

Federation for Self-financing Tertiary Education (FSTE)

Induction to Teaching in Tertiary Education Brief Notes and Suggested Reading

This brief note intends to give participants the blueprints of the contents covered. Suggested readings are included to facilitate participants in accessing the sources and to obtain more detail information.

I. The self-financed sub-degree sector in Hong Kong

1. What is education?

Education is a concept, referring to the process in which students (or some person) can learn something (<http://en.wikipedia.org/wiki/Education>)

2. How can education be broadly classified?

Education can be broadly classified as:

- Formal education: the highly institutionalized, chronologically graded and hierarchically structured 'education system', spanning lower primary school and the upper reaches of the university;
- Non-formal education: any organized, systematic, educational activity carried on outside the framework of the formal system to provide selected types of learning to particular subgroups in the population, adults as well as children; and
- Informal education: lifelong process by which every person acquires and accumulates knowledge, skills, attitudes and insights from daily experiences and exposure to the environment - at home, at work, at play; from the example and attitudes of family and friends; from travel, reading newspapers and books; or by listening to the radio or viewing films or television. Generally, informal education is unorganized and often unsystematic; yet it accounts for the great bulk of any person's total lifetime learning - including that of even a highly 'schooled' person.

<http://www.infed.org/biblio/b-nonfor.htm>

http://www.infed.org/biblio/non_formal_paradigm.htm

3. What is an education system?

Education system generally referred to the system of the well-structured Formal Education.

Generally speaking, every government will have its own education system through legislation under the generic three tiers framework: primary, secondary and tertiary. In Hong Kong, the related Ordinances are as follow:

Item	Cap	Name of Ordinance	Note
1	279	Education	Governing schools and institutions from KG to sub-degree
2	320	Post-Secondary College	Governing institutions offering degree programmes
3	493	Non-local, Higher and Professional Education (Regulation) Ordinance	
4	1150	Hong Kong Council for Academic Accreditation and Vocation Qualifications (HKCAAVQ)	
5.	261	Hong Kong Examination and Assessment Authority	
6.	1053	University of Hong Kong	UGC institution
7.	1109	The Chinese University of Hong Kong	UGC institution
8.	1141	The Hong Kong University of Science and Technology	UGC institution
9.	1075	The Hong Kong Polytechnic University	UGC institution
10	1126	The Hong Kong Baptist University	UGC institution
11	1132	City University of Hong Kong	UGC institution
12	1165	Lingnan University	UGC institution
13	1145	The Open University of Hong Kong	
14	1135	The Hong Kong Academy for Performing Arts	Under HAB

15	444	The Hong Kong Institute of Education	UGC institution
16	1130	Vocational Training Council	

List of higher education institutions in Hong Kong

<http://www.edb.gov.hk/index.aspx?nodeID=105&langno=1>

<http://www.ipass.gov.hk/eng/index.aspx>

http://en.wikipedia.org/wiki/List_of_higher_education_institutions_in_Hong_Kong

Details of related ordinance

<http://www.legislation.gov.hk/eng/index.htm>

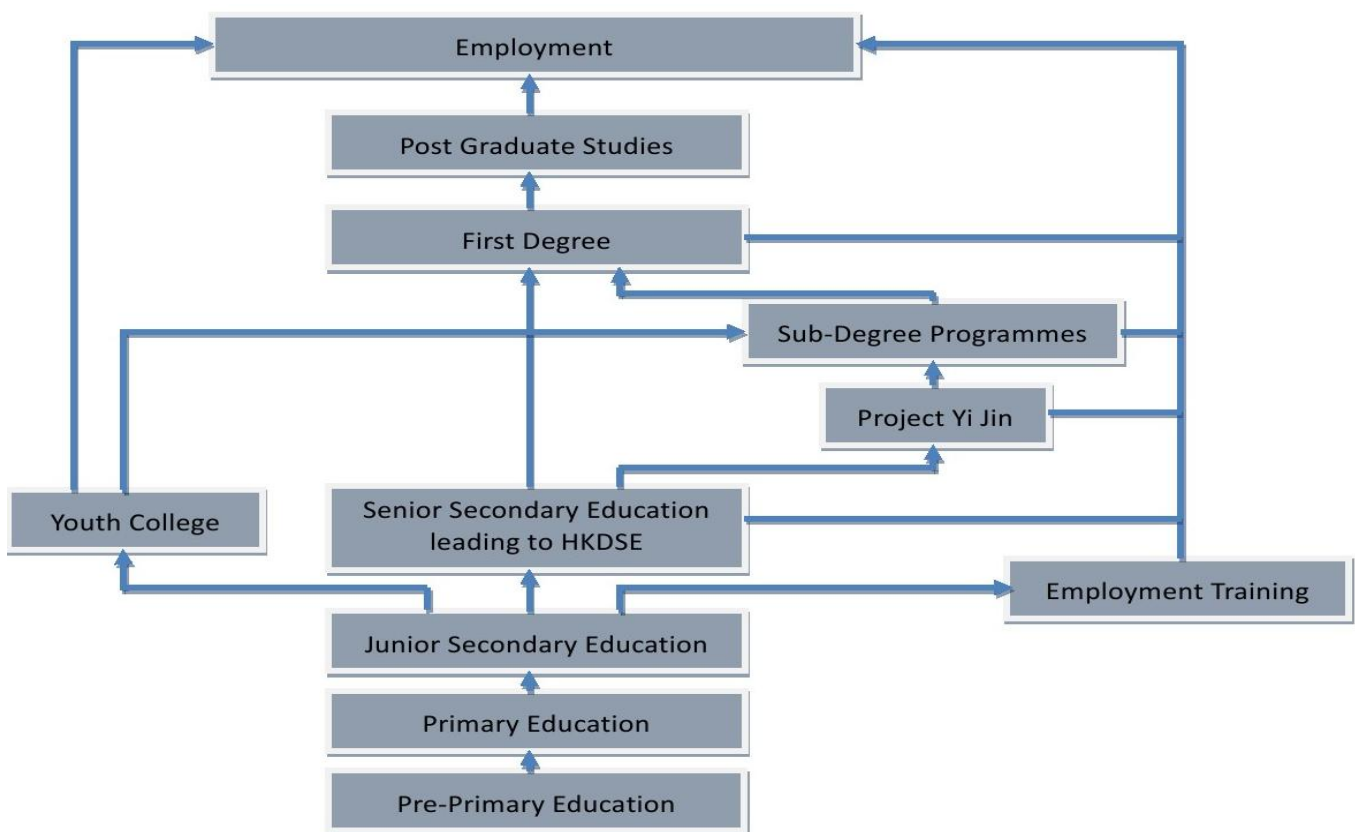
and choose English Subject Index to Ordinance

4. How education in Hong Kong be funded?

In terms of finance types, education institutions in Hong Kong (of all tiers) can be broadly classified as follows:

- a. Fully funded by Government (mainly primary and secondary government and aided schools);
- b. Funded by Government on per student basis (UGC institutions, Direct Subsidized Scheme (DSS) primary and secondary schools);
- c. Non-profit making institutions funded by Government indirectly (e.g. free land provision, loan for building and facilities, etc.). *FSTE member institutes are mainly under this category.*
- d. Profit making institutions

5. What are the articulation pathways at post-secondary level?



II. The anticipated profile of teacher competence of the sub-degree sector

To enable effective learning of students, it is anticipated that teachers of the sub-degree sector should have the following six dimensions of competences:

Dimension 1: Understand the Education Environment locally and globally

Dimension 2: Understand the Curriculum and Quality Assurance process: accreditation and validation

Dimension 3: Understand the target students

Dimension 4: Display readiness in enabling student learning

Dimension 5: Command of subject knowledge; possess authentic working experiences and networks

Dimension 6: Possess positive Attitude in teaching and commitment in Continuous Professional Development

Amongst these six dimensions, dimension 5 & 6 require long period of time for studying and/or nurturing and should be skill sets required for appointment. Professional development programmes for teachers will generally focus on dimensions 1 – 4.

III. **Basic instructional design**

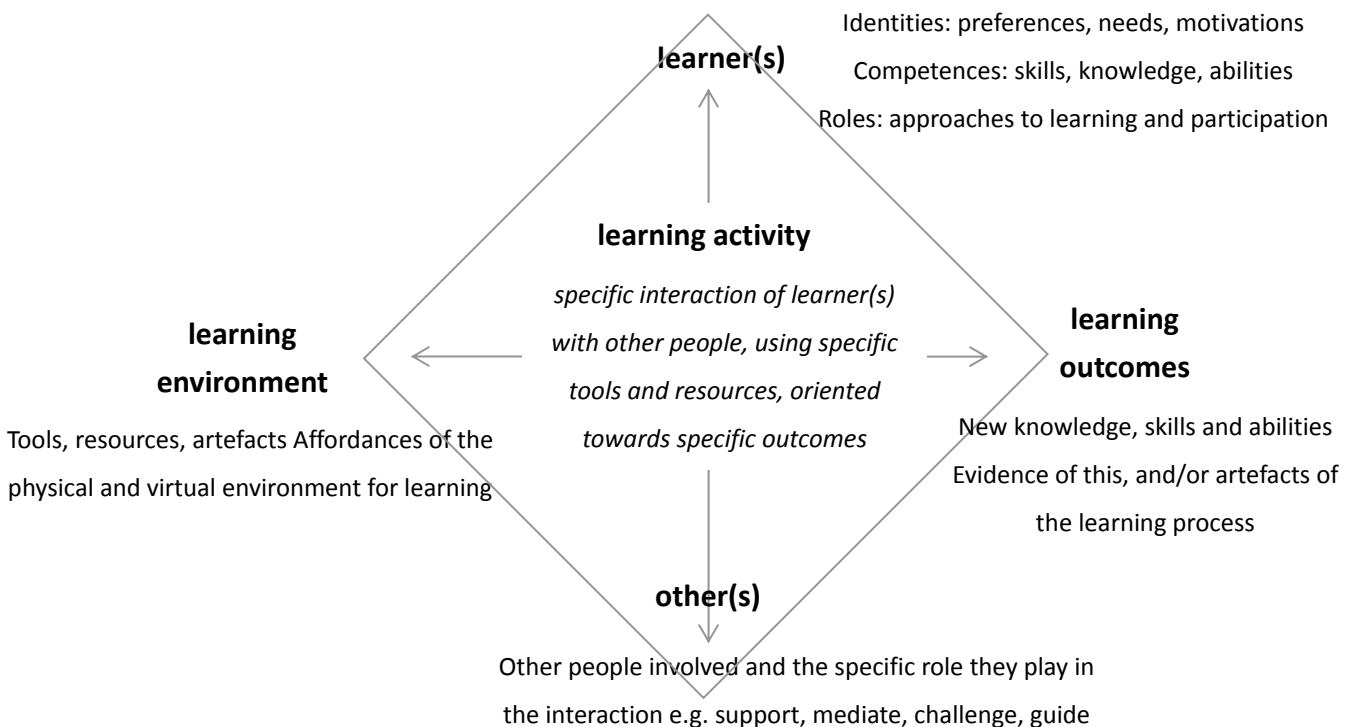
6. Learning Activities

Learning activities can be defined as *'specific interactions of learners with other people, using specific tools and resources, oriented towards specific outcomes'*.

The four basic elements underpinned the design of learning activities are:

- i. Learner
- ii. Learning outcome
- iii. Learning environment (including resources)
- iv. Other persons

The relationship can be depicted as below:



7. Backward Design by Grant Wiggins and Jay McTighe: A model for the design of learning activities

The underpinning concept of this design model is that lessons, units, and courses should be logically inferred from the results sought, not derived from the methods, books, and activities with which we are most comfortable.

The three stages of backward design

Stage 1: Identify desired results

- *What should students know, understand, and be able to do?*
- *What content is worthy of understanding?*
- *What enduring understandings are desired?*

In this stage, we consider goals, examine established content standards, and review curriculum expectations. Typically, **we have more content than we can reasonably address within the available time, therefore we must make choices.** This stage calls for clarity about priorities.

Stage 2: Determine acceptable evidence

- *How will we know if students have achieved the desired results?*
- *What will we accept as evidence of student understanding and proficiency?*

This stage suggested that we should consider the collected assessment evidence needed to document and validate that the desired learning has been achieved (not just content to be covered or a series of learning activities)

Stage 3: Plan learning experiences and instruction

- *What enabling knowledge (facts, concepts, principles) and skills (processes, procedures, strategies) will students need in order to perform effectively and achieve desired results?*
- *What activities will equip students with the needed knowledge and skills?*
- *What will need to be taught and coached, and how should it best be taught, in light of performance goals?*

- *What materials and resources are best suited to accomplish these goals?*

IV. Basic instructional skills

8. Teachers generally will apply a variety of instructional skills during the lesson time according to the nature of the contents, learning styles of students and resources available. Commonly used instructional skills can be categorized as follow:

Direct teaching	<ul style="list-style-type: none"> ➤ Demonstration or modeling ➤ Lecturing ➤ Questioning (convergent)
Facilitative or constructivist methods	<ul style="list-style-type: none"> ➤ Concept attainment ➤ Cooperative learning ➤ Discussion ➤ Experimental inquiry ➤ Problem-based learning ➤ Questioning (open-ended) ➤ Simulation ➤ Brainstorming
Coaching	<ul style="list-style-type: none"> ➤ Feedback and coaching ➤ Guided practice

Understanding by Design (UbD), Wiggins, Grant P and Jay McTighe – Expanded 2nd ed. Pearson Education, Inc., 2006.

<http://www.nwlink.com/~donclark/hrd/learning/development.html>

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