TOEFL × Hong Kong University Students

Ways to engage students · 學生參與方式提案 — draft for discussion with ETS China & TOEFL Hong Kong

Status · 草案 Draft | Campus · HKBU first, then cross-campus | Student-led · 學生主導

Budget · cash awards + costs — to be confirmed

▼ 1 · The idea in one page · 提案一頁概覽

A student-led engagement programme that moves Hong Kong university students along one funnel: discover TOEFL → prepare → take TOEFL. This draft lists a few concrete ways students can be involved, with a modest working budget covering cash awards and campaign costs (amount to be confirmed). Details of the mini-lesson platform and the learning journey are deliberately left open for a later working session.

學生主導的 TOEFL 推廣計劃，圍繞一條漏斗：**認識 TOEFL → 備考 → 報考**。 本頁先提出幾個學生可參與的方式；預算用於現金獎勵與推廣開支（金額待定）；迷你課程與學習旅程的細節留待後續會議敲定。

ELEMENT	DRAFT POSITION
Goal	Engage more students in **learning English while preparing for TOEFL**, and grow the number who then take TOEFL — while giving students (especially marketing students) a chance to **work with a real company on a real-world problem**
Two tracks	A · **scenario & multimodal engagement experience** competition — content that later becomes learning journeys | B · AI mini-lesson platform + take-up competition + ETS certificate
Audience	ETS China & TOEFL HK team (this document) · HK university students (the campaign)
Who runs it	A student team recruited on campus, supported by staff advisers — **no fixed leadership named at this stage**
Budget	Cash awards + campaign costs — amount to be confirmed · see §6
Format precedent	The HKBU RISE Scenario Development Competition 2026 — same organising pattern we would reuse

Why we are doing this · 為什麼要做

- **English through purpose, not drills:** students learn and use English *while* they prepare for TOEFL — the test becomes the reason to practise, not the chore.
- **A real company, a real problem:** ETS is a real organisation with a real marketing problem (reaching Hong Kong university students). Student teams brief against it, deliver against it, and defend their work — the same shape as a client project in industry.
- **CV-worthy work experience:** participants leave with artefacts an employer can check — a published video campaign, a live mini-lesson with real learner numbers, a documented process (brief → research → build → launch → results), and a referee from a real organisation. **Especially valuable for marketing students**, whose degrees rarely produce a portfolio of shipped work.

▼ 2 · A few ways students can be engaged · 學生參與的幾種方式

Five engagement options, from lightest to deepest. They are designed to be run **separately or together** — a pilot can start with one or two.

Option A — Scenario & multimodal experience competition · 情境與多模態體驗比賽

Students design **scenario-based engagement experiences** — not just one video. Each entry is a *scenario pack* mixing text, stills, short video, audio, choice points and practice checks, which explains **one less well-known feature of the test** accurately. Winning packs are later assembled into **learning journeys** for secondary-school and university language learners. Structure follows the RISE competition; the contribution framework is in §3.

學生設計**情境式多模態體驗**（不只是一段短片）：每份作品是一「情境包」，混合文字、 靜態圖、短片、音訊、選擇題與練習題，準確介紹一項較少人知的 TOEFL 特點；獲獎作品日後可組裝成中學或 大學語言學習者的**學習旅程**。賽制參考 RISE，內容框架見第 3 節。

Option B — Mini-lesson creation teams · 迷你課程創作隊

Teams of students use AI tools to build short, focused English/TOEFL-prep lessons. The lessons are reviewed for accuracy, then published on a website run by the organiser. Creators are recognised for lessons completed and learners reached. Basic ideas in §4 — details to be worked out later.

學生組隊用 AI 製作簡短備考課程，審核後上架主辦方網站；按課程數與觸達學習者數給予認可。 基本想法見第 4 節，細節後續再定。

Option C — Learning journey & campus ambassadors · 學習旅程與校園大使

Students who study through the platform follow a tracked **learning journey**: sign up → complete lessons → checkpoint quiz → sit TOEFL. A small campus-ambassador group promotes each wave. Basic ideas in §4.

在平台學習的學生走一條可追蹤的**學習旅程**：報名 → 完成課程 → 測驗 → 報考 TOEFL； 並由校園大使小組負責每一輪推廣。基本想法見第 4 節。

Option D **Completion certificate · 完成證書**

Learners who complete a set number of lessons on the platform earn **a certificate from ETS China** — the visible reward that converts casual learners into completers. (Issuance to be confirmed with ETS; budgeted in §6.)

在平台完成指定數量課程的學習者，可獲 **ETS China 頒發的證書**——把「隨便看看」 轉化為「完成課程」的關鍵獎勵（頒發方式待 ETS 確認，預算見第 6 節）。

Option E **Hackathons & training · 黑客松與培訓**

Both tracks are delivered as **hackathons** rather than as a long open call — a short, intense build session with a brief, a deadline and a demo. Before and during each hackathon we provide **training on promotion** (how to reach students on the channels they actually use) and on **learning-journey engagement** (how to turn a viewer into a learner, and a learner into someone who finishes).

兩條線均以**黑客松**形式進行——限時、有簡報、有截止、有路演；並提供**推廣培訓**與 **學習旅程參與度培訓**（如何把觀眾變成學習者、把學習者變成完成者）。

▼ 3 · Track A — scenario & multimodal engagement experience competition · 情境與多模態體驗比賽

Agreed in principle: a short-video competition, **widened into a multimodal engagement experience**. Students design scenario-based experiences rather than a single clip — and because the pieces are modular, a winning entry can be reassembled into a **learning journey** later, for secondary-school or university language learners. Structure borrowed from the RISE Scenario Development Competition 2026 (HKBU CHTL) — a format our students and staff already know how to run.

ELEMENT	PROPOSED FOR THE TOEFL SCENARIO COMPETITION

Aim	Promote TOEFL among HK university students, surface **lesser-known features of the test**, and build a bank of reusable scenario packs that later become learning journeys
Eligibility	Current students at higher-education institutions in Hong Kong (and affiliated institutions in Chinese Mainland) · individual or team of ≤ 4 — *same rule as RISE*
Language	English (bilingual variants acceptable, English captions required)
Format	A **scenario pack** (folder, fixed structure — §3.1) mixing at least three modes: text + choice points + practice checks, plus ≥1 of stills / video / audio
Delivery	**Hackathon-style sprint** — brief, deadline and demo, preceded by a training kick-off on promotion, on multimodal design, and on presenting test information accurately
Content brief	Design a scenario that explains ONE less well-known feature of the test. **Every factual claim is checked against ETS-approved wording before publication.** Candidate topics (to be confirmed by ETS): score-report features, score validity, test format & skill-level scoring, delivery options, registration tips
Submission	Link to a downloadable folder (scenario pack + 1-page rationale, PDF/docx) — *same pattern as RISE*
Judging	Relevance to the brief · accuracy of test information · design of choices and language · production quality · **fitness for reuse as a learning journey** · fulfilment of submission requirements
Prizes	Cash + award certificate; winners invited to an award presentation — *as in RISE*
Showcase	Winning packs published on the campaign site; selected packs adapted into learning journeys for the two audience bands

3.1 · The contribution framework — what a team submits

Every entry is a **scenario pack**: one folder with a fixed structure, so any pack can be reviewed, re-hosted and later assembled into a learning journey **without rework**. The pack template is released with the brief (and used by Track B lesson teams too).

FILE / FOLDER	CONTENTS	REQUIRED
`manifest.json`	Title · contributors · institution · audience band · skills targeted · test facts used · GenAI declaration · licence	✔

`rationale.pdf`	1-page design rationale — *the RISE requirement*	✔
`scene/`	Scenario spine: context, learner persona, goal, dialogue, captions	✔
`media/stills/` · `media/video/` · `media/audio/`	Images, ≤60 s clips, narration / sound	≥1 mode
`interactions.json`	2+ decision points — options and feedback, RISE-style branching	✔
`checks/`	3+ quick-check questions with answers	✔
`reflection.md`	Short learner reflection / debrief prompt	✔
`rights.md`	Source of every asset · GenAI use · consent for any voice or face	✔

3.2 · The mode menu — what "multimodal" means here

MODE	WHAT THE STUDENT CONTRIBUTES	MINIMUM PER PACK
Text	Scenario spine, dialogue, captions, instructions	✔ required
Interactive choice points	2+ decisions with options and feedback	✔ required
Practice checks	3+ quick-check questions with answers	✔ required
Still images	Backgrounds, props, diagrams (shot or AI-generated, declared)	≥1 mode required
Short video	≤60 s clips at branch points or as the opening hook	optional
Audio	Narration, dialogue voice, sound cues	optional
Reflection	Debrief prompt closing the experience	✔ required

3.3 · From pack to learning journey · 從情境包到學習旅程

PACK COMPONENT	LEARNING-JOURNEY STAGE	MEASURE

Opening hook (video / still + teaser text)	**Discover**	Views, visits
`scene/` + `media/`	**Learn**	Lessons started / completed
`interactions.json`	**Practise** (branching decisions)	Paths taken, choices
`checks/`	**Check**	Scores, completion
`reflection.md`	**Reflect**	Responses
Whole pack, assembled	**Reward → sit TOEFL** (certificate, voucher, take-up)	Certificates, take-up

Author once, deploy twice. Each pack carries an **audience band** in its manifest — *secondary school* or *university language learners* — and is adapted for level (readability, vocabulary load, pacing), never rebuilt. That is what makes a competition entry worth funding.

一次製作、兩次部署：每份情境包在 manifest 中標明**對象群組**（中學 / 大學語言學習者），日後只按程度（可讀性、詞彙負荷、節奏）改編，不需重做——這正是比賽作品值得投入的原因。

3.4 · Quality gates & rights · 質量閘門與授權

- **Accuracy:** every test-related claim is checked against ETS-approved wording before publication — the one non-negotiable gate.
- **Accessibility:** captions on all video and audio; alt text on all images; plain-language instructions.
- **GenAI declared:** as in RISE, generative-AI use is declared in the manifest — and it is expected, not penalised.
- **Rights & consent:** `rights.md` lists the source of every asset; any real voice or face needs consent.
- **Licence:** by entering, teams grant the organiser a non-exclusive right to host, adapt and re-assemble the pack into learning journeys; authors keep credit (and the CV line).

Open items: prize split (see §6), judging panel composition, submission window, when the pack template and `manifest.json` schema are released, who adapts packs for the two audience bands, and whether ETS wants a sign-off step inside the pack (a reviewed `test_facts` block) rather than only at publication.

▼ 4 · Track B — mini lessons & the student learning journey · 迷你課程與學習旅程

Basic ideas first — the operational details (platform, moderation, tracking, data protection) will be worked out in a later session.

以下為基本想法；平台、審核、追蹤與數據保護等操作細節留待後續會議確定。

4.1 · Mini-lesson generation · 迷你課程生成

- **Teams, not individuals:** students form small teams and use AI tools to draft short lessons on one focus each (a test skill, a question type, a test-day strategy).
- **Standard template:** every lesson follows the same shape — objective, input, guided practice, quick check, wrap-up — so lessons are comparable and can be assembled into a course.
- **Accuracy review:** a review pass (staff + ETS-approved reference) before anything goes live; the template carries the claim that no unverified test facts may appear.
- **Hosting:** all lessons on one website run by the organiser — one URL, no install, per-learner progress tracking.
- **Recognition:** creator teams ranked by lessons completed and learners reached.
- **Delivery:** a **hackathon** for lesson generation — teams draft, review and publish a set of lessons in one intensive session, with training on promotion and on learning-journey engagement built into it.
- **What students can show an employer:** a live lesson with real completion numbers, plus the brief → build → publish → results story behind it.

4.2 · Student learning journey · 學生學習旅程

STEP	WHAT THE STUDENT DOES	WHAT WE CAN MEASURE
1 · Discover	Sees a video or campus promotion, lands on the site	Visits, sign-ups
2 · Learn	Works through mini-lessons at their own pace	Lessons started / completed
3 · Check	Takes a short checkpoint quiz per lesson block	Scores, completion rate
4 · Reward	Completes the required number of lessons → **ETS China certificate**	Certificates issued

5 · Convert	Registers for and **sits TOEFL**	Take-up (aggregated, ETS-side)
6 · Save	Claims a **deeper-discount voucher from ETS** as a programme participant, on top of the Language Centre's HKBU Sponsorship Scheme for the IELTS TEST and TOEFL iBT (full test-fee reimbursement)	Vouchers redeemed · net cost to student

- **Deeper discount for participants:** everyone who reaches the certificate stage receives an ETS voucher giving a **deeper discount on the TOEFL iBT test fee** than the standard public offer — stacked with, not instead of, the Language Centre's sponsorship scheme. Combined effect: for an eligible HKBU student the net cost of sitting TOEFL can approach zero (scheme reimburses the test fee; the voucher reduces what has to be paid up front). *Voucher value and stacking rules to be confirmed with ETS.*
- **Take-up competition:** campuses / teams / lesson cohorts ranked by how many participants eventually take TOEFL — preparation becomes a visible, shared goal rather than a private chore.
- **Promotion loop:** each wave of learners becomes the recruiting base for the next wave of lesson creators.
- **Why the voucher matters:** the biggest barrier to sitting TOEFL is the fee. The Language Centre already runs a sponsorship scheme that reimburses the full TOEFL iBT / IELTS test fee once per HKBU UGC-funded undergraduate (AY2026-27 onwards); an ETS participant voucher makes the up-front cost lower still, and gives students a concrete reason to finish the lessons rather than drop out halfway.
- **To be decided later:** platform choice and whether we build on an existing tool; the exact certificate threshold; how take-up is reported back without exposing personal data; moderation workload; who owns the learner data.

▼ 5 · How the two tracks connect · 兩條線如何配合

Track A drives attention and builds the raw material; Track B converts it. Scenario packs bring students to the site — and double as the components of later learning journeys; the lesson platform gives them something to do there; the certificate and the take-up competition carry them to the test itself. Winning videos and approved lessons are reused in the next cycle, so each round costs less than the last.

A 線負責引流，B 線負責轉化：短片把學生帶到網站，課程平台讓他們留下來， 證書與報考競賽把他們帶到考場。獲獎影片與通過審核的課程可循環使用，下一輪成本更低。

STAGE	INDICATOR
Reach	Video views · site visits · sign-ups
Engage	Lessons completed · certificates issued
Convert	Participants who sit TOEFL (aggregated)
Amplify	Reused videos & lessons in the next cycle

▼ 6 · Budget · 預算

The working budget for one pilot cycle covers **cash awards and campaign costs**; the exact amount is not fixed at this stage — what the money is *for* is clear, the figure is not.

- **Cash awards for the short-video competition winners** — offered alongside award certificates, following the RISE precedent (individual or team entries; team prizes shared).
- **A cash award for the mini-lesson team that drives the most users / traffic — or the team most successful in promoting TOEFL** (the exact criterion to be agreed with ETS).
- Certificates and any award presentation or showcase, campus promotion, and the hackathon/training costs.
- A small reserve for platform and analytics.

> **Note:** the overall amount is for ETS and the student team to agree; how much goes to each award and to promotion is the easiest thing to renegotiate, and the awards can be sized once we know how many teams enter.

▼ 7 · Next steps & open questions · 下一步與待定問題

Proposed next steps

- Agree which engagement options run in the pilot (A only, B only, or both).
- Confirm the feature list for the video brief with ETS — nothing is published without approved wording.
- Confirm certificate issuance mechanics and the completion threshold.
- Work out the mini-lesson platform, moderation flow and learning-journey tracking in a dedicated session.
- Recruit the student team and set the submission window.

Open questions for ETS China / TOEFL HK

- Budget: the overall amount and its split between the two awards and promotion, plus any items ETS would cover in kind?
- Which TOEFL features may be used in the video brief, and who signs off the wording?
- Certificate: issuer, design, threshold, and how completion is verified?
- Deeper-discount voucher: value, eligibility, and whether it stacks with the Language Centre's sponsorship scheme?
- Can aggregate HK take-up data be shared so stage 3 of the funnel can be reported?
- Which ETS channels can carry the campaign in Hong Kong?

▼ 8 · Sources & links · 來源與連結

- 🏆 HKBU RISE Scenario Development Competition 2026 — competition page (format precedent) ↗
- 📄 Source brainstorm document (2nd half) — Google Doc ↗
- 🐙 luoki0919/SmartDecision — earlier draft of this proposal ↗
- 💬 Issue #88 — working thread for this proposal ↗
- 🎓 HKBU Sponsorship Scheme for the IELTS TEST and TOEFL iBT 2026-2027 — Language Centre ↗ (full test-fee reimbursement, once per student, AY2026-27 onwards)
- 📄 **PDF version:** toefl-engagement.pdf

> **Note on accuracy:** every TOEFL feature listed as a candidate topic is a *topic to be confirmed by ETS*, not a published claim. Nothing here goes live as campaign material until ETS has approved the wording.

▼ 9 · Credit · 署名

This proposal was prepared by **Dr Simon Wang**, Lecturer in English and Innovation Officer, The Language Centre, Hong Kong Baptist University.

本提案由香港浸會大學語文中心 **Simon Wang 博士**（英文講師兼創新主任）編寫。

Prepared for discussion with ETS China & the TOEFL Hong Kong team · 草案，供與 ETS China 及 TOEFL Hong Kong 團隊討論 · 17 Nov 2026.

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