Project Title :	Students as Teaching Partners: Developing Pedagogical Materials and Activities in Chinese Storytelling and Writing with Community Engagement under 'Student Network Group' Framework (with a Digital Archive of Chinese Narratives Open to the Public)
Leading University :	The Education University of Hong Kong
Participating UGC-funded University(ies) :	Hong Kong Baptist University, The Hong Kong Polytechnic University
Project Leader(s) :	Dr Fanny LI Yuen-mei, Assistant Professor, Department of Literature and Cultural Studies, The Education University of Hong Kong

<u>Summary of Proposal</u>

The project introduces a pioneering mode of teaching and learning which enables students to become active change agents with high degree of involvement and responsibility. It engages students as co-collaborators in developing pedagogy and curriculum for courses on Chinese storytelling and writing with community engagement. The project aims to mold students as proactive, confident and critical-minded individuals who are capable of introducing insightful ideas by increasing the level of students' engagement in the teaching and learning process and hence, maximizing their learning experience.

The main objectives of the project include to enhance students' learning experience by involving both teachers and students in developing a variety of pedagogical materials and activities, to cultivate students into active learners by developing their self-learning ability, leadership skills, analytical skills, language skills and communication skills through increased participation in the learning process, to establish an online digital database of Chinese narratives as well as to initiate exchange among scholars, teachers and students from the higher education field in Hong Kong.

Student participants of the project would partner with the teaching staff and be heavily involved from the initial stage of teaching material design, curriculum design, literary

review and planning of class activities for a Chinese storytelling and writing course to the concluding stage of the launch of a student-teacher conference, digital archive establishment and maintenance, book publication etc. Moreover, student participants would be able to design and conduct surveys to gather feedbacks from students taking the course with the goal to evaluate and improve the curriculum and course delivery.

Engaging students as collaborators in course development at cross institutional level is of prime significance as it gives the participating universities valuable insights on how students' input could be incorporated in curricular development and more importantly, the way to maximize the learning outcomes and enhance the learning experience for every student in tertiary education in the future. With foreseeable substantial and favorable outcomes, this project is set to provide much-needed pedagogical directions for Chinese storytelling and writing for community engagement, and as such could benefit the higher education sector in Hong Kong as a whole.

<u>Summary of Final Report</u>

The 'Student Network Group (SNG)' project, funded by the University Grants Committee and led by EdUHK with HKBU and PolyU as partner universities, was conducted from September 2017 to February 2020. The project engaged students as contributors and collaborators in developing pedagogy and curriculum for teaching Chinese writing as a form of community engagement. This mode of teaching and learning enables students to become active change agents in their learnings.

There are four objectives of the project. Firstly, the project aims at enhancing students' learning experiences by involving both teachers and students in developing a variety of pedagogical materials and activities, including Chinese storytelling and writing with community engagement under the SNG teaching framework. Secondly, the project cultivates students into active change agents by developing different skills through participation in curriculum design, by analysing learners' feedback as well as by selecting and copyediting narratives for a digital archive. Thirdly, the project develops an online digital archive of Chinese narratives which will be used as a platform for accumulation of learning outcomes and teaching materials jointly generated by students and teachers. Last but not least, it hopes to initiate an exchange on the teaching and learning mode among scholars from the higher education field in Hong Kong regarding Chinese storytelling and writing. The SNG teaching framework wants to further improve the pedagogical design of any similar kind of project in the future.

The project selected six courses at three universities as training platforms for student leaders who are expected to bring innovative learning experiences back to their peer groups enrolled in the courses. The selected courses were: "Chinese Reportage and Oral History Writing", "Media Writing" and "Creative Writing" at EdUHK; "Creative Writing: Modern Chinese Poetry", "Creative Writing Through Masterpieces" at HKBU; and "Major Religions in China" at PolyU. Student leaders were invited to provide ideas and suggestions for a revision of the structure, teaching methods and assessment of the courses. They also initiated and were continuously involved in the production of pedagogical materials, the design and analysis of course evaluation as well as the changes of teaching and assessment methods.

This new pedagogic practice of engaging students as contributor and collaborators of teaching is significant as it can give universities valuable insights in how to incorporate students' input into curricular development. This project also provides much-needed pedagogical directions for teaching Chinese writing for community engagement, and as such benefits tertiary education sector in Hong Kong as a whole.