

Centre for Learning Sciences and Technologies

學習科學與科技中心

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Kick-off Ceremony for Hong Kong in Depth: Innovative Media Production and Cultural Research Programme for Gifted Students

This culture-and-history oriented programme for gifted students was officially opened with the inaugural ceremony held on 10 July 2021 that drew nearly 100 participants, including enrolled students, parents, school teachers and principals as well as EDB representatives. Among the notable guests were Prof. Morris Jong, Director of Centre for Learning Sciences and Technologies (CLST), Dr. Pang Yiu-kai, Chairperson of Advisory Committee on Gifted Education and Mr. Sammy Leung, the famous CUHK alumnus and local media. This special occasion began with opening remarks by Dr. Pang, who appreciated CLST's efforts to provide challenging and wholesome learning experiences for gifted students. It culminated with an entertaining, insightful Q&A session where Mr. Leung reflected on his upbringing as a gifted student, shared his career experience as a media personality, discussed the importance of creativity and demonstrated active communication skills. Mr. Leung's advice received encouraging responses as the students expressed in their feedback that they were motivated to learn about the history of their hometown, and the parents acknowledged creativity as the key to their children's holistic development.



Jockey Club VR Project for Enhancing Chinese Language Literacy Booth Presentation at CUHK Innovation Day 2021

We were honored to be selected as one of the five representatives to showcase our project deliverables, namely quality VR teaching kits for Chinese language teachers and outstanding students' works, at CUHK Innovation Day on 23 September 2021. Government officials, industry experts and the local media came to learn about the institution's impactful research and innovation achievements through guided tours, panel discussions and strategy talks. In the VIP guided tour at InnoPort, distinguished guests Mr. Alfred Sit, Secretary for Innovation and Technology Bureau, HKSAR, Prof. Rocky Tuan, Vice-Chancellor and President, CUHK and Prof. Alan Chan, Provost, CUHK received a briefing from our project leaders Prof. Morris Jong and Mr. Edward Chan, who proudly presented the background, milestones and prospect of our project. Following the guided tour was an interview with local reporters where our project team members explained the project rationale and demonstrated how to use the mobile app EduVenture VR® and VR headsets to enhance Chinese language writing. Funded by The Hong Kong Jockey Club Charities Trust, the project was highly commended by the guests for promoting Hong Kong landscape literature to junior form students and helping them to understand the community in depth. They also appreciated the growth in students' ability to observe and their improved motivation in Chinese writing.





Refresher Training Courses resumed in February 2021

As the situation of COVID-19 outbreak in Hong Kong has stabilized since February 2021, we smoothly ran 45 refresher training classes for over 640 local primary and secondary school teachers on campus and in Hong Kong Productivity Council between February and August 2021. With stringent anti-epidemic measures in place, the classes covered diverse themes to improve participants' IT skills in their subjects of teaching, from STEM education in primary schools to virtual reality in geography, from learning management system for developing students' self-directed learning abilities to innovative pedagogies in English language, etc.



Recent News

Prof. Morris Jong, together with his colleagues and students, won the Best Paper Award at the 7th International Symposium on Educational Technology (ISET 2021) in August 2021. The paper is:

Jong, M. S. Y., Chen, G. W., Tam, V. W. L., Hue, M. T., Chen, M. Y., & Weng, X. J. (2021). Gamification of Flipped Classroom: FIBER Vs. G-FIBER. *Proceedings of the 7th International Symposium on Educational Technology (ISET 2021)* (pp. 270–274). IEEE.

Recent Publications in Journals

1. Jiang, M. Y. C., Jong, M. S. Y., Lau, W. W. F., Chai, C. S., & Wu, N. (2021). Using automatic speech recognition technology to enhance EFL learners' oral language complexity in a flipped classroom. *Australasian Journal of Educational Technology*, 37(2), 110–131.
2. Zhou, X. H., Chai, C. S., Jong, M. S. Y., & Xiong, X. B. (2021). Does relatedness matter for online self-regulated learning to promote perceived learning gains and satisfaction? *The Asia-Pacific Education Researcher*, 30(3), 205–215.
3. Chen, M. Y., Chai, C. S., Jong, M. S. Y., & Chao, G. (2021). Modeling learners' self-concept in Chinese descriptive writing based on the affordances of a virtual reality-supported environment. *Education and Information Technologies*, 26(5), 6013–6032.
4. Jong, M. S. Y., Chan, T., Tam, V., & Jiang, M. Y. C. (2021). Design-based research on gamified outdoor social enquiry learning with context-aware technology: Integration of teacher facilitation for advancing the pedagogical effectiveness. *International Journal of Mobile Learning & Organisation*, 15(1), 107–126.
5. Chai, C. S., Lin, P. Y., Jong, M. S. Y., Dai, Y., Chiu, T. K. F., & Qin, J. (2021). Perceptions of and behavioral intentions towards learning artificial intelligence in primary school students. *Educational Technology & Society*, 24(3), 89–101.
6. Chen, M. Y., Chai, C. S., Jong, M. S. Y., & Jiang, M. Y. C. (2021). Teachers' conceptions of teaching Chinese descriptive composition with interactive spherical video-based virtual reality. *Frontiers in Psychology*, 12, 591708.
7. Chai, C. S., Lin, P. Y., King, R. B., & Jong, M. S. Y. (2021). Intrinsic motivation and sophisticated epistemic beliefs are promising pathways to science achievement: Evidence from high achieving regions in the East and the West. *Frontiers in Psychology*, 12, 581193.
8. Huang, S., Jiang, M. Y. C., Yin, H. B., & Jong, M. S. Y. (2021). Does ICT use matter? The relationships between students' ICT use, motivation, and science achievement in East Asia. *Learning and Individual Differences*, 86, 101957.
9. Lin, P. Y., Chai, C. S., Jong, M. S. Y., Dai, Y., Guo, Y., & Qin, J. (2021). Modeling the structural relationship among primary students' motivation to learn artificial intelligence. *Computers & Education: Artificial Intelligence*, 2, 100006.
10. Jong, M. S. Y., Tsai, C. C., Xie, H., & Wong, F. K. K. (2020). Integrating interactive learner-immersed video-based virtual reality into learning and teaching of physical geography. *British Journal of Educational Technology*, 51(6), 2063–2078.
11. Bower, M., & Jong, M. S. Y. (2020). Immersive virtual reality in education. *British Journal of Education Technology*, 51(6), 1981–1990.
12. Dong, A. M., Jong, M. S. Y., & King, R. (2020). How does prior knowledge influence learning engagement? The mediating roles of cognitive load and help-seeking. *Frontiers in Psychology*, 11, 591203.
13. Chai, C. S., Rahmawati, Y., & Jong, M. S. Y. (2020). Indonesian science, mathematics, and engineering preservice teachers' experiences in STEM-TPACK design-based learning. *Sustainability*, 12(21), 9050.
14. Chiu, T. K. F., Jong, M. S. Y., & Mok, I. A. C. (2020). Does learner expertise matter when designing emotional multimedia for learners of primary school mathematics? *Educational Technology Research & Development*, 68, 2305–2320.
15. Weng, X. J., Jong, M. S. Y., & Chiu, T. K. F. (2020). Book review on "Lecture Notes in Educational Technology": Smart learning environments. *Bulletin of the Technical Committee on Learning Technology*, 20(1), 9–11.