Part I: UM Context

- Student-Centred Education
- UMMoodle
- Practices / Communities
- Our Learners
- SFQ
- T&L Support

Student-centred Education

Through quality **student-centred education**, key research subjects with international impact, and a high standard of community services, University of Macau aspires to become an internationally recognised university of excellence.

UM's Vision and Mission

Promoting T&L Excellence and Enhancement at UM

- Practices
- Faculty Development Events
- Course evaluation (peer and students)
- Timely grading and feedback
- Teaching Assistant Online Training
- University Teaching Excellence Award
- Interactive Learning Spaces
- Innovative Education Technologies
- Library, T&L Blog, WeChat posts

Who we are

CTLE is an academic support unit that works with Faculties, Institutes, Departments, Programmes and individual instructors to enhance student-centred education at UM.

Studies show that academic staff who work with teaching centres are better teachers, more likely to be promoted and receive better teaching evaluation scores from their students.

Faculty Development

Technologies to Enhance Learning

Interactive Learning Spaces
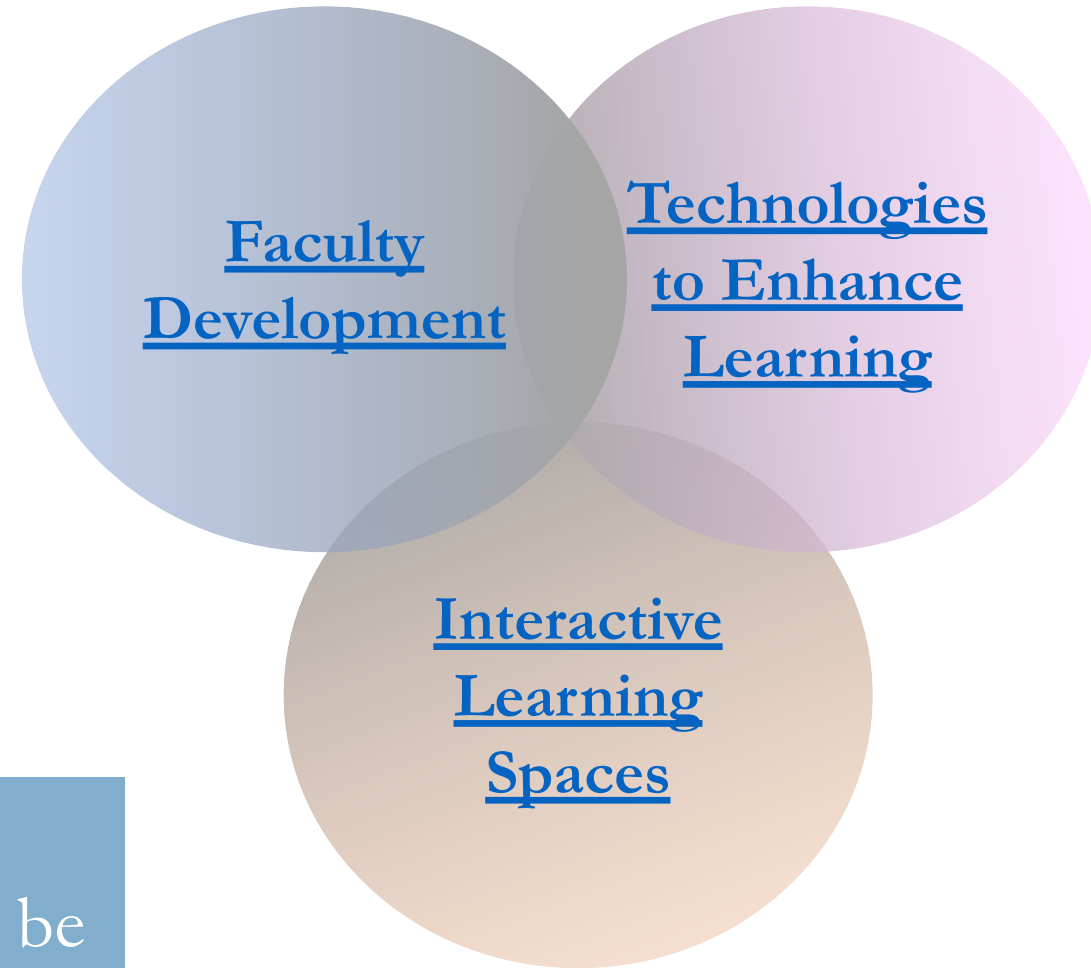
ENHANCING STUDENT-CENTRED EDUCATION

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CTLE-TA-Training-2022

CTLE-TA-Online-Training-2

Participants

Badges

Competencies

Grades

Course Information 課程資訊

Session 1 Preparation 準備

Session 2 Interactions 互動

Session 3 Discussions 討論

Session 4 Tools 工具

Turn editing on

This course is now **not 'Visi**
Please be reminded to set it 'Visible' to students a
students.

Course Information 課程資訊

CTLE Teaching Assistant Online Training 教與學優化中

This online training will introduce graduate students to

Announcements 通知

Student forum: Got a question? Ask it here. 點此提問

!How to get a Certificate of Completion: 獲發參與證書

Schedule / Requirements 時間表/要求

If you miss _one_ deadline, you will not meet the requirem

Session # Date Available:

Activities/resources you can add on UMMoodle →

Assignment	Attendance	Book	Chat	Choice	Database
External tool	Feedback	File	Folder	Forum	Glossary
Group choice	H5P	HotPot	IMS content package	Journal	Label
Lesson	Listening Landscape	Media collection	OU wiki	Open Forum	Page
Peer Assessment	Questionnaire	Quiz	SCORM package	Scheduler	Survey
Team Builder	Turnitin Assignment 2	URL	Wiki	Workshop	YuJa Channel
YuJa Media Chooser	Zoom meeting				

We use UMMoodle to:

- Send important announcements;
- Upload teaching materials;
- Create online discussion;
- Facilitate group/collaborative work;
- Collect students' work with assignments;
- Deliver lectures online.

See [Five ways to make the most of UMMoodle](#) & more to be revealed at [CTLE Teaching with Technology Training](#)

Practices / Communities

Practices

- Outcome-Based Education
- Active/Collaborative Learning
- Student Engagement
- Assessment
- Online Teaching

Faculty Development Events

- Seminars, trainings, workshops, conversations, FLCs) across various T&L topics

Blended-mode Teaching Project

- Typically year-long membership application/nomination via VRAAO and Faculty Offices
- CTLE provides trainings & workshops (face-to-face, video tutorials/demonstrations), consultations, student trainees, recording facilities and equipment
- Key deliverable (complete video set by end of August)

Faculty Learning Communities (FLCs)

- Teaching Portfolio FLC, etc
- Typically year-long membership, application in September
- Typically 8-10 persons per FLC
- Typically 4-6 meetings per semester
- One key deliverable (e.g. a draft of Teaching Portfolio from each individual member)

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Our Learners: the demographics

- Gender: Male (46%), Female (54%)
- Top three countries/regions:
   Macao, China (54%), Mainland China (41%), Hong Kong, China (2%)
- Macao Student / Non-Macao Student (by programme):

Programme	Macao Student	Non-Macao Student
Doctoral	7%	93%
Master	35%	65%
Postgraduate Certificate/ Diploma	100%	0%
Bachelor	70%	30%

Source: Statistics of Registered Students in the 1st Semester of Academic Year 2021/2022

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Academic honesty policy

- [Rules on Handling Student Academic Dishonesty](#)
  (see: [New Student Handbook](#))
- [Academic Honesty Quiz](#) created by CTLE

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To prepare for this quiz, read the document Rules on Handling Student Academic Dishonesty, which is available from the Registry.

Student Feedback Questionnaire

1. My instructor was well prepared.
2. My instructor motivated student participation.
3. My instructor explained assessments clearly.
4. My instructor provided useful feedback.
5. My instructor met the class as scheduled.
6. This course was well designed.
7. This course helped me think about the subject matter.
8. This course helped me achieve the intended learning outcomes.
9. I learnt a lot in this course.
10. Overall, this instructor was effective.
11. Overall, this was a good course.
12. Do you have any other comments?
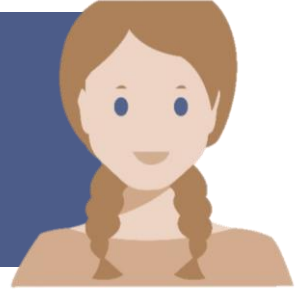(Q1-11 are to be assessed in a six-point format)

English Language Centre

- One-on-one writing/ speaking consultations

Student Affairs Office

- Disability support services
- Psychological counselling

Teaching & Learning Support

Facility Management and Maintenance Section

- Classroom audio-visual equipment

Information and Communication Technology Office

- Technical assistance on eLearning tools

Any Questions ?

Part II: Course Design

- Course Syllabus
- Effective Teaching
- Effective Assessment

Our Course Outline

- Course Code
- Course Title
- Course Description (including Aims, Objectives)
- Intended Learning Outcomes
- Syllabus
- Assessment
- Coursework
- Lecturer Information

Course Code	ENGL3033	
Course Title	THE ENGLISH RENAISSANCE	
Course Description, including Aims, Objectives	This course is designed to offer students an opportunity to broaden their understanding of the English Renaissance and to develop a critical appreciation of selected para-Shakespearean works. We will focus on two dramatic works this semester – one allegorical play and one domestic tragedy. Major ideas to be discussed and explored in this course include metatheatrics, Humanism, sexuality, music and violence. The instructor expects half of the class meetings to take place in the Black Box Theatre.	
Intended Learning Outcomes	Upon completing this course, students are expected to be able to: 1. Paraphrase early modern English verse lines; 2. Describe mainstream theatrical conventions of the English Renaissance theatre; 3. Explain how language, genre and performance contribute to the meanings of a play; 4. Formulate an analytical interpretation of the two selected plays with reference to relevant historical and critical issues discussed in the course; 5. Work with team members and put together a substantial performance of selected scenes in the BBT.	
Syllabus	Francis Beaumont, *The Knight of the Burning Pestle* John Ford, *'Tis Pity She's a Whore* Excerpts from William Shakespeare's *The Winter's Tale* and *Hamlet* Excerpt from Philip Sidney's *The Countess of Pembroke's Arcadia* Selected supplementary readings to be advised in class	
Assessment	Coursework	Practical (40%) One 2000-word essay (20%) One mid-term quiz (20%) Discussion Forum (20%)

Lecturer Information

Name:	Prof. Katrine K. Wong Director of CTLE; Associate Professor of English Literature
Office location:	E21-4083
Office Tel. no:	8822 8239
Email:	kwong@um.edu.mo
Consultation hours:	Tuesdays 11:30-12:30 Fridays 11:30-12:30 (or by appointment)

An example from my course on 'The English Renaissance'

What do my students expect from this course?

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What do I want my students to know or be able to do?

Intended Learning Outcomes	Upon completing this course, students will be able to: 1. Paraphrase early modern English verse lines; 2. Describe mainstream theatrical conventions of the English Renaissance theatre; 3. Explain how language, genre and performance contribute to the meanings of a play; 4. Formulate an analytical interpretation of the two selected plays with reference to relevant historical and critical issues discussed in the course; 5. Work with team members and put together a substantial performance of selected scenes in the BBT.

How do I ensure that my students have learnt ?

Assessment	Coursework	
		Practical (40%)
		One 2000-word essay (20%)
		One mid-term quiz (20%)
		Discussion Forum (20%)

Outcome-based education

OBE is a flexible, empowerment-oriented approach to learning.

OBE emphasises setting clear standards for observable, measurable outcomes.

Under OBE, students demonstrate that
they *know* abc
they *are able to do* xyz

Effective Teaching

- Align learning expectations, instruction and assessment with **ILO**s = effective course design
- Engage students through active/collaborative/team-based/inquiry-based learning [learn more about strategies and T&L activities at our PD events]
- Cater to different learning needs (e.g. motivation, language proficiency)
- Effective use of online education resources and technologies (e.g. blended/flipped learning, MOOCs)

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What are intended learning outcomes (ILOs)?

Statements of what learners are expected to be able to do after studying a module or programme

Statements are expressed from the *learners'* perspective, rather than as objectives, which are in terms of the instructor's perspective

An ILO contains:

Verb
denoting a level of understanding
[Verbs to avoid: 'understand', 'appreciate', 'know about']

+

Content or topic
to which the verb applies

+

Context
(which may be necessary)

For example:

- *Explain* abc theory and *apply* to an xyz scenario.

Steps in designing ILOs for a course

1

Knowledge

Decide what kind of knowledge is to be taught (content, practice, creation etc.)

2

Topics

Select the topics to be taught

3

Expectation

Decide the levels of understanding or performance the learners are expected to achieve for the different topics. [intuitive: how to verbalise so]

4

Agreement

If needed, ensure a clear understanding and agreement of the ILOs within the team of instructors (and other relevant parties, such as external reviewers, for accreditation perhaps?).
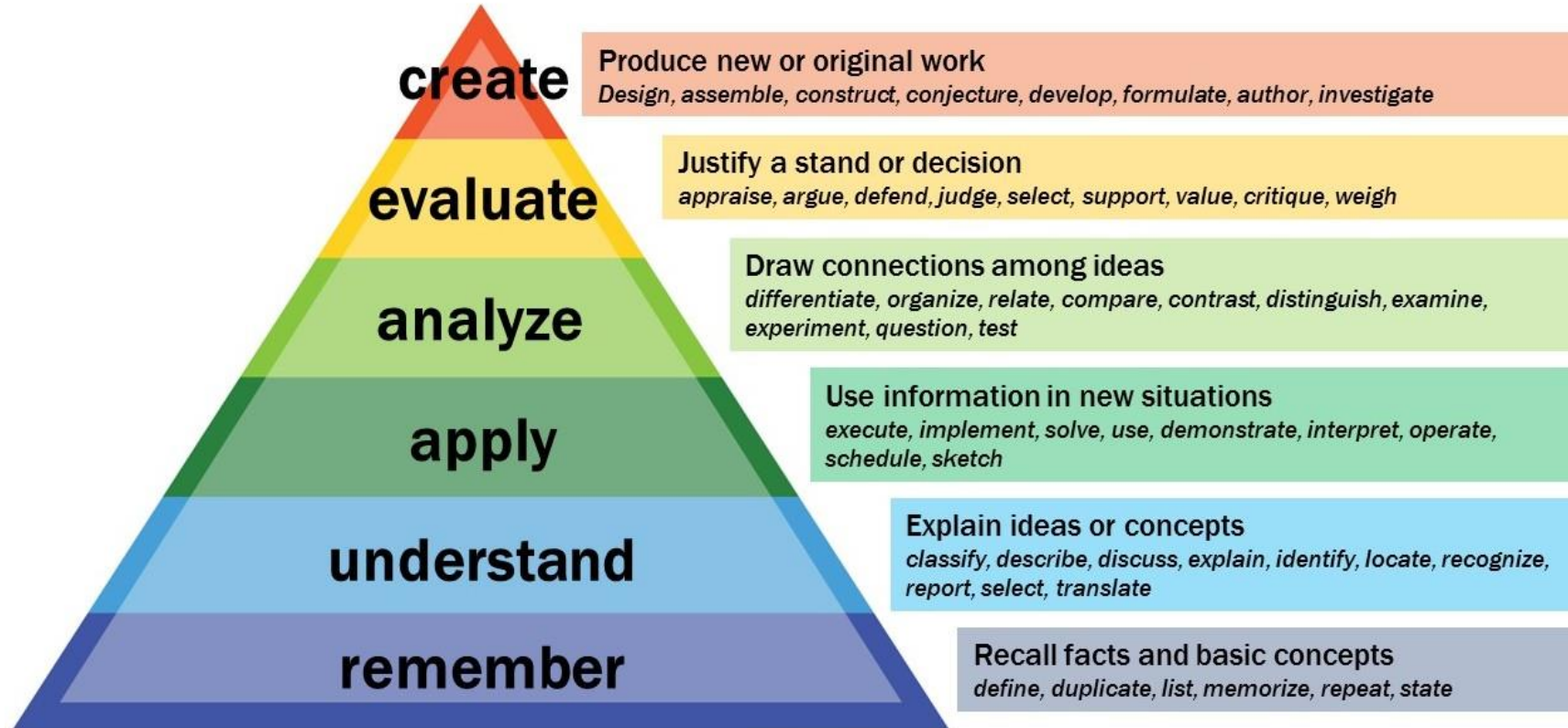
5

Communication

Communicate the ILOs to learners

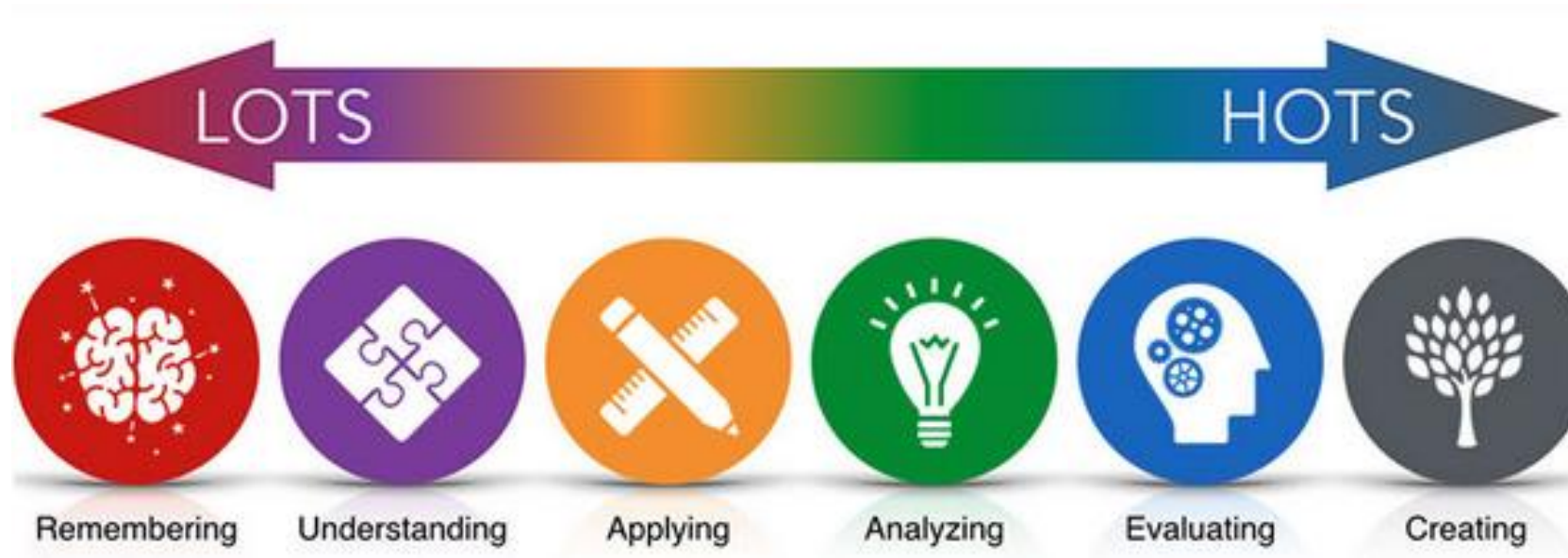For more information, visit a video on Quality Assurance and ILOs here

Lower Order Thinking Skills

Higher Order Thinking Skills

LOTS

HOTS

Remembering   Understanding   Applying   Analyzing   Evaluating   Creating

https://cilearn.csuci.edu/courses/4060/pages/why-create

LOTS and **HOTS** in 'The English Renaissance'

- Upon completing this course, students will be able to:
  - **paraphrase** early modern English verse lines; (LOTS)
  - **describe** mainstream conventions of the English Renaissance theatre; (LOTS)
  - **explain** how language, genre and performance contribute to the meanings of a play; (LOTS)
  - **formulate** analytical reading interpretation of the two selected plays with reference to relevant historical and critical issues discussed in the course; (HOTS)
  - **stage** a substantial performance of selected scenes in the BBT. (HOTS)

Aligning assessment with ILOs

- Assessments should reveal how well learners have learnt what instructors expect them to learn, while instruction, and the design thereof, ensures that they learn it.

- For this to occur, assessments, ILOs and instructional strategies need to be closely aligned so that they reinforce one another.

- The best way to do this is to summon, actualise and activate the verbs and/or learning contexts stated in the ILOs.

- Help our learners understand why they learn what they learn and do what they do. [objectives, syllabus, ILOs, assignments]

Common ILOs	Suggested LAs/TAs
Recall, Describe	MCQ, test, oral presentation, essay question
Explain	Essay question, test, oral examination/presentation
Integrate	Project
Analyse	Case study
Apply	Project, case study, experiment
Solve	Project, case study, experiment
Design, Create	Project, experiment
Reflect	Portfolio, self-evaluation

Rubrics

'Coherent sets of criteria and descriptions of levels of performance for these criteria' (Brookhart, 2013)

- Alignment with ILO and assessment
- Clarity
- Transparency
- Progress and documentation

Creating and Using Rubrics

Dr. Alice S. Lee, FAH-ELC

[Rubrics: What and why](#)

More videos on Rubrics:

- [Using Rubrics](#)
- [Creating / Adapting Rubrics](#)

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謝謝
Obrigada
Thank you

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