

The Education University of Hong Kong

Executive Summary

This triennium-end final report provides an overview of The Education University of Hong Kong's (thereafter called "EdUHK" or "the University") use of the Teaching Development and Language Enhancement Grant (TDLEG) in the triennium 2016-19. The main initiatives and achievements in this reporting period are summarised in the ensuing sections.

With the allocation of the TDLEG by the University Grants Committee (UGC) in the 2016-19 triennium, EdUHK has made a continuous effort to carry out Learning and Teaching (L&T) related initiatives with the objectives to promote innovative L&T, enhance capacity building, strengthen language enhancement support, and enrich students' language learning experience.

On the part of Teaching Development Grant (TDG), to support the core values of the University and the domains outlined in its L&T Plan 2016-19, various thematic areas for TDG competitive projects are identified to encourage adoption of innovative approaches in teaching. As "nurturing future educators and social leaders through curriculum innovation" and "facilitating learning sans frontières" are the key goals set in the University's Strategic Plan (2016-2025), a large proportion of projects are related to innovative curriculum design and e-learning.

The comprehensive thematic areas enable staff members to try out innovative pedagogy individually at the course/ programme level as well as develop cross-faculty projects in collaboration with external parties. Apart from collaboration, student engagement is also highlighted in TDG projects. Students' involvement in projects as team members are encouraged. These two factors have become part of the assessment criteria for TDG projects in 2016-19. A set of performance indicators has been developed with the aim to evaluating the outcomes of deliverables and dissemination of projects qualitatively and quantitatively.

Emphasis has also been put on staff professional development (PD) to enhance capacity building. New elements are being injected into staff PD programme. Sharing seminars conducted by both the UGC and the University's teaching awardees will be continuously organised. To better prepare staff members for application of the President's Award for Outstanding Performance in Teaching and the UGC Teaching

Award, a Mentoring Scheme was piloted in 2017/18 and launched in 2018/19.

As an annual signature event for sharing of good practice, “Learning and Teaching @EdUHK Festival” focuses on a designated theme each year to keep pace with the University’s latest development. In 2019, the theme is “Excellence in Learning and Teaching in the Digital Era”, which serves as a platform for sharing innovative pedagogical approaches and exchanging best learning and teaching practices. One of this year’s features is student sharing sessions. Both undergraduate and postgraduate student sharing sessions were arranged to encourage student engagement in L&T related activities.

Initiatives have been introduced after pilot trials. In mid-2017, a generic evaluation of TDG projects was piloted with the target to ensure TDG projects achieve the goals of enhancing student learning and facilitating teaching development. With positive feedback, the generic evaluation has been made compulsory from 2017/18 onwards to supplement other evaluation methods.

On the part of Language Enhancement Grant (LEG), the LEG plus other sources of funds for language enhancement have supported the University to carry out language enhancement activities from July 2016 to June 2019¹, i.e., around 30 formal language enhancement courses for more than 7,000 students per year, and 1,600 sessions of non- formal language enhancement activities for more than 5,000 students per year. According to the student evaluation of teaching (SET), formal language enhancement courses were well received by students.

To track the development of students’ language proficiency, students take internal language assessments in their first two years and public language tests in the last two years of their studies. During the reporting period, the internal English language assessment shows that students in general had improvement in their first two years of studies while graduates’ average score in a public English language test increased.

During the reporting period, the University was proactive in sharing its good practices and learning from others through various intra- and inter-university professional development activities. Based on the foundation built in the past years, the University will continue its effort in the next triennium to support new initiatives and sustain projects/ schemes with fruitful outcomes.

¹ Since this report is prepared during February-May 2019, some of the information, e.g., the end-of-term evaluation results for semester 2 of 2018/19 might not yet be available when the report is submitted to the UGC in June 2019.