TEACHING AND LEARNING INNOVATION EXPO 2021 - TALK SESSIONS

PARALLEL TALK SESSIONS

Parallel talk sessions will be held from 28 to 30 July 2021.

Click “Join the Meeting” button placed below each of the abstract to join the talk session.

NOTES

- All sessions listed in the event programme are scheduled in Hong Kong Time (UTC/GMT+8).
- Filters are available for filtering oral presentations by areas of interest / session / submission (#CUHK / #Sister Universities).

USEFUL LINKS

- Expo 2021 website: https://www.elearning.cuhk.edu.hk/expo2021
- Event programme: https://www.elearning.cuhk.edu.hk/expo2021-programme
- Talks website: https://www.cuhk.edu.hk/eLearning/expo2021/talks *(access restricted to registered participants only)*
- Event access: https://www.elearning.cuhk.edu.hk/expo2021-event-access *(access restricted to registered participants only)*

AREA OF INTEREST

AR/VR and Game
Assessment
Curriculum/ Course Designs
Inclusive Education
Internationalization
Learning Activities
Learning Activities (Group Projects)
Learning for Social Good
New Normal in Education
Online Teaching
Pedagogical Change
Peer-Learning
Student Capabilities
Student Corner
Student as Partners
eLearning Platforms/ Tools and Services

Session

28 July 2021 (Wednesday) 14:15- 15:15 Room A
28 July 2021 (Wednesday) 14:15 - 15:30 Room B
28 July 2021 (Wednesday) 15:45- 17:00 Room A
28 July 2021 (Wednesday) 15:45 - 17:20 Room B
29 July 2021 (Thursday) 10:45 - 12:00 Room A
29 July 2021 (Thursday) 10:45 - 12:00 Room B
29 July 2021 (Thursday) 13:00 - 14:15 Room A
29 July 2021 (Thursday) 13:00 - 14:15 Room B
29 July 2021 (Thursday) 14:30 - 15:45 Room A
29 July 2021 (Thursday) 14:30 - 15:45 Room B
29 July 2021 (Thursday) 14:30 - 15:15 Room C
29 July 2021 (Thursday) 16:00 - 17:35 Room A
29 July 2021 (Thursday) 16:00 - 17:35 Room B
29 July 2021 (Thursday) 16:00 - 17:35 Room C
30 July 2021 (Friday) 10:45 - 12:00 Room A
30 July 2021 (Friday) 10:45 - 12:00 Room B
30 July 2021 (Friday) 13:00 - 14:15 Room A
30 July 2021 (Friday) 13:00 - 13:45 Room B
30 July 2021 (Friday) 14:30 - 15:45 Room A
30 July 2021 (Friday) 14:30 - 15:45 Room B

Submission

CUHK | Sister Universities | 79 Talk(s)

Talk: A Brave New World: Developing the First Digital History Course at CUHK (Submission 001)

Presented by
Prof Stuart Michael MCMANUS, Department of History, The Chinese University of Hong Kong

Abstract
The academic year 2020-2021 saw the teaching of the first ever undergraduate course in digital history at CUHK. This introduced students to a number of methods in digital history (e.g. digital mapping, visualization, digital curation, and some basic programming), and culminated in a group project on the history of Shatin: https://shatinbycuhkhist.000webhostapp.com/ This paper reflects on the value, challenges and path forward for teaching digital history at CUHK. While students were enthusiastic and produced an excellent final project, they also struggled somewhat with adapting to the range of methodologies presented and with the team-work component of the final project. Going forward, these teething problems must be addressed. It will also argue that there should be greater integration of the required undergraduate IT courses and major-specific content courses, and greater opportunities available across the history curriculum for students to apply what they have learned.

Session
28 July 2021 (Wednesday) 15:45- 17:00 Room A

Join the Meeting

Areas of Interest
Curriculum/ Course Designs

Talk: The Avengers and the Law: Using Superhero Films to Assist Law Students in Transitioning and Developing their Learning Skills for University Studies (Submission 002)

Presented by
Prof Steven GALLAGHER, Faculty of Law, The Chinese University of Hong Kong

Abstract
Engagement is the key to success in university studies at any time- and with online learning more than ever. Law students often find it difficult to engage with their studies. As Maranville has noted, "Many law students are so bored by the second year that their attendance, preparation, and participation decline precipitously". This failure to engage is understandable as the common law is taught using cases that are old and alien to the students' lives, particularly for first year undergraduates. Further, law schools traditionally teach law in discrete topics rather than as a holistic discipline. Law is broken down into manageable chunks because law as a whole is considered too difficult and challenging. However, this makes it difficult for students to understand how their studies fit together, why each subject is relevant, and how subjects interact. To encourage engagement and holistic understanding, this project uses a familiar and popular medium to engage those transitioning from high school to university studies by creating a transition course based on superhero films and the superhero universe. This proposal will reverse the usual teaching of law by introducing law as a holistic discipline, asking the students to identify potential legal issues- problems they think the law should deal with- and then considering how the law should deal with these problems. This paper will briefly explain the theory and pedagogy of the project.

Session
28 July 2021 (Wednesday) 14:15- 15:15 Room A

Join the Meeting

Areas of Interest
Curriculum/ Course Designs

Talk: Deepening Cognizance of Student Needs and Engagement with the Learning Process in the Arts: A Faculty-wide Enquiry (Submission 003)

Presented by

Prof Ian MORLEY, Department of History, The Chinese University of Hong Kong

Abstract

This presentation will supply findings from a TDLEG project established in late-2020. As such the talk will seek to expose how student engagement and learning needs can be enriched within the context of the Arts Faculty at CUHK. Moreover, the talk will outline matters germane to all university-based education, i.e. the processes perceived to bestow academic success for learners; and, how (from the students' perspective) the design of teaching strategies can be supported so that guided knowledge growth, learning engagement, and learning motivation can be heightened in the midst of severe social disruption. All in all, the talk will present a range of findings with regard to the students' attitudes, behaviours, and skills believed, in their opinion, as being central to fostering the acquisition of online knowledge development. Ultimately, the shaping of 'good, engaging education' will be outlined in the online teaching and learning frame practiced at CUHK since early-2020.

Session

30 July 2021 (Friday) 10:45 - 12:00 Room A

Join the Meeting

Areas of Interest

Student Capabilities

Talk: What can we learn from YouTuber to deliver better online teaching? (Submission 004)

Presented by
Dr Ka Ming MOK, Department of Finance, The Chinese University of Hong Kong

Abstract
The pandemic has changed the way of us to deliver teaching in university, from face-to-face teaching to online teaching. Unfortunately, it is much more difficult to deliver effective teaching through Zoom than in class. The reason is that online teaching requires not only presentation skills and well-prepared materials but also supports from hardware and software. In February 2020, I made my first online class and the feedback from students are disappointed. Therefore, I started to look for information about online teaching. There are quite a lot of workshops to talk about skills for online teaching, but not much focus on hardware issues. In addition, I found that people are willing to spend a lot of time in watching YouTube without feeling boring. Then, I think that we may learn from YouTuber to deliver better online teaching. I watched a lot of videos about YouTuber, and tried their setting, their software used, and their presentation skills for my teaching. One year has passed, I have taught 12 classes through Zoom, for more than 600 students. The lessons that I learnt from YouTuber definitely help me to deliver better online teaching, and receive good comments from students. On the other hand, there are also some setting that may not be that effective in the university teaching. Therefore, I would like to take this presentation opportunity to share my experience on all video setting, software, and skills to my colleagues. Hope that it can help them to deliver better online teaching.

Session
29 July 2021 (Thursday) 10:45 - 12:00 Room A

Join the Meeting

Areas of Interest
Online Teaching

Talk: Drawing Together: You Me Us (Submission 005)

Presented by
Prof Cheng-Chun Patrick HWANG, School of Architecture, The Chinese University of Hong Kong

Abstract
Drawing's capacity to stimulate synthetic feedback between the haptic and the cognitive perception; as well as our ability to understand is well researched, and argued for, by experts in the fields of the fine arts (Alpers 1983), architecture (Frascari 2011), and psychology (Arnheim 1974). This tool of learning through drawing underpins the discipline of architectural education in the most fundamental way. As foundation students, we were taught to see and think through drawing. As experienced practitioners we practice to do the same plus more. In most schools of architecture, drawing skill is exercised through required courses under the purview of visual communication. The goal tends to be the acquisition of skills to enhance the mastery and deftness of the individual students. This panel questions the limitation of this premise by asking: "what if drawing extends beyond the individual and orient towards a collaborative model?", "What will happen when drawing together by a group of participants is fully considered as a pedagogical approach? Hence, this presentation focuses on the efficacy of drawing together. In exploring the synergetic and mutable potential that drawing creates, this presentation addresses the following questions: "If drawing can arouse a productive symbiosis between the mind and the body within an individual, what happens when many individuals draw together?"; "What, if any visual, cognitive, and social interaction will this togetherness ignite?"

Session
29 July 2021 (Thursday) 14:30 - 15:45 Room B

Join the Meeting

Areas of Interest
Pedagogical Change

Talk: Integrated Lightboard Teaching Studio (Submission 006)

Presented by

Mr Kim Fung YIP, Department of Electronic Engineering, The Chinese University of Hong Kong

Abstract

This project aims to develop an integrated lightboard teaching studio to enable eye-catching presentation style in Zoom. To adapt a wide range of professors and lecturers with different teaching styles, drawing tablet and desktop visualizer are introduced as options for illustrating key concepts by handwriting. Lightboard combines the functionalities of whiteboard and projection screen, which allows the lesson content to float in the space between the teacher and the students. It is a piece of transparent glass illuminated with LED lights. Teachers facing the camera while also writing on the board by fluorescent marker are recorded by camera at the same time. From students' point of view, they can see the teachers' eye contact while writing in mid-air. Another group of teachers may prefer writing their notes on the paper or tablet instead of glass. They can select desktop visualizer or drawing tablet option in our studio such that they can switch the main screen in Zoom from their original presentation file (ppt/pdf) to visualizer / tablet for showing their handwriting. In addition, visualizer can be used to show the hardware / demonstration kit during the lesson. Two studios will be setup in Ho Sin Hang Engineering Building. Four teachers (Professors / Lecturers) will be invited to try our studio with Zoom and assess the setup with comments for further improvement. Twenty students will be invited to feedback their comments on attending online classes from our studio.

Session

29 July 2021 (Thursday) 16:00 - 17:35 Room C

Join the Meeting

Areas of Interest

eLearning Platforms/ Tools and Services

Talk: A Video Exchange Project: How Online Teaching Enhances Authentic Language Practice (Submission 009)

Presented by
Mr Florian TACK, Department of Linguistics and Modern Languages, The Chinese University of Hong Kong

Abstract
Online language learning has been popular long before the pandemic emerged forcing educational institutions to turn to this teaching mode. Compared to offline learning, it offers certain key advantages: flexibility in time and place and the fact the virtually everyone with an internet connection can be brought together as learning and/or dialogue partners. In my German Conversation class, I made use of these advantages by pairing up CUHK students with Russian students also learning German at their respective universities. Students were asked to produce two videos: Video 1: They introduced each other in mixed groups and uploaded the results on Padlet. In most cases, the students met two times; one time to get to know each other, and the second time to actually shot the video. Video 2: Students from one city presented a self-chosen topic related to their city/country and uploaded the respective videos on a shared YouTube channel. Apart from that, students were invited to join two extra Zoom sessions to get a chance to talk to different participants in Breakout sessions. As a result of the project, the students a) learned more about their partners´ culture, b) made new friends, and c) practiced German by using it as a tool to achieve both a) and b). Every activity was accompanied by follow-up questions and questionnaires to gather students´ feedback. It was vastly positive with the participants saying it had been shocking to be thrown in at the deep end but eventually they enjoyed it very much.

Session
29 July 2021 (Thursday) 14:30 - 15:45 Room A

Join the Meeting

Areas of Interest
Learning Activities

Talk: Virtual Reality Learning Experience in Shopping Mall Course (Submission 011)

Presented by
Dr Ervi LIUSMAN, School of Hotel and Tourism Management, The Chinese University of Hong Kong

Abstract
Field trip is commonly adopted in courses like geography and sociology as it provides unique learning experience. The students not only find it a good fun, but also a practical way to interact and immerse themselves. In shopping mall course, field trip is normally adopted to connect theories learned in the classroom with the real-world application. Field trip involves visual and practical experience and therefore students can gain deeper understanding on shopping mall management. Nevertheless, physical field trip is hardly conducted during the COVID-19 pandemic due to social distancing, triggering some educators to explore new ways to enrich virtual learning experience. A lot of them has attempted to adopt virtual reality (VR) as it can replicate real-life settings that allows interactive learning. The purpose of this study is to test whether the adoption of VR can enhance students' understanding on shopping mall management, and to examine the students' perception of VR adoption as an alternative to substitute the physical field trip. We develop VR 360° panorama tour to substitute the physical field trip during the pandemic. The mean of pre-test and post-test questions shows a significant different, implying VR learning experience is effective to enhance students' understanding. The survey sample also shows that many students agree that VR is a good substitute if the physical field trip cannot be carried out. Yet, majority of students still prefer physical field trip. Our study will contribute to the literature of innovation of educational technologies.

Session
28 July 2021 (Wednesday) 15:45 - 17:20 Room B

Join the Meeting

Areas of Interest
AR/VR and Game

Talk: The Islands: Active Learning through a Simulated Population (Submission 015)

Presented by
Dr John Alexander WRIGHT, Department of Statistics, The Chinese University of Hong Kong

Abstract
The best way to learn about surveys and experiments is to actually perform them. But what if a pandemic prevents this? Students of STAT3003: Survey Methods were asked to design, conduct and analyse the data of survey of a virtual population living on The Islands, an online environment of thousands of simulated Islanders developed, maintained and updated by The University of Queensland (UQ). Upon requesting Dr. Michael Bulmer of the UQ Department of Mathematics, The Islands can be enabled as a "Learning Tools Interoperability" (LTI) tool in Blackboard, allowing easy access for students. The Islanders live in twenty-seven villages and once they have been born, they can go to school, get jobs, migrate, make friends, get ill, recover and much else besides before eventually passing away. Users can contact individual Islanders, ask them to perform tasks (in order to measure their responses) and ask them questions. Many instructors across the globe have incorporated The Islands into their courses to teach inductor statistics, experimental design or sampling. In this presentation, we shall summarize how The Islands work, relay the STAT3003 students' (mainly positive) feedback to it and discuss its usefulness as a tool for active learning.

Session
29 July 2021 (Thursday) 16:00 - 17:35 Room B

Join the Meeting

Areas of Interest
Pedagogical Change

Talk: Diversity and Inclusion: Is Hearing loss an Invisible Disability on Our Campus? (Submission 016)

Presented by
Prof Iris H.Y. NG, Department of Otorhinolaryngology, Head and Neck Surgery, The Chinese University of Hong Kong
Prof Thomas LAW, Department of Otorhinolaryngology, Head and Neck Surgery, The Chinese University of Hong Kong
Ms Carol M.K. CHEUNG, Department of Otorhinolaryngology, Head and Neck Surgery, The Chinese University of Hong Kong
Prof Michael C.F. TONG, Department of Otorhinolaryngology, Head and Neck Surgery, The Chinese University of Hong Kong
Prof Kathy Y.S. LEE, Department of Otorhinolaryngology, Head and Neck Surgery, The Chinese University of Hong Kong

Abstract
Population-based studies suggested that, between 0.35% to 2% of the population at their adolescence to early-twenties are affected by various degree of hearing loss. Many students who have significant level of hearing loss, benefit from the technological advancements in the health and medical field over the past 3 decades, can achieve their educational success and get into universities nowadays. The technologies however have not made the disability and difficulties disappear. University students with hearing loss often need accommodations and adjustments in their learning and teaching activities, to realise their full academic potential. These accommodations and adjustments often cannot be provided by the university, or the Office of Student Affairs alone, but have to be provided and coordinated in individual classrooms. In this era of new normal, the online / hybrid learning mode is posing further challenges to students with hearing loss or any other special educational needs. Suggestions and tips in supporting students to gain access to both auditory and visual information in various learning and teaching activities will be discussed from the educational audiology perspectives. The use of microphone systems in classrooms and online / hybrid learning mode, as well as the use of other personal hearing devices, will also be introduced in this presentation.

Video Stream

Video

Session
29 July 2021 (Thursday) 14:30 - 15:15 Room C

Join the Meeting

Areas of Interest
Inclusive Education

Talk: Novel Technology Exploration – A Conduit for Student Engagement and Design Thinking in the New Normal (Submission 018)

Presented by
Prof Adam FINGRUT, School of Architecture, The Chinese University of Hong Kong

Abstract
In Hong Kong, there is a persistent need across different disciplines to incorporate new technological processes, digitization and inclusivity in teaching and learning, to address the increasing complexities of professional practice. In the post Covid-19 paradigm, significant strain has been placed on academic programmes that are grounded in lab-based "signature pedagogies" such as Architecture to find more effective avenues for the enhancement of 'Design Thinking' among students. In previous and ongoing teaching development initiatives, the three themes of SCAN, DESIGN, and BUILD have been framed through teaching and learning experiences such as course development, technology adoption, discovery learning and student aptitude for creative problem solving. This presentation focuses more deeply on defining the DESIGN component within that broad framework. It further breaks down the notion of ideation within traditional notions of 'Design Thinking' into more discrete categories: Abstraction, Analysis, Simulation, Alteration, Communication, and System Building. The presentation will demonstrate how emerging technology can become integral into the cultivation of design thinkers, as part of an evidence-based approach toward an original position. Tools and novel technology become the pedagogical substrate toward stimulating enhanced modes of visual, hands-on, and immersive student learning experiences.

Session
29 July 2021 (Thursday) 13:00 - 14:15 Room A

Join the Meeting

Areas of Interest
Learning Activities (Group Projects)

Talk: Flipped Classroom Approach in a Large Class Setting (Submission 021)

Presented by
Dr Frank NG, Department of Management, The Chinese University of Hong Kong

Abstract
Flipped Classroom Approach (FCA) is one of the most popular pedagogies for student-centred learning, in which lectures traditionally given in the classroom, and follow-up activities outside classroom such as homework are flipped. Instructors can make use of class time to engage students in other hands-on learning activities. Evidence shown that FCA leads to positive impact on student attaining learning outcomes, as well as classroom engagement and satisfaction. Highlighted that FCA is widely adopted in practical-based courses with a small classroom setting (that is, around 10-20 students). This poster aims at examining the use of FCA in MGNT2511 Global Experiential Learning I, an introductory global business course with over 200 students per semester. Implementing FCA in a large class could be challenging, particularly engaging students and providing individual attention during the class. MGNT2511 has implemented two different versions of FCA during the period of 2019 to 2021. Changes included both the assessment strategy, pre-classroom and classroom activities. Based on the experiences of both versions of FCA, this poster identifies the limitation confronted and gives recommendations to implement FCA in a large class setting. These insights could be particularly important under the new normal of post-COVID era.

Session
29 July 2021 (Thursday) 16:00 - 17:35 Room B

Join the Meeting

Areas of Interest
Pedagogical Change

Talk: Developing Bilingual E-Resources to Enhance Learning of Clinical Phonetic Transcription of Normal & Disordered Speech for Speech-Language Therapy (SLT) Students (Submission 026)

Presented by
Dr Valerie PEREIRA, Department of Otorhinolaryngology, Head & Neck Surgery/Division of Speech Therapy, The Chinese University of Hong Kong
Mr Jason KAN, Department of Otorhinolaryngology, Head & Neck Surgery/Division of Speech Therapy, The Chinese University of Hong Kong

Abstract
Accurate and reliable clinical phonetic transcription (CPT) is critical in the assessment, diagnosis and management of speech sound disorders. A nationwide survey in the UK found that around a third of student SLT cohorts found the learning experience challenging (Knight et al., 2018). The MSc Programme in Speech-Language Pathology is a full-time 2-year programme and students are from a diverse background academically and professionally, including unrelated fields. Many of our students, therefore, find CPT difficulty, especially as proficiency requires an immense number of practice hours, unmet by current in-class teaching alone (Howard and Heselwood, 2002). The aim of this project was to enhance student engagement and to address student learning needs by developing an online learning platform for the study and practice of CPT. Recorded 'live' vocal output, simulated disordered speech and case-based learning will be used to provide students with additional training and practice in CPT, both in English and Cantonese, to address the linguistic diversity in Hong Kong. The project will benefit students at both a course and programme level as the skills developed and acquired are necessary and will be applied to real cases in student clinical practicums as well as in other academic courses. The other benefit is that the project is aligned with the obligatory range of practice areas within the SLP curriculum. The project is ongoing and we report on the initial scripts and training and simulation videos produced to-date.

Session
29 July 2021 (Thursday) 16:00 - 17:35 Room B

Join the Meeting

Areas of Interest
Pedagogical Change

Talk: MASCOT: An Interactive Web Application for Students' Complexity of Thinking (Submission 028)

Presented by
Dr Jun WU, Office of University General Education, The Chinese University of Hong Kong
Dr Xin GAO, Office of University General Education, The Chinese University of Hong Kong
Dr Liang LIAO, Office of University General Education, The Chinese University of Hong Kong
Dr Kam Moon PANG, Office of University General Education, The Chinese University of Hong Kong
Dr Wing Hung WONG, Office of University General, The Chinese University of Hong Kong

Abstract
To better understand students' thinking complexity as well as evaluate the teaching effectiveness on skills building beyond knowledge acquisition, a study through Narrative Qualitative Analysis (NQA) was carried out in the General Education Foundation Programme (GEFP) from 2014 to 2017. As an extension, further studies have been carried out: (i) from the student's perspective, a new self-evaluation component for them to reflect on and assess their own thinking patterns has been added; and (ii) from the teacher's perspective, students' writing assignments were assessed using the NQA method to evaluate their thinking complexity and hopefully to reveal the teaching effectiveness. This presentation will focus on the self-evaluation component, to introduce the development of an interactive web application, called MASCOT, on Blackboard. Through MASCOT, students are able to evaluate their own thinking complexity by answering several scenario-based questions online. Based on their answers, MASCOT will give an overview on the students' exhibited thinking patterns and provide suggestions for further improvement. A questionnaire survey and focus group interviews have been conducted to collect students' feedback. Preliminary results on these studies will also be reported in the presentation.

Session
30 July 2021 (Friday) 14:30 - 15:45 Room A

Join the Meeting

Areas of Interest
Student as Partners

Talk: Integrating a Creative Project into an Undergraduate Course: Procedures and Lessons (Submission 029)

Presented by
Prof Prem PHYAK, Department of English, The Chinese University of Hong Kong

Abstract
In this talk, I will present the procedures and major lessons learned from a creative project that I had designed for my undergraduate course, Bilingualism: Cognition and Society, in Term 1 of the 2020-2021 academic session. The purpose of the project was to provide the students with an opportunity to apply the knowledge they had learned from the course to explore the creative use of languages in society. First, the students were asked to propose what and how they would like to carry out the project. Second, they conducted research on multilingualism in society. Third, they presented their project outcomes in class and received feedback from the instructor and classmates. Going beyond the traditional term-paper model, the students were encouraged to use technological tools, photos, arts, music, and other creative modes to present the findings of their explorations. In this talk, I will present my own activities as an instructor and discuss how the students accomplished the project. I will share two sample project outcomes and discuss the lessons learned from the project.

Session
29 July 2021 (Thursday) 14:30 - 15:45 Room B

Join the Meeting

Areas of Interest
Pedagogical Change

Talk: Promoting Peer Learning through Digital Exhibition: Towards Innovative Approaches in Promoting Heritage of Chinese Theatre Arts (Submission 030)

Presented by
Prof Fanny Ming Yan CHUNG, B.A. in Cultural Management Programme, Faculty of Arts, The Chinese University of Hong Kong

Abstract
This project is extended from the virtual exhibition project that the Principal Investigator collaborated with the National Academy of Chinese Theatre Arts which showcased students' creativity in Chinese Traditional Theatre, and the project was awarded "Outstanding Teaching Practice Award" by the China Arts Management Education Society. At this challenging time when face-to-face teaching may need to be replaced with online teaching with the outspread of CoVid-19, interactive peer learning has the great potential to maintain a high level of student engagement in the online learning environment. Peer learning is a powerful two-way cooperative and interactive process of critical enquiry and reflection. This project aims to create an intellectually stimulating and engaging online learning environment though working towards a Digital Exhibition with a peer learning approach. With transmission of the heritage of Chinese theatre arts as the theme, students' learning engagement included (i) designing a marketing poster to demonstrate their knowledge and skills in Cultural Management, for advocating cultural programmes; (ii) creating a Digital Exhibition as a co-operative learning; and (iii) participating in the peer review via the online platform. The returned questionnaires and interviews data on this project have suggested that peer learning approach through the means of digital exhibition could enhance Cultural Management students' motivation, self-belief and self-efficacy in the subject area, and foster the proactive adoption of innovative approach in promoting arts to the public.

Session
29 July 2021 (Thursday) 10:45 - 12:00 Room B

Join the Meeting

Areas of Interest
Peer-Learning

Talk: Using Telepresence and Social Technologies to Create Social Impact (Submission 031)

Presented by
Prof Hok Bun Isaac LEUNG, B.A. in Cultural Management Programme, Faculty of Arts, The Chinese University of Hong Kong

Abstract
I am teaching a course that aims to provide an opportunity for students to curate projects that engage with communities, stimulate cultural heritage awareness, and impact society. Its goal is to strengthen students' ability to promote global citizenship and social entrepreneurship in the area of cultural management. Due to the coronavirus outbreak, students are not able to meet with local communities face-to-face or conduct live events. Instead, the course relies on telepresence technology and social media to build effective online engagement between instructors, students and the outside world. Given that students are required to complete online projects to solve real-world problems in society through an extended period of time, ongoing assessment and feedback are essential to ensuring that students transform their knowledge into societal impact through active consultation and communication with instructors. The course adopts a discussion-oriented approach via Zoom, as well as a blog-based course website, which includes various forms of e-learning materials, ensuring students that learn and reflect. For their final project, students adopt a networked approach enabled by social technologies, working with members from community partners to co-create content that promotes a positive message to the broader community. This project aims to try out innovative strategies in e-learning due to the current real-world context. In this presentation, I aim to illustrate how I adopt various instructional strategies, e-assessment, teaching materials, and other online teaching and learning experiences to enhance teaching using Zoom, and other platforms such as Facebook, Instagram, YouTube, and WordPress. A perspective identifying good practices and problems, examples of students' social media projects, as well as documentation of such practices and projects will be disseminated and shared.

Session
29 July 2021 (Thursday) 10:45 - 12:00 Room A

Join the Meeting

Areas of Interest
Online Teaching

Talk: Developing VR to Enhance Cantonese Speaking Proficiency (Submission 033)

Presented by
Dr Anna MA, Department of Linguistics and Modern Languages, The Chinese University of Hong Kong

Abstract
Research indicates the best way to learn a language is to immerse yourself in an environment where people speak it. Constant exposure, along with pressure to communicate, helps one swiftly pick up and practice the language. Over the last decade, the number of ethnic minority residents in Hong Kong has increased significantly. Apart from facing cultural differences, they also have to rise to the challenges posed by the language barrier. To help them integrate into the community, enhancing their capacity in the use of Cantonese is essential. Non-Chinese speaking (NCS) students have difficulty catching up with their peers, according to the study by the Hong Kong Policy Research Institute. The think tank questioned some 200 such students from Primary Four to Secondary Three in 17 schools between February and April 2019. Results show NCS students lack sufficient support in local schools, in particular a linguistic environment outside of school for this group of students to practice and use the language authentically. With the use of VR and AR, NCS students can immerse themselves in different real-life scenarios and practice using the language. There are also reading features in the VR/AR course which require NCS students to make decisions based on the reading of signs, texts and/or vocabulary.

Session
28 July 2021 (Wednesday) 15:45 - 17:20 Room B

Join the Meeting

Areas of Interest
AR/VR and Game

Talk: Education under the Pandemic: Assisting Students to Self-learn Cantonese Linguistics via a MOOC (Submission 038)

Presented by
Ms Mei Ying KI, Department of Chinese Language and Literature, The Chinese University of Hong Kong
Dr Siu Pong CHENG, Department of Chinese Language and Literature, The Chinese University of Hong Kong

Abstract
MOOCs (Massive Open Online Classes) have emerged as a more and more popular learning mode in the last decade. It is well-known for many advantages: open to everyone in the world, immediate feedback, students can self-learn at any time everywhere, etc. Its impact becomes even more prominent under the pandemic. This is why we are working on the MOOC "Introduction to Cantonese Studies". It is a course introducing the basics of Cantonese linguistics, including but not limited to the history, regional distribution, phonological system, and grammar of Cantonese. The online course aims at anyone interested in understanding more about Cantonese or having a taste of linguistics. To make sure that the course is suitable for those without a background of linguistics theories, concise knowledge is thus included in our course. Instead of providing redundant information, we try to simplify some complex theories and present them in video clips with a short duration. It should be easier for students without background knowledge to catch up and stay focused meanwhile. Besides the video clips, there are more resources to aid students in self-learning. The course will be launched on CUHK KEEP soon, on which quizzes with immediate customised responses will be available so that students can self-evaluate their understanding of the course materials. Additionally, the Department of Chinese Language and Literature has developed micro-modules on Cantonese Romanisation (also known as Jyutping) and a mobile app "CanTONEse", which give comprehensive information on Cantonese phonology. Students can make use of these tools to gain a deeper understanding of the course materials. There are three milestones for the whole MOOC project: firstly, we will launch a simpler version (in Cantonese) on CUHK KEEP; secondly, a more extensive version (in Mandarin) will be launched on XuetangX; at the last stage, the same version (in English) will be launched on Coursera. We are currently working on the fir

Session
28 July 2021 (Wednesday) 14:15- 15:15 Room A

Join the Meeting

Areas of Interest
Curriculum/ Course Designs

Talk: Establishing an Online Learning Community for UGFN1000 (Submission 039)

Presented by
Dr KIANG Kai Ming, Office of University General Education, The Chinese University of Hong Kong
Dr LAI Chi Wai Kevin, Office of University General Education, The Chinese University of Hong Kong
Dr SZETO Wai Man, Office of University General Education, The Chinese University of Hong Kong
Mr FUNG Chung Ho Mark, Office of University General Education, The Chinese University of Hong Kong

Abstract
Traditional teaching and learning methods are mostly restricted in a pre-assigned classroom and knowledge is imparted by the teacher to the students in the form of a lecture. One trend in modern education is to encourage student learning via collaborative peer discussion and reflection in which students reinforce key concepts and consolidate understanding in a relaxed and supportive learning environment. In light of the COVID-19 pandemic, most classes are conducted online via Zoom. In this presentation, we summarize a peer-learning practice we conducted in our course (UGFN1000 In Dialogue with Nature) last year to establish an online learning community where student learning is carried out on an online platform. More specifically, small group (around 8 students) live discussion sessions on Zoom are organized and led by trained peer leaders who have taken and excelled in the course. These extended discussions are carried out after tutorial classes for students who have common interests on the specific questions can optionally participate. Question-based micro modules that highlight key questions on topics related to our course are produced and used at the beginning of these sessions to enhance the discussion. It is evidenced that students during these sessions are more willing to discuss and relate the topics with their personal life than during formal class sessions.

Session
29 July 2021 (Thursday) 13:00 - 14:15 Room B

Join the Meeting

Areas of Interest
Peer-Learning

Talk: Engaging Students Online via Peer Learning: PASS in GEFP During the Pandemic (Submission 040)

Presented by
Dr Wai Man SZETO, Office of University General Education, The Chinese University of Hong Kong
Dr Kenneth Ming LI, Office of University General Education, The Chinese University of Hong Kong
Dr Vivian Jun WU, Office of University General Education, The Chinese University of Hong Kong
Dr Amber Lo Ming YIP, Office of University General Education, The Chinese University of Hong Kong
Dr Andy Chi Chung YU, Office of University General Education, The Chinese University of Hong Kong
Dr Andy Ka Leung NG, Office of University General Education, The Chinese University of Hong Kong
Mr Tommy Chi Hin YEUNG, Office of University General Education, The Chinese University of Hong Kong
Mr Jacky Tsz Kin YIU, Office of University General Education, The Chinese University of Hong Kong
Prof Mei Yee LEUNG, Office of University General Education, The Chinese University of Hong Kong

Abstract
A new challenge of engaging students in class is the shift to online learning as face-to-face classes are largely suspended under the COVID-19 pandemic. Students are often observed to stay passive without face-to-face interaction. In this presentation, we will share our experience of how we have adapted Peer Assisted Study Session (PASS), an internationally acclaimed peer-learning model, in the online environment for the General Education Foundation Programme (GEFP) to engage students in reading and discussing classic texts. We will discuss how we have trained and supported the peer leaders and highlight the good practices consolidated from the leaders. The preliminary findings will also be presented: online PASS has been enthusiastically embraced by students. Not only the number of participants doubled, comparing with face-to-face PASS before the pandemic, but also on average 94% of the students agreed that online PASS helped them understand the course content, and develop learning skills as well as confidence and motivation.

Session
29 July 2021 (Thursday) 13:00 - 14:15 Room B

Join the Meeting

Areas of Interest
Peer-Learning

Talk: Why Incorporate Literary Theory in an ESP Course? (Submission 044)

Presented by
Mr Mike SEE, English Language Teaching Unit, The Chinese University of Hong Kong

Abstract
At the English Language Teaching Unit (ELTU), we often design courses with academic English courses which are tailor-made made for different faculties, departments and programmes. These courses are generally perceived to be unengaging, detached and not correlated to what they are doing. In the newly designed course ELTU2011, English through Literary Analysis, I tried to use Literary Theory as content to teach English. In this course, the three theories are Feminist, Marxist and Postcolonial, and the course was taught for its first time in 2021 January to April. As Culler (1997) put it:" If theory is defined by its practical effects, as what changes people's views, makes them think differently about their objects of study and their activities of studying them, what sort of effects are these? The main effect of theory is the disputing of 'common sense': common sense views about meaning, writing, literature, experience" (p.4). In this presentation, I would like to discuss why these three theories are relevant to Year Two students of the Faculty Arts and why literary theory is relevant even when they are neither English literature majors nor English majors.

Short Paper

Open

Session
28 July 2021 (Wednesday) 15:45- 17:00 Room A

Join the Meeting

Areas of Interest
Curriculum/ Course Designs

Talk: Evaluation of the Academic Advising System and Support at CUHK (Submission 046)

Presented by
Prof Vivian Wing Yan LEE, Centre for Learning Enhancement And Research, The Chinese University of Hong Kong

Abstract
Background The current study aimed to explore the existing academic advisory situation, arrangement, content, main barriers, and provide recommendations for improvement. Methodology Both qualitative interviews and quantitative surveys were adopted in this study. 2000 students and teachers from the 8 faculties were invited to complete an online survey, attend discussion meetings and participate in the face-to-face interview, survey data was expressed with descriptive statistics. Findings 712 students and 36 teachers completed the questionnaires and 17 undergraduates, and 7 teachers attended an interview in 2020. The utilization rate for the advisory system was low as 36.4% never met with their academic advisors and 34.4% completed their advisory meetings in less than 15 minutes. The topic that shared most with the advisors was academic progress (53.2%). The main barriers students faced included the lack of information about the system; the perceptions that the advisors were not helpful and mismatching in the allocation of advisors. The main difficulties the teachers faced included limited meeting time with large number of advisees and 94.4% teachers did not receive any formal advisory training. Conclusion This study provided new insight for the development of the academic advisory system in the Chinese University of Hong Kong. The University can consider of (1) providing clear guidelines about the scope of work of academic advisors; (2) supporting teachers to receive comprehensive professional training and (3) building a feedback system for sharing of best practices. More research can be done on helping teachers to overcome their psychological and emotional difficulties when providing academic advising to their students. (256 words)

Session
30 July 2021 (Friday) 13:00 - 14:15 Room A

Join the Meeting

Areas of Interest
Student Capabilities

Talk: Evaluation of the Impact of Online Teaching on Students with Special Educational Needs (SEN) (Submission 047)

Presented by
Prof Vivian Wing Yan LEE, Centre for Learning Enhancement And Research, The Chinese University of Hong Kong

Abstract
Background The project aimed to investigate the difficulties the SEN students faced in online classroom. Recommendations will be provided to different University stakeholders to cater to the learning needs of the SEN students. Methodology Both qualitative interviews and quantitative online surveys were used to evaluate the experiences of the SEN students in online learning. 400 staff, 1 disability services manager and 122 undergraduate SEN students were being invited to complete an online survey. 10 SEN students and 10 teachers and staff were being invited to participate in an interview. Finally, 4 micromodules will be prepared to address the knowledge gap in addressing SEN students. Findings: A representative group of 10 SEN students and 23 teachers from the 8 faculties have participated in this research from January to February 2021. Physical disabilities students have more difficulties in technology-related issues when using Blackboard and library e-resources. Non-physical disabled students found it difficult to concentrate in ZOOM lessons and felt mentally overloaded. 60% of SEN university students being interviewed have mental illnesses and felt stressful and anxious. Teachers' difficulties were mainly being unable to identify the SEN students online due to the lack of referral pathways. Pedagogical suggestions for teachers were recommended for improvement. Recommendation/ Conclusion To cater to the learning needs of SEN students in the university environment, physical accommodation, and teaching training in the adoption of universal design principles in teaching material preparation; provision of individualized learning plan in curriculum design and assessments are all important ingredients for the successful implementation of the policy of inclusive education. Keywords: Disabilities; SEN; Special Educational Needs; Physical disabilities; ADHD; Autism; Mental illnesses; Online Learning; University Education.

Session
29 July 2021 (Thursday) 14:30 - 15:15 Room C

Join the Meeting

Areas of Interest
Inclusive Education

Talk: Learning Chamber Music in the Time of COVID-19: A Case Study (Submission 048)

Presented by
Dr Kiu Tung POON, Department of Music, The Chinese University of Hong Kong

Abstract
Social distancing under COVID-19 poses serious problems in applied music instructions, especially in real-time collaborative music making. Audio distortion in network communication worsens the teaching and learning quality and the network latency makes it impossible for musician to play together online. This presentation introduces a currently funded TDLEG project that utilizes technology to deliver alternative forms of chamber music training under COVID restriction. Begin with examining students' existing learning process and acknowledging the limitation of online chamber music learning, the speaker will introduce a number of teaching and learning strategies on several online music learning platforms that aim to improve students' learning process and minimize the need for real time practical music training. Students' reception, engagement, learning effectiveness, learning outcome, and the implementation challenges will also be explored.

Session
29 July 2021 (Thursday) 10:45 - 12:00 Room A

Join the Meeting

Areas of Interest
Online Teaching

Talk: Using Patient Case Video Vignettes to Explore Goal of Medicine and Value of Life (Submission 049)

Presented by
Dr Olivia Miu Yung NGAN, Centre of Bioethics, The Chinese University of Hong Kong
Dr Wai Tat WONG, Department of Anaesthesia and Intensive Care, The Chinese University of Hong Kong

Abstract
The patient's voice is fundamental to the healthcare decision-making process. In conventional didactic teaching, students were introduced to rich concepts and theoretical frameworks in bioethics. A neglected element in clinical-ethical analysis in the healthcare context is incorporating patients' voice, value, and preference in consultation. To meet these needs, we adopted a new complementary approach in the teaching using a documentary video of a real patient. In this project, we invited a real critically ill patient requiring long-term invasive ventilation support for video shooting. The videos clips illustrated the conversation between the patient and the doctor or the patient's family about end-of-life decision making. Multiple facets of the decision-making process, including the patient's value of life, religious belief, family's expectation and cultural factors in the society, were displayed. These videos were adopted in an online discussion forum exploring their views towards the value of life and the goal of medicine. Using patients' narrative in the teaching transform patient's role from a "passive outsider" to an "active educator", which is an influential educational tool to teach humanities in science disciplines, such as bioethics and interprofessionalism. Topics other than end-of-life care can be enriched by the visual or audio illustration of the clinical encounter between health care workers and real patients.

Session
30 July 2021 (Friday) 13:00 - 14:15 Room A

Join the Meeting

Areas of Interest
Student Capabilities

Talk: Development of e-learning Instruments for Experiential-learning Activities in GEF Programme (Submission 050)

Presented by
Mr Eugene CHAN, Office of University General Education, The Chinese University of Hong Kong
Dr Kenneth Ming LI, Office of University General Education, The Chinese University of Hong Kong
Dr Julie Chu Lee CHIU, Office of University General Education, The Chinese University of Hong Kong
Dr Damian Wai Pang CHENG, Office of University General Education, The Chinese University of Hong Kong
Dr Sandy Wan Heng HOI, Office of University General Education, The Chinese University of Hong Kong
Dr Cherry To Kam LAM, Office of University General Education, The Chinese University of Hong Kong
Dr Wing Sing LUI, Office of University General Education, The Chinese University of Hong Kong
Dr Esther Wing Yu WONG, Office of University General Education, The Chinese University of Hong Kong

Abstract
A multitude of e-learning instruments was developed for the sake of facilitating experiential learning activities for the General Education Foundation (GEF) Programme. Supported by a TDLE grant, three experiential-learning schemes for the GEF Programme in the contexts of permaculture, aquaculture, and meditation are being developed. In the preparation phase, three micro-modules, each comprising two to three lecture videos, were produced, connecting topics in permaculture, aquaculture, and meditation with UGFN1000 and/or UGFH1000, as well as relevant SDGs. They were integrated into the "Experiencing Classics" (EC) website, which was created in a previous project, accompanied by activity records and students' reflective writings of the learning activities. Besides, the database of a farming companion App "GE101", which was developed together with CLEAR, was expanded from covering 81 crops to covering 101 crops. These e-learning instruments were developed for blended learning in the experiential learning activities in Phase II. By engaging in a series of theme-based activities on permaculture, meditation and aquaculture, students are expected to gain concrete experience beyond classroom, deepen their understanding of the classics and SDGs. In alignment with the needs of developing instruments for online teaching and learning under the influence of pandemic, and the University's strategic plan to promote experiential learning, this presentation aims at sharing our experience in producing these e-learning instruments.

Session
29 July 2021 (Thursday) 16:00 - 17:35 Room C

Join the Meeting

Areas of Interest
eLearning Platforms/ Tools and Services

Talk: Internationalization of "In Dialogue with Nature": Our Quest for a Better World (Submission 052)

Presented by
Dr WONG Wing Hung, Office of University General Education, The Chinese University of Hong Kong
Dr PANG Kam Moon, Office of University General Education, The Chinese University of Hong Kong

Abstract
Internationalization of the compulsory general education core-text course "In Dialogue with Nature" aims to enhance collaborative learning among students from different places and cultures via discussions on timely and tangible issues. The Sustainable Development Goals (SDGs) are a collection of global goals designed to be a blueprint to achieve a better and sustainable future, hence students' awareness of the SDGs is an essential ingredient for them to become 21st century global citizens. This talk will introduce how to "internationalize" this course by identifying and teaching the SDG elements in the core texts, and in addition, constructing a learning framework for students from CUHK and the National University of Singapore to work together in a joint project.

Short Paper

Open

Session
30 July 2021 (Friday) 13:00 - 13:45 Room B

Join the Meeting

Areas of Interest
Internationalization

Talk: Engagement with SDGs to Cultivate Global Citizens—SDG Study Scheme in the General Education Curriculum (Submission 053)

Presented by
Prof LEUNG Mei Yee, Office of University General Education, The Chinese University of Hong Kong
Ms LEUNG Yuen Kei, Office of University General Education, The Chinese University of Hong Kong

Abstract
Using the 17 Sustainable Development Goals (SDGs) as a framework, the Office of University General Education at CUHK launched a series of initiatives to help students develop a more comprehensive awareness of global challenges and to build a more purposeful pathway to work towards solutions. The optional SDG Study Scheme lies at the heart of the project. Launched in the 2020–21 academic year, the aim of the Study Scheme is to enable students who aspire to be future leaders in sustainable development to integrate their academic learning with life experience and community engagement. In this presentation, we will share our experience in launching the SDG Study Scheme in General Education Curriculum and present our findings in teachers' and students' reception of SDGs-related General Education courses. Recognizing the importance for students to integrate classroom learning with practical application, we have established a funding for teachers to organize SDGs-related experiential learning activities. In spite of the challenges brought by the COVID-19 pandemic, five teachers had received the funding and found new ways to offer students experiential mode of learning. Their experiences in organizing virtual SDGs-related experiential learning activities will be another focus of our presentation. At last, we will discuss some future directions in terms of promoting sustainability education on campus.

Session
30 July 2021 (Friday) 10:45 - 12:00 Room B

Join the Meeting

Areas of Interest
Learning for Social Good

Talk: Transformation in Pedagogy 2.0: Launching GEpository in the General Education Foundation Programme (Submission 054)

Presented by
Dr Andy Ka Leung NG, Office of University General Education, The Chinese University of Hong Kong
Dr Derek Hang Cheong CHEUNG, Office of University General Education, The Chinese University of Hong Kong
Dr Edwin Chun Yeung LO, Office of University General Education, The Chinese University of Hong Kong
Dr Cheuk Hang LEUNG, Office of University General Education, The Chinese University of Hong Kong
Mr Tommy Chi Hin YEUNG, Office of University General Education, The Chinese University of Hong Kong

Abstract
The General Education Foundation Programme (GEFP) consists of two courses, In Dialogue with Humanity and In Dialogue with Nature, in which students are encouraged to read classics in humanities and sciences. Coupled with the in-class discussions, students are expected to have an understanding on the world of science and knowledge, as well as to reflect the meaning of a good life and a good society. However, given a tight schedule, it is often difficult for students to connect the intellectual ideas of the classics with the contemporary issues in classroom discussions. In view of this, GEpository, a Blackboard-integrated knowledge management web application, is developed to create a synchronous online platform for students to apply textbook knowledge on real-world problems. On GEpository, not only can students share content in diversified formats from trustworthy sources, they can also add tags to the posts associated with the themes of the texts and the United Nation's sustainable development goals. Through viewing and responding to other students' sharing, an interactive knowledge sharing community is built where students' ideas are critically evaluated. Besides, GEpository also attempts to respond to the limitations of the current online forum: contents are managed systematically while the accumulation of knowledge can be achieved as the high-quality contents from previous semesters can be passed on to the next. This presentation will provide an introduction on the features of GEpository, as well as an overview of students' perception towards GEpository as reflected in the evaluation survey conducted in Term 2, 2020-21.

Session
29 July 2021 (Thursday) 10:45 - 12:00 Room B

Join the Meeting

Areas of Interest
Peer-Learning

Talk: Leveraging Automatic Face Recognition for Online Exam Monitoring and Analysis (Submission 056)

Presented by
Dr Daoyuan WU, Department of Information Engineering, Faculty of Engineering, The Chinese University of Hong Kong

Abstract
This presentation will introduce our ongoing efforts on leveraging automatic face recognition to facilitate online exam monitoring and analysis. Specifically, while online teaching could be smooth over Zoom, it is challenging for teachers to invigilate online exams due to the difficulty of continuously monitoring and locating abnormal behaviors from simultaneously displayed students' Zoom windows. As such, some professors chose to change the traditionally invigilated final exams to non-invigilated versions. To maintain the quality of examination, we propose a face recognition-based system called iExam to directly assist online exam invigilation via real-time video analysis and enable comprehensive post-exam data analysis of abnormal behaviors (e.g., hiding or rotating faces). In this talk, I will introduce the design of iExam's real-time analysis component and share the nearly finished post-exam component. I will also give a short tutorial on how to operate iExam for your online exams. The software package and source code will be posted at https://github.com/VPRLab/iExam when iExam is fully ready. Additionally, you can register your interest of using iExam at https://tinyurl.com/iExamCU.

Session
29 July 2021 (Thursday) 16:00 - 17:35 Room A

Join the Meeting

Areas of Interest
Assessment

Talk: Internationalization at Home - Opportunities for Global Classroom Amid COVID-19 (Submission 057)

Presented by
Ms Joyce Tik Sze LI, Centre for Learning Enhancement And Research, The Chinese University of Hong Kong
Prof Vivian Wing Yan LEE, Centre for Learning Enhancement And Research, The Chinese University of Hong Kong
Prof Wai Tat WONG, Department of Anaesthesia and Intensive Care, The Chinese University of Hong Kong
Prof Suzanne Hoi Shan LO, The Nethersole School of Nursing, The Chinese University of Hong Kong
Prof Wallace Chi Ho CHAN, Department of Social Work, The Chinese University of Hong Kong
Prof Kar Choi CHAN, Department of Social Work, The Chinese University of Hong Kong
Prof Dean LISING, Centre for Interprofessional Education, University of Toronto
Prof Sylvia LANGLOIS, Centre for Interprofessional Education, University of Toronto
Mr Enoch E Nok NG, Centre for Learning Enhancement And Research, The Chinese University of Hong Kong
Ms Megan Man Yan CHICK, Centre for Learning Enhancement And Research, The Chinese University of Hong Kong

Abstract
The COVID-19 pandemic has largely reduced students' opportunities for cross-border higher education or academic exchange. On the other hand, it has fostered the execution of 'Internationalization at Home' (IaH), which is mentioned in CUHK Strategic Plan 2021-2025. IaH allows students to gain a global and international experience without leaving CUHK through the creation of a truly international environment at the university. The course 'PHAR 2018: Inter-professional Learning for Medication Safety' is a 1-unit elective course that puts great emphasis on interprofessional education (IPE) among Medicine, Pharmacy, Nursing, and Social Work students. Starting from 2020-2021 school year, CUHK cooperates with the University of Toronto (UT) to offer the opportunity of IaH for both CUHK and UT students. Two UT teachers and twenty-six UT students will be involved. Teachers and students from CUHK and UT will talk about the healthcare system in their countries and discuss the patient cases together. While CUHK students will have face-to-face workshops on campus, UT students will join the discussion concurrently via Zoom. Although COVID-19 has undoubtedly restricted a lot of overseas learning activities for CUHK students, IaH allows students to have global exposure during this critical time. With IaH, the boundary for global classroom is lowered. Travelling time and cost are saved, and more students can be accommodated. COVID-19 has also resulted in the wide-adoption of e-learning. Teachers and students are more used to mixed-mode learning and distance learning, which increases the flexibility when connecting with our overseas counterparts.

Video Stream

Video

Session
30 July 2021 (Friday) 13:00 - 13:45 Room B

Join the Meeting

Areas of Interest
Internationalization

Talk: Interprofessional Education to Enhance Patient Care – Pedagogy Design to Foster Mutual Learning (Submission 058)

Presented by
Ms Joyce Tik Sze LI, Centre for Learning Enhancement And Research, The Chinese University of Hong Kong
Prof Vivian Wing Yan LEE, Centre for Learning Enhancement And Research, The Chinese University of Hong Kong
Prof Wai Tat WONG, Department of Anaesthesia and Intensive Care, The Chinese University of Hong Kong
Prof Suzanne Hoi Shan LO, The Nethersole School of Nursing, The Chinese University of Hong Kong
Prof Wallace Chi Ho CHAN, Department of Social Work, The Chinese University of Hong Kong
Prof Kar Choi CHAN, Department of Social Work, The Chinese University of Hong Kong
Mr Enoch E Nok NG, Centre for Learning Enhancement And Research, The Chinese University of Hong Kong
Ms Megan Man Yan CHICK, Centre for Learning Enhancement And Research, The Chinese University of Hong Kong

Abstract
Interprofessional Education (IPE) is essential and should be provided to university students. The course 'PHAR 2018: Inter-professional Learning for Medication Safety' is a course carefully designed for undergraduate Medicine, Pharmacy, Nursing, and Social Work students. It is a 1-unit summer elective course. The course content includes asynchronous e-learning sessions and synchronous face-to-face workshop sessions. Students are instructed to view e-learning materials on the common geriatric diseases and the healthcare system in Hong Kong before attending the workshops. Instead of having students attend ward rounds in institutions, selected patients with past medical history of chronic obstructive pulmonary disease, heart failure, stroke, or dementia are invited to the classroom. During the workshops, students from different disciplines interview the patients, assess their disease management, identify drug-related problems, and propose treatment plans for the patients. Students should consider the acute, sub-acute, and long-term rehabilitation aspects when developing the care plans. Afterwards, teachers from the Department of Medicine and Therapeutics, the School of Pharmacy, the Nethersole School of Nursing, and the Department of Social Work will give comments and suggestions to students regarding their interview skills and proposed treatment plans. The teachers will also address patients' concerns and demonstrate the appropriate steps to resolve any presenting problems. Upon completion of this course, students are expected to recognize the uniqueness and strength of each profession and understand the current interprofessional collaboration practice. Ultimately, students should be able to exercise their roles in an interprofessional team to address the rapidly changing health service needs.

Video Stream

Video

Session
28 July 2021 (Wednesday) 15:45- 17:00 Room A

Join the Meeting

Areas of Interest
Curriculum/ Course Designs

Talk: Students' Experience in the Phone Reassurance Elderly Project – A Focus-group Interview with CUHK Students on Service-learning (Submission 059)

Presented by
Ms Joyce Tik Sze LI, Centre for Learning Enhancement And Research, The Chinese University of Hong Kong
Prof Vivian Wing Yan LEE, Centre for Learning Enhancement And Research, The Chinese University of Hong Kong
Mr Enoch E Nok NG, Centre for Learning Enhancement And Research, The Chinese University of Hong Kong
Ms Megan Man Yan CHICK, Centre for Learning Enhancement And Research, The Chinese University of Hong Kong

Abstract
Service-learning involves students engaging in activities that address human and community needs together with structured opportunities to promote learning and development. In order to understand students' perspectives on service-learning, we conducted 7 focus-group Zoom interviews with 21 students who completed the Phone Reassurance Elderly Project (PREP) organized by Community Health And Multi-disciplinary Partnership Inter-professional Outreach Network (CU CHAMPION). PREP was a service-learning project in which students from the Faculty of Medicine and the Faculty of Science had regular phone calls with elderly in Hong Kong to deliver knowledge on COVID-19. All students had received training on disease-prevention and communication skill delivered by pharmacists and social workers before making phone calls. The major reasons for students to participate in service-learning were to acquire healthcare knowledge, gain practical experience, enhance communication skill, understand social problems, and serve the community. In general, senior years students (n=10) thought they could apply previous knowledge in service-learning, while junior years students (n=11) thought their experience in PREP could help them better understand the course content later. Students expressed holding less stigma on the service subjects after joining service-learning. For example, students thought that elders were less knowledgeable and less motivated to acquire new skills, which they found that not true during services. Most students considered the role of teacher as their advisor in service-learning. They would seek advice from teachers proactively throughout the project, especially when problems arose. Students believed that concrete comments and feedback from teachers could help improve the quality of their services.

Session
30 July 2021 (Friday) 10:45 - 12:00 Room B

Join the Meeting

Areas of Interest
Learning for Social Good

Talk: Service-learning Transformation in CUHK Students Amid COVID-19 Pandemic – A Qualitative Study Based on Focus-group (Submission 060)

Presented by
Ms Joyce Tik Sze LI, Centre for Learning Enhancement And Research, The Chinese University of Hong Kong
Prof Vivian Wing Yan LEE, Centre for Learning Enhancement And Research, The Chinese University of Hong Kong
Mr Enoch E Nok NG, Centre for Learning Enhancement And Research, The Chinese University of Hong Kong
Ms Megan Man Yan CHICK, Centre for Learning Enhancement And Research, The Chinese University of Hong Kong

Abstract
The COVID-19 pandemic has led to an abrupt and drastic change in students' learning mode. Service-learning, which traditionally relies heavily on face-to-face contact, is likely affected. We conducted seven focus-group Zoom interviews with twenty-one students from the Faculty of Medicine and the Faculty of Science to understand service-learning transformation amid COVID-19. All students had their service-learning plans changed, in which eight students (38.1%) had activities cancelled or postponed. For those who continue to carry out service-learning, most of the activities were changed to virtual mode, such as conducted via phone calls, Zoom meetings, or shooting videos. In the absence of face-to-face interaction, health screening and other procedures could not be performed. Students thought they got less chance to practice hands-on techniques, and the subjects are less benefited from the services. While phone calls and educational videos could be useful tools to deliver knowledge, students found it difficult to evaluate the outcomes of their services as they received less feedback from the service subjects. Nevertheless, students perceived that their service subjects showed higher acceptance to virtual services than expected, and virtual services could be adopted to reach more service targets and help expand the number of beneficiaries. Most students expected that there would be more health-related service-learning opportunities after COVID-19, as the pandemic had unleashed the importance of health and hygiene. They suggested public education on infectious diseases prevention and mental health issues. Majority of students expected that both virtual and face-to-face service modes would be adopted in the future.

Session
30 July 2021 (Friday) 10:45 - 12:00 Room B

Join the Meeting

Areas of Interest
Learning for Social Good

Talk: Cost-effectiveness of Virtual Reality and Wet Laboratory Cataract Surgery Simulation on Operating Theatre Performance (Submission 062)

Presented by
Dr Danny Siu-Chun NG, Department of Ophthalmology and Visual Sciences, The Chinese University of Hong Kong
Prof Benjamin H. K. YIP, The Jockey Club School of Public Health and Primary Care, The Chinese University of Hong Kong
Prof Alvin L. YOUNG, Prince of Wales Hospital
Dr Wilson W. K. YIP, Prince of Wales Hospital
Prof Nai Man LAM, Hong Kong Eye Hospital
Dr Kenneth K. LI, United Christian Hospital
Dr Simon T. C. KO, Pamela Youde Nethersole Eastern Hospital
Dr Wai Ho CHAN, Tuen Mun Eye Centre
Dr Orapan ARYASIT, Prince of Songkla University
Dr Shameema SIKDER, Wilmer Eye Institute, Johns Hopkins University
Mr John FERRIS, Ophthalmology, Gloucestershire Hospitals
Prof Chi-Pui PANG, Department of Ophthalmology and Visual Sciences, The Chinese University of Hong Kong
Prof Clement C. Y. THAM, Department of Ophthalmology and Visual Sciences, The Chinese University of Hong Kong

Abstract
Phacoemulsification cataract extraction surgery is recognized by the WHO as one of the top most cost-effective medical interventions. Nevertheless, the cost of training cataract surgeons is also pertinent to health economic evaluation. Preoperative simulation training aims to shorten phacoemulsification surgery learning curve, which may ultimately reduce the cost of trainees participating in operating theatre. The high cost of implementing technologically advanced, high fidelity medical simulator is a critical factor to consider. The cost-effectiveness of implementing simulation training for cataract surgery is unknown. Our study aims to evaluate the cost-effectiveness of preoperative phacoemulsification simulation training in virtual reality simulator and wet laboratory on operating theatre performance. Trainees were randomized to preoperative intervention by a combination of virtual reality and wet laboratory phacoemulsification with synthetic eyes or wet laboratory phacoemulsification with synthetic eyes only. The main outcome measures were the International Council of Ophthalmology Surgical Competency Assessment Rubric – phacoemulsification (ICO OSCAR phaco) scores and the incremental net benefit. The net benefit regression model was constructed for sensitivity analysis with various willingness to pay (WTP) values per ICO OSCAR phaco score. Our economic model demonstrated the thresholds of WTP per unit of surgical skills transfer outcome for different phacoemulsification simulation strategies to be the most cost-effective. Scenario analysis allowed stakeholders to make informed decisions on choosing the simulation training strategy with optimal cost-effectiveness depending on the amount of resource available.

Session
28 July 2021 (Wednesday) 15:45- 17:00 Room A

Join the Meeting

Areas of Interest
Curriculum/ Course Designs

Talk: A recorded Objective Structured Clinical Examination (OSCE): Mixed eLearning and Face-to-face Assessment (Submission 064)

Presented by
Dr Teddy Tai Ning LAM, School of Pharmacy, The Chinese University of Hong Kong
Dr Chui Ping LEE, School of Pharmacy, The Chinese University of Hong Kong
Dr Keary ZHOU , School of Pharmacy, The Chinese University of Hong Kong
Dr Celeste LY EWIG , School of Pharmacy, The Chinese University of Hong Kong
Dr Kiwi WY SUN , School of Pharmacy, The Chinese University of Hong Kong
Prof Yin Ting CHEUNG , School of Pharmacy, The Chinese University of Hong Kong

Abstract
Background: The School of Pharmacy adds into its BPharm curriculum an Objective Structured Clinical Examination (OSCE) in the 4th year as a cumulative practical examination, starting May 2021. The OSCE focuses on assessing the graduating students' knowledge, competency, skills and professional attitude. A key objective of the OSCE is to allow the students to demonstrate, and receive feedback on, their clinical skills. Project Objectives: In this project, we designed and conducted a mock OSCE examination in June 2020 in preparation for the real OSCE for 2021. The OSCE was face-to-face, but could be switched to online as a contingency plan for the pandemic. We also planned to get feedback and produce teaching and learning materials for future students. Implementation: Twenty-one students participated in the mock OSCE. It consisted of a single clinical case on which students proceed through 8 stations: 1) preparation, 2) checking prescriptions, 3) pharmaceutical calculations, 4) pharmacy round, 5) calling physician, 6) drug information question, 7) patient counselling, and lastly, 8) debriefing. Students have 10 minutes to complete the task at each test station. Interaction between the students and the examiners were conducted and recorded with Zoom. Students' feedback was captured with an exit survey. Benefits: The OSCE better prepared the students to be a future pharmacists and help them identify their weaknesses. The Zoom recordings were used to provide individual feedback, which the students highly appreciated. Generally, the students expressed positive comments. In addition, three informational videos were prepared as preparatory materials for future students.

Video Stream

Video

Session
29 July 2021 (Thursday) 16:00 - 17:35 Room A

Join the Meeting

Areas of Interest
Assessment

Talk: Supporting Information and Digital Literacy under the New Normal: CUHK Library's Experience (Submission 066)

Presented by
Ms Lily KO, CUHK Library, The Chinese University of Hong Kong

Abstract
The CUHK Library is committed to promoting information and digital literacy as life-long skills to the CUHK community. Under the New Normal, the Library has been adjusting and adapting to the changing environment. This presentation will share the challenges faced as well as the initiatives, projects and collaboration between the Library and different units within the CUHK community in terms of enhancing information and digital literacy skills among students in order to support their e-learning journey. The demand to access e-resources has been increasing. The Library projects to support the New Normal include digital course pack, online orientation and workshops, virtual library tours, ReadingList, Research Poster Exhibition and CUHK Data Hack. Through experience sharing amongst the CUHK community, the best practices in teaching and learning under the New Normal can be explored. The Library is seeking future collaborations with different units in promoting multi-disciplinary exchange in terms of information and digital literacy skills to advance students' e-learning experience.

Session
29 July 2021 (Thursday) 16:00 - 17:35 Room C

Join the Meeting

Areas of Interest
eLearning Platforms/ Tools and Services

Talk: Ensuring Mathematical Success for All Students using an Online Cooperative, Communication and Competitive-based Learning Platform (Submission 068)

Presented by
Dr Jeff Chak Fu WONG, Department of Mathematics, The Chinese University of Hong Kong

Abstract
This study is devoted to mathematics learning using an online cooperative, communication and competitive-based environment. When solving synthetic and real-life first year calculus problems, students learn from each other by switching between roles - teacher, peer and student - where these models are based on the dyadic and triadic interactions: Person-Computer, Person-Computer-Person, Group-Computer-Group and Person-Computer-Group. Students not only speak their minds about how to maximize their learning achievements using text messages and social media via Zoom, but also build up their social learning network, enhance their conversational intelligence and handle their emotional intelligence when facing a set of challenging problems. Demos for each model together with different examples will be presented and discussed. This project is funded by Courseware Development Grant Scheme (2019-22).

Short Paper

Open

Session
29 July 2021 (Thursday) 13:00 - 14:15 Room B

Join the Meeting

Areas of Interest
Peer-Learning

Talk: From Science Classics to Laboratory Experience – A Collaboration between SLS and GEFP (Submission 069)

Presented by
Dr Helen Hok Lun MA, Office of University General Education, The Chinese University of Hong Kong
Dr Derek Hang Cheong CHEUNG, Office of University General Education, The Chinese University of Hong Kong
Dr Chun Yeung LO, Office of University General Education, The Chinese University of Hong Kong
Dr Ka Leung NG, Office of University General Education, The Chinese University of Hong Kong
Prof Pang Chui SHAW, School of Life Sciences, The Chinese University of Hong Kong
Prof Pui Yin CHIU, School of Life Sciences, The Chinese University of Hong Kong
Dr Hung Kui NGAI, School of Life Sciences, The Chinese University of Hong Kong

Abstract
In Dialogue with Nature (UGFN1000) is a course in the General Education Foundation Programme (GEFP), in which students are encouraged to read and reflect on science classics. This project is a partnership programme between School of Life Sciences (SLS) and GEFP.It aims to provide GEF students with hands-on experiences in performing scientific experiments and investigations relevant to the classics in UGFN1000. While for senior SLS students, they partner with GEF teachers and an experienced science communicator to develop and lead laboratory experience workshops. Workshops are developed based on three selected classics in life science (From the Origin of Species; DNA: The Secret of Life; The Silent Spring), categorizing under three distinct themes (Antibiotics in action: Natural Selection and Antibiotic-Resistant Bacteria; The Secret of Life: Adaptation of the Avery–MacLeod–McCarty experiment; Life Below Water: Coral Conservation), corresponding to the Sustainable Development Goals (SDGs) of "Good health and well-being", "Zero hunger" and "Life below water". Senior SLS students are provided with Science Communication training, and are responsible for delivering scientific knowledge and providing technical guidance to GEF students during the workshops. This strengthens SLS students' ability to communicate professional knowledge to students from different majors, which is well aligned with the key outcome of SLS programmes. The current project promotes student-teacher partnership in teaching and learning, peer learning, and experiential learning. This presentation will summarize the background and development of this project, with feedback and reflections from both GEF and SLS students from workshops run in Term 2, 2020-21.

Session
30 July 2021 (Friday) 14:30 - 15:45 Room A

Join the Meeting

Areas of Interest
Student as Partners

Talk: Learning in-hospital Cardiopulmonary Resuscitation with Web-based Video Games (Submission 073)

Presented by
Dr Wai-Tat WONG, Department Anaesthesia and Intensive Care, The Chinese University of Hong Kong

Abstract
Background: Managing different types of cardiac arrest is essential learning for final year medical students before their graduation. The virtual practise of leading a resuscitation team in web-based video games to manage an urgent situation of sudden cardiac arrest in the ward can likely enhance students' technical and non-technical skills in resuscitation. The focus of two different types of cardiac arrest, asystole/pulseless electric activities (PEA) arrest and ventricular fibrillation (VF)/Pulseless ventricular tachycardia (VT) cardiac arrest, are intrinsically different. While searching for the cause of cardiac arrest is the primary goal in asystole/PEA, prompt electrical and pharmacological interventions are the keys to success in VT/Pulseless VT. Teaching method: The animation in the web-based video game can simulate the ward environment and the sequence of events during different types of cardiac arrest. The programming can produce different consequences in response to different decisions made by the students in the web-based video game. We have produced two scenarios of in-hospital resuscitations for the students to practice before attending the face-to-face simulation teaching in cardiac arrest management. 1. Asystole/PEA cardiac arrest 2. VF/Pulseless VT cardiac arrest Results: Two hundred twenty-eight final year medical students attempted the CPR game during the acute medicine course. One hundred and one of them passed the asystole, and 134 of them passed the VF/VT. Eighty-three of them passed both scenarios. One hundred forty-seven of them completed the evaluation, and most of the evaluations are positive. Conclusion: Web-based CPR game is a valuable teaching strategy in preparing students for face-to-face simulation-based teaching. Similar games can be designed to teach other crisis scenarios in clinical medicine.

Session
28 July 2021 (Wednesday) 15:45 - 17:20 Room B

Join the Meeting

Areas of Interest
AR/VR and Game

Talk: GE101: An Companion App for Experiential Learning through Farming (Submission 075)

Presented by
Dr Kenneth Ming LI, Office of University General Education, The Chinese University of Hong Kong
Mr Sze Ho PONG, Office of University General Education, The Chinese University of Hong Kong
Mr Hoi Lung LAU, Geography & Resource Management, The Chinese University of Hong Kong
Dr Chu Lee CHIU, Office of University General Education, The Chinese University of Hong Kong
Mr Eugene CHAN, Office of University General Education, The Chinese University of Hong Kong

Abstract
Experiential learning through farming is a meaningful co-curriculum activity for students' learning in the General Education Foundation Programme. Students, however, do not have adequate crop knowledge and farming skills. Much time was spent on explaining basic knowledge and demonstrate skills in each session with limited time for in-depth class discussion. Meanwhile, students might have low satisfaction in growing plants because many of them paid inadequate attention to the growing process and subsequence crops withered as a lack of water or nutrients. To address these issues, we have developed the first farming companion App, GE101 (Growing Edibles 101), tailor-made for blended learning and experiential learning through farming. This App is designed to equip students with essential knowledge and basic farming skills, and provide basic information to facilitate the selection of seasonal crops and their growth. It also issues reminders of daily farming tasks for individual students or students in groups. It also serves as a communication platform among students and between teachers and students. This presentation introduces the functions of the App and shares how it is used to facilitate experiential learning through rooftop farming.

Session
29 July 2021 (Thursday) 16:00 - 17:35 Room C

Join the Meeting

Areas of Interest
eLearning Platforms/ Tools and Services

Talk: Walking through Time and History in the Teaching of Medical Humanities (Submission 077)

Presented by
Dr Olivia Miu Yung NGAN, Centre of Bioethics, The Chinese University of Hong Kong

Abstract
Why should we learn about the historical events that affect the modern practice in medicine? Understanding the importance of history allows medical students to observe the linkages, relevance, and shared struggles between the past and present. The case studies provided by history offer an opportunity to question the archives and give a different meaning to the relevant medical practice details. Another advantage of knowing what has happened before empowers us to change individual behaviour, organisational culture, or social system where wrongdoings in science have occurred due to procedural insensitivity or limited guideline. The current teaching didactic approach led to a misperception that learning in humanities is restricted to a hierarchical structure from faculty to students. In addition, the passive learning model inhibits the awareness that medical humanities and ethics learning is closely relevant to students' everyday lives. This project involves a teacher-student collaboration aiming to bring learning outside of the classroom using a parallel method. The team selected few horrific historical events that laid an essential foundation for modern medical practice. To produce a vivid description, the team produces few videos as pre-lecture materials to enrich knowledge prior to the class. Concurrently, we will make a connection to the topic and other contemporary issues using social media platform. A feedback loop was incorporated to engage teachers, students writers, and the public audience.

Session
30 July 2021 (Friday) 14:30 - 15:45 Room A

Join the Meeting

Areas of Interest
Student as Partners

Talk: Students' Potential Unleashed through Online Learning Module Production (Submission 078)

Presented by
Ms Kwan Mei YAM, School of Life Sciences, The Chinese University of Hong Kong

Abstract
In view of the possible suspension of face-to-face sessions due to the COVID-19 pandemic in Term 1 2020-2021, a project that aimed to produce online learning modules about invertebrate diversity was launched in the summer of 2020 for our BIOL3012 Biodiversity Laboratory students. Several undergraduates were recruited as student helpers from May to August 2020 and a website with 8 modules was created. This includes over 50 student-written text pieces, information on 100 invertebrate members, 70 selected videos, hundreds of slides about our invertebrate specimens, 180 assessment items and links to 50 other reference pages. The class was finally run in a mixed mode for our 36 students in 2 sessions, with some face-to-face and some synchronous online classes. Students and teaching assistants were directed to the mentioned website to self-learn and get prepared for class. A final survey was conducted in December 2020 to collect students' view. Most (~68%) of the respondents (n=28) visited only some of the pages, but over 78% agreed to some extent that the site was useful. All 4 major contributing student helpers had no experience in learning module production nor website creation at the beginning. They indicated to have the following gains: Subject knowledge enhancement, better team playing, more attention to accuracy and timeliness of information, better compromises on styles and content. One member learnt how to create webpages; another got to know more about teachers' role beyond classroom teaching and this had paved her way to pursue a teaching career after graduation.

Session
30 July 2021 (Friday) 14:30 - 15:45 Room A

Join the Meeting

Areas of Interest
Student as Partners

Talk: Applying Design Thinking and Group-based Role-playing Activities in an Engineering Product Design and Development Course (Submission 080)

Presented by
Dr Marco HO, Department of Information Engineering, The Chinese University of Hong Kong

Abstract
Conventionally engineering courses aim at teaching students to systematically analyse problems, apply techniques and implement solutions. Most engineering students, and also students in other disciplines, are accustomed to the unidirectional instructions. However, most of them would respond to a direct task using a surface approach, such as making notes and memorizing. Even though this type of primary learning is essential at the beginning stage of their engineering career, deeper learning and understanding is warranted to prepare them for the real world. As a result, a series of learning activities that incorporate design thinking and group-based role-playing are developed to enable constructive alignment with the learning objectives. Students in groups of three would propose a product idea which would be subject to peer critiques and comments. Afterwards, product proposals are randomly assigned to another group for further design and development. In doing so, the designers would have to understand and appreciate the owners' visions empathically and objectively, instead of developing their own ideas with obsession and prejudgement. This kind of peer learning is also important for the development of communication and appraisal skills. This presentation will share the stimulating experience in teaching this course.

Session
29 July 2021 (Thursday) 13:00 - 14:15 Room A

Join the Meeting

Areas of Interest
Learning Activities (Group Projects)

Talk: Incorporating Social Good & Innovation into Experiential Learning Activities (Submission 083)

Presented by
Dr Fred KU, Department of Decision Sciences and Managerial Economics, Business School, The Chinese University of Hong Kong

Abstract
In this presentation we will share with audience our experience in embedding social value related activities into our experiential learning activities. Supported by TDLEG and grant scheme for IoC, we established the platform Business Education for Social Good (BESGO), which aims to educate the new generation of change-makers on how social good, social innovation (SI), CSR and creating shared value (CSV) shape today's businesses and our future society. By participating in the new events and activities organized by BESGO, students not only learn the common conceptual knowledge of these important concepts, but also given opportunities to formulate effective steps in improving the local community, society and environment by solving the problems of major social issues. We also broadened the exposure of students in a series of virtual international workshops. International partners from Taiwan, Japan, UK, and Poland led the discussion on various issues faced by different societies and how business has been working to solve social problems. Students learnt how businesses can create financial and social values at the same time in different economies. In the presentation we will also share student's feedback from these activities.

Session
30 July 2021 (Friday) 10:45 - 12:00 Room B

Join the Meeting

Areas of Interest
Learning for Social Good

Talk: What Make High Achievers in English at CUHK High Achievers? (Submission 084)

Presented by
Prof Cecilia CHUN, Centre for Learning Enhancement And Research, The Chinese University of Hong Kong
Ms Sharon WONG, The Independent Learning Centre, The Chinese University of Hong Kong
Ms Hei Yiu LEUNG, Centre for Learning Enhancement And Research, The Chinese University of Hong Kong

Abstract
Displaying a strong competence in the English language is a major advantage for university graduates in both personal development and career advancement. To continuously nurture CUHK students to be highly-skilled users of English, CLEAR has conducted a university-wide study, which adopts a mixed method approach, to enhance understanding of factors contributing to successful English learning. The presentation will discuss factors correlated with high attainment in English of CUHK students as identified in the data collected from the student survey and student interviews. It is intended that some implications on measures to strengthen the use of English in and out of classrooms be generated.

Session
30 July 2021 (Friday) 10:45 - 12:00 Room A

Join the Meeting

Areas of Interest
Student Capabilities

Talk: Strengthening the STEM Education with Collaboration: How the Secondary School Students' Perception on the Use of Virtual Reality-Based Courseware in Learning Biology (Submission 085)

Presented by
Dr Florence Mei Kuen TANG, School of Biomedical Sciences, Faculty of Medicine, The Chinese University of Hong Kong
Ms Ka Wah YANG, Sing Yin Secondary School
Mr Ka Lai Roy CHAN, Po Leung Kuk Ngan Po Ling College
Dr Peter Hiu Fung NG, Hong Kong Polytechnic University
Dr Olivia Miu Yung NGAN, Centre of Bioethics, The Chinese University of Hong Kong
Dr Daniel King Tat FUNG, Education University of Hong Kong
Mr Frederic Wai To CHOI, The Chinese University of Hong Kong

Abstract
In a rapidly changing education landscape, teachers are actively adopting new teaching technologies that help them to motivate their students to learn and improve learning outcomes. Virtual reality (VR) and gamification are therefore widely adopted in education recently. VR allows students to understand complex scientific subjects in a way that traditional methods cannot. In addition, gamification can help improve students' motivation and engagement. Our team has a good track record in developing VR gamified courseware and micro-modules; moreover, we would like to collaborate with the secondary schools for strengthening STEM education. We investigated 74 Form 4 students' perceptions of using VR-gamified biology courseware as a learning tool for the topic "Cell membrane and the Fluid Mosaic Model". Besides the VR-gamified courseware, our team also set up the 3-min micro-module. The fluid mosaic model is used to describe the properties and structure of the cell membrane. Students study the fluid mosaic model to understand better how cells work, including how molecules move across the membrane and how the arrangement of structures influence cell membrane function. The courseware encourages students to interact with fellow students and increases engagement among students. It also enables students to learn at their own pace. Questionnaires were delivered to 74 Form 4 students before and after completion of the course. Overall, the data analysis reflects on students' general perception and satisfaction about the courseware and recommendations. The results showed that there were positive perceptions towards the use of VR-gamified courseware for biology topics. The gamification also improved students' engagement.

Session
28 July 2021 (Wednesday) 15:45 - 17:20 Room B

Join the Meeting

Areas of Interest
AR/VR and Game

Talk: An Innovative Approach: The Lab Skill-based Assessment for Enhancing Professional Competency (Submission 086)

Presented by
Dr Florence Mei Kuen TANG, School of Biomedical Sciences, Faculty of Medicine, The Chinese University of Hong Kong
Dr Nandita MULLAPUDI, School of Biomedical Sciences, Faculty of Medicine, The Chinese University of Hong Kong
Ms Hei Ching CHEUNG, Biomedical Science Programme, School of Biomedical Sciences, The Chinese University of Hong Kong
Ms Sui Ki CHIU, Biomedical Science Programme, School of Biomedical Sciences, The Chinese University of Hong Kong
Ms Tiffany Chi Lam YU, Biomedical Science Programme, School of Biomedical Sciences, The Chinese University of Hong Kong
Mr Wong Hin KWAN, Biomedical Science Programme, School of Biomedical Sciences, The Chinese University of Hong Kong
Dr Olivia Miu Yung NGAN, Centre of Bioethics, The Chinese University of Hong Kong
Mr Ray Mun Fung Lee, Information Technology Services Centre, The Chinese University of Hong Kong

Abstract
The Biomedical Sciences Programme offers theoretical and hands-on training to foster the next generation of biomedical scientists devoted to academic research and innovative initiatives in the industry. Students ought to receive laboratory techniques training which does not only equip students with the essential skills to handle experiments, but also empower their ability to handle tasks independently along with improved confidence, increased competency and accuracy of work. Written examination should not be the only assessment strategy. In 2020-21, our team has revamped a skill-based training course which aims to broaden students' understanding of operating different experiment steps and their ability to repeat the steps with improved accuracy and precision. We had modified the learning activities and incorporated instructional task-based activity and assessment. Students were required to complete an instructional task by making use of the skills learnt in the lab sessions, and they could redo and practice the instructional task in reserved timeslots known as self-skill practicing session (SSP). The skill assessment, namely "Lab Assessment Skill Test (LAST)", also makes use of the instructional task format. A checklist was developed for the assessors to observe students' performance in LAST based on the "AIPACA" criteria: attitude, planning, competency, and accuracy. We are pleased to share our experience here that the revamped course was well received by the students. Our initial data suggested that compared with the written assessment component in this course, LAST could better reflect and differentiate the skill competency of students.

Session
29 July 2021 (Thursday) 16:00 - 17:35 Room A

Join the Meeting

Areas of Interest
Assessment

Talk: Active Learning in a Remote Classroom: The Dynamics of Peer-to-Peer Teaching Approach Amid the COVID-19 Pandemic (Submission 088)

Presented by
Mr Justin Chak Ting CHEUNG, Biomedical Science Programme, School of Biomedical Sciences, The Chinese University of Hong Kong
Ms Eileen Yee Lam LI, Biomedical Science Programme, School of Biomedical Sciences, The Chinese University of Hong Kong
Dr Olivia Miu Yung NGAN, Centre of Bioethics, The Chinese University of Hong Kong
Mr Taylor Lik Hang TANG, Information Technology Services Centre, The Chinese University of Hong Kong

Abstract
Due to the social distancing restriction and school closure policy, the COVID-19 pandemic converted the standard practice of physical courses to a remote teaching and learning format at the academic year 2019-20. Using video conferencing software for live synchronous communication, e.g. Zoom, Microsoft Team, teachers can meet students to provide ongoing education. However, there are constraints for the active learning environment to engage students' motivation in studies. In this study, we want to report how the peer-to-peer teaching mode stimulates junior peers in understanding, judging the clinical significance of the anatomical structures as professional knowledge. There are 4 senior peers from the MBChB or Biomedical Sciences programme each time to conduct the peer teaching in the Anatomy practical for 60 biomedical engineering or pharmacy students. During the practical, the course students still can examine all the plastinated specimens via the live demonstration. They are further assigned to the small group discussion in the breakout rooms with course students. The data analysis of the eSurvey reveals that 68% of the students accept the point that "Group discussion" facilitates critical thinking and analytical skills." The peer-to-peer teaching mode benefits both partners. The peer teacher can correct and enrich one's understanding of any topic that one is unfamiliar with; whereas, the peer learner can integrate and apply one's new concept. The peer-to-peer teaching may be regarded as a critical component in the pedagogical strategy for cognitive support in the future hybrid remote teaching accommodation for higher education.

Session
29 July 2021 (Thursday) 10:45 - 12:00 Room B

Join the Meeting

Areas of Interest
Peer-Learning

Talk: A New Challenge for Anatomy Education amidst the COVID-19 Pandemic: Teacher and Student Perspectives (Submission 089)

Presented by
Ms Winnie Yi Lam WONG, MBChB, Faculty of Medicine, The Chinese University of Hong Kong
Ms Yanny Wing Yan WONG , MBChB, Faculty of Medicine, The Chinese University of Hong Kong
Dr Olivia Miu Yung NGAN, Centre of Bioethics, The Chinese University of Hong Kong

Abstract
Due to the COVID-19 pandemic in the community, the conventional face-to-face teaching activities were suspended in compliance with the social distancing measures policy. Cadaveric dissection and examination of plastinated specimens have been adjusted to synchronous or asynchronous online mode of delivery. This study illustrates the institutional response in implementing remote anatomy teaching and learning methods in a preclinical year of a 6-year MBChB programme. The Division of Education in the School of Biomedical Sciences organized a 2-day dissection workshop for eighty-year 2 medical students in late June 2020 when COVID-19 cases dropped. Participants were invited to evaluate student's perception of e-learning and face-to-face dissection in anatomy education for the transition in new normal. The survey reveals that students opted for additional study methods in the absence of face-to-face sessions, including textbooks (90%), e-learning modules created by teachers (81%), lecture notes only (45%) and e-learning tools from the library (16%). All respondents agreed that face-to-face dissection enhances their understanding of anatomy. Teaching pedagogical patterns in anatomy were affected by the new normal. Students are eager to explore the e-learning materials by educators to enhance learner's engagement. Advantages include flexibility in schedules, standardized training, collaborative learning for professional development, and a better understanding of 3D anatomy, structural-functional correlations, and structure variations. Bloom's taxonomy of professional competence could be facilitated, thereby empowering students to reflect on bioethics in medicine, including empathy and respect to life. In conclusion, dissection is crucial to medical education; and e-learning platforms can complement the traditional curriculum in this new normal preclinical professional training.

Session
28 July 2021 (Wednesday) 14:15 - 15:30 Room B

Join the Meeting

Areas of Interest
New Normal in Education

Talk: Enhancement Dissection Workshop: Student Perspectives for the Studio-based Learning (Submission 090)

Presented by
Dr Florence Mei Kuen TANG, School of Biomedical Sciences, Faculty of Medicine, The Chinese University of Hong Kong
Dr Josephine LAU, School of Biomedical Sciences, Faculty of Medicine, The Chinese University of Hong Kong
Mr Kevin Lok Tin HO, MBChB, Faculty of Medicine, The Chinese University of Hong Kong
Mr Noxx Tsz Long LAM , MBChB, Faculty of Medicine, The Chinese University of Hong Kong
Mr Ivan Long YUNG , MBChB, Faculty of Medicine, The Chinese University of Hong Kong

Abstract
Anatomy is one of the core knowledge acquired in the preclinical training for developing the professional competence of medical students, especially for the clinical surgeons. Due to the tight teaching schedule, students only have restricted time for the cadaver-based instruction practice. As students often considered Anatomy is a boring subject, apparently the best pedagogical strategy is to design an active learning environment for learning by doing independently. In this study our team adopted the 'studio-based learning' pedagogical model to arrange the 4-week enhancement dissection workshop for the medical year 2 students last summer. The aims of this workshop are to facilitate the capabilities of students in recalling information to evaluate their works, creating critical judgment to cut in a right position and approaching peer discussion to deepen and consolidate the understanding. Twenty-four students joined the workshop with enthusiasm to be good surgeons. They agreed they can learn by doing under the autonomous environment as they explore the dissection according to their own planning, which can hardly be accommodated in regular dissection class. Apart from the teacher support, they can always have peer interaction to fall back on their groupmates and make collective decision. The students are provided opportunity to develop the higher order of critical thinking. According to Bloom's taxonomy, the setting of studio based in the dissection workshop is very stimulating and has worked out very well for student's affective, psychomotor and cognitive learning. To conclude, the participants are well-equipped in the anatomy to clinical training.

Session
29 July 2021 (Thursday) 14:30 - 15:45 Room B

Join the Meeting

Areas of Interest
Pedagogical Change

Talk: Running an Effective Professional Mentorship Program – Experience Sharing from the Faculty of Law (Submission 092)

Presented by
Prof Queenie LAI, Faculty of Law, The Chinese University of Hong Kong

Abstract
Why should Universities be supporting students with professional mentors? One of the main goals of universities is to help students thrive and succeed and to prepare them for the real world after graduation. Mentoring helps provide the support for students to make the transition and help soon-to-be-graduates find their place in the world beyond the walls of higher education. Whether it's skills, knowledge or confidence, a professional mentorship program can give students a head start on the "real world" ahead of them. The speaker will share her experience with running the CUHK Faculty of Law Sir TL Yang Society Distinguished Professional Mentors program. The DPM Program has played an indispensable role in shaping the success of undergraduate law students for the past decade. It is designed for students to have the opportunity to meet with experienced practitioners from the legal community and receive one to one advice for the duration of their undergraduate years. The DPM program has received great support from the Hong Kong legal community – mentors come from diverse background, including law firms, chambers, judiciary, government and commercial institutions. She will share 5 key elements in running an effective mentorship program and ways to increase engagement – recruitment of mentors, careful profile matching, giving students a voice, empower your students and support for the mentors. The aim is to make engaged, lasting matches and create a constructive relationship between the two.

Session
30 July 2021 (Friday) 10:45 - 12:00 Room A

Join the Meeting

Areas of Interest
Student Capabilities

Talk: Empower the Teaching of Law with Digital Technologies (Submission 093)

Presented by
Prof Michelle MIAO, Faculty of Law, The Chinese University of Hong Kong

Abstract
The teaching of law - a discipline which interpretates and analyses mainly statutes and judicial decisions – traditionally relies on lectures and seminars which use texts as the main instruments of teaching. With three interrelated examples/projects, I will illustrate the benefits and impact of using innovative pedagogical tools in law teaching. I will explain that 1) visual aids in the form of multimedia videos 2) empirical data relating to law 3) student-led initiatives of e-content creation will help students gain autonomy and control over the teaching and learning process. The benefits of these approaches include involving students as partners of teaching and thus enhance their motivation to creative learning, strengthen the effectiveness of classroom teaching by encouraging students to prepare and self-assess, and providing opportunities for students to acquire essential skills through the learning process. I have, on the one hand, employed digitally-empowered technology to aid these innovative teaching experiments and exercises and meanwhile and meanwhile, incorporate the intersections between law and technology as the subject of my curriculum design.

Session
29 July 2021 (Thursday) 16:00 - 17:35 Room B

Join the Meeting

Areas of Interest
Pedagogical Change

Talk: A Student Leader's Perspective on Online Peer Assisted Study Sessions (PASS) in General Education: Changes, Challenges and Solutions (Submission 096)

Presented by
Mr Chun Hin CHEW, Office of University General Education, The Chinese University of Hong Kong
Ms Ka Yin LAM, Office of University General Education, The Chinese University of Hong Kong

Abstract
Peer Assisted Study Sessions (PASS) are voluntary group study sessions led by "PASS Leaders" who are students performing well in the same course previously. PASS has been implemented in General Education Foundation (GEF) Programme and received favourable comments from participants. Students from various academic backgrounds are encouraged to build up and consolidate knowledge collaboratively and learn from their peers, under the guidance of PASS Leaders. Under the COVID-19 pandemic, teaching and learning modes in the university have shown unprecedented changes. PASS has no exception. In view of the shift from face-to-face to online sessions, PASS Leaders have utilized diversified strategies to facilitate students' understanding of the course content and discussion under online settings. In this presentation, two of the PASS Leaders, Marcus Chew and Kelly Lam, would share their experience in organizing and leading online PASS. This includes how they cultivate a comfortable learning environment to arouse students' interests in the topic, and encourage their participation and discussion. The ways of dealing with individual differences between students will also be addressed. Moreover, they would give an account of the challenges encountered while holding online PASS, and the possible solutions to cope with the difficulties.

Session
30 July 2021 (Friday) 14:30 - 15:45 Room B

Join the Meeting

Areas of Interest
Student Corner

Talk: A cross-sectional study: the association between economic status, peer support and the quality of online learning experiences of undergraduate students in Hong Kong amid COVID-19 pandemic (Submission 097)

Presented by
Ms Corliss Hiu Hei SZE, PHPC, The Chinese University of Hong Kong
Mr Wai Fung CHUNG, MEDU, The Chinese University of Hong Kong

Abstract
Background/Aim: This cross-sectional study aims to investigate the association between economic status, peer support and the quality of online learning experiences of undergraduate students in Hong Kong amid COVID-19 pandemic. Methodology: Local undergraduates from 4 universities in Hong Kong were recruited by non-random convenience sampling to complete an online questionnaire. Respondents were asked to answer questions concerning challenges related to online teaching and learning, ranging from lack of technology support, academic support to the satisfactory environment for online classes, based on a 4-point likert scale. A score representing difficulties encountered by students was computed by summing up the values obtained. The economic statuses of students are assessed by their average living space and monthly household income per capita. Moreover, peer support received by respondents was evaluated from emotional and academic aspects. Multiple linear regression with 95% CI was employed to study the association between the three said variables. Results: 666 local undergraduates aged 18-25 with 59.9 % female and 40.1% male participants were recruited. Statistically significant negative correlations were observed between the difficulties faced by students and their monthly household income (B = -.237, 95% CI [-.332, -.142], p <.001). Furthermore, The interacting term between peer support and low monthly household income was statistically significant (B = -.313, CI [-.497, 3.146], p = .002). Conclusion: Economic status is found to be associated with the quality of online learning experiences of undergraduate students in Hong Kong which lower economic status can result in lower quality of learning experiences of students.

Session
30 July 2021 (Friday) 14:30 - 15:45 Room B

Join the Meeting

Areas of Interest
Student Corner

Talk: A Cross-sectional Study: The Association between Online Teaching Quality, Peer Support and Learning Attitudes of Senior Secondary School Students in Hong Kong amid COVID-19 Pandemic (Submission 098)

Presented by
Mr Wai Fung CHUNG, MEDU, The Chinese University of Hong Kong
Ms Corliss Hiu Hei SZE, PHPC, The Chinese University of Hong Kong

Abstract
Background/Aim: This cross-sectional study aims at looking into the association between online teaching quality, peer support, and learning attitudes of secondary school students in Hong Kong amid COVID-19 pandemic. Methodology: Local senior secondary school students from 21 schools in Hong Kong were recruited by non-random convenience sampling to complete an online questionnaire. Respondents' learning attitudes were assessed in terms of their self-discipline and attentiveness during online lessons. Online teaching quality experienced by respondents was evaluated from multiple aspects, including teachers' familiarity with online tools, teachers' in-class responsiveness, and the degree of in-class interaction, to name a few. Moreover, peer support received by respondents was evaluated from emotional and academic aspects. Multiple linear regression with 95% CI was employed to study the association between the said variables. Results: 556 local high school students (F.4-F.6) aged 14-18 with 60.8% female and 39.2% male respondents were recruited. Statistically significant negative correlations were observed between overall teaching quality and students' learning attitudes (B= -.730, 95% CI [-.205, -2.537], p = .011). Furthermore, statistically significant positive correlations are found between online teaching quality and students' academic improvement (B = .016, 95% CI [.005, .028], p = .004). The interacting term between peer support and low teaching quality was statistically significant (B= -.950, 95% CI [-.055, -.811], p = .006) Conclusion: Online teaching quality is found to be associated with the learning attitudes of senior secondary school students in Hong Kong which lower online teaching quality can cause poorer students' learning attitudes of students.

Session
30 July 2021 (Friday) 14:30 - 15:45 Room B

Join the Meeting

Areas of Interest
Student Corner

Talk: A Teacher's Liability: His Participation in Curriculum Design and his Discretionary Power (Submission 106)

Presented by
Mr Wai Lok CHEUNG, Philosophy, The Chinese University of Hong Kong

Abstract
Although research output is credited through scholar's portfolio contribution, given the peer review process, individual blame is less discussed. A journal article might have report, for example, a theory that did not explain the collected data at a time best among all alternatives at that time. Even if the academia is an institute with which its members have a collective liability towards some professional service of some corresponding professionals, individual scholars are liable to their own discernment, such as in deciding to invest in a research project to confirm one hypothesis instead of another. The discretionary power each academic has ought to have been substantiated with his discharge of his duty on his professional role; one is undeserving of the public office with the corresponding professional power, constituted by the authority substantiated by the expertise thus recognized by the institute, if one does not discharge one's professional duty, and he is not entitled by any professional right to his professional power. Academics also teach. The discretionary power with regard to his teaching ought to have been substantiated with his duty of knowledge transfer. Some transfer knowledge produced by themselves through their research, but most transfer what they understood through others' research. A teacher that owns up to his mistake committed on trust of a third party, such as the author of a textbook, distinguishes himself from an otherwise mere instrument of information transmission. A balance of a syllabus standardized tertiary education with some discipleship is thus called for.

Session
30 July 2021 (Friday) 14:30 - 15:45 Room B

Join the Meeting

Areas of Interest
Student Corner

Talk: Essential Bedside Procedures Course: online interactive modules with peer face to face teaching and demonstration during Covid pandemic (Submission 107)

Presented by
Dr Christopher Xian Yao LIAO, Department of Surgery, The Chinese University of Hong Kong
Dr Joey Ho Yi CHAN, Department of Surgery, The Chinese University of Hong Kong

Abstract
Due to the COVID 19 pandemic, medical students have significantly less exposure to clinical activities and bedside procedures. The Essential Bedside Procedures Course funded by the Courseware Development Grant Scheme, serves to address this issue. The course aims to provide formal teaching of bedside procedures, with emphasis on patient safety and orthodox medical practice. Being a course focused on "peer-peer" teaching, we aim to have existing interns who are passionate about teaching, share knowledge with final year medical students, better preparing them for the responsibilities and duties that they will soon come to bare. The course is comprised of online interactive modules covering various essential skills, with step by step instructional videos and interactive elements. This is supplemented by a "peer-lead" face-to-face teaching session by current interns, where students can practice on ultra-realistic mannequins. The benefits of "peer-peer" teaching are showcased in our course, as students find the interns approachable, and are more comfortable in seeking for help when uncertainty arises, on the other hand, interns also get to consolidate the skills they have acquired during their internship year and to gain skills in teaching and passing on their knowledge to their peers. The Essential Bedside Procedures course was found in order to overcome the lack of clinical exposure of medical students due to the COVID-19 pandemic. It is also the first completely voluntary, formal teaching of bedside procedures for freshly graduated medical students. Through this course we hope to ensure the highest level of patient safety and maintain excellent quality healthcare to our patients. List of core group members: Principal Supervisor: Prof Kaori Futaba, Division of CRS / SUR Co-supervisor: Prof Tony WC Mak, Division of CRS / SUR Prof Simon SM Ng, Division of CRS / SUR Prof Enders KW Ng, Division of CRS / SUR Prof James YW Lau, Chairman, Yao Ling Sun Professor of Surgery, Division of VAS / SUR Dr WT Wong, Division of Anaes, ICU Dr Victor MF Sim, Chairman, Yao Ling Sun Professor of Surgery, Division of VAS / SUR Other members: Dr Christopher XY Liao, SUR Dr Joey Chan, SUR

Session
29 July 2021 (Thursday) 10:45 - 12:00 Room B

Join the Meeting

Areas of Interest
Peer-Learning

Talk: Teaching Over Zoom With Debate (Submission CUSZ01)

Presented by
Prof Douglas Jack ROBINSON, School of Humanities and Social Science, The Chinese University of Hong Kong, Shenzhen

Abstract
I propose to showcase the undergraduate course (TRA4120) that I taught at CUHK-SZ over Zoom in Semester 1 of this past academic year (as I waited to cross the border), on the history of translation theory in the West—using debate. Selecting around 50 readings from my Western Translation Theory from Herodotus to Nietzsche anthology, I organized those readings into affirmative and negative positions for 10 debates. Based on the study guide that I had written, each pair of students was to read the selections from the anthology earmarked for their debate and write a 2-3-page outline. One week before each debate was due I brainstormed with the students working on that outline, helping them improve the flow of argumentation. Based on that brainstorming session, the students wrote a full draft of their debate and read it out loud "in class" (over Zoom). The other students and I raised points we weren't sure about; the debaters engaged the points raised by explaining what they were aiming at, but also freely admitted that this or that point hadn't come across properly, and took copious notes. Based on those notes, the debaters then revised that full draft for an asynchronous assignment: each student, including the two debaters, was to post two one-page responses to the discussion forum over the ensuing week. The non-debaters were to post one thoughtful response to the debate and a second to another student's post; the debaters were to post twice in response to other students' posts.

Session
29 July 2021 (Thursday) 14:30 - 15:45 Room A

Join the Meeting

Areas of Interest
Learning Activities

Talk: Development of an ELearning Platform for Nutrition Education (Submission CUSZ04)

Presented by

Dr Shanquan CHEN, School of Humanities and Social Science, The Chinese University of Hong Kong, Shenzhen

Abstract

Good nutrition can control your weight and prevent chronic disease. In National Nutrition Plan release by the General Office of Statement Council, popularization of healthy diet and cooking model is highlighted with the assistance of e-learning. Nutrition education is important for improving the nutrition knowledge of the public. The course Nutrition for Healthy Live which is popular, has been offered for four years. The space and resource are limited, especially for the learning activities. As a result of that, to develop an e-learning system and open it to the public can benefit both the university and community. In this project, 10 mini-lectures will be recorded to illustrate the important and difficult concepts, theory and principles about eating healthily. Nutrition is a practical profession. However, most of the offline and online courses consists of theoretical lecture, discussion and quiz only. We will bring the real world practice into the classroom with the assistance of computer science. An one-stop system will be developed for diet evaluation. This system includes the part for food weigh estimation, diet data input, calculation, comparison and the examples of healthy dish. Students will experience first-hand exposure guided by this platform step by step.

Session

29 July 2021 (Thursday) 16:00 - 17:35 Room C

Join the Meeting

Areas of Interest

eLearning Platforms/ Tools and Services

Talk: Developing interprofessional competencies online: A ten-day asynchronous and synchronous IPECP Model (Submission HKU01)

Presented by
Dr Fraide A. GANOTICE, Bau Institute of Medical and Health Sciences Education, The University of Hong Kong
Kelvin FAN, The University of Hong Kong
Francis TSOI, The University of Hong Kong
Rebecca LIU, The University of Hong Kong
George L. TIPOE, The University of Hong Kong

Abstract
Interprofessional Education (IPE) is a large-scale cross-program initiative involving students from diverse programmes from three faculties in HKU: Chinese Medicine, Medicine, Nursing, Pharmacy, Clinical Psychology, Speech & Hearing Sciences, and Social Work (grad and undergrad) which has been implemented in HKUMed since 2016. It aims to break educational silos by putting students from diverse backgrounds to be better collaborators by learning with, from, and about each other thus recognizing the expertise of others while reducing power hierarchies in the workplace. The control measures in response to pandemic leave us with nothing than to transition the face-to-face training to remote instruction. To provide students with learning opportunities from real interprofessional scenarios, we adapted conventional IPE teaching to a "Ten Day Asynchronous and Synchronous Online IPE" with the use of Zoom, Open edX with embedded padlet, miro, Kahoot, and google drive. Using case-based and team-based learning approaches, we spent the first nine days for asynchronous activities to accommodate the differential schedules of participants from eight disciplines and the last day (two hours) was spent for the live synchronous interaction with the content experts. Our results are encouraging suggesting that IPE can be delivered effectively in an online environment with well-designed technology to support the interactive collaboration among students. Our experiences in running a large-scale IPE suggest that it is possible to achieve desirable collaborative competencies online with the effective use of emerging technology.

Session
30 July 2021 (Friday) 13:00 - 14:15 Room A

Join the Meeting

Areas of Interest
Student Capabilities

Talk: SimWard Project: An Approach to Promote Nursing Students' Clinical Competence and Critical Thinking (Submission HKU02)

Presented by
Dr Veronica LAM, School of Nursing, The University of Hong Kong
Dr Janet YH WONG, School of Nursing, The University of Hong Kong
Dr Cecilia HM KONG, School of Nursing, The University of Hong Kong
Dr John CH FUNG, School of Nursing, The University of Hong Kong
Ms Michelle TH PANG, School of Nursing, The University of Hong Kong
Ms Cecilia TY SIT, School of Nursing, The University of Hong Kong
Ms Vivien WY TSANG, School of Nursing, The University of Hong Kong
Mr Edmond CK CHAN, School of Nursing, The University of Hong Kong
Mr Benney YC WONG, School of Nursing, The University of Hong Kong
Mr Vincent HT CHAN, School of Nursing, The University of Hong Kong

Abstract
The impact of shortage of nursing staff in health care settings not only affect patients, it also affects support to new graduate nurses for going through thetransition period and work independently, therefore, education institutions have the role for preparing the pre-graduated nurses well so that they canprovide safe and high quality nursing care to patients in the complexity health care environment. School of Nursing, the University of Hong Kong,adopted the simulation-based education (SBE) to promote nursing students' clinical competence and critical thinking. Therefore, an innovative projectnamed 'Simulation Ward' teaching model has been adopted to promote undergraduate nursing students' critical thinking and clinical competence.Students are required to provide nursing care with the knowledge that they learnt to mixed human simulators while they practice in the simulation ward. Itwas a longitudinal study with convenience sampling. Thirty-five Year IV undergraduate students were recruited in this project. They were required toparticipate in the 'Simward' activity for three to six sessions, depending on their availability. In each session, three nursing students looked after four tofive human simulators, including simulated patient(s). After each session, two teachers independently assessed each student's clinical competence andcritical thinking by using the QSEN Competencies and KSA Checklist for Simulation Experience and NEIU Critical Thinking Rubric tools. The resultsrevealed students had significant improvement in clinical competence and also critical thinking. Teachers commented that students were assertive incaring patients and setting the priority of care. Students also expressed that the activity could assist them to achieve clinical competence and criticalthinking; they had more confident to take care of real patients in the coming clinical practicum.

Session
30 July 2021 (Friday) 10:45 - 12:00 Room A

Join the Meeting

Areas of Interest
Student Capabilities

Talk: Using Augmented Reality (AR) to Enhance the Learning of Environmental Toxicology at Home (Submission CityU01)

Presented by
Ms Angel LU, Office of the Chief Information Officer, City University of Hong Kong
Dr Crusher S.K. WONG, Office of the Chief Information Officer, City University of Hong Kong
Dr Richard Y.H CHEUNG, Department of Chemistry, City University of Hong Kong
Dr Tarloff S.W. IM, Office of Education Development and Gateway Education, City University of Hong Kong

Abstract
Since the launch of the popular augmented reality (AR) game Pokemon Go in 2016, AR is no longer new to the general public. With support from CityU's Teaching Development Grant (TDG), a smart-phone based AR chemistry courseware named "Chemicals in our Environment: Friends or Foe" was developed for a year four Chemistry course, Environmental Toxicology. Through the AR courseware's gamification and flipped classroom approach, digitally native students are able to acquaint and interact with potentially dangerous goods in a three-bedroom household setting. This courseware creates an immersive hybrid learning experience for learners to enhance their motivation in learning and critical thinking skills as well as aligning with the course's intended learning outcomes. To further engage students to discover, the AR app includes gaming elements to motivate them to find and replace household chemicals in a suitable place in order to avoid hazards. Details of the substances, i.e., the chemical composition, potential problems, and their fate, are released to students to facilitate online self-learning, which is supplemented by group projects and timely feedback from the teaching team to promote critical evaluation and appropriate management techniques in the management of environmental toxicants. The technology stack of the AR courseware's development, deployment, and post-production will be shared in the presentation. It is hoped that educators interested in adopting AR can benefit from our AR development experience to save costs and time.

Session
28 July 2021 (Wednesday) 15:45 - 17:20 Room B

Join the Meeting

Areas of Interest
AR/VR and Game

Talk: Allowing Students to Put Theories into Practices to Examine the Physical World by "Bringing" Hands-on Experiments and Projects to their Home (Submission CityU03)

Presented by
Dr Denis Y.W. YU, School of Energy and Environment, City University of Hong Kong

Abstract
Online classes have broadened the scope of teaching and learning and provided flexibility to students. Students can now learn theories behind science and engineering at their own pace, while having the opportunity to review the contents through zoom recordings to understand the course contents. To take online learning one step further and to enable the students to apply their knowledge into practices, hands-on experiments and projects were formulated so that the students can do them at home without the need to access a laboratory. Specifically, students design their own experiments, implement them using readily-available items at home such as a cell phone and analyze the data in the projects so that they can master their understandings to explain real-life and physical phenomena. Examples of the implemented projects will be shown during the presentation. The projects give the students an opportunity to explore the physical world through practice, so that they can be better engineers in the future.

Session
29 July 2021 (Thursday) 13:00 - 14:15 Room A

Join the Meeting

Areas of Interest
Learning Activities (Group Projects)

Talk: Enhancement of Students' Practical Skills in Analytical Sciences through Small Private Online Course (SPOC) in FutureLearn (Submission BU01)

Presented by
Wing-Ho Chiu, Department of Chemistry, Hong Kong Baptist University, Hong Kong Baptist University
Ho-Kar LEI, Department of Chemistry, Hong Kong Baptist University, Hong Kong Baptist University
Dr Koon-Sing HO, Department of Chemistry, Hong Kong Baptist University, Hong Kong Baptist University

Abstract
Chemical education typically includes lectures that teach students on a specific subject (i.e., knowledge) and laboratory classes that equip students with hands-on experience of the subject taught in lectures (i.e., practical skills). However, regarding the practical skills, it can be difficult for students to thoroughly understand the operations and make connections between the lectures and laboratory classes, since the respective principles are separately taught in the lectures while the procedures are merely demonstrated in laboratory classes. Therefore, we have produced 10 videos on the operations of different basic practical skills in analytical sciences developing as a small private online course (SPOC) in FutureLearn. Students can first watch the videos as pre-lab with simple trueor- false-based assessments and discussion forum to understand the operations filling up the gap between the lectures and laboratory classes, and finally get the practices in the laboratory classes. With such of blended learning approach, it is expected that students' practical skills will be enhanced. Meanwhile, students are provided with an opportunity that they can learn alongside their peers. This presentation will outline the designs and applications of the small private online course (SPOC) in FutureLearn and present the outcomes of success to enhance student learning effectiveness.
Keywords: chemical education; analytical sciences; blended learning; small private online course (SPOC); STEM education

Session
29 July 2021 (Thursday) 16:00 - 17:35 Room B

Join the Meeting

Areas of Interest
Pedagogical Change

Talk: Big Data Analytics (in Marketing) for Business School Students (Submission BU03)

Presented by

Dr Lei SU, Department of Marketing, Hong Kong Baptist University

Abstract

In the modern-day world, big data is used in almost every organization that wants to have a competitive edge over others, and educating students in business data analytics would give them similar edge in their future career development. Given the importance of big data analytics in the digital world, it is of utmost importance to provide students with the knowledge and skills necessary to thrive in the contemporary business society. On one side, there aren't a lot of well-established textbooks in the market, and many methods are changing rapidly due to continuous technology advancement and breakthroughs. Thus it is quite challenging to make sure what the educators teach to students are state-of-art and updated knowledge reflecting recent market trend. Meanwhile, many business school students do not have much prior background or knowledge in statistics or engineering, and most of them even do not know any computer programming language. Such gap requests the educators to design the teaching and education materials in a thoughtful way to guarantee effective and efficient learning procedure. The speaker like to introduce her experience in developing a big data analytics course and promoting interactions among educators in big data analytics in business school.

Session

28 July 2021 (Wednesday) 14:15- 15:15 Room A

Join the Meeting

Areas of Interest

Curriculum/ Course Designs

Talk: Learning Analytics – Exploring Data Use for Teaching and Learning Change (Submission LU01)

Presented by
Prof Peter DUFFY , Teaching and Learning Centre (TLC), Lingnan University

Abstract
Learning Analytics can be defined as the measurement, collection, analysis and reporting of data about learners and their contexts, for purposes of understanding and optimizing learning and the environments in which it occurs. The increased adoption of online learning and teaching due to Covid-19 and emerging practices in which the analysis of data collected from user interactions with educational and information technology has become an essential consideration. These changes have necessitated institutions to embrace the systematic and strategic adoption of practices relating to big data / learning analytics and associated practices, processes and policy for institutional readiness to embrace this emerging field. This talk will introduce the field of learning analytics and present a possible model and associated challenges for systemic adoption of learning analytics. This topic will be of particular relevance as the elected Audit Theme for the third-round audit cycle from the QAC is the collection, analysis and usage of data.

Session
29 July 2021 (Thursday) 14:30 - 15:45 Room B

Join the Meeting

Areas of Interest
Pedagogical Change

Talk: Comparing Student Performance and Satisfaction Between Face-To-Face and Online Education of a Science Course in a Liberal Arts University: A Quasi-Experiment with Course Delivery Mode Fully Manipulated (Submission LU02)

Presented by
Dr Helen Hongyan GENG, Science Unit, Lingnan University

Abstract
This study presents a quasi-experiment to assess differences in student performance and satisfaction between two different delivery modes—online and face-to-face education. We collected data from 747 (373 face-to-face cohort, 374 online cohort) students enrolled in a general education science course at a liberal arts university. There was no self-selection of delivery mode by students, since this course is required, and delivery mode of one of the cohorts changed to online education due to the outbreak of COVID-19. We compare the learning outcomes of the two major course assessments (midterm test and research project) and student perception between the two delivery modes using quantitative and qualitative analyses. There was no statistical difference in the student scores on the development of medium-order analytical skills (i.e. midterm test) between the two delivery modes. However, online students scored statistically higher on the development of high-order analytical skills (i.e. research project), but scored statistically lower on measures of student satisfaction. Our study suggests that online education, when compared to the face-to-face education, although currently unfavored by students, is equally or more effective in the achievement of the learning outcomes.

Session
28 July 2021 (Wednesday) 14:15 - 15:30 Room B

Join the Meeting

Areas of Interest
New Normal in Education

Talk: From survival to adaptation: A Comparison of Results from a Two-year Study on Perception on Learning and Teaching at PolyU (Submission PolyU01)

Presented by
Dr Julia CHEN, Educational Development Centre, The Hong Kong Polytechnic University
Dr Laura ZHOU, Educational Development Centre, The Hong Kong Polytechnic University
Dr Kannass CHAN, Educational Development Centre, The Hong Kong Polytechnic University
Mr Leo CHON, Educational Development Centre, The Hong Kong Polytechnic University

Abstract
PolyU has been conducting regular institutional surveys to understand students' learning experience and their perceptions on the quality of teaching. These surveys include subject Student Feedback Questionnaire, First-Year Experience Survey, Graduating Student Survey among others. Since the outbreak of COVID-19, the learning and teaching landscape has changed dramatically. Both teachers and students have been facing unprecedented challenges. In view of this, the Educational Development Centre of The Hong Kong Polytechnic University has launched a study to investigate the experience of both teachers and students as well as their preference of various delivery modes of learning and teaching in the academic years 2019/2020 and 2020/2021. The study also tries to find out how teachers' and students' perceptions on a number of key aspects (for example, their general attitudes towards online learning) have changed over time. Results from this year's data showed that both teachers and students are becoming more familiar with, and have a stronger preference, towards online teaching and learning when compared with the previous year. More teachers and students feel that online (or blended) learning is effective. In this presentation, the research team will share the methodologies of the study, some of the analysis, and the comparison of the data collected from the two academic years. Some reasons for the changing perceptions on different learning and teaching modes will also be explored.

Session
28 July 2021 (Wednesday) 14:15 - 15:30 Room B

Join the Meeting

Areas of Interest
New Normal in Education

Talk: Using Chatroom to Engage Students in Online Mass Lectures (Submission PolyU02)

Presented by
Dr Josephine WONG, School of Accounting and Finance, The Hong Kong Polytechnic University
Mr Dick CHAN, Educational Development Centre, The Hong Kong Polytechnic University
Ms Ada TSE, Educational Development Centre, The Hong Kong Polytechnic University

Abstract
The major challenge of a two-hour lecture is to keep students engaged in the class. To engage the students, an interactive mode of teaching can help students to keep their focus. Continuously using the chat room to ask students short questions about the subject knowledge can be an effective way to get them engaged in the whole online class. It may help teachers to know whether the students are paying attention to the class. The chat room can be an effective tool for engaging students in an online teaching environment. In teaching online mass lecture classes in two semesters with classes of over 100 to over 300 students of a basic accounting course, short questions were asked frequently during the online classes and students were encouraged to participate by putting their answers on the chat room as responds. Thus, students were kept engaged in the classes through effectively utilizing the chat room. Students reported very satisfactory in their learning experience with the teaching approach. Apart from using the surveys, analyzing the chatroom messages may have better understanding to students' participation to the course.

Session
29 July 2021 (Thursday) 14:30 - 15:45 Room A

Join the Meeting

Areas of Interest
Learning Activities

Talk: Learning Analytics During COVID-19 and Beyond (Submission PolyU03)

Presented by
Ms Ada TSE, Educational Development Centre, The Hong Kong Polytechnic University
Mr Dick CHAN, Educational Development Centre, The Hong Kong Polytechnic University

Abstract
The coronavirus (COVID-19) has changed higher education institutions in many ways dramatically and one of those is the widespread suspension of face-to-face teaching and learning. The suspension resulted in moving almost all teaching and learning online. Large volumes of teaching and learning (T&L) data have hence been generated and logged. In our university, teaching and learning activities are conducted through multiple systems/platforms such as the Blackboard (Bb) learning management system, Blackboard Collaborate Ultra, Microsoft Teams, Zoom, and Panopto. Various learning analytics (LA) practices were performed during the pandemic in order to further understand online learning. The learning analytics team in the Educational Development Centre at The Hong Kong Polytechnic University has designed and created a special reporting system for the university which can reflect students' engagement with their online learning activities. Customized learning analytics reports of students' LMS usage behaviour are generated for teachers in all subjects. In addition, a novel tool has been developed for teachers to generate useful statistics and summaries from the chatroom messages captured by online conferencing platforms, to provide insight in student online learning engagement. Teacher feedback suggests the need for a more convenient way of retrieving the analytical results, and that the quality of learning effectiveness may not be fully explained by high-level engagement analytics.

Session
29 July 2021 (Thursday) 14:30 - 15:45 Room A

Join the Meeting

Areas of Interest
Learning Activities

Talk: Evaluation of a New Assessment Model Used in Online Teaching and Learning (Submission PolyU04)

Presented by
Dr Bruce LI, School of Accounting and Finance, The Hong Kong Polytechnic University
Mr Dick CHAN, Educational Development Centre, The Hong Kong Polytechnic University
Ms Ada TSE, Educational Development Centre, The Hong Kong Polytechnic University

Abstract
Assessment has a critical role in learning and teaching. Since traditional assessments emphasise more on the results of summative evaluations, it does not befit students in this modern era. Therefore, it is needed to rebalance the assessment methods by emphasising the formative assessment under a fully online learning approach. Thus, a new assessment model had been adopted in an accounting course to balance the formative and summative assessments. In this model, students were asked to complete assignments regularly to keep students making a continuous reflection on their works during online learning. Through the self and peer assessment, it can help students learn to take more responsibilities for their learning and develop their study plan. Students were also encouraged to share, contribute and exchange their ideas about the subject matters in the discussion forum. Regular surveys were distributed to students to collect feedback about their online learning experiences. The learning analytics approach was used to evaluate the above assessment and feedback model. Learning analytics tools are applied to extract the learning data and examine the relationship between student performance and online activity engagement. Significant and positive results are observed and can demonstrate that the new assessment model can enhance student's learning experience and improve student's performance.

Session
29 July 2021 (Thursday) 16:00 - 17:35 Room A

Join the Meeting

Areas of Interest
Assessment

Talk: Collaborative Problem-Based Learning and Peer Assessment (Co-PBLa-PA) – a Robust Novel Active Pedagogy for F2F, Hybrid and Online Modes (Submission PolyU08)

Presented by
Dr Fridolin TING, Department of Applied Mathematics, The Hong Kong Polytechnic University
Dr Lawrence C.L. CHAN, Department of Applied Mathematics, The Hong Kong Polytechnic University
Ms Winky TSANG, Department of Applied Mathematics, The Hong Kong Polytechnic University

Abstract
Given the demands on instructors created by the COVID-19 pandemic, teachers have been compelled to integrate active learning pedagogies supported by mobile technologies to sustain students' interactive engagement. The Collaborative Problem-based Learning and Peer Assessment (Co-PBLa-PA) method, implemented through interactive online whiteboards (IOWBs) was introduced in junior secondary and freshman university mathematics classes in Hong Kong. There are FOUR stages for the Co-PBLa-PA method: (1) Prepare: Students form groups and construct or choose problems for other groups of students to solve. (2) Discuss: Groups of students discuss and solve problems given by other groups, collaboratively (3) Peer Asses: In the 'peer assess' stage, groups peer assess/evaluate another groups' answers by critiquing and providing constructive feedback on their peers' work and receiving feedback on the performance of their own group. (4) Summarize: In the 'summarise' stage, the teacher or instructor discusses and/or summarises with students the work and contribution of each group. Our Co-PBLa-PA active teaching method supported by IOWBs has been employed since 2018 to the present, showing effectiveness in all three possible modes of teaching: f2f, hybrid and fully online. In addition, our data supports evidence that the Co-PBLa-PA pedagogy implemented using IOWBs has at least doubled students' conceptual understanding of Calculus and Statistics. In this presentation, we outline all our findings and future directions.

Session
29 July 2021 (Thursday) 13:00 - 14:15 Room B

Join the Meeting

Areas of Interest
Peer-Learning

Talk: Adopting Constructivism and Scaffolding to Unleash Students' Potentials and Enhance Participation (Submission EdUHK01)

Presented by
Mr Andy CHO, Department of Psychology, The Education University of Hong Kong

Abstract
Recognizing the impediment in students' engagement in an online learning environment, a small-scale pilot in adopting constructivist pedagogies was implemented to enhance the teaching and learning experience in a PGDE Educational Psychology course. Synchronous online lectures commenced with an authentic inquiry-based question to transpire the lesson's objective. Theorical concepts, progressive scaffolding questions and group discussions were then provided to hone students' conceptualization, consolidation, self-sufficiency, belongingness, retain students' inquisitiveness and participation. Upon adaptation, students contributed more frequent and lengthier discussions in deliberating the practicality of how theories or concepts can be exploited to tackle their real-life scenarios. Accuracy of theory application was also acknowledged in concept check mini-quizzes within the lectures at an average of 89% for students who participated more frequently compared to 77% with the less active students and 71% before constructivism implementation. The more active students also probed more in-depth, authentic, and application types of questions during the lectures. Since the traditional didacticism pedagogy is the more widely preferred teaching and learning style for academic achievement in Hong Kong, it would be beneficial for scholars and educators to put some considerations in developing a more systematic and culturally adopted constructivism in knowing whom, when, how, and what to be implemented during the lessons to enhance students' cognitive abilities. As of the current stage, the exploration lies within how and to what extent constructivism can be adopted.

Session
29 July 2021 (Thursday) 10:45 - 12:00 Room A

Join the Meeting

Areas of Interest
Online Teaching

Talk: Enhancing Communication through Formative Assessment and Feedback through an Online Academic Conference (Submission EdUHK02)

Presented by
Dr Kevin YUNG, Department of Curriculum and Instruction (C&I), The Education University of Hong Kong

Abstract
Teaching and learning online pose constraints to teacher-student and student-student communication. It is therefore important for teachers to create extra opportunities for dialogue with and among students. This presentation showcases how communication can be enhanced through a series of activities to facilitate students' learning in the course Reading in English as a Second Language for the Master of Teaching students at EdUHK. One assessment task is a poster presentation in an online 'academic conference' in which students present their design of classroom activities about teaching English through reading and interact with their teacher and peers on Moodle. At the preparation stage, students post their preliminary ideas in a non-assessed Moodle task to solicit teacher and peer feedback. A workshop is organised for the teacher to explain the assessment criteria and illustrate with exemplars what is expected in a poster. Students can also seek further advice from the teacher through small-group consultation online. At the assessment stage, students in groups of three upload their posters onto the Moodle forum, present in writing their designed activities with justification based on the theories covered in the course, and more importantly, engage in critical dialogue with their teacher and peers. After the conference, students can consolidate the feedback to 'feedforward' their individual essays – another assessment task which requires students to critique reading activities. This presentation reports on the findings from student survey and interviews and their posts on Moodle, and offers pedagogical implications for enhancing communication through an online community of student learning.

Session
29 July 2021 (Thursday) 16:00 - 17:35 Room A

Join the Meeting

Areas of Interest
Assessment

Talk: Teaching Engineering in an Increasingly Complex, Multidisciplinary World (Submission HKUST01)

Presented by
Prof Rhea LIEM, Department of Mechanical and Aerospace Engineering , The Hong Kong University of Science and Technology
Mr Arjit SETH

Abstract
Real-world engineering problems have become increasingly more complex, partly due to the increasing demand and expectation, coupled with the recent advancements in science and engineering. Multidisciplinary innovations and industrialization have become more common, in order to keep pushing the boundaries. While this recent shift is exciting for most students and practitioners, it also imposes new challenges in engineering education. The current paradigm for teaching engineering is to cluster the different disciplines and focus on them in separate courses, which leads to fragmentation and a loss of context of an overall understanding of the complex system. The next big questions are therefore: how can we strike the right balance between providing strong fundamental knowledge and preparing students to be able to keep up with the rapid science and technology development? How can we assist students in maintaining a holistic view of the complex system while focusing on certain details? In this talk, I will discuss this topic with an example in aircraft design education. In particular, I will talk about developing an integrated computational framework to support several aerospace engineering courses at once. In addition to effectively demonstrating the interdependence between different aerospace engineering disciplines in an aircraft design problem, this platform can also lend itself to introduce computational paradigms that are necessary in any engineering industry today (e.g., optimization, sensitivity analysis, machine learning and artificial intelligence), thus providing our graduates with a comprehensive modern aerospace engineering education.

Session
30 July 2021 (Friday) 13:00 - 14:15 Room A

Join the Meeting

Areas of Interest
Student Capabilities

Talk: Inspiring Makers in First-Year Engineering through Remote Learning (Submission HKUST02)

Presented by
Mr Paul LAVIGNE, Center for Engineering Education Innovation, The Hong Kong University of Science and Technology
Mr Jac LEUNG, Center for Engineering Education Innovation, The Hong Kong University of Science and Technology

Abstract
The First-Year Cornerstone Engineering Design Project Course (ENGG1100) aims to maintain practicality and excitement of experiential learning by enabling students to create an authentic artifact, despite the unexpected shift to online delivery due to the pandemic. The main challenge is to teach a course that usually takes place in a makerspace and to redesign it to enable students to be a "maker" at home. This presentation aims to share key principles of our instructional design, and what we have learned from this experience by looking at students' feedback and their project outcomes. This experience forms the essential groundwork for us to understand the possibilities and limitations of teaching project courses entirely online.

Session
29 July 2021 (Thursday) 13:00 - 14:15 Room A

Join the Meeting

Areas of Interest
Learning Activities (Group Projects)

Talk: Building a Resilient Pedagogical Approach: Blended and Mixed-Mode Learning in Social Science Teaching (Submission HKUST03)

Presented by

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Abstract

In this presentation I will reflect upon my own pedagogical transition towards embracing blended learning in teaching social science to undergraduate and postgraduate students. In particular, I will share some of the practical and institutional challenges to developing a successful blended/mixed-mode course, and reflect on how universities might help faculty to offset them. Finally, I will discuss how different students have appeared to respond to these 'new' innovations.

Session

28 July 2021 (Wednesday) 14:15 - 15:30 Room B

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Areas of Interest

New Normal in Education