# Sharing of Deliverables by Teaching Development Grant (TDG) Projects

To learn more about TDG, visit the UGC webpage: http://www.ugc.edu.hk/eng/ugc/activity/tdg/tdg.htm



▲ In May 2015, Professor Manu Kapur, professor at the Department of Psychological Studies (then an associate professor in the Curriculum, Teaching, and Learning Academic Group as well as the head of the Learning Sciences Lab at the National Institute of Singapore), was invited to deliver a seminar entitled "Productive Failure Meets Flipped Learning" to discuss the project.

**Practicing Blended Learning on a Collaborative : A Pilot Study in FEHD**

*Principal Project Supervisors:*
*Dr Darren Anthony Bryant*
*Dr Theresa Patricia B. Alviar*

Practicing Blended Learning (BL) on a Collaborative Platform: A Pilot Study in FEHD has reached its mid-point. The project includes members from each department of FEHD and aims to identify current BL practices to encourage improvement that better supports learning and to explore the relationship of BL to student motivation. Team members have been sharing their practices and providing peer critiques in a series of PD sessions, one of which has focused on how the concept of productive failure can be used to focus on BL strategies. The team members have provided an exhibit of current BL practices, piloted a student survey on motivation, and identified areas of improvement, which will be addressed in Semester II, 2015-16. Examples of work in progress can be found at http://www.ied.edu.hk/aclass/research.html.

## Implementation and Evaluation of a Mobile Learning Portfolio App to Enhance Student Learning Effectiveness

*Principal Project Supervisor:*
*Dr Leung Chi Hung*

The project developed an Android mobile learning system for collecting student works (such as online exercises and in-class learning) and teacher e-comments as well as for implementing discussions for group presentation via mobile phone in September 2014. The Android version was extended to IOS in September 2015. Students were asked to enroll in both mass lecture and tutorial activities. The mobile learning system can be used in two steps. First, the online exercises and interactive activities are provided in mass lectures. Students will finish multiple choice questions through their mobile phone. Cloud work immediately shows the most frequently rated answer, which may be incorrect. The lecturer can then discuss the answer with students. Second, the instant chat room/forum can be used to encourage students to upload videos and pictures related to the learning activities to share with teachers and other students. The instant chat room also acts similarly to WhatsApp to encourage discussion among students within tutorial groups. Finally, this TDG will also investigate acceptance toward mobile learning to enhance learning effectiveness.

The acceptance of mobile learning will be assessed using four factors (system satisfaction, system activities, learner autonomy, and system functions), whereas student learning effectiveness will be assessed during the first and last weeks of the semester.
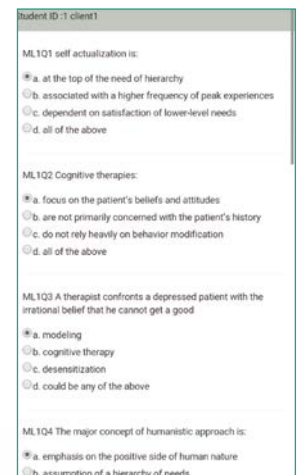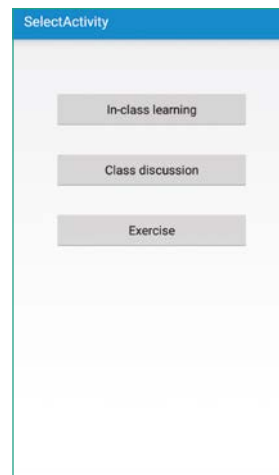


▲ Students could complete the online exercises and interactive activities through the mobile learning system.

## Developing a Corpus-based Online Pronunciation Learning System for Cantonese Learners of Mandarin and Japanese

*Principal Project Supervisor:*
*Dr Chen Hsueh Chu Rebecca*

This project aims to develop a corpus-based online pronunciation learning system for Mandarin and Japanese to help language teachers, learners, and researchers understand the major problems in learning Mandarin and Japanese pronunciation encountered by Hong Kong Cantonese learners. The pronunciation corpora of two learners will be established and analyzed to (a) identify recurrent difficulties of learners in accurately and appropriately using Mandarin and Japanese segmental and suprasegmental features and (b) suggest possible solutions to reduce or eliminate these difficulties. We believe that a multilingual learner corpus project that focuses on comparative phonological studies of Cantonese, Mandarin, and Japanese will provide a platform to promote quality teaching and research.



▲ Main page of the Mandarin corpus website (under construction)
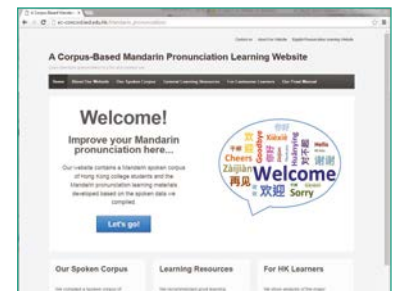


▲ Home page of the Mandarin learning website (under construction)



▲ Home page of the Japanese learning website (under construction)

## A Study to Collect Evidence through ePortfolios and Coursework to Demonstrate the Achievement of Students in Generic Intended Learning Outcomes

*Principal Project Supervisors:*
*Prof KONG Siu Cheung*
*Prof LO Shiu Hing Sonny*

Generic intended learning outcomes (GILOs) represent the Institute's expectations of all its students and captures the general attributes of every HKIEd graduate. To establish a comprehensive framework and develop a set of rubrics to measure these Institute-level generic outcomes, a TDG project has been launched to collect evidence through ePortfolios and coursework to demonstrate student GILOs achievement. Feedbacks are solicited from students, programmes and faculty members, senior management, as well as project consultants, so that the GILOs framework and rubrics are well-refined for learning development. The project will be completed in 2016/17, and the GILOs rubrics will be disseminated for Institution-wide usage.





23

## Integration of a Virtual Learning Environment through Moodle to Enhance the Reflective and Collaborative Learning of Students on Gymnastic and Physical Fitness Course

*Principal Project Supervisor:*
*Dr CHEUNG Pui Yee Peggy*

Pre-service physical education (PE) teachers are required to learn the pedagogy and technical skills of teaching at least eight different physical activities from no less than four areas. Gymnastic and physical fitness activities are two of the major areas included in the recommended list of subject areas in the school-based PE curriculum. In the local context, limited resources are available to facilitate the teaching and study of these subject areas.

This TDG project is completed with the production of teaching resource materials that support the teaching of PE subjects in the local education setting. In addition, in teaching the courses to undergraduate PE students, the Moodle-based platform was adopted to support the reflective and collaborative learning of students. A course ePortfolio that can share the materials with academic/teaching colleagues in education sectors is produced.



▲ 健美體操教學資源庫
http://teachpe-aerobicgym.ied.edu.hk



▲ 體適能教學資源庫
http://teachpe-fitness.ied.edu.hk

## Bring Your Own Device for Reflective Engagement of Learners in Digital Classrooms

*Principal Project Supervisors:*
*Prof Kong Siu Cheung*
*Prof Chung Wai Yee Joanne*
*Dr Song Yanjie*

"Pedagogy for learning and teaching" is one of the key dimensions of the e-Learning policies of HKIEd. This teaching development project is specifically designed to enhance the competency of HKIEd academic/teaching staff in promoting reflective engagement of learners through "bring your own device (BYOD)," which is in line with HKIEd e-Learning strategies. The concept of BYOD is a means to promote teaching and learning inside and outside the classroom by using personal mobile devices. The results of investigating the effect of BYOD as a "personalized learning hub" initiative on the reflective engagement of learners demonstrate that using a reflective engagement framework and deploying BYOD as a "personalized learning hub" initiative in the higher education sector can engage learners in learning interactions effectively.

# Infrastructure for Environment Enhancement

## Smart ICT Campus

A reliable and efficient connection to the Internet has become an indispensable part of learning and teaching. At HKIEd, the campus network is connected by a 40 Gigabit Ethernet backbone that covers the academic and administrative buildings as well as the staff and student residences. End users in offices are equipped with a 1 Gb connectivity to the campus backbone. As a member of the Hong Kong Academic and Research Network (HARNET) under the auspices of the Joint Universities Computer Center (JUCC), we connect with other local universities via 10 Gbps high-speed links. In summer last year, two new border routers provided by JUCC were deployed to cope with the increase in Internet bandwidth acquired by HARNET. On the wireless network, new high-speed, high-capacity Wi-Fi access points (APs) were installed in public areas, libraries, learning commons, and classrooms, whereas in-room APs were deployed in offices across the campus. New hospitality APs for individual rooms were installed in hostels to increase Wi-Fi signal strength and reduce interference from other APs. As a member of "eduroam" (www.eduroam.org/), members of the Institute can enjoy Wi-Fi at other member institutions worldwide for free.


▲ Hardware upgrade for deploying border routers to cope with the increase in Internet bandwidth


▲ Wi-Fi APs installed in classrooms

## Exploration of New Technologies that Support Learning and Teaching

To support learning and teaching, Office of the Chief Information Officer (OCIO) has utilized the latest technologies in various means. In 2015, Apple TV was introduced. Most of the teaching venues are now equipped with devices that are capable of playing digital media from a number of sources on a TV screen.

With the migration of staff email to Microsoft Office 365, staff and students are eligible to use Office 365 ProPlus, a full version of the Microsoft Office suite, for free on up to five personal PC/Mac units and up to five mobile devices. New collaboration models were also introduced, including file sharing and storage tools, video streaming platforms, and instant messaging software. We are also exploring other presentation tools, such as SlideDog, Adobe Connect, and MS Skype.

The popular HKIEd Notifications App for mobile devices, which currently provides instant information on transportation, will soon be disseminating course/programme information. Revamps and upgrades on other systems and applications are underway to improve support for mobile learning.

Additional details, including application software packages and office automation tools, can be found on the website of OCIO (http://www.ied.edu.hk/ocio). Colleagues are welcome to propose new software packages or systems for our evaluation and setup. For requests, proposals, recommendations, and complaints, colleagues are welcome to contact the account manager or IT helpdesk of their departments at helpdesk@ocio.ied.edu.hk or 2948 6601.



▲ HKIEd Notifications App



▲ Use of Apple TV to play digital media from a number of sources on the TV screen

## Mobile Application for Student Services and Non-formal Learning Opportunities

The Student Affairs Office (SAO) mobile application will roll out in June 2016. Students, staff, alumni, and visitors of HKIEd can obtain the latest updates on student services and non-formal learning opportunities provided by SAO with a few taps on their mobile device anywhere and at anytime.

The mobile application may be observed from its initial design shown here:



▲ Initial design of the mobile application