

# WORKSHOP 1:

## Digital Teaching Portfolios for the Enhancement of Higher Education Teaching and Learning

LIM Cher Ping

Professor, Curriculum and Instruction

Director, Centre for Learning, Teaching and Technology

24 June 2013

# Purpose and Objectives

This 90 minute workshop provides you with the rationale and ideas for using digital teaching portfolios as a platform for you to document and reflect upon your scholarship of teaching and professional development.

At the end of the workshop, you would be able to:

- (a) identify the affordances offered by digital teaching portfolio to enhance teaching and learning practices;
- (b) reflect upon your existing teaching and learning practices and identify gaps for improvement; and
- (c) develop an outline of your own teaching portfolio.

# Background of Project: Main Aim

This project aims to support academic and teaching staff at the HKIEd to develop digital teaching portfolios to build a professional learning community.

# Background of Project: Expected Outcomes

- (1) *Construction of a set of mechanisms (professional development, guidelines and resources) to support academic and teaching staff in the development of their own digital teaching portfolios to (i) critically reflect on their own teaching and learning practices, (ii) engage in ongoing dialogues and collaborations with peers to improve teaching and learning, and (iii) participate in intellectual and scholarly discussions of teaching and learning at the Institute.*
- (2) *Establishment of a professional learning community of academic and teaching staff through digital teaching portfolios that provides them with (i) opportunities to carry out ongoing inquiries into their own and their peers' teaching and learning practices, and co-develop insights about teaching and learning innovations or/and addressing teaching and learning issues, and (ii) a platform for intellectual reconstruction and leadership development of teaching and learning at the Institute.*

# Overview of Workshop

- Digital Teaching Portfolio: Purpose and Components
- Rethinking Professional Learning: A Reflective Practitioner in a Professional Learning Community
- Examples of Digital Teaching Portfolio
- Support Resources
- Activity
- Issues and Challenges

# Digital Teaching Portfolio: Purpose and Components



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## Digital Teaching Portfolio: Purpose

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.

# Digital Teaching Portfolio: Purpose



- a self-oriented learning platform| for online collection of digital artefacts, showcasing and online interactions;
- Control access rights of individual page (s) to be viewed only by selected audiences.





## Digital Teaching Portfolio: Components

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

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



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# Questions to Ponder

- What are some of the common beliefs that you share with teachers in your education institutions?
- How often do you talk to your colleagues about higher education teaching and learning? What do you usually talk about?

## Rethinking Professional Learning: Ongoing Inquiries of T&L

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



# Examples of Digital Teaching Portfolio



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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 outcomes; 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

- **First Name:** Cher Ping
- **Last Name:** LIM
- **Personal Website Address:**



### 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 Teaching Portfolio by Cher Ping: Chirp's Blog : My First Course at HKIEd - Its Implementation

## 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 assessment 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.



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





## My Teaching Portfolio

### 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](mailto: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 Advicing
- 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.learner-autonomy.org/Home.html>

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

### Student-Authoring Wikibook Group Project





My Scholarship of Teaching - Windows Internet Explorer

File Edit View Favorites Tools Help

Google

Search Share More

Google

https://mahara.hkied.edu.hk/view.php?id=5146

English-Chinese Parallel Conc... My Scholarship of Teachi... The Hong Kong Institute of E... Home - Mahara @HKIED ePor...

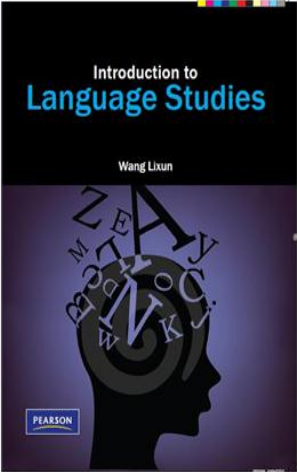
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My Collection: My Teaching Portfolio My Scholarship of Teaching

My Scholarship of Teaching

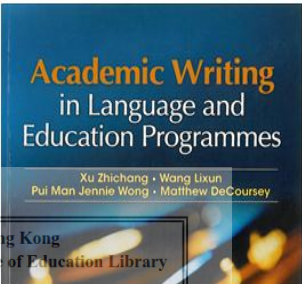
My books

Introduction to Linguistics



My book *Introduction to Language Studies* published by Pearson in 2011 has been adopted as a textbook by first year BE(EL) and BA(LS) students in HKIED, and feedback from students have been positive.

[Academic Writing in Language and Education Programmes](#)



My TDG projects

Development of Digital Teaching Portfolios to build a Professional Learning Community at the HKIEd. (HK\$1,590,000. Hong Kong Institute of Education Teaching Development Grants, 2011-2013) (Co-Investigator)

Promoting autonomy by employing pedagogical strategies in a language teacher education programme. (HK\$239,306. Hong Kong Institute of Education Teaching Development Grants, 2010-2011) (Co-Investigator)

A corpus-based online learning system: improving undergraduates' use of lexico-grammatical items in academic writing. (HK\$308,400. Hong Kong Institute of Education Teaching Development Grants, 2009-2011) (Co-Investigator)

English Department's Special Initiatives for Strategic Development on Outcome-Based Learning (HK\$422,830. Hong Kong Institute of Education Teaching Development Grants, 2008-2011) (Principal Investigator)


The Development of 'The Academic Writing Handbook for Students of Language and Education Programmes' (HK\$238,800. Hong Kong Institute of Education Teaching Development Grants, 2008-2009) (Co-Investigator)

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) (Principal Investigator)

Promoting online academic reading through Web-based blended learning in the Department of English (HK\$135,000. Hong Kong Institute of Education Teaching Development Grants, 2007-2008) (Principal Investigator)


Developing subject-specific websites to support online delivery of modules offered by the Department of English (HK\$222,977. Hong Kong Institute of Education Teaching Development Grants, 2007-2008) (Principal Investigator)

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

Description:  
For the first 20 minutes of the lesson, a group of 4 students were required to give an oral presentation on the framework of the Wikibook chapter

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# LEE, Yeung Chung's Profile

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

Invite to

[Send invite](#)

## About Me

I am an associate professor at the Department of SES. My teaching areas are science education, liberal studies, and biology education.



- **First name:** Yeung Chung
- **Last name:** LEE
- **Email address:** [yclee@ied.edu.hk](mailto:yclee@ied.edu.hk)

## My portfolio

[Teaching](#)

[Programme management](#)

[Research](#)

[Community](#)

## Programme Coordination

[BEd\(LS\) & BA\(LSE\)](#)

[BA\(EfS\)](#)

## Departmental Learning & Teaching Committee (D LTC)

[DLTC Communication Board](#)

[Course reflections](#)

## Teaching Philosophy

In exercising my dual role as a university faculty member and a teacher educator, I cannot help asking myself these questions: To what extent are teachers practising what their teacher educators have taught them during teacher training? How often do we observe qualified teachers teaching to the textbook, succumbing to pressure from parents or administrators, and reinforcing a school culture that is not so conducive to achieving meaningful learning outcomes? How many times have we heard of complaints from teachers that the classroom environment has become so complex and difficult as a result of endless curriculum reforms that the theories they learnt can do little to alleviate the situation? How can teaching or teacher education and academic research be articulated in a more fruitful and mutually reinforcing way to resolve these tensions?

We are all well aware that the university, the pinnacle of the academia, is endowed with the responsibility of generating new knowledge through research. However, it should also be borne in our mind that this body of knowledge is largely for the betterment of society, and, as part of human culture, has to be transmitted to our younger generation through education in which teaching plays a important part. The relationship between research and teaching is even more pronounced in the teacher education faculty, where research is about generating new knowledge or theories for enhancing teaching and educational practices. This entails a better and stronger articulation between research and teaching, and between theory and practice.

As a teacher educator in science education, Liberal Studies, and health studies, the theories that guide my classroom decisions are based on the constructivist learning paradigm in which students are seen as active agents constructing knowledge they genuinely own. This construction process is a complex activity involving multiple dimensions including cognitive reasoning, motivation, social learning through collaborating with peers, and metacognitive reflection. The ability to think metacognitively is particularly important for university education as students are expected not only to acquire knowledge, but also to reflect on what they know, what they don't know, and what

## LEE, Yeung Chung's groups

[BEd\(LS\) & BA\(LSE\) - Admin](#)

[Dept of SES - Admin](#)

[Peer group - Admin](#)

[PGDE Teaching LS - Admin](#)

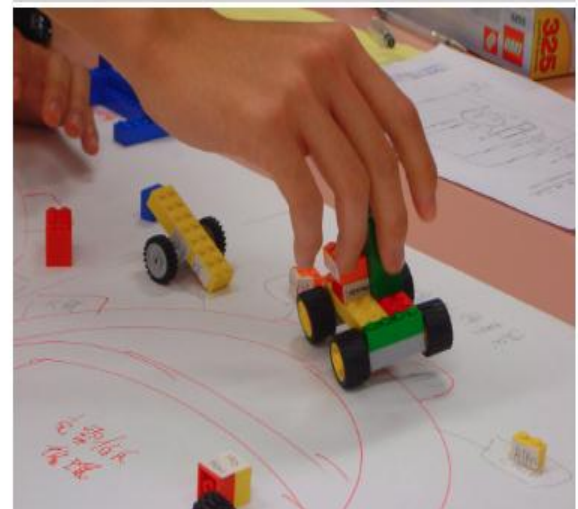
[Research project group - Admin](#)

[SES Learning & Teaching - Admin](#)

[Sharing Board - Admin](#)

[Teaching & Learning - Admin](#)

## Learning through generating analogy - a knowled ge-transfer project



**LEE, Yeung Chung's wall**

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# COURSE PORTFOLIO

## PGDE Teaching LS

[About](#) [Members](#) [Pages](#) [Collections](#)

This is a group comprising team members teaching the PGDE LS methods course

### Aim of the group

To facilitate communication between course tutors to enhance quality of teaching and learning.

### PGDE programme coordination

Policy and information about the PGDE LS programme

### Course: Teaching and Learning LS (P/T)

Course coordination board

### DLTC communication board

General information about teaching and learning (SES)

**Group administrators:**  LEE, Yeung Chung

**Created:** 22 August 2012

**Members:** 2    **Pages:** 4    **Files:** 11    **Folders:** 0    **Forums:** 1    **Topics:** 3    **Posts:** 9

### Latest Forum Posts



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### 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.



# COURSE PORTFOLIO

## PGDE Teaching LS

About Members Pages Collections

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### 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

# DEPARTMENTAL PORTFOLIO

## 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 BEa 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
- 2012-09-13 (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

### 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

mahara > Content | Portfolio | Groups | Logout

Back

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### Sharing Board

Teaching & Learning

Research Development

Laboratory Management

FE & Internship

Departmental Management

### Department of Science and Environmental Studies (SES)



### Organization Chart



### 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

### Intended benefits:

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



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# T&L

T&L Handbook

T&L Forms

Turnitin

ECE T&L Handbook (revis...

by ECE All Staff

## T&L Forms

Form No.	Title of the form	Corresponding procedures in T&L Handbook
TL01	Course Progression Template	Annex F - Procedures for Preparation of Course Progression
TL03	Record on Double Marking	Annex G - Submission of Course Assignment and Grades
TL04	Template to calculate final grade for multi-assessments (score entry)	
TL05	Template to calculate final grade for multi-assessments (grade entry)	
TL06	Course Evaluation Report Template	
TL07	Course Change Proforma (Team 1)	Annex I - Procedures for Handling Major/ Minor Course Changes
TL08	Course Change Proforma (Team 2)	
TL09	Course Change Proforma (Team 3)	
TL10	Course Change Proforma (Team 4)	
	GPO Minor Course Revision Form	
TL11	Course File Template	Annex K - Procedures for Submission of Course File
TL12	Course Outline Template (Non-OBL format)	Annex L - Guidelines for Preparation of Course Outlines
TL13	Course Outline Template (OBL format)	
TL14	Guest Speaker Request Form	Annex M - Procedures for Invitation of Guest Speakers/ Instructors/ Coach
	Personal Particular Form	
	Personal Particular Form (Overseas person)	
	Payment Form	
TL15	Record on a case of Academic Dishonesty	Annex R - Procedures for Handling Academic Dishonesty
TL16	Self Reflective Report	Annex V - Self Reflective Report
TL17	Peer Observation Form	Annex W - Peer Observation Form
TL18	Examination Invigilation Form	Annex X - Guidelines for Arranging Examination
TL19	Examination Invigilators Attendance List	
TL20	Examination Invigilators Attendance List	Annex Y - Examination Invigilators Attendance List



# T&L

T&L Handbook

T&L Forms

Turnitin

ECE T&L Handbook (revis...

by ECE All Staff

## Departmental Quality Assurance Mechanism and Teaching & Learning Related Activities

Annex A:	Objectives of Quality Assurance and Enhancement Plan for ECE Courses
Annex B:	Quality Assurance and Enhancement Activities
Annex C:	Quality Assurance and Enhancement Actions for Delivery and Development of ECE courses
Annex D:	Role of Individual Lecturers, Course Coordinators and Course Team Leaders
Annex E:	Procedures for Developing Courses for Specialism
Annex F:	Procedures for Preparation of Course Progression
Annex G:	Submission of Course Assignment and Grades (incl. handling students' appeal cases)
Annex H:	Submission of Course Evaluation Reports
Annex I:	Procedures for Handling Major/ Minor Course Changes
Annex J:	Procedures for Handling Report on Follow-up Actions of External Examiner's Report
Annex K:	Procedures for Submission of Course File
Annex L:	Guidelines for Preparation of Course Outlines
Annex M:	Procedures for Invitation of Guest Speakers/ Instructors/ Coach
Annex N:	Guiding Notes on Timetable
Annex O:	Guiding Principles and Procedure for Change of Teaching Timetable
Annex P:	Procedures for Handling Lecturers' Unexpected Absence from Class
Annex Q:	Procedures for Student Evaluation of Teaching
Annex R:	Procedure for Handling Academic Dishonesty



# Benefits of Digital Teaching Portfolio

*“exploring alternatives to establish links with students and professional friends.*

*encourage dialogues and exchange with readers with common interests.” -*  
on individual portfolio- **Celeste Yuen (EPL)**

*“promotes sharing among colleagues on particular themes such as research topics and teaching experimentations”*

*“enhance collaboration, exchange and building up networks” on individual and group portfolio-*

**BH Lam (C&I)**

*“Improving my own teaching practice through self-reflection and 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 group portfolio-***Lixun Wang (LML)**





# Benefits of Digital Teaching Portfolio

*“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.” on course portfolio- **YC Lee (SES)***

*“Make policies more transparent; Promote sharing among teaching staff; Build a culture of quality assurance and enhancement; Enhance team work and collegiality.” - on departmental portfolio- **YC Lee (SES)***

# Support Resources



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# Teaching Portfolio - Mahara User Guide for Academic Staff



# Table of Contents

	Page
<b>FOREWORD .....</b>	<b>3</b>
<b>1. LOGGING INTO MAHARA .....</b>	<b>4</b>
<b>2. SET UP YOUR INDIVIDUAL PROFILE .....</b>	<b>4</b>
<b>3. YOUR PROFILE PAGE .....</b>	<b>7</b>
<b>4. ADD A TEXT BOX TO YOUR PROFILE PAGE .....</b>	<b>8</b>
<b>5. ADDING AN IMAGE TO YOUR TEXT BOX .....</b>	<b>9</b>
<b>6. SETTING UP YOUR PORTFOLIO PAGE .....</b>	<b>10</b>
<b>7. MY VIEWS SUMMARY .....</b>	<b>15</b>
<b>8. CHANGING THE LAYOUT OF A VIEW .....</b>	<b>16</b>
<b>9. EDIT A BLOCK .....</b>	<b>17</b>
<b>10. APPENDIX .....</b>	<b>17</b>





# Teaching Portfolio Template

by Teaching Portfolio Website

You may wish to use this [template](#) or format as a reference for how to structure your Teaching Portfolio.

## Component 1 - Add Your Profile Information

Add your profile information as shown below together with your photo.

### Profile Information

- First Name:
- Last Name:
- Occupation:
- Email Address:

## Component 2- Add a Narrative of Your Teaching Philosophy

Add a narrative of your teaching philosophy using the following prompts:

1. Why is teaching important to me?
2. How do you put your philosophy of teaching into practice?
3. What metaphor would best describe your teaching practice?
4. How would you describe the ideal outcome of your teaching in terms of a student's behavior? What should the student know or be able to do? How does this tie specifically to your discipline?
5. What do you feel you need to change in how you teach? What difference will this make? Could you express this in terms of desired outcomes, then re-express this in terms of underlying values?
6. What makes you feel good about teaching? What gives you reward?

## Component 3 - Add a Narrative of Your Teaching Strategies and Leadership

Add a narrative of your teaching strategies and leadership. Use the following prompts to help guide you:

1. How would you define "teaching leadership"? Be sure to provide specific examples.
2. On what issues do you think it's most important for teachers to assert themselves as leaders? Briefly describe what you learned about your teaching/leadership style, ability to manage the classroom, organize classroom routines, and

## Component 4- Provide Evidence of Your Teaching Effectiveness

Provide evidence of your teaching effectiveness using the following prompts to help guide you:

1. Discuss successes and challenges your students experienced during teaching experience and the role your teaching skills (content knowledge, strategies, behavior management approach, etc.) played in your students' learning. Provide specific examples.
2. Given your experience, describe and discuss any general insights into the nature of student learning and motivation processes you have gained that will make you an effective teacher.
3. What did you discover to be your greatest strength(s) as a teacher? Be sure to provide specific examples.
4. How can you best use your strengths as a teacher to maximize the positive impact you will have on student learning?
5. In what ways do you intend to insure your continual development as a teaching professional in order to be prepared to positively impact student learning? Be specific.

## Component 5 - Add Your Reflective Journal Entries

The purpose of this reflective journal is to summarize the contents of your teaching portfolio, to reflect on what you have learned and how your approach to teaching has changed. Consider the following prompts when writing your reflective journal:

1. Who are your students? Are they first-year? Seniors? Majors/non-majors? Working professionals? Describe how your course syllabus is designed to communicate to your students and how it both challenges and offers support for their learning.
2. How have you planned or revised your course outline to prepare students to fulfill the course intended learning outcomes (CLOs)?
3. Provide examples of some of the instructional techniques you used in class? What kinds of learning did you expect to take place as a result of these instructional techniques?
4. Discuss the sequence of topics and assignments in your course. What were your

## Component 6 - Identify Your Professional Development Needs & Goals

As a teacher, you will be aware of the importance of reflective practice in helping you to develop the essential knowledge, understanding and skills necessary to become an effective classroom practitioner.

Use the following prompts to help you to maximize your professional potential to yourself, your students and the community within which you work:

1. Identify your professional development needs and goals;
2. What do you consider to be your main strengths and achievements as a teacher?
3. Provide examples of your professional strengths including those which show how you are meeting the learning needs of your students. How might you build on these strengths in your professional development?
4. As you look ahead you may be thinking about your long-term professional goals and aspirations. What thoughts do you have about how you would like to see your career develop?
5. What opportunities are there for peer-teaching?
6. How do I plan, set and assess coursework that extends students' learning?
7. How do I use assessment techniques appropriately to set challenging learning outcomes and monitor progress and attainment?

## Component 7 - Demonstration of Scholarship of Teaching

Add a narrative of your demonstration of scholarship of teaching using the following prompts:

1. What interventions/strategies generate learning in my course or other learning environment?
2. How effective are those interventions/strategies at present? How do I know (what evidence do I have to support my judgment)?
3. What do principles of good practice (in my pedagogy, in my discipline) suggest as possible ways to enhance student learning outcomes?
4. To what extent does my departmental and/or institutional context support and reward the scholarship of teaching and learning? What are the implications for me?



# Activity



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# Issues and Challenges



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# 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

THANK YOU



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