

March 1, 2010

The 8th Symposium: Standards Based Assessment and Honours Classification

Parallel Discussion Session

Assessing Diverse Learning Experiences

Chairperson: **Professor Chan Wai Kin**
The University of Hong Kong

Discussants: **Dr. John D.S. Ho**
City University of Hong Kong

Dr. Paula Hodgson
The University of Hong Kong

Professor Hui Pak Ming
The Chinese University of Hong Kong

Professor Cecilia Li
The Hong Kong Polytechnic University



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*Standards Based Assessment
and Honours Classification*

Hosted by



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Parallel Discussion Session

Accessing Diverse Learning Experiences

Discussants

Dr. John D.S. Ho (School of Law, CityU)

Dr. Paula Hodgson (Faculty of Education, HKU)

Prof. Pak Ming Hui (Dept. of Physics, CUHK)

Prof. Cecilia Li (Dept. of Rehabilitation Sciences, PolyU)

Chairperson

Prof. Wai Kin Chan (Dept. of Chemistry, HKU)



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Traditional Learning Assessments

- Fixed-duration sit-in examinations
- Quizzes
- Essay writing
- Projects
- Field trips
- Experiments



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New Learning Experiences

- Internship
- Service learning
- Collaborative learning
- e-learning
- International exchange
- Experiential learning



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Challenges in assessing new learning experiences

- Method of assessment
- Standard of assessment
- Assessed by whom?
- Assessment grades (pass/fail, letter grades)



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Experiential Learning Faculty of Science, HKU

Credit bearing

- Directed Studies
- Research Project
- Field Course
- Internship

Non-Credit bearing

- International exchange
- Summer Research Fellowship
- Oversea Research Fellowship
- Professional Preparation Programme
- Others



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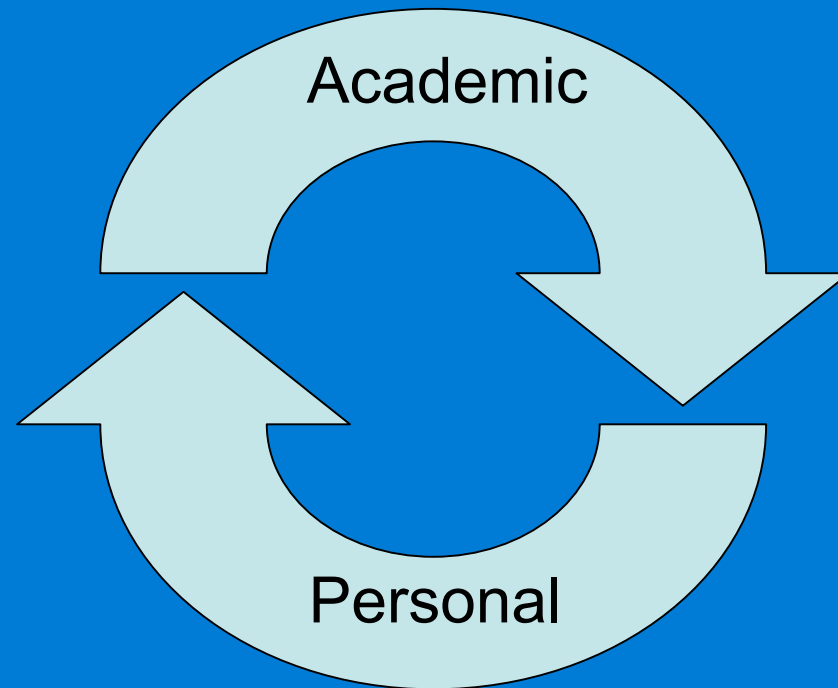
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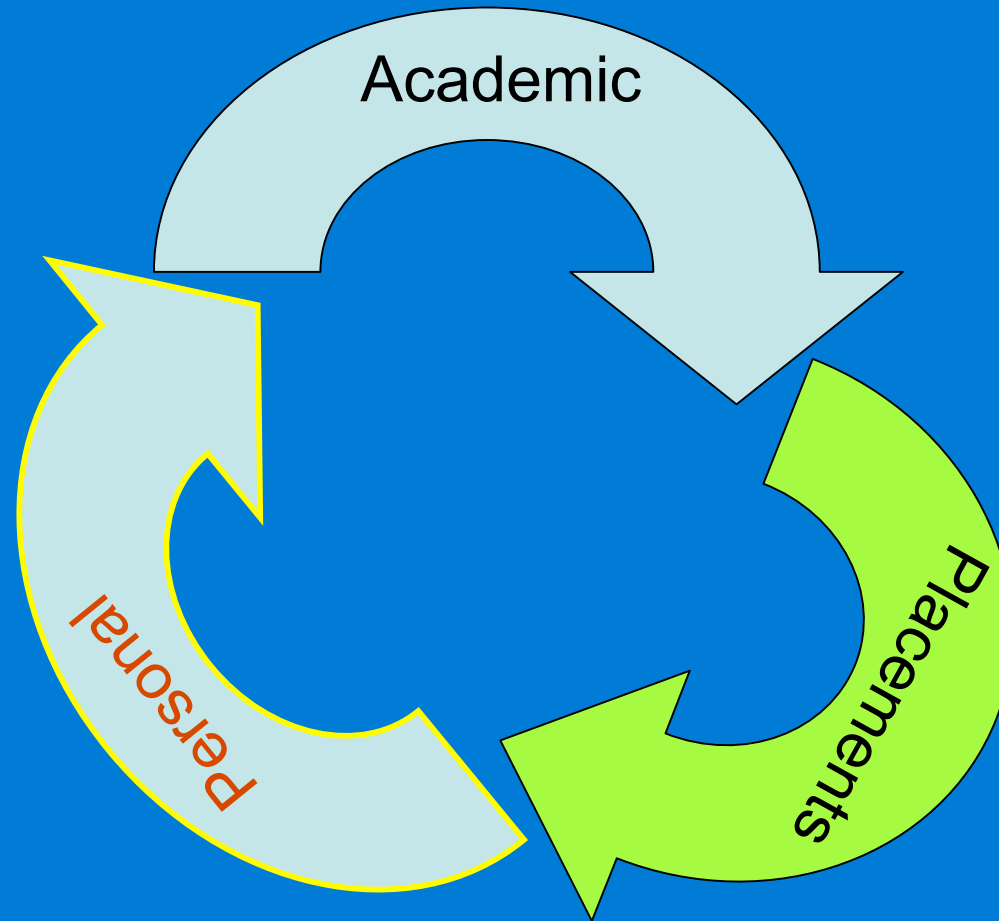
Assessing diverse learning experience in placement

Paula Hodgson
etpaula@hku.hk

Pursuing Quality Learning

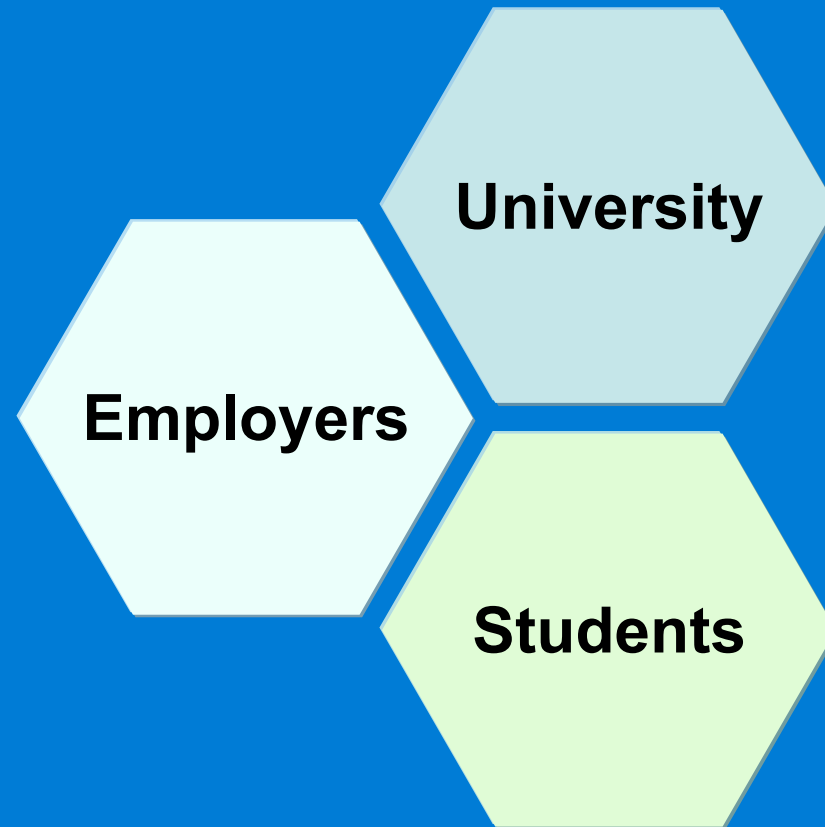


Pursuing Quality Learning

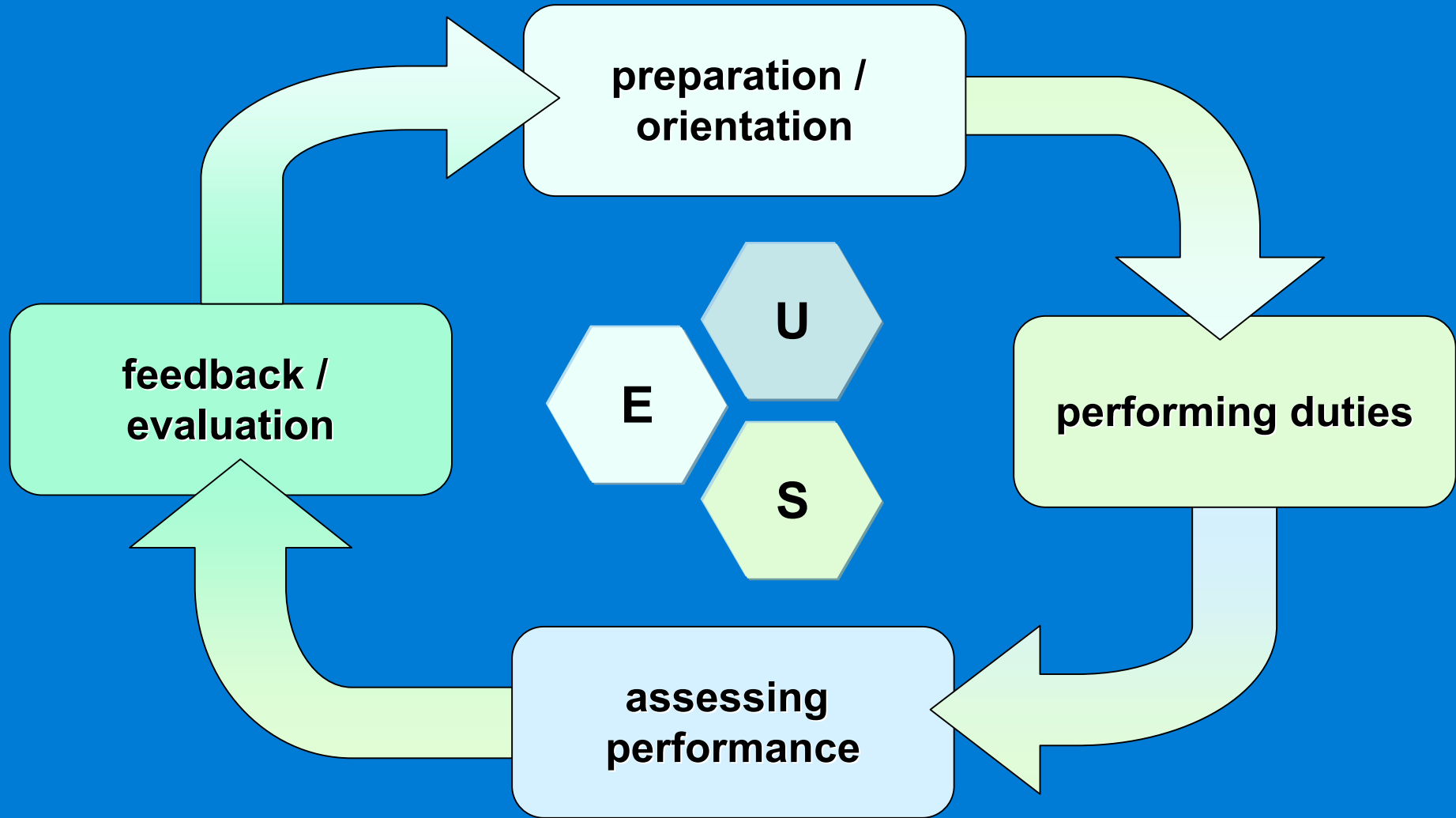


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and Honours Classification

Three Core Parties



Four Key Stages



Placement portfolio

Matching academic accreditation

- Fitness for practice
- Fitness for purpose

Placement portfolio (2)

Demonstrating professional and graduate competencies

- **Students** reflecting on how evidence uploaded supports meeting the competence
- **Site supervisor** providing feedback
- **Academic staff** monitoring student progress along length of programme

Assessing diverse learning experience in placement : Q & A

THANK YOU

Assessing Diverse Learning Experience ?

Pak Ming HUI (許伯銘)

Department of Physics, CUHK

Assessing...

- the students?
- the quality of activities for providing diverse learning experience?

Why...

- help students develop and track personal development (educational)
- keep a record (on transcripts) of participations in quality activities (practical)

Taking a teaching staff point of view, what's going on at an academic program level (e.g., physics at CUHK)?

- Research exchange programs (e.g., in labs overseas or in Mainland)
- Internships (e.g., in HK Observatory, textbook publishers)
- Teaching assistantship in secondary schools
- Student RAs in department
- Student instructors (help lower-year students out)
- Self-improving activities, e.g., on time management skills, language skills for science students, presentation skills, etc.
- Non-credit bearing

Current QA measures...

- no central policies
- GPA and interview performance to select research exchange students
- collect written feedback from overseas supervisors
- involve school teachers (supervisors in schools) to select students for TAs in secondary schools
- follow-up regular meetings with students and collect feedback from supervisors
- sharing talks to fellow students after participation
- need the help of friends off campus!

Busy!

And often, what students attain is something hard to measure!

Teaching staff in academic units:

- Trying very hard to provide opportunities
- Tried hard in QA
- Good to have some way to formally record students' participation (in addition to working on ways to grant credits)
- *But not-so-good if there is so much red tape!*

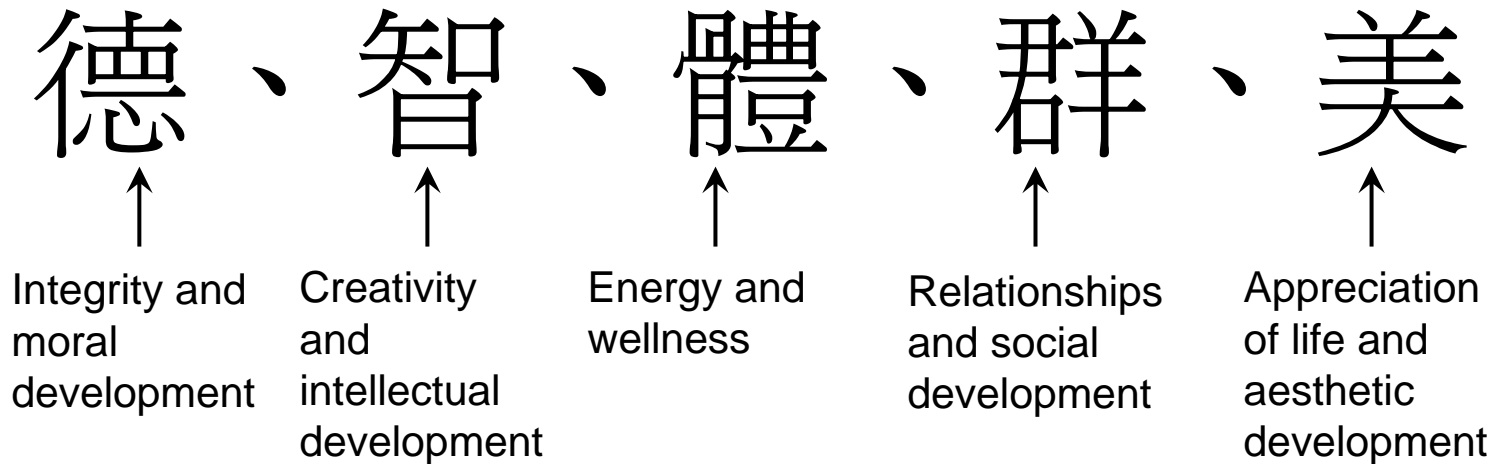
But... Life is not that simple!

At the university level...

- Diverse learning experience is crucial to achieving learning outcomes
 - Depth in a specialty
 - Breath in general knowledge
 - Language proficiency
 - Cross-cultural sensitivity
 - Learning skills (numeracy, IT, analytic, etc.)

AND...

- Student whole-person development



- Needs a system that records student's accomplishment
- A credible system

- Plus, many units are involved –
Colleges, Faculties (departments), GE Office,
Information Technology, PE, Independent Learning
Centre, Financial Aid, Student Affairs, ...

Complicated!

**Many activities that the outcomes
are hard to measure!**

Hopefully, some model acceptable to all parties can be designed!

At CUHK, a model is emerging with the aim to set up a credible system...

- A system to *accredit* activities
 - Similar to approving a new “course” (thus units need to do some serious work on design, outcomes, activities, etc.), hence a standardized set of criteria agreeable to all units
 - Go through a hierarchy of offices/committees for approval (hence QA)
- Such activities should be...
 - In line with university’s learning outcomes
 - Well planned and effective
 - Reviewed periodically with feedbacks
 - Provided by party (parties) of reliable track records

Accredited Activities --

- Accredited activities will be made available on e-platform
- Students enrolled in accredited activities could register their participation (ePortfolio)
- Record will be shown on students' (co-curriculum) transcript (thus credibility is regarded important)
- And needs a way to validate items in a student's record

Non-accredited activities?

- Accept that many activities are hard to accredit
- Students may register non-accredited activities in ePortfolio
- Record will only be shown in a separate part in ePortfolio

Back to the academic program level...

- need to do some planning and paper work, and to package existing activities for approval
- would mean more work in planning and collecting feedbacks
- but shouldn't be too much, as many meaningful activities at program level rely on helps from connections off campus (not ordinary service-providers could do)

At the end, I hope to see...

- teachers remain enthusiastic in providing/organizing such learning opportunities
- students exercise conscientious judgments in joining activities
- activities (programs, faculties, universities) are not too frequently measured (assessed) by numbers, i.e., too much emphasis on quantitative measurements could backfire in education, especially at the university level!

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康復治療科學系
Department of Rehabilitation Sciences

THE HONG KONG
POLYTECHNIC UNIVERSITY
香港理工大學

Assessment of Clinical competence of students from health care disciplines

Prof. Cecilia Li
Professor and Associate Head
Department of Rehabilitation Sciences
The Hong Kong Polytechnic University
Hong Kong SAR

Project Team

- **Project coordinator:**
 - **Prof. Cecilia Li**
 - Professor & Associate Head, Dept of RS
 - E-mail: rscecili@inet.polyu.edu.hk
- **Co-investigators:**
 - Mr. Tang Kin Chung
 - Clinical instructor
 - Dr. Karen Liu
 - Assistant Professor, Dept of RS
 - Ms. Rebecca Wong
 - Clinical Associate, Dept of RS

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Background – The Need

- Occupational therapy students have to demonstrate their clinical standards through clinical education
- 1000 hours of **clinical education**
- Problems :
 - Unable to integrate subject learning outcomes into real case management
 - Diverse assessment methods from clinical educators (subjective???)

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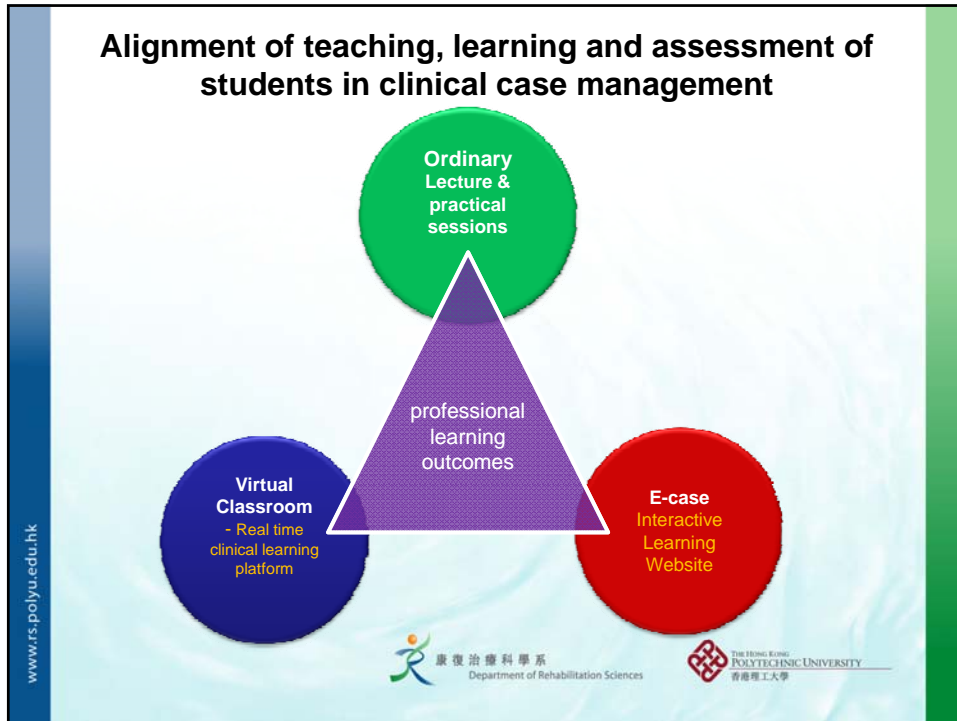
Limitations in Clinical education

Traditional clinical placement

- Can only afford a limited student number in each clinical setting
- Students are usually assigned to a specific field or area or practice
- Difficult to assess across different clinical placements
- Subjective assessment across clinical fields

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E-CASE Learning

An Interactive Learning Web Platform

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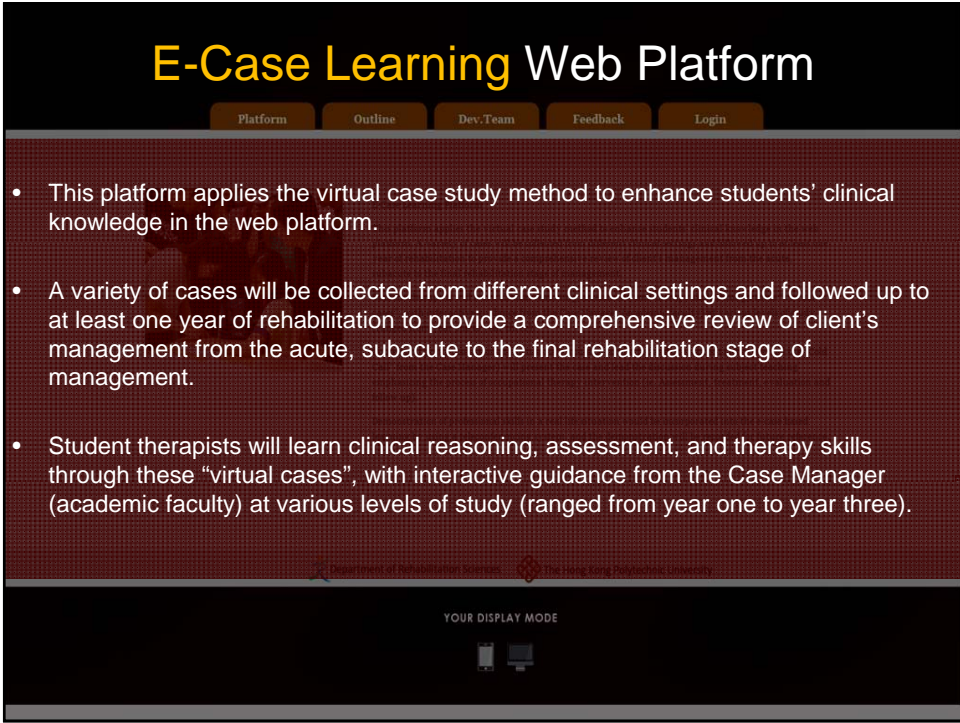
E-Case Learning Web Platform

Platform Outline Dev.Team Feedback Login

- This platform applies the virtual case study method to enhance students' clinical knowledge in the web platform.
- A variety of cases will be collected from different clinical settings and followed up to at least one year of rehabilitation to provide a comprehensive review of client's management from the acute, subacute to the final rehabilitation stage of management.
- Student therapists will learn clinical reasoning, assessment, and therapy skills through these "virtual cases", with interactive guidance from the Case Manager (academic faculty) at various levels of study (ranged from year one to year three).

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YOUR DISPLAY MODE



E-Case Learning Web Platform

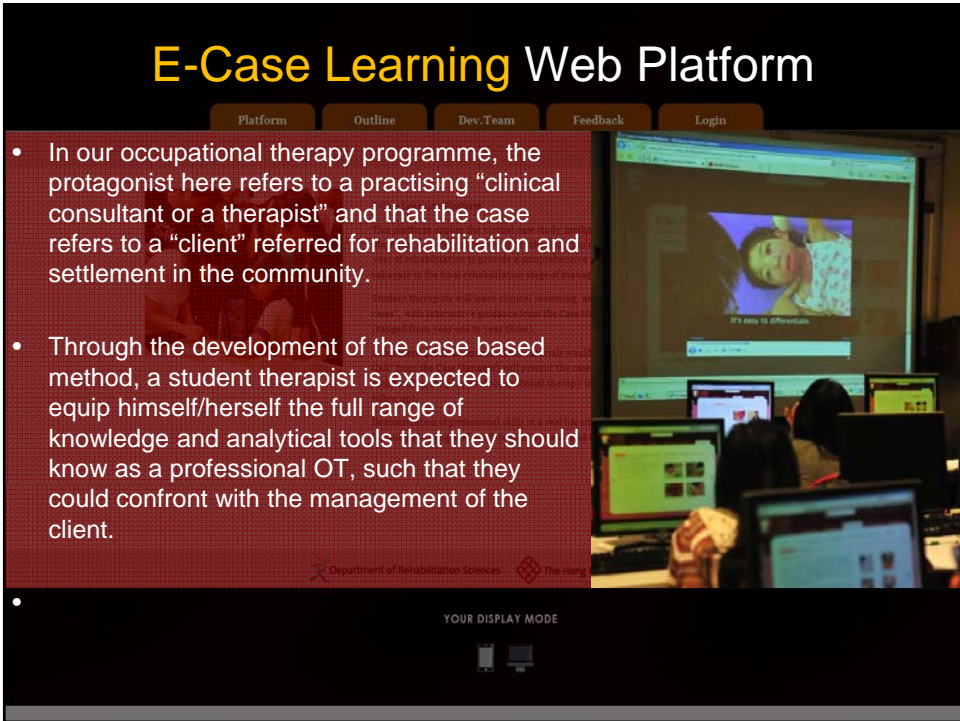
Platform Outline Dev.Team Feedback Login

- In our occupational therapy programme, the protagonist here refers to a practising "clinical consultant or a therapist" and that the case refers to a "client" referred for rehabilitation and settlement in the community.
- Through the development of the case based method, a student therapist is expected to equip himself/herself the full range of knowledge and analytical tools that they should know as a professional OT, such that they could confront with the management of the client.

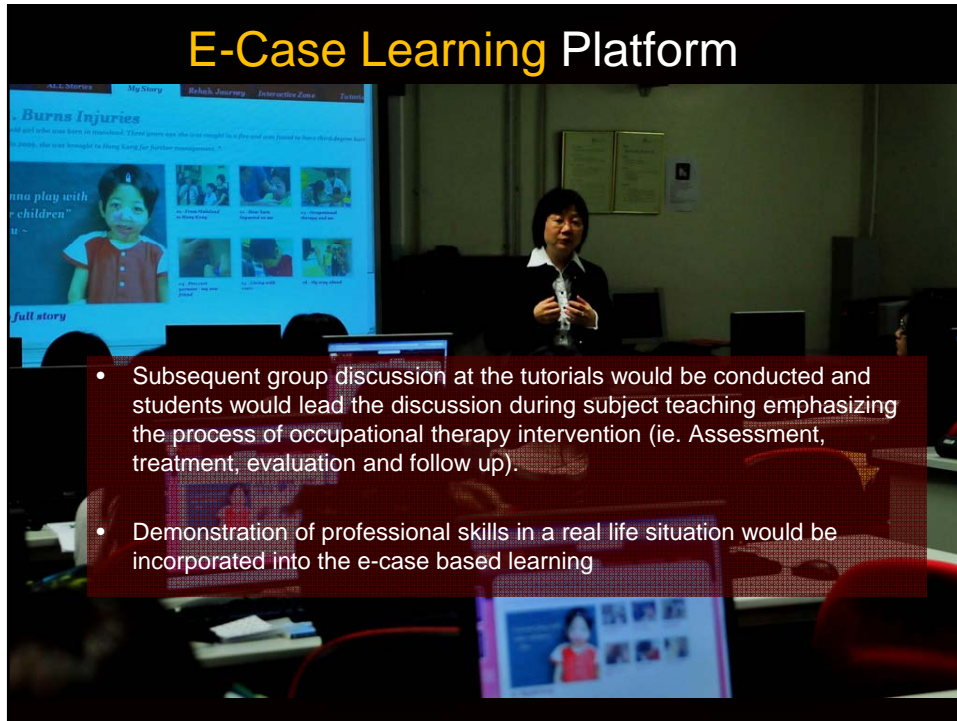


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YOUR DISPLAY MODE



E-Case Learning Platform



- Subsequent group discussion at the tutorials would be conducted and students would lead the discussion during subject teaching emphasizing the process of occupational therapy intervention (ie. Assessment, treatment, evaluation and follow up).
- Demonstration of professional skills in a real life situation would be incorporated into the e-case based learning

E-Case Learning Web Platform

Platform Outline Dev.Team Feedback Login


- In this project, we selected seven subjects with three types of clinical conditions as listed below, and we would start with building cases with four types of clinical conditions:

Core OT subjects (theory)	Applied OT subjects (practice)
<ul style="list-style-type: none"> • RS320 Environmental Issues in OT Practice • RS220 OT Theory and Process I • RS348 OT Theory and Process II 	<ul style="list-style-type: none"> • <u>Musculo-skeletal</u> RS330 Clinical Sciences in Musculo-skeletal Conditions RS341 OT for Physical Dysfunction I • <u>Paediatric dysfunction</u> RS343 OT for Developmental Dysfunction • <u>Psycho-social dysfunction</u> RS345 OT for Psychosocial Dysfunction

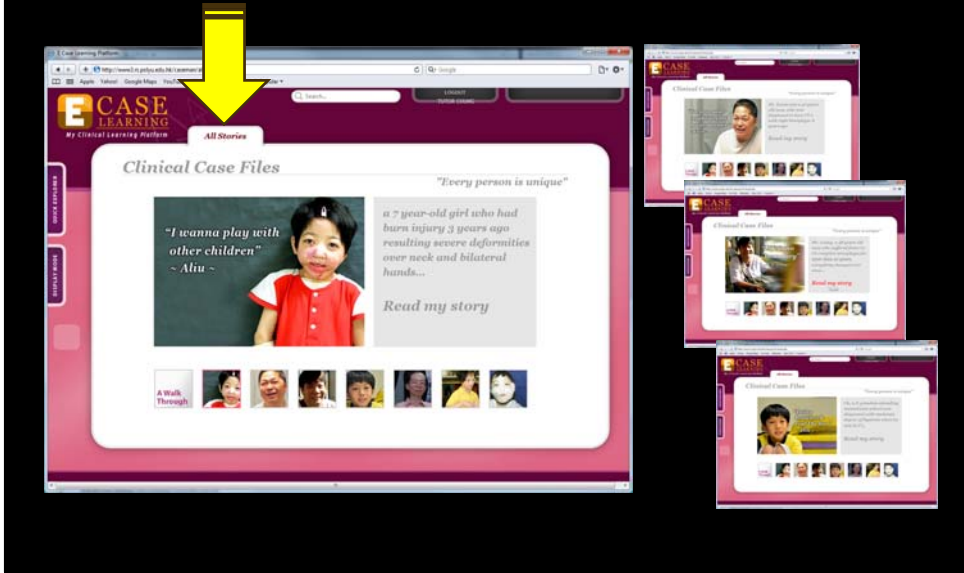
- With initial trial in these areas, we intend to use the E-Case method for other clinical conditions commonly handled by occupational therapists, with a view that this will form the main stream of outcome based education in the OT curriculum.

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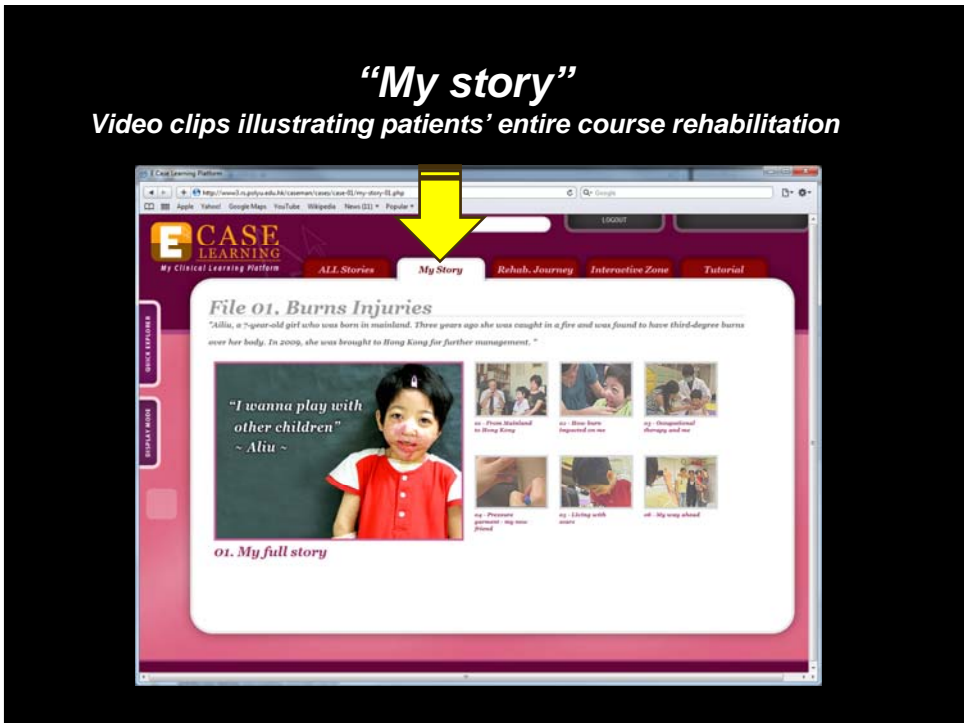
YOUR DISPLAY MODE



“All Stories” featuring all clinical cases for selection

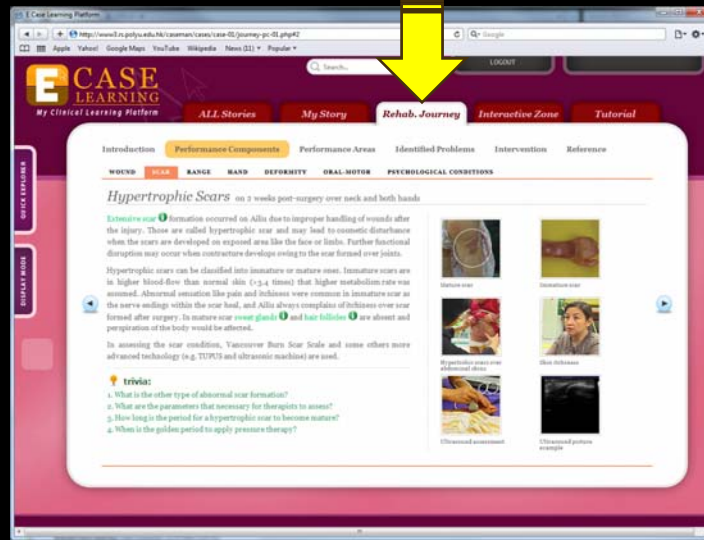


“My story” Video clips illustrating patients' entire course rehabilitation

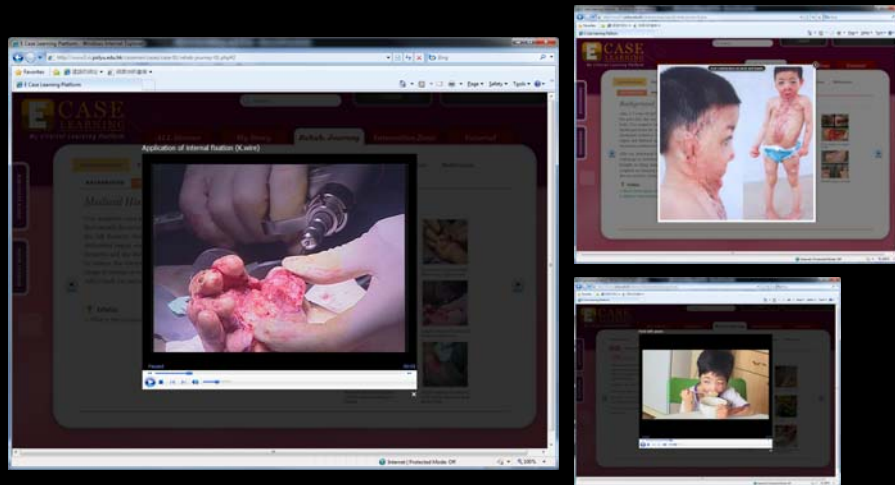


“Rehab. Journey”

Systematic description to unfold every aspect of rehabilitation

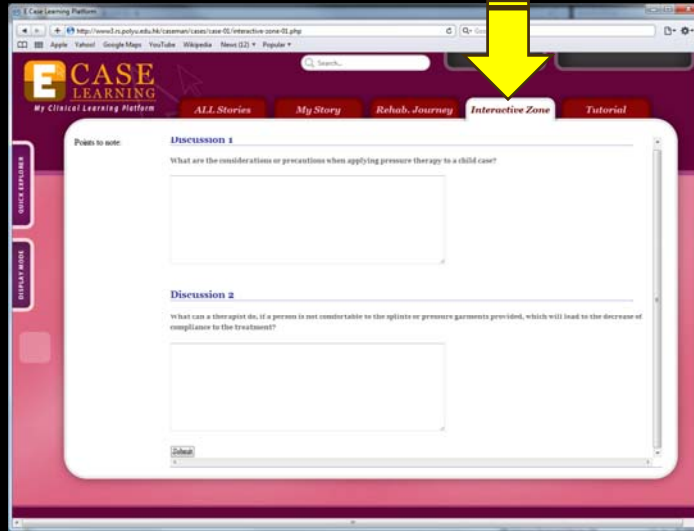


“Rich Media in terms of images and videos”



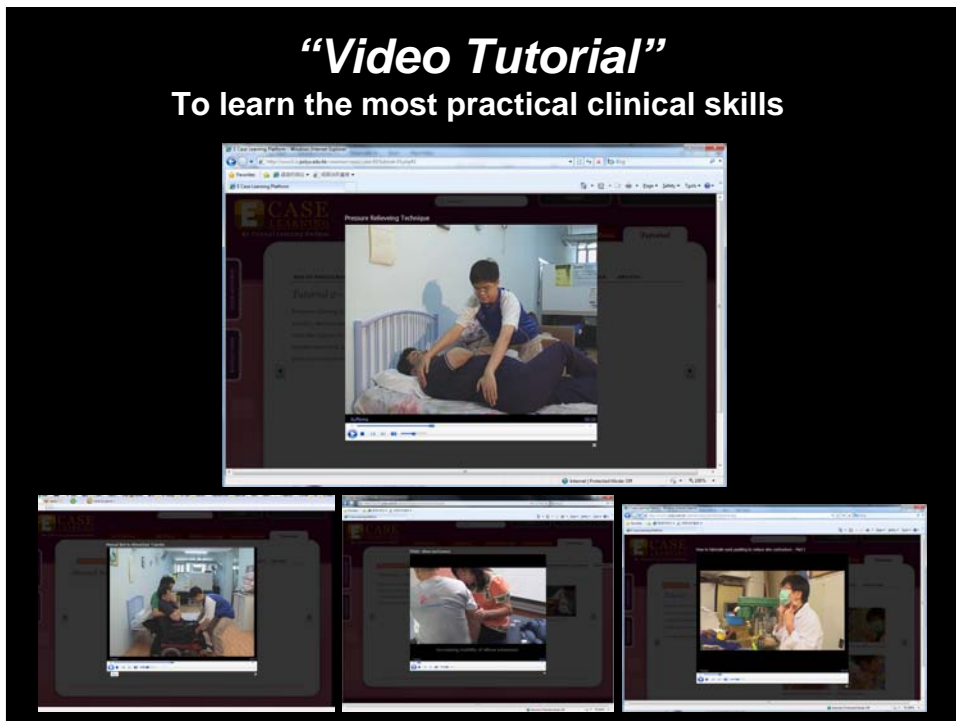
“Interactive Zone”

A reflection of student’s learning
in knowledge and clinical reasoning



“Video Tutorial”

To learn the most practical clinical skills



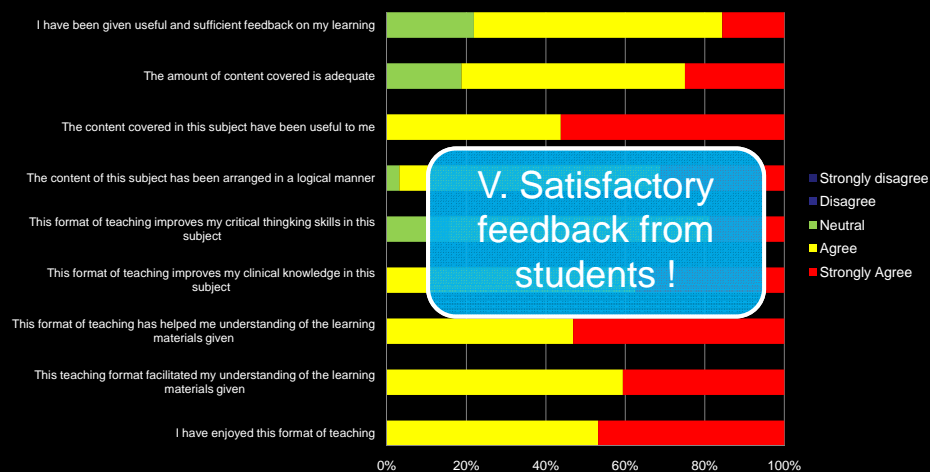
Method of assessment

- Case presentation (gp. Presentation)
- Short quiz embedded inside the e-case web platform
- **End of subject examination (case study incorporated into an examination question)**
- Clinical placement (assessment)

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Feedback from students



Feedback from students

- Motivated to go through the e-cases, more ready to respond to the questions and interactive discussion
- Enjoyed the rehab. Journey that they can follow through the case
- Able to integrate learning from different subjects to case management during clinical placement
- **Both clinical knowledge and skills could be assessed via examination and clinical placement**

Challenges

1. Labour intensive in construction of e-cases
2. Student's participation vs academic staff's engagement
3. Tracking of Learning progress
4. Outcome evaluation: method of asst.

1. At the beginning only
2. Integrate to overall assessment weightings
3. Interactive learning components (e.g. quiz) added
4. Ongoing feedback from students and clinical educators

The End

Thank you!

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