

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) 2012/2013
 學術單位/Academic Unit FACULTY OF SCIENCE AND TECHNOLOGY
 職位/Post SENIOR INSTRUCTOR
 其他職位/Additional Post(s) Coordinator of Blended Learning and Technology Development, CTLE
 學術類型/Academic Track No Academic Track Needed
 遞交報告時間/Report Submission Date 27/08/2013 21:30

教授課程、指導論文及專業培訓活動 Courses Taught, Theses Supervised & Professional Development Activities

2012/2013 學年之第一學期

First Semester of Academic Year 2012/2013

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, 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			

2012/2013 學年之第二學期

Second Semester of Academic Year 2012/2013

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	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			

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.

On July 13-14, 2013, I participated in the Student Affairs Forum of the University of Macau 2013, and presented a paper entitled below, and won the outstanding paper award, with certificate presented by the Dean, Professor Xitao FAN, Faculty of Education, on July 14, 2013. Certificate already filed in Human Resources Department.

Vat, K.H. (2013), "Appreciative Coaching for RC-Based Learning Communities with a Caring Perspective," presented and granted the Outstanding Paper Award in the Student Affairs Forum of the University of Macau 2013, July 13-14, 2013, University of Macau, Macau

On June 18, 2013, I participated in a 6-hour seminar entitled "Inquiry-based Learning in Mathematics and e-Learning in Green and Cloud Computing Environment" held by the Department of Mathematics and Information Technology, Faculty of Liberal Arts and Social Sciences, at the Hong Kong Institute of Education. Certificate already filed in the Human Resources Department.

In May 2013, I completed a 2-week professional development workshop entitled "Adult First Aid Training" held by the Macau Red Cross, in coordination with our Human Resources Department. Certificate already filed in the Human Resources Department.

On May 10-11, 2013, I participated in the annual research symposium held by the Center for Information Technology in Education (CITE) at the University of Hong Kong, Hong Kong, and I contributed two important professional development activities in this CITERS2013 Research Symposium (<http://citers2013.cite.hku.hk/en/index.htm>): Certificate already filed in the Human Resources Department.

Vat, K.H., Brown, D., Lei, C.K., Salcedo, A., Kuok, K.M., Ha, C.H., Li, Andy, & Du, Jianxia (2013), "Advancing e-Learning Landscape in Macau's K-12 Schooling: Challenges in the 21st Century," presented in the CITE Research Symposium 2013 (http://citers2013.cite.hku.hk/en/paper_600.htm), May 10-11, University of Hong Kong, Hong Kong.

Member of the Closing Panel Discussion "Partnership to Transform Learning through Technologies", chaired by Professor Nancy LAW, in the CITE Research Symposium 2013 (<http://citers2013.cite.hku.hk/en/closing-panel.htm>), May 10-11, University of Hong Kong, Hong Kong.

On March 14, 2013, I participated in a professional development event (CITE Retreat 2013) at the University of Hong Kong, under the invitation of Professor Nancy Law, Director of the Center for Information Technology in Education (CITE). I was there as a special guest, to learn of CITE's development (and to provide feedback) from 2013 to 2018, interacting with other related professionals and scholars in the field of applying learning technologies in both K12 and higher education arenas. According to Professor Nancy Law's comments, 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 CITE over the past years. I helped iron out some strategic planning issues for CITE's next five-year development during the event. Below is the copy of the invitation sent to me by Professor Nancy Law.

Dear Dr. Kam H. Vat,

Re: Invitation to CITE Retreat on 14 March 2013

On behalf of the Centre for Information Technology in Education (CITE) of the University of Hong Kong, I write to invite you to participate in the CITE retreat 2013 as our special guest. The focus of the retreat is on strategic planning of CITE for 2013-2018. It will be held on 14 March 2013 (Thu) at 9:30am – 2:00pm (lunch included) in the newly renovated space of the Faculty of Education on 8/F, Meng Wah Complex, The University of Hong Kong.

The vision for CITE when it was established 15 years ago was Extending the Frontiers of Learning with Information Technology. Building on its 10 years of experience and achievements, CITE further focused its vision at its 10th anniversary retreat to Empowering Communities and Transforming Learning. This vision has and will continue to guide all facets of our work in CITE. At the same time, we feel that we should be taking stock of what we have accomplished in the context of wider changes in the educational scene and beyond, locally and internationally, and on that basis, to set clear strategic goals, targets and partnerships that will take us to our twentieth anniversary. We are asking you to help us in this strategic exercise by joining us in our CITE Retreat 2013. You are invited because of your outstanding accomplishments and contributions in the area of information technology in education, and because of your continuing support to CITE over the past years. Your wisdom and insight will be very valuable to us as we chart our way forward.

We would be most grateful if you could let us know your interest and availability for this event by completing the online form at http://www.cite.hku.hk/retreat2013_reply.htm before 4 March 2013 (Monday). Should you have any queries, please feel free to contact Ms. Candy Leung, Executive Officer of CITE, at 2857 8540.

Thank you very much for your kind attention.

Yours sincerely,

Prof. Nancy Law

Director, CITE
Centre for Information Technology in Education (CITE)
Faculty of Education
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The University of Hong Kong
Pokfulam Road, Hong Kong
Tel: (852) 2241-5325
Fax: (852) 2517-7194
Email: cite@hku.hk
Website: www.cite.hku.hk

In the academic year of 2011/2012, I completed two CTLE (Center for Teaching and Learning Enhancement) professional development programs (two semesters) respectively entitled below: Certificates already filed in our Human Resources Department.

"General Education and Whole Person Teaching" (2011/2012 Semester 1 and Semester 2)

"Integrating Pedagogy and Technology through Research" (2011/2012 Semester 1 and Semester 2)

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.
題目/Title:	Conceiving Knowledge Processes in Support of Communities of Practice: The IS Design Challenge for Learning Organizations
計劃編號/Project Code:	FST SE-2005-06
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:	Teaching a Collaborative Model of IS Development through Problem-Based Learning
計劃編號/Project Code:	FST SE-2005-07
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 a Learning Organization Model for Problem-Based Learning: The Emergent Lesson of Education from the IT Trenches
計劃編號/Project Code:	FST SE-2005-08
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:	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:	Ethical Data Mining Applications for Socio-Economic Development
出版社名稱/Name of Publisher:	Information Science Reference
出版年份/Year of Publication:	05/2013
ISBN:	978-1-46664-078-8
課題名稱/Chapter Title:	Measuring Student Learning Responsibly - A Learning Analytics Perspective with Web 2.0
頁數編號/Page No.:	230 - 259
備註/Remarks:	http://www.igi-global.com/book/ethical-data-mining-applications-socio/73551

會議論文 / Conference Proceedings

文章題目/Paper Title:	Appreciative Coaching for RC-Based Learning Communities with a Caring Perspective
研討會名稱/Name of Conference:	Student Affairs Forum of the University of Macau 2013
相應研究項目/Ref. to Research:	
研討會舉行城市/地區/Conference City/Place:	Macau

研討會舉行地點/Conference Venue:	University of Macau
研討會日期/Conference Date:	13/07/2013 - 14/07/2013
出版社名稱/Name of Publisher:	Faculty of Education, University of Macau
卷編號/Volume No.:	1
頁數編號/Page No.:	
作者(根據著作中的作者排序) / Authorship (as appeared in the publication):	1st author

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
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 (http://www.igi-global.com/requests/details.asp?ID=845) 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) (http://inform.nu), 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) (http://jiito.org), 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) (http://ijikm.org), 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) (http://www.ict4ae.org), 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) (http://www.theijep.com/about.html) published by VirginiaTech	E	Help review manuscript submitted for publication consideration and advise on the quality of the work
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 Editorial Review Board for the International Journal of E-Adoption (ISSN 1937-9633) (http://www.igi-global.com/journals/details.asp?ID=7767), 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) (http://jise.org/index.htm), 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
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: 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: BBQ activities in 2012SEP, Seminar on Christianity in 2012OCT, Thanksgiving Dinner on 2012NOV, Christmas Experience Visit to a Macau Church in 2012DEC, and Easter Connections in 2013APR.

In particular, in order to care better for the needs of our mainland Chinese students, I did offer an interest-based class entitled "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 afternoon from 12:30 pm to 02:00 pm at RG09. Here is the information used to promote this "Success 101" class delivered to recruit students into this ISG:

Dear Students of UM Family:

Welcome back after your summer holidays! And for those who are new to the University of Macau (UM), especially those from mainland China, my warmest welcome! This is Dr. Vat speaking – I am mostly addressed by my students as "Vat Sir", and I am a faculty member affiliated with the Department of Computer and Information Science (DCIS), under the Faculty of Science and Technology (FST). I am a member of the Staff Christian Fellowship at UM.

What you are reading is my first Luncheon Digest in the fall semester of 2012. It is a piece of sharing meant to get you involved in your living and learning at the University of Macau. Indeed, it is an invitation to you to come join our weekly luncheon conversations (in English about an hour) in the Learning Commons at the Research and Development Building. We have reserved a meeting room which is good for eight to ten students for this weekly gathering, with a simple brown-bag lunch.

And we are to share with one another whatever happens to us with a theme of loving interest. This fall, I have chosen an encompassing theme called "Success 101" to explore with you what you mean by success in your life, including your study at the University. Our first luncheon gathering starts on 2012AUG31 (12:30 pm – 01:45 pm) at one of the meeting rooms in our Learning Commons. So, come join us and makes some new friends.

Blessings,
Vat Sir
<http://www.fst.umac.mo/en/staff/fstkhv.html>

Success 101

This is an engaging topic, indeed. I can hardly imagine why we do not want to succeed in any endeavor of our living. Yet, what does it mean by "101"? Well, those of us who happened to have studied in the US, know that most freshman courses in a US college, end with the "101" tag, indicating that this is the beginning of our learning journey. So, I use the "Success 101" name as the beginning of your journeys into success. But, you must define what success is meant for you; what direction you should go to pursue your success story; what role failure should play in your success endeavor; and most of all: How do you get started?

As a volunteer facilitator in your living and learning at the University, I would suggest the following core questions to explore our success story together (with courtesy to John C. Maxwell):

- How well do I work with people?
- Do others find me trustworthy?
- How skilled am I in my work?
- Do I keep going when others do not?
- Am I striving to keep learning?

Besides introducing the above topics, I would also like to get you involved into thinking about your road to college success. This is mostly a personal issue of academic transformation, which is very important to your personal development for life and work. Indeed, there are many exciting things to share with one another: for example, asking essential questions, thinking critically and creatively, communicating clearly and collaborating effectively; honing teamwork skills, with group decision making, and proper time and self management. Oh, yeah! What does a good life mean to you? Or what does it mean by a life good to live? Do you have any aspirations to share with us? Any dreams to actualize! Come share with us on 2012AUG31 by sending me an e-mail (fstkhv@umac.mo) to register your seat!

YouTube Links to the first meeting to "Success 101" on 2012AUG31: Part 1 - <http://youtu.be/6f0cmjOWXP4> | Part 2 - http://youtu.be/x9Mkt_15xhQ

As an aside, because of the experience accrued in last fall, the interest-based class to be offered this fall 2013 is entitled "Relationships 101" exploring 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?

It is surely to be another conversational exchange experience in the making. I personally enjoy this student development service as suggested by our UM Christian Fellowship.

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 - 2013DEC)

Main Tasks and Responsibilities will 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 6, 2013, 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 38 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://2013JUL06.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 2012JUL to 2013JUL (still ongoing), I helped organize the first-ever series of Macau school principals' Round-Table-Meetings (RTM-2012/2013) to facilitate the study of applying ICTs in K-12 schooling in Macau. The core principals in the RTM-2012/2013 meetings include:

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
 Mr. Maung Sein Myint (Principal) + related staff from Yuet Wah College, Macau
 Mr. I.C. Leong (Principal) + related staff from Escola Secundaria Luso-Chinesa de Luis Gonzaga Gomes, Macau
 Fr. Alex Salcedo, PhD (Principal) + related staff from Saint Paul School, Macau
 Mr. David Brown (Principal) + related staff from Macau Anglican College (MAC)

The video records of the past five round-table-meetings could be viewed via the following YouTube links:

RTM-001-2012: <http://youtu.be/itAT34dulrs>
 RTM-002-2012: <http://youtu.be/1qDeKTT17yE> | <http://youtu.be/utyTTrFuXM>
 RTM-003-2012: <http://youtu.be/URpT1mji9gc>
 RTM-004-2013: <http://youtu.be/KjBSBGf6PHk>
 RTM-005-2013: http://youtu.be/hxKgl_oFXI8

On July 13, 2013, I helped organize at Pui Ching Middle School, the first-ever "Professional Development on e-Learning Workshop" for K-12 teachers in Macau, and modulate a round-table meeting, among principals and teachers from six different schools in Macau, together with some guests of honor from Hong Kong:

YouTube Link for the Round-Table-Meeting: http://youtu.be/hxKgl_oFXI8

Participants from Macau and Hong Kong in the Meeting: "Partnerships to Transform Macau's e-Learning Landscape"

Mr. K.M. Kouk (Vice Principal) + related staff from Pui Ching Middle School, Macau
Mr. C.K. Lei, Jon (Principal) + related staff from Macau Baptist College (MBC), Macau
Mr. Maung Sein Myint (Principal) + related staff from Yuet Wah College, Macau
Mr. I.C. Leong (Principal) + related staff from Escola Secundaria Luso-Chinesa de Luis Gonzaga Gomes, Macau
Fr. Alex Salcedo, PhD (Principal) + related staff from Saint Paul School, Macau
Ms. Lanny Thedy, Head of Kindergarten, Macau Anglican College (MAC)
Mr. Albert Wong, Chairman of AiTLE + Delegates from Hong Kong
Mr. Mang She, HK-EDB Architect of Hong Kong's e-Learning Pilot Schemes
Mr. M.S. Lau, Vice Principal, Yan Chai Hospital Wong Wha San Secondary School, Hong Kong
Mr. Andy Li, IT Panel Head, Salesian School, Hong Kong
Dr. Kam Vat, Center for Teaching and Learning Enhancement, University of Macau

On July 13, 2013, the event "Professional Development on e-Learning Workshop" for Macau K-12 teachers, was held at Pui Ching Middle School, Macau with the help of the Association of IT Leaders in Education (AiTLE) from Hong Kong. With thanksgiving, I managed to receive support from the principals of the following schools in Macau, to send teachers to join this event:

Escola Secundario Luso-Chinesa de Luis Gonzaga Gomes, Macau
Hou Kong Middles School, Macau
Macau Anglican College (MAC)
Macau Baptist College (MBC)
Pui Ching Middle School, Macau
Saint Paul School, Macau
Sheng Kung Hui Choi Kou School, Macau
Yuet Wah College (YWC), Macau

Web Link: <http://2013JUL13.pbworks.com>

On June 14, 2013, I contributed to the event "Field Trip to the Po Leung Kuk Chee Jing Yin Primary School (保良局朱正賢小學 http://www.plkcjy.edu.hk/sch_info.html) in Shatin (香港沙田博康村沙角街6D), New Territories, Hong, Kong, with a group of principals and teachers from six Macau schools". In particular, I helped organize and modulate the round-table-meeting among principals and teachers from both Po Leung Kuk Chee Jing Yin Primary School and the following Macau schools, with three special guests from Hong Kong:

Delegates from Macau

4: Dr. K.F. Kou, Ray (Principal) + Teachers from Pui Ching Middle School, Macau
4: Dr. C.K. Chan, Eric (Principal) + Teachers from Sheng Kung Hui Choi Kou School, Macau
3: Mr. C.K. Lei, Jon (Principal) + Teachers from Macau Baptist College (MBC), Macau
4: Mr. I.C. Leong (Principal) + Teachers from Escola Secundaria Luso-Chinesa de Luis Gonzaga Gomes, Macau
4: Mr. Jorge Un Se (Vice Principal) + Teachers from Yuet Wah College, Macau
4: Mr. Robert Alexander (Assistant Principal) + Teachers from Macau Anglican College (MAC), Macau
1: Dr. Kam Vat, University of Macau

Guests from Hong Kong

Professor Kong Siu Cheung
Head/Associate Professor, Department of Mathematics and Information Technology, Hong Kong Institute of Education
https://oraas0.ied.edu.hk/rich/web/people_details.jsp?pid=9321
e-mail: skong@ied.edu.hk
Mr. Tsz Wing CHU
IT Coordinator, The Hong Kong Institute of Education Jockey Club Primary School, Hong Kong
<http://hk.linkedin.com/in/tzswing>
e-mail: chu.tzswing@gmail.com
Mr. Henry, Chi Hung HA
IT Panel Head, True Light Middle School of Hong Kong
<http://www.tlmskh.edu.hk/>

e-mail: hachihung@gmail.com

Round-Table Topic "eLearning to facilitate student active learning to meet 21st century education challenge"

Education Paradigm Shift: Teacher-centered into student-centered

How best to produce learning inside classrooms

How best to sustain learning outside classrooms

How best to assess for student learning

How best to keep evidence of student learning

How best to engage teachers to follow eLearning practices

Implications: Curriculum development + Classroom practices + Teachers' professional development

YouTube Link:

RTM-004-2013 Round-Table-Meeting for Macau School Principals (<http://youtu.be/KjBSBGf6PHk>)

In May, 2013, I contributed to the event "Advancing the e-Learning landscape in Macau's K12 schooling, by volunteering professional expertise in e-Learning to different K-12 schools in Macau". I led a team of principals and IT coordinators from four Macau schools, to the CITEERS2013 Research Symposium (<http://citere2013.cite.hku.hk/en/index.htm>), organized by the Center for Information Technology in Education (CITE), at the University of Hong Kong, and presented the following e-Learning topic for the CITEERS2013 participants:

Vat, K.H., Brown, D., Lei, C.K., Salcedo, A., Kuok, K.M., Ha, C.H., Li, Andy, & Du, Jianxia (2013), "Advancing e-Learning Landscape in Macau's K-12 Schooling: Challenges in the 21st Century," presented in the CITE Research Symposium 2013 (http://citere2013.cite.hku.hk/en/paper_600.htm), May 10-11, University of Hong Kong, Hong Kong.

YouTube Link:

<http://youtu.be/krLrnOYqq8Y> <provided by HKU CITE via CITEERS2013 YouTube Link>

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.

Member of the Closing Panel Discussion "Partnership to Transform Learning through Technologies", chaired by Professor Nancy LAW, in the CITE Research Symposium 2013 (<http://citere2013.cite.hku.hk/en/closing-panel.htm>), May 10-11, University of Hong Kong, Hong Kong.

Member of the Organizing Committee for Macau Professional Development on e-Learning Workshop 2013 for K-12 Teachers (<http://2013JUL13.pbworks.com>), July 13, 2013, Pui Ching Middle School, Macau

其他 / Others

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

教學人員如正在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。

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 the three 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 online/blended learning, and 2) educational research and policy study, including program design, and assessment and/or evaluation plans in the context of student development, applicable to both curriculum and co-curriculum details, such as living and learning programs in residential colleges. It is my conviction to contribute my expertise to see to the progression of these two 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 (2012/2013 - 2021/2022), as released recently. 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 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 strategy. 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 some student-centered electronic portfolio (e-portfolio) system, such as the Mahara e-portfolio as used in many a higher education institution in other regions, such as Hong Kong, Taiwan, and Singapore, as well as Europe and the North America. 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 next three years, despite there may not be any grant support (given my Senior Instructor status). 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 learning management platform. 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 e-learning 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 instead of 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 two research areas seriously so as to be accountable to the local community, in terms of cultivating the future talents of worth to the society.

Services - Besides teaching and research, I am personally committed to continue my services in three specific areas in the coming three years: Firstly, I am grateful to take up the role 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 is 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 also getting different students involved to design their best learning experience in order to get the most of their college years. I have been keen on setting up different evening 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 very good 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) network 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, with the participation of principals from more than 8 schools in Macau. Through these round-table-meetings, 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: 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, Hong Kong; eLearning Consortium, 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, to help nurture the future generation of talents in Macau and beyond. More importantly, my dream of years ago, to see an innovative campus in Macau, offering world-class college living, loving, and learning experience to Macau students finally arrive. 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 am to conclude my brief report in this year 2012/2013, 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 -