FACULTY DEVELOPMENT IN HIGHER EDUCATION

IN HONG KONG

Final Report
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EXECUTIVE SUMMARY

1.   Introduction

Current educational reforms in Hong Kong such as the 334 educational restructuring and the outcomes based education initiative are putting increasing pressure on local universities for greater accountability in teaching, resulting in greater expectations placed on teaching and learning centers to respond to the challenges facing the faculty. This report presents the professional development (PD) needs of faculty in Hong Kong Institute of Education. This project examined the PD goals, interests and expectations of faculty, their preferred PD activities and pathways, and obstacles to PD participation, and discussed the conclusions and implications for the role of the teaching and learning centre and central administration in supporting the PD needs of faculty.

2.   Method

This study seeks to investigate the PD needs of academic staff and their preferred PD content and processes. An online study was conducted in 2008-09 on the PD goals and interests and needs of academic staff from all academic departments and CLE (N=105). The instrument was adapted and developed from a variety of existing PD questionnaires in the field. The questionnaire was piloted with a small group to fine tune the items. In depth focus group interviews were conducted with a representative sample from each department (N=42). The interview was tested with some pilot interviews.

Phase 2 of the study consists of focus group interviews conducted with a sample of year 1 to year 4 students from the programmes BEd (Primary), BEd (Secondary), BED (Early Childhood), and PDGE (N=46). The objectives are to identify students' expectation of learning

and the kind of learning outcomes that are important to them; and to explore their perceptions of helpful and unhelpful learning experiences in higher education, that would provide insights into the teaching/learning environment at IED with implications for staff development. .

In addition to the main research investigations, the study also includes visits to teaching centres in Hong Kong and Australia. Due to limited time, local teaching centres were selected based on website search on how well developed the teaching centres were in terms of articulated goals, programmes and profile of the teaching centres. Several local universities did not seem to have a teaching centre at the time of the search (e.g. Baptist U, Lingam U). Three universities, namely, (1) University of Science and Technology (UST), Polytechnic University (Poly U), and City University (CU), were short listed and interviews were conducted with the heads of teaching centres.

Visits were made to several Australian teaching centres based on the interesting features of the PD provisions. A total of four universities were visited within a period of 10 days: (1) Melbourne University; (2) University of Sydney, (3) New South Wales University, (4) University of Newcastle. Interviews were conducted with staff developers in the teaching centres and visits made to their teaching facilities. Due to intense work commitments of the PI, there was no time to visit overseas universities in the US.

3.   Results

3.1   Findings on PD needs, goals, interests and educational goals and pedagogies

The findings from the staff survey showed that average satisfaction with existing PD opportunities and quality and relevance of PD activities. Staff showed a definite preference for PD in discipline-related content and research skills, pedagogical skills in fostering generic skills; least preferred were PD in teaching skills, including of IT.. Most preferred PD activities are

sabbatical leave, exchange places with other universities, and conferences, and least preferred are informal colloquia and departmental meetings. ANOVA reveals differences in PD goals and interests according to years of teaching experience and rank of the academic staff.

In terms of their educational goals for students, staff surveyed rated critical thinking ability and intellectual skills as most important followed by developing moral character and personal values, and social responsibility as least important. They expect their students to become professional teachers with mastery of subject and pedagogical knowledge, and to develop capacities for problem solving and learning long learning, as well as to develop global perspectives. Less than half indicated that they structure their courses to develop these critical skills; only one-quarter structured their course to promote lifelong learning capabilities; with less than one-fifth for moral character and cultural appreciation. Teaching/learning activities comprised primarily class discussion, group presentation and project work, and much less of peer learning activities and inquiry driven learning and reflective writing.

3.2   Findings on students' expectations, goals and learning experiences

The results showed that students' educational goals and expectations are primarily driven by pragmatic expectations to earn a degree and get a job; and to meet professional requirements as teachers. Also very important to students is the acquisition of a wide range of nonacademic knowledge and skills, and opportunities to experience university life. With respect to the 4Cs, many rated character and moral responsibility as topmost important outcomes followed by cultivation of wisdom. Of least important was cultivation of social responsibility. Many also felt that the institute has succeeded in helping them to develop character and professional competence through the formal and nonformal curriculum. Interesting and helpful activities encompass both non-academic activities such as SU/SAO activities and hall life, and academic

activities including TP/Immersion, particular modules and assignments, and good teachers. Not helpful were the lack of guidance, poor TP experience, and bad teachers.

3.3   Visits to teaching centres

Visits to the three local universities were fruitful in gaining insights into the structure and main provisions of the teaching centres. All three teaching centres have a strong emphasis on e-learning services and support. Moreover, much of current staff development efforts were focused on the 334/OBA initiative. Visits to four Australian teaching centres reveal a current trend in higher education toward graduates attributes and assessment of graduate outcomes. Besides seminars and workshops, the teaching centres offer formal certificate courses of longer duration to cater to varying PD needs of faculty at different stages of their career and interests.

4.   Discussion and Conclusion

The project enabled the LTTC/OBL Unit to understand much better the professional development needs of academic staff. We had the opportunity to interview representative sample from every single department to hear their aspirations as educators, their hopes and concerns for their students and themselves, their educational goals for their students and their frustration at their perception that the Institute has not provided adequate recognition and support to teaching and learning as compared to the Institute's research agenda.

The project also provided invaluable insight into students' educational goals and aspirations, their perception of teaching and learning in the classroom, in the CCA , and the extent of their agreement with the 4C's and their evaluation of the extent to which these are achieved during their time in the IED.

This project also gave us the opportunity to learn good practices in professional development in higher education. The visits to both local and foreign faculty development

centers were invaluable into the different PD practices in higher education, many of which were incorporated when planning the staff development activities for the series on blended learning at LTTC, and later on in the OBL implementation.

This project has contributed in several ways to supporting teaching and learning development. Through the survey, focus groups, and literature review, a lot of ideas about PD model, structures and mechanism needed to support PD were gained.

i.   Evolve a PD model that was particularly suited for IED – continuum of activities with a strong emphasis on develop a community of inquiry and active engaged reflection on the current OBL initiative. Staff development activities at different levels promoted this engagement that eventually led to quite a viable approach to OBL as evidenced in the data from the pilot course implementation.

ii. Provide invaluable insights into the needs, expectations of students about university teaching in classroom and in the total learning experience. It is hoped that this will contribute to the enhancement of teaching practices that will promote student learning. In addition, it is hoped that the Institute will continue to build on its strengths and work on its limitations with respect to its goals to develop aspects of the 4 C learning framework.

FACULTY DEVELOPMENT IN HIGHER EDUCATION IN HONG KONG

I. INTRODUCTION

There are many challenges confronting higher education in the 21st century which provide compelling reasons for FD to be given be taken very seriously. These include changes in societal needs, the advent of new technology, changes in expectations about the equality of higher education, a diverse student populations, and new paradigms of teaching and learning, all of which have major implications for higher education.

Throughout the world, the changing needs of schools and society have a profound impact on teachers. To face the challenges of globalization and the knowledge-based economy, students must be prepared for lifelong learning. Students who will be entering the workforce will need critical thinking, communication skills and social skills and have acquired a spirit of inquiry enabling them to develop intellectually over a lifetime. In addition, students need to be equipped with core values and character that serve as a compass in dealing with the moral and ethical complexities of a turbulent world. To nurture holistic learners with the skills and values to face the challenges of work and life, faculty in higher education need be able to educate them in flexible, effective and creative ways.

Technological innovations have also changed the face of education today. Newer digital technologies and with it a new generation of learners or 'digital students' requires for faculty to be trained to integrate and enhance their curriculum through new digital technology by creating richer and more interactive materials. They must learn how to capitalize on these integrated technological supports for teaching and learning. Emergent pedagogies and the need for productive pedagogies based on current research means that FD must necessarily play a pivotal role to steer enhancement in teaching practice by identifying professional development needs and

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concerns of faculty.

On the local scene, current, profound changes in higher education are being prompted by educational reforms of 334 and Outcome-Based Learning (OBL). These developments have taken on specific significance for HKIED as they dovetail with the Institute's quest for re-titling as University of Education and its attendant emphasis on fostering professional excellence as described in its Blueprint document. All these give a new emphasis on the role of teaching, particularly at the undergraduate level. Faculty are confronted with the need to appraise and learn new forms of pedagogies and assessments needed to achieve the learning outcomes as it is apparent that all these different learning outcomes call for different teaching approaches.

Increasingly, too, new types of students are entering higher education, bringing with them very different sets of experiences, and new expectations of learning and teaching. A different composition of the undergraduate student body is evolving, as a growing number of students who enroll at the HKIED come from mainland China, in particular, the Pan-Pearl River Delta region. Faculty need to be prepared to reach the diversity of students with different learning needs. They need to broaden their teaching repertoire and their readiness to draw on a range of teaching styles for a variety of ends.

All these developments contribute to a new vision of the classroom, one that is predicated on student-centered, interactive teaching methods. Faculty are thus expected not only to cover content but also help students to thinking critically and communicate effectively and become holistic learners. Successful change in higher education depends on faculty's readiness to expand their teaching approaches to capitalize on what we know of both students and effective teaching and learning. The question is how well prepared is the faculty to deliver the curriculum that is more important than the formal curricula content and structure? New faculty members enter higher education with limited experience in teaching although they are knowledgeable in their

respective disciplines. Older faculty members require need knowledge in emergent pedagogies arising from fresh challenges. Thus, regardless of professional experience and stage of career, all faculty must stay in touch with effective practices in curriculum and teaching innovation and be made aware of the current research such as brain-based research on learning, and be persuaded to apply it. All these will forestall their obsolescence which reduces their effectiveness in the classroom.

In HKIED, previous efforts had been made by the Centre for Learning, Teaching and Supervision (CeLTs) to conduct a program impact evaluation survey in 2001 to evaluate the effectiveness of the Centre's services. The response rate was very low with a return of 18 completed responses. A year or two before 2000, a similar attempt had also been made by a staff in the centre but there is no present record of the data collected. Since then, many staff members have left the Institute and new ones have joined the Institute. In particular, the current educational reforms like 334 and OBL, and the Institute's quest for University title have major implications for staff development in teaching and learning.

In view of these previous efforts and major changes in the educational landscape of Hong Kong, the LTTC undertook a large scale institute-wide survey to determine faculty's FD needs and preparedness an in responding to the challenges facing them. The study aims to provide a better understanding of faculty's professional development needs with aim to develop an appropriate and effective professional development (PD) program that may serve as a model for other PD centres in Hong Kong and China.

A framework for the study is described in Figure 1. A systematic needs analysis is important to the design of a relevant and appropriate PD programme. Besides identifying staff need and interests in PD, it is important to link PD to the strategic directions and challenges facing the Institute. Also important to understanding the PD needs of staff is feedback from

students on their expectations and learning experiences in the course and their perceptions of teaching in the classroom. In this way, a relevant and appropriate PD programme may be designed. Finally, in designing the PD programme for staff, it is very useful to learn good practices from local and international teaching centres that offer strong PD programmes. This can greatly enhance the quality of PD for teacher educators. It is hoped that a high quality PD programme will lead to the enhancement of teaching and to improved student learning.

Figure 1: A framework for PD Needs Analysis
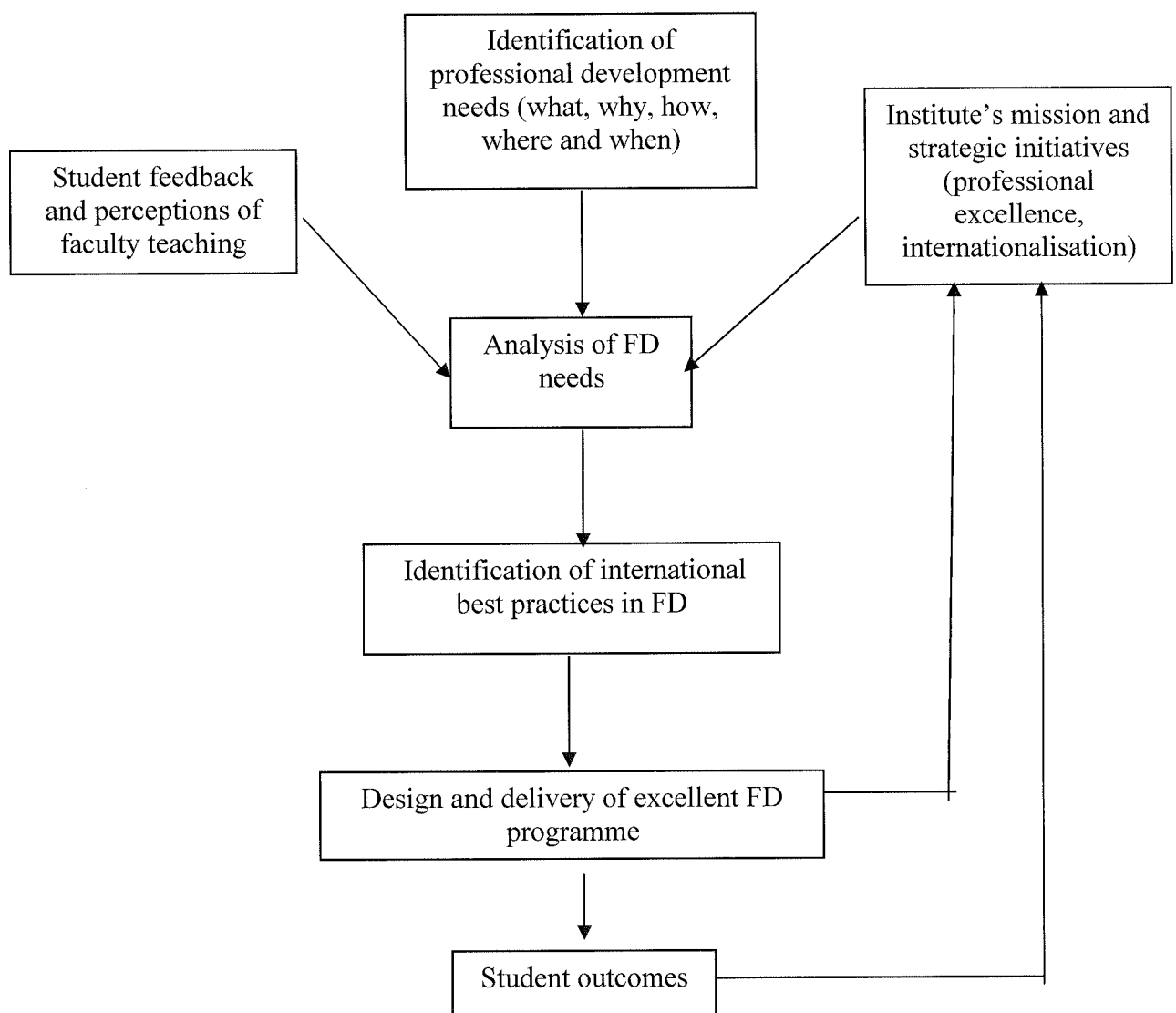
1.1 Purpose of the Study

The study sought to investigate the PD goals and preferences of academic staff. It is hoped that the results will inform the design of a PD model that will be useful to other institutions of higher education. The aims of the study are to:

- Identify the PD goals and expectations of teaching staff.

- Obtain student perceptions of learning an teaching that will contribute to understanding of PD needs of teaching staff.

- Suggest a PD model and programme that will be appropriate to the PD needs of teaching staff

1.2 Specific Objectives

1. What are the PD goals, expectations, and preferred PD content and processes of teaching staff?

2. What are the obstacles to PD and the structures needed to support effective PD?

3. What are the educational goals that staff have for student learners? To what do they organize and deliver course to support the educational outcomes?

4. What are the desired educational goals and expectations of students and learning experiences of the students?

5. What are the implications of these findings for the design and delivery of an effective PD programme for teaching staff?

2 METHODOLOGY

2.1 Procedure

There are two main studies in the project: (1) professional development needs of faculty; (2) students' perceptions of teaching and learning environment in IED. Study 1 was conducted from

September 2008- June 2009. The survey method and structured interview techniques were to gather quantitative and qualitative data to capture a sense of prevalence of participants' goals and expectations about PD provisions and the obstacles they encountered in pursuing PD. A secondary objective in this study was to identify good practices in local and overseas teaching centres with a view to identify good practices that may be incorporated in the design of a effective PD programme for staff and in the role and functions of LTTC.

The survey questionnaire was developed after extensive literature review and analysis of other needs assessment instruments including *Faculty Survey of Student Engagement 2008, National Survey of Student Engagement 2008, Higher Education Research Institute Faculty Survey 2007, Montana Educators' Professional Development and Continuing In-service Study 2001*, and the questionnaire used in the study by Elser and Chauvin (1998). The questionnaire items for the present study were selected and adapted from the above-mentioned instruments and additional items were developed. The questionnaire was then piloted with ten academic staff who were asked to respond to the questionnaire and comment on the relevance (i.e., professional development) and clarity of all the items. Their suggestions were incorporated into the survey instrument (see Appendix A). The questionnaire was put on-line from late September to early November. Three reminders were sent to all faculty members. A total of 105 responses were obtained from the professional development survey representing a 25% response rate.

Invitation was made to select staff and HODs to elicit participation in the focus groups. The interviews were conducted from Jan 2009 to June 2009. Staff members from each department were invited to participate in the focus group interviews. The purpose of the focus group interviews was to clarify and elaborate on data collected in the empirical survey. The heads of the departments were asked to encourage their academic staff to participate. In addition, we also sent personal invitations to staff that we knew or to staff selected according to different academic

posts based on the departmental directory lists. We sent the interview questions to the participants in advance of the interview session. Since the participation was voluntary in nature, the number of participants in each focus group session varied, ranging from 2 to 6 participants. All other participants gave their consents for audio-taping their interviews. The duration of each focus group session varied from one hour and thirty minutes to two hours. Interview questions are included in Appendix B: Altogether, a total of 13 focus groups comprising 42 faculty members participated in the interviews.

Study 2 was conducted in September 2008- Jan 2009. Its aim was to obtain student perceptions of learning and teaching that will contribute to understanding of professional development needs of teaching staff. It was organized around three main objectives: (a) To identify students' expectations of learning in tertiary education, (b) to determine the learning outcomes that are important to students, and (c) to describe helpful and unhelpful students' learning experiences and implications for university teaching. Focus group interviews were conducted with full-time students from two academic programs (Bachelor in Education and Post-Graduate Diploma in Education). Forty-nine students (13 males & 36 females) voluntarily took part in the focus group interviews.

3   RESULTS

3.1   Study 1: PD Goals, Interests and Expectations

The results of the survey and semi-structured interviews are summarized in this section. Descriptive statistics were obtained and one-way ANOVA tests were performed to compare the means of the groups to decide about the differences of the participants' responses. When the difference was significant, a post-hoc test was conducted.

3.1.1   Demographics

The demographic information on the respondents as set out in Table 1 reflects the

demographic distribution of academic staff (those in the professorial track) and teaching staff (teaching fellows and instructors) of the Institute.

Table 1: Demographics

	N	Percentage
Gender		
Male	39	37.1%
Female	66	62.9%
Age		
26-35 years old	18	17.1%
36-45 years old	30	28.6%
46-55 years old	51	48.6%
56-65 years old	6	5.7%
Higher Degree Attained		
PhD	48	46.6%
EdD	7	6.8%
MEd/MA/MPA/M.Phil.	45	43.7%
Others (BA. PDGE)	3	2.9%
Academic Posts		
Professor	3	2.9%
Associate Professor	14	13.7%
Assistant Professor	29	28.4%
Lecturer	10	9.8%
Teaching Instructor/Fellow	46	45.1%
Number of years in higher education		
1-3 years	20	19.2%
4-7 years	25	24.0%
8-11 years	13	12.5%
12 years or above	46	44.2%
Number of years in the Institute		
1-3 years	38	38.0%
4-7 years	17	17.0%
8-11 years	11	11.0%
12 years or above	34	34.0%

Of those who responded, almost equal response rates were obtained from academic staff (45%) and teaching staff (45.1%), reflecting the demographics at the time the survey was taken. Equal response rates were obtained from those with 1-3 years of service with the Institute (38%) and those with 12 or more years (34%). More females than males responded to the survey.

3.1.2 PD goals

Staff were asked to rate the importance of the PD goals to their professional development. Table 2 shows the PD goals rated by most staff as the most PD to them on a scale of 1.5.

Table 2: PD Goals

Question: Please indicate how important to you is each of the following goals as you pursue your professional development.	Very Important	
	N	%
Maintain indepth knowledge of the content in my field of specialization	64	61.5
Broaden my expertise in my discipline	59	57.3
Improve my skills in research methods and techniques	52	50.0
Increase my level of productivity in research	49	47.1
Improve my knowledge of how to publish/present my scholarly work	45	44.1
Keep me updated on current trends in teaching and research	44	42.7
Develop my skills in obtaining research grant	41	39.4
Improving my skills in teaching skills	31	30.7
Develop a network of colleagues to share instruction and research ideas and problems	20	19.6

More staff are most interested in maintaining in-depth knowledge of their specialization and broadening their expertise in their discipline, and in improving research methods and productivity, than in improving teaching skills. ANOVAs showed that senior academic staff have more interest in disciplinary knowledge and research skills, than teaching staff with less than 3 years teaching experience.

Qualitative data suggested that PD motivation is driven by rational economic considerations such as task-driven, performance appraisal and job security, and improving professionally (e.g., be the best you can be). For most academics, PD was driven by job requirements and economic- rational motivations.

3.1.3 Satisfaction with PD opportunities

Staff were asked to indicate their level of satisfaction with PD opportunities. The survey results showed that moderate level of satisfaction with more satisfaction for sufficiency of opportunities (x = 3.23) and quality of PD (x = 3.18) than for relevance or usefulness of PD (x = 2.98). The prevailing perception was that the Institute provided abundant PD opportunities in the form of seminars on disciplinary content organized by respective departments. However, there was common agreement on the need for a more coordinated PD efforts and more coherence PD programme.

In terms of group differences, teaching fellows and instructors were more positive about the quality and usefulness of PD opportunities, but less satisfied with the level of PD support they received, especially in terms of conference leave which was considered by many as even more important than funds.

3.1.4 Interest in PD Activities

Staff were asked to rate the usefulness of PD activities in fostering their topmost PD goals. As seen in Table 3, most staff rated as very helpful sabbatical leave, conference funding, and exchange visits with other university, and workshop activities. Qualitative data showed that staff value the opportunity to work with visiting scholars in inquiry projects as the most valuable form of PD that facilitates deep learning and application of theories and concepts to practice. Attachment/visits to schools and institutions, and self-directed learning (e.g., action research) were also reported by most staff as helpful PD activities. Least considered to be very useful were

department and institute meetings (7%).

Table 3: PD Activities

Question Please indicate the extent to which the PD activities are helpful in fostering your topmost goals for professional development.	Very Helpful	
	N	%
Sabbatical leave	63	61.2
Funds to attend one conference each year	60	58.8
Exchange places with a faculty member form university	29	28.4
Workshop based PD activities	28	27.5
Conferences	24	23.3
Informal colloquia to share instructional ideas and interests	17	16.7
Informal colloquia to share research ideas and interest	16	15.7
More frequent departmental and/or institute meetings	7	7.0

ANOVA further revealed that professorial level staff has less interest informal colloquia to share instructional ideas and interests and to share research as compared to lecturers and teaching instructors. Staff with more years of teaching experience (8 years and above) indicated a stronger interest in Sabbatical than did those with less years of teaching experience 1-3 years).

3.1.5   Interest in PD Topics

Staff were asked to rate their level of interest in potential instructional topics. As seen in the table, PD topics of most interest to most staff include teaching strategies that foster specific learner outcomes: namely, cognitive skills such as critical thinking, self-directed learning, problem-solving skills, questioning skills for higher order thinking, and designing and using appropriate assessment methods for different outcomes. There was less interest in generic pedagogies such as teacher-directed learning, and cooperative learning. There was moderate interest in practical tools such as specific technologies. One- way ANOVA and tukey post- hoc revealed teaching staff with relatively less teaching experience preferred teacher-directed methods than did senior professorial staff (12 years and above).

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Table 4: PD topics

Question: Please rate your level of interest in PD opportunities on the following topics:	Very Interested	
	N	%
Fostering critical thinking	42	40.8
Fostering self-directed learning	34	33.0
Teaching students problem solving skills	33	32.0
Questioning skills for higher order thinking	30	29.1
Designing and using appropriate assessment methods for different outcomes	30	29.1
Teaching strategies for adult learners	25	24.3
Active learning strategies	24	23.3
Use of technology in learning	19	18.4
Teaching directed learning e.g. lecturing, presentation skills	17	16.5
Experiential learning	17	16.7
Reflective journaling	16	15.5
Cooperative learning	12	11.7

Qualitative data showed that staff were more interested in acquiring practical tools such as specific technologies, than in theories and concepts. There was considerable interest in research skills, discipline-specific applications of IT, technology tools to facilitate new forms of social networking among students, outcomes-based related skills such as writing course intended outcomes and assessment of student outcomes, innovative teaching strategies and current research trends on teaching and learning.

Staff were also asked to rate their interest in IT topics. As seen in the table below, there was some interest in designing active learning methods in an e-learning course, specific technologies (e.g., Web 2.0, U-Tube), assessment methods for e-learner, designing e-learning resources. There was less interest in e-tutoring and designing an online course, and writing study guides for e-learning.

Table 5: Interest in IT Topics

Question 20: Please circle your level of interest in professional development opportunities in the following areas:	Very High	
	N	%
Designing active learning methods in an e-learning course	23	22.1
Specific technologies (e.g., Web 2.0 - wikis, blog, mindmapping; U-Tube - podcasting)	22	21.2
Assessment methods for e-learner (e.g., e-portfolios)	22	21.4
Designing e-learning resources	19	18.8
Principles and methods of e-tutoring	15	14.4
Writing good study guides for e-learning students	14	13.6
Designing an online course for learning environments	14	13.6
Dealing with legal issues related to e-learning	13	12.6
Moderating on-line discussions	11	10.7

3.1.6 Barriers to PD

Survey results showed that lack of time (48.5%) and timing (34.7%) constituted the greatest barriers to PD; in contrast, location (4.8%) and awareness of PD (4.8%) presented the least obstacles. Interviewees explained that heavy teaching demands were the main reason for their lack of attendance at in-house PD activities and suggested video-taping seminars and workshops for uploading at the websites. For junior teaching staff, the perceived inadequate support for conference leave and funds were the greatest obstacles.

Similar factors as barriers to using IT in teaching: lack of time (674.5%), heavy workload (65.3%). Others include lack of technical support (50%), and lack of training (46.9%).

The main expectation was for more coordinated PD activities and for the LTTC to provide a more coherent PD programme and provision of resources such as videotaped seminars, key articles on teaching and learning, and the development resources for the outcomes-based initiative.

3.1.7 *Educational Goals for students*

Staff were asked to rate their topmost educational goals for their students.   As seen in table 6, the topmost goals for most staff are fostering of critical thinking ability (68%) followed by moral character and values (54.3%) and development of lifelong learning capability (51.4%), and mastery of disciplinary knowledge (49.1%). Few staff rated very highly the educational goals of developing appreciation for other culture groups (25.2%) and instilling commitment to community service (18.1%).

Table 6: Educational Goals for Students

Question 15: How important is each of the following educational goals for your students?	Very Important	
	N	%
Develop ability to think critically	72	71.3
Develop moral character	57	57.0
Develop personal values	56	56.0
Promote intellectual development	54	54.0
Develop knowledge, capacities and attitudes necessary for lifelong learning	54	54.0
Master knowledge in a discipline	49	49.5
Develop creative capacities	43	42.6
Become agents of social change	28	28.0
Develop an appreciation for other culture groups	27	27.3
Instill a commitment to community service	19	19.0

3.1.8 *Structuring course to achieve educational goals*

Staff were also asked to rate the extent to which they structure their course to facilitate student learning of the educational goals.

As seen in table 7, there are more staff who structure course to achieve cognitive goals such as critical thinking (42.9%), intellectual development (30%);   lifelong capacities (25.7%),

and mastery of disciplinary content (39.6%). However, there are significantly fewer efforts to structure the course to emphasize moral character (18,8%) and personal values (17.8%) and community service (8.6%).

Table 7: Course Structure

Question: To what extent do you structure your selected course section so that students learn and develop in the following areas?	Very Much	
	N	%
Developing ability to think critically	45	44.6
Mastering knowledge in a discipline	41	40.2
Promoting intellectual development	32	31.4
Developing creative capacities	30	29.7
Developing knowledge, capacities and attitudes necessary for lifelong learning	27	27.6
Developing moral character	19	18.8
Developing personal values	18	17.8
Developing an appreciation for other culture groups	14	14.0
Becoming agents of social change	13	12.9
Instilling a commitment to community service	9	9.0

3.1.9   Instructional Strategies

Staff were asked to rate the extent to which they emphasis mental activities in their teaching. As seen in Table 8, there were more emphasis in analytic thinking e.g. analysis of ideas (38.6%); making judgment (37.6 %), evaluating views (30.7%), synthesis of ideas (27.7%), and very little in memorization of facts.

Table 8: Mental Activities

Question 18: In the course your teach, how much emphasis do you place on engaging students in each of mental activities	Very Often	
	N	%
Analyzing ideas, theories or particular cases	39	38.6
Making judgments about the value of information or arguments	38	37.6
Applying theories or concepts to practical problems or in new situations	36	36.0
Examining the strengths and weaknesses of their views on a topic or issue	31	30.7
Synthesizing and organising ideas or information	28	27.7
Memorising facts, ideas or methods from your course	5	5.0

In terms of instructional strategies used, staff were asked how often they use certain instructional strategies. As seen in table 9, class discussions and cooperative learning are the most common teaching strategies used, and least often used are student inquiry-driven instructional, group projects and reflective writing.

Table 9: Instructional Strategies

	Very Often	
	N	%
Question 14 a : In your interaction with your students, how often do you use each of the following:		
Class discussions	58	56.9
Cooperative learning (small groups)	45	44.1
Group projects	27	26.7
Demonstrations	22	21.6
Using student inquiry to drive learning	19	18.6
Experiential learning/Field studies	16	15.7
Extensive lecturing	11	10.8
Reflective writing/journaling	10	9.7

In terms of student-centred learning, as seen in Table 10, more staff use class presentation, asking questions, and working on projects are the most commonly used strategies. to class (22.9%), and working on projects during class (20.2%). Peer teaching or peer tutoring was least often used by most staff (7.2%)

Table 10: Learning Activities

Question 14 a: In your interaction with your students, how often do you use each of the following:	Very Often	
	N	%
Make a class presentation	38	38.4
Ask questions in class or contribute to class discussions	24	24.0
Worked with other students on projects during class	20	20.2
Work with classmates outside of class to prepare class assignments	17	17.2
Teach or tutor other students (paid or voluntary)	7	7.2

Staff were also asked to rate how often they make use of the following evaluation methods. As seen in table 11, most staff used student presentation (43.7%) and team papers (43%) most often; less staff use student evaluation of each others' work (11%), and short answer exams (3%) and quizzes (0%).

Qualitative data from focus group interviews revealed the challenges faced by staff in promoting educational goals: these include the inability to track progress of students and form relationships with them because of lack of opportunities, student characteristics, lack of time, and gap between institute's teaching emphasis communicated to students and the expectations of the field (schools).

Table 11: Evaluation Methods

Question 14 b : In your interaction with your students, how often do you use each of the following:	Very Often	
	N	%
Student presentations	45	43.7
Term/research papers	43	43.0
Essay exams	21	20.8
Student evaluations of each others' work	11	10.9
Multiple-choice exams	5	5.0
Short-answer exams	3	3.1
Quizzes	0	0.0

3.2 Study 2

Of the 49 students interviewed, 32 admitted that HKIED was not their first-choice of the university to attend, and that they never thought of becoming a teacher. Ten students chose HKIED as their first choice of university because they wanted to be a primary school teacher. The rest of the students did not care much about which university they would attend as they only wanted to experience university life and be able to secure a job after graduation. Thus, their expectations of learning when they first began their studies at HKIED varied from wanting to learn teaching skills, broadening knowledge and skills about a particular subject, and improving language skills to obtaining a diploma, and being able to find a job after graduation.

3.2.1 Desired educational outcomes/qualities

Meeting the basic requirements to become a teacher was the most frequently stated desired educational outcomes by students in the focus groups. These requirements include language proficiency, professional and academic knowledge related to discipline, pedagogy

(teaching methods, classroom management), teaching practice and immersion experience, and professional credentials (e.g., being able to teach piano).

About two-third of the students reported that they would like to attain a wide range of non-academic knowledge while studying at HKIED. The non-academic knowledge interested by students were effective communication (e.g., interpersonal communication skills; public speaking, being able to collaborate with others), leadership skills (e.g., being able to lead students; taking on more responsibility in school), experiences gaining from participating in SU/SAO/Club/Society activities, and others such as dance, martial arts, drama, and Mandarin.

A small number of students had expected that they would be able to acquire the qualities of becoming an effective teacher. These qualities include exemplary role-model, passion, resilience, sense of responsibility, belief in education, positive thinking, and good mental health. A few students reported that they wanted to understand and learn from different cultures through dormitory life.

3.2.2 Congruence with 4Cs

Among the 4C domains in the Learning Framework of the Institute, the majority of students ranked Character and Moral Responsibility as the most important competence, followed by Cultivation of Wisdom and Intellectual Engagement, and Competence and Professional Excellence. Civic-mindedness and Social Responsibility was ranked as least important by most students in the focus groups. The important role teachers play in society, social expectations of teachers, teachers as role models, and high moral values held by teachers were the reasons given by students as to why Character and Moral Responsibility is the most important competence.

The majority of students expressed that they had achieved a high level of Character and Moral Responsibility through HKIED environment and culture, curriculum and instruction, SAO and SU activities, and students themselves (i.e., they know they are going to be teachers). Almost

all the students in the focus groups agreed that Competence and Professional Excellence was achieved through HKIED curriculum including modules, assignments, teaching practicum, and institution's mission. About two-third of students reported that they had achieved Cultivation of Wisdom and Intellectual Engagement by taking part in the SAO and SU activities, and instructional activities in different modules. However, less than 50% of the students in the focus groups attested that Civic-mindedness and Social Responsibility was not being emphasized in the Institute's curriculum.

3.2.3 Stimulating experiences

Having a caring, passionate, fair and energetic teacher who can provide constructive feedback and a transparent marking scheme was reported by almost all students in the focus groups as one of the positive experiences in HKIED. These students also enjoyed participating in the academic activities such as teaching practicum, immersion, and attachment, particular modules, meaningful assignments, and courses outside their majors (e.g., special education). Also, being able to partake in non-academic activities such as SU, debate team, competitions, and dormitory activities was described as enlightening experiences by the students.

3.2.4 Unhelpful experiences

Students in the focus groups complained that their unpleasant experiences mainly came from having bad teachers who do not provide guidance and help. For instance, the teachers were not available when students had questions about their assignments. Nor did students know what their teachers' expectations were. Also, many instances of inconsistency took place among teachers regarding the grading policies which caused confusion for students. Students wanted to know what they did wrong on their assignments but could not receive feedback from their teachers.

Some students reported that they could not receive any help or support from their cooperating teachers during teaching practicum. A few students were even ridiculed by their cooperating teachers. Students suggested that a more fair and objective appraisal system for student teaching is needed. There is some overlap between modules, and the English curriculum is too easy, according to some students' complaints.

The study yielded several insights and conclusions that have significant implications for a proposed model for teacher education.

- From the data, it is apparent that there is a discrepancy between the interests of staff for PD and the current PD provisions. Factors such as heavy workloads and the perception of many staff that teaching does not attract the same institutional priority as research constitute major barriers to PD effectiveness.

- The study showed that teacher educators were interested in PD content to develop disciplinary knowledge and skills and to keep current on research trends in teaching and learning.

- Multiple provisions and pathways to meet the needs and interests of staff

- PD is extrinsically driven and task driven by job requirements.

- The lack of coordinated efforts in PD activities needs to be addressed to ensure greater PD effectiveness.

3.3   Visits to Teaching Centres

3.3.1   Visits to local universities

Interview conducted with Heads and staff developers of educational development centres of three local universities.

Common features shared by the teaching centres:

- Seminars, workshops, symposiums

- Consultations on a range of topics such as instructional development, course management system, active learning, course evaluation, development of teaching tools, classroom research, construction of a teaching portfolio, self-assessment of teaching and peer-assisted learning

- TDG grants to support teaching and learning

- Teaching centres are mainly administrative cetnres with limited research agenda.

CELTs: Special features

- Strong e-learning focus e.g. discussions extended through our virtual Meeting Space; IDEAS portal - an integrated series of web sites covering a range of active learning approaches to instruction; Technology-based teaching and learning tools - a variety of teaching tools to support teaching and learning at UST (e.g. Personal Response System which enables instructors to receive and analyze immediate feedback from students in a classroom setting);

- Evaluation of Teaching - through self-assessment (personal development planning, videotaping teaching, teaching portfolio) and through student-assessment before, during and at the end of course teaching, utilizing online systems developed by CELT.

City U: Key features and activities

Special emphasis of EDO: provides services, courses, workshops and other activities to help students to become expert learners.

- Strong focus on e-learning

- Provision of services to students with emphasis on workshops to staff and students on LASSI

- Active Learning / GE-TEACH in the Classroom Series

- Strategic Teaching Enhancement Programme (STEP) – STEP consists of 10 related sessions where participants are engaged in a range of interactive activities. Incorporates significant learning opportunities in relation to OBTL and e-learning, focus on understanding how our students learn,

- OBTL – supportive role through staff development – OBTL driven by senior management; EDO provides workshops on requests.

Poly U : Major PD Activities

- Strategic Initiatives. Serves as strategic arm of the University - carry out major initiatives—top-down (e.g., e-learning, CRA, and OBA)
- E-Learning – an institutional initiative.

  A section "ELDS" (E-Learning Development Support) focus on pedagogy – how to use technology in enhancing teaching and learning while ITS focus on Web CITIE and other software.

  - Workshop on issues related to teaching and learning
  - In-time support on funded e-learning projects;
  - One-stop support by team of instructional designers in use of technology in teaching; also technical support e.g. building website e.g. Second Life

- Evaluation of Teaching and Learning – for quality enhancement. SFE – conduct evaluation exercise; every staff evaluated on 2 subjects. EDC testing the feedback form; analyze data; produce report to depts.; and organize workshops on how to interpret the data. Also conducts alumni survey.'
- Supports the university in developing and evaluating learning outcomes as the institution does not have the assessment office.
- Staff Development – provides a range of staff development workshops – for new teachers, part-time teachers, and experienced teacher.

  o Conduct professional staff projects-project staff help search for international best practices and then disseminate the information; go to different departments to conduct workshops (e.g., learning to learn)

  o Provide in-kind support-customized staff support and professional development

  o Serve as the consultants for the faculty e.g. revise proposals written by faculty, review undergraduate program as well as the graduate program)

  o Video-taping of teaching

Challenges as result of repositioning EDC as strategic arm of the Institute:

- Work with many depts. On the initiative
- Work with senior management – HOD, Deans
- Middle management – work with chairs of teaching committees.

3.3.2 Visits to Australian universities

1. *Melbourne University*

   Unique feature of CSHE :

   - CSHE is a research based teaching centre centre engaging in strategic research that informs practice and policy of government. For example, research commissioned on assessment standards.

     Staff developers target at research and publication – 2-3 /year

     Develop manual as teaching resources (e.g. booklets and videos)

   - PD programmes: induction programme: half-day introduction course for part-time staff; graduate certificate: 2 year programme for staff with potential for leadership; faculty based programme: Work with disciplinary experts to develop workshop and facilitate the subject session. Once a year, institutional training forum for coordinators to do sharing (resource sharing); coordinate seminar series on current issues in HE (guest speakers) or run own seminar on research are e.g. standards, international benchmarking. Organise two big events each year: showcase teaching and learning and a provost summit for discussion on a variety of topics e.g. capstone, small group teaching, reflective practice- mid of year.

   - Assessment. Provide strong support in establishment of standards for institutional accountability. Develop standards for purposes of assessment and grading and link to supporting resources e.g. guide for reviewing assessment .

2. *University of Sydney*

   Interview with Dr Simon Barrie, Head of Teaching Centre

   - Challenges of Centre – to convince Ed Faculty that CTL has something to offer:

     (1) CEQ survey

     (2) Involve faculty in Centre's projects – collaboration - convince 2-3 excellent teachers to do a formal programme

   - Strategy:

     - Offer strategic programmes at institute level the faculty or institute - use the train the trainer model-

     - Centre does not run workshops as it has a skeletal team. Instead offers courses that builds capability : Graduate Certificate& New staff induction and supervision courses

- End of year Symposium - highly visible event with key note speakers
- Programmes offered by Centre.
  - Graduate Certificate in U Teaching –(on website) – use them as future trainers to mentor other staff – use that as basis for future collaborative PD work on topics of their choice
  - One year programme – comprising 4 modules: Semester One: (1) Higher Education theme (2) Reflection on Teaching; Semester Two on Teaching Portfolio – write for promotion. Projects on student learning etc.
- Quality Assurance
  - Articulation of graduate attributes in terms of broad outcomes statements
  - Assessment of graduate attributes by means of a capstone project that requires students to work toward the 4 year degree

3.   University of Newcastle

- Goal: To get faculty to be reflective practitioner
- Services: These comprises:
  1. Academic development
  2. Educational Support Development – blackboard, video production
  3. Teaching Space Support – takes care of infrastructure (not IT) – technical
  4. Learning Development –work with academic staff to support students – and runs (workshops for students – e.g. essay writing, or work with education faculty to support students
- Differentiated PD curriculum
  1. Course offered to PHD students who have research capabilities– to make transition to academic teaching, they need training and reflective teaching – with basic theories etc.
  2. New academic staff –Graduate Certificate –2 basic courses/semester so their course is on how teaching in Newcastle different from other universities
  3. Existing staff
     i. MA in Education for those interested in formal certification – MA in Education (on top of their PHD in their discipline
     ii. Range of workshops, educational resources, to model the skills such a being

reflective, adaptive, depending on the students. Workshop materials are workbooks or blackboard links to resources; during workshop – use lots of activities to look at their practice etc.

4.   Non-engaged staff – who are not interested in PD – 30 min – on technical topics – e.g. how to record a lecture; (sneak in the pedagogy) and come in for other topics;

4.   *University of New South Wales*

- Teaching and Learning Enhancement Plan

Teaching Development - to develop teaching

(1) New academic staff -compulsory 5-day course (4 times/year) - show the best practices in the University – student centred learning based on strong theoretical foundation; constructive alignment reflective practices. Assignment: Reflective Log

(2) Same course to existing staff – one day course – on student learning, course design, on assessment. Threshold concepts – exploding interest in it – to identify core concepts needed –Nick Flanagan – website on threshold concepts -2004 by Meyer Land – USWL – use Biggs and Brookfield; Get them to bring good practices and examples – a connection series – invite them to make a presentation of their expertise – e.g. case study –validates their expertise – 4 different streams – showcasing, research (lunch hour); teaching; etc

(3) Teaching and learning forum – once a year – for whole U – on student engagement – keynote speaker –from there launch series called the Connexion

Meet certain standard for teaching and show evidence for effectiveness –student feedback and show something about that – e.g. course outline, development of their curriculum; - shows superior teaching while having strong research –two tracks – teaching and research – can move in and out of the tracks;

- Technology-Enabled Learning   (Dr Stephen Quinton)

Inter-disciplinary team with qualifications in education, theory, practical implementation, ICT offers:

(1) Training in use of management system, development of on-line resources, pedagogical strategies in virtual environment – in video, graphics resources for training involving on-line teaching - important for academic staff to understand technology –web 2.0, mobile,

IPOD, wireless etc. Important for new staff to be aware of need for teaching using technology – so students can navigate through complex genres (e.g. textual, video and animation) instead of sequential arrangement of materials

(2) Creative development - digital resources

(3) Research and development - Develop resources on fundamental concepts; also useful for dangerous processes e.g. chemical process –target them to develop resources. Lecturer gives lecture with pot – that is video taped. Put in server (leptopai). Specialist will use the key concepts from the lecture and reduce into 4-5 snippets of key concepts (5 min each)- that has additional capability to add ppt slides, video, links, - for students to access any time they want- the can review the concepts – in ipods- to reflect, act upon.

Pedagogic advantages:

- key concepts are now made explicit to students
- supplement the snippets with additional materials
- follow-up activities for students to engage in further learning
- students can learn any time any where
- engage students to talk amongst themselves based on the resources –
- supports brain research that conceptual learning strengthen neural connections

4.   CONCLUSIONS AND RECOMMENDATIONS

• The first recommendation is that PD must support student learning in subject knowledge and critical enabling skills and values.

• A systematic central coordination of PD activities is essential to well-planned, coherent programme to avoid sense of fatigue

• Institutional culture must support PD as a strategic activity by establishing well-resourced PD systems and policies to engage staff participation in PD activities

- Released time for intensive PD for educational reform initiatives, conference funding

- Emphasis on scholarship of teaching – to value and reward good teaching as much

as research through policies and strategies

- PD should provide a differentiated curriculum that supports the needs of different groups of staff. For teaching instructors/fellows - a more structured, with emphasis on providing theories and basic teaching skills through more teacher-centered approaches, which leads to some form of advanced certification. Senior academics appreciate more self-directed and reflective activities within a more flexible and well-resourced delivery system. It is useful to consider graduate certificate courses with strong reflective component for those who are interested in systematic PD development with certification. Ad hoc workshops may be offered to those who have specific needs or interest.

- Needs analysis should be conducted periodically in designing relevant PD programme and at same time be primarily driven by organizational expectations.

- PD should provide ample opportunities for staff engagement in critical reflection, collaboration, and informal peer sharing, thereby promoting culture of collegiality and continuous improvement

- To achieve greater coherence, PD programs should be linked to key ideas or content standards of the educational initiative. Ad hoc activities lack integration or unifying themes

Implications for the role of LTTC

LTTC can concentrate its efforts in three key areas that are, however, not mutually exclusive:

- Coordination. It should work in collaboration with departments and units to ensure that PD provisions are well coordinated to operate efficiently.

- Communication. LTTC is strategically placed to communicate the views of teaching staff to central administration and to educate them on matters pertaining to curriculum and student learning and assessment, so that its research can inform policies on PD. At the

same time, LTTC can provide more purposeful and intentional faculty development through the design and delivery of new approaches to PD that will enable faculty to implement strategic institutional priorities or broad reform initiatives, thereby facilitating individual and organizational development.

- Comprehensive PD program. LTTC should focus its efforts on the design and delivery of PD to match the needs of individual faculty, with PD opportunities for growth, especially to learn more innovative teaching and learning approaches. LTTC should aim to meet specific needs of staff as well as use educational reform opportunities to stimulate PD and design relevant theory-grounded PD. It should provide vital resources that support PD. It should provide 'cafeteria of services', with special emphasis on individual/team consultations.

Implications for the role of the Institution

- Support. Top leadership plays a key role in creating a positive climate for change. It must support PD as a strategic activity that is key to organizational success in effecting change. Teaching staff responsible for implementing educational change need to be convinced that good teaching is valued and rewarded as much as research through the policies and strategies of the institution (Gray et al., 1992). The central driver of change is the CEO who must ensure effective communication of his/her value for teaching as well as the setting of strategic priorities.

- Culture. Successful PD takes place within an environment that supports PD as an ongoing culture. To effect change in teaching and learning, the organizational climate should support networks of social relationships, open communication and exchange of ideas, disseminate rewards to faculty for their efforts, in teaching innovations (Smith & Gillespie, 2997; Stanley, 2004).

- Resources. To demonstrate its commitment to PD, central administration should establish well-resourced PD systems and develop policies to encourage faculty to engage in PD activities (Diamond, 2002; Stanley, 2004) as a long-term process for all teaching staff. These measures include reallocation of funds to provide released time for intensive PD of faculty who are involved who are involved in the preparation, development and implementation of educational change; mandatory PD activities, departmental time-table to set time for all faculty to participate in PD on an ongoing basis, review of policies to provide better funding support and leave for conference for teaching staff.

Staff development is a key strategic lever for ensuring institutional quality and supporting institutional change. An effective PD approach can have benefits such as increased scholarly productivity, focus on student learning outcomes, and improved attitude toward teaching excellence. Teaching and learning centers should continue to network with faculty and institution and respond to institutional problems and propose constructive solutions to meet the challenges of the new century. PD for the 21st century will require institutions to rely on teaching and learning centers more than ever before to enable faculty in higher education to be better prepared to meet the challenges of the new century.

Based on the findings, a model of PD for teacher educators is suggested that in which LTTC should play strategic role to support key institutional initiatives and in designing a PD programme that supports key institutional initiatives as at the same time is responsive to the needs and interests of staff in terms of content and processes. At the same time, LTTC needs to play tactical function in terms of providing central coordination of PD activities by working in partnership with various stakeholders. In this way, the PD needs of staff may be met through a

comprehensive coherent PD programme. The model for PD for teacher educators is illustrated in Figure 2.

Figure 2: A Model for Professional Development

Strategic		
	Contextual	Leadership Vision; Culture; Policies and Structure
Teaching Centre →	Program	Characteristics; Content; Processes
Tactical	Co-ordination	Individual; Department; Institute

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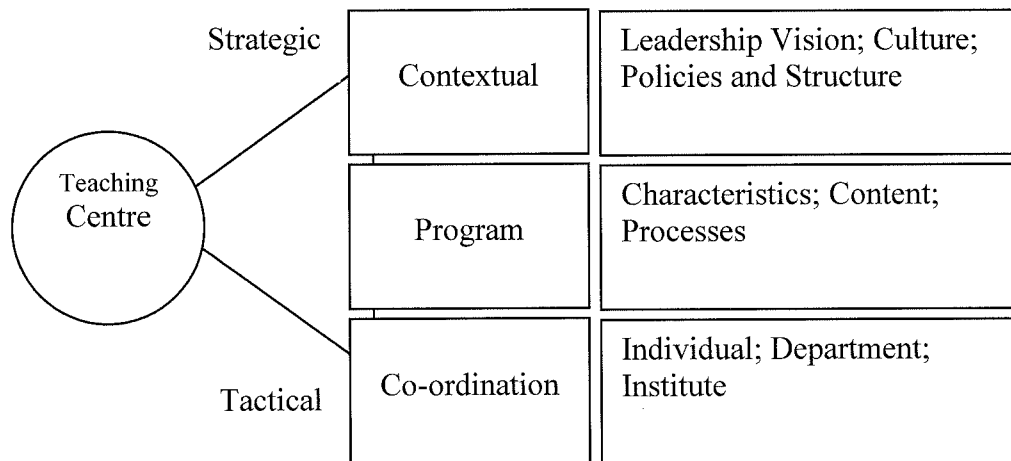
Appendix :   Staff Survey on Professional Development Needs

Dear Staff Member,

You are cordially invited to participate in the Staff Survey on Professional Development Needs. In light of current institute initiative in outcomes based learning, the study is undertaken as a research study to help identify areas of staff professional development needs that will inform the design of a professional development programme toward the enhancement of teaching and learning. Your response will be used for research and staff development purposes only and will be strictly confidential. Identifying information (e.g. your name and email) are not part of the report or data that the Institute will receive.

Thank you for your participation.

Centre of Learning, Teaching and Technology

Section I: Demographics

Please complete the section by ticking only one appropriate box in each item that describes you:

1. **Gender**
   Male ☐   Female ☐

2. **Age**
   26-35 years old ☐   36-45 years old ☐
   46-55 years old ☐   56-65 years old ☐

3. **Current academic position**
   Chair Professor   ☐   Professor   ☐
   Associate Professor   ☐   Assistant Professor   ☐
   Lecturer   ☐   Teaching Fellow / Instructor ☐

4. **Current administrative position**
   Dean   ☐   Acting / Associate Dean   ☐
   Department Head / Centre Director   ☐   Acting / Deputy Head / Acting Director   ☐
   Associate Dean (Programmes)   ☐   Module Coordinator   ☐
   Chair of Teaching & Learning Committee   ☐   Others (please specify) : _____   ☐

5. **Highest degree obtained**
   PhD ☐   EdD ☐   MEd ☐
   MA ☐   MS ☐   MBA ☐
   MF ☐
   A
   Others (please specify) : _____   ☐

6. **Academic discipline department**
   Creative Arts and Physical Education (CAPE)   ☐
   Mathematics, Science, Social Sciences and Technology (MSST)   ☐
   Curriculum and Instruction (C&I)   ☐
   Early Childhood Education (ECE)   ☐
   Educational Policy and Administration (EPA)   ☐
   Educational Psychology, Counselling and Learning Needs (EPCL)   ☐
   Chinese (CHI)   ☐
   English (ENG)   ☐

7. **Number of years I have been teaching in higher education**
   1-3 years   ☐   4-7 years   ☐

   8-11 years   ☐   12 years or above   ☐

8. Number of years I have been teaching in present Institute

1-3 years ☐ 4-7 years ☐

8-11 years ☐ 12 years or above ☐

Section II: Professional Development Expectations

9. Please indicate your level of satisfaction with the professional development opportunities provided in this Institute. (Rating scale where 1 = Very little and 5 = Very much).

	1	2	3	4	5
a) The sufficiency of opportunities for staff members	1	2	3	4	5
b) The quality of professional development activities	1	2	3	4	5
c) Their embedment in the realities of classroom teaching	1	2	3	4	5

10. What are the greatest barriers to your participating in professional development activities? (Check all that apply)

a) Demands on time ☐
b) Timing of workshop ☐
c) Location ☐
d) Awareness ☐
e) Others (please specify) : _____ ☐

11. Please indicate how important to you is each of the following goals as you pursue your professional development (Rating scale where 1 = Not very important and 5 = Very important).

	1	2	3	4	5
a) Maintaining in-depth knowledge of the content in my field of specialization	1	2	3	4	5
b) Broadening my expertise in my discipline	1	2	3	4	5
c) Improving my skills in teaching	1	2	3	4	5
d) Developing a network of colleagues with whom I can share my instructional and research ideas and problems	1	2	3	4	5
e) Improving my skills in research methods and techniques	1	2	3	4	5
f) Increase my level of productivity in research	1	2	3	4	5
g) Developing my skills in obtaining research grants	1	2	3	4	5
h) Improving my knowledge of how to publish/present my scholarly work	1	2	3	4	5
i) Keeping me updated on current trends in teaching and research	1	2	3	4	5

12. Please indicate extent to which the professional development activities are helpful in fostering your topmost goals for professional development (Rating scale where 1 = Not at all and 5 = Very much)

a) Informal colloquia to share instructional ideas and interests	1	2	3	4	5
b) Informal colloquia to share research ideas and interests	1	2	3	4	5
c) Workshop-based professional development activities	1	2	3	4	5
d) Conferences	1	2	3	4	5
e) Exchange places with a faculty member from a university abroad	1	2	3	4	5
f) More frequent departmental and/or college meetings	1	2	3	4	5
g) Funds to attend at least one professional conference each year	1	2	3	4	5
h) Sabbatical leave	1	2	3	4	5

13. Please rate your level of interest in professional development opportunities on the following topics (Rating scale where 1 = Very little and 5 = Very much)

a) Teacher-directed learning e.g. lecturing and presentation skills	1	2	3	4	5
b) Co-operative learning	1	2	3	4	5
c) Active learning strategies	1	2	3	4	5
d) Experiential learning (e.g. field work)	1	2	3	4	5
e) Use of technology in teaching	1	2	3	4	5
f) Reflective journaling	1	2	3	4	5
g) Questioning skills for higher order thinking	1	2	3	4	5
h) Fostering critical thinking	1	2	3	4	5
i) Fostering self-directed learning	1	2	3	4	5
j) Teaching students problem solving skills	1	2	3	4	5
k) Teaching strategies for adult learners	1	2	3	4	5
l) Designing & using appropriate assessment methods for different outcomes	1	2	3	4	5
Others (please specify) :					

Section III: Teaching Practices

14. In your interaction with your students, how often do you use each of the following (Rating scale where 1 = Very little and 5 = Very often)

Instructional Techniques/Methods

a) Class discussions	1	2	3	4	5
b) Cooperative learning (small groups)	1	2	3	4	5
c) Experiential learning/Field studies	1	2	3	4	5
d) Demonstrations	1	2	3	4	5

e)	Group projects	1	2	3	4	5
f)	Extensive lecturing	1	2	3	4	5
g)	Reflective writing/journaling	1	2	3	4	5
h)	Using student inquiry to drive learning	1	2	3	4	5

Evaluation Methods:

a)	Multiple-choice exams	1	2	3	4	5
b)	Essay exams	1	2	3	4	5
c)	Short-answer exams	1	2	3	4	5
d)	Quizzes	1	2	3	4	5
e)	Student presentations	1	2	3	4	5
f)	Term/research papers	1	2	3	4	5
g)	Student evaluations of each others' work	1	2	3	4	5

Section IV: Student Learning

15. How important is each of the following educational goals for your students? (Rating scale where 1 = Not very important and 5 = Very important)

a)	Master knowledge in a discipline	1	2	3	4	5
b)	Promote intellectual development	1	2	3	4	5
c)	Develop ability to think critically	1	2	3	4	5
d)	Develop creative capacities	1	2	3	4	5
e)	Develop knowledge, capacities and attitudes necessary for lifelong learning	1	2	3	4	5
f)	Develop moral character	1	2	3	4	5
g)	Develop personal values	1	2	3	4	5
h)	Develop an appreciation for other culture groups	1	2	3	4	5
i)	Instill a commitment to community service	1	2	3	4	5
j)	Become agents of social change	1	2	3	4	5

16. In the courses you teach, how often do your students: (Rating scale where 1 = Not at all and 5 = Very often)

a)	Ask questions in class or contribute to class discussions	1	2	3	4	5
b)	Make a class presentation	1	2	3	4	5
c)	Teach or tutor other students (paid or voluntary)	1	2	3	4	5
d)	Worked with other students on projects during class	1	2	3	4	5
e)	Work with classmates outside of class to prepare class assignments	1	2	3	4	5

17. To what extent do you structure your selected course section so that students learn and develop in the following areas? (Rating scale where 1 = Very little and 5 = Very much)

a.	Mastering knowledge in a discipline	1	2	3	4	5
b.	Promoting intellectual development	1	2	3	4	5
c.	Developing ability to think critically	1	2	3	4	5
d.	Developing creative capacities	1	2	3	4	5
e.	Developing knowledge, capacities and attitudes necessary for lifelong learning	1	2	3	4	5
f.	Developing moral character	1	2	3	4	5
g.	Developing personal values	1	2	3	4	5
h.	Developing an appreciation for other culture groups	1	2	3	4	5
i.	Instilling a commitment to community service	1	2	3	4	5
j.	Becoming agents of social change	1	2	3	4	5

18. In the course your teach, how much emphasis do you place on engaging students in each of mental activities (Rating Scale where 1 = Very little and 5 = Very often)

a)	Memorising facts, ideas or methods from your course	1	2	3	4	5
b)	Analyzing ideas, theories or particular cases	1	2	3	4	5
c)	Synthesizing and organising ideas or information	1	2	3	4	5
d)	Making judgments about the value of information or arguments	1	2	3	4	5
e)	Examining the strengths and weaknesses of their views on a topic or issue	1	2	3	4	5
f)	Applying theories or concepts to practical problems or in new situations	1	2	3	4	5

Section V: Use of IT in Teaching and Learning

Present Usage

19. To what extent do you engage in the following use of IT in teaching?
   (Rating scale where 1 = Not at all and 5 = Very often)

a)	Use e-learning materials to support teaching.	1	2	3	4	5
b)	Develop e-learning course	1	2	3	4	5
c)	Use technology tools (e.g., Web 2.0) to support teaching	1	2	3	4	5
d)	Moderate on-line discussion	1	2	3	4	5

Competencies

20. Please circle your level of interest in professional development opportunities in the following areas (Rating scale where 1 = Very little and 5 = Very high)

	1	2	3	4	5
a) Designing active learning methods in an e-learning course	1	2	3	4	5
b) Principles and methods of e-tutoring	1	2	3	4	5
c) Moderating on-line discussions	1	2	3	4	5
d) Designing an online course for learning environments	1	2	3	4	5
e) Writing good study guides for e-learning students	1	2	3	4	5
f) Designing e-learning resources	1	2	3	4	5
g) Dealing with legal issues related to e-learning	1	2	3	4	5
h) Assessment methods for e-learner (e.g., e-portfolios)	1	2	3	4	5
i) Specific technologies (e.g., Web 2.0 - wikis, blog, mindmapping; U-Tube - podcasting)	1	2	3	4	5
Others (please specify) :					

Reasons

21. What are the factors that prevent you from using IT in your teaching? Please mark where appropriate. (Multiple responses allowed)

a) Lack of knowledge ☐
b) Lack of training ☐
c) Lack of time to develop e-learning ☐
d) Lack of technical support ☐
e) Heavy workload ☐
f) Others (please specify) : _____ ☐

Attitudes

22. To what extent do you agree with each the following statements? (Rating scale where 1 = Not at all and 5 = Very much)

	1	2	3	4	5
a) E-learning is a viable alternative to the traditional classroom	1	2	3	4	5
b) Students learn more when technology is used in teaching them	1	2	3	4	5
c) Learning about how to use-learning technology is the time worth spending	1	2	3	4	5
d) I like the idea of using technology to design and deliver instruction	1	2	3	4	5

Section V: Use of IT in Teaching and Learning

<u>Present Usage</u>

23. To what extent do you engage in the following use of IT in teaching?
   (Rating scale where 1=Not at all and 5= Very often)

	1	2	3	4	5
a) Use e-learning materials to support my teaching.	1	2	3	4	5
b) Develop e-learning course	1	2	3	4	5
c) Use e-learning materials developed by colleagues	1	2	3	4	5
d) Use technology tools (e.g. Web 2.0) to support my teaching	1	2	3	4	5
e) Moderate on-line discussion	1	2	3	4	5

<u>Competencies</u>

24. Please circle your level of interest in professional development opportunities in the following areas (Rating scale where 1=Very little and 5=Very high)

	1	2	3	4	5
a) Design active learning methods in an e-learning course	1	2	3	4	5
b) Principles and methods of e-tutoring	1	2	3	4	5
c) Moderate on-line discussions	1	2	3	4	5
d) Design an online course for learning environments	1	2	3	4	5
e) Write good study guides for e-learning students	1	2	3	4	5
f) Design e-learning resources	1	2	3	4	5
g) Deal with legal issues related to e-learning	1	2	3	4	5
h) Assess methods for e-learner (e.g. e-portfolios)	1	2	3	4	5
i) Specific technologies (Web 2.0 e.g. wikis, blog, mindmapping, U-Tube e.g. podcasting)	1	2	3	4	5
j) Others (please specify) : _____	1	2	3	4	5

<u>Reasons</u>

25. What are the factors that prevent you from using IT in your teaching? Please mark where appropriate. (Multiple responses allowed)

   a) Lack of knowledge   ☐
   b) Lack of training   ☐
   c) Lack of time to develop e-learning   ☐
   d) Lack of technical support   ☐
   e) Heavy workload   ☐
   f) Others (please specify) : _____   ☐

Attitudes

26. To what extent do you agree with each the following statements? (Rating scale where 1= Not at all and 5= Very much)

a) E-learning is a viable alternative to the traditional classroom	1	2	3	4	5
b) Students learn more when technology is used in teaching them	1	2	3	4	5
c) Learning about how to use-learning technology is a waste of time	1	2	3	4	5
d) I like the idea of using technology to design and deliver instruction	1	2	3	4	5

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