Catalysing Collaborative Initiatives for Teaching and Learning:
The Case of the Hong Kong University Grants Committee's Teaching Development Grant

Representatives from the
8 UGC-funded Institutions in Hong Kong

HERDSA 2014
HK TDG TRACK Round Table Discussion

Abstract

All publicly funded tertiary institutions in Hong Kong are committed to providing a high quality learning experience for all our students, with a special emphasis on globalisation. Despite the different roles, "teaching and learning" remains central to the varying missions of the institutions. To further encourage institutions to create innovative evidence-informed practices in teaching and learning, the University Grants Committee (UGC) provides extra support to UGC-funded institutions in the form of an ear-marked funding, the Teaching Development Grants (TDG). Projects supported by the TDG have been building on each other's success to extend existing pedagogies, resulting in having impact across disciplines, institutions, and even on the sector beyond. As innovation often drives collaboration, the TDG helps to encourage collaborations at all levels within or across disciplines, and collaborative teams have sprung up within and across institutions in Hong Kong to work on projects that enhance student learning.

The aim of this Round Table is to deepen the dialogue on effective collaboration initiatives on teaching and learning. TDG representatives from the UGC-funded institutions will share contemporary thoughts for collaboration and situating the discussion within a framework of illustrative case studies from institutions in Hong Kong.

Questions for Discussion

1. The purpose of the TDG is to support innovations in T&L, as we collect data/evidence to gauge how effective have our students been learning, is it reasonable to subsume/include TDG-affected courses/activities into the same data/evidence collection? Or must we "measure" the effectiveness of the TDG separately?

2. Should each individual TDG-supported project include some "assessment", or can an "overall assessment mechanism" be applied to the TDG projects as a standard practice?

3. How can we put the emphasis on "Learning" in teaching and learning?

4. Now that the results for the extra UGC fund for T&L initiatives are known, we are committed to work collaborative on the supported projects. Can we draw any insights or experiences from collaborative GRF projects?