

Summary on CityU's application for Start-Up Fund for the Establishment of Communities of Practice (CoPs)

Institution	Themes / Objectives	Work Plan / Activities	Expected Outcomes	Recognition/Reward Mechanisms	Sustainability Mechanisms
CityU	<p>To launch <u>5 CoPs</u> of the following themes to facilitate CityU's Discovery-enriched Curriculum (DEC) –</p> <ul style="list-style-type: none"> • Discovery & innovation – focuses on the implementation of DEC; • Gateway Education – focuses on improving all teaching and learning (T&L) areas of Ug's general education; • Social responsibility & ethics – devotes to fostering social responsibility and ethics; • Sustainability – aims to integrate environmentally sustainable ideas and practices into T&L activities; and • Technology & Creativity – explores creative uses of technology in T&L. 	<p>Activities will include –</p> <ul style="list-style-type: none"> • Development of online social networking platforms; • Development of online repositories of materials and examples of good practice; • Regular CoP meetings for sharing of experience and practice; • Capacity building by engaging consultants of relevant expertise and conducting peer observations; • Public events, e.g. seminars, workshops, forums, competitions; • Conferences and other events to disseminate good practice; and • Outreach efforts to secondary schools, industry and NGOs. 	<ul style="list-style-type: none"> • E-platform and online forums; • Repository of materials and examples of good practice for sharing; and • Reports and publications; and • Engagement of colleagues and students. 	<ul style="list-style-type: none"> • CityU will encourage academic units to integrate measures of CoP participation into the criteria of CityU's Performance-Based Pay Review Scheme. • Active participants of CoP may be provided with teaching release time through existing university schemes. 	<ul style="list-style-type: none"> • CityU anticipates the successful CoPs will thrive and be able to sustain themselves through new members and ideas. Relying on peer-review based assessments, successful CoPs can obtain ongoing support through existing resources, including Teaching Development Grants (TDGs) and CityU's Interdisciplinary Professional Development Awards, Idea Incubator Scheme and Campus Sustainability Fund. Unsustainable CoPs will be allowed to dissolve. • CityU envisage a periodic call for new CoP proposals, which will be peer-reviewed. Meritorious proposals will be given start-up funding.

Summary on HKBU's application for Start-Up Fund for the Establishment of Communities of Practice (CoPs)

Institution	Themes / Objectives	Work Plan / Activities	Expected Outcomes	Recognition/Reward Mechanisms	Sustainability Mechanisms
HKBU	<p>Under the overarching principle of “helping students to think creatively, critically and positively”, <u>5 themes</u> have been identified –</p> <ul style="list-style-type: none"> • Assisting the development of the new 4-year cohort by enhancing existing mentoring system into a full-fledged academic advising system; • Assessing learning outcomes to ascertain that students are achieving the programme intended learning outcomes and HKBU's Graduate Attributes; • Enhancing T&L with online resources and eTools, e.g. social networking, e-communities and mobile learning; • Enabling students to achieve excellence – showcasing/publishing high quality students' works; and • Establishing a community of scholars to further the cause for interdisciplinarity. 	<ul style="list-style-type: none"> • HKBU envisages that appropriate proposals, up to a maximum funding level of \$0.5M, will be submitted by interested coordinators to start the corresponding CoPs. The existing mechanism for the TDGs will be extended to cover the CoP proposals. • One project officer will be recruited for the relevant administrative and organisation matters. • Apart from academic/teaching staff, HKBU will encourage RPg and Ug students to participate in the CoPs. • Activities expected – <ul style="list-style-type: none"> - Support for the initial establishment of CoPs; - Attendance in relevant workshops & conferences; - Organisation of relevant conferences and study visits; - Engagement of consultants; - Dissemination of the good work and materials produced by CoPs; and - Assessment of the CoP initiative. 	<p>The ultimate goal is that individual CoPs should contribute to further enhancing the culture of sharing and continuous improvement of HKBU's T&L quality. The expected outcomes at the University level are –</p> <ul style="list-style-type: none"> • Exchange of ideas and good practices amongst involved colleagues under the relevant themes; • Further discussions on the concepts of CoPs around the campus; and • An initial evaluation on the effectiveness and usefulness of CoPs at HKBU. <p>Each supported CoP will have its respective set of expected outcomes.</p>	<p>HKBU has set up a working group to review the issue of evidence of good teaching that academic staff can provide for their annual appraisal so as to evaluate quality teaching holistically. The mechanisms to recognise/reward the participation in CoPs can be included for review by this working group.</p>	<p>Mechanisms at the University level will include –</p> <ul style="list-style-type: none"> • A group of well-respected, dedicated and award-winning teachers; • Space provision to allow easy booking for CoPs gatherings and activities; and • Dissemination of the good works and successes of the CoPs initiative both within and outside HKBU to encourage internal participation and promote scholarship of T&L. <p>Individual CoPs are expected to have local mechanisms for sustainability.</p>

Summary on LU's application for Start-Up Fund for the Establishment of Communities of Practice (CoPs)

Institution	Themes / Objectives	Work Plan / Activities	Expected Outcomes	Recognition/Reward Mechanisms	Sustainability Mechanisms
LU	<p>The theme is “Establishment of a Centre for the Advancement of Outcomes Based Education (OBE)”. To sustain the momentum of OBE, both within LU and across the UGC institutions, LU aims to further the OBE initiatives. The proposal will –</p> <ul style="list-style-type: none"> • Promote new, and support existing OBE initiatives; • Forster scholarship in the area of OBE; • Engage faculty and students in related projects; • Facilitate faculty and student self-reflection; • Provide faculty with a repository of scholarly and practical materials; • Provide a forum for communication of initiatives and best practice within LU and across the UGC funded institutions; and • Offer initial start-up funds for OBE based initiatives. 	<p>The Centre will perform/ promote the following functions –</p> <ul style="list-style-type: none"> • Set up collection/repository of OBE related materials from LU and other UGC institutions and be made available for the UGC-sector. • On-going scholarship through the engagement of Centre Manger/ Research Associate/ Assistants to keep the collection current and pursue the latest relevant research. • Dissemination of OBE research and best practice via working papers and practical workshops within and outside LU. • Engaging students in approaches to student self-development and assessment of learning outcomes. • Developing approaches to embedding outcome based Service Learning into the LU curriculum. • Linking with other UGC institutions to share materials and best practice. • Developing OBE related workshops based on best practice and faculty need. • Providing an initial start-up funding contribution to fledgling OBE initiatives. 	<ul style="list-style-type: none"> • A repository of best practice in OBE. • Continuous improvement in the knowledge and application of OBE within LU and among other UGC-funded institutions. • Creative approaches to OBE, e.g. student self-development and assessment of learning outcomes. • Further integration of outcomes based Service Learning into the LU curriculum. 	<ul style="list-style-type: none"> • Annual Outstanding Contribution to OBE Award (Faculty) • Annual Outstanding Contribution to OBE Award (Student) • Annual Report showcasing OBE initiatives among UGC faculty 	<p>During start-up period, outside funding support will be sought based on the value added by the Centre including the possibility that the initiative will lead to a jointly funded UGC Centre of Excellence for OBE.</p>

Summary on CUHK's application for Start-Up Fund for the Establishment of Communities of Practice (CoPs)

Institution	Themes / Objectives	Work Plan / Activities	Expected Outcomes	Recognition/Reward Mechanisms	Sustainability Mechanisms
CUHK	<p>CUHK will establish and develop CoPs through the “Teaching Excellence Ambassador (TEA) Programme” in which teachers demonstrating excellent teaching qualities or innovative approaches will be invited to be Ambassadors to work towards the following objectives –</p> <ul style="list-style-type: none"> • Reach out to frontline teachers and programmes to share, disseminate and diffuse successful teaching experiences; • Address major challenges or niche areas identified by frontline teachers and programmes; • Establish CoPs with participants at different levels; and • Advance the levels of the CoPs from excellent teaching practices to scholarship of teaching. 	<ul style="list-style-type: none"> • Regularly invite excellent teachers to form a critical mass of Ambassadors, who will be promoted with a prestigious status, and identify a variety of areas/topics on their good and innovative teaching practices. • Encourage and facilitate (staff will be recruited) faculties/ department/units to organise self-initiated professional development activities meeting their needs and led by the Ambassadors, thus forming a network of interested front-line teachers and Ambassadors with the relevant expertise/interest. • Form wider communities by bringing together CoPs on similar topics, thus generating synergies. • Encourage all involved to advance to scholarship of teaching. Research staff will provide support in literature search and review, classroom experiments and collection/ analysis/interpretation of data. • Launch a CoP website to enhance communication and showcase/disseminate papers on the good teaching practices and research works. • Assess the effectiveness of CoPs. 	<ul style="list-style-type: none"> • Exemplary teachers as Ambassadors achieve prestigious status and are recognised as leaders of practices and scholarship of teaching. • Ambassadors offer experiences and practices tailored to address specific needs and challenges of frontline teachers and units. • Disciplinary and inter-disciplinary based CoPs are to be established and will continue to function in a self-initiated and synergetic manner. • Excellent teaching practices are geared up to strengthen teaching-research nexus. • Scholarly outputs help establish rapport and network between the teaching force and international communities. • Works showcased in the CoP website project an image of the importance of teaching. • Continuous enhancement will be achieved by timely feedback and self-reflection. 	<ul style="list-style-type: none"> • The prestigious status of Ambassadors will generate self- and peer-recognition. • Scholarly outputs produced by teachers will be disseminated/ publicised, e.g. Ambassadors and CoP members will be invited to be speakers in conferences such as the CUHK T&L Innovative Expo. • Additional recognition for CoP participants in the assessment of CUHK educational awards. • Sponsorship for participation in international T&L conferences to reward teachers initiating their scholarly works through the TEA Programme, which will in turn lead to international recognition. 	<ul style="list-style-type: none"> • Enriching and enlivening the pool of Ambassadors by continuously inviting excellent teachers and well-respected senior management to participate. • Seeking out-reaching and collaboration opportunities with other institutions. • Continuously updating the topics provided by Ambassadors to ensure wider coverage, and addressing the challenges/ needs of frontline programmes/ teachers to motivate continuous interaction. • Self-reflection based on feedback and regular review for improvement and development of CoPs. • Advancing/facilitating scholarly work, by providing support of research staff, to help secure funding in the future to sustain the CoPs.

Summary on HKIEd's Application for Start-Up Fund for the Establishment of Communities of Practice (CoPs)

Institution	Themes / Objectives	Work Plan / Activities	Expected Outcomes	Recognition/Reward Mechanisms	Sustainability Mechanisms
HKIEd	HKIEd will establish 3 CoPs – <ul style="list-style-type: none"> • e-Health Promotion to facilitate lifelong learning – to establish the CoP on a Web 2.0 platform to co-create innovative evidence-based health promotion practices to promote healthy lifestyles; • Field Experience (FE) Supervision in Teacher Education – to enhance student-teachers' learning in the FE contexts; and • Fostering a Mobile Learning Community to enhance students' subject learning through English. 	Principal Coordinators and Coordinators of the three CoPs have been identified. Each CoP has also drawn up detailed work plan spanning 2013 to 2015. Activities will include CoP meetings / gatherings, sharing sessions, workshops / seminars, design and launching of e-platforms, publication of report/booklet, and evaluation and reporting.	<ul style="list-style-type: none"> • E-platforms as repositories of knowledge and resources, forums and e-learning space (for e-Health Promotion and Mobile Learning Community); • Reporting and publication of outcomes / good practices via various means, e.g., journals and booklets; • Sharing sessions of good practices / experiences; and • Sustained exchange of information and knowledge sharing. 	<ul style="list-style-type: none"> • Each CoP will be invited to give presentation on their work in public forums. • The outputs and achievements of the CoPs will be publicised and members' participation will be recognised. 	Each CoP is regarded as an organic community and will develop and grow as it disseminates its outputs to the broader academic community. CoPs will also develop self-sustaining mechanisms, including the right mix of activities to attract interests and active participation, effective promotion, provision of information resources and rewards.

Summary on PolyU's application for Start-Up Fund for the Establishment of Communities of Practice (CoPs)

Institution	Themes / Objectives	Work Plan / Activities	Expected Outcomes	Recognition/Reward Mechanisms	Sustainability Mechanisms
PolyU	<p>Setting up CoPs is one of the strategies to achieve PolyU's ultimate goal to enhance T&L across the university. The <u>5 priority themes</u> identified are –</p> <ul style="list-style-type: none"> • Service Learning; • Academic Advising; • Using the Blackboard Learning Management System to enhance T&L; • Recognising and rewarding excellent teaching; and • Enhancing students' English abilities. 	<p>PolyU plans to adopt a structure of 2 layers of CoPs –</p> <ul style="list-style-type: none"> • Thematic CoPs, each led by a facilitator and a co-facilitator, will be formed for the focus areas. Specific goals and work plan for 2012-15 will be formulated. Activities for and by CoP members will include experience sharing seminars, meetings for peer supported learning, consultancy, investigative studies, development and pilots of strategies to address problems, evaluation of outcomes and their dissemination via conference/publications; and • Institutional CoP, comprising Special Assistant to Deputy President and Provost as Chair, facilitators and co-facilitators of thematic CoPs as members and the Director of Educational Development as coordinator, has been formed and will address the institutional-level agenda of supporting, promoting and sustaining CoPs as a strategy for T&L development. 	<ul style="list-style-type: none"> • Building of linkages and relationships between academics and other stakeholders at PolyU to sustain exchange of knowledge, resources and expertise for collaborative improvement of T&L. • Enhancement of CoP members' capabilities in T&L. • Development, dissemination and implementation of innovations, products and tools for advancing T&L practices with an impact on student learning. • Enhancement of PolyU's policies on T&L based on good experience synthesized from the CoPs. • Further development of the culture of continuing professional and teaching development, and of PolyU's capability as a learning organisation. 	<ul style="list-style-type: none"> • Recognising the importance of the CoP Programme by establishing the Institutional CoP chaired by Special Assistant to Deputy President and Provost. • Disseminating institutional support by multiple means such as emails from Senior Management to Faculty/School Deans and Department Heads and recognizing Facilitators of the CoPs at a high profile symposium, organizing a launching ceremony, etc. • Advising Department Heads to recognise contribution to CoPs in staff appraisal and personnel decisions such as re-appointment and promotion. • Honourable titles for members in CoP, tangible reward in terms of funding/resources for professional development/ conference attendance etc. and intangible incentive such as regular sharing and support in teaching development. • Presenting a CoP Award to honour excellent accomplishment in the CoPs. 	<ul style="list-style-type: none"> • After the current triennium, PolyU will deploy resources from suitable sources for supporting productive existing CoPs and/or new CoPs. • The Institutional CoP provides a platform for sharing and synthesising the outcomes/ experience of the Thematic CoPs, enabling PolyU to learn as an organisation and improve its practices. Good/promising practices from the Thematic CoPs will be identified, and recommended for further developing, disseminating and scaling-up. • It is planned to develop outstanding CoP members to be future leaders of CoP.

Summary on HKUST's application for Start-Up Fund for the Establishment of Communities of Practice (CoPs)

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HKUST	<p>To establish cross-disciplinary and cross-generational CoPs on <u>3 themes</u> focusing on key strategic efforts in T&L in HKUST –</p> <ul style="list-style-type: none"> • Student academic advising and mentoring; • Early career faculty developing their role as teachers; and • Faculty engagement in the University Common Core. <p>The main goals are to –</p> <ul style="list-style-type: none"> • Build University-wide communities focused on the student learning experience; • Increase faculty interest and shared expertise in undergraduate teaching and learning; • Nourish scholarly teaching and its application to student learning; • Increase faculty collaboration across disciplines; and • Increase the rewards for and prestige of excellent teaching. 	<p>The Work plan is as follows –</p> <ul style="list-style-type: none"> • Selection of discipline-balanced core group for each community and an initial leader/facilitator. • Core members establish objectives and expected outcomes for their community. • Decide on activities to achieve the triennium objectives. • Evaluate progress at mid-triennium and produce an evaluation and recommendation report at the end of the triennium. <p>The main activities will likely be –</p> <ul style="list-style-type: none"> • Arranging events such as meetings, seminars and workshops involving both internal and external expertise. • Attending and/or presenting at seminars, conferences and reporting back on what was learned to the community. • Producing documents on evidence-based, good practices for dissemination via the community's online space, in seminars/conferences and through peer-reviewed scholarly journals. 	<ul style="list-style-type: none"> • A greater sense of collegiality around T&L. • Increased interest in the scholarship of T&L. • Dissemination of evidence-based good practices for teaching, learning and professional development. 	<ul style="list-style-type: none"> • Where possible, release time from one course could be provided. • Purchase of books on T&L or international travel for conference or workshop attendance. • Community presentations of their work through seminars. 	<ul style="list-style-type: none"> • The main mechanism for deciding on the sustainability of individual communities will be the community's end-of-triennium report. When this clearly demonstrates the value of this form of professional development and identifies further objectives that are of value to the members, then the community would be sustained by the University. • It is expected that the topic-based communities would change over time. If other topic areas are identified as being of interest to potential or existing members, then these would be welcomed by senior management and CoPs as a form of professional development would be sustained.

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HKU	<p>To facilitate the transformation of the administrative and policy making Senate Teaching and Learning Quality Committee (TLQC) and Faculty TLQCs into CoPs in T&L enhancement through building a common understanding of the “joint enterprise” of this group, by providing opportunities for “mutual engagement” of the TLQC members as well as teachers across the Faculties in addressing common issues of concern, and to develop a common language and common resources across the university.</p> <p>Two tiers of CoPs will be established to focus on area of needs. Initial areas , initially on: include –</p> <ul style="list-style-type: none"> • implementation of constructive alignment of learning outcomes, assessment, and learning activities; • setting standards and developing assessment rubrics that are aligned with program learning outcomes and institutional learning outcomes; • providing effective feedback (or feedforward); • use of technology in assessment; and • documentation and analysis of direct evidence of student learning and teacher feedback to further enhance student learning. <p>The ultimate goal is to strengthen and nurture leadership in T&L.</p>	<ul style="list-style-type: none"> • Tier 1 – A CoP consisting of the TLQC Chairman (PVC(T&L)) and members, the Faculty Associate Deans (T&L), staff of the Centre for the Enhancement of Teaching and Learning and some teaching award winners. - To establish a shared understanding of what constitutes a CoP and the “joint enterprise” of CoP. - To deliberate on “assessment for learning” as the joint enterprise and its key aspects for action. - To share good practices and difficulties encountered, and to consider international trends and practices. • Tier 2 – CoPs, cross-Faculty or Faculty-based, organised according to specific areas of focus to be led by Tier 1 CoP members. - To establish a shared understanding of what constitutes a CoP and the “joint enterprise” of CoP. - Review literature on discipline-based and non-discipline-based assessment for learning. - Draw on international good practice and identify good practices in assessment for learning at local and overseas universities for adaptation. - Conduct seminars, workshops and retreats; Attend overseas T&L conferences and visit universities. - Engage in scholarship of T&L. <p>A support infrastructure will be put in place.</p>	<ul style="list-style-type: none"> • Strengthening of leadership and nurturing of leaders of T&L within and across the university. • Building of a community of scholars with enhanced knowledge of T&L within their own disciplines. • Development of systematic procedures to collect, analyse, reflect and act upon direct and indirect evidence of student learning for each Faculty. • Enhancing of the alignment of assessment, learning outcomes and learning activities. 	<p>Active participation in CoPs will be taken into consideration on annual staff appraisal exercises, as well as Faculty and University teaching awards.</p>	<p>The sustainability is ensured by the following facts –</p> <ul style="list-style-type: none"> • Tier 1 – an extended group of the university TLQC which is a standing Senate Committee. • Tier 2 – offer mutual support for members who have been given responsibilities to oversee T&L matters and help them to play their roles more effectively. <p>All CoPs must be sustained through the development of a culture of quality of T&L across the University and the embedding of such culture in everyday practice.</p>