



學能提升研究中心

Centre for Learning Enhancement And Research

To advance the University's excellence and scholarship in
teaching and learning



Annual Report
2010–2011



CLEAR

Annual Report 2010–2011

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To advance the University's excellence
and scholarship in teaching and learning

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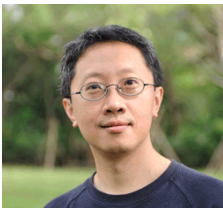
Academic Staff



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Director & Professor of Learning
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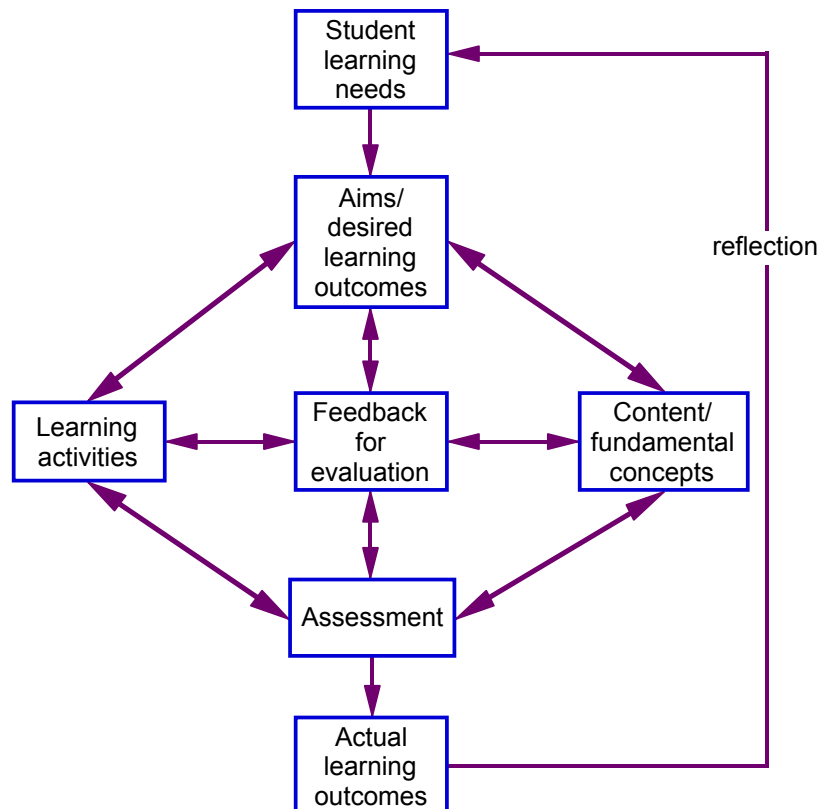
Academic staff are supported by a strong team of administrative and research staff
<http://www.cuhk.edu.hk/clear/staff/staff.htm>



Mission and Goals

Mission

- Support quality assurance in teaching and learning, based on the Integrated Framework



- Encourage excellence in teaching and learning
- Create opportunities for academics to reflect upon their teaching and share their experiences

Goals

- Promote good teaching (and assessment) practice that facilitates student learning
- Provide professional development opportunities for teachers
- Enhance student learning environments
- Support rigorous evaluation of curriculum development, and teaching and learning practice
- Conduct research into teaching and learning

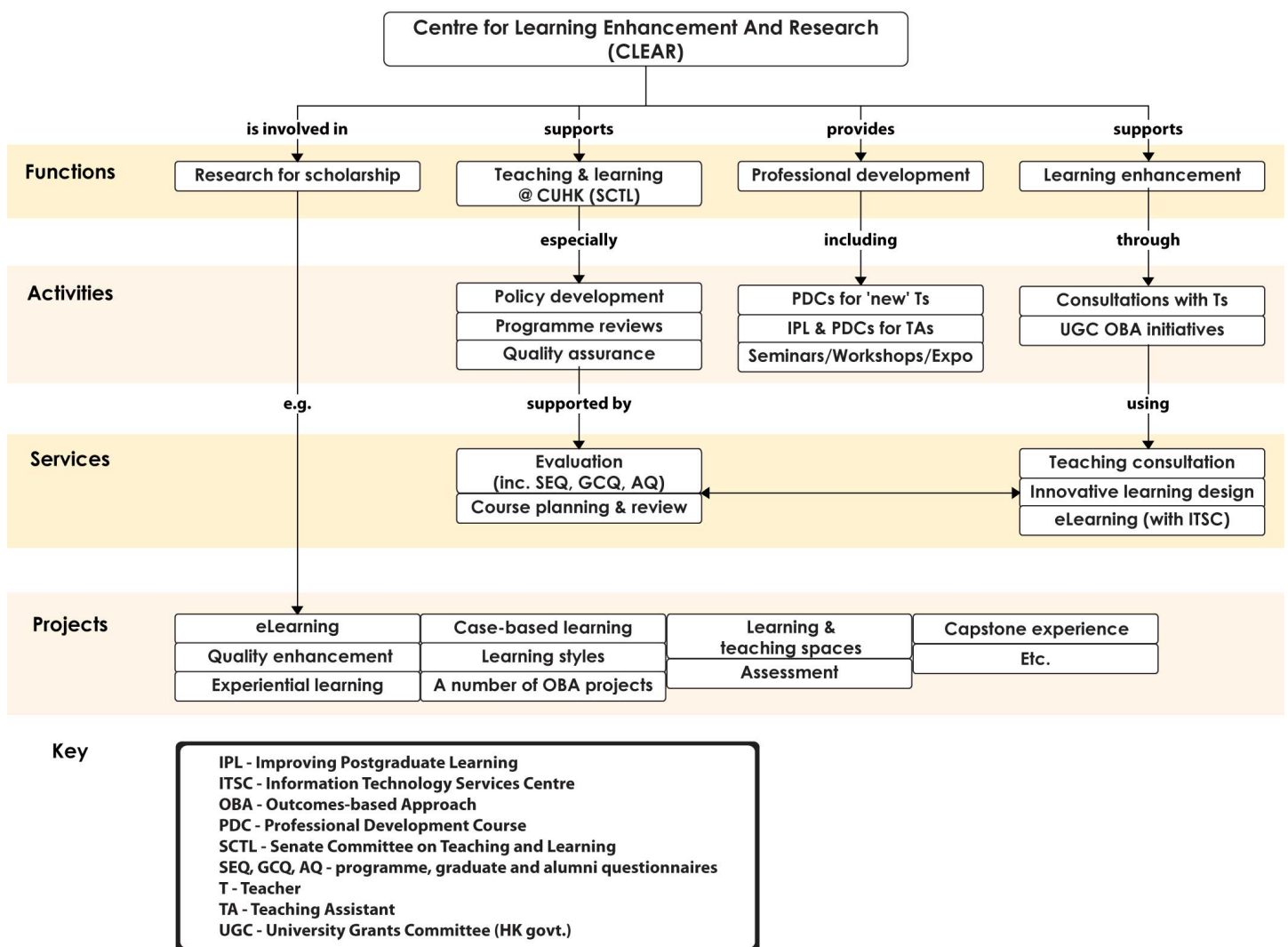


Primary Functions

Mission and goals are realised within the following functions:

1. Teaching and Learning @ CUHK
2. Professional Development
3. Learning Enhancement
4. Research for Scholarship

These functions are articulated in the diagram



CLEAR activities in this report address the defined key performance indicators articulated in CLEAR's Strategic Plan
http://www.cuhk.edu.hk/clear/download/report/CLEAR_Strat_Plan_Nov10.pdf



1. Teaching and Learning @ CUHK

Key Performance Indicators 2010–2011

1.1. Promote Outcomes-Based Approach (OBA) concepts and projects

- Represented CUHK at 3 UGC-sponsored forums at PolyU, HKU and HKBU
- Invited workshop: OBA_eLearning@OUHK



1.2. Liaise with faculties and departments

- Represented on 5 department and faculty committees
- 21 tailored sessions for 22 separate faculties and departments

1.3. Contribute to University policy development for T&L

- Represented on 8 University-level committees or groups associated with:
 - Overall teaching and learning
 - Academic IT
 - CUSIS
 - Physical learning environments

1.4. Support T&L grants and projects

- Engaged in 9 TDG projects:
 - 4 University-wide projects
 - 5 Faculty projects – Law (1), Medicine (2), Science (1) and Inter-faculty (1)
- Engaged in 5 additional T&L projects:
 - 3 University-wide
 - 2 Faculty projects – Medicine (1) and Science (1)

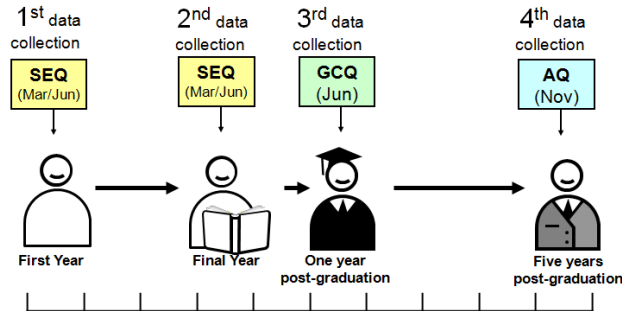




1. Teaching and Learning @ CUHK

Key Performance Indicators 2010–2011

1.5. Provide support for quality assurance of T&L



CLEAR offers a longitudinal undergraduate (Ug) programme monitoring process through the conduct of an annual:

- 1) Student Experience Questionnaire (SEQ)
- 2) Graduate Capabilities Questionnaire (GCQ)
- 3) Alumni Questionnaire (AQ)

2010-2011 administrations							
SEQ					GCQ	AQ	Grand Total
First Year	Second Year	Third Year	Final Year	SEQ Total	2009 Graduates	2005 Graduates	
59	3	2	52	116	51	45	212

- Evaluations conducted on all Ug programmes
- Refined the summary of combined SEQ, GCQ and AQ profiles
- All Ug programmes received SEQ feedback: additional consultations were provided in all 8 faculties

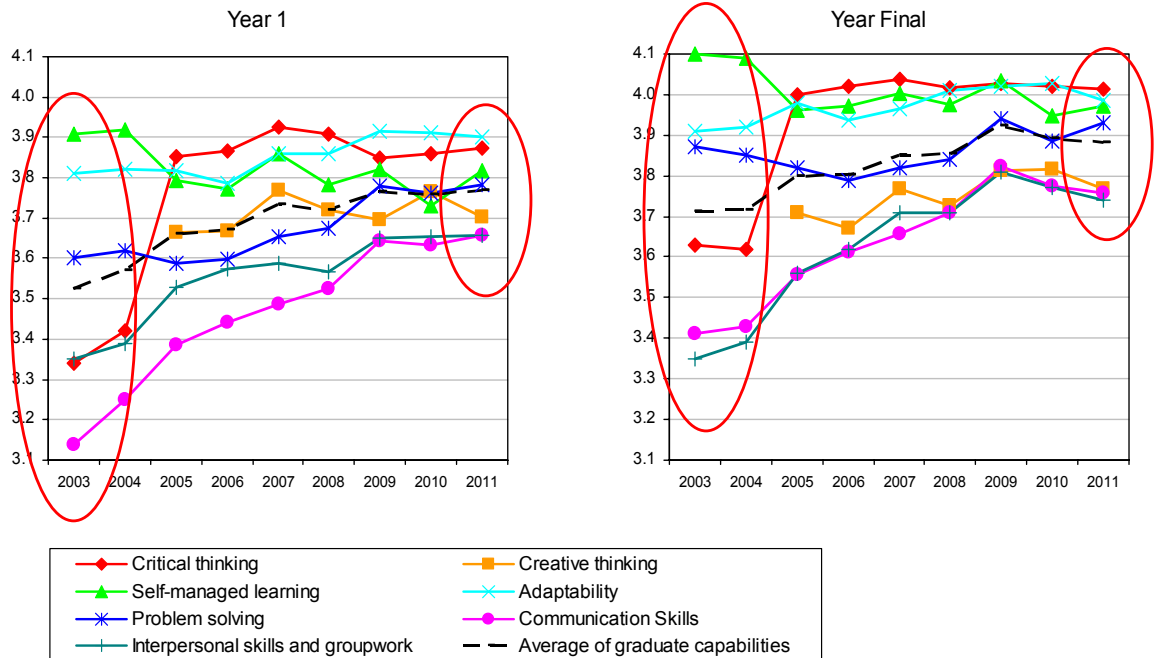




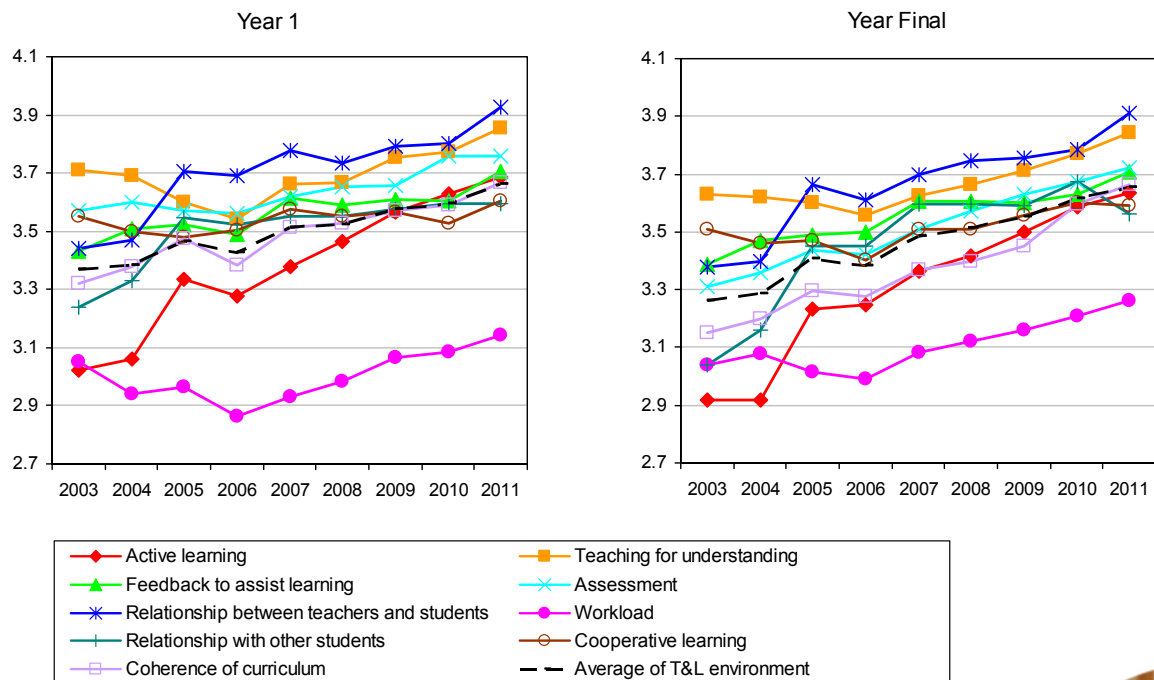
1. Teaching and Learning @ CUHK

Key Performance Indicators 2010–2011

- Cumulative results 2003-2011



SEQ results – graduate capabilities (intellectual development)



SEQ results – teaching and learning environment





1. Teaching and Learning @ CUHK

Key Performance Indicators 2010–2011

CLEAR also offers a programme-level evaluation service for the sub-degree sector using the Sub-degree Student Experience Questionnaire (SSEQ, which is based on the SEQ) with:

- 1) Tung Wah Group of Hospitals Community College (CUTW)
- 2) School of Continuing & Professional Studies (SCS)

SSEQ		
	2008 (programmes & response rates)	2010 (programmes & response rates)
CUTW	18 programmes 79.8%	18 programmes 93.0%
SCS	36 programmes 80.3%	40 programmes 85.8%

Additional quality-assurance activities:

- Participated in 5 Ug 'light' programme reviews
- Provided orientation for 1000 postgraduate (Pg) students on academic honesty and T&L
- Participated in 4 programme Assessment Review Panels





2. Professional Development

Key Performance Indicators 2010–2011

2.1. Provide T&L development opportunities for CUHK academic staff



- 44 one- & two-hour workshops and seminars open to all teachers
- 4 rounds of 12-hour intensive courses offered
- 24 different workshop topics open to all teachers
- 182 individual teachers participated in 'open' workshops and seminars
- Teachers completed 1,414 contact hours in 'open' workshops and seminars
- Average evaluation score for open sessions was 4.4 on a 5-point scale
- 86 teachers completed the Professional Development Course
- 21 tailored workshops and seminars
- 60 departments and units participated in 110 additional activities and consultancies
- 44 teachers from 24 departments received feedback on their teaching, based on an analysis of video-recording their classes
- 120 teachers participated in the orientation for new staff



2.2. Provide T&L support for new Teaching Assistants

- 34 tailored training sessions for Teaching Assistants (TAs) in departments
- 509 TAs attended CLEAR courses
- 222 TAs successfully completed training
- 1018 contact hours in CLEAR courses for TAs and Pg students
- Coordinated 43 Improving Postgraduate Learning (IPL) sessions for 108 student groups
- 15 IPL sessions were conducted by CLEAR staff



Professional Development

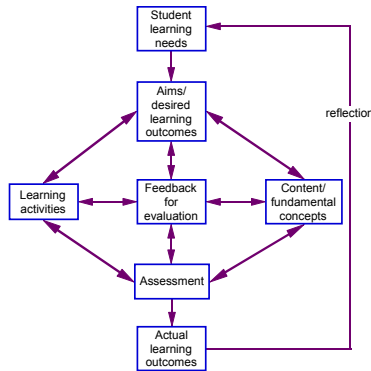


3. Learning Enhancement



Key Performance Indicators 2010–2011

3.1. Support learning design for enhancement



- Supported planning for the new normative four-year curriculum in all 8 faculties
- 42 meetings on SEQ results, combined with planning for the 'light' review of the normative 4-year curriculum

- In collaboration with ITSC, CLEAR supported over 13 sessions on eLearning cases at CUHK



- In collaboration with the Library and ITSC, CLEAR provided support for planned development of new learning and teaching places, including a study of library space usage in 2010.

3.2. Provide resources for CUHK staff to use in renewing their T & L

- ITSC and CLEAR organised the 'Teaching and Learning Innovation Expo 2010'
 - 90 teachers presented papers and posters
 - 165 delegates attended
 - Prof. Jan Herrington from Murdoch University in Australia presented the keynote address
- Assistant Project Coordinators developed resources on learning activities, learning spaces and capstone designs
- Completed DVD "Capturing the experience of excellent teachers @ CUHK"



3.3. Support language and learning

- Supported initiatives of the Senate Committee on Language Enhancement
- Language enhancement discussed in consultations with programmes, and in CLEAR professional development sessions



4. Research for Scholarship

Key Performance Indicators 2010–2011

4.1. Conduct research in student learning

- Formally involved in 15 funded projects:

6 Principal Supervisor	1 Evaluation Team Leader
6 Co-Supervisor	1 Principal Coordinator
1 Co-Investigator	

Type of publications	Total 38
Book	1
Chapters	10
Journal articles	6
Conference papers & proceedings	7
Conference presentations	14(+)

See pages 15 – 18 for details

4.2. Contribute to the profession

- Engaged in 4 international conference organising and programme committees
- Invited as speaker at 8 conferences
- Members of 13 editorial boards
- Engaged in 7 external university activities as auditor, higher-degree examiners or advisory-committee members in Australia, Hong Kong, United Arab Emirates and UK
- Hosted professors and staff developers from 8 countries and regions – Australia, Canada, China, Korea, Malaysia, Philippines, UK and USA

CLEAR is represented on 11 local professional community committees and groups

UGC Task Force on OBA in Student Learning

QAC Auditor

HK Examinations & Assessment Authority

HK Council for Accreditation of Academic & Vocational Qualifications

HK Nursing Council Accreditation Panels

HK Open Access Committee

Television & Radio Consultative Group, Broadcasting Authority

Higher Education Research and Development Society of Australasia, HK Branch

Involvement in the management of 2 schools and one community support group



Activities Against Strategic Plan

Highlights of CLEAR activities matched against KPIs (2010–2011)

1. Teaching and Learning @ CUHK	Highlights
1.1. Promote OBA concepts and projects	<ul style="list-style-type: none"> • 3 UGC symposia • 1 OBA workshop
1.2. Liaise with faculties and departments	<ul style="list-style-type: none"> • 21 tailored workshops for 22 departments
1.3. Contribute to University policy development for T&L	<ul style="list-style-type: none"> • 8 University-level committees or groups
1.4. Support T&L grants and projects	<ul style="list-style-type: none"> • 9 funded grants & 5 projects
1.5. Provide support for quality assurance of T&L	<ul style="list-style-type: none"> • 212 Ug programme surveys
2. Professional Development	Highlights
2.1. Provide T&L development opportunities for CUHK academic staff	<ul style="list-style-type: none"> • 180 workshops, seminars and tailored consultancies • 44 video consultations
2.2. Provide T&L support for new Teaching Assistants	<ul style="list-style-type: none"> • 34 department training sessions for TAs
3. Learning Enhancement	Highlights
3.1. Support learning enhancement	<ul style="list-style-type: none"> • Focus on support for the normative four-year curriculum
3.2. Provide resources for CUHK staff to use in renewing their T&L	<ul style="list-style-type: none"> • Expo conference: 165 teachers attended
3.3. Support language and learning	<ul style="list-style-type: none"> • Strengthened relationship between language and learning in many contexts
4. Research for Scholarship	Highlights
4.1. Conduct research in student learning	<ul style="list-style-type: none"> • 15 funded projects • 38 publications
4.2. Contribute to the profession	<ul style="list-style-type: none"> • 43 professional community activities



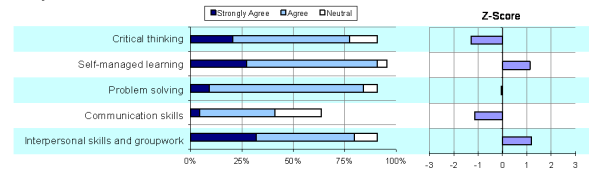
Looking Ahead: Targets for 2011–2012

In 2011–2012, in addition to ongoing activities, CLEAR will target the following:

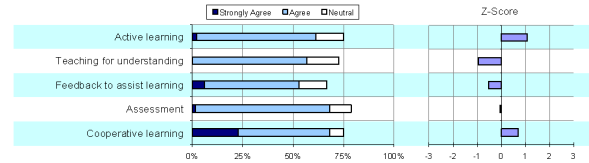
1. T&L @ CUHK

- Focus on capstones
- Support for the normative four-year curriculum, including 'light' programme reviews
- Streamline administration of SEQ/GCQ/AQ surveys

Capabilities



T&L environment



2. Professional Development

- Increase awareness of orientation activities
- Support the eLearning strategy, including Blackboard implementation
- Initiate options for Visiting Scholars

3. Learning Enhancement

- Continue work on Teaching Development Grants
- Support projects in faculties and departments
- Support development of new learning spaces



4. Research for Scholarship

- Complete third year of the UGC-funded new initiatives projects for the normative four-year curriculum
- Maintain annual research output
- Increase publications and conference presentations by CLEAR research staff



Book (1)

Philips, R. A., McNaught, C., & Kennedy, G. E. (2011). *Evaluating e-learning: Guiding research and practice*. New York & London: Routledge.

Chapters and reports (10)

Fox, R., & Lam, P. (2011). Balancing context, pedagogy and technology on learning space designs: Opportunities amidst infrastructural developments in Hong Kong. In M. Keppell, K. Souter & M. Riddle (Eds.), *Physical and virtual learning spaces in higher education: Concepts for the modern learning environment* (pp. 72–86). Hershey, PA: Information Science Reference.

Jones, J., & McNaught, C. (2011). Learning object evaluation & reuse: A Hong Kong experience. In N. F. Ferrer & J. M. Alfonso. (Eds.), *Content management in e-learning* (pp. 157–177). Dordrecht: Springer.

Kwong, Z., Ho, E., Lam, P., & Leung, S. (2011). *Libraries as learning spaces – 2011 study summary report*. Working Paper 7. Hong Kong: Centre for Learning Enhancement And Research, The Chinese University of Hong Kong.
http://www.cuhk.edu.hk/clear/research/WP7_KLHL_2011.pdf

Lam, P., Csete, J., & McNaught, C. (2011). Costs of e-learning support: A Hong Kong study of costs for supplemental e-learning and impact on institutional planning. In S. K. Sharma (Ed.), *E-adoption and socio-economic impacts: Emerging infrastructural effects* (pp. 344–360). Hershey, PA: Information Science Reference.

Lam, P., Lo, J., Lee, J., & McNaught, C. (2011). Evaluations of online learning activities based on LMS logs. In A. Azevedo & R. Babo (Eds.), *Higher education institutions and learning management systems: Adoption and standardization* (pp. 75–93). Hersey, PA: Information Science Reference.

Lok, B., Fox, R., & McNaught, C. (2011). What values do students in Hong Kong attach to experiential-learning opportunities? In E. O'Doherty (Ed.), *Fifth Education in a Changing Environment Conference Book 2009. Critical voices, critical times* (pp. 63–80). Santa Rosa, CA: Informing Science Institute.

McNaught, C. (2011). The best of both worlds: Effective hybrid learning designs in higher education in Hong Kong. In R. Kwan, E. Young & B. White (Eds.), *ICHL 2011, LNCS 6837* (pp. 1–9). Heidelberg: Springer. Publication of Keynote address at the International Conference on Hybrid Learning 2011, 10–12 August 2011, Hong Kong.

McNaught, C. (2011). Who said Chinese students don't want to discuss ideas? Strategies for using online forums with Chinese learners. In A. Edmundson (Ed.), *Cases on globalized and culturally appropriate e-learning: Challenges and solutions* (pp. 25–26). Hershey, PA: Information Science Reference.

Thomas K. (2011). *The dark side in leadership: A critical social perspective*. (58 pages). Technical report from CFLI, Canadian Forces Leadership Institute, Station Forces, Kingston, Ontario, Canada.

Thomas, K., & Walker, A. D. (2011). Life at the sharp end. In C. Millar & E. Poole (Eds.), *Ethical leadership: The global perspective: Vision, theory and practice for scholars and executives* (pp. 93–105). London: Palgrave Macmillan.



Publications by CLEAR staff

Journal articles and issues (6)

- Lam, P., Lo, J., Yeung, A., & McNaught, C. (2010). Examining diffusion and sustainability of e-learning strategies through weblog data. *International Journal of E-Adoption*, 2(3), 39–52. Special Issue on e-learning adoption and diffusion.
- McNaught, C., & Lam, P. (2010). Institutional strategies for the development of confident and competent e-teachers. *International Journal of Continuing Engineering Education and Life-Long Learning (IJCEELL)*, 20(3,4,5), 306–323. Special issue: E-competence for lecturers and academic staff.
- McNaught, C., Thomas, K., & Lam, P. (Eds.). (2010). Special Issue on e-learning adoption and diffusion. *International Journal of E-Adoption*, 2(3).
- Thomas, K., & Walker, A. (2010). The sharp end: Real life challenges in a complex activity space. *International Journal of Public Affairs*, 10(3), 186–199.
- Thomas, K., Lam, P., & Ho, A. (2010). Diffusion of e-learning practice in an educational institution: Organisational learning attributes and capabilities. *International Journal of E-Adoption*, 2(3), 1–13.
- Thomas, K. (2010). Guest editorial preface. E-learning adoption and diffusion: Constructs and characteristics in the Asia-Pacific region. *International Journal of E-Adoption*, 2(3), i–iii.

Refereed conference papers and proceedings (7)

- Hodgson, P., Lam, P., & Chow, C. (2010) Assessment experience of first-year university students: Dealing with the unfamiliar. In *Proceedings of the Enhancing Learning Experiences in Higher Education: International Conference*, The University of Hong Kong, Hong Kong, 2–3 December 2010.
<http://www.cetl.hku.hk/conference2010/pdf/Hodgson.pdf>
- Kwan, R., McNaught, C., Tsang, P., Wang, F. L., & Li, K. C. (Eds.). (2011). *Enhancing learning through technology. Education unplugged: Mobile technologies and Web 2.0*. Proceedings of the 6th International Conference, ITC 2011, Hong Kong, China, 11–13 July. Communications in Computer and Information Science (CCIS) 177. Heidelberg: Springer.
- Lam, P., Cheung, W., Cheng, C., Ho, E., & Yuen, S. (2011). Podcasting for educational purposes – preliminary investigation of the gap between the ‘Have’ and the ‘Have-not’. In S-M. Barton, J. Hedberg, & K. Suzuki (Eds.), *Proceedings of Global Learn Asia Pacific 2011* (pp. 324–332), Melbourne, Australia, 28 March – 31 March, 2011.
- Lam, P., Lee, J., & Chan, M. (2011). Digital divide among teachers and students in secondary and primary schools. In P. Tsang, K. C. Li, F. L. Wang, F. T. Chan & S. Tse (Eds.), *Enhancing learning through technology: Emerging research on ICT in teaching and learning* (pp. 21–31). Hong Kong: ICT 2011. 2011 International Conference on ICT in Teaching and Learning (15th Web Symposium), Hong Kong, 11 – 13 July 2011.
- Lam, P., Lee, J., Chan, M., & McNaught, C. (2011). Students’ use of eLearning strategies and their perceptions of eLearning usefulness. In S-M. Barton, J. Hedberg, & K. Suzuki (Eds.), *Proceedings of Global Learn Asia Pacific 2011* (pp. 1379–1388), Melbourne Australia, 28 March – 1 April. Chesapeake VA: Association for the Advancement of Computers in Education.
- Lam, P., Wong, K., Cheng, R., Ho, E., & Yuen, S. (2011). Changes in student mobile learning readiness – comparison of survey data collected over a nine-month period. In S-M. Barton, J. Hedberg, & K. Suzuki (Eds.), *Proceedings of Global Learn Asia Pacific 2011* (pp. 180–189), Melbourne, Australia, 28 March – 31 March, 2011.
- McNaught, C., & Young, K. (2011). Ensuring quality in undergraduate curriculum reform: Experience in Hong Kong. In *Demonstrating quality*. Proceedings of the Australian Universities Quality Forum (AUQF) 2011, Melbourne, Australia, 29 June –1 July. Melbourne: Australian Universities Quality Agency.
http://www.auqa.edu.au/files/auqf/paper/paper_d9.pdf



Conference presentations and news report (14+)

- McNaught, C. (2011). Tensions in student preferences for e-learning. *University World News*. No. 161, 8 March. Invited article.
<http://www.universityworldnews.com/article.php?story=20110305091334889>
- McNaught, C. (2011). The role of educational technology in educational reform in Hong Kong: A focus on the higher-education sector. Keynote address. In *Toward the global partnership of educational technology in Asia* (pp. 176–190). Proceedings of the 2011 KSET International Conference, 20–21 May, Ewha Woman's University, Seoul, South Korea: The Korean Society for Educational Technology.
- McNaught, C., Lam, P., & Lee, J. (2011). Digital literacies: Hong Kong teachers' and students' perspectives on learning in the 21st century. Keynote address. In *Digital literacy: Opportunities and challenges in higher education and lifelong learning* (pp. 61–65; Japanese 66–71). Proceedings of CODE@OUJ International Symposium 2011, Chiba, Japan, 22–23 February. http://www.code.ouj.ac.jp/sympo-2011/pdf/3_Carmel_McNaught_5.pdf
- Thomas, K., & Wong, P. S. (2011). Mentoring teaching assistants in higher education. In *Proceedings of the Shanghai International Conference on Social Science*, 17–20 August 2011. (8 pages).
- Presentations at the Teaching and Learning Innovation Expo 2010, The Chinese University of Hong Kong. <http://www.cuhk.edu.hk/eLearning/expo2010/abstractlist.html>
- Chan, C. W. H., Tam, W. W. S., Lo, S. H. S., McNaught, C., & Shiu, A. T. Y. Graduate evaluation of a baccalaureate nursing programme in Hong Kong.
- Chau, J., Lee, I., McNaught, C., Chan, C., Chan, D., Shiu, A., & Ip, W. I. Evaluation of web-enriched resources in enhancing baccalaureate-nursing students' learning of clinical nursing skills.
- Ho, E., Kwong, Z., Siu, A., & Lam, P. Understanding preferences and needs of various features of informal leaning spaces.
- Hwang, I. S. S., Lam, P., Lam, S. L., & Yuen, S. Key physiology concepts through animations and feedback from about 600 CUHK students.
- Lin, Z., Lam, P., Liong, C., Chan, K. L., Miao, J., Chan, S., Wong, K., & Chan, E., Creation of reference eBooks – a mobile leaning solution in Chinese medicine studies.
- Wong, K., & Lam, P. Mobile learning @ CUHK.
- Ho, A., Li, S., Wong, K. C., & Thomas, K. CLEAR programme evaluation services.
- Lee, J., Chan, M., Yuen, S., Ho, E., Cheng, R., Leung, M., & Leung, I. What students at CUHK do to learn?
- Shiu, A. T. Y., Chan, C. W. H., Lam, P., Lee, J., & Kwong, A. N. L. Student peer assessment of individual contribution to group project: A case study of the Bachelor of Nursing Programme.
- Chan, E., & Lam, P. Automated lecture recording @ CUHK.



Publications by CLEAR staff

Conference presentations and news report (14+)

Additional conference abstracts noted at:

http://www.cuhk.edu.hk/clear/people/Carmel_PubList.html#Addit

Invited/ Keynote addresses in Australia, Canada, Hong Kong, Japan, Korea, Singapore and United Arab Emirates.

Launch of CLEAR Working Paper Series at:

<http://www.cuhk.edu.hk/clear/research/wps.html>



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