

2017 Series 4 (Number 18)

Enhancing the Quality of Learning and Teaching in Chinese Higher Education

Institutions: Insights from Research on Student Engagement and Course Experience

Date & Time: Tuesday 23 May 2017, 13:00 – 14:00 (Light lunch begins at 12:30)

Venue: E33-G021, Tin Ka Ping Lecture Hall, Faculty of Education

Language: English

Audience: UM Staff / Postgraduate Students

Online Registration: <https://goo.gl/jGkN4g>



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* A Complementary light lunch will be provided.

Abstract

The quality of learning and teaching in Chinese higher education institutions is a topic which has generated heated debate in recent years, though there has been a remarkable paucity of empirical research into this issue. This project attempts to address this issue by bridging two current lines of research on the quality of undergraduate education, i.e., student engagement and course experience. Defining student engagement from a psychological perspective, this project first explores the relationships between students' course experiences and their motivation and engagement with a sample of Chinese undergraduates. Then, this project reports two interrelated studies of the relationships among Chinese undergraduates' motivation, engagement, and some desired learning outcomes. The findings reveal some characteristics of learning and teaching in Chinese higher education institutions, and bring implications for the enhancement of student engagement and the quality of undergraduate teaching in China.



Speaker



YIN Hongbiao received his PhD from the Chinese University of Hong Kong in 2006. Now he is an Associate Professor in the Department of Curriculum and Instruction and the Associate Director of the Centre for University and School Partnership at the Chinese University of Hong Kong. His research interests include teacher emotion, curriculum reform and learning and teaching in higher education. He has published more than 100 papers in academic journals including *Teaching and Teacher Education*, *Higher Education*, and *Educational Psychology*. He also serves as the editorial member for *The Asia-Pacific Education Researcher* (SSCI), *Frontiers of Education in China* and *Global Education* (CSSCI).