



Teaching and Learning Centre Strategic Plan 2020 – 2025

“Vision without action is a daydream, but action without vision is a nightmare”

Japanese proverb

1. Background

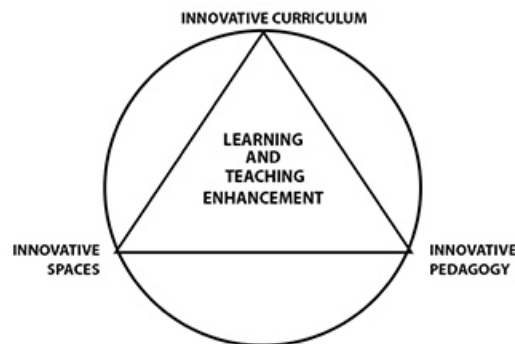
1.1 The following outlines as an evolving work in progress, the Strategic Plans for the Teaching and Learning Centre (TLC) at Lingnan University. This document draws on key references from the Lingnan University 2019-2025 Strategic Plan - Stronger Higher (www.ln.edu.hk/strategic-plan) and builds on previously submitted plans by TLC staff. It has also evolved from more recent discussions with key stakeholders across the University and all current TLC staff. This draft plan outlines for the P-Group further thoughts building on the feedback from the presentation in June 2020 and has incorporated feedback received from that meeting. It proposes in more concrete terms a reconceptualized TLC and situates “TLC as a central unit for “teaching and learning” at LU” (reference number D.1.2.3 from the Student Experience of Teaching and Learning Report, Oct 2019). In particular, that the core business of the TLC is related to the Quality Assurance and Quality Enhancement of Teaching and Learning across the institution. This Strategic Plan outlines a vision for the TLC and then unpacks this vision across specific strategic objectives and activates to be undertaken within the next 5 years. This plan should be reviewed in conjunction with the document entitled “TLC DRAFT STRATEGIC PLAN TASKS AND TIMEFRAMES”, that provides a big picture overview of this strategic plan.

2. Vision

2.1 The following is proposed as a vision statement for a reconceptualized TLC;

“The Teaching and Learning Centre strives to create an institutional culture that values, rewards and sustains engagement, innovation and excellence in learning and teaching. We promote outcomes-orientated, high-impact teaching practices in Liberal Arts Education that foster deep, lifelong learning and, ultimately, student success”

2.2 This is an aspirational document that outlines ambitious undertakings in the improvement of all aspects of Teaching and Learning and situates TLC as a strategic leader and partner with all areas of the University in the achievement of this vision. The following diagram illustrates how an ecology of “Innovation” and Teaching and Learning Quality Assurance and Improvement can be considered across the three areas of curriculum, pedagogy and space*. (With the outlying circle representing the essential connection needed across these three areas). The overarching goal being teaching and learning enhancement (as influenced by technology as fit for purpose) and inclusive of appropriate OBE curriculum structures for Liberal Arts Education.



*the term Space incorporates three dimensions;

1. Physical space in which learning occurs (e.g.: classroom, lecture hall, studio..etc) and associated equipment (chairs / tables / projectors ..etc) and infrastructure (such as Wi-Fi) that supports learning.
2. Virtual space such as the Moodle Learning Management system and;
3. Informal learning spaces such as the Library, student halls, canteen, social media and areas that students congregate socially outside formal lesson times.

3. Mission, Values and Responsibilities

Outlined below are the mission, values and responsibilities of the TLC. The overarching conceptual approach aligns with the strategic intention of the University to develop a learning and teaching culture with consideration for thoughtful and intelligent learning design. This approach values the context of Liberal Arts education as distinctive and unique and promotes the deliberate inclusion of technology for the enhancement of the quality of learning, teaching and assessment.

3.1 Mission

The mission of the TLC is;

- to drive *teaching and learning quality enhancement* across the University
- to enhance the quality of liberal arts education programmes delivery through adopting *innovative pedagogies* and *student-centered* educational methodologies
- to collaborate with Faculties, Departments and Units to develop *an engaging, personalized and digitally enriched OBE Liberal Arts Education*
- to develop a culture that values and utilizes *evidence-based approaches to teaching and learning enhancement*

3.2 Values

As a Team, TLC places value on the following;

- **INNOVATIVE** - Creative in our thinking, yet rigorous in our approach, we drive and lead change and innovation in teaching and learning.
- **IMPACTFUL** - Focusing on outcomes, we challenge ourselves to be self-reflective and our collaborative manner enhances our impact on those around us.
- **INCLUSIVE** - We are stronger when working together as a professional respectful team that embraces the diversity and skill set of all.

3.3 Responsibilities

The TLC as the central learning and teaching development unit of Lingnan University has the following responsibilities;

- to lead the development of University-wide strategic policy in learning and teaching in line with the Strategic Plan
- to assist in the development and implementation of innovative pedagogy and curriculum
- to provide a comprehensive professional development programme in order to achieve learning and teaching quality assurance and improvement
- to promulgate best practices in curriculum and course design in the context of Outcomes Based Education (OBE) and Technology Enhanced Learning
- to collect, analyze, and disseminate teaching and learning related data to support strategic planning, decision-making, academic program development and evaluation
- to provide support to students for the use of technology related learning resources and activities so as to provide a rich learning environment through innovative and effective use of technologies
- to foster and build communities for sharing of good practices and collaboration in learning and teaching

4. Strategic Priorities

The practical implementation of the mission and responsibilities of the TLC has been framed across four areas of strategic priority. These are an organizing structure within which to situate the broader impetus around teaching and learning quality assurance and improvement. The consistent use of the word “Learning” as precursor to areas of focus in the structure is reflective of the University’s adoption of the student-centered approach to Liberal Arts Education and life-long learning. These four areas are;

Strategic Priority 1: **LEARNING ENHANCEMENT**
Developing Lingnan academic staff as leaders in the provision of innovative pedagogy via a comprehensive professional development framework and implementation strategy

Strategic Priority 2: **LEARNING INNOVATION**
Aligning our learning spaces, virtual, physical and informal and expanding our flexible learning arrangements

Strategic Priority 3: **LEARNING ANALYTICS**

Leveraging data and an evidence-based approach in order to support change in learning and teaching

Strategic Priority 4: **LEARNING DESIGN**

Delivering an engaging, personalized and digitally enriched OBE Curriculum in the context of Liberal Arts Education.

4.1 Strategic Priority 1: LEARNING ENHANCEMENT



4.1.1 OVERVIEW: The conception of Learning Enhancement broadly relates to a multifaceted approach to the professional development of Lingnan academic staff in order to enhance teaching quality. The professional development of academic staff and of those who support them has been identified as an essential element of future progress towards implementing and building capability in (e)Learning at Lingnan University. Within the word “(e)Learning”, the “(e)” or “electronic” reference is deliberately bracketed in order to highlight that any change related to eLearning must also be inclusive of a change and re-thinking of “learning” per se. Our approach is “*Learning Led and Technology Enabled*”

4.1.2 PRINCIPLES: This approach to Learning Enhancement reflects the following principles;

- It is **learner-centred** in that it acknowledges that decisions about professional development at each level within a particular context are best made by those directly involved at the appropriate level
- It is informed by, and seeks **good practice**, based on research and investigation carried out internationally as well as within Hong Kong into professional development for (e)learning
- It promotes **collaboration** because it acknowledges and recognises the interconnections between and amongst the different levels and different staff
- It is **innovative** because it supports the generation of a breadth of possibilities and new ideas for professional development for (e)learning reflecting the emerging and immature nature of this area. It is not a ‘one size fits all’ model, but enables the different participants to design, develop, implement and evaluate professional development activities that are best suited to meet their own needs in their respective contexts.

- It is **affordable and sustainable** because it promotes systemic and systematic professional development through an on-going and iterative process of engagement and evaluation.

4.1.3 OBJECTIVES: The objectives of this approach to learning enhancement are to;

- *advance professional practice and ensure it is learner-centered* in relation to the curriculum and pedagogy
- demonstrate innovative practice in professional development activities to reflect the breadth of possibilities and new ideas to encourage and support *academic staff to apply and embed these new learning and teaching techniques and approaches*, and where appropriate, the use of learning technologies with their own learners
- promote *collaboration* between and amongst Lingnan University academic staff to cultivate interdisciplinary partnerships and to encourage the development of *inquiry-based learning communities* with shared values
- develop an *affordable and sustainable* approach to academic staff Professional Development needs through an on-going and iterative process of engagement and evaluation.

4.1.4 PLANNED ACTIVITIES FOR LEARNING ENHANCEMENT:

Area of Focus / Strategic Priority 1		FOCUS - Professional Development	
		1. LEARNING ENHANCEMENT	
OVER-ARCHING		Developing Lingnan academic staff as leaders in the provision of innovative pedagogy via a comprehensive professional development framework and implementation strategy	
TIMING		ACTIVITY	DESCRIPTION
Academic Staff	ON-GOING	1.1 Workshops (university-wide, Faculty/Department-based, 1-1 Consultations, the Learning Development and Teaching Programme (LDTP), the Transforming Outcomes Through Action Learning (TOTAL) programme 1.2 Teaching Development Grant (TDG) call & conference sharing session 1.3 Teaching Excellence Awards Scheme (TEAS)	TLC supports various ongoing professional development (PD) activities including; <ol style="list-style-type: none"> 1. University wide one-off workshops (Face to Face + Blended + Online) 2. Analysis of Learning Analytics to inform areas of PD 3. Establishing Communities of Practice (CoP) (e.g.: The Faculty Pioneers) 4. Offering extended certificate courses* 5. 1-1 consultations on Pedagogy 6. Development of online resources 7. Contextual Faculty / Departmental / Unit based workshops (for academic Staff and Students) 8. Supporting and coordinating the funded projects (e.g.: TDG / Teaching Development and Language Enhancement Grant (TDLEG))

		9. Recognition, Celebration and Showcase Events such as the TEAS
1 YR	<p>1.4 Develop a Professional Development Framework and Accreditation Plan</p> <p>1.5 Faculty Pioneers Community of Practice (CoP) – see appendix 2</p>	<p>The development of a wholistic framework to situate all of the University’s professional development activities for academic staff and students will provide a roadmap and strategy for these various activities aligned with the University’s Strategic Plan for teaching and learning improvement as well as the needs of stakeholders at the Faculty level.</p> <p>The formation of the Faculty Pioneers CoP aligns with the intention to facilitate teaching and learning change via change agents. This forum will also be useful for sharing of best practices.</p>
2-3 YRS	<p>1.6 Teaching Capability Framework</p> <p>1.7 Scholarship of Teaching and Learning Strategy and Development Plan</p>	<p>The development of a Teaching Capability Framework ideally answers the question, “what is distinctive about Lingnan’s approach to Liberal Arts Education?”</p> <p>At Lingnan, our capacity to ensure high quality student learning experiences depends on dedicated and competent academic staff. The Lingnan Learning and Teaching Capabilities Framework makes explicit the individual capabilities underpinning academic staff roles in learning and teaching and provides an explicit way of quantifying the variation in teaching from our staff.</p> <p>A plan to enhance the Scholarship of Teaching and Learning will be a point of distinction for Lingnan.</p>
4-5 YRS	<p>1.8 Certified Lingnan Educator</p> <p>1.9 iPortfolio (staff)</p>	<p>The idea of a Certified Lingnan Educator relates to the development of a recognition pathway for staff and external stakeholders in exemplary teaching practices. (Similar to the recognition and accreditation process of</p>

Students			the Higher Education Academy in the UK). The iPortfolio for academic staff is an online space for them to collect, reflect and share various aspects of their own professional development. This will be a great benefit for the use of academic staff PD planning, appraisal, community sharing and knowledge creation.
	ON-GOING	1.10 PLP (Peer Learning Facilitator)	The PLP Programme is an existing support for students learning provided by TLC.
	NEW	1.11 Workshops for Students specific to Learning how to Learn	Professional development for students in Academic Literacies or Learning how to Learn emerged in response to the outcomes of the recent online survey

4.2 Strategic Priority 2: LEARNING INNOVATION



4.2.1 OVERVIEW: The conception of Learning Innovation and this area of TLC’s work aligns with supporting and achieving the broad statement from the Strategic Plan 2019 – 2025, *“To develop smart teaching and learning and other cutting-edge pedagogies with the help of new digital education technologies to support teaching and learning endeavours to meet students’ new learning needs in a rapidly changing world where new knowledge and skills continue to appear and workplace requirements are constantly changing”.*

(refer to <https://www.ln.edu.hk/strategic-plan/>)

4.2.2 PRINCIPLES: This approach to Learning Innovation reflects the following principles;

- Learning Innovation is driven by pedagogy rather than technology

- Innovation is defined as “adding new value”. It doesn’t have to be complex or expensive. Even a small change is innovative if it adds new value to an existing process.
- Innovative pedagogy is a practice that incorporates incremental changes to the everyday teaching that incorporate technology as fit for purpose.
- Imposing no prescriptive or a one-size-fits all approach to how learning and teaching is taught in the University, but more to consider the aims of this transformative approach as multi-faceted in the ongoing and evolving context of liberal arts education.
- The goal of innovative learning is to foster real transformation of learning and teaching leading to the enhancement of the students’ learning experience incorporating technology as fit for purpose.

4.2.3 OBJECTIVES: The objectives of this Learning Innovation framework are to;

- *Empower* both teachers and students to make informed decisions that affect and help their continued practice and approaches to learning and teaching with technology
- *Assist* teachers and students to find new ways to look at what is currently happening, so they can plan and develop for the future, to align with industry and 21st Century skills
- *Develop* more opportunities for cultivating the creative process that allows for learning through inquiry; experiences and more importantly, flexibility for growth and innovative pedagogy using technology

4.2.4 PLANNED ACTIVITIES FOR LEARNING INNOVATION:

Area of Focus / Strategic Priority 2		FOCUS - Technology/Blended Learning	
		2. LEARNING INNOVATION	
		Aligning our learning spaces, virtual, physical and informal and expanding our flexible learning arrangements	
Academic Staff	OVER-ARCHING		
	TIMING	ACTIVITY	DESCRIPTION
	ON-GOING	2.1 Learning Management System (LMS) / Technology Support (Increasing the quantity and quality) 2.2 Top-Sliced TDG re Blended Learning 2.3 Hybrid / Real-Time Online Learning and Teaching support	TLC supports a number of ongoing areas related to Learning Innovation such as the provision of pedagogical support for the Learning Management System (LMS) and technology more broadly. The increase of both the quantity and quality of Blended Learning and recent support needs related to online learning and teaching.
1 YR	2.4 iPortfolio (students) – Pilot with taught postgraduates (TPg) 2.5 Artificial Intelligence /Robotics (AR) and (AI)/Robot – Innovation Case Study and Showcase (with Prof Darwin Lau as a consultant) 2.6 LMS Review 2.7 Learning Innovation CoP	The iPortfolio will provide a customised personal learning environment for students that connects to and complements the LMS and offers them a way to map and record their personal journey via portfolio artefacts and learning and career planning resources.	

Student Info			<p>An area of TLC's work relates to keeping abreast of more innovative technologies that may enhance student learning. In this regard, we have initiated a case study on the use of Augmented Reality and AI /AR.</p> <p>The Moodle LMS was installed around 9 years ago and as both technology and pedagogy have undergone rapid transformation, so it is timely to conduct a review of such a large-scale institutional system that supports learning to determine if it still aligns with current best practice and the needs of the institution.</p> <p>A Learning Innovation CoP has been formed to provide a forum for academic staff to share and discuss more cutting-edge technologies.</p>
	2-3 YRS	<p>2.8 Minimum Online Presence embedded in the LMS</p> <p>2.9 Mobile Learning Strategy and Roadmap (including a vision for the Lingnan "Virtual" Campus)</p>	<p>One way of ensuring all students have experience with a quality online learning experience is to ensure the LMS allows staff to conduct consistent navigation and achieve best practices. This is commonly referred to as a Minimum Online presence.</p> <p>As the use of Mobile technology continues to grow and technology moves towards the IoT (or internet of things), it is recommended to draft an institution strategy and roadmap for how learning and teaching can be enhanced in these two areas.</p>
	4-5 YRS	2.10 MOOC / SPOC	<p>The development of Massive Open Online Courses (MOOC) and Small Private Open Course (SPOC) has become common in the educational landscape. This is an opportunity for Lingnan to showcase its best educational practices and areas of distinction.</p>
	ON-GOING	2.11 IT Fluency Test – Review and Refine	<p>The IT Fluency test will be refined to be a self-paced online Course for students.</p>

	2.12 Workshops for students on Mobile App development and design + Lingnan Genius (Furhat)	We will also offer workshops for students as part of the Integrated Learning Programme (ILP) in the areas of Mobile app development and AI.
NEW	2.13 Guide to Learning Online / Blended Learning	Developed for students, it will be a self-paced online guide to learning online.

4.3 Strategic Priority 3: LEARNING ANALYTICS



4.3.1 OVERVIEW: Learning Analytics can be defined as; “*the measurement, collection, analysis and reporting of data about learners and their contexts at course level (e.g. assessment results from Learning Management System (LMS) and institutional level (e.g. data stored in student information systems, registry, financial systems, and institutional research units), for purposes of understanding and optimizing learning and the environments in which it occurs*”.

(Society for Learning Analytics Research (SOLAR) (<https://www.solaresearch.org/about/what-is-learning-analytics/>) and Educause (2020: p. 20)

This priority relates to an evidence-based approach that leverages analysis of relevant data in order to support learning and teaching change. (And strongly aligns with the QAC Audit theme)

4.3.2 PRINCIPLES: This approach to Learning Analytics reflects the following principles;

- The implementation of the University’s institutional surveys related to teaching and learning, and analysis of data generated therefrom should be aligned to the University’s strategic goals
- The University’s institutional surveys pertain to collective and concerted endeavours among various stakeholders. Therefore, coordination and collaboration are indispensable to effective implementation, meaningful analysis and interpretation of data, and formulation of pertinent recommendations to inform design, development and enhancement of curriculum, co-curriculum and extra-curriculum, as well as teaching and learning
- Individual institutional surveys should have their respective focus, so as to avoid overlapping and to gather specific sets of data, in order to derive specific recommendations at institutional level

- A comprehensive picture of student learning experiences and achievements can be ascertained through triangulating various forms of data and evidence, in order to derive overall recommendations at the institutional level
- A central repository should be in place to store, organize, retrieve and archive current and historical data from various sources, so as to facilitate data analysis, management and retention. The ultimate prototype of such repository should possess certain business intelligence functions, characterized with some customized retrieval, analytical, infographic and presentation functions
- The scholarship of teaching and learning can be enhanced via the collection, analysis and dissemination of findings as an essential aspect of the University's Quality Assurance (QA) cycle

4.3.3 OBJECTIVES: The objectives of this approach to Learning Analytics are to:

- *integrate* various aspects related to design, administration, data analysis, storage and dissemination, and review of institutional surveys into a comprehensive framework
- *collaborate with* relevant units/ stakeholders together to develop, monitor and enhance the university's institutional surveys on continuing basis
- *advance* the utilization of data and evidence generated therefrom to inform change and development in curriculum and teaching and learning
- *enhance* the development of the scholarship of teaching and learning

4.3.4 PLANNED ACTIVITIES FOR LEARNING ANALYTICS:

Area of Focus / Strategic Priority 3		<i>FOCUS - Evaluation/Surveys/ Data / Scholarship</i>	
		3. LEARNING ANALYTICS	
		Leveraging data and an evidence-based approach in order to support learning and teaching change	
		TIMING	DESCRIPTION
Academic Staff	OVER-ARCHING	Leveraging data and an evidence-based approach in order to support learning and teaching change	
	ON-GOING	3.1 Implementing the Working Group Recommendations that include Surveys / Reports support and strategic work 3.2 Enhancing the Scholarship of Learning and Teaching	A new area for TLC is the adoption of the recommendations from the Student Experience of Teaching and Learning Review (Oct 2019). This and the working group recommendations meant that TLC should serve as the central unit to coordinate and implement the institutional surveys in the future. TLC was also asked to take on board a more strategic role, in this regard, both in relation to the process and surveys as well as the enhancement of the product.
	1 YR	3.3 QAC 3 rd Round Preparation. Theme of “Collection, Analysis and Usage of Data”. 3.4 Institutional Survey regarding Innovative Pedagogies 3.5 Teaching and Learning Data Audit /	One of the most significant areas for the University will be the QAC 3 rd Round Audit Process. TLC will be taking on significant work in supporting all areas of the University

	<p>LA strategy 3.6 Learning Analytics Community of Practice</p>	<p>in this process as well as a coordinating role.</p> <p>The Institutional Survey in relation to Innovative Pedagogies will serve to identify a baseline of practice in relation to the use of technology and the mindset of academic staff in relation to innovation. This survey will be repeated every two years.</p> <p>The intention of conducting a Teaching and Learning Data Audit is to identify the variation in practice and process that various sources of data are utilized to support QA for Teaching and Learning. It is envisaged that this process will lead to the development of a Learning Analytics Strategy for the Institution.</p> <p>The formation of a Learning Analytics CoP will assist TLC in ensuring that the outcomes of our various services on supporting the surveys and data to identify areas of strategic change are fit for purpose via consultation with this community</p>
2-3 YRS	<p>3.7 QAC 3rd Round 3.8 Online Dashboard for Learning and Teaching Analytics – Data Warehouse drawn from the Data Audit</p>	<p>As mentioned, TLC will undertake a significant role in the support of all areas and the leadership of the QAC 3rd Round.</p> <p>As the theme for the QAC 3rd Round is, <i>“Collection, Analysis and Usage of Data”</i>, it is timely to create a data warehouse that makes the collection, visualization and interrogation of data related to teaching and learning easily accessible by the community. This project will ideally be done in collaboration with ITSC.</p>
4-5 YRS	3.9 Institutional criteria / alignment mapping - PLOAP	<p>The ability to align and easily evidence the alignment of the ILO to the PILO to the University Graduate Attributes will assist the students learning journey and institutional QA</p>

Students	ON-GOING	3.10 Online Tutorial on Plagiarism Awareness	This is an existing service TLC provides to support the ongoing refinement of the Online Tutorial on Plagiarism Awareness
	NEW	3.11 CTLE advocacy and awareness campaign + Strategies to increase all survey response rates	This project will identify and implement policy and processes to achieve the goal of a higher response rate.

4.4 Strategic Priority 4: LEARNING DESIGN



4.4.1 OVERVIEW: The main area of focus of the Learning Design area of work relates to delivering Curriculum in an engaging, personalized and digitally enriched context of a Liberal Arts Education.

4.4.2 PRINCIPLES: This approach to Learning Design reflects the following principles;

- Learner experience is the foundation and the stimulus for all learning
- Learners learn best when they are actively and interactively engaged
- Learning activities and assessment are authentic in the sense of reflecting work place activities graduates will engage in
- There is close alignment between intended learning outcomes, learning activities and assessment of actual learning outcomes
- Learning activity design drives choices about the technology to support that activity

4.4.3 OBJECTIVES: The objectives of this approach to Learning Design are to:

- advance the design, development and implementation of Blended Learning curriculum
- implement related assessment and curriculum resources to facilitate academics to embed outcome-based approach to teaching and learning (OBATL) approaches within the curriculum
- enhance students' flexible learning opportunities via curriculum and blended learning
- implement a comprehensive curriculum approach to support the alignment and embedding of graduate attributes
- develop a community of practice that allows the student voice to be heard in relation to curriculum and blended learning

4.4.4 PLANNED ACTIVITIES FOR LEARNING DESIGN:

Area of Focus / Strategic Priority 4		<i>FOCUS – Curriculum and How It Is Delivered</i>	
		4. LEARNING DESIGN	
Staff		OVER-ARCHING	
		Delivering an engaging, personalized and digitally enriched OBE curriculum	
		TIMING	
ON-GOING		ACTIVITY	DESCRIPTION
		<p>4.1 Policy Review and Refinement</p> <p>4.2 Outcome-based education (OBE) Course Review Process, Support and Refinement</p> <p>4.3 Programme Outcomes Management System (POMS)</p>	<p>The TLC Director is a member of 10 committees and has an active role in reviewing and proposing new Policy and Guidelines as appropriate.</p> <p>TLC is an embedded part of the QA process for new Courses and Programmes and any changes to existing courses/programmes that impact on OBE.</p> <p>TLC manages and supports the POMS system. POMS is an aggregation software that aggregates course level learning outcomes upward to demonstrate if the higher-level program learning outcomes are achieved. POMS is used currently by the Faculty of Business with the collection of OBATL data and generate reports for AACSB accreditation This system can also be used by Social Sciences and Arts</p>
1 YR		<p>4.4 Assessment Toolkit</p> <p>4.5 OBATL Health Check</p> <p>4.6 Graduate Attributes Review</p> <p>4.7 OBATL online Professional Development Course</p>	<p>In TLC's role to review Courses for OBATL, we have identified the benefit of placing online for academic staff a suite of assessment resources and rubrics.</p> <p>As part of our ongoing incorporation of OBATL, it is proposed to employ an external consultant to do an OBATL Health check across the University's implementation of OBE.</p> <p>Being developed is a self-paced online Course for all academic staff to gain a common understanding of OBATL</p> <p>The current suite of Graduate Attributes needs to be refined in order to make</p>

Students			them more accessible and embedded across the curriculum and teaching and learning journey.
	2-3 YRS	4.8 Embedding Graduate Attributes Curriculum Toolkit	This will be an online resource to assist all academic staff with embedding Lignan's graduate attributes across the curriculum
	4-5 YRS	4.9 Micro-Credentialing Implementation Plan	The idea of Micro-Credentialing relates to offering flexible and extended pathways for academic staff and students and creates an ongoing learning partnership with the institution both during UG and PG study and beyond.
	NEW	4.10 Student Blended Learning Ambassadors COP	A CoP will be formed to enable students to have a voice in the adoption of Blended Learning.

5. Indicative Key Performance Indicators and QA / Evaluation Strategies

The following outlines some indicative Key Performance Indicators (KPI's) and Quality Assurance and Evaluation Strategies for each area of priority.

1. LEARNING ENHANCEMENT	
Developing Lignan academic staff as leaders in the provision of innovative pedagogy via a comprehensive professional development framework and implementation strategy	
KPI / QA / Evaluation Strategies	
<ul style="list-style-type: none"> • Yearly goal of implementing at least 10 workshops with attendance greater than 30% of Academic Staff and an average positive feedback across a 5-point Likert scale >4 • Use of data analytics to inform best practices and to identify areas of need at the Institutional and faculty level • LDTP Graduation rate of at least 10 academic staff per year with an average positive feedback above 4 on a 5-point Likert scale • TOTAL attendees >4 per year and an average positive feedback above 4 on a 5-point Likert scale • Yearly goal of >4 TDG Projects initiated by academic staff with an average positive feedback above 4 on a 5-point Likert scale for TLC's support of the projects • UGC teaching Award Shortlist and / or Award Winner • Survey and Benchmarking against comparable institutions regarding Accreditation / Professional Development Programmes and best practices for Learning Enhancement • Regular feedback from stakeholders • Annual planning cycle with Faculty's to ensure professional development program matches needs 	

- Accreditation of extended PD programme
- Usage of iPortfolio by > 30% of academic staff
- Yearly at least 20% students who have participated in the PLP programme and an average positive feedback above 4 on a 5-point Likert scale on the PLP programme
- Feedback from participants of the Learning to Learn Workshop with an average positive feedback above 4 on a 5-point Likert scale and at least 100 participants
- Feedback on the usefulness of participation in the Learning Analytics CoP to improve teaching with an average positive feedback above 4 on a 5-point Likert scale

2. LEARNING INNOVATION

Aligning our learning spaces, virtual, physical and informal and expanding our flexible learning arrangements

- By the completion of the Top Sliced TDG Project regarding Blended Learning 100 % of Courses to have incorporated some level of Blended Learning
- Use of data analytics of the LMS / iPortfolio to inform best practices
- Benchmarking
- Alignment of curriculum and pedagogy
- Survey regarding LMS use and regular usability testing
- Refinement of LMS implementation to align with Policy and Strategic imperatives such as MOOC implementation and Mobile Learning
- Regular feedback to Committees and stakeholders as appropriate
- LMS Review again in the 5th year of use
- TLC's support for Hybrid / Real-Time Online Learning and Teaching support with an average positive feedback above 4 on a 5-point Likert scale
- Uptake of the iPortfolio by > 300 students
- Benchmark on the LMS Review process
- Feedback on the usefulness of participation in the Learning Innovation CoP to improve teaching with an average positive feedback above 4 on a 5-point Likert scale
- 100% of all LMS Courses utilizing the Minimum Online Presence
- Benchmark of the Mobile Learning Strategy and Roadmap
- 100% of all students passing the IT Fluency test with an average positive feedback above 4 on a 5-point Likert scale on the usefulness of the resource for their learning
- Yearly goal of implementing at least 4 workshops for students with attendance greater than 15 and an average positive feedback above 4 on a 5-point Likert scale
- Yearly goal of >20% of academic staff utilizing the online blended learning Course with feedback on the usefulness of the course to improve their teaching and understanding of blended learning with an average positive feedback above 4 on a 5-point Likert scale

3. LEARNING ANALYTICS

Leveraging data and an evidence-based approach in order to support learning and teaching change

- **Data analytics of use** of the Surveys to inform best practices
- Increasing use of the Learning Analytics Data Warehouse dashboard
- Benchmarking re Teaching and Learning data use / Survey Instruments...etc.

- **Alignment of use from a curricular and pedagogical perspective**
- Survey re LMS use and regular usability testing
- Refinement of LMS implementation to align with Policy and Strategic imperatives such as MOOC implementation and Mobile Learning
- Regular feedback to Committees and stakeholders as appropriate
- Feedback on the usefulness of participation in the Learning Analytics CoP to improve teaching with an average positive feedback above 4 on a 5-point Likert scale
- 100% Completion of the Online Tutorial on Plagiarism Awareness by students with an average positive feedback above 4 on a 5-point Likert scale on the usefulness of the resource for their learning
- Comparable survey response rates to other UGC institutions for the CTLE and other surveys
- Feedback from the recipients of each survey report on the usefulness of the survey and TLC support with an average positive feedback above 4 on a 5-point Likert scale

4. LEARNING DESIGN

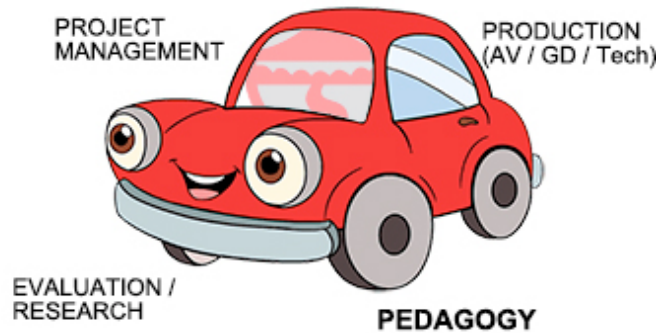
Delivering an engaging, personalized and digitally enriched OBE curriculum

- TLC to support the review of at least 20 Courses yearly with an average positive feedback above 4 on a 5-point Likert scale in relation to the quality of our support
- **Data analytics of adoption of OBATL to inform best practices**
- Benchmarking
- **Alignment of use from a curricular and pedagogical perspective**
- Regular feedback to Committees and stakeholders as appropriate
- Yearly goal of >30% of academic staff utilizing the Assessment Toolkit with feedback on the usefulness of the course to improve their teaching and understanding of Assessment with an average positive feedback above 4 on a 5-point Likert scale
- Yearly goal of >30% of academic staff utilizing the online OBATL Course with an average positive feedback above 4 on a 5-point Likert scale on the usefulness of the course to improve their teaching and understanding of OBATL
- Yearly goal of >30% of academic staff utilizing the Graduate Attributes Curriculum Toolkit with feedback on the usefulness of the toolkit with an average positive feedback above 4 on a 5-point Likert scale
- Benchmark of Micro-Credentialing re best practices
- Feedback on the usefulness of participation in the Student Blended Learning Ambassadors CoP with an average positive feedback above 4 on a 5-point Likert scale

6. Resourcing the Strategic Plan

6.1 This section maps some core areas of work to typical staffing structures across Teaching and Learning Support Units and as aligned with the mission of the TLC and the Strategic Priorities as outlined. Generally, most areas within educational institutions that support Teaching and Learning have a focus across **Pedagogical** Support (main area of focus), **Production** support (including technical development, and graphic design, audio-visual, Animation); and **Research / Evaluation** and **Project Management** and **Leadership** as an overarching consideration. This can be conceptualized as in essence the four wheels of teaching and learning support necessary and as aligned with best

practices common in the UGC Universities in Hong Kong and abroad with the Directors role to plan the journey and “drive the car forward”.



6.2 With this in mind, ideally TLC would be resourced with the following staffing profile / skillset across;

- **PEDAGOGY**
- **PRODUCTION**
- **EVALUATION**
- **PROJECT MANAGEMENT**
- **LEADERSHIP AND STRATEGIC PLANNING**

TLC staff would multitask across these 5 areas with different staff members contributing various skillsets across many concurrent tasks. Each of the 4 Strategic Priorities of the TLC would be driven by a Strategic Lead. With a recommendation that Learning Enhancement and Learning Design, be led by one more senior role as these two areas of professional development regarding pedagogy and curriculum are more synergistic. The following outlines broadly the staff skills and aligns with good practice re succession planning and the sustainability and continuity of services.

<u>PEDAGOGY</u>	<p>Pedagogical support.</p> <ul style="list-style-type: none"> • to be responsible for the design, development and implementation of all Professional Development offerings across the University • to coordinate various innovative pedagogy CoP • to work with teachers, project team and production staff to plan, design, develop, test and evaluate courses using innovative pedagogies • to support the development of innovative curriculum and flexible approaches to delivery • to propose and implement policy imperatives as related to pedagogy and curriculum
<u>PRODUCTION</u>	<p>All aspects of production support across graphic design, animation, audio visual work and technical development.</p> <ul style="list-style-type: none"> • to lead and supervise the creation and delivery of course

	<p>content related to production</p> <ul style="list-style-type: none"> • to contribute as needed to TLC and Faculty / Departmental and Unit work re production resources to enhance teaching and learning • to research and implement cutting edge technologies in order to maintain TLC / Lingnan’s competitive edge in innovation • to organize and provide the technical support for any teaching and learning related projects • to produce infographics and other related visualizations for learning analytics • to manage the TLC website and associated production work for TLC • to support TDLEG projects that can be accommodated regarding production work • to provide training service to staff and students • to liaise with ITSC regarding any technical related projects
<u>EVALUATION</u>	<p>The Research & Evaluation area of focus with specific work in managing and implementing the various survey instruments across the institution and the facilitation of strategic work in the identification of areas for improvement.</p> <ul style="list-style-type: none"> • to coordinate all aspects of intuitional data analysis • to manage the institutional work in the area of Learning Analytics • to consolidate and deepen the implementation of OBATL • to support ongoing work in managing and coordinating TDLEG work • To support all areas of the QAC third round audit
<u>PROJECT MANAGEMENT</u>	<p>Each of the Strategic Priority areas would ideally be led by a “Strategic Lead”. With a recommendation that Learning Enhancement and Learning Design, be led by one more senior role as these two areas of professional development re pedagogy and curriculum are more synergistic.</p> <ul style="list-style-type: none"> • to lead and manage all activities within each strategic priority • to assist the Director in the day to day operational aspects of each of the Strategic Priorities • in consultation with the Director, lead the adoption, development, application and evaluation of each strategic priority across the institution • to support the various administrating and office management areas of TLC
<u>LEADERSHIP AND</u>	<p>This area primarily provides the strategic direction and leadership across TLC.</p>

<u>STRATEGIC PLANNING</u>	<ul style="list-style-type: none"> • to represent TLC in various University Committees and Working Groups • to keep abreast of strategic developments in the area of Liberal Arts Education • to formulate and implement policy and strategic planning imperatives • to keep strategic oversight of TLC's work and direction • to represent the University / TLC at external functions
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The following additional areas have been identified to assist Lingnan academic staff to engage with the process of learning and teaching change and the mission of the TLC;

- 3 x Faculty Liaisons in terms of offering pedagogical support will be established to enable the building of relationship with each of the primary stakeholders.
- Cross-functional teams drawing expertise from within the four areas above will also be established as needed for the specific project. (This assists both with the nature of the work as well as with succession planning and processes for continuity and sustainability of TLC services.)
- Communities of Practice are being developed to enhance scholarly discussion and opportunities for interdisciplinary and collaborative projects. So far four communities have been formed. This group will initially draw from the Faculty Pioneers.
- Resources will be allocated to Marketing and develop a communication and rebrand strategy for the TLC in order to ensure all stakeholders have a clear picture of the services that TLC can provide.
- Benchmarking and seeking opportunities for Collaboration and partnerships with other Liberal Arts institutions will be actively explored in order to leverage best practice and look for synergies in resource development and scholarship.
- Exploring the use of external consultants to learn from external experts in the field where possible.

Appendix 1 – COLLATED SUMMARY OF REFERENCES THAT FRAME THE TEACHING AND LEARNING CENTRE (TLC)’s AREAS OF WORK

<https://www.ln.edu.hk/strategic-plan>

“To develop smart teaching and learning and other cutting-edge pedagogies with the help of new digital education technologies to support teaching and learning endeavours to meet students’ new learning needs in a rapidly changing world where new knowledge and skills continue to appear and workplace requirements are constantly changing” +

*“Promoting research on teaching and learning with the aim of enhancing student learning”
(Strategic Plan’s key imperatives)*

	TASK / ACTION	REFERENCE
1	Revise Internationalisation Unit in LTDP	QAC Audit of Lingnan University 2016 - Progress Report (April 2018)
2	To disseminate good practices on teaching and learning across the institution consistently and systematically.	
3	The TLC will review and enhance the online tutorial on Plagiarism in 2018 summer.	
4	The TLC will collect feedback about the usefulness of ‘Turnitin’ from both staff and students in surveys at the end of 2017-18 academic year.	
5	Published Hands-on Guide for Academics #1: ‘Turnitin, Plagiarism and Assessment’ and updated the “Focus on Learning #1: Plagiarism – a Guide for Educators” which has been incorporated into the AQA Manual.	
6	Included revised questions on problem-solving in the questionnaire of the Graduate Exit Survey from the 2018-19 academic year. The reports on survey results are disseminated to academic units on an annual basis for programme review.	
7	To ascertain the effectiveness of the mid-term Online Course Teaching and Learning Enhancement (CTLE) system, which has become mandatory from 2017-18, two sets of evaluation surveys on the usefulness will be sent to faculty members and students, starting from 2017-18.	
8	Revised the Internationalisation unit in the LTDP to specifically address the pedagogical approaches relevant to teaching international students.	

9	Teachers learn using e-learning tools during the Staff Induction Sessions and step- by-step instructions of using these tools are also available at the TLC website.	
10	Revamped three LTDP units to integrate information and communication technology into learning and assessment. LTDP participants experienced the flipped classroom approach.	
11	Director of TLC is leading a TDG project on flipped classroom and will share new e-learning technologies during department meetings from 2018-19.	
12	<p>Strategic Plan: 2015-2019</p> <p><u>Objective 1</u>: To, develop, refine and promote the concept of liberal arts teaching and learning as it applies to the unique situation of Hong Kong in general and the University; <u>Objective 2</u>: To foster a culture of continuous improvement and self-reflection among faculty and students aimed at enhancing teaching and learning; <u>Objective 3</u>: To promulgate best practice in curriculum and course design in the context of Outcomes Based Education (OBE); <u>Objective 4</u>: To introduce, implement and maintain the latest developments in technology that are relevant to a liberal arts context;</p> <p><u>Objective 5</u>: To promote and encourage the scholarship of teaching; <u>Objective 6</u>: To facilitate the recognition of good teaching in the recruitment, contract renewal, substantiation and promotion decision making processes; <u>Objective 7</u>: To collect, analyse, and disseminate teaching and learning related data to support strategic planning, decision-making, academic program development and evaluation.</p>	
13	For institutional student surveys on teaching and learning, TLC and the other responsible parties should be given (i) a comprehensive set of teaching and learning data that the University would like to collect from students, (ii) a mapping matrix between the defined data that the University intends to collect and the surveys to collect them, and (iii) the survey results' reporting date for each survey. Also work out ways to shorten the student survey results' processing time for all major surveys and set up the reporting dates for TLC to follow so that suitable actions for teaching and learning enhancement can be formulated in a timely manner, preferably for implementation in the following academic year.	Student Experience of Teaching and Learning – Office of Internal Audit (30 October 2019)
Collecting students' feedback via institutional surveys - Working Group on Institutional Student Surveys for Teaching and Learning		
14	<u>Recommendation 1</u> : We believe that the University and its Teaching and Learning Centre (TLC) can further enhance the quality and value of its student surveys on teaching and learning by doing more with the existing resources. We recommend that the University should establish a	Student Experience of Teaching and Learning – Office

	“Working Group on Institutional Student Surveys for Teaching & Learning”. (Implementation’s ending date: 30 April 2020)	of Internal Audit (30 October 2019)
15	<u>Recommendation 2</u> : This Working Group should study the University’s current strategic goals and ALL institutional student surveys on teaching and learning with a primary aim to: (a) Define a set of specific data that the University would like to collect from students on teaching and learning at the institutional level and cascade them downward to all major student surveys. (b) Work out ways to shorten the student survey results’ processing time for all major surveys and set up the reporting dates for TLC to follow. (Implementation’s ending date: 30 April 2020)	
16	<u>Recommendation 3</u> : The University’s top management can start by taking a more assertive role in ensuring that the TLC and the other responsible parties are held accountable for driving the teaching and learning quality enhancement in the future. (Implementation’s ending date: 30 April 2020)	
Collecting students’ feedback via institutional surveys - TLC position on teaching and learning enhancement		
17	<u>Recommendation</u> : The University should reaffirm that the TLC is a central unit for “teaching and learning” at LU and clearly spell out the University’s specific expectations so that the TLC can formulate its direction and workplan accordingly. (Implementation’s ending date: 31 January 2020)	Student Experience of Teaching and Learning – Office of Internal Audit (30 October 2019)
Collecting students’ feedback via institutional surveys - Institutional surveys to collect students’ feedback on teaching and learning		
18	<u>Recommendations</u> : (a) The University should reaffirm that the TLC is a central unit to coordinate and maintain the university-wide inventory of student surveys on teaching and learning, especially for the major institutional surveys. (b) Work out ways to shorten the student survey results’ processing time for all major surveys and set up the reporting dates for TLC to follow. (c) The TLC should review ALL key findings and recommendations from the major institutional student surveys on teaching and learning and consolidate them to assess whether the University has reached its intended targets of students’ satisfaction. (d) The TLC should carry out “information exchange” with the other UGC-funded universities to obtain external information for student surveys on teaching and learning in the future. (e) The TLC should enhance their service value by performing tasks* for student surveys at the institutional level in the future. (f) The TLC should state the report issuance date clearly on a cover page of their report. (Implementation’s ending date: 30 April 2020)	Student Experience of Teaching and Learning – Office of Internal Audit (30 October 2019)

	<p>* i. Analyse specific survey results to identify issues or possible areas for enhancement instead of providing the compiled survey results to report recipients and letting them to do whatever they wish with the data;</p> <p>ii. Tables and charts that summarize the survey results should be shown in the appendix section of the report while extractions of key information should be highlighted in the body of the report to illustrate the identified issues or findings;</p> <p>iii. Recommend suitable actions for the identified issues or findings;</p> <p>iv. Report the findings and recommendations to relevant parties and committees; and</p> <p>v. Carry out periodic monitoring to ensure proper implementation of the recommended actions</p>	
Collecting students' feedback via institutional surveys - Mid-term online + term-end, paper-based questionnaires for Course Teaching and Learning Evaluation (CTLE)		
19	<p><u>Recommendation 6</u>: The TLC should play a major role in the CTLE for a purpose of teaching and learning enhancement. We recommend that: (a) The current Director of Teaching and Learning together with relevant academic Heads should re-examine and update the existing CTLE questions to be submitted to the “Working Group on Institutional Student Surveys for Teaching and Learning” and relevant committees for their consideration and approval. (b) Teaching effectiveness is closely related to the teacher competency so the TLC should carry out the following tasks at the institutional level: (Implementation’s ending date: 30 April 2020)</p> <ul style="list-style-type: none"> • Analyse the term-end CTLE scores to identify specific issues or findings and formulate suitable recommendations • Report the identified findings and recommendations • Monitor the implementation of the approved actions 	Student Experience of Teaching and Learning – Office of Internal Audit (30 October 2019)
Collecting students' feedback via institutional surveys - Graduate Exit Survey/Final Year Student Learning Experience Survey (GES/FYSLES)		
20	<p><u>Recommendation 1</u>: (d) The TLC should use a consistent description for the third surveyed area of “Liberal Arts and Overall Impressions of the Lingnan Experience” throughout the TLC’s produced report for GES/FYSLES. (Implementation’s ending date: 30 April 2020)</p>	Student Experience of Teaching and Learning – Office of Internal Audit (30 October 2019)
21	<p><u>Recommendation 2</u>: (a) The TLC...should strengthen some key questions and weed out those questions that overlap, duplicate, or are of such insignificance that they may not yield additional useful information for the University, with an aim to reduce the number of FYSLES questions to a reasonable level so that students will not have to answer questions that do not yield additional useful information for the University. (b) The Director of Teaching and Learning should consult</p>	

	with the responsible committees and academics with survey expertise about interchangeability of the student feedback collected at different time periods and with different purposes to avoid overlapping or duplicating questions for FYSLES and CTLE. (Implementation's ending date: 30 April 2020)
22	<p><u>Recommendation 3:</u> (a) The TLC should identify information needs from the survey report recipients and users with an aim to produce one institutional report# in the future. (b) The TLC should enhance the value of its service...in the future. (c) Significant findings should be highlighted in an executive summary section of the TLC's report. (d) Survey results for each of the focus areas should be presented succinctly in a comprehensive manner to promote more rapid and accurate understanding by the report recipients. (e) The individual Ug programme's scores should be excluded from the University scores to avoid dilution in the comparison of these two figures. (f) A report issuance date should be clearly stated on the TLC's report. (Implementation's ending date: 30 April 2020)</p> <p># This institutional report should include (i) analysis of the survey results, (ii) highlight of significant gaps between the individual Ug programmes and the University's overall results, and (iii) recommendations to narrow the significant gaps.</p>
23	<p><u>Recommendation 4:</u> Timely reporting of the survey results and the related findings are essential...the TLC should shorten its survey results' processing time for GES/FYSLES so that findings from the survey results can be identified in a timely manner for enhancement in the following academic year. (Implementation's ending date: 30 April 2020)</p>
24	<p><u>Recommendation 5:</u> (a) Advancing the survey conducting period to March and April 2019 makes reasonable (most other UGC-funded universities also carried out similar surveys around this timeframe). (b) The TLC should also find ways and incentives to enhance the students' response rate. (Implementation's ending date: 30 April 2020)</p>
25	<p><u>Recommendation 6:</u> The TLC should change the names of their following 2019 FYSLES reports for nine Ug programmes to reflect the programme name instead of the name of department or faculty that was responsible for the programme (these reports are expected to be released in late October 2019). (Implementation's ending date: 30 April 2020)</p>
26	<p><u>Recommendation 7:</u> The TLC should find ways to automatically align the students' major/stream to facilitate a comparison of the scores between the First Year Survey and the Final Year Survey of the same</p>

	student cohort in the future. (Implementation's ending date: 30 April 2020)	
Collecting students' feedback via institutional surveys - Biennial Alumni and Employers Surveys		
27	<u>Recommendation:</u> (a) The TLC should clearly state the report issuance date on a cover page of the Alumni or Employer Surveys Report (b) The TLC should shorten the time gap between the data collection end date and the survey report's issuance date. (c) The TLC should perform value-added tasks in the future. (Implementation's ending date: 30 April 2020)	Student Experience of Teaching and Learning – Office of Internal Audit (30 October 2019)
Collecting students' feedback via institutional surveys - Core Curriculum Course Surveys		
28	<u>Recommendation:</u> The CCGEO and TLC should cease to conduct CCCS to avoid duplicated effort in assessing areas that have already been covered by the CTLE. (Implementation's ending date: 30 April 2020)	Student Experience of Teaching and Learning – Office of Internal Audit (30 October 2019)
29	1st Meeting between TLC, CEAL and CLEAC to discuss the implementation status and reporting requirements (<i>Registry is welcome to join to provide feedback</i>) (late February or early March 2020)	2019 – 22 Triennium Teaching Development and Language Enhancement Grant (TDLEG) – Preparation for the Mid-Triennium Report (30 January 2020)
30	2nd and 3rd Meetings between TLC, CEAL and CLEAC to update and discuss the reporting writing progress (<i>Registry is welcome to join to provide feedback</i>) (2nd Meeting in June 2020 & 3rd Meeting in late August/early September 2020)	
31	Draft Mid-triennium Report ready for the review of TLC and Registry (20 September 2020)	
32	TLC will play the role of facilitator and adopt the Communities of Practice (CoPs) as an overall implementation approach	Advancing Blended Learning @ Lingnan to a New Stage - Project Proposal for a Top-Sliced Portion of the 2019-22 Teaching Development and Language Enhancement Grant
33	TLC emphasises the professional development of our teachers and the foundational competencies of our students in digital technology and life-long learning. TLC, an enabler of innovative practices, will produce a suite of online videos and written materials about the blended learning approach.	
34	Brief academic departments & form two pioneer CoPs led by the Director of TLC (Preparation: Jun – Sep 2019)	
35	Considering that blended learning features vary from course to course, TLC will partner with new CoP leaders to render necessary support (for	

	students and teachers) while continuing to support the CoPs established in Stage One.	
36	Good practices will be shared during CoPs meetings and sharing sessions during the project implementation. Videos will also be made to show the gist of sharing sessions. They will be posted at TLC website for wider dissemination...The findings of this Project will also be disseminated at such reputable academic platforms as eLearning Forum Asia, International Journal of Academic Development and Computers & Education, where the Director of TLC has good track record of presentations and publications.	
37	<u>Recommendation 3</u> : The TLC, as the Leader and Change Agent, will provide the instructional and technical support and collaborate closely with our faculty members in the design of technology-enhanced teaching and learning. Support should also be offered to students in both the pedagogical and technical areas, for them to understand the value of technology-enhanced learning and become more motivated and engaged in learning.	Enhancing Innovative Teaching and Learning at Lingnan: An Implementation Proposal (approved by the Senate on 9 December 2019)
38	<u>Recommendation 5</u> : TLC be invited to sit in classes of some multi-section courses such as Core Curriculum Common Core and language courses; this will better enable TLC staff to provide appropriate support for the development of technology-enhanced teaching and learning by accommodating the diverse teaching styles and needs of faculty. But it is up to the faculty members to decide whether or not to invite TLC to sit in classes.	
39	<u>Recommendation 7</u> : The evaluation of technology-enhanced teaching and learning should be evidence-based and cover both the engagement effectiveness and the learning effectiveness. TLC will facilitate/assist respective faculty members to conduct evaluation.	
40	<u>Recommendation 8</u> : TLC work with Registry to propose a mechanism for review of class contact hours for courses that adopt technology-enhanced learning.	
41	Upon approval from the Senate, TLC will promptly liaise with CCGEO and academic departments to implement technology-enhanced learning in the first batch of courses from Term 2 of 2019/20 Academic Year.	



Faculty Pioneers Roles and Duties

BACKGROUND

The University Administrative and Planning Committee (UAPC) recently approved a Faculty Pioneer Scheme that \$20,000 (in the form of a special grant for research and conference attendance) be granted to each of the Faculty Pioneers (one award for each department/unit) **for one year** to recognize and reward his/her contributions to teaching and learning. The Scheme shall cover 20 academic departments/units (9 in the Arts Faculty including CEAL and CLEAC, 5 in the Business Faculty, and 4 in the Social Sciences Faculty, the Science Unit as well as the School of Graduate Studies (SGS)). Under the scheme, the awards can be made to individuals as well as teams. The Sub-Committee on Teaching and Learning (SCTL) will oversee the Scheme with effect from 1 April 2020 with support of the Teaching and Learning Centre (TLC) on implementation. (REF - SCTL/19/3/A7).

The Pioneer roles are seen to be an integral aspect of the work across the University in achieving the Strategic Plan 2019 – 2025 (<https://www.ln.edu.hk/strategic-plan/eng/undergraduate.html>), in particular the area of *“To develop smart teaching and learning and other cutting-edge pedagogies with the help of new digital education technologies to support teaching and learning endeavours to meet students’ new learning needs in a rapidly changing world where new knowledge and skills continue to appear and workplace requirements are constantly changing”*. This initiative also aligns with recommendation six from the senate approved paper entitled *“Enhancing Innovative Teaching and Learning at Lingnan: An Implementation Proposal”* (ref; SEN/19/3/A8). It also aligns with the goals of the top-sliced TDLEG project, *“Advancing Blended Learning @ Lingnan to a New Stage”*, which was attachment 1 to the *“Plan for the Use of the Teaching Development and Language Enhancement Grant (TDLEG) in the 2019 – 22 Triennium”*.

These roles are designed to be negotiated with the nominees as far as possible. Also, it is envisaged that the Pioneer roles, over the duration of the initiative could change and align with Faculty specific initiatives. Below are the current nominees:

Arts Faculty Pioneers (10)

No.	Dept	Faculty Pioneer	Post	Email
1	CUS	Prof LEUNG Yuk Ming Lisa	Associate Professor	leunglym@ln.edu.hk
2	CUS	Dr YAU Hoi Yan Yvonne	Senior Lecturer	hoiyanyau@ln.edu.hk
3	PHI	Dr MATTHIAS Andreas	Senior Lecturer	matthias@ln.edu.hk
4	CEAL	Dr GARRALDA ORTEGA Angel	Senior Lecturer	agarralda@ln.edu.hk
5	CLEAC	Dr LI Fei	Senior Lecturer	f2li@ln.edu.hk
6	CHI	Prof. XU Gang	Associate Professor	gangxu@ln.edu.hk
7	ENG	Prof. HIRADHAR Preet*	Assistant Professor	ph@ln.edu.hk
8	HST	Dr MAO Sheng	Lecturer	shengmao@ln.edu.hk
9	TRA	Dr TANG Kin Ling	Senior Lecturer	kinlingtang@ln.edu.hk
10	WBLMP	Dr IP Kimho	Associate Programme Director, GLAP	kimhoip@ln.edu.hk

*SCTL Faculty Representative

Social Sciences Faculty Pioneers (4)

No.	Dept	Faculty Pioneer	Post	Email
1	ECON	Dr WONG Wai Chung Gary*	Senior Lecturer	wongwc@ln.edu.hk
2	PSY	Prof LEE Lap Fai Alan (<i>first contact point</i>) & Prof LUN Miu Chi Vivian	Assistant Professors	alanlee@ln.edu.hk vivianlun@ln.edu.hk
3	POL	Prof ZHANG Dong	Assistant Professor	dongzhang@ln.edu.hk
4	SOCSP	Prof Gizem ARAT	Assistant Professor	gizemarat@ln.edu.hk

*SCTL Faculty Representative

Business Faculty Pioneers (6)

No.	Dept	Faculty Pioneer	Post	Email
1	MKT	Prof POON Shing Chung Patrick	Associate Professor of Teaching	patpoon@ln.edu.hk
2	MKT	Prof Paul WHITLA	Associate Professor of Teaching	whitla@ln.edu.hk
3	CDS	Prof HUI Wan Yee Wendy	Associate Professor	wendyhui@ln.edu.hk
4	ACT	Prof LO Wai Yee Agnes*	Associate Professor of Teaching	wyl@ln.edu.hk
5	F&I	Prof GAO Jin	Assistant Professor	jingao@ln.edu.hk
6	MGT	Ms WAN Man Kei Paulina	Senior Lecturer	wanmkp@ln.edu.hk

*SCTL Faculty Representative

School of Graduate Studies (1)

No.	Unit	Faculty Pioneer	Post	Email
1	GS	Prof Ada WONG	Associate Professor (Teaching)	adawong@ln.edu.hk

Science Unit (1)

No.	Unit	Faculty Pioneer	Post	Email
1	SU	Dr Helen GENG	Lecturer	helengeng@ln.edu.hk

Supporting Units (5)

No.	Unit	Faculty Pioneer	Post	Email
1	Reg	HUEN Ka Sin Pauly	Administrative Manager	kshuen@ln.edu.hk
2	TLC	LAM Wai Hung Carter	Instructional Designer	carterlam@ln.edu.hk
3	TLC	DUFFY Peter	Director	peterduffy@ln.edu.hk
4	TLC	LAU Fan Ling Vicky	Assistant Educational Development Manager	vickylau@ln.edu.hk

5	SSC	YAU Lai Kuen Carman	Associate Director of Student Services	yaucy@ln.edu.hk
6	Lib	<i>No member nominated</i>		
7	ITSC	<i>No member nominated</i>		

Roles

- Contribute to Blended Learning Professional Development activities
- Collaborate with TLC (and other Pioneers) re Blended Learning projects
- Support other Pioneers in their Faculty in developing and extending their use of blended and eLearning approaches in their teaching
- Contribute their knowledge, skills and experience to the achievement of the key project deliverables (e.g. review the Blended Learning Online Modules)
- Assist in raising awareness of the project activities and outcomes
- Participate in dissemination activities related to the project
- Explore collaborations with the member institutions of the Alliance of Asian Liberal Arts Universities (AALAU) and Global Liberal Arts Alliance (GLAA) re Blended Learning
- Act as the main conduit between TLC and associated Faculties / Schools in the area of Blended Learning
- One Faculty Pioneer, nominated by each Dean, to attend SCTL as member from 2020/21

Funding Support

- Remuneration of \$20,000 HKD Professional Development funding will be made available to each Faculty Pioneer (excluding TLC, Reg, Lib, ITSC, SSC)

Term of the Roles

- The Pioneer roles are for 1 Academic year (2020 – 2021) with some preparation and post work. Noted is that the roles may be shared across different staff / teams from the Faculty / Department

Duties

- Identify in collaboration with TLC a small-scale blended learning initiative to trial within their context
- Contribute to the evaluation of the project and deliverables
- Disseminate project activities and outcomes to Faculty and the wider Lingnan community
- Attend a community lunch meeting/forum/presentation approximately once a month (from 1-2 hours duration) ~ 8 times a year
- Collaborate (both formally and informally) with other Pioneers within an evolving community of practice

- Develop in collaboration with TLC and relevant colleagues a strategic professional development plan (SPDP) which aims at enhancing the eLearning / Blended Learning culture specific to the Faculty context
- Participate in various dissemination activities such as possible Faculty Blended Learning Roadshows / Teaching and Learning Innovation Showcase, etc.
- Work with invited blended learning consultants as part of their roles as Faculty Pioneer
- One Faculty Pioneer, nominated by each Dean, is expected to join the SCTL as member from 2020/21 (according to the SCTL meeting held on 8 April 2020)

Estimated time commitment would be approximately 1 hour per month to attend the regular community meeting + roughly 1-2 hours on associated follow up actions and possibly some additional commitment at other peak times such as during dissemination activities. In addition, the **implementation of a specific Blended Learning project** with extensive support from TLC would be part of the expected time commitment.