

# **The Hong Kong University of Science and Technology**

## **Executive Summary**

The changing teaching context during the triennium, mostly because of the COVID-19 pandemic, has impacted planned teaching development and language education activities noticeably during the semester. In late fall 2019, The Hong Kong University of Science and Technology (HKUST) switched to fully online teaching and from fall 2020 this was extended to include mixed-mode teaching and learning. To meet this changing context, funds were used to provide new and additional training, particularly for fully online and mixed-mode teaching delivery. The positive outcome from this is that teaching staff's attitudes, knowledge and skills related to fully online teaching have progressed at a pace, depth and for a duration that will have a lasting impact on HKUST's teaching and learning culture.

## **Teaching Development**

For Teaching Development, the planned goal was to support the University's strategic initiatives in six main areas of activity:

- **Faculty-initiated Teaching & Learning Innovation Projects** to encourage innovation in teaching and course development. There were six calls for teaching development proposals over the triennium which were evaluated by a panel of experienced faculty. Special emphasis was put on active learning pedagogies including experiential learning, and blended learning. A total of 38 projects were funded from 2019-22. However, the pandemic unavoidably impacted timeframes for projects with a number of time extensions applied for and granted.
- **Departmental Teaching Development Projects** had an initial call in Fall 2019 with four submissions received. Of these two were fully funded, one was partially funded and another was revised and resubmitted as a single course faculty-initiated project.
- **Educational Technology Lab for Integrating Augmented Reality, Virtual Reality and Gamification into Courses** was initiated during the triennium. Staff were recruited and training was provided around gamification. There have been ten projects funded under this initiative during the triennium.
- **Theme-based Common Core Courses**, aimed at multi-disciplinary, team-designed and taught courses, were developed and introduced during the triennium. This is ongoing and will continue into the next triennium with the development of capstone common core courses and a full competency-based curriculum for the

revamped common core.

- **Teaching and Learning Communities of Practice (CoPs)** to share and build teaching competencies in strategic areas. Two CoPs were supported during the triennium: one was the continuation of the sustainability education CoP and a new one was established in enhancing students' intercultural learning.
- **Scholarship of Teaching and Learning** to further enhance scholarly teaching, two teaching and learning symposia were organised in January 2021 and June 2022. Faculties were also supported for attendance and presentations at international conferences to share and learn, as well as supported in education journal publication of their innovations.

### **Language Enhancement**

For Language Enhancement, three core priorities were set out by the Center for Language Education (CLE).

- **Innovative Language Teaching** benefitted from the across-the-board development of teaching competence with many colleagues even bringing new approaches into their face-to-face teaching. The pandemic has not delayed the revamp of the language contribution to the Common Core: two 3-credit English and the one 3-credit Chinese requirements for all HKUST undergraduates. Instead, it has allowed for more innovative course design with strong elements of blended learning that allow for richer use of class time while enhancing student autonomy through self-directed learning tasks.
- **Cross Language-group Intercultural Linguistic Competence Development** was motivated primarily by the discord between student groups on campus at the start of the triennium. Given the circumstances, much of that resource was put to modifying language activities for online delivery.
- **Scholarship and Evidence Driven Approach to Language Teaching.** The notion of scholarship has been well integrated in the structures of the CLE in this past triennium, with scholarship expectations now a part of a range of formal processes (*e.g.*, appraisal, promotion, reappointment, *etc.*). This has been done in a way that intersects with professional teaching requirements instead of expecting more in addition to teaching, with the result of a more evidence-driven approach to language teaching.