

# Quality Enhancement Grant Scheme

**Progress Report**
**Project No. : 16/QEGS/09-10**

 Reporting Period : From September 2010 (month/year) to February 2011 (month/year)

**Part A**

 Project Title : Enhancing the Teaching Effectiveness using Outcomes-Based Teaching and Learning Approach for Post-Secondary Programmes

 Name of Grantee : HKCT Group Limited

 Project Period : From September 2010 (month/year) to September 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: Dr. CHAN Kan Kam

 Name of Grantee  
 Organization: HKCT Group Limited

Position of Authorized

 Person: Vice President (Academic)

 Date: 3/3/2011

\* A separate written application should be submitted to the Grantor for prior written approval.

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## 1. Project activities held/completed during the reporting period

### Introduction

This is a brief report on Stage 1 and Stage 2 (A) of Phase I of our QEGS-funded project "Enhancing the Teaching Effectiveness using Outcomes-Based Teaching and Learning Approach for Post-Secondary Programmes". As stated in our proposal, seminars cum workshops, reflection meetings, and webpage construction are the key activities in this period. Below is a brief account of what we have completed and achieved.

### Brief Account

#### Formation of Task Force

A Task Force on Outcomes-Based Teaching and Learning (TFOBTL) was formed in July 2010. Affiliated to this TFOBTL is the Project Team within which one Project Manager (PM) has been recruited since September to oversee the implementation of Outcomes-Based Teaching and Learning Project. With the consent of three other teammates [Vice-President (Academic) and two Academic Development Officers who are HKCT regular staff], PM started to look for appropriate experts for our project.

#### Recruitment of Project Consultants

At this stage, three local consultants (two full professors and one educational manager with doctoral degree) and one overseas consultant (a senior lecturer at a university in UK) have joined our project. Two other potential consultants with rich experience in operating OBTL in tertiary institutes also have accepted our invitation, subject to their affiliated institutes' approval. List of our consultants is attached below.

Title	Full Name	Affiliated Institution	Remarks
Prof	Robert Damian ADAMSON	Hong Kong Institute of Education	
Prof	HUNG Tong Ning, Tony	Hong Kong Baptist University	
Dr.	CHAN Yiu Man	Hong Kong Education Consultancy	
Dr.	Kevin FLINT	Nottingham Trent University, UK	
Dr.	HO Suk Ping, Angela	Hong Kong Polytechnic University	Subject to HKPU approval*
Dr.	LEE M. K., Vicky	Hong Kong Baptist University	Subject to HKBU approval

\* Dr. Angela HO has then obtained HKPU's approval by the middle of March. This will be updated in the next progress report.

#### Project Consultants Meetings

Prior to seminars cum workshops conducted by our consultants, we had one meeting each with the overseas consultant and a local colleague. Both experts have given good advices on our path to OBTL end. One of them

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even drafted a strategic development plan based on our information provided. Brief information about two consultant meetings is attached (*Appendix 1*).

## Divisional/Centre Meetings

To help our academic colleagues better prepare for the implementation of OBTL approach, there were respective divisional meetings with our five academic divisions/centres: Division of Applied Technology (DAT), Centre of Foundation Studies (CFS), Centre of Language & Communication (CLC), Division of Business (DB), and Division of Humanities & Social Sciences (DHSS). In fact, these meetings served as a kick-off milestone in our proposal submitted in July 2010.

Common concerns have been discussed in the divisional/centre meetings. They include sharing of OBTL background and development, the content of training activities, consultation sessions, guideline to OBTL development and related issues, reference materials on OBTL and the accessibility, assessment, graduate attributes, workload, and query on student involvement at this stage. Though some of the issues might not be dealt with immediately in the meeting, participants in general showed their interest in the project and understanding in the implementation of OBTL approach in our College.

Relevant information about these divisional/centre meetings is attached (*Appendix 2*).

## Webpage Vendor Meeting

As stated above, the question of accessible reference materials and training activities was one of the key concerns among our academic colleagues. Access to HKCT OBTL website, which was under construction by the time divisional/centre meetings were held, to a great extent has eased our academic staff's worries. In the meeting with our webpage vendor, details of our requirements and expectation were explained. Materials for uploading have been prepared and will be sent to the vendor who is now testing the effectiveness of our created OBTL webpage (please see Fig. 1-2 below).

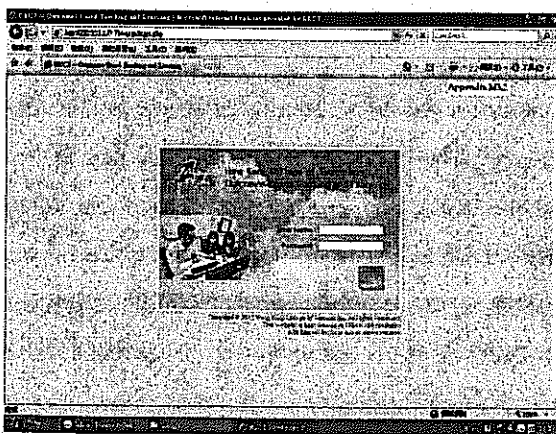


Fig. 1 Login Page

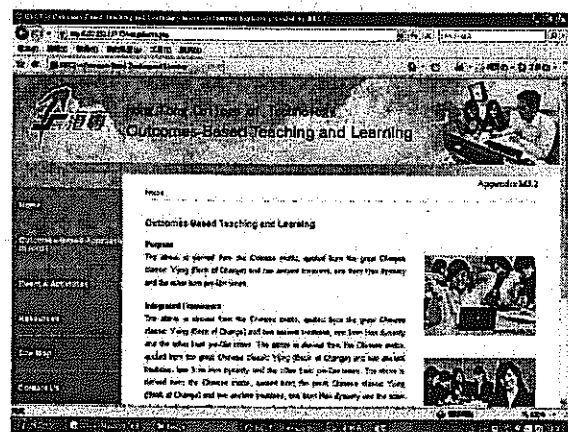


Fig. 2 Home Page

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## Introductory Seminar and Seminars cum Workshop

In February 2011, there were one introductory seminar and one seminar cum workshop.

On 17 February 2011, three speakers (Dr. Angela Ho, Dr. Wincy Lee, and Dr. Chan Yiu-Man) were invited to introduce and discuss with participants from different perspectives. The topics of presentations were: Outcome-Based Approach to Teaching, Learning and Assessment: Essential Concepts, Using Outcome-based Approach for Programme Review and Development: A Case Study in Community College, and Literacies in the Humanities: The Student Voice (please see *Appendix 3, Photos 3-6*). There are 38 participants joining the activity and the implementation details are stated in Table 2.1.

Contrast to above, one single speaker (Prof Bob Adamson) discussed and shared his experience in "Integrating the Outcome-Based Approach in Teaching and Learning" (please see *Appendix 3, Photos 7-8*) on 21 February 2011. There are 19 participants joining the seminar cum workshop and the details are stated in Table 2.1.

The analysis of respondents' feedback forms reflects the effects of these seminars and workshop. Over 90% of respondents expressed that their understanding about OBTL has deepened after the activities. Over 70% of respondents appeared to increase their confidence in practising the approach in classroom. Two separate reports about the seminars and workshop have been completed and submitted to our Vice-President (Academic) for further comments.

In fact, the preliminary findings of a questionnaire sent to colleagues prior to the introductory seminar have further confirmed the increase of understanding among the respondents. Findings from the results of the questionnaire indicate that there had been much misconception and misunderstanding about outcomes-based approach among our colleagues before their participation in the seminars and workshop. Both quantitative and qualitative analysis of the seminars and workshops will be continued.

## Student Focus Group

After consulting the teaching staff about the nature of our students, a focus group sharing with student representatives was held on 17 February 2011 in order to exchange with students on their conception and needs about OBTL before launching a large-scale introductory seminar for all students. In other words, the proposed seminar for students is substantiated as a two-phase activity. The first phase was carried out in the reporting period whereas the second would be arranged in the next academic year to accommodate to the schedule of our students. The focus group sharing was able to collect information about students' conception on learning and their reflection and needs in learning. By this sharing, student representatives were also able to get an initial idea of outcome-based learning. Their sharing, on the other hand, focused on the meaning of learning, their studies in HKCT, courses and examination in HKCT, and components of being a good graduate (please see a sample of questions in *Appendix 4 and details of activity in Table 2.2*). The sharing can thus serve as a platform for student reflection, as well as, an introduction of the OBTL concept to the student community. It helps us plan another large-scale seminar for students at HKCT subsequently.

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All sessions mentioned above were video-taped. Qualitative video analyses (a qualitative analysis of video content) of participants' performance and students' reactions are being conducted. Such analyses are able to help us further understand our participants' concerns, perspectives, and perhaps behavioral changes in the seminar or workshop. A full report will be further polished in the coming months.

## Summary

In general, our preparatory work and arrangement of project activities (seminars & workshops and meetings) have been largely supported. The enthusiastic support from both local and overseas consultants and attentive involvement of academic participants in seminars and workshop are encouraging.

Seminar cum workshop on 21 February 2011 is a typical example of such support. Prof Adamson tried to help our colleagues consolidate what they learnt in previous seminars, and tailor make their own approach to the implementation of OBTL at their relevant division or centre. The activity covers "classroom implementation as well as curriculum planning, as plans to use outcome-based approaches need to match the contexts in which they will be experienced" (Prof Adamson's abstract). This can be considered as a follow-up activity of the introductory seminar but is beyond the fundamental understanding of OBTL approach.

Hence, with these supports, our activities appear to positively facilitate our participants' understanding and acceptance of OBTL approach. We will continue to deliver seminar cum workshop on intended learning outcomes for academic staff for equipping the academic staff with knowledge and skills in developing and implementing outcome-based teaching, learning and assessment. For example, the seminar cum workshop at programme and course level will be conducted in May 2011 by Dr. Angela Ho, the time when Dr. Ho is available. This activity will be reported in detail in the next progress report.

Further, due to students' frankness and openness in the focus group (both facilitators are not familiar with them), information collected is able to help project teammates organize another large-scale seminar for HKCT students in later months of this year. Our consultants' advice and our academic staff's concerns also helped us to identify the importance of inviting an appropriate speaker who has experience in communicating with sub-degree students.

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## 2. Project activities implementation details

Owing to the obvious but surprisingly encouraging outcomes in the initiation phase of the Project as stated in Section 1, we are able to produce a number of desired and value-added deliverables (Table 1).

Table 1: Summary of deliverables related to the activities held and completed (Cont'd)

Activities	Deliverables	On-going Deliverables
<b>I. Value-added Deliverables</b>		
- Consultant meetings (19 Jan 2011 & 21 Feb 2011)	(For 19 Jan 2011) <u>Printed deliverable</u> - Speakers' powerpoint presentations ( <i>Appendix 5</i> ) - Hand-outs of the seminar "Teaching for Quality Learning" ( <i>Appendix 6</i> ) <u>Other deliverable</u> - Video clips	- Report of video content analysis
<b>II. Desired Deliverables</b>		
<b>a. Staff and Student Reflection</b>		
- Staff Reflection (17 Feb 2011)	- Staff reflection questionnaire survey being conducted	- Data analysis and report of findings
- Student Reflection (17 Feb 2011)	- Student reflection focus group being conducted <u>Printed deliverable</u> - Brief report of students' reflection <u>Other deliverable</u> - Video clips	- Report of video content analysis
<b>b. Divisional Meetings on Current Practice of OBTL</b>		
- Divisional / Centre meetings	- Five meetings were held on 30 Dec 2010, 7 Jan 2011, 13 Jan 2011, and 28 Jan 2011	- Reports of individual meetings

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Table 1: Summary of deliverables related to the activities held and completed

Activities	Deliverables	On-going Deliverables
<b>c. Training Workshops</b>		
- Introductory seminar for academic staff (17 Feb 2011)	<u>Printed deliverable</u> <ul style="list-style-type: none"> <li>- Speakers' powerpoint presentations (<i>Appendix 7</i>)</li> <li>- Hand-outs (<i>Appendix 8</i>)</li> <li>- Brief report on participants' feedbacks</li> </ul> <u>Other deliverable</u> <ul style="list-style-type: none"> <li>- Video clips</li> </ul>	- Report of video content analysis
- Seminar II _ A seminar on integration (21 Feb 2011)	<u>Printed deliverable</u> <ul style="list-style-type: none"> <li>- Speaker's powerpoint presentations (<i>Appendix 9</i>)</li> <li>- Hand-outs (<i>Appendix 10</i>)</li> <li>- Brief report on participants' feedbacks</li> </ul> <u>Other deliverable</u> <ul style="list-style-type: none"> <li>- Video clips</li> </ul>	- Report of video content analysis
<b>d. Electronic deliverables</b>		
- OBTL website design and development	- Design and develop of OBTL website completed	

### 3. Project activities implementation details

Below is a brief description of the abovementioned activities (please refer to Table 2.1 - 2.3). This is not a concise repetition of the account above but provides some concrete impression of all activities conducted in past six months. To help more readable, relevant information will be itemized, especially those related to resources used for implementing the Project.

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**Table 2.1: Project activities implementation details (Seminars and workshops)**

Dates, time and venues	Brief descriptions of activities and resources used for implementing the Project	Number and types of participants (if applicable)
17 Feb 2011 (9 am ~ 12:45 pm at Metro campus, HKCT)	<ol style="list-style-type: none"> <li>1. Seminar I: Introductory: Introduction to Outcomes-Based Approaches to Teaching &amp; Learning in Tertiary Institutions.               <ol style="list-style-type: none"> <li>1.1. Speakers: Dr. Angela Ho, Dr. Wincy Lee, and Dr. Chan Yiu Man presented from different dimensions</li> <li>1.2. 5 colleagues prepared for the activity</li> <li>1.3. Computer-aided presentation</li> <li>1.4. Microphones</li> <li>1.5. Video-recording</li> <li>1.6. Documents: abstracts of presentations, speakers' bio &amp; powerpoint hand-outs, and a list of references.</li> </ol> </li> </ol>	38 participants: senior management, centre / division / programme heads, teaching staff (FT & PT), and Prof Bob Adamson & Prof Tony Hung (both our consultants) were invited as our guests
21 Feb 2011 (9 am ~ 12:45 pm at MOS campus, HKCT)	<ol style="list-style-type: none"> <li>2. Seminar II: Integrating outcomes-based approaches in teaching and learning.               <ol style="list-style-type: none"> <li>2.1. Speaker: Professor Bob Adamson</li> <li>2.2. 5 colleagues prepared for the activity</li> <li>2.3. Computer-aided presentation</li> <li>2.4. Microphones</li> <li>2.5. Video-recording</li> <li>2.6. Documents: abstracts of presentations, speakers' bio &amp; powerpoint hand-outs, and a list of references.</li> </ol> </li> </ol>	19 participants: senior management, heads of centres & divisions, programme heads, teaching staff (FT & PT)



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Table 2.2: Project activities implementation details (Staff and student reflection)

Dates, time and venues	Brief descriptions of activities and resources used for implementing the Project	Number and types of participants (if applicable)
<p>17 Feb 2011 (8:45 ~ 9:15 am at Metro campus, HKCT)</p>	<p>1. Staff Reflection</p> <p>1.1. Questionnaire</p> <p>This is to collect academic staff's views and knowledge about OBTL approach. To safeguard the validity and reliability of data, the questionnaire was delivered to participants of introductory seminar who were requested to return the completed questionnaire prior to the start of speakers' presentation. Despite time limitation, the data were able to reflect the participants' perspective, expectation, and knowledge of the approach.</p>	<p>33 participants and 24 valid questionnaires were returned.</p>
<p>17 Feb 2011 (2:30 ~ 4:00 pm at Metro campus, HKCT)</p>	<p>2. Student Reflection (Focus Group)</p> <p>Dr. Chan Yiu Man, an educational consultant with research experience in outcomes-based education, was invited to interview our sub-degree students as a focus group. Our Project Manager acted as his co-interviewer. One colleague videotaped the whole process. The interview was intended to collect students' reflection on learning. This is expected to help design the large-scale introductory seminar for students and promote outcomes-based approach and relate to internal quality assurance (QA) and curriculum change processes in near future. Concept of learning, students' expectation, achievements, &amp; problems encountered, and comments on existing programmes were discussed.</p>	<p>5 students</p>

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Table 2.3: Project activities implementation details (Meetings)

Dates, time and venues	Brief descriptions of activities and resources used for implementing the Project	Number and types of participants (if applicable)
30 Dec 2010, 7 Jan 2011, 13 Jan 2011, 28 Jan 2011 (approx. 10:00 ~ 12:30 pm at MOS, HMT, or CWB campus, HKCT)	1. Divisional/Centre meetings: 1.1 Division of Applied Technology (DAT) 1.2 Centre of Foundation Studies (CFS) 1.3 Centre of Languages and Communication (CLC) 1.4 Division of Business (DB) 1.5 Division of Humanities and Social Sciences (DHSS) Project team (Project-in-charge, PM, and 2 ADO) joined the meetings and discussed with our academic colleagues about the implementation of the OBLT approach. Activities and expectations were usually discussed. A pile of documents including information sheet of the project, schedule of seminars & workshops, and agenda of coming events was delivered.	68 academic colleagues in total attended the meetings, including centre/division/programme heads, and teaching staff
19 Jan 2011 (9:00 am ~ 12:00 noon at HMT campus, HKCT)	2. Consultant meetings: 2.1 Overseas consultant A discussion with the consultant about his tasks in our project; a seminar about OBTL with his colleague; relevant document such as information sheet of the project prepared for the consultant	The consultant & his colleague, Head of DAT, and PM
25 Jan 2011 (10:30 am ~ 12:00 noon at HKIED)	2.2 Local consultant A discussion on the consultant's first seminar cum workshop - topic, areas covered, and manpower needed; period of consultancy and the mode; direction, expectation, and recommendation of implementing OBTL [Please refer to <i>Project Consultants Meetings</i> in Section 1: Brief Account above]	PM and the consultant
4 Feb 2011 (11:00 am ~ 1:00 pm at HMT campus, HKCT)	3. Webpage vendor meeting Discussion about details of content of our OBTL webpage, technical requirements and support from the vendor, expectation and due date of the completed construction of the webpage	Vendor, a representative from DMC of HKCT, two colleagues of one other QEGS project, and PM of this project

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4. The percentage, in terms of key tasks, of the project completed at the end of the reporting period

Milestones scheduled for completion during the reporting period	% attained	Remarks
1. Study on staff and student reflection on teaching and learning	100%	Data analysis on going, expected to complete by mid-April
2. Introductory Seminar for academic staff	100%	Analysis of participants' feedbacks has been completed; qualitative analysis of participants' performance in the seminar is on-going
3. OBTL webpage construction	100%	Design completed and under testing
4. Introductory Seminar for students	100%	Please refer to "Student Focus Group" & "Summary" in Section 1
<b>Overall Project</b>	<b>25%</b>	

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5. Project variation (a separate written application should be submitted to the QEGS Secretariat for prior written approval.)

Descriptions of variations (e.g. change of the project scope or duration, deferral of completion date, relocation of an amount exceeding 10% between items of expenditure in the budget)	Date of approval sought from QEGS Secretariat
NIL	NIL

6. Financial position as at the end date of the reporting period

Expenditure items	Approved budget (a)	Committed or actual expenditure (b)	Balance [(a)-(b)]
a. Manpower	\$1,062,000.0	\$183,750.0	\$878,250.0
b. Equipment / facilities	-	-	-
c. Services	\$59,360.0	0	\$59,360.0
d. General expenses	\$125,640.0	\$4,925.5	\$120,714.5
e. Others	\$25,000.0	\$7,400.0	\$17,600.0
<b>Total</b>	<b>\$1,272,000.0</b>	<b>\$196,075.5</b>	<b>\$1,075,924.5</b>
<i>Project Income (if any)</i>			
<i>Total Balance</i>			<b>\$1,075,924.5</b>