

Booth 12: Designing An Interactive Tree Map and Campus Tree Photo Database as Teaching Aids for Green Education of the Community of CUHK

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Fig. 1 Green Education Group of CUHK
<http://www.greeneducationcuhk.net/>

- CU Tree Project
- CU Tree Trail
- CU Tree Database
- New Activities and Archives
- Photo albums
- Gallery and Links

WHAT IS IT?

The CU Tree Project (2008-2010) and the Green Education Group Website

FOR WHO?

For undergraduate students, faculties, staff, alumni and friends of CUHK.

WHY?

To promote an awareness of the rich campus flora and knowledge of different species of trees on campus.

BENEFITS & SPECIAL FEATURES?

1. an interactive tree map showing 500 photos with scientific names, common English names, Chinese names, locations, and short descriptions of campus trees --- **A combination of art and science.**
2. a user-friendly searchable database of different species of trees on campus
3. a platform to recommend 'green activities' such as tree-tagging volunteers, alumni tree walks and tree talks, the Urban Tree Management Seminar 2009 and a visit to the South China Botanic Garden and the Guangzhou Institute of Landscaping and Gardening.



Fig. 2 New Asia College Tree Map as an Example
<http://www.greeneducationcuhk.net/Default.aspx?tabid=72>

Supplementary Material for the Poster Presentation by the CU Tree Project Team in the Expo 2009

Challenged Based Learning (CBL) for Learners

Definition: CBL = Engagement + Technology + Relevance

Process: Framework: Big idea → Essential questions (???) refined to one question (?) → Challenge → Guiding Qs/Guiding activities/Guiding Resources → Actionable Solution → Assessment → Publishing report/students' reflections → Results

Six Principles of the Apple Classrooms of Tomorrow -Today (ACOT²) Source: <http://ali.apple.com/acot2/>

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|--|---|------------|
| 1. Understanding of 21st Century Skills and Outcomes | ↑ | Create |
| 2. Relevant and Applied Curriculum | | |
| 3. Informative Assessment | ↑ | Evaluate |
| 4. A Culture of Innovation and Creativity | | |
| 5. Social and Emotional Connections with Students | ↑ | Analyze |
| 6. Ubiquitous Access to Technology | ↑ | Understand |
| | ↑ | Memorize |

References: Three video clips on Youtube:

Student / Learner 1.0 (1:35)
<http://www.youtube.com/watch?v=KM2lv5D10Bs>

Student / Learner 2.0 (1:28)
http://www.youtube.com/results?search_query=Student%2FLearner+2.0&search_type=&aq=f

Student / Learner 3.0 (1:40)
http://www.youtube.com/results?search_query=Student%2FLearner+3.0&search_type=&aq=f

Fig. 1 A Comparison and contrast of the roles people play in their learning

Student	Learner
1. Study for grades; exam-oriented	1. Learn for real
2. Passive schooling (surface learning)	2. Active learning (deep learning)
3. Used to memorizing everything	3. Knows where to find answers in need
4. Used to cramming for tests	4. Learning for interests and relevance
5. More stressed out	5. More relaxed and free
6. Not thinking: just do it as you are told.	6. Independent thinking: Think for yourself. Are there better solutions?
7. Always plays safe within one's comfort zone	7. Willing to take risks (calculated risks) can think out-of-the-box
8. Always relies on the teacher Waits for instructions	8. Learn how to learn and be one's own teacher. Takes initiatives
9. Likes to be spoon-fed or told what to do	9. Likes DIY and think through things
10. Doesn't know how to ask questions	10. Likes to ask questions
11. Likes to wait for 'the model answer'	11. Tries out different answers by oneself
12. No problem with copying homework	12. Shows originality and creativity
13. Extrinsic motivation (GPA, scores, grades, money or other's expectations)	13. Intrinsic motivation (passion, interest, relevance, and meaning for self)
14. Used to studying on one's own	14. Involves team work, discussion, communication, and collaboration in group projects
15. With little or no relevance to real life	15. Apply knowledge to solve practical problem in real life.
16. Used to just remembering and following what one was told without understanding it	16. Challenged to think and engage, understand, analyze, and solve the problem and then evaluate
"Give me a fish and I have food for a day."	"Teach me how to fish and I have food for a lifetime." "The essence of knowledge lies not in knowing it but in applying it."

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