



TOTAL Teacher Experience
'Transforming Outcomes Through Action Learning'
Semester 1, 2018-19

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PROGRAMME OUTLINE FOR TOTAL TEACHERS

Expected Outcome of Programme:

By the end of the Programme, participants will be able to apply action research/ learning techniques in order to adapt their teaching practice to enhance student learning outcomes in future teaching situations.

- As token of encouragement, each TOTAL Teacher will receive a one-off fee of \$4,000, payable upon completion of Final Feedback form.
- All documents and instructions will be available on Moodle.
- If you need any help or resources, please feel free to contact the PC or PO.

Summary of Process:

INITIAL PREPARATION

- Choose 1 ILO from one section of one course to focus on.
- Select 4 weeks (preferably between weeks 5-14) when you are addressing this ILO.
- The 4 weeks will be split into 2 x 2 week phases: Phase 1 and phase 2. They may or may not be consecutive weeks.

DATA COLLECTION

- For each class in those 4 weeks, you will need to:
 - Collect feedback from your students (via the Online CTLE 'Action Research' question bank) – either once or twice per week
 - Complete your own 'Teacher Reflection Form' immediately after each class.
- Sometime around the end of each of the two phases, you will need to collect a task from your students to cross-check their feedback and your own reflections. It would be ideal if you could time your phases to match existing assignments; or you may assign your students a 'mini-task' to complete.

REFLECTION & ACTION PLAN

- After each of the two phases, consider your student feedback and your own reflections as well as the student tasks, and then make an action plan. This must involve making at least one change in your classroom based on the feedback/ reflections.
- During these reflection and action planning stages, teachers will meet in small groups across disciplines for the purposes of sharing ideas and advice.

Suggestion Timeline

By end of week 2 (11-13 Sep)	<ul style="list-style-type: none"> → Confirm your availability and participating course(s) → Send PO your timetable → Apply to your Department for Outside Practice (instructions below)
By end of week 3 (21 Sep)	<ul style="list-style-type: none"> • Complete the 'Course Alignment Grid' (CAG). <ul style="list-style-type: none"> → Submit CAG to PC → Submit approved applications for Outside Practice to PC (see instructions below) <p><i>Document: Course Alignment Grid (on Moodle)</i></p>
By end of week 4 (28 Sep)	<ul style="list-style-type: none"> • First small group meeting to be held (organized by PC), to share possible problems and discuss choice of questions for the Student Feedback forms. <ul style="list-style-type: none"> → After the meeting, submit proposed questions to PC (easiest = copy and paste from Online CTLE). <p><i>Document: How to use Online CTLE in Moodle for TTE (on Moodle)</i></p>
Approx weeks 5-8 (1-26 Oct, depending on individual teacher CAGs)	<p><u>Phase 1: Data collection</u></p> <p>In the 2 weeks of phase 1, you will be collecting three forms of evidence:</p> <ol style="list-style-type: none"> 1. Collect Student Feedback Forms electronically (either once or twice a week) and request collated results through the Online CTLE system. 2. Write your own Teacher Reflection immediately after each class. 3. Assign and collect a (mini-)task from your students (sometime around the end of this phase). <p><i>Document: How to use Online CTLE in Moodle for TTE (on Moodle)</i> <i>Document: Teacher Reflection (on Moodle)</i></p> <p><u>Phase 1: Reflection & Action Planning:</u></p> <p>Teachers then analyse the data in light of the above, then plan actions to be taken (i.e. new teaching strategy/ classroom management technique, etc) in the second phase to address any issues that have arisen in students' learning of the outcome(s). Note: Some kind of action (change) must be taken, based on the feedback.</p>
Weeks 9-10 (29 Oct – 9 Nov) (depending on individual teacher CAGs)	<ul style="list-style-type: none"> - Second small group meeting to be held, to share problems revealed, possible solutions and to discuss choice of questions for the Student Feedback forms for phase 2. <ul style="list-style-type: none"> → Submit Phase 1 Action Plan summary to PC → Submit proposed Phase 2 questions to PC (these may be the same or different to your phase 1 questions, depending on your feedback and action plan). <p><i>Document: Phase 1 Action Plan Summary (on Moodle)</i> <i>Document: How to use Online CTLE in Moodle for TTE (on Moodle)</i></p>

<p>Weeks 11-14 (16 Nov – 9 Dec) (depending on individual teacher CAGs)</p>	<p><u>Phase 2: Data collection</u> (similar to phase 1)</p> <p>In the 2 weeks of phase 2, you will be collecting three forms of evidence:</p> <ol style="list-style-type: none"> 1. Collect Student Feedback Forms electronically.. 2. Write your own Teacher Reflection immediately after each class. 3. Assign and collect a (mini-)task from your students (sometime around the end of this phase). <p><i>Document: Teacher Reflection</i></p> <p><u>Phase 2: Reflection & Action Planning:</u> Teachers then analyse the data in light of the above, then plan actions to be taken (i.e. new teaching strategy/ classroom management technique, etc) in the second phase to address any issues that have arisen in students' learning of the outcome(s). Note: Some kind of action must be planned, based on the feedback, although you may not have time to put this action plan into place</p> <p style="padding-left: 40px;">→ Submit Phase 2 Action Plan summary to PC</p> <p><i>Document: Phase 2 Action Plan Summary (on Moodle)</i></p>
<p>By week 14 (7 Dec)</p>	<p>Distribute a 'Final Feedback Form – Students' to your classes.</p> <p style="padding-left: 40px;">→ Submit Student Final Feedback Forms to PC (for collation by Student Helper)</p> <p><i>Document: Final Feedback Form – Students (on Moodle)</i></p>
<p>By 11 Dec (2 days after end of sem)</p>	<p>Teachers complete Final Feedback Form</p> <p style="padding-left: 40px;">→ Submit Final Feedback Form to PC.</p> <p><i>Document: Final Feedback Form – Teachers (on Moodle)</i></p>
<p>Before 18 Jan 2019 (tentative)</p>	<p>A final debriefing meeting will be held with all TOTAL Teachers (depending on teachers' exam schedules).</p>

Confidentiality

- Confidentiality is ensured. Only each TOTAL Teacher (and the other TOTAL Teachers/ Advisers he/ she chooses to share with) will see the feedback of his/ her own students. For any promotion or publications, if information from participating teachers or students is used, the relevant Teacher's identity/ ies will not be revealed unless permission is given.

Outside Practice – University requirements

- Consultants need to apply for Outside Practice during this academic year, through HRO intranet. (You will need the officially approved Proposal.)
- myLingnan Portal → Employee → Under 'Web Applications,' click on eOPPS → New Application (**under 'Category' click 'General Educational Work'; under 'time involved,' put 2 hrs/ week, 10 total hours; for processing purposes, the time period for beginning & end dates cannot exceed three months**).

Claim form for payment

- To claim for payment at the end of the project, Consultants need to submit form CO1012 (Self-Employed Person Claim form).
- Intranet → Employee → Under 'Department Intranets,' click on CO Forms → CO/1012 Self-Employed Person Claim form.

Recommended Readings

1. Ferrance, Eileen. (2000). *Themes in Education: Action Research*. Providence, RI: Brown University
Available at: http://www.brown.edu/academics/education-alliance/sites/brown.edu.academics.education-alliance/files/publications/act_research.pdf
2. Driscoll, A. & Wood, S. (2007). *Developing outcomes-based assessment for learner-centered education: a faculty introduction*. Sterling, Va.: Stylus Pub..

Quick Guide to choosing Questions and administering a Student Feedback Questionnaire

Refer to the Guide 'How to use Moodle online CTLE for the TOTAL Teacher Program' for detailed instructions. A few key points are included here:

Important points when preparing your Action Research questions:

- Students should do these online in class, at the end of class time – it should just take 5-10 mins. Most students have some kind of mobile device with them, and those who do don't seem to mind sharing with friends who don't.
- Don't include more than 3-4 questions.
- For the purposes of the TOTAL Teacher Experience, your first question should always be the first or second in the online list:

Q1/ 2: Which learning outcome(s) was/ were being taught today/ this week?

Important points for the first data collection in your class:

- Let your students know what you are doing and why, i.e. that it is ultimately to benefit them, that the feedback is confidential and has no bearing on their grades, and that you intend to use it to adapt your teaching.
- It may help to talk through the specific questions with them as they do it, especially for the first time or if cycle 2 questions are different to cycle 1, to make sure they understand the purpose of the questions and will give you quality feedback.
- Make sure all your Course ILOs are numbered and are available to your students while doing the online questionnaire, e.g. either show your course numbered ILOs on the screen (so they can do Q1/ 2 accurately), or refer students to their course notes for the ILOs.

Advice on question choices and writing questions, especially for cycle 2

Depending on what problems, issues or focus comes out in cycle 1, you may desire to change some of your questions for cycle 2. Ideally you could still choose from other questions in the TOTAL Teacher Question Bank, but you needn't be limited to these.

- You may use your own questions (or questions from other sections of the Moodle Online CTLE), bearing in mind:
 - The questions should be directly related to the outcome, not content-based.
 - The questions should be open-ended.
 - The questions should be specific and focused.
- You can also make up your own questions too, relative to your setting/ context/ problem/ research interest.

TOTAL Teacher Program Question Bank - Questions

This is a bank of questions focused on students' learning problems, successes, processes and learning outcomes. For cycle 1 of the TTE, it is best to choose from the first 15 questions.

Remember that:

- Your first question will always be either 1) or 2)
- Try to have around 4 questions in total, which should take around 10 mins in class to do

1. Which learning outcome(s) was/ were being taught today/ this week?
2. Which learning outcome(s) was/ were being taught this week?
3. The most useful point I learned in today's lesson was ...
4. The most important thing I learned today was ...
5. The most difficult point I encountered in today's lesson was ...
6. What I was most unclear about in today's lesson was ...
7. What was the most important question remaining unanswered after today's/ this week's class?
8. What single change by the teacher would most have improved this class?
9. What needed changing in this class today?
10. What one thing can the teacher do to help you make better progress in this class?
11. What change(s) would you suggest that might help you better achieve the learning outcome?
12. What would you like to learn more about in relation to this subject?
13. What would you like to learn more about in relation to this learning outcome?
14. What worked well in this class today?
15. Did today's activities help you to better attain the learning outcome(s)? Why or why not?

These last 9 questions focus on the students' responsibility to be active learners and prepare well for classes. You would not normally use these for cycle 1; you may choose to use 1 or 2 for cycle 2 if your feedback warranted it, or for purposes other than the TTE.

16. Did you prepare yourself before class? If so, how?
17. If you have encountered any difficulties in this class or course, how have you clarified them?
18. How will you clarify future difficulties in this course?
19. What could you have done to improve the quality of today's class?
20. Overall, how much did you get out of your preparation for today's class?
21. What one thing can you do to help improve your future class preparation?
22. What one thing can you do to help you make better progress in this class?
23. What one thing can you do to help you make better progress towards achieving this learning outcome?
24. What advice would you give to a student about to start this course?