

# 年度工作成果報告

## Annual Achievement Report

職員編號/Staff No. 19422  
 職員姓名/Staff Name VAT KAM HOU  
 報告期間(學年)  
 Report Period(Academic Year) 2013/2014  
 學術單位/Academic Unit FACULTY OF SCIENCE AND TECHNOLOGY  
 職位/Post SENIOR INSTRUCTOR  
 其他職位/Additional Post(s) CTLE Coordinator of Blended Learning and Technology Development  
 學術類型/Academic Track No Academic Track Needed  
 遞交報告時間/Report Submission Date 30/07/2014 04:13

### 教授課程、指導論文及專業培訓活動

#### Courses Taught, Theses Supervised & Professional Development Activities

2013/2014 學年之第一學期

First Semester of Academic Year 2013/2014

程度 Level*1	課程編號 Course Code	班編號 Class List	課程名稱 Course Title
U	CISG113	001	INFORMATION SECURITY AND PRIVACY
U	CISG114	002	WEB TECHNOLOGY AND LIFE

程度 Level*2	論文題目 Thesis Title/Topic	指導學生名稱 Student Name	課程註冊(學年) Program Registration (Academic Year)	指導員類別 Supervisor Type*3	
*1 B	Bacharelato	高等專科學位課程	*3 C	Co-supervisor	副指導員
P	Postgraduate	學位後課程	O	Other Supervisor	其他指導員
U	Undergraduate	本科課程	S	Supervisor	主指導員
*2 D	PhD	博士課程			
M	Master	碩士課程			

2013/2014 學年之第二學期

Second Semester of Academic Year 2013/2014

程度 Level*1	課程編號 Course Code	班編號 Class List	課程名稱 Course Title
U	CISG113	001	INFORMATION SECURITY AND PRIVACY
U	CISG114	001	WEB TECHNOLOGY AND LIFE

程度 Level*2	論文題目 Thesis Title/Topic	指導學生名稱 Student Name	課程註冊(學年) Program Registration (Academic Year)	指導員類別 Supervisor Type*3
*1 B	Bacharelato	高等專科學位課程	*3 C	副指導員
P	Postgraduate	學位後課程	O	其他指導員
U	Undergraduate	本科課程	S	主指導員
*2 D	PhD	博士課程		
M	Master	碩士課程		

#### 專業培訓活動 / Professional Development Activities

請在以下部份填寫有關專業培訓活動的詳細資料，如活動名稱、主辦單位、活動舉行的日期等。

Please write in this part the relevant detailed information of the professional development activities, such as the name of the activity, the organizer, the activity period, etc.

I have participated in the following professional development activities throughout the 2013/2014 academic year:

##### Social Responsibility Through Service-Learning

CTLE Spring 2014 Workshop with Professors Stephen Chan and Grace Ngai report on the challenges of designing curricula in Hong Kong. 7 May 2014, 12:15 pm - 01:45 pm, RG07, University of Macau, Taipa, Macau

##### MOOCs – A Personal Perspective on Their Role in Higher Education

CTLE Spring 2014 Workshop with Prof. Chow will talk about his experience at HKUST as an instructor involved in developing and teaching The Science of Gastronomy (<https://www.coursera.org/course/scigast>)  
16 April, 2014 (Wed.), 12:15 pm - 01:45 pm, RG07, University of Macau, Taipa, Macau

##### Challenges of Implementing OBTL

CTLE Spring 2014 Workshop with Dr. Wendy Chan and Prof. Michael Gift, 2 April, 2014 (Wed.), 12:15-1:45 p.m., RG-07, University of Macau, Taipa, Macau

##### Beauty & The Beast: Redesigning Courses with the Best of (Active) Blended Learning

CTLE Spring 2014 Workshop with Scott Roberts, 19 March, 2014, (Wed.), 12:15-1:45 p.m., RG-07, University of Macau, Taipa, Macau

##### Meeting the Challenges of When Class Enrollment Gets Larger

CTLE Spring 2014 Workshop with UM Academic Staff, 5 Mar. 2014 (Wed.), 12:15 – 1:45 p.m., RG-07, University of Macau, Taipa, Macau

##### Eportfolios as Assessment in Higher Education: Preliminary Findings from a Hong Kong-Based Study

CTLE Spring 2014 Workshop with Dr. Christopher Deneen, HKU Faculty of Education, 27 Feb. 2014 (Thu.), 10:00 a.m. – 11:30 a.m., RG-02, University of Macau, Taipa, Macau

##### Recognizing Students with Special Needs & Knowing What to Do

CTLE Spring 2014 Workshop with Mr. Elvo Sou, 19 Feb. 2014 (Wed.), 12:15 – 1:45 p.m., RG-07, University of Macau, Taipa, Macau

##### Embedded and Transformative Assessment through E-Learning: Possibilities and Hurdles

CTLE Spring 2014 Workshop with Professor Nancy Law, HKU Faculty of Education, 14 Feb. 2014 (Thu.), 02:30 p.m. – 03:45 p.m., RG-02, University of Macau, Taipa, Macau

##### Starting Right – Putting Theory into Practice

CTLE Spring 2014 Workshop with Professor Spencer Benson, 22 Jan. 2014 (Wed.), 12:15 pm - 01:45 pm, RG-07, University of Macau, Taipa, Macau

##### e-Portfolios for Engaging and Assessing Students Creatively: Examples from Practice

CTLE Fall 2013 Workshop with Professor David Kennedy, 12 Dec. 2013 (Thu.), 02:15 pm - 03:45 pm, RG-09, University of Macau, Taipa, Macau

Document Your Teaching: Its Expected!

CTLE Fall 2013 Workshop with Professor Gertina J. Van Schalkwyk, 04 Dec. 2013 (Wed.), 12:15 pm - 01:45 pm, RG-07, University of Macau, Taipa, Macau

Scholarship in Teaching: Is More than Being a Good Teacher

CTLE Fall 2013 Workshop with Professor Spencer Benson, 20 Nov. 2013 (Wed.), 12:15 pm - 01:45 pm, RG-07, University of Macau, Taipa, Macau

Instructional Design for Successful Web-Enhanced Courses: Using the Power of Multimedia to Engage Students

CTLE Fall 2013 Workshop with Professor Brenda C. Litchfield, 06 Nov. 2013 (Wed.), 12:15 pm - 01:45 pm, RG-07, University of Macau, Taipa, Macau

Authentic Assessment: Understanding What Students Really Know and Can Do Beyond Multiple-Choice Tests

CTLE Fall 2013 Workshop with Dr. Evelyn J. Doman, Ms. Alice S. Lee and Ms. Miranda Sin I Ma , 30 Oct. 2013 (Wed.), 12:15 pm - 01:45 pm, RG-07, University of Macau, Taipa, Macau

Documenting Learning with Student e-Portfolios – Reflection, Inquiry, and Assessment

CTLE Fall 2013 Workshop with Dr. Kam Hou Vat, 23 Oct. 2013 (Wed.), 12:15 pm - 01:45 pm, RG-07, University of Macau, Taipa, Macau

Assessment Conference 2014, 15-16 Jan. 2014, Hong Kong, organized by Assessment Research Center, Hong Kong Institute of Education.

CITE Research Symposium 2014 (CITER2014), 13-14 Jun. 2014, Hong Kong, organized by the Center for Information Technology in Education (CITE), from Faculty of Education, The University of Hong Kong.

HERSDA2014 Conference (Higher Education Research and Development Society of Australia), 7-10, JUL. 2014, Hong Kong, organized by HERSDA (Hong Kong Branch) and Center for Holistic Teaching and Learning, Hong Kong Baptist University.

本學年研究計劃 / Research Projects of Current Academic Year

校內研究計劃 / Internal Research Projects

題目/Title:	Towards a Framework of Organizational Knowledge Synthesis
計劃編號/Project Code:	FST SE-2005-05
有否獲得撥款/ Funding Received:	
撥款機構/計劃 (如有)/ Funding Body/ Scheme (if any):	
本財政年度撥出款項/ Funding Amount in the Current Fiscal Year:	
參與計劃角色/Role in the Project:	Principal Investigator
參與計劃百分比/Participation in %:	100
備註/Remarks:	I have not applied for any research grant for this project.

<p>題目/Title: Conceiving Knowledge Processes in Support of Communities of Practice: The IS Design Challenge for Learning Organizations</p> <p>計劃編號/Project Code: FST SE-2005-06</p> <p>有否獲得撥款/ Funding Received:</p> <p>撥款機構/計劃 (如有)/ Funding Body/ Scheme (if any):</p> <p>本財政年度撥出款項/ Funding Amount in the Current Fiscal Year:</p> <p>參與計劃角色/Role in the Project: Principal Investigator</p> <p>參與計劃百分比/Participation in %: 100</p> <p>備註/Remarks: I have not applied for any research grant for this project.</p>
<p>題目/Title: Teaching a Collaborative Model of IS Development through Problem-Based Learning</p> <p>計劃編號/Project Code: FST SE-2005-07</p> <p>有否獲得撥款/ Funding Received:</p> <p>撥款機構/計劃 (如有)/ Funding Body/ Scheme (if any):</p> <p>本財政年度撥出款項/ Funding Amount in the Current Fiscal Year:</p> <p>參與計劃角色/Role in the Project: Principal Investigator</p> <p>參與計劃百分比/Participation in %: 100</p> <p>備註/Remarks: I have not applied for any research grant for this project.</p>
<p>題目/Title: Developing a Learning Organization Model for Problem-Based Learning: The Emergent Lesson of Education from the IT Trenches</p> <p>計劃編號/Project Code: FST SE-2005-08</p> <p>有否獲得撥款/ Funding Received:</p> <p>撥款機構/計劃 (如有)/ Funding Body/ Scheme (if any):</p> <p>本財政年度撥出款項/ Funding Amount in the Current Fiscal Year:</p> <p>參與計劃角色/Role in the Project: Principal Investigator</p> <p>參與計劃百分比/Participation in %: 100</p> <p>備註/Remarks: I have not applied for any research grant for this project.</p>

題目/Title:	A De-marginalized View of Universities as Virtual Organizations from a Pedagogical Re-engineering Perspective
計劃編號/Project Code:	FST-SE-2006-05
有否獲得撥款/ Funding Received:	
撥款機構/計劃 (如有)/ Funding Body/ Scheme (if any):	
本財政年度撥出款項/ Funding Amount in the Current Fiscal Year:	
參與計劃角色/Role in the Project:	Principal Investigator
參與計劃百分比/Participation in %:	100
備註/Remarks:	I have not applied for any research grant for this project.

題目/Title:	Integrating Soft Systems Mehtodology into the Teaching of Human-Computer Interaction: A Constructivist Design Based on Problem-Based Learning
計劃編號/Project Code:	FST-SE-2006-02
有否獲得撥款/ Funding Received:	
撥款機構/計劃 (如有)/ Funding Body/ Scheme (if any):	
本財政年度撥出款項/ Funding Amount in the Current Fiscal Year:	
參與計劃角色/Role in the Project:	Principal Investigator
參與計劃百分比/Participation in %:	100
備註/Remarks:	I have not applied for any research grant for this project.

題目/Title:	ePortfolio and Pedagogical Change for Virtual University
計劃編號/Project Code:	FST SE-2007-01
有否獲得撥款/ Funding Received:	
撥款機構/計劃 (如有)/ Funding Body/ Scheme (if any):	
本財政年度撥出款項/ Funding Amount in the Current Fiscal Year:	
參與計劃角色/Role in the Project:	Principal Investigator
參與計劃百分比/Participation in %:	100
備註/Remarks:	I have not applied for any research grant for this project.

題目/Title:	An ePortfolio Scheme of Flexible Online Learning
計劃編號/Project Code:	FST SE-2007-02
有否獲得撥款/ Funding Received:	
撥款機構/計劃 (如有)/ Funding Body/ Scheme (if any):	
本財政年度撥出款項/ Funding Amount in the Current Fiscal Year:	
參與計劃角色/Role in the Project:	Principal Investigator
參與計劃百分比/Participation in %:	100
備註/Remarks:	I have not applied for any research grant for this project.
題目/Title:	OMIS-Based Collaboration with Service-Oriented Design
計劃編號/Project Code:	FST SE-2007-03
有否獲得撥款/ Funding Received:	
撥款機構/計劃 (如有)/ Funding Body/ Scheme (if any):	
本財政年度撥出款項/ Funding Amount in the Current Fiscal Year:	
參與計劃角色/Role in the Project:	Principal Investigator
參與計劃百分比/Participation in %:	100
備註/Remarks:	I have not applied for any research grant for this project.
題目/Title:	Developing REALSpace - Discourse on a Student-Centered Creative Knowledge Environment for Virtual Communities of Learning
計劃編號/Project Code:	FST SE-2008-01
有否獲得撥款/ Funding Received:	
撥款機構/計劃 (如有)/ Funding Body/ Scheme (if any):	
本財政年度撥出款項/ Funding Amount in the Current Fiscal Year:	\$ .00
參與計劃角色/Role in the Project:	Principal Investigator
參與計劃百分比/Participation in %:	100
備註/Remarks:	I have not applied for any research grant for this project.

題目/Title:	The Generative Potential of Appreciative Inquiry for CoP: The Virtual Enterprise's Emergent Knowledge Model
計劃編號/Project Code:	FST SE-2008-02
有否獲得撥款/ Funding Received:	
撥款機構/計劃 (如有)/ Funding Body/ Scheme (if any):	
本財政年度撥出款項/ Funding Amount in the Current Fiscal Year:	\$ .00
參與計劃角色/Role in the Project:	Principal Investigator
參與計劃百分比/Participation in %:	100
備註/Remarks:	I have not applied for any research grant for this project.

題目/Title:	The e-Governance Concerns in Digitizing Knowledge Portfolios for Effective Performance Improvement
計劃編號/Project Code:	FST SE-2008-03
有否獲得撥款/ Funding Received:	
撥款機構/計劃 (如有)/ Funding Body/ Scheme (if any):	
本財政年度撥出款項/ Funding Amount in the Current Fiscal Year:	\$ .00
參與計劃角色/Role in the Project:	Principal Investigator
參與計劃百分比/Participation in %:	100
備註/Remarks:	I have not applied for any research grant for this project.

題目/Title:	The Generative Potential of Appreciative Inquiry as an Essential Social Dimension of the Semantic Web
計劃編號/Project Code:	FST SE-2008-04
有否獲得撥款/ Funding Received:	
撥款機構/計劃 (如有)/ Funding Body/ Scheme (if any):	
本財政年度撥出款項/ Funding Amount in the Current Fiscal Year:	\$ .00
參與計劃角色/Role in the Project:	Principal Investigator
參與計劃百分比/Participation in %:	100
備註/Remarks:	I have not applied for any research grant for this project.

題目/Title:	Appreciative Sharing as an Organizational Approach to Enable Knowledge Work
計劃編號/Project Code:	FST SE-2008-05
有否獲得撥款/ Funding Received:	
撥款機構/計劃 (如有)/ Funding Body/ Scheme (if any):	
本財政年度撥出款項/ Funding Amount in the Current Fiscal Year:	
參與計劃角色/Role in the Project:	Principal Investigator
參與計劃百分比/Participation in %:	100
備註/Remarks:	I have not applied for any research grant for this project.

### 本學年著作出版 / Publications of Current Academic Year

#### 書籍課題 / Chapters in Book

書籍名稱/Book Title:	Encyclopedia of Information Science and Technology, Third Edition (10 Volumes)
出版社名稱/Name of Publisher:	IGI Global
出版年份/Year of Publication:	31/07/2014
ISBN:	978-1-4666-5888-2
課題名稱/Chapter Title:	Developing Appreciative College Experience with Personal Learning Networks
頁數編號/Page No.:	3608 - 3616
備註/Remarks:	<a href="http://www.igi-global.com/book/encyclopedia-information-science-technology/76156">http://www.igi-global.com/book/encyclopedia-information-science-technology/76156</a>

其他出版/學術著作 / Other Publications/Scholarly Work (如研究報告, 在報章或雜誌發表的文章等。 / Such as research reports, articles in newspaper, magazines, etc.)

文章題目 Title of Article	發表媒體 Media	出版日期 Date of Publication
Vat, K.H. (2014), "Empowering Student Learning with Personal Learning Networks for Appreciative College Experience," presented in Higher Education Research and Development Society of Australia (HERDSA) Conference 2014, Higher Education in a Globalized World (Showcase Presentation #278). July 7-10, 2014: Hong Kong Baptist University, Hong Kong.	Presentation - PPT	2014

### 服務 / Service

#### 委員會工作 / Committee Work (請先列出校內委員會工作 / List Internal First)

委員會名稱 Name of Committee	校內 / 校外 Internal / External	角色 / 職稱 Role / Position
Member of the NCP (New Campus Project) Task Force in Faculties Buildings and Learning Facilities	I	Review and feedback on design ideas on campus learning commons and facilities
Member (CTLE Representative) of the IETC Standing Committee (up to 2010DEC31)	I	Review and propose educational technologies to enhance teaching and learning



Member of Departmental General Education Committee (Computer & Information Science)	I	Sort out the issues of General Education courses offered under FST-DCIS
Member of Departmental Program Accreditation Committee (Computer & Information Science)	I	Sort out the issues regarding program accreditation (HKIE and ABET)
Associate Editor, Journal of Information Technology Education: Research (JITE: Research - ISSN:1539-3585)	E	Review and compile critical reviews to make accept/reject decisions on manuscripts submitted
Member of Editorial Advisory Board for the Handbook of Research on E-Government Readiness for Information and Service Exchange: Utilizing Progressive Information Communication Technologies	E	Help review manuscript submitted for publication consideration and advise on the quality of the work
Member of Editorial Advisory Board for Cases on Adoption, Diffusion and Evaluation of Global E-Governance Systems: Impact at the Grass Roots, edited by Hakikur Rahman, and published by IGI Global	E	Help review manuscript submitted for publication consideration and advise on the quality of the work
Member of Editorial Advisory Board for Cases on SMEs and Open Innovation: Applications and Investigations ( <a href="http://www.igi-global.com/requests/details.asp?ID=845">http://www.igi-global.com/requests/details.asp?ID=845</a> ) edited by Hakikur Rahman and I. Ramos	E	Help review manuscript submitted for publication consideration and advise on the quality of the work
Member of Editorial Review Board for Informing Science: The International Journal of an Emerging Discipline (ISSN 1521-4672) ( <a href="http://inform.nu">http://inform.nu</a> ), published by Informing Science Institute, USA	E	Help review manuscript submitted for publication consideration and advise on the quality of the work
Member of Editorial Review Board for the Journal of Information, Information Technology and Organization (ISSN 1557-1335) ( <a href="http://jiito.org">http://jiito.org</a> ), published by Informing Science Institute, USA	E	Help review manuscript submitted for publication consideration and advise on the quality of the work
Member of Editorial Review Board for the Interdisciplinary Journal of Information, Knowledge and Management (ISSN 1555-1237) ( <a href="http://ijikm.org">http://ijikm.org</a> ), published by Informing Science Institute, USA	E	Help review manuscript submitted for publication consideration and advise on the quality of the work
Member of Editorial Review Board for Information and Communication Technologies for the Advanced Enterprise: An International Journal (ISSN 1647-1407) ( <a href="http://www.ict4ae.org">http://www.ict4ae.org</a> ), published by IPCA	E	Help review manuscript submitted for publication consideration and advise on the quality of the work
Member of Editorial Review Board for the International Journal of ePortfolio (IJeP ISSN 2157-622X) ( <a href="http://www.theijep.com/about.html">http://www.theijep.com/about.html</a> ) published by VirginiaTech	E	Help review manuscript submitted for publication consideration and advise on the quality of the work
Member of Editorial Review Board for the International Journal of E-Adoption (ISSN 1937-9633) ( <a href="http://www.igi-global.com/journals/details.asp?ID=7767">http://www.igi-global.com/journals/details.asp?ID=7767</a> ), published by IRMA, USA	E	Help review manuscript submitted for publication consideration and advise on the quality of the work
Member of Editorial Review Board for the Journal of Information Systems Education (JISE ISSN 1055-3096) ( <a href="http://jise.org/index.htm">http://jise.org/index.htm</a> ), published by the Education Special Interest Group (EDSIG) of AITP	E	Help review manuscript submitted for publication consideration and advise on the quality of the work
Associate Editor, Journal of Information Technology Education: Innovations in Practice (JITE: IIP - ISSN: 2165-316X)	E	Review and compile critical reviews to make accept/reject decisions on manuscripts submitted
Member of the Editorial Advisory Board of Ethical Data Mining Applications for Socio-Economic Development edited by Hakikur Rahman and Isabel Ramos, published by IGI Global Inc.(Hershey, PA, US)	E	Help review manuscript submitted for publication consideration and advise on the quality of the work

大學學生生活及發展服務 (包括為住宿式書院提供的服務) / University Student Life and Development Service (including service in Residential Colleges)

請在以下部份填寫閣下於本學年提供之大學學生生活及發展服務 (包括為住宿式書院提供的服務)。

Please write in this part the University Student Life and Development Service (including service in Residential Colleges) you provided in the current academic year.

I have been a mentor for our University of Macau Christian Fellowship (UMCF) - a student organization registered under UM Student Body (since 1981), to help develop caring services for mainland Chinese students since Fall-2012. Activities organized in the past academic year, with my involvement include: Orientation activities in 2013SEP, Thanksgiving Dinner on 2013NOV, Christmas Encounter to Macau Heritage sites and Churches in 2013DEC, and Passover Connections in 2014APR.

In particular, in order to care better for the needs of our mainland Chinese students, I did offer an interest-based class entitled "Relationships 101" in the fall of 2013, a continuation of "Success 101" in the fall of 2012, in response to the request from our UMCF students. I called this an informal study group (ISG), meeting every Friday evening from 06:30 pm to 08:00 pm at RG07. Here is the YouTube link to our first meeting: [http://youtu.be/MaHPIL\\_5RG0](http://youtu.be/MaHPIL_5RG0)

Because of the experience accrued in "Success 101", the interest-based class offered this past fall 2013 entitled "Relationships 101" explores the possible ways to create a caring student-centered environment for living, loving, and learning within the UM campus. The essential questions of interest include the following:

Why are relationships important to success?  
What do I need to know about others?  
How can I connect with people?  
How can I build trust with others?  
What is my most important relationships in life?

Starting in the Spring-2014 semester, I also get involved into helping our Shiu Pong College, as a volunteer, connecting SPC College Master, Professor Kenneth W.Y. Leung, with different local NGOs, K-12 schools and Christian churches, in an attempt to develop a healthy and useful network of cooperation and collaboration to serve our students' living and learning needs at the University of Macau. I should enhance my role at SPC, as an important part of my service at UM, in the coming academic year. In particular, I will resort to my expertise in e-learning (ICTs in education) to develop different student services according to the needs of SPC as communicated by Professor Kenneth Leung.

In particular, to help broaden the horizons of our resident students, including those at SPC, I have networked with Dr. Sherilyn Emberton, President of Huntington University from the States for possible exchange program(s), and invited her to visit our new campus at Hengqin, and our SPC, on 2014MAR21, with the support of Professor Haydn Chen, Vice Rector (Student Affairs). In the luncheon fellowship for Dr. Emberton and her associates, hosted by Professor Chen, there were many heads from different schools and NGOs in Macau attending, interacting with Professor Kenneth Leung, SPC College Master, and establishing connections for future student development possibilities with SPC. More importantly, an MoU between University of Macau, and Huntington University is being drafted with the direct participation of Professor Kenneth Leung, to create opportunities of exchange programs in student development. Hopefully, the signing of this MoU will be ready by the end of this year (2014).

It is surely another growing experience of mine in the making. I personally enjoy such student development service(s) as suggested by our UM 10-year strategic statement released earlier last year.

為大學提供的其他服務/ Other University Service

請在以下部份填寫閣下為大學提供的其他服務 (即委員會工作和大學學生生活及發展以外的服務)。

Please write in this part other university service you provided which cannot be included under Committee Work and University Student Life & Development Service.

Coordinator of Blended Learning and Technology Development (CTLE) (2012NOV - 2014JUN)

Main Tasks and Responsibilities include:  
Developing faculty members in blended learning development and assessment;  
Performing pedagogical, action and institutional research in blended learning;

Advising on designing, developing, and assessing related blended learning projects in various programs of interest: disciplinary, general education, and living-and-learning (residential college);  
Conducting collegial inquiry in areas including:  
- teaching and learning with innovative pedagogies and technologies  
- learning space (virtual and physical) design, development, and evaluation  
- Scholarship of Teaching and Learning research in assessing for student learning;  
Steering investigation and selection of related educational technologies and software (such as Moodle, Mahara, Sakai CLE/OAE):  
- to facilitate teaching and learning online and face-to-face  
- to keep electronic evidence of teaching and learning activities  
- to develop electronic teaching portfolios for academic staff  
- to develop electronic learning portfolios for students  
- to develop electronic performance portfolios for faculty evaluation system;  
Initiating and managing relevant group-based project work to support collaboration among different organization units at the university, in any of the areas mentioned above;  
Any other emergent duties deemed relevant to this CTLE coordinator role.

On July 18, 2014, I helped, in response to the invitation from Professor Jianxia DU, Director, Center for Information and Communications Technologies in Education (CICTE), Faculty of Education, University of Macau, deliver a 6-hour ICT-in-Education seminar to a group of 30 IT Coordinators (teachers) from different K-12 schools in Macau. This seminar was sponsored by the education bureau (DSEJ) of the Macau SAR Government. According to Professor Du, I was invited because of my outstanding accomplishments and contributions in the area of information technology in education, and because of my continuing support to CICTE over the past years.

Web Link: <http://2014JUL18.pbworks.com>

#### 社會相關的服務 / Community-Related Service

請在以下部份填寫閣下於本學年為社會提供的服務。

Please write in this part the community-related service you provided in the current academic year.

From 2013NOV to 2014APR (still ongoing), I helped organize the first-ever series of Reading-Of-Tomorrow (ROT) seminars in Macau and field trips in Hong Kong for school principals and teachers from different K-12 schools in Macau to join. This program, collaborated with Professor Tak-Wai CHAN, Director, Research Center for the Science and Technology for Learning, National Central University, Taiwan, is meant to create the future leaders of Macau by starting right in their primary years through a Modeled-Silent-Sustainable-Reading (MSSR) cultivation program integrating different ICTs into the learning development for our school kids. The core principals in the Macau ROT-2013/2014 network of schools include:

#### Reading-Of-Tomorrow Seminars in Macau

Dr. K.F. Kou, Ray (Principal) + related staff from Pui Ching Middle School, Macau  
Dr. C.K. Chan, Eric (Principal) + related staff from Sheng Kung Hui Choi Kou School, Macau  
Mr. C.K. Lei, Jon (Principal) + related staff from Macau Baptist College (MBC), Macau  
Ms. I Fan Lai (Principal) + related staff from Colegio Dom Bosco (Yuet Wah), Macau  
Fr. Alex Salcedo, PhD (Principal) + related staff from Saint Paul School, Macau

The video records of the ROT seminars in Macau could be viewed via the following YouTube links:

Reading for Tomorrow 2013NOV11 Saint Paul School, Macau - [http://youtu.be/Na58FXsre\\_g](http://youtu.be/Na58FXsre_g)  
Reading for Tomorrow 2013NOV11 Macau Baptist College - <http://youtu.be/6nPrha1pNOK>  
Reading for Tomorrow 2013NOV12 Sheng Kung Hui Choi Kou School - <http://youtu.be/2kl9Se9BHEI>  
Reading for Tomorrow 2013NOV12 Pui Ching Middle School - <http://youtu.be/xDJTY4w5NrA>

#### Reading-Of-Tomorrow Field Trips in Hong Kong

##### From Macau

Dr. C.K. Chan, Eric (Principal) + related staff from Sheng Kung Hui Choi Kou School, Macau  
Mr. C.K. Lei, Jon (Principal) + related staff from Macau Baptist College (MBC), Macau  
Ms. I Fan Lai (Principal) + related staff from Colegio Dom Bosco (Yuet Wah), Macau

To Hong Kong

Reading-Of-Tomorrow School Vist - Ma On Shan Ling Liang Primary School on 2014APR04 - <http://youtu.be/0WS7ifvGxME>

Reading-Of-Tomorrow Sequel Seminar - Marymount Primary School on 2014MAR26: Part 1 - [http://youtu.be/67NosyaGO\\_A](http://youtu.be/67NosyaGO_A) | Part 2 - <http://youtu.be/F2JJbmqplCo>

**專業服務 / Professional Service**

請在以下部份填寫閣下於本學年提供的專業服務。

Please write in this part the professional service you provided in the current academic year.

Associate Editor, Journal of Information Technology Education: Research (JITE: Research - ISSN:1539-3585) (<http://www.informingscience.us/icarus/journals/jiteresearch/>), Informing Science Institute, USA.

Associate Editor, Journal of Information Technology Education: Innovations in Practice (JITE: IIP - ISSN: 2165-316X) (<http://www.informingscience.us/icarus/journals/jiteiip/>), Informing Science Institute, USA.

Performed manuscript reviews from the following journals and conferences:

International Journal of E-Adoption

(ISSN 1937-9633) (<http://www.igi-global.com/journals/details.asp?ID=7767>), published by IRMA;

Informing Science: The International Journal of an Emerging Discipline

(ISSN 1521-4672) (<http://inform.nu>), published by ISI;

Journal of Information, Information Technology and Organization

(ISSN 1557-1327) (<http://www.iiakm.org/jiito/>), published by IIAKM;

Interdisciplinary Journal of Information, Knowledge and Management

(ISSN 1555-1237) (<http://ijikm.org>), published by ISI;

International Journal of Doctoral Studies (IJDS)

(ISSN 1556-8873) (<http://www.ijds.org/>), published by ISI;

Interdisciplinary Journal of E-Learning and Learning Objects (IJELLO)

(ISSN 1552-2237) (<http://www.ijello.org/>), published by ISI;

Information and Communication Technologies for the Advanced Enterprise: An International Journal

(ISSN 1647-1407) (<http://www.ict4ae.org>), published by IPCA.

International Journal of ePortfolio

(IJeP ISSN 2157-622X) (<http://www.theijep.com/about.html>) published by the

Center for Instructional Development and Educational Research in the

Office of Undergraduate Education at VirginiaTech

Journal of Information Systems Education

(JISE ISSN 1055-3096) (<http://jise.org/index.htm>), published by the

Education Special Interest Group (EDSIG) of the

Association of Information Technology Professionals (AITP)

The Annual (39th, 40th, 41st, 42nd, 43rd, 44th and 45th) ACM Technical Symposium for Computer Science Education

(SIGCSE2008, 2009, 2010, 2011, 2012, 2013, 2014);

## 其他 / Others

### 附加的報告和發展計劃 / Additional Reports and Development Plan

- 如有需要，可於此部分填寫未有包括在前部份的活動與成果報告，以及為未來學年制訂的發展計劃；
- 如閣下於本學年擔任基本學術單位 / 獨立學術單位副主管職位（如副院長 / 副主任 / 書院副院長兼輔導主任）或系主任職位，請就有就地位之活動與成果進行報告，並為擔任此職位的表現作自我評鑑，以及為未來學年制訂發展計劃；
- 如閣下正在修讀或計劃修讀博士課程，請在以下部份提供相關課程的詳細資料，如：大學名稱、修讀專業、預計畢業時間、修讀進度等。
- Please write in this part, if you wish, a report on your activities and achievements other than those provided previously, and a development plan for the upcoming academic year;
- If you have taken up an appointment as Associate / Deputy Head of Fundamental Academic Unit or Independent Academic Unit (e.g Associate Dean, Associate / Deputy Director, Associate Master and Chief of Students) or as Head of Department during the current academic year, please write a report on your activities and achievements with a self-assessment on your performance for the appointment; and a development plan for the upcoming academic year;
- For academic staff members who are undertaking or planning to undertake PhD courses, please provide the relevant detailed information, such as name of the institute, major / specialization, the expected completion date, progress of study, etc.

In my years ahead, I should remain strongly committed to the following two areas of UM's institutional growth: 1) e-learning development, including instructional design and learning development in the context of blended learning, and 2) educational research study, including program design, assessment and/or evaluation schemes in the context of student development, applicable to both curriculum and co-curriculum areas, such as living and learning programs in residential colleges. It is my conviction to contribute my expertise to see to the progression of these important areas, in my duties as an academic member of the University of Macau (UM). In particular, I should continue to dedicate my efforts in the contribution of the three essential tracks of teaching, research, and services, in the various roles assigned to me as a member of the UM family.

Teaching - I am fully committed to support the latest UM development strategy in the next 10 years, as released in 2012. In the context of learner-centered education, I will continue to develop effective educational practices (DEEP) to experiment with the outcomes-based teaching and learning (OBTL) mode of course delivery, keeping in mind the need to collect concrete evidence of student learning, in support of UM's continuous quality improvement (CQI) initiatives in elite undergraduate education. In particular, I am keen on increasing the emphasis (usage) of UMMoodle (and other promising supportive platforms) as our learning management system to help plan and deliver quality lessons throughout the semester, collect analytics of student learning, and keep important records of course happenings. Such an emphasis should form an emergent core of our institutional e-learning practice. More relevantly, in order to realize the potential of learner-centered education, (to develop student responsibility and initiative in higher learning), I gladly embrace the adoption of the Mahara system this fall 2014, as our student-centered electronic portfolio (e-portfolio) system, in support of students' personalized learning initiatives. I am more than happy and ready to experiment with such an e-portfolio system in my course delivery, in order to support UM's institutional commitment to assess for student learning. Besides, I am delighted to see that cultivating faculty/student learning community is an important item in UM's institutional development strategy in the next decade. Indeed, faculty learning communities (FLCs) are too essential to be marginalized amidst the challenges in teaching and learning enhancement in college education. This is a very forward-looking approach to do good in college education - my sincere appreciations to our senior management to provide such a strategic vision in teaching and learning enhancement.

Research - There are several areas in the scholarship of discovery I would like to continue in the following years. Firstly, I have been studying the Purdue model of teaching and learning enhancement for undergraduate education since 2011. I am deeply impressed by their SIGNALS project to enable student responsibility through the use of Purdue's home-grown electronic learning management system (LMS). It is a platform which requires students to get involved in their study before, during, and after attending classes, instead of coming into the classrooms unprepared. It is an interesting signaling system to inform students of how much efforts they need to exert to become safe in their study based on what each student has actually done through the Purdue LMS system. Any student, enrolling in a peculiar course, is constantly reminded of what he or she needs to do more in order to stay on course to success. It is very stimulating and challenging based on a well-developed course study plan (different across courses and teachers). In Purdue, with the SIGNALS system to support learner-centered education, it is what students do in their learning, that matters! Such a system requires mining learning analytics from individual students from their activities in the e-learning platform, from start of the semester to end. The reason why Hong Kong Baptist University is encouraging their academic members to use Blackboard besides Moodle, is exactly Blackboard's ability to provide such analytics for further analysis of student efforts to signal students when they need to put in more efforts. Secondly, I am deeply concerned with the current student evaluation of course enactment. It looks like such a student evaluation of course enactment has become the only measure of teaching effectiveness as related to the teaching evaluation of a faculty member, at least as I personally experienced in my department. Research in the education literature has shown that faculty evaluation of teaching performance must be based on other essential data acquired from learning design, lessons plans, learning materials produced, student learning analytics mined, course enactment concerns, learning evidence produced, peer review of teaching in class (mostly videos recorded), peer review of course materials, peer review of student work, comparison of materials and evidence gathered with benchmarks from other institutions, as well as interviews of the targeted faculty member, of the support team, and of the HoD, regarding the perceived contributions produced by the related faculty member, in the related semester, in the overall curriculum of the undergraduate study program. Such a process is no less rigorous than the peer review of a journal article, mostly done by a team of five to seven established scholars in the field (not from the same institution/department/center), to

conclude if such a journal article has potential to make significant contributions in the field. Similar rigor must be applied in the faculty evaluation of teaching (or rather student learning since UM is adopting a learner-centered approach in education), before we could consider the result sufficient for such purpose as promotion consideration or personnel matters. I believe that a first-rate university is obliged to consider these research areas seriously so as to be accountable to the local community, in terms of cultivating the future talents of worth to the society. To put things into perspective, I need to put more efforts into doing the organizational analysis and modeling of our college system, mostly along the line of soft systems analysis, and applying the expertise of soft systems methodology (SSM) along with scenario-based design (SBD) seems most appropriate to document the findings involved.

Services - Besides teaching and research, I am personally committed to continue my services in a few specific areas in the coming years: Firstly, I am grateful to have completed my term (2012NOV - 2014JUN) of "Coordinator of Blended Learning and Technology Development" at the Center for Teaching and Learning Enhancement (CTLE) to help advance the electronic learning and teaching landscape at the University. My CTLE role has been a change agent to bring about more faculty members' willingness to adopt pedagogically sound technology in teaching and learning, so as to enhance students' meaningful learning. I am already earning different students' buy-in to design their best learning experience in order to get the most of their college years. I have been keen on setting up different conversations groups to outreach to different colleagues and students, in order to build collaboration for plausible future endeavor in teaching and learning enhancement, presumably welcomed by the University. I believe that I have been doing a solid job in contributing to the learning community movement as suggested by UM's latest 10-year strategy. Secondly, I have been collaborating with a number of K-12 schools in Macau, to help advance the local e-Learning landscape of primary and secondary schooling. I am grateful that many a school principal has accepted my invitation to form the informal RTM (Round-Table-Meetings) and ROT (Reading-Of-Tomorrow) network(s) of schools in Macau, to convene periodically to have round-table-meetings to discuss different issues of applying ICTs to K-12 education in their respective schools. So far, we have had five round-table-meetings since 2012, and three field trips to different schools in Hong Kong, with the participation of principals and teachers from more than 8 schools in Macau. Through these round-table-meetings and field trips, I have also established some servant-leader relationships (collaboration) with those schools and the following academic and research units both inside and outside of the University of Macau, and Macau itself: Research Center for the Science and Technology for Learning, National Central University, Taiwan; Department of Mathematics and Information Technology, Hong Kong Institute of Education; Center for Information Technology in Education, University of Hong Kong; Center for Information and Communications Technology in Education, University of Macau; Association of Information Technology Leaders in Education (AiTLE), Hong Kong; eLearning Consortium (eLC), Hong Kong, and various school-based Centers of Excellence in applying ICTs in education in Hong Kong - they are mostly primary schools pioneering HK-EDB (Education Bureau) e-learning schemes over the past 5 to 10 years, and have played essential collaborative role to help other schools to grow into their e-learning endeavors. Thirdly, I am so grateful that our University now has a new campus and an exciting Residential College System (RCS), to help nurture the future generation of talents in Macau and beyond. This is an exciting moment to see UM's innovative college campus function in Macau (already moving part of Hengqin to Macau), offering world-class college living, loving, and learning experience to Macau students. I am committed from the bottom of my heart, to offer my time and energy in whatever way deemed appropriate to help realize UM's mission of holistic student development, in providing whole-person education to our students through the 4-in-1 model of elite undergraduate program, especially brightened by our residential colleges.

With that note, I have to conclude my brief report in this year 2013/2014, with a sincere "thank you" to the continuous support and opportunities bestowed on me throughout my years of services - living and learning - at the University of Macau.

Sincerely,

Vat

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*- End of Report -*