

**AY 2014-2015**

**Lilly International Conference @ Bethesda, US**

Lilly International Conference – Evidenced-Based Teaching and Learning  
(28 to 31 May 2015)

**Abstract**

Name of Community of Practice:

**Development of Teaching Portfolio Framework through a Multidisciplinary Community of Practice**

**Building Learning Community through a Transdisciplinary Multi-layered Approach**

*Professor Atara SIVAN, Professor Vicky TAM*

**Abstract**

The presentation examines a unique inter-generational learning community which was formed within a university in Hong Kong to enhance learning through multi-layered community engagement. The community consists of university faculty and students, professionals, secondary school students and older adults who have been collaboratively involved in planned activities under a common interest of healthy lifestyle and wellbeing. The presentation depicts the different stages of the community formation and examines its transdisciplinary approach to learning. Participants' reflection and feedback which was solicited through personal journals, interviews and questionnaire will be shared highlighting its contribution to learning, knowledge transfer and whole person development.

**Objectives**

At the end of the sessions attendees will be able to: 1. Identify the stages and processes involved in establishing an intergenerational community of practice 2. Recognize the contribution of an intergenerational learning community to the enhancement of students' knowledge, transferrable skills and whole person development 3. Relate the above knowledge to their own teaching and professional development.

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**Developing Teaching Portfolio Framework through a Multidisciplinary Community of Practice**

*Professor Atara SIVAN, Professor Vicky TAM*

**Abstract**

This session examines the development of a teaching portfolio framework through an interdisciplinary community of practice. It depicts the activities undertaken by university scholars engaged in this learning community and shares the development of a teaching portfolio framework. An active learning approach will be used throughout the session engaging attendees in hands on exercises and group reflection while establishing their own teaching portfolios. The sessions will provide some practical and pedagogical suggestions for teachers who wish to develop their own teaching portfolio as well as for those who aspire to create learning community for the enhancement of teaching and learning.

**Objectives**

At the end of the sessions attendees will be able to: 1. Describe the stages involved in the development of a teaching portfolio framework through a multidisciplinary community of practice 2. Recognize the various dimensions of a teaching portfolio framework 3. Generate ideas for writing their own teaching portfolio

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Name of Community of Practice:

**Enhancing students' graduate attributes (GAs) through problem based learning and service learning in formal academic courses**

**Assessing Students' Problem Solving Skill and Social Responsibility across Disciplines**

*Professor Siu Yin CHEUNG, Dr. Kevin YUE, Dr. Theresa KWONG*

**Abstract**

With a goal of assessing students' attainment/improvement of problem-solving skill and social responsibility, a Community of Practice (CoP) at Hong Kong Baptist University has established in late 2013, with members from seven disciplines. Members adopt either Problem-based Learning (PBL) or Service Learning (SL) teaching approaches in courses of their own discipline. This paper reports preliminary findings of the effects of this CoP, through the adoption of PBL/SL, on students' perceived attainment of problem-solving and social responsibility attributes, and members' perceived impact on student learning. This paper also shares common evidence collection instruments used in this CoP for outcomes assessment.

**Objectives**

(1) Report initial findings from a community of practice (CoP) study of the impact of adopting Problem-based Learning and Service Learning teaching approaches on students' improvement of problem solving skill and social responsibility; (2) Discuss the alignment between students' perceived attainment of the graduate attributes and teachers' feedback about the impact of the CoP on teaching and learning; (3) Describe how this CoP uses common outcomes assessment tools/methods for collective analysis of students' attainment of GAs across disciplines.

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**Developing Students' Teamwork Skills in a Group Project**

*Dr. Theresa KWONG, Mr. Peter LAU*

**Abstract**

This research aims to study Mainland China students' perception of an effective team and to examine the development of students' teamwork skills through the participation of a two-month 'arts and culture' group project at the Hong Kong Baptist University. A Mixed-methods approach was adopted with the use of 'Comprehensive Assessment of Team Member Effectiveness' survey for quantitative analysis, while focus group interviews were undertaken for qualitative analysis. Results showed a decline of students' self-perceived performance in various effective team factors (e.g. contributing to team's work, interacting with teammates, keeping team on track, expecting quality), upon completing the project.

**Objectives**

(1) Report the change of students' perceptions of the key characteristics (e.g. interacting with teammates, keeping the team on track, expecting quality, skills and abilities) of an effective team upon completion of a cooperative learning project. (2) Describe the change of team effectiveness in doing learning projects from high school to university. (3) Overview the pioneer work of applying a western-oriented survey 'Comprehensive Assessment of Team Member Effectiveness (CATME)' in the Chinese Mainland situation at the Hong Kong Baptist University (HKBU).

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**The Impact of Peer Tutoring in a University Language Classroom**

*Ms. Angela NG, Mr. Peter LAU*

**Abstract**

As part of a project evaluating university students' attainment of the graduate attributes initiated by a Community of Practice, peer tutoring has been incorporated in a general English course as a pedagogical approach to consolidate the grammar knowledge of adult learners of English. This paper reports the students' perception of the impact of peer tutoring on their learning effectiveness and attainment of some of the university graduate attributes the language course attempted to cultivate in students. It also gives insights into the key factors contributing to successful implementation of peer tutoring to increase learning effectiveness.

**Objectives**

(1) Introduce the incorporation of peer tutoring in a Hong Kong university language classroom among second language learners of English (2) Report students' perception of the impact of peer tutoring on their attainment of written communication, oral communication skills and team work. (3) Discuss key factors contributing to successful implementation of peer tutoring to increase learning effectiveness.

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Name of Community of Practice:

**A community of practice to create a model for student e-portfolios as a tool for life-long learning and assessment**

**Networked Learning Communities: Interdisciplinary Community of Practice on student e-portfolio**

*Dr. Tushar CHAUDHURI, Miss Wai Yin CHAN*

**Abstract**

The session looks at the impact of an interdisciplinary Community of Practice (CoP) at the Hong Kong Baptist University aimed at encouraging the university-wide use of student e-portfolios as part of course assessment. Twelve colleagues from different disciplines have engaged directly with each other and have acted like an invisible layer within the institution to initiate a culture of networked teaching and learning. Based on this experience, the presentation proposes a model of 'Networked Learning Communities' which seeks to illustrate the buffering role of CoPs between the top-down and bottom-up approaches to enhancement of teaching and learning in the University.

**Objectives**

I. The session will illustrate the setting up and functioning of an interdisciplinary CoP to encourage the university-wide use of student e-portfolio for assessment. II. The proposed model 'Networked Learning Communities' (NLC) generated from the impact of the CoP on admin, academics, students and other CoPs would be critically analyzed and evaluated. III. Participants will further reflect on the feasibility of setting up interdisciplinary CoPs to enhance NLCs in their own teaching and learning contexts.

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**Driving interaction and ubiquitous learning with mobile devices**

*Dr. Warren LINGER*

### **Abstract**

The present study focused on enabling students to proactively use their mobile devices as their own “simultaneous media” to collaborate with one another, search topics and ideas on the internet and submit findings in real-time in the classroom. Using only smartphones, students were able to easily access course materials and collaborate in class, at home, or anywhere they had internet access. By using these tools, students were able to work together in the classroom as apprentice researchers, enabling them to find and analyze ideas, use higher level cognitive skills to discover, evaluate, generate content and moreover, assess their own findings.

### **Objectives**

Learn how to easily implement mobile learning devices into the classroom  
Learn how to increase learner collaboration and deeper learning with mobile technology  
Learn how to use mobile technology for ubiquitous learning

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### **Abstract**

Name of Community of Practice:

**Enhancing Student Learning through Holistic Mentoring Programme and Comprehensive Proficiency Test in Analytical Science**

#### **Enhancing Student Learning through Holistic Mentoring Program**

*Dr. Karen MAK, Mr. Peter LAU*

#### **Abstract**

Hong Kong Baptist University (HKBU) has prided for nurturing our young minds as whole person with all-rounded skills in the community. Besides students' academic growth through regular lecturing in class, we are very concerned on how to create communities of active learners where students are engaged and motivated to develop their potential as creative and responsible citizens through various outside classroom activities. For instance, by encouraging students to participate video production competition and 3-minute oratory competition on science topics (chemistry in particular) the in-depth subject knowledge, English communication skills and creativity of our students can be fostered.

#### **Objectives**

1 Share issues and trends of science education in Hong Kong 2 Southeast Asian style mentoring program 3 Explore ways to improve students' communication skills and creativity



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**Abstract**

Name of Community of Practice:

**Centre for Holistic Teaching and Learning**

**Development and Evaluation of Communities of Practice in Hong Kong**

*Dr. Eva WONG, Dr. Theresa KWONG*

**Abstract**

Evidence-based practices from the United States context show that Faculty Communities of Practice (CoPs) can significantly help faculties improve their teaching and ultimately benefit student learning. Nevertheless CoPs still seem to prevail in North America primarily, with an apparent lack of evidence that CoPs are being practiced in the Asian context. This presentation aims to share the overall development of CoPs at the Hong Kong Baptist University (HKBU), a master assessment plan to gauge the effectiveness of these CoPs and some findings that can be useful for comparison with the US institutions.

**Objectives**

This presentation aims to share: (1) the overall development of the CoPs at the Hong Kong Baptist University (HKBU); (2) a master assessment plan to gauge the effectiveness of these CoPs; (3) some major findings and their comparison with US institutions.