

Quality Enhancement Grant Scheme

Progress Report

Project No. :
29/QEGS/A-08-09

Reporting Period: From May 2009 (month/year) to Nov 2009 (month/year)

Part A

Project Title: Enhancing teaching effectiveness: Survey on teaching excellence in teaching sub-degree, degree, and top-up degree students in the self-financing post-secondary sector in Hong Kong

Name of Grantee: The Federation for Continuing Education in Tertiary Institutions (FCE)

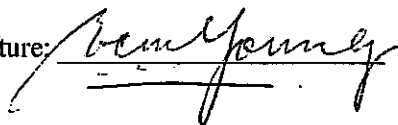
Project Period: From May 2009 (month/year) to May 2012 (month/year)

Part B

Please use separate A4-size sheets to report the progress with regard to the following aspects:

1. Types and brief descriptions of Project activities held/completed during the reporting period (*the information may be presented in the form of a table*).
2. The dates, time, venues and number of participants / beneficiaries of Project activities held, and resources (e.g. equipment, manpower) used for the implementation of Project activities.
3. Project milestone(s) and deliverables attained at the end of the reporting period and evidence showing the attainment of milestones and deliverables.
4. The percentage, in terms of key tasks, of the Project completed at the end of each reporting period.
5. Project variation*, if any, during the reporting period, together with details and justifications

Signature: _____



Organization Chop: _____



Name of Authorized Person: Professor Enoch YOUNG

Name of Grantee The Federation for Continuing
Organization: Education in Tertiary Institutions

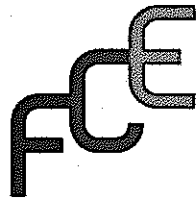
Position of Authorized

Person: Director, FCE

Date: 1 February 2010

* For variations not listed in the approved Budget, a separate written application should be submitted to the Quality Enhancement Grant Scheme's Secretariat for prior approval.

* Progress Report of Project should be signed by the head of the Grantee organization, the person-in-charge of the Project or the person who signed the Quality Enhancement Grant Scheme Agreement for acceptance of the Grant on behalf of the Grantee organization.



香港高等院校
持續教育聯盟

The Federation for
Continuing Education in
Tertiary Institutions

**Enhancing teaching effectiveness: Survey on teaching excellence in
teaching sub-degree, degree, and top-up degree students in the
self-financing post-secondary sector in Hong Kong**

**1st Progress Report to the Education Bureau
(May – November 2009)**

**The Project Team
The Federation for Continuing Education
in Tertiary Institutions**

January 2010

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Appendix I: Interview guidelines in bilingual versions

Appendix II: A sample of Invitation letter

Appendix III: List of details of nominations

Appendix IV: Interview script of Mr. Paul LI from Lingnan University

Appendix V: Concept design of the project website

Appendix VI: Project Expenditure Summary (May – Nov 09)

Project Objectives

The overall objective of this project is to identify, analyze, assess, and disseminate teaching excellence for teaching sub-degree, degree, and top-up degree students in the self-financing post-secondary sector in Hong Kong in order to enhance teaching quality and effectiveness.

There are five major goals:

- Identify teaching excellence
- Conduct in-depth analysis of teaching excellence
- Assess teaching excellence
- Disseminate teaching excellence
- Enhance teaching quality and effectiveness

Implementation of project activities

In terms of the project schedule, specific tasks to be undertaken during the 1st half year (May – November 2009) were:

1. Establishment of Project Team: Recruitment of one full-time Research Associate, one full-time Research Assistant, and one half-time Programmer.
2. Completion of pilot study: Interview with three outstanding teachers to elicit items to be used in the construction of the interview guidelines.
3. Design and validation of a set of interview guidelines
4. Conducting interview with 15 outstanding teachers from diverse tertiary institutions.

1 Establishment of the Project Team

- 1.1 As approved in the project budget, a project team including one full-time Research Associate, one full-time Research Assistant, one half-time programmer, and clerical support from a staff at Executive Assistant level were to be recruited. In July 2009, FCE appointed a Research Associate, who was responsible for coordinating research tasks and meetings related to the project. The appointee commenced duty on 20 July 2009.
- 1.2 A recruitment exercise for the position of Research Assistant was also conducted in August 2009, and the appointee reported duty on 21 September 2009. The Research Assistant was expected to assist the

Research Associate in carrying out research tasks as assigned.

- 1.3 A part-time Programmer, responsible for design, construction and maintenance of the project web site, was appointed and commenced work on 10 August 2009.
- 1.4 A support staff of Executive Assistant grade, providing administrative support and also directly implementing research duties, was also hired for the project.
- 1.5 The personnel mentioned above were the paid staff of the project. FCE Secretariat also provided executive support for project management, financial control and communication with EDB.
- 1.6 Furthermore, Research & Development Committee of FCE was overseeing the entire project and meeting regularly with the project team.

2 Completion of pilot study

- 2.1 As stated in the proposal, three pilot case studies were designed to help draw out essential items in the construction of the interview guidelines. Invitations for pilot cases were sent to selected institutions on 31 July 2009, and three interviews were conducted by the Research Associate on 21 August, 28 August and 16 September 2009 respectively.

3 Design and validation of a set of interview guidelines

- 3.1 Upon the data collected and experience obtained from the pilot studies, the interview guidelines were revised by the Research Associate and then reviewed by research expert at HKU SPACE.
- 3.2 Experts were invited and completed a review on the revised interview guidelines in mid-November 2009, and suggested a 3rd edition of guidelines to be written up by the project team. The final version of the interview guidelines was then approved on 27 November 2009 (the interview guidelines in bilingual versions are attached as **Appendix I**).

4 Interview of 15 outstanding teachers

- 4.1 According to the project schedule, invitation letters for main round studies

were sent to 13 FCE member institutions on 2 September 2009, so that sufficient time could be allowed for selecting nominations. Certain criteria for defining excellent teachers, for instance, having received an award for teaching excellence; achieving high scores in teaching evaluations, were provided to nominator for reference (sample invitation letter is attached as **Appendix II**). Each institution was requested to nominate a particular number of excellent teachers according to their size of teaching staff. As at November 2009, a total of 44 nominations were received (a list of details of nominations is attached as **Appendix III**).

- 4.2 The main round interview was expected to commence in November 2009. Nevertheless, the incumbent Research Associate left the position on 30 October 2009; hence the interview schedule had to be postponed. Considering the nature and level of responsibilities of Research Associate and the potential of the crew remained, it was decided not to replace the vacancy. The Research Assistant for the project, and Executive (Research) at FCE secretariat, were subsequently assigned to take over the responsibilities of the Research Associate.
- 4.3 Interview invitations to 11 selected outstanding teachers were sent via e-mail during 30 November to 3 December 2009, and 5 interviews with outstanding teachers were successfully conducted during 9 December to 17 December 2009. With interviewees' consent, interviews were taped for further review and the production of transcription.

Project tasks variation

1 Transcription and interview script

- 1.1 According to the project schedule, interviews with 15 outstanding teachers were expected to be finished by end of the first half year of the project. Nevertheless, due to certain personnel movements and difficulties encountered in making appointment with nominated teachers, 5 cases were successfully conducted during the period.
- 1.2 In order to catch up with the project schedule, the team decided to advance the work of transcription and write-up of the case studies, which was planned to be carried out in the second half year of the project, i.e. by mid

2010. As at mid-January 2009, three transcripts and one interview scripts have been produced (the interview script is attached as **Appendix IV**).

2 Establishment of a Project Website

2.1 The programmer was responsible for the construction of a website, where the project outcomes and other essential information related to the project will be disseminated in a more convenient and extensive way. A sitemap of the website layout was initially drafted in early September 2009, and a primary design was presented at a project meeting in October 2009. With comments and contributions among the group, one more concept design was introduced for consideration.

2.2 The website design was further polished and the layout was confirmed in mid-December (the concept design is attached as **Appendix V**) before the departure of the programmer on 23 December. A newly recruited programmer has reported duty in January 2010 to carry on the tasks. The project proposal and preliminary information of the project have been uploaded to the project website for internal reference, which is ahead of the original implementation schedule (temporary link of the website: <http://gegsteaching.hkuspace.hku.hk/>, login username: *gegs_teaching*; password: *hkuspace2009*).

Expenditure Summary

The project expenditure summary is attached in **Appendix VI** for reference.

Conclusions

Notwithstanding variance^s occurred in implementation of project activities, the project as a whole is in satisfactory progress. Having taken all aforementioned tasks completed into account, it is estimated that approximately 15% of the entire project has been accomplished. The project team will accelerate the progress of interviewing outstanding teachers in the second half year, and expect to finish all 15 case studies by end of March 2010.