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*Integration of Emerging Technologies in Learning
and Teaching*

Whole Person Development for Research Students

Learning Outside the Classroom





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Welcome Message

WELCOME TO THE NINTH ISSUE OF THE EDUHK LEARNING & TEACHING NEWSLETTER

We are pleased to present the ninth issue of the EdUHK Learning and Teaching Newsletter, focusing on the theme of **Innovations in Learning and Teaching: Embracing Emerging Technologies and Students' Holistic Development**. As we navigate an ever-evolving educational landscape, this issue highlights our commitment to integrating innovative practices that enhance both academic and whole person development for our students.

In this edition, we explore three key areas that are vital to the ongoing development of our educational approach:

Integration of Emerging Technologies in Learning and Teaching

This section delves into the transformative potential of Virtual Reality (VR) and the Metaverse in education. We examine how these immersive technologies can create engaging, interactive learning experiences that go beyond traditional classroom boundaries. Additionally, we will discuss the utilisation of Artificial Intelligence (AI) for assessment purposes, showcasing its ability to provide personalised feedback and streamline evaluation processes. Together, these innovations not only enhance student engagement but also prepare learners for a technology-driven future.

Whole Person Development for Research Students

Recognising the importance of nurturing well-rounded individuals, this section focuses on strategies for skills development through effective supervision. We will explore how mentorship and guidance can empower research students to cultivate essential competencies. Furthermore, we will highlight the enriching experiences gained from International Outreach Study Programmes and various academic activities, which contribute to a holistic educational experience. This approach emphasises the significance of personal growth alongside academic achievement.

Learning Outside the Classroom

Experiential learning is a cornerstone of a comprehensive education. In this section, we highlight the diverse opportunities available for students to engage in learning outside traditional classroom settings. From credit-bearing field experiences and internships to general education initiatives that foster critical thinking and creativity, we explore how these opportunities enhance the overall educational experience. We also emphasise the importance of entrepreneurship and innovation, as well as activities that promote internationalisation. The Student Affairs Office (SAO) also plays a crucial role in supporting the non-formal learning initiatives/activities of non-local students, ensuring they have access to enriching experiences that extend beyond the classroom. The multifaceted experiences in Learning Outside the Classroom facilitate students' cross-cultural engagement and collaboration, as well as enriching their academic journeys and global perspectives.

We extend our heartfelt gratitude to all contributors who have shared their insights and experiences in this issue. Your dedication and collaboration are vital to advancing our collective mission of enhancing learning and teaching at EdUHK.

We hope you find this issue inspiring and informative as we continue to foster an environment that promotes innovation, growth, and a commitment to lifelong learning.

Professor CHENG May Hung May
Vice President (Academic)
Chairperson of the Editorial Board

Dr LI Wai Chin
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Section

1

**Integration of
Emerging Technologies
in Learning and Teaching**



Overview

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The University has recently updated its E-Learning and Digital Competency Strategy (the Strategy) to integrate the latest developments in educational and digital technologies. This update ensures that both staff and students are Artificial Intelligence (AI) literate and digitally competent. The Strategy adopts a progressive approach that aligns with learner-centred and lifelong learning principles and implementation strategies across three key domains: (i) professional development and capacity building for academic/teaching staff; (ii) development of e-Learning and digital competencies among students; and (iii) creation of a smart learning environment conducive to e-Learning, digital competencies development, innovation, and entrepreneurship. The dual focus on e-Learning and digital competency provide a solid foundation for both staff and students to navigate the rapidly evolving learning and teaching ecosystem shaped by technological advancements.

In support of the University's goal of embracing virtual learning and teaching (L&T), and its commitment to promoting innovative L&T through technology, various Faculties, Departments, and Academic Support Units, including the Centre for Learning, Teaching and Technology (LTTC), Library, and Office of the Chief Information Officer (OCIO), have collaborated to enhance e-Learning and digital competency for both staff and students. Key initiatives include promoting AI literacy to equip students with the knowledge and skills necessary to thrive in an increasingly digital world and to improve their future readiness. Additionally, efforts have been made to prepare students for the effective use of digital tools in self-paced and self-regulated learning environments. Aiming to harness the potential of large language models (LLMs) in education, the LTTC has launched the Large Language Model Studio, offering a Model-as-a-Service (MaaS) platform for the creation and customisation of smart workflows for educational needs, as well as consultation services to assist teaching staff in adopting LLM-powered solutions. Additionally, learning analytics tools have been introduced to support informed pedagogical decisions, while workshops on generative AI, the Metaverse, and practical LLM skills have been organised to cater to the evolving needs of staff and students. To further enhance digital competency, three new courses — Artificial Intelligence Literacy, Digital Literacy, and Artificial Intelligence Literacy for Educational Professionals — will be officially launched in 2025/26, equipping students with essential knowledge in AI, data security, and cybersecurity.



Figure 1. LLM Studio

Between 2020 and 2023, teaching and learning venues were upgraded with advanced audio-visual equipment, a centralised classroom recording system, and flexible seating to foster a collaborative L&T environment. New learning areas in the Learning Commons, renovated sports facilities, and an AI education laboratory, among others, provide exemplary student learning environments outside traditional classroom settings. Eight “Future Classrooms”, equipped with high-end computers and state-of-the-art equipment, were established jointly by LTTC, Library, Estates Office, and OCIO (<https://www.lib.eduhk.hk/rooms-spaces/future-classrooms>). These classrooms demonstrate how traditional learning spaces can be transformed into dynamic and innovative L&T settings, enabling students to engage in a variety of L&T modes across different courses.



Figure 2. AI Education Lab



Figure 3. Metaverse Education Lab

In this section of the newsletter, we explore practices for integrating emerging technologies in learning and teaching, as well as their impact on student learning. These innovative approaches aim to reshape traditional teaching methods by offering immersive, interactive, and personalised learning experiences. Several key projects, funded by the UGC’s Inter-Institutional Collaborative Activities (IICA) portion of the Teaching Development and Language Enhancement Grant (TDLEG), the Fund for Innovative Technology-in-Education (FITE), and the Teaching Development Grant (TDG), are highlighted in this section. The projects are categorised under three significant themes: Virtual Reality (VR) and Metaverse in Education, AI for Teaching and Learning, and AI for Assessment.

For instance, projects under Virtual Reality (VR) and Metaverse in Education, such as “Drama Education in the Metaverse Learning New Literacies beyond Classroom” and “Developing a Metaverse Platform with Virtual Reality – ‘LearningverseVR’ for Learning and Teaching”, are designed to demonstrate the power of immersive and interactive platforms to increase student engagement and improve learning outcomes. These initiatives illustrate how VR and the Metaverse can extend educational boundaries, providing new, enriched learning environments. Additionally, projects under the theme of AI for Teaching and Learning, such as “Enhancing Self-Regulated Learning Efficacy in Undergraduate Education through the Integration of AI-Enabled Generative Tools and the 6-P Pedagogy: A Learning and Teaching Partnership Approach” and “Empowering University Students’ Literacy in Academic Reading and Writing Through the Critical and Ethical Use of GenAI”, are intended to apply comprehensive pedagogical frameworks that guide students in the critical and ethical use of generative AI tools, fostering both academic achievement and responsible use of AI in education. Other initiatives focus on AI for Assessment, such as “Empowering Artificial Intelligence Assessment of Skills Proficiency Test for Pre-service Teachers in Physical Education” and “Developing Assessment Literacy to Harness the Affordances of Artificial Intelligence (AI) in Formative Assessment for Effective Student Learning”. These projects leverage AI tools to conduct formative assessment on student learning and provide personalised feedback to support individual growth and improvement based on the assessment results. Together, these projects showcase the University’s commitment to enhancing student engagement and learning outcomes, as well as promoting personalised learning experiences through the adoption of emerging technologies.

Investing in Critical Digital Literacies: A Case Study of University Students in Hong Kong

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FHM (ELE)

While regular, curation AI produces programmed responses reliably, consistently, and predictably, generative AI (GenAI) produces results that are unpredictable, always uniquely reconstituted digital artifacts: texts, images, sounds, or in multimodal combination (Figure 1). The increasing popularity of GenAI technologies underscores the need to develop the critical digital literacies (CDLs) of language learners. Addressing this issue, this Beijing-Hong Kong Universities Alliance (BHUA) fund 2024/25 and start-up grant funded project adopts the model of second language (L2) investment (Darvin & Norton, 2015) to answer one question: to what extent do students invest in CDL practices as they engage with GenAI tools?

Drawing on a multiple case study involving the GenAI practices of university students in Hong Kong, this paper (Zhang & Gonzales, 2025) examines how four English as an L2 learners used a GenAI tool to draw upon knowledge bases that consist of digital technologies, design thinking, and multimodal literacy (Lim & Tan-Chia, 2023) to generate images for their digital multimodal composing (DMC) projects, critically examined and refined them in serial tasks, documented the process in written logs and online teaching forums, and reflected upon it post-course for their DMC projects. Data collection involved digital artifacts (e.g. generated images and essays), written logs of participants documenting their use of these tools, student sharing in an online teaching forum (Moodle and Blackboard), presentation slides, and techno-reflective narrative interviews conducted after the course.



Figure 1. Generative AI: unpredictable, uniquely reconstituted digital artifacts

Through thematic and multimodal analysis of these data, it is observed that participants examined images, detected biases, and critiqued such biases in different ways in their local contexts. Findings reveal how participants invested in CDLs by challenging biases in representations of race, gender and culture in AI-generated images and texts. They examined and interrogated misrepresentations of local people and biased representations of domestic helpers, genderless fashion, and other entities discussed in their projects. As an illustration, applying the notions he has learned such as linguistic features of gay male(-presenting) speech, heteronormativity, and naturalisation of heterosexuality, one case focused on gender inequity by discussing a video produced by Joey Ma, a Hong Kong local YouTube influencer, in relation to GenAI-generated images of straight and gay men with fashion outfits. Challenging the duality of standards in embodiment of masculinity and femininity, the case critically analysed how Joey's video highlighted his marginalised position in the Hong Kong local society, how GenAI-generated images portrayed stereotypical images of gay man under naturalisation, and thus how the local community should empower this group with agency to enact their flamboyant gay man persona. Other cases challenged the normalised images of smart students as females with formal clothing and glasses, and stereotypical images of domestic helpers as female ethnic minorities (in relation to the use of the phrase "Bun Mui" in Hong Kong) through prompting and re-prompting.

These findings illuminate the potential of critical pedagogy in promoting epistemic justice in human-AI interactions, empowering learners to develop critical digital literacy that enables them to detect and challenge biases and stereotypes in both AI-generated images and their daily lives (Figure 2). Through developing prompting, AI, and critical multimodal literacies, stakeholders involved in the GenAI-facilitated learning and teaching contexts need to foster L2 learners' critical awareness of inequalities circumscribing the use of GenAI tools by providing spaces for them to identify algorithmic biases when making semiotic choices and challenge stereotypical ideas of identities and roles. Only when teachers and students collaborate to interrogate the reinforcement of problematic hegemonic values that silence or marginalise certain groups of people in the society can we adopt an inclusive and critical approach to literacy education. This study ends with implications for the development of CDLs and GenAI policies.

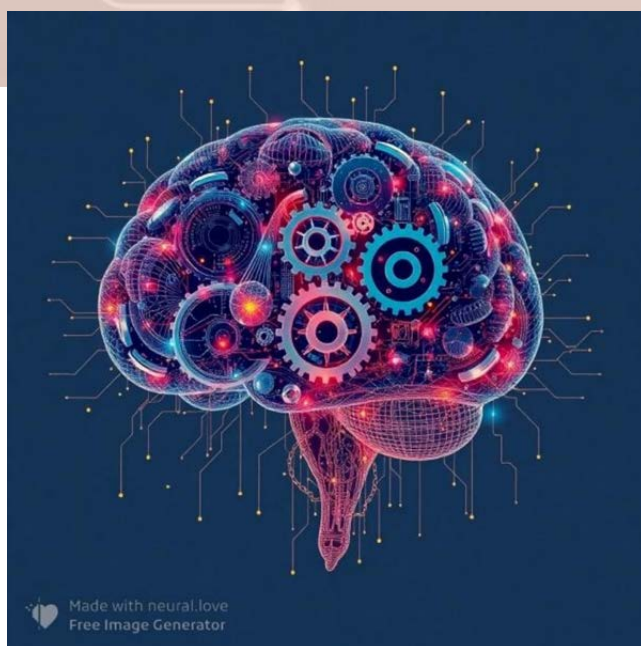


Figure 2. Critical pedagogy: a pro-active approach to social issues

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Drama Education in Metaverse: Learning New Literacies beyond Classroom

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Introduction

The pedagogy of drama education has gained increasing prominence in recent years, especially in the field of language and literature education. Drama is considered one of the most effective ways to develop students' expressive and creative capabilities. However, key challenges remain in integrating drama-learning into students' daily lives beyond the classroom, and in effectively blending drama education with virtual teaching and learning (VTL) to provide an engaging and sustainable learning approach.

The Teaching Development Grant (TDG) project "Drama Education in Metaverse: Learning New Literacies beyond Classroom", which started in January 2023, aims to create a metaverse-based drama education platform that provides students an interactive, safe and novel environment to continue their drama-learning beyond the classroom. In this virtual space, students can choose their own avatars to participate in a variety of drama activities, such as process drama and character-profiling. The implementation of this package will be blended with classroom activities, aiming to enhancing students' skills of communication and appreciation of literature, ultimately developing their literacy skills, encompassing reading, writing, cultural perception, and critical thinking.

The Metaverse-based VTL Package

Drawing on the foundational work of 3D L(IT)eracy Model (Green 1988), the pedagogical implications of the VTL package are in three dimensions, namely operational, cultural and critical aspect: (i) the operational importance of recognising and utilising the fundamental features of dramatic form; (ii) the elements of acting and explores how culture is enacted through the semiotic choices made during the dramatic process, allowing students to understand the deeper meanings behind their performances; (iii) the significance of using cultural knowledge to create dramatic meaning, as well as recognising that drama serves as a powerful tool for constructing worldviews.

The metaverse space specifically designed for this project is to provide students with a safe, innovative, and interactive environment to learn new literacies through drama activities. To achieve this objective, the platform of choice is Spatial - a metaverse hub where creators curate and share immersive social experiences for web, mobile, and VR users.

The project has built "A Town of Drama Education" in Spatial which consists of 6 distinct scenes, including a main street, restaurant, park, apartment, school, and theatre (see Figure 1). The Main Street is the major hub for students to traverse between different spaces, which are rich in background details and populated with objects to stimulate students' creativity during virtual drama performances.



Figure 1. The map of "A Town of Drama Education"



Figure 2. Students' works of the drama exercises in metaverse



Figure 3. Students created costumes for the characters. This is the character profiling exercise of YANG Xiu 楊修 using material from "The Death of YANG Xiu" 楊修之死 in the novel *Romance of the Three Kingdoms*. Students found ancient Chinese costumes for the characters.

In this virtual space, students can choose their own avatars to participate in a variety of drama activities. Students can interact with each other in a virtual-physical form, using voice-over, texting, gesture and movement to communicate. Students' performance and chatting in the metaverse can be recorded.

The package has been implemented in 12 workshops with a total of 300 participants, including students of postgraduate, undergraduate and secondary schools. The workshop is structured around a pre-text reading, during which students develop skills to dissect and comprehend the text, followed by two drama activities – the first one is conducted face-to-face in a physical classroom while the second one in the metaverse, which consolidates or extends the face-to-face learning; these exercises allow students to explore both the skills and cultural aspects related to the material. Finally, the session concludes in the face-to-face mode again with a critical thinking discussion where students share their insights and takeaways.

Students' Responses

According to the pre- and post- workshop surveys, students found that, after the workshop, they have achieved notable improvements in four key areas: creativity, critical thinking, oral communication, and the application of drama education through the metaverse.

The data indicates a transformative impact of the metaverse on students' drama education. It also reveals a notable increase in the belief that drama practice on the metaverse platform facilitates more meaningful character development.

Conclusion

The project has shown us that the metaverse has emerged as a powerful tool in drama education. The use of avatar provides physical presences for participants to build collective experience in the virtual spaces; meanwhile, the platform serves as an effective and innovative tool for recreating scenario for drama practice – including those that are challenging to recreate in the classroom. By embracing the unique capabilities of the virtual space, educators and researchers can pave the way for a new era of drama education, one that empowers students to explore their creative potential in ways never before imagined.

**The TDG project is funded by the University Grants Committee.*

Reference:

Green, B. (1988). Subject-specific literacy and school learning: a focus on writing. *Australian Journal of Education*, 2(32), 156-179.

The Wheel of Emotions in NFT Musicking

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Dr LI King Yue Philbert

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Listening to music is a unique experience with both intellectual and emotional components we may encounter in daily life. There is so much we can communicate directly and spontaneously in a music event. It is an interactive moment of cultural and emotional exchange. Recent studies show that composers and performers communicate specific emotions in their musical work with compositional structure and performance expression such as dynamics, melody, ornamentation, harmony, articulation, texture, rhythm, tempo, and body gesture. In addition to pitch logic, time, process, sound colour, texture, parody, and performance ritual, composers now have more aesthetic possibilities to consider owing to "web3" technology, including immersive audio recording and online exhibition in the metaverse (such as Spatial Space). In June 2024, the research team visited the United States to explore 360° audio recording technology in Studio G, the San Francisco Conservatory of Music. With the enhanced vocabulary for music production, the variety of each music performance is also magnified. However, most research assumes the understanding and emotional intention of the music from these two contributors are the same. Moreover, the affective responses of the art technician and audience are hardly regarded as an active contributor in music production.

The purpose of the study is to document music emotions of composer, performer, art technician, and audience in the immersive musicking production. With the new NFT Musicking model and "web3" technology, the creativity and collaboration of all stakeholders (i.e., composers, performers, art technicians, and audience) are enhanced through exploring different aspects of musical emotions. It also examines the alignment of music emotions of different parties and their level of enjoyment on serious music production. To validate the creative input of different parties, "web3" technology is used to create a digital identity for the production, which also re-defines the definition of musical work in the modern world.

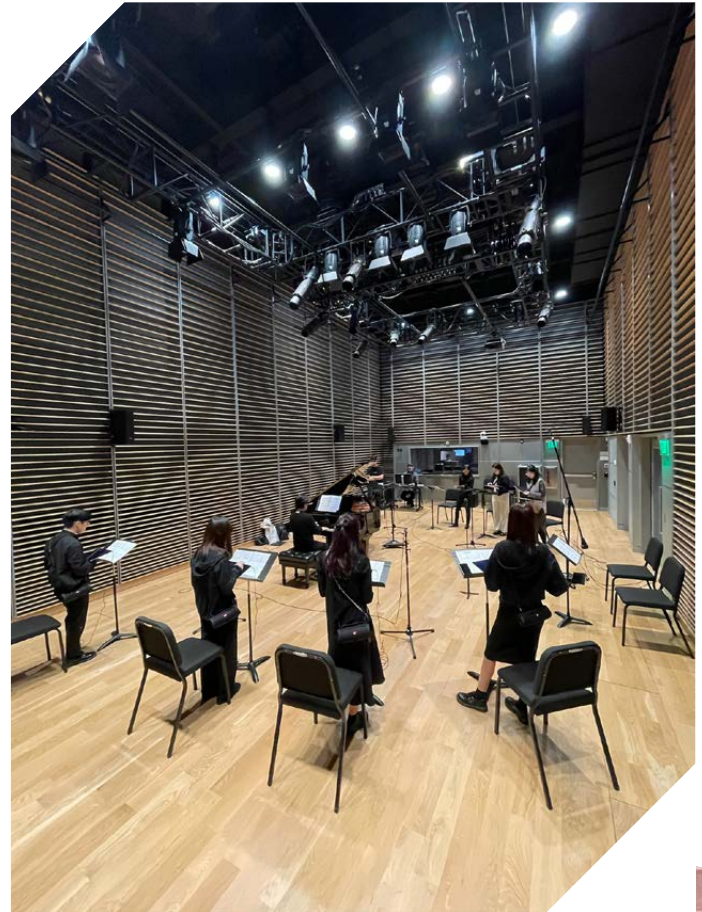


Figure 1. Exploring 360° audio recording technology in Studio G, the San Francisco Conservatory of Music

There are three hypotheses in this study – (i) there is a negative correlation between the differences and the music proficiency of the audiences, i.e., audiences with a higher music proficiency would have a smaller difference in the music emotions with the composers and performers; (ii) there is a negative correlation between the differences and the general rating for the musical work of the audiences, i.e., audiences with a higher general rating for the musical work would have a smaller difference in the music emotions with the composers and performers; and (iii) different stakeholders can input their creative ideas in an immersive musicking setting under the new NFT Musicking model. To examine these, five commissioned pieces are composed, recorded, rehearsed, and performed with “web3” technology. Affective responses from the audience will be collected during the NFTM concerts. These responses will be shown in the next music performance featuring inputs from four stakeholder groups (i.e., composers, performers, art technicians, and audience). Like some recent music emotion studies, the emotional empathy scale of the audiences, emotions for the musical works, and general rating for the musical works will be evaluated. A semi-structured interview will be conducted to find the factors affecting the alignment of music emotions of different parties.

Supported by the Teaching Development Grant (TDG), this project explores the potential of “web3” technologies in music-making to enrich in-service and pre-service teachers’ teaching and learning experience and creativity in response to universal trends, governmental policy, and the university’s strategic plan. It also examines music emotions in music production. In July 2024, the research team kicked off the NFTM concert series on EdUHK campus. Dr Philbert Li performed Dr Chi Hin Leung’s “A song without...” in a special setting to explore the music emotions of different stakeholders. This project is expected to impact music psychology, serious music production, and immersive music education.



Figure 2. Dr Philbert Li performs Dr Chi Hin Leung’s “A song without...” at the NFTM concert

Developing a Metaverse Platform with Virtual Reality – ‘LearningverseVR’ for Learning and Teaching

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This project, LearningverseVR, builds on the foundation of the original Learningverse—a 3D metaverse platform where users can create avatars using facial expression, gesture, and pose tracking through a standard webcam. The new VR extension incorporates generative AI technology and intelligent agents to enhance the learning experience, making it more engaging and enriching (refer to Figure 1).

According to a report by the Hong Kong Commercial Daily on 8 September 2023, Learningverse has achieved significant success. In June 2024, in collaboration with Zhejiang University, the project successfully introduced digital teachers based on Large Language Models (LLMs) to provide learning support and explore integration with Generative AI (GenAI), see as Figure 2. Building on this foundation, the project team anticipates that LearningverseVR will further explore applications beyond the educational field and actively develop new application scenarios. Additionally, the team maintains an open attitude towards cross-industry collaboration and is looking to developing partnerships across various sectors.

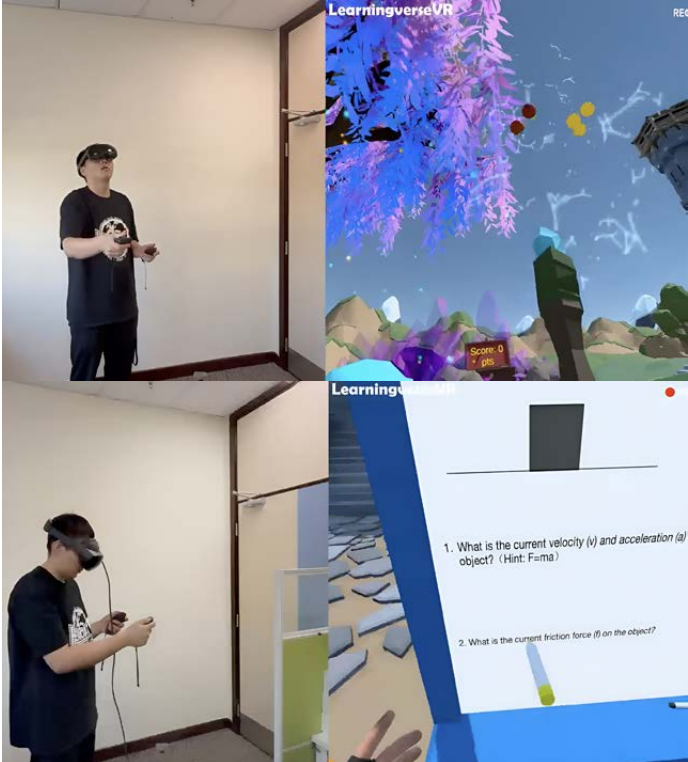
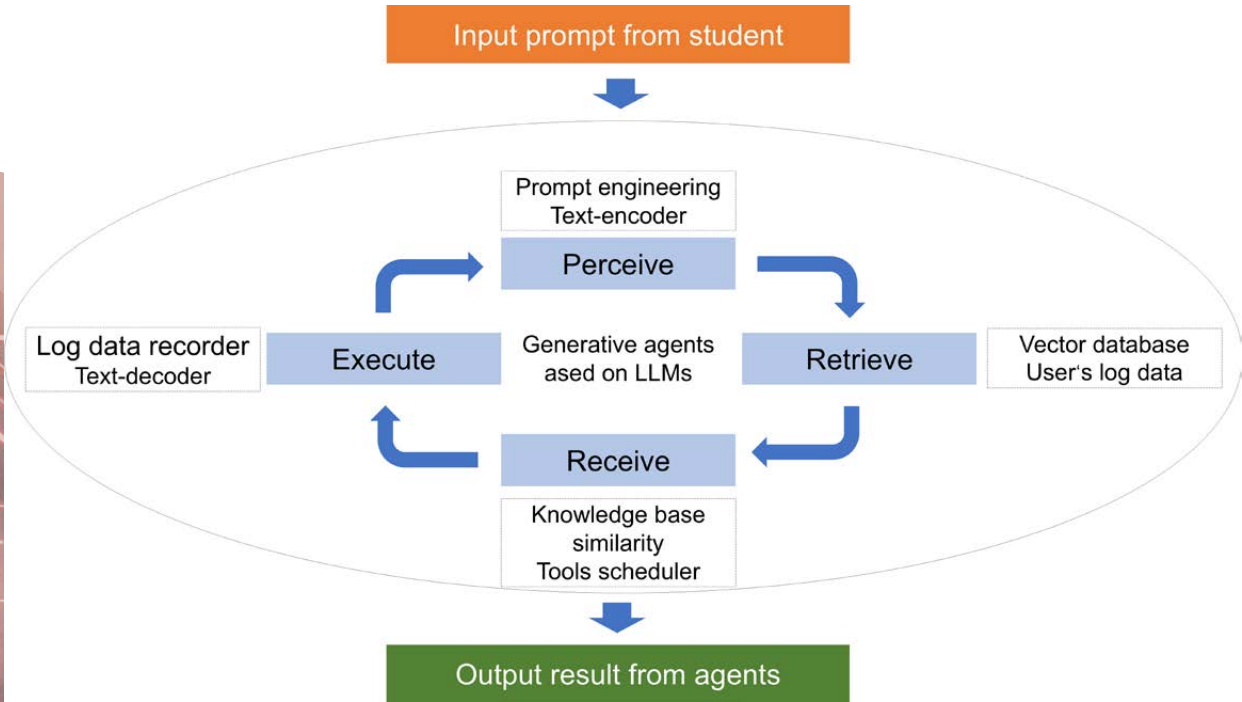


Figure 1. A student learning in Learningverse VR

Figure 2. Workflow of generative AI agents



A notable feature of LearningverseVR is its use of intelligent agents based on LLMs. These agents are not simple programmes, but applications powered by advanced artificial intelligence technologies, providing a more immersive, intelligent, and personalised experience. Unlike traditional VR systems that rely on predetermined scripts and limited interaction modes, LearningverseVR's intelligent agents can analyse user behaviour and responses in real-time, dynamically adjusting their responses (refer to Figure 3). This capability not only makes the learning process more natural and engaging but also allows for personalisation according to the specific needs and learning pace of each user, significantly enhancing learning efficiency and motivation.

LearningverseVR offers a series of virtual reality learning themes based on multi-role intelligent agents, designed to enhance the learning experience through highly interactive environments. These themes include preparation for the IELTS speaking and listening exams, simulating everyday life scenarios such as libraries, gyms, and banks to help candidates use English more naturally in actual conversations (refer to Figure 4). Practicing in this stress-free virtual environment can significantly improve candidates' IELTS scores. These scenarios cover interactions with librarians, fitness coaches, or bank clerks, which familiarise candidates with the communication challenges they might encounter in these common settings.

Additionally, for those looking to improve their public speaking skills, LearningverseVR provides an ideal simulated environment where users can practice and enhance their speaking abilities and confidence without the pressures of the real world. Intelligent agents can also play the role of experts in various fields, providing professional guidance and discussions. This is not limited to academic areas but can extend to business, technology, arts, and more. Through interactions with these virtual experts, users can practice and enhance their speaking skills and confidence in a safe and pressure-free environment, while gaining valuable industry insights and knowledge. Teachers can use this platform to simulate classroom teaching scenarios, and to improve and enhance their teaching techniques. Intelligent agents here can play the role of students with various personalities and learning abilities, providing a comprehensive training environment for teachers. This simulation is not limited to regular student interactions; intelligent agents can also provide immediate feedback and suggestions based on the instructional design and classroom management skills, allowing teachers to refine and improve their teaching strategies and techniques without the involvement of real teachers.

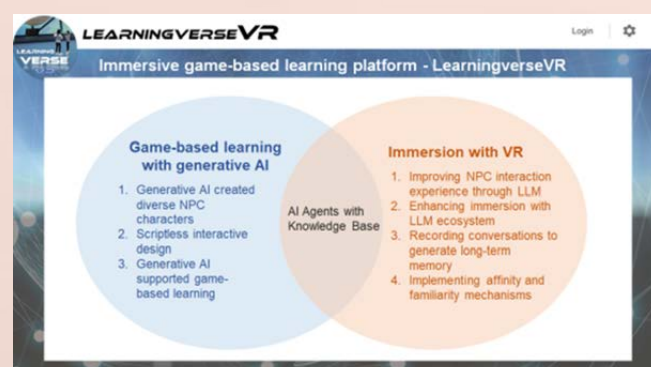


Figure 3. Design framework of "LearningverseVR"

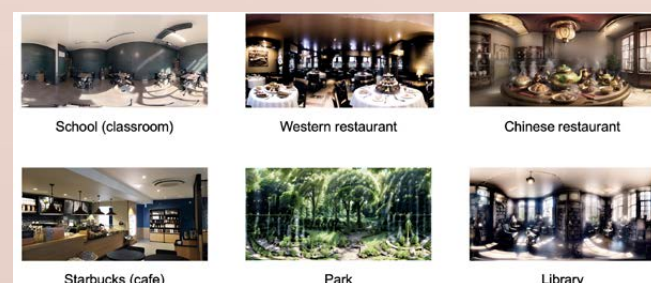


Figure 4. LearningverseVR – 3D scenario topics

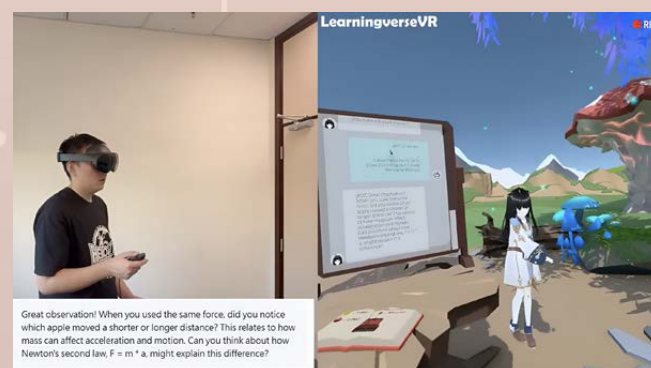


Figure 5. A student communicates with AI-driven avatar in LearningverseVR

Technology in Inclusive Education for Preservice Teachers

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Ms FENG Ziling

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Inclusive education is gaining prominence in teacher education with the significance of its contribution to diversity acknowledged by society. To prepare preservice teachers for the challenge of inclusive classrooms and appropriate intervention strategies, the project funded by the Teaching Development Grant intends to adopt scenario-based learning to expose preservice teachers to realistic and contextual situations. Specifically, we produce multiple animated videos to create inclusive classroom scenarios. Preservice teachers are engaged in learning activities where they encounter eight scenarios that simulate real-life inclusive classroom situations, organised into a four-module programme delivered through technology (e.g., VR headsets). To evaluate the effectiveness of these learning activities, students also rate and justify the provided response options and receive immediate feedback, as the videos are set to include possible consequences of their choices. The learning activities offer authentic learning experiences, and consequently, encourage preservice teachers to explore various problem-solving methods and actions in inclusive teaching practices, ultimately enhancing their self-efficacy.

In the Department of Special Education and Counselling (SEC) at The Education University of Hong Kong, our teacher education programmes aim to equip students with a comprehensive understanding of those with special educational needs (SEN) and effective strategies to support their future students with diverse learning requirements. However, our students still often express a lack of knowledge, skills, self-efficacy, and effective strategies to assist their SEN students in actual inclusive classrooms. The knowledge acquired in the classroom cannot always be applicable in real-life situations. Therefore, to better prepare our students for inclusive education, we use scenario-based learning (SBL) powered by VR technology. These immersive learning activities simulate real inclusive classroom settings, allowing preservice teachers to gain insights into actual classroom challenges and acquire appropriate intervention strategies.

To achieve this, we generate eight scenarios simulating real inclusive classroom situations delivered via technology (e.g., animation, VR headsets). In these virtual, scenario-based learning activities, our preservice teachers are given the opportunity to engage with challenging classroom situations. By watching virtual scenarios that are specifically designed and tailored for them, they can reflect on potential solutions to tackle these challenges. More specifically, upon reviewing scenarios, preservice teachers will be prompted to reflect on the appropriateness of specific strategies and articulate their rationale for selecting certain approaches over others. During the feedback process, they will be asked to consider the (in)appropriateness of certain teacher behaviours and strategies in the inclusive classroom setting (e.g., effectively handle the needs of a student with autism in the classroom), improving their critical thinking (e.g., judge which strategy is appropriate, which is inappropriate, and which is controversial) and problem solving skills (how to best solve a problem) to create inclusive learning environments that cater to the needs of all students, including those with SEN.

For further implementation and learning, the team is currently setting up the following learning platforms:

(i) Manual platform: Present in the form of a picture book. The content includes corresponding frames chosen from the produced animation videos, along with the accompanying dialogue text.

(ii) Online platform: Create a website for the project. The scenarios will be organised and put on the website.

(iii) Metaverse platform: Select Metaverse as the platform development. After integrating the scenarios into the Metaverse, students can use VR headsets (e.g., Meta quest) to experience multiple scenarios in an immersive environment (See Figure 1).



Figure 1. VR Testing

Currently, the project team is in the stage of producing animated videos (See Figures 2-4) and setting up the SBL learning programme. From October to December in 2024, the project team evaluated these learning platforms to establish their effectiveness in improving our preservice teachers' problem-solving and critical thinking skills, teaching self-efficacy, and classroom readiness to teach in an inclusive classroom setting.



Figure 2. Animation screen capture



Figure 3. Animation screen capture



Figure 4. Animation screen capture



Figure 5. Animation screen capture

Utilising Digital Gamification to Promote Academic Integrity and the Ethical Use of Artificial Intelligence in a Virtual Space

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In recent years, the educational landscape has undergone a significant transformation driven by rapid advancements in digital technologies. As the capabilities of generative AI continue to expand, it fosters teaching and learning and provides new perspectives on academic integrity. Among these advancements, how to leverage AI ethically and follow the principle of academic integrity has become an important issue. The integration of gamification and AI interaction within the virtual space stands out as an innovative approach. Gamification is the application of game elements (e.g., badges and avatars) in educational contexts to enhance student engagement, motivation, and learning outcomes. AI interaction allows students to chat, interact, and understand AI-generated content, which cultivates critical thinking skills and can help us make informed decisions about their use. When combined with virtual space (e.g., VR, metaverse, etc.), it offers an immersive environment that could reshape how academic integrity and ethical use of AI are communicated and absorbed.

This project, funded by the Fund for Innovative Technology-in-Education (FITE) from the UGC, provides 3D immersive virtual spaces with digital gamification and thereby enhances students' engagement and understanding of academic integrity and ethical use of AI. As AI becomes increasingly common in both educational settings and daily life, there is a growing need to educate students on how to use it effectively and ethically. The project's core objective is to create an immersive 3D virtual space where students can engage in a gamified learning journey. This space is designed to simulate real-world scenarios that require students to apply principles of academic integrity and ethical AI use.

To reinforce the principles of academic integrity and ethical AI use, we have developed a series of gamified scenarios set within an immersive virtual environment. These scenarios are designed specifically to embody the fundamental values of Responsibility, Fairness, Honesty, Trust, and Respect, offering learners a unique platform to engage with these concepts practically and interactively. Through these virtual experiences, students are presented with realistic challenges and opportunities that mirror the complexities of real-world academic settings. Students can navigate tasks such as data collection, academic writing, and presentation by simulating group assignments with virtual non-player characters (NPCs) and AI bots who represent peers and collaborators. This allows them to practice making decisions consistent with academic integrity and the ethical use of AI. Figure 1 presents an overview of the virtual environments.



Figure 1. Overview of the digital gamified virtual environment

Following these interactions, students are encouraged to reflect on the potential outcomes of their decisions and foster a deeper understanding of ethical decision-making. This reflective process could enhance critical thinking skills and prepare students to effectively address ethical considerations in scenarios where generative AI is in widespread use. Thus, students gain valuable insights into the importance of maintaining integrity. These scenarios are designed to equip students with the necessary knowledge to navigate the evolving landscape of integrity and ethics with technology.

To enhance student engagement and motivation, we have integrated digital gamification elements into our online learning platform. This virtual environment is structured around a central hub and five distinctive subspaces. Students navigate this space using avatars, controlled via a keyboard and mouse, and interact with predefined 3D objects (e.g., clickable portals) for seamless transitions between the central hub and the various subspaces. Within this interactive environment (see Figure 2), they can engage and converse with both their peers' avatars and an AI-driven non-player character (NPC).

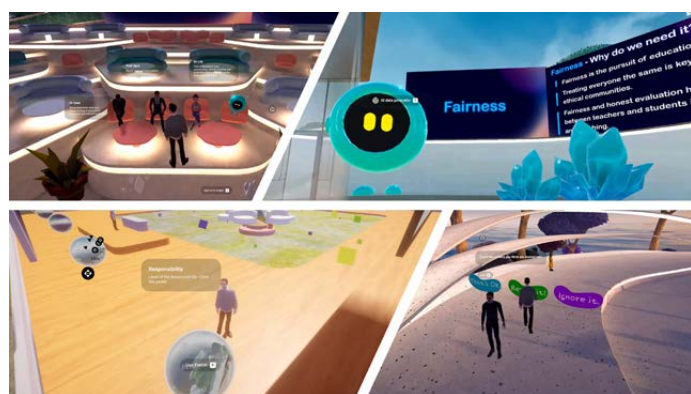


Figure 2. Examples of interactive function in the environment

Students are invited and guided to actively participate in learning activities through synchronised and dynamic quests. Upon completing each activity within their subspaces, students automatically earn virtual badges for both recognition and feedback for their achievements. Moreover, the scoring system is designed to evaluate students' learning behaviours, awarding points for choices that demonstrate academic integrity and ethical AI usage, thereby offering immediate feedback and supporting learning analytics. Figure 3 shows the gamification elements in this project.

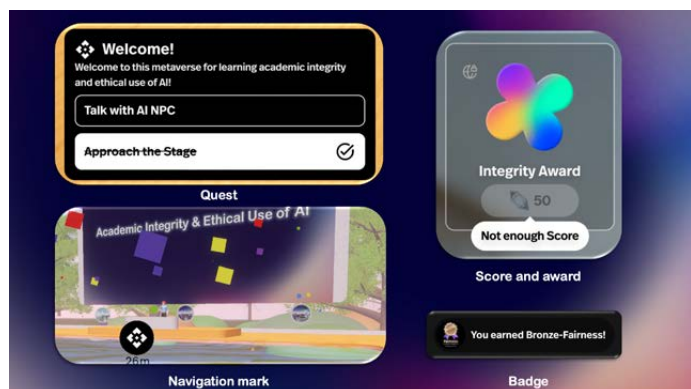


Figure 3. Examples of gamification elements

The developed virtual environment is designed for compatibility across various devices, encompassing desktops, mobile phones, and virtual reality headsets. Spatial.io supports the infrastructure to provide basic functions. Unity engine is employed to facilitate user interaction with C# programming, synchronise animations and render the overall atmosphere of the environment. This virtual space incorporates a generative AI-driven NPC. This AI has been tailored to fulfil specific learning objectives and to adhere to EdUHK's policies on academic integrity. The customisation process involves the deployment of pre-defined prompts, constructing well-structured knowledge bases for efficient information retrieval, and implementing an interpreter to define the NPC's personality and behaviour within the virtual setting. This AI NPC is displayed as a human-like avatar (see Figure 4), powered by advanced large language model (LLM)-based agents for engaging in meaningful dialogues. The NPC can provide domain-specific inquiries related to academic integrity and the ethical use of AI within the virtual environment.

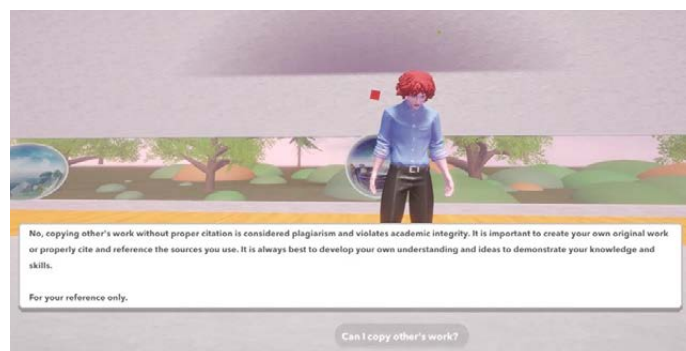


Figure 4. Generative AI-driven NPC as a human-like avatar talking with a student

The article explores the design and development for combining gamification with virtual learning environments to promote academic integrity and ethical AI use. Through immersive 3D virtual spaces and structured gamified scenarios, students engage with core values of academic integrity and enhance their decision-making skills in navigating daily learning.

AI for Formative Feedback

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This Teaching Development Grant (TDG) project, which lasted sixteen months and involved CLE and ELE students, demonstrated that formative AI feedback can enhance students' written and spoken language abilities. The AI tools provided formative feedback on both speaking and writing. The results indicate that using AI-powered tools (e.g., ChatGPT or Poe) to provide formative feedback on students' writing can be transformative. Incorporating AI-generated feedback alongside traditional peer and teacher feedback leads to a multifaceted approach to improving students' writing skills. This section describes how formative AI feedback can enhance students' writing skills.

Writing Skills Enhancement

A key benefit is that AI feedback is immediate, comprehensive and personalised. AI tools can analyse students' writing and speaking in terms of grammar, lexis, coherence, style, organisation, content pronunciation in seconds. It can then provide suggestions for improvement, which students can implement immediately. This immediacy is crucial, as the writing and/or speaking task is still fresh in students' minds, promoting a more effective learning process. AI tools can also handle a large volume of writing, ensuring every student receives detailed feedback regardless of class size. Scalability is particularly beneficial in settings with a limited number of instructors, where providing individualised feedback to all students can be challenging. In the implementation part, we observed that students were able to revise their essays more effectively due to the immediate feedback and were able to continue the writing process more independently.

When AI feedback is integrated with peer and teacher feedback, its effectiveness is significantly enhanced. Each source has unique strengths; combining them promotes a holistic approach to writing. Specifically, AI tools such as ChatGPT provide consistent, objective and non-judgmental feedback. They can identify common grammatical errors, suggest vocabulary enhancements and improve sentence structures. This helps students develop a strong foundation in the technical aspects of writing.

We observed that students' average score on grammar and vocabulary of the tasks improved by half a grade after incorporating AI feedback. Peer feedback not only helps the writer receive constructive criticism but also benefits the reviewer by exposing them to different writing styles and perspectives. In addition, it fosters a collaborative learning environment and encourages critical thinking and self-reflection. Finally, teachers bring experience and expertise to the feedback process, providing nuanced insights into content, structure and argumentation that AI tools may not be able to fully address. They can also offer personalised guidance and support, addressing specific student needs and learning styles. This was also reported in the interviews where students found the follow-up feedback by their teachers helpful as they lacked the knowledge of how to write effective prompt to receive in-depth and constructive feedback at all times.

Integrating all three forms of feedback creates a synergistic effect that maximises the benefits of each source and ensures students receive a well-rounded assessment of their writing, addressing both technical and content-related aspects. There are also instances where each source reinforces or complements the insights of the others. For example, if AI suggests improving sentence structure, peers may comment on the clarity of arguments and teachers can provide deeper insights into the overall coherence and logic of the text. This multi-layered feedback approach ensures comprehensive coverage and enhances students' writing overall. We found that 54% strongly agreed and 38.2% agreed that the learning and teaching activities addressed their needs in learning. In addition, 56.4% strongly agreed and 36.5% agreed that the learning and teaching activities stimulated their interest in learning. Together, these three sources create a supportive and effective learning environment that fosters continuous improvement and development. As educational practices continue to evolve, the strategic integration of AI will play an increasingly vital role in helping students achieve their full potential as writers.

In conclusion, this project has explored the benefits and challenges of integrating AI feedback in language learning. As educational practices continue to evolve, the strategic integration of AI in English language courses as a formative assessment tool will play an increasingly vital role in helping students achieve their full potential as writers and speakers.

Empowering Multilingual Self-Directed Language Learning in the Digital Age through AI and Corpus-aided Pronunciation Training

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Funded by the Teaching Development Grant (TDG), this project aims to develop a comprehensive, self-directed framework for interactive English and Mandarin pronunciation learning, supported by Corpus and AI technology. The project also aims to create relevant teaching materials to accompany the framework.

The foundation of this endeavour will be two speech corpora derived from the Principal Investigator's (PI) previous TDG projects: The Spoken Corpus of Hong Kong Learners of Mandarin (T0150, 2015-2017) and The Spoken English Corpus of Chinese and Non-Chinese Learners in Hong Kong (T0200; 2018-2020). These corpora provide learners with authentic speech samples from both native and non-native speakers in Hong Kong, enabling them to recognise distinctive phonological features of English and Mandarin.

To facilitate the pronunciation classes, conversational and automatic speech recognition (ASR) AI tools such as ChatGPT, Poe, Speech notes, and Murf will be integrated into the corpus-based learning environment. By incorporating these AI tools, the project will pioneer the use of AI in pronunciation learning, equipping frontline teachers with practical materials.

A three-phase, self-directed AI and corpus-aided pronunciation learning framework has been developed. This framework guides learners through three key phases: acquiring articulatory knowledge, enhancing perceptual skills, and practicing production. It incorporates conversational AI tools for feedback and comparison with native speakers, alongside rich corpus data for identifying common pronunciation features. A simplified learning process based on this framework has also been developed. Six sessions of self-directed interactive AI and corpus-aided English and Mandarin pronunciation teaching materials are under development. Material for the first four topics (Introduction, English segmental features, English suprasegmental features, and accented English) have been produced (as shown in Figure 1). These materials emphasise the use of corpora and AI tools for language learning, focusing on phonological analysis, feedback, and practice. The first four sessions of the training programme were conducted with 120 EdUHK postgraduate students, covering the English pronunciation corpus, the AI and corpus-aided pronunciation teaching and learning framework, and the initial three topics of the teaching material (as shown in Figure 2). An online platform has been constructed to share the AI and corpus-aided self-directed interactive teaching and learning framework and teaching kits with the wider public. This platform, accessible at <https://corpus.eduhk.hk/L3PLT/index.php/aicorporus-integration/>, provides information about the project, the framework, the two pronunciation corpora, the online training programme, and resources on various AI tools (as shown in Figure 3). Finally, an online course platform on Canvas has been developed to deliver the online training programme, making it accessible to registered participants (as shown in Figure 4).

The project will continue to advance in several key areas. The development of teaching materials for Mandarin segmental features, Mandarin tone features, and accented Mandarin will be completed. The training programme will undergo further piloting and evaluation, incorporating feedback for ongoing improvement. Efforts will be made to promote the online training programme to a wider audience, including pre-service and in-service teachers. Finally, the project remains committed to exploring and integrating new AI tools into the framework and materials, ensuring that the project remains at the forefront of innovative pronunciation learning and teaching. The project is making significant strides in developing and implementing a comprehensive and innovative approach to pronunciation learning and teaching. The focus on integrating AI and corpus technology holds the potential to significantly enhance the effectiveness of pronunciation learning for learners of English and Mandarin, ultimately contributing to improved communication skills in a global context.

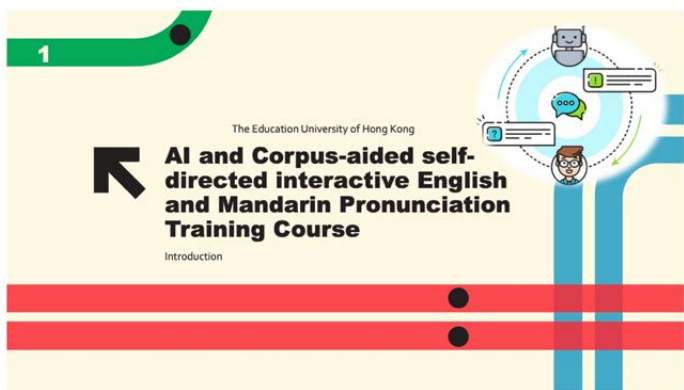


Figure 1. Materials of the Training Course



Figure 2. On-site Pronunciation Training Programme with postgraduate students



Figure 3. Online platform of the project

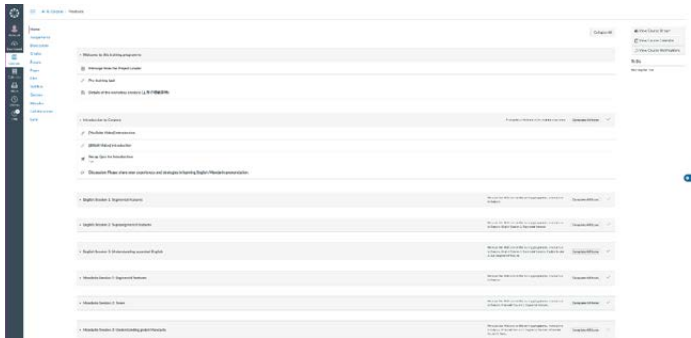


Figure 4. Online Pronunciation Training Programme on Canvas

Promoting Online Teaching with GenAI-driven Automatic Generation of Instructional Videos and Learning Tasks

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Video has become an integral component of education, transforming the way information is delivered and consumed. In higher education, instructional video is seamlessly integrated into traditional courses, serving as a central pillar in blended learning environments, and as the primary means of content dissemination for online courses. However, creating instructional videos poses several significant challenges. Producing high-quality videos and materials requires a substantial investment of time and effort. Teachers must also develop new technical skills for video production and editing, which can be a barrier. Moreover, when students watch the videos outside of class, they are unable to get immediate help or feedback if they become frustrated or have questions.

To address these challenges, we are developing an innovative generative artificial intelligence (GenAI) platform called the Generative Instructional Video in Education (GIVE) Platform. This platform utilises a multimodal framework to generate customised instructional videos. Teachers can input their lecture materials, personal audio chips, and talking head photos into the platform, which then integrates a large language model (LLM) to generate the lecture scripts based on the lecture materials, a text-to-speech model and an image-to-video model to automatically generate instructional videos (Figure 1). These videos feature a synthetic teacher's voice, precise lip-audio synchronisation, and natural talking head movements. Furthermore, the platform leverages GenAI technology to automatically generate short tests or quizzes, such as multiple-choice and open-ended questions, to assess the effectiveness of the videos in improving students' critical thinking and problem-solving skills (Figure 2).

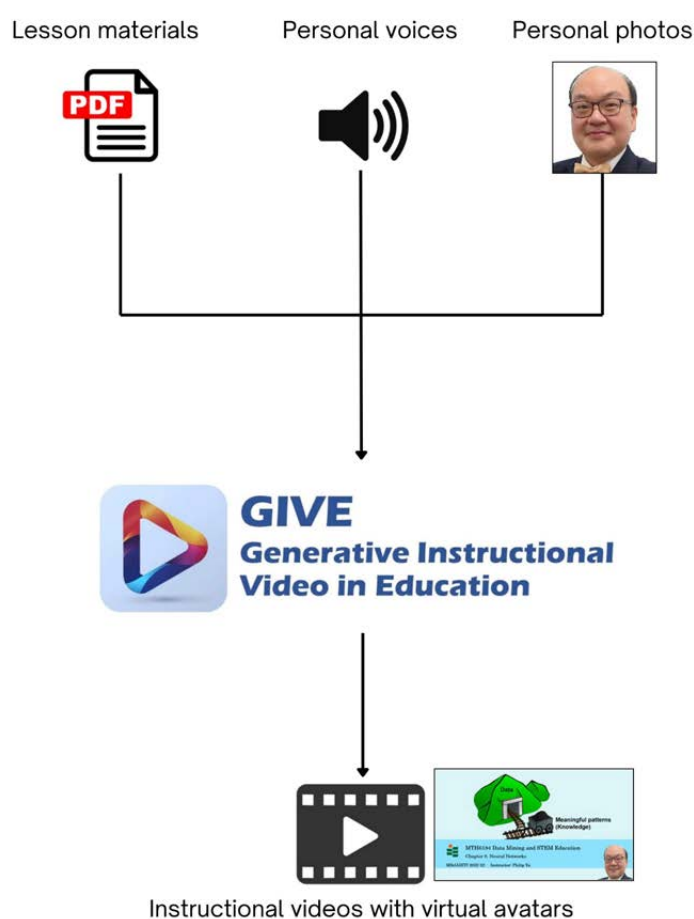


Figure 1. Generative Instructional Video in Education (GIVE) Platform

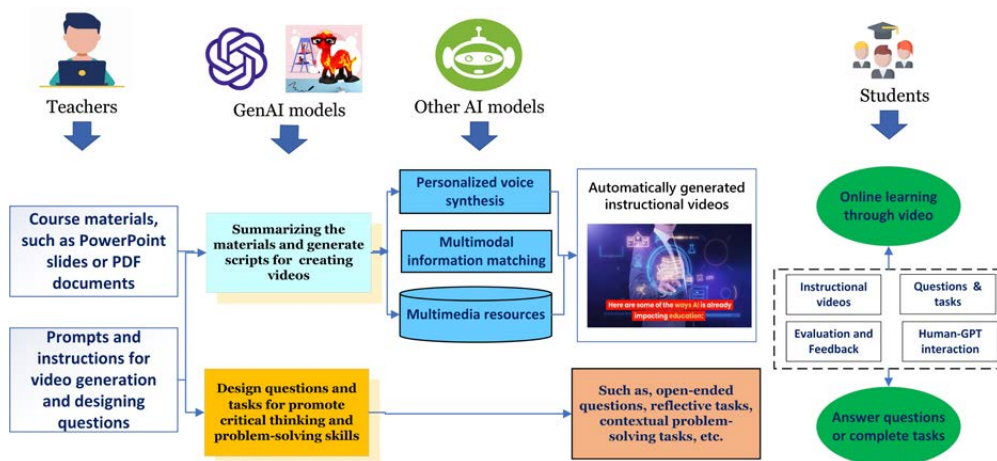


Figure 2. Workflow of the GIVE platform for instructional video production

The GIVE platform has three main objectives:

- 1. Facilitating Seamless Online Teaching:** The primary goal is to provide teachers with efficient tools for creating interactive instructional videos, thus enabling seamless engagement in online teaching. The project will support teachers in conducting online teaching experiments in their courses.
- 2. Supporting Student Engagement:** The synthesised instructional videos will enable students to engage in course learning anytime and anywhere. Personalised avatars, created from teachers' photos and voices, along with lecture scripts provided by an open-source LLM like Llama 3 (Figure 3), will enhance students' social, cognitive, and teaching presence in an online learning environment.
- 3. Enhancing Student Outcomes:** Beyond video creation, the platform will leverage GenAI to design contextual learning tasks and develop various questions aimed at improving students' problem-solving and critical-thinking skills. These features are expected to enhance students' achievement of Generic Intended Learning Outcomes (GILOs).

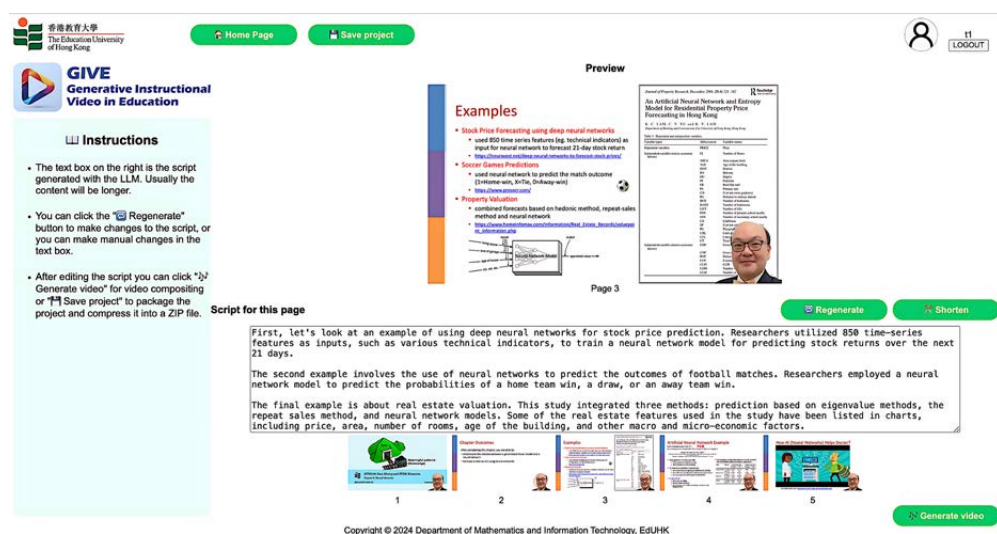


Figure 3. Teachers can modify the generated scripts to fulfil the specific teaching requirements

The GIVE platform simplifies the creation of course materials by automatically generating personalised and professional videos from uploaded content. This allows teachers to focus more on course design, student interaction, and personal tutoring, thereby improving teaching quality.

In the future, GIVE will allow teachers to freely adjust the size and position of the talking head and use different styles of talking heads. We will also develop a quiz-generation platform (Figure 4) that seamlessly connects with GIVE. The platform will allow teachers to create interactive quizzes based on their personalised instructional videos, aiming to enhance students' learning experience and improve teachers' productivity.

This ongoing project, titled "Promoting Online Teaching with GenAI-driven Automatic Generation of Instructional Videos and Learning Tasks", is supported by the Faculty-level Teaching Developing Grant. Colleagues interested in trying out the platform are welcomed to contact me. The GIVE platform is anticipated to make a significant leap forward in leveraging AI to enhance the quality and accessibility of instructional videos in higher education.

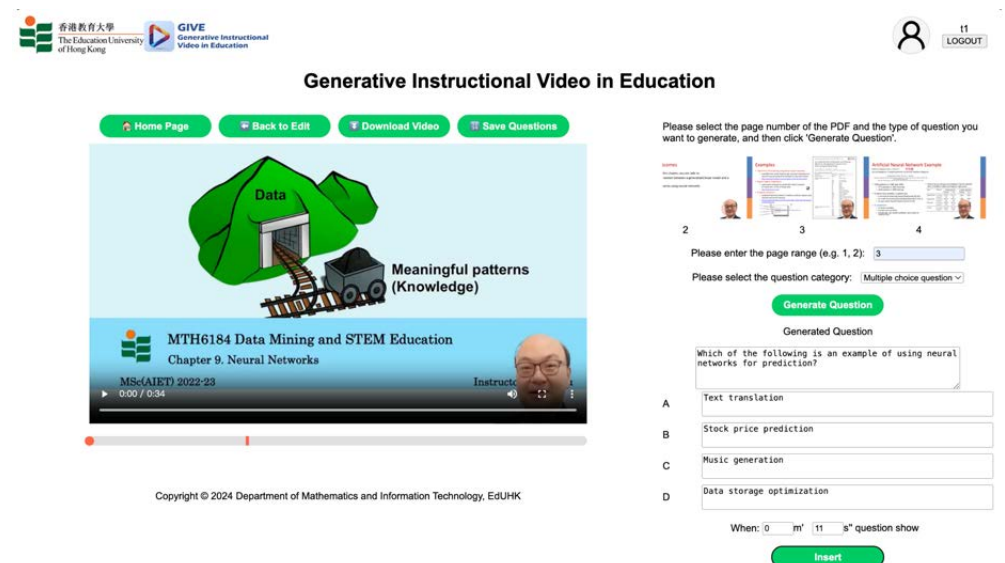


Figure 4. Teachers can generate short tests or quizzes using our GIVE platform

Reference:

Yu, P.L.H., Zhang, T. and Zhang, J. (2024). GIVE: Generative Instructional Video in Education. Invited talk presented in the EAC-ISBA 2024 Conference, 25-26 June 2024, Hong Kong.

Enhancing Self-Regulated Learning Efficacy in Undergraduate Education through the Integration of AI-Enabled Generative Tools and the 6-P Pedagogy: A Learning and Teaching Partnership Approach

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Introduction

This Teaching Development Grant project aims to integrate AI-enabled generative tools into the undergraduate curriculum, enhancing self-regulated learning (SRL) and fostering critical thinking. As AI reshapes higher education, teaching responsible usage is vital to uphold academic honesty. While AI offers personalised learning and real-time feedback, it also poses risks like plagiarism, where students might submit uncredited AI-generated content, leading to severe consequences. To mitigate these issues, students must use AI tools cautiously and transparently, supporting academic integrity. Ultimately, fostering ethical AI use in the classroom is vital for equipping students with the necessary skills for their academic and professional futures while maintaining the integrity, reputation, and overall credibility of higher education.

The 6-P Pedagogical Approach

The university proposed a 6-P Pedagogy (Kong et al., 2024) to bolster students' information literacy and academic integrity. This non-sequential, yet interconnected, set of six phases: Plan, Prompt, Preview, Produce, Peer Preview, and Portfolio Tracking, is aligned with the university's objectives of nurturing independent and innovative thinking while guiding students to use AI responsibly. By implementing the 6-P Pedagogy, educators can better equip students with the essential problem-solving, ethical decision-making, and legal awareness skills needed to succeed in the digital world.

Enhancing Learning Experiences through gamification

The project enhanced the university's integration of the 6-P pedagogy with AI, fostering self-regulated learning and critical thinking among students. It created three interactive adventure games that simulate real-life AI scenarios, allowing students to make ethical decisions and sharpen their problem-solving skills. This gamification approach aids in discerning reliable information sources and recognising legal pitfalls, thereby improving non-technical AI literacy in a safe setting. By leveraging students' familiarity with online technologies, the games enrich the learning experience and encourage responsible technology use. Ultimately, it promotes academic honesty and integrity, equipping students with essential tools to navigate the complexities of AI in a responsible and ethical manner.

Contents of the three online games

Game 1: AI Jungle (Plan & Prompt)

Scenario

The key character navigates an AI Jungle filled with traps set by a bad AI Ghost. Guided by a good AI Wizard, the players use critical thinking to make decisions while upholding academic integrity.

Learning Content

- *Part 1: Plan the Essay Structure*

Adopting the idea of the "Authorising Cycle", the player reorganises diamonds to learn essay writing procedures, specifically the planning procedures of writing an essay.

- *Part 2: Prompt the AI Wizard*

At each of the barriers along the path, different AI Wizards will suddenly appear to help. Players need to prompt good AI Wizards to get the correct information. Aided by good AI Wizards, the character can have more weapons to progress through the game. Eventually, the character beats the bad AI wizards and passes through the AI Jungle successfully.

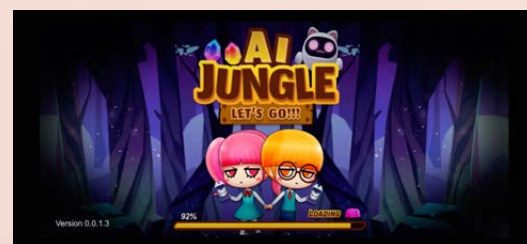


Figure 1. AI Jungle



Figure 2. Rescue the Princess

Game 2: Rescue the Princess (Preview & Produce)

Scenario

In the AI Jungle, there is a castle up in the mountain. A little princess is trapped in the top of a tower guarded by a fire dragon. The key character needs to unlock all the AI chambers to collect golden tokens to save the little princess.

Learning Content

Preview for the Real before being Produced

The AI chambers, locked and guarded by the fire dragon, require players to review AI-generated output such as text, music, images to identify suspicious elements to unlock them. Tricky traps such as plagiarism and fake references challenge the players, while a good AI Cat provides ethical guidance. By unlocking all chambers, the AI princess will be rescued.



Figure 3. Cure and Clear

Game 3: Cure the Clear (Peer Review & Portfolio Tracking)

Scenario

In the AI Kingdom, the character helps the AI Princess identify "hidden germs" in citizens by examining symptoms on their tummy screens, then brings them to the medical centre for treatment to cure and clear the germs.

Learning Content

- *Part 1: Peer Review*

The character acts as a doctor, diagnosing AI patients' symptoms to identify mistakes when using AI generative tools. The character needs to perform medical treatment based on their symptoms and to prescribe AI medicine to cure sick people. For example, one of the AI patients suffers from gastrointestinal upset and stomach surgery is required to remove hazardous information, including fake articles and unsubstantiated claims.

- *Part 2: Portfolio Tracking*

Each AI patient receives a "medical report" outlining the measures to prevent AI misuse, and promoting academic honesty and integrity, to be submitted to the Princess. The doctor educates patients on staying safe and healthy while using AI tools.

Concluding Remarks

This project contributes to the dialogue on responsibly utilising emerging technologies to enhance learning experiences. The project's success stems from the innovative use of the 6-P Pedagogy to promote self-regulated learning (SRL). Special thanks are due to the Project Co-supervisors for their teaching expertise in conceptualising and implementing the project. Additionally, gratitude goes to the EdUHK student co-developers and professional game writers for their essential contributions to the game design and development process.

Reference:

Kong, S.-C., Lee, J. C.-K., & Tsang, O. (2024). A pedagogical design for self-regulated learning in academic writing using text-based generative artificial intelligence tools: 6-P pedagogy of plan, prompt, preview, produce, peer-review, portfolio-tracking. *Research and Practice in Technology Enhanced Learning*, 19 (030). <https://doi.org/10.58459/rptel.2024.19030>

Enhancing University Students' Literacy in Academic Reading and Writing Through Critical and Ethical Use of GenAI

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With the rapid advancement and educational integration of generative artificial intelligence (GenAI), such as Chat Generative Pre-trained Transformer (ChatGPT) and similar technologies, it is crucial to understand how these tools can be responsibly harnessed within the realm of language instruction, predominantly to improve students' academic literacy skills. In this project, academic literacy is operationalised as the ability to read and write within the academic context (Hyland, 2022). This ability is specifically pivotal in higher education, where students need to comprehend, analyse and evaluate ideas in complex academic texts and synthesise them to support their argument in writing (Hirvela, 2016; Yung & Fong, 2019). The project objectives include:

- 1. To explore how university students use GenAI tools to assist them in writing source-based academic essays in English;
- 2. To identify and evaluate features of GenAI tools that can enhance university students' literacy in academic reading and writing;
- 3. To provide a comprehensive framework to enhance university students to use GenAI critically and ethically for source-based academic writing.

Students' Preferred GenAI Tools and Usages

The survey results show that ChatGPT3.5/4 is at the top of the GenAI list with an impressive 74.46% adoption rate, followed by Poe at 52% and Bing at 21.15%, indicating that ChatGPT3.5/4 is widely relied upon by university students for writing assistance. Additionally, Figure 1 demonstrates how students of different study levels apply GenAI tools to assist in academic writing. For example, Master-Research (MR) and Master-Taught (MT) students tend to use GenAI for brainstorming (both 66.67%), obtaining outline suggestions (MR:45.83%, MT:53.70%), and translation support (MR:41.67%, MT:46.30%). In contrast, PhD students apply GenAI tools more frequently for synthesising different resources (56.52%), searching for relevant academic publications (52.17%), and summarising a large amount of long text data (30.43%). Notably, EdD and undergraduate students share the same top three preferences for GenAI use: brainstorming, synthesising diverse sources, and suggestions regarding sentence structures.

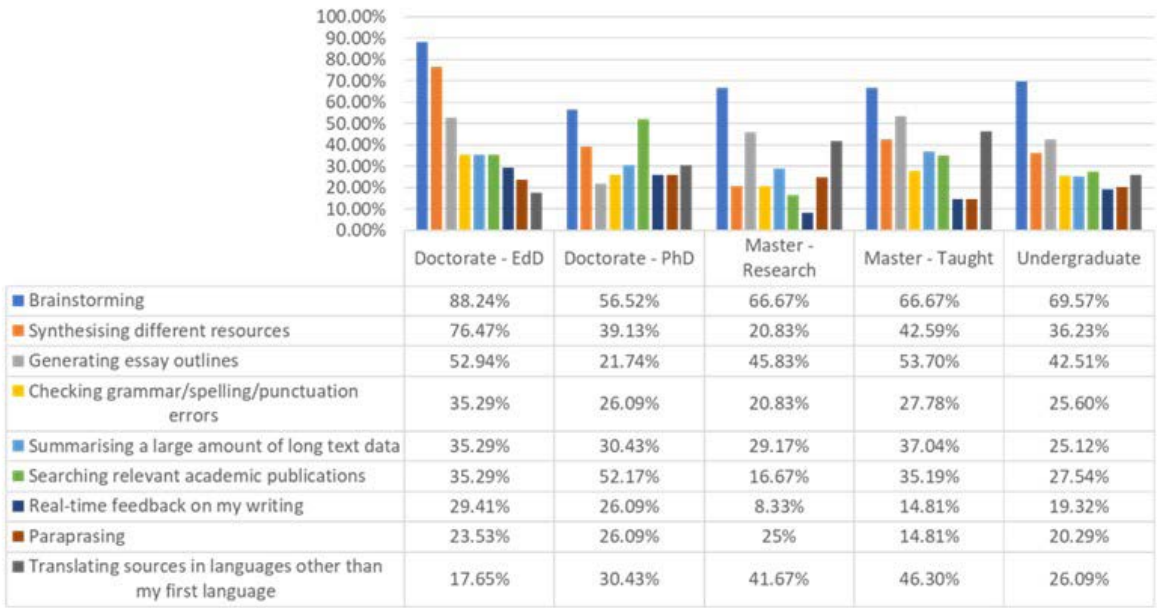


Figure 1. Purposes for Using GenAI in Academic Writing for Students of Different Study Levels (n=325)

Students' Perceived GenAI Effectiveness and Awareness of GenAI Limitations

The data shown in Figure 2 indicate that students generally perceived that GenAI tools (e.g., ChatGPT3.5/4.0, Gemini, Bing) have positively impacted their academic writing abilities. Students agreed or strongly agreed that GenAI has enhanced their writing growth by assisting in checking writing mistakes (51.69% and 16%) and expanded their vocabulary by recommending context-specific words and phrases (49.54% and 17.85%). Students also highlighted GenAI's significant contributions to facilitating outlining (49.85% and 16%) and summarising different resources (49.54% and 12.92%). Notably, there is a relatively high agreement among students that using GenAI tools to assist in the writing process has fostered their cognitive abilities, including written communication skills (51.69% and 12.62%), critical-thinking skills (46.15% and 11.08%), and ethical decision-making skills (43.69% and 11.69%).

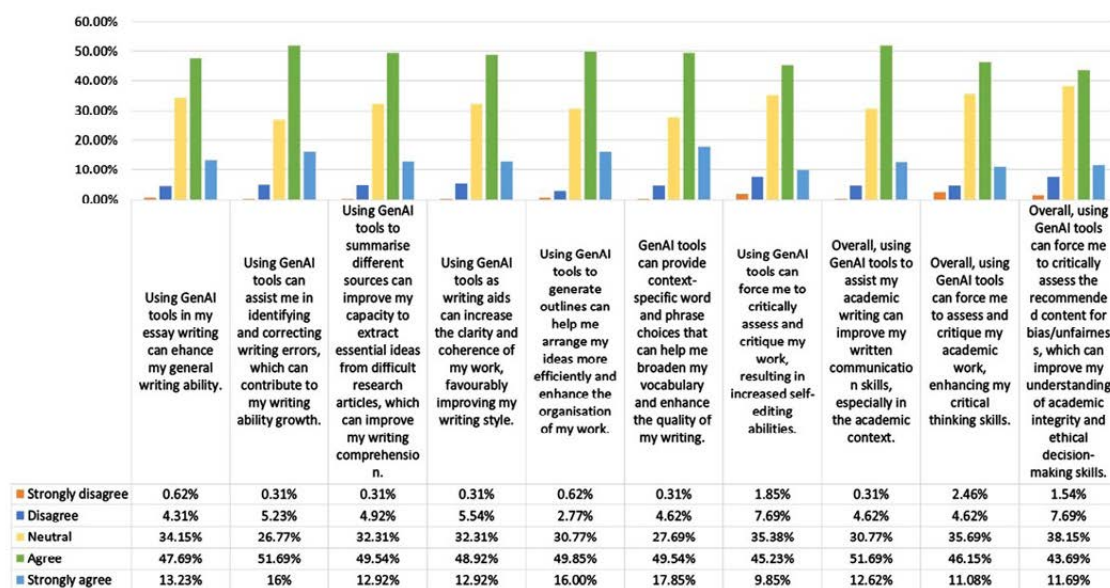


Figure 2. Students' Perceived Effective GenAI Features (n=325)

However, Figure 3 demonstrates that undergraduate students generally had lower awareness of GenAI limitations, with the mean scores ranging from 3.65 to 3.96. Additionally, both master's and undergraduate students reported limited knowledge of certain GenAI defects, such as misinformation (3.52 to 3.67), output with biases and unfairness (3.61 to 3.76), and mishandling of certain contexts (3.56 to 3.96).

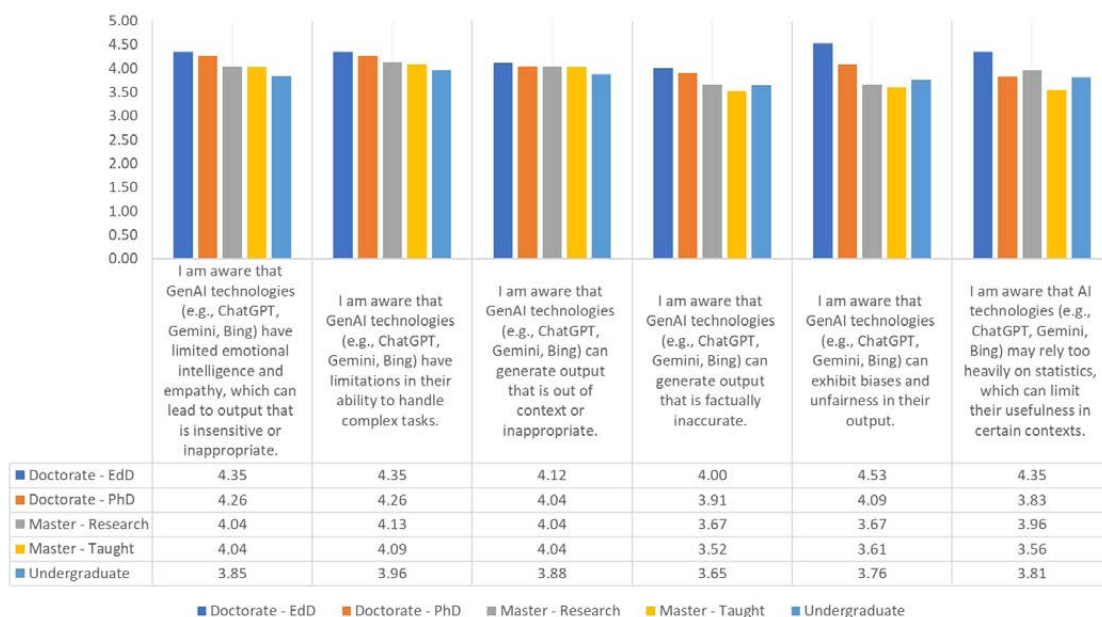


Figure 3. Students' Awareness of Types of GenAI Limitations

Proposed Pedagogical Framework for the Critical and Ethical Use of GenAI (in progress)

The tentative pedagogical framework, inspired by Kong et al.'s (2024) 6-P model, recommends that instructors facilitate students' responsible use of GenAI in source-based academic writing through five measures:

Understand

1. provide essential sources (e.g., introductory materials on GenAI) that facilitate students' basic understanding of GenAI's nature and features.

Utilise

2. showcase how to use effective prompts to apply GenAI in different phases of writing (e.g., brainstorming, outlining, proofreading, real-time feedback), and specify their standards of Dos and Don'ts according to the specific discipline so that students clearly understand how to apply GenAI for academic writing in different subject contexts.

Reflect

3. guide students to reflect on and evaluate their experience of using GenAI (e.g., vocabulary and grammatical structures learned from GenAI's output).

Be critical

4. enhance students' awareness of GenAI's potential limitations (e.g., misinformation, fabricated references/resources, cultural/database biases, out-of-date databases) and raise their attention to critically evaluate GenAI's output.

Claim

5. require students who utilise GenAI in academic writing to submit a detailed usage report, including but not limited to continuous GenAI usage records, ensuring their awareness of the importance of critical and ethical use of GenAI in academic writing.

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The Use of Generative AI to Support Postgraduate Students' Learning

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Over the past few years, generative artificial intelligence (AI) has experienced rapid development and has had significant impacts around the world. Generative AI is a branch of AI that involves machine learning architectures that draw upon the patterns and relationships observed in training data to generate new contents, e.g., texts, images, and codes. Generative AI encompasses various applications, including education and research. Using generative AI tools, users can brainstorm innovative ideas, analyse reports quickly, and create contents as needed instantly. Against this background, practitioners, researchers, and educators have started to incorporate generative AI tools into higher education. EdUHK, therefore, has launched a series of initiatives, including joint symposiums, seminars, and online courses, to support students in embracing this innovative technology in their studies.



Figure 1. The joint symposium regarding Identity and Intercultural Communication in the Digital Age

Having an initial understanding of generative AI, such as its meaning and common tools, is a crucial step for students to develop a sense of how to utilise it in their studies. In this regard, the Graduate School (GS) of EdUHK organised a joint symposium on “Identity and Intercultural Communication in the Digital Age” on 27 April 2024. In addition to a keynote speech on AI and transcultural communication, the symposium comprises a roundtable discussion addressing the challenges posed by the rapid development of AI and digital technology in intercultural communication and teacher education. By actively participating in the discussion, the symposium has helped postgraduate students broaden their knowledge and deepen their understanding of generative AI.



Figure 2. The seminar “Generative AI: Implications and Applications for Education” by Professor William Cope

Equipped with a basic knowledge of generative AI, the postgraduate students were enthusiastic about learning how to utilise generative AI tools to assist their studies and research. In response to students' needs, the GS invited Professor William Cope from the University of Illinois at Urbana-Champaign to deliver a seminar titled “Generative AI: Implications and Applications for Education” on 27 Feb 2024. This seminar consists of several parts: implications of generative AI in the educational field, the intrinsic limits of generative AI, generative AI applications, and ethical considerations that should be addressed when implementing AI in education. The participating students indicated that the seminar made them feel more confident in incorporating generative AI into their learning and research and inspired them to utilise these generative AI tools.



To encourage postgraduate students to use generative AI effectively, reflectively, and ethically in their research, the GS introduced two online courses in September 2024. These courses provide students with detailed guidance on when and how generative AI tools should be used to enhance their studies and research, rather than having the opposite effect. Several examples were provided, and first-hand experiences were shared by researchers through the courses. Feedback collected from participants indicated that they found these online courses extremely helpful in enhancing their understanding of the utilisation of generative AI.

To conclude, the seminars and online courses organised by the GS would significantly positively influence postgraduate students' knowledge and practical skills of generative AI. With the assistances of these resources, students would be able to use generative AI tools effectively and ethically.

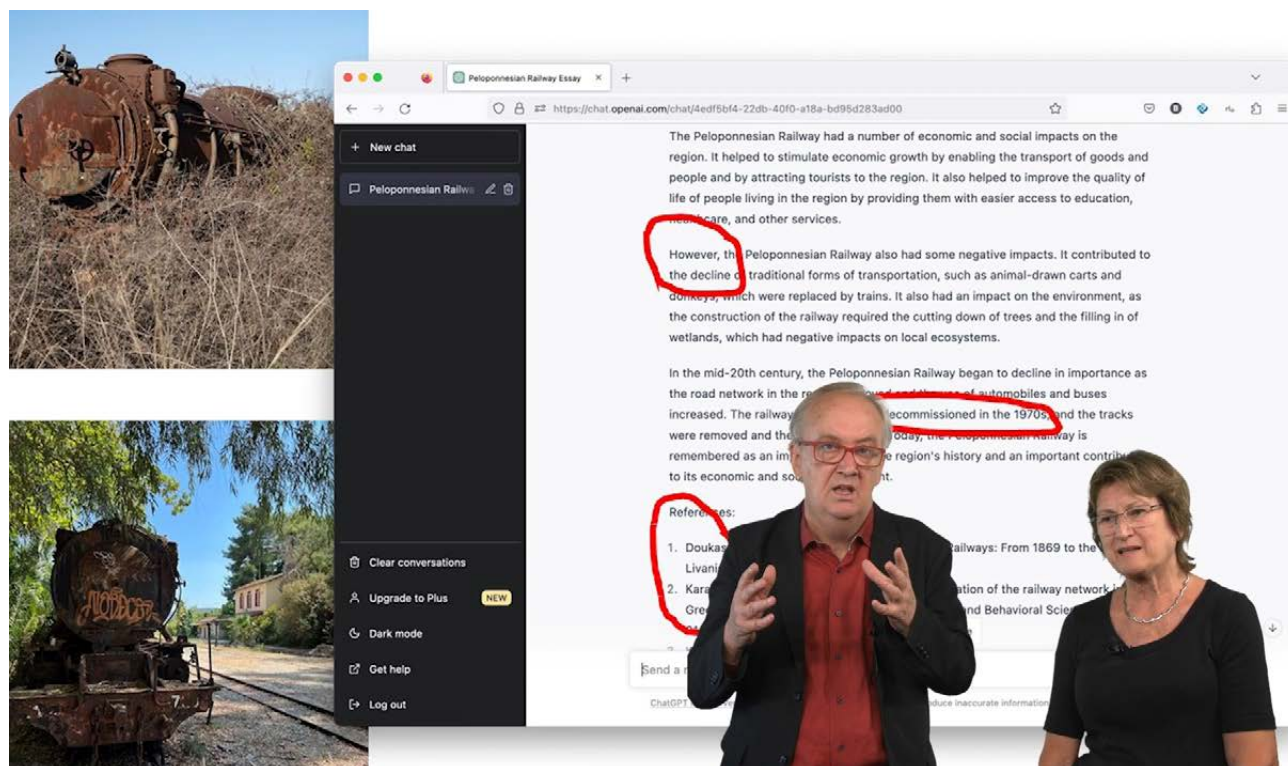


Figure 3. A self-paced learning module on the effective and ethical use of generative AI tools to support postgraduate students' study and research

Centre for Learning, Teaching and Technology Unveils Large Language Model Studio to Empower Education

Professor XU Guandong

Chair Professor of Artificial Intelligence;
Director of Centre for Learning, Teaching
and Technology

Large language models (LLMs) are foundation models trained using immense amounts of data, making them capable of understanding and generating natural language and other types of content to perform various tasks. LLM is a representative technology of generative artificial intelligence. LLM models are trained by feeding it immense amounts of data, making them capable of natural language processing and logical-mathematical reasoning. It has the potential to unlock new dimensions of educational experiences.

The Centre for Learning, Teaching and Technology (LTTTC) of The Education University of Hong Kong is delighted to announce the establishing and launching of the Large Language Model (LLM) Studio in Room E-P-13 at the Tai Po campus. This initiative, LTTTC LLM Studio, aims to equip EdUHK teaching staff with LLM knowledge and skills and offer low-threshold solutions to utilise LLMs' capacity to meet diverse educational needs.

The LTTTC LLM Studio launches a Model-as-a-Service (MaaS) platform that enables users to create LLM-empowered workflows with customised datasets and supplementary materials via LLMs. These workflows can be published as web applications or application programming interfaces (APIs) that can be opened directly in web browsers or embedded into learning management systems, such as Moodle. The studio offers consultation services for other needs related to using LLMs, such as fine-tuning to create highly specialised LLMs with highly aligned datasets for a particular domain or that are well suited to a specific educational context.

The studio also organises workshops designed to provide teaching staff with strategies and skills for utilising LLM and LLM-enabled tools in various educational contexts. These workshops cater to different levels of expertise and aim to engage various colleagues with the technology at a pace that suits their needs and abilities.

The introductory-level workshop will guide people using selected generative AI tools, such as EdUHK ChatGPT and Scite, to support academic research and writing. By knowing how to use these cutting-edge tools, participants can streamline their research processes, generate new ideas, and enhance the quality of their written work. The workshop provides hands-on experience and practical demonstrations, allowing participants to understand how these tools can be effectively integrated into their tasks and actions.



Figure 1. Launching of LTTTC LLM Studio

The intermediate-level workshop takes participants a step further by exploring the use of generative AI tools on the MaaS platform for data processing and analysis. Participants will learn to leverage these tools for the preliminary process and interpretation of different data types, such as spreadsheets or interview transcripts. By automating certain aspects of data analysis, participants can save time and focus more on drawing meaningful insights from their research.

The advanced-level workshop provides a deep dive into creating workflows with various generative AI tools on the MaaS platform. Participants will learn how to design and implement sophisticated workflows that assist with advanced tasks, step by step. By harnessing the power of these tools, participants can generate more relevant, reliable, and accurate responses based on the specific context of their work.

The launch of the LTTC LLM Studio represents a significant milestone in the LTTC's mission to empower education through generative artificial intelligence. By providing access to cutting-edge tools and platforms, the studio aims to equip colleagues to explore what is possible in their expertise. LTTC invites the educational community to explore the LLM Studio's possibilities and join in the mission to transform education through the power of LLMs with the appropriate tools and support; our colleagues can unlock new insights, create innovative workflows, and deliver more engaging and effective teaching and learning experiences.

As the LLM field continues to evolve rapidly, the LTTC LLM Studio will continuously update the forefront of related technologies to develop and refine its workshops, MaaS platforms, and consultation services. Please watch the introduction video by scanning the QR code or visit the studio website at <https://www.lttc.edu.hk/llm-studio> to know more details.



Figure 2. Overview of LTTC LLM Studio



Figure 3. LLM workshops at introductory, intermediate and advanced levels



Figure 4. Sign of LTTC LLM Studio



Figure 5.
QR code of LTTC LLM Studio
introduction video on Panopto

Fostering Artificial Intelligence Literacy Development in Students through Authentic Learning Experiences with Programmable Robots

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In recent decades, significant technological advancements have propelled the rapid development of artificial intelligence (AI). AI is extensively utilised across diverse industries to enhance operational efficiency and effectiveness. It is imperative for university students, including pre-service teachers, to acquire AI literacy to effectively utilise this technology and enhance their employability in the AI-driven digital era.

To better prepare our students to leverage the opportunity brought about by AI, a project titled “Promoting Students’ Authentic Learning Experience through Programmable Robots to Support Innovative Teaching and Learning on Artificial Intelligence Literacy” has been launched. This project, funded by the UGC’s Fund for Innovative Technology-in-Education (FITE), aims to support the development of AI literacy among university students spanning various subject disciplines through authentic learning experiences facilitated by programmable robotic activities.

In 2023/24, a comprehensive set of teaching materials was developed following an authentic learning approach. Two workshops titled “Understanding Artificial Intelligence through Learning with Robots (AlphaAI Robot)” were offered, attracting nearly 30 students. These workshops provided students with hands-on experience in training a robot to execute specific tasks using supervised learning and reinforcement learning techniques. Through these activities, participants gained a deeper understanding of the fundamental AI concepts and their practical applications in educational and professional settings (Figure 1). Guided by the design of an authentic learning environment design (Figure 2), the project also aims to foster students’ collaboration, communication, and problem-solving skills through workshops and teaching practices. Students are required to work in groups, collaborating with their peers to overcome the challenges encountered during the training of the robots.



Figure 1. Students learned about the fundamental concepts of AI

Aiming to provide authentic learning experience for students, after participating in training workshops, students will be grouped together to engage in teaching practices at local primary or junior secondary schools. One hand, EdUHK's students can consolidate the AI-related knowledge that they have acquired and gain teaching experience through these practices, on the other hand, more primary and secondary students interested in learning about AI will benefit, expanding the impact of this project and further promoting AI development with the community.

The participants' perceptions of acquiring AI literacy through authentic learning experiences has been evaluated. The results indicate that the students recognised the activities' role in developing problem-solving skills, fostering innovation, and encouraging collaboration (Table 1). Additionally, they acknowledged the significance of authentic contexts and activities in enriching their learning experience and cultivating their generic skills.

Furthermore, the evaluation feedback on the workshop was positive. All participants tended to agree or strongly agree that the hands-on activities in the workshops helped them better grasp the idea of machine learning and related AI concepts, and that the workshop was well organised and worth attending.

The active engagement and positive feedback have demonstrated the effectiveness of the project initiatives. The project team will continue to promote the project activities and recruit more students to participate. Based on students' feedback, the activities will be reviewed and enhanced to ensure the students can gain problem-solving skills for innovation in an authentic learning environment. Furthermore, the project team has been strengthening the collaboration with industrial partners to identify and develop appropriate and quality resources for implementing the project initiatives and meeting students' evolving learning needs in the field of AI technologies.

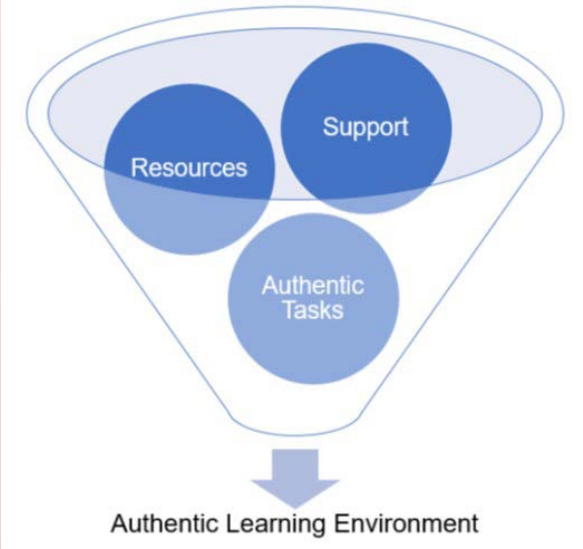


Figure 2. The Design of Authentic Learning Environment (Ma & So, 2024)

No.	Scale on Authentic Learning (n=28)	Mean*	SD
Section 1	Problem-solving skills and innovation	4.08	0.67
Section 2	Collaboration	4.23	0.58
Section 3	Authentic contexts and activities	4.16	0.55

*A 5-point Likert scale where 5 = Strongly Agree, 1 = Strongly Disagree

Table 1. Statistics of Authentic Learning Experiences on Understanding AI through Learning with Robots (AlphaI Robot)

No.	Workshop Evaluation (n=28)	Mean^	SD
1	I understand more about machine learning and related topics after attending the workshop.	3.50	0.51
2	The hands-on activities help me better grasp the idea of machine learning and related concepts.	3.54	0.58
3	The content covered in the workshop matches my expectation.	3.39	0.63
4	Overall, the workshop is well organised.	3.50	0.58
5	Overall, the workshop is worth attending.	3.57	0.57

^A 4-point Likert scale where 4 = Strongly Agree, 1 = Strongly Disagree

Table 2. Evaluation Statistics of Workshops

Reference:

Ma, Y. T. & So, H.C.F. (2024, June). Supporting Students' Artificial Intelligence Literacy Development by Promoting Authentic Learning Experience Using Programmable Robots. In Yu, S. J., et al. (Eds.), *Workshop Proceedings of the 28th Global Chinese Conference on Computers in Education (GCCCE 2024)* (pp. 618-625). Chongqing: Southwest University: Global Chinese Society for Computers in Education.



Figure 3. Students participating in a robot race

Empowering Students and Teachers with AI Literacy and STEAM Competency through Profiling and Enhancement

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The rapid advancements in artificial intelligence (AI) and its widespread application across various fields highlight the critical need for AI literacy. For students and teachers to effectively utilise AI in education and the workplace, and to navigate an increasingly AI-integrated society, it is essential to build a solid foundation in AI literacy. Additionally, as AI inherently encompasses the concepts of science, technology, engineering, arts, and mathematics (STEAM), and represents a rapidly evolving technology with interdisciplinary applications within STEAM, it is also important to enhance our students' and teachers' STEAM competency.

In line with this, the LTTC has initiated a project titled "Empowering Students and Teachers with AI Literacy and STEAM Competency through Profiling and Enhancement" under the UGC Fund for Innovative Technology-in-Education (FITE) scheme. The project consists of two phases: (i) the Investigation Phase, aiming to gain a thorough understanding of the current levels of AI literacy and STEAM competencies among students and teachers, followed by (ii) the Nurturing Phase, aiming to tailor targeted efforts to enhance these skills based on the findings from the investigation phase.

Since the launch of the project, the team has conducted a comprehensive literature review and pilot studies to design suitable evaluation instruments based on feedback from the pilot studies. Four 5-point Likert scale surveys were created: survey on teachers' AI Literacy, survey on teachers' STEAM Competency, survey on students' AI Literacy, and survey on students' STEAM competency.

These surveys measure various aspects to investigate students' and teachers' levels in AI literacy and STEAM competencies, including: (i) the intrinsic motivation to learn AI/STEAM knowledge and skills, (ii) self-efficacy in understanding and applying AI/STEAM concepts, (iii) attitudes towards AI/STEAM knowledge and skills, (iv) behavioural intention regarding AI/STEAM learning and usage, and (v) general knowledge and capabilities in using AI/STEAM knowledge and skills.

The four surveys were distributed to all full-time undergraduate students and academic staff during Semester 2 of the 2024 academic year, yielding over 570 responses. A preliminary data analysis has been performed on the students' responses, considering various factors, including year of study, academic background, and prior training experience. A similar analysis for teachers has been conducted, focusing on their departmental affiliation and prior training experience.

The preliminary results indicated that students considered AI literacy (Mean = 3.99; SD = 0.76) and STEAM competency (Mean = 3.81; SD = 0.80) related to their daily lives and studies. They have expressed interest in utilising AI systems in their studies (Mean = 3.85; SD = 0.79) and engaging in STEAM-related learning activities (Mean = 3.70; SD = 0.89). Looking ahead, students would like to explore new AI application features (Mean = 3.66; SD = 0.96) and acquire new STEAM knowledge for their learning (Mean = 3.56; SD = 0.96).

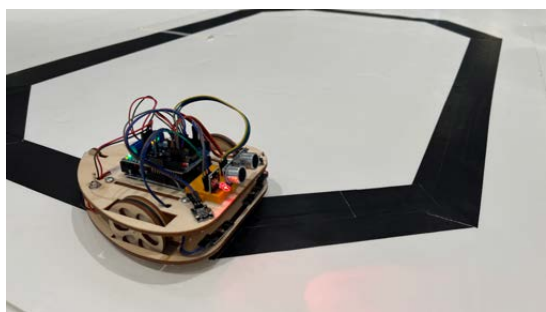


Figure 1. Students learned about building Intelligent Vehicles



Figure 2. Students learned about flying Mini-drones



Figure 3. Students learned about building robots



Figure 4. Large Language Model (LLM) Studio for Generative AI Learning

Similar patterns were found in teacher survey results, with AI literacy (Mean = 4.60; SD = 0.50) and STEAM competency (Mean = 4.26; SD = 0.88) being considered related to their daily lives and work. The teachers were enthusiastic about using AI systems in teaching (Mean = 4.26; SD = 0.89) and were interested in participating in STEAM-related teaching activities (Mean = 3.97; SD = 0.90). Looking forward, the teachers plan to explore new AI application features (Mean = 4.17; SD = 0.82) and STEAM knowledge (Mean = 3.90; SD = 1.02) for teaching.

To enhance the AI literacy and STEAM competencies of both students and teachers, a series of tailored events were delivered in Semester 2 of the 2023/24 academic year. The topics include: building Intelligent Vehicles with Automatic Control System Programming (Figure 1), flying Mini-drones with Python, ChatGPT and Photogrammetry (Figure 2), and understanding AI with robots (Figure 3).

To further develop students' and teachers' AI literacy and STEAM competency, seminars and workshops are planned for the 2024/25 academic year. These include workshops titled "Flying Your Mini-drone with Python and ChatGPT", "Using Generative AI Tools for Supporting Academic Research and Writing", "Using Generative AI Tools for Supporting Data Processing and Analysis", and "Integrating Multiple Generative AI Tools to Design Smart Workflows for Learning and Teaching" (Figure 4).

Additionally, several new courses are currently in pilot and will be officially launched in the 2025/26 academic year, including Digital Competency Curriculum and a Learning Experience Outside the Classroom (CLOC) course titled "Self-Regulated Learning in Artificial Intelligence with Chatbot".

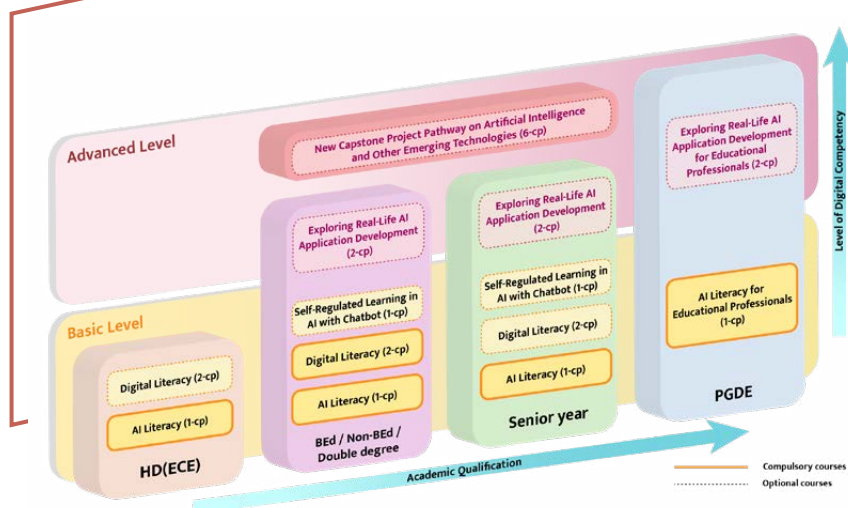


Figure 5. Digital Competency Curriculum Overview

AI for Formative Assessment: Providing Feedback through ASR on WhatsApp and a Self-Developed Mobile App

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Lecturer, Centre for Language in Education

This Teaching Development Grant (TDG) project, lasting sixteen months, showed that AI feedback enhances language skills, including two productive skills, speaking and writing, in CLE and ELE students. CLE focused the speaking part by incorporating AI-generated feedback alongside traditional peer and teacher feedback leads to a multifaceted approach to improving students' speaking skills. This section describes how formative AI feedback can enhance students' speaking skills.

1. Why Did I Have This Project Idea

The impetus for the "AI for Formative Assessment" project stems from a prevalent issue in educational settings: limited time for providing quality feedback, particularly in speaking assessments. This challenge is magnified in large language classes where individualised feedback becomes impractical. Mobile-assisted learning, as highlighted by Keegan (2003) and Azar & Nasiri (2014), offers a flexible and accessible solution to this problem. Moreover, leveraging AI in formative assessment can enhance the efficacy and validity of assessing productive skills, such as writing and speaking, as suggested by Gardner et al. (2021). With these considerations in mind, the idea to integrate Automated Speech Recognition (ASR) technology in one of the most popular mobile applications for Hong Kong people – WhatsApp, and the use of a previously self-developed mobile application named "Everyday English in Hong Kong" for providing timely and effective feedback, was conceived.

2. What Did I Want to Find Out

The primary objectives of this project were multifaceted. Firstly, I aimed to determine whether AI, specifically through ASR, could provide constructive formative feedback for speaking assessments. This was to be evaluated by comparing pre-and post-test results. Secondly, the project sought to explore whether AI could motivate students towards self-learning. Lastly, I wanted to assess if AI could aid teachers in delivering formative feedback for speaking assessments. To achieve this, pre- and post-project questionnaires were used to track changes in student attitudes, supplemented by interviews to help us gain deeper insights.

3. Methodology

This project, conducted by CLE, tests if AI can provide effective formative feedback in speaking assessments in a course, CLE1252, Skills for Language Test I. 95 Year 1 non-English major students across six groups from various programmes, including BSSc (Psychology), BEd (Science), BEd (Primary Education), BEd (Chinese), and BEd (ICT) in CLE1252 (2022/23 Semester 2) were involved. Among the 95 participants, we selected 42 students as core participants responsible for recording the pre-tests and post-tests. They were divided into two groups, with 21 students in the experimental group and 21 in the control group. Unlike the control group, the experimental group students engaged in self-learning sessions using a mobile-assisted application named Everyday English in Hong Kong (EEHK), a self-developed English learning mobile application developed by CLE and LTTC, and received WhatsApp formative feedback before the post-test.

The project stages are illustrated in the table below:

STEPS/ Timeline in CLE1252	Students involved	Data collection from CLE1252 Students
1. Before project starts: Session 5-6 (Pre-test)	Both control and experimental groups	Pre-tests and pre-questionnaires
2. Session 7-9 (in-class)	Both control and experimental groups	In-class learning in CLE1252 (pronunciation accuracy & features)
3. Session 7-9 (Self-learning and ASR feedback through the EEHK mobile app)	Experimental group only	1 st ASR feedback: Self-learning on the "Everyday English in Hong Kong" (EEHK) mobile app from Week 7-9
4. Session 10-11 (15-min one-to-one session with student; Part 1: ASR feedback through WhatsApp)	Experimental group only	2 nd ASR Feedback: Individual WhatsApp formative feedback before the post-tests
5. Session 10-11 (Part 2: Post-test and teacher feedback)	Both control and experimental groups	Post-tests and teacher feedback + post-questionnaires
6. At the end of the course	Experimental group only	Focus group meeting interviews with student reflections at the end of CLE1252

More details of the project and the feedback from teachers and students can be found in the project demo video:

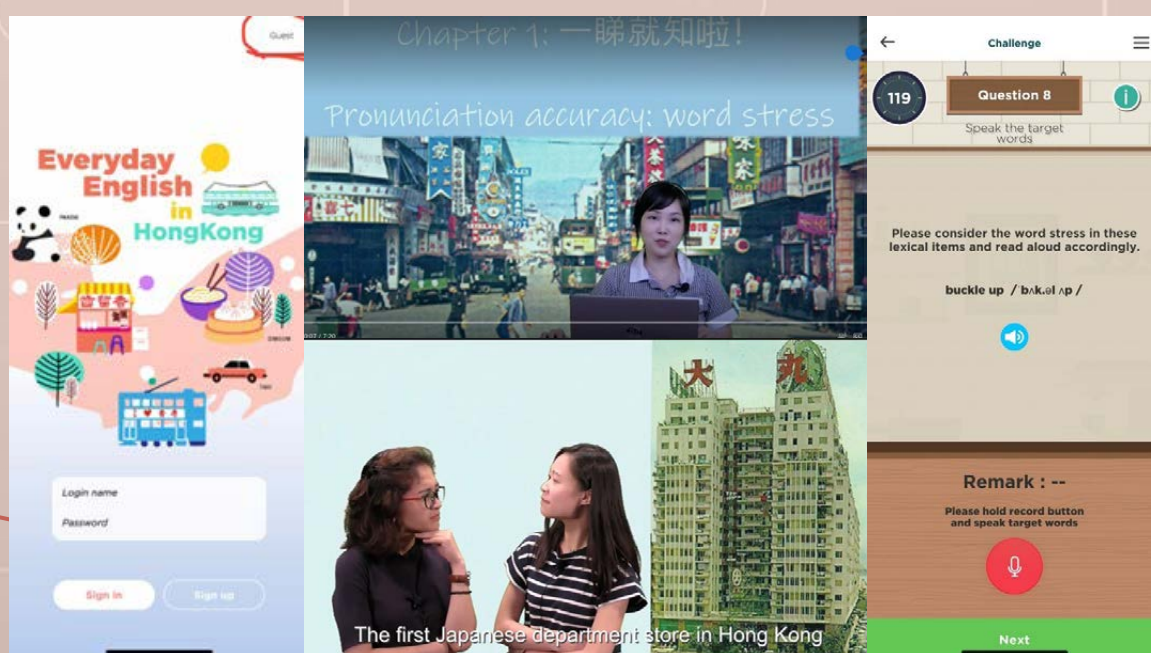


Figure 1. The Everyday English in Hong Kong mobile app interface (from left to right: login page, lecture videos about Hong Kong history and cultures, exercises with embedded ASR function to practise pronunciation)



Figure 2. Using ASR function on WhatsApp to give feedback

4. Outcomes

Based on the pre-test and post-test results of the recorded performances of the 42 core participants, the post-test results of the experimental group showed more positive outcomes than the pre-test results. From the questionnaire conducted after the project, 69% of students found that AI provided effective feedback on pronunciation accuracy. Additionally, 69% of students reported an increased awareness of English learning in their daily lives due to the AI feedback. Interestingly, 61% of the participants expressed a preference for receiving feedback from technological devices over teachers. Furthermore, 73% of students felt that AI could help them learn beyond the classroom environment. These outcomes suggest that AI can play a crucial role in enhancing formative assessment and motivating students towards self-directed learning. The results may also demonstrate that mobile-assisted learning in pronunciation practices can possibly raise student awareness of utilising AI functions to support language learning.

5. Pedagogical Implications

The findings of this project have several pedagogical implications. Firstly, mobile-assisted language learning (MALL) proves to be a flexible and accessible approach, as supported by Ishaq et al. The use of AI for providing formative feedback ensures that feedback is timely, a critical factor emphasised by Calvo & Ellis (2010). Moreover, the reliability and consistency of AI-generated feedback, as noted by Evers & Chen (2022) and Cotos et al., are significant advantages over traditional methods. However, the quality of feedback in terms of providing detailed comments and suggestions for improvement remains a concern, as pointed out by Zhu et al. (2020). This highlights the need for further research and development to enhance the depth and quality of AI-generated feedback.

In conclusion, the "AI for Formative Assessment" project demonstrates the potential of integrating AI and mobile technology in educational settings to improve the quality and efficacy of formative assessments. While the results are encouraging, ongoing efforts are needed to address the limitations and optimise the use of AI to provide comprehensive and constructive feedback.

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Empowering Artificial Intelligence Assessment of Skills Proficiency Test for Pre-service Teachers in Physical Education

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The project titled “Empowering Artificial Intelligence Assessment of Skills Proficiency Test for Pre-service Teachers in Physical Education” is supported by a Teaching Development Grant (TDG). Its primary goal is to transform how pre-service teachers are assessed on their sports skills, particularly in teaching physical education. The initial focus of this project is on the sport of hurdles, which has been identified as a challenging area for many pre-service teachers.

Why Hurdles?

Hurdles, or hurdling, was selected as the first sport to address for several reasons:

Technical Complexity: Hurdling involves a combination of running, jumping, and maintaining a rhythm, which makes it a complex skill to teach and evaluate. This complexity can be overwhelming for new teachers who are still learning how to instruct effectively.

Safety Concerns: Proper technique in hurdles is vital to avoid injuries. The potential for falling or failing to clear the hurdles can create anxiety among teachers, making them hesitant to fully engage with this sport. This fear can act as a barrier to participation, impacting their confidence and willingness to teach it.

Difficulty in Demonstration: Many pre-service teachers find it challenging to demonstrate the correct techniques for hurdles. This struggle can undermine their confidence when it comes to teaching the sport, as they may feel unprepared to guide their students effectively.

The Hurdle App

The first version of the application designed for this project has been successfully developed, named “HC Grader”. This application utilises artificial intelligence to assess and provide feedback on the skills of pre-service teachers in teaching hurdles. Some of its key features include:

Centre of Gravity Estimation: Users can input the height of the performer, which allows the application to estimate their centre of gravity. This information is essential for analysing hurdling technique and ensuring that users understand the physics behind their movements.

Performance Evaluation: After a user has cleared a single hurdle, the application evaluates their performance quality. It categorises the performance as either good or bad based on specific criteria, providing immediate feedback that can help the user improve.

Feedback Generation: The application generates initial feedback on users’ performances, helping them identify their strengths and areas that need improvement. This feature is particularly beneficial for those who are still learning the intricacies of the sport.

Student Experiences

37 students from PES2164 (Theory and Practice of Individual Physical Activities) tried the HC Grader under the guidance of Dr Henry Wong and Mr Jerwin Gao (Research Assistant) during their athletic module. The feedback received has been positive. One student highlighted that the application's video feedback feature allows them to analyse their technique in real time. This capability has significantly enhanced their understanding of the proper form and enabled them to make necessary adjustments during practice sessions.

Another student suggested that the application could benefit from including generic workouts tailored to individual skill levels. This addition could help users progress more effectively in mastering hurdles, as it would allow them to practice at a pace that suit their abilities.

Future Improvements

Based on student feedback, future updates to the application will focus on providing more constructive and objective feedback. This will involve a detailed analysis of technique, identification of specific areas for improvement, and personalised workout recommendations. These enhancements aim to create a more supportive learning environment for pre-service teachers.

Conclusion

This innovative approach seeks to offer more objective, consistent, and detailed evaluations, ultimately better preparing future physical education teachers for the challenges they will face both in the classroom and on the track. By harnessing the power of artificial intelligence, the project aims to improve the quality of physical education instruction and boost the confidence and competence of pre-service teachers in teaching complex sports skills such as hurdles.

Through these efforts, the project aspires to not only enhance the teaching abilities of future educators but also to foster a more engaging and effective learning environment for their students. The integration of technology into physical education training represents a significant step forward in developing skilled teachers who can inspire and guide the next generation of athletes.



Figure 1. An HPE student utilising the HC Grader application to evaluate his hurdle clearance skills



Figure 2. Venue setup for the HC Grader application to evaluate hurdle clearance skills

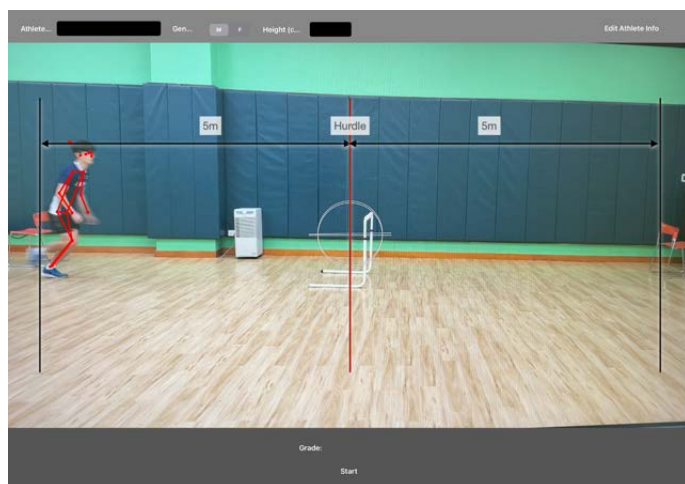


Figure 3. "HC Grader" interface for assessing hurdle clearance skills

Integrating Artificial Intelligence and Microscopy Image Analysis: Fostering Students' Self-Directed Learning and Assessments

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Microscopy has been a crucial tool in science education, it enables students to observe the microscopic world and enhance their conceptual understanding through modern digital microscopes and hands-on learning experiences. Microscopy imaging aided by artificial intelligence (AI) and deep learning computer systems has revolutionised how images can be consistently and efficiently recognised, verified, and analysed. The integration of AI-powered tools can complement these microscopy activities, creating personalised learning experiences for students. This project explores the development of a web-interface platform for the classification of tissue specimens that incorporates a supervised AI-aided deep learning computer system. It addresses the challenges students face when learning microscopy skills. Often, during image acquisition, students are unsure if they have captured the correct microscopy images and are unable to discern whether anomalous images were obtained.

We have developed a convolutional neural network (CNN) model capable of identifying and classifying distinct organ tissue specimens using grayscale microscopy images, achieving a testing accuracy of 96.64%. Students can easily capture a microscopy image with their smartphone or computer and then upload it to a website. The AI-aided platform will instantly identify and classify the image. It may also suggest whether the image is well taken (or classifiable). If not, the output will provide possible reasons and suggestions for improvement. More advanced students can also take a quiz to self-assess their ability to identify organs or biological specimens in microscopy images. This platform was designed to promote self-directed learning and enhance students' comprehension and proficiency in microscopy image analysis. Additionally, a learning and teaching (L&T) package was created to support students' learning, consisting of two demonstration videos, PowerPoint teaching material, self-directed assessments through quizzes embedded in the platform, and two practical instruction manuals (Figure 1).



Figure 1. Learning materials are available on Moodle (left); the AI-enabled web interface platform for microscopy image classification (middle); and participants engaged in practical activity (right).

A total of 148 participants were recruited for the learning trials and testing the platform in five different workshops and practical lessons. These include 97 EdUHK undergraduate students from two BEd(P) courses, INS3020 Living in the Information Age and HCS3064 Healthy Living; 15 undergraduate students from the BEd(P)-GS and PGDE(P) programmes who have attended a General Studies Workshop on Microscopic World; 15 BEd(Science) students who have attended a workshop on "Microscope Image Recognition"; and 21 in-service teachers who have participated in a PDP course, SCG5019 Effective Integration of IT for Scientific Inquiry and STEAM Education. Utilising the platform, students received AI-automated feedback to verify and analyse their own microscopy images or a given image dataset, while engaging in self-assessment through quizzes.

We collected feedback from 122 participants via a questionnaire (response rate = 82.4% from 148 participants). Most participants expressed satisfaction with the lessons learned, with an average score of 3.54 ± 0.56 (out of a total score of 4.00). Regarding cognitive and generic intended learning outcomes, approximately 90% of participants agreed or strongly agreed that the activities promoted their critical thinking skills (e.g., "I am encouraged to think about and apply the information to my existing knowledge/skills"). Additionally, 94.3% of participants agreed or strongly agreed that the activities enhanced their problem-solving skills (e.g., "I could make appropriate decisions to solve problems, troubleshoot procedures or make judgements about the image annotations") and promoted their reflective learning (e.g., "I could gain a better understanding of my learning process and develop myself through self-reflection"). Our data also shows that BEd (Science) students who attended the lessons with the support of our AI-aided web-interface and self-assessments perceived that they improved their microscopy image recognition skills and gained more confidence in organ tissue specimen differentiation after the lessons ($n=13$, $p<0.05$, Wilcoxon signed-rank test). Regarding instructional materials, over 94% of participants agreed and strongly agreed that adequate instructions were provided, the learning packages facilitated their learning, and the AI-enabled platform was easy to use. Students provided positive feedback, and the online platform offered instant feedback after image uploads, enabling them to perform self-assessments via online quizzes and facilitated more effective learning. Furthermore, feedback from in-service teachers indicates that our platform can also be used to teach secondary students biology and other related STEAM topics.

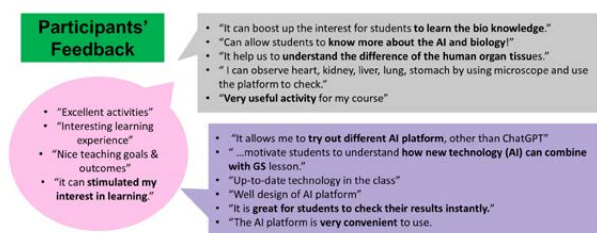


Figure 2. Participants' positive feedback from the practical activities using the AI-enabled platform for microscopy image analysis

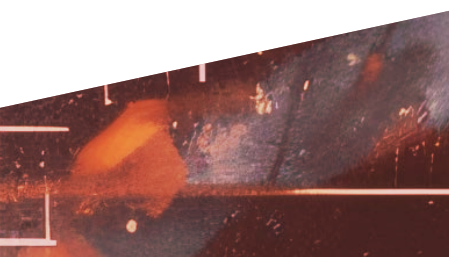
Overall, our project demonstrated a profound impact on participants' perceived critical thinking and problem-solving skills, microscopy knowledge, and practical skills for tissue classification, as well as their overall learning experience. It successfully addresses the challenges students face when learning microscopy skills. This provides insights into its practical implementation and effectiveness (Figure 2). The project outcomes were shared with EdUHK staff and postgraduate students during a TDG sharing session on 20 May 2024, and were also presented at the Conference on STEAM Education and Beyond on 5 July 2024 (Figure 3).

Acknowledgements: This project was supported by the Teaching Development Grant (TDG) Project T0264. We also thank four student helpers from the BEd(Science) programme, Mr Ivan Wong Ngai Yam, Ms Fiona Kwok Suk Ching, Ms Angus Luk Hang Ngai, and Ms Amy Mong Wing Tung, for their technical support and LT package development.



Figure 3. The project design and outcomes were presented at the Conference on STEAM Education and beyond on 5 July 2024

QR code: An AI-enabled Microscope Image Analysis platform
(https://microscope-image-analysis.eduhk.hk/classify_mini.html)



Developing Assessment Literacy to Harness the Affordances of Artificial Intelligence (AI) in Formative Assessment for Effective Student Learning

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Background

Formative assessment is often considered a crucial component of modern education for its well-documented effectiveness in enhancing students' learning outcomes by evaluating students' learning progressively and offering feedback for improvement. In practice, the success of implementing formative assessment is subject to teachers' capacity to provide students with customised feedback based on their performance and students' capacity to utilise teachers' feedback for improvement, i.e., teachers' and students' assessment literacy. While reiterating the importance of formative assessment, recent research in higher education reveals a multitude of difficulties when engaging in formative assessments, including low levels of assessment literacy among teachers and students. Nevertheless, the recent emergence of AI technologies has added to the challenges and simultaneously implicated its potential for transforming higher education.

Overview

In view of the importance of assessment literacy and AI technologies' affordances in enhancing the effectiveness of formative assessment, this Teaching Development Grant project aims to build university teachers' and students' capacity to conduct, understand, and utilise formative assessment to enhance learning by (i) developing a Learning Analytics Platform (LAP) to provide AI-generated formative feedback; (ii) providing professional development (PD) training to bolster teachers' capacity to use AI-generated formative feedback; and (iii) creating a Professional Learning Network (PLN) to encourage professional exchange among educators. Building upon six VR scenario-based learning packages developed in a previous project titled "Development of Virtual Reality Learning Packages of Communication in Work Settings", this project developed and implemented a wide range of resources (see Figure 1) to enable university teachers and students to maximise the use of AI-generated formative feedback offered by the learning packages to enhance student learning. The resources included a LAP, 10 sets of professional development materials, and a PLN, as well as organising seven professional development workshops/consultations for university teachers.

Implementation

In Semesters I and II of the 2023/24 academic year, the LAP and PD materials were implemented in seven courses, benefitting 267 students from across 18 undergraduate and postgraduate programmes. To facilitate the implementation, the project team members provided pedagogical and technical support, including consultation meetings and technical support during classes. In each course, the instructor chose at least one of the six VR scenarios that are relevant to their courses and asked students to complete the package(s) either synchronously or asynchronously. After completing the packages, students were directed to the LAP and were able to access their individual performance reports immediately. Subsequently, course instructors followed up and provided customised feedback based on the LAP to consolidate students' learning. In addition, lecturers were invited to join the PLN, enabling them to communicate with the project team and other university teachers for support and professional exchange.

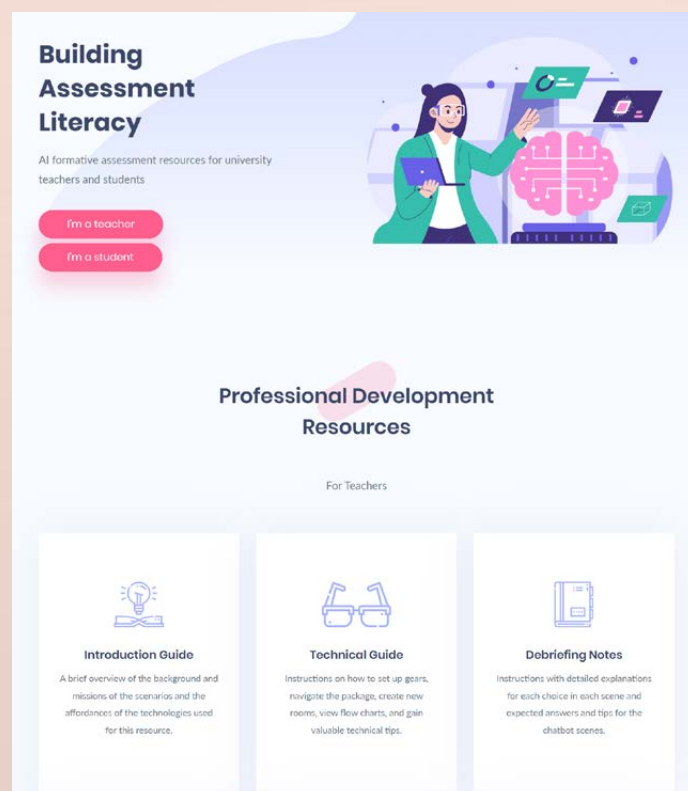


Figure 1. The professional development resources for teachers and students on the project website

Data Collection and Analysis

To evaluate the effectiveness of the project, students completed pre- and post-test surveys on their assessment literacy and Generic Intended Learning Outcomes (GILOs), including their problem-solving, critical thinking, oral communication, and social interaction skills. Focus-group interviews were also conducted with the students to explore the effectiveness of the platform and materials in evaluating their assessment literacy, generic skills and learning experience. Similarly, for the participating university teachers, pre- and post-test surveys on their assessment literacy were administered, and individual interviews were conducted to investigate their experience with the project.

Results from the quantitative and qualitative evaluation were promising. Improvements in students' assessment literacy and generic skills, as well as teachers' assessment literacy were observed. By using paired-sample t-tests, it was revealed that all items in students' assessment literacy and GILOs survey received statistically significant improvements ($p < 0.001$). As for university teachers, the pre-test survey results showed that teachers participating in this project had a relatively high assessment literacy (Mean > 4). Despite this, an overall improvement was observed for all three dimensions of their assessment literacy.

Student Performance

Comprehension and evaluation of situation

Accurately comprehend others' message; and assess the situation and consider different factors in the environment

66.7% 4 / 6 pt

Empathy & non-judgemental attitude

Be able to take others' perspective in understanding their thoughts and feelings; and be objective in responding

100.0% 6 / 6 pt

Politeness/manner

Behave in a courteous and appropriate manner when get along with others

100.0% 2 / 2 pt

You perform best in 'Empathy & non-judgemental attitude'. You are able to stand from others' viewpoints to understand their thoughts and feelings which help build trust with others.

However, you need to pay attention to the aspect of 'Comprehension and evaluation of situation'. You can listen more attentively while the other is speaking and clarify your understanding at times which helps minimise misunderstandings in communication. In addition, you are advised to take various situational factors into account which helps you make suitable responses subsequently.

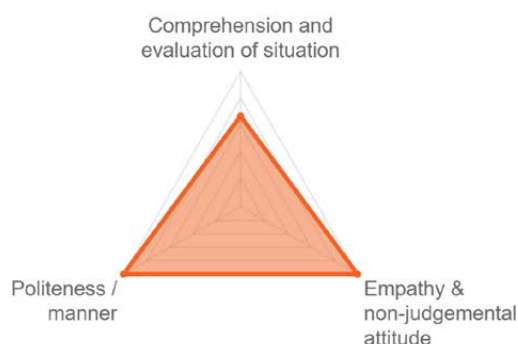



Figure 2. Example of the visualisation and AI-generated formative feedback on students' performance provided by the Learning Analytics Platform



In connection with this, the data collected from the focus-group and individual interviews with students and teachers enhanced the effectiveness of this project. University teachers reported that the LAP's AI-generated feedback was instant and was able to provide tailored feedback after evaluating students' performance in communicating with parents, supervisors and colleagues, contributing to the development of students' communication and social-interaction skills. The individual performance reports offered teachers a direct and easy way to understand students' performance, especially for the more passive students who were reluctant to participate in class activities. In addition, the PD materials provided teachers with new insights into how and what they should debrief students about in the VR learning packages. Likewise, students commented that the formative feedback (see Figure 2) generated by the LAP enabled them to have a clear understanding of their strengths and weaknesses through summarisation, categorisation and visualisation of their performances. Students were able to receive timely and personalised feedback which they might not be able to get from teachers due to tight class schedules, allowing them to review and reflect on their strengths and weaknesses at their own pace.

Future Implications

This project has demonstrated the affordances of AI technology in fostering student learning, and importance of PD resources in promoting assessment literacy among university teachers and students to elevate the effectiveness of technology-enhanced learning experience. The LAP, PD materials and PLN developed by this project could enable sustainable use of the innovative learning packages in the relevant courses to enrich students' learning experience. Taken together, this project could offer insights for future initiatives that aims to develop assessment literacy among university teachers and students with the use of emerging technologies.

The background of the page is a photograph of a person sitting at a desk, working on a laptop. The person is in silhouette, and the scene is lit by natural light from large windows in the background. The windows show a view of a city street with buildings and trees. Overlaid on the image is a large, teal-colored geometric shape, specifically a parallelogram, which contains the text. White lines and dots, resembling a circuit or network diagram, are scattered across the teal shape and the background image.

Section

**Whole Person
Development for
Research Students**

2

Effective Strategies for Nurturing Promising Research Students

Dr LIAO Xian

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Centre for Research on Chinese Language and Education,
Faculty of Humanities

Overview

Graduate School

Whole Person Development has gained significant recognition as a holistic approach to education that goes beyond academic excellence. This approach acknowledges the importance of developing various facets of an individual's personality, including intellectual, emotional, social, and physical aspects. While often associated with undergraduate education, Whole Person Development is equally relevant and valuable for research students pursuing advanced degrees. It encourages research students to develop critical thinking, problem-solving abilities, and resilience. Additionally, through diverse experiences and opportunities, students gain guidance and support in navigating their academic and professional journeys and foster self-awareness, emotional intelligence and adaptability, enabling research students to thrive in diverse environments and effectively manage the challenges they may encounter.

This section is mainly about research students' sharing their learning experiences of different programmes and activities such as fieldwork, research, exchange programmes, intensive summer school programmes, participation in conferences and research projects, teaching assistantships, and involvement in university committees and interest groups. This section also focuses on supervisors' experience mentoring and guiding research students in cultivating their research skills, intellectual development, personal growth and well-being in overall development.

As highlighted in EdUHK's strategic plan (2016-2025), one of our University's missions is to "foster a vibrant research culture and environment which contributes to the advancement of knowledge, scholarship, and innovation". Therefore, cultivating excellent research students is a crucial part of advancing EdUHK towards becoming a high-level research university. Over the past four years, I have dedicated significant effort to nurturing young researchers, actively employing various strategies to support three PhD students: Miss Cai Mingjia (enrolled in 2020), Mr Zhao Pengfei (enrolled in 2021), and Mr Li Zicheng (enrolled in 2023), enhancing their research capabilities.

1. Planning Ahead

Considering the relatively short duration of PhD studies, I aim for students to be well-prepared both intellectually and mentally for their doctoral journey. To this end, I communicate with each new RPg student before they begin their studies to outline a 3-4 year study plan, ensuring they are clear about their developmental direction. Consequently, my students have been able to complete their thesis proposals on time and transit smoothly to the writing phase.

2. Acquiring Various Research Methods

With the continuous advancement of modern educational research, future scholars should possess a solid foundation in research methods and keep pace with developments. Therefore, I encourage students to participate in various workshops and research methodology courses offered by different departments at our University. Although all three students initially had relatively weak statistical skills, after a year of study, they have become proficient in using various statistical software such as SPSS, Mplus, and R for advanced statistical analyses. Additionally, I also work with them to read recently published research papers and discuss new research methods, ultimately familiarising them with both quantitative and qualitative research approaches to help them become well-rounded and mature researchers.

3. Writing to Learn

In addition to the extensive reading that is necessary for PhD students, I motivate students to actively write research papers and submit them to journals or conferences. They have thus received valuable comments from international scholars and become familiar with high-level research design and have broadened their perspectives.

4. Building an Academic Community

I invited each PhD student to join various research projects (e.g., ECS, GRF) and participate in designing research tools and collecting data, giving them first-hand experience in conducting research. I also focus on helping research students establish good relationships with other talented peers in related fields. For instance, Dr Wang Lei, one of our outstanding RPg students, was invited to share his research publication experience. Additionally, I jointly created a cross-university online research hub from the 2020/21 to 2022/23 academic years, where our doctoral students, along with those from PolyU and HKU, reported and shared research ideas and new findings.

5. Establishing Trust Between Students and Supervisors

Research is a long-term process which can impose burdens on students' cognition, while also testing their emotional resilience. Therefore, in addition to discussing knowledge and skills, I strive to build good personal relationships with my students, attending to their emotional well-being during their studies. I maintain regular communication with them to ensure they feel I am closely monitoring their progress. Unlike the usual practice, I generally do not hold group meetings for my RPg students on a fixed schedule but instead maintain frequent individual communication and exchanges to ensure they can make continuous progress.

I am also grateful that all three PhD students have worked diligently and achieved significant results. Miss Cai Mingjia successfully completed her PhD Viva in July 2024, and Mr Zhao Pengfei is also nearing the completion of his thesis. Both students have published (or have in press) more than six academic papers, many in internationally renowned academic journals. I believe this lays a solid foundation for their future achievements and will lead to further academic success.



Figure 2. Dr Liao is with Dr Cai Mingjia who graduated in November 2024

A poster for a talk by Dr. Wang Lei. The poster is black with yellow and white text. At the top left is the logo of The Education University of Hong Kong. The main title is '國際期刊論文的撰寫和發表' (Writing and Publishing International Journal Papers). Below the title is the date '3 AUGUST, 2022' and the time '16:30 PM'. To the right is a circular portrait of Dr. Wang Lei. Below the portrait is his name '王磊博士'. The poster also includes a QR code for Zoom, the meeting ID '975 6734 3569', and the Zoom link 'ZOOM (名額有限, 先到先得)'. The talk content is described as '作者結合自己的論文寫作與發表經驗, 分享英文期刊論文的撰寫與發表策略。' (The author combines his own experience in writing and publishing papers to share strategies for writing and publishing English journal papers). At the bottom, it mentions that Dr. Wang Lei has a PhD from The Education University of Hong Kong and is currently a postdoctoral fellow in the Department of Special Education and Guidance. His research focuses on the mechanisms and influencing factors of Chinese language learning in Chinese children, such as character traits, family literacy environment, and children's cognitive and psychological traits, and their impact on children's reading levels. His research papers have been published in international journals like 'Scientific Studies of Reading' and 'Early Childhood Research Quarterly'. The contact information is 'CONTACT: crcle@eduhk.hk'. Logos for the Center for Research in Chinese Language and Education and the Chinese Language Studies Center are also present.

Figure 1. Dr Liao invited Dr Wang Lei, one of the outstanding PhD graduates, to give a talk for PhD students

Partners in Discovery on Kham's Academic Journey

Dr NG Fung Sheung Isabella

Associate Professor, Department of Social Sciences and Policy Studies, Faculty of Liberal Arts and Social Sciences

Sai Htong-Kham, or Kham, is my second PhD student. Unlike Herbary Cheung my previous PhD student, Kham is a homegrown student. I have known him since he was studying for his Bachelor of Social Sciences (Greater China Studies). He stayed on to study for a master's degree in our department and eventually worked with me as my research assistant. I knew from the years of teaching and working with him that he has the potential to become a remarkable researcher. With his steely will, exceptional sensitivity and his love for and persistence in investigating social issues, I believe that he will be able to thrive in academia which requires gumption, passion for research and love for people.

Kham's research journey was not as smooth and predictable as I had expected. His first year of PhD study was marked with shock and stress. His PhD research, an ethnographic study on Rakhine youth empowerment programme in Rakhine State, came to a halt because of the coup in Myanmar. I was saddened by the situation, but more anxious than distraught because I was not sure if Kham would be affected emotionally and psychologically. His family was (and is) still in Myanmar and there was no sign of improvement for the political situation in Myanmar. Fortunately, despite this he was able to regain his composure and refocus. We then quickly looked for another field site which also had a youth empowerment programme. We had decided to go for Thailand, in Chiang Mai, where I had network that could facilitate Kham's work on youth empowerment. On top of that, as Kham was well-versed in Thai (as well as English, he can speak and read Thai, Burmese and Shan. And he can understand Cantonese perfectly, though he is too shy to speak), and I believed that working in Thailand would be just perfect for his research.

Unfortunately, the idea of working in Thailand was again stopped by the pandemic, which ravaged Thailand badly. No one at that time was willing to talk to us about anything, let alone coordinating for Kham's fieldwork. At that point, we were concerned that our research project might not come to fruition. I gave him two choices: either we could work on comparing the youth movement in Thailand and Myanmar as social media data were available; or working on the refugee group in Hong Kong, my expertise and a field site ready for research. He decided to work on comparing the youth movements in Thailand and Myanmar and in no time, we started working on the proposal, identifying a relevant conceptual framework. By the time Kham was ready to write his proposal, the pandemic situation had subsided, and I had managed to contact my network in Thailand to facilitate Kham's fieldwork.

Over the course of Kham's research, we worked as a team, while he was the one interviewing the activists, gathering all the data and writing the papers for his folio, I was the one discussing with him what he would need to do at the field site. Before he set off, I would remind him of all the details and he would always talk to me after his interviews. We discussed potential ideas for papers and journals. And when he received feedback for his first papers, he was a bit discouraged and unsure what he could do to fix things. I discussed with him the reviewers' feedback and explained to him that he needed to convince the reviewers that he was taking their comments seriously. He listened and followed exactly what I told him. His work was finally accepted and he published his first paper in an A* journal, which was a remarkable achievement for a novice researcher.

We also write papers together. I believe that collaboration is another way to train a researcher in the spirit of collaboration and co-producing knowledge. We are currently working on two papers which will complete his folio and another paper on Burmese media. Apart from papers, we also work together to explore potential projects and conceive research plans to bid for funding. In that spirit, I also encourage Kham to travel to international conferences alone or with fellow PhD students. His paper was selected in a conference hosted by the Asia Centre of Harvard University. He also travelled with his fellow PhD students to Canada to present his paper on positionality. And he will be in Japan for two weeks visiting Soka University to explore a possibility for a diasporic project with myself and my partner in Soka.

My relationship with Kham goes beyond a supervisor/student relationship. We are colleagues, collaborators, comrades and friends. While they are charting their own research journey, I always consider my PhD students as my partners in their adventures. To me, PhD study is a roller-coaster ride, and it takes someone sitting next to you to make it more fun.



Figure 1. I was with Kham, right, and my former PhD student Herbarry Cheung, left, a lecturer (Assistant Professor) at Monash University (Malaysia)



Figure 2. This figure and the one below were taken when I was invited to present on how to get international grants, organised by the Faculty of Social Sciences, University of Naresuan, Thailand



Figure 3. Kham is on the right in the top and bottom figures

A Supervisor's Approach to Empowering Research Students

Dr Alfredo BAUTISTA

*Associate Professor & Associate Head,
Department of Early Childhood Education,
Faculty of Education and Human Development*

Supervising doctoral students is one of the most interesting and rewarding aspects of being an academic. If you are new to supervising research students or you are looking for fresh ideas, here are some of the strategies I use that you may find useful to cultivate students' development, learning, and well-being.

1. Holding Regular Meetings to Support Students in Writing

To help students develop the core research skills that mark an independent researcher, I supervise them closely during their doctoral programmes. Most of my students write their dissertation as a compilation of published journal articles, so teaching them about scholarly writing in journals and publishing strategies from the beginning is vital. To help them in the difficult task of publishing, I meet them weekly and discuss step by step the various sections of their manuscripts. I read their work very carefully, giving them critical but constructive feedback, so they can improve their work.

2. Cultivating a Community of Research Students that Support One Another

Besides working closely with me, I also want my students to help and support one another. Hence, I frequently work with them in groups and we organise as many group activities as possible. I intentionally create a community among my research students so that none of them feel isolated, and besides me, all will have someone to turn to. When someone identifies an interesting or relevant topic, we discuss this in our WhatsApp group, find a convenient time for everyone, and arrange for a group meeting via Zoom. This way, I also save time as I do not have to repeat the same thing many times. I encourage my students to help one another and not keep what they learn to themselves but share it generously with others, both within our group and beyond. This way, everyone can succeed.

3. Sharing Knowledge and Tips about Academia

I also place great emphasis on the importance of establishing connections with other scholars. While being productive is essential, it is not enough. Scholars also need to be sociable, collaborative, collegial, and kind to others. I always invite my research students to meet my collaborators and encourage them to participate in conferences and summer schools. I also recommend them to set up and maintain their ResearchGate, LinkedIn and X research profiles, to actively share their work, ideas, and thoughts with other academics. Finally, I always encourage them to make new academic friends at academic events, instead of only mingling with people they already know. I tell them from the beginning that these small actions will make a difference in the long run.



Figure 1. Dr Ho Yan Lam successfully defends her thesis in the company of other students and colleagues

4. Preparing Students Well for Presentations and Exams

I also prepare my students well for public presentations and especially for their doctoral exams, rehearsing with them multiple times. I always do three rehearsals when they are about to present their work for their qualifying examinations or thesis defence, to ensure they cover the right content and give them security. I also involve other students in these rehearsals because they can learn about what their peers are doing, benefit from the feedback I give, and also give feedback to one another. I know how stressful examinations can be, and supporting my students in their preparation gives them confidence to face the battle.

5. Being Approachable, Friendly, and Available

Lastly, I try to build strong personal relationships with my research students to provide them with a safe environment to grow as academics. We often go on hikes and to concerts together, or even organise parties when there is something important to celebrate. Many of my students see me as a friend and confide in me when they feel stressed or have important issues. They know that I am invested not only in their intellectual and academic development, but also in their personal growth and well-being and overall development.

To summarise, my vision as doctoral supervisor is to empower my students at all levels. I try to give them adequate support to develop and hone their research, writing, publishing, and presentations skills, cultivate a community of support, and give them various types of knowledge they need to excel as academics, and I am for them whenever they need me. By giving our research students all the support they need to be the best scholarly versions of themselves, we can set the conditions for their blossoming into independent researchers.



Figure 2. Doctoral students Thomas Fan, Ho Yan Lam, and Jerry Yeung, celebrating their first publication together with collaborator Professor Darren A. Bryant



Figure 3. Attending InSuDoc 2023 with my research students and post-doctoral fellows



Figure 4. Inviting my research students to join me and my colleagues and friends for a hike at Sai Kung

Preparing PGDE(S) Student-Teachers for Field Experience: A Holistic Approach

Mr CHUI Hin Leung Mike

Senior Lecturer, Department of Mathematics and Information Technology, Faculty of Liberal Arts and Social Sciences

Preparation training and sharing sessions from the Arts & Technology Education Centre (ATEC)

Before our full-time PGDE(S) Design and Applied Technology (DAT) students embark on their first field experience (FE), a crucial preparatory phase is initiated by the subject coordinator Mr Mike Chui. This phase includes regular communication with experienced DAT teachers and professionals who bring knowledge and experience to the student-teachers. This year, Mr Lai Yiu Keung Ken, an esteemed DAT panel teacher from the Arts & Technology Education Centre (ATEC), has conducted a series of pre-FE training sessions. Mr Lai's expertise has enriched our students' understanding of both subject-specific content and the pedagogical strategies necessary for effective teaching. The sharing sessions conducted by Mr Lai and his colleagues have provided invaluable insights into enhancing our students' subject and pedagogical knowledge. These sessions are designed to ensure that our students are well-prepared for the challenges of teaching in real classroom environments. Focusing on practical skills is essential, as it allows students to apply theoretical knowledge in tangible ways, bridging the gap between theory and practice. One of the significant themes of this year's sessions was the integration of STEAM (Science, Technology, Engineering, Arts, and Maths) education principles into teaching. STEAM education emphasises an interdisciplinary approach, encouraging students to connect across different subjects. By incorporating these principles, our students learn to create engaging lessons that not only enhance students' understanding of the individual disciplines but foster critical thinking and problem-solving skills. Integrating arts into the traditional science and technology-dominated fields encourages creativity and innovation, which are crucial in today's rapidly changing world. The training sessions were delivered with four highlights:



Figure 1. Mr Lai shared his experience in conducting STEAM projects and DAT activities with the PGDE(S) DAT students



Figure 2. Group photo at ATEC

1. Preparation for Field Experience (FE)

This involves equipping our students with the necessary tools and resources to navigate their first teaching placements. Students learn how to set realistic goals, develop lesson plans, and adapt to diverse classroom environments. Understanding the dynamics of a classroom is crucial, as it allows future educators to manage their classes effectively and engage students meaningfully.

2. Teaching Strategies for DAT Topics

Effective teaching strategies are central to fostering student learning. Our sessions focus on various methodologies, including inquiry-based learning, project-based learning, and collaborative group work. These strategies encourage active participation and allow students to take ownership of their learning, which is especially important in DAT subjects that require hands-on experience.

3. STEAM Education Teaching and Learning Strategies

STEAM education is not just about integrating subjects; it's about cultivating a mindset that values innovation and creativity. Our students learn how to design activities that encourage exploration and experimentation, thus preparing them to guide their future students in discovering the interconnectedness of various disciplines.

4. Workshop Safety Guidelines

The importance of safety in educational settings, particularly in DAT workshops, cannot be overstated. The sessions emphasised the importance of creating a safe learning environment. Students are trained in risk assessment, proper use of tools and materials, and emergency procedures. Understanding safety protocols ensures that they can foster a safe atmosphere for their students, allowing for creative exploration without unnecessary risks.

In summary, the combination of expert guidance, practical training, and a focus on safety prepares our PGDE(S) DAT students not only to teach effectively but also to inspire their future students. This holistic approach ensures that our future educators are well-equipped to meet the challenges of modern teaching while prioritising the safety and well-being of their students.

Working with My Supervisor as a Student Researcher

Mr SAI Htong Kham
*PhD Student, Department of Social Sciences
 and Policy Studies, Faculty of Liberal Arts and
 Social Sciences*

Currently in my fourth year of my PhD study, conducting research has ever been a big part of the whole journey. From proposing a topic to presenting it to the examiners to executing the writing, my supervisor has seen and heard all I have to say during these different stages of research. With that said, my supervisor offers total encouragement when it comes to discussing research questions and plans for publication in addition to general consultations for my PhD study. I would like to highlight my first publication, for this reflects how a supervisor plays an essential role in supervising her student in manuscript preparation and publication.

Publication is encouraged as part of the practice of a PhD student. But it is never without a challenge. In fact, it could be quite challenging for a novice researcher like myself who has limited experience in research publication. But thanks to Dr Isabella Ng, my principal supervisor, I published my first single-author paper on 'researcher positionality' in a high-impact journal – The International Journal of Qualitative Methods. Isabella has been a supervisor, a mentor, and a collaborator since the beginning of my PhD journey. Before I was able to complete this manuscript, she would advise me to take notes of all that I felt and saw from my fieldwork in Thailand. And I did. And we then turned this into a paper which was later published in a peer-reviewed journal. Despite the whole fieldwork experience being my own and personal, she was able to guide me with questions and ideas on how to approach the topic. And most importantly, like all researchers would ask, she would leave me with a question of research significance and contribution to think about before writing the manuscript. She would refer me to some of her previous work and that of others that are relevant. Her guidance to certain books and authors for me to develop my knowledge was a great practical help. I have not had a problem locating the right source of reading materials since.

Beyond this is how Isabella cares for her students after work hours. We would sit down and have a tea-time chat about anything including work and non-work related things. This is not only about taking a break from work but it concerns the building of a relationship that is needed in this academic setting and beyond. With this kind of support I believe, we as students can develop holistically within the academic setting and without. That is why she would also encourage me to go out more and explore beyond Hong Kong, whether for my own career path in the future or for connecting with like-minded individuals in and outside of academia.



Figure 1. The Faculty of Social Sciences (Naresuan University)'s welcome message for me as a student visitor



Figure 2. Me during the fieldwork in Phrae, Thailand

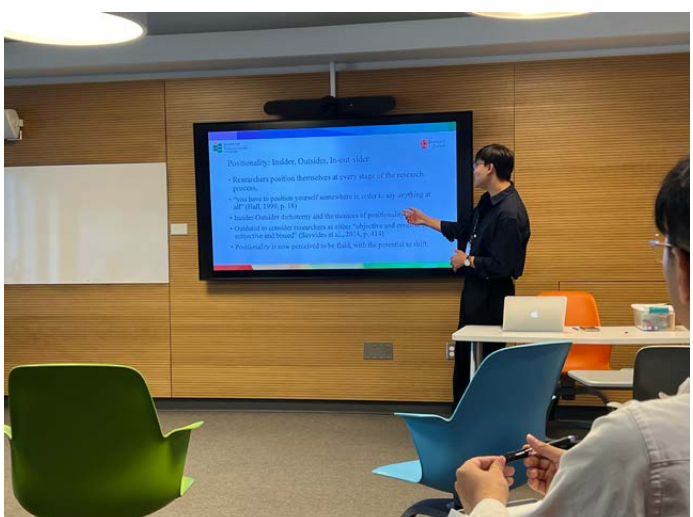


Figure 3. Me presenting my published paper at Simon Fraser University, Canada

Guided to Grow: Fostering a Growth Mindset and Feedback Literacy in My PhD Journey

Ms ZENG Ye

PhD Student, Department of Curriculum and Instruction, Faculty of Education and Human Development

As a PhD student at EdUHK, my academic journey has been shaped by the impactful guidance of my supervisor, Dr Zhan Ying. Her mentorship in academic writing, teaching experiments, and independent research preparation has fostered my growth mindset and feedback literacy.

One of the most valuable aspects has been my supervisor's timely and precise feedback on my academic writing. Whenever I submit a draft, my supervisor promptly responds with written comments and arranges dedicated meetings to elaborate on these insights. These feedback sessions allow me to engage in detailed discussions, ensuring that I fully understand the feedback and can make the necessary revisions. Through this iterative feedback loop, I have appreciated its importance, and have been encouraged to actively seek my supervisor's feedback.

My supervisor also values practical research experience, giving me opportunities to engage in teaching experiments. I learned from my supervisor's meticulous approach, which ensures that every detail is considered, from preparing teaching materials and anticipating potential issues to conducting multiple pilot tests to refine steps. These experiences helped me develop critical problem-solving skills and a deeper understanding of the complexities of intervention research, preparing me to design and implement my own future research experiments.

As I approach my second year, my supervisor has been instrumental in guiding my preparation for independent research. I have gained valuable opportunities to engage in qualitative and quantitative data analysis, allowing me to apply theoretical knowledge to real-world research scenarios. My supervisor also pointed out my research proposal's design weaknesses by providing verbal explanations and supplementary resources. Although I encountered many challenges during this process, with my supervisor's guidance, I gradually overcame them and realised that overcoming problems is an opportunity for growth and learning.



Figure 1. Participating in a teaching experiment



Figure 2. Academic writing guidance by supervisor

Shaping My Future as a Researcher and Educator: The Transformative Mentorship of My Supervisor Professor Leung Bo Wah

Since I started my academic journey, my supervisor Professor Leung Bo Wah has been there for me, providing unconditional support and encouragement. Whenever I encountered any difficulty in my research, he would share his experience and provide guidance for me. Even when I asked what seemed like simple questions, he always responded with patience and understanding, to ensure that I feel confident in my learning process. Moreover, he has been encouraging me to participate in conferences and to share my research, which is beneficial for my professional development. Engaging at different conferences not only strengthened my presentation skills, but also provided me with valuable feedback from peers and experts in my field. I have also learned a lot from different scholars and researchers at the conferences, which broadened my horizons and deepened my understanding of my research area.

Apart from his academic support, my supervisor has also enriched my learning journey by engaging in different musical activities. He often brings me to music gatherings, where we can enjoy and learn Cantonese operatic singing and accompaniment. These gatherings are not just a break from the rigors of doing research, but also a precious opportunity to learn from the Cantonese opera veterans. These experiences also gave me insights for doing my future research. The joy of participating in these activities has been invaluable.

Professor Leung has not only played a significant role in my academic journey but also in my personal development. He reassures me whenever I have self-doubts and shares his own stories to inspire and motivate me. His mentorship has taught me the importance of resilience and perseverance in the face of challenges. I am grateful to learn from my supervisor, not only to become a researcher but also an educator dedicated to nurturing students. I hope I can become a kind and passionate researcher and educator like my supervisor one day, someone who makes a positive impact on their students' lives both academically and personally.

Ms MA Sin Yee

PhD Student, Department of Cultural and Creative Arts, Faculty of Humanities



Figure 1. My supervisor Professor Leung Bo Wah and me at the conference



Figure 2. Me playing erhu in the music gathering

Knowledge Exchange in Inter-disciplinary Communication - International Outreach Study Programme 2024 (IOSP 2024)

In 2024, I participated in two academic development programmes that involved varying degrees of interdisciplinary knowledge exchange.

The first, at the Summer Institute of Chinese Linguistics (SICL 2024), emphasised empirical linguistic research in areas such as Experimental Phonetics, Pathological Linguistics, Speech Synthesis, and Neurolinguistics. In EdUHK, I had the opportunity to learn about EEG and fMRI technologies, but I made less association between these tools with my research. My work is mainly text processing and doing linguistic analysis, which is confined to traditional aspects of linguistic research. However, engaging with these cross-disciplinary subjects at SICL significantly broadened my horizons and inspired me to explore further possibilities within my studies. The introduction to new concepts, tools, and methods of knowledge transfer was particularly enlightening. This exposure made me realise the potential of my project, and it opens up new avenues for my future research framework.

The second programme was an outreach initiative with Simon Fraser University (SFU), which was more interdisciplinary. Not only were my peers from diverse subjects, but faculty and research students at SFU also introduced novel research focuses in the Canadian context. Throughout this programme, we attended several seminars led by SFU scholars that covered topics such as educational philosophy, indigenous culture, and inclusive learning. Engaging with SFU's RPg students, where we presented our research topics, further inspired me to adopt an integrated approach in my academic endeavours. This experience highlighted the importance of considering how my research could be relevant to local issues, such as those in Vancouver. These experiences have motivated me to ensure that my research not only advances linguistic knowledge but also addresses pressing societal issues, including language preservation and cultural identity.

Engaging with students and colleagues from a variety of disciplines reinforced the value of interdisciplinary dialogue and collaboration, enriching both educational experiences and outcomes.

Ms Ji Yaxuan

PhD Student, Centre for Research on Linguistics and Language Studies, Faculty of Humanities



Figure 1. Award for outstanding students



Figure 2. EdUHK student and staff with SFU faculty

A Foreigner's Perspective: Embracing New Educational Horizons at Simon Fraser University - International Outreach Study Programme 2024 (Organised by the Graduate School)

Ms CHAN Ching Hang Justine

PhD Student, Centre for Research on Linguistics and Language Studies, Faculty of Humanities

Stepping onto the campus of Simon Fraser University (SFU) as a visitor felt like entering a vibrant tapestry of cultures and perspectives. The Faculty of Education, in particular, exuded an aura of progressive thought and inclusivity, a stark contrast to the more traditional educational systems I was accustomed to. The SFU's land acknowledgement, recognising its location on the unceded territories of the Coast Salish peoples, was not just a formality; it was woven into the very fabric of the faculty, a testament to their commitment to reconciliation and decolonisation.

Coming from a system where education often prioritises rote learning and standardised testing, I was struck by SFU's emphasis on experiential learning and critical thinking. The seminars, led by renowned scholars like Professor Charles Bingham and Dr Cher Hill, were intellectually stimulating and challenged my preconceived notions about education. Professor Bingham's exploration of "Universal Education" and the importance of fostering "will-to-will" relationships resonated deeply. It made me question the traditional power dynamics in education and consider the potential of creating truly equitable learning environments.

Dr Hill's seminar on equity, decolonisation, and indigeneity was particularly impactful. As an outsider, I had limited knowledge of the residential school system and its devastating legacy. Learning about this dark chapter in Canadian history and the ongoing fight for reconciliation was both heart-breaking and enlightening. The seminar highlighted the importance of incorporating Indigenous perspectives and knowledge systems into the curriculum, something I believe is crucial for fostering understanding and respect between cultures.

Beyond the academic rigor, what truly impressed me was the sense of community within the faculty. The informal research mingles provided a unique platform to connect with SFU students and faculty, fostering a genuine exchange of ideas. Witnessing the participants' passion for their research and their willingness to engage in thoughtful discussions was inspiring. It reinforced the idea that learning is not confined to the classroom but flourishes through collaboration and open dialogue.

The emphasis on nature and outdoor education, deeply intertwined with indigenous ways of knowing, was another aspect that resonated with me. Coming from a densely populated urban environment, I found solace and inspiration in the natural beauty surrounding the campus. It reminded me of the interconnectedness of all living things and the importance of environmental stewardship.

The study programme at SFU was more than just an academic experience; it was a journey of personal and professional growth. It challenged my assumptions, broadened my perspectives, and instilled in me a deeper appreciation for diverse cultures and approaches to education. The lessons learned at SFU will undoubtedly shape my future endeavours, encouraging me to be a more compassionate, inclusive, and globally minded educator. The programme served as a powerful reminder that true education extends beyond textbooks and classrooms; it is a lifelong pursuit of knowledge, understanding, and empathy.



Figure 1. The beautiful Burnaby campus of Simon Fraser University



Figure 2. Justine presented a recent research paper during the student presentation session

My Knowledge Enrichment through a Study Tour

Munira JAHAN

PhD Student, Graduate School

During my exchange programme, the host university (Simon Fraser University) arranged two interactive workshops on the philosophy of education and equity, diversity, inclusion, indigeneity, and decolonisation and its applicability in the current context of academia, teaching, and research. The workshop on the philosophy of education mainly discussed three critical issues: (i) the history of education, (ii) the relation of education, (iii) and social changes or impact on society. This workshop discussed and agreed that the philosophy of education comes from traditional textual evidence and interpretation. It focuses mainly on intellect, previous experiences, and social changes to improve present knowledge.

Exploratory Writing

This was an exciting and useful part of the exchange program. During reflective writing sessions, the educator gave guidance and instruction on reflective writing based on the philosophy of education and decolonisation, equity, and inclusion. I learned many things from this workshop, such as critical analysis experience, how this has impacted you, what you plan to do with your new knowledge, and how the experience relates to broader themes or concepts.

Research Mingle

We introduced and discussed research concepts with multi-disciplinary researchers through the research mingle session. In addition, during this session, I met with other students and had a chance to discuss issues related to the research and theoretical debates related to our study. The most important thing was that we had a lot of discussions on our research methodologies, particularly the data collection approaches and data analysis techniques. Moreover, during the session, we had a chance to get to know each other and talk about our future research collaboration.

Figure 1. My research paper presentation at Simon Fraser University



Figure 2. With a Professor at Simon Fraser University



Student Presentations

In the student presentation session, I had the opportunity to exchange views with other students. We learned from each other, no matter the cultural differences or research skills. During the session, we presented our research project. I presented one of my research papers related to my PhD thesis. During the Q/A session, I received some comments which will help my research. Moreover, through the students' presentations, I also gained some ideas and knowledge in different research areas.

Panel Discussion

In the panel session, the faculty, researchers, and students from Simon Fraser University and The Education University of Hong Kong interacted and discussed academic issues. This session also focused on internationalisation, study abroad, and university collaboration.

Overall, these workshops, student presentations and panel discussions offered us practical skills and techniques to improve our research and academic writing abilities and provided us with valuable opportunities to learn from experts and peers in our respective fields.



Figure 3. With Professor and my fellows at Simon Fraser University

Bridging Cultures, Expanding Knowledge through the International Exchange Programme

Ms TANG Foong Yee Vivien

PhD Student, Department of Social Sciences and Policy Studies, Faculty of Liberal Arts and Social Sciences

*“The world is full of wonderful things you have not seen yet.
Do not ever give up on the chances of seeing them.”*

– J. K. Rowling

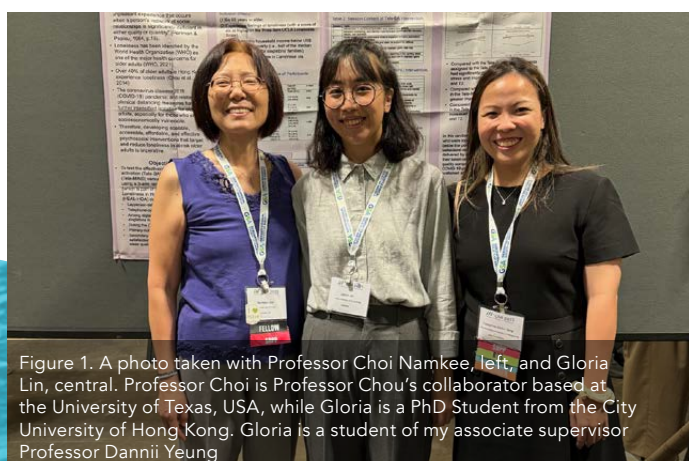
Amidst the hustle and bustle of my postgraduate life, I had the privilege to participate in the 2023 Annual Scientific Meeting of the Gerontological Society of America (GSA) as well as the International Outreach Study Programme (IOSP) 2024 organised by the Graduate School in collaboration with the Faculty of Education at Simon Fraser University (SFU) in Vancouver, Canada.

At the GSA, I had the opportunity to present my research on the relationship between material deprivation and loneliness among Hong Kong's aging population to scholars in this field. This allowed me to receive valuable feedback and gain valuable insights. Furthermore, it provided me with a platform to network with my supervisor Prof Chou Kee Lee's collaborators and meet fellow students from around the world, enabling me to exchange research ideas, learn about the diverse types of research currently being conducted, and explore possibilities for future collaboration.

The IOSP was filled with thought-provoking lectures by faculty members from SFU. They shared the importance of universal education, the dynamics of the educator-learner relationship, and collaborative efforts in designing education programmes that respect and integrate Aboriginal knowledge and perspectives. This broadened my understanding of how education can be transformed to be more equitable and inclusive, especially for marginalised communities.

Furthermore, the research mingling with fellow postgraduate students and faculty members from SFU and EdUHK was one of the biggest takeaways from the visit. Listening to the amazing work done by my peers shifted my perspective. I realised the importance of looking beyond our research and learning from the diverse perspectives of our colleagues. This exchange made me wonder, “How is their work related to mine? What can I learn from their research, even in different fields? What methodologies and theoretical frameworks can I glean?”. Through these sessions, I understand that knowledge is never static; we must stay updated on the latest research and emerging designs and consider how to incorporate these insights into our work.

I want to express my sincere gratitude to my supervisor, Prof Chou, for his support and guidance in enabling me to present my research internationally and to the Graduate School for their thoughtful arrangements in ensuring that all students who participated in the study programme were able to benefit one way or another. These international visits were made possible by the generous funding of Prof Chou, the Graduate School, and the HKSAR Reaching Out Award.



Participating in the International Outreach Study Programme 2023 at the Rochester Institute of Technology

Ms NIU Yuyan

PhD Student, Centre for Research on Linguistics and Language Studies, Faculty of Humanities

In the summer of 2023, I was fortunate to participate in the International Outreach Study Programmes (IOSP) at The Education University of Hong Kong (EdUHK), which provided me with a transformative opportunity to delve deeper into the field of Linguistics. With financial support from EdUHK, I travelled to the Rochester Institute of Technology (RIT) in the United States for an exchange programme that was both intellectually stimulating and culturally enriching.

At RIT, I immersed myself in a series of intensive research workshops and seminars designed to push the boundaries of my academic understanding. My research on linguistic patterns within multilingual communities garnered keen interest, sparking discussions that highlighted the collaborative spirit of the academic community. Presenting my work to a panel of esteemed faculty members and fellow linguistics scholars was both nerve-racking and rewarding. Their constructive feedback and insights were invaluable, refining my research methodologies and broadening my comprehension of linguistic phenomena.

The exchange programme was not merely an academic exercise; it was a cultural exchange that pushed me to step out of my comfort zone and adapt to a new educational environment. The diverse perspectives I encountered at RIT enriched my research and provided a multifaceted view of linguistic studies. Engaging with scholars from around the world, each with a unique approach to linguistics, was an experience that transcended the classroom and significantly contributed to my personal and professional growth.

Collaboration was at the heart of my experience at RIT. Working with international scholars who share my passion for linguistics allowed me to learn from the best while contributing my own insights. These collaborations have resulted in lasting professional relationships that continue to foster my growth and development in the field.

The IOSP programme also played a crucial role in developing my social networking skills. The meaningful connections I established with peers and mentors have become a cornerstone of my professional network, offering ongoing support and collaboration opportunities. These relationships have been instrumental in shaping my career trajectory and have opened doors to future research endeavours.

In summary, the IOSP programme organised by EdUHK was a transformative experience that enriched my intellectual capabilities and contributed to my holistic development. The programme prepared me for future academic and career success by providing a global perspective on language studies, enhancing my research skills, and equipping me with essential social networking abilities. The memories and lessons from this experience will undoubtedly serve as a foundation for my future endeavours in academia and beyond.



Figure 1. The Cultural Exchange Hall at RIT is a vibrant space that fosters cultural sharing and understanding among students from diverse backgrounds through engaging events and activities

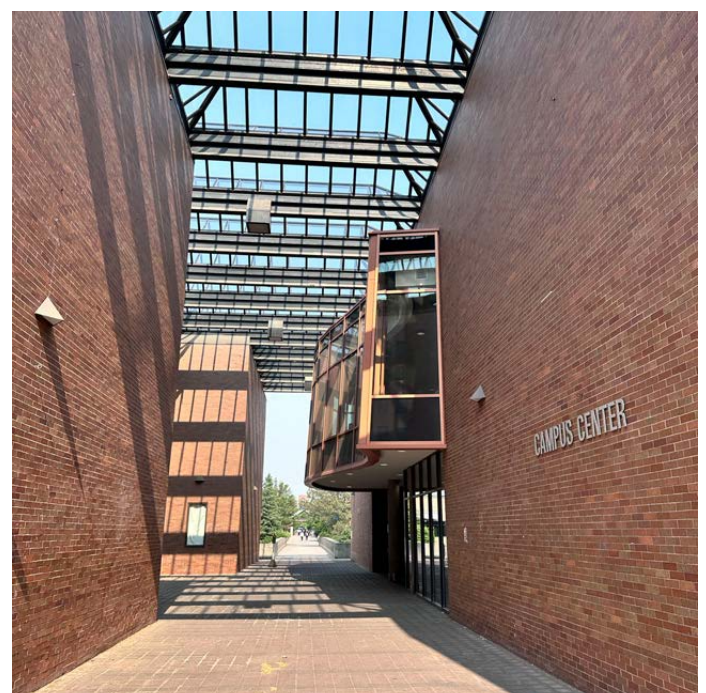


Figure 2. Campus tour in Rochester Institute of Technology

A Truly Unique and Diverse Learning Experience at the University of New South Wales

As a PhD student, I believe I should not only strive for my academic excellence, but also for my personal growth. In June 2024, I had the privilege to be one of the participants in the International Outreach Study Program (IOSP). I travelled to Sydney in Australia and visited the University of New South Wales (UNSW) School of Education for a week, a truly unique experience that is memorable and beneficial to me in many aspects.

At UNSW, I engaged in a three-minute thesis presentation event. This event challenged me to distil the core ideas of my research and effectively communicate them to an audience with a diverse background. The opportunity to present in front of professors and fellow students at UNSW not only pushed me to refine my presentation skills but also provided me with valuable feedback and perspectives from the scholarly community, helping me to reshape my research designs and objectives.

I also had opportunities to interact with professors and students beyond my professional network and expertise. I participated in a wide range of networking events, including informal gatherings and more formal meetings. Attending these events allowed me to engage in academic conversations, facilitating the exchanges of ideas, perspectives, and experiences in Australia and Hong Kong. The professional connections that I built during the IOSP offered me insights into global research practices. Most importantly, some of these professors and students have even become close friends of mine!

The cultural exchange at UNSW and Australia at large allowed me to explore local cuisines, unique wildlife, and attractions that I have never experienced before. In Sydney I visited St. Mary's Cathedral, the Queen Victoria Building, the Opera House, etc. These holistic experiences enriched my understanding of Australia's heritage and fostered a deeper appreciation for cultural diversity, which is crucial for my professional and personal growth.

I have to say, the IOSP not only enhanced my research skills and professional network but also deepened my cultural awareness, shaping me into a more well-rounded researcher who is ready to embrace the complexities of the interconnected world. The interdisciplinary approach, the engaging academic community, and the valuable insights gained from the IOSP have left a lasting impact on my research journey and prepared me for my dedication to advancing the education and betterment of our society. I am truly grateful for the IOSP, and I strongly encourage all research students to participate in this programme!

Mr YEUNG Cheuk Lam Jerry

PhD Student, Department of Early Childhood Education, Faculty of Education and Human Development



Figure 1. Three-minute thesis presentation



Figure 2. UNSW



Figure 3. Group photo

Learning from Academic Activities

International Conference: A Great Chance for Learning, Sharing, and Networking among Research Postgraduate Students – International Postgraduate Roundtable and Research Forum cum Summer School (IPRRFSS) 2024

Ms CHAU Soryaly

PhD Student, Analytics\Assessment Research Centre

Participating in extracurricular activities such as attending and presenting at international conferences, in addition to their primary responsibility of thesis research, is an essential aspect of postgraduate PhD students' involvement. These platforms provide PhD students with a wealth of beneficial academic knowledge and research skills, contributing significantly to their "Whole Person Development". As a Research Postgraduate (RPg) PhD candidate at The Education University of Hong Kong (EdUHK), I registered to attend and was also accepted to present at a few international conferences throughout 2024. One of these was the International Postgraduate Roundtable and Research Forum cum Summer School (IPRRFSS) 2024 held by the EdUHK's Graduate School (GS), and this brought me an unforgettable memory during my PhD journey.

The IPRRFSS 2024 included twelve keynote speeches that allowed me not only to gain a comprehensive understanding of interdisciplinary research fields and solid grounding in my research area – discourse of EMI implementation in higher education in different worldwide contexts, but also to enhance my research skills with the use of AI innovations. Actually, during discussions with other attending scholars/researchers after listening to their presentations and sharing my presentation, I was able to exchange ideas with them, especially in areas I had been stuck on, and received valuable feedback and critiques to improve my thesis research. This will greatly assist in the next step of my PhD journey, hopefully resulting in a great performance in my future thesis research defence as well as in my upcoming publications.

Also, regarding academic activities, the conference provided inspiring networking opportunities with senior scholars, researchers and professors from multidisciplinary areas across the globe. Through communication and interaction with the other attendees, I was introduced to their latest research, theories, and methods which allows me to broaden my intellectual horizons and generate potential research ideas for my upcoming publications based on their valuable advice and support. It was really interesting that our ideas, sharing and questions during the conference were always welcomed and explained in detail. I met vital mentors who boosted PhD students like me to become more confident in terms of research professional development and academic identity development.

Overall, international conference attendance can be of great significance for the future of PhD achievement and success since it provides valuable learning, networking and professional growth opportunities, and therefore, all postgraduate research students should be strongly motivated and supported to participate in international conferences or other academic activities.



Figure 1. Postgraduate research student presenters in the same session



Figure 2. Professor Chetwyn Chan, Vice President (Research and Development), EdUHK; Professor Michelle Gu (Dean of GS), EdUHK; and Bangladesh University and EdUHK PhD students

Gains from Participating in the 29th Annual Congress of the European College of Sport Science

It was the first time that I had opportunity to present my research outside Hong Kong, and I am grateful for the financial support from the Graduate School, as well as support from HPE and FLASS.

Right from the outset, during my preparation of the poster for this event, I was contemplating how to narrate a compelling story to all audiences, including numerous experts in this field. Therefore, I collaborated closely with my supervisors on the design and content of the poster. Subsequently, I rehearsed multiple times and endeavoured to articulate my ideas clearly and academically. Such practice not only familiarised me more with my poster but also bolstered my confidence for the presentation.

Several interested experts engaged in discussions with me regarding my poster, inquiring about further details and posing questions. Some of them provided me with valuable suggestions, which notably enhanced the overall quality of my thesis and also inspired me with future study directions.

Apart from showcasing my own work, I actively participated in various poster sessions and engaged in discussions about others' work. I made acquaintances with numerous individuals during these sessions, despite differing research interests. Additionally, I had the opportunity to meet experts in this field in person. While befriending them might be challenging, focusing on their research advancements could greatly broaden my horizons.

The symposiums offered diverse research topics. One particularly memorable symposium that resonated with me was titled "Exercise and Brain Health". The speaker and panel members initiated the discussion through only one slide. Their deliberations provided me with a deeper insight into this research domain.

Different symposiums not only enhanced my intellectual and social capacities, but also in certain talks such as "How to become a professional researcher" or "How to overcome mental health issues in your PhD journey", my professional and psychological abilities were also improved. Besides, a running activity called the "Bengt Saltin Run" hosted by the conference encouraged us to engage in more physical activity to improve our overall physical health. I truly appreciate the support from the university and believe that participating this conference can help me in my whole person development, enhancing my intellectual, physical, professional, psychological, social and spiritual capacities.

Mr ZHANG Borui

PhD Student, Department of Health and Physical Education, Faculty of Liberal Arts and Social Sciences

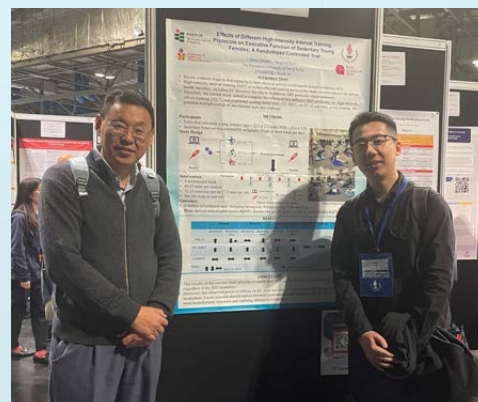


Figure 1. Photo with my supervisor in front of my poster

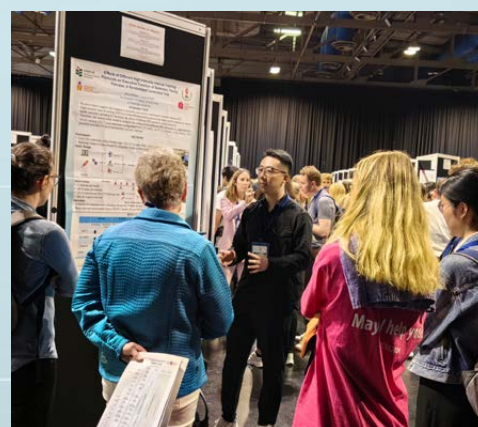


Figure 2. Presenting my poster to the experts



Figure 3. Group photo of EdUHK members

Enhancing Academic Growth Through Intensive Research Exposure: A Journey in Assessing Protected Areas' Carrying Capacity for Environmental Sustainability Management

Mr ZHANG Ke
PhD Student, Department of Science and Environmental Studies, Faculty of Liberal Arts and Social Sciences

My journey at EdUHK has been filled with fruitful experiences over the past three years of academic learning, as I have been fortunate to have had opportunities to expand my scientific knowledge, enhance my research capabilities, and sharpen my critical thinking skills through various research and practical pursuits. These opportunities have significantly strengthened my personal growth in academic excellence and professional competitiveness in the workplace. It is worth mentioning, this growth would not have been possible without the tremendous support provided by both my departmental and supervisor's professional supervision throughout my studies at the university, as they have been so incredibly supportive in guiding me to pursue a degree by pushing me to focus not only on completing my own PhD project but also encouraging me to engage in various other research projects to gain more experience.

In speaking of this, my participation in a study examining the visitor carrying capacity at the Hoi Ha Wan Marine Park (HHWMP) has given me the great opportunity to gain more profound research experience and knowledge alongside my PhD project. With the proposed research methodology in mind, the primary aim of exploring the social carrying capacity at the HHWMP was to investigate to what extent visitor numbers could impact the HHWMP's ecological environment conditions and tourists' recreational satisfaction, aiming to provide policy recommendations for stakeholders to promote sustainable ecology and tourism management implications at the HHWMP.

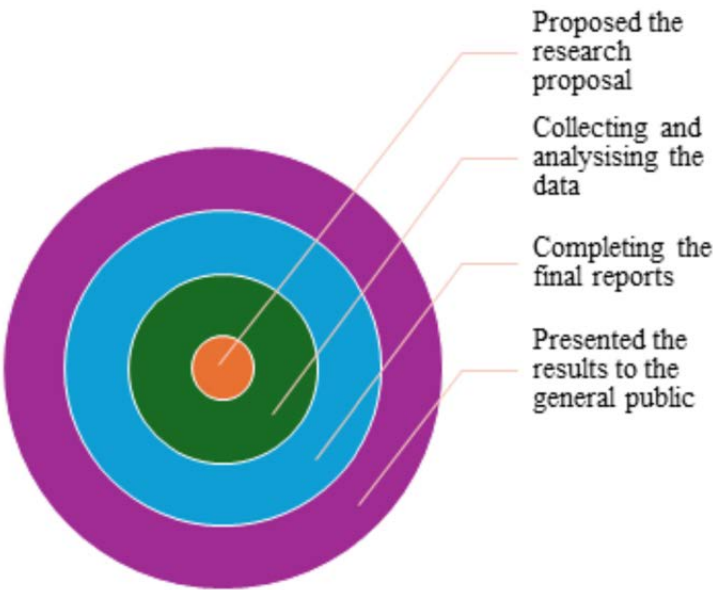


Figure 1. The process of participating in studying HHWMP's carrying capacity for environmental sustainability management

Throughout every phase of completing this project, the duties involved in drafting proposals, collecting and analysing data, and writing the final research reports has significantly transformed and enhanced my overall capability to be a competitive PhD candidate, especially by being extremely helpful in aiding me to complete my PhD studies in the normative period. Specifically, engaging in the project's research design and data analysis has boosted my academic capabilities, owing to the exceptional opportunities that allowed me to explore and master more advanced research methodologies. This exposure has further helped improve my critical thinking in academic writing. More remarkably, serving as a coordinator responsible for allocating multiple research tasks in the study's operations has boosted my ability to develop heightened self-awareness with a more vital competence to adapt to uncertain situations when handling challenges associated with the study, such as meeting stringent submission deadlines as requested by supervisors. This improvement is especially evident in my role as a coordinator of data acquisition, where my improved communication and leadership skills have enabled me to lead a team to work effectively. I had to devise an advanced plan to ensure an accurate collection method was established before assigning duties to the student helpers and to supervise them in collecting the data from our target participants. More significantly, the extensive field trips organised and prepared for running the data collection aspect have promoted my physical endurance, improved my adaptation to outdoor settings, alleviated my mental stress, and enhanced my psychological well-being, all while pursuing a PhD degree. Most importantly, completing tasks while observing and documenting changes in the natural environment has deepened my dedication to environmental sustainability and promoted my interest in continuous exploration in the research area of protected area management and nature-based tourism studies.

In summary, I firmly believe the benefits I gained from the HHWMP project will continuously strengthen my commitment to advancing future studies to promote and support sustainable nature-based tourism and ecological conservation in Hong Kong. More importantly, my two years of dedication to the project will hopefully constantly inspire me to integrate the research design of my present study into further studies aimed at fostering more innovative methodological and theoretical knowledge that could shape my future academic and professional career development.

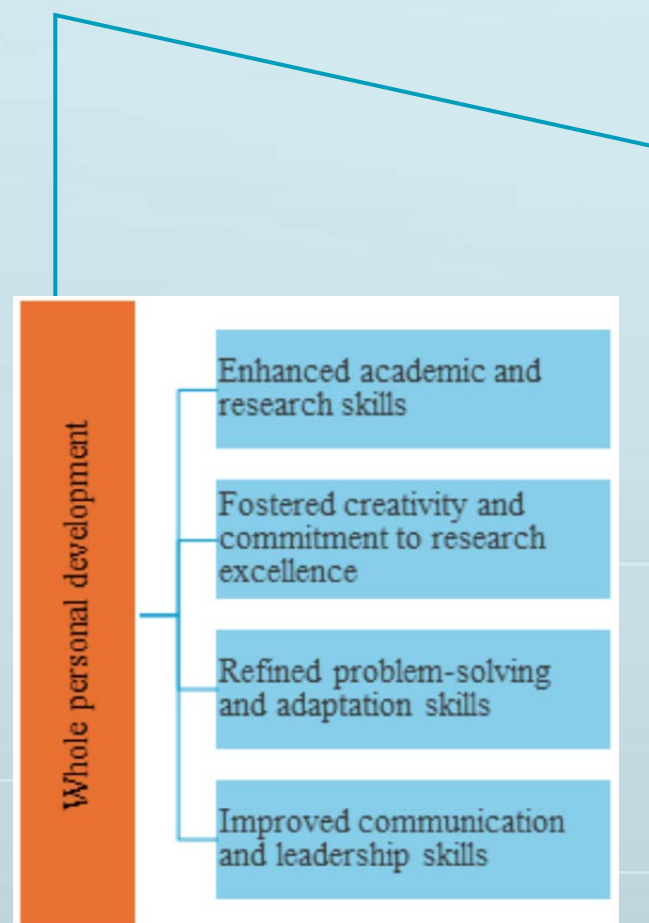


Figure 2. The benefits of improved personal development after studying HHWMP's carrying capacity for environmental sustainability management

Experience as a Teaching Assistant to Develop Teaching Skills — Improving Teaching Skills is a Never-ending Journey

Ms DONG Xiaying

PhD Student, Department of Curriculum and Instruction, Faculty of Education and Human Development

In this academic year, I had an opportunity to become an assistant teacher for the module “Assessment for Learning: Theory into Practice” (TLS6065), an elective course for Master of Education (MEd) students, under the supervision of Dr Zhan Ying.

Dr Zhan first tasked me with updating the teaching slides to better cater to the needs of current master’s students. This process helped me become more familiar with the teaching content, which was significant as I had changed my major from English to Education. Although I majored in education during my master’s degree, it was a broad area that suited me then. However, it had little to do with my current research area, feedback and assessment. Therefore, I did need some time to become more familiar with the teaching content.

In addition to preparing teaching materials, Dr Zhan invited me to observe her classes. In the very first class of the module, she kindly introduced me to the whole class, mentioning that I would give a lecture later. Observing previous classes helped me lay a solid foundation for the module content and familiarise myself with some characteristics of the students. Through classroom observations, I was aware of some teaching techniques. For example, being frank and having a sense of humour at appropriate times can attract students’ attention and help them concentrate more on the learning content.

After I finished the first version of my slides and teaching plan, Dr Zhan and I met to discuss them. I benefitted greatly from this discussion and continued revising my slides and teaching plan. Due to the time and effort that Dr Zhan and I devoted to the course, the finalised version was much better than the preliminary one. This was a precious opportunity, and Dr Zhan kindly gave me some constructive feedback after my lecture.

One essential point that I learned from this experience is the significance of novice teachers devoting adequate time to preparation for teaching. You must be more familiar with the content than anyone else. Therefore, considerable time is required for novice teachers. Additionally, I realised that I need to overcome some shortcomings in my teaching. For example, the pace of my lessons should be more concise and not drag on. Also, I should not be too rigid in following my lesson plan. Instead, I need to make flexible adjustments based on the teaching situation.

This teaching experience has been a valuable opportunity, and I will strive to apply the points I have learned during this process to my future practice. After all, the most effective way to improve teaching skills is through DOING, not just thinking.

Overall, I deeply appreciate this opportunity and realise that improving teaching skills is a never-ending journey.

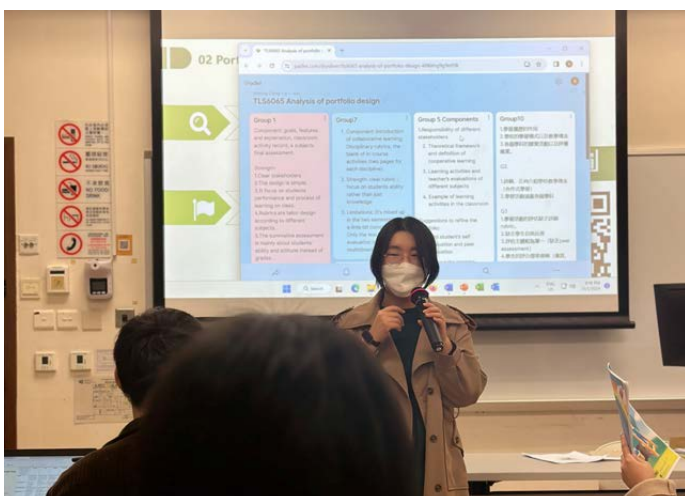


Figure 1. Photo of Ms Dong Xiaying giving a lecture to students enrolled in TLS6065

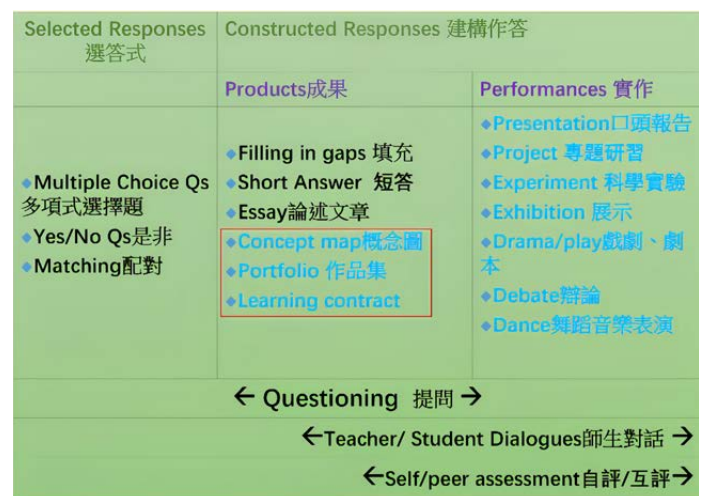


Figure 2. A diagram highlighting the teaching content (circled in red) of the lecture

Gains from Participating in Conferences and Research Projects — In the Transition: Gains from the ICEF 2024 and the HERA 2024

As a “freshman” in research, I felt excited to start my PhD journey at The Education University of Hong Kong last September. Although I have devoted myself to education for several years, I was still anxious to figure out discrepancies between being a practitioner and a researcher. The transition itself is a struggle and a painful process; however, it pays off. Luckily, I have a fully supportive supervisor, Dr Ewan Wright, and a department management team led by Dr Lu Jiafang to guide me from the normative to the analytical, from the personal to the intellectual, as well as from the experiential to the theoretical (Labaree, 2003).

I can still vividly recall my RPg admission interview, and I asked Dr Lu for tips. In addition to the recommended article by Labaree (2003), the tailor-made solution for me is to start with international conferences. I have attended and presented at two conferences this year. One was the International Congress on Educational Futures 2024 hosted by The Education University of Hong Kong from 23-25 April 2024 in Hong Kong, and the other was the 10th HERA conference hosted by National Chengchi University from 5-6 June 2024 in Taipei. It is worth mentioning that the 10th HERA conference was the first international conference I have attended outside of Hong Kong. I regard it as a personal milestone in my PhD journey, an enriching experience providing me with professional and personal development opportunities.

From submission preparation till the international trip, I was academically guided by my principal supervisor, Dr Wright. Whenever I sent a draft to him, he gave very prompt and valuable feedback even on the same day. I could imagine how busy he was, and he told me, “No worries, I am here to help you.” He let me not just focus on the conference itself, but also showed me that it is better for me to learn this kind of academic writing. The result was satisfactory. My piece was accepted. The conference offered a unique platform for me to present my research topic, and I received valuable feedback and suggestions from experienced researchers. It was also a good channel for networking with peers, scholars, and practitioners from around the world. These interactions have not only broadened my academic network but also opened avenues for future collaborations. Discussions with fellow researchers have sparked new ideas and perspectives. Moreover, the opportunity to present my research to an international audience has advanced my presentation skills to make my research interest somewhat public.

I am grateful for the academic and financial support from the Department of Education Policy and Leadership as well as the Graduate School, which made this enriching experience possible. The short but cherished conference journey is just a start. I am confident that my unique PhD journey will be further broadened by the department and the university afterward. I look forward to applying the knowledge and insights gained from this conference to my research and contributing to the field of educational policy and leadership.

Ms Li Jia

PhD Student, Department of Education Policy and Leadership, Faculty of Education and Human Development



Figure 1. Opening Ceremony of the 10th HERA Conference in Taipei



Figure 2. Li Jia@HERA in Taipei



Figure 3. Awarding of Presentation Certificate

References:

Labaree, D. F. (2003). The peculiar problems of preparing educational researchers. *Educational Research*, 32(4), 13-22. <https://doi.org/10.3102/0013189X032004013>

**Reflecting on My Academic Journey:
Staying Connected, Seizing Opportunities,
and Sustaining Motivation**

Mr WIN Min Thein
*PhD Student, Department of International
Education, Faculty of Education and Human
Development*

I was fortunate to pursue a PhD at EdUHK with a scholarship. My research focuses on exploring strategies, directions, and opportunities for ethnic higher education in Myanmar. During my first year, I attended the Ethnic Education Conference in Bangkok, where I presented research on the emergence of ethnic higher education following the coup in Myanmar and shared my experience as Vice President (Academic) at Mon National College, founded in 2022. The topics resonated with ethnic leaders, educators, and funding agencies. While my goal was to help close knowledge gaps, the conference also led to three key reflections that have since shaped how I approach my PhD journey.

First, I learned that staying connected with my research field and maintaining ties with my professional community is essential for keeping my work relevant and dynamic. Attending conferences like the one in Bangkok nurtures these connections. Engaging with stakeholders and professionals in ethnic higher education provided me with valuable insights and opened doors to opportunities that are vital for my research. These interactions offered me a broader perspective and strong support networks that will be crucial as I continue my studies. I hope my fellow PhD colleagues at EdUHK will actively seek and maintain these connections, both in Hong Kong and abroad, to enrich their academic experiences.

Second, actively seeking and creating opportunities is crucial, especially for those of us preparing to enter the academic world. The Bangkok conference was organised under extremely challenging conditions due to the conflict in Myanmar. It was a rare opportunity, and I gained invaluable experience from it. This experience taught me that opportunities related to my field are scarce, and I must actively pursue them. I realised the importance of seizing every educational opportunity, whether it emerges from my country, Hong Kong, or through international networks. I hope my colleagues are also reaching out for professionally supported opportunities as these arise.

Lastly, I discovered how to sustain my motivation by achieving small academic milestones that align with my strengths. One of my strengths is in presenting my findings effectively. I did not hesitate to register for the conference, even using my personal budget to attend. I plan to continue presenting my research on higher education—particularly ethnic, alternative, and minority education in Myanmar—both face-to-face and online, to maintain my motivation and ensure my work remains impactful. Hong Kong already provides a strong platform, and I have opportunities to connect with global higher education institutes to participate in presentations. I hope my peers at EdUHK are also leveraging their strengths and utilising existing opportunities to stay motivated throughout their academic journeys.

In conclusion, staying connected, seizing opportunities, and sustaining motivation are essential elements of a successful PhD journey. By applying these strategies, I believe both my peers and I can navigate the challenges of academic life and make meaningful contributions to our fields.



Figure 1. Conference participation in Chiang Mai, Thailand



Figure 2. Conference participation in Myanmar

Learning Experiences from a Research Project: Investigating Orthographic Learning in Chinese School-Age Children

In the past three years, I have participated in fieldwork investigating the learning process of Chinese orthographic regularities in school-age children. This project aims to explore how children acquire visual-orthographic forms of new words and what affects this learning across different age groups.

This project provides plenty of experiences for me to further shape my academic, career, and personal development. First, it offers me an opportunity to enhance my knowledge of statistical learning and language acquisition and apply the obtained theoretical frameworks and concepts in a practical scenario. During the fieldwork, I gained a deep understanding by verifying the theoretical hypotheses and practical outcomes. This deeper understanding helps me raise more compelling and insightful questions and enriches my further academic work.

Second, I improved my research skills, including data collection, analyses, and interpretation during the fieldwork. I obtained many learning experiences about neurophysiological techniques and statistical analysis methods, such as ERPs and linear mixed-effect models. These research skills are invaluable for my academic research and career development.

Moreover, the unexpected challenges I faced during the fieldwork improved my problem-solving capability and flexibility to deal with emergency situations. For example, during the period of testing children in different groups, I was told that one group was not available after a few days because the participants were required to revise for the junior school entrance examination. Therefore, I rearranged the testing time of this group and finished as soon as possible. These experiences enhanced my ability to solve complex and urgent problems, which are essential in academic research, career, and personal development.

The outcomes of the study have been included in several under-review journal papers and presented at international conferences. For example, I participated in the Thirtieth Annual SSSR Meeting in July 2023 at Port Douglas, Australia. During the conference, I made an oral presentation about this fieldwork and communicated my findings to my peers. The experience has been very helpful to me since I received many insightful and constructive feedback. My peers' diverse backgrounds and constructive criticism benefitted me in refining my research and contributed to more robust and insightful findings.

Ms DUAN Rujun

*PhD student, Department of Psychology,
Faculty of Education and Human Development*



Figure 1. A third-grade girl performs the EEG statistical learning task



Figure 2. A first-grade girl reacts to the learning materials



Figure 3. Participating in the Annual SSSR Meeting



Figure 4. Participating in the Annual SSSR Meeting

Growth through Active Involvement in Research Projects - Exploring Solitude Using an Experience Sampling Method

Ms PENG Xinyuan

PhD Student, Department of Special Education and Counselling, Faculty of Education and Human Development

As a PhD student, I am honoured to participate in research projects led and guided by Dr Jiang Da, my supervisor, and work with her overseas collaborators. This treasured experience has brought me lots of benefits for my academic and personal growth.

My research project aims at exploring age and culturally related differences in affective well-being in solitude. We collaborated with Dr Jennifer Lay (University of Exeter) and Dr Dwight Tse (University of Strathclyde). At first, I found it challenging to keep pace with the rapid exchange of ideas in video meetings with overseas researchers. Fortunately, I gradually adapted to the new working situation after several attempts to report the results of our research. My ability to effectively communicate and exchange ideas was promoted. I paid attention to recording the suggestions provided by collaborators regarding the study and carefully considered how to make progress. Their comments often enlighten me and broaden my research perspective.

In January this year, two overseas collaborators visited EdUHK and shared their research with students. I listened to their sharing and was inspired by their passion and humility. I was also honoured to meet them personally, seeking advice on academic and personal development issues. They generously shared their research experiences along the way and provided me with precious advice for my career development.

All in all, I am grateful for this precious opportunity offered by my supervisor. Through this process, I have gained treasured academic experience, academic connections, and cooperation opportunities, as well as realising the importance of conducting research from a global perspective. I have gradually strengthened my determination to be an excellent independent researcher and put in effort toward this goal.

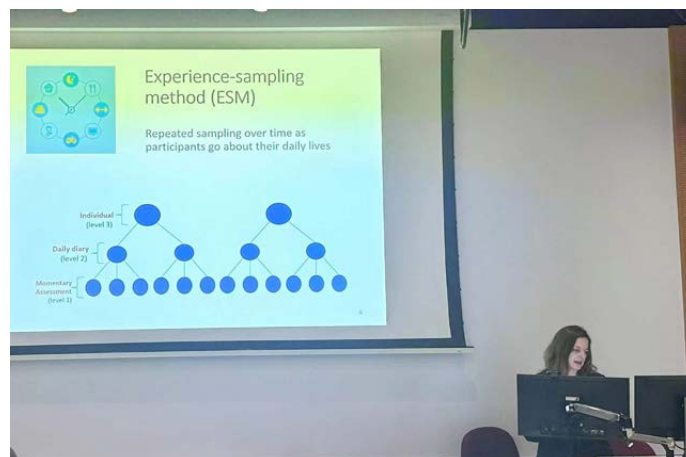


Figure 1. Dr Lay sharing her research



Figure 2. A group photo of two researchers and people interested in their research



Figure 3. Dr Tse sharing his research

Reflective Learning on Attending International Postgraduate Roundtable and Research Forum cum Summer School (IPRRFSS 2024)

Ms MA Mingying Emma
PhD Student, Graduate School

Attending the International Postgraduate Roundtable and Research Forum cum Summer School was a transformative experience that deeply enriched my personal and academic journey. This event served as a global platform for networking and knowledge exchange among scholars and postgraduate students, fostering an environment that encouraged reflective learning and intellectual growth. It was my great honour to serve as an MC for the opening ceremony.

Engaging with international peers and experts gave me a wonderful opportunity to learn about diverse perspectives and methodologies within my field of study. Each session was an eye-opener, offering insights beyond my study and tapping into real-world applications and innovative research. Listening to keynote speeches and presentations highlighted the importance of adaptability and openness to new ideas in scholarly pursuits.

One of the key takeaways from this experience was gaining a recognition of the interconnectedness of global challenges and the necessity for collaborative approaches in research. The interactions underscored the importance of tackling research problems from a global perspective and working in a dynamic and open-minded community.

Reflecting on this experience, I realise the value of stepping outside my academic comfort zone. The roundtable discussions and workshops offered a platform to present postgraduate students' own research and receive constructive feedback from a global audience, which was invaluable for refining our ideas and methodologies. This constructive criticism and encouragement boosted my confidence in my research contributions.

Moreover, the summer school component organised an open house session where projects were directly related to my scholarly endeavours. Engaging with seasoned academicians and participating in skill-building sessions equipped me with new tools and strategies for conducting effective research.

Overall, attending this event was an academic highlight and a personal milestone. It fostered a reflective learning process that has enhanced my academic skills and strengthened my resolve to contribute to global academic discourse.



Figure 1. As one of MCs in IPRRFSS conference



Figure 2. My sharing during the Open House session

Benefits and Gains of Academic Workshops from the University of New South Wales, Australia

CAI Qiuyun

PhD Student, Graduate School

I was so excited to meet with the world-class educational researchers and experienced practitioners at the University of New South Wales, Australia. Dr Alonzo delivered a quantitative research workshop, focusing on the methodology section of a thesis. He was an experienced practitioner in study design and data analysis. Many of the contexts he was involved in are closely related to my research, which thrilled me so much. During the break, I asked Dr Alonzo some questions which have confused me for a long time and got satisfactory answers. After the workshop, Dr Alonzo was very generous in sharing with us some useful materials and resources about how to write a high-quality thesis and journal articles. In the afternoon, we attended a thesis writing workshop led by Prof Starfield, an expert in constructing the formats of a thesis. Before the workshop, we were asked to write down three questions that we encountered when we were writing theses. Instead of teaching us the technical skills and strategies of writing, she emphasised more on writing theses in a wise way. For example, Prof Starfield led us to explore the relationship between "thinking" and "writing". Besides, she strongly recommended we make writing a habit, which I thought was a practical and useful method to facilitate my writing. The talks given by two invited speakers before the presentation session enabled us to take a closer look at educational research in Australia.

I also gave a 3-minute thesis presentation, which I felt was very challenging, in which I had to share my research in just three minutes. Presenters in this activity need to know their subject very well and convey the important concepts of the research to the audience concisely and accurately. The Q&A session immediately after the presentation was also interesting and impressive. The presenters could exchange ideas with the audience and get feedback and comments quickly. This kind of research mingling event within and between the two universities was precious and unforgettable.

When it came to another workshop on publishing journal articles, Prof Gao amply shared his experience in publishing and reviewing international journals and gave insights into high-quality journal articles from the perspective of an editor and a reviewer. To close, Prof Gao provided a few critical points we should pay attention to before we submit our articles to international journals, which was very practical and timely.

The most memorable moment in my mind during this outreach activity was that I tried my best to present my ongoing research to the students and also the professors in a few minutes. Unlike other presentations, in which I could use slides to explain every part of my research in detail, this time, I focused more on the factors that triggered me to conduct my research and what my objectives and contributions to the field were. This was an excellent experience to help me practice my presentation skills and reflect on the significance and conceptual frameworks of my study.



Figure 1. Sharing my ongoing research with fellow students



Figure 2. My participation in a quantitative research workshop

The Journey Toward Publication is Just Like Brewing a Cup of Coffee

Dr Chia Hui-Min
PhD Graduate, Graduate School

It was my pleasure to be granted a Postgraduate Students Publication Award in 2022-23. The journey toward publication is just like brewing a pleasant cup of coffee: select the brewing method, understand the brewing process, review the outcome and get a good cup of coffee after several attempts. I will provide more description in the following paragraphs.

The target for a suitable journal

To be able to target a suitable journal, there is a need to know journals related to our research area. I got to know the journals in my research area (mathematics education) through reading journal articles. Besides, I learned about journals through conference participation. Some conferences allowed journal editors to introduce their journals during the conference. For example, the International Congress in Mathematical Education (ICME). Also, I got to know about a journal's special issue from my supervisor. Before choosing a journal, it is important to have a plan for our writing. I had a list of tentative topics for my research project and decided on the topic which I was going to work on first. Then, I selected a few journals and discussed them with my supervisor before the decision was made. I targeted the journal that was the closest to this topic.

Preparation in writing drafts before submitting them to a journal

Once the choice of journal was confirmed, I read the journal requirements carefully. I made sure the draft followed the format requested. In addition, I have a writing routine for a minimum of 15 minutes per day. After I am satisfied with the draft, I will get my supervisor or peers to comment for further revisions. It is very common to have a few more revisions before the draft is ready for submission.

Addressing reviewers' comments

After receiving feedback from reviewers, I arranged reviewers' comments by categorising them according to the sections commented on. Then, I analysed the comments and addressed them accordingly. Most of the time I would accept the comments to improve the manuscript, unless there were comments that I did not agree with, in which case, I would provide justifications for not addressing the comments.

Post-acceptance/rejection/making the most use of reviewers' feedback for resubmission

It is common to get major revisions for a submission. Higher-ranking journals commonly have more than one round of revisions. Even though editors do not promise publication after revisions, we still have to attend to all the comments before the resubmission. Besides, it is normal to get rejection from journals. Some journals provide reasons or comments about the rejection and there are journals which reject without any comments and then I would revise the manuscript and resubmit it elsewhere. Finally, I would like to take this opportunity to thank my supervisor, Dr Zhang Qiaoping for all the guidance provided throughout this challenging journey and also my supportive peers.



Figure 1. Learning how to brew coffee by using the pour-over method

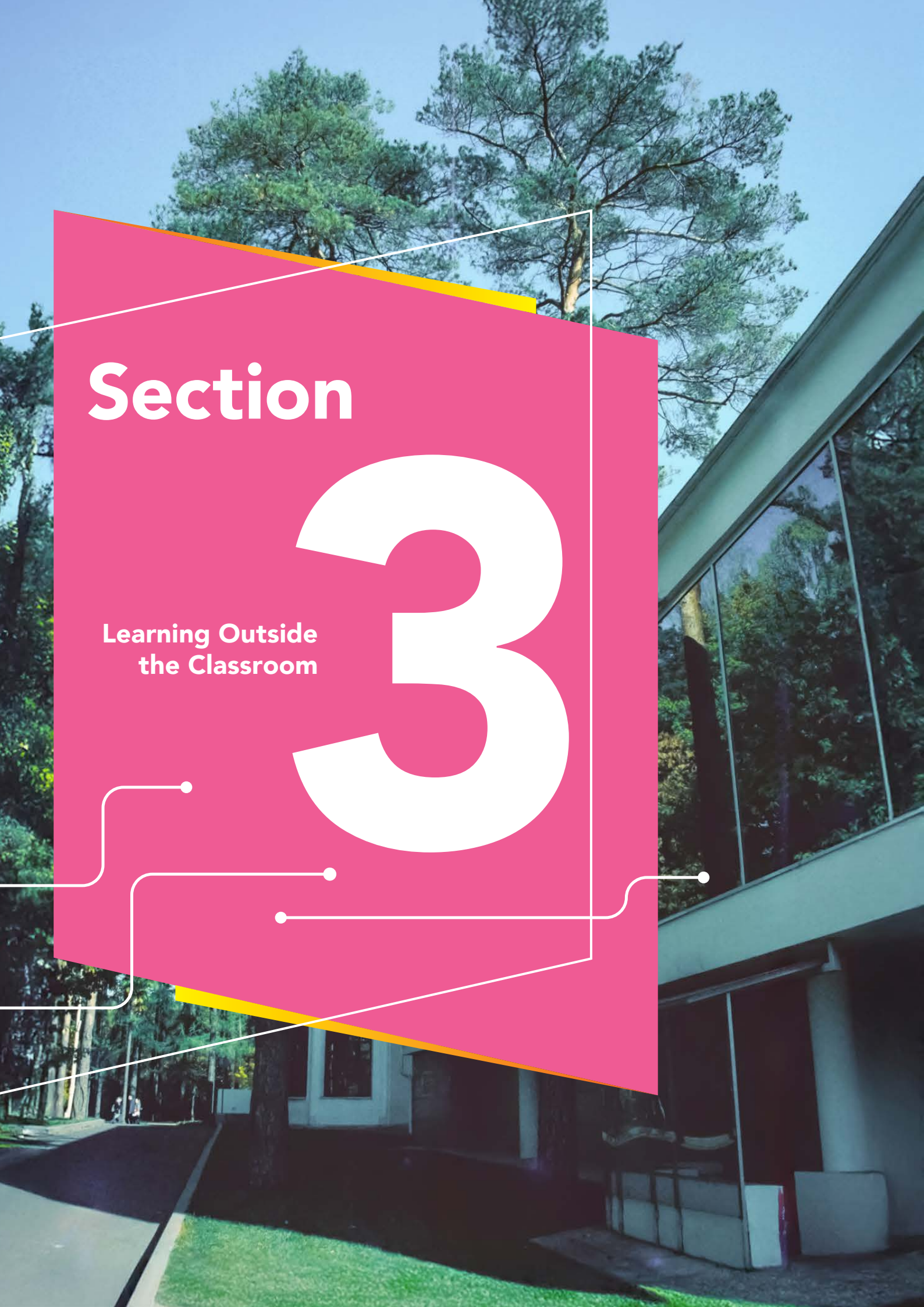
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Figure 2. The number of drafts before submission (left) and the number of revisions done before the confirmation of publication (right)

Section

Learning Outside
the Classroom

3



Field Experience in Teacher Education Programmes

Dr KAM Wai Keung Kevin

Principal Lecturer; Director, School Partnership and Field Experience Office

Field Experience (FE) is a salient component of teacher education programmes. It is viewed as central to our teacher education programmes at the EdUHK. It offers a variety of opportunities for students to integrate their learning from teacher education, demonstrate their competencies in various domains, and broaden their understanding of school pupils' learning and the teaching profession.

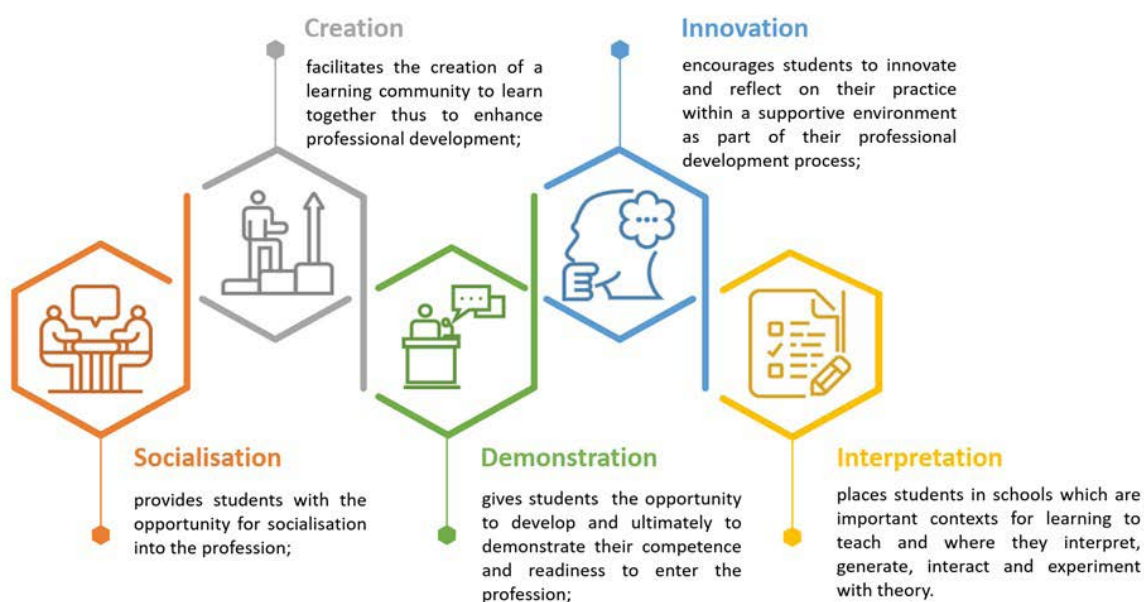


Figure 1. Field experience philosophy

Field Experience Intended Learning Outcomes

FE in teacher education programmes integrates four areas of FE Intended Learning Outcomes (FEILOs): (i) School Development, (ii) Student Development, (iii) Learning and Teaching and (iv) Professional Relationships and Development. The FEILOs are closely linked to the T-standard+ issued by the Committee on Professional Development of Teachers and Principals, the Guidelines on Teachers' Professional Conduct formulated by the Education Bureau, as well as the graduate attributes of the University.

Field Experience Components

In general, the FE domain of teacher education programmes consists of the components of block practice (BP) and FE portfolio.

A period of BP provides students with opportunities to teach and to be engaged in the life and work of the school. BP is delivered in two parts, Block Practice I in Year 3 Semester Two and Block Practice II or an FE Semester in Year 5 Semester One for full-time BEd/double degree programmes; the 1st and 2nd blocks of teaching practice in Year 1 Semesters One and Two respectively for full-time PGDE programmes. It builds students' capacity to work with different stakeholders in schools and experience teaching, enhancing students' teaching practice experience and adapting to the school environment. The total duration of the BP for students is no less than 12 weeks.

Students are required to submit an FE Portfolio in each block practice, which aims to enable students to manage and monitor their learning by keeping a record of their learning process and outcomes, as well as setting learning goals as targets to be achieved. Through creating an e-Portfolio, students can demonstrate their development and achievement in FE and enhance their reflective practice and self-managed learning skills for lifelong learning.

Students of full-time BEd/double degree programmes are also supported by Professional FE Tutors throughout the FE Foundation Course and FE and Professional Learning Portfolio course(s) to develop an understanding of the professional standards required of teachers in Hong Kong, to reflect on their personal and professional values and beliefs to establish their teacher identity, and to prepare, demonstrate, test, analyse, and reflect on their professional teaching and development based on the block practice experience.

To equip our students better for society's elevated expectations of teachers, FE will be enhanced as one of the "Exit Requirements for Teachers' Professional Conduct and Ethics". The enhancements include strengthening the elements of teachers' professional conduct and ethics in the domain, and adding new aspects of national and national security education, as well as school experience in mainland China. One example is the "Field Experience (FE) Interview". Starting from the 2025/26 cohort, students of full-time BEd/double degree programmes will participate in the FE Interview after completion of the final block practice to showcase their professional growth throughout their FE study. Education professionals, such as the experienced school principals of local schools, will be involved as the interview panel members to review and assess students' overall readiness to enter the teaching profession, especially in the aspect of teachers' professional conduct and ethics.



Figure 2. Students visiting Shenzhen Hong Kong Pui Kiu College Longhua Xinyi School for a half-day tour. The school's principal, Mr Wong Tang Tat, introduced his school to our students



Figure 3. A group photo was taken in the library of Shenzhen Hong Kong Pui Kiu College Longhua Xinyi School



Figure 4. Ms Nie Chuxuan, BEd(CL), one of the students who participated in the GBA FE Course, leading a class activity during a lesson in her placement school, the Affiliated School of Jinan University for Hong Kong and Macao Students (Guangzhou)

Field Experience in the Greater Bay Area

The School Partnership and Field Experience Office initiated a pilot scheme of Field Experience (FE) in the Greater Bay Area (GBA) in 2022/23, and it continued in 2023/24 in the form of FE Elective and Learning Experience Outside the Classroom (CLOC) courses to recognise students' efforts with credit points. Fourteen students and seven students joined the GBA FE pilot scheme in 2022/23 and 2023/24, respectively. A series of foundation courses were provided to students for preparation before the Block Practice (BP) in order to strengthen students' understanding of the education system in the mainland, relevant laws and regulations, and to enhance their communication skills. After that, students were placed in a partner school in GBA and joined a 3-week BP for lesson observation, try-out teaching, participation in school activities, and other educational/cultural activities. In the last week of the BP, field experience observations were conducted, and students received feedback on their teaching performance.

Feedback from the on the Course has been overwhelmingly positive. Students reported that they were given opportunities to involve themselves in the life of the GBA school, e.g., taking part in extra-curricular activities, student assemblies, staff meetings, staff development workshops, parent-teacher activities, etc. They found that the Course has broadened their horizons and enabled them to understand the opportunities for teachers to develop their profession in GBA schools. Regarding their teaching performance, students believed they could act as caring cultivators for their students, cater to their diverse learning needs, recognise their characteristics as students in GBA, respect their multicultural background, and facilitate their diversified development. The Course also offered them a chance to have professional dialogues with teachers and students from GBA schools and helped to expand their professional network. Through this Course, students not only received professional advice from experienced teachers from both the GBA school and EdUHK but also learned about the daily operations of schools outside Hong Kong, which is beneficial for their professional development.

Starting from 2025/26, the course "School Experience in Mainland China" will become a compulsory course under the FE domain of 5-yr full-time BEd/double degree programmes.



Figure 5. Mr Yiu Yat Hong Manson, BEd(PE), teaching PE lesson in their placement school, the Affiliated School of Jinan University for Hong Kong and Macao Students (Foshan)



Figure 6. Mr Li Chuk Hin Jason, BEd(PE), one of the students who participated in the GBA FE Course, demonstrating the technique of throwing a frisbee during PE lesson in his placement school, the Affiliated School of Jinan University for Hong Kong and Macao Students (Foshan)

Scanning the QR code below will direct you to the promotional video of the GBA FE course.



Preparing the Next Generation of Chinese as International Language Teachers — MATCIL (FEX6118 Field Experience)

Dr LIANG Yuan

Associate Professor, Department of Chinese Language Studies, Faculty of Humanities

Dr ZHANG Ling

Assistant Professor, Department of Chinese Language Studies, Faculty of Humanities

In the ever-evolving landscape of global education, the demand for qualified and passionate Chinese language teachers has never been higher. Recognising this need, the MATCIL (Master of Arts in Teaching Chinese as an International Language) programme has emerged as a trailblaser, offering a comprehensive approach to equipping aspiring educators with the knowledge, skills, and practical experience necessary to thrive in the field.

As one of the core components of the MATCIL Programme, Field Experience (FE) is a 6-credit point course that provides students with unparalleled opportunities to immerse themselves in teaching Chinese as an international language. This unique hands-on experience is designed to bridge the gap between theory and practice, empowering pre-service teachers, or "Student Teachers", to translate their Chinese language knowledge and pedagogical theory into real-world applications.

During the first semester, the Student Teachers embark on a series of school visit activities, where they observe experienced educators in action and gain valuable insights into the current trends and challenges of teaching Chinese in international contexts. This exposure lays the groundwork for the second-semester placement, where the Student Teachers are given the opportunity to apply their learning in a six-week immersive experience at international schools and universities in Hong Kong, Mainland China, or overseas countries. Some previous partner FE schools include Harrow International School and Malvern College in Hong Kong; United World College (Changshu), Wuxi Dipont School of Arts and Science (Wuxi) and Yew Chung International School (Beijing & Shanghai) in China; Masaryk University (the Czech Republic), Swarthmore College (The United States) and Hankuk University of Foreign Studies (South Korea).



Figure 1. Student teachers in FE placement at Hankuk University of Foreign Studies (South Korea) 2023/24

The FE placement is a transformative journey that allows the Student Teachers to collaborate closely with experienced educators, participating in a range of activities, from teaching material preparation and academic planning to collaborated lesson delivery and student assessment. This integration of theory and practice equips the Student Teachers with a comprehensive understanding of the multifaceted nature of teaching Chinese as an international language.

Moreover, the MATCIL programme's commitment to holistic development extends beyond the classroom. Participants are also actively engaged in various school functions and co-curricular activities, enabling them to develop a well-rounded skill set and a deeper understanding of the educational ecosystem. This approach ensures that MATCIL graduates not only excel in their subject matter but also emerge as well-rounded individuals, ready to make a lasting impact on the development of their students.

Over the years, the MATCIL programme has established a strong network of partnerships with FE schools worldwide, solidifying its reputation for the quality of its Student Teachers and the exceptional organisation of its FE activities. This collaborative approach has allowed the programme to stay at the forefront of the evolving needs of the global education landscape, ensuring that its graduates are equipped to navigate the challenges and opportunities that lie ahead.

As the world becomes increasingly interconnected, the demand for skilled Chinese language educators continues to grow. The MATCIL programme's innovative approach to teacher preparation, with its unwavering commitment to practical experience and holistic development, is poised to meet this challenge head-on. By nurturing the next generation of Chinese language educators, the MATCIL programme is playing a vital role in shaping a future where the exchange of languages and cultures flourishes, fostering greater understanding and connection across borders.



Figure 2. Student teachers in FE placement at Wuxi Dipont School of Arts and Science (Wuxi) 2023/24

Extensive Practicum Component as an Integral Part of the MSc(ESLPLD) Curriculum

Dr KAM Chi Shan Anna

Associate Professor, Department of Special Education & Counselling, Faculty of Education and Human Development

Mr CHEUNG Wing Yeung Wing

Lecturer, Department of Special Education & Counselling, Faculty of Education and Human Development

The Master of Science in Educational Speech-Language Pathology and Learning Disabilities [MSc(ESLPLD)] is a full-time, two-year taught programme which aims to provide high quality pre-qualification education and professional training of speech-language pathologists. The practicum serves as a crucial link between theoretical learning and practical application in the field, offering students opportunities to apply subject knowledge, assessment and intervention skills under supervision by qualified speech-language pathologists in Hong Kong. Participants have access to various facets of the community, and work with diverse client populations. Each student is assigned to various settings, accumulating over 300 direct contact hours to acquire a wide range of clinical skills and to fulfil the training requirement of speech-language pathologists in Hong Kong. To optimise the clinical learning, practicum courses consist of both individual and group learning, allowing students to participate in case management and post-clinic conferences with their peers.

Practicum Structure

There are four practicum courses: Practicum I, Practicum II, Advanced Practicum I, and Advanced Practicum II, each consisting of 100 clinical practice hours. Students in each practicum course are simultaneously assigned to three different sites for clinical practice to gain exposure to various clinical scenarios and challenges.

Development of Competency

In practicum studies, students' learning progress is individually assessed through direct supervision by clinical supervisors. The assessments of practicum courses are conducted using the Competency Assessment in Speech Pathology Assessment to benchmark students' clinical competencies against reputable standards. Student's competency is evaluated based on two closely interrelated sets of competencies: professional competency units (e.g., reasoning, communication, lifelong learning and professionalism) and speech-language pathology occupational competency units (e.g., assessment, analysis and interpretation, and planning evidence-based speech pathology practice).

Clinical Activities

Students in each practicum course engage in a wide array of clinical activities, including conducting assessment and treatment of speech, language, communication, hearing and swallowing disorders, conducting hearing screening or evaluation, hosting talks, seminars or training workshops for service users, participating in multi-professional conference meetings, and providing peer-supervision to peer student clinicians.

Practicum at Child Settings

In the 2023/24 academic year, there were over 50 practicum collaborators across non-governmental organisations, educational settings (e.g., kindergarten, primary school, secondary school, special school), and the Social Welfare Department. Student clinicians work with infants, toddlers, children and adolescents to assess and treat speech, language, communication, feeding and swallowing challenges, collaborating with families, teachers, and other healthcare professionals to create a holistic and comprehensive plan that supports children's speech and language development. They use a variety of techniques and strategies tailored to each child's needs. They are also exposed to alternative treatment methods, such as incorporating animal-assisted therapy in the practicum study.



Figure 1. Student clinicians provide speech therapy service in child settings



Figure 2. Clinical performance is supervised by qualified speech therapists



Figure 3. Student clinicians provide hearing screening service at the Special Olympics

Practicum at Adult Settings

In the 2023/24 academic year, there were over 40 practicum collaborators in general adult settings (e.g., rehabilitation service, elderly community service centre and old age home) and the Hospital Authority. Student clinicians assess and treat speech, language, cognitive-communication, and swallowing difficulties in older adults, often caused by conditions such as stroke, dementia, or Parkinson's disease, providing face-to-face or tele-health speech therapy. They work collaboratively with other healthcare professionals to enhance the overall quality of life for elderly individuals.

Upon successful completion of the practicum, students are expected to be able to administer screening and assessment on speech-language and/or swallowing disorders, plan and implement theoretical- and evidence-based treatments according to assessment results, communicate with service users and caregivers effectively and professionally, evaluate own clinical performance, handle clinical paperwork and make ethical decisions with consideration given to both local and global contexts. The comprehensive and hands-on nature of the practicum component equips students with the practical skills and experience needed to excel in the field of speech-language pathology.

Student Sharing: Clinical Placement Experience

Mr CHENG Tak Tin Lachlan, Year 2 Student, Master of Science in Educational Speech-Language Pathology and Learning Disabilities

From June to August 2024, I was assigned to provide speech therapy services for clients at the Integrated Family Service Centre, Social Welfare Department. During the placement, I conducted assessments and provided treatment for children aged from 2 to 9 with speech, language and communication needs, provided caregiver trainings, and participated in multi-professional meetings. This experience has laid a solid foundation for my future practicum and is a great start for my career.

Sometimes I wonder if the clients are service users or classmates. They are learning from our treatment, meanwhile, we are learning and gaining experience from their characteristics. Every unique response from them enriches our learning journey and profile. The supervisor gave us guidance so we were able to analyse the performance of the clients comprehensively. Learning outside the classroom has helped me to gain extra insights, which is a total new experience to a student from a non-medical background.

The learning outcomes are countless, some are intended while others are unintended, they range from theoretical frameworks, flexibility in problem solving, understanding of persons, self-understanding, as well as personal growth. These learning outcomes will definitely help me reach my goals along the path.



Figure 4. Clinical Placement at Integrated Family Service Centre, Social Welfare Department

Empowering Every Voice: My Internship Journey in Social Diversity, Equity and Inclusion

Ms GURUNG Jasmika

English Major Student, Bachelor of Arts (Honours) in Language Studies, Faculty of Humanities

This summer, I embarked on an internship journey with Community Business, an organisation that advocates diversity, equity and inclusion in companies across Asia by providing resources and support for companies looking to expand their scope of diversity and inclusion. With the organisation's philosophy, during my internship, I constantly learn not only administrative skills and information, but more importantly I am learning the importance of diversity and inclusion and how to better advocate for allyship in my personal life as well. Personally, this means fostering my mindset towards diversity and inclusion and becoming a better ally.

As a student intern, I am honoured to contribute to the LGBT+ team. Working with the LGBT+ team, my daily tasks include providing assistance to the programme managers and associates since the LGBT+ team is regularly working on variable campaigns and events, especially during Pride Month. There are some key events for the team, including the LGBT+ Inclusion Index, LGBT+ Mentoring Programme and LGBT+ Consulting and Training, which are held throughout the year. Currently, I provide support to the programme managers and associates with certain admin tasks of planning events and campaigns such as organising information into files, researching and brainstorming ideas for activities in events, helping to create questionnaires for clients, etc. In addition, interns are given a social media campaign project to work on, so we are actively making improvements and providing updates to the project together.

With my major in English, the skills and learning outcomes can be highly applicable to my work in the office. To start with, my critical thinking skills and reasoning attained from my major in the BA(Lang Studies) has helped with my contribution to the team. There are times when my team asks me to help them figure out issues or brainstorm ideas for them, and in these instances, the skills I acquired from my major become useful.

One of the main ways my subject is applied in my work environment is through the use of my writing skills. As one of the pivotal learning outcomes from my major, the BA(Lang Studies) programme provides me with abundant opportunities to practise my reading and writing skills; therefore, my skills have vastly improved since the start of my university education. Now, I am able to apply them to my work, especially in tasks such as modifying documents, doing research and drafting final project reports.

In addition, communication skills has proven to be significant in every aspect of my work. From simply communicating with co-workers to communicating in integral meetings, communication skills in the office have never been more important for me. Thankfully, I have improved this during my time in university through diverse ways, allowing me to utilise it in my work environment.

I truly hope my internship with Community Business will not only be a chance to accumulate valuable experience, but I also cherish the joyful moments shared with my colleagues and, most importantly, I have gained an inspiring insight into society's diversity, equity and inclusion.



Figure 1. Standing tall with community business



Figure 2. LGBT+ Pride quiz night

Embracing Experiential Learning through Internship in BSc(AI&EdTech): From Classroom to Real-World Impact

Our Commitment to Experiential Learning

Our university is committed to providing students with a well-rounded education that goes beyond the confines of the classroom. We believe that learning should be dynamic, engaging, and relevant to the real world. This commitment is reflected in our emphasis on experiential learning, a key component of our curriculum that allows students to apply their knowledge in real-world settings. We believe that by bridging the gap between theory and practice, we can equip our students with the skills and confidence they need to succeed in their chosen fields.

BSc(AI&EdTech) Internship Programme

Our Bachelor of Science (Honours) in Artificial Intelligence and Educational Technology (BSc(AI&EdTech)) programme exemplifies this approach. Students in this programme participate in a 200-hour summer internship, working alongside various AI & EdTech firms. This immersive experience allows them to translate their theoretical knowledge into practical skills, gaining valuable insights into the industry.

More specifically, the internship programme is carefully designed to provide students with a comprehensive understanding of the AI & EdTech landscape. Students are placed in a variety of roles, such as data analysis, user interface design, product development, product testing, and STEM education consultancy. This exposure to different aspects of the industry allows them to develop a well-rounded understanding of the challenges and opportunities within this rapidly evolving field. It provided valuable authentic learning experiences beyond classroom instruction. Through working on real-world projects, students applied technical knowledge from their coursework while further developing professional skills like communication, time management, and problem-solving.

Dr CHEUNG Ho Yin

Lecturer, Department of Mathematics and Information Technology, Faculty of Liberal Arts and Social Sciences



Figure 1. Student intern presenting project updates to industry team members at one of the internship organisations

Authentic Learning Highlights

Some authentic examples could be given based on the students' reflections and reports after the internship. One student interned at a robotics company, securing the opportunity to work on an innovative product that the company filed for a patent. Through this experience, the student gained first-hand exposure to the full product development lifecycle - from researching emerging tech trends and user needs, to prototyping and testing iterations with real users.

Many reflected on how the internships allowed them to contribute meaningful work that could positively impact the community. For instance, some worked on data analytics projects that could inform policy decisions by public agencies. Applying concepts from their courses, the students processed large datasets and generated insights that could guide resource planning to benefit society. Others assisted local schools in designing STEM education materials and facilitating teaching and learning activities, gaining insights into integrating technology to enhance educational experiences.

Career Exploration & Personal Growth

The internships also served as an avenue for self-discovery about personal interests and potential career paths. For some students, their internship opened their eyes to new possibilities they had not previously considered. One student's stint at an education technology start-up reinforced their passion for integrating STEM learning through product development. Creating educational tools and facilitating related activities gave them insights into how technology can substantively enhance the learning process. At the same time, experiencing different roles allowed other students to reaffirm the career direction they desired. The hands-on experiences unveiled alternative avenues for some, while solidifying existing interests for others. The immersive nature of the internships enabled this crucial self-exploration and alignment of personal goals with potential professions.

Beyond technical abilities, students highlighted the crucial experience gained in areas such as teamwork, customer communication, and organisational dynamics. They recognised the importance of skills like asking for help, effective time management, and adapting to change. Despite facing challenges like tight timelines and navigating user feedback, students learned perseverance, collaborative problem-solving, and continuous improvement.

The Impact? Motivated, Engaged, and Ready

The results are clear: our students are engaged, motivated, and ready to make their mark on the world. They are not just learning the theory, they are experiencing it first-hand, and that is what makes EdUHK education so powerful. We are committed to providing our students with the tools and experiences they need to thrive in a rapidly changing world. We believe that by fostering a culture of experiential learning, we are equipping our students with the skills, knowledge, and confidence to become future leaders and innovators in education and other industries.



Figure 2. Student interns facilitating STEM learning activities at another internship organisation (2nd and 3rd from right)

Industrial Internship

Dr KWAN Yuet Ling Linda

*Senior Lecturer, Department of Psychology,
Faculty of Education and Human Development*

An industrial internship provides students in the Bachelor of Social Sciences (Honours) in Psychology programme with a valuable opportunity to connect academic theory with practical application in a professional setting. Here are some distinctive features of the internship learning outside the classroom: A student may work with an organisation, using theoretical frameworks to examine social problems and therefore increasing their academic understanding of community dynamics. Internships also allow students to cultivate industry-specific skills such as data analysis, research methodologies, and communication strategies. Students develop their ability to conduct qualitative and quantitative research, preparing them for future roles in social research and policy analysis. Students acquire networking skills that can lead to mentorship opportunities, job placements, or collaborative projects after graduation. Students are also encouraged to reflect on their experiences and integrate the insights gained from their internships back into their academic studies.

Students gain practical experience as well as a deeper understanding of their profession when they participate in an industrial internship. These experiences are essential to their academic and professional growth, providing them with the skills and networks needed for successful careers in the social sciences.

Industrial internship is one of the internship courses of the Psychology programme, preparing students for dynamic, real-life employment situations, cultivating their professionalism, aptitude and attitude, as well as problem-solving, interpersonal and collaborative skills. The internship exposes students to real-life working situations in local industries related to the three concentration areas of the programme. The Department of Psychology works closely with many local government, non-government, and private agencies to create opportunities for undergraduate psychology students in real-life learning plans. Students will work alongside with professionals in various settings and will be immersed in the daily operations of the agencies. The internship is in line with the programme objective of producing graduates who can competently integrate the science and application of psychology and can implement evidence-based application.

The industrial internship aims to provide students with experiential learning opportunities to put into practice the psychological knowledge and skills acquired from the core and major elective courses of the programme. Students will apply relevant knowledge and skills from the three areas of concentration (School Psychology, Health Psychology, Human Relations and Communication) to real-life working environments. The pre-professional work experience gained through the internship will also allow students to consider their future career goals.

Upon successful completion of this programme, students will be able to apply psychological knowledge and skills in a variety of settings; communicate effectively to professional and non-professional individuals and groups to provide information about psychological research, services, or programmes; demonstrate sensitivity, knowledge, and skills in applying ethical principles and standards to support professional responsibilities and conduct in the workplace. Students will also be able to appreciate the importance of human relationships and work attitudes and the importance of working as a team and as a member of a hierarchy; show work attitudes such as responsibility, self-confidence, maturity, self-reliance, and curiosity; and use knowledge obtained in internships to plan potential careers.

Internship workshops are part of the internship curriculum. Students are required to attend the internship workshops arranged by the Department. Students will be introduced to the theory and practice of internship, enabling them to understand the design and implementation of the internship. Activities to be carried out in the workshops include discussions, video analysis and group consultation. Specific issues to be covered in the workshops include: background of the Industrial Partners; major issues concerning the three concentrations, with particular reference to the Industrial Partners; internship guidelines and logistics; and general personal attributes, including professional integrity, professional ethics, team-dynamics, interpersonal skills and management skills.

There are supervision sessions, all of which involve students, Site Supervisors, and Internship Tutors during the internship. The Site Supervisor will be responsible for helping students to reach their full potential, to assign them to challenging tasks whenever possible, and to allow the students the maximum number of opportunities to grow through the use of skills acquired and the exercise of judgment in making decisions. The Internship Tutor will monitor the progress of the student throughout the internship and act as a resource as required. The Internship Tutor will maintain communication with the Site Supervisor and debrief the intern. The Site Supervisor and the Internship Tutor are required to meet with the student periodically to inform him/her of his/her progress and to complete interim and final performance review of the student. The Site Supervisor will detail the strengths and weakness exhibited by the student during the internship period as well as those areas where improvement is required. The main purpose of site supervision is to provide supervised learning opportunities for Psychology students by qualified and experienced practitioners in order that the internship objectives can be achieved.

Internships can be highly beneficial for students pursuing a course of study in the Department of Psychology. To maximise the benefits of internships, the programme is well-structured, aligned with the course curriculum, and provides meaningful learning experiences for students. Effective mentorship, clear learning objectives, and thoughtful integration of the internship into the overall course design contribute to the success of the internship component as well as learning outside the classroom.



Figure 1. The Industrial Internship Workshop provided students with opportunities to enhance their oral communication skills and build team spirit through interactive games



Figure 2. Through discussion and sharing, students develop a deeper understanding of their personal working styles, strengths, and weaknesses



Figure 3. A group photo of the Course Coordinator, the workshop trainers sent by the internship agencies, and the students after the fruitful and rewarding workshop

Bachelor of Science (Honours) in Executive Management [BSc(EM)] Internship

Mr LAM Ho Wai Martin

Lecturer, Department of Education Policy and Leadership, Faculty of Education and Human Development

Bachelor of Science (Honours) in Executive Management (BSc(EM)) is a pioneering programme that gives students' careers in education-focused executive management a head-start. Students are equipped with different management skills (including human resource management, financial management, etc.) for their future professions. To help students with professional preparation to apply their learning and knowledge in practice, students have to join an eight-week internship in the summer semester, develop a taste for working as an executive officer (EO) in a school or a programme officer (PO) in an NPO (Non-Profit Organisations).

During the internship, students are matched according to their career interests with our networks of education, non-governmental, and related private industry partners for placements in Hong Kong or the Greater Bay Area, including the Consumer Council, Scout Association of Hong Kong, Hok Yau Club, Hong Kong St. John Ambulance, schools and organisations affiliated with Po Leung Kuk and Tung Wah Group of Hospitals, etc. Students have the chance to intern in different fields to experience the duties and challenges of an EO or PO. It provides early experience for their future career and helps them understand the real-world workplace more deeply.

Students take up daily administrative tasks in schools, understanding how EO supports school operations. These tasks include planning of graduation ceremony for a school, coordinating janitors to support teaching activities, and drafting circulars and promotional leaflets for school functions. By taking up the role, students understand that the school office is like the heart of a school in supporting different parts of operation in a school. Meanwhile, in NPOs, students help the PO organise events in cooperation with the education sector. Students assist in event planning and materials preparation, run a booth at a roadshow, and hold an event at school. They have to work with different teams and interns from other universities. Students have to demonstrate strong leadership skills when pitching ideas in event planning and leading a team of interns.



Figure 1. MC of the event kicked off the ceremony



Figure 2. Student representative Ms Vicky Tan gave a thank you speech to the internship organisations

With the immersive and authentic internship experience gained, students will be able to apply theoretical knowledge in the real world. Beyond knowledge application, students can also develop different generic skills, including communication skills through working in a team, problem-solving skills through dealing with different issues in the workplace, critical thinking skills through challenges in planning and leadership skills through being a team leader. Furthermore, it helps students build up a professional network with future job opportunities and a deeper understanding of the industry's landscape, which enhances their employability, including their work experience and career readiness.

The Department of Education Policy and Leadership (EPL) organised an internship celebration and strategic networking event on 31 August 2023 to celebrate the meaningful and successful internship placement. The event aims to celebrate BSc(EM) students' outstanding internship performances and recognise the strategic partners' support for providing precious internship placements and giving valuable advice to the students.

During the event, EPL Associate Head Dr Theodore Lee and BSc(EM) Programme Leader Dr Maxwell Ho each gave a speech to explain the purpose of the internship, showing appreciation to all the strategic partners and presenting appreciation certificates to them. All the strategic partners were excited about the event which was a chance to see the student interns again with positive and favourable feedback on the student interns' performance. Student representative Ms Vicky Tan shared her thoughts on the experiences she had gained in the internship and expressed appreciation to the strategic partners for offering the precious internship opportunities to BSc(EM) students. It has been an excellent chance for all the students and strategic partners to unite for the reunion and strengthen the bonding for the next collaboration.



Figure 3. Group photo of BSc(EM) programme team, internship organisation representative and BSc(EM) students

Beyond the Classroom: Enriching Student Learning through Experiential Learning Course and Co-curricular and Service Learning Course

Dr KANG Jong Hyuk David
Director of General Education

Dr LEE Tai Hoi Theodore
General Education Experiential
Learning Course Coordinator

Unlike the classroom-based curricular and traditional and formal learning environments such as essay writing and written examination, Co-curricular and Service Learning Courses (CSLCs) and Experiential Learning Courses (ELCs) were developed within the framework of the common curriculum at EdUHK under the Experiential Learning (EL) domain in General Education (GE) to extend student learning beyond the classroom by engaging in more experiential and hands-on learning opportunities.

Co-curricular and Service Learning Courses provide students with an opportunity to engage in learning in action and through action in real-life or work-place contexts while complementing, connecting with, and mirroring their learning experiences derived from the formal curriculum. On the other hand, Experiential Learning Courses encourage students to learn through experimentation, observation, reflection and (re-)conceptualisation while undertaking a wide variety of activities, such as creative work, student-initiated enterprises/ projects, thematic overseas trips, outward-bound training, etc.

CSLCs and ELCs under the EL curriculum are designed around three major stages:

- Proposal
- Experience
- Reflection

In the first stage – **proposal**, students are provided with the opportunities to identify the needs of the target groups, set corresponding services (for CSLCs) or active experiences (for ELCs) for the target groups and plan the implementation details of the services (for CSLCs) or active experiences (for ELCs) in real life contexts. 6-12 classroom contact hours are dedicated to the development of service proposals and learning proposals (in groups or individuals) for CSLCs and ELCs, respectively.

The second stage for CSLCs and ELCs is a **carefully designed first-hand experience** that assists students in accomplishing the intended learning outcomes by participating in services (for CSLCs) or active experiences (for ELCs). 32-40 experiential hours of out-of-classroom concrete experience (i.e., 1.5 experiential hours of out-of-classroom concrete experience equals to one classroom contact hour) are recommended to be included in CSLCs and ELCs so as to make room for adequate preparation for the experience, to gain first-hand experience and to problem-solve in situ. Students are required to document their service experiences (for CSLCs) or active experiences (for ELCs) through writing, audio, video, and/or photography.

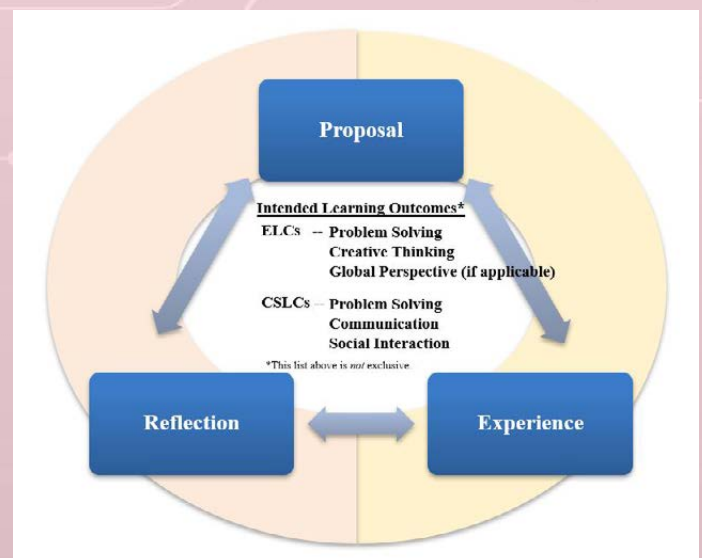


Figure 1. The three stages of Experiential Learning

In particular, CSLCs allow students to engage in direct service learning (i.e., face-to-face service projects in which students' service directly impacts individuals who receive the service from students). By collaborating with local, regional or global partner organisations, students will be able to conduct services required for targeted groups (e.g., designing activities/ strategies related to learning for students with special educational needs, non-Chinese speaking students and socially disadvantaged children; organising tour guides for handicapped, day camps/ family activities for low-income families, IT knowledge transfer, teaching arts and crafts to elderly, etc.)

On the other hand, ELCs offer non-traditional ways of learning experiences outside the classroom with at least two modalities of experience. The gist is to provide more opportunities for students to have cross-cultural experiences in different social strata, occupations, geographies, ethnicities, and genders. Through engaging with local, regional or global partner organisations, the following modalities are incorporated into different ELCs under the EL curriculum:

- Tour/ site visit
- Interview/ work with, or get to know practitioners/ stakeholders
- Play games/ gamification
- Film watching
- Actual performance
- Online interactions with relevant parties
- Create infographics
- Prepare a funding bid
- Run a small trial business
- Internship
- Clinical practice
- Exchange programme

The last stage for CSLCs and ELCs is **thoughtful reflection**. Students are expected to evaluate the process and outcomes of their experiential learning with thorough consideration of the interplay between theory and practice. They should also identify areas for improvement and elaborate on the impact of experiential learning on their future behaviour and/or the development of personal identity. In general, 6-12 classroom contact hours are reserved for reflection for CSLCs and ELCs. Students are expected to record their reflections on service experiences (for CSLCs) or active experiences (for ELCs) through ePortfolio, written/ other multimedia formats, sharing, etc.

In short, these three stages highlight the fact that in EL, learning, doing and reflecting are mutually constitutive, this dynamic interplay motivates further discovery of oneself and the world, adding value to students' learning experiences at the University. Through EL, students are put in unfamiliar situations; the students are challenged to put their prior knowledge to the test, practise their problem-solving and creative thinking skills and juggle a wide range of considerations (e.g., social, environmental, philosophical). It is in these situations that the students reflect, reconcile with dissonances (in their thinking, emotions and beliefs – to name but a few), construct new understandings, and develop their identity.



Figure 2. Teaching arts and crafts as direct service to the elderly



Figure 3. Students learning about the life of scavengers



Figure 4. Student cleaning up after Crossroads' service activities

Experiential Learning Course (GEL2019 Mastering Korea through Experiential Activities)

Ms YOON Sunghee

Lecturer, Department of Linguistics and Modern Language Studies, Faculty of Humanities

Today, Korean culture is as one of the most prominent global trends, captivating many people, including students at EdUHK. In response to the growing fascination with Korean culture, this course is crafted to assist students in gaining comprehensive insights into Korea via experiential and immersive activities within our local setting, irrespective of their Korean language proficiency. Given Hong Kong's proximity to Korea, Korean culture is deeply embedded in our daily lives, offering numerous avenues for students to directly engage with Korean cultural practices in Hong Kong.

Students were empowered to select topics of personal interest and form groups through collaborative discussions. Subsequently, students embarked on out-of-school activities and experiences based on their own schedule.

The first off-site activity was a visit to the Korean Cultural Centre in Hong Kong, it is a unique space where students could immerse themselves in authentic Korean culture and interact with native Koreans. During this visit, the students participated in a Kimchi pancake-making workshop, which initially presented challenges in achieving the traditional round shape similar to Western pancakes. Through perseverance and repeated attempts, students successfully refined their pancake-making skills, leading to a visually appealing outcome.



Figure 1. Kimchi pancake making

Furthermore, the students had the opportunity to wear traditional Korean costume, known as hanbok, an experience seldom available outside of Korea. By selecting their preferred hanbok colour, trying it on, and capturing through photography, it was an eye-opening experience for the students which enriched their understanding of Korean culture.

Additionally, the students actively participated in traditional Korean games and were offered a first-hand experience with viral activities. The majority of the students commented that the games were much more challenging than those they have previously watched on television.



Figure 2 and 3. Hanbok wearing & traditional Korean games

The students' feedback described the field trip as a standout experience of the semester; a once-in-a-lifetime first-hand encounter with Korean culture prior to delving into individual topics. Such an immersive experience not only fostered individual knowledgeability but also facilitated effective collaboration during group projects. Subsequently, students delved into a diverse array of experiences outside of school from the fourth week onwards, which were tailored to their individual plans.

One group opted to explore Korean "Banchan" (side dishes), revisiting the Korean Cultural Centre to study Korean culinary arts and authentic cooking techniques. Afterward, the group chose and researched Korea's most popular side dishes, with each member delegated to master one dish. Continuous experimentation of recipes led the members to open an "Introduction to Korean Side Dishes" tasting event at school, where students showcased their own culinary products such as various kimchi dishes, marinated bean sprouts, and caramelised potatoes. Students presented the Korean names, ingredients, and origins of each dish to enhance the general public's understanding of the Korean taste pallet.



Figure 4.: Korean "Banchan"

Another group spent seven weeks learning a K-pop dance and filmed everything they have learned. They first enrolled in a dance school in Mong Kok and then filmed their practice each week to create a V-log-style video. The aim was to master and perfect K-pop dance in seven weeks, and as the dance-loving students got together each week to practice, they said they were able to relieve stress and do the exercise they needed to stay fit. Best of all, learning a K-pop dance together sparked interest in the Korean language, encouraging them to join a Korean language class together.



Figure 5. K-pop dancing

Overall, the students expressed great satisfaction towards their participation, despite occasional difficulties with scheduling. In particular, students with the same interests were able to form groups and developed friendship in quick fashion, and through sharing the same experiences, they gained a deeper understanding of the Korean language and culture. Experiencing their favourite Korean culture in Hong Kong with close friends not only deepened their knowledge but also broadened their horizons and opened their minds to foreign culture.

Ultimately, such a unique approach to vitalise creativity, open-mindedness, and knowledge in a foreign culture is a rare yet effective opportunity for students who wish to simultaneously learn about and gain proficiency in an area of interest. As the course title suggests, students would become masters in their own chosen topics.

Cultivating Meaningful Relationships: The Transformative Power of the “Love’s Work”

Dr CHENG Tak Lai Mic

Lecturer, Department of International Education,
Faculty of Education and Human Development

As the University continually strives to equip students not only with academic knowledge, but also with the generic skills and positive attitudes needed to thrive, an innovative experiential learning course offered by the Department of International Education stands out – “Love’s Work: Cultivating Relationships with Care”. This unique offering empowers undergraduate students to explore the most important social relationships in their daily lives.

The insight behind this course is that while we are constantly juggling the demands of coursework, work and extracurricular activities, we often neglect the relationships that give our lives true meaning and purpose. Whether with family, friends or romantic partners, our connections with others are fundamental to our wellbeing, but can easily become strained or distant in the bustle of everyday life. The course therefore offers students the opportunity to proactively address this challenge and embark on a powerful journey of self-discovery and relationship growth.

Of course, cultivating more meaningful relationships does not happen overnight. That is why the course is structured as an ongoing process of proposal development, implementation and evaluation. Students are required to create detailed plans for how they will improve their chosen relationships, then put these plans into practice, receiving regular feedback from both the tutor and their peers:

- **Proposal Development** – In the lectures, the first step is for each student to recognise the nature and importance of social relationships in their daily lives. They are then asked to identify a specific relationship they would like to focus on improving - whether it is with a parent, sibling, friend or romantic partner – and to formulate a plan to work on the dynamics in that relationship in six weeks;
- **Implementation** – This is where the real work begins, the students engage in individual planning and efforts to change established patterns of relationships outside of the classroom. They receive feedback and guidance from the tutor on an individual and group basis, while also establishing a group-based sharing platform to learn from each other’s experiences and provide mutual support;
- **Evaluation** – In the final phase, the students are asked to evaluate their work and share how their efforts have paid off in cultivating a more responsive dynamic in their chosen social relationship in the class. Through this blend of personal reflection and collaborative sharing, the students are expected to develop a greater self-awareness of their own communication styles, emotional triggers and relational needs.



Figure 1. Jaylen (Left) invited his brother to join him at the gym regularly for his love work



Jaylen, a final year student who attended the course, realised that it lacked the closeness and openness he wanted when he reviewed his relationship with his younger brother. When growing up, he found it difficult to express his feelings and ideas freely within the relationship, which had contributed to the distance between them over time. Determined to improve the situation, he decided to take proactive steps in their “love work” – taking the initiative to invite his brother to join him at the gym regularly and trying to communicate his thoughts and needs to his brother in a gentle, inviting way, rather than reverting to old patterns of coldness and resistance.

This love work helped Jaylen to become more empathic to his brother’s perspective and love. He reported feeling more emotionally attuned, communicative and empathetic in their relationships. Perhaps most importantly, the transformative effects of Love Work extend far beyond the classroom, as he eloquently puts it in his reflective journal:

“The ‘Love’s Work’ has fundamentally changed the way I approach all of my relationships. I’m more present, more curious about the people in my life, and more intentional about nurturing those relationship.”

In a modern world that often prioritises individual achievement over relational well-being, the “Love’s Work” stands as a powerful reminder of what really matters. By empowering students to cultivate meaningful relationships, this experiential learning course equips the next generation with the wisdom and care to lead more fulfilling, emotionally rich lives - a quality of our shared humanity that promises to keep us striving for happiness for years to come.



Figure 2. Jaylen (Right) tried to communicate his thoughts and needs to his brother in a gentle way during lunch

Learning Language and Culture through Chinese History Animation

Dr CHOY Yat Ling

Lecturer, Department of Literature and Cultural Studies, Faculty of Humanities

The course aims to enhance the ability of undergraduate students to use animation to teach non-Chinese speaking (NCS) learners Chinese language and culture, and providing opportunities for students to go beyond the classroom and engage in practical experience.

Participants first attended three lectures. The purpose is to understand how NCS learners acquire the Chinese language and culture in Hong Kong society, as well as examine the particular needs and learning difficulties of these learners. For instance, during a lecture, participants learned about the importance of cultural context in language acquisition and shared experiences where NCS learners struggled with idiomatic expressions that do not translate directly.

To deepen their understanding, participants explored the principles behind the design of animation and teaching materials. They evaluated how these resources can engage NCS learners and address their diverse learning needs. One participant reflected on a case study where animation was used to introduce Chinese festivals, noting how visuals helped NCS learners connect with cultural practices they had never experienced first-hand.

The course provides a wide range of NCS-related experiential service opportunities at schools, educational organisations, and social welfare organisations. Participants are divided into groups to provide around 36 hours of practical service at these institutions. For example, one group of students collaborated with a local school to develop a series of animated lessons that introduce Chinese cultural festivals. During the service, they observed NCS learners' engagement levels and adjusted their teaching materials based on real-time feedback from both the students and supervisors. This hands-on experience allowed them to witness first-hand how animation can capture learners' interest and cater to diverse learning styles.



Figure 1. Participant guides learner to explore Chinese language and culture through a game

Additionally, the participants reflected on their experiences during group discussions. One participant shared how observing NCS learners struggle with traditional learning methods prompted her to adapt her lesson plans to include more interactive elements, such as games based on the animated content. By incorporating these adaptations, NCS learners showed significant improvements in their language skills and cultural understanding, highlighting the effectiveness of tailored teaching strategies.

The course encourages participants to document their service experiences and share success stories. For instance, another group focused on teaching Chinese history through animation at a community centre. They found that using relatable characters and stories from the animations significantly increased the NCS learners' motivation to learn. The feedback received indicated that the NCS learners felt more connected to the content, leading to deeper discussions about their own cultural backgrounds.

Over the past few years, participants have developed positive values and attitudes towards learners from different cultural backgrounds. The service-learning component has enhanced participants' awareness of the unique challenges and learning needs of NCS learners. Participants have learned to approach teaching with greater flexibility to adapt the original animation teaching materials and teaching strategies to cater to diverse learning abilities. This experience has equipped them with techniques to apply and build upon the knowledge and skills gained in the future teaching practice, fostering greater inclusivity and cultural understanding in the classroom.



Figure 2. Participant teaches Chinese language to a learner using her own teaching materials



Figure 3. Participants produce animated teaching materials to engage the interest of learners

Authentic Learning of Mental Health in The Integrated Community Centre for Mental Wellness in Hong Kong

Ms LAU Kam Mei Kammy
*Lecturer, Department of Psychology,
Faculty of Education and Human
Development*

GEM4004 Mental Health Preparation for Teaching and Related Disciplines, which is a co-curricular and service learning course, has been offered by EdUHK. The course aims at addressing mental health issues in the context of Chinese culture among the populations of youngsters, adults, and the elderly. The service learning course is designed to enhance students' understanding of mental health issues and equip them with the necessary core skills to support individuals facing such challenges. In the professional training of the Standard Mental Health First Aid certificate course, the students acquire the core skills to approach and assess individuals with mental health problems; listen to them actively and non-judgementally; give useful and mental health-related information and support to them; and encourage them to seek formal and informal support. The students are highly engaged in this certificate course through proactive practices of the skillsets and meaningful discussion about mental health related issues. Upon completion of the course with 100% attendance and satisfactory performance, the students will be awarded the Mental Health First Aid certificate.

By participating in various service activities in the Integrated Community Centre for Mental Wellness, the students learnt the contemporary issues of mental health, communicated effectively with the individuals with mental health needs, showed compassion, and worked collaboratively with peers. The experiences of having social contact with the peer support workers and the individuals who are in the recovery path of mental illness change the students' attitudes towards individuals with mental illness. They reported that their right view, right understanding, and right attitudes towards the issues of mental health and those with mental illness were greatly induced through service learning. These practical experiences not only benefit the community but also have a positive impact on the students' mental well-being. Through engaging in community service activities, students have the opportunity to develop empathy, social skills, and a sense of purpose, which are crucial for maintaining good mental health.



Figure 1. Standard mental health first aid certificate course group photo



Figure 2. Collaborative artwork between students and individuals who have recovered from mental issues

Moreover, the course promotes self-reflection and self-awareness among undergraduate students. Through their involvement in community service, the students have the opportunity to reflect on their own values, beliefs, and emotions. In the site visit, the students are led by a qualified Zentangle instructor to experience how Zentangle might improve their emotional well-being. This introspective process helps students gain a deeper understanding of themselves and their mental health needs. By acknowledging and addressing their own mental health concerns, the students become better equipped to support others who may be struggling with similar issues.

In addition to promoting personal growth and self-awareness, the course also fosters a sense of social responsibility among the students. By engaging in community service activities, the students developed a greater appreciation for the mental health challenges faced by others and became more motivated to make a positive impact in society by offering help and upholding positive attitudes. This sense of purpose and social connection could have a significant impact on students' mental well-being, as it provided them with a sense of belonging and fulfilment through authentic learning.

Overall, the course plays a crucial role in providing learning opportunities for students to engage in community service activities; the students developed essential soft skills and qualities that contribute to support the population with mental health needs. The course also supports undergraduate students' mental health by providing them with opportunities for personal growth, self-reflection, and social connection. The authentic learning in the Integrated Community Centre for Mental Wellness is expected to have a lasting impact on the positive mental health development of EdUHK students.



Figure 3. An example of a small gift to promote positive mental health in the site visit

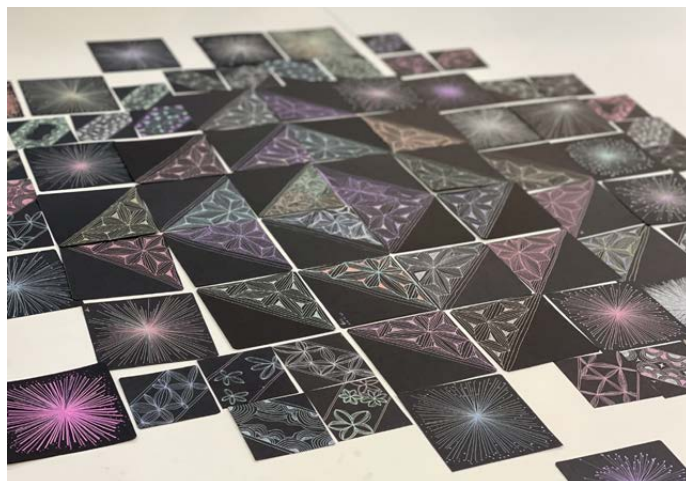


Figure 4. Zentangle activity to promote positive mental health among students



Figure 5. Zentangle activity to promote positive mental health among students

Nurturing Entrepreneurs and Innovators: EdUHK's Comprehensive Approach to Entrepreneurship and Innovation Education

Ms Christine KWOK

Project Manager, Centre for Entrepreneurship
and Innovation Education

CEIE

EdUHK has made significant strides in providing comprehensive entrepreneurship and innovation (E&I) education to its students. Through a combination of credit-bearing Experiential Learning Courses (ELCs) on E&I, co-curricular activities organised by the Centre for Entrepreneurship and Innovation Education (CEIE), and various resources to enhance students' E&I competencies and skills, EdUHK has created a robust ecosystem for nurturing entrepreneurial mindsets and fostering innovation.

Hands-on Learning through Credit-bearing Experiential Learning Courses on Entrepreneurship and Innovation (ELCs on E&I)

EdUHK offers a range of credit-bearing ELCs on E&I, which have been fully implemented for all Senior Year (SY) and First Year Full-time Degree (FYFD) students from the 2023/24 academic year. Coordinated by the three faculties and the CEIE, these courses provide students with opportunities to gain knowledge and skills related to entrepreneurship and innovation through interactive sharing, hands-on workshops by entrepreneurs and social entrepreneurs, communication and presentation skills workshops, as well as local and Greater Bay Area (GBA) visits. Students appreciate the additional knowledge gained, which cannot be obtained from traditional subject lessons.

Students also have the chance to work with Community Partners, such as social enterprises or non-government organisations (NGOs), to apply entrepreneurship concepts, knowledge, skills and methodologies learned from the ELCs on E&I to address specific real-world social issues through the "Social Entrepreneurship Initiatives (SEI)" project. In 2023/24 and 2024/25, the theme of SEI is focused on ethnic minorities, and students valued the opportunity to contribute to the community.

"It was a great pleasure to work with the Community Partner. They were so patient with us and never once doubted us. We got to work with an organisation whose message resonates so deeply with me as I am also an ethnic minority in Hong Kong, this shows me that we have a community that is passionate and caring."

*Hajerah, Khurram, Bachelor of Arts in Special Education
SEI participant*

Engaging Co-curricular E&I Activities

CEIE organises a wide range of co-curricular activities to allow students to practise and gain exposure to E&I. These activities include entrepreneurship platforms such as the EdUHK 30th Anniversary Student Fair, EI Marketplace, other external markets, as well as competitions like the “Make an Impact” Product Design Competition and “Project SEE” Social Innovation Competition. The Social Entrepreneurship Week and EI Ambassadors programme also provide students with opportunities to engage in E&I-related events and training. In the 2023/24 academic year, 206 students participated in 28 activities with 762 participations, with an average of 3.69 activities per student.

The EdUHK 30th Anniversary Student Fair successfully showcased the entrepreneurial spirit and innovative ideas of the University’s students and alumni. The event featured 35 student teams, 21 alumni teams, and 14 schools, providing a platform for participants to apply their entrepreneurial skills and generate revenue.

Participating teams also demonstrated their commitment to corporate social responsibility by donating 10% of their total net profit to charitable organisations, resulting in a total of \$2,413.20 donated to 20 different charities.

The Student Fair provided valuable learning experiences for participants, allowing them to gain practical insights into financial management, marketing, and social responsibility. The event’s success in terms of profitability, charitable contributions, and overall participation underscores the effectiveness of EdUHK’s approach to fostering entrepreneurship and innovation among its students and alumni.

“Grateful to CEIE for continuously providing us with various market opportunities, supporting our creativity. Having participated in several markets organised by CEIE, we have already experienced and understood that participating in markets does not necessarily generate profits, especially when considering the time and effort we invest in our creations. Despite this, we still enjoy the entire process, and when we see others appreciate our work, it brings us great joy. We will not give up and will continue to strive in the future.”

Law, Nga Ting, Student participant of EdUHK 30th Anniversary Student Fair

“We have gained a lot from the Student Fair. It is filled with enthusiasm, heart-warming, and a strong sense of community. Our main objective is to promote the idea of second-hand items being an eco-friendly choice. It provides a platform for us to showcase this message. People are supportive and we are satisfied to have received those positive responses. Moreover, it is an opportunity for us to work together. We all had a great time together and it is like going back to the time when we were at university. Thanks so much.”

Ng, King Yin, Alumni participant of EdUHK 30th Anniversary Student Fair



Figure 1. “Project SEE” Social Innovation Competition on 8 April 2024

The winning team presents their innovative ideas for relieving university student stress through ceramic art workshops. The project will be funded by the CEIE for implementation in Summer 2024.

Empowering Students with E&I Resources

EdUHK provides various resources to support students in developing their E&I competencies and skills. Learning materials and video recordings of knowledge-based sharing, training, seminars and skills-based workshops are available to support teaching and learning. The EdVideo platform hosts 68 video recordings of CEIE activities, which have garnered more than 6,000 views as of July 2024. The Library website and the EI Hub also offer virtual and physical collections of E&I-related resources. Additionally, two e-resources, SAGE Skills: Business and SAGE Business Cases, have been available since December 2023 to help students prepare for case competitions and enhance their learning.

Collaborating with External Partners for Real-world Experience

EdUHK has deepened its collaboration with external experts and entrepreneurs from various industries to foster a comprehensive range of entrepreneurship strategies and activities. On behalf of the University, the CEIE has partnered with several organisations to provide students with opportunities to participate in competitions such as the HKGCC Business Case Competition 2023, HKGCC Pitching Perfect Programme 2024, “Dare To Change Business Pitch Competition” organised by The Young Entrepreneurs Development Council (YDC), and the 10th Hong Kong University Student Innovation & Entrepreneurship Competition. EdUHK students have also engaged in external markets, with eight teams participating in the “Central Innovator’s Market Hub” at Central Market and three teams participating in the “Wish for You Bazaar” organised by the Home Affairs Office.

In conclusion, EdUHK’s multifaceted approach to entrepreneurship and innovation education has created a vibrant and supportive environment for students to develop their entrepreneurial mindsets and innovative skills. By providing students with diverse opportunities to learn, practice and apply their knowledge, EdUHK is nurturing the next generation of entrepreneurs and innovators who will make a lasting impact on society.



Figure 2. Wish for You Bazaar 藝文青星願市集

EdUHK students have been invited to set up a stall in the "Wish for You Bazaar (藝文青星願市集)" at Tai Po Art Centre over three weekends in February and March 2024, organised by the Home Affairs Office.



Figure 5. Student Fair 2023 at PMQ on 14-15 January 2023

Over 50 stalls run by EdUHK students and alumni at the "2023 Student Fair - EdUHK Lunar New Year Fair", featuring a variety of merchandise including DIY accessories and handcraft designed by individuals with special education needs.



Figure 3. Social Entrepreneurship Week - SEW for Good 2023 on 7-8 September 2023

Founders of social enterprises, including an EdUHK student founder, share their views on "From Bearing Social Responsibility to Sharing Responsibility" during Social Entrepreneurship Week - SEW for Good 2023.



Figure 6. Entrepreneurship and innovation activities for credit-bearing experiential learning courses on entrepreneurship and innovation (ELCs on E&I)

A variety of credit-bearing entrepreneurship and innovation activities, including sessions with key opinion leaders (KOLs) sharing their social marketing strategies, are organised to equip students with essential business skills and foster an entrepreneurial mindset.



Figure 4. EdUHK 30th Anniversary Student Fair at D2 Place on 24-25 January 2024

Over 70 stalls run by EdUHK students and alumni at the "EdUHK 30th Anniversary Student Fair", featuring a variety of merchandise, including eco-friendly items and handcraft designed by individuals with special education needs.



Figure 7. Entrepreneurship and innovation activities for credit-bearing experiential learning courses on entrepreneurship and innovation (ELCs on E&I)

A variety of credit-bearing entrepreneurship and innovation activities, including visits to HKSTP and sessions with start-up founders sharing their entrepreneurial journeys, are organised to equip students with essential business skills and foster an entrepreneurial mindset.

Overview of GBA/Mainland Learning Experience/Activities

Ms Eliza CHAN

Assistant Registrar, Academic Development Section, Registry

In support of the Government's Policy Address in 2022 and 2023 to provide learning opportunities outside Hong Kong for around 50% of local undergraduate students by the 2025/26 academic year, the University actively organises an array of learning experience outside Hong Kong. In addition to utilising its internal funding, the University has benefitted from the UGC's Funding Scheme for Mainland and Global Engagement and Student Learning Experience, which was rebranded in 2023, with emphasis shifted from the internationalisation scheme to the Guangdong-Hong Kong-Macao Greater Bay Area (GBA) to support universities in achieving the policy objective of the Government to encourage our students to set their sights on opportunities in the GBA. Thus, with a primary aim of broadening students' horizons and enhancing students' understanding of GBA and Mainland China, the University deems it important to strengthen GBA and Mainland learning experience in the curriculum. These experience and activities are designed to align with the course/programme content and contribute to the achievement of course/programme intended learning outcomes.

As a pioneering scheme, the University incorporates the visits to the GBA as one of the components of the compulsory Cross-faculty Core Course to be launched progressively in programmes from the 2023/24 cohort. In 2023/24, three programmes, namely Bachelor of Arts (Honours) in Teaching Chinese as a Second Language, Bachelor of Arts (Honours) in Heritage Education and Arts Management and Bachelor of Social Sciences (Honours) in Sociology and Community Studies, joined the pilot run of the Cross-faculty Core Course to Shenzhen and Guangzhou. The pilot showed that in general, students were highly satisfied with the GBA learning experience. Building upon the success of the pilot scheme, Field Experience in the GBA has been offered to students as a Field Experience Elective starting from Semester 2, 2023/24. Students of other programmes were also given opportunities to gain GBA learning experience, such as internship, study/field trip and experiential learning in Foshan, Guangzhou, Shenzhen, Zhuhai, Dongguan and Huizhou.

In addition, some programmes organised learning experience to other parts of Mainland China outside the GBA. For example, students from the Bachelor of Education (Honours) in Education (Chinese Language) took part in language immersion in Beijing, Jiangsu, Shaanxi and Shanghai. In partnership with Qufu Normal University, the Centre for Classical Chinese Education arranged the Experiential Learning on Professional Teachers' Ethics in Shandong, the hometown of Confucius. Other than Huizhou, the Bachelor of Social Sciences (Honours) in Global and Environmental Studies provided students with Mainland internship experience in Beijing and Zhejiang.

Taking a step further, the University has accelerated its efforts to introduce the new curriculum emphasis "Living and Working in Our Country" in the undergraduate curriculum starting from the 2025/26 cohort to enable students to experience life, work and culture in the Mainland for two or more weeks. This includes School Experience in the Mainland for students to gain field experience in the GBA schools offering the Hong Kong curriculum or engaging in experiential learning experience in Mainland schools.

With a widened exposure outside Hong Kong, these GBA/Mainland experience/activities will prepare students better for future employment, enhance their understanding of and appreciation for GBA/Mainland, and to cultivate their national identity.

Experiential Learning on Teachers' Professional Ethics - EdUHK-QFNU Centre of Professional Ethics for Teachers

Ms YU Lam Catherine

Assistant Project Manager, Centre for Classical Chinese Education

Miss CAI Yu Tong Adriana

Research Assistant, Centre for Classical Chinese Education

In a significant initiative aimed at promoting teachers' professional ethics and enhancing teaching quality, the "Experiential Learning on Professional Ethics for Teachers" course was launched in 2024. This initiative follows the signing of an MoU in August 2023 between The Education University of Hong Kong (EdUHK) and Qufu Normal University (QFNU), leading to the establishment of the "EdUHK-QFNU Centre of Professional Ethics for Teachers". The Centre aims to deepen pre-service teachers' understanding of ethics through immersive experiences that connect them to their cultural roots.

A key component of this initiative is a one-week study tour in Qufu, Shandong – the birthplace of Confucius and Mencius. During this tour, participants experience the rich culture of Confucianism, which helps them understand important ethical aspects of teaching. The tour is designed to help future educators connect with Chinese history and culture, allowing them to appreciate the important traditions of teacher-student relationships that have influenced education for many years.

The first study tour took place from 18 to 25 May 2024, followed by a second tour from 15 to 22 July 2024. Each tour featured a diverse programme that included expert lectures, cultural visits, and interactive dialogues with local youths. Students engaged in discussions that bridged theory and practice, allowing them to explore contemporary educational challenges while reflecting on historical insights.



Figure 1. Visiting the China Teachers Museum located in the Qufu Normal University

One participant, Ms Lin Yanbing, a Year 2 student from the Bachelor of Arts (Honours) in Heritage Education and Arts Management programme, found the experience transformative. "I have learned and experienced the perfect combination of Confucian culture and teacher professional ethics education," she remarked, highlighting how the journey has broadened her horizons. Similarly, Ms Zhou Yinzi, a Year 5 student of Bachelor of Education (Honours) (Chinese Language) programme, touted the tour's impact on her understanding of the teaching profession. "By reflecting on our origins and cultivating our moral character, while learning from virtuous individuals and promoting harmonious thinking, this tour has deepened our understanding of the important mission of 'nurturing virtue while educating others'. This experience will enhance our professional qualities as future teachers and contribute to the advancement of professional ethics education for teachers in Hong Kong."

The Qufu Study Tours serve as a vital reminder of the enduring relevance of professional ethics in education. These immersive experiences foster a new generation of teachers who are not only knowledgeable but also deeply connected to the ethical and cultural foundations of their profession.



Figure 2. Students donning traditional Chinese costumes while engaging with The Analects《論語》



Figure 3. EdUHK President Professor Lee Chi Kin John giving a speech at the opening ceremony of the Teacher Professional Ethics Education Camp

Exploring Lingnan Culture: Study Tour to the Greater Bay Area – Guangzhou

Mr FENG Zhenhui

Lecturer, Department of Chinese Language Studies, Faculty of Humanities

Ms YEUNG Cheuk Lam

Year 4 Student, Bachelor of Education (Honours) (Secondary) - Information and Communication Technology, Faculty of Liberal Arts and Social Sciences

To enhance students' understanding of the development of the Greater Bay Area (GBA) and to cultivate their cultural literacy, the Department of Chinese Language Studies organised two Lingnan Cultural Study Tours to Guangzhou from 20 to 22 May 2024 and from 27 to 29 May 2024.

During the tour, students visited Guangzhou Nanhai Middle School (廣州南海中學), a base of Lingnan culture with a history of over 100 years. The Principal introduced their unique curriculum related to Lingnan culture and the school's development history. Students also attended different workshops to experience a number of cultural heritages: Cantonese opera, guangcai (廣彩), grey sculpture and paper cutting.

Upon completion of the study tour, students got a taste of Lingnan culture and experienced its unique humanistic features. They also developed a stronger sense of national identity. Here is a reflective journal written by one of the participants.

The following is the sharing from Ms Yeung Cheuk Lam, a student who joined the cultural tour:

The Lingnan Cultural Tour has been an invaluable learning experience during my university years. Throughout this three-day tour, I have deepened my understanding of Lingnan culture and gained new insights and perspectives on my study experience abroad.



Figure 2. EdUHK students visited Lingnan Cultural Park

Firstly, the tour gave me a comprehensive understanding of China's history and culture. We visited the Zhenhai Tower, the Chen Clan Ancestral Hall, and the Lingnan Cultural Park, immersing ourselves in Lingnan's rich historical and cultural heritage. The tour guide's engaging explanations offered a fresh perspective on Guangzhou as a symbol of modern China's openness to the world and the unique architectural art of Lingnan. This experience has equipped me with detailed cultural background knowledge for future studies and research.

Secondly, the tour enhanced my understanding of the development of our motherland. During our visit to Lingnan Cultural Park, we learned about Guangzhou's efforts to promote cultural industries, aiming for cultural tourism to drive local economic and social progress. This aligns with China's urbanisation and regional development, giving me a more nuanced understanding of the country's modernisation process. Additionally, we sampled renowned Lingnan cuisine, further enriching my appreciation of China's regional cultural differences.

As a Hong Kong student, I have considered the advantages and disadvantages of studying in Hong Kong versus the Mainland. This in-depth exploration of Lingnan culture has underscored the importance and necessity of learning in Mainland China. Exposure to different cultural backgrounds and lifestyles has provided me with new perspectives and ways of thinking, helping me develop openness, tolerance, and independent thinking, which will be invaluable for my future growth.

In conclusion, the Lingnan Cultural Tour has deepened my understanding of China's history and culture and offered new insights into my study experience abroad, making it a valuable asset for my future academic and personal development.



Figure 1. EdUHK students experienced Cantonese Opera

Zhuhai Historical and Cultural Study Tour

Dr LEI Chin-hau

Assistant Professor, Department of Literature and Cultural Studies, Faculty of Humanities

The 2-day, 1-night Zhuhai historical and cultural study tour was jointly organised by the Bachelor of Education (Honours) (Chinese History) (BEd[CHI HIST]) and Bachelor of Education (Honours) (History) (BEd[HIST]) programmes of the Faculty of Humanities on 23-24 May 2024. Dr Chung Cheuk Ying, Postdoctoral Fellow from the Department of Literature and Cultural Studies, led a group of 12 students on this tour.

During the tour, students explored renowned attractions such as the Statue of Fisher Girl, the New Yuan Ming Palace, Huitong Ancient Village, and the Zhuhai Grand Theatre. Through visits to these iconic landmarks, students gained valuable insights into the historical and cultural significance of these sites. They were able to see the architectural wonders and cultural traditions up close and learned extensively about the city's transformation from a small fishing village to a modern and lively city, characterised by robust economic growth fuelled by tourism, well-developed transportation networks, and innovative urban planning. This immersive experience left a lasting impression on the students, inspiring them to appreciate the city's rapid evolution and development. In addition, this study tour not only expanded the students' knowledge of Zhuhai's history and culture beyond the confines of the classroom, but also ignited a newfound passion for Chinese culture, prompting them to actively engage in their own learning of Chinese culture afterward.

The feedback from the student participants highlighted that the tour was valuable for their personal growth, with many expressing gratitude for the chance to broaden their perspectives, form lasting connections with their fellow tour mates, and create cherished memories that will resonate with them for years to come.



Figure 1. A tour photo was captured with the Statue of Fisher Girl as background on 23 May 2024



Figure 2. The New Yuan Ming Palace

GBA Activity and Student Learning Through Cultural Heritage Tourism in Guangzhou and Foshan

Ms DENG Yang Passy

Lecturer, Department of Cultural and Creative Arts, Faculty of Humanities

Following EdUHK's new curriculum initiatives for undergraduate studies, the Department of Cultural and Creative Arts (CCA) designated lecturer Ms Deng Yang Passy to plan a two-day-one-night trip to the Greater Bay Area (GBA) as part of an existing course titled INS4054 Cultural Development for Diversity in the Global Context. Throughout October and November 2023, a total of 145 students from Bachelor of Arts (Honours) in Creative Arts and Culture programmes (visual arts and music) and Double Degree programmes (visual arts education and music education) participated in the first GBA trip organised by the CCA. The trip accounted for two lessons (6 hours) and students visited two micro-transformed historical sites and one heritage preservation site in Guangzhou and Foshan: Guangzhou Yongqing Fang (廣州永慶坊), Foshan's Lingnan Tiandi (佛山嶺南天地), and Foshan Ancestral Temple (佛山祖廟). As an interdisciplinary course, INS4054 is taught by instructors from the CCA and the Department of Social Sciences and Policy Studies (SSPS). Under different disciplinary frameworks, Dr Tobias Zuser from SSPS aims to engage undergraduate students in examining globalisation and Disneyfication theories for diversity, discussing policies and practices that affect cultural ecology, smart city, and the creative industry. Ms Deng from the CCA explains the role of arts and culture in the context of globalisation and cultural tourism and has pedagogically designed GBA trip activities to assist students in investigating course theories. Ms Liu Qiwen, a Canton porcelain artist from the GBA, was invited to EdUHK after the trip to deliver a lecture and workshop. Her session aimed to enhance students' understanding of the development and preservation of Canton porcelain as an intangible cultural heritage from the Qing Dynasty to contemporary China.

Key Learnings from the GBA Trip

Yongqing Fang and Lingnan Tiandi were two neglected old towns but are now transformed into vibrant cultural attractions. These two sites provided students with valuable insights into cultural development influenced by urban growth and local socio-economic needs. Instructed by Ms Deng's activity guide, students used their artistic perspectives and interpretations to engage in group discussions, collecting evidence and analysing the impact of micro-transformation on community development.

Students also learned that community involvement is crucial for fostering local pride and promoting sustainable development. They observed the transformation of traditional shophouses into vibrant cultural hubs, recognising how these cultural scenes attract local and international artists and entrepreneurs, contributing to its economic revitalisation. The inclusion of boutique shops, local craft markets, speciality stores, restaurants, intangible cultural heritage studios, and a Cantonese opera museum was recognised as a strategic approach to support the local economy and create unique cultural-touristic experiences for visitors.



Figure 1. Cantonese opera artists performing on stage at the Cantonese Opera Museum at Yongqing Fang

Students observed how the transformation of Yongqing Fang and Lingnan Tiandi preserved the historical authenticity of Lingnan culture while promoting economic development. They noted how the architects cleverly integrated design elements to combine old structures with new aesthetics, improving the condition of neglected buildings and shaping tourists' experiences. They understood that culture can be "consumed" through tourism-related activities, such as shopping, which facilitates the sharing of Chinese cultural practices with diverse cultural groups and international tourists. However, they questioned the presence of Western brands like KFC and Starbucks in historical sites, debating whether such inclusions align with the preservation of Chinese cultural heritage. This debate, framed in the theories and concepts of globalisation, Americanisation, and Disneyfication, underscored the challenges of integrating global influences while maintaining Chinese cultural integrity.

Students who visited the Foshan Ancestral Temple appreciated the intricate blend of historical preservation and cultural tourism, recognising how the site serves as an educational hub. They learned about the importance of maintaining regional identity through the preservation of cultural heritage and how historical sites sustain interest in traditional practices by providing opportunities for cultural education.

Overall, the GBA trip enriched students' understanding of the relationship between heritage preservation and economic progress, inspiring critical thinking about the future of cultural tourism in Hong Kong.



Figure 2. A glimpse of Lingnan Tiandi 嶺南天地



Figure 3. Foshan Ancestral Temple 佛山祖廟

Water Safety Promotion Program in Rural Area of Greater Bay Area

Mr CHAN Ching Yat Roy

Senior Lecturer, Department of Health and Physical Education, Faculty of Liberal Arts and Social Sciences

As a supervisor of the community outreach activities in the Department of Health and Physical Education (HPE), a part of my routine work is looking for platforms where our students can apply what they have learnt from the curriculum to benefit the local community and beyond. The purpose of such activities is not only to encourage students to contribute to society and learn about cultural diversity, but also to bridge the gap between theoretical education and practical application, thereby assisting them to accumulate teaching experience. In May 2024, about 30 students from the Bachelor of Education (Honours) (Physical Education) (BEd(PE)) and Bachelor of Science (Honours) in Sports Science and Coaching (BSc(SPSC)) programmes participated in the water safety promotion programme in rural towns of western Guangdong Province where they acted as the main or assistant swimming coach to teach more than 300 teenagers swimming safety knowledge, tips, and skills.

The imbalance of educational resources in Guangdong Province continues to be a cause for concern. While voluntary teaching activities in rural areas are not rare, subjects like physical education, particularly swimming, are sometimes overlooked due to logistical challenges. The lack of swimming education also means the absence of crucial water safety education. "Figures show that there is inadequate safety awareness among school kids when playing water sports in mainland China and as a result, drowning rates are particularly high in rural areas. To improve the situation, the Hong Kong Swimming Teachers' Association (HKSTA) has cooperated with the Orphan Education Society Guangdong (OESG) to implement the Rural Water Safety Knowledge Promotion Activity in various rural communities of Guangdong since 2017." said Mr Tam Wan Lam, senior instructor of the HKSTA. The primary goal of this promotion programme was to establish a sustainable culture of water safety and reduce drowning incidents in rural areas of the Greater Bay Area in China. To achieve this, the HPE project team collaborate with the HKSTA and OESG to organise three 5-day water safety programmes for young individuals in Xinyi City (120 students) and Qianguancun (200 students), located in Guangdong Province.



Figure 1. Group photo of HPE students and voluntary swimming coaches

Although the BEd(PE) and BSc(SPSC) students have regular swimming classes, they still require further training and guidance in water safety education. To prepare them for assisting in these activities, the HPE coordinated with HKSTA and OESG to offer professional courses. After receiving the relevant training, the students participated in three 5-day safety workshops co-organised by the HKSTA and OESG for teenagers in the rural towns of Sihe (思賀鎮) and Qianguan (千官鎮) in western Guangdong Province from 5 to 31 May 2024.

During the workshops, the planned teaching activities were successfully implemented under the guidance of Mr Tam, who has extensive experience in promoting water safety in rural Guangdong. The curriculum covered fundamental aspects of swimming safety and drowning prevention, including techniques for breathing, floating, standing in water, propulsion, swimming training, and basic rescue procedures. Mr Tam noted that, despite it being their first safety awareness activity, the EdUHK students performed exceptionally well. Witnessing the children progress from having no swimming knowledge to mastering essential skills gave the students a profound sense of accomplishment. Additionally, the programme taught students how to effectively teach swimming in adapted environments, ensuring inclusivity for diverse learners. They learned to modify teaching strategies to accommodate different abilities and learning styles, making swimming education accessible to all. This experience enhanced their problem-solving skills as they navigated challenges unique to rural settings, such as limited resources and varying levels of prior swimming knowledge. By adapting their instruction, the students fostered a supportive learning atmosphere and gained practical insights into creating effective, inclusive swimming programmes that can be implemented in similar contexts.

This programme yielded multiple benefits that resonate deeply with the HPE's mission and showcases an innovative approach to community engagement. Firstly, it provided essential water safety education and swimming training to local youth, significantly enhancing their skills and awareness. The programme's distinctive collaboration between the University, HKSTA, and OESG not only ensured a practical application of students' theoretical knowledge but also instilled in them a sense of responsibility towards their country while fostering personal growth. By immersing students in a rural setting, they acquired a deeper understanding of the country's development, including vital national security considerations and insights into the education system in Guangdong Province. This initiative effectively bridged the educational information gap between the mainland and Hong Kong, showcasing a fresh way of integrating academic learning with social responsibility. Furthermore, it paves the way for creating additional community engagement projects through other sports, allowing students to apply their skills in diverse settings and further contribute to societal well-being. The programme exemplifies the university's commitment to addressing pressing social issues and nurturing the holistic development of its students as socially responsible individuals, ultimately contributing to a safer and more inclusive society.

The Padlet of the programme: <https://padlet.com/roychan500ywc/padlet-fk4dexmwl4zb3gcp>



Figure 2. HPE students moving a table for setting up the temporary swimming pool



Figure 3. HPE students are guiding children to develop confidence floating in the water

Educational Journeys: Exploring the Greater Bay Area's Academic and Cultural Landscape

With China's rapid economic growth and technological advancements, the Greater Bay Area has emerged as an increasingly attractive potential workplace for prospective graduate students. These educational trips serve multiple purposes, providing students with invaluable opportunities to witness first-hand the remarkable development and modernisation of Chinese cities. More significantly, these excursions allow students to visit educational institutions that may become their future employers, gaining crucial insights into the unique educational culture and pedagogical approaches prevalent in the region.

Upon arriving in Guangzhou via the efficient high-speed rail network, students of Bachelor of Education (Honours) (Primary) – Mathematics and Bachelor of Education (Honours) (Secondary) – Mathematics embarked on an enriching cultural exploration on the first day of their trip. They visited a diverse array of famous landmarks that showcase the city's rich history and cultural heritage. The itinerary included the iconic "Five Rams Sculpture" (五羊石像) situated in the picturesque Yuexiu Park (越秀公園), a symbol of Guangzhou's legendary founding. Students also had the opportunity to visit Bruce Lee's ancestral home (李小龍祖居), gaining insights into the martial arts legend's roots and early life. Additionally, they explored the Barwo Artists Association of Kwangtung (廣東八和會館), a historical site dedicated to preserving and promoting traditional Cantonese opera. As evening fell, students were granted free time to immerse themselves fully in Guangzhou's vibrant atmosphere, savouring the city's renowned cuisine and experiencing its dynamic nightlife first-hand.

Dr CHENG Kell

Senior Lecturer, Department of Mathematics
and Information Technology, Faculty of Liberal
Arts and Social Sciences



Figure 1. Student presentation of project results
in MTH4164E - Design of STEM Activities for
Mathematics Learning



Figure 2. Students in the auditorium
during the presentation



Figure 3. Group photo of the school superintendent, principals and teachers of the school -
the Affiliated School of Jinan University for Hong Kong and Macao Students

The following day was dedicated to an educational visit to the Affiliated School of JNU for Hong Kong and Macao Students, which offers a comprehensive glimpse into the academic landscape of the region. During this school visit, students explore the campus facilities, gaining a sense of the learning environment. They listened to detailed presentations on the school's academic programmes and potential career pathways, and thereby gained valuable information for their future educational and professional development choices. The visit also facilitated an open exchange of ideas. The students actively engaged in discussions and raised questions on various topics of interest. A highlight of the visit was the presentation by two of our students on STEM lesson design. The presentations showcased their innovative lesson design. They received constructive feedback from the school principal and teachers, which offers invaluable insights into the practical application of educational approaches in a real-world setting.

These educational trips to the Greater Bay Area offer students a multifaceted experience beyond traditional classroom learning. By immersing students in the rich cultural tapestry of Guangzhou and providing direct exposure to potential future workplaces, these excursions foster a deeper understanding of the region's educational landscape and career opportunities. The blend of cultural exploration and academic engagement broadens students' horizons and equips them with valuable insights and connections that can significantly influence their future career paths. As the Greater Bay Area continues to evolve as a hub of innovation and economic growth, such experiences become increasingly valuable, preparing students to navigate and contribute to this dynamic environment. These trips ultimately bridge academic learning and real-world application, empowering students to make informed decisions about their future studies and professional development in an increasingly interconnected global landscape.



Figure 4 and 5. Students on the school campus, walking up the main building

Discovering Cultural Richness: A Transformative Journey to the Greater Bay Area

Dr YIP Tak Ping Terry

Senior Lecturer, Department of Curriculum and Instruction, Faculty of Education and Human Development

The Bachelor of Arts (Honours) in Heritage Education and Arts Management [BA(HE&AM)] programme is proud to report that it has organised a 2-day, 1-night educational visit to the Greater Bay Area (GBA) in March 2024. This immersive trip aimed to enhance students' cultural understanding and provide a platform for meaningful exchanges with esteemed institutions in the region. The journey was meticulously organised in collaboration with the Council for International Cultural Exchange, an organisation renowned for orchestrating enriching exchange and cultural tours for higher education institutes in Hong Kong.

Our visit was anchored to the Guangzhou Academy of Fine Arts (廣州美術學院), a prestigious institution with which the BA(HE&AM) Programme has established a valuable connection through the efforts of Dr Yip. This alliance facilitated a series of engaging exchange sessions between our students and the Academy's faculty and students.

The highlight of our visit was a compelling lecture delivered by Dr Yip titled “舞動的非遺——大灣區麒麟舞的發展概況”. The lecture delved into the fascinating development of Intangible Cultural Heritage (ICH) in Hong Kong and the GBA. This session fostered a lively discussion among teachers and students, enriching their understanding of the cultural tapestry that binds the region.



Figure 1. Visiting the Guangzhou Academy of Fine Arts

In addition to Dr Yip's lecture, Dr Chen Ye, an esteemed academic and curator at the Academy, gave an insightful lecture titled “藝耀大灣—非遺視覺下的文藝聯動小窺”. This presentation was followed by an engaging experience-sharing session, where our students had the unique opportunity to exchange insights and perspectives with local counterparts over lunch and during guided tours of the Academy.

To augment their cultural learning, the students visited several renowned sites in Guangzhou, including the Sacred Heart Cathedral (廣州聖心大教堂), Yongqing Fang (永慶坊), and Shamian (沙面). These visits provided a hands-on experience of the rich historical and cultural heritage of the region, fostering a deeper appreciation and understanding of the diverse cultural influences that shape the GBA.

The overall reception of the 2-day, 1-night GBA visit was exceedingly positive, as evidenced by the survey results. All the students (100%) expressed a heightened interest in learning about culture, illustrating the trip's success in sparking cultural curiosity. Nearly all the students (96.7%) reported gaining a deeper understanding of the GBA and Mainland China, with 83.3% indicating they could better comprehend and reflect on various aspects of the region's development. A significant majority (86.6%) became more aware of the influence of their own culture on them, and almost all (93.3%) developed a greater respect for cultural differences.



Figure 2. Teachers of the Guangzhou Academy of Fine Arts, with BA (HE&AM) Programme Leader Dr Sammy Hui and Associate Programme Leader Dr Terry Yip



Figure 3. Interactive lecture by an esteemed academic and curator at the Academy

Furthermore, the vast majority of the students (96.7%) found that they could apply skills and demonstrate intercultural competencies in cross-cultural contexts, effectively supplementing their classroom learning. However, opinions were mixed regarding the prospect of working or undertaking internships in the GBA/Mainland China, with 43.3% agreeing, 40% remaining neutral, and 16.7% disagreeing.

In terms of overall satisfaction, 93.3% of the students were pleased with the learning experience provided by the trip. Additionally, 90% recommended that the programme, department, or faculty organise this trip again, and 80% would recommend this trip to their peers. These results underscore the trip's significant impact on students' cultural learning and highlight the value of such experiential learning opportunities.

The 2-day, 1-night GBA visit was a resounding success, providing BA(HE&AM) Year 3 students with a transformative cultural learning experience. The trip not only deepened their understanding and respect for cultural differences but also enriched their academic journey through meaningful exchanges and immersive cultural activities. While there was a mixed response regarding the prospect of working or undertaking internships in the GBA/Mainland China, the overall feedback underscored the value and impact of such experiential learning opportunities.

As we look forward to future trips, we remain committed to fostering cultural exchange and providing our students with enriching experiences that broaden their horizons and prepare them for a globalised world.



Figure 4. Interactive lecture by an esteemed academic and curator at the Academy

BSc(EM) Students Participated in a Learning Trip to the Greater Bay Area Visiting Shenzhen Schools and a Professional Body

Mr LAM Ho Wai Martin

Lecturer, Department of Education Policy and Leadership, Faculty of Education and Human Development

Bachelor of Science (Honours) in Executive Management (BSc(EM)) is a pioneering programme that gives students' careers in education-focused executive management a head-start. Enriching students' exposure to the real-world workplace with authentic learning experiences is one of the focuses of this programme, which aims to help the students put theoretical knowledge into practice and understand the latest developments in the industry.

On 1-2 December 2023, the BSc(EM) programme team organised a two-day, one-night Greater Bay Area (GBA) trip to Longhua, Shenzhen for Year 4 BSc(EM) students. This trip aimed to enable students to gain a deeper understanding of the latest developments and challenges in GBA, especially in the education field, which is the programme's aim. Also, this trip enhances students' competitiveness for future careers in GBA cities by improving their understanding of the differences in culture and regulations between Hong Kong and other GBA cities. Students visited two schools and a mediation centre with practitioners from relevant fields sharing their experiences and how they prepared for the upcoming challenges.

The trip commenced with a visit to Longhua Central Primary School, a Rank A school in Guangdong province with 100 years of history. During the visit, the students had the chance to visit the school campus, followed by sharing by the school supervisor and principal. Students had the opportunity to understand the tasks and challenges of managing a school. The school supervisor and principal shared with the students how executive staff can lead an organisation in continuing the tradition and exploring new opportunities to guide the organisation to new heights. The students received a welcome lunch, and they took this chance to chat with the school management to learn more about the difficulties and challenges in managing a large organisation, in which the students learned how different management skills can be applied to the workplace.



Figure 1. BSc(EM) students watching a video introducing the history of Longhua Central Primary School



Figure 2. A group photo with the school supervisor and principal of Longhua Central Primary School at the school entrance

After visiting a school with a rich history, the students visited Shenzhen Longhua Foreign Languages School, a very young school with less than 10 years of history. Our BSc(EM) students took the chance to interact with the school administration and management team members, which allowed them to gain insights into the educational system in Shenzhen. The school management team shared how they manage to assign more experienced staff to mentor the younger staff in a large organisation with a short history, as well as how to identify opportunities from the latest developments of the region where the school is located. Through visiting the two schools, our BSc(EM) students learned more about the situation in schools, how school management facilitates and assists in a school's daily operation, and how important the administrative staff is in supporting the teaching staff.

Furthermore, the students visited the Greater Bay Area Talent Centre. They attended a talk entitled "The Practice and Future of Mediation" by Ms Lin Haihong, a lawyer from the International Dispute Resolution Institute. Through this talk, the students learned about the differences in the application of mediation between Mainland China and Hong Kong, and became aware of its important role in settling disputes. Ms Lin shared a few cases to show the difference in case handling procedures between Hong Kong and other GBA cities. With the increasing collaboration between Hong Kong and other GBA cities, the talk has provided students with practical knowledge for their future careers when organising activities/programmes in the GBA.

This trip offered students a great experience in understanding school operation in an executive management context, applying different management skills, and recognising the differences in culture between Hong Kong and other GBA cities. It has enhanced students' career readiness in schools and future collaboration with GBA educational organisations.



Figure 3. A group photo with the school principal of Shenzhen Longhua Foreign Languages School at the school entrance



Figure 4. A group photo with Ms Lin Haihong from the International Dispute Resolution Institute at the Greater Bay Area Talent Centre

Internationalising Horizons: An Immersive English Language Experience in New Zealand

Dr HUANG Jing Peter

Assistant Professor, Department of English Language Education, Faculty of Humanities

In the summer of 2024, 28 Year 3 students from the Bachelor of Education (Honours) (English Language) programme participated in a 10-week immersion programme at Victoria University of Wellington in New Zealand. This compulsory initiative presented the students with a remarkable opportunity to broaden their linguistic and cultural horizons.

Stepping beyond the traditional classroom, these students were fully immersed in an English-speaking environment, allowing them to test their language skills through daily academic and social interactions with native speakers. Engaging in lively discussions and conversing with locals, the students were constantly challenged to comprehend language nuances and respond fluently.

The programme was meticulously structured, including education-related courses, cultural visits, and homestay experiences. These elements collectively enriched the students' experience, providing advanced pedagogical strategies, linguistic proficiency, and hands-on teaching practice in local schools.

Beyond language proficiency, the students gained invaluable insights into New Zealand culture, forging meaningful connections with local residents and fellow international students. This cultural exchange fostered a deeper understanding of diverse perspectives and encouraged reflection on their own identities in a global context.

Living with homestay families provided an authentic cultural immersion experience. The students observed and participated in daily life, traditions, and customs, significantly enhancing their cultural competence. The homestay experience also facilitated the development of strong interpersonal relationships, contributing to their personal growth and adaptability.

The cultural visit to New Zealand offered students an opportunity to comprehensively understand the country's heritage and contemporary societal dynamics. Exposure to different cultural artefacts and narratives enriched their appreciation of New Zealand's unique cultural identity.



Figure 1. A photo of the Victoria University campus



Figure 2. Teaching story vocabularies

The immersive experience strengthened their linguistic abilities, cultivated personal growth, and heightened their appreciation for experiential learning in an internationalised higher education landscape. Through this programme, students not only advanced their academic and professional skills but also developed a profound appreciation for cultural diversity and global citizenship.

In summary, the 10-week immersion programme at Victoria University of Wellington was a transformative experience for the Year 3 students. It equipped them with essential skills and knowledge, preparing them to become effective educators and culturally sensitive individuals in an increasingly interconnected world.

The programme's impact extended beyond academic and professional development. It fostered a sense of global citizenship and cultural empathy, essential qualities in today's interconnected world. By living and learning in a different cultural setting, students developed a deeper understanding of global issues and the importance of cultural diversity. This experience not only prepared them for their future careers but also enriched their personal lives, shaping them into more adaptable and open-minded individuals.



Figure 3. Warm up by fire during an outing

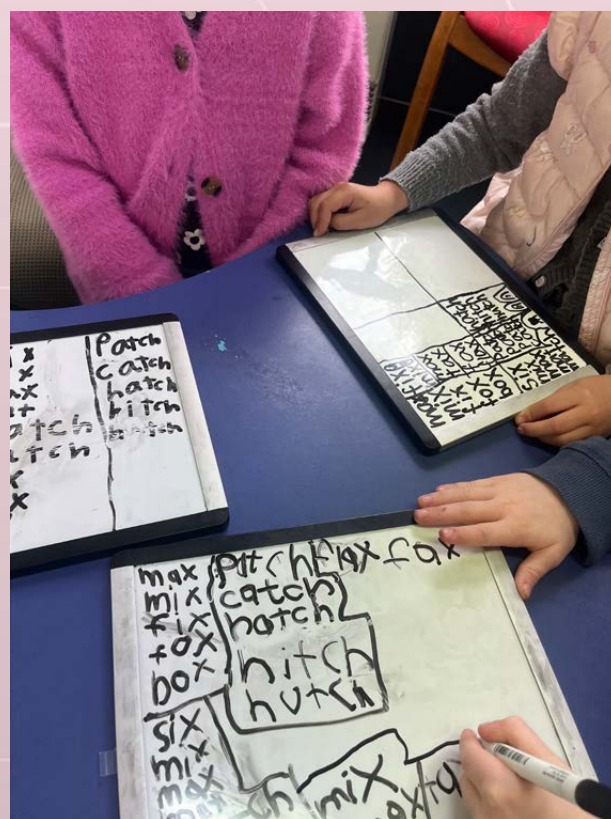


Figure 4. Spelling games in field experience

From Classroom to Conference: A Pre-Service PE Teacher's Academic Journey

Miss CHU Cheuk Ying Lianne
Student of Bachelor of Education (Honours)
(Physical Education), Faculty of Liberal Arts
and Social Sciences

I would like to express my sincere gratitude to Dr Gary Chow Chi Ching (Assistant Professor, HPE) for providing me with this invaluable opportunity to learn beyond the classroom. Dr Chow is my professor and mentor of the Shi Tu Scheme. I approached him with a keen interest in expanding my research skills following a summer exchange at the University of British Columbia. Over the past year, we have collaborated on various projects, including research on primary students' physical activity levels, community initiatives, and the preparation of instructional materials. Subsequently, Dr Chow invited me to assist with his presentation at the ECSS congress. From conducting literature reviews to data collection and drafting presentation slides, I was engaged in every step of the process.

The ECSS Glasgow 2024 marked the 29th annual congress of the European College of Sport Science. Held from 2 to 5 July 2024 in Glasgow, the theme of this year's congress was "Enhancing Health, Performance, and Community Sport", which aligned with comprehensive scientific presentations across all sport and exercise disciplines. Each day from 8 a.m. to 6 p.m., about ten presentation sessions were held concurrently.

As an undergraduate student, participating in this congress has broadened my horizons and developed my global perspectives. I was both surprised and excited to connect with scholars and researchers from around the world. With most participants being professors, scholars, researchers, and PhD and master's students, I gained invaluable insights and experiences.



Figure 1. Photo taken with professors from the EdUHK

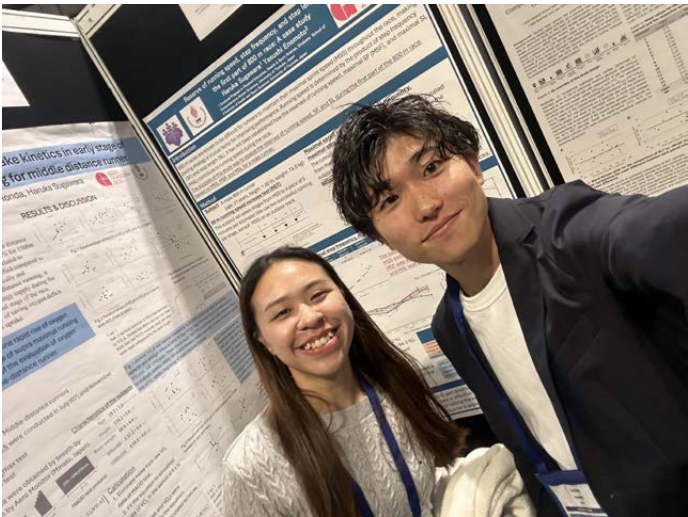


Figure 2. Photo of me with a Japanese PhD student after exchanging ideas on his project

One of the most inspirational presentations was "Elite Athletes are Humans First: Their Mental Health Challenges", delivered by Professor Vincent Goutteborge, Chair of the International Olympic Committee – Mental Health Working Group. He has presented several studies on elite athletes' mental health, contributing factors, and management approaches. I learned that physical, technical, and mental factors reciprocally influence athletic performance. Optimising athletes' performance while maintaining their mental health is crucial for coaches. After the presentation, I had the honour of discussing athlete burnout with Professor Goutteborge. Encouraged by Dr Chow and Mr Kenneth Ho (Senior Lecturer, HPE), I gathered the courage to ask questions. It was a pleasure to receive advice and suggestions from Professor Goutteborge regarding future research directions for my project. This experience boosted my confidence in communicating with professionals, making me less nervous speaking up at future international conferences.

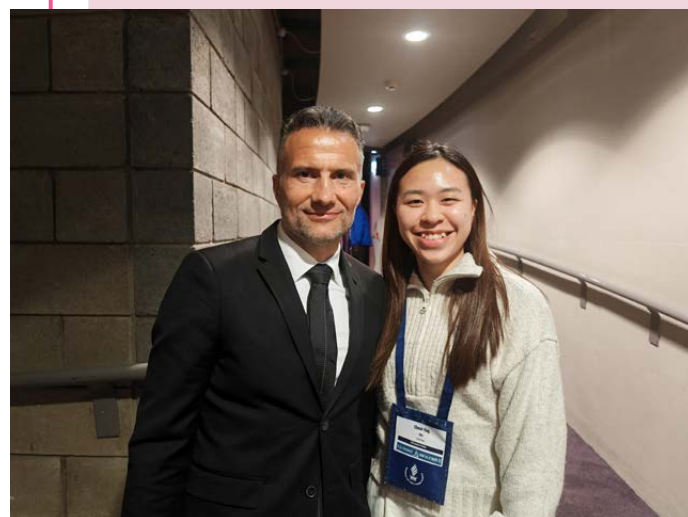


Figure 3. Photo of me and Professor Vincent Goutteborge after our conversation

The primary objective of this outreach activity was to attend Dr Chow's presentation. The topic of his presentation was "Navigating the Transformative Landscape of Physical Education: Integrating Technology while Preserving Professional Identity". Participating in this research project has given me a deeper understanding of conducting quantitative studies, including efficient literature reviews, diverse research methodologies, and clear presentation of research findings. I am fortunate to have Dr Chow as my mentor, who has generously shared his knowledge and provided numerous opportunities for exploration. This outreach activity has been a precious opportunity to explore career options and enrich my knowledge. During the four days of intensive lectures, I gained a wealth of knowledge in sports science, sparking my interest in investigating topics like athlete burnout and nutrition further. This activity marked my first step into the world of academia. I highly recommend that undergraduate students interested in research participate in international conferences during their studies.



Figure 4. Photo of Hong Kong participants, taken after Dr Chow Chi Ching Gary's (2nd from left) presentation

Expanding Horizons: Experiential Learning and Teaching Outside Hong Kong

Dr DENG Wenjing

Associate Professor, Department of Science and Environmental Studies, Faculty of Liberal Arts and Social Sciences

In the summer of 2024/25, 29 year-3 students from the Bachelor of Science (Honours) in Integrated Environmental Management embarked on an enlightening journey to Tokyo, Japan. This educational trip, led by Dr Deng Wenjing, aimed to deepen their understanding of contemporary environmental issues as part of the INS3068 course.

Before departing for Tokyo, students participated in an intensive workshop designed to provide a robust foundation in contemporary environmental issues. The workshop included detailed case analyses that equipped the students with the critical thinking skills necessary to address complex environmental challenges. This preparatory phase was crucial in ensuring that students could fully appreciate and engage with the real-world applications they would encounter in Japan.



Figure 1. A glimpse into the efficient processes of garbage collection, separation, and incineration at the Ibaraki Joso City Cleaning Plant, showcasing Japan's commitment to sustainable waste management and the circular economy



Figure 2. Engaging with leading researchers at the National Institute for Environmental Studies, Japan, where students gained valuable insights into contemporary environmental research and its implications for policy and management

Immersive Learning in Tokyo: Bridging Theory and Practice

Once in Tokyo, the students visited several key sites, each offering unique insights into various aspects of environmental science and management:

The National Museum of Emerging Science and Innovation

Here, students were introduced to cutting-edge technologies and innovations aimed at addressing environmental challenges. The museum's exhibits provided a tangible connection between theoretical knowledge and practical applications.

The National Institute for Environmental Studies, Japan

This visit allowed students to engage with leading researchers and gain first-hand knowledge of ongoing environmental studies and their implications for policy and management.

The Metropolitan Area Outer Underground Discharge Channel

Known as one of the world's largest underground flood control facilities, this site demonstrated the engineering marvels and strategic planning required to mitigate natural disasters in urban areas.

Recycling and Waste-to-Energy Facilities

This visit highlighted the importance of sustainable waste management practices. Students observed the processes involved in converting waste into energy, promoting a circular economy, and reducing environmental impact.



Figure 3. Inside the Metropolitan Area Outer Underground Discharge Channel, an engineering marvel designed to prevent flooding in urban Tokyo, highlighting innovative strategies for disaster mitigation and urban resilience

Throughout the trip, students were encouraged to reflect on their experiences and the global and regional environmental issues they encountered. The feedback was overwhelmingly positive, with students rating their awareness of global/regional issues at 4.17 out of 5. The exposure to different cultural and scientific approaches to environmental management has enriched their global perspectives, with a satisfaction rating of 4.27 out of 5. Students expressed that the trip not only enhanced their academic knowledge but also fostered a deeper appreciation for the interconnectedness of environmental challenges and solutions. By seeing how Japan tackles these issues, the students could compare and contrast different methodologies and policies, which is invaluable for their future careers in environmental management.

In general, students were highly satisfied with this immersive learning experience. The trip to Tokyo served as a capstone to their studies, allowing them to apply their classroom knowledge in real-world settings and gain insights that are not possible through textbooks alone. This experience underscored the importance of global perspectives in addressing environmental issues and prepared the students to become more effective and informed environmental managers. It is clear that such hands-on, interdisciplinary learning experiences are essential in cultivating the students to be environmental leaders.



Figure 4. The chamber at the National Institute for Environmental Studies is a state-of-the-art research facility designed to simulate various environmental conditions. It allows scientists to conduct experiments on air and water quality, climate change effects, and biodiversity. This controlled environment provides critical data that informs environmental policy and management strategies, emphasising the importance of empirical research in addressing pressing environmental challenges

"Playful Learning" – Melbourne Early Childhood Education Study Tour 2024

Dr SAXENA Anika

Lecturer, Department of Early Childhood Education, Faculty of Education and Human Development

The Department of Early Childhood Education (ECE) at EdUHK organised a nine-day study tour to Melbourne, Australia, from 19 to 27 May 2024. Led by experienced ECE teachers, this immersive programme allowed students to deeply explore the concept of "playful learning" – a crucial pedagogical approach in the field of ECE. During the tour, students attended a lesson with the ECE students from Monash University, experiencing how to design, prepare and manage hands-on classroom activities. The programme also emphasised "STEM learning" in conceptual play.

The highlight of the study tour was the visit to the renowned Conceptual PlayLab at Monash University. Here, each student had the unique opportunity to bring a book of their own choice and collaborate with their peers to discover innovative ways of incorporating the book into engaging, inquiry-based learning activities. The Conceptual PlayLab also allowed students to explore STEM concepts through hands-on, playful experiments and design challenges. Under the guidance of expert faculty members, the students investigated how to design playful, child-centred experiences that foster children's cognitive, social, emotional, and scientific development.

Beyond the Conceptual PlayLab, the study tour also included visits to early childhood education centres, in Melbourne, such as the highly regarded Cornish College and HEI Schools. These field trips provided valuable insights into how different institutions in Melbourne approach the implementation of playful learning pedagogies. By observing the teaching practices and classroom environments and engaging with the educators, the students better understood diverse global perspectives and best practices in early childhood education.

The study tour was deliberately designed to balance educational activities and cultural exploration. Students were given ample opportunities to immerse themselves in the vibrant art scene, visit iconic landmarks, and engage with the local community of Melbourne. This cultural immersion allowed the students to understand the city's unique identity and how it influences the approach to early childhood education.

Through this enriching experience, the students gained theoretical knowledge, practical skills, and a global mindset. They returned from the study tour with an enhanced appreciation for the power of playful learning and a renewed enthusiasm to incorporate these principles into their future teaching practices. The insights, connections, and transformative experiences gained during the trip will undoubtedly shape the students' professional development and ability to create engaging, child-centred learning environments.

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To link to this article: <https://doi.org/10.1080/09575146.2020.1739002>



Figure 1. Observing excellence at HEI Schools



Figure 2. Conceptual play lab at Monash University



Figure 3. Excitement in the air for learning



Figure 4. Cross-cultural teaching insights at HEI Schools



Figure 5. ECE Exchange: sharing knowledge



Figure 6. A lesson in partnership at Monash University

Non-formal learning initiatives / activities organised by the Student Affairs Office

Non-formal learning initiatives / activities organised by the Student Affairs Office

Professor YEUNG Chi Ho Bill
*Professor; Dean of Students,
Student Affairs Office*

The Student Affairs Office (SAO) is dedicated to enriching the campus life experience and encouraging students' whole person development through provision of non-formal learning initiatives. The non-formal learning education is specifically designed to support students' well-being, broadening their horizons and equipping them to navigate the increasingly complex job market of the future. With this mission and vision in mind, the SAO has been offering a wealth of activities to foster their development:

Leadership and Service Learning

The SAO has been actively collaborating with schools, community groups and organisations to offer a diverse range of learning, service, and leadership opportunities. Aiming to help students make positive contribution to society and equipping them with the necessary leadership skills, five core service areas are offered:

- Local Services and Experiential Learning: Caring Leaders and Service Teams to reach out to the local communities
- Outbound Services and Experiential Learning: Go Global Service Tours and Dr Li Dak Sum Experiential Learning Scholarship Programme to engage students in overseas trips and enhance their global perspectives
- Positive Education and Leadership Enhancement: Flourishing@EdUHK – Positive Education Series and Glow With You – an In-School Project to help students embrace a positive mind and extend their impact to the next generation
- Civic Engagement Activities: Civic Education Talks and Student Flag Raising Team to develop a sense of citizenship and national identity in the campus community
- Student Organisation Support: Training for Student Societies to instil a spirit of leadership in our student bodies

Hall Life Education

Hall Life Education (HLE) serves as a vital component of the University's non-formal education. Launched in Semester 1 of the 2023/24 academic year, the new HLE framework has already made a significant impact. In its inaugural year, a total of 150 hall-based and five joint-hall HLE activities were organised, drawing 6,167 attendees who participated in the Wardens' and Wellness Series. These activities spanned a diverse array of formats, including high-table dinners, guest evenings, contests, workshops, field trips, and cultural exchanges. This comprehensive approach aims to enrich student-residents' understanding of national identity, traditional Chinese culture, and global affairs. Additionally, community-oriented events such as waste recycling and beach clean-up campaigns, fundraising fairs for NGOs, and visit to Foodstep Journey have further deepened student-residents' understanding of their communities and their roles within society. The HLE programme thus not only fosters personal growth but also nurtures social responsibility and cultural awareness among the student-residents.

Career Development Service

Empowering students to identify their potential and embrace a growth mindset, the Career Development Service provides students with comprehensive career activities and events throughout the year, such as career education, mentorship, internships (local, Greater China Region and overseas), career fairs, recruitment talks and job search skills training programmes. It helps students to explore their career interests or choices, map out career paths, enhance career preparation and increase their employability. Students and graduates can easily access career resources, job vacancy information and apply for jobs online via the EdUHK job search platform "[Ed Job Plus](https://eduhk.hk/sao/info/career/)" or visit our website at <https://eduhk.hk/sao/info/career/>.

Looking forward, the SAO will continue its endeavour to address the needs of students and brush up their various skillsets to meet societal changes.

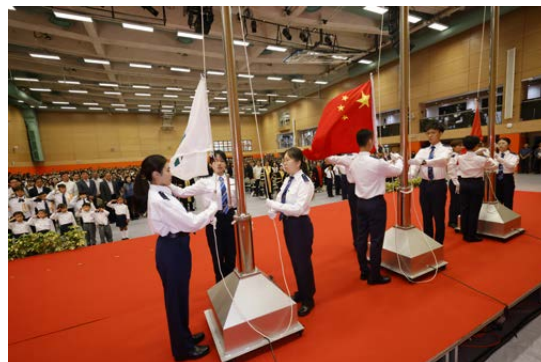


Figure 1. The Student Flag Raising Team conducted Flag Raising Ceremony at the Academic Year Inauguration



Figure 2. Peer Mentoring Training polished students' leadership skills and helped them offer pastoral care to the new students



Figure 3. Students posing in front of a mural painting project in a local hospital

Non-local Student Support

Professor YEUNG Chi Ho Bill

*Professor; Dean of Students,
Student Affairs Office*

Stepping into a new environment could be overwhelming. Cultural integration and adjustment are hence deemed instrumental, encouraging non-local students to navigate the new environment and build social support in Hong Kong.

At the beginning of the academic year, various on-arrival briefing sessions are conducted to prepare new non-local students for their stay in Hong Kong. As a melting pot of Chinese and Western cultures, we bring non-local students, through our signature city exploration tours, to the iconic locations, such as the West Kowloon Cultural District, Victoria Peak, and Sai Kung, to feel the hustle and bustle of the city. The immersive experiences offer educational insights and serve as social platforms for students to mingle with one another and enhance their understanding of the local history. Furthermore, interactive activities like "Chit Chat with Peer" encourage meaningful exchange between new non-local students and senior-year students. These gatherings, conducted in both English and Putonghua, open up a friendly and collegial space for students to share study tips and insights on life at EdUHK and in Hong Kong. Cantonese classes are also conducted throughout the year to help students master the basics of the local language, enabling them to communicate with local students colloquially and gain a deeper understanding of the local culture.

Some signature initiatives were held in 2023/24 to highlight the effort of the Student Affairs Office (SAO) in cultural integration and promoting social well-being. Intercultural Fair, one of the flagship events, was organised to showcase the diverse cultures represented at EdUHK and introduce the unique traditions and customs of the international students' home countries to their fellow students. Through interactive booths, performances, and food tasting, the Fair presented a sense of community and facilitated intercultural understanding on campus. Also, another large-scale event, namely the Mid-Autumn Festival Fair, brought different student populations together to join the festivities and celebrate this special occasion. Both the Intercultural Fair and the Mid-Autumn Festival Fair were a remarkable success, drawing a participation of over 400 students in total. The SAO also collaborated with the Academy of Hong Kong Studies in EdUHK on the Global Hong Kong Ambassador Programme – Local students were recruited and trained to be the ambassadors, curating activities that showcased Hong Kong's culture and heritage. Through this Programme, non-local students were given a platform to learn about Hong Kong culture and interact with local students. Feedback from non-local students indicates their appreciation for the opportunities provided, with an over 98% of satisfaction rate achieved in the past year. The Programme was successfully concluded in 2023/24, attracting 241 participants which comprised of 174 non-local students and 44 inbound exchange students.

Such a plethora of non-formal learning activities provide a comprehensive study experience that extends beyond the classroom and integrate the diverse student population, making a positive impact on non-local students' social well-being. In the years ahead, the SAO will continue its endeavour to offer exclusive outside classroom learning opportunities and design top-notch cultural integration experience for the students.



Figure 1. Intercultural Fair



Figure 2. Global Hong Kong Ambassador Programme: Dragon Boat Fun Day



Figure 3. Mid-Autumn Festival Fair



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