

LINGNAN UNIVERSITY

Guidelines for Learning

As a community with emphasis on the Liberal Arts ethos, Lingnan aims to foster in its students, aside from a strong academic foundation, qualities such as a strong sense of social responsibility, mutual respect and consideration. To achieve this aim, students are expected to exemplify behaviour consistent with these values in all facets of their university life – in classrooms, in hostels, in the library, and in all kinds of campus activity. While the freedom and autonomy of individual students are respected, a sense of social responsibility would suggest the following guidelines.

Students should demonstrate respect for academic staff, non-academic staff and fellow students. They are expected to be proactive in the learning process, and develop the following good practices, which are important for successful and effective learning:

1. **Active learning.** Students should be well prepared in mind and body for effective learning. They should be attentive in class, and be actively involved in learning activities, particularly in tutorials, seminars and case discussions. To facilitate active participation and effective learning, it is essential that students make the necessary preparation – for instance, completing the prescribed reading before class to enhance their learning. To thrive in the digital era, students are encouraged to develop digital literacy, utilise technology-enhanced tools (e.g., AI or Generative Artificial Intelligence (GAI) tools, mobile apps, and data analytics), and cultivate self-motivation and a passion for lifelong learning to address contemporary global and local challenges.
2. **Study Hours.** For each hour of class contact, the expectation is that students will undertake 2 additional hours of personal study. Personal study may include preparation for in-class activities, completing assignments, and/or revision, etc.
3. **Class attendance.** Attend all scheduled classes and activities. Teachers have prepared the teaching materials for each class according to the course syllabus. It will therefore not be possible for teachers to repeat the materials to students who are absent from a class. Those who are absent have the responsibility to obtain the relevant teaching materials from fellow students/MOODLE and to undertake the make-up work as appropriate. If students feel that some classes are uninteresting, or that the material is beyond their grasp, they should voice their concerns via the

relevant channels (e.g. talking to the teachers directly, expressing their views at Mid-Term Online Course Teaching and Learning Enhancement and the Staff-Student Consultation Committee) available for this purpose.

4. Punctuality. Students who are late for class will affect the progress of teaching and learning for themselves and their fellow students. Therefore those who are late may, at the discretion of the instructor, be barred from the classroom.
5. Self-discipline. Students should refrain from behaviour that adversely affects instructors' teaching and other students' learning, such as talking, chatting, whispering, sleeping, using mobile phones for non-academic activities or eating in class. In the context of digital learning, students are expected to use digital devices and GAI tools responsibly and ethically, adhering to course-specific guidelines on their permitted use, if any.
6. Personal integrity and academic honesty. The University is a place of learning. Students should uphold the highest standards of honesty in academics and all university-related activities, including coursework, examinations, and research and should not copy assignments, coursework, projects or dissertations. These acts constitute plagiarism, which will be referred to the Board of Examiners concerned.
7. Intercultural experience. Mutual respect is a key to successful intercultural communication. On the occasions with the presence of non-local students, whether in classrooms or in informal interaction, students should be considerate and adopt a common language as far as practicable. A positive, open dialogue is always conducive to cross-cultural learning and intercultural understanding.

Approved revisions on 9 March 2026

First approved by the Senate on 27 June 2007