

Teaching & Learning Symposium on

Student Engagement and Skills Training in the post-COVID world

Zoom Webinar @ 2-6 pm on 9 Dec 2022 (Fri)



HKU
LAW



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The coronavirus pandemic has changed the face of higher education around the world. With city lockdown and campus closure, educators have tried out different methods to engage students in a virtual or hybrid classroom and equip them with essential skills for working in a virtual environment. At the height of the pandemic, with the support of a Teaching Development Grant, a team of HKU teachers and students collaborated with co-investigators from the Chinese University of Hong Kong, the National University of Singapore, and the University of Melbourne to find out how students and teachers faced and overcome the unprecedented challenges in virtual learning and teaching. This symposium is an opportunity for us to reflect on the process, the problems and solutions, and identify the way forward.

Schedule

9 December 2022 (Friday)

1400-1430

Welcoming and Introduction

1430-1520

Panel 1: Skills-Based and
Experiential Learning

1530-1640

Panel 2: Student Engagement and
Assessment

1645-1730

Keynote

1730-1745

Closing Remarks

Welcoming Remarks



Professor Hualing Fu
Dean of Law, HKU
Warren Chan Professor in Human Rights
and Responsibilities

Introduction

Introduction: The challenges we faced, the lessons learnt, and the way forward



Julienne Jen
Principal Lecturer, Department of Professional Legal Education, HKU; SFHEA



Vicci Lau
Principal Lecturer, Department of Professional Legal Education, HKU; SFHEA



Alice Lee
Associate Professor, Faculty of Law, HKU; SFHEA

Julienne Jen is a Principal Lecturer of the Department of Professional Legal Education, Faculty of Law at the University of Hong Kong. She is the Director of the Full-time Postgraduate Certificate in Laws (PCLL) programme at the University of Hong Kong and a Senior Fellow of AdvanceHE. Julienne received the University's Outstanding Teaching Award in 2019. Julienne is also a solicitor of the High Court of the HKSAR and the Supreme Court of England and Wales. She is interested in exploring different forms of experiential learning and legal education across different professional disciplines. She has spoken in local and international conferences on teaching and learning, experiential learning and clinical legal education.

Vicci Lau is a Principal Lecturer of the Department of Professional Legal Education, Faculty of Law at the University of Hong Kong. She is the Director of the Part-time Postgraduate Certificate in Laws (PCLL) programme at the University of Hong Kong and a Senior Fellow of AdvanceHE. Vicci received the Faculty of Law Outstanding Teaching Award in 2017-2018. Before joining the University in 2012, Vicci practised as a solicitor in Clifford Chance, HSBC and Morgan Stanley. She obtained her B.A. and M.A. in Law degrees from the University of Cambridge and B.Sc. degree in Consumer Economics from Cornell University. Vicci has spoken in a number of international conferences sharing her teaching and learning practices.

Alice Lee is an Associate Professor of Law at the University of Hong Kong, specializing in Property law and Intellectual Property education, and a Senior Fellow of AdvanceHE. She co-founded Creative Commons Hong Kong in 2008 and initiated an IP Ambassador Programme with the Intellectual Property Department of the HKSAR Government for university students to share their knowledge and learn from IP experts and practitioners. A recipient of the HKU Distinguished University Teaching Award 2019, she has created two YouTube channels, "HKU Lawlypop" and "The Copyright Classroom", to nurture awareness of professionalism and respect for copyright and creativity.

Panel 1: Skills-Based and Experiential Learning

Externships in physical and virtual settings 1430-1450



Professor David Tan
Co-Director, Centre for Technology, Robotics, Artificial Intelligence & the Law; Head (Intellectual Property), EW Barker Centre for Law & Business, National University of Singapore

Abstract In 2022, Professor Tan introduced an unusual externship program at NUS Law in collaboration with the National Arts Council where students had a hybrid virtual and in-person learning experience working on researching and drafting statements of rights for visual and performing artists.

Professor David Tan is presently Co-Director of the Centre for Technology, Robotics, Artificial Intelligence & the Law and Head (Intellectual Property) at the EW Barker Centre for Law & Business at NUS Law. He served as Vice Dean (Academic Affairs) at NUS Law from 2015 to 2021 where he had oversight of the undergraduate and postgraduate coursework curriculum. David holds PhD, LLB and BCom degrees from Melbourne and an LLM from Harvard.

At NUS, David pioneered courses in Entertainment Law, Fashion Law, Freedom of Speech and Privacy & Data Protection Law; he has also taught as a visitor at Melbourne Law School, Tsinghua, Tokyo, Centre of Transnational Legal Studies at King's College London, and University of Hong Kong. He has published almost 100 articles, comments, book chapters and op-eds since joining NUS Law in 2008.

In 2022, he introduced an unusual externship program at NUS Law in collaboration with the National Arts Council where students had a hybrid virtual and in-person learning experience working on researching and drafting statements of rights for visual and performing artists.

Experiential learning (Capstone project in Counselling) – Before, during and after pandemic 1450-1510



Dr Pauline Wan
Lecturer, Social Work and Social Administration Department, HKU



Dr Paul Wong
Associate Professor, Social Work and Social Administration Department, HKU

Abstract Challenges of experiential learning in capstone project (before, during and after the pandemic) – (1) How it can be overcome by the joint effort with students and collaborating organization; (2) how technology can help doing such experiential learning and what technology cannot help regardless.

Dr Pauline Wan is a registered social worker having over 25 years of experiences in community-based rehabilitation services and mental health care services in Hong Kong. She is specialized in chronic illness rehabilitation and mental health recovery. She has strong clinical experience with evidence-based practice in individual- and group-based hypnotherapy and psychosomatic syndromes, especially on irritable bowel syndrome. Her research interests include mental health recovery, psychosomatic symptoms and hypnotherapy, family and children with chronic illness, collaborative and participatory research as well.

Dr Paul Wong is a clinical psychologist and an Associate Professor in the Department of Social Work and Social Administration, The University of Hong Kong. He is the Programme Director of the Master of Social Science (Counselling). His recent research projects include youth social withdrawal behaviour, using animals as part of educational and psychological interventions, youth positive development of local and non-Chinese young people, and family care giving for people with psychological issues. Also, his main research theme aims to promote social inclusion in our society and has published about 90 academic articles and book chapters.

Panel 2: Student Engagement and Assessment

Shifting the burden of Zoom: old and new solutions to teacher burnout and student disengagement 1530-1550



Brendan Clift
Lecturer, Melbourne Law School,
The University of Melbourne

Abstract One teacher's view from Melbourne, city of rolling lockdowns and two years of online teaching. Teachers and students were quick to adapt to Covid University. But over time the ubiquitous Zoom room and generous policies on participation and assessment gave students licence to retreat into passivity, anonymity and isolation. Meanwhile, teachers were increasingly weighed down by the burdens of reconfiguring courses for online/dual delivery and energising their increasingly disengaged cohorts. Mitigating the risks of teacher burnout and a lost generation of students could involve a combination of the old-school, enforcing policy while structuring timetables and assessment to prioritise socialisation, and the new, particularly formative assessment tasks which better manage the marking and feedback load and drive student engagement and learning while reducing the stakes for major assessment tasks. The approach will, however, involve plenty of work and some tough love, and its effectiveness remains to be seen.

Brendan's teaching focuses on media law, freedom of speech, digital platform regulation, and the law of torts or civil wrongs. His students are predominantly postgraduate law students and undergraduate non-law students. Brendan has taught at Australian and Hong Kong universities for over a decade and previously had careers in law, publishing and the media.

Facilitating critical dialogue with teachers using simple e-learning tools in the classroom 1550-1610



Dr Tracy Zou
Assistant Professor, Department of
Educational Administration and Policy,
Faculty of Education, The Chinese
University of Hong Kong; SFHEA

Abstract Being able to facilitate critical dialogue and self-understanding is important to the teaching of values and ethics. However, this could sometimes involve discussing the 'undiscussable'. This presentation will share how simple e-learning tools could support the facilitation.

Dr Tracy Zou is an assistant professor in the Department of Educational Administration and Policy at the Chinese University of Hong Kong. Her research focuses on student learning experiences and faculty's professional development in higher education. Her research work has been funded by various organisations including Research Grants Council, University Grants Committee, and the Higher Education Research and Development Society of Australasia. She is passionate about developing her students into inspiring educators who can engage their students in effective learning. The courses Tracy teaches include Values and Moral Education and Ethics in the Teaching Profession, in which she adopts social and collaborative learning pedagogies to develop moral teachers.

Digital assessments in the new normal 1610-1630



Dr Leon Lei

E-learning Technologist, Technology-Enriched Learning Initiative, HKU;
SFHEA

Abstract Dr Lei will illustrate different formative and summative assessment approaches according to the digital bloom's taxonomy.

Leon has been working on virtual/blended learning initiatives in higher education and K12 education across Hong Kong and Asia-Pacific Region. His research interests include Learning analytics, MOOC, chatbot tutor, and SDG education. He also teaches classes at the HKU Faculty of Education (2022) and HKU Faculty of Engineering (2015). He was awarded the HKU Professional Services Individual Award 2018, HKU Teaching Innovation Award 2020, as well as the Best/Outstanding Paper Award at IEEE International Conference on Teaching, Assessment, and Learning for Engineering (TALE) 2013, 2017 and 2020. He will be the Associate Editor of IEEE Transactions on Learning Technologies (starting from Dec 2022) and the Chair of IEEE Region 10 (Asia-Pacific Region) Educational Activities Committee (starting from Jan 2023). He received his PhD at The University of Hong Kong (2011) and his EdM at the University of Illinois at Urbana-Champaign (2022).

Keynote

“Manages how” a new construct in expediting expertise 1645-1730



Professor Michael Botelho
Clinical Professor in Restorative
Dental Sciences, Faculty of Dentistry,
HKU

Abstract While our students are excellent at knowledge accumulation for exams, their application and *far transfer* to new scenarios is less adept. They need accumulated experiences to do this to attain expertise. Gaps in our teaching generally do not facilitate this skill acquisition. We need to design new learning experiences to expedite expertise and how cognitive skills can be used to manage new situations like an expert. This presentation will explore these new learning experiences and how associated learning platforms can achieve this.

Michael has been at HKU for 27 years and has been actively engaged in educational reform, pedagogy and innovation. He has over 100 publications with 20 papers and 8 book chapters in education and 19 education grants. He has lectured and consulted in across South-East Asia and in Europe and North America. His educational research interests are related to innovative use of video and online learning, PBL, flipped class and closing the clinical transition gap. He has a number of teaching awards at HKU including the first Teaching Innovation Award, Team Award and the UDTA. He is also a recipient of the UGC Teaching Award. He has also developed novel learning platforms to allow teachers and students to create improved and novel learning experiences to expedite expertise.

Closing Remarks

1730-1745



Professor Rick Glofcheski
Faculty of Law, HKU

Rick Glofcheski is a law professor in the Faculty of Law, University of Hong Kong. After teaching tort law for many years to a large cohort (250+) of students, Rick identified some shortcomings in conventional law teaching. To address these he introduced over a period of years a series of measures oriented toward a more learner-centered, more authentic and more sustainable mode of learning in which students play an active role in the construction of their learning. His work is the subject of analysis in D. Carless, *Excellence in University Assessment* (Routledge, 2015) and Winstone & Carless, *Designing Effective Feedback Processes in Higher Education: A Learning-Focused Approach* (Routledge, 2019). In recognition of his achievements, Rick was awarded the inaugural HKU University Outstanding Teaching Award (2009), the inaugural HKU University Distinguished Teaching Award (2010), the inaugural sector-wide [University Grants Committee Teaching Award](#) (2011), and for the second time the HKU University Distinguished Teaching Award (2015). Rick has presented his work at conferences, workshops and seminars at universities around the world.