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Students as Partners

Co-Creating the Future of Education

The 4th Redesigning Student Learning Experience in Higher Education (RSLEIHE)

Online Briefing

3 April 2023

Rundown

- Welcoming
- HERDSA (Hong Kong Branch)
- The RSLEIHE Scheme
- Sub-themes for the 4th RSLEIHE
- Project Working Timeline
- Q & A

HERDSA (Hong Kong Branch)

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Co-Creating the Future of Education

The 4th Redesigning Student Learning Experience in Higher Education (RSLEIHE)

BRIEFING SESSION ONLINE

3 April 2023 (Mon)
5:30 – 6:30pm, Zoom

INFORMATION

https://herdsahk.edublogs.org/
herdsa.hk@gmail.com

The Champion team will receive HKD 7,000 cash award

Call for Proposal Submission

Opportunity for Student-Staff Partnership

The 4th RSLEIHE Scheme is co-organised by the HERDSA HK Branch, HKUST, HKBU, and HKU, and supported by the Co-creating the Future of Education: A Student Partnership Project, **an Inter-Institutional Collaborative Project in Teaching Development and Language Enhancement Grant (2022 – 2025 Triennium) funded by the University Grants Committee (UGC).**

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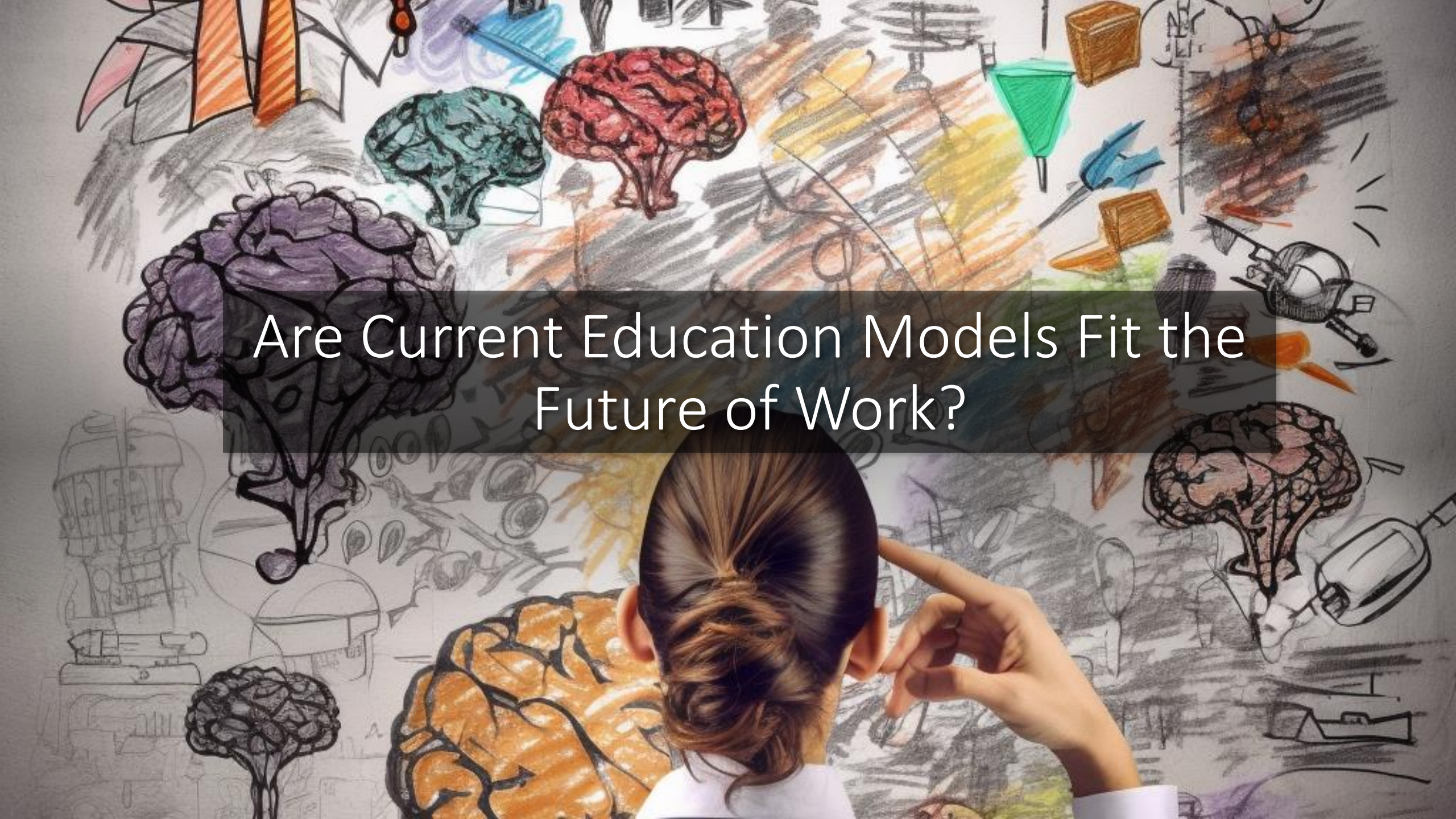
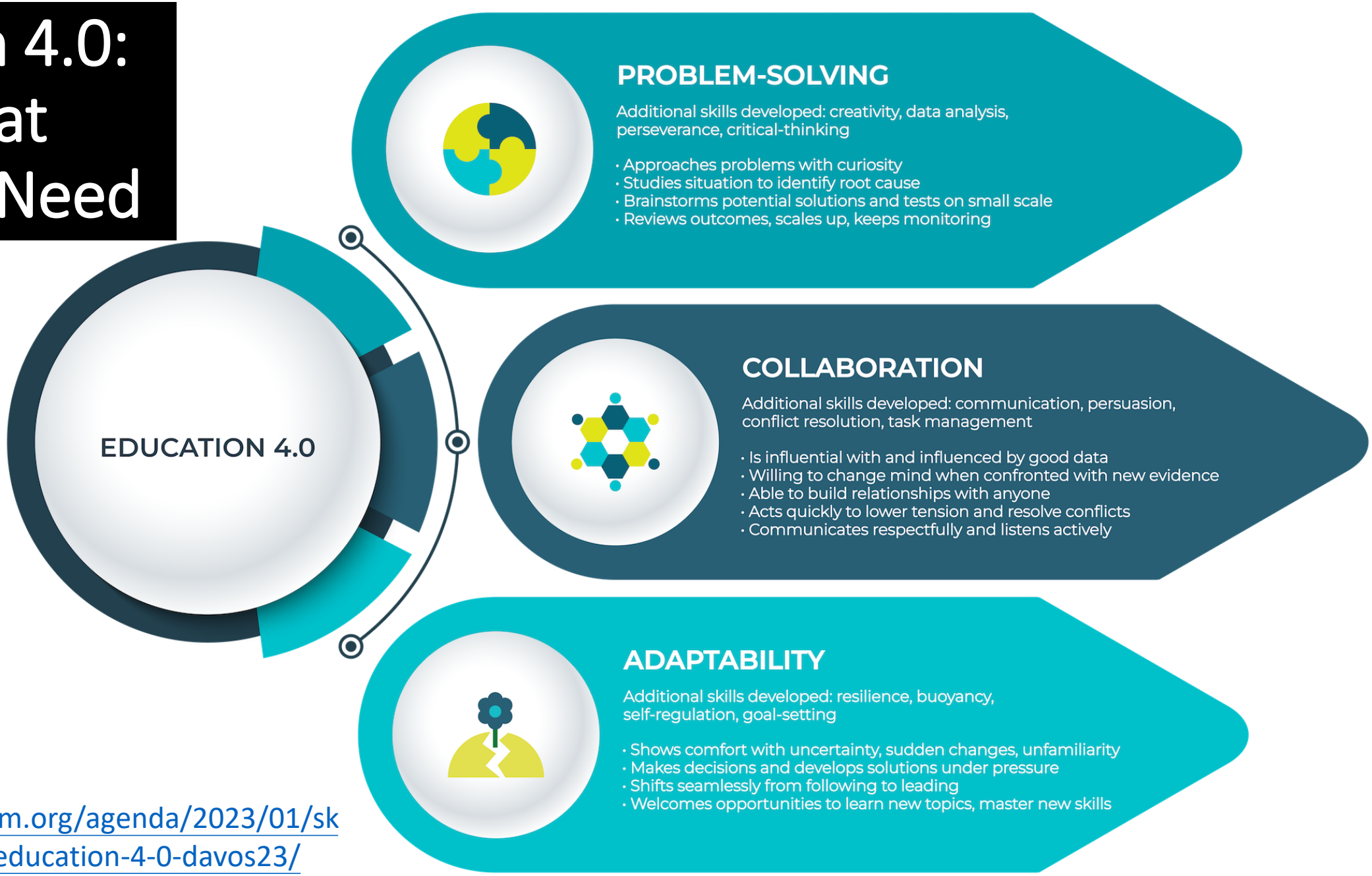
Co-Creating the
Future of Education


Are Current Education Models Fit the Future of Work?

Education 4.0: 3 Skills that Students Need



WEF, 2 Jan 2023
https://www.weforum.org/agenda/2023/01/skillsets-cultivated-by-education-4-0-davos23/

Generation Z: Global, Social, Visual, Mobile, Connected

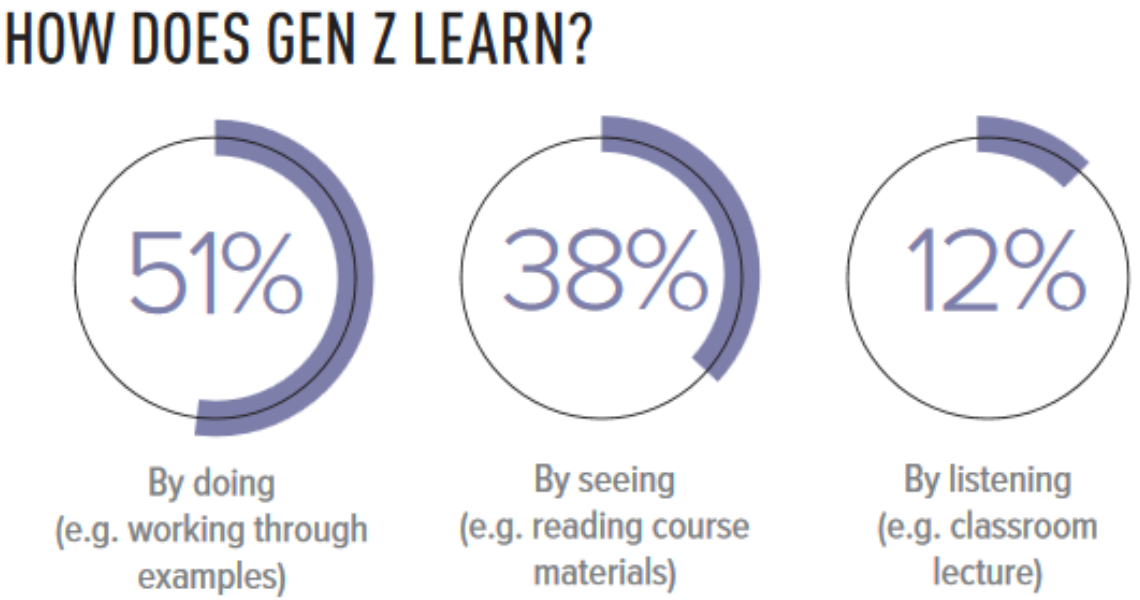
The Generation Z

Born between mid-90s and early 2000

2.47 billion, about 32% of world population

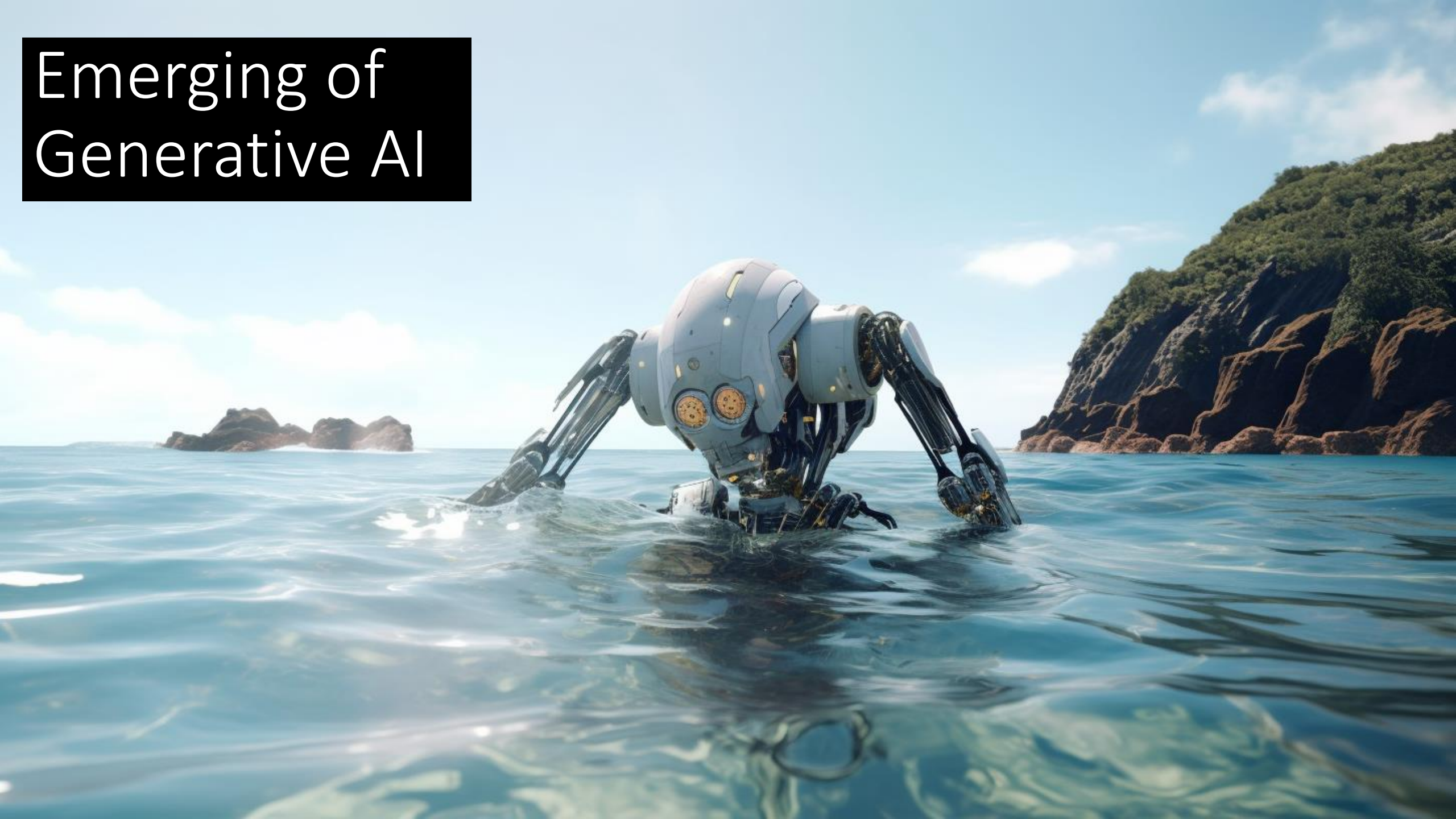
Generation Z: Global, Social, Visual, Mobile, Connected

- Digital Native - all technology all the time
- Grown up in a fast-moving age
- Searching for meaningful and authentic experiences
- Expect personalized and on-demand experiences



Source: Barnes & Noble College, *Getting to Know Gen Z – Exploring Middle and High Schoolers' Expectations for Higher Education*

Emerging of Generative AI



Join Force to Crack the Puzzle of What Works for the Future of Education

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HERDSA HK Branch

Dr Crusher Wong
Office of the Chief Information Officer
City University of Hong Kong

HERDSA (Hong Kong Branch)

- Local chapter of Higher Education Research and Development Society of Australasia (HERDSA)
- Hong Kong Branch established in 1997
- Share best practices and exchange ideas on topics of strategic importance to the local higher education
- Organizer of the Redesigning Student Learning Experience in Higher Education (RSLEIHE) Awards

HERDSA
(Hong Kong Branch)

HERDSA (Hong Kong Branch)

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The RSLEIHE Awards

- Initiated in 2017
- Promote Students as Partners (SaP) – collaborative relationship between students and teachers for enhancing T&L
- Include an **award scheme**, a **symposium** and a **publication**
- HKUST, HKBU & HKU are the co-organizers of the 4th RSLEIHE Awards

Objective

To create and share local examples of **student-centred**, **student-initiated**, **future-orientated teaching** and learning experiences which can **engage and empower students** and directly **meet their future needs** in a meaningful manner.

Key words illustrating the expectation of the projects

- Student-centred
- Future-orientated
- Innovative

Eligibility & Participation

- **All full-time undergraduate and postgraduate students who are studying in a local university or tertiary institution are invited to form teams to submit a project proposal.**
- **Each team should include at least two students and maximum two academic or professional staff as adviser(s).**

Awards

Three Distinguished Awards

- **The Winner (HK$ 7,000)**
- **1st Runner-up (HK$ 5,000)**
- **2nd Runner-up (HK$ 3,000)**

People's Choice Award (HK$ **1,000**)

Participants

	RSLEIHE 2017	RSLEIHE 2019	RSLEIHE 2021
Participated institutions	7	7	7
Submitted proposals	13	9	22
Completed projects (within 6 mths)	11	8	17
- Participated faculty/staff	11	7	21
- Participated students	45	32	53
Symposium participants	~100	~100	~170

The 1st RSLEIHE (2017)

The 2nd RSLEIHE (2019)

The 3rd RSLEIHE (2021)

On-line Publications

To share the ideas and experience of the students and their advisers with the local and international higher education communities, we have put together three on-line publications (https://herdsahk.edublogs.org/).

Students as Partners

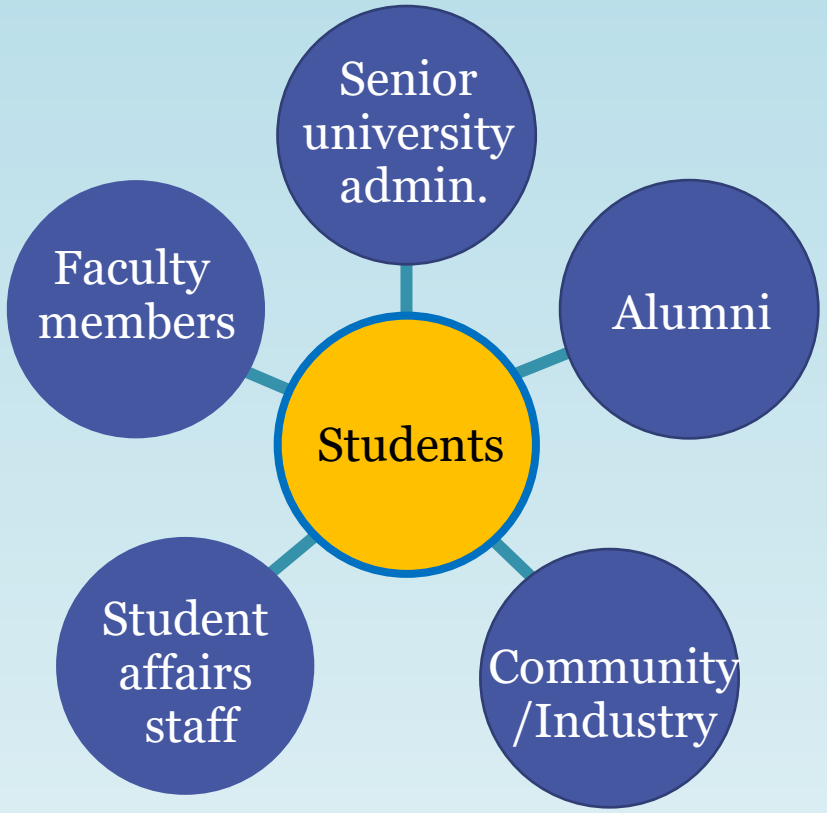
Dr Peter Lau
Centre for the Enhancement of Teaching and Learning
The University of Hong Kong

Students as Partners (SaP) in T&L in HE

Also known as:

- Student Partnership
- Student-Staff Partnership
- Student-Teacher Partnership
- Student-Educator Partnership

Emphasizes the active and collaborative role of students in shaping their own learning experience and contributing to the development of teaching and learning.

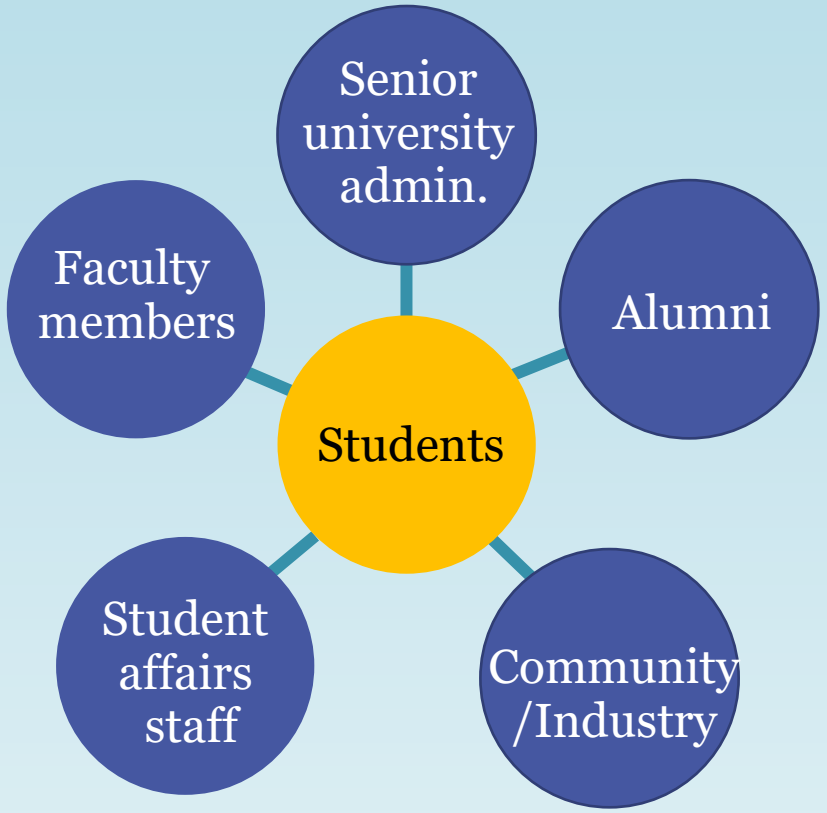


Key scholars:
Cathy Bovill, Alison Cook-Sather, Peter Felten, Mick Healey, Kelly Matthews, and Carmen Werder.

Students as Partners (SaP) in T&L in HE

"A collaborative, reciprocal process" of teaching and learning whereby "**all participants have the opportunity to contribute equally, although not necessarily in the same ways**, to curricular or pedagogical conceptualization, decision making, implementation, investigation, or analysis"

(Cook-Sather, Bovill, & Felten, 2014, pp. 6-7)



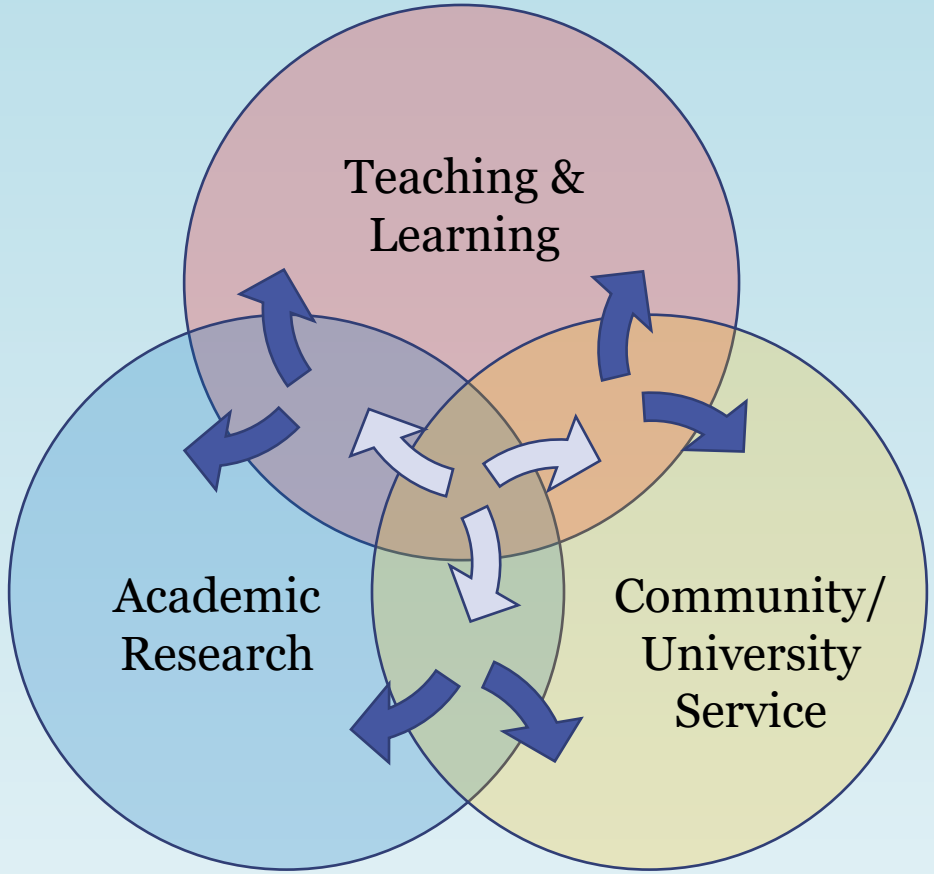
3Rs principles: **Respect**, **Reciprocity**, and Shared **Responsibility**

It requires both teachers and students have **a strong sense of agency to collaborate and contribute their experiences/ expertise to valuable changes** in T&L.

Students as Partners (SaP) in T&L in HE

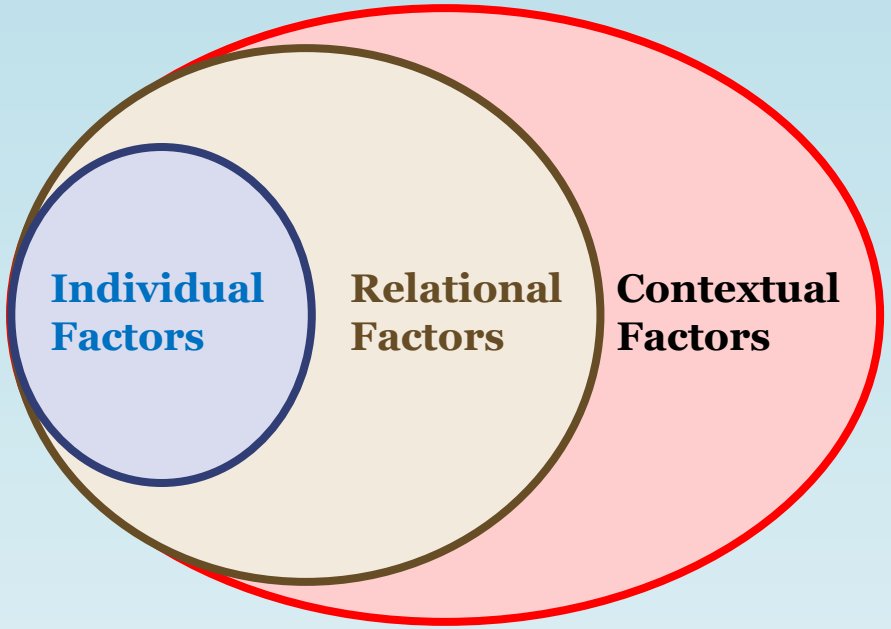
To redefine the roles that UG students can play in higher education, which might go beyond our traditional perception of "students".

- Co-creators,
- Co-teachers,
- Co-designers,
- Co-investigators, etc.



Three practical tips for implementing SaP in curriculum

- Explore with students what different **possible roles** they feel comfortable to play (beyond the traditional student role in the classroom).
- Find ways to facilitate constructive **pedagogical conversation** between teachers and students (rather than the professional conversation on the content).
- Think about the resources that help to strengthen/develop **student agency**.



Framework of Factors/Resources Supporting SaP Development

Adopted from the Agency of University Student Scale:
Jääskelä, P., Poikkeus, A. M., Vasalampi, K., Valleala, U. M., & Rasku-Puttonen, H. (2017). Assessing agency of university students: validation of the AUS Scale. *Studies in Higher Education*, *42*(11), 2061–2079. https://doi.org/10.1080/03075079.2015.1130693

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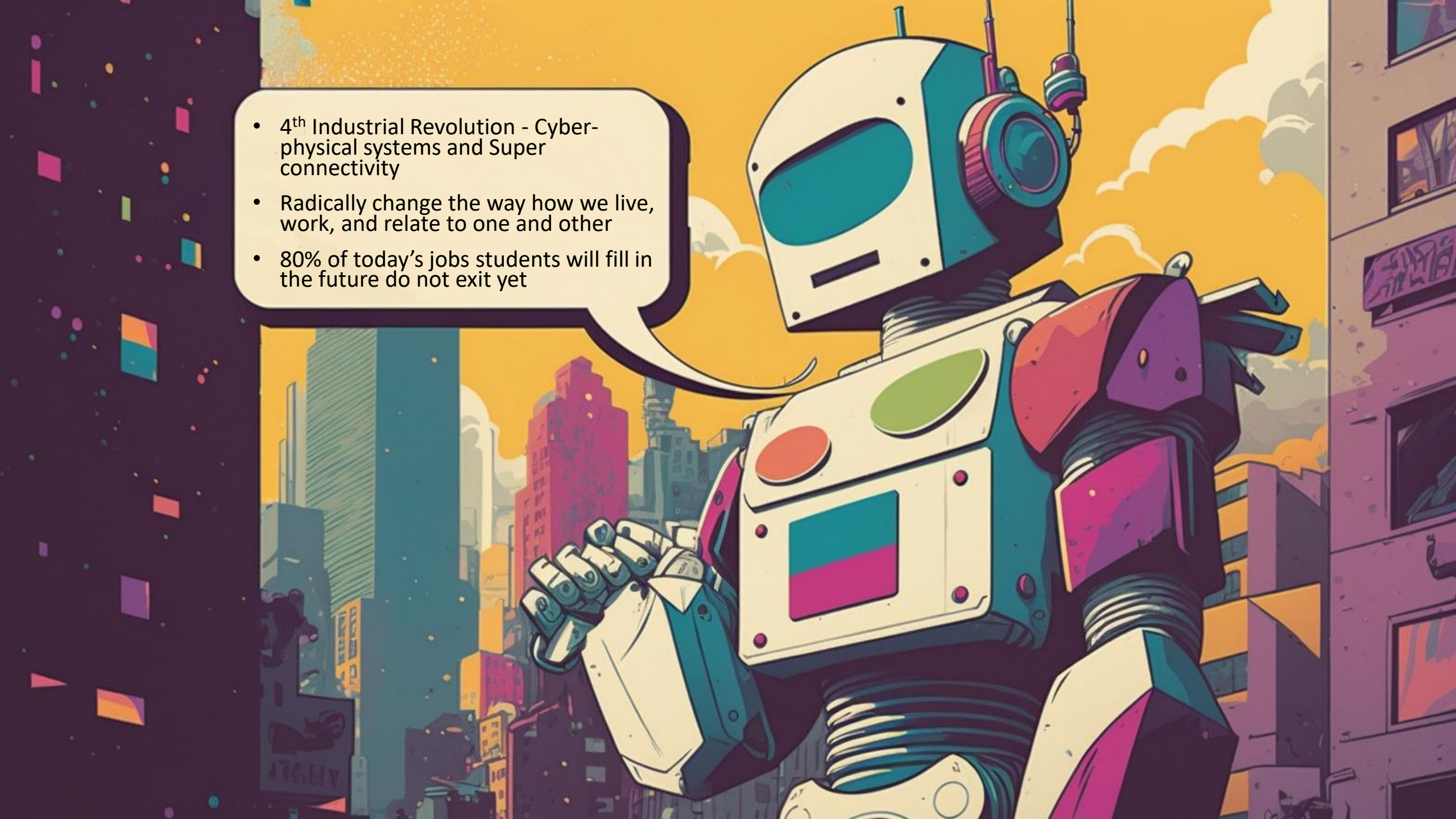
Sub-Themes for the 4th RSLEIHE

1. Holistic Competences/Graduate Attributes
2. Student Development Programmes
3. Self-regulated Learning
4. Pedagogical Change in the Post-Pandemic World
5. Alternative/Authentic Assessment

   Other education innovations

Holistic Competences/Graduate Attributes
&
Student Development Programmes

Dr Beatrice Chu
Center for Education Innovation
Hong Kong University of Science and Technology


• 4th Industrial Revolution - Cyber-physical systems and Super connectivity
• Radically change the way how we live, work, and relate to one and other
• 80% of today's jobs students will fill in the future do not exit yet

Holistic Competences

Technological skills: such as digital literacy, coding, data analysis, artificial intelligence, etc.

Social skills: such as communication, collaboration, empathy, intercultural understanding, etc.

Higher cognitive skills: such as critical thinking, creativity, problem-solving, learning to learn, etc.

- http://oecd.org
- http://weforum.org
- http://unesco.org

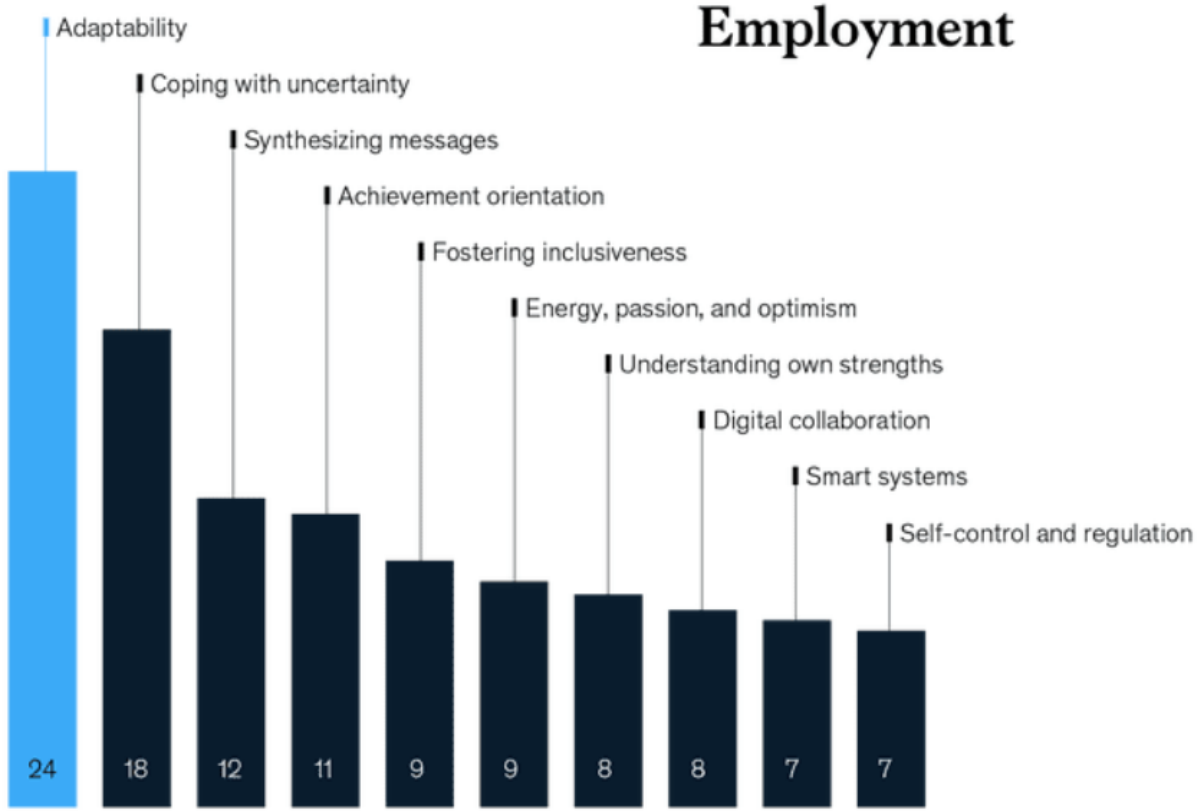
DISTINCT ELEMENTS OF TALENT (DELTA

McKinsey Global Institute

[McKinsey: Which skills will be needed for the future of work? | World Economic Forum (weforum.org)]

Proficiency in certain DELTAs is linked with higher likelihood of employment.

Increased chance of respondents with a higher proficiency in the DELTA[1] being employed,[2] %



Note: The margin of error is 3% with a 95% confidence interval. DELTAs selected based on individual contribution—holding other variables constant—to the probability of a survey participant being employed among those with income below the median or those with no income. People with income above the median were excluded to avoid skewed results because of higher proficiency in DELTAs.

[1]Distinct element of talent.

[2]Increase in the odds of being employed if proficiency score is higher by 1 level, assuming all other elements and demographic variables are fixed/constant. Only OECD countries included in this analysis.

McKinsey & Company

Adaptability is the strongest DELTA to increase employment. Image: Mckinsey & Company

We can ask ourselves:

- How can holistic competencies be integrated into the curriculum and co-curriculum?
- How can students be more involved in shaping their academic experiences and contribute to developing the curriculum and teaching methods?
- In what ways can partnerships between students and faculty provide opportunities for students to take on leadership roles and develop their skills in areas that are in demand for the future of work?

Self-regulated Learning

Dr Kevin Chan
Department of Applied Social Sciences
The Hong Kong Polytechnic University

Self-regulated Learning

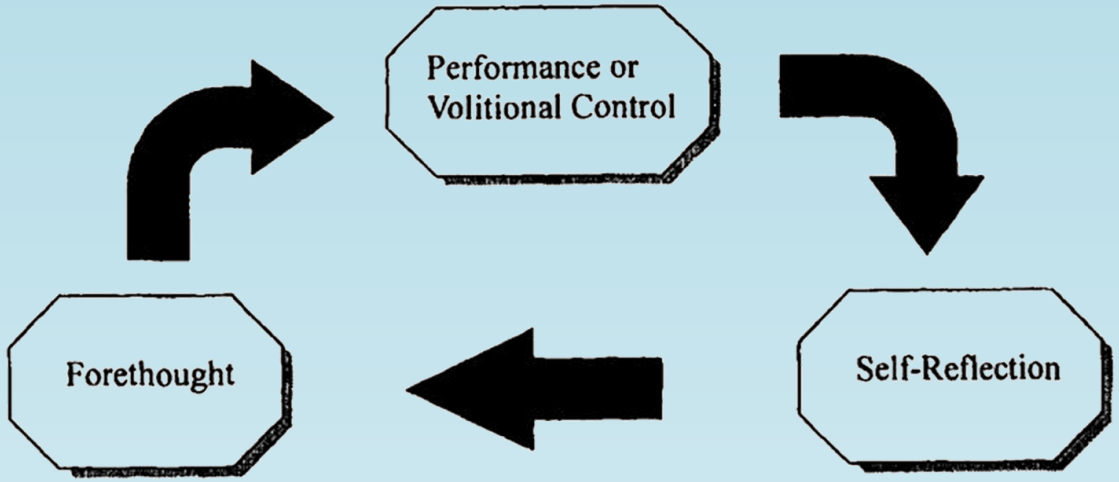


TABLE 1 Phase Structure and Subprocesses of Self-Regulation

Cyclical self-regulatory phases		
Forethought	Performance/volitional control	Self-reflection
Task analysis Goal setting Strategic planning	Self-control Self-instruction Imagery Attention focusing Task strategies	Self-judgment Self-evaluation Causal attribution
Self-motivation beliefs Self-efficacy Outcome expectations Intrinsic interest/value Goal orientation	Self-observation Self-recording Self-experimentation	Self-reaction Self-satisfaction/affect Adaptive-defensive

Panadero, E. (2017). A review of self-regulated learning: Six models and four directions for research. *Frontiers in Psychology*. https://doi.org/10.3389/fpsyg.2017.00422

Pedagogical Change in the Post-Pandemic World

Professor Paul Lam
Centre for Learning Enhancement And Research
The Chinese University of Hong Kong

Inter-institutional Project

Establishing Effective Virtual Teaching Strategies to Support Learning beyond the Classroom

香港中文大學
The Chinese University of Hong Kong

香港城市大學
City University of Hong Kong

香港浸會大學
HONG KONG BAPTIST UNIVERSITY

香港科技大學
THE HONG KONG UNIVERSITY OF SCIENCE AND TECHNOLOGY

This inter-institutional project, "Establishing Effective Virtual Teaching Strategies to Support Learning Beyond the Classroom," is led by Prof. Paul Lam, Associate Professor of The Centre for Learning Enhancement And Research (CLEAR) at CUHK. It also involves collaboration with three partnering institutions, CityU, HKBU and HKUST. The project is established to delve into what virtual teaching and learning (VTL) strategies have been adopted to transcend learning for students in Higher Education in Hong Kong.

This project is generously supported by the UGC fund of the Inter-institutional Collaborative Activities for Virtual Teaching and Learning.

3 Initiatives

1. Explore new learning venues

2. Explore new internationalisation collaborations

3. Explore new extra-curricular learning

COLLECT GOOD PRACTICES

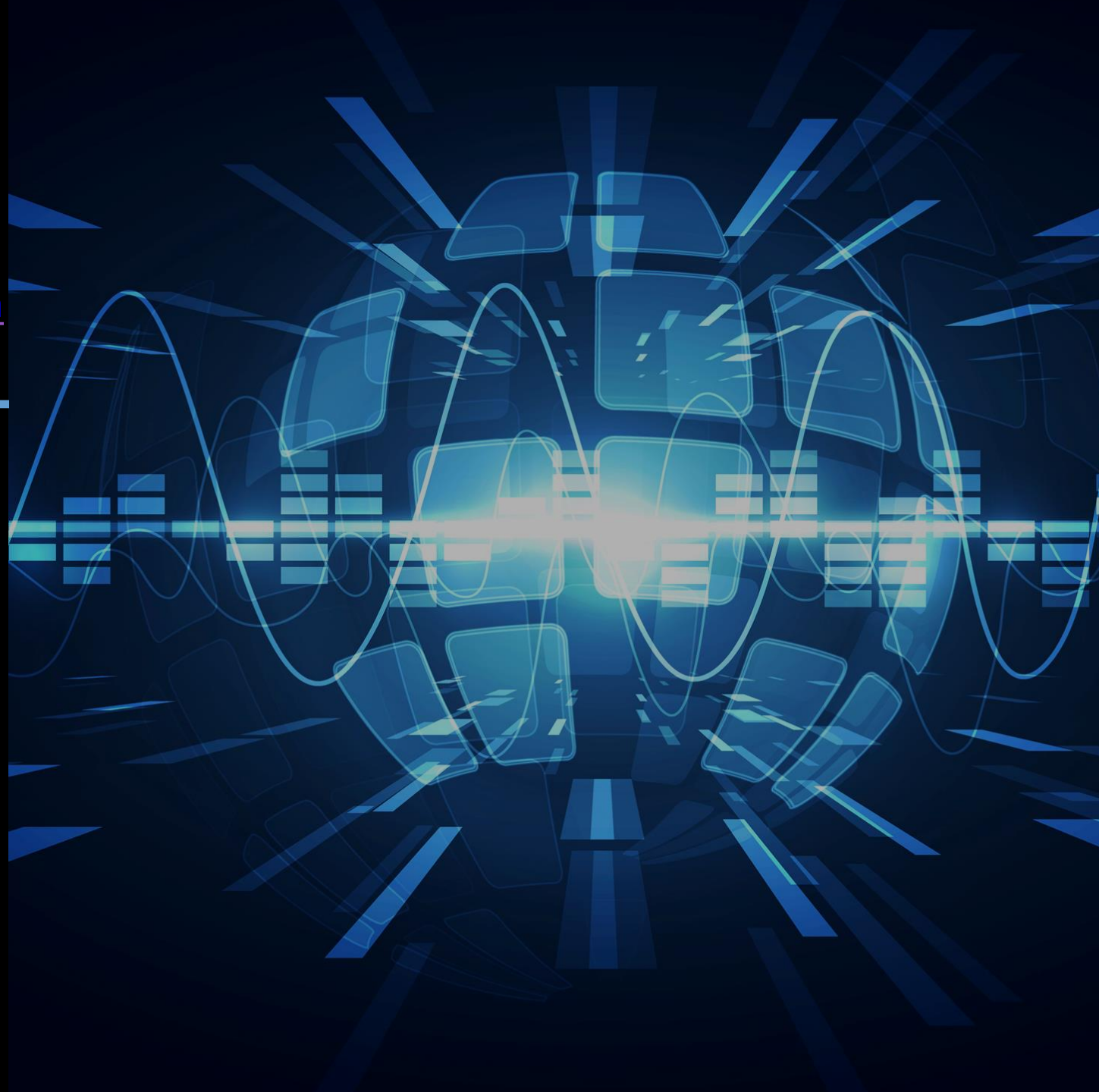
- We collected 32 good practices from 17 disciplines and 6 professional units.

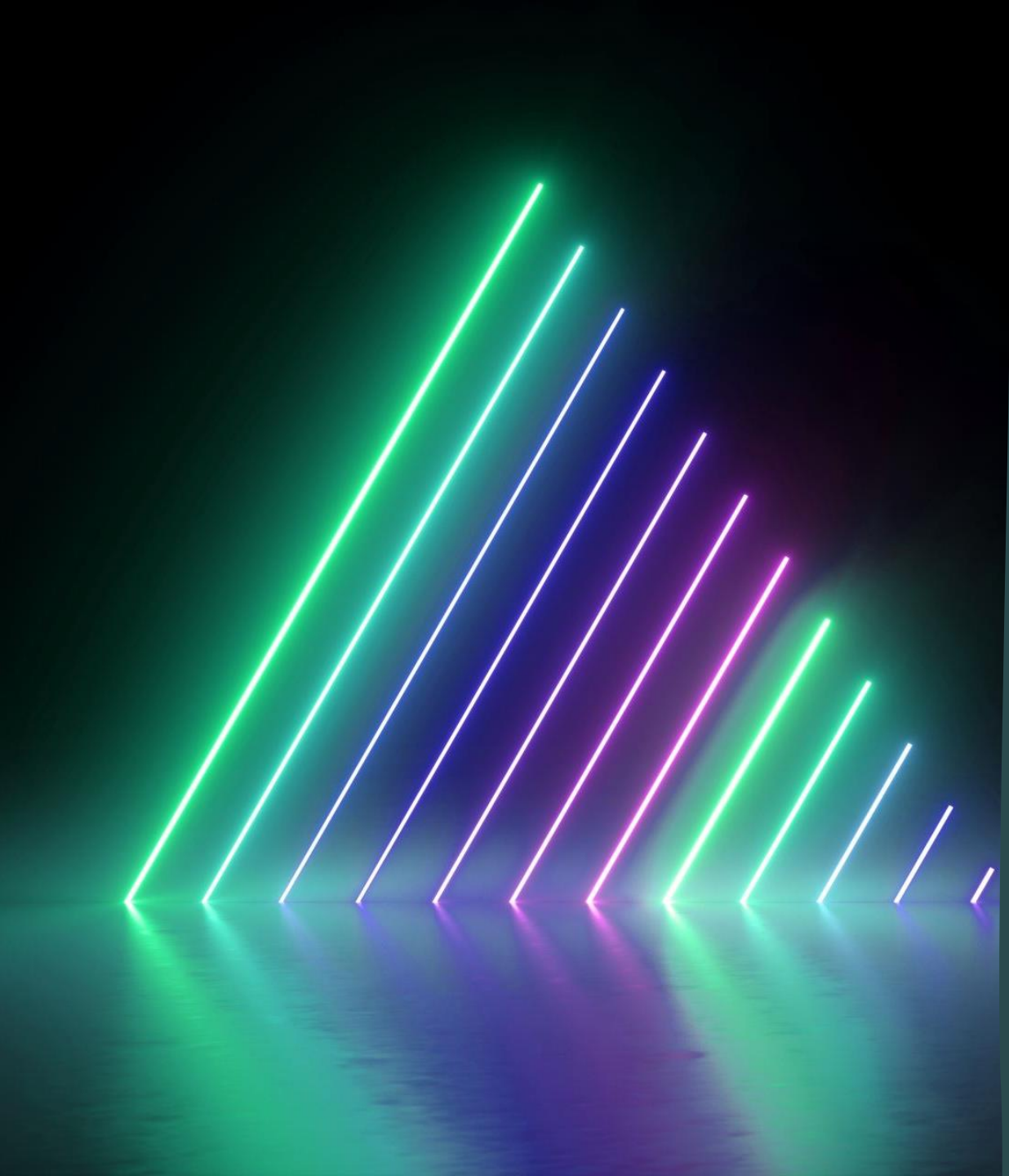
- Good practices include but not limited to :
  - VR, AR, MR technologies
  - Gamification in education
  - Virtual exchange programme
  - E-peer learning

and more…

https://www.vtl-beyond-classrooms.com

Scan the QR code below to visit our website





Authentic Assessment

Dr King CHONG

Centre for Holistic Teaching and Learning

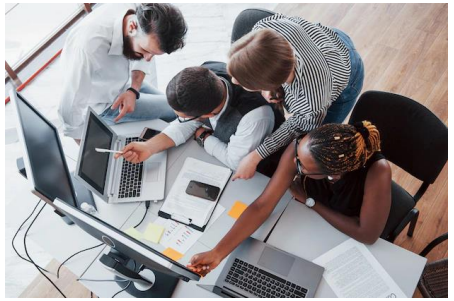
Hong Kong Baptist University

Drive to Change

Conventional assessment

Workplace setting

Connection?



What is Authentic assessment

- **Enabling students to apply for tackling complex and ill-defined issues in real-life or professional situations through multiple approaches and greater autonomy (e.g., Rousseau, 2021; Sokhanvar, *et al*., 2021).**

- **Gaining prevalence (e.g., Dawson, *et al*., 2021; Sokhanvar, *et al*., 2021).**

- Dawson, P., Carless, D., & Lee, P. P. W. (2021). Authentic feedback: supporting learners to engage in disciplinary feedback practices. *Assessment & Evaluation in Higher Education*, *46*(2), 286-296.
- Rousseau, P. (2021). *Best practices in Alternative Assessments*. Ryerson University, the Learning & Teaching Office.
- Sokhanvar, Z., Salehi, K., & Sokhanvar, F. (2021). Advantages of authentic assessment for improving the learning experience and employability skills of higher education students: A systematic literature review. *Studies in Educational Evaluation*, *70*, 101030.

Examples

Project: apply to handle practical problem or challenge, such as formulating a public policy or creating a marketing campaign.

Case studies: analyze real-world scenarios by application of knowledge and critical thinking skills, such as to analyze a company's financial statements to improve profitability

Practice: students are observed and evaluated while performing a task, such as a musical performance, speech delivery, or conducting scientific experiment.

Portfolios: collect/ compile works over time: essays, artifacts, projects, and other assignments, demonstrating learning progress and skills achieved

Simulation: realistic simulation requiring application of knowledge and skills. e.g., aviation students using flight simulator to practice or medical students using real instruments to diagnose

Exhibition: Students present their work to professional audiences

Student Voices

“I think authentic assessment is very practical because it can provide diverse perspectives to develop our abilities. When we are doing the project, we are developing collaborative and communication skills.”

“I think authentic assessment uses up-to-date topics and applies what we've learned in class. My course applied ethical concepts and theories to relevant real-life topics. We discussed vaccine policy but also involved some issues in public ethics.

Authenticity and Practicality

Application

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Project Timeline

2023	20 Mar - 30 Apr	Call for project proposal
	May	Results announcement and project teams confirmation
	Early Jun	Co-creation training programme (by invitation)
	Jul - Aug	Project preparation
	Sept - Nov	Project implementation (Early Sept: Project Consultation)
	Dec	Project written report submission
2024	Jan	The 4th RSLEIHE symposium (team presentations)
	Feb - Mar	Project report revision for publication (by invitation)

Project Proposal Submission

- One proposal for each team
- Online submission by 30 April 2023 (Sun)
- Total length <720 words
- Six sessions (100-120 words each)
    1. Overview, purpose(s) and expected outcomes of the project
    2. Rationale
    3. Implementation
    4. Evaluation
    5. Endeavours for success
    6. Expected roles and contribution of the student team members

https://hku.au1.qualtrics.com/jfe/form/SV_6hgG6nSP3irkHqK

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- Matthews, K. E. (2016). Students as partners as the future of student engagement. *Student Engagement in Higher Education Journal*, *1*(1) 1-5. Retrieved from https://journals.gre.ac.uk/index.php/raise

Holistic Competences/Graduate Attributes & Student Development Programmes

- The Organisation for Economic Co-operation and Development (OECD): https://www.oecd.org/future-of-work/#skills-and-learning
- World Economic Forum: https://www.weforum.org/agenda/2023/01/skillsets-cultivated-by-education-4-0-davos23/
- World Economic Forum: https://www.weforum.org/reports/the-future-of-jobs-report-2020
- McKinsey: https://www.weforum.org/agenda/2021/06/defining-the-skills-citizens-will-need-in-the-future-world-of-work/
- Goldman Sachs: https://www.key4biz.it/wp-content/uploads/2023/03/Global-Economics-Analyst_-The-Potentially-Large-Effects-of-Artificial-Intelligence-on-Economic-Growth-Briggs_Kodnani.pdf

Selected references

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- Panadero, E. (2017). A review of self-regulated learning: Six models and four directions for research. *Frontiers in Psychology*. https://doi.org/10.3389/fpsyg.2017.00422

Pedagogical Change in the Post-Pandemic World

- Compton, H., Burke, D., Jordan, K., & Wilson, S. W. G. (2021). Learning with technology during emergencies: A systematic review of K-12 educational research. *British Journal of Educational Technology*.
- Beardsley, M., Albo, L., Aragon, P., & Hernandez-Leo, D. (2021). Emergency education effects on teacher abilities and motivation to use digital technologies. *British Journal of Educational Technology*. https://doi.org/10.1111/bjet.13101

Alternative/Authentic Assessment

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