One-day Join-the-Conversation
Community of Practice: Aspects of Internationalisation

Establishing and Fostering a Community of Practice on Teaching and Learning:
The Community of Practice Project at the University of Hong Kong

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Agenda

Enhancing teaching and learning in research-intensive universities

Communities of practice in a teaching and learning context

A community of practice on teaching and learning in the University of Hong Kong

Reflections and projections for the future
Enhancing Teaching and Learning in Research-intensive Universities
Background

- Government funded
- A research-intensive university
- A highly competitive environment
- Increasing importance of teaching quality
- Competing priorities among teaching, research and service
Background (cont’d)

Centre for the Enhancement of Teaching and Learning

A central unit that supports the university to achieve its strategic teaching and learning aims
“Enhancement entails purposeful attempts to change constellations of practices for the better.”

_Trowler, Saunders and Bamber, 2009, p. 9._
Institutions’ strategies for taking forward the enhancement theme

- a. Knowledge exchange and professional development activities
- b. Evidence gathering and inquiry
- c. Policy refinement and strategic development
- d. Advances in learning-teaching and student engagement
- e. Employer interaction and engagement
- f. Surfacing and sharing good practices
- g. Seedcorn projects and award schemes

Hounsell (2011)
Communities of Practice in a Teaching and Learning context
“Communities of practice are groups of people who share a concern, a set of problems, or a passion about a topic, and who deepen their knowledge and expertise in this area by interacting on an ongoing basis.”

Wenger, McDermott, & Snyder, 2002, p.4.
CoPs in a teaching and learning context

• Teaching Community of Practice or T-CoP (Green & Ruutz, 2008; McDonald & Star 2006)
• Faculty Learning Community (Cox, 2013)
• Professional development community of practice (Bates & O’Brien, 2013)
• Interdisciplinary teaching community of practice (Pharo et al., 2014)
The phenomenon of “usual suspects” 

([Condon et al., 2016, p. 87])
CoPs in a teaching and learning context (Cont’d)

The phenomenon of “usual suspects”:

Faculty members who thrive on teaching and who constantly seek out to improve, or simply try out new methods to keep life interesting (Condon et al., 2016, P.87)
CoPs in a teaching and learning context (Cont’d)

“In spite of their promise, however, successful CoPs are thin on the ground in universities.”

McDonald & Star, 2006
... although they (or something like them), have been around for a long time...
Can you think of conversations you have had in the last 12 months about your teaching/learning with colleagues or professional contacts/fellow students?

Would you see these as representing a formal or informal CoP network -- or perhaps as having the potential to become a CoP?
A Community of Practice on Teaching and Learning at the University of Hong Kong
Key characteristics

**Domain**
Enhancement of teaching and learning

**Community**
Academics and teachers with teaching duties and interested in the enhancement of teaching and learning

**Practice**
Knowledge sharing of quality teaching practices and continuous dialogue on teaching and learning enhancement

Fostered and supported
Themes

2014-15

Assessment for learning

Internationalisation of teaching and learning

2015-16
Internationalisation of Teaching and Learning

Graduate Attributes in Scottish Higher Education

- Global Citizenship
- Research, Scholarship and Enquiry
- Ethical, Social and Professional Understanding
- Lifelong Learning

Global Citizenship

Association of American Colleges & Universities
Celebrating 100 Years of Leadership for Liberal Education

Peer Review

By: Kevin Hovland

There are few colleges or universities that do not embrace the goals of increasing global awareness, global citizenship, and global responsibility as part of their educational mission. Yet, across all sectors, institutions continue to struggle to develop the best practices for translating goals into concrete curricular and cocurricular global experiences that are flexible, rigorous, and relevant to all students in all programs.

Since 2001, the Association of American Colleges and...
World’s most international universities 2016

Times Higher Education World University Rankings data reveal the top 200 most outward-looking institutions

January 14, 2016

By Ellie Bothwell   Twitter: @elliebothwell
Top 200 most international universities in the world 2016

<table>
<thead>
<tr>
<th>Rank</th>
<th>Institution</th>
<th>Country</th>
<th>International Outlook</th>
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<td>Imperial College London</td>
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</table>
International outlook (staff, students, research): 7.5%

- **International-to-domestic-student ratio: 2.5%**
- **International-to-domestic-staff ratio: 2.5%**
  The ability of a university to attract undergraduates, postgraduates and faculty from all over the planet is key to its success on the world stage.

- **International collaboration: 2.5%**
  In the third international indicator, we calculate the proportion of a university’s total research journal publications that have at least one international co-author and reward higher volumes. This indicator is normalised to account for a university’s subject mix and uses the same five-year window as the “Citations: research influence” category.
HKU has always had a strong international orientation. More than half of our professoriate staff come from outside Hong Kong. We have the most diverse student population among universities in Hong Kong. In 2013-14, we had more than 9,600 international undergraduate and postgraduate students, representing over 83 different nationalities. The interactions of local and non-local students help to promote intercultural understanding, which has been incorporated into our educational aims.

In support of the internationalization of our campus, English has been adopted as HKU's lingua franca. It is the common language used for lectures, tutorials, seminars, forums and other events to enable inclusive participation by Chinese and non-Chinese speaking students and staff. Students also take two 6-credit courses of English language: one to induct them into academic studies at university, and the other to provide English support for their disciplinary studies.

> 9,600 international students  > 83 nationalities
Most diverse student population among HK universities.
Internationalised universities provide a meeting place of many cultures where valuable intercultural learning can occur; where there is the potential for the new, the challenging, and the unfamiliar to be the norm; where the taken for granted can be challenged; and where new ideas and ways of thinking are formed as a result of engagement with culturally different others.

Leask 2009 p. 219
Discussion (2)

In your role as a university academic/university student, what are your own experiences of internationalisation -- e.g. of teaching/learning in classes with non-HK students, of projects or assignments that have a focus beyond HK, of contacts with peers in overseas universities, or of co-teaching/ working with someone from overseas?

What aspects of your role, do you think, are likely to become more internationalised in coming months/years?
Internationalising Teaching and Learning at HKU: KEY CHALLENGES AND OPPORTUNITIES

1. Learning Outcomes and Graduate Attributes
   What kinds of learning outcomes and graduate attributes are associated with internationalisation?
   Where and how in their studies at HKU can students develop and enhance these qualities?

2. Student Mobility and Learning Abroad
   What opportunities are there for HKU students to be more mobile in their studies and learn abroad as well as in Hong Kong?
   How might current provision be developed to meet the University's strategic goal of expanding such opportunities?

3. Internationalisation in the HKU Curriculum
   In what ways do degree programmes and course units at HKU offer cross-cultural and global perspectives on knowledge and understanding?
   What helps/hinders their effectiveness?
   Can/should such perspectives be more widely available, across subject areas and years of study?

4. Language and Intercultural Competence
   How are HKU students' language expertise and intercultural competence facilitated?
   What are the strengths and limitations of the guidance and support currently available?

5. Learning and Intercultural Interaction
   To what extent could greater interaction be fostered between HKU students from differing language and cultural backgrounds, within and outside of timetabled classes?
   Could more be done to engage with diversity as an opportunity as well as a challenge?

6. Digital and Virtual Learning
   In what ways are recent advances in information and communication technologies opening up new possibilities for students to enlarge their global awareness and intercultural understanding?

7. Assessment and Evaluation
   How can students' experiences of internationalised learning be effectively assessed, not only within but also across courses?
   How can such experiences be systematically evaluated, within and across degree programmes?

8. Internationalisation and the Postgraduate Experience
   In what respects is internationalisation a postgraduate (as well as undergraduate) challenge?
   What can be learnt from the experiences of other leading research universities?
Processes

Identification of quality practices

Surfacing and elicitation of insights

Compiling materials, sharing and dissemination

Analysis, comparison, and identification of patterns

Refining and updating
Example 1: A small scale study on the internationalisation of the Common Core Curriculum

Identifying the Focus – the Common Core Curriculum

Informal interviews

Looking for similarities, differences & patterns

Dissemination and sharing

Keywords search

Analysis & validation

Comparing the findings with the literature

Refining and updating
Example 1: A small scale study on the internationalisation of the Common Core Curriculum (Cont’d)

FIND THE ELEPHANT

can you find the elephant hidden in this picture?

Image credit: http://freecoloringpages.co.uk/?r=elmer%20the%20elephant
Example 1: A small scale study on the internationalisation of the Common Core Curriculum (Cont’d)

- It is not something ‘extra’.
- It is far more than the contents.
- It is not just about other countries.
- ‘Science and Technology’ is not less internationalised than ‘Global Issues’.
Example 1: A small scale study on the internationalisation of the Common Core Curriculum (Cont’d)

**Internationalisation in the Common Core Curriculum**

- Intended learning outcomes
- Topics & contents
- Multiple perspectives
- Local-global interactions
- Intercultural & interdisciplinary engagement
- Flexible assessment designs
- Students as learning resources
Example 2: A small scale study on assessment and feedback in experiential learning

• A wide variety of experiences and encounters
• Multiple stakeholders (e.g., community partners, clients, field supervisors, academic teachers...) and different expectations
• Dispersed and remote locations
• Involving ethical and moral dilemmas
Example 2: A small scale study on assessment and feedback in experiential learning (Cont’d)

• What should be the intended learning outcomes?
• How to assess?
• Who should be the assessors or who should give feedback?
• How and when to give feedback?
• How to ensure fair and quality assessment?
Among 9 cases

- Essays and reports
- Presentations
- Reflective journals/ writings
- Appraisals by field supervisors or clients
- Creative outputs (e.g., stories, videos, oath writing, interviews)
- Project/ research proposals
- Self-evaluation
- Portfolios (emerging?)

Frequency

Among 9 cases, the most frequently used methods are essays and reports, followed by presentations and reflective journals/writings. Appraisals by field supervisors or clients and creative outputs also appear frequently. Self-evaluation and portfolios are less common.
Example 2: A small scale study on assessment and feedback in experiential learning (Cont’d)

Authenticity

Being reflective

Processes and outcomes
Audiences

- Active and core members within HKU (the “usual suspects”)
- Scholars and practitioners outside of the HKU community
- New comers – HKU academics who were not previously active in teaching and learning initiatives
- Students
“I enjoyed talking to you and others. Thank you very much.”

- A professor from Faculty of Arts

“I read every article of your e-newsletter. Great stuff.”

- A professor from Faculty of Law

“Thank you for inviting me to participate. It was most interesting!”

- An assistant professor from Li Ka Shing Faculty of Medicine
Status updates

• More than 50 HKU faculty members across all the 10 faculties have shared their teaching practices through the CoP and contributed to teaching resources
• More than 100 colleagues within and outside HKU have subscribed to the CoP’s e-newsletter
• More than 5000 total downloads of the teaching resources created by the community from 38 countries
Briefings 3-4: Students' Learning Experiences

Briefings 1-2: Internationalisation of the Curriculum

Briefings 6-7: Academic Staff

Briefing 5: The University
Vox Pop – Students’ voices
Join-the-Conversations

Join-the-Conversation 1:
Learning Benefits of Internationalisation
1 Feb (Mon) 12:30pm – 2:15pm
29 Jan (Fri) 12:30pm – 2:15pm
Room 321 & 322, 3/F,
Run Run Shaw Building

Organised by
Centre for the Enhancement of Teaching and Learning (CETL)

Join-the-Conversation 2:
Curriculum Internationalisation in the Common Core
22 Mar (Tue) 12:00nn – 2:00pm
Room 321 & 322, 3/F,
Run Run Shaw Building

Co-organised by
Centre for the Enhancement of Teaching and Learning &
Common Core Curriculum Office

Join-the-Conversation 3:
Enriching international learning experiences in your course:
What can digital and virtual learning do for you?
20 Apr (Wed) 12:45pm – 2:00pm
Room 321, 3/F, Run Run Shaw Building

Jointly Organised by
Centre for the Enhancement of Teaching and Learning (CETL),
E-learning Pedagogical Support Unit (EPSU) and Technology-Enriched Learning Initiative (TEL)

Join-the-Conversation 4:
Assessment and Feedback in Experiential Learning
8 Jun 2016 (Wed) 12:30pm – 2:00pm
Room 321, 3/F, Run Run Shaw Building

Organised by
Centre for the Enhancement of Teaching and Learning (CETL)
Message from the Director of CETL - Grahame Bilbow

Welcome to our Second Issue of the Teaching and Learning Connections e-newsletter! Let me start by saying how delighted I was to hear the UGC Quality Assurance Council’s glowing comments about HKU’s academic standards in their recent report, which concluded: The University has a strong and widespread commitment to the quality of learning opportunities and [...]

MESSAGE FROM THE DIRECTOR OF CETL

Prof. Grahame Bilbow

EDITORIAL MESSAGE

Editorial – Assessment for learning: Where are we? Where are we going? – Tracy Zou

FEATURE ARTICLES

Assessment for learning: Revisiting the past and envisioning the future – Interview with Professor Rick Glocheski

Scaling up assessment for learning – David Carless

Learning to be a better teacher: What
Scholarly contributions

**Two forthcoming book chapters**

(1) Fostering Dialogue about Practices

(2) Surfacing and Sharing Advances in Assessment: A Communities of Practice Approach

**Conference presentations**

(1) Unearthing the treasures and building a community: A case study in the University of Hong Kong. Presentation at Xian Jiaotong-Liverpool University Annual Learning and Teaching Colloquium, Suzhou, China, 7-8 April, 2016.


(3) What motivated academics to contribute knowledge to teaching communities of practice? (accepted by HERDSA, 4-7 July, 2016)
Reflections and projections for the future
Reflections – Unearthing treasures

“These conveners see a social landscape with all its separate and related practices through a wide-angle lens; they spot opportunities for creating new learning spaces and partnership that will bring different and often unlikely people together to engage in learning across boundaries.”

- Wenger-Trayner, et al. 2015, p.99
Projections for the future

- Embedding the teaching and learning CoP into the routine of the university
- More conveners and more champions in different areas and locations
- Universities becoming more effective and organic learning organisations
HKU’s Academic Development Plan 2016-19

Internationalisation
Innovation
Interdisciplinarity
Impact
References


THANK YOU!

Q & A