

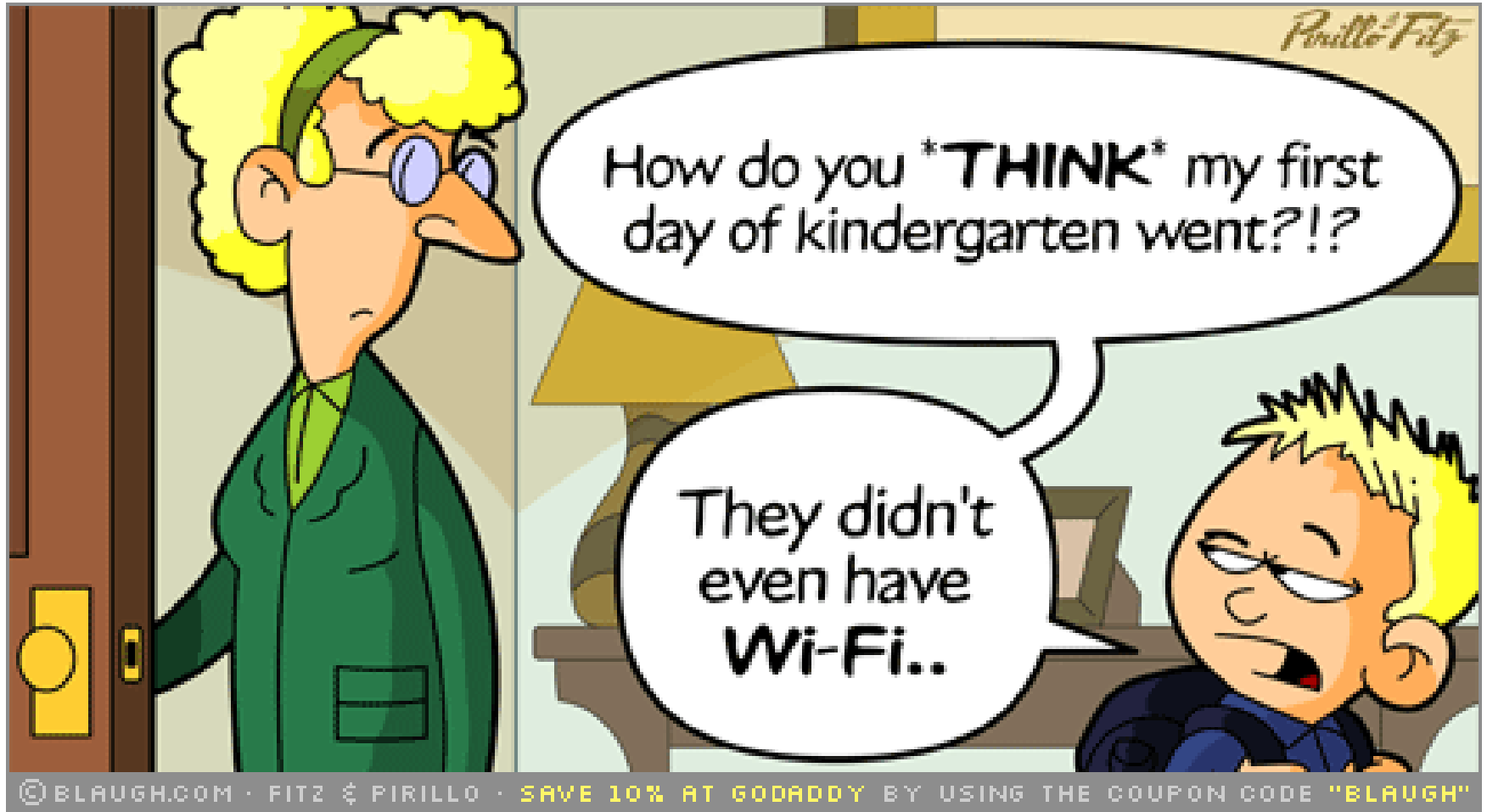
The Role of Technology in Curriculum Planning for 3+3+4 at CUHK

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CUHK

“Digital Natives”



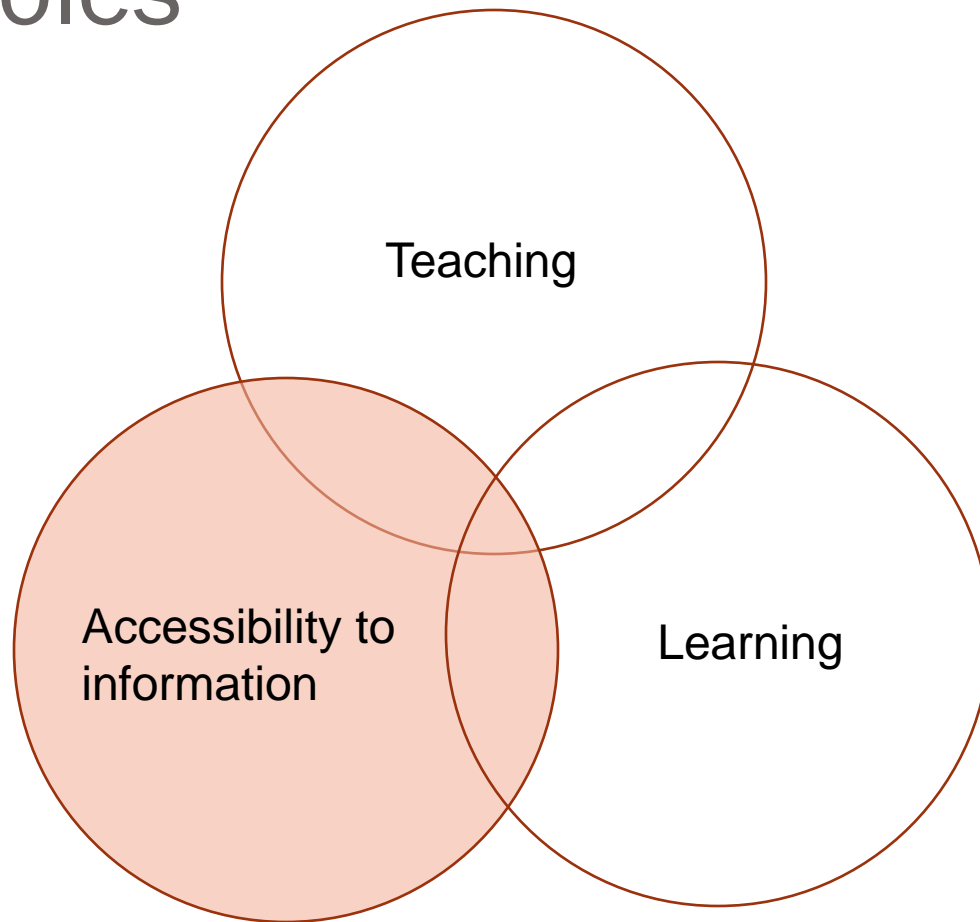
http://blough.com/cartoons/060901_kindergarten_wifi.gif

“Digital Natives”	Australia, 2006. ~2,000 Ss (%)	Pilot: CUHK, 2007. ~850 Ss (%)
Broadband internet	73	87
Mobile phone	96	99
Email	94	98
SMS	80	94
Blogs	~30	~80
Social networking	24	44
Web-conferencing	19	26

Year	Event
1999	<ul style="list-style-type: none"> • Student IT Competence (SITC) programme
2000	<ul style="list-style-type: none"> • WebCT arrives
2001	<ul style="list-style-type: none"> • First internal courseware development grants (CDGs)
2002	<ul style="list-style-type: none"> • Mapping of CLEAR, ITSC and the Library
2004	<ul style="list-style-type: none"> • First institutional study of eLearning at CUHK
	<ul style="list-style-type: none"> • Teaching counts in promotion
2005	<ul style="list-style-type: none"> • Funding for the eLearning Service
2006	<ul style="list-style-type: none"> • Beginning of planning for the four-year undergraduate curriculum (2012). Double cohort in 2012.
	<ul style="list-style-type: none"> • University Grants Committee launches outcomes-based approaches (OBAs) to T&L
2007	<ul style="list-style-type: none"> • Second internal CDGs. Alongside external TDGs
	<ul style="list-style-type: none"> • Beginning of the ‘Digital natives’ project in HK
	<ul style="list-style-type: none"> • eLearning Liaison Persons (eLLPs) network
2008	<ul style="list-style-type: none"> • The first T&L quality audit in Hong Kong
	<ul style="list-style-type: none"> • eLearning Assistant (eLA) scheme
	<ul style="list-style-type: none"> • Fancy student information system (PeopleSoft)

HOW TO DO THEM –
new developments

Main roles



CUSIS

- CUSIS - Chinese University Student Information System
- To prepare for the agility needed arising from new requirements of 3+3+4 education reform
- An ERP solution based by PeopleSoft Campus Solutions
- Status: To be launched in 2010

Functions of CUSIS

- Admission
- Curriculum Management
- Student Registration and Course Registration
- Grade Capture
- Scholarship and Financial Aid
- Non-academic Activities Management
- Exchange Student Management
- Student Accounts
- Assessment
- Alumni

Benefits and Constraints of CUSIS

- Support the new curriculum and upsurge of students
- Integrated database to support student lifecycle
- Teacher and student can access their own information conveniently
- Prepackaged functionalities that are based on leading practices gathered from other world class institutions
- More considerations of future maintenance and upgrade

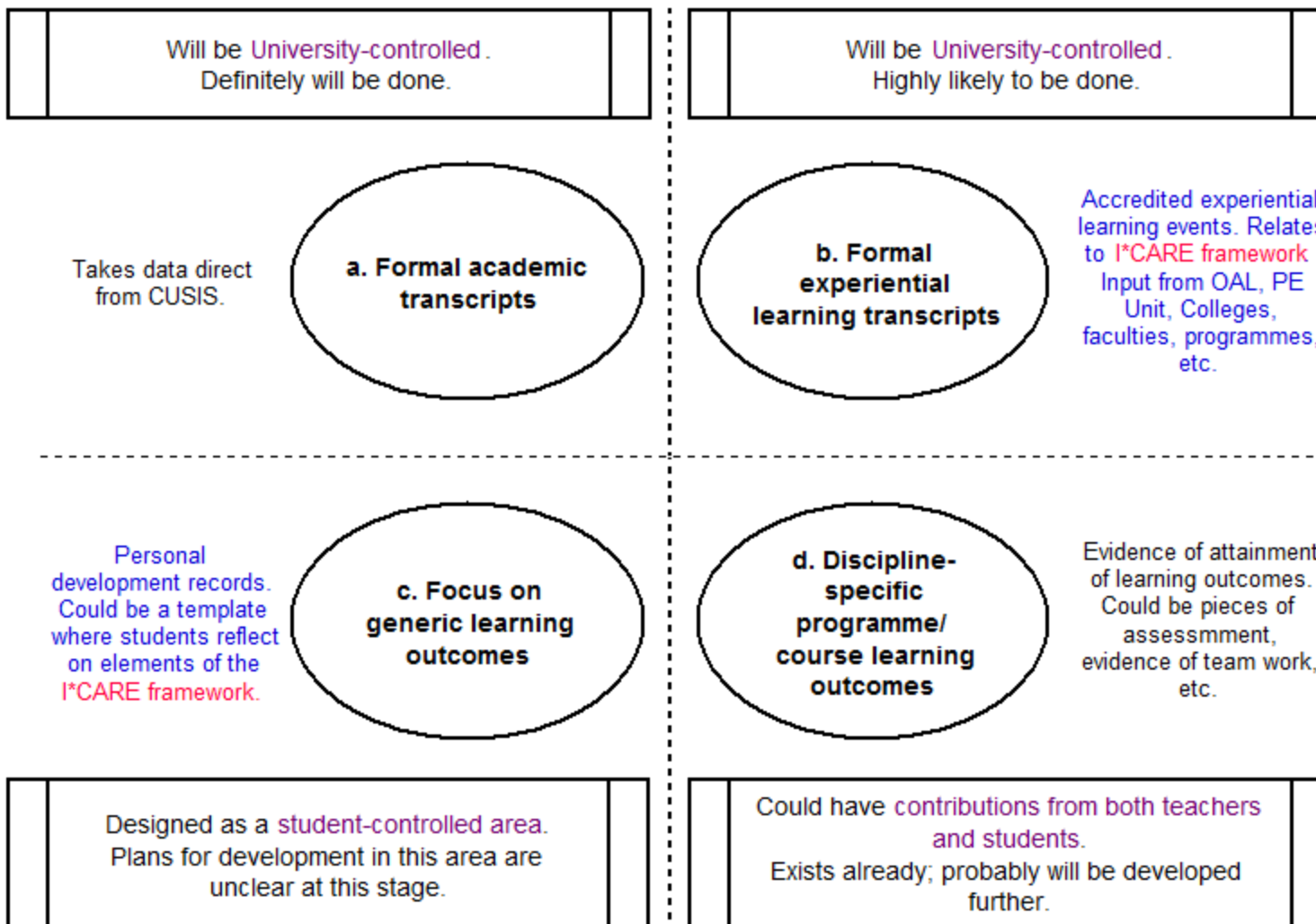
Change management of CUSIS

- Change of student ID number from 8-digit to 10-digit
- New course code
- New programmes – double major, double degree
- Student cards
- New colleges
- New workflows

ePortfolio

- The term 'ePortfolio' is used in a variety of ways in higher education. This is because ePortfolio tools have a wide range of functions. Within CUHK we are also using the term widely – from formal transcripts of achievement to a strategy to assist students develop learning profiles, thus assisting students' personal growth and reflection on learning.

Information and components



a. Formal academic transcripts

- This area has information typically present in an academic transcript concerning the academic learning experiences of a student.

b. Formal experiential learning transcripts

- An ePortfolio system is not just for official academic transcripts. It can also contain information about students' formal experiential learning experiences gaining from academic links, colleges, departments or programmes, etc.

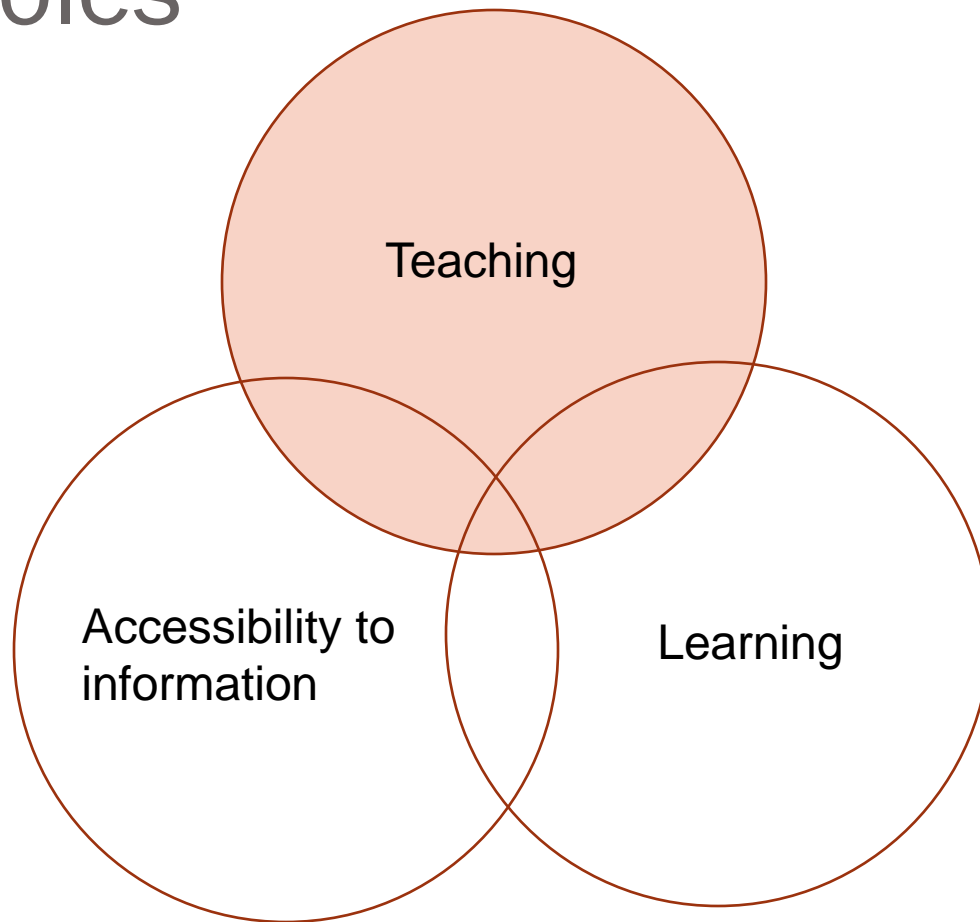
c. Generic learning outcomes

- As CUHK has adopted an outcomes-based approach as a university policy of learning and teaching, the design of the ePortfolio system should reflect this dimension and cover the desired attributes of the graduates, such as intellectual development, bilingualism and multiculturalism as well as ability to face the challenges of contemporary life.

d. Subject-specific programme/course learning outcomes

- This facility within an ePortfolio system focuses on student learning evidence and progress in subject-specific programme/ course learning outcomes. As the nature of different disciplines varies, an institutional ePortfolio system should therefore permit tailoring for individual disciplines through appropriate templates, etc.

Main roles



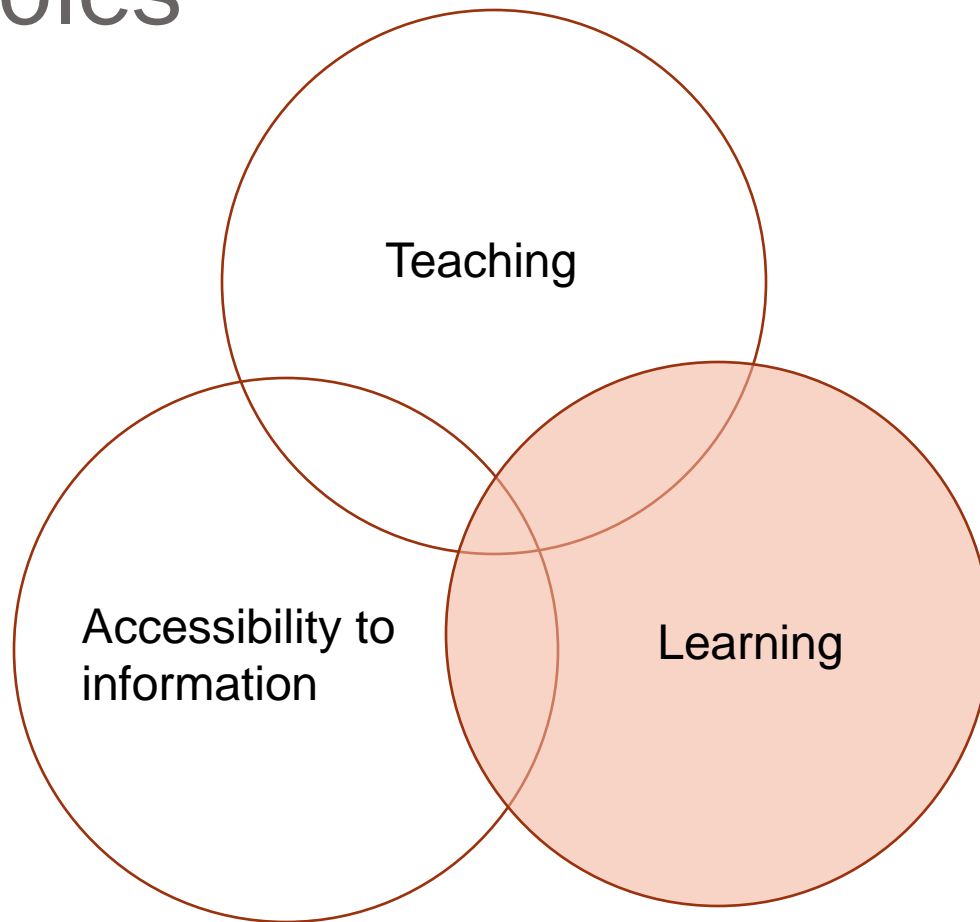
Learning Management System

- New 3+3+4: more students, more online courses, more use of eLearning
- eLearning is most useful to deliver foundation courses/GE courses which all 1st years need to attend
- Increasing use of LMS is inevitable
- A new LMS with larger capacity and more features is needed.
- A project for searching for a new campus-wide LMS is started
- Status: Expected in 2010/2011

Learning Object Repository

- More learning objects and courseware will be developed for online learning
- A central repository for collecting, hosting and cataloging the learning objects developed by CU community
- Teachers and students can find them and use them easily. In self-learning mode, students can directly use the learning objects on the website.
- Teachers can also make use of the system to download those required modules and put them into their (WebCT or Moodle course website.
- Status: Production Trial released

Main roles



Infrastructure and facilities

- Wireless Network will be largely extended – all new teaching blocks, existing lecture theatres, common areas...
- Support for ‘learning everywhere’ in CU Campus
- Support for ‘mLearning’ – Mobile Learning
- ‘Digital’ Classrooms
- Learning Commons
- Facilitates new teaching and learning modes inside and outside classrooms
- Status: On-going

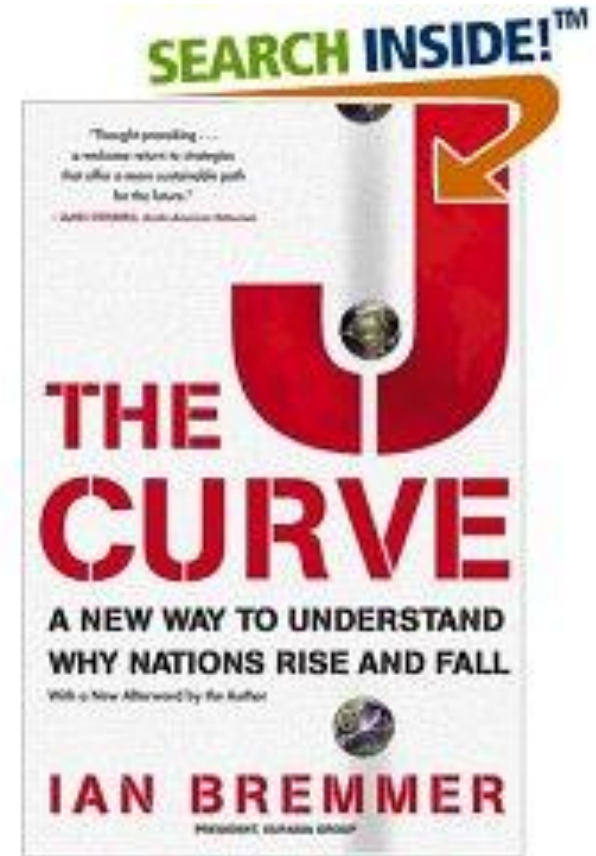
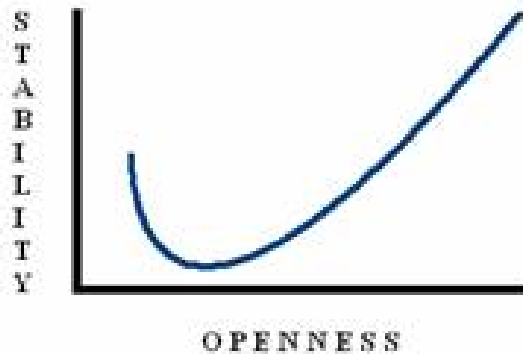
Mobile Learning

- Course materials for Mobile devices
- LMS for Mobile devices
- Podcasts to be downloaded on Mobile devices
- Support Mobile devices for class activities – quiz, quick response, instant vote
- Materials upload from Mobile devices to LMS, blog ..
- Status: Project about to start

HOW TO DO THEM –
support

The J-curve

- The nature of innovation
- Things get worse before they get better!



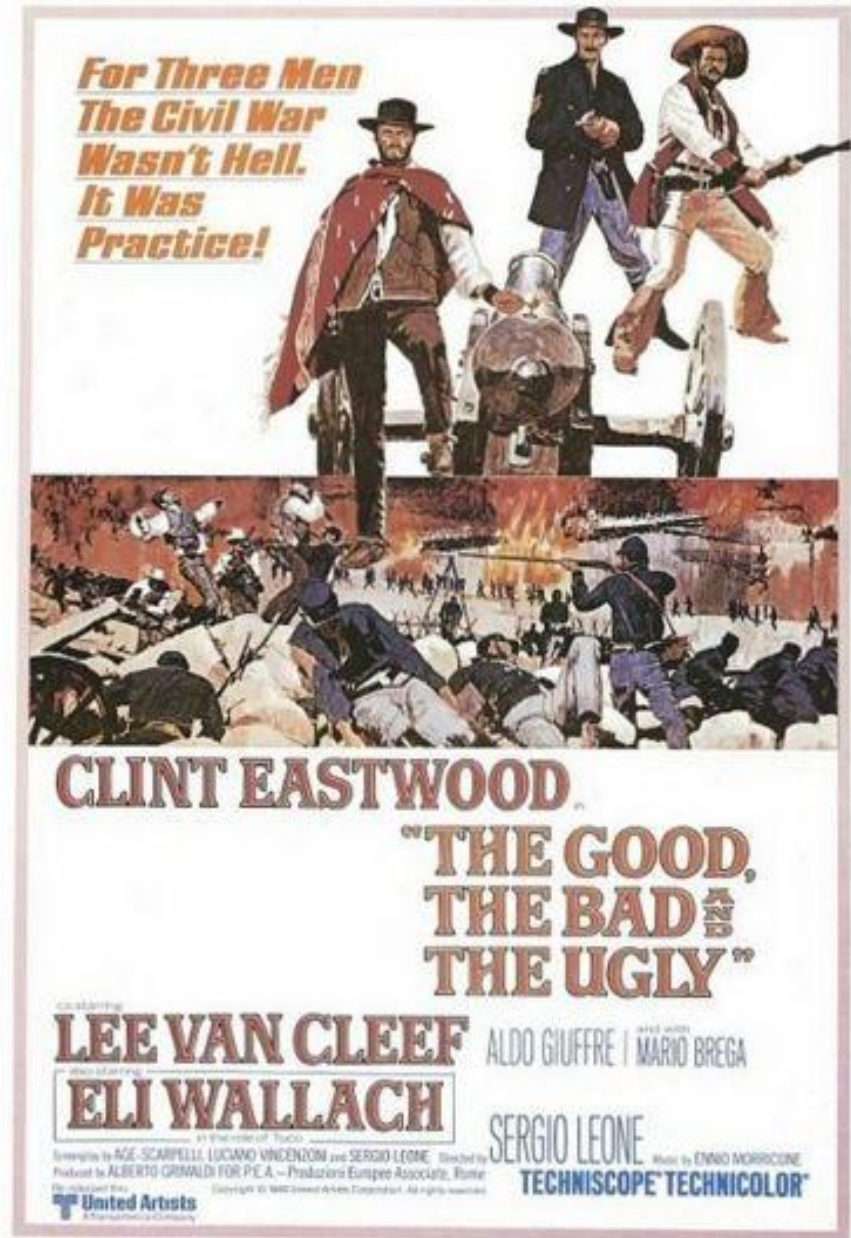
Factor	Drivers for coordinated & supported eLearning		Drivers for laissez faire approach	
1. Senior management	<i>Internal</i> 1I+. Evidence of institutional research 1I&E+. New student information system	<i>External</i> 1E+. External quality audit	<i>Internal</i> 1I-. Culture of a F2F university	<i>External</i> 1E-. Good external rankings
2. Time	<i>Internal</i> 2I+a. Changing student profile 2I+b. Ss as digital natives	<i>External</i> 2E+. Changing curriculum (2012)	<i>Internal</i> 2I-. University research life	<i>External</i> 2E-. Frenetic city
3. Ts' decisions about change	<i>Internal</i> 3I+a. Local support 3I+b. Change in promotion policy	<i>External</i> 3E+. OBAs to T&L in HK	<i>Internal</i> 3I-. Peer groups in depts (Research in T&L as too 'soft')	<i>External</i> 3E-. Benchmarking within the discipline

Sustainable eLearning

- **Efficiency** requires whole-institution planning based on evidence
- **Effectiveness** requires sound pedagogy and scholarly evaluation on local initiatives

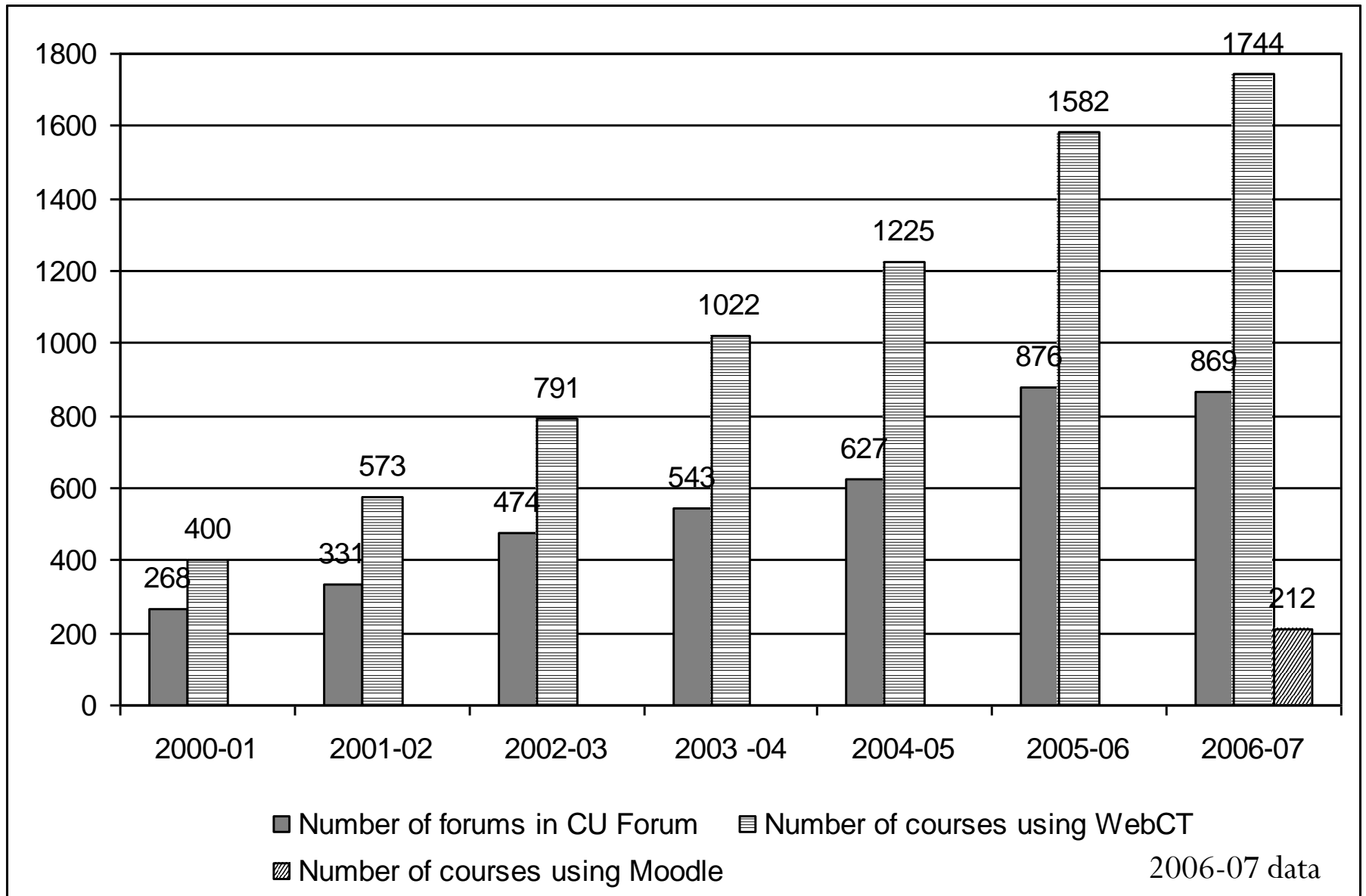


Institutional data:
Web logs

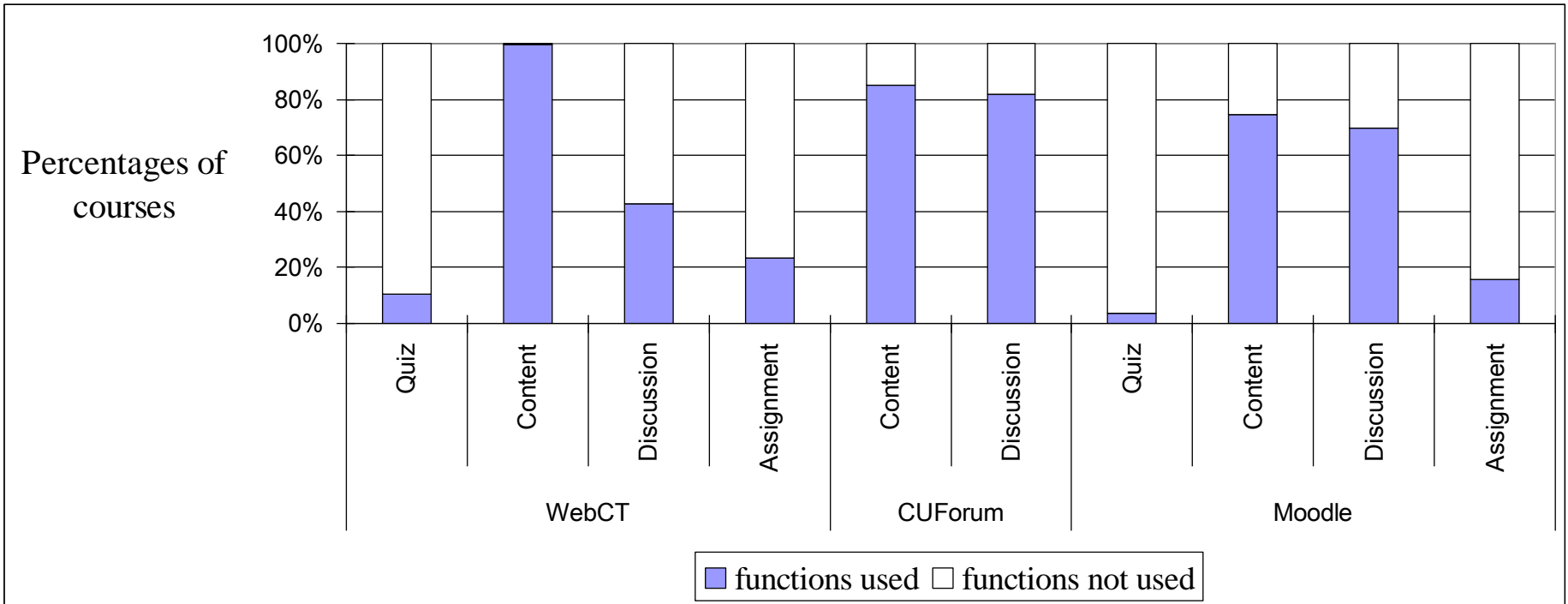


Now 80+% Ug courses have a website

The good ...

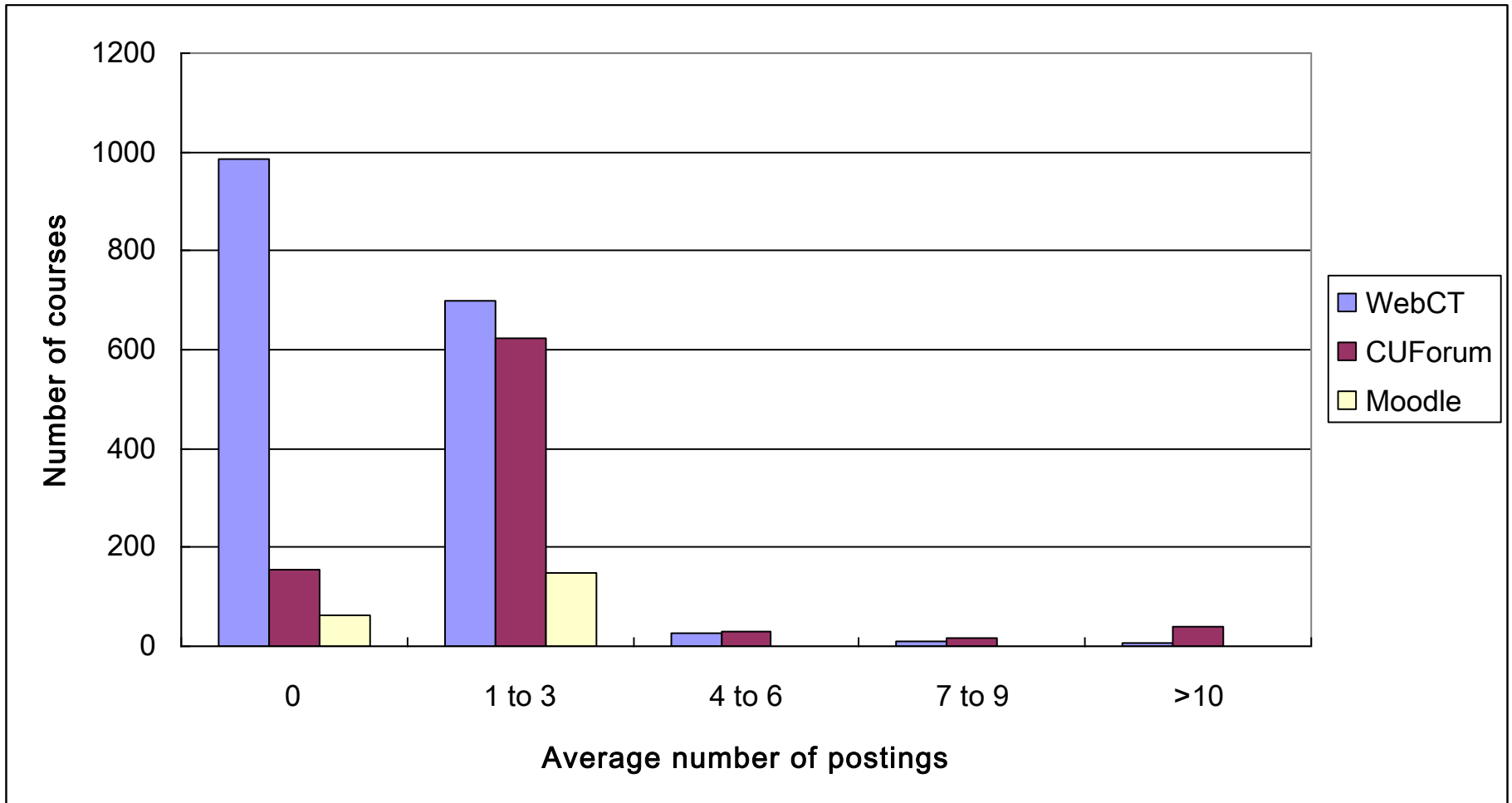


The OK ...



2006-07 data

The bad ...



2006-07 data



eLearning Service



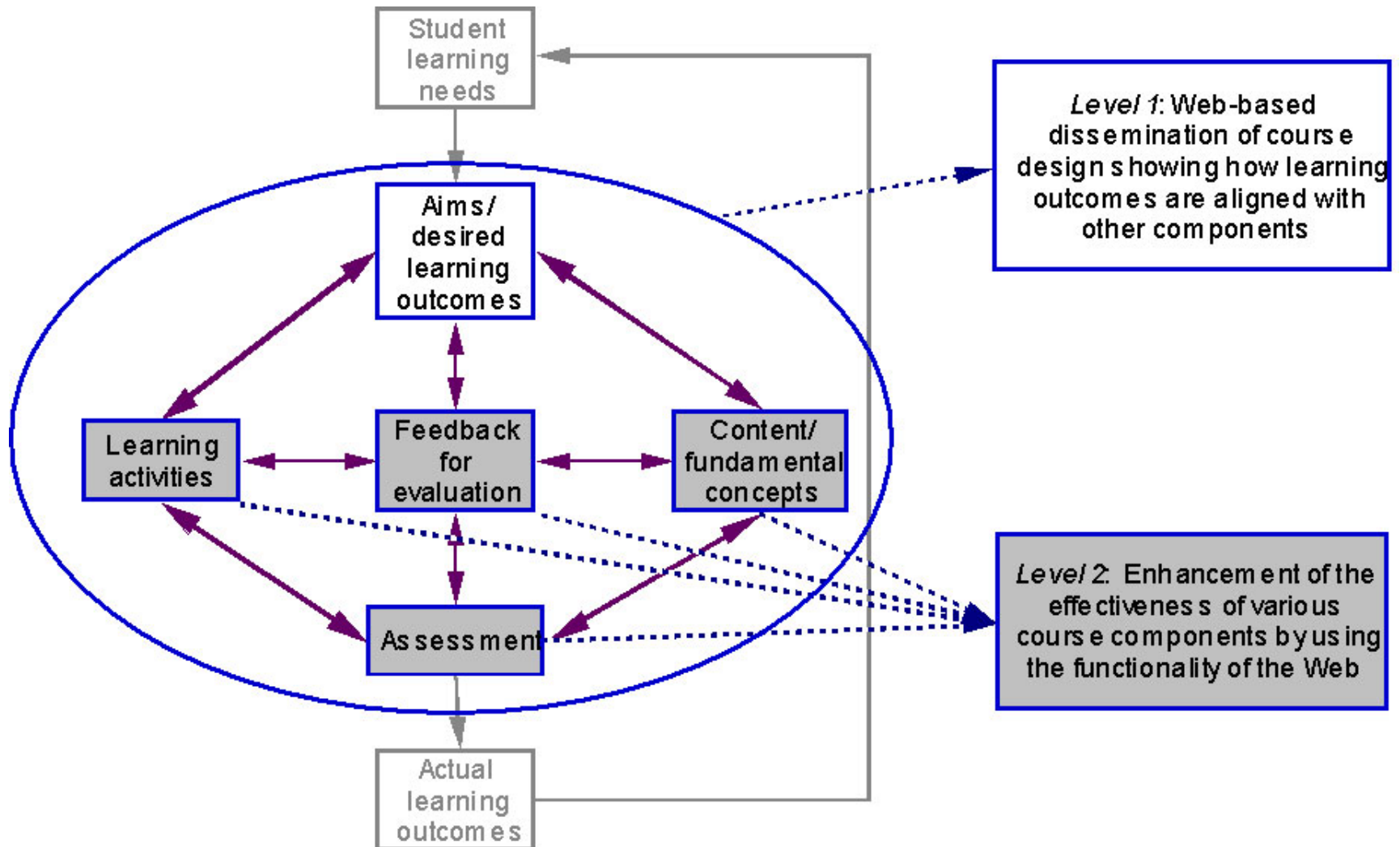
- Strategies used in the last three years (2006–09) are:
 - 1) revamp of the eLearning platforms
 - 2) a range of support services
 - 3) seminars and workshops
 - 4) support for courseware development
 - 5) promotion of eLearning
 - 6) research on new strategies & technologies

Main strategies	Specific strategies
1) Revamp of platforms – Moodle & WebCT	Launch Moodle in 2006
	Upgrade of WebCT

Main strategies	Specific strategies
2) eLearning support services	Faculty visits inc. senior management
	Enhancement of course outlines
	Walk-in clinic
	eLearning Assistants (eLAs)
	Consultations & projects
	Virtual eLearning Resources Centre

Outcomes-based eLearning

- <http://www.cuhk.edu.hk/eLearning/eLoutcomes/>



Main strategies

3) Seminars &
workshops

Training & exploration
of learning

Main strategies	Specific strategies
4) Support for courseware development	Framing projects for grants
	Successful completion of projects

Main strategies	Specific strategies
5) Promotion of eLearning	eLS@CU Newsletter
	Departmental eLearning Liaison Persons (eLLPs)
	eLearning Expo

Community

- **eLLPs** – eLearning Liaison Persons network across departments
- **EXPO event**
<http://www.cuhk.edu.hk/eLearning/expo/>
- **eL Assistants**



Main strategies	Specific strategies
6) Research	Learning Activity Management System (LAMS)
	Web-conferencing solution (Adobe Breeze)
	eBooks
	Mobile learning & teaching
	eAssessment
	Reporting growth of eLearning at CUHK

ELearning publication snapshot

2004-2005:

38 different authors

44 refereed papers

Role of evaluation in eLearning	10
Strategic planning for eLearning	8
Innovations in eLearning	8
ELearning projects at CUHK	18

Thank You

