

To: University Grants Committee Secretariat

**Teaching Development and Language Enhancement Grant (TDLEG)
in 2022-25 Triennium**

**Triennium-end Final Report
(Deadline: 30 June 2025)**

University	:	Hong Kong Baptist University
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Important Note:

- The triennium-end final report should be a succinct and concise report on the outcome, impact and evaluation of the teaching development (TD) and language enhancement (LE) projects funded by the TDLEG.
- This report should be a self-critical, reflective review on the progress, achievement and monitoring mechanism, among others, of the TDLEG and its funded projects vis-à-vis detailed descriptions of the project initiatives.
- Universities should adhere to the page limit set out in the report template so as to facilitate the conduct of effective reviews. Universities are also advised to limit the appendices and refrain from submitting samples of student portfolios, quality assurance reports and source data of course/programme evaluation.
- On assessing the effectiveness of the funded initiatives, the UGC attaches importance to critical reviews on the depth and extent of impact of the funding as well as evidence-based approach in elaborating on the outcome of individual projects with the use of appropriate reflective key performance indicators (KPIs). Universities are also encouraged to furnish learner impact datasets, such as student satisfaction ratings, as empirical evidence of the initiatives' effect on student outcomes.

Part I: Executive Summary

- 1.1 Hong Kong Baptist University (HKBU) puts the Best Student Experience (BSE) as the first strategy in its Institutional Strategic Plan (ISP) 2018-28 and commits to nurturing future-ready and future-shaping graduates in its Planning Exercise Proposals (PEP) 2022-25 and 2025-28, respectively. Building on the successful practices recognised by the UGC-QAC Quality Audit, HKBU utilised TDLEG to pursue these goals.
- 1.2 109 student collaborators were engaged to integrate Virtual Teaching and Learning (VTL) into 33 General Education (GE) courses, benefiting 2,350 students. Experiential learning (EL) and service-learning (SL) expanded significantly, with community partnerships increased by 111%. Over 85% of participants reported positive community impacts. Students engaged in inquiry-based transdisciplinary projects, developing empathy, collaboration, and problem-solving skills.
- 1.3 An artificial intelligence (AI)-assisted Online Management System summarised students' progress and enabled more personalised feedback to students in the Transdisciplinary Individualised Major Programme. In addition, collaborations with 16 institutions across 13 countries through 12 Small Private Online Courses (SPOCs) created a global learning community benefiting 2,641 students.
- 1.4 378 first-year undergraduates in the transdisciplinary programmes completed study projects in the compulsory Global Challenges courses. The projects attracted more than 5,000 participants from the community.
- 1.5 Around 200 workshops for staff development, covering the use of Generative AI (GenAI) in teaching, benefited more than 8,800 participants. Over 70% of 23 Teaching Development Grant (TDG) projects focused on VTL/Innovative Technology-in-Education (ITE). An e-flipbook showcasing AI-assisted assessment cases was published in February 2025. Higher Education Academy (HEA) Fellowships awarded at HKBU increased by more than threefold to 85.
- 1.6 Courses in English, Chinese, Putonghua, and 5 additional languages offered by the Language Centre (LC) had a total enrolment of over 33,500, with high satisfaction ratings. Personalised services for 1,334 students improved speaking and writing skills, and 424 students earned a minor in an additional language. AI-adoption was robust in language courses, promoting digital communication and personalised learning (average adoption rate 90%).
- 1.7 The English in the Disciplines (EID) programme, in collaboration with 21 departments, conducted 127 workshops and 398 consultations, benefiting 5,590 students. Peer-assisted learning supported around 2,000 students, with improved performance among English peer tutees.
- 1.8 The Global Dialogues series engaged over 1,200 students in Zoom discussions with overseas students on global challenges. The Intercultural Immersive Exchange (IIE) programme supported 88 students in summer immersions in 18 countries, enhancing their intercultural competence and global citizenship.
- 1.9 Creative communication skills were fostered through 21 competitions and awards in AY2022/23-AY2024/25, including the Hung Leung Hau Ling Young Writer Award. 73 HKBU students and graduates won external Chinese literary awards.
- 1.10 In sum, TDLEG significantly elevated teaching and learning (T&L) at HKBU. Future efforts will further refine the transdisciplinary programmes, develop learner-centred applications of ITE and VTL in the curriculum and process rubrics for authentic assessment. Language learning will be more closely integrated with the formal curriculum and aim to develop students' communication abilities involving AI and intercultural competence.

執行摘要

- 1.1 香港浸會大學（浸大）在其 2018-28 年《策略發展計劃》中將「最佳學生體驗」（BSE）作為首要策略，並在 2022-25 年及 2025-28 年《規劃工作建議書》（PEP）中分別承諾培育未來就緒和能塑造未來的畢業生。在獲得大學教育資助委員會轄下的質素保證局（UGC-QAC）認可的基礎上，浸大運用「教學發展及語文培訓補助金」（TDLEG）追求這些目標。
- 1.2 109 名學生協作者參與將虛擬教學（VTL）整合到 33 門通識（GE）課中，惠及 2,350 名學生。體驗式學習（EL）和服務學習（SL）規模顯著擴大，社區合作伙伴增加了 111%。超過 85% 參與者表示其活動積極影響社會。學生參與了以探究為基礎的跨學科項目，培養同理心、協作和解決問題的能力。
- 1.3 「人工智能（AI）輔助線上管理系統」追蹤跨學科自訂主修的學生的學習進度，並提供更個人化回饋。此外，通過 12 個小規模限制性線上課程（SPOCs），與來自 13 個國家的 16 所機構的合作創建了一個全球學習社區，惠及 2,641 名學生。
- 1.4 378 名跨學科課程的一年級本科生完成了必修的全球挑戰課程中的學習項目。這些項目吸引了來自社區的超過 5,000 名參與者。
- 1.5 約 200 場教師發展工作坊（含生成式 AI（GenAI）教學應用主題）惠及超過 8,800 名參與者。23 個「教學發展補助金（TDG）項目中，超過 70% 聚焦 VTL/創新科技教育（ITE）；2025 年 2 月發佈 AI 輔助評估案例電子書。獲頒「英國高等教育學會會士」（HEA Fellowships）的浸大教職員增加了三倍以上，達到 85 人。
- 1.6 語文中心（LC）提供的英語、中文、普通話和其他 5 種語言課程的總註冊人數超過 33,500 人，滿意度評分很高。通過個性化輔導服務，1,334 名學生在口語及寫作能力上顯著提升，另有 424 人完成第二外語副修課程。語言課程 AI 應用率達 90%，有效促進數位化交流能力與個性化學習。
- 1.7 「學科英語」（EID）課程與 21 個學系合作，共開辦 127 場工作坊及 398 次輔導，協助 5,590 名學生。約 2,000 人參與朋輩助學計畫，接受英語輔導的學生學業成績均有明顯提升。
- 1.8 「全球對話系列」活動組織 1,200 餘名學生與海外學子在線研討全球議題；「跨文化沉浸式交流計畫」（IIE）資助 88 名學生赴 18 國開展暑期交流，有效提升參與者的跨文化溝通能力與全球公民意識。
- 1.9 2022/23-2024/25 學年間共舉辦 21 項創意語言賽事，包括「孔梁巧玲文學新進獎」。73 名浸大學生及畢業生獲得校外中文文學獎。
- 1.10 總結，「教學發展及語文培訓補助金」顯著提升了浸大的教學和學習。未來將進一步完善跨學科課程，開發以學習者為中心的 ITE 和 VTL 在課程中的應用，和供真實評估使用的學習過程評核標準。語言學習將更緊密地連結正式課程，並培養學生涉及人工智慧的溝通能力和跨文化能力。

Part II: Overview

A. Teaching and Learning

- 2.1 HKBU identifies BSE as the foremost strategic priority in its ISP and aims to nurture future-ready and future-shaping graduates as outlined in its PEPs 2022-25 and 2025-28, respectively. Building on the good practices recognised by the UGC-QAC Quality Audit, HKBU used the TDLEG to: (a) cultivate a digital, multicultural, and inclusive learning environment; (b) enrich on- and off-campus learning through inquiry and experiential/service-learning; (c) empower students to make use of global opportunities and contribute to global issues; and (d) elevate teachers' capacity to pursue pedagogy and curriculum development through innovative technology and VTL.

Cultivating a Digital, Multicultural, and Inclusive Learning Environment

- 2.2 HKBU integrated ITE and digital resources to foster an inclusive, collaborative environment, underpinned by innovative pedagogy.
- 2.3 Students took active roles as co-creators in the construction of the digital, inclusive learning environment. In the general education (GE) programme, instructors engaged students to integrate Virtual Teaching and Learning/Digital Teaching and Learning (VTL/DTL) into course design and delivery, develop course materials, co-deliver technology-enhanced activities, and provide peer support in collaboration with staff partners. Digitally supported learning significantly enhanced student-staff collaboration, improving teaching quality and fostering meaningful collaborative learning experiences.
- 2.4 An AI-assisted Online Management System was launched in 2025 for the Transdisciplinary Solution-based Learning Modules in the Individualised Major Programme. This online system would be used to support students' personalised learning pathways starting from AY2025/26. It had an AI function for summarising the progress of the students and assisting the Academic Supervisor to provide personalised feedback to students.



- 2.5 One of the sustained endeavours for flexible, interactive, and internationalised blended learning experiences was the SPOCs. Participants indicated they had learned substantially from the blended learning activities (4.2/5).
- 2.6 Reflection: HKBU was mindful of the need to evaluate the impact of digital tools on users. We were yet to fully develop rubrics to monitor students' progress in using digital tools appropriately to improve their work. Such rubrics were also needed to provide timely feedback to students and inform staff to promptly adjust their teaching to incorporate digital technologies. While online platforms foster interaction, they also needed to blend with physical interaction.



Enhancing Students' Learning Through Inquiry and Experiential/Service-Learning

- 2.7 The 2022-25 triennium witnessed an expansion of General Education-experiential learning (GE-EL), service-learning (SL), and community partnerships. Over 85% of students, community partners, and instructors agreed that SL had a positive community impact. Community partners reported improved service quality within local organisations (8.28/10). Pre- and post-test results indicated that students had an increased awareness of issues affecting disadvantaged groups (6.82 to 7.86) and a greater sense of responsibility to support those in need (7.47 to 8.13). SL also fostered empathetic care (7.65 to 8.25) and enhanced professional skills (6.96 to 7.88), such as collaboration and problem-solving, contributing to a more responsive, inclusive, and sustainable community.



- 2.8 1,177 students were engaged in inquiry-based learning in 25 GE Capstone EL courses to explore the technological impacts on society and to develop innovative solutions to real-world challenges. In the “Global Outreach” EL course, students spent four weeks in non-local learning, developing solutions to local, regional, or global challenges. Students in another EL course addressed the difficulties faced by the elderly when using self-service technologies. The students expressed appreciation in focus group interviews for the opportunities to apply theoretical concepts to real-world projects, which developed their skills in collaboration and research, and encouraged their expanded use of digital platforms and AI for problem-solving.
- 2.9 Inquiry-based learning was emphasised across HKBU’s curriculum, particularly the new transdisciplinary programmes. As an example, students from the Health Innovation and Well-being programme developed and showcased seven smart solutions addressing dementia patients’ and their stakeholders’ mental health, exercise, and sleep problems. Students of the Arts and Technology programme teamed with 20 Thai university students to use art as an effective tool for driving social change. The plight of abandoned pets was highlighted in one interactive exhibit in which motion sensors triggered animal sounds to emerge from innocuous trash heaps.
- 2.10 Reflection: Our evidence showed improved student competence and community impact in EL and SL. Yet, we would, together with the community partners, ascertain that such impact would be sustained. We would also devise assessment tools to integrate community partners’ input into student assessment while maintaining validity and reliability across different partners. We would develop appropriate toolkits for these purposes.

Preparing Students for Opportunities Across the Globe and Contributing to Global Issues

- 2.11 Students were prepared for opportunities through innovative, transdisciplinary learning and numerous practical experiences that developed their skills while solving local and global challenges via cross-cultural collaboration.
- 2.12 Organically intertwined with the solution-based learning experiences, structured training was provided to students in the transdisciplinary degree programmes. A spiral framework with three pedagogical stages — connection, complexity, and collaboration — underpinned the Global Challenges courses, compulsory for 378 first-year undergraduates in the transdisciplinary degree programmes. Students in these courses produced showcase- and incubation-worthy projects, which attracted more than 5,000 participants from the community.
- 2.13 Systems thinking and design thinking were integrated in the courses for the BAScT (Individualised Major) students to pose relevant problems and devise effective solutions. With the scholarship from Google Hong Kong, students had free access to courses of the internationally recognised Google Career Certificate to develop their in-demand digital skills and problem-solving skills.
- 2.14 A bilingual board game simulating real-world scenarios related to the 17 Sustainable Development Goals (SDGs) was developed collaboratively by 5 faculty members across disciplines. The board game debuted at the inaugural 2025 Pacific Asia Summit on Transdisciplinary Education (PASTE), with a taster session provided to over 150 participants, and would be included as a teaching tool in the Transdisciplinary Inquiries and Methodologies course, a compulsory course for all transdisciplinary students effective in AY2025/26.
- 2.15 104 students joined Transdisciplinary Integration Tours, which were co-organised with nine partner institutions (universities, NGOs, etc.) from five nations/regions. As pedagogical partners, students co-designed the curriculum, co-created learning resources, and taught others what they had learned. The project was shortlisted as a finalist in [The PIEioneer Awards 2025](#), in the category of Study Abroad and Exchange Experience of the Year.
- 2.16 Reflection: Like all institutions, resources constrained the number of overseas learning opportunities. In addition, we were heedful of the carbon footprints of students’ international travel.



We would adopt two approaches to address the limitations. First, we would work closely with our Zhuhai campus in the Mainland (Beijing Normal-Hong Kong Baptist University, BNU) on cross-border student projects. Students would work on issues of shared concern across two different cultures and systems in a more cost-effective manner. Second, we would diversify local and virtual collaborations and internships. This would also enhance the accessibility and scalability while still enriching the student experience. We would continue to explore and collect evidence on hybrid or online models for international student collaboration. Finally, we would continue to document the SDGs addressed by our courses and learning activities and collect evidence of our impact.

Strengthening Teachers' Capacity in Innovative Pedagogies and Curriculum Leveraging VTL

- 2.17 HKBU combined a bottom-up approach, supporting teacher-initiated exploration, with central professional development opportunities.
- 2.18 Teacher-initiated T&L projects were supported by our TDG Scheme. In the 2022-25 triennium, the Scheme approved 23 projects, with 13 projects sustained from the previous triennium. All projects aligned with the five broad areas of BSE, making positive impacts on a substantial number of students. Projects related to ITE were given higher priority, leading to over 70% of the approved projects incorporating ITE/VTL elements. This prioritisation would continue in 2025-28.
- 2.19 Around 200 staff workshops were offered in different modalities to maximise flexibility and reach, with a focus on ITE (75% of the workshops). They were appreciated by local and overseas participants and had transformative impacts on T&L practices. GenAIs became a new focus since their rise in late 2022. 40 GenAI-themed workshops were offered and attracted 3,134 participants.
- 2.20 University workshops were supplemented with local and international training programmes. For example, 11 instructors and practitioners were supported to attend 3 local and international training programmes to expand capacity in SL, and they then conducted 2 sharing sessions for 64 participants, of whom 90% gave positive ratings. 10 participants of the sharing sessions subsequently used the knowledge gained to develop or enhance 10 SL courses.
- 2.21 International standard professional development was introduced to HKBU, exemplified by the launch of the Advance HE's accredited "HKBU Higher Education Academy Fellowship Scheme" in September 2022. Since then, 85 HKBU members were awarded fellowships, marking a threefold increase compared to the previous triennium when direct application to Advance HE was the only option. Successful fellows supported new applicants, expanding the community of practice and amplifying the fellowship's impact. With over 110 fellowships awarded across different categories, HKBU became the second-largest HEA fellow community in Hong Kong, and our success stories were showcased on [Advance HE's website](#) and a short video testimonial.
- 2.22 Pedagogical approaches tested effective by HKBU teachers were constantly shared within and beyond the University, fostering a community of practice. An [e-flipbook](#) showcasing 21 cases of AI-assisted assessment was published in February 2025, attracting access and positive feedback globally. Readers appraised the e-flipbook as "*the first ever comprehensive book showcasing the real-world practical integration of AI in Education Subject-wise.*" The University also hosted conferences and symposia for practice sharing and idea exchange, with the latest noticeable example being the inaugural 2025 PASTE in June 2025, featuring over 150 participants from 9 countries/regions.
- 2.23 HKBU's exemplary ITE practices were showcased in journals and at local and international events, with 24 colleagues conferred or shortlisted for T&L awards in the last three years.
- 2.24 Reflection: We should keep abreast of or, preferably, stay ahead of the rapid emergence of GenAI tools in our staff development activities. Benchmarking against international standards like



Advance HE would continue to inform our practices and future enhancements of specialised training programmes. Finally, students would be involved in the planning of the staff development programme. By doing so, we would learn from the competent students and better understand the needs of the others.

Focusing on VTL and ITE in TDLEG

- 2.25 The EdTech team was established in AY2022/23 to support the integration of digital technologies in T&L. The team was also building the HKBUUniverse, which would provide a self-access mental health tool (Wellness Detective), a portal to the BNBU campus, virtual reality (VR) capabilities, and GenAI features to support the new GE course “Critical AI Literacies: Embracing AI for Social Good” and other initiatives. As of April 2025, the platform had engaged over 850 students.
- 2.26 The University provided guidelines for the use of GenAI, 13 GenAI tools on the HKBU GenAI platform, and 8 GenAI-powered e-tools for T&L (e.g., Mentimeter and Miro). In AY2023/24 alone, over 650 presentations were created on Mentimeter, joined by about 18,000 participants. Other platforms had been built to support T&L and administrative activities, with the “L&T assistant” chatbot being a notable example. As of May 2025, there were about 200 valid queries received by the L&T assistant.
- 2.27 Enhanced VTL/DTL initiatives were integrated into 63 GE courses and benefited 4,252 students. Feedback from student focus groups revealed that digital tools strengthened students’ application of real-world knowledge and professional skills, such as project management and problem-solving, preparing them for future challenges.
- 2.28 Students developed digital ethics-related scenarios for the award-winning [AIE-AR project](#). A particular learning checkpoint about the ethical use of GenAI tools appealed to 2,427 students during the University Orientation Weeks in 2023 and 2024, with a rating of 4.3/5 on knowledge enhancement in handling ethical challenges.
- 2.29 The “An Introduction to Digital Ethics” online course, co-organised by HKBU and the United Board for Christian Higher Education in Asia, was launched in October 2024. Local and overseas participants were satisfied and appreciated the applicability of the ethical framework to their personal and professional contexts. An advanced microcredential was being developed to provide practical tools for ethical decision-making.
- 2.30 Reflection: HKBU provided centralised support and training in VTL and ITE, e.g., tool subscriptions and the EdTech team. And all academic programmes integrated AI into their curriculum. While we would expand these initiatives, there was a need to document the impact of VTL and use data to inform our future steps and ensure the wise use of limited resources. In addition, we would advance the use of IT in student support (e.g., academic advising and e-portfolio) and learning analytics.



Reflection and Looking Forward

- 2.31 In 2022-25, HKBU implemented a flexible undergraduate curriculum with transdisciplinarity, multiple study pathways, contextualised solution-based learning and authentic assessment as the cornerstones. We had received very encouraging feedback from colleagues, academic peers, community partners and students.
- 2.32 In 2025-28, refining the transdisciplinary programmes to ensure better integration would be the key. We would also further develop learner-centred applications of ITE and VTL, process rubrics for authentic assessment involving community partners, and student support with ITE. We would raise students’ local, national, and global awareness both locally and beyond. The staff development programme, with student input, would be constantly reviewed and adjusted.

B. Language Enhancement

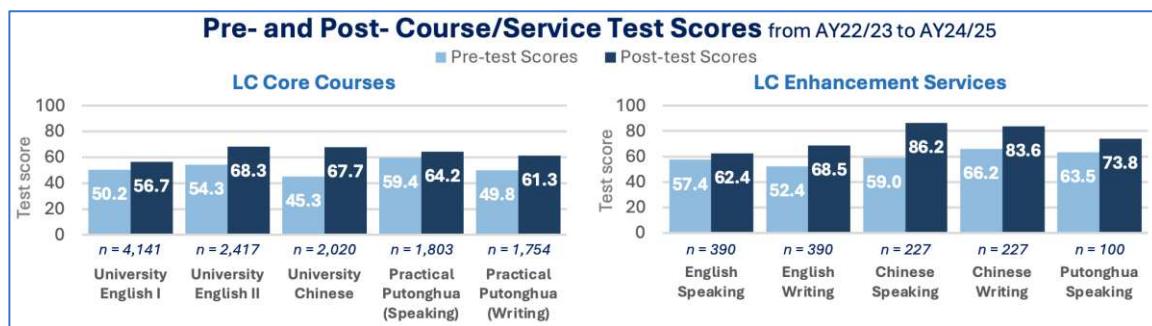
- 2.33 Adopting a competency-based framework, HKBU leveraged the TDLEG to achieve the strategic priority of BSE by developing students' competencies in 4 core domains: academic, professional, intercultural, and creative communication in the age of AI.

Developing Academic Communicative Competence

- 2.34 Effective academic communication is essential for student success, especially for those from secondary schools with Chinese as the Medium of Instruction. Many measures were introduced to strengthen their academic literacy and help them navigate challenges within and across academic disciplines.
- 2.35 Structured learning through credit-bearing courses remained the primary pathway for developing these essential skills. Over the past triennium, the Language Centre (LC) offered core courses in English, Chinese, Putonghua, and additional languages, benefiting over 33,500 students. These courses were rated highly (4.58/5 for teaching and 4.4/5 for learning), underscoring their quality and relevance to student needs.

AY2022/23-AY2024/25 Sem 1	Chinese Courses	English Courses	Putonghua Courses	Advanced English (RPG)
Teaching Effectiveness	4.65	4.50	4.67	4.86
Reflection on Learning	4.50	4.32	4.57	4.77

Pre- and post-course assessments demonstrated significant improvements in students' language proficiency. Personalised enhancement services in English, Chinese, and Putonghua benefited 1,334 students, leading to notable gains in speaking and writing abilities.



- 2.36 To empower students to successfully navigate in disciplinary and transdisciplinary contexts, in collaboration with 21 departments, EID provided 127 workshops (4.20/5), 398 consultations (4.60/5), benefiting 5,590 students and 283 international students in AY2022/23-AY2024/25.
- 2.37 Understanding that some students required additional support, targeted initiatives were implemented. The "Nurturing Global Citizenship through English" course (n=2,400) steadily improved students' English skills through theme-based learning. Coh-Metrix analysis of students' pre- and post-speaking (n=148) demonstrated significant improvement ($p \leq .001$) in lexical density, syntactic structure and textual sophistication.

- 2.38 To promote independent learning, opportunities were created for peer-assisted learning, benefiting voluntary students—1,483 in English, 365 in Cantonese (including non-Chinese speakers), and 127 in Putonghua in AY2022/23-2024/25 (4.66/5). In the AY2024/25 peer-tutoring programme, tutees had significantly better academic performance than non-tutees in 3 assignments in University English I (UEI) (A1, A2, A3).



- 2.39 LC's Self-Access Language Learning (SALL) webpages recorded 252,895 visits, yet in-person visits to the language labs significantly dropped, suggesting changing learning styles of students.
- 2.40 Reflection: LC's programmes for fostering Academic Communicative Competence received very positive responses from students. However, academic departments and LC should work closely together to achieve the desired communication and language learning outcomes. As academic departments would introduce communication competence into the assessment of their formal disciplinary or transdisciplinary programmes, LC would build on the EID and step up its support for academic programmes in this endeavour. LC would evolve to accommodate changing learning styles among students with the use of learner-centred technologies.

Fostering Professional Communicative Competence through Experiential Learning

- 2.41 LC empowered students to apply their linguistic abilities in contexts. A highlight was courses incorporating EL components. For example, 233 students enrolled in the course "Taking a Stand: Turning Research Insights into Policy Recommendations", engaging in public discourse by writing letters to the editor of the South China Morning Post. 49 letters were published. The Sponsorship Scheme in AY2022/23-AY2024/25 supported HKBU students to organise the Hong Kong Diploma of Secondary Education Examination (HKDSE) English Mock Oral Exam for students at Holy Trinity College and St. Louis School, with 194 students acting as examiners for 449 secondary school students (4.25/5). 9 students were engaged as partners to develop 13 audios/videos for independent learning in University English I and II.
- 2.42 Joint workshops with the Career Centre on the Common Recruitment Examination and Joint Recruitment Examination of Hong Kong Government benefited 376 students preparing for civil service careers (4.41/5). 729 students joined workshops on job search skills. Mock internship interviews assisted 80% of students in obtaining internship placements (n=228).
- 2.43 IELTS and Putonghua Shuiping Ceshi (PSC) examination preparation courses were offered (n=706 & n=129 respectively). 611 reporting students achieved an average score of 7.31 in IELTS. For the 375 HKDSE students among them, we converted their HKDSE English levels to IELTS scores based on the benchmarking table provided by the Hong Kong Examination and Assessment Authority. Their average IELTS score improved from 7.15 upon admission to 7.26 after joining HKBU. In Putonghua, 91.3% of the 292 reporting students attained 3A or above in PSC.
- 2.44 Reflection: Consistent with the concept of EID, LC would support the EL and SL components in the academic programmes to strengthen students' communication competencies in professional, social, and cultural contexts. LC would step up its preparation courses for students taking IELTS/TOEFL and PSC and provide subsidies to students to take these tests. Students would then have evidence of their language competences. Besides, such performance measures on these well-recognised external tests from a sufficiently large sample of students were needed as one source of useful information to inform our course planning and improvements.

Cultivating Intercultural Communicative Competence

- 2.45 To cultivate multilingual competence, LC provided courses in French, German, Japanese, and Spanish, totalling 6,041 enrolments in AY2022/23-AY2024/25. The courses consistently received high Course Feedback Questionnaire (CFQ) scores (4.59/5), demonstrating strong teaching effectiveness and student satisfaction. 424 students achieved a minor in a foreign language.
- 2.46 Established in 2024, the IIE programme supported 88 students' overseas exchanges in 18 countries. Results of pre- and post-programme surveys revealed students' improvements in intercultural awareness (Cohen's d: .373), language proficiency (d=.324), whole person development (d=.282), and understanding of SDGs (d=.243).



- 2.47 The Language Exchange Programme (LEx), pairing local and international students for language and cultural exchange, provided them with opportunities to engage in cross-cultural communication and develop global perspectives.



- 2.48 The Culture Exchange Course expanded from an enrolment of 21 students in AY2022/23 to 387 students (including nonlocal students) in AY2024/25. An overall rating of 4.73/5 reflected the course's effectiveness in promoting cross-cultural understanding. The Social Learning Space project featured workshops on culture exchange for 1,083 students.
- 2.49 The [Global Dialogues series](#), featuring 10 Zoom discussions led by experts and academics (AY2022/23-AY2023/24), allowed local students to interact with their international peers. Topics included fast fashion, gender inequality, and marginalisation in education. 379 international students from 10 countries exchanged views on global challenges with 818 local students.



Global Dialogues



Cultural Carnival Workshop



Talk by Spanish Consul General

- 2.50 The Cultural Carnival held in February 2025 further enriched students' intercultural experiences. 300+ students attended interactive activities and talks, including those by the Spanish Consul General and the German Vice Consul General, fostering a multicultural campus environment.
- 2.51 Tailored courses were offered to facilitate non-Chinese speaking (NCS) students' integration into the University and local community. Putonghua and Cantonese courses benefited 204 NCS students (4.78/5), equipping them with essential language skills and cultural adaptability. The plan to offer higher-level Cantonese courses for NCS students was not carried out due to low enrolment.
- 2.52 To promote Chinese culture, 7 field trips to local heritage sites were organised for non-local students (n=162). Virtual field trips featuring Chinese cultural landmarks were incorporated into courses for international students.
- 2.53 **Reflection:** Foreign language education would include more language options to promote diversity and enrich students' intercultural competence. LC would collaborate with the International Office (IO) to include language training into the preparation of outbound exchange students before departure and engage more inbound international students in the Language Exchange Programme. LC would also leverage the cultural activities organised by IO and the Office of Student Affairs to promote language and cultural exchange.

Nurturing Creative Communicative Competence

- 2.54 21 competitions/awards in English, Chinese (including an inaugural Cantonese Recitation Competition themed "Warfare and Conflicts" (干戈竟未休)), and Putonghua were organised in AY2022/23-AY2024/25, attracting 1,876 contestants. Signature events included the Hung Leung Hau Ling Young Writer Award (Hong Kong-wide) and the [13th Intervarsity Chinese Creative Writing Competition](#).
- 2.55 As evidence of impact, 73 HKBU students and graduates won external Chinese literary awards in AY2022/23-AY2024/25. Students' creative outputs were also published in the English newsletter *Buzz* and the Chinese journal *Tributaries*.
- 2.56 **Reflection:** LC had been an important contributor in Hong Kong in promoting creative writing among university and secondary school students. It would continue to seek to collaborate with the relevant academic departments to promote creative writing.

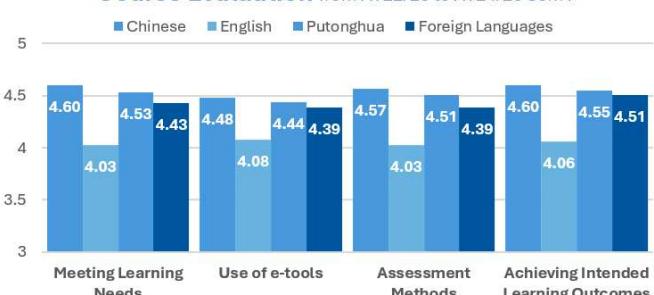
Nurturing Digital Competence for better communication

- 2.57 To support the integration of VTL and innovative technologies into language education, 14 e-learning workshops and seminars were organised during AY2022/23-AY2024/25 on the utilisation of digital tools and strategies to enhance proficiency through technology. All LC courses integrated digital tools and AI (e.g., Padlet, Mentimeter, ChatGPT) to enhance T&L.
- 2.58 A notable initiative was Bytewise, a Generative AI chatbot customisation platform, co-created by LC and the Department of Computer Science in 2024. Bytewise enabled teachers and students to develop customised chatbots using natural language prompts, facilitating personalised T&L. Bytewise had registered 1,885 student/teacher users (134/63 in July 2024 to 1,666/219 in April 2025). In addition, surveys (n=1,185) indicated high levels of AI usage among LC students, with 97.3% of students in Chinese, 96.3% in English, and 87.9% in Putonghua courses to assist their learning (e.g., ideation, summarising, editing, or feedback). 85.3% of Foreign Languages students reported using mobile apps for personalised learning.
- 2.59 A corpus-based approach was adopted in the “Advanced English” course for research postgraduate students, who built their own specialist corpus for discipline-specific language learning and research writing. This approach was also adopted in the course “Gender, Language, and Creativity” for undergraduates, earning Dr. Meilin Chen, the instructor, two internal honours: the GE Award and the President’s Award for Outstanding Performance in Teaching.
- 2.60 Computerised Versant Tests were used for English speaking assessment (n=239). GRE and TOEFL online SALL software benefited 65 students. 14 interactive Putonghua learning videos were produced for flipped learning. The Chinese T&L Support Platform was set up to support self-learning. Some adjustments were made after critical reviews. For example, multilingual Virtual Speech was discontinued due to poor feedback. MyAccess was halted owing to the significant advantages of AI technologies. With the emergence of advanced Cantonese Learning APPs on the market, the development of a Cantonese learning APP was not pursued.
- 2.61 Engagement in the Digital Age: The International Conference on Language Teaching and Learning (18-19 June 2024) organised by LC attracted over 200 language teaching practitioners and researchers. Overall, the integration of innovative technologies, including AI, led to greater student engagement and improved learning outcomes.

Reflection and Looking Ahead

- 2.62 LC’s courses contributed to the development of communicative competencies and students’ readiness for an AI-driven future. Student feedback on 43 LC courses in AY2022/23-AY2024/25 in meeting learning needs and achieving intended learning outcomes was very positive (4.44/5, n=5,187).
- 2.63 Scholarship informed teaching design and practices. Over the triennium, LC scholarly activities included 58 Scholarship Bulletins, 74 conference presentations, 53 publications, 42 seminars, and 5 symposia/conferences.
- 2.64 Looking ahead, key challenges would include balancing AI use with critical reasoning and articulation skills, and promoting consistent independent learning. Efforts would be made to assess AI communication skills in various courses. Addressing these challenges would support continued innovation and ensure students are well-prepared to lead and shape the future.
- 2.65 As a teaching unit serving the whole University, LC would, in addition to its own courses, work more closely with the academic departments/programmes to integrate language and communication education into the formal curriculum.

Course Evaluation from AY22/23 to AY24/25 Sem1

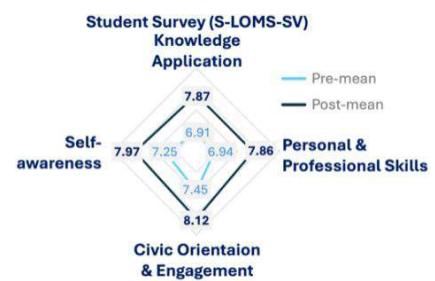


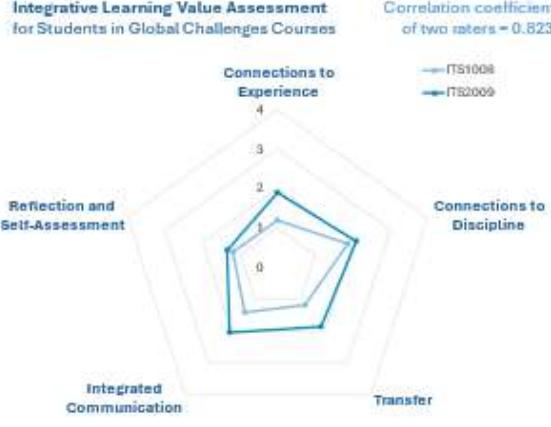
B. Outcomes of Major Funded Initiatives

(i) Title of Initiative under TD Portion (No. 1 of 5)
Virtual Teaching and Learning / Innovative Technology-in-Education
(ii) Brief Description of Project Implementation and Deliverables
Since September 2022, the Strategy for Digital Learning and Teaching (SDLT) had driven the development of VTL as a key part of HKBU's broader ITE strategy. This initiative focused on integrating virtual platforms, digital tools, online assessments, and collaborative technologies to enhance T&L. The main goal was to encourage widespread adoption of ITE while also addressing the strategic priorities and specific measures outlined in the SDLT.
(iii) Outcome and Achievements
Over the past three years, HKBU advanced the integration of VTL and broader ITE practices through coordinated institutional efforts under the SDLT. In the e-Learning Surveys, 93% of teachers in AY2022/23 (n=89) and 97% in AY2023/24 (n=53) reported adopting digital technologies to enhance student learning. By AY2023/24, 76% of Moodle courses included interactive elements, up from 70% in the previous year. To support ITE, HKBU piloted various e-tools, including Mentimeter, Miro, QuestionPro and FeedbackFruits. Standalone, the adoption of digital tools was also evident in daily teaching, with Mentimeter widely used for real-time class interaction, reaching a peak of over 650 presentations and 17,800 participants in September 2023. To complement in-person learning and promote digital internationalisation, 12 SPOCs were offered from AY2022/23 onwards, reaching 2,641 students from HKBU and 16 partner institutions across 13 countries. These courses supported intercultural learning and helped widen global classroom experiences. Further expansion of virtual learning was underway, with the establishment of HKBUniverse being a marked example. It incorporated features such as a self-access mental health tool (Wellness Detective), a virtual BNU campus, VR capabilities, and GenAI tools to support a new GE course on AI literacy, with engagement of over 880 students as of June 2025. To build teaching capacity, HKBU ran 130 ITE- and AI-focused workshops in 2022-25, attracting over 7,000 participants. The sessions were well received, averaging a satisfaction score of 4.52/5. ITE was also a funding priority; over 70% of the active staff-initiated TDG projects between AY2022/23 and AY2024/25 incorporated ITE components, a trend set to continue. HKBU's initiatives gained recognition, with 24 colleagues receiving or shortlisted for T&L awards in the past three years. HKBU's work in ITE was presented in journals and at academic events locally and internationally. In December 2024, HKBU hosted the eLearning Forum Asia (eLFA2024), featuring a dedicated EdTech track and an EdTech Corner to spotlight sector-wide practices. The event attracted nearly 200 submissions and received a quality rating of 4.59/5. In support of broader knowledge sharing, an EdTech Resources page was launched on the Centre for Holistic Teaching and Learning website in late 2024. Featuring the Innovative Teaching Showcase and EdTech Resources Hub, it drew over 500 visits, with viewership steadily rising.
(iv) Evaluation against Reflective KPIs
In response to the University community's growing need for VTL and ITE to provide engaging learning experiences, new technologies were piloted, with well-received ones added to the technological toolset for interactive learning. Students' digital learning was supported by the sustained collection of SPOCs and the newly developed HKBUniverse. Sufficient professional development and funding opportunities were provided to strengthen teachers' capacity to adopt VTL and ITE and innovate their use. Good practices were circulated within HKBU and disseminated beyond.

(i) Title of Initiative under TD Portion (No. 2 of 5)
The Authentic Assessment Paradigm Shift and Academic Integrity at HKBU
(ii) Brief Description of Project Implementation and Deliverables
<p>HKBU made notable progress in shifting to authentic assessment to uphold academic integrity and empower student learning. The implementation was guided by the revised Policy for the Assessment of Student Learning, the SDLT, and the Principles for the Use of Generative AI Tools in Teaching and Learning, and Assessment. These efforts promoted formative and authentic assessments, encouraging critical thinking, problem-solving, and creativity.</p> <p>Key deliverables included the development of rubrics based on real-world scenarios and the integration of ITE, such as GenAI and learning analytics, to support feedback and individualised learning. Professional development workshops were offered to staff, and best practices were disseminated through local and international symposia and conferences. HKBU also expanded access to resources on authentic assessment, and work was underway to launch a new collection of feature stories and best practices. A pilot on learning process assessment rubrics, supported by advanced EdTech tools, is in progress.</p>
(iii) Outcome and Achievements
<p>HKBU undertook a significant transformation in its approach to assessment. An observable trend across the University showed that the majority of university courses adopt an exam weighting of below 40%, with many designed to include at least three distinct types of assessment tasks. There was an increase in the use of digital tools in assessment, with 70% of students responding positively to these methods. The adoption of generative AI and educational technologies in teaching and assessment rose substantially, from 38% of teachers in AY2022/23 (n=89) to 85% in AY2023/24 (n=53). Integration of digital tools into assessment also saw steady growth, with 44.75% of teachers applying such practices in AY2022/23, increasing to 46.15% in AY2023/24.</p> <p>From AY2022/23 to AY2024/25, HKBU conducted 22 workshops on authentic assessment, engaging over 1,040 participants and maintaining an average satisfaction rating of 4.4/5, as part of ongoing efforts to support teachers' professional development.</p> <p>HKBU sustained its commitment to technology-assisted assessment and reinforced it with a one-day online symposium in AY2023/24, which attracted over 440 attendees and received a 4.47/5 satisfaction score. Additionally, the University also demonstrated such effort through 33 presentations at the eLFA between 2022 and 2024. To further expand capacity, teacher representatives from all faculties and schools were involved in building a cross-disciplinary community of practice around authentic assessment. Engagement with global resources grew steadily: downloads of the Kay Sambell and Sally Brown Covid-19 Assessment Collection rose from 800+ in July 2022 to 2,300+ by December 2023, reaching 3,180+ by June 2025. A e-flipbook featuring 21 AI-assisted assessment use cases was also published and accessed over 4,200 times since its launch in February 2025. These platforms not only recognised and promoted authentic assessment within the HKBU community but also extended the impact of our work to a broader audience locally and globally.</p>
(iv) Evaluation against Reflective KPIs
<p>The success of technology-aided authentic assessment practices was demonstrated by the increasing prevalence and diversity of non-exam assessments, alongside the expanding and well-perceived incorporation of AI and technologies into assessments. Besides benefiting the University community, good assessment practices developed at HKBU were highly regarded locally and internationally. The sustainment of such practices would be ensured by teacher capability boosted by professional development. Further enhancement of authentic assessment practices would be achieved through the process rubrics currently being piloted and continued development efforts.</p>

(i) Title of Initiative under TD Portion (No. 3 of 5)
Students as Collaborators
(ii) Brief Description of Project Implementation and Deliverables
<p>The Students-as-Partners (SaP) Scheme aimed to maximise pedagogical effectiveness and enrich student learning experience in GE courses. In the 2022-25 triennium, 109 students collaborated with 33 instructors to enhance GE course design and delivery through various means, such as integrating VTL/DTL strategies, benefiting a total of 2,350 students. Student collaborators supported their staff partners in the following ways:</p> <ul style="list-style-type: none"> (i) Course design and development: Collaborating with course instructors to plan and deliver educational content, create dual-mode workshops, design digital promotional materials, and develop visuals and publications for community projects; (ii) Technology-enhanced teaching and learning activities: Co-delivering technology-enhanced teaching and learning activities, including ice-breakers, simulation, and SL events. They also co-developed AI tools, such as chatbots functioning as learning tutors, to support course delivery and facilitate online student discussions; (iii) Peer-support and mentorship: Offering diverse real-world perspectives to address the needs of their fellow students and serving as mentors to provide online consultations and feedback on peers' performance digitally. <p>For SL, 487 students participated in language enhancement activities in 24 courses with 6,143 beneficiaries. They worked with instructors to compose lyrics on social issues, provided translation and simultaneous interpretation services for NGOs, conducted communication skills workshops for secondary school students and minority groups, and taught English in developing countries.</p>
(iii) Outcome and Achievements
<p>The SaP Scheme encouraged a student-driven approach and peer support, significantly enhancing student-staff collaboration in the classroom (4.60/5). Student collaborators reported notable improvements in awareness of peer needs (4.08 to 4.44), confidence in communicating ideas with instructors (4.24 to 4.60), and assertiveness and independence (4.20 to 4.52). Staff partners unanimously endorsed the Scheme for strengthening relationships with students and fostering positive impacts on teaching, scoring 5.00/5 in both categories. Feedback highlighted improved teaching quality and collaborative learning. Instructors valued the Scheme for attracting motivated students and facilitating flexible teaching approaches. Student partners noted improvements in communication, teamwork, and time management skills while implementing innovative ideas and gaining practical experience.</p> <p>The achievements of SaP projects in GE courses were showcased at an inter-institutional symposium on "student-staff partnership" in February 2024. The team, led by a GE instructor, Dr. Archimedes David Guerra from the Department of Accountancy, Economics and Finance, received a merit award for outstanding student-staff partnership in enhancing financial education at HKBU. Two SaP case studies were also featured on the webpage.</p>
(iv) Evaluation against Reflective KPIs
<p>The SaP Scheme created a mutually beneficial environment by enhancing pedagogical effectiveness and enriching student learning experiences in GE courses. It fostered collaboration between students and instructors, leading to improved student-staff relationships and teaching quality. The Scheme made notable progress in key areas such as peer support, technology-enhanced teaching, and mentorship, significantly boosting student awareness, communication confidence, and assertiveness. Participant feedback affirmed the Scheme's success in attracting motivated students, promoting flexible teaching approaches, and developing essential skills among student partners, surpassing its reflective KPIs and benefiting all parties involved.</p>

(i) Title of Initiative under TD Portion (No. 4 of 5)															
Experiential Learning /Service-Learning															
(ii) Brief Description of Project Implementation and Deliverables															
<p>This project was one of the components of the university-wide EL and SL, aiming to increase students' exposure to credit-bearing EL/SL (including tech-literacy and digital well-being), strengthen collaboration with community partners, and gather evidence on the impact of EL/SL. Deliverables included (1) enhanced VTL/DTL reached 4,252 students in 63 GE courses, and 25 GE Capstone EL courses with engagement of 1,177 students in inquiry-based projects on technology's impact on society and solutions for global issues; (2) increased promotional efforts and support (Links 1 & 2), as evident in expanded GE-EL (+51%), SL (+56%), and community partnerships (+111% to 549); (3) enhanced capacity-building programs, with 11 instructors/staff attending 3 SL training programs, and 7 instructors presenting at 2 international conferences, leading to broader and deeper SL offerings, including tech-enabled courses; (4) enhanced evidence collection tools by developing and globally launching the <u>SL Outcomes Measurement Scale–Short Version (S-LOMS-SV)</u> to assess student learning outcomes, accompanied by qualitative focus groups and feedback surveys with instructors and community partners.</p>															
(iii) Outcome and Achievements															
<p>Survey results from GE-EL showed improvements in digital ethical awareness (3.80/5 to 4.10/5), technological literacy (3.80 to 4.03), and digital well-being (3.83 to 4.07), with over 75% reporting better learning quality. As of the report date, 152 SL courses involving 5,683 students (benefiting ~59,538 beneficiaries) were evaluated. The S-LOMS-SV showed consistent improvements in all 4 developmental categories, with a notable increase in Knowledge Application (6.91/10 to 7.87/10) and Personal & Professional Skills (6.94 to 7.86). Civic Orientation & Engagement rose from 7.45 to 8.12, and Self-awareness from 7.25 to 7.97. Additionally, over 85% of students, community partners, and instructors agreed that SL positively benefits the service users or the community (scored 7 or above).</p>  <table border="1"> <thead> <tr> <th>Category</th> <th>Pre-mean</th> <th>Post-mean</th> </tr> </thead> <tbody> <tr> <td>Knowledge Application</td> <td>6.91</td> <td>7.87</td> </tr> <tr> <td>Personal & Professional Skills</td> <td>6.94</td> <td>7.86</td> </tr> <tr> <td>Civic Orientation & Engagement</td> <td>7.45</td> <td>8.12</td> </tr> <tr> <td>Self-awareness</td> <td>7.25</td> <td>7.97</td> </tr> </tbody> </table> <p>For GE-EL, focus groups showed digital tools strengthening knowledge application, exemplified by students creating Instagram filter art for community exhibits. Also, students gained project management & problem-solving skills and feedback integration, boosting career readiness. One student noted how exploring augmented reality (AR) inspired new creative projects and career interests. For SL, qualitative focus groups revealed that SL transformed students' learning and personal growth while addressing systemic barriers in underserved communities. For instance, a Chinese Medicine student reconsidered his professional role after realising the challenges the elderly faced with medical affordability and accessibility; a translation student gained insights into digital divide and resilience through her SL experience in Africa; students and elderly service users of a social work SL course demonstrated its impact in this <u>video</u>, particularly on inter-generational understanding, application of knowledge and professional exposure in social work services.</p> <p>For the development of S-LOMS-SV, we published 2 peer-reviewed journal papers with at least 300 views & downloads (Links 1 & 2) to share knowledge. Also, SL instructors who attended capacity-building programmes conducted two knowledge-sharing sessions that engaged 64 participants, receiving over 90% positive feedback in evaluations. As a result, 10 staff applied the acquired knowledge to develop or enhance 10 SL courses.</p>	Category	Pre-mean	Post-mean	Knowledge Application	6.91	7.87	Personal & Professional Skills	6.94	7.86	Civic Orientation & Engagement	7.45	8.12	Self-awareness	7.25	7.97
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<p>Based on the quantitative and qualitative deliverables and outcomes above, we were pleased to report that we exceeded all five KPIs. Our efforts successfully strengthened hybrid collaboration with community partners and increased students' capacity and exposure to EL and SL. Through tech-enabled EL/SL courses, we promoted technology literacy and digital well-being among students and service targets, while also engaging students in exploring the interrelationship between technology, individuals and society. Our efforts in collecting evidence on the impact of EL/SL not only informed planning but also strengthened quality assurance processes.</p>															

(i) Title of Initiative under TD Portion (No. 5 of 5)																		
Solution-based Learning in Transdisciplinary Undergraduate Programmes																		
(ii) Brief Description of Project Implementation and Deliverables																		
<p>A total of 378 students from three cohorts enrolled in four transdisciplinary programmes at HKBU. They completed the 9-unit ITS1008/ITS2009 Global Challenges course, which taught the United Nations' SDGs through three stages: "Connection," "Complexity," and "Collaboration." The course partnered with the World Wide Fund for Nature (WWF)-Hong Kong and Hong Kong Ocean Park, providing real-world problems for solution-based learning. Building on the success of the students-as-partners initiative in AY2023/24, a cyclical learning process was created to empower students as global citizens. During the reporting period, 71 students who completed the Global Challenges courses applied to be "student-partners" for freshmen. Partnered with Western Sydney University and Macquarie University, Australia (SDG14), Nanzan University, Japan (SDG15), and Nanyang Polytechnic, Singapore (SDG11), student-partners experienced SDG-related issues firsthand beyond Hong Kong, co-created SDG teaching materials, and taught subsequent cohorts of freshmen. Freshmen in each Global Challenges course produced educational resources for secondary students and/or prototype solutions on SDG themes, continuing the cycle with the next cohort. To assess student progression, a data-informed approach using the American Association of Colleges and Universities VALUE Rubrics for Integrative Learning was integrated into the evaluation.</p>																		
(iii) Outcome and Achievements																		
<p>Student-partners produced 12 teaching materials, inspiring freshmen to create 66 educational resources for secondary schools and/or solutions, with 8 projects featured in WWF-Hong Kong and Ocean Park's community events. Spider chart (left) using VALUE Rubrics for Integrative Learning measured student growth. Evaluations of 16 projects in ITS1008 Global Challenges II and 20 projects in ITS2009 Global Challenges II revealed significant improvements in "Connections to Experience," "Transfer," and "Integrated Communication" ($p<0.05$). However, "Reflection and Self-Assessment" showed no significant improvement, warranting future attention. Focus groups highlighted increased ownership among student-partners as global citizens. Freshmen course evaluations indicated successful student-led sessions enhancing their learning experience. The Global Challenges courses earned second runner-up at the 4th RSLEIHE Award (2023) and were shortlisted for the QS Reimagined Education Awards in Sustainability Literacy (2024) and The PIEoneer Awards (2025).</p>  <table border="1"> <caption>Data extracted from the spider chart</caption> <thead> <tr> <th>Dimension</th> <th>ITS1008 (2023)</th> <th>ITS2009 (2024)</th> </tr> </thead> <tbody> <tr> <td>Connections to Experience</td> <td>2.5</td> <td>3.5</td> </tr> <tr> <td>Transfer</td> <td>1.5</td> <td>2.5</td> </tr> <tr> <td>Integrated Communication</td> <td>1.5</td> <td>2.5</td> </tr> <tr> <td>Reflection and Self-Assessment</td> <td>2.5</td> <td>2.5</td> </tr> <tr> <td>Connections to Discipline</td> <td>1.5</td> <td>2.5</td> </tr> </tbody> </table>	Dimension	ITS1008 (2023)	ITS2009 (2024)	Connections to Experience	2.5	3.5	Transfer	1.5	2.5	Integrated Communication	1.5	2.5	Reflection and Self-Assessment	2.5	2.5	Connections to Discipline	1.5	2.5
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The student-centric approach in co-creating and co-teaching SDG materials marked a milestone in integrating solution-based learning within our transdisciplinary programmes. Collaboration with WWF-Hong Kong and Hong Kong Ocean Park also offered students real-world problem-solving opportunities. A data-informed teaching and learning approach was integrated to evaluate student progression. In the next triennium, we would strengthen our initiative to engage AI tools for personal intervention and create a platform for students to share their educational resources and/or solutions with wider audiences.																		

(i) Title of Initiative under LE Portion (No. 1 of 5)
Promoting Diversity of Language Learning and Intercultural Communicative Competence
(ii) Brief Description of Project Implementation and Deliverables
The foreign language courses and cultural experience activities provided under the Foreign Language section were considered a gateway to intercultural learning for students. French, German, Spanish, Japanese, and Korean were offered as foreign languages. The arrival of four full-time foreign languages lecturers strengthened this KPI's delivery. The LC's goal of fostering "internationalisation-at-home" could be evidenced in the following activities/courses:
<ol style="list-style-type: none"> 1. The Social Learning Space provided an interactive hub for local and international students to engage in language practice and cultural exchange through workshops and one-on-one sessions. 2. The Culture Exchange course offered workshops and online modules with cultural sharing to deepen cross-cultural awareness among students going for overseas exchanges. 3. Within the Nurturing Global Citizenship Course, Global Dialogue sessions facilitated virtual discussions on global issues like sustainability and built intercultural empathy. 4. The Language Exchange (LEx) paired up students to enable them to gain knowledge of another culture and broaden their global outlook.
In addition to at-home programmes, the Intercultural Immersive Exchange (IIE) programme supported students in studying abroad, enhancing their foreign language proficiency and cultural immersion through structured summer exchanges.
(iii) Outcome and Achievements
In AY2022/23-AY2024/25, 424 students achieved a minor in a foreign language, with an average satisfaction rating of 4.59/5 across all foreign language courses. 6,041 students enrolled in foreign language courses, and 1,448 participated in a range of cultural activities, including the Cultural Carnival, talks and workshops on topics about different cultures and traditions. Additionally, two students received scholarships from the French Consulate in Hong Kong and Macau and the Legion d'Honneur. Social Learning Space engaged 1,083 students in workshops and 212 in one-on-one speaking practice, with over 85% providing highly positive ratings. The Culture Exchange course (483 participants, AY2022/23-AY2023/24) significantly boosted cross-cultural awareness, earning a 4.73/5 rating. Additionally, the Global Dialogues series facilitated intercultural exchange among 818 local and 379 international students from 10 countries, addressing critical global challenges including fast fashion, gender inequality, and educational marginalisation. The Global Citizenship through English course benefited 1,642 students. The Culture Exchange Course aimed to increase students' cross-cultural awareness. The International Research Advisor, Prof. Jack Richards, commented that: " <i>This is a very novel and original course design that provides for a high degree of student participation and engagement. The party format is an excellent way of putting theory into practice.</i> " As for the LEx programme, 432 students from 33 countries participated in it. LEx fostered language and cultural exchange (4.31/5). 182 students participated in local cultural field trips organised by the Chinese and Putonghua sections. The IIE supported 88 students in pursuing summer exchange opportunities. Post-trip assessment indicated notable improvements in intercultural awareness (4.57/5), whole-person development (4.47/5), and perceived language proficiency (4.28/5) when compared with pre-trip data.
(iv) Evaluation against Reflective KPIs
The initiative strongly aligned with KPIs for promoting diversity in language learning and intercultural communicative competence. Reflective KPIs, such as enhanced cross-cultural awareness and global outlook, were met through high student engagement in the Culture Exchange Course and LEx, facilitating meaningful intercultural dialogue. The Intercultural Immersive Exchange (IIE) programme significantly advanced participants' whole-person development and language proficiency, aligning with HKBU's globalised learning goals.

(i) Title of Initiative under LE Portion (No. 2 of 5)
Benchmarking HKBU Students' English Language Proficiency Gauged through IELTS against their HKDSE English Language Results
(ii) Brief Description of Project Implementation and Deliverables
A variety of IELTS preparation courses and workshops focusing on different skills were offered to students. 783 students participated in these courses and workshops in AY2022/23-AY2024/25 (average satisfaction rating: 4.56/5). Students with an overall band score of 7 or above could apply for the IELTS sponsorship scheme, under which they were reimbursed for the IELTS test. In total, 611 students applied for this scheme.
(iii) Outcome and Achievements
Students attained an overall average band score of 7.31/9 in the IELTS test during AY2022/23-AY2024/25 (n=611). Of these 611 students, 375 had taken the Hong Kong Diploma of Secondary Education (HKDSE). Using the benchmarking table provided by the Hong Kong Examinations and Assessment Authority, we converted their HKDSE English levels to IELTS scores and obtained an average IELTS score of 7.15 for them upon admission. After entering HKBU, the overall IELTS of this group of students improved to 7.26, demonstrating notable gains in students' English language proficiency.
In response to this, IELTS/TOEFL would be employed as an institutional KPI to evaluate students' English proficiency starting in AY2025-26, though it would not become a graduation requirement. IELTS course development and students' performance in the IELTS test were commended by the International Research Advisor, Prof. Jack Richards, in 2023:
<i>"The HKBU IELTS preparation course is an outstanding example of how such a course should be designed and delivered, and the impact of the course on students' performance on the IELTS test reflects the attention that has been given to every aspect of the course."</i>
(iv) Evaluation against Reflective KPIs
In keeping with the strategic priority of BSE, one of the KPIs was enhancing students' English language competence, as an IELTS score of 6.5 or above was often required for students to go on exchange programmes. The above score of 7.31 obtained by over 600 students provided encouraging evidence for this KPI. Moving forward, efforts would be made to expand the sample of students taking IELTS and TOEFL, including more IELTS/TOEFL preparation courses, greater promotion, and provision of subsidies to alleviate the financial burden due to the exam fees. As indicated, IELTS/TOEFL would be an institutional KPI to assess students' proficiency in English from AY2025/26.

(i) Title of Initiative under LE Portion (No. 3 of 5)
Innovative Pedagogy at the Centre: Peer-Assisted Learning
(ii) Brief Description of Project Implementation and Deliverables
Peer-Assisted Learning (PAL) fostered collaborative learning and enhances communication skills. It was integrated into the Student-Tutor Communication Consultation Programme (SCCP) and Putonghua and Cantonese Peer Tutoring Programmes. These programmes provided a mutually beneficial learning environment, where tutees with weaker English writing skills or Putonghua/Cantonese were supported by more competent tutors.
(iii) Outcome and Achievements
<p>English Peer Tutoring Programme</p> <p>The Student-Tutor Writing Communication Programme (SWCP) supported 1,483 students in enhancing their writing skills, rated at 4.66/5 for usefulness. Tutees outperformed non-tutees in University English I and II (UEI & II) courses. In AY2024/25, 296 tutees achieved better performance than non-tutees on three UEI assignments: academic summary, argumentative essay first version, and final version ($p<.001$).</p> <p>A new SCCP in AY2024/25 involved 11 tutors supporting 76 tutees in improving speaking skills. Tutees rated the service at 4.78/5 ($n=23$), reflecting high satisfaction and effective skill development.</p>
<p>Cantonese Peer Tutoring Programme</p> <p>The Cantonese Peer Tutoring Programme was designed to strengthen the Cantonese proficiency and interest of Mainland Chinese students in learning Cantonese. Since AY2022/23, the Cantonese Peer Tutoring Programme paired 27 local student tutors with 365 Mainland Chinese tutees to enhance the latter's Cantonese proficiency, earning overwhelmingly positive feedback. Participants rated its usefulness at 4.72/5, with satisfaction averaging 4.6–4.8/5 across all aspects. The programme excelled in language acquisition. The Cantonese Phonetics Workshop (4.55–4.66/5) and 4-week courses (4.66–4.84/5) were commended for clear instruction and practical content, supporting effective learning. Beyond language, it facilitated meaningful cross-cultural connections, with peer interactions highly valued (4.75/5).</p> <p>Participants showed strong intent to maintain contact post-programme (4.69–4.8/5), reflecting lasting bonds. Sustainability was evident, with 96% of attendees completing core sessions. An overwhelming majority supported the continuation of involvement (4.72/5).</p>
<p>Putonghua Peer Tutoring Programme</p> <p>The Putonghua Peer Tutoring Programme provides structured one-on-one peer support to help students improve their Putonghua proficiency. Over the past two academic years (AY2023/24–AY2024/25), the programme successfully paired 127 tutees with 62 trained peer tutors, delivering a total of 243 tutorial hours.</p> <p>Feedback from participants was consistently positive. For example, in Semester 1, AY2023/24, tutees ($n=11$) expressed high satisfaction, with average ratings between 4.8/5 and 5.0/5. Key strengths included the usefulness of tutor feedback (5.0) and the programme's overall effectiveness (4.9). Peer tutors ($n=9$) also rated their experience highly (4.6–4.8), with 87% expressing interest in rejoining (4.8).</p>
(iv) Evaluation against Reflective KPIs
Peer tutors were increasingly engaged to promote collaborative education and cultivate student-leadership competencies in peer-to-peer settings. SWCP and SCCP enhanced English writing and speaking through peer support, strengthening academic skills. The Cantonese and Putonghua Programmes improved language proficiency and cross-cultural ties, enriching global perspectives. These efforts closely aligned with KPIs for leveraging peer-assisted learning as a pedagogy, promoting student engagement and autonomy. However, challenges remain in establishing standardised assessment mechanisms that capture qualitative learning outcomes in such interactions, which are highly individualised.

(i) Title of Initiative under LE Portion (No. 4 of 5)																
English in the Disciplines (EID) that develops students' discipline-specific English skills																
(ii) Brief Description of Project Implementation and Deliverables																
EID was a vital service offered to students, featuring discipline-specific writing workshops and one-on-one tutorials that addressed the lack of disciplinary writing support in general English courses. Since its inception in 2017, EID had served 9,365 students across 23 departments. Over the past three years, annual participation averaged 2,301 students. A recent focus was the delivery of AI-writing workshops to various departments.																
(iii) Outcome and Achievements																
The number of students supported by EID services increased year by year. 83% of the students found the EID service effective.																
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Achievements included testimonies and commendations from various colleagues and reports:																
Dr. Brandon Ng, Senior Lecturer in the Department of Management, Marketing and Information Systems (2024): " <i>The sessions provided by EID proved highly beneficial for students. This hands-on approach helped students develop critical skills for effective teamwork and interpersonal communication. EID's contributions significantly enriched the students' learning experience and bolstered their communication capabilities.</i> "																
Dr. Rainbow Ng, Lecturer in the Department of Geography (2024): " <i>Instructors' workshops are highly effective and useful, teaching my students how to construct cohesive and coherent topic sentences, rationales, and robust transition vocabularies for their research essays.</i> "																
Departmental Academic Advisor report (2025): " <i>Also worth mentioning is the 'English in the Discipline' service. This initiative strives to provide cutting-edge interdisciplinary knowledge and skills that today's students need to possess to succeed in their future careers.</i> "																
Academic Consultation Panel report (2022): " <i>The Panel commended LC for its EAC initiative and its efforts in developing more discipline-specific language learning activities/courses.</i> " [Note: EAC was renamed EID in 2023]																
(iv) Evaluation against Reflective KPIs																
The EID initiative effectively enhanced discipline-specific English skills, earning commendations from faculty and academic panel visits. Despite its larger scale, EID's current on-demand model limited proactive engagement, relying mainly on departmental requests. Scaling EID to support Capstone projects and transdisciplinary education was currently in progress to make the service more curriculum-embedded and student-relevant, enhancing broader institutional reach and measurable impact outcomes.																

(i) Title of Initiative under LE Portion (No. 5 of 5)																								
Promoting Chinese Creative Writing through Hong Kong Literature Promotion Platform																								
(ii) Brief Description of Project Implementation and Deliverables																								
The Hong Kong Literature Promotion Platform aimed to accomplish two missions: promoting Chinese literature city-wide by hosting awards and nurturing student creativity through mentoring students for internal and external literary contests and publications. During AY2022/23-AY2024/25, the platform hosted a number of events, including the (a) Hung Leung Hau Ling Young Writer Award, (b) the Intervarsity Creative Writing Competition, (c) the Outstanding Young Creative Writer Award, (d) the Chinese Playwriting Award, and (e) the publication of Tributaries, serving as a creative outlet for students. The platform also partnered with the Hong Kong Public Library to co-organise public talks on Hong Kong literature. These activities attracted 3,097 participants.																								
(iii) Outcome and Achievements																								
Colleagues working on the Hong Kong Literature Promotion Platform regularly mentored students. Students received external and internal literary awards and had their literary works published in a variety of literary journals.																								
Number of HKBU students receiving external awards:																								
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The Hong Kong Literature Promotion Platform was tasked with two missions, and the KPI that best captured this was “capacity building” of young writers’ creative expression in Chinese as opposed to conventional classroom-based Chinese learning. Student publications and external recognitions and awards reflected enhanced writing skills and alignment with this KPI. In the future, expanding mentorship and integrating creative writing into curricula could further deepen impact, ensuring consistent skill development and broader reach.																								

Part IV: Projects Funded by the Inter-institutional Collaborative Activities (IICAs) Portion of the TDLEG

A. Leading Projects

IICA Leading Project No. 1 of 3				
Project Title:	Applying Virtual Reality into Virtual Teaching and Learning in Traditional Chinese Medicine Education (Orthopedics and Traumatology)			
Collaborating University:	(1) School of Chinese Medicine, University of Hong Kong			
No. of Beneficiaries:	Student	80	Staff	20
(i) Project Objectives				
Led by Hong Kong Baptist University (HKBU) and collaborating with the University of Hong Kong (HKU), this project simulated practicum in a lifelike atmosphere using virtual reality (VR) technology that had never been accomplished in other Chinese Medicine institutions – an elevation of the current curriculum with service-learning (SL) of Traditional Chinese Medicine (TCM) Orthopedics and Traumatology in HKBU.				
(ii) Description of Project Implementation and Deliverables				
The implementation of the project was divided into 3 main stages: (1) Preparation, (2) VR Application, and (3) Skills Contribution. The preparation stage (Sem 1, AY2022/23) consisted of inviting the students of the Orthopedics and Traumatology course to write scripts for VR platform development after their first SL in October 2022. During the VR application stage, the next cohort of the course (Sem2, AY2023/24) experienced the VR learning with debriefing sessions hosted by the instructors. In the skills contribution stage (March 2024), students, after VR learning, joined the second SL to apply their learning. Deliverables included the VR Learning platform, scripts written by students, rubrics for script assessment, students' e-Portfolio, survey data, project reports, activity photos, and poster and abstract for the symposium. These materials can be assessed at TDLEG Final report deliverables .				
(iii) Project Outcome and Achievements				
To evaluate project outcomes, the team collected data and feedback from students using both quantitative and qualitative methods. Results showed that VR learning could improve clinical knowledge, foster self-learning ability, and develop generic attributes of students. The screenshots of the VR game experience can be found in the link: TDLEG Final report deliverables .				
To elaborate, numerical data obtained from pre- and post-VR surveys were analysed using the Wilcoxon signed-rank test. Quantitatively, 51 students from HKBU and HKU completed the VR activity and responded to the pre- and post-VR survey. Under the 10-mark scoring scale, with 10 as the largest extent, students' self-evaluation of professional knowledge improved significantly. The medians of the mastery of diagnostic criteria, typical symptoms, and physical examinations all increased from 6 to 7 ($p<0.001$). Students' self-learning ability, understanding towards consultation procedures, technique in verbal consultation, and skills in communicating with patients elevated from 6 to 7 in median ($p = 0.009$, <0.001 , <0.001 , and <0.05 , respectively).				
Qualitatively, students mentioned in focus groups that they got insights for the choices of physical examinations to be done in SL through VR. Yet, some students reported motion sickness caused by VR headsets as the main barrier of the project, making it inapplicable to all students. As for the role of VR in learning, students suggested that it could be a self-learning tool for pre-lesson preview or pre-exam revision. It could also be useful in provoking interest and self-learning. However, it could not yet replace traditional in-class teaching.				
Meanwhile, all 6 KPIs set by the team in the proposal were accomplished. For KPI#1, #2, #3, and #5, the first batch of students (Year 4 of AY2022/23) wrote 6 scripts, covering different common diseases in TCM Orthopedics, for the VR platform development in groups after participating in the SL activities in October 2022. The submitted scripts were assessed with new sets of rubrics and were polished by both instructors from HKBU and HKU. These materials could be accessed via				

https://drive.google.com/drive/folders/1orTzUI4fweDisX-cnplHFT5v9tgPw_1u?usp=sharing

w_1u?usp=sharing. The 6 modified scripts were then passed to the VR developer for platform development. Upon the completion of the VR platform and installation of VR gadgets in January 2024, the second batch of students (Year 4 of AY2023/24) experienced VR learning during Orthopedics and Traumatology lectures in March. For KPI#4, 6 focus group interviews were carried out to collect students' opinions on VR learning in the second week of April 2024. For KPI#6, the team had a joint poster presentation with HKU at the Hong Kong Teaching Excellence Alliance (HKTEA) Symposium 2024 held in June. At the symposium, the team interacted with scholars from different countries, diverse institutions, and disciplines, exchanging insights and best practices on pedagogies using virtual platforms such as the metaverse, AI, and AR.

(iv) Major Challenges and Mitigation Strategies

The primary challenge was the VR-induced discomfort being reported, such as motion sickness. To ensure students' learning, the team had prepared and proactively provided text-based materials of all VR scenarios to the affected students, enabling them to engage in post-VR tutorial discussions. The second challenge was the limitations in skills transfer, particularly in replicating physical examination techniques. As VR detected the stimulation of trigger points by the game controllers, it could not fully simulate real-world tactile feedback for muscles and bone palpation. To address this limitation, post-VR debriefing and tutorial sessions were arranged for students, where teachers led discussions on the diseases covered in VR and held small-group practice sessions for hands-on examination training to provide more comprehensive learning. The third challenge was the collision risks between students during VR usage. The team, therefore, staggered students' participation by arranging 2 sessions to minimise the number of participants and assigned dedicated staff for supervision during VR sessions.

(v) Monitoring & Evaluation Mechanism

Throughout the project, the team held regular meetings with HKU to track the progress. Although delays occurred during the VR platform development, it was completed as scheduled after the team set up a concrete timeline for the VR developer and followed up with the company continuously. The team conducted thorough testing with the VR developer to ensure content accuracy and technical reliability. To evaluate project outcomes, the team set 6 KPIs in the proposal. For collecting data and feedback from students, the team used both quantitative (post-VR quiz, pre- and post-activity surveys) and qualitative methods (ePortfolio, focus group interviews with students).

(vi) Sharing and Sustainability of Good Practices

Beyond our collaboration with HKU, we hosted a workshop on 30 May 2024, at HKBU to invite teachers and Chinese medicine students from CUHK to experience the VR platform and provide feedback. The team also participated in the HKTEA Symposium 2024 on 24 June 2024, presenting a poster to share project outcomes and exchange insights with other institutions.

The VR platform could be an optional supplementary learning tool for pre-class self-learning and post-class revision of relevant physical examinations and diagnosing techniques in future lessons.

The teaching team of Orthopedics and Traumatology planned to optimise the current VR platform for better student learning by applying for funding support. Several initiatives were being considered.

First, we aimed to minimise motion sickness from the VR headset by upgrading hardware, adding stabilising gadgets, and improving the VR game's quality. A group-based mixed-mode approach could possibly minimise the motion sickness issue, allowing students less prone to motion sickness to use the VR headset, while their peers would participate via tablet or laptop. Students using the VR headset could serve as the implementor, while their peers would provide instructions and advice, facilitating teamwork as well. Second, the team explored using VR tech to archive the traditional Chinese Medicine manipulation techniques from the course instructors. Since students often had trouble recording the hands-on demonstrations of the course instructors during class, VR could potentially be a platform for students to experience an immersive and optimal TCM manipulation demonstration. Third, since many students enjoyed using VR for practising the diagnostic procedures for musculoskeletal disorders, our team planned to pool resources to develop a high-quality game focused on clinical reasoning and pain diagnosis.

IICA Leading Project No. 2 of 3																															
Project Title:	Nurturing Global Citizenship Through English (NGCE)																														
Collaborating Universities:	(1) Hong Kong Baptist University (HKBU) (2) The Education University of Hong Kong (EdUHK) (3) The Chinese University of Hong Kong (CUHK)																														
No. of Beneficiaries:	Student	Approx. 2,700 (additionally 379 international students (via virtual participation))																													
	Staff	Approx. 100 (beneficiaries and contributors)																													
(i) Project Objectives																															
<p>The Nurturing Global Citizenship through English (NGCE) project aimed to empower students to embrace their social responsibility and act for the benefit of all societies while developing their knowledge, English skills, and values necessary for effective global engagement. Through this project, students were expected to become more open to differences, receptive to diversity, and motivated to take actions that contribute to making the world a better place. By adopting Kolb's Experiential Learning Cycle (2015) framework, the project team employed learning modules designed for collaborative learning activities delivered in 3 different modes: curricular learning, extracurricular learning, and independent learning, based on the themes and topics suggested by UNESCO (2016). The selected topics and intended learning outcomes (CILOs) were grounded in the cognitive, social-emotional, and behavioural domains of learning according to UNESCO's global citizenship education framework. Students were introduced to the fundamental concepts of global citizenship, engaged in discussions about realities in various world contexts using English and immersed themselves in activities aimed at fostering positive changes as individuals and engaged members of the global community.</p>																															
(ii) Description of Project Implementation and Deliverables																															
<p>The NGCE project was successfully implemented through a collaborative partnership among HKBU, EdUHK, and CUHK, with each institution contributing to the development and delivery of modules tailored to specific global themes. Based on the pilot results in February 2023 and rounds of team discussions, two sets of teaching materials (independent learning and classroom use) on 12 selected topics, as planned, were developed and peer-reviewed. The modules and their corresponding domains are listed below:</p> <table border="1"> <thead> <tr> <th>Institution</th><th>Module</th><th>Domain</th></tr> </thead> <tbody> <tr> <td>HKBU</td><td>Module I – Consumerism and Fast Fashion Module II – Sustainable Consumption Module III – Climate Change and Environment Module IV – Household Waste Module V – Marginalization in Education Access</td><td>Behavioural Behavioural Cognitive Cognitive Socio-Emotional</td></tr> <tr> <td>EdUHK</td><td>Module VI – World Englishes and Accented English Module VII – Gender and Sexuality Module VIII – Ethnic Minorities and Multiculturalism Module IX – Food and Equity</td><td>Socio-Emotional Socio-Emotional Cognitive Behavioural</td></tr> <tr> <td>CUHK</td><td>Module X – Intercultural Communication Module XI – Media and Technology Module XII – Global Labour and Employment</td><td>Behavioural Socio-Emotional Cognitive</td></tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Mode of Delivery</th><th>Guided (G)/ Independent (I)</th><th>Face-to-face (F)/ Online (O)</th><th>Compulsory (C)/ Voluntary (V)</th></tr> </thead> <tbody> <tr> <td>Curriculum ESL classroom teaching (HKBU)</td><td>G</td><td>F</td><td>C</td></tr> <tr> <td>Extra-curriculum workshop series (EdUHK)</td><td>G</td><td>F</td><td>V</td></tr> <tr> <td>Independent learning (CUHK)</td><td>I</td><td>O</td><td>V</td></tr> </tbody> </table>				Institution	Module	Domain	HKBU	Module I – Consumerism and Fast Fashion Module II – Sustainable Consumption Module III – Climate Change and Environment Module IV – Household Waste Module V – Marginalization in Education Access	Behavioural Behavioural Cognitive Cognitive Socio-Emotional	EdUHK	Module VI – World Englishes and Accented English Module VII – Gender and Sexuality Module VIII – Ethnic Minorities and Multiculturalism Module IX – Food and Equity	Socio-Emotional Socio-Emotional Cognitive Behavioural	CUHK	Module X – Intercultural Communication Module XI – Media and Technology Module XII – Global Labour and Employment	Behavioural Socio-Emotional Cognitive	Mode of Delivery	Guided (G)/ Independent (I)	Face-to-face (F)/ Online (O)	Compulsory (C)/ Voluntary (V)	Curriculum ESL classroom teaching (HKBU)	G	F	C	Extra-curriculum workshop series (EdUHK)	G	F	V	Independent learning (CUHK)	I	O	V
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<p>To identify the impact of global citizenship education in English in different delivery modes, HKBU focused on curriculum-based English as a second language classroom teaching (n=730x2), EdUHK organised extra-curricular workshop series (n=50), and CUHK offered online independent learning (n=73) (see the characteristics of each delivery mode in the table above).</p> <p>The NGCE Project website was established at https://global-citizenship.hkbu.edu.hk/, offering a platform for the team and students from participating universities to access project resources and activities. A range of deliverables was integrated to enhance student learning experiences (open to students of the 3 universities):</p> <ul style="list-style-type: none"> Two NGCE Advocacy <u>Poster Exhibitions</u> at HKBU: raising awareness of global issues, advocating for changes, along with facilitating peer learning and public engagement (n=100). Ten <u>Global Dialogues</u> at HKBU (4 in 2023 and 6 in 2024): encouraging students to engage in critical thinking and cross-cultural dialogues (n=1200). A field trip organised by HKBU: providing students with exposure to global issues (n=12). A forum entitled “<i>A Dialogue between Current Leaders of Global Citizenship and Future Global Citizens</i>” was held in CUHK, allowing students/staff to engage in meaningful dialogues (n=76). A sharing session featuring a talk on “<i>Embracing Diversity in English: A Journey through World Englishes</i>” by Prof Wang Lixun and 9 EdUHK NGCE students’ sharing of their unique perspectives on the topics and their journeys of growing to be a global citizen (n=38). 																															

- [Youth in Digital Activism: Global Citizenship Advocacy Award](#): celebrating outstanding advocacy projects. President of UNESCO Hong Kong Association, Professor Karen CHEUNG, was the keynote speaker (n=140).

(iii) Project Outcome and Achievements

Data on guided learning was collected from the 13-week curriculum course (HKBU) and the 5-week extra-curricular workshop series (EdUHK), respectively, whereas data on online independent learning (voluntary participation) was collected over 8 weeks (CUHK). Through pre- and post-surveys, it was found that guided learning yielded positive results, especially in behavioural and socio-emotional domains. Even though not all improvements were statistically significant, the paired sample *t*-tests showed a higher level of awareness and perceived competence among students in ALL the three domains. Similarly, the delivery in the independent learning mode also revealed heightened global citizenship awareness among the participants. A thematic analysis of the post-programme self-reflections showed a positive impact of the project, particularly in cognitive and behavioural domains.

A distinction in perceived awareness and competence was noted from the survey results in guided learning between voluntary participation (EdUHK) and mandatory involvement (HKBU). Voluntary participation yielded more significant results than required participation. This distinction might be attributed to the differences in student engagement, with voluntary engagement seemingly enhancing motivation and depth of participation. However, a qualitative analysis of student performance in the pre- and post-programme videos in HKBU in terms of cognitive, socio-emotional and behavioural awareness and competence and paired sample *t*-tests indicated statistically significant improvement in ALL the three domains (except the subcategory of cognitive-knowledge). Additionally, significant statistical differences in awareness and behaviour were found between students with and without international exchange experiences through the Global Dialogues via Zoom, underscoring the transformative power of intercultural communication in fostering global citizenship. These findings highlighted the importance of experiential learning and voluntary engagement in cultivating a comprehensive ethos of global citizenship, as embraced by the project's multifaceted educational approach.

To gauge the project's impact on students' English proficiency in HKBU, a Coh-Metrix analysis of students' pre- and post-videos was conducted, demonstrating significant improvements in lexical diversity, syntactic complexity, coherence, and textual sophistication. The integration of global themes in language learning provided a context for students to apply their language skills meaningfully, resulting in enhanced language proficiency and a greater sense of global citizenship.

(iv) Major Challenges and Mitigation Strategies

Despite its successes, the NGCE project faced several challenges. One significant limitation was the delay in the completion and submission of project materials due to recruitment issues. To address this, the content of available modules was enriched, allowing for more in-depth exploration of each topic during project implementation in 2023. EdUHK and CUHK only implemented the modules they designed. All twelve modules had been completed and embedded in the NGCE programme. HKBU team was able to try out the complete set in 2024 (Round 2). Another challenge was low student motivation, largely due to the non-credit nature of the programme. To enhance engagement, the project emphasised interactive activities and multimodal communication, making learning more dynamic and appealing.

Variation in institutions' choice of data and evaluation instrument might have affected the comparability of results across institutions.

(v) Monitoring & Evaluation Mechanism

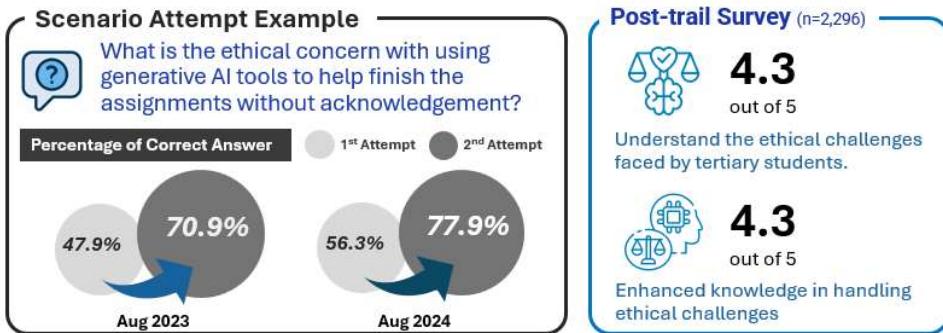
The project team leader and sub-team leaders ensured the cost-effectiveness and accomplishments of the objectives according to the timeline set in the proposal through regular internal and interinstitutional meetings (total: 10 meetings). A pilot was conducted to identify potential problems and discrepancies. In addition, the inter-institutional peer review was completed in August 2023, ensuring that the materials developed aligned with the framework set in the project proposal and could help students achieve the intended programme learning outcomes. Suggestions were provided to materials developers to ensure that the learning activities enhanced student learning experience, and the materials were improved accordingly to facilitate the achievement of the project objectives.

(vi) Sharing and Sustainability of Good Practices

The project design and outcomes were/would be shared with researchers and practitioners at 7 international conferences. Moving forward, the project would continue to refine its programmes in respective universities through curriculum teaching (in HKBU and EdUHK) and independent learning in collaboration with departments and colleges (CUHK).

IICA Leading Project No. 3 of 3				
Project Title:	Enhancing Learning and Teaching of Digital Citizenship through Scenario-based AR Learning Trails			
Collaborating Universities:	(1) The Chinese University of Hong Kong (CUHK) (2) The City University of Hong Kong (CityUHK) (3) The Education University of Hong Kong (EdUHK) (4) Lingnan University (LU) (5) Hong Kong Polytechnic University (PolyU) <i>Other partners (without any funding implications)</i> (6) Beijing Normal - Hong Kong Baptist University (BNBU) (7) United Board for Christian Higher Education in Asia (UB)			
No. of Beneficiaries:	Student	over 5,100	Staff/Guest	over 380
(i) Project Objectives				
<p>The project was guided by 4 objectives, focusing on the goal to develop:</p> <ol style="list-style-type: none"> 1. An updated conceptual framework for learning and teaching of Digital Citizenship (DC) suited to the contemporary era; 2. Scenario-based learning trails and educational materials involving students as partners; 3. Professional development for teachers in collaboration with partners, and disseminate project outcomes via academic platforms; 4. A resource website for storage, sharing, and sustainability of project outcomes. 				
(ii) Description of Project Implementation and Deliverables				
<p>Each objective was matched with specific deliverables to ensure clear goal implementation. Key outputs, such as the revised framework, student-developed scenarios, and workshop materials, were accessible on the DC project website for wider use.</p>				
		Obj. 1	Obj. 2	Obj. 3
Developed a contextualised DC Framework, featuring 9 updated elements in 3 categories				
Rotational workshop series, Project Finale Symposium, and conference presentations				
The Scenario Development Competition 2024				
AR learning trail scenarios co-developed collaboratively among partner institutions and with students				
Project website served as a resource hub, including the DC Framework, scenario examples, & featured stories				
(iii) Project Outcome and Achievements				
<p>The project met its targets across key deliverables and exceeded expectations in several areas. Efforts to enhance and expand its impact were ongoing. The outcomes reflected strong engagement and significant outputs, while highlighting the positive feedback received from participants, demonstrating the project's relevance and effectiveness in promoting digital citizenship.</p>				
<ul style="list-style-type: none"> • The project developed an updated framework for DC education, building on Mike Ribble's Safe, Savvy, and Social (S3) categories from 2020 and 2021. An extensive literature review informed revisions to reflect the latest advancements in digital society (see DC Framework). All resources and learning scenarios were developed in alignment with this Framework. • A total of 80 AR learning trail scenarios were co-developed by the Project Team and students, engaging nearly 5,000 students throughout the project, exceeding original targets. • Learning analytics and survey data indicated that students improved their understanding of the elements within the DC Framework through scenario-based AR learning trails, finding the experience 				
 80 /50 Target scenarios				
 4,994 /3,000 Target participants				

engaging and enhancing their knowledge of responsible digital practices.



- Six sharing workshops were hosted rotationally by lead and partner institutions, from April 2024 to January 2025, followed by the Project Finale Symposium in March 2025. These events featured academic and student speakers showcasing their achievements, attracting over 380 participants, who reported high satisfaction with the overall quality.
- The project website (<https://digitalcitizenship.hkbu.edu.hk/>) was launched in September 2024, providing access to resources like the DC Framework, scenarios, featured stories, and workshop information to a global audience. Within six months, it recorded over 5,100 views from four continents and 1,900 resource downloads, exceeding the initial target of 500.
- The Scenario Development Competition 2024 took place in August 2024, receiving 184 submissions from 73 students across 9 institutions, resulting in 34 successful entries. The winning scenarios were showcased on the project website.



(iv) Major Challenges and Mitigation Strategies

No major challenges were encountered during the project implementation, and all activities progressed as planned without the need for mitigation strategies.

(v) Monitoring & Evaluation Mechanism

A monitoring and evaluation mechanism was established to guide project progress. Regular team meetings and consultations with the project consultant ensured thorough reviews and consensus on key developments, including framework contextualisation. Both quantitative and qualitative measures, such as scenario development data, learning analytics, participant surveys, and event feedback, were used to assess impact.

- *Framework validation:* Instead of designing a new framework, we referenced existing literature to inform our approach. The DC Framework in this project was tailored through thorough discussion within the Project Team and reviewed by the project consultant, Professor Mark Pegrum from the University of Western Australia.
- *Quantitative Performance Indicators:* Learning analytics were collected during scenario-based AR trails. Key data, including developed scenarios, resource engagement levels, and surveys, were tracked to monitor progress and assess project effectiveness.
- *Qualitative Performance Indicators:* Feedback was collected from participants through professional development and student engagement initiatives to gain insights into their experience and perceived value.

(vi) Sharing and Sustainability of Good Practices

To extend the project's impact beyond the lead and the partnering universities, a series of high-impact events were organised to engage both local and international higher education communities.

- The Project Team delivered 8 presentations at local and international conferences.
- Sharing workshops and the Project Finale Symposium showcased key outcomes and fostered further dialogue on DC in higher education.
- The Team was proud that the project exceeded its initial targets, particularly in resource access and scenario development for AR learning trails. Resources developed were made available for educators' ongoing access and download.

Part V: Management of TDLEG and Dissemination of Good Practices

A. Programme Management

(i) Effectiveness of Monitoring Mechanism

Consistent with HKBU's Quality Culture, throughout the triennium, the effectiveness of all TDLEG initiatives was monitored under the University's five quality assurance guiding principles (A-B-C-D-E).

Alignment: The University's teaching and learning approach was guided by its Learning and Teaching Strategy and Strategy for Digital Learning and Teaching, both of which were pivotal in achieving the overarching goal of delivering the BSE. All TDLEG initiatives were designed to align closely with the University's strategic direction and address areas under the BSE and the PEPs, leveraging student-centred ITE.

Benchmark: HKBU's benchmarking initiative was recognised as a strong feature in the 3rd UGC-QAC Audit. One example was the establishment of the "HKBU HEA Fellowship Scheme", in which HKBU teachers reflectively examined their professional practice against the globally recognised UK Professional Standard Framework. Additionally, 24 HKBU teachers received or were shortlisted for teaching awards in the past three years. In their submission to the award organisations, they strived to reach the high standards of the awards. The General Education Office and Language Centre undertook the Academic Consultation Panel and Departmental Academic Advisors exercises, which were recognised by the UGC-QAC Audit as effective components of our benchmarking.

Consistency: The same standards and quality assurance mechanisms were applied to all TDLEG initiatives, regardless of their scale, subject disciplines, or types. For instance, TDLEG-IICA projects, whether led by HKBU-led or invited projects, and TDG projects all underwent review throughout the process from grant application to project conclusion. This consistency ensured that the quality of the initiatives was maintained across the board.

Due-process: By implementing a due-process mechanism, the University ensured transparency in decision-making, ownership, and cost-effectiveness of all TDLEG initiatives and adherence to established processes. The use of TDLEG was managed and monitored by a Working Group under the leadership of the Vice-President (Teaching and Learning). The involvement of the Working Group and the oversight of the Teaching and Learning Policy Committee (TLPCC) and the Language Education Board established a multi-layered quality assurance mechanism, providing a comprehensive framework for the effective implementation of TDLEG initiatives in alignment with institutional objectives.

Evidence-based: An evidence-based approach formed the foundation of the monitoring mechanisms. Data and evidence were utilised to inform and steer the planning, management, and evaluation of TDLEG initiatives. For example, a comprehensive evaluation of the effectiveness of University-wide TDLEG initiatives was facilitated by direct and indirect evidence garnered from the Evidence Collection for Quality Assurance exercise and other institutional data on student learning (e.g., Whole Person Development Inventory). By employing this evidence-based approach, the University ensured that TDLEG initiatives were implemented and refined based on sound evidence and data-driven insights.

TDLEG initiatives were well-integrated into the operations of responsible units, ensuring ongoing monitoring and alignment with our guiding principles (A-B-C-D-E). The ownership and accountability of the executing units were promoted by KPIs embedded within units. Regular reports to committees and line managers ensured transparency and elicited feedback, recognising

the need for adaptability in our initiatives. For instance, the SL team conducted bi-monthly check-ins to keep track of progress and presented the SL evaluation report to the Committee on Innovative Service-Learning (a sub-committee of TLP) every semester.

Regular and critical reevaluation of our curriculum and pedagogies was conducted to align our T&L environment with the PEPs and the ISP and to respond to the new trends, particularly the emergence of GenAI and new digital platforms. To promote knowledge exchange and best practices, multiple international conferences and symposia on TD and LE were organised in 2023-2025.

No major challenges in programme management and monitoring were encountered. Quality management and sustainability were integral to the TDLEG. While most initiatives planned to span from 2022 to 2025, mechanisms for sustaining positive outcomes beyond the triennium were in place.

HKBU leveraged TDLEG to nurture future-shaping students and provide BSE. Students benefited from broadening EL/SL opportunities and, in authentic contexts, developed their social awareness, problem-solving skills, transdisciplinary knowledge, and language competence, making real-world impacts. Multicultural experiences through language exchanges with peers, cultural exchanges overseas, and virtual learning that overcomes physical distance, equipped students with multicultural competences to engage in, contribute to, and shape an increasingly globalised world. Further preparing students for global challenges and opportunities, transdisciplinary learning opportunities targeting SDGs were created through local and overseas collaborations and appreciated by students. Across these endeavours, students were always placed at the centre, engaged as collaborators for pedagogical innovation and unique contributors to peer learning. These initiatives were strongly supported by international-standard professional development and good practice sharing, as well as the broadened and deepened integration of ITE and GenAI in T&L.

On the firm foundation laid in the present triennium and in reflection of the initiatives, further development in several directions would be pursued. First, the use of GenAI and ITE for student engagement and active learning would be expanded, which would require centralised and institutionalised support and associated professional training. Balancing GenAI use and student critical thinking, while cultivating ethical awareness and academic integrity, would be pivotal, and more efforts would be devoted to caring for students' personal growth and well-being in this increasingly complex world. Second, the inclusiveness and appeal of learning opportunities should be enhanced by critically evaluating the accessibility of the tools used, with diverse learning styles and interests in consideration. Lastly, evaluations of the initiatives' impacts should shift from end-deliverables to students' learning process and long-term impacts, involving collaborative stakeholders in the exercise.

(ii) Major Challenges and Mitigation Strategies

One challenge the TDLEG initiatives faced, as identified in the mid-triennium report, was student engagement and teacher buy-in, particularly for new initiatives, including those related to GenAI. To address this, the University launched various promotional activities and workshops to encourage student participation and build a collaborative relationship with their teachers. Through targeted communication campaigns and experience-sharing sessions, students and teachers were familiarised with the benefits and practical applications of the innovative concepts introduced by TDLEG.

For instance, several sessions were organised throughout the triennium for teachers to explore the educational technologies introduced to the University and to discuss the impact of using GenAI in teaching and assessment. Similarly, dedicated training sessions were conducted for students to

introduce them to AI-powered tools and facilitate their critical reflections on the effective and ethical use of GenAI in their learning.

The mitigation strategies were proven effective, reflected by the increasing number of initiatives related to GenAI and the expanded embrace of GenAI technologies within the University community. Teachers' and students' explorations of GenAI for T&L led to the accumulation of good practices worth sharing. Such resources would inspire and catalyse further adoption. These multifaceted promotional efforts were pivotal in enhancing engagement and collaboration among students and teachers, thereby ensuring the effective implementation and success of TDLEG initiatives. In 2025-28, we will further engage students in the planning of TDLEG activities.

(iii) Terminated, Suspended, or Substantially Delayed Initiatives

There were no instances of major initiatives being suddenly halted, suspended, or substantially delayed during the triennium. In the event of delays in some cases, efforts were made to ensure progress aligned with the planned schedule. All major initiatives had been completed with desired outcomes. This highlights the effectiveness of our monitoring mechanism.

(iv) Justifications for Deviation of Allocation from Overall Plan, if any¹

NIL

¹ Including (i) a deviation from the split of 25%/75% by 20% or more for the allocation to TD/LE elements of the TDLEG; and/or (ii) allocation of over 20% of the LE portion to support the learning of foreign languages.

B. Sharing of Good Practices and Sustainability

(i) Dissemination within University

HKBU had a robust culture of scholarship in T&L, promoting the sharing of good practices. One exemplary case was the TDG Compendium (Volume 5), published in December 2022, featuring 11 staff-initiated TDG projects. Additionally, an [e-flipbook](#) highlighting 21 HKBU teachers' innovative use of GenAI in T&L and assessments was launched in February 2025. Both were widely circulated within the University community, with the e-flipbook appraised by a HKBU teacher as "*a valuable asset for educators and students alike.*" Students and teachers also actively showcased their exemplary practices via a wide range of T&L-related events, such as workshops, sharing sessions, and exhibitions. Moreover, other multimedia resources were made available, such as [annual publications featuring innovative SL experiences](#), videos on "[Good Teaching Practice in GE](#)", and a series of transdisciplinary learning trip videos co-created by students and overseas peers.

(ii) Dissemination to Other Higher Educational Institutions

The impact of our achievement extended beyond the University by organising events, delivering presentations and publications, sharing open-access resources, and winning prestigious awards.

Over the triennium, HKBU organised around 240 workshops on both teaching development and language enhancement, attracting participants from local and non-local institutions. The University also hosted several key events, including the Engagement in the Digital Age: International Conference on Language Teaching and Learning in June 2024, eLFA in December 2024, the "Teaching and Learning of Transdisciplinary Communication in the Digital Era" symposium in May 2025, and the inaugural 2025 Pacific Asia Summit on Transdisciplinary Education in June 2025. These events enabled HKBU educators to showcase innovations and facilitated professional exchanges. Notably, eLFA 2024 partnered with local universities and the HKTEA to highlight exemplary GenAI practices from all UGC-funded universities. Non-local participants appreciated the event as a valuable platform for learning the best practices in the Hong Kong higher education sector. This conference also led to several subsequent T&L project collaborations.

Besides these venues, scholarly outcomes about teaching development and language enhancement at HKBU were presented at different conferences or symposia, totalling nearly 100 presentations. In addition, around 80 publications were disseminated to share the success of teaching development and language education initiatives locally and internationally. Moreover, a range of resources based on HKBU practices, such as the [e-flipbook](#) and the TDG Compendium, was made openly accessible to and widely shared with a community beyond HKBU to further promote knowledge exchange, collaboration, and collective betterment of higher education. Positive feedback was received from the international community, appreciating the e-flipbook as a "*very concrete illustration on redesigning assessment*" that is "*easily adapted for high schools and different subjects*".

HKBU colleagues' work was recognised widely. [Our teachers' teaching excellence](#) was recognised in the UGC Teaching Award. The "Global Challenges" courses for transdisciplinary majors were shortlisted for the QS Reimagined Education Awards in Sustainability Literacy (2024), and the teaching pedagogy was shared with more than 80 international participants in London.

(iii) Sustainability of Good Practices

Resources developed in 2022-25 would be made available for ongoing use and download by interested parties. Continuous efforts would be made to sustain such good practices.

The resources, knowledge, and collaborative network built would provide a platform for pedagogical innovations. More resources were constantly built for sharing, including another Compendium/journal special issue featuring the latest HKBU staff-initiated TDG projects. HKBU would leverage different parties' strengths and perspectives to cultivate a multicultural, inclusive, authentic learning environment to achieve BSE and nurture future-shaping students.

30 June 2025	
Date of Submission	Signature of Contact Person

Glossary

AI	Artificial intelligence
AIE-AR	Academic Integrity and Ethics-Augmented Reality
AR	Augmented reality
BNBU	Beijing Normal-Hong Kong Baptist University
BSE	Best Student Experience
CFQ	Course Feedback Questionnaire
CILOs	Course Intended Learning Outcomes
DC	Digital Citizenship
DTL	Digital Teaching and Learning
EID	English in the Disciplines
EL	Experiential learning
eLFA	eLearning Forum Asia
GE	General Education
GenAI	Generative AI
GRE	Graduate Record Examinations
HEA	Higher Education Academy (Advanced HE)
HKBU	Hong Kong Baptist University
HKDSE	Hong Kong Diploma of Secondary Education Examination
HKTEA	Hong Kong Teaching Excellence Alliance
IELTS	International English Language Testing System
IICA	Inter-institutional Collaborative Activities
IIE	Intercultural Immersive Exchange
IO	International Office
ISP	Institutional Strategic Plan
ITE	Innovative Technology-in-Education
KPIs	Key Performance Indicators
LC	Language Centre
LE	Language Enhancement
LEX	Language Exchange Programme
NCS	Non-Chinese speaking
NGOs	Non-Governmental Organisations
NGCE	Nurturing Global Citizenship Through English
PASTE	Pacific Asia Summit on Transdisciplinary Education
PEP	Planning Exercise Proposal
PSC	Putonghua Shuiping Ceshi
QAC	Quality Assurance Council (UGC-QAC)

S-LOMS-SV	SL Outcomes Measurement Scale—Short Version
SALL	Self-Access Language Learning
SaP	Students-as-Partners
SCCP	Student-Tutor Communication Consultation Programme
SDG	Sustainable Development Goal
SDLT	Strategy for Digital Learning and Teaching
SL	Service-learning
SPOCs	Small Private Online Courses
SWCP	Student-Tutor Writing Communication Programme
T&L	Teaching and Learning
TCM	Traditional Chinese Medicine
TD	Teaching Development
TDG	Teaching Development Grants
TDLEG	Teaching Development and Language Enhancement Grant
TLPC	Teaching and Learning Policy Committee
TOEFL	Test of English as a Foreign Language
UB	United Board for Christian Higher Education in Asia
UEI	University English I
UEII	University English II
UGC	University Grants Committee
UNESCO	United Nations Educational, Scientific, and Cultural Organization
VALUE	Valid Assessment of Learning in Undergraduate Education
VR	Virtual reality
VTL	Virtual Teaching and Learning
WWF	World Wide Fund for Nature