

DEVELOPMENT OF DIGITAL TEACHING PORTFOLIOS TO BUILD A PROFESSIONAL LEARNING COMMUNITY AT THE HKIED

by Alexandra Ngai and Ricci Fong
TDG Project at HKIEd

Principal project supervisors: Prof Lim Cher Ping and Prof Lee Chi Kin John
25 April 2013

THE PROJECT TEAM

Principal Project Supervisors

Professor LIM, Cher Ping

Professor LEE, Chi Kin John

Co-supervisors

Associate Professor YU, Wai Mui Christina

Associate Professor WANG, Lixun

Associate Professor LEUNG, Pui Wan Pamela

Associate Professor LAM, Bick Har

Professor SO, Wing Mui Winnie

Professor LEONG, Samuel

Team Members

Senior Teaching Fellow TAYLOR, Tim

Assistant Professor CHEUNG, Sau Hung

Associate Professor STAPLETON, Paul

Associate Professor KONG, Stella

Associate Professor LEE, Yeung Chung

Associate Professor FUNG, Siu Han, Anissa

Associate Professor YUEN, Yuet Mui Celeste

Associate Professor YIP, Chi Wing Michael

AIMS OF THE PROJECT

- To support academic and teaching staff to develop digital teaching portfolios to build a Professional Learning Community
- To provide staff with opportunities to carry out ongoing inquiries into their own and their peer's Teaching and Learning Practices

HOW?



- How to build a Professional Learning Community with DTP?

PURPOSES OF TEACHING PORTFOLIO

- Not only for documentation;
- To stimulate teaching improvement (Cerbin, 1994);
- To foster ongoing dialogues in teaching and learning.






- Online collection of digital artefacts, showcasing and online interactions;
- Control access rights of individual page(s)- to be open to all people in HKIEd or only to selected audiences.

Create and collect


Develop your portfolio



Update your profile



Upload your files



Create your résumé



Publish a journal

Organise


Showcase your portfolio



Organise your portfolio into pages. Create different pages for different audiences - you choose the elements to include.

Share and network


Find friends and join groups



Find friends



Join groups



Control your privacy



Discuss topics

DIGITAL TEACHING PORTFOLIOS



Individual
portfolio




Group
portfolio

CELESTE YUEN (EPL)

YUEN, Yuet Mui Celeste's Profile

Member of HKIEd [Send message](#) [Request friendship](#)

Invite to [Send invite](#)



About Me

I am a Chinese mum with a young girl. I enjoy flying kites, hiking and story telling. Professionally, I serve as Associate Professor at the Department of Education Policy and Leadership, the Hong Kong Institute of Education. I lecture on diversity, intercultural sensitivity and inclusive education. My research interests include intercultural education, immigrant and minority education and curriculum related enquiries.

- Business phone: (852) 2948 7757
- Fax number: (852) 2948 7619
- Email address: ymyuen@ied.edu.hk

Celeste's portfolio

[My Teaching Philosophy](#)

[Research project](#)

[Professional and Community Activities](#)

YUEN, Yuet Mui Celeste's wall

Maximum 1500 characters per post. You can format your post using BBCode. [Learn more](#)

[Make your post private](#)

Teaching Philosophy

Teaching should be interactive and engaging with both the learner(s) and the teacher. Effective teaching happens when the receiver(s) is/are able to get the message of the teacher and take it further for personal development. Hence teaching is a means for ideas sharing and the process is not always smooth. Deliberate efforts are needed to make it meaningful and effective to yield the intended outcomes.

The aim of teaching is to share ideas and to make an impact both short-term and long-term. The key is to stimulate further and continuing learning. Teaching should be an interactive and engaging both with receivers/learners and the teachers. It is a means for communication and is not always smooth. To yield the intended outcomes, deliberate efforts are needed. For example, different target groups requires different modes of delivery.


Interests

Story telling, hiking, kite flying and running fellowship groups.

Books and Publications

Date	Title
forthcoming	跨境學生及其家庭的挑戰與因應 In Raymond Mow-chiu Chan (Ed.), Hong Kong-Shenzhen Cooperation on Education: Current Issues and Challenges Ahead.
2013	Ethnicity, Level of Study, Gender, Religious Affiliation and Life Satisfaction of Adolescents from Diverse Cultures in Hong Kong, <i>Journal of Youth Studies</i> (DOI:10.1080/13676261.2012.756973)
2011	Towards Inclusion of Cross-Boundary Students in Education, Policy and Practice in Hong Kong. <i>Journal of Education, Citizenship and Social Justice</i> , 6(3), 251-264.
2011	New Schooling and New Identities: Chinese Immigrant Students' Perspectives. <i>Global Studies of Childhood</i> , 1(2), 140-151.
2011	Cross-boundary students in Hong Kong schools: education provisions and school experiences. In J. Phillion, M.T. Hue (Eds.), <i>Minority students in Asia: Government policies, school practices and teacher responses</i> , 174-194.
2010	Dimensions of diversity: challenges to secondary school teachers with implications for intercultural teacher education. <i>Teaching and Teacher Education</i> , 26, 732-741.
2010	Assimilation, integration and the Construction of Identity: The experience of Chinese cross-boundary and newly arrived students in Hong Kong schools. <i>Multicultural Education Review</i> , 2(2), 1-29.
2009	The Eighteen Students. (in Chinese)
2006	Beyond the Rhetoric: A Study of the Intercultural Sensitivity of Hong Kong Secondary School Teachers. <i>Pacific Asian Education (PAE) Journal</i> .
2009	The intercultural sensitivity of s
2008	The cultural and civic identity of Education, 17(2), 159-174.
2007	The intercultural sensitivity of : professional development. <i>Inter</i>
2004	Home school collaboration for Childhood, 3(1), 30-34.
2006	Is education an effective way

香港種族相處與相關教育問題論壇



Research Interests

I am enthusiastic in conducting research studies on the following areas: intercultural and diversity, immigrant and minority education, spiritual well-being and life satisfaction, pedagogical strategies and curriculum integration.

Apart from my philosophy of teaching, project related activities and publications, I had also included some video clips of my community activities (e.g. public seminars, media coverage etc) in the ePortfolio. - Celeste Yuen (EPL)

CELESTE YUEN (EPL)

Celeste's portfolio

My Teaching Philosophy Research project Professional and Community ...

by YUEN, Yuet Mui Celeste

Teaching should be interactive and engaging with both the learner(s) and the teacher. Effective teaching happens when the receiver(s) is/are able to get the message of the teacher and take it further for personal development. Hence teaching is a means for ideas sharing and the process is not always smooth. Deliberate efforts are needed to make it meaningful and effective to yield the intended outcomes. The process of learning and teaching is both challenging and rewarding.

My Teaching Philosophy

The aim of teaching is to share ideas and to make an impact both short-term and long-term. The key is to stimulate further and continuing learning. Teaching should be an interactive and engaging both with receivers/learners and the teachers. It is a means for communication and is not always smooth. To yield the intended outcomes, deliberate efforts are needed. For example, different target groups requires different modes of delivery.

A training seminar with cross-boundary students in Shenzhen



Seminar

In one of my recent teaching arrangements, I hosted a seminar on Development of Special Education in Hong Kong, 15 February 2012 for over 100 participants of the core course, Perspectives in Special Education. All of them are either coming from an educational or social/community work related background.

We were very fortunate to have Principals Samuel Tse and George Leung to share their invaluable school based experience with us. Moreover, an experienced special educator and course lecturer, Mrs Ellen Yip, also shared her observations of the history and development of special education in Hong Kong.

The seminar was truly interactive and many questions and responses were thought provoking - thanks to all!

Seminar: Special Education in Hong Kong



Rationale of building the portfolio- *to be in touch with the educational technology and maximize its benefit to effectively communicate my professional roles in teaching and researching. To provide a platform for sharing and potential collaboration. - Celeste Yuen (EPL)*

CELESTE YUEN (EPL)

Celeste's portfolio

My Teaching Philosophy Research project Professional and Community ...

by YUEN, Yuet Mui Celeste

Teaching should be interactive and engaging with both the learner(s) and the teacher. Effective teaching happens when the receiver(s) is/are able to get the message of the teacher and take it further for personal development. Hence teaching is a means for ideas sharing and the process is not always smooth. Deliberate efforts are needed to make it meaningful and effective to yield the intended outcomes. The process of learning and teaching is both challenging and rewarding.

My Teaching Philosophy

The aim of teaching is to share ideas and to make an impact both short-term and long-term. The key is to stimulate further and continuing learning. Teaching should be an interactive and engaging both with receivers/learners and the teachers. It is a means for communication and is not always smooth. To yield the intended outcomes, deliberate efforts are needed. For example, different target groups requires different modes of delivery.

A training seminar with cross-boundary students in Shenzhen



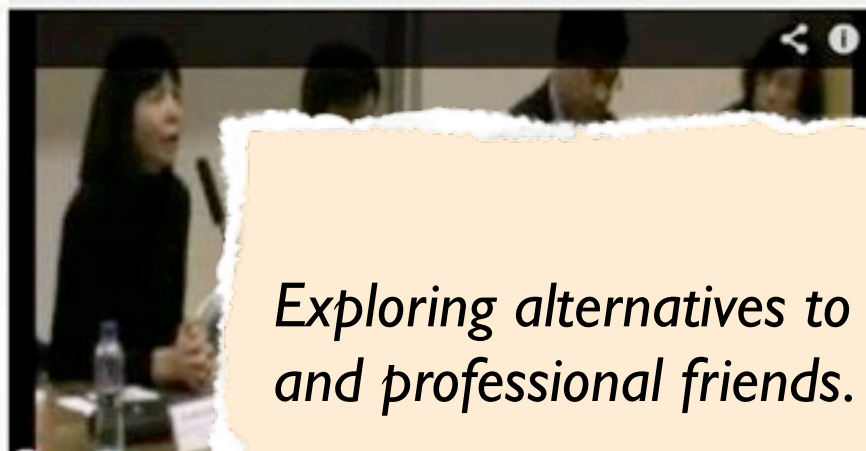
Seminar

In one of my recent teaching arrangements, I hosted a seminar on Development of Special Education in Hong Kong, 15 February 2012 for over 100 participants of the core course, Perspectives in Special Education. All of them are either coming from an educational or social/community work related background.

We were very fortunate to have Principals Samuel Tse and George Leung to share their invaluable school based experience with us. Moreover, an experienced special educator and course lecturer, Mrs Ellen Yip, also shared her observations of the history and development of special education in Hong Kong.

The seminar was truly interactive and many questions and responses were thought provoking - thanks to all!

Seminar: Special Education in Hong Kong



Exploring alternatives to establish links with students and professional friends.

To encourage dialogues and exchange with readers with common interests.

- Celeste Yuen (EPL)

BH LAM (C&I)

LAM, Bick Har's Profile

Member of HKIEd < Send message > Request friendship

Invite to Digital Teaching Portfolio Resources > Send invite

Profile Information

Dr Bick-har Lam is currently an associate professor in the Department of Curriculum and Instruction. She obtained her degrees of bachelor in education and master in education from the University of East Anglia in the UK, and her PhD from the Hong Kong Polytechnic University. Dr Lam was a faculty member of the Hong Kong Baptist University and the Hong Kong Polytechnic University before she joined the Institute. She was a secondary school teacher prior to joining the higher education sector. Dr Lam is a prolific researcher and writer in the field of curriculum and instruction. She has taken up leadership of a number of pedagogical-based and teacher studies in such areas as "mass lecture and tutorials", and "studying exemplary teachers' knowledge", and a series of studies on outcome-based learning by the Teaching Development Grant. She is currently involved in a local study on ethnic minority students which is supported by the General Research Fund of the University Grants Committee, and an international project on adolescent's art between cultural borders supported by the International Society of Education through Art. Dr Lam's most recent books include Learning and Teaching in the Chinese Classroom (with S. N. Philipson, 2011), Young people's visions of the world (co-edited with T. T. Eca and R. Kroupp, 2010), Curriculum Integration: An Institute-school Partnership Approach (2009). She was a syllabus writer and course developer for a number of undergraduate teacher education courses for the Open University of Hong Kong (1993, 1996, 2002), and has been a programme leader and developer for Hong Kong government-commissioned teacher professional development courses. She has also developed the Active Classroom (A Class) as a study platform (<http://www.iied.edu.hk/aclass/>) for teachers to enhance professional teacher knowledge. Dr Lam has been recipient of the Institute's Faculty of Education Studies Excellence in Teaching Award 2009/10 (http://www2.iied.edu.hk/ci/news_20100908.htm) and the President's Award for Outstanding Performance in Teaching 2011/12. She was nominated by the Institute for the Inaugural University Grants Committee Teaching Award in 2011 (http://www2.iied.edu.hk/ci/news_20111013.htm) and was awarded a certificate by the UGC for being one of the six finalists for the UGC Teaching Award 2011.



Research Interests

Teacher Knowledge, Expertise and Expert Teachers, Classroom Analysis, Pedagogical-based Studies and Curriculum Studies

My Teaching Portfolio

Philosophy of Teaching*

- *(a) Student-Centred Approaches
- *(b) Course Materials Development
- *(c) Scholarly Activities and Approaches to Teaching and Learning
- *(d) Leadership in Learning and Teaching

update events



Formative feedback strategies



From students' perspectives



Rationale of building the portfolio:

As a CV to highlight progress, useful to demonstrate strength for record and appraisal (outcomes: being used as showcase to introduce myself to others in academic and professional contexts) - BH Lam (C&I)

BH LAM (C&I)

LAM, Bick Har's Profile

Member of HKIEd ◀ Send message ▶ Request friendship

Invite to Digital Teaching Portfolio Resources

Profile Information

Dr Bick-har Lam is currently an associate professor in the Department of Curriculum and Instruction. She obtained her degrees of bachelor in education and master in education from the University of East Anglia in the UK, and her PhD from the Hong Kong Polytechnic University. Dr Lam was a faculty member of the Hong Kong Baptist University and the Hong Kong Polytechnic University before she joined the Institute. She was a secondary school teacher prior to joining the higher education sector. Dr Lam is a prolific researcher and writer in the field of curriculum and instruction. She has taken up leadership of a number of pedagogical-based and teacher studies in such areas as "mass lecture and tutorials", and "studying exemplary teachers' knowledge", and a series of studies on outcome-based learning by the Teaching Development Grant. She is currently involved in a local study on ethnic minority students which is supported by the General Research Fund of the University Grants Committee, and an international project on adolescent's art between cultural borders supported by the International Society of Education through Art. Dr Lam's most recent books include Learning and Teaching in the Chinese Classroom (with S. N. Philipson, 2011), Young people's visions of the world (co-edited with T. T. Eca and R. Kroupp, 2010), Curriculum Integration: An Institute-school Partnership Approach (2009). She was a syllabus writer and course developer for a number of undergraduate teacher education courses for the Open University of Hong Kong (1993, 1996, 2002), and has been a programme leader and developer for Hong Kong government-commissioned teacher professional development courses. She has also developed the Active Classroom (A Class) as a study platform (<http://www.iied.edu.hk/aclass/>) for teachers to enhance professional teacher knowledge. Dr Lam has been recipient of the Institute's Faculty of Education Studies Excellence in Teaching Award 2009/10 (http://www2.iied.edu.hk/ci/news_20100908.htm) and the President's Award for Outstanding Performance in Teaching 2011/12. She was nominated by the Institute for the Inaugural University Grants Committee Teaching Award in 2011 (http://www2.iied.edu.hk/ci/news_20111013.htm) and was awarded a certificate by the UGC for being one of the six finalists for the UGC Teaching Award 2011.



Research Interests

Teacher Knowledge, Expertise and Expert Teachers, Classroom Analysis, Pedagogical-based Studies and Curriculum Studies

My Teaching Portfolio

Philosophy of Teaching*

- *(a) Student-Centred Approaches
- *(b) Course Materials Development
- *(c) Scholarly Activities and Approaches to Teaching and Learning
- *(d) Leadership in Learning and Teaching

update events



Formative feedback strategies



From students' perspectives



By restrictive open access of particular parts to colleagues, it promotes sharing among colleagues on particular themes such as research topics and teaching experimentations (outcomes: being invited to be friends)

- BH Lam (C&I)

WANG LIXUN (LML)


My Collection

My Teaching Portfolio
My Scholarship of Teaching

by WANG, Lixun

Profile Information


- Postal address:** Department of English, The Hong Kong Institute of Education, 10 Lo Ping Road, Tai Po, N.T.
- Business phone:** 29487235
- First name:** Lixun
- Last name:** WANG
- Email address:** lixun@ied.edu.hk



My Teaching Philosophy

I am a committed teacher with a great and enduring passion for teaching. I believe that a responsible and conscientious attitude coupled with full and detailed preparation of both lectures, seminars and workshops are the cornerstone of good professional performance. Innovation too occupies a prominent place in my teaching philosophy. Sustained innovation, however, is perhaps the distinguishing feature of my work. What I teach is presented in meaningful contexts and I constantly provide exciting opportunities for students themselves to explore and experiment during their learning process. I am a strong proponent of self-regulated learning and believe that teachers nowadays should be facilitators rather than instructors. Multiple and diverse technological resources should, I advocate, be employed in the teaching of any subject, and collaborative and co-operative learning should be carefully nurtured.


I see Teaching and Learning as a Loop, as demonstrated below, and innovation is a key element in this loop.



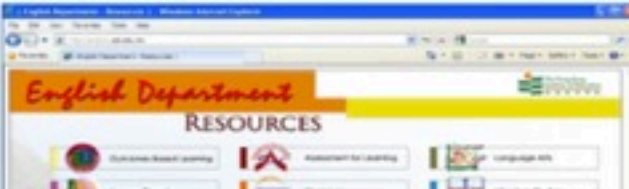
Self-developed T&L Resources

Over the years, through various TDG projects, I have developed a series of teaching resources, including:

- An online English-Chinese parallel corpus and an English-Chinese parallel concordancing programme (<http://ec-concord.ied.edu.hk/>) which are regularly used by students and staff in the English department and around the world for teaching, learning and research purposes. The following is a screenshot of the website homepage.



- The 'English Department Resources' (<http://engres.ied.edu.hk/>) Homepage hosting a series of subject-specific websites. It was created under my leadership to facilitate the sharing of teaching and learning resources among colleagues and students in the Department of English.



Promoting Learner Autonomy

A group of colleagues in the English Department and Centre for Language Education formed a special interest group and worked together on a TDG project called the Autonomy Project. It aims to promote autonomy in the students at the Hong Kong Institute of Education by providing them with hands-on experience of being in a learning environment where learner and teacher autonomy are highly encouraged.

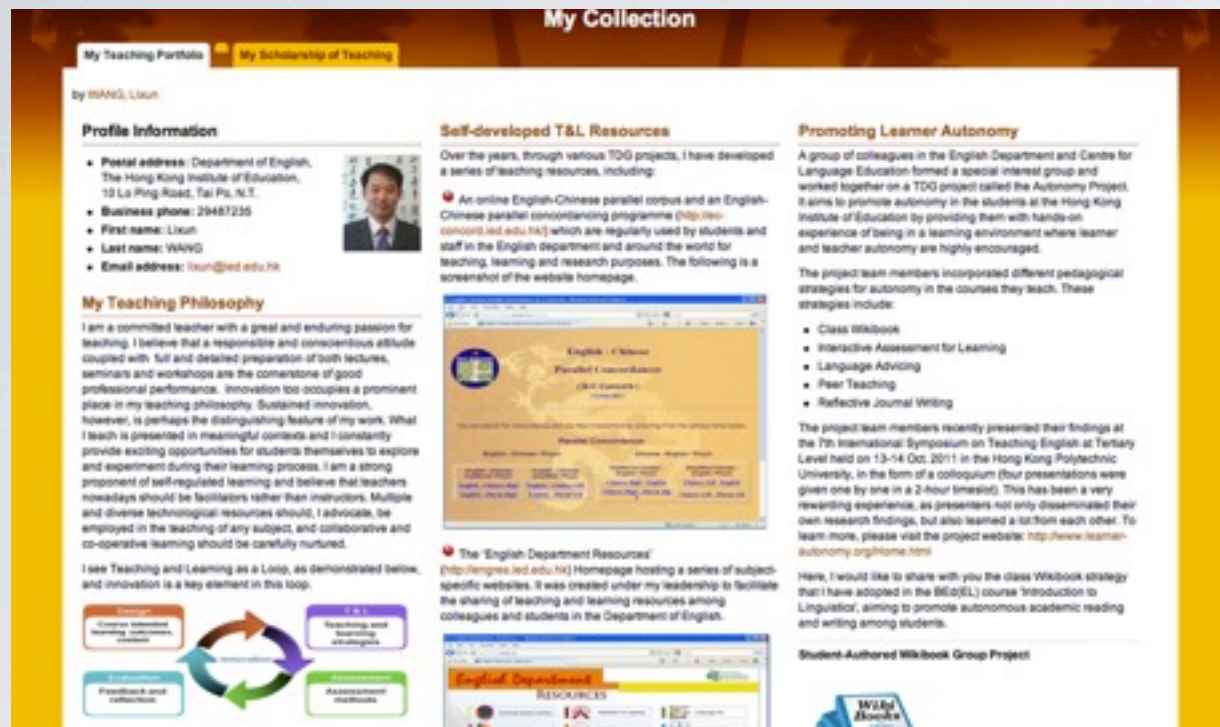
The project team members incorporated different pedagogical strategies for autonomy in the courses they teach. These strategies include:

- Self-reflection on teaching related issues
- Showcasing good practices of teaching, so as to share such practices with other colleagues
- Contributing to the establishment of a professional learning community

Rationale of building the portfolio:

- Self-reflection on teaching related issues
- Showcasing good practices of teaching, so as to share such practices with other colleagues
- Contributing to the establishment of a professional learning community

WANG LIXUN (LML)



About Me

This is the profile page for Lixun WANG

WANG, Lixun's pages

[My Scholarship of Teaching](#)

[My Teaching Portfolio](#)

WANG, Lixun's groups

[ENG1324 - Admin](#)

[TP case study_LML - Member](#)

Elements of Lixun's portfolio:

- Profile Information
- Teaching Philosophy
- Courses I teach
- Self-developed T&L Resources
- Special Interest Group: Promoting Learner Autonomy
- Scholarship of Teaching

WANG LIXUN (LML)

“Improving my own teaching practice through self-reflection;

Improving the quality of the courses I teach;

Benefiting other colleagues through sharing my good practices of teaching;

More focused investigation and promotion of particular pedagogical strategies through Special Interest Group;

Promoting scholarship of teaching through the building of a professional learning community.’”

on individual and course portfolio - Lixun Wang (LML)

A GROUP PORTFOLIO



- ✓ Sharing of Teaching Practices
- ✓ Sharing of Documents
- ✓ Online Discussion



GROUP PORTFOLIO

Exchange Corner

You are a member of this group.

[Leave this group](#)

[Invite friends](#)

[About](#) [Members](#) [Forums](#) [Pages](#) [Collections](#) [Share](#) [Files](#)

This corner is set up for teachers to exchange and share ideas and teaching materials in their own teaching and learning on courses related to Curriculum and Assessment, a core course of C&I.

While teaching is an enjoyable and creative job that one can try out innovative ideas and pedagogies, teaching is also an isolated job that keeps teachers apart. The set up of an e-sharing corner is to engage a small group of colleagues who are interested in student learning and professional development through teaching, and as new teachers to prepare courses for teaching.

Each of the members may propose topics for sharing. For materials sharing, participants can make use of the materials and make changes, and modify it for use by including a note of acknowledgment if necessary. Interactive function can be activated where suitable to encourage exchange of views.

Group administrators:  LAM, Bick Har

Created: 19 January 2012

Members: 2

Pages: 4

Files: 3

Folders: 2

Forums: 1

Topics: 0

Posts: 0

Latest Forum Posts

Views

Group pages

[Classroom issues and tips](#)

[innovations](#)

[Teaching materials sharing](#)

By setting up platforms with teaching teams and research collaborators, to enhance collaboration, exchange and building up networks (perceived outcomes: serving the purpose of mentoring on new staff members, by sharing materials and engage them) -

- on group portfolio- BH Lam (C&I)

COURSE PORTFOLIO

Course communication board

by PGDE Teaching LS

Course intended learning outcomes

目標：

在完成本單元的研習後，學員能夠：

1. 理解通識教育科的性質、宗旨和目標
2. 掌握本科相關的跨學科概念和學習策略
3. 建立任教通識教育的能力，包括計劃、實施及評估本科的學與教
4. 發展統整學習的能力，有效整合通識教育與其他學科的學習

Course outline and teaching sequence

Course outline

Teaching sequence (2012/13)

Assignment rubrics

Presentation rubrics

Student background

Student background (2012-13 Sem 1, P/T)

This group of students did not select LS as the major. Most of them are in-service teachers. They teach different school subjects in their serving schools, such as Chinese Language, Mathematics and Chemistry.

Teaching Resources

UKDSE (2012) Paper 1

Tutor sharing corner

[Students' feedback from SET questionnaire \(2011-2012 Sem 2 F/T\)](#)

Students suggested moving the topic of concept maps to the beginning of the course to allow more time for them to prepare for their assignment which incorporate drawing of concept maps. (YCLee, lecturer, 2011-2012 Sem 2 F/T)

[1st Interim reflection by YCLee \(As at 21 Sept 2012\)](#)

I have discussed two topics (argumentation, and value and decision making) in the last two lessons. The relevant materials that I distributed to the students can be found in Moodle (Lesson 2 and 3). Students should now have acquired the basic knowledge and skills for framing and evaluating argumentation using Toulmin's model which involves developing grounds (data and evidence) and warrants (reasoning mode e.g. induction, deduction, etc). They have also practiced identifying values in different issues, and how to judge or strike a balance between different conflicting values underlying a dilemma situation. Finally, I have also provided them with decision making framework for reference to facilitate them making decisions about controversial issues. These can be found in my powerpoints in Moodle. I think their mastery of these knowledges are still limited because of the limitation of time and practice. I will inform them that the coming lesson will deal in greater depth with issue-based learning, and they could have

Upcoming events

[EDB's Web-based Resource Platform \(Date: 4 Sept 2012\)](#)

EDB has developed a web-based resources platform to provide information and resources for the NSS Liberal Studies curriculum. It would like to grant permission for university staff and student teachers to access the member's area of the platform. If any student is interested in becoming a member of the platform, please let me know **by 24 September, 2012**.

Nomination form (PDF)

[https://mahara.ied.edu.hk/artefact/file/download.php?file=41189&view=7964\(WORD\)](https://mahara.ied.edu.hk/artefact/file/download.php?file=41189&view=7964(WORD))

Guidelines on application

Terms of agreement

Recent Forum Posts

Rationale:

- To provide a platform for communication by course team members;
- To facilitate management and retrieval of course documents;
- Promote planning, interim reflection and evaluation by the course team as a whole. - on group portfolio- YC Lee (SES)

COURSE PORTFOLIO

Course communication board

by PGDE Teaching LS

Course intended learning outcomes

目標：

在完成本單元的研習後，學員能夠：

1. 理解通識教育科的性質、宗旨和目標
2. 掌握本科相關的跨學科概念和學習策略
3. 建立任教通識教育的能力，包括計劃、實施及評估本科的學與教
4. 發展統整學習的能力，有效整合通識教育與其他學科的學習

Course outline and teaching sequence

[Course outline](#)

[Teaching sequence \(2012/13\)](#)

[Assignment rubrics](#)

[Presentation rubrics](#)

Student background

Student background (2012-13 Sem 1, P/T)

This group of students did not select LS as the major. Most of them are in-service teachers. They teach different school subjects in their serving schools, such as Chinese Language, Mathematics and Chemistry.

Teaching Resources

[HKDSE \(2012\) Paper 1](#)

Tutor sharing corner

[Students' feedback from SET questionnaire \(2011-2012 Sem 2 F/T\)](#)

Students suggested moving the topic of concept maps to the beginning of the course to allow more time for them to prepare for their assignment which incorporate drawing of concept maps. (YCLee, lecturer, 2011-2012 Sem 2 F/T)

[1st Interim reflection by YCLee \(As at 21 Sept 2012\)](#)

I have discussed two topics (argumentation, and value and decision making) in the last two lessons. The relevant materials that I distributed to the students can be found in Moodle (Lesson 2 and 3). Students should now have acquired the basic knowledge and skills for framing and evaluating argumentation using Toulmin's model which involves developing grounds (data and evidence) and warrants (reasoning mode e.g. induction, deduction, etc). They have also practiced identifying values in different issues, and how to judge or strike a balance between different conflicting values underlying a dilemma situation. Finally, I have also provided them with a decision making framework for reference to facilitate them making decisions about controversial issues. These can be found in my powerpoints in Moodle. I think their mastery of these knowledges are satisfactory because of the limitation of time and practice. I hope that the coming lesson will deal in greater depth with issue-based learning, and they could have

Upcoming events

[EDB's Web-based Resource Platform \(Date: 4 Sept 2012\)](#)

EDB has developed a web-based resources platform to provide information and resources for the NSS Liberal Studies curriculum. It would like to grant permission for university staff and student teachers to access the member's area of the platform. If any student is interested in becoming a member of the platform, please let me know **by 24 September, 2012**.

[Nomination form \(PDF\)](#)

[https://mahara.ied.edu.hk/artefact/file/download.php?file=41189&view=7964\(WORD\)](https://mahara.ied.edu.hk/artefact/file/download.php?file=41189&view=7964(WORD))

[Guidelines on application](#)

[Terms of agreement](#)

Recent Forum Posts

[After reading your reflection posted](#)



Information included:

- Course outline and teaching sequence
- Student background
- Teaching resources
- Tutor sharing corner
- Upcoming events
- Recent forum posts

COURSE PORTFOLIO

Course communication board

by PGDE Teaching LS

Course intended learning outcomes

目標：

在完成本單元的研習後，學員能夠：

1. 理解通識教育科的性質、宗旨和目標
2. 掌握本科相關的跨學科概念和學習策略
3. 建立任教通識教育的能力，包括計劃、實施及評估本科的學與教
4. 發展統整學習的能力，有效整合通識教育與其他學科的學習

Course outline and teaching sequence

Course outline

Teaching sequence (2012/13)

Assignment rubrics

Presentation rubrics

Student background

Student background (2012-13 Sem 1, P/T)

This group of students did not select LS as the major. Most of them are in-service teachers. They teach different school subjects in their serving schools, such as Chinese Language, Mathematics and Chemistry.

Teaching Resources

UKDSE (2012) Paper 1

Tutor sharing corner

[Students' feedback from SET questionnaire \(2011-2012 Sem 2 F/T\)](#)

Students suggested moving the topic of concept maps to the beginning of the course to allow more time for them to prepare for their assignment which incorporate drawing of concept maps. (YCLee, lecturer, 2011-2012 Sem 2 F/T)

[1st Interim reflection by YCLee \(As at 21 Sept 2012\)](#)

I have discussed two topics (argumentation, and value and decision making) in the last two lessons. The relevant materials that I distributed to the students can be found in Moodle (Lesson 2 and 3). Students should now have acquired the basic knowledge and skills for framing and evaluating argumentation using Toulmin's model which involves developing grounds (data and evidence) and warrants (reasoning methods: induction, deduction, etc). They have also practiced identifying values in different issues, and how to strike a balance between different conflicting values underlying a dilemma situation. Finally, I have also provided them with decision making framework for reference to facilitate them making decisions about controversial issues. These can be found in my powerpoints in Moodle. I think their mastery of these knowledges are still limited because of the limitation of time and practice. I will then deal in greater depth with issue-based learning, and they could have

Upcoming events

[EDB's Web-based Resource Platform \(Date: 4 Sept 2012\)](#)

EDB has developed a web-based resources platform to provide information and resources for the NSS Liberal Studies curriculum. It would like to grant permission for university staff and student teachers to access the member's area of the platform. If any student is interested in becoming a member of the platform, please let me know **by 24 September, 2012**.

Nomination form (PDF)

[https://mahara.ied.edu.hk/artefact/file/download.php?file=41189&view=7964\(WORD\)](https://mahara.ied.edu.hk/artefact/file/download.php?file=41189&view=7964(WORD))

Guidelines on application

Intended benefits:

- Facilitate team work
- Strengthen coordination within the course team
- Promote sharing of ideas for innovation and improvement
- Facilitate closing of the quality assurance feedback loop
- Improve cross-departmental collaboration and coordination

DEPARTMENTAL PORTFOLIO



- ✓ Sharing of Teaching Practices
- ✓ Sharing of Documents
- ✓ Facilitate ongoing dialogues in T&L



DEPARTMENTAL PORTFOLIO

mahara > Content | Portfolio | Groups | Logout Back

Dept of Science and Environmental Studies's Profile

Department Vision

The department aims to focus on research and scholarly activities centered round the major areas of Science and Environmental Education, the disciplined based areas in Science, General Studies and Liberal Studies which is recognized for our excellence in nurturing competent professionals in the related areas.

Updates

Teaching and Learning

- New BED Minor Course Revision Form has been uploaded
- Teaching Load 2012-13 (as at 2012/12/18) has been uploaded **New**
- Timetable 2012-13 (as at 2012/12/18) has been updated
- FE & Internship Assignment (as at 2012/11/26) has been uploaded

Upcoming Events

- 2013-01-11 (2:00 pm) - 3rd Departmental Meeting


Past Important Events

- 2013-01-11 (2:00 pm) - 3rd Departmental Meeting
- 2012-10-26 (9:30 am) - 2nd Departmental Meeting
- 2012-08-13 (8:30 am) - 1st Departmental Retreat & Meeting

Sharing Board


- Teaching & Learning
- Research Development
- Laboratory Management
- FE & Internship
- Departmental Management

Department of Science and Environmental Studies (SES)



Organization Chart

Departmental Management



```
graph TD; DM[Departmental Management] --- TL[Teaching & Learning]; DM --- RD[Research Development]; DM --- LM[Laboratory Management]; DM --- FEI[FE & Internship];
```

Rationale:

- To achieve common understanding of effective teaching and learning;
- To make T&L policies and programme information readily available for staff's reference;
- To facilitate sharing of teaching ideas within the department;
- To bridge theory and practice.

DEPARTMENTAL PORTFOLIO

maħara ▶ Content | Portfolio | Groups | Logout [Back](#)

Dept of Science and Environmental Studies's Profile

maħara ▶ Dept of Science and Environmental Studies : Content | Portfolio | Groups | Logout [Edit this page](#) [Back](#)

Main Page

by Teaching & Learning

MANAGEMENT & OPERATIONS

Calendar 2012-2013

- Academic Calendar
- FLASS Programme Calendar

Teaching Assignment

- Teaching Assignment Adjustment Scale
- Teaching Load 2012-2013 (on 2012-12-18)
- Timetable 2012-13(on 2012-12-18)
- FE & Internship Assignment (on 2012-11-26)
- Lab Technician Arrangement 2012-13 Sem I
- Lab Technician Arrangement 2012-13 Sem II
- List of Personal Tutors/Academic Advisors

Grade Submission Schedule 2012-2013

- UG, Diploma and Certificate Programme (Sem I / Sem II (Final Year) / Sem III (Non Final Year))
- Taught PG Programme (Exclude PGDE) (Sem I & II)

Major/Minor Course Revision

- Classifications of Changes to Programme

QUALITY ASSURANCE & ENHANCEMENT

Framework of Teaching and Learning

Quality Assurance/Enhancement Feedback Loop

Levels of feedback:
•Programme

Design and Planning

PROGRAMMES OF STUDY

Science and Web Technology

Education for Sustainability

Liberal Studies

General Studies

Postgraduate Diploma in Education

DLTC (SES)

DLTC Communication Board

DLTC

Share

Teach

Information included:

- Framework of quality assurance and enhancement
- Management and operational matters in relation to teaching and learning
- Links to various programmes of study administered by the department
- Link to the DLTC
- Departmental sharing board on T&L

DEPARTMENTAL PORTFOLIO

maħara > Dept of Science and Environmental Studies : Content | Portfolio | Groups | Logout [Edit this page](#) [Back](#)

Main Page

by Teaching & Learning

MANAGEMENT & OPERATIONS

Calendar 2012-2013

- Academic Calendar
- FLASS Programme Calendar

Teaching Assignment

- Teaching Assignment Adjustment Scale
- Teaching Load 2012-2013 (on 2012-12-18)
- Timetable 2012-13(on 2012-12-18)
- FE & Internship Assignment (on 2012-11-26)
- Lab Technician Arrangement 2012-13 Sem I
- Lab Technician Arrangement 2012-13 Sem II
- List of Personal Tutors/Academic Advisors

Grade Submission Schedule 2012-2013

- UG, Diploma and Certificate Programme (Sem I / Sem II (Final Year) / Sem III (Non Final Year))
- Taught PG Programme (Exclude PGDE) (Sem I & II)

Major/Minor Course Revision

- Classifications of Changes to Programme

QUALITY ASSURANCE & ENHANCEMENT

Framework of Teaching and Learning

Quality Assurance/Enhancement Feedback Loop

Levels of feedback:
•Programme

Design and Planning

PROGRAMMES OF STUDY

Science and Web Technology

Education for Sustainability

Liberal Studies

General Studies

Postgraduate Diploma in Education

DLTC (SES)

DLTC Communication Board

DLTC Membership 2012-2013

Sharing Board

Intended benefits:

- Make policies more transparent
- Promote sharing among teaching staff
- Build a culture of quality assurance and enhancement
- Enhance team work and collegiality

DEPARTMENTAL PORTFOLIO

ECE T&L e-portfolio

by ECE All Staff

T & L



Teaching & Learning

T&L Handbook

T&L Forms

Turnitin

ECE T&L Handbook (revising)

Draft documents on new programme structures

Research







Research

Research Handbook

Research Related Documents

Contents:

Name	Description
 Attachment 1_GRF.pdf	
 Attachment 2_PPR.pdf	
 Attachment 3_CRF.pdf	
 Attachment 4_QEF.pdf	

DEPARTMENTAL PORTFOLIO

ECE T&L e-portfolio

by ECE All Staff

T & L



Teaching & Learning

T&L Handbook

T&L Forms

Turnitin

ECE T&L Handbook (revising)

Draft documents on new programme structures

Research



Research

Research Handbook

Rationale:

- To create a platform for sharing teaching and learning related information and exchange ideas among staff
- To inform staff and orient new staff on departmental teaching and learning related and guidelines
- To showcase teaching innovations and staff awarded teaching project/grants
- To share current research on teaching & learning

DEPARTMENTAL PORTFOLIO

ECE Courses

sorted by course title

sorted by course code

by ECE All Staff

EdD

Course Code	Course Title
ECE7143	Critical Literature Review in Early Childhood Education
ECE8145	International Perspectives in Early Childhood Education

MEd

Course Code	Course Title
ECE6103	Art Education for Children: Contemporary Perspectives
ECE6075	Creating Contexts for Multiliteracies
ECE6074	Context for Quality Learning and Teaching in Preschools
ECE6071	Critical Issues in Early Childhood Education
ECE6076	Embracing Changes in Transitions
ECE6147	Gender Politics of Childhood
ECE6101	Implementing Language Policy in Early Childhood Education
ECE6102	Museums: Places of Learning for Children
ECE6089	Reframing Policy for Young Children
ECE6100	Teacher Professionalism and Development

DEPARTMENTAL PORTFOLIO

Research Handbook

by ECE All Staff

Research Funding Opportunities

Note 1: Forms attached are samples only.

Note 2: Times and Details are subject to change by the Funding Authority.

External Research Funding Opportunities

Source	Fund/Grant	Eligibility		Call for Application	Submission of Expression of Intention	Submission Deadline			
		Academic Staff	Teaching Staff			to HoD	to the Faculty Dean	to the CRD	to the Funding Authority
UGC/RGC	General Reserach Fund (GRF)	Y	N	August	Mid May	Late Aug	Early Sept	Mid Sept	October
UGC/RGC	Public Research Policy (PPR)	Y	N	October	N	Early Nov	Early Nov	Mid Nov	December
UGC/RGC	Collaborative Research Fund	Y	N	April	N	Early May	Early May	Mid May	June
UGC/RGC	Germany / Hong Kong Joint Research Scheme	Y	N	April	N	Early May	Early May	Mid May	June
UGC/RGC	PROCORE - France / Hong Kong Joint Research Scheme	Y	N	March	N	Early Apr	Early Apr	Mid April	May
UGC/RGC	NSFC / RGC Joint Research Scheme	Y	N	November	N	Early Dec	Early Dec	Mid Dec	January
UGC/RGC	ESRC / RGC Joint Research Scheme	Y	N	November	N	Mid Dec	Mid Dec	Early Jan	February
UGC/RGC	Fulbright Hong Kong Scholar Programme	Y	N	August	N	Mid Sept	Mid Sept	Early Oct	November

Professional learning
and sharing

On-going dialogue
in T&L Practices



Reflection,
Evaluation
and Planning

Evidence-based

BENEFITS OF PORTFOLIOS

Promote sharing and exchange among colleagues

Provide a platform for sharing ideas for innovations and improvement

Build a culture of quality assurance and enhancement

Improve teaching practices through self-reflection

Facilitate teamwork and strengthen coordination

Promote scholarship of teaching

WORKSHOP ON DIGITAL TEACHING PORTFOLIO

- 14 May 2013
- 1:30pm-2:30pm
- Library e-learning studio

- Setting up your profile
- Uploading documents
- Developing your own Page
- Creating a group

ONLINE RESOURCES

Digital Teaching Portfolio Resources

[Edit](#) [Delete](#)[About](#)[Members](#)[Forums](#)[Pages](#)[Collections](#)[Share](#)[Files](#)

Welcome to the Digital Teaching Portfolio Group.

This is an open group for teaching staff in HKIEd for support and advice on development of digital teaching portfolios.

Objectives of the project

The project aims to support academic and teaching staff at the HKIEd to develop digital teaching portfolios to build a professional learning community, which will provide them with opportunities to carry out ongoing inquiries into their own and their peers' teaching and learning practices.

Purposes of Teaching Portfolio in HKIEd

The design and implementation of digital teaching portfolio in HKIEd are aimed at:

1. Documenting evidence of teaching and learning
2. Self-reflecting on teaching and course development
3. Developing professional knowledge and skills (e.g. competences in ICT, subject knowledge)
4. Sharing and fostering ongoing dialogue about learning and teaching improvement for building up a Professional Learning Community
5. Evaluating for self appraisal; or external appraisal
6. Planning for improvement

Latest forum posts

Q&A

 [NGAI, Chiu Yee Alexandra](#)

Please post your questions here~!

[Go to forums »](#)

Online Resources

[Guidebook for developing a digital teaching portfolio](#)

[Teaching Portfolio Template](#)

CONTACT US

- Miss Alexandra Ngai (acyngai@ied.edu.hk)
- Dr Ricci Fong (riccifong@ied.edu.hk)
- Principal supervisor: Prof Lim Cher Ping (clim@ied.edu.hk)

Thank you!