Community of Practice Seminar

STUDENTS AS PARTNERS

7 Dec 2023 (Thu)
12:30pm - 1:30pm

* Notes: A coffee meet-up will be organised after the seminar. SaP mentors and speakers are keen to meet colleagues for SaP project consultation. Participants can reserve a seat for consultation during registration.

Learning Lab
(RRS 321, Run Run Shaw Building, Main Campus, HKU)
SaP CoP Update

- Align Aims & Objectives
- Kick Start Students as Partners Community of Practice
- Definition of SaP CoP
- Align Scope of SaP
- Credit Recognition
- Wellness as part of SaP

**November 2023**
- SaP CoP Inaugural Seminar

**March 2024**
- SaP CoP Seminar #2

**May 2024**
- Joint SaP Seminar

**July 2024**
- SaP CoP Meeting

**September 2024**
- SaP CoP Seminar & Consultation Session

**November 2024**
- Go Live!

**Session 3**
- Coffee Consultation (All staff and students welcome)
STUDENTS AS PARTNERS COMMUNITY OF PRACTICE (SAP COP)

Aims and objectives

**AIM**
The development and implementation of “Students as Partners” (SaP) through a University-wide supporting Community of Practice (CoP) for education

**OBJECTIVES**
- Share experiences of existing SaP projects through seminars
- Compile a mapping document of existing SaPs across the university
- Validate frameworks on “Process”, “Levels” and “Scope” for SaP implementation
- Help engage/support colleagues develop their own initiative on SaPs
- Publish on SaP initiatives across the university
- Evaluate outcomes of SaPs

SaP Definitions

- **OUR DEFINITION OF SAP**
- **HOW THIS IS DONE**
- **Benefits of SaP**
- **CONTRIBUTORS**
  - All students are active and engaged contributors to their course, curriculum, faculty, university, and society.
  - This refers to the role of the students in academic, professional, and social responsibilities.
  - This relates to faculty, course, or other activities with regard to individual engagement, teamwork, peer support, knowledge sharing, monitoring, and training activities, etc.
- **PARTNERS**
  - Teacher-centred/guided, student-partnered activities, with a relative engagement level around 40:60 or 60:40
  - Partners on course, co-implement teaching, research or service activities outside of programme credits

Credit Recognition for Students as Partners activities: Horizons office

- Students may apply for 1 or 2 non-graduating academic credits for participating in or organizing students as partners activities.
- The credits will appear on the students’ transcript in the block of 1 (credit)
- Odd credits not in units of 1 (credit) may be displayed on students’ Academic Achievement Profile (AAP)
- No duplicate applications for the same activity, one application per activity
- The maximum number of credits that can be applied is 6 credits
- Application is made through Horizon online system: [https://ebls.hku.hk/cn/credit/](https://ebls.hku.hk/cn/credit/)
Mentoring / Coffee Consultations

MENTORS

Dr. Elizabeth Barrett
Professor Michael Botelho
Dr. Lisa Cheung
Ms. Leung Kin Yi, Promail
Dr. Mandy R. Liu
Dr. Jack Tsao
Dr. Mei Li Khong
Dr. Match W. Ko
Dr. Peter Fat Mam Lau
Dr. Gloria Wong
Ms. Teenie Wong and Ms. Helen Xiao
II. HKU Students - step-by-step instructions

After discussion with faculty about the SAP activity, students need to take the following steps to apply for credit recognition:

Step 1: Do you have the pre-approval number from your HKU organizer or from your application from the Horizons office?

- Yes
  - Move directly to Step 3

- No
  - Step 2: Students apply for preliminary approval through the HKU platform (example). To obtain the pre-approval number at least one month before an activity takes place.

Step 3: After completion of the project, students report on their activity through the online platform (example) with the pre-approval number and submit the final activity report. (A group of students participating in the same activity should use the same pre-approval number)

Step 4: The approved credit will be automatically reflected on the student's Academic Attainment Profile (AAP).

Step 5: When a student has 3 credits, he/she will be able to present the credits on the transcript. When a student has accrued four or five credits, he/she will be given an opportunity to indicate which three credits he/she would like to show on the transcript and AAP. This may be done at any time during their studies.

See the sample AAP profile bundling of 3 or more credits [here].

III. HKU Units or Teachers - step-by-step instructions

HKU units or teachers wishing to offer SAP activities for students to earn credits are requested to apply for pre-approval and obtain a pre-approval number ideally three months in advance:

Step 1: HKU organizer(s) apply for pre-approval through Horizons Office's online Google form (example), and obtain(s) the pre-approval number from Horizons office at least three months before the activity takes place.

Step 2: Inform the student(s) of the pre-approval number, and remind them to project and send the report to the Horizons office through the online platform.

What happens after students hand in the application?

The Horizons office will review the applications. The approved credits will be reflected on the student's Academic Attainment Profile (AAP). Faculty/ HKU staff members are not involved in the credit-claiming process.

As students accumulate 5 credits or more, he/she will be able to group credits in bundles of 3 on the transcript. Students can choose which three credits he/she would like to show on the transcript. This may be done at any time during their studies.

See the sample AAP profile bundling of 3 or more credits [here].
SaP Levels framework

Leadership*
1. Student centered - teacher mentored

Partners*
2. Teacher centred/guided - student partnered

Contributors
3. All students contributing to course, faculty, university life and society

* credit recognition
Levels Framework - All students are contributors

- All students are responsible, empathetic and engaged contributors with their peers, teachers, hall, club, course, curriculum, faculty, university, and society.
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- This is to promote and inculcate collegiality, respect, character, altruism, civic-mindedness, and social responsibility during their time at HKU and beyond
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- This relates to all aspects of engagement inside or outside of the classroom, with regard to individual activities, teamwork, peer support, knowledge sharing/exchange, hall life, sports and club activities, mentoring, tutoring, internships, electives etc.
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Inculcate this across all aspects of HKU life - courses, programme, Faculties, sports, societies, Halls...
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This will need detailing, with appropriate feedback from students and faculties to make context specific.
**SaP Scope Framework**

**Education**
- Peer teaching/mentoring inside the university or beyond
- **Curriculum design** and content creation for courses
- Knowledge exchange for individuals (or in service)

**Service**
- **University service**
  - Office-bearers of university or faculty committees - halls, societies, sports, clubs, pastoral mentor, student advisors, wellness ambassador

**Community service**
- Voluntary work/outreach outside of the university - NGOs, organizations, schools, etc.

**Research**
- Research in the discipline or of teaching and learning

Leadership@HKU
The process of leadership -

Leadership Development Domains

**Personal Leadership**
- Values & Character
- Leadership Styles & Skills
- Strength & Personal Development
- Self Awareness & Resilience

**Environment Leadership**
- Awareness of Organizational Environment, and Culture
- Policy & Change Management
- Understanding issues regarding Power, Society, Ethics, Equity & Privilege

**Relational Leadership**
- Relationship Building
- Empowerment & mentorship
- Teamwork & Communication
- Managing Conflict
- Influence & Negotiation

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The process of leadership -

2. Personal Leadership

1. What character or values are important to you as a leader?
2. What are your strengths or areas of development as a leader?
3. What leadership style do you feel most comfortable with, and why?
4. Can you think of a time when you had to deal with a difficult situation? How did you handle stress and adversity?
5. What coping mechanisms or self-care practices do you employ?

End-of-Year Reflection

1. Can you provide examples of how your values have impacted your decision-making and behavior?
2. How have you grown as a leader over the past year? Can you provide some examples?
3. Can you think of any challenges or setbacks you faced that helped you grow as an individual?
4. What strategies have you used to cultivate self-awareness and resilience in your life?

3. Relational Leadership

1. Can you think of a time when you formed a strong connection with someone? What factors contributed to the success of that relationship?
2. What are some challenges you have faced in building relationships and how did you overcome them?
3. How do you empower others around you? Can you provide some examples?
4. Can you think of a time when you successfully managed a conflict? What approaches did you take and what was the outcome?
5. How do you foster a supportive and empowering environment for your team members to thrive? Can you provide an example?

End-of-Year Reflection

1. Can you identify any successful relationships you formed, and what factors contributed to their success?
2. How have you empowered others around you over the past year?
3. Can you recall any challenges you faced in a team dynamic, and how did you navigate them?
4. Can you provide examples of successful conflict management experiences?

Personal Leadership

- Values & Character
- Leadership Styles & Skills
- Strength & Personal Development
- Self Awareness & Resilience

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Relational Leadership

- Relationship Building
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Portfolio of Leadership Achievement

Peer review in peer mentoring groups using PEP.hku.hk
Portfolio of Leadership Achievement

Peer review in peer mentoring groups using PEP.hku.hk
Portfolio of Leadership Achievement

Peer review in peer mentoring groups using PEP.hku.hk

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**Rationale**

Incidentally, all four of us love music and during our discussion about finalising our PICO question, we all were deeply intrigued by how music therapy can improve the communication of children with ASD. To probe deeper, music is found to be mitigate irritation, facilitates intellectual development, strengthens attention, and develops memory (Sharda et al., 2013). Therefore, our group has decided to utilise this PICO question to explore how music intervention can be of use to treat children with ASD, particularly in terms of the aspect of communication.

**Search methods**

Electronic searches

- Google Scholar: https://scholar.google.com.hk/
- PsyInfo: http://www.apa.org/pubs/databases/pysinfo/
- CINAHL: https://health.ebsco.com/products/the-cinalh-database
- MeSH terms (PubMed, Medline)

Keywords *autism* AND *child* OR *child develop* AND *communicate* AND *music therapy* OR *music intervention*
Leadership@HKU

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1. Introduction to Leadership @HKU

Leadership can be defined as an attribute, performance, or outcome-based skill set that can be learned, performed, and reflected on for personal development and is a key skill for the dynamic and modern 21st-century workplace. At HKU we realize the importance of leadership opportunities, skills, and development and have designed a pathway for students to engage with, participate in, and reflect on personal development in leadership and its recognition. Through this process, students will be able to achieve recognition for Leadership@HKU by attaining up to 3 credits which may appear on their transcript or academic attainment profile.

Leadership@HKU forms part of the continuum of the Students as Partners Levels of Engagement framework that have been proposed across the University. Leadership@HKU defines how students participate, contribute, learn, and reflect on their leadership development through different activities and experiences that are outside of normal course credit-bearing
1. Introduction to Leadership @HKU

Leadership can be defined as an attribute, performance, or outcome learned, performed, and reflected on for personal development and dynamic and modern 21st-century workplace. At HKU, we realize the opportunities, skills, and development and have designed a pathway with, participate in, and reflect on personal development in leadership. Through this process, students will be able to achieve recognition for Leadership@HKU by attaining up to 3 credits which may appear on their transcript or academic attainment profile.

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Service

Service may be undertaken on campus and off campus and involves students taking leadership roles in the creation and implementation of activities that are not part of course credit-bearing activities.

On-campus leadership roles involve sustained engagement with activities such as – peer pastoral mentoring, academic student advising, hall mentoring, wellness ambassadors, office bearer roles in sports clubs, societies, or clubs across HKU and faculty-student councils, halls of residence roles, faculty year/student representatives, etc. Participation in these would have to be for a full term of office for a minimum of one academic year for each activity.

Off-campus leadership roles may include – partnering with organizations in the community or overseas to participate in leadership voluntary work, knowledge exchange or service learning in leadership roles.

These activities need to be predominantly student-initiated, led or managed by students, supported by staff to achieve the outcomes for leadership.
Community of Practice Seminar

STUDENTS AS PARTNERS

SEMINAR

1. 13 Nov 2023 (Mon) | 12:30pm - 1:30pm

2. 7 Dec 2023 (Thu) | 12:30pm - 1:30pm

3. 24 Jan 2024 (Wed) | 12:30pm - 1:30pm

Learning Lab
(RRS 321, Run Run Shaw Building, Main Campus, HKU)