

附件二：T 學員投訴 N 導師的報告

(1) 2004 年 7 月 10 日與 N 導師會面報告

(2) 2004 年 8 月 10 日電話調查報告

(3) 2004 年 9 月 2 日呈交予黃院長的報告

(4) 2004 年 9 月 21 日有關投訴信可能外洩備忘錄

(1) 2004 年 7 月 10 日與 N 導師會面報告

Attachment 5

**Special Student Case Meeting
Meeting Notes**

Date: : 10 July 2004
Time : 10:25 a.m.
Venue : Head's Office, Teacher Education Division, 2/F Franki Centre
Present : Mrs Tammy Lai (Chairperson)
Ms T (Student number)
Ms A (Recording Secretary)

Item	Description
1	BACKGROUND
1.1	Mrs Lai invited Ms T an interview as a complaint was received from Ms Tong regarding the student attendance and teaching quality of the subject CEED2-1.
2	DISCUSSION ISSUES
2.1	<u>Open communication system</u>
2.1.1	Mrs Lai expressed that the Division has always been upholding a fair and open communication system which encouraged students to provide feedback to the Division regarding provision of service to the students. Several channels, such as the evaluation exercise, student union, etc., were developed to enhance communication between students and the Division. Mrs Lai encouraged Ms T to give her views constantly through these channels and assured her that follow-up actions would be taken accordingly.
2.2	<u>Student attendance</u>
2.2.1	Mrs Lai explained the quality assurance mechanism of the Course and reiterated that student attendance requirement was one of the quality assurance mechanisms which maintained the programme credibility. The regulation, 30 minutes tardy was regarded as "absent", has been implemented and enforced for many semesters.
2.2.2	Ms T understood and agreed with the student attendance requirement. As Ms T accepted that she would be granted a 'F' on the subject CEED2-1, she asked if the grade point for this subject would be included in grade point average calculation. Mrs Lai confirmed that all 'F' subjects would be recorded in the student transcript and included in grade point average calculations.
2.3	<u>Teaching quality of CEED-1 subject</u>
	Ms T explained the details stated on the complaint letter regarding the delivery of the subject as follows:
2.3.1	Ms T was of the opinion that the lecturer did not utilize the time of each class session appropriately: <ul style="list-style-type: none">The lecturer did not commence class punctually. Instead, the lecturer spent 15-20 minutes at the beginning of each class session to discuss on the issues that were irrelevant to the subject. Ms T strongly opposed to such practice and felt that the lecturer should start teaching on time, regardless of the number of participants, as defended by the lecturer in class.

(5A)

- implementation of quality assurance mechanism
- lecturers' preparation
- selection of content in terms of depth, accuracy and scope
- achievement of the subject objectives
- design and implementation of class activities

The meeting was adjourned at 11:15 am.

Tanny Lai

Mrs Tanny Lai, Head of Teacher Education

15/7/04

Date

5B
The break for each class session was actually too long. The lecturer spent too much time to discuss irrelevant issues with particular students. Many students were left with no learning activities. It was considered as a waste of students' valuable time.

As some time was wasted at the beginning of the class session and during the break, the lecturer compressed the content of the lecture. However, Ms T expected more elaborations and in-depth deliberation of each topic.

2.3.2 Ms T was discontented with the lecturer's inconsistency in handling class attendance and her practice on handling early leave with elaborations as follows:

The lecturer was inconsistent in handling class attendance during the term. Ms T found that some students were allowed to sign on the roster after the 30-minute grace period. The lecturer failed to enforce the attendance regulation.

5C
Ms T stated that a group of students frequently asked for leaving the class 20 minutes earlier (they asked to leave at 9:20 p.m. while the class was supposed to end at 9:45 p.m.). The lecturer acquiesced in such inappropriate request by instructing them to consult with the fellow classmates should there be any objection.

2.3.3 Ms T reported that the tutorial sessions were not properly used for meaningful learning activities:

- Students were asked to replicate and role-play primary school level extra-curricular activities. The lecturer then explained the organization of these activities. It was considered as a waste of student time as these primary school teachers were already well-versed in organizing such activities. The issues of achieving the course objective, selecting appropriate content in terms of scope, depth and accuracy, and the method of delivery were challenged.

2.4 Regardless of the performance of the CEED2-1 lecturer, Ms T commended the quality of the Course and performance of other lecturers. Ms T expressed that she got very good experience through other subjects of the Course and one particular part-time lecturer, Ms T was highly praised.

3 RESOLUTION

3.1 Ms T consented to the consequence of her insufficient attendance. She also understood that the grade 'F' would be recorded in her transcript and the grade point for this subject would be included in grade point average calculations. Mrs Lai assured Ms T that the Course Team would facilitate her study progress and should Ms T require any assistance, she was welcome to approach the course team.

3.2 Mrs Lai thanked Ms T for her opinions and felt sorry for what she had experienced at CEED2810. Mrs Lai assured Ms T that all aforementioned incidents be reviewed and appropriate follow-up actions be taken.

- It would be the responsibilities and duties of all lecturers (part-time and full-time) to enforce and implement University quality assurance regulations. Allowing tardy students to sign on the roster after the 30-minute grace period was inappropriate.

- Teaching quality of the subject CEED2-1 would be examined with follow-up actions. Major concerns would be:

(2) 2004年8月7日電話調查報告

Document 3

2004年夏季學科‘CEED’課外活動的組織、教學質素之電話調查總結
(調查日期：2004年8月7日) D-4

調查範疇	學員意見 / 建議
1. 課程內容 (深度、廣度、準確性)	<ul style="list-style-type: none"> 學員反映在課外活動的組織層面上較弱，對這方面較為失望。 學員期望本課程可以加強課外活動的最新動向(例如：歷史)。 總括來說，學員認為本課程的內容在深度、廣度、準確性各方面均為治舊。
2. 教學目標	<ul style="list-style-type: none"> 總括來說，學員認為本課程之教學目標能夠達到。
3. 課堂活動質素	<ul style="list-style-type: none"> 學員反映本課程的活動很多，但導師對有關安排活動上應注意的要點及技巧應較為詳盡。 總括來說，學員認為本課程的課堂活動治舊。
4. 習作評估質素	<ul style="list-style-type: none"> 學員反映導師的習作評語不算詳細，但卻中肯及對學員有幫助。
5. 課堂管理	<p>問題時間</p> <ul style="list-style-type: none"> 學員反映導師於10-15分鐘後才開課，而導師解釋由於大部份學員都不守時，故將開課時間延遲。然而，學員都指該導師的理由。 <p>小息時間</p> <ul style="list-style-type: none"> 學員反映小息時間約為10-15分鐘，認為適當。 <p>簽到事宜</p> <ul style="list-style-type: none"> 學員反映導師於收點名冊前必先會指示學員簽名。 學員反映只要未收點名冊(蓋管超過30分鐘寬限時間)，學員仍可繼續簽名。然而，學員很認同導師的處理方法。 <p>下課時間</p> <ul style="list-style-type: none"> 學員反映有部分同學以轉車為理由，要求提早離開，而導師於取得全體學員同意後，批准部分同學提早數分鐘離開課堂。然而，學員很認同導師的處理方法，認為這不會對其他學員構成干擾。 個別學員反映導師批准因乘車遲到的學員提早數分鐘離開。這情況是可以理解的，但恐防有其他學員利用這機會佔便宜，經這位學員之觀察，初期是3位同學早走，而後期早走之人數卻有5位或以上之多。 學員反映一件特別事件——有學員因身體不適而要求早走，導師徵得全體學員同意後，批准這學員提早離開。

		總計
學員總人數	CEED2810-1	22位
	CEED2810-2	14位
接受調查的學員數目	CEED2810-1	13位 (59%)
	CEED2810-2	8位 (57%)
		36位學員
		58%

Other findings of the telephone interview conducted on 7 August 2004

- Some students wondered about the purpose of the interview. The interviewer explained that it was an exercise to assure quality and to get students' views for future improvement of the programme.
- A few students queried if there was a complaint against the lecturer. The interviewer replied that it was just a normal quality assurance exercise.
- Mr Lam Siu Wah, the class representative of CEED2810-2, told the interviewer that one of his fellow classmates lodged a complaint against the lecturer and Mr L [redacted] tried to elaborate the case to the interviewer. The interviewer answered that she was not aware of any complaint and stated that the interview would focus on quality assurance implementation. The telephone interview proceeded smoothly.

Before the end of the conversation, Mr L [redacted] told the interviewer that he had already expressed his views on a letter which was sent to the Division in July (c.c. copy was also sent to the lecturer). He wondered whether his letter had reached the Division or not and he stated that he could re-send the letter if there was no trace of it. As the interviewer had no idea on this matter on Saturday (7 Aug 04), she had to check with the Student Affairs Team (complaints usually went through the Student Affairs Team first) on the following Monday (9 Aug 04).

The case was then followed up on Monday (9 Aug 04) and it was found that there was no trace of the aforementioned letter. As requested by Mr L [redacted] he was called up to be informed of the situation. Mr I [redacted] sent the letter to the Student Affairs Team again through e-mail in the afternoon on the same day. The letter is attached to this report.

Prepared by [redacted] (Interviewer) on 10 August 2004

寄件者: "Simon C.H. Wong" <schwong@hku.edu.hk>
 收件者: "Tammy Lai" <tlai@hku.edu.hk>
 傳送日期: 2004年9月16日 PM 03:19
 附加檔案: schwong.vcf
 主旨: Re: Complain from Ms.T

Class number	本科的內容在深度、調度、準確性各方面是否恰當?		本科能否達到教學目標?		導師的教學方法及課堂活動是否恰當?		導師給予學生的習作詳細? 評語對學生是否有幫助?		導師就以下課堂管理各方面的處理方法是否恰當? 對整體學員會否造成滋擾?		導師對學員準時開課? 小息太長?		導師在開課後30分鐘仍可簽到? 以提早下課?		學員對本學科的其他意見/建議。	
	是	否	是	否	是	否	是	否	是	否	是	否	是	否		
No. 1	✓		✓		✓		✓		✓		✓		✓		<ul style="list-style-type: none"> 數位學員因要趕車而提早 5 分鐘離開, 但這情況不會影響其他學員。 	
No. 6	✓		✓		✓		✓		✓		✓		✓			
No. 7	✓		✓		✓		✓		✓		✓		✓			
No. 8	✓		✓		✓		✓		✓		✓		✓		<ul style="list-style-type: none"> 導師於 10-15 分鐘後才開課, 但學員很諒解導師不可準時開課的原因是大部份學員都不守時。 假如未收點名冊, 學員仍可繼續簽名, 但學員很認同這做法。 數位學員因要趕車而要求提早幾分鐘離開, 導師曾經拒絕他們的要 求, 但後來卻體諒他們的處境, 並獲得全體學員的同意後, 作出特別批准。這學員認為導師的處理手法恰當。 	
No. 9	✓		✓		✓		✓		✓		✓		✓		<ul style="list-style-type: none"> 假如未收點名冊, 學員仍可繼續簽名, 但學員很認同這做法。 	
No. 12	✓		✓		✓		✓		✓		✓		✓		<ul style="list-style-type: none"> 導師於 10-15 分鐘後才開課, 但學員很諒解導師不可準時開課的原因是大部份學員都不守時。 數位學員因要趕車而提早幾分鐘離開, 但這情況是可以諒解的。 	
No. 14	✓		✓		✓		✓		✓		✓		✓		<ul style="list-style-type: none"> 假如未收點名冊, 學員仍可繼續簽名, 但學員很認同這做法。 數位學員因要趕車而提早 5 分鐘離開, 但這情況是可以諒解的。 導師不能準時開課, 原因是大部份學員都不守時。 <p>Remarks: 學員認為上課時間太早, 對於要準時回校上課感到有很大壓力。</p>	
No. 15	✓		✓		✓		✓		✓		✓		✓		<ul style="list-style-type: none"> 導師於 10 分鐘後才開課, 但學員很諒解導師不可準時開課的原因是大部份學員都不守時。 導師於收點名冊前必先會提學員簽名。 個別學員因要趕車而提早 5 分鐘離開, 這情況是可以諒解, 並且得到全體學員的同意。 <p>Remarks: 學員期望本課程可以包含課外活動的最新動向 (例如: 歷奇)。</p>	

EEED2810-2 的學員總人數 : 14
接受調查的學員數目 : 8 (57%)

CEED: 1-1

2810-1 Class number	本科內容在 深度、觸度、 準確性各方面 是否恰當?		本科能 達到教學 目標?		導師的教學 方法及課堂 活動是否恰 當?		導師給予學員的習 作評語是否中肯及 詳細? 評語對學員 是否有幫助?		導師就以下課堂管理各方面的處理方法是否恰當? 對整 體學員會否做成滋擾? 準時開課? 小息太長?		個別學員在開課後 30分鐘仍可達到? 以提早下課?		學員對本學科的其他意見/建議。	
	是	否	是	否	是	否	是	否	是	否	是	否		
	No. 1	✓		✓		✓		✓		✓		✓		• 數位學員因要趕車而提早幾分鐘離開,但這情況是可以諒解的。
No. 2	✓		✓		✓		✓		✓		✓		• 數位學員因要趕車而提早幾分鐘離開,但這情況是可以諒解的。	
No. 3	✓		✓		✓		✓		✓		✓		• 數位學員因要趕車而提早幾分鐘離開,但這情況是可以諒解的。	
No. 5	✓		✓		✓		✓		✓		✓		• 個別學員因要趕車而提早 1-2 分鐘離開,但對其他人不會做成滋擾。	
No. 6	✓		✓		✓		✓		✓		✓		• 活動很多,但導師對解釋有關安排活動上應注意的要點及技巧應較為 詳盡。 • 因但大部份學員都不準時,引致導師不可準時開課。 • 導師批准因要趕車的學員提早數分鐘離開,是可以諒解的,但恐防有 其他學員利用這機會佔便宜。經過這學員之觀察,初期是 3 位同學早 走,而後期早走之人數卻有 5 位或以上之多。	
No. 7	✓		✓		✓		✓		✓		✓		• 習作評語不算詳細,但卻中肯及對學員很有幫助。 Remarks: 學員認為其實導師對於個別同學運到的靈活處理手法,認為導師當有人 情味。	
No. 8	✓		✓		✓		✓		✓		✓		• 習作評語不算詳細,但對學員很有幫助。 • 數位學員因要趕車而要求提早 7-8 分鐘離開,導師獲得全體學員的同 意後,作出特別批准,這做法很有人情味,並且不會構成滋擾。	
No. 9	✓		✓		✓		✓		✓		✓		• 導師準時開課,但大部份學員都不準時。 • 導師批准因要趕車的學員提早數分鐘離開,是可以諒解的。 Remarks: 學員認為學院應彈性處理學生遲到事宜,建議學員在 30 分鐘寬限期時 間後仍可簽名,此外,3 學分學科的上課時間太長,每星期上兩節三 小時的課堂,學員感到有很大壓力。	

2810-1 Class number	本科的內容在 深度、廣度、 準確性各方面 是否恰當?		本科能否 達到教學 目標?		導師的教學 方法及課堂 活動是否恰 當?		導師給予學員的習 作評語是否中肯及 詳細? 評語對學員 是否有幫助?		導師就以下課堂管理各方面的處理方法是否恰當? 對整 體學員會否做成滋擾?		導師就以下課堂管理各方面的處理方法是否恰當? 對整 體學員會否做成滋擾?		導師就以下課堂管理各方面的處理方法是否恰當? 對整 體學員會否做成滋擾?		學員對本學科的其他意見/建議。
	是	否	是	否	是	否	是	否	是	否	是	否	是	否	
No. 13	✓		✓		✓		✓		✓		✓		✓		<ul style="list-style-type: none"> 假如未收點名冊，學員仍可繼續簽名，但學員很認同這做法。 小息時間約 10-15 分鐘，很適當。 個別學員因要趕車而提早 5 分鐘離開，但不會影響其他學員。 個別學員因要趕車而提早幾分鐘離開，但不會影響其他學員。 個別學員因要趕車而提早幾分鐘離開，不會影響其他學員。但其他學員絕對不可以提早走，導師亦不會提早下課。
No. 15	✓		✓		✓		✓		✓		✓		✓		<ul style="list-style-type: none"> Remarks: 學員認為 3 學分學科的上課時間太長，每星期上兩節三小時的課堂，學員感到有很大壓力。
No. 17	✓		✓		✓		✓		✓		✓		✓		<ul style="list-style-type: none"> 曾經發生一次特別事件，有學員身體不適而要求早走，導師得全體學員同意後，批准這學員提早離開。(但已忘記該學員離開的時間了)
No. 18	✓		✓		✓		✓		✓		✓		✓		<ul style="list-style-type: none"> Remarks: 在課外活動的組織層面上較弱，學員對這方面較為失望。
No. 20	✓		✓		✓		✓		✓		✓		✓		

CEED2810-1 的學員總人數 : 22
接受調查的學員數目 : 13 (59%)
* 沒有再次聯絡該評學員。

(3) T 學員投訴 N 導師的報告

Document 6

Report on a Student Complaint Case of the subject of the BED (Hons) programme
(CEED) Extra-curricular Activities in Schools

D-6

Date	Incidents
29/6/04 (Tuesday)	A letter of complaint from Ms. T received via the BED e-mail system. The letter was also sent to Ms. Y. (Mrs. Tammy Lai was still on sick leave) (Ms. N Y was on vacation) <i>(Attachment 1)</i>
2/7/04	Dr. X the Acting Head and Ms. C (staff member taking care of Ms. N Y matter while Ms. Y was on leave) met with Ms. T <i>(Attachment 2)</i>
5/7/04	Mrs. Lai returned to office after 7 months of sick leave.
6/7/04	Ms. Y returned to the office <i>(Attachment 3)</i> Ms. K informed Ms. Y of the student case. A note from Ms. K is attached.
9/7/04	A letter of complaint from Ms. T to the TED office via the President's office was received <i>(Attachment 4)</i>
9/7/04	The Head initiated a meeting with Ms. Y and Dr. Y. Ms. Y explained and gave reasons to the four main allegations stated in the letter of complaint.
10/7/04	Ms. Lai met with the Ms. and a note of meeting is attached. <i>(Attachment 5)</i>
27/7/04 <i>on 27/7/04</i>	A letter from Mr. L the class representative of another tutorial group was received. <i>(Date 27/7/04) (on 27/7/04)</i> <i>(Attachment 6)</i>

In the letter, Ms. T made complaints about Ms. Y's delivery and implementation of the subject 2810. There were four main accusations. Each of these accusations is dealt with as follows.

- Ms. Y did not start class on time. *(page 23)*
- Ms. Y spent class time on irrelevant topics. *(page 4-5)*
- Ms. Y allowed tardy students to sign the roster. *(page 6-7)*
- Ms. Y let students leave class earlier. *(page 8)*

— Other information about the accusation
— Overall concerns about Ms. Y's Teaching.
— follow up action.

Ms. Y did not start class on time.

Tong's Allegation	Students' Supporting Evidence & Comments
1. 延遲上課	Ms. Y • 原訂上課時間為 6:45 至 9:45, 但導師延遲 15 至 20 分鐘才上課 <i>(Attachment 4A)</i> • 那麼為何要學員準時回校? <i>(Attachment 4B)</i> • 浪費時間呆等其他學員 <i>(Attachment 4C)</i> • 不論出席學員多少, 講師都應準時上課 <i>(Attachment 4D)</i> • 小休亦太長, 講師與個別學員傾談與本科無關的題目, 令致本科探討課題不夠深入 <i>(Attachment 5B)</i>
Head's Comments & Concerns	Ms. L • 每次大約在 7 時前開始講課 <i>(Attachment 6C)</i>

Ms. Y did not start class on time. Ms. Y started her class teaching 15 minutes after the scheduled class time.

- Ms. Y's complaint and frustration are understandable. Punctual and motivated students must be measured and stimulated rather than experiencing the teaching personnel's practice on waiting for late students. This reflects teaching personnel's classroom management and commitment to quality teaching.
- In terms of curriculum design and implementation, the 3-unit subject, having 45 contact hours, must be fully utilized for teaching the content specified in the subject specification.
- Students expect that time prior to class start and other irrelevant activities should be used for discussion of more in-depth study.
- If less time is required, it is the responsibility of the teaching personnel to reflect on the issue and to modify the curriculum accordingly.

Ms. Y let students leave class earlier.

Yong's Allegation	Students' Supporting Evidence & Comments
4. 在計部分學員 Ms. T 早退	<ul style="list-style-type: none"> 有些學員在小休後，便離去 (A-4-H) 好幾位學員，以趕車為理由，獲准離課，早退 20 分鐘，是不合理的 (A-4-D) 早退學員的出席時數，亦可能未達 75% (A-4-K) 黃姓是否提問學員離課時簽到，提早離課的學習輔導？(A-4-L)
Mr. L	請師徵求其他學員同意，讓部分學員早走 10 分鐘 (A-6-E)

Head's Comments & Concerns

Ms. Y allowed some students to leave earlier than the scheduled time.

- With classes scheduled to end at 9:45pm, Ms. Y allowed students to leave earlier. The Division has been very cautious about letting students to leave early as we have experienced complaints from students who stayed until the end of the class. These students argued that if early attendance is not counted, why early leave be accepted. Many teaching personnel have also raised this as an issue and are concerned about these early leavers. These students' leave could disrupt classes, show no respect to the scheduled time table as well as the teaching staff. The Division addressed the issue by informing the students that even early leavers' attendance would be cancelled and all earlier leavers must sign up for the Division's follow up action. It is also agreed that as education institution, it is our moral obligation to help the students to understand the importance to being committed and on time (to attend and to leave).
- Lecturers initiated that all early leavers should sign up for the Division's follow up action. Some lecturer uses a small quiz to check early leavers. It is also because of such measure that we would avoid the challenge of outside body on our implementation attendance requirement. We found that it has been a very effective way of modifying students' behaviour. All in all, early leave, in whatever way is not allowed.
- It is, all because of our implementation of the regulations designed and accredited by the University that we have gained credibility in the community. It is very vital that such regulation be supported and implemented by teaching staff as their duty and responsibilities.
- It is understandable that some students have to rush for buses causing the request for early leave.
- The decision of letting some students to leave earlier has no valid justifiable and objective rationale. Should some other students wanting to leave even earlier because of long distance from home would cause even more confusion.
- The class should end at 9:45am and it is expected that every minute is important to student learning. No excuse and reason could justify 'some students' could leave earlier and missed class because of their rushing for buses.
- The decision of asking other students to give consent is inappropriate and unprofessional.

Ms. J spent class time on irrelevant topics.

Yong's Allegation	Students' Supporting Evidence & Comments
2. 上課內容與課 Ms. T 程無關	<ul style="list-style-type: none"> 浪費學員的時間 (A-4-E) 花 30 分鐘或以上時間 (並非休息時間) 與學員閒談與課程無關的內容，例如：個別學員的縮班問題、工作壓力問題 (A-4-E) 質疑修讀的是個別輔導，還是課外活動？(A-4-F)
Mr. L	講師在課堂上，講解自己對工作壓力及縮班問題的看法及如何處理，以舒緩來學員的情緒 (A-6-D)

Head's Comments & Concerns

Ms. X spent much time and discussions with individual students who brought up personal matters. Time was spent on matter irrelevant to the subject. Ms. J felt that it is a waste of her time.

- It is understandable that individual students could bring up unpleasant, emotional and personal matters in lecture sessions. Should such circumstances arise, the teaching personnel must understand her role as a teacher of all students in the class. Individual student needs should be addressed after class or in some other time. Time allocated for teaching a particular subject should be spent on the content selected.
- Content specified in the subject specification carries appropriate weighting for 45 hours' teaching. Should less time be required for teaching of this subject, the issue should be brought up and addressed in the academic report.
- Since this is the second time that Ms. Y teaches this subject, appropriate reflection, modification and suggestions should have been made in her 03 summer 0 academic report. However, no such observation and suggestion was reported.

Ms. Y [redacted] allowed tardy students to sign the roster.

Tong's Allegation	Students' Supporting Evidence & Comments
3. 部分遲到學員 Ms I 仍可簽到	<ul style="list-style-type: none"> 3/5 遲到，講師不讓簽到，但在後來的課節，卻讓其他遲到學員簽到 (YST (A-44)) 不能一視同仁、有欠公允 (YST (A-44)) 講師應對所有學員，嚴格執行出席規則 (YST (A-52)) 若點名簿未收回，遲到學員仍可簽到 (3AT (A-6A)) 曾有一位學員遲到，講師提醒他到校務處補簽 (3BY (A-6B))
Mr L	Head's Comments & Concerns

Ms. Y [redacted] allowed some tardy students to sign on the roster after a 'grace period' of 30 minutes.

- The BEd programme allows students to sign up as 'present' if they arrive within the first 30 minutes of the scheduled time. This 'grace period' is already more than the University regulation of 15 minutes. This specially longer 'grace period' helps field practitioners who have work commitment or whose work place is far away from HKBU.
- Attendance requirement is a strictly enforced regulation. All teaching personnel are expected to support the regulation by explaining the regulation to the students, to implement, to enforce and to demand the same attendance requirement on each of the students in a consistent manner, else it will cause confusion.

3. Ms. Y [redacted], as a senior staff member should understand the ethos and mechanism of quality assurance well and is expected to support and implement the regulation accordingly. As Ms. T [redacted] points out, it is difficult to understand how a primary teacher (our BEd programme students) could neglect or refuse to implement school regulations according to the rules set by a school board.

Other information about the accusation

- Attendance record of 2 [redacted] 0-1 shows that 13 students (62%) were absent for three times, the highest figure for this semester (average is 35%)

- Highlights of evaluation feedback related to the above accusation from other classes

- 2 [redacted] 7-4 Autumn 03 (Atha Chae-r B)
Class scheduled at 6:30pm till 9:30pm, student requested that the lecturer should not wait for other students and start class at 6:45pm showing that Ms. Y [redacted] might have started classes after 6:45pm for this subject teaching during the Autumn 03 semester.

- 2 [redacted] 0-3 Summer 03 (Atha Chae-r B)
Class scheduled at 6:45pm till 9:45pm. Ms. Y [redacted] starts teaching at 7:00pm. It's unfair to punctual students.

Lecturer talks about personal experience, irrelevant to subject content

Overall concerns about Ms. W's teaching

1. Ms. W's implementation and enforcement of University regulation is inconsistent and such classroom management skills have generated confusion on the part of the students.
2. Ms. W is expected to explain the education ethos and philosophy of the quality assurance mechanism to the students; how such regulation is conducive to a stimulating learning environment and, how a quality assurance mechanism foster the University programme's credibility. It seems that she has little awareness of this responsibility.
3. Ms. Y's professional awareness of identifying issues and/or reporting issues to the Division for follow up actions could be raised to reduce unnecessary tension between the students and the Division.
4. Ms. Y's teaching could be enhanced if she is more aware of 'class' needs rather than addressing individual student needs. Her demonstration of a higher level of scholastic quality would help, adding to this is her reflection on the subject content and delivery.

Follow up actions

- How are we going to respond to Ms. T's letter of complaint? (Please give details!)
- What follow up action is recommended?
- Do we have to report to the President?

Some worth noting points during investigation

1. The Division administers evaluation exercise with a sincere approach and attitude. Students are asked to complete the evaluation form containing open-ended questions in a safe and non-threatening environment. Normally, some positive answers to the open-ended question could be found.
2. For this 2810-1 and 2810-2 groups, no feedback to open-ended questions was found except the attached copy. This student shows mistrust to the system by writing 'no comment' to the question statement and dissatisfaction about the teacher is evident in the text. (Attachment 7)
3. **Arrival of letter from Mr. I**
 - Complaint letter from Ms. T came to TED on the first week of July, the letter was brought to the attention of Dr. Y, Ms. A Mrs. Tammy Lai, Ms. C and Ms. N. *dated 22/7/04 for (1/1/04)*
 - The letter from Mr. L from another tutorial group of Ms. J arrived on the 22nd of July. The letter responded clearly to the 4 areas of accusation in Ms. T letter. Mr. L specifically, explained and gave reasons for accusations towards Ms. Y as raised in Ms. T letter. It is fairly self-evident that Mr. L was told with specific details about Ms. T complaint. Mr. L responded accordingly.
 - The points raised are so specific that it is self-evident some personnel involved in this investigation has alerted or interfered with the student's follow up letter.
 - The letter from Mr. L in actual fact, is an assertion (in terms of what actually happened and hard data) of Ms. Y's teaching behaviour as accused in Ms. T letter. He tries to justify the behaviour. It is astonishing that students' misunderstanding of the quality assurance mechanism which protects the credibility of the University's programmes were not explained, conveyed and implemented accordingly.
4. **Student Feedback** : As mentioned earlier, students do give positive comments on the subject evaluation questionnaire. Why, for this particular subject, during this term of delivery, positive comments appear nowhere while assistance to justify the complaints about Ms. W's teaching came at this stage.

問本人修讀的是課外活動還是個別輔導呢？這又符合學員對學校的要求嗎？

另外，導師對遲到的標準不能一視同仁，本人於3/5遲到了五分鐘，雖然尚未收點名冊，但是導師以過了學院訂的時間為由，不讓本人簽到。然而，在後來的課節，導師卻讓其他遲到的同學簽到。這對本人是否有欠公允！

本人在修讀此課程當中，知道有些學員雖然趕回校簽到，但在課堂的小休後便離去，亦有好幾位學員以自己在遠處，交通需時，要趕乘車這不合理的理由，獲導師准許於下課前二十分鐘離開，貴院可向導師求證此事。貴院以本人出席率不足拒絕讓本人參加考試；現在貴院對本人作的時數計算，他們亦不合乎考試資格；現在貴院對本人作的決定，難道是希望本人效法這些學員的做法，只求準時簽到，而提早離開的學習精神嗎？

請貴院在決定處理本人個案的同時，能夠一視同仁，對其他學員及導師的行為給予本人一個公平、合理的交待。

浸會大學主張「全人教育」的理念，讓所有有志追求學問的人，有平等的機會追求知識。本人雖然得悉出席率不足將不獲准參加考試，但是仍然繼續完成剩下的課堂，盼貴院能重新考慮本人的考試資格。

此致

香港浸會大學

學員

謹上
二零一四年六月二十九日

*- Attached to the letter is the receipt on 7/5.
- The student expressed his disappointment in the result of the exam.
- He also mentioned that he had followed the instructions in the letter with his best effort.*

附 專士：
Attachment 1 29/6/14 out to refer

本人(學員編號:)為貴大學持續教育學院的學生，修讀教育學士(榮譽)學位。對於貴校一向堅持「全人教育」的理念，本人甚為認同，故選擇貴校的教育課程，以求全面認識更多基本的教育概念，能有效地培育下一代。開學至今，對於貴院的課程設計，課程安排，講師的悉心教導等等各方面，本人欣賞不已，也常常向同全推介此課程。

本人於夏季修讀課外活動的組織(CEED 2E-1)的課程，基於某些原因引致出席率不足，並已接獲貴學院的通知書。本人已來函解釋出席率不足的原因，惜仍不獲准參加期末考試。

本人明白學院對出席率的要求，希望學員能有足夠的上課時數，故此拒絕本人繼續參加期末考試。然而本人對貴院的處理方法卻不甚認同。貴院的課程委員會指出本人未能就29/4及3/5的缺課提出證明，本人已解釋29/4當天本人忘記是課程的首課，3/5本人因交通塞車就延誤了上課時間，請問這兩原因怎樣提出證明？另外，本人亦想就遲到的問題作一些解釋及貴院處理本人的個案，表達一點意見。

首先，課堂的上課時間為六時四十五分至九時四十五分，導師卻時常以六時四十五分學員的數目不足，而延遲十五至二十分鐘上課；那麼我們準時回校上課為的是甚麼？是要浪費時間採集其他學員嗎？為甚麼導師不準時間始講課呢？難道導師本人也沒時間觀念嗎？

其次，導師經常在課堂浪費學員的時間，花三十分鐘或以上的時間(並非休息時間)與學員閒談與課程無關的內容，例如個別學員的補習的問題、工作壓力的問題等。請

教育學士(榮譽)學位課程
學員

296 經課程部電郵戶口來信給管理教師教育總監 博士。

博士認為應先向學科主任 小姐了解事件及求證，並請她一起面見該學員，但由於 正在放假，而考試在即(4/7)，博士就邀該學科的代學科主任 一起面見學員。

27 博士與 面見學員。
面談完畢後，博士表示已向學員解釋不可豁免其出席率，並就待學科主任 放假回來，應向她報告及瞭解事件。

67 上班，我詢問 小姐的檔案，向她提及 小姐再次申請豁免其出席率，而 博士已面見該學員，並已向學員重新解釋清楚課程部的出席率要求，我告知 ， 博士可能會再找她再瞭解事件，而她如有需要，亦可自行找 博士。

看過信件後，表示對事件不會有任何回應。學員如有意見，應先提供證明。她表示事先也知這 出席率不足，而 在課堂上亦曾告訴她，將會向課程部提交信件解釋缺席的原因。

我表示我只是通知她 的出席率豁免申請已不獲接納，而學員該學科的成績為 F 等級；至於其他事情，我請她自行聯絡 博士。

最後，我將 的檔案留下了給 ，但我不能肯定是否她主動要求。

87 (大約，不肯定) 我向 取回 小姐的檔案。

此外，我不知道 博士與 兩位期間有否就 小姐事件作出討論。

2/9/04

簡談要點

日期: 2004年2月20日

時間: 5時50分

張台輝

- 學院向該員解釋缺席及遲到的原因。她認為達到50分鐘，亦很難免，因而視為獨立原由她認為不公平。
- 講師向學院解釋其要求與課程及學習質素有關，並想向該員解釋學院的規則。
- 有一同學以資料方面，講師向該員解釋學院有程序增加考試，但由於學院在這些處理上，講師亦會加以注意，同時對學院的總會解釋等。

- 學院在中心中所達之公平事件，建議是委員會作出跟進。

- 學院因位作伴GPA的存數，講師向該員解釋有關GPA的計算方式，以及選擇該員的存數，其他科目增加GPA計算等。

() () ()

RECEIVED
- 9 JUL 2004

校長先生道鑒：

7. T. ...
A. Hochmeister

首先，本人修讀的課堂上課時間為六時四十五分至九時四十五分，導師卻時常以六時四十五分時學員的數目不為足，而延遲十五至二十分鐘上課，那麼我們準時回校上課(4A) (4B) (4C) 為的是甚麼？是要浪費時間呆等其他學員嗎？為甚麼導師不準時開始講課呢？難道導師本人也沒時間觀念嗎？

(4D) 其次，導師經常在課堂浪費學員的時間，花三十分鐘或以上的時間(並非休息時間)與學員閒談與課程無關的內容，例如個別學員的縮班問題、工作壓力的問題等。請問本人修讀的是課外活動還是個別輔導呢？這又符合學員對學校的要求嗎？

另外，導師對遲到的標準不能一視同仁，本人於(3/5) (4G) 遲到了五分鐘，雖然尚未收點名冊，但是導師以過了學院訂的時間為由，不讓本人簽到。然而，在後來的課節，導師卻讓其他遲到的同學簽到，這對本人是否欠公允！

(4H) 本人在修讀此課程當中，知道有些學員雖然趕回校發處，但在課堂的小休後便離去，亦有幾位學員以自己住處遠，交通需時，要趕乘車去，這不合理的理由，獲導師准許(4I) 於下課前二十分鐘離開，貴院可向導師求證此事。貴院以本人出席率不足拒絕讓本人參加考試。本人認為若以上課的時數計算，他們亦不合乎考試資格；現在貴院對本人作這決定，難道是希望本人放法這些學員的做法，只求準時簽到，而提早離開的學習精神嗎？

沒會大學主張「全人教育」的理念，讓所有有志追求學問的人，有平等的機會追求知識。本人雖然得悉出席率不足將不獲准參加考試，但是仍然繼續完成剩下的課堂，盼貴院能給予體諒及機會，重新考慮本人的考試資格。

最後，請貴院在決定處理本人個案的同時，能夠一視同仁，對其他學員及導師的行為給予本人一個公平、合理的交待。敬祝 教安！

學員
謹上
二零零四年六月二十九日

本人：(學員編號：) 為貴大學持續教育學院的學生，修讀教育學士(榮譽)學位。對於貴校堅持「全人教育」的理念，本人甚為認同，故選擇貴校的教育課程，以求全面認識更多基本的教育概念，希望能有效地培養下一代。開學至今，對於貴院的課程設計，課程安排，講師的悉心教導等各个方面，本人欣賞不已，也常常向同儕推介此課程。

本人於夏季修讀課外活動的組織(CCED -1)的課程，基於某些原因引致出席率不足，並已接獲貴學院的通知書。本人已來函解釋出席率不足的原因，惜仍不獲准參加期末考試。本人明白學院對出席率的要求，希望學員能有足夠的出席率，故此拒絕本人繼續參加期末考試。然而本人對貴院的處理方法卻不甚苟同。

本人缺席的日期為 29/4, 3/5, 20/5, 10/6, 29/4 的課節，而 3/5 本人並非缺席當天的課節，本人只是遲了 5 分鐘 (7:20p.m.)，雖然導師不予本人簽到，但是本人仍繼續出席課堂。另外，20/5 本人並不是無故缺席，當天本人因抱病而看醫生，未能趕及出席課堂，已附上醫生給予之請假信。至於 10/6 乃因處理學校的事務而延誤了上課 10 分鐘 (7:25) 上課，亦已附上校長的證明文件之副本予貴校。

貴院的課程委員會指出本人未能就 29/4 及 3/5 的缺課提出證明，本人已解釋 29/4 當天本人忘記是課程的首課，3/5 本人因交通事故延誤了上課時間。校長先生，請問這兩原因怎樣提出證明？另外，本人亦想就遲到的問題作一些解釋及對貴院處理本人的個案，表達一點意見。

Attachments

Special Student Case Meeting Meeting Notes

Date: 10 July 2004
Time: 10:25 a.m.
Venue: Head's Office, Teacher Education Division, 2/F Franks Centre
Present: Mrs Tanny Lai (Chairperson), Ms T (Student number), Ms A (Recording Secretary)

Table with 2 columns: Item, Description. Contains sections: 1 BACKGROUN, 2 DISCUSSION ISSUES, 2.1 Open communication system, 2.1.1 Mrs Lai expressed that the Division has always been upholding a fair and open communication system, 2.2 Student attendance, 2.2.1 Mrs Lai explained the quality assurance mechanism of the Course and reiterated that student attendance requirement was one of the quality assurance mechanisms which maintained the programme credibility, 2.2.2 Ms T understood and agreed with the student attendance requirement, 2.3 Teaching quality of CEED, 2.3.1 Ms T explained the details stated on the complaint letter regarding the delivery of the subject as follows.

5B

5C

- The break for each class session was actually too long. The lecturer spent too much time to discuss irrelevant issues with particular students. Many students were left with no learning activities. It was considered as a waste of students' valuable time.
As some time was wasted at the beginning of the class session and during the break, the lecturer compressed the content of the lecture. However, Ms T expected more elaborations and in-depth deliberation of each topic.
Ms T was discontented with the lecturer's inconsistency in handling class attendance and her practice on handling early leave with elaborations as follows:
The lecturer was inconsistent in handling class attendance during the term. Ms T found that some students were allowed to sign on the roster after the 30-minute grace period. The lecturer failed to enforce the attendance regulation.
Ms T stated that a group of students frequently asked for leaving the class 20 minutes earlier (they asked to leave at 9:20 p.m. while the class was supposed to end at 9:45 p.m.). The lecturer acquiesced in such inappropriate request by instructing them to consult with the fellow classmates should there be any objection.
Ms T reported that the tutorial sessions were not properly used for meaningful learning activities:
Students were asked to replicate and role-play primary school level extra-curricular activities. The lecturer then explained the organization of these activities. It was considered as a waste of student time as these primary school teachers were already well-versed in organizing such activities. The issues of achieving the course objective, selecting appropriate content in terms of scope, depth and accuracy, and the method of delivery were challenged.
Regardless of the performance of the CEED2-1 lecturer, Ms T commended the quality of the Course and performance of other lecturers. Ms T expressed that she got very good experience through other subjects of the Course and one particular part-time lecturer, Ms () was highly praised.
RESOLUTION
Ms T consented to the consequence of her insufficient attendance. She also understood that the grade 'F' would be recorded in her transcript and the grade point for this subject would be included in grade point average calculations. Mrs Lai assured Ms T that the Course Team would facilitate her study progress and should Ms T require any assistance, she was welcome to approach the course team.
Mrs Lai thanked Ms T for her opinions and felt sorry for what she had experienced at CEED2810. Mrs Lai assured Ms T that all aforementioned incidents be reviewed and appropriate follow-up actions be taken.
It would be the responsibilities and duties of all lecturers (part-time and full-time) to enforce and implement University quality assurance regulations. Allowing tardy students to sign on the roster after the 30-minute grace period was inappropriate.
Teaching quality of the subject CEED2-1 would be examined with follow-up actions. Major concerns would be:

5A

Attachment 6

香港浸會大學持續教育學院
教師教育暨課程總監
黎黃學芬
副本致：高級講師

敬啟者：

本人(學生編號 02 [redacted] 0)，是今期「課外活動的組織」的班代表，近日知悉有學員對本科導師及高級講師有以下投訴：

1. 每次講課都未能準時於 6:45 開始，沒有時間觀念，浪費學員時間。
2. 對遲到學員點名不公平，有同學遲到可補回簽名，但有學員遲到沒有給予相同待遇。
3. 老師不專業，在課堂花十分多時間討論老師面對壓力及縮班問題，而沒有教授本科內容。
4. 讓同學早退二十分鐘。

本人覺得以上投訴對 [redacted] 高級講師十分不公平，根據本人在課堂所見，對上述投訴的真實情況反映如下，[redacted] 講師在第一課節已將學院要求，向所有學員講解，尤其是缺席及遲到問題，如果學員遲到而點名簿已收回，則學員當作缺席論，更多次在課堂提醒遲到學員不要忘記簽名，而學員出席率需要達到 75%。有一次有一位學員遲到，但點名簿未被收回，但那位學員因心急上課而忘記簽名，當職員收回點名簿時經 [redacted] 導師提醒才趕回校務處補簽名。本人每次都十分準時到校聽課(每次只有不多於十名學員能早於七時到校上課)，而 [redacted] 講師一再提醒學員需準時到校上課，以免對準時回校的學員不公平，很可惜大部分學員都遲過七時回校，但因部分學員任職下午校需較遲才到達學校，[redacted] 講師亦體諒這些學員的難處，每次都要求準時到教的同學耐心多等五分鐘，才開始講課，每次大約在七時前開始講課。在其中一課堂 [redacted] 有學員提出他面對工作壓力及縮班問題，令他煩躁不安，引起其他學員回響，[redacted] 講師為了舒緩他的情緒，花了少許時間講解他對這些問題的看法及如何處理這些問題，及後多次利用課堂小休

- implementation of quality assurance mechanism
- lecturers' preparation
- selection of content in terms of depth, accuracy and scope
- achievement of the subject objectives
- design and implementation of class activities

The meeting was adjourned at 11:15 am.

[Signature]
Mrs Tammy Lai, Head of Teacher Education

15/7/04
Date

Attachment

2004 Summer Semester
Bachelor of Education (Hons) Course
【考員意見】

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香港浸會大學持續教育學院
SCHOOL OF CONTINUING EDUCATION
HONG KONG BAPTIST UNIVERSITY



Answer Sheet
答題紙

考員編號

Year	年級	2	0	0	0
Term	學期	1	0	0	0
1 - Spring 春					
2 - Summer 夏					
3 - Autumn 秋					

Marking Instructions 填標指示

- Use the pencil of body/soft lead pen. 請用鉛筆或軟頭鉛筆填標。
- Fill in the oval completely. 請將填標圈完全填滿。
- Right 對
- Wrong 錯

Erase all mistakes and make no stray marks. 如擦去填標請擦乾淨/擦去。勿留任何雜筆或污跡。

1	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	16	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	31	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	46	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
2	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	17	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	32	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	47	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
3	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	18	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	33	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	48	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
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5	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	20	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	35	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	50	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
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7	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	22	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	37	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	52	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
8	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	23	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	38	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	53	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
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12	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	27	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	42	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	57	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
13	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	28	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	43	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	58	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
14	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	29	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	44	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	59	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
15	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	30	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	45	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	60	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D

Other Comments 其他意見

啟者心誠地為答者之誠實之程度感到驚訝 (Marking)
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Attachment 18

2003 Autumn Semester
B.Ed. in ECE Course 【考員意見】

Other Comments (考員意見)

Group/Class No. 組別/學期編號
A

希望老師能多開些授課, 不用應本物位, 開花學位
 一, 勿過久, 研會作, 授課, 查本, 讀, 是, 營, 欣, 博, 博
 一, 如, 基, 研, 各, 來, 學, 科, 來, 個, 研, 研

Attachment 9

2003 Summer Semester
Bachelor of Education (Hons) Course 【學業發展】

Other Comments 其他意見 (Subject Code 科目編號) [redacted] 03
 ① 希望活動能安排在本學期上進行學習或於另找時間空額
 ② 上課時間應在休息日但導師開始講課時間在休息日對另到的同學不公平放學時間不可早走或遲到就延時間浪費時間
 ③ 課堂筆記以簡短易記為原則盡量減少紙張;另外, 學生心態試時難於接受新資料

Other Comments 其他意見 (Subject Code 科目編號) [redacted] 3 (Group/Tutor No. 組別/導師編號)
 請導師多給我們討論論功課筆記不足, 及知悉在堂嘗試

* Please delete if inappropriate
請刪去不適用處

Other Comments 其他意見 (Subject Code 科目編號) 2810 (Group/Tutor No. 組別/導師編號) 03
 希望導師能夠在該班同學保留筆記, 以免預備紙張, 因在該班同學要自行影印各一份, 實不環保, 亦會增加不便

* Please delete if inappropriate
請刪去不適用處

Other Comments 其他意見 (Subject Code 科目編號) [redacted] 3 (Group/Tutor No. 組別/導師編號)
 ① 導師請戒了人經驗或經歷 有時間與本科無關
 ② 有花此時間之感
 ③ 導師特別喜歡與同學便談 之略女同學的感受

* Please delete if inappropriate
請刪去不適用處

(4) 2004年9月21日有關投訴信可能外洩備忘錄

D - 5

Investigation of Ms T's complaint against Ms Y

- Ms. T is a student on the BED programme. Ms. Y is a Senior Instructor of TED.
- Ms. T sent a letter, dated the 29 June 2004, complaining about Ms. Y's teaching of the subject 2810. I am the Head of Teacher Education as well as the supervisor of Ms. Y. But I was on sick leave at the time of the letter.
- A similar letter from Ms. T sent to the President's Office, was directed to me through the office of the Dean, SCE on the 9th July, 2004.
- Preliminary investigation of the complaint case was held on the 9th July immediately after I received the letter. I met with Ms. Y and Dr. who was the Acting Head during my sick leave period. The meeting was a fact-finding exercise. It lasted for less than 20 minutes as I had to rush off for a medical appointment.
- On the 10th July, 2004 a meeting was arranged for me, as the Head of Teacher Education, to see the student (Ms. T). Ms. A an EO on duty on that day, was asked to take notes for the meeting. I assured Ms. T that I will follow up with the matter. I indicated to Ms. T that I viewed her complaint as well-intentioned feedback to the University, and that it related to programme delivery quality which, as the Head of the programme, I have the responsibility to handle in a fair manner.
- Since the 10th July, 2004 the following relevant incidents/communications took place.

On or before 6th August, 2004 (I cannot recall the exact date), Dean, SCE instructed Head, TE, to conduct a student survey on the matter.

On 7th August, 2004, a survey was conducted on students taking subject 2810. On 9th August, 2004, a letter addressed to me as Head, TE, was received from Mr. L (a student from another tutorial group). Mr. L has at the same time copied the letter to Ms. Y

1
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On 31st, August, 2004, Dean, SCE met with me. He informed me that Ms. Y complained that I was "forcing" her to leave the University.

On 1st September, 2004, Dean, SCE, asked me to submit Ms. Y's case Assessment Report together with a report on Ms. T's complaint.

In the morning of 3rd September, 2004, I submitted the Complaint Report to Dean, SCE. In the afternoon, the Dean met with me and said that my report was "輸打贏要" and "一面倒". The Dean then asked me to present a report of my 9th July meeting with Ms. Y and a report of the student survey.

On 6th September, 2004, I requested Ms. Y to provide a written version of the responses she gave at the 9th July concerning Ms. T's complaint. In that afternoon, the Dean sent me an email with the message "I do not think that it is fair that you ask her (Ms. Y) to respond to something that happened two months ago."

On 8th September, 2004, I explained to the Dean why I felt that a written response by Ms. Y would be for her own good, and was not "unfair".

On 13th September, 2004, I informed the Dean that I could not send the Assessment Report and Complaint Report to him as I was still waiting for Ms. Y's written contribution. I also asked the Dean whether I should wait for Ms. Y's response. On that same day, the Dean informed me that Ms. Y had made a formal complaint against me.

7. I believe that my investigation of Ms. Y's complaints against Ms. Y's case is directly relevant to Ms. Y's complaint against me. Therefore, even though the Dean has still not yet given explicit instructions whether I should wait for Ms. Y's contributions before submitting my report, I shall send it, together with relevant documentation to him in the presence of officer(s) of PO at the meeting scheduled for 21st September, 2004. I shall also lodge a copy with PO as relevant material for the case of Ms. Y's complaint against me.

8. For the good of the University, I wish to put on record here that it is my considered professional judgement that we have to acknowledge Ms. T's feedback to the Division in a positive manner, and we have to inform her of our follow up action.

2
ho

9. In relation to this, I am advising the Dean herewith that due attention should be paid to "confidentiality". The way that Ms. T [redacted]'s complaint was handled highlighted the fact that SCE administrative system and procedures for processing the 'complainer' fall short of professional standards, and could possibly cause unnecessary damage to the University's image and credibility.

10. As the Dean acknowledged in my meeting with him on 2 September 2004, the way that the case evolved seemed to indicate a possible leakage of information (even interference) in the process of the investigation. I am leaving the issue to relevant parties for further investigation if deem necessary.

11. Also, as I am the subject of a complaint (by Ms. Y [redacted]) which has already been presented to the Personnel Office for follow up action, I don't think it would be appropriate for me to continue with further follow up action concerning Ms. T [redacted]'s complaint against Ms. Y [redacted].

12. Adding to this is the fact that I will be on leave from the 22nd September 2004. The Dean would have received this full report by the time of my leave. I shouldn't be handling this case any further, and should leave it to the Dean or some other party to take follow up action.

13. One last suggestion: as the Head of Teacher Education, I wish to advise the Dean, SCE, to acknowledge the effort of Ms. T [redacted] in alerting us, TED and the School, about implementing University regulations across all classroom settings.

Submitted to:
Dean, SCE
Personnel Office (Ms. [redacted] Leung)

By

Mrs. Taimmy Lai
21 September 04

3
Lai