The Education University of Hong Kong

<u>Executive Summary</u>

A. Teaching and Learning

➢ *Overview and Main Objectives*

1. The Education University of Hong Kong (EdUHK, or the University) emphasises the importance of effective learning and teaching. It has also been supporting learning and teaching initiatives as well as capacity-building activities, e.g. Staff Professional Development (SPD), using the Teaching Development Grant (TDG). The projects' alignment with the University's strategic goal as set out in the Learning and Teaching Plan and the E-Learning and Digital Competency Strategy (e-Learning Strategy), as well as the themes laid down by the University Grants Committee (UGC), are crucial in the decision-making process regarding the allocation of funds. In the 2022-25 triennium, 30 projects have been funded under the institution portion. Meanwhile, three leading projects are supported under the Inter-institutional Collaborative Activities (IICAs) portion.

➢ *Key Achievements*

2. **Enhancing Students' Learning Outcomes and Engagement**: The funded project initiatives have enhanced the quality of learning and teaching through innovative approaches and technologies. Through the implementation of effective strategies for teaching development, student engagement and learning outcomes have been improved.

3. **Supporting e-Learning Strategy**: The project initiatives echoed the University's e-Learning Strategy by encouraging the adoption of Virtual Teaching and Learning (VTL) and innovative technologies to foster authentic learning, personalised learning, and self-regulated learning (SRL) and enhance the students' educational experience across diverse disciplines.

4. **Fostering Students' Digital Competency**: Altogether, various projects created a seamless, accessible, and engaging digital environment for students. The development of new online resources and mobile applications has strengthened students' digital competency.

5. **Empowering Staff Members for Teaching Innovation**: Staff members are encouraged to adopt innovative teaching and learning methodologies such as gamification and scenario-based teaching through various project initiatives. The advancement has transformed traditional teaching from routine lessons into engaging and enjoyable activities.

6. **Fulfilment of the Project Key Performance Indicators**: Clear expectations of projects are defined through project key performance indicators (KPIs). KPI data show that the projects in this triennium are effectively implemented. Please refer to Table 1 below for detail.

7. **Facilitating Knowledge Exchange**: The involvement of external partners in projects has facilitated the exchange of knowledge and resources among local universities and fostered collaboration among universities, thus contributing to the advancement of e-learning in higher education.

➢ *Overall Impact*

8. Evaluation figures reflected that student participants are positive about the learning activities [i.e. learning performance was improved (mean = 3.33 out of 4), and they are motivated to reflect on their learning (mean = 3.31 out of 4)]. Staff participants also found that the activities enhanced their teaching strategies (mean = 3.49 out of 4). In conclusion, TDG has supported initiatives that enhance students' learning outcomes, strengthen students' digital competency, promote teaching innovation, and facilitate knowledge exchange.

B. Language Enhancement

➢ *Overview and Main Objectives*

1. EdUHK is dedicated to fostering students' biliterate (Chinese and English) and trilingual (Cantonese, Putonghua and English) competencies. During the 2022-25 triennium, the University implemented a comprehensive and effectiveness-oriented language support strategy through the Language Enhancement Programmes (LEP). The main objectives were to enhance students' academic literacy and language skills for university success and career readiness. This strategy encompassed a structured formal curriculum, non-formal learning activities, integration of artificial intelligence (AI) and self-directed learning, targeted support for non-local and non-Chinese speaking (NCS) students, and alignment with Greater Bay Area (GBA) initiatives. The initiatives aimed to address diverse student needs, monitor language proficiency, and create a vibrant environment for language learning.

➢ *Key Achievements*

2. **Curriculum Enhancement**: The Centre for Language in Education (CLE) delivered 1,030 course groups with 20,563 enrolments and primarily served UGC-funded undergraduates. Student evaluation scores rose from 3.40 (2022/23) to 3.49 (2024/25). Innovations included a Business English Minor, the integration of the International English Language Testing System (IELTS) and revamped Putonghua courses that feature GBA workplace language.

3. **Proficiency Gains**: Final-year students achieved mean IELTS scores of 6.98 (2022/23) and 6.97 (2023/24), with 579 students earning scholarships for scores of 7.0 or above as of May 2025. Putonghua proficiency improved: qualifying final-year students increased from 585 (2021/22) to 620 (2022/23) and 665 (2023/24).

4. **Learning Environment**: Over 5,100 hours of workshops and consultations attracted 13,800 attendees. The English Café, TEDxEdUHK events, AI tools and Metaverse platforms enhanced engagement. Arthur Samy Language Learning Centre (ASLLC) usage surged after the pandemic.

5. **Diverse Support**: Tailored programmes for NCS students received over 90% positive feedback. Foreign language workshops in Arabic, Japanese and others recorded 5,034 attendances.

6. **Global Opportunities**: Exchange programmes resumed with workplace language preparation and GBA-focused materials supporting internships and study trips.

➢ *Overall Impact*

7. The Language Enhancement Grant funding benefited over 47,800 student participants, thus enabling curriculum innovation, proficiency tracking and dynamic learning environments. It sustained high performance in standardised tests and increased engagement demonstrate effectiveness in enhancing language skills, employability, and alignment with regional goals.