

Lingnan University

Executive Summary

During the 2016–19 Triennium, the Teaching Development and Language Enhancement Grant (TDLEG) has provided enhancement momentum, funding sources and a community-wide sharing platform to assist the University achieve its relevant institutional goals. A total of \$22,132,407 was sourced from the UGC and the University.

In general, the effective implementation of the Plan for the Use of TDLEG within the indicated timeframe has contributed to the achievement of the relevant institutional goals. TDLEG has played a significant role in forging the concerted and synergistic endeavours among our faculties to fulfil the relevant institutional goals and advance the achievements to a new height, in the areas of (1) blended learning by incorporating innovative pedagogies with educational technologies; (2) research competency of students; (3) evaluation of international experiential learning activities; (4) full implementation of OBATL; (5) strong oral and written English and Chinese.

The Discipline Based Mini Lectures for English Enhancement (MiLEE) is now in the final stage of its video productions and subsequent piloting for feedback collection; its initial outcomes have been presented in two international conferences held in Hong Kong and Thailand. The 24 one-off TDG projects have sufficiently covered the first three Institutional Goals – (1) blended learning by incorporating engaging pedagogies with educational technologies; (2) research competency of students; (3) evaluation of international experiential learning activities. Fruitful development has taken place in blended learning/ technology-enhanced learning (12 out of the 24 projects: 50%), providing experience which is not only recognised on reputable international and cross-institutional academic platforms, but is also able of providing a meaningful Asian perspective to liberal arts institutions in North America. All in all, these teaching development projects have successfully contributed to the initial formation of a new teaching and learning contour characterised with the rising amplification of students' diversified learning experiences for their better achievement of learning outcomes (i.e., their Graduate Attributes).

The effective completion of the Centre for the Advancement of Outcomes-based Education (CAOBE) Project has paved the way for the full implementation of Outcome-based Approach to Teaching and Learning (OBATL) in 2017/18

(Institutional Goal 4). Regarding the language enhancement in English and Chinese, all planned initiatives in curricular, co-curricular and extra-curricular areas have been effectively delivered. Based on the principle of Constructive Alignment, student evaluation of teaching and learning demonstrates that the English and Chinese core courses have enabled students to achieve the Graduate Attribute in languages.

In terms of the recommendations to UGC, the University suggests the UGC provide advice on any visionary specific themes for TDLEG, which not only can set new horizons for the higher education sector in Hong Kong, but also advance the development or address any shortcomings of individual universities.