Establishing Communities of Practice
to Enhance Teaching and Learning:
The Case at Hong Kong Baptist University

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The authors describe the background of the development of communities of practice (CoPs) in publicly funded higher education institutions in Hong Kong. The opportunities and challenges faced by Hong Kong Baptist University in its CoP Initiative are explained in an attempt to share valuable experience and showcase good practices in a continuing endeavor to enhance teaching and learning quality at the University.

Higher education is facing unprecedented global change, and the pace of this change will continue to increase as universities and colleges adapt to the ever-changing demands of our societies. Major pressures are being experienced by higher education institutions around the world. These pressures include greater accountability to governments and taxpayers, reduced public funding, increasing demand for access to education services,
and the need to assume a globalized outlook—from student admissions and faculty recruitment to institutional collaborations.

The Hong Kong Special Administrative Region (HKSAR) is one of the most advanced and globally connected cities in the People’s Republic of China. Its higher education institutions also experience their share of the opportunities and challenges due to the global situation in education described above. For the continuous improvement of Hong Kong’s education system, the government of the HKSAR instigated the “334 change” locally, a term that denotes the decrease from 7 to 6 years for the completion of secondary schooling, and a corresponding increase from 3 to 4 years for an undergraduate degree in the higher education sector. This provided a once-in-a-generation opportunity for a major overhaul of the entire secondary and higher education curricula. The new secondary curriculum was successfully adopted in September 2009, and the smooth transition to the 4-year higher education degree took place in September 2012. Coupled with the transformation to the 4-year degree, the HKSAR government via the University Grants Committee (UGC) stipulated that an outcomes-based approach to education must go hand in hand with the curriculum review in the higher education sector. The UGC of Hong Kong is a non-statutory advisory committee responsible for advising the HKSAR government on the development and funding needs of higher education institutions in Hong Kong; see http://ugc.edu.hk/eng/ugc. These changes mean not only that increasing numbers of students are entering university studies in Hong Kong, but also that these students will remain within the higher education system for a longer period of time. It is, therefore, crucial that we provide a learning-centered educational experience for future generations of professionals and leaders of our society by helping them to become engaged learners, equipped to continue active learning for lifelong employability.

With this context as a backdrop, this article describes an initiative in the publicly funded higher education sector in the HKSAR: the establishment of communities of practice (CoPs) for the enhancement of teaching and learning. The experience of Hong Kong Baptist University (HKBU) highlights both the opportunities and the challenges.

### Communities of Practice (CoPs) and Faculty Learning Communities (FLCs)

Communities of practice (CoPs) are defined as “groups of people who share a concern, a set of problems, or a passion about a topic, and who deepen their knowledge and expertise in this area by interacting on an
ongoing basis” (Wenger, McDermott, & Snyder, 2002, p. 4). CoPs comprise three elements: domain, community and practice. The knowledge domain consists of the group identity, which is based on shared interests of its members and their competence. The community domain refers to the joint activities and discussions through which members help each other, share information and build relationships that facilitate their learning. The practice domain indicates that members of the community are practitioners who develop shared practices through sustained interaction (Wenger et al., 2002). A CoP usually comprises six phases: inquire, design, prototypes, launch, grow, and sustain (Cambridge, Kaplan, & Suter, 2005). Through the inquire and design phases, the purpose and vision of the community, its activities and group process, and its different roles are set. During the prototype phase, the community is piloted and its strategy refined. These three phases are followed by launching the community to a wider audience, growing by widening the participation, and sustaining the program. A structured form of a CoP for academics in higher education is a faculty learning community (FLC). An FLC usually consists of a cross-disciplinary group of 8 to 12 faculty and professionals that provides an opportunity to establish networks and connections among members to pursue research-based good practices of teaching and learning (Cox, 2002, 2004). Such relatively more organized CoPs are often supported by formal funds (Cox, Richlin, & Essington, 2013). It is believed that a setting that encourages the sharing of practices and constructive dialogue among people would improve and enhance the growth of the entire learning community, including members of the faculty, students, and administrators in an institution (Cox, 2004; Palmer, 1998). Although this growth or development may take quite a long time because of various expected barriers in implementation (Palmer, 2002), CoPs modeled as FLCs play an important role in faculty development, especially for junior or “early-career faculty” members (Cox, 2004, p. 17), with an emphasis on reducing isolation among the faculty members.

The issue of teacher isolation is not new (Baker & Zey-Ferrell, 1984; Gaikwad & Brantley, 1992; Waller, 1932). As one academic put it, “The heart of the crisis in American education is the lonely work of teachers who often feel disconnected from administrators, colleagues, and many of their students” (Baker, 1999, p. 95). According to Gaikwad and Brantley (1992), “psychological isolation” (p. 14), a feeling of being disconnected from other colleagues, could be due to a lack of trust and positive interaction among colleagues, while “adaptive isolation” causes teachers to feel burned out because of overload in adapting to new teaching strategies (p. 15; Grunnet, 1989). In a recent study, White (2011) identified some
serious cases of isolation in colleges and further elaborated possible serious circumstances of teacher isolation as competition and antagonism among teachers. Ng (2011) also observed that such isolation has existed for decades and continues to remain a core problem in Hong Kong. Lortie (2002) pointed out that isolation among teachers exists in school settings because many education programs fail to provide future teachers with an opportunity to build strong networks of support and collaboration or to experience collective teaching strategies by working on difficult problems and sharing experiences with each other.

Along with the redesign of the teacher education program, Gaikwad and Brantley (1992) suggested several ways to reduce such isolation in the school community. They put much emphasis on three of their eight suggestions, “organize teacher study groups,” “build staff rapport,” and “collaborate” (pp. 15-16). These strategies aim to promote various actions, such as holding regular meetings to exchange successes and failures, implementing new teaching strategies, and collecting feedback on new practices (education research for collecting evidence of student learning), among others. Supported by years of study, Cox (2004) suggested that implementation of FLCs (hence, structured CoPs) could be an effective solution to the problem of teacher isolation in higher education because it is believed that a successful CoP should commit to the above suggestions.

According to Cox et al. (2013), multidisciplinarity is highly important to FLCs because it has the value-added experience of cross-disciplinary collaboration with regard to teaching and learning. Learning in multidisciplinary teams involves discovery, reflection, and assessment of different practices and, thus, contributes to the synergy between different university units (Shulman, Cox, & Richlin, 2004). Embedded in the process of FLCs is the principle of action learning, which includes learning and reflection to complete a task and bring about changes. Furthermore, because FLCs emphasize the social aspects of community building and team support, they tend to be less formal than other task groups that employ an action learning process. For example, social gatherings are often organized to ensure participants’ enjoyment and commitment (Cox, 2004). The essential qualities for community building in FLCs include safety and trust, openness, respect, responsiveness, collaboration, relevance, challenge, enjoyment, a feeling of loyalty and pride, and empowerment (Cox, 2004). Members need to feel safe, valued, and respected; to respond respectfully to one another; and to collaborate by sharing and relating the subject matter of the FLC to their own teaching and interests. To ensure progress and accomplishment, members are expected to share and report on their individual activities.
Establishment of Communities of Practice (CoPs) in Higher Education Institutions in Hong Kong

With the aim of providing practical recommendations to the HKSAR government that could help the education system progress and meet new challenges, the UGC conducted a review in the early 2000s to assess the post-secondary education landscape in Hong Kong, including the UGC-funded (publicly funded) sector therein. The forward-looking document *Aspirations for the Higher Education System in Hong Kong* was published in December 2010 by the UGC to inform policy decisions (UGC, 2010). Among the recommendations for the continuing enhancement of teaching and learning at the higher education level, there was the suggestion to “collectively consider the establishment of communities of practice (CoPs) to promote sector-wide collaboration on teaching and learning issues” (UGC, 2010, p. 84).

As leaders of the higher education sector in Hong Kong, UGC-funded institutions are expected to “provide benchmark high-quality teaching and learning for the entire system” and to “play an extremely important role in maintaining and upgrading education quality in the entire higher education sector” (UGC, 2010, pp. 77-78). To effect this recommendation, the UGC provided seed funding (HK $16 million in total, around US $2 million) to its eight institutions in the 2012–2015 triennium, with the goal of bringing together a network of outstanding higher-education educators in Hong Kong to lead CoPs both within and across institutions. The concepts of CoPs were relatively new to Hong Kong’s higher education at the time. The eight UGC-funded institutions, thus, organized a CoP retreat in early 2012 to familiarize themselves with the conceptual underpinning and the practical procedures of establishing and sustaining CoPs. It was generally accepted that the establishment of CoPs could both significantly help institutions improve faculty teaching and benefit student learning (Handzic & Lagumdzija, 2010).

Hong Kong Baptist University and Its Whole Person Education (WPE) Ethos

Celebrating its 60th anniversary in 2016, Hong Kong Baptist University is one of the eight UGC-funded universities in Hong Kong and is recognized as a pioneer in focusing its ethos on Whole Person Education (WPE) since its establishment in 1956. With its five campuses and eight faculties (see Figure 1), HKBU offers a range of programs, with degrees
ranging from Bachelor to PhD degree levels; it has approximately 10,000 students, about 60% of whom are full-time undergraduates.

At HKBU, WPE encompasses a systematic approach that permeates all academic endeavors: quality education, quality research and service to the community. HKBU is “committed to providing its students with a liberal and holistic education that emphasizes human values [and to delivering WPE that fosters students’] intellectual, professional, social, psychological, spiritual and physical development, [nurturing them to become] capable, confident, caring leaders who possess a high degree of integrity, a strong sense of responsibility and unabating perseverance” (Hong Kong Baptist University, 2015). In line with the full adoption of the outcomes-based approach to student learning, HBKU officially endorsed three sets of Graduate Attributes (GAs) that operationalized its WPE ethos for undergraduates, postgraduates and research postgraduates. With the university’s emphasis on WPE embodied in its GAs, many opportunities, both curricular and co-curricular, are provided to enrich students’ educational experience for the attainment of GAs. Students learn “how to be responsible global citizens of the 21st century, take care of [their] body, mind as well as soul, become aware of their own culture and heritage, and respect those of . . . others” (Centre for Holistic Teaching and Learning, Hong Kong Baptist University, 2015a). HKBU also provides “the opportunity for students to meet lots of different people with diverse interests and talents so that [HKBU students] know how to interact and work with others collaboratively” (Centre for Holistic Teaching and Learning, Hong Kong Baptist University, 2015a).

HKBU aims to provide an education that develops all aspects of the whole person, fostering the following seven GAs among its undergraduates. They should

- be responsible citizens with an international outlook and a sense of ethics and civility;
- have up-to-date, in-depth knowledge of an academic specialty, as well as a broad range of cultural and general knowledge;
- be independent, lifelong learners with an open mind and an inquiring spirit;
- have the necessary information literacy and IT skills, as well as numerical and problem-solving skills, to function
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effectively in work and everyday life;
• be able to think critically and creatively;
• have trilingual and biliterate competence in English and Chinese, and the ability to articulate ideas clearly and coherently; and
• be ready to serve, lead and work in a team, and to pursue a healthy lifestyle.

Teaching and learning at HKBU is entirely outcomes-based, with both academic syllabi and co-curricular activities developed or re-designed in accordance with the outcomes-based teaching and learning (OBTL) constructive alignment framework (Biggs & Tang, 2011). That is, courses have intended learning outcomes (ILOs) aligned to the program ILOs, which, in turn, are aligned to the GAs. In order to ascertain that HKBU’s graduates can attain the GAs, the seven attributes are further refined into 17 sub-categories as shown in Table 1. By simplifying each GA into its component sub-categories, assessment rubrics are then developed for each sub-category, resulting in 17 GA Rubrics (http://chtl.hkbu.edu.hk/main/eci/), which faculty members and programme directors can adopt and adapt for the assessment of individual courses or entire programmes to check on students’ GA attainment. In addition, criterion-referenced assessment has been formally adopted since the 2012-13 academic year, and rubrics are applied in the various assessment tasks in courses to provide clear guidelines and feedback to students. These enhancements to the teaching and learning environment, due to the new 4-year degree and OBTL adoption have posed challenges to both experienced and early-career educators alike. As such, the UGC’s initiative on establishing CoPs with seed funding was extremely timely in advancing the course of CoP development at HKBU.

The CoP Initiative of Hong Kong Baptist University

With quality teaching and learning as a priority theme in its strategic plan called Vision 2020 (http://www.hkbu.edu.hk/vision2020), the University enthusiastically supported the establishment of CoPs and provided a matched amount of HK$2 million to complement the start-up funding it received from the UGC.
Following the UGC-supported CoP Retreat for the entire sector in 2012, discussion of CoP concepts continued at HKBU, and five themes that aligned with the WPE ethos were designated to underpin the overall HKBU CoP initiative. An overarching principle linking through all the themes is to educate students in thinking—creative, critical, and positive thinking—such that the CoP initiative at HKBU will further assist students to achieve the Graduate Attributes. The five themes (Centre for Holistic Teaching and Learning, Hong Kong Baptist University, 2015b) are as follows:

1. Assisting the development of the new 4-year cohort by enhancing our existing mentoring system into a full-fledged academic advising system.

2. Assessing learning outcomes to ascertain that students are achieving the intended learning outcomes of their programmes and attaining the University’s Graduate Attributes.

3. Enhancing teaching and learning with online resources and eTools; examples include but are not limited to: social networking, e-communities and mobile learning.

4. Enabling students to achieve excellence—showcasing/publishing high quality students’ works, particularly their capstone experience like the Honours Projects.

5. Establishing a community of scholars for to further the cause for interdisciplinarity.

In order to enable a common understanding of CoPs among the University community, the definition of Faculty Learning Community (Cox, 2004)—a cross-disciplinary group of faculty and staff members engaging in collaborative activities for enhancing teaching and learning—was adopted for CoPs at HKBU. In consequence, to facilitate successful establishment of CoPs, Dr. Milton Cox, who has had extensive experience in helping institutions set up CoPs in various countries, was engaged as HKBU’s CoP consultant. A number of consultation sessions and workshops (both online and in person) ensued in 2013 to engage faculty members in this new endeavor of staff development to enhance teaching and learning. Supporting teaching innovations from the rank and file is an established practice at HKBU, with the Teaching Development Grants (TDG) scheme in place since the 1994–95 academic year and the publication of outstanding completed TDG projects (Sivan, Chan, & Wong, 2014).
Building on our experience in administering the TDG, a stringent selection procedure using the overarching principle within the context of the five themes described above as the basis for proposal comparison and selection was established to review CoP proposals (http://chtl.hkbu.edu.hk/main/cops-funding/). To maximize the number of CoPs to be established, funding to each CoP was capped at HK$500,000. At the time of this writing, seven cross-faculty CoPs have been established at HKBU, six of which have shared their work within the university and externally. The seven CoPs at HKBU are as follows:

1. Community of Practice on Whole Person Education in Medical Services
2. Development of Teaching Portfolio Framework through a Multidisciplinary Community of Practice
3. Enhancing Students’ Graduate Attributes Through Problem-Based Learning and Service Learning in Formal Academic Courses
4. A Community of Practice to Create a Model for Student e-Portfolios as a Tool for Life-long Learning and Assessment
5. Model of Community of Practice in Environmental Science Education
7. The Data & News Society (D&N): An Interdisciplinary Community of Practice

The ultimate goal of the entire HKBU CoP Initiative is that the activities of the individual CoPs should contribute to further enhancing the culture of sharing and continuous improvement of the teaching and learning quality at HKBU.

Evaluation of effectiveness is a crucial element in determining the success of any new initiative; as such, all our approved CoPs have demonstrated that processes are in place for collecting evidence for evaluation. Each supported CoP has outlined its respective set of expected outcomes. At the University level, the expected outcomes of the entire CoP Initiative are as follows:
1. Exchange of ideas and good practices among involved academic colleagues in the supported CoPs under the themes of academic advising, outcomes assessment, e-learning, showcasing student works, and interdisciplinarity.

2. Further discussions on the concepts of CoPs around the campus.

3. An initial evaluation of the effectiveness and usefulness of CoPs at HKBU.

To this end, the University has already started an assessment project to collect evidence and evaluate the entire CoP Initiative. This is the subject of another article (Kwong et al., 2016), which will discuss the results of the evaluation of the CoPs established in HKBU, as well as the comparisons made with the results of the US-based CoPs (FLCs) (Beach & Cox, 2009).

**Discussion**

As mentioned above, to date a total of seven CoPs were established with funding support. By the end of 2015, five of these have been in operation for over 18 months; one CoP had completed its goals, and its coordinator ended the project after 14 months. Hence, all six CoPs were invited to participate in the CoP assessment project previously mentioned. Funding for the seventh CoP was only approved before the summer break in 2015; this CoP just started its work and, hence, has not joined the evaluation exercise. The titles of the seven CoPs, the number of months each has been in existence, their membership both at the time of establishment and as of today, and whether they have made presentations at international teaching and learning conferences are summarized in Table 2.

HKBU has provided good support to encourage the creation and continuous operation of the CoPs. To ensure that only quality proposals were supported, each CoP proposal was vetted by five reviewers, four internal from HKBU plus the external CoP consultant. Routine support for the entire CoP Initiative was provided by the University’s teaching and learning (T&L) support unit, Centre for Holistic Teaching and Learning (CHTL). Apart from the generous funding, each CoP has had at least one CHTL colleague within its membership for logistics and consultation assistance.
To help build trust and collegiality among members of each CoP, based on the advice of Cox et al. (2013), space and refreshments for meetings were provided. In a place like Hong Kong, where real estate entails extremely high costs, providing space to facilitate T&L activities is often considered even more valuable than the funding. Moreover, as HKBU is publicly funded, the allowance for refreshments requires a special permission that has to be sought and specifically approved. From various perspectives, the CoP initiative at HKBU can be considered pioneering. Not only were rules and regulations made flexible as described above, but cooperation in teaching and learning matters among members of different academic disciplines—including those from academic support units like the library and CHTL—was very uncommon before the CoPs were established.

Despite the generous funding and related support provided, as well as the enthusiasm of colleagues in starting and participating in CoPs, there were difficulties in promoting such a relatively new endeavor to enhance teaching and learning, from initial establishment to subsequent sustainability. The commitment from members to their respective CoPs in terms of time and effort was fairly substantial. Each CoP was expected to meet every three weeks to discuss its plan of work and report progress. In line with action research practices, not only did agreed-upon actions have to be taken by CoP members, but also data or evidence from the actions’ results had to be recorded and analyzed for improvement and reporting purposes. With our T&L center, CHTL, participating as member and/or administrator in all of the CoPs, the demands made on the center’s personnel were great. In terms of procedures, apart from the annual progress report expected from each CoP, routine administration and monitoring was also carried out by the CHTL due to the large amount of funding involved. The overall assessment project exerted an extra burden, even causing tension between the CHTL and individual CoPs at times. Some CoP coordinators and participants viewed the assessment project as a means for university management to evaluate their CoP’s performance and withdraw funding. The coordinators were reluctant to provide feedback for the assessment despite repeated reassurance that the evaluation was meant to provide formative feedback for continuous improvement of the entire CoP Initiative.

As with renowned institutions worldwide, there is a high research demand on faculty members at HKBU. The incentive to participate in T&L enhancement projects such as joining a T&L CoP is not as well respected or rewarded as membership in a research project. Mechanisms to recognize and reward establishing and participating in CoPs have not been formalized, and such T&L activities are valued differently among the various
faculties at HKBU. Nonetheless, the CoP initiative has, indeed, effected some changes toward the scholarship of teaching and learning (SoTL) for the entire university. Dissemination of the good works of the CoPs started with some initial experience-sharing among the different CoPs within the university. With growing experience and confidence due to the success evidenced by the data collected, CoP members began to disseminate their work externally. Thanks to the extra support the University provided to encourage presentations at conferences to showcase T&L practices, the sharing of experiences and outcomes culminated in members of the various CoPs making nine presentations of their findings at the Lilly International Conference on College and University Teaching and Learning, held in the Washington, DC, area in the US in May 2015. The presentations were very well received, earning praise from the conference organizers as well as showcase remarks from one of the keynote speakers (see http://chtl.hkbu.edu.hk/te/#AY1415). Apart from the immediate publicity to alert the HKBU community after the Lilly Conference, plans are currently underway for the CoP members to repeat their presentations at one of HKBU’s regular teaching and learning staff development activities. The aim is to continuously alert and remind the University community that good teaching and learning practices should be routinely shared.

The HKBU showcase at the Lilly International Conference was particularly significant: Internally, it encourages continued participation in the CoPs, while externally, the sharing of good practices helps colleagues gravitate toward SoTL. This, in turn, also facilitates sustainability of the CoP initiative. Individual CoPs are expected to include “local” mechanisms for sustainability, such as how to keep existing members, attract new members, and generally maintain continuation. As teachers become more aware of common difficulties in teaching and learning, the sharing of experiences will help to “spread the word” to both existing and new colleagues, maintaining the CoP momentum of its own accord.

In terms of sharing experiences externally, members of CoPs had targeted international teaching and learning conferences to present their good work in 2015. Table 3 shows the list of presentations from the various CoPs made in 2015 at the Lilly International Conference and the Higher Education Research and Development Society of Australasia (HERDSA) Conference. Currently, five out of the seven CoPs at HKBU are working to submit manuscripts to refereed journals such as the Learning Communities Journal in order to extend the scholarship of teaching and learning.
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Establishing CoPs to Enhance Teaching and Learning

Eva Wong, Ph.D., is the Director of the Centre for Holistic Teaching and Learning at Hong Kong Baptist University. With education and student learning being central to her work, she joined HKBU in February 2010 to take up major responsibilities for the professional development of academic staff, assisting the implementation of the outcome-based approach to teaching and learning, and supporting the University’s e-learning endeavors, with the main focus on enhancing student learning via a holistic approach.

Milton D. Cox, Ph.D., is founder and Director Emeritus of the Center for Teaching Excellence at Miami University. He initiated and directs the Original Lilly Conference on College Teaching, now in its 36th year, and is founder and Editor-in-Chief of the Journal on Excellence in College Teaching and the Learning Communities Journal. Milt directs a Hesburgh Award-winning faculty learning community for early-career faculty and has been director of grants establishing FLC programs at other institutions. He is co-editor of the book Building Faculty Learning Communities and has visited over 100 institutions in the U.S. and abroad to consult on FLC and scholarship of teaching and learning opportunities in higher education. He is recipient of the C. C. MacDuffee Award for distinguished service to Pi Mu Epsilon, the national mathematics honorary, and he has received the certificate of special achievement from the Professional and Organizational Developers’ (POD) Network in Higher Education in recognition and appreciation of notable contributions to the profession of faculty, instructional, and organizational development.

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**Figure 1**
HKBU’s Eight Faculties (Faculties/Schools/Academy)

![Diagram showing HKBU’s Eight Faculties](image)

- Faculty of Arts (ARTS)
- School of Business (BUS)
- School of Chinese Medicine (SCM)
- School of Communication (COMM)
- Faculty of Science (SCI)
- Faculty of Social Sciences (SOSC)
- Academy of Visual Arts (AVA)
- School of Continuing Education (SCE)

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**Table 1**
List of the 17 Sub-Categories of the Seven GAs at HKBU

<table>
<thead>
<tr>
<th>7 Graduate Attributes</th>
<th>17 Graduate Attribute Sub-Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>CITIZENSHIP</td>
<td>Ethical Reasoning</td>
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<tr>
<td></td>
<td>Social/Civic Responsibility</td>
</tr>
<tr>
<td></td>
<td>Cross-Cultural Competence</td>
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<tr>
<td>KNOWLEDGE</td>
<td>Interdisciplinary Knowledge</td>
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<td></td>
<td>Disciplinary Exposure</td>
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<tr>
<td>LEARNING</td>
<td>Lifelong Learning</td>
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<tr>
<td></td>
<td>Self-Development/Spirituality</td>
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<tr>
<td>SKILLS</td>
<td>Information Literacy</td>
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<td></td>
<td>Technological Literacy</td>
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<td></td>
<td>Problem-Solving</td>
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<td></td>
<td>Quantitative Reasoning</td>
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<tr>
<td>CREATIVITY</td>
<td>Critical Thinking</td>
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<td></td>
<td>Creative Thinking</td>
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<tr>
<td>COMMUNICATION</td>
<td>Oral Communication</td>
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<td></td>
<td>Written Communication</td>
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<tr>
<td>TEAMWORK</td>
<td>Team Building</td>
</tr>
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<td></td>
<td>Health Awareness</td>
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## Table 2
**Brief Summary of the Seven CoPs at HKBU**

<table>
<thead>
<tr>
<th>CoPs</th>
<th>Number of Months in Existence (as of End of 2015)</th>
<th>Number of Members at Its Establishment</th>
<th>Current Number of Members</th>
<th>Number of Presentations at International T&amp;L Conferences</th>
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<tbody>
<tr>
<td>Community of Practice on Whole-Person Education in Medical Services</td>
<td>26</td>
<td>11</td>
<td>12</td>
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<tr>
<td>Enhancing Students’ Graduate Attributes (Gas) Through Problem Based Learning and Service Learning in Formal Academic Courses</td>
<td>26</td>
<td>9</td>
<td>13</td>
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<tr>
<td>Development of Teaching Portfolio Framework Through a Multidisciplinary Community of Practice</td>
<td>25</td>
<td>11</td>
<td>11</td>
<td>1</td>
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<tr>
<td>A Community of Practice to Create a Model for Student e-Portfolios as a Tool for Life-Long Learning and Assessment</td>
<td>21</td>
<td>12</td>
<td>13</td>
<td>3</td>
</tr>
<tr>
<td>Enhancing Student Learning Through Holistic Mentoring Programme and Comprehensive Proficiency Test in Analytical Science</td>
<td>20</td>
<td>10</td>
<td>13</td>
<td>1</td>
</tr>
<tr>
<td>Model of Community of Practice in Environmental Science Education</td>
<td>14</td>
<td>10</td>
<td>10</td>
<td>---</td>
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<tr>
<td>The Data &amp; News Society (D&amp;N): An Interdisciplinary Community of Practice</td>
<td>7</td>
<td>8</td>
<td>6</td>
<td>---</td>
</tr>
<tr>
<td>Name of Community of Practice</td>
<td>Title of Presentation</td>
<td>Name of Presenter(s)</td>
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<td>------------------------------------------------------------------------------------------------</td>
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<td>Development of Teaching Portfolio Framework Through a Multidisciplinary Community of Practice</td>
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<td>Professor Atara SIVAN Professor Vicky TAM</td>
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<td>Enhancing Students’ Graduate Attributes (GAS) Through Problem Based Learning and Service Learning in Formal Academic Courses</td>
<td>(2) Assessing the Effectiveness of Problem Based Learning Across Disciplines +</td>
<td>Professor Siu Yin CHEUNG Dr. Kevin YUE</td>
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<td>(3) Assessing Students’ Problem Solving Skill and Social Responsibility Across Disciplines *</td>
<td>Professor Siu Yin CHEUNG Dr. Kevin YUE Dr. Theresa KWONG</td>
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<td>(4) The Impact of Peer Tutoring in a University Language Classroom *</td>
<td>Ms. Angela NG Mr. Peter Fat Man LAU</td>
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<td>(5) Developing Students’ Teamwork Skills in a Group Project +</td>
<td>Mr. Peter Fat Man LAU Dr. Theresa KWONG</td>
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<td>A Community of Practice to Create a Model For Student E-Portfolios as a Tool for Life-Long Learning and Assessment</td>
<td>(6) Engagement With Electronic Portfolios: Promising Practices and Lessons Learnt from a Pilot +</td>
<td>Dr. Warren LINGER</td>
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<td>(7) Networked Learning Communities: Interdisciplinary Community of Practice on student e-portfolio +</td>
<td>Dr. Tushar CHAUDHURI Miss Wai Yin CHAN</td>
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<td>(8) Driving Interaction and Ubiquitous Learning With Mobile Devices +</td>
<td>Dr. Warren LINGER</td>
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<td>Towards the Establishment of a “First Rate” Undergraduate Science Teaching Programme With Strong Element in Analytical Chemistry – A Holistic Approach</td>
<td>(9) Enhancing Student Learning Through Holistic Mentoring Program +</td>
<td>Dr. Ka Wai MAK Mr. Peter Fat Man LAU</td>
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<td>Centre for Holistic Teaching and Learning</td>
<td>(10) Development and Evaluation of Communities of Practice in Hong Kong +</td>
<td>Dr. Eva WONG Dr. Theresa KWONG</td>
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<td>Community of Practice on Whole-Person Education in Medical Services</td>
<td>(11) Whole Person Education for the Community and by the Community +</td>
<td>Professor Hong Qi ZHANG</td>
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Notes.
* Presentation made at the Lilly International Conference 2015
+ Presentation made at the International Conference: Assessment for Learning in Higher Education 2015
# Presentation made at the Higher Education Research and Development Society of Australasia (HERDSA) Conference 2015