

04

SECTION



Innovations in Teaching and Learning Engaging the Community

EdUHK Online Classes Platform: Supporting the Response to and Preparedness for the New Normal in Education

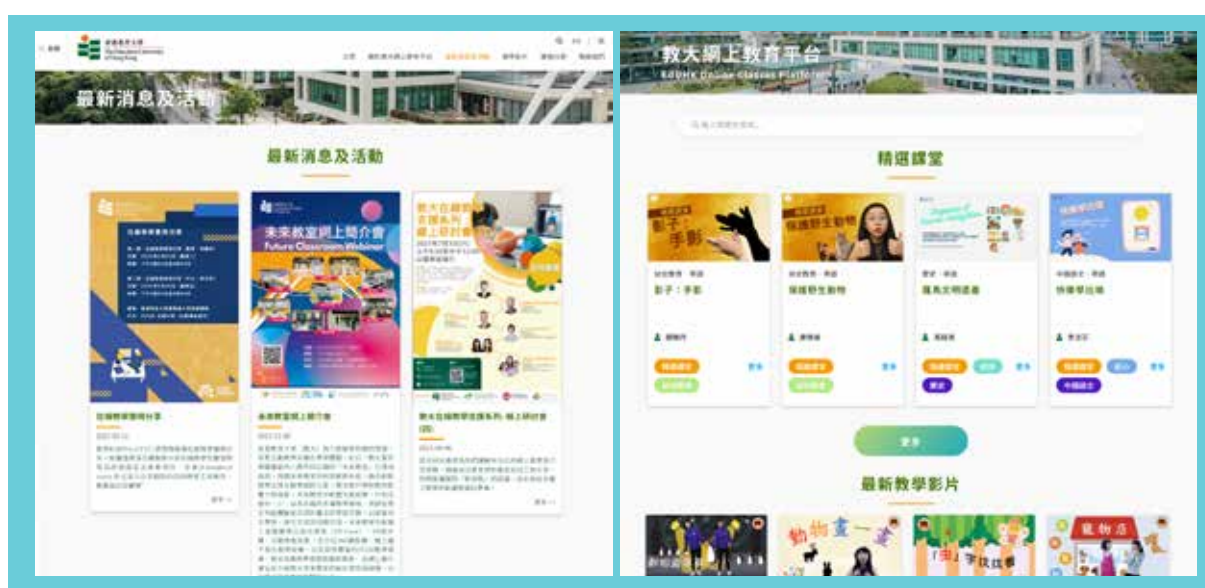
L TTC

COVID-19 and its ripple effects have caused a permanent impact on the learning and teaching environment in local schools. Due to the temporary suspension of face-to-face classes, being able to shift swiftly to online or blended classes, as circumstances require, will become a new normal.

EdUHK, as a leading teaching education institution in Hong Kong, developed a platform named EdUHK Online Classes Platform (EOCP) in May 2020 as a crisis response. In the beginning, the platform aimed to share readily usable teaching and learning videos with local schools to cater to the immediate need of in-service teachers. Later on, as remote learning continued and more needs in online teaching emerged, the EOCP extended its features to include webinars

and workshops which covered sharing by school principals and frontline teachers; videos and other resources about online pedagogies in subject-specific contexts; CoPs which fostered exchange of insights in learning and teaching under the New Normal; as well as an online teaching experience scheme through which pre-service teachers at EdUHK served in local schools to support curricular and co-curricular activities online.

It is hoped that the EOCP will be a lively hub of resources and activities in online teaching, contributing to the preparedness of the education community to address challenges in an increasingly digital education landscape. More details can be found at <https://eocp.eduhk.hk>.



EdUHK Online Classes Platform and Communities of Practice in Early Childhood Education

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The EOCP was initially developed in May 2020 to facilitate pre-service teachers' online teaching in synchronous and/or asynchronous modes. For ECE, this online platform showcases ECE pre-service teachers' work, including exemplary online teaching videos, and demonstration videos on diverse techniques e.g., animation and e-books used in virtual teaching.

The University reached out to the ECE sector in the "CoP Project for Virtual teaching in Early Childhood Education" for the purpose of providing support to kindergartens in two phases to cope with the "New Normal" brought about by the pandemic. In Phase I (2020/21), six CoPs were formed in November 2020. Each CoP consists of i) two to nine teachers from individual kindergartens, ii) an academic / teaching staff member from the Department of ECE, iii) a staff member from the TELI-Team and iv) two pre-service teachers. Activities such as seminars and IT training were organised to bring innovative online learning ideas to both in-service and pre-service teachers.

With the joint efforts of the four parties, each CoP completed six sets of online learning materials in June 2021. The materials were designed on a selected theme and cover the six learning areas in the curriculum framework of Kindergarten Education in Hong Kong, namely "Physical Fitness and Health", "Language", "Early Childhood Mathematics", "Nature and Living", "Self and Society" and "Arts and Creativity". Throughout the project, pre-service teachers became further advanced in





Picture of pre-service teacher demonstrating the use of PowerPoint in making animation during an online CoP meeting

IT skills, e.g. animation-making software, and learned practical teaching skills from in-service teachers. They enhanced multiple skills, such as communication, problem-solving, collaboration skills and innovative thinking, which are crucial parts of graduate attributes.

A webinar co-organised by the FEHD, ECE and LTTC was successfully implemented on 3 July 2021. There were 313 registrants, including principals and teachers from the ECE sector, EdUHK staff and students. To expand participants' understanding towards the new normal, ECE experts and practitioners were invited to deliver talks on diverse online teaching techniques and strategies.

Two CoP videos were made to showcase the collaboration among members, as well as sharing from the participating teachers. The videos have been disseminated on the project website (link: <https://eocp2.eduhk.hk/zh/cop/intro/fehd.html>) for public viewing. In addition, project members delivered a sharing session on the CoP project at the ICLT 2021 on 8 December 2021. There were participants including students, teachers, academics and researchers from various institutions.

For Phase II (2021/22), another six CoPs were formed in October 2021. The new CoPs will follow the good practice of Phase I to ensure smooth collaboration between members.



Flyer for the Webinar



Collaboration between four parties

Reinventing Humanities' Teaching and Learning in Local Schools During the COVID-19-EOCP Project

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Dr. HO Chi Hang

Associate Head of Department,
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Dr. LEUNG Cho Nga

Guest Lecturer, LCS, FHM

In response to the urgent need for pre-service and in-service teachers to have models of effective online and blended teaching practice, the Faculty's EOCP Project is curating videos exemplars of good practice from a variety of sources. Undergraduate students from English, Chinese and History majors will contribute video examples from their BP teaching, as well as those developed independently as student helpers or contributors to the Microteaching video competition launched in March 2021. The project thus provides students with several opportunities to develop online teaching videos and to develop the technical and pedagogical skills that will allow them to teach their future students online if and when the situation demands. Local school partners from both the primary and secondary sectors are also participating via communities of practice to plan, develop and teach online lessons that can be shared as exemplars on the EOCP.

中文科電子教學短片比賽

香港教育大學中國語言學系現正舉辦「中文科電子教學短片比賽」，以提升同學中文科電子教學水平。

評審標準：

- 教學內容(30%)
- 教學活動(30%)
- 電子教學資源運用(40%)

參賽要求：

1. 短片內容為5-10分鐘中文科教學片段；
2. 教學語言，粵語、普通話均可；
3. 短片解析度為1,080p以上，且須有字幕；
4. 教學對象可以為中學生或小學生；
5. 教學範疇及教材不限；
6. 可以使用教學軟件進行線上模擬教學，或錄製實地教學；
7. 參賽作品須附設計理念、教學計畫、預期教學成效說明，並附上教材、延伸教學活動設計。參賽者須將資料匯成一個word/pdf「附錄」檔案，並在報名表填寫「附錄」檔案鏈接。

截止日期：2021年5月28日

獎品：

冠軍1名：港幣2,000元亞馬遜禮券，獎狀乙紙。
亞軍3名：各得港幣1,000元亞馬遜禮券，獎狀乙紙。
季軍3名：各得港幣750元亞馬遜禮券，獎狀乙紙。
優異獎3名：各得港幣350元亞馬遜禮券，獎狀乙紙。

提交參賽作品：

如有查詢：請致電2946-7343，或電郵zhangw@eduhk.hk (張小姐)

Chinese Microteaching Video Competition

ENGLISH MICROTEACHING VIDEO COMPETITION

The Department of English Language Education (FHM, EdUHK) is launching a competition for English microteaching videos. Winning microteaching videos will be served as models of online English teaching for both pre-service and in-service English teachers. If you have a microteaching video or would like to create one, do not hesitate to join the competition!

■ ELIGIBILITY

Students from BEd(EL), BA(Lang Studies)&BEd(EL) or English major PGDE programmes. Both primary and secondary strand students are welcome to participate.

■ WHAT TO SUBMIT

At least one video (5 to 10 minutes)

■ DEADLINE

28 May 2021

Submit
Here



AWARD

- 1 Grand Prize – A \$2000 Amazon Coupon
- 3 First Prizes – A \$1000 Amazon Coupon
- 3 Second Prizes – A \$750 Amazon Coupon
- 3 Third Prizes – A \$350 Amazon Coupon

English Microteaching Video Competition

History Education Video Competition

Deadline: 28 May 2021

Eligibility: BEd(History)/
BE(Chinese History)/
PGDE(S)-History
students

Theme and Content

The Department of Literature and Cultural Studies, the Faculty of Humanities, The Education University of Hong Kong is launching a competition for History Education Videos (5-10min). Topics are not limited but should be suitable for secondary school students.

You can choose to create:

- a micro-teaching video in History/Chinese History subjects; or
- a creative learning video in History/Chinese History subjects.

Awards

- a. 1 Grand Prize - A \$2000 Amazon coupon and a certificate
- b. 3 First Prizes - A \$1000 Amazon coupon and a certificate
- c. 3 Second Prizes - A \$750 Amazon coupon and a certificate
- d. 3 Third Prizes - A \$350 Amazon coupon and a certificate

submit here



History Education Video Competition

Chinese Subject



The Vice-Principal and three Chinese subject teachers from Hong Wah College (Primary Section) were invited to participate in the in-depth interviews on "School-based e-teaching strategies, the usage and teaching effectiveness of using online tools" on 14 July 2021.

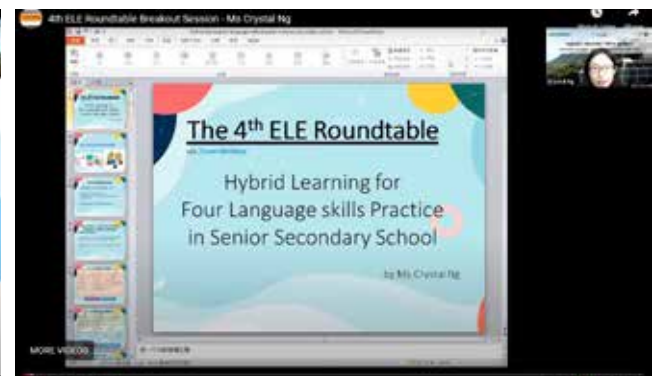
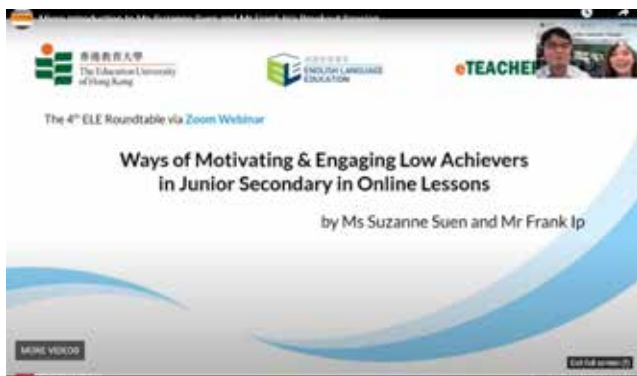
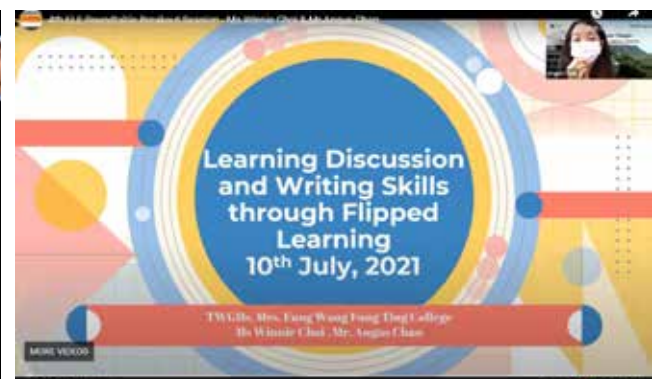


In collaboration with Ying Wa College and Methodist College, three in-service Chinese subject teachers were invited to share their practical tips and experiences on online teaching under the new normal with over 70 local school teachers, EdUHK teaching staff, postgraduate and undergraduate students on 9 July 2021.

English Subject



English subject teachers from TWGHs Kwok Yat Wai College and TWGHs Mrs. Fung Wong Fung Ting College were invited to share their practical tips and experiences on blended learning and online teaching via in-depth interviews in July 2021.



In collaboration with the eTeacher project, English subject teachers from four CoP schools shared their experiences on flipped learning, blended learning and online teaching under the challenging situation during the pandemic in the 4th ELE Roundtable via Zoom Webinar on 10 July 2021.

Chinese History Subject



A Chinese History subject teacher from HHCKLA Buddhist Ching Kok Secondary School was invited to make a teaching video as an exemplar on 2 November 2021.



A Chinese History student teacher was invited to demonstrate how to make good use of online tools to deliver a lesson.

History Subject



History subject team collaborated with Pui Shing Catholic Secondary School and HKMLC Queen Maud Secondary to conduct five in-depth interviews with different historians and well-known people from July to November 2021.

Overall FEHD's Engagement with Community

FEHD

In February 2020, FEHD developed a platform, FEHD Stronger Together, to connect the local community during the outbreak of COVID-19. It brought together a series of activities and materials prepared by our staff in parenting, wellbeing, teaching and learning to help the public through the crisis. The activities included:

The EPL's webinar series on Leading School Innovation in Times of Emergency for principals and teachers

The EPL and Asia Pacific Centre for Leadership and Change (APCLC) hosted a webinar themed 'Leading School Innovation in times of Emergency' on 23 May 2020. Over 380 principals, teacher leaders, and professionals from more than 150 local and international schools and professional organisations in ten countries and regions joined the webinar.

The speakers shared insights on how crises, such as the COVID-19 outbreak, stimulate organisational and professional practices for educational improvement. Scholars and scholar-practitioners from EPL and APCLC presented their research and professional work on innovation from the perspectives of leadership, professional learning community and policy.

ECE's video series on Play to learn: Beyond the classroom for kindergarten teachers and parents

ECE made a series of videos and live shows for parents and teachers of kindergarten children, introducing how children can play and learn beyond the classroom. The materials cover a wide range of topics, including science and living, joyful cooking, music and play, craft making, and storytelling using colourful books. Through these activities, parents and teachers can help children learn different skills at home to promote children's physical, social, language, and math development. To aid two-way communication between the presenters and the viewers, parents and teachers can submit their questions through Google Forms or the live chat function.

The Centre for Special Educational Needs and Inclusive Education (CSENIE)'s video series on learning games for children with special educational needs

CSENIE developed a series of home-based teaching materials for SEN students. The games and activities train children's level of concentration, muscle strength, and empathy.



The effects of the Coronavirus pandemic can be seen and felt in every part of Hong Kong society. The Faculty of Education and Human Development at EduHK has put together a series of articles, written by experts in parenting, wellbeing, teaching and learning, to help you through the crisis.

#Working Together #Living Together #Stronger Together

FEHD developed a platform, FEHD Stronger Together, to connect the local community during the outbreak of COVID-19 in 2020

The Centre for Child and Family Science (CCFS)'s booklets on promoting the well-being of children, adolescents, university students, kindergarten teachers and parents

CCFS designed three books to help students, teachers and parents manage their emotions and stay happy during the outbreak.

- "Anti-Coronavirus with you" 《抗疫同行》 aims to help children name emotions, build a sense of control, and cultivate gratitude. The booklet is available free for all kindergartens and parents.
- "Psychological support for children and adolescents during the outbreak" 《疫境童行：兒童及青少年應對病毒心理支援手冊》 uses the S.A.F.E. framework - short for Sense of Security, Allowances, Familiarity, & Emotion Regulation - to give students strategies to reduce anxiety, fear and stress caused by the outbreak.
- Psychological support for university students during the outbreak 《自療防疫包：大學生正向心理支援手冊》 introduces some exercises for students to practice at home, so as to help them relieve their anxiety and to mitigate the impact of the epidemic.



The SEC's online counselling drive

SEC launched an online life design counselling service to help Hong Kong's schools and communities during the COVID-19 epidemic. The project, Writing My Life Story in an Epidemic: Online Video Counselling Service, aims to empower users to tell their life stories, and direct their lives in a period of uncertainty. The project aims to help those aged between 15 and 25 during the current period of class suspension. The service is free, but referrals from schools, institutions, or professional groups are required. Participating counsellors include current students of the Master of Arts in Educational Counselling Programme [MA(EC)]. The students have a thorough professional training in life design counselling. To ensure the quality of counselling, each counsellor-in-training is overseen by an SEC practicum supervisor, and is held to a professional code of counselling.



EPL and APCLC hosted a webinar themed 'Leading School Innovation in times of Emergency' in 2020

CCFS designed three books to help students, teachers and parents manage their emotions and stay happy during the outbreak

Applying Updated Technology to Enhance Classical Chinese Poem Learning: The Mobile Application “Classical Chinese Poems Sing Along (古詩粵唱粵啱Key)”

Dr. ZHANG Ling

Assistant Professor, CHL, FHM



Three modes of the App

Due to ancient eras seeming so remote, classical Chinese poems can appear dull and difficult for many students. How can classical Chinese poems be made more fun for students? How can they memorise the poems more easily? Recently Dr. ZHANG Ling worked together with colleagues from the LTTC and developed an educational mobile application (App) named “Classical Chinese Poems Sing Along (古詩粵唱粵啱Key)”. Users can listen to a selection of classical Chinese poems with Cantonese singing demonstrations provided by the App. They can also practise poem-singing with the soundtrack and record their singing like Karaoke. They can even input poems of their choices and compose their own singing works, which can also be audio-recorded. The App provides a platform for users to review, upload, and share their Karaoke and original works of poem singing with their peers and teachers, and they can also appreciate each other’s work and give “likes”. By applying the updated technology of this mobile App, learning classical Chinese poems becomes more interesting, interactive, and impressive.

Given the pandemic circumstances, online teaching and learning has become a new norm for study in recent months. This newly released educational App stands out to be an innovative and useful e-learning resource for children in kindergartens and primary schools. It brings a new method to learn classical Chinese poems with more fun. Children can easily memorise classical Chinese poems through listening to the singing demonstrations and

Karaoke by themselves. It is convenient to use and to have peer interactions through the platform of the mobile application. The release of the App was reported by six local media and has attracted many children, teachers and parent users. There were around 20,000 downloads of the App from December 2020 to March 2021. The recent circumstances of online teaching and learning have led to a huge demand for innovative e-learning resources. Like this educational App, research-directed products of knowledge transfer through an e-platform are welcomed and can bring great social impact. As both researchers and educators, we will continue working hard to bridge tradition and innovation, to transfer knowledge to applications, and to overcome the educational challenges of the era.



Dr. ZHANG Ling showing the mobile App, Classical Chinese Poems Sing Along

Online Writing Teaching Pilot Workshop

Mr. CHAU Lap

Associate Head of Department,
Senior Lecturer I, CHL, FHM

In 2020, the epidemic was severe and classes were suspended in Hong Kong, and school teaching has faced unprecedented challenges. Teachers have had to adapt to online teaching and parents have been responsible for supervising their children's learning. In view of this, CHL launched the Online Writing Teaching Pilot Workshop (網上寫作先導工作坊) with a series of diversified home-school learning support activities, including: Zoom workshops, teaching demonstration videos, writing competitions, and an online teaching design competition.

The beneficiaries included:

1. EdUHK Interns: more than 130 BEd(CL) and PGDE students directly benefited from the support for the teaching practice of pre-teachers;
2. Primary and secondary schools: teaching resources for improving the effectiveness of online teaching were provided for more than 70 primary and secondary schools; and
3. Parents and children: the webpage was open to the public.

A post workshop questionnaire showed:

1

More than 75% (76.9%) of respondents agreed that the content of the workshop was practical;

2

More than 75% (77%) of interviewees agreed that the content of this workshop was helpful to improve their professional knowledge;

3

Nearly 70% (69.3%) of respondents agreed that this workshop supported their teaching practice effectively

4

All interviewees agreed that the workshop was helpful.

The workshop encouraged teachers and parents to guide students to apply the writing skills they learnt from the workshop and integrate the elements of “respect for teachers” (尊師重道) into their writing. Students could enter their essays directly into “The First Greater Bay Area ‘Respect Teachers’ Life Education Writing Competition”. The competition received a total of 1,313 essays entries from 150 primary and secondary schools. It effectively promoted the idea of “suspending classes without suspending learning”, and inspired students to reflect on Chinese culture. Details of the competition are available at <https://www.eduhk.hk/chl/tc/event/279>.



Online Writing Teaching Pilot Workshop (網上寫作先導工作坊) - Lower Secondary



Online Writing Teaching Pilot Workshop (網上寫作先導工作坊) - Upper Secondary



Online Writing Teaching Pilot Workshop (網上寫作先導工作坊) - Lower Primary



Online Writing Teaching Pilot Workshop (網上寫作先導工作坊) - Upper Primary

Learning Chinese Through Dynamic Animations

Dr. FUNG Chi Wang

Associate Professor, LCS, FHM

In August 2021, the project “Jockey Club - From Words to Culture Programme: An Animated Way to Learn Chinese” was successfully completed. The project was a three-year educational project funded by the Hong Kong Jockey Club Charities Trust and run by the Faculty of Humanities. The project aimed to enhance students’ interest in learning Chinese, giving them knowledge of the language and enlightening them about Chinese culture and moral virtues. Spanning from April 2018 to August 2021, the project developed a series of animations and an online learning platform, which benefited teachers and students from over thirty participating primary schools. The multi-media teaching materials are also open for public access, the project’s animations and multi-media learning platform have received over 2 million hits.

The project invited participation from the local comic artist Chao Yat for the animated series and from Modern Educational Research Society Limited on the online learning platform. Each episode of the animated series comes with lesson plans and learning resources to aid teachers in classroom practice. At the same time, the online platform serves as an essential source of additional knowledge for students to perform self-directed learning at home. Each participating student is given a login ID and a password to access the platform. The platform is equipped with various games, with categories such as commonly used characters or words, Chinese proverbs, classical allusions, or teaming up to solve puzzles. Students can gain a variety of knowledge in Chinese through games, with different levels of difficulty to choose from.

During the three years of implementation, the project also organised various educational activities for teachers and students. It provided the participating schools with supplementary school-based support, such as writing workshops, sharing sessions, and seminars. Parents, teachers, and students can share their thoughts and user experience on the platform with others, facilitating knowledge dissemination and professional development in the field. The project has received great feedback from all parties, indicating that the games are versatile and lively, allowing students to have fun while learning, and proved to be effective in piquing students’ interest in language learning.



Screen shot from the game



Project Launch Ceremony



Screenshot from the animation



Lesson demonstration

Meeting the Needs of Primary English Learners with Diverse Needs and Backgrounds

Dr. GU Mingyue Michelle

Head of Department, ELE, FHM

'English Language Education for Students with Learning Diversity (LD) in Junior Primary' is a project which aims to develop a wide array of curriculum resources to complement the latest Primary English Language Curriculum and empower primary English teachers to address one of the most challenging realities in their classrooms - learner diversity. Instead of viewing learners' diverse needs and backgrounds as barriers to learning, this project embraces diversity and promotes inclusive practices through developing curriculum packages in different sub-projects to cater for children with different educational and social needs, against the backdrop of growing disparities among students due to the COVID-19 pandemic.

In the sub-project of 'School Support Services for Three Deprived Schools of English Language Education for Students with LD in Junior Primary', school support services are provided through the Language Across Curriculum (LAC) pedagogical innovation and accompanying professional development workshops for three participant primary schools to accommodate the new entry Primary 1 students in 2021/22 with great diversity under the impact of the pandemic. Two modules with topics from schools' English and General Studies curricula are implemented with the LAC approach. The two modules are prepared and being tried out by Dr April LIU and Dr Steve SIU from ELE of EdUHK, together with school teachers from the three participant schools in the first and second semesters respectively. The aim is to help teachers gradually command knowledge and skills about the LAC approach to motivate learning and cater for learner diversity in their lessons. The LAC modules are expected to

give pupils more chances to learn and practice academic English skills in content subject topics (e.g. information reports for domestic animals). In particular, the process-genre approach to LAC integrated with multimodal activities (e.g. art pieces and drama/role-play) will be used as the pedagogical framework to provide scaffolding at different difficulty and linguistic levels. It is hoped that such strategies can enable the participant schools to enhance their pupils' learning interest and confidence in the English subject.



A Primary One pupil from Shamshuipo Kaifong Welfare Association Primary School is decorating her Information Report poster, the product of the project's first LAC trial module there

Below are some pictures of the information report posters made by P1 pupils in one of the participant schools – Shamshuipo Kaifong Welfare Association Primary School in the first LAC trial module. This writing task of the module requires an Information Report written using two of the typical language features of the genre (i.e. “This is...” for giving general classification and “It is...” for detailed descriptions). Every pupil is encouraged to write more than the basic requirement and they can also decorate their posters with different drawings, colours and stickers. This task allows pupils with stronger English writing ability to challenge themselves and those of average or weaker English abilities to enhance self-efficacy by completing a challenging English writing task with the whole range of their semiotic repertoire. Every pupil subsequently uses their completed Information Report poster to act out their version of the lesson story “A Pet for Princess Pam” and orally presents it in front of the whole class. The English teacher, Miss YIP, praises every pupil’s work and teaches English oral presentation skills with a peer evaluation on clarity and loudness of speech, eye contact and body language. The first trial LAC module at Shamshuipo Kaifong Welfare Association Primary School has not only successfully enhanced pupils’ academic English skills but also has catered to learner diversity in terms of learning styles and English abilities.

Literacy development in early years is crucial to a child’s educational and career prospects. However, learning to read and write is a challenge to many children, especially for those from disadvantaged backgrounds. The aim of the second sub-project ‘Developing eBooks for young English learners’ diversified needs in early literacy’ is to meet young pupils’ diverse needs in literacy learning by harnessing the potential of different technological tools to create a collection of ebooks that can effectively facilitate reading comprehension and reading engagement through the thoughtful integration of multimedia and interactive features. Pupils who participate in the ebook programme will read ebooks tailored to their needs in after-school sessions conducted by a team of preservice teachers and engage in multimodal composing of their own personalised stories, creating texts complemented with their own audio narrations, illustrations, and dramatizing performances, etc.



Pupils of different English writing abilities eagerly express themselves with English words, drawings and stickers in their Information Report posters



The ebook library created by the preservice teachers who have joined the project



In this ebook, 'Guess what I am', the answer to each riddle is thoughtfully revealed with a video to encourage a child's active reading and provide support to comprehension

The third sub-project 'English Animation in response to English Language Education for Junior Primary Students with LD' is primarily presented in the form of animation. As the EDB is working on updating the Values Education Curriculum Framework, ELE is pioneering a series of educational videos that bring values education and English language education together. Produced under the title "Values education x English animation", the complementary videos are aimed towards P1–2 students and their teachers and designed broadly in line with the English language curriculum and attention is also given to young English learners' diverse needs in the English language learning. Post-viewing activities and lesson plans are included for teachers' ease of use.



The photos show two of the proposed scenarios created for the animation sub-project

The Life and Values Education Animated Series

Centre for Religious and Spirituality Education (CRSE)

The Life and Values Education Animated Series was launched on 10 January 2022 with the full support of the Modern Educational Research Society, Ltd. and Commercial Radio Hong Kong (CRHK). For both teachers and students, the Project aspires to promote life and values education in creative, participatory approaches. Ten episodes feature Chinese and foreign historical figures, including Yue Fei, Bao Zheng, Guan Yu, Zheng Chenggong, Ti Ying, Feng Zikai, Lian Po & Lin Xiangru, Zi Gong, Socrates, and Florence Nightingale. Students can develop moral character and positive values by understanding the good deeds and accomplishments of historical figures.

The project team includes Professor LEE Chi-Kin John from CRSE, Dr. HUI Kwok Wai from LCS, and Ms. AU Yuen Yee Mandy from CHL at EdUHK. The Project team used animation to convey the life stories and positive characteristics of historical figures to encourage students to learn and reflect on their personal growth.

Each animated video is accompanied by a teaching plan tailored to junior secondary and senior primary students, which incorporates a

variety of teaching approaches and activities to enhance students' learning experiences. For instance, students can produce social media feeds and take up various jobs by role-playing the historical characters they selected.

Along with the Cantonese and Putonghua versions, the cartoons will be available in English around March 2022. All animations have been uploaded to the Project's website (<https://crse.eduhk.mers.hk>) and are available for free access by schools and the general public.



Instilling positive morals in students by studying the life stories of historical figures



The Launch ceremony of The Life and Values Education Animated Series

STEM Education Initiatives

Ms. YUI Kwan Ting Coudy

Executive Officer II,
Office of the Vice President (Academic) and Provost

In alignment with the institutional strategic priority on STEM Education, the University has been driving a series of STEM Education initiatives to support, develop and promote STEM Education among kindergartens and junior primary schools since mid-2020, covering (i) early childhood STEM Education, (ii) STREAM Education with animation, (iii) concept-based STEM Education and the integration of Life Education in STEM Education, and (iv) STEM Education through coding.

These projects aim to strengthen support for teachers by developing a STEM learning framework and related learning and teaching materials in support of STEM Education activities in kindergartens and primary schools. In particular, a STEM learning framework consisting of two cross-cutting concepts is being developed with primary school teachers' participation. The participating teachers will engage in school-based STEM curriculum design through a process of teacher professional development, while Life and Values Education will be incorporated. As for early childhood STEM Education, 24 sets of STEM and maker

education topics teaching packages will be developed and piloted in 12 kindergartens in 2020/21 to 2021/22. Furthermore, a multimedia-aided learning package consisting of 10 cartoon episodes about prominent scientists and related learning and teaching materials is in the pipeline and will be piloted in primary schools and kindergartens in 2021/22. To develop students' problem-solving capability and digital creativity, learning and teaching materials are being designed to facilitate the organisation of STEM Education activities in 30 primary schools in 2020/21 to 2021/22.

In the first year of implementation in 2020/21, a total of 33 network schools and over 500 teachers were benefitted through teachers' professional development and collaborative lesson preparation. Over 20 sets of teaching kits and learning materials for STEM Education in schools (e.g. Smart Trash Can, IoT Smart Feeder, and Water Saver, etc.) were developed. Moreover, a special series of videos to promote kindergarten students' STEM exploration at home during COVID-19 was released in July 2021.



Home-based Physical Activity Kit

FLASS and HKPEA

Mr. KAM Wai-Keung Kevin

Senior Lecturer I, HPE, FLASS

Dr. CHOW Chi Ching Gary

Assistant Professor, HPE, FLASS

Mr. CHAN Ching Yat Roy

Senior Lecturer II, HPE, FLASS

The World Health Organization recommends children and adolescents aged 5 between 17 years to practise at least 60 minutes of moderate-to-vigorous intensity physical activity (PA) every day. Obviously, PE lessons at school alone are not sufficient to help students meet the suggested fitness goal. To promote the physical health of students in local schools, HPE partnered with HKPEA to initiate a campaign to launch 18 short video clips that feature nine of EdUHK's elite athletes: Mr. Leo AU, Miss Rosanna SZE Hang-yu, Miss LEE Ka-man, Mr. KWOK Ho-ting Marco, Mr. SHEK Wai-hung, Miss DOO Hoi-kem, Mr. LIU Guan-jun, Mr. GAO Yu-chi and Miss XU Xin-ran.

In these video clips, EdUHK's elite athletes demonstrate a series of workouts including simple stretching and gymnastics for warm-up, bodyweight resistance training and rhythmic cardiopulmonary activities to keep active during the pandemic. These exercises are designed for people to do at home. People who wear a simple sports outfit could follow the videos to practise different exercises at any time of the day. The videos also serve as educational resources for teaching PE at home and encourage colleagues and parents to use the videos to design their own exercise routines that suits them the most. The video series was covered in more than 20 media reports and a high hit rate (a total of 220K views) was recorded within a short period of time.

Five more home exercise videos were made by EdUHK's elite athletes including Miss YIP Pui-yin (Badminton), Mr. LEE Chun-ho (Karatedo), Miss LEUNG Ka-man Karman, Mr. JIM Man Hin (Gymnastics), Mr. LIU Yik-shing and Mr. YUEN Ho-chun (Soccer). These videos encourage the public to exercise during the pandemic.

Apart from home exercise videos, HPE and HKPEA designed a number of interesting home-based parent-child PA games, hoping to increase people's motivation for engaging in PA through interactive games. Eleven videos, taken by Dr. CHOW Chi-ching Gary (Assistant Professor), Mr. CHAN Ching-yat Roy (Senior Lecturer II) and Mr. WONG Kam-po (former cycling athlete), were uploaded to YouTube. Similar to home exercises, these games aim at strengthening cardiopulmonary function and muscle by using common household items only. The audience can adopt the ideas and easily set up individualised games if needed.

Acknowledgment of Elite Athletes:

Mr. Leo AU (Squash)
Miss DOO Hoi-kem (Table-Tennis)
Mr. GAO Yu-chi (Wushu)
Mr. JIM Man Hin (Gymnastics)
Mr. KWOK Ho-ting Marco (Cycling)
Mr. LEE Chun-ho (Karatedo)
Miss LEE Ka-man Carmen (Rowing)
Miss LEUNG Ka-man Karman (Gymnastics)
Mr. LIU Guan-jun (Rugby)
Mr. LIU Yik-shing (Futsal)
Mr. SHEK Wai-hung (Gymnastics)
Miss Rosanna SZE Hang-yu (Swimming)
Mr. WONG Kam-po (Cycling)
Miss XU Xin-ran (Wushu)
Miss YIP Pui-yin (Badminton)
Mr. YUEN Ho-chun (Soccer)

Website to Educate Young Children, Parents and School Teachers about Personal Hygiene

Dr. OR Pui-lai Peggy

Assistant Professor, HPE, FLASS

It is often said that “Prevention is better than cure” so it is crucial for young children to learn about personal hygiene and protect themselves from infectious diseases. Public health education in Hong Kong is usually delivered in a serious and dull manner, which often fails to raise interest among kindergarten and primary students in the maintenance of health.

In an effort to fight against infectious diseases, Dr. OR Pui-lai from the Department of Health and Physical Education has developed the “Health Observatory”, a website to promote health education for the general public, especially for kindergarteners and primary school students. It provides information on infection control and preventive measures to combat common communicable diseases among children in Hong Kong, including seasonal influenza, hand-foot-and-mouth disease, dengue fever, food poisoning and COVID-19. Using simple text and colourful illustrations, the website arouses children’s interest in reading health-related information.

On the “Health Observatory” website, one can view animated videos about hand hygiene techniques, a hand washing dance, a hand washing song, and the proper way to put on, take off and dispose of a face mask. VR games are also designed to teach children about symptoms of illnesses and proper hygiene practices. Furthermore, a beautifully illustrated electronic picture book about COVID-19, a series of “fact checking” articles and a health consultation chatroom are all available on the website to promote health education and facilitate social support. More details are available at <https://www.healthobservatoryhk.com/>.

Apart from the informative website, Dr. OR and her team conducted health talks on infection control measures in a face-to-face setting and via the video conferencing platform Zoom for students and their parents. Various little props such as mask covers and 3D pop up storybooks have also been designed by the team to raise the interest of school children in public health information.

Support for the Local Schools Community through School Partnerships

SPFEO

The University is committed to support and build partnerships with local schools and teachers through the active endeavours of FE and the forward-looking innovative projects provided for the stakeholders.

Visits to Future Classrooms

School education will no longer be confined to the classroom or by prescribed textbooks. The rapid development of technology has propelled innovative, personalised, and immersive learning and teaching modes, such as AR & VR in the classroom, adaptative learning plans, gamification and flexible classroom layouts. In light of this, the University has developed and constructed eight Future Classrooms which are tailored for future pedagogical models for our students and school teachers to explore innovative teaching. As a central unit to promote the school partnership, SPFEO, together with the LIB and the LTTC, have been actively inviting and arranging major school sponsoring bodies, education practitioners, primary and secondary schools to visit our Future Classrooms, believing that the concept would lead to a key transformation in the way we learn and teach.



■ School Principals from the Catholic Education Office visited the Future Classrooms on 22 October 2021.



School Principals from The Kowloon Tong Church of the Chinese Christian and Missionary Alliance visited the Future Classrooms on 15 November 2021.

In 2021/22, we have invited our Honorary School Partnership Advisors and School Partnership Advisors and other stakeholders such as the Catholic Education Office, Hong Kong Sheng Kung Hui, and Kowloon Tong Church of the Chinese Christian and Missionary Alliance to experience our Future Classrooms first-hand. During the visit, education practitioners can experience the various features and the latest technologies in the future classrooms, e.g., the VR cave and the projector walls, which can enrich both the educational environment and student learning experience. Meanwhile, the flexible classroom design allows teachers and students to freely arrange the moveable desks and chairs for different teaching scenarios, facilitating a higher level of immersion and incorporating a wide range of technologies in designing learning and teaching activities.

Promotion of EdUHK Programmes and Professional Development in Schools

In addition, to foster close bonding with the local schools, SPFEO has been arranging a series of tailor-made admission talks, exhibitions and seminars for school teachers. In 2020/21, 22 secondary schools/institutions have been visited, reaching out to over 1500 students, providing them information about EdUHK's programmes and latest curriculum updates.

Through the School Partnership Scheme, more than 360 school teachers attended our seminars on various teacher development related topics delivered by EdUHK scholars and by our Honorary School Partnership Advisors in 2020/21.



Honorary School Partnership Advisors and School Partnership Advisors visited the Future Classrooms on 8 November 2021

Who Says Zoom is One-way Communication?

SAO

The newly designed "Paired-Reading Without Walls" programme uses the interactive "Annotation Tools" in Zoom by sharing screens on the Whiteboard during weekly story-telling sessions.

Over 180 Service Leaders and students shared the Independent Commission Against Corruption (ICAC)'s "Reading for Integrity" stories with 550 K1 to P3 students. The students were able to provide feedback by drawing and providing instantaneous responses over the chat room.

The nature of story-telling encourages expressive communication where both students and parents are willing to open up more in expressing their thoughts and emotions.



One of our students, Ms. Rachel LAI, gave a heart gesture via Zoom in return for the love she received from kindergarten and primary school children



Parents can spend quality time with their children by passing on positive values such as sharing, caring, fairness, rule-abiding, honesty, and responsibility through story-telling and discussion questions. This process fosters parent-child relationships where children are more willing to express some of the scenarios they may have encountered in the books and parents acting as a guiding channel to listen to them.

Working Fast Alone or Working Well Together

SAO

The outbreak of COVID-19 has transformed the Education Sector. Albeit disrupting the regular face-to-face contact in performing community services, the SAO Wofoo Whole Person Development Centre upholds the value of serving the community to meet needs by using online delivery and connecting students with new initiatives.

Serve Together with Passion

To develop students to have an open mind and a caring heart to understand and contribute to the community, we practise “resource sharing” by combining students’ innovative thoughts and teachers’ diverse experience when initiating community service projects.

Our newly incepted year-long programme “Edu x WhatsApp: Homework Support” has sprung to life, where our student ambassadors (termed “Programme Assistants” matched over 40 NGOs, 400 tutors, and 1,100 P1-S6 students in providing instant homework support on WhatsApp and Zoom to remediate students’ difficulties and stress without face-to-face learning.

“We tried our best to fill in the gap for teachers, as they may not be able to provide immediate support during COVID”, said Ms. NG Yan Wai Carina, one of the Programme Assistants who designed a set of attractive WhatsApp Stickers. “We bond well with the students. As a teacher-to-be, it was an amazing platform to train for professional development, and we shared joys and sorrows.”

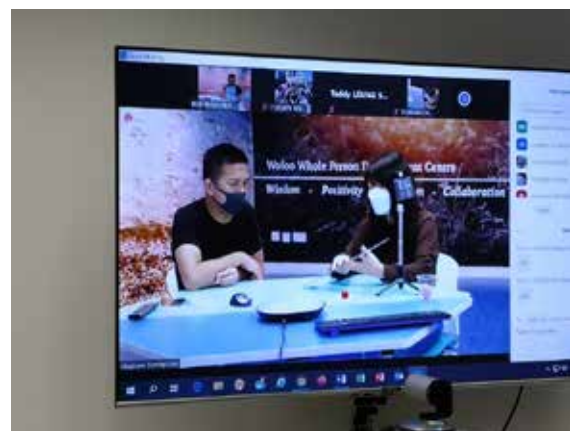
New activity designs and staff teaching strategies were vividly shown in the Happiness Ambassador Service Team (HAST). From coaching, learning, practising, video-taping to conducting a live magic performance for a broad spectrum of children, the elderly and for parent-child sessions, the service mode was successfully transformed from face-to-face to online via Zoom during the COVID-19 interim.



The 40 NGOs appreciated the collaboration, and some of their students created gift cards to thank the tutors



Loving and Caring About Our Community



Service Leader Ms. Alice CHEUNG (right) learning from Magician Mr. Sunday LAM (left) about different kinds of magic tricks along with 100 students via Zoom.

EdTech Innovations Claim 10 iCAN Awards

Communications Office



The EdUHK won 10 awards at the 6th International Invention Innovation Competition in Canada (iCAN), with three gold medals, one silver, one bronze and five special prizes, in August 2021.

“EdUHK scholars are committed to being innovative to bring positive impacts on learning and teaching. Our ideas are generated based on the research conducted as well as first-hand field experience. These awards are incentives for stimulating future innovative ideas and inventions. We look forward to contributing to the community by forging further knowledge transfer collaboration with different sectors,” said Professor Chetwyn CHAN Che-hin, Vice President (Research and Development).

The five award-winning innovations cover different application areas, including language learning, life education and early childhood development. They are:

VocabGO – An Augmented Reality English Vocabulary Learning App

Principal investigator: Dr. SONG Yanjie, Associate Professor, MIT

Awards: Gold Medal, Organiser's Choice Award

A mobile app which uses AR technology to help students learn English vocabulary. The app contains several learning modes and encourages users to practise and expand their English vocabulary through the gamified in-app activities.

Audio-Tactile Chinese Characters: Bringing Multisensory & Novel Learning Experience to the Visually Impaired

Principal investigator: Dr. HUNG Keung, Associate Professor, CCA

Awards: Gold Medal, Best 10 Invention Designs Award

A multi-sensory learning kit tailor-made for learners with visual impairment. It helps users understand the structural formation of Chinese characters and appreciate the beauty of traditional Chinese calligraphy through feeling, touching and hearing.

Tree Assessment for Life Education (TALE) Project

Principal investigator: Professor JIM Chi-yung, SSC, and Professor John Lee Chi-kin, Vice President (Academic) and Provost

Awards: Gold Medal, International Special Award

A project which aims to raise public awareness of urban tree preservation and to cultivate users' appreciation of life and other species. A mobile app is developed to facilitate learning of basic botanical knowledge and help users conduct tree assessments using the Visual Tree Assessment technique. The app also gathers georeferenced data which can be used for research and environmental education purposes.

The Chinese Inventory of Children's Socioemotional Competence (CICSEC)

Principal investigator: Professor Kevin CHUNG Kien-hoa, ECE and Dr. Ian LAM Chun-bun, Associate Professor at ECE

Awards: Silver Medal, International Special Award

An evidence-based assessment system which can quickly evaluate children's level of socioemotional competence. It is the first culturally responsive assessment system developed in Asia, targeting Chinese children. The CICSEC is also a conceptual framework and reliable indicator which can be easily used by kindergarten teachers.

Dramaflow – Ideas Generation Dice for Planning Process Drama Lessons

Principal investigator: Dr. Pansy TAM Po-chi, Assistant Professor at ECE

Awards: Bronze Medal, Best 10 Woman Inventors Award

A toolkit equipped with design strategies to assist teachers in developing compelling Process Drama (PD) lessons for the early childhood education curriculum. Since most PD class activities rely on picture book storytelling, this toolkit encourages teachers to break out from the confined narratives and look for innovative ways to retell a story. As a creativity booster, it helps teachers overcome creative blocks and stimulate active exploration and imagination of PD class activities to achieve teaching objectives.

Source: <https://www.eduhk.hk/en/features/edtech-innovations-claim-10-ican-awards>



16th in the world
3rd in Asia
in Education*

* QS World University Rankings by Subject 2021

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