**One-day Join-the-Conversation**
**Community of Practice: Aspects of Internationalisation**

# Establishing and Fostering a Community of Practice on Teaching and Learning: The Community of Practice Project at the University of Hong Kong

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The University of Hong Kong

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Centre for the Enhancement of Teaching and Learning

# Agenda

Enhancing teaching and learning in research-intensive universities
Communities of practice in a teaching and learning context
A community of practice on teaching and learning in the University of Hong Kong
Reflections and projections for the future

# Enhancing Teaching and Learning in Research-intensive Universities

# Background

- Government funded
- A research-intensive university
- A highly competitive environment
- Increasing importance of teaching quality
- Competing priorities among teaching, research and service

# Background (cont'd)

Centre for the Enhancement of Teaching and Learning

A central unit that supports the university to achieve its strategic teaching and learning aims

“Enhancement entails purposeful attempts to change constellations of practices for the better.”

*Trowler, Saunders and Bamber, 2009, p. 9.*

Hounsell (2011)

# Communities of Practice in a Teaching and Learning context

“Communities of practice are groups of people who share a concern, a set of problems, or a passion about a topic, and who deepen their knowledge and expertise in this area by interacting on an ongoing basis.”

Wenger, McDermott, & Snyder, 2002, p.4.

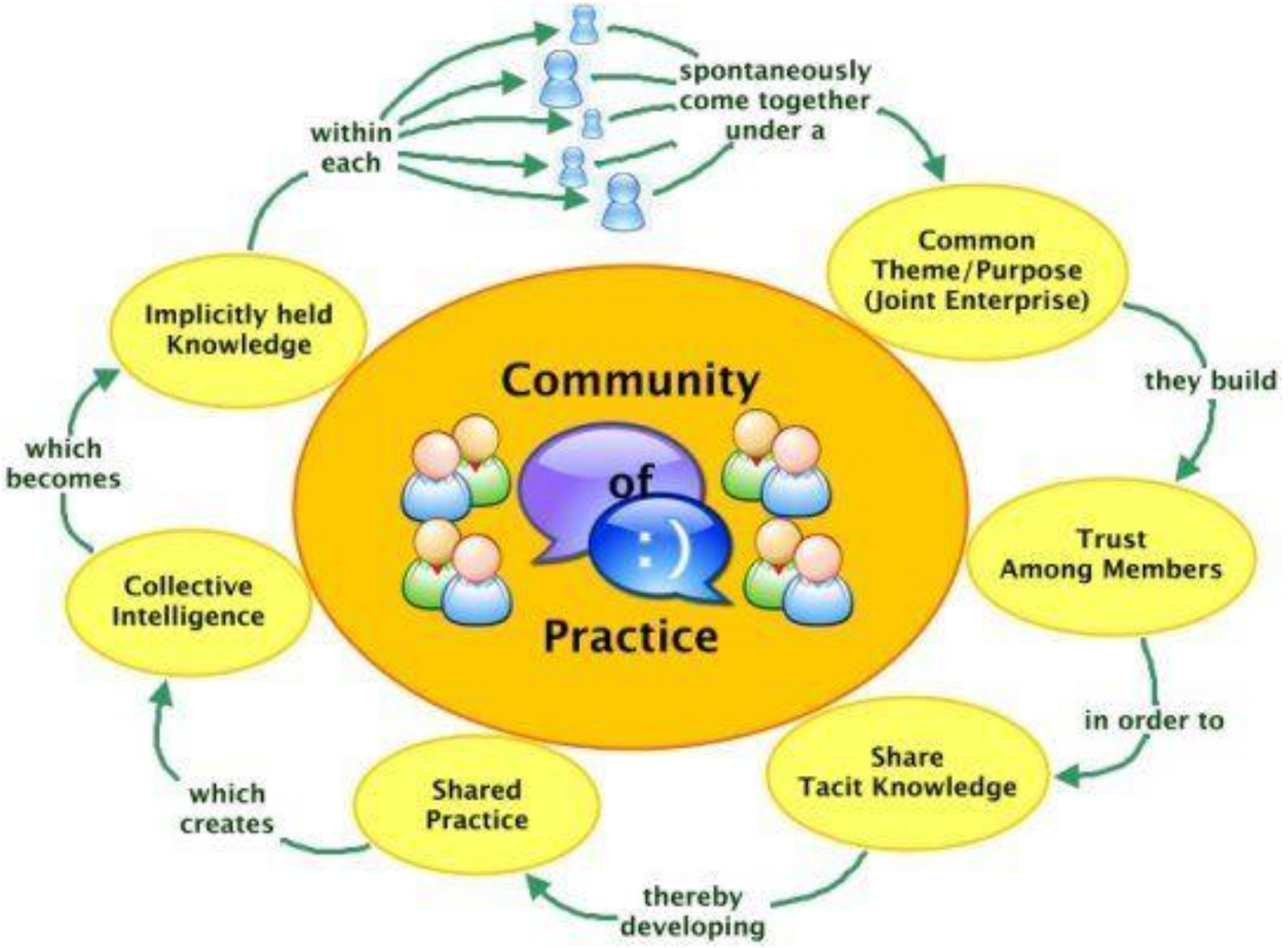



Image credit: Allan, B. (2008). Knowledge creation within a community of practice. [Web Image]. Retrieved fromhttps://convcme.wordpress.com/2011/02/04/communities-of-practice-a-framework-for-learning-and-improve&#8230

# CoPs in a teaching and learning context

- Teaching Community of Practice or T-CoP (Green & Ruutz, 2008; McDonald & Star 2006)
- Faculty Learning Community (Cox, 2013)
- Professional development community of practice (Bates & O'Brien, 2013)
- Interdisciplinary teaching community of practice (Pharo et al., 2014)

# CoPs in a teaching and learning context (Cont'd)

The phenomenon of "usual suspects"

(Condon et al., 2016, p. 87)

# CoPs in a teaching and learning context (Cont'd)

The phenomenon of "usual suspects":

Faculty members who thrive on teaching and who constantly seek out to improve, or simply try out new methods to keep life interesting (Condon et al., 2016, P.87)

# CoPs in a teaching and learning context (Cont'd)

"In spite of their promise, however, successful CoPs are thin on the ground in universities."

McDonald & Star, 2006

… although they (or something like them), have been around for a long time...

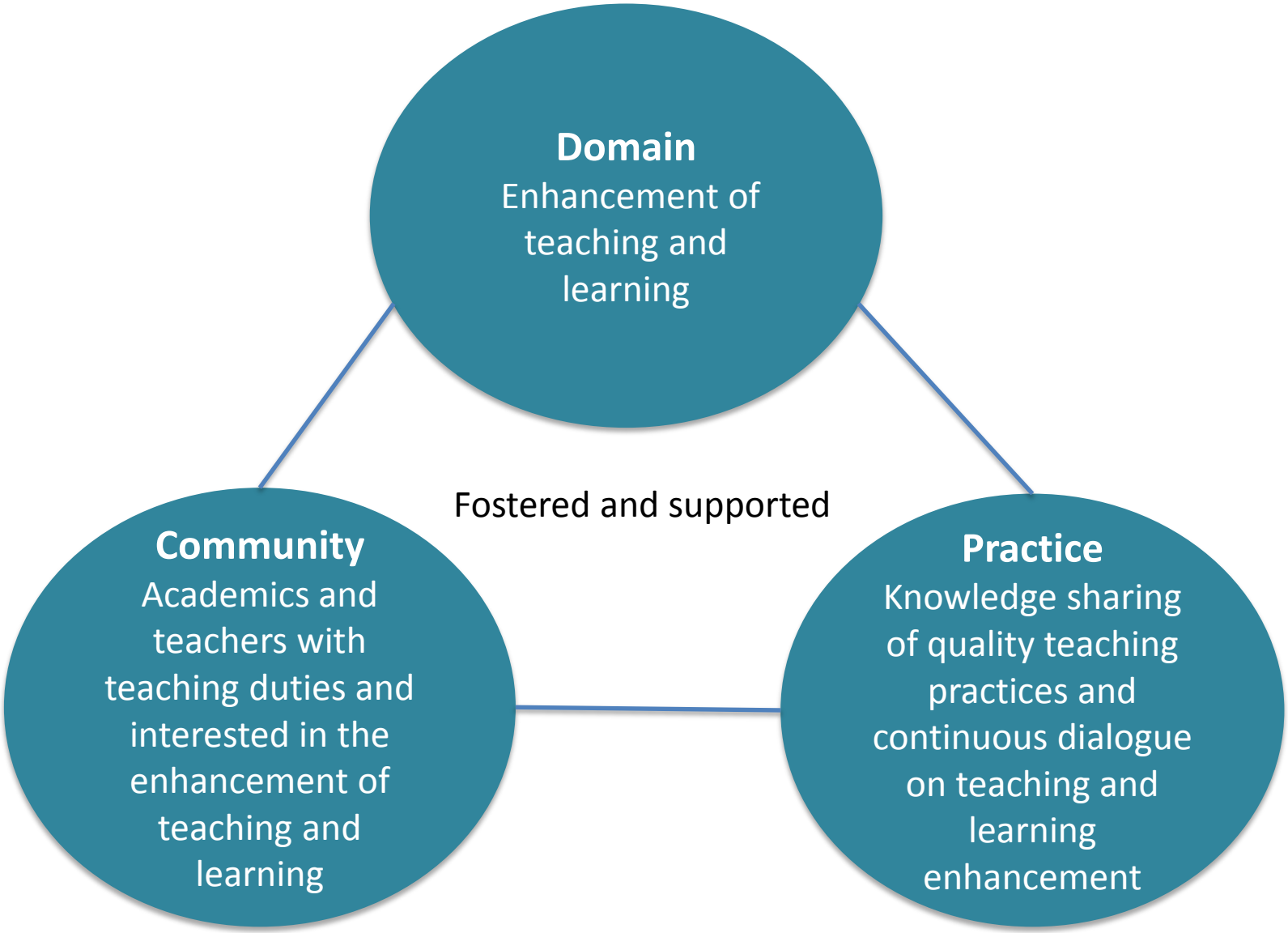
# Discussion (1)

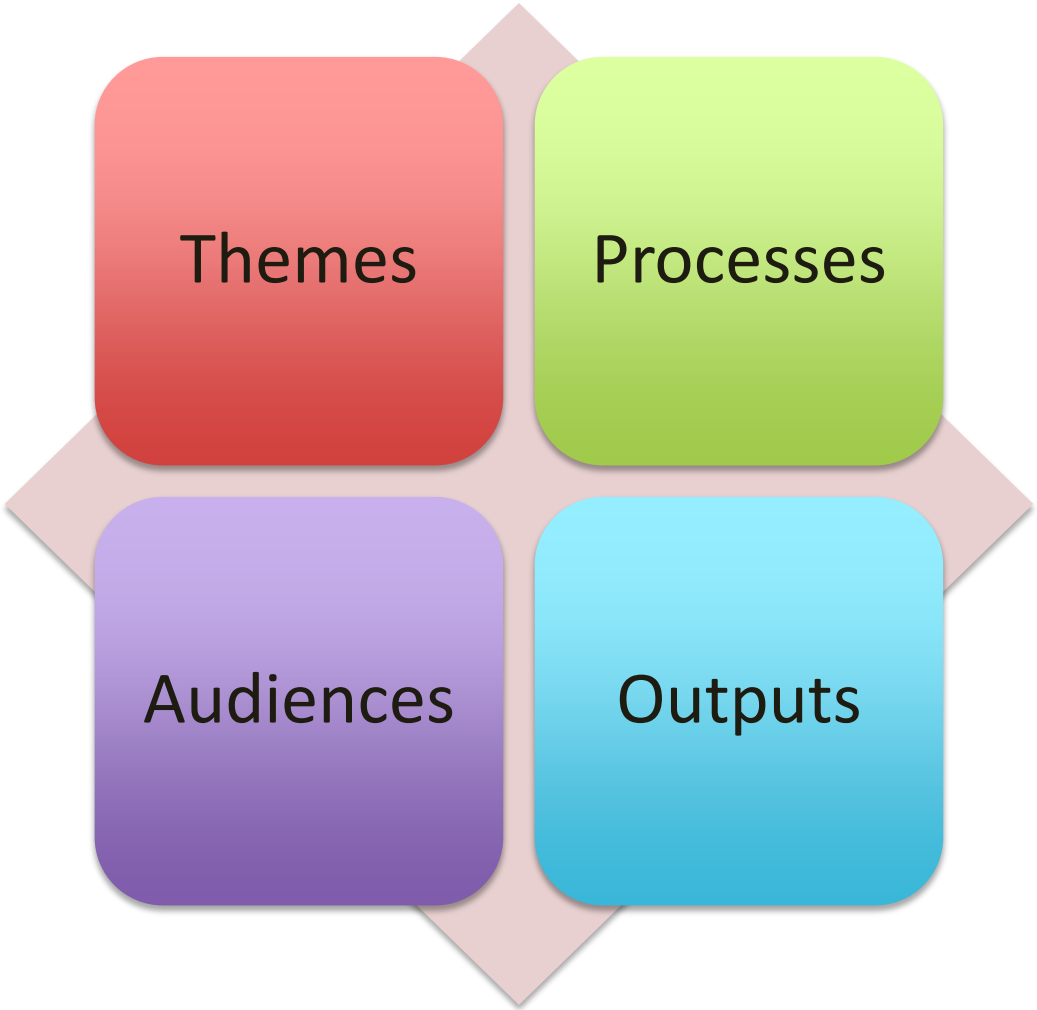
*Can you think of conversations you have had in the last 12 months about your teaching/learning with colleagues or professional contacts/fellow students?*

*Would you see these as representing a formal or informal CoP network -- or perhaps as having the potential to become a CoP?*

# A Community of Practice on Teaching and Learning at the University of Hong Kong

# Key characteristics



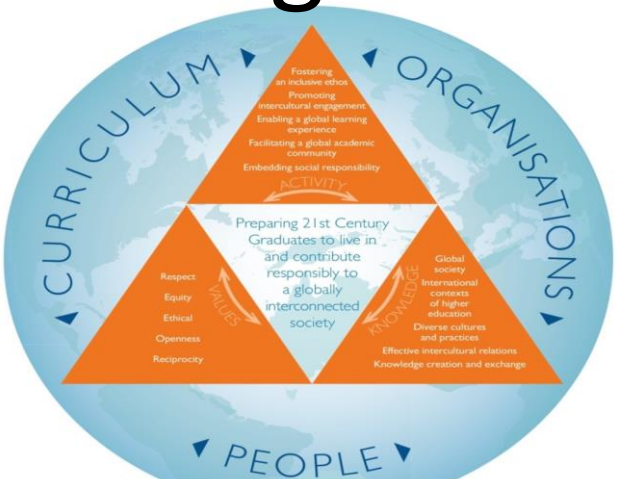

Themes
Processes
Audiences
Outputs

# Themes

2014-15

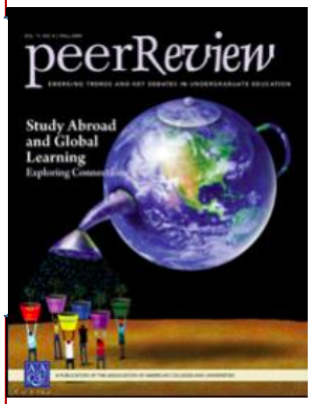
2015-16

# Internationalisation of Teaching and Learning



Association of American Colleges & Universities
CELEBRATING 100 YEARS OF LEADERSHIP FOR LIBERAL EDUCATION

Home › Peerreview › 2009 › Study Abroad and Global Learning: Exploring Connections › Global Learning: What Is It? Who Is Respo




Fall 2009, Vol. 11, No. 4

Peer Review

## Global Learning: What Is It? Who Is Responsible for It?

By: Kevin Hovland

There are few colleges or universities that do not embrace the goals of increasing global awareness, global citizenship, and global responsibility as part of their educational mission. Yet, across all sectors, institutions continue to struggle to develop the best practices for translating goals into concrete curricular and cocurricular global experiences that are flexible, rigorous, and relevant to *all* students in *all* programs.

Since 2001, the Association of American Colleges and

# World's most international universities 2016

*Times Higher Education* World University Rankings data reveal the top 200 most outward-looking institutions

January 14, 2016

By Ellie Bothwell Twitter: @elliebothwell

## Top 200 most international universities in the world 2016

| Rank | Institution | Country | International outlook | WUR 2015-2016 rank |
|---|---|---|---|---|
| 1 | Qatar University | Qatar | 99.9 | 601–800 |
| 2 | University of Luxembourg | Luxembourg | 99.8 | =193 |
| 3 | University of Hong Kong | Hong Kong | 99.5 | =44 |
| 4 | École Polytechnique Fédérale de Lausanne | Switzerland | 98.6 | 31 |
| 5 | University of Geneva | Switzerland | 98.5 | =131 |
| 6 | University of Macau | Macao | 98.4 | 401–500 |
| 7 | ETH Zurich – Swiss Federal Institute of Technology Zurich | Switzerland | 97.9 | 9 |
| 8 | University of St Gallen | Switzerland | 97.6 | 351–400 |
| 9 | National University of Singapore | Singapore | 96.2 | 26 |
| 10 | Imperial College London | UK | 96.0 | 8 |

## International outlook (staff, students, research): 7.5%

- **International-to-domestic-student ratio: 2.5%**
- **International-to-domestic-staff ratio: 2.5%**
  The ability of a university to attract undergraduates, postgraduates and faculty from all over the planet is key to its success on the world stage.
- **International collaboration: 2.5%**
  In the third international indicator, we calculate the proportion of a university's total research journal publications that have at least one international co-author and reward higher volumes. This indicator is normalised to account for a university's subject mix and uses the same five-year window as the "Citations: research influence" category.

# Internationalized Learning Environment: Multilingual & Multicultural

國際化學習環境:
多種語言、多元文化

HKU has always had a strong international orientation. More than half of our professoriate staff come from outside Hong Kong. We have the most diverse student population among universities in Hong Kong. In 2013-14, we had more than 9,600 international undergraduate and postgraduate students, representing over 83 different nationalities. The interactions of local and non-local students help to promote intercultural understanding, which has been incorporated into our educational aims.

In support of the internationalization of our campus, English has been adopted as HKU's *lingua franca*. It is the common language used for lectures, tutorials, seminars, forums and other events to enable inclusive participation by Chinese and non-Chinese speaking students and staff. Students also take two 6-credit courses of English language: one to induct them into academic studies at university, and the other to provide English support for their disciplinary studies.

**> 9,600** international students **> 83** nationalities

Most diverse student population among HK universities

# Internationalisation: The Ideal

**Internationalised universities provide a meeting place of many cultures where valuable intercultural learning can occur; where there is the potential for the new, the challenging, and the unfamiliar to be the norm; where the taken for granted can be challenged; and where new ideas and ways of thinking are formed as a result of engagement with culturally different others**

*Leask 2009 p. 219*

# Discussion (2)

In your role as a university academic/university student, what are your own experiences of internationalisation -- e.g. of teaching/learning in classes with non-HK students, of projects or assignments that have a focus beyond HK, of contacts with peers in overseas universities, or of co-teaching/ working with someone from overseas?

What aspects of your role, do you think, are likely to become more internationalised in coming months/years?

# Internationalising Teaching and Learning at HKU: **KEY CHALLENGES AND OPPORTUNITIES**

## 1. Learning Outcomes and Graduate Attributes

What kinds of learning outcomes and graduate attributes are associated with internationalisation?

Where and how in their studies at HKU can students develop and enhance these qualities?

## 2. Student Mobility and Learning Abroad

What opportunities are there for HKU students to be more mobile in their studies and learn abroad as well as in Hong Kong?

How might current provision be developed to meet the University's strategic goal of expanding such opportunities?

## 3. Internationalisation in the HKU Curriculum

In what ways do degree programmes and course units at HKU offer cross-cultural and global perspectives on knowledge and understanding?

What helps/hinders their effectiveness?

Can/should such perspectives be more widely available, across subject areas and years of study?

## 4. Language and Intercultural Competence

How are HKU students' language expertise and intercultural competence facilitated?

What are the strengths and limitations of the guidance and support currently available?

## 5. Learning and Intercultural Interaction

To what extent could greater interaction be fostered between HKU students from differing language and cultural backgrounds, within and outside of timetabled classes?

Could more be done to engage with diversity as an opportunity as well as a challenge?

## 6. Digital and Virtual Learning

In what ways are recent advances in information and communication technologies opening up new possibilities for students to enlarge their global awareness and intercultural understanding?

## 7. Assessment and Evaluation

How can students' experiences of internationalised learning be effectively assessed, not only within but also across courses?

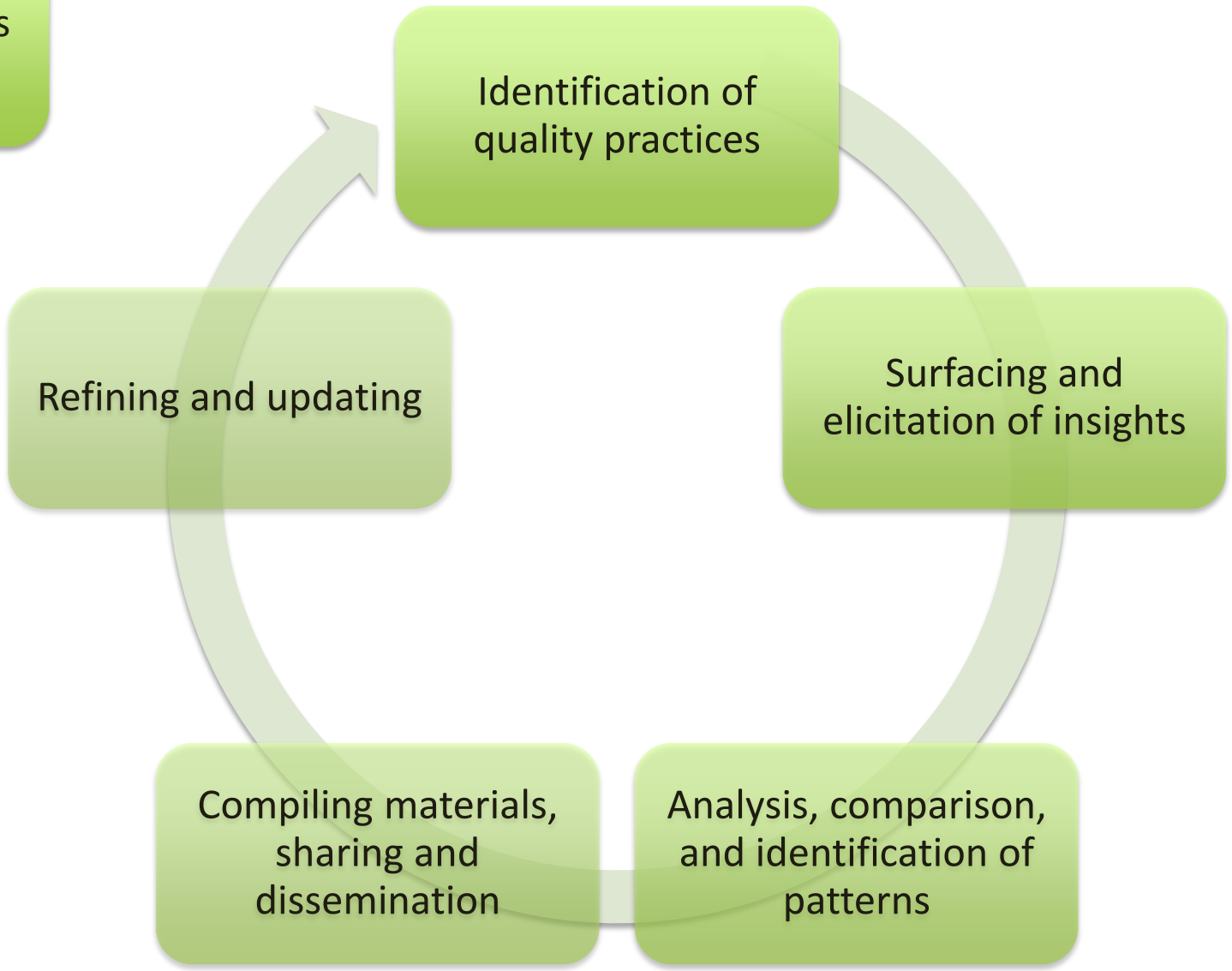
How can such experiences be systematically evaluated, within and across degree programmes?

## 8. Internationalisation and the Postgraduate Experience

In what respects is internationalisation a postgraduate (as well as undergraduate) challenge?

What can be learnt from the experiences of other leading research universities?

Processes


Identification of quality practices
Surfacing and elicitation of insights
Analysis, comparison, and identification of patterns
Compiling materials, sharing and dissemination
Refining and updating

# Example 1: A small scale study on the internationalisation of the Common Core Curriculum

Identifying the Focus – the Common Core Curriculum

Informal interviews

Looking for similarities, differences & patterns

Dissemination and sharing

Keywords search

Analysis & validation

Comparing the findings with the literature

Refining and updating

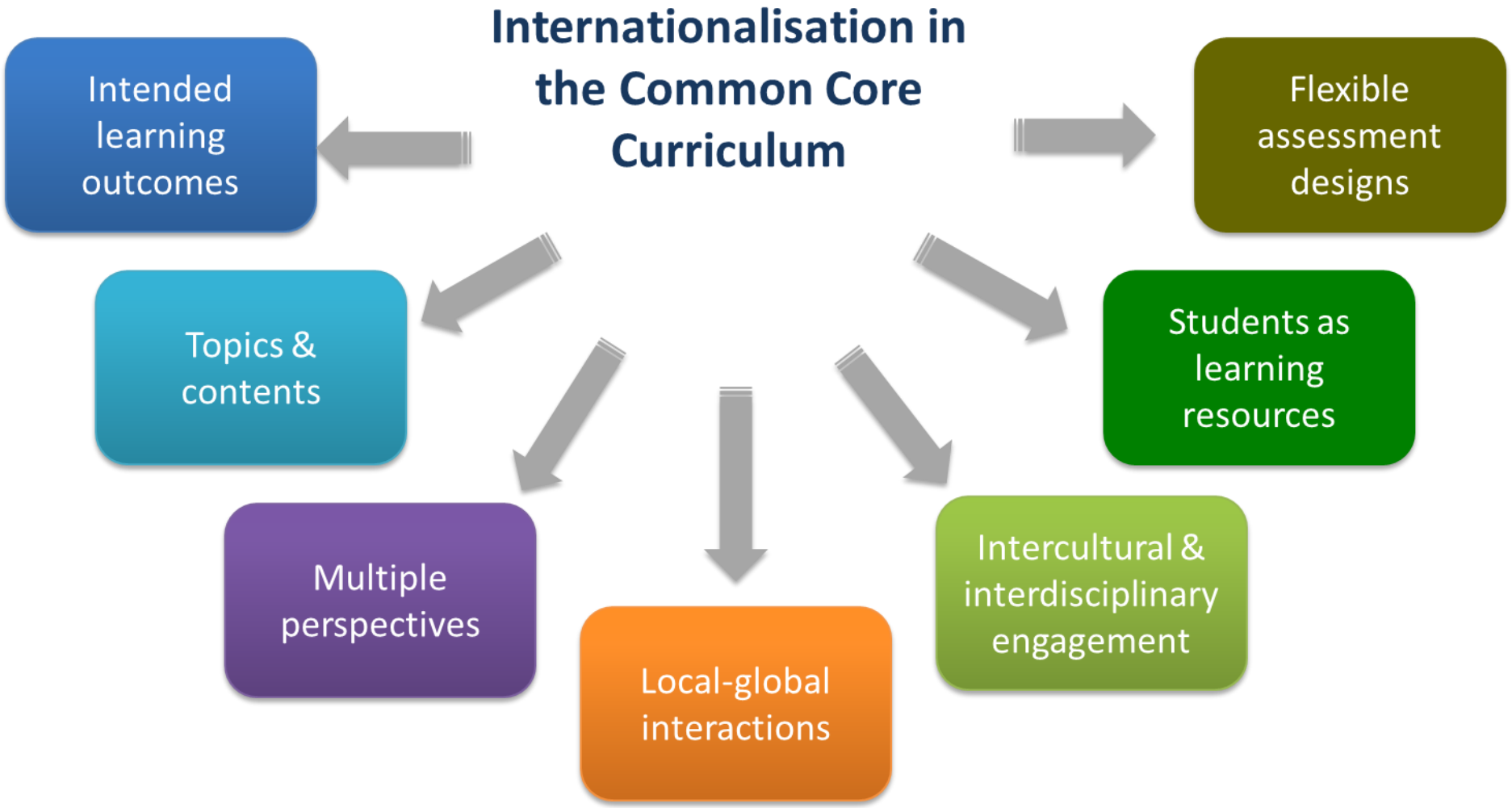
# Example 1: A small scale study on the internationalisation of the Common Core Curriculum (Cont'd)

Image credit: http://freecoloringpages.co.uk/?r=elmer%20the%20elephant

## Example 1: A small scale study on the internationalisation of the Common Core Curriculum (Cont'd)

- It is not something 'extra'.
- It is far more than the contents.
- It is not just about other countries.
- 'Science and Technology' is not less internationalised than 'Global Issues'.

# Example 1: A small scale study on the internationalisation of the Common Core Curriculum (Cont'd)



## Example 2: A small scale study on assessment and feedback in experiential learning

- A wide variety of experiences and encounters
- Multiple stakeholders (e.g., community partners, clients, field supervisors, academic teachers…) and different expectations
- Dispersed and remote locations
- Involving ethical and moral dilemmas

## Example 2: A small scale study on assessment and feedback in experiential learning (Cont'd)

- What should be the intended learning outcomes?
- How to assess?
- Who should be the assessors or who should give feedback?
- How and when to give feedback?
- How to ensure fair and quality assessment?

# Example 2: A small scale study on assessment and feedback in experiential learning (Cont'd)

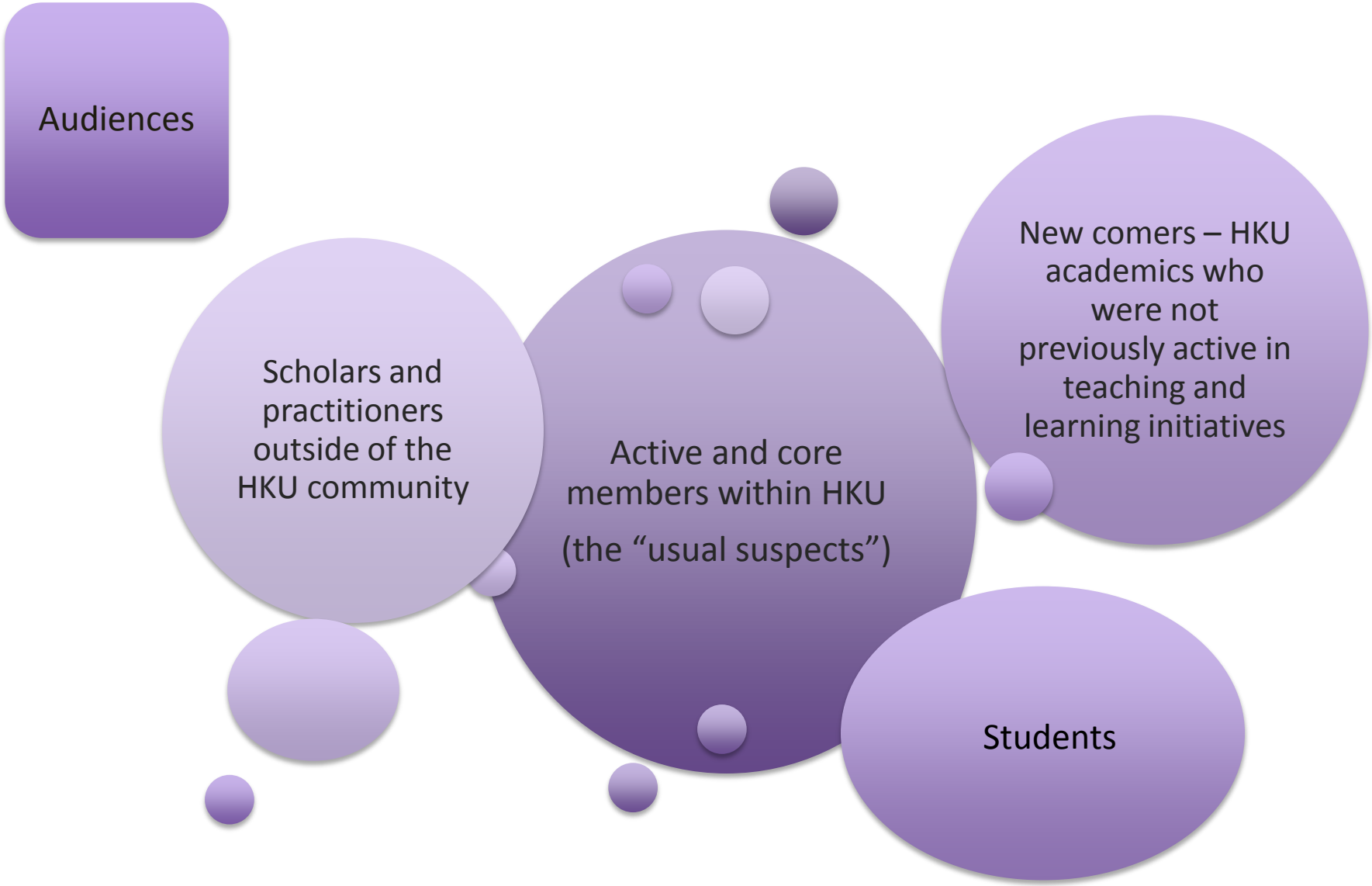
**Among 9 cases**

## Example 2: A small scale study on assessment and feedback in experiential learning (Cont'd)

Authenticity

Being reflective

Processes and outcomes


Audiences
Scholars and practitioners outside of the HKU community
Active and core members within HKU
(the “usual suspects”)
New comers – HKU academics who were not previously active in teaching and learning initiatives
Students

“I enjoyed talking to you and others. Thank you very much.”

*- A professor from Faculty of Arts*

“I read every article of your e-newsletter. Great stuff.”

*- A professor from Faculty of Law*

“Thank you for inviting me to participate. It was most interesting!”

*- An assistant professor from Li Ka Shing Faculty of Medicine*

# Status updates

- More than **50** HKU faculty members across all the **10** faculties have shared their teaching practices through the CoP and contributed to teaching resources
- More than **100** colleagues within and outside HKU have subscribed to the CoP's e-newsletter
- More than **5000** total downloads of the teaching resources created by the community from **38** countries

Outputs (1)

# Briefings

Briefings 1-2: Internationalisation of the Curriculum

Briefings 3-4: Students' Learning Experiences

Briefing 5: The University

Briefings 6-7: Academic Staff

Outputs (2)

# Vox Pop – Students' voices

Outputs (3)

# Join-the-Conversations

## Join-the-Conversation 1:

## Learning Benefits of Internationalisation

~~1 Feb (Mon) 12:30pm – 2:15pm~~
29 Jan (Fri) 12:30pm – 2:15pm
Room 321 & 322, 3/F,
Run Run Shaw Building

Organised by
Centre for the Enhancement of Teaching and Learning (CETL)

## Join-the-Conversation 3:

## Enriching international learning experiences in your course: What can digital and virtual learning do for you?

20 Apr (Wed) 12:45pm – 2:00pm
Room 321, 3/F, Run Run Shaw Building

Jointly Organised by
Centre for the Enhancement of Teaching and Learning (CETL),
E-learning Pedagogical Support Unit (EPSU) and Technology-Enriched Learning Initiative (TELI)

## Join-the-Conversation 2:

## Curriculum Internationalisation in the Common Core

22 Mar (Tue) 12:00nn – 2:00pm
Room 321 & 322, 3/F,
Run Run Shaw Building

Co-organised by
Centre for the Enhancement of Teaching and Learning &
Common Core Curriculum Office

## Join-the-Conversation 4:

## Assessment and Feedback in Experiential Learning

8 Jun 2016 (Wed) 12:30pm – 2:00pm
Room 321, 3/F, Run Run Shaw Building

Organised by
Centre for the Enhancement of Teaching and Learning (CETL)

Outputs (4)

# Teaching and Learning Connections (e-newsletter)

Community of Practice Project

TEACHING AND LEARNING CONNECTIONS  WISE ASSESSMENT

Teaching and Learning Connections Issue #2

Revisiting Assessment for Learning

## Message from the Director of CETL

*By cetladmin In Teaching and Learning Connections #2 Posted May 12, 2016*

### Message from the Director of CETL - Grahame Bilbow

Welcome to our Second Issue of the Teaching and Learning Connections e-newsletter! Let me start by saying how delighted I was to hear the UGC Quality Assurance Council's glowing comments about HKU's academic standards in their recent report, which concluded: The University has a strong and widespread commitment to the quality of learning opportunities and […]

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Search site

**MESSAGE FROM THE DIRECTOR OF CETL**

Prof. Grahame Bilbow

**EDITORIAL MESSAGE**

Editorial – Assessment for learning: Where are we? Where are we going? – Tracy Zou

**FEATURE ARTICLES**

Assessment for learning: Revisiting the past and envisioning the future – Interview with Professor Rick Glofcheski

Scaling up assessment for learning – David Carless

Learning to be a better teacher: What

Outputs (5)

Scholarly contributions

## Two forthcoming book chapters

(1) Fostering Dialogue about Practices

(2) Surfacing and Sharing Advances in Assessment: A Communities of Practice Approach

## Conference presentations

(1) Unearthing the treasures and building a community: A case study in the University of Hong Kong. Presentation at Xian Jiaotong-Liverpool University Annual Learning and Teaching Colloquium, Suzhou, China, 7-8 April, 2016.

(2) Enhancement and Innovation in 'Wise Assessment': A Community of Practice Project. Poster presentation at The International Conference on Enhancement and Innovation in Higher Education, Glasgow, UK, 9-12 June, 2015.

(3) What motivated academics to contribute knowledge to teaching communities of practice? (accepted by HERDSA, 4-7 July, 2016)

# Reflections and projections for the future

# Reflections – Unearthing treasures

"These conveners see a social landscape with all its separate and related practices through a wide-angle lens; they spot opportunities for creating new learning spaces and partnership that will bring different and often unlikely people together to engage in learning across boundaries."

- Wenger-Trayner, et al. 2015, p.99

# Projections for the future

- Embedding the teaching and learning CoP into the routine of the university
- More conveners and more champions in different areas and locations
- Universities becoming more effective and organic learning organisations

# HKU's Academic Development Plan 2016-19

**I**nternationalisation

**I**nnovation

**I**nterdisciplinarity

**I**mpact

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# THANK YOU!

## Q & A