

## Professor David Robert CARLESS

Faculty of Education 教育學院

**M**y orientation to teaching is a student-centred one, maximising student involvement by providing a stimulating learning atmosphere with plentiful interaction and dialogue. I pose a lot of questions and provide time for students to think, respond and themselves raise questions.

Secondly, I capitalise on the reality of assessment driving student learning by using assessment to move students in productive directions. The purposeful design of a module assessment is thus a crucial part of my teaching philosophy and often involves participatory tasks rich in peer collaboration and self-evaluation, such as oral presentations or group projects.

A key element of my philosophy has evolved towards leadership and mentoring in teaching based on the rationale that by helping colleagues to teach better, I can have greater impact on a larger number of students. I have taken up a leadership role as Associate Dean (Learning and Teaching); have carried out mutual peer observations with colleagues; have led a number of staff development opportunities; and have been particularly significantly involved in the mentoring of teaching, especially with early career colleagues who probably have the most to gain from such support.

A further core value underpinning my teaching philosophy is interplay between research and teaching in that building synergies between research and teaching should be a central element of excellence in universities. I practise research-led teaching: sharing my relevant research findings with students and encouraging critique of them; and research-informed teaching whereby, for example, assessment and feedback design is guided by the relevant higher education scholarship, including my own research.



## STUDENTS' WORDS OF APPRECIATION

Professor Carless is always inspiring and in possession of good questioning skills. His teaching demonstrates his abilities to come to a detailed, profound understanding of the diversified needs in our class and his capability of putting theories into practice. He also has superb questioning techniques. He displayed a lot of inspirations in the discussions and his constructive feedback always became the focal point of the ensuing discussion. In the group tasks that he set for us in the course, Professor Carless has also proven himself to be an excellent classroom facilitator.

On the academic level, as a Doctor of Education (EdD) student I have learnt and gained a lot from his enlightening academic discussions. The way he guided me to focus on research questions was very strategic. He never gave me a direct response. Instead, he requested my justifications to a number of options. On the personal level, the patience and encouragement given were indispensable to my deeper analysis to the problems I was encountering at that time. I would say that his guidance to students has portrayed himself as an exemplar of a university scholar.

**MING Sze Man**

*BEd 2009; EdD, current student*

I did my final-year dissertation under Professor Carless's supervision. Writing a dissertation could be a demanding task for an undergraduate student. However, Professor Carless transformed this into a fruitful learning experience by offering an abundance of support. Most importantly, Professor Carless struck a fine balance between providing constructive guidance and giving me the autonomy to explore different options in the process. Therefore, I could be an active learner throughout the writing of my dissertation while still receiving helpful advice from my supervisor. Having the autonomy to make decisions for my dissertation has empowered me as a learner, and also helped me develop essential skills to become an independent learner in the future. For instance, how should I approach schools for data collection? What would be the target schools for my project? These are all crucial decisions that I had to make throughout the process.

To sum up, Professor Carless has been an inspiring educator throughout all these years. Apart from his expertise in the area of Educational Assessment, he is also a great teacher who cares a lot about the learning experience of his students. He always tries his best to create plenty of hands-on learning opportunities for his students. Moreover, he has been a role model throughout the years I have known him and has continued to inspire me. I see him as an outstanding teacher in the University and a well-deserved recipient for the Outstanding Teaching Award.

**Jaclyn YEUNG**

*BEd 2013*

## OUTSTANDING TEACHING AWARD

I had the valuable chance to meet Professor Carless as my academic advisor when I was accepted into the undergraduate BA&BEd(LangEd) double-degree programme. Although academic advisors are generally expected to meet advisees in their first years, Professor Carless has been actively providing support throughout the academic years, as I now marched on to the fourth year of my studies.

I could still recall how the first meeting went. In the first semester, I received encouraging grades, and thought the meeting would be short. However, Professor Carless still encouraged me to reflect on how I worked on my assignments, how I interacted with lecturers, how I saw my group mates. He also asked if there were challenges I faced – which had been neglected, had I not been asked to think about these. In this memorable session, Professor Carless acknowledged my efforts, facilitated an effective analysis of good practices to keep, and most importantly, inspired me to continuously improve myself through reflection.

Professor Carless is an inspiring teacher whose effort in assisting students through versatile ways reflects his research principles and beliefs. He is very engaged in each student's development and never limits our potential. I believe such qualities are invaluable to the University, and I fully support Professor Carless as a recipient of the Outstanding Teaching Award.

**WONG Tin Wai**

*BA&BEd(LangEd), current student*