



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
2009–2010



CLEAR

Annual Report 2009–2010



3

Academic Staff

4

Mission and Goals

5

Primary Functions

6

1. Teaching and Learning @ CUHK

8

2. Professional Development

9

3. Learning Enhancement

10

4. Research for Scholarship

11

Activities Against Strategic Plan

12

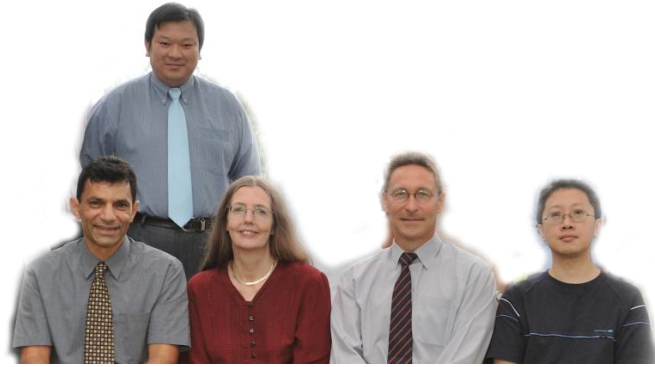
Looking Ahead: Targets for 2010–2011

13 -15

Publications



Academic Staff



Carmel McNaught
Director & Professor of Learning
Enhancement



Bob Fox
Associate Director & Professor
(from 31 Oct 2008 – 12 Nov 2009)



Keith Thomas
Associate Director (from 13 Nov 2009)
Associate Professor &
Head of Evaluation Services



Paul Lam
Assistant Professor



Simon Ho
Centre Manager & Instructor

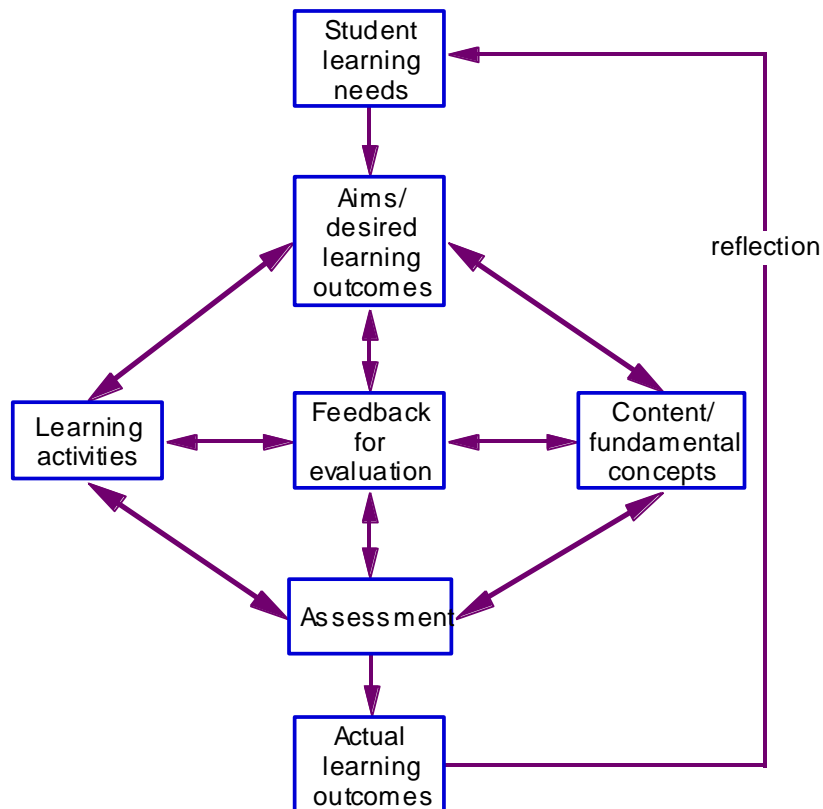
Academic staff are supported by a strong team of administrative and research staff
(<http://www.cuhk.edu.hk/clear/staff/staff.htm/>)



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

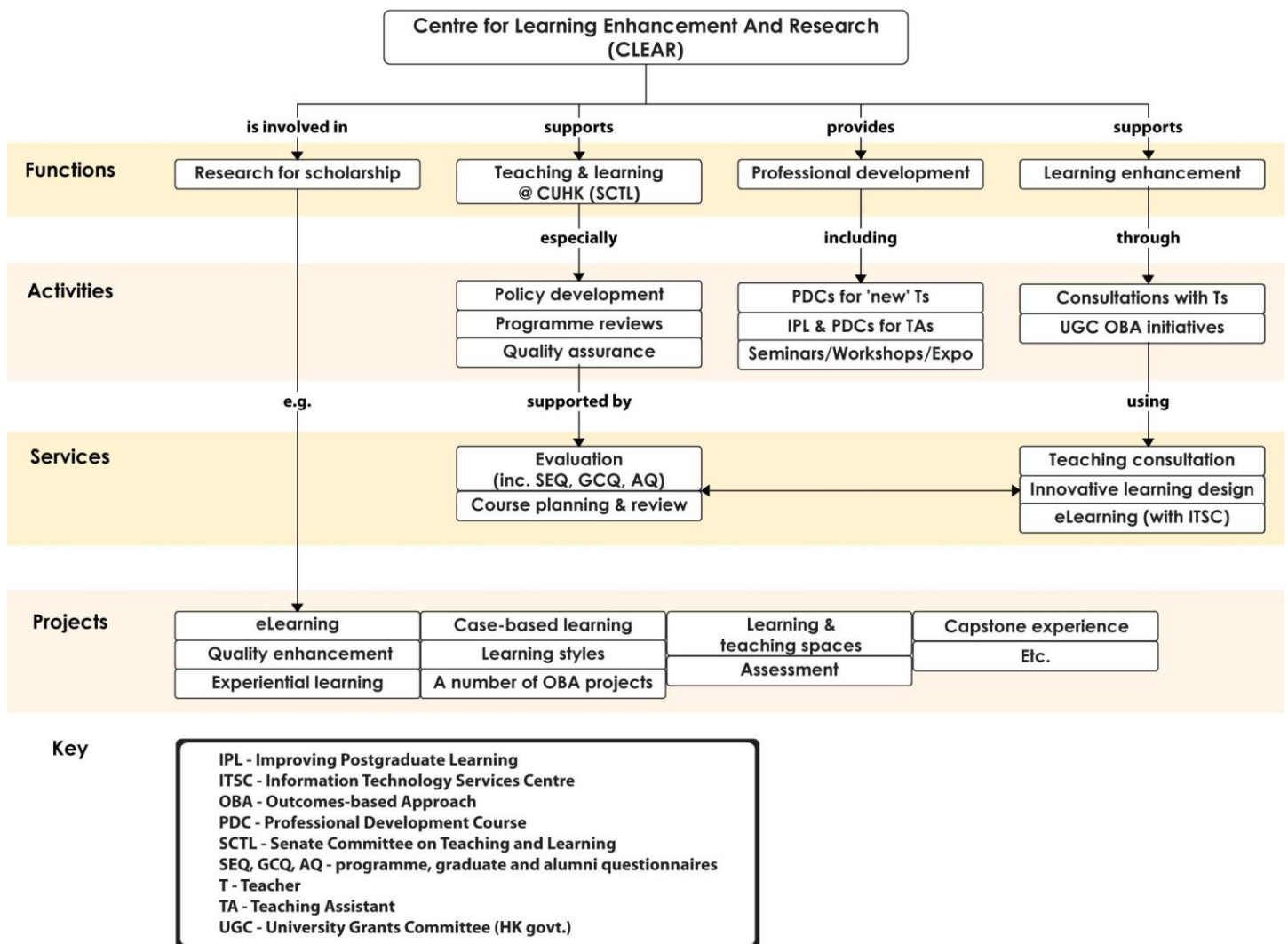


Primary Functions

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 2009–2010

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

- 4 workshops and seminars on OBA
- Represented CUHK at 2 UGC-sponsored OBA symposia at PolyU and HKU



1.2. Liaise with faculties and departments

- Represented on 4 department and faculty committees
- 31 tailored sessions for 23 separate faculties and departments

1.3. Contribute to University policy development for T&L

- Represented on 9 University-level committees or groups associated with:
 - Overall teaching and learning
 - Academic IT
 - CUSIS
 - Language enhancement
 - Physical learning environments

1.4. Support T&L grants and projects

- Engaged in 20 TDG projects:
 - 12 University-wide projects
 - 8 Faculty projects – Arts (1), Law (2), Medicine (2), Science (2) and Inter-faculty (1)

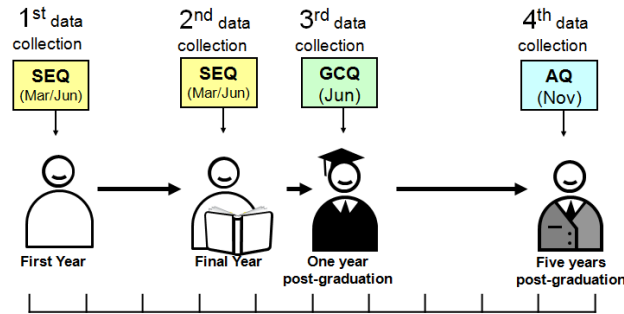




1. Teaching and Learning @ CUHK

Key Performance Indicators 2009–2010

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)

SEQ 2010 administrations					GCQ 2009	AQ 2009	Grand Total
First Year	Second Year	Third Year	Final Year	SEQ Total			
57	3	2	52	108	48	44	206

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



- Participated in 5 Ug programme reviews

- Provided orientation for 700 postgraduate (Pg) students on academic honesty and T&L
- Participated in 4 programme Assessment Review Panels





2. Professional Development

Key Performance Indicators 2009–2010

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



- 62 one- & two-hour workshops and seminars open to all teachers
- 31 different workshop topics open to all teachers
- 245 individual teachers participated in 'open' workshops and seminars
- Teachers completed 1,585 contact hours in 'open' workshops and seminars
- Average evaluation score for open sessions was 4.3 on a 5-point scale
- 97 teachers completed the Professional Development Course
- 31 tailored workshops and seminars
- 50 departments and units participated in 118 additional CLEAR-led activities and consultancies
- 37 teachers from 24 departments received feedback on their teaching, based on an analysis of video-recording their classes
- 130 teachers participated in the CLEAR-led orientation for new staff



2.2. Provide T&L support for new Teaching Assistants

- 36 tailored training sessions for Teaching Assistants (TAs) in departments
- 498 TAs attended CLEAR courses
- 282 TAs successfully completed training
- 996 contact hours in CLEAR courses for TAs and Pg students
- Coordinated 49 Improving Postgraduate Learning (IPL) sessions for 110 student groups
- 12 IPL sessions were conducted by CLEAR staff



Professional
Development

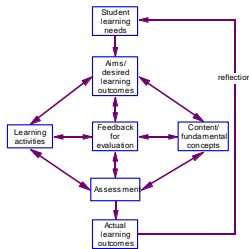


3. Learning Enhancement



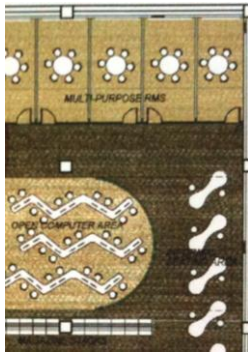
Key Performance Indicators 2009–2010

3.1. Support learning design for enhancement



- Supported planning for the new normative four-year curriculum in all 8 faculties

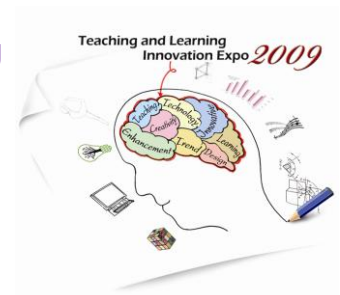
- In collaboration with ITSC, CLEAR supported over 30 short talks on eLearning cases at CUHK



- In collaboration with the Library and ITSC, CLEAR provided support for planned development of new learning and teaching places.

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

- ITSC and CLEAR organised the 'Teaching and Learning Innovation Expo 2009'
 - 67 teachers presented papers and posters
 - 117 delegates attended
 - Prof. Niall Sclater from the UK Open University gave the keynote address



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
- Supported Independent Learning Centre in the development of a new Strategic Plan



4. Research for Scholarship

Key Performance Indicators 2009–2010

4.1. Conduct research in student learning

- Formally involved in 30 funded projects:

9 Principal Supervisor	3 Co-Principal Supervisor
15 Co-Supervisor	1 Evaluation Team Leader
1 Secondary Investigator	1 Principal Coordinator

- 16 refereed papers published and 13 non-refereed papers and keynotes presented at international conferences

Type of publications	Total 29
Refereed chapters	1
Refereed journal articles	9
Refereed conference papers	6
Conference presentations	13

See page 13 – 15 for details

4.2. Contribute to the profession

- Engaged in 3 international conference organising and programme committees
- Invited as speaker at 8 conferences
- Members of 14 editorial boards
- Engaged in 10 external university activities as higher-degree examiners or advisory-committee members in Australia, Hong Kong, United Arab Emirates and UK
- Hosted professors and staff developers from 12 countries and regions – Australia, Canada, China, Japan, Korea, Netherlands, South Africa, Sweden, Taiwan, Thailand, UK and USA

CLEAR is represented on 8 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
Nursing Council Accreditation Panel	HK Open Access Committee
Television & Radio Consultative Group, Broadcasting Authority	Higher Education Research and Development Society of Australasia, HK Branch



Activities Against Strategic Plan

Highlights of CLEAR activities matched against KPIs (2009–2010)

1. Teaching and Learning @ CUHK	Highlights
1.1. Promote OBA concepts and projects	<ul style="list-style-type: none"> • 4 OBA workshops • 2 UGC symposia
1.2. Liaise with faculties and departments	<ul style="list-style-type: none"> • 31 tailored workshops for 23 departments
1.3. Contribute to University policy development for T&L	<ul style="list-style-type: none"> • 10 University-level committees or groups
1.4. Support T&L grants and projects	<ul style="list-style-type: none"> • 20 funded grants
1.5. Provide support for quality assurance of T&L	<ul style="list-style-type: none"> • 206 Ug programme surveys
2. Professional Development	Highlights
2.1. Provide T&L development opportunities for CUHK academic staff	<ul style="list-style-type: none"> • 211 workshops, seminars and tailored consultancies for faculty and departments • 37 video consultations
2.2. Provide T&L support for new Teaching Assistants	<ul style="list-style-type: none"> • 36 department training sessions for TAs
3. Learning Enhancement	Highlights
3.1. Support learning enhancement	<ul style="list-style-type: none"> • Focus on supporting development of 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: 117 teachers attended
3.3. Support language and learning	<ul style="list-style-type: none"> • Strengthened relationship between language and learning across many activities
4. Research for Scholarship	Highlights
4.1. Conduct research in student learning	<ul style="list-style-type: none"> • 30 funded projects
4.2. Contribute to the profession	<ul style="list-style-type: none"> • 35 professional community activities



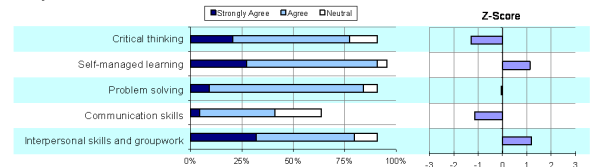
Looking Ahead: Targets for 2010–2011

In 2010–2011, in addition to ongoing activities, CLEAR will target the following:

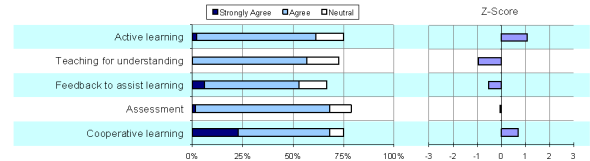
1. T&L @ CUHK

- Focus on assessment
- Support for the normative four-year curriculum, including 'light' programme reviews
- Extend the use of SEQ/GCQ/AQ surveys

Capabilities



T&L environment



2. Professional Development

- Focus on tailored initiatives
- Promote individual teacher consultations using class video-recordings
- Support the eLearning strategy
- Create blended learning modules for professional development

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 second 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



Refereed chapters (1)

McNaught, C. (2010). A Chinese perspective on university teaching awards: Using teaching awards to develop university policy. In P. Tremp (Ed). *“Ausgezeichnete lehre!” Lehrpreis an Hochschulen* (pp. 57–69). Munster: Waxmann Verlag GmbH.

Refereed journal articles (9)

Kember, D., McNaught, C., Chong, F. C. Y., Lam, P., & Cheng, K. F. (2010). Understanding the ways in which design features of educational websites impact upon student learning outcomes in blended learning environments. *Computers & Education*, 55, 1183–1192.

Lam, P., Lam, J., & McNaught, C. (2010). How usable are eBooks in an mLearning environment? *International Journal of Continuing Engineering Education and Life-Long Learning (IJCEELL)*, 20(1), 6–20.

Lam, S-L., Yeung, A., Lam, P., & McNaught, C. (2010). Creativity and science learning in a science enrichment programme in Hong Kong. *The International Journal of Learning*, 17(2) 429–438.

McNaught, C. (2009). 以促进教与学为目标的质量保障程序设计. 首都经济贸易大学学报, (*Journal of Capital University of Economics and Business*) 11(5), 16–22. Translation of: McNaught, C. (2009). More than a paper trail: Developing quality-assurance processes that enhance teaching and support student learning. Proceedings of the International Symposium on Development of Teachers' Potentialities, Capital University of Economics and Business, Beijing, 10–11 July 2009. Keynote address.

McNaught, C., & Lam, P. (2010). Using Wordle as a supplementary research tool. *The Qualitative Report*, 15(3), 630–643.

McNaught, C., Lam, P., Cheng, K-F., Kennedy, D. M., & Mohan, J. B. (2009). Challenges in employing complex eLearning strategies in campus-based universities. *International Journal of Technology Enhanced Learning*, 1(4), 266–285.

Poon, W-Y., McNaught, C., Lam, P., & Kwan, H-S. (2009). Improving assessment methods in university science education with negotiated self- and peer-assessment. *Assessment in Education*, 16(3), 331–346.

Scully-Hill, A., Lam, P., & Yu, H. (2010). Beyond role playing: *Using drama in legal education*. *Journal of Legal Education*, 60(1), 147–156.

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.



Refereed conference papers (6)

- Ho, S. S. H. (2010). Learning online or in the classroom? Preference of working adults in Hong Kong. *Proceedings of ICT2010 Singapore* (pp. 56–62), Singapore, 30 June – 2 July.
- Lam, P., Au Yeung, M., Cheung, E., & McNaught, C. (2009). Using the development of eLearning material as challenging and authentic learning experiences for students. In R. Atkinson & C. McBeath (Eds.), *Same places, different spaces* (pp. 548–556). Proceedings of the 26th annual Australian Society for Computers in Learning in Tertiary Education 2009 conference (ASCILITE), University of Auckland, 6–9 December. Retrieved November 10, 2010, from <http://www.ascilite.org.au/conferences/auckland09/procs/lam.pdf>
- Lam, P., Lee, J., Chan, M., & McNaught, C. (2010). ELearning needs among students who lead a digital life in nearly every aspect except learning. In J. Cordeiro, B. Shishkov, A. Verbraeck & M. Helfert (Eds.), *CSEdu 2010* (pp. 268–275). Proceedings of the 2nd International Conference on Computer Supported Education, Valencia, Spain, 7–10 April.
- McNaught, C., Lam, P. & Ho, A. (2009). The digital divide between university students and teachers in Hong Kong. In R. Atkinson & C. McBeath (Eds.), *Same places, different spaces* (pp. 654–664). Proceedings of the 26th annual Australian Society for Computers in Learning in Tertiary Education 2008 conference, Auckland, 6–9 December 2009. Retrieved November 10, 2010, from <http://www.ascilite.org.au/conferences/auckland09/procs/mcnaught.pdf>
- Mohan, J., & Lam, P. (2010). Aiding essay writing with web-enabled self-learning and self-evaluating assessment model. In J. Herrington & B. Hunter (Eds.), *ED-MEDIA 2010* (pp. 2822–2828). Proceedings of the 22nd annual World Conference on Educational Multimedia, Hypermedia & Telecommunications, Toronto, Canada, 28 June–2 July. Chesapeake VA: Association for the Advancement of Computers in Education.
- Phillips, R. A., McNaught, C., & Kennedy, G. (2010). Towards a generalised conceptual framework for learning: the Learning Environment, Learning Processes and Learning Outcomes (LEPO) framework. In J. Herrington & W. Hunter (Eds.), *ED-MEDIA 2010* (pp. 2495–2504). Proceedings of the 22nd annual World Conference on Educational Multimedia, Hypermedia & Telecommunications, Toronto, Canada, 28 June–2 July. Chesapeake VA: Association for the Advancement of Computers in Education.



Conference presentations (13)

- Gomersall, C. D., Joynt, G. M., & Lam, P. (2010). Electronic interactive learning to supplement acute care teaching. *Medical Education*, 44(5), 526.
- Gomersall, C. D., Lam, P., & Joynt, G. M. (2009). Assessment of a web-based interactive learning supplement to an undergraduate acute care course. *Intensive Care Medicine*, 35(Supplement 1), S24.
- Gomersall, C. D., Lam, P., & Joynt, G. M. (2009). Assessment of a web-based interactive learning supplement to an undergraduate acute care course. Paper presented in the 22nd European Society for Intensive Care Medicine (ESICM) Annual Congress, organized by European Society of Intensive Care Medicine, Vienna, Austria, 11–14 October.
- Ho, S. S. H., Lee, K., Lam, P., & McNaught, C. (2009). Study Learning Circle: Development of research postgraduates' capabilities to teach through guided peer support. Presented at the Teaching and Learning Innovation Expo 2009, The Chinese University of Hong Kong. Retrieved November 10, 2010, from <http://www.cuhk.edu.hk/eLearning/expo2009/abstractlist.html>
- Hwang, I., & Lam, P. (2010). Graphic rich animated courseware improves both e-learning and understanding in physiology topics of year 1 medical and non-medical undergraduate courses. Presented at the CITE Research Symposium for 2010 (CITERS 2010), E-learning design and design for learning, 4–6 March, 2010, Hong Kong.
- Lam, P., Lee, J., & McNaught, C. (2009). Study of eLearning needs among students at CUHK. Presented at the Teaching and Learning Innovation Expo 2009, The Chinese University of Hong Kong. Retrieved November 10, 2010, from <http://www.cuhk.edu.hk/eLearning/expo2009/abstractlist.html>
- McNaught, C. (2010). Enduring themes and new horizons for educational technology. ED-MEDIA 2010. Keynote at the 22nd annual World Conference on Educational Multimedia, Hypermedia & Telecommunications, Toronto, Canada, 29 June. Chesapeake VA: Association for the Advancement of Computers in Education.
- McNaught, C. (2010). Reshaping higher education research. Keynote. In Proceedings of the Annual HERDSA Conference 2010: *Reshaping higher education*. 7 July, Melbourne. Retrieved November 10, 2010, from <http://conference.herdsa.org.au/2010/program/mcnaught.html>
- McNaught, C. (2010). Scope and limitations of the use of technology for chemistry education. Invited speaker. Royal Australian Chemical Institute's 13th National Convention. 5 July, Melbourne. Published on CD-Rom.
- McNaught, C. (2010). Writing and publishing academic papers for conferences and journals. In Z. Abas et al. (Eds.), *Proceedings of Global Learn Asia Pacific 2010* (p. 1046). Chesapeake VA: Association for the Advancement of Computers in Education (AAACE). [A session run since 2002 at AAACE and ASCILITE conferences.]
- Lower, M., Thomas, K., & Ho, A. (2010). Using podcasts to support students in a land law class. In I. Ismail (Ed.), *Proceedings of the 5th International Conference on e-Learning* (p. 23). Universiti Sains Malaysia, Penang, Malaysia, 12–13 July 2010. Reading: Academic Publishing Limited. Retrieved November 10, 2010, from http://www.academic-conferences.org/pdfs/ICEL_2010-abstract_booklet.pdf
- Thomas, K., & Bose, S. (2010, July). Best or right: Scoping complex tensions in leadership activity. Paper presented in the Tenth International Conference on Knowledge, Culture & Change in Organisation, Montreal, Canada.
- Thomas, K., & Ho, A. (2010, July). Leveraging diffusion in eLearning: Organisational learning attributes. In I. Ismail (Ed.), *Proceedings of the 5th International Conference on e-Learning* (p. 39). Universiti Sains Malaysia, Penang, Malaysia, 12–13 July 2010. Reading: Academic Publishing Limited. Retrieved November 10, 2010, from http://www.academic-conferences.org/pdfs/ICEL_2010-abstract_booklet.pdf



學能提升研究中心

Centre for Learning Enhancement And Research

302, Academic Building No. 1
The Chinese University of Hong Kong
New Territories
Hong Kong

Phone: (852) 2609 6201 / 2609 6035

Fax: (852) 2603 6804

E-mail: clear@cuhk.edu.hk

Website: www.cuhk.edu.hk/clear