Hong Kong’s “3+3+4” Curriculum: opportunities for e-learning?

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Why am I here?

- to provide some context of the Hong Kong structure re. our recent reforms – high school + undergraduate
- to focus particularly on the opportunities offered by the new 4-year undergraduate curriculum
- to consider how these changes at university level bring opportunities
- brief discussion
Hong Kong’s “3+3+4” academic structure
Why did we need to move from a 3-year to a 4-year undergraduate curriculum?

• Globalisation and the development of a knowledge-based economy – an extra year

• Enables students to enhance language abilities, knowledge base, critical thinking, independent learning and exposure to other learning experience

• Provide a smoother multiple pathways to higher education and workplace
Why did we need to move from a 3-year to a 4-year undergraduate curriculum? (cont.)

• Align Hong Kong with the education system of other major jurisdictions and allow better articulation of our students with these systems

• With only one high school examination, students would have more time for other learning programmes
Articulation Pathways under “3+3+4”

Postgraduate Study → Employment

4-year Undergraduate Study → 2-year Senior Year Ug Study → 2-year Sub-degree (e.g. Associate Degree / Higher Diploma) → Others (e.g. Project Yi Jin)

Hong Kong Diploma of Secondary Education → 3-year Senior Secondary Education
8 UGC-funded Institutions

4 Levels of Study

1. Sub-degree
2. Undergraduate
3. Taught Postgraduate
4. Research Postgraduate
Opportunities & challenges brought by “3+3+4”

- Curriculum revamp
- Double cohort
- Funding
- Capital projects
- Institutional Development
Curriculum development

• Phasing-in new elements to benefit existing students, feedback will be used for institutions to revise and enhance their courses/programmes

• Emphasizes flexibility and choice

• “Core curriculum”, general education and stepping stone courses on relevant academic programmes
Brief outline of the 4-year undergraduate programme

• Student centric, whole-person development

• Common core courses and general education - a balance between breath and depth

• Language enhancement

• Broader learning experience and international exchange opportunities

• New elements phased-in some years earlier to benefit the 3-year curriculum students
New opportunities

• Institutions can admit a maximum of 20% non-local students

• A target of having 50% of the local students for overseas exchange (outgoing exchange) and 50% international students for incoming exchange

• More internship opportunities in HK, Mainland and overseas provided for the students
New opportunities (cont.)

• Service-learning as part of the curriculum to encourage community participation and nurture civic responsibilities of the students

• More joint programmes and collaboration with overseas institutions
UGC Additional Funds for T&L

Adopting pedagogical changes and innovation to enhance T&L, such as:

• blended learning
• curriculum development
• learning environment

Project based funding capturing
The Seven Habits of Highly Successful Projects

Successful project proposals are likely to be

• Competitive;
• Collaborative;
• Sharing of outcomes;

In nature and which demonstrate

• Cutting edge and
• Outside the box thinking

Leading to:

• Possible policy change
• Sustained funding
Opportunities for E-learning, Blended learning etc?

• Additional year?
• General education?
• Common core?
• Sharing specialties?
• Or to achieve a paradigm shift?
Thank You!