

March 1, 2010

The 8th Symposium: Standards Based Assessment and Honours Classification

Parallel Discussion Session

Assessing and Reporting Co-curriculum Activities

Chairperson: **Dr. Chan Lap Ki**
The University of Hong Kong

Discussants: **Mr. Tom W.H. Fong**
The Hong Kong Institute of Education

Mrs. Dorinda Fung
The Hong Kong Polytechnic University

Professor David Kember
The University of Hong Kong

Dr. Eva Wong
Hong Kong Baptist University



334

Sponsored by

Organized by Heads of Universities Committee



The 8th Symposium
*Standards Based Assessment
and Honours Classification*

Hosted by



香港大學
THE UNIVERSITY OF HONG KONG

Co-curricular Activities aligned to the University's Graduate Attributes

Eva Wong

Centre for Holistic Teaching & Learning
Hong Kong Baptist University

8th 334 Symposium
1 March 2010



Sponsored by



Organized by Heads of Universities Committee





The 8th Symposium
*Standards Based Assessment
and Honours Classification*

Hosted by



香港大學
THE UNIVERSITY OF HONG KONG

Some Co-curricular Activities at HKBU

From CHTL

- Arts & Cultural Education Programme
- Sustainable Service Schemes
- Servant Leadership Programme

From Student Affairs Office

Leadership Quality Training

Student Development Portfolios



334

Sponsored by



Organized by Heads of Universities Committee

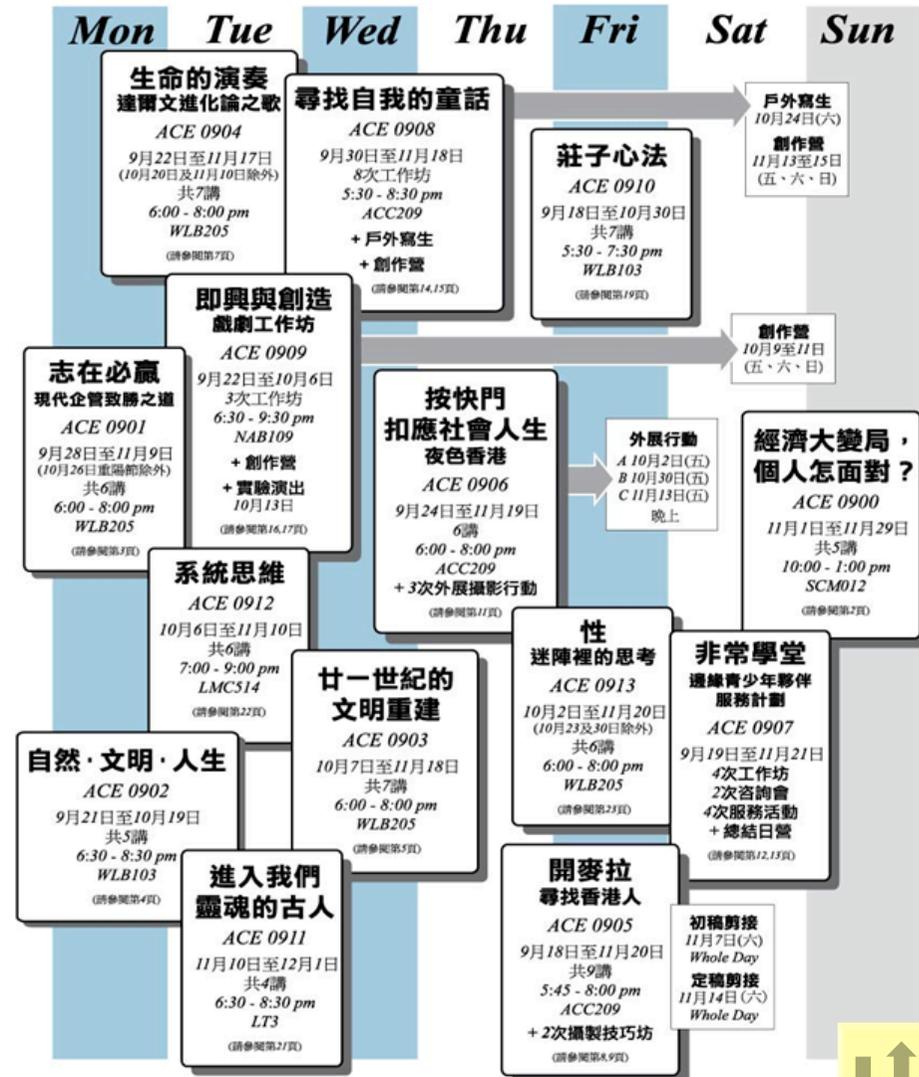


Arts & Cultural Education Programme

時間表



時間表



Guizhou Sustainable Service Team 黔港同根—貴州可持續服務團





天水驕陽體育與社會服務學友計劃



Good Will Hunting Tin Shui Wai



HKBU Graduate Attributes (GAs)

An education at HKBU aims at developing all aspects of the whole person -- intellectual, professional, moral, spiritual, cultural, social and physical. In particular, it aims to foster the following attributes among its graduates, who should:

- Have up-to-date, in-depth knowledge of an academic specialty, as well as a broad range of cultural and general knowledge;
- Be able to think critically and creatively;
- Be independent, lifelong learners with an open mind and an inquiring spirit;
- Have trilingual and biliterate competence in English and Chinese, and the ability to articulate ideas clearly and coherently;
- Have the necessary information literacy and IT skills, as well as numerical and problem-solving skills, to function effectively in work and everyday life;
- Be responsible citizens with an international outlook and a sense of ethics and civility; and
- Be ready to serve, lead and work in a team, and to pursue a healthy lifestyle.



Reflection
A

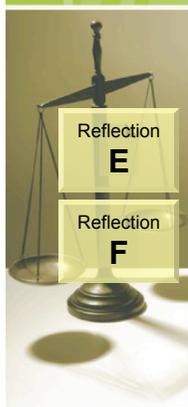
Reflection
B

Reflection
C

Reflection
D

Reflection
E

Reflection
F



	HKBU Graduate Attributes						
	Subject-specific & General Knowledge	Think Critically & Creatively	Lifelong Learning	Competent in English & Chinese	Problem-solving skills	Responsible Citizen	Teamwork & Healthy Lifestyle
I & Not I: Theatre and Self Expression 自我非我 - 戲劇創作與表演		✓	✓				
		✓	✓				
News Reporting Practicum and Society Watch 新聞作業 與社會考察	✓			✓		✓	
	✓			✓			✓
Youth at Risk in HK – Experiential Service Learning Project 非常學堂 - 邊緣青少年夥伴服務計劃	✓					✓	✓
In search of the HK Person through the Camcorder 開麥拉 - 尋找香港人	✓	✓	✓				
					✓		✓
Improvisational and Creative Drama Workshop 即興與創造 - 戲劇工作坊		✓	✓				

I & Not I: Theatre and Self Expression

自我非我—戲劇創作與表演

- Reflection A

之前做一個關於小劇場的考察，看表演、查資料、訪問導演…但最終都未明白為何會有這樣的劇場表演…到了這次鼓起勇氣參加工作坊，才發現好好玩，我非常enjoy去做一個這樣的演員……開始理解劇場的人為可會如此廢寢忘餐，而且又充滿熱情地去辦小劇場了。

- Reflection B

一直以為自己很懂得思考、表達自己。上完工作坊後，才發現自己不外如是……導師的引導令我對自己的執著放下：一定要跟別人比較嗎？我學懂要先向別人學習。



News Reporting Practicum and Society Watch

新聞作業與社會考察

- Reflection C
... As a journalism student, I have studied a lot of communication theories in class and also have opportunities to interview people about their views. However, what I lack is the understanding of the society, and this is what I have gained from this course. I really love participating in the class discussion on local issues... The practices on interviews are valuable, as I have chance to talk with people whose livings are totally different from us. Now I am more understand of the role of a journalist -- not only the interview skills is required, but also the sensitivity to the society...
- Reflection D
The course filled the absence of practice in lecture and granted us a chance to make our owned newspaper. We were divided in groups and almost went through the whole process of publishing newspaper: planning, research, interview, editing, under the tutoring from experienced journalists.



In search of the Hong Kong Person through the Camcorder

開麥拉—尋找香港人

- Reflection E

I was given a chance to bring my knowledge (learned in) lectures into practices in this course. Learning from a professional teacher, I realized the importance of dialectical, independent and critical thinking along with the pursuit of truth. These will definitely have a positive life-long influence on my career in (the) media industry and my life.

- Reflection F

…除了搞笑外，原來我可以用稍為認真的聲音去錄一段旁白…製作紀錄片時，縱使做得多差，情況有多壞，堅持到底是解難的一大必要條件…興幸自己與組員在最後也沒有放棄…



Experience gained from a previous project

1. *Progress from “aims/goals in broad terms” to “clearly stated intended learning outcomes (ILOs)”*
2. *Communicate clearly to student participants the aims/goals and the ILOs*
3. *Distinguish between project deliverables and achieved student learning outcomes*
4. *Issues to consider in facilitating and assessing transformative learning (co-curriculum):*
 - incident reports vs. reflective reports
 - reflection, particularly “high, or deep level” reflection, is a skill that cannot be assumed.
 - evidence to demonstrate learning outcomes achieved:-
 - i) exposure or recording of intimate feelings;
 - ii) capability of translating feelings into words; and
 - iii) use of English (foreign/second language) for complex ideas/emotions.

[Ref.: Stoneman, B., Vrijmoed, L., and Wong, E., “Promoting Transformational Learning through Co-curricular Activities: Some Issues to Consider”, IUT (Improving University Teaching) 33rd International Conference, Glasgow, Scotland, August 2008.]

ILOs of co-curricular activities should also be mapped to the Graduate Attributes; coupled with the mapping of the academic curriculum to the GAs, a holistic environment conducive to student learning may result.

Other Parallel Initiatives at HKBU Courtesy of the Student Affairs Office

Leadership Qualities Assessment Rubric (Self-Assessment)

1. Attitude
 - 1.1 Vision & goal
 - 1.2 Passion for learning
 - 1.3 Caring for others
 - 1.4 Code of values
 - 1.5 Interest in current affairs
 - 1.6 Sense of belonging to HK
 - 1.7 Passion for the nation
 - 1.8 Identification
 - 1.9 National spirit
 - 1.10 Intercultural attitude
2. Knowledge
 - 2.1 Subject knowledge
 - 2.2 Social awareness
 - 2.3 Knowledge about the nation
 - 2.4 Intercultural knowledge
3. Behaviour
 - 3.1 Attendance
 - 3.2 Motivation and active involvement in groups
 - 3.3 Responsibility
4. Skills
 - 4.1 Self-reflection
 - 4.2 Empathy
 - 4.3 Decision-making
 - 4.4 Problem-solving
 - 4.5 Creativity
 - 4.6 Presentation skill
 - 4.7 Team building ability
 - 4.8 Ability to empower others
 - 4.9 Intercultural skills



Table

Chart

[Ref.: Dr Cinnie Ng]

Sponsored by

Organized by Heads of Universities Committee



The 8th Symposium Standards Based Assessment and Honours Classification

Hosted by



香港大學
THE UNIVERSITY OF HONG KONG

Question Items		Mean (before training)	Mean (after trip)	Mean difference
1.1	<i>Vision and goal</i>	2.50	3.40	0.90
1.3	<i>Caring for others</i>	2.85	3.35	0.50
1.5	<i>Interest in current affairs</i>	2.55	3.35	0.80
1.6	<i>Sense of belonging to HK</i>	2.70	3.30	0.60
1.7	<i>Passion for the nation</i>	3.05	3.60	0.55
1.9	<i>National spirit</i>	2.70	3.25	0.55
2.1	<i>Subject knowledge</i>	2.05	2.95	0.90
2.2	<i>Social awareness</i>	2.45	3.45	1.00
2.3	<i>Knowledge about the nation</i>	2.40	3.15	0.75
2.4	<i>Intercultural knowledge</i>	2.05	3.20	1.15
4.1	<i>Self-reflection</i>	2.70	3.50	0.80
4.2	<i>Empathy</i>	2.70	3.25	0.55
4.3	<i>Decision-making</i>	2.65	3.20	0.55
4.4	<i>Problem-solving</i>	2.50	3.20	0.70
4.5	<i>Creativity</i>	2.70	3.20	0.50
4.7	<i>Team building ability</i>	2.70	3.40	0.70
4.8	<i>Ability to empower others</i>	2.40	3.15	0.75
4.9	<i>Intercultural skills</i>	2.90	3.45	0.55



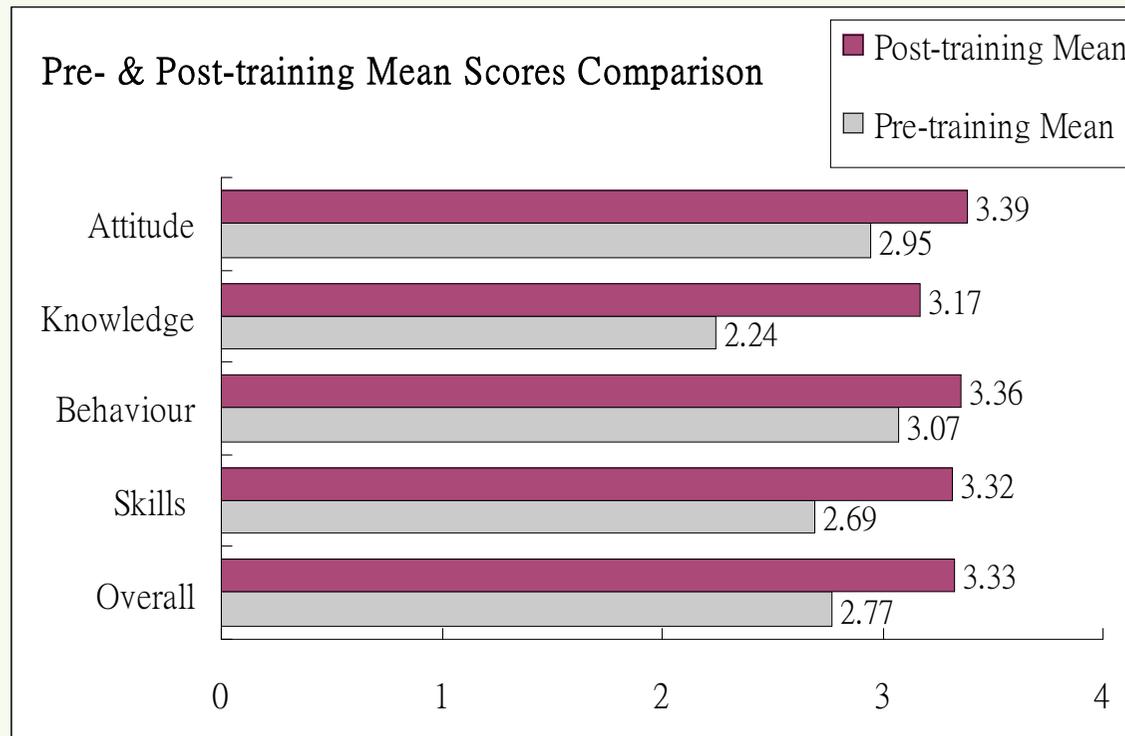
Sponsored by



Organized by Heads of Universities Committee



Leadership Qualities – Encouraging Results



Objective-oriented Analysis

- Broadening global vision and exposure
- Increasing social concern and knowledge
- Enhancing skills in direct, practical international negotiation



Sponsored by

Organized by Heads of Universities Committee

Other Parallel Initiatives at HKBU Courtesy of the Student Affairs Office

“Student Development Portfolio” 展才履歷

- Part One (tentatively named as **Accredited Achievements**)
- Part Two (tentatively named as **Self-reported Achievements**)
- **5 areas/categories** in the Portfolio:
 - Honours/Awards
 - Co-curricular Development
 - Service (Contribution to University and Contribution to Community)
 - Leadership in Extra-curricular Activities in the University
 - Talents/Competencies





The 8th Symposium
*Standards Based Assessment
and Honours Classification*

Hosted by



香港大學
THE UNIVERSITY OF HONG KONG

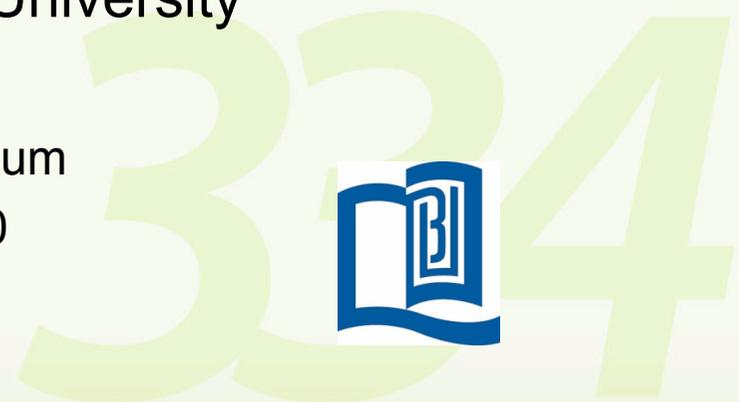
Thank You!



cht1@hkbu.edu.hk / evawong@hkbu.edu.hk

Centre for Holistic Teaching & Learning
Hong Kong Baptist University

8th 334 Symposium
1 March 2010



Sponsored by



Organized by Heads of Universities Committee

