

# Preliminary Findings of the Needs Perceived and Expectations of Users of an Independent Learning Centre Survey in Hong Kong: What do They Tell Us?

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**Abstract:** The Independent Learning Centre (ILC) has a long history in the Chinese University of Hong Kong (CUHK). Being unique in many ways, both within the university and in Hong Kong as an independent support unit on campus, we support all students, namely undergrads and postgrads, in their academic pursuit, career preparation, as well as whole-person and global awareness development through non-formal education. In other words, the ILC does not touch students' grade point average (GPA) directly, but has an undeniable and direct impact on CUHK students' learning experiences and well-being by complementing their formal education and supporting their language and communication skills both in English and Chinese in the context of Hong Kong. We offer both academic and work-related workshops (2 hours long), conduct individual and group consultations, and we develop online learning resources on our own or in collaboration with colleagues from other units such as the University Library, and the Office of Student Affairs to address students' diverse learning needs. Evaluation of our services and resources is conducted after every student encounter face-to-face, and through the online means. In general, students are very satisfied with what we have been offering, and think our Centre is an important piece of puzzle in their learning jigsaw. But despite this, no formal survey on students' views about independent learning has been conducted since our inception. The ILC, therefore, conducted our very first survey in 2022 among all students in the CUHK on their perception of the learning needs, and their expectations of independent learning support that the university should provide in face of the challenges, both local and global, ahead of them. Our paper will present both our quantitative and qualitative survey results, students' comments, as well as the implications for a centre like ours, and other similar centres in the region and across the world.

**Keywords:** Independent Learning, Higher Education, Independent Learning Effectiveness, Education in Hong Kong, Learning Support

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## 1. Introduction

University education is never spoon-fed education. It fosters critical thinking and encourages independent learning. However, there has not been consensus in literature regarding the definition of independent learning (Mckendry & Boyd, 2012), thus there is a need to first define the term if we are to discuss the provision of quality university education.

Gow & Kember (1990) investigated whether higher education in Hong Kong promotes independent learning, and summarised independent learning as students' capacity to learn through acquiring analytical skills and ability to process new information as well as to draw meaningful conclusions on their own. We tend to agree with the general direction of this summary, but argue that a more comprehensive definition is needed so as to also address the following points.

First, independent learning does not necessarily mean learning entirely independently. Stewart (2002, p. 23) suggested that the future of higher education in Hong Kong should encompass both teaching and learning, meaning that neither one should be given insufficient value in quality education, even in the independent learning context. Carroll (1987, p. 224) also pointed out that teachers should explain the purpose and methodology of self-directed learning so that students will not be overwhelmed by frustration and anxiety.

Second, the effects assessments have on teaching and learning should also be reconsidered. This is because good assessments that are nicely integrated within the teaching and learning process could serve as a positive lever (Brown, 2015, p. 127); and formative assessments could help enhance students' independent learning abilities (Blayney & Freeman, 2008).

Therefore, the working definition of independent learning we propose is the ability to acquire new knowledge and accomplish learning goals by making use of one's critical thinking and problem-solving skills coupled with appropriate assessments and teachers' support.

Universities in Hong Kong generally promote independent learning, but most of them associate independent learning only to the acquisition of language. Some local examples are to provide self-access language learning materials (e.g. Hong Kong Baptist University<sup>1</sup> and Education University of Hong Kong<sup>2</sup>) or one-to-one language learning support (e.g. Hong Kong Polytechnic University<sup>3</sup> and Hong Kong University of Science and Technology<sup>4</sup>). Only the CUHK supports students in a wider spectrum instead of framing independent learning merely within the language learning scope.

Established 30 years ago at the CUHK, the Independent Learning Centre (ILC) plays a unique role in providing all students at both undergraduate and postgraduate levels with language and communication skills support in both Chinese and English in their academic pursuit, career preparation, as well as whole-person and global awareness development. Our mission is fulfilled in mainly two ways, namely (1) by offering support through co-curricular non-credit bearing ILC activities on our own with our full-time staff at the ILC and (2) in collaboration with other academic programmes or service units on campus through the formal curriculum. For the former, students register voluntarily based on their own needs and availability in our ILC workshops, individual consultations and small study groups. A typical ILC workshop, usually two hours long, would involve input in a specific academic or career-related topic, ample practice opportunities, and practical takeaways so students can conduct independent learning on their own afterwards. On the other hand, consultations, usually 30 minutes long, would involve teacher-led discussions of a topic initiated by students based on their learning needs. Common discussion topics include outline of a term paper, preparation of a language or government exam, or ways to sharpen communication skills. Should a few students share a common learning target, they can form a small study group and learn with a teacher for a few sessions. To assist students to conduct independent learning successfully, goal setting and evaluation of learning outcomes are emphasised. Feedback is collected at the end of each in-person or virtual workshop and consultation session for quality assurance purpose, and it is also through such means that we collect information about students' fast-changing learning needs so we can address them quickly.

Furthermore, to cater to students' personalised learning goals, different study pace, and diverse study preferences, we provide as well as develop our very own online learning resources so students can learn anywhere and at any time they like. For instance, seeing an increasing number of local and international students who want/ need to learn Chinese with various levels of prior knowledge in the language, a Self-Learning Chinese Resource Platform with written Chinese grammar, spoken Chinese, and Chinese Culture was developed, so all students can study at their own pace and achieve their respective learning goals. Another example is ARCTAPS – Active Reading, Critical Thinking, Academic Publication Skills - three independent yet inter-related online learning series were developed specifically to address the increasing pressure to read fast, think critically and publish before graduation among postgraduates from different disciplines. Examples, exercises, as well as e-resources both within and beyond the university are included to strengthen students' academic and communication skills in higher education.

To facilitate the whole-person development among our students, the Centre, for instance, also organises events and talks to promote the appreciation of writing and literature in both English and Chinese on campus through "The Power of Words" project. To nurture students into responsible citizens in a globalised world and to strengthen their intercultural communication skills, we developed an online learning series called "Interacting Across Cultures" so they can communicate with people of different nationalities more effectively. As mentioned before, the ILC also collaborates with other academic units to support credit-bearing programmes in, for example, reflective journal, literature review and term paper writing at undergraduate level. To support our postgraduate students, the ILC also collaborates with the CUHK library in offering workshops in dissertation writing, poster presentation, and oral defence. In collaboration with the Graduate School as well, a Research

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<sup>1</sup> See <https://lcsystem.hkbu.edu.hk/newmain/self-learning/>. Accessed 05 August 2023.

<sup>2</sup> See <https://www.eduhk.hk/cle/en/asllc/welcome>. Accessed 05 August 2023.

<sup>3</sup> See [https://www.polyu.edu.hk/clc/self-learning-unit/consultation-service/?sc\\_lang=en](https://www.polyu.edu.hk/clc/self-learning-unit/consultation-service/?sc_lang=en). Accessed 05 August 2023.

<sup>4</sup> See <https://cle.hkust.edu.hk/extracurricular/advising>. Accessed 05 August 2023.

Poster Exhibition is organized for the postgraduates to both showcase their work and exchange their research ideas with peers within the university community.

Based on our feedback and user rate of the online learning resources, students in general are satisfied with our work. Nevertheless, no formal survey on students' views about independent learning has been conducted since our inception. The ILC, therefore, conducted our very first survey in 2022 among all students in the CUHK on their perception of the learning needs, and their expectations of independent learning support that the university should provide in face of the challenges, both local and global, ahead of them.

## **2. The design and content of the questionnaire regarding independent learning effectiveness at the CUHK**

The questions of this questionnaire survey were formulated jointly by all the teachers of the ILC. For the convenience of respondents, we set the total number of questions to 10, and it is estimated that each questionnaire will only take about 10 minutes to complete. In order to save administrative work, there is no printed copy of the questionnaire. Students only need to log in to a specific link with their student account to complete the questionnaire online.

In terms of the form of the questionnaire, closed questions accounted for 9 questions. This is because some scholars pointed out that under the premise of receiving several expected answers, open questions often have problems that are difficult to interpret text responses or cause data loss (Reja, Manfreda, Hlebec & Vehovar, 2003, p.169-p.172). However, considering that the answers to the survey topics may not only lead to a single answer, the 9 questions are all designed to allow more than one option to be selected, and some of them even have "others" options for the respondents to provide supplementary explanations.

For the remaining question, we choose an open-ended question design, as this design is more suitable when the responses the respondents will provide cannot be expected (Krosnick, 2018, p.445). To avoid confusion among respondents, we place this question at the end of the entire questionnaire.

As for the content of the questionnaire, we follow the general principles of questionnaire design, that is, arrange the questions in a logical manner and strive for brevity (Burgess, 2001, p.7). Specifically, the questionnaire can be divided into three parts: the first part consists of questions 1 to 3, mainly to understand how the respondents define independent learning and successful independent learners, and what characteristics a successful independent learner should possess; the second part consists of questions 4 and 5, which are composed to collect respondents' opinions on the independent learning atmosphere of the CUHK and what support measures the university should provide to help students enhance their independent learning ability; the third part consists of questions 6 to 10, which are expected to understand the respondents' perception of the ILC, which activities or learning resources organised by the centre they have participated in or used, and their views on the future development of the ILC.

We arrange the questions from the whole to the part. First, we invite the respondents to think about their own understanding of independent learning. Then, we introduce the actual scene of the CUHK to guide the respondents to be aware of their identity as a CUHK student, so as to evaluate the university's current situation of independent learning. Finally, we bring out the ILC, the learning support unit most directly related to independent learning in the CUHK, in order to further explore the independent learning effectiveness of the CUHK students.

It should also be noted that in order to determine the validity of this questionnaire survey, we collected opinions from a review team, which is composed of external experts<sup>5</sup> and calculated the scale-level content validity index (S-CVI). After calculation, we get the questionnaire's SCVI based on the average calculation method (SCVI/Ave) is 0.975, and SCVI based on the universal agreement method (SCVI/UA) is 0.9, both are in the range of acceptable content validity (Polit & Beck, p.496).

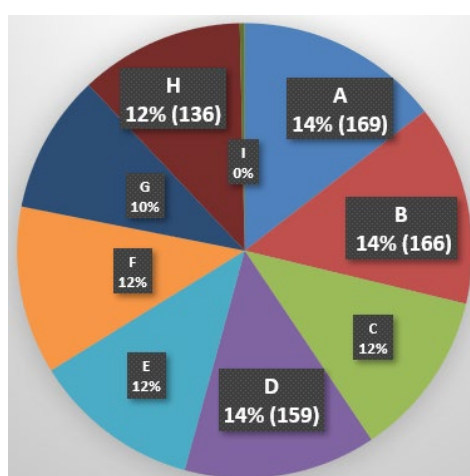
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<sup>5</sup> All members of the review team have more than 15 years of teaching or assessment experience, and are invited to rate the effectiveness of all the questions in the questionnaire with a four-point scale.

### 3. The result of the questionnaire regarding independent learning effectiveness at the CUHK

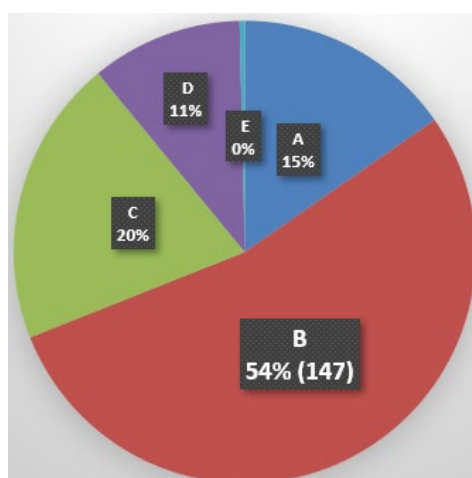
There are 10 questions in the online survey (\*please see **Appendix 1** for the questions). Personal information such as name, degree, year of study, and contact details was also gathered. Two hundred and twenty-three students participated in the survey, but 2 were excluded from the study because they did not finish the survey. Based on the data from 221 participants (142 undergraduate students; 79 postgraduate students), we report the total number of hits, the options with most hits, the options with most hits accounting in percentage to the question's total hits of all questions, and important comments or suggestions.

"What is Independent Learning?" is the first question, with a total of 1,165 hits for the 9 options (From A to I) provided. The three options: "Able to identify one's own learning needs" (A), "Able to set one's own learning goal(s)"(B) and "Able to decide one's own learning strategies" (D) have garnered the most hits, accounting for over 42% of the question's total number of hits (See Figure 1). Students from post-graduate diploma and PhD programmes seem to believe that the option: "Able to locate suitable resources or seek help when necessary"(H) should also be considered a major element of independent learning when comparing the preferences of undergraduate students with those of post-graduate students.



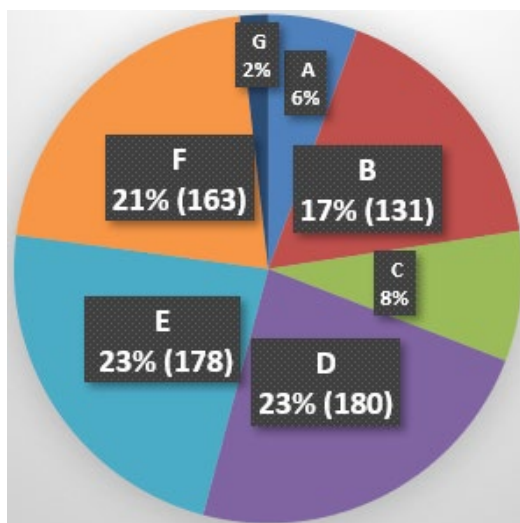
(Figure 1. First Question: "What is Independent Learning?")

The second question "Which of the following statement(s) best describe(s) you as an independent learner?" has 274 hits for the 5 options (From A to E) provided. The option: "I have had successful independent learning experience" (B) has garnered the most hits, accounting to over 50% of the question's total number of hits (See Figure 2).



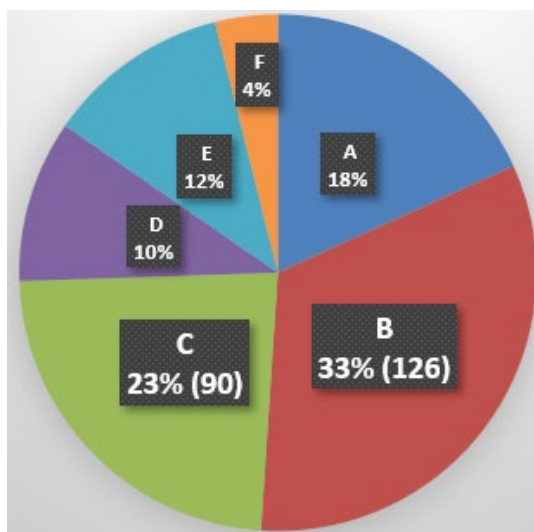
(Figure 2. Second Question: "Which of the following statement(s) best describe(s) you as an independent learner?")

The third question “What quality/qualities do you think a successful independent learner should possess?” has 774 hits for the 7 options (from A to G) provided. The four options: “Logical thinking skills” (B), “High motivation” (D), “Having clear goals” (E) and “Good time management skills” (F) have garnered the most hits, accounting to over 84% of the question’s total number of hits (See Figure 3). The option “Others” has received 14 written comments and 6 of them are the word “Self-discipline” or the equivalent.



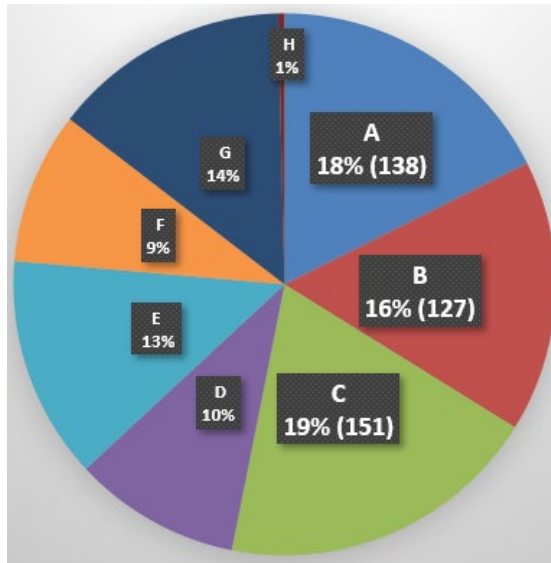
**(Figure 3. Third Question: “What quality/qualities do you think a successful independent learner should possess?”)**

“How would you describe the independent learning style of most CUHK students and the learning atmosphere in general?” is the fourth question. It has 384 hits for the 6 options (from A to F) provided. The two options: Participants have given “Most CUHK students have experience in independent learning” (B) and “Most CUHK students know they can seek help in independent learning from the University” (C) has garnered the most hits, accounting to over 56% of the question’s total number of hits (See Figure 4).



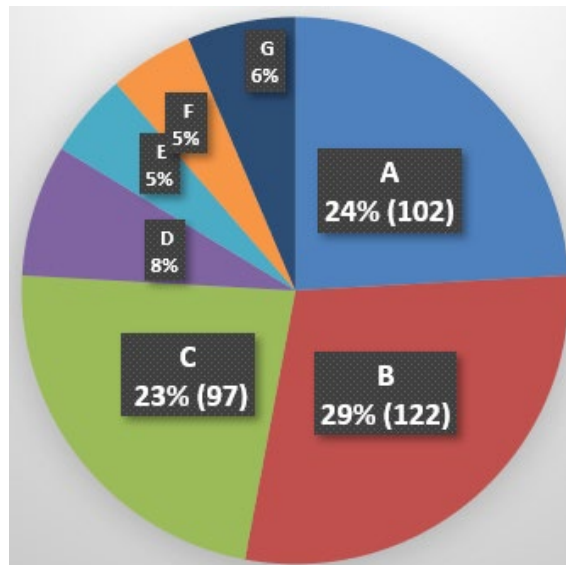
**(Figure 4. Fourth Question: “How would you describe the independent learning style of most CUHK students and the learning atmosphere in general?”)**

The fifth question “What kind of learning support do you think CUHK should offer to further enhance student’s independent learning skills?” has 783 hits for the 8 options (from A to H) provided. The three options: “Face-to-face learning activities (e.g. workshops, seminars, consultations)” (A), “Online learning activities (e.g. workshops, seminars, consultations)” (B), and “E-resources for independent learning” (C) have garnered the most hits, accounting to over 53% of the question’s total number of hits (See Figure 5).



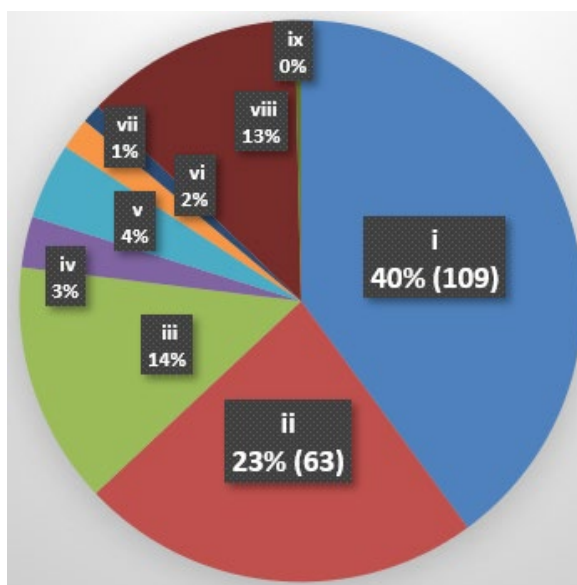
**(Figure 5. Fifth Question: “What kind of learning support do you think CUHK should offer to further enhance student’s independent learning skills?”)**

The next question coming up is “Which of the following(s) can be used to describe your experience with the Independent Learning Centre (ILC) at CUHK?”. It has 423 hits for the 7 options (from A to G) provided. The three options: Participant have given “I have visited the ILC in UC Library before” (A), “I have used the learning support (workshops or consultations) offered by the ILC before” (B), and “I have used the learning resources (print or e-resources) developed or recommended by the ILC before” (C) have garnered the most hits, accounting to over 75% of the question’s total number of hits (See Figure 6).



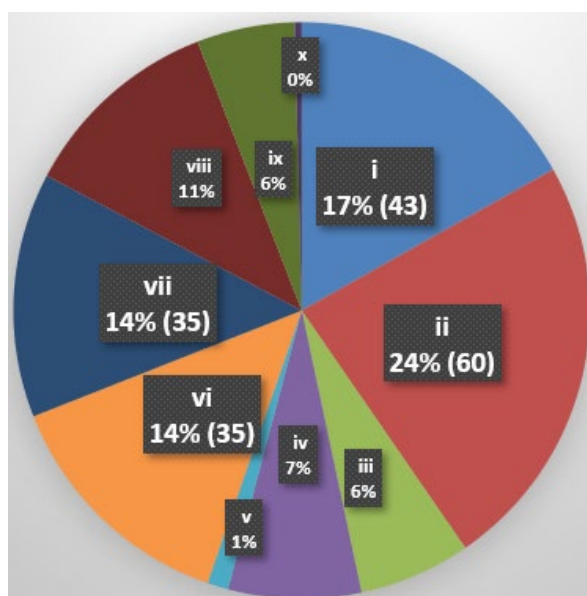
**(Figure 6. Sixth Question: “Which of the following(s) can be used to describe your experience with the Independent Learning Centre (ILC) at CUHK?”)**

In the seventh question, participants were asked “Have you ever used any following learning support provided/ participated in any activities/ programmes organised by the ILC?”. 147 participants have answered yes and given total 273 hits for the 9 options (from I to IX) provided. The two options: “Workshop(s)” (i), and “Consultation(s)” (ii) have garnered the most hits, accounting to over 63% of the question’s total number of hits (see Figure 7).



**(Figure 7. Seventh Question: “Have you ever used any following learning support provided/ participated in any activities/ programmes organised by the ILC?”)**

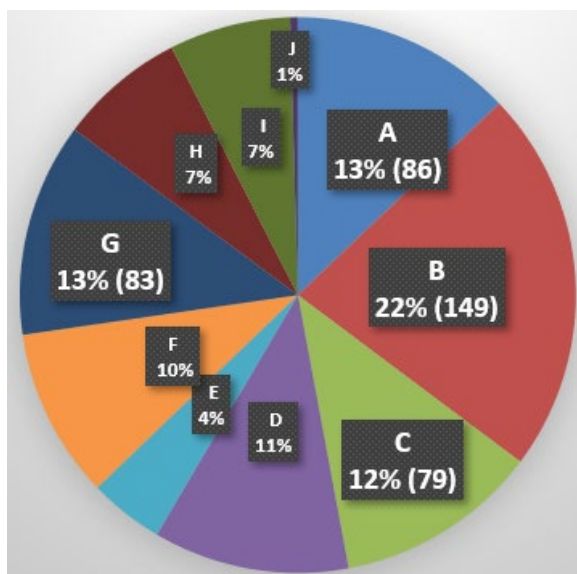
“Have you ever consulted any following learning resources (print or online) developed or offered by the ILC?” is the eighth question. 119 participants have answered yes and given total 255 hits for the 10 options (from I to X) provided. The four options: “Citation style resources (e.g. “A User Guide to Chinese Citation Styles”)", “Academic writing resources (e.g. “GE Reflective Journal Micro-Modules” (i), “GE Chinese Reflective Journal Writing” or “Academic Writing”)" (ii), “Job search and interviews resources (e.g. "Interview Skills Development System (ISDS)", "ISDS Ex" or "Career Development" page)" (vi), and “Language learning resources (e.g. “Online Platform for Successful Chinese Learning”, “Cantonese Romanisation Express”, “Online Cantonese”, “Pulewang”, “ Self-Learning Chinese”, “Chinese Grammar”, “Tense Buster” or “Clear Pronunciation”)" (vii) have garnered the most hits, accounting to over 69% of the question’s total number of hits (See Figure 8).



**(Figure 8. Eighth Question: “Have you ever consulted any following learning resources (print or online) developed or offered by the ILC?”)**

“Which of the following area(s) would you like to see more support in?” is the ninth questions that has total 667 hits for the 10 options (from A to I) provided were recorded for the ninth question “Which of the following area(s) would you like to see more support in?”. The four options: “GE assignments (e.g. reflective journals or term papers)” (A), “Academic writing (e.g. final-year projects or final-year papers)” (B), “Online leaning support

(e.g. online consultations, e-resources)" (G) and "Academic support for postgraduate students (e.g. research proposals, thesis writing, oral presentations and oral defense)" (C) have garnered the most hits, accounting to over 59% of the question's total number of hits (See Figure 9).



**(Figure 9. Ninth Question: "Which of the following area(s) would you like to see more support in?")**

The last question asked "Do you have any suggestions for the future development of the ILC at CUHK?" and it received 29 written answers. 10 types of suggestions can be generated from the answers. To display all the suggestions in order of popularity (1 is the most popular) : 1. Provide more writing training workshops, 2. Provide small group or individual learning supports, 3. ILC should gain publicity and visibility, 4. Provide workshop's material, learning guidelines and online services, 5. Provides videos of workshops, 6. Offer different modes of teaching (online, hybrid etc.), 7. Develop and provided special workshops and new workshops, 8. Provide more activities, 9. Provide trainings for public examination and examination related skills, 10. Have a better location (Venue).

#### 4. Preliminary findings on the result of the questionnaire

Students believe that independent learning entails active reflection and systematic achievement of one's learning objectives. Based on the results of first and third question, students believe that a successful independent learner should be extremely motivated to reflect on one's own learning needs. Only when the learner's learning needs have been recognized will they be able to formulate specific learning goals and formulate efficient learning strategies in line with their preferred learning style. The students have also emphasized other traits like logical thinking and time management that could aid in making effective reflections or advancement. Furthermore, Hagger & Hamilton (2019, p.336-337) have noted that self-discipline can help people achieve long-term goals and resolve immediate problems with their learning; which helps to explain why students also see it as a crucial trait for a successful independent learner.

More than half of the students have successful independent learning experience and they believe the university has a good independent learning atmosphere. Based on the result of second and sixth question, more than half of the students have actively sought our learning support or have used online learning resources provided or recommended by ILC or libraries, and they seem to regard this as a successful experience of independent learning. Successful learning experiences are crucial because they can help build self-efficacy. Students with strong self-efficacy tend to have good performance, have good metacognition and be able to use deep-processing learning styles when compared with students with weak self-efficacy (Coutinho & Neuman 2008, p.137). We can therefore safely assume that a positive independent learning experience can increase a student's self-confidence in managing their own learning to achieve the learning goal. Additionally, according to the results of fourth question, more than half of the participants think that most of the university students have independent learning experiences or know how to seek help, which means they believe the general independent learning atmosphere is good.

Students believe independent learning should be self-directed learning with instructor guidance. Based on the result of the fifth question, more than half of the students believe that CUHK should provide students with face-to-face learning activities (such as workshops, seminars, and consultations), online learning activities (such as workshops, seminars, and consultations), and e-resources for independent learning. The first two options are distinct modes of teacher-guided learning activities. Combining this result with the result of tenth question, where almost all suggestions are about teacher-guided learning activities, such as new workshops, videos of the workshops, study groups, etc, we can conclude that students believe independent learning should be a highly motivated form of self-directed learning with instructor guidance which meets the definition of independent learning in the introduction section of this paper, and that technology should be an aid in this setting.

Academic writing and language learning are the two areas where students have sought the most assistance for independent learning. Based on the result from the eighth to tenth question, academic writing and language learning are the most popular independent learning activities. This outcome aligns well with the statistics we gathered, i.e. . most students attended the ILC workshops or sought consultations because they want to improve in their academic writing and language learning<sup>6</sup>. For ILC online resources, many of which are related to these 2 areas. A total hit number as high as 18,201,490 has been recorded between December 2019 and March 2022. However, despite the high usage rate and all the available resources, students continue to expect more support or new development in these 2 areas in the future.

## 5. Further developments: focus group study and publications

A series of focus group discussions will be conducted by ILC in addition to the questionnaire survey. We aim to better understand the independent learning efficacy at the CUHK by utilising a qualitative study approach that gathers data through group interaction on a topic chosen by the researcher (Atkinson, 2017, p. 65 and Morgan, 1996, p. 130). The approach can be used to evaluate people's knowledge and experiences as well as their thoughts, including how and why they believe the way they do (Kitzinger, 1995, p. 299). This approach may be used to interview a wide variety of students (Goss, 1996, p. 113).

Around 60 students will be invited to participate in the study. Every session will last for 90 minutes with three to six participants, including both undergraduate and graduate students. Two lecturers, one from the Chinese team and one from the English team, will moderate each session. A member of the administrative team will be there to do video recording and offer technical assistance. The discussion data will be transcribed verbatim.

The three primary themes of the focus group discussions are: (1) understanding of independent learning; (2) independent learning at CUHK; and (3) the present and future of the ILC. Participants will be encouraged to address the questions in any way and to interact with other respondents. The discussion has no set structure, and neither the moderators nor the students are obligated to cover or avoid any topics or inquiries.

The study's design and findings will be presented at conferences, workshops, and in scholarly publications.

## 6. Conclusion

To conclude, as the first of its kind in the history of the Independent Learning Centre at the Chinese University of Hong Kong, this study investigates users' perceived needs and expectations as well as their self-efficacy within the scope of independent learning. Among the 221 valid responses from undergraduate and postgraduate students, more than half of them agreed that the University has a good independent learning atmosphere and expressed that they have had successful independent learning experience. Participants also rated the Independent Learning Centre positively—not only have they joined the workshops offered and the consultation sessions, they have also used the resources designed and/or recommended by the Centre to assist their independent learning.

Apart from providing an example of how independent learning could be facilitated in higher education institutions, this study also has pedagogical implications. First, from the survey, we understand how university students in the 21<sup>st</sup> century perceive independent learning and what it means to be a successful independent learner. Participants attribute success to the ability to formulate learning goals and strategies, then achieve them progressively with persistent self-motivation and appropriate teachers' guidance. The findings fit well into

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<sup>6</sup> Every year, 3000 to 4000 attendants were recorded for ILC workshops, in which, many of them are attending academic writing or language learning related workshops.

how we initially defined independent learning, and thus could serve as empirical evidence to support the proposed definition. Pedagogically, independent learning today should encompass appropriate assessment and teacher support. Second, this study reveals that independent learning at the university level could go beyond language learning. Traditional language topics, such as pronunciation and vocabulary, are certainly of students' interests, but we found that students, especially postgraduate ones, are also fond of undertaking independent learning in skills related to public examinations and specific aspects in academic writing. Therefore, in addition to offering support merely in language learning, universities should consider extending the concepts of independent learning to other learning aspects, which certainly entails a more promising and sustainable future of independent learning.

This article presents the quantitative data of the survey. To triangulate the quantitative data with qualitative ones, we will analyse the focus group discussion data in the next step and publish it in order to help portrait a fuller picture of the topic.

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## Appendix 1: Survey Questions

1. What is independent learning?
  - A. Able to identify one's own learning needs
  - B. Able to set one's own learning goal(s)
  - C. Able to determine one's own learning content
  - D. Able to decide one's own learning strategies
  - E. Able to follow one's own learning pace
  - F. Able to choose suitable learning materials by oneself
  - G. Able to evaluate one's own learning outcome(s)
  - H. Able to locate suitable resources or seek help when necessary
  - I. Others (please specify):
2. Which of the following statement(s) best describe(s) you as an independent learner?
  - A. I am a mature and experienced independent learner
  - B. I have had successful independent learning experience
  - C. I have tried independent learning before, but it was unsuccessful
  - D. I want to try, but don't know how to put independent learning into practice

- E. I have never tried independent learning before
3. What quality/qualities do you think a successful independent learner should possess?
- A. High degree of creativity
  - B. Logical thinking skills
  - C. Good language proficiency
  - D. High motivation
  - E. Having clear goals
  - F. Good time management skills
  - G. Others (please specify):
4. How would you describe the independent learning style of most CUHK students and the learning atmosphere in general?
- A. Most CUHK students are motivated independent learners
  - B. Most CUHK students have experience in independent learning
  - C. Most CUHK students know they can seek help in independent learning from the University
  - D. Most CUHK students believe independent learning have nothing to do with their formal education
  - E. Most CUHK students rarely attend any independent learning activities organised by the university
  - F. Most CUHK students are not interested in independent learning
5. What kind of learning support do you think CUHK should offer to further enhance student's independent learning skills?
- A. Face-to-face learning activities (e.g. workshops, seminars, consultations)
  - B. Online learning activities (e.g. workshops, seminars, consultations)
  - C. E-resources for independent learning
  - D. Guidelines or handbooks for independent learning
  - E. Venue for independent learning
  - F. Hardware for independent learning (e.g. laptop)
  - G. Incentives for independent learning efforts (e.g. certificates, awards)
  - H. Others (please specify):
6. Which of the following(s) can be used to describe your experience with the Independent Learning Centre (ILC) at CUHK?
- A. I have visited the ILC in UC Library before
  - B. I have used the learning support (workshops or consultations) offered by the ILC before
  - C. I have used the learning resources (print or e-resources) developed or recommended by the ILC before
  - D. I have heard of but never visited the ILC in UC Library before
  - E. I have never attended any workshops or consultations offered by the ILC before
  - F. I have never used any resources offered by the ILC before
  - G. I am not aware of the ILC at CUHK
7. Have you ever used any following learning support provided/ participated in any activities/ programmes organized by the ILC?
- A. Yes.
    - i. Workshop(s)
    - ii. Consultation(s)
    - iii. ILC materials (books or examination practice papers) in UC library
    - iv. Guided Study Plan (GSP)
    - v. Language Exchange Program (LEP)
    - vi. Peer Mentoring Program (PMP)
    - vii. The Power of Words (TPOW) (Glass Wall and Black Board Poem activity or seminars)
    - viii. The ILC Area (1/F of UC Library)
    - ix. Others (please specify):
  - B. No.
8. Have you ever consulted any following learning resources (print or online) developed or offered by the ILC?
- A. Yes. I have used:
    - i. Citation style resources (e.g. "A User Guide to Chinese Citation Styles")
    - ii. Academic writing resources (e.g. "GE Reflective Journal Micro-Modules", "GE Chinese Reflective Journal Writing" or "Academic Writing")
    - iii. Argumentative writing resources (e.g. "Argumentative Writing")

- iv. Critical thinking resources
  - v. Intercultural communication resources (e.g. "Interacting Across Cultures")
  - vi. Job search and interviews resources (e.g. "Interview Skills Development System (ISDS)", "ISDS Ex" or "Career Development" page)
  - vii. Language learning resources (e.g. "Online Platform for Successful Chinese Learning", "Cantonese Romanisation Express", "Online Cantonese", "Pulewang", "Self-Learning Chinese", "Chinese Grammar", "Tense Buster" or "Clear Pronunciation")
  - viii. Public examinations resources (e.g. CRE /JRE or IELTS/TOEFL materials)
  - ix. Study skills resources ("Learning Apps", "PG Corner" or "Study Skills Success")
  - x. Others (please specify):
- B. No.
9. Which of the following area(s) would you like to see more support in?
- A. GE assignments (e.g. reflective journals or term papers)
  - B. Academic writing (e.g. final-year projects or final-year papers)
  - C. Academic support for postgraduate students (e.g. research proposals, thesis writing, oral presentations and oral defense)
  - D. Learning support in collaboration with your programmes (e.g. Writing for Life Sciences)
  - E. Learning support in collaboration with your college
  - F. Activities in collaboration with overseas universities or institutions (e.g. online or face-to-face activities)
  - G. Online leaning support (e.g. online consultations, e-resources)
  - H. Cultural activities (e.g. seminars, sharing sessions)
  - I. Group learning support (e.g. "Guided Study Plan")
  - J. Others (please specify):
- 9b. Generally speaking, are you satisfied with the learning support provided by the ILC? (only for those completed 7b and 8b)
- A. Very satisfied
  - B. Satisfied
  - C. Somewhat satisfied
  - D. Not very satisfied
  - E. Not satisfied at all
10. Do you have any suggestions for the future development of the ILC at CUHK?