The Education University of Hong Kong

<u>Executive Summary</u>

This triennium-end 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 2019-22.

Per the University Grants Committee (UGC)'s advice, the University has submitted its TDLEG plan for 2019-22 to the UGC in June 2019, delineating the planned use of the grant for the two areas of TDLEG with due consideration of the strategic priorities and needs of the University.

The University emphasises the importance of attaining effective student learning outcomes through quality learning and teaching. In early 2019, the University formulated its E-Learning and Digital Competency Strategy, which affirmed a progressive approach to learner-centred learning and lifelong learning. Thanks to the dual foci on e-learning and digital competency set out in the Strategy, the University is well-positioned to adopt virtual teaching and learning, and the smooth implementation of contingency measures during the pandemic served as strong evidence.

In the 2019-22 triennium, the University has supported Teaching Development Grant (TDG) and Community of Practice (CoP) projects, as well as capacity building activities, *e.g.* the Staff Professional Development (SPD) programme. The TDG has been allocated to support areas identified in the University Learning and Teaching (L&T) Plan through competitive bids and central allocation. The alignment between TDG fund use and key areas in the University's L&T Plan was presented in the plan submitted to the UGC.

All projects and SPD activities are carried out in a manner to facilitate the achievement of the University's goals. Among the 31 approved TDG and three CoP projects, 17 TDG and two CoP projects have been completed as of 30 March 2022, and the rest are still on-going. The outcomes, good practices, and deliverables of those ongoing projects will be shared within and beyond the University upon project completion.

There are designated thematic areas of TDG and CoP projects, and most projects are implemented in alignment with these themes. The percentage of projects categorised under different themes are listed as follows:

- Curriculum and programme innovation/ enhancement – around 71%
- Assessment – around 16%
- Internationalisation – around 13%

In 2020/21, the University put emphasis on student learning via non-face-to-face learning and interaction in response to the emerging challenges of the pandemic. Among the 34 approved projects, 24 projects (around 71%) involve e-learning.

With regard to the Language Enhancement Grant (LEG), the LEG, plus other sources of funds for language enhancement, supported the University in carrying out language enhancement activities from July 2019 to June 2022[1], *i.e.*, around 40 formal language enhancement courses for more than 7 000 students per year, and 2 000 sessions of non-formal language enhancement activities for more than 6 000 students per year. According to the student evaluation of teaching, formal language enhancement courses were well-received.

To inform both the University and students of the language proficiency development, students take internal language (*i.e.* English and Putonghua) assessments in their first two years or provide effective public language exam results after admission, and take the public language tests in the last two years. During the reporting period, the internal English language assessments showed that students generally had improvement in their first two years of studies, and the average score that the graduates achieved in the public English language test had 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.

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[1] Since this report was prepared between February and May 2022, some of the information, *e.g.*, the end-of-term evaluation results for Semester 2 of 2021/22, might not yet be available when the report was submitted to the UGC in June 2022.