

Hong Kong Baptist University

Executive Summary

Hong Kong Baptist University (HKBU) optimised the Teaching Development and Language Enhancement Grant (TDLEG) to achieve the strategic priority of Best Student Experience (BSE), focusing on Cross-cultural Learning Experiences, Innovative Programme Design and Pedagogy, Research-led Curriculum, Service and Experiential Learning (EL), Intercultural Communicative Competence, and Capacity Building.

135 Service-Learning (SL) projects served 4 928 students, with 250 community partnerships and 42 624 beneficiaries. Students demonstrated improvements in all attributes including self-understanding, communication, and problem-solving skills.

The new three-tier General Education (GE) programme offered 143 interdisciplinary courses, among which 96 had EL components. It benefitted 3 441 students and provided 4 369 hours of community engagement. The Level 3 GE Capstone emphasised self-directed research, with 25% of it being Interdisciplinary Independent Studies sections. 85.6% of GE courses carried no examination elements. The new GE programme received positive feedback from students and external reviewers. Four new solution-based transdisciplinary undergraduate programmes were developed to nurture future skills.

With EL and SL becoming major pedagogies, HKBU proactively moved to continuous and authentic assessment. It has collaborated with The Education University of Hong Kong to pilot technology-assisted authentic assessment and published a compendium. Over 70% of teachers employed digital tools for assessment and feedback.

All courses leveraged a diversity of e-tools for interactive mixed-mode/online teaching and learning (T&L) activities. Small Private Online Courses were developed by teachers in collaboration with 53 overseas partners, spanning 23 countries/regions. While 400 students joined virtual global exchange with 60 universities, many others participated in virtual co-curricular activities (*e.g.* Hackathon) with overseas counterparts.

TDLEG supported 41 staff-initiated projects, of which 75% comprised cross-disciplinary/institutional collaboration and/or students as co-investigators/partners.

32 Students-as-Partners projects involving 79 student-partners were launched.

Language Enhancement (LE) programme aims to develop students' intercultural communicative competence and creativity. Innovative pedagogies such as EL and Peer-Assisted Learning were adopted. Students performed well in internal and external language tests. English Across the Curriculum, serving four departments in Academic Year (AY) 2019/20 soared to 18 by AY 2021/22 (benefitting 3 107 students).

Approximately 100 Research Postgraduate students gained from English for Research Publication Purposes and seminars, with 29 publications.

Five foreign language (FL) offerings were provided to 2 102 students and 500 students attained a FL minor. 26 students were awarded FL external prizes/scholarships. Language Exchange Programme benefitted 342 students from 24 countries.

The Language Centre actively employed educational technologies. Autonomous learning among students was evident, with 360 872 visits to self-access language learning webpages and 1 019 visits to self-learning labs. Students found MyAccess, an e-learning auto-rating writing platform providing instant feedback, very useful.

Students demonstrated strong creativity in publications with 42 winning internal and external Chinese literary awards. A creative education project by English teachers won the QS – Wharton Reimagine Education Regional Award (Silver).

HKBU built up teachers' professional capacity through staff development and scholarly work. 80% of respondents of the 161 workshops/sharing sessions implemented new T&L practices and many reported positive impacts on students' learning. Our teachers earned three University Grants Committee Teaching Awards and 27 fellowships of the Higher Education Academy.

Overall, activities supported by TDLEG had a very positive impact on students' learning and intercultural communicative abilities. Students improved in many attributes and were more satisfied with the quality of T&L and learning environment. In the next triennium, we will continue to develop BSE with foci on digital Virtual Teaching and Learning, solution-based transdisciplinary learning, authentic assessment and nurturing communicative competence and creativity through language enhancement.