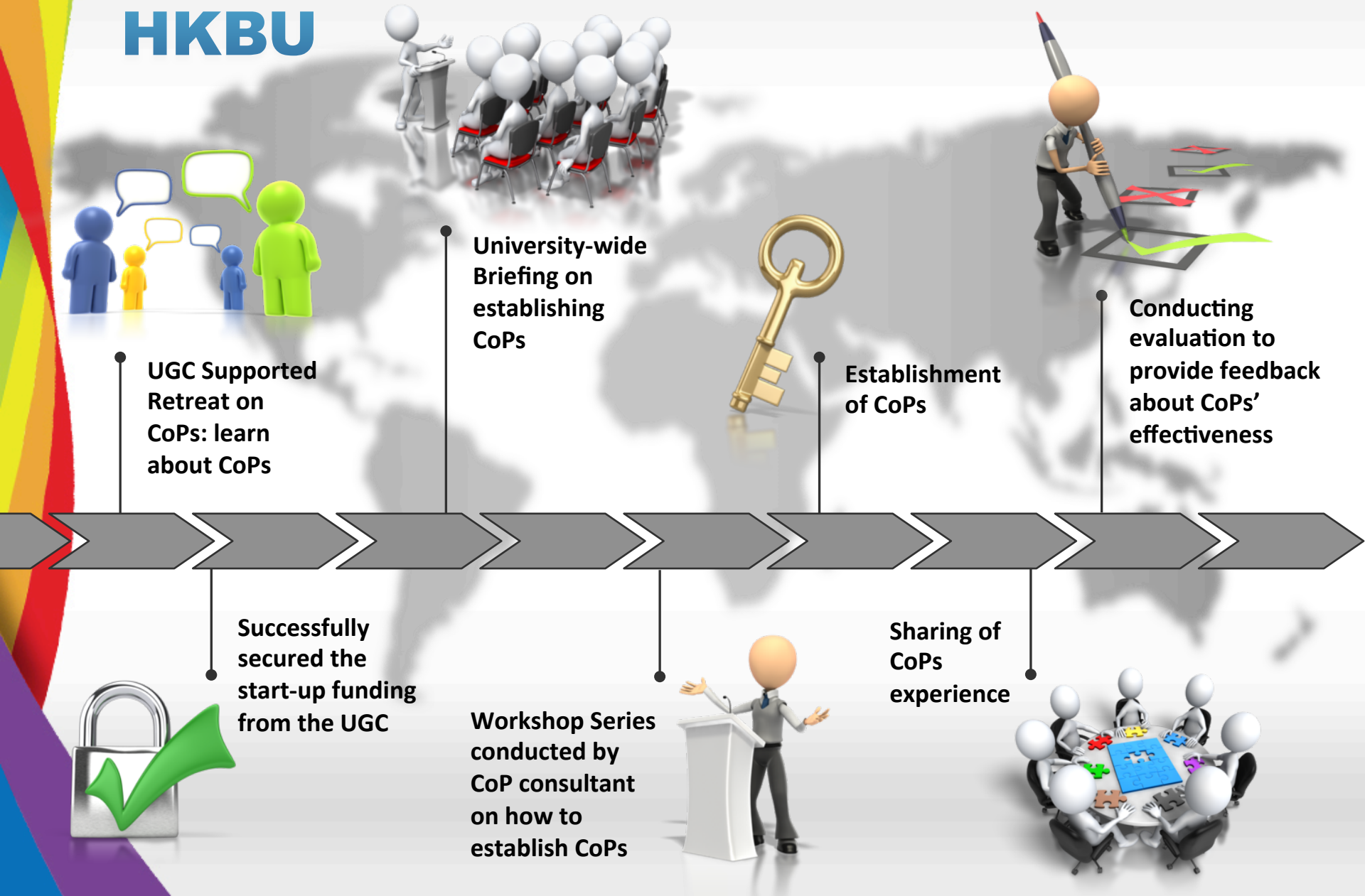# The Development of CoPs at HKBU

By Angela Ng, Language Centre, HKBU
COP Forum CUHK June 16, 2017

CoPs at HKBU

- HKBU received **start-up funding** from the University Grants Committee (UGC) and matched with its own funds to establish Communities of Practice (CoPs).

- Faculty Community of Practice (CoP)
  - a cross-disciplinary group of faculty and staff members engaging in collaborative activities for enhancing teaching and learning (Cox, 2004)

- Whole Person Education (WPE) - overarching principle of CoPs:
  Helps HKBU students to think creatively, critically and positively

- 5 themes:
  1) Development of the new **4-year degree** - **Academic Advising**
  2) **Assessing learning outcomes** - programme ILOs and University's Graduate Attributes
  3) Enhancing Teaching & Learning - **online resources and eTools**
  4) Enabling **students to achieve excellence** – showcasing/ publishing quality student work
  5) Establishing a community of scholars for **interdisciplinarity**

Milestones of CoPs Development at HKBU

University-wide Briefing on establishing CoPs

UGC Supported Retreat on CoPs: learn about CoPs

Establishment of CoPs

Conducting evaluation to provide feedback about CoPs' effectiveness

Successfully secured the start-up funding from the UGC

Workshop Series conducted by CoP consultant on how to establish CoPs

Sharing of CoPs experience

Selection Criteria of CoPs project

Relevance
- addresses a pertinent teaching and learning issue at HKBU
- falls within the remit of our five themes for CoPs

Design
- clear goals, specific activities and intended outcomes
- roles and responsibilities of CoP coordinators and members
- variety of activities

Influence
- enhance the teaching and learning environment
- sizeable numbers of teachers and students
- within and/or outside the University

Sustainability
- extending the CoP to a broader university population
- sustaining the initiative(s) in future

Monitoring Mechanism
- monitor the effectiveness

Evaluation of Effectiveness
- evaluate effectiveness and outcomes
- processes in place for improvement

Outcomes Dissemination
- share findings/ outcomes within and outside the University community

More details at http://chtl.hkbu.edu.hk/main/cops-funding/

CoPs established at HKBU since 2013

Whole Person Education in Medical Services
Abstract · Photos

Development of Teaching Portfolio Framework
Abstract

Enhancing Students' Graduate Attributes through PBL & Service Learning
Abstract · Photos

Environmental Science Education
Abstract · Dissemination

Create a Model for Student e-Portfolios
Abstract · Photos

Holistic Mentoring Programme & Comprehensive Proficiency Test in Analytical Science
Abstract · Photos

The Data & News Society (D&N)
Abstract

http://chtl.hkbu.edu.hk/main/cops-funding/

Enhancing students' graduate attributes (GAs) through problem based learning and service learning in formal academic courses

The Rainbow Team

Whole Person Education in HKBU

Nurture our students as
whole persons:

    Skills essential in the
    21st Century:

7 HKBU Graduate Attributes

HKBU GAs		Name of the rubric created
CITIZENSHIP	**Be responsible citizens with an international outlook and a sense of ethics and civility.**	**Ethical Reasoning** **Social/Civic Responsibility** **Cross-cultural competence**
KNOWLEDGE	**Have up-to-date, in-depth knowledge of an academic specialty, as well as broad range of cultural and general knowledge**	**Interdisciplinary knowledge** **Disciplinary Exposure**
LEARNING	**Be independent, lifelong learners with an open mind and an inquiring spirit.**	**Lifelong Learning** **Self-Development/ Spirituality**
SKILLS	**Have the necessary information literacy and IT skills, as well as numerical and problem-solving skills, to function effectively in work and everyday life.**	**Information Literacy** **Technological Literacy** **Problem-solving** **Quantitative Reasoning**
CREATIVITY	**Be able to think critically and creatively.**	**Critical Thinking** **Creative Thinking**
COMMUNICATION	**Have trilingual and biliterate competence in English and Chinese, and the ability to articulate ideas clearly and coherently.**	**Oral Communication** **Written Communication**
TEAMWORK	**Be ready to serve, lead and work in a team, and to pursue a healthy lifestyle.**	**Team Building** **Health Awareness**

Goal of our Community of Practice (CoP)

- **Assess students' attainment of institution-level Graduate Attributes (GAs) through teaching and learning activities**

Teaching & Learning Activities (TLAs)

- **Problem-Based Learning (PBL)**
- **Service Learning (SL)**

Problem Based Learning Experiences

CoP Membership: Coordinators and Members

	Name	Dept.	Faculty/School/Academy
Principal Coordinator	Professor Siu Yin CHEUNG	PE	Faculty of Social Sciences
Coordinator	Dr. Kevin YUE	SCM	School of Chinese Medicine
Founding Members	Professor Cindy CHU	HIST	Faculty of Social Sciences
	Dr. Theresa KWONG	CHTL	
	Mr. Peter LAU	CHTL	
	Dr. Yvonne LO	AF	School of Communication
	Ms. Angela NG	LC	Faculty of Arts
	Ms. Meimi NG	OVPAS	
	Professor Ken YUNG	BIOL	Faculty of Science
Members	Dr. Noel Siu	MKTG	School of Business
	Ms. Peggy Choi	PE	Faculty of Social Sciences
	Dr. Vincent Leung	MKTG	School of Business
Student Member	Mr. Roger LO	PE	Faculty of Social Sciences

Members of the CoP meet for a seminar /working session once every 3 weeks

Implementation of PBL & SL

- **Term 1: Semester 2, 2013 – 2014**
- **Term 2: Semester 1, 2014 – 2015**
- **Term 3: Semester 2, 2014 – 2015**
- **Term 4: Semester 1, 2015 – 2016**
- **Term 5: Semester 2, 2015 – 2016**
- **Term 6: Semester 1, 2016 - 2017**

30 Courses – Problem-Based Learning
8 Courses – Service Learning

Term 1: PBL
GAs emphasized in each course

Course	HKBU GAs emphasized
BIOL3350 **Neurobiology**	➢ Knowledge – Interdisciplinary Knowledge ➢ Creativity – Critical Thinking
BMSC1015/BMSC1009 **Biochemistry & Molecular Biology**	➢ Knowledge – Interdisciplinary Knowledge ➢ Skills – Problem Solving ➢ Teamwork – Team Building
CTV1660/FILM2007 **Principles of Photo Imaging**	➢ Skills – Problem Solving
GCLA1009 **University English II**	➢ Skills – Information Literacy ➢ Teamwork – Team Building ➢ Communication – Oral Communication
PERM1007&1140 **Sport & Exercise Psychology**	➢ Knowledge – Disciplinary Knowledge ➢ Skills – Problem Solving ➢ Creativity – Creative Thinking
HIST2220 **Foreign Relations of Modern China**	➢ Communication – Oral Communication ➢ Communication – Written Communication ➢ Skills – Information Literacy

Term 2: PBL
GAs emphasized in each course

Course	HKBU GAs emphasized
FILM2007 **Principles of Photo Imaging**	➤ Knowledge – Interdisciplinary Knowledge ➤ Creativity – Critical Thinking ➤ Skills – Problem Solving
GCLA1008 **University English I**	➤ Knowledge – Disciplinary Knowledge ➤ Communication – Oral Communication ➤ Teamwork – Team Building
GDSC1017 **Science Principles behind the Movies**	➤ Knowledge – Interdisciplinary Knowledge ➤ Creativity – Creative Thinking ➤ Skills – Technological Literacy
MKT2310/MKTG2005 **Marketing Management**	➤ Citizenship – Cross Cultural Competence ➤ Knowledge – Disciplinary Knowledge ➤ Skills – Problem Solving ➤ Teamwork – Team Building

Term 2: SL
GAs emphasized in each course

Course	HKBU GAs emphasized
GDSC1887 **Paths to Service Leadership in Health Service**	➢ **Citizenship – Social Responsibility** ➢ **Teamwork – Team Building**
SRL3160 **Sport & Recreation for Persons with Physical & Intellectual Disabilities**	➢ **Citizenship – Social Responsibility** ➢ **Knowledge – Disciplinary Exposure** ➢ **Teamwork – Team Building**

Schedule

Period	Stage	Details
Nov 2013 – Jan 2014	- Literature Review - Design Learning and Teaching Activities	- Literature Review on PBL & SL and design of surveys - Incorporate PBL / SL components into the curriculum of the courses

- **Term 1: Problem Based Learning**

Period	Stage	Details
Jan – Apr 2014	- Pre- and post-survey	- Students' self-evaluation on the perception and attainment of the GAs at the beginning and end of semester
May – Jun 2014	- Interviews	- Focus Group Interviews for Students - Individual Interviews for Teachers
Jun – Sep 2014	- Evaluation	- Consolidate data & evaluate the process - Sharing of experience

Schedule

- **Term 2: Problem Based Learning / Service Learning**

Period	Stage	Details
Sep - Dec 2014	- **Pre- and post-survey**	- **Students' self-evaluation on the perception and attainment of the GAs at the beginning and end of semester**
Dec 2014 – Jan 2015	- **Interviews**	- **Focus Group Interviews for Students** - **Individual Interviews for Teachers**
Jan – Mar 2015	- **Evaluation**	- **Consolidate data & evaluate the process** - **Sharing of experience**

Self-evaluation on HKBU's Graduate Attributes

HONG KONG BAPTIST UNIVERSITY
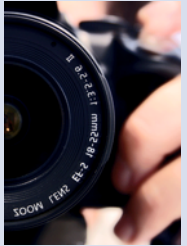
Self-evaluation on HKBU's 7 Graduate Attributes

This questionnaire aims to help you evaluate your *CURRENT ATTAINMENT* based on your learning experience before enrolling into this course. *You are requested to rate to what extent you think you have achieved or made progress in the following 7 Graduate Attributes on a scale of 1-10.* Please be warmly reminded that your answers are for research purposes only, so there is no right or wrong answer to the questions.

	Highest Rating									Lowest Rating

Citizenship -- Be responsible citizens with an international outlook and a sense of ethics and civility.

1. Ethical Reasoning (道德思維) — ⑩ ⑨ ⑧ ⑦ ⑥ ⑤ ④ ③ ② ①
2. Social Responsibility (社會/公民的責任) — ⑩ ⑨ ⑧ ⑦ ⑥ ⑤ ④ ③ ② ①
3. Cross-cultural Competence (多元文化的認識) — ⑩ ⑨ ⑧ ⑦ ⑥ ⑤ ④ ③ ② ①

Knowledge -- Have up-to-date, in-depth knowledge of an academic specialty, as well as a broad range of cultural and general knowledge.

4. Interdisciplinary Knowledge (跨學術專業知識) — ⑩ ⑨ ⑧ ⑦ ⑥ ⑤ ④ ③ ② ①
5. Disciplinary Exposure (學術專業知識) — ⑩ ⑨ ⑧ ⑦ ⑥ ⑤ ④ ③ ② ①

Learning -- Be independent, lifelong learners with an open mind and an inquiring spirit.

6. Lifelong Learning (終生學習) — ⑩ ⑨ ⑧ ⑦ ⑥ ⑤ ④ ③ ② ①
7. Self-development / Spirituality (個人發展/精神情操) — ⑩ ⑨ ⑧ ⑦ ⑥ ⑤ ④ ③ ② ①

Skills -- Have the necessary information literacy and IT skills, as well as numerical and problem-solving skills, to function effectively in work and everyday life.

8. Information Literacy (資訊處理能力) — ⑩ ⑨ ⑧ ⑦ ⑥ ⑤ ④ ③ ② ①
9. Technological Literacy (資訊科技技能) — ⑩ ⑨ ⑧ ⑦ ⑥ ⑤ ④ ③ ② ①
10. Problem Solving (解決疑難能力) — ⑩ ⑨ ⑧ ⑦ ⑥ ⑤ ④ ③ ② ①
11. Quantitative Reasoning (數理思維能力) — ⑩ ⑨ ⑧ ⑦ ⑥ ⑤ ④ ③ ② ①

Creativity -- Be able to think critically and creatively.

12. Critical Thinking (批判思維) — ⑩ ⑨ ⑧ ⑦ ⑥ ⑤ ④ ③ ② ①
13. Creative Thinking (創意思維) — ⑩ ⑨ ⑧ ⑦ ⑥ ⑤ ④ ③ ② ①

Communication -- Have trilingual and biliterate competence in English and Chinese, and the ability to articulate ideas clearly and coherently.

14. Oral Communication – English, Chinese and Putonghua (口述溝通能力) — ⑩ ⑨ ⑧ ⑦ ⑥ ⑤ ④ ③ ② ①
15. Written Communication – English and Chinese (書面溝通能力) — ⑩ ⑨ ⑧ ⑦ ⑥ ⑤ ④ ③ ② ①

Teamwork -- Be ready to serve, lead and work in a team, and to pursue a healthy lifestyle.

16. Teamwork (團隊合作) — ⑩ ⑨ ⑧ ⑦ ⑥ ⑤ ④ ③ ② ①
17. Health Awareness (健康的生活方式) — ⑩ ⑨ ⑧ ⑦ ⑥ ⑤ ④ ③ ② ①

Developed by:
Centre for Holistic Teaching and Learning,
Hong Kong Baptist University

Term 1:
Incorporation of PBL component in six courses

Course	PBL Component	
BIOL3350 Neurobiology	➤ **Individual work - theme: Any topics related to Neurobiology** • **oral presentation** • **Review of journals related to latest R&D of Neurobiology**	
BMSC1015/ BMSC1009 Biochemistry & Molecular Biology	➤ **Group work – theme:** **(1) Space travel to Mars** **(2) Marathon & biochemical processes in our body** **(3) New air pollution index (Air Quality Health Index)** • **Written report + oral presentation**	
CTV1660/ FILM2007 Principles of Photo Imaging	➤ **Group work – theme: Wish you were there** • **Develop a series of photo work + short text description** ➤ **Individual work - theme: Full of life** • **Submit five inter-related photos + presentation**	

Term 1:
Incorporation of PBL component in six courses

Course	PBL Component
GCLA1009 University English II	➢ **Group work – theme: Debate on current issues** • News provided, do some extra research • For- or Against- arguments, collaboration of group's effort • Take turns to present their arguments
PERM1007 &1140 Sport & Exercise Psychology	➢ **Group work – theme: How to psychologically prepare for the Asian Games** • Reviews of research journal articles • An interview with an athlete who represented Hong Kong in Asian Games 2014 and his/her coach • Design a 12-week psychological training program tailor-made to client athletes
HIST2220 Foreign Relations of Modern China	➢ **Group work – theme: China's foreign relations since the Qing period; examples of topics:** **(1) Why did China enter Korean War (1950 - 1953) ?** **(2) Sino-Soviet Conflicts (1960 – 1969)** **(3) Mao Zedong's foreign relations (1970 – 1976)** • Tutorial presentation (12 tutorial sessions, different topics) • Term paper: 1 tutorial topic, conduct info search, write own arguments & conclusions

Term 2:
Incorporation of PBL component in six courses

Course	PBL Component	
FILM2007 Principles of Photo Imaging	➢ **Individual work – theme: Human Condition – An Investigative Photo Project** • **Print photo images using darkroom techniques** • **Creative problem solving skills (e.g. what camera & lenses)** • **Name some visual artists make similar work**	
GCLA1008 University English	➢ **Group work – theme: : Grammar Presentation** • **Teach a particular grammar topic** • **Be aware of their audience level of proficiency and interest** • **Teaching grammar to their classmates in interesting way** • **Presentation**	
GDSC1017 Science Principles behind the Movies	➢ **Group Work Theme: Science principles embedded in movies** • **Identify a collection of movie clips** • **Extract Science elements & explain theories behind** • **Identify a real-life application & new possibility of application** • **Report & presentation**	
MKT2310 /MKTG2005 Marketing Management	➢ **Group Work Theme: Developing a marketing plan for an existing social enterprise in Hong Kong** • **Project / service → new to social enterprise** • **Mission of SE, SWOT analysis, positioning, target markets, customer analysis, points of difference, etc.**	

Term 2:
Incorporation of SL component in two courses

Course	PBL Component
GDSC1887 Paths to Service Leadership in Health Service	➢ **Group Work Theme: Learning through services** • **Serving in two host organizations serving the needy groups in the community** • **Planning the activities / services** • **Enhancing students' service attitude & social concern for the needy** • **Reflection & Peer Evaluation**
SRL3160 Sport & Recreation for Persons with Physical & Intellectual Disabilities	➢ **Group Work Theme: Serve as helpers at the Athletic Meet of Hong Kong Paralympic Committee & Sports Association for the Physically Disabled** • **Serve in different positions** • **Reflection Paper: Evaluation of the management & challenging issues related in organizing sport event for the disables**

Focus Group Interviews

- **Comments on the GAs**
- **Comments on their learning experience**
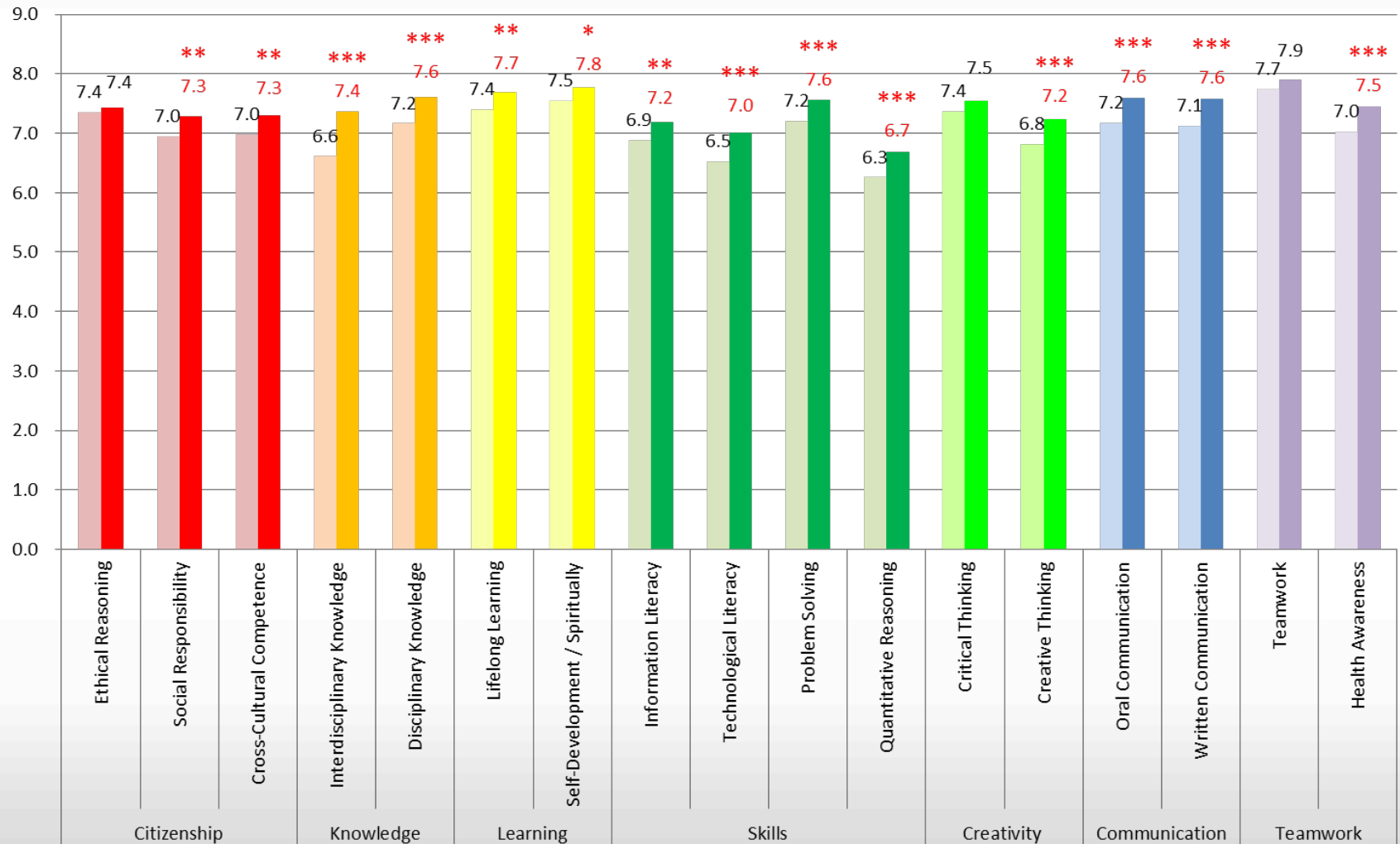- **Suggestions for improvement**

University English II

Motor Learning & Development

Example: Aggregated pre- and post-survey mean scores of the 7 GAs of all PBL courses (n=304)

Key: *=p ≤0.05; **p ≤0.01; ***p ≤0.001

Comments from Focus Group Interview

- Comments made by a student from **Course H** class:
- *"In this PBL project, I learnt to respect the diversified views of our teammates. After discussing the issue from different perspectives, we could determine a feasible solution to address the problem."*

- Comments made by a student from **Course J** class:
- *"When working on our Marketing plan, I need to coordinate well with my teammates who are responsible for different parts of the projects. It is essential for keeping a consistent writing style and making our Marketing plan more realistic and convincing."*

9 Conference Presentations

	Conference Presentations
1	Cheung, S. Y., Kwok, H. H. M., & Choi P. H. N. (2016, July). Perceptions regarding the implementation of e-portfolio for students in sport and recreation internship placements. Poster presented at 2016 International Symposium on Teaching, Education, and Learning, Japan.
2	Choi, P. H. N., & Cheung, S. Y. (2016, July). Enhance students' graduate attributes and learning through service learning. Poster presented at 2016 International Symposium on Teaching, Education, and Learning, Japan.
3	Leung, V., Wong, E., & Kwong, T. (2016, July). Facilitating problem-based learning: A cross nation joint class via elearning technologies. Paper presented at 2016 International Symposium on Teaching, Education, and Learning, Japan.
4	Ng, A., & Lau, P. (2016, July). Comparing the effectiveness of two problem-based learning (PBL) activities in a university language classroom. Paper presented at 2016 International Symposium on Teaching, Education, and Learning, Japan.
5	Cheung, S.Y., Yue, K. K. M., Kwong, T., Ng, A., & Lau, P. (2015, May). Assessing students' problem solving skill and social responsibility across disciplines. Paper presented at the Lilly Conference, Bethesda, MD, USA.
6	Lau, P., & Kwong, T. (2015, May). Developing students' teamwork skills in a group project. Paper presented at the Lilly Conference, Bethesda, MD, USA.
7	Ng, A., & Lau, P. (2015, May). The impact of peer-tutor in a university language classroom. Paper presented at the Lilly Conference, Bethesda, MD, USA.
8	Cheung, S.Y., Yue, K. K. M., Kwong, T., & Lau, P (2015, May). Assessing the effectiveness of problem based learning across disciplines. Paper presented at the International Conference: Assessment for Learning in Higher Education 2015, Hong Kong.
9	Yue, K. K. M., Cheung, S.Y., Lau, P., Kwong, T., Chu, C., Ng, A., Lo, Y., Yung, K. K. L., & Ng, M. (2014, Jul). Enhancing students' problem-solving skill in formal academic courses across disciplines. Paper presented at the Higher Education Research and Development Society of Australasia, Hong Kong.

Conference Presentations

International Conference – Assessment for Learning in Higher Education 2015, May 2015, Hong Kong
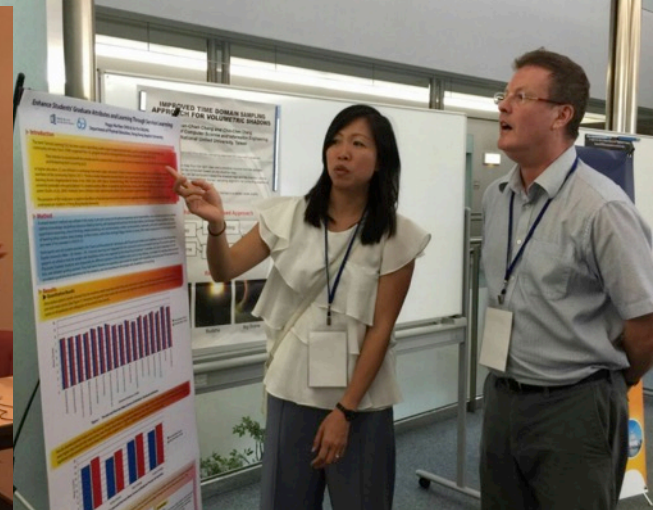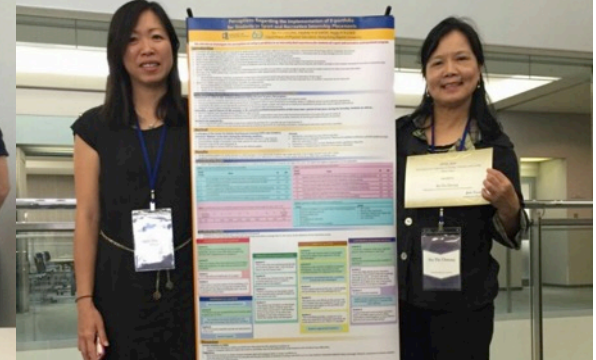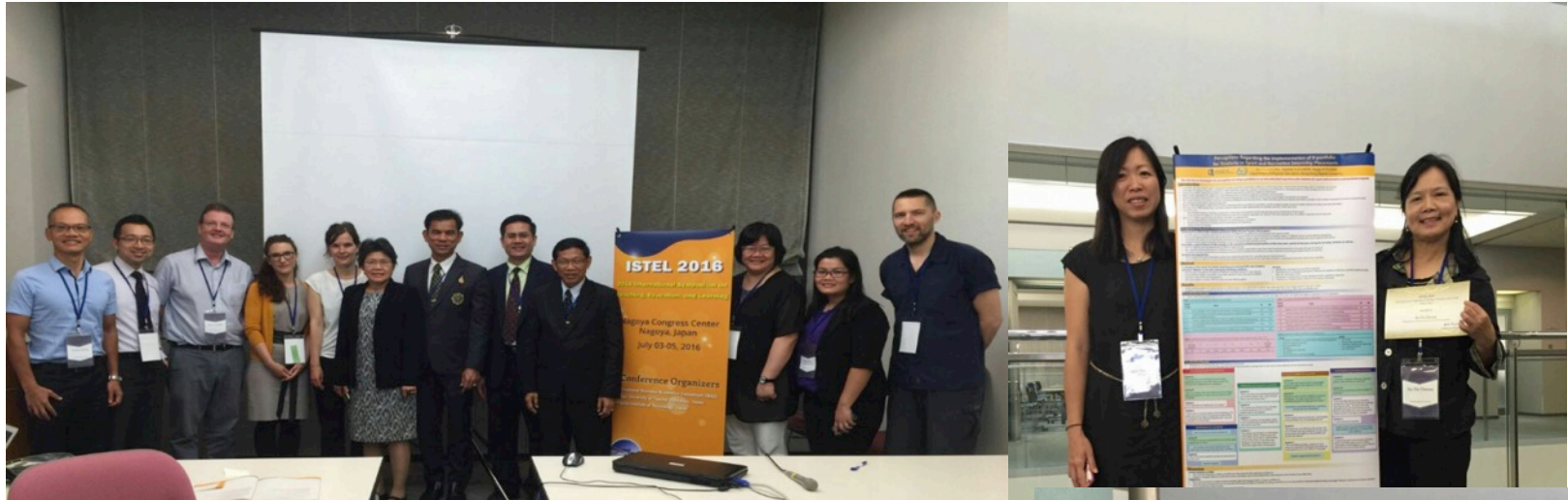
Lilly Conference in Bethesda, MD, USA in May 2015

Meeting our consultant again

Conference Presentations

- International Symposium on Teaching, Education & Learning, Nagoya, Japan

3 Refereed Journal Papers

No. of papers	Refereed Journal Papers
1	Cheung, S. Y. (co-first author), Yue, K. K. M. (co-first author), Kwong, T., Lau, P., Ng, A., Lo, Y., Yung, K. K. L., Chu, C., Siu, N. Y. M., Choi, P. H. N., & Ng, M. (2016). Using a community of practice to enhance undergraduate students' graduate attributes through problem-based learning. Learning Communities Journal.
2	Lau, P., & Kwong, T. (2016). A community of practice to assess students' teamwork skills in a team-based learning setting. Learning Communities Journal.
3	Ng, A., & Lau, P. (2016). The impact of peer tutoring in a university language classroom. Learning Communities Journal.

AND...

Friendship ... Fun ... Food... beer

Support …Encouragement

Celebration

Celebration

The Importance of Assessment to CoPs

Hubball et al (2004) envisage that **evaluation** represents a

key to the **long-term success and sustainability** of CoPs.

Development of a **robust and assessment plan** is crucial

to gather **sound evidence for evaluation and**

comparison.

Master Assessment Plan for the CoPs at HKBU

- Central theme:
  - **Determine** whether the CoPs are **successful**, and **how**
  - **Detect changes** of **faculty participants** in their teaching
  - **Ascertain** influences on **student learning**

- Goals and outcomes are:
  - Provide **evidence**
  - Ascertain **students' achievement of learning outcomes** - the Graduate Attributes (GAs) of HKBU
  - **Compare** ours with CoPs established in the US
  - Identify the **strengths and weaknesses**, and experience sharing

Overall Feedback
(Questionnaire and Focus Group Interview)

	Mean (min.=1; max.=5)
1. **The degree to which you believe that student learning changed as a result of your participation in CoP**	**3.51**
2. **The extent to which you believe that student learning changed as a result of changes in your personal attitude about teaching**	**3.54**

Quotations	Quotations
"Adoption of service learning made our teaching vivid, it is good for training students' critical thinking…… the learning outcome(s) can be achieved."	*"Previously I thought that students should be self-motivated; after participating in CoP, I found that students preferred teachers to stimulate their learning, they are more willing to improve themselves……"*
"Through participating in CoP, I further transformed my requirements into more detailed steps and explicitly communicate them to students……. my students' responses were positive because they knew how to achieve."	*"After joining CoP, I have become more sensitive…… I have unpacked my assessment components…… students' responses were positive and they improved."*
"…… students were offered with activities to cooperate, such as organisation and allocation of tasks ……"	*"Before CoP implemented, our mentoring approach was just to have meals with students; after joining this CoP, we spent more time in designing activities to help students enhance teamwork skills."*

Summary and Implications

- Participating faculty members reported benefitting from the CoPs:
  - General changes
  - Teaching attitudes
  - Teaching and learning approaches
  - Assessment methods
- Faculty members' CoP participation led to enhanced student learning
- A well-grounded conclusion will be made after integrating with the direct evidence from students' assignments and faculties' pedagogies and teaching practices.
- Implementation of CoPs at HKBU is now being deepened by continuing support to selected established CoPs and inviting further applications.

Achievement:
Learning Communities Journal
(Special Issue)

Thank you!

香港浸會大學 HKBU