the majority if students in both cohorts reported that the use of E-portfolios had positive benefits with respect to self-learning, peer learning, creativity and student empowerment. In addition, the majority of students reported that the use of E-portfolios motivated their learning. Representative data will be presented and discussed as well as how the data was used to self-evaluate and improve the class and teaching excellence for future offerings. Session participants will be asked to share their experiences with respect to use of E-Portfolios and how the used of E-portfolios can be incorporated in developing teaching excellence.

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**Paper ID: 32**

**The application of task-based teaching approach in business Chinese writing course design for foreign undergraduates**

**Mo Duan**

Shanghai Jiao Tong University

**Background**

The Business Chinese Writing course (BCW), which is considered as one of the core courses of Business Chinese major in many universities, aims to develop the foreign students’ Chinese writing skill in business activities. As a practical course belonging to the 2nd language (L2) teaching for specific purpose, the BCW emphasizes improving communicative language ability by lots of practices and high-quality experiences. The task-based teaching approach has the same teaching philosophy of “learning in doing”. So, we have studied and applied this cutting-edge approach in BCW to provide a more motivating learning process for the foreign undergraduates from our university.

There are two ways of using “tasks” in practical courses: task-supported teaching and task-based teaching. The former is found dominating in classrooms and textbooks of BCW in China, figuring tasks just as the comprehensive activities after the controlled exercises. However, to make the learning more effective, tasks can be the organizing principle with the task-based teaching approach.

According to the Action Control Theory (1985) and the Process Model of Motivation (2001), the motivation changes during the three different stages of learning process. The task-based teaching approach has the similar understanding of learning, its methodological procedures in the classroom is divided into three principal phases (Figure 1).
How is the task-based teaching applied in BCW design?

Every writing task of each lesson is given concrete workplan in terms of six aspects: goal, input, activities, settings, learner role and teacher role, as two examples showed in Table 1.

<table>
<thead>
<tr>
<th>Writing</th>
<th>IOU</th>
<th>Letter of quotation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal</td>
<td>To give an evidence of borrowing money and a promise of paying back.</td>
<td>To give quotation to buyer</td>
</tr>
<tr>
<td></td>
<td>● The amount and usage of the loan</td>
<td>Inquiry letter from the buyer</td>
</tr>
<tr>
<td></td>
<td>● Repayment dates</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Interests on the loan</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Names of the lender and borrower</td>
<td></td>
</tr>
<tr>
<td>Activity</td>
<td>Write IOU</td>
<td>Write a letter of quotation</td>
</tr>
<tr>
<td>Settings</td>
<td>An owner of a company (the Student) is going to borrow a cash from a friend for his company.</td>
<td>A salesman (the Student) from a gifts manufacturer is going to reply an Inquiry letter from an international trading company.</td>
</tr>
<tr>
<td>Learner role</td>
<td>Owner of the company</td>
<td>the salesman who writes the reply</td>
</tr>
<tr>
<td>Teacher role</td>
<td>● Give requests on format, language, strategies, etc.</td>
<td>● Give requests on format, language, strategies, etc.</td>
</tr>
<tr>
<td></td>
<td>● Provides immediate help</td>
<td>● Provides immediate help</td>
</tr>
</tbody>
</table>

As for design the structure of tasks-based lesson, the Pre-task phase is called ‘Before writing’. We have designed different procedures and activities with kinds of strategies to activate the choice motivation step by step (Figure 2). The second phase ‘Writing’ is the procedure of executing the writing tasks. The ‘After writing’ is the Post-task phase within various kinds of exercises and activities to encourage positive attribution and evaluation (Table 2).
The task-based teaching needs many supports inside and outside the classroom. Since this approach encourages the ability acquisition and a positive learning, it can be applied in many skill training and practical courses emphasizing ‘teaching him to fish rather than giving him a fish’.

Table 2: the structure of task-based lesson of BCW

<table>
<thead>
<tr>
<th>Phases</th>
<th>Activities</th>
<th>learning Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before writing</td>
<td>Reading the title of the lesson</td>
<td>Get start by noticing the name of document.</td>
</tr>
<tr>
<td></td>
<td>Setting goals</td>
<td>Set up the concrete learning goals.</td>
</tr>
<tr>
<td></td>
<td>3 questions about the document</td>
<td>Activate current experience.</td>
</tr>
<tr>
<td></td>
<td>Brainstorming, teamwork, role-play, etc.</td>
<td>Understand and enter the context; Inspire the need of writing.</td>
</tr>
<tr>
<td></td>
<td>Multiple-choice questions</td>
<td>Choose the right kind of business documents and understand the reason.</td>
</tr>
<tr>
<td></td>
<td>Knowledges and practice about the document</td>
<td>Learn the knowledges to reinforce the intention of executing the writing task.</td>
</tr>
<tr>
<td>Writing</td>
<td>Knowledges and practice of written Chinese</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Writing according to the context and requests</td>
<td>Practise and experience the process of writing.</td>
</tr>
<tr>
<td>After writing</td>
<td>More activities</td>
<td>Make evaluation and positive attribution to the related language forms, knowledge or strategy.</td>
</tr>
<tr>
<td></td>
<td>● Language form exercises</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Comparison with writings by others</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Further learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Similar tasks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Self-evaluation of the goals. (Likert scale)</td>
<td>Evaluate the sense of success; Consider further planning.</td>
</tr>
</tbody>
</table>

Discussion and remarks

The extensive literature on ‘excellence’ in university teaching indicates that it is a multifaceted concept with a contested and shifting meaning (Skelton, 2009; French & O’Leary, 2017). Despite its related conflicted significance, ‘excellence’ is utilised as a core value in higher education internationally, across disciplines, and in both privileged and disadvantaged university environments. However, employing excellence as an educational value, and particularly a teaching value, positions the concept in a conflicting space with values linked to social justice, such as equality, agency and social responsibility. These values are excluded from the higher education excellence discourse which increasingly signifies the individual good rather than the social good.

The fostering of individual teaching excellence reflects the global corporatising approach to higher education (Shore & Wright, 1999; Morley, 2003) with an emphasis on management, performance, efficiency, continuous improvement and the measurement of outputs. Assessment criteria for teaching excellence seldom take into account the complexity and diversity that characterize teaching and learning
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and the contexts they are situated in. Correspondingly, the criteria used for teaching excellence awards exemplify managerialist and individualist practices.

Although teaching excellence awards are generally viewed as effective regarding improving the stature of teaching at universities (especially research-led institutions) and recognizing teaching achievements, they are often de-contextualised, specifically with regard to the relationship between teaching excellence and student contexts and the relationship between teaching and learning (Chism, 2006; Leibowitz, Farmer & Franklin, 2012). In correspondence with Behari-Leak & McKenna (2017), this paper maintains that the conceptualisation and recognition of ‘excellent teaching’ should include a focus on ‘excellent learning’, with both discourses emphasising the ideological and unequal contexts in which students and teachers function.

Context is particularly important in teaching excellence awards in a post-colonial country such as South Africa, which is characterized by social injustice. This paper will examine the teaching excellence awards at a prominent research-led South African university. The paper will analyse the present managerialist and individualist structure and criteria of the awards within the context of the South African Education White Paper 3 (1997), the CHE/HELTASA National Excellence in Teaching and Learning Awards, and the institution’s Teaching and Learning Policy. It will propose a more inclusive and context-sensitive approach to the awards in response to the need for social and economic equity in South Africa. The focus will be on collaboration: 1) relationships between a) teachers in developing their teaching, b) teachers and students to create partnerships in advancing learning and teaching, and c) teachers and students contributing to society’s goals through knowledge creation and application, and critiquing mainstream social and political assumptions, and 2) the social responsibility of teachers to deliver citizens who can function effectively in a democratic society. The paper will also consider the awarding of departments or disciplines instead of individuals in order to recognise different but equal teaching contexts and ‘excellences’. Such a shift from individualisation to collaboration in this institution’s teaching excellence awards should help foster an enabling environment for teachers and students to contribute to the transformation of South African society.

Paper ID: 35
Case study: An attempt to develop teachers’ competence on adopting SPOCs at HKBU
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This case study describes an attempt of developing teachers’ competence on adopting Small Private Online Courses (SPOCs) to support the new initiative of blended learning at the Hong Kong Baptist University (HKBU). The study will present both quantitative and qualitative data collected from students (N=200+) involved in the first batch of SPOCs published in AY2017/18, which reflects the effectiveness of student learning via this new initiative.
With “Internationalisation” being one of the strategic foci of HKBU, the University has adopted the development of SPOCs with FutureLearn (FL) in spring 2017. The valuable experience of FL on developing a number of Massive Open Online Courses (MOOCs) with universities world-wide has certainly provided us with a good platform to launch SPOCs with invited overseas partners as a pilot trial.

SPOCs offer students opportunities to develop self-directed and self-regulatory learning abilities, digital literacies and life-long learning skills. It also helps them form a better world view and enhance cross-cultural awareness through interacting with learners from diverse cultural backgrounds, and thus achieve the goal of ‘internationalization at home’, i.e., to internationalize student learning experience without leaving Hong Kong. Students interact with overseas peers by participating online activities like discussion forum, joint project, joint presentation etc. via the SPOC. In doing so, not only will HKBU students exchange their ideas/thoughts on the subject matter with overseas peers, but also teachers can collaborate with their overseas counterparts. The FL platform provides different online learning activities like online resource, lesson video, forum, poll and online quiz etc. In addition, the stringent quality assurance (QA) mechanism of FL upon outcomes-based learning issues has provided colleagues involved with a good learning experience as reflected from this study.

The first batch of five SPOCs was published in AY2017/18. Through the lessons we learnt during the process, the Centre for Holistic Teaching and Learning (CHTL) gained a lot of value-added experience for enhancing the launch of the second batch of six SPOCs, in particularly student learning experience and the pedagogical approach of blended learning. The CHTL provides useful internal QA support for each newly developed SPOC to speed up the process of course publishing as reflected from the reducing number of QA comments received from FL.

Positive feedback from students involved in the first batch reveals that learning through SPOCs is a creative way to acquire new knowledge at anywhere and anytime. Record shows that 58.71% of enrolled students had completed at least 80% of the learning content of SPOCs. Nevertheless, the downside is that students had to spend more time on preparation before class. Future improvement can be made on the support/guidance to teachers on how SPOCs can be incorporated into teaching more constructively.
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This study takes place within an action research framework and reports on the introduction of several changes to the format of the 4th year Honours research project within the Finance discipline at a South African university, including conducting first time research in a group environment, and reducing the length and style of the traditional thesis to that of a journal article. Staff and students involved in the program were surveyed by means of questionnaires administered at the end of each academic year between 2015 and 2018 to elicit their opinions of the changes. This paper describes the changes implemented, the perceptions of staff and students of the success, or otherwise, of these changes and the lessons learned for future implementation.

In the initial pilot study stage of this research (using the 2015 cohort), staff and students expressed positive responses regarding the use of the group format although several challenges were identified. In particular, some staff expressed misgivings regarding the negative impact of the group format on students’ ownership of the process while students clearly identified the free-rider problem as a major concern. Students found a more structured format helpful and clearly indicated a preference for even greater scaffolding of the research process. Student responses also clearly highlighted several benefits they identified arising out of doing the research project.

This updated full research paper now speaks to four years of analysis, from 2015 (the pilot study) through to 2018. Discussion as to how changes have been built on over time are highlighted, with our results indicating that undergraduate research projects can successfully be implemented using a group format, although this does require careful management. Our approach to proactively assisting students in managing the group process is discussed, and the various ways that this first time research course has built in increased student guidance and greater scaffolding of deliverables into the course design (as a means to encourage engagement with the course and timely completion of the research project) is reflected on. Specific suggestions are made for ways in which these recommendations can be implemented. The paper concludes by summarising the lessons learned through the process of redesigning this undergraduate research module and proposing areas for further development.

Paper ID: 37
Scaling up collaborative creativity in architectural education

Kristof Crolla, Paula Hodgson, Wai-yuk Angel Ho
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Creativity is one of the central critical competences for all architecture students. It is not a unitary process but requires conscious and unconscious information processing. A variety of strategies can be adopted, including critical analysis, imagination, habit breaking, relationship seeking and the use of interpersonal skills. This paper discusses how architecture students experience the process of creative model construction through three iterations of scaling up model building and their reflection on the process of prototyping to real-size construction as a form of authentic assessment in a design studio of a master program. It is not uncommon that students work in teams in studio projects in architectural education in the form of competition between teams. To enable students to learn how to work collaboratively and competitively as in the real world, the course addresses the two components
through an iterative approach. Students first work in pairs on a prototype with a one-tenth scale model in the first cycle. Half of the models produced are nominated for the second cycle. Teams are regrouped into fours to build a one-fifth scale model. Teammates are given new roles to fine-tune the selected design, while they learn to avoid mistakes made in the first cycle. Some may focus on strengthening their skills in digital modelling by using a computer-generated simulation program, and others work on the mock-up of a physical model while double checking between the digital 3D model and the physical model. Only the best model design is selected for full-scale rooftop construction. All students join in voting for the best project in the second cycle. However, the biggest challenge happens in the third cycle. Students are set to construct a large-scale physical model to demonstrate the appropriate application of the selected tectonic system, amplify its potential and incorporate its limitations. After completion of the three iteration of model building, students are required to reflect on every cycle, focusing on how they contribute to the process and learning moments individually. Student reflections form the basis of analysis of the paper, and student learning experience and challenges in each cycle are analysed and discussed. As teams compete to be chosen for the best design work, students develop skills and knowledge while working in different roles, including leading, supporting, designing, sourcing, documentation and workmanship roles, in different cycles. Three cycles with different degrees of challenge are structured, and this provides the option for students to experience different roles and take the initiative to solve emerging problems, including communication between team members, piloting and testing connections with new materials, strategies in mounting a full-size product on the rooftop of a building with limited budget and time.

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**Paper ID: 40**

**Teaching for empowerment: Turning passive learners to active knowledge producers**

**Shuang Wang**

The University of Hong Kong

This article is a case study of the Common Core course CCCH9005, The Chinese Cultural Revolution, in which a student-generated oral history project is integrated into the course design. Through this case study, I seek to demonstrate how this project enhances students’ critical thinking abilities and empowers students to be knowledge producers for a student-built oral history online archive.

**Background**

CCCH 9005 has been offered at HKU since the beginning of its Common Core Curriculum. A main objective of the course is to turn students from the passive learners to active knowledge seekers and producers. As one of her teaching innovations, Dr. Aihe Wang (the course coordinator and lecturer)
designed an oral history project for the students, which is closely tied to the content of the lectures and course materials. She experimented it in 2017-18, gaining successful results and enthusiastic feedback from students. With these as the base, the teaching team formally launched a project in 2018-19, entitled “Pilot Project on Student Generated Knowledge: An Oral History Online Archival Database,” which won a Teaching Development Grant.

The initiative and practice that develop and promote teaching and learning

This project develops a model of student-generated knowledge database which deepens the engagement of students in an active learning environment. It provides an opportunity for students to co-construct an online database of student-generated knowledge recording their family histories during the Cultural Revolution. This project strives to inspire students to explore, document, and critically reflect on their family experiences during the Cultural Revolution and its impact on individual lives. The fundamental objective of the project is to empower students to learn more actively and participate in the writing of the history of modern China.

Methods of evidence collection and analysis

To prepare, undertake, analyse, and document their oral history interviews, students need to be actively engaged in reading, researching, asking, discussing, interpreting, and writing. To develop the project, students need to engage the sources assigned by the course to contextualize and critically examine the history testimonies. Through this process, students could understand how history is continuously constructed, complemented, and contested. In the next step, students need to design a research proposal, undertake the interview, and conduct disciplinary research. At the final stage of the project, each student generates a one-page archive, and all participants co-construct an online oral history archive.

Discussion on the effectiveness of the initiative and practice

Through this project, the students become important preservers of their family history. After a trial of our project in the Spring Semester of 2018, many students expressed that the project empowered them to put fragments of family history together, finally understanding how the revolution had impacted their families and their own lives. In addition, through the critical study of their family members’ experiences, they recognized interrelatedness of self, family, and society, as well as history and presence. This thus mirrors the ultimate goal of our course -- to help students grow into independent, critical thinkers.
As with all endeavors developing excellence requires training, knowledge and preparation. Unfortunately, with respect to teaching and learning most beginning faculty have minimal training and background knowledge on effective teaching and a dearth of preparation for one of their primary responsibilities as a university faculty member i.e. teaching. Some have never taught a university course, for others their only teaching experience is as a teaching assistant and only a small percentage have engaged in professional development with respect to teaching and learning. For the most part, their experience and knowledge with respect to teaching comes from of being a student in various courses, some good, some poor and most being primarily lecture based. The Center for the Integration of Research, Teaching and Learning (CIRTL) is a national (US) initiative involving more than 40 research universities. Its mission is to advance excellence in STEM (Science, Technology, Engineering and Math) teaching through training, knowledge and preparation of graduate students and post doctoral associates who will become future faculty. CIRTL was founded in 2003 and in the ensuing 15 years the CIRTL Network as expanded to a wide range of universities in the US and Canada. CIRTL embraces three core ideas; Learning through Diversity, Teaching as Research and Learning Communities. The CIRTL Network provides a variety of resources including MOOCs, on-line courses, workshops, forums, learning communities etc. to support the core ideas which are implemented at individual institutions. CIRTL delineates three levels of graduate student engagement; Associate, Practitioner and Scholar.

The University of Maryland joined the CIRTL Network in 2011. UMD-CIRTL is overseen by the Graduate School and works jointly with the Teaching and Learning Transformation Center to develop and implement programs for preparing graduate students and post doctoral associates to be great teachers as well as great researchers. We will highlight the challenges, successes and hurdles encountered at a large research-intensive university in developing a program for preparing future STEM faculty. In the presentation we will describe how UMD-CIRTL addresses the need for the training, knowledge and preparation of future faculty using the three key ideas of; Learning-through-diversity which capitalizes on the rich array of experiences, backgrounds, and skills among STEM students and faculty to enhance learning for all; Learning communities which bring together groups of people for shared learning, discovery, and generation of knowledge, and Teaching-as-Research (TAR) which encourages using research to inform teaching and teaching to advance research. We will discuss how the UM-CIRTL approaches might be adapted for a variety of institutional types and current needs for preparing future faculty and how it contributes to the development of excellence in teaching.

Paper ID: 43

Students as partners, community partners as co-educators and teachers as facilitators: What scaffold excellent experiential learning?

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The Faculty of Social Sciences at The University of Hong Kong (HKU) has adopted two overarching themes of the non-paid, off-campus experiential learning for its undergraduate curricula: Social Innovation (SI) and Global Citizenship (GC) since 2008. From 2010 onwards, the Faculty has made it as
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graduation requirements for all social sciences students. Through the SI/GC, the Faculty aims to nurture students with a global perspective who are critical thinkers, socially aware, ready to embrace diversity and seek to make an impact on society. In this paper we concentrate on the SIGC summer programme (both the local and non-local) within which students spend 8-week interning at a community partner of their choice across five sectors: Communication, Corporate Social Responsibility, Research and Policy Analysis, Community and Social Services as well as Clinical Education Services.

In this presentation, we critically examine students’ feedback data – quantitative scores and qualitative narratives– in the past half-decade in accordance with Kolb’s Experiential Learning Model. The results are further triangulated with the comments provided by the supervisors of the community partners and academic tutors sent by HKU. The essential knowledge we seek to co-construct are: 1) Profile of the students’ evaluation data- distinctive pattern over the 5-year period; 2) Critical factors scaffolding (or smashing) the students’ learning experience.

In a number of ways, the process of reflecting, conceptualising and delivering this paper mirrors the experiential learning cycle. We find that the emerging pattern for successful experiential learning requires role-transformation of the three key stakeholders: 1) Students as partners: The students are no longer regarded only as “passive learners” and “consumers” in the learning delivery process. They are transforming into collaborators in producing knowledge and accomplishing tasks that matters in the real world. 2) Community partners as co-educators: Community partners go beyond their supervising function in the workplace and take on the role as co-educators in teaching skills to the students and mentoring them on work ethics. 3) Teachers as facilitators: Teachers also transform from sole providers of knowledge in the classroom to facilitators who engage in the co-creation of learning opportunities outside classroom, assist students’ learning process and help tackling novel problem with the stakeholders. This paper will be concluded by highlighting implications for experiential learning in terms of student preparation and specific training provision for the next decade of higher education in Hong Kong and beyond.

Paper ID: 44
Flipped instructional model through the Asian cultural lens
Shelen Ho
University of Reading Malaysia

In recent times, the education authorities in the region are revamping higher education system to embrace the fourth industrial revolution (4IR). The Higher Education Ministry in Malaysia and Singapore have stressed that to address the challenges of the 4IR, the process of teaching and learning has to be changed. Student outcomes for higher education framework should be higher order thinking and multiple intelligences. Traditional education has contributed greatly to the current levels of industrial evolution and technological advancement. However, in order for higher education to deliver future generations with the right set of skills and knowledge, an imperative question has to be asked regarding how the delivery of education will be transformed. The learning environment promoted under the new framework emphasizes on student-centered learning and treating students as connectors, creators and
constructionists. Teachers’ role in education has been transformed from sage on the stage to guide on the side that further changed the concept of teaching and learning to a concept of facilitating and engaging learners.

There are vast literature available on the features and benefits of flipped instructional model. Previous published results suggested that the non-traditional model results in significant learning gains. There are inspiring research publications on the successful adoption of the flipped classroom model to facilitate higher-order thinking. However, there are limited studies on whether this Western education practice makes sense with Asian societies when the practice challenges the established socio-economic order and authoritarian regimes of the embedded Asian cultural beliefs.

The author’s research interest is with the exploration of the need to consider the role of culture in students’ motivational dynamics before applying education theories in practice, especially for a community where students had been regarded as passive recipients of data. As pointed out by various cultural researchers, without understanding the role of cultural identity and heritage embedded in a particular cultural framework, higher education cannot achieve one of its most important goals: to provide quality education for all.

The author has led pedagogical innovations at her institution and beyond since 2015. As a business practitioner for many years, the author understands didactic teaching approaches and students as receptacles of knowledge would not achieve the learning outcomes for the new higher education framework. Flipped and team-based learning were two new pedagogical approaches she pioneered in her institution for higher order thinking skills with the learning focus on understanding, meaning and creation. The author is also a pioneer in championing the value of pedagogic research in her institution. She has presented at international teaching and learning conferences and other higher institution of learning on innovative pedagogic practices.

The author will be presenting research findings on Asian learning cultures, with special reference to the influence of Confucian traditions. An example of the author’s practice of flipped instruction model with Asian students in Malaysia, Thailand and Singapore, to address the traditional social-oriented achievement motivation, will be shared. A summary of qualitative evaluation feedback from students and learning outcomes from pedagogic research with the flipped strategy will also be presented.
learning is required to grapple with several competing narratives, which pull attention in very different directions. The debate between scholarly teaching as a distinction from the scholarship of teaching and learning (SoTL) has been much commented upon. Furthermore, there is the more ubiquitous collective term of teaching and learning (T&L) which is more commonly used and understood by a broader disciplinary base than learning and teaching. In addition to these, there are different types of engagement in this space such as teaching excellence and teaching expertise (Kreber, 2002). These traverse a breadth that encompasses performance, abilities, perceptions and disciplinarity, each has their own definition and characteristics, yet all are within the required or expected scope of educational leaders. This paper will describe a project that sought to examine two explicit objectives; (1) to map the journey into Teaching and learning leadership roles and (2) to identify the variables and challenges Teaching and Learning leaders working within complex learning cultures must consider. The project adopted an ethnographic research design, which allowed for participants working as educational leaders across higher education institutions to be involved. These individuals represent a culture-sharing group, who as Teaching and learning and/or educational leaders, have shared behaviours, beliefs and language (Creswell, 2012, p.469). The methodological approach was narrative inquiry, which was a way of understanding the Teaching and learning leadership journey and experience via collaboration between researcher and participants, over time, in a place or series of places, and in social interaction with milieus (Clandinin & Connelly, 2000, p. 20). This paper will share the findings of the first phase of a current project which is situated within Australia. The project outcomes will contribute to the body of research surrounding educational leadership in learning and teaching and hopes to develop a clearer understanding of effectiveness in this space. It also seeks to contribute to research on the broader Teaching and learning culture in higher education, its changing nature and how our understanding of this can contribute to development and growth.

Paper ID: 47
Cross-disciplinary collaboration to enrich student learning
Mathew Pryor
The University of Hong Kong

Often we can gain new insights and greater understanding of our own disciplinary practices when we get to see them through the eyes of others. The process of explaining and justifying our methods and ideas to people of different backgrounds can help us to test and strengthen our knowledge and skills, to rationalise our proposed solutions and to advocate for them more effectively.

Instructors from the Division of Landscape Architecture recently collaborated with colleagues from the School of English to co-construct an innovative learning experience that brought together student classes from the Bachelor of Arts (Landscape Studies) and the Creative Writing program to work in parallel to address a common set of problems, and to explain to one another the creative processes that they used to reach their proposed solutions.

The educational goal of the course was to engage students with ideas and techniques in constructing experiential narratives within interdisciplinary processes of design. Drawing on theories of
sociomateriality, the course design took concepts of thresholds, islands and pathways in both built and natural environments as an instructional framework, and sought to maximise peer-to-peer interaction by utilising a complementary pair of creative learning environments: the landscape design studio’s White Space, and the Black Box theatre.

An initial conceptual exercise required students to represent the spatial dimensions and experiential qualities of the threshold moment in their daily routine, of arriving at the University campus. Landscape students built box models, while in parallel Creative Writing students expressed the same experience in narrative form. The exercise challenged both sets of students to observe the physicality and usage of an everyday space and focus on the elements (often seeming partial, fragmented, out of scale) that convey the experience. Together they were able to explore and share representational techniques, in particular the use of depth and layering to achieve authenticity.

Students then worked in mixed groups, relating to ‘arrival’ themes, to craft a series of installations for readings and a dance performance. Physical constructions were conceived and fabricated in the Landscape design studio’s creative White Spaces, where students were free to utilize all the surfaces to develop and contextualise their designs. The performance was presented (as part of the Island Cities and Urban Archipelagos Conference hosted at HKU) in the Black Box theatre, essentially without surface, where attention is focused inwards on the performance.

Landscape students then proceeded to research and document various environmental ‘thresholds’ in four island ecologies around Hong Kong, which formed the basis for a formal design project. Students designed scaled interventions for individuals and small groups that mediated two distinct landscape conditions, paying attention to how physical, material and temporal connections of environmental settings could be used to ‘tell a story’ and enhance human experience. Creative writing students expanded their initial texts to develop more comprehensive arrival narratives. The mixed groups reformed to allow students to present their work to each other and reflect on the creative processes and outcomes.

Use of comparative physical environments and cross-disciplinary interactions within the course established a conceptually rich teaching framework which helped students to work together to develop the abilities needed to tackle novel situations. On reflection, both sets of students felt they had learnt valuable lessons from each other, identifying: the sharing of creative processes; unlearning things and breaking down disciplinary assumptions; mutual respect and collective achievement; taking inspiration from other creative spaces; close observation; environment as a source and context for ideas; and the common act of making, as key points of learning for their own disciplinary development.

**Paper ID: 48**

**Interactive teaching methods to engage students in active learning in information security course**

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One of the primary questions that all instructors face is how to engage students into high-quality active learning process. This paper shares experiences on the practice of interactive teaching in the information security course. The three major methods, seminar style teaching in classroom, topic presentations and discussions, and course projects for promoting hands-on learning are described.

In seminar-style teaching, instructors not only impart content or information to the student as is done in a lecture but also direct the discussions in the classroom. After discussion among the students or between the instructor and students, the student knowledge about various aspects of discussed subject was solidified. In our experience, it is a very effective method for promoting class participation. We practiced the method in two ways. One is directed dialogue, the other is brainstorming. The instructor directs the students toward a particular solution to a problem in a directed dialogue. Perhaps the best subjects are those in which there was an actual historical trend in solving some problem from poor to better to best solution. In a brainstorming session, a problem or concern is presented to the students in the class and then all are invited to freely think about solutions or possible answers. A list of ideas is first collected without comment and then can be organized and evaluated in class. We make efforts to ask students questions in this way on a daily basis. The questions should not be too easy or too hard, as no one answers in these extremes. Instead, questions need to be challenging and thought provoking, but answerable. Especially, the instructor should make the student who answers a question feel as his opinion was respected.

In topic presentations and discussions, if needed, a class is divided into small discussion groups and a different topic is assigned to each group. In this way, the students have enough time to be engaged in the preparation and investigation for the topic. And then they can make an in-depth discussion on a topic. In this learning process, reading materials, writing slides, making a presentation, discussion and so on, the understanding of the selected topic is solidified and the skills as an independent learner are developed. The latter may be more important for them in the future career.

Software engineering students should put a strong emphasis both in the lectures in class and in the project work. Most of the students plan to go directly into industry after graduation, and the project work is the place where the practical skills can be adequately taught. In projects, students can actively learn how these technical materials discussed in class is applied in the context of software development. And the students are forced to develop effective communication techniques to coordinate team members' work. The projects chosen are often from 'real-world' applications and can be completed in a single team. If the project is assigned near the directly related lectures, students can instantiate class concepts almost immediately in the project and can apply the project experience in class. The selection of the projects takes place in pre-course planning. The subjects for projects should be significant and manageable.

The positive results in terms of successful learning have been witnessed on the course evaluation and the feedback from the students. Furthermore, some concerns in using these methods to construct teaching excellence are also discussed in the paper.

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Using integrated course design to promote active physiology study

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Background
Students in the campus of the 21st century are very independent, opening, and diverse. Our teaching strategy needs iterative and incremental development. Teacher-based course design is not the proper way to achieve excellent teaching.

The practice that promotes teaching and learning
We re-design our physiology course by constructive alignment and based on the outcome. First, we analyse all the situational factors affecting our course. With the awareness of special challenge, we ask ourselves what is the big dream as a teacher? Under the guidance of our big dream, we set up the desired outcome of our course. Then, we select proper activities and assessments to fulfill our goal at different levels. By delivering pre-course questionnaire, assigning homework as well as in-class activities focusing on the foundational knowledge, the application ability, the view of integration, the awareness of self and others, and the ability of continuous learning, our students become more involved and active.

Methods of evidence collection and analysis
Both formative and summative assessments are performed. Self-assessments, peerassessments, examinations, questionnaires, reflection papers etc. are collected. Descriptive analysis as well as quantitative analysis are performed based on the nature of the data.

Results and discussion
With the strategy of integrated course design, our students are more involved and active in classroom performance. 67.7% students agree that in-class discussion ‘is a great help to my study’. 74.2% students think that ‘I know more about myself’, 71.0% students think that ‘I know more about others’, and 61.29% students are more willing to work in teams. 77.4% students demonstrate that their learning ability have been improved. Based on these results, our practice in active learning has achieved the initial success. We believe with the continuous effort to design our course based on the learner, the excellence in university learning and teaching will be obtained and the whole society can benefit from our endeavour.

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**Paper ID: 50**

**Leadership in learning and teaching: Building structures to promote and recognize excellence**

Lisa Cary
Murdoch University

This paper seeks to challenge the codified knowledge base of learning and teaching in further and higher education and, in doing so, it will attempt to reinvent and reinterpret notions of ‘leadership’ and ‘learning and teaching’ (Fullan and Scott, 2009; Hargreaves, 1998). Thus, I aim to contribute to the shared understanding of leadership in learning and teaching and its role in the support and promotion of learning and teaching in our institutions. This conversation will include a brief presentation of the ‘findings’ from a case study of one institution’s experience of the development and coordination of accredited Higher Education Academy (HEA) provisions. The discussion will also include the challenges faced when building the Professional Standards Framework (UKPSF) and the HEA Fellowships (i.e., professional learning, reward and recognition for learning and teaching excellence) into the university policies and procedures for probation and promotion.

Building such frameworks and implementing connections with probation, promotion and awards systems is a vital step towards creating spaces for the reward and recognition of learning and teaching excellence in critical contexts and in challenging institutional and political times. However, this is not an easy thing to do. Studies of leadership cultures in contemporary further and higher education learning and teaching contexts commonly point to dissonance as well as to harmony (Marshall et al., 2011; Smith and Swift, 2014). Therefore, we need to discuss how cultural dissonance can most helpfully be understood, explore the experiences of leaders of learning of operating in dissonant environments (research-focused institutions), and discuss how these theoretical perspectives and practitioner experiences can support leaders in learning and teaching.

Thus, this presentation will highlight issues of promoting the importance of a positive learning environment supported by effective teaching within the institutionalised cultures of further and higher education, focusing upon strategic and structural support and recognition for effective leadership in learning. We might consider how our own experiences of hyper-marketisation, cultural aggression, the “false promises” of constructivism, and current debates about “evidence” in education have for a theory of cultural dissonance.

**Paper ID: 51**

**Co-create knowledge through professional development workshop**

Mee Wah Eugenia Ng
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Flipped classroom is a new pedagogical method that combines classroom learning and preclass self-study in a unique way. Online materials are assigned to students for their selflearning in their own time and pace prior to attending classes that largely focus on group activities. The online materials may come in various digital formats including animations, images, texts and videos. Unlike traditional teaching and learning approaches where students learn from their teachers in class and tackle related homework afterwards, flipped classroom embraces the idea of active, student-centred learning.

This study attempts to review the effectiveness of flipped classroom in a professional development workshop, namely, Learning Teaching Development Programme (LTDP). LTDP aimed to prepare junior academics and postgraduate students for a successful teaching career in the university environment. For this pilot study, LTDP participants learned a topic “collaboration within Lingnan and beyond”. Participants were introduced the concept of flipped classroom which was followed by a demonstration by the programme instructor. Then, participants attempted a pre-test in class so that they could understand the expectations of their learning outcomes of watching the assigned online video.

The form of the online material chosen for self-learning in LTDP was a video, i.e. a prerecorded presentation on a collaborative initiative at Lingnan University. The questions of the pre- and post-tests were identical. Out of the 25 participants, 14 completed both tests. The average scores of the pre-test and post-test were 3 and 4 respectively. As a way to consolidate their knowledge, participants were divided in groups to discuss the benefits and challenges of the subject matter during the lesson (i.e. the lesson prior to which the pre-test had been completed). To challenge the participants to a greater extent, they were asked to extend their discussion about the particular collaborative initiative by responding to new scenarios randomly assigned to them via drawing lots. It was observed that participants had engaged well during in-class discussions. At the end of the programme, participants were asked to evaluate their flipped classroom experience in a short online survey. They agreed or strongly agreed that flipped classroom had enhanced their problem-solving and planning ability and they would be likely to implement the flipped classroom strategy when they teach or assist in teaching in the future.

To further measure the effectiveness of this pilot study, 3 participants volunteered to participate in a focus group interview. All of them gave positive comments on the strategy, generally echoing what they had previously expressed in the survey. Specifically, they showed preference for the flexibility of this mode of learning as they indicated that online videos were viewable out-of-classroom and could be replayed as necessary. The qualitative and quantitative data analysis and classroom observation illustrated that participants of a flipped class were no longer passive learners, but as active learners who were able to self-learn and also co-create knowledge during classroom activities.

Paper ID: 54
Workplace competencies framework for university students

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This study seeks to identify work-relevant competencies that employers look out for in hiring fresh University graduates. Based on existing literature on work-related skills and competencies, and Singapore Institute of Technology’s unique mission, this study interviewed 20 employers who are in a position to make hiring decisions. The interview elucidated the skills and competencies that employers covet most in a candidate employee; explored how such skills and competencies are demonstrated during their working experience; and how these skills and competencies may be measured and/or captured during the graduates’ university life. The study’s findings are translated into a Workplace Competency Framework and will be valuable in helping to improve the employability of students by mapping out related student learning outcomes that also encourage and recognize non-academic strengths that they should exhibit during university life.

Acknowledgements

We would like to thank the Centre for Learning Environment and Assessment Development (CoLEAD), Singapore Institute of Technology (SIT) for funding support through the SIT Advancement for Learning and Teaching Grant.

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Paper ID: 55

Online learning tool on external financing needs

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School of Accountancy, Singapore Management University

A great teacher engages the students in ways that will motivate them to learn the subject matter and encourages them to think out of the box. One way I engage the students to learn Accounting and Finance actively is through the use of an online learning object, which is described below.

In collaboration with colleagues at the Centre of Teaching Excellence (CTE), I have developed an innovative online learning object on External Financing Needs. This tool is designed to introduce a novel and refreshing way in teaching accounting and finance concepts to students and to create a more interactive learning experience in the classroom.

The online tool itself is available at: http://apps.cte.smu.edu.sg/external-financing/, which the students can access regardless of whether they are at the university or at home. In the initial development stage of the teaching tool, I prepared a spreadsheet containing the complete financial statements as well as the blank pro-forma statements that students will have to complete on an example from the textbook. This information is then passed to colleagues from the CTE for them to help design and build the online learning tool.

The online learning tool is used in the two courses: Accounting for Entrepreneurs and Financial Management, to explain the relevant concepts related to financial forecasting and financial planning. Specifically, there are two learning objectives of the online tool - for the students to be able (i) to prepare pro-forma financial statements as firms anticipate certain growth in sales, and (ii) to use the pro-forma financial statements to compute the external financing needs (EFN).
A teaching note is also provided to students to illustrate the key concepts step-by-step. In particular, key assumptions on the relationship between items in income statements & balance sheets with sales are also explained in class and highlighted in the note. Moreover, due to the dynamic nature of the online object, students can click on “Request for new worksheet” to vary the growth rate of sales (instead of just using the default rate of 25%) so that they can practice more with the tool independently at home.

One unique feature about the learning object is that it provides instantaneous feedback to students as they can learn whether the numbers they provide are correct/wrong (as indicated by the green/red font in the screen). In general, most of the students enjoyed learning about and using the tool and some of them want more of something like this for their self-practice. In particular, the immediate feedback feature that students received was regarded as the most useful feature, especially to the weaker students. The table below displays the results of the quantitative feedback by students related to the learning object.

<table>
<thead>
<tr>
<th>Quantitative Feedback (Scale of 1-5)</th>
<th>Term 2 15_16</th>
<th>Term 1 16_17</th>
<th>Term 2 16_17</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Respondents</td>
<td>50</td>
<td>43</td>
<td>78</td>
</tr>
<tr>
<td>The learning object simplified the key concepts related to EFN.</td>
<td>4.46</td>
<td>4.49</td>
<td>4.33</td>
</tr>
<tr>
<td>The learning object increased my confidence in solving problems related to EFN.</td>
<td>4.38</td>
<td>4.62</td>
<td>4.40</td>
</tr>
<tr>
<td>The accompanying instructions for the learning object were useful.</td>
<td>4.32</td>
<td>4.50</td>
<td>4.38</td>
</tr>
<tr>
<td>The content given in the learning object was relevant to EFN.</td>
<td>4.44</td>
<td>4.50</td>
<td>4.44</td>
</tr>
<tr>
<td>The feedback given by the learning object guided me in solving the problems related to EFN.</td>
<td>4.38</td>
<td>4.50</td>
<td>4.47</td>
</tr>
<tr>
<td>The learning object is aesthetically appealing.</td>
<td>4.30</td>
<td>4.43</td>
<td>4.35</td>
</tr>
<tr>
<td>The learning object was easy to use.</td>
<td>4.50</td>
<td>4.53</td>
<td>4.47</td>
</tr>
<tr>
<td>The learning object was well organised.</td>
<td>4.36</td>
<td>4.53</td>
<td>4.47</td>
</tr>
<tr>
<td>I would like to use the learning object again.</td>
<td>4.46</td>
<td>4.5</td>
<td>4.41</td>
</tr>
</tbody>
</table>

In relation to the previous paragraph, the learning object has benefited students in terms of increasing their confidence in understanding the concept of financial forecasting and in computing the external financing needs. Overall, I believe that the learning objectives of the tool have been met and the response from the students have been very positive and encouraging for me to explore with other innovative pedagogies in illustrating other concepts in accounting and finance.

**Acknowledgements**

The author is grateful to the Centre of Teaching Excellence at the Singapore Management University for providing the support for this pedagogy project.
In 1997 Bill Readings, in *The University in Ruins*, argued that the term “excellence”, emerging from the discursive practices of management and the military, had already become vacuous as a descriptive term, but nevertheless remained ideologically active in the university on behalf of the neoliberal economics of globalization: privatize and quantify. More recently the *Keywords Project*—hosted by the University of Pittsburgh, Cambridge, and *Critical Quarterly*—has observed that that “despite appearing to offer a key measure of quality the terms excellence and excellent have become effectively meaningless, or at least have undergone a significant process of semantic change.”

The term has exploded across the landscape of higher education—we all use it all the time—and it now appears more or less automatically in mission statements, grading rubrics, programme descriptions, performance reviews, and international rankings. Everyone is excellent, therefore no one can actually be excellent. Excellence, spread equally everywhere and without distinction, simply becomes a sign of conformity. How might we rectify this situation? How might we let excellence resonate?

In order to attempt a slight change of direction, I will first very briefly rehearse Readings’ description of the three concepts of the University—“the Kantian concept of reason, the Humboldtian idea of culture, and now the techno-bureaucratic notion of excellence” (14)— and then outline his understanding of the function of this rhetoric. As a “non-referential” empty signifier, the habitual use of the term in universities “allows excellence to function as a principle of translatability between radically different idioms: parking services and research grants can each be excellent, and their excellence is not dependent on any specific qualities or effects that they share” (24). Everything, if not awesome, is excellent.

Third, I will gesture toward the Greek concept of arete (excellence, virtue), mention in passing the Chinese dé 德 and the Tibetan dge ba (but since I am totally ignorant of these languages I will need colleagues’ help with this), and, finally, conclude by making several suggestions about how we might keep excellence alive against the vacuity of “excellence” through a collaborative rectification of naming that resonates. If “excellence” has become a non-referential cliché, how do we begin once again to fulfill the promise of the lasting desire for varieties of virtuosity?
Determining the quality of the course and improving the shortcomings of the research course has always been an important factor in the study of excellent course. As a complement to traditional education, MOOC is an important part of many university excellent courses. Many universities share their excellent programs on the MOOC platform to provide quality courses for more students. However, due to the characteristics of MOOC distance learning, students and teachers cannot communicate and feedback in time, which makes it difficult for teachers to adjust the curriculum focus and improve the quality of the course.

This paper takes the comments of MOOC students as the data source, uses word segmentation and word frequency statistics technology to evaluate, and studies the students’ attention points, then gets the classification according to the importance of interest points. Based on the relationship between the points of interest, we can get the weak points of the course and provide a reference for improving the quality of the course and enhancing the appeal of the course.

1. Data collection and pre-processing work. Based on several well-known MOOC platforms, we use reptile tools to collect a large number of students’ comment data. Afterword processing content for review, according to meanings of division concerns, concerns were extracted. By ordering the students concerns, reflecting the degree of satisfaction with the course and related needs.

2. Relevance analysis of concerns. There is an association relationship between the students’ concerns. After the association rules algorithm is processed, a certain strong association rule can be obtained. From this, we can understand the degree of satisfaction of students with several key points of the course quality, such as the content of the course, learning effects, logic and so on.

In short, through the analysis of the evaluation of the MOOC, you can get the quality of the MOOC courses, and also help the teacher to improve the understanding of the student's learning level. This kind of feedback has a great positive effect on the improvement of the quality of education in MOOC and excellent education.

Acknowledgements
This work has been supported by Fudan Good Practice Program of Teaching and Learning (2018C008), and by Shanghai Educational Science Research Project sponsored by Shanghai Municipal Education Commission.

Paper ID: 58
Using instructional design to engage students in the development of educational experiences: The case of multimedia management case studies in an international university
Mattia Miani
Centre for English Language Education, The University of Nottingham Ningbo China

The paper presents the case study of the development from scratch of a format for multimedia case studies that has been employed in the module Introduction to Business and Management for the business
students enrolled in the first year of the Chinese campus of an international university. The paper, on a more general level, aims at showing how an instructional design approach can be leveraged to produce, monitor and improve the development of learning experiences in higher education; on a more specific level, the paper aims at showing the reception of a multimedia case study format in an environment of digital natives that learn through a second language (English). The highlight of the case study is the use of qualitative and quantitative research techniques within the framework of instructional design. It will be argued that the lessons learnt can be easily applied to a number of domains in higher education.

Paper ID: 61
Making university-industry partnerships work: Measuring teaching excellence in a time of change

Stuart Perrin
Xi’an Jiaotong-Liverpool University

With the growth of disruptive technologies based around differing forms of Artificial Intelligence (A.I.), questions have to be asked as to whether universities today are producing graduates suited to the future or the past. Related to this, therefore, must be discussion as to what will be the requirements for higher education in the future and what will the future university look like. One university that is attempting to address these issues is Xi’an Jiaotong-Liverpool University (XJTLU), a joint-venture university in China. XJTLU has developed a new and unique (for China) education model, named Syntegrative Education (融合式教育) that hopes to address these future challenges likely to arise as a response to the 4th Industrial Revolution (4IR). It is embedded as a core part to the university’s next ten-year strategy, where innovation and entrepreneurship will be at the fore. Through the development of an Entrepreneurial College at a new campus, XJTLU is developing industry themed schools through equal partnership with local government, and business partners, both nationally and internationally, as well as specific fields identified jointly with these partners. This new initiative has meant the development of new degree programmes, and new degree structures and delivery patterns, thus, bringing together learning, research, training, leadership, entrepreneurship, and business development within one degree programme. One innovative area is the delivery of much of the teaching in on-campus companies, developed jointly by the university and a business partner, where teaching is facilitated jointly by academics and business people; assessment is project based, where subject, industry and leadership/entrepreneurial knowledge and skills can be incorporated and assessed.

With changes in teaching patterns and teaching assessment come new challenges in ensuring teaching quality and teaching excellence. Some of these challenges include ensuring that all the staff teaching have a shared vision of what they are trying to achieve; how to be innovative in teaching without comprising quality; and ensuring that the cultural differences between the university and its industry partners do not act as a brake on effective collaboration. One further challenge is finding the best way or ways to measure teaching excellence within this new dimension. Within this talk, I will highlight the discussions that have taken place concerning teaching quality, highlighting both the arguments for refining existing...
measures of excellence, and the arguments for establishing new measures for non-traditional teaching environments. The talk will explain the final approach that has been finally established, and why we felt it was the correct direction to take. I will conclude with some recommendations for going forward that can have a positive impact on learning and teaching excellence as higher education moves into somewhat unchartered waters.

**Paper ID: 63**

**Developing a research module for higher education professional development that embraces scaffolding by teachers and learners to enhance learning in a newly formed post-graduate certificate in professional studies**

David Frear
Xi'an Jiaotong-Liverpool University

The requirement for promotion and the maintenance of contracts with the ongoing demise of the era of tenure has led many academics (and institutions) to define academic excellence by the ever to common uttered phrase ‘publish or perish.’ While the necessity to publish is a central component of an academic’s role in higher education, internal reviews by universities look at research (publications and conferences), academic service, teaching and the often unofficial criterion of collegiality. For many of us, we are trained as researchers primarily; we learned academic service on the job, but we brought with us our own interpretations of what constitutes good teaching from our own educational experiences. These may have been recognized best practice or not. The quality of teaching in higher education institutions then can be seen as variable, and, thus, it potentially could be diminishing the learning experience of our students. At an extreme, current teaching practices could actually be inhibiting our students’ learning experience.

An obvious solution to this concerning issue is to have professional development for new academics or for some colleagues who desire some fresh ideas. In some countries and many universities, it is becoming expected to have some professional teaching training. Perhaps driven by the Teaching Excellence Framework (TEF) initiative, the United Kingdom, for instance, typically requires a professional qualification such as a post-graduate certificate in learning and teaching in higher education or a postgraduate certificate in professional development (learning and teaching) in almost all institutions, with some looking to achieve 100% compliance. Associated with these qualifications is membership of the UK Higher Education Academy (HEA). At the university this discussion pertains to, we were recently tasked with developing our newly approved post-graduate certificate in professional studies in learning and teaching in higher education (PGCPS).

My role has been to develop the compulsory research module, which represents half of the requisite credits required to successful complete the PGCPS. I wanted to target two areas of concern to academics: teaching quality and research, and a major concern for students, teaching quality. I also wanted to utilize a Vygotskyan approach to scaffolding, that is, drawing on Sociocultural Theory. This is not only from the perspectives of ‘teaching experts’, but also from those of the students themselves. Adopting an action research approach to the module, its underlying goal was to improve an academic’s teaching practice
Co-Constructing Excellence
Recognising, Scaffolding and Building Excellence in University Learning and Teaching

and thereby improve the learning experience of our students; in the process, however, it will provide teacher / researchers with data to generate a publication and / or conference presentation from the research module. In this talk, I will deliver some evidence on the need for professional development at the level of qualifications such as the PGCPS, before I outline some relevant Sociocultural Theory. Finally, I will discuss how I structured the research module for our PGCPS.

Paper ID: 64
Creating a talented and motivated learning and teaching workforce through large scale curriculum transformation

Leah Holt, Shona Leitch
College of Business, RMIT University

The literature on large scale curriculum change, both in success and longevity highlights numerous success factors including; understanding the change process, understanding why the change is needed and implementation of the change (de la Harpe and Thomas, 2009; Eckel et al. 1999) as well as numerous offerings of why many of these works are unsuccessful both in implementation or cultural shift (reference) resulting in failure in achieving the results intended or in ensuring sustainability. This paper will examine these success factors in leveraging a large-scale transformation project at RMIT University by drawing on the generic change model of Kotter (1996) and its use in higher education highlighted in the work of de la Harpe and Radloff (2006a, 2008). A framework for the development of the strategy, design and implementation will be proposed aligning to Kotter (1996) which is focused on empowering staff and generating a talented and motivated workforce to ensure long term sustainable change in curriculum design and delivery. Drawing on a practical example centred on Australia’s largest business school, the paper will demonstrate the opportunities and challenges and the ultimate outcomes that indicate success, most prominently the development of a motivated and talented learning and teaching workforce.

Paper ID: 65
Co-constructing authenticity and quality in assessment

Christopher Deneen¹, Gretchen Geng¹, Rowena Harper²
¹RMIT University
²University of Southern Australia

Background/context

Assessment is an area of enormous interest in higher education. Globally, universities are navigating assessment issues such as enhancing feedback, role of technology and alignment to graduate competencies. Practices of assessing student achievement, however remain highly resistant to change
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(Joughin, Dawson & Boud, 2017). Reasons for resistance vary from lack of confidence in adopting new practices to the perception that associated risks of change outweigh the benefits (Deneen & Boud, 2014).

In Australia, concern with assessment manifests as a move towards ‘authentic assessment.’ That is, assessment design and focus that closely resembles tasks required in professional life (Oliver, 2015). This sits alongside a broader mandate for better alignment between assessment and meaningful student outcomes (TEQSA, 2015). In Australia as elsewhere, managing change in practice is proving difficult.

RMIT is one of many universities negotiating the policies, practices and problems of assessment change management. This paper reports on the first year of a university-wide initiative towards enhancing assessment practice. Findings are discussed in the context of global implications for research and practice.

The ACI initiative

RMIT’s Assessment Change Initiative (ACI) centres on recognised issues: responding to external pressures for professional authenticity and negotiating the university community’s desire for better alignment between assessment and worthwhile outcomes. ACI began with a premise seminal to the conference theme: Adopting a co-constructed approach to assessment change management may enhance impact and diffuse resistance. A practice-approach to the development aspects was used to frame co-construction (Boud, Dawson, Bearman, Bennett, Joughin, & Molloy, 2018).

Methodology

This mixed methods study uses multiple qualitative and quantitative sources of data to develop a case study. Sources of data include:

- A professional development feedback instrument designed for the initiative
- Focus groups of academic and administrative leaders, instructors and students
- Relevant policy and practice documents

Scaled survey items were analysed using yielding descriptive statistics and variable correlations. Open survey response items, focus group data, and documents were subjected to a modified inductive coding procedure (Saldaña, 2015)

Discussion

A full set of descriptive statistics and coding tables will be presented in the paper/presentation. This abstract briefly discusses three key findings:

Lower resistance; higher impact: Analysis strongly suggests participants were more receptive to ACI than similar initiatives that did not adopt a co-constructed, collaborative approach. This lends validation to assessment change management as a capacity-building process that enables and empowers various stakeholders in the university, including students.

Recognising tensions: Several key tensions emerged, one of which was between defining authenticity in terms of professional context and aligning assessment with worthwhile outcomes. This has significant implications for further research and policy recommendations at national and international levels.
Framework(s) for high-value assessment: Collaborators developed two interlocking assessment frameworks: enhanced authenticity and quality. Together, we view these as forming a framework for high-value assessment.

References


This presentation will start by describing the CoP structure and how it functions, and discussing the factors that attract CoP members. The presenters will then describe how these factors and expectations are considered when designing activities and providing support for staff members with different interests and level of experience. To evaluate the CoP’s effectiveness, results from the post-event questionnaires and focus group interviews from active members will be presented. By the end of the session, the audience should have a better idea of how a CoP can be an effective way to help co-construct teaching excellence through learning analytics.

Initial findings seem to suggest that members are interested in events on classroom-based and course-based LA. Also, members want to know more about the theoretical aspects of LA (such as learning theories and statistics), instead of the practical aspect. More importantly, to allow the co-existence of teaching excellence and research excellence, members of the university still expect LA to be part of their scholarly work plan and try to generate papers from LA. Results also indicate that it is a challenge for members to initiate large-scale (but course-level) analytics projects or to be more involved in the CoP due to other commitments. However, workshops and activities joined by different levels of staff members (from senior management to project staff) are generally well-received and rated. This suggests that CoP can be a good way to facilitate the co-construction of excellence in teaching and learning.

Paper ID: 68

The use of Vlogs in developing a practice of critical reflection amongst teacher-candidates in Brunei Darussalam

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Background

As a response to the nation’s needs to increase teaching effectiveness and improve the overall quality of education in Brunei Darussalam, reformation of the initial teacher education programme: the Master of Teaching, at the Sultan Hassanal Bolkiah Institute of Education (SHBIE) was effectuated in 2009 (Mundia, Shahrill, Jaidin, Jawawi & Mahadi, 2016). And one of its signature features is the Professional Practice and Seminar modules (PPS 1 & 2). Under these modules, SHBIE teacher-candidates are deployed to educational institutions outside SHBIE, for four days a week during the semesters, to learn the ropes of, and to gain real-world teaching experience under the guidance of two relevant parties: the academics as clinical specialists from the university and the teachers at the schools as mentors. Taken twice in the first two of the three-semester programme, it is aimed to equip teacher-candidates with the aptitude to skilfully and critically bridge the gap between pedagogical theory and practice in teaching and learning through a series of reflections and discussions. In the first PPS, teacher-candidates are assign to discuss given topics pertaining their professional practice in general; while in the second PPS, teacher-candidates are to produce video recordings of their classroom practice to highlight evidence of students engagements, technology usage, amongst others. As there were no guidelines offered explicitly by SHBIE on the structure of the videos, clinical specialists would mostly expected teacher-candidates to record and share raw footages of hours of recorded lessons and teacher candidates are to narrate the videos live during forthnightly seminar sessions.
The initiative

As ‘mobile video-recording technologies are become increasingly ubiquitous’ (Snelson, 2013) and advanced, vlogging – if implemented innovatively – can be potentially introduced to replace traditional face-to-face presentations in the field higher education teaching and learning. As to overcome the challenges faced by clinical specialists and teacher-candidates in relations to the lack of prescribed format of submitted videos in PPS 2, it is proposed that a series of short vlogs are to be produced by teacher-candidates as a fun mean to critically reflect on their teaching practice. The series of vlogs will cover five topics of seminars assigned in PPS 2.

Methods

The study employs an exploratory research design to investigate the feasibility and advantages of vlogging in the PPS 2 module as a medium to critically ruminate about the process of real-world teaching and learning. On one hand, using a focus group interview, a small group of teacher-candidates from various specialisations and subjects (learning areas) are asked to share and compare their experience of using vlogging to reflect their professional practice. On the other hand, another group of teacher-candidates who are not assigned to vlog are asked to opine the vlogs produced by their colleagues. Transcripts will be coded thematically and data from the interviews will be analysed both qualitatively (emerging themes) and quantitatively (frequencies).

Discussion

As the study is still on-going, results and discussions about the findings from the research will only be available during the conference. However, it is anticipated that two of the main areas of the discussions will be as follows (but not limited to): the general thoughts of vlogging as a mean to critically assess one’s teaching; and, the challenges (related to content, techniques, technicality, time, etc) faced by the teacher-candidates in relations to producing vlogs.

Paper ID: 69

Classroom excellence: An illustration with interactive teaching in an MA TESOL class

Godwin Ioratim-Uba
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This research argues that a key approach to defining, achieving and measuring teaching excellence is to judge the level of interaction and its efficient deployment in the classroom. Interaction is perceived as the degree of verbal (and possibly non-verbal) communication which occurs between the teacher and students, students and students, and students and the teacher while teaching and learning take place in the classroom. This includes the use of various interactivities and tasks which enable students to work together, while the teacher facilitates, guides and elicits. The paper’s argument is evidenced using a lesson on ‘developing teacher-trainees’ intonation teaching techniques’. It was delivered to
MA TESOL students at a Sino-British university in China. Interaction patterns used include: pair, group work, feedback, mingle, interviewing (class survey preparation and implementation), turn-taking in a pronunciation game, teacher to student elicitation, and student to student elicitation. The paper argues that the utilisation of these interaction configurations enhances teaching excellence, particularly if it is accepted that best practice in teaching encompasses learner involvement in the classroom learning process and events in a manner which is meaningful, practical and learner-personalised. An implication of this research for excellence-centred teaching and learning is that the sermon-style, teacher-centred knowledge delivery at the university level can be diminished by using practical interaction strategies. Impetus exists for this to be achieved, given the current drive for classroom practice changes as well as the willpower by university teachers to implement such improvements.

**Paper ID: 71**  
**Promoting integrative learning across disciplines**  
Peter Lau  
The University of Hong Kong

Integrative learning is a process in which students make connections for the skills or knowledge they learned from different sources of learning experiences (Reynolds & Patton, 2016). At a micro-level, it represents the students’ abilities to relate prior experience with new situations, and to transfer knowledge or skills to solve real-world problems within the discipline. More importantly, it describes a more advanced abilities to make connection across disciplines (macro-level). A good teacher helps students develop connections with their prior knowledge, while an excellent teacher should find a way to help them extend their learning to other disciplines. However, opportunity to develop and assess such abilities across disciplines is limited in higher education.

To bridge this gap, a co-curricular activity was designed to provide a platform to develop and assess students’ integrative learning at a macro-level, by using student learning portfolio and assessment rubric. Students were required to design community services by making use of their own discipline knowledge. Findings suggested that participants were generally confident to identify connection to their own prior experience (micro-level), but less confident to connect to other disciplines or to choose appropriate form to communicate with people having different background (macro-level). This presentation will discuss the implication of the results and discuss possible intervention to address some barriers so that a good teacher could transform to an excellent teacher.
Paper ID: 72
Development and implementation of mandatory peer observation of teaching in the Southeast Asian higher education context
Nancy Gleason, Catherine Sanger
Yale-NUS College

Peer Observation at Yale-NUS College (henceforth referred to as ‘the College’) is a College-wide program run by the College’s Centre for Teaching and Learning (CTL) which supports both students and faculty to “[foster, recognise, and promote] excellence and innovation in teaching and learning in [the College].” Peer Observation is carried out to foster a shared culture of teaching excellence. What are the best approaches to implementing such a practice in the Asian higher education context? What is best practice in evidencing good teaching? And how do we train faculty to implement best practice in their observations.

There are two types of required observations practiced in the College: Formative and Summative. Formative observations are primarily designed to provide both the observer and the faculty member with new ideas and insights into their teaching practice. Summative observations are part of the annual review process and is a component of the teaching dossier for all faculty and lecturers teaching courses in the College. Both contribute greatly to the community of teaching excellence being fostered in the young College. The process of mandatory summative peer observation is valued as an important additional piece of data to submit as evidence of good teaching alongside student evaluations for tenure and promotion. The paper details the process of approval for required peer observation, and outlines an innovative mechanism for peer observation that can be used for annual reviews, tenure, and promotion in the Asian higher education context.

Paper ID: 78
Analysis of the teaching and learning for remote controlled power electronics laboratory
K.W.E. Cheng
Department of Electrical Engineering, The Hong Kong Polytechnic University

The setup, running cost, maintenance, manpower, and safety are the key issues for the laboratory class. This is especially for power engineering the cost for operating a laboratory is huge. Usually, a laboratory class has a fixed number of equipment sets, and the student is needed to take turn to try each experiment. With a class of hundreds of students, students have to be divided into a large group so that all sets of experiments can be tried by them. In many cases, the students may not have the chance to try every different experiment because of the resource. This comes to the issues that a large group of students conducting experimental work faces teaching and learning issues. The safety issues
are then a concern when one set of experiment is operated by a large group, such as 4 or more students. The student even may not have the chance to really go through all the procedures of the experiment.

A remotely controlled experiment can solve the above issues. The setting and procedure of the experiment are certified and conducted in a safe environment. Small group or single students can remotely log on to the system to conduct the laboratory class. The required manpower is reduced because the experiment has been set up so that all safety and sensors are needed and installed for protection. No extra manpower for supervisor and technician is needed. The experiment can be programmed in a fixed time duration with clear instruction. It can be conducted 24 hours and 7 days a week. Therefore an experiment can usually be finished within 2 hours as compared with the real experiment that usually takes 3 hours because all the unnecessary procedure in the real experiment can be eliminated. Therefore the maximum group can be allocated in one week for one experiment can be 84, whereas the real experiment is usually 3 hours and can only be conducted 2 times a day and 5 days per week. The total is only 10 per week.

The paper is to discuss the power electronics experiment for the above analysis. The remotely controlled experiment with real hardware is used. The students can remotely control the wire connection, apply input voltage and measure the output voltage and current under various switching conditions and load conditions. Therefore it is a virtual and real experiment and with a camera for monitoring. Comparison of the real, virtual and simulation types of experimental is discussed. It is found that the method improves the laboratory teaching through the advanced programmable remote control laboratory setup. The experimental safety and time management of the student to conduct the experiment are significantly improved. The process can be recorded and analysed so that the teacher can understand the skill of the experimental work of the students and the students can further improve their experimental handling techniques.

Paper ID: 79

Staff-student co-creation in MOOCs: Embedding and showcasing student excellence in the curriculum

Leah Marks, Maria Jackson, Kevin Glasgow
University of Glasgow

A great deal of the 21st century medical community is online and we often look to university staff and related stakeholders in the promotion of excellence in online content. The proliferation of poor quality medical content online is something seen as a ‘danger’ of which to warn students, and we rightly see our role in helping them develop effective search skills to help avoid these perceived dangers.

However, aside from its potential hazards, we believe the online medium provides an exciting opportunity for students to create excellent medical teaching content for both colleagues and the public. In content creation, evidence suggests students consolidate their own knowledge and skills. In particular, the Massive Open Online Course phenomenon provides a ‘safe’ space for students to act as educators in a structured yet innovative space.
Over the past 2 years we have run several Student Selective (elective) Component (SSCs) in which a small group of MBChB4 students developed/ran a Massive Open Online Course on their chosen medical topic. Students were involved in all phases of MOOC development; pedagogical discussion, curriculum design, participant recruitment, filming video material and acting as a lead educators. This SSC provided the opportunity to evaluate the impact of having a student-led teaching and learning environment. Students kept reflective diaries of the process giving an insight into the effect that co-creation has in promoting excellence in student work.

High levels of student engagement and the effectiveness of teaching as a revision tool were two highlights reported. We propose that by turning the ‘teachers as educators and students as consumers’ model around, and allowing students to become generators of educational content, we enable them to gain a huge variety of skills. Our first resulting MOOC “Basic First Aid; How to Be an Everyday Hero” is an excellent showcase and our subsequent MOOC “So you want to Study Medicine?” will contribute to the widening participation agenda.

We believe that extending the content creation opportunity to a greater number of students will allow others to experience the rewards of being teachers as well as learners. Indeed the concept that the two are not mutually exclusive is one of the most significant points that our work highlights. With the increasing use of technology, both across the curriculum and by students in a persona/professional context, it is vital that we embed a culture of excellence in this sphere as in every other.

**Paper ID: 83**

**Collective teaching enhancement**

*Gwen van der Velden, Alyson Quinn, David Davies*

*The University of Warwick*

This presentation explores the influence of an alternative, decentralised and academically owned approach to educational enhancement.

The Warwick International Higher Education Academy is the first Academy of Educators within the UK, with a remit to enhance learning, teaching and student engagement at the University of Warwick through collaboration, research, and policy influence. Consisting of staff and student Fellows who have shown leadership in education before competitive selection, the community of Fellows present a strong academic voice within the ambitious institutional educational agenda.

The intention of an Academy of Educators is three fold: impact on institutional level learning and teaching development, impact on Fellows’ career and professional development and national as well as international Higher Education impact. The shape and organisation of the Academy is based on a set of theories which relate to the decentralised organisational culture and values of the University. These include (1) developing communities of practice to advance teaching (Wenger, 2000), (2) progressing parity of esteem by establishing a prestige economy in teaching akin to prestige mechanisms in research (Blackmore & Kandiko, 2011), (3) translation of the principles of academic autonomy and collegiality into the establishment of an independent collective academic voice and (4) strong student engagement in enhancement and policy (Van der Velden, 2012).
The Academy started with 44 Foundation fellows (2016), nominated by their departments and professional services. In 2018 the Academy has 90 Fellows and 31 Alumni Fellows, and includes students, academic staff and third space professionals (Whitchurch, 2008).

Fellows meet regularly and updated on institutional and national developments, new research and good practice on topics of current interest. Learning Circles are run by Fellows where particular topics are researched and debated and lead to policy proposals or good practice guidance (e.g. teaching promotion criteria, module evaluation policy). Fellows share their particular expertise at Masters classes open to all university staff. External visitors are invited either for high level seminars or short term stays allowing engagement across the university. The Academy funds projects on a wide range of educational topics which support enhancement of student learning and teaching recognition. New methods of working are emerging all the time, developed, employed and evaluated by Fellows themselves. Academy Fellows hold a range of governance positions (137 in 2017/18), creating a high level of influence across the University’s Education agenda.

References


Effective feedback plays a central role in performance improvement in almost any human endeavor, most certainly including education. Yet, a cursory look at typical practice in our university level education systems globally suggests that useful feedback to the educators at the heart of the delivery system is rare. Although many educators have access to reviews from their students, such as course evaluations, feedback from other educators, peers or coaches is quite limited, if done at all. This paper describes an approach to using feedback for faculty development that has proven successful in the healthcare sector and discusses opportunities for use more broadly in other educational settings.
Immersive medical simulation is a form of experiential education that over the past several decades has become quite widely used for educating doctors, nurses, and allied health professionals. The learning objectives of such simulations vary from rather focused procedural training to more contextualized challenges in team care settings with high stakes and urgency, often called crisis resource management. In a typical exercise, a group of healthcare practitioners begins the routine care of a patient but then the patient suddenly and unexpectedly experiences some life-threatening complication the requires the team of practitioners to effectively communicate and coordinate to make sense of what is happening, determine appropriate steps to take, and actually execute these actions under the conditions of time pressure and possibly other stressors. Educators design and stage these cases for practitioners ranging from nursing or medical students, to resident physicians (physicians-in-training), to experienced practitioners. Educators then lead organized debriefings to allow the participants to review and reflect on their performance. Debriefings are known to be an essential and critical element to yield effective learning from the experience.

Because of this critical role of debriefing, there is an enormous body of research from educators and other scholars who have studied approaches to debriefing. Debriefings in these settings are essentially feedback conversations, so what has evolved in this field is a well-developed science about giving and receiving feedback. At our Center for Medical Simulation in Boston, we practice a research-based approach to delivering feedback, and we have been “teaching” this approach to simulation educators from around the world. This approach, rooted in the idea of balancing advocacy and inquiry, is used not only for debriefing, but also for “debriefing the debriefing.” In this context, it offers a way for providing effective feedback, aimed at encouraging reflection and personal development, to educators. This paper presentation will describe the approach, often called Debriefing with Good Judgment, and discuss how the approach is used not only for development of medical professionals but also for development of educators. The paper will provide concrete examples of the advocacy-inquiry conversational style of offering feedback, discuss the critical role of psychological safety in doing so successfully, and suggest possible applications in university level education. Using this approach can be a foundational step towards developing a culture of effective feedback in our educational institutions.
Abstracts: Join-the-Conversation Sessions
Teachers are not the only ones involved in teaching and learning process. Student is an important part of the process and has backwash effect sometimes on teachers’ instructional decisions or even their conceptions of teaching. As the major support to university teachers’ professional development, educational developers often play an role in identifying and disseminating “good” practices as well as running professional development activities where they share their interpretations of pedagogical research findings. In doing so, they communicate with teachers their understanding of “teaching excellence”. Although educational researchers may not talk directly to teacher what “teaching excellence” is, they are often cited in the workshops or seminars organized by teaching and learning centres, through which their values about “teaching excellence” are also communicated and discussed.

While there has been enormous amount of investigations exploring how teachers construct the excellence of teaching, there is much less effort exploring and comparing the perspectives of other agents involved in teaching and learning in higher education such as students, educational developers and educational researchers. As they are important members of university community, some of them do interact with university teachers frequently and have impact on how university teachers construct “teaching excellence”, it is important to explore “teaching excellence” from their standpoints.

Based on a few projects, quantitative and quantitative data, This Join-the-Conversation Session is consist of four topics presented by speakers with different background and roles in teaching and learning:

1. *Achieving excellence through empathy*  
   Nikita Banga, Ludwig-Maximilians University of Munich

2. *Co-constructing excellence through powerful impacts*  
   Purvi Vyas, University of Hong Kong

3. *Meta-analysis evidence of teaching excellence*  
   Luke Fryer, University of Hong Kong

4. *The sword in the heart: Andragogy and teaching excellence*  
   Lily Min Zeng, University of Hong Kong

We will 1) discuss relevant literature on teaching excellence (e.g. students’ conceptions of good teaching, teachers conceptions of good teaching); 2) bring together agents involved in teaching and learning in higher education other than teachers (student, educational researcher, and educational developer) for a sharing of a wider scope of perspectives on teaching excellence based on their personal case studies; 3) enable a discussion on the similarities and differences in people’s understanding of “teaching excellence”; 4) discuss the importance of empathy in teaching excellence; 5) explore the powerful impacts of teaching excellence; 6) provide meta-analysis evidence of teaching excellence; 7) discuss the Andragogy and teaching excellence.
excellence”; and 4) explore the implication on how professional development might be approached to support teaching excellence in university context given different perspectives of “teaching excellence”. The following questions will be discussed in the session:

1. What did you pick up as “teaching excellence”? Why?
2. What did you give up as “teaching excellence”? Why?
3. What do you struggle as “teaching excellence”? Why?
4. How should professional development be approached to support teaching excellence given different perspectives of “teaching excellence”?

Session ID: JTC2
Engaging students through innovative teaching practices in the classroom

Overview
This 1-hour join-the-conversation session will be facilitated by Mr. Gavin Coates (The University of Hong Kong), Dr. Janet Chan (The University of Hong Kong), and Dr. Radhika Jaidev (Singapore Institute of Technology). Each facilitator will share their practices, insights and findings, and then engage the audiences in a lively discussion about what works and what does not work in the classroom. Questions that will be discussed during the session may include the following: 1) how do we engage students in our classroom and how do we know that we have achieved that? 2) what are some of the innovative ways to get useful and timely feedback from students about our course? and 3) when and how social/online platforms and media are more useful in enhancing engagement? Below shows the practices or ideas that each facilitator wishes to bring to the discussion.

JTC2-A
The most surprising and most frustrating things are...

Gavin Scott Coates
The University of Hong Kong

The Bachelor of Arts (Landscape Studies) first year Landscape Representation course introduces students to various hand drawn illustrative techniques including accurate observation and rendering, abstract illustration, model making, plan and section drawing, perspective, life drawing, plant rendering and finally an artwork of a street scene before and after pedestrianisation and street planting.

Before students embark on each week’s assignment, I show what I expect to see by showing examplars from previous courses along with common errors. I break down the challenging task of drawing into separate assignments focused on different drawing techniques, allowing more chances for students to engage. Students present their work and discuss their experience in class, allowing them to learn, reflect and explain their processes, and gain from peer support.

In the case of life drawing, I demonstrate a technique of drawing the proportions of the human figure accurately, which has proven effective in drastically improving students’ competency. By demonstrating
Co-Constructing Excellence
Recognising, Scaffolding and Building Excellence in University Learning and Teaching

the technique myself, I show that it works, giving the students confidence in the technique and in my ability to coach them individually when they attempt life drawing in class after the demonstration.

I give feedback on students’ progress on their course assignments as early as possible so that they can take action to improve their deliverables before final submission, by means of interim reviews. I sit with students individually or in small groups face to face, measure their drawings, and give verbal and drawn feedback. In this way, I can ensure that students understand my comments, and they can ask questions about how to proceed.

In the final session of the course I arrange for students to pin up their ten drawing, painting and model-making assignments in a gallery-style arrangement. I then give each student four minutes to speak on two questions, namely ‘What was the most surprising thing about the course?’ and ‘What was the most challenging thing about the course?’ The students are given no preparation time. Their spontaneous verbal responses are very positive. One said the most surprising thing about the course was that they had actually produced a body of work, which they believed impossible for them at the beginning of the course. Another said that the amount of time it took to complete the hand-drawn assignments was both the most frustrating and the most surprising discovery, but that the process of hand drawing allowed him time to think and consider what he was doing. I believe this exercise has great value because the students explain directly to their peers the value of the course content. The fact that they discover and articulate these observations themselves is far more convincing than if I simply tell them that this is the case. It is clear that this improves their understanding of the subject and their performance and development as learners.

JTC2-B
Constructivist blended learning approach in higher education

Janet KY Chan1, Irene NY Cheng2, Suria SY Kong3, Kenneth MY Leung1

1School of Biological Sciences, Faculty of Science, The University of Hong Kong
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Use of online platform (e.g. Facebook, YouTube, Kahoot, Google Docs, Moodle, Mentimeter) together with traditional classroom activities have been more widely adopted in universities for teaching and student learning. Meanwhile, teaching approach has become more student-centred, meaning that the instructors feature less prominently in the course of teaching, but remain the planner, learning designer and facilitator. The effectiveness of such blended learning experience is arguable. We therefore conducted a pilot study on examining the impacts of the use of social media (YouTube and Facebook) for students to work on their assignments. Students, who were from the University of Hong Kong and the Education University of Hong Kong, were asked to reflect their blended learning experience through completing a self-administered questionnaire. It was found that with teacher’s facilitation and the use of such social media platforms, students could interact more and build up a stronger community to share their knowledge. On the other hand, privacy was a concern raised by the students (one-way ANOVA, p < 0.0001) which may hinder their knowledge exchange through the online platform. To explore the education value of blended learning, further studies on scrutinizing the effectiveness of the use of other online platforms should be conducted.
Is good teaching just about preparing your lesson for the lecture or tutorial thoroughly; pre-empting possible questions that students may ask and then responding to those with professional readiness; giving timely and valuable feedback to your students’ on their tests and assignments; always being up to scratch about the latest developments in your field and incorporating that information in your teaching? What about whether learning is taking place in the present moment while teaching is being carried out? Studies have shown that real learning only takes place when students see the value of that content or skill, its immediate (or future) relevance and applicability in everyday life and living. But, how do we concretise real learning while in the classroom? Good teachers observe their students in the first couple of weeks of a semester or year and in that time they are able to size up the naturally interested ones, the easily distracted ones who could be motivated by a hands-on task or an interactive type of lesson, and the totally disruptive and/or uninterested ones who are not sure what they are doing in your classroom. Good teachers also observe the nonverbal signals that students consciously or unconsciously send out. These observations may not be conclusive or totally reliable as gauges, but they help teachers to decide on how to intervene; what steps to take to bring the disruptive and/or uninterested round, so to speak. The question to ask, then, is what is happening with these different types of students? At which point on the learning curve is each one of them? And is it part of our job as teachers to figure that out? As teachers, it is our job to constantly engage our students; let them know that we understand that no two people would have the same interest level, style or pace of learning; let them know that it’s okay to feedback to us if they find a particular aspect of the lesson boring or difficult to follow and not take it personally or get defensive if they tell you that. Instead, we could use the feedback to change our activities or classroom strategy. We could invite suggestions from the students on how something could be done differently- this way, students would have ownership of the learning. We should reassure our students that it’s okay to ask a ‘silly’ question or to say that they ‘didn’t get’ what we talked about and be ready to explain it again or work privately with that one student who needs the additional help. The point is to get to know where each student is on that curve because, after all, as teachers our job is to help all of them, not just the interested ones (that’s easy!), but even the distracted and uninterested ones to learn - it’s the only way to make the teaching-learning journey worthwhile for both parties.

A poster I designed to introduce my landscape design courses inspires this metaphorical poster assignment. It is a metaphorical illustration entitled ‘The Tree of Landscape Design’, in which the branches, crown and fruit of the tree represent the design process and the roots represent the technical
courses and knowledge required to sustain the tree. This device enables students to see how the different components of their studies inter-relate, which is important when explaining a profession as diverse and wide ranging as landscape architecture.

The assignment is in constructive alignment with the Programme Learning Outcome for the Common Core Curriculum Number 4: ‘Demonstrate the creative, collaborative, and communication skills that will contribute to the quality of their own and others’ lives’, and the Course Learning Outcome ‘Demonstrate how to contextualize these understandings in the students own disciplinary studies, using metaphor, analogies and illustrative skills’.

In addition to presenting a written course syllabus, I also used an innovative illustrated course ‘map’ or ‘storyboard’ showing the ‘path’ we would follow through the twelve week program. The drawing visually connects the three consecutive sections of the course which build on one another. Beginning with a ‘survey’ of the ‘Human Relationship with Nature’, leading to an ‘analysis’ of ‘How that Relationship is Expressed in the City’, and culminating in a ‘design’ demonstrating ‘How that Relationship can be Used as a Metaphor or Analogy’ to communicate a complicated, contradictory issue unrelated to nature or the city itself. In this way students are introduced to the idea of explaining issues through metaphorical posters right from the beginning of the course.

The assignment is introduced with a lecture showing exemplars of a wide variety of metaphorical posters with special reference to the illustrated book: ‘Lima, M. (2014). The book of trees: Visualizing branches of knowledge. New York: Princeton Architectural Press’. I support students’ progress on the assignment by discussions in group tutorials where students are expected to present their ideas for tutor and peer review several times. Students present their finished artwork in a gallery style event where students can ‘vote’ for one another’s posters by marking them with a sticker, as if they were buyers in an art gallery. The most popular are then asked to explain their poster and their design process to their peers.

The title, ‘The Tree of Something in the City of Something’ is directly related to the theme of the course, namely our relationship with nature as manifested in the city itself. The subject is designed to invite students to consider and explain their chosen subject in terms of the conflicts, tensions, contradictions and concessions that surround it, much as an urban tree is sometimes in conflict and sometimes in harmony with its urban surroundings.

Some examples of posters submitted include ‘The Tree of Christianity in the City of Egotism’, ‘The Tree of European Literature in the City of Industrial Development’, and ‘The Tree of Obesity in the City of Sugary Food’.

Marking rubrics include, relevance of subject, clarity of message and metaphor, creativity and presentation, organisation, coherence and explicitness.
With the frenetic pace of change in the ever-dynamic world, the gap between what is sought after in the real world and what education provides is widening notably in recent years. Today’s graduates will enter jobs that not yet exist, using technology that has not been invented, to solve complex problems that we have not solved before. In order to cope with these radical changes, educators, higher education institutions, and organizations around the globe have started to question what kinds of pedagogies are necessary to better support and empower students to acquire skills such as critical thinking, creativity and innovation, effective communication, and complex problem solving that are essential in the 21st century. Many studies agreed that the pedagogies that support deeper learning should advocate personalization, active participation, and production through authentic real-world context projects and problem-based learning.

In order to nurture students with the required knowledge, competencies and skills, in 2015, the Hong Kong University of Science and Technology (HKUST) strategically put forth the tri-modal education framework with the aims to (1) provide flexible curricula with cross-disciplinary offerings; (2) encourage in-depth pursuit via honors and accelerated courses; and, (3) employ active learning to cultivate innovation via discussing, engagement and team-centric, student-led experiential courses. Since then, progressive changes have been observed at various levels within the University to actively experiment innovative curricula models and pedagogical approaches to create a transformative education for students.

At the school level, the engineering school is working on a new framework to enhance innovativeness of students through (1) student-centered makerspace initiative; (2) flipped laboratory modelling and prototyping modules; and (3) integrated cornerstone design course for first-year students. At the program level, the Individualized Interdisciplinary Major (IIM) is the first of its kind in Asia to allow students to fully customize their curriculum to develop an interdisciplinary major tailor-made to their intellectual interests. In addition, the practicum-led Integrative Systems and Design program engages students in yearlong team-based projects to solve real-life societal problems through design principles and methods. At the course level, undergraduates are provided with active learning experiences through courses delivered using experiential approaches, e-learning or blended learning pedagogies.

In this proposed Join-the-Conversation session, four presenters from HKUST will share their experiences and practices through engaging in these unconventional programs and courses.

Dr. Beatrice Chu, Head of Professional Development of the Center for Education Innovation, will share the role of the university’s central teaching and learning unit in taking the lead to promote innovative
Join-the-Conversation Sessions

pedagogies; Prof. King Chow, Director of the Interdisciplinary Program Office, will share his vision of the IIM program; Prof. Ben Chan, Associate Director of the Center for Engineering Education Innovation, will give an overview of the new framework to develop the innovativeness of engineering students; and Ms Luisa Mok, Lecturer of the Division of Integrative Systems and Design, will elicit the value of design principles and methods in the process from defining problems in the real-life context to initiating changes to society. The session invites participants to discuss the roles of individuals and departments in co-constructing the new landscape of higher education for the future of learning in the 21st century.

Session ID: JTC4
Enriching teaching and learning through technologies: Exemplary cases of three Common Core courses
Leon Lei, Donn Gonda, Andrea Qi, Jovy Chan
Technology-Enriched Learning Initiative (TELI), The University of Hong Kong

Introduction
It is often observed that most learners feel that learning experience is not engaging and relevant. Technology-Enriched Learning Initiative (TELI) has extensively experimented with different approaches to flipped classroom embedded with pedagogies and technologies. Up until May 2018, we have worked with teachers for flipping more than 16 courses, with more than 3200 students. The observed impacts include higher attendance rate, higher SETL scores, better performance in assessment tasks, and other intangible changes such as stronger connection among teachers and students, and a more active classroom environment. In this session, we would like to discuss three ongoing projects in which we work interactively and collaboratively with the common core course teaching teams to deliver better teaching and learning experience.

Initiatives we are experimenting

CCST9003: Co-developing gamification tools
We have introduced games into the curriculum, such that classroom activities can become “high energy”, “high bandwidth” and “reflective”. Specifically, the development of the educational board game involved three course team members (two instructors and one tutor), and two game experts. In the development process, the two parties repeatedly reviewed the learning outcomes at different stages, to ensure the game maintains a high educational value. Besides games, we have introduced gamified objects to the course. For example, the badge system provides intermediate recognitions of learners’ progress according to the achievements of course learning outcomes. We also hope the game design could be further shared for other subject use.

CCST9010: Co-developing EdTech tools
We have worked with the course teacher to introduce chatbots as AI tutors for inquiry skill training. Through chatbots, the course can provide 24/7 skill training support with personalised feedback. To be
specific, in the past, one human tutor can only interact with one student group at the same time. After implementation, all student groups can interact with chatbots at the same time. Students can learn how to conduct scientific inquiry through back and forth conversations with chatbots. We are adopting virtual reality technologies for further enhancing learning experiences.

**CCHU9001: Co-developing data-oriented educational research**

To provide evidence for the effectiveness of the flipped classroom, we have worked with educational researchers and the course teacher to explore learning analytics that contextualise online engagement. Specifically, to what extend and in what ways did “socializing online learning environment” influence students' engagement and learning outcomes. In particular, we documented and assessed the mechanism of the flipped classroom through educational data mining techniques and learning design pattern language.

**Critical questions**

- What are the processes and technicalities involving technology-enriched learning?
- What are the opportunities and challenges in implementing technology-enriched learning?
- How can learning designers work with stakeholders for teaching development?
- How can technology empower educators to achieve teaching excellence?

**Presenters biographies**

Dr. Chi-Un Lei, Leon is an E-learning Technologist at the Technology-Enriched Learning Initiative (TELI). He is also an Honorary Assistant Professor at the Department of Electrical and Electronic Engineering in HKU. His research interests include e-learning professional development, learning analytics, and learner acquisition/retention/conversion. He received the best paper awards in IEEE International Conference on Teaching, Assessment, and Learning for Engineering 2014 and 2017. He is the current Vice Chairman of IEEE Hong Kong Education Chapter. He will give an overall introduction to the team and the e-learning development process.

Mr. Donn Gonda is an Assistant Instructional Designer at the TELI. He is an expert in chatbot development and learning analytics, and his specialties cover both instructional design and educational technology. He has led several e-learning projects including MOOC, SPOC, blended learning and flipped classroom. He will talk about the EdTech development process.

Ms. Xinyu Qi, Andrea is an Instructional Designer at the TELI. She is also an Honorary Lecturer at the Department of Electrical and Electronic Engineering in HKU. She co-teaches a Common Core Course, in which she applies active learning strategies to engage students. She has rich experience in MOOC, SPOC, blended learning and flipped classroom design and e-learning production, and she has organised symposiums, seminars, and workshops on e-learning pedagogies and strategies. She will talk about the gamification development process.

Ms. Jovy Chan is an Instructional Design Assistant at the TELI. She has led several e-learning projects including SPOC, blended learning, flipped classroom and student engagement. She will talk about the data-oriented educational research process.
Abstracts: Posters
Abstracts - Posters

Poster ID: 2
Activity participation, neuromuscular performance and lean body mass of medical and non-medical students: Implication for promoting exercise in the medical school curriculum

Nicholas Yu Han So, Pui Min Yap, Wilson Wai Shun Chak, Keely Tsz Chin Chan, Nikki Ka Wai Chow, Freya Kit Lam Chung, Paul Hao Lin, Brian Man Kit See, Jaime Tsz Wing Tsang, Ian Yuan Yao, Chun Wing Yeung, Timothy T.T. Yam, Yoyo T.Y. Cheng, Dana Vackova, Shirley S.M. Fong
School of Public Health, LKS Faculty of Medicine, The University of Hong Kong

Context
Medical education is known to be demanding and stressful. The long hours of study among medical students might result in inactive lifestyle and poor physical (neuromuscular) fitness. This study aimed to compare the physical and sedentary activity participation pattern, leg neuromuscular performance and lean body mass between medical and non-medical students.

Methods
This was a cross-sectional and exploratory study. Forty-seven medical students and 64 non-medical undergraduate students participated in the study voluntarily. Demographic information, exercise and sedentary activity participation patterns were obtained by interviewing the participants. Habitual physical activity level was assessed using the International Physical Activity Questionnaire (IPAQ) short form. Peak torque and time to peak torque of knee extensor and flexor muscles were measured using isokinetic dynamometry. Leg muscle reflex contraction time was estimated using surface electromyography and accelerometry. Lean body mass was quantified using a whole-body dual-energy X-ray absorptiometry scan.

Results
Results revealed that the time spent in exercises was 2.73 hours less every week in the medical students compared to the non-medical students (p < 0.001). In addition, medical students had 20.48% higher isokinetic peak torque of knee flexors (p = 0.034) and 66.06ms shorter time to peak torque of knee extensors (p = 0.007) when compared with the nonmedical students. No significant between-group differences were found in all other outcome variables (p > 0.05).

Conclusions and implication
Medical students demonstrated better knee muscular performance than non-medical students despite the fact that they exercised less. Further studies are required to explore factors contributing to the superior knee muscular performance of the medical students and the adverse effects associated with
inadequate exercise. Our results may inform medical schools to incorporate exercise programmes as a routine part of the curriculum to increase exercise participation of the students.

**Poster ID: 4**  
**Including learners in the quality education**  
Eren Alkan  
School of Foreign Languages, EGE University

In Turkey, after graduating high school, young adults have to pass the national university entrance exam and they enroll a university according to their total score. If they study in an English-medium department, they have to pass English proficiency exam held by the universities’ preparatory schools or international exams recognized by National Higher Education Institute (YÖK) such as TOEFL, PTE, and CAE. The students who cannot pass the exam must enroll the School of Foreign Language for one-year English preparatory program before they start their first year at their faculties.

The School of Foreign Languages at our university, one of the biggest state universities in Turkey, has approximately 3,000 students in its preparatory program. Accredited by an international institution since 2013, the School redefined its mission and vision in terms of excellence and quality education. In this process, the School administration tried to include all stakeholders in the decision-making process. In this paper presentation, I am aiming to discuss how learners are included in designing the School's curriculum to reach our strategic goals, excellence model, and the values of the School by giving examples from the quality cycle of the School consisting of practices such as Student Support Unit, student representative system, student involvement in transcontinental projects, student focus group meetings.

**Poster ID: 8**  
**Incorporating a patient feedback instrument into a student optometry clinic: Student and patients’ perspectives**  
Shelley Hopkins, Katrina L. Schmid  
School of Optometry and Vision Science and Institute of Health and Biomedical Innovation, Queensland University of Technology

**Background**  
Patients have high expectations of the interpersonal and communication skills of health care providers (Dawn and Lee, 2004). Good provider to patient communication is also associated with better health outcomes (Deveugele, 2005). Providing patients an opportunity to give feedback to students on their communication and interpersonal skills is a unique learning opportunity. The purpose of this project is to evaluate the use of a patient feedback instrument in a teaching clinic setting.
Initiative
The Optometry Patients as Partners program was developed to incorporate patient feedback on student communication and interpersonal skills into optometry students last year of clinical training. The Doctors’ Interpersonal Skills Questionnaire was modified for an optometry context and developed into an online questionnaire. Patients were invited to complete the survey following their consultation. Students were provided with both individual feedback as well as collated feedback obtained for the entire student cohort; strategies for improving communication were also discussed. This activity did not form part of the students’ grades. The opinions of students and patients about this initiative were also sought.

Remarks
Overall patients were very satisfied with the interpersonal skills of final year optometry students. Highest scores were given for questions related to the warmth of greeting, respect shown and time given. Lowest scores were for questions relating to explanations, reassurance and confidence. There was a significant improvement in students’ communication and interpersonal skills following the provision of patient feedback and strategies for improving these skills. Ninety-five percent (125/131) of patients felt they were helping students learn by providing feedback and found it easy to give constructive comments; 9% reported feeling some anxiety about providing feedback. Re-iterating that the feedback provided does not form part of the student’s grade may decrease this anxiety. Students felt this initiative fostered patient participation in the clinical teaching environment.

Acknowledgements
QUT Health Clinics’ patients, students and staff.

Poster ID: 11
Incorporating experiential learning into courses across an undergraduate curriculum: The role of a community of teaching and learning
Elizabeth Barrett, Karen Chan, Estella Ma, Puisan Wong, Edwin M.L. Yiu, Gary Harfitt
Faculty of Education, The University of Hong Kong

Background
Experiential learning (EL) has played an increasingly important role in undergraduate (Ug) education, with universities adopting EL initiatives. A major challenge remains: how can EL be incorporated into a course, rather than be a one-time outgoing trip that is tacked on to the curriculum. The learning opportunities and feasibility of incorporating small-scale EL visits within courses were explored in this project. The aim of this project was to provide students with the opportunity to: 1) apply theories and concepts learned in class to relevant populations and 2) collaborate with classmates and members of the local community. The EL projects and assessments were planned to achieve course learning outcomes, Program Learning Outcomes, and University aims.
Methods

Five teachers developed a community of practice to plan and implement EL projects across five courses in the BSc Speech and Hearing Sciences curriculum. Through collaboration and discussion, approaches to meaningful assessment of learning, which mapped onto course learning outcomes, were created. Assessment rubrics were developed to ensure consistent grading criteria for the EL assessments across the program. A common framework was adopted that included a field trip or observation, a community project, and a two-pronged approach to EL assessment. The assessments included: 1) a group presentation that evaluated the relationship between theory and experience (i.e. identification of how the experience fit into the larger body of knowledge and course/program learning outcomes); and 2) individual reflective journal to evaluate one’s own performance in the experience and identification of what insights were gained through the process.

Findings

All courses provided students with relevant EL visits that allowed the students to apply the theories learned in class to the HK community, as demonstrated by the quality of student’s group presentations and variety of community projects. Overall, students showed genuine interest and engagement in the observation/visit, as reported in their reflective journals. The reflective journals showed various depths of reflection; however, the majority of students were able to demonstrate deep reflection and critical review of the events and the process of learning. Students reported many insights gained beyond what was expected.

Teachers reported relative ease incorporating the EL projects into their course, though arranging visits was time consuming. The use of detailed marking rubrics was reported to facilitate grading. All teachers reported that they will continue to include EL in their courses, though some modification to the EL visit or mode of group presentation may be made. The way to best distribute the materials from the community project and showcase the student’s learning is being considered, with the aim to promote knowledge exchange.

Conclusion

Incorporating small-scale EL visits into courses across a curriculum engages students in meaningful opportunities to relate theory to practice within the local community, as well as achieve course learning outcomes.

Acknowledgements

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Poster ID: 14

‘Dear Ficus microcarpa...’

Gavin Coates
The University of Hong Kong
The use of post cards to gather student feedback and responses to course progress in ‘Plants and Ecology’ Masters in Landscape Architecture course, and ‘Plants and Planting Design’ Bachelor of Arts (Landscape Studies) courses.

The existing system of ‘Student Evaluation of Teaching and Learning’ measures student feedback at only one specific time at the end of a course, and teachers receive the results well after completion when it is too late to act on any of the comments related to that particular cohort. In order to improve the teacher’s responsiveness during the progress of the course, it is important to devise a way of obtaining comments from students without putting them on the spot, as verbal requests for feedback usually result in few responses, or only from the same people every time.

I initiated a five-minute-postcard response exercise to solicit students’ views about the usefulness of what we have done in class and on site walks. This was inspired by the idea of traffic-light cards, which I learnt about at a Higher Education Academy workshop I attended at HKU in 2017.

Despite appearances, it seems students are bursting to provide their thoughts, feelings, and opinions about the course topics and the course itself. After some sessions, students are invited to write post cards, not to the course instructor, but to one of the plant species they have been allotted in one of the assignments. The exercise is optional, not graded and there is no requirement for students to identify themselves. Post cards are posted in a bamboo steamer at the end of the session.

I can address any ‘complaints’ or suggestions, either by taking action or explaining why not.

Suggestion Example: “Dear bombax ceiba, I think it would be more useful to spend more time to learn the pronunciation.”

Teacher Response: “I will look at ways of recording the botanic name pronunciations and making them available to you.”

Teacher follow-up action: Voice recordings of all botanic names on the plant list were recorded and posted on moodle for access by students.

Complaint Example: “I don’t like hand drawing, it is really (wasting) the time!!! Why can’t be hand it in by digital drawing???”

Teacher Response: “The Planting Sections Assignment is hand drawn in order to focus fully on observation and representation. The Street Tree Planting Assignment is hand drawn for the same reason - in this case it’s much easier to see how that assignment could be done digitally but still it’s worth the additional time to appreciate how the construction details interface with one another and how the trees develop over time.”

Appreciation Example: “Gavin totally changed the world that I knew...like.. nature.. plants’ influence... history. Every field trip is fabulous!!! Amazing!! Love it!! You help me to discover so many interesting places in HK and give me many wonderful experiences.”

This technique gives a valuable insight into the impact of teaching from the students’ points of view in real time during the course.
Poster ID: 22
Engaging students to a flipped Chinese language enhancement class
Ming Wai Chung
The University of Hong Kong

Learning is not restricted to in-class teaching. Instead, students can be directed to any reference materials, websites, videos, mobile applications or other kinds of content. Nowadays, there is growing evidence that the flipped classroom model can enhance students’ motivation and improve students’ achievement in nearly every subject.

My flipped classroom has been implemented in a Chinese Language Enhancement Class called “CEMD 9007 Functional Chinese for MBBS Students”. In my lecture, one of the topic is about the role of euphemisms in Chinese Language in health care communications. Using the innovative mode of online instruction where students were asked to do assigned readings and watch video lectures before class, more time would be allocated to deeper discussions while students are having their lecture, in which will achieve a better learning outcome in the end.

Unlike conventional teaching methods and traditional lectures, students can consume lecture materials at their own pace under the flipped classroom mode of teaching. This is beneficial to my students since they are non-local students with different levels of Chinese foundation who did not study in HKDSE, but IB or other overseas examinations.

Since students would have prepared before classes, their engagement during classes would accordingly be raised. This can be reflected by the responses of our teachers who flipped their classrooms that students showed high attendance and active participation. This can further prove that students’ attention, curiosity and interest will be increased after the implementation of the flipped classroom, together with other learning activities, such as WhatsApp discussion and an online databank for collecting examples, students will be having sufficient resources when they need extra support.

Poster ID: 38
Building capacity for tertiary teachers in internationalisation of teaching and learning: A communities-of-practice approach
Vienne Lin¹, Tracy Zou¹, Lisa Law², Beatrice Chu³, Tiffany Ko³, Michael Yu³, Phoebe Mok³
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Under the influence of globalisation, internationalisation becomes one of the significant strategic goals in higher education around the world. Without a shared understanding of what it refers to internationalising teaching and learning, there seems to be little impact on student learning outcomes
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(Leask, 2015). Three common obstacles have been identified: (1) the prevailing assumptions that base internationalisation merely on outbound student mobility; (2) the many worthy but scattered efforts of tertiary teachers in internationalising courses and the curriculum; and (3) the limited institutional support that is available to faculty members (ibid.). To resolve this trio of dilemmas, the poster explores how an internationalisation project led by The University of Hong Kong, dispersed across faculties, universities and geographical boundaries, scaffolds teachers to develop professional capacity through the communities-of-practice approach (Wenger, McDermott & Snyder, 2002). First, this project extends the previously confined scope of internationalisation by directing teachers’ attention to a broader conceptualisation of learning experiences that benefit students’ university life in multiple aspects, both within and beyond the formal curriculum. Second, the project brings together likeminded teachers across higher education institutions. Community members are able to discuss a shared concern in the domain through periodic professional development meetings; establish relationships that encourage them to learn from each other; and bring new insights into their own practices and the community as a whole. We further adopt a scholarly approach to stewarding wise practices for a collective repertoire of resources. Third, the project promotes and sustains change as well as continuous advancement which allow teachers to explore and experiment the innovative approaches to internationalising teaching and learning. The poster concludes by offering some insights into the co-construction of excellence in learning and teaching through the communities-of-practice approach.

Acknowledgements
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Poster ID: 39
Awareness of Chinese early writing system among Chinese L2 learners
Tingzhu Chen
Shanghai Jiao Tong University

Chinese characters are always a difficulty in learning Chinese. But if someone wants to further improve his Chinese level and reach proficiency in this tool of communication, he can’t just skip this part. The sooner he gets to understand the nature of Chinese early writing system, the better he will be aware of the whole picture about Chinese characters.

One of the obvious characteristics of the Chinese writing is its visual complexity. How do Chinese-as-a-second-language (CSL) learners develop their reading and writing ability in such a system? In this paper, the awareness of Chinese early writing system among CSL learners is evaluated in terms of degree of consciousness, sensitiveness and contiguity about the Chinese writing system and then to benefit their reading and writing of Chinese character.
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Poster ID: 59
Supporting first-year engineering mechanics students through blended learning
Z.Y. Lai, Vincent Lee
Curtin University Malaysia

Engineering Mechanics is often regarded as one of the most challenging module in the Engineering First Year syllabus. Relatively low passing rates have been associated with Engineering Mechanics module. Out of the three components in Engineering Mechanics, namely statics, dynamics and fluid mechanics, students' attainment rate for the dynamics component is the lowest. A preliminary survey revealed that majority of the students struggled with problem solving, particularly with understanding or interpreting problems, and retrieving relevant formulas to solve problems. One solution to address the problems highlighted in the learning and teaching of Engineering Mechanics, is to free up class time for more meaningful interactive and hands-on problem-solving engagement between the lecturers and students by applying the blended learning approach. The blended learning approach integrates face-to-face (F2F) and online course delivery modes to achieve desired learning objectives for students. Learning activities such as lesson videos, recorded walk-through solutions videos and review quizzes were uploaded for self-study online while more difficult activities that require guidance from the lecturers were conducted during the F2F mode. A pilot study on student attainment and unit satisfaction rates was undertaken in a first-year Engineering Mechanics module to evaluate the effectiveness of blended learning. Statistical data were analysed for student performance, enhanced level of effective learning and the students' feedback of the learning experience. There was significant improvement in student attainment rate for dynamics and fluid mechanics. Better understanding of mechanics topics and more engagement and self-motivation were found through the satisfaction survey. The survey suggested that students preferred viewing the recorded walk-through solutions to personally participating in live consultation. The usefulness of recorded lessons and comprehensive review materials were also highly commended. This pilot study offers great potential to enhance the first-year students' understanding of complex mechanics concepts and impact positively on their engagement and performance.

Poster ID: 60
Quality teaching in the new age of knowledge
Kay Hammond
Auckland University of Technology

Context
Attempts to identify and measure quality teaching in higher education have resulted in identification of characteristics that students and academics value in good teaching. An example of this is the Teacher Behavior Checklist (TBC) which identifies 28 qualities along two main dimensions of knowledge competence and interpersonal competence (Keeley, Christopher, & Buskist, 2012). However, such teaching
qualities are embedded within traditional education that saw knowledge as stored in documents and experts, and then transmitted to students to consume. Times are changing. As knowledge becomes more abundant, networked, and unresolved (Gilbert, 2005; Weinberger, 2014), teachers must consider new behaviours beyond the personable delivery of curated, single-subject knowledge.

Newer models of teaching and learning, such as students as partners, change the dynamics between teachers and learners and knowledge (Healey, Flint, & Harrington, 2016) as students become co-creators of knowledge rather than consumers of it. New characteristics of quality teaching must develop in this new environment.

**Discussion**

Examples of quality practices teachers need to train students to handle include: seeing knowledge as constantly revised (Claxton, 2008), being more engaged (Healey, et al., 2016) and being able to handle uncertainty (Weinberger, 2014). This poster includes a collection of aspects of the knowledge society from which new forms of teaching and learning in higher education can develop. An example of how these could transform teaching practice is given with the example of an undergraduate course in human lifespan development and communication in a New Zealand university.

**Implications**

Through discussion of the ideas presented in this poster, educators can consider how quality teaching practices in the new age of knowledge could be applied in their contexts.

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**Poster ID: 74**

**Communication-intensive Courses Initiative @HKU**

Michelle Raquel, Simon Boynton, Tracy Zou

The University of Hong Kong

A university-wide initiative called Communication-intensive Courses (CiC) was recently launched at the University of Hong Kong (HKU) to foster a culture of developing communication literacies across the undergraduate curriculum. These courses require explicit teaching of at least two communication literacies (oral, written, visual, and digital) alongside course content. These courses must also meet the University’s expectation of courses that have a teaching and learning environment where learning is active and dialogic, that assessment be both formative and summative, and that feedback be frequent, timely and relevant. However, anecdotal evidence suggests that large classes and demanding research agendas may discourage teachers from participating in the CiC initiative. To address this issue, a group of pedagogy and academic literacy experts were tasked to organise professional development activities to enhance HKU teachers’ communications teaching pedagogy. This presentation reports the activities of the CiC team to assist teachers in developing their Communication-inventive courses. Specifically, it presents the framework used to support teachers across various faculties and the collaborative activities undertaken to assist teachers in communication-related assessment task and rubric design. Finally, the team discusses the opportunities and challenges they experienced as they set up and implement the CiC initiative across the university.
Poster ID: 76
Designing a constructively aligned curriculum: A work in progress
Suparna M Kar, Sweta Mukherjee, Johny Joseph
CHRIST (Deemed to be University)

A curriculum is an all-encompassing document stating the vision and the purpose of a program which in turn determines the manner in which the program functions. This implies that the framework on which the curriculum is designed becomes paramount in determining the execution of the curriculum. The present research is a work in progress at CHRIST (Deemed to be University), Bangalore, Karnataka. The paper elaborates on the process undertaken by the Teaching Learning Cell (TLC) at the university to enhance the teaching, learning, and assessment practices at the university as part of a shift towards an outcome based curriculum. Adapting a constructive alignment framework, the team at TLC has been organizing workshops which provide hands on training to the faculty to align the learning outcomes of the programme, the course, the pedagogy and the assessment. The paper will present the process of, and the methods adopted in the workshops. It discusses the rationale behind the process of curriculum reformulation, the reasons to adapt an outcome based approach to curriculum design in higher education, and the scaffolding required to implement an outcome based curriculum within the present constrains of teaching, learning, and assessment in a private university in India.

Poster ID: 77
Assessment method of the learning outcomes for engineering subjects
K.W.E. Cheng
Department of Electrical Engineering, The Hong Kong Polytechnic University

In order to build the teaching excellence, one of the main tasks is to ensure that the learning outcome must be fulfilled by the students. Therefore, the development of the teaching materials must be done in care. The learning outcome is different from the technical items of a subject. There is a technique to assess how to set up the criteria for the learning outcome with respect to the subject and programme learning outcomes. Careful development of the test, examination, laboratory class and assignment should be done in order to give an accurate assessment.

The learning outcome is one of the important measurements of the key contribution of a subject. It is not only the technical items of a subject but the engineering outcome that a student will learn. There are subject learning outcome and the programme learning outcome for a subject. A professor has his expectation of what is needed for a student to learn, but the measurement of the learning outcome is not straightforward to be assessed. This is especially difficult for engineering subject that consists of laboratory class, assignment, test, and examination.

The component of learning varies with laboratory class and examination. The laboratory class requires students to learn the hands-on skill as well as the verification of a concept. The test and examination
assess the students’ basic concept of a subject, analysis, design, and application. The assignment may require the student to solve a design or analysis question. Therefore it can be seen that there are many different learning components and they are matching with different assessments components. The difficulty is increased when a choice of questions is allowed for student’ selection because all the required learning outcomes may then not be assessed. Therefore, an accurate, correct and fair analysis of the students’ learning outcome is difficult.

This paper is to develop a better method to assess students’ learning outcome through a careful design of the assessment method and its assessment components. The method can be well applied to engineering subjects that are usually more challenge because of the multiple assessment components. The paper will analyse how an engineering subject to having its learning components to be written against the techniques content. The assessment components of students are then to be configured so that an accurate measure of student’s learning outcome can be made. The method would take of all possible scenarios so that an accurate assessment of the learning outcome can be done even with laboratory class and choices of questions.

Two subjects will be analysed in this paper with the results of the students’ assessment components. The setting assessment questions and laboratory procedure are also discussed. It can be shown that the proposed method provides a systematic procedure to assist professors or teachers to plan the subject learning outcome and its assessment. It also suggests a better method for a professor to prepare for the teaching, assessment so that a good and fair method of learning outcome can be formed.

Poster ID: 80
The PALSI EFMI Initiative
Paul Corrigan, Tarloff Im
City University of Hong Kong

Background
University study is full of challenges for Year One university students as they make the transition from secondary school. They need to adapt to different learning modes and environments, including English as the Medium of Instruction (EMI) at the university. The Peer-Assisted Learning using Supplemental Instruction (PALSI) scheme is an academic support initiative that for many years has focused especially on those Year One CityU students who want to improve their academic performance. PALSI aims at enhancing students’ understanding of course materials and improving students’ overall learning and reasoning skills. Regularly scheduled, out-of-class and peer-facilitated review sessions are open to all students taking the PALSI courses.
Upon completion of PALSI, these students are expected to be able:

1. Identify their own learning needs & interests;
2. Explain the expectations and outcomes of the course;
3. Develop an active and reflective attitude for learning;
4. Apply effective learning strategies and skills for university study;
5. Collaborate with other learning partners to learn more effectively;
6. Identify opportunities for discovery and innovation.

The PALSI EFMI Initiative Due to the policy of EMI at CityU, undergraduate courses are conducted in English. Consequently, PALSI sessions conducted by Year Two, Three, and Four student mentors must also use EMI. The PALSI EFMI Initiative was piloted in Semester B 2017-18 and launched in Semester A 2018-19 to provide training in a 90 minute workshop in English for the Medium of Instruction (EFMI) for those PALSI mentors so that they will be able to conduct their sessions in EMI.

By the end of the PALSI EFMI workshops which are the core of this initiative, participants are able to:

1. Define English for the Medium of Instruction;
2. Use classroom language for their PALSI sessions;
3. Apply some English language functions for OBTL TLAs during PALSI sessions;
4. Apply explanation strategies for PALSI sessions.

**Poster ID: 81**
**The effects of using drama tasks in foreign language classes**

**Hulya Sezer**
**Anadolu University**

Second language learners most generally have a tendency to hesitate whenever they are expected to speak in the target language- unless they are in a safe and comfortable environment. Teachers of English have preferred adding drama activities into their schedules for a long time, which is known to be very effective in terms of motivating students. Another effective method to engage students in classroom activities is benefiting from movies and TV series. Therefore, benefiting from drama activities that are centered around the scripts adapted from well-known movies might create an authentic language-learning environment. In this respect, this study seeks to find out the effects of using drama tasks in language learning classes. For this purpose, a 6-week lesson plan was designed. The study was carried out with 24 pre-intermediate level English learners at the Preparatory School of Anadolu University, a state university in the central Anatolian region of Turkey. In the process, two different data collecting tools were utilized. Firstly, a questionnaire was given to students to understand their perception about the process and then a semi-structured oral interview was conducted. The questionnaire data was calculated based on a five-point Likert scale. Based on the findings, it was concluded that benefiting from drama tasks in language learning classes was quite efficient. In addition, learners reflected positively on the use of drama tasks in terms of improving their motivation, vocabulary competence, pronunciation and fluency.
Paper ID: 82
Developing the research-teaching nexus within a transdisciplinary open platform Common Core Course
Mei Li Khong, Julian Tanner
The University of Hong Kong

Context
Of the six HKU undergraduate aims, we consider ‘tackling novel situations and ill-defined problems’ and ‘leadership and advocacy for the improvement for human condition’ particularly challenging to achieve. A teaching model which engages students with real world challenges in a collaborative and inquiry-based manner may be an alternative towards achieving these pedagogically challenging undergraduate aims. We developed and implemented a student-led transdisciplinary team project (TTP) open platform common core course which brings together students from varying disciplines to collaborate on a research project with potential for impact in society.

Initiative / Practice
This TTP serves as a pilot course under HKU’s Common Core Curriculum. Course instructors provide regular supervision throughout students’ project. An assembly of 6 students from different disciplines and academic backgrounds worked together in identifying wider societal issues and developed their team project by critically questioning how transdisciplinary collaboration could address the issues identified. Within the team, some students were engaged in lab-based research, others in public health study, economics, sustainability, and knowledge exchange with the community whilst building collaborations locally and internationally to enrich learning. The impact of student learning through TTP will be further evaluated quantitatively through questionnaires, qualitatively via student individual interview, and fulfillment of student project deliverables.

Remarks and implications
Students investigated the awareness of the local and international community towards Hepatitis C infection and simultaneously developed rapid and cost-effective 3D-printed diagnostics for Hepatitis C diagnosis. Through transdisciplinary collaboration, the students excelled in creating inquiry-based solutions to the challenges of early Hepatitis C diagnosis and communicated their research findings to the general community. Students also acquired good project management, research and communication skills which are invaluable to their future endeavours. A transdisciplinary course where research and teaching converges would promote student learning in the highest cognitive domain – conduct, collaborate and create solutions to wider societal issues.
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