

The Hong Kong Polytechnic University

Executive Summary

The Hong Kong Polytechnic University (PolyU) continues to leverage the Teaching Development and Language Enhancement Grant (TDLEG) allocated by the University Grants Committee (UGC) in the 2022-25 triennium to advance its strategic direction and institutional development. This triennium-end Final Report provides a comprehensive overview of the achievements across all TDLEG supported initiatives, demonstrating their contribution to pedagogical innovation, language proficiency enhancement, and the broader strategic objectives of the University. Through these initiatives, PolyU reinforces its commitment to academic excellence, transformative education, and meaningful partnerships, ensuring its position as a leading global institution dedicated to societal and technological advancements.

Teaching Development Grant

Building upon the strategic focus on Virtual Teaching and Learning (VTL) at PolyU during the 2022-25 period, PolyU emphasised leveraging the opportunities presented by the "new normal" to enhance the student learning experience. Through competitive bidding and internal vetting, a total of 64 projects of varying scales were funded; these projects span three key areas:

1. Deepening VTL projects
2. Supporting General Teaching Development via Small to Medium Scale Projects
3. Sustaining and Extending Impact projects

Additionally, multiple Communities of Practice and a couple of subsidy schemes were established to foster professional development. To address emerging educational needs, two rounds of seed funding focusing on digital literacy and Generative AI (GenAI) were introduced at the departmental/school level, which provided faculty-led platforms for breeding innovative practices and campus-wide knowledge exchange. Furthermore, the Collaborative Online International Learning initiative was implemented to allow more students to benefit from global exposure. A longitudinal study on the impacts of learning and teaching enhancements on students' learning experiences and outcomes was launched to systematically evaluate the cumulative effects of various pedagogical innovations implemented in recent years.

Active staff participation in Teaching Development Grant projects has yielded significant benefits, with noticeable improvements in student learning experiences and outcomes. The resultant outputs and exemplary practices were widely disseminated through multiple academic and professional channels, including seminars, workshops, peer-reviewed publications, instructional resources, exhibitions, and conference presentations. The recognition of several projects through international nominations and awards further attested to their substantive contributions to pedagogical innovation and the advancement of teaching scholarship.

Language Enhancement Grant (LEG)

The Language Enhancement Grant (LEG) supports PolyU's English Language Centre (ELC) and Chinese Language Centre (CLC) in enhancing students' language proficiency through a multifaceted approach encompassing curricular, co-curricular, and extracurricular activities. Within the formal curriculum, both centres integrate GenAI into teaching methodologies. For example, ELC has incorporated AI-assisted interview simulations into assessment, while CLC has adopted various AI-enhanced tools to support student learning. CAR+ subjects were designed to address students' specific language weaknesses. CLC has refined the Chinese Writing Requirement to emphasise critical thinking, while ELC offers supplementary workshops and peer-led activities. Extracurricular support is provided through self-access learning centres, such as ELC's Centre for Independent Language Learning, which hosts workshops and student clubs (e.g., English Drama Club). Similarly, CLC's Chinese Self-learning Unit offers personalised consultations and cultural events, including the Chinese Classics Recital Show. ELC also runs the university-wide 3-Minute Thesis competition. Additionally, the two centres co-organised an international symposium on AI in language education in May 2025.

Both centres prioritise flipped and blended learning models. ELC formally flipped course delivery, incorporating AI-powered speaking consultations into teaching and learning. CLC launched the 'Bridging E-learning Putonghua Scheme' to support non-Chinese-speaking students.

Initiatives in enhancing Japanese, Korean, and European languages, including cultural workshops, study tours, and professional training, engaged over 4,000 participants and strengthened institutional ties with international consulates.

The LEG 2022-25 has significantly enriched language education at PolyU, fostering global engagement and interdisciplinary collaboration. Continued support will further enrich the learning experience of our students and foster stronger connections between our university and the global community.