



**LINGNAN UNIVERSITY**

## SPEAKERS



### Mr. Ka Fai Wong

Assistant Professor  
School of Science and Technology  
The Open University of Hong Kong

(Speaker invited by Lingnan University)

### Biography

Wong Ka Fai is a register nurse (psychiatry) and has more than 15 years clinical experience in different specialties of psychiatric care and has established close network with different mental hospitals. Moreover, he has more than 6 years of solid working experience in the nursing team of the School of Science & Technology of The Open University of Hong Kong.

### Abstract

#### Enhancing the Self Care Ability through Intergenerational Knowledge Transfer Program in Elder Academy in Tuen Mun

Expanding ageing population coupled with unhealthy lifestyle practices increases the prevalence of non-communicable disease (NCD) for all ages, with evidences telling us that the earlier an individual adopts healthy lifestyle habits, the lower his or her risk of contracting NCD during adulthood and beyond. In response to the Action Plan to Promote Healthy Diet and Physical Activity Participation in Hong Kong (Department of Health, 2010), the Asia-Pacific Institute of Ageing Studies piloted a project Health Frontier in Tuen Mun. The project linked universities, secondary schools and elder academies together to work in a coordinated manner for the promotion of positive health behaviors (foci include health promotion, disease prevention, health seeking behavior, chronic disease management) at different levels. The project adopted a train-the-trainer approach where professionals and professors were the master trainers to University students and elders, who adapted the knowledge and skills learned (in form of workshops and resources packs) into the secondary school curriculum. The trained secondary school students brought further the knowledge and skills acquired to elders who studied in their host elder academy. The program put intergenerational relationships on some readily available platforms (i.e. university, secondary school and elder academy) and leveraged on each other's strengths to promote health by advocating a life course perspective toward health. The train-the-trainer approach brought together community stakeholders, teachers, students, agency supervisors, elderly to facilitate cross-disciplinary, cross-sectoral, inter-generational exchange of experience and knowledge that reinforce the learning and adherence to positive health behaviors.

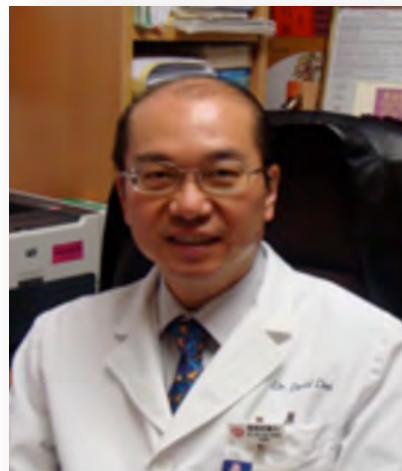


## Dr. David Lok Kwan Dai

**Consultant Geriatrician**  
Prince of Wales Hospital

**Honorary Secretary**  
Hong Kong Alzheimer's Disease Association

(Speaker invited by Lingnan University)



## Biography

During his 30-year career in the medical profession, Dr Dai has specialised in geriatric, rehabilitation and pulmonary medicine. He has been the Consultant Geriatrician in the Department of Medicine at Prince of Wales Hospital, Hong Kong, since 2002, and he holds honorary teaching positions at the Chinese University of Hong Kong and Hong Kong University. In addition, Dr Dai is a member of several Hong Kong Government Labour and Welfare Bureau steering committees and working groups studying issues relating to community care and residential care services for the elderly. He is a member of several Social Welfare Department committees and panels, and of the Guardianship Board's Panel. Besides, he serves as the Hon Secretary and Coordinator of the Education and Publication Committee of the Hong Kong Alzheimer's Disease Association, and he is its Immediate Past President. Dr Dai believes that an ordinary person can contribute to his fellow human through service, courage and passion.

## Abstract

### Capacity Building in Care for Demented Persons

Capacity building is a long-term continual process of development that involves all stakeholders. In dementia care, this will engage persons on the individual, institutional and societal levels. Dementia is prevalent among our aging population; 10% of persons aged above 75yrs and 30% of aged above 85 yrs. The approach to dementia care has evolved from a purely medical model, to include social support; educational and protective strategies. The "Ripple Strategy" for capacity building places the family physician at the centre. A local survey reveals only 27% of doctors are confident in the treatment of dementia. Daycare fills

the next ring, where training of carers and early detection can take place. Eventually, a person with dementia will be admitted to an old age home. 50% of clients in private residential homes suffer from cognitive impairment. The residential home can provide an ideal facility for educational activities for healthcare workers. The person centered care approach has been proven to be as effective as dementia care mapping in managing BPSD. The broader framework should include family carers to build up a relationship centered care model. The nurse can play a central role in the advocacy of person and relationship centered care across settings. Home care may be limited by increasing disability in the advancing dementia process. An integrated homecare, daycare programme within a residential home may make transition of care setting less disruptive for the person with dementia and family members. The US is looking at the nursing home as a potential market. The UK National Dementia Strategy also considers stimulating the market to achieve sustainability of dementia care programmes. Lying in the outmost rim of the "Ripple" is raising public awareness, which includes rights and empowerment, and enhancing skills and knowledge in both health and social care. The family is the best place to start early detection of symptoms in an elder member. A school project demonstrated feasibility and has been repeated in Macau. Finally, Hong Kong can play the role of a dementia hub in the Pearl River Delta to provide a model quality care system for other parts of China, which can take part in solving the issues of the aging population in the region. The 12-5 has clearly laid down homecare to be the basis of elder care, to be supported by community resources; while institutional care becomes the backup. Training of healthcare providers is the crux, and Hong Kong can play a role in this aspect. The next level of care will be protective. This will engage preventive approaches to delay the onset of dementia in the life course of an individual. On the societal level, such will be legal and ethical instruments, to include the will, advance medical directive, lasting power of attorney and guardianship.



## Miss Phoebe Pui Yee Tang

Senior Project Officer  
Asia Pacific Institute of Ageing Studies  
Lingnan University

### Biography

Phoebe is a Senior Project Officer in Asia-Pacific Institute of Ageing Studies, Lingnan University. She has a profound interest in researching issues related to ageing population, its policy development and appraisal and inter-generational programs that promote knowledge and experience exchange between among generations. She is also an active participant in the community and is serving on a few government and NGO committees in Hong Kong in her own capacity, including being (1) member of Commission on Youth (COY), (2) adjudicator of Registration of Persons Tribunal, (3) member of Kwai Tsing District Fight Crime Committee (DFCC); (4) member of Tuen Mun District Coordinating Committee on Elderly Services, Social Welfare Department; (5) executive member of Women Service Association, (6) member of Steering Committee for the TEEN Programme, the Women Foundation

### Abstract

#### Translating a High-level Policy Directive Into Layman-understood Items for Ageing Policy Evaluation

2012 marked the 10th anniversary of the Madrid International Plan of Action on Ageing (MIPAA). MIPAA is a comprehensive, far-reaching and aspirational document that underscores 3 priority directions, 18 priority issues, 35 objectives and 239 actions that seek to guide policy formulation and implementation towards the specific goal of successful adjustment to an ageing world. The paper reports the development of the Ageing Policy Integrative Appraisal System (APIAS) that translated the essence of MIPAA into operational items that enable policy makers, service providers and service users to monitor, to evaluate and to appraise aging policy in a bottom-up participatory manner. The APIAS has two main components: First, a comprehensive indicator of policy implementation and; Second, a validated instrument for elders' appraisal on ageing services and their quality of life as a result of policy implementation. The APIAS has been the first of its kind, in terms of its design and scale, in Asia Pacific Region to tap on and to move forward the implementation of MIPAA policy directives in local arena from two ends, i.e. Providers' and Receivers'. It is multi-functional, applicable to the whole region/country as well for specific functional areas. The first application in Macao SAR has proven its positive effect and has set a benchmark hereafter upon its periodical review and shall continue to provide scientific evidence for policy-maker and service providers in promoting care and healthy living of elderly people in Macao, and by extension, other countries in the region as the protocol developed will also be of use to its fellow districts or countries in the region.



## Dr. Carol Hok Ka Ma

Assistant Director  
Office of Service-Learning  
Lingnan University



### Biography

Carol MA Hok Ka is an Assistant Director in the Office of Service-Learning (OSL), Lingnan University. She has a particular passion for the promotion of intergenerational programmes and is an active participant in both elderly services and youth services. She has received many awards for community services and academic achievements from Lingnan University as well as the Government of the Hong Kong Special Administrative Region. She was awarded a W.T Chan Fellowship to study and practice service-learning in the University of California at Los Angeles and was also awarded a Lingnan Foundation Scholarship to do a research internship at the National Primary Health Care Centre, University of Manchester.

She is currently a member of Independent Police Complaints Council (IPCC); a member of Environmental Campaign Committee (ECC), Environmental Protection Department, a member of Committee on the Promotion of Civic Education (CPCE); a member of Youth Programme Co-ordinating Committee (YPCC), Commission on Youth (COY); a co-opted member of Working Group on International Exchanges and Conferences, Commission on Youth; a member of the Tsuen Wan District Summer Youth Programme Co-ordinating Committee, and the treasurer of Tuen Mun Healthy City Association Limited.

### Abstract

#### Digital Classroom Project: Service-Learning and Information and Communication Technology's Impacts on Student Learning in Hong Kong

This paper describes a collaborative service-learning model between a University and a primary school in Hong Kong that develops a hybrid model of university-community partnerships in service-learning and internet-based learning. Echoing the trend of advancing technology in education and the need for holistic education, the Digital Classroom Project (DCP) integrates the pedagogy of Service-Learning (S-L) and Information and Communication Technology (ICT). With the aim of creating a learning environment unconstrained by time and location, the DCP encourages learners to develop independent learning skills and share knowledge with a diverse and global audience. Primary school students participated in guided reading and group discussions led by university students utilizing both online and face-to-face activities. A comprehensive evaluation of effectiveness was implemented that examines eight different areas. This paper reports this program evaluation, which found overall positive impacts on students' learning.

## POSTER PRESENTERS



### Professor Alfred Cheung Ming Chan

**Director**  
**Asia-Pacific Institute of Ageing Studies**  
Lingnan University

#### Biography

Chair Professor of Social Gerontology, Department of Sociology and Social Policy, Lingnan University

Director, Asia-Pacific Institute of Ageing Studies (APIAS), Lingnan University

Director, Office of Service-Learning (OSL), Lingnan University

Chairman, Elderly Commission, HKSAR

Chair, Advisory Committee of 'Opportunities for the Elderly Project', Social Welfare Department, HKSAR

Chair, Working Group on Diet and Physical Activity, Department of Health, HKSAR

Member, Minimum Wage Commission, HKSAR

Adjunct Professor, School of Continuing and Professional Education, The Hong Kong Institute of Education (HKIEd)

Consultant, Ageing and Social Development Issues for the United Nations Economic & Social Commission for Asia and the Pacific (UNESCAP)

Academic interests:

- Interpretation of intergenerational relationships
- Ageing and long-term care policies in Asia Pacific
- Development of health and social care measurements, Quality of Life, Caring Index and etc

### Poster - LU-1



#### Program Overview

Revitalizing Ha Fan Shan project helped create a win-win situation for the developments of the community and the academia. Asia Pacific Institute of Ageing Studies, a research institute of gerontology based in Lingnan University, had sought multi-factional collaboration amongst the local community, the education sector and various non-government organizations, in which Ha Fa Shan Village Committee, Ho Koon Nature Education cum Astronomical Centre, Yan Chai Hospital Social Service Department and Women Development Association had actively contributed to the success of the Project. Through a series of research, trainings and programs, each of the aforementioned party had utilized their professional knowledge to improve the living quality of the Ha Fa Shan villagers through the implementation of 'active ageing' by transferring theoretical and practical knowledge as well as the providing of services to the residents.

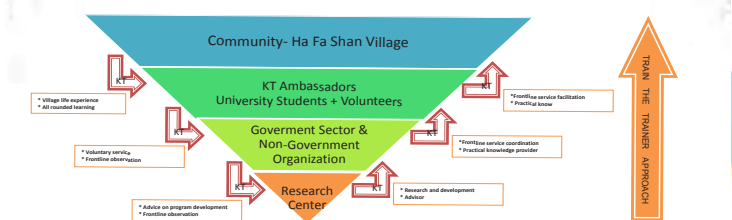
Under the guidance of course instructor and KT tutor, University students interested in the social welfare and social problems in Hong Kong have conducted an assessment on the needs of the inhabitants and identified the ageing population in the area who have poor access to public facilities and are lack of social network. Based on the findings, students, accompanied by volunteers, then provided services and promoted sustainable assistance at Women Service Association and Yan Chai Hospital Social Service Department.

In order to further enhance the sustainability and to maximize the impacts of the Project, data collected along with the need assessment report were shared amongst 2 local non-government organizations and Home Affairs Department in Tsuen Wan, of whom they organized several visits and programs in Ha Fa Shan Village to improve the linkage between the rural dwellers and the city while strengthening the cohesion amongst the villagers.

#### Program Objectives

1. To improve the rural community development through knowledge-transfer based action research and program
2. To encourage students applying their knowledge in real world by strengthening their roles in community development
3. To improve villagers' life by revealing the needs and the potentials of Ha Fa Shan Village

#### Conceptual Map



#### Impact and Contribution

Perspective (Active Ageing)	Program	Partner	Impact	
			Volunteers'/Students' learning	Village development
Health	1. Need Assessment	Office of Service Learning	<ul style="list-style-type: none"> <li>• Social awareness on community development</li> <li>• Interview skills</li> <li>• Report writing skills</li> <li>• Voluntary work experience</li> <li>• Social competence</li> </ul>	<ul style="list-style-type: none"> <li>• Integrated database, e.g. house map and villager demographic data set</li> <li>• Concrete community development plan</li> </ul>
	2. Health Check	Yan Chai Hospital	<ul style="list-style-type: none"> <li>• Knowledge on self-care</li> <li>• Social competence</li> </ul>	<ul style="list-style-type: none"> <li>• Adequate medical support</li> </ul>
	3. Home Safety Support	Yan Chai Hospital	<ul style="list-style-type: none"> <li>• Voluntary work experience</li> <li>• Social competence</li> </ul>	<ul style="list-style-type: none"> <li>• Improved living conditions</li> </ul>
Participation in Society	1. "Daily call" Scheme	Women Service Association	<ul style="list-style-type: none"> <li>• Sharing and care training</li> </ul>	<ul style="list-style-type: none"> <li>• Extended social network</li> </ul>
	2. HFS Ecological and Cultural Profile	Ho Koon Nature Education cum Astronomical Centre	<ul style="list-style-type: none"> <li>• Knowledge on recognizing common plants in Hong Kong</li> <li>• Hiking trail design skills</li> <li>• History of Tsuen Wan</li> <li>• Narrating ability</li> </ul>	<ul style="list-style-type: none"> <li>• Consolidation of HFS attractions- hiking trail, farming yield and village history.</li> <li>• Aroused public awareness on HFS village development</li> </ul>
Adequate Security	1. Holiday Farmer program plan	Office of Service Learning	<ul style="list-style-type: none"> <li>• SWOT analysis skills</li> <li>• Farming experience</li> </ul>	<ul style="list-style-type: none"> <li>• Organized farming program development plan</li> </ul>

Project Team:  
 Prof CHAN Cheung Ming Alfred  
 Dr LIANG JrShiuan Emily  
 Miss HO Pui Man Pelletier  
 Miss TANG Pui Yee Phoebe  
 Miss CHAN Hiu Yan Fanny  
 Miss CHUNG Nga Man Amber  
 Mr Lai Chun Kiu, Tony  
 Miss Lau Wing No, Helen  
 Miss CHEUNG Wing Yu, Winky  
 Mr CHAN Wing Chung, David  
 Miss Li Wing Yin

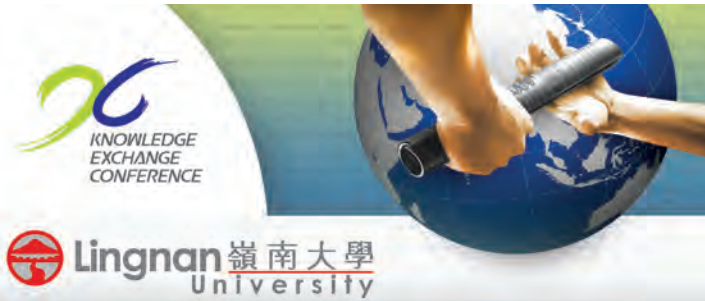


Asia Pacific Institute of Ageing Studies  
Lingnan University

# Knowledge Transforming Society



## Poster - LU-2



### PROMOTING HEALTHY DIET TO YOUNG PEOPLE AGAINST NON-COMMUNICABLE DISEASES (NCDs) THROUGH INTERGENERATIONAL KNOWLEDGE TRANSFER PROGRAM

#### Project Overview

There has been an increasing trend of ageing population coupled with unhealthy lifestyle habits which increases the prevalence of non-communicable diseases (NCD) for the general population in the future. Evidence proved that an earlier development of healthy lifestyle practices would reduce the accumulation of biomedical risk factors, hence lowering the risk of suffering from NCD in later life. However, among the four major behavioral risk factors of non-communicable diseases, unhealthy diet is found very common in young University hostel residents. In view of this, Asia Pacific Institute of Ageing Studies aims to equip the hostel residents with healthy lifestyles through health promotion in hostels in order to combat one of the major behavioral risk factors of NCD and develop residents' healthy bodies at an earlier stage.

Cooking Mama Series is an integrated project developed for such purpose. 5 student researchers equipped with research skills as well as health knowledge conducted a survey to understand residents' eating behavior and health knowledge in order to identify the priority areas for health promotions for hostel residents. Based on the findings of the survey, student researchers organized health talks for the students and partnered with elderly to offer health workshops in hostels in order to transfer targeted health knowledge and healthy cooking skills to them.

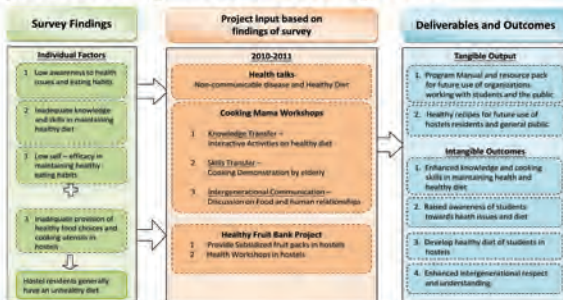
#### Project Objectives:

1. To enhance student's knowledge and skills in maintaining healthy diet;
2. To raise students' awareness towards their health and daily eating habits;
3. To encourage healthy cooking and healthy eating behavior in daily hostel life, in order to improve students' living styles at the earliest state and develop healthy bodies in the life course;
4. To enable intergenerational knowledge and skills exchange through young-old partnership, so as to enhance intergenerational respect and understanding.

#### Highlights of the project:

The project put its emphasis on developing a healthy eating habit of hostel residents and is characterized by:

#### 1) Survey on resident's eating habits and health knowledge deficits:



#### 2) "Train-the-trainer" approach in program delivery:



#### 3) Knowledge and experience exchange via Young-Old partnership:



## Poster - LU-3



### Enhancing Intergenerational Understanding through the Development of Social Gerontology Programs for Secondary Schools

#### OVERVIEW:

Hong Kong is currently facing an aging population, with 12% of the total population aged 65 years old or above in 2010. The number is projected to be 24% in 2030. Considered there will be one in every three persons aged 65 years old or above, the impact on every aspect of life is going to be huge. Societies with little preparation to understand and to cope with corresponding issues would be especially vulnerable, and counter-productive intergenerational misunderstandings and conflicts might easily be ignited. To build an "aging-friendly" environment, it is vital to help prepare the minds of members of the public for a better understanding on aging and older persons, as well as the challenges and opportunities brought by the aging population.

The introduction of Other Learning Experience (OLE) in 34 New Senior Secondary Curricula in 2009 has provided an excellent opportunity for the development of Social Gerontology Program for Secondary Schools. The 5-module program, providing students with ample out-of-classroom exposures, will reinforce its didactic learning part of the program. Social Gerontology Program will be incorporated in the modules of "Moral and Civic Education", "Community Service" and "Career-related Experiences", of which students are suggested to fulfill at least 135 lesson hours. Apart from operating on the OLE platform, individual module could be selected to enrich the teaching of new subjects in the 34 New Senior Secondary (NSS) Curricula such as Health Management and Social Care (HMSC), Liberal Studies (LS) and etc.

#### SELECTED THEMES/TOPICS UNDER A SOCIAL GERONTOLOGY

Dimensions	Themes
Social	* Grand/Parent-child bonding * Caring for your older neighbor
Intellectual	* Gerontology & the life cycle * Active Aging
Physical	* Optimizing your health through exercise * Managing Chronic Diseases
Vocational	* Occupational hazards * Making your pension count
Emotion	* Dealing with negative forces in life * Counseling & therapy setting
Spiritual	* Setting life goals & Work-shadowing * Keep well in spirit: sleeping, eating & exercising

#### OBJECTIVES:

- To better students understanding on aging issues and older persons.
- To provide students plentiful out-of-classroom exposures of aging society.
- To enhance intergenerational communication and understanding.
- To prepare students and potential employees for elderly related industries.

#### HIGHLIGHTS:

• Designed curriculum follows a "life-course approach" for enriching students' awareness in biological, behavioral, economical, historical, psychological and social factors that affect life experiences, personal choices, opportunities, and constraints across human's lifespan. Selective themes such as Grand/Parent-child bonding, Active Aging, "Graying" Gracefully, Pension and Retirement Planning are included.

• Synchronized with "Knowledge Transfer" (KT) approach to "train-the-trainer".

• Strengthened interactive linkages amongst different parties: students, teachers, schools, academics, elderly and community service providers.

#### OUTCOMES:

Student	Teacher	School	Elderly	Service Provider	Community
• Self-awareness	• Self-awareness	• Nice teaching atmosphere	• Self-awareness	• Needs and challenges are concerned	• Age-friendly are
• Whole-person development	• Teaching pack and experience	• Strong bonding with community	• Active Aging	• Potential human resources	• Age-integrated
• Positive values and attitudes	• Teaching autonomy	• Positive image	• Positive image	• Volunteerism resources	• Strong cohesion
• Well prepare for own later years	• Exchange ideas with other teachers	• Positive image	• Intergenerational communication	• Needs and challenges are concerned	• Potential human resources
• Career explore					• Strong bonding resources with community

#### PROJECT TEAM:

Prof. CHAN Cheung Ming, Allied  
Dr. LIANG Jr Shiu-an, Emily  
Miss HO Pui Man, Patsy  
Miss CHAN Hiu Yan, Fanny  
Miss CHUNG Nga Man, Amber  
Miss CHEUNG Wing Yu, Winky  
Miss TANG Pui Yee, Phoebe  
Miss LAU Wing No, Helen  
Mr. LAI Chun Kiu, Tony  
Mr. CHAN Wing Chung, David  
Miss LI Wing Yin



Poster - LU-4



PROJECT OBJECTIVES

Didactic learning is one of the most conventional ways of teaching in the history of Education. Legion of others see the creation of knowledge in classroom as sole transmission from teachers to students - one-way, static and passive. However, knowledge is neither absolute nor static. Hence, knowledge transfer is a dynamic process of accumulation, sharing, creation and application which involves constant interaction and reinforcement of each element through a spiral of action (Figure 1) among individuals and organizations, which makes the outcome of learning/teaching even harder to measure or to meter.

The use of portfolio learning in arts and humanities related subjects was not common, though its application in science and technology disciplines as teaching approach and assessment tool has been in place for many years. To fill this void, the course instructor of Social Welfare and Social Problems in Hong Kong offered by the Department of Sociology and Social Policy in Lingnan University works hand in hand with Knowledge Transfer (hereafter 'KT') Associates to include portfolio-learning for the first time in humanities subject in Lingnan University as an attempt to capture and to validate the KT process on the teaching end; and to help students develop meta-learning and thinking skills on the learning end. The purposes of the initiatives are:

BRIEF DESCRIPTION OF THE PROJECT

Portfolio is a purposeful, systemic and ongoing collection of student work that produces an accurate and holistic portrait of student's effort, progress or achievement while progressing through the 13-week course.

Topic covered in lectures	Topic for Portfolio Learning
1.1 Introduction to the course	1.1 Introduction to the course
1.2 The role of the course	1.2 The role of the course
1.3 The role of the course	1.3 The role of the course
1.4 The role of the course	1.4 The role of the course
1.5 The role of the course	1.5 The role of the course
1.6 The role of the course	1.6 The role of the course
1.7 The role of the course	1.7 The role of the course
1.8 The role of the course	1.8 The role of the course
1.9 The role of the course	1.9 The role of the course
1.10 The role of the course	1.10 The role of the course
1.11 The role of the course	1.11 The role of the course
1.12 The role of the course	1.12 The role of the course
1.13 The role of the course	1.13 The role of the course
1.14 The role of the course	1.14 The role of the course
1.15 The role of the course	1.15 The role of the course
1.16 The role of the course	1.16 The role of the course
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1.18 The role of the course	1.18 The role of the course
1.19 The role of the course	1.19 The role of the course
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1.24 The role of the course	1.24 The role of the course
1.25 The role of the course	1.25 The role of the course
1.26 The role of the course	1.26 The role of the course
1.27 The role of the course	1.27 The role of the course
1.28 The role of the course	1.28 The role of the course
1.29 The role of the course	1.29 The role of the course
1.30 The role of the course	1.30 The role of the course

PROJECT TEAM

- Prof. CHAN Cheung Ming, Alfred
- Dr. LIANG Ji Shuan, Emily
- Miss HO Pui Man, Peilester
- Miss CHAN Hui Yan, Fanny
- Miss CHUNG Nga Man, Amber
- Miss CHEUNG Wing Yu, Winley
- Miss TANG Pui Yee, Phoebe
- Miss LAU Wing No, Helen
- Mr. LAI Chun Ku, Tony
- Mr. CHAN Wing Chung, David
- Miss LI Wing Yin



Figure 1. Knowledge Transfer: A spiral of action and interaction

- To enhance teaching approach by emphasizing the role of a student in constructive learning and the role of instructor and tutor in increase of comprehension.
- To examine the effectiveness of portfolio as an evaluation tool in the knowledge transfer process.



Figure 2. Portfolio Learning

Eleven mini-topics (excluding the first week and the final week) were designed echoing the information given out by the course instructor in the lectures. Students take the liberty to include and to exhibits materials related to the given topics, in any formats they prefer and are required to provide commentaries of the selected materials, reflect on the process of learning, create knowledge and also reflect on the barriers of their learning process throughout the course.

IMPACT AND CONTRIBUTIONS

Portfolios provide summative as well as formative evaluations on students' learning progress and instructor's teaching effectiveness:

- (1) Summative evaluation
  - Summative portfolio focuses on learning outcomes, i.e. the application of skills and information learned in class into their mini-topics.
  - Summative portfolio contains evidence that show the range and extent of students' skills in knowledge creation.
  - Summative portfolio records learning outcomes rather than the process of learning.
- (2) Formative evaluation
  - Formative portfolio demonstrates the processes of learning used and experienced by the students
  - Formative portfolio becomes an assessment when the focus is on the learning process