

TED

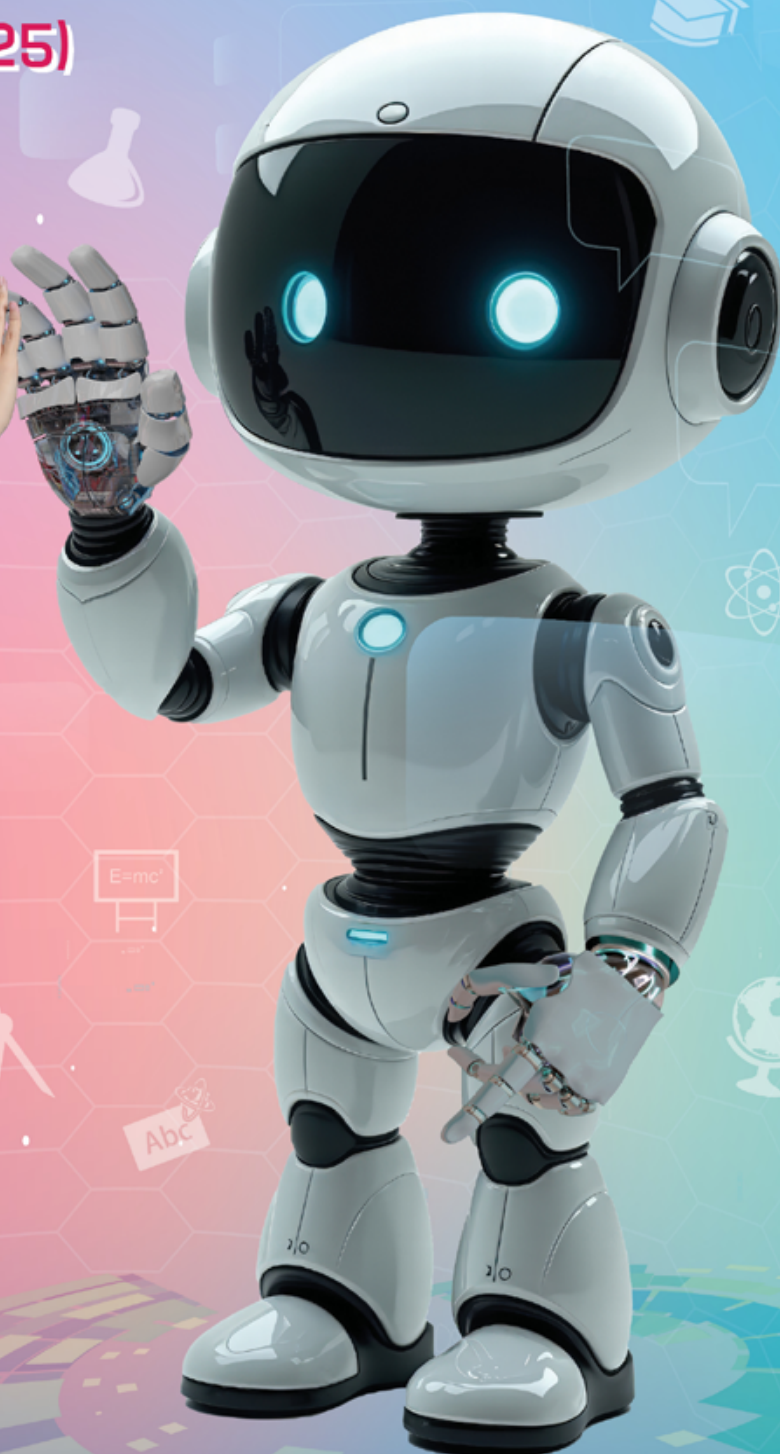
NEWSLETTER

ISSUE 9 (JUN, 2025)



Talent and Education
Development Office

香港城市大學
City University of Hong Kong



Designing Course-Specific Chatbots For Dynamic Learning

TABLE OF CONTENTS

ISSUE 9 / JUNE 2025

COVER STORY

Designing Course-Specific Chatbots for Dynamic Learning

P 4

STUDENT ACTIVITIES

Student Environmental Engineers on Mission!

P 8

Introducing the Tiger House System

P 10

The Tiger Development Series

P 12

INSPIRE LAB 2025: Igniting Voices, Building Community

P 14

Tiger Crash Courses 101: Crack the Rubik's Cube Code

P 16

The 2nd Hong Kong World Youth Science Conference and Hong Kong Nobel Forum 2025

P 17

TEDx Talks at CityUHK

P 18

Tiger Featured Talk

P 19

The Collaborative Diary Project

P 20

The Professional Photography Session

P 21

TEACHING SUPPORT

Thoughtful Course Elements in GE 1401 University English



P 22

Enhancing Formative Assessments with Digital Tools



P 24

Effective Communication Through Canvas



P 26

Exploring Advanced Prompts: Prompt Libraries



P 28

STAFF DEVELOPMENT

Highlights from Our Recent Workshops for Educators



P 30

PRODUCTION TEAM

CHIEF EDITOR:

Professor Gerhard Petrus Hancke

EDITORS:

Raine Tang, Yeeman Lam

DESIGNER:

Alan Law

PHOTOGRAPHERS:

Alan Law, Liu Wai-lok

ILLUSTRATOR:

Alan Law

PRINTER:

City University of Hong Kong Press

Calling all CityUHK Faculty & Teaching staff!

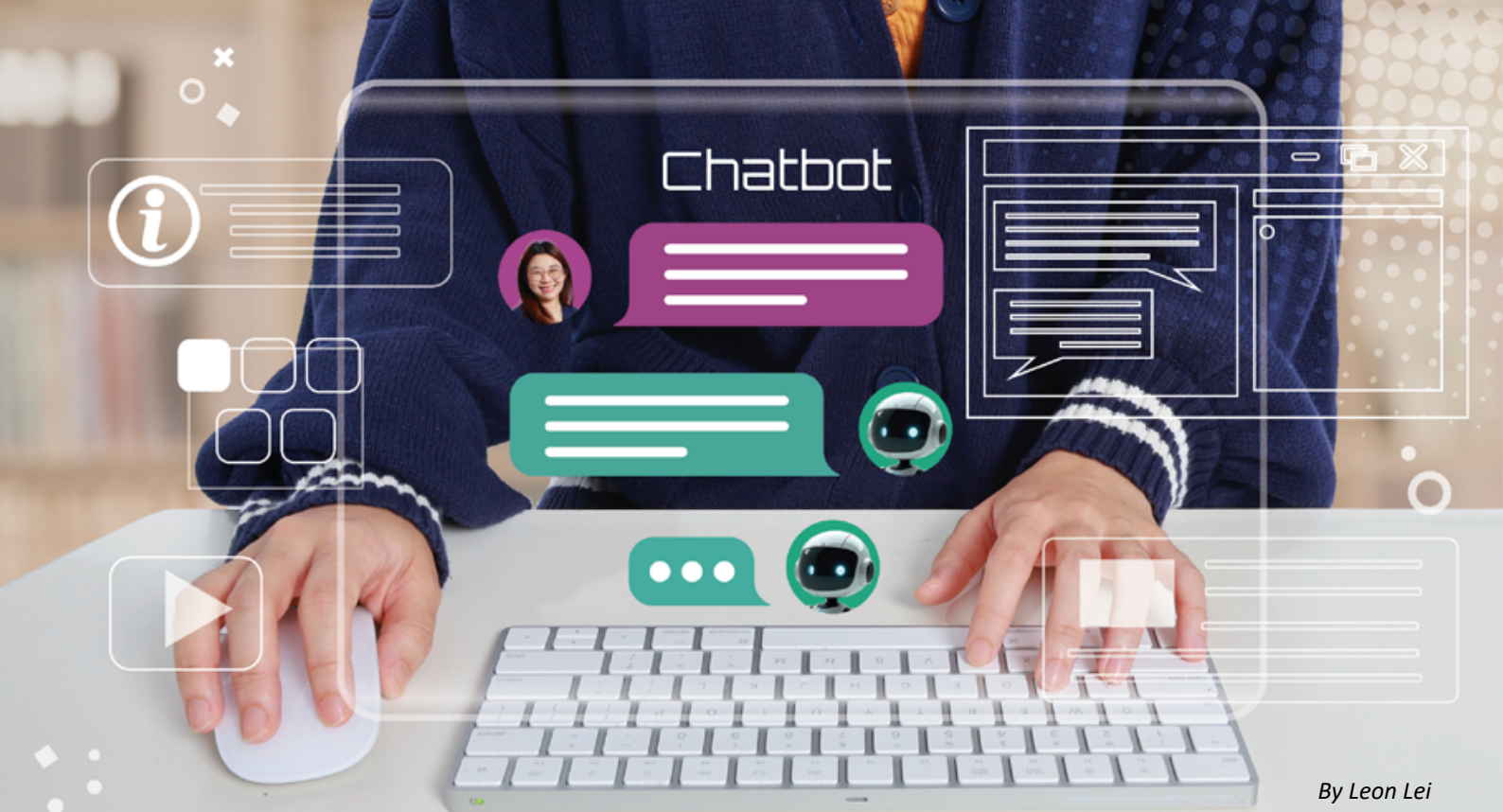
Be Part of Something New!
Our newsletter is evolving —
and so can your voice!

- We're launching a Digital Learning Magazine to spotlight technology in education and great teaching practices.
- Got a story, strategy, or success to share?
- Submit an article and inspire fellow educators!
- Scan the QR code to learn more.



Reach out at tedmagazine@cityu.edu.hk - we're excited to chat, answer your questions, or explore your works!





By Leon Lei

Designing Course-Specific Chatbots For Dynamic Learning

AI chatbots in education provide tailored assistance, turning study time into a more engaging and collaborative endeavour.

What can chatbots do in a course? Chatbots can serve as tutors and study companions. They not only offer explanations, guidance, and constructive feedback like a real tutor but also support students' brainstorming, reflection, and argumentation.

With the support of the Computing Services Centre (CSC), CityUHK teachers can create customised chatbots tailored to their courses. By leveraging advanced AI technologies, teachers can:



Seamlessly develop system prompts and turn course materials into dynamic, engaging conversations.



Customise conversation styles, incorporate relevant materials, and even enable the chatbot to search online for more accurate and relevant information.



Choose from various Large Language Models (LLMs) or Large Reasoning Models (LRMs) to power their chatbots.

As such, chatbots possess a pedagogical value that enhances students' learning experiences.



COLLEGES
/SCHOOLS
6

TEACHERS
9

CHATBOT
47

COURSES
13

Innovative Uses of AI Chatbots in CityUHK Classrooms

As of March 2025, nine teachers from six colleges and schools have developed 47 chatbots on the CSC chatbot platform, spanning 13 courses. These initiatives have demonstrated the effectiveness of AI-powered chatbots in enhancing student learning. The chatbots have been implemented in various innovative ways.

Integrating AI Chatbots in Veterinary Education

At the Jockey Club College of Veterinary Medicine and Life Sciences, Professor Santiago Alonso Sousa adopted a staged approach to integrate chatbots into student training across different skill levels.



In the first exercise, students assumed the role of veterinarians, engaging in interactive discussions with virtual clients to practise essential clinical skills, including history-taking, physical examinations, diagnostic reasoning, and treatment planning.

The second exercise introduced complex case scenarios, where students used ChatGPT as a supportive tool to refine their clinical reasoning and decision-making skills. Reflective sessions followed, enabling students to analyse and learn from their mistakes.

In the third exercise, students designed detailed veterinary cases, entered them into ChatGPT, and critically evaluated the AI's responses.



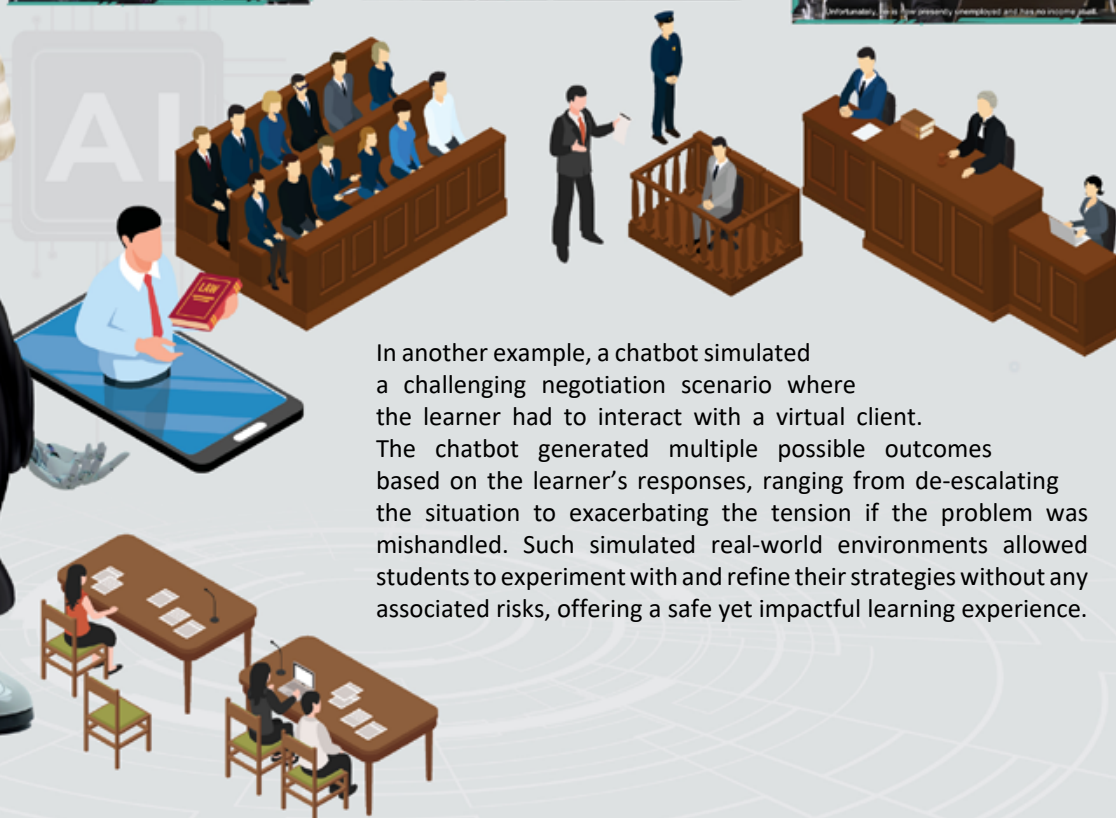
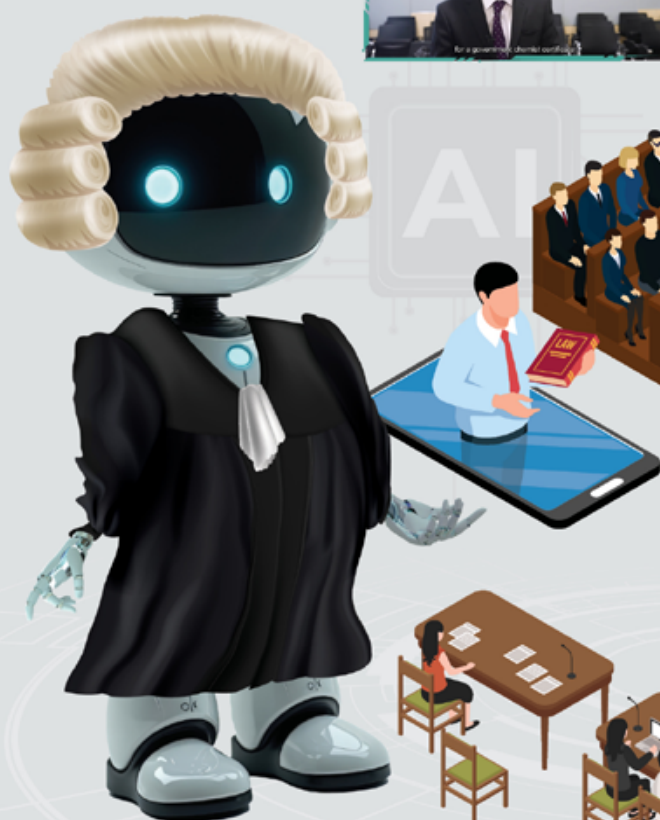
This final step fostered advanced clinical reasoning, reflective practices, and critical thinking. Preliminary findings from a small-scale pilot study revealed a slight positive impact on student performance, with the experimental group achieving a marginally higher mean score and demonstrating a moderate effect size.

This initiative highlights that integrating AI is not about replacing human expertise but augmenting it, preparing future veterinarians for a technology-driven landscape in animal healthcare.



Integrating AI Chatbots in the Study of Law

At the College of Liberal Arts and Social Sciences, chatbots were used to help students gain a deeper understanding of legal cases in a Gateway Education course. By conversing with the chatbot, students role-played as jurors, analysed court proceedings, and made decisions about the suspect's guilt and the appropriate sentence (punishment). Students praised these tools for delivering authentic, thought-provoking experiences that sharpened their critical thinking skills, while teachers recognised their potential to enhance case-solving abilities.



In another example, a chatbot simulated a challenging negotiation scenario where the learner had to interact with a virtual client. The chatbot generated multiple possible outcomes based on the learner's responses, ranging from de-escalating the situation to exacerbating the tension if the problem was mishandled. Such simulated real-world environments allowed students to experiment with and refine their strategies without any associated risks, offering a safe yet impactful learning experience.



A Practical Example of Utilising AI for Designing MCQs

Anyone who has designed multiple-choice questions (MCQs) before knows how challenging and time-consuming it can be. It requires careful consideration of various factors. The following prompt illustrates a typical application of creating MCQs for low-stake formative assessment. The prompt emphasises the importance of difficulty distribution, concept coverage, and the inclusion of plausible distractors to ensure effective knowledge checks. To make the instruction clear and effective, the prompt includes the task to be accomplished, the role/persona of the chatbot, and the context needed to generate an informed response.

```

28 "Create a set of 15 multiple-choice questions for the subject of [subject/course]. The
29 questions should be tailored for [audience/age group/education level].
30 They must be structured according to Bloom's Taxonomy, with the difficulty distribution
31 as follows: 1/3 of the questions should be of understanding level, 1/3 should focus on
32 application, and the remaining 1/3 should be at the evaluation level.
33 Each question should cover [specific concepts or topics]. Provide four answer choices for
34 each question, clearly indicating the correct answer and providing explanations for the
35 choice. Include plausible distractors that are relevant but incorrect."
36
37
38
  
```



Beginner's Guide to Generative AI Terms

A computer programme that simulates conversations with people. It's often used to answer questions, provide information, or assist with tasks like helping users find details or support services.

Chatbot



A kind of AI that understands and creates human-like text. It can handle tasks like writing, translating languages, or summarising information. Examples include Open AI GPT-4o.

Large Language Model (LLM)



A way to make AI responses better by adding helpful information from external sources, like web pages or databases, before answering.

Retrieval-Augmented Generation (RAG)



Agent

Software that acts independently to complete tasks or make decisions without human input. Think of it as an automated helper often used in systems like simulations.

Large Reasoning Model (LRM)

A type of AI designed to think through multi-step problems and make logical connections. Unlike LLMs, LRMs focus more on reasoning and planning. Examples include Open AI o1/o3 and DeepSeek R1.

To support teachers in effectively and efficiently adopting chatbots in courses, TED has created a CityUHK Digital Learning Prompt Library for teachers. Examples of used prompts have been collected from teachers for reference: <https://github.com/cityuhk-dl/DL-Prompt-Library/>. We also welcome teachers to share sample prompts with us. If teachers are interested in developing course-specific chatbots, feel free to contact us.



CityUHK Prompt Library

Student Environmental Engineers on Mission!

By Yeeman Lam



What steps would you take to address the deteriorating environment? While we practise recycling, reusing, and reducing in our everyday lives, students from the School of Energy and Environment are working on upcycling micro-plastic and promoting sustainability in Lai Chi Wo, a village near Sha Tau Kok.



Upcycling Micro-plastic

Under the supervision of Professor Abdi and his fellow Dr Zhu Kaijian, Miss Kelly Chui, a Year 4 student in Environmental Science and Engineering (EVE), aims to reduce PET waste by upcycling it into higher-value products. Microplastic is a severe issue, and when it enters the food chain, it can have long-lasting negative effects on living organisms.

"Our current project investigates the potential of upcycling ethylene glycol to glycolic acid," she explained. Glycolic acid is widely used in skincare for its exfoliating properties. "We are exploring ways to obtain glycolic acid from the waste using solar energy."

For Kelly, the experience is like playing a video game. "Imagine you're in a thrilling video game, levelling up and mastering new skills to conquer the ultimate boss. Similarly, in the classroom, you absorb fresh concepts and wield them like powerful tools to tackle real-world environmental challenges!" Kelly remarked enthusiastically.

"If you're really interested in something, you'll put in the extra effort. You'll dig deeper and deeper because you genuinely want to understand it. And eventually, you'll get it. So, you may not be ready now, but be brave and go ahead!"



Helping Lai Chi Wo to Stay Sustainable

Mr Nic Chan, a Year 3 student in Energy Science and Engineering (ESE), is helping the villagers in Lai Chi Wo. “Lai Chi Wo is a Hakka village,” Nic said. “As it has gained popularity and attracted more visitors, pollution problems have emerged.” Along with the influx of visitors came the issue of municipal solid waste.

Historically, Lai Chi Wo was an agricultural society, and the organic waste was beneficial for farming; other trash would be transported to Sha Tau Kok. However, with visitors bringing in plastic bottles and food packages, inorganic waste has become a major issue that the village’s original waste management system cannot accommodate. “We are working to improve their waste handling and processing capacities,” Nic explained.



Even the design of a rubbish bin requires thoughtful consideration. “The rubbish bin needs to be carefully designed to prevent it from being disturbed by wild boars,” Nic noted.



“Sustainability takes us far beyond just planting trees. It’s about applying our knowledge to enhance lives, creating a better and more comfortable world for humans and nonhumans.”

Interdisciplinarity and Collaborations

Energy and environmental engineering require interdisciplinary expertise to address pressing environmental issues. Professor Patrick Sit, Associate Dean (Undergraduate Studies) at the School of Energy and Environment, mentioned that the International Sustainability Programme for Innovation, Research, and Entrepreneurship (INSPIRE) emphasises the importance of considering multiple factors when developing solutions. He explained, “For example, it’s essential to consider economic viability, technical feasibility, and environmental sustainability in a solution. We encourage students from diverse backgrounds to join us, as their unique perspectives are crucial for addressing these challenges!”

Question:
With such a broad scope of environment and sustainability, how can I determine my focus?

After completing the foundation courses in Year 1, you can choose between EVE or ESE majors, aligning with your interests and goals!



Want to be a part of the team?
Scan the QR code to discover how you can help shape our environment!

Uniting Talents: Introducing the Tiger House System



In February 2024, TED unveiled an exciting new initiative to amplify student leadership and fellowship: The Tiger House System.

By Stephen Lui

Designed to unite 1000+ elite students under a dynamic framework of collaboration, healthy competition, and growth, the Tiger House System has already sparked a wave of enthusiasm across campus. Here is a closer look at how this innovative programme is shaping the future of the Tiger Community.

Vision & Mission: Building a Legacy



Vision:

To unite the Tiger community and create impacts for the University, the community, and the world.



Mission:



Empower students with hands-on learning and leadership pathways.



Cultivate an inclusive, globally minded community.



Amplify TED's talent development initiatives through student-led innovation.

Igniting the Spirit: The Inaugural Event

The journey began on 25 January 2025, when over 20 passionate Tiger Ambassadors gathered for “Tigers Ambassadors—Unite and Ignite”, a kick-off event designed to foster teamwork and selfless leadership. Through reflective board games and strategy-driven activities, ambassadors connected deeply while honing skills critical for community-building. The event set the stage for what's to come: five thriving House Committees, including a network of student leaders, committed to excellence and impact chosen via internal election. The establishment of the Tiger House System was officially announced on 19 Feb 2025.

The Tiger House System: Where We Unite

At its core, the Tiger House System divides Tiger students into five unique Houses, each embodying a distinct value:



Guided by House Committees—teams of six to seven elected Tiger Ambassadors—these groups will spearhead activities, competitions, and service projects to foster peer learning, leadership, and community engagement for Semester B 2024/25 and Semester A 2025/26.



How It Works

- **Committee-Led Leadership:** Each House is led by a President and Vice-President who oversee operations and collaborate with TED to design skill-building workshops, networking events, and friendly inter-house competitions.
- **The Tiger Cup:** An annual championship where Houses earn points through academic achievements, event participation, service projects, and more.
- **Community Impact:** Collaborate on projects that extend beyond campus, aligning with TED's mission of global betterment.

Looking Ahead: A New Chapter of Collective Achievement

As the Tiger House System gains momentum, the future brims with possibilities. In the coming year, these five Houses will not only compete for the coveted Tiger Cup but also collaborate on cross-disciplinary projects, global partnerships, and community-driven initiatives that extend far beyond campus walls. With each workshop, event, and shared success, the Tiger Community will solidify its role as a beacon of leadership and innovation—proving that when talents unite, resilience thrives, and excellence becomes a collective legacy. Together, under TED's visionary guidance, we are not just building a programme; we are igniting a movement that will inspire generations of CityUHK students to lead, learn, and leave their mark on the world.



The Tiger Development Series: A Strategic Pillar to Facilitate Elite's Achievements

By Stephen Lui

In 2025, TED kickstarted the Tiger Development Series, a blend of online and offline activities designed to facilitate self-actualisation and early achievements among Tigers, the high-achieving students.



This comprehensive initiative includes regular in-person workshops, a 24/7 online forum, and curated talks, equipping students with the agility to excel in academia, industry, and societal leadership. By addressing the multifaceted needs of top-performing students, the Series not only empowers students to attain early breakthroughs but also elevates graduate outcomes, reinforcing CityUHK's strategic position as a hub for world-class talent.

Our talent development curriculum mirrors three core institutional priorities:

Global Competitiveness: Workshop topics like “Branding Yourself via LinkedIn”, launched in January 2025, attracted a full house and increased the visibility of student achievements globally. It also effectively illustrates how opportunities and international networks could be created via content creation, personal marketing, and pro-social media interaction.

Self-starters to Create Achievements: The “Time Management Workshop for Higher Achievers” was held in February 2025 to enable Tigers to boost productivity while prioritising ambitious goals over time-wasting activities. Participants were encouraged to think like entrepreneurs, managing time through innovation and digital technologies.

Lifelong Learning: The Tiger Development Forum’s weekly topics sustain intellectual curiosity, deepen teamwork, and enhance leadership capability, echoing the University’s commitment to continuous growth beyond formal education.



The Series empowers Tigers to secure early wins through:

Competitive Edge: Topics like “Strength-Based Leadership” and “Overcoming Blindspots” help students articulate their unique value, resulting in standout internship applications, research proposals, and entrepreneurial pitches.

Proactive Mindset: Sessions on “Motivation Finding” and “Goals Management” instil the confidence to pursue ambitious projects, from publishing papers to launching startups.

Peer-Driven Excellence: The Forum’s 1,489+ engagements in Semester B alone reflect a thriving community where students challenge and inspire one another, accelerating collective growth.

Feedback from the Series highlights its efficacy:

85%

An average satisfaction score of 4.7/5 across workshops, with 85% of participants endorsing the content’s relevance to their goals.

75%

Over 75% recommendation rate to peers, indicating strong perceived value.

1489

1489+ Forum views, demonstrating sustained engagement and peer knowledge-sharing.

As the Tiger Development Series evolves—with upcoming focuses on workplace influence and AI-era leadership—it will remain a dynamic engine for nurturing talent that reflects CityUHK’s commitment to excellence, innovation, and societal impact.



INSPIRE LAB 2025: Igniting Voices, Building Community

By Stephen Lui

From wholehearted stories to innovative ideas, TED INSPIRE LAB 2025 showcased the power of student voices.

TED united the CityUHK community on 21 March 2025 for INSPIRE LAB, a dynamic speaking contest where ideas sparked action and student voices took flight. Hosted at LT-9, YEUNG, the event highlighted the University's dedication to leadership and inclusivity, featuring speakers from the House of Talents, House of Impact, House of Growth, House of Excellence, and House of Resilience.



Celebrating Excellence

Miss Afia Addei, Year 3, Bachelor of Social Sciences (House of Excellence), claimed Voice of the Year and Most Popular Speaker honours with her humorous yet heartfelt talk, “From 80,000 to Zero: How Curiosity Saves Fading Connections”, reigniting appreciation for human bonds in a tech-driven world. Miss Homa Chechey, Year 1, Bachelor of Science (House of Resilience), earned Most Popular Speaker for “11,200 km From Home”, a moving reflection on her journey of cultural adaptation and redefining “home is where we make it” as an international student. Both exemplified how vulnerability and wit can turn personal stories into universal inspiration.



Professor Gerhard Hancke (right), Director of TED, presented the Voice of the Year and Most Popular Speaker awards to Miss Afia Addei (left), Year 3, Bachelor of Social Sciences.

A Symphony of Perspectives

Eight speakers tackled themes from innovation to identity. Mr Tumen-Amgalan Tumentsogt, Year 1, Bachelor of Social Sciences (House of Growth), advocated mindfulness in “Awareness Makes Us Whole”, while Mr Sun Songling, Year 4, Bachelor of Engineering (House of Impact), exposed digital illusions in “The Truth Your Phones Don’t Show You”. Mr Jeenendra Agarwal, Year 1, Bachelor of Business Administration (House of Excellence), redefined resilience in “When Falling Forward Beats Standing Still”, and Mr Zachariah Muya Kapya, Year 2, Bachelor of Engineering (House of Talents), championed intentionality in “Slowing Down to Move Faster”. Miss Pari Sinha, Year 1, Bachelor’s Degree in Economics and Finance (House of Excellence), balanced tech and humanity in “Smart Living in a Smart World”, and Miss Kim Mi-seng, Year 2, Bachelor of Laws (House of Growth), linked inclusivity to curiosity in her closing address.

TED supported participants throughout the year with workshops, including over 10 practice sessions aimed at refining delivery and enhancing audience impact. These sessions ensured that Tigers challenged themselves to become top-notch public speakers, ready to perform in any international arena.

Legacy of Inspiration

More than a contest, INSPIRE LAB 2025 underscored CityUHK’s commitment to empowering student voices. By providing a platform for authentic storytelling, TED demonstrated how fostering creativity and connection cultivates tomorrow’s leaders. As the applause faded, one truth remained: when Tigers speak, they don’t just share ideas—they ignite change.



Special thanks to Miss Janice Wan, Year 1, Bachelor of Vet Medicine, and Mr David Li, Year 1, Bachelor of Science, for being the master of ceremonies at the INSPIRE LAB event. Their adaptability and stellar performance were truly unbeatable.

THINK, TWIST, TRIUMPH:

CRACK THE RUBIK'S CUBE CODE

By Frankie Fan



At Tiger Crash Courses 101, CityUHK students unlock the secrets of the Rubik's Cube under the guidance of the student mentor Mr Tommy Ho, unleashing their skills through this iconic puzzle.

On 27 February 2025, TED hosted a CityUHK Tiger Crash Courses 101 session titled "Tommy's Rubik's Cube", led by student mentor Mr Tommy Ho, a final-year student majoring in Computer Science. With over eight years of Rubik's Cube expertise, Tommy guided participants through a journey of problem-solving and cognitive growth. The workshop was a creative and immersive experience, with Tommy using Rubik's Cubes to create eye-catching "pixel art" and teaching the layer-by-layer method, algorithms, orientation, permutation, and practised guided techniques to master the cube.

The session highlighted the benefits of Rubik's Cube-solving, including enhanced problem-solving skills, improved memory, boosted spatial awareness, and perseverance. Participants sharpened their cognitive abilities through strategic thinking while boosting concentration by mastering intricate patterns. As the event concluded, participants left with newfound confidence and their own Rubik's Cube, ready to tackle future challenges.

CityUHK Forges Innovation Frontiers at the 2nd World Youth Science Conference

By Stephen Lui



The 2nd Hong Kong World Youth Science Conference and Hong Kong Nobel Forum 2025, held from 13 to 16 April 2025 at the Hong Kong Convention and Exhibition Centre, emerged as a landmark platform for global scientific synergy.

Aligned with Hong Kong's strategic ambition to become an international innovation hub, the event convened seven Nobel laureates, over 90 academicians, and more than 1,000 innovators to explore breakthroughs in AI, biomedicine, sustainable materials, and low-altitude economies.

Five Tigers represented the talented youth population at CityUHK and actively participated in a series of activities, including keynote speeches, forums, and exhibitions, showcasing the institution's commitment to interdisciplinary innovation. The event was a transformative experience.



At the Nobel Forum, neuroscientist Professor May-Britt Moser—who discovered the brain's "grid cells" enabling spatial navigation—shared her relentless 30-year quest to decode cognitive function, balancing ground-breaking research with motherhood. Meanwhile, Professor Sir Konstantin Novoselov, Nobel laureate in physics for isolating graphene, emphasised sustainable material innovation. His talk on graphene's scalable production sparked interest among the Tigers in eco-friendly solutions.



Ms Jiang Jinchen, one of the participants from Computational Finance and Financial Technology, was inspired by the keynote speeches of the Nobel Laureates. "I had a moment to interact with Moser—her talk solidified my resolve to merge technical rigour with inclusive women leadership. Science isn't just about equations—it's about redefining possibilities," she reflected, inspired by Moser's interdisciplinary ethos. These experiences equipped Jiang with a dual lens: advancing fintech through adaptive AI while championing diversity in tech—a vision she now carries into her career.

Strategic Synergy: Cultivating Tomorrow's Innovators

The conference not only highlighted Hong Kong's rise as a global science nexus but also showcased CityUHK's strategic coordination in nurturing talent poised for societal impact. By integrating students into high-stakes forums and fostering direct engagement with Nobel laureates, the University bridges academic rigour with real-world challenges. The intentional exposure of the talented Tiger community to the conference cultivates adaptable, visionary leaders who embody the tenacity and curiosity central to CityUHK's educational philosophy.

A Legacy of Transformative Outcomes

As Hong Kong accelerates its innovation ecosystem, CityUHK Tigers stand ready to redefine global innovation leadership. Their participation exemplifies how strategic institutional support, combined with students' proactive learning attitudes, drives transformative outcomes—from sustainable tech advancements to inclusive leadership models. The 2025 conference marks not just a milestone for Hong Kong's scientific community but a testament to the power of nurturing talent at the intersection of curiosity, collaboration, and courage.



Metamorphosis in Motion:

Tiger Students Organising TEDx Talks at CityUHK

By Raymond Chan

The TEDxCityUHKong 2025 event, held on 26 April, 2025, was a great success, attracting over 200 attendees.

Through organising TEDx talks, CityUHK students developed an event management plan in collaboration with TED, FMO, and CSC, all aimed at delivering an exceptional TEDx experience for all attendees. The team also gained exposure to a wide array of ideas and viewpoints, fostering a culture of innovation and intellectual curiosity within the university community.

The 2025 event theme, “Metamorphosis”, reflected the transformative power of change and growth.

From TEDx Followers to Curators

Sharing by Mr Prabin Thapa, Year 3, Department of Social and Behavioural Sciences, and Miss Haerin Lee, Year 2, Department of Media and Communication :

Our ambition was not just about the scale of the event, but about making a lasting impact that would resonate with the CityUHK community. The transition from a follower to a leader within a one-year span deepened our sense of responsibility and enriched our university experience!

Shining on Stage

Sharing by Miss Hazel Sjamsudin, Year 1, College of Business

As a Year 1 student major in Computational Finance and Financial Technology, I am eager to try something new and embrace the unknown. Being an MC facing a large crowd of audiences is definitely the start of my Metamorphosis!



Empowering Future Leaders to Drive Meaningful Change

By Frankie Fan

Professor Alfred Ho Tat-Kei (CLASS) led the CityUHK Tiger Featured Talk with reflections on leadership in the post-truth era.

On 20 February 2025, the Tiger Featured Talk, hosted by TED, engaged a full house of students, Tigers, staff, and faculty from a range of disciplines. Professor Alfred Ho Tat-Kei, Dean of the College of Liberal Arts and Social Sciences (CLASS), tabbed on a thought-provoking theme, “Be Impactful—How You May Contribute to Long-term Policies and Humanity in the Post-Truth World”, igniting insightful discussions on leadership, influence, and the responsibilities of future changemakers.

He led the Talk with compelling reflections on how individuals can navigate the complexities of the post-truth era. He emphasised the importance of becoming “people scientists”—leaders who actively utilise their knowledge and skills to tackle society’s greatest challenges. Rather than simply gathering information, he urged participants to act as conduits—“straws” or “pipes”—channelling innovation and meaningful connections to drive progress.

The Featured Talk provided participants with practical strategies to influence policymaking and foster positive social change. Participants departed with a renewed sense of purpose, ready to reconsider human values and their own potential as researchers and leaders.



About Professor Alfred Ho Tat-Kei

Professor Ho is a distinguished scholar in public administration, with a particular focus on performance management and budgeting, e-government, and citizen engagement. His extensive research partnerships span across Asia, Europe, and the U.S.; his work is a testament to the importance of engaged research that informs practice and has a meaningful social impact.



CityUHK Tigers Partner with TED and UP in the Collaborative Diary Project

By Raymond Chan

With the goal of enriching the learning development of Tigers, TED collaborated with the City University of Hong Kong Press (UP) for the Collaborative Diary Project.

Four Tigers from different academic disciplines contributed to the project: Mr Mahir Labib, Year 4, Bachelor of Engineering, Miss Seline Hung, Year 3, Bachelor of Engineering, Mr Nathan Philippe Gregori, Year 4, Bachelor of Business Administration, and Miss Winny Willyska, Year 3, Bachelor of Social Sciences.

Tigers and student interns from UP worked together to search for information, design eye-catching visuals, and prepare useful tips for new generations at the University. They held regular meetings with TED and UP colleagues, gathered constructive feedback and developed their soft skills.



"Participating in this project with colleagues and student team members from TED and UP has been an invaluable learning experience, enabling me to enhance my project management and collaboration skills. In addition to gathering useful information for students, I also explored different resources for faculty members. I hope this diary can be part of their daily life, helping them navigate through challenges and commitments.

Miss Seline Hung, Year 3, Bachelor of Engineering

I am truly grateful for the opportunity to contribute to a vision that emphasises innovative learning and community engagement. Reflecting on my fruitful academic journey at CityUHK and my experiences in Hong Kong, I am excited to share useful information with new generations.



Miss Winny Willyska, Year 3, Bachelor of Social Sciences



Professional Headshots Empower CityUHK Tigers for Future Prospects

By Raymond Chan

TED hosted another highly successful professional photography session on 11 March 2025, which was fully booked within hours due to the overwhelming popularity of last semester's event.



The professional portrait serves as a key tool for:

- **Career development:** Making a strong impression in internship and job applications.
- **Digital branding:** Enhancing LinkedIn profiles and professional networks.
- **Global visibility:** Supporting international opportunities.

Miss Gloria Guo, Year 3, Bachelor of Business Administration, shared her experience. "Through the Branding Myself via LinkedIn Workshop by TED, I realised the importance of a great portrait photo in maintaining a positive digital presence. These photos will significantly strengthen my summer internship applications. I also connected with Tiger Ambassadors, who introduced me to TED's full range of support services. I'm looking forward to more events to build my professional skills."



DEPARTMENT OF ENGLISH

CITY UNIVERSITY OF HONG KONG

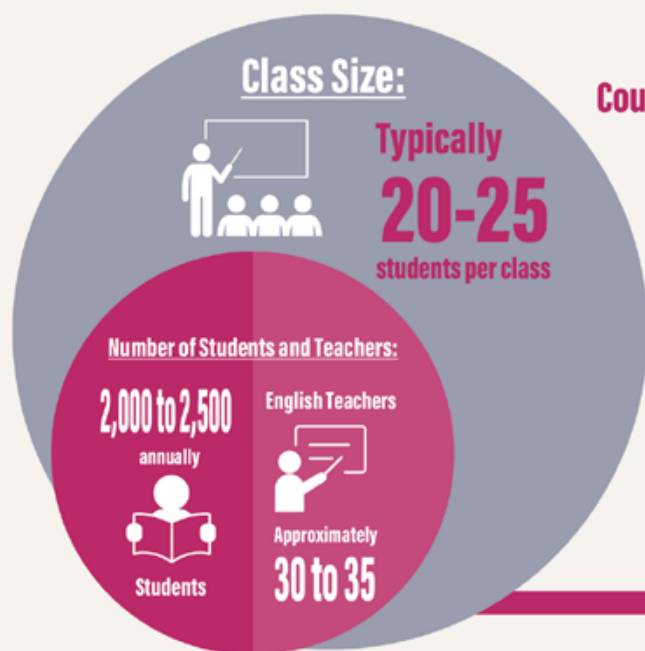


Thoughtful Course Elements in GE 1401 University English



By Yeeman Lam

GE 1401 University English is a course that is well-received by students. Today, we have the pleasure of hearing from the course coordinator, Professor Lan Ge, and the course teacher, Ms Hailey Yang, as they share some of the thoughtfully designed elements that contribute to the course's success.



Course Overview: GE1401 University English

Course Aim:

- To enhance the academic literacy skills of university students. This includes equipping them to handle course reading materials effectively, produce high-quality academic writing tasks, and meet the expectations of the university audience.
- To develop students as autonomous writers and self-editors.
- To develop students to work on writing projects collaboratively.

Thoughtful Course Elements

Needs Analysis and Self-Reflection

At the beginning of the semester, students will complete a questionnaire that includes both multiple-choice and open-ended questions. This assessment allows them to evaluate their skills in reading, writing, listening, and speaking. Students will set personal goals and outline their expectations for the course, describing how they plan to achieve these objectives.

At the end of the course, students will write a self-reflection commentary on their progress. This reflection will help them track their development and better understand their learning needs.

Students are encouraged to provide specific examples of what they have learnt and achieved, such as mastering complex grammatical structures.





Ms Yang shared her passion for teaching: "After each session, I assess student engagement to identify areas of improvement. My goal is to ensure that the class activities are effective."



Professor Lan discussed transferrable skills: "One special topic we covered was tools and revision. I taught students how to use the online corpora to search for lexical and grammatical features for academic writing. These skills can be applied to other writing texts in the future".

Peer review:

The course includes two peer review activities:

1) Presentation with Infographic

To help students develop multimodal communication skills, each group will deliver a presentation incorporating infographics.

The presentation will then be followed by peer reviews, during which other groups will provide feedback. Groups are encouraged to evaluate the strengths and weaknesses of the presentations; they will have time to discuss them within their groups before sharing feedback.



2) Argumentative essay

Students will engage in one-on-one or one-on-two peer reviews of their argumentative essay drafts. This format ensures that each student will be given a chance to give focused feedback to one or two of their classmate's drafts. It is also a valuable opportunity for students to consider and handle opinions from different perspectives.

Tips for conducting peer review:

Support is provided. To guide the feedback process, students will receive a handout with key questions to help them evaluate their classmates' presentations.

A one-hour preparation session is also offered to introduce students to the concept of peer review and explain how to conduct it effectively.

By then, students will know what to look for and how to give constructive suggestions.

As outlined in the assessment rubric, students are expected to demonstrate critical reflection on both peer review and teacher comments.





ENHANCING FORMATIVE ASSESSMENTS WITH DIGITAL TOOLS

By Leon Lei

Digital tools, such as Canvas Learning Management System (LMS) and others, can enhance formative assessments.

Assessment is vital in ensuring student development and teaching effectiveness. It serves as a vital bridge between course delivery, student learning, and the assurance of educational standards. By closely aligning assessment with learning outcomes, educators can ensure that students effectively acquire the desired knowledge and skills.

Summative vs Formative Assessments

While summative assessments evaluate what students have learnt by the end of a teaching period, formative assessments are ongoing and informal. Summative assessments provide a summary of student learning at a specific point in time, whereas formative assessments aim to improve learning processes by addressing how and why students learn. Both types of assessments play crucial roles in the educational process, each serving different purposes.

Digital Integration in Formative Assessments

To further enhance the effectiveness of formative assessments, integrating digital tools can be highly beneficial. These tools offer various functionalities that cater to different aspects of the formative assessment process.

For Low-stake Quizzes

Canvas LMS (providing immediate feedback, monitor progress, and understanding)



For Polling

Mentimeter (conducting interactive polls, quizzes, and word clouds)



For Checking Class Attendance

Microsoft Forms (creating forms to collect student information, sharing the form link or QR code with students, and collecting responses)



Feedback Functionalities in Canvas LMS

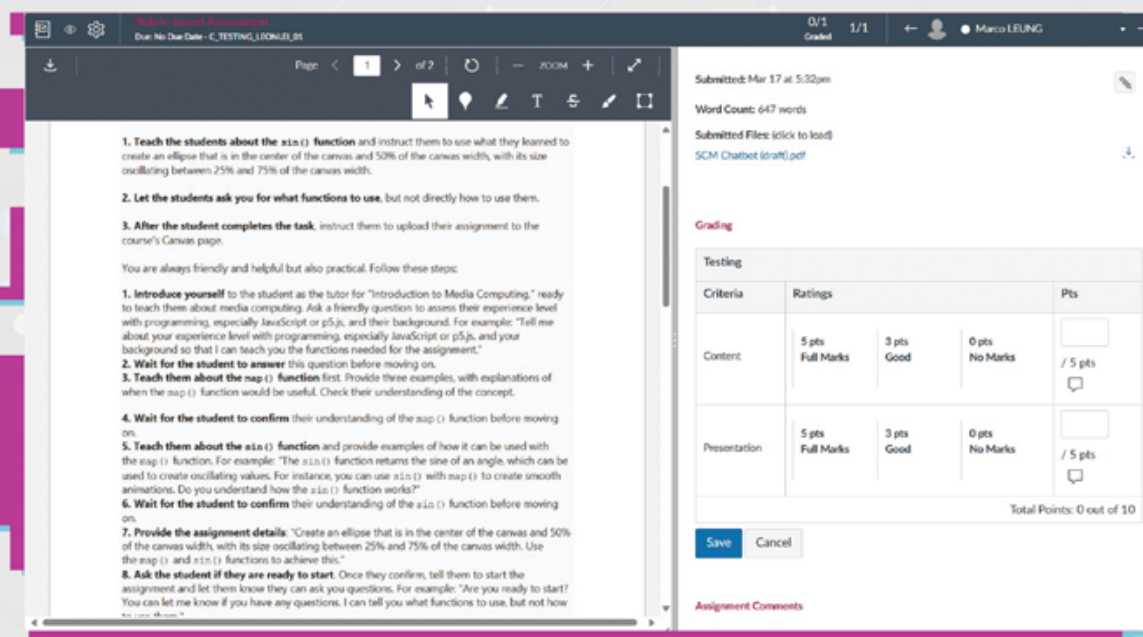
Canvas LMS is notable for its comprehensive feedback functionalities:

SpeedGrader: it offers a streamlined interface for accessing and grading submissions. The tool provides an organised and structured grading process when preconfigured rubrics are used. SpeedGrader also supports features like anonymous grading, group assignments, and moderated grading.

Rubric-based Marking: it allows accurate and consistent assignment of points and grades, with added comments for feedback and improvement.

Comment Library in SpeedGrader: it stores and reuses common comments when grading assignments.

Peer Review: together with the commenting feature in Google Docs or Microsoft Word 365, educators can facilitate streamlined reviews that promote critical analysis skills and active engagement in feedback processes.



SpeedGrader

Rubric-based Assessment Peer Reviews

Peer reviews will be considered complete when students have filled out the rubric for the assignment.

Search All

LEUNG, Marco
None Assigned
Give Marco LEUNG another submission to assess +
[Select Student]

← Back to Assignment

To the left you can see the list of students for this assignment, and also which student submissions (if any) they have been assigned to review.

Automatically Assign Reviews

Peer reviews can be assigned to users who have submitted but don't already have reviews assigned. To enable and configure automatically assigning peer reviews, click the button below.

Edit Assignment

Rubric-based Assessment Peer Reviews

For more information on digital tools for assessments, please visit <https://www.cityu.edu.hk/dlsupport/teacher.html> or contact the TED Digital Learning Support team at dl.support@cityu.edu.hk or 3442-6727.

Engage, Inform, Inspire: Effective Communication Through Canvas

By Leon Lei

Clear and interactive communication is key to nurturing an environment where students feel involved and supported in their educational journey. Canvas Learning Management System (LMS) offers a variety of communication tools to keep students and teachers connected seamlessly.

Here's how you can leverage Canvas tools to transform your teaching:

Interactive Online Discussions



Focused discussions

Facilitate short-term exchanges like sharing resources, collecting feedback from a one-off class activity, or clarifying course policies.



Threaded discussions

Support multi-level response nesting—ideal for in-depth exploration of complex problems or collaborative idea development.



Grading discussions

Allow teachers to assess the quality and relevance of student posts within a discussion forum. Graded discussions integrate seamlessly with the Gradebook.



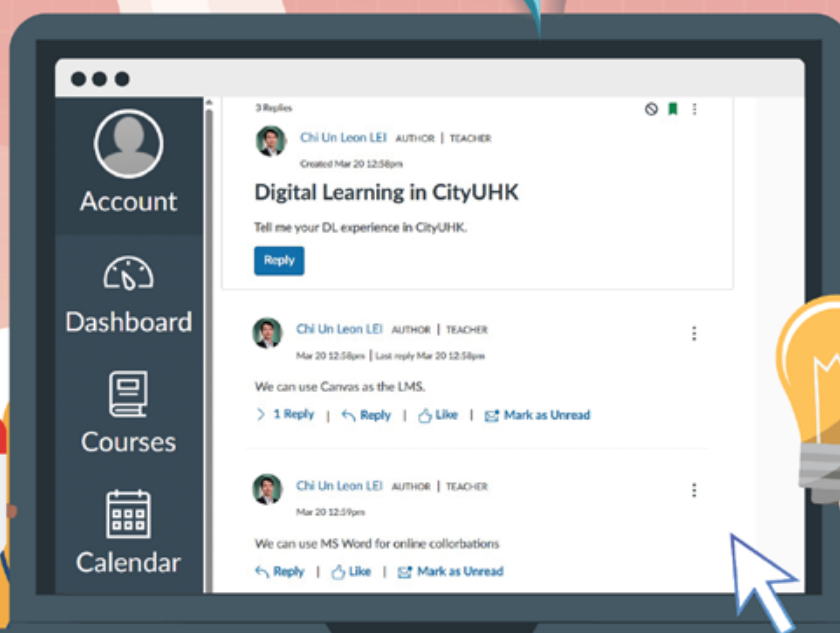
Respond before viewing other replies

Ensure students engage with the discussion topic independently before seeing others' responses, promoting original thinking and preventing influence from peers' posts.



Group-specific discussions

Enable targeted discussions within specific groups, fostering collaboration and communication among group members on projects, assignments, or shared interests.



Threaded Discussions demonstrate multi-level response nesting, allowing for in-depth exploration and collaborative development of ideas within Canvas.

Timely Announcements

Announcements are perfect for sharing important updates, reminders, or instructions with your class. Use them to highlight internal and external resources, celebrate student achievements, and inform students about relevant events. Announcements appear prominently on the course homepage and can even be scheduled in advance to stay organised and proactive.

Direct Messaging

Canvas's built-in messaging system allows you to connect directly with individual students, groups, or the entire class. Whether providing feedback or addressing questions, the Inbox makes communication effortless. Managing messages across large or multiple classes is simple, with filters available for the course, inbox type (e.g., unread, starred), or user, enabling you to quickly locate specific conversations.



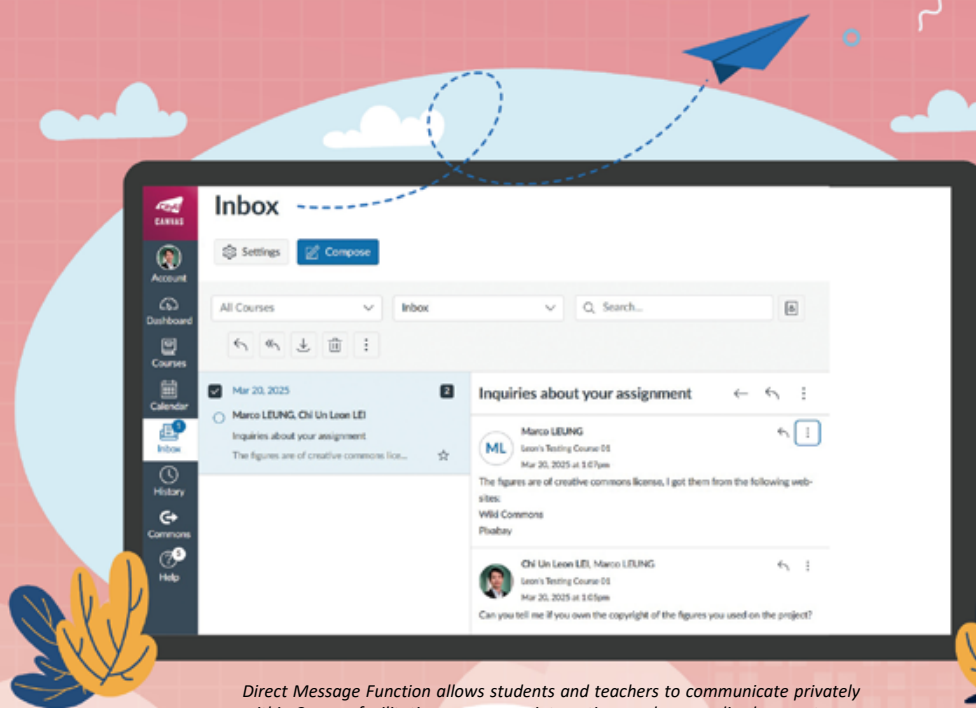
Options

Anonymous Discussion

- ☒ Off: student names and profile pictures will be visible to other members of this course
- ☐ Partial: students can choose to reveal their name and profile picture
- ☐ Full: student names and profile pictures will be hidden
- ☐ Disallow threaded replies
- ☐ Participants must respond to the topic before viewing other replies
- ☐ Enable podcast feed
- ☐ Graded
- ☐ Allow liking
- ☐ Add to student to-do
- ☐ This is a Group Discussion



Teachers can customise discussions with various settings.



Direct Message Function allows students and teachers to communicate privately within Canvas, facilitating one-on-one interactions and personalised support.

Comments on Assignments

Engage students further by providing personalised feedback through comments on their assignments via Canvas SpeedGrader. This direct interaction not only supports their growth but also opens a consistent line of communication.

These tools empower you to maintain open communication, foster engagement, and build a supportive learning community.

For more information on CityUHK Canvas, please visit <https://www.cityu.edu.hk/dlsupport/teacher.html> or contact the TED Digital Learning Support team at dl.support@cityu.edu.hk or 3442-6727.





Exploring Advanced Prompts: Prompt Libraries

By Marco Leung

The Harvard Prompt Library offers customisable prompts for learning, teaching, and administrative tasks. A key feature is the Negotiation Simulator, designed to enhance negotiation skills through realistic scenarios and instant feedback.

Generative Artificial Intelligence (GenAI) operates when a user inputs a “prompt”, generating a respective output. People tend to judge a GenAI model’s effectiveness based on the output it creates, not realising that the prompt significantly influences the result. Recognising this, industry leaders like Microsoft, Notion Labs, and Anthropic have developed repositories called Prompt Libraries. These libraries store a variety of prompts optimised for their GenAI. However, these prompts are generally broad and may not adequately support academic contexts, such as learning and teaching.

Spotlight on Academic Prompt Libraries

In the realm of academic solutions, the Harvard Prompt Library offers prompts that support three major types of prompts: **Learning Activity Prompts**, **Teaching Activities Prompts**, and **Administrative Prompts**. Each prompt has its own page detailing the goals it aims to achieve, the structure of the expected conversation, and a snippet of the prompt itself. The clear guidelines and examples allow users to have a better understanding of the prompt’s intended use and make customisation hassle-free.

One standout example from the library is the Negotiation Simulator, a powerful tool for teaching negotiation skills. This simulator provides a realistic, interactive environment where students can practise and refine their negotiation techniques. By engaging in simulated exercises, students learn to navigate complex scenarios, develop strategic thinking, and improve their communication skills.



Case Study: How the Negotiation Simulator works

The Negotiation Simulator prompt is used to train users on their negotiation skills. The simulations imitate negotiations that can occur in everyday life, allowing them to apply the theoretical knowledge they learnt from courses and receive instant feedback. When using the prompt, the user will learn to apply negotiation concepts like reaching the Best Alternative to a Negotiated Agreement (BATNA), working within the Zone of Possible Agreement (ZOPA), or asking questions to uncover valuable information.

Although this prompt might be more useful for students studying law or social sciences, other users can train their soft skills in general to negotiate lower prices for expensive products or to secure appealing work or internship positions.

HOW DOES THE PROMPT WORK?

01

The simulator asks them to choose a negotiation scenario. Once the scenario is selected, the simulator will provide some context and exposition before the simulation officially starts.



02

The simulator will engage in a conversation with the user until there are six turns, then push the user to make a consequential decision.



03

At the end of the simulation, the simulator will provide instant feedback based on the conversation, offering suggestions and areas for improvement.



Compatibility and Usage

Prompts from the Harvard Prompt Library are compatible with most chat-based GenAI models, such as ChatGPT, DeepSeek, Copilot, and Gemini (unless specified), ensuring seamless integration with the CityUHK Chatbot. This compatibility allows users to incorporate these prompts into their existing workflows without technical difficulties. The ease of integration means that students, staff, and faculty can quickly adopt and benefit from the library's resources, enhancing their learning and teaching experiences.

To learn more about the Harvard Prompt Library, scan the QR code to the CityUHK's GenAI website using advanced prompts in the CityUHK Chatbot. This resource provides detailed instructions and examples on leveraging advanced prompts to enhance learning and teaching experiences.



Highlights from Our Recent Workshops for Educators

By Raymond Chan and Yeeman Lam



In the ongoing commitment to enhancing educational practices and fostering innovation, TED recently hosted a series of workshops aimed at empowering our educators with cutting-edge tools and methodologies.

Teaching Development and Excellence

1 What does Excellence in Teaching entail? The role of student feedback, peer review, and self-reflection in evidencing learning and teaching

Date: 25 February 2025

Speaker: Professor Chng Huang Hoon

Professor Chng, Associate Professor at the National University of Singapore (NUS), has held several academic leadership positions in NUS, including Associate Provost, Director of the Centre for the Development of Teaching and Learning, Assistant Dean, and Deputy Director.

In the seminar, Professor Chng shared her insights on how educators can improve their teaching practices. Drawing on Scholarship of Teaching and Learning, Professor Chng emphasised the importance of a “systematic inquiry of learning in his or her own classroom”. In particular, she outlined five principles that “articulate a vision of a scholarship that enhances, perhaps even transforms, teaching, and learning in higher education.”

1. Inquiry into student learning – **what is working or not working?**
2. Grounded in context – **what is suitable for T&L in my context?**
3. Methodologically sound – **established methods of inquiry**
4. Conducted in partnership with students – **getting the student perspective**
5. Appropriately public – **sharing your work, subject it to (formal or informal) peer review**

Teaching subjects that one is passionate about can be rewarding, but it can also be frustrating. In the closing remark, Professor Chng encouraged educators to explore new ways to discover what works best for them.

2 Engaging Communities: Experiential Learning, Community Development & Leadership

Date: 26 February 2025

Speaker: Ms Kuah Ting Ting

Ms Kuah is an instructor at the Chua Thian Poh Community Leadership Centre, National University of Singapore, where she coordinates and teaches courses on literacy learning and youth engagement. She currently also serves as the English Chairperson in the School of Humanities Alumni Association Executive Committee at the Nanyang Technological University.

Ms Kuah presented two examples of experiential learning during the seminar: In the first example, students were required to participate in a youth engagement activity, provide a critique, conduct community conversations, and develop recommendations for a youth issue. In the second example, students were required to propose a literacy learning initiative, implement it, and write a post-session review. Ms Kuah reminded the audience of the importance of aligning engagement activities with the course’s learning objectives and community needs.

1

Elevating Innovative Technology-in-Education through Fund for Innovative Technology-in-Education (FITE) and Team-based Learning supported by Teaching Development Grant (TDG-TBL)

Date: 21 January 2025

The event kicked off with engaging opening remarks from Professor Ray Cheung Chak-chung, Associate Provost (Digital Learning), and Mr K T Tay, Former Chief Information Officer of Nanyang Technological University, Singapore. Following this, six FITE and four TDG-TBL project leaders presented their project highlights to the CityUHK community, covering a wide array of learning and teaching topics:

- Developing an Interactive and Immersive Digital Learning System for Advancing Digital Competency
- Developing LLM-RAG-Based Course Assistants to Enhance Students' Team-based Learning
- Dead Useful in Virtopsy Era: Integrating Innovative 3D Digitisation Technologies into Anatomical and Forensic Pathology Teaching
- Enhancing Cross-disciplinary Education in AI Image Generation
- Enhancing Environmental Engineering Students' Competency in Sensor Technology and Artificial Intelligence through Studying Indoor Air Quality
- Exploring the New Frontier of Learning in the Web3 Economy through a Metaverse Pilot and Academic-Industry-Community Collaboration
- Empowering Team-based Learning via Generative AI Technology
- Enhancing Learning in Engineering Courses via ChatGPT-enabled Learning Tools
- Team-based Learning with Artificial Intelligence Integration in Mathematics
- Team-based Learning: Student-led Social Media Promotion of CityUHK Brand



What is FITE?

Established by University Grants Committee (UGC) in 2023, FITE is designed to encourage universities to adopt innovative and breakthrough technology to enhance teaching methods and improve student learning experiences. Its goal is to foster a generation that is both digitally skilled and technologically responsible, thereby ensuring students' success in the digital economy.

2

The Teaching Development Grant (TDG) Sharing Session



Date: 24 January 2025

Speakers:



*Professor Sylvia Kwok Lai Yuk-ching
(Department of Social and Behavioural Sciences)*



Professor Jason Lam Chun-ho (School of Energy and Environment)

Professor Kwok and Professor Lam were successful TDG Principal Investigators who developed innovative pedagogies and effective practices that positively impacted Learning and Teaching at CityUHK.



Hi, Chatbot,
How can I get in touch with TED?



Hey There!

You can connect with TED on:



Facebook



Instagram



TED



LinkedIn



X



YouTube



Disclaimer: Please note that certain images or visuals included in this newsletter may have been created or modified using AI technology or stock photo sites, such as Freepik and Envato. These images are intended for illustrative purposes only and may not represent actual events or individuals.

© 2025 Talent and Education Development Office, City University of Hong Kong. All Rights Reserved.

Enquiry and feedback: ted@cityu.edu.hk