

THE CHINESE UNIVERSITY OF HONG KONG

Briefing Note

Summary of matters considered on 17 February 2011 by the Senate Committee on Teaching and Learning

Professional Development of Teachers at CUHK

1. Professional development of teachers at CUHK was mainly conducted in two ways: (i) within departments and faculties in the form of scheduled seminars and workshops conducted by University staff and/or visiting academics; and (ii) formally scheduled courses and activities by CLEAR on a wide range of topics relevant to teaching and learning (T&L). The latter programme of professional development is mandatory for all new teaching staff at the level of Assistant Professor or below, including Teaching Assistants. The development of the formal professional-development courses (PDCs) was guided by the University's T&L policy embedded in the Integrated Framework for Curriculum Development and Review. The numbers attending PDC sessions have increased and regular course-end evaluation of the PDC showed a continued upward trend in satisfaction over the years 2004-10.

Recent eLearning Studies at CUHK

2. A number of studies relating to the use of technology for T&L at CUHK had been carried out to study the use of technology in student life and learning with a view to using the outcomes to inform course delivery in the four-year normative curriculum. The findings showed that students used technology extensively for social networking and communication and were very familiar with information and communication technologies. More experience with eLearning correlated with a positive attitude towards the use of technology for learning.

The Use of Teaching Development Grants 2009-12 and the Mid-triennium Formative Review

3. As part of the process for reviewing and monitoring the use of Teaching Development Grants (TDGs) in the 2009-12 triennium, the University Grants Committee (UGC) had adopted a framework for reports and a mid-triennium formative review. For better monitoring of the use of TDGs funds, all TDGs projects were required to report annually to the Senate Committee on Teaching and Learning on the progress of the projects. The first annual reports have been received for all TDGs projects and good progress has been made so far.

4. For the mid-triennium formative review, the UGC had appointed an External Consultant to visit each of the institutions to discuss the approach taken on the use of TDGs funds in the context of individual institution's overall approach to the enhancement of T&L. A mid-triennium seminar would also be hosted by the Hong Kong Baptist University on 17 June 2011 with the participation of the Consultant for staff members responsible for teaching development and the management of TDGs funds to share their experience and review the approaches taken for the improvement of T&L.

Support Services for Student Independent Learning Provided by the Independent Learning Centre

5. As part of the University's Action Plan in the Institutional Submission for the Quality Assurance Council Audit, the role of the Independent Learning Centre (ILC) had been re-examined and it was agreed that the ILC should extend its role in supporting independent learning beyond languages. As part of its role, the ILC would reach out to individual faculties to offer assistance to students.

VeriGuide

6. The VeriGuide team had been sending reports to teachers in two phases in order to assist them in identifying possible plagiarism cases. In the first phase, an electronic report was sent to course teachers around a week after the deadline of submission of assignments. In the second phase, printed reports of some unattended cases with substantial similarity as identified by the VeriGuide System were sent to teachers, Department Chairs and Faculty Deans concerned for possible follow-up actions.