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Enhancing Student Support in Higher Education: Good Practices Sharing

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ABSTRACT

Drawing on Vygotsky's Social Constructivism theory, this study emphasizes the importance of collaborative learning environments and the role of scaffolding in student development. Interactive sessions, such as the Management Learning Circle (MLC) sessions which is a remedial session series, and the use of Blackboard Ultra for centralized announcements and FAQs, exemplify the application of these principles. Additionally, we find that focus on understanding and application, rather than rote memorization, aligns with Bloom's Taxonomy, promoting higher-order thinking skills through assignments and tests. We also observe that the integration of interactive teaching methods, centralized communication platforms, and comprehensive assignment guidelines to foster student engagement and improve academic performance.

Practical implementations include early distribution of assignment guidelines, direct feedback on proposals, and exam skills workshops featuring case studies and essays. The reduction in the importance of long essay questions and the inclusion of diverse question styles, such as MCQs and compulsory questions with multiple parts, further support the development of critical thinking and problem-solving abilities.

This study provides valuable insights into the successful practices employed in a subject, caters to over 1,100 students across various disciplines, has consistently maintained a low failure rate of less than 5% over the past 10 years in college level students. This study offers a role model for other educators seeking to enhance student support and academic outcomes in higher education. (223 words)

Keywords: Student Support, Higher Education, Social Constructivism, Bloom's Taxonomy, Interactive Learning, Academic Performance