

Hong Kong Baptist University

Learning and Teaching Strategy

(September 2021)

Introduction

1. This document sets out the direction for our Learning and Teaching Strategy (the “Strategy”) to achieve the Vision and Mission of the University, as well as the Strategic Priority of “Best Student Experience” (BSE) as set out in the Institutional Strategic Plan 2018-2028 (ISP). The Strategy aims to promote a shared understanding among teachers, students and other stakeholders of the University of the goals, strategies, actions and quality assurance in Learning and Teaching.

HKBU Vision, Mission and Best Student Experience

2. Vision

To be a leading liberal arts University in Asia for the world delivering academic excellence in a caring, creative and global culture.

3. Mission

HKBU is committed to academic excellence in teaching, research and service, and to the development of the whole person in all these endeavours built upon the heritage of Christian higher education.

4. Best Student Experience

- 4.1. Best Student Experience is the first strategic priority in the ISP. Its Objective is:

To deliver the best student experience by emphasising integrity, creativity, communication, employability, and commitment to the common good of humankind.

- 4.2. Post-Pandemic BSE

The University undertook an interim update of the ISP when it prepared the Planning Exercise Proposal for the triennium 2022-25 (PEP) in 2021. Adjustments were made to the BSE in view of the latest development of higher education across the world and changes brought by the latest global challenges including the COVID-19 pandemic. The Objective of Post-Pandemic BSE is:

To prepare students for cultural understanding, global collaboration, leadership, service, and employment in an increasingly interdependent, intertwined world

Learning and Teaching Strategies

5. The Learning and Teaching strategies taken to achieve Post-Pandemic BSE fall into five broad areas.

Area 1 - Cross-cultural Learning Experiences

6. Cross-cultural experiences include student's learning outside Hong Kong and "Internationalization-at-Home". The latter covers building a culturally diversified and inspiring campus ambience and internationalisation of the curriculum.

We continue to:

- 6.1. explore new programmes and enhance existing curriculum to strengthen students' understanding of global, international, and regional issues; and their abilities to solve problems when being confronted with unprecedented and recurring global situations.
- 6.2. refine overseas learning opportunities.
- 6.3. focus on a set of key countries and strategic partner universities for concerted institutional attention for a purpose.
- 6.4. diversify the cultural backgrounds of the student body.
- 6.5. improve our students' communication skills and ability in English and Chinese, and other relevant languages.

Area 2 - Innovative Programme Design and Pedagogy

7. This area covers innovative and flexible programme design to allow students to complete their study through different pathways, and the adoption and integration of innovative online and face-to-face pedagogies.

We continue to:

- 7.1. provide students with choice in the learning pathways, in addition to the subject, to suit their needs, aptitudes and aspirations.
 - 7.2. strengthen self-directed and inquiry-based learning under teachers' guidance in our curriculum.
 - 7.3. vigorously implement online teaching and learning and new delivery formats, such as mixed-mode and virtual practicum, to be used on-campus, online, and abroad.
 - 7.4. adopt authentic and contextualised assessment under a fair and transparent assessment policy and guidelines.
8. First year undergraduate students admitted from Academic Year 2022/23 onwards may choose a pathway completing their study according to their needs and aspirations:
 - 8.1. Structured Pathways – For students who want to enter specific professions or industries or in-depth training in a discipline. Nevertheless, their curricula will be constantly refreshed in line with the future needs of society.

- 8.2. Transdisciplinary Pathways – For students who seek greater flexibility for the future and desire programmes spanning more than one disciplinary area. We consolidate resources to boost existing interdisciplinary programmes and introduce new transdisciplinary curricula structured around grand challenge issues. The transdisciplinary degrees enable advancement of learning beyond professional silos, involve heavier emphasis on collaboration across disciplines, build competencies, draw on HKBU research strengths, and are shaped by the input of industry partners.
- 8.3. Personalised Pathways – Students choosing this pathway are more mission or goal-oriented, seek to architect their own learning experiences, and push the boundaries to address the problems of tomorrow. Under these pathways, the Future-focused programme allows the greatest flexibility in terms of the fields of study and the learning methods. It offers a range of experiential and immersive learning methods structured around authentic problems and challenges to help construct meaningful connections. Students address these problems together with students from a wide range of disciplinary backgrounds.

Area 3 - Research-led Curriculum, and Service and Experiential learning

9. Students undergo self-directed and inquiry-based learning under teachers' guidance in our curriculum. Their learning is contextualised in the community and they provide and test solutions to practical challenges and build commitment to society.

We continue to:

- 9.1. develop new local, national, regional, and international partnerships, giving all willing students an opportunity to complete a service/experiential programme.
- 9.2. actively encourage and engage students to work closely with our community and industry partners to identify and solve real-life problems.
- 9.3. provide timely and contextualised feedback to students on their learning process and outcomes, facilitating them to adjust their learning progress to maximise learning experience.

Area 4 - Inclusive Admission for Diversity

10. Diversity and inclusion are enhanced across the University community. An inclusive admission policy enables all deserving students to receive education at HKBU, cultivate values of embracing diversity among students and prepare students to collaborate with people of diverse backgrounds. A diverse student body sparks off creativity and innovation.

We continue to:

- 10.1. provide diverse subjects and learning modes to suit students of different needs, aptitudes and aspirations.
- 10.2. enable equal access to educational opportunities, regardless of family background, place of origin, ethnicity, disability, or faith heritage in our admission and student support policies.

Area 5 - Capacity Building

11. Capacity Building is Strategic Priority 3 in ISP:

To sustain academic excellence through investments in people, governance, and facilities.

Post-Pandemic boiling Capacity in the PEP highlights the importance of human capital while keeping capacities in other areas such as infrastructure.

To attract the most talented students and scholars to HKBU from around the world

12. To implement the learning and teaching strategies in Areas 1 – 4, we continuously develop the capacity of our teaching staff and relentlessly improve the campus environment and facilities.

We continue to:

- 12.1. attract distinguished international scholars to augment our faculty strength and enhance our cross-cultural diversities.
- 12.2. provide teachers with professional development opportunities to nurture their expertise and skills in contemporary teaching, learning and assessment practices.
- 12.3. support teachers to advance scholarship of teaching and learning and attain external recognition.
- 12.4. provide with a fit-for-purpose digital infrastructure to meet the evolving needs in learning and teaching and support efficient collection, analysis and usage of data to inform improvement and decision making in learning and teaching.
- 12.5. provide physical spaces and facilities that fit the needs of the diverse curricula and students and staff of diverse backgrounds.
- 12.6. implement and continuously improve our quality assurance mechanism which is evidence-based, benchmarked against international practices, and consistent while acknowledging discipline-specific needs.