

City University of Hong Kong

Executive Summary

The resources made available through the Teaching Development and Language Enhancement Grant (TDLEG) had enabled City University of Hong Kong (CityU) to carry out a wide array of teaching development and language enhancement activities which aligned with the institutional goals set out in the University's Planning Exercise Proposal 2019-22, as well as CityU's Strategic Plans for 2015-2020 and 2020-2025. The grant facilitated the enhancement of the teaching and learning environment, further strengthening students' language competencies, and developing high-impact pedagogies to nurture students' talents and prepare them for the real world.

A substantial portion of the Teaching Development Grant (TDG) was used to fund 102 competitive-based teaching and learning projects with a special focus on innovative ideas for pedagogical development. A portion was allocated to eight special projects where course leaders overhauled their courses to online, hybrid, or flipped mode; and the Innovative CityU-Learning Awards (four rounds) to recognise innovative approaches to engage students online. The remaining fund was used to support the strategic enhancement of the Gateway Education (GE) Programme through the launch of 105 newly designed Introductory Discipline Gateway Education (ID-GE) courses developed for introducing subject-specific knowledge to students.

A rigorous and stringent approval process, with the engagement of local and overseas expert reviewers, was adopted for the TDG projects. All funded projects adhered to the institutional goal of excelling in professional education. They fell into one of the following strategic themes of CityU: effective promotion of teaching-research nexus, catering to the needs of the millennial students, and applying teaching technology taking into consideration the teaching and learning landscape. The ID-GE courses provided students with an introduction to a variety of disciplines, broadened their knowledge and helped them discover their interests and open up new opportunities for further study and work in the future.

CityU had seen solid positive project impact evidenced by overall improvement in the results of the University's Teaching and Learning Questionnaire (TLQ), increased student engagement and enhanced learning experiences achieved through timely and effective application of innovative teaching approaches and technologies in online and hybrid learning, in response to the unprecedented challenges arising from the COVID-

19 pandemic. The impact had been further broadened internationally through collaborations with world-class overseas universities.

Project outputs and good practices were disseminated through various means, including online platforms, reports, teaching materials, seminars, sharing sessions, journal articles, exhibitions, and conference presentations. A comprehensive online TDG project repository had also been made available to the CityU community and the public to facilitate wider dissemination of good practices.

The Language Enhancement Grant (LEG) was used to support a wide range of language development activities, including formal course offerings and co-curricular activities for local and non-local students. With Chinese and English continued to be the primary focus, a portion of the grant was used to support other languages including French, German, Spanish, Korean and Japanese to enrich students' exposure and to prepare them for learning opportunities outside Hong Kong.

Language courses and activities targeting students with different proficiency levels, background and needs were provided. For English/Chinese (including Putonghua and Cantonese) courses, some of them had an academic and professional literacy focus, some prepared less proficient students for mainstream courses, and some helped non-local students to begin to learn, or to consolidate their language skills. Asian and European language courses allowed students to explore the world from the classroom ("internationalisation at home") and added value to exchange visits ("internationalisation abroad"). Apart from course offerings, a series of language enhancement activities were also conducted. The positive student evaluation, the encouraging participation and passing rate, as well as achievements students made confirmed the effectiveness of the language initiatives.

The language enhancement course offerings had undergone development and revision, in response to the unprecedented challenges posed by the global pandemic since 2020. This positively resulted in multimodal materials, forms of assessment and pedagogical approaches adjustment to enhance student engagement and interaction in the online or hybrid learning environment. Regular review and pedagogic renewal were also carried out for the language provision, based on feedback from students and other stakeholders. To benchmark against international standard, external review by renowned international experts in the specific disciplinary areas was arranged. The positive suggestions gathered were valuable for the continual strategic enhancement of the language provision.

Good practices were disseminated via teaching development sessions, workshops, presentations and discussion session. Teachers' proactive participation in local and international networks, cross-institutional initiatives, international conferences and symposia had proven to be an effective avenue for sharing and exchanging ideas on pedagogical innovations in language teaching methodologies.

2019-22 was a very special and extremely challenging triennium for Hong Kong, and the higher education sector was no exception. Despite the unfavourable environment, CityU is pleased to conclude that the University managed to effectively utilise the TDLEG; with solid evidence demonstrating the achievement of expected intended learning outcomes, meeting stakeholders' expectations.