年度工作成果報告 (2015/2016)
Annual Achievement Report (2015/2016)

1. 基本資料 / General Information

1.1 個人資料 / Personal Particulars

職員姓名 / Staff Name: VAT KAM HOU (屈鑑濠)

職員編號 / Staff No.: 19422

職位及所屬部門 / Post & Unit: SENIOR INSTRUCTOR, FACULTY OF SCIENCE AND TECHNOLOGY - DEPARTMENT OF COMPUTER AND INFORMATION SCIENCE

學術類型 / Academic Track: No Academic Track Needed

1.2 學術背景 / Academic Background

獲取年份 Year Attained	獲取資格 Qualifications Obtained	院校名稱及地點 Institute & Location	專業 Field of Study	指導員名稱 Advisor	論文題目 (如有) Title of Dissertation or Thesis (if any)
2011	DOCTOR OF PHILOSOPHY	UNIVERSITY OF MACAU, Macao (SAR), China			
1990	MASTER OF SCIENCE	UNIVERSITY OF SOUTHWESTERN LOUISIANA, United States			
1988	BACHELOR OF SCIENCE	UNIVERSITY OF SOUTHWESTERN LOUISIANA, United States			
1985	DIPLOMA	JUNIOR COLLEGE-UNIVERSITY OF EAST ASIA, Macao (SAR), China			

1.3 專業認證 / Professional Qualifications

獲取年份 Year Attained	名銜 Title / Designation	頒授實體 Association / Granting Body	經資格考試 / 受邀 By Examination / Invitation	備註 Remarks
2008	Senior Membership	Association of Computing Machinery (ACM)	Invitation	
2008	Senior Membership	Institute of Electrical and Electronics Engineers (IEEE)	Invitation	

1.4 工作經驗 / Working Experience

入職澳大後的工作經驗自2006/09/01起計

Work experiences in UM count from 2006/09/01

由 From	至 To	職位 Position	機構名稱及地點 Organization & Location
01/08/2016	Present	ASSOCIATE MASTER AND CHIEF OF STUDENTS OF SHIU PONG COLLEGE	University of Macau, Macau
06/11/2012	30/06/2014	PROGRAMME COORDINATOR (COORDINATOR OF BLENDED LEARNING AND TECHNOLOGY DEVELOPMENT)	University of Macau, Macau
17/11/2009	Present	SENIOR INSTRUCTOR	University of Macau, Macau
01/09/1992	16/11/2009	INVITED LECTURER	University of Macau, Macau
01/04/1992	01/07/1992	ADULT EDU. - LECTURER	CARITAS INST. FOR FURTHER &
01/06/1991	01/12/1991	CA - ENGINEERING STAFF	ADVIN SYSTEMS INC, SUNNYVALE,
01/01/1989	01/12/1990	LOUISIANA - TEACHING ASST.	UNIV. OF SOUTHWESTERN

1.5 所獲獎項 / Awards & Prizes

包括於校內或校外所獲得的獎項

Including both internal and external awards and prizes

獲獎日期 Date Awarded	獎項名稱 Title of Award / Prize	頒授機構 (名稱及地點) Awarding Body (name & location)	備註 Remarks
14/07/2013	Outstanding Paper Award	Faculty of Education, University of Macau,	Outstanding Paper Award received on July 14, 2013

獲獎日期 Date Awarded	獎項名稱 Title of Award / Prize	頒授機構 (名稱及地點) Awarding Body (name & location)	備註 Remarks
		Macao (SAR), China	for my forum discussion paper as follows: Vat, K.H. (2013), "Appreciative Coaching for RC-Based Learning Communities with a Caring Perspective," presented in the Student Affairs Forum of the University of Macau 2013, July 13-14, 2013, University of Macau, Macau.
15/03/2013	Long Service Award (20 Year Milestone: 1992-2012)	University of Macau, Macao (SAR), China	University of Macau (32nd Anniversary) Long Service Award (20 Year Milestone: 1992-2012), received on March 15, 2013
23/05/2011	Long Service Award (15 Year Milestone: 1992-2007)	University of Macau, Macao (SAR), China	University of Macau (30th Anniversary) Long Service Award (15 Year Milestone: 1992-2007), received on May 23, 2011
06/11/2004	Distinguished Merit Award	Association of Information Technology Professionals (AITP), United States	Vat, K.H. (2004), "Systems Architecting of IS Support for Learning Organizations: The Scenario-Based Design Challenge in Human Activity Systems," presented and published in the CD-Proceedings (ISSN: 1542-7382) of the 2004 Information Systems Education Conference (ISECON2004), Nov. 4-7, Newport, Rhode Island, USA (Recipient of the ISECON2004 Distinguished Merit Award -> http://proc.isecon.org/2004/3245/index.html).

2. 教授課程及其他與教育相關之活動和成就 / Courses Taught & Other Activities and Accomplishments in Education

2.1 教授課程 / Courses Taught

註 / Remarks:
1. 2013/2014及2014/2015學年所教授的課程於下表一併列出以作參考用途 / Course(s) taught in Academic Years 2013/2014 and 2014/2015 is/are listed in the below table for reference
2. 2015/2016 (本學年) 的教學成效報告資料將於2016/07/18 由系統自動存取 / Data of Teaching Effectiveness Reports of Academic Year 2015/2016 (the current Academic Year) will be generated automatically by the system on 2016/07/18
3. 教學成效報告資料包括平均值及標準差，並分別以M及SD表示 / Data of Teaching Effectiveness Report include Mean and Standard Deviation, which are represented by their respective abbreviations M and SD
4. 以下資訊如有錯誤或遺漏，請聯繫 閣下所屬部門的行政人員 / If the data shown below are incorrect or incomplete, please contact the administrative staff of your unit

		課程編號 - 班別 Course Code - Section	程度 Level*1	所佔學分 No. of Credits	教學工作量佔該課程的百分比 % of Teaching Load for this Section	修讀學生人數 No. of Students Enrolled	教學成效報告 Teaching Effectiveness Report						教學成效報告回覆百分比 Teaching Effectiveness Report Response %
							課程相關 (2015/2016學年起) / 全校統一問題 (2015/2016學年之前) About the Course (since Academic Year 2015/2016) / University-Wide Questions (before Academic Year 2015/2016)			導師/指導員相關 (2015/2016學年起) / 學院自設問題 (2015/2016學年之前) About the Instructor/Supervisor (since Academic Year 2015/2016) / Faculty-Specific Questions (before Academic Year 2015/2016)			
							個人 Individual M (SD)	學系 Department M (SD)	學院 Faculty M (SD)	個人 Individual M (SD)	學系 Department M (SD)	學院 Faculty M (SD)	
2015/2016學年 Academic Year 2015/2016	第一學期 First Semester	CISG113-001	UG	3	100	36	3.54(1.07)	3.72(0.27)	3.72(0.31)	3.79(0.96)	3.91(0.32)	3.85(0.34)	80%
		CISG114-001	UG	3	100	21	3.84(0.69)	3.72(0.27)	3.72(0.31)	3.84(0.69)	3.91(0.32)	3.85(0.34)	95%
		CISG114-002	UG	3	100	18	3.81(0.75)	3.72(0.27)	3.72(0.31)	4.06(0.57)	3.91(0.32)	3.85(0.34)	88.89%
		MATH113-007	UG	3	100	29	2.84(1.21)	3.54(0.32)	3.72(0.31)	2.8(0.87)	3.65(0.37)	3.85(0.34)	89.29%
	第二學期 Second Semester	CISG113-001	UG	3	100	41	3.37(1)	3.24(0.31)	3.57(0.36)	3.63(0.96)	3.53(0.25)	3.73(0.34)	78.95%
		CISG114-001	UG	3	100	21	2.88(0.86)	3.24(0.31)	3.57(0.36)	3.24(1.03)	3.53(0.25)	3.73(0.34)	89.47%
2014/2015學年 Academic Year 2014/2015	第一學期 First Semester	CISG113-001	UG	3	100	40	3.89(0.41)	4.79(0.16)	4.93(0.15)	3.51(0.17)	4.67(0.07)	4.89(0.06)	82.50%
		CISG114-001	UG	3	100	30	3.97(0.3)	4.79(0.16)	4.93(0.15)	3.7(0.05)	4.67(0.07)	4.89(0.06)	70.00%
		CISG114-002	UG	3	100	30	4.17(0.45)	4.79(0.16)	4.93(0.15)	3.61(0.14)	4.67(0.07)	4.89(0.06)	83.33%
	第二學期 Second Semester	CISG113-001	UG	3	100	14	4.96(0.3)	4.91(0.11)	4.94(0.12)	4.29(0.12)	4.94(0.07)	4.94(0.05)	78.57%
		CISG114-001	UG	3	100	4	4.93(0.19)	4.91(0.11)	4.94(0.12)	5(0)	4.94(0.07)	4.94(0.05)	50.00%
		MATB110-001	UG	3	100	36	4.33(0.2)	4.77(0.14)	4.94(0.12)	4.85(0.28)	4.83(0.09)	4.94(0.05)	86.11%
2013/2014學年 Academic Year 2013/2014	第一學期 First Semester	CISG113-001	UG	3	100	20	4.96(0.17)	4.91(0.13)	4.93(0.13)	4.64(0.13)	4.79(0.07)	4.85(0.05)	70.00%
		CISG114-002	UG	3	100	25	5.15(0.24)	4.91(0.13)	4.93(0.13)	4.3(0.23)	4.79(0.07)	4.85(0.05)	88.00%
	第二學期 Second Semester	CISG113-001	UG	3	100	16	5.17(0.06)	4.99(0.1)	4.96(0.11)	5.25(0.06)	4.86(0.08)	4.93(0.06)	68.75%
		CISG114-001	UG	3	100	17	5.34(0.12)	4.99(0.1)	4.96(0.11)	5(0.2)	4.86(0.08)	4.93(0.06)	88.24%

*1	Pc	Bacharelato	高等專科學位課程
	PG	Postgraduate	學位後課程
	Pr	Pre-University	預科課程
	UG	Undergraduate	本科課程

2.2 其他與教育相關之活動和成就 / Other Activities and Accomplishments in Education

以下各部分包括最近三學年 (包括本學年) 的其他與教育相關之活動和成就資料。

The following parts include the information of the activities and accomplishments from the recent three Academic Years (including the current Academic Year).

• 曾指導的本科生專題研習課程

Project-based undergraduate courses supervised

沒有資料/No Data

• 為完善課程、提升學生學習成效而作出的舉措及創新，包括學習材料、課堂教學、實驗室教學和學生評估等

Actions taken to enhance course and innovate to improve students' learning, including learning materials, in-class delivery, teaching laboratory experiences, and assessment activities

時期 Period	描述 Description
01/08/2015 - 31/07/2016	In each course assigned under my teaching responsibilities, the following enhancements to empower student learning are put in place: a) making available a detailed learning-centered syllabus, in paper and electronic form for student review convenience in the first day of class; b) making available an electronic course learning environment via UMMoodle, starting from first day of class, to make explicit and accessible the week-by-week lessons planned, materials prepared, activities to complete, artifacts to submit, and assessment reports for student review, according to the stated course learning objectives throughout the 14-15 weeks of the semester; c) making available the class videos for each day of classroom face-to-face learning and teaching, via my YouTube education channel, for the viewing/review convenience of my students; d) making blended learning explicit via UMMoodle course site (including other support websites) so that student learning is not confined to the contact hours of each week, by creating a weekly blended learning schedule, such as: Before Class | During Class | After Class | End-of-Week Activities, to enable student's self-regulated learning habits; e) making explicit the importance of helping students transition from a taught-to-learn paradigm of learning (teacher-centered), to a learn-to-learn paradigm of learning (student-centered), through installing a semester-end project for students to create their learning portfolio under UMMoodle course site to showcase their course learning. f) making possible the personalized path of student learning, facilitated by the instructor, via adapting UMMoodle's selected features to encourage (to support and to challenge) student different initiatives in course learning, such as inquiry-based learning (IBL) developing in students the individual inquiry process, and problem-based learning (PBL), facilitating the group-based inquiry approach.
01/08/2014 - 31/07/2015	In each course assigned under my teaching responsibilities, the following enhancements to empower student learning are put in place: a) making available a detailed learning-centered syllabus, in paper and electronic form for student review convenience in the first day of class; b) making available an electronic course learning environment via UMMoodle, starting from first day of class, to make explicit and accessible the week-by-week lessons planned, materials prepared, activities to complete, artifacts to submit, and assessment reports for student review, according to the stated course learning objectives throughout the 14-15 weeks of the semester; c) making available the class videos for each day of classroom face-to-face learning and teaching, via my YouTube education channel, for the viewing/review convenience of my students; d) making blended learning explicit via UMMoodle course site (including other support websites) so that student learning is not confined to the contact hours of each week, by creating a weekly blended learning schedule, such as: Before Class | During Class | After Class | End-of-Week Activities, to enable student's self-regulated learning habits; e) making explicit the importance of helping students transition from a taught-to-learn paradigm of learning (teacher-centered), to a learn-to-learn paradigm of learning (student-centered), through installing a semester-end project for students to create their learning portfolio under UMMoodle course site to showcase their course learning. f) making possible the personalized path of student learning, facilitated by the instructor, via adapting UMMoodle's selected features to encourage (to support and to challenge) student different initiatives in course learning, such as inquiry-based learning (IBL) developing in students the individual inquiry process, and problem-based learning (PBL), facilitating the group-based inquiry approach.

• 對課程和科目發展所作的貢獻，包括課程改進、開展網上教學及發展以成果為導向的教、學和評估

Contributions to development of courses and programmes, including curriculum development, implementation of e-learning, and development of an orientation to outcomes-based teaching, learning and assessment

時期 Period	描述 Description
01/08/2015 - 31/07/2016	I have been a member of UM-GE course development team "IT and Knowledge Society" since UM GE program was conceived in 2009. I personally created and proposed the GE course "CISG114 Web Technology and Life" and have been teaching this course since Fall-2011. I have been adapting the delivery approach of this course semester by semester, to other GE course(s) under my teaching assignment ever since, to make outcomes-based teaching, learning, and assessment understandable and accessible to my students. In particular, the following OBTL framework of my course delivery has been helping my students to accomplish the expected pedagogical objectives below: • develop student responsibility in active learning • make learning meaningful to student future study or vocational goals • promote overt knowledge construction with down-to-earth practices • perform learner assessment to stimulate further learning • showcase learner achievements in terms of accessible records OBTL represents a learner-centered approach to curriculum and course design that focuses on what the students are expected to learn and to

時期 Period	描述 Description
	do, rather than what the teacher expects to teach and to do. Operationally, OBTL is mainly powered up through the constructive alignment of three important elements in actions: ILO's (intended learning outcomes), TLA's (teaching and learning activities), and AT's (assessment tasks), including the provision of assessment rubrics (AR's): • Intended Learning Outcomes (ILO's) are what students are expected to be able to do at the end of a lecture, a course, a project, a field trip or a program of study. They are expressed from the student perspective, in the form of some action verbs (identifying the learning outcomes), and related to criteria for assessing student performance. They are referred to as ILO's because in good learning environments, students may also learn many additional things about the academic subject, working with others, dealing with difficult people, teamwork, and other living and learning skills such as adaptability with emerging Web technologies and social media, which are not necessarily included in the ILO's. • Teaching and Learning Activities (TLA's) are activities designed by academic staff (course instructors) to help students achieve the learning outcomes of the course, of the tutorials, of the lab sessions, of the lectures, of the projects, or of the field trips. The TLA's must be explicitly related to each ILO. For example, if an ILO is that students will develop the ability to solve particular types of problems, lecturing students about how to solve such problems will not be sufficient. Students will need practice, support and feedback in solving such problems. • Assessment Tasks (AT's) are procedures designed to assess the related ILO's after the specific TLA's are identified that will help students achieve the ILO's. Oftentimes, creating the appropriate AT's is an iterative process involving different levels of review, revision, and development. For example, if an ILO is that students will develop skills in oral communication, then asking student to write an essay about oral communication does not assess the related ILO. Students need to engage in an act of oral communication which is assessed accordingly. Thereby, AT's could come in various forms such as essay-type assignments, projects, presentations, quizzes, role-plays, e-portfolio collection, and many others, our teachers ask students to do to demonstrate evidence that a particular ILO has been achieved. • Assessment Rubrics (AR's) are standards (or criteria) explicitly devised to measure the performance of student achievement in the context of ILO's. They must be developed after the AT's have been identified. For example, a course of study might define an 'A' as showing evidence of original thought or being able to critically analyze evidence, but a 'D' as being able to reproduce what was taught with no evidence of critical analysis or original thought. Each grade needs to have a grade descriptor, describing explicit differences between the grades. And grades, as a form of criterion-referenced assessment, are meant to describe what students can or cannot do rather than how their performance compares to other students. Outcomes-Based Assessment (OBA) To support the outcomes-based assessment of student learning throughout the course delivery, my course design has to make the best use of UMMoodle environment, which is to provide electronically a course space, accommodating (or hosting) different group spaces, and sufficient number of individual personal spaces for each student in class. Namely, each student should have his or her own Personal e-Space inside our UMMoodle course e-Space, and each team of students is also assigned a Group e-Space under the same course e-Space. Such e-Spaces are installed to keep track of students' learning activities, such as personal journaling, group brainstorming, and collaborative project development. Besides the basic UMMoodle environment, the use of third-party portfolios (such as Mahara) as a tool for assessing student learning is planned. Such student portfolios are designed to provide authentic evidence of what students know, believe, and are able to do. Assessment of student learning is considered authentic when it focuses on real performance and mastery of a field of knowledge, as evidenced by some constructed responses to some real-world problem scenarios of interest. It is believed that the use of portfolios (UMMoodle-based or others) could transform the way to interact with and engage students in the learning process. Since the portfolio is to document what students know and are able to do as a result of the course learning, students are expected to collect and select pieces of their own work over a period of time as evidence of completing their learning objectives. Usually, students also have to write a rationale to explain why they think the selected pieces are their best work. Teachers exercise their advising and mentoring role in the process, recognizing that when instruction is personalized through the UMMoodle environment, this type of authentic forms of assessment can appropriately characterize student performance. Typically, a student portfolio may include different types of learning artifacts produced by the student: essays and other writing samples; logs or journals, or blogs; notes and reflections; observation checklist (teacher and students); peer evaluations; photographs related to projects; reading inventories and lists; reports (personal or group work); self-evaluations; solutions to problems; reflections on personal items of achievement; video and audio recordings of presentations and performances; and worksheets, and many others to be named. More relevantly, the use of electronic portfolios (e-portfolios) is getting more common to encourage active learning on the parts of students. It is intended that through the enhanced use of the UMMoodle environment, students can really appreciate the use of e-portfolios to demonstrate their learning, skills development and record their achievements over time, ready to be showcased to any selected audience.
01/08/2014 - 31/07/2015	I have been a member of UM-GE course development team "IT and Knowledge Society" since UM GE program was conceived in 2009. I personally created and proposed the GE course "CISG114 Web Technology and Life" and have been teaching this course since Fall-2011. I have been adapting the delivery approach of this course semester by semester, to other GE course(s) under my teaching assignment ever since, to make outcomes-based teaching, learning, and assessment understandable and accessible to my students. In particular, the following OBTL framework of my course delivery has been helping my students to accomplish the expected pedagogical objectives below: • develop student responsibility in active learning • make learning meaningful to student future study or vocational goals • promote overt knowledge construction with down-to-earth practices • perform learner assessment to stimulate further learning • showcase learner achievements in terms of accessible records OBTL represents a learner-centered approach to curriculum and course design that focuses on what the students are expected to learn and to do, rather than what the teacher expects to teach and to do. Operationally, OBTL is mainly powered up through the constructive alignment of three important elements in actions: ILO's (intended learning outcomes), TLA's (teaching and learning activities), and AT's (assessment tasks), including the provision of assessment rubrics (AR's):

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	• Intended Learning Outcomes (ILO's) are what students are expected to be able to do at the end of a lecture, a course, a project, a field trip or a program of study. They are expressed from the student perspective, in the form of some action verbs (identifying the learning outcomes), and related to criteria for assessing student performance. They are referred to as ILO's because in good learning environments, students may also learn many additional things about the academic subject, working with others, dealing with difficult people, teamwork, and other living and learning skills such as adaptability with emerging Web technologies and social media, which are not necessarily included in the ILO's. • Teaching and Learning Activities (TLA's) are activities designed by academic staff (course instructors) to help students achieve the learning outcomes of the course, of the tutorials, of the lab sessions, of the lectures, of the projects, or of the field trips. The TLA's must be explicitly related to each ILO. For example, if an ILO is that students will develop the ability to solve particular types of problems, lecturing students about how to solve such problems will not be sufficient. Students will need practice, support and feedback in solving such problems. • Assessment Tasks (AT's) are procedures designed to assess the related ILO's after the specific TLA's are identified that will help students achieve the ILO's. Oftentimes, creating the appropriate AT's is an iterative process involving different levels of review, revision, and development. For example, if an ILO is that students will develop skills in oral communication, then asking student to write an essay about oral communication does not assess the related ILO. Students need to engage in an act of oral communication which is assessed accordingly. Thereby, AT's could come in various forms such as essay-type assignments, projects, presentations, quizzes, role-plays, e-portfolio collection, and many others, our teachers ask students to do to demonstrate evidence that a particular ILO has been achieved. • Assessment Rubrics (AR's) are standards (or criteria) explicitly devised to measure the performance of student achievement in the context of ILO's. They must be developed after the AT's have been identified. For example, a course of study might define an 'A' as showing evidence of original thought or being able to critically analyze evidence, but a 'D' as being able to reproduce what was taught with no evidence of critical analysis or original thought. Each grade needs to have a grade descriptor, describing explicit differences between the grades. And grades, as a form of criterion-referenced assessment, are meant to describe what students can or cannot do rather than how their performance compares to other students. 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Assessment of student learning is considered authentic when it focuses on real performance and mastery of a field of knowledge, as evidenced by some constructed responses to some real-world problem scenarios of interest. It is believed that the use of portfolios (UMMoodle-based or others) could transform the way to interact with and engage students in the learning process. Since the portfolio is to document what students know and are able to do as a result of the course learning, students are expected to collect and select pieces of their own work over a period of time as evidence of completing their learning objectives. Usually, students also have to write a rationale to explain why they think the selected pieces are their best work. Teachers exercise their advising and mentoring role in the process, recognizing that when instruction is personalized through the UMMoodle environment, this type of authentic forms of assessment can appropriately characterize student performance. 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• 以學術指導或顧問的身份對學生進行輔導，參與學生的個人學習、研習項目、課堂外的師生活動

Engagement with students as an academic advisor or mentor or in students' self-study, project work and outside-classroom activities

對於為學生生活及發展提供之服務，請於本報告 "為大學提供的學生生活及發展服務" 部分填寫

For services provided to student life and development, please include in "University Student Life and Development Service" of this report

時期 Period	描述 Description
01/08/2015 - 31/07/2016	At the University of Macau (UM), it is my understanding that the outcomes-based approach to student learning is an expression of UM's commitment in elite undergraduate education (http://www.umac.mo/curriculum_reform/), taking into account the holistic concerns of student development. This outcomes-based education (OBE) approach calls for the articulation of what we expect our students to learn and to become, and the collection of evidence to determine whether our students have acquired the learning expected. It is believed that clear understanding and articulation of intended learning outcomes (ILOs) should facilitate the design of an effective curriculum and appropriate assessments to measure student achievement, as well as to provide strategic planning of personalized learning processes for individual students. Yet, this approach implies (indeed, demands) active participation from students (not just teachers) in the content and process of the conversational practice and knowledge construction in class. Both students and teachers must take joint responsibility for learning. In this regard, my engagement as students' academic advisor or mentor includes the following activities in each course under my teaching assignment: Helping students understand our responsibilities as collaborators in college learning, such as: Students • Preparing for lectures by doing the reading indicated for each lecture; • Participating in discussions during class time, and during online forum discussions; • Active involvement in journaling their learning, asking questions and finding answers; • Being courageous, speaking their mind, and sharing the same via their own e-portfolio (such as their UM-Mahara portfolios)

時期 Period	描述 Description
	Teachers • Designing and guiding the collaborative learning process in any course of student learning • Facilitating in-class/outside-class conversational practices; • Steering students' course of learning; • Providing inputs and feedback where necessary, via both face-to-face and electronic means
01/08/2014 - 31/07/2015	At the University of Macau (UM), it is my understanding that the outcomes-based approach to student learning is an expression of UM's commitment in elite undergraduate education (http://www.umac.mo/curriculum_reform/), taking into account the holistic concerns of student development. This outcomes-based education (OBE) approach calls for the articulation of what we expect our students to learn and to become, and the collection of evidence to determine whether our students have acquired the learning expected. It is believed that clear understanding and articulation of intended learning outcomes (ILOs) should facilitate the design of an effective curriculum and appropriate assessments to measure student achievement, as well as to provide strategic planning of personalized learning processes for individual students. Yet, this approach implies (indeed, demands) active participation from students (not just teachers) in the content and process of the conversational practice and knowledge construction in class. Both students and teachers must take joint responsibility for learning. In this regard, my engagement as students' academic advisor or mentor includes the following activities in each course under my teaching assignment: Helping students understand our responsibilities as collaborators in college learning, such as: Students • Preparing for lectures by doing the reading indicated for each lecture; • Participating in discussions during class time, and during online forum discussions; • Active involvement in journaling their learning, asking questions and finding answers; • Being courageous, speaking their mind, and sharing the same via their own e-portfolio (such as their UM-Mahara portfolios) Teachers • Designing and guiding the collaborative learning process in any course of student learning • Facilitating in-class/outside-class conversational practices; • Steering students' course of learning; • Providing inputs and feedback where necessary, via both face-to-face and electronic means

• 以教師身份參與專業發展活動，支持並指導其他同事，為教學工作作出貢獻

Engagement in professional development in your role as a teacher and in support and mentoring of colleagues and contributions to the scholarship of teaching

時期 Period	描述 Description
01/08/2015 - 31/07/2016	I have had a chance to serve at UM's Center for Teaching and Learning Enhancement (CTLE) first as faculty Coordinator of e-Learning and Educational Technology (2010JAN - 2010DEC), and then as faculty Coordinator of Blended Learning and Technology Development (2012NOV - 2014JUN). I personally have learned a lot from interacting with colleagues from different UM faculties during those months of service at CTLE. I am keen on investigating the use of the various pedagogies and technologies in college education, and the impact of inquiry-based learning (IBL) and self-regulated learning (SRL) – pedagogy appropriate to encourage active learning, combined with various forms of online support to track student learning, such as an electronic portfolio (e-Portfolio), one of the essential learning technologies to support formative assessment and continuous improvement, in the context of higher education. Of particular interest in my exploration also include the curriculum action research involving the teacher-researcher(s), reporting on the experience gained from using IBL/SRL to deliver (to design) specific major or GE courses (learning experiences), through a blended learning (combining face-to-face and online interactions) approach, concentrating on how students' learning e-Portfolios could have been better established, updated, assessed, and showcased. In the context of the related program intended learning outcomes (PILOs), the investigation should also look into how outcome-based assessment (OBA) could be reasonably supported with targeted IBL/SRL approach producing concrete evidence of learning achievements readily demonstrable from the student e-Portfolios. In this regard, I wish our CTLE could provide more workshops for our colleagues to continue exploring the use of IBL/SRL with online support, to produce student learning, directly contributing to students' learning portfolios for later showcasing, and as evidence of their learning and achievements.
01/08/2014 - 31/07/2015	I have had a chance to serve at UM's Center for Teaching and Learning Enhancement (CTLE) first as faculty Coordinator of e-Learning and Educational Technology (2010JAN - 2010DEC), and then as faculty Coordinator of Blended Learning and Technology Development (2012NOV - 2014JUN). I personally have learned a lot from interacting with colleagues from different UM faculties during those months of service at CTLE. I am keen on investigating the use of the various pedagogies and technologies in college education, and the impact of inquiry-based learning (IBL) – an appropriate pedagogy to encourage active learning, combined with various forms of online support to track student learning, such as an electronic portfolio (e-Portfolio), one of the essential learning technologies to support formative assessment and continuous improvement, in the context of higher education. Of particular interest in my exploration also include the curriculum action research involving the teacher-researcher(s), reporting on the experience gained from using IBL to deliver (to design) specific major or GE courses (learning experiences), through a blended learning (combining face-to-face and online interactions) approach, concentrating on how students' learning e-Portfolios could have been better established, updated, assessed, and showcased. In the context of the related program intended learning outcomes (PILOs), the investigation should also look into how outcome-based assessment (OBA) could be reasonably supported with any suggested IBL approach producing concrete evidence of learning achievements readily demonstrable from the student e-Portfolios. In this regard, I wish our CTLE could provide more workshops for our colleagues to continue exploring the use of IBL with online support, to produce student learning, directly contributing to student's learning portfolio for later showcasing, and as evidence of their learning and achievements.

• 除上述方面以外的其他教育活動

Other activities in your educational role not covered above

時期 Period	描述 Description
01/08/2015 - 31/07/2016	I have volunteered my expertise in e-Learning and educational technology to help different K12 schools in Macau, to conceive their e-Learning support to enhance student learning. Over the years, I have organized different teachers' professional development in e-Learning events, with the support from different K12 school principals in Macau. Examples of my volunteer work include: 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. Member of the Organizing Committee for Macau Professional Development on e-Learning Workshop 2013 for K-12 Teachers, July 13, 2013, Pui Ching Middle School, Macau Besides, I have also been invited by the Center for ICT in Education (UM-FED), to deliver specific ICT-in-education training sessions for

時期 Period	描述 Description
	teachers from different K12 schools in Macau, during UM's summer recess over the past four years, as Invited Learning Facilitator at the annual DSEJ-Sponsored Teacher Professional Development Summer ICT Training, organized by the Faculty of Education (FED), University of Macau (UM): 2013JUL06 | 2014JUL18 | 2015JUN06 | 2016JUN04.
01/08/2014 - 31/07/2015	I have volunteered my expertise in e-Learning and educational technology to help different K12 schools in Macau, to conceive their e-Learning support to enhance student learning. Over the years, I have organized different teachers' professional development in e-Learning events, with the support from different K12 school principals in Macau. Examples of my volunteer work include: 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. Member of the Organizing Committee for Macau Professional Development on e-Learning Workshop 2013 for K-12 Teachers, July 13, 2013, Pui Ching Middle School, Macau Besides, I have also been invited by the Center for ICT in Education (UM-FED), to deliver specific ICT-in-education training sessions for teachers from different K12 schools in Macau, during UM's summer recess over the past three years, as Invited Learning Facilitator at the annual DSEJ-Sponsored Teacher Professional Development Summer ICT Training, organized by the Faculty of Education (FED), University of Macau (UM): 2013JUL06 | 2014JUL18 | 2015JUN06.

3. 論文 / Theses

3.1 指導論文 / Theses Supervised

註 / Remarks:

1. 2015/2016學年的論文指導已於下表列出 / Theses supervised in Academic Year 2015/2016 are listed in the below table
2. 以下資訊如有錯誤或遺漏，請聯繫　閣下所屬部門的行政人員 / If the data shown below are incorrect or incomplete, please contact the administrative staff of your unit

沒有資料/No Data

4. 研究計劃 / Research Projects

4.1 進行中的校內研究計劃 / On-going Internal Research Projects

沒有資料/No Data

4.2 進行中的校外研究計劃 / On-going External Research Projects

沒有資料/No Data

4.3 審核中或被駁回的研究計劃 / Pending or Rejected Research Projects

沒有資料/No Data

5. 著作出版 / Publications

註 / Remarks
1. 下列相應部分已一併列出2013/2014及2014/2015學年的各類型著作出版以供參考用途 / Publications in Academic Years 2013/2014 and 2014/2015 are listed in the respective parts below for reference
2. 本學年著作出版的截止日期將為本學年的完結日 (2016/07/31) / The cut-off date for the publications of the current Academic Year will be the last day of the Academic Year (2016/07/31)
3. 下列各類型著作出版只列出已出版的著作，其他未出版或已被接受但尚未正式出版之著作均屬5.9部分 “進行中或即將發表之著作” / Only published works are included in the respective types of publications; publications that are not yet published or accepted but not officially published are included in part 5.9 “On-going or Forthcoming Papers”
4. 如需就 5.1 – 5.11加入新著作出版或對現有著作出版進行修改，請登入學術出版物數據庫更新，本報告將隨即自動更新 / Provided that new publications need to be added or existing publications need to be modified for items 5.1 – 5.11, please access and update in the Academic Publication Database. Any update(s) in the previous database will then be automatically updated in this report
5. 本報告的填寫人以粗體表示；澳大員工以斜體表示；澳大學生以底線表示 / The staff member filling in this report is indicated with bold; UM staff is/are

indicated with italic; UM student(s) is/are indicated with underline

5.1 學術期刊 / Academic Journals

沒有資料/No Data

5.2 書籍/專論 (主編, 編輯) / Books/Monograph (Editor, Compiler)

沒有資料/No Data

5.3 書籍課題 / Chapters in Book

2013/2014 學年 / Academic Year 2013/2014

Vat, K. H. (31/07/2014). Developing Appreciative College Experience with Personal Learning Networks. In Khosrow-Pour, M. (Eds). *Encyclopedia of Information Science and Technology, Third Edition (10 Volumes)* (pp.3608-3616). Hershey, PA, USA: IGI Global.

5.4 書籍翻譯 / Translation Work on Book

沒有資料/No Data

5.5 會議論文 / Conference Proceedings

沒有資料/No Data

5.6 書籍評論 / 文章評論 / Book Reviews / Article Reviews

沒有資料/No Data

5.7 研究報告 / Research Report / Working Paper

沒有資料/No Data

5.8 以非澳大名義出版著作 / Publications Not in UM's Name

入職澳大未滿三年的職員最近三個學年的著作出版已於下列部分列出。

For staff who have provided less than three years of service to UM, your publications in the recent three academic years that are not in UM's name are listed below.

沒有資料/No Data

5.9 進行中或即將發表之著作 / On-going or Forthcoming Papers

沒有資料/No Data

5.10 演說 / Presentations

沒有資料/No Data

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

沒有資料/No Data

5.12 發明及專利註冊 / Inventions and Patents

5.12.1 已獲審批的發明及專利註冊 / Granted Inventions and Patents

沒有資料/No Data

5.12.2 審核中的發明及專利註冊 / Pending Inventions and Patents

沒有資料/No Data

5.13 於研究成果產生的創新及知識轉移 / Innovation and Knowledge Transfer in Research

沒有資料/No Data

5.14 研究影響力 (採用適合有關專業領域的衡量基準) / Evidence of Impact of Research (Based on Criteria Suitable to your Discipline)

例如：引用量、同儕評議、Web of Science、Scopus、Google學術搜尋和被他人引用或改編早期文章、著作
e.g.: citation, review by peers, Web of Science, Scopus, Google Scholar and further adaptation by others based on your earlier work

沒有資料/No Data

6. 服務 / Services

6.1 校內委員會工作 / Internal Committee Work

沒有資料/No Data

6.2 校外委員會工作 / External Committee Work

沒有資料/No Data

6.3 為大學提供的學生生活及發展服務 / University Student Life and Development Service

請在以下部分填寫 閣下於本學年為大學提供的學生生活及發展服務。
Please write in this part the University Student Life and Development Service that you provided in the current academic year.

時期 Period	部門名稱 Name of Unit	描述 Description	有 / 沒有收取酬勞 Paid / Not Paid
01/08/2015 - 31/07/2016	SHIU PONG COLLEGE	I have been appointed as College Fellow by Professor Kenneth Leung, Master of Shiu Pong College SPC), in the years 2014/2015, and 2015/2016. Currently, my services at SPC includes facilitating the formation of different special interest groups (SIGs) of student residents. In particular, I serve as one of the advisors to the Publicity/Emcee/College Ambassador Program, steering the work of SPC publicity group, including the training for student Emcees, and SPC college ambassadors to help promote SPC in the UM community. I also would share my expertise in e-learning to help students in their personal/professional planning through the proper use of the UM Mahara e-portfolio system. I am planning a series of Fellow Hour's activities to invite different speakers from outside UM to share their life experience/journeys to SPC students, including the topics of setting up start-up companies along different lines of businesses (such as a social enterprise in educational technologies in support of K12 education). It is believed that our resident students need life coaches to enlighten their thinking and meaning-making in learning; so, I am also facilitating a network of life coaches and caring professionals serving as personal mentors, to help SPC students adapt to the emergent challenges in and beyond their college years at UM.	Not Paid

6.4 為大學提供的其他服務及參與的大學活動 / Other University Service and Participation in University Activities

請在以下部分填寫　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)，並請指出每項服務的出次數與應參加次數。此外，於本學年參與的大學活動，如學術委員會會議、系會議和畢業典禮等， 亦可於以下部分填寫。

Please write in this part other university service you provided which cannot be included under Committee Work and University Student Life & Development Service and indicate, for each service listed, the respective number of times attended and number of times ought to attend. In addition, participation in university activities of the current academic year, such as Academic Council Meeting, Departmental Meeting and Congregation, etc., can also be included in this part.

沒有資料/No Data

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

請在以下部分填寫　閣下於本學年為社會提供的服務（如在政府部門擔任顧問）。

Please write in this part the community-related service you provided in the current academic year such as serving as an advisor in a government sector.

時期 Period	描述 Description
01/08/2015 - 31/07/2016	I have served as the volunteer convener of Reading-Of-Tomorrow program among K12 schools in Macau over the past three years. I stopped serving in this role from early spring of 2016. This is a very meaningful program to develop in Macau now that DSEJ has mandated reading as an important literacy to be assessed by MSAR Government starting in 2016, and the program's connections have been extended from Taiwan to Singapore and Hong Kong for the past three to five years. This program is based on stimulating students' interest to engage in cultivating a reading habit in life since their primary years. It involves many of the e-Learning practices, to create an interesting ecosystem of e-learning to appreciate the impact of MSSR (modeled, silent, sustainable reading) paradigm of reading development, in student personal/professional development. The program is promoted by the Graduate Institute of Network Learning Technology, of the National Central University, Taiwan, and has received collaboration from different schools in Hong Kong, guided by the Department of Mathematics and Information Technology, of the now Hong Kong University of Education.

6.6 專業服務 / Professional Service

請在以下部分填寫　閣下於本學年提供的專業服務（如擔任編輯或於理事會服務）。

Please write in this part the professional service you provided in the current academic year such as editorship, serving on a board of governors, etc.

時期 Period	描述 Description
01/08/2015 - 31/07/2016	It is my privilege to accept the invitation from Dr. Will W.K. Ma, HKAECT President (http://www.hkaect.org) to join the International Program Committee for HKAECT-AECT 2017 Summer Research Symposium, to be held at the University of Hong Kong, June (15-17), 2017. (http://www.hkaect.org/hkaect-aect-2017/index.html)

7. 其他職位 / Other Appointments

7.1 於其他機構擔任之職位 / Appointment with Another Institute

例如：客座教授, 顧問

e.g.: Visiting Professor, Consultant

沒有資料/No Data

8. 其他 / Others

8.1 附加資訊、意見及其他 / Additional Information, Comments and Others

如有需要，可於此部分填寫未有包括在以上部分的活動與成果報告，以及為下一學年制訂的發展計劃。

除上述之個人活動外， 閣下可於以下部分提供建議，提出問題或就任何有關大學的重要事項作出建議，亦可填寫以下資訊：(i) 如 閣下正在或計劃修讀博士課程，請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）； (ii) 以推進大學發展為導向而擔任的角色。

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，請就有關職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。

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.

Apart from the previously-mentioned activities, please feel free to use the following part to offer suggestions, raise concerns and give advice for any University matters you deem important. In the meantime, the below additional information can be included: (i) if you are undertaking or planning to undertake PhD course, please provide the relevant detailed information (e.g. the institute, major / specialization, the expected completion date, progress of study, etc.); (ii) any roles in advancing the University's missions.

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.

Vat, K. H. (01/2011). REALSpace AKE: An Appreciative Knowledge Environment Architected through Soft Systems Methodology and Scenario-Based Design. Doctor of Philosophy in Software Engineering. Macau SAR, China: University of Macau, Macau.

In the months (June - August) of 2015, I have started my writing project on a reference text on the adaptive use of ICTs in today's K12 education, including extension in the higher learning arena, using the lens of design research. I have tackled a writing proposal with IGI Global Incorporation (an international publisher of progressive academic research) to lead a full book project as either an editor or as a contributing author. This is indeed a very important endeavor to put into perspective my research learning over the past decade.

To enhance the context and content of this writing project, I have also lined up with different partners in the ecosystem of applying ICTs in education, including different K12 schools in Macau, Hong Kong and other Asian regions, different research centers in digital learning in Hong Kong and in Taiwan, different publishers of e-contents in the K12 arena, different startups in the area of offering innovative solutions for applying ICTs in education. I intend to use a case study approach to report and to reflect on the lessons learned by different parties in the ecosystem of applying ICTs in education. I also intend to create a collaborative environment for different researchers in the field to contribute their ideas, in order to make ICT in education tick.

Although many findings and discoveries have to be re-organized to position the outline of my reference title, I find the process of research (learn, unlearn, and relearn) so exciting that I love to get myself occupied for such an endeavor. I believe this process of continuous learning in preparing the manuscript of my work, could directly benefit my other areas of research, and students attending my classes of teaching. I shall provide another update of this writing project in my next annual report.

~ End Of Report ~