

CTLE New Faculty Training

Katrine K. Wong, PhD, PFHEA, FTCL
Director of CTLE

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澳門大學
UNIVERSIDADE DE MACAU
UNIVERSITY OF MACAU

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](#)

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Please download and install the Slido app on all computers you use



What is an aspect of student-centred education that is important in your teaching philosophy?

① Start presenting to display the poll results on this slide.



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



At Convocation and First Lecture of University for AY2024/2025, Rector Song spoke about ‘the transition from secondary school to university and from undergraduate to postgraduate studies’ and reminded students that “‘difficulties’ are sometimes just “‘differences’” they have not experienced before’.

[\(https://www.um.edu.mo/news-and-press-releases/press-release/detail/58821/\)](https://www.um.edu.mo/news-and-press-releases/press-release/detail/58821/)

Promoting T&L Excellence and Enhancement at UM

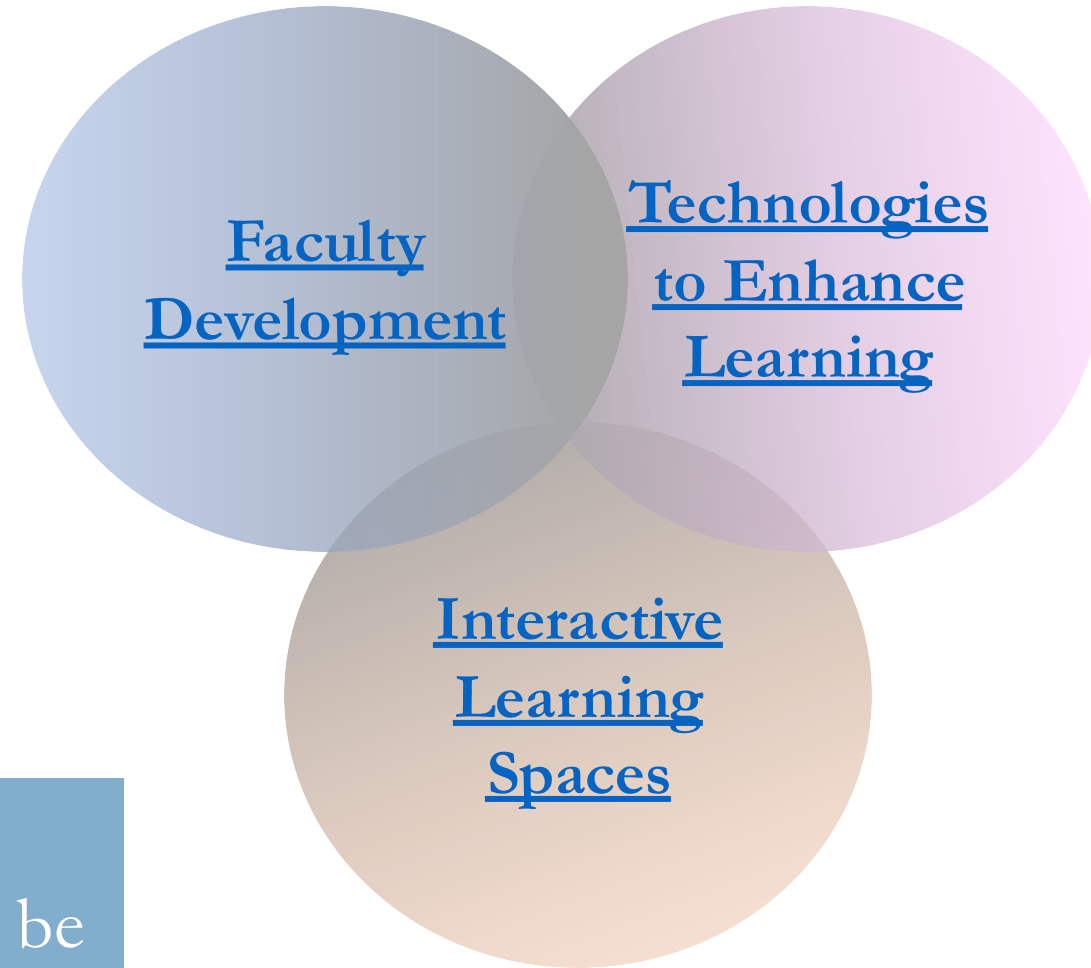
- Practices
- Faculty Development Events
- Course evaluation (peer and students)
- Timely grading and feedback
- Teaching Assistant Online Training
- University Teaching Excellence Award
- Interactive Learning Spaces
- Innovative Education Technologies
- Library, T&L Blog, WeChat posts



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.



**ENHANCING STUDENT-CENTRED
EDUCATION**

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How have you used, as a teacher or learner, online course resources/tools, e.g., a learning management system?

① Start presenting to display the poll results on this slide.



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](#) on ctle.um.edu.mo

- 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)

Activities/resources you can add on UMMoodle

CTLE-TA-Online-Training-2

This course is now **not 'Visible'**
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				

Turn editing on

students

en posted yet.)

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)

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)



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.

Highlights of UM 'Guidelines on the Use of GenAI Tools'

Students can access Copilot at genai.um.edu.mo, available 2 hours after tutorial completion.

UM version: Copilot with commercial data protection
Searches, prompts, and responses are not saved.

No one at Microsoft can view your data.

Chat data is not used to train the LLMs.

ICTO FAQs on GenAI: <https://faq.icto.um.edu.mo/category/teaching-learning/genai-teaching-learning/>

See bulletin 'Generative Artificial Intelligence Tool (Microsoft Copilot) is now available!'

<https://e-bulletin.um.edu.mo/notice/264806/>

Highlights of UM 'Guidelines on the Use of GenAI Tools'

Academic staff should update their syllabi to include a course policy on the use of GenAI. The policy should be specific about how the use of GenAI is or is not allowed in the course, as this provides transparency for students and academic staff when matters of academic integrity arise. In general, there are three permission levels:

- Use of GenAI is permitted within the course policy;
- Use of GenAI is permitted in certain circumstances or with explicit permission;
- Use of GenAI is prohibited.

From UM's 'Guidelines on the Use of Generative Artificial Intelligence Tools' RTO.04/202407/106.r01
<https://webdocs.um.edu.mo/sites/governance/All%20documents/Guidelines%20on%20the%20Use%20of%20Generative%20Artificial%20Intelligence%20Tools.pdf>

Highlights of UM 'Guidelines on the Use of GenAI Tools'

Declaration statements for students:

1. I acknowledge the use of [name of AI tool(s) and hyperlink] to generate materials for background research and independent study.
2. I acknowledge the use of [name of AI tool(s) and hyperlink] to generate materials that I have adapted to include in this submission.
3. I acknowledge the use of [name of AI tool(s) and hyperlink] to help me copy-edit and/or proofread my writing in this submission.

From UM's 'Guidelines on the Use of Generative Artificial Intelligence Tools' RTO.04/202407/106.r01

<https://webdocs.um.edu.mo/sites/governance/All%20documents/Guidelines%20on%20the%20Use%20of%20Generative%20Artificial%20Intelligence%20Tools.pdf>

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What advice would you give to a new teacher who is creating an assignment or exam?

① Start presenting to display the poll results on this slide.

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



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

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



<https://ctle.um.edu.mo/resource/written-by-a-human-being-integrating-ai-technologies-in-teaching-learning-and-assessment-part-3/>

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

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

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

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?

<https://ctle.um.edu.mo/resource/written-by-a-human-being-integrating-ai-technologies-in-teaching-learning-and-assessment-part-2/>

As key actors involved in education, we need to emphasize:

- GenAI is a tool that complements human interactions.
- It is the human actors that determine what, how and where technologies are used in T&L context.

Wong, K. K. (2024). 'Blended Learning and AI: Enhancing Teaching and Learning in Higher Education', in W. W. K. Ma et al. (eds.), *Blended Learning: Intelligent Computing in Education* (Springer), 39-61.

WHAT MOTIVATES OUR STUDENTS



TEACHER

- Delivery and interaction
- Passion and knowledge
- Communication (course expectations, learning needs etc.)
- Research supervision and mentorship

COURSE

- Course selection
- Course relevance
- Course design and assessment methods
- Class size
- Right amount of challenge

STUDENT

- Interest
- Competencies (academic, language, personal etc.)
- Learning outcomes matches the actual career expectations
- Sense of belonging (towards the course, department and faculty)



English Language
Centre

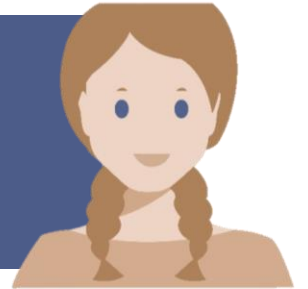
- One-on-one writing/
speaking consultations



Facility Management
and Maintenance
Section

- Classroom audio-visual equipment

Student Affairs
Office



- Disability support services
- Psychological counselling

Information and
Communication
Technology Office



- Technical assistance on eLearning tools

More on T&L Support



Any Questions ?

Part II: Course Design

- Course Outline
- Effective Teaching
- Effective Assessment

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 **ILOs** = 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)



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

What are intended learning outcomes (ILOs)?

CTLE resources on OBE and ILO: https://ctle.um.edu.mo/portfolio_category/obe/

ctle@um.edu.mo

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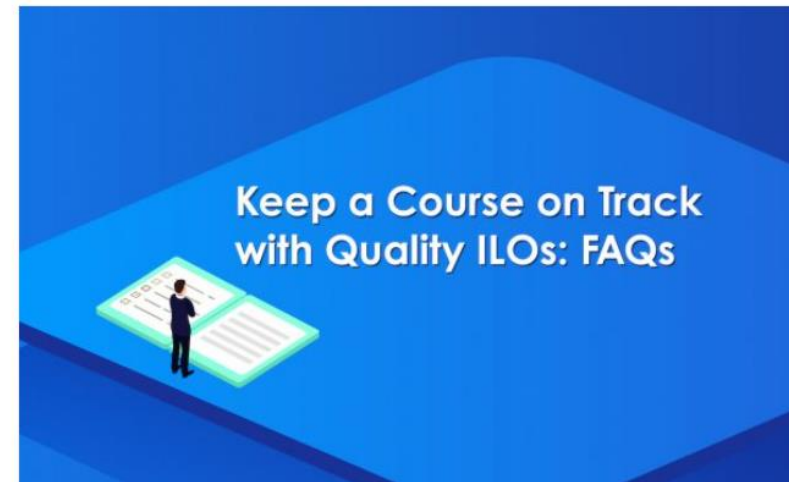
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教與學優化中心
Centre pour a Melhorar do Ensino e da Aprendizagem
Centre for Teaching and Learning Enhancement

UM Home Events Spaces Practices Tools About CTLE



OBTL and ILOs
OBE

CTLE held an online professional development seminar with a focus



Keep a Course on Track with Quality ILOs:
FAQs
OBE

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



CTLE T&L blog posts:
<https://ctle.um.edu.mo/tl-practices/>



Blended Learning at UM

Blended Learning

If you wish to learn more about blended learning or receive guidance on implementing blended learning strategies in your courses, please contact CTLE and we will walk you through the process.



Faculty Learning Community

Faculty Learning Community

A teaching portfolio is an important record unique to each faculty member. It is a living document that details your teaching philosophy, goals and achievements, as well as highlights and showcases samples of some of your best pedagogical practices.



FAQs for Students: Using Generative AI Tools in Graded Assignments

Generative AI

A series on AI in teaching and learning



Rubrics: What, why and how

Assessment

Rubrics help ensure that there is accountability and transparency in a course.



How does peer assessment benefit our students?

Assessment, Moodle

Assessment, Moodle



OBTL and ILOs

OBE

CTLE held an online professional development

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謝謝
Obrigada
Thank you

請多多指教 歡迎隨時聯絡

kwong@um.edu.mo

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