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Teaching and Learning Evaluation and Measurement Unit

Students' Voices on University Residential Experience at The University of Hong Kong

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Student Learning Experience

HKU Educational Aims

1. Pursuit of academic/professional excellence, critical intellectual enquiry and life-long learning
2. Tackling novel situations and ill-defined problems
3. Critical self-reflection, greater understanding of others, and upholding personal and professional ethics
4. Intercultural understanding and global citizenship
5. Communication and collaboration
6. Leadership and advocacy for the improvement of the human condition



Student Learning Experience Questionnaire:

Evidence-based support for quality assurance and quality enhancement





HKU Student Learning Experience Questionnaire

To enhance the quality of students' learning experiences.

Students' learning experiences at HKU, with a focus on the degree curriculum as a whole.

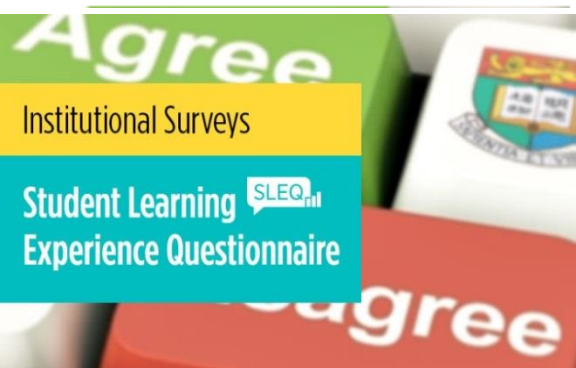
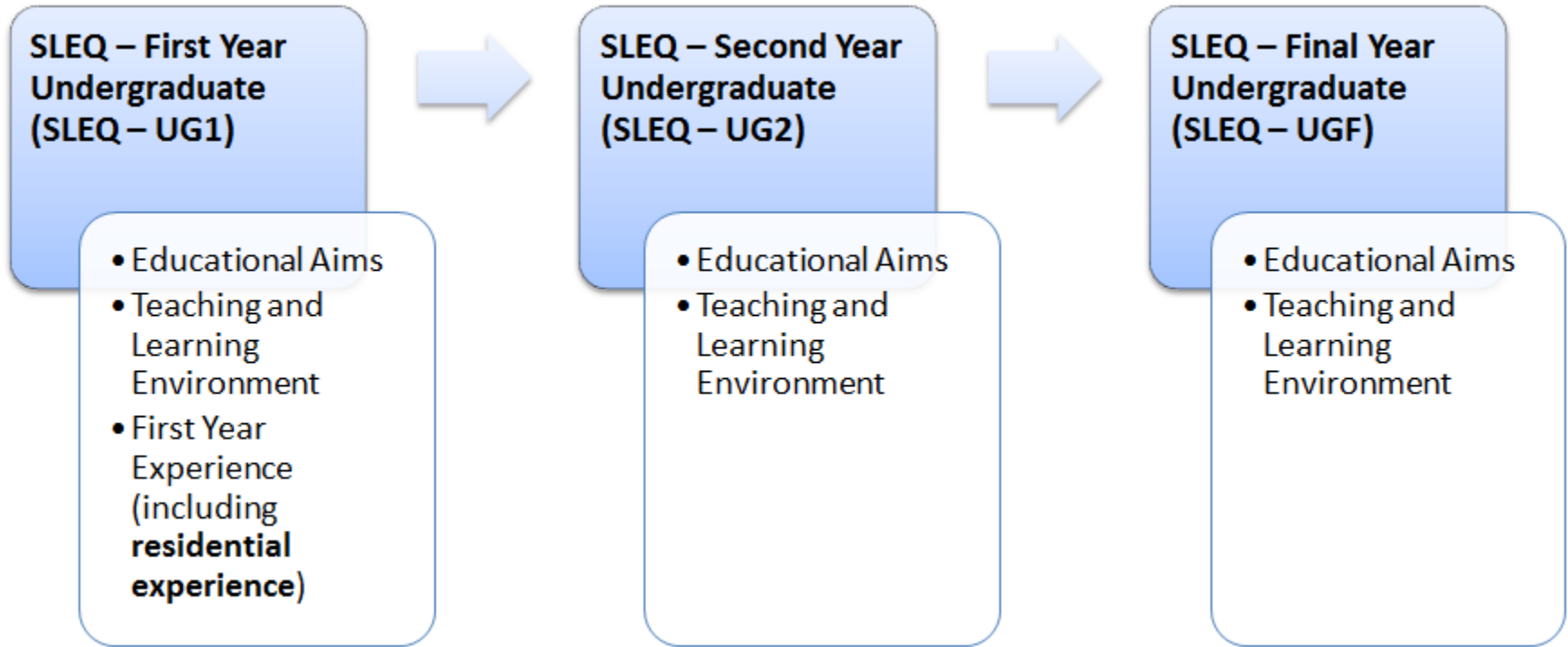
Discussions with Faculties for identifying strengths and areas for improvement.

Key performance indicators.

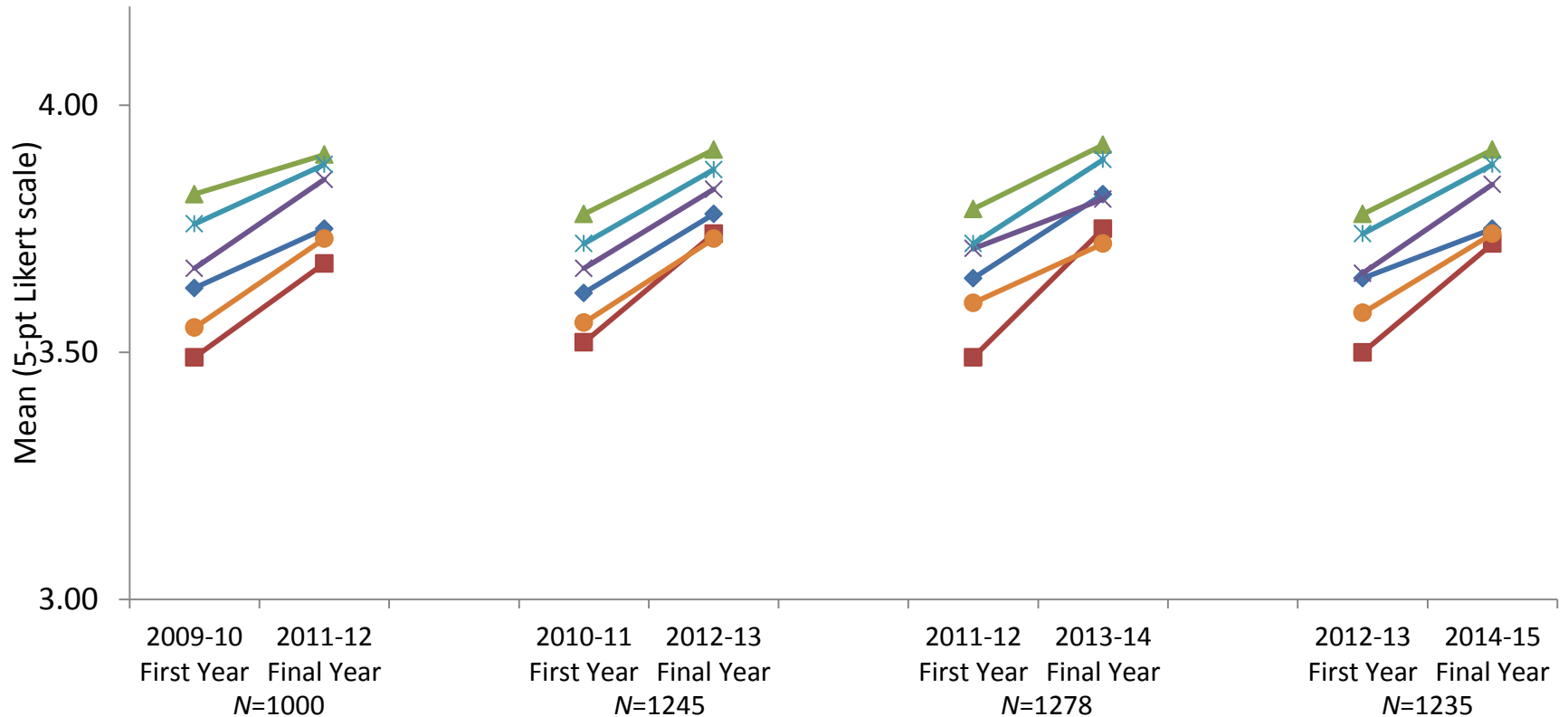
Developed under the presage-process-product model of student learning (Prosser, Trigwell, Hazel, & Gallagher, 1994), and gone through piloting and psychometric validation.



HKU Student Learning Experience Questionnaire



Comparison of SLEQ scores for Educational Aims (same cohort; same students; 3-year curriculum)

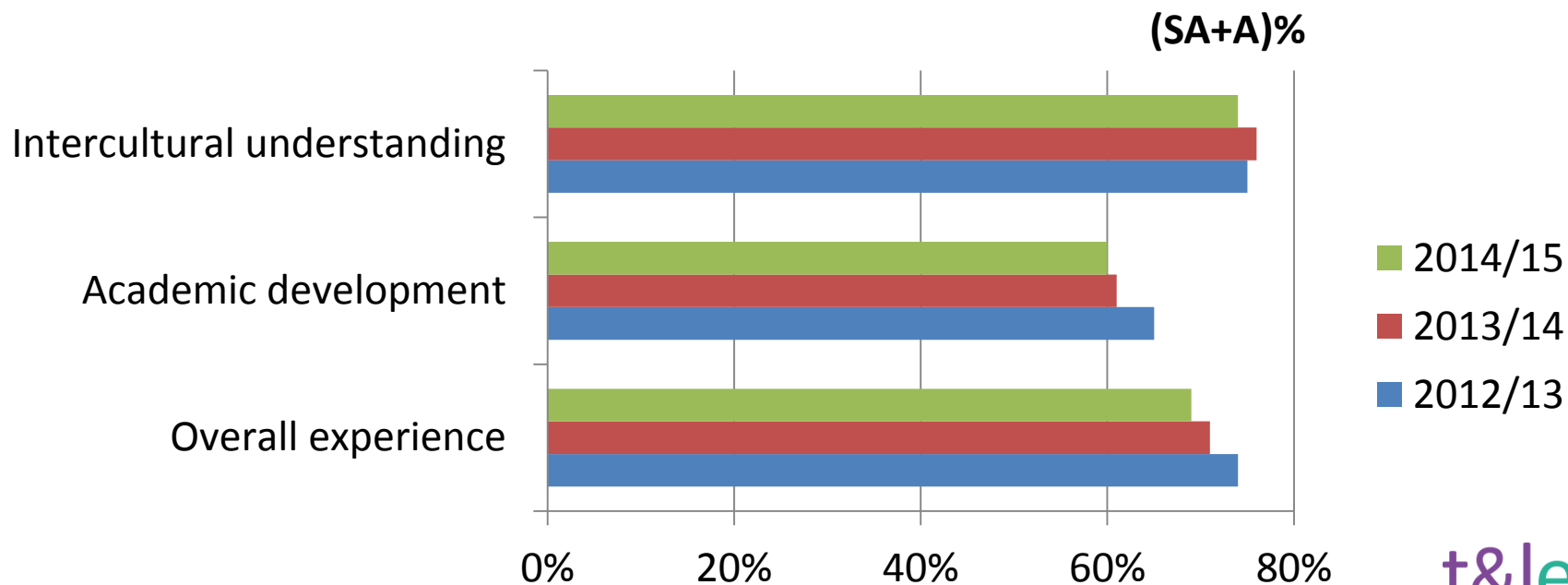
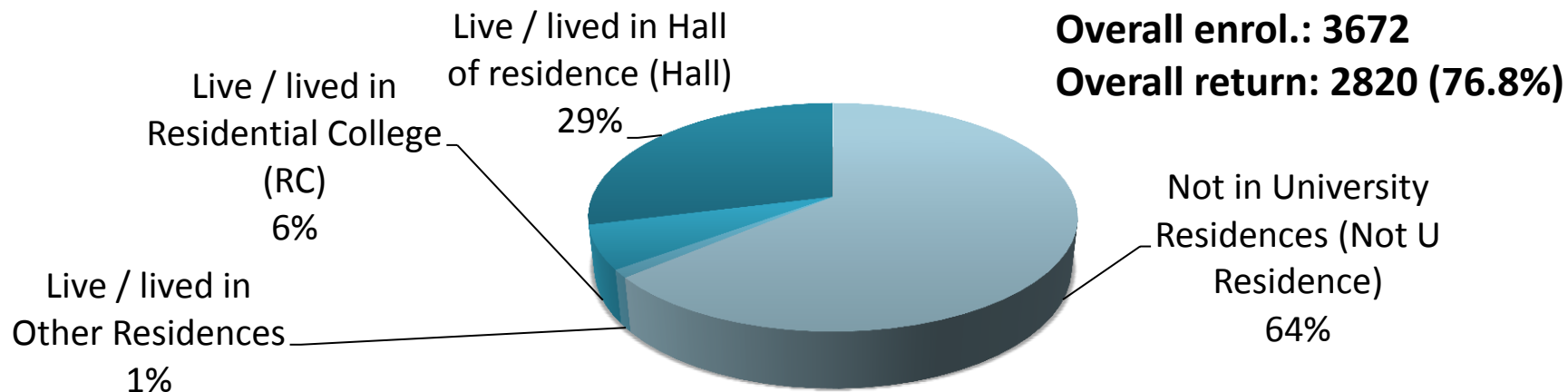


- ◆ Pursuit of academic / professional excellence, critical intellectual inquiry & lifelong learning
- Tackling novel situations & ill-defined problems
- ▲ Critical self reflection, greater understanding of others & upholding personal and professional ethics
- ✕ Intercultural understanding & global citizenship
- * Communication & collaboration
- Leadership & advocacy for the improvement of the human condition

Items on University Accommodation Experience in the SLEQ-UG1

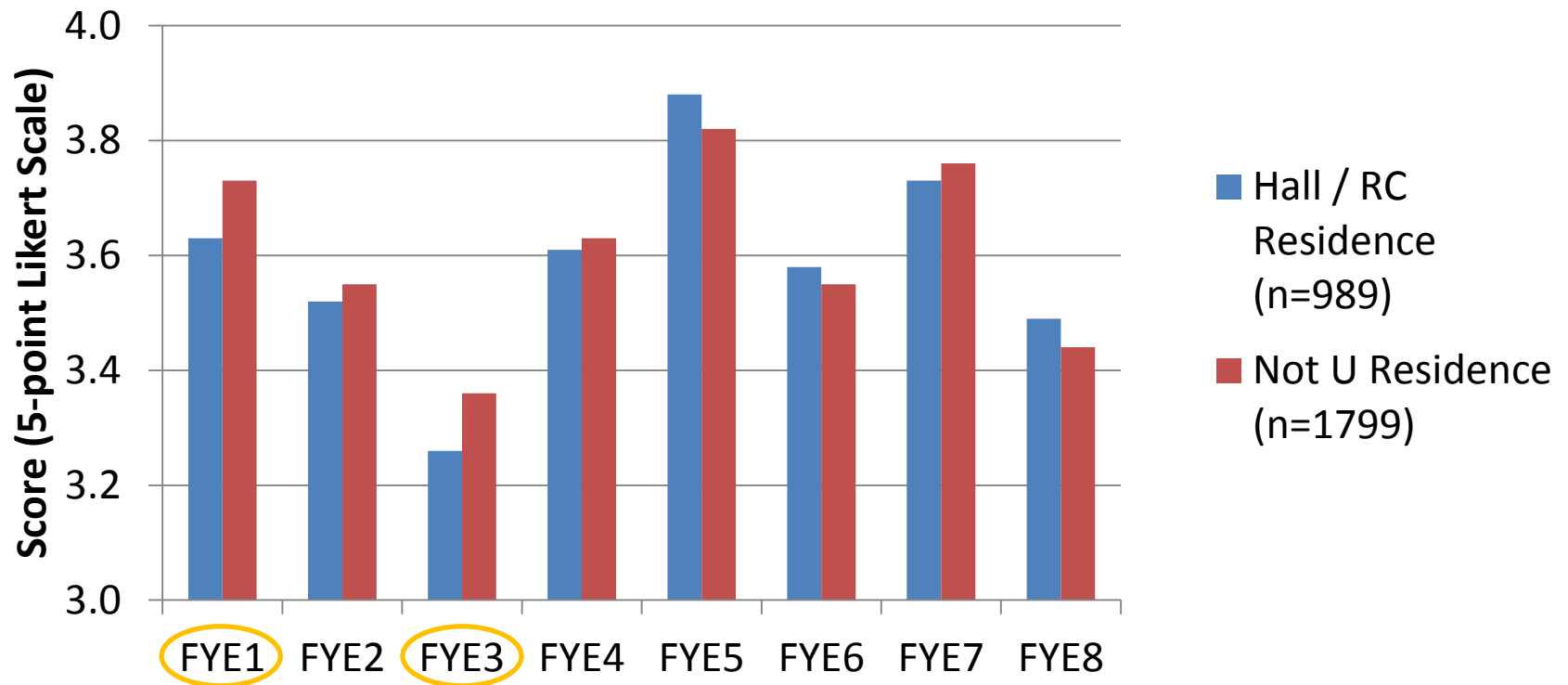
<p>Status as hall resident</p>	<p>University accommodation experience</p> <p>I live / have lived in</p> <p><input type="checkbox"/> Hall of residence</p> <p><input type="checkbox"/> Residential College</p> <p><input type="checkbox"/> Other residences run by the University</p> <p><input type="checkbox"/> None of the above</p>																								
<p>University accommodation experience – intercultural understanding</p>	<p>[SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree, NA = Not Applicable]</p> <table border="1"> <thead> <tr> <th>As a result of staying in university accommodation (hall of residence / Residential College / other residences run by the University),</th> <th>SD</th> <th>D</th> <th>N</th> <th>A</th> <th>SA</th> </tr> </thead> <tbody> <tr> <td>I have been able to make friends with students from different countries.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>I have learnt how to interact with students from different cultural backgrounds.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>I have been better able to respect cultural differences.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </tbody> </table>	As a result of staying in university accommodation (hall of residence / Residential College / other residences run by the University),	SD	D	N	A	SA	I have been able to make friends with students from different countries.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I have learnt how to interact with students from different cultural backgrounds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I have been better able to respect cultural differences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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2014-15 SLEQ-UG1



2014-15 SLEQ-UG1

- First Year Experience



FYE1=Orientation to studying at HKU

FYE2=Transition to university learning

FYE3=Academic advising

FYE4=Goal-setting

FYE5=Participation in campus activities

FYE6=Learning communities

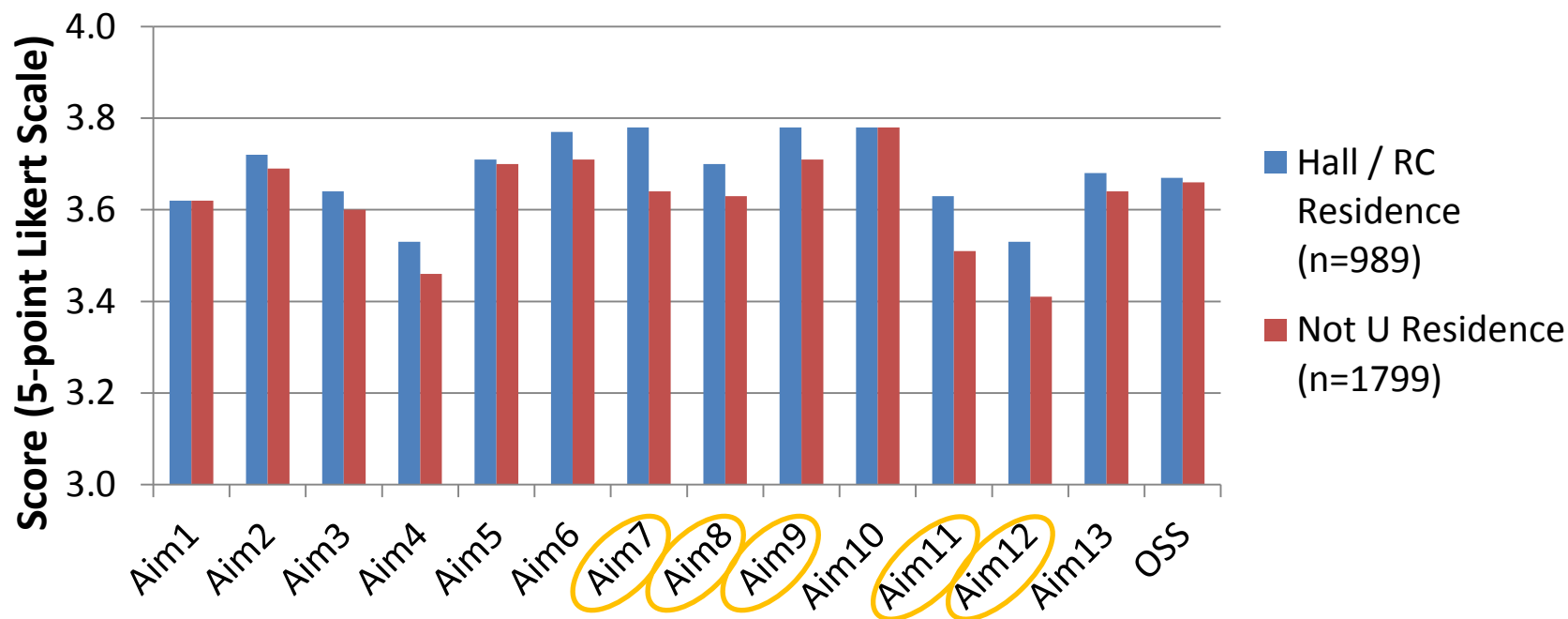
FYE7=Using English as a medium of learning

FYE8=English support

 Small effect size ($0.10 \leq d < 0.30$) in the comparison between Hall / RC Residence and Not U Residence.

2014-15 SLEQ-UG1

- Achievement of Educational Outcomes



Aim1=Pursuit of academic / professional excellence

Aim2=Critical intellectual inquiry

Aim3=Lifelong learning

Aim4=Tackling novel situations and ill-defined Problems

Aim5=Critical self reflection

Aim6=Greater understanding of others

Aim7=Intercultural understanding

Aim8=Communication

Aim9=Collaboration

Aim10=Upholding personal and professional ethics

Aim11=Global citizenship

Aim12=Leadership

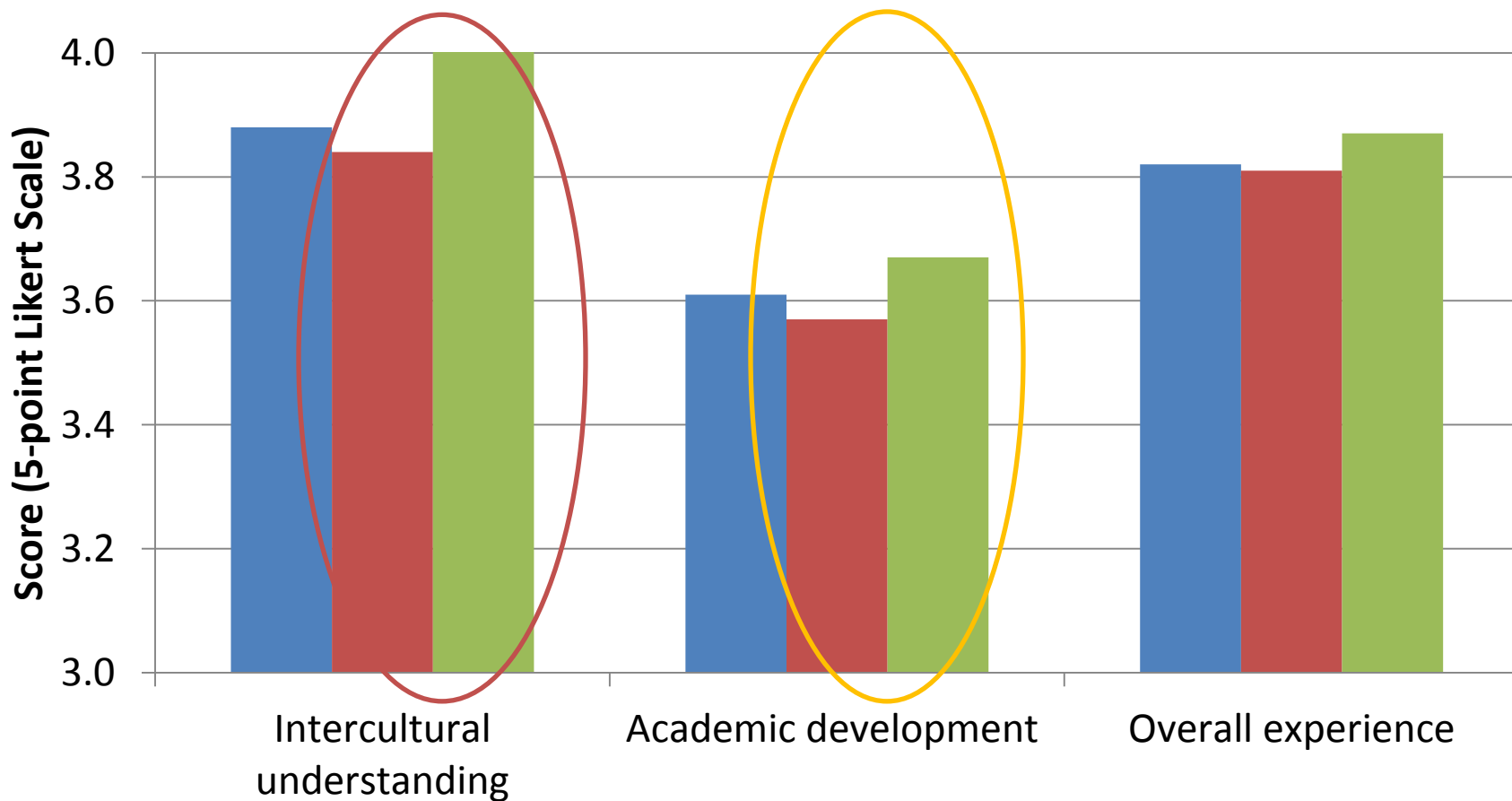
Aim13=Advocacy for the improvement of the human condition

OSS=Overall Satisfaction



Small effect size ($0.10 \leq d < 0.30$) in the comparison between Hall / RC Residence and Not U Residence.

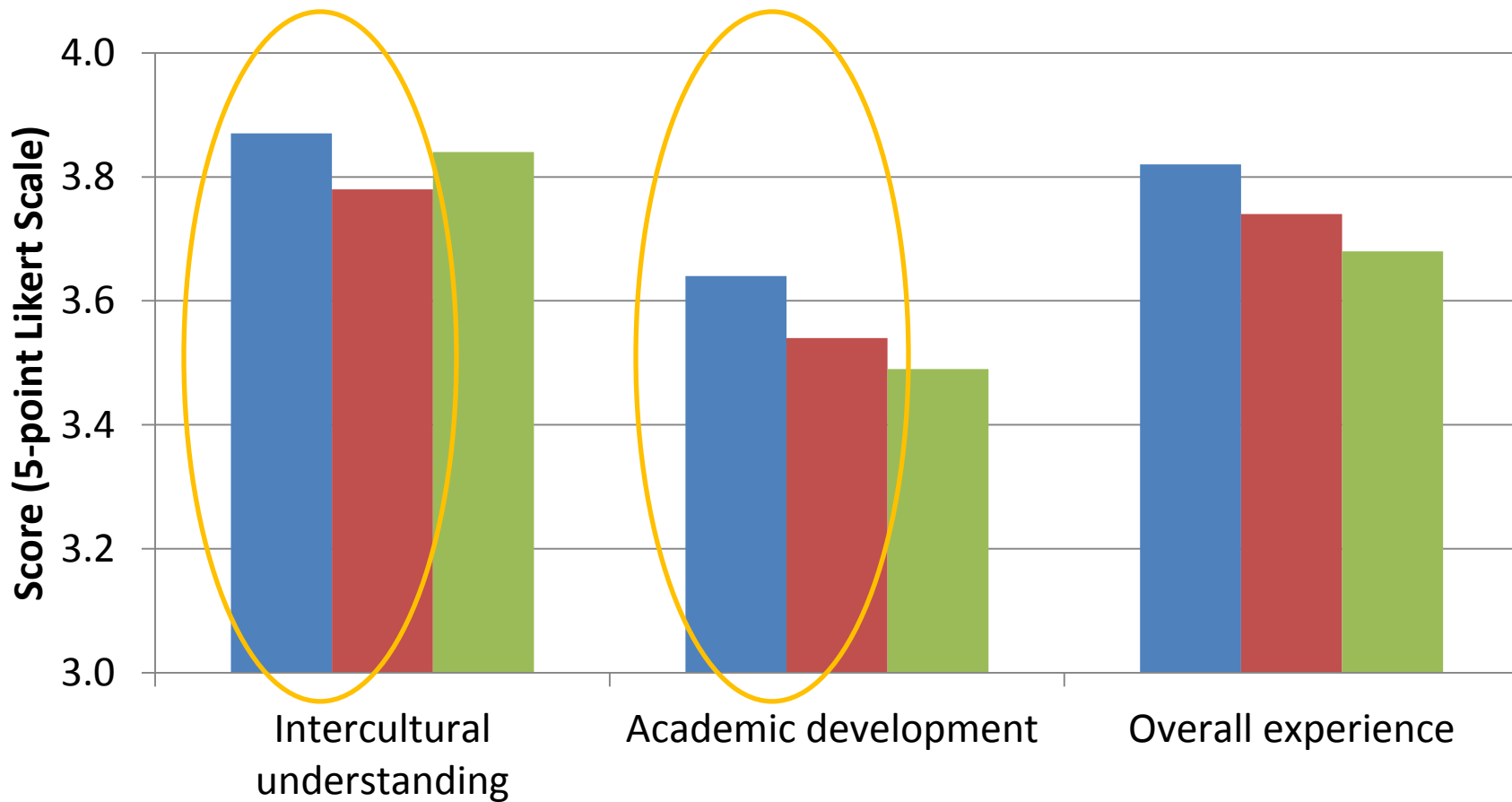
University Accommodation Experience (2013-14 SLEQ-UG1) – by Student Status



■ Mainland (n=316) ■ Local (n=493) ■ International (n=189)

○ Small effect size ($0.10 \leq d < 0.30$) in the comparison between international students and local students
○ Medium effect size ($0.30 \leq d < 0.50$) in the comparison between international students and local students

University Accommodation Experience (2014-15 SLEQ-UG1) – by Student Status



■ Mainland (n=311) ■ Local (n=493) ■ International (n=217)

○ Small effect size ($0.10 \leq d < 0.30$) in the comparison between mainland students and local students

What the students said about their residential experiences at HKU? (open-ended comments from SLEQ)

“The best part is living in hall, as it helps me to have all round development, not only making friends but also enhanced the **communication skills, responsibility and leadership**. sometimes also **knowledge exchange and understanding different cultures** through talking to non local students.”

Final year student (2014/15)

First year student
(2014/15)

“This experience (Hall life) shaped me more fully as a university student. It facilitates me in **whole-person development**, but not solely focusing on academic studies....”

“Hall Education provokes my thinking with **communication** with different people with different personality. **Intellectual** is nurtured and **leadership** is developed. **Soft skill**, which is most important in contemporary world, is trained well.”

Second year student
(2014/15)

Positive Comments on University Accommodation SLEQ-UG

Major Themes		Number of Comments					
		2014-15			2013-14		
		UG1	UG2	UGF	UG1	UG2	UGF
1	Hall life promoted friendship.	😊	😊	😊	😊	😊	😊
2	Hall life provided opportunities for interacting with students from different backgrounds.	😊	😊	😊	😊	😊	😊
3	Hall life enhanced communication and social skills.	😊	😊	😊	😊	😊	😊
	Hall life promoted personal growth and development, e.g., self awareness and goal setting.	😊	😊	😊	😊	😊	😊
4	Hall life promoted leadership and analytical thinking skills.	😊	😊	😊	😊	😊	😊
5	Hall life provided opportunities for extra curricular activities.	😊		😊	😊		😊
6	Single statement of "hall life", "hall education", "hall culture" or "living in hall".	😊	😊	😊	😊	😊	😊

Negative Comments on University Accommodation SLEQ-UG

Major Themes		Number of Comments					
		2014-15			2013-14		
		UG1	UG2	UGF	UG1	UG2	UGF
1	Better enrollment selection / allocation of hall places.	☹	☹	☹	☹	☹	☹
2	Improve residential conditions.	☹	☹				
3	Provide accommodation with less / without hall culture.	☹	☹	☹	☹	☹	☹
4	Improve the system of residential halls / hall cultures.	☹	☹	☹	☹	☹	☹

Conclusions and Practical implications

➤ Conclusions

- Residential experience provided
 - Exposure to students for their development
 - Enhancement of generic skills (e.g., leadership, communication skills, etc)
 - Sense of belonging to students
- Characteristics of students (e.g., different cultural and education backgrounds) could affect their perception on residential experience
 - Difference on expectation and needs

➤ Practical implications

- Better supports and extra resources might be offered to students, such as orientation activities
- Create opportunities for students (both hall and non-hall residences) to build social connection which leads to better integration among different student groups



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Questions are welcome!

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