



Poster Presentations

Poster abstracts

1. Addressing the Pronunciation Needs of Chinese Learners through Online Pronunciation Resources

Beatrice Ma and Danyal Freeman (*ELTU*)

The poster session will display online materials developed by ELTU to help students understand and achieve accurate English pronunciation since the mid-90s. The display showcases the current online, interactive learning packages on pronunciation improvement and the ongoing development of a self-access, multi-level resource platform for English pronunciation. The English Pronunciation Platform (EPP) offers teachers instructional materials and exercises for pronunciation, and provides students with additional learning and practice of pronunciation-related course content to complement speaking and listening courses.

2. Reading Materials Database for Chinese Teachers and Learners

Siu Lun Lee (*New Asia – Yale-in-China Chinese Language Center*)

This project started in 1997 by collecting authentic Chinese written materials and organizing them into a database for teaching and research purposes. The database itself and the end products are helpful in the field of teaching Chinese as a foreign language. The database is useful for teaching materials preparation purposes (preparing teaching materials in Chinese reading classes, discussion classes) and academic research purposes, such as word frequency analysis, corpus linguistics, and dictionary research. The concept of this database is not specific to Chinese alone. It can be used also in the general field of foreign language teaching.

3. New Ways of Teaching and Learning English with Podcasting

George Jor, Peter Clarke (*ELTU*), Judy Lo, and
Christina Keing (*ITSC*)

Podcasting is a new concept in English teaching. A combination of two terms iPod™ (Apple's popular MP3 player) and "broadcasting", podcasting is a method of publishing audio files to the Internet. It allows subscribers to select eLearning materials or produce their own podcast content. The content is retrieved automatically and subscribers can choose what to listen to, and when. At The Chinese University of Hong Kong, we have successfully piloted an experiment with podcasting and studied ways of using it for ELT. This is a demonstration of how technology and pedagogy might be pioneered and integrated in English language teaching.



4. ELearning to Enhance Knowledge, Skills and Attitudes in Molecular Biology & Genetic Engineering

Hon Ming Lam (*Biology*)

The presentation focuses on a three-year project of the teacher to implement a number of eLearning strategies to supplement face-to-face teaching. Key features used included daily online quizzes and video clips of lab procedures. The project targeted at multiple learning benefits. The students not only acquired better understanding of the subject matter through participating in the online activities, but they also learned extended knowledge about the discipline. Extended knowledge is important as it can transform students into all-round learners. The eLearning strategies used also targeted at improving a number of learning skills and the students' readiness to self-learn. Evaluation was an integrated feature of the project and the teacher was highly responsive to the feedback of students. As a result, the eLearning strategies have undergone continuous improvements over the years and have achieved considerable success. The experience also revealed the challenges that teachers and students have to face in eLearning.

5. Engaging Science Students in the Design and Enactment of Assessment

Wai Yin Poon (*Statistics*)

The project is a Science Faculty TDG project. It promotes the use of assessment as a learning activity and encourages students' participation and interaction by involving students in the design and enactment of assessment. Students are asked to contribute or to select the criteria for assessing a learning activity, and to enact self- and peer- assessment based on the criteria they selected. Statistical methods have been developed to grade students' self-assessment with a view to developing students' capability to assess themselves critically. An online system that has been developed to support these activities is presented.

6. Developing an on-line Medical Curriculum Management Platform

Jenny Fang (*MIT*)

This presentation reports on an account of the development of a web-based Medical Curriculum Management Platform (MCMP) that provides a flexible and comprehensive e-management environment designed to assist in the management and facilitation of the learning process from an administrative perspective. The system solves most, if not all, problems related to the administration and integration of a web-based multi-dimensional curriculum map. It also provides functions that cannot be achieved manually, such as a bird's eye view of the entire Faculty curriculum map and students' group/rotation roster. This overview can be accessed using a simple tap, update and distribute approach, whereby various kinds of information can be processed and posted with a minimum of effort.



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7. The Chinese University Plagiarism Identification Engine (CUPIDE)

Jimmy Lee & Irwin King (*CSE*)

The Chinese University Plagiarism Identification Engine (CUPIDE) System is a new-generation plagiarism-detection software designed for promoting and upholding academic honesty in educational institutions. The system supports English, traditional and simplified Chinese, and provides a user-friendly web interface for class assignment management and submissions. It can handle documents in different formats including MS Word, MS Excel, MS PowerPoint, PDF, HTML and plain text. Submitted documents are compared between one another, and with other documents in the central database and the Internet. Output from the system is an originality report, highlighting suspected plagiarized contents and giving detailed analytic and statistical data.

8. Multimedia and Interactive Teaching Aids for Chemistry – Essential Techniques in Chemistry Laboratory

Kendrew Mak (*Chemistry*)

Chemistry is an experimental science and proper practical training is fundamentally important. Being able to carry out laboratory manipulations correctly is not just the essential key for successful and precise scientific investigations, but also a must in terms of laboratory safety. Definitely, laboratory techniques are learnt much more effectively through hands-on experience and watching demonstrations than from textbooks. In this regard, we have produced a set of interactive and multimedia teaching aids to show our undergraduates about the proper manipulation of the various laboratory techniques and instruments. The kit consists of 40 professionally produced video segments on lab techniques with accompanying relevant photographs and textual descriptions.

9. Using WebCT to Facilitate the Teaching of Molecular Biology

Pang-Chui Shaw, Stephen Tsui and Mary Waye (*Biochemistry*)

The course explains the mechanism of life and introduces the tools to manipulate living organisms. Molecular Biology is one of the most important fields in life science and is fast evolving. Since the subject matter is at the molecular level, there are lots of unfamiliar jargon and abstract concepts. WebCT is being used to enhance the effectiveness of teaching and arouse the interest of students in molecular biology. The package we have generated includes: (1) general introduction and milestones of molecular biology, (2) the course outline and aims, (3) general and specialized readings, (4) learning modules with downloadable course materials and online audio content, (5) tutorial materials and (6) a discussion forum. Students in the past years opined that they like the package and it has facilitated their learning.



10. Evaluation for the Web Teaching and Learning Experience: Mental Health Nursing

Sally Chan (*Nursing*), Paul Lam and Carmel McNaught (*CLEAR*)

This was an evaluation study of a three-year project (2003-2005) which involved revamping an existing website of the *Mental Health Nursing* course held by the teacher. This project was supported by the e3Learning project. Between years 2003 to 2005, a total of 345 of Bachelor of Nursing students used this website. The site was significantly improved and attracted a relatively high level of usage. Most students reported a high regard for the website and felt that the materials it provided had helped them in understanding the course better. The quizzes, videos and concept net were particularly helpful. Our study indicates that student learning may be more related to the quality of time students spend on the website. This includes the length of visit and the purpose for each visit.

11. Research Computing Services for Teaching and Learning in ITSC

Sammy Tang (*ITSC*)

ITSC High Performance Computing (HPC) Services includes a number of teaching and learning platform for users. The environment includes user interfaces into applications and self-learning materials for using the application. Demonstrations on the use of some locally built platforms for learning and using applications (e.g. BLAST, ClustalW) will be presented.

The Pacific Rim Application and Grid Middleware Assembly (PRAGMA <http://www.pragma-grid.net/>) was formed to establish collaborations and advance the use of grid technologies and applications. Recently, CUHK/ITSC has established connections to PRAGMA resources. The presentation will include the introduction of the PRAGMA, its related teaching, learning tools including NBCR's wiki page https://www.nbc.net/pub/wiki/index.php?title=NBCR_Summer_Institute

12. How to Create Web-based Interactive Learning Materials Using FACS

Shekhar Kumta (*Orthopaedics and Traumatology*)

FACS is an acronym for formative assessment case scenarios. These interactive media-enriched medical case studies are a supplemental resource used by teachers to complement their clinical teaching and are widely accessed by students in their final year of medical studies. FACS helps foster clinical decision making ability in students and teachers are able to evaluate and monitor student performance.

The heart of this web-based utility is the FACS engine – the software utility that allows us to create, maintain and deliver "interactive" web-based materials. FACS is an ASP-based package, developed in-house through a TDG and with an easy-to-use graphic user interface.



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FACS may be used to create generic interactive learning resources in any discipline. It is user friendly and its core administrative functions enable us to generate detailed reports of student usage and performance, providing valuable formative intervention capabilities. We wish to show-case and share this resource with other interested teachers across disciplines, who may wish to use multimedia-enriched web-based learning materials for formative or summative assessment.

13. The Stars and Our Lives

Shiu Sing Tong (*Physics*)

'The Stars and Our Lives' is a University General Education Course which introduces the cultural and historical aspects of Astronomy, as well as the relationships between cosmic events and human lives, to students with little or no science background. The illustration of astronomical concepts and principles is facilitated by the use of photos, custom-made illustrations, computer animations, and Stellarium – a free night sky simulation software available on the Web. The illustrated concepts and principles include, but not limited, to the following: daily motion of the celestial sphere, sky as seen at different latitudes on earth, apparent yearly motion of the sun and the ecliptic, constellations and their culture, precession of the celestial poles and equinoxes, geocentric model of the universe, retrograde motion of the planets, Kepler's laws of planetary motion, orbital motion under gravity in the solar system, and the discovery of extrasolar planets by indirect methods. Based on these science principles, students can acquire a heuristic understanding of the method of astronomical observation, culture, and religion of the ancient Chinese, Babylonian, Egyptian and Greeks. Students can also have a glimpse of the historical development of astronomy and cosmology from the Renaissance to the late 20th century, and some modern astronomical discoveries related to the Big Bang Theory, the evolution of stars, and the quest of life in the universe.

14. An Online Platform for Survey Research

Wai Sum Chan (*Finance*), Siu Hung Cheung, Wai Yin Poon and Ka Ho Wu (*Statistics*)

Data collection and analysis are indispensable elements in many disciplines. Nevertheless, the lack of efficient means to acquire first-hand data, especially those data collected from survey research hinders the learning and teaching process. In some circumstances, due to limited resources, teachers and students reluctantly settle on artificial data sets such as those found in popular textbooks. To this end, the pedagogical purpose of this project is to promote and improve the quality of teaching and learning for many courses in the university that might be benefited from the use of real data and necessary practical skills in survey research. The objective of our study is to develop a web-based platform to assist (i) educators in their formulation and teaching of survey materials, and (ii) students in their endeavours to perform a survey effectively and efficiently.



15. Developing a Customized Demo Moodle Site with the School of Law

Swati Jhaveri (*Law*)

Prof. Jhaveri (the eLearning Liaison Person at the School) has collaborated with the eLearning Service and ITSC to develop self-help eLearning Moodle sites for teachers at the School. The Moodle-based demo and accompanying guidance site demonstrate and explain Moodle activities that teachers at the School may find especially useful. The guidance site provides teachers at the School with information about the eLearning strategies and benefits relating to various Moodle activities and functions. Selected functions in Moodle (e.g. course document delivery functions, forums, quizzes, glossaries and databases) are then demonstrated on the demo site using specific examples from a Law course. Teachers in the School are also encouraged to discuss eLearning-related issues on the guidance site.

16. Using WebCT to Motor Skill Learning

Wan Ka Chan (*SSPE*)

The WebCT site for this course included many short video clips which relate to sports skills learning. The videos include aspects of teaching and learning skills demonstration, different levels of skill performance as well as students' performance during their learning process. Students can review the video and the sports skills before each lesson. They also can review their own and classmates' performance in order to practise self and peer-evaluation during the learning process. This process can enhance students' learning effectiveness.

17. Establishing and Trialing a Set of Case-based eLearning Resources in Chinese Medicine Education

Zhixiu Lin (*Chinese Medicine*)

The clinical training for Hong Kong's future Chinese medicine practitioners at present relies mainly on the facilities in mainland China due to an absence of a Chinese medicine (CM) hospital. The advent of the IT age has made possible effective eLearning materials to supplement the normal CM clinical training. The TDG project aims to (i) present clinical cases to a wider audience of CM learners; (ii) facilitate students' critical thinking in diagnosis and treatment strategy-formulating in the clinical studies of CM; and (iii) to enhance students' problem solving skills in terms of clinical learning. So far, we have collected more than 50 clinical cases of various CM specialties and uploaded them onto WebCT for access by CM students after careful editing to suit the CM learning needs. Several tutorials have been organized at the School of Chinese Medicine to promote the eLearning materials to the students. Currently, more clinical cases are being collected and more promotion campaigns will be launched to disseminate this innovative learning tool to CM students both within and outside the University.



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18. ELearning Platforms and Services at CU

Information Technology Services Centre (*ITSC*)

One of the key missions of ITSC eLearning team is to provide teachers with different eLearning technologies and assist them in utilizing the technologies for their teaching and thus enhance students' learning at the University.

To enhance and complement teaching and active learning, ITSC provides three different eLearning platforms to teachers for them to select one based on their needs. CUForum is a basic eLearning platform developed by ITSC, which supports discussion, file- and photo-sharing and homework collection. Moodle is an open source eLearning platform which supports a comprehensive set of functionalities and some latest technologies such as podcast, blog and wiki. WebCT is an advanced eLearning platform which allows teachers to design sophisticated web courses with unique graphical layout.

In addition to the platforms, ITSC assists teachers to produce interactive multimedia courseware through the Courseware Development Service. ITSC also works together with CLEAR to offer the eLearning Service at CU to assist teachers in utilizing technology to meet the University's mission of excellence in teaching and learning.

19. Innovative Learning Designs in LAMS

Centre for Learning Enhancement And Research (*CLEAR*)

A *learning design* is a clear description of how the course will be organized. It is more than just a course outline which describes the elements of the course; it has a much greater level of granularity than a course outline. A learning design includes some way to explicitly describe the sequencing of activities in the course. It is an expression of all the planning that the teacher has done in a succinct and accessible manner.

Innovative learning designs are thus one way to ensure that when a teacher wants to try out something new s/he has everything well organized. This degree of planning also supports careful monitoring of the innovation. One way in which learning designs can be described and reused is through an online learning tool, the *Learning Activity Management System (LAMS)*. Several LAMS-based learning designs will be demonstrated in the presentation. CLEAR can assist staff in using this tool to plan and implement their teaching and learning.