

The University of Hong Kong

Executive Summary

The Teaching Development and Language Enhancement Grant (TDLEG) for the 2022-25 triennium has been instrumental in advancing the University’s strategic vision for teaching and learning (T&L), guided by the 2016-25 Vision document, the Undergraduate Teaching and Learning Strategy for 2021–28, and the evolving impact of Generative Artificial Intelligence (GenAI) on higher education. Aligned with the “3+1 Is” framework, namely, Innovation, Internationalisation, and Interdisciplinarity driving Impact, TDLEG has catalysed transformative initiatives in both teaching development (TD) and language enhancement (LE). The primary objectives of this funding are to establish accessible platforms that enhance the University’s capabilities, particularly in virtual T&L (VTL), and through professional development, to cultivate an environment where technology and learning analytics are seamlessly integrated into the holistic student learning experience.

Teaching and learning

A key focus during 2022-25 has been internationalisation. Over the past three years, Times Higher Education has consistently ranked HKU among the world’s most international universities. This recognition is underpinned by a diverse student and staff community, as well as an extensive network of partner universities supporting student exchanges and collaborative degree programmes. The introduction of a student Code of Academic Conduct in April 2023 further underscores HKU’s commitment to diversity, equity, and ethical engagement, fostering an inclusive academic environment. With support from TDLEG, the University has launched Collaborative Online International Learning courses with distinguished institutions, promoting cross-cultural engagement and global competence. The establishment of the Future Readiness Initiative (FRI) in 2023 has also helped first-year undergraduate (Ug) students transition from secondary school to a culturally inclusive university environment. Additionally, the resumption of the Teaching Exchange Fellowship scheme in 2022-23 has facilitated cross-institutional visits, enabling the sharing of pedagogical innovations.

During the 2022-25 triennium, the University has placed a strong emphasis on integrating innovative technologies into the curriculum, resulting in significant achievements. The introduction of mandatory AI literacy courses as a graduation requirement beginning in 2025-26 underscores the University’s forward-thinking approach. Pilot courses such as “AI Literacy I” have already demonstrated notable success. Complementing this, a dedicated AI-focused Area of Inquiry (AoI) within the Common Core (CC) curriculum will require students to enrol in at least one course starting from 2025-26. The establishment of inter-Faculty schools in 2024-25, including the School of Computing and Data Science and the School of Innovation, will further promote interdisciplinary education through pioneering, cross-disciplinary programmes with a strong emphasis on AI. Substantial funding from TDLEG has been allocated to encourage teaching innovation, particularly in VTL and GenAI-related initiatives. Notable examples include the “Curios” project, which developed an affordable and fully functional educational metaverse for teachers and students; the spatial humanities project, which converted archaeological data into three-dimensional models; and the Video Vox 2.0 learning management system project, which has been integrated with the Peer Evaluation Platform into Moodle, enabling single sign-on and synchronised course enrolment. Other teaching innovation projects focus on pedagogical advancement and assessment redesign, alongside digital and AI literacy enhancement projects supported by the LE component. Additionally, the Teaching Development Grant (TDG) scheme has supported numerous projects focused on the use and development of innovative technologies in education.

In advancing interdisciplinarity, CC has played a pivotal role in promoting cross-disciplinary studies and Ug research. The introduction of CC Microcredentials has enabled students to pursue cross-disciplinary learning and research. As part of the FRI, CC has also organised a diverse range of activities, fostering both interdisciplinarity and internationalisation. Furthermore, CC and Faculties have incentivised

students to undertake research locally and overseas across a broad spectrum of disciplines. Two pioneering schemes viz. the Eureka initiative and the Hong Kong Project, were launched in 2023-24 to encourage inquiry-based projects.

Interdisciplinary approaches have been instrumental to advancing student well-being in recent years. University-wide initiatives such as Wellness@HKU and Lead for Life have achieved notable success in promoting holistic development. The University's strong commitment to interdisciplinarity has garnered extensive recognition. Notably, the cross-institutional "Holistic Competency and Virtues Education" (HAVE) team, driven by an IICA collaboration led by HKU, was awarded the 2024 UGC Teaching Award in the "Collaborative Teams" category for its contribution to developing a standard framework for assessing and certifying generic skills in higher education. Furthermore, "Students as Partners" (SaP) is a key component of HKU's mission in T&L. Supported by TDLEG, a University-wide community of practice has been established, contributing to frameworks for SaP engagement and student leadership. In addition to numerous TDG projects involving students as co-investigators or assistants, the University has also actively participated in several IICA projects that promote active student engagement in learning.

The University systematically utilises data to inform the planning, monitoring, and enhancement of T&L. This is accomplished through a range of mechanisms, including the Student Learning Experience Questionnaire, Student Feedback on Teaching and Learning, and comprehensive curriculum review processes. The adoption of learning analytics has become widespread. HKU has also taken the lead in an IICA project to critically analyse the intertwining relationship between the student learning experience and achievements, as well as the transferability of these insights to various scholarship of T&L research publications. The findings have been shared with the broader academic community.

Language enhancement

The LE Grant is dedicated to providing high-quality courses and activities that support both academic studies and career development. To evaluate the effectiveness of the offerings, regular course reviews, impact study, student feedback surveys and other quality assurance and quality enhancement mechanisms are conducted to identify strengths and areas for further improvement. Innovative pedagogies, including AI integration, a Virtual Reality speech training platform, and other digital tools, are embedded in courses and support services to foster adaptive learning and real-world language applications, while enhancing students' AI literacy skills. The Communication Support Services, the Chinese Enhancement Resources and the Chinese Help Desk empower students to pursue self-directed learning to meet their diverse needs. The Communicative-Intensive Course initiative further strengthens the University's strategic goal by developing and recognising courses that strengthen students' communication competencies.

Experiential learning programmes and cultural activities deepen students' understanding of Chinese language and culture. A wide range of activities are organised to stimulate students' interest in foreign languages and cultures, and enrich their global awareness and cross-cultural competencies. Consultation sessions and an experiential learning programme are offered to non-Chinese speaking students to improve their written and spoken Chinese.

TDLEG for 2022-25 has significantly contributed to the enhancement of TD and LE through international partnerships, educational innovations, particularly the integration of VTL and GenAI, interdisciplinary initiatives, and the expanded use of learning analytics. These efforts have improved the student learning experience and further reinforced HKU's status as a world-leading university.