03

SECTION

Online Learning and Teaching Initiatives at EdUHK

Blended Learning for University Enhancement II

Following the Blended Learning for University Enhancement (BLUE) Initiative: One Course One Online Lesson in 2016, the University's Central Reserve Allocation Committee has funded Phase II of the project, the Blended Learning for University Enhancement II (BLUE Phase II), to offer support to academic and teaching staff in planning and implementing blended teaching and learning. Supported by the Faculties, REG, LIB, LTTC and OCIO, the project aimed to encourage the pedagogical use of the learning management system for students' reflective engagement and deep learning, to promote one course one online lesson to get academic and teaching staff started on blended learning, and to cultivate an e-Learning rich environment to prepare our graduates to be future leaders in deploying digital means in different professional areas and in particular education settings. The following are some experiences shared by our staff and students under the project.

Promoting Student Online Engagement Through Peer-assessment Enhanced Collaborative Learning During the COVID-19 Pandemic

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COVID-19 has sped up the promotion of online teaching and learning in Hong Kong and to some extent built the new normal in education. Aligned with the Hong Kong Education Bureau (EDB)'s flexible and caring approach to education, EdUHK has been implementing synchronous and asynchronous online teaching and learning since Spring 2020. With the help of the FHM team of the BLUE Phase II project, I developed an e-learning package to assist students in understanding different approaches to teaching writing and applied it in an English course.

Students learn with the package online in Moodle. At the first stage, they enter a three-dimensional (3D) virtual classroom where they can click and obtain a 360-degree view of the classroom. This aims to provide students with an immersive learning experience. Students learn through a 360-degree virtual tour in the 3D virtual classroom with 20 student avatars. As the tour goes on, the student avatars ask questions about different approaches to teaching writing, and the virtual teacher (my avatar) guides them to watch instructional videos which explain features of diverse teaching approaches and compare them explicitly. After watching a video, students are guided by the virtual teacher to complete a formative assessment. The system provides students with immediate feedback when they submit answers to the questions. This is the second stage of the learning tour, which aims to conduct in-process evaluation of student comprehension of the instructional video. At the third stage, the virtual teacher guides students to discussion forums where they share their understanding of the video content and discuss the target knowledge with other classmates. The e-learning package includes three videos, associated formative assessments and discussion forums, so the learning tour repeats the second and third stages three times. Subsequently, the virtual teacher guides students to work in groups and reflect on what they have learned in this tour. At this fourth stage, students record their video reflections and share them in Flipgrid, an online platform for video creation and sharing in learning communities. They also watch the videos created by other groups, conduct peer assessments, and provide constructive feedback.

A total of 31 MEd students learned with this e-learning package in the peer-assessment mode. Their interactions in the discussion forums and Flipgrid indicated that they were engaged in the online learning. They summarised the target knowledge collaboratively, corrected classmates' misunderstandings

1) Students ask questions in the VR classroom.

Dr. Zou guides students to watch an instructional video.

2) Students complete a formative assessment.

Students receive immediate feedback.

3) Dr. Zou guides students to discussion forums.

4) Dr. Zou guides students to conduct reflection and peer assessment.

Flow of the virtual learning tour

when necessary, provided explicit explanations and examples, and offered constructive feedback on others' entries and videos. These behaviours showed evidence of students' active learning and virtual classroom engagement. Two other groups of students with a similar educational background learned with the e-learning package in self-assessment and teacher-assessment modes. Neither group showed as much evidence of active learning and interaction as the peer-assessment group.

I conducted a group interview with 15 students, five from each group, asking them their perceptions of the virtual learning experience. The students in the peer-assessment enhanced collaborative learning group reported that when they played the role of teachers, they were directed to apply what they had learned to evaluate others' work and reflect on their own work. This process also promoted idea exchange and negotiation among classmates. However, the students in the other two groups felt less motivated to read others' forum entries or watch their videos, which they somehow did not consider as part of learning.

Based on these interview results and the three groups of students' learning behaviours and performance as demonstrated in the discussion forums and Flipgrid, I suggest that peer-assessment enhanced collaborative learning is an effective approach to maintaining students' engagement in digital classrooms. Teachers who feel it challenging to enhance students' active learning in virtual classrooms may consider implementing this approach during the COVID-19 pandemic.

Online Learning During the COVID Pandemic: Reflections on the Development and Implementation of a mini- Massive Open Online Course (MOOC)

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The COVID-19 pandemic has fundamentally changed the way we teach, and all university lecturers have to face the challenge of finding suitable methods to deliver course content effectively online. In this article, I will reflect on the development and implementation of a mini-MOOC titled "English Academic Writing", which was incorporated in my course "Introduction to Linguistics" to facilitate effective online teaching and learning. As the students in this course are first year undergraduate students, they have very little knowledge about English academic writing at the start of the course, so it is crucial that they receive proper training in English academic writing early in the course before they start working on their writing assignments. English academic writing is a very complicated topic, yet it is not the focus of the course; therefore, not much course time can be devoted to cover it. To cope with the COVID pandemic situation, I decided to create a mini-MOOC on English academic writing, so that students can study English academic writing systematically and effectively online in a self-directed manner through this mini-MOOC.

A mini-MOOC is a small-scale online course on a topic, which can be implemented as one component (around three hours) within a traditional three-credit 39-hour course, and can also be offered to the public as a standalone short course. With this in mind, I decided to create a series of 10 bite-size video lectures, each lasting for around five to ten minutes, to cover the key aspects of English academic writing. Research has proven that short online video lectures are much more effective than longer ones, as it is hard for learners to concentrate on watching a long video clip. Other than the short length of each video clip, there are several other important factors for online video lectures to be successful: the audio and video quality must be high, the content should be entertaining, and the learning process should be interactive, so that learners will not feel bored, and will continue watching and complete all the learning tasks attached to the video lectures. To produce high quality video lectures, a professional video-shooting crew was needed, and our university provided funding through the BLUE Project: The LTTC outsourced the video-shooting of the lectures to a professional video-making company. Although the audio and visual quality of the video clips produced by the company was very high, I was not entirely satisfied with the video clips, as the video-making company had a tight schedule and all the video clips had to be shot within a couple of days. All the video lectures were shot in a studio with me sitting at a table giving

Screenshot of a scene in the video lecture

lectures based on PowerPoint slides, and as a result, the video lectures were not entertaining enough. To make the video lectures more entertaining, I invited the project officer and project assistant of the BLUE Project to shoot some new video clips in other settings, such as in the library, and I used some props to make the videos more interesting.

To further increase the appeal of the video lecture clips, I decided to add animation scenes into the video, and again the LTTC helped me to outsource the work to an animation company. With many rounds of drafting, reviewing and revision, the animation scenes were finalised and added, which made the video lectures a lot more interesting.
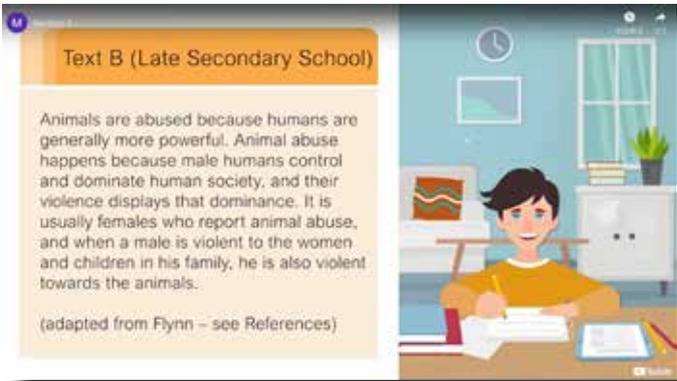
Screenshots of an animation scene (Text B)
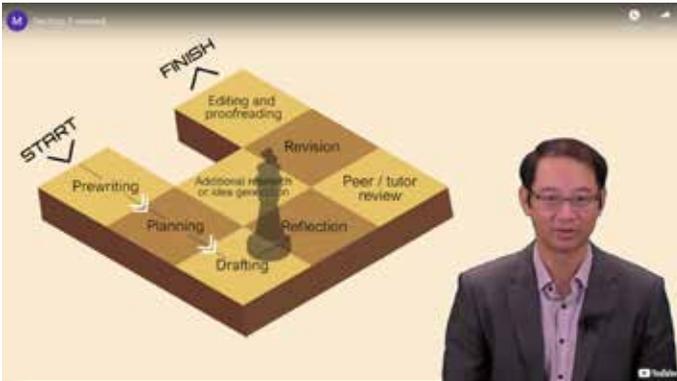
Screenshot of an animation scene (Process Writing)

During the implementation stage, many aspects of online learning had to be taken into consideration to make the mini-MOOC successful. A lot of "invisible hours" were spent during the preparation and implementation of the mini-MOOC, which I believe are vital to the success of online teaching.

To turn the mini-MOOC into a well-structured and user-friendly self-learning online package, we used the EdUHK EdX platform to host it, which is an online platform for hosting MOOCs.

The mini-MOOC has eight major sections: Introduction, Sections one to five, Reference, and Exercise. Most of the sections contain a short video lecture, followed by an online quiz, and a discussion forum. After watching a short video lecture clip which has some entertaining elements, students will answer some quiz questions, and carry out discussions about the lecture content via a discussion forum. This way, although they are studying online on their own, they can still interact with the content through the online quizzes, and interact with each other and with the lecturer through the discussion forums.

As students need to complete watching 10 video lecture clips, complete the relevant quizzes, and carry out discussions via the discussion forums, it is important that students' effort is formally recognised. As suggested by the external reviewer who commented on the mini-MOOC design, it is important to link the mini-MOOC to course assessment directly, so that students have a clear purpose for completing the mini-MOOC learning activities, and get awarded for their effort. I made sure that students who completed the mini-MOOC properly would receive a grade with a low weighting which would contribute to their total course grade. In addition, although posting messages on the discussion forum was not compulsory, I strongly encouraged students to do so. I posted some interesting guiding questions on the discussion forums, and responded to students' postings whenever I could, and many students found it very meaningful and beneficial to participate in the online discussions. As not all students are good at self-regulation during online learning, and tended to forget deadlines, I sent many reminders to students, ensuring that they would have completed the online learning activities before the given deadlines. I would emphasise the consequences of not completing the online learning activities before the deadlines (i.e. losing grades), and as a result, the completion rate of the online mini-MOOC activities was very high.

In order to find out how students felt about the mini-MOOC, we conducted a survey and some interviews near the end of the course. The overall feedback was very positive, as students felt that the e-learning resources were very beneficial (mean score of 4.41 out of 5), and they were well-engaged during the study of the mini-MOOC (mean score of 4.4 out of 5). In the interview data, I was pleased to read comments such as "Online learning activities are very interesting"; "The e-learning resources motivate me to learn and I like the way
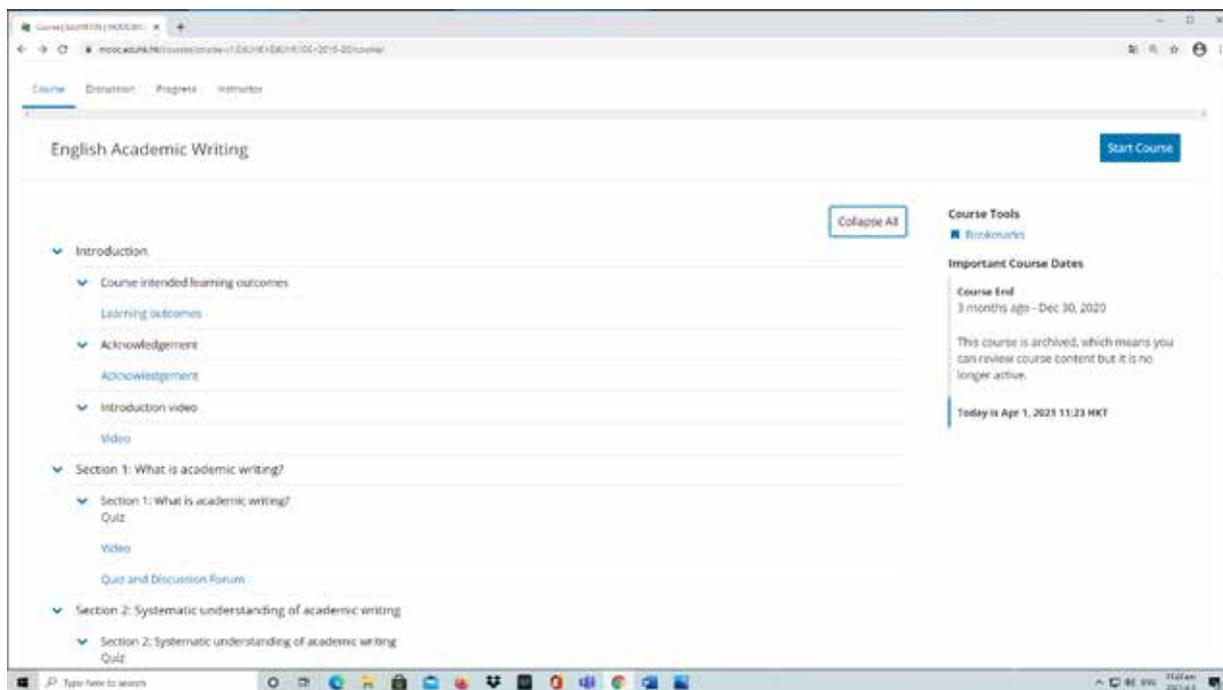
Screenshot of the mini-MOOC hosted on the EdX platform

content was presented in a funny way"; "Very good, our teacher always reminds us about the deadlines"; "I do want more online learning experience like this, I will never feel bored"; "Great course!" Most importantly, after completing the mini-MOOC, most students produced high quality academic writing assignments, which meant that they achieved the intended learning outcomes of the mini-MOOC.

To summarise, mini-MOOC is an effective way to teach a particular topic online within a traditional course. However, there are many factors that contribute to the success of a mini-MOOC: the video lecture should be broken into short, bite-size video clips, the quality of the audio and video must be high (e.g. professionally made), the content of the video should be entertaining (e.g. including different scenes/role-plays and animations in the video), the learning activities should be interactive (e.g. including follow-up online quizzes and discussion forums), the lecturer should interact with the students online as much as possible, the completion of the mini-MOOC should be directly linked with formative assessment, and constant reminders should be sent to students to make sure that they will complete the mini-MOOC before the given deadline. The Mini-MOOC is certainly an effective method for online course delivery, which helps us to overcome the challenges brought by the COVID-19 pandemic. Try it out, and you might be surprised how effective it can be!

Teaching in the Time of COVID-19: Using E-learning Package during the Pandemic

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I joined the BLUE II project in the spring of 2019. At that time, I had no idea that the teaching mode would be switched to online classes after several months. Just before the outbreak of the pandemic, the e-learning package for my course "Hong Kong Popular Culture" designed by the BLUE II project team was accomplished, and therefore I now had to use the package in a full online-teaching mode – this was not the initial design of the package. The package was designed as a set of independent learning materials. Rising to the occasion, we employed the package in the online setting.

The e-learning package consists of two parts: the video quizzes on Edpuzzle and a Virtual Reality (VR) tour. While the video quizzes on Edpuzzle did not need any adjustment for the full online teaching setting, the VR tour was a different case. The plan of having all students in a big room wearing headsets to explore the VR tour was no longer possible. The expedient adopted in such a situation was to send students the web address of the tour and ask them to explore the tour at home without the full 3D experience.

Although the whole package was not implemented as planned, the response from the students was good. Many students told me the video quizzes and the VR tour are fun and useful for their learning. They especially like the VR tour, which is very authentic and a new experience to them.

It is undeniable that such a remote mode is not the best way of teaching and learning. However, difficulties encourage us to be innovative as well as confident to try new approaches. I think both the students and I have learnt something new during these very unusual times.

The video quizzes on Edpuzzle for students to explore the topic of the gender-stereotyped issue in Hong Kong popular culture

The VR tour designed for students to learn the history of Hong Kong youth culture

Technical Workaround for Tackling COVID-19 Situation in the Classroom

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At the beginning of the COVID-19 lockdown, it was challenging to design and prepare hands-on practices for my classes. Students enrolled in my courses were originally expected to use licensed software applications running in the computer labs on campus to develop learning packages or produce 2D and 3D designs. For health and safety reasons, they were eventually asked to stay at home and use free online applications to achieve the same purposes. For example, in the INT5050 Computer-Aided 3D Design and Printing Technologies course, students installed and adopted educational version of Fusion 360 on their home computers to design 3D objects, rather than using 3DS Max in the computer labs.

During the pandemic, free online applications were selected for teaching and learning 2D design. They worked fine and could support students to gain hands-on experience through practice-based learning. However, the applications crashed occasionally when they were used within the Zoom interface for demonstration. To address this issue, I set up two different computers connected with a router - one running the applications for 2D design and the other running Zoom. This uncomplicated setup was reliable and effective for my online teaching. We also found that the method of learning has been slightly changed due to the pandemic. For example, students, who attended numerous video-based lectures in the past two semesters, have been trained to communicate in a video-based environment. It seems that some students now will record, edit, and share videos with me when they seek assistance on learning difficulties they encounter.

In another course titled INT2066 Web Design and Digital Authoring, the original desktop software application for educational learning package development was replaced by CoSpaces. This is an online platform enabling users to integrate 2D images, 3D models, digital audios, digital videos and block-based coding to produce applications with both Augmented Reality (AR) and VR elements. Thanks to the support from the BLUEII Project team and the LTTC, we could afford to use the full version of CoSpaces.
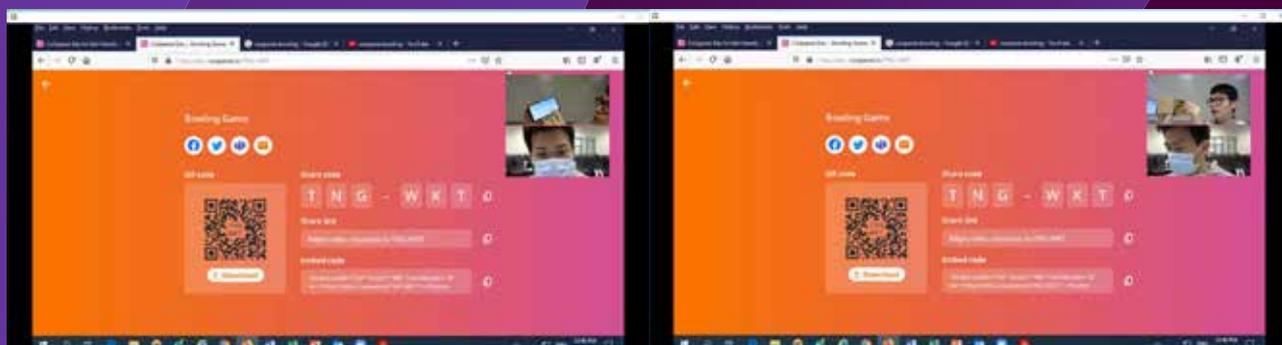

3D rendering with Fusion 360
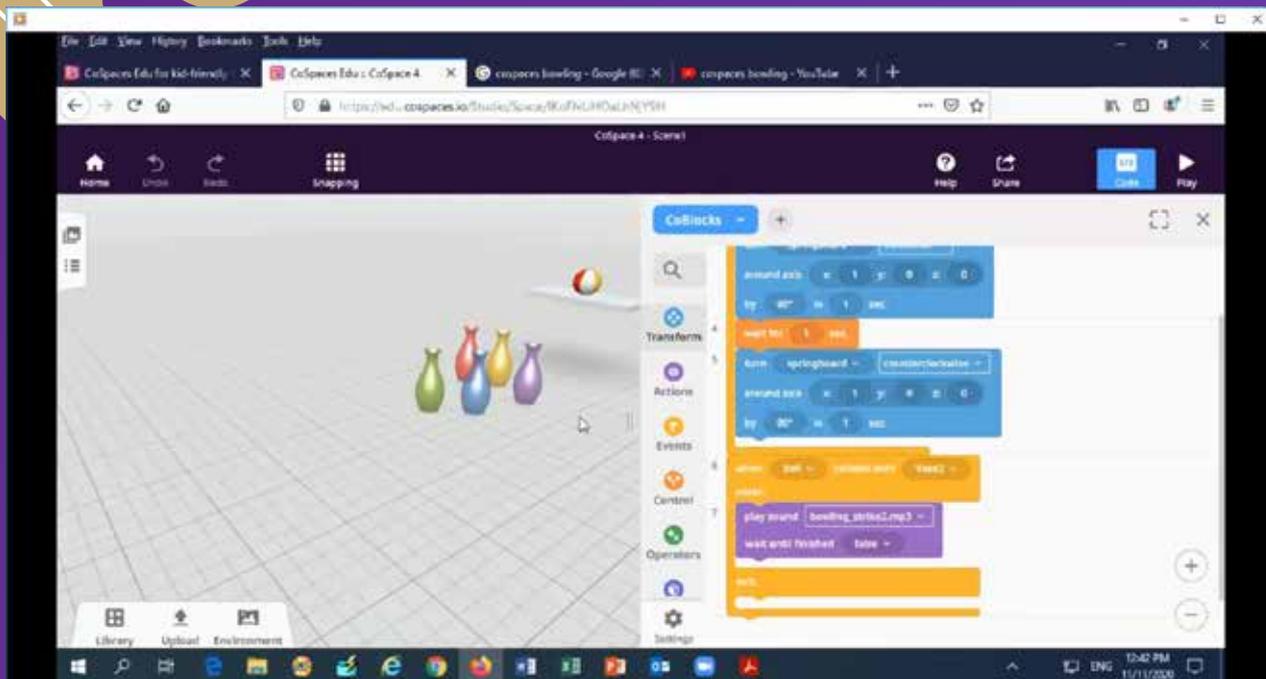
Coding environment in CoSpaces
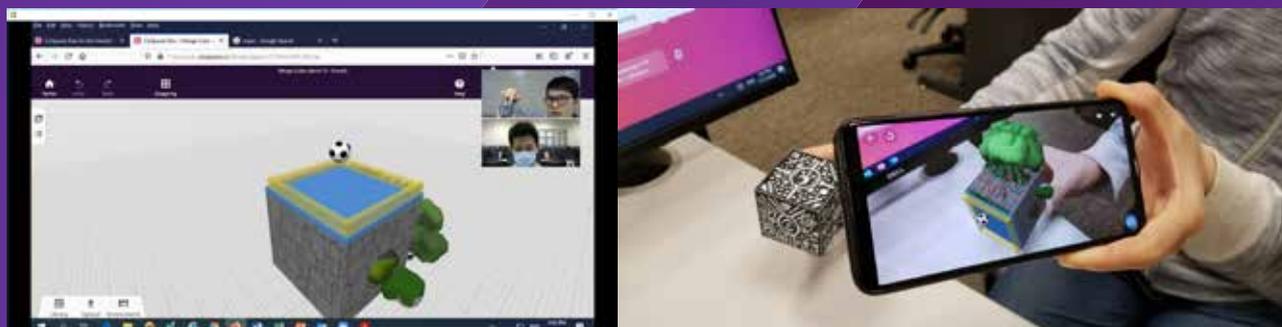
Demonstration of AR in the blended-learning environment

Teaching with CoSpaces mobile app with Zoom

Demonstration of VR Glasses and CoSpaces with Zoom

如何在後疫情時代運用新影片式
教學策略為學生設計網上自學教材

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因應疫情影響，語文教育中心設計了「成語」、「職場中文」等網上平臺，以便學生按個人進度自主課後學習。這些電子教材中的影片，針對師生在疫情期間未能進行面授課堂的問題，提供更多教學資源，特別對演講訓練起了重要作用。本文淺談全人過去獲得的經驗及運用的策略，並據早前從師生交流會收集的意見及網站流量統計數據，觀察這些教材的成果。

（一）「師生出馬」策略：本校師生親自演出，增加影片吸引力

傳統影片式教學，即學生看畢由老師選擇的影片後，從中可學到新知識或技能(Marija Sablic, Ana Mirosavljevic & Alma Skugor, 2021)。時至今天，五花八門的影片遍布互聯網，教師要找材料，雖俯拾皆是，但又要擔心學生早已看過，或自討沒趣。要防止尷尬情況，最有效方法就是由本校師生製作自家短片，既能確保素質，又可避免使用現

李婉雯老師於教學短片示範如何辨別廣州話塞音韻尾

成影片，更重要是能吸引本校同學觀看。中文組自2018年起開始製作自家短片，現全數收錄於「中文教育多媒體資料庫」內(語文教育中心，2021)。當中七十多則片段，大部分由本校師生粉墨登場，兼及成語、廣州話、演講技巧、職場中文、閱讀推廣、生命及正向教育等跟中文科相關的課題。最早播放的成語系列影片，已累積2,000次以上瀏覽人數(語文教育中心，2018)；較近期推出的職場中文系列影片，更於疫情期間累積了3,000次以上瀏覽人數，足證本校師生親自拍攝的教材受同學歡迎。再者，為加強影片實用效果，中文組早前製作演講技巧系列影片時，特邀請了數名學生作正反示範(參圖1)，老師則從旁解說，教導觀眾該如何應付校園演講、求職面試、實用報告等語境(語文教育中心，2020)，填補了全人在疫情期間未能親自授課的遺憾。

鄭思敏同學於教學短片示範如何組織校園演講

許俊炎院士於教學短片跟本校學生分享求職心得

（二）「量體裁衣」策略：針對學生實際需要，拍攝相關影片

因應本地疫情反復，本校自2020年中開始停止面授課堂，對於需要多作課堂練習的演講訓練帶來嚴重影響。就此，中文組於2021年為本校修讀「CLE0220中文」的準幼稚園教師及修讀「CLE2223中國語文三」的本科生，製作了五套配合大課內容的自習影片，教導觀眾如何糾正廣州話五類常見懶音問題：「邊音聲母l／鼻音聲母n」、「圓唇音gw、kw／舌根音g、k」、「塞尾韻(入聲韻)-t、-k」、「零聲母／後鼻音聲母ng」、「前鼻音韻母-n／後鼻音韻母-ng」(語文教育中心，2021)(參圖2)，以便學生在未能親身上課的日子，仍能隨時隨地掌握比較困難的廣州話正音知識。上述影片推出後，短短一個學期已累積多達1,000次以上的瀏覽人數；還有學生於「CLE0220中文」課程檢討師生交流會上表示：「影片能助學員於課後鞏固語音知識，有效糾正廣州話懶音問題」(語文教育中心，2021)，反映電子教材只要配合課程內容，切合觀眾實際需要，並加入練習及一點評核元素在內，往往能吸引學生於課後重複使用。

（三）「服從權威」策略：訪問業界代表，加強影片説服力

除本校師生親自演出，仝人還積極訪問本地業界代表，加強影片説服力。正如職場中文系列影片，本中心有幸邀得香港考試及評核局公開考試委員會主席許俊炎院士(MH)(參上圖)、匡智翠林晨崗學校校長霍俊榮博士、華德學校盧淑儀校長、國際人力資源公司米高蒲志(Michael Page)資深人力資源顧問辛文歡小姐等名人，接受本校學生訪問。他們在教學影片中跟學生分享求職心得，又暢談職場中文傳意能力對準畢業生有何重要。社會賢達的隻字片言，有時遠比老師教誨更客觀、更能打動學生的心。

過去數年，中文組依上述三法為本校學生製作新教材，屢獲學生肯定，如2021年焦點小組會議上，學生代表提到：「語文教育中心自行發展的網上教材，如『職場中文傳意網上教材』、『中文成語網上自學教材』等，都實用有趣，且切合學生於課餘時候的自學需要。其中一些教學影片，如『求職小劇場』、『成語解説』等，由本校老師粉墨登場講解，又有本校同學參與演出，讓使用者感覺親切，具吸引力。」(語文教育中心，2021)更重要是學生觀看這些影片後，能提升其語文水平。比如語文教育中心於2019年訪問了91位學生，他們當中有九成五人表示含影片教學元素的成語教材能提升其語文能力(鄺嬡萍和謝雋曄，2019)，足證校方給予本中心的資助，確實已換來殷實成果。

Online Exchanges with French Students to Foster Linguistic and Intercultural Competence During COVID-19

Ms. MOULIMOIS Alice Lucie Marie

Lecturer I, LML, FHM

Students of the courses French Level I and II are given the chance to participate in an online pen-pal project with French students at the University of Caen enrolled in a Chinese language course. At the beginning of the semester, interested students in France and in Hong Kong were requested to introduce themselves on a Padlet board via a short video or text. Over 20 EdUHK students and 14 Caen students signed up!

Upon forming weekly pairs with a different partner each week, students in France and Hong Kong contacted one another to make online appointments and discuss a different topic each week, over the course of six weeks. The suggested time for each week's online discussion was 15 to 20 minutes, and most participants reported spending at least 30 minutes in their weekly discussions.

The topics included introducing a song or poem, some idioms, and a film or book in one's native language (French or Chinese), as well as introducing their favourite dish, holiday celebration and a famous celebrity representative of one's culture. The favourite topics among all were the sharing of a song or poem, and the sharing of a traditional dish from their region. Some students helped their partner pronounce and understand the lyrics of the song; others prepared a short text in their native language to detail the ingredients and preparation of the dish.

Overall, participants felt positively about their participation, despite occasional difficulty in scheduling some meetings because of the difference in time zones and/or varying schedules. Most students in France and in Hong Kong reported feeling positively surprised at their partners' generosity and patience during their exchanges. Some indicated that they had "made new friends" and that they planned on keeping in touch with some of their partners. Most Hong Kong students reported enhanced interest and motivation in learning French and furthering their language studies as a result.

Flipped Online Learning Approach to Motivate Student Engagement During the Pandemic

**Dr. Patrick YUN Pui Ho**

Senior Lecturer II, C&I, FEHD

Due to the continuing developments with the COVID-19 pandemic situation, an online flipped-learning approach was adopted to engage and motivate students learning. The flipped approach was also an opportunity to challenge the teacher's own instructional thinking and beliefs and to allow the teacher to rethink and redevelop a new way to engage the e-revolutionised the teacher's old instructional thinking and beliefs and rethink and redevelop a new way to engage his e-revolutionised and e-transformed new generation students in a General Education course perspective.

All the conventional lecture materials were first pre-recorded and saved in a secure YouTube location and shared with students. A total of 206 minutes of Chinese and English narrated videos were recorded with 645 views in a class size of around 60 students. Students were invited to watch and reflect on the YouTube lectures in their own time and pace before attending our Zoom class meeting. Instead of giving PowerPoint lectures in the Zoom class meeting, students were grouped and motivated to participate in different surprising cooperative learning activities, and competitions to apply and evaluate the information and knowledge learnt from the video lectures. For example, student groups were formed and then invited to participate in a creative problem-solving competition, thematic students self-recorded video research and presentation, photo competition, silent classroom video watching, critical debate and peer evaluation etc. Scores and prizes were given to the winning group, and post-activity evaluations and reflections were immediately offered to students.
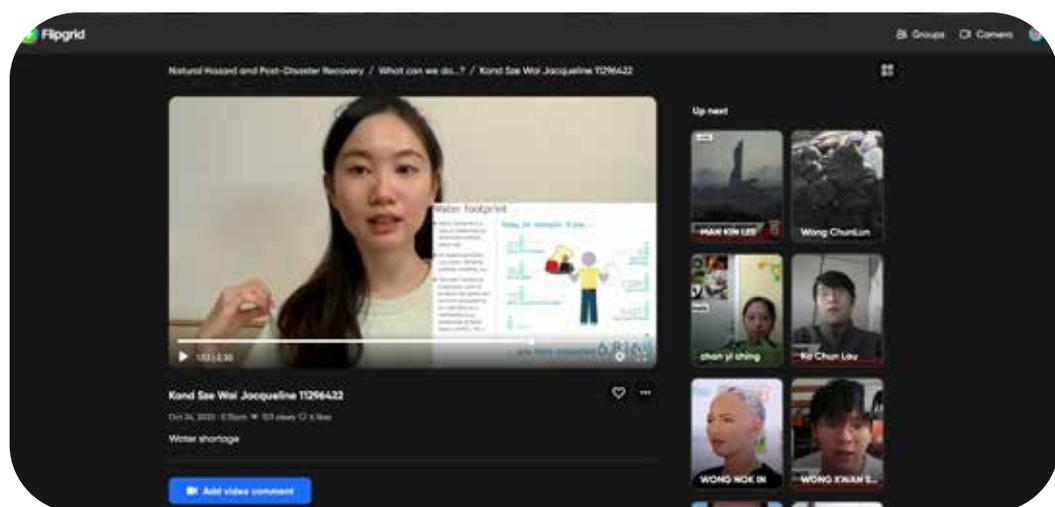
Thematic students self-recorded video research and presentation using Flipgrid with 80 students video submissions, 4,915 views, and 12,780 minutes peer engagement in the last semester.
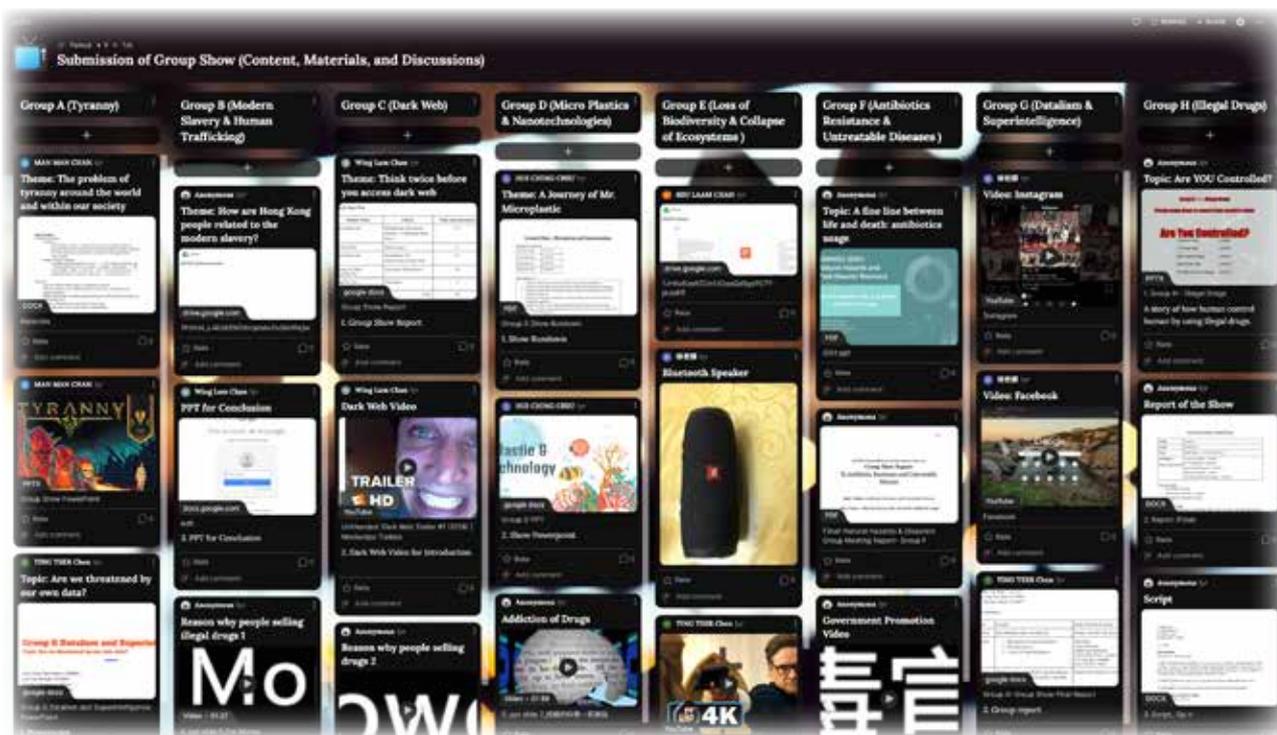
Group Show Video and Group Production Platform

In the course final assessment, heterogeneous groups were formed, and students were asked to conduct critical research to decide a Group Show topic. Groups needed to meet and answer their teacher's critical and challenging queries in the group consultation meeting. They also needed to use different strategies and tactics to persuade their teacher to approve their show topic before proceeding to the show production stage. On average, each group needed to book and meet their teacher four times before obtaining a green light from the teacher.

The learning outcomes of the Group Show, as reflected by students, were overwhelmingly high impact and multifaceted. Firstly, the exchange of critical dialogue in the group-teacher meetings had stimulated and directed students to learn more deeply, widely, and globally. The viva examination nature of these meetings has, in fact, critically challenged the way students think, how they perceive and scaffold their knowledge, and their own values and beliefs. However, the most crucial learning outcome is that the course content and teaching direction was driven by the students' Group Show topic, which was always relevant, inspiring, updated, and forward-looking. For example, groups were able to identify different critical social issues which are not covered in the course syllabus, such as how AI and Dataism threaten humanity and liberty, dark tourism, human trafficking and modern slavery, biodiversity and species loss, antimicrobial resistance etc.

Responding to COVID-19 through Pedagogy Customised to the New Normal

Dr. CHOI Tae Hee

Associate Professor, EPL, FEHD

With the special measures requiring all courses to be offered online or in a hybrid mode, some students and teachers shared concerns about the limitations that online learning might pose regarding the depth of learning and real-life relevancy. Through collective reflection and real-life online tasks, I have worked to maintain the quality of student learning and their emotional well-being.

## Online activity which encourages collective reflection

For instance, after personal sharing online, students were asked to comment on and react to peers' posts (e.g., giving a thumbs up). This practice leads students to reflect on their learning, learn from each other, and receive emotional support.

Real-life Online Tasks

My choice of activities replicates real-life tasks, e.g., taking the currently used diagnostic test of teacher professionalism, to establish lessons' relevance to students' future teaching practice. In the survey I conducted on their online learning experience, the participants (+70%) all expressed satisfaction, and appreciation, e.g., "Very comprehensive instruction of teacher professionalism".

Peer comments and emojis encourage collective reflection and support
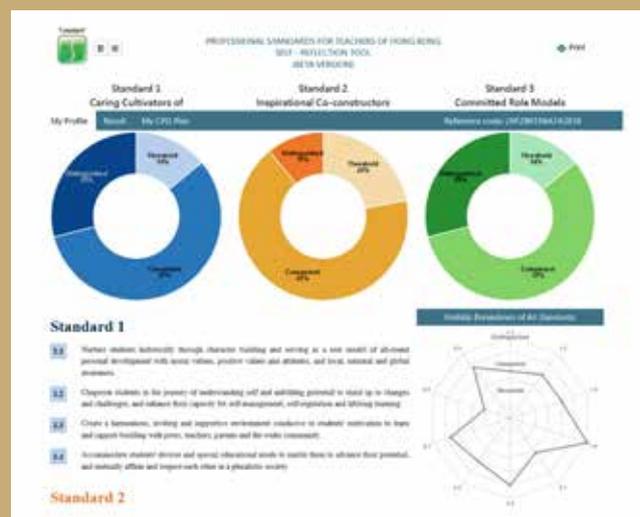
Real-life tasks relate the lessons to students' life

Ensuring digital equity

I have ensured equity in online learning by addressing the digital divide, another social issue rising under the new normal. I have provided teaching materials via multiple routes, such as Zoom chats, QR codes, Moodle uploads, and post-lesson recording. Diversifying information-sharing routes ensures that students with limited online learning capacity and resources still enjoy lessons with the least disruptions (see Choi & Ming, 2021, 10.1108/IJCED-10-2020-0065 for further support measures). I have also used diverse platforms and apps and types of activities, thereby providing advanced users with the opportunity to explore the potential of online learning and extend their online teaching repertoires.

Turning crisis into an opportunity: International Guest Lectures

Finally, rather than simply coping with difficulties, I have taken the initiative to turn online learning into an opportunity to develop global citizenship by connecting students with practitioners and scholars abroad, a new venture that the online mode of teaching enables. Through this, two students found mentors and one secured a job interview for a newly opening school in Shanghai. With such endeavours, I have strived to maximise student learning despite the pandemic and prepare my students to become crisis-ready teachers.

Guest lectures by international scholars/practitioners foster global citizenship

Questioning and Scaffolding to Unleash Students' Potentials and Enhance Participation

Mr. CHO Hoi On Andy
Lecturer I, PS, FEHD

Online learning has distanced the educators and students due to the physical absence of face-to-face interactions. This social barrier may hinder students' engagement and enthusiasm in scholarly activities.

Recognising the impediment in participation in an online learning environment shortly after school commencement, it was conjectured whether Constructivism could be deployed to enhance the teaching and learning experience. Synchronous online lectures were subsequently adjusted to begin with an inquiry-based question to indicate the lesson's objective. Additional guiding questions were deployed as scaffolds and formative assessments with the anticipation to hone students' conceptualisation and consolidation and to attract and retain students' inquisitiveness and participation to achieve the lesson's objective.

Upon the adaptation, the students who made more frequent contributions and lengthier elaborations in the scaffolding questions scored relatively higher in the concept check mini-quizzes within the lectures at an average of 90% as compared to an average of 75% with the less active students. They also posed more in-depth, authentic, and application types of questions during the lectures. Moreover, these students exchanged more frequently with other classmates during discussions in deliberating the practicality of how theories or concepts can be exploited to tackle their real-life scenarios. These behaviours shed some light that the utilisation of scaffolding questions facilitated the students not only in understanding the theories, but to establish more developed abilities according to Bloom's Taxonomy in analysing or even evaluating their acquisition.

Questioning is an insightful tool to foster the opportunities for the students and the lecturer to stimulate, explore, interact, construct, and resolve the lesson objectives progressively, collaboratively, and collectively. Besides allowing the educators to interact with and cultivate the students towards attainment, the students also commented that they appreciated the associations gained from sharing their ideas with one another. It would be beneficial for educators to put more consideration into knowing when, how, and what is to be questioned within the lectures.

A typical scaffolding routine

Going Viral: Silver Linings in the online capstone experience for students of the Minor in Teaching and Learning in International Schools

Dr. VAN DERMIJNSBRUGGE Elke Maria F
Former Lecturer, Department of International Education (IE), FEHD

The capstone experience for final year BEd students who are completing the International Baccalaureate (IB) Minor in Teaching and Learning in International Schools (IB Minor) consists of a FE in an IB school in Hong Kong. The impact of the pandemic required us to rethink the experience for the first-time last year and again this year. Together with students, we redesigned the experience and made it "pandemic-proof". The highlight is a micro-teaching session during which students have to teach via Zoom, thereby preparing a lesson that could be taught in the international school and class they were originally assigned to. For each session, a group of peers attend the lesson and also provide peer assessment. The latter would not be possible in a face-to-face environment and has proven to be of great added value. This year, we also collaborated closely with our placement schools and had a school-based practitioner observing and assessing each micro-teaching session, offering immediate feedback. Students, as well as practitioners, were very positive about the experience.

One student said: "The presence of the guest speaker from an international school during our micro-teaching was also a big bonus in providing us with valuable and authentic feedback on how we can improve our teaching and align it with the IB teaching philosophies."

One practitioner mentioned that the success of the model "is due to the open communication, clear direction and trusted relationship that has been cultivated over the years."

As we think ahead, we want to continue applying the principles that made our approach meaningful and constructive: we value flexibility and creativity, honest care and concern, as well as strong relationships. We also find it important to model imaginative and creative responses to our student-teachers.

Dr. LEE Siu Yau

Acting Head, Department of Asian and Policy Studies (APS), FLASS

To mitigate the impact of the COVID-19 pandemic on student learning, colleagues in the APS quickly adopted new teaching techniques and technologies for teaching and student mentoring. Online interactive games, in particular, have been widely used in many of the courses offered by the department. Within a short period of time, colleagues identified a wealth of online games and visualisation tools to teach social science and statistical concepts, such as tragedy of the commons, compound probability, and property rights. Also, taking advantage of online teaching, students were given more opportunities to interact with online materials during lecture. They could, for example, draw decision trees, a tool for decision-making, using packages from GitHub and share their outputs easily with the rest of the class. In a sense, the COVID-19 pandemic has expedited the use and teaching of information technology in the department. Some students opted to receive additional training in the programming language Python over the summer. By the end of the training, they were able to write simple programmes to assist their work and study.
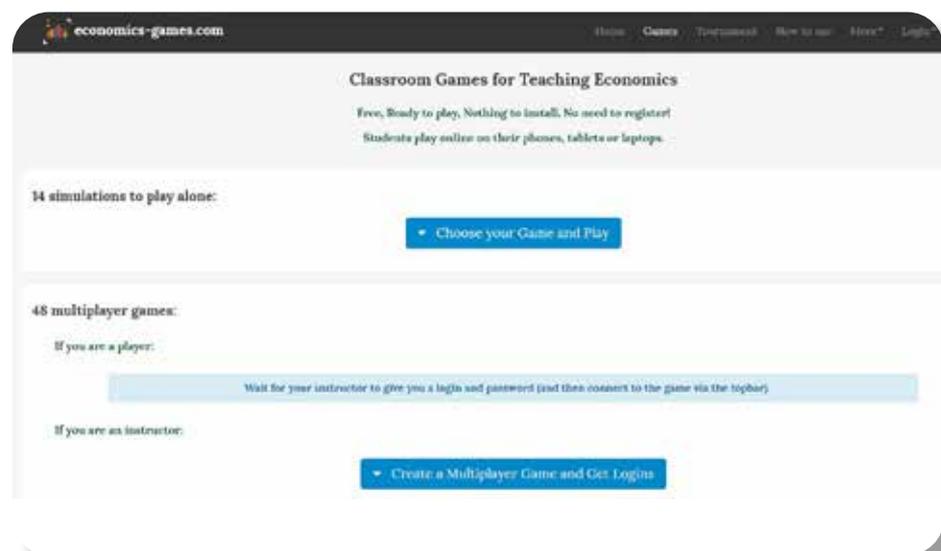

Online interactive games developed by third parties

Selected programmes written by students:

- A programme that allows admission officers to determine the eligibility of applications for a place in The Boys' and Girls' Clubs Association of Hong Kong (BGCS)

- A programme that automatically scrapes data from media websites and counts the number of keywords

- A programme that automatically scrapes data from weather websites

Colleagues also played extra attention to students who needed help academically. We recorded the lectures and offered additional workshops for students who could not travel to Hong Kong. Some colleagues even took online courses offered by third parties with the students. Whenever possible, colleagues invited students to visit the campus and have face-to-face informal gatherings so that they could feel connected with the University. Colleagues are also taking steps to develop virtual tours to complement field-visits.
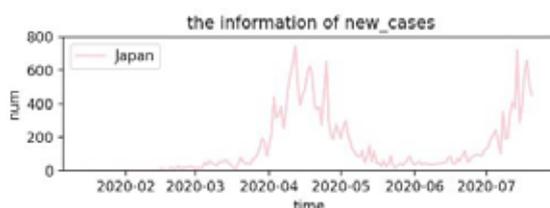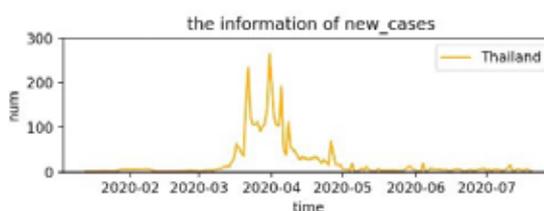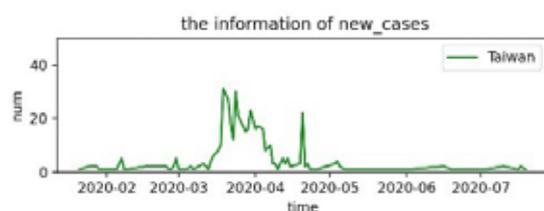
Students learned how to visualise COVID-19 data using Python

Miss LEE Man Kwan Sabrina
Year 2 Student
Bachelor of Education (Honours) (English Language) [BEd(EL)] , FHM

As a freshman in this academic year, I feel excited to kick start the semester through a unique way – online teaching. In this brief article, I will discuss my experience of using this mode of learning and challenges I faced in these days.

First things first. The good thing about learning online is that I can learn effectively anytime and anywhere. It is far easier for me to revisit all the teaching I receive. I also learned quickly how to set assignment deadlines on my own and to make appointments with classmates for virtual meetings. Online learning is so flexible that I can attend back-to-back classes with just a 5-minute bathroom break. I feel like I am a young adult working in the corporate world and start holding myself responsible and negotiating with myself to maximise the usage of my energy and achieve more.

There are always two sides to every coin. If you ask me what is unfavourable about Zoom learning, the first thing that comes to my mind is the inability to build meaningful relationships. Social isolation is my first challenge as I cannot chat with my classmates face-to-face. Besides, not all the classes encourage experiential learning. Keeping our cameras on seems awkward during extensive class lecturing. As a result, I am one of the avatars learning and thinking on my own. We have lost the opportunity to have lunch, go to the library, and attend small class tutorials together.

This is the university life beyond learning which we all treasure for sure. These are moments where fond memories would have been planted. Therefore, it is a pity that I have lost my first year of university life.

The other challenge I face from online teaching is time mismanagement. Since all the classes are conducted on Zoom, we can save the transportation time spent traveling to the university. Thus, getting up 15 minutes before the class has become our routine. I think online learning will have a relatively long-term effect on students as we have already become used to this kind of situation. Besides, the attitude towards learning might be affected as there will be less motivation from classmates. To improve this situation, I make a schedule for myself and set up goals to be accomplished every day. In this way, I can prioritise my work and minimise the chance of procrastination. Also, I think we mustn't leave our work until the last minute as the assignment's quality may then be unsatisfactory.

Generally speaking, this new normal is something we have to adapt to. The critical success factors in learning depend on how flexible and proactive we are. By reaching out to professors through virtual means, connecting with peers by Google document share, Padlet or Zoom, and joining the university's different virtual events, I still feel connected to the EdUHK community.

Promoting Reading across Borders

Ms. LAI Rachel
Year 4 Student
BEd(EL), FHM

In the Summer Semester of 2020/21, I studied the course ENG3281 (Integrating Information Technology in the ESL Classroom), offered by ELE and taught by Dr. LEE Ju Seong of ELE. The course was originally offered via face-to-face mode, but with the high enrolment, it was later decided to be offered online to abide by social distancing measures.

In groups, we produced an e-book with Book creator, including an in-book dictionary and post-reading exercises. Our e-book, Amisha's Journey to a Healthier Lifestyle, was designed for and sent to the SMA Negeri 3 Surakarta, a secondary school in Indonesia, to be used in their language classrooms. It revolves around a secondary school student, Amisha, who is maladjusted when entering secondary school, and lives an unhealthy life. After falling ill, she ultimately makes lifestyle changes, as per her friends' advice, encompassing diet, physical exercise, sleep, and seeking medical advice when necessary.

In the course of creating the e-book, we worked with Indonesian teachers and provided feedback on each other's' products. Dr. LEE invited us to share our e-book and a microteaching video in the first International Knowledge Transfer Forum, a conference co-organised by the ELE and The Association of Teaching English as a Foreign Language in Indonesia. While the session had to be organised virtually due to the pandemic, we were able to join the conference from the comfort of our homes in Hong Kong. I even had the honour to answer questions from conference participants during the webinar, which would not have happened otherwise because of the cross-boundary nature of the conference.
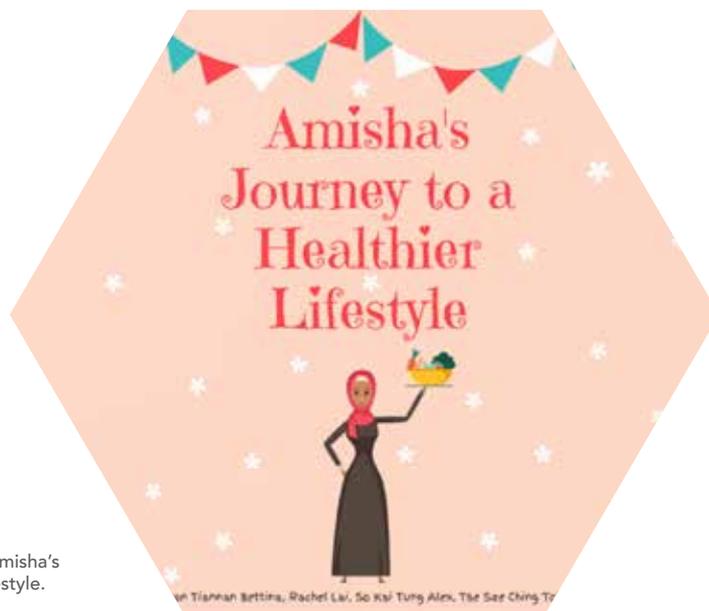
The cover of the e-book Amisha's Journey to a Healthier Lifestyle.

Looking back on the creation of the e-book, the experience made me reflect on how the pandemic has changed the way we collaborate. Unlike the original plan, we were unable to work as a group, face-to-face. This requires more transparent communication and self-discipline because the success of the project depends on the active contribution of each member. Under the guidance of Dr. LEE, we utilised a variety of online resources, such as mind-mapping and storyboarding tools, to facilitate our discussion. We were also directed to conduct independent learning to enrich our content, such as using and learning open-source graphic design software to create our own graphics.

In the process of Reading Across Borders, I saw a rising need for sociocultural sensitivity in these contexts. We have to consider the sociocultural context of the target recipients, and have to use Internet resources to understand the situation better. In the case of the e-book, the school is located in rural Indonesia, which required us to remove implicit biases and to research the school's background, understanding the context and needs of the schools.

COVID-19 has greatly impacted how we work on projects, and as we embrace the "new normal" it is important for us to take the initiative in learning. As we expect the transformation that eliminates physical boundaries, we should be open to the many opportunities and resources to improve our pedagogical skills.

Taking the course via a virtual mode in the rare instances of small-scale gatherings.
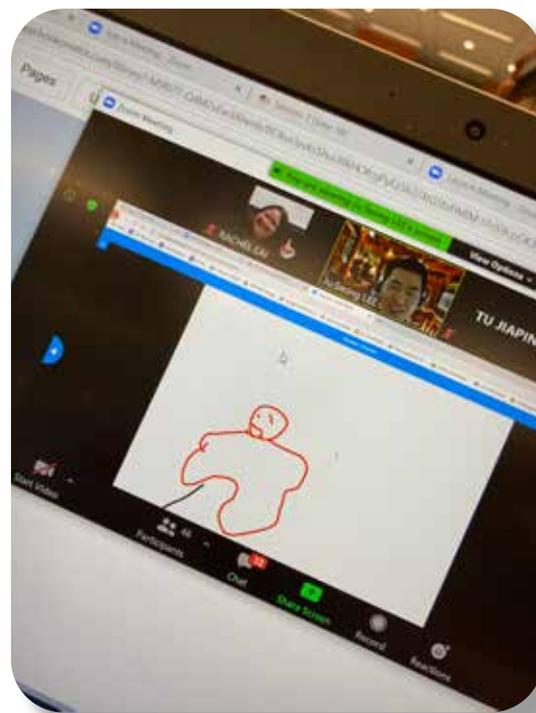
Dr. LEE Ju Seong introducing different virtual tools for teaching and learning.

No Going Back:
New L&T Practices Carried Forward

LTTC

In 2020, students adjusted to online learning and teaching in a compressed period of time. The disruption created room for our students to re-think how they can be adaptive, and to take more ownership of their learning.

Ms. LAM Sau Fan Carrie from Bachelor of Education (Honours) (Chinese Language) [BEd(CL)] programme recalled that in the first semester of the transition, having a stable network connection to join classes was a challenge. But thanks to the support provided by the University and a gradual return to campus learning in later semesters, our students could embrace the changes in the learning environment positively. "For reticent students who tend to stress out when raising questions in class, I just want to share that our teachers are actually very forthcoming. It is totally fine to make use of other channels such as emails and phone calls to get in touch with course instructors. If you are worried about bad internet connections, and that your class is offered in the hybrid mode, I would encourage that you seize the chance to go back to the campus – face-to-face learning is indeed very effective."

Some of our pre-service teachers had the opportunity to take part in a volunteering programme to connect with students in local primary schools online – Ms. HO Ka Hei Clarise from the Bachelor of Arts (Honours) in Language Studies and Bachelor of Education (Honours) (English Language) [BA(Lang Studies)&BEd(EL)] programme was one of them. "I was teaching Primary 5 students for four weeks online. It was a rewarding experience because it gave me hands-on practice of using Microsoft Teams and other e-learning tools to deliver my class. Such practices made me fluent in teaching on a diverse set of platforms." She added that "the use of tools created opportunities for interactions – this reminded me that as students, we actually have many ways to voice our opinions and be proactive. The bottom-line is to stay motivated in our learning."

The capacity of our staff developed in e-learning aspects during the COVID contingency will not be easily reversed after the pandemic.

Dr. LAM Wai Man Winnie, Associate Head and Senior Lecturer from MIT, used Padlet (an online post-it board) and Canva (an online design and publishing tool) for class discussion. In one of her courses, students need to create a final assignment to consolidate four years of studies. Before the students planned for their assignment, she showed a picture of a messy wardrobe on Padlet to prompt her students in thinking about managing and reflecting on different episodes of learning in their university lives. Winnie explained, "Similar to organising your wardrobe – everyone has a different way of organising or prioritising items. That said, you must select, trim, and maintain the collection based on certain principles. Every student would state their solutions on the Padlet, and comment on each other's posts. In the next step, students would articulate their principles to select three most significant experiences for publishing on Canva to facilitate class sharing.". In this way, students reap the benefits of their fellows' input, and re-analyse their own thinking.

Dr. LAM Sin Manw Sophia, Assistant Professor from CHL, realised that the online space created much room for connecting with students more personally. For example, a simple morning greeting in the Zoom chatroom is not a matter of routine but a way for each and every student to respond to the teacher. "Every student can give immediate comments in the chat box for the activities whereas in a real classroom setting only a few can have these opportunities." Sophia was amused by the participation of the students to "leave a message" on Zoom. "Knowing that students are confident in expressing themselves in the online space, I introduced the ePortfolio as an assessment in the course. Students could incorporate multimedia artefacts into the ePortfolio – photos, videos and whatnot. In effect, students had expanded ways to communicate with me on how they achieved their learning outcomes," she added. Looking ahead, Sophia thinks that she will be more aware of the potential technology has in bringing about more effective teaching. "I am ready to try out new ideas as much as my students are."

Online Laboratory for EdUHK Students' Remote Conducting of Authentic Experiments Amid COVID-19 Pandemic

Professor YEUNG Yau Yuen
Adjunct Professor, Department of Science
and Environmental Studies (SES), FLASS

Since the onset of the COVID-19 pandemic, most higher education institutions and schools around the world have already changed to the online mode of teaching and learning for a whole year. Teaching and learning online will probably last for a few more months in 2021. While online classes could readily replace face-to-face lectures, tutorials and discussion activities to minimise the risk of viral infection, it does pose many challenges and severe problems for those courses or programmes in STEM, medical or nursing education because practical work is an integral and indispensable part for training their graduates with the necessary psychomotor skills or competence.

At EdUHK, since a few years ago, we have developed a dozen sets of remote-controlled practical work for our students to access our online laboratory (OL, also known as remote-controlled, remotely accessed, web-based or online experiments or laboratories) outside the university campus. In essence, OL refers to a learning environment in which students can control, observe, manipulate and interact with physical experiments or equipment from a distance, usually via the internet. Its main advantage is to enable students to conduct real-time experiments anywhere and at any time, extending their laboratory practice beyond the university setting and hours. Prevention of viral infection during the pandemic (through people-to-people contact or shared use of experimental apparatus and tools) is another major advantage. OL also saves cost and provides students with global access to laboratory facilities, space, and technical support and management of resources. It also eliminates many safety issues for students. Some people believe that OL, just like Zoom, will likely gain much wider attention and adoption if the pandemic persists.

Due to social unrest and the COVID-19 pandemic, classes have been suspended since late 2019. Since then, many students enrolled for various courses in subject matters and teaching methods in undergraduate and postgraduate levels, including BEd(Science), PGDE(S), MA(STEM), MEd and EdD programmes, as well as a Professional Development Programmes (PDPs) designed for in-service teachers who have already tried out one or several online experiments of their own choice on our platform at http://has.eduhk.hk/oe/

Over the last two years, eight MEd students carried out their research projects on the development and evaluation of various online experiments which were implemented in 15 different secondary schools in Hong Kong and in Mainland China. The above website also provides detailed information on our innovative way of rapidly developing low-cost online experiments. This new approach won a gold medal and a special prize in an international invention innovation competition in Canada. A number of local and overseas media organisations and publications interviewed us and/or published written reports on our online laboratory, demonstrating our leading role in this field. These include:

1. Yeung, Y.Y. (2020). "Establishing remote laboratories" in a special section of "A practical guide to digital teaching and learning", Times Higher Education (21 August 2020). [Online] https://www.timeshighereducation.com/features/practical-guide-digital-teaching-and-learning

2. Yeung, Y.Y. and Tsang, K.M. (2020). "Remote vs virtual labs", a video released in the THE Campus, Times Higher Education (25 August 2020). [Online] https://www.timeshighereducation.com/campus

3. Yeung, Y.Y. interviewed by the Asia Editor of Times Higher Education for the article "Will the coronavirus make online education go viral?" written by Joyce Lau, Bin Yang and Rudrani Dasgupta and published in Times Higher Education, 12 March 2020. [Online] https://www.timeshighereducation.com/features/will-coronavirus-make-online-education-go-viral

4. Yeung, Y.Y. interviewed by a reporter of Hong Kong Economic Times. Two articles, namely "EdUHK's remote-controlled laboratory for secondary school students to do experiments" and "Partnered with the Science Museum to create 24/7 museum", were subsequently published in Hong Kong Economic Times, 28 May 2020.

5. Yeung, Y.Y. interviewed for "Scientific experiments: Anywhere, Anytime", a report on the remote laboratory which was published in the Education Plus Newsletter of EdUHK (June 2019, pp.16-19). [Online] https://www.educationplus.hk/eduhk/upload/20200618041535654/Issue%201/18/index.html
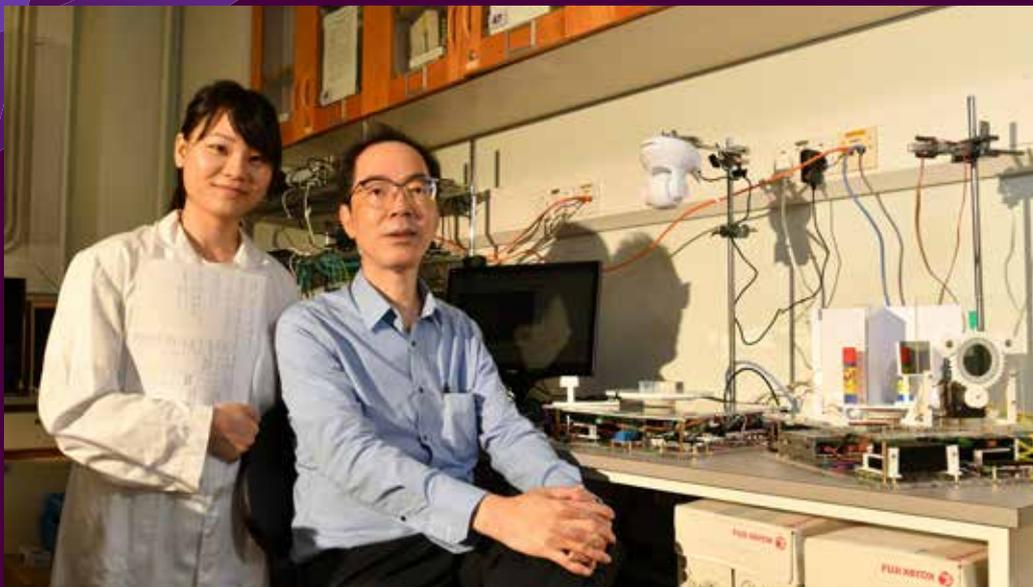
Project leader Prof. YY Yeung with his research assistant Miss Mandy Tsang have just completed the design and development of a new online experiment on the polarisation effects of light.

Miss Leyla LIU, a MEd graduate who conducted her research project on the development of an online experiment to study petroleum, obtained a gold medal in the same competition held in 2020.

Two sets of online experiments to investigate the respiration of plants when they are illuminated under different colours of light.
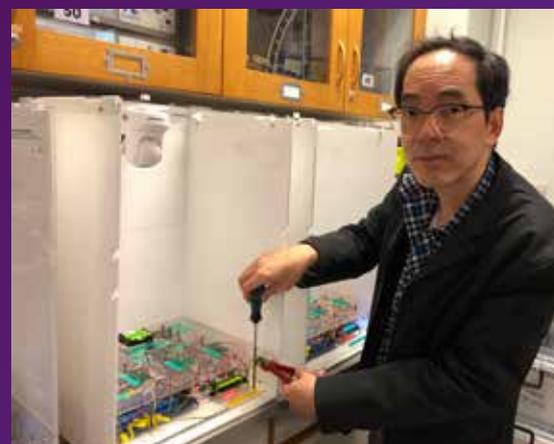
Some other examples of online experiments in different chemistry and physics topics are also available to students for hands-on practice

(Re-)Connect the Gap Between Students and Teachers in Remote Learning

Dr. CHOW Chi Ching Gary
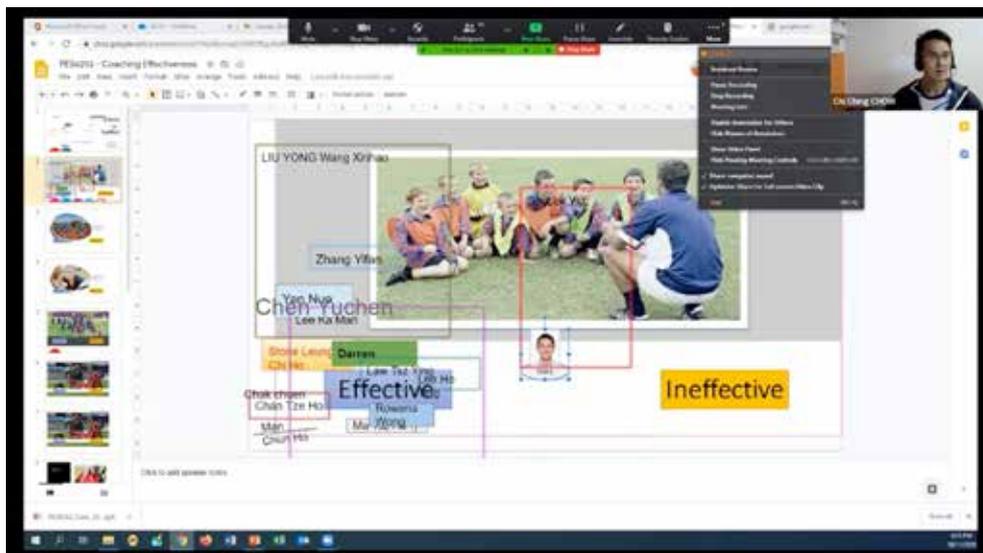Assistant Professor, Department of Health and Physical Education (HPE)
Subject Coordinator of Bachelor of Education (Honours) (Physical Education) [BEd(PE)], FLASS

Maintaining physical distance does not mean distancing yourself from communication. While the term "social distancing" has been widely used during the COVID-19 pandemic, it may send a false message that normal social interaction should be prohibited as well. Though the Remote Learning adopted in my lessons prevents face-to-face communication and limits practical in-field learning experience, the interaction within the group of learners and between learners and teachers could be fostered in an alternative way.

Instead of passively learning in a one-way direction, students may use the online class as a platform to discuss the learning context anywhere by voice, text, video, or in other innovative ways that we have never imagined. In the Padlet sharing platform, one hundred informative responses were posted by students to comment on others' presentations. The remote setting did not limit the exchange of ideas among students enrolled in the same course but enabled extending this among two different cohorts (2019/20 and 2020/21). Students highly rated this item (3.67 and 3.86, out of 4 respectively). Online learning transforms the original three-hour lecture setting into a blended learning mode and students are more encouraged to learn in a flipped classroom. The discussion forum recorded close to 300 posts in the mini-MOOC of PES4169 Psychology and Sociology of Sport and Exercise. Through the well-established e-learning platform, students could learn anytime at their own pace. As the course coordinator, I simply need to provide details about the learning objectives and minute-to-minute arrangements for each lesson and to ensure students' access to learning materials so as to make the learning happen. Technology instantly connects us to the other side of the Earth, allowing international guest speakers to join my class at midnight in America. Under the "new normal", necessary changes to assessment have to be made. My new assessment, designed with clear guidelines and rubrics gives students direction and self-motivation. Thanks to the free access to information on the internet, a project-based approach was adopted to replace the traditional examination that aimed at testing student's memory.

I am fortunate to have the experience of making mistakes throughout my teaching life because it leads me to further understand the importance of showing care to my students who are struggling in this new learning normal. (Re-)Connecting with each other's intelligence is a way to persevere and overcome during this difficult period. Under the new normal, we are all learning in some way.

Interaction in Remote Learning

Recorded Video Presentation with Post-Class Discussion

Flexible Arrangements in PE Teacher Training During COVID-19

Miss Ching Hoi Lam
Year 2 Student of BEd(PE), FLASS

2020 was a tough year as we all went through a lot of difficulties because of the COVID-19 pandemic, which brought us a different lifestyle. As a student of BEd(PE), I experienced an "abnormal" change in my university life. Since the pandemic continued to affect our society, the University announced that online learning would be carried out for the whole semester. Therefore, most of the time in 2020, I had my Zoom lectures at home.

Due to these changes, the University made adjustments in order to reduce the inconvenience to students and at the same time to provide us sufficient ways to learn. Our lecturers prepared some activities for us, such as group discussions and sharing during lessons so as to encourage our participation. At the same time, more detailed information and course materials were provided to us. Some interesting videos and photos were also included in lectures to enhance our understanding.

On the other hand, PE students were required to attend face-to-face practical lessons on campus at the University. Special arrangements were made to strike a balance between the subject requirements of the curriculum and the social gathering ban imposed by the government. Our class was divided into two groups and we took turns to attend lessons. When we were taking practical lessons, classmates helped each other to perform some gymnastic movements which were quite difficult to perform alone. Suitable protection was needed for students to maintain safety. Furthermore, our teachers arranged a few additional classes for us to consolidate our skills. I think these lessons helped us a lot as their settings were like group teaching method, which allowed us to have better involvement in the activities and gave us a more efficient and easier way to learn.

In conclusion, the strategies that the school adopted allowed us to learn efficiently. Not only has the teaching style changed, but also the way that we learned was significantly different to that of past years. I truly appreciate the University and its teachers who gave us full support from the beginning of the semester and throughout the pandemic, and I hope the pandemic will be over very soon.

Gymnastics class during the COVID-19 pandemic (Miss CHING Hoi Lam – first person in the second row from the left)

Flexible-Learning Approach In Tertiary Music Education

Dr. TANG Pan-Hang
Lecturer I, CCA, FLASS

I always ask myself, "How can I understand different learning needs of students? And how can I optimise their learning experience in my courses?" Things are even harder during this difficult time when face-to-face lessons have not always been possible. I have been looking for methods that could provide students with a better and more interactive online learning environment. Recently, I have become interested in and started to adopt the flexible-learning approach in my course teaching. The method of flexible learning provides students with the autonomy to decide what to learn and how to learn. It is a highly learner-centred approach that might greatly inspire students to learn.

I have been doing some preliminary experiments in using this approach in one of my courses, MUS2250 Traditions and Practices of Music I. In one lesson, students are required to study any one of these topics: Development of Keyboard Instruments, Development of Songs, and Development of Chamber music.

Each topic contains a set of activities, including reading, listening, writing, and answering. The reading assignment consists of study materials selected from the Internet and short notes written by myself. After reading the materials, students are required to answer questions or complete matching games to consolidate their knowledge. The listening assignment is designed

The flexible content is delivered in the form of asynchronous lectures via Nearpod embedded in the EdUHK Moodle platform.

to encourage students to appreciate classical music by listening. A YouTube playlist containing the most typical set works is provided for each topic. The writing assignment requires students to summarize the knowledge they have acquired from both the reading assignment and the listening assignment. The answering assignment is delivered in the form of a Moodle multiple-choice quiz to test students' understanding.

After the lesson, I interviewed some of the students to elicit their opinions and was impressed to see that they liked the idea of the flexible-learning approach and enjoyed the lesson to different extents.

This approach sounds very promising especially under the virtual teaching environment. This experiment implies that a single course does not need to stick to the traditional linear design, but could provide multiple pathways for students to develop the necessary knowledge and skills according to their interests and abilities.

I have some recommendations for those who are interested to adopt this approach in their course teaching. In general, I didn't face any significant challenges when adopting the flexible-learning approach, despite the extra workload for the preparation of additional materials for students' options. However, the increased workload was still manageable. Offering flexible-learning materials means students are allowed to decide what they want to learn and not to have to learn at the same time. In other words, they might miss something important if the course is not carefully planned. Taking my course as an example, as traditional Western music has a history of over a thousand years, this 39-hour course is far from sufficient to include even only the most influential aspects of Western music. With the introduction of flexible-learning materials, the course content is now constructed not only according to my professional judgement, but also to the different learning needs of students. In addition, every participant is now completing the course in their own pathway. As a result, the instructor needs to design an assessment tool which is fair and reasonable for various learning experiences.

Ms. WONG Fung-yee (DD-BA(CAC) & BEd(MU), Year 1, 2020/21) said, "[Flexible-learning] is a nice idea, as I can choose the topic I want to learn."

Ms. HUNG Hoi-ching (Bachelor of Arts (Honours) in Creative Arts and Culture and Bachelor of Education (Honours) (Music) (Co-terminal Double Degree Programme) [DD-BA(CAC) & BEd(MU)), Year 1, 2020/21) said, "Flexible-learning is quite good for us because we can choose the topic that we are most interested in."

Learning During the Coronavirus Pandemic: An Experience Sharing from Visual Arts Students Adapting to Online Learning during the Pandemic

I was doing the watercolour practice at home

Ms. CHAN Pui Yiu Ashley
Year 3 Student
Bachelor of Arts (Honours) in Creative Arts and Culture and Bachelor of Education (Honours) (Visual Arts) (Co-terminal Double Degree Programme) [DD-BA(CAC)&BEd(VA)], FLASS

Advantages and Gains from Online Learning

The DD-BA(CAC)&BEd (VA) Co-terminal Double Degree Programme is a unique programme which emphasises the knowledge of art and various practical elements. Recently, online teaching and learning modes have been widely used owing to the COVID-19 pandemic situation. However, as a Visual Arts student, I gained valuable e-learning experience which encouraged me to learn through the student-centred learning and blended learning approaches. E-learning is different from traditional face-to-face learning in a classroom. The former provides me with various learning opportunities. For example, during the Zoom lectures, I not only sat in front of the computer to watch demonstration by the tutor, but also practiced hands-on self-learning to explore different media and materials at home. During self-learning practices, I understood and examined my learning progress through experiments. Also, from peer sharing sessions, I received valuable feedback from tutors and classmates. All the above enabled me to learn collaboratively and gain self-improvement.

Learning Support and Care Offered to Students during the COVID-19 Pandemic

I am thankful to the tutors who understood students' learning difficulties and were supportive of our learning. Although there were some limitations in this approach, teachers were always passionate about their teaching and provided various demonstration videos for us so that the quality of teaching and learning could be maintained. One example is that in the digital lectures, teachers provided extra online resources for us to learn from, including online art exhibitions and galleries for art appreciation purposes. This certainly enhanced my learning motivation and interest.

Challenges and Ways to Cope with Challenges

Through the learning progress, I learnt to be a well-organised, independent and self-regulated learner with good time management skills. In addition, good preparation and time control skills helped me face uncertainties. All these skills made me an effective learner. During the online lectures, I could cope with different challenges since I had already made my own study plan and read all the learning materials in advance. A coin has two sides, the difficulties of teaching and learning under the pandemic also brought us an opportunity to innovate and integrate e-learning into our teaching. In future, I believe there are possibilities of integrating IT techniques into learning to improve our teaching and learning.

The desk setup for online learning

Adapting to the Video-based Learning Environment

Mr. SUEN Po Kwong Miyabi
Graduate of 2021/22
Postgraduate Diploma in Education (Secondary) - Design and Technology, FLASS

Since the onset of COVID-19, we have attended classes in online mode most of the time. Capitalising on this opportunity, I have gradually developed a habit of being more aware of and active in enhancing my learning achievements. For example, I have become more attentive to online lectures and have also started to take extra time to read the learning materials and jot down notes. Moreover, I also planned a regular schedule to study lecture notes before classes. During this challenging time, I found that my course lecturers have made every effort to improve our understanding of the course content. They used various visual aids, demonstrations and explanations through the Webcam to help us master the knowledge and skills of different topics. And more importantly, online lectures were recorded and shared with us so that we could revisit difficult concepts or topics at any time for revision purposes.

Two teachers impressed me a lot. In INT5051 Introduction to Programming and Problem Solving, Dr. POON Kin Man Leonard of MIT adopted the flipped classroom approach to provide instructional videos before the class and Dr. POON explained the key concepts and undertook class activities during the Zoom meeting. This approach was effective and made a positive impact on our study of programming. In INT5050 Computer-Aided 3D Design and Printing Technologies, Mr. CHUI Hin Leung Mike of MIT created a learning environment to support us to learn about how to use computer-aided 3D design software applications in an effective way. He also provided us with a lot of online resources and instant guidance to help us solve practical problems related to 3D CAD (Management Software Computer Aided Design) modelling by Autodesk Fusion 360 and Tinker cad. Because of the extra online resources and help he provided, I could change video playing speeds and re-watch particular sections of the videos, thus learning more effectively at my own pace.

During the COVID-19 pandemic, I deeply understand the importance and necessity for professional teachers to be competent in delivering high-quality teaching both in face-to-face and virtual classes. I appreciate the extra efforts they made.

Modelling for a STEAM (Science, Technology, Engineering, Arts, Mathematics) education assessment with Fusion 360 and 3D printing technologies

Testing the assessment item produced by Fusion 360 and 3D printing

Integration with an online coding environment for the 3D-printed assessment

"Visiting" Field Sites From Home

Dr. CHEANG Chi Chiu Frank
Associate Professor, SES
Bachelor of Education (Honours) in Science [BEd(SCI)] &
Master of Arts in Education for Sustainability[MA(EfS)], FLASS

Field-based lessons, which relied heavily on the acquisition of authentic experience, have been severely and adversely impacted by the COVID-19 at all education levels in Hong Kong. Many schools and educational practitioners have shifted to a "new normal" in which online lessons replace the conventional in-person instruction. An online AR platform was developed by a local educational company for local field visits. This platform has been used and tested in "Ecology" and "Global and Local Issues in Education for Sustainability (EfS)", both modules offered by SES in the first semester in 2020/21. The online AR platform included pre-taped authentic 360 degree video clips with an introduction to the wildlife and ecological environment in 23 common field sites in Hong Kong, spanning from the views in a woodland to underwater scenes in the streams. The "authentic" three-dimensional experience with nature was further enhanced through the utilisation of the VR glass box. In this asynchronous online module, the students were invited to "visit" the field sites from their home and complete the site-specific worksheets.

While the module on "Ecology" focused on the introduction to ecological knowledge, the module about EfS stressed the value of online platforms as a form of an informal learning resource in EfS. Other than worksheets, qualitative feedback from students was collected through a Moodle system. There was a total of 10 and 30 students participating in the Ecology and EfS courses respectively. All of the students completed the worksheets, with most of them providing correct answers. On the qualitative review of the programme, some students from the EfS course pointed out that this virtual field trip could not replace real experience gained in a genuine field trip. The students from both courses, however, reconfirmed the value of the system in delivering ecological knowledge and were amazed by the panoramic views of the nature captured on the platform. Most of the students agreed that the virtual field trip would be a good alternative to a real field visit under the pandemic situation.

Example of a panorama view shown on the platform

Department of Social Sciences Responds to Field-based Learning Affected by the COVID-19 Pandemic

Dr. CHOW Sin Yin Alice
Assistant Professor, Department of Social Sciences (SSC), FLASS

Dr. HUI Lai Hang Dennis
Assistant Professor of Teaching, SSC, FLASS

Field-based training is a long-established pedagogical tradition in SSC. Although the COVID-19 pandemic has interrupted our scheduled overseas field-based learning experience, SSC has adopted different initiatives to provide comparable learning experiences so as to minimize the impact caused by the pandemic. An example was the substitutive arrangement of an overseas field-based study in the Bachelor of Education (Honours) (Geography) programme. The field-based study was previously conducted as a pedagogical training in field methods with lectures and field practice in Australia. Even though the overseas trip was cancelled in view of the pandemic, the programme team identified relevant local fieldwork training grounds in June 2021, where students could develop their fieldwork skills in different geographical settings similar to those in Australia.

The programme team, however, considered that whilst this substitutive arrangement has its own merits, it could not compensate for the loss of opportunities for students to gain global exposure and develop other generic skills. As a remedy, one local programme day was allocated for training in problem-solving skills. With the aid of Google Earth and VR technologies, students were tasked with solving urban problems in Brisbane, Australia by making use of various problem-solving skills including identifying problems, formulating solutions, implementing plans and evaluating outcomes in a spatial planning exercise. Apart from deepening the participants' disciplinary knowledge of urban geography, the one-day exercise honed their problem-solving skills and helped them to gain global exposure. The exercise was arranged as follows:

Formulation of planning solutions

Online scavenger hunt through Google Earth
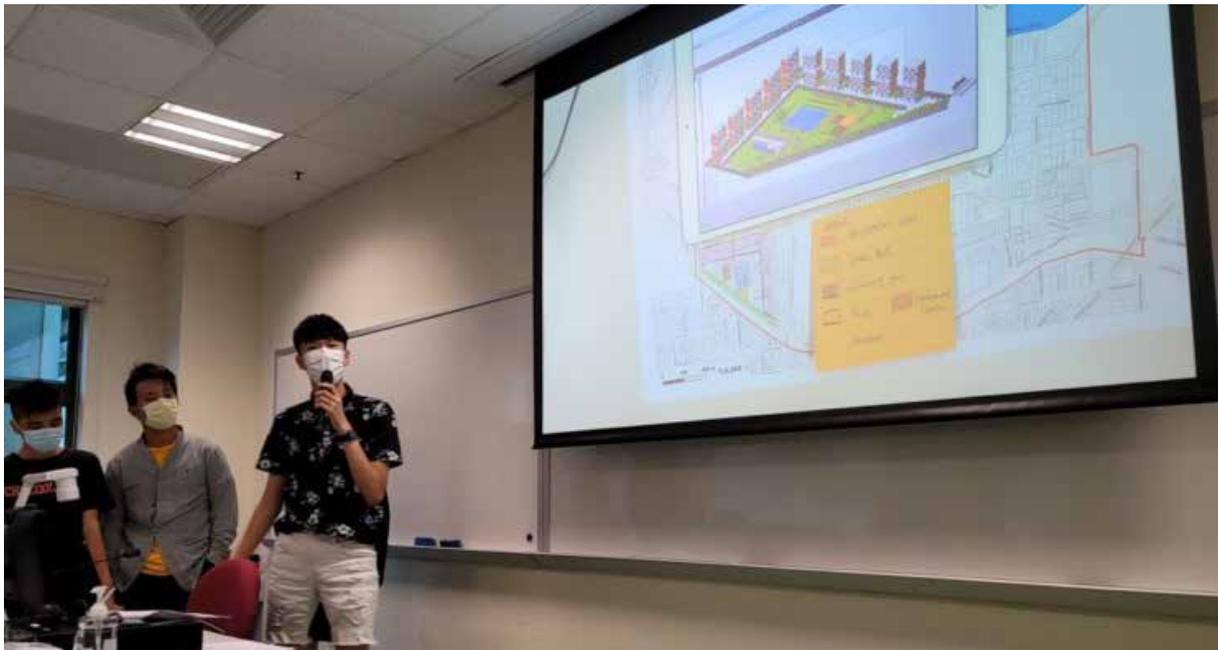
Student sharing on problem-solving results

STEP 1 An Online Scavenger Hunt on Google Earth: Students were tasked to identify different spots and sights in Brisbane. During their search, they had to apply various geographical skills (e.g. digital maps and street view navigation) and disciplinary knowledge (e.g. locating the most densely populated downtown area where they could easily find a "bus only" on-road marking). Meanwhile, they became acquainted with the city through an online scavenger hunt.

STEP 2 Virtual field trips: Students conducted virtual field trips in designated districts of Brisbane via Google Earth and studied community profiles obtained through a district administration information portal. Through these activities, students further consolidated their understanding about the problems in the districts and the background of these problems.

STEP 3 Introduction to Urban Development: The instructor introduced students to best practices related to urban development.

STEP 4 Collaborative Planning Workshop: Students were required to identify key urban problems and proposed creative planning solutions.

STEP 5 Group Sharing: Students were invited to share their findings and give comments to solutions suggested by other participants.

Students' self-evaluation on their problem-solving skills showed improvements, with the ratings of the four problem-solving steps (identification, formulation, implementation and evaluation) increasing from pre-class scores of 3.1-3.5 to post-class scores of 3.7-3.8.

Mr. LAU Chi Him
Year 3 Student
Bachelor of Education (Honours) in Science [BEd(SCI)], FLASS

Under the COVID-19 circumstances, teachers and students are all forced to teach or study online. Teaching lessons online has long been a challenging task for teachers. Giving online classes through Zoom would imply that teachers have the responsibility to cope with any unpredictable incidents coming up in the online environment. For students, it is also challenging for us to gain subject knowledge. Sitting in front of the monitor makes the learning process much more exhausting compared to face-to-face lessons, especially because we needed to stay focused throughout the whole lesson in front of the monitor. Issues related to internet connection, camera functioning and conditions at home could also cause inconvenience for attending online lessons.

More importantly, authentic experience is always vital to a science student like me. It is indeed more valuable, impressive, and of crucial importance for us to conduct the experiments by ourselves.

Not returning to schools could tear our precious hands-on experience apart. Making use of online platforms, sometimes, could be a perfect fix. The "Virtual Field Visit" of my ecology course taken last semester was an excellent example to demonstrate how a VR-based online platform could help us to experience field trip at home. In comparison with reading textbook materials and PowerPoints, the platform provided us an opportunity to "visit" the field sites. There were authentic sounds and real environments with 360 degree panoramic views for us to explore which living things could be found in specific areas of the sites. This activity was interesting and gave g us a brand-new study experience at home. As a student, I believe that experiences like these are definitely more attractive, compared to online lessons.

Of course, authentic and virtual field sites have obvious differences. We don't use our five senses in virtual field sites. This hinders us from acquiring hands-on experience which is much more special and unique. Nevertheless, these virtual field trips could still help us to maximise our experience, providing us a chance to learn beyond ordinary online classes at home.
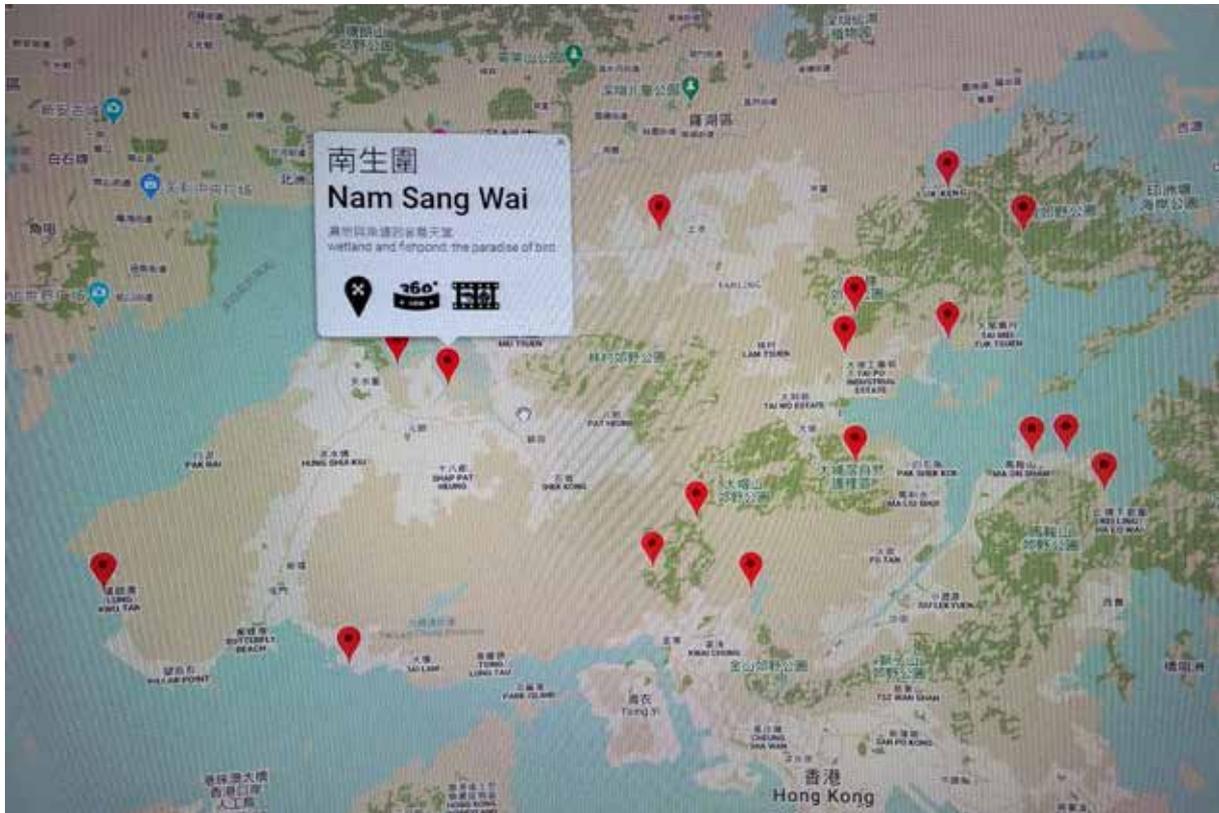
This is the online platform that we used in the ecology course. On the front page, there are many sites that we can choose for 'visiting'. After clicking our desired site, we can then have further study of the site.
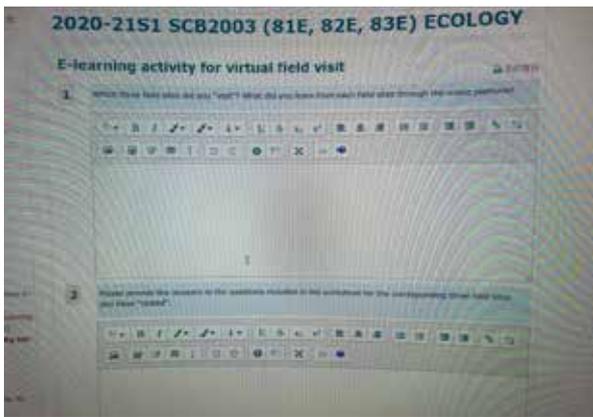
There were some follow-up exercises for us to complete to conclude our experiences and consolidate what have we learned.

Under the '360 degree' visit, there were several scenes for us to choose to 'visit'. In each scene, there are many 'arrows' for us to have a closer look at the living things in specific areas. Then, there were some videos clips for us to study the species.

Living in Silence with Pride

Ms. YU Wai Lam, Brenda
Graduate of 2020/21
Bachelor of Education (Honours) (Professional & Vocational Education) [BEd(PVE)], FEHD

Imagine yourself watching a movie with no sound; walking down the streets without hearing the noises from the surroundings; and communicating with people without talking. This is the life of Ms. YU Wai Lam, Brenda, a sign language teacher and a part-time student who has recently graduated from the BEd (PVE) programme at EdUHK.

From Feeling Hopeless to Pursuing a Teaching Career

Brenda was born to a deaf family and diagnosed with deafness at a very young age. Thanks to her parents, Brenda learned sign language to communicate with her family and deaf peers. However, Brenda was struggling in her early education, as the use of sign language was strictly prohibited in schools for the Deaf. She had no choice but to be highly reliant on her parents and peers to catch up with her studies. Brenda felt hopeless and was in despair. It was not until she started working as Teacher

Assistant in sign language that Brenda began thinking about pursuing a teaching career.

The Journey to Become a Teacher

After the first few years of teaching sign language, Brenda started having doubts about her teaching ability. She realised it was time to take further studies and develop proper teaching techniques and strategies like a professional teacher. Yet, given the previous experience in her early education, Brenda was worried whether she could overcome this challenge.

Brenda was delighted when she discovered that the EdUHK provides sign language interpreters who could support her studies. Totally assured, Brenda then enrolled in the BEd (PVE) programme. Through the sign language interpreters, Brenda was able to express her opinions and interact with her lecturers and classmates. To enhance her learning experience, in addition to sign language interpreters, Brenda

To promote sign language to the deaf and the hearing adults, Brenda produces videos and demonstrations in a studio at her workplace.

Brenda is delighted to have enrolled in the BEd(PVE) Programme, in which she met her Supervisor, Mr. LI Chin Wa.

would video-record the lectures and hire notetaking specialists. During her studies, Brenda learned how to design lesson plans, give feedback and advice to students, and most importantly, she learned about teacher identity, values and attitudes.

Teaching and Learning during the COVID-19 Pandemic

Brenda experienced delivering online classes during the COVID-19 pandemic. At first, she found it challenging demonstrating certain movements to her students via a camera, but thanks to her FE Supervisor, Mr. LI Chin Wa, who advised her to make some adjustments to the lesson plans and make good use of facial expressions and body language, her students were able to enjoy the classes and learn in an effective way. She did not feel 'distant' from her students.

Personal Belief and Future Goals

Brenda often shares her learning experience at the EdUHK with her deaf peers.

She had never imagined of having the opportunity to do what she loves and pursue her dreams. Brenda always uses a saying, "Nothing is impossible. Think beyond the unthinkable", to keep herself positive and motivated. She thanked the EdUHK for providing her an excellent and resourceful learning environment, and her Supervisor, Mr. LI Chin Wa, for his continuous support, encouragement and inspiration, and for believing in her. Having completed her bachelor's studies, Brenda begins a new chapter in her postgraduate studies. At the same time, she will continue her journey as a teacher, and promote sign language to the Deaf and hearing adults. She wants to convey a message to the world that deaf people can live a meaningful life in silence.

With the special arrangements provided by EdUHK, Brenda was able to take further studies and learn how to become a professional teacher. As a graduate of 2020/21, she was awarded with First Class Honours and the President's Honour List.

Brenda conducts online classes with her students during the COVID-19 pandemic.

Field Experience in Early Childhood Education under the New Normal

Dr. CHENG Yuen Ling Elaine
Senior Lecturer II, ECE , FEHD

Dr. CHAN Po Lin Pauline
Associate Head of Department,
Senior Lecturer I, ECE , FEHD

Dr. CHEUK WONG Kwok Sai Tricia
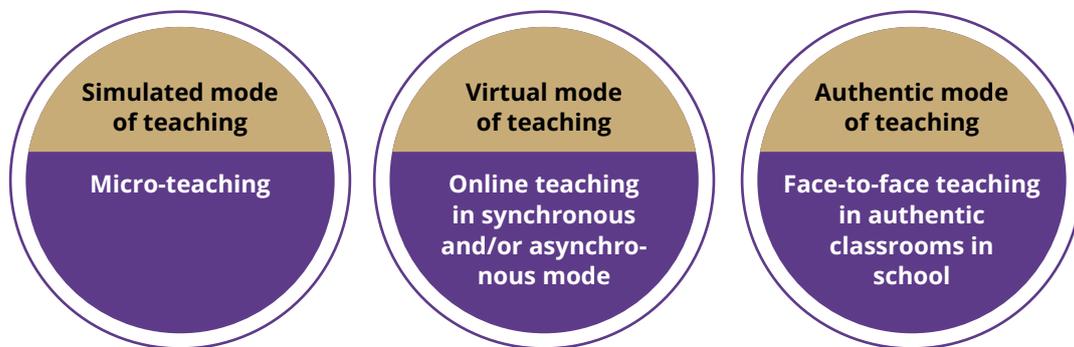Associate Head of Department,
Assistant Professor, ECE, FEHD

Prof. TANG Yee Fan Sylvia
Associate Dean (Learning and Teaching), FEHD

Different modes of FE in Early Childhood Education

In 2019/20, face-to-face teaching in kindergartens was frequently suspended or interrupted due to the COVID-19 pandemic, which seriously affected students' FE. During class suspension, kindergartens used many kinds of learning activities to support children's learning at home.

Building on previous structures, the newly instituted FE arrangements have been implemented since 2020/21, using three modes of teaching, simulated, virtual and authentic. These three components were introduced to strengthen ECE students' competence in virtual teaching, which complements competence in face-to-face teaching.

Simulated mode of teaching	Virtual mode of teaching	Authentic mode of teaching
Micro-teaching	Online teaching in synchronous and/or asynchronous mode	Face-to-face teaching in authentic classrooms in school

Different components (e.g., Micro-teaching and virtual teaching) were introduced to prepare students not only to fulfil kindergartens' expectations and needs, but also to strengthen students' competency in applying e-format teaching materials to facilitate the implementation of teaching and learning activities.

Development of a series online training workshop modules to enhance students' competence in virtual teaching

To equip ECE students with skills and knowledge in virtual teaching, the ECE Department has made constant effort in developing training materials on cutting-edge online teaching techniques. A Moodle learning platform with online resources has been built for ECE students to learn to run the virtual mode of teaching. The online resources include online training workshop modules developed by ECE staff, sharing by ECE graduates, and useful information e.g., copyright issues and list of free resources.

In 2021, the ECE Department further created some advanced training workshop modules to illustrate skills and techniques for using different IT software with reference to some exemplar teaching videos. The advanced modules include the use of "Vyond", "Wordwall" & "Rise 360" to encourage children's interaction during virtual teaching, and the use of the "Capcut", "Stop Motion" and chroma key function to enhance the visual attractiveness of teaching videos.

interaction during virtual teaching, and the use of the "Capcut", "Stop Motion" and chroma key function to enhance the visual attractiveness of teaching videos.

ECE students' outstanding performance in the virtual mode of teaching

Despite the unexpected challenges, ECE students managed to excel in the virtual mode of teaching and acquired various achievements.

As a recognition of students' excellent work in FE under such difficult circumstances, 15 ECE students have achieved the University's "Excellent e-Teaching Student Award" since 2019. Besides, 22 high quality online teaching videos and demonstration videos from ECE students were uploaded to the University's EOCP. Good practices were shared with later ECE student cohorts.

Also, two ECE graduates were invited to share their experience with the virtual mode of teaching in the "Learning & Teaching Expo 2021". During the presentation, they shared the skills and techniques used in designing interactive content for the virtual mode of teaching in the BP in Spring 2020. The audience, including school principals, teachers and education practitioners, were greatly impressed by the fact that they managed to make high quality teaching videos every day with support from the EdUHK during the BP.

The above remarkable achievements show the effectiveness of new initiatives taken by the ECE Department in response to the unprecedented challenges emerging since 2019.

Online training workshop module illustrating the use of "Stop Motion" to create videos

Online training workshop module demonstrating the making of animation through "Vyond"

Photo of ECE academic staff and graduates at the Learning & Teaching Expo 2021

Teaching Kindergarten at a Distance

Ms. CHAN Hiu Kwan
Graduate of 2019/20
HD(ECE) , FEHD

It was not easy to complete the programme over the past two years because of the big change in learning and practical teaching caused by the sudden epidemic. The University inspired us to make a good use of existing electronic resources for online teaching, and make videos or design teaching activities in more creative and interesting ways. Children can become motivated when learning in a visually appealing environment. To make them feel like they are in a real setting and to relate to their daily life experiences, we were encouraged to use online tools like Google Maps and street views, virtual backgrounds, images and animations in our teaching videos. These videos formed a record of our teaching achievements and precious memories.

The University provided us with different kinds of training activities so we could improve our teaching skills.

The guidance of our instructors has equipped me to become a teacher. Apart from flexible and diversified courses, the University also provided us with different kinds of training activities, such as volunteer services in kindergartens, drama learning, etc. Through these kinds of activities, I was able to improve my knowledge and teaching skills. For example, I was taught to use my facial expression and storytelling techniques to attract students' attention in drama classes. Being a student teacher, I learned different teaching practices, event management and communication skills in kindergartens. These experiences have made me stand out in job interviews.

After graduation, I am now a kindergarten teacher. The knowledge and skills I gained from FE during COVID-19 were valuable and practical. The placement enabled me to familiarise myself with eLearning before starting my career, such as using iPads and reading pens as teaching tools, and enhancing my video editing and animating skills. Besides, I learned to link up different teaching content by using stories and situations.

I am going on to study for a Bachelor of Education (Honours) (Early Childhood Education) [BEd (ECE)] in Leadership and Non-Chinese Speaking Children. I would like to thank every one of my teachers for their patience in teaching and also my classmates.

Adjusting to the Novelty of Online Teaching as a Student Teacher

Ms. KHAN Anita
Ms. DISSANAYAKE D M Dimendri Sanduni
Graduate of 2020/21
BEd(EL), FHM

We had our FE in September 2020 in a secondary school. When we started our FE, we were told that we would have to teach online on Zoom since the EDB required students to learn from home instead of coming to school. We were feeling nervous and didn't know what to expect as we weren't trained to teach online. All the pedagogical theories we learnt were applicable to in-class teaching. Upon informing the FE department about our struggles, they worked to accommodate our needs by providing IT workshops. The IT workshops included introduction on the various kinds of e-platforms we could utilise while teaching students. It acted as a stepping stone to the online teaching situation. Hence, we felt a little more confident. We were also able to contribute this knowledge to the teachers in our FE schools who were facing the same struggles. They were very appreciative of our help.

Regarding our experience with teaching online, we initially found it very difficult to form a relationship with the students and keep them engaged in learning due to the lack of understanding of the students' background. We were constantly experimenting with various teaching techniques to ensure effective teaching took place. Thankfully, the schools re-opened and we were able to see students in person. This allowed us to form closer relationships with the students, which helped in making the lessons more engaging as opposed to online teaching. At that time, we realised that online teaching was not an authentic FE because it was limited in terms of what a regular teacher does in a school setting, such as attending meetings, marking assignments, arranging extra-curricular activities, etc. We were grateful that we had the opportunity to experience the life of a regular teacher once the school resumed.

Yet, we faced challenges when it came to lesson observations. We had to keep ourselves updated with the assessment criteria of the FE which constantly changed due to the pandemic situation. A lot of the students, including us, were frustrated and confused since the assessment plan was quite complicated. However, the head of the FE department and our supervisor did a good job of ensuring that we were frequently updated with the requirements by arranging online meetings, posting videos on YouTube, and emailing us as soon as possible. They were also available for questions whenever needed and provided relevant support. This made the FE a lot more manageable.

Regardless of the complications we faced during the FE, we still found it very fruitful in terms of our professional development and personal growth. In the future, EdUHK can consider integrating courses that prepare students for online teaching into the relevant programmes to better equip them for their teaching careers.

When Life Gives You Lemons

Ms. WU Gi-Yen Jane
Graduate of 2020/21
Master of Arts in Educational Counselling [MA(EC)], FEHD

New semester, new faces. My study in EdUHK had begun with meeting 22 fresh faces and excitement. Despite the fact that life gives you lemons during the unpredictable COVID-19 pandemic conditions, the Programme eventually transformed the situation into an abundant learning experience for me. My classmates and I were panicked because we were supposed to continue our on-site practicum in pre-assigned schools or organisations in the second semester. Fortunately, our programme had introduced a contingency plan swiftly which allowed us to keep up the study.

We attended online lectures, met practicum supervisors and groupmates regularly online, and also kept face-to-face individual practicum supervision on campus. Meanwhile, the Department arranged online meetings for us to openly discuss how to continue our practicum during the COVID-19 pandemic. All our lecturers and supervisors provided us with unconditional support and guidance to equip us to be well-trained prospective counsellors.

I was confident because the online practicum arrangement highly adhered to our professional Code of Ethics in counselling, in that I was provided with clear guidelines on protecting clients' confidentiality, and useful tools for conducting online counselling sessions. The Programme allowed us flexibility to conduct individual and group counselling online with other schools such as the Online Resilience Psycho-educational Groups and Online Individual Career Counselling Projects, which enabled us to conduct counselling sessions both ethically and professionally – safeguarding the client's confidentiality with quality counselling. The continuous individual consultation sessions by my practicum supervisors adequately provided me support with monitoring and evaluating the effectiveness of our online counselling service.

The online counselling practicum allowed me to practise my counselling skills. I developed a positive counselling relationship with clients and empowered them to tackle their difficulties in life. Now, I work in a primary school as a counsellor. I am sure the Programme has given me substantial practical learning experience which enhanced a great deal of my professional competence.

My postgraduate experience was unique and challenging. With the knowledge and skills that I acquired in my studies, I have the courage to face those challenges, and the ability to overcome any hurdles.

A New Way of Learning

Mr. LAU Chun Hey Evan
Graduate of 2020/21
Bachelor of Social Sciences (Honours) in Psychology (BSocScP), FEHD

To be honest, I believe online teaching is as good as face-to-face teaching. Although students are learning at home nowadays, a wide variety of activities is still available during online classes. For example, lecturers offer online polls, breakout room discussions and interactive videos on Edpuzzle. These activities allow students to check their understanding of the topic right after completing a chapter. If I made mistakes, I would notice them immediately by virtue of the timely feedback from our teachers.

Other than various online activities, lecturers also provided recordings of lessons on Moodle. This allowed students who were experiencing connection difficulties to recap the things they missed. It also enabled students who encountered obstacles during class to gain a better understanding of the topic. I personally benefitted a lot from the recordings provided by lecturers. By watching the recordings after class, I was able to ensure that I had correctly interpreted the materials included in the class.

Last but not least, the flexible arrangements of my industrial attachment at the Christian Action Social Enterprise also enhanced my learning. Due to the ever-changing epidemic situation, I was afraid that I couldn't complete my whole attachment on-site. Fortunately, the programme and the attachment site arranged a mixed-mode of learning, which allowed me to gain first-hand experience of working in the field of psychology during the epidemic situation.

During my attachment period at Christian Action, I answered enquiry calls from people who wanted to donate their unwanted goods. Through this, I learnt to apply psychological theories to answering phone calls. For example, by using the principle of reciprocity, I discovered that clients were more likely to comply if I did them a favour in advance (such as helping them find a suitable date to pick up their goods). I also had the opportunity to hone different skills. For example, I was able to train my written communication skills by contacting donors from different companies at home when a work-from-home mode attachment was adopted. When the situation is less severe, I can polish my oral communication skills by working with colleagues on-site.

Therefore, in my opinion, online learning is effective and it provides a fruitful learning experience as traditional classroom learning.

All class recordings are saved on Moodle, allowing students to recap the things they have missed.

Rising to the Challenge of Telepractice

Ms. TAM Nga Ting Agnes
Graduate of 2020/21
Master of Science in Educational Speech-Language Pathology
and Learning Disabilities [MSc (ESPLD)], FEHD

The pandemic situation had given the students of MSc(ESLPLD) no choice but to deliver services virtually. However, it provided a great chance for us to see how flexible we could be as we had been taught. The experience of implementing online therapy services benefits me in the workplace since telepractice is not rare anymore in the field of speech therapy services, despite all the difficulties I had gone through.

You can never have too many attractive statics or animated images, small interactive games and sound effects in your teaching materials, especially when you are preparing for a child's setting. These were quite effective, in my experience, to increase engagement of clients but it was very time-consuming at the same time. Sharing resources and materials with classmates and friends can definitely help.

Moreover, waiting became much more important when conducting telepractice as sometimes you could not t tell if the client was thinking of a response or if there had been a delay in them receiving your messages.

In addition, the role of facilitators for caregivers became more crucial in online sessions. The caregivers could be as bewildered as we were when it came to technology such as video or audio settings. As a clinician, you need to communicate well with the caregivers on all matters from technical support to skill transfer. For example, having a short pre-clinic meeting with the caregivers to make sure they know how to use and log into the video conferencing software. Providing simple and precise instructions step-by-step can help the caregivers learn better.

As I always keep in mind that a coin has two sides, we can never tell whether delivering services in-person far outweigh telepractice. I believe the key is always sufficient preparation. In general, with the effort and support from our teaching staff and related co-workers, I have been through an enriched but challenging period. After the outbreak of COVID-19, it has become a continuous learning exercise for everyone in exploring more possible ways to deliver virtual services and increase the effectiveness of telepractice. As a practiced speech therapist, the telepractice experience allows me to adapt to the change of service mode more easily at work.

Online materials for telepractice

A New Frontier of Speech Therapy

Ms. TANG Chiu Yee Cherry
Graduate of 2020/21
MSc (ESLPLD), FEHD

To us, as student therapists, the nature of teletherapy brought a lot of challenges, while we worked it out. Although in fact, through this, we actually observed some kinds of progress that could not have been achieved before via face-to-face sessions.

Teletherapy also served as a good chance to explore the "unknown". Teletherapy is relatively new to the speech therapy industry in Hong Kong, but it is a more common practice overseas. Therefore, lots of well-prepared materials and inspiring ideas and experiences are provided on the Internet which can be taken for reference. I was also grateful to receive continued help from the Programme and the supervisors, in which they provided great support in teaching us to use Zoom and to access different online materials for therapy. It really helped facilitating the treatment planning. And at the end, I believe not only me, but also my clients benefited.

A coin has two sides. There is no doubt that more time has to be spent for the clients and therapists exploring teletherapy, however it has opened up a brand-new frontier in the ever-changing world and the future definitely looks bright. Therefore, I strongly believe that my experiences gained from delivering online therapy have equipped me to become an all-round speech therapist.

The Implementation of e-Teaching at Postgraduate Level During the Pandemic

Dr. CHENG Wing-Tung Michelle
Postdoctoral Fellow
MEd Programme Coordinator, GS

As most teaching has been delivered online under the pandemic, teaching professionals are confronting unprecedented challenges to retain the quality of teaching. In response to the situation, varieties of e-Learning tools have come into teachers' sights. In light of this specific phenomenon, this article embarks on the goal of investigating the usage of e-Learning tools at the postgraduate level against the backdrop of the pandemic. Dr. CHENG Michelle, the programme coordinator of the MEd programme, shared her thoughts on changing to online teaching in the last academic year.

She stated, "I believe that the rapid transition from face-to-face classes to online distance learning sessions required teachers to acquire an extensive set of skills over a short period of time. Teachers also needed to remodify course contents and structure and select the most suitable methods to engage students in the virtual learning environment. I, as a lecturer, found that in online classrooms it may be difficult to keep everyone in contact, even students at the postgraduate level. The e-learning tools such as Padlet and Kahoot helped engage students to collaborate through online classroom discussions".

When asking her about the support given by the University, Michelle mentioned that the University has organised different workshops to equip them for online teaching. She was most impressed by a meeting which emphasised how to shift the assessment method during online teaching. "The traditional assessment methods such as exams and quizzes were now being challenged regarding their fairness, and group/individual presentations seem to be more

Kahoot: An engaging e-learning tool

The e-learning tool Padlet to facilitate students' engagement through online discussions

difficult to arrange in online teaching. Educators started to ask – how can we assess students through online teaching? She admitted that there are lots of challenges in online teaching, but she is very grateful as the GS has provided administrative and technical staff to assist and support her teaching, in order to ensure that each lesson can be conducted smoothly.

She believes that the integration of e-learning tools in education will be further accelerated after the pandemic crisis and that online learning will eventually become an integral component of school education. Therefore, she thinks now is a good turning point to facilitate such changes. "Undoubtedly, it may take extra effort to prepare the teaching materials online, but I believe it is worth doing so, as online teaching would probably be the new trend under the new normal".

Adaptation to Distanced Learning: Investigating Taught Master Students' New Mode of Learning in the 'New Normal'

Dr. LU Jiafang
Associate Professor, EPL
Lecturer from the 2020/2021
MEd Shenzhen Class, GS

In response to the pandemic, most teaching has shifted to the digital world. This change poses a huge challenge to traditional face-to-face teaching and it is important for us to understand students' reactions in order to create a concrete direction for online teaching accordingly. While EdUHK has fostered numerous local students, non-local students have received high-quality education from our University as well. For instance, the MEd programme was offered to Mainland Chinese teaching specialists to enhance their knowledge in education, empowering and encouraging sophisticated discussion in the field of education. In comparison, these Mainland students are harder to reach and therefore it might be relatively difficult for us to keep track of their learning progress under the pandemic.

To create a concrete direction for online teaching, it is important to understand these students' perceptions. Embarking on this specific goal, preliminary questionnaires were distributed by Dr. LU. Data was collected from a class "EDA 6095 Effective Educational Leadership" (a course in the MEd Shenzhen Class began in January 2020). Due to the development of COVID-19, 87.5% of the lectures were delivered online via Zoom for this class.

In total, 22 valid responses were received from the class of 25 students. Participants were asked about their satisfaction with lesson engagement, classroom interactions, and group activities in face-to-face classes and in real-time online classes respectively. The data collected are presented in the graph on the right:

A non-local student participating in the online MEd programme

Conducting t-test analysis, it has been observed that Mainland students regard the teaching mode of real-time online teaching is as effective as face-to-face classes. Putatively, Mainland MEd students do have sufficient learning capability to adapt to the changes and the hybrid-mode class arrangements made by EdUHK. Based on the abovementioned analysis, positive perceptions were reported that online teaching do not affect the overall teaching quality. Nevertheless, despite teaching efficiency having been maintained at a satisfying level, students' needs (e.g. difficulties encountered by students) remain unknown and further studies are required. Moreover, it would be important to monitor if the desirable findings of this study are sustainable since the factor of temporality is a limitation that has not been accounted for in this study.

Participants' perceptions towards face-to-face classes and online classes

Distanced Supervision - Investigating Research Postgraduate Students' Research Experience During the Pandemic

President Prof. CHEUNG Yan-leung Stephen (right in the front row) delivered a welcoming speech to attending doctoral students, and shared his research experience and insights in the inaugural session of the "Chances to Mingle with the Top 2% of Senior Researchers as Named on Stanford University's list – Learning beyond the researcher's desk".

"Mingle with the Top 2% of Senior Researchers" event

Dr. Cheng Wing-Tung Michelle

Postdoctoral Fellow
MEd Programme Coordinator, GS

Due to the COVID-19 pandemic, a lot of facilities on campus have been closed and face-to-face interactions restricted. In response to this situation, various strategies have been implemented to ensure the effectiveness of research supervision. This article aims to identify the problems by inviting one of our Doctor of Philosophy (PhD) students to share her first-person experience and review the executed measures over the course of the pandemic development.

Since the advent of COVID-19, everyone is adapting to the new normal. Our PhD student, Ms. LIUBOV Darzhinova, said "Despite the difficulties I did not stop learning and working on my research, reliant on the support of my supervisors, despite engaging in these activities for the most part in a virtual format" during the interview. Liubov presented her paper at the Georgetown University Round Table on Languages and Linguistics which was held online in March 2020. Despite the unprecedented changes of medium, Liubov took prompt action to continue learning via online tools such as FutureLearn and Epigeum. Although the pandemic is posing tremendous obstacles to students' learning, new educational courses and research events remain reachable for our students to secure the possibilities of effective learning during the pandemic. In order to cultivate research students' holistic development under the pandemic, GS arranged a series of informal gathering sessions, such as "Chances to Mingle with the Top 2% of Senior Researchers as Named on Stanford University's list – Learning beyond the researcher's desk".

In this series, senior researchers who were named on Stanford University's list of the top 2% most-cited scientists in various disciplines (for example, Prof. CHEUNG Yan-leung Stephen, Prof. JIM Chi Yung, Prof. WONG Ming Hung and Prof. WU Rudolf) are invited to share their research experiences. Receiving positive feedback from the participants, this platform achieved great success encouraging intellectual exchanges and formulating a strong, supportive atmosphere among research students.

The Accelerated Usage of E-Learning During the Pandemic and Post-Pandemic Expectations

Dr. ZHAO Yanmin
Graduate of 2020/21
Doctor of Education (EdD) programme, GS

The outbreak of COVID-19 led to a boom in the usage of online learning platforms and e-learning tools over the last academic year. Dr. ZHAO Yanmin, a recent graduate from the EdD programme, shared with us her experience and insights related to online learning during the COVID-19 pandemic.

Last year, Yanmin attended various meetings and academic seminars through Zoom. The American Educational Research Association (AERA) virtual conference was the one she found the most exciting. The conference organisers encouraged presenters to create an iPresentation (interactive presentation) for papers accepted in the AERA Interactive Presentation Gallery. To provide presenters with an interactive platform to facilitate academic exchange, the iPresentation materials were displayed in the Gallery during and after the conference, where others could view, cite, and contact the presenters at any time. "It was a great journey to communicate via videos or chat apps with those who are interested in my work. The only obstacle I needed to overcome was the time difference as I presented my paper at 4 am Hong Kong time (i.e., 4 pm in the United States)", said Yanmin.

Apart from joining the AERA, Yanmin also attended different online courses; therefore, she has experience using various e-learning tools such as Google Classroom, Zoom, Microsoft Teams, DingTalk, and Tencent Meeting. Regular meetings with her supervisor also changed from face-to-face to online. As she was in her final year of EdD study, she commented that her overall learning experience was not affected by COVID-19 significantly, as she mostly focused on thesis writing. Shifting to online learning, she was able to save more time and stay at home
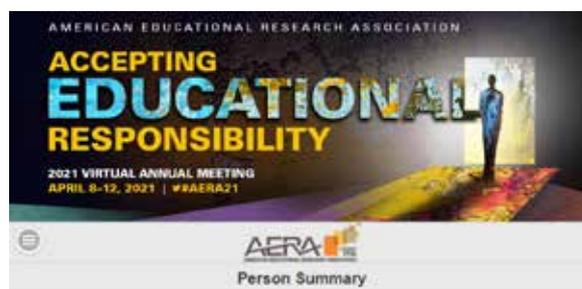
Presenting a paper titled "Teachers' Workplace Learning on Pedagogical Practice and Continuing Professional Development: A Study of Two Vocational Institutions".

The AERA virtual conference was held in April 2021

to conduct her research. She emphasised that, "I really appreciate how the University has effectively responded to the situation to ensure student learning would not be severely affected by COVID-19. The situation could have been worse and affected my study, but it didn't".

In summary, the pandemic crisis created significant changes in the education setting. Yanmin commented that students in various disciplines now have more resources to learn independently. Although the lockdown inevitably reduced students' mobility, online learning platforms make the learning more personalised and globally connected, which may create new modes in the delivery of education and collaboration.