

## Prof Jong Hag Choi



Prof Choi has combined a number of small-scale innovations in terms of both learning tasks and assessment to produce a large learning gain. On the learning task side, he uses group projects with differing group compositions, authentic readings that deal with the real-life application of theory and web-based conferencing so as to increase student-student and student-teacher

interaction and to deepen discussion of critical issues.

In terms of assessment, he has allocated nearly half the marks (45%) to out-of-class work and in-class participation, with the balance being for regular in-class quizzes, the mid-term exam and the final exam. The assessments have been carefully crafted so that their purposes are aligned with the course learning objectives:

- To promote participation
- To promote frequent study and practice
- To provide authentic examples
- To develop students' ability to cooperate
- To develop their ability to research independently
- To promote hard work and minimize free riding
- To promote peer learning
- To foster connection building between textbook (theory) and cases (real-life practice)



The large learning gain that has resulted from this cluster of innovations is evidenced by the summative course evaluations being over 10% above the fifteen-section course average.