Unearthing Treasures and Building a Community: A Case Study from the University of Hong Kong

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April 7, 2016

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Agenda

- Background
- Communities of practice in a teaching and learning context
- A case study from the University of Hong Kong
- Reflections and projections for the future
- Q & A

Background

Background

- Oldest university in Hong Kong
- Government funded
- A research-intensive university
- A highly competitive environment
- Increasing importance of teaching quality
- Competing priorities among teaching, research and service

Background (cont'd)

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A central unit that supports the university to achieve its strategic teaching and learning aims

Communities of practice in a teaching and learning context

Wenger, 1998, p.6

CoPs in a teaching and learning context

- Teaching Community of Practice or T-CoP (Green & Ruutz, 2008; McDonald & Star 2006)

- Faculty Learning Community (Cox, 2013)

- Professional development community of practice (Bates & O'Brien, 2013)

- Interdisciplinary teaching community of practice (Pharo et al., 2014)

CoPs in a teaching and learning context (cont'd)

The phenomenon of "usual suspects":

Faculty members who thrive on teaching and who constantly seek out to improve, or simply try out new methods to keep life interesting (Condon et al., 2016, P.87)
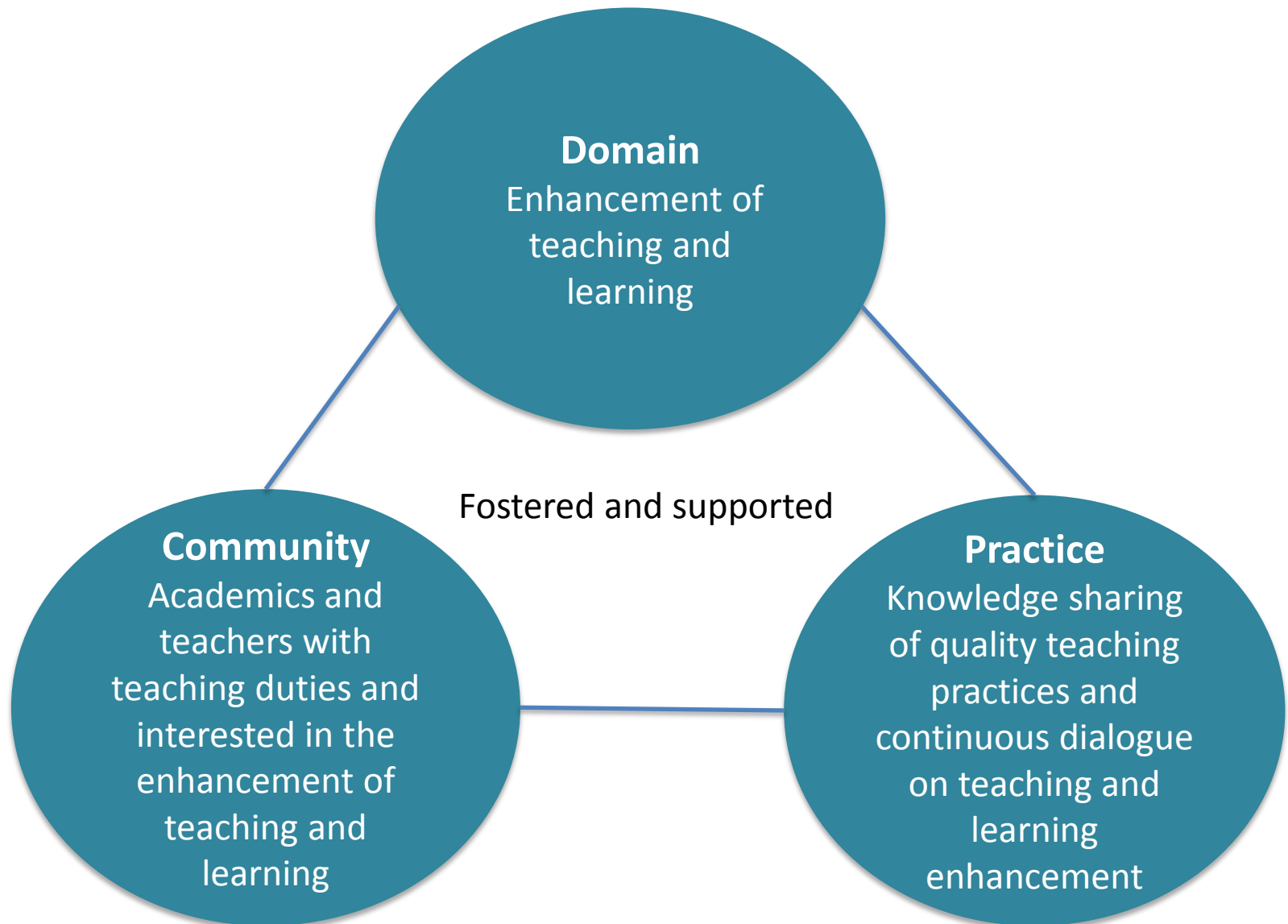
CoPs in a teaching and learning context (cont'd)

"In spite of their promise, however, successful CoPs are thin on the ground in universities."

McDonald & Star, 2006

A Community of Practice in Teaching and Learning at the University of Hong Kong

Key characteristics

Status updates

- More than **50** HKU faculty members across the **10** faculties have shared their teaching practices through the CoP and contributed to teaching resources

- More than **100** colleagues within and outside HKU have subscribed to the CoP's e-newsletter

- More than **1000** total downloads from **12** different countries of the teaching resources created by the community

"I enjoyed talking to you and others. Thank you very much."
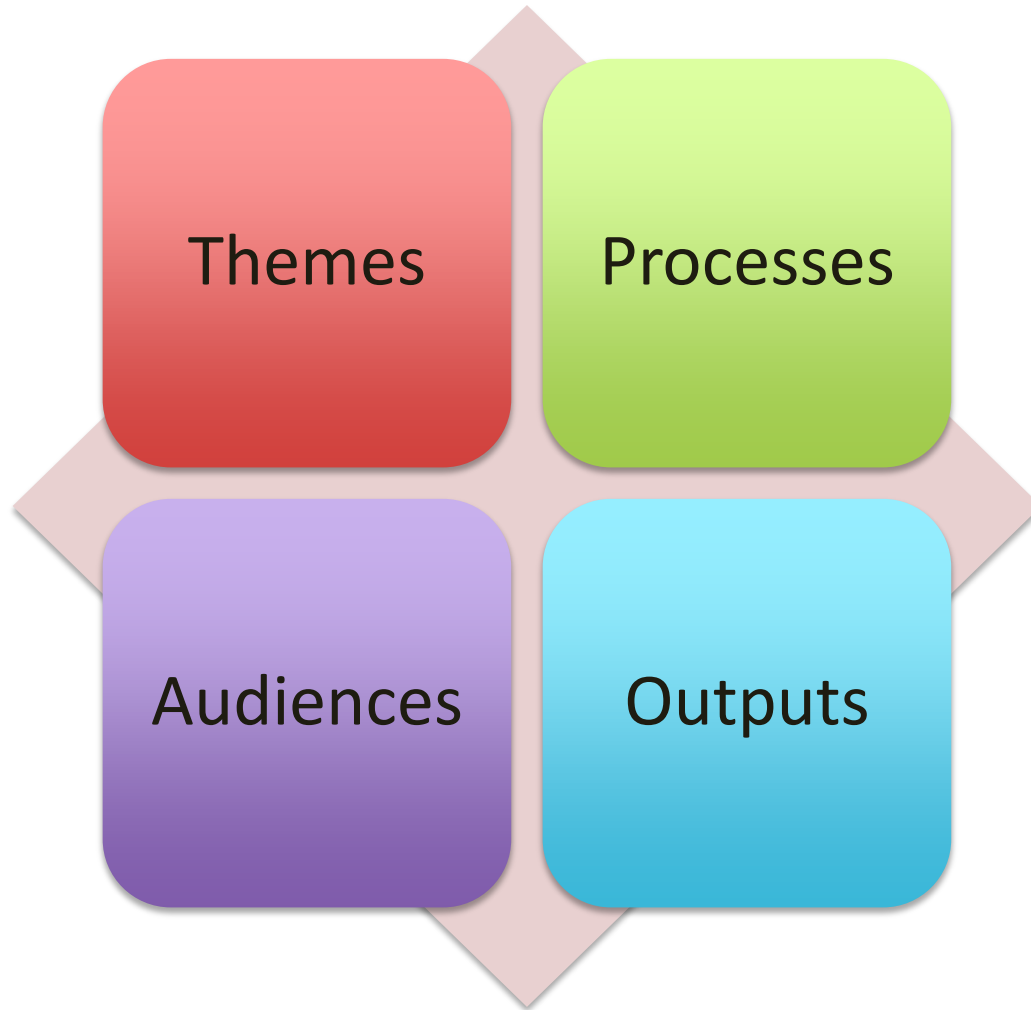
- A professor from Faculty of Arts

"I read every article of your e-newsletter. Great stuff."

- A professor from Faculty of Law

"Thank you for inviting me to participate. It was most interesting!"

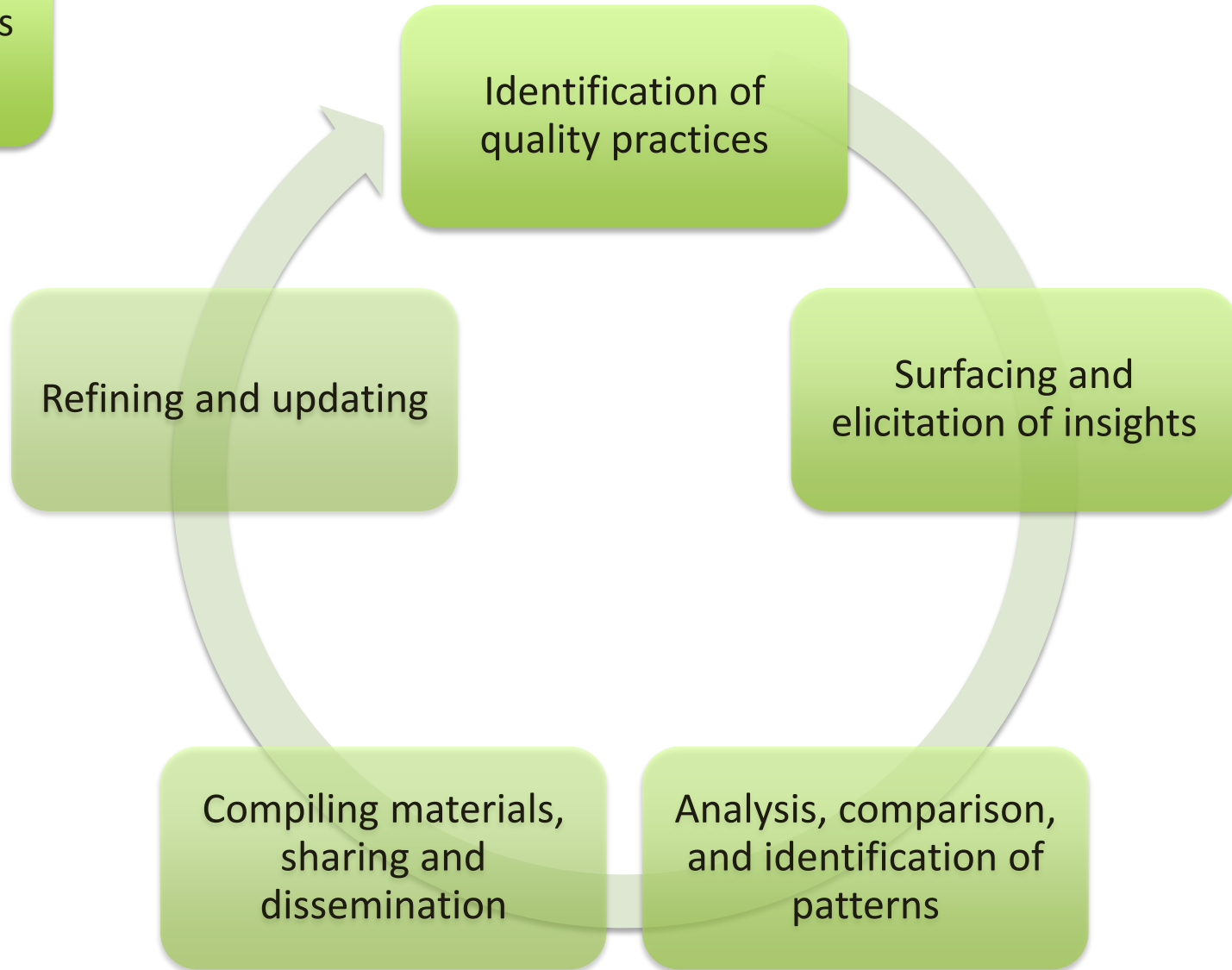*- An assistant professor from Li Ka Shing Faculty of Medicine*

Themes

2014-15

Assessment for learning

Internationalisation of teaching and learning

2015-16

Processes

Identification of quality practices

Surfacing and elicitation of insights

Analysis, comparison, and identification of patterns

Compiling materials, sharing and dissemination

Refining and updating

Outputs

Briefings

Vox Pop – students' voices

e-newsletter

Talking heads

Join-the-Conversations

Reflections and projections for the future

Reflections – Unearthing treasures

"These conveners see a social landscape with all its separate and related practices through a wide-angle lens; they spot opportunities for creating new learning spaces and partnership that will bring different and often unlikely people together to engage in learning across boundaries."

- Wenger-Trayner, et al. 2015, p.99

Projections for the future

- Embedding the teaching and learning CoP into the routine of the university

- More conveners and more champions in different areas and locations

- Universities becoming more effective and organic learning organisations

Community of Practice *Project*

Teaching and Learning Connections **Issue #1**

Cultivating a Community of Practice on Teaching and Learning

Foreword

By *cetladmin* In *Teaching and Learning Connections #1* Posted *January 25, 2016*

Foreword - Ian Holliday

For many years, the Centre for the Enhancement of Teaching and Learning (CETL) at the University of Hong Kong (HKU) has taken the lead in facilitating debate about quality teaching and learning on campus and beyond. International conferences, public lectures, large-scale seminars and small-scale workshops have all been organised to create platforms for the exchange [...]

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Thank you!
Q & A