



Capacity Building and Environment Enhancement

▲ One of the International Tutors, Kaitlyn in a cultural exchange at the English Cafe.

Enhancing the Use of International Languages in Students' Living -Learning Environment - the International Tutors Scheme

Mr WONG Chun Cheung (黃俊璋先生), Centre for Language in Education

The Centre for Language in Education (CLE) and the Student Affairs Office (SAO) both support the University's mission to nurture biliterate and trilingual students to become global citizens. To cater the new needs and challenges in the changing educational landscape, they have been constantly refining and perfecting the English language support offered to local, mainland and international students. Among others, one form of language enhancement support provided by the CLE and SAO conducive to the internationalisation of the University is the International Tutors (ITs) Scheme. Below is an introduction of the scheme written by our Senior IT, Mr Gareth Siu, which provides a glimpse into how language enhancement and cultural activities help facilitate the internationalisation of our campus.

A Mix of Cultures

The role of the ITs is to improve the English skills of the students and increase their exposure to international cultures. Currently, eight ITs from six different countries, namely the UK, the USA, Ukraine, Columbia, France and Canada, support students' English learning.

We offer both academic and cultural workshops for the CLE, which serve as great opportunities for us to share our cultures with the students. Workshop titles have included 'The British' and 'French Art and Fashion'. Students have found that improving their English skills has also been extremely useful in having a firmer understanding of cultural references.

We also have the English Café at Arthur Samy Language Learning Centre. Aside from being a place to practise language skills, it also serves as an opportunity for mutual cultural exchange between the ITs and students. CLE is a unique place in campus and presents students with a precious chance to gain international exposure without even needing to leave Hong Kong. It is a truly rewarding 'place to gather'.

In addition to the work we do for CLE, we also live and work in the student halls. We organise mass events that take place in Central Plaza. In semester one, we staged a 'Christmas Market Party' whilst in semester two, we hosted the 'Carnival'. These themes were explored through music, costumes, games and food. The interaction with the students in English was the key feature. At my mask decorating stand, one student asked me for 'a band', I found an elastic band but it was not what she was looking for. Then, I quickly realised what she actually wanted was sticky tape. Thus, these events offer precious opportunity to use English in an informal setting. In general, we use this experience to break down cultural differences, improve confidence and fluency in English whilst widening the students' horizons.



▲ Another international Tutor, Sarah, facilitating a workshop.



▲ The ITs at the Halloween Party.

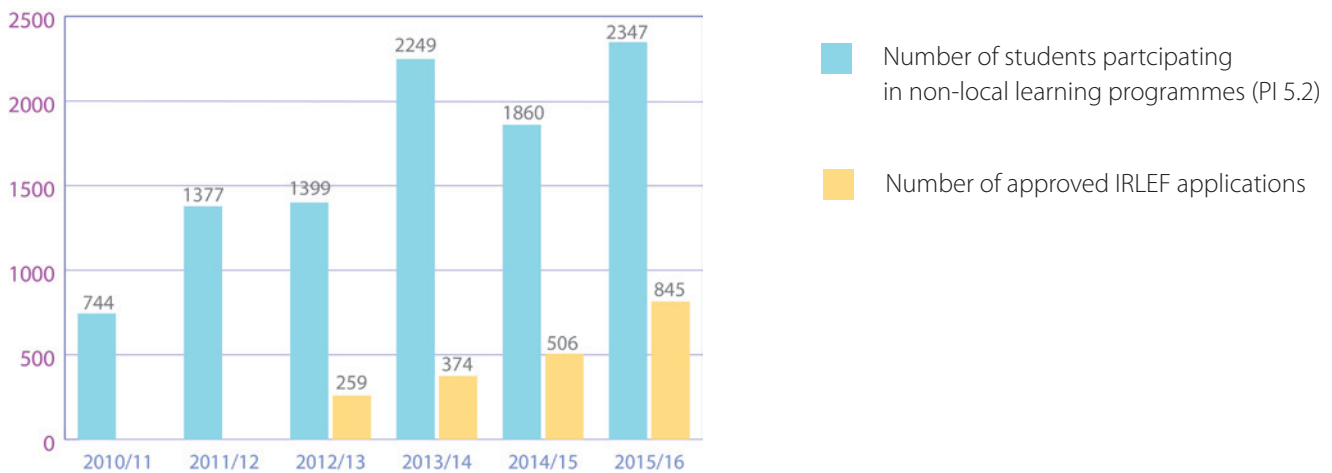


▼ A celebratory photo at the Halloween Party.

Making Overseas Exposure Affordable to Every EdU Student - International and Regional Learning Enhancement Fund

Greater China Affairs Office

The University approved the *Strategy for Internationalisation* for 2012-2015 in June 2012 and implemented a series of new measures and initiatives to promote internationalisation and enhance global engagements in the University. Among them, the International and Regional Learning Enhancement Fund (IRLEF) was introduced in January 2013 to encourage full-time undergraduate students to participate in non-local experiential programmes organised by Faculties, Departments, SAO, and other supporting offices. In 2015/16, more than one third of participants have already made use of the fund to support their learning activities outside Hong Kong, and the number of IRLEF-supported programmes offered by different offices/units have increased to 98 (41, 47, and 71 in 2012/13-2014/15 respectively).



Capacity Building Starts with Staff

Human Resources Office

To cultivate a continuous learning culture, the Human Resources Office (HRO) organises training and development programmes for the staff to enhance their knowledge and skills in various areas. Apart from brushing up their language proficiency and job competence, our staff training and development activities include promoting innovation, teamwork, governance, process improvement and personal effectiveness. In the past few months, a series of workshops such as understanding and supporting students with special educational needs, introduction to Anti-Discrimination Laws, "Dialogue in the Dark", performance management and appraisal skills have been conducted.



▲ 'Dialogue in the Dark' Activity.



▲ Leading Change Workshop.

Fostering A Multi-cultural Atmosphere in the Campus Environment

International Office

To further enhance the theme “Learn Globally@EdUHK”, The Education University of Hong Kong cultivates the sense of internationalisation within the campus community. The International Office launched a new and innovative series of intercultural activities to create dynamic opportunities for all members of the EdUHK community to gain further global insights without having to leave Hong Kong.

One of the major goals of EdUHK is to provide a multi-cultural environment for our students. Exchange and international students will study at EdUHK for a year. In addition to IO’s on-going activities, “Embrace the World on Campus” events provides platforms for bringing together international exchange and full-time overseas students with local students, faculty

and staff, opening the door for friendships and fresh perspectives throughout the year. Indoor and outdoor activities are included, such as lively excursions, exciting adventure training day camp and a fun cross-cultural showcase. All these activities serve as platforms for cultural exchange and integration of students from diverse countries and backgrounds. The awareness in the need of internationalisation and multiculturalism is also enhanced.

i. Embrace the World on Campus- Cultural Workshop (28 October & 4 November 2016)

“Embrace the World on Campus- Cultural Workshop” is one of the many campus-wide events organised by the International Office, with the aim of celebrating the diversity of nationalities within EdUHK. Various workshops were set up for enjoyable and engaging cultural learning.

Different cultural workshops and booths were arranged by students from around the globe including Korea, Myanmar,

Norway, Sweden, Germany, Netherlands, Singapore, Switzerland, Australia, Denmark, Malaysia, United Kingdom and Kazakhstan.

Traditional games, language learning and art and crafts were offered for students and staff to appreciate the beauty of various cultures. Booths that served exotic food items were also organised, whilst games and fun activities were shared.



▲ Local, exchange, and international students having fun during the cultural workshop.



▲ Exchange students from the Netherlands.

ii. Lunar New Year Celebration (25 January 2017)

Exchange students experienced their first Chinese traditional festival (Lunar New Year) through this activity. In this event, international students learnt the Chinese way of celebrating this traditional festival. Students immersed themselves in the festive atmosphere and indulged themselves in traditional food and culture; they even made their own red couplets during the activity!

The enjoyment continued as the group proceeded to one of the biggest Chinese New Year's Flower Market in Victoria Park, where they enjoyed the Chinese New Year in Hong Kong as locals.



▲ Students creating their red couplets.

Academic Advising (AA) to Guide New Students' Study Path

Assessments, Records and Systems Section, Registry

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 in identifying their academic, career and life goals, devising plans to achieve these goals, and evaluating their own progress. In EdUHK, AA evolved from a pilot run in 2011/12 to a scale with 713 student advisees and 123 academic advisors in 2015/16.

Academic and teaching staff members play the role of academic advisors. They **meet with students at least once during their first year of study** and assist students with the various aspects of learning experience and render **professional advice** as follows:

1. Provide assistance with **goal setting** and **development of study plans**
2. Discuss students' academic progress
3. Share information about curricula and course requirements in advisees' faculty
4. Offer advice on students' holistic development and future career development
5. 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.
6. Foster a **supportive relationship** with students
7. Promote **self-direction and accountability to students**
8. Make effective referrals and direct students to **other sources of advice, where appropriate**

More information about Academic Advising is available at: <http://advising.eduhk.hk/>

Academic advisors provide professional advice for student advisees.



Enhancing Faculty's Capacity in Promoting Students' Whole Person Development - Activities for Non-formal Learning

Centre for Learning, Teaching and Technology (LTTTC)

Capacity Building is one of the seven major themes highlighted in the University Learning and Teaching Plan of 2016-2019. To support the achievement of this theme, several areas of staff professional development activities have been organised this academic year for academic and teaching staff, and for postgraduate students to enrich their strategies and skills in innovative learning and teaching, particularly in technological application, and in promoting service learning, with the goal of enhancing student learning in the future. Some examples include the sharing of good teaching practices by UGC/EdUHK Teaching Awardees, as well as the experiences in project application, conduction and evaluation by Teaching Development Grant (TDG) project teams, strategies and skills in technology application to teaching by experienced colleagues through blended learning workshops, and the exchanging of experience in innovative learning and teaching with experts from EdUHK, other local/overseas universities, and EdUHK's postgraduate students in the Learning and Teaching Festival @EdUHK 2017.

UGC Teaching Awardee, Dr. Grace Ngai, shared her experience in supporting and coordinating service learning courses at The Hong Kong Polytechnic University.



EdUHK Teaching Awardee, Dr. Li Wai Chin (李偉展博士), SES, shared his experience in developing students' skills and competence for service learning and community engagement.



Staff, postgraduate students, and local/overseas scholars exchanged innovative ideas at the Conference Day of Learning and Teaching @ EdUHK Festival 2017.



Dr. Wong Kit Mei (黃潔薇博士) and her ECE students shared their learning experience in setting up and implementing a workshop for enhancing young children's creativity and imagination in Australia during the Conference Day of Learning and Teaching @ EdUHK Festival 2017.



Peer Support for New Students' Campus Life Adjustment – Campus Life Advising Scheme

Leadership and Service Learning Section, Student Affairs Office

Campus Life Advising Scheme (CLAS) serves as a "Safety Net" for new students to adjust to university life through support and guidance provided by senior students recruited as Campus Life Tutors (CLTs). To better equip CLTs, the Student Affairs Office (SAO) provides training on necessary knowledge and skills, such as the needs of new students, mentoring and active communication skills. In addition, some SAO staff also act as Campus Life Advisers (CLAs) to guide CLTs through regular meetings.

For the 2015/16 cohort, more than 80% of the post-activity survey respondents agreed that CLAS helped them adapt to university life in EdUHK, and over 90% of the respondents indicated that their CLTs could be their role model in EdUHK. Generally, CLAS helps create a peer support campus culture, leading to the development of mutual support spirit among students.



▲ With the support of CLAs and CLTs to promote a caring culture, new students found it easier to adapt to university life.

"CLT plays an important role for our new students to adjust to their university through participation in campus life activities. CLT also helps our new students to develop their university goals and development plan."

*Ms Cheung Suet Ting (張雪婷同學), Campus Life Tutor
Year 2 student of Bachelor of Education (Honours) (Primary)*

"CLAS provides a platform for me to support our new students in their first year of study. It also helps to develop our caring character, communication skills, and positivity."

*Ms Lee Hei Yan (李熙欣同學), Campus Life Tutor
Year 2 student of Bachelor of Education (Honours) (Business, Accounting and Financial Studies)*

The Forefront for Student Support at Halls - The Student Hall Tutors' Team

Hall Management Section, Student Affairs Office

Student Hall Tutors, who are recruited by appointment, are senior year students in student halls who provide pastoral care to student residents. They serve as the front gate of hall management as well as support network for students in a living-learning environment. A series of training is provided including peer counselling, enforcement of hall rules, gender sensitivity, first aid and team building workshops to better equip and enhance competencies of our vanguards before sending them to the actual field. Student Hall Tutors are expected to provide both physical and psychological support and assistance to fellow student residents and foster a home-like community away from home.



▲ Tuck shop opening at Grantham Hall.



▲ Valentine's Day event at Northcote Hall.

Orientating Newly - Arrived International Tutors

Hall Management Section, Student Affairs Office

The International Tutor (IT) Scheme was first introduced in 2014/15 to cultivate a multicultural learning environment for students by recruiting native English young graduates to be attached to both the Centre for Language in Education and Student Affairs Office for the provision of formal and non-formal casual English-learning opportunities to students.

The ITs adopt the “Learning by Living” approach to engage student residents using languages other than mother tongue in daily communications. As most of the ITs are visiting Hong Kong for the first time, a Hong Kong-raised Dutch-Chinese speaker was invited to host a briefing session on effective communication with Generation Z, to help them become familiarised with local culture, the living-learning habits and communication of local young adults. Senior ITs with one year experience in EdUHK, together with our local Student Hall Tutors served as peer mentors and buddies for ITs to engage in the residential community of the University.



Photo by Mr LI Hok Chung (李學聰同學), Bachelor of Arts (Honours) in Creative Arts and Culture

University Life Planning – A Pilot Scheme to Inspire New Students to Plan for their Own University Life Journey at EdU

University Life Planning Team, Student Affairs Office

The quest for whole-person development demands extensive exposure of students to both formal and non-formal learning experiences. Amidst the great variety of choices of experiences available, proper guidance would help students engage in experiences that match their personal goals and in a planned manner. In 2016/17, the University Life Planning (ULP) Scheme was launched to help new students in planning for their non-formal learning in EdUHK. Until March 2017, two Student Development Tutors (SDTs) has face-to-face meetings with 486 students face-to-face. During the session, Year One students were guided in designing their own personal development plan with reference to their Whole Person Development Inventory report, personal goals, interests, values, strengths and weaknesses. According to students' postsession self-reflection, over 85% and 90% of students found they had clear direction of their university life and were aware of the possible means for personal development.



▲ Students undergoing an advising session with their SDTs.

Involvement and Capacity Enhancement of SAO Staff to Pursue the Whole-Person Development Strategy

Mr CHAN Kai Ming (陳啟明先生), Student Affairs Office

Compared with academic departments and other University central units, the Student Affairs Office (SAO) is at the forefront of the Whole-Person Development Strategy. To facilitate better understanding, alignment and programme planning to match with this strategy, extensive efforts have been exerted by the SAO staff to acquaint themselves, become involved and share experience in concepts and activities relevant to whole-person development through the quarterly Professional Staff Meeting and Annual Retreat since January 2016. These efforts include the following:

- Introduction of the concepts on non-formal education, whole person development, as well as corresponding University strategic plans;
- Collectively formulating a Student Development Roadmap to guide the work focus at different stages of student development based on the framework of Whole-Person Development Inventory;
- Sharings on new WPD initiatives such as the University Life Planning Scheme, QA/QE for non-formal learning and the trends of student participation in experiential learning arisen from ELAT data; and
- Participating in WarZone90 hosted by the Red Cross' Humanitarian Education Centre as a typical approach of experiential learning.

Reaching Consensus in a Professional Community - Departmental Retreat

Ms LEE Ching Jane (李晶女士), Department of Social Sciences (SSC)

The SSC held a retreat in December 2016 to discuss strategies and activities for its further development in response to feedback from the recent Departmental Review and Benchmarking exercise. Acknowledging its core disciplines of sociology, geography, political science, business studies, and social science education, department members identified a number of social issues of common research interest and strength, including family, citizenship, minorities, climate change, religion, ethics, security, power, business and education. In the retreat, members of the department affirmed their commitment to community service, knowledge transfer, and regional and international exchange and discussed plans for new initiatives in these areas.



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