

“Hit two birds with one stone” Redesigning formative assessment for CLEP courses to enhance student learning and their generic skills

THE UNIVERSITY OF HONG KONG

Rebecca Yu Shan, LAM, PhD; Cecilia Ka Yuk, CHAN, PhD; Esther Wai Yin, CHAN, PhD

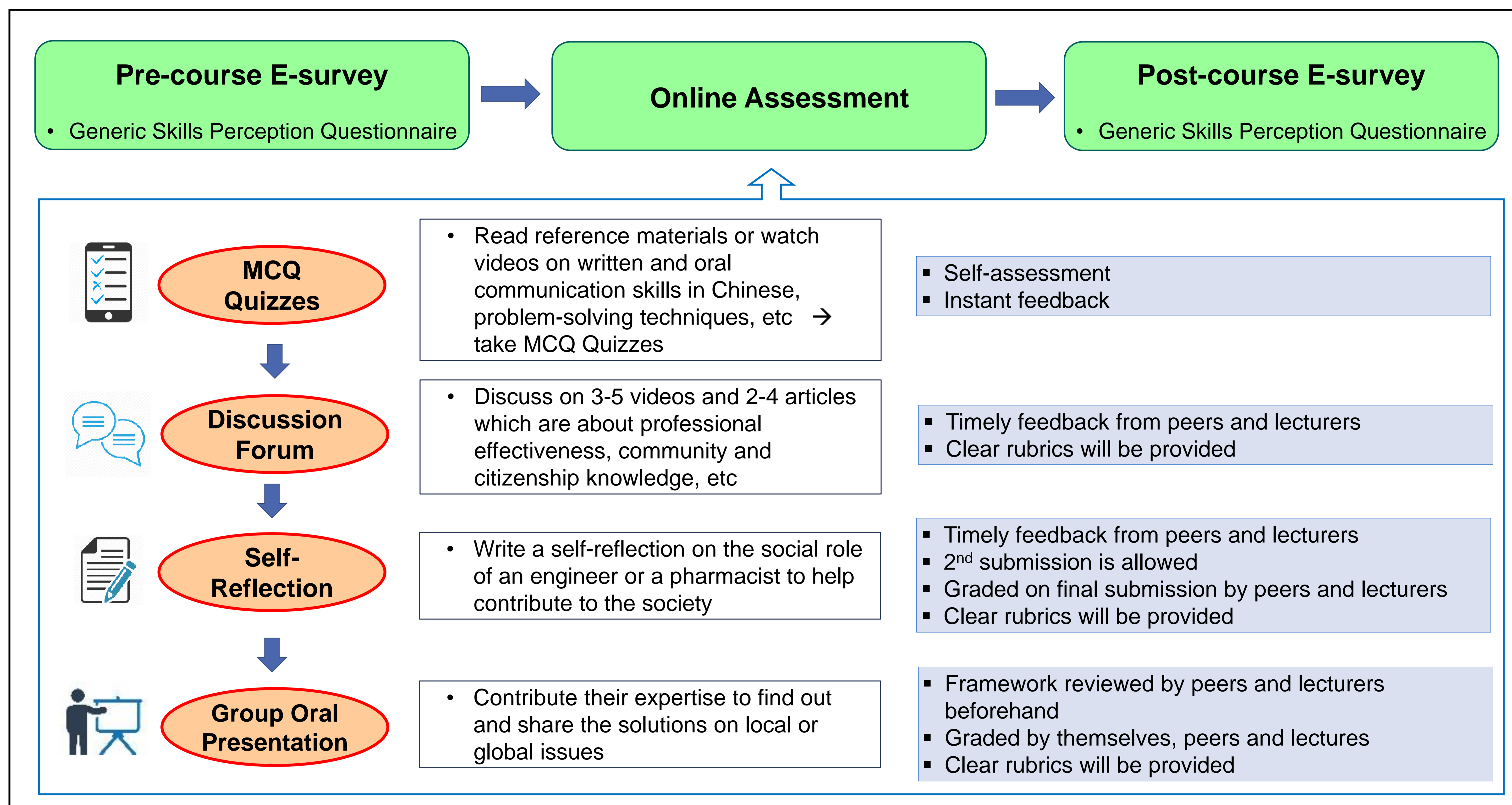
Introduction

The educational aims of The University of Hong Kong are to embrace different generic skills such as communication and collaboration, critical self-reflection, global citizenship, etc, however, the development of these skills is not often manifested in the heavily loaded curriculum. Chinese Language Enhancement Programme (CLEP) is a compulsory course for all university students, and thus, it will provide a “well-fit” opportunity for all students to become whole person. Our project aims to use number of online formative assessment to enhance students from two courses, Practical Chinese for Engineering Students (CENG9001) and Practical Chinese for Pharmacy Students (CEMD9005) on their learning of Chinese language in a more systematic way and simultaneously, embed generic skills into the CLEP courses via online formative assessment.

Objectives

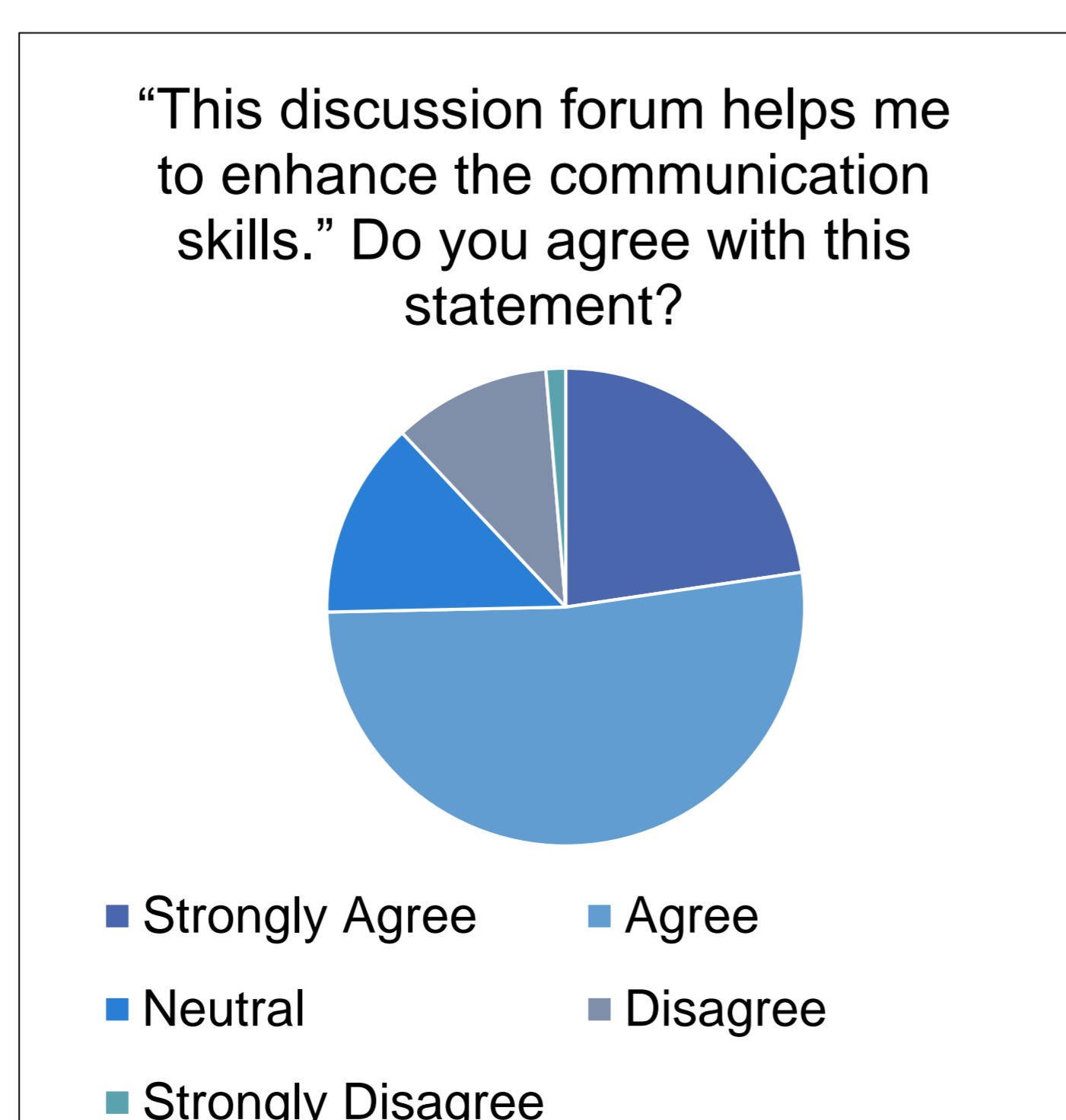
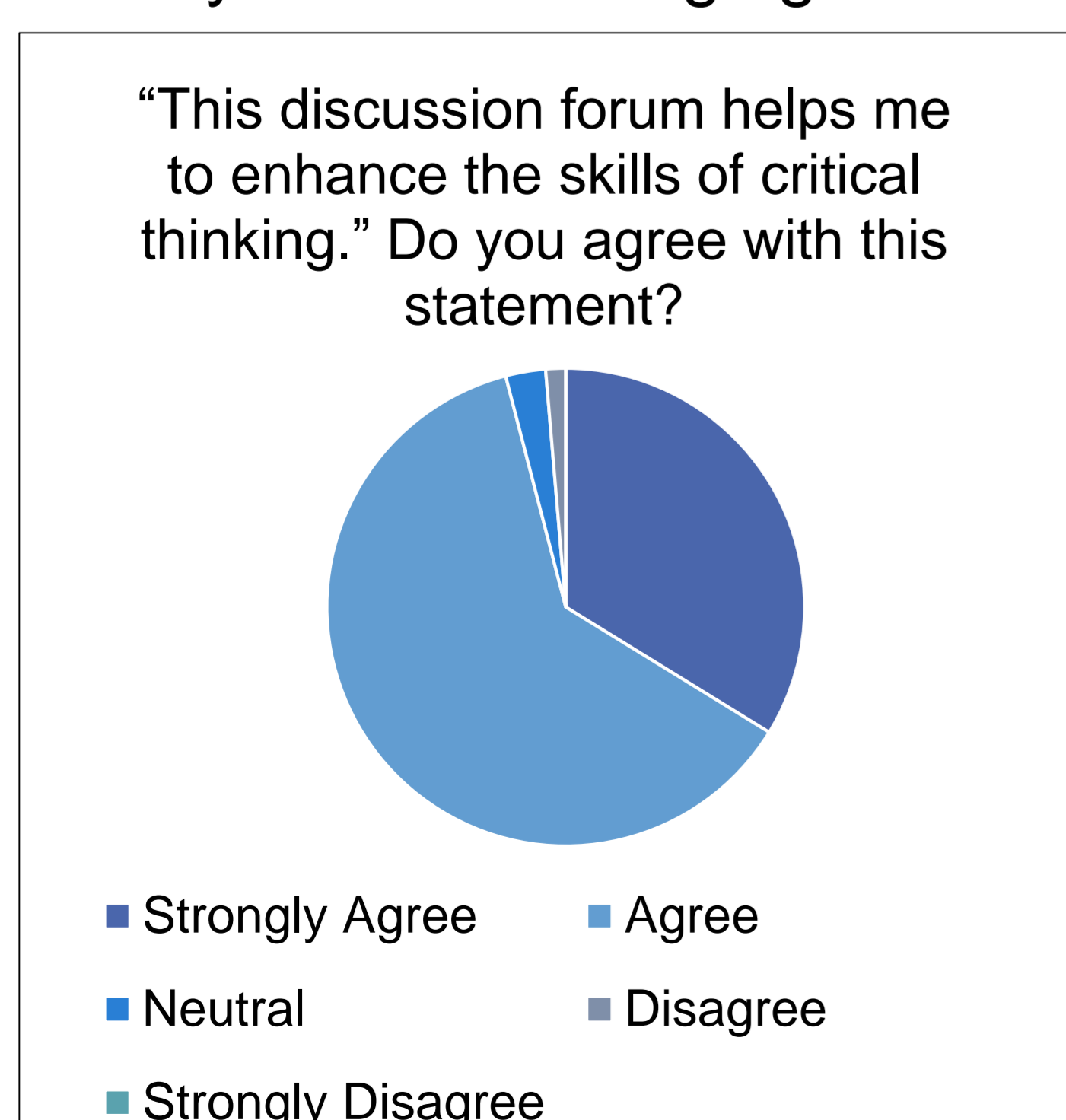
- To enhance student learning of Chinese language and their generic skills.
- To arouse students’ awareness of the importance of generic skills.
- To provide prompts and effective formative feedback in order to enhance student learning.
- To motivate students towards achieving learning outcomes through self-assessment and peer-evaluation.
- To allow lecturers to form a more detailed understanding of student’s abilities through formative assessment, which can be used to inform remediation, re-teaching, and instructional strategy.
- To promote online assessment in CLEP by creating sustainable assessment practices which can be transferred to other courses within our programme.

Methods



Pilot Test

- In the past academic year, two pilot discussion forums have been held and two online surveys have been created to collect students’ opinion on discussion forums and e-learning. The results of the post-forum surveys are encouraging.



Conclusion

This project will be fully launched in the 1st semester 2020-2021. About 350 engineering students and 30 pharmacy students will participate in it. Hopefully, students’ awareness towards the importance of generic skills and their competency would be raised and thereby better equipping them for their future career.

References

- Bennett, N., Dunne, E., & Carré, C. 2000. *Skills development in higher education and employment*. Buckingham, UK: The Society for Research into Higher Education and Open University Press.
- Chan, Cecilia K. Y., Y. Zhao, & Lillian Y. Y. Luk. 2017. “A Validated and Reliable Instrument Investigating Engineering Students’ Perceptions of Competency in Generic Skills.” *Journal of Engineering Education* 106(2): 299-325.
- Chan, Cecilia K. Y., & Emily T. Y. Fong. 2018. “Disciplinary differences and implications for the development of generic skills: a study of engineering and business students’ perceptions of generic skills.” *European Journal of Engineering Education* 43(5): 927-949.