

Professional Development for New Teachers at CUHK



Carmel McNaught



Centre for
Learning
Enhancement
And
Research

Outline

1. Principles for T&L at CUHK based on the voice of excellent teachers
2. University T&L policy
3. Design of PDCs for teachers
4. Design of PDCs for teaching assistants
5. Scope and discussion



Use of TDGs

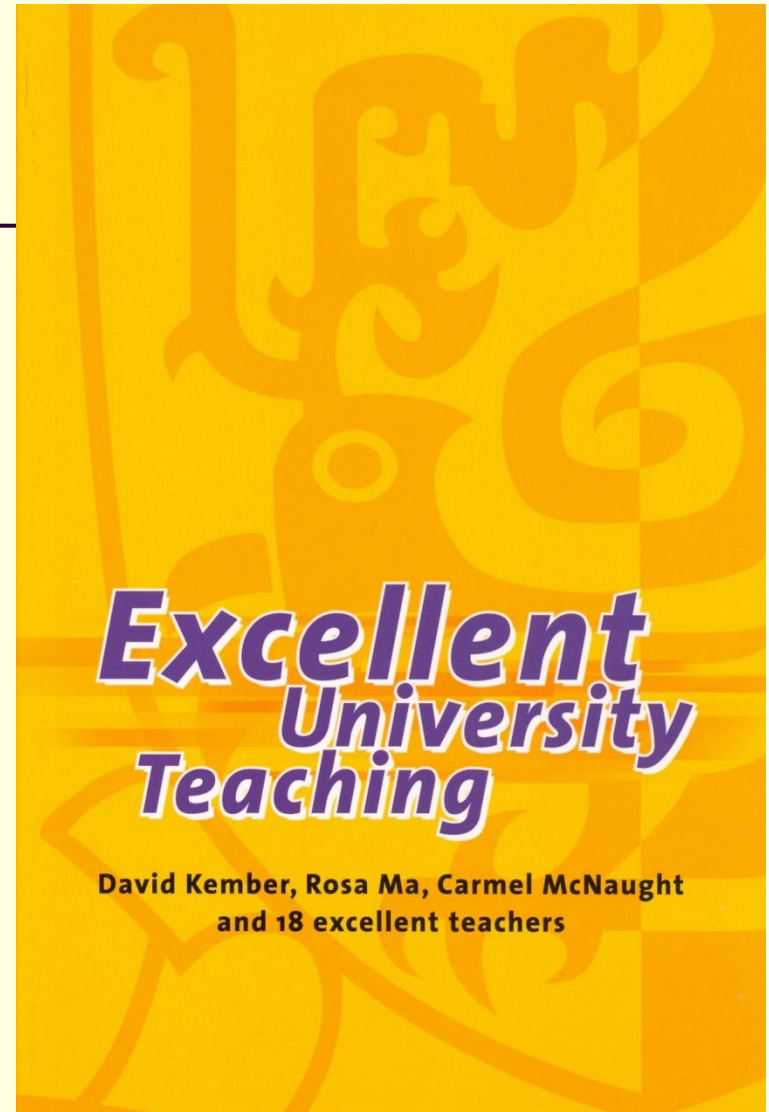
- *Enhancing student learning by understanding and disseminating strategies used by excellent university teachers*
- Principal supervisor: Carmel McNaught

- *Enhancing PDCs by producing modularised supporting materials based on excellent practice*
- Principal supervisor: David Kember



Evidence base

- Interviews with 18 award-winning teachers
- The link between an evidence base and the 'scholarship of teaching' is recognized in a research-intensive university.





The Chinese University of Hong Kong



The voice of excellence



17 principles

Planning teaching and courses

- 3 – alignment, anticipating student needs, flexibility

What is taught

- 4 – fundamental concepts, relevance, self-managed learning, conflicting theories

How it is taught

- 4 – T-S relationship, interaction & discussion, variety in teaching methods and in assessment

Motivating students

- 3 – T responsibility, high expectations, strategies

Development as a teacher

- 3 – ongoing process, feedback & reflection, teaching & research



The Integrated Framework for Curriculum Development and Review

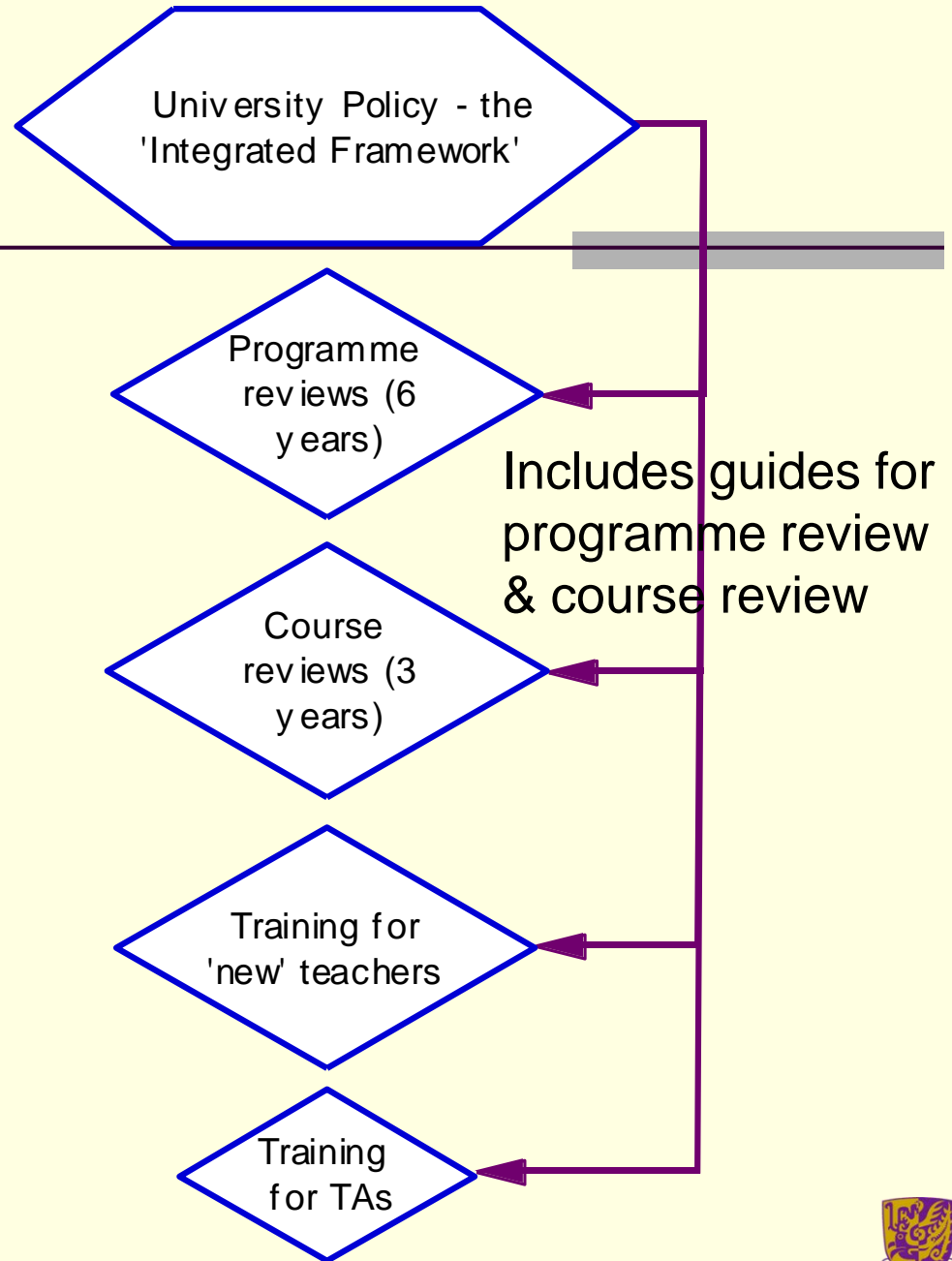
- Launched in March 2004 after wide consultation
- Its main objective is “to ensure that teachers and programmes engage in **reflection** about teaching and learning, that such reflection is rooted in **evidence** and leads to **action** for improvement, and that **incentives** be provided for such efforts” (Section 3.1.1).



T&L policy

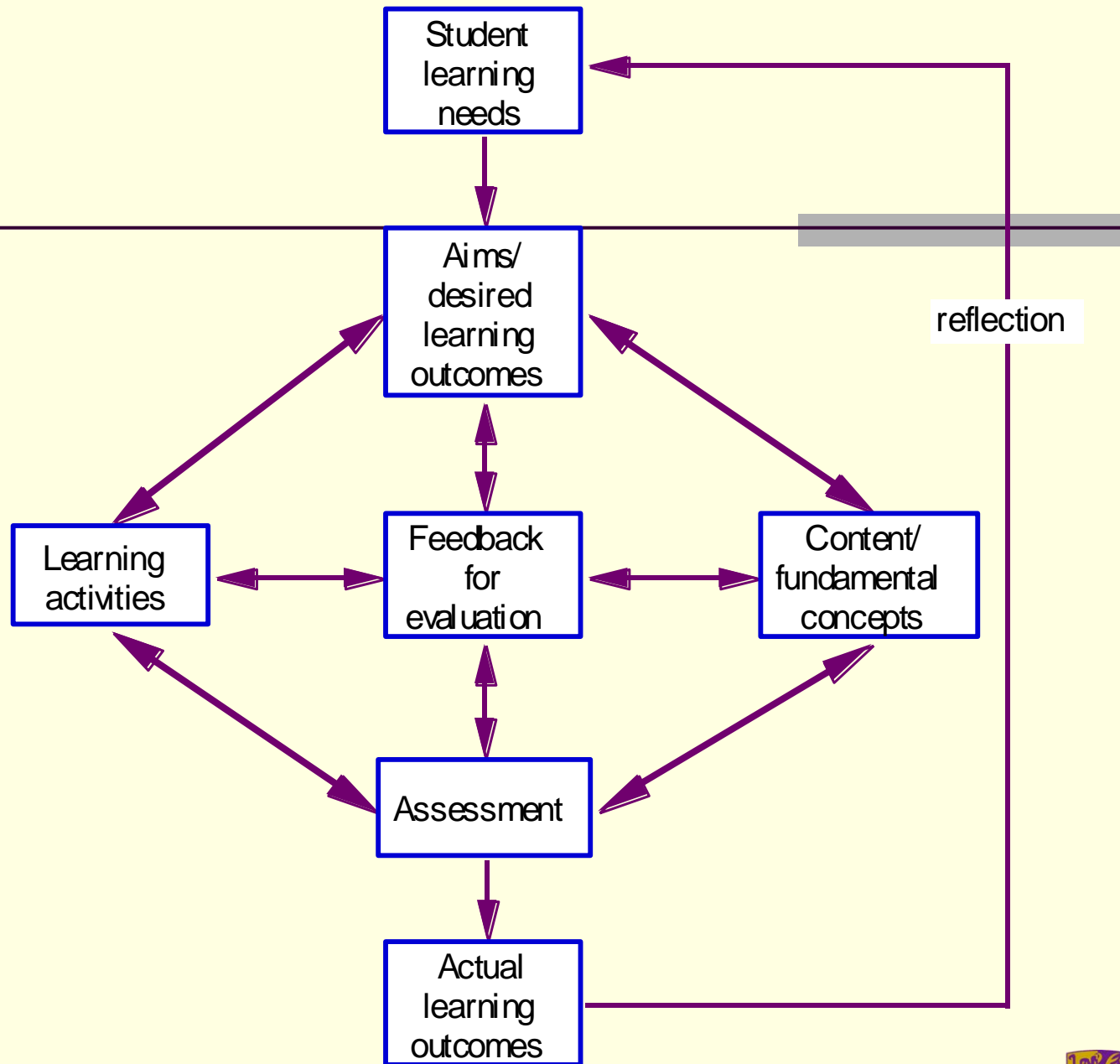
The Integrated Framework for Curriculum Development & Review (Mar04, Dec06)

Commendation in QAC.
Revised version to align sub-degree, Ug & TPg sectors ...
Continuous improvement ...



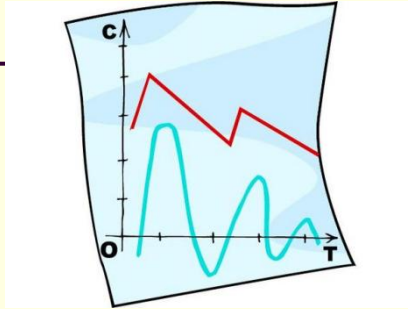
Integrated Framework

Focus on curriculum alignment



Three-stage conceptual change model

DATA



1. Evidence of the need for change
2. Confronting the situation
3. Reconstruction of a new approach

PEOPLE



PDCs for 'new' teachers

WHO?

- Asst Prof. and Instructor levels required (condition for contract renewal)
- Other teachers encouraged, esp. in induction programme for all new teaching staff at the beginning of each academic year



PDCs for 'new' teachers

TEACHING

- ~ 12 hours + assessment
- Either block of 4 half-days OR
5 x 2-hour sessions, to which all Ts are
welcome, inc. from outside CUHK
- Three core sessions in each design:
 - Teaching for learning
 - Assessment
 - Evaluation



PDCs for 'new' teachers

ASSESSMENT

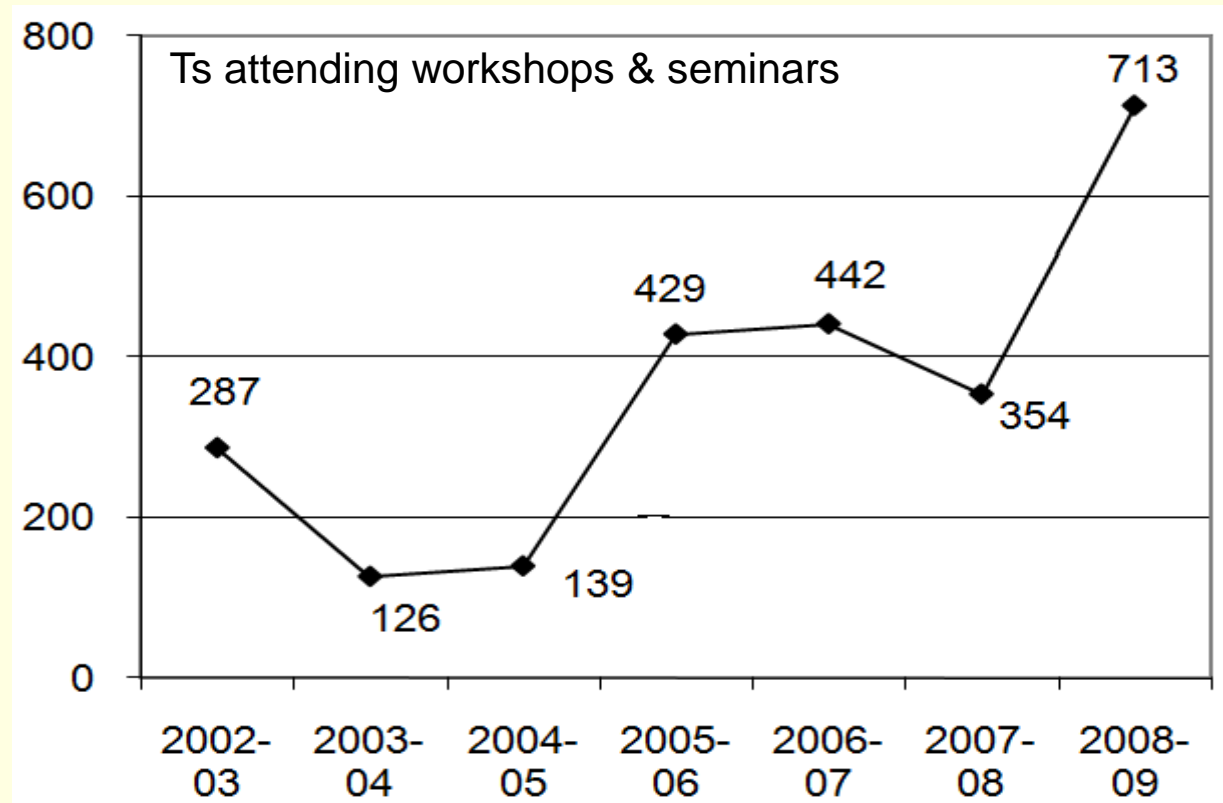
- Assessment based on reflection
 - Individual reflection on a series of classes
 - Peer assessment
 - Video consultation with CLEAR
- Nice certificate 😊





T & L development opportunities for CUHK academic staff

- 237 workshops and seminars open to all teachers
- 548 teachers completed the PDC
- 136 tailored seminars in departments



- 2003-04 SARS
- 2004-05 Programme Reviews began
- 2007-08 QAC for CUHK
- 2007-08 Staff turnover



PDCs for RPg TAs

- Considered an important part of RPg experience
- Three components
 - Session with CLEAR staff and experienced TAs in the programme
 - Communication skills session in the Improving Postgraduate Learning (IPL) programme
 - Assessment done by each programme
- Requirement for getting a conference grant
- Nice certificate 😊



Mix 'n' match set of materials for TA PDCs

- Basic set of resources allows individual CLEAR teachers to customize their TA sessions easily
- Some resources also used for Teacher PDCs, esp. video clips



Module	Title	Booklet	Ppt	Multimedia package
1	Introduction to teaching and learning	✓	✓	
2	Running tutorials in arts and social science	✓	✓	✓
3	Running tutorials in engineering and science	✓	✓	✓
4	Demonstrating in a laboratory	✓	✓	✓
5	Developing effective presentation skills	✓		✓
6	Group project	✓		
7	Marking essays and other qualitative work	✓	✓	
8	Reviewing literature to avoid plagiarism	✓	✓	
9	Writing a short paper	✓	✓	



Effective Lectures and Presentations



INTRODUCTION

[Introduction](#)



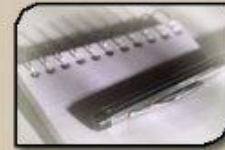
PART 1

[What is an Effective Presentation](#)



PART 2

[Beginning a Presentation](#)



PART 3

[Structuring a Talk](#)



PART 4

[Ending a Presentation](#)



PART 5

[Relevance](#)



PART 6

[Activities in Lectures](#)



PART 7

[Visual Aids](#)



PART 8

[Delivery Skills](#)



PART 9

[Handling Questions](#)



PART 10

[Preparation and Practice](#)



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[Evaluation](#)



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AREA

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[http://www.cuhk.edu.hk/
clear/lecture.htm](http://www.cuhk.edu.hk/clear/lecture.htm)

Effective Tutorials and Interactive Teaching



PART 1

[Getting to Know Your Students](#)



PART 2

[Purpose of Tutorials](#)



PART 3

[Preparation](#)



PART 4

[Plans for Tutorials](#)



PART 5

[Liaison with the Professor](#)



PART 6

[Managing Activities](#)



PART 7

[Questions](#)



PART 8

[Finishing a Tutorial with a Summary](#)



PART 9

[Activities in Lectures](#)



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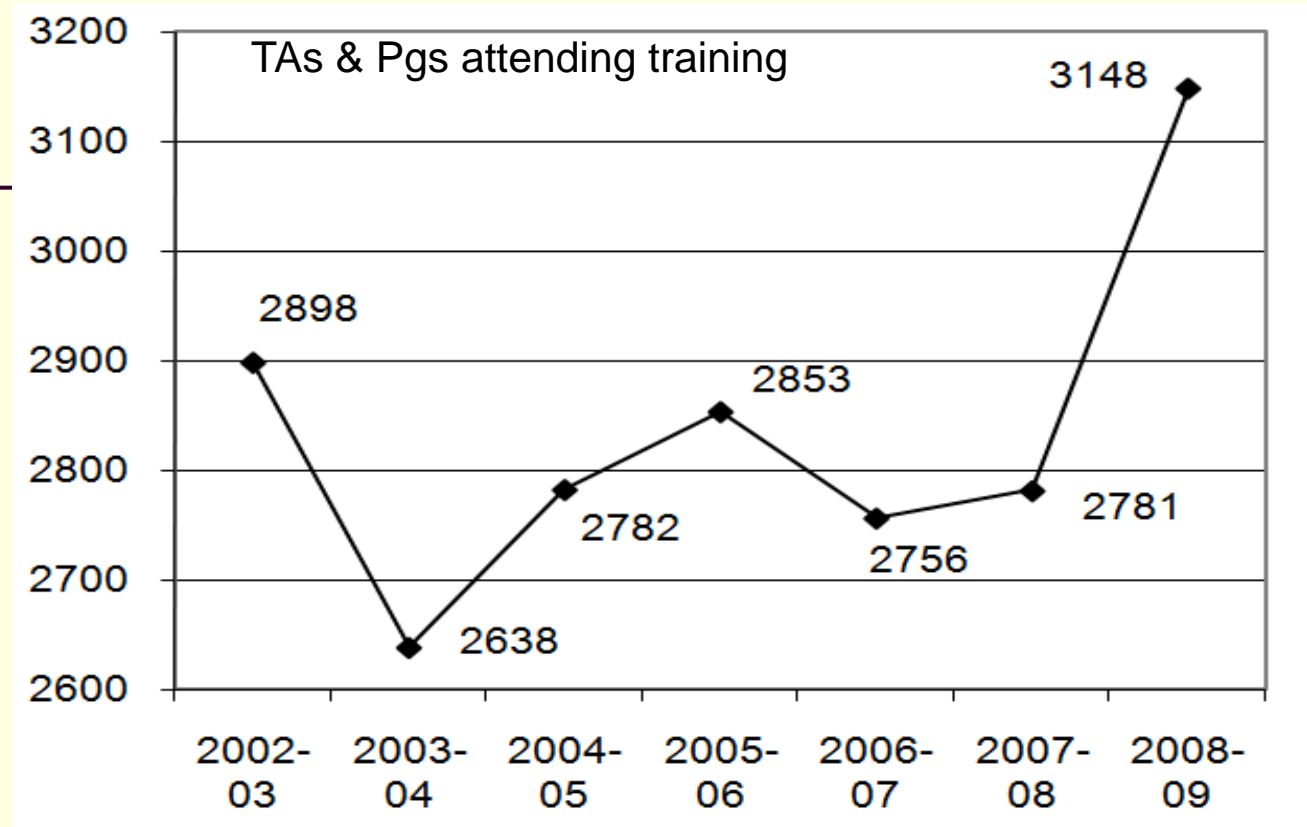
EVALUATION

[Evaluation](#)

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2002–2009 data

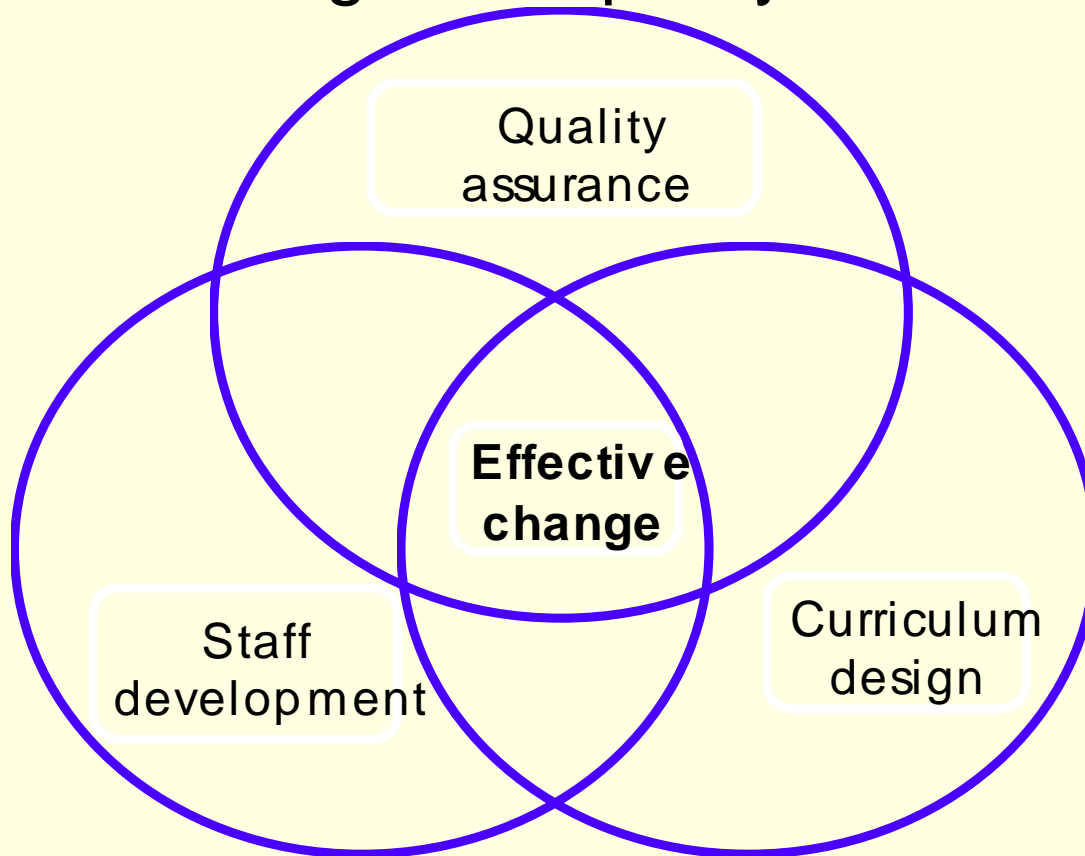


- 283 workshops and seminars open to TAs
- 2002 TAs completed the training course
- 47 IPL sessions conducted by CLEAR staff



Implies ...

- Synergy between staff development, curriculum design and quality assurance





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Thank you!

