

The Hong Kong Polytechnic University

Executive Summary

The use of the Teaching Development and Language Enhancement Grant (TDLEG) in 2019-22 was shaped by two forces: the commencement of a new strategic plan cycle at The Hong Kong Polytechnic University (PolyU) and the disruptions caused by the global pandemic throughout the triennium. The TDLEG enabled the University to implement the new strategic plan under the difficult circumstances and adapt to the emerging ‘new normal’. PolyU followed the split of 25%/75% between Teaching Development Grant (TDG) and Language Enhancement Grant (LEG) recommended by the University Grants Committee. This document reports the two foci respectively.

Teaching Development Grant (TDG)

The overall aims and objectives of the TDG in the 2019-22 triennium are reflective of the commencement of a new strategic plan cycle at PolyU and the disruptions caused by the global pandemic. The original plan presented in the 2019 report to the UGC highlighted the use of TDG to support strategic priorities in teaching and learning (T&L) through a range of new T&L initiatives of various scales at various levels. By the mid-triennium, planned initiatives that had become non-viable due to the pandemic (*e.g.* Overseas Scholarship Scheme) were replaced with new initiatives to tackle the challenges of the pandemic (*e.g.* Internationalisation at Home (I@H)).

PolyU continued to maintain a balanced portfolio of teaching development projects to bring about system-wide enhancements and localised innovations, while sustaining and extending the impact of past projects. A total of 51 projects of various scales were funded, covering a wide range of themes, reaching students from across the study levels and subject disciplines. Some involved collaborations with other tertiary institutions overseas. For example, one project integrated global and hybrid classrooms, personal learning environment and networks, open educational resources and an open curriculum approach, to enable students to co-create learning content with teachers and interact and learn with students from five other countries. This project won a Platinum prize in LearnX Live! Award in 2020.

Staff engagement and collaboration in TDG projects remained high. Positive impact on student learning experience and student learning outcomes is evident. In addition to project-based activities, a portion of the TDG was used to subsidise other forms of teaching development initiatives, such as Communities of Practice, Scholarship of

Teaching and Learning, and I@H.

Language Enhancement Grant (LEG)

The LEG was used mainly to subsidise the language enhancement opportunities provided by the English Language Centre (ELC) and Chinese Language Centre (CLC) to enhance the language proficiency of students to help them become effective communicators and lifelong learners.

The curricular activities included Language and Communication Requirements subjects, Discipline-Specific Requirements language subjects, Reading and Writing Requirements embedded in the Cluster-Area Requirements (CAR), CAR subjects, and Service-Learning (SL) subjects, which form part of the General University Requirements of PolyU's undergraduate degree framework. On top of these curricular provisions, the language centres operated self-learning centres to facilitate students' independent learning of languages.

The ELC and the CLC offered a wide range of co-curricular activities to supplement the curricular activities. Some examples of these activities were:

- Excel@English Scheme
- English language eLearning resources
- Outreach Activities (English and Chinese)
- eLearning course in Putonghua
- Extra-Curricular Enrichment for Lifelong Learners Programmes (Chinese)
- Teaching Consultancy
- Cangwu Literary Society
- Chinese language assessments and training for PolyU Students

In the reporting period, the normal operation of the University was severely disrupted by the campus occupation in November 2019 and the subsequent COVID-19 pandemic. The effect of the necessary move to online teaching and learning had been a huge challenge to the University's language enhancement provision that should largely rely on personal and face-to-face interaction. Despite this, the two language centres tried their best to overcome the difficulties and achieved satisfactory outcomes and deliverables.

The two centres were able to accomplish their strategic plans to enrich language enhancement opportunities. Although some of the planned activities (*e.g.* Putonghua

recitation, performance workshops and offshore SL subjects) were hindered by various situations which were beyond our control, given that technology-enhanced teaching was also set as a priority by both centres, we were able to deliver high quality curricular language provision. The centres will continue to explore technology-enhanced initiatives, for both the curricular and co-curricular language provisions, which would allow them to better adapt to the changing higher education environment (e.g. multi-media self-learning materials and Artificial Intelligence enabled 'Rehearsal Coach' for honing presentation skills).