

HONG KONG BAPTIST UNIVERSITY

Strategy for Digital Learning and Teaching

(Approved by the Senate in September 2022)

1. *Introduction*

This document provides a general framework for the integration of pedagogy and technology into learning and teaching at HKBU in all modes based on the principles of digital learning and teaching (DLT) (Grant-Smith, *et al*, 2019). The strategic priorities and actions herein align closely with the directions and foci of HKBU's relevant strategic documents, including Institutional Strategic Plan 2018 – 28, Planning Exercise Proposal 2022/23 – 2024/25 Triennium, Policy for the Assessment of Student Learning, Learning and Teaching Strategy and Quality Assurance Framework.

2. *Vision*

To provide an inclusive, flexible, engaging, and transformative physical, hybrid, mixed and/or virtual learning and teaching environment to achieve the graduate attributes and future-readiness, as well as for knowledge creation and transfer through advanced technologies.

3. *Rationale*

In using digital technology for learning and teaching, we:

- adhere to a learner-centred approach;
- cater for students with a variety of abilities, aspirations and backgrounds;
- integrate virtual and physical means to enhance teaching, learning, self-study, and collaboration beyond limitations of distance and time; and
- strive for fit-for-purpose deployment of resources.

4. *Scope*

This strategy covers all educational opportunities at HKBU, including formal and informal curricular, as well as co- and extra-curricular learning and teaching activities, on and off campus.

5. *Benefits of Using Digital Technology in Learning and Teaching*

Digital technology can bring about benefits in learning and teaching, for example:

Providing broader accessibility – Without the constraints of fixed time and location, DLT enables students' accessibility to diverse sources of knowledge, facilitates different forms of interaction, and increases students' learning ownership (i.e., individualised learning) with quick and immediate feedback.

Enhancing opportunities and quality of student learning – Cutting-edge education technology can also diversify and amplify students' collaborative learning experiences for better achievement of learning outcomes. DLT also facilitates the design of novel e-pedagogical and assessment methods to complement physical activities.

Developing core competencies in the digital era – Using technology in learning and teaching equips students with essential technology-related skills, digital literacy, and digital ethics as workers, citizens and lifelong learners in a digital society. It enables them to tackle unpredictable future challenges

brought by technological advancement.

Promoting evidence-based approach – Learning analytics advance an evidence-based approach for programme and pedagogical development, assessment and quality assurance. Data on student learning also supports research on learning and teaching, and informs policies and decisions.

6. Strategic Priorities

Underpinning this Strategy are four broad priorities at the University, and Programme and Course levels:

At University level, we aim at:

6.1 Building capacity for DLT

Specific actions¹:

- intensify a DLT culture through the integration of different platforms, systems and e-resources;
- review resources availability and upgrade digital infrastructure with cutting-edge technology;
- provide training and support for the usage of digital platforms, apps and e-tools;
- cultivate digital ethics, literacy, wellness and resilience;
- provide guidelines for incentivising, recognising, and sharing staff's achievements in DLT;
- conduct regular reviews for risk assessment and management as well as planning for DLT; and
- collect data for quality assurance, data-informed decision-making and research related to DLT.

6.2 Ensuring equal access to digital resources by all students

Specific actions¹:

- provide affordable, quality, and user-friendly DLT resources and related student support; and
- raise the University community's awareness and understanding of students' diverse learning needs.

At Programme and Course levels, we aim at:

6.3 Using digital tools for diverse pedagogies, innovative programmes and course designs

Specific actions¹:

- adopt digital tools to enhance the development of research-led curriculum, and experiential learning;
- promote digital initiatives to support collaboration with various stakeholders for integration into the curriculum;
- use instructional tools effectively for innovative pedagogical and authentic assessment methods; and
- use DLT to strengthen transdisciplinary collaboration.

6.4 Promoting digital cross-cultural learning experiences to complement in-person activities

Specific actions¹:

- adopt online activities and other blended initiatives to promote collaborative learning and teaching with partners worldwide;
- strengthen virtual co-curricular and extra-curricular activities to connect students with their counterparts worldwide; and
- implement exchange programmes that adopt physical and virtual components.

¹ Specific actions set out in this Strategy are some examples and are not meant to be exhaustive.

References

- Grant-Smith, D., Donnet, T., Macaulay, J., & Chapman, R. (2019). Principles and practices for enhanced visual design in virtual learning environments: Do looks matter in student engagement? In *Student-centered virtual learning environments in higher education* (pp. 103-133). IGI Global.
- HKBU. (2021). *Policy for the Assessment of Student Learning*. HK: HKBU.