The Hong Kong
Institute of Education
香港教育學院

Powering
Education
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HKIEd Learning and Teaching Newsletter

ISSUE 3 – May 2016

e-Learning

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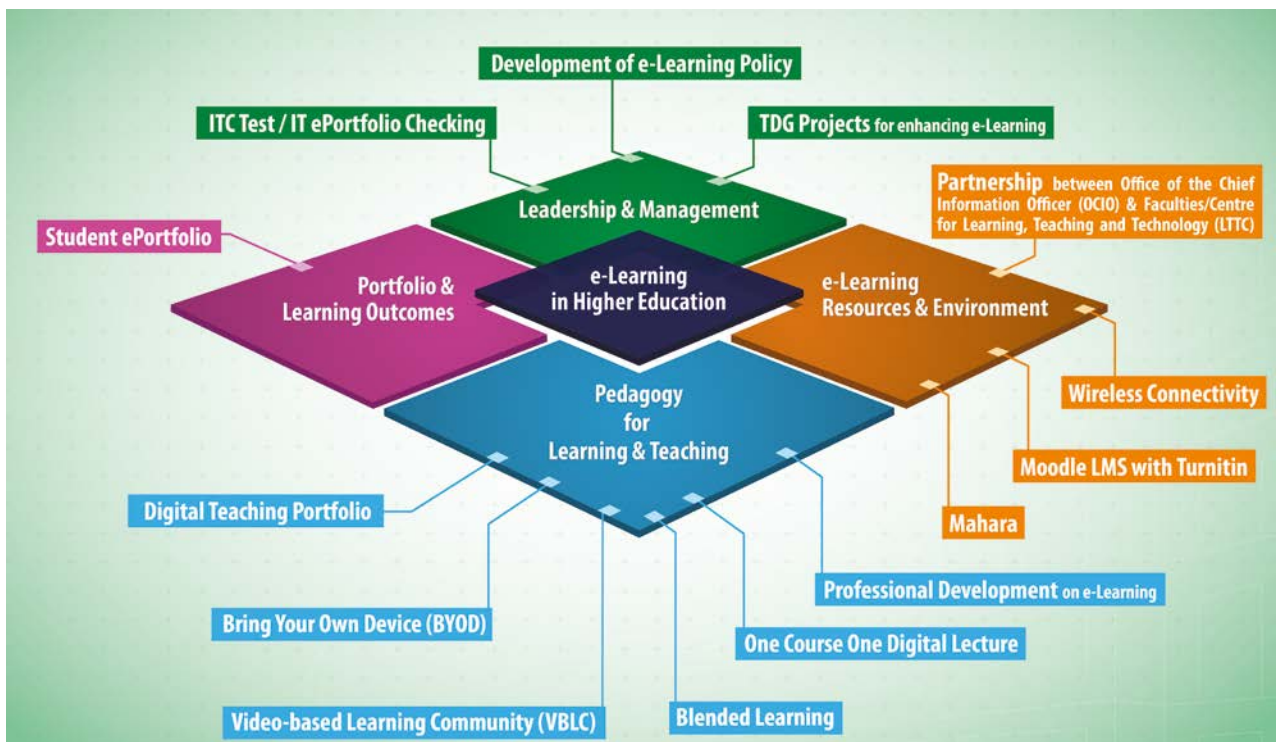
▲ Key Dimensions and Key Initiatives of e-Learning in HKIEd

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 coursess

(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 王立勛博士)

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 王立勛博士)

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)

Student Learning and Development

Centre for Learning, Teaching, and Technology

The Centre for Learning, Teaching, and Technology (LTTC) is one of the learning and teaching support units of HKIEd. LTTC aims to support higher education learning, teaching, and assessment innovations at the Institute to enhance student learning outcomes. The unit is committed to facilitating staff and students to utilize ICT effectively in education and to enhance the related professional development of academic and teaching staff.

Centre for Learning, Teaching and Technology
教 學 科 技 中 心

ePortfolio

To guide students in documenting, managing, and reflecting their own learning in 4/5 years of study, HKIEd has pioneered the launch of a campus-wide learning ePortfolio implementation since 2012/13. This project aims to nurture and empower engaged and reflective learners in monitoring and managing their own learning processes and outcomes. These learners will be able to set new learning goals and refine their learning process at different stages of life to become lifelong learners. LTTC is dedicated to providing continuous support to facilitate students' learning by creating their ePortfolios, ranging from briefings, workshops, to online self-learning materials. To encourage more students to create their ePortfolios, the Student ePortfolio Award was organized to recognize student excellence in 2014/15. The awarded ePortfolios demonstrated rich learning experiences with concrete personal goals, insightful viewpoints, and in-depth reflections.

▲ Awardees of the Student ePortfolio Award 2015
Link: http://www.lttc.ied.edu.hk/?p=10031

Outstanding Award	Merit Award	
Ms LI, Hung Ching	Ms LAW, Miu Yan	Ms ZHUANG, Qiqi
Mr LO, Shing Cheong	Ms LEE, Ka Wai	Ms LAM, Chung Yan
Ms WU, Hei Man	Ms TING, Chui Yee	Ms SUN, Yifei
	Ms TONG, Victoria Ka Yu	Mr WANG, Pengjin

▲ Awarded ePortfolios of the Student ePortfolio Award 2015 Link: https://mahara.ied.edu.hk/view/view.php?t=qwyuP7Jvej0Yr58LQbWZ

Coding Education Unit

The advancements and extensive adoption of digital technology in all walks of life in recent decades have led to significant changes in tasks and daily activities. Students urgently need to develop not only their skills in using digital tools in their daily work, but also a fundamental understanding of the underlying principles of digital technology. Coding education for computational thinking development is vital for students to gain such understanding. Integrating computational thinking competency into student specialized knowledge is important and can enhance innovative ideas and outcomes. Consequently, computational thinking skill is considered an indispensable skill that everyone should possess in the 21st century.

The Coding Education Unit is a newly established unit under LTTC. It provides courses, seminars, and workshops to facilitate the development of the coding, learning and teaching, and computational thinking skills among students. A computer laboratory with 3D printers and a mobile computing laboratory were set up in February 2016 to provide students with the basic facilities and an environment to code. The Unit also encourages learning through community involvement. In particular, HKIEd students who have acquired coding skills can transfer their knowledge to students in local primary and secondary schools.
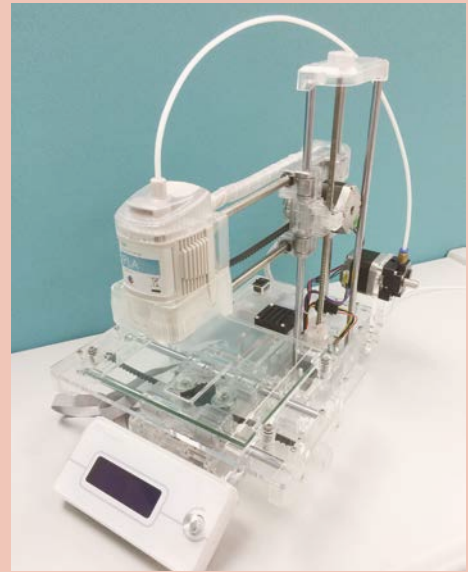
▲ 3D Printer: 3D printing is a form of additive manufacturing technology in which a 3D object is created by laying down successive layers of material.

▲ Computer laboratory with 3D printers

▲ Mobile computing laboratory

▲ Students trying out equipment during a 3D printer company visit.

Development of Massive Open Online Courses

A massive open online course (MOOC) is a web-based distance-learning platform that represents a new trend in higher education and provides top-caliber courses to a global audience. The Institute is at the forefront of innovations in teaching and learning; hence, LTTC aims to develop a MOOC "e-Pedagogy in Mathematics Learning and Teaching" as an exemplar for the professional development of all academic and teaching staff at HKIEd. This MOOC aims to cater to the growing need to enrich the professional development of primary and secondary teachers that are related to e-Learning in Hong Kong. It also aims to become a signature course for pre-service teachers in mathematics at the Institute, as well as for in-service teachers with sound knowledge and hands-on practices in e-Learning pedagogies, particularly for mathematics teaching.

In addition to mathematics, an English lecture series called "The English you didn't learn in school" is being converted into a MOOC by the Faculty of Humanities. This MOOC covers a wide range of topics that are not typically taught in language classes. This course is designed for non-native English speakers who are interested in improving their knowledge of and ability to use the English language. It may also help English teachers gain a well-rounded knowledge of English to which they can refer to while teaching.
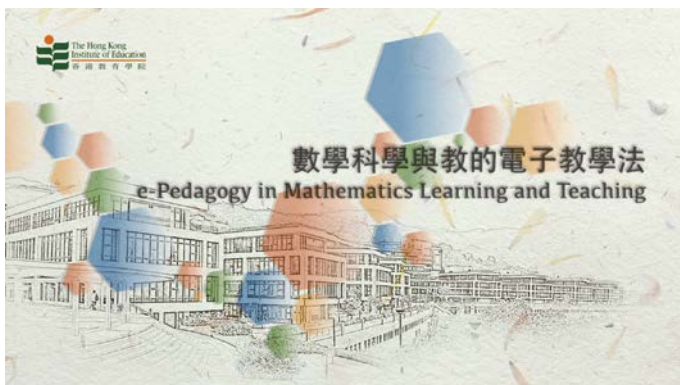
▲ Screenshot of a startup screen of a lesson video in a MOOC

▲ Interaction of in-service teachers with a MOOC

▲ "The English you didn't learn in school" lecture series is now being converted into a MOOC.

Online Signature Course for China Network of the Faculty of Education and Human Development

▲ Dr Elson Szeto successfully conducted the course "Teaching in Changing Times" with CCNU students in 2015/16. The course was well-received by the students and provided a platform for knowledge exchange in the region.

This project, launched by the Faculty of Education and Human Develompent (FEHD), demonstrates a breakthrough in e-teaching leadership across six partner universities in Mainland China, Taiwan, and Macau. The project is a significant academic development of the Institute under the Wuhan Declaration as a pioneer collaboration. The Institute's first blended/online undergraduate course entitled "Teaching in Changing Times" has become a signature course that has evolved since the Declaration. With the support of the academic and administrative units of the Institute, the course was run for the first time at the Central China Normal University (CCNU) in Semester 1, 2015–16. This project does not only benefit university students, but it also provides a platform that will advocate knowledge transfer/exchange in the region. The course has been well-received; it will be offered again in Semester 2 upon request.

Voices of the Students through an Online Journal

▲ Six students who contributed their creative works to the online literary journal participated and read to the public at the Hong Kong International Literary Festival 2015.

In 2015, the Department of Literature and Cultural Studies launched the first online literary journal that published English creative works of students under the Bachelor of Arts (Langauge Studies) and Bachelor of Education (English Langauge) programmes. The debut issue of r.ed (http://reading.redreview.space/) includes poetry, short prose, an interview with Dorothy Tse, and book reviews. The journal was run and edited primarily by student editors under the guidance of the founder, Mr Nicholas Wong. The online journal does not only serve as a platform that brings emergent voices to readers inside and outside the city, but it also contributes to the English creative literary scene of postcolonial Hong Kong.

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

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

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

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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 楊紫嬙博士.

▲ 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.

e-Learning in Existing Programmes

The Executive Master of Arts in International Educational Leadership and Change (IELC) is the first online postgraduate degree programme offered by FEHD at HKIEd. Only one of the eight courses in IELC has a residential component. Online delivery, via Moodle and e-books, has enabled IELC to extend the international reach of HKIEd by drawing in and networking with participants worldwide. The most recent IELC graduates reside in Canada, Japan, Mainland China, Malaysia, Serbia, South Africa, South Korea, and Hong Kong. Moreover, participants can explore and relate how IELC contents and skills illuminate their diverse contexts through interactive online discussions, simulations, presentations, and other technologically enhanced learning experiences. Details about the programme can be found at http://www.ied.edu.hk/ielc/.
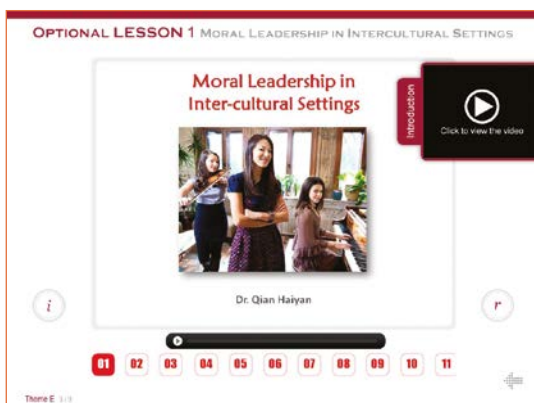
▲ The courses taught in IELC are delivered via Moodle and e-books. Students experience a variety of innovative instructional approaches such as simulations, inquiry-driven and problem-based learning, interactive video conferencing, video-based case studies, and self-assessments.

▲ Designed for aspiring and serving school leaders in international schools, the programme is renowned for its innovative online format and focus on applying theoretical knowledge to real leadership situations. The most recent batch of graduates came from Canada, Hong Kong, Japan, Mainland China, Malaysia, Serbia, South Africa, and South Korea, who brought with them an extensive range of experiences.

Development of High-quality Blended Learning Materials for Honours Project I for the Five-year BEd Programme (Phase I)

An FEHD team developed high-quality online learning course materials for the Honours Project I in the Five-year BEd Programme. In 2015, the team produced 21 online units in which different lecturers present short lectures on a range of topics related to research methods. The bilingual materials of each online unit include:

- Audio lessons: narrated presentation (English and Chinese versions)
- Video lessons: video and animation integrated presentation (English and Chinese versions)
- Powerpoint handouts (English and Chinese versions)
- Exercises in multiple choice (MC) form (English and Chinese versions)

For each unit, 8 to 10 students were engaged as "pedagogical partners" in pilot testing the online materials. The materials in each online unit were refined based on the feedback of the students.

The part on generic research methods of the Honours Project I course was run in flipped classroom mode with approximately 600 students for the first time in January 2016. Students watched the lesson and completed the exercises in the online units before attending face-to-face tutorials. Students were then guided by their tutors to use what they learned from the online units related to conducting literature search and review. The students were also encouraged to identify research topics and questions. Building on such learning experiences, students learned more about research methods in the part on discipline-based research methods managed by the Research Area Course Tutors. Data related to the learning experiences in a blended learning environment will be collected to review the running of the course.

▲ FEHD developed over 40 videos which introduce research methods and FEHD research areas for fifth-year BEd students taking Honours Project.
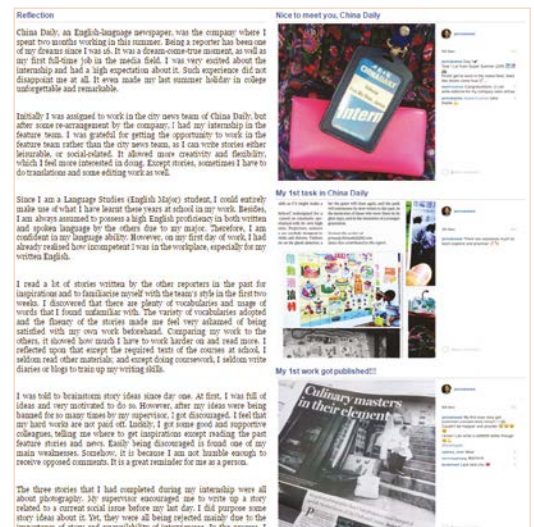
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I Have a Dream - to be a Reporter!

Starting from 2013/14, all Bachelor of Arts (Language Studies) [BA(Lang Studies)] participants of the student internship programme organized by the Faculty of Humanities are required to submit an ePortfolio to showcase their learning experiences during the summer internship programme. To further encourage students to use their ePortfolio for self-reflection and to share their internship experience, the BA (Lang Studies) programme has organized an annual competition for the Best ePortfolio Award for the student internship programme. The winners of the competition are Ms KEE Mo Shan, Ms MA Hoi Ting, and Ms LI Wing Lam.

Ms KEE Mo Shan, recipient of Certificate of Excellence, an intern at the China Daily (An excerpt from the ePortfolio)

To sum up the two-month internship, the most rewarding moment of each learning process is also the most stressful and frustrating moment. Being a reporter is as fun and interesting as I expected, but at the same time, I understand more about the stress and frustration that a reporter has to face. I can be easily discouraged, but at the same time, because I am passionate about being a reporter, I can be easily motivated and can make it through eventually. I am thankful that I had a considerate supervisor, helpful colleagues, and cooperative interviewees, which made everything that happened in these two months unforgettable and fruitful to me. After all, the joy I gained is far beyond the pain that I had to put up with. I am still that girl who is determined to be a reporter.

▲ ePortfolio (full version):
https://mahara.ied.edu.hk/view/view.php?id=67387

▼ Mo Shan (middle) met the underwater photographer
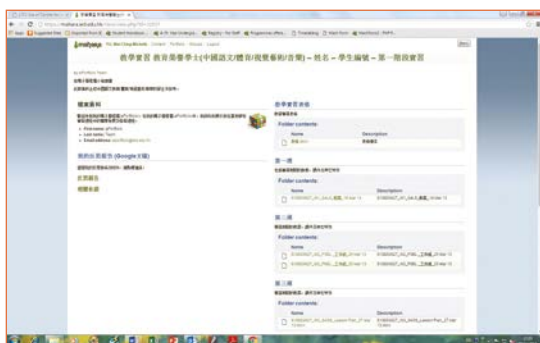
ePortfolio for the Reflection of Teaching Practices

▲ Mahara ePortfolio platform

Students of the Bachelor of Education (Chinese Language) [BEd(CL)] programme offered by the Faculty of Humanities are required to complete their own FE ePortfolio on Mahara (https://mahara.ied.edu.hk) upon completion of Block Practice I/II. Building an ePortfolio provides students with opportunities to consolidate and internalize the knowledge and skills they acquired in Block Practice I/II. Meanwhile, the platform enables student teachers to reflect on their teaching practices. It provides places for the online collection of reflections and digital artifacts (documents, images, and multimedia). Students can use the Mahara ePortfolio platform to demonstrate their learning, skills, and development as well as to record their achievements over time for a selected audience.

Moodle to Supplement Traditional Face-to-Face Classes

▲ Moodle user guides for teachers

The BEd(CL) programme has adopted the Moodle Learning Management System (LMS) as one of its e-Learning platforms. Teachers may use Moodle to deliver online courses and to supplement traditional face-to-face classes. Moodle provides an easy means to create interactivity by uploading and sharing materials, holding online discussions, giving quizzes and surveys, gathering and reviewing assignments, and recording grades. It also enables students to submit individual and group assignments online.

Mobile Learning for Minor Courses in Jazz Studies

The possibility of using the mobile tablet application iReal Pro was explored as a computer-assisted learning device to practise jazz improvisation for undergraduate students in a jazz studies minor programme coordinated by Dr Chen Chi Wai Jason (陳智偉博士) of the Faculty of Liberal Arts and Social Sciences (FLASS) at HKIEd. Students without any jazz experience (n = 47) were randomly assigned to either a control group (n = 23) or an experimental group (n = 24). The strong post-test-only control group design was used. The control group used the traditional method of practising jazz improvisation. The experimental group used the computer-assisted learning application iReal Pro to practise jazz improvisation. After six weeks of monitored practice of the jazz standard Blue Bossa, the findings indicated that the mean scores of the participants in the experimental group were considerably higher than those of the participants in the control group in terms of technical facility, melodic and rhythmic development, and the use of harmonic materials. Therefore, new ways to practice using mobile devices can be an e-Learning trend in music education in the future.
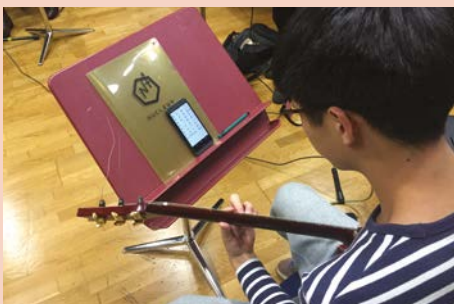
▲ Students using iReal Pro to practise jass improvisation.

A Blog-based Course Website to Teach "Applied Music and Design"

The open-source movement has created a paradigm shift in which e-Learning is significantly benefited by the exponential growth of user-generated videos, design products, and apps in the past couple of years. Learning, such as in the fields of art and design, has been honed toward active and creation-oriented activities. Through blog-based and visual-based social media apps, students are provided with more opportunities to gain a deep understanding of art and design by working together in global online platforms and experiencing real-world projects in the course "Applied Music and Design" taught by Dr Leung Hok Bun Isaac (梁學彬博士) of FLASS.
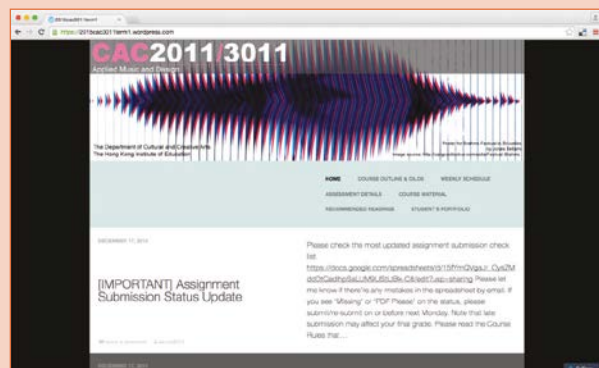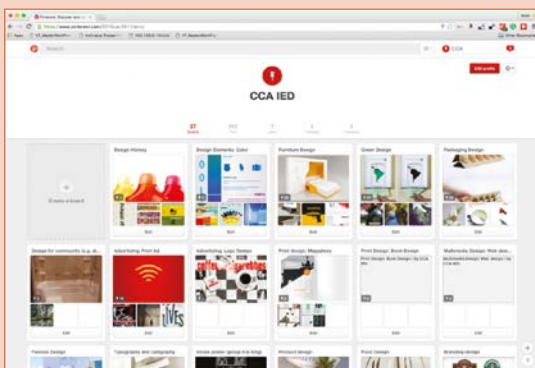
▲ Online platforms for the teaching of "Applied Music and Design"

Role of the Academic Management Information Sytem in Programme Self-evaluation

The management of higher education institutions faces the challenge of improving the quality and efficiency of the study process. To evaluate performance, information regarding the study process should be collected, measured, and analyzed. To obtain consistent, reliable, and usable information, we must decipher historical and real-time data throughout the entire life cycle of a student and across the Institute. IT, particularly business intelligence (BI), can help in management with timely and relevant information regarding the study and decision making processes.

What is the Academic Management Information System?

The Academic Management Information System (AMIS), which is based on BI technology, serves as a central storage and definitive source of academic and administrative data for analysis and reporting purposes. The system creates and maintains automated processes that extract data from other subsidiary systems maintained by academic support offices and committees, and restructures the extracted data for ease of use. The system was soft-launched in January 2014 and various training activities were conducted with over 160 participants.

What is the Role of AMIS?

The role of AMIS is to act as a single information provider or source, which enables users to better diagnose, understand, and act upon their most critical issues. With AMIS, users can harness data from various systems to track the entire student cycle (from admission to graduation) and evaluate the performance of their programmes as a whole.

At present, the Institute focuses on the development of key performance indicators (KPIs) and related information for the system. The system is continuously enriched by periodical launches of new contents and features.

▲ Main KPIs offered by AMIS
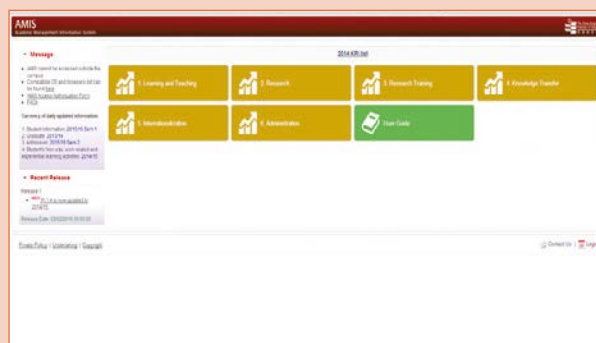
▲ AMIS homepage

▲ Figures related to one of the KPIs demonstrated in AMIS

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 Learnin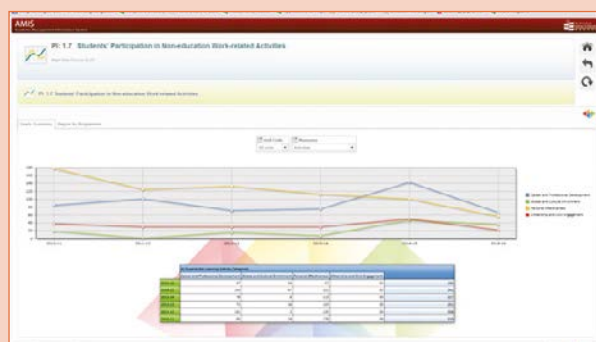g Academic Group as well as the head of the Learning Sciences Lab at the National Institute of Singapore), was invited to deliver a seminar entitled "Productive Failure Meets Flipped Learning" to discuss the project.

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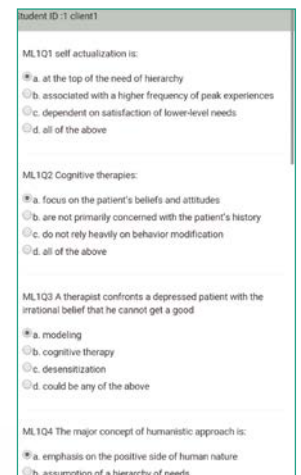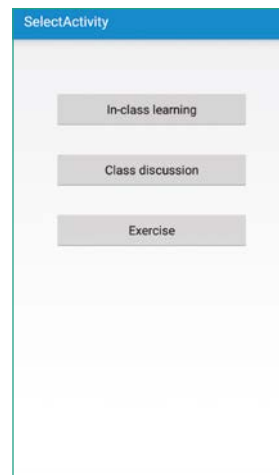
▲ Students could complete the online exercises and interactive activities through the mobile learning system.

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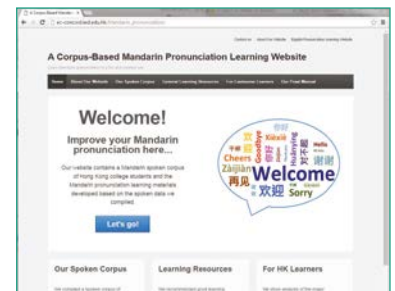
▲ Home page of the Mandarin learning website (under construction)

▲ 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.

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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

Students

Ms Cheong Yi Ling
[FT BsocSc(Psy) Year 1]

Non-local Student from Malaysia

I am a Malaysian, a year one student of Bachelor of Social Science in Psychology [BSocSc(Psy)]. Studying overseas has indeed broadened my horizons. I attempt to understand the local culture, try the local cuisine, and make friends with both local and nonlocal students. I also enjoy my campus life. Living in a green environment and being a distance away from the buzzling city are definitely great ways to study. I love the time that my friends and I spend buying groceries, cooking dinner, and doing revisions for a final exam. Although I am only a freshman, I am actively joining activities. Volunteering activities, such as teaching Chinese to ethnic minority children and sending home appliances to poor people, are fulfilling. I also took part in the leadership programme and visited Mongolia to perform community service during the summer holiday. Recently, I have been nominated to be an exchange student in Peking University. University life is akin to plain paper; I believe that it will be colourful once I graduate.

Ms Hkum Roi Seng
(FT BSocSc(Psy) Year 3)

Non-local Student from Myanmar

I am in my third year under the Bachelor of Social Sciences (Honors) in Psychology [BSocSc(Psy)] programme. During my three years of studies, I got the chance to meet people from various cultures and experience different customs. Dealing with people from diverse cultures has not been easy for me. However, my experience in HKIEd has helped me see the beauty of diversity in human cultures. This experience has also helped me realize how sociocultural factors can shape the perception of people in many aspects of life, such as self-perception, perception of the verbal and nonverbal messages of other people, and choices. Now, I have a deeper understanding of some behaviors of Myanmar people from a cultural perspective. I can reevaluate the strengths and weaknesses of the cultures of my home country and my own. The most critical thing that I have learned from my study is to gain a

▲ Hkum, Roi Seng (left) attended the tea gathering with the Chief Executive and other southeast Asian students at the Government House.

better understanding of myself through self-reflection. I can reevaluate my identities and values through the lives of different people whom I met during my study in HKIEd and as an exchange student in Germany. For example, I have asked myself several times what kind of person I would like to be in the future after seeing and listening to the different lifestyles or lifestyles that they will like to have of my friends. I have learned about the push-and-pull factors in the different lives of my friends and the other people that I met.

Another important thing that I have learned from my experience is that I can see more areas of needs in my country to which I may contribute, for example, by comparing things between Myanmar and the other countries that I have visited.

Ms Hta Cin Sung
[FT MATESOL Year 1]

Non-local Student from Myanmar

Ms Hta Cin Sung, a student from Myanmar, joined the Master of Arts in Teaching English to Speakers of Other Languages (MATESOL) programme in 2015/16. She worked as a lecturer in Myanmar and completed her MA in the University of Mandalay in 2015. With the support of the United Board for Christian Higher Education in Asia (UB) and the Faculty of Humanities, she is currently pursuing the MATESOL programme as her second master's degree in HKIEd.

"Studying in Hong Kong is far beyond my dream. Every single thing is new and special to me. I am truly proud to be a student at HKIEd. Qualified professors with abundant teaching aids/materials have stimulated my academic interests as well as intellectual curiosity. I respect our professors for their conscientious teaching and pastoral care. The use of Chinese examples by some professors during lectures has led to some difficulty in my understanding, but I can always seek clarification from my classmates, whose English is much more proficient than I expected. I appreciate all the helping hands that I have been receiving here."

▲ "Mahara, Moodle, ePortfolio are only a few things that I have become familiar with in only a few months after starting my study here."

Ms Olga Sazhina
[FT PhD Year 1]

Non-local Student from Russia

The first time I came to HKIEd, I remember finding myself in a special environment for learning and teaching. Living in Russia, I have always known that the level of technology in Hong Kong is high, although I have never expected to understand this situation so extensively. All places on campus are equipped with different types of computers and tablets; a Wi-Fi network can be easily accessed everywhere by simply using your ID and password; e-Learning is everywhere and finding what you need for your research and study is mostly a matter of desire. In addition, the extensive lists of workshops organized by the Mong Man Wai Library staff to teach students about the wide variety of online initiatives are truly helpful.

Ms Fung Suet Ying Kate 馮雪瑩同學
[FT BEd(S)-ICT Year 4]

Trainee of Microsoft Student Partner Programme

The Microsoft Student Partner Programme is a renowned training programme in the IT industry. I am glad to be admitted as one of the technical trainees after sharing the products I have developed and other artifacts in my application.

In the past few months, I joined various workshops offered by Microsoft, e.g., developing a cross-platform application using Visual Studio, testing the latest products of Microsoft, and assisting in their events. The experience has enabled me to learn up-to-date technical skills and deal with the partners/clients of Microsoft. I was also amazed by the marketing workshops because knowledge in advertisement and business is brand new for me. Being halfway through my traineeship, I look forward to working on business projects soon.

Apart from teaching opportunities, I wish to explore the possibilities in technology application and game development in my future career. This training experience has definitely provided me with extensive knowledge, a taste of work, and a network to prepare for my career upon graduation.

As a student majoring in sports science, having such practical work experience in the area of sports in a renowned company is without doubt a merit to my career plan before graduation.

Mr Yeung Siu Kit Dennis 楊少杰同學
[FT MPhil Year 2]

Recipient of the RPg International Outreach Study Programme Award 2015
Recipient of the FLASS Outbound Learning Scholarships for Postgraduate Students 2015–16
Best Poster Presentation (Student Category) Awardee, International Simulation and Gaming Association Annual Conference 2015

I am truly grateful that our Institute has provided me with various learning opportunities ranging from research to teaching, and even for school administration.

In 2015 alone, I have been to Russia, Japan, and the U.S. to attend academic conferences and give presentations. Exchanging views with professors across the world certainly helps deepen my understanding and ignite my aspirations to excel in my study.

I have worked as a student tutor for a general education course, which has provided me with practical experiences as a teacher in higher education. Furthermore, as the student representative of the Board of Graduate Studies, I have gained an insider's view of how our Institute operates at different administrative levels.

I believe that these opportunities have equipped me to be a competent and confident young researcher for my future development.

▲ Making new friends in St. Petersburg, Russia

▲ Presentation during the Annual Conference 2015

Alumni

Mr Chu King-yuen, BBS, MH, JP 朱景玄先生

1976 Sir Robert Black College of Education

Having graduated from the Sir Robert Black College of Education in 1976, Mr Chu King-yuen began his career as a teacher and devoted himself wholeheartedly to the education sector. He founded the New Territories School Heads Association in 2005, aiming to enhance professionalism in the sector and strengthening ties among its members. Mr Chu is the Chairman of the Wofoo Tai Po Football Association. He is also a member of the Incorporated Management Committee of the HKIEd Jockey Club Primary School, director of the Society for Truth and Light, and president of the Tai Po District Primary School Heads' Association. In addition, he is an adviser of the HKIEd School Partnership and Field Experience Office and has facilitated the establishment of the HKIEd Entrance Scholarship for Tai Po students.

Having served on the Tai Po District Council for over a decade, Mr Chu was awarded a Medal of Honor in 2003 and a Bronze Bauhinia Star in 2012 by the government of the Hong Kong Special Administration Region. In addition, he was named Justice of Peace in 2007 in recognition of his valuable contributions. In 2015, he was also named an Honorary Fellow by HKIEd in recognition of his devotion and contribution to education.

▲ Front row (left to right): Mr Chu Tsz-yat, Ms Christina Chan Lai-kum, Mr Chu King-yuen, and Mr Chu Tsz-wing. Back row (left to right): Ms Mary Chan Chung-yan, Ms Wong Sui-ling, Mr Wong hoi-cheung, Ms Chu Wai-lan, and Ms Wu Yiu-kwan

Mr Tian Chen 田辰先生

2010 Bachelor of Education (Honours)(English Language) Programme (Full-time)

With the experience of two teaching practicums in Hong Kong, an overseas internship in Ireland, and three semester-long immersion and exchange programmes in the UK, US, and Australia all supported by the HKIEd, Mr Tian Chen graduated from the Institute with a Bachelor of Education (English Language) degree in 2010. After pursuing his postgraduate studies in Intercultural Studies, Mr Tian started his career in Education as a teacher at La Salle College, where he taught English for three years and worked with Lasallian educators from all over the world to organize overseas learning opportunities for students. He also worked as a Visiting Fellow in the English Department at City University of Hong Kong, teaching Academic English and Travel Writing to undergraduate students under Hong Kong's New Academic Structure. In 2015, Mr Tian received an offer to pursue his doctorate studies in Anthropology at the University of Cape Town, and was going to commit to this unique opportunity in South Africa. However, having learnt that in preparation for the 2016 Quality Audit, the HKIEd was looking for researchers to conduct evaluation projects on the Institute's academic programmes and students' learning experience, he made the decision to postpone his plans and be a part of a research team at the Registry (Academic Quality Assurance Section) to serve the HKIEd, a place he was strongly influenced by and deeply grateful to.

▲ Five years after graduation, Mr Tian Chen returns to HKIED as a staff member in the Academic Quality Assurance team at the Registry.

Mr Luo Yuankun 羅源昆先生

2013 Master of Social Science Education in Greater China Studies (Full-time)

With a focus on the dynamics of social policies and developments, I chose Social Science Education (Greater China Studies) as my master's programme at HKIEd. The programme has offered me a depth and breadth of knowledge in both current and developing social issues within the Greater China region. Under supervision, I have conducted my own research, which has considerably improved my understanding of the challenges faced by the Mainland Chinese society. The one-year study has also stimulated my interest in doing further research on issues related to social inequality, labor migration, and industrial upgrading; these issues urgently require solutions in order that sustainable economic and social development could take place.

▲ Mr Luo Yuankun is currently pursuing his PhD at the University of Cambridge.

Mr Chow Kong Fai 周港輝先生

2015 Master of Arts in Mathematics and Pedagogy (Part-time)

The past two years have been fruitful. I have learned much in this master's programme. As a mathematics teacher in a secondary school, this course has equipped me with ample practical knowledge that I can apply directly in my daily teaching practice, such as instructional design, mathematical thinking, and assessment.

I am particularly impressed by the course "Local and National Issues in Education," which has given me many opportunities to explore different educational issues worldwide. For example, I have learnt about the difficulties faced by minority students in China. This knowledge is particularly useful when I have to bring a group of students to China and conduct community services in a rural area in 2015. The course is also helpful for my teaching career. Therefore, I highly recommend this programme to all mathematics teachers who are interested in further exploring this subject.

▲ Mr Chow took a group of students to China and conducted community services in a rural area.

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HKIEd Excels in World Education Subject Ranking

12TH in the **World** & **2**ND in **Asia** in **EDUCATION**