



## For Assessing Generic Learning Outcomes

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Student Affairs Office  
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## Agenda

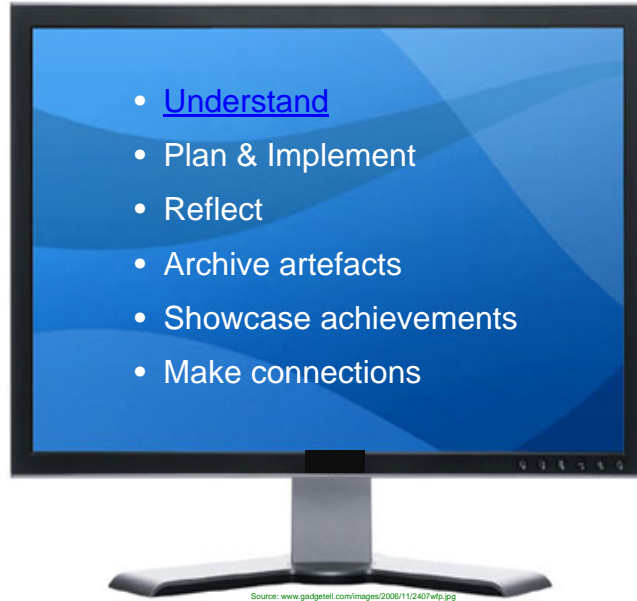
- Introducing SPECIAL ePortfolio (ePo)
- ePo as an assessment platform
- Pilot Projects with SN & CBS
- Evidence of learning through co-curricular activities



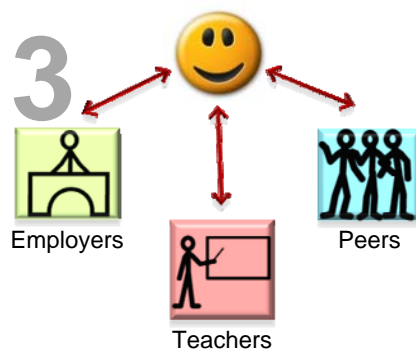
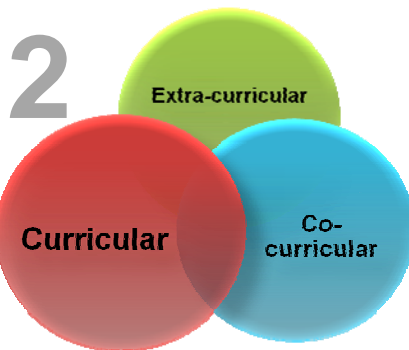


Personalized portal for each student to make sense of his/her development of generic competencies.

- Understand
- Plan & Implement
- Reflect
- Archive artefacts
- Showcase achievements
- Make connections



## Make Connections

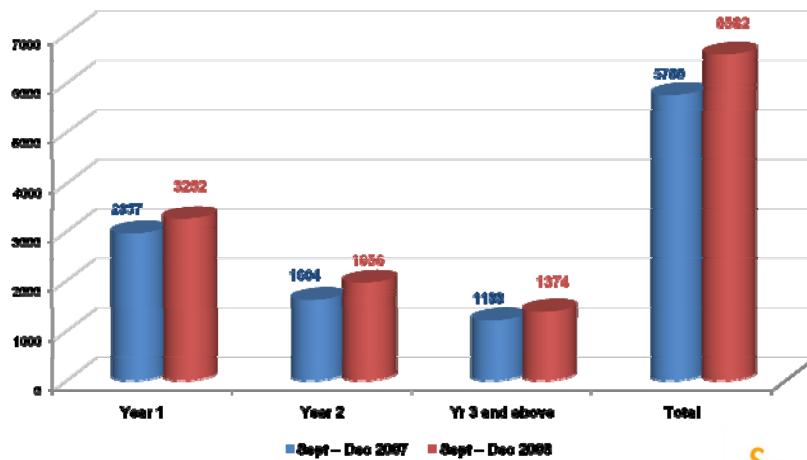


	<h1 style="color: red;">Why so SPECIAL?</h1>
S	
P	
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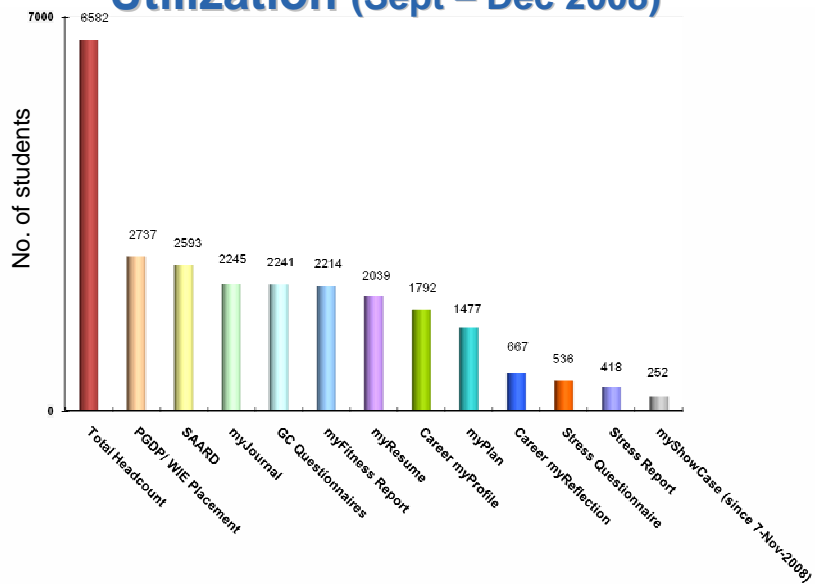
## ePo Developmental Milestones

Sept 2007	Mar 2008	Sept 2008	Sept 2009
<p><b>Phase 1</b></p> <ul style="list-style-type: none"> <li>Assessment Reports</li> <li>My Plan</li> <li>My Reflection</li> <li>Generic Competencies Questionnaire</li> </ul>	<p><b>Phase 1b</b></p> <ul style="list-style-type: none"> <li>Placement Journal</li> <li>Career Profile</li> <li>Career Reflection</li> <li>Resume</li> </ul>	<p><b>Phase 2</b></p> <ul style="list-style-type: none"> <li>Instructor Interface</li> <li>Features for subject assessments</li> <li>Showcase 1.0</li> </ul>	<p style="color: red;"><b>Phase 3</b></p> <p style="color: red;">i-LOAP pilot functionalities</p> <p style="color: green;"><b>Showcase 2.0</b></p> <ul style="list-style-type: none"> <li>- Job Hunt</li> <li>- Academic Purpose</li> <li>- Peer Connections</li> </ul>

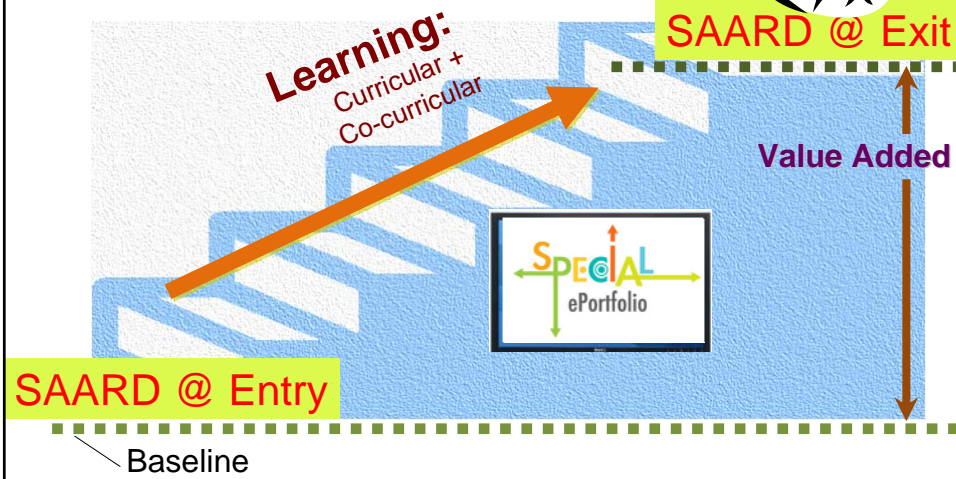
## Utilization: Headcount by Year of Study



## Utilization (Sept - Dec 2008)

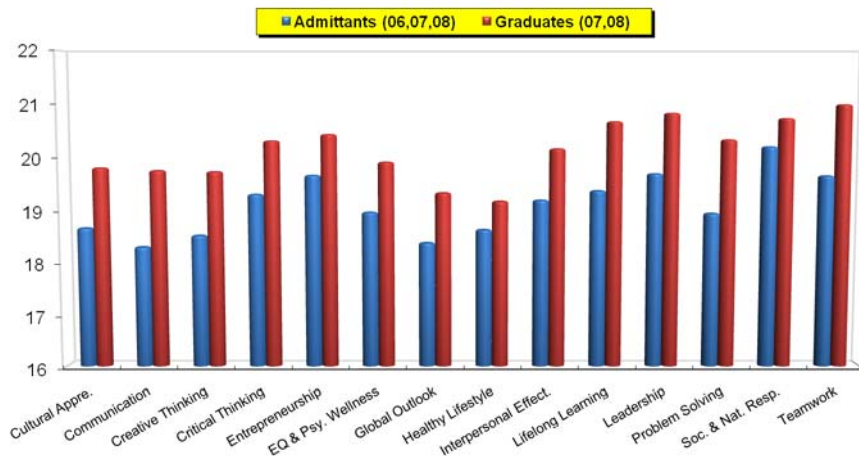


# Outcome-based Model



## Self Ratings of Admittants & Graduates

*(Should be interpreted with care as these do not represent longitudinal data)*



N = 12,110

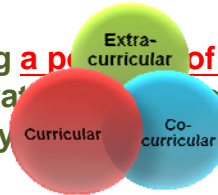
## ePo as an Assessment Platform

**Institutional  
Level**



**Programme  
Level**

Compiling a portfolio of artifacts demonstrating competencies defined by subject outcomes.



**Subject Level**

Archiving artifacts demonstrating competencies defined by subject outcomes.



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## Tools Facilitating Assessments

- Self Assessment of All-Round Development (SAARD)
- Generic Competencies Questionnaires
- Definition of each of the attributes
- Instructors' feedback/assessment interface
- Artefacts (evidence of learning) archived for scrutiny





## Using ePo for Subject Level Assessment

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## Pilot Project with SN

**Subject: Professional and Personal Development**

A continuous subject for 6 Semesters with 3 credits  
2 groups of students ( n=76 ) + 2 academic advisors

**Role of Academic Advisors**

Guide students to set goals, make plans and reflect

**Assessment**

Satisfactory vs Not Satisfactory



# Pilot Project with SN

The screenshot displays the SPECIAL ePortfolio interface. At the top, it says 'Welcome to SPECIAL ePortfolio of' followed by the user's name 'Mr. Wu Ka Yeung' and the course 'Anesthetics'. A navigation menu on the left includes 'MYPROFILE', 'MYPLAN', 'MYJOURNAL', 'Reflection', 'MYAPPLICATION', and 'HOT NEWS'. The main content area shows a journal entry with the following details:

- Date: 16/07/2008
- Related Action Item: Nil
- Subject Name: PPD Learning Journal Sem 1 (SNPPD001/2008/1/N)
- Heading: Journal for PPD Learning Journal Sem 1
- Generic Competencies: Creative Thinking, Critical Thinking

The 'Introduction' tab is selected, showing the following text:

The subject 'Professional & Personal Development (PPD)' over 6 semesters. In this subject, students are expected to be rounded development by focusing on one or more of the objectives throughout the semesters with progressive development.

- i. Global outlook
- ii. Critical and creative thinking
- iii. Social and national responsibility
- iv. Cultural appreciation
- v. Life-long learning
- vi. Bilingual and trilingualism
- vii. Entrepreneurship and leadership

A red box highlights the text: 'Sem 1: Learning Contracts on developing generic competencies'. A red circle highlights the list of objectives.

PPD adopts a contractual learning approach. Students have to consult their student academic advisors (SAAs) at the beginning of Semester 1 and each year to develop their own learning contracts. Students are expected to plan and implement their proposed activities once the learning contract is signed and submit a reflective journal by the end of semester 2 each year to their SAAs.

## Student Interface: Learning Contract

The screenshot shows the 'Learning Contract' form in the SPECIAL ePortfolio. The header includes 'Welcome to SPECIAL ePortfolio of good name' and 'Career Development'. The form has a 'Save, Preview & Print' button and a 'Help' button. Below the form, there are fields for 'Email Reminder' and 'Percentage Achieved'. A light blue callout box contains the following text:

**Goal:** Learning about the qualities of a good leader and enhancing self-understanding

**Actions:** Participate in Adventure-based Training

A red box highlights the text: 'Consult academic advisor to review the goals and plans'. A lightbulb icon is positioned next to this text.



# Instructor Interface

Welcome to PPD Learning Journal - Semester 1 (2008/09)

**Sem 1: Advisors received the learning contracts submitted by the whole class**

Please click the student's name to view his/her assignment or select the student(s) to download their assignment.

Select All / Unselect All	Name	Student ID	Department	Faculty	Overall Grade	Submission Date	Comments
<input type="checkbox"/>	Chan Tai Man	01234567D	SN	FHSS	/	/	/
<input type="checkbox"/>	Chan Tai Yin	02345678D	SN	FHSS	A	1-Dec-2007	<a href="#">View</a>
<input type="checkbox"/>	Chan Tai Kin	03456789D	SN	FHSS	/	/	/
<input type="checkbox"/>	Chan Tai King	04567891D	SN	FHSS	B	11-Dec-2007	<a href="#">View</a>
<input type="checkbox"/>	Chan Tai Tse	05678912D	SN	FHSS	/	/	/
<input type="checkbox"/>	Chan Tai Wai	06789123D	SN	FHSS	B	19-Dec-2007	<a href="#">View</a>

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# Instructor Interface

**Sem 1: Advisors review each student's Learning Contract**

PPD Learning Journal - Semester 1 (2008/09)

Student Name: Chan Tai Man [View Assignment](#)  
Student ID: 01234567D  
Submitted date: 20-Feb-2008

**Objective(s)** **Accomplishment, Strategies, resources & actions**

**(A) Professional:**  
1. To gain practical experiences in providing related services (eg. Counseling) so as to foster the exploration & development of nursing roles.  
2.....  
3.....

**Advisor feedback....**

Please add additional comments

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## Benefits

- Advisors' feedback can be archived
- Students' plan and reflection kept in one place
- Advising can be conducted on-line, not restricted to face-to-face discussion



## Pilot Project with CBS

- **Subject:** CBS2065 Electronic & IT Professional Communication Course
- Since Nov 08
- 1 teacher & 20 students
- **Assignment:** A 500-word promotional letter in Chinese



# Instructor Interface

**All-round Development**

- Biliteracy and Trilingualism
- Interpersonal Effectiveness
- Teamwork
- EQ & Psychological Wellbeing
- Social & National Responsibility
- Entrepreneurship
- Creativity
- Critical Thinking
- Problem Solving
- Cultural Appreciation
- Global Outlook
- Lifelong Learning

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Create Programme: Indicate Intended Generic Competencies to develop

# Instructor Interface

**Create Program (Guided Questions) - 3/5**

Overall reflection guided question:

Instructor can upload guided questions for reflection.

Biliteracy and Trilingualism:

# Instructor Interface

**INSTRUCTOR'S VIEW**

Create Program (Program Basic Information 2) - 2/6

Eligible students:  Any ePortfolio Users  from SAMS  batch input from Excel file  
(Download excel template here)

Primary Instructor: (ONE only) Dr. Siu Soon-wah

Secondary Instructor: For multiple selections, please press <Ctrl> on keyboard together with left-click on mouse.  
 Dr. Chan Chi-wang  
 Dr. Chau Chan Wai-yi  
 Dr. Pang Tun  
 Dr. Siu Soon-wah

Program Introduction:

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Create Programme:  
Primary Instructor can delegate to Secondary Instructors

# Student Interface

Academic

Heading	Modified Date
<b>CBS2065 電子及資訊專業中文傳意</b> (Submitted Date: 07/11/2008)	06-11-2008

Add Delete

View Instructors' Feedback or Grade

Heading	Modified Date	Generic Competencies	Related Action Item	Feedback / Grade
<b>CBS2065 電子及資訊專業中文傳意</b> (Submitted Date: 07/11/2008)	06-11-2008	Biliteracy and Trilingualism	Nil	<b>View</b>

Add Delete

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# Assessment & Feedback

Heading: CBS2065 電子及資訊專業中文傳單		
Grade/Result	Date	
Result: <b>Ready</b>	07-11-2008 09:50:33 AM	
Name	Criteria	Description Points
<b>結構</b>		
1	文體結構 / 格式齊全：包括標題、資料羅列、注意事項、聯絡辦法、下款及日期	(1:表現極差；5:表現極佳) 1
2	次序清楚、段落恰當	(1:表現極差；5:表現極佳) 3
3	標題能引起讀者閱讀下文的興趣	(1:表現極差；5:表現極佳) 1
<b>資料準確 (35%)</b>		
1	直銷目的清晰、推銷手法分明	(1:表現極差；5:表現極佳) 5
2	對象、範圍明確	(1:表現極差；5:表現極佳) 1
3	資料信息羅列 / 表達準確：包括各產品的特點、優點、各項優惠等。	(1:表現極差；5:表現極佳) 1
4	資料信息羅列 / 表達準確：包括推廣日期、注意事項等。	(1:表現極差；5:表現極佳) 3
5	題目未示的優惠及補充等。	(1:表現極差；5:表現極佳) 1
6	訂購辦法、促請收信人即時作出回應和鼓勵申請的語句。	(1:表現極差；5:表現極佳) 4
7	清楚顯示購買要求及建議。	(1:表現極差；5:表現極佳) 4
<b>語言表達 (20%)</b>		
1	用詞準確、信息明晰、簡明扼要	(1:表現極差；5:表現極佳) 2
2	有條不紊、推辭優美	(1:表現極差；5:表現極佳) 2
3	推銷力強、切合身分、文字富有鼓動力	(1:表現極差；5:表現極佳) 2
4	層次分明、有條不紊	(1:表現極差；5:表現極佳) 0
<b>資訊功能 (20%)</b>		
1	提供準確訊息	(1:表現極差；5:表現極佳) 3
2	準確表達直銷目的	(1:表現極差；5:表現極佳) 2
3	讀者能清楚接收信息	(1:表現極差；5:表現極佳) 4
4	達到直銷的目的、引起讀者購買慾	(1:表現極差；5:表現極佳) 3
<b>版面 (10%)</b>		
1	別字、標點運用準確	(1:表現極差；5:表現極佳) 1
2	分段清晰	(1:表現極差；5:表現極佳) 1
		<b>Total Points: 44</b>

# Assessment & Feedback

Grade/Result	Date
Result: <b>Ready</b>	07-11-2008 09:50:33 AM
<b>Marking and Feedback</b>	
Journal submission date and time	Instructor's comment and date
07-11-2008 09:44:00 AM	ctlinchan (07-11-2008 09:50:33 AM)
陳大文	
Comment:	
Keep it Up!	
11-11-2008 09:00:00 AM	ctlinchan (11-11-2008 11:00:33 AM)
<b>Biliteracy and Trilingualism</b>	
Journal submission date and time	Instructor's comment and date
07-11-2008 09:44:00 AM	ctlinchan (07-11-2008 09:49:53 AM)
Biliteracy and Trilingualism:	
請在此輸入你的文章	
Comment:	
Good	
11-11-2008 09:00:00 AM	ctlinchan (11-11-2008 11:00:33 AM)

Feedback on First Draft

Assessment and comments on Final Draft



# Benefits to Users

## Unique Feature:

- Continuous assessment to show progress – focus on the Learning Process (At least two times of online feedbacks from teachers)



# Using ePo Outside Classroom

Assess & know the expectation

### Understand yourself

- Know your all-round developmental status
- Assess your generic competencies level
- View your fitness report
- Check your psychological health status
- Identify your development needs

### Set goal & plan

- Prioritize challenge
- Set personal/academic goals and action plans
- Monitor progress

### Review

- Review the whole learning progress
- Consider another development plan



### Get experience

- Carry out planned actions
- Join co-curricular activities

### Document your skills & experience

- Describe and reflect your learning experience
- Focus on your role, expectations and difficulties encountered
- Document your achievement

- Assess
- Expect
- Plan
- Reflect
- Collect
- Feedback
- Improve
- Connect

Learning Journals, Employers' Feedback

PGDP, Leadership Training,  
CSLP, Community Service,  
Student Associations

## Using ePo for SAO Programmes

### Guided Reflective Exercises

1. Community Service Learning Programme
2. Preferred Graduate Development Programme
3. Leadership Training
4. .....

### Personal Development Planning with Mentoring Support

1. Student Success Series



## Reflection on Teamwork & Leadership

There is **not necessarily a nominal leader** within a team, because **every team member can take up the leadership role** to influence others and the whole team with their creative ideas or solutions.

## On Problem-Solving Skills

### Learning Experience in WIE Placement

<b>Situation:</b>	To complete an inter-company transaction report. I needed to categorize transactions into traceable and non-traceable items and find out the amount of all inter-company purchase and sales.
<b>Challenges</b> <b>Size</b>	A huge job with over 1,000 transactions in each of the 20 companies involved.
<b>Accuracy</b>	Need to balance the final figure.
<b>Independence</b>	An ad hoc project not under the scope of any colleagues who were very busy

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## On Social & National Responsibility

I want to be a volunteered teacher of “Light of Wisdom” in Chinese mainland in the future because there are so many children do not have the chance to study in the poor places. I hope I can do something right for them. Give them the opportunity of study, learn more knowledge and contribute to the society.

**I think though I may be rather insignificant in the community, I will try my best to help them and fulfill my responsibility for my country.**



# On Creativity

After the site visit, we had discussed the bridge structure ..... It is a big challenge for us as our backgrounds are difference, I admire the SD students very much as they are very creative. They can design many fantastic models. However, I'm a young Civil student, my knowledge cannot match with they designs. I think their designs are structurally unstable so I always reject their ideas.

Luckily, **our advisor reminds me not to always say "No! No! No!" to others' designs because it may stop many wonderful design and stop my learning. I agree with his words so I stop saying "No!" and try to find possible solutions to solve the structural instability problem.**

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**Personal Development > myProfile > Competencies > All-round Development Report**

Welcome to SPECIAL ePortfolio of  
TEST\_04040280D\_AAB7GUAA1A

SPECIAL Silver Award 2006  
Miss Yang Danni  
Aesthetics

### ALL-ROUND DEVELOPMENT REPORT

Print Preview

Name : TEST\_04040280D\_AAB7GUAA1A (袁家威) Gender : Male  
Fill in Date : 24 Nov 2006 Student ID : 04040280D

Introduction Understand Your Scores Suggestions

Competency	Score
Leadership	93
Teamwork	90
Interpersonal Effectiveness	108
Communication	102
EQ & Psychological Wellness	90
Healthy Lifestyle	98
Social & National Responsibility	90
Entrepreneurship	88
Critical Thinking	85

ePortfolio



# Personal Development > myProfile > Competencies > Questionnaires result

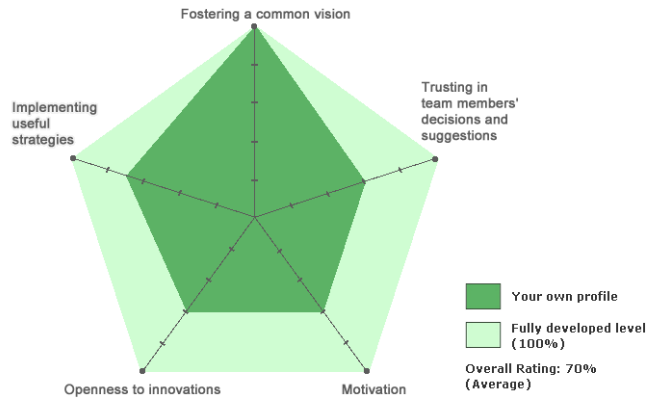
## GENERIC COMPETENCIES REPROT

Student ID: saamanda RESULT (Completion date: 2007-01-22 15:07:40)

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### Leadership

It refers to the ability to build up a common vision (共同的抱負); infuse team members with energy and confidence (替隊員注入動力及自信); encourage people to persist in their efforts (堅持努力); explore new ways to improve; and implement strategies (推行策略) that enhance the overall performance of the team.



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