Fostering Ongoing Inquiries on Teaching and Learning through Digital Teaching Portfolios at HKIEd

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OVERVIEW

- Digital Teaching Portfolio: Purpose and Components

- Rethinking Professional Learning: A Reflective Practitioner in a Professional Learning Community

- From Digital Learning Portfolio to Digital Teaching Portfolio

- Issues and Challenges

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Digital Teaching Portfolio: Purpose and Components

1. reflecting on our teaching and course development: reflect and act on evidences and revise and refine teaching and course development processes;
2. fostering ongoing dialogue about teaching and teaching improvement (greater sharing among ourselves and approaches to teaching); and hence, a more valued subject of intellectual and scholarly discussion in teaching throughout the university;
3. providing a platform for professional learning (use of templates for reflection, development of digital teaching portfolio, mentoring and peer coaching);
4. serving as a repository of reflective entries, stakeholders' evaluation, and other evidences and documentation of teaching and learning achievements; and
5. charting our own professional trajectory.

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1. Articulate a personal teaching philosophy (may include reference to university learning and teaching plans)
2. Self-reflect on their teaching or course design activities & impact on students learning outcomes and the school
3. Teaching , coordinating or/and leadership responsibilities
4. Evidence of teaching effectiveness: Results, contributions or student successes (awards)
5. Scholarship of teaching (grants, publication, T&L resource development)
6. Intentions and aspirations in teaching in the future
7. Professional learning undergone and planned

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Washington State University:

"For use in consideration for tenure or promotion (not an instrument for teaching evaluation, but a vehicle for presenting information which may include results of evaluations and which may itself contribute to evaluation)."

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Rethinking Professional Learning: A Reflective Practitioner in a Professional Learning Community

A community-based model for professional learning provides us with opportunities to carry out ongoing inquiries into our own and our peers' teaching and learning practices to engage students in their learning.

Such inquiries are pivotal to the effectiveness of professional learning where it is informed by data-driven improvement efforts that include data on student learning outcomes, and formal and informal feedback from students, peers and other stakeholders.

As these inquiries involve a community of academic and teaching staff co-developing insights about a teaching and learning innovation or addressing a teaching and learning issue, it shifts the focus of professional learning in the university from passive assimilation of information to active co-construction and sharing of knowledge
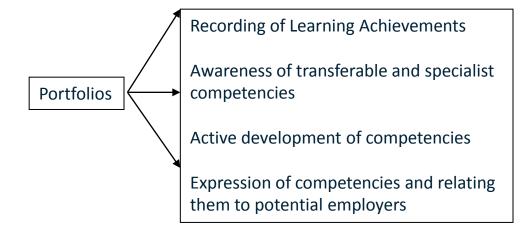
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From Digital Learning Portfolio to Digital Teaching Portfolio

Student Needs

- Learning Journey
- Learning Plan
- Professional Portfolio

Portfolios	→	Recording of Learning Achievements
		Awareness of transferable and specialist competencies
		Active development of competencies
		Expression of competencies and relating them to potential employers

Institution Needs

- Tracking student learning progress
- Collection of evidence to demonstrate competencies and learning outcomes
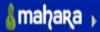
Student

- Learning
- Professional

Institution

- Programme Evaluation & Enhancement
- Accountability to Stakeholders

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1. Academic and teaching staff walking the talk
2. Just-in-time-learning for teaching and academic staff about ICT in education
3. Professional learning – Beyond one-off workshops and supply-driven professional development models
4. Professional learning community – Sharing of promising practices and lessons learnt, mentorship and support, and a culture of sharing and trust
5. Moving towards a scholarship of teaching

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My Teaching Portfolio by Cher Ping

My Teaching Portfolio

This teaching portfolio has been constructed on the basis of my journey as an educator for the last 17 years, including the first five years as a high school teacher in Singapore and the UK. It focuses on the development of my profile as a professor of education and my contributions to teaching and learning in the Hong Kong Institute of Education and the institutions that I have worked in and worked for, regionally and internationally. In the last three years as a professor, I have grown substantially as a teacher educator, researcher and education leader, and have contributed and provided leadership and scholarship to (1) the design, development, implementation and evaluation of professional learning programs for pre-service teachers, teachers, school leaders and policymakers; (2) the research and development of sustainable and scalable education innovations in schools and universities; and (3) the engagement of communities of education practitioners and policymakers in HKIEd, locally, nationally and internationally. These contributions provided a springboard for me to lead and support teaching and learning practices and policies to enhance student learning ouctomes; and engage the local, regional and international communities. This portfolio also emphasises the importance of my own socio-cultural historical context that has provided me with a solid foundation to contribute significantly to HKIEd and also to the larger teaching and learning community.

Profile Information

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My Reflective Journal Entries

- **Evidences of Growing Up Digital: Implications for Classroom Practices** in Chirp's Blog on 19 April 2012, 4:55 PM

- **My First Course in HKIEd - Student Evaluation** in Chirp's Blog on 24 October 2011, 1:11 PM

- **My First Course at HKIEd - Its Implementation** in Chirp's Blog on 24 October 2011, 12:42 PM

My First Course at HKIEd - Its Implementation

Most of the students have achieved all of the expected outcomes of the course. It was a challenge initially as about 20% of the students were not from the PVE sector and have a difficult time understanding the key issues and challenges in that sector. The first two weeks were spent working as a class to establish a general understanding of the sector and the different approaches towards PVE that have been adopted in various countries and more important, in Hong Kong.

Besides the lack of prior knowledge of the PVE context, especially in HK, a few students also struggled with some of the readings as English is not their first language. More practitioner-oriented (vs research intensive) articles may be drawn upon for the next course. Most of the students have more experiences about management practices and policies rather than evaluation practices in PVE ; hence, the latter may need to be emphasized.

The students have found the whole class teaching with group discussions and paired presentations as good ways of promoting engagement in the course. However, based on some of the group discussions, more scaffolding may need to be built in especially for the initial 2-3 sessions. It is interesting that although the MOI of the course is English, discussions in the small groups were usually Mandarin or Cantonese. This is fine as the discussion should be in a language that students can express themselves. Students were also very willing to take up responsibilities; in fact, all of the students took turns to summarise the readings and raised issues or topics for discussions.

The assessment tasks have to be properly scaffold and their criteria be clearly articulated to the students. As the first two assignments were reflective journal entries, it was important to provide students with examples and marking rubrics so that they could successfully complete the journal entries. The journal entries also served as a way to ease students into academic writing and provide ideas for the final assignment. The final assignment was a big task and there was a need to really provide a lot of guidance for this task. Students were asked to share their ideas in groups, present their outlines, and submit their drafts for discussions and comments.

This is the first course that I am teaching in HKIEd and it has been a great experience; students were always willing to share their views and experiences and they were no different with the students that I have had in Australia. It is important that we as course coordinators ensure the alignment of the teaching and learning activities with the assessment tasks, and the expectations of the latter be clearly stated.

My Teaching Portfolio by Cher Ping

My Teaching Portfolio by Cher Ping: Chirp's Blog : My First Course in HKIEd - Student Evaluation

My First Course in HKIEd - Student Evaluation

Student feedback of the course and its associated teaching, learning and assssment tasks and activities has been gathered throughout the 10 week duration, mainly informally via classroom discussions and e-mail communications. The following are some of the feedback by the students and actions taken by myself as the tutor:

- Group discussions are to be conducted in a language of familiarity (Mandarin or Cantonese) but class discussions and group presentations in English;

- Required readings to be supplemented with weblinks of relevant real world case studies; and

- Regular and detailed feedback of assignments since this course is the only course that many of them are writing for the first time in English.

Besides for the informal feedback, I have also received the end of the course student evaluation of my teaching - a formal evaluation conducted by the Institute. Although I was pleased that my SET mean score was at 3.47 which is significantly higher than institutional average of 3.16, faculty average of 3.15 and departmental average of 3.24, there were two areas that I really needed to work harder on - (1) facilitating better use of resources inside and outside the Institute (drawing upon case studies from HK is particularly important) and (2) designing a range of learning activities to meet the diverse needs of my students to stimulate their interest in the subject.

Posted by Cher Ping LIM on 24 October 2011, 1:11 PM

- What are your teaching philosophies?
- What are your teaching (leadership to support teaching) strategies?
- Are you able to provide evidences of the effectiveness of your teaching (leadership to support teaching)?
- What are your professional development needs and goals?
- Are you engaged in the scholarship of teaching? If so, in what ways?

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Issues and Challenges

Issues and Challenges

- Teaching-Research Nexus: Teaching vs Research

- Effectiveness of Teaching: Staff Appraisal, Promotion and Tenure

- Staff Buy-In: Workload, Engagement and Sustainability

- User Friendliness: ICT Competency, and Expectations

- Professional Learning Community: Reward System and Culture

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