



Awards Asia 2026

Teaching and Learning Strategy of the Year

Institution Name	Almaty Management University (AlmaU)
Submission title or project name	Tolyq Adam – transforming education through humanities
Nominee / key personnel	Tolyq Adam Institute team, within the School of Transformative Humanities and Education
URL	https://www.instagram.com/tolyq_adam_almau/
Submission	In response to post-pandemic challenges affecting student well-being and identity, Almaty Management University launched the “Tolyq Adam” (“Holistic Person”) programme in 2023, inspired by the philosophy of Abay Kunanbayuly. Built on the LEADER framework (Lifelong Learning, Empathy, Analytical and Critical thinking, Dialogue, Ethics and ecology, Resilience), it reimagines Kazakhstan’s general education through eight transformative courses reaching more than 1,000 students a year. Surveys from 2024-25 show measurable impact: across all six LEADER dimensions, the vast majority of students experienced significant personal and academic development. Beyond the classroom, students have implemented more than 100 community projects with NGOs, schools and enterprises, applying their learning through ecological, social and entrepreneurial initiatives. Faculty participation is equally transformative: educators co-design and mentor projects, modelling Tolyq Adam’s human-centred values. Combining cultural roots with modern pedagogy, the programme demonstrates how universities in regulated contexts can create transformative strategies that inspire students, empower faculty and attract interest from institutions.



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Teaching and Learning Strategy of the Year

Institution Name	Hiroshima University
Submission title or project name	Fostering peace and sustainability: Hiroshima University's evolving education for a better world
Nominee / key personnel	Shinji Kaneko (executive vice-president, global initiative)
URL	
Submission	Hiroshima University, rooted in a city symbolising peace, was founded on the principle of pursuing peace through education that inspires action. Since 2011, all first-year students – about 2,500 annually – take compulsory peace studies courses, exploring topics such as war, disarmament, poverty and sustainability while reflecting on Hiroshima's history and defining their own visions of peace. Building on this, the university will introduce mandatory peace co-learning courses in 2026, expanding peace education to include coexistence and sustainable societies. These courses emphasise community-based fieldwork in which Japanese and international students collaborate with residents to address real issues, aligning with the Town and Gown Initiative for mutual growth. This new model draws on the TAOYAKA programme (launched in 2014), which fosters multicultural coexistence through global partnerships and on-site learning. Together, these initiatives aim to cultivate graduates who advance peace and sustainability worldwide.



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Institution Name	Hong Kong Baptist University
Submission title or project name	Enhancing Learning and Teaching of Digital Citizenship through Scenario-based AR Learning Trails
Nominee / key personnel	Project leader: Theresa Kwong (HKBU); project co-leaders: William Cheung (former staff in CityUHK), Helen Han (LU), Paul Lam (CUHK), Gary Cheng (EdUHK), Vincent Leung (PolyU)
URL	https://digitalcitizenship.hkbu.edu.hk/
Submission	Hong Kong Baptist University led “Enhancing Learning and Teaching of Digital Citizenship through Scenario-based AR Learning Trails”, an inter-institutional initiative to transform how ethical and responsible digital behaviour is taught and learned. Funded by the University Grants Committee’s Teaching Development and Language Enhancement Grant, the project united six Hong Kong universities to reimagine digital ethics education through immersive technologies. Using augmented reality (AR) and mobile technology, students followed interactive “learning trails” that presented ethical dilemmas in authentic contexts, such as libraries and digital spaces. Guided by the Digital Citizenship framework (Ribble, 2021), 88 AR scenarios were co-created with students, engaging more than 5,200 learners. Learning analytics showed significant improvement in ethical reasoning, while professional development activities achieved outstanding ratings. By integrating innovation, ethics and collaboration, the project advanced digital citizenship education and fostered a culture that values and rewards creative teaching across Hong Kong’s higher education community.



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Teaching and Learning Strategy of the Year

Institution Name	IIMT University
Submission title or project name	Learning reimagined: IIMT University's transformative strategy for inclusive, tech-enabled and experiential education
Nominee / key personnel	IIMT University
URL	https://iimtu.edu.in/uploads/images/the9.pdf
Submission	IIMT University's transformative teaching and learning strategy prioritises active, student-centred pedagogy by replacing traditional lectures with flipped classrooms, project-based learning and real-world case studies. Its interdisciplinary curriculum integrates sustainability, artificial intelligence, entrepreneurship and global citizenship, preparing students for complex global challenges. Advanced technologies such as AI-powered adaptive learning, immersive VR/AR labs and gamified assessments enrich engagement and skill development. Faculty benefit from continuous professional development through the Centre for Teaching and Learning Innovation (CTLI), which supports pedagogical research and recognises teaching excellence via awards and grants. The strategy fosters inclusivity and support through mentoring, tutoring and flexible hybrid learning models, embedding internships and community projects to enhance employability. Aligned with IIMT's vision for digital transformation and regional empowerment, this approach has led to improved academic outcomes, rising student satisfaction and higher graduate employability. IIMT University is setting a new benchmark in inclusive, technology-enabled and experiential higher education.



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Teaching and Learning Strategy of the Year

Institution Name	Lovely Professional University
Submission title or project name	Edu-Revolution: redefining the future of learning at LPU
Nominee / key personnel	Manish Gupta; Navdeep Singh; Preeti Khurana
URL	https://www.lpu.in/inst-performance/edu-revolution.php
Submission	Edu-Revolution at Lovely Professional University represents a transformative shift towards a student-centric, innovation-driven, flexible learning ecosystem. It empowers learners to design personalised educational pathways through classroom learning, MOOCs, certifications or project-based experiences. The initiative integrates experiential and gamified learning with real-world exposure through projects, hackathons and entrepreneurial ventures, enhancing creativity, innovation and employability. Edu-Revolution also acknowledges students' achievements beyond classrooms – such as patents, publications and social impact initiatives – through academic recognition and merit advancement. Its revenue generation model encourages students to earn while learning, fostering entrepreneurship and financial independence. Additionally, recognition of prior learning and student-led committees promote inclusion, collaboration and leadership. A dedicated digital interface ensures transparency, efficient tracking and data-driven evaluation. Together, these components position Edu-Revolution as a benchmark in higher education – cultivating globally competent, future-ready graduates equipped to lead with innovation, integrity and societal purpose.



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Teaching and Learning Strategy of the Year

Institution Name	Seoul National University
Submission title or project name	Empowering faculty innovation through the Edutech Clinic: advancing student-centred learning at Seoul National University
Nominee / key personnel	
URL	
Submission	The Edutech Clinic at Seoul National University exemplifies a transformative teaching and learning strategy that empowers faculty to integrate digital tools and AI into student-centred pedagogy. Since 2021, the clinic has grown from traditional workshops into a dedicated programme, offering practice-based sessions on platforms such as ChatGPT, Notion, Perusall, Mentimeter and Padlet. Between 2023 and 2025, it hosted 46 sessions with 455 participants, achieving satisfaction scores above 4.4/5.0. Faculty feedback highlights improved student engagement, interactive learning and innovative assessment methods. Its modular design ensures adaptability to emerging technologies and scalability for institutions of different sizes. By institutionalising continuous faculty development, the clinic enhances teaching effectiveness and reinforces SNU's mission of learner-centred education. As a sustainable and practical innovation, it sets a benchmark for higher education, providing a replicable model that strengthens teaching capacity and supports meaningful digital transformation.



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Teaching and Learning Strategy of the Year

Institution Name	Singapore Management University
Submission title or project name	Empowering changemakers: sustainability education through experiential learning
Nominee / key personnel	SMU Centre for Social Responsibility: Paulin Straughan; Alvin Sim; Devi Mani
URL	https://c4sr.smu.edu.sg/
Submission	At Singapore Management University, sustainability education is a lived experience, not a theoretical exercise. Via Sustainability Education through Experiential Learning (SEEL), SMU prepares students to be changemakers who combine intellectual understanding with ethical conviction and practical action. Inspired by Aristotle's belief that "educating the mind without educating the heart is no education at all", SEEL transcends knowledge transmission to ignite emotional and transformative learning. Grounded in Kolb's experiential learning cycle and guided by the Head, Hands and Heart framework, SEEL equips students to engage meaningfully with the United Nations' Sustainable Development Goals. Its four pillars – Excite, Equip, Engage and Empower – span awareness campaigns, a mandatory sustainability e-module, community service as part of graduation requirement, immersive overseas programmes, and a culture of reflection and leadership.



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Teaching and Learning Strategy of the Year

Institution Name	The Hong Kong Polytechnic University
Submission title or project name	Transforming oral communication assessment: a strategic integration of AI-enhanced feedback systems across university-wide teaching practice
Nominee / key personnel	Pauli Lai (department of electrical and electronic engineering, Hong Kong Polytechnic University); Julia Chen (director, Educational Development Centre, Hong Kong Polytechnic University); Christy Chan (Chan Feng Men-ling Chan Shuk-lin Language Centre, City University of Hong Kong)
URL	https://www.polyu.edu.hk/eee/innoteach/ninjoraitor/
Submission	The Hong Kong Polytechnic University has implemented a transformative teaching and learning strategy integrating NinjOrAltor, a hybrid AI-human feedback platform, across university-wide oral communication assessment. This comprehensive approach addresses critical delays in presentation feedback. The strategy features discipline-specific customisable rubrics combined with GenAI and automatic speech recognition technologies, providing timely, comprehensive feedback on student presentations. Unlike existing AI solutions, our hybrid model integrates AI evaluation with teacher input, self-assessment and peer review, ensuring that technology enhances human expertise. Implementation across undergraduate and postgraduate programmes shows 4.68 per cent improvement in presentation scores among 172 participating students. Cross-institutional adoption at Hong Kong Baptist University with more than 300 students demonstrates scalability and effectiveness. The strategy aligns with PolyU's digital transformation goals through faculty development programmes and recognition systems. Future expansion includes university-wide adoption via capstone project support across Hong Kong universities, positioning PolyU as a regional leader in educational innovation.