

The Chinese University of Hong Kong

Executive Summary

In 2016–19 triennium, an amount of HK\$96.1 million of Teaching Development and Language Enhancement Grant (TDLEG) has been allocated by the University Grants Committee (UGC) to The Chinese University of Hong Kong (CUHK). The University has detailed in its Plan for the Use of the TDLEG 2016–19 and Mid-Triennium Report for the TDLEG 2016–19, submitted to UGC in June 2016 and January 2018 respectively, the strategic direction, themes and priorities to be supported, funding allocation principles and criteria, update on the usage of the funding and progress of the approved projects. This Triennium-end Final Report for the TDLEG 2016–19 gives a comprehensive summary and review on the overall achievements of all projects funded by the TDLEG.

The TDLEG is managed by the University’s Senate Committee on Teaching and Learning (SCTL), a university-level committee chaired by the Pro-Vice-Chancellor (Education). In accordance with the plan, funding allocation is geared to support (i) the enabling strategies under the “Education” strategic theme as stated in CUHK’s Strategic Plan 2016–2020; (ii) the strategic priorities of eLearning, innovative pedagogy and language enhancement; (iii) new strategic directions as identified by the University’s Planning Exercise; (iv) areas that require further development, such as ‘Internationalization at Home’ and Outcome-based Assessment identified by the Quality Assurance Council (QAC) Audit; and (v) emerging areas identified through self-reflection from earlier projects conducted by members of the University, including Augmented Reality (AR) and Virtual Reality (VR).

Clear and transparent application and approval mechanisms are in place to ensure that teachers at all levels and newly joined teachers are not only aware of the availability of the TDLEG, but also have the opportunity to make use of the funding to experiment innovative initiatives that would lead to changes in teaching at system level. Stringent criteria are developed in assessing the application proposals so that only quality teaching development (TD) and language enhancement (LE) initiatives are supported.

A total of 100 projects, including 52 university-level projects led by central units, committees or collaborative initiatives across faculties, and 48 faculty- or department-level projects, delivered by teachers from eight Faculties and 45

Departments/Units/Programmes/Colleges/Offices, have been funded by the TDLEG 2016–19. In terms of the proportion of funding between TD and LE projects, the UGC guideline is observed. Among the total funding, around HK\$60.6 million, which accounted for 63% of total funding, was designated to support LE projects, including: (i) large-scale ongoing/new initiatives for LE delivered by various language units of the University (ii) non-formal LE activities/programmes organized by the Independent Learning Centre (ILC) and the Colleges of the University; and (iii) other LE initiatives at faculty- or department-level. The remaining funding of approximately HK\$35.5 million, i.e. 37% of total funding, was designated to support TD projects initiated at all levels.

Continuous monitoring of the TDLEG projects by the SCTL is achieved by evaluation of annual progress reports and final reports. Apart from the central support in handling administrative and financial matters, feedbacks on progress reports are provided to the project supervisors. In addition, the arrangement to withhold 20% of project funding, which is released subject to satisfactory progress, has proved to be an effective means of monitoring. With such vigorous quality assurance process, project supervisors are encouraged and monitored to conduct regular reviews on the progress of the projects, and revise their implementation plans in a timely manner.

All projects have submitted the final report including a brief write-up as required by the SCTL. In terms of LE, the concerted efforts of all language units have benefitted almost 65,000 headcounts of students. In terms of TD, the eight Faculties and all University core courses offering units have been involved in different projects, impacting students of all undergraduate programmes.

Regarding the deliverables, around 3,700 workshops/colloquiums/talks/classes/consultation sessions were offered to more than 48,000 headcount of students, 58 project webpages have been created, 75 resources for students have been developed, more than 125 presentations have been made at workshops/seminars/conferences, and over 45 projects have produced publications of various kinds.

Project supervisors have continued to utilize various channels and means to disseminate and share good practices. The Teaching and Learning Innovation Expo (Expo) of the University, organized annually and jointly by the Centre for Learning Enhancement And Research (CLEAR) and the Information Technology Services Centre (ITSC) since 2007, has gained its recognition and become an important venue and popular forum for sharing of good practices among teachers of the University and

beyond. In addition, a TDLEG website hosting information of all funded projects has been developed and being maintained by CLEAR.

The implementation of the TDLEG in 2016–19 is a successful one with a record high number of projects approved and satisfactorily completed. Upon self-reflection, good practices have been identified for continuation while areas for improvement have been addressed, with procedures refined and new measures to be adopted in the 2019–22 triennium.

As a conclusion, by providing the TDLEG to the University, the UGC has made available a valuable source of additional resources to support University's strategic developments and its continuous enhancement of teaching and learning (T&L). The University has placed high importance on the TDLEG and devoted a lot of attention to administer the funding and monitor the project progress so as to make the best use of the TDLEG. On the whole, the TDLEG has supported the University's endeavor of providing quality education and learning experience to its students.