

The University of Hong Kong

Executive Summary

The Teaching Development and Language Enhancement Grant (TDLEG) has always been an important resource to help achieve the University's institutional goals under the "3+1 Is" strategic framework (viz. Internationalisation, Innovation and Interdisciplinarity, all converging on Impact). TDLEG plays a key role in facilitating our endeavours to explore new T&L practices, drive changes in the T&L culture and practices, support language enhancement, and guide the future development of T&L.

In Internationalisation, our network with universities and NGOs in the Mainland and overseas has continually been expanding, providing ample opportunities for students to undertake meaningful learning activities outside Hong Kong. In 2017-18, 64% of our final- year undergraduate students had undertaken a significant international (including Mainland) learning experience. Our rich student and staff diversity has contributed to the provision of a vibrant, truly pluralistic international learning environment for students. Concerted efforts have been made across the University to promote internationalisation at home by embedding international perspectives into the formal curriculum, pedagogical practices and out-of-class activities, and by supporting the integration of local and non-local students, and multicultural exchange. Many of our Common Core (CC) courses, including by definition those in the Areas of Inquiry of "Global Issues" and "China: Culture, State & Society", address issues beyond the local context. This summer, CC will pilot five courses in the Mainland with three partner universities – Nanjing, Shanghai Jiao Tong and Zhejiang, and will continue to collaborate with Peking University on an Asia immersion programme. CC's initiative on "Making Across Differences: Diversity, Inclusion and Cross-cultural Capacities" aims to enhance cultural sensitivity and awareness in students, and many activities are co-organised with students. There are also a number of bright student groups working on cultural diversity and gender issues, including "Arts of Happiness", "HeforShe", and "Connexia". We are proud that the University was named by Times Higher Education as the world's most international university in 2019.

In Innovation, we continue to support the exploration and implementation of innovative pedagogies and curriculum design. "Video Vox" (<https://vox.hku.hk>), developed under the leadership of a UGC Teaching Award recipient (Dr. Michael Botelho), is a notable example. HKU Online Learning (<https://learning.hku.hk>)

encourages the adoption of blended learning amongst teachers to enhance the student learning experience. It currently runs 85 courses, reaching over 24,000 users. In response to the growing interest of teachers in using flipped classroom, virtual reality, gamification and other tools to motivate and enrich learning, a comprehensive resources hub and a Teaching Innovation Production Studio have been launched by our Technology-Enriched Learning Initiative (TELI). Also, CC has developed Open Platform Courses, which are co-created by students and staff, and consist of small research- and project-based seminars. The first of its kind - “Transdisciplinary Team Project”- was launched in 2018-19, with two more to be offered in 2019-20. Many students also challenge themselves and initiate fascinating projects to study prominent societal issues. To further nurture entrepreneurship, DreamCatchers has offered a series of innovative programmes, including DreamCatchers 100K Seed Fund Competition, Hackathon, and Entrepreneurship Academy. iDendron, the University’s innovation and entrepreneurship hub, was launched in 2017, following which the number of students participating in innovation and entrepreneurship activities has increased significantly. It is worth mentioning that 10 HKU undergraduate students (out of the total 25 recipients) received the 2019 Innovation and Technology Scholarship organised by the Hong Kong Federation of Youth Groups.

The University actively promotes interdisciplinary studies across Faculties and in the CC Curriculum. All CC courses are interdisciplinary by design. CC has also introduced three Transdisciplinary Minors and Clusters, and organised many interdisciplinary activities, e.g. the Transdisciplinary Research Exchange with Utrecht University, Transdisciplinary Research Nomads, CCPLUS. Many dual degrees and articulation pathways in collaboration with reputable international universities are on offer. In 2018, a Laidlaw Undergraduate Research and Leadership Programme was launched with the University of Leeds and University College London to equip students with important research and leadership skills. All these efforts have paved the way for launching an exciting suite of six interdisciplinary Bachelor of Arts and Sciences curricula and more dual degrees/pathway programmes in 2019-20. Many of our TDG projects are interdisciplinary in nature, with project teams spanning across different disciplines and Faculties.

The University is committed to offering high-quality language enhancement courses and activities to support students’ studies and career development. Regular course reviews are conducted, and changes are made in response to the comments and suggestions from students, teachers and external examiners. The enhancements aim to ensure that course delivery meets the diverse needs of students from different

Faculties. In addition, Chinese language enhancement courses are enriched with elements of culture and literature to promote students' language learning and aesthetic appreciation. To provide students with a total language learning experience, a good variety of experiential language learning programmes and cultural workshops are offered, which have deepened students' multicultural understanding through real-life interactions.

Innovative pedagogies and activities can effectively enhance student engagement, and make language learning more stimulating and rewarding. The University therefore places a high priority on the development and implementation of e-learning platforms and other technology-enabled initiatives. Blended learning courses and workshops, flipped classroom, mobile applications, and a series of online/on-site self-access support services are offered to promote learning. Self-access support services for English language enhancement are being re-structured and strengthened to form "Communication Support Services", which will offer a coherent range of professional services to students.

All T&L developments are underpinned by strong staff development activities that encourage exploration, sharing and dissemination of good practices. New staff development initiatives include the benchmarking of our professional development programmes against the U.K. Professional Standards Framework, and the launch of a MOOC in "University Teaching" and rich online resources to support internationalisation, assessment, e-learning, and sharing of good practices. Students are also afforded plenty opportunities to showcase their good work.

The University has full confidence that our students, being the future leaders of the society, will make a great impact on the society and the world. We will ensure that our education provision is of the highest international standard to prepare our graduates to cope with present and future challenges in this connected world.