



Welcome Message

Welcome to the third issue of the HKIEd Learning and Teaching Newsletter.

e-Learning has become a crucial part of educational innovations worldwide, particularly when learning outcomes focus on both metacognitive and noncognitive skills as well as on competencies for lifelong purposes. HKIEd has been exerting tremendous efforts in using advanced information and communications technologies (ICT) to enhance efficiency and creativity in teaching and learning. Under the framework of e-Learning policies, there are four strategic dimensions in developing e-Learning practices among students and teaching staff. These four dimensions emphasize the need for the accessibility of resources (e.g., wireless connectivity, Moodle Learning Management System

(LMS) with Turnitin, and Mahara) in the learning environment, leadership and management roles, quality assurance (e.g., ICT assessment tools, ePortfolio, and learning outcomes), and enhancement of teaching and learning (e.g., e-pedagogies and development projects).

This issue focuses on new developments and initiatives in e-Learning in relation to student learning (e.g., ePortfolio, coding, and Massive Open Online Courses (MOOCs)), teaching (e.g., apps, literary journals, and the flipped classroom), programme development (e.g., e-books and Moodle), and capacity building and environment enhancement (e.g., teaching development grants and blended learning)

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Editorial Board

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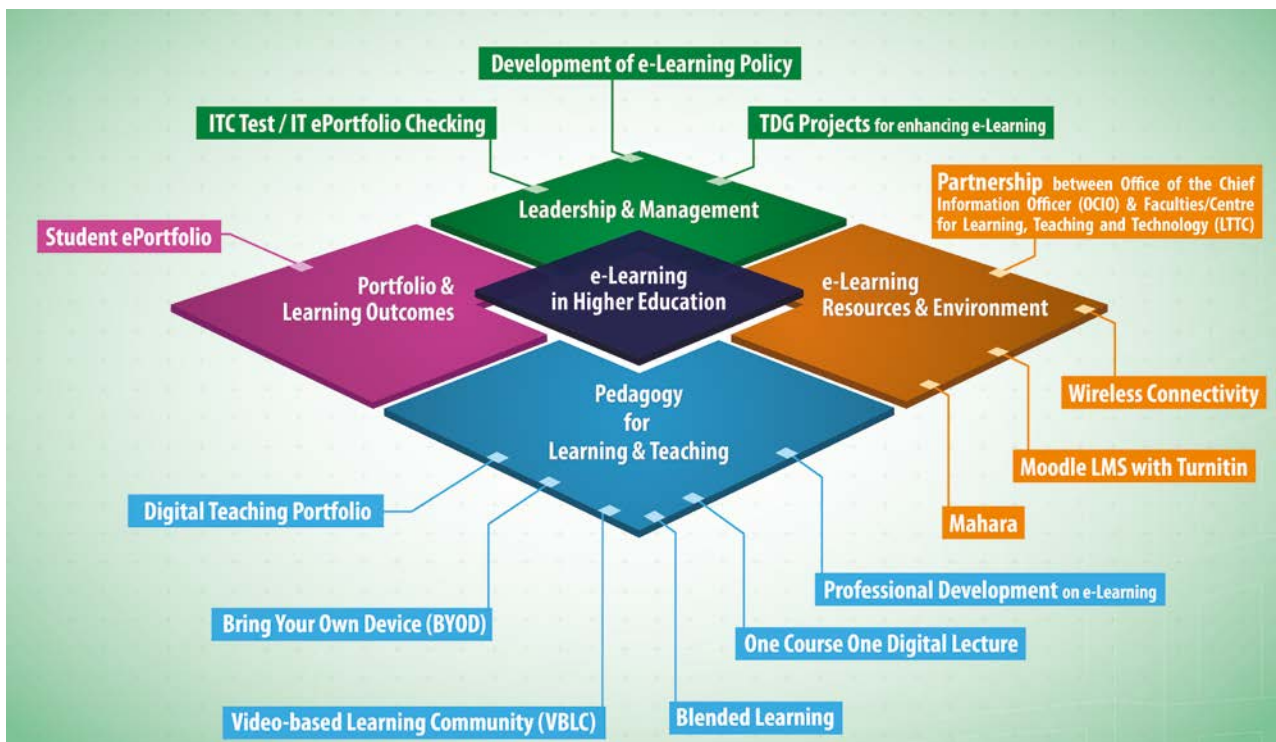


▲ Ms Venus Ng, Ms Jessica Hui, Dr Maureen Tam, Dr Tong Ho Kin, Dr Tam Cheung On, Ms Tiu Sze Jing, Professor Edmond Law, Professor John Lee, Ms Cheryl Du, Mrs Jamie Chau-Cheung, Dr Tong Ho Kin, Ms Sharon Cheung, and Ms Carol Tjan (from left to right)

e-Learning Policies and Strategies

A framework of e-Learning policies and strategies with four interrelated key dimensions, seven e-Learning policies, and nine e-Learning strategies has been developed to plan and implement e-Learning at the Institute since 2012. The Institute has obtained a certain level of achievements through several initiatives implemented by various units, particularly the adoption of information technology (IT)

competency (ITC) test and IT ePortfolio checking as a graduation requirement, the implementation of campus-wide learning ePortfolio, and the development of a personalized learning hub initiative that embeds “bring your own device (BYOD).” In future, the Institute will continue to promote a quality e-Learning environment for the learning community.



▲ Key Dimensions and Key Initiatives of e-Learning in HKIEd

Research Outputs and Projects on e-Learning

Several research outputs and projects on e-Learning have been produced by the HKIEd academic staff.

Research Outputs

Chen, C. W. J. (2015). Mobile learning: Using application Auralbook to learn aural skills. *International Journal of Music Education*, 33, 244–259.

Cheng, E. C. K., Chan, S., Wan, Z. H., Hung, V., Lim, C. P., Lai, Y. C., Chan, T. M., & Tam, C. M. (2015). Towards a curriculum framework for development teachers' personal knowledge management competencies. *International E-Journal of Advances in Education*, 1(2), 105–111.

Cheng, K., & Leung, A. (2015). A dynamic applet for the exploration of the concept of the limit of a sequence. *International Journal of Mathematical Education in Science and Technology*, 46(2), 187–204.

Chung, L.M.Y., Fong, S.S.M., Law, Q.P.S., Ma, A.W.W., Chow, L.P.Y., & Chung, J.W.Y. (August, 2015). Theoretical examination of behavioural feedback in the application of teledietetics to weight reduction. *Journal of Telemedicine and Telecare*. DOI: 10.1177/1357633X15595557

Kong, S. C., & Song, Y. (2015). An experience of personalized learning hub initiative embedding BYOD for reflective engagement in higher education. *Computers & Education*, 88, 227–240.

Lai, Y. C., & Wong, T. W. (2015). Using social media and cloud services to facilitate teaching and learning in teacher education courses. *Ubiquitous Learning: An International Journal*, 6(4), 7–24.

黎耀志 (2015) : 網路時代, 家長該何去何從?. 《百分百家長》網路時代的危與機, 43, 1 - 7.

Looi, C. K., Sun, D., & Xie, W. (2015). Exploring students' progression in an inquiry science curriculum enabled by mobile learning. *IEEE Transactions on Learning Technologies*, 8(1), 43–54.

Poon, K. K., & Yick, D. P. (2015). Secondary school students learning the translation of functions in a computer-assisted lesson. *Far East Journal of Mathematical Education*, 14 (2), 69–102.

Sun, D., Looi, C. K., Wu, L., & Xie, W. (2015). The innovative immersion of mobile learning into a science curriculum in Singapore: an exploratory study. *Research in Science Education*, 1, 1–27.

Song, Y., & Kong, S. C. (2015). Employing a framework to examine the “niche” for mobile-assisted seamless learning from an ecological perspective. In L-H. Wong, M. Milrad, & M. Specht (Eds.), *Seamless Learning in the Age of Mobile Connectivity* (pp. 75–90). Singapore: Springer.

Szeto E. (2015). Community of Inquiry as an instructional approach: what effects of teaching, social and cognitive presences are there in blended synchronous learning and teaching? *Computers & Education*, 81, 191–201.

Tsang, P. K., & Chui, H. L. (2016). Sustainable mashup of mobile applications in education. In M. Robertson & P. K. Tsang (Eds.), *Global Understanding: Communication and Networking*. Germany: Springer.

Wong, G. K. W. (2016). A new wave of innovation using mobile learning analytics for flipped classroom. In D. Churchill, J. Lu, T. Chiu, & B. Fox (Eds.), *Mobile Learning Design: Theories and Applications* (pp. 189–218). Singapore: Springer.

Wong, G. K. W. (2016). The behavioral intentions of Hong Kong primary teachers in adopting educational technology. *Educational Technology Research and Development*, (Online First), 1–26.

Wong, G. K. W. (2015). Understanding technology acceptance in pre-service teachers of primary mathematics in Hong Kong. *Australasian Journal of Educational Technology*, 32(6), 713–735.

Wong, G. K. W., & Cheung, H. Y. (2015). Flipped classroom for student engagement in higher education. In J. Hawkins (Ed.), *Student engagement: Leadership practices, perspectives and impact of technology* (pp. 69–90). New York: Nova Science Publishers, Inc.

Projects

Founding an online platform for teaching and learning and a literacy journal for English creative writing of Hong Kong

(Professional Development in e-Learning Initiatives 2014–15, Principal Project Supervisor: Mr Wong Yu Bon Nicholas 黃裕邦先生)

A study to collect evidence through ePortfolios and coursework to demonstrate students' achievement in Generic Intended Learning Outcomes (GILOs)

(Teaching Development Grant 2014–15, Principal Project Supervisors: Professor Kong Siu Cheung 江紹祥教授, Professor Lo Shiu Hing Sonny 盧兆興教授)

Engaging learners with flipped classroom

(Teaching Development Grant 2014–15, Principal Project Supervisor: Dr Ng Mee Wah Eugenia 吳美華博士)

Using Facebook-enabled problem-based learning environment to enhance students' level of learning

(Teaching Development Grant 2014/15, Principal Project Supervisor: Dr WONG Man Yee, Emmy 黃敏兒博士)

Assessment for learning: Online quizzes for grammar courses

(Teaching Enhancement Initiatives Fund 2014–15, Principal Project Supervisor: Dr Jackie Lee Fung King 李鳳琼博士)

Compilation of interactive course materials for Asian Englishes and English as a lingua franca in Asia

(Teaching Enhancement Initiatives Fund 2014–15, Principal Project Supervisor: Dr Andy Chin 錢志安博士)

Developing a digital teaching portfolio in Mahara as a knowledge transfer platform

(Teaching Enhancement Initiatives Fund 2014–15, Principal Project Supervisor: Dr Shin Kataoka 片岡新博士)

Developing digital teaching portfolios in Mahara to enhance students' professional development and knowledge exchange in translation

(Teaching Enhancement Initiatives Fund 2014–15, Principal Project Supervisor: Dr Christy Liu 廖鳳明博士)

Development of online corpus of literary terms of Pre-Qin prose

(Teaching Enhancement Initiatives Fund 2014–15, Principal Project Supervisor: Dr Tong Ho Kin 湯浩堅博士)

Enhancing an online quiz database for the Introduction to Linguistics course

(Teaching Enhancement Initiatives Fund 2014–15, Principal Project Supervisor: Dr Wang Lixun 王立勳博士)

Pedagogical practice and students' perceived effectiveness of web-based automated writing evaluation

(Teaching Enhancement Initiatives Fund 2014–15, Principal Project Supervisors: Dr Chen Hseuh Chu Rebecca 陳雪珠博士 & Professor Cheung Hintat 張顯達教授)

The contribution of peer online comments to the writing quality of wiki academic assignments

(Teaching Enhancement Initiatives Fund 2014–15, Principal Project Supervisors: Dr Angel Ma Qing 馬清博士 & Dr Wang Lixun 王立勳博士)

A corpus-based online pronunciation learning system: The pedagogical applications of spoken corpus in improving Hong Kong/Mainland university students' English pronunciation

(Teaching Development Grant 2013–14, Principal Project Supervisor: Dr Chen Hsueh Chu, Rebecca 陳雪珠博士)

Building a Community of Practice (CoP) to enhance student teachers' professional development in Field Experience via web technologies

(Teaching Development Grant 2013–14, Principal Project Supervisor: Dr Lai Yiu Chi 黎耀志博士)

Improving students' ability in using web-based technology for group projects

(Teaching Development Grant 2013–14, Principal Project Supervisor: Dr Cheng Wai Lun Eddie 鄭偉倫博士)

Integration of virtual learning environment through Moodle to enhance students reflective and collaborative learning on gymnastic and physical fitness course

(Teaching Development Grant 2013–14, Principal Project Supervisor: Dr Cheung Pui Yee 張佩儀博士)

Studying the deviant behavior in campuses - An online pedagogical resource

(Teaching Development Grant 2013–14, Principal Project Supervisor: Dr Ho Ka Ki Lawrence 何家騏博士)

Bring Your Own Device (BYOD) for reflective engagement of learners in digital classroom

(Teaching Development Grant 2012–13, Principal Project Supervisors: Professor Kong Siu Cheung 江紹祥教授, Professor Chung Wai Yee Joanne 鍾慧儀教授, & Dr Song Yanjie 宋燕捷博士)