CTLE New Faculty Training

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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

Rector Song hopes that 'new students will embark on their new journey **with optimism and confidence**, be **diligent in their thoughts**, be **courageous and innovative**, and become globally competitive talent who make contributions to the country and Macao.'

(Convocation and First Lecture of the University 2023/2024
https://e-bulletin.um.edu.mo/notice/105613/)

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
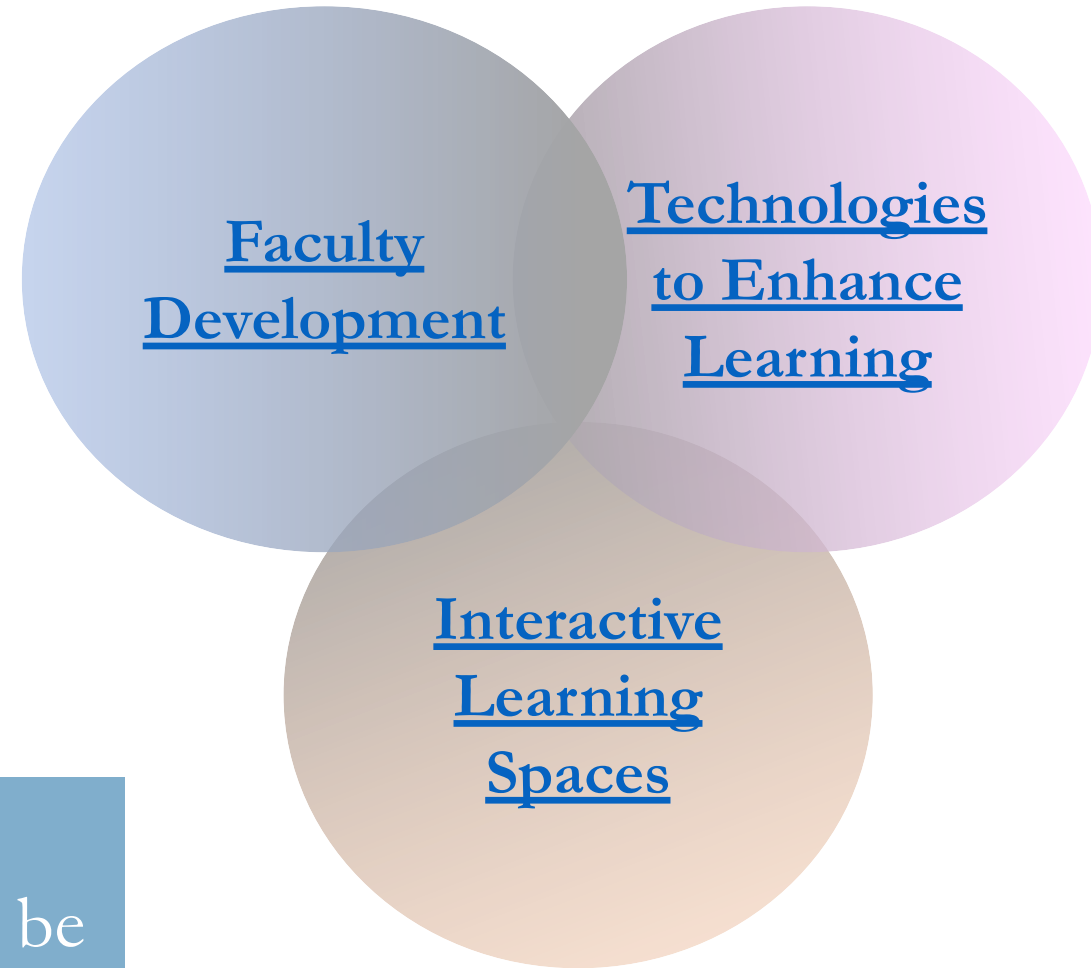
ENHANCING STUDENT-CENTRED EDUCATION

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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](#)

CTLE-TA-Training-2022

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
Session 5 (待更新)

CTLE-TA-Online-Training-2

Turn editing on

Activities/resources you can add on UMMoodle

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

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

Thu Fri Sat

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)

Our Learners: the demographics

- Gender: Male (46%), Female (54%)
- Top three countries/regions:
   Macao, China (50%), Mainland China (46%), Hong Kong, China (2%)
- Macao Student / Non-Macao Student (by programme):

Programme	Macao Student	Non-Macao Student
Doctoral	7%	93%
Master	33%	67%
Postgraduate Certificate/ Diploma	100%	0%
Bachelor	67%	33%

Source: Statistics of Registered Students in the 1st Semester of Academic Year 2022/2023

Academic honesty policy

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

Generative AI and T&L

"

While the University allows our students to use ChatGPT or other generative-AI systems to enhance their learning, students should be aware that they must be authors of their own work. As such, students should not use AI-generated content as substitute for their answers of course assignments and examinations.

'Notes on the use of generative-AI systems', 11 April 2023

"

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We can adapt our assessment methods and design appropriate assessment tasks, whilst maintaining academic integrity (Dai, Liu & Lim, 2023)

Teachers should encourage students to actively exercise their analytical and critical thinking skills when they encounter AI-generated content.

Students can use generative AI for concept checking
(when correct information is generated) and language editing

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Design case-study tasks that require students to apply the concepts they have learnt in the course.

Require submission of an outline, research notes, draft(s) and final version

Create opportunities for students to use generative AI tools and ask them to also provide their prompts (i.e. questions) and demonstrate, using track-changes and/or comments, what changes they have made to correct or enhance the AIGC and why they have made such changes.

Allow students to bring with them a set number of pages of hand-written 'cheat sheets' at an in-class test or examination. Annotated or colour-coded crib sheets indicate that students are making connections when working with their learning materials.

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To help our students become responsible learners, we can encourage our students to consider these questions actively:

Is the information adequate to inform the scope of my discussion? What biases might be present in responses generated by AI technology?

How reliable is the information gathered and generated? Is it correct? Have I checked it against reliable sources of information?

What value does this AI-generated text/answer bring to my learning?

Why do I, as a student, need to use AI technology to answer this question? Can I use my own knowledge and skills to complete the task?

How can I ethically work with this AI-generated text/answer?

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Students should understand that:

- They are responsible for their own submitted assignments;

- They are responsible for any inaccuracies or omissions in AI-generated materials;

- There is the possibility of made-up stuff (including fake references) in AI-generated materials.

It is recommended that they acknowledge the use of AI in written assignments and include appropriate citation of the sources.

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 Writing and Communication Centre

- One-on-one writing/ speaking consultations
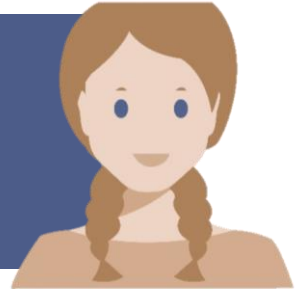
Student Affairs Office

- Disability support services
- Psychological counselling

Teaching & Learning Support

Campus Services Section

- Classroom audio-visual equipment

Information and Communication Technology Office

- Technical assistance on eLearning tools

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Any Questions ?

Part II: Course Design

- Course Outline
- Effective Teaching
- Effective Assessment

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

Our Course Outline

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

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)

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?).
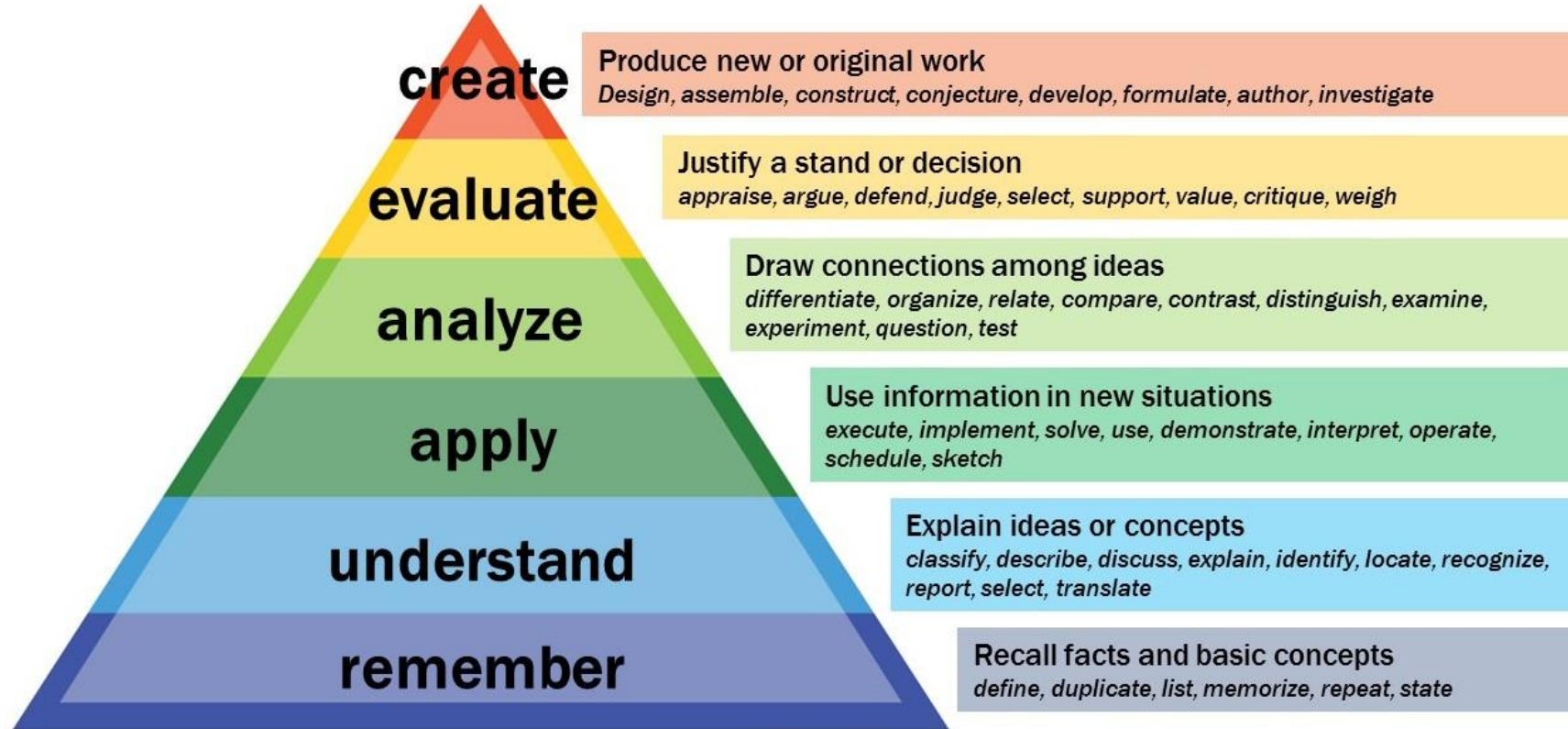
5

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

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

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 the work of major writers from the period. Areas of study will include texts from Elizabethan, Jacobean and Caroline periods. A number of key concepts will be introduced, such as 'Humanism', 'Metatheatre' and 'Metaphysics'. We will also explore popular themes and topics which include love, sex, music, religion and order.
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 a coherent and well-structured essay by gathering and critiquing relevant primary and secondary materials; 5. Work with team members and present selected scenes in the BBT.
Syllabus	Francis Beaumont, *The Knight of the Burning Pestle* John Ford, *'Tis Pity She's a Whore* Excerpts from Shakespearean cannon Excerpt from Philip Sidney's *The Countess of Pembroke's Arcadia* Selected supplementary readings to be advised in class The instructor expects half of the class meetings to take place in the Black Box Theatre.
Assessment	Coursework	Practical (40%) One 2000-word essay (20%) One mid-term quiz (20%) Discussion Forum (2 x 10%)

Lecturer Information

Name:	Prof. Katrine K. Wong Director of CTLE; Associate Professor of English Literature
Office location:	E21-4083; E6-3114
Office Tel. no:	8822 8239
Email:	kwong@um.edu.mo

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)

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%)

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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

[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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