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Since joining the University of Hong Kong in 1989, Professor Rick GLOFCHESKI has distinguished himself as an exemplary teacher in tort law, labour law, and higher education generally, in particular as a pioneer of assessment for learning, both within his discipline and across disciplines.

In Rick's view, while a teacher must be well-versed in his subject, this is never enough. Rather, it is also important to establish a healthy and robust learning environment, in which students can participate freely and enthusiastically. He seeks to create a classroom atmosphere that he describes as 'participatory democracy and equality among intellectuals'. Learning, rather than teaching, is at the centre of his course designs. Students are invited and encouraged to take charge of their own learning. His curriculum and courses are intended to encourage students to do just that.

Rick has identified an important connection between assessment and learning. Although assessment is normally taken to be an exercise in evaluation and accreditation, in his view, the primary objective of assessment should be learning. The motivational potential of assessment should be harnessed to produce the right kind of learning and to produce a habit of learning. A strategically designed assessment programme can produce sustainable, deep and relevant learning that will be available to students beyond the academy.

Among his assessment innovations is what he calls 'real-time feedback', in which students, immediately on completion of the examination, are invited to remain behind to participate in an evaluation of their own work. They are even invited to challenge the teacher's conception of the so-called 'correct' analysis. This is a radical use of assessment, as a learning tool with students taking charge. This idea is now being taken up by colleagues at HKU and at other institutions around the world where Rick has shared his ideas.



UNIVERSITY DISTINGUISHED TEACHING AWARD

Another innovation arises from Rick's commitment to authenticity in learning, and by implication, assessment, and his belief that students learn best by doing rather than listening. Students work hard to succeed in assessments, and if students are to become lifelong learners, the assessment should be designed so that students, working hard to be good at the assessment, will, by virtue of the assessment design, develop excellence in the skills and knowledge relevant to post-graduation professional life. Among many different ways to achieve this, Rick requires students to maintain a news media diary in which they identify news stories that resonate with the subject matter of the course; he also invites students to build photographic portfolios whereby they identify and analyse the sites of legal problems in the urban environment; and he invites students, working in small groups, to produce documentaries that engage with the interface between law and social policy in Hong Kong. In Rick's experience, this kind of learning encourages a habit of learning, and more powerfully, the skills of discovery, and of identification of legal artefacts that are not flagged for them. In a very concrete way, it points the way for students to become lifelong learners.

Most recently, Rick has taken steps to break down some of the barriers to effective classroom learning, by replacing lectures with online materials and using classroom time for problem-solving. In this, the so-called 'flipped classroom', students use their time more productively. Rather than sitting and listening, they actively engage with the subject matter of their study, working in small groups to solve authentic, real-world problems taken from recent happenings in Hong Kong. Rick has presented this new design at workshops and seminars at HKU and to audiences elsewhere, often to over-flowing audiences.

Rick's innovations in curriculum design and pedagogy are now being recognised outside of the university. He speaks at universities around the world, provides workshops and presents keynote addresses by invitation from some of the leading institutions. He takes a leadership role in teaching and learning here at HKU and across the universities in Hong Kong. He was the driving force behind the recent international conference at HKU – Assessment for Learning in Higher Education. He is co-authoring, with leading international scholars, a book *Scaling up Assessment for Learning in Higher Education*.

Rick has been recognised for his achievements before. He received a University Outstanding Teaching Award in 2008, a University Distinguished Teaching Award in 2009, and a UGC Teaching Award in 2011. In each case, he was the inaugural recipient.

As a busy legal scholar who has turned much of his energy to the student learning experience and to the scholarship of higher education learning generally, Rick is an excellent role model for peers across the university. A living example of the teaching-research nexus in action, Rick greatly merits his second University Distinguished Teaching Award.