

From Inquiring to Researching

In today's classroom, understanding students' learning needs is instrumental in the search for better teaching methods. In recent years, many lecturers at higher education institutions have been conducting research projects on education-related topics. Since the 2010/11 academic year, CPCE has been providing research funding for its full-time academic staff, so that they may apply their research results to their teaching practices, for the mutual benefit of both lecturers and students.

"I find myself a 'questioner' who loves exposure to new concepts and theories. Research makes me happy as it leads me to explore the reasons behind a phenomenon, and eventually enriches my knowledge," said Dr Jandia Poon, HKCC Lecturer. Based on her passion for teaching, she applies her inquiring attitude to education. With the CPCE funding support, she has been pursuing three research projects on different topics.

The first research topic was "Perceptions of Accounting Students on Peer Evaluation". The subjects were 183 HKCC sub-degree students who enrolled on

the "Business Law" subject in 2010/11. Dr Poon collected their views on peer evaluation in group projects through questionnaires and focus groups.

"The students shared their viewpoints in the focus groups. In the final stage, I concluded by commenting on each student's performance in the group projects, which allow students to see themselves from their teammates' perspectives." Dr Poon remarked that sub-degree students, with their aspirations for articulation opportunities, are proactive in achieving good grades. A majority of students appreciate that through peer evaluation, their contributions to group projects can be rewarded fairly.

According to Dr Poon, the research findings offer suggestions for improvement on peer evaluation, including methods for minimising the impact of bias on evaluation. The findings also encourage other institutions to strive for improvement in this regard. "As I was sharing the research findings at a university in Shanghai, the local teachers and students showed a keen interest in the topic. Many of them told me that they found the research very inspiring."



To further facilitate the improvement of teaching methods, she commenced another research project to investigate business students' perception of the dual model, i.e. traditional lecture-based learning plus problem-based tutorials, for learning law. "The research findings show that the current lecture-to-tutorial ratio adopted for the subjects concerned is appropriate. The findings support our continued implementation of the current teaching model for the related subjects," added Dr Poon.

Dr Poon added that she hopes to expand the research scope by conducting joint research projects with academics from other universities.

從求知至求真

在現今的課堂，講師掌握同學的學習需要，是提升教學成效的不二法門。近年來，很多高等教育院校的講師紛紛投入教育相關的研究項目。自2010/11學年起，CPCE為全職教員提供研究資助金，推動他們把研究成果應用於教學範疇，促進教學相長。

香港專上學院講師潘金玲博士形容自己愛發問、愛探求新事物及理念，因此很享受研究所帶來的樂趣。她說：「我透過研究活動，

尋求每種現象背後的原因，以豐富知識。」她對教學充滿熱誠，其尋根究底的態度，在教學工作上發揮得淋漓盡致。潘博士善用學院的研究基金，至今已開展了三項不同主題的研究項目。

潘博士首項獲學院資助的研究項目，對象是HKCC工商業副學士（會計）課程的183名同學。研究探討了這班同學在2010/11學年修讀「商業法」科目時，在小組習作中進行「同儕評估」的評核方式，即組員互相評核對方表現的看法。研究以問卷調查及焦點小組(focus groups)的方式進行。

「同學在焦點小組中分享了自己的看法。在討論的尾段，我總結了每位同學在小組習作的表現，讓他們得悉組員對自己表現的評價。」潘博士解釋，副學位課程的同學都渴望繼續升學，並積極追求良好的學業分數，所以大部份同學也贊同同儕評估的評核方

式，認為它能夠公平地評核每位同學對小組習作的貢獻。

潘博士稱，研究有助她探索同儕評估的改善方法，包括減低個人偏見對評估的影響，研究結果也鼓勵了其他院校尋求相應的改善措施。她說：「我在上海一間大學分享研究成果時，吸引了當地不少教員和同學旁聽，他們對研究題目深表興趣，認為研究結果很有啟迪作用。」

潘博士為進一步推動改善教學方法，其後開展了另一項研究，探討工商業相關課程的同學在修讀法律科目時，對結合課堂講授和小組導修課雙重教學模式的看法。她說：「研究結果顯示，相關科目採用課堂講授及小組導修課的比例恰當，因此相關科目將繼續採用現時的教學模式。」

最後，潘博士表示未來有意拓闊研究範疇，並夥同其他大學的學者進行研究計劃。

