

Pan-university Standards for Adoption of e-Pedagogies for Effective Teaching and Learning

Introduction

In response to the feedback collected from the University-wide survey of the Pan-university Standards and subsequent to the suggestion made by the UGC for the University to adopt a set of minimum standards for the use of an e-learning platform, this revised version of the Standards is provided for further consideration. The Standards are intended to provide a framework to facilitate the adoption of e-pedagogies in developing students to be active and self-directed learners/life-long learners and enhancing their learning experience while still catering for diversity and flexibility in e-pedagogical practices.

E-pedagogy can be broadly defined as “learning design that incorporates educational quality, values and effectiveness of teaching, learning and assessment activities supported by technology”¹, i.e. e-learning. E-learning is not simply a matter of delivering a traditional course online. It is about using technology to add value to the student learning experience through fostering new modes of learning, facilitating learning across formal and informal contexts, internationalising the student learning experiences through collaboration with local and overseas counterparts, etc.

Framework for Pan-university Standards for Adoption of e-Pedagogies

It is understood that a single, generic model cannot cater to the variety of teaching and learning approaches and disciplinary differences among our colleagues. The Standards are thus not meant to be prescriptive in terms of the particular technologies used, but embracing the diversity and flexibility in e-pedagogical practices. The intention of the following framework is to give colleagues some guidance in their adoption of emerging e-pedagogies so as to provide the best possible learning experience for our students.

Application	Goals/Benefits	Level of use	
		Basic (minimum standard)	Advanced
Dissemination of information	enable students to access course information anywhere, anytime	hosting up-to-date course information such as course outlines, course intended learning outcomes, assessment tasks & rubrics <i>(Remark: While some colleagues may wish to use alternative platforms for hosting course materials, it is advisable to add appropriate links to the University’s LMS to ensure student access to resources)</i>	NA
	Tools available: <i>At University</i> BUMoodle (https://buelearning.hkbu.edu.hk); Library Homepage (http://library.hkbu.edu.hk); Google Drive (https://drive.google.com); etc. <i>Public</i> Edmodo (https://www.edmodo.com); Wordpress (https://wordpress.com); Wikispace (https://www.wikispaces.com); Weebly (https://www.weebly.com); Google classroom (https://classroom.google.com); etc.		
Repository of learning and teaching	enable students to engage in self-paced, self-directed learning	hosting learning and teaching materials, library resources, references, etc.	NA

resources	<i>(Remark: While some colleagues may wish to use alternative platforms for hosting course materials, it is advisable to add appropriate links to the University's LMS to ensure student access to resources)</i>		
	Tools available: <u>At University</u> BUMoodle (https://buelearning.hkbu.edu.hk); Library Homepage (http://library.hkbu.edu.hk); Google Drive (https://drive.google.com); etc. <u>Public</u> Edmodo (https://www.edmodo.com); Wordpress (https://wordpress.com); Wikispace (https://www.wikispaces.com); Weebly (https://www.weebly.com); Google classroom (https://classroom.google.com); etc.		
Learning engagement	enhance students' engagement in learning within and beyond formal classroom settings	facilitating discussion and reflection within and beyond classroom	<ol style="list-style-type: none"> 1. facilitating deep learning through flipped classroom; 2. internationalising student learning experience through team-teaching with overseas universities (Internationalisation at Home, IaH); 3. engaging students in collaborative work with their overseas counterparts; 4. facilitating students' independent study via technology; etc..
	Tools available: <u>At University</u> BUMoodle (https://buelearning.hkbu.edu.hk); Polycom (conference tool available at ACC209 for discussion); Echo360 (http://echo360.org.au for lecture capturing); Google Drive (https://drive.google.com); FutureLearn (https://www.futurelearn.com); etc. <u>Public</u> Skype (https://www.skype.com); Facebook (https://www.facebook.com/); Diigo (a web-based collaborative annotation tool for close reading of web resources https://www.diigo.com); Nearpod (enhancing classroom interaction and assessment with mobile devices https://nearpod.com), Google classroom (https://classroom.google.com); etc.		
Assessment and feedback	enable students to reflect on their learning through assessment tasks and timely feedback	<ol style="list-style-type: none"> 1. facilitating collection of major assignments 2. providing timely feedback on student performance 	facilitating student reflection through development of learning portfolios, etc.
	Tools available: <u>At University</u> BUMoodle (https://buelearning.hkbu.edu.hk); Polycom (conference tool available at ACC209 for discussion); Echo360 (http://echo360.org.au for lecture capturing); Qualtrics (http://hkbu.qualtrics.com); Google Drive (https://drive.google.com); etc. <u>Public</u> Facebook (https://www.facebook.com); Plickers (soliciting student responses through mobile devices https://www.plickers.com); Kahoot (gamify assessment tasks with mobile devices http://getkahoot.com); Nearpod (enhancing classroom interaction and assessment with mobile devices https://nearpod.com); Mentimeter (http://www.mentimeter.com); Mahara (https://mahara.org); Google classroom (https://classroom.google.com); etc		
Development of teaching portfolio	enable teachers to reflect on and improve their practices	archiving and updating learning and teaching resources in the repository	<ol style="list-style-type: none"> 1. Adopting/developing new e-pedagogies; 2. sharing good practices through communities of practice, etc.
	Tools available: <u>At University</u> BUMoodle (https://buelearning.hkbu.edu.hk), Library Homepage (http://library.hkbu.edu.hk); Google Drive (https://drive.google.com) etc. <u>Public</u> Edmodo (https://www.edmodo.com); Wordpress (https://wordpress.com); Wikispace (https://www.wikispaces.com); Weebly (https://www.weebly.com); Google classroom (https://classroom.google.com); Mahara (https://mahara.org); etc.		

Staff Development and Technical Support to Facilitate the Adoption of e-Pedagogies

Many agencies (people, departments, units) in the University are pivotal to the success and achievement of the adoption of e-pedagogy through support, development and implementation via the following two areas.

(A) Staff Development

Provision of continuing professional development (CPD) for all staff to ensure colleagues are introduced to the potential of e-pedagogies whilst exploring the broader theory and practice could support achievement in these areas. Possible CPD opportunities include:-

- i. Organising related e-tools training sessions for support and academic staff in the form of face-to-face training workshops or online teaching materials / videos / webinars etc.
- ii. Awareness of and engagement with other new technologies through various workshops with experience sharing.
- iii. Provision of appropriate funding or extra TA staffing for supporting resources.

(B) Technical and Pedagogical Support

Office of Information Technology (ITO) will be responsible for the central I.T. provision of core academic systems and services, including administration of the Learning Management System (BUMoodle) and the network infrastructure, for both campus and internet access, will support the aims and objectives of the adoption of e-pedagogy. Please refer to <http://ito.hkbu.edu.hk/> for details of the services provided by ITO. Hotline support (Technical) can be contacted via 3411-7899.

Centre for Holistic Teaching and Learning (CHTL) will be responsible for the provision of pedagogical support, training and advice on using the listed e-tools available in the BU eLearning website: <http://chtl.hkbu.edu.hk/elearning/> where regular updates will be performed. Hotline support (Pedagogy) can be contacted via 3411-5348.

The University Library will be responsible for providing advice and support on using the e-resources and online research tools available through the Library website: <http://library.hkbu.edu.hk>. Their Information Desk can be reached at 3411-7363. Alternatively, faculty may contact the Liaison Librarian assigned to their Department for detailed help and advice: http://library.hkbu.edu.hk/about/contact_liaison.html.

(C) Teaching Development Grant (TDG) for Supporting Innovative e-Pedagogy Application

Colleagues are encouraged to apply for TDG, details please refer to website: http://chtl.hkbu.edu.hk/main/teaching_grants/ for innovative e-pedagogy application to enhance students' engagement in learning within and beyond formal classroom setting.

e-Learning Committee
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¹ University of Warwick (2007) <http://www2.warwick.ac.uk/services/ldc/resource/eguides/pedagogies/>