**Section Plan for Academic Year 2024-2025 \*(Self-funded Courses 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:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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 | - Create opportunities for students to engage with different cultures through cross-cultural learning activities. | Self-funded courses teachers have included cross-cultural learning activities in classroom teaching. | | Self-funded courses teachers designed some discussion activities to explore cross-cultural research projects. |
| 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-learning/teaching materials and on-line interactive learning/teaching tools for self-funded courses. | Self-funded courses teachers have used e-learning/teaching materials, AI tools and videos to facilitate their teaching and students’ learning. | | Some teachers have used interactive on-line presentation software to obtain students’ immediate responses, e,g, Mentimeter, Padlet and Nearpod. One AI workshop was offered: AI Use in Writing for a Master Programme in Social Sciences. |
| 2.2 Promotion of diverse, innovative, or discipline-oriented pedagogies | - Encourage collaborative learning experiences that promote diverse perspectives and interdisciplinary approaches. Design group projects, case studies, or problem-based learning activities that require students to work together and apply knowledge from their own disciplines. | Self-funded courses teachers designed teaching and learning activities for students to have collaborative learning experiences that require students to have team work and apply their own disciplines knowledge. | | Self-funded courses teachers employed group activities during workshops/courses to encourage collaborative learning. |
| 2.3 Cultivation of creativity and development of creative writing skills amongst students | - Use of e-learning/teaching materials and on-line interactive learning/teaching tools for self-funded courses. | Self-funded courses teachers have included some teaching and learning activities to enhance the creativity of multimodal research. | | Some teachers designed teaching and learning activities to encourage students to introduce their research project in multimodally-creative ways. |
| 2.4 Promotion of learner autonomy and self-access language learning (SALL) | - Students have been given independent and guided learning materials in self-funded courses. They are also encouraged to do independent learning after regular lessons.  - Teachers can design some learning activities based on students’ self-access language learning, which could be added as one component of assessments. | Self-funded courses teachers designed self-access language learning materials for students’ independent learning. | | Self-funded courses teachers designed self-access language learning materials for students’ independent learning, e.g. to enhance their academic writing skills in their own disciplines. |
| 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 | - Create opportunities for students to participate in available service learning projects relevant to students' interests and academic disciplines. | Self-funded courses teachers promote and encourage students to participate in service learning projects relevant to students’ interests and academic disciplines. | | Self-funded courses teachers attempted to encourage students to participate in service learning projects. |
| 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 | - The Coordinator of self-funded courses and course teachers regularly review courses’ design, structure, materials and assessments to meet the changing needs of students, and to address the students’ feedback and comments. | The coordinator and teachers regularly review the courses’ design and structure. The learning and teaching materials and assessments are newly-updated to meet the learning needs of this current cohort. | | Self-funded courses teachers have updated and revised the courses’ design, structure, materials and assessments according to the proficiency levels of this current cohort. |
| 4.2 Effectiveness of university core language courses, major credit courses and major LEP courses and services | -Before the self-funded courses/workshops, collect sample essays from students. After the courses/workshops, gather another set of sample essays to assess the effectiveness of the program. | Teachers attempted to collect writing samples from students. However, due to the limitation of the programme, only two workshops/courses are offered for MCCS at the beginning of their study year. Students were not required to submit any assignments before the workshops. | | Hopefully it is possible to collect more students’ writing samples in the next academic year. |
| 4.3 Collection of external consultants’ feedback/inputs | - Gather feedback and input from external consultants on the self-funded courses/workshops that are offered most frequently. | The external consultant made positive comments on our programme, as one part of EID programme in LC. | | Self-funded courses offered aim to help enhance students’ language proficiency in their own disciplines. |
| 4.4 Collection of objective evidence of students’ language proficiency (bi-literate and trilingual) | - Collect students’ written or spoken works in different languages if possible. | Due to the limitation of the programme, only two workshops/courses are offered for MCCS. Nearly all the students’ works are required to submit in English. | | Hopefully it is possible to collect students’ written or spoken works in different languages in the next academic year. |
| 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 | - Teachers of self-funded courses are invited to attend regular staff development workshops/ seminars.  - Teachers of self-funded courses are encouraged to further the scholarship of teaching learning through conference presentation, and participating in research projects. | Some self-funded courses teachers attended staff development workshops which are related with e-learning and teaching. Some other teachers have not attended any workshops so far because of the nature of their work. | Self-funded courses teachers are more interested in staff development workshops which are related with e-learning and teaching, e.g. Workshops on AI use. | |