SECTION

01

Welcome Message

Welcome to the eighth issue of the EdUHK Learning and Teaching Newsletter. The theme of this issue is the "Collection, Analysis and Usage of Data; Innovations in Virtual Teaching and Learning." As the EdUHK continues to adapt to the ever-evolving landscape of education, harnessing data to manage academic quality and standards is of paramount importance. This issue highlights how the University is leveraging data to make evidence-based decisions that enhance the quality of learning and teaching.

The first section of this issue focuses on EdUHK's Data Collection and Analysis. It provides an overview and introduction of the University's Performance Measures (PM), Performance Indicators (PIs) and Key Performance Indicators (KPIs) related to learning and teaching as well as related systems and strategic initiatives. Furthermore, it delves into the Development of the Academic Management Information System (AMIS) and its Task Force.

The second section centers on Strategic Initiatives for Data Usage and Support. It discusses the Development and Implementation of various initiatives by the University, including (1) the Central Reserve Allocation Committee (CRAC) and Teaching Development Grants (TDG) projects on Virtual Teaching and Learning (VTL), ePortfolios, Moodle analytics, e-Learning packages, and Artificial Intelligence (AI), (2) University Data Strategy, and

(3) other support for IELTS, EdUHK's framework of graduate attributes PEER & I, Institutional Research on Graduates (IRG), Student Evaluation of Teaching (SET), and more. This section also features feedback and sharing from students.

Within the second section, there are three sub-sections:

1. Data-driven Initiatives for Enhancement of Student Performance and Teacher Delivery - this sub-section explores how data is used to improve academic outcomes and teaching practices.

2. Innovative Virtual Learning and Teaching Utilising Data and Analytics - this sub-section highlights the application of data and analytics in creating innovative virtual learning and teaching experiences.

3. Non-formal Learning and Other Activities - this sub-section showcases various non-formal learning opportunities and other activities that contribute to the holistic development of students.

We extend our gratitude to everyone who has contributed to this issue of the Newsletter, which celebrates the collaborative efforts of the EdUHK community in embracing data-driven approaches and innovations in virtual teaching and learning.

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Acknowledgements

Research Outputs and Projects on Learning and Teaching

Research Outputs

- Tang, Y.M., Yang, D., Fong, R.W.T., & Lim, C.P. (2022). Engaging pre-service teachers in technology-enabled case-based learning in an undergraduate course. In C.L.G., Quek & Q., Wang (Eds.), *Designing technology-mediated Case Learning in Higher Education - A Global Perspective* (pp.157-180). Springer. https://doi.org/10.1007/978-981-19-5135-0_10

- Yang, D., Tang, Y. M., & Lim, C. P. (2021). Supporting professional learning of blended and online learning to enhance university teaching and learning. In Asian Development Bank (Ed.), *Teacher professional development case studies: K12, TVET, and tertiary education* (pp. 69 - 73). Asian Development Bank. http://dx.doi.org/10.22617/SPR210293

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- Wang, L., Chen, H.C., Lee, C.K.J., Yu, K.W.E., & Tian, J.X. (2022). Investigation of technology-enhanced language learning and teaching e-resources/tools in online language teaching and learning context. *Journal of Computer-Assisted Language Learning and Teaching, 12*(1), 1-21.

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- Ma, Q., Chiu, M.M., Lin, S., & Mendoza, N. B. (2023). Measuring teacher corpus literacy and their intention to integrate corpora into classroom teaching. *ReCALL, 35*(1), 19-39.

- Chung, L.M.Y. (2022). The power of hashtags in online presentations promotes interactivity and globalisation in students' learning. (In-press) *Journal of Educational Technology SysteMs*

- Zhang, R., Zou, D., & Cheng, G. (2023). Chatbot-based training on logical fallacy in EFL argumentative writing. *Innovation in Language Learning and Teaching*. Advance online publication. doi: 10.1080/17501229.2023.2197417

- Kong, S.-C., Cheung, W. M.-Y., & Zhang, G. (2023). Evaluating an artificial intelligence literacy programme for developing university students' conceptual understanding, literacy, empowerment and ethical awareness. *Educational Technology & Society*, 26(1), 16-30.

- Kong, S.-C., & Yuen, C.-N. (2022). An analysis of the attitudes and behaviours of university students and perceived contextual factors in alternative assessment during the pandemic using the attitude–behaviour–context model. *Heliyon, 8*(10). Retrieved from https://doi.org/10.1016/j.heliyon.2022.e11180

- Kong, S.-C., Cheung, W. M.-Y., & Zhang, G. (2021). Evaluation of an artificial intelligence literacy course for university students with diverse study backgrounds. *Computers and Education: Artificial Intelligence, 2*. Retrieved from https://doi.org/10.1016/j.caeai.2021.100026

Projects

- Harnessing Online Technologies for Quality Access to Education and Lifelong Learning: Innovations @ FEHD and the Next Level (Central Reserve Allocation Committee 2018 - 2021, Co-Principal Project Supervisors: Professor LEE Chi Kin John 李子建教授, Professor LIM Cher Ping 林質彬教授, and Professor TANG Yee Fan Sylvia 鄧怡勳教授)

- Fostering Global Perspectives in ECE via Collaborative Online International Learning Activities (16 August 2021 - 15 May 2024, Principal Project Supervisor: Dr Alfredo BAUTISTA)

- Developing Assessment Literacy to Harness the Affordances of Artificial Intelligence (AI) in Formative Assessment for Effective Student Learning (Teaching Development Grant, 15 March 2023 – 14 March 2024, Co-Principal Project Supervisors: Dr FONG Wai Tsz Ricci 方蔚子博士, Dr CHENG Wing Yi Rebecca 鄭穎怡博士, and Professor YAN Zi 晏子教授)

- An AI-enhanced Way to Learn Chinese Culture: Starting from Classical Chinese Poetry (Central Reserve Allocation Committee 2021/2022, In-charge: Professor ZHU Qingzhi 朱慶之教授, Dr LIANG Yuan 梁源博士, Dr LIAO Xian 廖先博士, Professor LEE Chi Kin John 李子建教授, Professor LEUNG Pui Wan 梁佩雲教授)

- Chinese History Coordinate Ruler – A Life-wide Learning and Teaching Activity 中國歷史座標尺——全方位學習教學活動」計畫. (Quality Education Fund 2020/21, In-charge: Dr LAI Chi Shing 賴志成博士).

- Promoting a Dynamic Pedagogical Model of Asynchronous and Synchronous Virtual Teaching and Learning to Enrich Students' Virtual Learning Experiences. (Hong Kong UGC Special Grant for Strategic Development of Virtual Teaching and Learning 2021/23, In-charge: Dr WANG Lixun 王立勛博士, Dr ZOU Di 鄒迪博士).

- Language Enhancement at EdUHK and Beyond: Fostering a Community of Practice on Technology-enhanced Language Learning and Teaching. (EdUHK TDG 2020/21, In-charge: Dr WANG Lixun 王立勛博士, Dr CHEN Hsueh Chu 陳雪珠博士, Professor LEE Chi Kin John 李子建教授, Professor YU Kwan Wai Eric 余君偉教授).

- 元宇宙「歷」險：歷史人物虛擬實境教材套製作先導計劃 (Departmental TDG 2022/23, Principal Investigator: Dr CHOY Yat Ling Elaine 蔡逸寧博士)

- Improving QA&E by Predicting Student Performance Using Data Analytics (CRAC-funded project, 1 April 2021 to 31 March 2023, Principal Investigators: Professor Li Wai Keung 李偉強教授, Professor LEE Chi Kin John 李子建教授, Professor CHENG May Hung May 鄭美紅教授, Ms Anna HUI 許瑞儀女士)

- Developing Assessment Literacy of Pre-service Science Teachers in Practice (Teaching Development Grant, 16 Jan 2023 to 15 July 2024, Principal Investigator: Dr CHAN Chi-Keung 陳志強博士)

- Pilot and Feasibility Studies of Applying Remote Assessment in Physical Education (Research Matching Grant, March 2021 to February 2023, Principal Investigator: Dr CHOW Chi Ching Gary 周志清博士)

- Implementing Entrepreneurship and Innovation Education at EdUHK (UGC - Other Specific Funds/Earmarked Grants, April 2019 to August 2022, Principal Investigator: Professor YU Wai Mui Christina 姚偉梅教授)