

LML Departmental Workshop:

A guided tour to start up your Digital Teaching Portfolio (DTP)

LAI Ming and Alexandra Ngai

TDG Project at HKIEd

19 December 2013

Overview of this workshop

- Some basic ideas about digital teaching portfolio (DTP)
- Characteristics of Mahara as a platform for building portfolio pages
- Hands-on experience of building portfolio pages in Mahara
- Supportive resources for building DTP

What is a digital teaching portfolio?

- “A purposeful collection of evidence, consisting of descriptions, documents and examples of what good teaching means to teachers.” (De Rijdt et al., 2006)



Why digital teaching portfolio (DTP)?

- Documenting evidence of teaching and learning
- Sharing of teaching practice
- Self-reflecting on teaching and course development
- Planning for improvement
- Building up a Professional Learning Community

Digital teaching portfolios @ HKIEd - some examples

[Lixun Wang](#)

[Yeung Chung Lee](#)

[Celeste Yuen](#)

[Departmental &
Course Portfolios](#)

[Bick Har Lam](#)

Documents & artifacts that may be used for building DTP as proposed by Rebecca

- Lesson plans [Lesson objectives, materials, introduction, procedure, evaluation etc.]
- Students' work
- Testimonials from superiors/colleagues/students
- Standards [Standards you will be evaluated against]
- Job responsibilities
- TDG projects.
- Professional development records/plans
- Teacher Feedback Questionnaire data [Results and your reflections on it]
- Links to websites relevant to your purpose, e.g. your course site
- Photos
- Case studies [Studies of a student's growth over a period of time]
- Organising events, field study trips [Copies of programmes, correspondence with agents involved, letter of invitation, memos etc.]
- Publications related to teaching and learning'.

• Conference presentations

- Video of classroom teaching
- Class observation reports
- Digital story
- Emails/letters/cards from students/peers [Formal and informal assessments of you by students/peers]
- Goals (Short- & long-term) [Think about the important results you should accomplish as a teacher and record these as goal statements]
- Plans for professional development [Short- & long-term plans for professional development]
- Resume
- Description of workshops attended
- Special skills/knowledge [Technology skills, language skills, etc.]
- Evaluation of student work
- Teaching materials you have authored [Rubrics or assessment instruments you have developed/selected to guide and measure student performance]
- Awards/Certificates/Grants
- Action research [Research you have done about ways to improve classroom instruction, student learning, and your own practices]

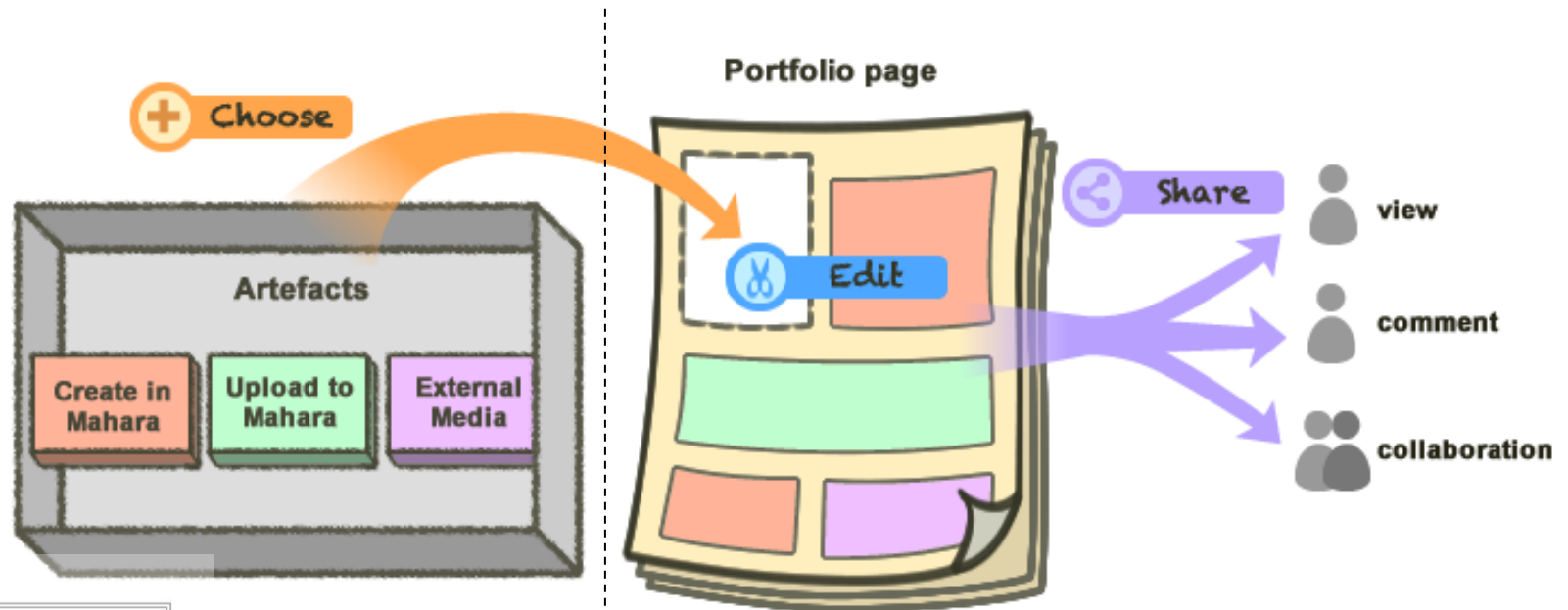
The platform used: Mahara



- A platform for online collection of digital artifacts, showcasing and online interaction
- Control access rights of individual page(s) to be viewed only by selected audiences



The logic of Mahara



Hands-on experience with Mahara

- Log-in to Mahara
- Edit profile
- Upload files
- Create and edit a portfolio page
- Share a page
 - 1) with a specific group, the whole HKIEd, or the public
 - 2) secret URL
- Create and join a group

Log-in to Mahara

- <http://mahara.ied.edu.hk>
- Or simply google “mahara ied”
- Log-in with your HKIEd username & password

Menu-bar of Mahara (top-left corner)



Homepage when you
first log in
(Announcements)

Profile Information
and Files upload

Create and Share
Portfolio Pages

Professional
Collaboration &
Community Building

Essential steps in creating and editing a Page

1. Choose menu
Portfolio > **Pages**.



2. Choose **Create Page** to open a new portfolio page. Or Click the **edit** icon to edit.

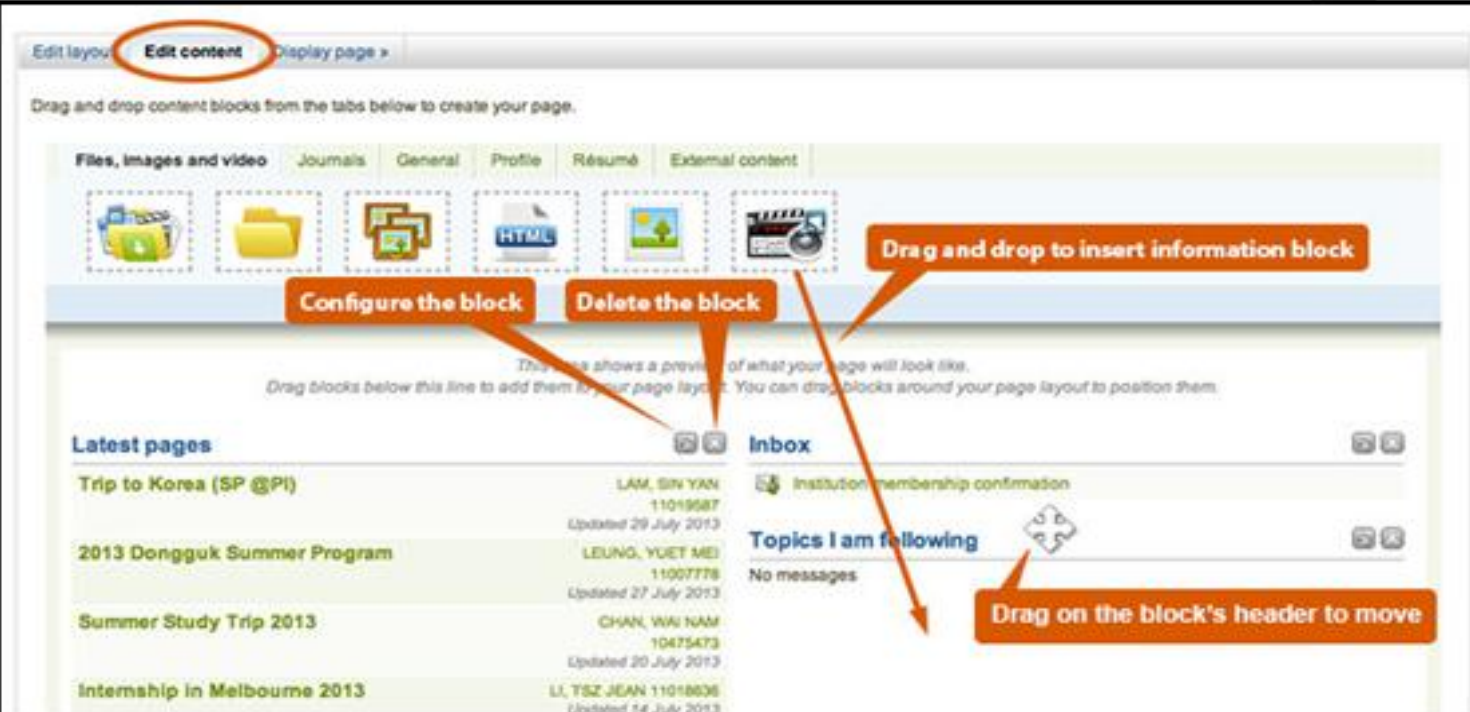



3. To add contents, **drag and drop** the *content box* into your page. You can choose the functions from the *content chooser*. The functions that are most commonly used are listed in the next section.




4. Click the Edit content tap to:

- Configure the block's setting
- Remove contents
- Insert contents
- Reposition content blocks



 **Remove** the content block

 **Reposition** the content block (users need to drag on the content block's header)

 **Configure** the content block, e.g. change the block's heading and control the information shown within the block.

5. To confirm the changes: scroll to the bottom and click the

Done button




Commonly used icons in creating and editing a Page






Display the information from your Profile.





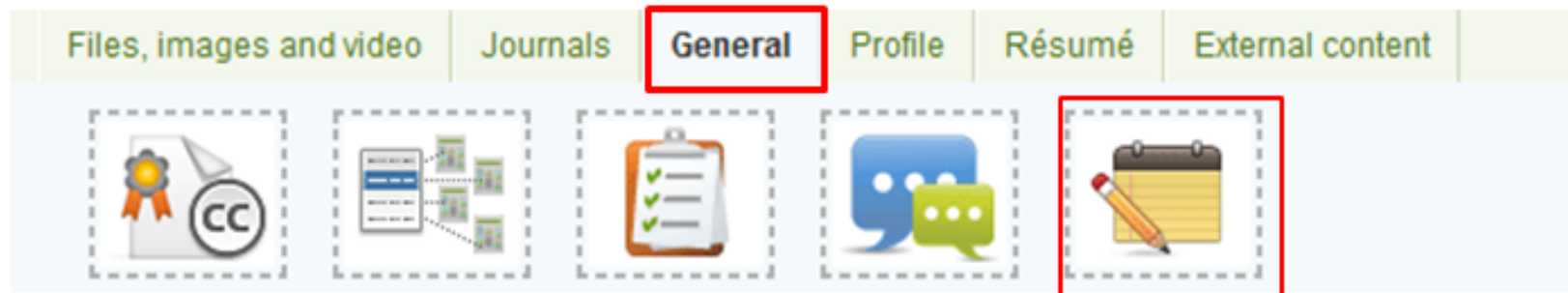
Display uploaded file(s) for people to download.



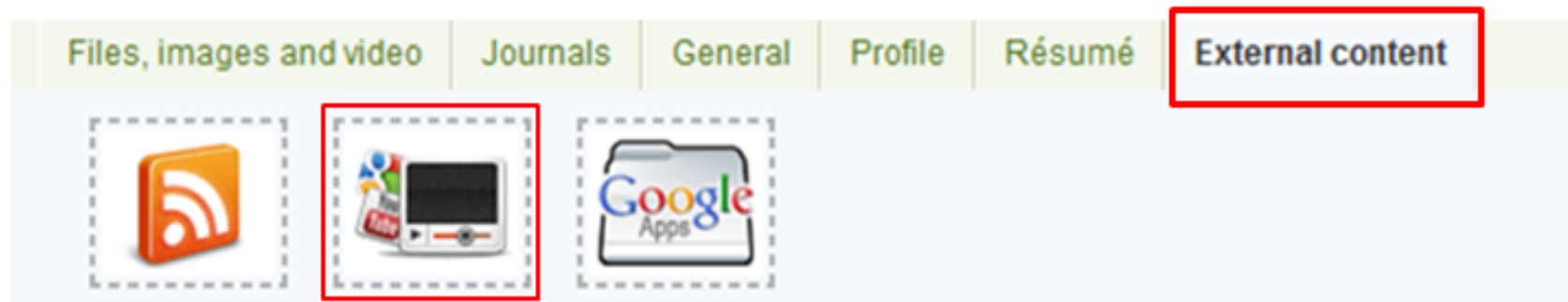
Display folder(s) created in your files repository.




Display a single image file.



	<p>Insert texts/ notes.</p>
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	<p>Display external media liked <u>SlideShare</u> presentation, YouTube and <u>Vimeo</u> video , etc.</p>

DIGITAL TEACHING PORTFOLIOS



Individual
portfolio




Group
portfolio

CELESTE YUEN (EPL)

YUEN, Yuet Mui Celeste's Profile

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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前瞻與挑戰 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. Phillon, 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)
2008	Beyond the Rhetoric: A Study of the Intercultural Sensitivity of Hong Kong Secondary School Teachers. <i>Pacific-Asian Education (PAE) Journal</i> , 18(1), 70-87.
2009	The intercultural sensitivity of student teachers in three cities. <i>Compare</i> , 39(3).
2008	The cultural and civic identity of cross-boundary and newly arrived students from Education. <i>17(2)</i> , 159-174.
2007	The intercultural sensitivity of secondary teachers in Hong Kong: A comparative professional development. <i>Intercultural Education</i> , 18(2), 129-145.
2004	Home school collaboration for border-crossing students: challenges and opportunities. <i>Childhood</i> , 3(1), 30-34.
2006	Is education an effective way to alleviate intergenerational poverty? (in Chinese)

香港標準與國際教育問題論壇



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 Shen zhen



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

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A training seminar with cross-boundary students in Shenzhen



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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)



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BH LAM (C&I)

LAM, Bick Har's Profile

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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. Eoa 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://www2.ied.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.ied.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 Inau University Grants Committee Teaching Award in 2011 (http://www2.ied.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

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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)



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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:

- Class Wikibook
- Interactive Assessment for Learning
- Language Advising
- Peer Teaching
- Reflective Journal Writing

The project team members recently presented their findings at the 7th Level Unive given rewar own r learn auton

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



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WANG LIXUN (LML)

My Collection

My Teaching Portfolio | My Scholarship of Teaching

by WANG, Lixun

Profile Information

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- First name: Lixun
- Last name: WANG
- Email address: liun@ed.hk

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

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Promoting Learner Autonomy

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- Class Wikibook
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- Language Advising
- Peer Teaching
- Reflective Journal Writing

The project team members recently presented their findings at the 7th International Symposium on Teaching English at Tertiary Level held on 13-14 Oct. 2011 in the Hong Kong Polytechnic University, in the form of a colloquium (four presentations were given one by one in a 2-hour timeslot). This has been a very rewarding experience, as presenters not only disseminated their own research findings, but also learned a lot from each other. To learn more, please visit the project website: <http://www.learn-autonomy.org/home.html>.

Here, I would like to share with you the class Wikibook strategy that I have adopted in the BEESL course 'Introduction to Linguistics', aiming to promote autonomous academic reading and writing among students.

Student Authored Wikibook Group Project

My Collection

My Teaching Portfolio | My Scholarship of Teaching

by WANG, Lixun

My books

Introduction to Linguistics

My book *Introduction to Linguistics* published by Pearson in 2011 has been adopted as a textbook by first year BEESL and BALS students in HKIED, and feedback from students have been positive.

Academic Writing in Language and Education Programme

My T&L projects

- A corpus-based online pronunciation learning system: The pedagogical applications of spoken corpus in improving Hong Kong/Mainland university students' English pronunciation (HK\$135,431, Hong Kong Institute of Education Teaching Development Grants, 2012/0-2014/5) ([Go to website](#))
- Development of Digital Teaching Portfolio to build a Professional Learning Community of the HKIED (HK\$1,580,305, Hong Kong Institute of Education Teaching Development Grants, 2011-2013) ([Go to website](#))
- Promoting autonomy by employing pedagogical strategies in a language teacher education programme (HK\$239,300, Hong Kong Institute of Education Teaching Development Grants, 2010-2011) ([Go to website](#))
- A corpus-based online learning system improving undergraduate use of lexis-grammatical forms in academic writing (HK\$208,455, Hong Kong Institute of Education Teaching Development Grants, 2009-2011) ([Go to website](#))
- English Department's Special Initiatives for Strategic Development on Outcome-Based Learning (HK\$422,800, Hong Kong Institute of Education Teaching Development Grants, 2009-2011) ([Go to website](#))
- The Development of 'The Academic Writing Handbook for Students of Language and Education Programmes' (HK\$226,800, Hong Kong Institute of Education Teaching Development Grants, 2009-2010) ([Go to website](#)) Online teaching and learning resources development for the Introduction to Language Studies module (HK\$10,000, Hong Kong Institute of Education Departmental Teaching and Learning Fund, 2008-2009) ([Go to website](#))

Scholarship of Teaching Award 2011

Videos: Interviews and my teaching activities

[Interview after winning the Scholarship of Teaching Award 2011](#)

A lesson I taught

Course: Introduction to Linguistics
Lesson Topic: Conversation Analysis
Medium of Instruction: English

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)**



DEPARTMENTAL PORTFOLIO

maħara > 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 BEEd Minor Course Revision Form has been uploaded
- Teaching Load 2012-13 (as at 2012/12/18) has been uploaded
- 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



Teaching & Learning Research Development Laboratory Management 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

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Dept of Science and Environmental Studies's Profile

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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

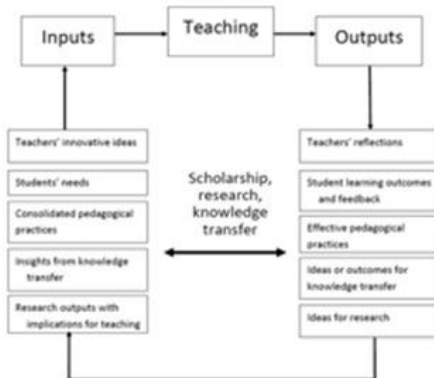
- UG, Diploma and Certificate Programme (Sem I / Sem II (Final Year) / Sem III (Non Final Year))
- Taught PG Programme (Exclude PGDE) (Sem I & II)

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 M

Sharin

Teachin

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

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Dept of Science and Environmental Studies's Profile

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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

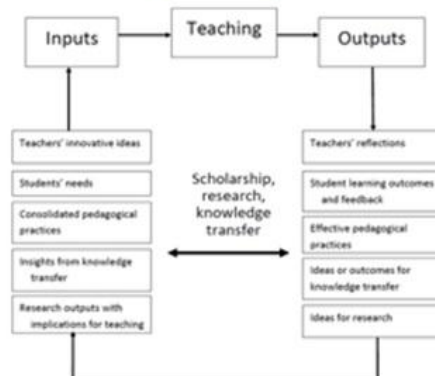
- UG, Diploma and Certificate Programme (Sem I / Sem II (Final Year) / Sem III (Non Final Year))
- Taught PG Programme (Exclude PGDE) (Sem I & II)

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

Rationale:

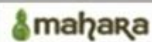
To create a platform for sharing teaching and learning related information and exchange ideas among staff

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 29

COURSE PORTFOLIO



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Course communication board

by PGDE Teaching LS

Course intended learning outcomes

目標:

Tutor sharing corner

[Students' feedback from SET questionnaire \(2011-2012\)](#)

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

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)**

Information included:

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

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



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CONTACT US

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- Miss Alexandra Ngai (acyngai@ied.edu.hk)
- Our website: (<http://www.lttc.ied.edu.hk/dtp>)
 - Resources and Support
 - 1) Online resource support group
(<https://mahara.ied.edu.hk/group/view.php?id=279>)
 - 2) Online course on building an ePortfolio:
(<https://moodle.ied.edu.hk/course/view.php?id=13521&username=guest>)

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learning community by creating
your digital teaching portfolio!**

