

# City University of Hong Kong

## Executive Summary

The Teaching Development and Language Enhancement Grant (TDLEG) for the 2022-2025 triennium has been invaluable in facilitating City University of Hong Kong (CityU) to implement innovative approaches that enhance students' learning experiences and better prepare them for the dynamic challenges of the contemporary world. The recommended funding usage and themes outlined by the University Grants Committee (UGC) align seamlessly with CityU's strategic learning and teaching goals - integration of advanced technologies into the educational framework, coupled with a strong focus on student engagement and language proficiency. Through various initiatives, CityU has effectively leveraged TDLEG to drive meaningful transformation in teaching methodologies and language support services tailored to meet the needs of increasingly technology-savvy and culturally diverse learners.

The Teaching Development (TD) portion has been utilised to support over 140 projects across five primary strategic initiatives: technology-enriched learning (including harnessing innovative technology (HIT)), adoption of Virtual Teaching and Learning (VTL) resources, the implementation of Artificial Intelligence (AI) for personalised and collaborative learning, enhancing student engagement, and improving Year One foundation courses. These initiatives align with the University's focus on advancing towards a learning-centric and technology-integrated approach.

The first three TD initiatives are technology-related. The first one is the support for projects that focus on technology-enriched learning, including integration of any technologies that can improve learning and teaching into their courses, and HIT by adopting emerging technologies in novel approaches to learning. The second initiative supports projects that incorporate novel approaches to VTL. To render better support with the increase in VTL popularity, a new VTL resource centre was established and equipped to create and deliver immersive learning experiences. The third initiative supports projects on the adoption of AI, including a significant number of projects using generative AI (GenAI) for personalised and collaborative learning. Feedback from courses impacted under these three initiatives indicates that students feel the overall learning experience provided has improved and that they benefit from technology-enhanced learning. CityU's approach to promoting AI adoption in higher education also received recognition and was one of eight shortlisted projects for the Times Higher Education Awards Asia 2024 under "Teaching and Learning Strategy of the Year".

The fourth initiative supports projects that develop course materials and enhance course delivery to improve the research-teaching nexus and create innovative learning environments for Generation Z (Gen Z) students. These projects integrate research-driven insights into learning in ways that make advanced concepts accessible and relatable to students, while also creating dynamic and engaging learning environments that resonate with Gen Z's digital fluency and desire for interactive and experiential learning. Students in impacted courses report an improved learning experience with underlying improvement in course design and encouragement to participate.

The fifth initiative improves students' learning activities and supports their understanding of new concepts and learning materials in introductory discipline courses. The goal is to facilitate a smoother transition to university studies and address the perception that these courses are difficult in the first year. Various teaching strategies, including game-based activities, enhanced teaching materials, interactive learning, and connections to real-world issues, have been implemented. Student feedback indicates an increased perception that these courses have become less challenging.

For the Language Enhancement (LE) portion, the primary strategic objectives include continuously maintaining strong scaffolding for students' English and Chinese proficiency through course delivery and personalised out-of-classroom support, enhancing the VTL environment to foster active student participation, and enriching students' educational experience by cultivating plurilingual literacies.

The Chan Feng Men-ling Chan Shuk-lin Language Centre (LC) and the Department of English (EN) are instrumental in coordinating and delivering English for Academic Purposes (EAP) and Gateway Education (GE) English courses. With a high Learning Outcome Questionnaire (LOQ) score, the provision has demonstrated strong effectiveness. Apart from the EAP courses, other support has been provided in the form of workshops, consultations, and the Moodie Pod, an innovative language learning tool launched in 2024 to provide AI-driven feedback on students' communication skills.

Chinese language education has been equally robust. The School of Continuing and Professional Education (SCOPE) offered CHIN1001 University Chinese I and elective courses such as CE2018 and CE2031 Cantonese in Daily Life I and II, with over 2,805 enrolments, and LOQ scores of these courses have been consistently high. The Department of Chinese and History (CAH) continues to promote Chinese creative writing through the City Literary Awards and academic writing through the Chinese Academic Writing Online Learning Platform.

Independent learning, supported by the LC Hub and Language Centre Support Services (LCSS), has over 50,000 engagements during the 2022-25 triennium through various initiatives such as writing workshops, mentoring schemes, and individual consultations. Enhanced promotional efforts, including targeted promotions, ensure that students from diverse backgrounds and needs remain informed of LC offerings and foster multilingualism.

With the resumption of overseas exchanges, immersion programmes in Spain, France, Germany, and Beijing were organised. Additionally, mentoring sessions have been provided to students applying for overseas studies to help them prepare for the interview process. The support has resulted in a track record of successful admissions.

Support for non-Chinese speaking students has broadened through specialised courses in Cantonese and Mandarin, alongside the Language and Culture Tandem Scheme (LACTS). To further enrich cross-cultural understanding and promote diversity, creative writing workshops, lectures, and exhibitions showcasing the expressive use of language have been held. Film screenings from diverse cultural backgrounds have also been organised as part of these efforts, and they all received very positive feedback. Additionally, instructional videos covering topics such as pronunciation and academic writing have been developed to support personalised learning.

Using the grant, CityU has participated in inter-institutional collaborative activities (IICAs) through 10 projects (four led by CityU and six led by other institutions). The CityU-led projects cover various disciplines including world languages, science and technology in arts, sustainability, and environment, social, and corporate governance (ESG). These IICA initiatives provide a platform for sharing best practices and engaging more students.

Looking ahead, CityU aims to build on these achievements by further innovating and refining its educational strategies to ensure that every learner experiences growth, empowerment, and success both within the University and beyond.