

02

SECTION



Support and Capacity Building

Principals from local schools tried playing immersive Virtual Reality (VR) games at the CAVE (Cave Automatic Virtual Environment) in the Future Classrooms.



Curating Learning Spaces in Future Classrooms

Centre for Learning, Teaching and Technology (LTTC)

Jointly developed by the LTTC, Library (LIB), Estates Office and the Office of the Chief Information Officer (OCIO) with professional input from academics from the University and from education practitioners, eight Future Classrooms have been built inside EdUHK's Mong Man Wai Library between 2018 and 2021.

The LTTC has been keeping the flag of educational innovation flying, Future Classrooms as a site for showcasing innovative pedagogies with students, EdUHK academic / teaching staff and local schools. "For example, the Future Primary and Secondary Classroom is designed to encourage reflective learning. The flexible spaces and furniture there can be easily configured to cater for individual reading, pair-work, group discussion that can be facilitated by Artificial Intelligence (AI) tools, and performance using various kinds of projections," said Professor KONG Siu Cheung, Director of the LTTC.

These Future Classrooms bridge EdUHK with the local education community. On 10 December 2021, a symposium entitled "Future Classrooms@EdUHK2021" was organised as part of the International Conference on Learning and Teaching (ICLT 2021), during which an overview of the initiative was given,

and Academic / Teaching colleagues from Department of Cultural and Creative Arts (CCA) and Department of Early Childhood Education (ECE) shared their experiences of using the Future Classrooms. 113 participants joined the symposium and six group tours of the Future Classrooms were organised for 136 visitors between October and December 2021. Apart from introducing the facilities available in the Future Classrooms, our tours placed much emphasis on pedagogical innovations. Demo classes given by student ambassadors were included in the tours. Towards the end of each tour, there was a dedicated Community of Practice (CoP) focus group discussion to solicit feedback from the visitors. The feedback from our visitors in these groups has been positive. They were generally satisfied and agreed that the tour helped them understand the design concepts, and the applications of the related technology and equipment. "I am happy to see that students using these classrooms can have a more rich and multi-dimensional experience – this is definitely beneficial to students," one of the participants said in the feedback survey. In 2022, some primary schools will be bringing their students to the Future Classrooms, and experience classes there.



Visitors experiencing a demo class which made use of the "Factor App" in the Future Primary and Secondary Classroom with a Student Ambassador.



Dr. HUNG Keung from the CCA introduced the Creative Arts Room to participants of the ICLT 2021.

Support and Workshops for Staff and Students

LTTC

To prepare the academic/ teaching staff and students for the rapid transition from face-to-face to fully online lessons at the initial outbreak of the coronavirus, the LTTC rolled out a series of workshops for EdUHK members in February 2020. In just four weeks, over 50 sessions of the "Online Workshop: Quality Online Teaching and Learning" were offered to more than 250 staff members. Another 20 sessions of the "Online Workshop: A Guide for Students to Join and Participate in a Zoom Online Lesson Through Moodle Learning Management System (LMS)" were participated in by more than 100 students. These workshops were well received with over 85% of the respondents being satisfied with the workshops.

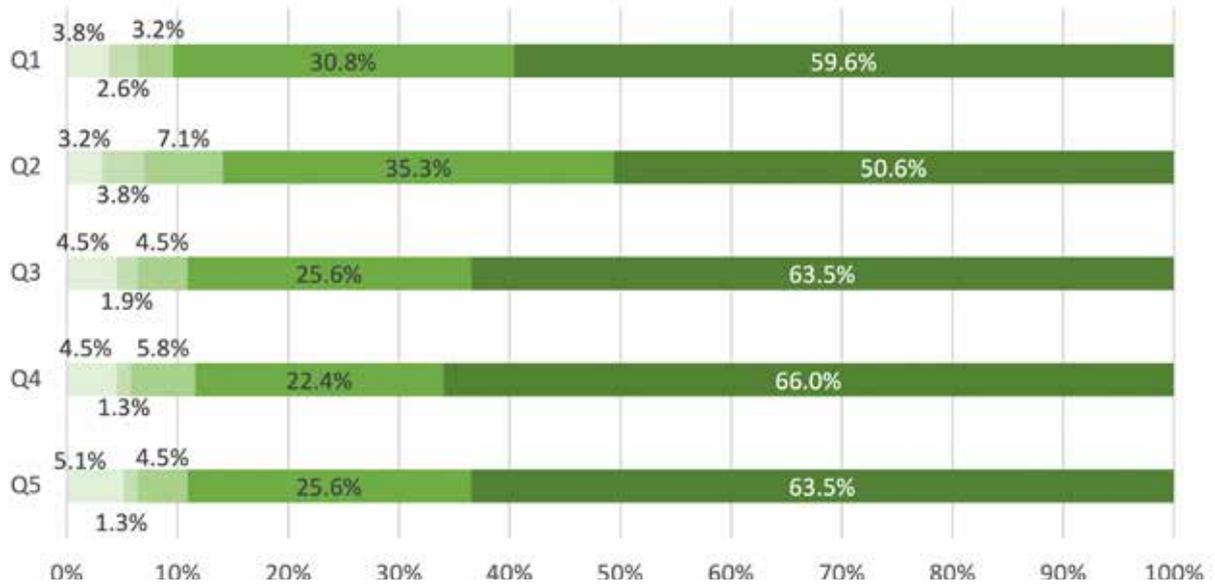
In the latter part of Semester II of 2019/20, local schools and kindergartens continued to have online lessons, and students' block practices (BP) had to be conducted online. The LTTC responded swiftly, and offered the workshop "Preparation for Quality Online Teaching in

Zoom Classes during Field Experience (FE)" for FE Coordinators and students, providing them with detailed guidance on how different online tools could be used to enhance interactivity in online classes. Over 70% of staff respondents and over 80% of student respondents were satisfied with the workshops.

Before the start of the 2020/21 academic year, the LTTC offered some new workshops on educational tools for staff to facilitate their online teaching. Staff members were provided with hands-on experiences using some popular online tools, such as Edpuzzle and Padlet. A total of 47 sessions of workshops on six educational tools, including an overview workshop, were organised, with over 650 participants. Around 90% of the respondents agreed that these workshops enabled them to learn different functions of the technology for online teaching and learning, and that they were satisfied with the workshops.

- ALL** An overview of educational tools for online interactive teaching and learning
- Setting up a video-rich classroom community using Flipgrid
- Synchronize teaching and learning with your students during an online class using Nearpod
- Using Edpuzzle for In-video Quiz
- Using Mentimeter to Enhance Student Engagement and Interaction
- Using Padlet as a multimedia organiser and a collaborative learning tool

Evaluation on "Online Workshop: Quality Online Teaching and Learning"



- Q1 This workshop enables me to learn different functions of Zoom for online teaching & learning.
- Q2 This workshop provides hand-on experience for online teaching & learning.
- Q3 The tips provided at the workshop are useful.
- Q4 I will recommend this workshop to my colleagues.
- Q5 Overall speaking, I am satisfied with this workshop.

New Pathways for Information Technology Competency in Education

LTTTC

There has been a multitude of support provided for staff and students to enhance the transition to, and continuation of, online learning and teaching. Examples include self-help videos, online workshops, seminars by internationally renowned scholars, and sharing sessions. To realise a longer-term vision of enhancing the Information and Communication Technology (ICT) capacity of future educators, additional pathways to attain the Information Technology Competency in Education (ITCE) requirement were introduced in 2020. These pathways include the "Student Teacher Education Programme (STEP)" and the "AI Literacy Programme".

STEP is delivered in the form of self-directed learning with resources from Microsoft (five hours), along with workshops provided by EdUHK (two hours). The programme aims to deliver essential, up-to-date technical knowledge, online pedagogies, and to develop cyber security and socio-cultural awareness in relation to online teaching and learning.

The AI Literacy programme is delivered in the form of self-directed learning with resources from Microsoft and AI literacy workshops provided by EdUHK. Students opting for this pathway are expected to complete hands-on practice and produce artefacts on data training on the AI platform to fulfil the requirements.

Enhancement of Software and Hardware During the COVID-19 Pandemic

OCIO

The use and application of information technology has become an indispensable part of life, especially during the pandemic. In collaboration with other departments/units, the OCIO introduced a number of meeting tools for online learning and teaching, as well as for other needs. Zoom and Microsoft Teams plugins were implemented in Moodle courses to allow scheduling of online meetings. Staff and students could also use other online meeting tools like Skype for Business and Google Meet with their EdUHK accounts to suit their needs.

In conjunction with members of the Joint Universities Computer Centre (JUCC), a dedicated network link was created solely for Zoom in early 2020. A dedicated Virtual Private Network (VPN) for users in the mainland was introduced in June 2020 and its bandwidth was later expanded by 50%. In addition, the capacity of the University's video server was enhanced by 10 times in early 2020. With the migration of video services to Panopto in early 2022, colleagues now enjoy an improved storage of 100GB per person on the EdUHK Video Portal(<https://eduhk.ap.panopto.com/>). We also deployed the Content Delivery Network (CDN) by the end of November 2020 to improve the performance of video services. The EdUHK Online Classes Platform (EOCP), introduced in May 2020, is now showcasing videos of online classes conducted by EdUHK students, under

the oversight of their supervisors, to provide an interactive learning channel for school students.

The Lecture Capture Services and equipment rental services for Digital Video (DV) camcorders, tripods, microphones, etc. were enhanced to facilitate the recording of lectures and classes. The notebook loan period was extended too. Additional anti-virus software licences were made available for users' second devices at home. On campus, additional Interactive Flat Panels (IFP) were acquired and special arrangements were made to allow students to book classrooms for virtual BP lessons. A number of education technology tools were introduced to promote interaction in online classes and blended learning. Webcams and dual monitors have become standard provisions at all teaching venues in 2021. Multiple cameras for Zoom were set up in designated classrooms for users to show multiple screens. The use of auto-tracking cameras to capture the speaker in motion and to further support classes conducted both online and traditionally was piloted in selected classrooms. Other tools introduced include Flipgrid, Padlet, wireless presenters, touch monitors, and sound booths.

“Learning to Teach” and “Teaching to learn” under COVID-19 Pandemic

School Partnership and Field Experience Office (SPFEO)

Conventional face-to-face classroom teaching has been synergised with online teaching around the globe amidst the COVID-19 pandemic. To equip our students for this paradigm shift during the current prevailing need for students to prepare for blending Learning/ Flipped Classrooms, our University has been employing various support methods to facilitate our students’ learning under this ‘New Normal.’ As a central unit to support our student-teachers for effective e-teaching/learning on BP during COVID-19 restrictions, SPFEO provides the necessary ways and means for students on online pedagogy.

Learning to Teach

To help our students with “learning to teach” and to support online learning during the pandemic, “FE e-Teaching/Learning Workshops” were conducted. The Workshop Series aimed to equip student-teachers with the necessary online pedagogy for effective e-teaching/learning. Topics included integrating learnt theories of “motivation and student engagement”, “curriculum content management” and “assessment and feedback” in an online teaching/ learning environment and the effective use of different educational technology types was also covered. All these workshops provided a positive and powerful impact by equipping participants with the skills to improve outcomes for their e-teaching and learning. We successfully conducted eight workshops, with four using English and the others using Cantonese as the medium of instruction. Over 340 Students joined these sessions and we received constructive feedback which was affirmative and very encouraging.

Teaching to Learn

To encourage our students to practise their “teaching to learn” skills, an “Excellent e-Teaching Student Award” was established with an aim to recognise, encourage, and reward students’ exemplary e-teaching (microteaching and virtual teaching) and their contributions to the development and delivery of exceptional online teaching and learning. It is open to all full-time and part-time students of sub-degree, Bachelor of Education (BEd) and Postgraduate Diploma in Education (PGDE) programmes for secondary, primary, early childhood education, as well as for professional and vocational education, and special education. All Faculty Deans, Heads of Departments, Programme Leaders, FE Coordinators and FE Supervisors are encouraged to nominate students who have made an outstanding contribution to e-teaching (microteaching and virtual teaching) for the Award. Self-nomination from students is also welcome. Awarded students will receive bookshop coupons and will be presented with a Certificate of Recognition. Videos showcasing

the awardees’ teaching innovations with effective use of pedagogical content knowledge and effective use of e-teaching tools, will be uploaded onto the EOCP for sharing good practices in e-teaching classes. There are three batches of nominations. In total, 22 students have been awarded in the first two batches. The first award ceremony was conducted online in December 2020, while the second award ceremony was held in November 2021. The call for nominations for the third batch opened on 28 June 2021.

Quality teaching leads to quality learning and both affirm our University’s mission to lead educational innovation. The SPFEO will keep up the effort to support student learning on BP under the COVID-19 pandemic and beyond.



Ms. WONG Yan Lam, Higher Diploma in Early Childhood Education [HD(ECE)], one of the recipients of the “Excellent e-Teaching Student Award”, received a “Certificate of Recognition” and bookshop coupon



Ms. CHOW Kei Kwan, HD(ECE), one of the recipients of the “Excellent e-Teaching Student Award”, received a “Certificate of Recognition” and bookshop coupon

High Quality Online Learning and Teaching: Support and Capacity Building in the Faculty of Education and Human Development (FEHD)

FEHD

Since the project Harnessing Online Technologies for Quality Access to Education and Lifelong Learning: Innovations@FEHD and the Next Level commenced in late 2018, a total of 24 high-quality e-learning packages have been developed for Education Studies Core Courses in the BEd and PGDE programmes. These e-learning packages were developed based on three key innovations - authenticity, interactivity and emerging technologies. Professional support for Course Tutors was provided by the FEHD Technology-Enabled Learning Innovation (TELI) team to facilitate online asynchronous learning and teaching with the use of these e-learning packages.

In the context of COVID-19 pandemic, the FEHD has stepped up its efforts in strengthening the capabilities of its academic/teaching staff in running courses with high quality online learning and teaching. At faculty and department levels, the FEHD TELI team provided professional learning support ranging from technical-based training on using Zoom to customised workshops on redesigning online learning activities or assessments.

Professional development events were organised and in August 2020, the FEHD launched an online sharing session, "Engaging Our Students in Online Learning - Our Experiences", with the aim of supporting FEHD academic/teaching staff to strive for quality online learning and teaching. Three speakers from different departments were invited: Dr. CHOI Tae Hee from the Department of Education Policy and Leadership (EPL) shared seven useful tips on how to make Zoom lessons interactive, while Dr. NG Mei Lee from ECE explained how she engaged her students by adopting different online tools, and Dr. YEE Ting Sum Lydia from the Department of Psychology (PS) talked about her experience of using e-learning packages to facilitate online learning and teaching.

In December 2020, the FEHD and OCIO co-organised a workshop on Running Classes in Mixed Mode Delivery to prepare academic/teaching staff for running classes in mixed mode delivery for "hybrid learning and teaching" in Semester II of 2020/21. The workshop took the participants through the equipment setup of typical classrooms in both the Tai Po and Tseung Kwan O campuses and invited Dr. LEUNG Ka Wai from the Department of Curriculum and Instruction (C&I) to share her experience of conducting classes in mixed mode delivery.



READ Laboratory: Game-based learning to introduce Dyslexia



A 360° photo embedded with videos to illustrate the design of learning corners in an authentic kindergarten classroom



Sharing Session on "Engaging Our Students in Online Learning - Our Experiences"

Workshop on “Running Classes in Mixed Mode Delivery”



WED 30 Dec 2020

2:30 – 3:30pm

B2-LP-14 or via ZOOM

**Scan to Register
By 29 Dec 2020**



Faculty of Education
and Human Development
教育及人類發展學院

Workshop on “Running Classes in Mixed Mode Delivery”

On 12 May 2021, a FEHD sharing session on three e-learning packages, namely Lesson Plan Draft E-builder, Integrated Curriculum – Nature Education and READ Laboratory: Dyslexia was held, with the aim of sharing good practices from the FEHD with the university. Dr. LEE Wing Sze Wincy and Dr. FONG Wai Tsz Ricci from C&I shared their experience of developing a chatbot for students to brainstorm with and guide their design of lesson plan drafts; Dr. HU Xinyun Annie, Dr. CHENG Yuen Ling Elaine and Dr. CHUNG Ellie from ECE shared how an e-learning package adopting a 360° -virtual tour enhanced their learning and teaching; Dr. LIU Phil from the Department of Special Education and Counselling (SEC) shared his experience of developing a game to explain dyslexia.

Data are used to offer insights into student learning and academic/teaching staff’s professional development. Students were asked to rate the e-learning packages with regard to two aspects, i.e., support for learning and ease of use on a five-point Likert scale (one for poor to five excellent). Among the 24 e-learning packages, the mean ratings ranged from 3.75 to 4.83 and 3.82 to 4.83 for support for learning and ease of use respectively. Pre- and post-Technological Pedagogical Content Knowledge (TPACK) Surveys were conducted with academic/teaching staff who engaged in the development of the e-learning packages. In 2019/2020, the participating staff perceived a significant increase in their Pedagogical Knowledge, Technological

Knowledge and TPACK. In 2020/21, a significant increase in perceived Technological Content Knowledge was found among participating staff. The findings of TPACK survey suggest that the involvement in developing and implementing e-learning packages has a positive impact on the perceptions of TPACK development among academic/teaching staff.

香港教育大學
The Education University
of Hong Kong

FEHD SHARING SESSION

Harnessing Online Technologies for Quality Access to Education
and Lifelong Learning: Innovations@FEHD and the Next Level!

12:30-2:00pm
12 May 2021 (Wed)
online via ZOOM

LESSON PLAN DRAFT E-BUILDER (C&I)
An interactive e-learning package for scaffolding students' understanding and design of effective lesson plans.
Presenters: Dr. Ricci FONG & Dr. Wincy LEE

INTEGRATED CURRICULUM-NATURE EDUCATION (ECE)
A resourceful e-learning package exploring the nature education with integrated curriculum in ECE by using a 360° tour to Kadoorie Farm & Botanic Garden.
Presenters: Dr. Annie HU, Dr. Elaine CHENG & Dr. Ellie CHUNG

READ LABORATORY: DYSLLEXIA (SEC)
A gamified e-learning package introducing dyslexia and some directions for helping children with poor literacy abilities with mini-games and videos.
Presenter: Dr. Phil LIU

Registration: QR code
Enquiry: Ms. Alex LIANG
alexliang@eduhk.hk
2948 8865

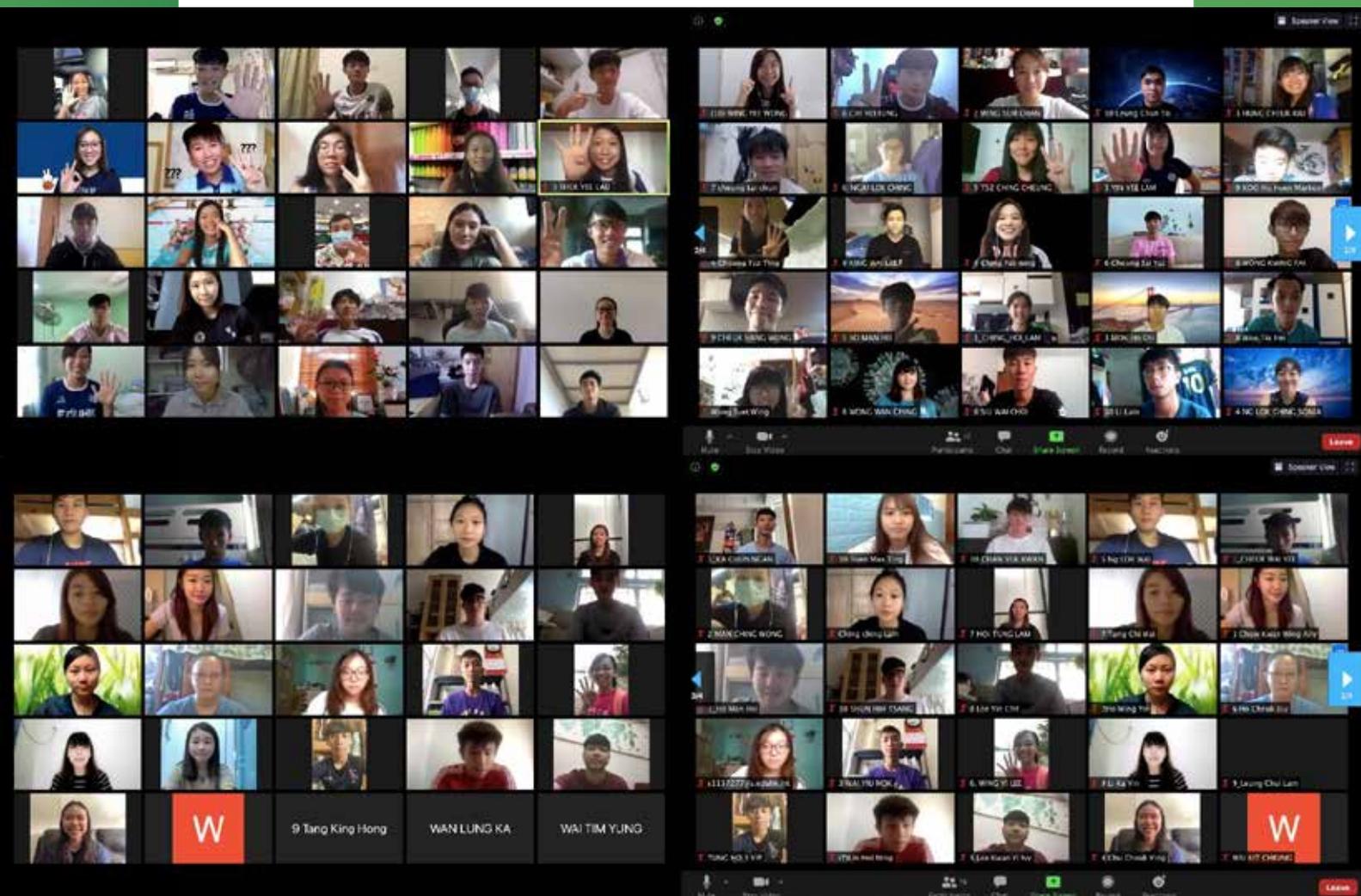
Faculty of Education
and Human Development

Sharing Session on three e-learning packages

Peer Mentorship Scheme by the Sports Council

Faculty of Liberal Arts and Social Sciences (FLASS)

An online Peer Mentorship Scheme was launched to assist freshmen from PE majors and Sports Sciences to face the challenges brought by the COVID-19 pandemic. They were paired up with a group of PE or Sports Sciences student mentors. An official online meeting was successfully held in late August with much enthusiasm and laughter. Mentors shared information about the University, academic curriculum and university life with the freshmen. There were 31 mentors and 108 freshmen recruited into the Peer Mentorship Scheme. We had invited the Student Affairs (SAO) to provide an online workshop for the mentors before the start of the scheme, with topics including peer mentoring, communication, positive Relationship building Skills, university life planning, mental health management and anti-sexual harassment education. In addition, freshmen received information regarding university life, sports team, Department of Health and Physical Education (HPE) sports events, etc. A network among mentors and freshmen was established. Both mentors and mentees provided positive feedback and valuable comments and the Sports Council will work closely with the mentors to provide continuous support for the freshmen.



An online Peer Mentorship Scheme was launched to assist freshmen majoring in PE and Sports Science to face challenges brought by the COVID-19 pandemic.

Highlights of FLASS Learning and Teaching Support for Students and In-service Teacher

Dr. WONG So Lan

Senior Lecturer II, Department of Cultural and Creative Arts (CCA) (Visual Arts), FLASS

Mr. YUEN Tze Leung Raymond

Senior Lecturer I, CCA (Music), FLASS

Dr. CHOW Chi Ching Gary

Assistant Professor, HPE, FLASS

Mr. KAM Wai Keung Kevin

Senior Lecturer I, HPE, FLASS

To support online learning and teaching under COVID-19 pandemic, the FLASS has developed various online teaching resources to empower EdUHK students and in-service teachers to conduct online classes.

The CCA has developed a set of online visual arts teaching materials—named “Shadow Puppets”—for EdUHK students and in-service teachers in primary and secondary schools. Two CCA students, SIN Mei Yan Anna (Graduate of Bachelor of Arts (Honours) in Creative Arts and Culture and BEd (Honours) (Visual Arts) [BA(CAC)&BEd(VA)]) and LEUNG Lok Tin (Year 4 student of Bachelor of Arts (Honours) in Creative Arts and Culture (Music) [BA(CAC)(MU)]), provided assistance in developing the online teaching package. Divided into six parts including five tutorial videos, the teaching materials teach how to use the two applications of Storyboard Animator and Animation Desk to make storyboards and shadow puppets. The materials also teach how to explore the principles of light and shadow for shadow puppet performance. To learn more about “Shadow Puppets”, please visit: <https://sites.google.com/friends.eduhk.hk/shadowpuppet/home>



Image – Visual Arts online teaching unit: “Shadow Puppets”



Image – Online workshop preparing BEd(PE) students for BP

Through online workshops and social media group communication, HPE has provided BEd(PE) students with continuous support to remove obstacles and uncertainties in conducting online PE lessons during BP. Constant communication with supporting PE teachers, school principals and students was maintained to support learning and teaching. Online resources on home-based physical activities were developed for pre-service teachers and in-service teachers. All our student teachers successfully conducted their online PE classes by using online resources when most of the schools in Hong Kong had still suspended their PE classes because of the pandemic. Teaching resources like video clips and good practices developed by pre-service teachers and in-service teachers were all compiled in the EOCP. For the details, please refer to the article titled “Home-based Physical Activity Kit” in Section 4 or visit the “Home Exercise” website: <https://sites.google.com/friends.eduhk.hk/homeexercise/home>

Released in February 2020, these video clips were developed under the “City 2020 Anti-Epidemic” programme to encourage the public to take healthy exercise at home during the pandemic. The programme, which was organised jointly by HPE and the Hong Kong Physical Education Association (HKPEA), attracted more than 20 media coverages and recorded a high hit rate of 220,000 views. It provided extensive reference

materials for BEd(PE) students to teach online PE classes at home and enabled them to design PE classes with various learning outcomes supported by the platform. The programme also prepared programme participants to face the new normal in teaching PE in future. To learn more about the “City 2020 Anti-Epidemic” programme, please visit <https://www.eduhk.hk/hpe/en/News/News/City-2020-Anti-Epidemic.html>

Meanwhile, all departments launched different support schemes and plans related to learning and teaching. For example, the Department of Mathematics and Information Technology (MIT) invited mathematics teachers in secondary schools and students enrolled in the BEd(S)-MA programme to form a CoP, where our BEd(S)-MA students worked closely with in-service teachers to produce a series of video clips on several mathematics topics. The Department of Social Sciences (SSC) has worked out a budget for colleagues to conduct online workshops and to hire online guest speakers to enhance online teaching quality. The SSC department has also implemented a new initiative on hiring student mentees doing instructional design, knowledge transfer and education projects under supervision from SSC colleagues. Student mentees have benefited from such learning processes.

Additional Support Provided for Postgraduate Students During the Pandemic

Dr. CHENG Wing-Tung Michelle

Postdoctoral Fellow

Master of Education (MEd) Programme Coordinator, Graduate School (GS)

The GS has come up with a variety of supportive solutions to ensure a high quality of education for postgraduate students. Taking into consideration the demands of postgraduate students, the GS subscribed to exceptional online courses offered by Epigeum and updated its facilities to better adapt to the emerging needs of online learning. Each Epigeum online course provides researchers and students with high impact professional developmental resources at a time, place and pace of their choosing. This self-paced e-learning package covers comprehensive topics that are essential to prepare our postgraduate students to become researchers and academic leaders in the future.

In order to scrutinise the effectiveness of Epigeum online courses, constructive feedback was collected from students towards the end of their study journey with Epigeum. Students found the courses were responsive to their wants and needs while offering them a refreshing multimedia experience, such as audio recordings, video presentations and graphic/comical skits, to facilitate discussion. The knowledge introduced reflected recent trends and developments and offered current insights into postgraduate research and studies. The platform engages learner participation in which learners can express and share their research plans and endeavours.

A significant advantage of offering online modules to students is that there is a sufficient degree of alternatives from which students can choose. As students inevitably pursue different research interests belonging to distinctive disciplines, the usage of online modules would be a suitable platform that could answer differing

needs, but at the same time without adding too much pressure to teaching staff.

Other than the provision of online modules, hardware upgrading has been equally important during the pandemic. In the 2020/21 academic year, GS has upgraded the multipurpose meeting room with better audio-visual equipment to facilitate video conferencing and online teaching. This room is widely used for student presentations and viva examinations, and plays a vital role in supporting our teaching staff to deliver online courses during the pandemic. Having a more user-friendly, feature-rich and up-to-date Public Address system has enhanced the quality of both online teaching and the learning experience of our graduate students.



Epigeum's unique pedagogical approach



The online Self-Learning tool "Epigeum" has been promoted to facilitate a more effective e-Learning environment

Student Affairs Office (SAO) Support Services

SAO

In response to the adverse effects of COVID-19, the SAO has continuously provided assistance and remained in close contact with students during the pandemic. A wide array of measures was taken to support students in different areas, including but not limited to Financial Support, Online Counselling Services, iWork Opportunities and Special Arrangements for Hall Residents. To continue to provide non-formal learning opportunities to our students, different student development activities/programmes have also adopted a hybrid learning model.

Financial Support

As the pandemic continues to impinge on the lives of HK's people, students are facing financial hardship caused by their parents' possible salary reductions, being requested to take unpaid leave or even job losses. A relief bursary was established with a donation from the EdUHK President, Vice Presidents and other donors to support students who are adversely affected by the COVID-19 pandemic. Since April 2020, a total of four rounds of application for this relief bursary have been rolled out, assisting a total of 285 students in these challenging times.

With the student halls reaching near-full occupancy in the new residential year of 2021-22, the University has been working on different fronts to prepare for the resumption of normal hall life while ensuring the health of all hall residents amidst the uncertainty of the COVID-19 pandemic. To this end, the University has offered partial subsidies to students for undergoing COVID-19 tests. This subsidy has been extended to eligible students since the implementation of enhanced campus control measures effective from 1 January 2022.

Counselling Services

In addition to face-to-face counselling, we also offer counselling via phone, Zoom and email. Most students welcome the flexibility which allows provision of a counselling service in a safe and convenient way. While online learning is adopted, some new students have more difficulties in adjustment, and some students have mental health issues triggered or intensified by the outbreak of COVID-19. Accordingly, all full-time students were invited to complete an online questionnaire on their emotional state, and those identified as having emotional needs were invited to meet with our counsellor via Zoom. This emotional state self-assessment has also been posted on the SAO

counselling website so that students can check their emotional state at any time as needed.

Apart from individual counselling, new and diversified methods were also implemented so as to provide our best support for students, e.g., a Counselling Workroom to share emotion and stress management tips, and online workshops to promote psychological wellness. In 2021, we successfully trained a total of 261 students on the Mental Health First Aid Certificate Course, and they help in early identification of students in need and to provide immediate support to their fellow students.

Non-local Student Support Services

In response to the rapidly changing border control measures adopted by different countries during the COVID-19 pandemic, the SAO has made every endeavour to maintain close contact with non-local students and provide them with updates on inbound travel, quarantine subsidy and other applicable arrangements to facilitate their return to Hong Kong.

To engage with students in these difficult times, the SAO organised activities in virtual modes, enabling their participation even when they were staying abroad. A virtual travel series, namely Travel with Internationals and Travel with Locals, was produced by a group of international and local students. These videos promoted cultural integration among students, overcame the geographical barrier, and fostered peer connection and support. In addition, a video

production competition themed "Looking into Hong Kong Culture through a Camera Lens" was launched in June 2021. The final eight videos offered non-local and inbound virtual exchange students a glimpse of Hong Kong from a brand-new and fresh perspective.

Learning Cantonese and understanding the local culture is an effective way to help new non-local students transit to their University life. While the pandemic halted their travel plans, the SAO continued to prepare them to live and study in the city. To this end, 46 sessions of online Survival Cantonese Classes, delivered by seven local students were offered with 1,100 participations recorded. Such programme assisted students' adjustment to local life and their integration to the campus and the surrounding community.

Special Educational Needs (SEN) Support Services

Most students with SEN can cope well with the new arrangements of online teaching and learning. For those concerned about their learning progress without face-to-face teaching, we helped to liaise with the teaching staff on the provision of video or permission to take audio/video recordings of lectures.

Additionally, the E² CARE Ambassador Scheme promoting diversity and equal opportunities

on campus recruited student ambassadors to provide peer support and to develop friendship with matched SEN buddies in July and September 2021. Online Courses on the Inclusive Campus and SEN have also been launched to raise awareness among staff and students, helping to build an inclusive campus.

Service Learning Activities

Students continued to serve the community as well as equipping themselves with various skills despite the pandemic, through the online and remote non-formal learning opportunities offered by the SAO.

New online volunteering programmes, the 'Paired-Reading Without Walls Online Service' and 'WhatsApp on Homework Matters' were particularly designed to cater to the community needs when face-to-face communication was constrained by the social distancing measures. The two programmes engaged 450 students to serve 2,300 children in the community. Furthermore, a new initiative, 'The 1st Student Conference: A World without Barriers' was put forward to continue to cultivate the students' global awareness while no overseas service/study tours could be arranged. 616 students were engaged on the conference day and in the five series of pre-conference activities under the two sub-themes of 'Think Global' and 'Act Local'.

Apart from new initiatives, existing programmes had their mode of delivery changed to online so

as to continue to support a wide scope of service recipients. Training and service sessions in 'Action By Care: Service Teams' were conducted online with 175 students serving a total of 664 service recipients. 160 students participated in 'Challenge Yourself!' to complete their 7-day self-challenge on Instagram with public speaking training conducted via Zoom.

Distance services were taken further in the 'Giving is Receiving' project, funded by the Social Welfare Department. The project aimed at encouraging students to spread positivity and care in the community, especially during the unprecedented times of COVID-19. 21 students were recruited as the organising committee to conduct six online workshops for student participants to design their unique blessing cards for 15 Non-Governmental Organisations (NGOs) in North and Tai Po Districts. At the end, 1,200 cards were distributed to the service recipients in hospitals, special schools and centres for the elderly.

The outbreak of COVID-19 has brought unprecedented challenges which have affected the delivery of face-to-face career training activities. To support and facilitate job searching for students, the Career Development Section (CDS) changed the mode of career events to online with the use of Zoom, Microsoft Teams, Padlet and Mentimeter. The CDS has been organising diversified career activities to engage students and enrich their career knowledge by integrating interactive exercises into career training sessions.

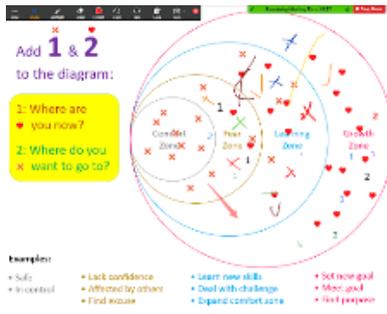
Experienced teaching professionals were invited to provide useful comments on students' application documents through Zoom from February to May 2020, and over 245 students joined these online consultation sessions and gave positive feedback. Participants shared that they treasured the online learning experience especially during the pandemic. Furthermore, the CDS has supported the ECE department to provide a tailor-made online mock interview which was conducted in January 2021. In this online mock interview, over 20 kindergarten principals and senior teachers had been invited, and this successful event attracted 80 students from early childhood education programmes, providing an interactive and fruitful learning experience.

80 students enjoyed peer learning opportunities during workplace simulation exercises in 33 breakout rooms and Teams channels during an online workshop in January 2021. 96 students attended a similar hybrid workshop in October 2021. Besides doing exercises in breakout rooms/channels with students, representatives in each student group also collected trainers' feedback in Padlet. Students continued their self-learning with resources from various channels

after the workshops. The CDS received positive responses from the students: "Learning to apply software techniques in Zoom and Microsoft Teams, such as those for online collaboration and agility, makes me a good team player in any field of workplace.", "Good to gain hands-on experience, as it provides opportunities for me to discuss aspects with my groupmates".

In an individually customised training opportunity, students built their own CVs via hands-on/interactive exercises in Zoom-meeting / Teams-channel / Padlet / Mentimeter under CDS's guidance. Students collaborated in breakout rooms/exercise sheets to enhance their CV writing by matching their experience / skills with job advertisements and received verbal / written feedback via Zoom/exercise sheets from the CDS staff. After the workshops, students submitted their enhanced CV for further staff feedback via e-meeting, call, or chat.

Furthermore, to provide a safe and effective platform for students/graduates to understand their ideal employers' expectations and the market trends under COVID-19, the CDS initiated the first EdUHK Virtual Career Fair (VCF) from 4 to 6 May 2021. During the event, over 90 organisations from education, STEM education, government, business and NGOs offered more than 450 graduate/internship vacancies. 16 industry talks, career preparation seminars, and an interview grooming workshop were conducted. Industry experts provided professional feedback to students to improve their CV writing during the consultation sessions. 842 students and graduates visited the three-day VCF, where they explored various career options by interacting and networking virtually with organisation recruiters and representatives.



Job Advertisement

Project Worker

To be responsible for designing, implementing and evaluating projects to meet emotional, social and developmental needs of 12K children by 2023/24

Requirements:

- Degree in Education, Child Care, Social Services, Education or equivalent
- Skills in designing, implementing and evaluating projects of Midwest Territories
- Relevant experience in designing play therapy for children in a play
- Experience in working social needs children in a play
- Experience in using online interactive tools, e.g. Power
- Good command of Chinese and English languages
- Good interpersonal skills and strong abilities
- Well organized and able to work independently
- Interpersonal and group skills with ability to work independently
- Have experience in organizing group activities
- Holder of at least one cert in the field
- Have experience for working with children and children with special needs

Employment History

Experience

- October 2018 – Present at present
- Part-time tutor, Fanning Public School
- July 2018 – August 2018
- Part-time tutor of students (Primary 4), Hong Kong Lutheran Social Service Agency Club (part-time), Lutheran Integrated Services Centre. Working with a lot of students, parents, teachers. Organized a school presentation. Doing project on about the competition by using photos, photo upload, etc.
- May 2016 – August 2016
- Part-time supervisor, UMRSLD
- August 2015 – June 2015 Part-time tutor, Joe Chi Tin Memorial School
- January 2015 – July 2015
- Part-time tutor, Modern Bachelor Education Centre

Students annotated keywords in job advertisement and mistakes in CVs.

20+ groups of students enjoyed peer interaction in breakout rooms and learnt employability skills through interactive Padlet/Mentimeter exercises as added inside Microsoft Teams.

Career Development Service
The Education University of Hong Kong

Student Affairs Office

Enquiry: 2948 6246

Pre-registration | Virtual Booths | Webinars & Activities | Evaluation Form | FAQ | Info Counter | Fair | Technical

EdUHK Virtual Career Fair
4-6 May 2021, 11 am - 5 pm
Register NOW

EdUHK Virtual Career Fair 2021
Watch on YouTube

About the Fair

The EdUHK Virtual Career Fair is an interactive platform for EdUHK students and alumni to engage with various organizations virtually. It also brings in prospective employers from Education, STEM, NGOs, Government, and Business Fields employers to introduce their industrial prospects, expectations to EdUHK community and entry qualifications. Due to Covid-19 pandemic, this year the EdUHK Virtual Career Fair has been launched into a 3-day virtual event – “EdUHK Virtual Career Fair 2021(VCF 2021)”, and will cover various Webinars, Virtual Booths, CV consultation and career activities!

Online Platform for the EdUHK Virtual Career Fair 2021

Online Interview and Registration During the Pandemic

Registry (REG)

With much of the world being plagued by the pandemic and global travels coming to a halt, nearly all on-site admission interviews in 2020 were cancelled. In collaboration with academic departments and the OCIO, the REG switched to online interviews for the PGDE, non-JUPAS, top-up degree, and PGDE(ECE) programme applicants to minimise the uncertainties and enlarge the applicant pool. Given the short span of time available for the adoption of online interviews, frontline colleagues made every effort to answer all sorts of enquiries from candidates and departments/units. To this end, a set of guidelines for administering online interviews was formulated to facilitate its implementation by faculties/academic departments. Given the change of the interview mode, programme teams were given flexibility to conduct group or individual interviews, taking into consideration the programme features, and criteria, as well as the feasibility of assessing candidates via online tools. In cases where academic departments required applicants to participate in practical or written tests, alternative ways such as submission of video were adopted to serve the assessment purpose.

Despite the flexibility in interview mode, the University has not compromised on interview quality. Like face-to-face interviews, each panel comprises two panellists and the applicants are assessed against the same set of rigorous criteria as in physical face-to-face interviews. For BEd programmes, programme teams may decide for themselves whether or not to recruit external members (e.g. principals or senior teachers) to serve as panellists. Overall, the outcomes of online interviews were positive. Most notably, the consistently higher attendance rate for online interviews for PGDE and non-JUPAS candidates showed that applicants were more likely to attend the interviews if the need to make travel arrangement was minimised.

Apart from admissions interviews, registration activities were switched to online for the first time in 2020. The registration websites for different admissions schemes have been enhanced with details of document checklists, procedures, deadlines, and links to useful pages for access to student portals etc. Newly admitted students were also allowed to upload their photo to the EdU Card Photo Upload System to obtain their student cards and to submit official or officially certified copies of their academic documents for verification by post. These measures enabled a smooth registration which helped students to start their study journey at EdUHK in a relatively hassle-free way.

Virtual Outreach, Genuine Interactions – Admissions Promotion during the Pandemic

REG

Despite a tight preparation timeline, the University managed to hold its first Virtual Information Day (Info Day) smoothly on 17 October 2020. Close to 40 programme talks and interactive sessions on admission strategies, students' sharing on internships and outbound exchange opportunities, a library demo, etc. were conducted on the event day, attracting a total of around 2,800 attendees. Live programme talks and interactive sessions were particularly popular, receiving mean scores of 4.32 and 4.17 respectively on a 5-point scale in the survey.

While the University will continue its promotion of the event details via its established networks and social media advertising in future, the paradigm shift in web browsing and social media engagement in the wake of the pandemic has necessitated the use of video streaming technologies and multimedia to engage target audience. In view of this, a centralised publicity campaign was launched to produce videos of different foci/themes with the concerted efforts of various offices/ units. These videos are featured on a brand-new section in the post-event Information Hub (Info Hub) website (<https://www.eduhk.hk/acadprog/infoday/>) and launched in phases to coincide with the timelines of the JUPAS admission cycle. The Info Hub will continue to serve as a one-stop shop to announce news about faculty-level promotion events such as the Faculty-based Info Day/ Session. To date, the Info Hub has attracted over 18,000 views and close to 10,000 visitors. The second University-level Virtual Info Day was held successfully on 30 October, 2021.

In addition, our participation in the annual JUPAS seminar organised by the Hong Kong Association of Career Masters and Guidance Masters, our admission talks at sub-degree programme providers, and our admission talk at the Hong Kong Academy for Gifted Education have all switched to an online mode owing to public health concerns. The new mode has not hindered the participation of students, career teachers, and principals, as they enthusiastically exchanged views and dialogues with guest speakers during these online sessions.

香港教育大學
The Education University
of Hong Kong

EdUHK Virtual Info Day

2021. 10. 30 (Sat)
10am - 5pm

Event Highlights

- Admission Strategies 大學資料策劃
- Programme Introduction 課程講義
- EdUHK Sharing 畢業生/學生分享
- Admission Chatroom 入學聊天室
- 360° Virtual Tour 虛擬校園之旅

2948 6886
admission@eduhk.hk
www.apply.eduhk.hk/info

Register Now

香港教育大學
The Education University
of Hong Kong

VIRTUAL INFORMATION DAY

17 OCTOBER 2020
9am - 5pm

2948 6886 www.eduhk.hk/acadprog/infoday