

Abstracts for parallel sessions on Innovative Teaching

Venue: B4-LP-06

Facilitator: Dr. Wang Lixun

Session 1: 1:00 – 1:20pm

Presenter: Dr. Wang Lixun, LML

Topic:

Cross-synergy: promoting peer teaching and learning between BEd(English Language) and BA(Language Studies) students in a linguistics course through a Wikibook project

Abstract:

Since the introduction of none-education programmes in the HKIED in 2010, cross-synergy between education and none-education programmes has always been considered very important. In this project, we aim to establish peer teaching and learning between BEd(English Language) and BA(Language Studies) students in the course 'Introduction to Linguistics'. Three experimental tutorial groups were created and a Wikibook project was set up in the course to allow students from the two different programmes to peer-teach each other and peer-comment on each other's academic work. In order to find out students' perceptions on peer teaching and learning that occurred in the course, and their views on cross-synergy and cross-fertilization between the BEd(English Language) and BA(Language Studies) programmes, two surveys and follow-up interviews were carried out. It is hoped that this project can demonstrate how cross-synergy between education and non-education programmes can be promoted at course level.

Session 2: 1:20 – 1:40pm

Presenter: Dr. Lee Chi Kuen Martin, ADS

Topic:

Teaching and Experiencing Counterpoint in the Music Curriculum: Playing and Understanding Through Performance

Abstract:

Counterpoint study is an essential part of music curriculum at university level. It serves as the fundamental of Western music. However, as important as it is, it seems that counterpoint study is still a “taboo” in many institutions’ music departments. That may be due to only a few pedagogical literature and instructional methodologies available for reference. As a result, instructors, especially those who have less counterpoint training, may not feel comfortable to teach beyond what the textbook stated. Therefore, students would not be able to get the whole picture of counterpoint and how the counterpoint operates. Such phenomenon becomes a vicious circle not only in, theoretically speaking, the dissemination of musical knowledge, but it also happens practically in musical performance. This paper demonstrates how I adopted two aspects in my teaching—revisiting counterpoint through concept and reinterpretation, and orchestral experience of counterpoint—in order to improve this learning situation.

Session 3: 1:40 – 2:00pm

Presenter: Mr. Cheung Wing Fai, EdD Student

Topic:

Hong Kong's Evolving English Language Policy: Challenges for the Future

Abstract:

When Hong Kong was returned to China in 1997, the Hong Kong Special Administrative Region Government implemented mother-tongue education in secondary schools. Only a quarter of the secondary schools were allowed to use English as medium of instruction (EMI). As a result, more and more parents wanted to send their children to EMI schools. This prompted the government to 'fine-tune' its language policy. The new policy has given schools more flexibility to choose their medium of instruction since September, 2010. However, the root problem remains: Many secondary students still have little opportunity to use English in their daily lives. This paper proposes that English teachers be encouraged to speak English to students outside the classroom on campus. Furthermore, Hong Kong English should be promoted to encourage students to speak up. Lastly, the weight given to oral English in public examination for secondary students should be increased.

Session 4: 2:00 – 2:20pm

Presenter: Dr. Fok, Lincoln, SES

Topic:

Field-based learning in environmental studies

Abstract:

The study of the environment is multidisciplinary in nature which not only requires individuals to acquire knowledge of; but also to foster a concern about the environment and its allied problems, that in turn would, hopefully, trigger pro-environmental actions. In this discipline, learning “in the field” is of fundamental significance because the spatial scale of many environmental phenomena, processes and issues extend well beyond that of traditional indoor venues such as classroom and laboratory. In this presentation, we will use two case studies to illustrate the design and implementation of field trips and the related learning activities in the teaching of environment-related subjects.

Session 5: 2:20 – 2:40pm

Presenter: Miss Ngai Chiu Yee Alexandra, LTTC

Topic:

Development of Digital Teaching Portfolios to Build a Professional Learning Community at the HKIED

Abstract:

Digital teaching portfolio is increasingly used in higher education as a professional learning tool for staff to engage in collaborative capacity building and teaching innovation. This project therefore attempts to draw upon the opportunities offered by digital teaching portfolio to build a professional learning community in the Institute. Through the collection of good teaching practices, exchange of knowledge and ideas, reflection and peer collaboration on teaching and learning, it is hoped that academic and teaching staff can benefit from the synergetic potential of a professional learning community to bring the quality of our teaching and learning to the next level. This session outlines the implementation of the project and showcases examples of digital teaching portfolio at individual and departmental levels. The examples presented will not only substantiate the audience's understanding of digital teaching portfolio, but more importantly, how digital teaching portfolio can possibly contribute to one's professional practices and the professional learning community at large.

Session 6: 2:40 – 3:00pm

Presenter: Ms. Shek Mei Po Mabel, SEC

Topic:

Using a reflecting team to facilitate learning about the qualities of sex educator

Abstract:

Conventionally, the nature of sexuality is socially constituted as ‘private’, ‘sensitive’ and ‘dangerous’ or even a taboo subject in Chinese culture. In the course of Sex Education, I used the ‘reflecting team’ to engage the undergraduate students in an open dialogue on their sexual stories. In a supportive environment, students were comfortably listening to and reflecting on their sexual development. With resonance of experience, the students had aware of their similar experiences embedded in Chinese culture and critically reviewed their knowledge, value and attitude on sexuality. Through the story telling, the students reflected on the qualities of a sex educator and the limitations of sex education in Hong Kong. Such meaningful reflection enhanced the students’ motivation in learning, especially in acquiring knowledge and skills to implement sex education in local school context.

Session 7: 3:00 – 3:20pm

Presenter: Miss Yang Chi Cheung Ruby, ADS

Topic:

Using portfolio assessment in the EFL writing classrooms

Abstract:

Portfolios, broadly speaking, refer to the “systematic collections” of students’ work (Tierney, Carter, & Desai, 1991, p. 41). In a writing classroom, a portfolio may refer to the purposeful collection of some writing samples which can show the students’ effort, improvement, learning processes, and achievement (Tierney, Carter, & Desai, 1991). This paper aims to investigate the effectiveness of using portfolio assessment in the EFL writing classrooms. It is the researcher’s first attempt of using portfolio assessment as one of the assessment tasks in the ESP (English for Specific Purposes) writing course for Year 2 Associate Degree students at The Hong Kong Institute of Education. Questionnaires were distributed to a total of 185 Year 2 students from four different programmes (Music, Liberal Studies, Social Work, and Sports Coaching & Management) one week after the students submitted the portfolio assignment. The results show that while most students thought they have become clearer about their strengths and weaknesses in writing, with the continuous feedback and the rubrics given by the teacher, it is the word limit fixed by the teacher that has limited the flexibility and the choices available for them to be included into their portfolios.