[U1]

Immersive Mixed Reality (MR) and Virtual Reality (VR) Experience with Ancient Architectures of the Tang Dynasty for Cultural Education

Tarloff IM and Frankie FAN

Office of Education Development and Gateway Education, City University of Hong Kong

The new advancements of virtual reality (VR) was utilized to enhance teaching and learning experience of students for development of an immersive educational strategy application. A VR environment of Tang Dynasty referencing Dunhuang Mural has been fabricated with three-dimensional computer aided design (3D CAD) models of Chinese ancient architectures with remarkable feature of structural mechanics. The project was further integrate with Mixed Reality (MR) to elevate the VR experience involving peer viewers for immersive experience of valuable heritage of ancient culture of China in teaching and learning activity.

[U2]

Piloting the Expert Learner Seminar Series

Dr. Paul C. CORRIGAN

City University of Hong Kong

The Expert Learner Seminar Series has been created to help new university students at City University of Hong Kong identify and apply a range of learning and study strategies to help them meet their potential and responsibilities as a university student. The pilot series anticipates a larger such project in the coming years and was offered as ‘blended learning’, meaning that each week for six weeks participants studied a short lecture on-line before coming to a seminar that week to discuss it with the module facilitator and other students as well as to engage in follow-up activities.

[U3]

Global Environmental Leadership

Dr. Jill Man-Ying CHIU

Hong Kong Baptist University

Despite that environmental issues are typically multi-facet by nature, environmental education programs currently being offered in most countries are predominately mono-disciplinary with primary emphasis on classroom learning. With concerted efforts of environmental, anthropology, public policy, culture and communication experts from six universities in Hong Kong, USA and Canada, we launched a multi-disciplinary education program incorporating science, socio-economic, politics and cultural dimensions in 2015. This programme provides a diverse suite of teaching and learning activities (including guided self-learning, experiential and service learning, role-play and brainstorming exercises and public engagement) to nurture students from participating universities as global environmental leaders to meet the challenges presented to us in coming decades. Observation, feedback and evaluation showed that this approach is highly successful and have a significant impact on student learning and development. They are not only able to tackle environmental issues using a holistic view built upon weight of evidence from science, socioeconomic, politics and cultural dimensions, but also able to develop their own ideas and effectively communicate them to stakeholders and general public.

[U4]

"Your Language, My City": A Telecollaborative Project on Integrated Language Learning and Social Awareness (ILLSA)

Dr. Tushar CHAUDHURI

Senior Lecturer SoSc/GIS, Hong Kong Baptist University

The teaching & learning project will connect foreign language classes of higher education institutions in Hong Kong & the European Union (EU) on an internet platform, and introduce initiatives to students on healthy living practices at government and citizen levels. The project will encourage students to collaborate with each other on community actions and evaluate their own communities in the target languages German, French, Italian & Spanish. The project will broaden participants' global vision by encouraging students to look at different practices in Hong Kong and Europe and will enhance their communicative skills in the respective target language that they are learning. Each project cycle of approximately 12 weeks will consist of three phases: 1. Knowledge Gathering, 2. Research Tasks & 3. Group Community Project. To successfully complete each phase, the students on both sides would have to work in intercultural groups and collaborate with each other throughout the duration of the project cycle. The students will create a portfolio for the phases 1 and 2 and a PowerPoint/video documentation of the Group Community Project. Each participating institution would be responsible for developing the materials for one of the language according to the priorities and needs of the institution. The entire project will be hosted on one common platform and students in Hong Kong and Europe would be free to register for the language of their choice.

Lead University: Hong Kong Baptist University
Collaborating Universities:
The University of Hong Kong,
The Hong Kong Polytechnic University

[U5]

Developing a Vegetable Garden/Orchard in the Lingnan University Campus

Professor Kin Chi LAU and Lai Seung AU YEUNG

Lingnan University

[U6]

Building an Integrated e-Textbook

Marc LEBANE

Centre for English and Additional Languages, Lingnan University

[U7]

A Fantasy-Adventure Approach to Experiential Computer Music

Professor Andrew HORNER

Hong Kong University of Science and Technology

For this poster presentation, we will share our experience in restructuring the Computer Music course as an experiential course with fantasy-adventure lab assignments. The talk will also demonstrate how the same fantasy-adventure approach can be applied to any course, even technical courses. Our inspiration was to set up the course like a *Harry Potter* potions class at *Hogwarts*. Just as a potion might change the disposition of someone, music rather magically modulates the mood of listeners. We made each weekly lab assignment a wild *Dungeons&Dragons* musical adventure into the dark arts of mood modulation. Students had a chance to explore fully how "plastic" music really is, radically adapting it to different situations. For example, they spent 4 weeks making the UST Congregation music maximally Majestic, Scary, Romantic, and Sad over 4 lab assignments. This allowed a super-strong linkage and scaffolding of concepts, and prompted in-class discussion/reflection questions that were fun and deep follow-ups to the lab adventures. The lecture sessions changed accordingly to more of a briefing and de-briefing session format that revolved around the lab assignments, where we gave them some hints, and let them explore the rest on their own. The assignments were very open-endedly experiential and emotive tasks that allowed great freedom in musical and technical approaches. It was really fun to play the soundtracks generated by all the groups in the de-briefing lecture session, since they were wildly different. Lectures were much livelier this way, and generated many delightful surprises! It made a class of 60 students feel like a group of 6!

[U8]

Student Innovation for Global Health Technology (SIGHT)

Prof. Ying CHAU and Malinda ABEYNAYAKE

Hong Kong University of Science and Technology

[U9]

Educational Development Centre, The Hong Kong Polytechnic University

Mitesh PATEL

The Educational Development Centre (EDC) at the Hong Kong Polytechnic University (PolyU) provides high quality support and training, promoting pedagogical best practices to enhance course goals and student learning outcomes. Traditionally, the eLearning Development & Support (eLDSS) section of EDC offered workshops, supplementary online modules and technical/multimedia support.

Senior management recently agreed to invest in eLearning to encourage greater active learning by increasing LMS (Blackboard) training and preparing staff for MOOC development. Around that time EDC acquired new training facilities, and more recently access to a new prototype classroom – the Zone – designed to enhance collaborative learning. All of the above has helped transform how we do our training.

[U10]

Using Mobile Devices as Students ResponseSystems to Transform Large Classes into an Interactive Learning Environment

Dr. Kevin CHAN, George CHEUNG and Kelvin WAN

The Department of Applied Social Sciences, The Hong Kong Polytechnic University

An increasing number of researchers and educators underscore the efficiency of knowledge transfer through active participation of students. Nonetheless, emergence of large classes and fewer opportunities of in-class interactive activities in higher education sector poses new challenges of effective learning. To engage students in large classes in university settings, the Clickers@PolyU project advocates the promotion of active learning through peer instruction, a pedagogy in which students discuss and learn from each other in a flipped classroom context, with facilitation by students' response system (SRS), a mobile application allowing students to answer questions and obtain instant feedback in class towards formative assessment and an engaging classroom. Clickers@PolyU has grown from a small-scale pilot to an institutional campaign to engage students in classroom. By the end of the 2016-2017 academic year, the cumulative frequency of students engaging in clickers activities at the PolyU has reached a total of 28,800+ students. Over 120+ teachers have adopted SRS in their classes respectively. Over 2,200 sessions of SRS have been launched in 300+ classes. In the future, Clickers@PolyU will extend as a community of practice and engage more students and teachers to explore new pedagogies to promote active and innovative learning in classroom and beyond.

[U11]

Capstone Design Project in Civil Engineering Curriculum

Dr. Ada K.H. LAW, Ryan C.P. WONG & Francis T.K. AU

The University of Hong Kong

Background

In the 3-3-4 curriculum reform, engineering programmes are required to conform not only the Outcomes-Based Approach to Student Learning (OBASL) and the Capstone Experience required by the University of Hong Kong, but also the graduate attributes specified by the Hong Kong Institution of Engineers (HKIE). However, with further specialisation of disciplines related to civil engineering and the expansion of the professional knowledge, it is simply not possible to include all the key areas of knowledge in the taught core courses of the programme. The final year Capstone Design Project which promotes student-centred active learning is thus expected to be a viable solution to addresses these issue. It provides a platform for students to explore and take responsibility for their own learning to a higher cognitive level and at the same time covers different aspects of civil engineering and other factors.

[U12]

Explore the Ethical Questions Encountered in International Experiential Learning Programmes by Student-developed Case studies

Elsa LAM

The University of Hong Kong

There is growing concern of the potential ethical issues encountered by students in the increasingly popular international community engagement programmes. Students under-prepared may face impact of unknown magnitude on their value systems and the community may also be harmed. The objective of this on-going project is to develop a student-developed case bank for sensitizing students on ethical engagement in a cross-cultural experiential context.

[U13]

Blending Learning for University Enhanccement @EdUHK-Stories from the Frontline

Dr. Yeung Chung LEE

Department of Science and Enviromental Studies, The Education University of Hong Kong

Student teachers who lack foundational knowledge in science always find it difficult to fully benefit from existing science-related courses in teacher education programmes. To address the problems, blended-learning modules are developed in collaboration with CUHK and HKU under the UGC T&L project entitled “Blended learning for building student-teacher’ capacity to learn and teach science-related interdisciplincary subjects”. The project aim at developing modules to add basic science knowledges to the courses, and combine advantages of e-learning and face-to-face contact to provide a self-pacing learning environment for students to construct their science knowledge.