

Preface

This is the second book of case studies from the Action Learning Project. It comprises selected final reports from the second phase of the initiative. These reports were originally presented at the 1999 Action Learning Project Conference held on November 27th at Hong Kong Baptist University, after which presenters were then given the opportunity to revise their papers in the light of discussion at the well-attended conference.

The revised reports were subject to a process of rigorous review, the Action Learning Project recognizing that high quality in its outcomes was essential if it was to be seen as successful. Case studies can only be put forward as examples for others to follow if they are paradigms of good practice. The cause of scholarship of researching one's own teaching will only be advanced if reports reach high academic standards. Case studies were therefore only selected for inclusion in this volume if these high standards were met. Most of the reports were revised in the light of reviewers' comments and were then edited for clarity and consistency.

This compilation comprises part of the final report of the initiative. The last two chapters of this volume report some of the more general findings about action research as a mode of educational development. More extensive conclusions on this topic are presented in other parts of the final report package.

The main purpose of this volume is to inspire and guide other teachers to attempt similar ventures. The case studies all contain evaluation data pointing to the effectiveness of a wide variety of teaching and curriculum innovations. They therefore, provide suggestions for dealing with learning issues which are likely to be common to other contexts. The reports also demonstrate that the action learning approach adopted in these projects provides a suitable method for implementing innovative approaches to teaching and for enhancing the quality of student learning. The volume, therefore, provides a spur for others to undertake similar projects, using the action learning methodology, in courses they teach.

The Action Learning Project was funded by a Teaching Development Grant from the University Grants Committee of Hong Kong, with generous additional support from the Hong Kong Polytechnic University. The venture was unusual in being a genuine collaborative partnership of all eight of the UGC institutions.

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