# 課程教學
## Programme Teaching

　　教學育人，是一所高等院校的立校之本。作為一所教學與科研並重的高等院校，理工學院貫徹始終，以提高教學質量作為全院最重要的核心工作。十多年來，學院均視教學質量為理工的命脈，努力不懈，踏實把教學工作做好。本學年在教學上重點堅持以下工作：

Delivery of quality teaching is the anchor for the success of a higher education institution. Placing dual emphasis on teaching and research, MPI has all along put improvement of teaching quality at the centre of its endeavours. For the past decade or so, MPI has been persistent and consistent in its commitment to delivery of high quality education to students, a commitment considered crucial to MPI's survival. In 2010/2011 MPI has taken many significant measures aimed at enhancing teaching quality.

## 致力提升教與學的質量

## Improved Quality in Teaching and Learning

　　提升教學質量、優化教師隊伍素質，是學院的辦學宗旨。通過學生對教師及科目的評價、組織資深教師觀課及邀請國內外著名院校的專家到學院進行評鑑，對教學質量給予客觀的意見，以期進一步提升教與學的質量。

An important part of the mission of MPI is to enhance teaching quality and the teaching force. To this end, MPI has employed various means to collect opinions for improvement in these areas: course and teacher performance assessment by students; class observations by experienced teachers; and institutional performance review by renowned experts and scholars invited from the Mainland and overseas.

# 師資及課程評估措施

為鼓勵教師積極提升教學素質，學院把學生問卷調查、觀課及外部評鑑作為師資評估的重要手段。

## 1. 學生問卷調查

學院重視以學生為中心的教學理念，因此，學院推行學生問卷調查以實踐此理念。現時使用的問卷有兩套，分別為供理論科目使用的"課堂講授式科目及教學評估問卷"和供論文、研習計劃科目使用的"論文/研習計劃科目及指導教師評估問卷"。問卷調查於每學期第十二、十三週，因應情況以電子或紙本方式進行。

通過學生問卷調查，可收集學生對教師教學表現及學科的意見。有關部門根據學生的反饋意見，每學年向理事會提交年度的問卷調查報告，並於每學期問卷調查結束後一個月內把結果提供予學校，待期末考試成績處理完畢再向教師公佈問卷調查結果，學院可根據報告的內容制定改善教學質量的政策。

本學年除實習科目外，所有理論科目及論文科目均已進行問卷調查，具體結果如下：

在"課堂講授式科目及教學評估問卷"方面，全院回應率為82.23%，較去年78.05%回應率上升4.18%。總體而言，回應率比較理想，各校均達76%以上。

# Evaluation of Teachers and Programmes

To encourage pedagogical improvement MPI considers student surveys, class observations and evaluations by external examiners as important means to assess teacher performance.

## 1. Student Survey

MPI values highly its student-centred teaching philosophy. In order to put this into practice, student surveys are conducted. Currently two sets of questionnaires are utilized, these being the "Taught Course and Teaching Evaluation Questionnaire" for theoretical courses and "Thesis / Graduation Project and Supervisor Evaluation Questionnaire" for thesis and project courses. Student surveys are conducted during the twelfth and thirteenth weeks of each semester via web-based or paper-based forms depending upon circumstances.

Through student surveys students' opinions on teaching performance and quality of courses are collected. Based on this feedback a survey report is submitted to the Management Board every academic year. The results of the student surveys are provided to the respective schools within one month following its completion and to respective teachers after the final examination results are announced. Policies relating to teaching quality improvement may be established according to the report.

With the exception of internship courses, student surveys have been conducted for all theoretical and thesis courses this academic year. The results are summarized below.

For the "Taught Course and Teaching Evaluation Questionnaire", the overall response rate was 82.23%, 4.18% higher than the response rate of 78.05% of last year. All schools achieved an average of 76% response rate. The overall response rate was satisfactory.

總分為5分，以3分作為學生問卷調查得分的合格線，各校的各項評分均在達標線之上。其中"教師評分"部分，全院以"教師對任教科目有熱誠"及"教師課前準備充足"兩項得分最高，分別為4.16分及4.15分。"教師授課方式生動"及"教師知道學生是否明白教學內容"則得分最低，為3.93分及3.94分。這反映學院教師用心教學，但在教學技巧及學生評核方面需要提升。

在"科目評分"部分，全院總體評分以"此科目的內容有條理"評分最高，為4.02分。"此科目的各個部分（如授課、導修課、研討課等）互相配合適宜"的評分最低，為3.97分。上述兩項評分雖然較去年有輕微下跌，但各項目評分均在3.97分以上。

在"論文/研習計劃科目及指導教師評估問卷"方面，全院回應率為85.52%，比去年回應率81.44%上升了4.08%。各校的回應率均在77%以上，回應率較為理想。

總分為5分，以3分作為學生問卷調查得分的合格線，各校的各項評分均在達標線之上。其中"導師評分"部分，全院總體以"在學生輔導時間，我可聯絡到導師"得分最高，為4.38分，結果與去年一致。"導師幫助我有效地掌握自己的進度"則得分最低，為4.26分。總體而言，學生對於導師的指導情況都在4.20分以上，達至滿意水平。

在"論文/研習計劃評分"部分，各校的評分均在4分或以上。其中"此論文/研習計劃有助我對學科的理解/分析能力/實際技能的提高"這項目的評分最高，為4.25分。

3 points (out of 5) is the pass line, and all the scores of all schools were well above 3 points. In the section "About the Teacher", the highest points were achieved in the two items "The teacher is enthusiastic about his/her subject" (4.16) and "The teacher is well-prepared" (4.15) while the lowest points "The teacher has a dynamic style of presentation" (3.93) and "The teacher knows if the class understands him/her" (3.94). This indicates that whilst teachers are enthusiastic about teaching, improvements in teaching skills and student evaluation and assessment are desirable.

In the section "About the Course", the highest points were achieved in the item "The course is well organized" (4.02) while the lowest points "The various course components (e.g. lectures, tutorials, seminars etc ) are well integrated" (3.97). Although the scores of the above two items were lower than those of last year, the average score of each item was still above 3.97.

For the "Thesis / Graduation Project and Supervisor Evaluation Questionnaire", the overall response rate was 85.52%, which was 4.08% higher than the response rate of 81.44% last year. All schools achieved an average of 77% response rate. The overall response rate was satisfactory.

With 3 points (out of 5) as the pass line, all the scores of all schools were above 3 points. In the section "About the Supervisor", the highest score, 4.38 points, was achieved in the item "My supervisor is available in office hours" and the lowest score, 4.26 points, in the item "My supervisor advises me with regard to effectively monitoring my progress". Generally students were satisfied with the overall guidance of their supervisors, which achieved 4.20 points or above.

For the section "About the Thesis / Graduation Project", all schools scored over 4 points. The score of 4.25 points for the item "The thesis / graduation project is useful in enhancing my understanding of the subject / analytic ability / practical skills" was the highest among all the items of this section.

## 2. 觀課

　　為促使教師之間彼此觀摩、學習，學院每學年均進行觀課活動。由各高等學校校長、課程主任、助理課程主任、校外評審專家及資深教師組成觀課小組，到課堂對教師的教學表現進行評估。評估結果及意見可讓教師進一步瞭解其教學績效，採取適當的改善措施，從而提升教學質量。本學年，六所高等學校共對199名教師進行了觀課，其中168名為全職教師，31名為兼職教師。

　　綜合各項評分指標，教師隊伍的整體評分為4.36分，略低於上學年的評分（4.40分）。當中，評分最高的項目為"備課"（4.57分），其次是"表達技巧"（4.41分）及"教學內容組織"（4.40分）。比較學院近五個學年的整體評分，反映教師隊伍在表達技巧及師生互動等方面的能力正持續改善，而教學技術及時間控制等方面的能力尚可進一步加強。

## 3. 外部評鑑

　　學院推行外部評鑑制度，根據已批准的架構、內容、規章制度，在不影響學生的情況下，公平地推行評估制度，以確保其高等課程的學術水平與其他地區類似的高等課程相當。本學年各高等學校均積極邀請相關領域著名專家進行評鑑。

## 2. Class Observations

In order to provide teachers with an opportunity to observe and learn from each other, class observations are carried out every academic year by class observation teams formed by directors, programme coordinators, assistant programme coordinators, external examiners and experienced teachers. The evaluation results and the opinions collected enable teachers to critically assess the effectiveness of their teaching and to take appropriate measures to improve their teaching quality. This academic year 199 teachers, 168 full-time and 31 part-time, were observed in the six schools.

This academic year, the overall result (4.36) was slightly lower than that of last year (4.40). The item with the highest scores was "Preparation" (4.57), the next being "Communication Skills" (4.41) and "Organization of Material" (4.40). A comparison of the overall results of the five recent academic years reflects a rising trend in the ability of MPI teachers in terms of communication skills and interactions with students. However, there is room for improvement in their teaching skills and time management.

## 3. External Evaluation

An external evaluation system is carried out to ensure that the academic standards of the higher education programmes of MPI are on a par with similar higher education programmes in other regions, and to implement a fair evaluation system according to the authorized structure, contents, regulations and systems while not adversely affecting students. This academic year, all schools were actively involved in inviting renowned scholars and experts in related fields to evaluate MPI provision.

# 外邀評鑑專家
## Invited Expert Reviewers

### 音樂課程
### Music

Michael Jackson Ryan 教授
Professor Michael Jackson Ryan
香港浸會大學音樂系
Music Department, Hong Kong Baptist University

李名強教授
Professor Li Mingqiang
香港演藝學院、香港浸會大學及深圳藝術學校
Hong Kong Academy for Performing Arts, Hong Kong  Baptist University and School of Arts in Shenzhen

陳永華教授
Professor Chan Wing Wah
香港大學專業進修學院人文及法律學院
College of Humanities and Law of the HKU School of Professional and Continuing  Education

### 綜合設計課程
### Design

劉欣欣教授
Professor Liu Xinxin
清華大學
Tsinghua University

文晶瑩助理教授
Assistant Professor Man Ching Ying
香港城市大學
City University of Hong Kong

梁美萍助理教授
Assistant Professor Leung Mee Ping
香港浸會大學
Hong Kong Baptist University

### 視覺藝術課程
### Visual Arts (Education)

黃光男教授
Professor Huang Kuang-Nan
台灣藝術大學
Taiwan University of Arts

謝東明教授
Professor Xie Dongming
中央美術學院美術系
Fine Arts Department, China Central Academy of Fine Arts

劉仲嚴助理教授
Assistant Professor Lau Chung Yim
香港教育學院文化及創意藝術學系
Department of Cultural and Creative Arts, Hong Kong Institute of Education

## 電腦課程
## Computing

勞里‧卡斯伯特教授
Professor Laurie Cuthbert
英國倫敦大學瑪麗皇后學院
Queen Mary, University of London

Andy Watson教授
Professor Andy Watson
英國倫敦大學瑪麗皇后學院
Queen Mary, University of London

Michele Hanoria Pringle 女士
Ms Michele Hanoria Pringle
愛爾蘭都柏林城市大學
Dublin City University of Ireland

Erik Dagless教授
Professor Erik Dagless
英國布里斯托大學
University of Bristol, UK

## 社會工作課程
## Social Work

趙維生教授
Professor Chiu Wai Sang
香港浸會大學社工系
Faculty of Social Sciences, Hong Kong Baptist University

吳日嵐教授
Professor Ng Yat Nam
香港浸會大學社工系
Faculty of Social Sciences, Hong Kong Baptist University

## 公共行政課程
## Public Administration

邵宗海教授
Professor Shaw Chong-Hai
台灣中國文化大學及中山與中國大陸研究所
Chinese Culture University and Graduate Institute of
Mainland China Studies and  Dr Sun Yat-sen's Thoughts

## 電子商務課程
## E-Commerce

Efraim Turban教授
Professor Efraim Turban
美國夏威夷大學
University of Hawaii

## 管理學課程
## Management

司徒永富副教授
**Associate Professor Ricky Szeto**
香港樹仁大學
Hong Kong Shue Yan University

## 市場學課程
## Marketing

陳增聲教授
**Professor Chan Tsang-Sing**
香港嶺南大學
Lingnan University, HK

## 公共關係課程
## Public Relations

馬成龍教授
**Professor Ringo Ma**
香港浸會大學
Hong Kong Baptist University

## 體育教學課程
## Physical Education

王香生教授
**Professor Wong Heung Sang**
香港中文大學體育運動科學系
Department of Sports Science and Physical Education, Chinese University of Hong Kong

沈建華教授
**Professor Shen Jianhua**
上海師範大學學科體育研究所
Physical Education Courses Research Centre, Shanghai Normal University

## 護理學課程
## Nursing

格溫・薛伍德教授
**Professor Gwen Sherwood**
美國北卡羅萊納大學教堂山分校護理學院
School of Nursing, University of North Carolina at Chapel Hill

## 完善教學質量政策

為建立完善的學位課程科目大綱資料庫，學院規範了學位課程科目大綱的內容及制定了範本供教師使用。規定科目大綱內須包括學年、學期、學校、課程、科目名稱、科目編號、教師姓名、聯繫資料及其他相關資料。另外，除班別編號及教師資料外，同一課程同一科目的科目大綱內容必須一致。

## 教學支援

### 1. 電子排課

為提升學院教學服務水平、統一各學位課程排課的規定及充分善用教室資源，學院本學年展開了引入電子排課系統的研究工作。為了可以落實使用排課電子化，學院成立了專門的工作小組。小組於2010年11月到香港浸會大學及香港嶺南大學考察電子排課系統及配套設施，並借鑒兩校電子排課的經驗。小組現正制定全院統一的排課規則及就軟件設備做準備工作。

## Teaching Quality Enhancement

In order to establish a complete course syllabi database for degree programmes, the syllabus formats were standardized and templates designed to contain information including academic year, semester, school, programme, course name, course code, lecturer, contacts and other relevant information. Apart from course code and lecturer information, the contents of the course syllabi for the same course of the same programme are consistent.

## Teaching Support

### 1. E-Course Scheduling

In order to provide more comprehensive teaching support, standardize the class scheduling regulations and optimize the utilization of classrooms, MPI has established a workgroup to study the possibility of using a computer system to schedule the courses of its degree programmes in 2010/2011. The workgroup visited Hong Kong Baptist University and Lingnan University in November 2010 to avail themselves of their experience in e-course scheduling. Currently the workgroup is developing relevant scheduling regulations and preparing the necessary computer systems.

## 2. 統一科目編碼

為規範學位課程的科目編碼及便利科目系統的使用，學院制定了《澳門理工學院學位課程科目編碼指引》，並於本學年開始對從該學年起展開的四年制學士學位課程使用。

## 3. 延長服務時間

因應教學的需要，為教師提供更好的教學支援，有關部門於2010年11月1日起試行延長辦公時間至晚上七時三十分，週六至晚上七時十五分。

## 4. 為高等衛生學校提供教學支援

隨着學院新大樓"明德樓"的落成，高等衛生學校於本學年下學期遷回總部校園。經與該校協調後，從新學期的開課準備、統一資料發佈以至統籌期末考/補考，將逐步與現行支援服務措施接軌，以提供更全面的教學支援，進一步提高行政效率。

## 2. Standardizing Subject Coding

To standardize the subject coding of the degree programmes and to facilitate the use of the subject system, the *Subject Coding Guidelines for Macao Polytechnic Institute (MPI) Degree Programmes* has been implemented for all four-year Bachelor's degree programmes from 2010/2011.

## 3. Extended Office Hours

To provide better teaching support, since 1 November 2010, the office hours of the department serving teachers have been extended to 19:30 from Monday to Friday and 19:15 on Saturday.

## 4. Teaching Support to the School of Health Sciences

The School of Health Sciences has moved back to the main campus in the second semester of 2010/2011 following the completion of the Meng Tak Building. To provide more comprehensive pedagogic support and enhance administrative efficiency, pedagogic logistics of the School such as new term preparation, information dissemination and final/make-up examination coordination will be centrally supported by the relevant department.

# 教師發展

　　教師是學院的骨幹，學院一直努力不懈，致力提升教師隊伍的質素。除了提高對新入職教師的要求外，還制定減免學時、提供進修學費資助、設立學術獎項、舉辦專業發展課程等，鼓勵教師持續發展，以應付日新月異的社會變遷帶來的新挑戰和新工作。

# Teacher Development

　　Teachers are the most important resource for the development of MPI. As such, MPI has always striven to enhance the quality of its cohort of teachers. Aside from raising the requirements for newly recruited teachers, a number of policies on reduction of teaching hours, provision of study subsidies, establishment of academic awards, and the holding of professional development seminars have been implemented to encourage current teachers to pursue continuous professional development in order to handle the new challenges in their work brought about by the rapidly changing society.

## 師資的引進

　　學院對招聘教師一向以制度化、標準化形式進行。招聘評分由履歷評分及面試評分兩部分組成。招聘典試委員會由理事會代表、校長、課程主任及兩名教師組成，並設後補委員。典試委員會下設評分小組，對應徵者的學歷、學術成果、高等教育教學經驗等項目評分。獲面試資格的應徵者，典試委員會按其專業素質、模擬教學技巧等幾方面評分，並按應徵者總分數之高低依次聘用。

## Recruitment of Teachers

　　MPI adopts a systematic and standardized procedure to recruit teachers which consists of two parts: academic qualifications analysis and interview. The recruitment panel is formed by representatives from the Management Board, directors, programme coordinators and teachers of related disciplines, with other ad hoc members. Under the recruitment panel, a workgroup is established to assess the applicants' academic qualifications, research outputs and tertiary education teaching experience. Applicants eligible for interview will then be assessed by the recruitment panel in terms of their professional standards and presentation skills. The applicant(s) with the highest total scores will be employed.
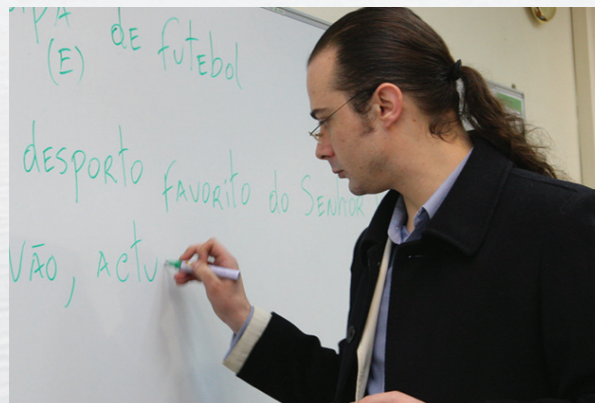
# 教師專業化發展

本學年，學院舉辦了多項教師專業發展活動：

2010年11月29日，香港教育學院課程與教育學系林智中教授應邀主講題為"如何為大學本科生設計課堂？"的教師培訓講座，介紹各種課程設計概念及學術原理，分享教學心得，為教師提供一些有用的教學方法。

2011年3月2日，香港教育學院評估研究中心聯席總監莫慕貞教授，就有關高等教育教學評量的理論與技術，應邀主講題為"課堂學習效果評分法"的教師培訓講座。莫教授提出學習動機、自我效能和質量反饋為設計教學評估的指導原則的概念，介紹了部分為記錄學習效果而設計"學習導向評估"所用的策略，並結合實例個案，以闡明策略的可行性、效果及其在高等教育上的應用。

2011年6月1日，香港教育學院評估研究中心聯席總監李亦鵬博士到學院主持"Winsteps（題項反應理論軟件）工作坊——初階"課程，教授專門用作分析學生評估表現數據的Winsteps軟件，讓教師可分析學生在試卷中的答題表現，包括學生的強弱之處、題目的深淺、題目能否評估學生能力達到最近發展區等，以調適測驗題目及對症下藥，有效地評估學生的能力，從而提高教師擬題及評核的能力。

# Professional Development of Teachers

During 2010/2011 MPI has organized a number of professional development activities for its teachers:

On 29 November 2010 Professor Lam Chi Chung of the Department of Curriculum and Instruction of the Hong Kong Institute of Education hosted a teacher training seminar on "How to Design Courses for Undergraduate Students". Professor Lam shared his teaching experience and introduced to the participants key curriculum design concepts and pedagogical principles, together with some useful tips on teaching.

On 2 March 2011 Professor Mok Mo Ching Magdalena, Co-Director of the Assessment Research Centre of the Hong Kong Institute of Education, hosted a teacher training seminar on "Course Learning Outcome Assessment" concerning theories and skills for teaching assessment in tertiary education. Professor Mok highlighted motivation, self-efficacy and quality feedback as the guiding principles in the design of assessment that informs teaching and learning, while also introducing to the participants strategies for designing learning oriented assessment with practical cases to demonstrate the feasibility and outcomes of these strategies and their application to higher education.

On 1 June 2011 Dr Tony Lee, Co-Director of the Assessment Research Centre of the Hong Kong Institute of Education, hosted the "Winsteps Software Workshop – Elementary Level", introducing to the participants the software Winsteps, an assessment tool for analyzing students' learning performance with the Rasch Model which assists teachers to frame suitable questions and thus enhance students' learning outcomes.

# 對外合作

# Collaboration with External Organizations

## 合辦研究生課程

## Joint Postgraduate Programmes

學院近年與多所世界著名高等院校拓展開辦不同領域的研究生課程。2011年2月，與葡萄牙雷利亞理工學院合作開辦首屆公共行政碩士學位課程（葡文授課），為澳門以葡萄牙語為母語的公共行政單位人員提供了持續進修的平台。學院更與葡萄牙里斯本大學簽訂合作協議，雙方擬於2011年底在澳合辦兩個博士學位課程，包括公共管理博士學位課程與葡萄牙語言文化（外語/第二語言）博士學位課程。

In recent years, MPI has established collaborations with a number of world-renowned universities in jointly offering postgraduate programmes. Since February 2011, MPI has collaborated with Instituto Politécnico de Leiria to offer the Master of Public Administration Programme (taught in Portuguese). This programme provides a platform of continuing education for the local public administration personnel whose mother tongue is Portuguese. In addition, MPI has signed an agreement with the University of Lisbon on jointly offering two PhD programmes, one in Public Administration and one in Portuguese Language and Culture (Foreign Language / Second Language). Both programmes are scheduled to commence by the end of 2011.

## 學術交流

　　第十二屆中國國際高新技術成果交易會（簡稱"高交會"）於2010年11月16日至21日在深圳會展中心舉行。是屆高交會以"科技引領轉型，創新驅動發展"為主題，突出創新創業元素，展館內設有高新技術專業產品展、洽談專區，並舉辦了多場高峰論壇、高新技術人才交流會。除內地各省市和各科研機構踴躍參展外，還有來自49個國家和地區的106個代表團、2,775家參展商、2,438家投資商和12,793個項目，參加了高交會的展示、交易和洽談，參觀人數達到52.5萬人次。學院於會場設置了參展攤位，向來自國內外的嘉賓展示學院師生、理工—倫大資訊系統研究中心及理工—新濠博彩及娛樂資訊技術研發中心在資訊技術範疇的科研成果。

　　應高等教育輔助辦公室邀請，學院教職員及學生代表於2011年8月赴甘肅參加"澳門高校教職員及學生甘肅訪問團"，進行為期七天的交流訪問，讓教職員及學生深入認識內地高等教育的最新情況，以及加強對祖國政治、歷史、文化及經濟等各方面的瞭解。

## Academic Exchange

　　The China Hi-Tech Fair (CHTF) 2010 was held from 16 to 21 November 2010 at Shenzhen Convention and Exhibition Center. Under the theme "Technology-led transition and innovation-driven development", the CHTF 2010 focused on innovation and entrepreneurship. In addition to research institutions throughout the country, the exhibition was attended by 106 delegations, 2,775 exhibitors, 2,438 investors and 12,793 projects from 49 countries and regions with a total number of visitors reaching 525,000. In the exhibition a booth was set up to showcase the research achievements attained by MPI members, the MPI-QMUL Information Systems Research Centre and the MPI-Melco Gaming and Entertainment Information Technology Research and Development Centre in the area of information technology.

　　On invitation from the Tertiary Education Services Office, MPI staff and student representatives took part in the "Visit to Gansu for Staff and Students of Macao Tertiary Education Organizations" in August 2011. The seven-day visit brought about a deeper appreciation of the current situation of higher education on the Mainland, as well as the politics, history, culture and economics of China.

# 展望未來

# Prospects

隨着高等衛生學校的生物醫學技術理學士學位課程（藥劑技術/檢驗技術）獲批准於新學年開辦，學院所有高等專科學位課程將於未來三至四年間逐漸停辦，而新的學士學位課程更符合現時高等教育發展的需要，有助學院提升教學素質及競爭力。在迎接課程更新的同時，學院也面對師生對教學質量進一步提升的期望，儘管面對各種的挑戰，學院將繼續秉承一貫為教師提供優質服務及加強與各單位合作為宗旨。

在教師專業發展方面，新學年教師專業發展的重點在教育心理學及教學技巧。此外，因學術評審工作即將開展，學院亦將就相關議題為教師安排專題講解會。

在教學工作方面，學院現正積極籌備電子排課工作，包括制定排課規則、為電子排課系統與學院其他電腦系統做好接口工作等，希望儘快推行電子排課，以優化學院教室的使用率。

在教學環境方面，儘管面對土地資源的限制，學院將繼續為學生創造更佳的學習環境，新學年將會有數間新的教室及電腦室投入使用。

Following the approval of the Bachelor of Science programmes in Biomedical Technology (Medical Laboratory Technology / Pharmacy Technology) by the Government, all the "3+1" programmes offered at MPI will be phased out in the coming years. The new structure of four-year degree programmes will better meet the development of higher education, with the teaching quality and the competitiveness of MPI being further enhanced in line with the rising expectations of both teachers and students. In spite of various challenges, MPI will continue to strengthen inter-unit cooperation and provide teachers with quality services.

In terms of the professional development of teachers, the focus of relevant seminars will be placed on educational psychology and teaching skills in 2011/2012. In view of the upcoming academic accreditation, there will also be workshops on this theme.

With respect to pedagogic support, preparation for e-course scheduling is being actively undertaken, developing scheduling regulations and relevant computer systems. It is anticipated that the system will be fully implemented soon so as to optimize classroom utilization.

From the aspect of learning environment, despite limited land resources the learning environment will be constantly enhanced for the students. In the new academic year, there will be several more new classrooms and computer rooms in use.