

Teaching and Learning Innovation

EXPO 2013

In Collaboration with Professor Shekhar Kumta UGC-Award Seminar Series



5 December 2013

Lecture Theatre 6 and First Floor
Lee Shau Kee Building (LSK)
Central Campus
The Chinese University of Hong Kong



5 - 12 December 2013

Follow-up Poster Exhibition
First Floor, Lee Shau Kee Building (LSK)

Organised by: eLearning Service @ CU



Last updated: 2 December 2013

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Joseph J Y Sung

*Vice-Chancellor and President
The Chinese University of Hong Kong*



It is with great pleasure that I write again on the website of the Teaching and Learning Innovation Expo. Now being mounted for the seventh consecutive year, the Expo had its origin as an initiative to encourage the exchange of ideas and experience in university teaching among teachers in tertiary institutions in Hong Kong. Over the years it has proved to be a much-valued forum at which a lot of innovations and breakthroughs, and practical solutions to many longstanding problems, have been achieved through the study and sharing of educational models and cases.

As it was in the previous years, the 2013 Expo is being presented by the Centre for Learning Enhancement And Research and the Information Technology Services Centre of the Chinese University, but this year we are particularly delighted to have Professor Shekbar Kumta, of the Department of Orthopaedics and Traumatology in the Faculty of Medicine, participating as a co-organizer, utilizing funds from his UGC Award. To all the organizers I would like to extend my sincere congratulations for another successful event of considerable academic significance, and my warm gratitude for their tenacious effort and unwavering dedication. May I also take the opportunity here to wish all who partake of the wealth of information being imparted at the Expo, whether by coming to our campus or accessing it online, a time well spent, and lots of worthy inspirations.

Professor Kit-Tai Hau

*Pro-Vice-Chancellor / Vice-President
Professor of Educational Psychology
The Chinese University of Hong Kong*



Being a world-class university with a long history of establishment and a mission to nurture students who are able to produce scholarly output as well as to contribute to the community, The Chinese University of Hong Kong has always put great emphasis on teaching and learning. We aim at equipping students with knowledge and capabilities that enable them to excel in the fast-changing modern world. The Teaching and Learning Innovation Expo, first launched in 2007, is now coming to its seventh year. The Expo is an annual occasion where teachers share teaching and learning experiences and strategies with their fellow colleagues as an effort to strive for excellence in practice. It facilitates not only exchanges within the University but also provides a platform for sharing within the academic community at large.

The 3-3-4 curriculum was launched last year. The Expo this year thus has an additional function in giving us the time and space to reflect and review the experiences we have had after the first year of the new curriculum. It will be a golden opportunity for us to consolidate what we have learnt and pave our way for the future. Other than looking back at the new curriculum, Expo 2013 should also be an ideal platform for teachers to disseminate their results in teaching and learning projects as well as diffuse innovative teaching strategies to the bigger teacher community. I believe the Expo will continually act as a catalyst to enhance teaching and learning not only at CUHK but also the academia as a whole. Finally, I wish the Expo 2013 a great success and look forward to learning from my fellow colleagues in the event.

Introduction

Objective

This is the seventh year we have run the teaching and learning Expo at the University. The Expo is an academic conference providing a mutually supportive and positive environment, where creative ideas or practices that lead to learning enhancement can be exchanged through meaningful conversation and interactive seminars. We welcome all ideas and practices ranging from the course to the institutional level, regardless of whether technology is involved or not.

The 'Teaching and Learning Innovation Expo 2013' has four main components: a formal opening session, keynote sessions, poster presentations and information talks.

Organisers

eLearning Service @ CU

<http://www.cuhk.edu.hk/eLearning/>

A joint project of ITSC and CLEAR



Information Technology Services Centre (ITSC)	Centre for Learning Enhancement And Research (CLEAR)
Sally Wong	Henry Chiu
Judy Lo	Prof. Paul Lam
Eva Cheung	Prof. Isabella Poon
Carol Chiu	

Programme

Summary

The Expo is composed of four main parts:

1. Opening address
2. Keynote addresses
3. Talks will be organised in parallel sessions (25-minute slots in four sessions). The talks include information talks on defined themes and formal presentations by teachers on their work.
4. An assembly of poster presentations. We hope our participants enjoy a light lunch while learning about new ideas and discussing with colleagues.

The posters will be exhibited at the venue for 1 week (from 5 to 12 December 2013).

Timetable of the main events

Time	Programme				
8:45am – 9:15am	Registration (1/F, LSK)				
9:20am – 9:30am	Formal opening (LSK LT6)				
9:30am – 10:15am	Keynote address (Prof. Jane Jackson, LSK LT6)				
10:15am – 11:00am	Keynote address (Prof. Lutz-Christian Wolff, LSK LT6)				
11:00am – 11:15am	Coffee break (1/F, LSK) ¹				
11:15am – 12:00pm	Keynote address (Mr Allan Carrington, LSK LT6)				
12:00pm – 1:30pm	Lunch and interactive poster presentation (1/F, LSK) ^{1,2}				
1:30pm – 1:55pm	Parallel session T1 (LSK 201)	Parallel session T2 (LSK 202)	Parallel session T3 (LSK 204)	Parallel session T4 (LSK 206)	Special Workshop S1 (LSK 210)
2:00pm – 2:25pm	Parallel session T5 (LSK 201)	Parallel session T6 (LSK 202)	Parallel session T7 (LSK 204)	Parallel session T8 (LSK 206)	
2:30pm – 2:55pm	Parallel session T9 (LSK 201)	Parallel session T10 (LSK 202)	Parallel session T11 (LSK 204)	Parallel session T12 (LSK 206)	
3:00pm – 3:25pm	Parallel session T13 (LSK 201)	Parallel session T14 (LSK 202)	Parallel session T15 (LSK 204)	Parallel session T16 (LSK 206)	
3:30pm – 3:55pm	-	Parallel session T17 (LSK 202)	Parallel session T18 (LSK 204)	Parallel session T19 (LSK 206)	
4:00pm – 4:30pm	Refreshment ¹ + Poster awarding ³ + Closing (1/F, LSK)				

Remarks:

1. There is no charge for the day. Free lunch and refreshment will be provided.
2. For environmental protection, please bring along your own cup for drinks.
3. Judges of the poster award:

- i. Dr Tak Ha Associate Director of Center for Enhanced Learning and Teaching, Hong Kong University of Science and Technology
- ii. Dr Crusher Wong Senior Education Development Officer, Office of the Chief Information Officer, City University of Hong Kong
- iii. Dr Theresa Kwong Principal Teaching and Learning Officer, Centre for Holistic Teaching and Learning, Hong Kong Baptist University


Timetable of talks

Session	Time	Room (LSK)	Name of Presenters	Title
Workshop				
S1	1:30pm - 3:25pm	210	Allan Carrington Prof. Shekhar Kumta Joseph Leung Alex Yung Yan Jin	Creating Your Own Scenario-Based E-Learning
Talks				
T1	1:30pm - 1:55pm	201	Dr Isabel Hwang	The Power of Mobile eLearning Apps: How the Teaching and Learning Environment is Being Given a Facelift in Biomedical Teaching
T2		202	Dr Susan S. S. Ho Kevin Y. Kong Prof. Paul Lam Kevin Wong	Development of a New Course to Promote Lifelong Learning Skills in Pharmacy Students
T3		204	Prof. Pang-Chui Shaw Prof. Siu-Kai Kong Ady Wong Kenneth Leung Dr Kwan-Chi Leung	Learning through e-Observation - Videos and Interactive Questions on Common Concepts and Techniques for Effective Learning of Biochemistry
T4		206	Prof. King-Ming Chan Prof. T. F. Chan Prof. S. K. Kong Prof. Kevin Y. L. Yip Prof. Douglas P. T. Yung	How Our Students Learn from iGEM Competition?
T5		201	Prof. Irwin Kuo-Chin King Dr Tsz-Yeung Wong	EasyScriptor - A Term Paper Wizard
T6		202	Prof. Marc Aurel Schnabel Sky Tian-Tian Lo	Collaborative Mass Housing Design Studio
T7		204	Elsie Christopher Dr Yvonne Loong	The Interview Skills Development System (ISDS): Improving Individual Performance
T8		206	Prof. Amy Barrow	The Individual, the Community and the Law: Integrating Socio-Legal Studies into the Study of the Law
2:00pm - 2:25pm				

Session	Time	Room (LSK)	Name of Presenters	Title
T9	2:30pm - 2:55pm	201	Dr Ann Sin-Nga Lau Kaman Lee Eva Cheung Prinporn Lau	Transforming the Gadgets @ CU eLearning System to a Peer Assessment Platform and Fostering Group Interactions
T10		202	Dr Jacqueline Wong Prof. Dennis Fan	Early Phase of Exploratory Study at Student Oriented Cross Units Communication Platform
T11		204	Prof. Helen Zhao	Web-Based Peer Feedback in First-Year English Writing Classes
T12		206	Prof. Mei-Yee Leung Raymond Leung Prof. Wai-Yin Poon	The Entry Survey and a Comparison of Two Cohorts of Students Admitted to CUHK in 2012
T13	3:00pm - 3:25pm	201	Dr Ann Sin-Nga Lau Prof. Paul Lam Kevin Wong	The Extended Use of uReply as a Tool for Evaluation
T14		202	Prof. Eunice Tang Edsoulla Chung Eddy Li Steven Yeung	VLearn for English Vocabulary Learning
T15		204	Prof. Paul Lam Judy Lo	CU eLearning System User Forum
T16		206	Dr Vivian Yin-Ha Chan Ray Chau Dr Jacky Man-Leuk Yuen Ka-Yiu Yau Hong-To Chan Leo Fai-Hung Ma	The Power of Words: An Attempt to Encourage Extensive and Proactive Reading and Writing Beyond the Classroom
T17	3:30pm - 4:00pm	202	Prof. Grant Hamilton Prof. David Huddart	Knowledge Transfer in the Humanities, and a New Learning Resource
T18		204	Prof. Ian Morley	Forging a Blended Approach to Grasping the Urban History of Britain in the 1800s
T19		206	Prof. Morris Siu-Yung Jong Eric Tsun-Hin Luk Eva Xueqi Zhang Silu Li	LOCALe & EagleEye: Equipping Education Students with Pedagogical Knowledge and Technical Skills in Facilitating Outdoor Exploratory Learning

Prof. Jane Jackson

*Department of English,
Nominee of the University Grants Committee Teaching Award 2013,
Awardee of CUHK Education Award 2013*



Title

Facilitating Intercultural Learning on Campus: Strengthening the Research-Teaching Nexus

Abstract

In recent decades, internationalization efforts have intensified in Asian institutions of higher education. We have witnessed a dramatic increase in the number of students participating in some form of education abroad (e.g., faculty-led sojourns, semester-long exchange programs, service-learning); the number and diversity of incoming international students is also transforming local campuses. After reviewing the expectations and implications of internationalization strategies, I review common barriers (e.g., limited meaningful interaction between local and international students).

The remainder of the session focuses on research-inspired suggestions to bolster internationalization efforts across the campus. I begin by describing a case study of an interdisciplinary, learner-centered course that draws on education abroad research (e.g., ethnographic studies, experimental design investigations of international exchange students). Intercultural Transitions: Making Sense of International Experience is designed to enrich and extend the intercultural learning of undergraduates with recent or current international experience. Structured, critical reflection provides a powerful medium through which the students challenge their assumptions and connect their experiences to theoretical concepts. As they 'unpack' their international learning, they move towards analyzing rather than simply judging unfamiliar behavior. They are also prompted to consider their own attitudes and actions in critical incidents. Content analyses of qualitative data (e.g., reflective essays, Forum chats) and pre- and post- administrations of the Intercultural Development Inventory indicate that the participants generally acquire higher levels of intercultural sensitivity by the end of the course. After presenting this illustrative case study, I briefly discuss other practical ways to enhance intercultural learning and foster meaningful interactions between local and international students both in and out of class. This session underscores the benefits of strengthening the connection between research and practice to optimize the potential of internationalization.

Biography

Prof. Jane Jackson (PhD, OISE/University of Toronto) is Professor in the English Department. Since joining CUHK in 1995, her outstanding teaching has earned her a number of University teaching awards, including the Vice Chancellor's Exemplary Teaching Award and multiple awards from the Department of English for Excellence in Teaching. In 2013, she received the University's Education Award and was one of five finalists for the 2013 University Grants Committee Award for Teaching Excellence.

Prof. Jackson has developed a number of innovative, learner-centered courses which are designed to sharpen students' critical thinking, subject matter knowledge, and 'whole person development', while scaffolding lifelong learning. Many of her initiatives provide challenging experiential/intercultural learning opportunities for students, including ethnographic projects both in Hong Kong and abroad. Her courses, which are based on and informed by research, typically include an eLearning component to enrich and extend student learning.

A strong proponent of internationalization, Prof. Jackson is investigating the most effective ways to optimize second language, education abroad learning and encourage meaningful interaction between local and international students. Her current research interests include intercultural communication, language and identity, internationalization, and international education. With the support of competitive research grants, she is investigating the language and (inter)cultural learning, and 'whole person development' of education abroad students (both outgoing and incoming). Recent books include *Introducing Language and Intercultural Communication* (Routledge, 2014), *The Routledge Handbook of Language and Intercultural Communication* (Routledge, 2012) (Ed.), *Intercultural Journeys: From Study to Residence Abroad* (Palgrave MacMillan, 2010), and *Language, Identity, and Study Abroad: Sociocultural Perspectives* (Equinox, 2008). Professor Jackson is committed to strengthening the teaching-research nexus. Her refereed publications and presentations on pedagogy are helping to enhance international education and promote teaching excellence in Hong Kong institutions and beyond.

Prof. Lutz-Christian Wolff

Faculty of Law,

Nominee of the University Grants Committee Teaching Award 2013,

Awardee of CUHK Education Award 2013

Title

Learning without Teaching?



Abstract

Teaching stands in the center of university education. But, is teaching really the perfect tool to achieve educational goals at tertiary level? Is teaching the most effective way to enable and encourage students to have the best learning experience? Does teaching really support 'deep learning'?

Based on anecdotal evidence and personal experience Prof. Wolff ventures to challenge the importance of teaching at university level. He discusses the potential downsides of educational systems which over-emphasize the significance of teaching and which favor 'student-centeredness around-the-clock'. He proposes to rethink traditional teaching approaches and develops concrete suggestions for the design of effective teaching methods in modern times.

Biography

Professor WOLFF has been based in Hong Kong since 1999 after years of studying, working and doing research in Passau, Shanghai, Taipei, Düsseldorf, Beijing, New York and Frankfurt. He joined CUHK in 2005 as a founding member of the Faculty of Law. He specializes in Chinese and International Business Law as well as in Conflict of Laws.

Professor WOLFF has received the CUHK Research Excellence Award in 2008 and the CUHK Vice-Chancellors Exemplary Teaching Award in 2007 and in 2011 and is the recipient of the CUHK Education Award 2013. He is a highly respected teacher who believes that teaching approaches have to be multi-faceted to cater to the particular needs and interests of students. He emphasizes the fact that law is 'path-dependent' and must be understood 'in context'. Teaching methods and learning outcomes therefore have to be designed not only to nurture pure legal knowledge, but also to instill related know-how from other disciplines as well as professional and generic skills, values and attitudes.

Allan Carrington

University of Adelaide,
Apple Distinguished Educator,
Winner of the 2012 OLT National Citation for Outstanding Contributions
to Student Learning,
Awardee of the 2011 University of Adelaide Award for Excellence in
Support of the Student Experience



Title

Disruptive Padagogy: How Far can a Good Idea Reach?

Abstract

In the days of social media it can be much further than you ever expect. The Padagogy Wheel started as a info-graphic to support face-to-face seminar presentations on iPads in Education, given on a trip to Europe in 2013. Thanks to blogging and twitter, the Padagogy Wheel Poster has now been downloaded in excess of 44,000 times so far and it is likely that some 80,000 teachers have already seen it. This will be an introduction to this learning model and how to use it to get improved learning outcomes. It is all about inspiring teachers to adopt a mindset of disruptive innovation, stir the status quo and help them empower their students to achieve excellence.

Biography

Allan has been a Learning Designer with the eLearning Team at the University of Adelaide for the last 10 years and has a background in Print Production, publishing and marketing. He is recognized as an Apple Distinguished Educator and has won two major Learning and Teaching Awards. In 2011 he was awarded the University of Adelaide Award for Excellence in Support of the Student Experience - this was the first time this award had been granted. In 2012 he received a National Office of Learning and Teaching (OLT) citation for Outstanding Contributions to Student Learning, one of only 152 awarded across Australia. It read: "Allan Carrington has been fundamental in providing teaching faculty with the motivation, knowledge, tools, confidence and evidence to show them that they can and should challenge themselves to look at new ways to teach and engage. He has been instrumental in introducing eight significant teaching and learning initiatives. Such pedagogies as Scenario-based Learning, Just in Time Teaching (JiTT) and Interactive Learning Modules (ILMs) have resulted in very positive learning outcomes and enriching the student experience". Allan has masters degrees in Education and Interactive Multimedia. He has also worked in learning and teaching in the VET sector and has a Certificate IV in Assessment and Work Place Training. He and his family spent 9 years in Hawaii and Texas USA as volunteers working in the College of Communication at the University of the Nations (UofN) part of Youth With A Mission (YWAM). He has travelled to over 20 countries and taught in the USA, Europe and Latin America. Allan has extensive experience in online collaboration and facilitation. His learning and teaching initiatives and areas of research interest can be found at his Let's Collaborate Page, which is part of his ePortfolio.

Allan sees his most effective contribution to making a difference in the future is consulting and in particular, ministry to Christian Missions in 21st Century learning and teaching methods. To serve this calling he has resigned from his full time position at the University of Adelaide and with Glynis, his wife of 37 years, they have commenced their own consultancy called Designing Outcomes. Glynis and Allan have two adult children and live in Adelaide South Australia.

Presenters

OBA roadmaps by faculties and GE (P1-P9)

The outcome-based approach (OBA) to teaching and learning is one that focuses on educational efforts leading to desired student learning outcomes. As a response to the University Grants Committee (UGC)'s initiative in promoting OBA to teaching and learning, a revised OBA plan for the University has been drawn up and submitted to the UGC in April 2007.

The University's recognition and acceptance of diversity, and its encouragement for developing frontline initiatives are key factors leading to the success of the OBA endeavour. In cooperation with motivated and passionate teachers, the eight faculties and the General Education (GE) unit have generated a variety of initiatives for enhancing teaching and students' learning. Each of the eight faculties and the GE unit have developed their own OBA Roadmap in 2007, and since have been making good progress in accordance with the Roadmap.

List of presenters

	Name of Presenters	Unit	Title	Poster Station	Talk Session
1	Prof. Grant Hamilton Prof. David Huddart	Department of English	Knowledge Transfer in the Humanities, and a New Learning Resource	P10	T17
2	Prof. Helen Zhao	Department of English	Web-Based Peer Feedback in First-Year English Writing Classes	P11	T11
3	Prof. Jane Jackson	Department of English	Enhancing Study Abroad Learning through Guided Reflection	P12	-
4	Prof. Ian Morley	Department of History	Forging a Blended Approach to Grasping the Urban History of Britain in the 1800s	-	T18
5	Dr Sally Wai-Yan Wan	Department of Curriculum and Instruction	Differentiated Instruction: Pre-service Teachers' Learning in the Knowledge Building Community	P13	-
6	Prof. Morris Siu-Yung Jong ¹ Eric Tsun-Hin Luk ² Eva Xueqi Zhang ² Silu Li ²	¹ Department of Curriculum and Instruction ² Centre for the Advancement of IT in Education	LOCALe & EagleEye: Equipping Education Students with Pedagogical Knowledge and Technical Skills in Facilitating Outdoor Exploratory Learning	P14	T19
7	Elsie Christopher Dr Yvonne Loong	Independent Learning Centre	The Interview Skills Development System (ISDS): Improving Individual Performance	P15	T7

	Name of Presenters	Unit	Title	Poster Station	Talk Session
8	Dr Felix Lip-Yan Chao Dr Vivian Yin-Ha Chan Dr Mei-Ah Tan	Independent Learning Centre	Independent Learning in Practice: "Self-Learning Chinese" and "University Chinese Grammar in Use"	P16	-
9	Dr Vivian Yin-Ha Chan ¹ Ray Chau ¹ Dr Jacky Man-Leuk Yuen ² Ka-Yiu Yau ³ Hong-To Chan ³ Leo Fai-Hung Ma ⁴	¹ Independent Learning Centre ² School of Biomedical Sciences ³ Department of Chinese and Literature ⁴ The University Library System	The Power of Words: An Attempt to Encourage Extensive and Proactive Reading and Writing Beyond the Classroom	P17	T16
10	Prof. Eunice Tang ¹ Edsoulla Chung ² Eddy Li ² Steven Yeung ²	¹ Faculty of Education ² English Language Teaching Unit	VLearn for English Vocabulary Learning	P18	T14
11	Dr Wing-Hung Wong Dr Julie Chu-Lee Chiu Dr Kam-Moon Pang	Office of University General Education	Student Engagement in General Education Foundation Programme	P19	-
12	Louis Lui Lam	School of Continuing and Professional Studies	A Comparison Study of Student Learning Experience Using 'Positive Technologies'	P20	-
13	Joyce Leung ¹ Prof. Wai-Yin Poon ²	¹ Faculty of Science ² Centre for Learning Enhancement And Research	Learning by Engaging and Teaching (LET) Programme	P21	-
14	Dr Kendrew Kin-Wah Mak	Department of Chemistry	Instructional Video for Introductory Organic Chemistry Experiments	P22	-
15	Prof. Pang-Chui Shaw Prof. Siu-Kai Kong Ady Wong Kenneth Leung Dr Kwan-Chi Leung	School of Life Sciences	Learning through e-Observation - Videos and Interactive Questions on Common Concepts and Techniques for Effective Learning of Biochemistry	P23	T3
16	Prof. King-Ming Chan ¹ Prof. T. F. Chan ¹ Prof. S. K. Kong ¹ Prof. Kevin Y. L. Yip ² Prof. Douglas P. T. Yung ³	¹ School of Life Sciences ² Department of Computing Science and Computer Engineering ³ Biomedical Engineering Program, Faculty of Engineering	How Our Students Learn from iGEM Competition?	P24	T4

	Name of Presenters	Unit	Title	Poster Station	Talk Session
17	Prof. Liwen Jiang Dr Vivian Hoi-Ling Chan Ivan Siu-Chung Cheung Jim Ka-Ho Lau Amy Yin-Ching Leung	School of Life Sciences	Developing Video Learning Modules for Teaching Cell Biology	P25	-
18	Dr Cheung-Ming Chow ¹ Dr Lawrence Chi-Ming Chiu ¹ Dr Kwok-Cheong Chung ¹ Arthur Chan ²	¹ School of Life Sciences ² Starwish Little Prince Studio Limited	The Game Design of a Mobile App for Learning Biology Terminologies: Transforming the Nerve-racking Tasks into Fun	P26	-
19	Dr Tsz-Ping Lam ¹ Prof. Shekhar Kumta ¹ Patrick Pak-Leung Tsang ¹ Prof. Paul Lam ²	¹ Department of Orthopaedics and Traumatology ² Centre for Learning Enhancement And Research	Upgrading the SLO Mapping Platform In Line with the University Teaching and Learning Strategy	P27	-
20	Dr Susan S. S. Ho ¹ Kevin Y. Kong ¹ Prof. Paul Lam ² Kevin Wong ²	¹ School of Pharmacy ² Centre for Learning Enhancement And Research	Development of a New Course to Promote Lifelong Learning Skills in Pharmacy Students	P28	T2
21	Dr Isabel Hwang	School of Biomedical Sciences	The Power of Mobile eLearning Apps: How the Teaching and Learning Environment is Being Given a Facelift in Biomedical Teaching	P29	T1
22	Dr Rebecca Kit-Ying Lee ¹ Dr Ann Sin-Nga Lau ¹ Daisy Chen ² Judy Lo ² Prof. Paul Lam ³	¹ School Biomedical Sciences ² Information Technology Services Centre ³ Centre for Learning Enhancement And Research	Interactive Web-based & Mobile-based Courseware for Effective Learning	P30	-
23	Dr Ann Sin-Nga Lau ¹ Kaman Lee ¹ Eva Cheung ² Prinporn Lau ²	¹ School of Biomedical Sciences ² Information Technology Services Centre	Transforming the Gadgets @ CU eLearning System to a Peer Assessment Platform and Fostering Group Interactions	P31	T9
24	Dr Ann Sin-Nga Lau ¹ Prof. Paul Lam ² Kevin Wong ²	¹ School of Biomedical Sciences ² Centre for Learning Enhancement And Research	The Extended Use of uReply as a Tool for Evaluation	P32	T13

	Name of Presenters	Unit	Title	Poster Station	Talk Session
25	Michael Wai-Yeung Chung Prof. Yuanan Jiang Dr Vincent Lee Chi-Sun Ng Winnie Lee	School of Chinese Medicine	Chinese Materia Medica Memorizer - the Flash Cards on Smartphone	P33	-
26	Dr David Lap-Kei Chow Dr Fred Kei-Tat Ku	Department of Decision Sciences and Managerial Economics	An Introduction to an Online Platform for Multimedia Educational Resources (PMER)	P34	-
27	Prof. Amy Barrow	Centre for Right and Justice, Faculty of Law	The Individual, the Community and the Law: Integrating Socio-Legal Studies into the Study of the Law	P35	T8
28	Almaz M. K. Chak Prof. Shige Makino	Department of Management	Learning Motivations of and Learning Barriers in Participating in Overseas Internships	P36	-
29	Dr Jacqueline Wong ¹ Prof. Dennis Fan ²	¹ Department of Decision Sciences and Managerial Economics ² Business School	Early Phase of Exploratory Study at Student Oriented Cross Units Communication Platform	P37	T10
30	Prof. Mei-Yee Leung ¹ Raymond Leung ² Prof. Wai-Yin Poon ³	¹ Office of University General Education ² Office of Student Affairs ³ Centre for Learning Enhancement And Research	The Entry Survey and a Comparison of Two Cohorts of Students Admitted to CUHK in 2012	P38	T12
31	Prof. Lai-Wan Chan ¹ Dr Susanna Wai-Yee Kwok ² Prof. Sunny Kai-Sun Kwong ³ Prof. Pan-Chiu Lai ⁴ Prof. Wai-Yin Poon ^{5,6}	¹ Faculty of Engineering ² Faculty of Business Administration ³ Faculty of Social Science ⁴ Faculty of Arts ⁵ Faculty of Science ⁶ Centre for Learning Enhancement And Research	An Inter-faculty E-learning Platform	P39	-
32	Prof. Wai-Yin Poon ¹ Kitty Yu ²	¹ Centre for Learning Enhancement And Research ² Academic and Quality Section	Diffusion of TDG Projects to Enhance Sustainability and Collaboration	P40	-
33	Prof. Paul Lam Kevin Wong	Centre for Learning Enhancement And Research	Mobile Learning@ CUHK	P41	-

	Name of Presenters	Unit	Title	Poster Station	Talk Session
34	Prof. Paul Lam Kevin Wong	Centre for Learning Enhancement And Research	uReply	P42	-
35	Prof. Paul Lam ¹ Judy Lo ²	¹ Centre for Learning Enhancement And Research ² Information Technology Services Centre	CU eLearning System User Forum	P43	T15
36	Dr Tsz-Yeung Wong Ka-Man Chan Gloria Wing-Hei Lee	Department of Computer Science and Engineering	PopQuiz: Video-based Learning and Practicing Platform	P44	-
37	Prof. Irwin Kuo-Chin King Dr Tsz-Yeung Wong	Department of Computer Science and Engineering	EasyScriptor - A Term Paper Wizard	P45	T5
38	Prof. Helen Meng William Leung Simon Wong	Department of Systems Engineering and Engineering Management	Development of Text-to-Audiovisual Speech Synthesis to Support Interactive Language Learning on a Mobile Device	P46	-
39	Prof. Ruxu Du Dr Longhan Xie	Department of Mechanical and Automation Engineering	A Multimedia Website for Teaching and Learning Design and Manufacturing	P47	-
40	Prof. Marc Aurel Schnabel Sky Tian-Tian Lo	School of Architecture	Collaborative Mass Housing Design Studio	P48	T6
41	Prof. Ching-Man Lam Prof. Siu-Ming To Prof. Wallace Chi-Ho Chan Eva M. K. Lo Ng	Department of Social Work	Reflective-Action Learning in the Social Work Undergraduate program	P49	-
42	Allan Carrington ¹ Prof. Shekhar Kumta ² Joseph Leung ² Alex Yung ² Yan Jin ²	¹ University of Adelaide ² Teaching and Learning Resources Centre, Faculty of Medicine	Creating Your Own Scenario-Based E-Learning	P50	S1
43	Prof. Shekhar Kumta ¹ Alex Yung ¹ Joseph Leung ¹ Yan Jin ¹ Prof. Samuel Y. S. Wong ² Prof. Katrina W. K. Tsang ²	¹ Teaching and Learning Resources Centre, Faculty of Medicine ² Division of Family Medicine and Primary Health Care, Faculty of Medicine	Facilitate Your Teaching with Apps	P51	-

1. Knowledge Transfer in the Humanities, and a New Learning Resource (P10, T17)

*Prof. Grant Hamilton, Prof. David Huddart
Department of English*

The “impact” of research will soon be a question that scholars in the humanities in Hong Kong will be asked to consider formally. Indeed, it seems certain – given the recent experience of fellow academics in the UK – that the next research assessment exercise conducted in Hong Kong will ask researchers to demonstrate unambiguously the impact of funded-scholarship on the wider community beyond the boundaries of the academy. In order to raise awareness about these soon-to-be ubiquitous phrases, this presentation explains the character, significance, as well as some of the challenges that will inevitably be made to humanities scholarship in Hong Kong by this turn to “impact” and “knowledge transfer.” It also takes the opportunity to showcase a new learning resource that is currently being developed by the Department of English as an explicit response to thinking alongside these terms.

2. Web-Based Peer Feedback in First-Year English Writing Classes (P11, T11)

*Prof. Helen Zhao
Department of English*

This paper presents a web-based peer feedback technology integrated into a first-year English writing course at CUHK. This tool replaces the traditional paper-and-pencil model of peer feedback. It provides a platform where students engaged in individual and communal annotations of peers’ drafts.

3. Enhancing Study Abroad Learning through Guided Reflection (P12)

*Prof. Jane Jackson
Department of English*

This poster centers on an intercultural transitions course, which was inspired by my investigations of the learning of study abroad students (GRF #2110167 & 2110122). When designing this course, I aimed to enrich and extend the intercultural learning of students with recent or current international experience. In this learner-centred course, the participants delve into such topics as language and culture shock, intercultural adjustment, reentry, identity negotiation/expansion, global citizenship, and intercultural competence in a second language. In a supportive environment, they critically examine their own (and others’) international/intercultural experience in relation to theories and models of intercultural (communicative) competence, intercultural transitions, identity reconstruction, and global citizenship. Structured reflection provides a powerful medium through which the participants challenge their assumptions, pose critical questions, connect their experiences to theoretical concepts, and revisit intercultural incidents. After engaging in structured critical reflection, reading, discussion, and writing (e.g., online forums/blogs/reflective essays), the participants develop a deeper understanding of their international experience/intercultural learning and discover ways to integrate it into their campus life and future plans. This poster aims to stimulate discussion about innovative ways to stimulate critical reflection and foster student engagement. (This ongoing project has been generously supported by Teaching Development Grants 4170338 & 4170356).

4. Forging a Blended Approach to Grasping the Urban History of Britain in the 1800s (T18)

*Prof. Ian Morley
Department of History*

This paper explains the utilization of E-learning technologies within a postgraduate History class held at CUHK. It discusses generic issues associated with student learning demands and their internet use albeit in conjunction with a teacher's attempt to establish blended learning for a course which most of the learners have little or no background knowledge prior to taking: the course focuses on urban life during the Victorian era in Britain. Moreover, the teaching methods to be discussed in the paper are a purposeful response to wider educational transitions. As a case in point, the evolution of the World Wide Web (WWW) and the proliferation of Web-based technologies known as 'Web 2.0' are known to have altered how people use the WWW. Whereas users, including CUHK students, once went online to gather/read information, now the Internet has granted provision to share files and web links, and to chat in real time with other Internet users. Significantly, as university students are increasingly drawn for both learning and social reasons to the WWW, these digital natives are expecting structured computer use as part of their education. Yet to successfully apply/blend social media into a curriculum involves the instructors' keeping of two, often conflicting, interests in mind: gratifying learner demands; grasping, in pedagogical terms, of how the implementing of Web 2.0 can improve existing teaching and learning practices.

5. Differentiated Instruction: Pre-service Teachers' Learning in the Knowledge Building Community (P13)

*Dr. Sally Wai-Yan Wan
Department of Curriculum and Instruction*

The purpose of this poster is to present preliminary findings of how prospective teachers view knowledge building processes using a social networking platform to inquire differentiation issues.

6. LOCALe & EagleEye: Equipping Education Students with Pedagogical Knowledge and Technical Skills in Facilitating Outdoor Exploratory Learning (P14, T19)

Prof. Morris Siu-Yung Jong¹, Eric Tsun-Hin Luk², Eva Xueqi Zhang², Silu Li²

¹Department of Curriculum and Instruction, ²Centre for the Advancement of IT in Education

In order to empower our education students (both pre-service and in-service teachers) in the Faculty of Education to better understand and experience the educational potential of mobile learning and how mobile devices can be integrated into the process of education, we design *Location-Oriented Collaborative Authentic Learning* (LOCALe), a blended pedagogical approach to supporting teachers and students to respectively facilitate and pursue outdoor exploratory fieldtrip activities. There are three phases in LOCALe: *Scaffolding* (before the fieldtrip), *GPS-supported Exploratory Learning* (during the fieldtrip), and *Debriefing* (after the fieldtrip). Moreover, we develop *EagleEye*, an integrated mobile educational system to implement our LOCALe approach. There are four technical components in EagleEye: *Location-aware Exploratory Resource Authoring Tool*, *GPS-supported Exploratory Platform*, *Repository Server*, and *Teacher Console*. Apart from integrating LOCALe and EagleEye into the ITed (information technology in education) courses in our Faculty's BEd., PgDP., PgDE., MEd., and MA. programmes for equipping the education students with both pedagogical knowledge and technical skills to adopt mobile learning in their teaching practices, we have also transferred our innovation to more than 50 primary and secondary schools in Hong Kong.

7. The Interview Skills Development System (ISDS): Improving Individual Performance (P15, T7)

*Ms Elsie Christopher, Dr Yvonne Loong
Independent Learning Centre*

The Interview Skills Development System (ISDS) focuses on the development of individual Interview Skills via the Independent Learning Centre's website. It was launched as a fully secure online tool via the Independent Learning Centre's (ILC) website in 2012. The ISDS was primarily created to address three major challenges: the challenge of making time during the ILC's two hour workshops for individual feedback, the challenge of creating a tool that would encourage learner independence and self-reflection, and the challenge of maintaining flexible timeslots for both busy teachers and students to give and receive feedback. The ISDS was designed as a step-by-step system which "unlocks" each step systematically as it seeks to guide students through a reflective process which involves goal setting, commenting on teacher feedback and planning for future improvements. It has been run over two semesters, and it has received positive and encouraging feedback from both teachers and students. In order to make use of the ISDS, students are required to have attended at least one ILC Career Preparation Workshop first. Upon enrollment for an individually recorded interview session, students are later notified via the online system when their interview videos have been uploaded and teacher feedback is available for viewing, reflection and comments.

8. Independent Learning in Practice: “Self-Learning Chinese” and “University Chinese Grammar in Use” (P16)

*Dr Felix Lip-Yan Chao, Dr Vivian Yin-Ha Chan, Dr Mei-Ah Tan
Independent Learning Centre*

With the aim of helping students to become successful autonomous learners, the Independent Learning Centre (ILC) has been collaborating with the Department of Chinese Language and Literature to create two online learning platforms for all UG students at CUHK. “Self-Learning Chinese I (CHLT1103)” serves as an alternative for non-JUPAS students admitted to the 4-year curriculum with Advanced Standing so that they can fulfill the language requirement without taking a credit-bearing course. “University Chinese in Use”, on the other hand, is a UGC-funded project and a module of the compulsory “University Chinese” course for all freshmen admitted to CUHK through JUPAS. The first stands on its own as a complete online course on all basic aspects of Chinese language; the other complements the regular course by teaching students about Chinese grammar and usage. Both projects are innovative in the sense that they are the collaborations of two units working together to create and incorporate independent learning modules into the regular curricula. Both are compulsory courses for new students. To maximize the benefits of e-learning, teaching materials are designed by using a variety of interactive and reflective exercises. They are further complemented with selected readings and online learning tools such as note-taking and self-assessment.

9. The Power of Words: An Attempt to Encourage Extensive and Proactive Reading and Writing Beyond the Classroom (P17, T16)

*Dr Vivian Yin-Ha Chan¹, Ray Chau¹, Dr Jacky Man-Leuk Yuen²,
Ka-Yiu Yau³, Hong-To Chan³, Leo Fai-Hung Ma⁴
¹Independent Learning Centre, ²School of Biomedical Sciences,
³Department of Chinese and Literature, ⁴The University Library System*

Through various motivational activities beyond the classroom, this project aims to establish a literarily enriched environment to foster extensive and proactive reading and writing habit among students, and ultimately enhance students’ language proficiency and appreciation of the liberal arts.

The project is being implemented in five areas: (1) Literarily enriched environment, (2) Interactive website on reading and writing, (3) Unique workshops/seminars, (4) Cultural performances, and (5) University-wide writing event and publication.

Since its launch in September 2012, the project has established 12 locations for poem-writing. A growing number of over 3800 followers are effectively utilizing our blog and Facebook Page for sharing and disseminating news. Cross-genre/cross-media workshops, seminars, and talks on poetry, fiction, photography, sound, and films have been held monthly during the semesters. A writing event named “A Day at CUHK in the 21st Century” was launched on 21 March 2013. 169 articles/poems have been received and posted onto our blog and Page. A printed collection is expected to be published in 2014.

The project events have been well received among students and colleagues. Over 100 student volunteers have been assisting in various events. Public and media attention were drawn initially to the poem writing but later to the project as a whole. On-campus and off-campus collaborations have been initiated, and new collaborations are being received.

The poster and short paper will discuss the effectiveness of the strategies that are being used to implement the project, the difficulties encountered, and the impact of the project on students.

10. VLearn for English Vocabulary Learning (P18, T14)

Prof. Eunice Tang¹, Edsoulla Chung², Eddy Li², Steven Yeung²

¹Faculty of Education, ²English Language Teaching and Unit

In Hong Kong, English vocabulary learning is rarely the focus in the university English curriculum for non-English majors. In order to help university students to learn and remember more words for academic pursuit, an online platform called VLearn has been developed. The design of VLearn takes into consideration the English curriculum at primary and secondary levels on vocabulary building and the learning styles of Hong Kong students and that a teaching part on the conceptualization of word knowledge and descriptions of vocabulary learning strategies are provided as input. Ample of examples of applications of vocabulary learning strategies and self-access exercises are written up for practice and consolidation. The design and content of VLearn aims to promote a higher degree of autonomy with a strong belief that learners need to be equipped with knowledge of the notion and strategies before they are ready to take up the responsibility to learn on their own. An evaluative study was conducted after an eight-week trial of VLearn with twenty university students. Students' attitude towards the use and the design of the platform were collected through questionnaire and interview. In this presentation, the theoretical and design framework that underpins the development of VLearn and users' opinions will be presented. Suggestions for the design and implications for the promotion of autonomous English vocabulary learning will also be highlighted.

11. Student Engagement in General Education Foundation Programme (P19)

Dr Wing-Hung Wong, Dr Julie Chu-Lee Chiu, Dr Kam-Moon Pang

Office of University General Education

The General Education Foundation (GEF) Programme is a seminar-based and reading intensive programme, which consists of two compulsory courses, namely "In Dialogue with Humanity" and "In Dialogue with Nature". Each week, students are required to read an excerpt from a classic text such as Homer's *Odyssey* and Darwin's *On the Origin of Species*, and participate in class discussion.

The reading and discussion intensive GEF programme is challenging to both students and teachers. Study aids and effective pedagogies would offer valuable help for them to meet this challenge and maintain a high teaching and learning quality. This poster presentation will cover two Teaching Development Grants projects:

1. Online Interactive Learning Resources for the General Education Foundation Programme: To stimulate students' self-initiative in reading texts, improve their understanding and encourage their self-reflection, an interactive study-question bank and an interactive self-reflection guide are being developed.
2. Student-centred Learning in General Education Foundation Programme: With reference to the data from Course and Teaching Evaluation and a tool for surveying teachers' feedback, some effective pedagogical strategies for student-centred learning are identified and a repository of these strategies is being constructed.

12. A Comparison Study of Student Learning Experience using 'Positive Technologies' (P20)

Mr. Louis Lui Lam

The School of Continuing and Professional Studies

The advancement in Information and Communication Technologies (ICTs) has significant influences on human life in terms of information search & share, communication and social interaction. With the maturity of Internet and its related technologies, people get used to the Internet platform and increasingly rely on the social network and collaboration services available on Internet. The same phenomenon happens in the new generation of students where they get adapted to the online environment, and enjoy learning by using the up-to-date technologies. From the pedagogical perspective, can these services be incorporated as part of the teaching and learning strategies? Positive Psychology provides some insights to this respect. The goal of Positive Psychology is about optimal human functioning and flourishing, which means understanding human strengths and virtues in order to promote them. Given that students prefer using up-to-date technologies, can these technologies be used to improve student learning experience? The "Positive Technology", a branch of Positive Psychology, may help us explore this issue. According to Riva et al. (2012), "Positive Technology" is defined as "The scientific and applied approach to the use of technology for improving the quality of our personal experience through its structuring, augmentation, and/or replacement". In this paper, we attempt to investigate the influence of these social network and collaboration services on student learning experience from the Positive Psychology perspective by using the Positive Technology approach. Specifically, we focus on the "Connectedness" level of Positive Technologies to see if the use of Internet social network and collaboration services can help improve the student learning experience via "net-share-self". In this study, students studying different High Diploma programmes are arranged to participate in various class activities by using the social network (Facebook) and collaboration services (Google drive) throughout the 15-week semester. Data are collected through survey at the end of the semester. An analysis is carried out by comparing the perceived ease of use, usefulness, sharing, subjective norm, attitude and the overall learning experience.

13. Learning by Engaging and Teaching (LET) Programme (P21)

Joyce Leung¹, Prof. Wai-Yin Poon^{1, 2}

¹Faculty of Science, ²Centre for Learning Enhancement And Research

Plenty of activities and out-reaching courses are organized annually by schools, departments, and student associations within the Faculty of Science, which engage a large number of undergraduate students. The "Learning by Engaging and Teaching (LET)" programme is introduced to enhance the learning of students who will be participating in the aforementioned activities and courses. Through a three-stage process of receiving training, engaging and self-reflecting, students are expected to develop a variety of learning outcomes in the domains of knowledge, skills and values. Typical examples of the outcomes are as follows:

- To achieve higher order of learning through analyzing, internalizing and articulating content knowledge;
- To build up one's confidence in his/her own capabilities through engaging in activities and teaching;
- To acquire good time-management skills through participating in teaching and other activities;
- To develop leadership skills through taking up the role of a teacher, a mentor, or event leader;
- To learn to present in a clear, concise, logical and systematic manner through practicing and self-reflecting; and
- To learn to contribute as an active team member.

14. Instructional Video for Introductory Organic Chemistry Experiments (P22)

*Dr Kendrew Kin-Wah Mak
Department of Chemistry*

The objective of the project is to produce a collection of instructional videos to help students to get familiar with the safe and correct operations of the basic organic chemistry experiments in CHEM2820. CHEM2820 is the first organic chemistry laboratory course for chemistry students, and it is compulsory for all chemistry majors.

A collection of instructional videos for 11 experiments related to CHEM2820 were produced. The video for each experiment will be about 30 – 45 minutes long. The video will include a brief introduction about the experiment, important safety precautions, brief descriptions about the principles of the techniques involved, correct operations of the experimental procedures, and brief descriptions about data collection and analysis, etc.

As formal chemistry training involves a lot of practical work, texts and still images may not be the most effective media to teach students how to perform an experiment correctly. It is expected that this collection of videos will serve as an important learning resource for the professional training for chemistry students. Students will be more confident to carry out the tasks that they have never done before. With the availability of campus-wide Wi-Fi access, and the popularity of smartphones and tablet PCs, students can also check out the video during a lab session when they have doubts about the tasks at hand.

15. Learning through e-Observation - Videos and Interactive Questions on Common Concepts and Techniques for Effective Learning of Biochemistry (P23, T3)

*Prof. Pang-Chui Shaw, Prof. Siu-Kai Kong, Ady Wong, Kenneth Leung, Dr Kwan-Chi Leung
School of Life Sciences*

In the 4-year curriculum, students are from a more diversified background and are lack of training in basic techniques used in biochemistry. To enhance teaching and learning in biochemistry, videos of commonly encountered techniques will be generated.

The videos will be narrated with short interactive questions posed to assist learning. Biochemistry students can use the videos for self-learning of common biochemistry techniques; instructors and demonstrators can use them in teaching the concerned, practical courses. Students in related disciplines can also use these videos to polish up their concepts and techniques.

The videos generated in this project will be incorporated to our existing biochemistry e-learning platform to provide a one-stop access and comprehensive learning tool which can be promoted to the tertiary sector.

16. How our Students Learn from iGEM Competition? (P24, T4)

Prof. King-Ming Chan¹, Prof. T. F. Chan¹, Prof. S. K. Kong¹, Prof. Kevin Y. L. Yip², Prof. Douglas P. T. Yung³

¹School of Life Sciences, ²Department of Computing Science and Computer Engineering,

³Biomedical Engineering Program, Faculty of Engineering

The international genetically engineered machine (iGEM) competition started in 2003 as a short course at the Independent Activities Period (IAP) in the Massachusetts Institute of Technology (MIT). This special learning experience course has now expanded into an iGEM world competition with 204 teams joining the regional jamboree and 73 teams advancing to the world jamboree in 2013. The Chinese University has formed our teams since 2010 from the Faculties of Science and Engineering. Over the years, our students from different disciplines worked together as a team to develop their own projects from scratch with the help of post-graduate instructors. We have developed innovative ideas: from using the bacterial cells for data storage to transforming bacteria to powerhouse or machines for degradation of toxic chemicals. The students first form large groups for brainstorming their project ideas; then they further develop and design experiments, create website, ask for sponsors, explain their project of synthetic biology ideas to the general public and local high schools, and join the jamboree. The students integrate many different aspects of project management: from collecting subject knowledge to developing their curation style and presentation skills. Such learning experiences could hardly be accomplished from classroom teaching.

17. Developing Video Learning Modules for Teaching Cell Biology (P25)

*Prof. Liwen Jiang, Dr Vivian Hoi-Ling Chan, Ivan Siu-Chung Cheung, Jim Ka-Ho Lau, Amy Yin-Ching Leung
School of Life Sciences*

This project aims at developing teaching tools for Cell Biology using green fluorescent protein (GFP) technology and high-resolution live-cell imaging systems. Traditionally, most of the images of cellular structures or organelles in the Cell Biology textbook are based on chemically fixed (killed) biological samples and so the internal structures are locked in place. Such approach can generate artifacts and thus the knowledge in Cell Biology textbook might be different from the real situation in living cells. The development of GFP technology in transgenic organisms and advancement of high-resolution live-cell imaging systems have allowed real-time detection of the GFP-tagged proteins, transport vesicles and organelles that are highly dynamics in living cells or organisms. In this project, collections of real-time images or movies in transgenic cell lines, plants and animals with GFP-tagged organelles are edited and organized to self-explanatory teaching materials in order to clarify the most up-to-date Cell Biology knowledge which reflects the in vivo (real) situation. With the use of the high-quality real-time movies for updating the most advanced concepts of Cell Biology, the knowledge and involvement of students taking this Cell Biology Course are greatly improved.

18. The Game Design of a Mobile App for Learning Biology Terminologies: Transforming the Nerve-racking tasks into Fun (P26)

*Dr Cheung-Ming Chow¹, Dr Lawrence Chi-Ming Chiu¹, Dr Kwok-Cheong Chung¹, Arthur Chan²
¹School of Life Sciences, ²Starwish Little Prince Studio Limited*

For students studying biology, comprehension of terminologies is a prerequisite for the acquisition of higher-order thinking skills. Yet many students find it difficult and frustrating to understand and memorize loads of new terminologies due to the absence of instant satisfaction, and thus overlook the long-term benefits. To transform this nerve-racking task into fun, we, in collaboration with Starwish Little Prince Studio Limited, have developed a trendy mobile application (app) of picture-wise games, through which students can associate the illustrations/photos under a choice of biological topics with the terminologies they learnt in classes, share their achievements, and “challenge” their friends with the same game scenario through social networking.

In this poster presentation, we are delighted to share our experience on the game design, including:

1. Game flow of three mini-game protocols named “SHAKE”, “WIPE” and “MATCH”;
2. Game features that provide instant excitement and feedback to players;
3. Game features for motivating players and boosting their engagement;
4. Attractive interface design; and,
5. How the mobile/online social network is used for providing sense of achievement.

19. Upgrading the SLO Mapping Platform In Line with the University Teaching and Learning Strategy (P27)

*Dr Tsz-Ping Lam¹, Prof. Shekhar Kumta¹, Patrick Pak-Leung Tsang¹, Prof. Paul Lam²
¹Department of Orthopaedics and Traumatology, ²Centre for Learning Enhancement And Research*

The University Teaching and Learning Strategy (T&LS) highlights key components of an effective teaching program, namely (i) succinct and concise Student Learning Outcomes (SLO), (ii) provision of learning materials, (iii) channels for students’ feedbacks and (iv) appropriate assessment, all to be carried out within a conducive and user-friendly environment. A web-based virtual environment called the SLO Mapping Platform (SMP) has been developed to represent the first phase of a project, focusing on item (i) and (ii). The purpose of this poster is to present details of the second phase of this project, aiming at full alignment with the T&LS through upgrading the SMP into SMP-II equipped with the remaining key components: (1) the “Assessment Generator” for preparing examination papers according to pre-set distribution of SLO items and attributes, (2) the “Performance Analyzer” for multi-dimensional SLO-based and attribute-based evaluation of academic performance not only for individual students, thus helping them to appreciate their strength and weakness that are keys for continued improvement, but also for the whole class, thus helping teachers to fine-tune the teaching program that best suits the needs of students and (3) the “Discussion Platform” where students will post their questions to be directed on an outcome-based manner to the appropriate teacher who can post their reply with just a click of an URL link. The efficacy of the SMP-II will be evaluated with end-user’s feedbacks via self-administered questionnaire and comparison of academic performance of students at year-end summative assessment. The Orthopaedic Module of the medical curriculum will pilot run the SMP-II; with experiences gathered, this web-based teaching and learning instrument in full compliance with the T&LS will be made available for use by other teaching programs of the University. (The project is supported by the Teaching Development Grants 2012–15)

20. Development of a New Course to Promote Lifelong Learning Skills in Pharmacy students (P28)

Dr Susan. S. S. Ho¹, Kevin Y. Kong¹, Paul Lam² and Kevin Wong²

¹School of Pharmacy and ² Centre for Learning Enhancement And Research

A new course entitled “Personal Development in Pharmacy” was developed for the new 4-year pharmacy curriculum. This course provides students with the opportunity to enhance their personal and professional growth through planning, recording, reflecting on and demonstrating a learning path through the use of learning portfolios.

During Year One, students are introduced to the BPharm programme learning outcomes and the generic capabilities expected of all CUHK graduates. They are encouraged to engage in further learning outside of the curriculum to meet their own learning needs, based on the concept and components of Continuing Professional Development (CPD) for pharmacists. A series of course tools have been designed and made available on the Mahara e-Portfolio system for students to document their learning plans and record the activities undertaken to achieve their personal goals.

Starting from Year One, the student periodically submits evidence of self-directed learning activities to the assigned Level I Academic Advisor until the final year. Before graduation, all the work will be showcased with a final presentation and/or group sharing.

Through this course, the students will demonstrate responsibility and capability in pursuing lifelong learning and continuing education in pharmacy.

21. The Power of Mobile eLearning Apps: How the Teaching and Learning Environment is Being Given a Facelift in Biomedical Teaching (P29, T1)

Dr Isabel Hwang

School of Biomedical Sciences

The increasing use of new information technologies in classroom teaching and independent learning has been demonstrated in the university. Teachers are also increasingly willing to adopt multiple techniques or strategies to enhance student interaction in class. With the support of technology, students are given a more flexible and creative learning environment, irrespective of time and place. However, teachers are still considered to be slow in adapting to the new changes in technology and integrating the technology into the educational process. This paper discusses how App development can help to expand the spectrum for greater creativity in teaching and learning and, more importantly, showcases why there should be a gradual transition of web-based animated courseware packages into App-based elearning courseware in undergraduate biomedical teaching. Common difficulties encountered by both students and teachers are also discussed.

22. Interactive Web-based & Mobile-based Courseware for Effective Learning (P30)

Dr Rebecca Kit-Ying Lee¹, Dr Ann Sin-Nga Lau¹, Daisy Chen², Judy Lo², Prof. Paul Lam³

¹School Biomedical Sciences, ²Information Technology Services Centre,

³Centre for Learning Enhancement And Research

Teaching medically related topics to students with diverse backgrounds can be extremely challenging. Students from non-science disciplines always encounter difficulties in understanding medical terms, physiological concepts, or biochemical pathways. With the advancement of wireless communication technologies, electronic devices such as laptop computers, tablets and smartphones have become part of the students' daily lives. Knowing the use of web-based platforms that disseminate information exerts positive influences in motivating students' learning, the current project aims at developing a courseware to facilitate the learning process of students from heterogeneous backgrounds. Animations are designed for carefully selected topics with the purpose of elaborating complicated concepts in an abstract, easy to understand manner. The courseware also includes a glossary list of medical terms for off-lecture review. Both the animations and glossary are downloadable to mobile devices; students can access the courseware easily at any time and place. Auto-marking quizzes are integrated into the CU eLearning System as a self-testing tool; students are invited to prepare the quizzes together in order to cultivate a peer learning environment. By designing questions and posting their questions to the CU eLearning System, students are able to learn from each other through explaining ideas to their peers.

23. Transforming the Gadgets @ CU eLearning System to a Peer Assessment Platform and Fostering Group Interactions (P31, T9)

Dr Ann Sin-Nga Lau¹, Kaman Lee¹, Eva Cheung², Prinporn Lau²

¹School of Biomedical Sciences, ²Information Technology Services Centre

The inclusion of Group Project/ Presentation as a component of course assessment can be annoying. Students may lose the group momentum if they do not find the assessment method to be fair or of impact to their course assessment. They may wish to hold the autonomy in determining group composition, flexibility in choosing presenting topics, and good control over group performance. However, teachers' failures in appropriately providing feedback, tracking group performances, or even identifying free riders may sacrifice the quality and justifiability of the assessment component.

We would like to share our experience in transforming the "Test" function in the CU eLearning System to a peer assessment platform, and using "Wikis" in fostering group interactions and idea exchange between teacher and students in a Group Presentation setting. The whole arrangement is student-centered as sense of belonging is crucial for nurturing commitments. The built-in functions in the CU eLearning System streamlined the administrative works behind, such as group enrollment and mark inputs arising from peer assessment. The CU eLearning System is therefore far more than a site that hosts lecture notes and quizzes but a system that contains a handful of gadgets to facilitate different needs of teachers.

24. The Extended Use of uReply as a Tool for Evaluation (P32, T13)

Dr Ann Sin-Nga Lau¹, Prof. Paul Lam², Kevin Wong²

¹School of Biomedical Sciences, ²Centre for Learning Enhancement And Research

Over the past one-and-a-half years, “uReply” has gained some popularity among the teachers in making classroom activities interactive and interesting. Teachers gain the advantages from the beauty of the easy-to-use interface, clear instructions, and the newly introduced features which allow for the inclusion and editing of question banks. The web-based concept has saved much of our time in preparing the materials for discussions, while the students can provide responses by playing with their mobile devices (in particular smartphones) which used to be a taboo in classrooms. Despite its advantages in fostering interactions (both student-student and teacher-student) in classroom activities, the tactics of using the tool and exploring other potential use of this sophisticated platform have also caught our attention.

Evaluating the effectiveness and performance of teaching are crucial to teachers’ self-reflection. Methods for conducting course interim evaluations such as collecting students’ comment using plain papers/ memo pads/ email can allow personalized comments but also require additional efforts in reorganizing the data. Non-anonymity and privacy of comments could be hurdles for collection of genuine feedbacks. Here we would like to share our experience with the uReply platform in collecting students’ anonymous feedback both qualitative and quantitative for teachers’ self-evaluation.

25. Chinese Materia Medica Memorizer - the Flash Cards on Smartphone (P33)

Michael Wai-Yeung Chung, Prof. Yuanan Jiang, Dr Vincent Lee, Chi-Sun Ng, Winnie Lee
School of Chinese Medicine

Chinese Materia Medica is a core course for the Bachelor of Chinese Medicine, which requires students to memorize the properties of over 100 common herbs and medicinal agents. While rote memorization is still the main method of learning, students in the past used to create piles of paper flash cards by themselves for revision purpose. However, the production of hand-made paper cards is often inconvenient.

With the increase in popularity of Smartphone, we are now creating “CMM Memorizer”, a mobile learning platform which includes flashcards and other functions including e-book and quiz games. Students are encouraged to view the flash card repeatedly at anytime and self-report the learning progress.

CMM Memorizer is currently in progress and the alpha version will be launched in Term 2, 2013-14.

The current project is funded by the ITSC Courseware development grant (2013-14) and we would like to acknowledge the ITSC courseware development team for their help in developing the courseware.

26. An Introduction to an Online Platform for Multimedia Educational Resources (PMER) (P34)

*Dr David Lap-Kei Chow, Dr Fred Kei-Tat Ku
Department of Decision Sciences and Managerial Economics*

An innovative online platform, Platform for Multimedia Educational Resources (PMER) is proposed to facilitate more effective education, and to promote a new e-learning strategy to supplement traditional teaching. PMER is intended to be a resource library accessible to both teachers and students to share quality teaching and learning (T&L) resources. The objectives of PMER are three-fold:

1. To enhance teaching and learning of economics and marketing by providing quality multimedia resources
2. To cultivate and nurture creativity through new and original ideas
3. To enrich students' techniques in multimedia technology

**27. The Individual, the Community and the Law:
Integrating Socio-Legal Studies into the Study of the Law (P35, T8)**

*Prof. Amy Barrow
Centre for Right and Justice - Faculty of Law*

This paper will explore the incorporation of socio-legal studies into the curriculum by critically examining the Faculty of Law's flagship course, The Individual, the Community and the Law (ICL). Within the course, students work in groups to design and implement empirical research projects on social problems in Hong Kong. Student groups have explored a broad range of complex social problems including studies on 'identity' in Hong Kong and the implications of national education proposals; the Small House Policy and gender-based discrimination; and housing rights and the status of cage home-dwellers among other innovative topics. The doctrinal bias of the undergraduate law curriculum makes the integration of socio-legal studies and empirical research methods particularly challenging. ICL proves to be somewhat tempestuous. Many students initially question what social research methods can possibly have to do with the study of the law. Without law as the familiar starting point, the course quite literally turns the 'world of law' as students know it on its head. Starting from the social problem, students are introduced to qualitative and quantitative research methods as well as research ethics before undertaking fieldwork with multiple stakeholders across policy, NGO and other circles. This paper will explore the important role socio-legal studies plays in fostering students' understandings of the intersections between law and society.

28. Learning Motivations of and Learning Barriers in Participating in Overseas Internships (P36)

*Almaz M. K. Chak, Prof. Shige Makino
Department of Management*

In this study, we aimed to examine the learning motivations of, and understand the learning barriers encountered by the undergraduate students at CUHK and overseas students from US when participating in overseas internships in order to improve students' learning effectiveness in this experiential learning activity.

We conducted both qualitative interviews and pre-and-post questionnaire survey with over 100 local and overseas students. The findings suggest that there are differences in learning motivations as well as learning barriers encountered between local and overseas students. By identifying the underlying motivations as well as the difficulties experienced by students, the study sheds light on how to better manage the learning process of this widely adopted experiential learning activity.

29. Early phase of exploratory study at Student Oriented Cross Units Communication Platform (P.37, T10)

*Dr Jacqueline Wong¹, Prof. Dennis Fan²
¹Department of Decision Sciences and Managerial Economics, ²Business School*

A presentation for showing the progress of the early phase of our project, the content includes:

- (1) Mission and Vision
- (2) Project structure: combine the matrix and hierarchy
- (3) Internal relationship (student – student; student – group leader; student – project manager; and group leader – project manager)
- (4) External relationship (unit A – business activities – unit B; unit N – Student; unit N – Teacher; unit N – UGO...)
- (5) A list of Pilot Tasks
- (6) Problems facing

This study aims at providing holistic education to all students via a knowledge-based platform (e.g. MS SharePoint 2013); it aims to enhance the inter-institutional collaboration. With the help of this system, data and information can be shared efficiently between students, academic and administrative staff. As a result, students' needs can be identified in a timely manner.

30. The Entry Survey and a Comparison of Two Cohorts of Students Admitted to CUHK in 2012 (P38, T12)

*Prof. Mei-Yee Leung¹, Raymond Leung², Prof. Wai-Yin Poon³
¹Office of University General Education, ²Office of Student Affairs,
³Centre for Learning Enhancement And Research*

The 2012/13 school year marked the commencement of the new “3+3+4” academic structure.

To provide information to enhance the quality of educational offering, CLEAR in collaboration with the General Education (GE) unit and the Office of Student Affairs (OSA) have developed and launched the Entry Survey in August 2012. This Survey uses Entry Class Questionnaire (ECQ) that consists of more than 250 items to capture new students’ demographic characteristics, learning habits, self-perception on various capabilities, and expectations on university education. The purpose is to provide members of CUHK with evidence and information that support system level enhancement in the long run.

A total of 4054 HKDSE or HKALE students admitted to CUHK in the year 2012 completed the questionnaire, representing a response rate of about 59.6%. To identify possible differences between the two cohorts, the mean differences (Mean of HKDSE – Mean of HKAL) between individual items were investigated to deduce findings. Analyses were conducted at various levels, including university-, college-, faculty- and programme-levels. This presentation will highlight the major findings of the survey, and invite members of CUHK to reflect on the result most relevant to their work on enhancing students’ learning.

Students who used the new learning materials remarked that the peer videos demonstrated the applications of economic theories in their daily life. As for the motivation to learn, students felt that the videos attracted their attention in class. There were in-class discussions after the watching of past videos. Students were required to answer group questions related to the previous videos. Students remarked that supplementing the videos with exercises, discussion topics and learning activities was a good idea.

31. An Inter-faculty E-learning Platform (P39)

*Prof. Lai-Wan Chan¹, Dr Susanna Wai-Yee Kwok², Prof. Sunny Kai-Sun Kwong³,
Prof. Pan-Chiu Lai⁴, Prof. Wai-Yin Poon^{5, 6}*

*¹Faculty of Engineering, ²Faculty of Business Administration, ³Faculty of Social Science,
⁴Faculty of Arts, ⁵Faculty of Science, ⁶Centre for Learning Enhancement And Research*

Students' learning in classroom primarily focuses on structured content and professional skills. However, students merely equipped with functional skills cannot thrive in the workplace. Much of employers' expectation on fresh graduates is directed towards their cognitive, social affective and soft skills. In view of this, an e-Learning platform "Soft Skills Mentor" has been developed with a view to nurturing and improving students' soft skills.

With the collaboration of Faculty of Arts, Faculty of Business Administration, Faculty of Engineering, Faculty of Science and Faculty of Social Science, the project encompasses the following objectives:

1. To optimise the use of experiential learning resources by consolidating ideas and knowledge related to personal / career development across different disciplines
2. To enrich undergraduate students' e-Learning experience and capabilities
3. To develop an e-learning platform that could be made available across the University and achieve system level improvement in the long run.

The design of the platform adopts an outcomes-based approach. It offers 13 modules covering a wide variety of social-affective skills such as career planning, resume writing, interviewing skills, presentation skills, social etiquette, business ethics and etc. In the Soft Skills Mentor, students can strengthen the knowledge and skills they acquired from the face-to-face workshops, gain insight from the successful stories of alumni and fellow students across different disciplines, and seek advice from alumni and professionals on resume preparation and skills development.

32. Diffusion of TDG Projects to Enhance Sustainability and Collaboration (P40)

Prof. Wai-Yin Poon¹, Kitty Yu²

¹Centre for Learning Enhancement And Research, ²Academic and Quality Section

The Centre for Learning Enhancement And Research (CLEAR) in collaboration with the Academic Quality Section launched a CUHK TDG Website in October 2012. The purpose is to provide information in relation to the TDG projects that have been implemented at the University since 2005. Building upon the existing website, we construct tailor-made websites for selected TDG projects with a view to furnishing rich and comprehensive information for internal and external access. This will enhance sustainability of individual projects and diffuse innovative ideas, which can serve as catalysts, to achieve system-level enhancement of teaching and learning at CUHK. We also very much that rendering detailed information available for access in the public domain will bring further opportunities for collaborations across various institutions and disciplines.

33. Mobile Learning @ CUHK (P41)

*Prof. Paul Lam, Kevin Wong
Centre for Learning Enhancement And Research*

Mobile Learning @ CUHK project supports teachers and students to use a number of mobile learning strategies at our University. Pedagogical advices were also given to teachers on how to effectively use the tools in learning activities through consultations, workshops, in-class support and evaluations. Our work in 2013 included the followings.

- uReply in its second year – uReply is a classroom communication system for use with mobile devices.
- uDraw gets into classrooms – uDraw is a classroom communication system for editing and exchanges of graphics on tablets or notebook computers. Teachers now find the shortcut to this tool on classroom computers starting September 2013.
- Multimedia eBooks – Our eBooks have text, images and/or videos. A number of these next generation eBooks were developed this year and used in real courses.
- We continued to explore other mobile technologies such as NFC and their applications on teaching and learning.

34. uReply (P42)

*Prof. Paul Lam, Kevin Wong
Centre for Learning Enhancement And Research*

uReply is a classroom communication system for use with mobile devices. In other words, teacher asks a question in the classroom computer and students input answers via their own mobile devices such as mobile phones, or tablet/ notebook computers. The system supports multiple-choice type of questions and short questions which require students to input text. Students' feedback is collected and analyzed in the format of graphs or tables. Teachers then have the option to show performance back to the class right there in the classroom for enhanced learning effect. Records of the class activities are also retrievable in the system by teachers at a later time.

uReply version 2 was launched in August 2013. New features included the Question Bank. For teachers who have already sorted out the questions to ask before class, the question bank function is ideal for them to create and store questions in their personal accounts. In mid-September, a minor upgrade (version 2.1) was launched with Word Cloud display of students' text-based replies. The number of student visits to uReply was over 7000 and total page views reached 26,000 just in the first two weeks of the semester. On average, the usage in the semester is more than two times compared to the academic year 2012-13. The new Question Bank has a size of over 950 question items in November 2013.

35. CU eLearning System User Forum (P43, T15)

Prof. Paul Lam¹, Judy Lo²

¹Centre for Learning Enhancement And Research, ²Information Technology Services Centre

In the presentation, we will report usage and introduce new features in the recent CU eLearning System (Blackboard Learn) update. We also need your comments and advices on the learning management system for further improvements. The event is our first effort in building a user community at CUHK. The user community will be an important channel for us to listen to teachers' voices.

36. PopQuiz: Video-based Learning and Practicing Platform (P44)

*Dr Tsz-Yeung Wong, Ka-Man Chan, Gloria Wing-Hei Lee
Department of Computer Science and Engineering*

PopQuiz is an online video-based lecturing platform. The theme of PopQuiz is to allow students to interact with the system according to the knowledge they learned from the video. The primary application of this system is for programming training.

A teacher can set up a series of questions that will pop up during video playback. At each popup question, the playback will be stopped. Correspondingly, the question contains instructions that ask students to write programs, submit their work, and get immediate feedback. Students have to provide a correct answer in order to continue with the video playback.

In addition to programming-based questions, PopQuiz also supports other forms of questions including multiple choices, text input, etc. Currently, PopQuiz is adopted by the course CENG 3150 - Principles of System Software - offered by Department of Computer Science and Engineering. In conclusion, PopQuiz is a platform that enables students learning interactively outside classroom.

37. EasyScriptor - A Term Paper Wizard (P45, T5)

*Prof. Irwin Kuo-Chin King, Dr Tsz-Yeung Wong
Department of Computer Science and Engineering*

EasyScriptor is an online web-based wizard-like system for composition of term papers, used by students who are new to academic writing and its associated expectations. The motivation stems from a College General Education course, in which students in their very first term at university were required to write a term paper. It was fully expected that most students would not yet write with originality, cogency, force and elegance. But surprisingly, many had difficulties even with low-level skills that academics too often take for granted, for example, improper and inconsistent formatting, poorly organized paragraphs, and wrong citations. In light of this, EasyScriptor is designed and implemented so as to assist and teach students in writing term papers. The paper is produced to a professional-looking format, allowing output in different modes such as outline, full draft, and finished paper.

Furthermore, the writer is guided towards systematic organization in phases: first write an outline, then write a topic sentence for each paragraph, and finally submit the outline to teachers for further guidance. The system is released in 2013-2014 Term-1, and is being used by a College General Education course of about 70 students.

38. Development of Text-to-Audiovisual Speech Synthesis to Support Interactive Language Learning on a Mobile Device (P46)

*Prof. Helen Meng, William Leung, Simon Wong
Department of Systems Engineering and Engineering Management*

We have developed/ distributed text-to-audiovisual-speech synthesizer (TTAVS) to support interactivity in computer-aided pronunciation training (CAPT) on a mobile platform. The TTAVS serves to generate audiovisual corrective feedback based on detected mispronunciations from the second language learner's speech. Our approach encodes key visemes in SVG format that are compressed by GZIP and transmitted to the client, where the browser can perform real-time morphing to render the visual speech. We have also developed a TTAVS animation player that can play the audio and visual speech synchronously while enabling user controls in play/pause/resume. Evaluation shows that this newly proposed approach, vis-à-vis our original approach that involves generation of an OGG video on the server-side which is streamed to the client, achieves a significant reduction (66%) in average size of the output files that are transmitted from the server to the client, reduction of (83%) in client waiting times, as well as preserves the quality of the image.

39. A Multimedia Website for Teaching and Learning Design and Manufacturing (P47)

*Prof. Ruxu Du, Dr Longhan Xie
Department of Mechanical and Automation Engineering*

Teaching Engineering Design and Manufacturing is a challenging task. First, a vast majority of students who freshly came out of schools have no idea of how an engineering part is being designed and made. Second, design and manufacturing require very broad knowledge including calculus, mechanics, heat and fluid, materials, computer, etc. In addition, students need to carry out many hands-on experiments and course projects, which require skills and experiences. As a result, the traditional "push" teaching method does not work very well. Animated by the course content first, many students fall behind later and miss classes at the end. This may have a negative impact to not only the students but also the regional engineering society.

This project is aimed towards developing a new "pull" teaching method for the Engineering Design and Manufacturing course. The project consists of two parts. The first follows the divide-and-conquer methodology, where the related knowledge is decomposed into segments under a clear structure. The second is composed of practical engineering examples, where students are taught step-by-step and are challenged to design and make practical prototypes. To facilitate the teaching, a website containing rich multimedia materials will be developed.

The project will accelerate the learning of engineering design and manufacturing for not only the registered engineering students but also the engineering society in the region and around the world.

40. Collaborative Mass Housing Design Studio (P48, T6)

*Prof. Marc Aurel Schnabel, Sky Tian-Tian Lo
School of Architecture*

With the rising densities of cities, many housing has transformed from individual floored units to multistoried sky-high apartments to accommodate more people. The aspiration to own an “own-home” with roof, walls, and backyard is replaced with the need to just simply have a ‘container’ for living. Families are living in identical units designed and ‘prefabricated’ for efficiency and affordability and not for them as users. They are not involved in the design process. However, with the advancement of technology in digital architecture, there is a possibility for a user-centric design process (Fabian et al, 2013). ‘Barcode housing system’ (Madrazo et al, 2009) is such an example but the freedom of design provided for the occupant is limited. At present, most of the computational method addresses the possibilities of a fully parameterized design yet it is still mainly generated by a top-down approach of being controlled by solely architects. On the other hand, housing that highly engaged occupants closely are generated using primitive methods (Bech-Danielsen, 1996). By adopting computational methods, the freedom of design can be developed further, yet maintaining the possibility of mass production for economical purpose (Gao et al, 2012). The poster and the presentation aim to understand the extent of design freedom necessary for a user-participatory design system. The study is done in a bottom-up approach where two groups of ten designers (assumed to be user in this study) generate each one high-rise apartment. The uniqueness of this method is that each of the ten designers are allocated one tenths of the total units of the apartment but have to collaborate on one building to fit the individual designs and proposals into the framework of one building envelope. The poster/presentation outline the process and the extent of consistency vs. individuality that appears in this design method and the possibility of an integrated system of this bottom-up approach (user-involved) with the top-down approach where the design is generated fully by computational method.

The Collaborative Studio has at its core a blended designing- and learning-environment that constructs knowledge in an authentic setting with scaffold and interaction experiences. Contraire to a conventional sequential problem-based learning (PBL) setting, in the presented collaborative studio everybody engages and contributes to a common goal that shares not only resources and exchanges knowledge, but also generates a high motivation for the all stakeholders through the social interaction of the design studio set-up (Howe and Schnabel, 2010).

41. Reflective-Action Learning in the Social Work Undergraduate Program (P49)

*Prof. Ching-Man Lam, Prof. Siu-Ming To, Prof. Wallace Chi-Ho Chan, Eva M. K. Lo Ng
Department of Social Work*

This poster presentation reports on the work done on the “Reflective-Action” teaching model and its preliminary process evaluation results. Starting from the academic year of 2012-13, tertiary education in Hong Kong has changed from a three-year system to a four year one. In light of this change, the Social Work Undergraduate Program has revised its curriculum structure, course sequence and fieldwork arrangement. In the process of curriculum revision, we asked ourselves: “what could be done to provide better learning experiences to this first cohort of students and to support them in their learning process?” Premised on the belief that learning is best facilitated through experience, we incorporated the “Reflective-Action” learning approach into three courses of the new four-year program, namely, STOT I, Social Work Field Laboratory, and Social Work pre-placement induction training (field attachment). The “Reflective-Action” model emphasised the significance of action and experience in students’ learning, and also dealt with the pedagogical problem of enhancing reflection in social work education. Through crucial processes of action, eLearning, experience-sharing and critical reflection, students achieve personal and professional growth, and get hold of the three major domains of values-knowledge-skills in relation to social work.

The evaluation part of this project employs a “time-series non-equivalent comparison group design” to collect pre, post and interval (at an interval of every 6 months) data from undergraduate students of both four-year and three-year programmes (the comparative group). At the same time, there are focus group interviews conducted (also at an interval of every 6 months and at a time of around one month after collecting the questionnaire data) to understand students’ learning experiences and to identify factors conducive to the success/failure of this learning model. This presentation reports the pre, 1st, 2nd and 3rd round data. Based on the preliminary findings, the presentation examines the reflective-action learning model and the role of reflection in social work education.

42. Creating Your Own Scenario-Based E-Learning (P.50, S1)

Allan Carrington¹, Prof. Shekhar Kumta², Joseph Leung², Alex Yung², Yan Jin²

¹University of Adelaide, ²Teaching and Learning Resources Centre, Faculty of Medicine

This workshop aims to provide teachers the knowledge of how to create their own e-learning material through a hands-on approach. By letting each teacher to come up with their own cases with a scenario that they feel are suitable and appropriate in their courses, a storyboard-like plan can be produced with the intention of engaging students during their learning, or Immersive Learning Micro Simulations (ILMS).

During first half of this workshop, each percipient will learn to consolidate a plan and come up with an idea for creating an effective simulation exercises for their own courses by following a clear practical guidelines and steps.

Then, through the use the storyboards and ideas were just created, a hands-on demonstration of creating the cases effortlessly using technologies that are readily available. In this workshop, a software called Articulate Storyline will be heavily used.

The basics on how to use the software will also be discussed to ensure the teachers can then replicate what they had learnt in their own time. Articulate Storyline can also be an add-on to the Blackboard Learning Management System that the Chinese University adopts, giving the teachers even more flexibility on managing students' result.

43. Facilitate Your Teaching with Apps (P51)

Prof. Shekhar Kumta¹, Alex Yung¹, Joseph Leung¹, Yan Jin¹,

Prof. Samuel Y. S. Wong² and Prof. Katrina W. K. Tsang²

¹Teaching and Learning Resources Centre, Faculty of Medicine,

²Division of Family Medicine and Primary Health Care, Faculty of Medicine

The Teaching and Learning Resource Centre (TLRC) has been focusing on developing mobile tools for teachers to better their teachings. Previous work like the iExaminator, which help teachers to deliver examinations, had been successful tested in a number of examinations; AppMaster, which was developed to help teachers to distribute teaching material, is in the last stage of a major update which adds a number of features that were requested by students, i.e. the ability to take notes.

Now, TLRC is introducing the flip classroom approach, which requires the students to visit self-learning packages before class. With some of the general knowledge, a more targeted lecture can be given to engage and direct the students into applying the knowledge in problem-solving. TLRC has now converted over 150 for about 10 departments within the faculty.

TLRC is also working on a project called E-logbook. It acts as an electronic portfolio that enables students to document their clinical encounters and participation in practical procedures. This can help the students to engage in a self-reflective process that allow them to direct their own learning needs. Their supervisors can also be informed of the student's progress so that the supervisors can identify students which have inadequate exposure sooner and actions can be taken to guide the students back on track earlier.

The Power of Words: An Attempt to Encourage Extensive and Proactive Reading and Writing Beyond the Classroom

*Dr Vivian Yin-Ha Chan¹, Raymond Tsz-Hong Chau¹, Dr Jacky Man-Leuk Yuen²,
Ka-Yiu Yau³, Hong-To Chan³, Leo Fai-Hung Ma⁴*

¹Independent Learning Centre, ²School of Biomedical Sciences,

³Department of Chinese Language and Literature, ⁴University Library System

Last spring (April 2012), a few colleagues with literature backgrounds discussed the lack of noticeable literary events within The Chinese University of Hong Kong (CUHK) community. The impression is that the University has nurtured numerous famous writers, but reading and writing are not prominent habits among current students. Generally, the language proficiency of students is believed to be above average whereas their language teachers think otherwise. These colleagues suggested that something can be done. After multiple discussions among different parties, that “something” eventually evolved from the idea of simply organising a one-time writing contest to offering series of events in various dimensions with the project name: *The Power of Words*. The Teaching Development Grants has granted HK\$150,000 to this project for a period of two years (2013-2014) with the aim of fostering extensive and proactive reading and writing habit among students and increasing students’ language proficiency and appreciation of the liberal arts.

There are several aspects of this project that are worth studying: 1) How possible is it to initiate and sustain a university-wide project by colleagues from different units? 2) What are the difficulties encountered to date? Are there any solutions? 3) How successful is it at present in fulfilling the objective of promoting reading and writing among students? What are the implications on students? This short paper is a preliminary reflection of the above areas to consolidate the experience and shed some light on the planning and implementation of cross-disciplinary projects.

Initiation and sustainability of a university-wide project

There are projects, whether research-based or not, introduced and led by individuals from various divisions. The important issue is how would people commit to projects that do not directly relate to their substantiation or promotion? The answer can be simple: gather people who are spirited, determined, and committed. The core members of this project consist of colleagues who share similar interests in enriching students’ reading and writing experience and are willing to devote extra time to work on things not directly related to their self-interest. The project objectives and activities are carefully discussed and finalised through meetings and exchanges of emails in order to reach consensus and ensure the commitment of time and effort. Nonetheless, it is always important to have someone oversee the project and mediate when necessary.

The composition of the group is crucial to the project’s sustainability. Core project members from the Independent Learning Centre (ILC) play the role of coordinators overseeing the implementation of the project. One of the objectives of the ILC is to collaborate with teachers and units across the University to encourage learning in various forms. This allows parts of the project to be integrated into existing work duties. Another core project member is the Hong Kong Literature Research Centre under the Department of Chinese Language and Literature. Teachers and students from the Department are providing substantial support, and their word-of-mouth recommendations are very effective publicity. Also a core project member, the Office of the Arts Administrator is excellent in providing expertise in organising cultural performances and connecting

with artists in different fields. Additionally, the successful recruitment of Tolopoems, a student organisation, is proved to be vital. They provide not only assistance with the logistics and organisation of activities, but also valuable point-of-views from students to ensure that the project is of their interests and benefits. Despite the limited resources available in comparison to other departments and units, the core members form an excellent solid team with clear goals and in good spirits.

The unique campus culture of CUHK also facilitates the cultivation of bold ideas and non-calculative spirit. It has a profound tradition of humanity and sense of culture. The physical distance away from the city centre and its surrounding natural environment create an ideal place for nurturing culture and ideas. The cultural energy may not always be prominent, but it exists because we have witnessed its revival and diversification in recent years. Massive projects like I-Care, out-reach programmes organised by colleges, social and environmental concern groups, and book clubs initiated by students are good evidence of this cultural revival. This in many ways encourages new ideas and experiments. Because of the above-mentioned qualities, the project is developing progressively and expanding in scale. However, the drawback is the increasing burden caused by the demanding administrative work which needs to be resolved promptly.

Difficulties and solutions

As with any projects, there are numerous obstacles and difficulties while planning and executing the workshops, seminars, and events. In particular, the restrictions on promoting and showcasing our materials and works, the lack of human resources assisting with the logistics and organisation before, during, and after the activities, the limited budget that can be utilised in support for each activity and promotional materials, and the volatile number of enrollment for the activities.

Some issues are being solved gradually, but others still require solutions:

- a. The project had limited reputation and minimal recognition when it first commenced; hence, some of the ideas were difficult to be implemented at the beginning. For example, one of the main goals of the project is create a literary-rich campus, and one of the strategies is to recite poems on blackboards and glass walls. However, in order to do so, permission needs to be approved and granted by various offices because the properties are managed by different units. Since there were doubts about the purpose and concerns about damaging and affecting the appearance of the premises, for certain places, alternative black banners are being used instead.
- b. With an increasing number of partnerships and demand for activities as the project develops, manpower is another issue which is a vital factor in affecting the planning and organisation of the project activities. In fact, seeking assistance can be problematic because there is no designated supporting staff devoted to the project. Although the project accumulated over a hundred student volunteers, availability can be unpredictable, due to time constraints and coursework loads, which leads to coordination difficulties. Also, all project members are academic teaching staff that have teaching duties and work obligations. Without adequate help, members have to accomplish all tasks, alongside with other commitments. An immediate and easier solution for the inadequate amount of assistance available is to recruit a project coordinator, which then leads to the problem with funding.

c. Budget restriction is also another crucial element that is affecting the project's administration. The project began with HK\$50,000, supported by the Independent Learning Centre. Even later with the funds from the Teaching Development Grants, recruiting supporting staff is still not feasible. In order to save cost, most of the promotions are through Facebook and emails. But still, the budget is tight. The production of book covers, to present as souvenirs for guests and helpers, had to be restrained to a certain quantity, and the production of magnetic bookmarks, to promote the project in general, had to be somewhat low in quality.

d. Although the pool of participants expanded significantly through word-of-mouth, collaborations with other units, poems written around the campus, and the increasing number of activities offered, sometimes the number of participants register for various activities varies. The speculation is that some topics may be more interesting than others, and some guest speakers may be more well-known than others. Also, for some activities that require consecutive attendance, participants may be hesitant to get involved because of their busy schedules. For example, the 6-session workshop, *Video the City*, was offered but cancelled due to insufficient amount of enrollment.

Effectiveness and impact on students

It would be rather early to assess the effectiveness of a project that launched only one and a half years ago. The impact has yet to be seen. Nevertheless, it may be a good time for a preliminary review of what have been achieved and how the project can proceed.

It has been discussed in the last section that it was difficult to gain support from the community at the beginning since there was minimal recognition for the project. But fortunately, open-minded colleagues trust the ideas and have been supporting the project. Colleagues from the University Library System are among the few who would venture on new initiatives, like having poems written on glasses. Eventually, glass wall/blackboard poems have become the most noticeable event of the project. Attentions have been drawn not only from within campus but also from the public and the media. Invitations were received from the press and radio programmes. Lengthy features of the project have been published on CU Newsletters. On-campus and off-campus collaborations have been initiated, and new collaborations are being continually received. Some unexpected collaborations have been made with minimal resources required. The Polish Poetry and Cultural Festival is one good example. The connection was proposed and made by a CUHK PhD graduate. Due to the generosity of the artists and the voluntary help from students and colleagues, the event has evolved from a talk to a festival of talk, exhibitions, and film screenings.

Student volunteers have been a strong support for the project. There are a total of over a hundred student volunteers assisting in various events. Recruitments take place every semester via the project's Facebook page, and there have been students proactively offering help. They view it as an honour to participate in the project.

Statistics of participation and feedback of activities have been kept since the project commenced. However, as the feedback is deliberately kept on an informal and voluntary basis, it is sometimes difficult to have concrete data for in depth analysis. It is under such circumstances that a focus group was organised for volunteers who have participated in organising various activities during the past year. It was held on campus

in the evening of 6 November 2013 for one and a half hours. The discussion was hosted by two senior student volunteers. The other five participants have different degrees of involvement in the project from administering the blackboard/glass wall poems to reciting poems for one semester.

One of the focuses of discussion was their perceptions of the project. The project was generally seen as providing an alternative of campus life for students. The daily poetic exposures for every member of the community, the literary talks and cross-cultural workshops, the experimental exhibitions, and the interdisciplinary collaborations, were all considered to have broadened students' horizons by bringing to their attention to the aspects of university lives other than their majors and social groups. These activities were definitely not new to university students for sure. What might seem new to these students across different disciplines was that these activities were intentionally targeted at a wide range of audience, not simply certain groups of students as they were before. In fact none of these students were from traditional cradles of literature lovers like Department of Chinese and Literature or Department of English. Three of the students articulated clearly the objective of the project was to enrich students' cultural and literary experience, which was indeed quite close to the intention of the proposers.

There was a concern during the initial stages of the project commencement that too much emphasis has been put into poetry, a highbrow genre that would distance most people who were not equipped to appreciate. Even student volunteers themselves, who are fond of literature in one way or the other, admitted that "poetry is something that I do not understand." One of the students who are responsible for reciting the poems on the blackboard/glass wall said that she "mainly enjoy the act of writing itself." However, through participation, she gradually realised the beauty of poetry and was surprised to find that there were so many poets on campus. "There are people that you might not expect them to write poems, but they do. It's not just an exclusive privilege of the Chinese Department, but also of someone from, say, Biochemistry," she exclaimed. Later she was stunned by a poem written by Tadeusz Różewicz inscribed on a piece of cloth in an exhibition. "I spent an hour reading the poems and was shocked by a poem about war. It exposes the banality of war crime," said she.

The noticeable poem writing was meant to be an eye-catching event of the project, but the general appreciation of it was quite unexpected. Many of the students were first attracted by the poems written on blackboard and glass walls and volunteered themselves to help. One of its impacts on students is that "it stops you, even for just a glance, for something poetic," said a student who joined the team for two months. "When you stop for something beautiful, you will realise more beautiful things that are worth noticing, like little flowers, the grass, and the sky. These awaken the sentiments deep in your heart to appreciate the surroundings," she added.

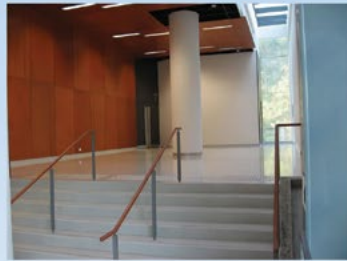
Tertiary education nowadays has been criticised as being too utilitarian. The non-utilitarian nature of the project, however, turned out to be an advantage. One of the volunteers joined several non-credit-bearing workshops on creative writing and poetry and photography organised by the project. She commented that her enjoyment of the assigned readings and cross-genre exploration were largely due to the pressure-free atmosphere. "These were the only non-attendance-counting workshops that I didn't want to skip. The writing assignments were also enjoyable," she remarked.

In one-and-a-half-year of time, with very limited resources and manpower, The Power of Words has gradually developed into a recognised university-wide project. The process is full of surprises and excitements. More thorough and in-depth studies are required for a full assessment. Nevertheless, the focus group primarily

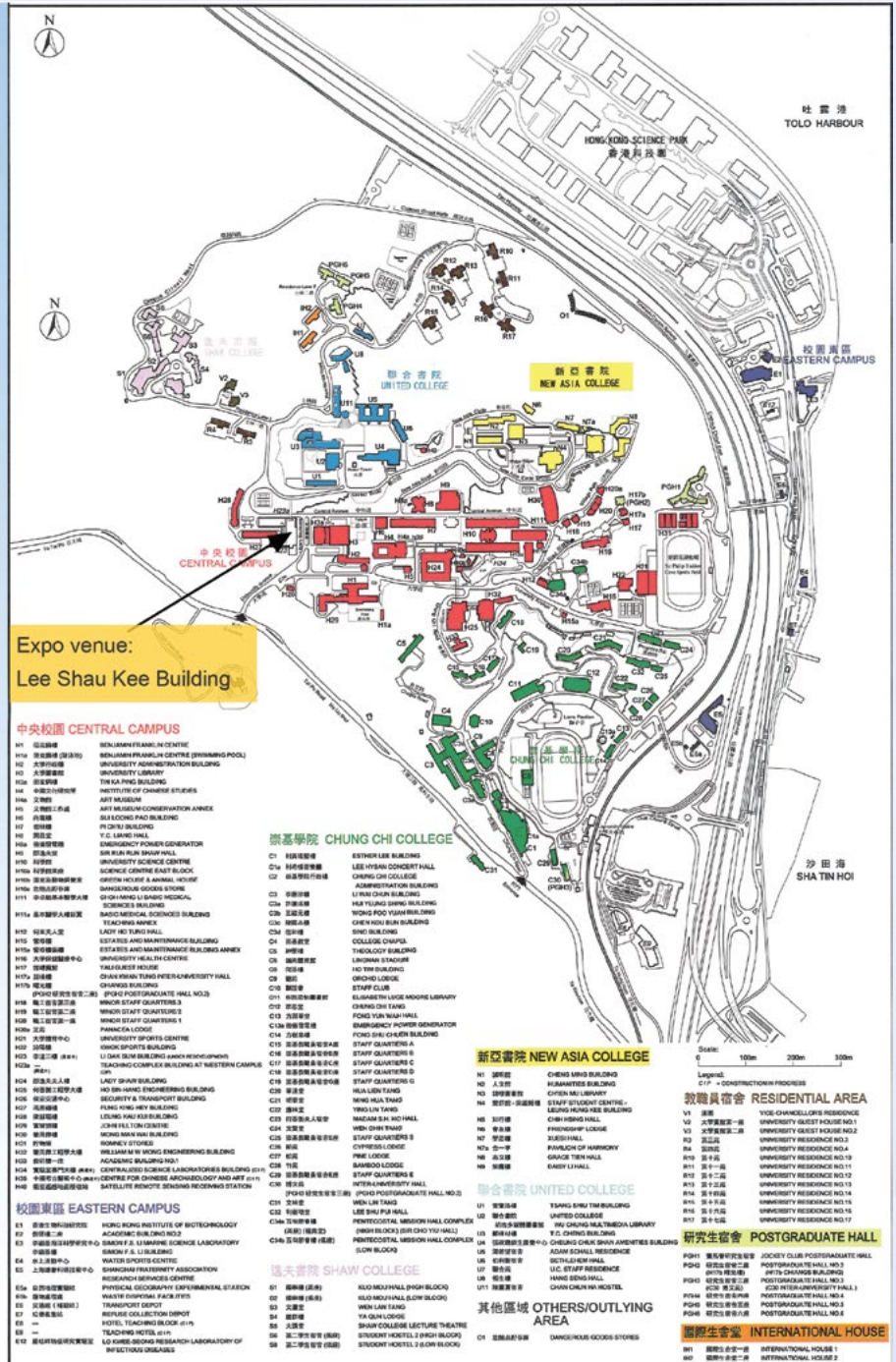
affirms the idea of learning and growth through participation in the project. Genuine collaborations among departments and units for the benefits of students are proved to be viable. However, the sustainability of such project demands a true belief in humanity values and sufficient financial support.

From the experience and through observation, it is evident that the project is: i) uniting people with a common interest and passion to join together, ii) facilitating collaborations and co-operations among different parties to accomplish and achieve the same goals, iii) providing channels for students, colleagues, and others to express their interests where opportunities and means to do so can sometimes be very limited, and iv) demonstrating that CUHK is a harmonious community and people are willing to contribute and give support when and wherever possible.

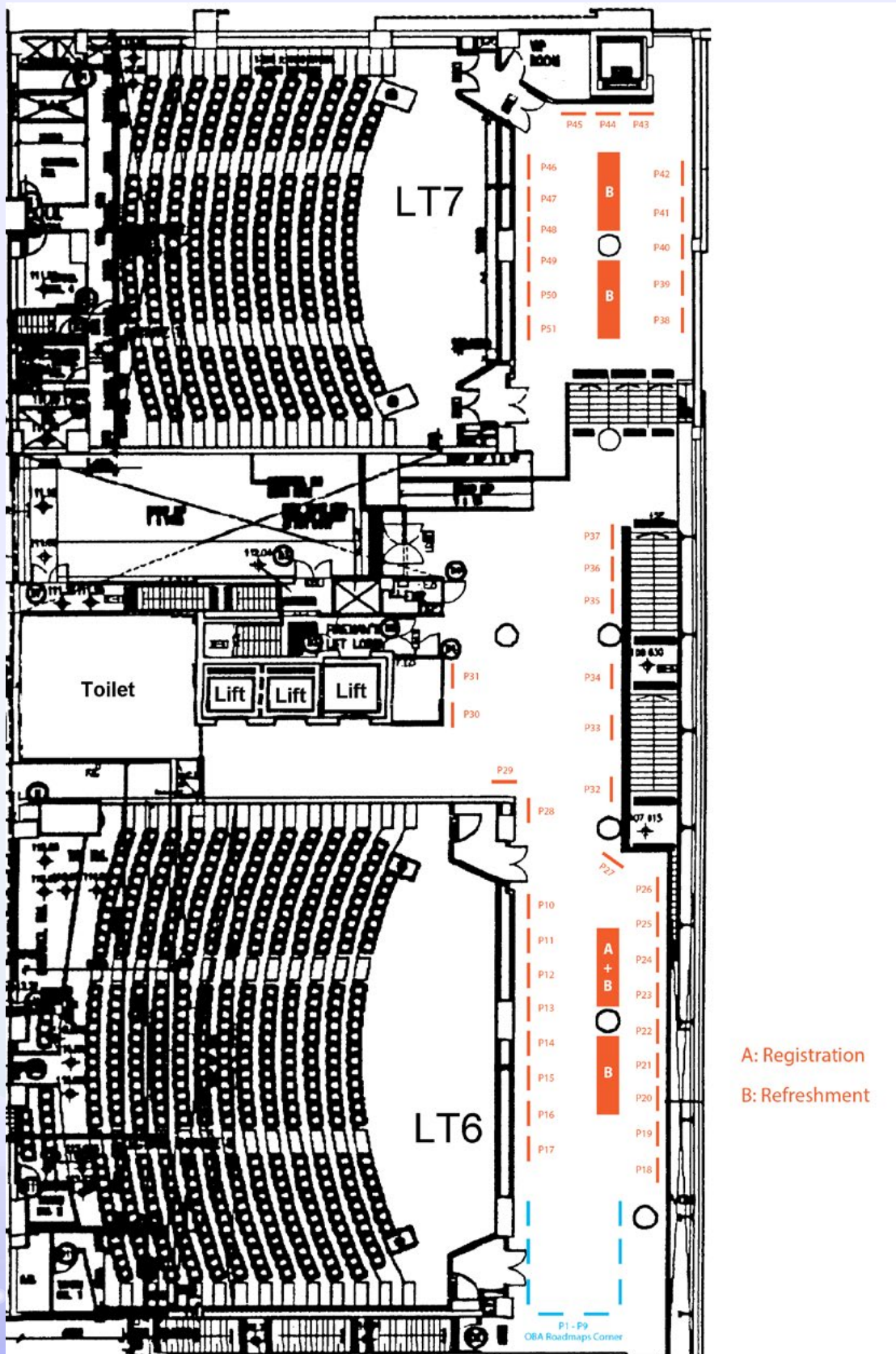
Map of conference venue (Lee Shau Kee Building, CUHK)



Lee Shau Kee Building



Floor plans of conferece venue (1/F, Lee Shau Kee Building)



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