



## 2018 Learning & Teaching Conference - Keynote Speaker Information



**Prof Amy B M Tsui, The University of Hong Kong.**

*Transforming Student Learning: the journey of a university-wide curriculum reform.*

### **Abstract:**

How do we prepare students for an unknown future, and what kind of learning experience will equip students for careers that have yet to be invented? These are questions that universities worldwide have been grappling with in the past two decades. At the University of Hong Kong, we have tried to address these questions in a university-wide curriculum reform afforded by a government-mandated education restructuring from three-year to four-year undergraduate education. Our thinking and university-wide deliberation have been guided by the following questions:

- What is the core mission of a university?
- What does the university need to do to ensure that students have the knowledge, skills, dispositions and values not only to cope with change and the unknown future, but more importantly to bring about change and to shape the future for a better world?
- What learning experiences will help to nurture such knowledge, skills, dispositions and values, and what kind of learning environment will afford such experiences?

In this presentation, I shall take you through the journey that we have traversed, from the conceptual framework, the design of the curriculum, the underpinning theories of learning to the implementation strategies and processes, and discuss the achievements and the challenges. I shall share with you my personal reflections on the complexities of curriculum reform processes, and how they can or should be managed and sustained.

### **Biography:**

Amy B.M. Tsui is Professor Emerita of The University of Hong Kong, and was Chair Professor of Language and Education in the Faculty of Education (1997-2017). During 2007-2014, she was Pro-Vice-Chancellor and Vice-President (Teaching and Learning) at HKU during which she led the historical reform of undergraduate education from a three-year to a four-year degree programme. She has given presentations on the reform in a number of conferences and workshops in the UK, US, continental Europe, Australia, China, Russia, S. Africa, India, and Singapore. Her work was reported in widely in local and international media, including the Times Higher Education and the Chronicle of Higher Education. She has published nine books and over 100 articles on classroom discourse, conversational analysis, language policy, and teacher development, has presented over 80 keynotes in international conferences and has served on the editorial and advisory boards of over 25 international refereed journals. She has been providing professional and community service locally and internationally throughout her academic career, including serving on governments' advisory committees, university councils and advisory boards, and is currently a member of the Board of Governors of the International Baccalaureate. She was awarded an Honorary Doctoral degree in Education by the University of Edinburgh in 2015.



**Dr Katarina Mårtensson and Dr Torgny Roxå, Lund University, Sweden.**

*Strong and weak ties – changing teaching cultures in higher education.*

**Abstract:**

Academic teachers form their conceptions about teaching while interacting with close colleagues inside *significant networks* (Roxå & Mårtensson, 2009). These significant and trustful interactions take place privately, backstage. Hence, teaching will not change unless these significant conversations change. For change in teaching to happen, academic teachers need to talk to new people about teaching and student learning, talk about new things, or talk in new ways, while interacting inside their significant networks. Such change will both signify change and drive change further (Mårtensson, 2014).

From an organisational perspective, it is productive to approximate significant interactions with clusters, weak ties, and strong ties as they are explored in network research (Granovetter, 1973). In the organisational meso level, academic teachers form workgroups, disciplinary communities, or other entities, where they interact through strong ties. In these clusters traditions, habits, tacit assumptions, and recurrent practices are formed over time (Jawitz, 2009; Trowler, 2009), and these cultural features make it appropriate to talk about clusters as *microcultures* (Roxå, 2014; Roxå & Mårtensson, 2015). Between clusters/microcultures, information is carried through weak ties. Mark Granovetter, in a seminal article from 1973, coined the phrase *the strength of weak ties*. Anyone in higher education who wishes to improve teaching and inspire learning therefore should pay attention to and strengthen the weak ties that constitutes interactions about teaching and learning.

This presentation outlines a sociocultural perspective on higher education based on aspects mentioned above.

**References**

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**Katarina's Biography:**

Dr. Katarina Mårtensson is senior lecturer and academic developer at Lund University, Sweden. Her work includes supporting organisational development through academic development, scholarship of teaching and learning, and leadership. Her research and publishing focuses on social networks, academic microcultures, and academic leadership, and her PhD-thesis in 2014 was titled "Influencing teaching and learning microcultures: Academic development in a research-intensive university". She is co-president of ISSOTL, the International Society for Scholarship of Teaching and Learning, and was between 2013-2016 co-editor of IJAD, the International Journal for Academic Development.

**Torgny's Biography:**

Torgny Roxå, Associate professor at Lund University, Faculty of Engineering. He has 30 years of experience in academic development with a focus on developing quality cultures in higher education organisations. He developed the first pedagogical academy, the Lund ETP, which now runs on its 17<sup>th</sup> year and inspired both Swedish and international institutions. His research is focused upon strategic change in teaching cultures within higher education organisations, especially significant networks and microcultures. He is also appointed Distinguished Scholar in Educational Leadership at McMaster University in Canada.