**Section Plan for Academic Year 2025-2026 ( Chinese Section)**

**Language Centre**

**The Language Centre adopts the ADRI (Approach-Deployment-Results-Improvement (ADRI) - a self-evaluation approach which emphasizes continuous improvement) for our work plan in respective section. The ADRI would tally with our identified KPIs:**

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| --- | --- | --- | --- | --- |
| 1. **Cross-Cultural Learning Experience** | | | | |
| **Approach**  *(Key Performance Indicators (KPIs) of LC)* | **Deployment**  *(actions/initiatives being applied*  *to achieve the KPIs)* | **Results**  *(Succinct summary of KPI achievements substantiated by quantitative and qualitative evidences with evaluation of effectiveness)* | | **Improvement**  *(How is the evidence being used to inform ongoing improvements in response to the preceding reporting year with workable timeframe)* |
| 1.1 Enhancement of cross-cultural awareness and competence; development of a diverse campus environment for cross-cultural learning and internationalization | * Cantonese minor programme for NCS students. * Cantonese elective/ supplementary courses for local and mainland students. * Offer GE capstone level 3 course * Provide courses for minor programme in creative writing , theatre studies * Cantonese Peer Tutoring Programme * Hong Kong Language and Culture Field trips * Cantonese Recitation Competition粵語朗誦比賽 * Cantonese Public Speaking Contest 粵語即席演說比賽 * Lion Rock Chinese Literature Reading獅子山中文文學朗誦會 * The Hong Kong Literature Promotion Platform – Monthly Literary Talk香港文學推廣平台 – 文學月會 |  | |  |
| 1. **Diverse and Innovative Teaching and Learning** | | | | |
| **Approach**  *(Key Performance Indicators (KPIs) of LC)* | **Deployment**  *(actions/initiatives being applied*  *to achieve the KPIs)* | **Results**  *(Succinct summary of KPI achievements substantiated by quantitative and qualitative evidences with evaluation of effectiveness)* | | **Improvement**  *(How is the evidence being used to inform ongoing improvements in response to the preceding reporting year with workable timeframe)* |
| 2.1 Integration of e-learning tools, AI tools, and other technology for language enhancement or assessment purposes. | Use of e-platform / AI |  | |  |
| 2.2 Promotion of diverse, innovative, or discipline-oriented pedagogies | Tertiary Chinese Language Teaching and Learning conference大專中文教學交流會  Chinese language teaching seminar /salon |  | |  |
| 2.3 Cultivation of creativity and development of creative writing skills amongst students | Chinese creative writing courses  Chinese creative writing services(包括文學創作指導、文學創作師徒計劃 ) |  | |  |
| 2.4 Promotion of learner autonomy and self-access language learning (SALL) | Updating of online Chinese SALL resources |  | |  |
| 1. **Enhancement of Service and Experiential Learning** | | | | |
| **Approach**  *(Key Performance Indicators(KPIs) of LC)* | **Deployment**  *(actions/initiatives being applied*  *to achieve the KPIs)* | **Results**  *(Succinct summary of KPI achievements substantiated by quantitative and qualitative evidences with evaluation of effectiveness)* | | **Improvement**  *(How is the evidence being used to inform ongoing improvements in response to the preceding reporting year with workable timeframe)* |
| 3.1 Opportunity for students to participate in service/experiential learning | Offer GE capstone level 3 course |  | |  |
| 1. **Quality Assurance Mechanisms, Teaching Effectiveness** | | | | |
| **Approach**  *(Key Performance Indicators (KPIs) of LC)* | **Deployment**  *(actions/initiatives being applied*  *to achieve the KPIs)* | **Results**  *(Succinct summary of KPI achievements substantiated by quantitative and qualitative evidences with evaluation of effectiveness)* | | **Improvement**  *(How is the evidence being used to inform ongoing improvements in response to the preceding reporting year with workable timeframe)* |
| 4.1 Consolidation of teaching and improvement of language courses’ design, structure and assessments to meet the changing needs of students | Focus group |  | |  |
| 4.2 Effectiveness of university core language courses, major credit courses and major LEP courses and services | CFQ results  Pre and post-tests in University Chinese  Course evaluations for non credit bearing courses/workshop/services. |  | |  |
| 4.3 Collection of external consultants’ feedback/inputs |  |  | |  |
| 4.4 Collection of objective evidence of students’ language proficiency (bi-literate and trilingual) | Tributaries支流 |  | |  |
| 1. **Scholarship of Teaching and Learning** | | | | |
| **Approach**  *(Key Performance Indicators (KPIs) of LC)* | **Deployment**  *(actions/initiatives being applied*  *to achieve the KPIs)* | **Results**  *(Succinct summary of KPI achievements substantiated by quantitative and qualitative evidences with evaluation of effectiveness)* | **Improvement**  *(How is the evidence being used to inform ongoing improvements in response to the preceding reporting year with workable timeframe)* | |
| 5.1 Enhancement of scholarship of teaching and learning | Encouraging colleagues to attend international conferences. |  |  | |