

THE CHINESE UNIVERSITY OF HONG KONG
Centre for Learning Enhancement And Research (CLEAR)

Strategic Plan and Activity Report

November 2014

A. Centre for Learning Enhancement And Research (CLEAR)

The Centre for Learning Enhancement And Research (CLEAR) is the teaching development centre of The Chinese University of Hong Kong (CUHK). It aims at advancing the University's excellence and scholarship in teaching and learning.

This "Strategic Plan and Activity Report" describes the strategic actions of the Centre for the forthcoming years and reports the activities undertaken during the period from August 2011 to July 2014.

B. Strategic Framework

Mission

To support the mission of the University, particularly its focus on continuous enhancement and assurance of high quality in teaching and learning.

Goals

1. To foster collegial exchanges on teaching and learning issues among faculty members
2. To promote good teaching and learning practices that facilitate student learning
3. To support evidence-based reviews of teaching and learning
4. To enhance student learning environment
5. To explore innovative approaches to university teaching and learning
6. To facilitate quality research on teaching and learning

Strategies (Core Activities)

1. Professional development activities for
 - 1.1 faculty members
 - 1.2 teaching assistants and postgraduate students
 - 1.3 departments and teaching units

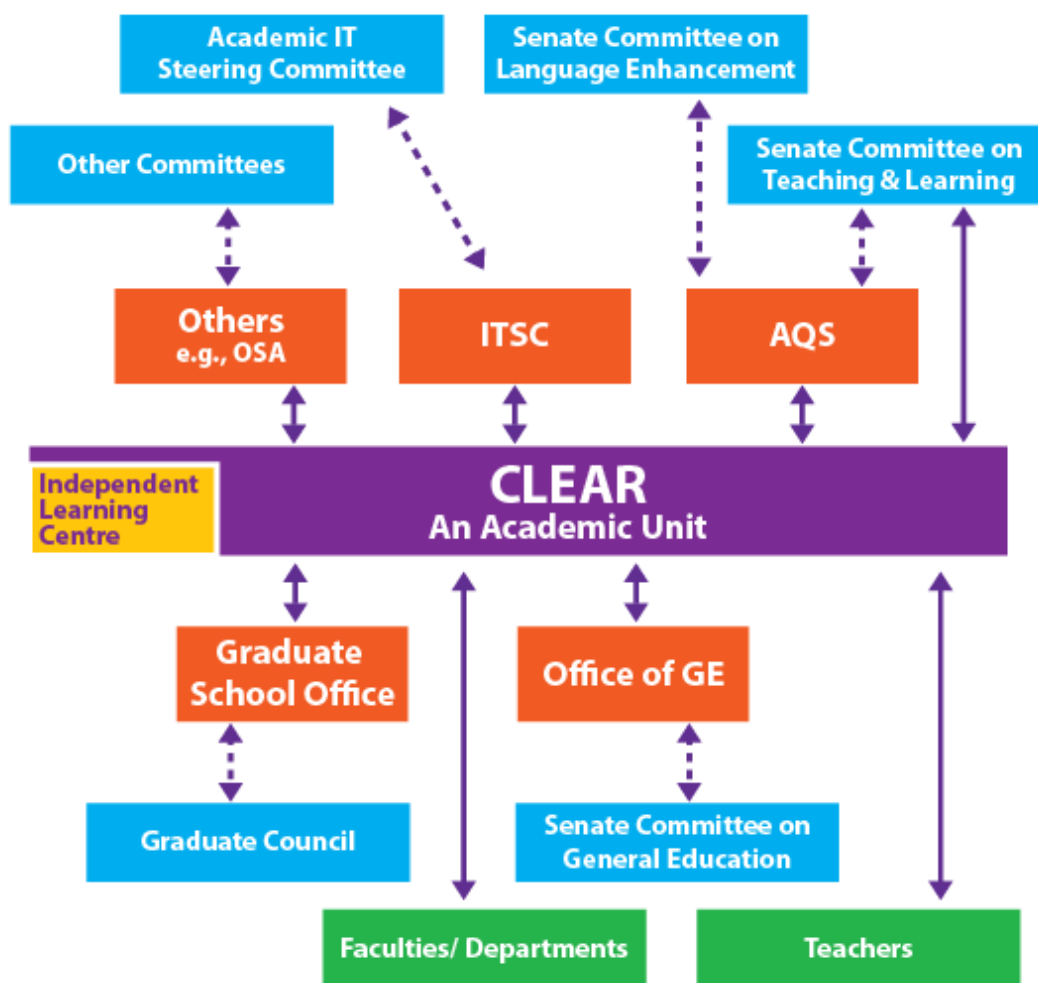
2. Evidence-based quality assurance
 - 2.1 to conduct study survey
 - 2.2 to analyze programme review reports
 - 2.3 to provide consultation services and to support policy development
 - 2.4 to prepare for the quality audit by Quality Assurance Council

3. Teaching and learning enhancement
 - 3.1 to conduct research to identify areas for enhancement
 - 3.2 to carry out teaching development projects
 - 3.3 to foster inter-institutional collaboration
 - 3.4 to support eLearning and mLearning
 - 3.5 to provide resources and activities for enhancing student learning

4. Scholarship of teaching and learning
 - 4.1 to organize activities to promote scholarship of teaching and learning
 - 4.2 to foster exchange and outreach activities
 - 4.3 to promote and participate in scholarly activities

Role of CLEAR@CUHK

CLEAR realises its goals through collaborative activities with various faculties, departments, academic units, and other support units on campus. It also reaches out to frontline teaching staff. The following is a schematic diagram depicting CLEAR's role at CUHK.



C. People

		Number of Staff	
Academic	Director	1	4
	Associate Professor	1	
	Assistant Professor	1	
	Senior Research Fellow	1	
Research	Research Associate	4	17
	Research Assistant	5	
	Junior Research Assistant	7	
	Project Coordinator	1	
Administrative/ Technical	Assistant Computer Officer	1	3
	Project Assistant	1	
	Junior Research Assistant	1	

D. Activity Report (2011/12 to 2013/14)

1. Professional Development

1.1 Support for Faculty Members

(a) Professional Development Courses (PDCs), workshops and seminars

- The Professional Development Courses (PDCs) consist of three parts: Part I – Mission and Values; Part II – Techniques and Strategies; and Part III – Practicum. They are designed for new teaching staff and are open to all teachers. Details are available in the course website (<http://www.cuhk.edu.hk/clear/prodev/pdc.html>).
- Workshops and seminars suitable for all teachers are offered from time to time.
- Summary of PDCs, Seminars and Workshops

		2011/12	2012/13	2013/14
A	Course			
(1)	No. of 12-hour intensive courses	4 rounds	3 rounds	n/a
(2)	No. of Part I and II courses	n/a	5 rounds	6 rounds
(3)	Total no. of workshops and seminars (no. of co-organized seminars)	43 (2)	13	22 (2)
(4)	Total no. of topics for workshops and seminars (no. of co-organized activities)	27 (2)	11	15 (2)
B	Participation (Activities A1-A4)			
(1)	No. of participants	198	184	222
(2)	No. of contact hours	1,291	1,478	1,510
(3)	No. of teachers completed PDCs	94	113	127
C	Evaluation			
(1)	Average Evaluation Score	4.4 (5-point scale)	5.3 (6-point scale)	4.7 (6-point scale)

(b) Orientation for New Teaching Staff

- CLEAR organizes orientation day and welcome dinner for new teaching staff on an annual basis, providing teachers with relevant information and opportunities to meet each other and existing staff
- Number of new teachers participated in the event

2011/12	2012/13	2013/14
50	59	39

1.2 Support for Teaching Assistants and Postgraduate Students

(a) Improving Postgraduate Learning (IPL) Programme

- The IPL programme that is designed for postgraduate (Pg) students comprises short modules on research-related skills, writing and presentation skills, as well as teaching and learning. The programme is hosted by the Graduate School and organized by CLEAR.
- Details are available in the IPL booklet (<http://www.cuhk.edu.hk/clear/download/IPL-booklet.pdf>).
- Number of modules, sessions and postgraduate student participants

IPL Programme	2011/12	2012/13	2013/14
No. of modules	46	46	47
No. of sessions	112	114	121
No. of participants (in head counts)	2,828	3,547	3,684

- Modules and sessions conducted by CLEAR

IPL Sessions conducted by CLEAR	2011/12	2012/13	2013/14
No. of modules	4	3	2
No. of sessions	11	10	6
No. of participants (in head counts)	233	214	118

(b) Professional Development Courses (PDCs) for Teaching Assistants (TAs)

- PDCs for TAs are organized in collaboration with departments/programmes. The course consists of three parts: (i) tailor-made training session, (ii) selected IPL short modules, and (iii) assessment by departments/programmes. The tailor-made training sessions are conducted by CLEAR.
- Details are available in the IPL booklet (<http://www.cuhk.edu.hk/clear/download/IPL-booklet.pdf> (p.42)).
- Number of tailor-made training sessions and participants

Part I of PDC for TAs (by CLEAR)	2011/12	2012/13	2013/14
No. of training sessions	30	24	26
No. of departments/programmes involved	36	32	34

No. of TAs attended the sessions	451	523	446
No. of contact hours	902	1,046	892
Average Evaluation Score	4.3 (5-point scale)	5.4 (6-point scale)	5.3 (6-point scale)

- Number of TAs completed the PDC (all three parts)

TAs Completed the PDC	2011/12	2012/13	2013/14
No. of TAs completed the PDC	307	312	397

1.3 Customized Seminars and Workshops for Departments/Units

- CLEAR conducts seminars for individual units on topics customized to address front-line needs. The content of the seminars is usually developed through literature search as well as primary or secondary research.
- Number of customized seminars

Customized Seminars	2011/12	2012/13	2013/14
No. of customized seminars	4	5	12

- See also item 4.1.(b) below for the Teaching Excellence Ambassador (TEA) Programme

2. **Quality Assurance**

The University has explicit quality assurance (QA) systems, overseen by the Senate Committee on Teaching and Learning (SCTL). CLEAR supports the enhancement and assurance of teaching quality through participating in various activities and conducting applied and evidence-based research.

2.1 Student Surveys

CLEAR administers several surveys to students and alumni on an annual basis. It also conducts analyses and compiles reports.

- (a) Annual surveys

- Three programme-level questionnaires are administered to students/graduates on an annual basis: (i) Student Experience Questionnaire (SEQ), (ii) Graduate Capabilities Questionnaire (GCQ), and (iii) Alumni Questionnaire (AQ).
- Response rates

Year	Response rate (%)		
	SEQ	GCQ	AQ
2012	55.5	16.8	8.7
2013	51.7	18.8	13.0
2014	45.4	N/A	N/A

- No. of programme-level questionnaires administered

2012 administration (for the academic year 2011-12)							
SEQ					GCQ	AQ	Grand Total
First Year	Second Year	Third Year	Final Year	TOTAL	2011 Graduates	2007 Graduates	
53	4	2	55	114	52	47	213

2013 administration (for the academic year 2012-13)							
SEQ					GCQ	AQ	Grand Total
First Year	Second Year	Third Year	Final Year	TOTAL	2012 Graduates	2008 Graduates	
57	4	2	58	121	55	48	224

2014 administration (for the academic year 2013-14)							
SEQ					GCQ	AQ	Grand Total
First Year	Second Year	Third Year	Final Year	TOTAL	2013 Graduates	2009 Graduates	
5	63	2	62	132	In progress	In progress	N/A

- CLEAR analyzes the SEQ, GCQ and AQ results, and produces programme-level reports

Year	Number of programme-level reports		
	SEQ	GCQ	AQ
2012	59	52	47
2013	63	55	48
2014	70	N/A	N/A

(b) New initiatives introduced during the reporting period

- Enhanced reports on the annual surveys
 - Provide longitudinal information
 - Analyze and highlight individual programme's added value
 - Present open-ended results in a more systematic manner
- Additional university- and faculty-level reports generated for the annual surveys described in (a)
 - Provide longitudinal information
 - Identify best-performed aspects and areas for attention at university- and faculty-levels
 - Analyze and highlight the added value of the programmes of the University
- In collaboration with all Colleges, Office of University General Education and the Office of Student Affairs to launch the annual Entry Class Questionnaire (ECQ) in 2012
 - The ECQ consists of two parts of a total of some 250 questions. Concerted effort of all parties gave rise to high response rates

	Part I		Part II	
	No. of respondents	Response rate	No. of respondents	Response rate
2012	5,208	76.5%	5,063	74.4%
2013	2,815	71.9%	2,816	72.0%
2014 (up to 16 Oct)	2,374	62.4%	In progress	In progress

- A large-scale study was conducted to compare the two cohorts of students admitted in 2012. A series of reports is available in the password-protected website <http://www.cuhk.edu.hk/clear/new/1213-s1-06-main.htm>
- CLEAR analyzes the results and produces various types of reports annually

Year	Number of reports			
	University	College (by GE Office)	Faculty	Programme/ Unit
2012	1	9	8	55
2013	1	9	8	65

- First Year Experience Questionnaire
 - The First Year Experience Questionnaire (FYEQ) was designed and administered in July 2014 to the students admitted in 2013/2014. A total of 1,047 valid responses were collected and the response rate was 29.5%.
 - CLEAR analyzed the results and produced various reports to support quality improvement of the new curriculum.

2.2 Meta-analysis of Programme Review Results

- CUHK conducts periodical Programme Reviews for all its programmes to ensure their qualities. CLEAR conducted meta-analyses of the content of all review documents to
 - identify prevailing good practices in various faculties for further dissemination;
 - identify areas that need further exploration or attention;
 - make available university-wide data and management information for use in monitoring and supporting system level enhancement; and
 - facilitate and advise programme reviews in the next cycle.
- Three meta-analyses were completed in the reporting period with university- and faculty-level reports produced and submitted to SCTL
 - The analysis of 58 taught postgraduate programme review (2008-2012) reports was completed in June 2012
 - The analysis of 42 taught postgraduate programme review (2012-2014) reports was completed in March 2014
 - The analysis of 57 undergraduate programme review (2010-2012) reports was completed in March 2014
- Conducted statistical analyses of the quantitative results of undergraduate programme reviews (2005-2010 first cycle reviews and 2011-2012 second cycle light reviews) to
 - track changes of programmes;
 - moderate programme review results; and
 - support decision-making of the Programme Review Rating Panel under SCTL.

2.3 Consultation Services/Support Provided to Units for Quality Assurance

(a) Studies conducted or policy developed for individual units in the reporting period

- Conducted an analysis to moderate the course marks for School of Nursing (2011/12, 2012/13 and 2013/14)
- Reviewed UGC reports and supported the development of quality assurance policy for college language enhancement activities by the Senate Committee on Language Enhancement (2012/13)
- Conducted a primary research to evaluate a faculty package course of the Faculty of Medicine (2012/2013)
- Designed and implemented a study to evaluate the United College's Graduate Research Consultant Scheme (Two rounds: summer 2013 and summer 2014)
- Conducted a study for the Molecular and Biotechnology Programme (2013/2014)
- Conducted a study for the Cell and Molecular Biology Programme (2013/2014)
- Conducted a study for the Master of Clinical Pharmacy Programme of the School of Pharmacy (summer 2014)

(b) Provided consultation services to programmes/units for topics in relation to

- results of the annual surveys;
- course and programme reviews;
- follow-up of programme review and formulation of action plans;
- preparation for visiting committee visit; and
- outcomes-based approach (e.g., development of grade descriptors).

(c) Development of the University's Quality Manual (2013/2014 and beyond)

- CLEAR played a key role in the development and drafting of the Quality Manual;
- CLEAR developed a sample Quality Manual website (2013/2014).

2.4 Preparation for the Quality Assurance Committee (QAC) Audit

(a) Preparation for QAC Audit

- Support the formulation and implementation of CUHK's QAC Audit Visit preparation plan

(b) Preparation for QAC Audit

- Designed various templates (in collaboration with Academic and Quality Section (AQS)) to collect data from different units
- Analysed units' feedback to prepare reports
- Participated in drafting the Institutional Submission

3. Teaching and Learning Enhancement

CLEAR takes a leading role in various teaching and learning enhancement initiatives at the University, some key initiatives conducted during the reporting period are described below.

3.1 Research for Teaching and Learning Enhancement

(a) A comparison study of the 3-year and 4-year cohorts (2012/2013)

- Based on the responses to the Entry Class Questionnaire (ECQ) provided by the two cohorts (HKDSE and HKAL) of students admitted in 2012, a large-scale comparative study was conducted.
- A series of reports is available in the password-protected website <http://www.cuhk.edu.hk/clear/new/1213-s1-06-main.htm>.
- Results of the study were delivered to teachers and units through several seminars, talks, and the Professional Development Courses.

(b) The First Year Experience Study (January 2013 to March 2014)

- The First Year Experience Study was conducted in collaboration with the eight faculties and respective units offering the University's core-requirement courses. The study evaluated students' overall learning experiences and data was obtained through a series of focus-group interviews involving 79 students.
- A report was submitted to SCTL in March 2014 and was shared amongst participating faculties and units.

(c) Research on Peer Review on Teaching (January 2013 to May 2013)

- The University introduced a peer review mechanism in 2013. CLEAR conducted research and coordinated the development of a set of peer review criteria for class observation and evaluation of course material.
- The set of criteria was launched in 2013/2014 to support staff development and evaluation.

3.2 Teaching Development Grant Projects

CLEAR plays a pivotal role in the Teaching Development Grant (TDG) scheme. The grants are provided by the University Grants Committee (UGC).

- CLEAR supports SCTL to manage TDG projects
- CLEAR supports SCTL to produce TDG reports for submission to UGC
- CLEAR launched (in 2012) and maintains the TDG website <http://www.cuhk.edu.hk/clear/tdg/>.
- In the 2012-2015 triennium, CLEAR is involved in a total of 10 TDG or related projects. Staff members serve as principal investigator (PI), co-PI, or co-investigator (Co-I), and work in collaboration with various units to implement the following projects:
 - (i) Diffusion of TDG Projects to Enhance Sustainability and Collaboration
 - (ii) To Understand Students of the New Era by a Comprehensive Entry Survey
 - (iii) Understanding the Pedagogical Beliefs of New Faculty Members
 - (iv) Evaluation of Students' First-year Experience and Reflection on the New Curriculum
 - (v) Inter-faculty eLearning Platform
 - (vi) Supporting Mobile Teaching and Learning at CUHK
 - (vii) Development of a Practical Model to Support Teachers at CUHK to Create Courseware for Enhancing Teaching and Learning
 - (viii) Learning by Engaging and Teaching
 - (ix) Additional Funding to Meet Professional Development/Extra Teaching Needs
 - (x) Start-up Funding for the Establishment of Communities of Practices: Teaching Excellence Ambassador (TEA) Programme

3.3 Inter-Institutional Collaboration Projects on Teaching and Learning

UGC announced the provision of additional funding to support inter-institutional collaborative projects in the summer of 2013. CLEAR plays a significant role in this new scheme.

- CLEAR coordinated the development of proposals of CUHK-led projects (2013/14)
- CLEAR liaised with sister institutions to develop project proposals (2013/14)
- CLEAR supported SCTL to review and improve project proposals (2013/14)
- CLEAR initiated and/or participated in a total of 5 projects. Staff members serve as PI, co-PI or Co-I:
 - (i) Knowledge and Education Exchange Platform (KEEP)
 - (ii) Establishment of New Paradigm with Feasible Models in Teaching and Learning Science for Problem Solving and Future Development

- (iii) Reinforcing the Importance of Academic Integrity and Ethics in Students through Blended learning – A Deployment of Augmented Reality Applications
- (iv) Developing and Evaluating a Learning Analytics Platform to Support University Teachers for Pedagogical Decision-making in Fostering Reflective Engagement of Students
- (v) Peer Instruction with Students Response System (SRS): Using Mobile Devices as Students Response Systems to Transform Large Classes into an Interactive Learning Environment

3.4 eLearning and mLearning Support

CLEAR supports the University to advance in eLearning, mLearning, blended learning, flipped classroom pedagogy, and Massive Open Online Course (MOOC). It coordinates developments, evaluates and develops pedagogical tools, collects feedback from users, and offers consultation services.

(a) uReply

- Launched Versions 1 and 2 in July 2012 and August 2013 respectively, providing a campus-wide solution to facilitate classroom responses using mobile devices
- Engaged in 8 internal and 8 external invited talks during the reporting period
- Usage statistics

	9/2012 – 4/2013	9/2013 – 4/2014
No. of sessions opened (Excluding invalid sessions such as testing and sessions with fewer than 5 participants)	279	667
Total no. of student responses (Valid sessions only)	16,787	61,691

(b) Massive Open Online Course (MOOC)

- Coordinated the development of CUHK MOOCs
- Participated in the design and production of specific courses
- Attended MOOC partner conferences
- Investigate and develop best practices for MOOC

(c) Other Key Activities Conducted

- Supported the Academic IT Steering Committee (AITSC) and the University to develop eLearning strategies
- Supported AITSC to manage the Courseware Development Grant (CDG)
- Worked with University Library for enhancement of learning space

- Worked with Registry and Audio-Visual Services Unit (AVSU) for enhancement of classroom spaces to better accommodate new technologies and pedagogies
- Support teachers in pioneering various mobile learning strategies such as eBooks and use of QR codes for location learning
- Support teachers in exploring innovative teaching strategies such as flipped classroom and the use of learning portfolios
- Support teachers in the evaluation of innovative mobile learning strategies
- Support and promote the use of lecture-recording hardware and software to supplement teaching and learning

3.5 Resources and Activities for Enhancing Student Learning

- Coordinated five faculties to develop and maintain an eLearning Platform with 14 modules to support students' development of soft skills
- Participated in postgraduate student orientation sessions
- Produced three versions (English/ Cantonese/ Putonghua) of video regarding academic honesty (http://www.cuhk.edu.hk/clear/tnl/acad_honesty.html)

4. Scholarship of Teaching and Learning

CLEAR promotes scholarship of teaching and learning with a view to strengthening the teaching-research nexus.

4.1 Activities to Promote Scholarship of Teaching and Learning

(a) Teaching and Learning Innovation ExPo

- The ExPo is an annual event that CLEAR has jointly organized with the Information Technology Services Centre (ITSC) since 2007
- The ExPo archive can be accessed online at <http://www.cuhk.edu.hk/eLearning/expo>
- Number of participants

	2007	2008	2009	2010	2011	2012	2013
No. of participants	~100	~110	117	165	161	178	190
Non-CU participants	--	~10	24	29	22	21	26
No. of talks (& keynotes)	20	13	16	19	15	20	23
No. of posters	19	19	31	37	49	35	51

- A special theme on outcomes-based approach (OBA) learning was organized in 2013. It provided an opportunity for faculties and units to share their experience and outcomes on OBA learning. Seven faculties and the General Education units showcased their works in the OBA corner.

(b) The Teaching Excellence Ambassador (TEA) Programme

The Teaching Excellence Ambassador (TEA) Programme provides opportunities for excellent teachers at the University to share their ideas and initiatives in pedagogical advances.

- 28 ambassadors have joined the programme and enlisted their talks since September 2013
- 6 seminars have been conducted for programmes in 2013/2014
- Five focus group discussions have been organized to discuss eLearning development strategies
- Details of the TEA Programme are shown in the website:
<http://www.cuhk.edu.hk/clear/tea/index.html>

4.2 Exchange and Outreach Activities

- (a) No. of invited talks in local institutions and conferences (excluding those in CUHK).

No. of Invited Talks (external & local)	2011/12	2012/13	2013/14
No. of talks	2	7	8

- (b) No. of invited talks in non-local institutions and conferences

No. of Invited Talks (nonlocal)	2011/12	2012/13	2013/14
No. of talks	1	5	5

- (c) No. of delegations / visitors received

No. of Delegations/Visitors Received	2011/12	2012/13	2013/14
No. of Institutions	7	3	5
Approximate No. of Delegates	31	11	15

- (d) Other knowledge transfer / exchange activities / participation in sector-wide events

- CLEAR worked with a number of Mainland institutions to promote teaching development, and is one of the founding institutions of the Chinese Higher Education Development Alliance (<http://www.ched.org.cn/about.aspx>)

- CLEAR member serves as event coordinator in HERDSA HK (<http://chtl.hkbu.edu.hk/herdsa2014/cp-committee/>)

4.3 Academic Publications

CLEAR staff participate in various scholarly activities in specific disciplines and in teaching and learning, and publish in different domains.

- Number of publications

No. of Publications	2011/12	2012/13	2013/14
No. of Conference Papers	4	7	4
No. of Publications in Referred Journals	3	9	6
No. of Other Publications	0	3	7
TOTAL	7	19	17

E. Strategic Development for the Forthcoming Years

In addition to the usual business, strategic actions for each of the core activities in the forthcoming years are highlighted as follows:

1. Professional Development

Activity	Highlights of Strategic Actions
1.1 Support for teachers	<ul style="list-style-type: none"> • Reflect on the professional development courses revised in 2012/2013, and consolidate the courses • Promote peer review • Continue to develop resources for research supervision
1.2 Support for teaching assistants and postgraduate students	<ul style="list-style-type: none"> • Review the professional development courses for teaching assistants, and consolidate the courses
1.3 Tailor-made seminars/workshops that address frontline needs	<ul style="list-style-type: none"> • Develop synergy with the Teaching Excellence Ambassador programme

Key Performance Indicators:

- No. of participants and quality of the courses

2. Quality Assurance

Activity	Highlights of Strategic Actions
2.1 Student Surveys	<ul style="list-style-type: none"> • Develop synergy with the University Planning Office (UPO) in data analysis and dissemination of reports • Develop collaboration with Alumni Office to improve response rate of Alumni Survey • Consolidate new initiatives introduced in the last few years and make them regular exercises accordingly
2.2 Meta-analysis of Programme Review	<ul style="list-style-type: none"> • Use results of the meta-analyses to support the development of operational procedures that better synchronize programme reviews and visiting committee exercise
2.3 Consultation Services	<ul style="list-style-type: none"> • Provision of consultation services to support programme reviews • Develop and maintain the Quality Manual website
2.3 QAC Audit	<ul style="list-style-type: none"> • Support SCTL to prepare QAC Audit • Support SCTL to follow up affirmations and recommendations to be made by the QAC Audit Panel

Key Performance Indicators:

- No. of survey conducted and quality of reports
- No. and quality of studies conducted
- No. and quality of services provided to programmes/units

3. Teaching and Learning Enhancement

Activity	Strategic Development Highlights
3.1 Research for T&L Enhancement	<ul style="list-style-type: none"> • Repeat the quantitative study to evaluate students' first year experience • Initiate and sustain a long-term research study on authenticity in teaching and learning
3.2 Teaching Development Grant Projects	<ul style="list-style-type: none"> • Consolidate the TDG website to include more details of selected projects • Continue to implement all the projects
3.3 Inter-institutional Collaboration Projects	<ul style="list-style-type: none"> • Implement projects together with sister institutions
3.4 eLearning and Mobile Learning	<ul style="list-style-type: none"> • Support the implementation of the eLearning initiatives specified in CUHK ADP for 2016-19 • Support the development of MOOCs in Coursera or other platforms • Consult with Library, Registry and AVSU for using technologies in learning space

	<ul style="list-style-type: none"> • Support teachers in evaluation of innovative mobile learning and eLearning strategies including use of uReply, eBooks, Blackboard and other Web2.0 tools • Support and evaluate the use of lecture-recording hardware and software to supplement teaching and learning
3.5 Resources and Activities for Enhancing Student Learning	<ul style="list-style-type: none"> • Promote authenticity in T&L <ul style="list-style-type: none"> – Develop educational materials and media for both students and teachers – Develop closer collaboration with teaching and student service units for joint study • Make content in the eLearning Platform accessible to students of at least five faculties • Develop in-depth collaboration with ILC

Key Performance Indicators:

- No. of researches conducted and their impact
- No. of TDG projects completed and their quality
- No. of inter-institutional collaboration projects completed and their impact
- No. of users of eLearning tools and their evaluation
- No. of units involved in joint studies

4. Scholarship of Teaching and Learning

Activity	Strategic Development Highlights
4.1 Activities to Promote Scholarship of T&L	<ul style="list-style-type: none"> • Develop strategies to engage students • Design additional activities to supplement the Teaching Excellence Ambassador programme
4.2 Exchange and Outreach Activities	<ul style="list-style-type: none"> • Develop more exchange and outreach activities through the implementation of the inter-institutional teaching development projects
4.3 Publications	<ul style="list-style-type: none"> • Explore collaboration opportunities with CUHK Newsletter to publish news in relation to teaching and learning

Key Performance Indicators:

- No. of participants and talks in ExPo and teachers' feedback
- No. of activities organized by the TEA programme
- No. of exchange and outreach activities and their impact
- No. of scholarly publications and their quality

F. Our Collaborators and Acknowledgement

CLEAR is privileged to have the support of many academic and administrative units, teachers and administrative staff. Key partners and collaboration activities conducted in the reporting period are listed as follows. CLEAR is most grateful for their invaluable support.

(a) Key Partners and Collaboration Activities

Unit	Collaboration activities
Academic and Quality Section (AQS)	Teaching development grants, programme reviews, funding for outcomes-based approaches, preparation for QAC audit visit, SCTL and SCLE matters, <i>etc.</i>
Audio-Visual Division (CUAV)	Productions of MOOC courses and video on academic honesty
Audio-Visual Services Unit (AVSU)	Consultation on innovative classroom spaces and classroom technologies, orientation for new teaching staff
Yale-China Chinese Language Centre (CLC)	Project on professional development, development of peer review criteria
Colleges	Entry survey, evaluation of language enhancement activities
Committee Against Sexual Harassment	Orientation for new teaching staff
English Language Teaching Unit (ELTU)	Project on professional development, development of peer review criteria
Faculties	Projects on eLearning Platform and first-year student experience, <i>etc.</i>
Independent Learning Centre (ILC)	ILC is responsible to CLEAR, it works independently to provide support to students
Information Technology Services Centre (ITSC)	eLearning, mLearning, courseware development grants, MOOC, CUHK eLearning and mLearning activities, AITSC matters, orientation for new teaching staff, <i>etc.</i>
The Nethersole School of Nursing	Development of peer review criteria
Office of University General Education (OUGE)	Entry survey, study on first year student experience, project on professional development, development of peer review criteria, joint seminars, <i>etc.</i>
Office of Graduate School	TPg Programme reviews, independent postgraduate modules, professional development course, professional development online resources, preparation for QAC audit visit, <i>etc.</i>
Office of Research and Knowledge Transfer Services (ORKTS)	Orientation for new teaching staff
Office of Student Affairs (OSA)	Student orientation activities, entry survey, <i>etc.</i>
Personnel Office (PO)	Development of peer review criteria, restructure human resources of CLEAR, orientation for new teaching staff

Physical Education (PE) Unit	Peer review criteria
Registry	Consultation on innovative classroom spaces and classroom technologies
University Library (UL)	Evaluation of new learning spaces in large scale 2014 study, orientation for new teaching staff

(b) List of Teaching Excellence Ambassadors

Ambassadors		Unit
Prof. Dr. Prof. Prof.	AU Wing Tung Winton CAREY Timothy Patrick MAK Wing Sze Winnie WANG Qian	Department of Psychology
Prof.	CHAN Chi Ho Wallace	Department of Social Work
Prof.	CHAN Chung Yan Joanne	The Nethersole School of Nursing
Dr.	CHAN Tak Yau	Physical Education Unit
Dr.	CHIU Chi Ming Lawrence	School of Life Sciences
Prof.	CHU Ming Chung	Department of Physics
Prof.	HUI Pak Ming	Department of Physics
Prof.	JACKSON Jane	Department of English
Prof.	JIANG Liwen	School of Life Sciences
Dr.	KU Kei Tat Fred	Department of Decision Sciences & Managerial Economics
Prof.	KUMTA Shekhar	Department of Orthopaedics & Traumatology
Dr.	LAI Jose	English Language Teaching Unit
Prof.	LAU Siu Ying Patrick	Department of Educational Psychology
Prof.	LEE Wing Yan Vivian	School of Pharmacy
Dr.	LEUNG Fung Lin	Physical Education Unit
Prof.	LIAO Wei Hsin	Department of Mechanical & Automation Engineering
Prof.	MA Lai Chong Joyce	Department of Social Work
Prof.	NGAI Sek Yum Steven	Department of Social Work
Prof.	NG Kai Chiu	Department of Philosophy
Dr.	PANG Kam Moon	Office of University General Education
Prof.	POON Wai Yin Isabella	Department of Statistics

Prof.	WOLFF Lutz-Christian	Faculty of Law
Prof.	WONG Suk Ying	Department of Sociology
Dr.	WONG Wing Hung	Office of University General Education
Prof.	YUNG Pun To Douglas	Department of Electronic Engineering

(c) Invited Speakers in CLEAR's Seminars (include seminars jointly organized with other units)

Speaker	Unit	Topic
Dr. Lena Adamson	Associate Professor of Psychology, Stockholm University (SU) and Royal College of Technology (KTH), Stockholm, Sweden	Quality Assurance and Student Centred Learning
Prof. Mimi Koehl	University of California Berkeley	Women in Science
Dr. Josephine Csete	Educational Development Centre, The Hong Kong Polytechnic University	Effective Questioning Techniques: Getting Students to Ask and Answer
Prof. Herbert W. Marsh	The Centre for Positive Psychology and Education, The University of Western Sydney; Professor, Department of Education, The University of Oxford	Student Evaluation of University Teaching: Recommendation for Policy and Practice
Prof. Melissa A. Fitch	Distinguished Humanities Fellow, The Honors College The University of Arizona	Enhancing Student Engagement: Strategies to Energize Your Courses and Ignite Your Students' Passion for Learning
Prof. Catherine Chan	University of Wisconsin-Whitewater	Undergraduate Research as a High Impact Practice For Improving Student Learning & Success

(d) Speakers in CLEAR's Professional Development Courses

Speaker	Unit	Topic
Dr. Fred Ku	Department of Decision Sciences and Managerial Economics, CUHK	A Smorgasbord of Ideas IV: Classroom Activities that Make Learning Active
Dr. Ann Lau	School of Biomedical Sciences, CUHK	A Smorgasbord of Ideas IV: Classroom Activities that Make Learning Active

Prof. Ian Morley	Department of History, CUHK	A Smorgasbord of Ideas IV: Classroom Activities that Make Learning Active
Ms. Judy Lo	Information Technology Services Centre, CUHK	<ul style="list-style-type: none"> i. New CUHK eLearning System Series: Multimedia & Web 2.0 Tools in One Place ii. CUHK eLearning system user forum
Dr. Isabel Hwang	School of Biomedical Sciences, CUHK	A Smorgasbord of Ideas V: Lecture Recording in Practice
Dr. Cherry Chow	Biology Programme, School of Life Sciences, CUHK	A Smorgasbord of Ideas V: Lecture Recording in Practice
Prof. Michael Lower	Faculty of Law, CUHK	A Smorgasbord of Ideas V: Lecture Recording in Practice
Ms. Eva Cheung	Information Technology Services Centre, CUHK	New CUHK eLearning System Series: Formative Assessments through Online Quizzes
Mr. Raymond Yuen	The VeriGuide Team, Department of Computer Science and Engineering, CUHK	Introduction of New Features in VeriGuide