

Dr Michael George BOTELHO

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My approach to teaching and learning has evolved since my first year at HKU after a Centre for the Enhancement of Teaching and Learning orientation course in my first month and continues to this day. I have 19 years teaching experience at HKU, each one different, each one rewarding, each one challenging which makes me realise I still have more to do and a lot more to learn. Students change, content changes, expectations change, pedagogy changes which means I need to change. This change drives the search for improving the learning experience for our students.

After initial challenging experiences in my first months, I became aware monologues were monotonous, potentially painful and humbling in the large classroom. While monologues have a guarantee of information dissemination and coverage there is no guarantee of: understanding, learning, interaction or analysis related to information passively presented and certainly no opportunity for active learning or student engagement.

This has driven me to design active, collaborative, enquiry orientated modes of teaching and learning. Dialogues not monologues are key, not only between the teacher and students but most importantly between the students. I now design all learning activities to involve student group interactions for an active and social learning experience that involves dialogue, sharing and peer teaching.

In addition, I use technology to capture PowerPoint presentations, learning feedback sessions, clinical skills techniques and individual student learning queries and deposit these videos on Moodle for students' asynchronous access, on demand, in their own environment when they are ready to consume. Student access to this library of learning materials occurs not only during the course I am responsible for, but long after when students are treating their own patients and at assessment times in the following year.

This Award is shared with my students whom I recognise as partners in this journey of discovery. They have gainfully and collaboratively participated in this two-sided learning experience and have tested me to strive for meaningful, engaging and innovative learning experiences.



STUDENTS' WORDS OF APPRECIATION

Dr Botelho strikes me as someone with fantastic passion in teaching. He gives me the impression that he is a type of educator who does not get complacent easily and evidently endeavours to seek avenues to improve himself in every aspect – I notice this from the fact that he is extremely keen on listening to feedback from the students.

The course is designed to incorporate interactive learning with lots of Q&A opportunities such that students have plenty of chances to clarify their doubts among small groups before being clarified together with the whole class. This stimulated me to think more critically using my current knowledge and not to be simply spoon-fed with answers right from the beginning. Upon the whole class discussion, I learnt to point out my own weaknesses or misconceptions and rectify them. I believe that the teaching method employed by him greatly helps me to retain the knowledge for a significantly longer period of time.

Stephen SUTANTO
BDS, current student

Dr Botelho has put in great amount of effort to coordinate the fixed prosthodontics course. In fact, it has been one of the most organised courses throughout my five years of studies. He provides structure and supporting information and is always approachable with questions to prevent students from struggling.

A good feedback is more than just a grade. Dr Botelho encourages two-way feedback and interaction. He gives helpful feedbacks that are tailored towards one's individual piece of work and help to work towards improving our clinical skills and experience. He also simulates interesting and engaging discussion in tutorials, which inspires and motivates students to learn.

Not only is he a good clinical tutor, he is also a good personal tutor. Apart from helping to fulfil the requirement of the course he also sees us make the most of our studies as an individual. He understands our academic strengths and areas for improvement and offers advices to help us maximise our potentials.

His excellence in teaching will impact and influence the professional lives of students long after graduation. Dr Botelho is a great clinician and a truly devoted teacher.

Teresa HO
BDS 2014

Dr Botelho is a very devoted teacher, who wears a friendly smile towards his students 24 hours a day. He rarely refuses any question raised before him. Instead of simply giving the answer right away, he would often raise related questions to guide the students to the right track, to enable them to reach the answers to their own questions. It may not fit students who are so used to the spoon-feeding type of learning, but indeed inspires many who are willing to learn. Nevertheless, they would usually be amazed by his sense of humour, as a free gift.

In addition to the approachability, Dr Botelho is more famous for his nicely-cut teaching video clips online. He is probably the pioneer in the Faculty who is so keen on utilising the multimedia platform for teaching. Many students find his clips very helpful, when they are reviewing the practical techniques on preparation of fixed prosthesis in particular, and for sure, especially on the nights right before practical exams!

Brian KWOK and groupmates

BDS 2014