

Quality Enhancement Grant Scheme

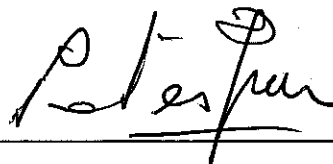
Final Evaluation Report
Project No. : 11/QEGS/B-08-09
Part A
Project Title : Development of Joint Teacher Training and Staff Development Project
Name of Grantee : The Federation for Continuing Education in Tertiary Institutions (FCE)
Project Period : From February 2010 (month/year) to April 2012 (month/year)

Part B

Please use separate A4-size sheets to provide an evaluation of the Project with regard to the following aspects:

1. Project activities contributing to the attainment of Project objectives, extent of attainment of the objectives, evidence or indicators attesting to the attainment of the objectives, and if applicable, reasons for not able to achieve the objectives.
2. Impact or benefits of the Project to the participants, the target institution(s) or the sector.
3. Cost-effectiveness of the Project against clear indicators, e.g. utilization of available resources, unit cost per beneficiaries, sustainability of Project activities/impacts, applicability of Project outcomes/deliverables to other institutions, or alternative approaches for equivalent benefits at less cost, etc.
4. Outcomes and deliverables of the Project.

Signature:



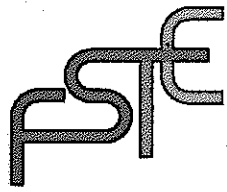
Organization Chop:


 Name of Authorized Person: Professor Peter YUEN

 Name of Grantee: Federation for Self-financing
 Organization: Tertiary Education (FSTE)

 Position of Authorized Chairman, Research &
 Person: Development Committee

 Date: 30 August 2012



自資高等教育聯盟

**Federation for Self-financing
Tertiary Education**

Project Title:

**Development of Joint Teacher Training and Staff Development Project
Funded by Quality Enhancement Grant Scheme (QEGS)**

Final Evaluation Report

Project Team

Federation for Self-financing Tertiary Education

July 2012

Content

1. Project aims and objectives	1
2. Attainment of objectives	2
3. Project Impact	4
4. Cost-effectiveness	5
5. Deliverables and Modes of Dissemination	5
I. Induction Programme.....	5
II. Intensive Teacher Training Programme	7
III. Staff Development Workshops/Seminars	9
IV. Supporting Website	12
V. Training Material developed for future reference and quality of teaching.....	12
6. Success of the project and its way forward	12
Appendix 1: Results of Evaluation Surveys	
Appendix 2: Synopses of the revised programme	
Appendix 3: Proposal for future development	
Appendix 4: Reading Materials for Revised Induction & Intensive Programmes	

1 Project aims and objectives

This project simply echoes an obvious need of professional and structured teacher training in the local self-financing sub-degree sector. In view of its unique background, it is believed that Federation for Self-financing Tertiary Education (FSTE) would be in a right position to develop a series of joint teacher training and staff development programmes for full-time and part-time teaching staff who are involved in teaching self-financed programmes at various levels.

This project aims to:

- Promote teaching effectiveness
- Develop teaching technique
- Help teachers learn the procedures and requirements of programme development
- Strengthen the concept of quality teaching
- Ensure continuous staff development through workshops
- Set up a web site to provide information on quality teaching

This project was divided into 4 stages:

1. Development of programme
2. Trial of programme
3. Evaluation and review of programme
4. Implementation of programme

In stages 2 & 4, the first run and second run of the trial programme were implemented, with the following components:

- An Induction Programme – mainly for new teachers
- An Intensive Teacher Training Programme – for both new and existing teachers who wish to enhance their teaching skills
- A series of Staff Development Workshops/Seminars for in-service teachers

2 Attainment of objectives

Objective statement	Activities related to the objective	Extent of attainment of the objective	Evidence or indicators of having achieved the objective
To promote teaching effectiveness	Induction Programme (1 st run & 2 nd run)	Fully achieved	<ul style="list-style-type: none"> - Results of the evaluation surveys have indicated that participants considered the programme helpful in advancing their knowledge of effective teaching. (please refer to Appendix 1 for details) - The intensive programme was purposefully designed to promote teaching effectiveness in the sub-degree sector, in which particular modules, namely module 3: <u>Understanding student learning and the design of learning activities</u> and module 4: <u>Issues in assessing student learning</u> emphasized especially on crucial aspects of effective teaching. (please refer to Appendix 2 for synopses of the revised programme)
	Intensive Teacher Training Programme (1 st run & 2 nd run)	Fully achieved	
To develop teaching technique	Staff Development Workshops (1 st run & 2 nd run)	Fully achieved	<ul style="list-style-type: none"> - The staff development workshops were developed for participants of intensive programme who desired to obtain more hands-on experience in particular topics. - The evaluation surveys have

			shown that the participants in general saw the usefulness of the staff development workshops. (please refer to Appendix 1 for details)
To help teachers learn the procedures and requirements of programme development	Intensive Teacher Training Programme (1 st run & 2 nd run)	Fully achieved	<ul style="list-style-type: none"> - Module 2 of the intensive programme, namely <u>The theories and practice of course design</u> was designed to provide knowledge of programme development that would be required by participants as sub-degree teachers. - Result of the evaluation survey of that module has clearly pointed out that the objective was achieved.
To strengthen the concept of quality teaching	Induction Programme (1 st run & 2 nd run)	Fully achieved	<ul style="list-style-type: none"> - Promoting quality teaching was a central endeavor across different parts of the project. - With the comprehensive coverage and design, participants should grasp the essential concept of quality teaching after attending the programme.
	Intensive Teacher Training Programme (1 st run & 2 nd run)	Fully achieved	
	Staff Development Workshops (1 st run & 2 nd run)	Fully achieved	
To ensure continuous staff development through workshops	Staff Development Workshops (1 st run & 2 nd run)	Fully achieved	<ul style="list-style-type: none"> - The evaluation surveys of workshops have reflected that the programme in general inspired the participants who would be willing to pursue further

			study on relevant topics. (please refer to Appendix 1 for details)
Set up a web site to provide information on quality teaching	Set up of a project website	Fully achieved	- Please visit the project website at http://www.fste.edu.hk/menu_04/QEGS2/education.html

3 Project Impact

It was observed that there have been intense but unsolved needs of professional teacher training programme specifically for the local self-financing sub-degree sector. This programme was seen as a pioneer one and has received enormously positive feedback from both direct participants and management of participating institutions.

It was clearly reflected from the evaluation survey results that contents provided in the programme were highly helpful to participants with their teaching profession in the sub-degree sector. For instance, the programme brought participants essential concepts of quality teaching based on prevailing outcome-based approach, which is widely adopted but relatively immature in the sector. The programme got participants to review and be more aware of the learning needs and intended learning outcomes of their respective group of students by the introduction of "backward design".

The programme has been recognized by members of Federation for Self-financing Tertiary Education of its favorable impact on professional development of their staff. It may be illustrated by a sharp increase in number of participants in the second run compared to that of the first trial run.

This programme also provided a cross-institutional platform for teachers of diverse backgrounds from various institutions to share their experience in teaching sub-degree students. Participants built network through the programme which would enable continuous exchange of views and good practices in the sector.

With the successful model of the programme and constructive feedback collected throughout stages, a proposal for long term development has been produced (the proposal is attached as **Appendix 3**). It aims to make the programme sustainable and to become a recognized qualification among self-financing sub-degree institutions.

4 Cost-effectiveness

Budget Items <i>(Based on Schedule I of Agreement)</i>	Approved Budget	Actual Expense	Balance
Manpower	\$1,172,500	\$842,384.75	\$330115.25
Equipment	\$80,000	\$3330.50	\$76669.50
Services	\$636,200	\$344,109.74	\$292090.26
Professional Services	\$20,000	\$10,000	\$10,000

Sustainability of the learning programme and materials developed

As one of the project outcomes, the programme framework and course materials established upon this project will be used further for development of teacher training programme for local self-financing sub-degree sector (Please refer to the further development proposal in **Appendix 3**).

The course materials and suggested references adopted in the programme will be put onto the project website for public reference.

The programme framework being highly evaluated may be extended to particular group of teaching staff, e.g. Yi Jin Diploma.

5 Deliverables and Modes of Dissemination

Deliverables as agreed in the Schedule I are listed as below:

- I. Induction Programme (expected beneficiaries: 50 teachers)
- II. Intensive Teacher Training Programme (expected beneficiaries: 80 teachers)
- III. Staff Development Workshops/Seminars (expected beneficiaries: 160 teachers in total)
- IV. Supporting Website
- V. Training Material Developed for future reference and quality of teaching

Description and evaluation of deliverables

I. Induction Programme

The induction programme is primarily designed for teachers who are new to the self-financing tertiary education sector to grasp fundamental knowledge or skills about teaching in the unique environment. It also gives participants an overview of the sector.

Two runs of induction programme were conducted in 2010 and 2011 respectively, with details summarized as follows:

Induction Programme (1st run)				
	Class A	Class B	Class C	Total
No. of enrolled	20	10	12	42
No. of completed	16	8	8	32
Class date	Tuesday	Thursday	Saturday	
Period covered	19 Oct 2010 – 2 Nov 2010	21 Oct 2010 – 4 Nov 2010	23 Oct 2010 – 6 Nov 2010	
Class time	7:00–9:30 pm	7:00–9:30 pm	9:30 am– 12:00 noon	
Induction Programme (2nd run)				
	Class A	Class B	Class C	Total
No. of enrolled	18	25	22	65
No. of completed	11	21	19	51
Class date	Saturday	Tuesday	Wednesday	
Period covered	15 Oct 2011 – 29 Oct 2012	18 Oct 2012 – 1 Nov 2012	19 Oct 2012 – 2 Nov 2012	
Class time	7:00–9:00 pm	7:00–9:00 pm	10:00 am– 12:00 noon	

There were 32 participants in the first run while 51 in the second, an increase of 59% was made. With feedback from participants in the first run, the duration of each session was shortened from 2.5 hours to 2 hours in the second run, which was considered better for after-work engagement.

Evaluation survey was done at the end of last session of each run (please refer to the result of the surveys in **Appendix 1**). In part III of the evaluation questionnaires, participants were asked to evaluate how far they considered their knowledge of various aspects about self-financing tertiary education has

increased after attending the induction programme. The results clearly show that the induction programme in second run has gained an improved recognition among participants as effective in uplifting their understanding of and skills required for teaching in the self-financing tertiary education sector. In particular, participants praised the induction programme for providing a clear overview of the Hong Kong education system and the position of self-financing tertiary education sector in it; they also found especially useful the brief introduction about the “learning-teaching-assessment” cycle that may facilitate their role as a teacher.

II. Intensive Teacher Training Programme

The intensive teacher training programme, as the core and most extensive part of the programme, was conducted right after the induction programme in the two runs.

In the first run, the intensive programme was divided into ten sessions with three choices of class, where participants had to enroll for the programme as a whole, with teachers responsible for all the sessions of respective class. The three classes were hosted by different lectures of various styles. The programme took place between 9 November and 16 December 2010, where each session lasted for two and a half hours. 38 out of 51 participants successfully completed the programme with an attainment of the minimum attendance requirement of 80%. Detail of the first run of intensive programme is displayed as below:

Intensive Teacher Training Programme (1st run)				
	Class A	Class B	Class C	Total
No. of enrolled	19	16	16	51
No. of attended	15	12	13	40
Class dates	Monday & Thursday	Tuesday & Thursday	Wednesday & Saturday	
Period covered	11 Nov 2010 – 16 Dec 2010	9 Nov 2010 – 14 Dec 2010	13 Nov 2010 – 15 Dec 2010	
Class time	7:00–9:30 pm	7:00–9:30 pm	7:00–9:30 pm 9:30am–12:00nn	

Having taken feedback from participants of the first run into consideration, the programme was reviewed. An altered delivery mode where participants were

allowed to enroll for any number of modules depended on their learning needs and interest was then introduced in the second run. The second run of the intensive programme was divided into five modules, each of which was of three 2-hour sessions making a total of 6 hours. Lecturers with profound relevant experience were invited to take up all three classes of committed modules. The five modules took place between 26 November 2011 and 25 April 2012, with details as shown in the underneath table. A total of 315 enrollments were received for the whole programme, in which over one-third of 122 participants enrolled for all five modules. Eventually 94 participants who have attended 80% of those sessions enrolled were awarded with a certificate of attendance after the programme.

The revised delivery mode of the intensive programme received very positive feedback from participants, who considered the modular approach very flexible and more focused.

Intensive Teacher Training Programme (2nd run)				
	Class A	Class B	Class C	Total
M1: The education environment locally and globally				
No. of enrolled	20	17	15	52
No. of attended	18	16	15	49
Class dates	26 Nov 2011 3 Dec 2011 10 Dec 2011 (Saturday)	29 Nov 2011 6 Dec 2011 13 Dec 2011 (Tuesday)	30 Nov 2011 7 Dec 2011 14 Dec 2011 (Wednesday)	
Class time	10:00 am– 12:00 noon	7:00–9:00 pm	7:00–9:00 pm	
M2: The Theories and Practice of Course Design				
No. of enrolled	17	23	20	60
No. of attended	16	17	19	52
Class dates	31 Dec 2011 7 Jan 2012 14 Jan 2012 (Saturday)	3 Jan 2012 10 Jan 2012 17 Jan 2012 (Tuesday)	4 Jan 2012 11 Jan 2012 18 Jan 2012 (Wednesday)	
Class time	10:00 am– 12:00 noon	7:00–9:00 pm	7:00–9:00 pm	
M3: Understanding student learning and the design of learning activities				

No. of enrolled	19	21	22	62
No. of attended	17	14	16	47
Class date	4 Feb 2012 11 Feb 2012 18 Feb 2012 (Saturday)	7 Feb 2012 14 Feb 2012 21 Feb 2012 (Tuesday)	8 Feb 2012 15 Feb 2012 22 Feb 2012 (Wednesday)	
Class time	10:00 am– 12:00 noon	7:00–9:00 pm	7:00–9:00 pm	
M4: Issues in Assessing Student Learning				
No. of enrolled	19	26	21	66
No. of attended	16	21	18	55
Class dates	25 Feb 2012 3 Mar 2012 10 Mar 2012 (Saturday)	28 Feb 2012 6 Mar 2012 13 Mar 2012 (Tuesday)	7 Mar 2012 14 Mar 2012 21 Mar 2012 (Wednesday)	
Class time	10:00 am– 12:00 noon	7:00–9:00 pm	7:00–9:00 pm	
M5: Understanding the target students				
No. of enrolled	32	25	18	75
No. of attended	23	18	13	54
Class dates	17 Mar 2012 24 Mar 2012 (Saturday)	20 Mar 2012 27 Mar 2012 3 Apr 2012 (Tuesday)	11 Apr 2012 18 Apr 2012 25 Apr 2012 (Wednesday)	
Class time	9:00 am– 12:00 noon	7:00–9:00 pm	7:00–9:00 pm	

At the end of the tenth session in the first run and last session of each module in the second run, evaluation survey was administered to collect participants' feedback on various aspects of the programme. The comparison of similar items in the two runs reflected that the revised programme better met participants' expectation, and was found more useful in terms of the content and relevance of topics chosen. Participants also perceived the second run as less intensive and more enjoyable, since there was only one session each week.

III. Staff Development Workshops/Seminars

To cater for specific learning needs and interest of participants of the intensive

teacher training programme, a series of staff development workshops was developed upon the ideas and views collected from the evaluation surveys and post-programme focus groups of the intensive programme.

The staff development workshops mainly targeted participants of the intensive teacher training programme, who were supposed to have learnt the fundamental concepts and knowledge of particular topics which to be covered in the workshops. It provided participants with more room for consultation, case analysis, as well as exchange of experience. Experts in specific areas with substantial hands-on experience were invited to be guest lecturers at the workshops.

Three workshops were held after the first and second run of intensive teacher training programme respectively. Details of the six workshops are listed as follows:

Workshops (1st run)	Dates and Time	No. of enrolled	No. of attended
<i>Workshop 1:</i> Course design	11 Jun 2011 & 18 Jun 2011 (Sat) 9:00 am – 12:00 noon	15	11
<i>Workshop 2:</i> Enhancing teaching competency	20 Jun 2011 & 27 Jun 2011 (Mon) 6:00 – 9:00pm	14	9
<i>Workshop 3:</i> Managing student learning	25 Jun 2011 & 9 Jul 2011 (Sat) 9:00 am – 12:00 noon	10	3
Workshops (2nd run)	Dates and Time	No. of enrolled	No. of attended
<i>Workshop 1:</i> Alignment of assessment with intended learning outcomes	3 Jul 2012 & 10 Jul 2012 (Tue) 6:00 – 9:00 pm	24	19
<i>Workshop 2:</i> Designing assessment activity 1: Group project and the scoring rubrics	5 July 2012 & 12 July 2012 (Thur) 6:00 – 9:00 pm	20	15
<i>Workshop 3:</i>	7 July 2012 &	23	19

Handling student problems and problem students	14 July 2012 (Sat) 9:30 am – 12:30 pm		
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At the end of each workshop, participants were asked to give feedback on various aspects such as topic chosen, scope of contents, quality of lecturers, etc. by filling in an evaluation questionnaire. Since the workshops aimed to share with participants hands-on experience from both guest lecturers and peers, the evaluation survey in particular concerned their perception of the usefulness of the workshops. And the result (please refer to **Appendix 1**) has confirmed this intention. Participants also reflected that they treasured very much such a platform for sharing of good practices with colleagues from different institutions.

With overwhelming concern about the new HKDSE and its impact on the development of the local sub-degree sector, the project team also conducted two seminars on related topics, which was considered more suitable to cater for a mass number of audience. Details of the two seminars are listed as follows:

Title	Seminar on the Implication of New Senior Secondary Curriculum and HKDSE on the Learning and Teaching of Sub-degree Programmes
Date and Time	4 July 2011 (Monday) 3:00 – 6:00 pm
Venue	Lecture Theatre (UT), SCOPE Admiralty Learning Centre 8/F United Centre, 95 Queensway, Admiralty, Hong Kong
Speakers	Dr. KWAN Siu Kam Principal Education Officer (Curriculum Development), EDB Dr. TONG Chong Sze Secretary-General, HKEAA Mr. FU Tak Wah Assistant General Manager, HKEAA
No. of enrolled	177
No. of attended	151

Title	Seminar on the anticipated knowledge, learning skills and attitude of HKDSE graduates as the entry skill set for the Learning and Teaching of Sub-degree Programmes
Date and Time	24 May 2012 (Thursday) 3:00 – 6:00 pm
Venue	UG01, Hong Kong Community College (Hungghom Bay Campus), 8 Hung Lok Road, Hungghom, Kowloon
Speakers	Dr. Esther HO Chairperson, Hong Kong Association of Careers Masters and Guidance Masters Ms. Anna HUNG Principal, Caritas Chai Wan Marden Foundation Secondary School
No. enrolled	142
No. of attended	106

We were honorable to have reputable guests giving keynote speech at the two seminars, which covered a wide range of information about the HKDSE, such as student attributes, curriculum design, etc. Participants generally considered the seminars very enlightening and inspiring. Not only teaching staff and administrators, the seminars also attracted senior management of a number of tertiary education institutions, who considered knowing of their prospective students, i.e. HKDSE graduates would be highly beneficial.

IV. Supporting Website

A project website, where established course materials and reference readings adopted in the trial programme would be placed, has been produced and attached to FSTE's website.

(Please visit http://www.fste.edu.hk/menu_04/QEGS2/index.html.)

V. Training Material developed for future reference and quality of teaching

After two runs of trial programme, the project team has developed a set of materials for the induction programme, intensive teacher training programme, as well as staff development workshops, which may be used as reference for those who want to catch on some fundamental concepts about tertiary

education as well as enhancing teaching effectiveness (Brief notes of the induction and intensive programmes are attached as **Appendix 4**).

6 Success of the project and its way forward

The two trial runs of the joint teacher training programme have gained excellent reputation among a number of local sub-degree institutions. Feedbacks from participants and major stakeholders, both qualitative and quantitative, have reflected that a strong need of professional teacher training in the sector was neglected.

In spite of its non-qualification status, the programme was seen professionally developed and appropriately designed for practitioners in the local sub-degree sector. The programme took good care of both theoretical and practical aspects of teaching as a profession. Tutors with expertise in related area and profound hands-on experience furnished participants with authentic sharing and insightful advices in their respective modules.

Management of the majority of FSTE member institutions and those who missed the previous runs have expected the programme to continue, notwithstanding it has to operate on a self-financed basis after the sponsored pilot. The project team further fine-tuned the existing programme framework and has prepared a proposal for further development (please refer to **Appendix 3**). It is believed that the demand for professional teacher training programme in the self-financing tertiary education sector will grow continuously in the future. This project has demonstrated a successful model and proved that appropriate teacher training will definitely enhance teaching quality in the sector.