香港教育大學
The Education University of Hong Kong

EdUHK Learning and Teaching Enhancement Handbook (for staff)

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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 research, development and innovation in the field of education. 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 talented professionals who contribute constructively to sustainable social and economic development in Hong Kong SAR, the nation and beyond.

1.1.1.2 Strategic Priorities

The University has launched a new Strategic Plan for 2025 - 2031 with a focus on "Education Futures". With the direction of Education Futures, we are dedicated to providing its students with the most up-to-date skills and knowledge, nurturing them to embrace technology and preparing them for the impact of science and technology and the challenges of a digital future. Education Futures is a strategic initiative aimed at articulating the University's role as a pioneer in the field of education and complementary disciplines by fostering advancements in the field through research and innovation and offering exceptional and diverse programmes and a myriad of learning opportunities in Hong Kong and beyond that will prepare our students to be forward-thinking and future-minded. The University is committed to continuously enhancing its interdisciplinary and transdisciplinary capacities by integrating arts, education, humanities and technology to propel the development of the "Eight Centres" in Hong Kong as outlined in the National 14th Five-Year Plan.

The University is at the forefront of educational innovation, leveraging its unique strengths to shape the future of education and learning. While education has long been the fundamental strength and heritage of the University, it has identified the following seven complementary and strategic areas for development to reflect contemporary societal needs and advancements under the direction of "Education Futures":

- Artificial Intelligence and Emerging Technology
- Culture, Language and Heritage
- Education and Talent Development
- Environmental Science and Sustainability
- Sports, Health and Well-being
- New Media and Social Media
- Leadership and Management

Through its pursuits in the above strategic areas, the University aims to further enhance its academic offerings and achieve research excellence across a broader spectrum, contributing to the discourse on education innovation and social development. Driven by the University's mission and guided by its vision, the Strategic Plan for 2025 - 2031 is built upon the aspiration

of contributing to teacher and talent development for the future, with strategic priorities in the following four areas:

a) Nurturing Future-ready Educators and Talents with Positive Values and Skills for Tomorrow
   - Cultivating students with proper values and attitudes
   - Promoting national education and national security education to equip students to become patriotic citizens
   - Integrating Positive and Values Education into both formal and non-formal learning experiences
   - Engaging in various collaborative efforts with stakeholders to actively promote Values Education
   - Expanding horizons through programme development
   - Providing beyond-classroom learning opportunities and enhancing students' global perspective for holistic student development
   - Supporting the diverse learning needs of students

b) Achieving a Tangible Impact and Benefiting the World through Breakthroughs in Research and Knowledge Sharing and Transfer
   - Pushing the boundaries of research and knowledge sharing and transfer beyond education by seeking breakthroughs in strategically identified fields and directions such as emerging technologies, sports and health, and well-being, etc.
   - Building new research infrastructure along the lines of the University's existing research facilities
   - Fostering entrepreneurship and a research-based learning environment
   - Establishing an ecosystem for research and knowledge transfer
   - Augmenting interdisciplinary and transdisciplinary collaborations beyond Hong Kong SAR

c) Contributing to Sustainable Development
   - Supporting the United Nations' Sustainable Development Goals
   - Cultivating an environmentally conscious mindset among its community
   - Driving continuous improvement in the productivity and efficiency of the administration supporting the University's academic endeavours
   - Emphasising environmental consciousness and promoting responsible consumption and production

d) University Advancement via Internationalisation and Wider Engagement with Stakeholders
   - Connecting Mainland China and the West and promoting Hong Kong SAR's unique position as the "Global Educational Exchange/Global Dialogue Centre"
   - Enhancing its global presence by entering selected subjects in international rankings
   - Increasing non-local student intakes to foster global diversity and excellence
   - Creating a dynamic and culturally enriched learning environment
   - Strengthening connections and empowering communities

1.1.1.3 Mission

With a commitment to the direction of Education Futures, our primary mission is to lead educational innovation and to promote and support the strategic development of teaching, teacher education and relevant disciplines for talent development by preparing outstanding and morally responsible future-ready educators and talents 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 for future talent development in diverse disciplines with innovative and responsive curricula that empower students to master their learning experiences and achieve competence in pursuing their personal and career goals;
- prepare our students to become future-ready educators and high-calibre talents who can integrate theory and practice, and who are creative, innovative, intellectually active, entrepreneurial, socially caring and globally competent;
- foster a vibrant research culture and environment that contributes to the advancement of knowledge, scholarship and innovation, sustainably promoting social progress and human betterment; and
- engage in knowledge sharing and transfer activities that contribute to the development of the University and the wider community while serving the needs of educational and social development locally, regionally and internationally; and
- collaborate with local, regional and international institutions, including partners in the Greater Bay Area and Mainland China, to share our professional expertise, enhance learning for students and staff, and expand the impact of our research.

1.1.1.4 Core Values

- Professionalism
- Innovation
- Ethical responsibility
- Societal caring
- Global competency

1.1.1.5 Graduate Attributes

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

- **P**rofessional **E**xcellence;
- **E**thical **R**esponsibility; **&**
- **I**nnovation.

The framework of "**PEER & I**" applies 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 has been 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 student exchange, immersion experiences, internship, study visits, field trips 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/field trips 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' horizons and nurture multiculturism, the University provides exchange opportunities at partner universities for our undergraduate students to study credit-bearing courses for at least four weeks. Also, short-term non-local learning and experiential activities will be organised to help students gain a better understanding of the culture as well as social and economic developments of different countries and territories.

- Career Development Internship Programmes
  The internship programmes enable students to gain real-world work experience through the completion of a local or overseas internship. Students can take internships at locations such as Hong Kong, the Greater China Region (GCR) and overseas (ASEAN countries (Southeast Asian countries), Australia, Colombia, France, Germany, Ireland, Japan, New Zealand, Singapore, South Africa, Spain, the United Kingdom, the United States). Internships are rewarding experiences that enable students to acquire a deeper understanding of workplace culture and develop positive work attitudes. For more details, please refer to the respective programme handbooks, programme websites, and the Student Affairs Office (SAO) internship website: https://www.eduhk.hk/sao/info/career/internship_programmes/.

- Study Visit/Field Trip
  There are also a number of overseas study visit opportunities and/or field trips organised by departments and programmes in the University for students to visit overseas schools, universities, NGOs, educational organisations, and companies, etc. Students usually have the opportunity to examine the educational system in the host country, the host schools/universities/organisations and experience the culture, work and life in the study visit/field trip.

- Learning Experience Outside the Classroom (CLOC) Course
  (CLOC was renamed from Shell Course "Activities / Experience Outside the Classroom" with effect from September 2024.)
  To enrich student learning experience outside the classroom, the University introduces CLOC 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). Upon successful completion of the CLOC course(s) on the approved list acknowledged by the University, students will be eligible to claim a total of maximum of six credit points during the study period of their programmes. The credit points will not be included in the calculation of the GPA nor the credit points for fulfilling the graduation requirement but will be recorded on the students' Transcript of Studies. For the list of CLOC courses, please visit https://www.eduhk.hk/sao/en/info/cloc/.

- 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 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 the recommendation for all FYFD, Senior Year, PGDE, HD(ECE) and part-time BEd programmes to implement the required number of GBA/Mainland learning experience/activities. Programme teams are required to integrate the GBA/Mainland experience as one of the learning and teaching activities of course(s) of the programme to broaden students' horizons in the GBA/Mainland.

  Please refer to the GBA/Mainland Learning Experience page for more details:
  https://lt.eduhk.hk/teaching/gba-mainland-learning-experience-and-activities/

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-centred 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 assessments 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 2024-2027

The University Learning and Teaching Plan (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 2024-2027, the L&T Plan 2024-2027 reflects the latest strategic focuses in the following domains: (a) Internationalisation and Engagement with Mainland China; (b) Teacher Education Programmes; (c) Undergraduate Curriculum Development; (d) Postgraduate Learning and Teaching; (e) Students' Learning Outcomes; (f) AI and Digital Competency; and (g) Capacity Building and Infrastructure.

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 curriculum structures are driven by our strategic priority "Education Futures" that focuses on nurturing future-ready educators and professional talents in response to emerging community needs and the evolving academic and educational landscapes.

The new curriculum structures are implemented by phases from the 2025/26 cohort and onwards:

Types of programme*	**Implementation year**
Full-time co-terminal double degree programmes (5 years)	from the 2025/26 cohort
Full-time non-BEd (4-year and Senior Year) programmes	
Part-time BEd programmes (3 years and 4 years)	from the 2026/27 cohort

* Starting from the 2025/26 cohort, all 5-year full time BEd programmes have been transformed/revamped to become co-terminal double degree programmes.

For details of the latest curriculum, please visit https://curriculum.eduhk.hk/.

1.1.5 Postgraduate Programmes

The University offers postgraduate programmes, including research postgraduate, professional doctorate, and taught postgraduate programmes. The Graduate School (GS) is an academic unit responsible for developing, managing and monitoring the University's research postgraduate (namely Doctor of Philosophy and Master of Philosophy), professional doctorate (namely Doctor of Education) as well as the Master of Education. The GS also works closely with Faculties, Departments, Academies, Centres and various academic units to develop an active research environment on campus. The Board of Graduate Studies (BGS) is responsible for the formulation and review of policies, guidelines and regulations of postgraduate programmes (excluding Postgraduate Diploma of Education). Details about the postgraduate programmes offered by the University can be found at:
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 is 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 for handling SET will be available 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. Programme teams 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. Certificates of Merit signed by the President may be offered to shortlisted candidates in recognition of their outstanding teaching.

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 Schemes of three faculties are available at:

Faculty of Education and Human Development
http://www.eduhk.hk/fehd/en/learning_teaching.php?s=teaching_awards
Faculty of Humanities
https://www.eduhk.hk/fhm/faculty-teaching-awards
Faculty of Liberal Arts and Social Sciences
https://www.eduhk.hk/flass/en/Learning-And-Teaching/Teaching-Awards.html

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 are 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://hro.eduhk.hk/hro-corner/staff-guidelines/staff-handbook/.

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://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://lttc.eduhk.hk/for-staff/spd/spd-theme-i/.

Additionally, an e-Induction Programme was launched in May 2025 as a key resource for new joiners, facilitating their seamless integration into the EdUHK community. In particular, this Programme features an e-Learning module on Risk Management, providing training on best practices to safeguard the University's reputation. Relevant materials can be accessed at the HRO Corner: https://hro.eduhk.hk/hro-corner/staff-guidelines/training-development/in-house-training-briefing/e-induction-programme/.

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.

The Peer Support of Teaching Scheme has been revamped in the 2025/26 academic year to promote good teaching practices and peer dialogue. The updated details of the Peer Support of Teaching Scheme are available at https://lttc.eduhk.hk/for-staff/spd/peer-support-of-teaching-scheme/.

All the staff professional development activities are available at https://lttc.eduhk.hk/for-staff/.

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, e.g., development of activities and deliverables in some strategic areas as initiated by the Senior Management of the University 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://hro.eduhk.hk/hro-corner/staff-guidelines/staff-handbook/part-d-leave/.

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, and focus on designated strategic priorities. Review system is in place for application approval to further assure project quality.

The TDG is centrally administered and primarily steered towards the University's strategic objectives and the key themes identified by the University Grants Committee (UGC). 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. Marsh[1], 1982, and Richardson[2], 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 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

[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.

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-centred
- demonstrable through learner-generated evidence

The Guide to Course Outline Template provides examples of useful and less useful outcomes, using the above criteria. In addition, the Guide to Course Outline Template 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.

<u>Before teaching the course</u>

- 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)

<u>In the first session of the course</u>

- 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 Procedures for Handling 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/ Coordinators, Heads, Associate Deans, Deans, Executive (Co-)Director of Unit/ Academy, 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 Survey Questionnaire on Non-local (Overseas/Mainland) Learning Experience

Faculties/programmes/units are advised to adopt the Survey Questionnaire on Non-local (Overseas/Mainland) Learning Experience in all non-local learning experience to systematically collect student feedback on the non-local learning experience.

It is recommended that faculties/programmes/units use the core questions and choose the optional items as appropriate in the Survey Questionnaire. Faculties/units are responsible for coordinating the data collection and reviewing the survey result. A summary report on the results of the core items should be submitted by faculties/units to the Common Core Curricula Committee (CCCC) on an annual basis in October for review.

Please visit the website of Survey on Non-local Learning Experience for the survey questionnaire and report template.

2.3.5 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.

2.3.6 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.

2.3.7 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 relevant Faculty / School Dean or Academic Executive (Co-)Director or Head of teaching department / Unit / Office / Institute / Centre first. The relevant Faculty / School Dean or Academy Executive (Co-)Director or Head will conduct a meeting with students in presence of another colleague to investigate the case. 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. Teaching staff 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 Field Experience (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 course-offering unit. The Head of the course-offering unit 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 course-offering unit who will consider whether the student

is deemed to have committed academic dishonesty. Where a case of academic dishonesty is established, the Head of course-offering unit may consider imposing penalties which include written reprimand; make-up work; a lower grade for the assignment/course concerned; and/or a fail 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 course-offering unit shall refer the case to the Student Disciplinary Committee (SDC) via Associate Dean/Associate (Co-)Director(s) of the student's home Faculty/ Graduate School/ Academy 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:

- Plan their work in advance and be aware of deadlines and specific assignment requirements;
- Keep a reasonable work, study and life balance;
- Give themselves sufficient time for research, field work or preparation of their course assignment;
- Strive for originality, creativity and independence;
- Know what academic dishonesty/misconduct and copyright violation mean and what they have to do to avoid them;
- Contact Student Affairs Office when facing personal, financial and health problems properly and in a timely manner, so as to prevent unfavourable factors from affecting academic progress;
- 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/; and
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" was formulated by the Education Bureau in December 2022 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.

In response to the Guidelines, the University has set up additional exit requirements for teacher education programmes to ensure to the public that our students are professionally ethical and meet the codes of professional conduct required of teachers upon graduation. The Exit Requirements for Teachers' Professional Conduct and Ethics have been introduced in phases from the 2024/25 cohort onwards.

Programmes	**Implementation Cohort from**
1. Full-time BEd and Double Degree Programmes	2024/25
2. Full-time Postgraduate Diploma in Education Programmes	2025/26
3. Full-time Higher Diploma in Early Childhood Education Programme	2025/26
4. Part-time BEd Programmes	2026/27
5. Part-time Postgraduate Diploma in Education Programmes	2026/27

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/ Executive (Co-)Director(s) for formal approval at FB / BGS / AC; or to the Line Manager for consideration (for PDPs conducted by University-level centres/non-academic units) 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 Annual 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. Such minor course-related changes will be approved by the Head/ Director of Department, Centre and Unit/ Director of School Partnership and Field Experience [Dir(SPFE)] [for Field Experience (FE) courses]/ Programme Leader (for courses of award-bearing programmes offered under academies)/ Head of Centre/Institute (for courses of non-award bearing programmes offered under academies) and reported to the relevant Associate Dean/ Line Manager/ Executive (Co-)Director(s).

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/ Executive (Co-)Director(s) (for courses offered under academies)/ Relevant Associate Vice President in consultation with Dir(SPFE) and relevant faculties (for FE courses)/ Line Manager (for PDPs offered by University-level centres and non-academic units). 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 and teaching staff will play the role of academic advisors. They meet students at least once every year to assist students with various aspects of their learning experience and render professional advice as follows:

- Provide assistance with goal setting and development of study plans
- Discuss with students their academic progress
- Share information about the curricula and course requirements in their Faculty
- Give advice on students' holistic development and future career development
- Provide assistance in exploring the possible short- and long-range benefits of the educational options and opportunities available from the first (home) major as well as other second major/minors. Further support outside the first (home) major is available by referring to the contact list of Second Major/Minors and Coordinators on https://curriculum.eduhk.hk.
- Foster a supportive relationship with students
- Promote students' self-direction and accountability
- Make effective referrals and direct students to other sources of advice

The aim of AA for each year is as follows:

Year 1 (new students of all First-Year-First-Degree and Senior Year Programmes)
Configuration of study journey: Academic Advisors will help students have a smooth transition and adjustment to new university life, acquire study skills for their learning and encourage students to explore and capitalise on their learning opportunities, for example, overseas exchange.

Year 2
Reinforcement of study skills: Academic Advisors will help students synthesise realistic academic and personal goals through continual support to update their study plan; encourage students to seek opportunities that will support their aspired career through overseas exchange, internship/ field experience, study trips and any other learning experience.

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.

Across the years, Academic Advisors will provide students with relevant materials or resources for AA activities in collaboration with supporting units such as CLE, GAO, LTTC, OCIO, SAO, and SPFEO. 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 fulfil 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 (for Postgraduate Diploma, Undergraduate and Sub-Degree programmes) of Student Handbook on 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 behaviour; 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 for 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, study skills training, 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 Diversity and Inclusion Students Ambassador Scheme, Diversity Festival, educational talks, and experiential activities.
For more details, please visit: https://www.eduhk.hk/sao/info/sen/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 to 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 of the buddy programme, please visit https://www.eduhk.hk/gao/articles/buddy-programme, and for more details of cultural integration, please visit 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 Guideline on the Use of Generative AI Tools

Generative AI 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 generative AI 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://lttc.eduhk.hk/papers/6p.pdf.

Staff are advised to refer to the Guidelines for Academic/Teaching Staff on the Use of Generative AI Tools at https://lttc.eduhk.hk/for-staff/aiguide/. The Guidelines for Students on the Use of Generative AI Tools is also available at https://lttc.eduhk.hk/for-students/guidelines-for-using-ai-tools-students/.

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
- Multiple assessment methods must be employed in a course so that lecturers could assess students' performance through various means
- Full details of methods of assessment for the course, weightings assigned to each component of assessment, and whether or not the use of generative AI tools is permitted in course 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 increasingly important role in student assessment. Recommendations for Conducting Online Assessments, which provides practical guidance to course lecturers, is accessible through the webpage at: https://www.eduhk.hk/include_n/getrichfile.php?key=64acf1c39d8424570b9e26078ed99c0d&secid=53535&filename=lttc2013/download/LTQC/LTQC_46-2020(cir)-annex_only-web.pdf.

3.1.2 Assessment Polices at EdUHK/Course-offering Units

Individual course-offering units 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 General Offices of course-offering units. 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 Head of course-offering unit, 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 provides 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 course-offering units 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 Head of course-offering unit 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 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 course-offering units to develop their own grade moderation practices that best suit the respective disciplines. The Policy can be accessed through: https://www.eduhk.hk/re/uploads/docs/00000000001634699980 1865quc9.

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 double 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 Head of course-offering unit 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 General Office of course-offering unit at least three days before the grade submission deadline. The General Office of course-offering unit 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(s) (DAP) of a course-offering unit endorses the course assessment results. The assessment results in a course will be approved by the Head of the course-offering unit through the DAP which is to assure fair and consistent assessment of students in a course / cluster of courses under Major / Minor / Electives or courses with similar nature and to examine and make a decision on any cases with irregularities by a range of quality assurance and enhancement approaches to oversee the student assessment, such as grade moderation, monitoring and reviewing grade distribution, assuring the quality of examination/ assessment/ test papers, etc., within the course-offering unit. The terms of reference and membership composition for DAP are available on the Registry website at https://www.eduhk.hk/re/Staff/Departmental-Assessment-Panel/Terms-Of-Reference-And-Membership-Composition.html. 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) on or before the specified submission deadline. On the recommendation (or endorsement) of grades by the recommending officer of DAP, the Head of course-offering unit 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 Head of course-offering unit, 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 for an 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/Executive (Co-)Director 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/Executive (Co-)Director 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., 1985:19[3]). 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 on their teaching practices for their Field Experience.

[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.

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 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. To provide appropriate feedback to enhance student learning, a "Feedback and Assessment Form (Template)" is presented in Appendix III for reference.

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 for 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 them to these departments' website for further information.

4.1 Teaching Periods and Timetable

4.1.1 Change of Timetable

With a view to minimising 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
https://www.eduhk.hk/re/Staff/Time-tabling/Guidelines-And-Relevant-Documents.html

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 also takes a key role to coordinate all L&T matters concerning the subject and the courses under a certain programme, and also keeps 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

[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.

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 480 PCs and notebooks for use by students and staff, Mini Theatre, EI Hub, 3D and large format printers, professional and consumer level 360 cameras, laser cutting and engraving machines, 3D/4K video viewing and production equipment, VR and AR production facilities, high speed Wi-Fi, notebook computers, e-book readers, Octopus-operated 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 book delivery and loan service, Inter-library Loan and Document Delivery services.

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 dedicated to delivering high-quality ICT services and solutions that bolster and advance learning, teaching, research and administrative functions within the University community. This commitment is in line with the University's IT service strategies, which encompass 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 links to endpoints 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. Users can join free Wi-Fi access off-campus via CSL 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 membership enables all participating institutions to leverage the network for collaborative research, resource sharing and resilience support.

As a central service hub, The Portal serves as a one-stop shop for self-service information and 7x24 support for students of the University community. Additionally, professional support and administration for the University website, departmental websites, and various content management systems are offered. OCIO also oversees the University's generative AI platform and high-performance computing (HPC) facilities, catering to the increasing demands in research and education.

OCIO collaborates with relevant learning and teaching departments to provide and maintain applications for both end-to-end administrative solutions and academic support. The e-student information system (e-SIS) manages the entire student administration lifecycle, from admission, programme registration, course registration, academic advising and assessment, to graduation and student records. Additionally, students have access to various online services such as hostel applications, education job recruitment and sports facilities booking.

OCIO supports the online Learning Management System (LMS) for e-Learning and oversees the University's learning environment which comprises classrooms, lecture theatres, computer laboratories and a Photo and Video Studio at the Learning Commons. Furthermore, OCIO provides printing services, student email (protected by two-factor authentication), the campus unified communication and collaboration system and the MyEdUHK mobile app**.**

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

While we treasure the privacy and rights of individuals, all students are obliged to adhere to the acceptable standards of computer user behaviour as outlined in Computing Policies and Regulations on the OCIO website (https://www.eduhk.hk/ocio/).

OCIO is dedicated to continuously exploring and providing new initiatives and innovative services for our users. Students can email us at helpdesk@ocio.eduhk.hk or call our hotline, 2948 6601, for suggestions or assistance. There is a 24-hour voice recording system available for users to leave messages after office hours or when the line is busy. Our colleagues will respond as soon as possible. Additionally, students can also report IT-related problems or incidents online using the LANDesk self-service platform (https://landesk.eduhk.hk) from anywhere and at any time.

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

4.5 Centre for Learning, Teaching and Technology (LTTC)

The Centre is an academic and professional supporting unit at the University. It aims to enhance student learning outcomes by applying digital technology to support the development of e-Learning and digital competency, innovation of learning and teaching, and the improvement and innovation of assessment at the University.

The Centre provides a range of services for staff and students, including:

- Staff Professional Development (SPD) Programme
  LTTC has developed the Staff SPD Programme for all academic/teaching staff of the University. In partnership with individual academics, academic departments and Teaching Development Grant project teams, LTTC has been organising series of SPD activities to prepare new academic/teaching staff, PhD and EdD students, as well as teaching assistants for teaching and to enhance staff capacity to advance student learning. LTTC also provides support for the Peer Support of Teaching Scheme, which promotes peer dialogue on teaching and sharing good teaching practices.
- Artificial Intelligence and Digital Competency Development
  LTTC offers a variety of workshops on artificial intelligence and digital competency development for students. The Centre also co-organises workshops with faculties, departments and industrial partners on the use of e-Learning tools and related pedagogical strategies in support of the University's implementation of E-Learning and Digital Competency Strategy. Additionally, the Centre conducts workshops on the use of innovative technology in education, including topics such as Artificial Intelligence (AI), metaverse, STEM/STEAM education, robotics education, 3D modelling and printing, educational animation, etc. To provide a quality and creative learning environment, the Centre's laboratories are well-equipped with high-performance computers, various mobile digital devices, and 3D printers. Students are welcome to register for these workshops through the LTTC website.
- Curriculum Emphasis: Digital Competency
  Digital competency is now a prerequisite for many jobs. To enhance students' employability and familiarity with digital skills, the LTTC offers credit-bearing courses in digital competency, including AI Literacy, Digital Literacy, Exploring Real-Life AI Application Development, AI Literacy for Educational Professionals, Capstone Project Pathway on AI and Emerging Technologies, and Learning Experience Outside the Classroom (CLOC) Course titled "Self-Regulated Learning in Artificial Intelligence with Chatbot". Students are expected to attend the relevant courses based on their

programme requirements and personal interests. The LTTC will issue e-badges to recognise students' achievements in digital competency.

- User Guides and Workshops on e-Learning and ePortfolio
  LTTC has developed various online user guides for Moodle, Sway and Google Sites to support students. Students are welcome to register for the related workshops and get the related self-learning materials from the LTTC website.
- Generic Intended Learning Outcomes (GILOs)
  LTTC administers a self-assessment questionnaire for measuring students' self-perceived achievement on GILOs. Students will receive an individual report which helps them to write reflection and set learning goals through ePortfolios. LTTC also provides workshops for students to connect GILOs to their learning and teaching.
- Video Production Workshops
  The LTTC offers workshops for staff and students on video production to enhance teaching and learning. These workshops cover a range of topics, including the creation, editing, and sharing of videos on platforms such as Panopto, as well as the use of the Video Production Room.
- Dynamic Learning and Teaching Facilities
  LTTC offers dynamic facilities aimed at promoting e-Learning and digital competency development. The Artificial Intelligence Education Laboratory, Metaverse Education Lab, STEM Innovation Hub, Mobile Computing Laboratory, and Video Production Room are equipped with the latest technology and tools. These facilities support a broad spectrum of educational activities, ranging from developing AI literacy and exploring metaverse applications to creating mobile apps and producing digital videos. They significantly enrich teaching and learning experiences at the University.

For more details, please visit: https://lttc.eduhk.hk/.

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)

The General Education curriculum, as a programme of study, aims to provide students with a foundation in acquiring knowledge, skills, values, and mindset to equip them for the challenges of university studies and beyond. It also serves as preparation for academic pursuit in a specialised area of study at the undergraduate or graduate levels—including analytical, critical, and creative thinking, as well as the motivation to learn and explore new concepts, beliefs, and knowledge. The General Education Office at the Education University of Hong Kong 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 (New Six Arts Courses and Positive and Values Education Courses), Experiential and Service Learning (Co-curricular and Service Learning Courses and Experiential Learning Courses on Entrepreneurship and Innovation) 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 globalised 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://geo.web.eduhk.hk/.

Remarks

i. For General Education Breadth Courses, only New Six Arts and Positive and Values Education Courses are coordinated by GEO. For detailed information and the course synopses about the General Education Breadth Courses offered by CEIE, LTTC and/or NSLERC, please consult the hosting units concerned.

ii. The Experiential Learning Courses on Entrepreneurship and Innovation are coordinated by CEIE with support from GEO.

4.8 Global Affairs Office (GAO)

The Global Affairs Office (GAO) is pivotal in advancing EdUHK's internationalisation initiatives through various means:

- Fostering Global Collaboration: Establishing and nurturing partnerships with universities and institutions worldwide.
- Enhancing Global Profile: Elevating EdUHK's international presence and regional leadership.
- Enriching Learning Experiences: Broadening students' regional and global educational experiences.

- Promoting Internationalisation at Home: Recruiting non-local students and facilitating on-campus integration activities.

To align with the University's strategic internationalisation objectives, GAO plays a crucial role in attracting non-local students and promoting EdUHK's academic offerings. This involves participating in international conferences and education fairs, as well as visiting institutions and high schools outside Hong Kong to build connections.

GAO also administers the Student Exchange Programme, offering EdUHK students the opportunity to study abroad and immerse themselves in different cultures. Simultaneously, the programme brings exchange students from partner institutions to EdUHK, enriching campus diversity.

The Office provides comprehensive logistical support for both outbound and inbound exchange students, acting as an efficient coordinator, a reliable source of information, and a creative organiser of multicultural events on campus.

Furthermore, GAO arranges non-local short-term study visits and summer programmes for EdUHK students, and organises study and cultural tours for partner institutions to introduce them to EdUHK, Hong Kong, and the region.

On campus, GAO collaborates with various units to enhance support for non-local students and to organise activities that promote student integration and cohesion.

For more details about GAO's services, please visit their website at GAO Website 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 quality 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)
- Supporting the development and review of undergraduate curriculum development and common core curricula.

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

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

Student Support Services

- Accommodation Services
- Counselling Services
- Career Development Services
- Elite Athletes Support
- Health and Dental Services
- Non-local Student Support
- Scholarship and Financial Assistance
- Support Services for Students with Special Needs
- Support to Student Organisations
- Student Amenities Management
- 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.	☐Yes ☐No ☐N/A	☐Yes ☐No ☐N/A	☐Yes ☐No ☐N/A
- Attendance and/or participation is recognized.	☐Yes ☐No ☐N/A	☐Yes ☐No ☐N/A	☐Yes ☐No ☐N/A
Engagement in learning and teaching - Active	☐Yes ☐No	☐Yes ☐No	☐Yes ☐No
- Constructive	☐Yes ☐No	☐Yes ☐No	☐Yes ☐No
- Interactive	☐Yes ☐No	☐Yes ☐No	☐Yes ☐No
- Reflective	☐Yes ☐No	☐Yes ☐No	☐Yes ☐No
Assessment (formative assessment / summative assessment, where applicable) - Providing feedback to enhance student learning	☐Yes ☐No ☐N/A	☐Yes ☐No ☐N/A	☐Yes ☐No ☐N/A
- Students are not adversely disadvantaged in the mode chosen.	☐Yes ☐No ☐N/A	☐Yes ☐No ☐N/A	☐Yes ☐No ☐N/A
- Examinations are invigilated.	☐Yes ☐No ☐N/A	☐Yes ☐No ☐N/A	☐Yes ☐No ☐N/A

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

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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 (LTTC) developed the "Practical Guidelines on Online Learning and Teaching" (see **Section 2**). The document has been uploaded to the LTTC 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.

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

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:

Purpose	*Duration*	*Content*	*Potential use of educational apps*
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

		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

	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:

Method	*Demo/ guides*
(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://eduhk.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.

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.

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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.	☐Yes ☐No ☐N/A	☐Yes ☐No ☐N/A	☐Yes ☐No ☐N/A
- Attendance and/or participation is recognized.	☐Yes ☐No ☐N/A	☐Yes ☐No ☐N/A	☐Yes ☐No ☐N/A
Engagement in learning and teaching			
- Active	☐Yes ☐No	☐Yes ☐No	☐Yes ☐No
- Constructive	☐Yes ☐No	☐Yes ☐No	☐Yes ☐No
- Interactive	☐Yes ☐No	☐Yes ☐No	☐Yes ☐No
- Reflective	☐Yes ☐No	☐Yes ☐No	☐Yes ☐No
Assessment (formative assessment / summative assessment, where applicable)			
- Providing feedback to enhance student learning	☐Yes ☐No ☐N/A	☐Yes ☐No ☐N/A	☐Yes ☐No ☐N/A
- Students are not adversely disadvantaged in the mode chosen.	☐Yes ☐No ☐N/A	☐Yes ☐No ☐N/A	☐Yes ☐No ☐N/A
- Examinations are invigilated.	☐Yes ☐No ☐N/A	☐Yes ☐No ☐N/A	☐Yes ☐No ☐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**
Student Attendance and Participation - Attendance is recorded. - Attendance and/or participation is recognized.	*Example:* *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.*
Engagement in learning and teaching - Active - Constructive - Interactive - Reflective	*Please refer to the "Practical Guidelines for Online Learning and Teaching" for details.*
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.	*Please refer to the "Practical Guidelines for Online Learning and Teaching" and the "Guiding Principles on Alternative Assessment" for details.*

(B) Challenges and possible solutions

Appendix III – Feedback and Assessment Form (Template)

The Education University of Hong Kong

Name of Department / Centre / Academy / Unit

Feedback and Assessment Form (Template)

Programme: _____ **Date:** _____

Course Lecturer: _____ **Email:** _____

Course Code and Course Title:		
Name:	**SID:**	
Assessment		
Item*	**Weighting**	**Performance^** (F,D,C-,C,C+,B-,B,B+,A-,A,A+)
1 Written Exam	%	
(a) Part I	%	
(b) Part II	%	
2 Project		
(a) Exercises	%	
(b) Proposal Presentation	%	
(c) Report	%	

* The items can be adjusted according to the course outline.

^ For the grading system, please refer to Student Handbook Section 9 Course Assessments and Grades.

Final Score: _____

Overall Feedback

(The course lecturer may indicate whether any of the seven Generic Intended Learning Outcomes (GILOs), i.e. Critical Thinking Skills, Creative Thinking Skills, Oral and Written Communication Skills, Social Interaction Skills, Ethical Decision Making, and Global Perspectives, have been attained and demonstrated by the student in the assessments concerned.)

Course lecturer's signature:	
Second marker's signature:	