

Lingnan University

Executive Summary

The Teaching Development and Language Enhancement Grant (TDLEG) for the 2022-25 triennium has been instrumental in advancing Lingnan University (LU)'s strategic vision of "Optimising Liberal Arts Education in the Digital Era". This report presents a comprehensive summary of the achievements, challenges, and outcomes of utilising the TDLEG funding to enhance teaching and learning experiences across the university. LU also ensures the use of TDLEG in this triennium aligns with key areas to *deepen Virtual Teaching and Learning (VTL) adoption, encourage inter-institutional collaboration, and promote diversity of language learning.*

Advancing Virtual Teaching and Learning (VTL) Adoption

The Teaching and Learning (TL) initiatives are structured around seven key action areas, aligned with LU's Strategic Plan 2022-28, to strengthen LU's adoption of VTL:

Table 1: Seven Key Action Areas of TL Initiatives

	Key Action Areas	Description
1	Learning Innovation	Implementing cutting-edge approaches to VTL to enhance student engagement and learning outcomes
2	Learning Design	Enhancing curriculum and blended learning methodologies, in line with pedagogical best practices and instructional strategies
3	Learning Enhancement	Providing comprehensive professional development for academic staff, emphasising innovative VTL practices and the integration of emerging technologies to enhance the learning experience
4	Learning Spaces	Upgrading facilities, equipment, and infrastructure to create dynamic and supportive learning environments conducive to innovative teaching methods and approaches
5	Learning Support	Delivering multifaceted, student-focused resources and academic support services that cater to diverse student needs
6	Learning Communities	Fostering partnerships, communities of practice and cross-institutional collaborations that promote interdisciplinary knowledge sharing to advance educational excellence and drive innovative practices
7	Learning Analytics	Utilising and leveraging data-driven analytics and insights to inform and drive pedagogical improvements, focusing on student performance metrics to inform and enhance teaching practices

Our overarching approach has been "Learning Led and Technology Enabled", emphasising student-centred liberal arts education while leveraging technological advancements to enhance teaching and learning outcomes.

The rapid emergence of Generative Artificial Intelligence (GAI) has prompted us to adapt and expand our learning innovation initiatives. LU has provided ChatGPT4.0 and DeepSeek for all staff and students and established comprehensive ethical guidelines to ensure the responsible usage. TDLEG has enabled our implementation of practical tools to foster a student-centric learning environment. The introduction of "Feedback Fruits", flipped classroom, GAI tools such as Mentimeter and Canva has enriched student engagement and learning experience, as evidenced by the improvement of CTLE scores in the question "the teacher utilised technology effectively to enhance my learning" from 5.09 in Term 1, 2022-23 to 5.19 in Term 2, 2023-24. Innovative technology-driven learning spaces have also contributed to a higher satisfaction with the learning environment among students. The First Year and Final Year Student Learning Experience Surveys (FYFYSLES) in this aspect have increased from 3.67 in 2020-21 to 3.92 in 2023-24. Unihub, one of the key initiatives of the top-sliced TD projects, has improved student participation and feedback rates in outside-classroom learning activities.

During this triennium, LU launched 31 Teaching and Development Grant (TDG) projects, focusing on innovative pedagogies such as immersive learning, blended education, and cross-disciplinary collaboration. These projects aim to advance teaching quality through innovative pedagogies, including VTL and other educational technologies. In the scope of Virtual Reality (VR), noticeable projects such as "Immersive VR in Blended Learning" and "ESG City – The Metaverse City for Cross-disciplinary ESG Education", have engaged approximately 340 students across multiple courses,

significantly enhancing their learning experiences and satisfaction rates.

This effort is reinforced by Communities of Practice (CoPs), which facilitate ongoing sharing of best practices both within LU and with other universities in the Greater Bay Area (GBA). This cross-institutional collaboration has strengthened LU's academic offerings and regional networks, as evidenced by the achievement of quantitative key performance indicators (KPIs) and qualitative feedback from members of the CoPs.

The Teaching and Learning Centre (TLC) has implemented three professional development programmes to elevate teaching standards. Additionally, over 40 workshops and seminars on technology-enhanced teaching and learning have been delivered to students between July 2022 and March 2025, along with flexible, self-learning short courses made available through LinkedIn Learning for both staff and students.

The Teaching and Learning Data Warehouse (TLDW) has further strengthened our student-centric approach to utilising data in reporting processes, enabling the effective use of data in quality assurance and the enhancement of teaching and learning. LU's commitment to using data to inform teaching and learning improvement is evidenced by our increase in response rates across essential surveys, such as FYFYSLES, from 52.3% in 2020-21 to 61.1% in 2023-24. Satisfaction with programme quality has also improved, increasing from 3.70 in 2020-21 to 3.93 in 2023-24. The third-round Quality Assurance Council (QAC) Audit Panel also found that TLDW provides a more structured approach to using data in the review and enhancement of teaching and learning, and identified our strong teacher-student relationships as a feature of good practice (QAC Audit Report, Sections 3.1 and 7.3).

Language Enhancement

LU's language enhancement activities are primarily facilitated by the Centre for English and Additional Languages (CEAL) and the Chinese Language Education and Assessment Centre (CLEAC). Throughout this triennium, both centres have provided complementary enhancement activities across LU, aligning with the priorities set forth for the Language Enhancement Grant (LEG):

- Adopting a student-centred technology-enhanced language learning strategy;
- Focusing on VTL as a core dimension of language-learning pedagogy;
- Continuing extra-curricular Chinese language and cultural Lingnan Language Enhancement Initiative (L²EI) activities via a LU residential platform for local and non-local students' integration, with special attention to the needs of local students from non-Chinese speaking (NCS) families;
- Designing tailor-made e-Learning materials for both LU students and Chinese/English/other language learners/NCS students in the Hong Kong region;
- Focusing on language learner profile/assessment and learning analytics.

The CEAL has embedded and fine-tuned the implementation of the English Language Enhancement (ELE) curriculum, maintaining small class sizes (20 students or fewer) to ensure active participation and student engagement. Technology integration in teaching and learning has been highly effective, as evidenced by positive CTLE results for key courses.

A distinctive feature of CEAL is the English Language Support Service (ELSS), staffed by Visiting English Tutors (VETs). ELSS offers extensive support through one-to-one tutorials, group sessions, and social activities, aligning closely with the English skills taught in the ELE curriculum. Notably, 73% of participants rated these services as "extremely professional". VETs also lead a variety of extracurricular activities, designed to engage students socially and academically to enhance their English exposure and proficiency. These are evidence of CEAL's student-centred learning approach. Since the resumption of exchange activities in 2023-24, demand for language support, particularly for IELTS preparation, has increased. CEAL also offers a selection of modern foreign languages, and delivers courses in French, Spanish, Japanese, and Korean, and has launched a Minor programme in Korean Language and Culture.

The CLEAC has significantly advanced language learning through five key areas, as mentioned above. The Chinese Peer Learning Programme trained 99 student-tutors to support 259 non-Chinese-speaking students across 1,635 learning hours. The "GoChinese" e-Learning platform surpassed KPI targets by 163.3%, with students logging an average of 105.3 learning hours per year outside of class. Both CEAL and CLEAC utilise various data to inform the quality of their teaching and learning, employing the

Early Alert System to identify students who may require additional support and help in learning English.

Aligning with the priorities set to use LEG, CLEAC defined eight KPIs for teaching and learning effectiveness including 1. CLEAC's overall CTLE Mean Scores are above LU's overall Mean Scores; 2. Students' learning outcomes after completion of the required Chinese core courses; 3. Longitudinally tracking students' Putonghua proficiency improvement; 4. Number of hours spent on Chinese e-Learning Platform after class; 5. Exit level of Putonghua proficiency for graduating students; 6. Number of participants and programmes offered under L²EI per annum; 7. Reward and award schemes for PSC; 8. Ongoing staff development. CLEAC has not only met but exceeded these KPIs. Evidence of impact includes: L²EI hosted 60 extracurricular activities with 2,955 participants, receiving evaluation scores averaging 4.58/5. Data-driven assessment strategies yielded impressive results, with the Chinese Communicative Competency Test (CCCT) achieving proficiency scores of 84.4 in Putonghua and 71 in written Chinese, both significantly surpassing the target score of 65.

Significant effort has been made in CLEAC to provide greater support for NCS students at LU. These initiatives represent LEG's strategic and effective use to enhance language learning and cultural understanding among our students.

Inter-Institutional Collaboration

LU has led significant Inter-Institutional Collaborative Activity (IICA) projects, including ongoing activities, such as seminars and workshops, to share best practices across UGC-funded universities on TDLEG-funded projects.

One of the two noticeable IICA projects is "Extending the Online Standards and Enhancing Professional Practices for Virtual Teaching and Learning". This collaboration among HKUST, PolyU, and CUHK developed a quality assurance framework and standards for online learning and teaching, creating an accessible online toolkit that incorporates best practices and pedagogical innovations in VTL and blended learning.

The development of an **IDEAL-Gen.AI platform** (<https://www.ideal-gen.ai>) fosters learner-centred approaches and enhances teaching and learning outcomes across institutions. The IDEAL-Gen.AI platform bridges theory and practice. For example, the platform's AI-generated simulations for LU's *Leadership Incubation Programme* immerse students in real-world scenarios, fostering critical thinking and problem-solving skills. The platform aligns with the Hong Kong Qualifications Framework (HKQF), and the curriculum design uses AI to integrate cutting-edge disciplinary knowledge. This platform exemplifies the UGC's vision of "ambassadors of good teaching". The platform would serve as a best practice and contribute significantly to bridging local universities with those in mainland China, particularly the GBA, and strengthen Hong Kong SAR's position as a premier international education hub.

Overall Impact

The TDLEG funding has enabled the transformation of teaching and learning at LU in several significant ways:

1. **Enhanced Digital Literacy:** Both faculty and students have developed stronger digital competencies, preparing them for the evolving educational and professional landscape, evidenced by the number of workshops being held, positive workshop evaluations, and the actual integration of technology as reported through the academic unit's Annual Programme Report (APR).
2. **Innovative Pedagogy:** The integration of GAI, VR, and other technologies has revolutionised teaching approaches, making learning more student-centric, engaging, and effective, evidenced by the improvement trend in CTLE, student surveys, and qualitative positive feedback at the Staff-Student Consultation Committee (SSCC).
3. **Data-Informed Decision Making:** The implementation of learning analytics has provided academic units with the insights and details for continuous improvement in teaching and learning practices, evidenced by positive feedback from academic leaders and comments from the Audit Panel of the third-round QAC Audit.
4. **Cross-Institutional Knowledge Sharing:** Our collaborative projects have fostered a culture of innovation and best practice sharing across local higher education institutions and other

institutions in GBA, evidenced by the number of CoPs held and participation at inter-university seminars and workshops.

LU rigorously measures student learning outcomes and uses data to improve the quality of our teaching and learning, as supported by the evidence presented in this report and findings from the QAC third-round audit report. As the education sector is impacted by digitalisation and GAI, LU has created an environment conducive to teaching innovation and measures the effectiveness of what we have implemented, which feeds back into the evidence base of what works. Through evidence-based assessment, LU has effectively leveraged the TDLEG to position itself at the forefront of educational innovation in Hong Kong, enhancing its reputation as a leading liberal arts institution committed to excellence in teaching and learning in the digital era, supported by substantial evidence through both internal and external reviews.