

Contents

1.	Message from the President.....	2
2.	Message from the Vice President (Academic).....	3
3.	Vote of Thanks by the Chairman of Organising Committee....	4
4.	Organising Committee.....	5
5.	Main Activities of the Festival.....	6
6.	Programmes of the Festival	
	a. Open Class Observation.....	7
	b. Video Showcase.....	14
	c. Poster Board Exhibition.....	16
	d. Postgraduate Students Sharing	34
	e. Undergraduate Students Sharing.....	36
	f. Conference Day.....	37
7.	Map.....	62

Message from the President

Professor CHEUNG Yan Leung Stephen

Honorary Chairman, Learning and Teaching @EdUHK Festival 2019
Organising Committee
President, The Education University of Hong Kong



It is my great pleasure to welcome you all to the Learning and Teaching @EdUHK Festival 2019, with the theme of “Excellence in Learning and Teaching in the Digital Era”.

I am delighted that many experts and practitioners, including recipients of the UGC Funding Scheme for Teaching and Learning Related Proposals (2016-19 Triennium) and TDG project leaders from other UGC-funded universities, have accepted our invitation to join the Festival to share the development of e-Learning and digital competency in diverse learning contexts, and their expertise and experience.

The Festival 2019 not only offers a wonderful platform for our colleagues and all participants to exchange innovative and best learning and teaching approaches, but also promotes e-Learning and application of technology-enhanced pedagogies and research, and strengthens our ties with regional and international universities. I would like to express my gratitude for the support from all participants.

Taking this opportunity, I would like to provide some latest development of The Education University of Hong Kong. Drawing on our cross-disciplinary expertise, we have taken the lead in promoting e-learning in support of pedagogical and educational innovation. I am particularly delighted to see the application and adaption of our e-portfolio as a virtual learning platform for a selected cohort of undergraduate students from our University and the Medicine Faculty of The University of Hong Kong. We have provided coding education for our students and incorporated STEM education and e-learning into the new professional development programmes for school leaders and serving teachers. The University was also appointed two nationwide consultancy projects in Vietnam by the World Bank after a rigorous global selection process.

On the research front, our University during the last academic year, was again ranked first in the subject discipline in Education in the General Research Fund and Early Career Scheme, both in terms of the number of projects awarded and the total funding amount.

It is hoped that through more and larger cross-institutional collaborations, we will together nurture more outstanding educators and professionals for the development of the region and beyond.

Lastly, I would like to thank Members of the Organising Committee for all their hard work and good efforts for planning and arranging this meaningful event, and wish the Festival 2019 a great success and all participants a fruitful experience at the Festival.

Message from the Vice President (Academic)

Professor LEE Chi Kin John

Honorary Co-Chairman, Learning and Teaching @EdUHK Festival 2019
Organising Committee
Vice President (Academic), The Education University of Hong Kong



I am pleased to announce that the Learning and Teaching @EdUHK Festival 2019 (the Festival), comprising a series of engaging and stimulating events and activities in support of excellence in learning and teaching, will take place on the EdUHK campus from February to May 2019. Under the theme of “Excellence in Learning and Teaching in the Digital Era”, the Festival will serve as a platform for scholars, educators, researchers, practitioners, and students to share and exchange views on innovative pedagogical approaches as well as best practices in education.

The quality learning and teaching culture at EdUHK can be seen from its innovation and achievements on various educational fronts. Our Faculties, Departments and Academic Support Units have highlighted their achievements and strategic endeavours in the Poster Board Exhibition and Video Showcase which are available around the EdUHK campus. Topics including field education, general education, internationalisation, language enhancement, e-learning, co-curricular and service learning, as well as our new undergraduate curriculum are covered. I would also like to invite you to participate in the Open Class Observation, which fosters a culture of sharing and openness amongst our colleagues.

To inspire our colleagues and next generations of teachers, and to stimulate cross-institutional exchange, a one-day conference will be held on 24 May 2019 (Fri). In line with the Festival's theme and our University's strategic focus on e-learning and digital competency, we are thrilled to have the presence of two experts in this area – Dr Kinshuk, Dean of the College of Information at University of North Texas in the United States, and Professor Ricky Kwok, Associate Vice-President (Teaching and Learning) at The University of Hong Kong – as our keynote speakers at the conference. We are also proud to have a number of project leaders from sister universities in Hong Kong, supported by University Grants Committee's Funding Scheme for Teaching and Learning Related Proposals (2016-19 Triennium) and Teaching Development Grant (TDG), to share their work in the parallel sessions.

With a view to expanding the community of practice, two sharing sessions will be introduced this year for postgraduate students and undergraduate students respectively. Focusing on innovative pedagogy and reflective engagement, the Postgraduate Students Sharing on 10 April 2019 (Wed) will highlight two keynote speeches and presentations delivered by our outstanding postgraduate students, while the Undergraduate Students Sharing on 23 May 2019 (Thur) will feature presentations from recent graduates and e-Portfolio award recipients.

With the series of exciting events and activities, we hope that you will find the Learning and Teaching @EdUHK Festival 2019 fruitful and insightful. Taking this opportunity, I would like to extend my appreciation to the guests, colleagues and students supporting the Festival. My heartfelt gratitude goes to the Organising Committee, led by Centre for Learning, Teaching and Technology (LTTC), Faculty of Education and Human Development (FEHD), Faculty of Humanities (FHM), Faculty of Liberal Arts and Social Sciences (FLASS), and Graduate School (GS), which make the Festival a continued success.

Vote of Thanks by the Chairman of Organising Committee

Professor KONG Siu Cheung

Chairman, Learning and Teaching @EdUHK Festival 2019
Organising Committee
Professor, Department of Mathematics and Information Technology
Director, Centre for Learning, Teaching and Technology
The Education University of Hong Kong



The Learning and Teaching @EdUHK Festival 2019 is launched with the theme “Excellence in Learning and Teaching in the Digital Era”. Since its inception in 2013, it has been an important initiative for promoting learning and teaching excellence. I would like to thank the continuous support of the Senior Management, Faculties, Departments, Graduate School, and Academic Support Units. Without their contribution and generous support, the Festival would not have been possible.

I would also like to express our sincerest gratitude to the members of the Organising Committee – Dr WAN Lai Yin Sarah from Faculty of Education and Human Development (FEHD), Dr WANG Lixun from Faculty of Humanities (FHM), Prof CHOW Hung Kay Daniel from Faculty of Liberal Arts and Social Sciences (FLASS), Dr LEE Kwai Sang from Graduate School (GS), Miss LEUNG Wai Ming Kristy from General Education Office (GEO), Mr CHIU Siu Wan Sam from Global Affairs Office (GAO), Mr CHICK Siu Chung from Library (LIB), Mr CHEUNG Yeuk Kin from the Office of the Chief Information Office (OCIO), Ms LAI Chi Kwan Josephine from Registry (REG), Ms HO Sz Nga Isadora from the School Partnership and Field Experience Office (SPFEO), and Mr TSUI Tsz Kuen Terence from Student Affairs Office (SAO).

Furthermore, great appreciation should be given to the postgraduate students, Ms TAO Sisi and Mr POUDEL Prem Prasad, who have contributed tremendously to the planning of the Postgraduate Students Sharing event. My grateful thanks also go to the undergraduate student representatives, Miss CHEUNG Suet Ting Sarah and Miss LEUNG Ling Man Lisa, for the valuable contribution to the Undergraduate Students Sharing event. Special thanks also to our colleagues from the Centre for Learning, Teaching and Technology (LTTC) for their tremendous efforts to organise such smooth and informative Festival.

May I take this opportunity to express my heartfelt gratitude to the keynote speakers for the Conference Day, Dr Kinshuk from The University of North Texas in the United States, Professor Ricky KWOK from The University of Hong Kong, and also to the many presenters from our sisters universities in Hong Kong and EdUHK. Further, I would like to thank the keynote speaker for the Postgraduate Students Sharing – Dr JAN Mingfong from National Central University in Taiwan.

I wish you all benefit from this institutional learning and teaching initiative and look forward to seeing you at the Festival. Thank you.

Organising Committee

Learning and Teaching @EdUHK Festival 2019 Organising Committee

The Organising Committee is formed under the Centre for Learning, Teaching and Technology (LTTC) with representatives from Faculties, Graduate School, General Education Office, Global Affairs Office, Library, Office of the Chief Information Office, Registry, School Partnership and Field Experience Office, and Student Affairs Office.

Honorary Chairman	Prof CHEUNG Yan Leung Stephen
Honorary Co-Chairman	Prof LEE Chi Kin John
Chairman	Prof KONG Siu Cheung
Secretary	Ms LEE Chau Yin Louise
Representatives from Faculties, Graduate School, General Education Office, Global Affairs Office, Library, Office of the Chief Information Office, Registry, School Partnership and Field Experience Office, and Student Affairs Office	Mr CHEUNG Yeuk Kin (OCIO)
	Mr CHICK Siu Chung (LIB)
	Mr CHIU Siu Wan Sam (GAO)
	Prof CHOW Hung Kay Daniel (FLASS)
	Ms HO Sz Nga Isadora (SPFEO)
	Ms LAI Chi Kwan Josephine (REG)
	Dr LEE Kwai Sang (GS)
	Miss LEUNG Wai Ming Kristy (GEO)
	Mr TSUI Tsz Kuen Terence (SAO)
	Dr WAN Lai Yin Sarah (FEHD)
	Dr WANG Lixun (FHM)

Main Activities of the Festival

The Learning and Teaching @EdUHK Festival 2019 aims to promote the sharing of successful learning and teaching evidence for “Excellence in Learning and Teaching in the Digital Era” by engaging colleagues and students to showcase their achievements in EdUHK. A series of Festival activities have taken place from February to May 2019 including:



Open Class Observation

Sixteen classes from three Faculties are available for all teachers and students for professional sharing of learning and teaching practices in their classrooms.

Video Showcase

Faculties share their learning and teaching experiences and vibrant learning activities in their classes through the video showcase.



Poster Board Exhibition

Faculties, Departments, Academic Support Units and the Student ePortfolio initiatives showcase the accomplishments in their learning and teaching activities through large scale poster board display.

Postgraduate Students Sharing

This half-day event features keynote speech by an international speaker and presentations by outstanding postgraduate students.



Undergraduate Students Sharing

This half-day event promotes reflective and peer learning to our undergraduate students.

Conference Day

Dr Kinshuk and Prof Ricky KWOK are invited to be the keynote speakers of the conference. The conference includes sharing from three Faculties and parallel sessions with sharing from UGC Funding Scheme for Teaching and Learning Related Proposals (2016-19 Triennium) and TDG projects.




Open Class Observation

Introduction

Open Class Observation aims to promote and strengthen the professional sharing and exchange of different teaching practices among EdUHK academic and teaching staff in their classrooms. Sixteen Open Class Observations have been launched by Faculties from January to May 2019. You are welcome to join the classes shown as follows, please visit our Festival Website – <https://www.eduhk.hk/ltrc/LT2019/> for registration.


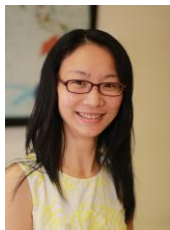
Timetable



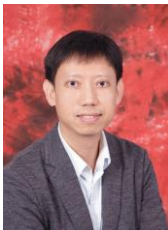
Topic and Course Title	Name of Academic/ Teaching Staff	Date & Time	Venue
Spontaneous Speech <i>Course: English Communication II</i> <i>(CLE1213)</i>	 Ms CHOW Wing Yee Cherry (CLE, FHM)	17 Jan 2019 16:30 – 18:20	D3-LP-02




Brief introduction: In this session, students will be taught some pronunciation features, such as sentence stress with content words and tonic syllables by different activities. Techniques in 2-way discussion will also be explored.

Mobile Apps in Sports for Data Collection <i>Course: Honours Project I (PES4902)</i>	 Dr CHOW Chi Ching Gary (HPE, FLASS)	23 Jan 2019 15:30 – 17:00	E-1/F-07
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Brief introduction: The use of the mobile application (Apps) in sport is an evolving activity, while its application in PE/sports-related research is limited. Its ease of use and accessibility results provide more opportunities for use in PE/sports-related research. This open class is going to introduce two validated Apps to students to facilitate their data collection in Honours Project, and to be creative in their research design. During the class, teachers used the Apple “Classroom” Apps to monitor and facilitate the use of Apps in the students’ iPad for learning.



Topic and Course Title	Name of Academic/ Teaching Staff	Date & Time	Venue
Teaching Pronunciation Features under Childhood Memories <i>Course: Speaking Skills for English Language Test (CLE1242)</i>	 Ms CHAN Ka Yee Shirley (CLE, FHM)	28 Jan 2019 15:30 – 17:20	B2-LP-22
<p>Brief introduction: Under the topic Childhood Memories, the lesson will teach how chunking is used in English speaking to produce a more natural utterance and how the pronunciation of “ed” sound in English is in order to achieve pronunciation accuracy in using past tense. Lexical resources will also be built under the Childhood topic.</p> <p>In this lesson, it will demonstrate how varieties of technologies can be incorporated into an English lesson to do concept check, to consolidate vocabulary learning or to do peer evaluation.</p>			
Curriculum Orientations <i>Course: Curriculum and Assessment (Online Lesson) (TSL3003)</i>	 Dr YANG Min (C&I, FEHD)	Jan – Mar 2019	Online learning module
<p>Brief introduction: In the online lesson, students are required to complete two online activities by mid-night of Tuesday, 22 Jan. The online activities are:</p> <ol style="list-style-type: none"> 1. A Google Form activity consisting of 3 MCQs, which induct students to the topic before they learn more through a short reading. 2. A Moodle Forum discussion activity comprising 4 mini cases. <ul style="list-style-type: none"> - Each student will select 2 mini cases by clicking into the case discussion link and posting their answers to 3 discussion questions. - Then by mid-night of the following day (Wednesday 23 Jan), each student will provide comments to other classmates’ responses to the discussion questions of the other 2 mini cases. <p>Students are provided with a lesson PPT (in PDF) as well as step-by-step instruction to guide them through the activities.</p>			

Topic and Course Title	Name of Academic/ Teaching Staff	Date & Time	Venue
Designing and Organising Teaching Unit <i>Course: Curriculum and Teaching of Selected Topics in Primary Mathematics (MTH3097)</i>	 Dr FUNG Chun Ip (MIT, FLASS)	1 Feb 2019 10:30 – 13:20	D4-G/F-01
Brief introduction: The lesson will be delivered in the form of workshop. Students are divided into groups of 3 or 4. Each group will work on a curriculum topic from the primary mathematics curriculum. Instructor will move around groups to monitor and give advice. At some point, groups will report their work to the class. Sharing across groups includes objectives, choice of content, activity design and organisation, assessment etc.			
Effective Parenting Strategies <i>Course: Current Research in Parent-child Relationships (ECE6177)</i>	 Dr LAU Yi Hung Eva (ECE, FEHD)	12 Feb 2019 18:30 – 21:20	B4-LP-04
Brief introduction: In this session, different issues, attachment and co-sleeping, related to parenting infants and toddlers will be introduced to promote positive parent-child relationships and children's developmental outcomes. Students will engage in case studies and small group discussion to maximise their understanding of the concepts.			
Explaining One or Two Poems of Huang Tingjian <i>Course: Works of Major Poets (LIT3013)</i>	 Dr SHANG Haifeng Aaron (LCS, FHM)	14 Feb 2019 16:30 – 18:20	D2-LP-08
Brief introduction: To compare the differences between the notes of three different annotators in Huang Tingjian's poems, and further to understand the rich connotation of Huang's poetry.			

Topic and Course Title	Name of Academic/ Teaching Staff	Date & Time	Venue
Constructivist Approaches to Instruction <i>Course: Educational Psychology (PSY3025)</i>	 Dr CHENG Wing Yi Rebecca (PS, FEHD)	15 Feb 2019 15:30 – 18:20	D2-LP-12
Brief introduction: Students will be introduced to the key concepts and characteristics of constructivism, different constructivist strategies in teaching including problem-based learning, discovery learning and cooperative learning, as well as the elements of effective group learning. Video and case study will be adopted to consolidate students' understanding and application of the course content, and to enhance the communication and interaction among students.			
Using ICT for Enhancing Interactive Learning in General Studies 運用資訊科技以促進常識科的互動學習 <i>Course: Trends and Development in General Studies (INS5014)</i>	 Mr CHAN Ping Man Paladin (SES, FLASS)	19 Feb 2019 12:30 – 16:20	D4-LP-02
Brief introduction: This lesson has two main learning objectives. The first objective is to review some of the important trends in incorporating ICT into teaching and learning in the recent years. Such review should provide the students with a proper contextual framework for examining their pedagogical practices with ICT. The second objective is to provide some suggestions and demonstration of the possibilities for integration of ICT into teaching and learning activities in General Studies curriculum. Such activities should facilitate students' further exploration of the potentials of ICT in their future role as General Studies teachers.			
短語的結構 <i>Course: 現代漢語 (CHI1559)</i>	 Ms WEI Haiying (CHL, FHM)	22 Feb 2019 15:30 – 18:20	B2-LP-14
Brief introduction: 『短語』是比『詞』高一級的語法單位。根據詞與詞之間不同的結構關係，可以把短語分成各種類型，本節課教與學的要點是『短語的結構類型』。			

Topic and Course Title	Name of Academic/ Teaching Staff	Date & Time	Venue
Patterns of Classroom Interaction <i>Course: English Language Teaching in Action (ENG6395)</i>	 Dr John TRENT (ELE, FHM)	2 Mar 2019 14:30 – 17:20	B4-LP-01
Brief introduction: This session explores the strengths and limitations of different ways of organising classrooms (individual work, pair and group work) and considers how the limitations could be overcome.			
Language Shift, Maintenance and Change <i>Course: Introduction to Sociolinguistics (ENG2246)</i>	 Dr Marieke MARTIN (LML, FHM)	8 Mar 2019 18:30 – 20:20	D1-LP-03
Brief introduction: We will explore the following concepts through case studies and video clips. <ul style="list-style-type: none"> - Language maintenance - “Heritage languages” - Difference between language shift and language change The goal is to create an understanding of the main issues in language shift and change, reasons for language death and the importance of language documentation and archiving.			
Cognitive Neuroscience of Human Memory <i>Course: Neuroscience and Psychology (PSY4023)</i>	 Dr YEE Ting Sum Lydia (PS, FEHD)	11 Mar 2019 17:30 – 20:20	D1-G/F-03
Brief introduction: Can you imagine a life without memory? How does the brain perform the amazing feat of, say, helping you remember that there is going to be a class about memory on March 11 2019? In this lesson, we will learn how the brain encodes new information as well as retrieves the past. We will explore how neuroscientists use multiple techniques such as EEG and fMRI to study how human memory works.			

Topic and Course Title	Name of Academic/ Teaching Staff	Date & Time	Venue
Why the Rule of Law? Geopolitics and the Making of the Rule of Law of Hong Kong <i>Course: Politics and Law in Greater China (GCS3003)</i>	 Mr CHOI Chun Wai Sam (APS, FLASS)	14 Mar 2019 16:30 – 18:20	D1-LP-03
Brief introduction: The rule of law is taken for granted as the core value contributing to Hong Kong's success. However, the question of why and how it and its institution – the legal system were built up remains overlooked. In this lecture, Choi points out that the gist of the development of Hong Kong's rule of law was in the cold war period. The impartial nature of the legal system had been utilised by the colonial government to neutralise itself when coping with international political challenges and to withdraw from the whirlpool of the cold war politics.			
Final Project Idea Presentation and Discussion (Group) <i>Course: Cultural Perspectives in Creative Arts (CAA2022)</i>	 Dr HUNG Keung (CCA, FLASS)	22 Mar 2019 9:30 – 12:20	B1-LP-04
Brief introduction: Student (in group) will present their idea and research data on Cultural issue / Heritage issue in the class. (Group visual and data presentation, experience sharing idea generation and discussion).			

Topic and Course Title	Name of Academic/ Teaching Staff	Date & Time	Venue
Teaching with Intelligence 學以智用 <i>Course: Foundations and Processes of Learning (ECP5014)</i>	 Dr CHAN Wing Yan Arita (PS, FEHD)	Mar – May 2019	Online learning module
	 Dr WAN Lai Yin Sarah (PS, FEHD)		

Brief introduction: The emphasis of this online self-learning module is on how intelligence of individual learners interact with various other factors that affect learning processes, including the way teachers teach, and how that interaction leads to different educational outcomes. The module has four sections: Introduction to Intelligence, Assessment of Intelligence, Theories of Intelligence, and Intelligence and Special Needs. Various learning activities, including videos, mini games, self-reflection exercises, article reading, case analysis and knowledge-check activities, are used to facilitate student learning. To complete the module, students have to get satisfactory performances on the learning activities in all sections.

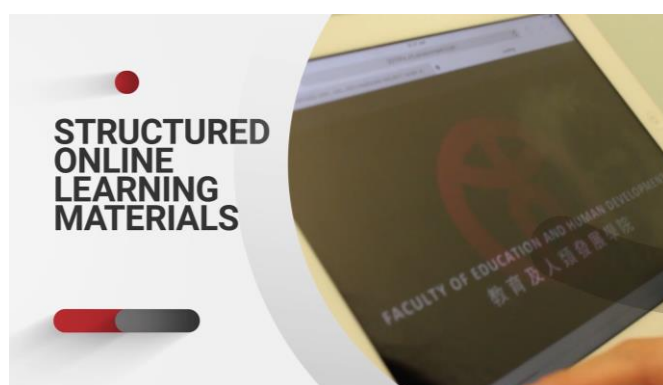
Video Showcase

Introduction

To promote the atmosphere of sharing good practices for learning and teaching enhancement, videos regarding 1) teaching awardees/experienced staff sharing their learning and teaching experiences as well as some innovative and vibrant teaching activities; and 2) e-Learning pedagogy presented by academic/teaching staff are broadcasted. All staff and students are welcome to watch the videos shown on the TVs in the corridor on LP of D2, G/F of B2 and D2 from March to May 2019.

Faculty of Education and Human Development (FEHD)

The Faculty of Education and Human Development (FEHD) is committed to raising student learning to the next level. The video highlights how departments use cutting-edge technology to transform lessons and enhance teaching and learning.



Faculty of Humanities (FHM)

The Faculty of Humanities (FHM) invites Dr WANG Lixun, the awardee of Faculty Teaching Award 2017/18, to share with us the two most important aspects of his teaching philosophy: Motivation and Innovation in the video showcase.



Faculty of Liberal Arts and Social Sciences (FLASS)

The video contributed by the Faculty of Liberal Arts and Social Sciences (FLASS), titled “Getting to know FLASS”, showcases the learning experiences of FLASS students.

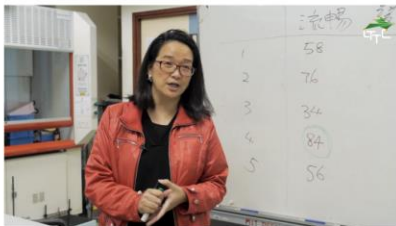


Centre for Learning, Teaching and Technology (LTTC)

The video contributed by the Centre for Learning, Teaching and Technology (LTTC) features professional development resources focusing on the development of Creative Thinking Skills. The showcase presents the classroom teaching of three topics - “What is Creativity?”, “Information Technology in Scientific Inquiry” and “Creativity in Music”.

Online Learning Package

Development of Creative Thinking Skills



What is Creativity?

Dr Cheng Mo Yin, Vivian
Department of Science and Environmental Studies



Information Technology in Science Inquiry

Dr Yeung Chi Ho, Bill
Department of Science and Environmental Studies



Creativity in Music

Dr Leung Chi Hin
Department of Cultural and Creative Arts

Poster Board Exhibition

Introduction

To showcase the learning and teaching initiatives and activities taking place in Faculties, School, Departments and Academic Support Units as well as the Student ePortfolio Award, 30 poster boards have been displayed in the corridor on LP of D1 and D2 from March to May 2019. You are most welcome to join our Poster Board Exhibition during the Festival to share the accomplishments of learning and teaching initiatives and activities from different units!



Poster Board

Faculties, School and Departments

1. Faculty of Education and Human Development (FEHD)

- 1.1. Capacity Building
- 1.2. Teaching Innovation
- 1.3. Enhancing Student Learning and Engagement
- 1.4. Catering for Learner Diversity
- 1.5. Serving the Community
- 1.6. Global Horizons on Learning
- 1.7. Student and Teacher Well-being

2. Faculty of Humanities (FHM)

- 2.1. Centre for Language in Education (CLE)
- 2.2. Department of Chinese Language Studies (CHL)
- 2.3. Department of English Language Education (ELE)
- 2.4. Department of Linguistics and Modern Language Studies (LML)
- 2.5. Department of Literature and Cultural Studies (LCS)

3. Faculty of Liberal Arts and Social Sciences (FLASS)

- 3.1. Department of Asian and Policy Studies (APS)
- 3.2. Department of Cultural and Creative Arts (CCA)
- 3.3. Department of Health and Physical Education (HPE)
- 3.4. Department of Mathematics and Information Technology (MIT)
- 3.5. Department of Science and Environmental Studies (SES)
- 3.6. Department of Social Sciences (SSC)

4. Graduate School (GS)

Academic Support Units

5. Centre for Learning, Teaching and Technology (LTTC)

- 5.1. Student ePortfolio Award

6. General Education Office (GEO)

7. Global Affairs Office (GAO)

8. Library (LIB)

9. Office of the Chief Information Officer (OCIO)

10. Registry (REG)

11. School Partnership and Field Experience Office (SPFEO)

12. Student Affairs Office (SAO)

Excellence in Learning and Teaching in the Digital Era

1. Faculty of Education and Human Development (FEHD)

1.1. Capacity Building



香港教育大學
The Education University
of Hong Kong

Learning & Teaching @EdUHK Festival
Excellence in Learning and Teaching in the Digital Era

2019
1 Feb - 31 May

Capacity Building

Leaders of Learning

FEHD reframed the role of teaching track staff as **Leaders of Learning**.

Teams were formed across FEHD departments by members with different areas of expertise, including:

- E-Learning
- Experiential Learning and International Experience for Students
- Honours Project and Capstone Experience
- Field Experience and Pastoral Care of Students
- Programme Enhancement and Development

Leaders of Learning Cluster Grants were developed to fund the projects related to these areas of expertise.





Faculty of Education and Human Development

Enquiries
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Coordinated by


Centre for Learning, Teaching and Technology
教學科技中心

1.2. Teaching Innovation



香港教育大學
The Education University
of Hong Kong

Learning & Teaching @EdUHK Festival
Excellence in Learning and Teaching in the Digital Era

2019
1 Feb - 31 May

Teaching Innovation

Immersive Tech Brings Classroom to e-Learners, Department of Curriculum and Instruction (C&I)

FEHD now uses 360° video to give e-Learners a flavour of teaching in a real classroom.

360° cameras allow students to control where they look and what they see, to simulate being where the video was recorded. In *Effective Teaching and Positive Classroom Learning Environments*, FEHD worked with Pentecostal Lam Hon Kwong School to show different kinds of misbehavior in a classroom.

Students can now experience different classroom scenarios and misbehavior. This helps students see classrooms from a teacher's perspective, and to think how to manage a classroom in difficult situations.





Future Teachers Future Classroom

Department of Early Childhood Education (ECE) & Department of International Education and Lifelong Learning (IELL)

ECE and IELL now use advanced technology in the new "future classroom" for interactive teaching.

In *The Young Child in a Technological World*, ECE empowers students to use 360° cameras and VR to explore nature with children. Our students can also produce personalised teaching materials through augmented reality and 3D printing.

In *International Schools in Global Context*, IELL uses a new and innovative curriculum delivery approach that allows the students to make use of tools and technologies available in the future classroom. The course also models what current and future teaching in an international educational setting could look like.






Play-based AR Training Kit

for Attention Deficit Hyperactivity Disorder (ADHD) Children, Dr. Leung Chi Hung, Department of Special Education & Counselling (SEC)

Play-based EdTech helps train the executive function of ADHD children in the classroom.

The system consists of localised training manuals, teaching materials, and an assessment model to conduct small group play-based learning in the classroom. It provides assessment and self-learning algorithms, and generates new assessment norms for executing functions for ADHD children and children with multi-special educational needs. Dr. Leung Chi Hung received the Silver Medal and Special Merit from the Romanian Delegation at The 46th International Exhibition of Inventions in Geneva. The award is bestowed by the Scientific Community of Romania for inventions of high scientific and technological achievement.







Faculty of Education and Human Development

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Centre for Learning, Teaching and Technology
教學科技中心

1. Faculty of Education and Human Development (FEHD)

1.3. Enhancing Student Learning and Engagement



香港教育大學
The Education University
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Learning & Teaching @EdUHK Festival
Excellence in Learning and Teaching in the Digital Era

2019
1 Feb - 31 May

Enhancing Student Learning and Engagement

Support Programme on Fostering Communities of Practice to Enhance

Small Class Teaching,
Centre for Excellence in Learning and Teaching (CELT)

CELT's programme supports teachers of Chinese Language, English Language, Mathematics or General Studies. It helps teachers to develop and apply effective pedagogies for self-directed learning, e-learning and STEM.

Case-based Blended Learning Pedagogies
for Pre-service Teachers,
Dr. Theodore Lee & Dr. Gail Yuen, Department of Education Policy and Leadership (EPL)

Research on blended learning normally focuses on student learning, with only a limited understanding of pedagogical practices for professional development.

This project gathered faculty members to experiment case-based learning with blended learning pedagogies. Contextualised case materials were developed to help the delivery of Education Studies Core Courses of pre-service programmes. We then investigated the use of these materials along with pedagogically sound blended learning strategies. The project produced a training package with an online library of resources that guides faculty members to formulate their own desired path of blended learning.

Learning Study,
Centre for Excellence in Learning and Teaching (CELT)

CELT improves student learning by helping teachers collaborate in co-planning, implementing and reviewing a research lesson with Variation Theory developed by Ference Marton as the guiding principle of the pedagogical design.





Faculty of Education and Human Development

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Coordinated by
Centre for Learning, Teaching and Technology
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1.4. Catering for Learner Diversity



香港教育大學
The Education University
of Hong Kong

Learning & Teaching @EdUHK Festival
Excellence in Learning and Teaching in the Digital Era

2019
1 Feb - 31 May

Catering for Learner Diversity

Development of School-based
Electronic Teaching Materials
in Special Schools, Centre for Special Educational Needs and Inclusive Education (CSENIE)

CSENIE collaborated with Sam Shui Natives Association Lau Pun Cheung School and Open Knowledge Association to develop and promote the use of electronic teaching materials in special schools. CSENIE played a significant role in evaluating the learning outcomes of using e-books in learning and teaching. Pre-service teachers benefitted from knowledge transfer activities. The project was funded by the HSBC 150th Anniversary Charity Programme.

Evidence + Individualised
Education Programme (E+IEP),
Integrated Centre for Wellbeing (I-WELL)

In the Evidence + Individualised Education Programme, I-WELL collected and analysed data on the learning behaviour, individual abilities, education needs and cognitive thinking modes of target students. From these, individual learning programmes for students with learning disabilities were designed. The learning skills and emotional management of the students were greatly improved as a result.





Faculty of Education and Human Development

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1.5. Serving the Community



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Serving the Community

The “C-for-Chinese@JC” Project is created and funded by The Hong Kong Jockey Club Charities Trust, co-created by three local universities and two Description Non-Governmental organisations (NGOs) beginning from 2016. Pioneering an evidence-based, home-school-community model, the 5-year project fosters a culturally sensitive and intrinsically motivating environment to facilitate effective learning and teaching of the Chinese language among non-Chinese speaking (NCS) children, especially at the transition from kindergarten to primary school.

Supporting Ethnic Minority
Children in Learning, Centre for Child and Family Science (CCFS)

In the project, EdUHK builds the capacity and advances the practice of local kindergartens in supporting the learning of NCS children. An innovative and distinct feature of EdUHK's work involves the development and implementation of the Diploma Programme in Early Childhood Education (Supporting Learning and Teaching for Non-Chinese Speaking Children), which trains multicultural teaching assistants, building upon their own cultural capital, equipping them with professional attitudes, knowledge, and skills required for teaching young children in general and NCS children in particular, and empowering them to make a difference to the NCS community in Hong Kong.





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1.6. Global Horizons on Learning



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Global Horizons on Learning



Australia Study Tour

Inspiring Study Tour to Cape Town



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1.7. Student and Teacher Well-being


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Student and Teacher Well-being

Planning **Life Education** in Primary and Secondary Schools, Centre for Religious and Spirituality Education (CRSE)

Centre for Religious and Spirituality Education (CRSE) programmes on Planning Life Education in Primary and Secondary Schools have helped more than 100 secondary and primary schools to plan and develop their own school-based life education programmes. The activities include professional development workshops for teachers, visits to local schools with exemplary life education programmes, study tours to Taiwan, sharing sessions, and school support. The two programmes aim to help schools to develop life education and to establish a professional learning community for life education.



Enhancing Teachers' Well-being in Hong Kong through **Mindfulness Training**,
Dr. Ellen Zhang, Department of Curriculum and Instruction (C&I)

The Quality Education Fund (QEF) project *Enhancing Teachers' Well-Being in Hong Kong through Mindfulness Training* aimed to explore mindfulness training as a new approach to enhance teachers' well-being in Hong Kong. This project has enabled teachers to manage pressure more mindfully and cultivated a more positive environment in eight primary schools, which may lead to better educational outcomes for children.



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Mobile Learning @ EdUHK

Teaching and Development Grants (TDG) Project Title:
Promoting Mobile Learning in the EdUHK and beyond through further development of a Mobile Learning Community

Principal investigators: Dr. Wang Likun (LMU) and Dr. Ma Qing (LMU)
Co-investigators: Prof. Lim Cher Ping (C&A), Prof. Kong Sau Cheung (LITC), Dr. Tim Taylor (ELE)
Project duration: 1 Sep 2016 to 31 Aug 2018

Background

The rapid development of mobile technologies in recent years has stimulated more and more lecturers and students to use powerful mobile devices and learning software/apps to assist their teaching and learning, which has greatly enhanced the effectiveness of subject teaching and learning in higher education. Hence, it is very important to investigate how mobile devices and learning software/apps facilitate subject teaching and learning in tertiary institutions, and how mobile learning can be promoted effectively in higher education.

Project aims

In this project, we collected lecturers' and students' views about their current practices regarding the use of mobile technologies in their teaching and subject learning respectively. Effective mobile learning resources and good practices of mobile-assisted subject teaching and learning have been compiled and shared on the project-related website as well. Moreover, the establishment of a Mobile Learning Community (MLC) is to promote mobile learning and mobile-assisted teaching among lecturers and students.

Mobile Learning Community and resources developed

Currently, a total of 732 members, including 91 teaching staff and 641 students, have joined the Mobile Learning Community. A series of seminars by external experts, EdUHK staff and students were held to promote mobile learning, and the video recordings of these seminars were uploaded onto the MLC website for sharing. Around 120 App Reviews written by EdUHK students have been uploaded onto the website. Mobile Learning E-portfolio Competitions were organized in 2017 and 2018, and over 30 mobile learning e-portfolios were developed by students and uploaded onto the MLC website for sharing.



Homepage of the Mobile Learning @EdUHK website (<http://corpas.eduhk.edu.hk/mlc-eduhk/>)

App Reviews written by EdUHK students

Video clip of sharing seminars on Mobile Learning by external experts, EdUHK staff and students



Mobile Learning E-portfolio Competition 2018



A mobile learning e-portfolio on 'Learn to Code', which won first prize

Factors for establishing an effective Mobile Learning Community

To establish an effective mobile learning community, we need to consider a number of key factors:

- Recruiting proactive community members who are the driving force of the activities organized by the MLC,
- Establishing a Mobile Learning Community website as a platform for resource sharing and idea exchange,
- Organising a wide range of student and staff sharing sessions on mobile learning, while making a positive impact on students' learning and staff development, and
- Evaluating the effectiveness of the mobile learning community.



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2.1. Centre for Language in Education (CLE)



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Language Learning and Teaching Projects

Hong Kong Continuing Professional Development Hub (HKCPD Hub) for University Language Centres

Funding body: University Grants Committee

<p>Principal project supervisor: Dr Lillian WONG (HKU)</p> <p>Co-supervisors: Mr Stephen BOLTON (CityU), Ms Blanche CHU (EdUHK), Dr Nigel HUCKSTEP (HKUST)</p> <p>Project team members in EdUHK: Ms Cherry CHOW Wing Yee, Ms Desirée MAO Qunfan, Mr Anson WONG Yuet Wai, Ms Shirley CHAN Ka Yee</p>	<p>Ms Christy CHAN (CityU) Mr Adam FORRESTER (PolyU)</p> <p>Ms Catherine LIN Yanyan Dr CHONG Sin Wang Ms Jenny CHENG Chieh Yan</p>
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成語網上自學教材
教學發展補助金(TDG)計劃

計劃負責人: 劉鳳鳴博士
計劃成員: 賴漢輝博士、鄭耀華老師、李婉雯老師、梁慧霞博士、鄧展騰博士

計劃簡介

為配合本校近年積極推廣「電子教學」、「混合學習」、中文組積極發展自習資源，培養學生自學習慣、掌握語文知識，
<http://www.eduhk.hk/cle2/resources/cep/01/01.htm>

計劃目標

成語網上自學教材共分三部，包括「一、導讀」、「二、常見錯誤」、「三、文化專題」，旨在鼓勵學生透過「混合學習」自行探索成語意義，從而提升語文素養，進一步認識中國傳統文化。

教材特色

這套網上教材具備三大特色：

- 1 教學短片：透過視聽效果吸引學生主動學習，提升自學動機。
- 2 生活實例：使用大量生活實例，將傳統成語融入現實語境中。
- 3 互動練習：學生可隨時隨地在網上完成互動練習，並即時核對答案。

學生反應

便於自學：「教材含有豐富自學資源，包括各大老師製作的教學影片、自學筆記、互動練習、猜謎遊戲，當中包羅百多個大學生需要認識的成語，方便同學按部就班學習，提升語文能力。」

認識中華文化：「香港社會近年越來越強調全球化、國際化，在這個大勢下，我們有必要透過成語學習中華文化，了解華夏民族的根，方能有效比較外來不同文化。」

Sharing Tools: Technology in Education

Using GoToMeeting to conduct individual writing consultations

- Explain to students the purpose of doing individual consultations online and offer two options to students: face-to-face & online
- Ask for students' written consent for doing individual consultations (a part of a course) online
- Demonstrate to students how to use GoToMeeting on their devices (mobile phones and laptops)
- Send a meeting schedule with access information (e.g. the access code) prior to the consultations
- Meet students using GoToMeeting
- Record the consultations
- Upload videos to my Google Drive
- Share the videos to students



Online Collaborative Tool: Padlet in Lectures

A Blank Wall for Student Ideas...



Benefits of Using Padlet

- User-friendly (QR code/link)
- Instant comments from students and teachers
- Can be saved for record
- Apps available for most devices



QR Code for the online self-learning idiom materials



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香港中學文言文課程的設置與教學

計劃總監：張達明博士

計劃成員：湯浩明教授、謝家浩博士、梁源博士、金品博士、王瑞博士、林淑嫻博士、王瑞蘭女士

計劃助理：陳浩明小姐、劉婉琪小姐、羅立華小姐

計劃背景

近年香港學生學習文言文意願漸增，教師在教學過程中不斷摸索，但礙於課時有限，內容難題，文言文教學無從在課程規劃或內容設計上都有具體落實。文言文是中國文化的載體，閱讀古代文獻有助學生理解中華文化的精髓，同時良好的古漢語閱讀能力可幫助學生更有效地理解及應用現代漢語。為了提高學生的文言文基礎知識，增進文化修養，本地中學放大量資源提升文言文的教學質素，但效果並不顯著。

參照香港中學文憑試的中文科目評核要求，基本的古漢語理解能力是大學入學標準之一。但在金邊系統評估(TSA)和香港中學文憑試(DSE)中，學生的文言文閱讀理解表現差強人意。學生缺乏學習文言文的興趣，老師對教授文言文亦不信心。「如何有效地進行文言文教學」已經成為本地中學教育的新課題。這為配合中學教育的需要，也對社會需求做出回應。

計劃內容簡介

本計劃嘗試通過評估本地中學文言文現時的學與教成效，為相關的課程設置、教學法、教材及知識能力結構提出建議。同時展開與中國內地、台灣、澳門、新加坡等地的對比研究，以期能擴大中華地區文言文教學的全貌。為了收集學者、前線教師和學生對研究結果的意見，本項目舉辦前線論壇及工作坊，供文言文教學領域的專家、學者與前線教師就文言文教學議題進行討論與經驗分享。詳情請瀏覽計劃網站：<https://www.edu.hk/cct/>

知識轉移與合作夥伴

在計劃進行的高年段，約一百所教育機構（超過三百位本地及海外教育工作者）參與本計劃主辦的國際交流論壇與工作坊；並舉辦兩次專職培訓工作坊，超過一百位本校同學參加；計劃亦舉辦「中學文言文教學活動設計」及「高中文言文教學單元設計」徵集活動。設校內組及公開組，鼓勵同學及前線教師集思廣益，構思創新教學理念。其中由本校同學設計的教學活動大受好評，已編制成單冊贈予合作師生和機構。本計劃三次專職論壇在本地中學協助開展文言文教學活動，共邀請的六十位本校同學到任活動大學助學。我們已建立線上平台及資料庫，分享文言文的校本課程、教材等參考資料。由網站開設到一八十二月，短期內已有近百位內外人士下載及試行本計劃開發的文言文補充教材。計劃開展於一八三月接受傳媒採訪，獲本地五大報刊宣傳計劃活動。

此外，我們在本地、澳門、深圳、上海、台灣、新加坡等地建立跨地區合作網絡，邀請本地與海外的資深團隊出任顧問，聽取專業意見。除了與二十所大中學地區的中學和國際學校緊密合作，亦與五地的大專院校和教育機構聯繫交流，群策群力，攜手推動大中華地區的文言文教育發展。

計劃願景

1. 探索香港中學生應具備的文言文知識與能力的水平；
2. 研究如何建構學生文言文知識與能力之框架，以及如何在這個框架下設置中學的文言文課程；
3. 探討適合、高質的文言文教學方法，嘗試建立香港中學文言文教學的範式；
4. 聚集古代漢語專家、學者和前線教師，通過舉辦工作坊、學術會議、校園活動，共同分享、探討中學文言文的教學；
5. 嘗試建立中學文言文教學的校本課程，完善現有中學文言文的教學大綱；
6. 搭建全港中學文言文教學電子平台，以分享教學資源；
7. 推動中學中文教師知識轉化與專業發展。



中國語言學系
CHINESE LANGUAGE STUDIES


Chinese Language Studies

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Teaching Development Grants Projects (2018-19)

PROJECT 1

Hooking struggling readers with books they CAN and WANT to read: Teacher-made e-books

Principal project supervisor: Ms. LEE Ching Lam Jessica (ELE)

Co-supervisors: Dr. YUAN Rui Eric (ELE), Dr. YU Baoxuan Lucy (ELE), Ms. CHAN Ka Yin Charmine (ELE), Dr. CHAN Hong Yee Lolly (ELE), Dr. TAYLOR, Timothy William (ELE), Mr. WANG Tianchong Alex (C&A)

Objectives

This project sought to address two challenges in the training of preservice English teachers: (1) how to better prepare them to support young struggling readers and (2) how to provide opportunities for them to explore new technology tools to enhance the teaching of early reading skills. This project adopted an experimental approach to learning. Students were given opportunities to actively learn about ways to support children's literacy development through practical application and continuous reflection.

Implementation—six phases

1. A systematic study of children's e-books to consider criteria for evaluating e-books for use with young struggling readers
2. Providing training workshops on:
 - Appreciating e-books that are appropriate and appealing to struggling readers
 - Illustrating with iPad and Apple Pencil
 - Making e-books with Book Creator
 - Teaching struggling readers with e-books principles and strategies
3. Recruited students developed e-books and lesson plans under project supervisors' guidance
4. Trial lessons in two local primary schools
5. Evaluating the project by measuring the impact on recruited students and potential of teacher-made e-books in supporting young struggling readers
6. Using project findings to inform e-book design and identify effective teaching practices

Findings and recommendations

- The benefits of teacher-made e-books include improving endurance and motivation to read due to improved reading speed and comprehension and promoting reading for pleasure, particularly when an e-book is designed to encourage some key facets of reading engagement, such as encouraging a child's active involvement and providing an individualised reading experience.
- It is not easy to design a book that is both accessible for and enjoyable to struggling readers. A good e-book is not just a print book transferred to screen. Preservice teachers need to actively explore new teaching and learning possibilities offered by various digital tools. Additionally, using technology does not automatically enhance one's teaching. When using a digital text in the classroom, it is important to consider how well it can be used to model, guide or encourage good literacy practices.

PROJECT 2

Empowering BE(EL) students with tools of Curriculum Alignment through adopting Performance-based Assessment (PBA) in the teaching and learning of literary texts

Principal project supervisor: Dr. CHEUNG Anisa (ELE)

Co-supervisors: Dr. TRENT John (ELE), Dr. ROGERS John (ELE), Dr. WANGOURT Matthew (LCS), Dr. DEAN Lian (LML), Dr. CHEN Junlin (EPL), Dr. PARK Jae (ELL), Dr. THAPA Chura (HKU)

Overview of the project

Literary texts have been gradually integrated as part of the secondary English Language Curriculum in Hong Kong. The lack of alignment between curriculum orientations and assessment has caused teachers to resort to a product-oriented grammar translation pedagogy. To bridge the gaps between curriculum orientations, pedagogy and assessment, this project is designed to equip preservice teachers in the BE(EL) programme with the skills to develop PBA tools that can elicit more creative and imaginative responses from students. With the help of a Moodle course, students will carry out peer evaluations and engage in discussion to consolidate their understanding of PBA.


Curriculum orientation
Development of linguistic, cultural, creative and critical thinking skills

Pedagogy
Students actively construct their own learning with scaffolding from teacher

Assessment
PBA focusing on the contextualised demonstration of linguistic, cultural, creative and critical skills

The project exposed preservice teachers to various samples of PBA rubrics from different components of the English Language Curriculum in an effort to encourage the practices of Assessment for Learning (AfL), including the process of understanding the creative and imaginative appeal of literary texts, as well as other components of the English Language Curriculum.


An online learning platform in the form of a new Moodle course for all students at EdUHK is developed in the project. The platform contains teaching materials and lesson plans, as well as samples of feedback and rubrics that align with the principles of PBA. More importantly, preservice teachers in the project will evaluate each other's performance and engage in discussions to refine their feedback and rubrics.



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2.4. Department of Linguistics and Modern Language Studies (LML)



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KT Corpus Project 2017/2018: Achievements of the EdUHK LML Team!

Project Information:

Project Title: Educational Linguistics 2.0 – The use of corpora in language teaching

Funding Body: Knowledge Transfer (KT) Fund and top-up support from Department of Linguistics and Modern Language Studies (LML)

Project Team Members:
 Dr. MA, Qing Angel (Team Leader) Dr. LEE, Fung King Jackie
 Dr. WANG, Lixun Dr. CHEN, Hsueh Chu Rebecca

Abstract:
 In recent decades, corpus linguistics has offered a new approach to collecting and analysing language data, greatly boosting our understanding of various linguistic and language issues. The thousands of language data, after input into speedy and user-friendly concordancers, reveal authentic and interesting linguistic features which would not be discovered if an intuition-based approach had been taken. Despite the efforts made by linguists and researchers, a corpus-based linguistic approach remains largely unknown to the majority of professional teaching community, particularly language teachers in schools who often rely on an intuition-based approach to solving language issues as well as developing pedagogical materials. In order to fill this gap and help teachers develop a corpus-based pedagogy, a team of four colleagues from LML with the expertise on corpus linguistics worked collaboratively to transfer their knowledge on corpus linguistics to the school teachers in both Hong Kong and nearby regions (mainland China or other countries/regions). In this KT project, a total of 10 workshops have been successfully conducted, attracting more than 300 participants from more than 100 schools and educational institutes in Hong Kong and Mainland China. The workshop series are successful in developing the corpus literacy and corpus-based pedagogy for participants. In order to sustain the participants' interest and support their continual development of corpus-based pedagogy, a website (<http://corpus.eduhk.hk/CAP/>) is built to promote the corpus-based approach to both school language teachers and teacher students. The website has been warmly received by school teachers, student teachers and experts in corpus linguistics. This poster will share with the audience the successful experience of the KT project.

The Corpus-Aided Platform for Language Teachers (CAP)

- ✓ An abundance of Corpus-related information and resources
- ✓ Assist school language teachers in the acquisition of decent corpus literacy as well as take full advantage of the new pedagogy

What can you find in our website?

- ✓ Teacher training based on a corpus-facilitated approach
- ✓ Guidelines for English language learning
- ✓ Useful corpus-aided materials

Positive reviews from world-renowned corpus linguists

- Prof. Randi REPPEN (Northern University of Arizona)
- Dr. Pascual PÉREZ-PAREDES (Cambridge University)
- Dr. Guilguin GATENELLE (University of Louvain)

"What a great resource for teachers and ELT students. You and your team have done a tremendous amount of work and this will have a positive impact on what is available for those interested in corpora and language teaching... Congratulations to you and your team!"

Prof. Randi REPPEN (Northern University of Arizona)

<http://corpus.eduhk.hk/CAP/>

Workshop at EdUHK, Hong Kong



Workshop in Hong Kong Schools (Dorinda Simon Lutheran College)



Workshop in Mainland China (Huade Academy, Shenzhen)



Our Achievements: Workshop



The workshops are well received: overall 92% of participants evaluated our workshop positively

Participants' feedback on the workshops





Department of Linguistics and Modern Language Studies

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2.5. Department of Literature and Cultural Studies (LCS)



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On-site Studies and Teaching on Li Shangyin's Poems 李商隱詩的現地研究與教學

Project Information

Course Title: LIT3013 Works of Major Poets

Academic Year: 2017/18 Semester 2

Funding Scheme: Departmental Teaching Development Grant 2017/18

Project Investigator: Dr. Yip Cheuk Wai (Assistant Professor, LCS)

Project Assistants: Ms. Zhang Huanyuan (current PhD student, FHM)
Mr. Guo Yukun (current MPhil student, FHM)

Abstract
 This TDG project has applied "On-site Studies" method to develop teaching materials for teaching Li Shangyin's poems. E-learning and Blended-learning elements are also used to motivate students' self-learning. Therefore, this project could improve students' ability to appreciate poetry, deepen their understanding of history and culture, and enhance the effectiveness of teaching.

計劃資料

課程名稱: LIT3013 名家詩

學年: 2017/18 年度第二學期

撥款計劃: 2017/18 年度教學發展撥款

計劃負責人: 黃偉璋博士 (文學及文化學系助理教授)

計劃助理: 張歡歡女士 (人文學院在讀碩士研究生)
郭國昆先生 (人文學院在讀碩士研究生)

計劃簡介
 本計劃將現地研究方法融入教材，運用於李商隱詩的教學活動中。在教學中亦加入電子學習 (E-learning)、混合學習 (Blended learning) 元素，以促進學生自主學習，提高學生的詩歌鑑賞能力，加深他們對歷史文化的認識以達到教學成效的提升。

Snapshots 計劃詳情



After integrating poems with map, students could readily understand the poet's whereabouts during his life. 將詩與地圖整合，學生得以直觀地了解詩人一生的行踪。



Google Map Pro can show sunrise across the landscape. Students could have a clear picture of what the poet can and cannot see in the early morning light. Google Map Pro 的時辰模式功能可以選取某地的日照情況，將這一功能運用於教學，使同學更了解詩人在晨光熹微時所處的真實場景。



Satellite maps help students understand the hydrology, geography and mountain characteristics of a poem. 衛星地圖有助於學生理解詩歌所描寫的水文、地理、山脈景象。



Flight Simulator can take students travel over the Dongting Lake, utilizing the flight simulator. 利用模擬飛行功能，帶同學飛越洞庭湖。

Students' Feedback 學生反饋

Student A

This makes people have the desire to explore. When you conduct on-site research, you feel like you are doing archaeological work.

學生A

(這種學習方式) 讓人有探索的欲望。當你在做現地研究的時候，就感覺自己像在考古一樣。

Student B

It provides a stronger sense of involvement. In the past, the lecturer taught poems by introducing the political background and writing background, then explaining the words and sentences, and finally summing up the expression of emotions. But now with the help of those maps, I can bring myself into the geographical and historical situation through the comparison of ancient and modern maps. When I am interpreting a poem, I feel that I am the poet himself, and I can go back to the time when the poem was written.

學生B

它的代入感更強。以前老師講詩歌時，通常是先介紹政治背景、寫作背景，然後解釋詞義、句子，再總結詩歌表達了什麼樣的感情，就結束了。但現在能與地圖結合，以及當時的地理與現在的地圖的對比，這種對詩的地理環境、歷史背景，將自己帶入到詩歌所描述的時空中，把自己當作詩人本人，去嘗試一首詩歌。



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Learning Outside Classroom

Department of Asian and Policy Studies (APS)

Experiencing Greater China: Field Visits

Student: Mr. Mo Mau (Year 1)
Programme: Master of Social Science Education in Greater China Studies



This visit to Taiwan has provided us a more comprehensive and in-depth understanding of the Greater China region. The lectures delivered by the professors are profound and helpful. They help me to critically reflect and compare the policy and social problems.

Department of Mathematics and Information Technology (MIT)

Maker Faire Exchange Tour to Tokyo

Student: Miss Chung Shui (Year 4)
Programme: Bachelor of Education (Honours) (Secondary) - Information and Communication Technology



I have learned more about the latest development of STEM technology in Japan. Specifically, the Maker projects are innovative and interesting and I gained a lot of inspiration. It was useful to me in both learning and teaching because it broadened my STEM knowledge and also inspired me to engage in Maker/STEM projects.

Department of Cultural and Creative Arts (CCA)

BAICAD Internship

Student: Miss Lili Yuan Yan (Year 4)
Programme: Bachelor of Arts (Honours) in Creative Arts and Culture



With my greatest pleasure to be an intern in the Art team, it is an once in a life time experience being able to witness and get involved in the preparation of the Tai Kwan Centre for Heritage and Arts Learning. I was able to participate in various works including filming, helping artists to construct their artworks, travelling for publications, providing guided tours, researching and more. This experience has enriched my knowledge and inspired me of contemporary art and arts administration.

Department of Science and Environmental Studies (SES)

NENU x EdUHK: Joint-U Ecological Studies in Jilin Province

Student: Mr. Chen Ziyu (Year 3)
Programme: Bachelor of Social Sciences (Honours) in Global and Environmental Studies



I have learned a lot during this field trip to Jilin. I have acquired new knowledge in identifying trees and plants. It provided us an opportunity to learn about various research methods in Ecology. The experience makes me realise that good teamwork can significantly improve the efficiency of feedback. I highly recommend my fellow students to join this trip as you can learn more about the unique culture in the northern part of Mainland China.

Department of Health and Physical Education (HPE)

Cross-cultural Experiential Learning in Health and Sports Science Education

Student: Miss Kong Wai Sze (Year 2)
Programme: Bachelor of Health Education (Honours) (2-year Full-time / 3-year Part-time)



During my exchange in Griffith University, Australia, I have learned how to hold a health educational event, which is useful to my future career. I have also learned the Australian traditional culture from the Aboriginal & Torres Strait Islander peoples. "The most amazing thing is I learned how to become the Boomerang!" I strongly recommend this exchange programme by my fellow classmates because it is a chance for you to experience a different campus life in a foreign country.

Department of Social Sciences (SSC)

Field Visit: Field-based Learning and Teaching in Taiwan

Student: Miss Fang Shuhan (Year 4)
Programme: Bachelor of Arts (Honours) in Liberal Studies Education



The field visit to Taiwan has left a deep impression on me. Apart from taking classes in the National Taiwan University, we went to visit museums and other scenic spots to learn more about Taiwan's culture, history, politics and economy. A visit to a local community allowed me to have a better understanding of its social developments and public opinions from another angle. It was really a fun and worthwhile learning experience.



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GCS2008 Comparative Education Field Visit

Learn Beyond The Books

He that travels far knows much! We place emphasis on promoting an interactive experiential learning for our students. Therefore, we encourage our students to learn beyond the books and consolidate their knowledge through the comparative field studies. The GCS2008 Comparative Education Field Visit is an integral component of our programme - Greater China Studies. It enhances students' awareness of the importance of policy and governance in global and regional affairs.

Benefitting from the extensive collaboration between the Department of Asian and Policy Studies (APS) and academic and public organisations throughout Asia, students enjoy unique opportunities to interact with renowned businesspeople, community leaders and prominent scholars, and investigate the problems and prospects of the region under the guidance of well-trained academics in the APS. Places of the visit included government offices, universities, enterprises, political parties, think tanks, social services and international non-profit organisations.

Broaden The Horizon

We believe that the core characteristic of a successful leader is to have a clear understanding of society from the past to the future. With the good of instilling our students a sense of vision, we professionally craft the themes of the visits every year to take students to the developmental and academic frontiers in the Greater China Region.

For instance, in the past years, we are one of the pioneers in organising Greater Bay Area-themed education field visits. We have established collaboration and official channels of exchange with the South China University of Technology, which is one of the first academic institutions proposing the policy of Greater Bay Area in the mainland.

We take care of our society. We tackle the core issues of urban governance by learning from experiences overseas. From city planning, urban renewal, sharing economy to waste management, our students stand at the frontiers to observe, to listen, to feel, to talk, and to experience.

Reflect on Oneself and The Society

The students are potential social changers. To nourish their intellectual growth, the comparative study invites their reflection at three levels. On one hand, by visiting multiple cities/communities, students construct their comparative framework on a particular issue of policy and governance. On the other hand, by "bringing the experience back to the classroom", students reflect on their knowledge and experience to review Hong Kong's policy and governance. Last but not least, through field experience, students establish better a self-understanding connecting themselves with the societies.



Visiting the Tainan Incinerator, we were not merely at the frontier of studying waste management but also observing it at the "core" of the incinerator!



We studied the city planning of Guangzhou, one of the core cities within the Big Bay Area development.



After learning city rehabilitation overseas, we reviewed our local policies over the "North East New Territories New Development Areas". The photo showed that we had visited the local soya sauce factory in Kow Tung.



We had a reflection workshop in the hotel after the intensive field studies in Taiwan. Everyone enjoyed these relaxing but insightful sharing moments.



We visited the Fort Zeelandia (Anping Fort), which is a well-preserved historical complex built in the mid-17th Century in Taiwan during the Dutch colonial period.



We visited a rehabilitated heritage building with traditional Japanese architecture. It used to be a dojo complex for Japanese wardens and police officers to practice martial arts in the Japanese colonial time. Now we had a Kendo lesson there!



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3.2. Department of Cultural and Creative Arts (CCA)



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Empowering Students to Become Inventive Musicians through the Application of Electronic Building Blocks, Coding, and Contemporary Music Composition Techniques

Composers of classical music have traditionally worked alone during a process that goes from the search for inspiration to the realisation of their ideas and imaginings. In most cases, they also received years of formal musical training, which often emphasised individual creativity and endeavour.

However, in the 21st century, with advances in technology and shifts in educational paradigms, there has been a revolutionary change in the way music is taught. For instance, in Hong Kong, the promotion of STEAM (science, technology, engineering, arts and mathematics) education is putting greater emphasis on the integration of academic disciplines plus the need to develop skills like creativity, collaboration and problem solving, which is having a far-reaching impact.

Dr. Leung Chi Hin, a prolific composer, has been actively transforming the music teaching and learning experience through STEAM initiatives, especially in creative music making. He runs the elective course MUS2170 Creativity in Music for all undergraduate students in EdUHK.

Foster Creativity in a Collaborative Environment

To engage students from diversified music background in music making, Dr. Leung has reconstructed the course with STEAM initiatives. The course provides a collaborative environment for students to design and create their own instruments with the use of electronic building blocks and coding software. Students will then create and perform a new piece with their invented instruments in group.

Shortening the Learning Path of Music-making

With this new approach, students no longer need years of instrumental training before they can perform or compose. They can now tailor-made an instrument that can be played by themselves and served their artistic purpose well. This notably lowered the barrier of music making and allows students with different music background to explore different sound and exercise their creative thinking immediately. Students will also receive lessons on contemporary music composition techniques, so that they can accumulate and sort out better ideas for their composition through collaboration.

Immersing Listening, Performing and Creating Tasks into STEAM

The course introduces STEAM activities which combine listening, performing and creating activities altogether. Students will be able to:

- ① identify music characteristics of electronic music;
- ② invent musical instruments through the application of electronic building blocks;
- ③ create a piece of creative music for the instruments by applying relevant composition techniques;
- ④ perform or improvise original compositions; and
- ⑤ appraise and evaluate the creative process and product from STEAM perspectives.

Feedback from the Course Participants

Students who enrolled in the course in last academic year found this STEAM learning experience novel and interesting. Compared with traditional music lesson, this course applied a student-centred approach that enabled better creative thinking. Students were stimulated to generate innovative concepts with the application of coding and electronic building blocks. They also appreciated the collaborative process of music-making, especially in the sound exploration and organisation. "This music work is my first step to break away from my comfort zone. I am looking forward to enhance my creativity after the inspiration of the course and the use of different tools," student KinHo Wong Chi-wei said.

Dr. Leung has recently published a teaching manual, "STEAM Education in Music: Research, Teaching Design and Resources", which includes his research finding on STEAM initiative in the Creativity in Music course, together with STEAM music teaching resources for in-service teachers in primary and secondary schools.

You may find Dr. Leung Chi Hin's new publication "STEAM Education in Music: Research, Teaching Design and Resources" from the following link: www.musiclab.com/














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3.3. Department of Health and Physical Education (HPE)



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A Project to Enhance the Learning and Teaching of Fundamental Movement Skills (FMS) in Kindergarten

Background

The development of fundamental movement skills (FMS) is a key learning objective under the children's physical development domain of the pre-primary curriculum framework. Preschool year is a critical stage for children's physical development while the mastery of FMS is reported to be associated with children's daily physical activity, which contributes to their physical health. Despite the fact that most kindergartens arrange 30-minute school time for physical activity daily, one of the major concerns raised by the teachers is the limited resources available to support the teaching and learning of FMS in kindergarten.

Project activities

This project aims to address the needs to support the teaching of FMS in kindergarten. With the funding from the Quality Education Fund (QEF) and the collaboration of eight kindergartens, the project was successfully completed in Aug 2018. There were various activities conducted, which included:



Design and production of teaching resources for a motor skill programme titled: AEROFms (健英動)

↑ The AEROFms programme included one 3-minute exercise routine and 32 physical games. A teaching manual and DVD were produced, which included textual description and demonstration of the games by the children. It also comprised of sixteen lesson plans, while other kindergartens could implement the programme according to their school schedule.

Training workshop for teachers

↑ With the aim to enhance the professional development of kindergarten teachers in their knowledge, pedagogical skills and attitude in teaching FMS, two training workshops were conducted. The training workshops were attended by the teachers of the collaborating schools. It introduced the FMS knowledge, FMS assessment method, teaching of FMS and the practical sessions of the AEROFms routine and the physical games.

Implementation of the AEROFms programme

↑ The eight-week motor-skill programme was conducted in the eight collaborating schools, twice a week in a 30-minute session. Baseline and post-programme measurement on children's FMS was conducted.

FMS seminar

↑ A half-day seminar was conducted which included: 1) a sharing session by teachers/principals of the collaborating schools; and 2) performance of the AEROFms by the children of the collaborating schools.

↑ The sharing session by the collaborating schools was valuable. It shares the experience of conducting the AEROFms programme in kindergarten. The children's performance further demonstrates the competency of the children in performing the exercise.











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3.4. Department of Mathematics and Information Technology (MIT)



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Online Lessons for "Introduction to Analysis": My Learning Journey
Dr. CHENG Kell Hiu Fai

Introduction

This is a course about the theoretical fundamentals of Calculus. We take a rigorous approach in learning the core results in Calculus, starting off with the rigorous concept of limits and using it to learn continuity, and then to Differentiability and finally finishing at Integrability.

Implementation


- Guided reinvention / Constructive approach is used for the 3-hour Massive Open Online Course (MOOC) lesson on the rigorous definitions of limits.
- The online lesson integrates videos, GeoGebra applets and worksheets as a whole.
- Students learn by reinventing the rigorous definition of limits.
- Instead of being given the definition on the outset, through the guidance of worksheets, the students go through a series of observations and explorations with GeoGebra applets and build a version of the definition by themselves.

Student Engagement and Outcomes

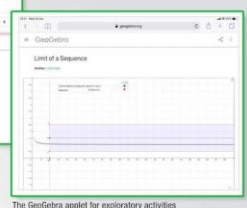
This lesson has been run for a number of years already. It is an integral part of the course MTH2099. This lesson is the cornerstone of all theorems learned in the course.

Reflections: Challenges and Feedback


This integrated approach to learning started off as a learning package for students several years ago. The GeoGebra applets and the worksheets have undergone many stages of improvement and refinement. We had also conducted several research projects here and got some of the results published. Two years ago, with the help of the Centre for Learning, Teaching and Technology (LTTT), we made some expository videos and built a MOOC lesson out of the learning package.




Course outline on MOOC




The GeoGebra applet for exploratory activities




Discussion about the applet with the class lead by the teacher



Teacher's explanation on the applet




Student's exploration with the applet



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3.5. Department of Science and Environmental Studies (SES)



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Eco-Garden Farmer and Biodiversity Surveyor

Background

Eco-Garden Farmers (former IED Farmers) and Biodiversity Surveyor Team are established in 2016, consisting of EdUHK students and academic staff from various programmes and departments.

Aims

To enhance the knowledge level of participants on managing Eco-Garden, organic farming, biodiversity survey and environmental research, so as to raise the participants' awareness on ecological balance and sustainable development of the community.



Highlighted Activities

- Growing crops:** Students acquire the skills on cultivating different seasonal crops and the practices of organic farming. After that, they harvest their own crops.
- Visiting Tai Lung Experimental Station:** Tai Lung Experimental Station is the only crop experimental farm operated by the Government and where the AFCD conducts scientific studies on production methods and crop varieties. Students learn different agricultural techniques and know more about local agricultural industry during the visit.
- Visiting Long Valley:** Long Valley, consisting of 400 farmlands, is the largest freshwater wetland in Hong Kong. It is a main wintering ground for migratory birds and holds a lot of different small habitats. It attracts many photography enthusiasts and nature lovers because of its rich biodiversity. Students learn how to identify different bird species and realise the conservation issues in Long Valley during the visit.
- Guiding eco-tours and teaching in workshops:** After finishing all the "training workshop on organic farming, biodiversity and documt, students are capable of guiding eco-tours in Eco-Garden and teaching in environmental education programmes for local primary and secondary schools.

Students' Comments

- Inspiration and stepping stone is the path of connecting with the nature.
- The farm work allows us to observe the growth of different plants, to put the knowledge into real practice and to even encounter lots of cute animals, which is a precious experience I can hardly gain from lessons.
- This programme is inspiring that it combined the delivery of knowledge and practice of farming, which allows me to use what I have learned in real context.
- A very good chance on exploring the natural environment in Tai Po. Also, we can get to know more about nature with support from environmental science. After the programme, I am not only interested in the nature, but also confident on introducing some of the knowledge about the nature to my families and friends, such as how to recognise different species of butterflies.
- This programme provides an excellent platform for me to learn more about agriculture, sustainable development and to gain hands on experience through tour guiding. Visiting also enhances the linkage between theory and the actual conditions in Hong Kong.

NENU x EdUHK: Joint-U Ecological Studies in Jilin Province (since 2016)

Background

This overseas study tour enriched students' knowledge in ecology and the skills in conducting various ecological surveys. It is co-organised by the Department of Science and Environmental Studies and Northeast Normal University.

Aims

To increase the knowledge level of participants on the survey skills on different taxa of animals and plants through conducting ecological surveys in various habitats such as wetland, river, grassland and forest.



Highlighted Activities

- Ecological survey in grassland:** Students collected insects and herbs samples to study the effect of grassland degradation on species diversity.
- Ecological survey in forest:** Students conducted plant surveys to study the difference of vegetation composition between primary and secondary forest.
- Ecological survey in river:** Students conducted surveys on invertebrates and examine the water quality.
- Visit to Changbai Mountain (長白山):** Changbai Mountain is one of the major tourist hotspots in Jilin Province and it is famous for its magnificent view. During the visit, students are also able to observe the vertical stratification of vegetation along the mountains.

Students' Comments

- I enjoyed the trip so much because it provided with us a chance to travel in Jilin province and study its ecological conditions. I have learned how to conduct ecological investigation in wetland, grassland and forests. Besides, building fantastic friendships with students from NENU impressed me a lot. This experience will be treasured deep in my heart.
- I think the trip was a valuable experience. It gave an opportunity to learn about different methods of collecting samples. Meanwhile, it widened my horizon to understand more about nature.
- It was a wonderful trip that I learned a lot of biological and environmental knowledge through field study in Jilin. The atmosphere, environment and landscapes in Changchun differ from Hong Kong that I can learn how to distinguish the climatic characteristics between these two cities.
- The environmental study in NENU trip was professional. It provided us chances to experience the field experiments and special geographic landscapes and species which we could not see in Hong Kong. Also, we made some friends with the classmates there. It was a lovely experience to join the trip. I treasured the time there.
- This was my first time to visit the northeast part of China. It was a very precious learning opportunity for us as we could conduct surveys in different habitats of Jilin such as the grassland, wetland, forest, crater (in Changbai Mountain) and river. Also, we were not just partners with the NENU students, we became good friends sharing our interests, culture and lifestyle together.



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3.6. Department of Social Sciences (SSC)



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Social Sciences Week

This is a highlighting knowledge transfer event of the Department of Social Sciences. Our knowledge transfer strategy is to engage actively in research-grounded knowledge exchange and development with schooling, professional, non-governmental organisations, business, and government communities. The Social Sciences Week emphasises the importance of exchanging knowledge with the public. Support from the participants is essential in contributing to the success of this event comprising public seminars, field trips and various experiential learning activities.

SSC Week video



Geography



Environmental Studies

Please scan the QR code to watch the video of Social Sciences Week 2018.



Learning Local History through Field Trip

Field-based learning is always fun. In one of the field trips organised in the Social Sciences Week, some secondary school students joined a guided visit to Lei Yue Mun to learn about local history.



Learning Geographical Knowledge through VR/AR Technologies

Technologies can facilitate teaching and learning. Secondary school students viewed Virtual Reality (VR) images and videos to learn geography in a virtual environment. They enjoyed first-hand experience with Augmented Reality (AR) Sandbox in our Geography Lab. The AR Sandbox can create topography models by shaping real sand, which are instantly augmented by a color map, contour lines, and simulated flows of water.



Exploring Ethical Issues through Debate

One of the teaching and learning missions of the Department of Social Sciences is to actively engage in inquiry into debatable social issues. In a workshop exploring ethical issues, students discussed and shared their diverse comments.



Learning Urban Planning through Models

Another mission of the Department of Social Sciences is to empower citizens with creative, critical, and transformational thinking skills through education. The public viewed the city models created by our students, which were projects of a course about planning sustainable Hong Kong through exploring new solutions.





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4. Graduate School (GS)



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Nurturing Students' Global Perspective through Internationalisation of Curriculum

To enrich students' non-formal learning experiences, the Graduate School (GS) has organised a series of activities to develop their global perspective. They include:

Overseas Learning Experiences for Master of Education (MEd) Students

MEd students are provided with opportunities to go abroad and study an overseas course during semester breaks. Through these overseas engagement opportunities, students will be able to enrich their student experience by engaging in the global community and establish an international network for their future career prospect. In 2018/19, three groups of MEd students attended classes in Australia, France and New Zealand respectively.



Overseas Learning Experiences in France, 2017

International Outreach Study Programme

The International Outreach Study Programme has been organised for postgraduate students annually since 2012 to widen their academic horizons and enhance their research skills. In 2017/18, the participating students headed to New Zealand to engage in scholarly exchange activities and research experience sharing sessions with academic staff, researchers and students of overseas universities.



International Outreach Study Programme to New Zealand, 2018

International Postgraduate Roundtable and Research Forum cum Summer School (IPRFSS)

Having been held for eight years, the IPRFSS, co-organised with overseas universities, is one of the signature events of GS. This year, around 350 participants from over 10 countries took part in the event. As a unique international event organised for and by students, all members of the Organising Committee are students, with GS as the supporting office. Moreover, postgraduate students from around the world presented their research in sessions chaired by their local and international peers. These sessions provided students with opportunities to play a more active and leadership role.



The Roundtable of International Postgraduate Roundtable and Research Forum cum Summer School, 2018

Academic Exchange with Students from Overseas Universities

Postgraduate students from different overseas partner universities have been arranged for academic exchange at EdUHK with our postgraduate students. For example, master students from Kozma Minin Nizhny Novgorod State Pedagogical University in Russia and University of Wollongong in Australia were here at EdUHK for short-term programme in 2018. This serves as a platform for our students to interact with students from different parts of the world to exchange views and perspectives over global issues as well as broadening their subject knowledge.



Academic Exchange with Students from University of Wollongong at EdUHK, 2018



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5. Centre for Learning, Teaching and Technology (LTTC)



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Video Production Room

- One-touch recording system for staff to produce their own video resources



ePortfolio

- Student ePortfolio implementation
- Student ePortfolio Award
- Sharing of good ePortfolio samples



GILo Rubrics

- Online Learning Packages on GILo development
- Rubrics for Generic Intended Learning Outcomes (GILOs)
- GILo workshops for staff & students
- Student GILo surveys



Moodle LMS

- Staff and student workshops, online resources and user guides
- Tumtun for similarity checking



MOOC and VBLC

- Massive Open Online Course (MOOC) / Mini MOOC
- Video-based Learning Community (VBLC)



Coding Education Unit

- Mobile app development
- STEM and computing activities
- 3D printing design and production
- Robotics education and AI literacy



Aerial Shooting

- Staff and student workshops in aerial shooting and video production



CoolThink @JC

- Teacher Development
- CTE Conference Series
- Coding Fairs
- Coding Curriculum for CT Development



Maker Space

- Well-equipped labs with 3D printers, computers and mobile devices for students to learn, explore and create



Certificate Course: Introduction to Teaching in Higher Education

- Staff Induction



Peer Support of Teaching Scheme

- Mentor-mentee Mode
- Peer Support Mode



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- Open Class Observation
- Poster Board Exhibition
- Video Showcase
- Conference Day
- Undergraduate Students Sharing
- Postgraduate Students Sharing





Innovation & Excellence

Evaluation & Reports

- Institutional Report of Measuring Generic Intended Learning Outcomes (GILOs) of Students
- Report on ePortfolio implementation
- E-Learning and Digital Competency Strategy
- University Learning and Teaching Plan



Learning & Teaching Seminars / Workshops

- Academic Writing Workshop
- Sharing by Teaching Awardees
- TDO Project Sharing





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5. Centre for Learning, Teaching and Technology (LTTTC)

5.1. Student ePortfolio Award



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Student ePortfolio Award

ePortfolio at EdUHK

ePortfolio is implemented to offer a platform for students to document, manage and reflect upon their learning during the study at EdUHK. Hence, students are encouraged to refer to the Generic Intended Learning Outcomes (GILOs) to reflect on their learning and GILOs development when building their ePortfolios.

About the Award

The Student ePortfolio Award is organised by the Centre for Learning, Teaching and Technology (LTTTC) and co-organised by Global Affairs Office (GAO), General Education Office (GEO), Student Affairs Office (SAO) and School Partnership and Field Experience Office (SPFEO) of EdUHK, with the objectives to:

- Promote the use of ePortfolios at EdUHK, and
- Engage students to manage, monitor, reflect upon, and showcase their own learning with ePortfolios.

Eligibility

ALL full-time undergraduate students of EdUHK are welcome to join the competition, which is divided into two streams depending on the area of their ePortfolios.

- Stream 1: ePortfolio focusing on overseas exchange, and co-curricular, service learning activities
- Stream 2: General Education Consolidation Course (GEOC) ePortfolio supplemented with Field Experience or Internship

Outstanding Award

Stream 1




Ms CHAN, YIN YU
BED (Visual Arts) Year 5



Ms CHEN, YUNQIAO
BED (English Language) Year 5

Stream 2




Mr PANG, HIN SHUN
BA (Language Studies) Year 4



Ms WANG, HAIQIAO
BED (English Language) Year 5

Merit Award


Stream 1



Ms LEE, KA YING
BED (Primary) - General Studies Year 5




Ms OR, SIU YIN
BScSe (Psychology) Year 4



Ms CLARKE, SKY
BED (English Language) Year 4

Stream 2



Ms CHAN, YAU YU
BED (Early Childhood Education) Year 4



Ms LAM, WAI YING
BScEd (Science and Web Technology) Year 5



Ms XIAN, RUIXI
BED (English Language) Year 4

Centre for Learning, Teaching and Technology

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Coordinated by
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6. General Education Office (GEO)



香港教育大學
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2019

1 Feb - 31 May

Introduction of the General Education Framework in EdUHK

General Education Framework



The EdUHK's General Education (GE) programme prepares students to be active agents of change, by broadening their intellectual horizons, helping them make connections among different areas of knowledge and between their formal studies and life outside the classroom, and strengthening their capacity for sound thinking and good judgement. It offers a varied but balanced mix of individual courses across a range of subject areas and disciplines, set within an integrated structure of (i) General Education Foundation Course (GEFC), (ii) Experiential Learning (EL), (iii) General Education Breadth Courses (GEOCs), and (iv) University ePortfolio with a total of 22 credit points (cps).

• Director of GE conducted sharing sessions on reflective writing and critical thinking in GE lectures.

The GEFC coordinator introduced the GEFC course structure in the mass lectures.

• The (participative) General Education Consolidation Course (GEOC) coordinator introduced the course structure in the mass lectures.

The GEOC lectures are carefully designed > 30 minutes apart from each other in order to broaden students' knowledge base beyond their own programme, and to introduce them to different styles of thinking and modes of inquiry.

General Education Foundation Course (4 cps)

General Education Foundation Course (GEFC) is a 4-cp course that will run in Semesters 1 and 2, and will be taken by all first-year students at EdUHK. In Semester 1 of Year 1, a new 1-cp skill-based development/thematic course is designed to equip students better for their intellectual development in the university context. In Semester 2 of Year 1, students are required to take part in the 3-cp GEFC lectures delivered by Chair Professors/Professors and external Guest Lecturers on a wide variety of themes/ issues focusing on the domains of humanities, social sciences, science and environment. These lectures are substantiated by small class tutorials for the purpose of building communities of dialogue and inquiry that foster the intellectual growth of students.

Experiential Learning (6 cps)

Experiential Learning (EL) is composed of a 3-cp Co-curricular Service Learning Course (CSLC) and a 3-cp Experiential Learning Course (ELC) which will be offered by departments under the GE domain. Students have to take one of each component for fulfilling the EL (6 cps) requirement.

The 3-cp CSLC provides students with an opportunity to engage in learning in action and through co-curricular learning activities with direct service elements in real-life or work-place context while complementing, connecting with, and mirroring their learning experiences derived from formal curriculum. The 3-cp ELC encourages students to learn through experimentation, observation, reflection and (p-) conceptualisation while undertaking a wide variety of activities, such as creative work, field studies, projects, thematic overseas trips, outward-bound training etc. CSLCs and ELCs will be made available for all undergraduate students, except final year students of non-BEd programmes.

General Education Breadth Courses (9 cps)

Under the new curriculum (from 2019/20 onwards), the General Education Breadth Courses (GEOCs) (9 cps) are composed of General Education Breadth Learning Strands (1-3) (GELS) (Level 1-2), Positive and Values Education (PAVE) Course and General Education Interdisciplinary Course (GEIC) (Level 4). Students have to take one from each of the components in order to fulfill the GEOCs (9 cps) requirement.

These courses aim to equip students better for the study of the ontological, epistemological and/or methodological issues in a wide variety of disciplines. In addition, a new 3-cp GEOC (Level 4) will be offered on cross-faculty basis for students from Year 2 Semester 2 to Year 3 Semester 1 in order to enable them to appreciate the complexity of issues and problems that transcend disciplinary boundaries and to make sense of them through dialogues across disciplines.

University ePortfolio (3 cps)

After the completion of these courses, students will take a 3-cp course at Consolidation Level to complete their University ePortfolios normally before the final year. Based on their on-going evidence-based reflections on learning since Year 1 through Years 2-3/4, students are required to complete the construction of their University ePortfolios that are made up of the artifacts and evidence derived from a wide variety of learning experiences (e.g. Language Enhancement, GEOC, GELS, PAVE Course and GEIC Majors, Minors/Electives, Field Experience/Internship, Exchange Programme, CSLCs, ELs etc.). It provides an intellectual platform for students to synthesise and reflect critically on their learning experiences garnered from the academic journey at the EdUHK.

Students have to take University ePortfolio in the year of study assigned by individual programmes.

General Education Office

For detailed information and the course syllabi about General Education courses, please contact:
2948 8799
ge@eduhk.hk



Coordinated by
Centre for Learning, Teaching and Technology
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7. Global Affairs Office (GAO)



香港教育大學
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Global Affairs Office (GAO) aims to:

- Foster close collaboration with the universities and institutions worldwide;
- Raise the EdUHK's profile globally and establish regional leadership;
- Enhance students' regional and international learning experience; and
- Promote internationalisation at home through recruitment of non-local students and on-campus student integration activities.

We Offer Learning Opportunities for EdUHK Students:

- Student Exchange Programmes
- International Summer Programmes
- Short-term Study Visits in the Greater China Region
- Buddy Programme
- Cultural Exchange Activities



Internationalisation at Home

To broaden students' horizons, GAO promotes multiculturalism and cultural appreciation, and fosters integration of local and non-local students.

Learn Globally@EdUHK

- Cultural Showcases



Concerted efforts of the campus community

- Buddy Programme for exchange students



Student Exchange Programmes

- EdUHK has developed an extensive network of partnerships and collaborations across the globe. Every undergraduate student who meets the requirements is eligible to apply for exchange in one of our partner institutions for the period of one semester.
- Student Exchange Programmes can bring positive impact to student development. The cross-cultural learning experience are often eye-opening and life-transforming for the students.

Jing WANG
Year 2, Bachelor of Social Sciences (Honours) Psychology
Outbound Student Exchange
Plymouth State University, USA (Semester 2, 2017-18)

"This exchange experience changed me a lot in different aspects. I became more open-minded and more independent. The classroom was interactive and students were always encouraged to share in class. I became more confident to speak in public."

International Summer Programme

- Every summer, various programmes organised by our partners overseas are available for eligible EdUHK students. The programmes can be credit bearing or non-credit bearing.
- Students joining the International Summer Programme can enhance academic knowledge, learn about different cultures and expand their social network globally.

Cheuk Hong MO
Year 2, Bachelor of Arts (Honours) Language Studies
International Summer Programme organised by Linköping University, Sweden (Summer, 2018)

"The summer programme was great as I met students from different countries. There were students from 18 countries in my class! Lots of social activities were organized."

Short-term Study Visits in the Greater China Region

- All EdUHK full-time students are encouraged to participate in a series of short-term study visits organised by EdUHK's partner institutions during term breaks in Christmas, Easter, and summer.
- Study visits help broadening students' horizons, enable them to learn more about prevailing social, economic and cultural landscapes around the globe, and provide valuable opportunities to study and work along other young people in the region.

方正新
Year 4, Bachelor of Arts (Honours) Liberal Studies Education
EdUHK Greater China Region Study Visit (Summer, 2018)

"這次交流活動共十二天，當中五天的考察活動最為深刻，所獲益的多不勝數。我除了更加確定自己希望以生命影響生命的教學理念，還認識到一班來自不同地區的朋友，我們除了談論學術學習，還提問他們的視野，以愛心教育孩子，我們都認為能夠看見孩子臉上笑容，就是教學最大的回報。"

Global Partnering Institutions by Region (as of Dec 2018)



Europe 60
Austria, Belgium, Denmark, Finland, France, Germany, Greece, Latvia, Norway, Poland, Russia, Spain, Sweden, Switzerland, the Czech Republic, the Netherlands, the United Kingdom

America 18
Canada, Mexico, the United States

Asia 69
Greater China

Asia 52
Kazakhstan, Japan, Malaysia, Mongolia, Pakistan, Singapore, South Korea, Thailand, the Philippines, Vietnam

Oceania 9
Australia

Non-local Student Recruitment

- For full-time Bachelor's Degree, we recruit outstanding high school graduates from countries/regions all over the world. With students from different cultural and ethnic backgrounds, it facilitates the promotion of multiculturalism within the campus community and enriches students' learning experience inside and outside classrooms.



Global Affairs Office

Enquiries: 2948 7654
gao@eduhk.hk



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8. Library (LIB)



香港教育大學
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E-Learning and Smart-Learning

In order to achieve better accessibility of resources, and to support e-learning of the University, an electronic-priority policy for all library acquisitions has been implemented so that the Library will purchase new materials mainly in electronic formats unless they are not available in market.

A responsive Web Design has been launched to provide better support for new and innovative online services on all major desktops and mobile platforms.

The Research Repository has been migrated from open-source DSpace to Elsevier Pure platform which provides more sophisticated functions and better visualisation of research outputs. Pure will also demonstrate the academic and social impact of academic colleagues' research outputs with Scopus citation counts and PlumX social media counts. Scope of the Repository has also been expanded to cover all types of research outputs since the beginning of the researcher's career.

EIEU
Entrepreneurship and Innovation Education Unit
企業及創新教育組

The Entrepreneurship and Innovation Education Unit (EIEU) is set up as a University-level unit under the Library in order to serve as a resource platform for nurturing entrepreneurial culture among EdUHK students and staff.




Library as Your Teaching Partner

The Library offers tailor-made in-class briefings and workshops for full-time and part-time students on library skills, research skills, academic writing, reference citation and more.

We also offer customised workshops on various research and ranking tools for postgraduate students and research assistants upon request.

Please contact staff of Academic and Learning Support Section at libinfo@eduhk.hk or call 29486653 for details.



The Library regularly conducts author workshops on the keys to publishing opportunities by inviting editors from major publishers.



Librarians in the Academic and Learning Support Section are available on call to discuss your research needs with you, either in person, by phone or email. The Library provides advice on the range of available resources which are most pertinent to your research inquiry, and assists in designing the most appropriate database search strategies.

Enhanced Physical Learning Environment of Mong Man Wai Library

To further enhance library facilities to better support learning and teaching of the University, the Creative Lab (Pilot Future Classroom) on G/F was renovated and equipped with advanced computer facilities, video conferencing and 4K recording equipment, AR and VR production tools, etc. More Future Classrooms are under planning.



A high-definition 3D video production system has been installed in the Mini Theatre on 3/F to support teaching staff in producing teaching videos for blended and online learning.



A new in-door positioning app "EdU LibMap" has been launched to assist users locating library resources and facilities with their mobile devices.



A wide variety of AV equipment is available for loan by students and staff to support their learning and teaching, including 3D desktop scanner, audio mixer, audio speaker, camcorders, drones, etc.

Radio Frequency Identification (RFID) self-service stations are provided to enhance self-served circulation of library materials.

Mobile device charging stations are provided on G/F to 4/F to support smart learning.



EdUHK Library

Enquiries: 2948 6653
libinfo@eduhk.hk

EdUHK Research Repository



Coordinated by

Centre for Learning, Teaching and Technology
教學科技中心

9. Office of the Chief Information Officer (OCIO)



10. Registry (REG)



11. School Partnership and Field Experience Office (SPFEO)



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2019

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Internationalisation in Teacher Education

Connecting student teachers with schools beyond Hong Kong

The School Partnership and Field Experience Office (SPFEO) has initiated overseas summer visits in 2018 to expose EdUHK Bed students to culture and education beyond Hong Kong. The new initiative aims to enrich students' learning in Field Experience by encompassing a richer variety of learning opportunities and building better global awareness. It echoes with the University's Strategic Plan for 2016-2025 to internationalise the curriculum to ensure its relevance to a globalised world.

Expanded connections in various countries

As part of this new initiative, two non-credit bearing study visits took place in the University of Illinois at Urbana-Champaign (UIUC) and Tokyo Gakugei University (TGU) to broaden EdUHK Bed students' understanding of education provision in international settings. Students were engaged in the following activities to learn about the background of the locality and their corresponding education practices and policies:

- School visits (primary, secondary, international schools, etc.)
- Tours to facilities (e.g. child study lab, future classrooms)
- Interaction with local students, students from other countries, and community members
- Cultural visits/ experience (e.g. Archery)
- Lectures (e.g. Master's class)

An EdUHK delegation also visited UIUC and TGU and discussed collaboration with the partners and oversaw the operations of the study visits.

Through interactions with teachers, administrators, students and other local communities, the participants gained new perspectives in the reflection of their professional identity.



• Class observation at the Northeast Elementary Magnet School, Danville, IL, USA



• Visit to Kagami Primary School, Japan



• On a joint presented mobile bar for a 4th award, Champaign - Urbana



• Field-based experience with Japanese archery

Reciprocal arrangement with overseas universities

Reciprocal visits from our overseas partners were arranged to enhance mutual educational exchange. Delegations from UIUC and TGU visited EdUHK in early 2018 to learn more about the university and education in Hong Kong. The guests joined our students to attend lectures in EdUHK and visited our Research and Professional Development Centres, such as the Integrated Centre for Wellbeing (i-WELL) and the Centre for Special Educational Needs and Inclusive Education. In addition to tertiary education institutions, visits to kindergarten, primary and secondary schools were also arranged for our guests to get an all-rounded view on the education in Hong Kong. During their stay, the delegation from UIUC was accommodated by local families with children studying in primary schools, providing them first-hand experience of the lives of Hong Kong students.

EdUHK students were invited to accompany the guests during their visits as student ambassadors and exchanged their teaching experience with the visitors. It was an eye-opening experience for our students to learn about the local education system and cultural practice in the USA and Japan. This opportunity broadened their horizon and fostered them in an international mindset.

New round of visits by UIUC and TGU took place in early 2019.



• Delegation from UIUC visiting Hong Kong local primary school



• Party with the EdUHK Jackie Chan Primary School



• Students from TGU visiting Hong Kong local kindergarten

School Partnership and Field Experience Office

Enquiries: 2948 8757
spfao@eduhk.hk



Coordinated by: Centre for Learning, Teaching and Technology 教學科技中心

12. Student Affairs Office (SAO)



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1 Feb - 31 May

Learning Beyond the Classroom

Career Development Internship Programme 2018

Intern of Career Development Programme 2018 in Oldenburg, Germany: YIP Christine
Year 3, Bachelor of Arts (Honours) Language Studies

"Having reflected on my role of being a student, a professional and a member of the society during this internship, the most important part was the art of asking appropriate questions, which could enhance better understanding of each other and facilitate brainstorming during discussions. Throughout the internship, I have developed active listening skills and improved my ability to work as a team. I also realised that developing a high level of cultural awareness towards people with various backgrounds was essential. It was foreseeable that the importance of global collaboration and communication is becoming a significant issue and in this association, build up my own cultural competence is crucial."



Christine was giving a presentation to collaborate in the field about the impact of the culture information about the education system as well as the existing possibilities among EdUHK, USA

Leadership Enhancement And Development (LEAD) Programme 2017-18

LEAD Mentor of Easter Christmas Group: NG Chun Wing
Graduate of Bachelor of Education (Honours) Physical Education

"As a mentor, I believed that everyone in the team was treated equally with respect. In Sri Lanka, I have learnt that being a leader was to take care of others and require us to see things in different perspectives. This precious journey and the memories shared with my 13 mentees were life-changing! Both experiences in India as a mentor and Sri Lanka as a mentee were valuable and unforgettable. If anyone ever asked me, I would definitely recommend putting the LEAD Program onto the to-do-list!"

Submitted via Mahara in Easter 2018:
<https://mahara.eduhk.hk/view/view.php?id=110785>



Grass King Teaching

LEAD Member of Summer Vietnam Group: CHAVEZ Bryan Kevin Camilo Quijano
Graduate of Bachelor of Education (Honours) English Language

"Choosing this teaching-oriented service trip is a blessing for me as it appealed to humanistic values which was impactful. We were asked about the reasons of joining the trip during the briefing sessions. For me, it was the belief of finding purposes in becoming an educator. The experiences gained from this trip helped shape my philosophy of teaching, strive for the betterment of each other as well as making the world a better place."

Submitted via Sway in July 2018:
<https://sway.com/uwA0y8KASLpZv>

Service Exposure for Global Awareness (SEGA) Programme 2017-18

Student Leader of Korea Group: TAM Kit Man
Year 5, Bachelor of Education (Honours) Early Childhood Education

"After this programme, I had a better understanding of how children learn in Korea. Throughout the trip, I communicated with various stakeholders including our mentees, Non-governmental Organisations (NGOs) in Hong Kong and Korea. I enjoyed my time being with my mentees with different background which I could improve my social skills and step out of my comfort zone."

Submitted via Qualtrics in June 2018



Students exchanged with the Principal and teachers of Inaol Kindergarten in Korea

Student Participant of Japan Group: LO Yuen Yi
Year 3, Bachelor of Education (Honours) Chinese Language

"The SEGA programme in Japan was an educational and wonderful service trip. I learnt more about children abuse issues and improved my skills in various areas. I realised that legislation is important and addressing children abuse is essential. By comparison, I think Hong Kong has a more effective children protection policy. Schools, Government and Non-governmental Organisations (NGOs) are more determined to solve children related issues as well. I hope that our society can continue serve as a leading position on children abuse issue and help other countries with it."

Submitted via Qualtrics in June 2018

Seminar - Youth Cultures in e-Era

The Student Affairs Office invited three speakers to share 'Dissecting Youth Digital Media Culture' in a seminar held in March 2018. Dr. Chan Chi Tat from The Polytechnic University of Hong Kong introduced online youth cultures and emphasised that it is people's knowledge, attitude and skills in the proper applications of technology that make a difference on youth. Clinical Psychologist Dr. Jamie Chea showed how her mobile App helped to prevent suicide of at-risk students by identifying written suicidal warning signals plus providing timely referral to teachers or social workers. Dr. Kow Yung Ming from the City University of Hong Kong explained how to cultivate tech-savvy kids through computer games and the importance of involving caring adults like teachers and parents to ensure proper use of computer devices. The seminar enriched students' understanding of the recent development and impact of digital era.



Participants were paying attention to the sharing during the seminar

Student Affairs Office

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Coordinated by: Centre for Learning, Teaching and Technology 教學科技中心



Postgraduate Students Sharing

Introduction

A Postgraduate Students Sharing event is organised by postgraduate students with support from Graduate School (GS) and Centre for Learning, Teaching and Technology (LTTC) in order to promote reflective engagement and the sharing of innovative pedagogical design.

The event features keynote speech by Dr JAN Mingfong from National Central University in Taiwan, and presentations by postgraduate students.

Postgraduate students reflect on their learning journey and share their perspectives on learning and teaching in The Education University of Hong Kong.

Keynote Speaker

Dr JAN Mingfong

Postgraduate Student Presenters

Mr GU Min Jie Alex, MEd Student

Ms MYAT KYAW Hay Mar, PhD Student

Ms YUAN Hui Rainbow, EdD Student

Ms ZHANG Lexuan EdD Student

Masters of Ceremony

Ms TAO Sisi, PhD Student

Mr POUDEL Prem Prasad, PhD Student

Please visit our Festival Website - <https://www.eduhk.hk/lttc/LT2019/> for registration.

10 April 2019 (Wednesday) // 14:00 – 17:00 // D2-LP-12

Time	Programme
14:00 – 15:10	Welcome Remarks by Prof LO Sing Kai, Associate Vice President (Assessment) & (Graduate Studies) and Dean of Graduate School
	Keynote Speech by Dr JAN Mingfong, Assistant Professor, Graduate Institute of Learning and Instruction, National Central University, Taiwan
	Facilitator: Dr John TRENT, Associate Dean (Quality Assurance and Enhancement) of Graduate School
15:10 – 15:30	Tea Break
15:30 – 16:00	Sharing by Postgraduate Students Facilitator: Dr LEE Kwai Sang, Director of Research Postgraduate Programmes
16:00 – 17:00	Panel Discussion by Postgraduate Students Facilitator: Dr LEE Kwai Sang, Director of Research Postgraduate Programmes

Detailed Information of Keynote Speaker

Presentation

An Analytic Framework for Game-based Learning

10 Apr 2019 | 14:00 – 15:10 | D2-LP-12

Dr JAN Mingfong

Assistant Professor, Graduate Institute of Learning and Instruction
National Central University, Taiwan



Abstract

In this talk, Dr JAN presents a game-based learning (GBL) analytic framework and showcases a systematic review of GBL research published at the Global Chinese Conference on Computers in Education (GCCCE). The GBL analytic framework delineates (1) three research trends in game-based learning, (2) four learning objectives in game-based learning research and practices, and (3) three concepts of game-based learning. Researchers and practitioners can employ the GBL analytic framework to better clarify game-based learning research and design orientation. It can also be utilised as a systematic analytic tool for understanding research trends and practices in game-based learning.

Biography

Dr JAN Mingfong takes sociocultural perspectives on the research of learning. He inquires how digital and card games can be designed to foster 21st century skills such as argumentation and inquiry. To transform education, he enculturates teachers as designers of students' learning experiences. He won PhD degree in the US (C&I, UW-Madison), served as research convenor in Play/Game-based Learning in Singapore (NIE), and won the 2017 National Central University Teaching Excellence Award in Taiwan.

Undergraduate Students Sharing

Introduction

In order to encourage undergraduate students to reflect on their learning and share innovative pedagogical design, a half-day Undergraduate Student Sharing event is organised by undergraduate student representatives, Centre for Learning, Teaching and Technology (LTTC), General Education Office (GEO) and School Partnership and Field Experience Office (SPFEO).

The event features presentations by recent graduates, Ms LAU Cathy and Ms JIM Cheuk Wing and many more outstanding undergraduate students and past/present ePortfolio award recipients. Details of the event are available on the event leaflet.

Acknowledgement

Special thanks to the following students and faculty members for the contribution to the planning of the Undergraduate Students Sharing event:

Miss CHEUNG Suet Ting Sarah, Undergraduate Student Representative

Miss LEUNG Ling Man Lisa, Undergraduate Student Representative

Dr HO Chi Hang, Department of Chinese Language Studies (CHL)

Dr HE WU Jing Mavis, Department of Special Education and Counselling (SEC)

Please visit our Festival Website - <https://www.eduhk.hk/lttc/LT2019/> for registration.

23 May 2019 (Thursday) // 14:00 – 17:00 // E-P-01

Conference Day

Introduction

The Conference Day on 24 May 2019 features two keynote speeches by Dr Kinshuk, University of North Texas in the United States, and Prof KWOK Y K Ricky, The University of Hong Kong, and presentations by project leaders supported by University Grants Committee's Funding Scheme for Teaching and Learning Related Proposals (2016-19 Triennium) and Teaching Development Grant (TDG). Please visit our Festival website for registration. <https://www.eduhk.hk/ltrc/LT2019/>

24 May 2019 (Friday) // 09:30 – 16:55 // E-P-01

Time	Programme			
Morning Session				
09:30 – 10:00	Morning Reception			
10:00 – 10:30	Opening Remarks			
10:30 – 11:30	Keynote Speech 1 – Dr Kinshuk			
11:30 – 11:40	Tea Break			
	Sharing of UGC Funding Scheme for Teaching and Learning Related Proposals (2016-19 Triennium)			
	E-P-01	E-P-12	E-P-13	E-1/F-07
11:40 – 12:00	Session 1.1	Session 1.2	Session 1.3	Session 1.4
12:00 – 12:20	Session 2.1	Session 2.2	Session 2.3	Session 2.4
12:20 – 12:40	Session 3.1	Session 3.2	Session 3.3	Session 3.4
12:40 – 13:00	Session 4.1	Session 4.2	Session 4.3	Session 4.4
13:00 – 14:00	Lunch Break			
Afternoon Session				
14:00 – 15:00	Keynote Speech 2 – Prof KWOK Y K Ricky			
15:00 – 15:15	Tea Break			
	Sharing from the three Faculties (E-P-01)			
15:15 – 15:45	Faculty of Liberal Arts and Social Sciences (FLASS)			
15:45 – 16:15	Faculty of Education and Human Development (FEHD)			
16:15 – 16:45	Faculty of Humanities (FHM)			
	Sharing of UGC Funding Scheme for Teaching and Learning Related Proposals (2016-19 Triennium)			
	E-P-12	E-P-13	E-1/F-07	
15:15 – 15:35	Session 5.1	Session 5.2	Session 5.3	
15:35 – 15:55	Session 6.1	Session 6.2	Session 6.3	
15:55 – 16:15	Session 7.1	Session 7.2	Session 7.3	
16:15 – 16:35	Session 8.1	Session 8.2	Session 8.3	
16:35 – 16:55	Session 9.1	Session 9.2		

Timetable - Keynote Speech, Open Discussion Forum and Parallel Session

Morning Session

Time	Session	Venue	Name of Presenter	Presentation	Page
Keynote Speech					
10:30 – 11:30	K1	E-P-01	Dr Kinshuk	Enhancing Learning in Ubiquitous Environments	P 42
Parallel Session					
11:40 – 12:00	1.1	E-P-01	Dr KWOK LAI Yuk Ching Sylvia	Enhancing University Students' Well-being and Positive Learning Experiences – Application of Positive Education	P 44
	1.2	E-P-12	Dr Derek HO	Transforming Science and Engineering Talents into Technopreneurs: Hong Kong as a Technology Dragon	P 44
	1.3	E-P-13	Dr CHAN Ka Yuk Cecilia	Driving Cultural and Educational Shift from Focusing on Academic Knowledge to Holistic Competencies	P 45
	1.4	E-1/F-07	Dr CHU K W Samuel	Exploring the Alignment of Residential Education and University Educational Aims through a Three Year International Research Project	P 45
12:00 – 12:20	2.1	E-P-01	Prof KING Kuo Chin Irwin	Using KEEP to Support Innovative Learning and Teaching	P 46
	2.2	E-P-12	Dr MAK Kin Wah Kendrew	Learning Science Ubiquitously with a Smartphone - From Classroom to Everyday Life	P 46
	2.3	E-P-13	Dr WONG L C Lillian	HKCPD Hub: Hong Kong Continuing Professional Development Hub for University English Teachers	P 47
	2.4	E-1/F-07	Dr WONG Man Sing	Augmenting Physical Learning Spaces with Location-based Services Using iBeacon Technology for Engaging Learning Experiences	P 47

Morning Session

Time	Session	Venue	Name of Presenter	Presentation	Page
12:20 – 12:40	3.1	E-P-01	Dr Julia CHEN Dr Valerie YAP	Developing a Mobile App on English for Final Year Project: What Have We Learnt So Far?	P 48
	3.2	E-P-12	Dr TING Sze Thou Fridolin	Using Web-based Backchannels to Increase the Efficacy of the Basic Question and Answer Active Pedagogy in an Asian Tertiary Institution	P 48
	3.3	E-P-13	Dr Robert WRIGHT Ms ZHU Rongjiao July	Developing Reflective / Reflexive Practice through the F.O.C.U.S.E.D. App: The Case of Student Internships and during University Coursework	P 49
	3.4	E-1/F-07	Dr Christine ARMATAS Dr Christine SPRATT	Enhancing Learning Outcomes for Students through a Data-driven Review of the 4-year Curriculum in UGC Funded Programs	P 49
12:40 – 13:00	4.1	E-P-01	Dr CHAN Y B Ben	Makers and Maker Culture	P 50
	4.2	E-P-12	Dr WU Kam Yin Ms Irene NG	Developing Digital Resources to Support the Learning and Use of Technical Vocabulary	P 50
	4.3	E-P-13	Mr Sean MCMINN	Active Learning through the Creations of a Multimodal Online Digital Literacy Lab (MODLL)	P 51
	4.4	E-1/F-07	Dr LEE Yeung Chung Dr Valerie YIP Dr Victor LAU Dr Eddie LAM Dr Bill YEUNG	The 'U-STEMist Scheme – A Joint University Teaching & Learning Project'	P 51

Afternoon Session

Time	Session	Venue	Name of Presenter	Presentation	Page
Keynote Speech					
14:00 – 15:00	K2	E-P-01	Prof KWOK Y K Ricky	What it Means for Us to Share General Education Courses	P 43
Sharing from the Three Faculties					
15:15 – 15:45	F1.1	E-P-01	Dr LAM Wai Man Winnie	A Study of Online Evidence-based Assessment System to Promote Collaborative and Cooperative Learning in Group Activities	P 52
	F1.2	E-P-01	Dr YEUNG Chi Ho Bill	Learning Science is Fun	P 52
	F1.3	E-P-01	Dr TSE Choi Yeung Andy	Practical Example of Motor Learning in Class	P 53
15:45 – 16:15	F2	E-P-01	Dr YIP Y W Stephen	Inter-disciplinary Learning, Inter- faculty Collaboration: A Story of Developing General Education Inter-disciplinary Courses (GEIC) in EdUHK	P 53
16:15 – 16:45	F3	E-P-01	Dr MA Qing Angel	Developing and Evaluating Pre- service Teachers' Corpus Literacy and Corpus-based Language Pedagogy via Mobile-enhanced Interactive and Flipped Learning	P 54
Parallel Session					
15:15 – 15:35	5.1	E-P-12	Dr Kin CHEUNG	Challenges in Developing on Online Credit Transfer Information Platform for Potential Senior Year Admitted Students	P 55
	5.2	E-P-13	Ms CHONG Ki Yee	Integration of Local and Non-local Students for the Enhancement of Internationalisation	P 55
	5.3	E-1/F-07	Prof SIN Kuen Fung Dr LUI Ming Ann	Collaborative Approach in Enhancing the Professional Competency in Catering for Diversities among Pre-service Teachers	P 56
15:35 – 15:55	6.1	E-P-12	Prof Michael Anthony INGHAM Dr K. Brant KNUTZEN	Training Virtual Pioneers in Higher Education	P 56
	6.2	E-P-13	Prof Robin Stanley SNELL Mr CHAN Wing Fung Chad	Evaluating Service-learning Impacts on University Students' Developmental Outcomes through a Mixed Method Comparison Study	P 57
	6.3	E-1/F-07	Dr HO Koon Sing	Enhancement of Student Learning through Mobile Apps in Analytical Sciences	P 57

Afternoon Session

Time	Session	Venue	Name of Presenter	Presentation	Page
15: 55 – 16:15	7.1	E-P-12	Dr LEE W S Amy	Academic Integrity Targeted: A Positive Approach and Engaging Materials in TIE-HUM	P 58
	7.2	E-P-13	Dr Lucia FUNG	Pedagogical Framework for Promoting Transformative Learning and Innovative Thinking in Student Internship	P 58
	7.3	E-1/F-07	Dr CHUA Ka Kit Tony	Standardising Clinical Education Assessment of Chinese Medicine through the Internationalisation of a Practicum Internship Program	P 59
16:15 – 16:35	8.1	E-P-12	Mr CHEUNG Chun Hoi	Enhancing Orthopedics Curricula in Chinese Medicine Education by Bringing Theory to Practice	P 59
	8.2	E-P-13	Dr NG S W Sarah Mr Parry LING	An Innovative Platform for Objects Based Science and Arts Learning with a Collaborative Incubator for Future Educational Teaching Resources	P 60
	8.3	E-1/F-07	Dr CHAN Hang Dr CHOI Tat Heung	Observing, Mentoring and Co-working: The Three-pronged Approach of a Community of Practice for English Language Education	P 60
16:35 – 16:55	9.1	E-P-12	Prof CHAN K W Kara	Experiential Learning of Digital Media Initiatives for Audience Engagement and Measurement	P 61
	9.2	E-P-13	Dr Isaac CHAN Mr Martin LAU	Developing Multidisciplinary and Multicultural Competences through Gamification and Challenge-based Collaborative Learning (CCGame Project): Progress in 2018/19	P 61

Detailed Information of Keynote Speakers

Presentation

Enhancing Learning in Ubiquitous Environments

24 May 2019 | 10:30 – 11:30 | E-P-01

Dr Kinshuk

Dean, College of Information
University of North Texas, USA



Abstract

Student learning is complex. All student experiences produce data - in the classrooms, in the labs, on the net, within social networks, when with friends and when interacting with loved ones. These experiences can be characterised based on a wide range of attributes, such as content quality, personalised assessments, learners' comprehension, their feelings/emotive states, their assumptions in discussions, their refinement of gained competencies, and so on. Such characterisations not only enable the capture of information on where, why, how, and when learning happens, but also empower continuous refinement of instructional measures. This talk will focus on improving learning by using adaptivity and personalisation approaches.

Biography

Dr Kinshuk is the Dean of the College of Information at the University of North Texas. His research is dedicated to the innovative paradigms, architectures and implementations of online and distance learning systems for individualised and adaptive learning. He is Founding Chair of IEEE Technical Committee on Learning Technologies. He is also Founding Editor of SSCI-indexed Educational Technology & Society Journal and Springer's open-access Smart Learning Environments journal.

Presentation

What it Means for Us to Share General Education Courses

24 May 2019 | 14:00 – 15:00 | E-P-01

Prof KWOK Y K Ricky

Professor, Associate Vice President (Teaching & Learning), The University of Hong Kong



Abstract

With very strong participation from CUHK, HKUST and PolyU, the UGC funded Responsive University project is led by HKU to share 10 General Education courses, all in blended format, among the four institutions (please see this Website: www.responsive4u.org). All 10 courses were launched in the 2018-2019 academic year. The project team has learned a lot about: mobility, motivations, commitments, disparity, road-blocks, and, most importantly, genuine collaborations. As part of the preparation for the next run in 2019-2020 academic year, the speaker would like to discuss with you the lessons learned and insights obtained.

Biography

Prof Ricky KWOK is the Associate Vice President (Teaching and Learning) in HKU. He oversees all institutional level e-learning initiatives and makes things happen via the TELI team (please see: teli.hku.hk). Ricky's core philosophy is to resuscitate learning. He and his team strongly radiates the "can-do" spirit in the course of creating "quality-time" and "quality-space" for teachers, students, and other stakeholders, usually in a technology-enriched fashion.

Detailed Information of Parallel Sessions (AM)

Presentation 1.1

Enhancing University Students' Well-being and Positive Learning Experiences – Application of Positive Education

24 May 2019 | 11:40 – 12:00 | E-P-01

Dr KWOK LAI Yuk Ching Sylvia
City University of Hong Kong



Abstract

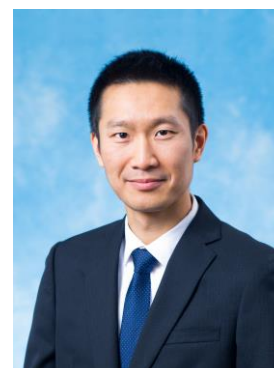
The presentation will introduce the project that aims to enhance the positive emotions, positive relationships, positive purpose, positive accomplishment, positive engagement, and positive health of tertiary students; to build an atmosphere with a focus on the well-being and positive development of students in the universities; and spread the message of Positive Education in the local community. The project will be guided by a six-level pedagogy described as “learn it,” “live it,” “reflect it,” “conceptualise it,” “apply it,” and “embed it.” Workshops, training camps, campus promotion, inter-institutional Positive Education Day, Positive Education projects, and International Positive Education Conference are launched.

Presentation 1.2

Transforming Science and Engineering Talents into Technopreneurs: Hong Kong as a Technology Dragon

24 May 2019 | 11:40 – 12:00 | E-P-12

Dr Derek HO
City University of Hong Kong



Abstract

Technology entrepreneurs are praised for their ability to combine expertise in science/technology and entrepreneurship to benefit mankind. All science and technology students and graduates have the potential to be technology entrepreneurs. The question is “how” to do so and how to help them transition to be technology entrepreneurs (technopreneurs). In this talk, I will discuss the design, creation, and recent progress of a technological entrepreneurship education platform. Students will experience immersive training through identification of problems and opportunities, implementation of ideas into prototypes, and the process of IP protection, knowledge transfer, negotiation and technology commercialisation. Upon completion, students are expected to have strengthened their skills in critical thinking, collaborative project management, interdisciplinary analysis, technological entrepreneurship, and communication across cultures.

Presentation 1.3

Driving Cultural and Educational Shift from Focusing on Academic Knowledge to Holistic Competencies

24 May 2019 | 11:40 – 12:00 | E-P-13

Dr CHAN Ka Yuk Cecilia
The University of Hong Kong



Abstract

There is no doubt that education puts heavy emphasis on academic knowledge as reflected by grades on transcripts. However, as the need for education to also address the personal and social growth of students continues to proliferate, attention is shifting towards graduate attributes which many institutions have now also included in their mission statements of educational aims (Chan & Luk, 2013). In this presentation, a framework for the development of holistic competencies based on the concept of “avoider” and “engager” on student approaches to develop (Chan and Yeung, in press) in oppose to the well-known deep and surface approaches on student approaches to learning (Prosser & Trigwell, 1999; Lizzio, Wilson, & Simons, 2002) will be discussed. We will also discuss how holistic competencies can be assessed (if it should be assessed at all) and how can students document these learning outcomes as part of their learning process through a pedagogical driven system.

Presentation 1.4

Exploring the Alignment of Residential Education and University Educational Aims through a Three Year International Research Project

24 May 2019 | 11:40 – 12:00 | E-1/F-07

Dr CHU K W Samuel
The University of Hong Kong



Abstract

In awareness of the ambiguity in defining residential educational aims across universities, I am leading a three-year project in collaboration with four universities in HK and four overseas (including National University of Singapore, Nanyang Technological University, Harvard and Cambridge) on residential hall education. The research aims to offer a set of residential educational aims that is better aligned with the university's educational aims, improve students' perception and fulfilment of residential and/or university's educational aims, and to develop a set of measuring instrument to evaluate students' perception and fulfilment of the aims. The project begins with gaining an understanding of current residential educational aims of the collaborating universities and aligning with university's educational aims. The residential / university's educational aims of local participating universities will be contrasted with those of overseas participating universities.

Presentation 2.1

Using KEEP to Support Innovative Learning and Teaching

24 May 2019 | 12:00 – 12:20 | E-P-01

Prof KING Kuo Chin Irwin
The Chinese University of Hong Kong



Abstract

Since 2014, KEEP has continually pioneered new techniques and strategies for online education in Hong Kong. The system has recently been expanded in line with three main objectives, including (1) Connectedness, that enables users to connect resources more effectively, (2) Cohesiveness, that facilitates streamlined access for all UGC-funded tertiary institutions, and (3) Collaboration, that supports educators with new application of pedagogies, analytics and more. As students and educators continue to enjoy KEEP's ever-growing collection of 60k+ local and international Massive Online Open Courses (MOOCs), the recently-developed improvements can help them maximise the benefits of online learning. In this talk, I will provide a summary of the KEEP's activities that demonstrate these three objectives.

Presentation 2.2

Learning Science Ubiquitously with a Smartphone - From Classroom to Everyday Life

24 May 2019 | 12:00 – 12:20 | E-P-12

Dr MAK Kin Wah Kendrew
The Chinese University of Hong Kong



Abstract

This project focuses on ubiquitous learning to promote knowledge integration from different sub-disciplines in Chemistry and Biology. It allows students to appreciate the applications of scientific technologies in science and non-science situations.

This learning platform includes a mobile app for students to access the learning materials instantly through QR codes and RFID tags in daily-life situations. A vast number of learning objects are hosted in a Learning Management System server. The objects cover a wide range of contents including fundamental scientific concepts and phenomena, scientific information about materials, and applications of scientific technologies in various situations. The LMS also allows teachers and students to track the learning progress.

Presentation 2.3

HKCPD Hub: Hong Kong Continuing Professional Development Hub for University English Teachers

24 May 2019 | 12:00 – 12:20 | E-P-13

Dr WONG L C Lillian
The University of Hong Kong



Abstract

This is a collaborative project among five English Language Centres in Hong Kong universities for developing a Hong Kong Continuing Professional Development Hub (HKCPD Hub) to strengthen English teaching efforts and improve student learning outcomes. The HKCPD Hub provides a framework for English teachers in the Hong Kong tertiary sector to engage in communities of practice and professional learning, to collaborate and share expertise. This presentation will outline the framework and activities for supporting and encouraging continuing professional development among University English teachers, including the HKCPD Hub website: <https://hkcpdhub.hku.hk/>.

Presentation 2.4

Augmenting Physical Learning Spaces with Location-based Services Using iBeacon Technology for Engaging Learning Experiences

24 May 2019 | 12:00 – 12:20 | E-1/F-07

Dr WONG Man Sing
The Hong Kong Polytechnic University



Abstract

Mixed digital and physical pedagogies are gaining prevalence in the BYOD (bring your own device) generation. Our work combines physical learning spaces with a location-based mobile app – ATLAS – and a companion web-based management console for educators. Connected by iBeacon transmitters, location-based e-activities can be developed for increased student engagement opportunities and novel learning approaches. Our system collects Big Data on student location, test scores, attendance, etc., enabling educators to explore relationships between variables, monitor student progress and make inferences about the effectiveness of mixed pedagogies. Our work represents one of the first iBeacon deployments in a teaching and learning capacity, and will be implemented in several universities across Hong Kong as part of the Smart Campus under the Smart City framework.

Presentation 3.1

Developing a Mobile App on English for Final Year Project: What Have We Learnt So Far?

24 May 2019 | 12:20 – 12:40 | E-P-01

Dr Julia CHEN

The Hong Kong Polytechnic University

Dr Valerie YAP

The Hong Kong Polytechnic University



Abstract

A UGC-funded project that involves five universities aims to help students meet their capstone or final year project's English language needs via a mobile app. The app is now available to various groups of students in the five universities. When students log on the app using their student ID, they will find content and sample sentences that are relevant to their discipline. This presentation reports the project's achievements and difficulties. Both qualitative and textual data have been collected, and the findings show how staff feedback and student responses to the app reflect differences between the universities. The presentation will end with scalability possibilities.

Presentation 3.2

Using Web-based Backchannels to Increase the Efficacy of the Basic Question and Answer Active Pedagogy in an Asian Tertiary Institution

24 May 2019 | 12:20 – 12:40 | E-P-12

Dr TING Sze Thou Fridolin

The Hong Kong Polytechnic University



Abstract

Although the "question and answer" pedagogy is quite simple to implement, it is often not effective due to students' anxiety or desire to not appear unintelligent, and this vacuum of engagement is especially pronounced in Asian students, due to their cultural propensity towards passive learning. In this presentation, we investigate the use of a web-based backchannels to increase the effectiveness of the basic question and answer pedagogy in some tertiary classes in Hong Kong. We will give some evidence to suggest that the quantity and quality of the questions increase when a web-based backchannel is introduced to students in class.

Presentation 3.3

Developing Reflective / Reflexive Practice through the F.O.C.U.S.E.D. App: The Case of Student Internships and during University Coursework

24 May 2019 | 12:20 – 12:40 | E-P-13

Dr Robert WRIGHT

The Hong Kong Polytechnic University

Ms ZHU Rongjiao July

The Hong Kong Polytechnic University



Abstract

Reflections form a fundamental part of learning and development. Yet, it is not performed well. We developed an App grounded on the “Staying F.O.C.U.S.E.D.” framework designed to capture evidence-based data of how students go about thinking about what they are doing (and not doing) during their university coursework and internships placements. Our App provides real-time reports (tables, charts and textual analyses) to stimulate progressive reflections in students’ own performance as the period of engagement unfolds. We believe such an online platform (blending learning before, during and after doing) has the power to cultivate a habit of mind in our students.

Presentation 3.4

Enhancing Learning Outcomes for Students through a Data-driven Review of the 4-year Curriculum in UGC Funded Programs

24 May 2019 | 12:20 – 12:40 | E-1/F-07

Dr Christine ARMATAS

The Hong Kong Polytechnic University

Dr Christine SPRATT

The Hong Kong Polytechnic University



Abstract

This presentation provides an update about an innovative learning analytics project managed collaboratively between PolyU, Hong Kong Baptist University and the Chinese University of Hong Kong. The presentation will demonstrate that a well-designed data driven review strategy provides academically rigorous evidence to improve programmes and curricula. The presentation will demonstrate a prototype, innovative Excel tool that makes data analysis for curriculum review easy for academic and administrative staff responsible for curriculum review processes. In doing so the presentation will also explain the potential of learning analytics at programme level to assist students develop better learning strategies for their current studies and also support academic advising approaches.

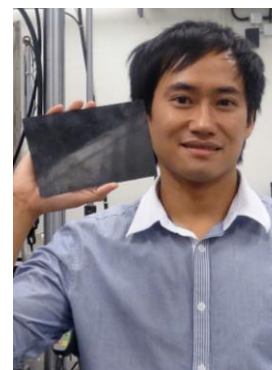
Presentation 4.1

Makers and Maker Culture

24 May 2019 | 12:40 – 13:00 | E-P-01

Dr CHAN Y B Ben

The Hong Kong University of Science and Technology



Abstract

With a common slogan of promoting innovation, tens of hundred “MakerSpaces” were setup over the past 2-3 years. Despite being some cool-looking laboratories, not many of these makerspaces serve its purpose – to enable maker movement. The presentation addresses our current project on nurturing maker culture within the community.

USEL is a student-managed and operated MakerSpace with all the necessary power tools and equipment for quick prototyping, which allows students to get their hands dirty whenever they have an idea in mind. Senior Students from different engineering disciplines are recruited and trained to provide training and professional service to junior students. The USEL Lab concept is an engineering hub with innovators and senior students in different areas to provide professional advices and prototyping supports.

Presentation 4.2

Developing Digital Resources to Support the Learning and Use of Technical Vocabulary

24 May 2019 | 12:40 – 13:00 | E-P-12

Dr WU Kam Yin

The Hong Kong University of Science and Technology

Ms Irene NG

The Hong Kong University of Science and Technology



Abstract

A wide range of resources have been developed to support the learning of high frequency words and academic vocabulary. In contrast, technical vocabulary, which can account for as much as 30% of the words in a technical text (Chung & Nation, 2004), has received less attention from language practitioners so far. Our project aims at developing resources to assist science and engineering undergraduate students in the learning and use of technical vocabulary. This presentation will discuss data collected by survey and focus groups and explain the principles of resource development. Sample learning objects will be demonstrated.

Presentation 4.3

Active Learning through the Creations of a Multimodal Online Digital Literacy Lab (MODLL)

24 May 2019 | 12:40 – 13:00 | E-P-13

Mr Sean MCMINN

The Hong Kong University of Science and Technology



Abstract

Technologies today enable teachers and learners to design courses that reinforce or enhance active learning. This session will discuss how grant funding will be used by two Hong Kong universities to develop physical and online multimodal digital literacies laboratories to enhance language teaching. A major component of the project has been the design and delivery of a blended-learning course based on active learning principles.

Presentation 4.4

The 'U-STEMist Scheme – A Joint University Teaching & Learning Project'

24 May 2019 | 12:40 – 13:00 | E-1/F-07

Dr LEE Yeung Chung

The Education University of Hong Kong

Dr Valerie YIP

The University of Hong Kong

Dr Victor LAU

The Chinese University of Hong Kong

Dr Eddie LAM

The Hong Kong Polytechnic University

Dr Bill YEUNG

The Education University of Hong Kong



Abstract

The 'U-STEMist Scheme – A Joint University Teaching & Learning Project' is funded by the UGC Teaching & Learning Grant, and co-organised by the EdUHK, HKU, CUHK and PolyU. The aim of the project is two-folded - developing pre-service teachers' competence in promoting school STEM education, and empowering STEM undergraduates to serve the community by putting theory into practice. As implied by its motto – To learn, to serve, and to thrive, the project engages the U-STEMists in serving the needy through learning and applying STEM knowledge and skills in designing and implementing group projects in collaboration with various community partners including NGOs, social service providers, schools and private enterprises. The project consists of two repeated rounds of activities, reaching about 240 pre-service teachers and STEM undergraduates of the four universities. Interim evaluation of the project shows that it has been successful in enhancing the U-STEMists' understanding of STEM and STEM education, and how such understanding could be applied in school and community contexts. Through organising this Scheme, the Joint University Project Team has gained valuable experience in leveraging members' expertise and experience in enhancing teaching and learning in the important areas of STEM and STEM education.

Detailed Information of Sharing from Three Faculties

Presentation F1.1

A Study of Online Evidence-based Assessment System to Promote Collaborative and Cooperative Learning in Group Activities

24 May 2019 | 15:15 – 15:25 | E-P-01

Dr LAM Wai Man Winnie

Lecturer, Department of Mathematics and Information Technolog, FLASS



Abstract

Many courses involve group project and activities, but it is not easy to motivate all students will actively contribute and collaborate with each other. Teachers usually collect the final outcome, so it is difficult to assess the group work fairly even though the workload is unevenly distributed. To solve these problems, an online evidence-based assessment system called “GMoodle” is used as a centralised platform for students to work on group activities such as discussion, sharing resources and providing feedback for each other. Detailed reports were generated for both students and teachers in real-time. Students can know their daily progress and the contribution of the other members. Whereas teachers can access the activity log of all students in the class, which could be used to assess the group work and identify free-riders. To study the effectiveness, GMoodle has been adopted by six courses in semester 1 and 2 in 2018-19.

Presentation F1.2

Learning Science is Fun

24 May 2019 | 15:25 – 15:35 | E-P-01

Dr YEUNG Chi Ho Bill

Assistant Professor, Department of Science and Environmental Studies, FLASS



Abstract

Learning science can seem to be boring, irrelevant to daily life, impractical, abstract and difficult. This is especially true for students who are not interested in science, for those without extensive background in science, and for those where science is not their major area of study. In this presentation, we are going to show examples in making the study of science fun for these students with diverse background, increasing their motivation in learning science and achieving science for all. Various examples will be discussed, which include interest-driven learning of science by using action movies and science fictions, constructing science in daily life examples, the implementation of STEM-like design-and-make processes in lessons, and to learn science by teaching science.

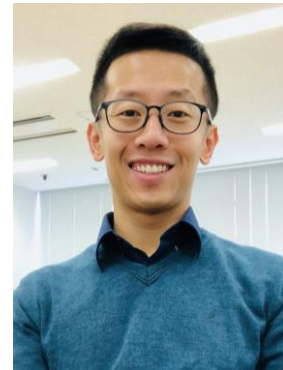
Presentation F1.3

Practical Example of Motor Learning in Class

24 May 2019 | 15:35 – 15:45 | E-P-01

Dr TSE Choi Yeung Andy

Assistant Professor, Department of Health and Physical Education, FLASS



Abstract

In this era of 'e-learning', Andy will show how to incorporate the 'e-element' not only in his teaching, but also in the assessment. Through these e-features, the students are believed to be more motivated and more engaged in classroom activities and presentations. More importantly, student can truly and deeply reflect how they have acquired motor skills when they were young, which in turns fosters their skills in their future teaching skills and parent-hood.

Presentation F2

Inter-disciplinary Learning, Inter-faculty Collaboration: A Story of Developing General Education Inter-disciplinary Courses (GEIC) in EdUHK

24 May 2019 | 15:45 – 16:15 | E-P-01

Dr YIP Y W Stephen

Senior Lecturer II, Department of Curriculum and Instruction, FEHD



Abstract

Interdisciplinary Learning is often highlighted as the 'New Wave of the Future' in education. Is it just a buzzword or slogan that would fade away or it has an intrinsic value in university education? EdUHK has recently launched a number of pilot courses, namely General Education Interdisciplinary Courses (GEIC) to enable students "to develop and exercise metacognitive skills for gaining deep understanding of issues of significance, making reasonable decisions and judgments about them, and knowing when/how to make plans ahead" through interdisciplinary learning. At the dawn of the GEIC pilot stage, the presentation will revisit the values and issues of interdisciplinary study in university education contexts, using the example of GEIC.

Presentation F3

Developing and Evaluating Pre-service Teachers' Corpus Literacy and Corpus-based Language Pedagogy via Mobile-enhanced Interactive and Flipped Learning

24 May 2019 | 16:15 – 16:45 | E-P-01

Dr MA Qing Angel

Assistant Professor, Department of Linguistics and Modern Language Studies, FHM



Abstract

Despite the efforts made by linguists and researchers, a corpus-based linguistic approach remains largely unknown to the majority of professional teaching community, particularly pre- and in-service teachers who largely rely on an intuition-based approach to solving language issues as well as developing pedagogical materials. In order to fill this gap and help teachers develop a corpus-based pedagogy, this study investigated how a group of pre-service language teachers develop their corpus literacy and corpus-based pedagogy via mobile-enhanced interactive and flipped learning. Both qualitative and quantitative data were collected and analysed, covering both the learning process and outcome. Regarding the learning process, a Likert-scale survey was used to collect student perceived effectiveness on their learning of corpus literacy and corpus-based pedagogy; focus-group interviews were conducted to probe into more in-depth qualitative perspectives. As for the learning outcome, a set of self-developed rubrics were developed to rate the quality of each group task design. The results show that this mobile-enhanced interactive and flipped learning approach is effective in providing an adequate corpus literacy for our pre-service teachers, and allows them to further develop corpus-based knowledge and skills to design appropriate learning and teaching materials.

Detailed Information of Parallel Sessions (PM)

Presentation 5.1

Challenges in Developing an Online Credit Transfer Information Platform for Potential Senior Year Admitted Students

24 May 2019 | 15:15 – 15:35 | E-P-12

Dr Kin CHEUNG

The Hong Kong Polytechnic University



Abstract

Graduates of sub-degree programmes are eligible to apply UGC-funded senior year places in the universities. Those senior year admitted (SYA) students are admitted to the university based on a credit transfer system. SYA students normally complete their undergraduate studies in two years because of the recognition of their prior learning in sub-degree programmes. However, the transparency of the credit transfer system from sub-degree to degree programmes is not well noticeable. The purpose of this presentation is to describe the process and challenges of developing an online credit transfer information platform for potential SYA students.

Presentation 5.2

Integration of Local and Non-local Students for the Enhancement of Internationalisation

24 May 2019 | 15:15 – 15:35 | E-P-13

Ms CHONG Ki Yee

The Hong Kong Polytechnic University



Abstract

To further enhance the uniqueness and attractiveness of Hong Kong's international character (that is fundamental to its future development and success), this project was funded by UGC for development and implementation of a full gamut of internationalisation strategies to facilitate integration of local and non-local students at various levels via curricular and co-curricular activities. This collaborative project aims to develop an adaptable inter-institutional framework (with good practices on internationalisation) to foster student integration in order to enhance students' attributes on internationalisation and global outlook. In this presentation session, the project rationale, design, implementation plan and outcome measures will be discussed.

Presentation 5.3

Collaborative Approach in Enhancing the Professional Competency in Catering for Diversities among Pre-service Teachers

24 May 2019 | 15:15 – 15:35 | E-1/F-07

Prof SIN Kuen Fung

The Education University of Hong Kong

Dr LUI Ming Ann

Hong Kong Baptist University



Abstract

This collaborative project adopts a coherent, three-stage strategy to enhance the teacher competency in catering for diversity. The BEd students at the two Universities are provided with hands-on experience in NGOs or school environment, so as to help them acquire the practical skills and knowledge needed to support SEN students in schools. In the presentation, it will introduce the strategies in the implementation of service learning. Difficulties and successful experiences will be analysed, in light of the students' encounters and updates of support in schools. The outcome sheds lights on how the teacher training in special needs is further strengthened.

Presentation 6.1

Training Virtual Pioneers in Higher Education

24 May 2019 | 15:35 – 15:55 | E-P-12

Prof Michael Anthony INGHAM

Lingnan University

Dr K. Brant KNUTZEN

The University of Hong Kong



Abstract

How can Hong Kong students be taught the digital skills required to navigate the virtual world? Even as higher education struggles to adopt effective web-based student learning activities, the inexorable march of technology moves on towards the use of virtual and augmented reality. Are Education and IT faculties training their students how to harness the affordances of these new technologies for future employment, social networking, or as teaching resources? This presentation will review the results of a Teaching Development Grant (2015-2017) which explored student-produced drama in the virtual world for language education, as well as a follow-on Knowledge Transfer project (2017-18) which trained tertiary students to lead the introduction of secondary school students to the virtual world. Implications on best practice and gamification of education will be explored.

Presentation 6.2

Evaluating Service-learning Impacts on University Students' Developmental Outcomes through a Mixed Method Comparison Study

24 May 2019 | 15:35 – 15:55 | E-P-13

Prof Robin Stanley SNELL
Lingnan University

Mr CHAN Wing Fung Chad
Lingnan University



Abstract

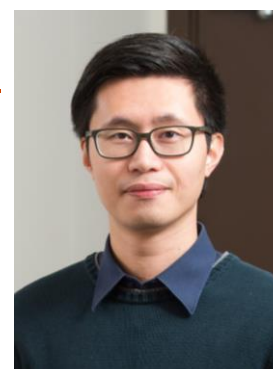
In a mixed method study conducted in 2017-18, we analysed the relative impact of service learning (S-L) versus equivalent non-service-learning (N-S-L) course experiences at Lingnan University. The quantitative part compared the self-perceived developmental gains of 250 S-L students with those of 169 N-S-L students, who had studied the same subjects with the same instructors. In the qualitative part, 61 students from 16 S-L courses participated in end of term focus groups. Although S-L students reported greater improvements than N-S-L students in 6 out of 7 developmental domains (subject-related knowledge, communication skills, social competence, organisation skills, problem-solving skills, and civic orientation), these differences in gains were not statistically significant. Nonetheless, the focus groups revealed that S-L students perceived that they had had distinctive opportunities for development through interaction with community stakeholders and real-life knowledge application.

Presentation 6.3

Enhancement of Student Learning through Mobile Apps in Analytical Sciences

24 May 2019 | 15:35 – 15:55 | E-1/F-07

Dr HO Koon Sing
Hong Kong Baptist University



Abstract

This project is supported by the HKBU Teaching Development Grant on “Enhancement of Student Learning through Applications of Question Bank in Analytical Sciences” and the UGC Funding Scheme for Teaching and Learning Initiatives on “Developing Active Learning Pedagogies and Mobile Applications in University STEM Education”. In the era of proliferating mobile apps used by the App-Generation, one of the objectives of the project is to design new mobile apps as digital strategy to change students experience in learning chemistry. This presentation will outline the designs and applications of two new apps, Analytical Chemistry Challenge and ChemEye, and present the outcomes of success to enhance student learning effectiveness.

Presentation 7.1

Academic Integrity Targeted: A Positive Approach and Engaging Materials in TIE-HUM

24 May 2019 | 15:55 – 16:15 | E-P-12

Dr LEE W S Amy
Hong Kong Baptist University



Abstract

In Hong Kong, one of the “standard” items in a university orientation kit is probably “how to avoid plagiarism”, especially for students in the arts because almost every course involves essay and research paper writing. Students are usually introduced to “plagiarism” and then the various ways not to commit this “crime” which consequence may be serious enough to dismiss one from the university. Yet it is still quite frequent to hear of cases when students simply do not understand what it means, despite their having gone through the training to avoid plagiarism. This presentation shares a mobile app which is tailor made for students in the arts, using a positive approach to academic integrity, and materials that are relevant to the students in their own disciplinary studies. Experience shows that this approach is more effective in the teaching and learning and is more welcomed by students.

Presentation 7.2

Pedagogical Framework for Promoting Transformative Learning and Innovative Thinking in Student Internship

24 May 2019 | 15:55 – 16:15 | E-P-13

Dr Lucia FUNG
Hong Kong Baptist University



Abstract

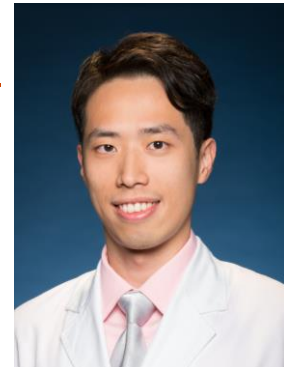
As our world has become more complicated, it is imperative for students to learn faster, develop complicated non-linear thinking, and become more innovative in order to rise to the challenges of this rapidly changing environment. Internship program is a valuable venue for students to experience the complexity of real-life problems outside the comfort of their classrooms. By using a pedagogical framework called “Staying F.O.C.U.S.E.D.”, incorporating elements of “gamification” of learning on a mobile app platform, the project aims at helping students to become more flexible, adaptive, and innovative in their thinking, open up new solutions to complex real-world problems, as well as bridging what they learned in classroom and in workplace.

Presentation 7.3

Standardising Clinical Education Assessment of Chinese Medicine through the Internationalisation of a Practicum Internship Program

24 May 2019 | 15:55 – 16:15 | E-1/F-07

Dr CHUA Ka Kit Tony
Hong Kong Baptist University



Abstract

Specialised clinical internship (SCI) is aimed to complement the shortfall of traditional internship format of Chinese medicine (CM) by setting up a systematic and effective assessment standards focusing on clinical skills and whole-person generic skills.

It divides into four phases: (1) pilot SCI; (2) refinement; (3) full-scale SCI; (4) promote to overseas CM universities. Both clinical and whole-person generic skills will be assessed face-to-face and online. Focus groups will be formed by local universities to revise and finalise the program.

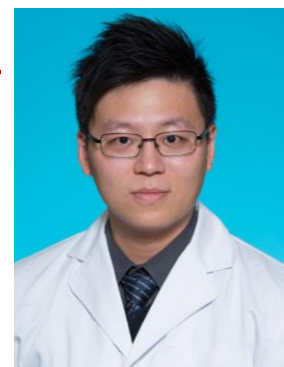
CM students should be able to share their knowledge in a CM specialty and making ethical decisions. Also, the assessment will facilitate the communication and standardisation of CM specialties and clinical skills in Asia.

Presentation 8.1

Enhancing Orthopedics Curricula in Chinese Medicine Education by Bringing Theory to Practice

24 May 2019 | 16:15 – 16:35 | E-P-12

Mr CHEUNG Chun Hoi
Hong Kong Baptist University



Abstract

Herbert Spencer said “The great aim of education is not knowledge but action”. According to the learning pyramid theory, “learning/practice by doing” is one of the most effective pedagogies. This project provides opportunities for Chinese medicine students to apply what they learn in TCM Orthopedics course through serving the elderly which can also meet the increasing demand for bone-and-joint disease management in aging population of Hong Kong. This presentation would provide a showcase on how our School establish the campus-community partnership and its importance, how the Flipped-classroom applied with service-learning activities could enhance the course’s teaching and learning efficacy and how we could provide knowledge transfer to the society through our medical education.

Presentation 8.2

An Innovative Platform for Objects Based Science and Arts Learning with a Collaborative Incubator for Future Educational Teaching Resources

24 May 2019 | 16:15 – 16:35 | E-P-13

Dr NG S W Sarah

Hong Kong Baptist University

Mr Parry LING

Hong Kong Baptist University



Abstract

This talk is about a project which gives a fresh, holistic and innovative educational, art-making and scientific approach to the study of Chinese antiques and cultural heritage. Many people are unaware of the cultural significance of the traded objects nor the artistic, historical, contextual and financial importance of Chinese art. Our project team designs innovative cross-disciplinary approach courses which cover: i) Chinese art, culture and history; ii) the reproduction/copying of Chinese artifacts and ritual items in ancient times; iii) modern issues of copying; iv) difficulties of verification and use of modern scientific testing; and v) the cultural, ethical and philosophical impact of this issue to China and the world.

Presentation 8.3

Observing, Mentoring and Co-working: The Three-pronged Approach of a Community of Practice for English Language Education

24 May 2019 | 16:15 – 16:35 | E-1/F-07

Dr CHAN Hang

Hong Kong Baptist University

Dr CHOI Tat Heung

Hong Kong Baptist University



Abstract

Good teaching is characterised by pedagogic responsiveness to learners' needs and the grounded knowledge of the particularities of school conditions. In our endeavour to support prospective English teachers to develop a vision of a functional schooling system, we situate our learning activities in a community of practice (CoP) where the mentors and mentees share a common ground as past or current students of Hong Kong Baptist University. This framework offers the participants a mutually supportive and close-knit environment in which they exchange viewpoints, share good practices, and explore initiative ideas surrounding the teacher development programme. This presentation introduces the main components of this community and discusses, through questionnaire responses, the relevance of alumni mentorship for pre-service teachers to improve their understanding of the teaching profession and to make meaningful connections between incipient pedagogical understandings and experience-enriched contextual learning that is contained throughout the CoP.

Presentation 9.1

Experiential Learning of Digital Media Initiatives for Audience Engagement and Measurement

24 May 2019 | 16:35 – 16:55 | E-P-12

Prof CHAN K W Kara
Hong Kong Baptist University



Abstract

Students worked in teams of five to seven on three digital platforms, including two websites developed by us and a commercial website. During a five-week study schedule, they created social media content in the form of Facebook posts and short videos to promote the selected websites. They employed a variety of digital activities to drive audience traffic to the websites and to enhance audience engagement. They used Google analytical tools to track audience behaviors throughout the process. According to students' reflection papers, students were able to appreciate the concepts and skills in preparing engaging contents and tracked the social impact.

Presentation 9.2

Developing Multidisciplinary and Multicultural Competences through Gamification and Challenge-based Collaborative Learning (CCGame Project): Progress in 2018/19

24 May 2019 | 16:35 – 16:55 | E-P-13

Dr Isaac CHAN
Hong Kong Baptist University

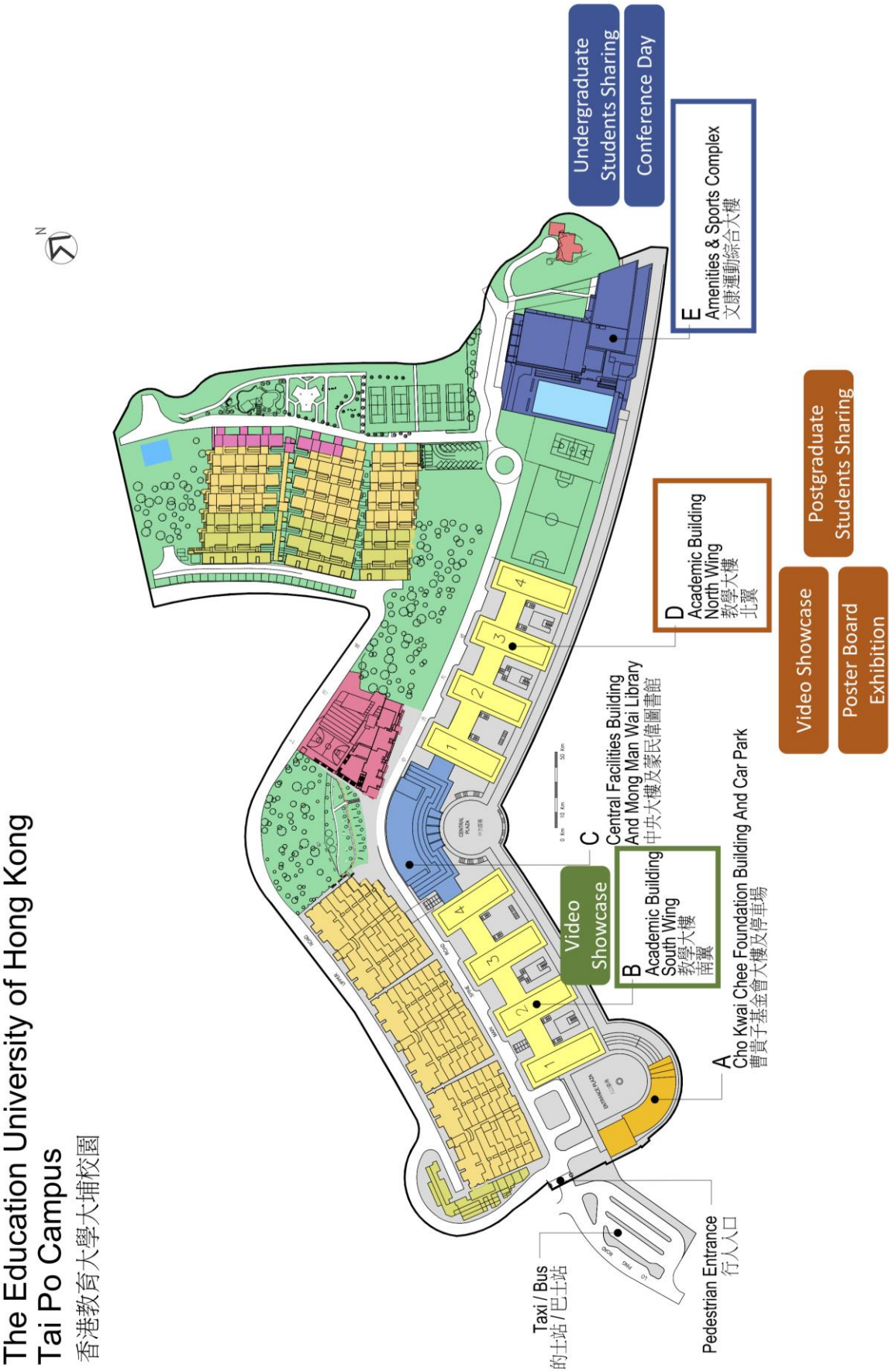
Mr Martin LAU
Hong Kong Baptist University

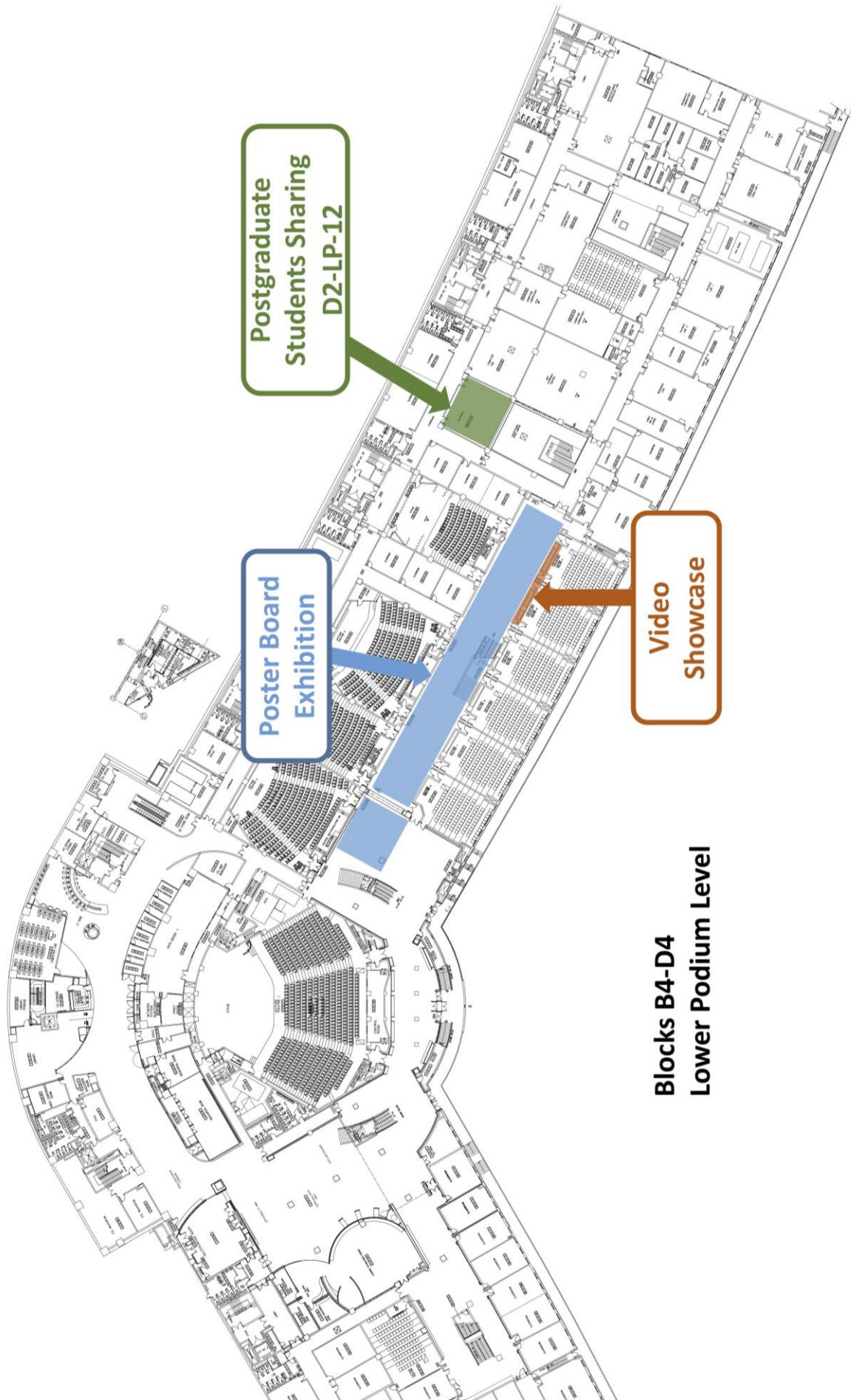


Abstract

The CCGame Project was started in July 2017 for (1) better preparing students to work in multidisciplinary and multicultural teams; and (2) motivating students through the deployment of gamification and challenge-based learning. Since Summer 2018, the project has progressed from pilots to implementations of individual and team-based activities, to raise students' awareness of the United Nations Sustainable Development Goals and to enable students of different disciplines and cultural backgrounds to learn to work together online as a team to complete challenges. This presentation will outline the activities implemented and present some results collected from those activities.

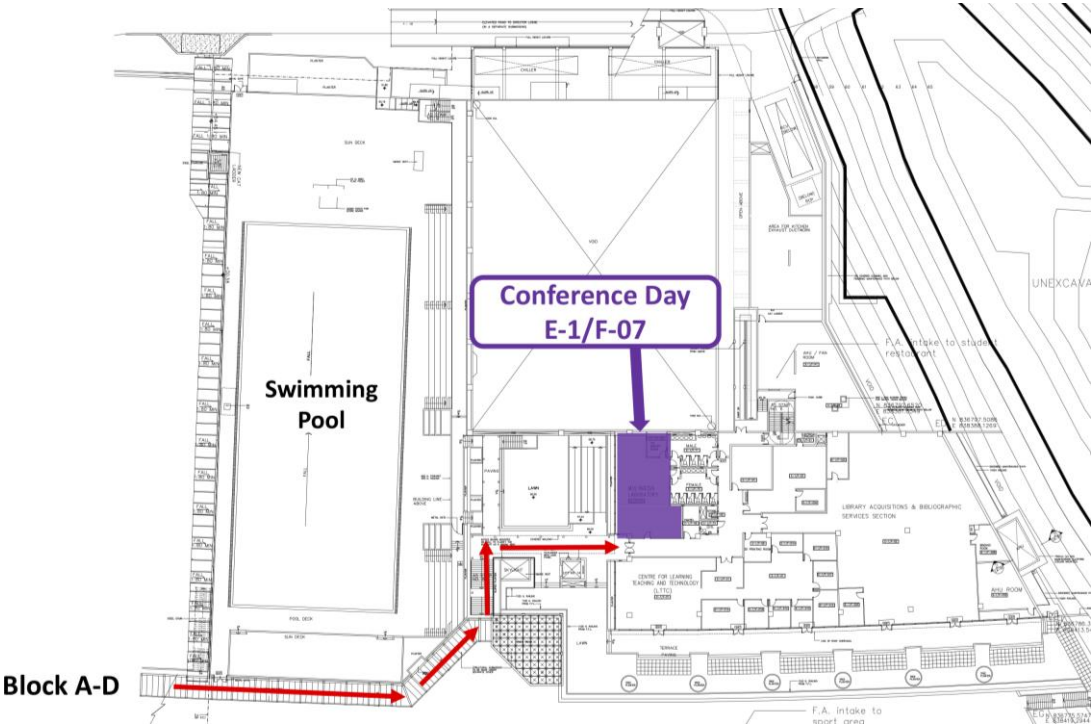
Map





**Blocks B4-D4
Lower Podium Level**

Block E-1/F



Block E-P

