Staff Teaching and Development

Sharing of Good Practices of e-Pedagogy

e-Pedagogy in Action

Blended and online learning has been a key area of professional learning in FEHD and has been supported by various teaching development grants (TDGs), small project funds, and faculty programmes. Faculty members are involved in a wide range of practices, including

- fully online courses,
- flipped learning strategies that help students prepare for class,
- group discussion forums used to consolidate learning after class,
- provision of video and online examples of learning products to help students accomplish learning outcomes,
- student-made video presentations,
- international knowledge exchange with students from other universities,
- online collaboration activities using Moodle Groups and Google Docs,
- use of social media to create ePortfolios,
- provision of formative feedback on the development of a group inquiry project using Google Slides,
- peer assessment on video presentations using rubrics on Google Forms,
- interactive lectures and video-based lesson observations.

The Technology-Enhanced Learning Hub (TEL-Hub) was set up to support e-Learning practices in the Faculty by building staff capacity, developing teaching/learning resources, and exploring emerging technologies. The TEL-Hub is open for walk-in consultations every Monday, Wednesday, and Friday; in addition, it provides services for all members of the academic and teaching staff in the Faculty on a walk-in basis. The TEL-Hub has organized and will be organizing a series of professional learning activities that will allow members of the academic and teaching staff to exchange ideas and to share their good practices regarding blended learning. At the same time, the TEL-Hub designs and readapts learning resources that can be used for blended learning. The TEL-Hub also explores various emerging technologies, such as mobile and Web 2.0 technologies, to enhance the quality of learning and teaching.

▲ Students and teachers can obtain up-to-date information on blended learning, Blended and Online Learning and Teaching (BOLT) projects, and professional development activities at http://blearn.ied.edu.hk/.

▲ The TEL-Hub organized a seminar on BOLT, entitled a "A Highly Interactive Cloud-Classroom (HIC) Embedded into Basic Materials Science Courses," in November 2015. Prof. Chang Chun-Yen, Chair Professor of National Taiwan Normal University, shared his study regarding how HIC could be easily embedded into basic materials science courses.

Apps for Learning Chinese

To support effective and innovative teaching practices with the integration of ICT, the Department of Chinese Language Studies cooperates with LTTC to provide open classes and post-interviews to demonstrate and discuss how pedagogical and technological aspects can be integrated into the effective learning and teaching of the Chinese language. This sharing on "Strategies to use apps to engage students in learning Chinese" describes the instructional strategies of games and authoring systems through the app "2048," which users can use to customize the teaching content. Colleagues may apply this technology to different courses using apps.

▲ Learning about Chinese characters through the app "2048"

▲ QR code of the app "2048"

Using Corpus Data in Language Studies and Language Education

Corpus linguistics is one of the major research foci at the Department of Linguistics and Modern Language Studies (LML). Several corpora with different nature have been developed by colleagues from LML (URL: http://corpus.ied.edu.hk/). In many courses, students have the opportunity to learn how corpus linguistics can be applied to language studies and language education. Using Spoken and Written Discourse as an example, some well-known corpora in both English and Chinese languages are introduced to students. Then, students are trained to use corpus linguistics tools to analyze authentic spoken and written texts to improve their understanding of the linguistic differences between these two major text types.

▲ Homepage of the Corpus of Mid-20th Century Hong Kong Cantonese

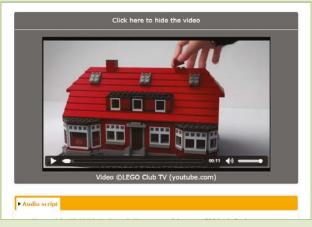▲ Homepage of the Asian Corpus of English (http://corpus.ied.edu.hk/ace/Corpus.html)

The Inter-institutional Collaborative Online Self-Access Project

The Inter-institutional Collaborative Online Self-access (ICOSA project) is an inter-institutional project that involves five tertiary institutions, including HKIEd. It aims to create and share English language self-access learning materials via an online repository to utilize existing materials efficiently. The materials in this project can help develop specific skills for reading, writing, listening, and vocabulary development.

Grammar activities are also included. Students and staff can work on the exercises anywhere and at any time to enhance their English language skills by going to the website of the Arthur Samy Language Learning Center (http://www.ied.edu.hk/cle/en/asllc/Welcome_to_the_new_ASLLC/). After the initial log in, users can see the link to the ICOSA pages in their Moodle account the next time they use it.

LEGO Story

Main Category: Listening

Sub-categories: Vocabulary

Interesting elements: The topic is interesting because it is a type of toy that most students know and like.
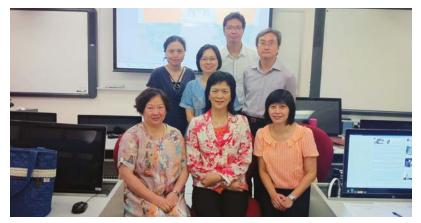

▲ Three tasks prepare students to practise their listening skills: pre-listening, while-listening, and post-listening to the LEGO story.

▲ Students can watch the video to practise their listening skills and improve their vocabulary.

Engaging Learners with the Flipped Classroom

The flipped classroom is a new pedagogical method that comprises video lectures that learners can watch at their own time prior to attending classes while participating in group activities during class time. In the project of Dr Ng Mee Wah Eugenia (吳美華博士) entitled "Engaging Learners with Flipped Classroom," team members were asked to watch pertinent videos and attempt to take the tests prior to the first meeting for them to understand the value of the method. Four of the team members from two faculties have implemented the flipped classroom for Semester 1, 2015–16. Digital materials, as well as pre- and post-tests, were developed. The post-tests show that students have improved substantially, which suggests that they are able to practise self-learning outside the classroom. Students who have attended focus group meetings also concur with the merits of the flipped classroom, which allows them to learn independently and more flexibly when using traditional teaching methods.

▲ Team members of the project "Engaging Learners with the Flipped Classroom": Dr Tsang Kwan Lan Vicky 曾君蘭博士, Dr Ng Mei Lee 吳美莉博士, Dr Lai Yiu Chi 黎耀志博士, Mr Yuen Tsz Leung Raymond 袁子良先生, Dr Ma Wai Wing Ada 馬慧穎博士, Dr Ng Mee Wah Eugenia 吳美華博士and Dr Yang Chi Cheung Ruby 楊紫嫦博士.

▲ Students participating in flipped classrooms

Staff Professional Development for e-Learning

LTTC is preparing video resources to showcase e-Learning pedagogy implementation in HKIEd. Dr Tse Ka Ho (謝家浩博士) of the Department of Chinese Language Studies demonstrated an example of implementing e-Learning pedagogy using the popular mobile application "2048." He used the application to teach students how to design their own games. Games developed using this application will help inspire student interest in learning Chinese.

The lessons were videotaped and Dr Tse was interviewed for the rationale behind this e-Learning pedagogy as well as his views towards using this pedagogy in learning and teaching. Other colleagues who used e-Learning pedagogy in their lessons were also videotaped and interviewed. The video resources on teaching using e-Learning pedagogy will soon be shared in the Video-based Learning Community (VBLC) by LTTC.

▲ Dr Tse explains to students how to use a game-based application to create games.