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News

Enhancing Learning Experiences in Higher Education: International Conference, the inaugural international conference on teaching and learning at the University of Hong Kong (HKU) was held on the 2nd and 3rd of December 2010 by the Centre for the Enhancement of Teaching and Learning (CETL). With the purposes of exchanging knowledge and experience; appreciating contribution; academic networking and sharing achievements as well as updating current trends and future development of learning and teaching in higher education, the conference marked a changing era of teaching and learning as we move towards the new curriculum.

The conference has attracted over 300 people, with more than 60% coming from overseas, including the Netherlands, United Kingdom, South Africa, North America, Canada, Australia, New Zealand, Algeria, Saudi Arabia, India, Pakistan, Korea, Malaysia, Indonesia, Thailand, Vietnam, Philippine, Singapore, Taiwan, Japan and China. The total number of abstracts received was overwhelming and the final acceptance rate was only 35%. This confirmed the interest in teaching and learning in higher education and indicated the timeliness and relevance of this conference.

Prof Roland Chin, Deputy Vice Chancellor/Provost, HKU addressed the welcome reception and Prof. Amy Tsui, Pro-Vice-Chancellor and Vice-President (Teaching and Learning), HKU, delivered the opening ceremony speech.

To ensure an inspirational and intellectual-fulfilling experience for all the participants, the conference was deliberately designed to embrace a wide-ranging of subthemes, including

1. Transition and the first year experience
2. Literacy across the curriculum
3. Experiential learning and co-curricular
4. Outcomes-based approaches to student learning
5. Assessment and feedback
6. Diversity and multicultural experience
7. Enhancing learning through technology
8. Learning communities
9. Continuing education and professional development
10. Problem-based learning
11. Postgraduate student experiences
12. Generic skills in higher education

Prof. Gary Poole, from the University of British Columbia, and Prof. Caroline Baillie, from the University of Western Australia, were invited as the keynote speakers to share their thoughts on *Continuing education and professional development* and *Educating for a socially just world: a case of engineering education* respectively. To further enrich the programme, Prof. Ken Hyland, from the University of Hong Kong and Prof. Ray Land, from the University of Strathclyde, were invited as the plenary speakers who delivered topic on *Writing in the academy: reputation, education and knowledge* and *Venturing into strange places: developing graduates for the 21st century* respectively.

The event was sponsored by ProQuest, Routledge, Sage Publications as well as the Faculty of Education. The post conference feedback showed very positive responses from the participants. Overall, they were satisfied with the quality of the conference with 100% of them rated the conference as either slightly high or high quality. They expressed that the conference was well organized. They had an opportunity to share their research experiences and meet academics from different disciplines and even different countries. Some were pleased with the hosting, the quality of the keynote and plenary speeches as well as student performance. They also found that the atmosphere of the conference was friendly and productive.

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Conference Proceedings

Paper Titles	Authors
Cognitive outcomes of experiential learning in higher education: service-learning, and prior learning assessment and recognition	Walter Archer and Angelina T. Wong
What do Third-Year Speech Pathology students think of student-centred learning?	Joanne Arciuli
Connecting at the grassroots: the field instruction program of the UP-CSWCD Department of Community Development	Aleli B. Bawagan and Ma. Theresa V. Tungpalan
Engagement and social responsibility in the core curriculum: how engaged and responsible are our academics?	CJ Gerda Bender
Higher education guarantees global citizenship, or does it?	Agnes Bosanquet
Developing a graduate diploma to cater for career-change adults	Coral Campbell
Applying outcomes-based teaching and learning framework in the BSc Information Management Program in the Faculty of Education	Sam Chu , Natalie Fong and Si Ying Tan
Enhancing the quality of service-learning implementation: instruments and use experiences	María Antonieta Contreras M., Chantal Jouannet V. and Carolina Matheson A.
Toward technology integration: the case of foreign	Yasmina Djafri and Djamila Aissat

literature teachers in the Algerian University	
Using a collaborative approach to share and develop the first year student experience	Karen Fitzgibbon
Enhancing small group functioning in problem based learning using a visual organiser	Herco Fontejn and Jimmy Frerejean
Investigating the learning outcomes of adopting active learning strategies that utilize rich resources in order to improve reasoning and analytical skills	Julie Gerstman
Developing meaningful feedback to large class sizes via short answer assessment	William Gibson , Jon Yorke and Heath Wilkinson
Through the looking glass: teaching and learning in blended immersive multiuser virtual and real world environments	Janette Grenfell
The students practices of core competencies at university: a comparative study between National University of Malaysia (UKM) and National University of Indonesia (UI)	Hadiyanto and Mohammed Sani Bin Ibrahim
Enhancing pre-service primary teachers learning in Science education using team-based project work	Carole E Haeusler and Con Lozanovski
Student perception of Clicker technology in science and mathematics education	C. E. Haeusler and C. Lozanovski
Assessment experience of first-year university students: dealing with the unfamiliar	Paula Hodgson , Paul Lam and Charlotte Chow
First-year students' learning experiences of problem-based learning tutorials in Japanese higher education	Rintaro Imafuku , Norimitsu Kurata, Ryuta Kataoka and Mitsuori Mayahara
Rethinking journalism education through visual literacy	Aditi Jhaveri
Honest reflections: big ideas and real life experiences of a new first year BA	Victoria Kuttainen , Anita Lundberg, Linda Wight and Nigel Chang
Ownership and use of mobile technologies: planning mobile learning strategies for a Hong Kong university	Paul Lam , Sophie Wong, Kevin Wong and Carmel McNaught
In search for an ideal campus information service in undergraduate students' opinion	Unnawut Leepaisalsuwanna , Tanis Suwannakul, Krittaya Leelawong and Nopphol Pausawasdi
Applying the problem-based learning approach in teaching digital integrated circuit design	Chi-Un Lei
Student Evaluation of Teaching (SET): a tool for quality assurance in higher education institution (HEI)	Liile L. Lekena and Anass Bayaga
Citation and plagiarism: undergraduates writing from sources	Yongyan Li and Christine Pearson Casanave
Business Communication Assessment and its curriculum implications	Yvonne CW Loong and Elsie Christopher
Problem-based learning's impact on the understanding of place value	D. Martin and R. Jamieson-Proctor
A learning community for university teachers: peer review of teaching	Kathleen McEvoy
Blended learning approaches enhance student	Neil P Morris

academic performance	
Not just exposure: multicultural awareness captured in photos	Erika Raissa Nash
A value-driven model for the design of a cross-cultural EALP curriculum	Christiaan Prinsloo
Developing a multicultural teacher education curriculum using a collaborative-participatory approach	Wilma S. Reyes and Rosalind Murray-Harvey
Weakest link in assessment design: a flowing target for outcomes-based approach (OBA) to teaching and learning?	Jianrong Sun
International students in Asian universities: exploring barriers to sociocultural adjustment	Caroline Kamini Thangiah
A study on comparison of part-time, full-time and week-end postgraduate engineering education	K. UmaSuresh , K. Suresh Manic, T.M.J. Indramohan and G. Ponnusamy
Professional development through CoPs: a case study of a Chinese EFL teacher	Ping Wang
Study of the relationship between the perception of career anchor and core competence a case of technical university in Taiwan	Shyi-Huey Wu