

EdUHK Learning and Teaching Newsletter

ISSUE 7 - March 2022



EdUHK's Response to the
COVID-19 Pandemic
and Innovations
in Teaching and Learning





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SECTION



Welcome Message



Welcome to the seventh issue of the EdUHK Learning and Teaching Newsletter. The theme of this issue is “EdUHK’s Response to the COVID-19 Pandemic and Innovations in Teaching and Learning”.

Two years ago, nobody expected COVID-19 to have such a huge and long-lasting impact on our lives. In the realm of education, the pandemic has been a real test of creativity and adaptability, and in the light of this, a pivotal question is to what extent, and through which processes, quality teaching and learning is maintained. Asynchronous modes of teaching via different types of video chat software have been widely used and different blended learning elements integrated.

While we may not be sure when the COVID-19 pandemic will abate, the University has, throughout, firmly supported its members in all the changes, fostered innovative approaches to teaching and learning, adopted a caring and empathetic attitude, and achieved a balance between the good health of its staff and students and the provision of quality education.

The current issue of the Learning and Teaching Newsletter presents the University’s efforts to “fight” the COVID-19 pandemic and the innovations emerging in teaching and learning. The first section documents the support provided by different units, such as online training and workshops on online learning and teaching, financial support and counselling services, and strengthened assistance for postgraduate students. In the second section, colleagues, students and graduates shared how they ventured into the virtual realm through various online learning and teaching initiatives at EdUHK, including their recent research projects, as well as their own transformations during the pandemic. In the final section, we covered how EdUHK has been making use of our experience to make a positive impact on the school sector and the wider community through education innovations.

Thanks to all who have contributed to this Newsletter, which celebrates our joint endeavours to thrive during the pandemic.

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Acknowledgements

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Research Outputs and Projects on Learning and Teaching under COVID-19

RESEARCH OUTPUTS

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PROJECTS

- A Language Small Private Online Course (SPOC) for IELTS Preparation and Intercultural Education (Teaching Development Grant 2019/2020, Principal Investigator: Ms. LIN Yanyan Catherine 林雁雁女士)
- APilotProjectof"MiniMOOC":AnOnlineRemedialCantoneseListeningandSpeakingCoursefornon-ChineseSpeakingStudents(inSchoolContext) (Faculty Development Fund 2020/2021, In-charge: Dr. TSE Chun Yip 謝雋曄博士, Ms. KWONG Oi Ping 鄺嫻萍女士 and Mr. WONG Yuet Wai Anson 王悅惠先生)
- Distance and Online Learning for Universities: Supporting Planning for and Implementation of Online Teaching and Learning (Principal Investigator: Prof. LIM Cher Ping 林質彬教授)
- Enhancing Online Learning and Teaching in Faculty of Humanities (FHM) Courses (Central Reserve Allocation Committee 2020/2021, In-charge: Prof. LEUNG Pui Wan Pamela 梁佩雲教授, Dr. WANG Lixun 王立勳博士, Dr. CLAPP Jeffrey Michael, Dr. GU Mingyue Michelle 谷明月博士, Dr. LIANG Yuan 梁源博士 and Dr. CHEN Hsueh Chu Rebecca 陳雪珠博士)
- Home-School Collaboration as Online Learning Support System: A Case Study of Primary (2021/22) (Public Policy Research Funding Scheme 2020/21; Principal Investigator: Dr. LEE Trevor Tsz-lok 李子樂博士)
- Mindfulness Ambassador Scheme: Promoting Harmony and Well-being at EdUHK (Project in-charge: Dr. LAU Ngar Sze Elsa 劉雅詩博士)
- Online PE Teaching Pilot for SEN Children and "Home Exercise for SEN" (UGC grant "Enhancing physical fitness of University students through experiential learning and knowledge transfer", May 2020 to February 2021, Principal Investigator: Mr. CHAN Ching Yat Roy 陳靖逸先生, Co-Principal Investigators: Sports Council)
- Online Psychoeducational Groups for Primary Students Mental Health (Focused Knowledge Transfer Support Scheme, Faculty of Education and Human Development (FEHD) 2020-2022; Investigator: Dr. CHAN Chun Ho Randolph 陳俊豪博士)
- Promoting Pre-service Teachers' Psychological Competence for Online Learning and Teaching: The T.E.A.C.H. Programme. (Teaching Development Grant 2020/21; Principal Investigator: Dr. HO Chun Yip Henry 何振業博士, Co-Principal Investigators: Dr. POON Kai Tak Ivan 潘啟德博士 and Dr. CHAN Ka Shing Kevin 陳家承博士)
- RG25/19-20R Educational Effectiveness and Processes of Online Laboratory for STEM Education: Implementation and Evaluation in Secondary Schools (Committee of Research and Development of EdUHK and Dean's Research Fund 2019-2020; Principal Investigator: Prof. YEUNG Yau Yuen 楊友源教授)
- STEAM in Chinese: Sciences and Humanities in Daily Life: "homemade mask" (The Standing Committee on Language Education and Research 2019, In-charge: Dr. HO Chi Hang 何志恆博士)
- Teaching and Learning in Higher Education during Challenging Times - A departmental book project of C&I (C&I Departmental Fund; Principal Investigators: Dr. YUNG Wai Ho Kevin 容煒灝博士 and Dr. XU Hui Xuan 徐慧璇博士)
- Tutorials on Classroom Management and Pedagogy: Online PE Preparation and Teaching for online PE lessons (FLASS Faculty Fund 2019-2022; Principal Investigator: Dr. CHOW Chi Ching Gary 周志清博士)
- The Development and Evaluation of an Innovative Corpus-based Language Teaching Approach Among School In-service Teachers in the Greater Bay Area or Beyond (Central Reserve Allocation Committee 2019/2020, In-charge: Dr. MA Qing Angel 馬清博士)

02

SECTION



Support and Capacity Building

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



Curating Learning Spaces in Future Classrooms

Centre for Learning, Teaching and Technology (LTTC)

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

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

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

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



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



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

Support and Workshops for Staff and Students

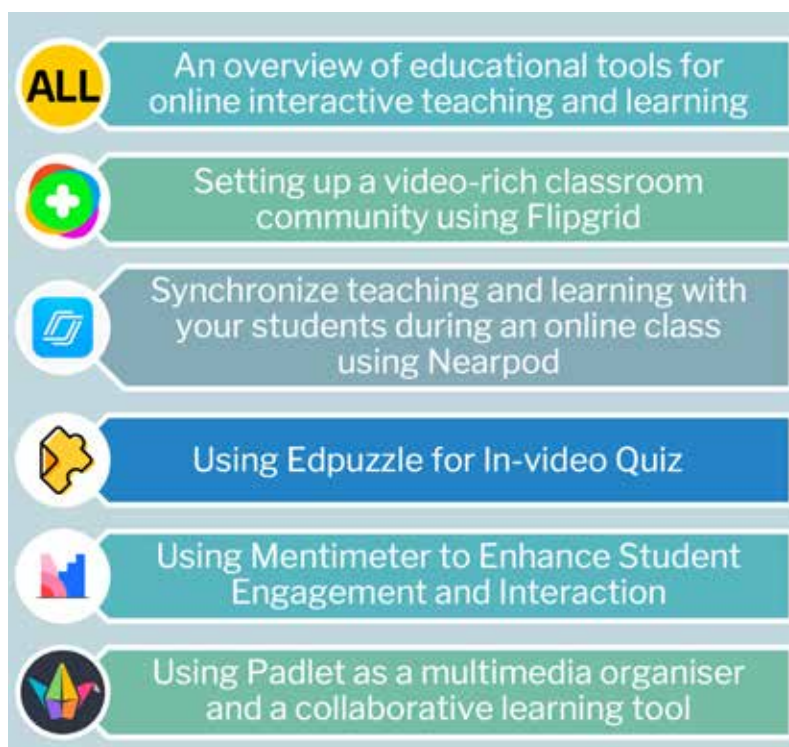
LTTC

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

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

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

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



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



Q1 This workshop enables me to learn different functions of Zoom for online teaching & learning.

Q2 This workshop provides hand-on experience for online teaching & learning.

Q3 The tips provided at the workshop are useful.

Q4 I will recommend this workshop to my colleagues.

Q5 Overall speaking, I am satisfied with this workshop.

New Pathways for Information Technology Competency in Education

LTTTC

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

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

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

Enhancement of Software and Hardware During the COVID-19 Pandemic

OCIO

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

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

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

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

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

School Partnership and Field Experience Office (SPFEO)

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

Learning to Teach

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

Teaching to Learn

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

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

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



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



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

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

FEHD

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

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

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

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



READ Laboratory: Game-based learning to introduce Dyslexia



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



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

Workshop on “Running Classes in Mixed Mode Delivery”



WED 30 Dec 2020

2:30 – 3:30pm

B2-LP-14 or via ZOOM

**Scan to Register
By 29 Dec 2020**



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

Workshop on “Running Classes in Mixed Mode Delivery”

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

Data are used to offer insights into student learning and academic/teaching staff’s professional development. Students were asked to rate the e-learning packages with regard to two aspects, i.e., support for learning and ease of use on a five-point Likert scale (one for poor to five excellent). Among the 24 e-learning packages, the mean ratings ranged from 3.75 to 4.83 and 3.82 to 4.83 for support for learning and ease of use respectively. Pre- and post-Technological Pedagogical Content Knowledge (TPACK) Surveys were conducted with academic/teaching staff who engaged in the development of the e-learning packages. In 2019/20, the participating staff perceived a significant increase in their Pedagogical Knowledge, Technological

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

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

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

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

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

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

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

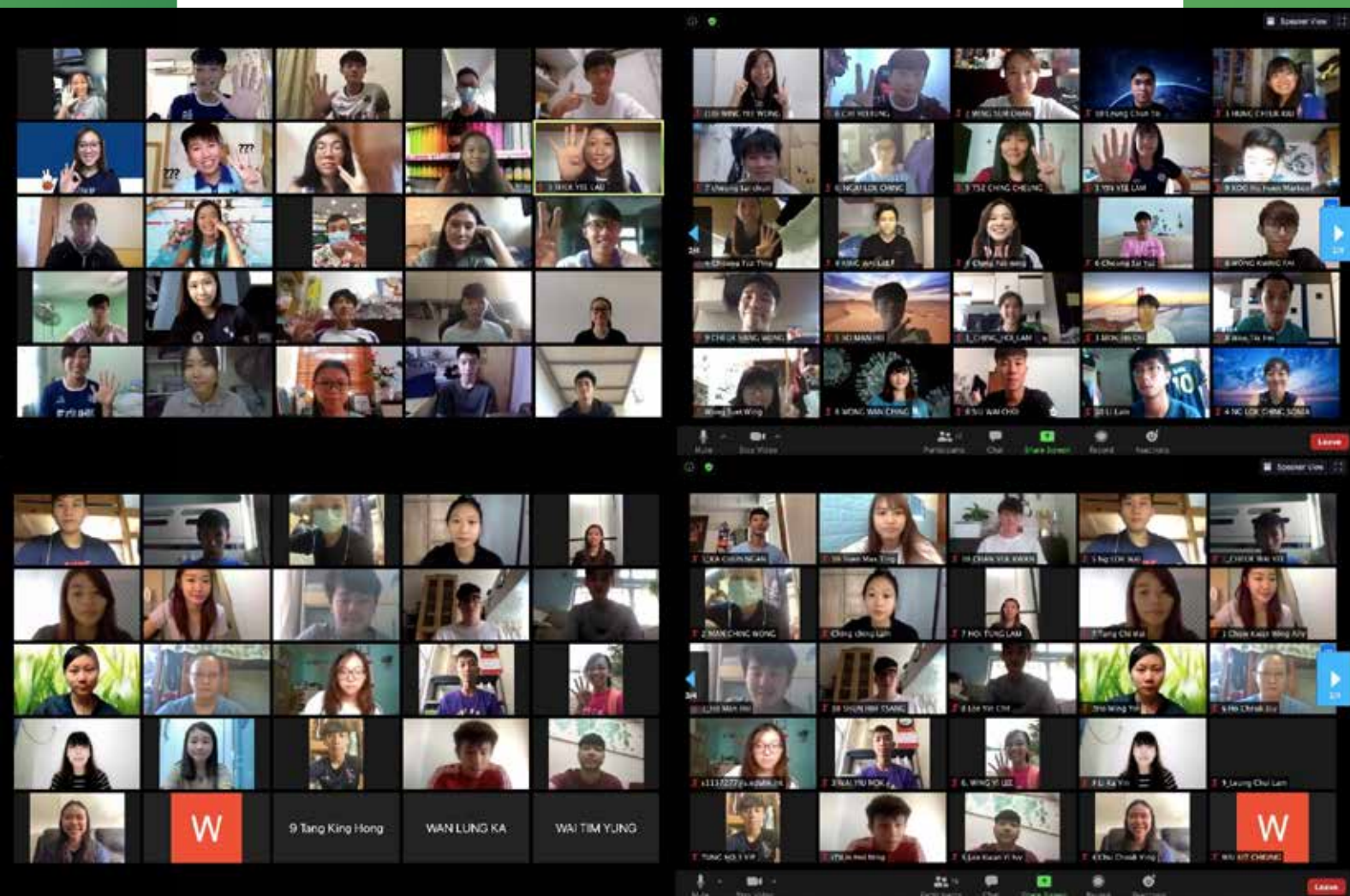
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Sharing Session on three e-learning packages

Peer Mentorship Scheme by the Sports Council

Faculty of Liberal Arts and Social Sciences (FLASS)

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



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

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

Dr. WONG So Lan

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

Mr. YUEN Tze Leung Raymond

Senior Lecturer I, CCA (Music), FLASS

Dr. CHOW Chi Ching Gary

Assistant Professor, HPE, FLASS

Mr. KAM Wai Keung Kevin

Senior Lecturer I, HPE, FLASS

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

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



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



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

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

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

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

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

Additional Support Provided for Postgraduate Students During the Pandemic

Dr. CHENG Wing-Tung Michelle

Postdoctoral Fellow

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

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

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

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

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

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



Epigeum's unique pedagogical approach



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

Student Affairs Office (SAO) Support Services

SAO

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

Financial Support

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

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

Counselling Services

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

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

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

Non-local Student Support Services

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

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

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

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

Special Educational Needs (SEN) Support Services

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

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

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

Service Learning Activities

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

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

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

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

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

SAO Career Support

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

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

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

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

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

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

Online Interview and Registration During the Pandemic

Registry (REG)

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

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

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

Virtual Outreach, Genuine Interactions – Admissions Promotion during the Pandemic

REG

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

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

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

香港教育大學
The Education University
of Hong Kong

EdUHK Virtual Info Day

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

Event Highlights

- Admission Strategies 大學報刊策略
- Programme Introduction 課程講座
- EdUHK Sharing 畢業生/學生分享
- Admission Chatroom 入學聊天室
- 360° Virtual Tour 虛擬校園之旅

2948 6896
admission@eduhk.hk
www.eduhk.hk/infoday

Register Now

香港教育大學
The Education University
of Hong Kong

VIRTUAL INFORMATION DAY

17 OCTOBER 2020
9am - 5pm

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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

Dr. ZOU Di Daisy

Assistant Professor,
Department of English Language Education (ELE), Faculty of Humanities (FHM)

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



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)

Dr. WANG Lixun

Associate Professor,
Department of Linguistics and Modern
Language Studies (LML), FHM

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)

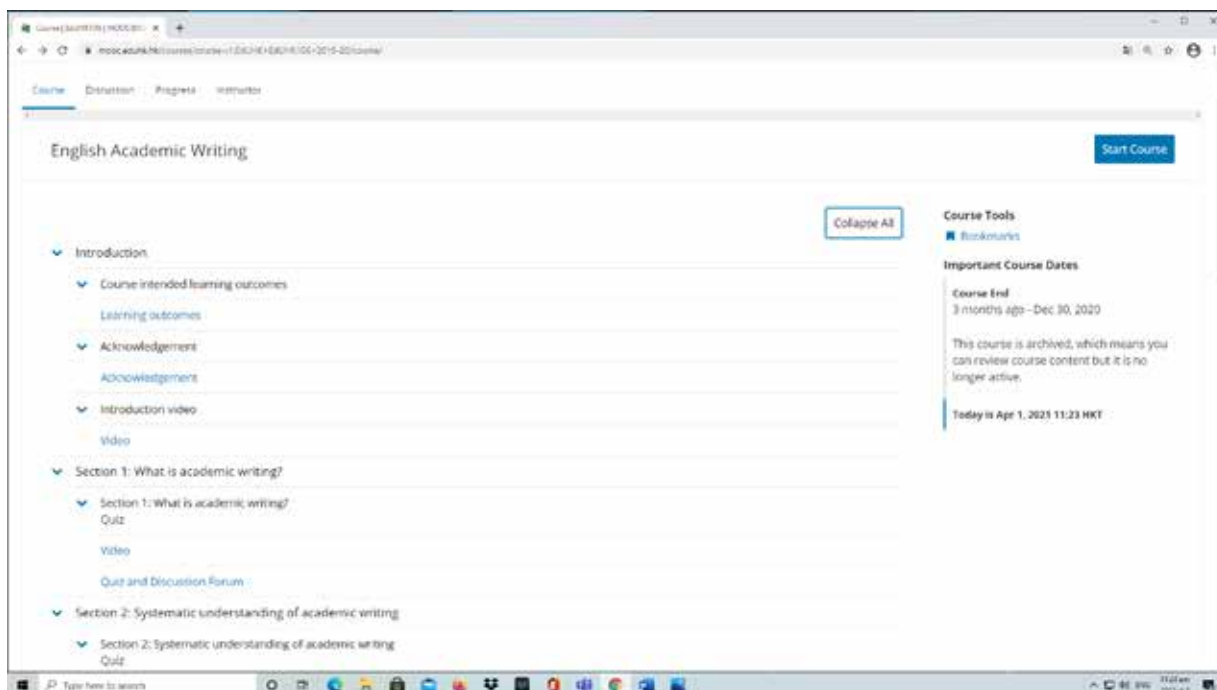
During the implementation stage, many aspects of online learning had to be taken into consideration to make the mini-MOOC successful. A lot of “invisible hours” were spent during the preparation and implementation of the mini-MOOC, which I believe are vital to the success of online teaching.

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

Dr. CHEUNG Hiu Yan Alice

Lecturer II,
Department of Literature and Cultural Studies (LCS), FHM

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

Mr. CHUI Hin Leung Mike

Lecturer I, Department of Mathematics
and Information Technology (MIT), FLASS

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.

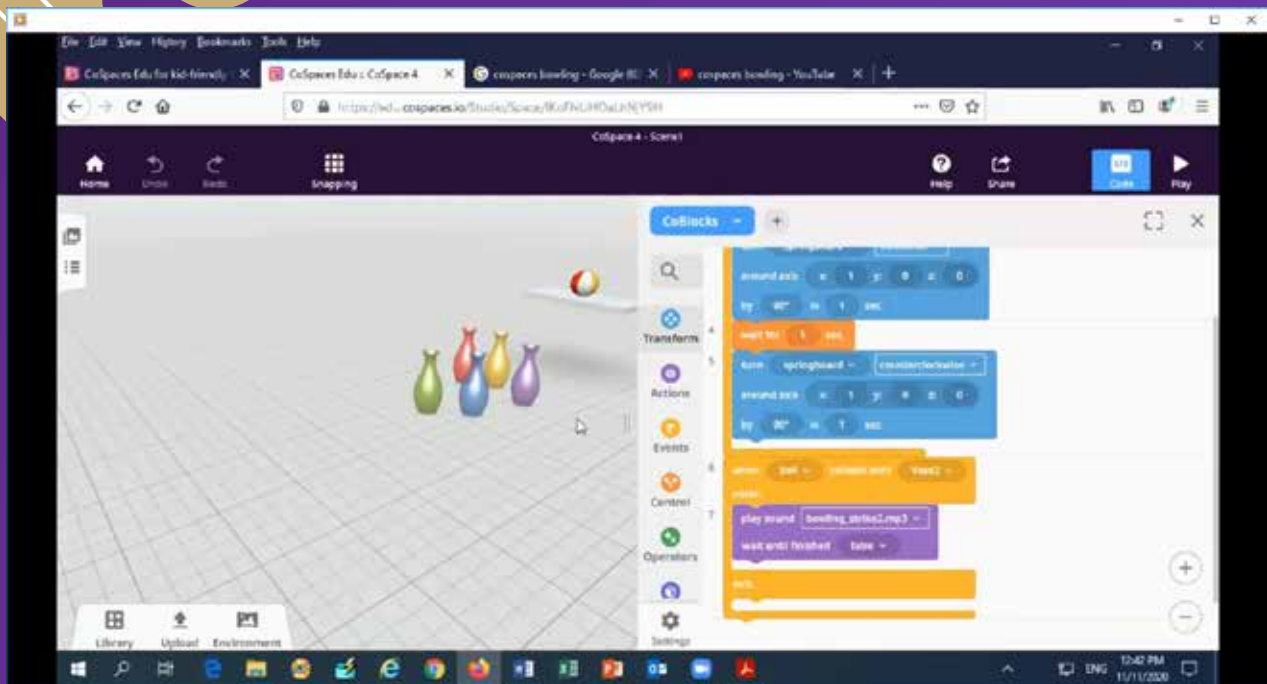
During the pandemic, free online applications were selected for teaching and learning 2D design. They worked fine and could support students to gain hands-on experience through practice-based learning. However, the applications crashed occasionally when they were used within the Zoom interface for demonstration. 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.

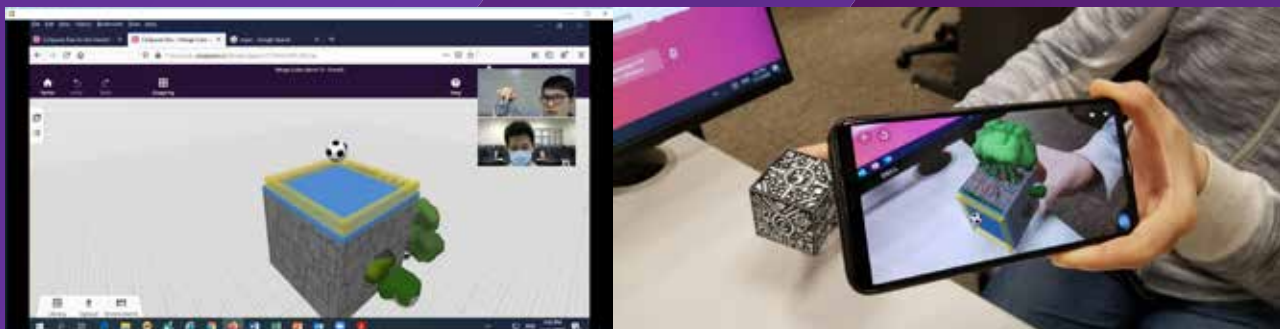
In another course titled INT2066 Web Design and Digital Authoring, the original desktop software application for educational learning package development was replaced by CoSpaces. This is an online platform enabling users to integrate 2D images, 3D models, digital audios, digital videos and block-based 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.



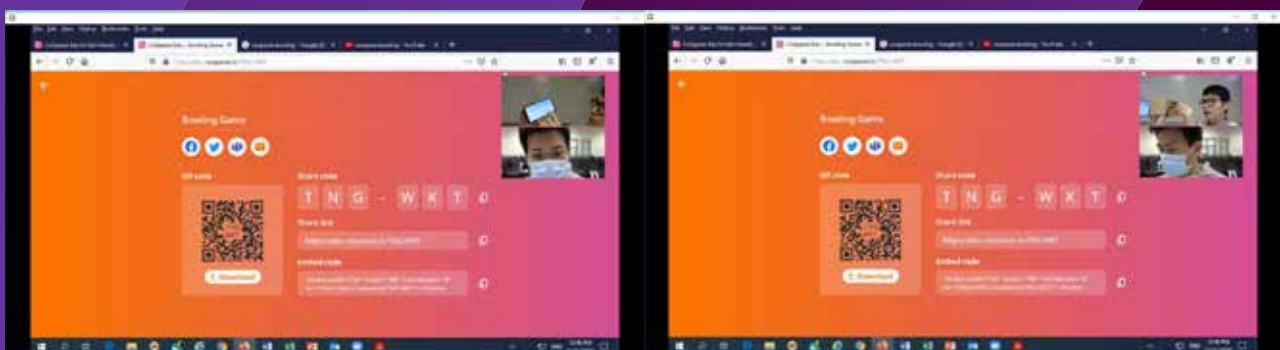
3D rendering with Fusion 360



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

鄭媛萍女士 一級講師

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語文教育中心

人文學院

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 Miroslavljec & 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，加強影片說服力

除本校師生親自演出，全人還積極訪問本地業界代表，加強影片說服力。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』、『成語解說』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(鄭嫺萍和謝雋曄，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

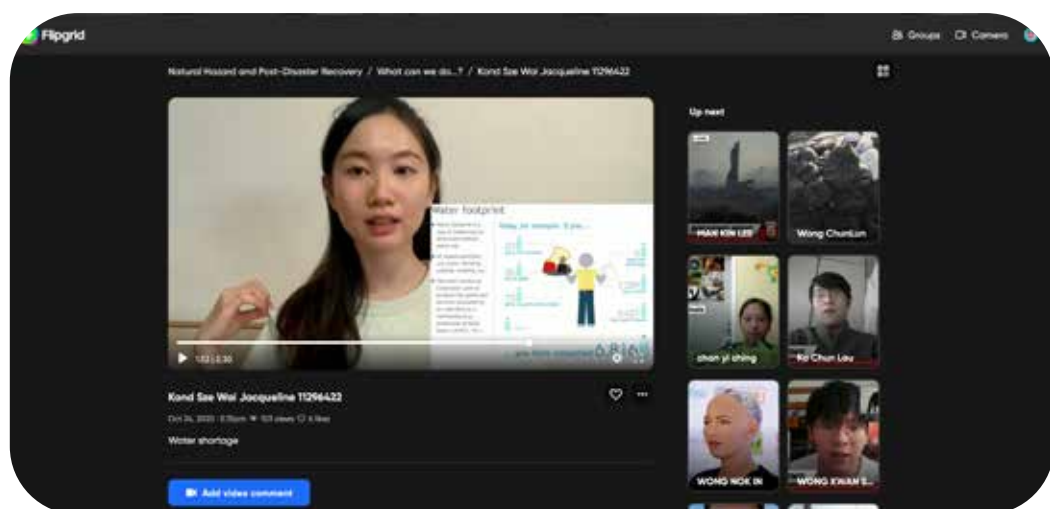
Dr. Patrick YUN Pui Ho

Senior Lecturer II, C&I, FEHD

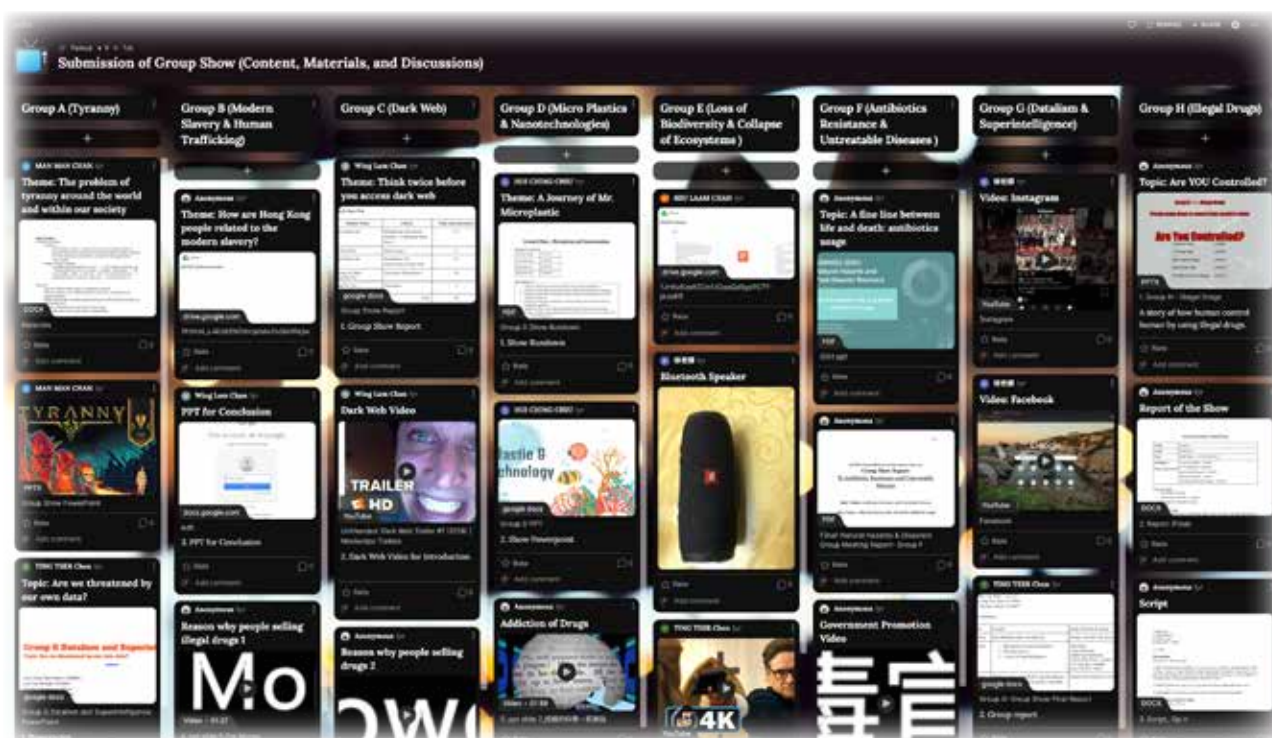
Due to the continuing developments with the COVID-19 pandemic situation, an online flipped-learning approach was adopted to engage and motivate students learning. The flipped approach was also an opportunity to challenge the teacher's own instructional thinking and beliefs and to allow the teacher to 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

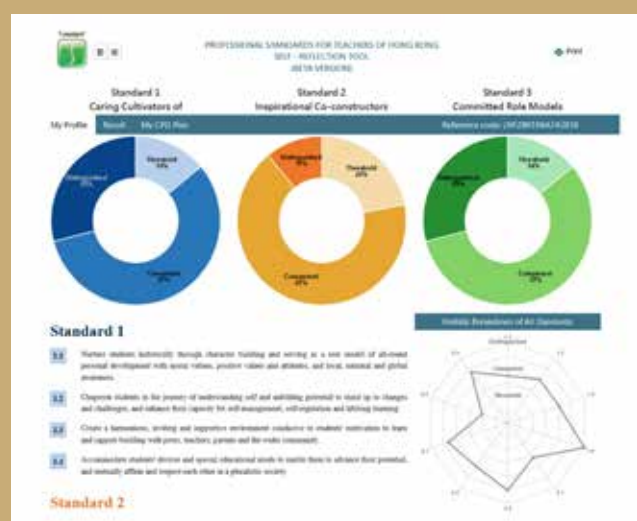
For instance, after personal sharing online, students were asked to comment on and react to peers' posts (e.g., giving a thumbs up). This practice leads students to reflect on their learning, learn from each other, and receive emotional support.

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.”

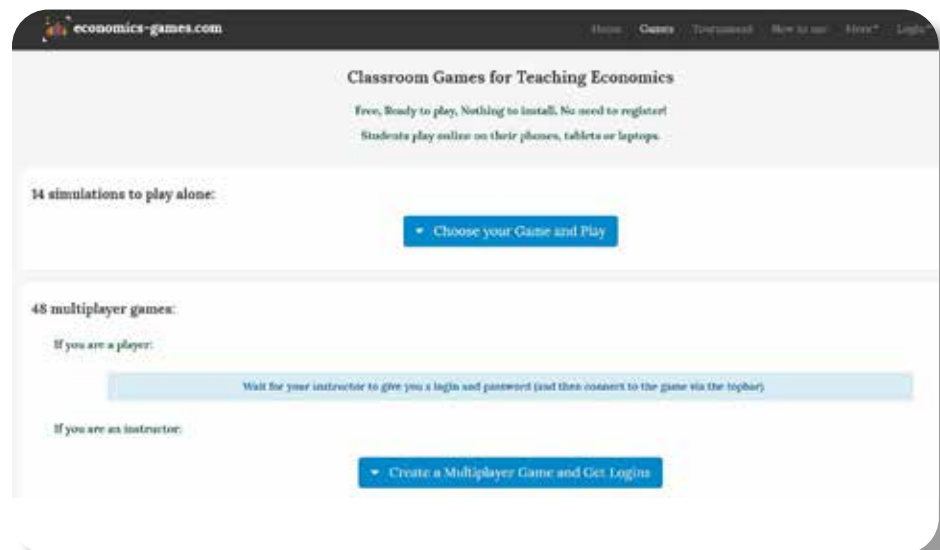
As we think ahead, we want to continue applying the principles that made our approach meaningful and constructive: we value flexibility and creativity, honest care and concern, as well as strong relationships. We also find it important to model imaginative and creative responses to our student-teachers.

Stepping-Up Technology Implementation

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.

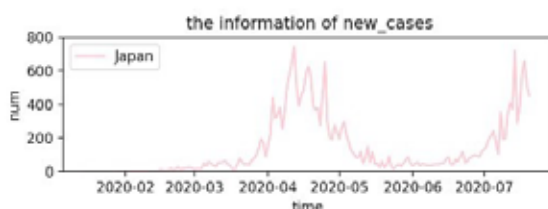
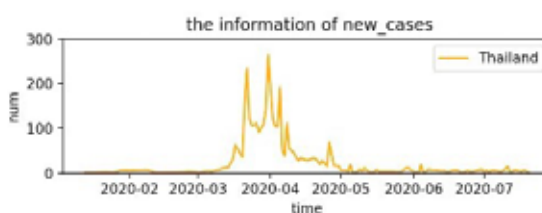
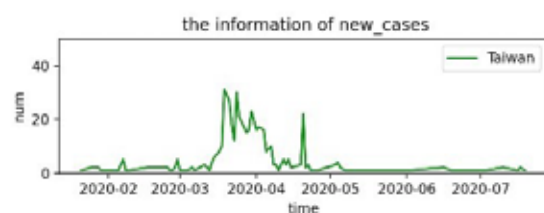


Online interactive games developed by third parties

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

Rethink Online Teaching

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

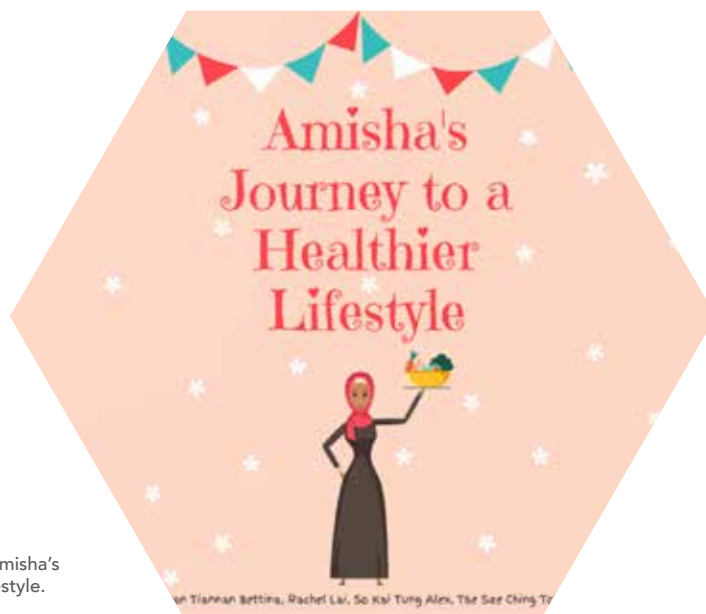
Ms. LAI Rachel

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*.

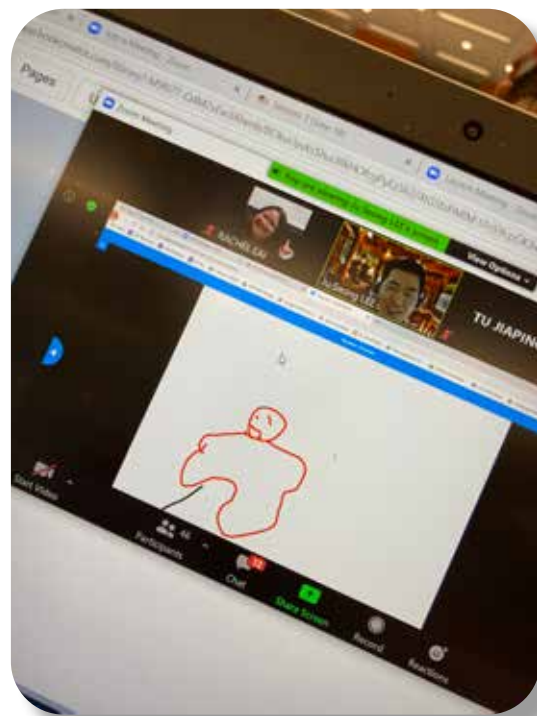
Looking back on the creation of the e-book, the experience made me reflect on how the pandemic has changed the way we collaborate. Unlike the original plan, we were unable to work as a group, face-to-face. This requires more transparent communication and self-discipline because the success of the project 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

L TTC

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) [BEEd(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)&BEEd(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

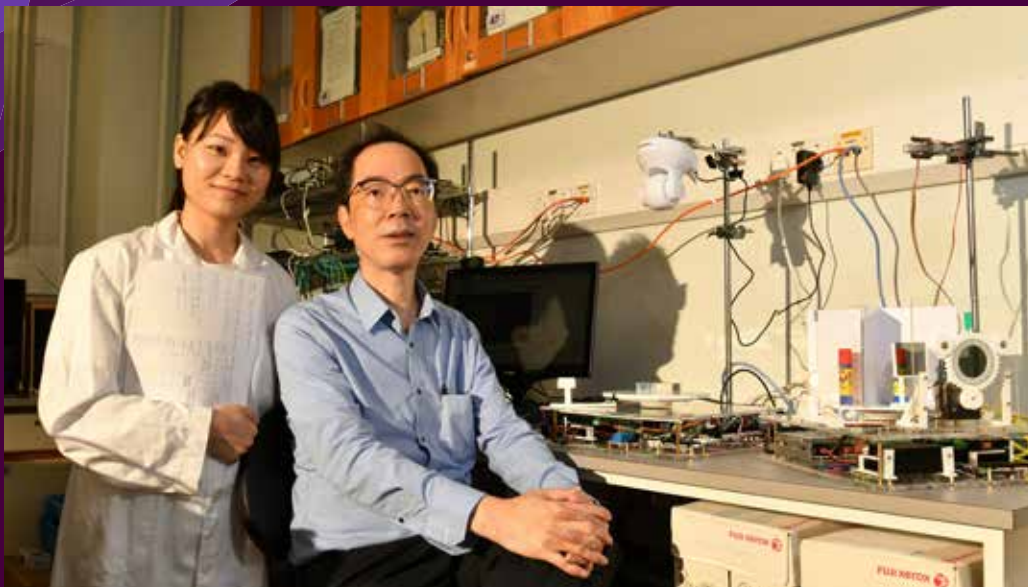
Since the onset of the COVID-19 pandemic, most higher education institutions and schools around the world have already changed to the online mode of teaching and learning for a whole year. Teaching and learning online will probably last for a few more months in 2021. While online classes could readily 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)

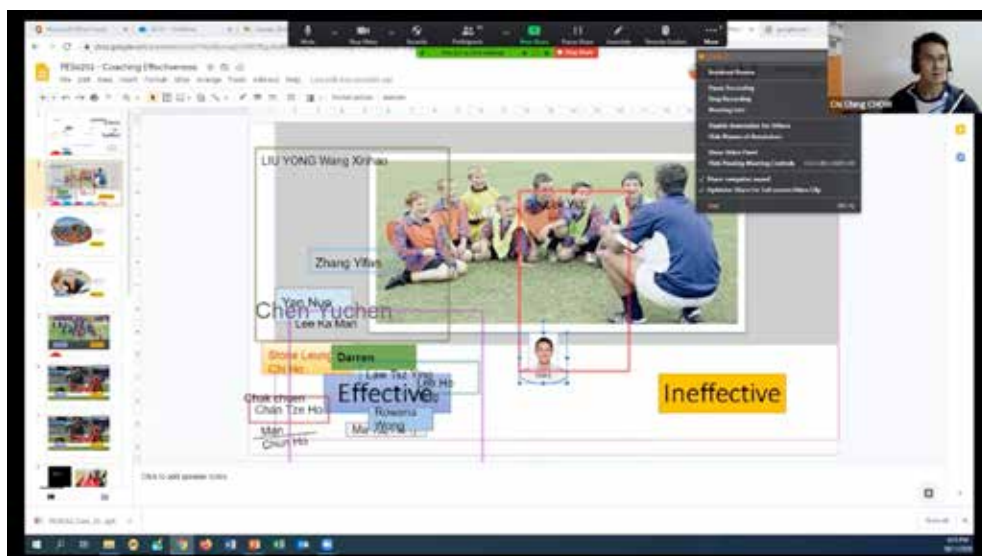
Subject Coordinator of Bachelor of Education (Honours) (Physical Education) [BEd(PE)], FLASS

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

12/10/2020

MSocSc(SCM) PES6252 (2020/21) - Group Presentation (Presentation: 15% + Comments: 5%)

in view of the specific target goal of preparation for AG, those athletes has intenational competetion experience which as asian champ medalist ect. and selected by SF&OC, it is no doubt about those athletes not in good sport performance or they all in similar performance. BY Lee Ka Man

ANONYMOUS DEC 09, 2020 02:54PM

In terms of alternative assessments of acquiring athlete's KPI, indoor rowing machine can be a fine option, as the involvement of rowing technique is much less than that of a fine-boat rowing. A full profile of Indoor rowing score (including 1 minute sprinting, 2km racing distance trail and 6km long distance trail) is suggested to be guideline on athlete's physical performance. by Lee Ka Man

CHOW CHI CHING GARY DEC 03, 2020 01:39AM

Group List

CHIU WAI CHUN | 趙偉竣
HE JIANXIN | 何健欣
KWOK KWAN TING | 郭鈞庭
LEE KA MAN | 李嘉文
TANG CHIU MANG | 鄧超鎭

ANONYMOUS DEC 02, 2020 11:16AM

Sorry, we have a mistake. we should be a group 2 not like the slide shows group 8.

apologize for that.



Yes, you should be group 2. The video presentation looks fine. The inserted video however, is not quite clear. Anyway, I will listen your presentation later. — CHOW CHI CHING GARY

The teaching demonstration video is very interesting, it makes the audience can have a better understanding on it. (By Liam Wing Yu) — ANONYMOUS

I think this demonstration video is attract me and if it is more clearly may be perfect. (By Wan Boysam) — ANONYMOUS

This demonstration video is very detailed and intuitive, it helps us better understand them. (By XU BOWEN) — ANONYMOUS

due to the limitation time of the presentation, the coaching video only shows the flow of important process. Lee Ka Man — ANONYMOUS

Rowing competition is indeed one of Hong Kong's sports which is worthy of research and development. This research can clearly analyze a lot of data about rowing, including rowing test, a fuzzy qualitative framework. Of course, KPIs related to Rowing are also very detailed. It will be of great help to friends who are engaged in rowing transportation projects in the future. (By CHUN Wu Group 8) — ANONYMOUS

The report was very good and the teaching demonstration was very interesting. It helped me a lot (kangying) — ANONYMOUS

The experimental data of rowing were introduced in detail, and it was easy to understand the objective of this research. (LI BO) — ANONYMOUS

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

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



I was doing the watercolour practice at home

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.

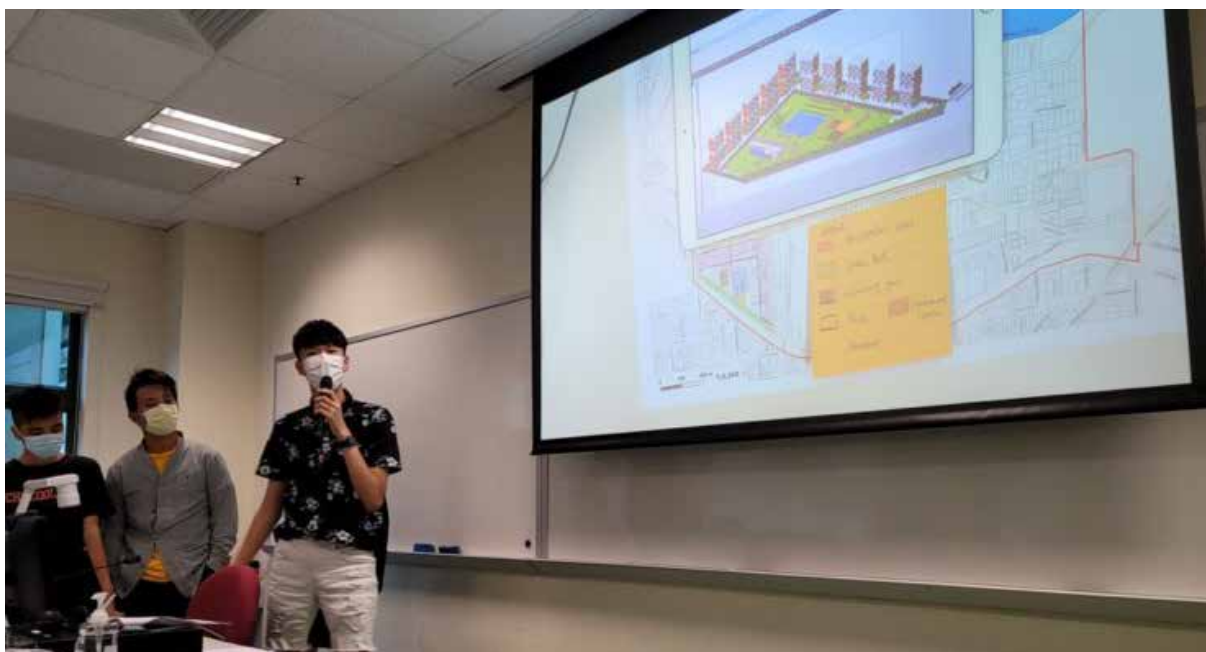
The programme team, however, considered that whilst this substitutive arrangement has its own merits, it could not compensate for the loss of opportunities for students to gain global exposure and develop other generic skills. As a remedy, one local programme day was allocated for training in problem-solving 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.

Hong Kong Habitats at a Glance

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.

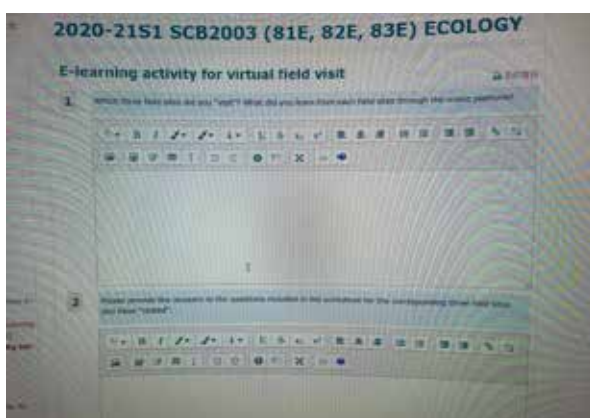
More importantly, authentic experience is always vital to a science student like me. It is indeed more valuable, impressive, and of crucial importance for us to conduct the experiments by ourselves.

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 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.



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

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.

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

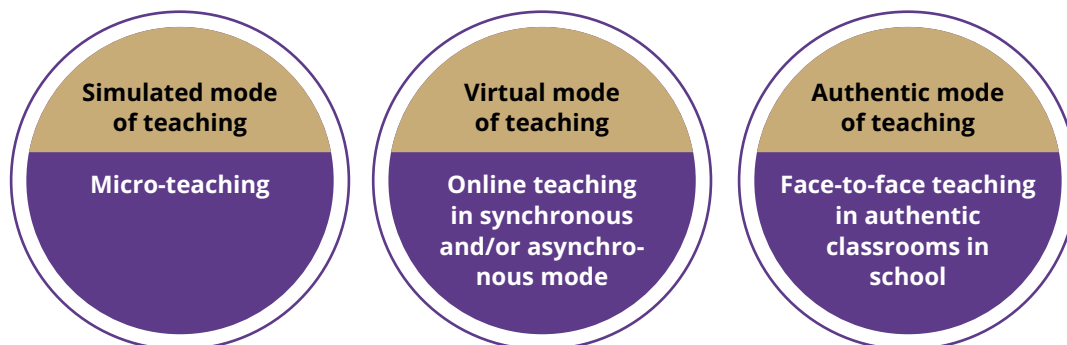
Prof. TANG Yee Fan Sylvia

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.



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(ESPLD) 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 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



Yanmin Zhao, The Education University of Hong Kong

Sat, April 10

4:10 to 5:40pm EDT (4:10 to 5:40am HKT)

SIG Sessions, SIG-Workplace Learning Paper and Symposium Sessions

In Paper Session: Learning in the Workplace

On Paper: Teachers' Workplace Learning on Pedagogical Practice and Continuing Professional Development: A Study of Two Vocational Institutions

Presenting Author

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.

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

LTTC

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

Dr WONG Kwok Sai, Tricia

Associate Head (Programme & Field Experience), ECE, FEHD

Dr CHENG Yuen Ling, Elaine

Senior Lecturer, ECE, FEHD

Dr CHAN Po Lin, Pauline

Associate Head (Teaching & Learning), ECE, FEHD

TANG Yee Fan, Sylvia

Associate Dean (Learning & Teaching), FEHD

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

Dr. TAYLOR Timothy William

Associate Head of Department,
Senior Lecturer, ELE, FHM

Dr. KANG Jong Hyuk David

Assistant Professor, LCS, FHM

Dr. HO Chi Hang

Associate Head of Department,
Assistant Professor of Teaching, CHL, FHM

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1080p以上，且須有字幕；
4. 教學對象可以為中學生或小学生；
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，並在報名表填明「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元亞馬遜優惠券，獎狀乙紙。
亞軍3名：各得港幣1,000元亞馬遜優惠券，獎狀乙紙。
季軍3名：各得港幣750元亞馬遜優惠券，獎狀乙紙。
優異獎3名：各得港幣350元亞馬遜優惠券，獎狀乙紙。

提交參賽作品：

如有查詢：請致電2946-7343，或電郵zhangw@beduhk.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



FACULTY OF
HUMANITIES 人文
學院



DEPARTMENT OF
ENGLISH LANGUAGE
EDUCATION

Enquiries: Wendy zhangw@eduhk.hk

History Education Video Competition

Deadline: 28 May 2021

Eligibility: BEd(History)/
BEd(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 (3-10min). 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



FACULTY OF
HUMANITIES 人文
學院



DEPARTMENT OF
ENGLISH LANGUAGE
EDUCATION

Enquiries: Ms Wendy Zhang (zhangw@eduhk.hk)

English Microteaching Video
Competition

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.

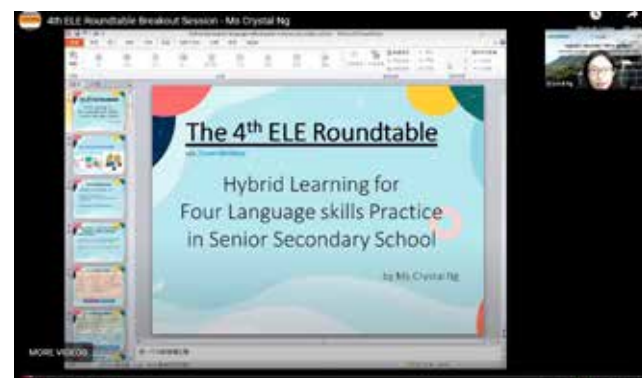
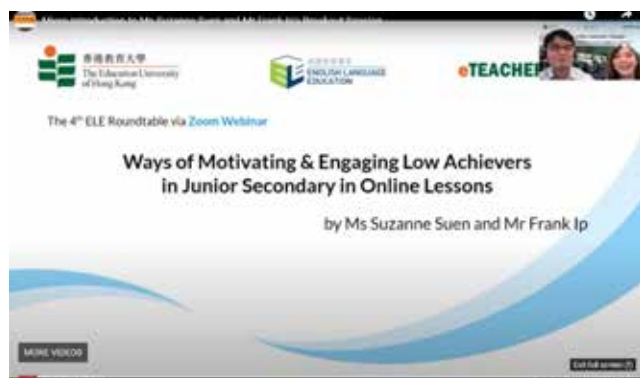
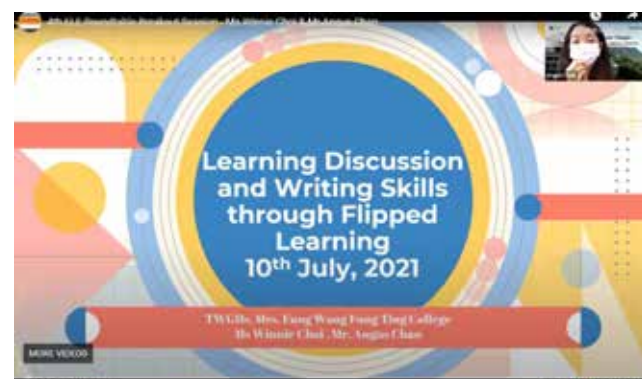
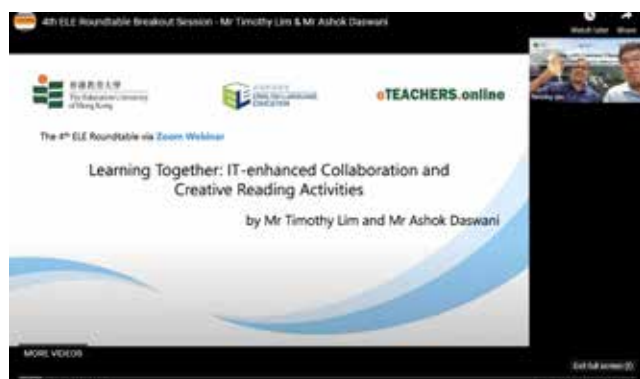


In collaboration with Ying Wa College and Methodist College, three in-service Chinese subject teachers were invited to share their practical tips and experiences on online teaching under the new normal with over 70 local school teachers, EdUHK teaching staff, postgraduate and undergraduate students on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

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



Three modes of the App

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

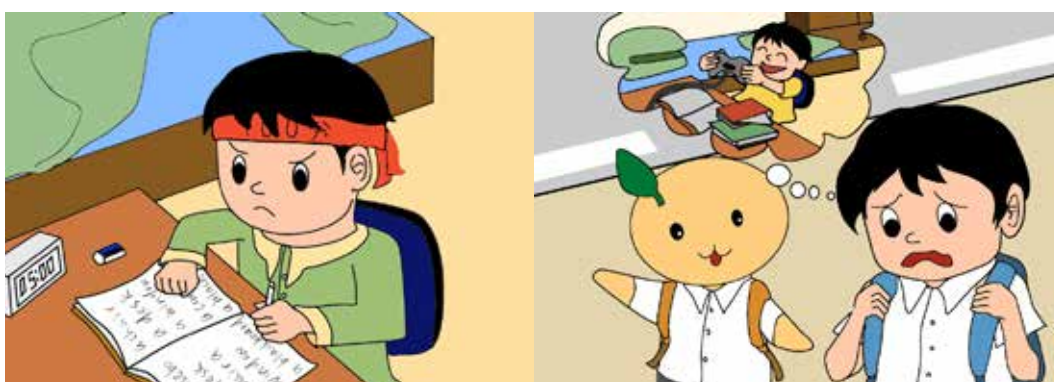


The ebook library created by the preservice teachers who have joined the project



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.”

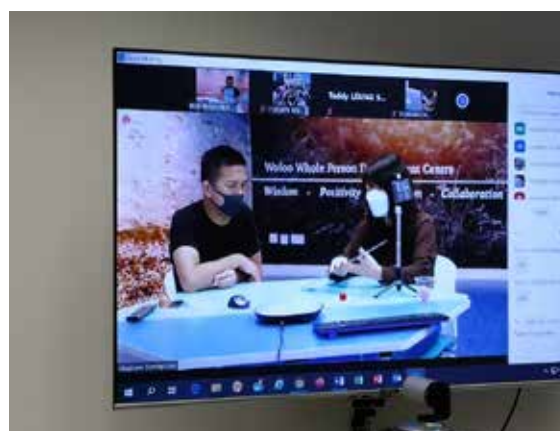
New activity designs and staff teaching strategies were vividly shown in the Happiness Ambassador Service Team (HAST). From coaching, learning, practising, video-taping to conducting a live magic performance for a broad spectrum of children, the service mode was successfully transformed from face-to-face 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 **3rd** in Asia
in the world
in Education*

* QS World University Rankings by Subject 2021

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