

## **Good Practices in Teaching and Learning Identified from Cycle One of Common Core Course Cycle Reviews**

The Committee on Undergraduate Core Education (CUCE) noted from Cycle One of the Common Core Course Cycle Review exercises spanning four years from 2016-17 to 2019-20 the following good practices in teaching and learning from courses in different areas. Through sharing these with the Schools/Departments/Units and placed on the Common Core Program website, common core instructors may consider these where appropriate for enhancing the teaching and learning effectiveness in their courses. The letters in brackets indicate the common core area of the course from which the practice is identified.

### **Class Preparation**

#### **(a) Prepare course materials**

##### **Use a variety of teaching materials to enhance teaching and learning effectiveness**

- Present the course content in various ways, including videos, animations, slides and diagrams. Provide reference readings such that students could find useful resources when they encounter difficulties. (S&T)
- Use multimedia materials such as animations and short movies to illustrate the concepts. Students found these materials helpful and conducive to their comprehension. (S&T)
- Use multimedia in teaching, such as animation, simulation, video and apps to arouse students' interest in learning. Students found simple experimental demonstrations useful in understanding abstract theories and principles. (S&T)
- Play movies in class to help explain and reinforce the concepts taught. Students found the movies inspiring and effective in helping them understand more about the topics. The movies also added a fun element to students' learning experience and stimulated their interest in the subject. (S&T)
- Use insightful videos, documentary films and video clips to portray the issues. (SA)
- Use visual materials such as pictures and videos which are useful in explaining the concrete details of the contents. These were welcomed by students. (H)
- Use films as a teaching material makes a literature course more interesting and engaging. The course instructor used films instead of readings to deliver course concepts by the end of the semester in order to reduce students' workload and allow more time for them to prepare for their final projects. These were welcomed by students. (H)
- Show a variety of independent documentary films from different regions, such as Mainland China, Hong Kong, Taiwan, and elsewhere to allow students gain an international perspective on modern Chinese culture and identities; and to conduct comparative analyses. This also makes the course more appealing to students from different regions with different cultures, thus making the course more internationalized and diversified. (H)
- Use documentaries screening to help students, especially those who have never been to any of the Southeast Asian countries, get certain sense about local cultures in these countries. (H)
- Show excellent videos to enliven imagination. (SA)
- Prepare lectures with many examples, demonstrations and video footage to facilitate students in understanding fundamental concepts in an interactive learning atmosphere. (S&T)
- Move some topics to open-source / access and online software (eg Google Web Design) for lab sessions rather than sticking with the outdated and licensed production software (eg Adobe Flash) for animation production. This enables students to use their own laptops and reduces

costs for the course / department for the latest technologies and newer software adopted in the industries. (S&T)

- Video-tape lectures and make them available to students so that they could watch the videos after class for revision and make further clarification on the concepts they are not clear of. (QR)
- Supplement workshop and class materials with such additional resources as online materials and publication / resources provided by the DSTO to maximize the educational goals. (HLTH)

#### **Incorporate real-life and hands-on scenarios into learning activities**

- Include news and recent research findings in the teaching materials. Use daily life examples to illustrate important concepts. These help students relate the concepts learnt to their daily life. Students found the course interesting and useful. (S&T)
- Prepare a short newspaper article on the topic to be discussed at each lecture and ask students to comment on how the viewpoints highlighted could be analyzed from the perspective of the subject matter. This enables students to apply their learning to real and up-to-date issues in the society. (SA)
- Discuss current market news and trends at each chapter to help students connect the real world applications with theories that they have learnt in class, and to encourage students to follow the latest development in the financial market. (SA)
- Use practical cases to discuss the concepts helps to address the issue of diverse student background. Ask students to share their own experience on different subjects of the engineering discipline would motivate them to think. (S&T)
- Provide a choice of interesting topics for the class to explore the concepts and questions and enable students to make connections with their lives outside the classroom. (E-Comm)
- Use philosophical classics as well as examples from films and history to explore some of the most pressing moral and political dilemmas students face in the world today. (H)
- Use a lot of daily life examples with clear explanations to illustrate difficult philosophical concepts. (C-Comm, H)
- Prepare multiple real-life and daily examples, case studies as well as interesting stories to complement theories in explaining the key concepts. (SA, S&T)
- Use up-to-date examples in teaching to connect the theories and models to the real world phenomena. (SA)
- Prepare hands-on tasks with detailed explanation and steps to help students understand the course materials at tutorial sessions. (SA)

#### **(b) Make use of Canvas in distributing course materials**

- Host on Canvas, and regularly update, all course materials, including lecture notes, readings, tutorial questions, discussion topics, after-class exercises and solutions. This practice can facilitate students in achieving learning outcomes in a convenient and flexible way. Students can access all course contents anytime, anywhere, even on a mobile phone. (H)
- Distribute complete and detailed PPT presentations on Canvas ready-made for students which is helpful to engage them. (H)
- Provide appropriate reading materials and writing activities through Canvas to promote wide reading and support students' development of critical reading skills for purposeful, critical reading and active discussions in class. (E-Comm)

## Class Management

### (a) Manage class timetabling and activities

- Offer the course in Winter terms for students who failed and retook the course – this was proved to be effective. The intense teaching schedule with small class size enabled instructor to closely engage with students and clarify the concepts with them. Quizzes in every lesson encouraged students to make regular revisions of the topics and helped them understand their own learning progress. (QR)
- Carefully decide timetable of the classes in terms of duration, frequency and physical intensity with reference to the health and fitness requirements. Adequate time for changing of sports attire was allowed and essential equipment was provided such that students found no difficulty in joining the events despite their busy academic schedule. This arrangement was welcomed and affirmed by students as revealed by the end-of-course evaluations. (HLTH)
- Offer a wide variety of sports skill classes by recruiting in-house professional instructors and outside professional associations. With the support of appropriate facilities, students could select and experience various sports, even new sports, at the classes. This arrangement was treasured by students, and in turn, affirmed the effort made by the DSTO to organize the classes based on their responses from the end-of-course evaluations. (HLTH)

### (b) Manage class atmosphere

- Build an easy, relaxing and engaging class atmosphere, where students get lots of chance to practice and improve their skills, and feel motivated and enjoyable in learning topics that are in their interested areas. (E-Comm)
- Create positive competitive learning atmosphere in class by inviting students to vote for the Best Presentation and the Best Speaker who would receive awards. (Arts, H)
- Create a productive and positive learning environment by talking to students and knowing their learning needs, giving immediate feedback and individual guidance. (C-Comm)
- Create an interactive class atmosphere and encourage student participation. (SA)

### (c) Manage classroom setting

- Enhance student participation and engagement by blocking off last ten rows in the class to direct students to come closer to the front. (SA)
- Conduct the class with circular seating so that each student is encouraged to speak up. (Arts)

### (d) Manage expectation for students

- Ask students in the first lecture about their motivation and knowledge background on the topic, as well as their expectations for the class and the questions they would like to get answered in the class. These “student questions” were included in most lectures throughout the term. This worked well in raising students’ learning interest. (S&T)
- The course objectives and ILOs are listed in the course book, course website and well-communicated to teachers and students during class and meetings. Classes begin with clear learning outcomes about what students should know and be able to do by the end of the class period. (C-Comm)
- Pre-announce the objectives of the next lesson and announce them again at the beginning of the lesson to help engage students in the classes. (Arts)
- Write down instructors’ expectation clearly in the course outline for students’ reference. (SA)

- Remind students regularly of the progress of the course and help them navigate their learning journey so that they can have clearer idea about how to manage their time, expectation and group relationship with the classmates. (Arts)

#### **(e) Develop and maintain a friendly relationship with students**

- Memorize the students' names to significantly reduce the distance between the instructor and students. The instructor could remember around 80% of the students' names at the end of the semester which was deeply impressed by students. (S&T)
- Introduce mandatory meeting hours for the instructor and students to help them know each other and improve the teaching and learning effectiveness. (S&T)
- Adopt an "open-door" policy for after-class interaction to build up trust and relation and to take care of students' problem. (SA)

### **Course Delivery**

#### **(a) Design teaching pedagogy**

##### **Inject active learning elements into existing teaching pedagogy**

- Adopt experiential learning approach to allow students to study the subject based on their interest and conduct hands-on individual and group projects outside the classroom. It promotes students' interests in the subject and enhances their learning process. (Arts, C-Comm, H)
- Develop the course as a blended learning course using online videos, bringing about creative redesign of course delivery, as well as think about how to improve existing face to face presentation and evaluation methods in teaching. (SA)
- Adopt flipped class activities which makes the course more interesting and interactive. The use of WeBWork for on-line exercises and the availability of Math Support Center for informal tutorial support help enhance students' learning effectiveness. (QR)
- Adopt flipped classroom activities in order to arouse students' interest in the course content through the interactive in-class activities. Students enjoyed the in-class activities and online video lectures, which in turn stimulated their critical thinking and application of the course content. (S&T)
- Deliver the course in hybrid mode (in-class lecture plus live Zoom meeting) and produce a series of short videos so that the instructor can spare more time on Q&A during the live Zoom meetings. (SA)

##### **Adopt a variety of strategies and measures to achieve teaching and learning objectives**

- Provide a brief summary of the materials covered in previous meeting helps students review what they have learned and makes sure they can follow the lectures before moving to new topics. It helps students feel confident in their grasp of the materials, and provides a linkage among different topics to create an overarching theme when discussing a particular religion / culture. (H)
- Divide a highly diversified class into six groups mixing local and international students based on their aesthetic tastes. In the format of group projects, students are encouraged to form reading and writing groups for presentation, while tutorials will be given to each group one week prior to their presentation. This practice has effectively increased the class dynamics and formed a sense of solidarity. (H)
- Adopt strategies and measures for ensuring effectiveness of teaching and learning activities: student-centered approach; clear and specific teaching objectives; focus on knowledge

learning, transfer and application; suitable level of difficulty; a great deal of interaction and communication among students; sufficient pre-task input and demonstration; interesting learning activities relating to daily life; and timely feedback after each task. (C-Comm)

- Divide the class into parts, with each part handling one main question. Allow short breaks (10 minutes) to help student refresh. Use pop quizzes to motivate students to attend, pay attention to lecture, and give feedback to instructor about their learning progress. (SA)
- Help students stay concentrated during a relatively long lecture by multiple short breaks, and by in-class discussions, quizzes and frequent PRS interactions which also greatly facilitates students' learning. (S&T)
- Adopt a teaching model with repetitive rounds of 15-minute talk, exercise, and explanation instead of the traditional lecture format. (SA)
- Release simplified version of PPTs before lectures but leaving out important points, to help students get an idea of the contents and encourage them to raise questions during class. The full version of the PPT files will be released after class. (Arts, H)

#### **Use a variety of teaching and learning activities to enhance students' learning experience**

- Adopt multiple forms of teaching and learning activities. Class activities include small group discussion in the classroom, small group writing exercises outside class and group oral presentations. In class, students are divided into groups based on their levels of proficiency and prior knowledge. A relaxing atmosphere is created in the classroom with lots of pair and group work. (C-Comm)
- Use a mix of teaching methods (lectures, videos, group discussion, individual / group projects, experiment, debate, in-class exercises, and simulation game) to enhance students' interest in understanding basic knowledge. (SA)
- Adopt a teaching mode which is a mixture of interactive lecture, small group tutorial, and student-oriented learning activities. To encourage students' critical thinking, guest speakers are invited to lecture on specific topics from a new perspective that is very different from the instructor. (H)
- Adopt a combination of oral presentation, class discussion, and visual aids to highlight the structure of key ideas to draw students' attention. (H)
- Combine teaching of theories with illustration of experiments in classes. Students were in particular impressed by the demonstrations / experiments at the end of each lecture to prove the concepts that they had just learnt. This helps to close the loops between the class materials and the reality; and to stimulate students' motivation and interest in the study of physics. (S&T)
- Provide good quality programming demonstrations related to lecture content to help illustrate new concepts and provide a framework for discussion, such as by organizing a set of presentation materials together with example code that can be demonstrated during the class, or constructing ad-hoc examples during class for demonstration. (QR)
- Illustrate the chemical concepts and knowledge through videos, experiments and demonstration, which will not only help students to understand difficult concepts, but also be effective in enlivening the lectures and creating a lively learning atmosphere. (S&T)
- Conduct and engage students in live demonstration to help stimulate students' interest and create a lively learning atmosphere. (S&T)
- Use role-playing for stakeholders in scenario questions, make decision and explain their decision, discuss these decisions in the class and map them to lecture materials. (SA)

- Use class-based experiments and in-class quizzes to help encourage students to attend and actively participate in classes. (S&T)

## **(b) Involve students in the learning process and promote interactive teaching and learning**

### **Engage students in the learning process and encourage class participation**

- Ask students to compose a few reflective journals throughout the semester. The reflective journals are meant to be highly personal, asking students to reflect on their own experience with identity quest, confusion, struggle or confirmation after having studied a similar journey or experience documented by other important thinker or writer of our time. Students tend to be very genuine in their reflective journals, showing their keen interest in engaging in these questions and their growing ability to transfer academic learning into something that is deeply personal and matters to them. I recommend this for many courses regardless the nature of the discipline, as the real value of learning should be helping students see the relevance of their academic study with their personal lives, and equipping them with the critical thinking and communication skills to continue to reflect on such relevance for the rest of their lives. (H)
- Maximize students' engagement and active learning experience by inviting them to reflect on their own language with real-time examples of language change. (H)
- Post several discussion topics on an online discussion forum opened for the course to engage students who are shy and do not speak much in class. It is found that students responded enthusiastically. From this online discussion forum, many good students, who, although silent in class, were active online and shared their insightful ideas, were identified. (H)
- Adopt more interactive mode of teaching and use more pragmatic examples that students can relate to from their daily lives for a diverse groups of audiences. (S&T)
- Engage students in practical and skill-based experience before teaching them theories. (Arts)
- Arrange group discussion of students' own assignments which helps students learn from each other. (H, SA)
- Adopt peer review of classmates' on-line homework which engages students in active learning and trains their critical thinking skill while reading over other's work. (QR)
- Promote interactive teaching and learning through seminars alongside lectures to help students digest what they had learned. (SA)
- Arrange interactive learning via debates. (SA)

### **Promote interactive learning through group discussions, brainstorming and Q&A sessions**

- Design all workshops / classes with lots of self-assessment and group discussions / activities to encourage student engagement and to promote an enjoyable and active learning atmosphere. These were well received by students. (HLTH)
- Arrange group-based activities (with members being constantly rotated) to allow students to discuss their thoughts and questions in depth before presenting them to the class. This is less threatening for some students who are less confident in speaking in public. It also allows students to get to one another very quickly after just a few weeks for the development of a sense of community for the class. (H)
- Adopt a Socratic style in teaching which includes lots of questions and answers between the course instructor and students to allow students to express their own views, perspectives in a deep and intimate level as well as to allow classmates to directly raise follow-up questions, respond or challenge further. (H)
- Create an atmosphere which encourages students to answer questions. In Asia, students are very shy. The instructor had bought a bear (doll) to address this issue. During the class, the

instructor blindly threw the bear to a student, whoever got it can choose another student to answer the question. This created a happy and positive atmosphere for students to pay attention in the class and to answer questions. This was welcomed by students as reflected in the SFQ. (S&T)

- Assign a significant portion of the class in asking and answering students' questions to achieve a highly interactive teaching. From time to time, students were asked in the class whether what has been discussed makes sense. It was far too easy for students to think that they understand the content. However, if the instructor stops and challenges the students with a simple question, it could easily find that most of them do not really understand that well. It was a good trick to pause the class a bit. First, this pause helped to gain back students' attention. Second, it helped to make sure if students indeed understand the course materials. It was found that most students like this, which was also reflected in the SFQ. (S&T)
- Arrange tutorial or in-class discussion to allow students to interact with the course instructor as well as among students themselves. (H)
- Encourage students to participate in small group discussion to explore their own ideas and styles of self-expression. (H)
- Use brainstorming discussion to help students connect the dots in concepts covered in class. (SA)

#### **Engage students in presentation**

- Require students to take turn in presenting designated readings, followed by open discussion, in each class to engage students more actively in the process of learning and to contemplate how the major philosophical concepts they had learned are relevant to them. This also enables students to deepen their understanding and learn from each other. (H)
- Ask students to do presentation on reading materials in tutorials where they not just present the contents, but also invite the class to participate in discussing questions raised. Bonus marks will be given to students who answer the questions from the presenters and engage in the discussion. (H)
- Encourage students to speak in public – When they speak, they are more motivated to participate in the class and take the class more seriously. They generally do not have many opportunities to speak in public. They appreciate these opportunities in classroom. This will also prepare them better for many jobs and tasks in their future. (SA)
- Ask students to present their research project findings in class. The presenter can improve his / her paper by adopting the comments and suggestions from the instructor and classmates. Students can also learn from experiences of their classmates. (H)

#### **(c) Adopt various teaching tools to facilitate interactive learning and enhance effectiveness of course delivery**

- Use Facebook for students to submit and share their course work for references and comments to / from other students to encourage peer-stimulation and learning. (S&T)
- Set up WhatsApp groups to facilitate effective communication between instructor and students for small classes. (S&T)
- Use PRS effectively in making the classes more interactive. Students commented that the PRS questions and the self-tests helped them better understand and grasp the concepts. (S&T)
- Incorporate in-class PRS quizzes as one of the assessment tasks to help keep students' attention in class, and enhance the interactivity between instructors and students. (S&T)



- Use iPRS for testing at the beginning of each session to ensure students are prepared for the class. (SA)
- Use iPRS during the lecture to test students' understanding of the concepts taught and to break down the pace a bit. (SA)
- Use an interactive software, Socrative, to engage students in class. (SA)
- Make use of Canvas in-class survey to encourage students' participation. (QR)

#### **(d) Enable students to have first-hand experience via field study**

- Arrange field trips to allow students to understand the local environment, communal culture and social practice which facilitates students' understanding of the relationship between culture and environment. (H)
- Encourage students to explore cultural sites in Hong Kong based on a piece of literary text, and document their trip in both photography and creative writing in order to increase their engagement with local culture. This experiential learning activity has proved to be successful and memorable. (H)
- Organize a field trip to the Folk Culture Park in Shenzhen to enable students acquire first-hand information about the cultural diversity in China which greatly stimulates students' interests in and passion for learning human diversities. (H)
- Arrange students to visit, observe and interview the target informants off-campus in the real context to collect documentary materials which helps increase the authenticity of the work and facilitate students' understanding of the materials and the art form. (Arts)
- Encourage students to conduct oral interviews with the elderly on their own history in order to humanize and personalize "history" as a topic of study. (H)
- Arrange site visits and hands-on activities to guide students on the scientific understanding of the environmental issues in the society, eg, measuring water wastage in the public toilets at HKUST, identifying ventilation facilitating features in their living communities. (S&T)
- Encourage students to attend field trips where they can link what they had learned in class with their real-world experiences. Students are given bonus points for attending field trips and writing field trip reports. (H)
- Arrange off classroom session to allow students to gain on-site experiences on how to make use of different shooting equipment in different environments. (Arts)
- Incorporate guided tours to the library's exhibition into the course to enhance understanding by the students. (C-Comm)

#### **(e) Invite guest speakers for sharing of real-world and professional experience**

- Invite leading Chinese poets to lectures and writing workshops to provide valuable advices to students on their poems as part of the assessments. These poems were subsequently compiled as a poetry anthology. Students welcomed this arrangement in enhancing their abilities in aesthetic appreciation and poem writing. (H)
- Invite exhibiting artists of an ink painting exhibition at the University library to give guided tours, talks and demonstrations to students. This was a good learning experience for students to interact with the artists. (Arts, H)
- Invite guest speakers from the industries to stimulate the connections between the course ILOs and the real-world needs / applications. (S&T)



- Invite industrial professionals to share with students the contemporary business intelligence development and real-life cases which helps students put the theories into practice. (SA)
- Hold guest lectures to help students learn about ethical, governance and corporate social responsibility issues in different industries. (SA)
- Invite guest speakers to share their real-world experience or specific professional experience. (SA, S&T, HLTH)

#### **(f) Provide additional support to students**

- Be responsive and encouraging to students – explain course materials in details during lecture and be willing to interact with students after classes. (SA)
- Meet with project groups out of class to guide students’ choices of approaches, and provide feedback and constructive comments on individual students’ work on intermediate stages of the project. (H)
- Establish a programming common in the Library to offer consultation to students on programming skills and to resolve the problem of having diverse programming knowledge for students. (QR)
- Offer additional help to students with extra tutorials to address the issue of diverse student background. (SA)
- Provide optional tutorials for students whose backgrounds are weak in key areas before the mid-term test and the final examination. Contact students who are having significant difficulties after the mid-term test to offer assistance. (H)
- Arrange optional tutorial sessions, at which students can ask questions and instructor can explain answers to end-of-chapter exercises. These tutorials are especially helpful to students without the subject background. (S&T)
- Arrange regular consultation for relatively low-performed students such as those whose grade is below average for the 1st and 2nd quizzes. (Arts, H)

#### **(g) Use student feedback to adjust teaching plan**

- Customize teaching to cater for students’ needs and interests. Students’ learning abilities and difficulties are identified to ensure that the teaching is relevant to and suitable for them. (C-Comm)
- Conduct mid-term survey to obtain students’ feedback on the teaching. The teaching style, course content, teaching pace, teaching and learning activities, assessment method, etc can be adjusted in a timely manner. (Arts, SA, S&T)
- Collect feedback from students in a timely fashion via both informal and formal channels. (S&T)
- Keep lectures very up-to-date; revise syllabus and course content every semester with reference to TA and student feedback. (SA)

### **Assessment**

#### **(a) Design assessment scheme to effectively review students’ understanding of course materials**

- Design assessment tasks with progressive demand on the abilities of the students. For example, assigning individual research and presentation before group project on the final public artwork. This helps students gain knowledge on the art practice before creating the artworks. (Arts)
- Include both summative assessment (mid-term test and final examination) and practical element (experiential project) to assess students’ knowledge. (S&T)

- Adopt criterion-referenced assessments which brings about positive washback and helps students to take charge of their learning progress. Also, standardization meetings involving all teachers in the course are held after individual assessments to ensure inter-rater reliability. (C-Comm)
- Adopt strategies and measures for ensuring effectiveness of assessment tasks: assessment tasks are relevant to the teaching content, objectives and ILOs to ensure that they are constructively aligned; provide timely feedback on students' performance after the corresponding assessment; collect students' feedback on the assessed tasks; self-reflection. (C-Comm)
- Use multiple forms of assessment to ensure validity and reliability of the assessment. (C-Comm)
- Assign classwork to reinforce students' learning right after an introduction of a topic. (SA)
- Work with the Center for the Arts to design real-life assignment to allow students to learn from work practice. (Arts)

**(b) Adopt different assessment methods to comprehensively evaluate students' performance**

- Ask students to write a comparative paper which is useful for students to articulate the grounds for comparison and use scholarly vocabulary and resources to formulate and support their own theses and arguments about Chinese films, cultures and identities. (H)
- Ask students to write a creative gothic story for a gothic imagination course to enhance their creative thinking skill. (H)
- Request students to engage in a creative group project in constructing ways to integrate poetry and poetics into their everyday life. (H)
- Ask students to produce an original work of art in a form of pop culture, while incorporating themes and topics discussed, in a group. This serves as an "alternative" assignment that is different from a traditional final project in conducting academic research or writing up a paper. This project brings out the creativity of many students, allows them to take the role of an artist and work on expressing their thoughts and ideas in a creative way. The group nature of the project also allows everyone in the group to contribute his / her talents and strengths into the making of the art piece. (H)
- Assign a short writing assignment, in lieu of a mid-term, in midst of an academic term to help students pick up the vocabulary and perspectives relating to the course. This was proved to be helpful and effective. (SA)
- Organize bi-weekly lab and quiz assignment to help students better prepare for the examinations. Provide mini in-class quizzes periodically, which are of lower difficulty to students yet serve to test their understanding of the concepts taught. (QR)
- Ask students to submit a book review report by week 4 that helps non-major students to have basic understanding of the course materials at the beginning of the course. (H)
- Ask students to produce short videos to illustrate themes the instructor covered in class in the group assignments with a reward of the videos being used by the instructor in class. (SA)
- Assign photo-essay which gives students the opportunity to capture some human behaviors and to further rethink the meanings of those behaviors. (H, SA)
- Adopt open book examination which makes the assessments less demanding on memorizing theories and relieves students' study stress, which is suitable for a common core course with students of diverse academic background. (S&T)
- Use critical commentary as an analytical and reflective process for students to consolidate, articulate and demonstrate their learning in a written format. (Arts)

- Assign peer-assessment of group activities to minimize / overcome the risk of free-riding. (SA)

#### **(c) Design examination questions for effective evaluation on students' performance**

- Design examination questions that encourage students' understanding of the materials, but not memorizing. (SA)
- Draw up mid-term and final examinations from current and daily affairs (not from textbook) to truly test students' understanding of the subject matter. (SA)
- Minimize repetition of examination questions to ensure fairness of examinations across semesters. (SA)
- Use examination questions that require a reasoning process instead of asking factual questions. (SA)
- Include short-answer questions, in addition to multiple-choice questions, that require explanation and illustration of calculation steps in quizzes and final examination. These effectively assess students' knowledge in a more comprehensive approach. (S&T)

#### **(d) Develop detailed and consistent assessment rubrics**

- Provide detailed assessment rubrics allows students to have clear understanding about the instructor's expectation at the beginning of the semester. (Arts)
- Adopt the same assessment rubric for both final presentation and peer evaluation on group presentations such that students can have sound understanding of the instructors' requirements and expectations. (S&T)

#### **(e) Provide feedback to students**

- Provide detailed written feedback on examinations and papers to students. (H)
- Analyze meticulously students' performance in the assessment and release on Canvas the analysis with detailed explanations on common problems and mistakes after each assessment (except for the final examination) to help students improve in subsequent assessments. (H)
- Release the set of exercises and questions for discussion for each tutorial on Canvas one week ahead so that students can briefly prepare for the upcoming tutorial. After each tutorial, a solution file with detailed explanations is distributed to students, allowing them to review and reflect on their performance. Similarly, all after-class exercises come with a full set of answers and explanations (released a few days later) to help students improve their performance. (H)
- Scaffold / support appropriately students' completion of assessed tasks and promote sustainable feedback practices, through such practices as breaking down huge tasks into achievable goals, assessing students in different stages, providing feedback to students on their weakness and making suggestions for improvement. (E-Comm)
- Point out students' achievement and strengths, and guide them to see what other abilities could be developed to enrich their creative works. (Arts)
- Provide detailed comments on students' research projects at every stage (initial research proposal, progress report, presentation) to help them refine their research paper for final submission. (SA)

#### **(f) Allow flexibility in assessment**

- Adopt a flexible approach in the mid-term examination arrangement by allowing students to choose their preferred timeslot within the examination week. (S&T)

- Offer retake of mid-term examination to allow students to learn from mistakes and make improvement on grade. (S&T)

### **Management of Teaching Team**

#### **(a) Organize sharing sessions among instructors**

- Conduct sharing and reflection on each type of workshops / classes by instructors in addition to the end-of-activity evaluations. There are also regular teaching demonstrations and curriculum review meetings among instructors to improve the activities as well as delivery of the workshops based on feedback from students. (HLTH)

#### **(b) Manage TAs / RAs**

- Spend time to ensure TAs are aware of the tasks to be completed. (SA)
- Conduct weekly meetings with TAs. (H)