UGC T&L Project: Strengthening the alignment of residential educational & university educational aims
加强宿舍教育與大學教育目標的一致性

Dr Samuel Chu
PhD in Education (e-Learning, UCL Institute of Education, UK)
PhD in Education (Information Science, HKU, HK)
Associate Professor, Academic Unit of Teacher Education & Learning Leadership, Faculty of Education, HKU
Former Warden of Swire Hall, HKU

朱啟華博士
香港大學教育學院教育教師及學習領導學部副教授
香港大學太古堂前舍監

Supported by Ann Wang, EdUHK & Davy Ng, HKU
Main objectives of this study (2017/ 2021)

- To understand and articulate the residential educational aims of the four participating local universities;
- To investigate the impact of hall experience on various developmental aspects of participants;
- To examine the alignment of residential educational aims and university educational aims;
- To learn good practices in residential education from overseas top universities
Participating universities & overseas universities visited

- Four local participating universities:
  - The University of Hong Kong (HKU)
  - The Education University of Hong Kong (EdUHK)
  - City University of Hong Kong (CityU)
  - Hong Kong Baptist University (HKBU)

- Overseas universities
  - Singapore: National University of Singapore and Nanyang Technological University
  - UK: University of Manchester, University of Sheffield, St. John’s College and Hughes Hall in The University of Cambridge
  - US: Harvard University, Massachusetts Institute of Technology (MIT), Columbia University and New York University
Objective 1 findings - The residential educational aims (宿舍教育目標) of the four participating local universities

- **Participants:**
  - A total of 110 participants, including hall tutors (3) and student residents (107), from the four local universities

- **Method:**
  - 24 focus group interviews
  - Sample question:
    - From your point of view, what are the most important aspects students should gain from a ‘good’ residence hall?
### Objective 1 findings - The residential educational aims of the 4 participating local universities (Table 1)

<table>
<thead>
<tr>
<th>HKU (港大)</th>
<th>EdUHK (教大)</th>
<th>CityU (城大)</th>
<th>BU (浸大)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Independence &amp; confidence</strong>&lt;br&gt;獨立性與自信</td>
<td><strong>Independence &amp; confidence</strong>&lt;br&gt;獨立性與自信</td>
<td><strong>Independence &amp; confidence</strong>&lt;br&gt;獨立性與自信</td>
<td><strong>Independence &amp; confidence</strong>&lt;br&gt;獨立性與自信</td>
</tr>
<tr>
<td><strong>Communication skills</strong>&lt;br&gt;溝通技巧</td>
<td><strong>Communication skills</strong>&lt;br&gt;溝通技巧</td>
<td><strong>Communication skills</strong>&lt;br&gt;溝通技巧</td>
<td><strong>Communication skills</strong>&lt;br&gt;溝通技巧</td>
</tr>
<tr>
<td><strong>Cultural exchange</strong>&lt;br&gt;文化交流</td>
<td><strong>Cultural exchange</strong>&lt;br&gt;文化交流</td>
<td><strong>Cultural exchange</strong>&lt;br&gt;文化交流</td>
<td><strong>Cultural exchange</strong>&lt;br&gt;文化交流</td>
</tr>
<tr>
<td><strong>Problem solving skills</strong>&lt;br&gt;解難能⼒</td>
<td><strong>Problem solving skills</strong>&lt;br&gt;解難能⼒</td>
<td><strong>Problem solving skills</strong>&lt;br&gt;解難能⼒</td>
<td><strong>Problem solving skills</strong>&lt;br&gt;解難能⼒</td>
</tr>
<tr>
<td><strong>Peer-group interaction</strong>&lt;br&gt;同儕互動</td>
<td><strong>Peer-group interaction</strong>&lt;br&gt;同儕互動</td>
<td><strong>Peer-group interaction</strong>&lt;br&gt;同儕互動</td>
<td><strong>Peer-group interaction</strong>&lt;br&gt;同儕互動</td>
</tr>
<tr>
<td><strong>Willingness to try new things and explore new areas</strong>&lt;br&gt;願意嘗試新事物並探索新領域</td>
<td><strong>Planning &amp; organizing skills</strong>&lt;br&gt;規劃與組織能⼒</td>
<td><strong>Open-mindedness</strong>&lt;br&gt;開明思想</td>
<td><strong>Empathy &amp; social awareness</strong>&lt;br&gt;同理⼼與社會意識</td>
</tr>
<tr>
<td><strong>Social networking and support</strong>&lt;br&gt;建立社會關係</td>
<td><strong>Global exposure &amp; career planning</strong>&lt;br&gt;國際視野與就業規劃</td>
<td><strong>Time-management &amp; organizing skills</strong>&lt;br&gt;時間規劃與管理能⼒</td>
<td><strong>Emotional &amp; self-control</strong>&lt;br&gt;情緒與⾃我管理能⼒</td>
</tr>
</tbody>
</table>
Objective 2 findings - The impact of hall experience on different developmental aspects (不同的发展方向) of participants

Objective 2 findings - The impact of hall experience on different developmental aspects of participants

- Participants:
  - Students living in or affiliated to residential halls of four local universities and one overseas university
  - A total of 1,883 participants
  - Table 2 showed the demographic data

- Method:
  - Online questionnaire
  - Instruments used will be introduced in following slides

Note: Table 2 from Annual Progress Report 2019. Data collected in the academic year 2018 – 2019.
Objective 2 findings - The impact of hall experience on different developmental aspects of participants

- Total of 77 self-report items on a seven-point Likert scale ranging from 1 (Strongly disagree) to 7 (Strongly agree);
- 3 developmental domains: academic, social and independent;
- 10 developmental aspects contained in Figure 1.

Note: Figure 1 from Annual Progress Report 2019.
Objective 2 findings - The impact of hall experience on different developmental aspects of participants

Online questionnaire sample items (Figure 2) on:
Academic impacts, and
Time management and organizing skills

Likert scale: 1 (Strongly disagree) to 7 (Strongly agree)

<table>
<thead>
<tr>
<th>Academic impacts</th>
<th>學術影響</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 I strive for excellence in my academic/professional studies.</td>
<td></td>
</tr>
<tr>
<td>2 My enthusiasm for further learning has been stimulated.</td>
<td></td>
</tr>
<tr>
<td>3 I have higher achievement of my academic goals.</td>
<td></td>
</tr>
<tr>
<td>4 I have obtained much intellectual stimulation.</td>
<td></td>
</tr>
<tr>
<td>5 My analytical skills in my work/assignment have not improved.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time management and organizing skills</th>
<th>時間規劃與管理能力</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 My time management skills have improved.</td>
<td></td>
</tr>
<tr>
<td>2 I am good at dealing with large and complicated tasks.</td>
<td></td>
</tr>
<tr>
<td>3 I can easily change from one activity or task to another.</td>
<td></td>
</tr>
<tr>
<td>4 I am able to finish a task on my own.</td>
<td></td>
</tr>
<tr>
<td>5 I am good at organizing work/activities.</td>
<td></td>
</tr>
</tbody>
</table>

Note: Figure 2 from Annual Progress Report 2019.
Objective 2 findings - The impact of hall experience on different developmental aspects of participants

All the developmental aspects have been positively reported above the midpoint of 4 (Figure 3).

Likert scale: 1 (Strongly disagree) to 7 (Strongly agree)

Note: Figure 3 from Annual Progress Report 2019. Data collected in the academic year 2018 – 2019. The higher the rating, the higher the impact.
Objective 3 findings - The alignment of residential educational aims and university educational aims (宿舍教育與大學教育目標的一致性)

- **Participants:**
  - 192 students living in or affiliated to residential halls of 4 local universities
  - Table 3 showed the demographic data

- **Methods:**
  - Focus group interview
  - Qualitative data analysis (NVIVO)
  - Descriptive statistics
  - Instruments used will be introduced in following slides

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<table>
<thead>
<tr>
<th>Gender</th>
<th>HKU Total</th>
<th>BU Total</th>
<th>EdUHK Total</th>
<th>CityU Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n (%)</td>
<td>n (%)</td>
<td>n (%)</td>
<td>n (%)</td>
</tr>
<tr>
<td>Female</td>
<td>54 72</td>
<td>26 74</td>
<td>24 60</td>
<td>22 52</td>
</tr>
<tr>
<td>Male</td>
<td>21 28</td>
<td>9 26</td>
<td>16 40</td>
<td>20 48</td>
</tr>
<tr>
<td><strong>Total 192</strong></td>
<td><strong>75 39.1</strong></td>
<td><strong>35 18.2</strong></td>
<td><strong>40 20.8</strong></td>
<td><strong>42 21.9</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Student Status</th>
<th>HKU Total</th>
<th>BU Total</th>
<th>EdUHK Total</th>
<th>CityU Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n (%)</td>
<td>n (%)</td>
<td>n (%)</td>
<td>n (%)</td>
</tr>
<tr>
<td>Full-time Student</td>
<td>72 96</td>
<td>34 97</td>
<td>40 100</td>
<td>41 98</td>
</tr>
<tr>
<td>Exchange Student</td>
<td>3 4</td>
<td>1 3</td>
<td>0 0</td>
<td>1 2</td>
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</table>

<table>
<thead>
<tr>
<th>Level of Study</th>
<th>HKU Total</th>
<th>BU Total</th>
<th>EdUHK Total</th>
<th>CityU Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n (%)</td>
<td>n (%)</td>
<td>n (%)</td>
<td>n (%)</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>18 24.3</td>
<td>0 0</td>
<td>2 5</td>
<td>6 14</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>56 75.7</td>
<td>35 100</td>
<td>38 95</td>
<td>36 86</td>
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</table>

<table>
<thead>
<tr>
<th>Year of Study</th>
<th>HKU Total</th>
<th>BU Total</th>
<th>EdUHK Total</th>
<th>CityU Total</th>
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<td>n (%)</td>
<td>n (%)</td>
<td>n (%)</td>
</tr>
<tr>
<td>1</td>
<td>31 41.3</td>
<td>5 14</td>
<td>17 42.5</td>
<td>23 54</td>
</tr>
<tr>
<td>2</td>
<td>9 12</td>
<td>11 31.5</td>
<td>10 25</td>
<td>10 24</td>
</tr>
<tr>
<td>3</td>
<td>17 22.7</td>
<td>8 23</td>
<td>2 5</td>
<td>4 10</td>
</tr>
<tr>
<td>4</td>
<td>14 18.7</td>
<td>11 31.5</td>
<td>6 15</td>
<td>4 10</td>
</tr>
<tr>
<td>5</td>
<td>4 5.3</td>
<td>0 0</td>
<td>5 12.5</td>
<td>1 2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type</th>
<th>HKU Total</th>
<th>BU Total</th>
<th>EdUHK Total</th>
<th>CityU Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n (%)</td>
<td>n (%)</td>
<td>n (%)</td>
<td>n (%)</td>
</tr>
<tr>
<td>local</td>
<td>54 70</td>
<td>29 83</td>
<td>25 62.5</td>
<td>6 14</td>
</tr>
<tr>
<td>non-local</td>
<td>21 28</td>
<td>6 17</td>
<td>15 37.5</td>
<td>36 86</td>
</tr>
</tbody>
</table>

Objective 3 findings - The alignment of residential educational aims and university educational aims

An open-end question was asked to examine how well the residential educational aims align with the university educational aims from the perspectives of student residents:

Why do you think the alignment among residential educational and university educational aims should be in this way?

Note: Figure 4 showed a response from a HKBU participant in the pre-interview survey collected in academic year 2018-2019.
### Objective 3 findings - The alignment of residential educational aims and university educational aims

<table>
<thead>
<tr>
<th>HKU (港大) students reported alignment of hall aims with at least one university aim (n=75)</th>
<th>CityU (城大) students reported alignment of hall aims with at least one university aim (n=42)</th>
<th>EdUHK (教大) students reported alignment of hall aims with at least one university aim (n=40)</th>
<th>BU (浸大) students reported alignment of hall aims with at least one university aim (n=35)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication skills</td>
<td>89%</td>
<td>83%</td>
<td>100%</td>
</tr>
<tr>
<td>R2</td>
<td>R2</td>
<td>R1</td>
<td>R4</td>
</tr>
<tr>
<td>Cultural exchange</td>
<td>89%</td>
<td>81%</td>
<td>100%</td>
</tr>
<tr>
<td>R3</td>
<td>R1</td>
<td>R2</td>
<td>R1</td>
</tr>
<tr>
<td>Problem solving skills</td>
<td>89%</td>
<td>79%</td>
<td>100%</td>
</tr>
<tr>
<td>R4</td>
<td>R5</td>
<td>R6</td>
<td>R5</td>
</tr>
<tr>
<td>Independence &amp; confidence</td>
<td>87%</td>
<td>81%</td>
<td>100%</td>
</tr>
<tr>
<td>R1</td>
<td>R6</td>
<td>R7</td>
<td>R3</td>
</tr>
<tr>
<td>Peer-group interaction</td>
<td>84%</td>
<td>76%</td>
<td>100%</td>
</tr>
<tr>
<td>R5</td>
<td>R3</td>
<td>R7</td>
<td>R6</td>
</tr>
<tr>
<td>Willingness to try new things and explore new areas</td>
<td>80%</td>
<td>76%</td>
<td>93%</td>
</tr>
<tr>
<td>R6</td>
<td>R4</td>
<td>R4</td>
<td>R5</td>
</tr>
<tr>
<td>Social networking and support</td>
<td>80%</td>
<td>76%</td>
<td>93%</td>
</tr>
<tr>
<td>R7</td>
<td>R7</td>
<td>R4</td>
<td>R7</td>
</tr>
</tbody>
</table>

**Note:** Data from 192 pre-interview surveys, collected in academic year 2018-2019. The higher the percentage, the stronger the alignment between that residential educational aim and university educational aims. (百分比愈高代表該項宿舍教育目標與大學教育目標愈一致。)
Objective 3 findings - Sample references from focus group interviews

Students explained why they linked one or more of residential educational aims to one or more of their university educational aims:

- I linked U3 (Critical self-reflection, greater understanding of others, and upholding personal and professional ethics) to R1 (Independence & confidence) because I think if you become more mature, independent, and confident among your peers and even your professors and then you can have a more accurate judgment of the world and you can have less anxious and have the critical mindset to reflect who you are, what you are doing, and how this makes an impact on people around you. (HKU)

- I linked R5 (Peer-group interaction) to U5 (Social interaction skills) because I think in the school hostel, we have quite a lot of chances to meet with my friends, which are much more than usual lesson time. So, I can interact with them and we become good friends. It also helps me in general in university life. For example, doing homework or having group projects. So, I think that hall gives us a platform to gather together, to gather ourselves. (EdUHK)

Note: R stands for Residential educational aims; U refers to University educational aims
Objective 3 findings - Sample references from focus group interviews

Students explained why they linked one or more of residential educational aims to one or more of their university educational aims:

- I connect U9 (Learn continually) with R7 (Time-management & organizing skills) because the time management is related to how you organise the events and how to work efficiently. The skills are not acquired at once. It requires a long time of learning to acquire the time management. (CityU)

- I linked R2 (Communication skills) with U2 (Knowledge) because in hall, I can meet people from different backgrounds and faculty, talking with them, I can acquire knowledge of different disciplines. (HKBU)

Note: R stands for Residential educational aims; U refers to University educational aims
Objective 4 findings - Good practices in residential education of overseas top universities

- Three knowledge exchange trips to overseas top universities:
  - Singapore: National University of Singapore and Nanyang Technological University
  - UK: University of Manchester, University of Sheffield, St. John’s College and Hughes Hall in The University of Cambridge
  - US: Harvard University, Massachusetts Institute of Technology (MIT), Columbia University and New York University

- Participants:
  - Wardens, Resident tutors, Hall affair officers and Student residents from the four local universities
Objective 4 findings - Good practices in residential education of overseas top universities

• From Wardens, Resident tutors, Hall affair officers:
  ○ Are we too pushy in engaging our students/fellows to the university/hall life activities but too lightly reserved in encouraging them to dive into the ‘deep sea of learning’? One important statement I have learned from Mark at St. John’s college: to facilitate students to be aware of the opportunities there and encourage their engagement if they are hesitating to do so! — Warden of Grantham Hall, EdUHK

• From students
  ○ Please welcome Miss Suen, Mr Ho, and Miss Lai
Suggestions - For student residents (宿生)

- Hall life is a learning ground to enrich your life experience.
  - It provides you opportunities to cultivate friendships, enhance communication, develop independence and confidence. These aspects align with the university aims which will lead you to success in your future workplace.

- Recommendations:
  - To interact with different parties in halls, as this could enhance one’s interpersonal and communication skills (增加與宿舍內不同人的互動);
  - To respect and appreciate individuals with different backgrounds, as the hall environment is by nature multicultural (認識與尊重文化多樣性);
  - To explore the hall environment, as it offers unique and impactful opportunities for its members, and stepping out of one’s comfort zone is likely to be a rewarding decision (走出舒適圈).
Suggestions - For Hall Education & Management Teams
(宿舍教育與管理團隊)

- It’s rewarding to work with hall mates to help them achieve an all rounded university education in developing personally, socially & academically.

- Recommendations:
  ○ To apply a framework to help understand student development in residential halls, & how to further enhance different aspects of student development (理解住宿經驗對宿生各發展方面的影響);
  ○ To build close bonds with student residents, as well as within the hall education and management team (加强團隊內部及與宿生間的連繫);
  ○ To introduce innovative and interesting residential programmes into the hall to attract different types of students to participate (引入創新項目以吸引更多宿生參與);
  ○ To empower students to initiate different university residential hall programmes (鼓勵宿生開辦多樣化舍堂活動);
  ○ To enable cultural integration between local and international students (文化共融);
  ○ To share good practices within residential communities to better support colleagues in this field (定期舉辦舍堂教育的知識交流).
Suggestions - For Policy makers (政策制定者)

- Since there’s a close alignment between residential educational aims and university educational aims, resource support on residential education is a great investment as it helps shape future leaders in our society.

- Recommendations:
  - To invest in building residential halls and offer facilitates inside halls that support all sorts of soft-skill development that aligns with the university aims (投資宿舍建設及提供配套設施);
  - To appropriate more funds for students to initiate diverse and innovative residential programmes that enable them to achieve the residential goals which align with the university aims (增加撥款支持宿生開辦舍堂活動);
  - To raise the number of hall management staff, such as wardens and resident tutors, when the current staff-to-student ratio is low, to provide proper pastoral care for student residents (e.g., academic support, career advice, mental health consultations) (增加宿舍教育人力資源);
  - To allocate resources for strengthening the training of personnel in the residential education field (加強宿舍教育相關人員的培訓).
Conclusions (結論)

- The research shed light on the synergy between residential education and university education in terms of facilitating students’ holistic development. It also raised the importance of aligning the educational aims inside and outside the residential hall context. (研究印證了宿舍教育與大學教育的相輔相成，亦反映出加強兩者間一致性的重)

- We hope this research can help Hong Kong universities develop comprehensive residential education programmes to help students not only excel academically, but also build soft skills beyond classrooms and laboratories. (我們期望研究能幫助大學透過全面的宿舍生活規劃，不但協助學生獲得卓越的學業成就，更可在課室以外建立人際關係技巧等的「軟技能」。)
Thank you!

It’s time for Q&A session.