



香港教育大學

The Education University
of Hong Kong

EdUHK Learning and Teaching
Enhancement Handbook
(for staff)

January 2024

Table of Contents

1. The Learning and Teaching Environment at EdUHK	1
1.1 The University	1
1.1.1 An Overview	1
1.1.1.1 Vision	1
1.1.1.2 Strategic Areas	1
1.1.1.3 Mission	1
1.1.1.4 Core Values	2
1.1.1.5 Graduate Attributes	2
1.1.1.6 Outcome-Based Learning	4
1.1.2 Learning and Teaching Plan 2021-2024	5
1.1.3 Organisational Structure of the University	5
1.1.4 New Curriculum for Undergraduate Programmes	5
1.1.5 Postgraduate Programmes	6
1.2 Measures of Teaching Performance and Course Satisfaction	6
1.2.1 Student Evaluation of Teaching (SET)	6
1.2.2 Institutional Research on Graduates (IRG)	6
1.3 Fostering Teaching Excellence	6
1.3.1 Teaching Awards by EdUHK	7
1.3.2 UGC Teaching Award	7
1.3.3 Other Good Teaching Practices Awards	8
1.3.4 Sharing Good Teaching Practices	8
1.4 Staff Teaching and Research Development	8
1.4.1 Induction for New Full-Time and Part-Time Staff	8
1.4.2 Professional Development Activities	9
1.4.3 Staff Sabbatical Leave Scheme	9
1.4.4 Internal and External Funding and Grants	10
2. Teaching Process	10
2.1 Lecture and Lecturers	11
2.1.1 The Characteristics of Good Lecturers	11
2.1.2 The Role of Course Lecturers	12
2.2 Course Development for Outcome-based Learning	12
2.2.1 Course Outline Template	13
2.2.2 Course Intended Learning Outcomes (CILOs)	13

2.2.3 Course Files.....	14
2.2.4 Course Implementation Checklist.....	14
2.2.5 Medium of Instruction (MOI).....	15
2.3 Course Evaluation and Student Feedback	16
2.3.1 Staff-Student Consultation.....	16
2.3.2 Interim Course Evaluation	16
2.3.3 Student Evaluation of Teaching (SET)	17
2.3.4 Self-Reflection on Learning and Teaching	17
2.3.5 Peer Observation	17
2.3.6 Informal Feedback from Students.....	17
2.4 Resolving Students' Grievances	17
2.5 Policy and Guidelines for Handling Student Academic Dishonesty	18
2.6 Policy and Guidelines for Handling Student Disciplinary Matters	19
2.6.1 Hearing and Decision for Action/Penalty on Disciplinary Cases	19
2.6.2 Post-Decision Follow-up Action.....	19
2.7 Guidelines on Teachers' Professional Conduct.....	20
2.8 Course Review.....	20
2.8.1 External Examiners	20
2.8.2 Departmental Review of Courses and Programmes	20
2.9 Student Learning Issues.....	21
2.9.1 Academic Advising	21
2.9.2 Student Field Experience (FE).....	22
2.9.3 General Academic Regulations	22
2.9.4 Discontinuation of Studies	22
2.9.5 Diversity and Equal Opportunities.....	23
2.9.6 Support to Students with Special Educational Needs	23
2.9.7 Cultural Integration	23
2.10 Technology Enhanced Learning and Teaching.....	23
2.11 Interim Guideline on Teaching, Learning and Assessment Involving Text, Image and Audio Generated from Artificial-Intelligence-Enabled Generative Tools.....	24
3. Assessment	24
3.1 Assessment of Learning.....	25
3.1.1 Methods of Assessment.....	25
3.1.2 Assessment Polices at EdUHK/Departments	25
3.1.2.1 Grade Conversion	25

3.1.2.2	Scaling of Marks / Double Marking System	26
3.1.2.3	Grade Moderation.....	26
3.1.2.4	Grade Distribution	27
3.1.2.5	Grade Submission and Departmental Assessment Panel.....	27
3.1.2.6	Sample Scripts for External Examination	27
3.1.2.7	AI-Enabled Generative Tools	28
3.1.3	Late Submission of Assignment and Absence from Assessment Activities.....	28
3.1.4	Appeal against Assessment Results.....	28
3.2	Assessment for Learning.....	29
3.2.1	Peer Assessment	29
3.2.2	Reflection	29
3.2.3	ePortfolio.....	29
3.2.4	Rubric Construction	29
3.3	Examination Policies and Guidelines at EdUHK	30
4.	Resources and Facilities	30
4.1	Teaching Periods and Timetable	30
4.1.1	Change of Timetable	30
4.1.2	Workload Allocation	31
4.2	Course Coordination.....	31
4.2.1	Nomination of Subject Representative for Programmes.....	31
4.2.2	Appointment of Course Coordinators	31
4.3	Library (LIB)	31
4.4	Office of the Chief Information Officer (OCIO)	32
4.5	Centre for Learning, Teaching and Technology (LTTC)	33
4.6	Centre for Language in Education (CLE).....	34
4.7	General Education Office (GEO)	34
4.8	Global Affairs Office (GAO).....	35
4.9	Registry (REG)	35
4.10	Student Affairs Office (SAO)	36
4.11	School Partnership & Field Experience Office (SPFEO).....	37
5.	General Arrangements on the Approach of Typhoons and Rainstorms	37
	Appendix I – Checklist on the Quality of Course Delivery	38
	Appendix II – Handbook for Online Learning and Teaching.....	39

Preface

The Learning and Teaching Enhancement Handbook (Handbook) is the collation of existing University's guidelines and policies on learning and teaching matters. The aim of this Handbook is to promote the quality of learning and teaching in the University with the ultimate purpose of improving student learning.

The Handbook includes 1) the learning and teaching environment at EdUHK, 2) teaching process on course development and evaluation, policies and guidelines on academic matters, 3) methods of assessment of learning and for learning, assessment policies as well as examination policies in EdUHK, 4) resources and facilities provided by learning/teaching support units and offices.

This handbook will be a good starting point to understand the guidelines and policies of the University's learning and teaching matters for academic/teaching staff.

Regarding the information for postgraduate supervision, for example general academic regulations, code of practice, and thesis submission etc., please refer to Graduate School's website: <https://www.eduhk.hk/gradsch/index.php/policies.html>.

1. The Learning and Teaching Environment at EdUHK

1.1 The University

1.1.1 An Overview

1.1.1.1 Vision

We will further enhance our role as a leading university in the Asia Pacific region and beyond, with a focus on educational research, development and innovation. We will continue to raise our profile and impact locally, regionally and internationally through our high quality research and scholarship. We are committed to nurturing outstanding and caring educators and professionals who contribute constructively to sustainable social and economic development in Hong Kong and beyond.

1.1.1.2 Strategic Areas

Using our base in teacher education and considering the broader educational and social needs of Hong Kong, the Mainland and the region, the University has taken priority in the following three strategic areas in 2016-25:

a) Academic Development

- ‘Nurturing Future Educators and Social Leaders’ through curriculum innovation
- Enhancing quality in education
- Facilitating learning sans frontières
- Leading in teaching education
- Strengthening postgraduate provisions
- Capitalizing on local and international networks

b) Research and Knowledge Transfer

- Realising the goal of becoming the leading Research Development Centre in Education, Humanities and Social Sciences under the Education-plus approach
- Serving local and international communities with needs-focused scholarship, knowledge transfer and community service
- Encouraging an active and strong research culture among academic staff and postgraduate students

c) Management and Infrastructure

- Ensuring effective and efficient management
- Working towards a sustainable infrastructure
- Going beyond a caring organisation

1.1.1.3 Mission

Committed to the Education-plus approach, our primary mission is to lead educational innovation, and to promote and support the strategic development of teaching, teacher education and disciplines complementary to education by preparing outstanding and morally responsible educators and professionals while supporting their lifelong learning.

We will:

- provide a multidisciplinary learning and research environment beyond education that is conducive to intellectual pursuits, free thinking and speech, advocacy of policy and practice, and the promotion of collaboration and diversity;
- enhance professional teacher and teaching education programmes and programmes in disciplines complementary to education with innovative curricula which will enrich students' experiences and enable them to realise their personal potential as well as their educational and career goals;
- prepare our students to become educators and professionals who can integrate theory and practice, and who are creative, innovative, intellectually active, entrepreneurial, socially caring and globally aware;
- foster a vibrant research culture and environment which contributes to the advancement of knowledge, scholarship and innovation, with a sustainable impact on social progress and human betterment; and
- engage in knowledge transfer activities which contribute to the development of the University and the wider community while serving the needs of educational and social development locally, regionally and internationally.

1.1.1.4 Core Values

- Professionalism
- Innovation
- Moral responsibility
- Societal caring
- Global awareness

1.1.1.5 Graduate Attributes

The framework of the graduate attributes, namely, "PEER & I" consists of three domains:

- **Professional Excellence;**
- **Ethical Responsibility; &**
- **Innovation.**

The framework of "**PEER & I**" is applicable to Sub-degree, Undergraduate, Taught Postgraduate (TPg), Professional Doctorate (PD) and Research Postgraduate (RPg) programmes, with specific descriptions for individual levels.

For details of the descriptions at different levels, please visit

<https://lt.eduhk.hk/graduate-attributes/peer-i/>

Seven Generic Intended Learning Outcomes (GILOs):

- Problem solving skills
- Critical thinking skills
- Creative thinking skills
- Oral and written communication skills
- Social interaction skills
- Ethical decision making
- Global perspectives

The University's mission is to foster students' whole person development so that they can become competent professionals and active and engaged citizens ready for autonomous lifelong learning. Guided by the University's Graduate Attributes (PEER & I) and seven GILOs, an integrated formal undergraduate curriculum and non-formal learning was developed to provide students with in-depth professional knowledge and skills in addition to a breadth of general knowledge.

Complementary to the formal curriculum, non-formal learning is also an essential component contributing to students' whole person development. The University has provided specific opportunities including immersion experiences, internship, study visits and the student ambassador scheme. Staff should encourage students to participate in these learning activities and to engage in diverse class activities that include individual study, group work, presentations, discussion, role playing, and debates. Staff should also encourage students to participate in department seminars, sharing sessions, talks by guest speakers and international experts, and school-based activities including study visits and school visits to a variety of settings. All students can engage in a range of other learning activities within the community and can work collaboratively with education and community groups to support the educational and social emotional needs of children and youth. The programmes described below are part of the total learning experience that the University provides.

- Student Exchange Programmes and Short-term/Summer Programmes

To broaden students' horizon and nurture multiculturalism, the Global Affairs Office (GAO) (<https://www.eduhk.hk/gao/>) provides exchange opportunities at partner universities for our undergraduate students to study credit-bearing courses for at least one semester. Also, the Office regularly organises short-term non-local learning and experiential activities which facilitate students to better appreciate the culture as well as social and economic development of different countries and territories. Please refer to the website of GAO for more details.

- Internship

The internship programme enables students to gain exposure of the work world through the completion of an internship in an organisation or company locally or overseas. Internships are rewarding experiences, through which students can acquire more in-depth workplace culture and develop positive work attitudes. For more details, please visit respective programme handbooks, programme websites, and the website of the Student Affairs Office (SAO):

https://www.eduhk.hk/sao/info/career/internship_programmes/.

- Study Visit

There are also a number of overseas study visit opportunities organised by departments and programmes in the University for students to visit overseas schools, universities, NGOs and educational organisations, etc. Students usually have the opportunity to examine the educational system in the host country as well as the host schools/universities/organisations in the study visit.

- Shell Course(s)
To enrich student learning experience outside the classroom and strengthen their soft skills to enhance their employment-related competency, the University introduces shell course(s) in recognition of students' participation in activities/experience acknowledged by the University and aligned with the University's graduate attributes and Generic Intended Learning Outcomes (GILOs). Students can claim up to six credit point(s) not counted towards the credit points required for graduation and the GPA calculation which shall be printed on the transcript to demonstrate to potential employers the extra effort put in by the students. These shell courses include "Activities/Experience outside the Classroom" and "Self-regulated Learning in Artificial Intelligence with Chatbot".
- GBA/Mainland Activities and Experience
With an aim to broaden students' horizons and enhance their understanding of GBA/Mainland China, the University deemed it important to strengthen GBA/Mainland activities/experience in the curriculum to provide students with valuable experience outside the classroom. These activities/experience are designed to align with the course/programme content and contribute to the achievement of course/programme intended learning outcomes. With a widened exposure outside Hong Kong, these activities/experience would prepare students better for future employment and enhance their understanding of and appreciation for GBA/Mainland life, society and culture. This is also in support of the Government's Policy Address in 2022 and 2023 to provide opportunities of learning experience outside Hong Kong (referred as Mainland experience) for around 50% of local undergraduate students by 2025/26 academic year,

The Academic Board approved in September 2023 the recommendation for all first year first degree (FYFD) and senior year (SY) programmes, including self-financed programmes, to implement the required number of GBA/Mainland activities with gradual effect from 2023/24. SY programmes are requested to arrange one trip every academic year starting from 2023/24, while this would be mandatory for all FYFD and SY programmes from 2024/25 cohort onwards.

1.1.1.6 Outcome-Based Learning

The University is progressively moving towards ensuring a high quality outcome-based learning (OBL) system. Outcomes are qualities, skills, knowledge and attributes that a student may demonstrate competency in. OBL is the curriculum planning and implementation practice of articulating these outcomes and providing student-centered educational experience. The University has chosen to adopt an outcome-based approach for two reasons. Firstly, the University Grants Committee (UGC) has launched an outcome-based learning initiative in higher education, in conjunction with the "3+3+4" education reform in Hong Kong. Secondly, focusing on student outcomes as visible indicators of quality allows the University to make reliable, valid and ethical assessment of student achievement, affecting the University's decision making at multiple levels.

The approach and framework employed for OBL at EdUHK have a common and accepted emphasis based on systems-level change, i.e., setting clear standards for observable and measurable outcomes through which student performance can be empirically measured.

Evidence is then gathered to determine whether the desired outcomes are being achieved. This evaluation procedure provides feedback to ensure that elements in the teaching and learning environment are acting in concert to facilitate the nurturing of the desired outcomes.

The University has identified seven desired generic intended learning outcomes (GILOs). A survey has been developed to assess students' achievement in these seven GILOs at their entry and final years of study. On top of this GILOs survey, learning evidence from students' ePortfolios and coursework are collected to demonstrate their achievement in GILOs. Framework and rubrics on GILOs are developed based on the collected evidence which can provide guidance and support for students and academic/teaching staff for the enhancement of students' GILOs achievement.

1.1.2 Learning and Teaching Plan 2021-2024

The University Learning and Teaching (L&T) Plan is designed to enhance student learning outcomes by developing strategic areas in learning and teaching. Formulated by the Task Force on Learning and Teaching Plan 2021-2024, the L&T Plan 2021-2024 follows the direction of the L&T Plan 2019-21 to continue the University's effort and endeavour to enhance student learning via the following seven key themes in 2021-2024: a) Internationalisation; b) Teacher Education Programmes; c) Undergraduate Curriculum Development; d) Postgraduate Learning and Teaching; e) Students' Learning Outcomes; f) E-Learning and Digital Competency; and g) Capacity Building; and these will guide the implementation and enhancement of L&T.

1.1.3 Organisational Structure of the University

The organisational structure and information of the University, faculties, departments, academies and centres can be found from the University's website (https://www.eduhk.hk/organisation_chart/) and the University's calendar.

1.1.4 New Curriculum for Undergraduate Programmes

The University has reviewed and revamped the curriculum structures for undergraduate programmes. The new curriculum structures are driven by creating space and enriching learning experience of students, prompting interdisciplinary development and providing quality teachers, educators and professionals in response to emerging community needs.

The new curriculum structures have been implemented by phases from 2019/20 cohort and onwards:

Types of programme	Implementation year
5-year full time BEd programmes	Full implementation from 2019/20 cohort
5-year co-terminal double degree programmes	Implementation of new common core curriculum from 2019/20 cohort;
Non-BEd (4-year and Senior Year) programmes	Implementation of full curriculum no later than 2020/21 cohort
3-year and 4-year part-time BEd programmes	Full implementation from 2020/21 cohort

For details of the new curriculum, please visit <https://curriculum.eduhk.hk>.

1.1.5 Postgraduate Programmes

The University offers both research postgraduate programmes and taught postgraduate programmes. The Graduate School (GS) was established in April 2010 to manage the Research Postgraduate (RPg) programmes of Doctor of Philosophy and Master of Philosophy funded by the UGC. GS is an academic platform overseeing postgraduate research, professional doctorates, and taught master's programmes. The aim is to promote maximum synergy between all higher degree programmes, and to ensure their quality meets international standards. Detailed information about the programmes of Doctor of Philosophy, Master of Philosophy, Doctor of Education, Master of Education, and other master's programmes offered by the University can be found from the University's website:

https://www.eduhk.hk/gradsch/pg_prospective/programme-information.html.

1.2 Measures of Teaching Performance and Course Satisfaction

The University emphasizes the importance of identifying, developing and promoting teaching and learning practices to support high quality of teaching and learning. To achieve accountability of its teaching quality, the University has developed and implemented a range of quality assurance processes. More discussion on good lecturers will be discussed in Section 2.1.1.

1.2.1 Student Evaluation of Teaching (SET)

Seeking feedback from students on the quality of the teaching they experienced is a standard practice internationally. The existing Student Evaluation of Teaching (SET) instrument used within the University was designed for the purposes of teaching evaluation. The dissemination of SET scores to the relevant teaching staff, department head and programme leader, etc. is an important exercise of quality assurance. The relevant parties are required to reflect on the SET scores and find ways to continuously improve learning and teaching. Procedures of handling SET will be discussed in Section 2.3.3.

1.2.2 Institutional Research on Graduates (IRG)

The Institutional Research on Graduates (IRG) is an annual exercise with an aim to gather data from graduates and employers to facilitate systematic review and refinement of existing programmes offered by the University. The programme team should consider the survey findings and identify issues and areas of improvement and plan follow-up actions. They should also disseminate to students the details on the revisions/adjustments made in their programmes in response to the findings.

1.3 Fostering Teaching Excellence

With increasing attention on the quality of learning and teaching in tertiary education in Hong Kong, the government and universities have recognised the importance of good practices and set up various awards for good teaching practice.

1.3.1 Teaching Awards by EdUHK

The President's Award for Outstanding Performance in Teaching Scheme is established to recognise and reward excellence in teaching and to emphasize the University's commitment to:

- fostering teaching innovation and excellence;
- enhancing student learning; and
- promoting the scholarship of teaching.

Under the Scheme, Awards are awarded to individual staff member (including two categories, namely, General Faculty Member and Early Career Faculty Member, making reference to the UGC's Teaching Award) or to Collaborative Teams at an institutional level. Each awardee will receive a certificate and monetary cash rewards. Recipient(s) of the award are publicly recognised at a dedicated ceremony and the names of the recipients are permanently displayed on campus. All full-time academic/teaching staff with a minimum of two years full-time service in the University at the time of nomination are eligible for nomination for individual awards. Previous award recipients are also eligible for nomination for a different category the following year (e.g. Early Career Faculty Member awardee can be nominated as General Faculty Member Category the following year, and Early Career or General Faculty Member awardee can be nominated for Collaborative Team Category the following year), and they are also eligible for nomination for the same category after a one-year lapse. For Collaborative Team nominations, a team is defined, for the purpose of this award scheme, as a group of people pooling together their expertise, disciplinary background and knowledge for the achievement of a common learning and teaching objective/agenda. The team, with a designated team leader, is expected to comprise a maximum of five members including the team leader, with at least half of its members possessing a minimum of two years full-time service in the University. The team members may come from more than one UGC-funded universities. Each nominated team must include at least one full-time teaching staff (excluding visiting staff) with teaching duties which focus primarily on UGC-funded programmes. The team may also include other academic and/or support staff (including teaching assistants) employed on a full-time or part-time basis.

Teaching Award Scheme of three faculties are available at:

<https://www.eduhk.hk/flas/en/Learning-And-Teaching/Teaching-Awards.html> (Faculty of Liberal Arts and Social Sciences)

http://www.eduhk.hk/fehd/en/learning_teaching.php?s=teaching_awards (Faculty of Education and Human Development)

<https://www.eduhk.hk/fhm/faculty-teaching-awards> (Faculty of Humanities)

1.3.2 UGC Teaching Award

The UGC Teaching Award is established to honour staff who excel in teaching in the UGC sector. The Award, held annually, not only recognises past and present teaching performances and achievements, but also the teachers' leadership in and scholarly contribution to teaching and learning within and across universities. The awardees are expected to become "ambassadors of good teaching" to collectively make a real and sustained impact in promoting teaching excellence in the UGC sector.

The award is held annually and open to all full-time staff with teaching duties which focus primarily on UGC-funded programmes, regardless of their discipline. The UGC will invite

from each UGC-funded university to submit no more than three nominations in total for the categories of (1) General Faculty Members (open to individuals only); and (2) Early Career Faculty Members (open to individuals only); and (3) Collaborative Teams.

The awardees will become “ambassadors of good teaching” to collectively make a real and sustained impact in promoting teaching excellence. More updated information and press releases about the award is available at:

https://www.ugc.edu.hk/eng/ugc/activity/ugc_teaching_award.html

1.3.3 Other Good Teaching Practices Awards

There are a number of other external awards for good teaching practices in Hong Kong. Staff should pay attention to announcements on the intranet, notice boards, and/or in the mass media.

1.3.4 Sharing Good Teaching Practices

Faculties and departments are encouraged to share good teaching practices during the faculty/departmental retreat and seminars so that colleagues can learn from each other and to promote a community of practices. Some departments arrange sharing seminars on teaching practice and award certificates of excellent teaching to those teaching staff who excel in teaching based on the SET results.

1.4 Staff Teaching and Research Development

This section provides information on issues related to staff development. It briefly describes new staff induction activities in departments, staff professional development activities, staff sabbatical leave scheme, internal and external funding and grants information, as well as policies and guidelines on staff outside activities. Apart from the information listed below, more information can be found at Staff Handbook: <https://www.eduhk.hk/staffhandbook/index.php>.

1.4.1 Induction for New Full-Time and Part-Time Staff

HoDs, Associate HoDs, and/or Departmental Committee Chairs, and/or departmental programme administrative staff may arrange briefing sessions for the new full-time and part-time members on department administration and teaching activities. Individual teaching teams may arrange similar sessions for new members as well. After a new member begins his/her contract period, it is expected that department and/or programme staff will provide ongoing support.

In addition, in order to provide a holistic professional development for new full-time academic/teaching staff, a Certificate Course “Introduction to Teaching in Higher Education” is designed and developed to support them to adapt a new professional life at EdUHK and to develop their professionalism related to learning and teaching and scholarship of learning and teaching in higher education.

The Certificate Course consists of four themes, namely (i) Induction – Introduction to Teaching in Higher Education Settings; (ii) Practicum; (iii) Learning and Teaching Seminars/Workshops; and (iv) Learning and Teaching Support. To complete the Certificate Course, participants are required to complete all themes with a minimum of 18 hours of the Course and submit a

reflective statement of approximately 250-500 words. More details about the Certificate Course can be found at: <https://www.lttc.eduhk.hk/for-staff/spd/>.

Starting from the 2022/23 academic year, all part-time teaching staff members are strongly encouraged to participate in the Induction Programme, except those with strong justifications. These justifications include: 1) being a former full-time academic/teaching staff of the University within the past three years; or 2) involvement in teaching limited to only part of (and no more than) one lecture, during which the Course Instructor also attends the respective lecture as another speaker or as an observer. The Induction Programme offers part-time teaching staff a variety of training on the policies, technical arrangements, and practical details related to teaching at the EdUHK. The ultimate goals of the programme are to assist part-time teaching staff in training students to attain the desirable attributes under the PEER & I framework set by the University. More details about the Induction Programme for part-time staff can be found at: <https://www.lttc.eduhk.hk/for-staff/spd/induction-for-pt-staff/>.

1.4.2 Professional Development Activities

Each department organises its own staff professional development programme, while the University also provides diverse opportunities for staff to develop their professional knowledge and skills. On the other hand, the Staff Professional Development Programme is designed and developed for all academic/teaching staff. The Programme includes (a) a Certificate Course “Introduction to Teaching in Higher Education” for new academic/teaching staff in relation to learning, teaching and assessment; (b) learning and teaching seminars/workshops; (c) learning and teaching support; (d) Peer Support of Teaching Scheme; and (e) online video resources. Staff professional development activities are available at <https://www.lttc.eduhk.hk/for-staff/spd/>.

1.4.3 Staff Sabbatical Leave Scheme

Sabbatical leave is a paid period of leave for academic staff to concentrate on research and scholarly work (including field studies). It is expected that this opportunity will lead to concrete research or scholarly outputs and/or other deliverables. Further, it is anticipated that these outputs and/or deliverables will be beneficial to the individual’s academic or professional development and enhance the University’s overall academic profile. Sabbatical leave is not an entitlement. It is granted at the absolute discretion of the University. Granting of sabbatical leave is subject to the academic staff member having a satisfactory plan (for the leave period) which is assessed to be beneficial to his or her academic or professional development as well as to the overall academic profile and strategic development of the University.

All academic staff at the University are expected to produce one quality publication per academic year. Academic staff on sabbatical leave are expected to meet this expectation and in addition, provide at least two deliverables which are ready for submission to international journal(s) and/or quality venue(s) for publication upon return from sabbatical leave. Other types of deliverables may include artistic work (gallery exhibition, stage performance, play and photographs), patents or General Research Fund proposals, etc. relevant to the applicant’s areas of expertise. Within three months after return from the sabbatical leave, the staff members must also provide a report or portfolio that:

- highlights their activities during the sabbatical leave;
- articulates the outcomes of their activities;

- describes the relevance of their sabbatical work to the strategic development of the University; and
- identifies any potential for synergy with on-going teaching and research of their programme.

Application procedures and other relevant information on assessing applications for Sabbatical Leave are available at <https://www.eduhk.hk/staffhandbook/view.php?secid=623>.

1.4.4 Internal and External Funding and Grants

There are opportunities for internal and external funding and grants in support of teaching and learning at various levels.

The Teaching Development Grant (TDG) has operated for over a decade largely providing opportunities for professional development for academic and teaching staff. With a view to strengthening the strategic role of TDG in further supporting teaching and student learning, the directions of TDG are placed with more emphasis on determining project impact, focus on designated strategic priorities, projects of larger scale and relatively longer term and review system in place for application approval to further assure project quality.

The TDG is centrally administered and primarily steered towards designated thematic areas identified to be of strategic significance across the University. It covers two major categories:

- Faculty-level TDG focusing on Faculty/Departmental/Unit endeavours in relation to student learning; and
- University-level TDG involving university-wide effort and/or promoting cross-disciplinary/ cross-Faculty collaborations.

Other than the university and faculty level TDG as mentioned above, the University has set up other internal schemes to support and/or reward staff for excellence and scholarship of teaching or research, for example, the President's Awards for Outstanding Performance in Teaching/Research.

2. Teaching Process

The Learning and Teaching Quality Committee has endorsed the following three guiding principles (LTQC 10/2023) with regard to the mode of delivery of courses:

- Face-to-face mode is the norm;
- Hybrid mode, in which there are both student attendees in the classroom and online, is only used as contingency to accommodate student needs under special circumstances; and
- The portion of online learning and teaching should be restricted in accordance with guidelines on maximum number of online lessons for one course replacing face-to-face contact hours. Hybrid classes will not be counted as online lessons, because the learning and teaching activities therein are designed primarily with students in the classroom in mind.

When face-to-face mode is the main way of course delivery, the University generally adopts the policy of "One Course One Online Lesson". A university-wide stock-take and evaluation

exercise has been regularly conducted to gather information from academic/teaching staff with regard to the number of face-to-face contact hours being replaced fully by online learning and teaching or conducted in hybrid mode. To facilitate course lecturers' lesson planning, a "Checklist on the Quality of Course Delivery" is presented in Appendix I for reference.

On the other hand, online learning and teaching has been more common and would need to be adopted as a contingency measure in unusual and uncertain situations (e.g. public health emergencies, etc.). In this regard, the Learning and Teaching Quality Committee (LTQC) has approved a set of Quality Assurance/Enhancement (QA/E) mechanism and practical guidelines to safeguard the quality of online learning and teaching (LTQC 4/2022). This QA/E mechanism applies to sub-degree, undergraduate, postgraduate diploma in education, and taught postgraduate courses (excluding doctoral programmes). For details of this mechanism and the practical guidelines, please refer to Appendix II.

2.1 Lecture and Lecturers

The University prioritises quality learning and teaching, dedicating itself to nurturing outstanding and caring educators and professionals who contribute constructively to sustainable development in Hong Kong, Mainland China, and beyond.

The mass-lecture plus tutorial (ML+T) mode is adopted in many courses throughout the University. In order to best use individual teaching staff's specialisations in delivering specific course contents and ensure the quality of teaching and learning, the ML+T mode provides a diversified approach to student learning. Mass lectures are highly informative, playing the role of delivering the main learning topics of a course. Tutorial lessons cater for student individual needs, providing more focused and close supervision to students in their learning. They also allow more flexibility in timetabling and use of resources in curriculum organisation.

In courses with ML+T modes, collaborative lesson planning and team teaching are recommended. For collaborative lesson planning, staff can plan the lesson in team by developing the course materials on their own and then sharing those materials among the team members. They may also split up the work of planning course materials among the team members. Alternatively, teaching colleagues in teams can also set the course goals and content, select common materials such as texts and films, and develop tests and final examinations together for the students.

Apart from ML+T teaching modes, other types of teaching, such as mini lecture, laboratory work, practical workshops and e-Learning (please see section 3.3 for more details) could also be organised by different departments to promote staff-student interaction and to develop students' various abilities and knowledge.

2.1.1 The Characteristics of Good Lecturers

One understanding of quality and effective teaching is reflected in the criteria underlying the institutional SET. The SET instrument at the University outlines that a good lecturer bears the responsibility and is expected to successfully:

- deliver the course in an organised way
- align the learning and teaching with those mapped out in the course outline
- inspire students to think and learn

- address students' needs in learning
- enhance students' course-related knowledge or skills
- provide appropriate feedback to enhance student learning
- encourage exchange of ideas among students in their learning
- provide opportunities for students to learn from a variety of sources or ways
- guide students to think from different perspectives
- encourage students to proactively engage in their own learning
- be enthusiastic in teaching
- make clear on the course expectation, if applicable
- provide appropriate amount of quality examination or assessment, if applicable

It is noted that the above list is far from exhaustive. It should not be the only measure of teaching quality and effectiveness, nor should it be used to infer research productivity. Other than the above characteristics, staff can refer to the literature on effective teaching practices (e.g. Marsh¹, 1982, and Richardson², 2005). But still, there may be variation across different departments or faculties in terms of teaching effectiveness. Therefore, it is worth maintaining a discipline-based pedagogical dialogue within each programme and department about what constitutes quality teaching and learning.

2.1.2 The Role of Course Lecturers

Building upon the general expectations outlined in the previous section, course lecturers are further expected to:

- work within the parameter of validated course outline, which includes course contents, delivery modes and course assessment
- attend the course team meetings and gather students' feedback and convey it to the team
- inform and seek advice from the course coordinator (CoC) in case of any problems or student complaints
- give prompt feedback to students

2.2 Course Development for Outcome-based Learning

This section provides general information for individual teaching staff to plan and implement their courses as well as to design their learning, teaching and assessment activities. Outcome-based learning (OBL) approach is required for developing new courses because it begins with the premise that the quality of education should be judged by focusing on learner and learning outcomes or results. This means that OBL is primarily concerned with focusing on what learners actually are learning and how well they have learnt it – OBL is a pedagogical process, which as its name suggests, focuses on the achievement of certain specified results. OBL is a student-centred approach, the emphasis is on what learners should know, understand, demonstrate and become – hence, the focus is on certain predetermined results or outcomes to be achieved by the end of each learning process. These outcomes are determined by relevant

¹ Marsh, H.W. (1982). SEEQ; a reliable, valid and useful instrument for collecting students' evaluations of university teaching. *British Journal of Educational Psychology*, 52, 77-95.

² Richardson, J.T.E. (2005). Instruments for obtaining student feedback: A review of the literature. *Assessment and Evaluation in Higher Education*, 30(4), 387-415.

real-life needs and are meant to ensure an integration of knowledge, competences, and skills to prepare learners to be thinking, competent and responsible future citizens. Thus, OBL is both a philosophy and an instructional process designed to educate students and provide them with the maximum opportunity for a successful future in such a rapidly changing world. This needs clearer explanation.

2.2.1 Course Outline Template

Course teaching staff can use the Course Outline Template provided by the University in the development of their course. The Course Outline Template is designed to promote transparency and quality in courses. It is not designed to substitute for the well-informed professional judgment of an accomplished lecturer, rather it is designed to enhance, inform, and expedite course planning in an OBL context. The design of the template has been informed by research into best practices in planning, teaching, learning, and assessment in a higher education context as well as those practices specific to an OBL context. It is expected that course developers and lecturers will pay careful attention to the guidelines in this document. This attention should be evident in the resulting course-specific syllabi and teaching and learning plans. The template is available at Appendix VIII of Staff Handbook on Programme Quality Assurance:

<https://www.eduhk.hk/re/Others/Useful-Templatessuggested-Formats-1.html>.

2.2.2 Course Intended Learning Outcomes (CILOs)

CILOs are statements that identify how learners may evidence achievement by the end of the course, according to predetermined standards of performance and content. CILOs should be made explicit to learners and they must guide the learning, teaching and assessment activities of the course. The successful implementation of outcome-based learning at EdUHK is based on the following four key premises: 1) defining the most important outcomes for students to achieve as a result of participating in an academic experience; 2) assessing how well students are actually achieving those outcomes; 3) using the results to improve the academic experience; and 4) continuously supporting students to achieve higher levels of performance.

A well-written CILO should contain the following components:

- a verb that indicates what the learner is expected to be able to do by the end of the period of learning
- the content area in which the learner is acting or with what the learning is interacting
- an indication of context and standards (if relevant)

It is noted that many desirable results of learning, teaching and assessment may not be directly assessable within the context of the course. There may also be unintended but highly useful outcomes of a learning experience. Lecturers are encouraged to aim for such results. However, in the context of this document, these are not CILOs. CILOs describe those results that meet the following criteria:

- intended
- learner-centered
- demonstrable through learner-generated evidence

The Course Outline Template Guide provides examples of useful and less useful outcomes, using the above criteria. In addition, the Course Outline Template Guide addresses some CILO design guidelines:

- ask yourself, “What do I want my learners to know and be able to do by the end of the course?”
- assure that CILOs are appropriate and achievable to the level and intent of the course.
- a typical useful number of CILOs is four to six per course. This is a matter of professional judgment, though
- address the relevant learning without becoming atomistic. Too much detail may lose flexibility and liveliness. Not enough detail may result in a CILO that cannot guide teaching, learning, and assessment

2.2.3 Course Files

A course file system may be considered to collect information for each course. The aim of course file system is to reinforce information sharing amongst teaching teams and provide information to new members amongst teaching teams so as to facilitate their teaching. Staff members are encouraged to submit the course information by the end of each semester. Paper course information can be kept in the departmental General Office and soft copies can be stored in DMS so that teaching staff can get access to them via the intranet. The most recent past 3 years’ information may also be kept for future reference. Both the administrative and teaching staff could be involved in this cyclic process for the set-up and maintenance of the course files.

The following information may be put together for each course:

- Course outline
- Work schedule in delivery of the course content
- Assessment guidelines and assessment criteria
- Sample scripts (High/ Medium/ Low level)
- Examination papers
- Notes /minutes of the course meetings if appropriate
- Evaluation reports such as:
 - External Examiner/Reviewer’s comments and responses (if any)
 - Comments from the Staff-Student Consultative Meeting (if any)
- Self-reflection on good practices and areas for improvement in course delivery

2.2.4 Course Implementation Checklist

A course implementation checklist aims to provide teaching staff with a list of comprehensive, important items which help them prepare and/or manage their courses effectively. Teaching staff are encouraged to make a checklist for details of their course implementation. A sample checklist set up by a department, which regarded to “what to do” for teaching staff before the course, during the course, and after the course, is shared below.

Before teaching the course

- Download the course outline from the EdUHK Portal (under “Teaching & Learning” → “T&L Related Links” → “Programme Info” for information of programmes and courses offered by different faculties)
- Refer to the External Examiner’s comment on the course (if any)
- Prepare teaching schedule
- Submit assessment schedule to the Programme Office concerned
- Submit the course outlines with week-by-week topics and reading assignments to the General Office
- Prepare teaching materials (e.g. copies of handouts)

- Note the medium of instruction (MoI)

In the first session of the course

- Provide students with:
 - Course outline
 - Teaching schedule
 - Assessment type and schedule
 - Assessment criteria
 - List of references (if applicable)
- Inform students how and when to submit their assignments

When teaching the course

- Observe and adjust the teaching pace if necessary
- Conduct Interim Course Evaluation (Optional).

At the last session of the course

- Conduct SET (The SET is conducted in online mode; please see Section 1.2.1 and 2.3.3 for more detail);
- Provide “Feedback-Seeking Sections” to ask the students for any comments associated with the course and/or course lecturers/tutors.

When the course is completed

- Mark the assignments;
- Please see Section 3.1.2 for assessment procedures such as grade moderation, double marking and grade submission etc.;
- Return feedback to students on written assignments – Course lecturers should return marked assignments to students in one month;
- Inform students to collect their assignments – The marked assignments usually will be kept for one semester. To ensure proper disposal of the uncollected assignments, make certain that the names of the students cannot be identified for the sake of personal data privacy.

After the course is completed

- Respond to external examiner’s reports;
- Review the course based on the comments from students, external examiner’s reports, teaching evaluation report, etc.;
- Revise the course – if course revision is needed, please refer to Section 2.8 for details.

2.2.5 Medium of Instruction (MOI)

The MoI of a course bears on the following:

- the course outline, including synopsis, aims and objectives, main assigned readings, teaching and learning activities, and course intended learning outcomes (CILOs);
- textbooks and main reading materials used for teaching and learning purposes;
- classroom interaction between the teacher(s) and students;
- formative assessment in writing, including major assignments and quizzes; and

- summative assessment such as presentations and the final exam.

In principle, all teaching materials, classroom interactions between teacher(s) and students, and all assessed activities of an English-medium course should be in English, while those in a Chinese-medium course should be in Chinese.

2.3 Course Evaluation and Student Feedback

There are numerous channels for collecting feedback from students, including annual programme evaluations, Student Evaluation of Teaching, Staff-Student Consultative Meetings, student representation on committees and focus group meetings. Programmes and course-offering departments consider student feedback and propose follow-up actions as necessary. All student feedback and follow-up actions are recorded using a standard procedure, and the corresponding improvement plans are documented in the annual programme report and considered by the Faculty Board or Board of Graduate Studies, as appropriate. The quality of course delivery is enhanced by reflection of the teaching staff, through peer observation or the Peer Support of Teaching Scheme, and feedback provided by external examiners/reviewers.

2.3.1 Staff-Student Consultation

Some Faculty offices and Graduate School (GS) organise regular formal meetings of the student-staff consultative committee of each programme. The purpose is to give an opportunity for both teaching staff and students to share their views towards course delivery as well as the administration of the programme. The Programme Staff-Student Consultative Committee (SSCM) normally comprises of respective core team members of programme committee and elected student representatives. The committee, which is chaired by the Programme Leader/ Programme Coordinator, will meet at least once per academic year. It reviews students' comments on the programme curriculum, learning and teaching, programme administration, and resources issues such as the adequacy of library facilities and IT services. The Departmental Subject Coordinator for the respective programme is the representative of the Department to this consultative committee. He/she serves as a bridge between the subject team and student representatives to the Committee. The Departmental Subject Coordinator is expected to report any relevant students' feedback to the subject team in the subject coordination meeting or the Departmental Learning and Teaching Committee (DLTC) of the department, and report back to the programme committee on follow up actions.

2.3.2 Interim Course Evaluation

Evaluation of courses is also achieved by means of interim course evaluation. Since the interim course evaluation is usually administered in the middle of the term, appropriate follow-up actions based on the feedback from a survey and/or discussions with students can be undertaken during the rest of the term to help improve the teaching of the current course. Anonymous evaluations can be conducted informally by individual course lecturer during the class. Individual course lecturers could also exercise discretion on the most appropriate means of data collection for the interim course evaluation. Upon receiving students' feedback, the course team may meet and discuss any appropriate action that needs to be taken. The CoC or course lecturers may convene a special meeting for discussion on the feedback if necessary. Apart from the mid-course evaluation, staff members are recommended to collect students' feedback to their teaching in a variety of other formal and informal occasions.

2.3.3 Student Evaluation of Teaching (SET)

As described in Section 1.2.1 in this handbook, SET is an important component of the University's quality assurance system. The SET questionnaire is administered near the end of the teaching of every course. It should be administered to every course each time it is taught, covering both the course's design and the lecturer's teaching. Relevant survey report will be released to the course lecturers via the online platform after all grades have been submitted by the respective course team.

For enhancement of learning and teaching, information collected from SET will be reported to relevant Programme Leaders, Heads, Associate Deans, Deans, Senior Management, etc. for necessary follow-up actions and will also be discussed at the Staff-Student Consultative Meeting. The University has prepared a list of follow-up activities related to SET data including identification and monitoring of cases requiring extra support and provision of direct feedback to students through Staff-Student Consultative Committees. The Staff-Student Consultative Committee, and Programme Committee/ Course-offering Departments form a feedback loop to collect and consider students' feedback, as well as to introduce improvements arising from such feedback.

2.3.4 Self-Reflection on Learning and Teaching

All staff are encouraged to write an annual self-evaluation of their teaching based on the results of SET and other feedback collected from staff and students. It is recognised that staff's reflection on course implementation is instrumental in building a culture for quality enhancement within the university. Individual staff members are encouraged to submit an annual reflective report to the HoD. This report is intended to give a summary of the review of individual courses conducted by the respective lecturer, as well as his/her insights into more generic issues distilled from the teaching experience he/she gained in that particular year. The staff's annual self-reflective report may also include an action plan for improving his/her learning and teaching in the coming year.

2.3.5 Peer Observation

Peer observation is an important means to improve teaching, all staff are encouraged to engage in peer observation exercises to improve the quality of learning, teaching and assessment. Peer observations provide colleagues with opportunities, both through observing and being observed in teaching sessions, to reflect on and review the learning and teaching of courses in the various programmes.

2.3.6 Informal Feedback from Students

Student feedback can also be collected by informal discussions in class or meetings after lectures to enhance teaching effectiveness.

2.4 Resolving Students' Grievances

Staff are encouraged to resolve a dispute amicably with students first. However, staff may not be necessarily informed by students who make complaints against them. Students may make complaints formally by writing to HoD or relevant head first. The HoD will conduct a meeting with students in presence of another colleague to investigate the case. If students complain about

HoD, they should be directed to faculty deans. Please refer to Chapter 12 for the Procedures for Resolving Student Grievances in the Student Handbook at:

https://www.eduhk.hk/re/student_handbook/en/Student-Complaints-And-Grievances.html and the “Internal Procedures for Handling Student Complaints and Grievances on Administrative / Academic Related Matters (for Staff)” on Registry website at: <https://www.eduhk.hk/re/Staff/Policy-And-Guidelines/Student-Complaints-And-Grievances.html>.

2.5 Policy and Guidelines for Handling Student Academic Dishonesty

The University upholds the principles of honesty in all areas of academic work. Faculty members should be aware that the objective of university education is not only to further knowledge and academic excellence, but also to nurture human beings with high moral standards, who will be responsible citizens. We can foster the acquisition of these highly-valued qualities by assuring students adhere to the following guidelines:

- Submit original work in all areas of their study including FE;
- Present genuine (i.e. not falsified or fabricated) information and data;
- Properly acknowledge all uses of the work of others, which may include their words, ideas, artistic products, inventions, lesson plans and research findings, etc.;
- Correctly apply the citation system accepted by the University in referencing the works used;
- Cannot commit self-plagiarism / multiple submission (i.e. submit the same or partly the same work for more than one assignment, even if the assignments are for different courses, different years of study or even different degrees).

Teaching staff should encourage students to consult their teachers when they are in doubt about any of the above guidelines. Ignorance of the meaning or scope of academic misconduct is not an excuse under any circumstances. Teaching staff should report any suspected case of academic dishonesty to the course coordinator or programme coordinator whoever is more appropriate. If the course teacher and the coordinator believe there is evidence that supports a case of academic dishonesty, they should report the matter promptly, together with any written supporting information or related evidence, to the Head of Department. The Head of the academic department concerned shall then establish an investigation committee to conduct a thorough investigation if a prima facie case for academic dishonesty exists. An investigation report should be sent to the Head of academic department who will consider whether the student is deemed to have committed academic dishonesty. Where a case of academic dishonesty has established, the Head of academic department may consider imposing penalties which include written reprimand; make-up work; a lower grade for the assignment/course concerned; and/or a failure grade for the assignment/course concerned. Where the alleged offence is considered to be serious or is a second offence of academic dishonesty, Head of academic departments shall refer the case to the Student Disciplinary Committee (SDC) via Associate Dean of the student’s home Faculty / Graduate School for further consideration. Any proven acts of academic misconduct may result in the imposition of penalties which include but not limited to suspension of studies for a period of time; deferment of graduation for a period of time; and/or dismissal from the University.

To help avoid academic dishonesty, staff should encourage students to:

- Know what plagiarism and copyright violation mean and what they have to do to avoid them;
- Plan their work in advance and be aware of deadlines and specific assignment requirements;
- Keep a reasonable work, study and life balance;
- Give themselves enough time for research or field work;
- Strive for originality, creativity and independence;
- Contact Student Affairs Office when facing personal, financial and health problems, so as to prevent unfavorable factors from affecting academic progress and personal development;
- Contact academic staff for guidance and assistance in case of uncertainties or difficulties in their academic studies.

More details about academic honesty can be found in Chapter 8 of the Student Handbook at: https://www.eduhk.hk/re/student_handbook/en/Academic-Honesty-And-Copyright.html.

2.6 Policy and Guidelines for Handling Student Disciplinary Matters

Students are required to observe the General Code of Student Conduct and to behave responsibly and with propriety. The University may take disciplinary action, including expulsion from the University as the maximum penalty, against a student (including a student who has satisfied all the academic requirements for graduation but has not been officially conferred the award) who commits an offence for which he/she has been convicted in any court of law, violates any policy, rule or regulation of the University and / or commits any misconduct. Please refer to the “Policy and Guidelines for Handling Student Disciplinary Matters” and the “Procedures for Appealing Against the Decisions of Board of Examiners for Discontinuation of Studies or the Decisions of Student Disciplinary Committee or Academic Departments for Disciplinary Actions or the Decisions of Equal Opportunities Complaint Committee” under Rules and Regulations of Chapter 4.4 and Chapter 4.5 respectively of the Student Handbook at:

https://www.eduhk.hk/re/student_handbook/en/Rules-And-Regulations/Policy-And-Guidelines-For-Handling-Student-Disciplinary-Matters.html/

https://www.eduhk.hk/re/student_handbook/en/Rules-And-Regulations/Procedures.html.

2.6.1 Hearing and Decision for Action/Penalty on Disciplinary Cases

EdUHK staff are advised to read the procedure described for “Hearing and Decision for Action/Penalty on Disciplinary Cases” in Section 4 of Chapter 4.4 of the Student Handbook at: https://www.eduhk.hk/re/student_handbook.

2.6.2 Post-Decision Follow-up Action

EdUHK staff are advised to read the procedure described for “Post-Decision Follow-up Action” in Section 6 of Chapter 4.4 of the Student Handbook at: https://www.eduhk.hk/re/student_handbook.

2.7 Guidelines on Teachers' Professional Conduct

The “Guidelines on Teachers' Professional Conduct” have been formulated by the Education Bureau for the teaching profession to foster a sense of professional conduct. The Guidelines are applicable to all registered teachers in Hong Kong (including principals, vice-principals and teachers of different ranks). As for non-teaching staff (including the specialists, student teachers and personnel of different grades in special schools), school governance authorities may stipulate requirements of staff conduct with reference to the Guidelines. Student teachers in their field experience should observe the Guidelines available at:

https://www.edb.gov.hk/en/teacher/guidelines_tpc/index.html.

2.8 Course Review

2.8.1 External Examiners

External examiners (EEs) play a central role in ensuring academic standards and enhancing the quality of all aspects of programmes. A minimum of one EE is appointed for each programme or a group of programmes (including all taught programmes). Upon appointment of EEs, departments will be informed at the start of the semester on the courses selected by EEs for review. Course lecturers will provide relevant materials, which may include, as appropriate, programme handbook, course outlines, assessment guidelines and assessment rubrics, samples of different types of assessment activities, including examination scripts, Programme Outcomes Assessment Portfolio, etc., for the review. Normally, one script is drawn from each of the three performance categories (high, medium and low) for scrutiny by the EEs. EEs will submit reports to the respective Chairs of Programme Committees. The Chairs, in consultation with members of the Programme Committee concerned, should examine these comments in details, propose follow-up actions and provide responses to the EE's reports. The responses will then be submitted to the Deans for formal approval at FB / BGS, and subsequently be sent to the respective EEs for information to complete the feedback loop. Please refer to the Staff Handbook on Programme Quality Assurance for details on the University's Policy on the External Examiner System.

2.8.2 Departmental Review of Courses and Programmes

For internal review of courses, teaching staff are responsible for the regular updating of the syllabuses such as changes in reading guides, learning activities, and assessment items, assuming these updates neither affect the aims, objectives and title of a course nor involve significant changes in resources. In faculties, such minor course-related changes will be approved by the Head of Department and reported to the relevant Associate Dean.

Review of courses can also be subject to changes of programmes based on internal evaluations, feedback from students, views from external examiners, and change in community needs. Major course-related changes, such as reduction or addition of courses, combining existing courses to form new courses, will require consideration and approval by the relevant Associate Dean in faculties. Proposals of changes to programmes may arise during the process of annual programme review and other programme review exercise. Please refer to the Staff Handbook on Programme Quality Assurance for details of the relevant QA procedures.

2.9 Student Learning Issues

As classrooms should not be the only place where students learn, EdUHK staff are encouraged to be aware of additional activities and learning opportunities as an important part of student life and experience in the University. Information covered in this section includes academic advising, student field experience, general academic regulations, diversity and equal opportunities, support to students with special educational needs, cultural integration, etc.

2.9.1 Academic Advising

Academic Advising (AA) plays an important role in the academic success and progression of students, and is a process in which students are provided with support for identifying their academic, career and life goals, devising plans to achieve these goals, and evaluating their own progress. In this new milieu, students are enabled to think critically, explore available educational options (e.g. Second Major/ Minor/ Free Electives), and take responsibility for and be more involved in their learning.

Academic advisors play a crucial role in the overall growth and development of students. Their responsibilities include assisting students with various aspects of their learning experience, including:

- guiding students in setting goals and developing their study plans;
- discussing with students their academic progress and performance;
- providing information about the curricula and course requirements in their Faculty;
- advising on students' holistic development and future career paths;
- assisting in exploring the possible short- and long-range benefits of educational options and opportunities available from the first (home) major as well as other second major/minors;
- fostering a supportive relationship with students;
- promoting students' self-direction and accountability;
- making effective referrals and directing students to other sources of advice.

The aim of AA for each year is as follows:

- Year 1 (new students): Helping students to have a smooth transition and adjustment to new university life, enhancing their study skills, and encouraging students to explore and capitalize on their learning opportunities, for example, overseas exchange.
- Year 2: Reinforcing students' study skills and helping them synthesize realistic academic and personal goals through continual support to update their study plan; encouraging students to seek opportunities that will support their aspired career through overseas exchange/ internship/ field experience/ study trips.
- Years 3 to 5: Updating the study plan and formulating career goals or plan for further studies, advising on their field experience/ internship, etc., continued support and advising for their aspired career or graduate studies, connecting students to relevant resources and services of the university, for example, composing a CV that will enhance their academic and career success.
- Providing students with relevant materials or resources for AA activities in relation to the above aims, in collaboration with supporting units such as SAO, SPFEO, GAO and CLE.

For more detailed information about Academic Advising and the guidelines for academic advisors, please visit <https://www.eduhk.hk/advising>.

2.9.2 Student Field Experience (FE)

Field Experience is a salient component of teacher education programmes. Students should respect and observe the regulations of the schools where they take their block practice, and display appropriate professional knowledge and attitude. Any misconduct, upon verification, will be subject to disciplinary action, up to and including immediate dismissal from the University.

Students' overall performance in Field Experience will be based on the grade in the final Block Practice/Field Experience/Practicum or the overall grade in the Block Practice/Field Experience/Practicum (whichever applicable) adopting a grading system of distinction/credit/pass/fail.

Students who receive a failed grade in a Teaching Block Practice will be put on FE probation. Normally, the minimum period for FE probation is one semester. A Case Conference will be convened to discuss the case, review evidences after investigation and recommend remedial work for every failure case. The student concerned is required to fulfill the remedial work and produce a report with evidences to show how he/she has addressed the recommendations. The FE probation status will be lifted, upon the endorsement of the Chairperson of the Case Conference on the student's report. The students will not be allowed to conduct Teaching Block Practice until FE probation is lifted.

2.9.3 General Academic Regulations

Other relevant information such as academic warning, academic probation, course enrolment, study load and period of study can be found at General Academic Regulations of Student Handbook or the Registry's website at:

https://www.eduhk.hk/re/student_handbook/en/Rules-And-Regulations/General-Academic-Regulations.html#6.

2.9.4 Discontinuation of Studies

Staff should be aware that students shall normally be required to discontinue their studies at the University if they:

- fail to have academic probation lifted after he/she has been put on probation for two consecutive semesters; or
- fail Field Experience in programmes leading to Qualified Teacher Status; or
- fail to meet the graduation requirements as prescribed by the programme; or
- have received warning(s) but failed to improve to meet the expectations of the University with respect to professional and personal behavior; or
- have exceeded the maximum period of study without prior approval.

Normally, students who are required to discontinue their studies at the University shall not be considered for re-admission to the same programme in the following three academic years.

2.9.5 Diversity and Equal Opportunities

The University is committed to promoting diversity and equal opportunities in academic pursuit and employment, and to eliminating any form of discrimination or harassment against staff, students, and other individuals who have dealings with the University. Everyone, irrespective of their race, colour, sex, language, religion, political or other opinion, national or social origin, has the right to be respected and be treated fairly. Mutual respect and fair treatment are conducive to the creation of diverse and harmonious learning and working environment. While recognising that promotion of diversity and equal opportunities can enable staff and students to achieve their full potential, we take proactive steps to advocate an equal opportunities campus.

The University has zero tolerance for discrimination and harassment. We require all its employees, especially those who hold pedagogic, supervisory or evaluative responsibility, to strictly observe professional conduct at all times and declare conflict of interest where appropriate. They have to take all necessary steps to ensure that any member, employee or student of the University, or any other person who has dealings with the University is not subject to any discrimination or harassment. For more details, please visit: https://www.eduhk.hk/equal_opportunities/index.php.

2.9.6 Support to Students with Special Educational Needs

Following its guiding principles on equal opportunities and with the concerted efforts of all departments and offices, EdUHK is committed to providing care and support to students with special educational needs (SEN) to enhance their participation in academic activities and campus life. These may include academic support, special examination arrangements, campus facilities, counselling and career services, as well as bursaries and scholarships. Various activities are organised to strengthen the inclusive atmosphere on campus, including the E2 CARE Ambassador Scheme, game booths, sharing by people with different disabilities or SEN, and experiential activities. For more details, please visit: and https://www.eduhk.hk/sao/info/counselling_services/sen_support_services/about_sen/.

2.9.7 Cultural Integration

University teachers play a crucial role in fostering cultural integration on campus. To create an inclusive environment, they are expected establish a safe and welcoming classroom where students from diverse backgrounds feel valued and respected. This can be achieved through open dialogue and an appreciation for cultural differences. The GAO and the SAO organise various activities to enhance cultural integration on campus. For more details, please visit <https://www.eduhk.hk/gao/articles/buddy-programme> and https://www.eduhk.hk/sao/info/cultural_integration/ respectively.

2.10 Technology Enhanced Learning and Teaching

The E-Learning and Digital Competency Strategy of the University establishes that a dual focus on e-learning and digital competency is imperative when the University holistically sets out the direction to advance innovative learning and teaching. In terms of the objectives, the Strategy supports

- learner-centred learning;
- e-learning and digital competencies development of learners; and
- lifelong learning.

Furthermore, the Strategy delineates various aspects of implementation:

- Professional development of academic/teaching staff and capacity building;
- E-Learning and digital competencies development of students; and
- Smart learning environment for e-learning and digital competencies development, innovation and entrepreneurship.

Academic /teaching staff are advised to keep up-to-date of the Strategy and recent developments to advance innovative learning and teaching accordingly.

2.11 Interim Guideline on Teaching, Learning and Assessment Involving Text, Image and Audio Generated from Artificial-Intelligence-Enabled Generative Tools

Artificial-intelligence-enabled (AI-enabled) generative tools are platforms and/or applications that produce text, image, and audio using generative pre-trained models. They present valuable opportunities to enhance learning and teaching. EdUHK is dedicated to making continuous efforts to engage in comprehensive exploration of AI-enabled generative tools, with a particular emphasis on their integration into education to enhance learning and teaching.

Academic and teaching staff are encouraged to embrace the opportunity to educate students about responsible and effective use of AI-enabled generative tools as teaching and learning partners. It is recommended that course instructors can establish their own comprehensive guidelines outlining the acceptable uses of AI and the reasons for any restrictions within their courses.

In light of these advancements, students are expected to declare their use of AI-enabled generative tools in their assignments and to ensure that their use of AI-enabled generative tools does not breach EdUHK's policies relevant to academic honesty

(<https://www.eduhk.hk/re/Current-Students/Assessment/Student-Conduct-And-Academic-Honesty.html>).

The 6-P pedagogy was particularly proposed to promote the productive use of AI-enabled text-generating tools to foster critical and reflective thinking among students. More elaboration on this pedagogy is available at <https://www.lttc.eduhk.hk/papers/6p.pdf>

Staff are advised to refer to the Interim Guidelines on Teaching, Learning and Assessment Involving Text, Image and Audio Generated from Artificial-Intelligence-Enabled Generative Tools at <https://www.lttc.eduhk.hk/for-staff/aiguide/>

3. Assessment

This section describes methods of assessment of learning and for learning, assessment policies as well as examination policies in the University. There are many technical issues covered in this section such as grade distribution, grade submission, as well as how to handle late submission and appeals against assessment results by students, etc. Staff are advised to read the section carefully before planning their course, during their course teaching, and when marking students' assignments.

3.1 Assessment of Learning

3.1.1 Methods of Assessment

The aim of assessment is to measure student learning for summative purposes, to generate feedback on teaching and learning for formative purposes, to collect information on student learning for diagnostic purposes, and to use assessment as a means to collect evidence for the purpose of assessing student learning outcomes. The course lecturers and CoC should ensure that:

- Assessment are aligned with the CILOs, and learning and teaching activities
- The overall summative assessment load is commensurate with the credit points and nature of the assessment task(s) of the course
- Full details of methods of assessment for the course and the weightings assigned to each component of assessment are stipulated in the course outline
- Related assessment criteria are given to students within the first two class meetings
- Feedback on all assessments is available to students within a reasonable period of time but no later than one month after submission

Apart from summative assessment, other methods of assessment are encouraged. For staff reference, the established Policy on Student Assessment is available at: <https://www.eduhk.hk/re/Staff/Policy-And-Guidelines/Student-Assessment.html>.

Assessments conducted in the virtual environment are playing an increasing important role in student assessment. Recommendations for Conducting Online Assessments which provides practical guidance to course lecturers is available at:

[https://www.eduhk.hk/include_n/getrichfile.php?key=64acf1c39d8424570b9e26078ed99c0d&secid=53535&filename=lrtc2013/download/LTQC/LTQC_46-2020\(cir\)-annex_only-web.pdf](https://www.eduhk.hk/include_n/getrichfile.php?key=64acf1c39d8424570b9e26078ed99c0d&secid=53535&filename=lrtc2013/download/LTQC/LTQC_46-2020(cir)-annex_only-web.pdf).

3.1.2 Assessment Policies at EdUHK/Departments

Individual departments can have their own policies on assessment, as long as they comply with the following University policies:

- The assessment for a course should be formulated with direct reference to the CILOs and content of the course, and should reflect the learning experience which has taken place during the course;
- The rationale and forms of the assessment should be clearly understood and agreed upon by the teaching team members;
- There should be consensus and common understanding of the assessment task rubrics and criteria among the teaching team members.

3.1.2.1 Grade Conversion

For a course which has more than two assessment tasks, the final grade will be rounded up using the mid cut-off point according to the grade conversion formula.

The grade conversion formula can be obtained from Departmental General Offices. Course lecturers need to check the final grades carefully after conversion to avoid mistakes. They also need to explain to students how the final grades are calculated.

3.1.2.2 Scaling of Marks / Double Marking System

Before submitting a grade sheet to the HoD, the course lecturer or tutor should give a certain number of assessments to the second marker for double marking. All “A+” and “F” cases have to be double marked. For courses which are taught by two course lecturers, it is common for one being the first marker and the other being the second marker. If the marker is not sure as to what grade to assign to an assignment, he or she may request for an opinion by arranging the assignment to be marked by another teaching staff member with expertise in the areas of the course.

In practice, after marking the student assignments, each course lecturer or tutor randomly provide at least three assignments, one with a high grade, one in the middle, and one at the lowest grade. Then they exchange these assignments with each other and double mark the assignments with a provision of grades and comments. Afterwards, they discuss the results of double marking until a consensus is reached. Individual departments can have variation of the system as required. For example, a department conducted double marking on the basis of group size:

Group Size	% of assessments to be double-marked
20 or below	25
21 – 30	20
31 – 40	15
41 or above	10

The grade sheet submitted to the HoD for endorsement should be attached with a document which shows the double-marking results with the second marker’s signature and comment. As the second marker needs time to mark the assignments, the first marker should make a good schedule (especially the time for marking and double marking) in order to meet the grade submission deadline.

If there is a discrepancy of more than 20 marks or two grades difference (e.g. A and C; B and D) between the marking results, the CoC should seek for a third party for moderation. In addition, according to the University Policy on Grade Moderation:

“Occasionally, if “A-/A/A+” or “D” grades are over 40%, the students’ course assignments concerned (i.e. those awarded A-/A/A+ or D) should be double marked.”

3.1.2.3 Grade Moderation

The University Policy on Grade Moderation is intended to provide a general guideline for reference by departments to develop their own grade moderation practices that best suit the respective disciplines. The Policy is available at:

https://www.eduhk.hk/include_n/getrichfile.php?key=74ec2caca2b51e178cec0822a7ddb1d&secid=50411&filename=secstaffcorner/LnT_doc/grade_moderation.pdf

According to the requirements laid down by the University, all course grades need to be moderated, which is to ensure grading or assessment criteria are consistently applied, especially in cases where marking is shared by more than one marker. In one-lecturer or one-marker courses, the marker may seek help from colleague with expertise in the areas of the course or who has taught the course before should act as the moderator.

CoCs are responsible for the arrangement of moderation meetings to facilitate the moderation work. A pre-marking moderation process is set up whereby all teaching course lecturers or tutors will preliminarily mark the same three to five assignments independently, and then they will meet and discuss their grading until a consensus is reached. With the establishment of this base line on grading criteria, course lecturers or tutors will proceed to conduct the marking individually and doubling marking. The CoC will call a meeting to discuss the final marking results afterwards.

3.1.2.4 Grade Distribution

All markers in a course need to agree with the final grade distributions before submitting them to the CoC or HoD for endorsement. If there is any disagreement on the distribution of certain grade level(s), the second marker will further moderate the grades of that portion of assessment (see Section 3.1.2.3). Upon their mutual agreement with the final grade distributions, the marking team members are required to submit all lists of grades to the Departmental General Office at least three days before the grade submission deadline. The Departmental General Office will then compile a table to show all the grades of all students in the course and the respective grade distribution for the course lecturer's and co-coordinator's endorsement. The teaching team members and the CoC should check and confirm the grades on the list before further submission to the programme office.

3.1.2.5 Grade Submission and Departmental Assessment Panel

The Departmental Assessment Panel (DAP) is formed by the course-offering unit to approve the course assessment results. After forming DAP(s), course lecturer will input and submit course grades to the recommending officer of DAP (who is nominated by the Head of course-offering unit (HoD)) on or before the specified submission deadline. On the recommendation (or endorsement) of grades by the recommending officer of DAP, the HoD approves the course grades via the web-based system named Assessment Records and Tracking System (ARTS) by a specified date. In this connection, the course grades, after the approval of the HoD, will be submitted to the Registry automatically, via ARTS functions (Navigation: The Portal → e-SIS → ARTS) and released to students according to the schedule announced by the Registry. After the announcement of course grades approved by the Head of course-offering unit, the BoE meeting for the respective programme will be held within one or two weeks.

3.1.2.6. Sample Scripts for External Examination

Submit selected Sample Scripts to the programme concerned via the General Office. The package of sample scripts should include:

- Course outline
- Teaching schedule
- Assessment / test paper
- Assessment criteria / grade descriptor

- Sample scripts (high/medium/low level) of student assignments / test paper with the comments and marks given by the lecturer (the number of copies should refer to the guidelines from the programme)

3.1.2.7. AI-Enabled Generative Tools

In response to the recent advent of AI-enabled generative tools and their potential impact on assessment, academic and teaching staff are advised to embrace the opportunity to educate students about responsible and effective use of AI-enabled generative tools as teaching and learning partners. They are encouraged to consider more effective ways to engage students in assessment.

On the other hand, students are expected to declare their use of AI-enabled generative tools in their assignments and to ensure that their use of AI-enabled generative tools does not breach EdUHK's policies on academic honesty

(<https://www.eduhk.hk/re/Current-Students/Assessment/Student-Conduct-And-Academic-Honesty.html>).

Please refer to Section 2.10 for more information on EdUHK's interim guidelines of teaching, learning and assessment involving AI-enabled generative tools.

3.1.3 Late Submission of Assignment and Absence from Assessment Activities

Under certain circumstances, course lecturers may approve an application for late submission by students based on valid reasons. Approved applications may be copied to the Programme Director/ Leader/ Coordinator for information, if necessary. Course lecturers should also be aware that students who are unable to complete an examination/assessment task should apply to the HoD through the course lecturer for special consideration. The application must be validated by relevant documentary evidence such as medical certificates in the case of illness.

Staff are advised to read the procedure described for Late Submission of Assignment and Absence from Assessment Activities in Section 7.2 of Chapter 5 of the Student Handbook at: https://www.eduhk.hk/re/student_handbook/en/Operational-Guidelines-Supporting-General-Academic-Regulations.html#ch7-2.

3.1.4 Appeal against Assessment Results

Course lecturers may come across situations in which students disagree with the assignment grade or marks given by their teaching staff. In these circumstances, students can approach their course lecturer immediately upon receiving the returned assignment and the assessment result announced. Upon receiving a request of appeal with evidence, the course lecturer will need to identify if there is any technical error in scoring or entry of the grade. If so, the course lecturer is required to verify the problem and report the revised result to the Chairperson of the Departmental Assessment Panel of the course-offering unit concerned or Field Experience Coordinator concerned with justifications for approval by the Head of the course-offering unit. The student will be informed of the result as soon as possible.

If the student is still unsatisfied with the decision, he or she may make a formal and direct appeal to the respective Dean in writing on the assessment result by providing justifications as listed below:

- The assessment has been affected by a material error or irregularity in marking;
- The assessment was not conducted in accordance with the General Academic Regulations and the assessment scheme for the programme concerned;
- There are extenuating circumstances in which the student has not been able to present to the relevant Head of the course-offering unit prior to the decision being made.

The student should make the formal request for a grade review to the respective Dean in writing within 14 working days after the announcement of assessment results approved by the Head of the course-offering unit.

3.2 Assessment for Learning

3.2.1 Peer Assessment

The University encourages staff to use various assessment methods for learning such as peer assessment so as to increase the quantity and quality of feedback on students' academic performance. In order to enhance course feedback and give students an opportunity to develop appropriate evaluative judgment, instructors are encouraged to provide students with opportunities for peer assessment and evaluation. Such opportunities should follow research-informed guidelines on the strengths and limitations of peer assessment in tertiary classroom settings.

3.2.2 Reflection

The University promotes “learning to learn” through engagement and reflection. Reflection provides an avenue for students to recall and retell the types of intellectual and affective activities that they engaged in and how to lead to new understanding and appreciations (Boud et al., 1985:19³). The reflection also provides good evidence for the lecturers to understand students' learning processes.

3.2.3 ePortfolio

With the key objectives of nurturing engaged and reflective learners, ePortfolio has been implemented to offer a platform for students to document, manage and reflect upon their own learning during their study at EdUHK. Students are required to create ePortfolios to document and reflect on their formal and non-formal learning experiences in General Education, Language Enhancement, Co-curricular and Service Learning Activities and Overseas Exchange Opportunities. Students who are enrolled in teacher education programmes would also use ePortfolios to document and reflect their teaching practices for their Field Experience. Building the ePortfolio provides students with opportunities to consolidate and internalise the knowledge and skills acquired throughout their University learning journey.

3.2.4 Rubric Construction

Departments may consider designing their own general assessment rubrics and/or assessment rubrics for different assignments. They can also have different assessment rubrics for different years of study. Each rubric should clearly state the grading criteria and their description under

³ Boud, E., Walker, D. (1985). Barriers to reflection on experience, in D. Boud, R. Keogh and D. Walker, Reflection: Turning Experience into Learning, London: Kogan Page.

each category of assessment. These rubrics may be used as guides to develop assignment/task-specific rubrics for individual courses. Regardless of the nature of the assignment or the criteria, rubrics must minimally:

- Allow valid, defensible inferences regarding students' achievement to be reached
- Present levels or benchmarks of quality that allow those scoring the student work to reach reliable/stable judgments of the work
- Integrate justifiable scoring criteria that are relevant to the assignment task and relevant course outcomes

In addition to assessment and scoring, the criteria and their descriptions should also facilitate feedback to students on their level of performance. Different assessment tasks should use different and task-relevant rubrics for scoring. A diversity of assessment tasks is encouraged for student learning, such as e-portfolio and reflection, etc.

3.3 Examination Policies and Guidelines at EdUHK

Teaching staff should be aware of the University's general guidelines about examinations and assessments.

- Printing of Question Papers (Examination Information > Request of Printing of Question Paper)
<https://www.eduhk.hk/re/Staff/Examination-Information.html>
- Guidelines Governing the Invigilation of Examinations (Examination Information > Invigilation of Examinations)
<https://www.eduhk.hk/re/Staff/Examination-Information.html>
- Student Conduct at Examinations (Chapter 5, Section 11.9)
https://www.eduhk.hk/re/student_handbook
- Examinations Arrangements during Bad Weather (Chapter 5, Section 11.8)
https://www.eduhk.hk/re/student_handbook

4. Resources and Facilities

This section in the handbook provides general information on the functions and services provided by respective learning/teaching support units and offices. It also provides links for staff to direct to these departments' website for further information.

4.1 Teaching Periods and Timetable

4.1.1 Change of Timetable

With a view to minimizing any disturbance to students and teaching, changes to the timetable after its publication should not be made unless in extenuating circumstances after all available options are considered. In case of any changes of timetable, they should be made on a semester basis as early as possible. Staff requesting changes should apply as soon as possible prior to the commencement date of the proposed change.

Further guidelines and procedures on application for change of teaching timetables are available at Registry's website at

4.1.2 Workload Allocation

The Departmental Learning and Teaching Committee (DLTC) / Departmental Management Committee (DMC)⁴ usually deal with teaching workload allocation. Usually in mid-March of each academic year, staff members of various departments are invited by the committee to indicate their teaching preferences for the coming year. The first draft of teaching workload (with the rationales for such workload) may be concluded and circulated to members for comments in early May. Follow-up meetings responding to comments collected will be held if necessary. The final workload and individual timetable will be concluded in or before July. However, further adjustment may be made due to the increase or decrease of student numbers or elective courses increasing or reduction.

4.2 Course Coordination

Course coordination is a key component of teaching and learning in the University. It is useful to have a general picture about the course coordination procedure for individual course teaching staff. It is also informative for staff who are participating in the course coordination process.

4.2.1 Nomination of Subject Representative for Programmes

At the request of respective Faculty offices, the HoD will nominate staff members as subject representatives to different Programme Committees and Board of Examiners (BoE). The nominees will take up the role as representatives for attending staff-student consultative meetings, programme meetings and BoE meetings. Besides attending meetings, the Subject Representative's also takes a key role is to coordinate all L&T matters concerning with the subject and the courses under a certain programme, and also keep in effective communication with the programme academic matters. Minutes from those meetings will be circulated to staff members for information and appropriate action if necessary.

4.2.2 Appointment of Course Coordinators

At the beginning of the academic year, most HoDs will appoint CoCs for courses that are taught by several lecturers. The appointee is usually an experienced teaching team member of the course and will take up the coordinating role for administration of the course. The CoC is expected to convene team meetings at least twice with teaching team members to discuss and review the operation of the course.

4.3 Library (LIB)

The EdUHK Library comprises Mong Man Wai Library (MMW Library) on Tai Po Campus and Tseung Kwan O Study Centre Library (TKOSC Library) in Tseung Kwan O, offering a full range of information resources and services in various formats. State-of-the-art facilities are provided by the Library, including over 380 public PCs, Mini Theatre, EI Hub, 3D and large format printers, professional and consumer level 360 cameras, laser cutting and engraving machines, 3D/HD/4K video viewing and production equipment, VR and AR production facilities, high speed Wi-Fi, notebook computers, e-book readers, Octopus-operated

⁴ It is noted that each department may have their own specific features of administration so that the names of departmental committees as well as their workflow may vary.

photocopiers and laser printers, language learning stations, as well as group and individual study spaces. Eight Future Classrooms inside MMW Library, namely Creative Lab, Creative Arts Room, Future Early Childhood & Primary Classroom, Future Primary & Secondary Classroom, Special Education Room, e-Learning Studio, Extended Reality Room and STEM Room are also set up and tailored for future pedagogical models and needs, as well as developments in the IT industry. MMW Library is fully integrated with the University's Learning Commons, providing a comfortable and inviting environment which is conducive to both individual and collaborative learning on a 24-hour basis. In addition to library resources provided on campus, members of the University can also access other university libraries as well as their resources through the library's various collaboration programmes, including JULAC cards, HKALL, Inter-library Loans and RAPID Document Delivery service.

The University Library is IT-based, providing members of the University 24-hour access to various electronic collections on the World Wide Web via either desktop or mobile platforms. All library activities and operations, including library catalogue, renewal and reservation of library materials etc. are available to users via the Library System. The Library has developed the EdUHK Research Repository which indexes and provides full-text access, if available, to the research outputs of our academic staff and postgraduate students. Another two databases, Hong Kong Education Bibliographic Database and Hong Kong Education Image Database (in collaboration with Hong Kong Museum of Education), have been developed by the Library to allow the public to access bibliographic information on research of education in Hong Kong as well as images of artefacts from the collections of Hong Kong Education Museum respectively. With permissions from major local TV stations, the Library has also digitized selected TV programmes in its EdVideo system, which is accessible by all staff and students via the Internet.

All functions of the library catalogue, EdUHK Research Repository, Hong Kong Education Bibliographic Database, Hong Kong Education Image Database, EdVideo, major library full-text and citation databases, e-books and e-journals, as well as essential and latest library information are available to staff and students of the University on the Library Website (<https://www.lib.eduhk.hk>).

4.4 Office of the Chief Information Officer (OCIO)

The Office of the Chief Information Officer (OCIO) is committed to providing quality ICT services and solutions to support and enhance learning, teaching, research and administration to the University community in alignment with its IT service strategies in infrastructure, data, application, user experience, security and governance.

Most of the University's ICT services are provided in conjunction with the high-speed campus network with Gigabit link to end points or desktops in all classrooms and offices. In addition, ubiquitous Wi-Fi access points are provided to cover all classrooms, public areas on campus, department offices and student hostels. Students can join free Wi-Fi access off campus via CSL and Y5Zone Wi-Fi hotspots in town, and at other local and overseas universities using "eduroam". The University is also a member of the Hong Kong Academic and Research NETwork (HARNET) which is shared by eight local universities via high speed connectivity to the rest of the world. This allows all member institutions to exploit the facility to collaborate in research by resource sharing and resilience support.

Applications for both end-to-end administrative solutions and academic support are provided and maintained by OCIO in collaboration with relevant learning and teaching departments. OCIO works closely with the Centre for Learning, Teaching and Technology (LTTC) in support of e-Learning platforms. The Office is also responsible for the provision of printing services, student e-mail which can be protected by two-factor authentication and campus unified communication and collaboration system.

At the IT Help Desk at the Learning Commons, a number of notebooks and a wide range of audio-visual equipment are available for loan. OCIO also provides a good collection of software packages including Office suite, creative design suite, cloud-based conferencing and collaboration, courseware development, statistical analysis, and other discipline-specific applications for students and staff.

For more information, please visit the OCIO website (<https://www.eduhk.hk/ocio/>).

4.5 Centre for Learning, Teaching and Technology (LTTC)

The Centre for Learning, Teaching and Technology (LTTC) is an academic and professional supporting unit at The Education University of Hong Kong. The Centre aims to enhance student learning outcomes by applying digital technology to support the development of learning and teaching, and the improvement and innovation of assessment at the University. The Centre:

- provides data and scholarship on learning and teaching evidence for academic leaders to ensure effective and high-quality learning and teaching practices and to support policy decisions on the enhancement of learning and teaching;
- builds the capacity of academic and teaching staff to transform learning and teaching practices in technology-enhanced learning and teaching environments;
- builds the capacity of students to manage and monitor their own learning in technology-enhanced learning and teaching environments;
- enhances students' total learning experience, particularly in terms of student learning outcomes, with support from e-Learning tools such as Moodle Learning Management System (LMS) and ePortfolio production platform;
- assesses students' level of achievements on Generic Intended Learning Outcomes (GILOs) through surveys, students' work in ePortfolios and course assignments;
- promotes blended learning among academic and teaching staff in maximising opportunities for effective learning with technology-enhanced approaches to foster both learner-centred and learner-initiated learning;
- organises the Staff Professional Development Programme for all academic and teaching staff to enhance learning and teaching in partnership with academic departments;
- produces online self-learning materials to support academic and teaching staff in incorporating innovative technologies into their learning and teaching;
- supports development of e-Learning and digital competency such as artificial intelligence and the metaverse, in learners;
- promotes field experience standardisation and collaborates with OCIO to offer Panopto as a video sharing platform; and

- supports the development of Massive Open Online Courses (MOOCs) and cooperates with Faculties/Departments on university-wide MOOC projects.

For more details, please visit: <https://www.eduhk.hk/lrtc>.

4.6 Centre for Language in Education (CLE)

Vision

The Centre for Language in Education (CLE) aims to become excellent in language education (Chinese, English and Putonghua) by nurturing students' biliterate and trilingual skills. This is achieved through exemplary curriculum design and assessment practices, innovative co-curricular/extra-curricular learning activities, and professional sharing of good practices at local and international levels.

Mission

The mission of CLE is to enhance students' biliteracy and trilingualism in their pursuit of academic and professional excellence. To achieve this, we

- design exemplary language programmes to cater for the needs of local, mainland and international students;
- adopt assessment practices that optimise learning;
- collaborate in inter-institutional projects with local and international scholars to promote good practices in language education;
- complement classroom learning with innovative in-class/out-of-class language activities and self-access language resources.

4.7 General Education Office (GEO)

General Education, as a programme of study, aims to provide students with a foundation in acquiring knowledge, skills, values, and mind-set to equip them for the challenges of university studies and beyond. It also serves as preparation for academic pursuit in a specialized area of study at the undergraduate or graduate levels. These preparations include analytical, critical, and creative thinking, as well as the motivation to learn and an open mind to explore new concepts, beliefs, and knowledge. At EdUHK, the General Education programme offers a variety of courses with a broad range of subject areas and disciplines, set within an integrated structure of General Education Foundation Course, General Education Breadth Courses (General Education Breadth Learning Strands (1-3), Positive and Values Education Courses and General Education Interdisciplinary Courses), Experiential Learning (Co-curricular and Service Learning Courses and Experiential Learning Courses) and University ePortfolio. All of these courses are intended to:

- Enable students to construct knowledge and skills through critical inquiry;
- Stimulate students' reflections on matters of importance to them;
- Enable students to achieve an understanding of the world which transcends the boundaries of disciplinary knowledge;
- Prepare students to respond actively and critically to socio-cultural traditions, trends and changes;

- Stimulate students' reflection on the significance of living in an increasingly digital and globalized world; and
- Engage students in active participation in and reflection on various co-curricular, service, and experiential learning activities.

For more details on the GEO and General Education courses, please visit:

<https://www.eduhk.hk/ge/web/>.

4.8 Global Affairs Office (GAO)

The Global Affairs Office (GAO) serves as a central unit to support EdUHK's internationalisation initiatives by:

- Fostering close collaboration with the universities and institutions worldwide;
- Raising the EdUHK's profile globally and establish regional leadership;
- Enhancing students' regional and international learning experience; and
- Promoting internationalisation at home through recruitment of non-local students and on-campus student integration activities.

With a view to supporting the University's strategic development in internationalisation, GAO undertakes the important role of recruitment of non-local students, and marketing of EdUHK's academic programmes. This includes attending international conferences/education fairs and conducting visits to establish links with relevant institutions/high schools outside Hong Kong.

Another major role of GAO is to administer the Student Exchange Programme. This potentially life-changing programme enables EdUHK students to study abroad and experience a different culture at first hand. At the same time, it brings exchange students from different partner institutions to the University, adding to diversity on campus.

The Office provides logistical support for outbound and inbound exchange students, serving as an efficient co-ordinator, friendly information provider, and creative initiator of multicultural events on campus.

The Office regularly provides non-local short-term study visits and summer programmes for EdUHK students, and also organises study and cultural tours for partner institutions to learn more about EdUHK, Hong Kong, and the region.

On campus, GAO works closely with other units to provide better support to non-local students and organise activities for promoting integration of students from different origins and better cohesion among students. For more details of GAO's services, please visit its website at <https://www.eduhk.hk/gao/>.

4.9 Registry (REG)

Registry provides supportive services to learning and teaching in the University. The service includes:

- Handling issues related to student admission
- Implementation and review of general academic regulations

- Planning of teaching timetable and general classroom booking
- Keeping student records, timetabling and central examination arrangements
- Issuing academic documents such as academic student transcripts, testimonials, statement of results and award certificates
- Organising University-wide functions such as Information Day, Honorary Doctorate Conferment Ceremony and Honorary Fellowship Presentation Ceremony.
- Supporting audit exercises and quality assurance policies, mechanisms and initiatives of teaching and learning and programme development
- Publication of Student Handbook and University Calendar
- Supporting the operation of Departmental Assessment Panel (DAP) and Board of Examiners (BoE)'s meeting via the online Assessment Records and Tracking System (ARTS)

For more details, please visit: <https://www.eduhk.hk/re/>. ('About Registry').

4.10 Student Affairs Office (SAO)

The Student Affairs Office strives to create an open, supportive and stimulating environment which is conducive to the whole person development and lifelong learning of the students. We contribute to nurturing knowledgeable, caring, responsible and educated professionals who are committed to developing of the well-being of society. As a one-stop student service and resources centre, the SAO provides a wide range of development programmes and support services for students. Our Work Focus includes:

- Nurturing caring leaders
- Positive learning experience
- Supportive living-learning environment

Student Development Programmes

Types of Co-curricular Activities / Non-formal Learning Activities include:

- Career and Professional Development
- Global and Cultural Enrichment
- Citizenship and Civic Engagement
- Personal Effectiveness

Student Support Services

- Accommodation Services
- Counselling Services
- Financial Assistance
- Health and Dental Services
- Non-local Student Support
- Scholarship and Awards
- Support Services for Students with Special Needs
- Support to Student Organisations
- Sports Development

For more details, please visit: <https://www.eduhk.hk/sao/>.

4.11 School Partnership & Field Experience Office (SPFEO)

The School Partnership and Field Experience Office serves as a central unit to support, coordinate and strengthen the policies and practices in school partnership, mentorship and field experience (FE) at the University level. SPFEO establishes and maintains mutually beneficial partnership with schools through actively supporting them in building a mentoring force and enhancing teachers' professional development.

The major roles and responsibilities of SPFEO are as follows:

- establish partnership with a network of schools and related organisations (such as School Sponsoring Bodies, universities) both locally and internationally to support student teachers in their FE;
- work with teaching staff of the University, and principals and mentors in the partnership schools to provide an environment conducive to learning for both student teachers and mentors;
- support and coordinate the ongoing work in the University related to partnership, mentoring and FE;
- undertake and support research and development related to partnership, mentoring and FE;
- develop resources and activities designed to support the work of FE supervisors and teacher mentors;
- assist in both the development and implementation of policies related to FE and partnership; and
- contribute to teaching and support student teachers in formal and non-formal field experience learning.

For more details, please visit: <https://www.eduhk.hk/spfeo>.

5. General Arrangements on the Approach of Typhoons and Rainstorms

When Tropical Cyclone Signal No.3 or Amber/Red Rainstorm Warning Signal is in force, all classes and examinations will continue to be held as scheduled, unless otherwise announced by the University.

Announcements made by the Education Bureau (EDB) and Hong Kong Examinations and Assessment Authority (HKEAA) do not apply to the University.

When Tropical Cyclone Signal No.8 (or above) is in force or will be issued within the next 2 hours (as announced by the Hong Kong Observatory), or “extreme conditions” announced by the Government after super typhoon are in force, or the Black Rainstorm Signal is in force, staff can refer to Chapter 15 “Class/Examination Arrangements during Bad Weather” in the online Student Handbook which is available at: https://www.eduhk.hk/re/student_handbook.

Appendix I – Checklist on the Quality of Course Delivery

Checklist on the quality of course delivery (for course lecturer to adopt when planning lessons)

Course code:

Course title:

Course coordinator/ lecturer/ teaching team:

Course schedule: *(in the form of an attachment)*

Number of online learning and teaching hours:

Focus	Lesson _____	Lesson _____	Lesson _____
Student Attendance and Participation - Attendance is recorded. - Attendance and/or participation is recognized.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Engagement in learning and teaching - Active - Constructive - Interactive - Reflective	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No
Assessment (formative assessment / summative assessment, where applicable) - Providing feedback to enhance student learning - Students are not adversely disadvantaged in the mode chosen. - Examinations are invigilated.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

Appendix II – Handbook for Online Learning and Teaching

**EdUHK Handbook for Online Learning and Teaching
(Version 5 as of 6 December 2023)**

The Education University of Hong Kong

Handbook for Online Learning and Teaching

Table of Contents

Acknowledgement	2
Section 1: Guidelines on Ensuring the Quality of Online Learning and Teaching	3
Background	
Ensuring the Quality of Online Learning and Teaching	
Quality Assurance and Enhancement Mechanisms for Conducting Effective Online Learning and Teaching	
Stock-taking on Implementation of Number of Online Lessons for One Course	
Section 2: Practical Guidelines for Online Learning and Teaching	6
Preamble	
General expectations	
Attendance-taking	
Engagement in learning and teaching activities	
Assessment	
Up-to-date information related to the Guidelines	
Section 3: Checklist for Planning Online Teaching and Template for Reflection	14
Section 4: Template for Reflection	15

Acknowledgement

This “Handbook for Online Learning and Teaching” aims to be a user-friendly collection of guides to ensure the quality of online learning and teaching from the planning stage to post-course reflection.

The first release of this timely publication was made possible in 2020 by the leadership from the Vice President (Academic) & Provost, the Associate Vice President (Academic Affairs) cum Registrar, the Associate Vice President (Quality Assurance); as well as the concerted efforts from colleagues serving on the Learning and Teaching Quality Committee, the Working Group on Reviewing E-Learning Policies, Strategies and Implementation, the Task Force on Class Arrangement and Student Learning, the Registry, the Office of Chief Information Officer (OCIO) and the Centre for Learning, Teaching and Technology (LTTC).

The constructive feedback from Deans and Heads, Chairpersons of Departmental Learning and Teaching Quality Committees, and all academic/ teaching staff members has also been much appreciated.

Section 1: Guidelines on Ensuring the Quality of Online Learning and Teaching

Background

- 1.1.1 The University is committed to quality assurance and enhancement (QA/E) for its learning and teaching. While online learning and teaching has been more common and would need to be adopted as a contingency measure in unusual and uncertain situations (e.g. public health emergencies, etc.), the quality learning and teaching will not be compromised.
- 1.1.2 The Learning and Teaching Quality Committee (LTQC) approved this QA/E mechanism to safeguard the quality of online learning and teaching. This mechanism applies to sub-degree, undergraduate, postgraduate diploma in education, and taught postgraduate courses (excluding doctoral programmes).
- 1.1.3 Under normal circumstances, the mechanism does not supersede any existing institutional QA/E policies and procedures, including the University's guideline on number of online lessons in a course.

Ensuring the Quality of Online Learning and Teaching

- 1.2.1 The Centre for Learning, Teaching and Technology (LTTTC) developed the "Practical Guidelines on Online Learning and Teaching" (see **Section 2**). The document has been uploaded to the LTTTC website (<https://www.lttc.eduhk.hk/>). Colleagues are advised to refer to the Guidelines to design online learning and teaching for their courses.
- 1.2.2 To ensure the quality of online learning and teaching, the following checklist and template are provided for course lecturers to adopt when preparing/planning for their online lessons and to reflect on the quality of the online lessons respectively:
 - (i) Checklist on the quality of online course delivery (see **Section 3**) - for course lecturers' reference as they plan for online lessons; and
 - (ii) Template for reflection on the quality of online course delivery (see **Section 4**) – for submission to the Departmental Learning and Teaching Committees (DLTCs).

Quality Assurance and Enhancement Mechanisms for Conducting Effective Online Learning and Teaching

Roles and Responsibilities in QA/E for conducting effective online learning and teaching

- 1.3.1 The roles and responsibilities in QA/E mechanisms related to online learning and teaching are modelled after the existing policies, structures and processes for QA/E of the University.

EdUHK Handbook for Online Learning and Teaching
(Version 5 as of 6 December 2023)

- 1.3.2 Heads of Department (HoDs), accountable to Faculty Deans, are responsible for overseeing the QA/E of online learning and teaching at course and departmental levels through DLTCs.
- 1.3.3 As far as practicable, course lecturers should plan ahead for implementing the online learning and teaching. DLTCs may request course lecturers to provide an overview of their planning by completing the Checklist on the quality of online course delivery (see **Section 3**) and arrange additional support or staff development opportunities as appropriate.
- 1.3.4 To maintain and enhance the quality of online learning and teaching, the DLTC, with the support of the LTTC and other relevant units, should ensure that the academic and teaching staff of the Department possess the necessary skills and knowledge in conducting effective online learning and teaching through self-initiated staff development opportunities such as workshops, seminars or sharing sessions, or those offered by the LTTC or Office of Chief Information Officer (OCIO). Similarly, sufficient support is also provided to enable students to participate in online learning and teaching. If a department has specific needs, it may approach the LTTC and suggest training options.
- 1.3.5 To monitor the implementation of online learning and teaching at course and departmental levels, the DLTC, with the assistance of course coordinators, should keep records of the following at the completion of each course having one or more online lessons by completing the Template (see **Section 4**):
- (a) student attendance and participation;
 - (b) student engagement in learning and teaching; and
 - (c) student assessment.
- 1.3.6 With the above data collected and other feedback data (such as feedback from staff, feedback from students via Student Evaluation of Teaching (SET), Staff-Student Consultative Committees, and External Examiners' reports), the DLTC should regularly review how to enhance the quality of online learning and teaching at course and departmental levels.
- 1.3.7 As the nature, requirements and student expectations vary across different programmes, Programme Leaders (PLs) should alert the DLTCs of the course-hosting departments of any specific needs regarding online learning and teaching, and report related improvement plans and their progress in Annual Programme Reports.

Monitoring mechanism

- 1.3.8 To monitor the quality of online learning and teaching, the following mechanism will be followed.
- (a) At the start of the semester, for each course having online lesson(s), the relevant course coordinator/lecturers/teaching team should inform the

EdUHK Handbook for Online Learning and Teaching
(Version 5 as of 6 December 2023)

DLTC the number of online lesson(s) being planned for, and seek approval from the DLTC when exceeding the limit.

- (b) At the end of the semester, for each course having online lesson(s), the relevant course coordinator/lecturers/teaching team should provide the required learning and teaching information and self-reflection by completing the template in **Section 4**. This also applies to a course with no planned online lessons at the start of the semester.
- (c) All the completed templates of the department should be submitted to the DLTC for perusal and record. The DLTC has to sample review 20% of the completed templates.
- (d) Upon the sample review, the DLTC is required to prepare and submit a report to the HoD. The report will need to provide the list of courses being reviewed (via the templates collected from the courses), and a summary of major observations and challenges. It is expected that the report will be around two pages long for each department (not counting any attachments).
- (e) Upon endorsement by the HoD, the report will be submitted to the Associate Dean on quality assurance for perusal. The Associate Dean will then consider all the reports of the faculty's constituent departments and submit the reports to the Dean.
- (f) Upon the Dean's endorsement of the reports, the faculty will submit a consolidated report to the LTQC for consideration.

1.3.9 It is expected that LTTC will coordinate the collection of reports from Faculties to the LTQC in early February for Semester I, and early July for Semester II.

Stock-taking on Implementation of Number of Online Lessons for One Course

- 1.4.1 For the purposes of record and quality assurance, it is recommended that LTTC, in collaboration with OCIO, continue to stock-take the number of online lessons/ hours when a semester concludes.
- 1.4.2 The quantitative stock-taking data, when read in conjunction with findings from the semester-end review exercise, will provide a comprehensive picture of the quality of online learning and teaching.

First released on: 17 February 2020
First revised on: 17 December 2021

Remark: This document, "Quality Assurance and Enhancement Mechanism to Ensure the Quality of Online Learning and Teaching", was endorsed by the Learning and Teaching Quality Committee (LTQC) on 6 January 2022 at its 71st Meeting.

Section 2: Practical Guidelines for Online Learning and Teaching

Preamble

- 2.1.1 After the COVID-19 outbreak, Academic/ Teaching staff had already adapted to online teaching and learning. Student experience of online learning also improved over time. The University Grants Committee (UGC) noted that “virtual teaching and learning” (VTL) has become part of the new normal for higher education.
- 2.1.2 This document provides practical guidelines for online learning and teaching with the aims to ensuring that the quality of online learning and teaching is on par with the face-to-face mode on-campus.

General expectations

- 2.2.1 In principle, online classes must take place at the scheduled (timetabled) timeslots at a location suitable for learning and teaching. This allows programme-specific requirements (if any) on attendance/ participation be maintained as far as practicable.
- 2.2.2 Moodle, as our central Learning Management System, is the cornerstone for online teaching and learning support and serves as a personalized learning hub for students. Course instructors **should keep** or are strongly encouraged to use Moodle as the primary channel for disseminating course information. They should also consider issues around integration with Moodle when they implement their online teaching.
- 2.2.3 Hosting a synchronous online meeting with students via a video conferencing platform is a way to conduct online face-to-face classes. The University offers multiple options of video conferencing platform – the ones more integrated with EdUHK accounts and Moodle are Zoom and Microsoft Teams. Meanwhile, staff and students are eligible to use other online meeting tools (e.g., Google Meet) with their EdUHK accounts.
- 2.2.4 Zoom (<https://eduhk.zoom.us>) accommodates up to 300 persons in one session. All staff and students can use it with their EdUHK network account and password. There is no limit on the duration of each session. PowerPoint presentation, chat, whiteboard, and screen sharing are supported. Smaller group discussion is possible through creating breakout rooms (up to 50 separate rooms). For more information, please refer to <https://www.lttc.eduhk.hk/for-staff/online-teaching/>.
- 2.2.5 In the synchronous mode of online teaching, the meeting host (i.e., the course instructor) will need at least a PC, laptop with a web camera and a microphone. It is recommended that both meeting host and participants (i.e., the students) wear a headset with a microphone for better audio quality.

Attendance-taking

- 2.3.1 Course instructors should communicate clearly with their students at the beginning of the course, among other key information, how they would be counting attendance in online lessons (e.g., the ways and the frequency). Such information should also be made available to students via Moodle.
- 2.3.2 With Zoom, attendance report can be generated about 30 minutes after the end of each online meeting session. Attendance-taking can also be done in other ways, such as inviting students to send a text message in the in-class chatroom.

Engagement in learning and teaching activities

- 2.4.1 Engagement means that students are (i) active in their learning; (ii) constructive in producing outputs that contain ideas beyond the presented information; (iii) interactive with their peers, the course lecturers and the learning materials (Chi, 2009); and (iv) reflective on their progression for the benefit of personal and professional growth.
- 2.4.2 For better engagement in learning and teaching activities, we advise that some pre-reading and/or videos be given for students' preparation prior to the synchronous online meeting. We also advise that short breaks be scheduled in synchronous online meetings as appropriate (e.g., 10 minutes for every hour). An example plan for a three-hour synchronous online meeting is presented as follows:

Example 1:

<i>Purpose</i>	<i>Duration</i>	<i>Content</i>	<i>Potential use of educational apps</i>
Set up the learning goals and engage students with constructive tasks	25 minutes	Course instructor to provide general introduction of the session and introduce lesson objectives/ core concepts to be covered.	PowerPoint
	25 minutes	Course instructor to go over part of the pre-class readings/ videos with students as a refresher. A few questions could be assigned to the class through student response systems to gauge their active input of initial understanding of the materials or self-reflection on initial	Edpuzzle (for videos progress tracking), Mentimeter, Moodle Forum

**EdUHK Handbook for Online Learning and Teaching
(Version 5 as of 6 December 2023)**

		understanding of key concepts	
	10 minutes	Short break	
Involve students with interactivity among themselves and with the teacher	20 minutes	Course instructor to explain and elaborate on core concepts; breaking down key ideas into small parts to pave the way for deeper investigation in breakout groups; course instructor to provide 2-3 guiding questions and the framework for subsequent interactive breakout discussion. Teachers might also use text mining system to summarize reflection of key concepts of students and discuss those inadequacies found out from the reflective writing of students.	PowerPoint, Nearpod, text mining system
	30 minutes	Students to conduct interactive breakout discussion (in smaller groups). This can happen in breakout rooms set up in video-conferencing platforms, the Moodle forum, instant messaging groups set up by the students, or other educational apps. The purpose is for gaining a deeper understanding of the core concepts through interaction and knowledge co-construction. Integration of ideas is expected towards the end of this session.	Flipgrid, Padlet, Moodle Forum
	10 minutes	Short break	
Presentation from students and consolidation of the lesson	30 minutes	Selected students (or groups) to report back/ present their response to the guiding questions in groups, and receive feedback from the course instructor.	Flipgrid, Padlet, PowerPoint, Nearpod

**EdUHK Handbook for Online Learning and Teaching
(Version 5 as of 6 December 2023)**

	15 minutes	For consolidation purpose, students to reflect individually on their understanding of the core concepts after the presentations, and/or reorganize their thinking for metacognitive progression and growth in the personal, intellectual and social aspects. Sometimes, such reflection is part of the assessment, or contributes to the assessment of the course.	Mentimeter, Moodle Quiz, Flipgrid, Padlet, Moodle Forum
	15 minutes	Course instructor to make the final conclusion, and explain the post-class assessment (if applicable).	PowerPoint, Nearpod, text mining system

2.4.3 It is helpful to record the synchronous online meetings because:

- (a) for various reasons, students may not be able to join the synchronous sessions, and they need to review the online meeting later;
- (b) many students reported that they watch online class recordings for revision; and
- (c) academic/ teaching staff might wish to review their online teaching for improvement and/or preparation of the next one.

Video recordings can be shared through the EdUHK Panopto platform (<https://eduhk.ap.panopto.com/>), a video management platform which is integrated with Moodle. Under the current license Panopto does not impose storage quota on EdUHK users. A link to the recording should be provided on Moodle for students' reference.

2.4.4 In Moodle, course instructors have access to the following reports to find out the participation of the students in the course within Moodle:

- Activity Report – which shows the number of views for each activity and resource;
- Course Participation Report – which generates a list of who has participated in a given activity (e.g., viewing discussion on the Forum, adding posts on the Forum);
- Activity Completion Report – which generates a list of who has completed the teacher-set criteria in a specific activity's settings;
- Logs – which provides a detailed list of activities of all users; and
- Statistics – which generates graphs and tables showing how many times various parts of the Moodle course have been accessed during different time frames.

For details, please refer to the user guide at <https://www.lttc.eduhk.hk/moodle/help-staff/>.

2.4.5 For experience sharing by course instructors from different Faculties on synchronous mode of online teaching, please visit this LTTC webpage: <https://www.eduhk.hk/lttc2013/view.php?secid=53466>.

For more references on different ways of online teaching, please refer to the following:

- Bruff, D. (2019). *Principles to Guide the Use of Educational Technology in College Teaching*. Morgantown: West Virginia University Press.
- Hodges, C., Moore, S., Lockee, B., Trust, T., & Bond, A. (2020). *The difference between emergency remote teaching and online learning*. *Educause Review*, 27.
- Kong, S.C., & Song, Y. (2015). *An experience of personalized learning hub initiative embedding BYOD for reflective engagement in higher education*. *Computers & Education*, 88, 227-240.
- Sharples, M. (2019). *Practical pedagogy: 40 new ways to teach and learn*. Routledge.

Remarks about creating online learning and teaching materials

2.4.6 There are many ways to prepare instructional materials for course content delivery online. Here are some examples:

<i>Method</i>	<i>Demo/ guides</i>
(a) Add narration to PowerPoint file as slideshow	https://bit.ly/312d1y1
(b) Convert the PowerPoint slideshow to MP4 format and further edit it with a video editing software	http://bit.ly/2tNaSdL
(c) Create short videos and animation using Panopto and educational apps	https://bit.ly/2Y8bYjd https://bit.ly/32y8bLI https://bit.ly/3jms26S
(d) Capture the lecture as a video in selected lecture rooms on the Tai Po campus	https://www.eduhk.hk/ocio/education-technology-tools#Self_service

2.4.7 For better engagement, keep the recording to a reasonable length or separate it into short, theme-based sessions. If possible, use a standalone microphone for better audio quality. Videos can be shared through the EdUHK Panopto platform (<https://eduhk.ap.panopto.com/>).

- 2.4.8 Other popular forms of online learning and teaching materials that course instructors might consider deploying are e-Learning packages, AR/VR activities, mobile apps and mini-MOOCs.
- 2.4.9 Students' progress in going through the online materials should be monitored. It can be done by creating understanding-checking quizzes (which are automatically marked) through Moodle (<https://www.lttc.eduhk.hk/moodle/help-staff/>), the EdUHK Panopto platform (<https://edu.hk.ap.panopto.com/>) or Qualtrics (<https://www.eduhk.hk/ocio/qualtrics-survey-tool>) if appropriate. For example, on the EdUHK Panopto platform, there are a number of user statistics available for course lecturers to find out whether students have watched the video they uploaded. These include:
- Percent Completed – which shows to what extent a viewer has watched a video (e.g., 25% of it); and
 - Minutes Delivered – which shows the number of minutes streamed by viewers of a video.

For details, please refer to the user guide at <https://support.panopto.com/s/article/User-Statistics>.

Assessment

- 2.5.1 When social distancing and other crowd control measures are in effect, high-stakes examinations on campus can become less feasible. It is therefore advisable to build in alternative assessments in the course early. When most of the teaching of a course is happening online, it is also advisable to include more formative assessment activities to promote constructive and reflective learning.
- 2.5.2 Online assessments can be created in many ways: individual or group exercises during online classes, quizzes on the central learning management system (i.e., Moodle), take-home examinations submitted with similarity checking, or online open-book examinations. For more details, please refer to the [“Recommendations for Conducting Online Assessments” \(Annex to LTQC 46/2020\(cir\)\)](#) endorsed by the Learning and Teaching Quality Committee.
- 2.5.3 Online feedback can be delivered in many ways to facilitate formative assessment. For example, “Gradebook” in Moodle is a convenient channel for sharing with students their performance in the course. The grades and the feedback of various assessment activities can be instantly shared with students upon input by course lecturers, while results of some Moodle assessment activities (e.g., Moodle Quiz) are automatically captured by Gradebook.

EdUHK Handbook for Online Learning and Teaching
(Version 5 as of 6 December 2023)

- 2.5.4 At its 58th meeting held on 4 August 2020, the Learning and Teaching Quality Committee has endorsed the “Guiding Principles on Alternative Assessment” (LTQC 84/2020) for reference by Academic/ Teaching staff. On a related note, supplementary notes on online group work have been added to the “Principles and Guidelines on Assessment of Group Work” available on the Registry’s website (<https://www.eduhk.hk/re/>).
- 2.5.5 If alternative assessment is implemented, course instructors should communicate with students the assessment formats, requirements and marking criteria at the beginning of the course. Such information should also be made available to students via Moodle.

Up-to-date information related to the Guidelines

- 2.6.1 Up-to-date information related to this set of guidelines and staff professional development opportunities on online teaching will be uploaded to the LTTC website (<https://www.lttc.eduhk.hk/>).
- 2.6.2 Enquiries related to the Guidelines can be directed to LTTC through email (lttc@eduhk.hk) or phone (2948 7047; service hours: 9am - 12:30pm and 2 - 5pm on workdays).

First released on: 29 January 2020

Revised on: 28 August 2020, 11 November 2021, 14 November 2023

(The below remark will be added upon LTQC’s approval at its meeting on 5 January 2024.)

Remark: The latest version of this document, “Practical Guidelines for Online Learning and Teaching”, was endorsed by the Learning and Teaching Quality Committee (LTQC) on 5 January 2024 at its 90th Meeting.

References

- Allan, S. (2020). Migration and transformation: a sociomaterial analysis of practitioners' experiences with online exams. *Research in Learning Technology*, 28.
- Bruff, D. (2019). *Principles to Guide the Use of Educational Technology in College Teaching*. Morgantown: West Virginia University Press.
- Chi, M. T. (2009). Active-constructive-interactive: A conceptual framework for differentiating learning activities. *Topics in cognitive science*, 1(1), 73-105.
- Hodges, C., Moore, S., Lockee, B., Trust, T., & Bond, A. (2020). The difference between emergency remote teaching and online learning. *Educause Review*, 27.
- Kong, S.C., & Song, Y. (2015). An experience of personalized learning hub initiative embedding BYOD for reflective engagement in higher education. *Computers & Education*, 88, 227-240.
- Sharpley, M. (2019). *Practical pedagogy: 40 new ways to teach and learn*. Routledge.

Section 3: Checklist for Planning Online Teaching and Template for Reflection

Checklist on the quality of online course delivery
(for course lecturer to adopt when planning online lessons)

Course code:

Course title:

Course coordinator/ lecturer/ teaching team:

Course schedule: *(in the form of an attachment)*

Total number of synchronous online learning and teaching hours:

Checklist for online learning and teaching lessons

Focus	Lesson 1	Lesson 2	Lesson 3
Student Attendance and Participation - Attendance is recorded. - Attendance and/or participation is recognized.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Engagement in learning and teaching - Active - Constructive - Interactive - Reflective	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No
Assessment (formative assessment / summative assessment, where applicable) - Providing feedback to enhance student learning - Students are not adversely disadvantaged in the mode chosen. - Examinations are invigilated.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

Section 4: Template for Reflection

Template for reflection on the quality of online course delivery

Course code:

Course title:

Course coordinator/ lecturer / teaching team:

Course schedule: *(in the form of an attachment)*

Total number of synchronous online learning and teaching hours:

Description of the learning process:

(Attachments can be provided as appropriate. Course instructors can elaborate on deviation from the maximum of 4 lessons on this document when necessary.)

(A) Reflection

Focus	Descriptions or illustrations of how each of the focus is achieved via online learning and teaching
<p>Student Attendance and Participation</p> <ul style="list-style-type: none"> - Attendance is recorded. - Attendance and/or participation is recognized. 	<p><i>Example:</i> <i>There is an 80% attendance requirement in this course. Nine face to-face classes were held on campus. There were four online classes, three of which all students need to hand in group work as recognition of their attendance and participation. Attendance was also recorded through the Zoom system.</i></p>
<p>Engagement in learning and teaching</p> <ul style="list-style-type: none"> - Active - Constructive - Interactive - Reflective 	<p><i>Please refer to the “Practical Guidelines for Online Learning and Teaching” for details.</i></p>
<p>Assessment (formative assessment / summative assessment, where applicable)</p> <ul style="list-style-type: none"> - Providing feedback to enhance student learning - Students are not adversely disadvantaged in the mode chosen. - Examinations are invigilated. 	<p><i>Please refer to the “Practical Guidelines for Online Learning and Teaching” and the “Guiding Principles on Alternative Assessment” for details.</i></p>

(B) Challenges and possible solutions