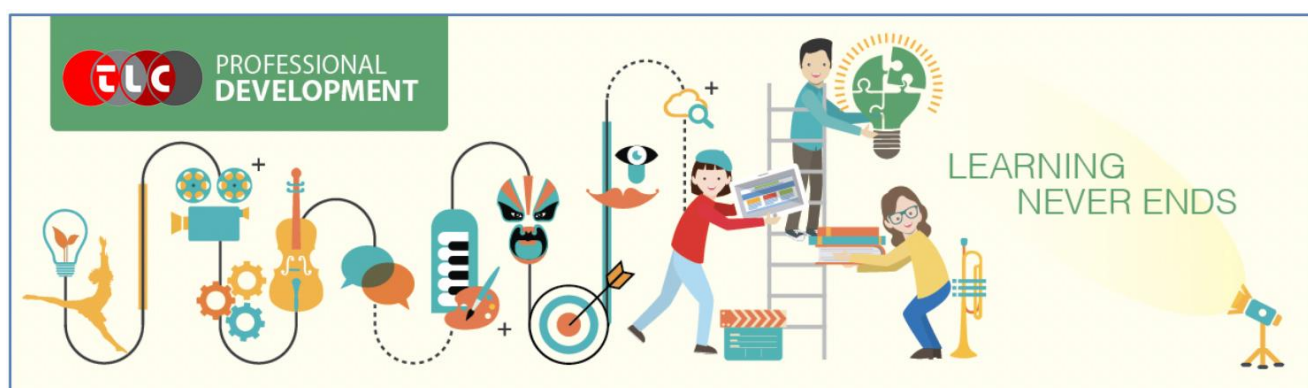


A Framework for Professional Development @ Lingnan



Prepared by

Teaching and Learning Centre

Approved by the Senate in May 2022

A Framework for Professional Development @ Lingnan University

The professional development of teaching staff and of those who support them has been identified as an essential element of future progress towards implementing and building capability in (e)Learning at Lingnan University. Within the word “(e)Learning” the “(e)” or “electronic” reference is deliberately bracketed in order to highlight that any change related to eLearning / Blended Learning must also be inclusive of a change and re-thinking of “learning” per se. Our approach is “*Learning Led and Technology Enabled*”.

At Lingnan, the existing approach for the professional development of teaching staff is predominately based on one-off workshops, events and in-house programmes such as the Learning and Development Teaching Programme (LTDP). Whilst this approach is well-received by participants who attend them, in order to further develop and enhance the support for staff to meet the expectations of teaching in the 21st century, it is evident that a more structured and systematic design for *continuing professional development* is needed. This approach will allow for a more in-depth analysis and evaluation on the impact of teaching through these activities and help to provide multiple sources of evidence, as well as student evaluation for the purpose of appraisals and promotions. In addition, the opportunity for staff to develop and collate further evidence based on their contribution in professional development provides an important aspect of their teaching portfolio that can be developed and peer-reviewed for international benchmarking and recognition purposes.

In this regard, this paper outlines and aims to make explicit the underlying principles and ethos for the professional development of teaching staff at Lingnan. It aims to propose a holistic framework in which staff have opportunities to engage in *ongoing* professional development activities at different stages of their teaching career, develop relevant and up-to-date teaching skills and expertise, and as a result gain international recognition and accreditation.

1.1 BACKGROUND:

This framework builds on previous work undertaken over the last few years. This includes TLC’s previous work on various professional development activities for teachers, including University-wide face-to-face workshops, the TOTAL Program; School and Departmental based workshops including consultations with individual teachers; planned implementation of Learning Design Templates to ensure a minimum online presence and quality within the Learning Management System and our blended Learning and Teaching Development Program. It draws reference as well from various consultancy visits, benchmark exercises, institutional survey data and will be also supported via the implementation of an annual professional development and support planning meeting held annually with Faculties and Departments.

1.2 PEDAGOGICAL RATIONALE:

In recent years, the University has implemented, and will continue to oversee a number of key institutional teaching and learning initiatives and learning technology systems e.g. the MOODLE LMS, PANOPTO, iPortfolio / Mahara..etc to enhance the overall learning and teaching experience of students within liberal arts education using new and innovative technologies as aligned to the University’s Strategic Plan. During some early and crucial stages of development, focus has been placed on the technical implementation to ensure stability, reliability and initial use by our teachers. However, real transformative and effective use and adoption of learning technologies within liberal arts education ultimately requires a shift in learning and teaching mindset and practices that can support the needs of the 21st century, global learner.

Therefore, this framework for professional development proposes a holistic suite of programs, approaches and interventions which will be offered to teaching staff as part of an innovative continuum and suite of activities to support and develop liberal arts educators in the University.

Examples might include structured courses and training, leadership development, discipline subject and pedagogy; professional development drawn from their own research / participation in teaching development grants and dissemination, including papers, conferences, symposia; informal learning, including reading, discussions, reflection; development in roles, including work in think tanks, working groups, committees, consultancy, project work, External Examiner.etc

Organising professional activities for liberal arts educators so they can design creative curriculum and innovative pedagogy for their students requires a multipronged approach that offers a range of support to meet different needs, whilst encompassing flexibility that accommodates for the ebb and flow of an academic institution and its priorities. This means teachers, who consider themselves time-poor to engage, have a real and effective opportunity to receive the support and professional development they require.

1.3 CURRENT AND PROPOSED PROFESSIONAL DEVELOPMENT ACTIVITIES:

Currently, TLC supports staff in various professional development activities including.

1. University wide one-off workshops (Face to Face + Blended and Self-Paced Online Courses)
2. Data Analysis of Learning Analytics to inform areas of PD
3. Establishing and Participating in Communities of Practice (e.g.: The Faculty Pioneers)
4. Offering extended certificate courses*
5. 1-1 consultations on Pedagogy / Curriculum and Evaluation
6. Development of Learning Design Templates
7. Contextual Faculty / Departmental / Unit based workshops (for Staff and Students)
8. Supporting staff funded Projects (e.g.: TDG / TDLEG / VTL)
9. Celebration and Showcase Events (e.g.: TEAS, Innovation Week)

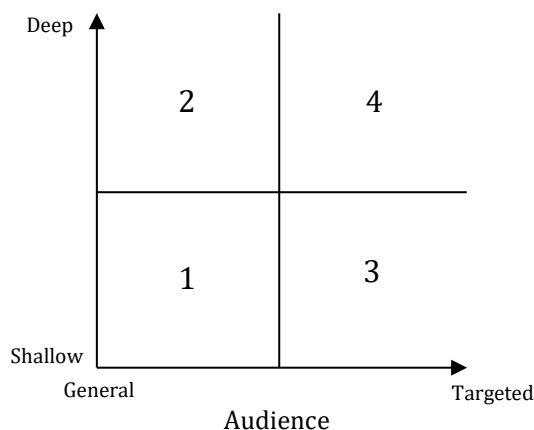
Lingnan Staff also participate in other professional development activities such as;

1. Faculty / Departmental PD activities
2. Attendance at Guest Lectures
3. Provision of PD activities for their respective Department / Unit
4. Knowledge Transfer such as conference attendance and presentation
5. Initiating and leading funded Projects (e.g.: TDG / TDLEG / VTL)
6. Participation in Communities of Practice, both at the Institutional level and at the Faculty / Departmental Level
7. Participation in other PD related to Teaching and Learning by other support Units

*"Supporting Learning and Teaching at Lingnan" (SLT@LU), Approaches to Learning Teaching and Assessment @ Lingnan (ALTA@LU) and Active Blended Learning Enhancement@Lingnan (ABLE@LU)

1.4 LINKING PROFESSIONAL DEVELOPMENT ACTIVITIES to STRATEGY:

These various TLC and Faculty led activities are designed to adopt and underpin the FERL/BECTA model (2004) for staff development and incorporate a particular focus on Learning Technologies / LMS / Blended Learning as aligned with the recent LU Strategic Plan. (refer to <https://www.ln.edu.hk/strategic-plan/index.html>). The FERL/BECTA model (2004)¹ for staff development "organises strategies for different groups of staff" through a four-quadrant approach as shown below that includes deep and shallow learning and general and targeted audiences. It is recommended that activities must cover all of the four quadrants.



¹ <http://www.directlearn.co.uk/downloads/VLEs%20-%20into%20the%20mainstream.pdf>

Quadrant 1: Shallow/General

This quadrant covers a range of workshops, online resources and activities. These may involve awareness raising, introductory how-to sessions (basic orientation, specific tools) and one-off workshops to a general audience.

Quadrant 2: Deep/General

This quadrant would cover specialized topics and workshops as aligned to key areas of teaching and learning and technology. For example, how to use discussion forums, wikis and blogs in the LMS for the liberal arts disciplines. These sessions would target teachers who have started to use the LMS and have attended an introductory workshop (eg from Quadrant 1).

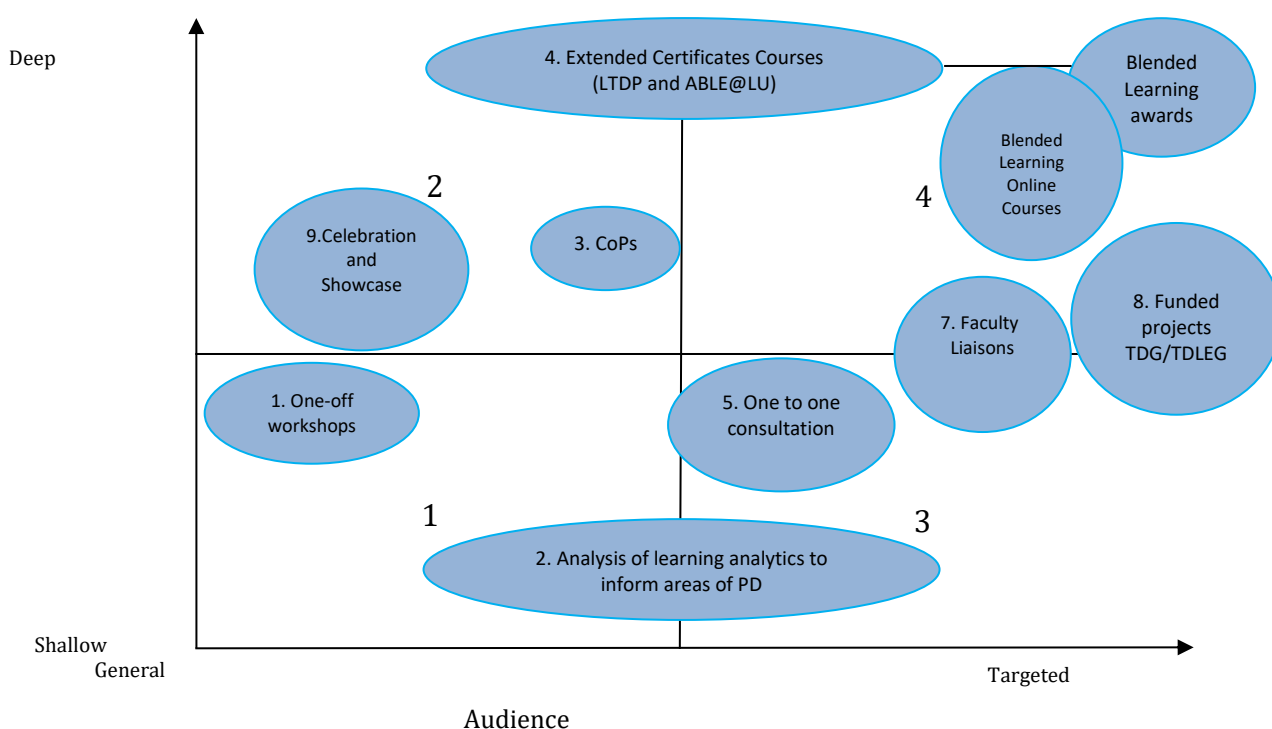
Quadrant 3: Shallow/Targeted

This would involve individual meetings with Deans / HODs and Staff to promote the use of the LMS and to find out the professional development needs of specific Faculties and Departments. This may result in delivery of customized departmental workshops and sessions.

Quadrant 4: Deep/Targeted

This quadrant would cover specific groups that have been set up during the implementation of the LMS such as Community of Practice practitioners, critical friends and other relevant stakeholders. These groups would provide input and feedback from the academic community on the use of the LMS and its ongoing development at the University. In addition, professional development activities provided in this quadrant would include one-to-one consultations to teaching staff on (e)learning and online course and curriculum design. This could extend to the delivery of extended short courses and SPOOCs (beyond one-off workshops) and certificate courses.

Figure 1 below align and maps these 9 key activities to the quadrants:



These 9 key activities form a solid basis for the professional development framework at the University as related to (e)Learning and Teaching. In this coming Academic year, we plan to target PD around; support for the QAC Third Round Audit; a movement from quantity to quality of use of the LMS; to identify stages of development building on quality measures post COVID-19 experiences; the use of Learning Analytics to improve learning and teaching; a trial of an online Portfolio for students and, to continue our support for OBATL. However, these various activities need a strategic and cohesive framework to ensure all staff are

provided with a systematic and incremental professional development approach that meets and supports their different needs and contexts.

1.5 PRINCIPLES, OBJECTIVES AND VALUES:

The proposed professional development framework aim to reflect the following five principles;

- It is **learner-centred** in that it acknowledges that decisions about professional development at each level within a particular context are best made by those directly involved at the appropriate level
- It is informed by, and seeks **good practice**, by being based on research and investigation carried out internationally as well as within Hong Kong into professional development for (e)learning
- It promotes **collaboration** because it acknowledges and recognises the interconnections between and amongst the different levels and participants
- It is **innovative** because it supports the generation of a breadth of possibilities and new ideas for professional development for (e)learning reflecting the emerging and immature nature of this area. It is not a 'one size fits all' model, but enables the different contexts to design, develop, implement and evaluate professional development activities that are best suited to meet their own needs.
- It is **affordable and sustainable** because it promotes systemic and systematic professional development through an on-going and iterative process of engagement and evaluation.

The objectives of this professional development framework are to;

- *advance professional practice and to ensure it is learner-centred* in relation to the curriculum, teaching and/or support of learning
- demonstrate innovative practice in professional development activities to reflect the breadth of possibilities and new ideas to encourage and support the scholar-teachers' *to apply and embed these new learning and teaching techniques and approaches*, and where appropriate, the use of learning technologies with their own learners
- promote *collaboration* between and amongst Lingnan University Teachers to cultivate interdisciplinary partnerships and to encourage the development of *inquiry-based learning communities* with shared values
- develop an *affordable and sustainable* approach to scholar-teachers' Professional Development needs through an on-going and iterative process of engagement and evaluation.

Underpinning these objectives and overall framework are the following Professional Development Values which will be promoted through the various activities:

- An understanding of how people learn
- Scholarship, professionalism and good practice of learning and teaching
- Working in and developing learning communities
- Continuing reflection on professional practice
- Developing people and processes
- Actively bringing frontier knowledge acquired through research to the classroom

1.6 A SCAFFOLDED APPROACH FOR PROFESSIONAL DEVELOPMENT:

Moving forward, the suggested professional development framework, as shown in Figure 2 proposes a strategy to cover the breadth and depth of teachers' needs at the University. This flexible, scaffolded and inclusive approach to professional development activities will provide liberal arts educators a coherent approach to further developing innovative curriculum and teaching practices to enhance and transform the students' learning experience at the University.

The framework aims to provide a transparent and scaffolded approach for professional development activities and opportunities to support teaching staff at different stages of their career at Lingnan. This allows staff to develop relevant skills and techniques with regards to their level of teaching expertise but also allow opportunities to specialise in their chosen areas of expertise or interest as they further develop teaching knowledge and experience.

Table 1 below shows teaching staff in the following different categories can expect opportunities and development in various areas of focus such as:

Examples of staff group	Types of professional development pathways and activities	Related PD outcomes/awards
All new staff, including part-time; sessional staff; staff in learning support roles	Introductory Route <ul style="list-style-type: none"> Self-paced, online modules relating to foundational knowledge on learning and teaching e.g., OBATL; Blended Learning 	<ul style="list-style-type: none"> Meets minimum standards for learning and teaching at Lingnan. Digital badges for achievements attained
Full-time staff new to teaching roles including PgT; staff with less than 3 years teaching experience	Qualificatory Route <ul style="list-style-type: none"> Formal accredited programmes and courses such as Supporting Learning and Teaching (SLT@LU) Programme; Approaches to Learning Teaching and Assessment (ALTA@LU) and Active Blended Learning Enhancement @ Lingnan (ABLE@LU) 	<ul style="list-style-type: none"> Establishment of the “Lingnan Certified Educator” Accreditation through internationally recognised awarding bodies such as CMALT and SEDA AdvancedHE Fellowship Scheme
Established academic staff and other staff with teaching duties with teaching qualifications	Specialist Route <ul style="list-style-type: none"> Specialised topics and areas of focus such as SOTL; Curriculum Design; E-Assessment; Academic Leadership 	

Related to Table 1, Figure 2 provides an updated diagrammatical representation of the different pathways and activities as related to the various groups of staff at Lingnan.

Appendix 1 shows an overview of the professional development provisions provided by TLC with regards to the range of activities available highlighting the schedules for delivery and the level of commitment involved for staff.

In addition, Appendix 2 highlights the possibilities for both mandatory and voluntary participation as related to the range of professional development activities and its suitability to the different groups of staff at the University.

1.7 RECOGNITION AND ACCREDITATION FOR STAFF:

An important aspect of professional development is recognition for staff contribution to and participation in the many different activities whilst competing with the other demands of teaching, research and administration. Formal accreditation and recognition are crucial to help encourage participation and also to establish and align with relevant quality assurance against international standards on teaching practice. This form of benchmarking ensures that staff at Lingnan remains at the forefront of learning and teaching enhancement in order to provide a high-quality learning experience for our students. This professional development framework approach will mean that teaching staff have various options and opportunities for integrated accreditation and recognition possibilities.

As part of this framework, TLC has completed the external accreditation process to gain accreditation for three of Lingnan’s professional development programmes with the Staff and Educational Development Association (SEDA). This includes a new blended professional development course ABLE@LU (Active Blended Learning Enhancement@Lingnan), as well as a reimagined version of the Learning and Teaching Development Programme (LTDP) called,

“Supporting Learning and Teaching at Lingnan (SLT@LU)”, and a complimentary course to SLT referred to as, “Approaches to Learning Teaching and Assessment @ Lingnan (ALTA@LU)”. Gaining international accreditation for professional development courses at Lingnan will mean we will be the first institution to adopt this approach across all the UGC institutions.

For teaching staff who are already established and with significant years of teaching experience it will be possible to gain recognition through the internationally AdvanceHE Fellowship Scheme (formally Higher Education Academy). This will involve the development of a teaching portfolio to help educators gain recognition internationally for their continued commitment, participation and developing practice in liberal arts education.

In addition, the establishment for the “Lingnan Certified Educator” will mean teaching staff have an opportunity to be recognised for their contribution and work towards integrating learning technologies in their teaching through the CMALT scheme (Certified Member for the Association of Learning Technology). The Association for Learning Technology (ALT) are a national body in the UK who work with education institutions and organisations to develop ideas and standards on integrating technologies for learning and teaching. The CMALT scheme will align with Lingnan’s objectives and strategic plan to increase the quantity and quality of blended learning at the University.

1.8 TEACHING PORTFOLIO:

Embedded with this professional development framework is the concept of a “Teaching Portfolio”. A systematic process and outcome for helping teachers in their continuing professional development is the concept of a teaching portfolio. This portfolio provides a way of:

- Collating, documenting evidence from an array of teaching activities – including student feedback, peer reviews and institutional recognition
- Articulating and reflecting on the process of teaching through inquiry and practice-led activities throughout a scholar-teachers’ career
- Promoting and engaging professionally with the scholarship of teaching and learning (SOTL).
- Of note is that in the file, “2021–2022 Performance Review Exercise and Personnel Actions Exercise for Academic Staff”, in slide 21 explicit reference is made to the development of a teaching portfolio (see image below)
- TLC also has a dedicated suite of resources for staff to assist in the development of a teaching portfolio available here - <https://www.ln.edu.hk/tlc/support-for-staff/teaching-portfolio>

Performance Review

■ Staff member's submission to **HoD / Supervisor**

- ✓ Submit **AAR** and the following dossiers via the **HRMS**
 - ✓ **Updated curriculum vitae**
 - ✓ **Samples of Publications**
 - ✓ **Letter(s) of Acceptance**
 - ✓ **Teaching Portfolio**
 - ✓ **Brief Assessment by Mentor**
For Assistant Professors joining the University from the 2015–16 academic year onwards
- ✓ Update the research outputs in the **Lingnan Scholars**
- ✓ Set performance goals for the next performance review period
(i.e. **1 September 2021 to 31 August 2022**)

Review Period

1 January 2021
(or the date of joining
for new appointees)
to
31 December 2021

by
10 Jan 2022

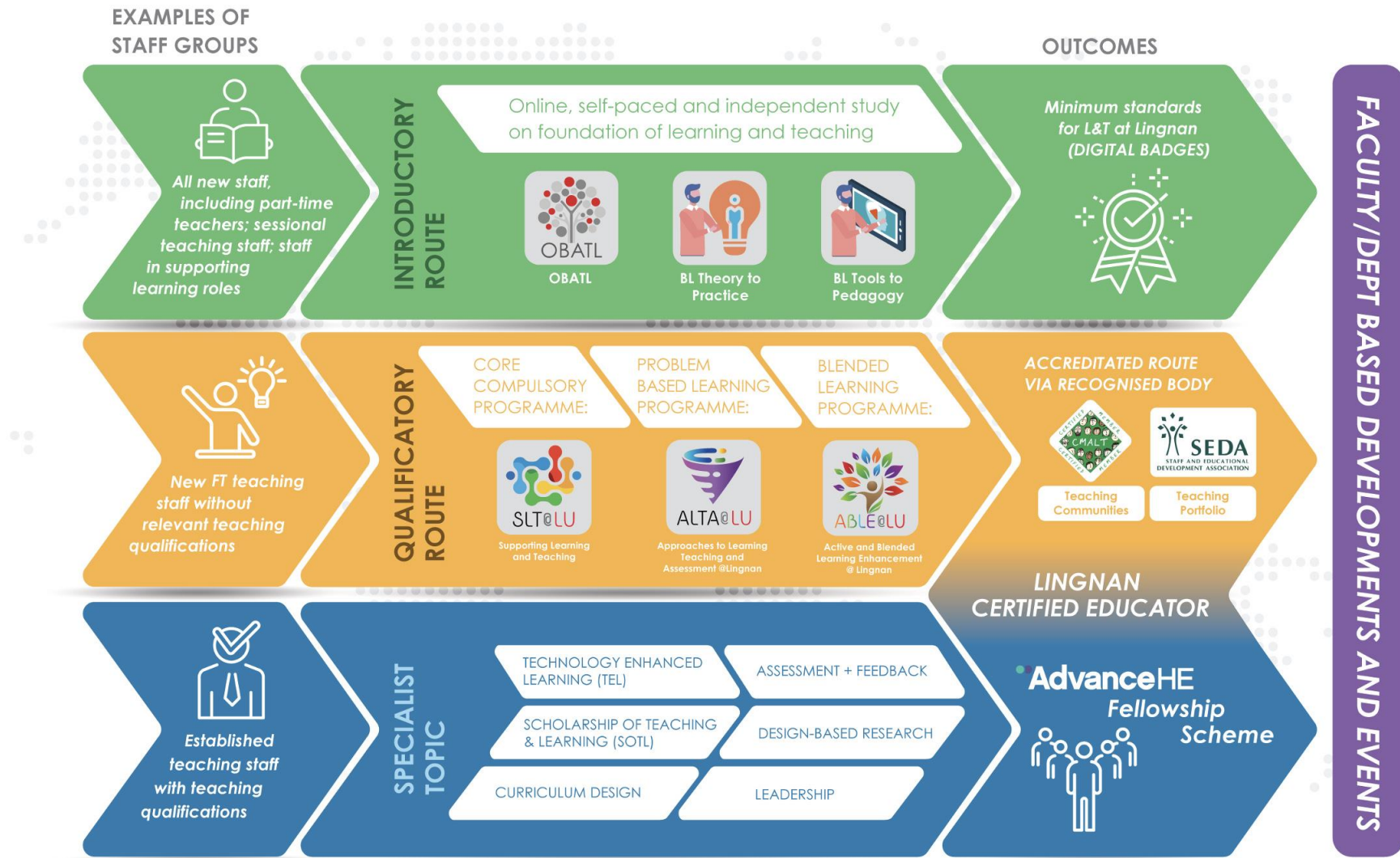
(Slide 21 excerpted from the file - "2021–2022 Performance Review Exercise and Personnel Actions Exercise for Academic Staff" available at https://www.ln.edu.hk/f/upload/66257/Briefing_PRE%20PAE%20ACD.pdf)

1.9 EVALUATION ON THE IMPACT OF PROFESSIONAL DEVELOPMENT:

Analysis and evaluation of the professional development framework and its activities require a systematic overview of its overall effectiveness on the teaching staff's practices, and the impact on the students' learning experience. This is an ongoing iterative process that involves dialogue, evidence and informed decisions for future developments and activities. To facilitate this evaluation strategy, it is suggested that the following can be incorporated:

- A detailed data analysis of professional development activities for specific departments/faculties. (noting that this will also assist with Departmental Annual Reports).
- TLC to facilitate an annual professional development action plan for departments/faculties referred to as the Strategic Professional Development Plan – See Appendix 3 for a sample



























FIGURE 2: A Professional Development Framework for Teaching Staff at Lingnan University



Appendix 1 - TLC Professional Development Overview

Programme	Time	Level of commitment	Required pre-requisites	Accreditation	Alignment to HEA/UKPSF/C MALT
LINGNAN TLC/HR EVENTS					
Staff Induction Programme	Start of academic year	1 day face to face Compulsory	None	None	N/A
SELF-PACED, ONLINE MODULES – FOUNDATIONS OF LEARNING AND TEACHING @ LINGNAN					
FOR EXAMPLE: <ul style="list-style-type: none"> OBATL BL: Mapping Theory to Practice BL: Tools to Pedagogy 	Any time	Self-paced, Online (3hrs)	None	Digital badges/digital certificates	N/A
TEACHING AND LEARNING RELATED WORKSHOPS (eg)					
TnL Themes: <ul style="list-style-type: none"> Assessment and Feedback Blended learning and innovative pedagogies a Collaboration and groupwork Developing teaching portfolio for CMALT 	2021 - 2022	Online Face-to-face Hybrid (1-2hrs)	None	Certificate of Participation	N/A
ACCREDITED PROGRAMMES					
Supporting Learning and Teaching (SLT@LU)	Sept - Nov 2022	2 Months F2F with online self-paced module (Total 25hrs)	None	SEDA Supporting Learning Award	Alignment to UKPSF D1; Portfolio evidence towards AFHEA
Approaches to Learning, Teaching and Assessment (ALTA@LU)	Nov - Dec 2022	6 weeks PBL approach (Total 24hrs)	SLT@LU	SEDA Learning, Teaching and Assessment Award	Alignment to UKPSF D2; Portfolio evidence towards FHEA
Active and Blended Learning Enhancement @ Lingnan University (ABLE@LU)	Jan – May 2022	5 months Blended approach (Total 36hrs)	Be teaching a course in the current term	SEDA Leading and Embedding Technology Enhanced Learning Award	Portfolio evidence towards CMALT accreditation
INDIVIDUAL PORTFOLIO ACCREDITATION ROUTE					
Certified Member for the Association of Learning Technology (CMALT)	Flexible Submission dates in Jan, May and Sept annually	Portfolio		ACMALT CMALT SCMALT	
AdvanceHE Fellowships	Flexible	Portfolio		AFHEA FHEA SFHEA PFHEA	

Appendix 2 - TLC Professional Development Summary - Lingnan based staff

Lingnan Staff	NEW Staff Induction (1 day - Sept)	Self-paced, online modules	TnL Workshops (Academic Year)	Active Blended Learning Enhancement (ABLE@LU) (Jan - May)	Supporting Learning and Teaching (SLT@LU) (Sept - Nov)	Approaches to Learning, Teaching and Assessment Programme (ALTA@LU) (Nov - Dec)	Activities and contribution from programmes/courses can be used as portfolio evidence for direct routes for HEA Fellowships/CMALT
		Digital badges; digital certificates	Certificate of Participation	SEDA Award (Leading and Embedding TEL)	SEDA Award (Supporting Learning)	SEDA Award (Learning, Teaching and Assessment)	
Postgraduate Teaching Assistants						--	
Professional staff with learning support role (eg Library; OSA; Service Learning??)	--						
New academic staff with less than 3 years teaching experience							
New academic staff with more than 3 years teaching experience							
Existing academic staff seeking CPD/professional recognition	--				--		

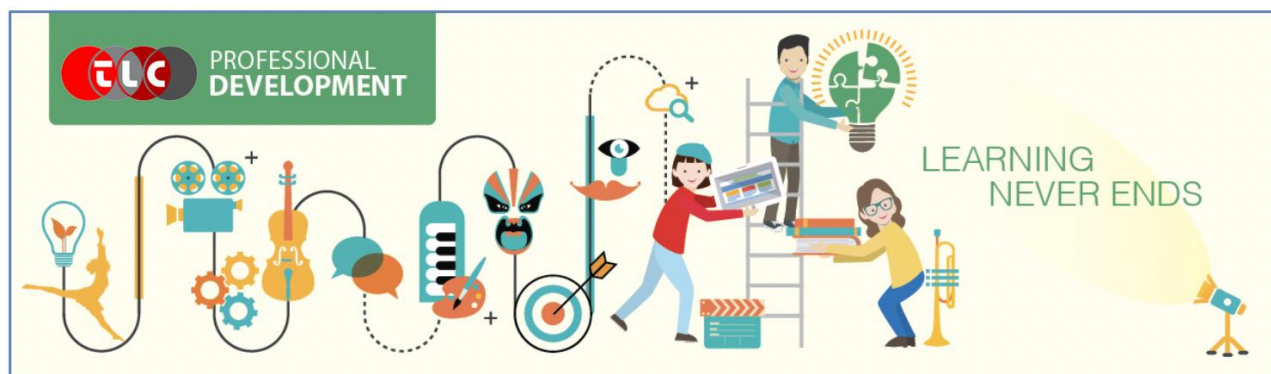


Compulsory



Of interest

Appendix 3 – SAMPLE Strategic Professional Development Plan



Strategic Professional Development Planning (SPDP) Faculty of Arts – Meeting notes and actions

1. Overview

- 1.1 TLC arranged an annual meeting with all Faculty's etc in order to seek input from each respective context at LU on the professional development and TLC support needs. This annual process ensures we can plan appropriate resources and allow us also to look for alignment and synergy across different teaching and learning contexts at LU.
- 1.2 The process involved a brief discussion with each Dean and / or delegate such as Associate Dean Teaching and Learning with TLC.
- 1.3 A summary of the discussion is detailed below and a report on activities will be provided at the end of August each year.

2. Discussion points and post-meeting notes (held 28th October 2021)

- 2.1 TLC responses have been included in the table below in **red colour**.
- 2.2 **Highlights in yellow** denotes follow-up work for TLC or where applicable, for other relevant units.
- 2.3 Abbreviations used throughout this document has been included at the end of this document.

Item	Topic	Discussion Notes
1	Any particular topics OR sequence of topics you suggest?	It was noted the possibilities for developing learning and teaching activities and on how to support students on issues such as mental health could be further explored, including ideas for workshops such as "Inclusion and Diversity".
2	Any teaching and learning resources needed?	Workshops about iPORTFOLIO (Chinese version) for both UG and MA students. TLC is expected to install a new software, Sketch Up in LU's laboratories; and allocate a budget for departments to subscribe new digital tools, for example padlet (For ITSC) Support for the teaching of the Core Curriculum course China in World History . Back in 2017, it was around 150 students per term; now, it's about 400 students (TLC will contact Vincent to investigate this further) per term now. The scale of the course presents unique challenges, in course design, assessments, issues with academic honesty, etc. In the past, when we looked at the resources offered by TLC, there was a sense that most of the resources and pedagogic literature were geared

		<p>towards a more typical classroom at Lingnan, i.e. smaller class size (~ 30 students or fewer). There was very little that were specifically useful for the delivery of large lecture courses, such as CCC8014.</p> <p>The projector screen covers a significant part of the whiteboard. A consequence of this is that the space for writing is considerably reduced when one is using slides. One solution is to implement smart whiteboards so the projector screens are not necessary any more and we can use the same space for both showing slides and writing.</p> <p>(ITSC)</p>
3	When are the best times to offer professional development activities? Faculty Away Days?	Faculty Away Days - TLC happy to facilitate this, please let us know when is a convenient time. - seem like an interesting idea. Another option is to hold professional development activities in June.
4	Thoughts on how to support part-time staff? Tutors?	Open University's facilities to them
		Design of grading rubrics (Assessment Toolkit) and more guidelines (e.g. workshop) on grading - TLC happy to facilitate this, please let us know when is a convenient time. In addition, TLC will be developing an Assessment Toolkit as a general resource for all teaching staff at Lingnan.
5	How to support Blended Learning improvement?	<p>To organize the introduction session (tailor-made for Dept.of Chinese) - about Blended Learning/Teaching TLC happy to facilitate this, please let us know when is a convenient time.</p> <p>Lack of general purpose computer labs(not enough computer labs in Lingnan for students to do general works such as research and word processing tasks) - ITSC</p> <p>Perhaps TLC could set up a webpage showcasing the previous funded blended learning projects and introducing the available resources for us to conduct blending learning. - Great Idea! TLC currently has a webpage containing previous examples: https://tlc.ln.edu.hk/portal/ This will be continuously updated. If staff are interested to share their practice please contact TLC.</p> <p>More wireless microphones in classrooms (rather than going through ITSC). - ITSC</p>
6	CMALT / Accreditation activities	<p>Accreditation across two areas: 1) For TLC programmes and 2) People</p> <p>1) TLC programmes:</p> <ul style="list-style-type: none"> • There will be a new blended PD programme (ABLE@LU – Active Blended Learning Enhancement @ Lingnan) for staff to experience blended learning approaches and to apply ideas with students. Due to commence in Jan 2022 • A re-design of the existing LTDP programme due to commence in Sept 2022 • These programmes is currently undergoing a formal accreditation process via an internationally recognised body in the UK (SEDA – Staff and Educational Development Association) <p>2) People</p>

		<ul style="list-style-type: none"> • CMALT (Certified Member of the Association for Learning Technology) helps staff gain recognition for their work and contribution in the use of learning technologies within their role. This has been established as part of the Lingnan Certified Educator initiative. This requires the development of an evidence-based portfolio which will be peer-reviewed. TLC will be running sessions on this scheme in November and during Innovation Week (22-226th Nov). • AdvanceHE Fellowship Scheme This requires the development of an evidence-based portfolio which will be peer-reviewed, and recognises staff for their contribution across different areas and outcomes of learning and teaching
7	VTL / TDG / BL Project support	<p>We are curious to know why we have no TDG funding for this triennium. Without this attractive internal grant, colleagues have fewer chances to undertake projects to enhance student learning.</p> <p>– There will be more funding coming in next round – Small Scale BL Projects</p>
8	Data to Action workshops / Support Who is in charge of CTLE	<p>Technical supports</p> <p>It was noted in the meeting that the Dept of Visual Studies provided an exemplary response with regards to their suggested action plan to the recent information on the First and Final Year Survey!</p> <p>Denise says TLC is in charge of CTLE</p>
9	Any support for students	<p>I would like just to recommend a mini-workshop or mini-course online in which LU teaches the students how to save documents as PDF files and other basic "skills" for blended learning such as that it's not enough to upload a document to Moodle (you also need to click on "submit"), etc. –</p> <p>There is currently a Moodle course called Student Digital Fluency Series where students can access resources and information from past workshops on different aspects of technology and digital literacies skills. Further action is currently being explored to develop a Faculty-wide workshop in collaboration with ITSC on digital skills training for undergraduate students.</p>
10	Any general comments on TLC support / work and activities	<p>If TLC can generate a generic “rubrics samples” to programs as references, that will be perfect. – TLC will include this as part of the development for the Assessment Toolkit (refer to Q4).</p> <p>Development Grant and Language Enhancement Grant for our new comers would be a good idea. – Available in the next round of TDG / TDLEG</p> <p>It would be great to find more funding sources. For example, some of our colleagues would like to revamp the curriculum and introduce new courses. However, we need funding to hire someone to design the pedagogical materials. This is a rather important investment, as we have little time to develop the whole course while also undertaking administrative and research duties.</p> <p>– TLC can propose this as part of the next TDG / TDLEG funding.</p> <p>I find TLC's graduate survey and employer survey useful if the response rate can be raised. – we are very keen to raise the response rate – welcome all strategies</p>

3. Communication and Communities

Lingnan's approach to Teaching and Learning Change Management is based on an overarching principle that PEOPLE are the primary factor in driving any change. In this regard, we have established several Communities of Practice.

- Faculty Pioneers CoP
- Learning Analytics CoP
- Learning Innovation CoP

Would a Faculty based Community of Practice be appropriate?

Yes, a faculty based community seems appropriate. – **we will progress, great idea**

4. Professional Development Possibilities

Currently, TLC* already supports staff in various professional development activities including.

1. University wide one-off workshops (Face to Face + Blended)
2. Analysis of Learning Analytics to inform areas of PD
3. Establishing Communities of Practice (e.g.: The Faculty Pioneers)
4. Offering an extended certificate courses* *
5. 1-1 consultations on Pedagogy / Curriculum and Evaluation
6. Development of Learning Design Templates
7. Contextual Faculty / Departmental / Unit based workshops (for Staff and Students)
8. Supporting funded Projects (e.g.: TDG / TDLEG / VTL)
9. Celebration and Showcase Events (e.g.: TEAS, Innovation Week, Faculty based?)

*Noted is that also Faculties and Departments . Units will also organize their own guest speakers, workshops and events and that these also fall within the above categories.

**Learning and Teaching Development Programme (LTDP) and Active Blended Learning Enhancement@Lingnan (ABLE@LU)

FACULTY LIAISON SUPPORT ALLOCATION (Who to contact for HELP)

NOTE the following TLC staff have been assigned as the main point of contact for each respective Faculty / Department / Unit.

- Faculty of Arts – Dr. Hennie Yip - hennieyip@LN.edu.hk
- Faculty of Business – Mr. James Chong - jameschong@ln.edu.hk
- Faculty of Social Sciences – Mr. Pete Andrews - peterandrews@ln.edu.hk
- Others* - Prof. Peter Duffy - peterduffy@ln.edu.hk

*Others including for example – OSA, ITSC, Registry, Core Curriculum and General Education Office, Science Unit, Office of Service-Learning, School of Graduate Studies, Global Liberal Arts Programme

ABBREVIATIONS

ABLE	Active Blended Learning Enhancement
BL	Blended Learning
CMALT	Certified Member of the Association for Learning Technology
CoP	Community of Practice
CTLE	Course Teaching and Learning Evaluation
ITSC	Information Technology Services Centre

LTDP	Learning and Teaching Development Programme
LU	Lingnan University
OSA	Office of Student Affairs
PD	Professional Development
PDF	Portable Document Format
SEDA	Staff and Educational Development Association
SPDP	Strategic Professional Development Plan
TDG	Teaching Development Grants
TDLEG	Teaching Development and Language Enhancement Grants
TEAS	Teaching Excellence Awards Scheme
TLC	Teaching and Learning Centre
VTL	Virtual Teaching and Learning (with reference to grant allocation 2021 – 2023)

ACTION PLAN 2022

Activity	Description	Action	Timeframe
1. Possible ideas for workshop ideas on “Inclusion and Diversity”	Explore collaboration with other support units eg OSA	TLC/OSA/Faculty Arts	Mar – May 2022
2. Pedagogical/curriculum design support for Core Curriculum course “China in World History”	TLC rep to follow up with Vincent (course leader)	TLC/Hennie Yip	Feb 2022
3. Input into Faculty Away Days	TLC rep to liaise to with Faculty	TLC; Faculty of Arts/Denise Tang	Please advise
4. Consultation and facilitation on the design of rubrics and grading	General and specific resources to be developed (Assessment Toolkit)	TLC	Mar – Aug 2022
5. Contextualised workshop for Dept of Chinese on Blended Learning/Teaching	TLC rep to liaise with Dept of Chinese	TLC/Hennie Yip; Dept of Chinese	Feb – Mar 2022
6. Provide additional resources/showcasing of good practice; blended learning projects	Provide updated examples via TLC website	TLC	Mar – Aug 2022
7. TLC accredited programmes	Accreditation process completed in Feb 2022. New programmes to be developed for delivery in 2022.	TLC	Aug 2022 for registration Programmes commence Sept – Dec 2022 (for SLT@LU and ALTA@LU)
8. Individual accreditation via portfolio schemes eg CMALT; AdvanceHE	Workshops, events will be delivered to support staff on this process	TLC	Feb – Dec 2022 Ongoing
9. Funding opportunities	To be announced	TLC	Mar 2022
10. Deliver a student focused workshop on “digital skills”	Workshop outline confirmed	TLC/James Chong	21 st Feb 2022

DOCUMENT VERSION

Version No.	Date	Amendments	Author
1	8 th Nov 2021	First draft following meeting on 28 th Oct 2021 with Dr Denise Tang (Associate Dean (Teaching and Learning), Faculty of Arts	Hennie Yip
2	25 th Jan 2022	Follow up for actions and timeline	Hennie Yip