

# **City University of Hong Kong**

## Executive Summary

City University of Hong Kong (CityU) has carried out teaching development and language enhancement activities in the 2016-2019 triennium in keeping with the direction set out in the University's Strategic Plan 2015-2020. The resources made available through the Teaching Development and Language Enhancement Grant (TDLEG) have been used to strengthen our 4-year curriculum with particular focus on discovery, innovation and acquisition of language competencies, as well as the pedagogical development to support excellence in professional education.

The Teaching Development Grant (TDG) in this triennium has been used mainly to support over 110 faculty-led competitive-based teaching and learning projects, and the rest on the development of the Gateway Education (GE) Programme through 23 newly designed Signature Gateway Education courses.

All TDG-funded projects went through stringent assessment and approval procedures to ensure that the project outcomes encourage innovative pedagogy and delivery methods, seed innovations and technologies to enhance teaching and learning experience, and adhere to the institutional goal of professional and discovery-enriched education. The development of Signature GE courses has enabled students to achieve a breadth of knowledge through exposure to multiple disciplines apart from their major studies, thereby opening up the gateway for further exploration.

Evidence of success in deploying the TDG resources included the improvement of students' performance in-class, through assignments and reports, as well as positive feedback from student survey and the University's Teaching and Learning Questionnaire. Our TDG completed projects were externally reviewed by renowned scholars from the Centre for Teaching and Learning, Columbia University, United States of America (USA) and the efforts of our faculty were highly commended by the reviewers. The impact of the projects has further outreached to internal and external counterparts through a number of collaborative initiatives, including the CityU Library, Hanoi University of Pharmacy, University of Manchester, Shui On Building Contractor Ltd, and the Census and Statistics Department of the Hong Kong Special Administrative Region Government.

The TDG projects were well disseminated through a wide array of means including

online platforms, mobile applications, books, articles, reports, training and teaching materials, sharing sessions, seminars, journal publications and conference presentations.

The Language Enhancement Grant (LEG) in this triennium has been used primarily to support the Chinese and English language development of local and non-local students, with an emphasis on the academic and professional literacy skills which underpin success at university and in the workplace. In addition, ancillary, ad hoc self-access and support services have been made available to students.

The language development course offerings underwent development and revision in the reporting period. A small number of courses were discontinued and replaced with others, after consultation with stakeholders, in order to best suit the needs of students in different academic departments. Other courses underwent the regular cycle of review and pedagogic renewal, with new materials, assessments and approaches developed as dictated by critical internal review and feedback from students and other stakeholders. This feedback continued to be strongly positive, indicating that the offering of language enhancement activities met its intended objectives.

Language enhancement activities have undergone external review by international experts in the relevant areas as part of the regular External Academic Advisor process. In addition, three academic units involved in language enhancement activities underwent the larger and more intensive Review of Excellence which is conducted on a five-year cycle. External reviewers have been generous in their praise for our language enhancement activities; we in our turn have taken on board their advice to help us in our continuous quest for ever-higher quality.

Participation in local and international networks has been a source of pedagogical renewal and professional development. These networks have also been an avenue for sharing pedagogical innovations, as have participation in international conferences and publications in journals with a focus on language teaching and learning.