THE CHINESE UNIVERSITY OF HONG KONG

Inter-institutional Collaborative Activities (IICA) Portion
supported by the Teaching Development and Language Enhancement Grant for 2022-25

Project Title: Building a Collaborative Platform for Enhancing Artificial Intelligence Applications in Higher Education

Principal Supervisor(s) and Unit(s):
Professor LAM Lai Chuen Paul, Centre for Learning Enhancement And Research
Dr. SEE Christopher, School of Biomedical Sciences

Project Objectives

The project aimed to lower barriers for educators in adopting and applying AI and GenAI tools in higher education. Objectives included equipping educators and students with essential AI knowledge and skills, evaluating stakeholder perceptions, and fostering a sustainable cross-institutional community for AI in education.

Implementation and Deliverables

A comprehensive series of 28 seminars and workshops was conducted, covering AI/GenAI topics across STEM and non-STEM disciplines, and featuring tools such as Tellus, ASAP, AWD, LearningverseVR, YoChatGPT, and the AI Assessment Scale. Three major conferences (GAIN 2023, GAIN 2024, ReGAIN 2024) promoted sector-wide exchange. Key deliverables include online learning modules, the Knowledge Hub (25 issues, 500+ subscribers), and publishing research papers on AI readiness and professional development needs.

Outcomes and Achievements (including Impact on Teaching and Learning)

Over 1,500 feedback responses show >90% satisfaction and relevance on average, with a strong uptake of project resources. The initiative enhanced student capabilities, improved staff competencies, and fostered a collaborative network beyond CUHK.

Evaluation

Robust monitoring through attendance, surveys, and analytics (1,000+ monthly website views) confirmed high engagement and impact. The collaborative sharing of advanced GenAI tools exceeded original KPIs and accelerated sector-wide adoption.

Dissemination, Diffusion and Sharing of Good Practices

Dissemination was comprehensive and impactful. The project team produced publications, including a paper in ICERI2023 Proceedings and another accepted for IEEE Xplore (ITET 2025). Outcomes were shared at key international and local conferences, such as ICERI2023 (Spain), Teaching and Learning Innovation Expo 2023 (CUHK), and the upcoming ITET 2025 (Japan). The project also hosted three major conferences to promote knowledge exchange and best practices.

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Inter-institutional Collaborative Activities (IICA) Portion
supported by the Teaching Development and Language Enhancement Grant for 2022-25

Project Title: An AI Media Analytics Framework for Course Assessments
Principal Supervisor(s) and Unit(s):
Professor KING Irwin Kuo Chin, Department of Computer Science and Engineering

Project Objectives

Our team is developing an AI-served assessment platform (ASAP) that leverages Natural Language Processing (NLP) and multimedia content retrieval mechanisms. ASAP aims to automate workflows, manage large volumes of text and multimedia inputs, produce unbiased assessments, and minimize manual processes. The platform promises benefits such as enhanced course quality, reduced teacher workload, shorter assessment cycles, and improved institutional reputation.

Implementation and Deliverables

The implementation began with system planning, where video analysis models were researched and university representatives provided input on desired features. The design phase refined system requirements based on teacher feedback and incorporated AI technologies for object recognition and speech analysis, resulting in a comprehensive system blueprint. Development involved iterative prototyping to test key features, leading to the launch of an alpha version for testing by partner universities. The testing phase expanded platform access to a broader audience through conference promotions, encouraging adoption by educators. Finally, maintenance focused on continuous system monitoring, user support, and outreach efforts. Project deliverables were 1) AI media analysis platform for education; 2) 2 conference presentations; 3) 5 workshops attended by 100 teachers.

Outcomes and Achievements (including Impact on Teaching and Learning)

The AI Served Assessment Platform (ASAP) was developed to enhance automated evaluation of educational video content and became accessible via https://asap.keep.edu.hk. By the project's completion on April 30, 2025, the platform had conducted over 100 media analyses, with one teaching unit actively utilizing it for student assessments. Senior Lecturer *Marc LeBane* from the English Language Teaching Unit (ELTU), who used ASAP to assess students' work, noted its ability to provide detailed feedback beyond simple transcripts, improving both instructional evaluation and student learning outcomes.

Evaluation

From the user feedback collected, it showed that 80% of respondents provided positive ratings, highlighting ASAP's effectiveness in helping them achieve their goals. The 2 most favored features were video metadata analysis and speech summarization. The project's success was driven by its ability to address three key challenges in media analysis: (1) processing heterogeneous media files to generate objective insights, (2) conducting sentiment analysis on complex content to support informed decision-making, and (3) providing timely assessment reports to help teachers refine their course materials.

Dissemination, Diffusion and Sharing of Good Practices

We organized 5 workshops, reaching over 100 educators, to introduce and promote the ASAP project. Additionally, we attended 2 conferences to share its key concepts and applications with a wider academic community.

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Inter-institutional Collaborative Activities (IICA) Portion
supported by the Teaching Development and Language Enhancement Grant for 2022-25

Project Title: Developing a Systematized Humour Pedagogical Approach to Enhance Teaching and Learning: A Cross-institutional and Cross-disciplinary Collaboration

Principal Supervisor(s) and Unit(s):
Dr. KOON Chun Alex, School of Life Sciences

Project Objectives

In this IICA project, we aimed to develop a standardized humour pedagogical framework – "Planned Humour Incorporation System for Teaching and Learning Enhancement" (PHISTLE) to consistently generate positive outcomes that are predictable and replicable. Through the collaboration of five major universities in Hong Kong, this project explored the broad use of PHISTLE to enhance students' motivation, engagement and performance in three different disciplines (Life Sciences, Language and Corporate Communication). We aimed to disseminate our findings and promote the use of PHISTLE via various means, including publications, conferences, and social media channels. The project aimed to produce sustainable deliverables, such as the reusable humour-enhanced lecture PowerPoint slides and the Online Humour Repository for Teaching and Learning Enhancement (OHRTLE). We aim to eventually establish a Community of Practice (CoP), which can foster closer collaborations among the participating universities, and create a more dynamic environment for Hong Kong's higher education.

Implementation and Deliverables

1) Humourised lecture/lesson notes (PowerPoints) for both F2F and online teaching
2) Online repository for sharing of humour materials for teaching (OHRTLE)
3) Teacher's guide for appropriate usages of humour in teaching
4) Promotional videos to be displayed on social media channels, such as YouTube
5) Webinars/ experience sharing sessions/ conference presentations to promote PHISTLE (We even took a further step and organized an international symposium.)
6) Publication in an educational journal

Outcomes and Achievements (including Impact on Teaching and Learning)

1) Publication: **Ngai et al., 2025** (https://www.sciencedirect.com/science/article/pii/S2666374025000044)
2) Hosted and chaired the **1st International Symposium on Humour Pedagogical Approaches**
3) Interview by **Times Higher Education (THE)**
4) Humour-Enhanced Teaching and Learning (HETL) Community of Practice (CoP) website
5) HETL YouTube Channel
6) HETL Facebook group

(More project outcomes and achievements can be found in the full report.)

Evaluation

- Questionnaires and semi-structured interviews to evaluate effectiveness of PHISTLE
- Qualification of our keynote speakers and the number of participants in our 1st International Symposium on Humour Pedagogical Approaches to serve as KPI

Dissemination, Diffusion and Sharing of Good Practices

We have disseminated our novel concept and project findings in many different occasions through different channels/platforms, including T&L sharing series, conference presentations, retreats, publications, TV series, interviews, press release, hosting of an international symposium, construction of CoP website, construction of OHRTLE, YouTube channel etc. For the complete list of these activities, please see the full report.

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Inter-institutional Collaborative Activities (IICA) Portion
supported by the Teaching Development and Language Enhancement Grant for 2022-25

Project Title: The Student Learning Experience in Hong Kong Universities: A Deep Dive into Institutional Data

Principal Supervisor(s) and Unit(s):
Professor CHUN Ka Wai Cecilia, Centre for Learning Enhancement and Research (CLEAR)
Professor KING Ronnel Bornasal, Department of Curriculum and Instruction

Project Objectives

This project aimed to comprehensively examine student learning experiences across five Hong Kong universities (CUHK, HKU, HKBU, EDUHK, and PolyU). By conducting secondary data analysis of institutional records and qualitative interviews with students and faculty, the study sought to identify key enablers and barriers influencing student satisfaction and achievement of university educational aims. The findings provide evidence-based recommendations to enhance teaching quality and student learning experiences.

Implementation and Deliverables

The project successfully executed institutional data analysis and qualitative interviews at CUHK. Key deliverables include:

- An inter-institutional symposium (November 2024), which engaged educators and researchers.
- A presentation at the Teaching and Learning Innovation Expo 2024.
- Research dissemination through professional development events and academic conferences.

Outcomes and Achievements (including Impact on Teaching and Learning)

The study yielded valuable insights into student learning experiences, informing best practices in teaching and curriculum design. The symposium evaluation indicated strong intellectual engagement among participants, fostering critical thinking and discourse. The findings have been integrated into ongoing professional development initiatives, further enhancing faculty competencies and pedagogical effectiveness.

Evaluation

The project met its objectives, aligning with CUHK's strategic priorities in quality teaching and learning. Key performance indicators (KPIs) tracked research milestones, stakeholder engagement, and dissemination efforts. Refinements to evaluation methods included qualitative indicators from symposium feedback and faculty reflections.

Dissemination, Diffusion and Sharing of Good Practices

Findings were disseminated through symposiums, international conferences, and professional development events. The project facilitated cross-institutional benchmarking and knowledge-sharing, contributing to the enhancement of teaching and learning practices within and beyond Hong Kong universities.

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Inter-institutional Collaborative Activities (IICA) Portion
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Project Title: Enhancing Learning and Teaching of Digital Citizenship through Scenario-based AR Learning Trails

Principal Supervisor(s) and Unit(s):
Professor LAM Lai Chuen Paul, Centre for Learning Enhancement And Research

Project Objectives

- To develop an updated conceptual framework for learning and teaching of Digital Citizenship (DC) which is suited to the contemporary era and scenario-based learning trails
- To develop and deliver professional development for teachers in collaboration with interested partners, and disseminate project outcomes via academic platforms
- To develop resources website for storage, sharing and sustainability of project outcomes

Implementation and Deliverables

- Developed an enhanced conceptual framework for Digital Citizenship education
- Co-created 18 scenario-based checkpoints with students, addressing a wide range of critical challenges students faced in the digital world
- Actively promoted the awareness of digital citizenship through pilot runs and a student competition
- Conducted interviews with students to gauge their understanding of DC concepts and their views on their personal challenges in the digital environments, contributing to the project team's research activities

Outcomes and Achievements (including Impact on Teaching and Learning)

- Enhanced students' understanding of academic integrity and digital ethics
- Collaborated with students in development work for more relevant and down-to-earth resources, aligning with the University's "students-as-partners" strategic plan

Evaluation

- Received positive feedback from students who engaged with the AR learning trails through post survey, with most participants describing them as user-friendly and accessible
- Students reflected enhanced knowledge and a clear understanding of the DC concepts

Dissemination, Diffusion and Sharing of Good Practices

- Conducted presentations in workshops and a symposium to share insights on digital citizenship concepts and best teaching practices
- Delivered a poster presentation on our experiences in promoting digital citizenship education in the 2023 Teaching and Learning Innovation Expo.

THE CHINESE UNIVERSITY OF HONG KONG

Inter-institutional Collaborative Activities (IICA) Portion
supported by the Teaching Development and Language Enhancement Grant for 2022-25

Project Title: Nurturing Global Citizenship through English
Principal Supervisor(s) and Unit(s):
Dr. Cissy LI, Hong Kong Baptist University

Project Objectives

To help fulfil CUHK's mission in equipping our graduates to achieve the sustainable development goals proposed by the UN, the Independent Learning Centre (ILC) and CUHK Library have developed a Global Citizenship (GC) Series which comprises three independent online learning modules on (1) Intercultural Communication; (2) Media & Technology; (3) Global Labour and Employment. This GC Series is part of a bigger inter-institutional collaborative project which also involves the Hong Kong Baptist University (HKBU) and Education University of Hong Kong (EdUHK).

Implementation and Deliverables

Project duration: *Ongoing since August 31, 2022*
Pilot: *February to March, 2023*
Development and review of module materials: *April to August, 2023*
First launch of GC series: *September to December, 2023*
CUHK GC event: *November 10, 2023*
GC joint-university competition: *February to May, 2024*
Second launch of GC series: *September to December, 2024*

Outcomes and Achievements (including Impact on Teaching and Learning)

Qualitative text analysis results suggested that the CUHK participants demonstrated greater attainment in the cognitive domain (knowledge and thinking skills), followed by the behavioural domain (conduct, performance, practical application, and engagement), and lastly the socio-emotional domain (values, attitudes, etc.). Online surveys on students' feedback reflected an overwhelming majority (77.8 – 100%) of students rated Agree (5) or Strongly Agree (6) across all categories in terms of Clarity, Content Usefulness, Interactive Task Usefulness, and Ease of Use of Interface.

Evaluation

Results indicate participants of the Series in general demonstrated heightened global citizenship awareness through the three learning domains of UNESCO's framework for global citizenship education.

Dissemination, Diffusion and Sharing of Good Practices

The GC Series was presented at various conferences at different institutions, both local and overseas. The ILC has been strengthening inter-departmental collaboration and is working in close partnership with other departments. Two new modules to the series, namely *Module 4: Fair Trade* and *Module 5: Sustainable Consumption* are expected to be launched in semester 1 of AY 2025-26.

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Inter-institutional Collaborative Activities (IICA) Portion
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Project Title: Computational Thinking as a problem-solving skill – a multidisciplinary training package

Principal Supervisor(s) and Unit(s):
Professor SO Ho Wai, Suzanne, Department of Psychology
Professor YAM Sheung Chi, Philip, Department of Statistics

Project Objectives

This project aims to develop a virtual teaching and learning package on CT, which can be used in existing courses and as a standalone MOOC which learners from various backgrounds can sign up for free.

Implementation and Deliverables

A review has been completed to survey the existing training materials on CT (Task AT1), and the style guide as well as the case study topics have also been developed by all participating universities (Task AT2-4); the whole e-learning package is now at the finalization stage (Task AT5).

Outcomes and Achievements

24 e-modules have been developed, covering comprehensive topics of foundational knowledge on CT. In addition, PIs at CUHK have completed case studies for application of CT in psychology and FinTech. Other partner institutions are also finalizing their case study modules. Small quizzes are incorporated into the e-modules to check learners' acquisition of knowledge.

Evaluation

1) Number of participants to measure reach and accessibility.
2) End-of-course survey to assess learner satisfaction, engagement, content clarity, and perceived mastery.

Dissemination, Diffusion and Sharing of Good Practices

The research output of the Department of Statistics, CIBer, is publicly available on GitHub. The other e-modules on financial forensics, algorithmic trading, PCA and deep learning, have been incorporated into the UG course RMSC4002 (Financial Data Analytics with Machine Learning). All e-modules will be made accessible as a MOOC on the HKMOOC platform.