



## Completion Report

### Project Supported by ~~LTC~~ OBA Funding\*

(Period covered: 2010 - 2011)

#### Part I: General Information

Funding Source (please tick ✓ as appropriate):  LTC  OBA Funding

Project Code: 2007-08/OBA/ENGL2 Host Department: ENGL

Project Title: Excellence in Work-Integrated Education: Evaluation evidence for achievement of learning outcomes

Project Leader (Name & Dept):

Team Member(s) (Name & Dept):

Dr David Qian, WIE Coordinator,  
ENGL

Project Team: Winnie CHENG  
LEUNG Wai Lin, ENGL

Ms Natalie Yu, Assistant Student  
Placement Officer, ENGL  
(replacing Odilia Szeto, ENGL)

Ms Catherine Law, Marketing  
Manager, ENGL

#### Part II: Project Details

##### 1. Financial Information

###### (a) Overview

Approved Funding: \_\_\_\_\_ Additional Funding Received (if any): \_\_\_\_\_ Total Funding Received: \_\_\_\_\_  
+ \_\_\_\_\_ = \_\_\_\_\_

Source of Additional Funding: Time-release fund to the departmental one-line budget to support the OBA project (N.B. Since no time release has been given to any project members, the fund should be unspent.)

###### (b) Project Expenditure

\* Please give reasons for the revised budget and quote the relevant authority's approval reference where appropriate.

##### 2. Project Schedule

Dates as Stated in Original Proposal:	Start date (dd/mm/yyyy): 02/07/2008	Completion date (dd/mm/yyyy): 30/06/2010
Actual Start and Completion Dates:	Start date (dd/mm/yyyy): 02/07/2008	Completion date (dd/mm/yyyy): 30/12/2010
Project Period Extension(s) (if any):	Total no. of extension(s) obtained : 1	Obtained during the project period: For a total of 6 month(s)
Reason(s) for Extension(s) (if any):	The project staff resigned from the job and more time required to recruit a new staff member.	

\* LTC: Learning and Teaching Committee  
OBA Funding: Funding for Promoting Outcome-Based Approaches to Student Learning

### 3. Project Implementation

**A report on the project (34 pp. and ten appendices) are submitted with this completion report.**

(a) Project objectives

The objective of the project is to evaluate the effectiveness and impact of two subjects, FH202 Work-Integrated Education (WIE) in BA (Hons) in Language Studies for the Professions (BALSP) and ENGL223 Work-Integrated Education (WIE) in BA (Hons) in English Studies for the Professions (BAESP)<sup>1</sup>, with specific focuses on the learning and teaching methods and activities (theme a), and assessment methods (theme b) that are designed for creating high quality work integrated learning experiences for BALSP and BAESP students during their studies, and guiding students to nurture and achieve the programme-specific professional and generic learning outcomes of WIE.

The project has served as a platform and provided structured opportunities for BALSP and BAESP students and academic staff, WIE Subject Leader and Officer, as well as employers and workplace supervisors in companies to:

- share good practices;
- discuss issues and concerns;
- enhance the WIE pedagogical resources, practices and procedures in the instructional and delivery methods and assessments; and
- participate in action research and professional development in WIE.

The project is also committed to proposing a coherent framework that integrates the design, implementation, assessment, and evaluation of WIE that is consistent with the achievement of intended desired learning outcomes to ensure that PolyU's Strategic Objective 1 (SO1) will be more effectively achieved.

(b) Overview of specific work undertaken for achieving the project objectives (including any changes to original proposal)

The primary objective of the project which is to evaluate the effectiveness and impact of two WIE subjects FH202 and ENGL223 has been achieved. The initial stage of the project which involved evaluation of the current delivery and assessment of WIE had led to the recommendations that:

1. Students, staff and employers' awareness be raised concerning the alignment of the LOs, learning and teaching methods, and assessment methods of FH202/ENGL223;
2. Students' awareness be raised concerning the alignment of the LOs of FH202/ENGL223, the LOs of BALSP/BAESP, and the LOs of PolyU for undergraduate students;

<sup>1</sup> BAESP was also included as it was phased in during the project to replace BALSP.

3. Triangulated evidence, using multiple methods and from multiple sources, be collected and analysed for evaluating the effectiveness and impact of FH202/ENGL223; and
4. Evaluative results be systematically reported and disseminated for improvement of WIE in ENGL.

Specific work undertaken for archiving the project objectives has succeeded in:

1. Piloting a framework that integrates the design, implementation, assessment, and evaluation of WIE that is consistent with the achievement of intended desired learning outcomes to ensure that PolyU's Strategic Objective 1 (SO1) will be more effectively achieved;
2. Implementing the above recommendations through a wide range of discussion and reflective activities, including comparing the nature, purpose, meaning and implication of different sets of LOs; analysing the scenarios of different placements with reference to the WIE LOs; and exploring additional WIE LOs that would match the specifications of those jobs;
3. Collecting and analysing students' post-WIE reports with the use of corpus analytical methods to find out the phraseologies and semantic fields that students used to express a number of ideas related to achievement of LOs of FH220/ENGL223;
4. Collecting and analysing students' feedback, by means of survey methods, on the project procedure and practices at various stages of the project.

(c) Difficulties encountered, if any, which have affected progress, and remedial actions taken

(d) Deliverables/useful findings/good practices emerged

Based on the project findings and conclusions, a revised framework for the delivery and evaluation of WIE is proposed with the following principles:

1. It needs to involve a number of stakeholders: students, teachers, WIE administrator, career councilors, alumni, supervisors, employers, SAO, and so on.
2. It employs a variety of learning, teaching and assessment procedures and measures to find out how well the WIE learning outcomes have been achieved.
3. It follows a pre-WIE, during WIE, and post-WIE cycle.
4. It is regularly revised based on evaluation evidence.
5. It contributes to the programme LOAP.

Specific procedures and activities are proposed in the framework for consideration to enhance WIE pedagogical resources, procedures and practices in the instructional and delivery methods, student assessments, and evaluation for further improvement:

#### Pre-WIE

1. Workshops could be organised for awareness raising and familiarisation with WIE LOs and how the LOs are aligned with those of other subjects in the programme, those of the programme, and those of the PolyU for undergraduate students.
2. These workshops could be conducted by senior students who have participated in WIE placements.
3. Workshops could be organised for awareness raising and familiarisation with WIE assessment procedure and rubric.
4. Views among students and with teachers could be exchanged concerning different kinds of jobs through WIE scenario learning activities.
5. Students could explore different jobs – nature, purpose and duties - through WIE scenario learning with reference to various sets of LOs.
6. Students could explore different jobs – nature, purpose and duties - through WIE scenario learning and suggest additional LOs.

7. Students could prepare for real WIE placements by exploring the relevance of both current and additional LOs to potential placements.
8. Students could prepare for real WIE placements by producing a learning contract stating intended LOs, procedure for achieving them, predicted challenges in the workplace and suggested solutions.
9. Students could learn how to write effective post-WIE reports based on the results of systematic analysis of reports written by senior students. It would be even more effective if students conduct analyses of these reports (with consent from the authors) in other subjects in ENGL, such as English for Specific Purposes (ESP), corpus linguistics, discourse analysis, and pragmatics. The practice would also help to establish a relation between WIE and other subjects in the programme.
10. As far as possible, an explicit connection could be made between WIE and some core subjects in the programme to underscore mutual relevance.

### **During-WIE**

1. As far as possible, in addition of students keeping daily journal entries, multiple site visits could be organised for individual students by WIE Officer.
2. Site visits could be done by the peers in the form of visiting each other's workplaces.
3. Consent could be obtained from supervisors and employers to shadow students in the workplace to collect more and varied kinds of information for formative assessment of WIE.
4. Students could submit short interim reports through an oral presentation or in writing.
5. WIE assessment by daily journal entries could be modified to turn them to a smaller number of specific tasks with specific purposes and requirements, e.g., students record any difficulties encountered in the workplace and how they deal with them, students write a report after being visited on site, students select a specific WIE LO and evaluate how it is being achieved, and students turn their WIE placements into WIE placement scenarios to be used as instructional materials.

### **Post-WIE**

1. Evaluation should be continued to find out the effectiveness of WIE preparation, training, implementation, etc. through the survey method.
2. In addition to surveys, students' post-WIE reports could be analysed to find out the language choices made to make meanings. Other textual analysis methods using approaches in discourse analysis and pragmatics would be equally useful.
3. Students could organise a WIE symposium where they share WIE experiences, issues and concerns and good practices, attended by junior students, WIE Officer and teachers in the programme. Local WIE placement supervisors should be invited.
4. The LOs of WIE could either be added to or substantiated with real-life examples so that the LOs are clearer and contextualised.
5. Evaluation of WIE could be made long-term so that alumni could be invited to reflect on the impact of WIE on their current jobs.
6. Effort could be made to build a collection (corpus) of student post-WIE reports as evidence of learning and as a database for action research and professional development in WIE by students and possibly staff.

### **(e) Dissemination activities taken/planned to sustain impact**

1. Seven presentations on project findings have been made in a faculty symposium and at local and international conferences (please see below).
2. Recommendations derived from the conclusions and findings have been submitted to the programme concerned for consideration of implementation.

### **Presentations**

1. Cheng, W. and Qian, D. (2011). Excellence in Work-Integrated Education: Evaluation evidence for achievement

- of learning outcomes. FLTC symposium, Faculty of Humanities, 7 June 2011.
2. Cheng, W. (2010). Work-Integrated Education in Hong Kong: A framework for curriculum design and development. International Conference of Work Integrated Learning: University-Industry Collaboration for Real Life Education, The Hong Kong Polytechnic University, Hong Kong, 3-5 February 2010.
  3. Cheng, W. (2009). How are Work-Integrated Education intended learning outcomes (ILOs) aligned with programme ILOs in Department of English? 3+3+4 Symposium on Enhancing and Assessing Students' Learning Outcomes for the New 4-Year Curriculum, The Hong Kong Polytechnic University, 14 December 2009.
  4. Cheng, W. (2009). Workshop: Online Collaborative Learning and Assessment (OCLA). Globalisation and Localisation in CALL 2009 (GLoCALL 2009), Chiang Mai University, Chiang Mai, Thailand, 8-11 December 2009.
  5. Cheng, W. and Qian, D. (2009). Attaining Work-Integrated Education (WIE) intended learning outcomes: What do students think? The 5th International Symposium on Teaching English at Tertiary Level, 16 - 17 October 2009, Department of English, Hong Kong Polytechnic University and Department of Foreign Languages, Tsinghua University.
  6. Cheng, W. and Qian, D. (2009). Enriching and assessing student learning in Work-Integrated Education. Administering WIE and Working with Industry Partners, WIE Seminar Series, EDC, PolyU, 9 June 2009.
  7. Cheng, W. (2008). Work-Integrated Education in Hong Kong: Evaluation evidence for achievement of learning outcomes. WACE Asia Pacific Conference, 30 September – 3 October 2008, Manly Pacific Hotel, Sydney Australia.

(f) Self-evaluation or additional information/remarks

In order to sustain the impact of the project, effort will be made to follow-up on implementation of the recommendations of the project in ENGL.



Name of Project Leader: WINNIE CHENG  
(in block letters)

Date: 24 June 2011

**Part III: Evaluation by D/SLTC (or by HoD/Dean of School<sup>^</sup>)**

- (a) Rating and comments/recommendations on the following areas of the project  
(please put a ✓ in 1 of the following 2 ratings and provide comments)

Areas	Rating		Comments and Recommendations
	Satisfactory	Needing attention	
Overall financial management/ use of funding	✓		
Overall project progress	✓		
Outputs /deliverables / dissemination	✓		
Overall rating / comments on the project (Please suggest remedial actions if the rating is 'Needing attention')	✓		

- (b) Issues requiring the attention of FLTC/Dean of School and/or the funding authority

- (c) Outputs/deliverables/good practices of the project that can be shared with other subjects, programmes or departments within the Faculty, or with the wider PolyU community

- (d) Additional comments/remarks

Name of D/SLTC Chair  
(or HoD/Dean of School):

XU XUNFENG  
(in block letters)

Date:

11/07/2011

<sup>^</sup> To be prepared by HoD/Dean of School if the PL is also the D/SLTC Chair, or if the Centre/Unit/Office does not have a DLTC.

**Part IV: Evaluation by FLTC/Dean of School#**

(a) Overall rating on the project (please put a ✓ in 1 of the following 2 ratings):

- Satisfactory
- Needing attention

(b) Overall comments and recommendations on the project:

(c) Issues requiring the attention of the funding authority:

Name of FLTC Chair/  
Dean of School:  
FH.

Prof. Huang Chu-ren  
(in block letters)

Date: 29 July 2011

# The Dean of School or HoD of the Centre/Unit/Office needs not fill this part if he/she has already commented in Part III.

**Part V: Response & Follow-up Plan by Project Leader**

(Response and follow-up plan is required from the Project Leader if there is any area rated as 'needing attention' in Part III and/or IV.)

Name of Project Leader:

WINNIE CHENG  
(in block letters)

Date:

18/7/2011



Signature of Project Leader



Signature of D/SLTC (or HoD)@



Signature of FLTC/  
~~Dean of School~~  
Dean of FH

Prof. Winnie Cheng  
(Name in block letters)

Dr Xu Xunfeng  
(Name in block letters)

Prof. HUANG Chu-ren.  
(Name in block letters)

@ To be signed by HoD if the PL is also the DLTC Chair, or if the Centre/Unit/Office does not have a DLTC; leave this blank if the PL is also the SLTC Chair.

The Project Leader and D/SLTC Secretary should each keep a copy of this *Completion Report* for records.  
A copy of this *Completion Report* will be submitted along with the *F/SLTC Annual Report (Form 20)* to LTC/WGOBE as a supporting document.

