

Quality Assurance Council Second Audit Cycle Progress Report

December 2018

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1. Introduction

The Education University of Hong Kong (EdUHK) is grateful to the Quality Assurance Council (QAC) for conducting the second quality audit visit to the University on 25-27 October 2016. The 2017 QAC Audit Report confirmed the University's commitment as an institution and the mechanisms put in place to create a quality culture. In addition, the positive report reinforced the University's commitment to ensuring the quality of its learning and teaching and enriching the student learning experience.

The QAC Audit Panel made no recommendation to the University in the Audit Report requiring the University to report on follow-up actions. Nevertheless, the University wishes to keep the QAC informed of the development of the dissemination of good practices. In September 2017, the University submitted an Action Plan to the QAC outlining the development and proposed activities in response to the affirmation, suggestions and good practices identified by the QAC Audit Panel. The Action Plan forms the basis of this Progress Report detailing these follow-up actions.

The University's Learning and Teaching Quality Committee (LTQC) is responsible for overseeing and monitoring the implementation and progress of follow-up actions and the dissemination of good practices to the wider community. This Progress Report covers issues related to the promotion of quality assurance and quality enhancement, enhancement of learning and teaching, promotion of e-Learning and student ePortfolio, support for General Education, development of the Whole Person Development Framework for taught postgraduate students and promotion of internationalisation.

The structure of this Progress Report follows the five Audit Areas and two Audit Themes adopted in the QAC Audit Report. It includes the following main sections:

- Section 2 provides a summary of the follow-up actions taken in response to one Affirmation, three Suggestions and the dissemination of five Good Practices; and
- Section 3 details follow-up actions.

2. Summary of Follow-up Actions on Affirmation, Suggestions and Dissemination of Good Practices

The summary below outlines the follow-up actions taken by the University in response to the QAC Audit Panel's affirmation, suggestions and good practices identified in the Audit Report and describes the parties responsible for each follow-up activity. Follow-up actions are classified according to the five Audit Areas and two Audit Themes presented in the Audit Report. The details of each follow-up action can be found on pages 9-32.

Affirmation (A)/ Suggestion (S)/ Good Practice (G)	Follow-up Actions/ Responsible Parties
Area 1 – The setting and maintaining of academic standards	
Good Practice 1 (G1): <i>Quality assurance and quality enhancement</i>	
<p>The Audit Panel commends the University's well documented, comprehensive and thorough approach to the setting and maintaining of academic standards.</p> <p>The Audit Panel also commends the University's strategic and systematic use of external reference points to validate the setting and maintaining of academic standards and enhance University processes.</p>	<p>The quality assurance (QA) and quality enhancement (QE) policies and procedures are clearly defined in the University's documentation, with the <i>Staff Handbook on Programme Quality Assurance</i> serving as the key reference document for University staff.</p> <p>To facilitate the dissemination of good practices, the University launched for public access in April 2018 the "Quality Assurance and Quality Enhancement" website (https://www.eduhk.hk/qage/index.html), which includes highlights of the University's QA and QE policies and procedures.</p> <p><u>Responsible Party:</u> Associate Vice President (Quality Assurance)</p>
Area 2 – The quality of learning opportunities	
Suggestion 1 (S1): <i>Implementation of the General Education Framework</i>	
<p>The Audit Panel endorses the supportive approach taken for the implementation of the General Education Framework and encourages the University to keep this under review.</p>	<p>To ensure the successful implementation of the General Education (GE) Framework, various measures have been adopted, including the following:</p> <ul style="list-style-type: none"> • Six consultative meetings between students and teaching staff (Interim Staff-Student Consultative Meetings, Focus Group Interviews) were organised in 2017/18 to collect feedback from students and identify follow-up actions required; • The regular ongoing course review for 2017/18 was

	<p>completed with suggestions to refine two assessment components and provide two new e-Learning platforms;</p> <ul style="list-style-type: none"> • Two Staff Induction programmes were conducted in November 2017 to present the GE Foundation Course; • Six professional development workshops were held between August 2017 and March 2018 to introduce the GE Consolidation Course; • Three staff consultative meetings were held between January and May 2018 to share good teaching experience and address students' common problems; and • The General Education Office (GEO) website (https://www.eduhk.hk/ge/web/) and the University's Moodle provide students with useful course information. Learning resources and exemplars of ePortfolios are also available on Moodle for students' reference. <p><u>Responsible Parties:</u></p> <ul style="list-style-type: none"> - Director of General Education - Learning and Teaching Quality Committee for monitoring
Area 3 – Student achievement	
<i>Suggestion 2 (S2): Promotion of the ePortfolio</i>	
<p>The Audit Panel recognises that the ePortfolio initiative is a relatively new initiative. The Audit Panel endorses the action planned by LTQC to enhance student awareness and improve accessibility and suggests the University to keep this under review.</p>	<p>The University acknowledges the importance of the ePortfolio as a key device to help students reflect holistically on their formal and non-formal learning and will continue to implement various supportive measures, including the following:</p> <ul style="list-style-type: none"> • Enhancing the undergraduate curriculum to develop students' understanding of the ePortfolio and their ability to use it as a tool for continuous reflection; • Adopting a set of rubrics for Generic Intended

	<p>Learning Outcomes (GILOs) as a reference guide to help students set learning goals, reflect on their learning experience, compile their ePortfolios and move towards achieving GILOs;</p> <ul style="list-style-type: none"> • Organising ePortfolio and GILO workshops and briefing sessions for students to enhance their understanding of the ePortfolio initiative, GILO Rubrics and their applications; • Organising the Student ePortfolio Award as a regular event to showcase exemplary student ePortfolios; and • Conducting an annual survey to assess students' awareness and perception of the ePortfolio for reflective learning. <p><u>Responsible Parties:</u></p> <ul style="list-style-type: none"> - Director of Centre for Learning, Teaching and Technology - Learning and Teaching Quality Committee for monitoring
<i>Good Practice 2 (G2): Student support for ePortfolio</i>	
<p>The Audit Panel commends the ePortfolio initiative as a distinctive feature of undergraduate (Ug) education at the University.</p>	<p>To promote and support the ePortfolio initiative, in September 2017, the University enhanced and made available to the public two web pages:</p> <ul style="list-style-type: none"> • Student ePortfolio @EdUHK (https://lt.eduhk.hk/student-learning/e-learning/#Student_ePortfolio) containing useful resources, such as video clips, sample materials, user guides, suggestions and self-learning materials; and • Generic Intended Learning Outcomes (GILOs) (https://lt.eduhk.hk/graduate-attributes/generic-intended-learning-outcomes/) providing operational criteria and examples of GILO Rubrics. <p><u>Responsible Parties:</u></p> <ul style="list-style-type: none"> - Associate Vice President (Quality Assurance)

	- Director of Centre for Learning, Teaching and Technology
Area 4 – Quality enhancement	
<i>Good Practice 3 (G3): Enhancement of learning and teaching</i>	
The Audit Panel commends the University's commitment as an institution and the mechanisms it has put in place to create a quality culture distinguished by the value it places on evidence-led enhancement.	<p>The University shares its good practices in learning and teaching through the following platforms:</p> <ul style="list-style-type: none"> • The website of the University-wide publication <i>Learning and Teaching Newsletter</i> has been enhanced and made available to the public to promote learning and teaching, teaching innovations and capacity building (https://lt.eduhk.hk/about/newsletter-publication/newsletter/); • The online database <i>Learning and Teaching Initiatives funded by University Grants Committee</i> (https://app.lib.eduhk.hk/tl/) has been enhanced and made available to the public to present project outcomes, impacts and related deliverables. The full text of the deliverables is also archived on the University's <i>Research Repository</i> (https://repository.eduhk.hk/) for public access; and • The annual event <i>Learning and Teaching @EdUHK Festival</i> is organised to promote and share best practices in selected key areas of learning and teaching. The websites of the last four festivals from 2015 to 2018 provide information to students, staff and the public. <p><u>Responsible Parties:</u></p> <ul style="list-style-type: none"> - Associate Vice President (Quality Assurance) - Director of Centre for Learning, Teaching and Technology
Area 5 – Postgraduate provision	
<i>Suggestion 3 (S3): Whole person development for taught postgraduate (TPg) students</i>	
The Audit Panel encourages the University to consider how it might approach whole person	In September 2017, the Board of Graduate Studies has set up a Task Force on Whole Person Development for Taught Postgraduate Students to identify appropriate

<p>development for TPg students in a proportionate manner that is cognisant of the typical distinguishing characteristics of the TPg student body.</p>	<p>ways to promote whole person development among TPg students and examine the feasibility of extending the ePortfolio to all TPg students.</p> <p>The Task Force is currently working on a proposed framework and pilot run involving three/four programmes to be conducted in 2018/19. The Whole Person Development Framework for TPg programmes is expected to be implemented in 2020/21 after review and refinement in 2019/20.</p> <p><u>Responsible Parties:</u></p> <ul style="list-style-type: none"> - Task Force on Whole Person Development for Taught Postgraduate Students - Board of Graduate Studies for monitoring
<p>Audit theme 1 – Enhancing the student learning experience</p>	
<p><i>Affirmation (A): Enhancement of student e-Learning</i></p>	
<p>The Audit Panel formed the view that the University is uniquely placed within the UGC sector of Hong Kong to take a stronger, more innovative, pedagogical lead in relation to e-Learning and for that reason affirms those bolder initiatives the University has already taken and the more ambitious approach, embodied in the new Learning and Teaching Plan (2016-19) to enhancing students’ e-Learning in an increasingly technology-enhanced environment.</p>	<p>The following initiatives and measures have been implemented to further enhance student e-Learning:</p> <ul style="list-style-type: none"> • Launch the Blended Learning for University Enhancement (BLUE) initiative to promote the “One Course One Online Lesson” to support learner-centred blended learning and quality online lessons. Various activities were organised to promote and support the BLUE initiative, including a seminar and roadshow in December 2017 for local and overseas university participants to share good practices and a Summer Foundation Course in 2017 to promote blended and online learning and teaching; • Promote the “Bring Your Own Device” (BYOD) initiative to enhance student engagement and interaction by encouraging them to seamlessly interact with their peers and teachers through online learning activities using their personal portable computing devices as a “personalised learning hub”; • Conduct self-reporting surveys and data analysis on the Moodle Learning Management System (Moodle LMS) to monitor progress in the implementation of

	<p>the BLUE and BYOD initiatives and provide useful references on the training needs of students and staff in e-Learning; and</p> <ul style="list-style-type: none"> • Enhance staff professional development in e-Learning through workshops, online resources and adequate support to promote innovative pedagogies and quality blended learning. <p><u>Responsible Parties:</u></p> <ul style="list-style-type: none"> - Director of Centre for Learning, Teaching and Technology - Learning and Teaching Quality Committee for monitoring
<p><i>Good Practice 4 (G4): Effective use of Teaching Development Grants (TDG)</i></p>	
<p>The University has had a strong track record of deploying Teaching Development Grants. The Audit Panel encourages the University to continue to pursue this effective and purpose-driven utilisation of financial resources, directed to the enhancement of the student learning experience.</p>	<p>The Learning and Teaching Quality Committee (LTQC) will continue to oversee and monitor the funding allocation of Teaching Development Grants (TDG) and TDG projects in accordance with the stipulated guidelines and the established review mechanism, including the establishment of clear selection criteria, ring-fence arrangement and mentorship scheme, support for strategic themes, etc. In addition, the Committee will continue to conduct regular reviews to refine scheme operations and resolve specific issues.</p> <p>TDG project outcomes, impacts and related deliverables are disseminated through the publicly accessible website <i>Learning and Teaching Initiatives funded by the University Grants Committee</i> (https://app.lib.eduhk.hk/tl/; the same website as indicated in <i>Good Practice (G3): Enhancement of learning and teaching.</i>)</p> <p><u>Responsible Parties:</u></p> <ul style="list-style-type: none"> - Associate Vice President (Quality Assurance) - Director of Centre for Learning, Teaching and Technology

Audit theme 2 – Global engagements: strategies and current developments

Good Practice 5 (G5): Promotion of internationalisation

The Audit Panel commends the University's ongoing process of operationalising its internationalisation strategies which involves widespread active engagement across a range of stakeholders, and a commitment to internationalisation of the student experience, the curriculum and of the University itself.

To promote internationalisation and share good practices, the University maintains the following publicly accessible web links:

- The Internationalisation website for internationalisation development and initiatives (<http://www.eduhk.hk/internationalisation/>); and
- A tailor-made web page to highlight on-campus integration activities that facilitate cultural diversity and closer integration of local and non-local students (http://www.eduhk.hk/internationalisation/en/on_campus_activities.php).

The University will continue to promote various internationalisation and integration initiatives through the concerted efforts of faculties, departments and relevant offices under the foci of *Internationalisation at Home* and *Introduction of Non-local Learning Experiences for Local Students*. These initiatives include semester-long student exchange programmes, summer programmes, cultural and language immersions, service learning and community outreach.

The International and Regional Learning Enhancement Fund¹ will continue to provide funding support for student engagement in internationalisation.

Responsible Party:

Associate Vice President (Global Affairs)

¹ From 2018/19, the International and Regional Learning Enhancement Fund (IRLEF) has been renamed as Global Learning Enhancement Fund (GLEF).

3. Detailed Report on Follow-up Actions

3.1 **Area 1 – The setting and maintaining of academic standards**

Good Practice 1 (G1): Quality assurance and quality enhancement

The Audit Panel commends EdUHK's well documented, comprehensive and thorough approach to the setting and maintaining of academic standards, which is evident in a range of University processes, such as programme approval, admission, assessment, programme outcomes and a commitment to external input and benchmarking.

The Audit Panel therefore commends the University's strategic and systematic use of external reference points to validate the setting and maintaining of academic standards and enhance University processes, in a manner appropriate to an institution that has recently acquired University status.

- 3.1.1 The University welcomes the QAC's commendation for its well documented, comprehensive and thorough approach to the setting and maintaining of academic standards and the strategic and systematic use of external reference points.
- 3.1.2 The University is committed to the pursuit of high academic standards in programmes and quality learning opportunities for students. To this end, the University has dedicated its efforts to maintaining effective quality assurance (QA) and quality enhancement (QE) systems and committee processes, and making good use of students and external stakeholders' feedback for continuous enhancement. The QA and QE policies and procedures are clearly defined in the University's documentation, with *the Staff Handbook on Programme Quality Assurance* serving as the key reference document for University staff.
- 3.1.3 For the dissemination of good practices in the University's approach to the setting and maintaining of academic standards and the use of external reference points, the highlights of its QA and QE policies and procedures are outlined on a publicly accessible website. After endorsement by the LTQC, the "Quality Assurance and Quality Enhancement" website was launched (<https://www.eduhk.hk/qage/index.html>) for public access in April 2018. In essence, the website contains the following six sections:
 - (a) The "*Overview of quality assurance and quality enhancement*" section provides the principles underlying the University's QA and QE;
 - (b) The "*Committee structure governing quality assurance mechanisms and procedures*" section presents the committee structure related to QA and QE and the

functions of university-level committees involved;

- (c) The “*Ensuring the quality of new programmes*” section describes the mechanisms governing programme planning and development procedures and how external inputs are involved to safeguard the quality of new programmes;
- (d) The “*Continuous enhancement of existing programmes*” section outlines the different sources of external inputs used to enhance the quality of current programmes;
- (e) The “*Student feedback*” section explains different channels for collecting student feedback and the associated mechanism to ensure the feedback loop; and
- (f) The “*Promoting a culture of quality*” section provides examples of other platforms promoting quality culture at the University.

- 3.1.4 While being recognised of its commitment and achievement in maintaining academic standards and a quality culture by the QAC, the University is not complacent about its achievement and will continue to strive for excellence by regularly reviewing its QA and QE policies and mechanisms and its effective use of external reference points.

3.2 Area 2 – The quality of learning opportunities

Suggestion 1 (S1): Implementation of the General Education Framework

The core curriculum includes General Education (GE) which operates at three levels, Foundation, Breadth and Consolidation. The first cohort has just completed all three tiers. Discussions with staff and students found that some difficulties had been experienced in managing the three tiers, but staff have been supported by professional development workshops and have felt able to use the consolidation tier to remind students of the scaffolding they have achieved and the skills acquired. The Audit Panel endorses the supportive approach taken to date and encourages the University to keep this under review.

- 3.2.1 The University welcomes the Audit Panel’s suggestion to keep under review its approach and various measures to support staff and students in the implementation of the three-tier General Education (GE) curriculum. Regular consultations to obtain feedback from students and teaching staff, ongoing review of the GE curriculum, staff development activities, sharing teaching experience and maintaining frequent communication with students will remain key activities to ensure the quality and smooth implementation of GE courses. These activities will continue to be centrally coordinated by the General Education Office (GEO).

(a) Consultations with staff and students for course enhancement and ongoing review of the GE curriculum

- 3.2.2 As a standard practice, the GEO collects feedback from staff and students each year to identify areas for course enhancement and concerns to be addressed at all three levels. The review of the GE curriculum is ongoing and conducted based on the issues identified in the course development process.

(i) Staff-Student Consultations

- 3.2.3 The University's established formal consultative mechanisms are used to solicit feedback from students and supervisors/tutors on various aspects of the course during course development and implementation. Student feedback is collected in the middle and at the end of each semester. In the middle of the semester, *Interim Staff-Student Consultative Meetings* are organised to allow supervisors/tutors to provide timely feedback and responses to student inquiries and to take immediate remedial actions, as appropriate. At the end of the semester, *Focus Group Interviews* are held to gather holistic feedback from students and staff to make improvements for the next semester. These regular meetings facilitate the ongoing review of GE courses.
- 3.2.4 During the 2017/18 academic year, three *Interim Staff-Student Consultative Meetings* for the General Education Foundation Course (GEFC) and the General Education Consolidation Course (GECC) and three *Student Focus Group Interviews* for GEFC and GECC were conducted. Written comments from students unable to join the meetings were also taken into consideration. The 2017/18 meeting schedule for staff-student consultations is presented in [Annex 1](#).
- 3.2.5 Careful planning work has been done to ensure that students are consulted on all key aspects of the course. Below are some examples:
- During the *GEFC Interim Staff-Student Consultative Meeting* and the *Student Focus Group Interview* conducted in February and April 2018, respectively, Year 1 GEFC students were invited to comment on course content, structure, tutors' guidance and support, workload and administrative support;
 - During the *GECC Interim Staff-Student Consultative Meetings* held in October 2017 and March 2018, GECC students were invited to give their opinions on specific issues, such as the construction of the ePortfolio, the assessment rubrics and the workload, relevant to successfully completing their work in their final year;
 - During the *Student Focus Group Interviews* held in December 2017 and May 2018, GECC students were invited to comment on issues related to the overall course

design, assessment system and level of academic support offered to students. They were asked to share their views on the appropriateness of the course structure and assessment system, the benefits of the ePortfolio, the enhancement of reflective, critical thinking and communication skills and the effectiveness of supervisors' teaching.

- 3.2.6 These consultative meetings are an effective platform for teaching staff to provide students with immediate explanations and useful advice to help them progress smoothly in their studies. During the consultative meetings held between October 2017 and May 2018, suggestions and clarifications were provided based on student inquiries in various areas, including assessment workload, ePortfolio preparation and available exemplars, resources and guidance on critical thinking and reflective writing skills, data privacy issues in individual presentations and available self-learning online resources.
- 3.2.7 Feedback from the *Interim Staff-Student Consultative Meetings* and *Focus Group Interviews* revealed that students were positive about these consultative meetings and welcomed them to express their opinions, seek clarifications and make suggestions for course improvement. In general, students were satisfied with the GEFC and GECC courses in terms of design and structure, assessment methods and various supportive arrangements, including the provision of academic guidance, guidelines and online resources. Students particularly appreciated the efforts and advice of the supervisors/tutors.

(ii) Ongoing course review and enhancements

- 3.2.8 The ongoing review of the GE curriculum is an important process in the quality assurance system. The review covers the overall objectives, course design, assessment, implementation and other issues identified during the course development process. Views collected during regular consultative meetings between staff and students and between teaching staff are taken into consideration during the review process. For example, the GEO took note of student requests and was able to provide them with additional learning materials and support to meet their needs. Following the review and consultations in 2017/18, it was agreed that the GE courses had been implemented smoothly, that major revisions would not be needed, but that some refinements would be beneficial. The major refinements included the following:
- Modify the assessment criteria and marking scheme of the ePortfolio and individual presentation for implementation in 2018/19 to develop more evidence-based thinking and clarify expected learning outcomes; and
 - Provide two new e-Learning platforms, “Sway” and “Google Sites”, for cohorts admitted in 2017/18 to replace the “Mahara” platform.

(b) Staff professional development activities

- 3.2.9 Various tailored staff development activities will be offered to ensure that staff are familiar with all aspects of the curriculum and have the necessary teaching skills for the different levels of GE courses. Conscious efforts and careful planning have been made to ensure that staff are able to provide the necessary guidance and support to students. In general, staff understand the importance and usefulness of these activities.
- 3.2.10 A GEFC induction/orientation programme in the form of a professional development workshop for new staff is organised annually. Two identical sessions were held in November 2017 to familiarise tutors with the design, structure, implementation and assessment of the Foundation Course.
- 3.2.11 For the GECC, workshop activities are also organised on an annual basis. A series of three workshops were conducted in Semesters 1 and 2 of the 2017/18 academic year. These workshops had different themes to meet the diverse needs of the teaching staff.
- 3.2.12 During the first workshop conducted in August and December 2017, participants were introduced to the GECC course design, the Course Intended Learning Outcomes, the nature and development of the ePortfolio and its relationship with the Generic Intended Learning Outcomes (GILOs), grading system and assessment.
- 3.2.13 During the second workshop of Semester 1 of 2017/18 held in September 2017, participants were introduced to strategies to facilitate GECC teaching and received an update of the assessment system improvement. The second workshop of Semester 2 of 2017/18 delivered online in January 2018 presented resources from past workshops. During the third workshop held in October 2017 and March 2018, the teaching staff were briefed on the newly designed assessment rubrics and moderation system for the standardisation of grades in the student ePortfolio and were invited to complete a trial marking exercise. These professional development workshops received positive feedback on their usefulness. The details of the different workshops are included in [Annex 2](#).

(c) Sharing teaching experience

- 3.2.14 The GEO holds regular staff consultative meetings to allow staff to share their experience in teaching GE courses, report issues related to course delivery and student learning, discuss student performance and find solutions to solve common problems faced by students. The 2017/18 meeting schedule for staff consultations is also presented in [Annex 1](#).
- 3.2.15 The *GEFC Tutor Focus Group Interview* was held on the same day as the *Student Focus Group Interview*, i.e., 16 April 2018. In addition to discussing the relocation of the

tutorials to the Tseung Kwan O Study Centre during both interviews, constructive ideas were exchanged between the tutors and valuable ideas were gathered to further improve the course. The tutors also exchanged professional ideas on implementing video lectures and offered suggestions on how the GEO could further assist them in the preparation of the tutorials, such as extracting audios from recorded lectures and organising professional development workshops with different foci to meet the differing needs of experienced and novice tutors.

3.2.16 The *GECC Supervisor/Tutor Focus Group Interview* is conducted every semester. During the Semester 1 *Focus Group Interview* held in January 2018, fruitful discussions and useful suggestions were made. Supervisors shared their positive experience using online video exercises in the Supervisor Common Moodle to facilitate their teaching and “Google Classroom” to obtain immediate online feedback from students. It was also reported that “Google Classroom” facilitated the management of student assignments and class schedules and the dissemination of course materials. Suggestions also included helping students prepare their ePortfolios in the first-person narrative and consolidate their abstract thinking into written work. Supervisors reported that final year students performed well in class and demonstrated a better understanding of the ePortfolio.

3.2.17 During the Semester 2 *Supervisor/Tutor Focus Group Interview* held in May 2018, supervisors shared their experience teaching GECC and provided suggestions for the continuous professional development of supervisors. They reported that “Google Classroom” facilitated after-class discussions and that Moodle was user-friendly. In addition to using online platforms, supervisors explained how they helped students understand the course requirements with clear and appropriate guidelines and examples. Suggestions also included introducing new content during professional development workshops to meet the diverse needs of supervisors teaching different GECCs.

3.2.18 To facilitate learning and teaching, before the beginning of each semester, the teaching team reviews and enhances teaching resources and instructional guides. To this end, professional development workshop materials, exemplars of ePortfolios, marking samples and suggested reading materials are regularly uploaded to the Supervisor Common Moodle for supervisors/tutors’ reference and adoption, as appropriate.

(d) Maintaining frequent communication with students

3.2.19 The GEO is dedicated to maintaining close communication with students. For example, after joining the University, students are regularly reminded to collect and accumulate learning materials and artefacts for their ePortfolios through various channels, including orientation programme, programme assembly, lectures, email reminders, GE Handbook and GEO website.

- 3.2.20 To facilitate the preparation of assessment tasks in their final year, useful information on the use of artefacts and learning experience, e.g. assessment rubrics, videos, is available in the Student Common Moodle to enable students to consolidate their ePortfolios based on the graduate attributes, the seven GILOs and the Course Intended Learning Outcomes.
- 3.2.21 The regularly updated and enriched GEO website (<https://www.eduhk.hk/ge/web/>) also provides useful information, such as the GE Handbook and course curriculum, describing the Course Intended Learning Outcomes, course structure, assessment and course outlines for students and staff. Other useful information for students, such as GE course learning materials, suggested reading materials, video lectures, video workshops, exemplars of ePortfolios, is available in the Student Common Moodle. Students commented that the documents provided were useful and that the online platform was user-friendly.

(e) The way forward

- 3.2.22 In sum, the University makes conscious efforts to monitor the smooth implementation of the GE curriculum and provide adequate support to students and staff. The various quality enhancement activities – staff and student consultations, staff induction and professional development, ongoing course review, etc. will be subject to regular review to ensure their usefulness and effectiveness. Meanwhile, the GEO will continue to rely on quantitative and qualitative feedback/data from staff and students to evaluate the effectiveness of course improvement and supportive measures.

3.3 Area 3 - Student achievement

Suggestion 2 (S2): Promotion of the ePortfolio

The Audit Panel recognises that the ePortfolio is a relatively new initiative and understands that students gradually come to understand its rationale and value as they progress through their studies. Nevertheless, the Audit Panel concurs with the LTQC's concern that a survey conducted in 2014/15 indicated that approximately 25% of students were unclear about the purpose of using ePortfolios for student learning and endorses the action planned by LTQC to enhance student awareness and improve accessibility and suggests that EdUHK keep this under review.

- 3.3.1 The University welcomes the Audit Panel's endorsement of the actions planned by the LTQC to further enhance students' awareness of the ePortfolio initiative and increase its accessibility. The LTQC will continue to monitor closely the ePortfolio implementation through various enhancement measures to help students understand its

rationale and value, encourage them to use the ePortfolio to set learning goals and reflect on their learning experience and provide them with the necessary academic and technical support to improve accessibility. Measures for staff include the organisation of staff professional development activities. In addition, the Centre for Learning, Teaching and Technology (LTTC) and the units involved will continue to organise various enhancement activities for students and staff.

(a) Acknowledging the ePortfolio as a key device to reflect on student learning

- 3.3.2 The University acknowledges the importance of the ePortfolio as a key device to help students reflect holistically on their formal and non-formal learning and will continue to implement supportive measures as indicated below. The ePortfolio is already part of the University's current review of its undergraduate curriculum. The implementation of the ePortfolio will be included in the University's common core undergraduate courses, such as General Education (GE), Language Enhancement, Co-curricular and Service Learning Activities and Overseas Exchange Opportunities and Field Experience (FE).
- 3.3.3 As part of the proposed new undergraduate curriculum to be implemented from 2019/20, the curriculum will be enhanced to develop students' understanding of the ePortfolio and their ability to use it as a tool for their continuous reflection. Starting in their junior year, students will be asked to collect artefacts from various domains, including major, minor, GE, FE and exchange, to enhance their generic skills by critically reflecting on their experience, consolidating and integrating artefacts and evidence and presenting them through the ePortfolio platform in an organised manner. The University ePortfolio Course in the GE Programme (for all students) and the Professional Development Course in FE (for Bachelor of Education students) will be the two key courses for senior year students to showcase their learning experience and reflection throughout their university studies.

(b) Implementation of enhancement measures

(i) GILO Rubrics to help students build their ePortfolio

- 3.3.4 In September 2017, the LTQC approved a set of GILO Rubrics to be implemented for students and staff starting in 2017/18. The seven GILOs express the University's expectations for generic abilities, encompassing the knowledge, skills, attitudes and dispositions that all graduates should acquire through their education at the University. The GILO Rubrics are a reference guide to help students set learning goals, reflect on their learning experience, compile their ePortfolios and move towards achieving GILOs.
- 3.3.5 The GILO Rubrics have a consistent format, with four or five operational criteria, a standardised scale of performance levels and the following descriptors for each GILO:

Level 1 (Beginning), Level 2 (Developing), Level 3 (Mastering) and Level 4 (Outstanding). Guided by the GILO Rubrics, students are encouraged to use the collected evidence to reflect on their formal and non-formal learning experience, such as common core courses and exchange activities, in relation to one or several GILOs and to combine and consolidate these materials in their student ePortfolio. Information and examples of the GILO Rubrics are presented in [Annex 3](#). Information is also available at <https://lt.eduhk.hk/graduate-attributes/generic-intended-learning-outcomes/>.

(ii) *Student workshops on ePortfolio and GILOs*

3.3.6 To make students aware of the importance of building an organised ePortfolio with reflection, the University regularly organises workshops in three levels (introductory, intermediate and consolidating). In September 2017, the University finalised the schedule and plan for the ePortfolio and GILO student workshops for the 2017/18 academic year. These workshops are designed to enhance students' understanding of the ePortfolio initiative, GILO Rubrics and their applications. These student workshops and briefing sessions on ePortfolio and GILO Rubrics will continue to be provided regularly each semester.

- *Introduction workshops* for Year 1 students
 - Briefings on the background of the student ePortfolio and GILOs during class meetings (for 31 group meetings of non-English major students and five groups of English major students) were completed in September 2017;
 - Similar mass briefing sessions for GE Foundation students were completed in January 2018; and
 - A debriefing session explaining GILO individual reports was completed in March 2018.
- *Intermediate workshops* for non-formal learning
 - Three workshop sessions introducing the ePortfolio and GILO Rubrics were conducted in November 2017, March and April 2018 for students joining the Leadership Enhancement and Development Programme organised by the Student Affairs Office (SAO).
- *Consolidation workshops* for graduating GE Consolidation (GECC) students
 - Three workshop sessions with students sharing their GECC experience were conducted in October 2017, March and April 2018; and
 - Three briefing sessions discussing how to use GILO Rubrics to write their reflection were conducted in September 2017 and January 2018.

- *Workshops* on using GILO Rubrics for all students
 - Three “Connecting the GILO Rubrics with ePortfolio” workshop sessions were conducted in October 2017, March and April 2018, after which online materials were uploaded to Moodle.

(iii) *Student ePortfolio Award*

3.3.7 The Student ePortfolio Award was organised to promote the use of the student ePortfolio and showcase outstanding examples of student ePortfolios in 2017/18. It aims at raising students’ awareness of the importance of building an organised ePortfolio with evidence showing their learning process and outcomes and integration of GILOs. A total of 168 entries were divided into two streams: “ePortfolio focusing on overseas exchange, co-curricular and service learning activities” and “GECC ePortfolios supplemented with field experience and internship”. The results were announced online in March 2018 and awards were presented at the Conference Day of the Learning and Teaching @EdUHK Festival 2018 held on 25 May 2018. There were two outstanding awards, three merit awards and 25 judges’ list awards for each stream. A poster exhibition was organised to showcase the award-winning ePortfolios as exemplars for students. A feedback survey was conducted among members of the judging panel and two semi-structured interviews with judges were conducted to collect in-depth feedback to evaluate the scheme. Feedback from the survey and interviews will be taken into consideration to plan and enhance the next round of awards, including the enhancement of the implementation timeline, selection criteria and judging process, as appropriate.

(iv) *Surveys on students’ awareness and perception of ePortfolio*

3.3.8 To understand students’ perception of the ePortfolio for reflective learning, the annual survey was conducted with Year 1 GE Foundation students in March 2018. According to the findings of the 2017/18 survey, students were neutral about using the ePortfolio for learning, while the percentage of students who were unclear about its purpose decreased from 19.08% in 2016/17 to 16.53% in 2017/18. In addition, in terms of learning goals, the percentage of students with set learning goals increased from 41.00% in 2016/17 to 51.91% in 2017/18. Similar to the 2016/17 results, students with set learning goals tended to agree that the ePortfolio helped them reflect on their learning, deepen their thinking about course content, and so on. In collaboration with related units, the University will continue to encourage students to set learning goals based on GILOs and GILO Rubrics through workshops and briefing sessions in the coming years.

3.3.9 Moreover, a feedback survey was conducted on the student ePortfolio workshop. According to the results of the 2017/18 survey, 92.59% of respondents indicated that the workshop content met their expectation, 96.30% found the workshop to be well

organised and 85.19% agreed that the workshop was worth attending. In addition, 62.96% of respondents felt that the workshop content was at an appropriate level, while the rest said it was easy. These results show that respondents mastered the required skills.

(v) *Extension of the ePortfolio initiative to taught postgraduate (TPg) students*

- 3.3.10 The Audit Panel noted that non-education TPg students are not part of the ePortfolio initiative implementation plan. As indicated in Suggestion 3 under Area 5 – Postgraduate provision (see paragraph 3.5.1), the Board of Graduate Studies set up a Task Force on Whole Person Development for TPg Students in September 2017. The LTTC is currently working with the Task Force to explore and discuss the possible extension of the ePortfolio to all TPg programmes to establish a Whole Person Development Framework for all TPg programmes.
- 3.3.11 In short, the University will continue to review and monitor the effectiveness of the above enhancement measures to support students in the implementation of the ePortfolio initiative. As a regular practice, different types of workshops and briefings are organised to meet the needs of students, while exemplars of ePortfolios are available as reference material for students.

Good Practice 2 (G2): Student support for ePortfolio

The Audit Panel commends the ePortfolio initiative as a distinctive feature of undergraduate (Ug) education at EdUHK, which integrates and validates at a personal level the achievement of each individual student while also vindicating the University's claims to promote whole person development across the Ug student body.

- 3.3.12 The ePortfolio is a key device to help students reflect holistically on their learning, especially in core undergraduate courses, such as GE, Language Enhancement, Co-curricular and Service Learning, Overseas Exchange Opportunities and FE. To effectively use the ePortfolio to set learning goals and reflect on their learning experience, students are encouraged to refer to GILOs and GILO Rubrics to organise, reflect on and consolidate their learning experience and achievements when building their ePortfolios.
- 3.3.13 Student ePortfolio and GILO web pages are currently in place to provide useful reference for students and staff members. The two web pages have been made accessible to the public since September 2017.
- 3.3.14 The web page “Student ePortfolio @EdUHK” (<https://lt.eduhk.hk/student-learning/e->

[learning/#Student_ePortfolio](#)) is regularly updated. It contains useful resources, such as video clips, sample materials, user guides, suggestions and self-learning materials with the following examples:

- (a) *For students*: how to create an ePortfolio and write reflectively, including examples of student ePortfolios from various common core courses;
- (b) *For supervisors and tutors*: how to create assignment links, give feedback to students, etc.; and
- (c) *Three ePortfolio construction platforms: Mahara, Sway and Google Sites.*

3.3.15 As mentioned in paragraph 3.3.4, the University has developed a set of GILO Rubrics to help students build their ePortfolios. The Rubrics are intended to help students self-assess, set learning goals and move towards achieving GILOs and to assist academic/teaching staff to enhance learning and teaching and groom their students to develop different generic abilities at the University.

3.3.16 The University actively promotes the use of GILO Rubrics on campus. Since January 2018, for learning and teaching purposes, EdUHK students and staff can access the full text of GILO Rubrics. Operational criteria and examples of GILO Rubrics are available at <https://lt.eduhk.hk/graduate-attributes/generic-intended-learning-outcomes/> (the same web page as in paragraph 3.3.5).

3.4 Area 4 – Quality enhancement

Good Practice 3 (G3): Enhancement of learning and teaching

The Audit Panel commends EdUHK's commitment as an institution and the mechanisms it has put in place to create a quality culture distinguished by the value it places on evidence-led enhancement.

3.4.1 To support its long-term commitment to enhance learning and teaching and promote a quality culture, the University continually strives to share good practices and build staff capacity. To this end, resources have been allocated to develop and support the main platforms, as described in the following paragraphs:

- (a) *Learning and Teaching Newsletter*

3.4.2 The Learning and Teaching Newsletter is a University-wide publication that shares with the community (a) student learning and staff teaching, (b) programme development, implementation and evaluation and (c) capacity building and environment enhancement.

It also provides information on the research outputs and projects undertaken to promote innovation and excellence in learning and teaching on specific themes. Examples of the themes of past issues include the following: whole person development through co-curricular and non-formal learning activities, e-Learning, the assessment of student learning, and outcome-based learning. The web page of the Learning and Teaching Newsletter is regularly updated. It was open to the public for the dissemination of good practices in December 2017 (<https://lt.eduhk.hk/about/newsletter-publication/newsletter/>).

(b) Website for learning and teaching initiatives funded by the University Grants Committee (UGC)

- 3.4.3 The University maintains an online database entitled *Learning and Teaching Initiatives funded by the University Grants Committee* (<https://app.lib.eduhk.hk/tl/>) to share good practices and present the results of successful projects. Project outcomes, impacts and related deliverables are systematically entered into the database. These projects include those supported by Teaching Development Grants, Communities of Practice projects and UGC's Funding Schemes on Teaching and Learning related Proposals. Where applicable, project deliverables (e.g. reports, teaching materials, and links to the project sites, etc.) are archived on the University's Research Repository (<https://repository.eduhk.hk/>) to generate opportunities for internal and external academic exchanges.

(c) Learning and Teaching Festival

- 3.4.4 The Learning and Teaching @EdUHK Festival is an annual signature event organised in collaboration with different offices/units, including faculties, Graduate School (GS), SAO and LTTC. The Festival helps promote and share best practices in key areas of learning and teaching. International scholars and specialists are invited to share their ideas and knowledge at the Festival. The Festival generally lasts between two and three months with a wide range of activities, such as open class observations, talks/seminars and poster displays on good practices and achievements. It also includes a conference day for colleagues and external participants to discuss issues related to the theme(s) of the event. Further details on previous Learning and Teaching Festivals are available on the following websites for dissemination:

- Learning and Teaching @HKIED Festival 2015 – “Emerging Practices: Learning and Teaching in Higher Education” (<http://www.lttc.eduhk.hk/LT2015/>)
- E-Learning in Higher Education Seminar Day cum Open Class Observation 2016 (<http://www.eduhk.hk/lttc-seminar-day/>)
- Learning and Teaching @EdUHK Festival 2017 – “Innovation & Excellence”

(<https://www.eduhk.hk/ltec/LT2017>)

- Learning and Teaching @EdUHK Festival 2018 “Teaching Excellence in the Big Data Era” (<https://www.eduhk.hk/ltec/LT2018>)

3.5 **Area 5 – Postgraduate provision**

Suggestion 3 (S3): Whole person development for taught postgraduate (TPg) students

While the Audit Panel has no doubt that TPg students at EdUHK are generally satisfied with the quality of their learning experience, it was apparent, nevertheless that these students do not benefit in the same way as Ug and research postgraduate students from EdUHK’s tailored approach to promoting the development of the whole person. For example, while the ePortfolio, which has been identified as a valuable learning tool, has been extended to TPg Education students, non-Education TPg students have not been included. The Audit Panel therefore encourages the University to consider how it might approach whole person development for TPg students in a proportionate manner that is cognisant of the typical distinguishing characteristics of the TPg student body.

- 3.5.1 The Board of Graduate Studies (BGS) set up a special Task Force, namely *Task Force on Whole Person Development for Taught Postgraduate (TPg) Students*, in September 2017 to consider how the University can approach whole person development for TPg students in a proportionate manner that is cognisant of the distinguishing characteristics of the TPg student body. The time frame for the implementation of the Whole Person Development Framework for TPg students is presented in the following table.

Timeline	Tasks
2017/18	<p><i>Setting up of a Task Force</i></p> <ul style="list-style-type: none"> - To discuss and propose a Whole Person Development Framework for TPg programmes to be submitted to the BGS <p><i>Preparation for the Pilot Run</i></p> <ul style="list-style-type: none"> - To work out the details of the implementation of the Whole Person Development Framework for TPg programmes
2018/19	<p><i>Pilot Stage</i></p> <ul style="list-style-type: none"> - To select three/four Faculty/Graduate School programmes for the pilot run
2019/20	<p><i>Interim Review</i></p> <ul style="list-style-type: none"> - To review and refine the Whole Person Development Framework
2020/21	<p><i>Full Implementation</i></p> <ul style="list-style-type: none"> - To implement the Whole Person Development Framework for all TPg programmes

- 3.5.2 The Task Force is chaired by the Associate Vice President (Graduate Studies) and includes representatives from the Faculties, GS, SAO, LTTC and relevant units. The terms of reference and composition of the Task Force are presented in [Annex 4](#).
- 3.5.3 The Task Force believes that it is important to examine the whole person development status of TPg students before proposing to organise activities/programmes. As a new initiative, to ascertain the needs of TPg students, the Task Force first had to collect information from TPg students and analyse the data before making any recommendations.
- 3.5.4 As a result, the Task Force reviewed the current Whole Person Development Inventory (WPDI) used for our undergraduate students since 2016/17 and drafted an initial proposal for the Whole Person Development Framework for TPg Students for consideration by the BGS in March 2018. The Board noted that the current WPDI only applied to young undergraduates aged 17 to 25 and advised the Task Force to develop a new inventory or revise the current version with a focus on TPg students. The Task Force is currently discussing with Hong Kong Baptist University, the owner of the current WPDI, to create a WPDI specifically for TPg students or to develop a new set of inventory.
- 3.5.5 After developing an adapted version for our TPg students, a pilot run involving three/four Faculty/GS TPg programmes will be conducted in 2018/19 before full implementation. Using the data collected, the University will then be able to develop the most appropriate programmes and activities for whole person development to be implemented in all TPg programmes in 2020/21.

3.6 Audit theme 1 – Enhancing the student learning experience

Affirmation (A): Enhancement of student e-Learning

The Audit Panel formed the view that EdUHK is uniquely placed within the UGC sector of Hong Kong to take a stronger, more innovative, pedagogical lead in relation to e-Learning and for that reason affirms those bolder initiatives the University has already taken and the more ambitious approach, embodied in the new Learning and Teaching Plan (2016-19), to enhancing students' e-Learning in an increasingly technology-enhanced environment.

- 3.6.1 The University is pleased with the Audit Panel's recognition of its unique position in relation to e-Learning in the UGC sector. We also welcome the Panel's affirmation of our initiatives and approach stated in the Learning and Teaching Plan (2016-2019) to enhance student e-Learning in an increasingly technology-enhanced environment.

Guided by this Plan, the University has striven to implement various initiatives and measures and provide students and staff with adequate resources and support with the assistance of the LTTC and related units.

- 3.6.2 The LTQC has approved policies and guidelines to promote e-Learning. Accordingly, various initiatives and measures to further enhance student e-Learning have been implemented. Moreover, the LTQC has made efforts to review the e-Learning policies and strategies by forming the Working Group on Reviewing E-Learning Policies, Strategies and Implementation with representatives of senior management, faculties, relevant units and students. In addition, experts from renowned institutions in Hong Kong and overseas have been invited to conduct a holistic review on the University's e-Learning policies, strategies and implementation. The terms of reference and membership of the Working Group are presented in [Annex 5](#).

(a) The Blended Learning for University Enhancement (BLUE) initiative to promote “One Course One Online Lesson”

- 3.6.3 To support learner-centred blended learning, the BLUE initiative, one of the University's key e-Learning initiatives, was launched in December 2016 to promote the “One Course One Online Lesson”. This initiative encourages academic/teaching staff members to develop quality online lessons consisting of a series of online learning and teaching activities aligned with the course learning outcomes, which complement face-to-face learning and teaching activities, using the pedagogical features of the Moodle Learning Management System (Moodle LMS) and other tools. These features and tools facilitate the reflective engagement of students in the learning process. To further support learner-centred learning, an enriched e-Learning environment will be created to prepare EdUHK graduates to use digital tools in a variety of professional fields, particularly in educational settings.

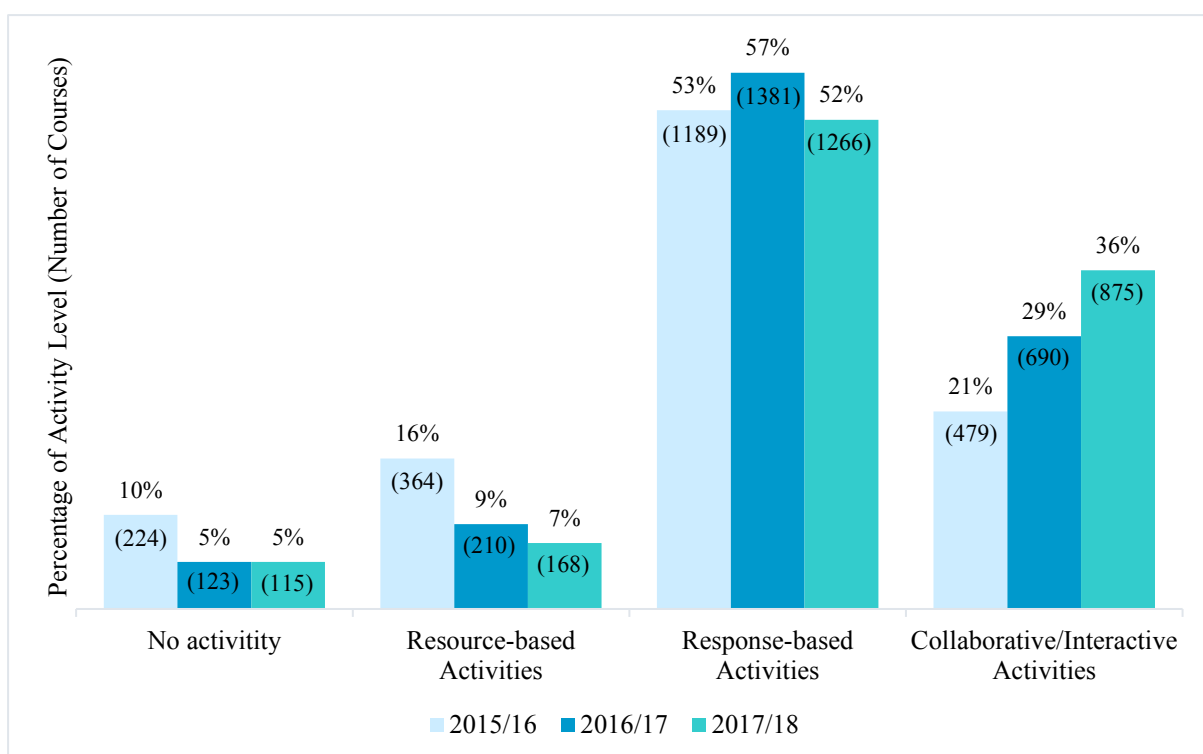
(i) Implementation progress of the BLUE initiative

- 3.6.4 To gather information on the additional tools (other than Moodle LMS) used by academic/teaching staff for blended learning and evaluate the implementation of the BLUE and “Bring Your Own Device” (BYOD) initiatives, a preliminary self-reporting survey was conducted during Semester 2 of 2016/17. A total of 195 academic/teaching staff members responded to the survey. According to the survey, staff used G Suite, mobile applications, social media, online blogging/portfolio platforms and MOOCs, etc. to conduct interactive learning and teaching activities. As a result, related workshops, training and other types of professional development activities have been organised.
- 3.6.5 To oversee the progress of the BLUE initiative, two other self-reporting surveys were conducted during Semesters 1 and 2 of 2017/18, respectively, to collect data on the

number of courses achieving “One Course One Online Lesson”. According to the 2017/18 Semester 1 survey of 323 respondents, 514 courses (64.89%) had at least one online lesson. According to the 2017/18 Semester 2 survey of 268 respondents, 449 courses (60.19%) had at least one online lesson. The self-reporting surveys will continue to be conducted to provide insights and information on the implementation of blended learning.

- 3.6.6 In addition to self-reporting surveys, the use of Moodle LMS data is one of the primary and important sources to better understand how online lesson activities are conducted and whether these activities are resource-based, response-based or collaborative/interactive which can be observed by the usage of different pedagogical features of Moodle LMS. The Moodle data obtained for Semester 2 as a supplementary reference will be compared with the results of the blended learning self-reporting surveys to better understand current learning and teaching practices. Previously collected data were shared with faculties and departments during meetings of the BLUE Working Group and the Steering Group on Undergraduate Common Curriculum for reference. The Moodle data report across faculties is shown in **Chart 1** below.

Chart 1 – Moodle Data Report across Faculties



	2015/16	2016/17	2017/18
Total number of courses	2256	2404	2424

3.6.7 According to **Chart 1**, since 2015/16, academic/teaching staff have gradually made better use of the Moodle LMS pedagogical features to produce online lessons through online learning and teaching activities. Compared with 2015/16, there were more response-based and collaborative/interactive activities in Moodle in 2016/17 and 2017/18, demonstrating that online learning and teaching activities have become more interactive and collaborative. Based on these findings, the University will continue to offer related support, workshops and other professional development activities on the pedagogical use of Moodle LMS.

(ii) User support and workshops for students and staff on the BLUE initiative

3.6.8 Students have access to workshops, briefings and user support, such as online user guides, consultations, 1-to-1 tutorials and hotline enquiry. Similarly, academic/teaching staff have access to workshops, hands-on training, individual consultation sessions, online resources to gain knowledge and experience on how to develop online lessons with interactive activities to facilitate blended learning. Moreover, faculty-based, department-based, programme-based and team-based activities have been customised to meet the needs of specific disciplines and schedules.

(iii) Sharing Blended Learning practices with other universities

3.6.9 To share its experience in blended learning and teaching, the University organised a seminar and roadshow on “Blended Learning for University Enhancement (BLUE): Sharing Promising Practices and Lessons Learnt” in December 2017. More than 100 participants from EdUHK, other Hong Kong universities and overseas universities took part in the event. Given the positive feedback from participants, similar events will be organised in the future.

3.6.10 To promote the practice of blended learning and teaching in the tertiary sector, the University jointly organised a Blended and Online Learning and Teaching (BOLT) Foundation Course in collaboration with Hong Kong Baptist University in the summer of 2017, attended by 14 staff members from the University and 46 participants from other local universities. The summer BOLT Course consisted of six sessions (2 to 3 hours each) and was offered during the 13-week summer period (5 June to 31 August 2017).

(b) Bring Your own Device (BYOD) for Blended Learning

3.6.11 Building on the ongoing BYOD initiative, the concept of “personalised learning hub” has been promoted to encourage students to participate in reflective engagement using their own digital devices for in-class interactive blended learning. A learner’s personal portable computing device offers a “personalised learning hub”, enabling

learners to use digital communication tools to interact seamlessly with their peers and teachers, share e-resources and discuss learning tasks. The University will continue to promote the BYOD initiative among students and academic/teaching staff and monitor its implementation.

(i) Implementation status of the BYOD initiative

3.6.12 To understand the BYOD status, the self-reporting survey conducted to capture the progress of the BLUE initiative in Semester 2 of 2016/17 contained one question to inquire about the popularity of BYOD (see paragraph 3.6.4). According to the survey, 86.15% of the 195 academic/teaching staff members encouraged their students to bring and use their own devices (BYOD) during face-to-face lessons and about half frequently (more than three times per course) engaged their students with interactive online learning and teaching activities in class. Two follow-up self-reporting surveys were conducted in Semesters 1 and 2 of 2017/18, respectively, to collect data on the implementation of the BYOD initiative. 207 out of 323 (64.09%) respondents in Semester 1 2017/18 and 194 out of 268 (72.39%) respondents in Semester 2 encouraged their students to BYOD to participate in the learning and teaching activities during face-to-face class time. The survey will continue to be conducted and the findings will provide information on the implementation of the BYOD initiative.

3.6.13 According to the survey conducted in Semester 2 of 2016/17, academic/teaching staff frequently used mobile applications, such as Socrative, Kahoot!, Padlet and Schoology, to increase student engagement and interaction in class. These applications facilitated interactive and collaborative learning through in-class online activities and helped teachers quickly assess students with prepared activities, get immediate insight into student understanding, improve student involvement through game-based learning and encourage students to discuss with their peers.

(ii) User support and workshops for students and staff on the BYOD initiative

3.6.14 To support the BYOD initiative, online resources and workshops (individualised, team-based, programme-based, department-based, faculty-based or University-wide) on the pedagogical use of mobile applications for in-class interactive blended learning have been provided. Repeated student workshops have been organised to meet the needs and avoid time conflicts with other student activities.

(c) Staff professional development on e-Learning

3.6.15 In collaboration with faculties, departments and related units, the LTTC has made conscious efforts to regularly organise different types of support and workshops for staff professional development on e-Learning, promotion of innovative pedagogical methods and enhancement of the quality of blended learning. These professional

development activity topics corresponded to the results of a survey conducted in October 2017, in which academic/teaching staff indicated that e-Learning pedagogies and Moodle advanced features were the preferred themes for their professional development. The LTTC will continue to work with faculties and departments to organise customised workshops to meet the needs of specific disciplines. The University will closely monitor the implementation of the above e-Learning initiatives to ensure that desired outcomes can be achieved and that students and staff receive adequate support.

- 3.6.16 For more information on the BLUE, BYOD and e-Learning activities, please see [Annex 6](#).

Good Practice 4 (G4): Effective use of Teaching Development Grants (TDG)

EdUHK has had a strong track record of deploying Teaching Development Grants (TDG). As of June 2016, 24 TDG projects out of a total of 37 projects approved in 2012-15 were completed, with a variety of deliverables such as websites, assessment instruments, learning and teaching-related procedures and materials, online practice materials, digital lectures, and a range of publications. In addition, five Communities of Practice have been operating over the last four years, creating networks of colleagues to enhance student learning. The Audit Panel encourages EdUHK to continue to pursue this effective and purpose-driven utilisation of financial resources, directed to the enhancement of the student learning experience.

- 3.6.17 As indicated in Good Practice (G3) under Area 4 – Quality enhancement (see paragraph 3.4.3), the *Learning and Teaching Initiatives funded by the University Grants Committee* website (<https://app.lib.eduhk.hk/tl/>) provides systematic information on project outcomes, impacts and related deliverables. The University will continue to promote Teaching Development Grants (TDG) to encourage staff members to try new pedagogies or innovative ideas in different areas of learning and teaching to enhance student learning experience. In addition, colleagues are encouraged to engage students in projects at various levels, e.g. co-project supervisors, project team members, etc.
- 3.6.18 The University is mindful that financial resources should be used effectively to maximise the impact on the enhancement of student learning. The LTQC is responsible for overseeing and monitoring funding allocation for TDG and TDG projects. For the 2016-2019 triennium, the LTQC has decided on six themes for TDG projects covering (i) e-Learning, (ii) innovative curriculum design/classroom practice, (iii) enhancement of student learning outcomes and core competencies, (iv) enhancement of curriculum/programme innovation, creativity, fostering a culture of entrepreneurship and student engagement, (v) internationalisation of curriculum and (vi)

assessment. Prior to implementation, this plan was extensively discussed to determine the use of TDG funding, project themes, selection criteria, funding proportion and reporting mechanism. To facilitate a more balanced development of thematic areas, the Committee will decide on the funding allocation to support strategic areas.

- 3.6.19 In addition to the annual review of the scheme to refine its operation and address specific issues, various measures have been adopted to encourage TDG applications, such as ring-fence arrangement and mentorship scheme. Approximately 25% of TDG funding is allocated to Principal Project Supervisors (PPSs) in the teaching track or who have joined the University in the last three years and have never managed a TDG Project as PPSs at the University before. These colleagues may also apply for an optional mentorship scheme to be mentored by an experienced TDG project leader. With clear guidelines and an established scrutiny mechanism, projects generally produce successful results. The project outcomes are uploaded on the publicly accessible website (<https://app.lib.eduhk.hk/tl/>; the same website as in paragraph 3.6.17). In addition, the findings are disseminated at seminars organised by the LTTC, as appropriate.

3.7 Audit theme 2 – Global engagements: strategies and current developments

Good Practice 5 (G5): Promotion of internationalisation

The Audit Panel commends the University’s ongoing process of operationalising its internationalisation strategies which involves widespread active engagement across a range of stakeholders, including senior management, teaching staff, academic support units and the student body and a commitment to internationalisation of the student experience, the curriculum and of the University itself.

- 3.7.1 The University welcomes the Audit Panel’s commendation on its commitment and ongoing process to promote the internationalisation of the student experience, the curriculum and the University itself. The University will continue to promote internationalisation and multiculturalism to staff and students, pursuing its practical strategies and sound groundwork commended by the Audit Panel.

(a) Internationalisation website

- 3.7.2 The University maintains an Internationalisation website (<http://www.eduhk.hk/internationalisation/>), which provides comprehensive information on EdUHK’s internationalisation development and initiatives available to University members and the public. Useful information on the University’s links with leading institutions, collaborative projects and programmes, admission of non-local

applicants, non-local learning experience programmes and on-campus integration activities is available to the public. The website is regularly updated.

- 3.7.3 In addition, a specific web page (http://www.eduhk.hk/internationalisation/en/on_campus_activities.php) highlights on-campus integration activities that facilitate cultural diversity and closer integration of local and non-local students. The web page provides information on the International Tutor Scheme, Buddy Programmes, intercultural activities under the theme of “Learn Globally@EdUHK”, including cultural explorations, festival gatherings and community outreach. In addition, the “Learn Globally@EdUHK” web page contains an overview of the different intercultural activities organised in one year for quick reference.

(b) Promotion of internationalisation and integration initiatives

- 3.7.4 The University will continue its endeavour to operationalise internationalisation strategies for outbound exchanges and on-campus curricular and co-curricular activities through the concerted efforts of various offices/units, such as the SAO, the Global Affairs Office (GAO), faculties and departments. Internationalisation strategies and internationalisation activities generally focus on the following:
- (i) “Internationalisation at home”, i.e. enriching campus life and learning experience by integrating inbound non-local students; and
 - (ii) Introducing non-local learning experience to local students to broaden their horizon and enhance their awareness of being global citizens.
- 3.7.5 The Audit Panel recognised that our students “*benefit from substantial opportunities for an internationalised learning experience, both at home and internationally, and the campus is an increasingly multicultural and culturally integrated environment*”. We will continue to emphasise the importance of our undergraduate students “reaching out”, i.e. non-local learning experience becoming an important part of the overall learning process.
- 3.7.6 The establishment of the International and Regional Learning Enhancement Fund (IRLEF)¹ has been an important mechanism facilitating student engagement in internationalisation. Each full-time undergraduate receives up to HK\$10,000 to support their participation in non-local learning activities during their studies. Students have responded positively to opportunities, becoming increasingly aware of the importance of incorporating non-local learning into their academic planning.

¹ From 2018/19, the International and Regional Learning Enhancement Fund (IRLEF) has been renamed as Global Learning Enhancement Fund (GLEF).

- 3.7.7 In addition, various non-local experiences have been designed to cater for students' different learning needs, interests and study plans, including semester-long student exchange programmes, short-term and summer programmes, cultural and language immersion programmes, service learning and internship and outreach programmes for full-time postgraduate students.
- 3.7.8 Moreover, the University has approved a new core curriculum for undergraduate programmes, which will be implemented for the 2019/20 cohort. In addition to the global elements already incorporated in our Bachelor of Education and Education-plus Programmes, the new curriculum will bring flexibility and diversity to the student learning experience and strengthen the above support for internationalisation.
- 3.7.9 As a diverse student population benefits local students and to achieve its strategic goals in terms of internationalisation, the University has striven to recruit more non-local students from countries/regions beyond the Greater China region. In recent years, we have worked hard to recruit students from developing countries (e.g. Myanmar, Malaysia). In 2017/18, our non-local students came from 14 different countries (including Mainland China), compared with 9 countries in 2015/16. This recruitment initiative has not only helped diversify non-local students, but has also strengthened our commitment to make impact on social change and development by exporting knowledge. Despite the limited number of admission scholarships available, the University has introduced multiple measures, such as more scholarship schemes and streamlined interview arrangements, to ensure the recruitment of more non-local students beyond the Greater China region.
- 3.7.10 Student engagement in non-local experiences in Taught Postgraduate and Research Postgraduate programmes has been phenomenal and rewarding and has become one of the key learning components. Outreach activities, including study trips, overseas FE and the International Outreach Study Programme, have contributed to broadening students' international perspectives and enriching their professional perception.
- 3.7.11 The University situates its role in internationalisation in a broader context. Our expertise in education and related areas is in great demand, especially in developing countries. The World Bank project in Vietnam conducted in 2017/18 is the most notable example. The University was invited to provide consulting services to eight leading teacher education universities to help develop their strategic plans and advise them on their curriculum reforms. Other examples include the training of secondary school STEM teachers (i.e. teachers who teach Science, Technology, Engineering and Mathematics) from Kazakhstan in December 2016 and the organisation of a two-day workshop for teaching staff at the Philippine Normal University in January 2018. These examples highlight the international recognition of the University's strengths and its growing influence in the region and internationally.

3.7.12 The University merged its Greater China Affairs Office (GCA) and International Office (IO) to form the Global Affairs Office (GAO) on 1 November 2017, to better synergise the effort to promote internationalisation and strengthen its links with partners, enhance students' non-local experiential learning and the recruitment of non-local students. The new office will strengthen links with academic faculties/departments/offices to implement internationalisation at home and help forge or support their collaborative initiatives with partners.

List of Abbreviations

BGS	Board of Graduate Studies
BLUE	Blended Learning for University Enhancement
BOLT	Blended and Online Learning and Teaching
BYOD	Bring Your Own Device
EdUHK	The Education University of Hong Kong
FE	Field Experience
GAO	Global Affairs Office
GCA	Greater China Affairs Office
GE	General Education
GECC	General Education Consolidation Course
GEFC	General Education Foundation Course
GEO	General Education Office
GILOs	Generic Intended Learning Outcomes
GLEF	Global Learning Enhancement Fund
GS	Graduate School
IO	International Office
IRLEF	International and Regional Learning Enhancement Fund
LTQC	Learning and Teaching Quality Committee
LTTC	Centre for Learning, Teaching and Technology
Moodle LMS	Moodle Learning Management System
PPS	Principal Project Supervisors
QA	Quality Assurance
QAC	Quality Assurance Council
QE	Quality Enhancement
SAO	Student Affairs Office
STEM	Science, Technology, Engineering and Mathematics
TDG	Teaching Development Grants
TPg	Taught Postgraduate
UGC	University Grants Committee
Ug	Undergraduate
WPDI	Whole Person Development Inventory

List of Annexes

Annex	Response to Affirmation/ Suggestion	
1	S1	<u>Staff and Student Consultations on General Education Courses 2017/18</u>
2	S1	<u>Staff Professional Development Activities on General Education Courses 2017/18</u>
3	S2	<u>Rubrics for Generic Intended Learning Outcomes (GILOs)</u>
4	S3	<u>Terms of Reference and Membership of the Task Force on Whole Person Development for Taught Postgraduate Students</u>
5	A	<u>Terms of Reference and Membership of the Working Group on Reviewing E-Learning Policies, Strategies and Implementation</u>
6	A	<u>Workshops and User Support for Students and Academic/Teaching Staff on Blended Learning and Bring Your Own Device (BYOD) Initiatives 2017/18</u>

THE EDUCATION UNIVERSITY OF HONG KONG

Staff and Student Consultations on General Education Courses 2017/18

I. Staff-Student Consultations

Semester	Date	Course*	No. of participants
<i>Interim Staff-Student Consultative Meetings</i>			
Semester 1	23 October 2017	GECC	10
Semester 2	26 February 2018	GEFC	16
Semester 2	8 March 2018	GECC	15
<i>Student Focus Group Interviews</i>			
Semester 1	15 December 2017	GECC	4
Semester 2	16 April 2018	GEFC	6
Semester 2	8 May 2018	GECC	3

II. Staff Consultations

Semester	Date	Course*	No. of participants
<i>Tutor/ Supervisor Focus Group Interviews</i>			
Semester 1	10 January 2018	GECC	2
Semester 2	16 April 2018	GEFC	9
Semester 2	10 May 2018	GECC	6

*GEFC – General Education Foundation Course
 GECC – General Education Consolidation Course

August 2018

THE EDUCATION UNIVERSITY OF HONG KONG

Staff Professional Development Activities on General Education Courses 2017/18

Semester	Date	Theme of Workshop	Course*	No. of participants ¹
<i>Staff Induction/ Orientation Programme</i>				
Semester 1	24 & 29 November 2017	Introduction of course design, implementation and assessment of the GE Foundation Course	GEFC	9 & 6
<i>First Professional Development Workshop</i>				
Semester 1	29 August 2017	Introduction of GECC and demonstration of ePortfolio	GECC	6
Semester 2	12 December 2017		GECC	4
<i>Second Professional Development Workshop</i>				
Semester 1	22 September 2017	Strategies to facilitate GECC teaching and the latest update on the LTQC resolutions regarding assessment	GECC	6
Semester 2	25 January 2018 (online workshop)	Resources from past workshops	GECC	N/A
<i>Third Professional Development Workshop</i>				
Semester 1	13 October 2017	Assessing students' ePortfolios using the newly designed rubrics and moderation exercises for grade standardization	GECC	4
Semester 2	1 March 2018		GECC	7

*GEFC – General Education Foundation Course

GECC – General Education Consolidation Course

August 2018

¹ For GEFC, the total number of tutors was 28 in Semester 2, 2017/18.

For GECC, the total number of supervisors was 19 and 22 in Semesters 1 and 2, 2017/18 respectively.

Among them, 5 and 10 were new supervisors in Semesters 1 and 2, 2017/18 respectively.

THE EDUCATION UNIVERSITY OF HONG KONG
Rubrics for Generic Intended Learning Outcomes (GILOs)
(English Version)

Generic Intended Learning Outcomes (GILOs) articulate the University's expectations of generic abilities, encompassing knowledge, skills, attitudes, and dispositions that all graduates should acquire through their education at the University.

The Rubrics for GILOs (GILO Rubrics) are intended for university-level use and designed as a tool (1) to give the University and all programmes an understanding of students' progress in achieving GILOs during their studies at the University; (2) to help academic/teaching staff to improve learning and teaching and groom their students to develop different generic abilities at the University; and (3) to help students to self-evaluate, set learning goals, and move towards achieving GILOs.

The University's expectations are articulated in seven rubrics. Format is consistent across the rubrics: each has four to five established operational criteria, with a standardised scale of performance and descriptors ranging from Level 4 (Outstanding) to Level 3 (Mastering), Level 2 (Developing) and Level 1 (Beginning). The University established the criteria for each outcome through literature review, external reviews, and extensive internal consultation; used Bloom's taxonomy of descriptors to determine the performance levels; and formulated the rubrics for University-wide implementation.

The seven outcomes plays a critical role to balance between equipping students for the future and enriching their current lives. Achieving them enables students to understand and negotiate the competing orientations that are part of their own life experience and their ongoing personal and social development. This will, in turn assist students in negotiating important aspects of their growth and development as active and engaged citizens.

The operational criteria of each GILO and examples of GILO Rubrics are provided below.

The following table sets out the operational criteria of each GILO:

Generic Intended Learning Outcomes (GILOs)	Operational Criteria	
1. Problem Solving Skills	1.1	Identify the problem
	1.2	Formulate a plan to solve the problem
	1.3	Implement a solution and monitor the process
	1.4	Reflect upon and evaluate the process and outcomes
2. Critical Thinking Skills	2.1	Identify the issue
	2.2	Examine the influence of the context and assumptions
	2.3	Analyse and evaluate the issue
	2.4	Formulate a conclusion/position (perspective/ thesis/ hypothesis)
3. Creative Thinking Skills	3.1	Sensitivity
	3.2	Flexibility
	3.3	Innovative thinking
	3.4	Connecting, synthesising, transforming
	3.5	Elaboration
4a. Oral Communication Skills	4a.1	Convey a central message with context and purpose
	4a.2	Use supporting evidence
	4a.3	Display organisation
	4a.4	Use proper language and engage the audience
4b. Written Communication Skills	4b.1	Consider context and purpose
	4b.2	Use supporting evidence
	4b.3	Display organisation/ structure
	4b.4	Use proper language/ grammar and format
5. Social Interaction Skills	5.1	Initiate and maintain relationships
	5.2	Interact with others appropriately in specific contexts
	5.3	Practise negative assertions
	5.4	Manage conflicts
6. Ethical Decision Making	6.1	Recognise ethical issues
	6.2	Evaluate different ethical perspectives/ concepts
	6.3	Establish ethical intention
	6.4	Apply ethical perspectives/concepts
7. Global Perspectives	7.1	Aware of one's own culture
	7.2	Recognise global issues and interconnections
	7.3	Initiate interactions with other cultures
	7.4	Make long-term decisions for the benefit of future generations

*Note: The GILO Rubrics are adapted from the VALUE rubrics developed by the Association of American Colleges and Universities.

4a. Oral Communication Skills

Oral communication skills refer to the skills deployed in oral presentations to convey a central message, accompanied by one or more forms of supporting evidence, delivered in a well-organised manner to enhance communication effectiveness.

- 4a.1 Convey a central message with context and purpose: Main point/thesis of the presentation
- 4a.2 Use supporting evidence: Explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities, and other kinds of information or analysis that support the presentation's principal ideas
- 4a.3 Display organisation: Grouping and sequencing of ideas and supporting material in a presentation; evidence of an organisational pattern with a distinct introduction and conclusion, sequenced material within the body of the presentation, and transitions
- 4a.4 Use proper language and engage the audience: Proper language refers to proper use of vocabulary, terminology and sentence structure; audience engagement refers to engaging audience through posture, gestures, eye contact and use of voice

Operational Criteria	Level 4 Outstanding	Level 3 Mastering	Level 2 Developing	Level 1 Beginning
4a.1 Convey a central message with context and purpose	Convey a compelling central message with context and purpose explicitly and in a manner that makes it memorable.	Convey a central message with context and purpose clearly and consistently, making it somewhat memorable.	Convey a basic understandable central message with context and purpose that is not memorable.	Convey a central message with context and purpose superficially; it can be deduced, but is not explicitly stated in the presentation.
4a.2 Use supporting evidence	Use a variety of supporting evidence (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities), making appropriate reference to information or analysis that provides significant support for the presentation.	Use adequate supporting evidence (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) in terms of both amount and relevance.	Use adequate supporting evidence (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) that is irrelevant at times.	Use little or irrelevant supporting evidence (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities).
4a.3 Display organisation	Display an exemplary organisational pattern (distinct introduction and conclusion, sequenced material within the	Display a competent organisational pattern (distinct introduction and conclusion, sequenced material within the	Demonstrate an adequate awareness of organisational pattern (distinct introduction and conclusion, sequenced	Demonstrate a low level of awareness of organisational pattern (distinct introduction and conclusion, sequenced material within the

*Note: The GILO Rubrics are adapted from the VALUE rubrics developed by the Association of American Colleges and Universities.

	presentation body, and transitions) that is consistently observable throughout the presentation.	presentation body, and transitions) that is clearly observable during the presentation.	material within the presentation body, and transitions) that is only intermittently observable.	presentation body, and transitions), which is not observable during the presentation.
4a.4 Use proper language and engage the audience	Use imaginative, memorable and compelling language while engaging the audience by means of posture, gestures, eye contact and use of voice at all times.	Use thoughtful language, and engage the audience by means of posture, gestures, eye contact and use of voice most of the time.	Use adequately clear language, and engage the audience by means of posture, gestures, eye contact and use of voice to some extent.	Use little clear language, and engage the audience by means of posture, gestures, eye contact and use of voice to a very limited extent.

*Note: The GILO Rubrics are adapted from the VALUE rubrics developed by the Association of American Colleges and Universities.

4b. Written Communication Skills

Written communication skills refer to the skills required to create compositions of different types of texts to convey the context and purpose of the writing task and enhance communication effectiveness.

4b.1 Consider context and purpose: Suitable context and purpose aligned with the assigned task

4b.2 Use supporting evidence: Explanations, examples, illustrations, statistics, analogies, or quotations from relevant authorities and other kinds of information or analysis that support the principal ideas

4b.3 Display organisation/structure: Grouping and sequencing of ideas and supporting materials

4b.4 Use proper language/grammar and format: Choice of vocabulary, terminology, sentence structure and appropriate format

Operational Criteria	Level 4 Outstanding	Level 3 Mastering	Level 2 Developing	Level 1 Beginning
4b.1 Consider context and purpose	Apply appropriate elements aligned with the context, audience and purpose of the assigned task, displaying a sophisticated understanding of texts.	Apply appropriate elements aligned with the context, audience and purpose of the assigned task.	Demonstrate adequate familiarity with the context, audience and purpose of the assigned task.	Demonstrate superficial understanding of the context, audience and purpose of the assigned task.
4b.2 Use supporting evidence	Use a variety of supporting evidence (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities), with appropriate reference to information or analysis that provides significant support for the points being made.	Use adequate supporting evidence (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) in terms of both amount and relevance.		Use little or irrelevant supporting evidence (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities).

*Note: The GILO Rubrics are adapted from the VALUE rubrics developed by the Association of American Colleges and Universities.

4b.3 Display organisation/ structure	Display exemplary organisational structure in terms of paragraphs, sections, length, and overall coherence and awareness of the audience.	Display good organisational structure in terms of paragraphs, sections, length and overall coherence.	Demonstrate adequate awareness of a recognisable organisational structure.	Demonstrate a low level of awareness of basic organisational structure.
4b.4 Use proper language/ grammar and format	Use graceful and error-free language/ grammar and format accurately, fluently and eloquently.	Use straightforward language/grammar and format that are accurate but not completely fluent or error-free.	Use language/ grammar and format adequately, but with some usage errors that impede meaning.	Use language/ grammar and format superficially, with meaning often impeded by usage errors.

*Note: The GILO Rubrics are adapted from the VALUE rubrics developed by the Association of American Colleges and Universities.

5. Social Interaction Skills

Social interaction skills refer to the skills used in social situations to initiate and maintain good relationships with others, while defending oneself and managing conflicts appropriately when necessary.

5.1 Initiate and maintain relationships: Initiate interactions and maintain relationships

5.2 Interact with others appropriately in specific contexts: Confident interaction and appropriate expression of personal feelings or points of view

5.3 Practise negative assertion: Assertion of personal rights and displeasure with others

5.4 Manage conflicts: Management of interpersonal conflicts that arise in close relationships

Operational Criteria	Level 4 Outstanding	Level 3 Mastering	Level 2 Developing	Level 1 Beginning
5.1 Initiate and maintain relationships	Initiate and maintain mutually supportive relationships characterised by mutual respect at all times.	Initiate and maintain good relationships characterised by either self-respect or respect for others most of the time.	Initiate and maintain relationships sometimes characterised by basic respect on either side.	Demonstrate inadequate ability to initiate and maintain relationships characterised by respect.
5.2 Interact with others appropriately in specific contexts	Interact with others appropriately in specific contexts while always clearly expressing one's meaning and feelings.	Interact with others appropriately in specific contexts while expressing one's meaning and feelings most of the time.	Interact with others adequately in specific contexts while sometimes expressing one's meaning and feelings.	Interact with others superficially, seldom expressing one's meaning and feelings.
5.3 Practise negative assertions	Defend oneself skilfully with confidence and discretion.	Turn down unreasonable requests; defend and stand up for one's rights.	Aware of the need to turn down unreasonable requests.	Unaware of the need to turn down unreasonable requests.
5.4 Manage conflicts	Resolve conflicts successfully to contribute to smooth relationship development.	Possess a range of skills to resolve conflicts in a way that maintains the relationship.	Demonstrate awareness of interpersonal conflicts and have basic skills to deal with conflicts.	Accept the presence of conflicts passively, with no attempt made to resolve them.

December 2018

*Note: The GILO Rubrics are adapted from the VALUE rubrics developed by the Association of American Colleges and Universities.

THE EDUCATION UNIVERSITY OF HONG KONG

Task Force on Whole Person Development for Taught Postgraduate Students

Terms of Reference

1. To identify appropriate ways of promoting whole-person development among Taught Postgraduate (TPg) students.
2. To work out a full proposal for promoting whole-person development among TPg students for submission to the Board of Graduate Studies.
3. To work with relevant units in the implementation of the whole-person development for TPg programmes during the pilot stage.
4. To review and refine the whole-person development framework after the pilot run.
5. To report to the Board of Graduate Studies on the progress of the above.

Membership

Composition

Members

Chairperson

Associate Vice President (Graduate Studies) or nominee	Professor LO Sing Kai
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Members

Dean of Students or nominee	Dr YU Kar Ming
Associate Vice President (International and Greater China Affairs) or nominee	Dr XU Sheng Lang Simon
Associate Vice President (Student Learning) or nominee	Professor YU Wai Mui Christina

One representative from each of the following units:

Centre for Learning, Teaching and Technology	Dr HUNG Hing Keung Vincent
Faculty of Education and Human Development	Prof Mark MASON
Faculty of Humanities	Dr MA Qing Angel

Faculty of Liberal Arts and Social Sciences

Dr HUNG Keung

Graduate School

Professor SO Wing Mui Winnie

Student Affairs Office

Dr CHAN Yin Lee Maureen

Registry

Ms LAI Chi Kwan Josephine

Two Student Representatives from Postgraduate
Programmes

Ms CHEN Ziyu (MEd)
Ms SIU Ka Yuk Cora (EdD)

Secretary

Staff from Graduate School

Ms KO Mei Yee Connie

The Task Force has the power to co-opt additional members as may be required.

September 2017

THE EDUCATION UNIVERSITY OF HONG KONG

**Working Group on Reviewing E-Learning Policies, Strategies and
Implementation**

Terms of Reference

The Working Group shall report to the Learning and Teaching Quality Committee (LTQC) and be responsible to:

1. review the existing e-Learning Policies and Strategies to meet the students' and staff's changing needs along with the development of the University;
2. make recommendations to the LTQC on e-Learning strategic planning and implementation at Faculties, Graduate School and related Centres and Units so as to optimize the innovative, borderless and interactive learning and teaching of the University;
3. propose guidelines and make recommendations to the LTQC on the establishment of a favourable blended learning environment to assure the quality of learning and teaching by reviewing the proportion of online vs face-to-face lesson of courses, etc.;
4. propose guidelines and measures to oversee and enhance the quality assurance of MOOCs bearing the name of EdUHK, review both the existing and forthcoming MOOCs of the University, and the related issues such as the recognition of credits of MOOCs;
5. review and make recommendation to the LTQC and the Central Reserve Allocation Committee (CRAC) on the establishment and development of IT infrastructure, equipment and related projects aiming to enhance student-centred learning; and
6. perform other duties as LTQC authorizes or requires.

Membership Composition

Chairperson

Director of Learning, Teaching and Technology (LTTC)	Professor KONG Siu Cheung
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Members

Representative from

Faculty of Education and Human Development (FEHD)	Dr TANG Yee Fan Sylvia (Associate Dean)
Faculty of Humanities (FHM)	Dr WANG Lixun (Associate Dean)
Faculty of Liberal Arts and Social Sciences (FLASS)	Professor CHOW Hung Kay Daniel (Associate Dean)
Graduate School (GS)	Professor SO Wing Mui Winnie (Associate Dean)
Centre for Learning, Teaching and Technology (LTTC)	Dr CHEUNG Ka Luen
	Dr HUNG Hing Keung Vincent
Office of the Chief Information Office (OCIO)	Mr NG Wa Lun Morris (Acting CIO)
	Mr CHEUNG Yeuk Kin
Registry (REG)	Professor CHENG May Hung May (Registrar cum AVP(AA))
Two Student Representatives (<i>one from undergraduate programme and one from research postgraduate programme</i>)	Mr CHAN Hok Kan Stephen (UG student)
	Ms WANG Dichen Daisy (RPg student)

Ex-officio

Vice President (Academic) or nominee	Professor LEE Chi Kin John
Associate Director of Estates (EO)	Mr CHAN Lai Kei Anthony
Director of Finance (FO)	Mr WONG Kam Chiu Chaddy
Librarian (LIB)	Dr CHENG Po Ying Sidney

Secretary

Staff from Centre for Learning, Teaching and Technology (LTTC)	Ms WONG Lai Shan Antonia
	Ms MA Yungsi Tina

October 2018

THE EDUCATION UNIVERSITY OF HONG KONG

Workshops and User Support for Students and Academic/Teaching Staff on Blended Learning and Bring Your Own Device (BYOD) Initiatives 2017/18

To enhance student e-Learning in an increasingly technology-enhanced environment and meet the needs of various disciplines across faculties, departments and programmes, the University has implemented various initiatives and provided support to both students and academic/teaching staff on Blending Learning and Bring Your Own Device (BYOD) initiatives. These activities are summarised below.

I. Activities Offered to Students

Workshops and Briefings

- Moodle Student Workshop 2017/18 – Managing your learning in Moodle
This workshop provided an overview of the Moodle philosophy, pedagogy and environment. The effective use of the different functions in Moodle can support and enhance learning, such as facilitating the sharing of learning resources, holding online discussions, giving quizzes and surveys and submitting and reviewing assignments.
- Briefings on Moodle and Turnitin for Similarity Check (during programme inductions, upon request)
- Student ePortfolio Workshops (Mahara, Sway, Google Sites)

Online User Guides for Students

Online user guides have been developed to complement the Moodle workshops. By following the user guides, students can use the Moodle platform efficiently after reading brief explanations and step guides for Moodle Assignment, Discussion Forum, Course Management, Moodle Mobile Application, Turnitin Assignment, and so on.

Others

- Information Technology Competency in Education (ITCE) Programme
- E-Learning Consultancy
- E-Learning 1-to-1 tutorials
- E-Learning Hotline enquiry (29487047)

II. Activities Offered to Academic/Teaching Staff

Workshops and Training

In 2017/18, the following workshops and/or training sessions were offered:

- Moodle related topics
 - Using Turnitin and GradeMark for assessment in Moodle
 - Using Discussion Forum in Moodle
 - Moodle overview and key settings
 - Form different groups for Moodle activities
 - Import and export course materials in Moodle
 - Using Quiz for assessment in Moodle
 - Uploading quizzes in batch in Moodle using GIFT format
 - Grouping and participation forum
 - Using Moodle Workshop for peer assessment (sharing session)
 - Using grouping and participation forum in Moodle (sharing session)
- Video related topics
 - Turnitin and use of YouTube Videos
 - Upload and add subtitles to YouTube videos
 - How to create video lectures in PowerPoint using iSpring
- Others, including mobile applications
 - Using Student Response Systems to enhance student engagement and interaction in the classroom
 - Creating your first MOOC on Open edX Platform
 - Exploring the use of Digital Teaching Portfolios
 - E-strategies for student engagement (Padlet, Mentimeter, Kahoot!)
 - Introduce and demonstrate how to use Doodle (for the PGDE group members)
 - Using G Suite to support in-class blended learning activities
 - Using Adobe Connect for online meetings/consultations
 - Using online Student Response Systems and Discussion Forums to help student learning in linguistic courses
 - G Suite (e.g. Google Slides, Google Docs, Google Forms, Google Classroom, etc.)
 - Digital Lecture
 - iPad for teaching and grading
 - Using iPad in class
 - Using Prezi and Google Slides to create engaging presentations
 - Creating online rubrics to assess student work

Online Resources

- Blended learning PD resources on Moodle (<http://blearn.eduhk.hk/blended-learning-resources/>)
- Resources on blended learning external tools are posted online for easy reference (<https://padlet.com/dyang3/68h6kaw7rq17>)
- Online Moodle course for Video-based Learning Communities (VBLC)
- Blended learning stories shared between departments (21 stories uploaded as of March 2018)
- Online user guides on LMS Moodle
Online user guides have been developed to complement the Moodle workshops. By following the user guides, academic/teaching staff can obtain installation procedures and effective course management tips in Moodle.
- Online user guides on ePortfolio Platforms

Others

- Blended Learning Ambassadors
In December 2017, the University implemented the “Blended Learning Ambassador System” in its faculties to enhance the effectiveness of the BLUE project. These “Blended Learning Ambassadors” are academic/teaching staff members who are leaders in implementing blended learning in their teaching. They share a common vision of building a culture to enhance teaching and learning through blended learning. These Ambassadors lead capacity building by sharing and showcasing their promising practices and by mentoring and peer-coaching staff with less experience in blended learning.
- Student Intern Scheme
In addition, the Faculty of Humanities has piloted and introduced the “Student Intern Scheme” since March 2018. Six student interns were recruited to provide technical support and assistance to develop online materials and video tutorials for academic/teaching staff. In each round of service, each Student Intern will provide 10 hours of service support for a staff member and will serve up to five staff members on a first-come-first-serve basis. Requests were received from 18 staff members in the first round of service in March 2018. Due to the support of staff members in the Faculty of Humanities, the scheme will be extended to two other faculties, the Faculty of Education and Human Development and the Faculty of Liberal Arts and Social Sciences.

August 2018