INNOVATION AND TRANSFORMATION

THE POST-PANDEMIC LANDSCAPE OF EDUCATION AND BEYOND
HKAECT INTERNATIONAL CONFERENCE 2022

16 - 18 JUNE 2022
MAIN LIBRARY
THE UNIVERSITY OF HONG KONG, HONG KONG

CONFERENCE PROGRAMME

CO-ORGANIZED BY

Hong Kong Association for Educational Communications and Technology (HKAECT)

The University of Hong Kong Libraries

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ABOUT THE HKAECT

The Hong Kong Association for Educational Communications and Technology (HKAECT; http://www.hkaect.org/) was established in 1989 to promote for the public benefit the advancement of educational communications and technology; to advance the professional quality and standards of educational technology and related areas in Hong Kong; and to broaden the goals and influences of the Association to other local and international educational associations and media industries.

Its first conference was organized in 1990, addressing "The Role of Educational Communication and Technology in Year 2000", with speakers coming from the United States, China, and Taiwan to discuss the outlook on educational communications and technology. Throughout these years, the HKAECT has held a number of international conferences, symposiums, workshops, and talks with various themes to provide a platform to enable rich exchanges for academicians, practitioners, and professionals in the fields of communication and educational fields to make discourse about the shaping and changing issues on education, communication, and technology.

List of HKAECT Presidents

1989-2010	Leo P. K. YAM
2010-2016	Allan H. K. YUEN
2016-2021	Will W. K. MA
2022-2023	Anna W. B. TSO

Themes of the HKAECT Conferences since 1990

1990	The Role of Educational Communications and Technology in Year 2000
1992	Instructional Technology: Design, Utilization and Evaluation
1994	Telecommunications in Education
1996	Innovations and Quality in Teaching and Learning
1997	Tertiary Teaching in the Use of Technology: Vision and Practice
1998	New Challenges and Innovations in Teaching and Training into the 21st Century
2001	Education Reform: Integrating Information Technology, Communication, and Curriculum
2004	Media Innovations in Education: Input and Outcome in New Society
2007	Educational Communications and Technology as Learning Experiences
2010	Multiliteracies for the 21st Century: Education, Communication, and Technology
2014	New Media, Knowledge Practices, and Multiliteracies
2017	New Ecology for Education: Communication X Learning
2018	New Media for Educational Change: Effect on Learning and Reflection on Practice
2019	Shaping the Future of Education, Communication, and Technology
2020	Learning Environment and Design: Current and Future Impacts
2021	A New Paradigm for Digital Communication and Learning: Changes and Challenges
2022	Innovation and Transformation: The Post-pandemic Landscape of Education and Beyond

CONFERENCE PROGRAMME AND SCHEDULE

Note: There are no passcodes for the conference zoom links.

Day 1 (HK Time)	16 June 2022 (Thursday)
09:30 – 09:45	Registration Zoom link 1 https://hku.zoom.us/j/92995925047
09:45 – 10:00	Conference Opening - Welcoming Speech by Dr Anna TSO, HKAECT President Zoom link 1 https://hku.zoom.us/j/92995925047
10:00 – 11:00	Keynote Session I (US Time - 20:45): **Transforming Higher Education to Improve Student Success** By Dr. David WILEY, AECT President Moderator: Professor Steven NG, HKAECT2022 Conference Programme Co-Chair Zoom link 1 https://hku.zoom.us/j/92995925047
11:00 – 12:00	Keynote Session II: **Teaching for Trust: Resisting Surveillance Pedagogies (Recording)** **By Dr. Roopika RISAM** Moderator: Dr. Locky LAW, HKAECT2022 Conference Programme Co-Chair Zoom link 1 https://hku.zoom.us/j/92995925047

12:00 – 14:00	Lunch Break	
	(Parallel) Paper Presentations A	
	Session 1: Language Learning & Teaching (2 Papers; 15 mins + 5 mins Q&A each)	Session 2: Assessment in Education (3 Papers; 15 mins + 5 mins Q&A each)
	Zoom link 1 https://hku.zoom.us/j/92995925047	Zoom link 2 https://hku.zoom.us/j/96867377999
	Chair: Anna TSO, The Hang Seng University of Hong Kong	Chair: Steven NG, Chung Hua University
14:00 – 14:45	**1. Intelligent CALL: Individualizing Learning Using Natural Language Generation** John BLAKE University of Aizu	**1. A Case-study on Revamping Course Structure and Assessments of the Exhibition Management and Planning Course to Online Learning During an Ongoing Global Pandemic of Coronavirus Disease in a Taiwan University** Pei-Ying WU, Kwan-Keung NG and Shao-Fu LI Chung Hua University and Ming-Ai (London) Institute
	2. Teaching Shakespeare to EFL Students through Transmedia Anna TSO The Hang Seng University of Hong Kong	**2. The Impact of COVID-19 Pandemic on Higher Education: Reshaping Workplace Learning and Assessment (WLA) after COVID-19** Benson K. H. HUNG, Ryan K. H. FUNG, Candy K. Y. LIU, and Catter C. N. TO Vocational Training Council
14:45–15:00	Break	

(Parallel) Paper Presentations B	
Session 3: Digital Citizenship, Entrepreneurship & Transformation (3 Papers; 15 mins + 5 mins Q&A each) Zoom link 1 https://hku.zoom.us/j/92995925047 Chair: Wendy CHAN, The Hang Seng University of Hong Kong **1. Bridging the Gap between Digital Divide and Educational Equity by Engaging Parental Digital Citizenship and Literacy at Post-COVID-19 Age in the Hong Kong Context** Wai Sun Derek CHUN, Siu Ho YAU, Wai Man CHAN and Chi Yan Iris LEUNG The Education University of Hong Kong and The Chinese University of Hong Kong **2. Impact of Digital Entrepreneurship Education on Entreprenurial Intention during the COVID 19 Pandemic** Charunadee RATHNAYAKE, Isuri UDAWATHTHA, Yohani ALAHAKOON, Pethmi DE SILVA and Hirusha AMARAWANSHA Uva Wellassa University 3. **Education Transformation for Hong Kong Cross-boundary Students During the Pandemic and Beyond: A Planned Behavior Perspective** Zhaoxun SONG, Jing WU, Hsinli HU and Xixue LI The Hang Seng University of Hong Kong and Sichuan University	Session 4: Learning Design (3 Papers; 15 mins + 5 mins Q&A each) Zoom link 2 https://hku.zoom.us/j/96867377999 Chair: Timothy HEW, The University of Hong Kong **1. Use of Perusall for Pre-Class Reading Assignments in an English Reading and Writing Course at the Tertiary Level: Students' Perception of a Flipped Approach** Frankie HAR and Eric HO Hong Kong Polytechnic University **2. One Size Fits All? Personalized Learning Path Planning Based on Learning Diagnostic Assessment in Online Learning** Xinya LI, Haoran XU, Chuanyan HAO and Bo JIANG Nanjing University of Posts and Telecommunications **3. The Effect of Peer Collaboration on Students' Regression Modelling Ability within a Technology-enriched Environment** Ken LI and Merrilyn GOOS Hong Kong Institute of Vocational Education and University of Sunshine Coast

15:00 – 16:00 (row label in left column)

16:00 – 16:15	Break	
16:15 – 17:15	**(Parallel) Paper Presentations C**	
	Session 5: Online & Blended Learning (3 Papers; 15 mins + 5 mins Q&A each) Zoom link 1 https://hku.zoom.us/j/92995925047 Chair: Helena SIT, The University of Newcastle **1. Research on the Contributing Factors of Postgraduate Students' Online Learning Experience** Mengjie ZHANG and Feng LIU Nanjing University of Posts and Telecommunications **2. How Vietnamese Foreign Language Teachers Survive and Thrive: Tracing Successful Online Teaching during the COVID-19 Pandemic** Thi Thuy LE, Helena SIT and Shen CHEN Ho Chi Minh City Open University and The University of Newcastle **3. An Investigation on the Teachers' Perceptions on "ICT Integration": Evidence from Indonesian EFL Classrooms** Arzal ARZAL, Shen CHEN and Helena SIT The University of Newcastle	Session 6: Multimodality & Education Transformation (3 Papers; 15 mins + 5 mins Q&A each) Zoom link 2 https://hku.zoom.us/j/96867377999 Chair: Locky LAW, The University of Hong Kong **1. AR/VR - Enablers in Science Education in a Secondary School in Singapore** Choon Guan PANG Nanyang Technological University **2. Creativity and Digital Game-based Learning: A Game Selection Framework for Non-gaming Teachers (Feat. Animal Crossing: New Horizons)** Locky LAW The University of Hong Kong **3. What Do University Students Say about Fully Online Teaching? A Qualitative Study on Student Perceptions and Suggestions** Ka Yan LIU and Chung Kwan LO The Education University of Hong Kong

Day 2 (HK Time)	17 June 2022 (Friday)	
09:30 – 09:45	Registration	
09:45 – 10:45	Keynote Session III (US Time - 20:45): **Students, Educators, Technology, …Leadership?** By Professor Scott MCLEOD, The University of Colorado Denver Moderator: Ms Shurui BAI, HKAECT2022 Conference Programme Co-Chair Zoom link 1 https://hku.zoom.us/j/92995925047	
10:45 – 11:00	Break	
11:00 – 12:00	**(Parallel) Paper Presentations D**	
	Session 7: Positive Learning Environment (2 Papers; 15 mins + 5 mins Q&A each) Zoom link 1 https://hku.zoom.us/j/92995925047 Chair: Albert CHAN, Hong Kong Polytechnic University **1. Exploring the Roles of Cognitive and Affect Empathy in Enhancing Prosocial Bystander Behavior in Simulated Cyberbullying Context** Chi-Keung Alex CHAN, Tsz-Hei Davis LEUNG and Ka-Tung Vivianne IP, Hong Kong Shue Yan University	Session 8: Teacher Training in the Pandemic (3 Papers; 15 mins + 5 mins Q&A each) Zoom link 2 https://hku.zoom.us/j/96867377999 Chair: Agnes LAM, HKAECT **1. Enhancing Teacher Resilience for Coping with Uncertainty and Riding the Waves of Change: Voices of English Language Teacher Trainers in Vietnam** Thi Thuy LE, Thi Thanh Tra DO, and Thi Thuy Linh NGUYEN Ho Chi Minh City Open University, Tay Bac University, Vietnam National University, Hanoi

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	2. Teacher Support and Student Engagement in Online Learning Qi XIA, Xinyan ZHOU, Xiaojing WENG and Thomas K.F. CHIU The Chinese University of Hong Kong	**2. Empowering Digital Competence for English Language Teacher Educators in Vietnam** Nguyen Thi Thuy Linh, Le Thi Thuy and Do Thi Thanh Tra Vietnam National University, Hanoi, Ho Chi Minh City Open University, and Tay Bac University
12:00 – 14:00	Lunch Break	
	(Parallel) Paper Presentations E	
14:00 – 14:45	Session 9: New Media & Self-paced Learning (2 Papers; 15 mins + 5 mins Q&A each) Zoom link 1 https://hku.zoom.us/j/92995925047 Chair: Cat Miao-ting CHENG, Shenzhen University **1. The Effects of Learning Analytics on Online Self-Regulated Learning: A Meta Analysis** Yu BEN and GangYao ZHANG Nanjing University of Posts and Telecommunications	Session 10: Student Learning Perception (2 Papers; 15 mins + 5 mins Q&A each) Zoom link 2 https://hku.zoom.us/j/96867377999 Chair: Noble LO, College of Professional and Continuing Education, Hong Kong Polytechnic University **1. Lecturers' Practices and Perceptions on the Effectiveness of Feedback in the Assessment of Academic Writing in Hong Kong** Noble Po Kan LO and Sumie CHAN College of Professional and Continuing Education, Hong Kong Polytechnic University, and The Hong Kong University of Science and Technology

	2. How Useful of Different Communication Channels for Prospective Undergraduates about University studying: before & during the Pandemic Annie W. Y. NG The Hong Kong University of Science and Technology	**2. Is Extra English for Academic Purposes (EAP) Support Required for Degree Holders Pursuing Master Programmes in Less Familiar Fields?** Noble Po Kan LO and Sumie CHAN College of Professional and Continuing Education, Hong Kong Polytechnic University, and The Hong Kong University of Science and Technology
14:45 – 15:00	Break	
15:00 – 16:00	Keynote Session IV (UK Time - 08:00): **Mobile Learning Futures Around the World** By Professor Agnes KUKULSKA-HULME Professor of Learning Technology and Communication, The Open University, U.K. Moderator: Dr Rose FONG, Northrumbia University London Zoom link 1 https://hku.zoom.us/j/92995925047	

Day 3 (HK Time)	18 June 2022 (Saturday)
09:30 – 09:45	Registration Zoom link 1 https://hku.zoom.us/j/92995925047
9:45 – 10:45	**Plenary Session** **Un-managing Schooling in the Time of Covid: From Subsisting, Imagineering to Flourishing** By Ms Meimei Shin Kwan CHAN Principal of SKH Holy Trinity Church Secondary School Moderator: Dr. Anna TSO, HKAECT President Zoom link 1 https://hku.zoom.us/j/92995925047
11:00 – 13:00	**A Symposium on "Suspending Classes without Suspending Learning:** **Transition of Early Childhood Education (ECE) Curriculum amid COVID-19 Pandemic in Hong Kong"** (Conducted in Cantonese) Hosted by Dr Eunice Pui Yu YIM The School of Education & Languages, Hong Kong Metropolitan University Presented by Dorothy Nga Yui TONG, Rachel Suet Wing CHAN, Toby Wai Fong CHAN, Cherry Ching Wai NGAN, Jason Yu Chieh YANG, Katy Wing Yan YU and Eunice Pui Yu YIM The School of Education & Languages, Hong Kong Metropolitan University Zoom link 1 https://hku.zoom.us/j/92995925047

	Symposium Topics: 1. 停課不停學: 疫情下香港幼兒教育課程的調適 2. 疫情期間如何進行幼小銜接 3. 幼稚園如何在疫情下促進自由遊戲的實施 4. 幼稚園如何在疫情下進行多元化評估 5. 疫情下幼兒如何從遊戲中學習 6. 疫情下幼稚園對電子產品的應用 7. Cross-disciplinary Skill Training at Workplace in Post-pandemic: A Case Study on Adapting Applied Behaviour Analysis into Mainstream Teaching Practice

GUIDELINES TO PRESENTATION

Guidelines for Presenters

(A) Paper Presentation Sessions

The following guidelines will help you design and prepare for your paper presentation via Zoom:

1. Please check the session schedule on the official website/conference programme to confirm the date, time, and designated Zoom link of your presentation(s).

2. The duration of each presentation is approximately 15 minutes. The Q & A session will be held after each presentation. Please follow the instructions of the Session Chair regarding the time allocated for your presentation if there are fewer than three presentations in a session.

3. Please enter the designated Zoom meeting room at least 10 minutes before your session begins and report to the Session Chair.

4. You should follow the instructions of Session Chair and designated Zoom meeting room host on sharing and stop sharing your presentation slides before and after your presentation.

5. For presenters who pre-record your presentations, please send your pre-recorded youtube video link(s) to the conference mail address (hkaectconference@gmail.com) one week prior to the conference (due on 10 June, 2022 at or before 23:59 HKT).

Resources for using Zoom:

https://support.zoom.us/hc/en-us/articles/204772869-Zoom-Rooms-User-Guide?mobile_site=true

Guidelines for Session Chairs

(A) Before the Commencement of a Session

1. Please enter the designated Zoom meeting room 10 minutes earlier before a session starts.
2. If there are any changes in the session, the Zoom meeting host will notify you before a session starts.
3. In case a presenter does not show up timely, please notify the Zoom meeting host as soon as possible.

(B) During a Session

1. Please arrive at the designated Zoom meeting room 10 minutes before a session begins, briefly introduce yourself, and announce your arrangement of the presentations to all presenters.
2. Please start the session on time and follow the time allocated to each presentation (15 minutes for each presentation; 5 minutes for the Q & A after each presentation). No presenter can get any extra time for his/her presentation.
3. Papers with more than one presenter will not get any extra time for the presentations.
4. Please instruct presenters how to share their presentation slides and start their presentation one by one following the session sequence listed on the conference programme.
5. Please remind presenters of the remaining time they have three minutes before the end of their presentations. If a presenter goes beyond the allotted time, the Session Chair should ask him/her politely to close the presentation promptly.
6. Please try to make sure the session (including Q & A) is timely proceeded since some attendees need to move from sessions to sessions.
7. If there are any issues affecting the continuance of your session, please inform the host at the registration Zoom meeting room immediately.
8. Our hosts shall take a group photo (screen shot) at the end of each session. Please help gather the presenter and the audience for the photo shoot.

Resources for using Zoom:

https://support.zoom.us/hc/en-us/articles/204772869-Zoom-Rooms-User-Guide?mobile_site=true

KEYNOTES

Keynote Session I (16/6/2022 10:00-11:00 HKT):

Professor David Wiley
President, AECT

Dr. David A. Wiley is an American academic and writer who is the chief academic officer of Lumen Learning, education fellow at Creative Commons, and former adjunct faculty of instructional psychology and technology at Brigham Young University, where he was previously an associate professor. Dr. Wiley's work on open content, open educational resources, and informal online learning communities has been reported in many international outlets, including *The New York Times*, *The Hindu*, *MIT Technology Review*, and *Wired*. Wiley was also previously a member of the advisory committee of University of the People.

Keynote Title: Transforming Higher Education to Improve Student Success

Abstract

This keynote will describe three technology-mediated innovations that can transform higher education in order to dramatically improve student success. The first is innovative uses of technology designed to strengthen personal relationships between learners and teachers. The second is innovative uses of technology enabling us to continuously improve teaching and learning materials and tools. The third is innovative uses of technology designed to help learners become better learners and help teachers become better teachers.

KEYNOTES

Keynote Session II (16/6/2022 11:00-12:00 HKT):

Dr Roopika RISAM
Associate Professor and Chair of Secondary and Higher Education, Salem State University, U.S.A.

Dr. Roopika Risam is Chair of Secondary and Higher Education and Associate Professor of Education and English at Salem State University. Risam's first monograph, *New Digital Worlds: Postcolonial Digital Humanities in Theory, Praxis, and Pedagogy*, was published by Northwestern University Press in 2018. She is the co-editor of *Intersectionality in Digital Humanities* (Arc Humanities/Amsterdam University Press, 2019) and *South Asian Digital Humanities: Postcolonial Mediations Across Technology's Cultural Canon* (Routledge, 2020). Risam's latest co-edited collection *The Digital Black Atlantic* in the Debates in the Digital Humanities series (University of Minnesota Press) was published in 2021. Currently co-vice president of the Association for Computers and the Humanities and co-chair of the ACH 2021 conference, Risam previously served as a founding board member of Global Outlook::Digital Humanities (GO::DH) and co-chair of the ACH 2019 conference. She also received the Massachusetts Library Association's inaugural Civil Liberties Champion Award for her work promoting equity and justice in the digital cultural record.

Keynote Title: Teaching for Trust: Resisting Surveillance Pedagogies

Abstract

Since the onset of the pandemic, educational technologies have been adopted at an astounding rate as even the most technology-resistant instructors have had no choice but to begin using them. Without the pedagogical training to use these technologies in ways that build trust between teacher and student, they have become a way of promoting surveillance of students, revealing a fundamental lack of trust. In this talk, Risam will discuss how what she terms "surveillance state pedagogies" have been adopted in response to the pandemic and explore how we might change that mindset. In its place, she will argue, we must model the use of educational technologies that demonstrate that we do trust our students so they can, in turn, trust us as their instructors. Doing so, Risam proposes, is crucial to restoring the trust that has been lost between so many students and instructors over the last several years.

KEYNOTES

Keynote Session III (17/6/2022 9:45-10:45 HKT):

Professor Scott MCLEOD
The University of Colorado Denver

A Professor of Educational Leadership at the University of Colorado Denver, **Scott McLeod, J.D., Ph.D.**, is widely recognized as one of the nation's leading experts on P-12 school leadership, deeper learning, technology, and innovation. He is the Founding Director of the UCEA Center for the Advanced Study of Technology Leadership in Education (CASTLE), the only university center in the U.S. dedicated to the technology needs of school administrators, and is the co-creator of the wildly popular video series, *Did You Know? (Shift Happens)*. He also is the co-creator of the *4 Shifts Protocol* for lesson/unit redesign. Dr. McLeod has worked with hundreds of schools, districts, universities, and other organizations and has received numerous awards for his technology leadership work, including the 2016 Award for Outstanding Leadership from the International Society for Technology in Education (ISTE). Dr. McLeod blogs regularly about leadership and innovation at *Dangerously Irrelevant* and is a frequent keynote speaker and workshop facilitator at regional, state, national, and international conferences. He has written or edited 4 books and 170 articles and other publications, and is one of the most visible education professors in the United States.

Keynote Title: Students, Educators, Technology, …Leadership?

Abstract

While we have a wealth of research on the benefits of educational technology when it comes to students and their learning, scholarship on technology leadership is much thinner. In this interactive keynote, Dr. Scott McLeod will share what we know about technology leadership in schools and some thoughts on research that would be helpful, particularly post-pandemic. Join us and be ready to dialogue with conference colleagues!

KEYNOTES

Keynote Session IV (17/6/2022 15:00-16:00 HKT):

Professor Agnes KUKULSKA-HULME,

Professor of Learning Technology & Communication, The Open University, U.K.

Agnes Kukulska-Hulme is Professor of Learning Technology and Communication in the Institute of Educational Technology at The Open University, UK, and Past-President of the International Association for Mobile Learning. She leads the Learning Futures Research and Innovation Programme and the Innovating Pedagogy annual reports. Her work encompasses online distance education, mobile learning, language learning, and education for migrants and refugees. In addition to well over 200 academic publications and papers, she has authored policy and practice reports for UNESCO, British Council, Commonwealth of Learning, International Research Foundation for English Language Education and Cambridge University Press. Her co-edited book *Mobile Assisted Language Learning Across Educational Contexts* (Routledge, 2021), promotes sharing of innovative practices and explores inspiring emergent themes in mobile language learning. Professor Kukulska-Hulme is on the Editorial Boards of several journals including the International Journal of Mobile and Blended Learning. She has been an invited speaker at over 100 international conferences and events. She supervises doctoral students and mentors early career researchers. She is currently working on several projects exploring mobile technology use and the role of English in education in low-income countries in Africa and Asia, among disadvantaged communities and marginalised educators and students.

Profile and publications: https://iet.open.ac.uk/people/agnes.kukulska-hulme

Keynote Title: Mobile Learning Futures Around the World

Abstract

The field of mobile learning has been evolving and diversifying over the past quarter century. Consequently, there are now many varieties of mobile learning and disparate agendas driving its development. The field grapples with divergent forces within educational practice, technological innovation, policy development and scientific inquiry. In this talk I will consider some research agendas and innovation drivers that have characterised the culturally diverse field of mobile learning. I will highlight the shifting focus from classroom-based instruction to mobile learning outside of class and in the online world. This shift is highly pertinent to language learning, particularly since languages mediate broader access to educational resources and social connections, which in turn can affect the life chances of

individuals and communities. In the recent rush to adopt online and mobile learning approaches in education, new opportunities are created but at the same time many learners are left behind. Current projects at The Open University, UK, are providing insights into the learning experiences of disadvantaged and marginalized young people and those in low-resource settings, shedding light on the interplay between educational cultures, technologies, and languages. Considering these aspects in the broader context of mobile learning evolution, the talk will suggest how we might build a more hopeful and equitable future, or multiple futures, for mobile learning around the world.

CONFERENCE PRESENTATIONS

PRESENTATION SESSION 1: Language Learning & Teaching
(P1, 16/6/2022 14:00-15:00 HKT)

P1-1 Intelligent CALL: Individualizing Learning Using Natural Language Generation

John BLAKE
University of Aizu

Intelligent computer-assisted language learning (Intelligent CALL) harnesses artificial intelligence, which is usually in the form of natural language processing pipelines. Intelligent CALL can be utilized to create individualized learning materials for learners of English. This chapter describes the theoretical underpinning, development and evaluation of an online natural language generation app, the Question Generator. This pedagogic app individualizes language learning by creating interrogative statements from declarative statements input by learners. Questions are created using a sophisticated natural language generation pipeline. The Question Generator uses an extensive set of transformation rules supplemented by machine learning to generate appropriate questions. This open-access system enables learners to create their own individualized controlled practice activity. By comparing the input and output, learners can raise their awareness of the syntax of closed, tag and open questions. For example, through interacting with the web app, learners can discover inductively how negation and auxiliary verbs are used in tag questions. A pilot study was conducted with both school children and university sophomores. Both groups of language learners were engaged and stayed on task with minimum supervision. The individualization appeared to motivate learners as they input sentences that were of interest to them. Younger learners entered shorter sentences on more concrete topics, such as "I went to school" while university learners entered more complex and more abstract sentences, many of which were copied from online sources. The tutor noted that in both groups learners were particularly active when working together in pairs. The Question Generator is the first online tool that enables learners to generate questions based on user input, and thus breaks new ground in the growing set of intelligent CALL tools.

PRESENTATION SESSION 1: Language Learning & Teaching
(P1, 16/6/2022 14:00-15:00 HKT)

P1-2 Teaching Shakespeare to EFL Students through Transmedia

Anna TSO
The Hang Seng University of Hong Kong

Teaching Shakespeare to English as a Foreign Language (EFL) learners can be challenging for English teachers. The difficult vocabulary, unfamiliar grammar of Shakespeare's early modern English have made it hard for all readers, native English speakers and non-native speakers alike. In addition, the remoteness of the original texts is also a major hindrance. Despite the fact that Shakespearean drama has always been core to English literature and cultural studies worldwide, the original plays, which were written over 400 years ago during English Renaissance in the Elizabethan Period, can be historically, geographically, socially remote from the current reader's everyday life experience. Fortunately, with the advancement of digital technology, the works of Shakespeare have been revived, celebrated and embraced in the transmedia reading environments. Storytelling can now take place in various genres, expand across media (comics, graphic novels, TV, film, video games, etc.), reaching a wide readership. With a view to investigating how "transmedia storytelling" (Jenkins, 2009) can be used for teaching Shakespeare, in December 2021, the author conducted a student survey and invited about 64 undergraduates to take part in her case study. The participants were English majors who studied Shakespeare and His Universal Themes, a core course for Years 3 and 4 students at a university in Hong Kong in Semester 1 (September to December 2021). Students who had completed the 13 weeks of learning were asked to share their opinions on the use of transmedia texts in the Shakespeare class, discuss how multimodal tools can enhance their learning (both in class and beyond), and suggest how digital storytelling may open up new possibilities for teaching and learning Shakespeare at the tertiary level.

In the paper, the author will first give the definition of transmedia storytelling. Next, the author will provide an overview of the course outline of Shakespeare and His Universal Themes. With reference to the learning outcomes and time frame for the course, the author will also briefly discuss the criteria for selecting quality digital texts for stimulating imagination, cultural sensitivity and critical thinking when teaching Shakespeare to her ESL students. Then, the author will share her experience of using transmedia storytelling as an innovative narrative practice to teach Shakespearean drama to undergraduate students in Hong Kong. Interesting hands-on pre-reading, while-reading, and post-reading transmedia materials and activities for teaching Romeo and Juliet (first performed in 1595), The Tragedy of Julius Caesar (first performed in 1599), Othello (first performed in 1604), The Merchant of Venice (first performed in 1605), and/or King Lear (first performed in 1606), will be introduced. respectively. Last but not least, with the qualitative and quantitative findings collected from the student survey and interview, the author will shed light on how Shakespearean drama and its universal themes, with the help of transmedia, can arouse students' reading interest, foster art appreciation, encourage creative writing, and cultivate peer interactions on digital platforms.

PRESENTATION SESSION 2: Assessment in Education
(P2, 16/6/2022 14:00-15:00 HKT)

P2-1 A Case-study on Revamping Course Structure and Assessments of the Exhibition Management and Planning Course to Online Learning During an Ongoing Global Pandemic of Coronavirus Disease in a Taiwan University

Pei-Ying WU, Kwan-Keung NG and Shao-Fu LI

Chung Hua University and Ming-Ai (London) Institute

The ongoing global pandemic of coronavirus disease has an enormous impact in Taiwan, especially in the field of education. Teachers and students are forced to change their teaching and studying mechanisms—from traditional in-class face-to-face to online learning. This paper aims to explore the learning experiences of online and face-to-face learning based on students' perspectives. It demonstrates the differences between face-to-face and online learning through revamping course structure and assessments of the Exhibition Management and Planning course at a University in Taiwan. Researchers conducted a qualitative survey of 32 students who learnt and organized an online exhibition as their final assessment of the course at the end of the semester. Based on the research findings, recommendations are made for applying technical knowledge and skills in education. Both teachers and students must learn new knowledge and skills, as online studying has become one of the essential elements in the education sector. For example, Virtual Reality (VR) / Augmented Reality (AR) / Mixed Reality (MR) technologies were applied in the exhibition classes last semester. Teachers and students have to learn this new knowledge and skills to meet the exhibition industry's expectations and needs in Taiwan.

PRESENTATION SESSION 2: Assessment in Education
(P2, 16/6/2022 14:00-15:00 HKT)

P2-2 The Impact of COVID-19 Pandemic on Higher Education: Reshaping Workplace Learning and Assessment (WLA) after COVID-19

Benson K. H. HUNG, Ryan K. H. FUNG, Candy K. Y. LIU, and Catter C. N. TO

Vocational Training Council

The COVID-19 pandemic has accelerated many changes in educational innovations within the higher education sector. Among these changes, Workplace Learning and Assessment (WLA) is also affected as a structured pedagogical approach newly initiated by the Vocational Training Council (VTC) in Hong Kong. Grounded in the successful launch of WLA in different engineering programmes and the valuable experience, closer collaboration between the VTC and the employers for sustainable workforce development has been achieved. A tripartite platform has been established to enable competency-based learning and assessment with the participation of the VTC, employers, and trainees. However, as observed, recovery from the COVID-19 pandemic has been slow. To improve, tracking surveys with statistical data analysis (including descriptive statistics and ANOVA: two-factor without replication) and qualitative data were conducted to collect feedback from all the employers and trainees in the programmes on the implementation of WLA and the web-based assessment system with and without significant impacts of the pandemic aiming at shedding light on undiscovered dimensions of lagging growth prior to, during, and coming out of the pandemic. Meanwhile, this research also examines what might be done to revive the WLA development in the months and years ahead, and what lessons the Hong Kong experience may have for other places which would have a similar situation. For example, the VTC has established a robust quality assurance mechanism to govern WLA implementation, including the assessment workflow and the nomination of workplace trainers, verifiers, and assessors. A web-based assessment system has been devised to facilitate trainees and employers in conducting WLA. Moreover, a series of WLA engagement activities will be formulated to adopt a more targeted approach in the publicity on WLA in VTC.

PRESENTATION SESSION 3: Digital Citizenship, Entrepreneurship & Transformation
(P3, 16/6/2022 15:00-16:00 HKT)

P3-1 Bridging the Gap between Digital Divide and Educational Equity by Engaging Parental Digital Citizenship and Literacy at Post-COVID-19 Age in the Hong Kong Context

Wai Sun Derek CHUN, Siu Ho YAU, Wai Man CHAN and Chi Yan Iris LEUNG

The Education University of Hong Kong and The Chinese University of Hong Kong

Access to technology is essential to educational success and overcoming digital poverty. However, the "digital divide" can perpetuate and even worsen socioeconomic and other disparities for already underserved groups. COVID-19 has aroused more attention to parental digital literacy because the digital divide and educational equity have been sharpened amidst the ongoing COVID-19 pandemic. With much of society grinding to a halt, many people look to Information and Communications Technologies (ICTs) to adapt to the evolving uncertainty and operate with minimal disruption. Nevertheless, recent experience with COVID-19 shows that the transition to these extraordinary circumstances is far from smooth. Disruptions in delivering lessons to students and the shift to online learning have made the digital divide more pronounced. According to UNESCO (2020), around 1.5 billion learners are affected by school closure under the pandemic, and it represents 89.4% of total enrolled learners globally. The failure to shift to virtual classrooms demonstrated it is not a matter of infrastructure; digital literacy in remote learning is also mostly neglected for both children and parents instead.

In Hong Kong, the pandemic contributed to the exponential acceleration of technological change with remote learning since the outbreak in early 2020, and it has been continuing at present. This "new normal" urges students and educators to manage and integrate technology into their everyday teaching and learning cycle. Those without digital access due to poor computing equipment, slow internet speed, or inadequate home environments are left behind. It occurs explicitly in students from disadvantaged families after the government has required online learning. Even though the government and many other trusted funds have allocated subsidies to enable low-income families to purchase software and computers, the unfixed problems resulting in educational equity remained. Therefore, this paper aims to explore the current digital divide and educational equity in the globe and local context and review whether various government policies can properly support those needy families to adapt to the rapid changes and overcome such challenges. Relational content analysis will be adopted by first identifying the digital divide and educational equity conceptions and issues and then examining whether the Hong Kong government has attempted proactively to bridge the gap. The findings reveal that even the government has provided additional resources to support disadvantaged families on the enablement of remote learning, the gap between the digital divide and educational equity has deteriorated. Those disadvantaged parents are not digitally literate to support their children in remote learning because their ICT knowledge is not yet proficiently equipped, and digital citizenship development is still in the initial stage. The implications indicate when being technology-literate is facilitative for remote learning understandably; parents should also not be out of the equation on

promoting digital citizenship and literacy in a strategic and nuanced approach to bridge the digital divide. Considering Hong Kong home-school cooperation emphasizes how individual school effectively develops their collective efficacy in educating children with holistic planning, parental engagement becomes an important factor in bridging the digital divide and education equity gap.

PRESENTATION SESSION 3: Digital Citizenship, Entrepreneurship & Transformation
(P3, 16/6/2022 15:00-16:00 HKT)

P3-2 Impact of Digital Entrepreneurship Education on Entreprenurial Intention during the COVID 19 Pandemic

Charunadee RATHNAYAKE, Isuri UDAWATHTHA, Yohani ALAHAKOON, Pethmi DE SILVA and Hirusha AMARAWANSHA

Uva Wellassa University

Researching entrepreneurship education is not a straightforward problem. Indeed, such research finds itself in muddled waters, facing substantial tensions and potential sources of methodological challenges and biases (Pittaway and Cope, 2007). However, entrepreneurship education expected to change students mind in to innovative approaches in Business context. With considering all the evidence and the current teaching mechanisms, the study focus on forage the undergraduate digital entrepreneurship educational impact to their career intention. Therefore, this study expects to identify how digital entrepreneurship education will enhance the entrepreneurial intention during the pandemic period among Sri Lankan university students. The study followed quantitative reasoning strategy with deductive approach to determine the relationship between digital entrepreneurship education and the entrepreneurial intention. Accordingly, the study selected 300 Sri Lankan undergraduates as the sample size. The collected data was analyzed by using the Smart PLS 20 package. Smart PLS was used to analyze the measurement model, which was based on PLS-SEM. Factor loading, composite reliability, Cronbach's alpha, average extracted variance (AVE), and discriminant validity were examined to evaluate the measurement model.). Hence, it confirmed positive association between H1 Digital Entrepreneurship Education (DEE) and Entrepreneurial Intention (EI) H2 Digital Entrepreneurship Education (DEE) and Entrepreneurial Motivation.

PRESENTATION SESSION 3: Digital Citizenship, Entrepreneurship & Transformation
(P3, 16/6/2022 15:00-16:00 HKT)

P3-3 Education Transformation for Hong Kong Cross-boundary Students During the Pandemic and Beyond: A Planned Behavior Perspective

Zhaoxun SONG, Jing WU, Hsinli HU and Xixue LI

The Hang Seng University of Hong Kong and Sichuan University

This paper focuses on the education transformation adopted by Hong Kong schools to support cross-boundary students (CBSs) during the pandemic and beyond. Ajzen's theory of planned behaviour is used as a theoretical framework to explore teachers' perspectives on the factors influencing their intentions and behaviour related to teaching CBSs online. The findings enrich our understanding of the attitudes and beliefs of school principals and teachers about the importance and necessity of education transformation as a result of the pandemic. Their rationales for the shift from traditional in-person teaching to online and/or dual mode teaching are identified. From a policymaking perspective, the findings provide insights and evidence for government authorities, school management, students, parents and other stakeholders to address the real concerns and needs of schools with CBSs through timely and informed policy decisions.

PRESENTATION SESSION 4: Learning Design
(P4, 16/6/2022 15:00-16:00 HKT)

P4-1 Use of Perusall for Pre-Class Reading Assignments in an English Reading and Writing Course at the Tertiary Level: Students' Perception of a Flipped Approach

Frankie HAR and Eric HO

Hong Kong Polytechnic University

During the COVID-19 pandemic, many university ESL classes all around the world are delivered online. With the traditional teaching pedagogies and the same set of teaching materials, however, it would be difficult for students, regardless of their ages, to concentrate in a two or even three-hour synchronous online session. Therefore, many researchers and educators have been exploring some useful ways to make students engaged in today's digitally-connected world. One such practice is the adoption of flipped classroom approach in a three-hour synchronous session, together with the support of Perusall, a social annotated interface which makes it possible for students to engage in an out-of-class prior reading assignments before joining the lesson. In this presentation, the integration and implementation of Perusall in an EAP flipped online classroom will be presented. In addition to engaging students in a virtual classroom, the aim of the integration is to primarily arouse their interest in reading different text types including novels, science fiction, short stories, limericks and fantasy stories, thereby equipping ESL students with better reading and writing skills and establishing their appreciation of literary texts. Students can be both elicitors and respondents to questions raised by their peers. Being elicitors and respondents provide students with opportunities to learn from their peer feedback through Perusall. They can also realize the importance of critical evaluation of literacy texts. Such realization allow them to better understand the aesthetics of literacy texts, which can further boost their understanding of the strong correlation between reading and writing (Berninger et al., 2002; Fitzgerald & Shanahan, 2000; Shanahan, 2006). Introduction of Perusall in a flipped classroom, in this study, was considered an effective strategy to enhance learning motivation among students and promote critical reading in an extensive manner, particularly during the COVID-19 pandemic.

PRESENTATION SESSION 4: Learning Design
(P4, 16/6/2022 15:00-16:00 HKT)

P4-2 One Size Fits All? Personalized Learning Path Planning Based on Learning Diagnostic Assessment in Online Learning

Xinya LI, Haoran XU, Chuanyan HAO and Bo JIANG

Nanjing University of Posts and Telecommunications

At the post-pandemic era, most scholars paid attention to the quality of online learning again. In the online learning scenario, heterogeneous learners have a growing demand for a diversified learning process and tailored learning path planning. Personalized learning path planning reduces learning time, extraneous cognitive load and improves academic achievement by providing students with the most appropriate learning sequence for the learner. However, few studies have integrated learners' online behavior, status, knowledge level, and knowledge structure for personalized path planning considerations. Therefore, this study proposes a method for personalized learning path planning in online learning scenario. It can generate personalized learning paths based on the MOOC platform's course materials based on real-world students' online learning behavior and knowledge level. The experimental results show that the proposed method can effectively generate personalized learning paths for each online student. The efficiency of students' MOOC learning may be considerably improved by following a well-planned learning path, based on a comparison of total online learning time and average exercise score.

PRESENTATION SESSION 4: Learning Design
(P4, 16/6/2022 15:00 - 16:00 HKT)

P4-3 The Effect of Peer Collaboration on Students' Regression Modelling Ability within a Technology-enriched Environment

Ken LI and Merrilyn GOOS

Hong Kong Institute of Vocational Education and University of Sunshine Coast

Socio-cultural theories of learning argued that peer collaboration would facilitate student learning. Fifty-eight higher diploma students (aged 19-22) were divided into collaborating groups of two or three so as to increase opportunities for peer collaboration in a statistics classroom. After students had got used to the learning mode, an experimental study was conducted to address the question of whether peer collaboration would affect students' performance of regression modelling tasks. This study consisting of a test was conducted in a computing laboratory. The test was designed to evaluate key aspects of students' statistical thinking associated with regression modelling, and was to gather experimental data. In the test, a set of real-life data was provided, together with a description of the data. In addition, six specific questions were set to evaluate students' responses to each particular task in accordance with the workflow of a regression modelling. There were four stages in this experimental study. In Stage I, all students could spend 10 minutes to read the set of data but only group A (with pre-task discussion) was allowed to have peer interaction within each collaborating group, during which time they could initiate discussions and generate questions associated with measurement, measurement units, content and context of the data. In Stage II, all students in these three groups could spend 20 minutes to attempt the first three questions individually. In Stage III, all students could spend 10 minutes to read the set of data but only group B (with pro-task discussion) was allowed to have peer interaction within each collaborating group, and during this time the students could share what, how and why they had attempted in the first set of questions so as to refine their thoughts; mediate between their conflicting views and promote their individual understanding. In Stage IV, all students in these three groups could spend 20 minutes to attempt the last three questions individually. The students participating in the study were randomly assigned to one of these three A, B, and C. It was found that the influence of either pre-task (group A) or post-task (group B) discussion on a construction of regression models was not very explicit in accomplishing relatively straight-forward tasks involving Excel programming, R^2 (regression heuristics) reporting, and model selection. When attempting more sophisticated tasks, group B who outperformed both groups A and C provided more correct and thorough answers after assessing the fit of a regression model; conducting the hypothesis testing of a regression intercept; and interpreting the meaning of regression estimates. Group A did better in the hypothesis testing of regression slope than groups B and C. To conclude, peer collaboration irrespective of when discussion was held, i.e., either right at the beginning of the test or in the middle of the test might improve students' performance of regression modelling tasks but that would be dependent on the nature of regression tasks.

PRESENTATION SESSION 5: Online and Blended Learning
(P5, 16/6/2022 16:15-17:15 HKT)

P5-1 Research on the Contributing Factors of Postgraduate Students' Online Learning Experience

Mengjie ZHANG and Feng LIU

Nanjing University of Posts and Telecommunications

In recent years, online learning experience has become a hot issue in online education study. In order to gain insight into the actual situation of online learning experience for postgraduates, and explore the important factors that affect their online learning experience. This study adopts qualitative research methods, and selects 13 graduate students of Chinese University as interview subjects, and uses grounded theory to process and analyze the interview data. Research results showed that the online learning experience of graduate students was jointly affected by the internal factors of the subject and external factors such as the online learning environment: the internal factors of the subject involve the learner level; the external factors such as the online learning environment cover the teacher level, the course learning level and the technical support level. Specifically, it mainly includes 11 key factors such as teacher online teaching ability, teacher technical literacy, online course design, social interaction, network conditions, platform functions, assessment methods, course tasks, intrinsic learning motivation, self-monitoring ability, and self- learning ability. Therefore, this research puts forward the following suggestions to improve the online learning experience of postgraduate students: first, enhance teachers' online teaching ability; second, strengthen the interactivity of online learning between teachers and graduate students; third, support online learning guidance to cultivate the self-learning ability of graduate students; fourth, improve platform construction and optimize online learning technical support services.

PRESENTATION SESSION 5: Online and Blended Learning
(P5, 16/6/2022 16:15-17:15 HKT)

P5-2 How Vietnamese Foreign Language Teachers Survive and Thrive: Tracing Successful Online Teaching during the COVID-19 Pandemic

Thi Thuy LE, Helena SIT and Shen CHEN

Ho Chi Minh City Open University and The University of Newcastle

During the long closure strictly applied at all levels from K-12 schools to tertiary institutions nationwide in early 2020, Vietnam witnessed the paradigm shift from face-to-face learning to online learning in response to adverse changes in all sectors of society. The global COVID-19 pandemic has highlighted the urgent need for teachers to be trained in technological skills and develop effective online pedagogical strategies. While recent scholarly attention has been paid to the context of digital transformations in developed countries, there is a dearth of rigorous research literature exploring how to empower foreign language (FL) teachers in Vietnam to adapt to online education in the 'new normal.' Most of the literature focuses on teacher educators, and relatively little empirical evidence has been given to understand the teaching experiences of school teachers during the pandemic. As previous studies confirm that teachers' teaching experience is one of the most fruitful sources of learning a foreign language, emphasis should be placed on identifying Vietnamese FL teachers' current practices and challenges in striving for equity and excellence in their online teaching. This study aims to provide an understanding of the pedagogical adaptation and transformation during the pandemic. The critical incident technique (CIT) and semi-structured interview were employed to collect data. The current research explores the underlying factors contributing to their successful online teaching. The impetus of this study is an evidence-based model for teacher training that can be utilised as a guide for empowering effective online teaching. The empirical evidence should advance our knowledge about the new possible ways researchers can engage with teachers to promote more linguistically and culturally equitable education policies. The study findings should have broader implications for foreign language teacher educators, researchers and practitioners and equally applicable to other contexts that share similar social-cultural and educational settings with Vietnam.

PRESENTATION SESSION 5: Online and Blended Learning
(P5, 16/6/2022 16:15-17:15 HKT)

P5-3 An Investigation on the Teachers' Perceptions on "ICT Integration": Evidence from Indonesian EFL Classrooms

Arzal ARZAL, Shen CHEN and Helena SIT

The University of Newcastle

Transforming teaching and learning by increasing use of information technology in classrooms has been the critical issue in most Southeast Asian countries' agenda of teaching reforms, Indonesia is no exception. Since the last few decades, in particular during the Covid 19 pandemic, research conducted all over the world have confirmed that the effective integration of ICTs in classrooms depend fundamentally on the teachers' ICTs knowledge and skills and their attitudes which ultimately determine how they will implement it in their teaching practices. In Indonesian social and cultural context EFL teaching, the Covid-19 pandemic has contributed meaningfully to the professional development EFL teachers in secondary schools. This paper answers a significant question: what are the teachers' perceptions on the idea of "ICT Integration"? It aims to provide an understanding of the pedagogical adaptation of ICT and transformation to Indonesian secondary school classrooms by examining the impact of teachers' pedagogical beliefs on the use of ICT into the English as a Foreign Language (EFL) teaching and learning practices. This research employed a qualitative approach in order to reveal teachers' views on implementation of the concept of "ICT Integration". Semi-structured interviews were used to collect the first-hand data of various general and specific comments from a variety of teachers of different gender, age, teaching experience, academic qualifications, and social economic backgrounds about their opinions regarding the application of ICT. The empirical evidence demonstrated the teachers' positive feelings about using educational technology in the classroom. The participants also revealed that many teachers were not familiar with the overall concept of new educational technologies. The results of the study show that teachers' pedagogical beliefs are the significant variables in explaining teachers' ICT integration into their English classrooms, implying that an urgent professional development is needed in Indonesia.

PRESENTATION SESSION 6: Multimodality & Education Transformation
(P6, 16/6/2022 16:15-17:15 HKT)

P6-1 AR/VR - Enablers in Science Education in a Secondary School in Singapore

Choon Guan PANG

Nanyang Technological University

Virtual and Augmented reality (VR/AR) are the new enablers in education. This presentation describes how a secondary school in Singapore uses immersive VR/AR to enhance learning through visualization and deepen understanding and increase interest and motivation in learning science. Secondary school students tend to experience difficulties in learning science due to abstract nature of concepts and cognitive barriers caused by unfamiliar symbolic representations. This is true for objects that are too small to observe, such as cells or chemical molecules. AR/VR increases learning motivation as it offers three-dimensional (3D) visualisation, interactivity and immersion. This school also has a sandbox VR/AR room with 3 units of Oculus VR and AR posters for students to experience VR/AR. The author will share his practitioner reflection in implementing VR/AR lessons, his own experience in developing an AR app on the topic of nutrients and collecting data on user experience and results from 3 preliminary studies on using VR/AR. The findings have implications on the pedagogical design of lessons that use immersive VR/AR.

PRESENTATION SESSION 6: Multimodality & Education Transformation
(P6, 16/6/2022 16:15-17:15 HKT)

P6-2 Creativity and Digital Game-based Learning: A Game Selection Framework for Non-gaming Teachers (Feat. Animal Crossing: New Horizons)

Locky LAW

The University of Hong Kong

During the global COVID-19 pandemic, the world has turned to digital gaming as the source of joy, fun, relaxation, decompression, as well as a means of escape from reality. According to reports by Entertainment Software Association (2020; 2022), there are about 227 million video gamers in 2021 in the U.S. (up 11% from the pre-pandemic 2019). Among them, 74% of parents play video games with their children weekly (up from 57% in 2019), 80% of Americans believe video games have educational benefits for their children (up from 74% in 2019), and 68% agree that video games offer opportunities for their children to improve their creative skills. These statistics seem to predict a bright future for digital game-based learning (DGBL).

In fact, DGBL has been receiving a high degree of academic attention since it was first popularised by Prensky (2001). Interests in the approach has grown exponentially in the last two decades, and there is now a significant body of DGBL literature which focuses on measuring motivation, learning, problem-solving, engagement, assessing educational values in digital-game design, to list a few. Such overwhelming evidence in support of digital gaming, however, has not translated to the popularity of practical application of DGBL in classroom. A study by Becker and Jacobsen (2005) has revealed several major barriers faced by teachers when attempting DGBL, including the lack of understanding in gaming or ways to integrate games into, and the lack of knowledge in game selection.

After reviewing current literature on assessment frameworks/models of digital games, it is found that the empirical data are commonly collected from expert game designers and scholars on a particular game, but rarely do these quantitative studies gather comments from experienced (student) players of the game, or attempt to guide non-digital gaming teachers. To fill this gap, a framework is proposed with an aim to guide non-gaming teachers through the tricky process of selecting DGBL-friendly games. The framework was developed from two components: a review of academic literature as well as gaming reviews and reports on a wide spectrum of practical applications of Animal Crossing: New Horizons (ACNH) during COVID-19 pandemic; and a qualitative analysis of data from a virtual interview with two experienced ACNH student gamers/YouTubers. The proposed framework is comprised of three stages of filtering: Stage 1 filter (game acceptance) consists of two indicators: popularity and recognition. Stage 2 filter (game design) is formed by five indicators: freedom of creativity (which is comprised of identity/individuality, and unbounded creativity potential), the mechanism of sharing, the mechanism of collecting, target audience, and the ownership of virtual time and game pace. Stage 3 (game support) consists of three indicators: sustainability, social connectivity/interactivity, and community support. A game that can pass through the three-stage filtration system is deemed to be a DGBL-friendly game.

This presentation extends my talk at HKAECT2021 to show how creativity and fun can be incorporated into learning and teaching, which will be useful to both experienced teachers, researchers, and DGBL-novice during this coronavirus pandemic.

PRESENTATION SESSION 6: Multimodality & Education Transformation
(P6, 16/6/2022 16:15-17:15 HKT)

P6-3 What Do University Students Say about Fully Online Teaching? A Qualitative Study on Student Perceptions and Suggestions

Ka Yan LIU and Chung Kwan LO

The Education University of Hong Kong

At the onset of the COVID-19 pandemic, schools and universities in Hong Kong were tasked with balancing students' safety and their learning. To minimize the risk of epidemic spreading, students were asked to stay home as far as possible and to avoid crowded places and group activities. Thus, face-to-face lecturing and small-group tutorials were hardly possible since 2020. To address this unprecedented challenge, fully online teaching was adopted to sustain student learning. While studies have published to articulate the views of instructors and researchers, little has been done to explore students' actual learning experience and their opinion. Such an exploration is valuable because instructors may not know how their class activities look like through the screen of students and, most importantly, what happen behind the screen. From the voices of students, we can discover our "blind spot" in fully online teaching and make improvement accordingly.

A qualitative multiple case study approach was adopted to investigate students' learning experience during the pandemic. In this preliminary report, five students from different subject disciplines and universities in Hong Kong were involved. Through the diverse background of the interviewees, this study is well placed to analyze the good practices of and challenges to fully online teaching across contexts. In-depth semi-structured interviews were conducted, followed by a series of qualitative data analysis procedures (e.g., transcribing data and coding text). The central analytical framework on which we drew was the RASE (resources, activity, support, and evaluation) model. Based on the findings, various ways of improvement were identified, such as:
- resources: providing lesson recordings for students to review as well as for those who encounter technical problems during class,
- activity: adopting fixed grouping in small-group activities to facilitate sustainable peer interaction,
- support: incorporating student response systems (e.g., Polling in Zoom and Kahoot!) to afford an interactive online learning environment, and
- evaluation: using regular short quizzes to track student participation and their learning progress.

While this study lays the groundwork for informing the practice of fully online teaching, further studies are required to testify the efficacy of these proposed instructional improvements.

PRESENTATION SESSION 7: Positive Learning Environment
(P7, 17/6/2022 11:00-12:00 HKT)

P7-1 Exploring the Roles of Cognitive and Affect Empathy in Enhancing Prosocial Bystander Behavior in Simulated Cyberbullying Context

Chi-Keung Alex CHAN, Tsz-Hei Davis LEUNG and Ka-Tung Vivianne IP

Hong Kong Shue Yan University

This study investigates whether the activation of cognitive and affective empathy can enhance prosocial bystander behavior in a simulated cyberbullying context. This study hypothesizes that the activation of cognitive and affective empathy can enhance one's prosocial bystander behavior in encountering cyberbullying. Also, the effect of the activation of empathy is assumed to be moderated by the presence of other bystanders. A 3 (activation of empathy: cognitive / affective / no activation) x 3 (the presence of other bystanders: positive bystanders / active negative bystanders / passive negative bystanders) factorial experimental design was used in this study. One-hundred fifty participants were randomly assigned to the one of the nine conditions. Researchers used the Cyberbullying Questionnaire to screen and select suitable participants. Participants watched an empathy induction video (except control group without any activation of empathy), viewed the cyberbullying post on simulated social media, gave their reactions and responses to the post. Results showed that there was no significant interaction effect between activation and presence of other bystanders on prosocial bystander behavior. The main effects of activation of empathy and presence of bystander on prosocial bystander behavior were significant, respectively. Participants in conditions with cognitive empathy activation had significantly higher proportion engaged in prosocial bystander behavior than those without any activation of empathy. Also, participants in conditions with the presence of positive bystanders had significantly higher proportion engaged in prosocial bystander behavior than those with passive negative bystanders. These key findings imply the importance of incorporating perspective changing of bystanders and experience sharing of positive bystanders into cyber-bystander psychoeducational interventions that targeting youths, adolescents, and teenagers.

PRESENTATION SESSION 7: Positive Learning Environment
(P7, 17/6/2022 11:00-12:00 HKT)

P7-2 Teacher Support and Student Engagement in Online Learning

Qi XIA, Xinyan ZHOU, Xiaojing WENG and Thomas K.F. CHIU

The Chinese University of Hong Kong

Student engagement is an important aspect of the use of technology in online learning in this paper. It is energized by motivation and explained by three basic needs in Self-determination theory (SDT). Teacher support distinguished in SDT was widely applied in face-to-face settings, but not online learning, particularly in K12 context. We know very little how to support the needs of the young children in online learning. Recently, the founders of SDT also stated that we need more studies to understand how to support students' needs in online learning environments. Therefore, this study aims to investigate how well three teacher support dimensions distinguished in SDT – autonomy, structure and involvement – encourage K12 student behavioral, cognitive and emotional engagement. In this study, three hundred and thirty Grade Eight students learned online for four weeks, and finished a questionnaire on perceived teacher support and their engagement. Stepwise multiple regression models were used to analyze the data. The two major findings are teacher involvement is the most influential predictor and autonomy support has less effect. Two plausible explanations are (i) teacher-student relationships are more important in online learning due to the school nature and (ii) teachers can support autonomy less in online learning that offers more freedom learning. experience due to its less structure.

PRESENTATION SESSION 8: Teacher Training in the Pandemic
(P8, 17/6/2022 11:00-12:00 HKT)

P8-1 Enhancing Teacher Resilience for Coping with Uncertainty and Riding the Waves of Change: Voices of English Language Teacher Trainers in Vietnam

Thi Thuy LE, Thi Thanh Tra DO, and Thi Thuy Linh NGUYEN

Ho Chi Minh City Open University, Tay Bac University, Vietnam National University, Hanoi

Increasing awareness has been paid to teacher resilience, which is generally understood as the capacity to overcome difficulties and complex situations. However, rather than merely the capacity to survive and thrive in adversity, resilience encompasses the capacity to function well generally over time in so-called normal teaching and learning environments as well as in response to 'initial, brief spikes' which disturb normal functioning temporarily or severe disruption (Luthar & Brown, 2007, p. 941). There is a close link between teacher resilience and teachers' satisfaction, commitment, efficacy, engagement, motivation, wellbeing and sense of identity. Understanding this multi-faceted and dynamic construct enables the empowerment of teachers' commitment and effectiveness in pre-service and in-service teacher training programs.

Risk factors and protective factors of teacher resilience come from various sources such as institutional administration, colleagues and students. Protective factors need to be enhanced while the risk factors should be reduced. The literature points out that teachers face considerable adverse pressures and unavoidable uncertainties inherent in the realities of teaching, especially the teaching practices during the COVID-19 pandemic. Teacher resilience enables teachers to persist in handling challenges that can arise in the future. It is important to gain an insight into factors that enable teachers to sustain their resilience. The first aim of this research is to explore risk factors and protective factors that affect teacher resilience. Various dimensions of teacher resilience such as emotional, motivational, social, professional will be identified and discussed.

Recent studies focus on the resilience of early career teachers. Some models of beginning teacher resilience have been put forward by English-native teacher educators. There has been scarce international research that addresses the complexity of teacher resilience; no studies have been found in Vietnam that investigated ways of enhancing the resilience of English language teacher educators. In order to fill the research gap, the second aim of this current study is to propose an integrated model of teacher resilience for English language teacher educators in Vietnam; different modules that focus on the awareness, skills and practices will be developed to facilitate teacher resilience in their teacher training career.

To provide rich descriptions of teachers' experiences and report how teachers interpret their lived experiences and constructed the meanings of their experiences within the teaching context, narratives and semi-structured face-to-face interviews will be conducted among 60 teacher educators from English teacher education and training universities in Vietnam. The findings of this research will benefit teacher training and development programs.

PRESENTATION SESSION 8: Teacher Training in the Pandemic
(P8, 17/6/2022 11:00-12:00 HKT)

P8-2 Empowering digital competence for English language teacher educators in Vietnam

Nguyen Thi Thuy Linh, Le Thi Thuy and Do Thi Thanh Tra

Vietnam National University, Hanoi, Ho Chi Minh City Open University, and Tay Bac University

Since its early outbreak in the spring of 2020 till now, the COVID-19 pandemic has completely changed the conventional ways of perceiving and undertaking the language learning and teaching process. To handle the fast-paced changes of the modern society, which is characterised by the growing presence and advancement of technological tools in all parts of life and communication, EFL/ESL teachers have been facing the urgent imperative of shifting from traditional classrooms with chalk, blackboards, printed handouts to virtual classrooms. Digital literacy or competence has become more pivotal and needs to be promoted. In the global context of children being born to be digital natives, teachers have no choice but upskilling to cater to the digital needs of the students from primary to tertiary levels. Instead of spending a durable time getting trained and acknowledged about ICT, tools to assist online teaching and how to integrate technological tools effectively and pedagogically, teachers are supposed to be instantly ready with this wind of change.

The significance of developing digital competence in the workplace has been acknowledged. Existing studies focus on what aspects of digital competence at work in general, but very few studies identify or explore what and how to develop technological competence in specific positions or professionals. In this regard, this study seeks to explore the current landscape of English language teachers' digital competencies within the context of during and post-COVID 19 to provide insights into the teaching practices of teacher educators in Vietnam The digital readiness of teachers educators is also examined to gain a deeper understanding of their perspectives, available resources, viable opportunities as well as perceived challenges when shifting to the online mode. The development of a workable model of digital competence for teacher educators will be the impetus of this study. To achieve these two aims, this research employs semi-structured interviews and self-reflections with teacher trainers and educators from various teacher training institutions and universities in Vietnam. Data would be gathered, tabulated and analyzed thematically. It is anticipated that the model, which includes basic and specific dimensions of digital competencies fitting Vietnamese language teacher educators, can be utilized by curriculum designers and developers as well as teacher training and development programs. Human resources managers might find the model beneficial for identifying the requirements of a teaching job so that the position profile, prior knowledge and education and training of pre-service/in-service teachers could be taken into account.

PRESENTATION SESSION 9: New Media & Self-paced Learning

(P9, 17/6/2022 14:00-14:45 HKT)

P9-1 The Effects of Learning Analytics on Online Self-Regulated Learning: A Meta Analysis

Yu BEN and GangYao ZHANG

Nanjing University of Posts and Telecommunications

The present study aims to examine the effect of learning analytics on online self-regulated learning. A meta-analysis of research conducted on the relationship between learning analytics (LA) and online self-regulated learning (OSRL) over a 10-year period (2011–2021) was conducted. The moderating effects of learning environment, data resources and educational stage were also analyzed. Empirical studies which relates with LA and OSRL were systematically searched using Web of Science and Scopus. Twenty-two studies were included and random effects model was chosen in the current meta-analysis. Also, public bias and heterogeneity were examined. The result indicated that (1) learning analytics has a positive effect (r=0.966) on online self-regulated learning, (2) relationship mining has a larger effect on online self-regulated learning compared with clustering and distillation of data for human judgment, (3) the log data is a critical method of collecting information in that it has a larger effect on OSRL compared with questionnaire and (4) the effect size of undergraduate students was larger than that of K-12 and graduate. Future research is needed to investigate different phases of online self-regulated learning and examine the difference between learning analytics effects on online self-regulated learning.

PRESENTATION SESSION 9: New Media & Self-paced Learning
(P9, 17/6/2022 14:00-14:45 HKT)

P9-2 How Useful of Different Communication Channels for Prospective Undergraduates about University studying: before & during the Pandemic

Annie W. Y. NG

The Hong Kong University of Science and Technology

The pandemic crisis is an evolution of the communication means for universities connecting with new prospective students. Under the pandemic, almost all in-person communication channels with prospective students such as open day and education fair have been transformed to online formats. The perception of various channels of information for future students to understand about studying at a university would vary between before and during the pandemic. Research objective: This study examined the usefulness of communication channels used by a university in Hong Kong to drive marketing communications with prospective local undergraduates before and during the pandemic. Research methods: The study was carried out in three successive academic years from AY2019/20 to AY2021/22. At the beginning of each academic year, students who had recently taken admission at undergraduate programs were asked to indicate how useful of the communication channels was in providing with information about studying at the university. Seven common communication channels were investigated including open/ information day, admission talk, campus visit, education fair, admission website, social media, and summer activities. Findings: Around 44.5% to 65% of students perceived that the channels of information were useful or very useful. There was only 1.2% to 5.5% of students indicating that the given communication channels were not useful. Based on the mean usefulness rating, the top useful channel of information for prospective students in AY2020/21 and AY2021/22 (during the pandemic) was University UG admission website, followed by Social media channel and then Open day/ Information day. In AY2019/20 (before the pandemic), Open day/ information day was the most useful channel of information for prospective students and then University UG admission website; the least useful one among the given choices was Social media channel (e.g. University UG admission Facebook). Statistical analysis was conducted to examine any significant difference in usefulness ratings on the channels of information provided for prospective students among the three academic years. Significant differences were revealed in the usefulness rating on Open day/ Information day and Social media channel among the three academic years. There was no significant difference among the three academic years in the usefulness rating on admission talk, campus visit, university/ college/ higher education fair, university UG admission website, and summer activities. The implication of the results of this study was discussed. Implications/Contributions: The findings of this study on the usefulness of various communication channels for prospective students about university studying would be a valuable reference for higher education institutions in reviewing their current marketing and recruitment strategies for undergraduate admission.

PRESENTATION SESSION 10: Student Learning Perception
(P10, 17/6/2022 14:00-14:45 HKT)

P10-1 Lecturers' Practices and Perceptions on the Effectiveness of Feedback in the Assessment of Academic Writing in Hong Kong

Noble Po Kan LO and Sumie CHAN

College of Professional and Continuing Education, Hong Kong Polytechnic University, and The Hong Kong University of Science and Technology

Academic writing is a critical component in different higher education programmes in Hong Kong. It is common to assess students' ability to produce an academic essay in the academic English writing courses among colleges in Hong Kong. Research has suggested that students have been facing tremendous challenges in academic writing due to their unfamiliarity of the academic register. In order to address the difficulties students may encounter during the learning process of academic writing, it is common for lecturers to assist students in improving their academic writing by providing constructive feedback on their work. However, there is a research gap about how lecturers conceive the usefulness of feedback in scaffolding students' acquisition of different components, such as concepts, style and structure, of academic writing. This paper investigates the practices and perceptions of lecturers in providing feedback with an aim to shed some light on improving the teaching quality of formative and summative assessment in academic writing courses.

PRESENTATION SESSION 10: Student Learning Perception
(P10, 17/6/2022 14:00-14:45 HKT)

P10-2 Is Extra English for Academic Purposes (EAP) Support Required for Degree Holders Pursuing Master Programmes in Less Familiar Fields?

Noble Po Kan LO and Sumie CHAN

College of Professional and Continuing Education, Hong Kong Polytechnic University, and The Hong Kong University of Science and Technology

It is common for learners in university to change their fields of study during academic pursuits, and previous research (e.g. Hyland, 2011) has suggested the way knowledge is exchanged in writing varies from discipline to discipline. In other words, when learners make a transition from one academic community into another, their learning progress could possibly be hindered by their unfamiliarity with the linguistic conventions and literacy practices salient in their new study areas. To understand the academic writing development and learning needs of learners transitioning into a field they are not quite familiar with, this case study, drawing upon Lea and Street's (1998) Academic Literacies model seeing "literacies as social practices" (p.159), examines the disciplinary writing experience of freshmen of master programmes. One of the aims is to research whether freshmen new to their own discipline would be disadvantaged when expressing its academic ideas could be answered.

With a view to identifying the English for Academic Purposes (EAP) learning needs of learners switching their fields of study during university, this case study will compare the disciplinary writing experience and development of degree graduates articulating into master degree programmes in fields that they are not familiar with.

PLENARY SEMINAR

Plenary Seminar (18/6/2022 9:45-10:45 HKT):

Seminar Title: Un-managing Schooling in the Time of Covid: From Subsisting, Imagineering to Flourishing

Ms Meimei Shin Kwan CHAN, Principal of SKH Holy Trinity Church Secondary School

Abstract

The present presentation is a reflection exercise derived from the observations of an educator in practice as schools manage/unmanage the changes thrusted upon Hong Kong in the time of Covid. While many academic research focuses on the impact of technology on specific learning areas, the present study reflected on the holistic context the learning revolution occurred, locating prominent factors that affected learning, and reflected on the primary aims education would like to achieve.

For the last two years, as educators, parents and students navigate the still and stormy waters of online and face-to-face teaching and learning, the focus in local schooling began with the subsistence of normality. Most attempts were to imitate, emigrate and sustain the normal system of schooling as it was anticipated the changes would be temporarily. Such an approach has inherent deficiencies, and more educators began to embrace the idea of a totally new ecosystem in a technological world envisaged in the future and to approach education as re-imagineering. However, one has to be alert to the potential dangers of online education and any holistic approach to schooling needs to consider the meaning of human flourishing and education.

SYMPOSIUM

SYMPOSIUM: Suspending Classes without Suspending Learning: Transition of Early Childhood Education (ECE) Curriculum amid COVID-19 Pandemic in Hong Kong (18/6/2022 11:00-13:00 HKT):

S1 "Suspending Classes without Suspending Learning": Transition of Early Childhood Education (ECE) Curriculum amid COVID-19 Pandemic in Hong Kong

停課不停學：疫情下香港幼兒教育課程的調適

Dorothy Nga Yui TONG
Hong Kong Metropolitan University

始於 2019 年年底的 COVID-19（2019 冠狀病毒病）在 2020 年初在全球多國迅速擴散，引發全球大流行疫情。香港政府為應對疫情，啟動了一系列應急管理措施，包括戴口罩和保持社交距離，在疫情特別嚴重時，學校需要進行停課，以減低學生感染病毒的風險。教育局局長在 2020 年 2 月 12 日倡議一項名為"停課不停學"的政策，指出學校應在停課期間，善用多元化的電子學習策略，提供不同形式的學習材料，支援學生在家持續學習 (楊潤雄，2020)。

這個討論會將會探討香港的幼兒教育在疫情期間進行"停課不停學"的安排。討論會的成員都是準幼師，他們在疫情期間曾到幼稚園進行實習，親身經歷幼稚園如何在停課期間對幼兒的學習課程進行調適。他們分別會討論幼稚園對於電子產品的應用；如何在疫情下進行遊戲中學習，並進一步討論遊戲中的自由探索元素；向高班幼兒提供與小學教育的銜接活動；和進行多元化評估的方法。這些都是 2017 年香港教育局推出最新的幼稚園教育課程指引後，幼兒教育課程的重點發展方向。幼稚園工作者除了要把這些發展重點應用於學校課程，還要額外在疫情下進行調適。老師要進行專業培訓，然後進行共同備課，分工合作準備學校的課程和學習材料。因應幼兒的發展特點，最重要的是進行家長教育，讓家長既願意且能夠配合學校的課程內容，在家引導幼兒進行學習。

參考資料
楊潤雄 (2020，2 月 12 日). 課堂無邊界 停課不停學 https://www.edb.gov.hk/tc/about-edb/press/insiderperspective/insiderperspective20200212.html

SYMPOSIUM: Suspending Classes without Suspending Learning: Transition of Early Childhood Education (ECE) Curriculum amid COVID-19 Pandemic in Hong Kong (18/6/2022 11:00-13:00 HKT):

S2 疫情期間如何進行幼小銜接

Rachel Suet Wing CHAN

Hong Kong Metropolitan University

幼兒在完成幼稚園階段後踏入小學生活，其生活及學習模式的轉變有機會使幼兒出現情緒及抗拒上學等問題，因此循序漸進的幼小銜接課程能為幼兒建立信心及勇氣，幫助幼兒適應小學課程及生活，面對環境轉變及迎接新挑戰（課程發展議會，2017）。普遍幼稚園會與小學聯辦互訪活動，增加對各自課程的認識，調適課程內容，並透過校內適應活動，讓幼兒在熟悉環境體驗小學安排，又會舉辦家長講座及工作坊提供升學資訊及向家長講解協助幼兒適應小學生活的要點，從學校課程及家長教育兩方面協助幼兒適應小學生活。

然而新冠疫情導致幼稚園多次暫停面授課程，疫情下大部分幼稚園在停課期間透過會議軟件進行教學並舉辦家長講座及工作坊，教育局（2021）及香港教育大學（2021）分別製作影片為家長及幼兒提供升學資訊及支援。復課前，幼稚園維持舉行小學體驗課程設計，將課程內容分科拍攝短片或進行網課，在線上教授小學生活相關內容，維持學習進度。在只有高班短暫恢復面授期間，個別幼稚園實行小班教學，增加每班師生比例，能集中在幼兒親身體驗小學生活及教學方式的反饋，為幼兒提供協助。也有幼稚園與同區小學合作，利用會議軟體讓幼兒參觀小學校舍，體驗小學課堂教學，增加幼兒對小學的認識。由此可見，幼稚園及小學在疫情下能攜手合作，以各種措施協助幼兒適應小學生活，減輕他們對小學的抗拒及環境轉變帶來的負面情緒。

SYMPOSIUM: Suspending Classes without Suspending Learning: Transition of Early Childhood Education (ECE) Curriculum amid COVID-19 Pandemic in Hong Kong (18/6/2022 11:00-13:00 HKT):

S3 幼稚園如何在疫情下促進自由遊戲的實施

Toby Wai Fong CHAN
Hong Kong Metropolitan University

此匯報將探討幼稚園在疫情之下如何促進自由遊戲的實施。自由遊戲現已包含在香港幼稚園課程中，《幼稚園教育課程指引》要求幼稚園應每日安排不少於 30 至 50 分鐘的自由遊戲時間（課程發展議會，2017）。自由遊戲著重幼兒為本、教師的角色及遊戲資源，幼兒在教師有意識的經營進行自由遊戲，可自行決定遊戲的對象、同伴、方式和時間等（郭子臻，2019）。一般情況下，香港幼稚園的日程表已經跟據《指引》安排足夠的自由遊戲時間，亦盡力提供足夠和合適的遊戲物料，教師也努力進修去掌握如何在遊戲過程中扮演不同角色。在疫情下，因應「停課不停學」的概念，幼兒的學習轉到了在線上進行。教師難以在網課中兼顧多位幼兒同時進行自由遊戲，所以教師可以進行家長教育，讓家長在家帶領幼兒進行自由遊戲，促進親子關係。幼稚園可以先設計停課期間幼兒在家學習的日程，其中包括自由遊戲時段，再準備一些開放式的遊戲物料，讓家長回校領取。另外，教師可設計指引小冊子給家長參閱，小冊子上標明該月主題，建議家長準備合適的材料讓幼兒進行自由遊戲，教師亦可在小冊子上列出在自由遊戲期間可能發生的常見情況及解決辦法和意見，讓家長能夠更清晰瞭解如何參與和引導幼兒進行自由遊戲。此外，教師可以在進行網課時，請幼兒在鏡頭面前進行自由遊戲，透過鏡頭了解幼兒的學習進展和發展狀況，亦能給予家長改善建議，跟進幼兒的學習成果。

SYMPOSIUM: Suspending Classes without Suspending Learning: Transition of Early Childhood Education (ECE) Curriculum amid COVID-19 Pandemic in Hong Kong (18/6/2022 11:00-13:00 HKT):

S4 幼稚園如何在疫情下進行多元化評估

Cherry Ching Wai NGAN
Hong Kong Metropolitan University

多元化評估是指教師以各途徑客觀評鑑幼兒的表現，掌握改進方向，著重得知幼兒在家和校內情況（王麗萍，2016）。根據《表現指標（幼稚園）》和《幼稚園教育課程指引》，評估不應靠單一資訊，而應包括教師、家長及幼兒，除教師進行觀察評估外，家長亦可向老師提供幼兒在家情況，幼兒也應反思行為、不足和優化方法（教育局，2017；課程發展議會，2017）。

疫情令幼兒長時間在家學習，故此評估更有賴家長配合。首先，教師因停課未能親身觀察幼兒學習的實況，如只能透過幼兒繳交的作品或作業了解其進度，難以全面評估其能力，建議可利用網課模式，讓教師實時觀察幼兒進行學習活動，或家長攝錄幼兒利用教材在家的學習情況，讓教師觀察幼兒的學習實況，務求準確評估幼兒，從而提供所需的教學協助。除此之外，教師也可以定時跟家長通電話，了解幼兒在家的學習情況，或請家長在進行親子學習後，填寫家長的感想，提供家長角度的評估。此外，教師亦可以請幼兒完成教學活動後，對自己的作品進行介紹，並請家長攝錄介紹片段及上載或透過電郵傳送給教師，讓教師可以收集幼兒的反思，從而對幼兒進行評估。這樣便能利用教師、家長及幼兒多角度的資訊，在疫情下也能為幼兒進行多元化評估。

進行評估的另一個重點是給幼兒提供回饋，從而促進學習。可是幼兒因停課無法獲教師回饋，故此教師可製作回饋紙並進行家長教育，教導家長利用願意聆聽、積極回應及不作批評的原則，跟幼兒進行親子學習時做到對話反饋。

參考資料：
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教育局（2017）《表現指標 幼稚園》，香港：教育局。
課程發展議會（2017）《幼稚園教育課程指引》，香港：教育局。

SYMPOSIUM: Suspending Classes without Suspending Learning: Transition of Early Childhood Education (ECE) Curriculum amid COVID-19 Pandemic in Hong Kong (18/6/2022 11:00-13:00 HKT):

S5 疫情下幼兒如何從遊戲中學習

Jason Yu Chieh YANG
Hong Kong Metropolitan University

從遊戲中學習是通過玩耍、模仿等經歷去促進學習的教育理念(課程發展議會，2017)。遊戲是幼兒的天性，通過遊戲，幼兒在體能、認知乃至群性等各方面都能得以發展。著名心理學家維高斯基亦有類似主張，指出遊戲可為幼兒發展提供鷹架，促進他們發揮出高於日常的能力，足見遊戲的重要(何薇玲，2021)。根據教育局的課程指引，現時大多幼稚園都有在幼兒學習生活中加入遊戲元素，除了將遊戲融入日常教學以吸引幼兒，亦會有自由時間讓幼兒到不同區角進行遊戲。

新冠疫情下，幼稚園不時面臨停課，為配合「停課不停學」的政策，教師會透過教學短片或網課，利用從遊戲中學習的模式設計學習內容，讓幼兒在家也能透過電子器材繼續進行學習。教師亦會設計「學習包」，讓家長到校領取，「學習包」包含了遊戲材料和指示，讓家長與幼兒在家進行親子遊戲和完成小任務，以遊戲模式進行學習。疫情穩定時，幼稚園間中能恢復面授課堂，但因衛生指引和保持社交距離的限制，幼稚園要作相應調適，例如加強教具設施消毒、設計接觸較少的遊戲，或調配各級日程以釋放更多遊戲空間等。有些幼稚園為安全起見暫停自由遊戲，以減少共享遊戲材料，但仍盡力於課堂活動中加入遊戲元素，例如進行體能遊戲時盡量利用場地空間，以增加各幼兒之間的距離；或配合教學主題設計買物遊戲活動時，以「一對一」的形式取代全班一起互動進行買物遊戲，以減低交叉感染的機會等。

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何薇玲(2021)，《幼兒發展與輔導》，台北，高點出版社。
香港特別行政區教育局課程發展議會(2017)：《幼稚園教育課程指引》，檢自 https://www.edb.gov.hk/attachment/tc/curriculum-development/major-level-of-edu/preprimary/KGECG-TC-2017.pdf

SYMPOSIUM: Suspending Classes without Suspending Learning: Transition of Early Childhood Education (ECE) Curriculum amid COVID-19 Pandemic in Hong Kong (18/6/2022 11:00-13:00 HKT):

S6 疫情下幼稚園對電子產品的應用

Katy Wing Yan YU
Hong Kong Metropolitan University

幼稚園應用電子產品進行教學愈趨普及，教師會把電子產品結合至課程中，帶給幼兒更豐富的習經驗，因此電子產品已成為教師學與教中不可或缺的工具（林菥菥，2013）。《幼稚園教育課程指引》亦說明科技是現今幼兒的「必需品」，但強調電子產品應以輔助形式進行教學及限制幼兒每天使用時間為 1 小時以內（課程發展議會，2017）。普遍幼稚園會在課室設置電腦角讓幼兒可在自選活動時間利用電腦來重溫知識，又或應用電子白板於語文學習範疇上等。

因應疫情之下「停課不停學」的教育目的，幼兒在家使用電子產品進行學習是無可避免的事，幼稚園和教師可提供不同調適以促進幼兒學習。首先，可善用不同學習模式，教師可定期安排家長到校取「學習包」，包含該月主題學習資料或圖工用品等，讓幼兒在家也能以五感建構知識，而並非只單靠用電子產品學習。此外，為避免幼兒視力受損，幼稚園應提供使用電子產品的使用原則和健康「貼士」。另外，就疫情影響，幼兒未必能適應在家學習的情況，幼稚園亦可與駐校社工及教師建立一套有助幼兒在家學習的電子學習教材，當中包含親子互動遊戲或家長正向教育講座等，透過電子學習亦能促進親子關係，讓家長協助培育子女積極面對逆境的態度和關愛他人的美德，使幼兒盡量不受疫情而影響學習和發展。

參考資料
1. 林菥菥（2013）〈當科技與人文相遇:科技融入幼兒園教學之再思〉，《幼兒教保研究期刊》，第 10 期，頁 39-68
2. 課程發展議會（2017）《幼稚園教育課程指引》。https://www.edb.gov.hk/attachment/tc/curriculum-development/major-level-of-edu/preprimary/KGECG-TC-2017.pdf

SYMPOSIUM: Suspending Classes without Suspending Learning: Transition of Early Childhood Education (ECE) Curriculum amid COVID-19 Pandemic in Hong Kong (18/6/2022 11:00-13:00 HKT):

S7 Cross-disciplinary Skill Training at Workplace in Post-pandemic: A Case Study on Adapting Applied Behaviour Analysis into Mainstream Teaching Practice

Eunice Pui Yu YIM
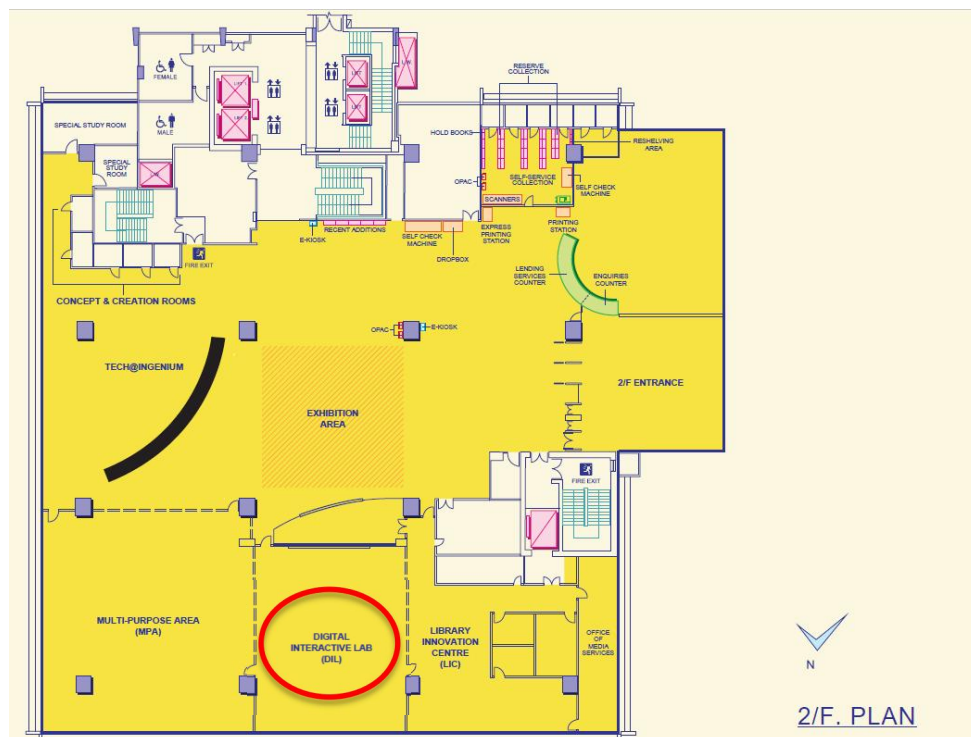*Hong Kong Metropolitan University*

With interrupted schooling during pandemic, children exhibited wider range and degree of behavior problems at school. Traditional classroom management practices are far from sufficient in responding to the behavioural needs effective and efficiently. Applied behaviour analysis is an experimental approach which can precisely identify the variable that exerts direct effect on the problem behaviour so that the behavior can be modified by manipulating the variables associated with the problem behavior. Despite the strong scientific ground of the approach, the one-on-one and experimental nature of applied behaviour analysis has rarely been introduced in traditional teacher training as its feasibility in applying in mainstream classroom has long been in question. This study explored how an experienced teacher integrated applied behaviour analysis into her existing mainstream teaching practices. The inquiry process revealed that the self-directed learning process (SDL) in a self-organised learning environment (SOLE) are the key conditions to facilitate teacher to develop her working theory in integrating cross-disciplinary knowledge and skills to address her unique working needs. Also, mentor–mentee interaction characterised by reciprocal dynamics and descriptive guidance within a resourceful and supportive learning culture is a necessary condition for the experienced practitioner to develop her own pedagogy and teaching practice that address unique needs of herself, students and the school.

MAP

HKU Interactive MAP: https://lib.hku.hk/general/location/
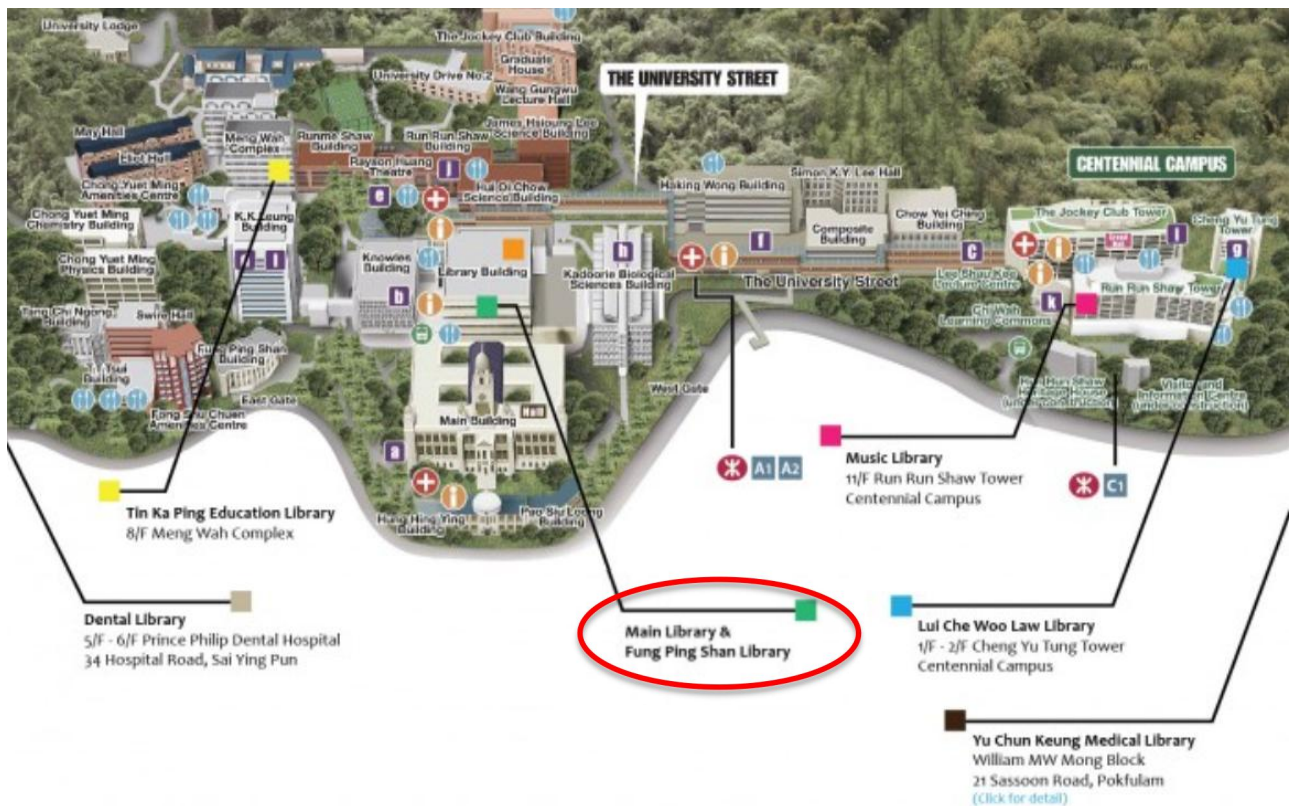
The venue of Day 3 (18/6/2022): Digital Interactive Lab (DIL) at the Main Library 2/F (see map below)

LIST OF PRESENTERS, CHAIRS, AND MODERATORS

A
Yohani ALAHAKOON 10,30
Hirusha AMARAWANSHA 10.30
Arzal ARZAL 11,37

B

Shurui BAI 4,12
Yu BEN 13,46

John BLAKE 9,14

C
Albert CHAN 4,12
Chi-keung CHAN 12,14
Meimei Shin Kwan CHAN 15,50
Rachel Suet Wing CHAN 15,52

Sumie CHAN 13,14,48,49
Toby Wai Fong CHAN 15,53
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Wendy CHAN 4,10
Shen CHEN 11,36,37
Miaoting CHENG 4,13

Thomas K. F. CHIU 13,43

Wai Sun Derek CHUN 10,28,29

D
Pethmi DE SILVA 10,30
Thi Thanh Tra DO 12,13,44,45

F
Rose C. W. FONG 4,14
Ryan K. H. FUNG 9,27

G
Merilyn GOOS 10,34

H
Chuanyan HAO 10,33
Frankie HAR 10,32
Timothy K. F. HEW 4,10
Eric HO 10,32

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I

Ka-Tung Vivianne IP 12,42

J
Bo JIANG 10,33

Qingchun HU 14,61
Lei HUANG 7,28

K
Agnes KUKULSKA-HULME 14,22,23

L

Agnes LAM 4,12
Locky LAW 4,8,11,39,40
Thi Thuy LE 11-13,36,44,45
Chi Yan Iris LEUNG 10,28,29
Tsz-Hei Davis LEUNG 12,42

Ken LI 10,34

Shao-fu LI 9,26

Xinya LI 10,33
Xixue LI 11,35
Candy K. Y. LIU 9,27
Feng LIU 11,35
Ka Yan LIU 11,41
Chung Kwan LO 11,41
Noble LO 4,13,14,48,49

M
Scott MCLEOD 12,21

N
Annie W.Y. NG 14,47
Steven Kwan-keung NG 4,8,9,26
Cherry Ching Wai NGAN 15,54
Thi Thuy Linh NGUYEN 12,13,44,45

P
Choon Guan PANG 11,38

R
Charunadee RATHNAYAKE 10,30

Roopika RISAM 8,20

S

Helena SIT 4,11,36,37
Howard Zhaoxun SONG 10,31

T
Catter C. N. TO 9,27
Dorothy Nga Yui TONG 15,51

Anna TSO 4,8,9,15,25

U
Isuri UDAWATHTHA 10,30

W

Xiaojing WENG 13,43

David WILEY 8,19

Jing WU 10,31
Pei-ying WU 9,26

X
Qi XIA 13,43
Haoran XU 10,33

Y
Siu Ho YAU 10,28,29
Jason Yu Chieh YANG 15,55
Eunice Pui Yu YIM 15,57
Katy Wing Yan YU 15,56

Z
Gang Yao ZHANG 13,46
Mengjie ZHANG 11,35
Xinyan ZHOU 13,43