Contents

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 Exhibtion

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.

Postgraudate Students Sharing

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

This half-day event promotes reflective and peer learning to our undergraudate 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/lttc/LT2019/ for registration.
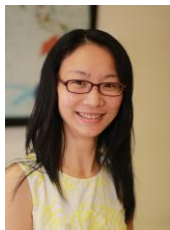
Timetable
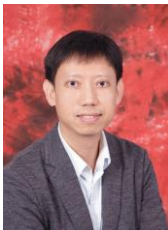
Topic and Course Title	Name of Academic/ Teaching Staff	Date & Time	Venue
Spontaneous Speech *Course: English Communication II* *(CLE1213)*	Ms CHOW Wing Yee Cherry (CLE, FHM)	17 Jan 2019 16:30 – 18:20	D3-LP-02

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 *Course: Honours Project I (PES4902)*	Dr CHOW Chi Ching Gary (HPE, FLASS)	23 Jan 2019 15:30 – 17:00	E-1/F-07

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 *Course: Speaking Skills for English Language Test (CLE1242)*	Ms CHAN Ka Yee Shirley (CLE, FHM)	28 Jan 2019 15:30 – 17:20	B2-LP-22

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.

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.

Topic and Course Title	Name of Academic/ Teaching Staff	Date & Time	Venue
Curriculum Orientations *Course: Curriculum and Assessment (Online Lesson) (TSL3003)*	Dr YANG Min (C&I, FEHD)	Jan – Mar 2019	Online learning module

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:

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.

- 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.

Students are provided with a lesson PPT (in PDF) as well as step-by-step instruction to guide them through the activities.

Topic and Course Title	Name of Academic/ Teaching Staff	Date & Time	Venue
Designing and Organising Teaching Unit *Course: Curriculum and Teaching of Selected Topics in Primary Mathematics (MTH3097)*	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 *Course: Current Research in Parent-child Relationships (ECE6177)*	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 *Course: Works of Major Poets (LIT3013)*	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 *Course: Educational Psychology (PSY3025)*	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.

Topic and Course Title	Name of Academic/ Teaching Staff	Date & Time	Venue
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 *Course: Trends and Development in General Studies (INS5014)*	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.

Topic and Course Title	Name of Academic/ Teaching Staff	Date & Time	Venue
短語的結構 *Course: 現代漢語 (CHI1559)*	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 *Course: English Language Teaching in Action (ENG6395)*	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 *Course: Introduction to Sociolinguistics (ENG2246)*	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.

- 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 *Course: Neuroscience and Psychology (PSY4023)*	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 *Course: Politics and Law in Greater China (GCS3003)*	 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) *Course: Cultural Perspectives in Creative Arts (CAA2022)*	 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 *Course: Foundations and Processes of Learning (ECP5014)*	 Dr CHAN Wing Yan Arita (PS, FEHD) Dr WAN Lai Yin Sarah (PS, FEHD)	Mar – May 2019	Online learning module

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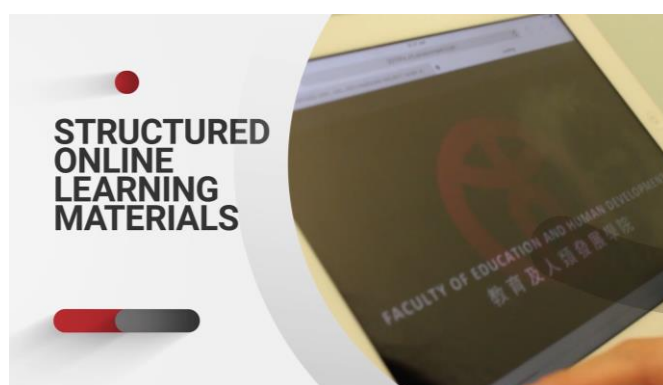
Faculty of Humanities (FHM)
The Faculty of Humanities (FHM) invites Dr WANG Lixun, the awardee of Faculty Teaching Award 2017/18, to share with us the two most important aspects of his teaching philosophy: Motivation and Innovation in the video showcase.

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
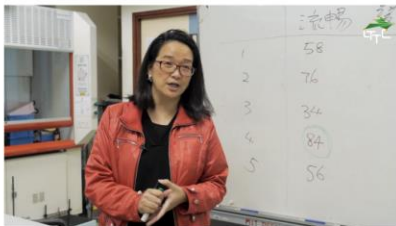
What is Creativity?
Dr Cheng Mo Yin, Vivian
Department of Science and Environmental Studies

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)**

1. **Faculty of Education and Human Development (FEHD)**

   1.1. **Capacity Building**

   1.2. **Teaching Innovation**

1. **Faculty of Education and Human Development (FEHD)**

   1.3. **Enhancing Student Learning and Engagement**

   1.4. **Catering for Learner Diversity**

1. **Faculty of Education and Human Development (FEHD)**

   1.5. **Serving the Community**

   1.6. **Global Horizons on Learning**

1. Faculty of Education and Human Development (FEHD)

    1.7.   Student and Teacher Well-being

2. Faculty of Humanities (FHM)

2.1. Centre for Language in Education (CLE)

2. Faculty of Humanities (FHM)

2.2. Department of Chinese Language Studies (CHL)

2.3. Department of English Language Education (ELE)

2. Faculty of Humanities (FHM)

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

2.5. Department of Literature and Cultural Studies (LCS)

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

3.1. Department of Asian and Policy Studies (APS)

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

3.2. Department of Cultural and Creative Arts (CCA)

3.3. Department of Health and Physical Education (HPE)

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

3.4. Department of Mathematics and Information Technology (MIT)

3.5. Department of Science and Environmental Studies (SES)

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

   3.6. **Department of Social Sciences (SSC)**

4. Graduate School (GS)

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

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)

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　I　14:00 – 15:10　I　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/lttc/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

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	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
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	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

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Sharing from the Three Faculties					
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	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
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Afternoon Session

Time	Session	Venue	Name of Presenter	Presentation	Page
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	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
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Detailed Information of Keynote Speakers

Presentation

Enhancing Learning in Ubiquitous Environments

24 May 2019   I   10:30 – 11:30   I   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   I   14:00 – 15:00   I   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   I   11:40 – 12:00   I   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   I   11:40 – 12:00   I   E-P-12

Dr Derek HO
City University of Hong Kong
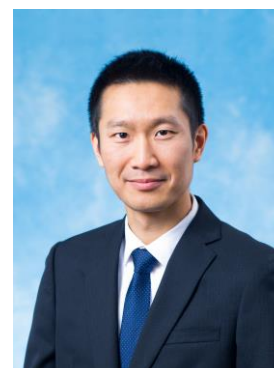
Abstract

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   I   11:40 – 12:00   I   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   I   11:40 – 12:00   I   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　I　12:00 – 12:20　I　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　I　12:00 – 12:20　I　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 I 12:00 – 12:20 I 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 I 12:00 – 12:20 I 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　I　12:20 – 12:40　I　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　I　12:20 – 12:40　I　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   I   12:20 – 12:40   I   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   I   12:20 – 12:40   I   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   I   12:40 – 13:00   I   E-P-01

Dr CHAN Y B Ben
The Hong Kong University of Science and Technology
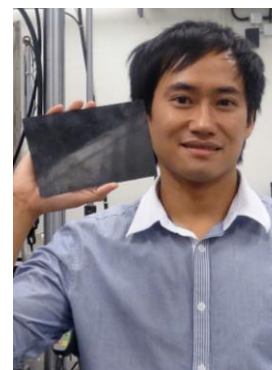
Abstract

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   I   12:40 – 13:00   I   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   I   12:40 – 13:00   I   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   I   12:40 – 13:00   I   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   I   15:15 – 15:25   I   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   I   15:25 – 15:35   I   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　I　15:35 – 15:45　I　E-P-01

Dr TSE Choi Yeung Andy
Assistant Professor, Department of Health and Physical Education, FLASS
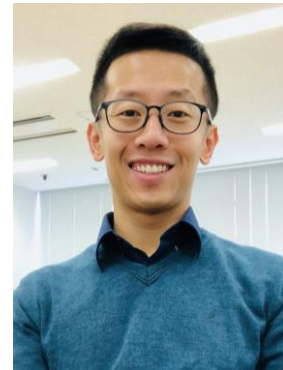
Abstract

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　I　15:45 – 16:15　I　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   I   16:15 – 16:45   I   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   I   15:15 – 15:35   I   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   I   15:15 – 15:35   I   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   I   15:15 – 15:35   I   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   I   15:35 – 15:55   I   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   I   15:35 – 15:55   I   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   I   15:35 – 15:55   I   E-1/F-07

Dr HO Koon Sing
Hong Kong Baptist University
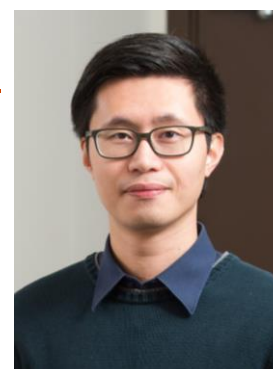
Abstract

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   I   15:55 – 16:15   I   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   I   15:55 – 16:15   I   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 I 15:55 – 16:15 I E-1/F-07

Dr CHUA Ka Kit Tony
Hong Kong Baptist University
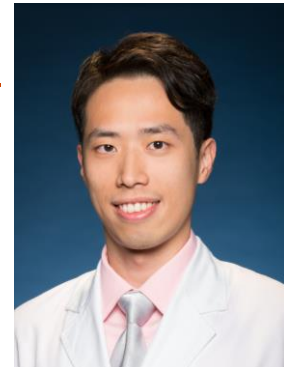
Abstract

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 I 16:15 – 16:35 I E-P-12

Mr CHEUNG Chun Hoi
Hong Kong Baptist University
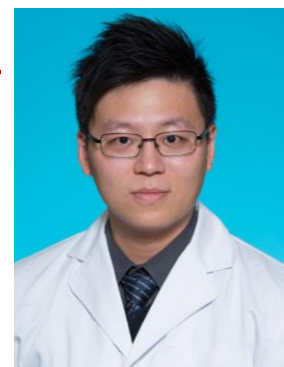
Abstract

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   I   16:15 – 16:35   I   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   I   16:15 – 16:35   I   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   I   16:35 – 16:55   I   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   I   16:35 – 16:55   I   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

The Education University of Hong Kong
Tai Po Campus
香港教育大學大埔校園

E Amenities & Sports Complex 文康運動綜合大樓

D Academic Building North Wing 教學大樓 北翼

C Central Facilities Building And Mong Man Wai Library 中央大樓及蒙民偉圖書館

B Academic Building South Wing 教學大樓 南翼

A Cho Kwai Chee Foundation Building And Car Park 曹貴子基金會大樓及停車場

Undergraduate Students Sharing
Conference Day

Postgraduate Students Sharing
Video Showcase
Poster Board Exhibition

Video Showcase

Taxi / Bus 的士站 / 巴士站

Pedestrian Entrance 行人入口

Postgraduate Students Sharing
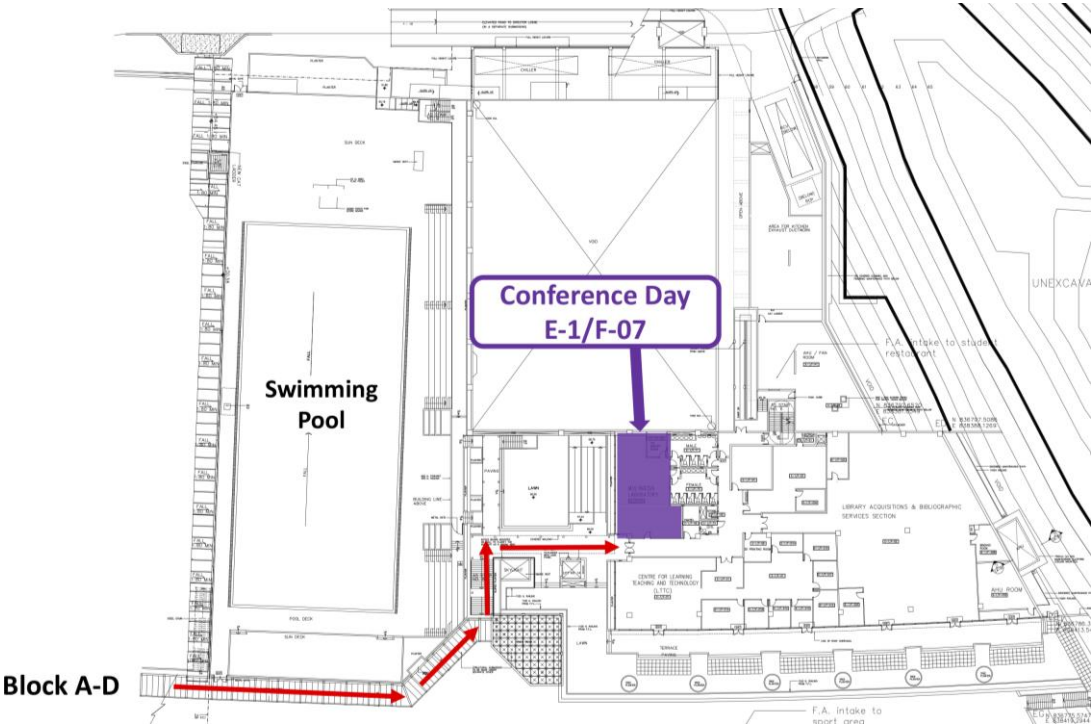D2-LP-12

Poster Board Exhibition

Video Showcase

Blocks B4-D4
Lower Podium Level

Block E-1/F

Block E-P