



# 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)

FACILITATOR



**Prof. Michael Botelho**  
Clinical Professor,  
Faculty of Dentistry, HKU

SPEAKERS



**Dr. Ka-fu Wong**  
Principal Lecturer in Economics,  
HKU Business School



**Ms. Stephanie Biedermann**  
Senior Lecturer,  
Faculty of Law



**Ms. Isabella Liu**  
Lecturer,  
Faculty of Law



**Mr. Law Cheuk Heng**  
Year 2 Bachelor of Social Sciences  
(Government and Laws) &  
Bachelor of Laws student



**Mr. Lee Ka Hei**  
Year 2 Bachelor of  
Business Administration (Law)  
& Bachelor of Laws student



**Mr. Steve Gaultney**  
Managing Director of the  
Faith and Global Engagement (FGE)  
programme in HKU, HKU Lead For Life



**Mr. Justin Lau**  
French and Sociology student  
Faculty of Arts



**Mr. Trey Whitfield**  
BBA (International Business &  
Global Management) &  
Counselling student, HKU Business School



**Ms. Edrian Liu**  
Year 3 Bachelor of  
Social Sciences Student  
Faculty of Social Science

# SaP CoP Update



**Students as Partners  
Community of Practice  
(SaP CoP)  
2022-2023**

**Sap CoP Inaugural Seminar**

**SaP CoP Seminar #2**

**Joint SaP Seminar**

**SaP CoP Seminar #4**

**Co-Creation Cafe**

**SaP CoP Seminar & Consultation Session**

**Coffee Consultation (All staff and students welcome)**

**Go Live!**

**Session 3 Go Live!**

**SaP CoP Meeting**

**SaP CoP Meeting**

**SaP CoP Meeting**

## 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

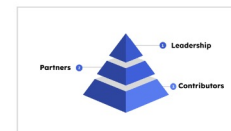
OUR DEFINITION OF SAP

HOW THIS IS DONE

Benefits of SaP



Scope Framework



Levels Framework



Process Framework

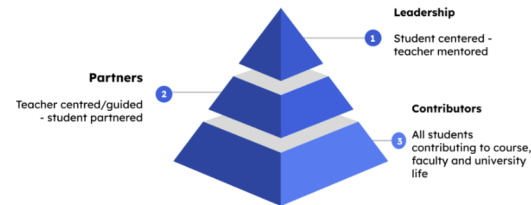
### Credit Recognition for Students as Partners activities: Horizons office

- 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 student's transcript in the block of (3) credits
- Odd credits not in units of (3) can be displayed on students' Academic Attainment 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://tl.hku.hk/out-of-class-credits/>

### Levels Framework

← BACK

### SaP Levels of Engagement



#### CONTRIBUTORS

- All students are active and engaged contributors to their course, curriculum, faculty, university, and society
- This is to promote civic-mindedness, social responsibility, or "professionalism as a student" during their time in the Faculty
- This relates to Faculty, courses, or other activities with regard to individual engagement, teamwork, peer support, knowledge sharing, mentoring and tutoring activities, etc.
- In detail this means: collegiality inside and outside of the classroom, task completion, punctuality, sharing resources, completing student feedback and course evaluations, responding to faculty emails, etc.



#### PARTNERS

- Teacher centred/guided, student-partnered activities, with a relative engagement level around 40:60 or 60:40
- Partners co-create, co-implement teaching, research or service activities outside of programme credits

# 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 WL Ko



Dr. Peter Fat Man Lau



Dr. Gloria Wong



Ms. Teenie Wong and  
Ms. Helen Xiao



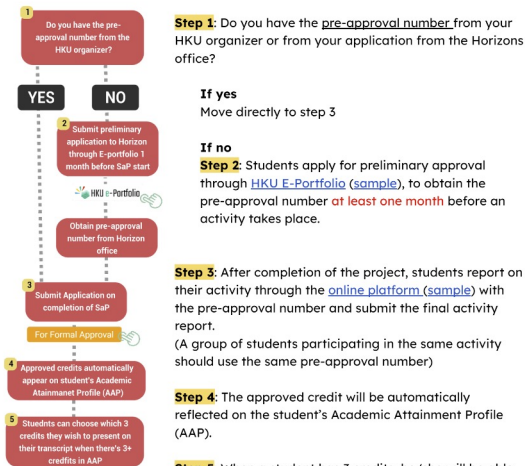
# SaP CoP Update



## Credit recognition for *Students as Partners in Education, Service, and Research*

### II. HKU Students - step-by-step instructions

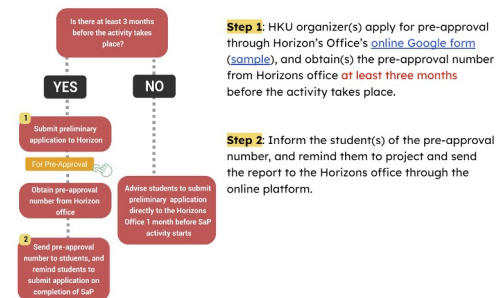
After discussion with faculty about the SaP activity, students need to take the following steps to apply for credit recognition:



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:



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 3 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 [\[here\]](#).

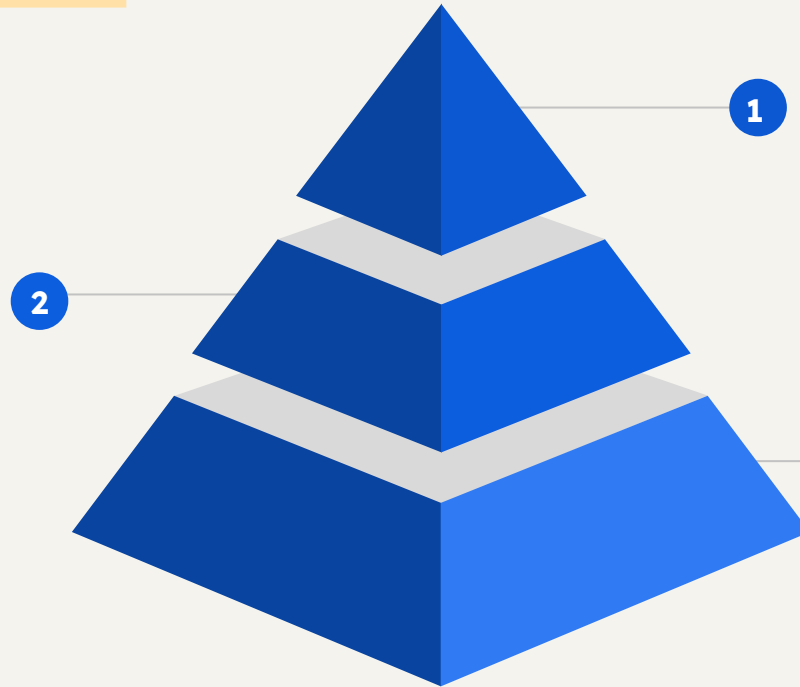


# SaP Levels framework

## Partners\*

Teacher centred/guided  
- student partnered

\* credit recognition



## Leadership\*

1

Student centered -  
teacher mentored

## Contributors

3

All students  
contributing to course,  
faculty, university life  
and society



# *Levels Framework - All students are contributors*

## Contributors



● **Contributors**

- All students are responsible, empathetic and engaged contributors with their peers, teachers, hall, club, course, curriculum, faculty, university, and society

# *Levels Framework - All students are contributors*

## Contributors



### Contributors

- All students are responsible, empathetic and engaged contributors with their peers, teachers, hall, club, course, curriculum, faculty, university, and society
- This is to promote and inculcate collegiality, respect, character, altruism, civic-mindedness, and social responsibility during their time at HKU and beyond



# ***Levels Framework - All students are contributors***

## **Contributors**

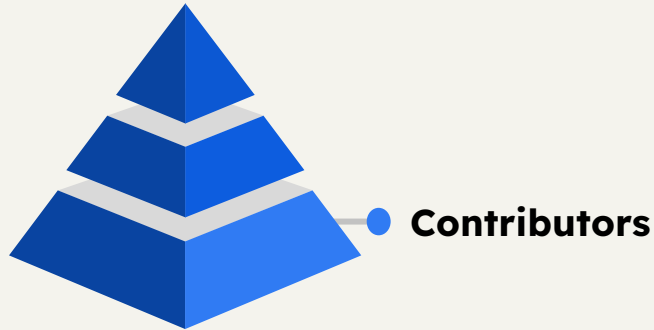


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- This is to promote and inculcate collegiality, respect, character, altruism, civic-mindedness, and social responsibility during their time at HKU and beyond
- This relates to all aspects of engagement inside or outside of the classroom, with regard to individual activities, teamwork, peer support, knowledge sharing/exchange, hall life, sports and club activities, mentoring, tutoring, internships, electives etc..

# *Levels Framework - All students are contributors*

## Contributors

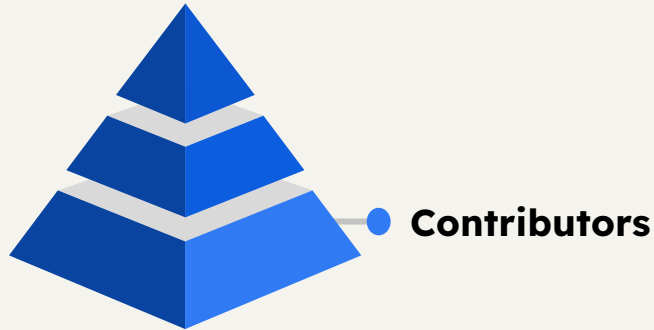


Inculcate this across all aspects of HKU life - courses, programme, Faculties, sports, societies, Halls...

- All students are responsible, empathetic and engaged contributors with their peers, teachers, hall, club, course, curriculum, faculty, university, and society
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# *Levels Framework - All students are contributors*

## Contributors



This will need detailing, with appropriate feedback from students and faculties to make context specific

- All students are responsible, empathetic and engaged contributors with their peers, teachers, hall, club, course, curriculum, faculty, university, and society
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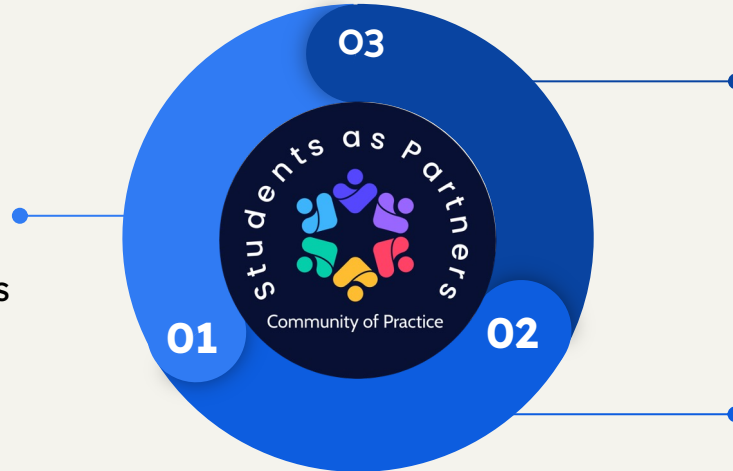
# SaP Scope Framework-

## 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

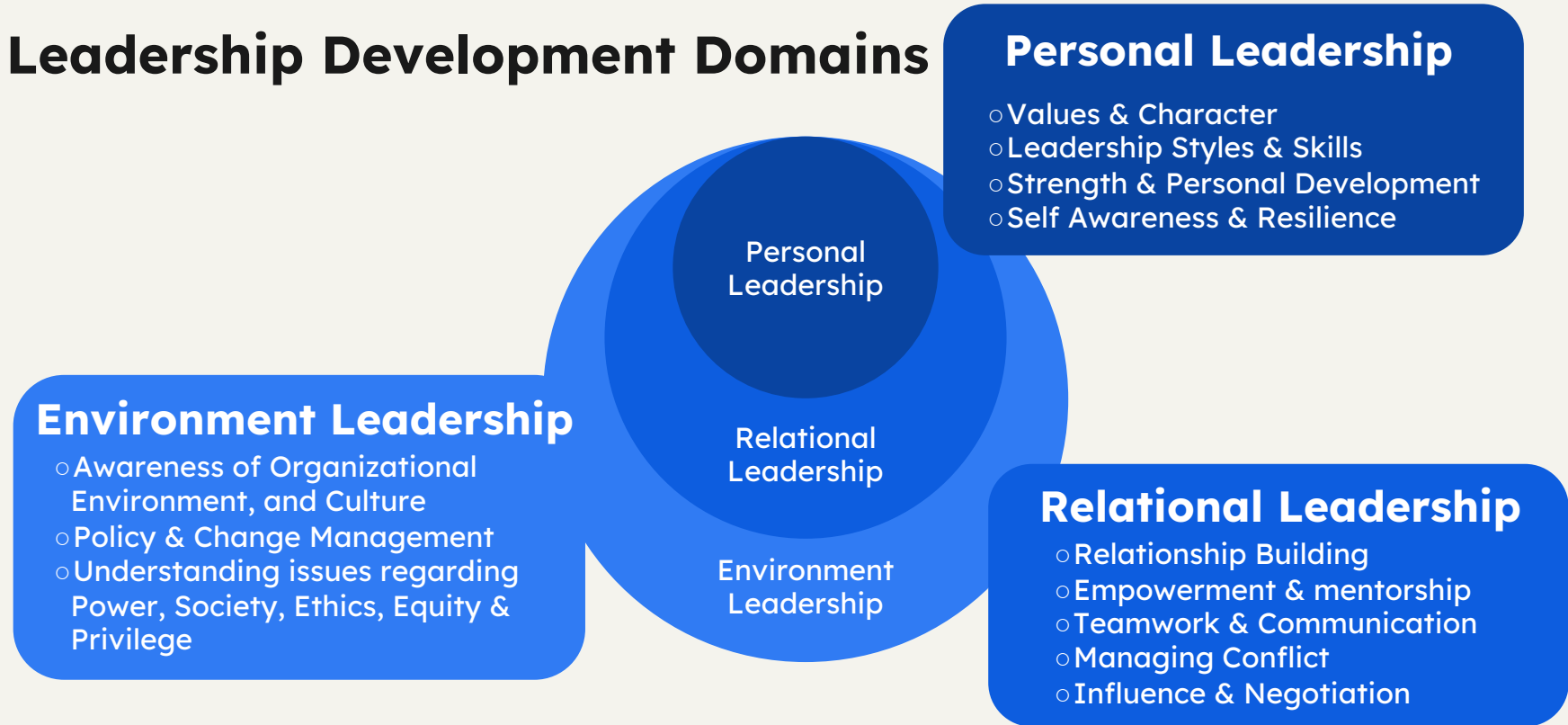
Voluntary work/ outreach outside of the university - NGOs, organizations, schools, etc.

## Research

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

# The process of leadership -

## Leadership Development Domains



# The process of leadership -

## 2. Personal Leadership

### Personal Leadership

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

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?

## Environment, and Culture

- Policy & Change Management
- Understanding issues regarding Power, Society, Ethics, Equity & Privilege

## Environment Leadership

## Challenges

## Personal Leadership

## Relational Leadership

## Personal Leadership

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

## 3. Relational Leadership

### Relational Leadership

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

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?

# Portfolio of Leadership Achievement

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

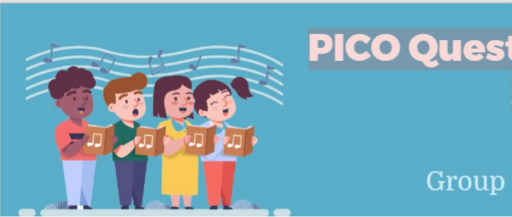


# Portfolio of Leadership Achievement

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

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### PICO Quest

Group

#### Rationale

Incidentally, all four of us love music and during our discussion about finalizing 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, strengthen attention, and develops memory (Sharda et al., 2018).** Therefore, our group has decided to utilize this PICO question to explore more 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/>
- PubMed: <https://www.ncbi.nlm.nih.gov/pubmed>
- PsychINFO: <http://www.apa.org/pubs/databases/psycinfo/>
- CINAHL: <https://health.ebsco.com/products/the-cinahl-database>
- MeSH terms (PubMed, Medline)

**Keywords**

"autis\*" AND "child\*" or "child develop\*" AND "communicat\*" AND "music therapy" or "music intervention"

7

8

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11

12

13

14

The PICO is specific

The rationale can add more clinic evidence to support

More than 3 databases are used

The keyword and mesh term are clearly stated

The summary is well-organised and easy to follow

The inclusion criteria is specific and is separated based on different types

Effect size and confidence interval are included to show the result of the intervention

The conclusion has based on the result of the paper and it has answered the PICO question

Suggestions that are related to the source of bias can be added

# Portfolio of Leadership Achievement

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**PICO Question Group**

**Rationale**

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- CINAHL: <https://health.ebsco.com/products/the-cinahl-database>
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Suggestions that are related to the source of bias can be added

### Feedback

**Student:** AU YEUNG SUM YIN  
**Feedback from:** HUI Pak Yung  
**Assignment** Evaluation of tooth preparations 11-13  
**Submission Title** F-F 11 and 13 FPD simlab prep

Reviewer's selection on the assessment rubric:

category	1	2	3	4	5
■ Photograph quality and completeness	Well focused images, correct: exposure, cropping and layout, no omissions	Generally: well focused images, with acceptable: exposure, cropping and layout, no omissions of views	Some: not well focused images, or variable exposure affecting evaluation, irregular cropping, layout, some omissions of views	Some not well focused images, or with variable exposure affecting evaluation, irregular cropping, layout, omissions of views	Nil
■ Quality of tooth preparations	A - Schillingburg like prep	B - generally neat, well defined reduction, clear margins no biological damage	C - Reasonably neat, well defined reduction and clear margins, no biological damage	D - some notable irregular preparation or irregularities, lacking neatness or uniformity with minor biological damage	E - Notable defects, over preparation, undercut or biological/iatrogenic damage
■ Quality of temporary	A - Schillingburg like temporary	B - Well contoured and reasonable fitting some minor defects.	C - Reasonably contoured and some minor gaps or deficiencies	D - Some irregular contour, with gaps, deficiencies or irregularities	E - Irregular contours, notable gaps, irregularities or deficiencies
■ Quality of self evaluation	Detailed and accurate self-evaluation, highlighting key points of note, reflection on how this was achieved or how it can be improved.	Quite detailed and accurate, evaluation demonstrating some key points and how to improve this next time.	Simple evaluation with missing key points or inaccuracy in over or under evaluating the quality of the tooth preparation. Minimal information on how this could be improved	Nil	Nil



# The leadership@HKU - guidance document - 10 pages -

## Leadership@HKU

### Table of Contents

1. Introduction to Leadership @HKU	1
2. Scope of Leadership@HKU	3
3. Leadership framework for self-evaluation	6
4. How to start a portfolio of leadership achievement	7
5. Recognition of leadership achievement	8

## 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

# The leadership@HKU - guidance document - 10 pages -

## Leadership@HKU

### Service

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## 1. Introduction to Leadership @HKU

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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

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)