

Dr Alex Lam Empowers Primary English Teachers through Blended Learning Workshops

On 31 January and 10 March 2026, Dr Alex Lam delivered two three-hour professional development workshops for the Curriculum Development Institute, Education Bureau, titled Effective Use of Blended Learning to Develop Students' English Language Skills and Self-directed Learning Capabilities at Primary Level. Drawing on a decade of expertise in e-learning pedagogy and primary school education, Dr Lam shared practical ways to implement blended learning in Primary English to strengthen both language development and students' self-directed learning.



Focus in 4 Areas

- Getting Good at Mixed Learning
- Building Better Skills and Independence
- Turning Ideas into Real Lessons
- Using Tech and AI Tools

Over 70 primary school teachers participated in the workshops that focused on four areas.

First, they enhanced teachers' understanding of effective blended learning approaches—including the flipped classroom—and how these can be adapted to everyday classroom realities. Second, participants explored how blended learning can support students' English language skills while cultivating self-directed learning capabilities. Third, Dr Lam provided classroom-ready examples that highlighted effective planning and pedagogical decision-making, helping teachers translate principles into actionable lesson design. Fourth, the sessions introduced relevant e-learning resources and AI-supported tools that can facilitate blended learning in primary classrooms.



Feedback from participants was positive, reflecting the sector's strong interest in approaches that align pedagogy, curriculum goals, and technology in purposeful ways. The workshops also demonstrate the Department of Curriculum and Instruction (C&I)'s continuing commitment to supporting front-line educators through research-informed professional learning and practice-oriented knowledge exchange.

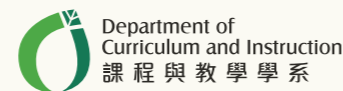
By strengthening teachers' capacity to design effective blended learning experiences, the initiative contributes to broader efforts to enhance classroom learning quality and to prepare students for learning in increasingly technology-rich environments across Hong Kong schools.

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“ A key feature of Humix
Visualisation, Modularisation and Contextualisation ”

Dr Kevin Yung, Associate Professor in the Department of Curriculum and Instruction (C&I) at The Education University of Hong Kong (EdUHK), has developed a humanoid educational robot named Humix with his team. Designed as a classroom teaching assistant, Humix engages learners through interactive games, scenario-based simulations, and personalised learning interactions. The project aims to help students experience collaboration with artificial intelligence (AI) from an early age, strengthening computational thinking, creativity, and problem-solving through hands-on learning.

A key feature of Humix is its no-code teaching platform, developed with three core design principles: visualisation, modularisation and contextualisation. Through an intuitive interface, both teachers and students can operate the robot and design learning activities without any programming background. This design lowers the entry barrier to AI-enhanced learning and supports meaningful classroom use across different learner needs and school contexts.

Beyond student learning, the Humix project also creates authentic opportunities for pre-service teachers to design human-robot collaborative lesson plans and to develop professional readiness for teaching in the AI-enabled era. By working with the technology in real or realistic learning settings, pre-service teachers can strengthen their ability to plan, teach, and reflect with emerging tools.

Humix Humanoid Educational Robot Supports Early Collaboration in Schools

Dr Yung's team has recently shared Humix's educational applications through workshops and professional sharing, exchanging implementation insights with educators and stakeholders. Pilot programmes have also been launched in Guangdong, Shandong and other regions through collaborations with local schools, contributing to a growing set of practice-based cases that inform future development.

Looking ahead, Dr Yung's team plans to expand the initiative to Hong Kong schools, supporting teachers in delivering AI education and assisting students in developing self-directed learning. This approach aims to spark students' interest in learning and strengthen their problem-solving capabilities—helping position EdUHK and Hong Kong as regional contributors to AI education innovation.



Local Engagement

Acting as a Bridge through Action:

Dr Yip Tak Ping Recognised under the Secretary for Home and Youth Affairs' Commendation Scheme

Dr Yip Tak Ping, Programme Leader of the MA in Cultural Heritage Education and Management (MA(CHEM)) in the Department of Curriculum and Instruction (C&I) at The Education University of Hong Kong (EdUHK), has recently been recognised under the Secretary for Home and Youth Affairs' Commendation Scheme. The commendation affirms Dr Yip's long-standing commitment to community service and highlights the strong, sustained connections C&I has built with local partners through meaningful engagement.



Serving as a key bridge between the University and the community, Dr Yip has actively encouraged staff and students to connect educational expertise with community needs, helping to break down the perceived boundaries between academia and grassroots contexts. Under his leadership, C&I colleagues and students have participated in community-based educational practice, supported youth development initiatives, and contributed professional insights to education governance and public discussions.

These efforts reflect a shared commitment to serving the community through expertise and strengthening collaboration through action.

The recognition also underscores C&I's continued emphasis on building partnerships characterized by resource sharing and complementary strengths. By transforming departmental expertise into tangible community impact—and, in turn, enabling the community to serve as an authentic platform for educational practice—C&I continues to advance its mission of research-informed, practice-oriented education.

Looking ahead, C&I will further deepen community collaboration and drive more education innovation and social service projects. Through sustained knowledge exchange and action-oriented initiatives, the Department will continue translating academic strengths into practical outcomes that support community development and nurture future talent in Hong Kong.

Local Engagement

SDG×EL Co-curriculum Empowers Students

Leading Sustainable Development through Experiential Learning



7 Priority SDGs

SDG 3
Good Health and Well-being

SDG 4
Quality Education

SDG 5
Gender Equality

SDG 10
Reduced Inequalities

SDG 11
Sustainable Cities and Communities

SDG 16
Peace, Justice, and Strong Institutions

SDG 17
Partnership for the Goals

A project funded by EdUHK's Central Reserve Allocation Committee (CRAC) is advancing the University's sustainable development agenda through Sustainable Development through Experiential Learning (SDG×EL)—an innovation co-curriculum that combines experiential learning activities with e-learning engagements and standardized assessments. The initiative is motivated by two core values—Youth and Education—and aims to unite, equip, and mobilise young people in higher education to contribute to the Sustainable Development Goals (SDGs).

Co-led by Dr Michelle Cheng and Dr Norman Mendoza (Department of Curriculum and Instruction) and Dr Weiyang Xiong (Department of Social Sciences and Policy Studies), SDG×EL successfully enrolled over 70 undergraduate and postgraduate EdUHK students across two semesters.

Veering from a traditional classroom set-up, the co-curriculum fostered active learning aligned with Kolb's Experiential Learning Cycle, supporting ambassadors from concrete experience and reflection to conceptualization and action.

Ambassadors deepened their learning through Moodle, using forums and e-journals to connect sustainability concepts to personal commitments and community engagement!

Project Website QR code



The programme culminated with SDG Fest on 31 March 2026, where ambassadors promoted SDG literacy and competency across campus through interactive games, quizzes, and curated photo and video displays related to the priority SDGs. These experiences showcased how experiential learning can strengthen students' sustainability awareness, leadership, and capacity for meaningful action within EdUHK and beyond.

Learn more about the SDG×EL Initiative through the project website: <https://tinyurl.com/eduhk-sdgel> or scan the QR code.

Regional (GBA and the broader Chinese Mainland) Engagement

Guangxi-Hong Kong Joint Intangible Cultural Heritage Exhibition Opens in Guilin, Building Bridges for Youth Cultural Exchange



A key feature of the exhibition was a curated showcase of 31 promotional works on Hong Kong ICH, conceived and produced by over 40 undergraduate students from the programme. Through creative visual storytelling and thoughtful interpretation, the works brought to life the diversity, craftsmanship and living legacy of Hong Kong's intangible cultural heritage—highlighting not only what should be preserved, but how heritage can be communicated to wider audiences in contemporary ways.

On 8 March, the "Hong Kong Sentiments · Guangxi Charm" Guangxi-Hong Kong Joint Intangible Cultural Heritage (ICH) Exhibition was officially launched at Guangxi Normal University in Guilin. Co-organised by The Education University of Hong Kong (EdUHK) and Guangxi Normal University, the exhibition served as a highlight of the MA in Cultural Heritage Education and Management programme's study visit to the Chinese Mainland—"Deep Immersion in Mainland Arts, Culture and Creative Industries: Guangxi Study Tour". The event created a vibrant platform for youth cultural exchange between Guangxi and Hong Kong, while enabling students to demonstrate their professional knowledge and cultural insight through authentic practice.



The success of the exhibition was made possible through the generous support of multiple partners, to whom we extend our sincere gratitude. The wider Guangxi-Hong Kong youth cultural exchange programme spanned 14 days. Following Guilin, the delegation visited Liuzhou and Nanning for a rich series of activities, including ICH hands-on experiences, in-depth cultural dialogues, and industry visits to local enterprises such as Liqun Brewery and Wuling Motors (Guangxi Automobile Group).

With ICH as a shared cultural thread, the joint exhibition fostered mutual learning and deeper understanding between the two regions. It also injected fresh youth momentum into cultural exchange and collaboration between the Guangdong-Hong Kong-Macao Greater Bay Area and Guangxi, demonstrating how heritage education can connect communities—across cities, disciplines and generations.