

HKAECT International Conference 2021

📅 24 - 26 June 2021 📍 Hong Kong, China

A New Paradigm for Digital Communication and
Learning: Changes and Challenges

CONFERENCE PROGRAMME

CO-ORGANIZED BY



Hong Kong Association for
Educational Communications
and Technology (HKAECT)



The University of Hong Kong
Libraries

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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
Since 2016	Will W. K. Ma

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

CONFERENCE PROGRAMME AND SCHEDULE

Note: The passcodes of the conference zoom links will be sent to all presenters and participants via individual email from hkaectconference@gmail.com

Day 1 24 June 2021 (Thursday)

HK Time (HKT)	Zoom/Venue	Activity
09:30 - 09:45	Zoom link 1	Registration
09:45 - 10:00	Zoom link 1	Conference Welcoming Speech Dr Will MA HKAECT President
10:00 - 11:00	Zoom link 1	Keynote Session I Towards a Warm Approach to the Design of Learning Environments Speaker Professor Xun GE President, AECT Professor of Learning Sciences Department of Educational Psychology University of Oklahoma Moderator Anna Wing-bo TSO HKAECT Vice-president HKAECT2021 Conference Programme Co-chair
11:00 - 12:00	Zoom link 1	Keynote Session II Engaging Students in Online Learning: The Case for Fully Online Flipped Learning Speaker Dr Timothy K. F. HEW Associate Dean cum Director Centre for Information Technology in Education Faculty of Education, The University of Hong Kong Moderator Wendy CHAN HKAECT2021 Conference Programme Co-chair

12:00 - 14:00		Lunch Break
14:00 - 15:00	Zoom link 1	<p>Presentation Session 1 (P1, 24/6/2021 14:00-15:00 HKT) Online Learning</p> <p>Chair: Wendy CHAN, Chu Hai College of Higher Education</p> <ol style="list-style-type: none"> Teaching in the Time of Corona(virus): A Cross-Institutional Study of Online English Language Teaching in Hong Kong Higher Education Noble LO and Sumie CHAN Hong Kong Community College, Hong Kong Polytechnic University, and The Hong Kong University of Science and Technology Improving an Online Course: Systematic Incremental Innovation John BLAKE University of Aizu Factors Influencing Students' Behavioural Intentions to Use Interactive E-books: A Hierarchical Regression Analysis David KWOK and Weiling XU Republic Polytechnic
	Zoom link 2	<p>Presentation Session 2 (P2, 24/6/2021 14:00-15:00 HKT) New Generation of Learning</p> <p>Chair: Chi-keung CHAN, Hong Kong Shue Yan University</p> <ol style="list-style-type: none"> Professional Development of Educators through a Discipline-based Community of Practice Kara CHAN, Lennon TSANG, Rufina CHAN, Benjamin Ka Lun CHENG, Felicia Fei FAN, Sunny Sui Kwong LAM, Liane LEE, Lei HUANG, Terry NG, Jackin WONG, Meigi WONG, Fred YEUNG, Melannie ZHAN and Qiqi LI Hong Kong Baptist University, Hong Kong Institute of Vocational Education, The Open University of Hong Kong, Technological and Higher Education Institute of Hong Kong, and The Chinese University of Hong Kong

		<p>2. A Study on Peer Discussion about Statistical Evidence in Computing Laboratory Ken LI and Merylyn GOOS Vocational Training Council and University of Queensland</p> <p>3. Exploring the Use of Experimental Learning Using a 3D Virtual Reality Tour-guiding Platform: A Case of Post-secondary Students in Hong Kong Chammy LAU, Jessica TO and Ali BAVIK Hong Kong Polytechnic University, Nanyang Technological University, and Macao Institute for Tourism Studies</p>
	Zoom link 3	<p>Presentation Session 3 (P3, 24/6/2021 14:00-15:00 HKT) Assessment in Education</p> <p>Chair: Anna TSO, The Hang Seng University of Hong Kong</p> <p>1. Self and Peer Assessment in the Socially Distanced Classroom: An Action Research for Improving English Oral of Asian Students Anna TSO The Hang Seng University of Hong Kong</p> <p>2. Online Teaching and Assessment Practices during COVID-19 Crisis: Perspectives from University Students Annie W.Y. NG The Hong Kong University of Science and Technology</p> <p>3. The Improvement of Students' Attention and Achievement in Formative Assessment: The Affordance of Video-based Tools Xinya LI, Jiamin HE, Chuanyan HAO, and Bo JIANG Nanjing University of Posts and Telecommunications</p>
15:00 - 15:15		Break
15:15 - 16:15	Zoom link 1	<p>Presentation Session 4 (P4, 24/6/2021 15:15-16:15 HKT) ICT and Roles of Educators in the Pandemic</p> <p>Chair: Shurui BAI, The University of Hong Kong</p>

		<ol style="list-style-type: none"> 1. ICT Multimedia Learning Tools: Role and Impact on ESL learners' Development of Speech Accuracy - YouTube as an Example Azzam ALOBAID Jawaharlal Nehru University 2. Geography Teachers' Use of ICT in the Classroom: Can We Mitigate the Challenges? Alan FELIX, Boitumelo MOREENG, and Moeketsi MOSIA Sol Plaatje University, University of Free State, Sol Plaatje University 3. Creativity and Pedagogy: Is It a Final Fantasy in the Age of Pandemic? Locky LAW The University of Hong Kong
	Zoom link 2	<p>Presentation Session 5 (P5, 24/6/2021 15:15-16:15 HKT)</p> <p>Learning Design</p> <p>Chair: Will MA, Technological and Higher Education Institute of Hong Kong</p> <ol style="list-style-type: none"> 1. A Sustainable Pedagogy in the Digital Platform: Effective Learning through Project-based Learning Will MA Technological and Higher Education Institute of Hong Kong 2. The Role of Online Course Design in Associating Second Language Learners' Motivation and Self-regulated Learning Strategies in Non-formal Online Learning Context Shuqin ZHAI and Min LAN The University of Queensland and The University of Hong Kong
	Zoom link 3	<p>Presentation Session 6 (P6, 24/6/2021 15:15-16:15 HKT)</p> <p>Language Learning and Teaching</p> <p>Chair: Chenggui DUAN, Chu Hai College of Higher Education</p>

		<ol style="list-style-type: none"> 1. A Review on Blended Learning for English Language Teaching in Indonesian Higher Education Putri GAYATRI, Shen CHEN, and Helena SIT The University of Newcastle 2. A New Normal in Education, a New Era of Blended Learning: How Students' Interaction with Audio-visual Feedback Enhances Self-regulated Writing of Chinese Narrative Text Shirin Pui Yee LAU Shatin Tsung Tsin School 3. An Exploration of Developing ICT-related Pedagogical Strategies in the Professional Development of EFL Teachers in Vietnam Tuyen NGUYEN, Helena SIT, and Shen CHEN The University of Newcastle
<p>16:15 - 16:30</p>		<p>Break</p>
<p>16:30 - 17:30</p>	<p>Zoom link 1</p>	<p>Presentation Session 7 (P7, 24/6/2021 16:30-17:30 HKT) AI, Big Data, and Learning Analytics</p> <p>Chair: Miaoting CHENG, Shenzhen University</p> <ol style="list-style-type: none"> 1. Using Learning Analytics to Measure Student Engagement and Learning Outcomes in 'Virtual Tutorials' in the Age of COVID Dave GATRELL, Kannass CHAN, and Albert CHAN Hong Kong Polytechnic University 2. Designing Inclusive and Diverse Artificial Intelligence Curriculum for K-12 Education Thomas K. F. CHIU The Chinese University of Hong Kong 3. From Big Data to Blockchain: Promises and Challenges of Overarching Technologies in Education Jae PARK Education University of Hong Kong

	<p>Zoom link 2</p>	<p>Presentation Session 8 (P8, 24/6/2021 16:30-17:30 HKT) Online and Offline E-learning</p> <p>Chair: Chi-keung CHAN, Hong Kong Shue Yan University</p> <ol style="list-style-type: none"> 1. Extroverts, Readiness to Online Learning and Distraction in Distance Learning Hau Ching CHUNG, Nicolson Yat-fan SIU, Raymond Chi-fai CHUI, and Samuel Cheuk-yin LAW Hong Kong Shue Yan University 2. E-learning and Learning Motivation: Exploring the Moderation Effects of Social Presence and Learning Efficacy Samuel Cheuk-yin LAW, Raymond Chi-fai CHUI, Nicolson Yat-fan SIU, and Hau Ching CHUNG Hong Kong Shue Yan University 3. Online Supported Offline Learning: A Novel Blended Learning Schema for the Post-Pandemic Era Xinya LI, Jiamin HE, Chuanyan HAO, and Bo JIANG Nanjing University of Posts and Telecommunications
	<p>Zoom link 3</p>	<p>Presentation Session 9 (P9, 24/6/2021 16:30-17:30 HKT) Online and Informal Learning Platforms</p> <p>Chair: Timothy K.F. HEW, The University of Hong Kong</p> <ol style="list-style-type: none"> 1. Chinese Secondary Language Learners' Perceptions of Gamification in an Informal Learning Environment: Duolingo as a Case Study Liuyufeng LI and Breffni O'ROURKE The University of Hong Kong and Trinity College Dublin 2. An Exploration of Student and Teacher Accesses to Online Learning Platforms Ada TSE and Albert CHAN The Hong Kong Polytechnic University

Day 2 25 June 2021 (Friday)

HK Time (HKT)	Zoom/Venue	Activity
09:30 - 09:45	Zoom 1	Registration
09:45 - 10:45	Zoom 1	<p>Keynote Session III</p> <p>New Developments in Scholarly Book Publishing - The Acceleration of Trends</p> <p>Speaker Mr Nick MELCHIOR Editorial Director, Education and Social Science Books, Springer</p> <p>Moderator Chi-keung CHAN HKAECT2021 Conference Programme Co-chair</p>
10:45 - 11:00		Break
11:00 - 12:00	Zoom link 1	<p>Presentation Session 10 (P10, 25/6/2021 11:00-12:00 HKT) Adventures and Challenges of E-learning in the Age of Pandemic</p> <p>Chair: Kar-wai TONG, City University of Hong Kong</p> <ol style="list-style-type: none"> An Adventure in Flipping a Secondary School Mathematics Classroom During the COVID-19 Pandemic Man Keung CHUN and Chung Kwan LO The Education University of Hong Kong Communication Noise and Ways of Reduction in E-learning During the Pandemic: Perspectives from University Students and Teachers Howard SONG, Jing WU, and Hsin Li HU The Hang Seng University of Hong Kong The Status Quo and Challenges of Teaching Chinese as a Second Foreign Language (TCFL) in Egyptian

		<p>Online Classes Fen-lan JEN South China Normal University</p>
	Zoom link 2	<p>Presentation Session 11 (P11, 25/6/2021 11:00-12:00 HKT) Learning Environment</p> <p>Chair: Cora Junru YANG, Renaissance College Hong Kong</p> <ol style="list-style-type: none"> 1. The Impact of COVID-19 on Student Experience at a University in Hong Kong Kannass CHAN The Hong Kong Polytechnic University 2. User Portrait in Blended English Teaching in Higher Education: A Theoretical Exploration Ting XIE, Jing ZHOU, and Jingnan LI University of Electronic Science and Technology of China 3. Social Learning as a Means to Stimulate Idea Generation for Collective Intelligence Among Higher Education Students Paulina WONG, Gary WONG, and Daniel SHEN Lingnan University and Soqqlle
	Zoom link 3	<p>Presentation Session 12 (P12, 25/6/2021 11:00-12:00 HKT) Learners of the Digital Age</p> <p>Chair: Steven K.K. Ng, Chung Hua University</p> <ol style="list-style-type: none"> 1. An Empirical Study on the TEAMS Online Teaching Experiences at a University in Taiwan Shao-fu LI, Pei-ying WU, and Kwan-keung NG Chung Hua University 2. Reflection of Applying Facial Expression Detection System in Synchronous Online Learning Platforms Chun-min WANG National Tsing Hua University

		<p>3. An Investigation of Using Social Media as a Requirement to Submit Assignments Chun-min WANG National Tsing Hua University</p>
12:00 - 14:00		Lunch Break
14:00 - 14:45	Zoom link 1	<p>Presentation Session 13 (P13, 25/6/2021 14:00-14:45 HKT) New Media and Self-paced Learning</p> <p>Chair: Wendy CHAN, Chu Hai College of Higher Education</p> <ol style="list-style-type: none"> 1. The Need of Having Journalistic Creativity in Journal Education: A Review of the Literature on Media Creativity and Look Beyond Wendy CHAN Chu Hai College of Higher Education 2. Developing a Self-paced Online Learning Course for Increasing Knowledge about Cyberbullying Issues Adolescents in Hong Kong Primary Schools Min LAN The University of Hong Kong
	Zoom link 2	<p>Presentation Session 14 (P14, 25/6/2021 14:00-14:45 HKT) Teaching Evaluation and Students' Performance Evaluation in the Modern Era</p> <p>Chair: Anna TSO, The Hang Seng University of Hong Kong</p> <ol style="list-style-type: none"> 1. Towards a Framework for Teaching Evaluation in Blend Learning Environment Qingchun HU and Jianhua CAI East China University of Science and Technology, and China and East China Normal University 2. Evaluation of Students' Performance in a MOOC on Engineering Mathematics for Vocational and

		<p>Professional Education and Training in Hong Kong Benson K. H. HUNG Vocational Training Council</p> <p>Presentation Session 15 (P15, 25/6/2021 14:00-14:45 HKT) Positive Media Psychology</p> <p>Chair: Rose C.W. FONG, Northumbria University London</p> <p>1. Adoption of Video Annotation Tool on a Web-based Video Platform to Promote Reflective Practices and Conselling Skills of In-training Counsellors and Social Workers - A Novel Approach of Pedagogy and Assessment Framework in the Modern Era Yee Lap TO Lingnan University</p> <p>2. Enhancing the Awareness of E-mental Health Messages: The Effects of Narrative, Emoji, and Relevance Chi-keung CHAN and Ka-wai CHAN Hong Kong Shue Yan University</p>
<p>14:45 - 15:00</p>		<p>Break</p>
<p>15:00 - 16:00</p>	<p>Zoom link 1</p>	<p>Keynote Session IV</p> <p>Implementing Learning Analytics at Scale in an Online World: Lessons Learned from the Open University U.K.</p> <p>Speaker Professor Bart RIENTIES Learning Analytics Institute of Educational Technology, The Open University</p> <p>Moderator Will MA HKAECT President</p>

Day 3 26 June 2021 (Saturday)

HK Time (HKT)	Zoom/Venue	Activity
09:30 - 09:45	Zoom link 1 Venue: Digital Interactive Lab (DIL), 2/F, HKU Main Library	Registration
09:45 - 12:00	Zoom link 1 Venue: Digital Interactive Lab (DIL), 2/F, HKU Main Library	Colloquium Children's Books and Learning Tools in the Digital Age Talk (09:45-10:45 HKT, in English) Roundtable Discussion (11:00-12:00 HKT, in Cantonese) Speakers Dr Dawning LEUNG Founder and CEO, Audio Description Association Dr Anna TSO HKAECT Vice-president HKAECT2021 Conference Programme Co-chair Dr Wendy CHAN HKAECT2021 Conference Programme Co-chair Dr Chi-keung CHAN HKAECT2021 Conference Programme Co-chair

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 followed by 3 minute session of Q & A. 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 June 17, 2021 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 (18 minutes for each paper, 15 minutes for presentation and 3 minutes for Q & A). 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 their 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 will 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 (24/6/2021 10:00-11:00 HKT):

Professor Xun GE

President, AECT and

Professor of Learning Sciences, Department of Educational Psychology, University of Oklahoma

Dr. Xun Ge earned her Ph.D. in Instructional Systems from the Pennsylvania State University. At the University of Oklahoma, she has been teaching graduate-level courses related to instructional design and technology, as well as cognition and instruction.

Dr. Ge's scholarship focuses on some interesting dimensions of cognition, metacognition, motivation, and assessment that intersect with each other, in the context of designing, developing, and using emerging learning technologies to create open and constructivist learning environments and advance learning of 21st century skills. Specifically, her research involves design effective scaffolding tools and learning environments to support higher-order thinking, complex problem solving, self-regulation, and co-regulation in various learning environments (e.g., problem-based, project-based, game-based, and community-based) across Science, Technology, Education, Arts, and Mathematics (STEAM) domains. She has collaborated with faculty and researchers from various disciplines (e.g., computer science, construction science, pharmacy, mechanical engineering) across different institutions and countries and in various educational settings (e.g., from K12 to higher education).

Keynote Title: Towards a Warm Approach to the Design of Learning Environments

Abstract

The pandemic has compelled educators from PreK-12 to higher education throughout the world to move classes online and seek innovative solutions to deliver instruction in alternative modes and approaches by integrating cutting-edge technology. The transition from face-to-face instruction to online or remote learning environments is not without challenges. Of many challenges experienced by students during the pandemic is the lack of humanistic touch due to the lack of communications and interactions which are commonly found in face-to-face learning environments, despite the availability of communication tools. With the lack of communication and interactions comes the lack of empathy and emotional support that is particularly needed during the hardships of pandemic and essentially important for students' academic success.

Although advanced technologies have provided affordances for the level of communications and interactions (synchronous or asynchronous) that are compatible to one that is found in in-person learning environments, the opportunities for communications and interactions are still minimal compared with in-person learning environments. Such situations become a barrier for instructors to show caring and empathy to their students and for students to feel being cared and supported by their instructors and peers. While there are many issues or factors contributing to the lack of connections between instructor and students and between students and students, one of the issues is the lack of awareness of the need for empathy instruction or lack of skills for designing and creating a learning environment that is culturally specific, responsive and relevant to individuals with motivational and emotional encouragement and support. Therefore, the purpose of this presentation is to share a warm approach for designing learning environments, with a specific focus on students' well-being and emphasis on designing and creating a safe, caring, and welcoming learning environment that aims at helping educators to understand the affect needs of students so they can be intentional in incorporating emotional and motivational support in their instructional design and delivery.

The warm approach is a learner-centered and community-based approach focusing on awareness, sensitiveness, and responsiveness to learners' needs, feelings and experience, as well as their social and cultural contexts, in various processes and aspects of instructional design, from needs analysis, designing learning environments, developing instructional materials, resources, media and tools, and performing evaluation. Specifically, this presentation will illustrate how to create an enabling context, provide scaffoldings, and promote social and cultural presence in a learning community, which will be related to students' experiences, address their concerns and needs, demonstrate understanding and empathy, encourage peer support, and provide emotional scaffolding to learners, in addition to cognitive and metacognitive scaffolding. The goal of this presentation is to highlight the need for integrating affective domain in instructional and curriculum design and promote a warm approach to the design and development of online learning environments, which will motivate learners and provide them a safe learning environment to engage in self-regulated learning, construct and build knowledge, and pursue inquiries. The humanistic approach will ultimately help our students to excel academically and thrive as a valued and vital member of the society in the 21st century.

KEYNOTES

Keynote Session II (24/6/2021 11:00-12:00 HKT):

Dr Timothy K. F. HEW

*Associate Dean cum Director, Centre for Information Technology in Education,
Faculty of Education, The University of Hong Kong*

Dr Hew is an Associate Professor in Information and Technology Studies at the University of Hong Kong. His research interests are in how technology can be used to support learning and engagement in both formal and informal contexts. Dr Hew's work has two main tracks: researching engagement in social media-supported environments, and examining pedagogies and technologies in online or blended learning contexts, including the design and use of digital game elements.

Dr Hew has been listed as a World Top 1% scholar in his field by Essential Science Indicators based on Web of Science indexed journal article citations (SSCI & SCIE), for three consecutive years (2015, 2016, 2017). Dr Hew has won more than 20 types of international recognitions (e.g., best paper awards, highly-cited articles recognitions). He recently won a Scholarship of Teaching and Learning award from the Faculty of Education, The University of Hong Kong.

Keynote Title: Engaging Students in Online Learning: The Case for Fully Online Flipped Learning

Abstract

The use of online learning has become the new normal of education in many parts of the world today. Yet, despite our familiarity with online learning, there is a general concern about the lack of student engagement in an online learning environment. One potential solution to promoting student engagement in videoconferencing courses is the fully online flipped classroom, which allocates more online class time for active learning approaches. As in a traditional flipped course, in a fully online flipped course students are encouraged to complete online pre-class work. But unlike in the traditional flipped approach, students do not subsequently meet face-to-face in physical classrooms, but rather online. In this presentation, I will talk about 3 key issues: (a) What are the benefits (if any) of using flipped classroom, (b) How I drew upon the 5E framework to design two traditional flipped classes, and (c) How I transformed the two traditional flipped classes into fully online flipped classes. Quantitative analyses of students' final course marks reveal that the participants in the fully online flipped classes performed as effectively as participants in the traditional flipped learning classes. Our qualitative analyses of student and staff reflection data identify several good practices for videoconferencing-assisted online flipped classrooms.

KEYNOTES

Keynote Session III (25/6/2021 9:45-10:45 HKT):

Mr. Nick MELCHIOR

Editorial Director, Education and Social Science Books, Springer

Nick Melchior is Springer's Editorial Director for Education and Social Science books. Based in Melbourne, Australia he manages a team of editors in China, Germany, the Netherlands, Singapore and the USA, responsible for a program of approximately 600 books per year. He joined Springer in 2013 and has worked in Scholarly and Professional publishing for nearly 20 years with previous positions at Blackwell and Wiley. He serves on the Scholarly and Journals Committee of the Australian Publishers Association and holds a Master's Degree in History from the University of Melbourne.

Keynote Title: New Developments in Scholarly Book Publishing - The Acceleration of Trends

Abstract

COVID-19 has accelerated many changes in scholarly book publishing, but created very few actual changes. This talk will discuss the implications for scholarly books and their ongoing relevance in today's climate and propose that the book remains as relevant as ever to the Academy. Open Access, electronic publishing and peer review have all seen changes due to the pandemic, but all of these trends were already underway in various forms before being accelerated over the last two years. In addition, Nick will discuss new and emerging technologies in book publishing and the way Springer Nature is harnessing those to provide the greatest range of option to academics in their roles as authors and readers.

KEYNOTES

Keynote Session IV (25/6/2021 15:00-16:00 HKT):

Professor Bart RIENTIES

*Professor of Learning Analytics, Institute of Educational Technology,
The Open University*

Dr. Bart Rienties is Professor of Learning Analytics and head of Academic Professional Development at the Institute of Educational Technology at the Open University UK. As Associate Director he leads a group of academics who provide university-wide academic professional development and innovation courses and conduct evidence-based research of how professionals learn. As educational psychologist, he conducts multi-disciplinary research on work-based and collaborative learning environments and focuses on the role of social interaction in learning, which is published in leading academic journals and books. His primary research interests are focussed on Learning Analytics, Professional Development, and the role of motivation in learning.

Furthermore, Bart is interested in broader internationalisation aspects of higher education. He has successfully led a range of institutional/national/European projects, and has received a range of awards for his educational innovation projects. He has published over 200 academic outputs, and is the 4th most cited author and contributor in Learning Analytics in the period 2011-2018 (Adeniji, 2019), the 5th most published author on internationalisation in the period 1900-2018 (Jing et al. 2020), the 7th most published author on social network analysis in social sciences in the period 1999-2018 (Su et al. 2020), and the 14th most published author on educational technology in the period 2015-2018 (West & Bodily, 2020).

Keynote Title: Implementing Learning Analytics at Scale in an Online World: Lessons Learned from the Open University UK

Abstract

While many “brick-and-mortar” universities had to rapidly shift online provision during the pandemic, a range of online and distance learning universities have been teaching in blended and online formats for years. The Open University UK (OU) has been trailblazing innovative learning across the globe for 50 years. Since 2014 the OU has gradually moved from small-scale experimentation to large-scale adoption of learning analytics throughout all 400+ modules and qualifications available within the OU for its 170.000+ online learners. This keynote at HKAECT 2021 will explore two large scale implementations (i.e., Analytics4Action, learning design) as a multiple case-study to illustrate how educators and institutions might make sense of rich data coming from online learning.

In Analytics4Action team of experts work together to make sense of the rich data coming from blended and online learning, and work together with educators how to further optimise the learning design. Learning Design is a structured design, specification, and review process ([Conole, 2012](#); [Rienties & Toetenel, 2016](#); [Wasson & Kirschner, 2020](#)) that

helps educators to design an effective learning design. The findings indicate that active engagement by educators with learning analytics can positively improve the chances of learners to get support early, and to set them up for success. However, more needs to be done to actively support our educators to make sense of learning data.

Our main lesson learned is that innovation takes substantial time to grow, develop, mature and embed into an organisation. Without clear senior management support it would be extremely difficult to reach a critical mass to implement innovations like learning analytics at scale. Evidence-based research can gradually change perspectives and narratives in an organisation, and throughout both case studies we continuously conducted scholarly research together with key stakeholders to understand what was working, and what was not. Finally, if there is one thing both case studies have in common then it is all about people.

CONFERENCE PRESENTATIONS

PRESENTATION SESSION 1: Online Learning
(P1, 24/6/2021 14:00-15:00 HKT)

P1-1 Teaching in the Time of Corona(virus): A Cross-Institutional Study of Online English Language Teaching in Hong Kong Higher Education

Noble LO and Sumie CHAN

Hong Kong Community College, Hong Kong Polytechnic University, and The Hong Kong University of Science and Technology

This research is aimed at establishing how teaching culture has been transformed by the implementation of online teaching and learning during the COVID-19 pandemic crisis. In particular, the study seeks to establish how this paradigmatic shift towards online learning in the approach to teaching has impacted the teaching culture of Hong Kong from the perspective of teachers working in higher education who have moved to teaching online as a result of the COVID-19 crisis. This overarching research objective is pursued through investigating the impact of online learning from within the theoretical frameworks of both Education and Media Psychology, examining how the new media employed in online teaching is able to transform teaching through its mediation between teacher and learner from an interdisciplinary perspective. Specifically, the research analyses the impact of online teaching using the perspectival lens of positive media psychology, examining how this application of new media is transforming the experiences of teachers and how it may be leveraged to improve the well-being of teachers now working online. The research objective is to study how new media is impacting teacher culture in Hong Kong from the perspective of positive psychology entails the creation of research questions designed to answer these concerns. These are as follows: how is online teaching affecting the experience and well-being of teachers; how may any negative impacts may be offset; and in what ways can benefits be maximised and enhanced by the implementation of new media in teaching?

These questions are explored in this study through the undertaking of both primary and secondary research. The study introduces the contextual background to the topic in light of the implementation of online teaching in the wake of the COVID-19 pandemic from both a global perspective and that of higher education in Hong Kong. This is followed by a review of the literature on online education, making use of the interdisciplinary approach to present a synthesis of literature from within Education as well as the positive psychology approach to Media Psychology. The primary data admitted to this study for analysis consists of both questionnaire and interview data derived from teachers of English Language teaching online at higher education institutions across Hong Kong. This variety of primary questionnaire and interview data should allow for both quantitative and qualitative analysis of data, allowing for some triangulation of findings from either source. Whilst questionnaire data may be coded and analysed quantitatively, the interview data will benefit from a qualitative analysis utilising Interpretative Phenomenological Analysis – a form of thematic analysis designed to extrapolate underlying psychological themes in how individuals experience and make meaning from phenomenological data. Utilising both a quantitative and qualitative approach to analysis across two separate sets of data should allow for triangulation of this study's findings.

It is theorised that these analytical approaches – being considered in light of the positive psychology approach to media outlined in the literature review – should be suitable to influence the production of recommendations as to how online teaching can be leveraged to improve the well-being of teachers following the paradigmatic shift towards online teaching as precipitated by the COVID-19 pandemic crisis.

PRESENTATION SESSION 1: Online Learning
(P1, 24/6/2021 14:00-15:00 HKT)

P1-2 Improving an Online Course: Systematic Incremental Innovation

John BLAKE
University of Aizu

Covid-19 forced many teachers to radically overhaul their course delivery. The rapid transition from face-to-face delivery to blended or fully online was far from ideal. However, necessity is the mother of invention. The driving force of the pandemic has taken online learning from the periphery to the core of the learning environment.

Incremental innovation is essentially the implementation of an aggregation-of-marginal-gains approach. This approach focuses on making a series of slight improvements in performance. The accumulation of these improvements, however, can make a significant difference in performance. Gains (and losses) are made through innovating. The successful innovations are kept and the unsuccessful rolled back and removed. Innovation can be categorized into radical and incremental. This study focuses on systematic incremental innovations, achieved through a purposeful, organized search for numerous small changes.

Potential innovations were identified in a fully online course by the course tutor and the students. The course was a credit-bearing elective on applied logic offered to computer science majors in a rural Japanese university. Prior to the asynchronous delivery of each online lesson, the course materials were critically evaluated by the course tutor. After delivery of each online lesson, student feedback was solicited. Various forms of student feedback were utilized to ameliorate questionnaire fatigue. All the problems identified by the teacher and students were tabulated. Solutions were considered and a weighting was assigned to each problem. The weighting value was obtained by calculating the cost-benefit of resolving the problem. Solutions were implemented sequentially, starting with those with the highest benefit and lowest cost. The vast majority of innovations were implemented during the eight-week course.

In total over 500 suggestions were recorded over one academic quarter. The following changes are just a small selection of those made as a result of this study. Improvements made based on student requests included (1.) the switch to a dark theme for the course website, (2.) greater integration of video explanations and (3.) embedding of multimodal materials directly in the course website rather than following hyperlinks. Changes based on teacher reflection included the incorporation of (4.) aims and review sections, (5.) displaying a cumulative count of concepts studied and (6.) providing a master list of all concepts covered.

The benefit of systematic incremental innovation was wide ranging. The course tutor felt renewed enthusiasm for teaching. As most innovations were implemented during the course, students could see that their feedback was making a difference not only to their own learning, but to all future cohorts. In the student evaluation questionnaire, students commented positively about the rapid incorporation of their suggestions. Students often made suggestions on aspects that the teacher had not considered. Overall, the quality of learning materials and the effectiveness of course benefitted greatly from the reflection of practice by the course teacher and the numerous suggestions received from students.

PRESENTATION SESSION 1: Online Learning
(P1, 24/6/2021 14:00-15:00 HKT)

P1-3 Factors Influencing Students' Behavioural Intentions to Use Interactive E-books: A Hierarchical Regression Analysis

David KWOK and Weiling XU
Republic Polytechnic

Advances in information and internet technologies, along with the proliferation of smartphones, Tablet PCs, laptops and other portable digital devices have accentuated the increased adoption of e-books in education. Although e-books have become widely adopted in higher learning institutions as learning resources, few studies have been conducted to investigate how to effectively integrate instructional strategies with the learning content in e-books to guide and support students' learning. In this study, we employed e-books integrated with worksheets, as learning scaffolds to help students in their mastery of concepts and problem solving. Understanding the factors that influence students' behavioural intentions to use e-books is crucial to the successful implementation of instructional strategies to support students' learning.

Although there is a plethora of studies investigating predictors of students' behavioural intentions to use e-books, there are limited studies that explored the cumulative effects of antecedents on behavioural intention to use e-books. Thus, the present study aimed to fill the gap in the literature.

By adapting the Technology Acceptance Model as a framework, this study investigated the factors that predict students' behavioural intentions by extending perceived ease of use and perceived usefulness to include three dimensions of perceived information quality (i.e. relevancy, completeness and timeliness) and perceived control in a proposed model. Specifically, the research questions included (1) Are there any significant relationships between study variables?; (2) To what extent do predictor variables on perceived ease of use and perceived usefulness predict students' behavioural intentions to use e-books?; and (3) To what extent do the three dimensions of perceived information quality and perceived control explain students' behavioural intentions to use e-books above and beyond what is already explained by the other predictor variables?

The data were collected from 161 engineering students from a polytechnic in Singapore via a self-report online questionnaire measuring their responses to the seven variables. Correlations among the variables and their reliabilities were computed. The results showed significant relationships between study variables ($.62 \leq r \leq .88$) and adequate levels of reliability ($.90 \leq \alpha \leq .95$).

A 3-step hierarchical regression analysis was used with behavioural intention as an independent variable and three blocks of predictor variables entered as dependent variables. We checked for multicollinearity among the study variables and found no issue with this. The results showed that the proposed model explained for 72% of the variance in behavioural intention. Perceived ease of use and perceived usefulness accounted for 67% of the variance in behavioural intention. The three dimensions of perceived information quality and perceived control explained for the additional 4% and 1% of the total variance in behavioural intention respectively. In the final model, perceived usefulness, completeness dimension of perceived information quality and perceived control had significant and positive influence on behavioural intention to use e-books.

This study contributed to deepening our understanding of the instructional design using e-books integrated with worksheet scaffolds to teach engineering concepts to students. Implications for practice, along with study limitations and directions for future research are discussed in the paper.

PRESENTATION SESSION 2: New Generation of Learning
(P2, 24/6/2021 14:00-15:00 HKT)

P2-1 Professional Development of Educators through a Discipline-based Community of Practice

Kara CHAN, Lennon TSANG, Rufina CHAN, Benjamin Ka Lun CHENG, Felicia Fei FAN, Sunny Sui Kwong LAM, Liane LEE, Lei HUANG, Terry NG, Jackin WONG, Meigi WONG, Fred YEUNG, Melannie ZHAN and Qiqi LI

Hong Kong Baptist University, Hong Kong Institute of Vocational Education, The Open University of Hong Kong, Technological and Higher Education Institute of Hong Kong, and The Chinese University of Hong Kong

Purpose

Applying a theoretical framework proposed by Mercieca (2016) and the six critical elements of a successful CoP identified by Trust and Horrocks (2019) to measure to what extent a community of practice (CoP) facilitates the professional development of educators teaching public relations and advertising in higher educational institutes.

Key problem

Teaching advertising and public relations in the digital era has become volatile as the marketing and communication context is changing rapidly. No one can catch up in the latest development of teaching pedagogy. Educators need to engage in social and collaborative learning of practices for professional development.

Hypotheses

Hypothesis: Participating in a disciplined-based CoP enables members to engage in social and collaborative learning about new teaching pedagogies. The CoP can be successful if the community's purpose aligns with members' learning needs and goals.

Methodology

A community of practice (CoP) was established among 13 advertising and public relations educators. The community met seven Saturdays during the period February to October 2020. CoP members wrote reflection papers after the meetings. Altogether a repertoire of 39 entries with 8,765 words was collected. A qualitative textual analysis was conducted.

Findings

From a review of all the reflective reports, preliminary findings provided face validity of hypothesis one. Members commented that they were exposed to new pedagogies such as blended learning and participatory learning. Members reported that assignments and projects shared by other members were inspirational. Here are three representative quotes:

"The theme of the fourth CoP meeting was blended learning. I only have a rough idea about how blended learning works, but don't know how effective and popular it is among student participants. It's good to learn from committee members about blended learning practice case by case" (Lecture)

"One most inspiring sharing was that a colleague presented a student project in which students were required to work on a life history for another student. The project did not only help students acquire qualitative research skills but also did it serve as a means to let students have an in-depth understanding about another student whom they have been acquainted for nearly 4 years".

"It's good to see that multimedia project assignment such as podcast format is proposed and used by some committee members. I'm inspired by this, and would also consider giving my students more opportunities and flexibility to present their project ideas in a more diverse and innovative way" (Senior lecturer)

Implications

Results from this study can inform the academia on the capacity of a discipline-based community of practice in enriching the members in professional development.

PRESENTATION SESSION 2: New Generation of Learning
(P2, 24/6/2021 14:00-15:00 HKT)

P2-2 A Study on Peer Discussion about Statistical Evidence in Computing Laboratory

Ken LI and Marilyn GOOS

Vocational Training Council and University of Queensland

Developing mastery of the practice of statistical inference is not easy when students work on their own, so they were divided into small groups so as to increase opportunities for peer discussion and social interaction among students in classroom and beyond. An observation study was conducted to address the question of how peer discussion and student-teacher talk would have a beneficial influence on learning the topic of statistical evidence. It was found that peer discussion articulated students' thoughts, enriched their thinking context, and broadened their thinking perspective when collaborating on inferential tasks. Sometimes, the students reached an impasse in a shared activity, so their teacher intervened in the learning activity. He then picked up the role of facilitating student discussions through free and open exchange of ideas; they sorted out all the ideas in order to come up with a joint decision leading to solve statistical problems. The decision-making might not be so straightforward, as acquiring higher-order thinking, the teacher thus offered scaffolding assistance via modelling and cognitive structuring to provide direction in escalating the level of thinking in association with core inferential tasks, feedback was also given to boost students' confidence. After class, each group of the students successfully completed a practical project in which they showed cooperative engagement with inferential tasks and established joint understanding of statistical evidence through collaborative interaction.

PRESENTATION SESSION 2: New Generation of Learning
(P2, 24/6/2021 14:00-15:00 HKT)

P2-3 Exploring the Use of Experimental Learning Using a 3D Virtual Reality Tour-guiding Platform: A Case of Post-secondary Students in Hong Kong

Chammy LAU, Jessica To and Ali BAVIK

Hong Kong Polytechnic University, Nanyang Technological University, and Macao Institute for Tourism Studies

Engaging students in digital learning environment demands for immense attention since the start of the pandemic-induced lock down policy. Amongst all different learning approaches, experiential learning has enormous potential to strengthen student engagement in the virtual learning environment. Despite the widely adopted immersive technologies (e.g., virtual reality (VR)) in the commercial sector, empirical research evaluating the use of VR technologies for educational purpose is limited, especially for the simulated experiential learning design. Experiential learning model describes the process of knowledge construction through the tension among the four learning modes including Concrete Experience (CE), Abstract Conceptualization (AC), Reflective Observation (RO) and Active Experimentation (AE). Having sensory experiment and simulated interactive activities in virtual learning platforms, the recursive process in the student learning cycle would integrate all modes of experiencing, reflecting, thinking and acting in corresponding to different learning situation. However, little work has been done on the investigation of the learning styles and learning cycles of students by incorporating the use of immersive technologies on the enhancement of the sense of presence and students' engagement in the digital learning experience. Addressing this research gap, this paper aims to explore the effects of immersive technologies on the four experiential learning modes using the method of virtual ethnography. Digital/virtual ethnography is an online fieldwork research approach. In the virtual space, participants online experience will be assessed such as their preferences on various hotspots choice and virtual activities engagement while they are surfing a 3D tour. In this study, a group of 200 undergraduate students are invited to watch a tailor-made 3D virtual heritage tours of Hong Kong and thereby to link up with their perceptions on heritage preservation & management. Findings of this study confirm that immersive technologies have successfully created a sense of presence of unfamiliar setting and stimulate emotional connection with the participants. The 3D virtual situation has a great potential to provide an interactive learning environment, enhancing students engagement and extending the boundaries of learning space. Creating vibrant learning space on self-directed and interactive e-learning mode calls for more devotion of educators by involving innovative pedagogical change on both teaching context and learning environments at the post-pandemic period.

PRESENTATION SESSION 3: Assessment in Education
(P3, 24/6/2021 14:00-15:00 HKT)

P3-1 Self and Peer Assessment in the Socially Distanced Classroom: An Action Research for Improving English Oral of Asian Students

Anna TSO

The Hang Seng University of Hong Kong

The aim of this action research study is to share the online teaching experience of introducing self and peer assessment to an English presentation course conducted for English as a Foreign Language (EFL) students in a university in Hong Kong. Due to the COVID-19 outbreak since January 2020, for four consecutive semesters across two academic years, face-to-face lessons at university have been replaced by real-time Zoom classes and digital learning so as to practice social distancing. Such changes have brought a great deal of unexpected challenges to the delivery of English language courses, in particular a course that focuses on oral presentation skills and public speaking. Because of the constraints of Zoom classes, public presentation aspects such as the speaker's posture, use of gestures, eye contact with the audience, facial expressions and body language can no longer be assessed in the same way they used to be assessed in face-to-face classes. In addition, interactions between the speaker and the audience are bound to be different, if not reduced. However, despite all the limitations in the socially distanced classroom conducted online, the EFL teacher does have the room to adjust the focus of the English presentation course and maximize the benefits that the digital learning platform can bring to the students. For example, while the learning environment via Zoom does not facilitate non-verbal communication training, the EFL teacher can gear the focus towards verbal communication training, which includes such aspects as pronunciation, intonation, speaking pace, fluency, presentation structure, time management. Because of the recording function of Zoom, all verbal communication features of the students' presentations can now be easily recorded, archived, replayed and studied closely by the teacher, the audience members, as well as the student presenters themselves. In other words, as Zoom classes are conducted during the pandemic, it is a high time for EFL teachers to incorporate self and peer assessment to increase students' motivation, enhance self-directed learning, and train up their English oral proficiency. In the Spring term of 2020, over a short period of four weeks, I incorporating self and peer assessment into an English presentation course for undergraduates in Hong Kong. Lectures on how self and peer assessment work were delivered via pre-recordings; students' presentations were recorded via real-time Zoom sessions, whereas marking rubrics, examples and evaluation samples were shared via Moodle. From the students' English oral performances, course evaluation feedback, as well as responses from students' interviews and the follow-up questionnaire survey, it is indicated that with the help of self and peer assessment, most students became more aware of their presentation performances. They became more motivated, reflective and confident in learning English oral. While self assessment is well-perceived as useful and constructive, respondents had expressed concerns regarding the validity and reliability of the evaluations conducted by their peer assessors. In this presentation, I will share my observations of the advantages, feasibility, as well as limitations of using self and peer assessment in an EFL oral class conducted online during the pandemic.

PRESENTATION SESSION 3: Assessment in Education
(P3, 24/6/2021 14:00-15:00 HKT)

P3-2 Online Teaching and Assessment Practices during COVID-19 Crisis: Perspectives from University Students

Annie W.Y. NG
The Hong Kong University of Science and Technology

In the academic year 2019/20, to ensure continuity of teaching and learning activities for their students, Hong Kong universities education had largely moved online due to social unrest and then worldwide COVID-19 outbreak. This study explored the student perspectives on online teaching and assessment practices during global COVID-19 crisis at a university in Hong Kong. The research question was: What kinds of online teaching and assessment practices that university students want and commend during the emergency situations like COVID-19 outbreak where physical presences of students on campus are rigorously limited? The good practices on online teaching and assessment were identified via qualitative analysis of the students' open-ended comments about online teaching and assessment collected from the university's course-based evaluation with 8145 students involved near the end of Spring term of the academic year 2019/20. Six good practices on online teaching and assessment from the perspectives of students were identified. The findings provided useful insights for universities to reinforce their online teaching and assessment practices for a situation where face-to-face education and physical presence of students on campus are rigorously limited in future.

PRESENTATION SESSION 3: Assessment in Education
(P3, 24/6/2021 14:00-15:00 HKT)

P3-3 The Improvement of Students' Attention and Achievement in Formative Assessment: The Affordance of Video-based Tools

Xinya LI, Jiamin HE, 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, especially the best way to embed the online tools into the classroom. Also, as a part of learning, using a suit way to evaluate students is also an important point in education research. While, few studies pay attention to the formative assessment in blended learning environment. In this, we use a novel online tool which can help teacher to record to the data originating from the process of learning in F2F class. On the one hand, this tool can record dynamic data from the process of learning to help teacher master the authentic learning situation of students. Also, such tool can contribute to the real-time feedback from teacher to students, which can also improve the students' attention in class.

PRESENTATION SESSION 4: ICT and Roles of Educators in the Pandemic
(P4, 24/6/2021 15:15-16:15 HKT)

P4-1 ICT Multimedia Learning Tools: Role and Impact on ESL learners' Development of Speech Accuracy - YouTube as an Example

Azzam ALOBAID
Jawaharlal Nehru University

Evidence shows that the use and exposure to ICT multimedia learning tools/ environments in education plays a significant role and creates a positive impact on ESL/EFL learners' performance across different stages/ levels of L2 learning and development, especially for E-learners. The present study proposes using YouTube as a widely-used multimedia learning tool to provide and enhance a multimedia learning environment for learners' L2 proficiency development and hence optimize L2 learners' access, engagement, and success. More specifically, YouTube multimedia affordances such as the captions are proposed as a technique for their positive multimedia/ cognitive effects to create and enhance a multimedia learning environment to help ESL learners focus on and engage more with the (new) target language input, be more able to notice their errors/ gaps and correct them by way of conscious comparisons between their own output and target language input; in effect, their L2 speech becomes more accurate over time. This work hypothesizes that ESL learners' high engagement with, frequent exposure to the provided and enhanced (by way of YouTube captioned videos) multimedia learning environments can ultimately lead to improving their L2 oral accuracy of daily language use and expression over time. This research highlights and takes advantage of the potential role and cognitive advantages of multimedia learning for ESL learners through exposure to ICT multimedia learning tools, taking YouTube as an example of such ICT multimedia learning tools. This work attempts to understand if and how much the widely used ICT multimedia learning tools can actually help ESL learners improve the accuracy of language use and expression in their daily oral communication. In this work, a large number of metrics (n.12) of both quantitative and qualitative nature was employed to investigate the progress of 14 bilingual Arabic ESL learners' speech accuracy of intermediate English level in New Delhi over a period of five months. The findings of this research show that there is a statistically significant difference in some (n.3) but not all of the quantitative and qualitative aspects of the learners' L2 speaking accuracy (as indicated by the metrics used in this study for measuring the learners' speech accuracy progress) after the actual exposure to YouTube over five months as long as factors like engagement, enhancement and intelligibility are provided by its multi-mediated input. However, other aspects of accuracy in speech (n.9) developed slightly but with no statistically significant difference. Furthermore, there is statistically significant evidence to suggest that there is a strong positive correlation between the development of learners' L2 speech accuracy and the frequent exposure to and high engagement rate with ICT tools, namely YouTube which is proposed in this work for the development of ESL learners' speech accuracy. Also, compared to other sources of language learning in the learners' environment, multimedia learning tools brought by ICT like the widely known platform YouTube seem to be more engaging and hence learners tend to spend more of their learning time using it on daily basis for improving their speech proficiency; therefore, it was concluded that ICT multimedia learning tools like YouTube can be helpful for ESL learners and thus strongly recommended for both language learners and teachers where optimization of speaking accuracy is the target of learning.

PRESENTATION SESSION 4: ICT and Roles of Educators in the Pandemic
(P4, 24/6/2021 15:15-16:15 HKT)

P4-2 Geography Teachers' Use of ICT in the Classroom: Can We Mitigate the Challenges?

*Alan FELIX, Boitumelo MOREENG, and Moeketsi MOSIA
Sol Plaatje University, University of Free State, and Sol Plaatje University*

The use of ICT in the classroom has many benefits. However, the challenges which teachers are facing when teaching with ICT's in the Geography classroom has the potential to hamper these benefits. This study explored the challenges that Geography teachers experience when teaching with ICT's in a South African classroom. The research question was: What are the challenges experienced by Geography teachers when integrating teaching and learning through the use of ICT? Semi-structured interviews and observations was used to collect data from two teachers in the Intermediate Phase classroom. It was evident from the data that the teachers' experienced challenges relating to teaching with ICT, TPACK relating to geography, access and maintenance of technological resources, lack of training and teacher's perceptions about the use of ICT. Although these teachers had access to ICT's in their classroom, they still experienced different forms of challenges. The implication therefore is that training and support for teachers to teach with ICT's needs to be comprehensive and focused to mitigate the challenges.

PRESENTATION SESSION 4: ICT and Roles of Educators in the Pandemic
(P4, 24/6/2021 15:15-16:15 HKT)

P4-3 Creativity and Pedagogy: Is It a Final Fantasy in the Age of Pandemic?

Locky LAW

The University of Hong Kong

Research objective, question and method:

The COVID-19 pandemic has drastically fast-forwarded the pedagogical paradigm shift from traditional face-to-face teaching to online teaching. The need for both teachers and students to quickly adjust to this new mode of teaching and learning has not been an easy process. Schools have urged for more pedagogical innovations from teachers, teachers have requested more engagement from students, and students have had to adjust to the continual change of demands from the hierarchy. The use of web-based and mobile e-learning tools is often considered as 'innovative' or 'interactive' and is highly encouraged, but many teachers who are experienced with the face-to-face mode have failed to reproduce the same level of teaching performance or students' learning outcome through online teaching. This raises the question: is creativity in pedagogy real or just a fantasy? This presentation aims to argue for creativity in pedagogy via the sharing of my experience in studying, practising and applying creativity in linguistics research, English language teaching, bank marketing, digital marketing, software development, and hospitality management.

Outline/Findings:

This presentation consists of four sections. Section one provides a brief walkthrough of my journey with creativity throughout my career. Section two argues against the general tips to promote creativity in teaching and learning that are ubiquitous on the internet. Section three details seven different yet applicable lessons on creativity as an alternative approach. Lesson one briefly describes the definition of creativity adopted by models from various fields of study as well as the definition I adopt. Lesson two argues for creativity and against innovation in education. Lesson three discusses the importance of abandoning the notion of perfection and embracing failure in order to foster creativity. Lesson four provides examples to illustrate how taking small steps in practising creativity can make a difference. Lesson five describes the relations between creativity and fun, and emphasises the crucial role fun plays in learning. Adapting Halliday's (2013) three foci of language development, lesson six details the relations between creativity and learning. Lesson seven suggests asking the right questions when analysing creativity and planning lessons. Lastly, I conclude the presentation by sharing a number of interesting observations I made with respect to creativity and pedagogy during this coronavirus pandemic.

Implications/Contributions:

This presentation is based on the journal article titled "Creativity and pedagogy: Is it a final fantasy in the age of pandemic? 7 lessons for life on the ground floor" which will be published in the special issue on creativity and critical thinking in practice of the Journal of Communication and Education (JCE), HKAECT. The lessons imparted in this presentation intends to provide an alternative definition for creativity and distinguish it from innovation in the hope that educators can go back to basics to refocus on the process of creation rather than the results. It is also hoped that these lessons can provide some food for thoughts for the management of schools and universities, as well as educators and students who engage with creativity in pedagogy.

PRESENTATION SESSION 5: Learning Design
(P5, 24/6/2021 15:15-16:15 HKT)

P5-1 A Sustainable Pedagogy in the Digital Platform: Effective Learning through Project-based Learning

Will MA

Technological and Higher Education Institute of Hong Kong

Project-based learning assists students in several ways. It gives students greater control and flexibility to prepare and engage more in their learning. It integrates cooperation with industry or professional communities to build real-life issues to provide students with authentic learning experience. Project-based learning has been very popular in higher education in the last two decades. This research explores current project-based learning studies in higher education to explore their learning advantages, implementation design, and technology support. The content analysis of the 142 studies between 2003 and 2019 was evaluated and resulted in four main themes: collaboration, community, design, and technology. Data from empiric research is further addressed regarding learning processes. Implications and further studies have been investigated.

PRESENTATION SESSION 5: Learning Design
(P5, 24/6/2021 15:15-16:15 HKT)

P5-2 The Role of Online Course Design in Associating Second Language Learners' Motivation and Self-regulated Learning Strategies in Non-formal Online Learning Context

Shuqin ZHAI and Min LAN

The University of Queensland and The University of Hong Kong

Introduction

Learning a second language in an online course (e.g., MOOC) or social networking sites (e.g., Duolingo) is highly driven by learners' self-initiated motivation. These motivations also played as a significant factor to influence learners' self-regulated learning (SRL) on second language learning (L2) effectiveness. Motivation and SRL are supposed to be supported by online course design. Paucity of studies explored the interrelations between motivation and SRL to influence the second language learning in an online context. The current research focused on investigating the associations among online L2 learners' motivation, SRL strategies, online course design, and learning effectiveness in the online interactive environment.

Method

We used in-depth interview design for this study. Twelve voluntary Chinese university students were involved for one-on-one interview through online synchronous meeting. Thematic analysis with constant comparison was conducted to generate themes and sub-themes from these interviews. Narrative analysis was employed to clarify the associations among these themes. All the coding process was done in MAXQDA 2020. To ensure the reliability, any discrepancy or uncertain code were discussed between the two authors until reaching a final consensus.

Results

Four major themes from interviews were identified: (1) Driven by various self-initiated motivations; (2) Employing multiple SRL strategies; (3) Influenced by online course design factors; (4) Demonstrating fluctuating affections.

Language learning motivation was impeded by unengaging course design. For instance, "PPT reading" instruction style contributed to the learner's distaste for learning. Nonetheless, high-motivation owners would exploit self-regulated learning strategies. Utilizing more online resources than from other sources (e.g., social media) can be an indicator to show their effort on their self-regulatory learning.

Language learning motivation was maintained, but meanwhile, was changed by an external stimulus design. For instance, financial incentive sustained students' learning but their motivation would transfer to being merely completion-oriented. As the course went on, to retrieve advance, participants had to complete a daily learning task (in Chinese "Da Ka (打卡)"), which largely indicated that they were doing for money rather than for learning.

Online course design with social needs in nature is a mediator influencing the relationship between L2 learners' motivation and SRL for social interaction. For instance, a lack of individually communicative opportunities with instructors was closely related to learners' reluctance in participating online interactions. A larger size of social learning group could indicate less sense of relatedness in the community, which discouraged the learner from interacting with others. However, a higher level SRL participant would seek a study partner on his/her own for the shortage of social opportunities for oral practices during learning.

Implication

A list of engaging online course indicators needs to be further explored to facilitate instructors develop a more engaging online course. Providing external stimulus was encouraging, but designers should be aware of guiding learners to contribute more efforts in learning rather than to be rewarded. Gamifying design (e.g., involving incremental difficulty levels in activities) is anticipated.

PRESENTATION SESSION 6: Language Learning and Teaching
(P6, 24/6/2021 15:15-16:15 HKT)

P6-1 A Review on Blended Learning for English Language Teaching in Indonesian Higher Education

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The Covid19 pandemic has contributed meaningfully to the development of internet-based teaching in the world, including blended learning. Numerous studies have investigated how blended learning should be implemented in diverse contexts, including in the field of English as a second or foreign language teaching (ESL/EFL). Along with its recognition, it is interesting to note that the term blended learning has existed since the 2000s in various appellations and interpretations. In the Indonesian higher education context, blended learning is new for teachers and students to be familiar with. Although the design of distance education has been discussed and encouraged in Indonesia since 1950, combining distance education and classroom interaction is not an elementary task; it entails depth studies. In the decree of the education ministry of Indonesia about distance and blended education, it encourages the printed materials for self-study should be available, accompanied by any other media. Consequently, most institutions in Indonesia still use printed materials as the primary source of distance learning, instead of the internet. Since online learning itself is not yet prevalent in Indonesia, merging the online and classroom interactions is a big challenge. Recent literature affirms that blended learning has many definitions that can be ambiguous. Thus, this paper aims to clarify what blended learning is and why this approach becomes popular globally and how this pedagogical approach fits the English language teaching and learning in the Indonesian higher education context.

This paper presents miscellaneous perceptions of blended learning by outlining its history around the world. Any political, historical, and educational aspect which contribute to the acceptance of this approach is also spelled out. In doing so, qualitative secondary research and document review were involved in this study. NVivo software was optimised to manage the data and assist the analysis process which included the combination of deductive and inductive analysis.

The research finding provides confabulation on the definition and history of blended learning to obtain a detailed understanding of the approach through synthesizing and discussing studies on blended learning model and/or pedagogical strategies from America, Europe, and Asia, as well as the implication of those models in English language teaching. Furthermore, how culturally appropriate blended pedagogical practices/recommendations for EFL teaching in Indonesia was also scrutinised to address the current research gap. Since blended learning has become a trend of education, the study should significantly contribute to the global knowledge of blended learning and ESL/EFL teaching. The study results will be useful for any English practitioners around the world other than Indonesia, especially for those who are new and consider implementing or studying this pedagogical approach.

PRESENTATION SESSION 6: Language Learning and Teaching
(P6, 24/6/2021 15:15-16:15 HKT)

P6-2 A New Normal in Education, a New Era of Blended Learning: How Students' Interaction with Audio-visual Feedback Enhances Self-regulated Writing of Chinese Narrative Text

Shirin Pui Yee LAU
Shatin Tsung Tsin School

In the wake of the COVID-19 pandemic, learning patterns of students changed dramatically with online learning becoming the new norm for the year. After the epidemic subsided, students gradually returned to face-to-face classes, making blended learning more common. In this learning model, teachers can use e-learning platforms to break free from the constraints of time and space and provide formative feedback on students' work. According to research, technology can increase the efficiency and efficacy of feedback practices (Race 2014; 2015; Cavaleri, Kawaguchi, Di Biase and Power; 2019). However, there has been limited research on how technology-enhanced feedback contributes to the improvement of self-regulated writing skills. This paper presents a study that explored the effects of visual modalities by using e-learning tools called Explain Everything and Seesaw, on P5 students' engagement with audio-visual feedback during different writing processes, in order to promote self-regulated writing. In this study, written and visual feedback was used in tandem, and the feedback was recorded as media-rich presentations that were used to guide students' writing. Visual explanations of the generic framework for writing and key writing skills were recorded by using an e-learning tool. Then the visual demonstration of the generic framework will be used as the writing standards (i.e. rubrics), which it allows students to watch the thinking process demonstration from start to finish. This can illuminate not only overall points, but how teachers arrived at it. Besides, the visual demonstration of the rubrics and checklists is used in tandem to scaffold students' writing revision. Moreover, audio-visual feedback can be used asynchronously, freeing students from the time constraints of limited lesson period. Besides, the audio-visual feedback is mainly focused on certain aspects of the narrative texts, such as structure, development and writing skills. The five-minute limit of the visual feedback focus comments concisely, another factor in reducing the time of giving feedback on students' work.

This study conducted in a longitudinal, mixed-method design to quantify the impact and explore the perceptions of written feedback and audio-visual feedback. It examined the writing of elementary school students who had received audio-visual feedback. In the first phrase, all students received audio-visual feedback based on their first narrative writing assignments. In the second phrase, the researcher recorded audio-visual feedback on six different performances of the corresponding narrative writing assignments. And the researcher assigned audio-visual feedback at the appropriate level according to the students' writing ability and were distributed through the e-learning platform SEESAW. In addition, students participated in semi-structured interviews to help interpret the results of the analysis.

PRESENTATION SESSION 6: Language Learning and Teaching
(P6, 24/6/2021 15:15-16:15 HKT)

P6-3 An Exploration of Developing ICT-related Pedagogical Strategies in the Professional Development of EFL Teachers in Vietnam

Tuyen NGUYEN, Helena SIT, and Shen CHEN
The University of Newcastle

In the ever-changing post-Covid-19 educational environment, the application of information and communication technology (ICT) emerges as an urgent trend for teacher educators in all subject areas due to the push to online learning so as to swiftly adapt to the challenging situation. For example, English as a foreign language (EFL) teachers and teacher trainers in Vietnam are not in exception. Recent studies reveal that in-service teachers are facing a pedagogical problem of how to use ICT to teach their K-12 EFL students in Vietnam. The role of teacher professional development in contribution to the enhancement of educational quality is undeniable. Consequently, preparing in-service teachers for ICT skills in the "new norm" due to the global pandemic is urgently needed.

The driving force for this study is that effective models applied scientifically in specific contexts are key to the implementation in practice. Developing effective pedagogical strategies of in-service training ICT application for Vietnamese EFL teachers is vitally significant. However, there is a lack of an explicit pedagogical model or strategies of training ICT skills for in-service teacher training in the context of Vietnam. Most current teacher training programs are constructed for pre-service teacher education development. Consequently, a research-based model of training ICT skills for teachers is of substantial importance to all related stakeholders in education in the context of Vietnam. This paper attempts to explore effective pedagogical strategies for ICT-related EFL teacher professional development in the current Vietnamese education context. It aims to seek answers to the research question that what factors should mainly be taken into account when an ICT-related teacher training program is implemented. Qualitative-oriented research methods using document review and semi-structured interview techniques are employed in this study. The findings show to what extent Vietnamese K-12 EFL teachers understand the guidelines of using ICT in teaching EFL; the settings of any previous training programs; and their current needs in teacher education training program. The study is significant in providing more insights into what effective practice-oriented pedagogical strategies are needed to facilitate teachers to enhance their ICT-related skills for K-12 EFL teachers in Vietnam. It is also anticipated to bridge the gap between theory and practice of ICT-related professional development in Vietnam as well as in countries where there are contextual similarities.

PRESENTATION SESSION 7: AI, Big Data, and Learning Analytics
(P7, 24/6/2021 16:30-17:30 HKT)

P7-1 Using Learning Analytics to Measure Student Engagement and Learning Outcomes in ‘Virtual Tutorials’ in the Age of COVID

Dave GATRELL, Kannass CHAN, and Albert CHAN
Hong Kong Polytechnic University

Before the onset of COVID-19, researchers from the Educational Development Centre and teachers from three academic departments at Hong Kong PolyU designed an institutional project to explore the use of learning analytics for measuring student engagement and learning outcomes in ‘virtual tutorials’. Virtual tutorials are sequences of learning activities that take place using a purposeful combination of synchronous and asynchronous online learning technologies, either outside of traditional face-to-face lectures or in place of them. As with conventional in-person tutorials, these virtual learning sequences can enable students to engage with course materials, interact with peers and teachers and reflect more deeply on their learning. Yet they can offer additional benefits including greater flexibility, immediate automated feedback and opportunities for repetition. Virtual tutorials can also help students gain access to more varied multimedia resources, while synchronous and asynchronous online tools, such as discussion forums, interactive video software and videoconferencing platforms, can facilitate novel forms of interaction between students, teachers and online content (see Bower et al., 2015; Garrison et al., 2000; Swan, 2004; Scagnoli et al., 2019).

Designing and delivering virtual tutorials can present significant challenges to even the most experienced practitioners, particularly with regard to ensuring that students are actively engaging and learning within the online environment. To address this, the project uses learning analytics based on ‘trace data’ (Kovanovic et al., 2015) from the University’s online platforms, to provide teachers with reports on the frequency of different actions for every student in each virtual tutorial. This trace data is combined with data from student surveys, showing students’ perceptions of the each tutorial and the constituent online learning activities, and teacher reflections on the design and delivery of each tutorial. Together, this mixed-methods approach is used to provide evidence of the impact of virtual tutorials on students’ learning and engagement, as well as support teachers in monitoring and managing students’ learning and enhancing the quality of their teaching. Chi and Wylie’s (2014) ICAP framework is also used to categorise individual online activities and measure their impact on student engagement. This paper, drawn from the project, presents case studies of four distinct approaches to virtual tutorial design. It highlights the value of using learning analytics, triangulated using findings from student surveys and teacher reflections, in evaluating the impact of virtual tutorial learning design on learning outcomes and student engagement.

The emergence of COVID-19 in early 2020 resulted in multiple ‘changes and challenges’ to the project design, notably the demand for ‘emergency online teaching’ rather than the careful, planned and gradual implementation of virtual tutorials, and the reduced scope for working with participating colleagues to co-design online learning. Instead of replacing a limited number of traditional tutorials and complementing face-to-face lectures, virtual tutorials suddenly became part of a much larger mass of online learning. Yet, on the other hand, the pandemic has served to highlight the importance of blended and online approaches and the vital role of learning analytics in understanding how these can best be implemented.

PRESENTATION SESSION 7: AI, Big Data, and Learning Analytics
(P7, 24/6/2021 16:30-17:30 HKT)

P7-2 Designing Inclusive and Diverse Artificial Intelligence Curriculum for K-12 Education

Thomas K. F. CHIU
The Chinese University of Hong Kong

The teaching of Artificial Intelligence (AI) topics in K-12 curricula is an important global strategic initiative in educating the next generation. As AI technologies are emerging and disrupting the status quo, and its education is new to schools and academia, there is a serious lack of studies that informed schools teachers about AI curriculum design and development. Inclusion and diversity within school education are primarily based on increasing the participation of underrepresented groups in learning. In schools, most engineering-related curricula are conducted in after formal lessons outside classroom settings, and the majority of the participants are highly able and male students. However, UNESCO states that a quality curriculum should be designed in a fair and inclusive manner to enables all students to acquire and develop the knowledge, skills and values, which leads to meaningful and productive lives.. Besides, inclusion and diversity are important to ensure the success of engineering education.

Curriculum refers to all experiences which are planned and guided by teachers, and learned by students whether it is carried out inside or outside classrooms. It is also a description of what, why, how and when students should learn. How the curriculum is perceived and organized influences the process of teaching and learning. Moreover, teacher autonomy, the capacity to take control one's own teaching, is crucial to the teacher's motivation and commitment to providing effective learning opportunities for students. Accordingly, a curriculum that support teacher autonomy is more likely to maximize the potential for the effective enhancement of learning by supporting student interests and needs.

This paper presented an AI curriculum that encourages teacher autonomy for secondary school and examined whether the curriculum improves student attitude and motivation toward AI, as well as cater students with 1) different genders (i.e. girls vs boys) and 2) different academic achievement performance (i.e. higher vs lower) in learning AI. The results show that in the AI curriculum, 1) the students perceived more competent, developed more positive attitude and higher intrinsic motivation to learn AI, 2) there were insignificant differences between girl and boys, and 3) there were almost no significant differences between higher and lower achieving students. The findings lie in enriching the literature of engineering education for schools by connecting curriculum design with teacher autonomy. Engineering education is well established in higher education, but not in school education; however, engineering education, such as AI and engineering design process, is making their way into K-12 classrooms as a global strategic initiative. This paper explored the curriculum creation from a different perspective by adding "design for teacher autonomy". As the findings suggest the importance of design for teacher autonomy, a K-12 curriculum design approach is proposed to guide teachers to facilitate student competence, attitude and motivation towards any engineering topic.

PRESENTATION SESSION 7: AI, Big Data, and Learning Analytics
(P7, 24/6/2021 16:30-17:30 HKT)

P7-3 From Big Data to Blockchain: Promises and Challenges of Overarching Technologies in Education

Jae PARK

Education University of Hong Kong

Blockchain has been identified as the next technology-mediated socioeconomic mega trend after the ongoing era of big data (Gilder, 2018). This paper explores the blockchain technology and its possible impacts on education. It draws on the extant research and socio-philosophical conjectures by those who want to harness its potentials for education purposes, from academics to international agencies in charge of monitoring education. It is argued that we cannot take for granted that the network neutrality and popularized accessibility of the Internet and its effects on education will remain as we know them today. Blockchain with its mass ledgers would certainly increase control over financing and investing in education, implementing instructional projects, certification/accreditation system and monitoring learning outcomes (Cacioli, 2020; Chen et al., 2018). From cryptocurrencies of today, however, this system created by few might apply their standards to crypto-learning and crypto-certificates that are universally acceptable and manageable across borders and frontiers, yet, neither transparent nor equitable. Blockchain in education will definitely give rise to private as well as collective ledgers, all of which are meant to enhance objectivity, validity and total control without being affected by economic, health or political instabilities. It is also possible to fathom the advent of new forms of injustices, even a new form of digital divide, which self-defeats its original purpose. Perhaps, then, blockchain technologies in and for education is a credible forecast of an upcoming mega-transformation in human experience (phenomena), yet, they can hardly be outside of the principle of magnification and reduction, that “For every enhancement of some feature, perhaps never before seen, there is also a reduction of other features” (Ihde, 1993, p. 111).

PRESENTATION SESSION 8: Online and Offline E-learning
(P8, 24/6/2021 16:30-17:30 HKT)

P8-1 Extroverts, Readiness to Online Learning and Distraction in Distance Learning

*Hau Ching CHUNG, Nicolson Yat-fan SIU, Raymond Chi-fai CHUI, and Samuel Cheuk-yin LAW
Hong Kong Shue Yan University*

Background

The emergence of the COVID-19 pandemic has caused students to experience distance learning to maintain social distance. It has led to the transition from conventional face-to-face learning to online learning. Research indicates that online learning hinders students' academic performance (Ramlo, 2020). Some researchers discussed the challenge of studying in online courses. Students' personality, attitudes towards digital technologies, and attention spans influence their academic performance during online lectures (Bashkireva, et al 2020; Dikbas Torun, 2020; Offir, Bezalel & Barth, 2007; Wilson, Martin, Smilek & Risko, 2018). Thus, it is important to examine factors affecting online teaching and learning, to maintain the quality of online teaching and learning. This current study examines the effect of distraction on the relationship between personality trait and readiness to online learning.

Methods

A total of 50 HK female and 50 male college student, between 18 and 52years- old ($M = 27.7$; $SD = 6.5$) completed an online survey from September 2020 to January 2021. About 41% were full-time students and 59 % were part-time students. The 12-item Introversion-Extroversion Scale (Grove, 2016), 18- item Online Learning Readiness Scale (Kayaoğlu & Akbaş, 2016), and 7- item Distraction Scale (Xu, Fan, & Du, 2016) were used to assess extrovert, readiness to online learning, and experience of distraction. Distraction was considered as a moderator of the relationship between extrovert personality and online learning readiness.

Results

Extrovert personality significantly predicted high-level of online learning readiness ($\beta = .778$, $p < .005$). Distraction demonstrated a significant disordinal interaction effect with extrovert to predict higher online learning readiness ($\beta = .206$, $p < .005$). When the level of extroversion was high, the level of learning readiness is higher for high- level distraction group, as compare to medium- and low-level distraction groups. However, when the level of extroversion approaching medium level, online learning readiness for the interaction of distraction and extrovert was switched. When the level of extroversion was low, the level of online learning readiness for those with low distraction is higher than those with medium and high-level distraction.

Implications

Extroversion was significantly related to readiness for online learning. High extrovert students have better executive control of attention in an online class. Distraction serves as a form of arousal to extroverts that stimulates their readiness to learning. For example, instant messages, environment disturbers and, having food and drink can maintain students' alertness during online class. Therefore, educators have to incorporate different learning activity, such as online quiz, games, annotated video, in order to facilitate their readiness to learning for high extrovert students. On the other hand, low extrovert students with high levels of distraction, have lower levels of readiness to online learning. They need more help to facilitate their participation in online learning. Accordingly, it is important to remove distraction from the learning environment for this group of students, to increase their readiness to online learning.

PRESENTATION SESSION 8: Online and Offline E-learning
(P8, 24/6/2021 16:30-17:30 HKT)

P8-2 E-learning and Learning Motivation: Exploring the Moderation Effects of Social Presence and Learning Efficacy

*Samuel Cheuk-yin LAW, Raymond Chi-fai CHUI, Nicolson Yat-fan SIU, and Hau Ching CHUNG
Hong Kong Shue Yan University*

In response to the shutdown of campus during pandemic, on-campus education is shifted into e-learning, which emerges as an alternative for students to learn remotely. In the foreseeable future, e-learning will continue to persist post-pandemic because of its efficiency and convenience for achieving students' learning goals (Chen et al., 2010; Junco et al., 2013). However, e-learning often suffers from high dropout rates because students may be at a disadvantage in their ability to learn online and require additional motivation to be successful in their e-learning endeavors (Xu & Smith Jaggars, 2013; Jacob & Radai, 2016). Recent research has suggested social presence like engaging or interacting with peers and teachers, and learning efficacy are both important to sustain students' motivation in e-learning (Bornschlegl & Cashman, 2019; Chen, Kaczmarek, & Ohshima, 2020; Dietrich et al., 2020). This study aims to examine the moderation effects of social presence and learning efficacy in e-learning on the relationship between preference to online learning and learning motivation.

100 Hong Kong college students were recruited in this study. Male and female respondents were in equal proportion, aging from 18 to 52 years (Mage = 27.7; SDage = 6.5). They completed an online survey which assessed their preference to online learning, learning motivation, social presence and learning efficacy in e-learning using Attitude Questionnaire Regarding the E-lecture Experience (Demetriadis & Pombortsis, 2007), Motivated Strategies for Learning Questionnaire (Pintrich & DeGroot, 1990), scale for social presence (Richardson & Swan, 2003) and Learner Readiness for Online Learning (Hung et al., 2010) respectively.

Preference to online learning significantly predicted better learning motivation ($\beta = .295$, $p < .001$), while social presence demonstrated a significant interaction effect with preference to online learning to predict lower motivation ($\beta = -.309$, $p < .005$). Learning efficacy demonstrated a significant interaction effect with preference to online learning to predict higher motivation ($\beta = .223$, $p < .005$). Among students who had least preference to online learning, those with higher learning efficacy were more motivated than those with lower learning efficacy. The difference in learning motivation between those with high and low learning efficacy was broadened when preference to online learning was increasing from low to high levels. However, among students who had least preference to online learning, those with higher scores on social presence were more motivated than those with lower scores. The difference in motivation between those with high and low scores on social presence was lessened when preference to online learning was increasing from low to high levels.

Although both social presence and learning efficacy significantly moderated the relationship between online learning and learning motivation, their effects were different. Learning efficacy was found boosting motivation from low to high levels of preference to online learning, whereas the effect of social presence to motivation was diminishing. Students with higher preference on e-learning should enhance their learning efficacy to strengthen their learning motivation, while those with lower preference to e-learning should initiate their active involvement in class interaction to enhance learning motivation.

PRESENTATION SESSION 8: Online and Offline E-learning
(P8, 24/6/2021 16:30-17:30 HKT)

P8-3 Online Supported Offline Learning: A Novel Blended Learning Schema for the Post-Pandemic Era

Xinya LI, Jiamin HE, Chuanyan HAO, and Bo JIANG
Nanjing University of Posts and Telecommunications

Most universities in China carried out online learning during the outbreak of COVID-19 to ensure that students can continue their study normally. Valuable experience of online learning are obtained and students are now back to classroom after the pandemic ease. However, few studies emerges to figure out the problem: how to transfer the advantages of online learning experience to offline study. This research aims to develop an Online Supported Offline Learning (OSOL) mode, i.e. integrating effective online learning resources and patterns into offline study. Preliminary experiments conducted in a real course show that students studying in the proposed OSOL mode are more active than those in a traditional class. Further investigation also demonstrates that this mode is helpful to solve problems in Face-to-Face classes like less interaction, distracted attention and low involvement.

PRESENTATION SESSION 9: Online and Informal Learning Platforms
(P9, 24/6/2021 16:30-17:30 HKT)

P9-1 Chinese Secondary Language Learners' Perceptions of Gamification in an Informal Learning Environment: Duolingo as a Case Study

Liuyufeng LI and Breffni O'ROURKE

The University of Hong Kong and Trinity College Dublin

In recent years, Mobile Assisted Language Learning (MALL) and gamification have gained much attention around the world. Both learning strategies are appealing because the MALL offer learners easy and convenient access to language learning, i.e., learning resources are available anywhere and anytime via mobile devices, while gamification has been demonstrated in numerous empirical studies to be beneficial in increasing learners' motivation and engagement. However, efforts to examine gamification in Chinese as a second language (CSL) learning is still lacking, especially with regard to how CSL informal learners perceive the impact of individual game elements. The aim of this study was therefore to investigate Second Language (L2) adult learners' perceptions of a gamified MALL application and their perceptions of five typical game elements (storyline, challenge, progress bars, rewards and leaderboard) used in a typical gamified MALL application, Duolingo. The results found that storyline and rewards acted as external motivators that contributed to participants' learning motivation, while challenges, progress bars and competition acted as internal motivators that enhanced learners' persistence and developed their self-directed learning ability. In addition, for Chinese learners, the storyline facilitated their understanding and mastery of Chinese characters or words. The findings enhance our understanding of L2 Chinese learning in a gamified MALL setting. We propose several recommendations for future research.

PRESENTATION SESSION 9: Online and Informal Learning Platforms
(P9, 24/6/2021 16:30-17:30 HKT)

P9-2 An Exploration of Student and Teacher Accesses to Online Learning Platforms

Ada Tse and Albert CHAN
The Hong Kong Polytechnic University

Higher education institutions are greatly affected by the coronavirus pandemic (COVID-19) since last year. Face-to-face teaching and learning have been suspended and moved online. Different kinds of educational technology have been implemented in response to the COVID-19 situation in order to maintain teaching and learning (T&L) activities remotely at home. As a result, large amount of teaching and learning data are generated and logged by systems. This study explores the data students generated when they accessed the online learning resources of a government-funded university in Hong Kong during the 2019/2020 semester 2 and 2020/21 semester 1. The learning analytics can provide us a better understanding of students' online learning activities.

In this university, majority of T&L activities are conducted via a number of systems/platforms such as the University's Blackboard (Bb) learning management system (LMS), online conferencing tools (e.g. Blackboard Collaborate Ultra, Microsoft Teams, and Zoom) and the Panopto video management system. Sub degree, undergraduate and postgraduate courses were included in this project, with a total of over 2200 Blackboard courses involved.

The results showed that the usage patterns of online T&L platforms were very similar between 2019/20 semester 2 and 2020/21 semester 1. An average of over 80% of enrolled students logged in their Bb courses on a weekly basis. Teachers routinely made announcements in the Bb courses, with around one announcement released per week in 2019/20 semester 2 but the pace slowed down in 2020/21 semester 1. Also, around 80% of students were shown to have read announcements weekly as well. On average, around 80-90 "content materials" were created by teachers per Bb course. More than 70% of students were shown accessed to the materials, with an average of 15-17 accesses each week.

Teachers used three kinds of online conferencing tools (i.e. Zoom, Bb Collaborate Ultra, Microsoft Teams) to deliver online lectures, tutorials, laboratories and practical sessions. Overall, approximately over 70% of Bb courses had at least one synchronous session each week, with a mean length of around 150 minutes. On the other hand, over 80% of students joined at least one session per week. Although the majority of synchronous sessions were conducted using Blackboard Collaborate Ultra, Zoom uses were increased in 2020/21 semester 1. With a closer look at the T&L data, teachers perhaps slightly changed their teaching practices after conducting online teaching in the previous year.

PRESENTATION SESSION 10: Adventures and Challenges of E-learning in the Age of Pandemic
(P10, 25/6/2021 11:00-12:00 HKT)

P10-1 An Adventure in Flipping a Secondary School Mathematics Classroom During the COVID-19 Pandemic

*Man Keung CHUN and Chung Kwan LO
The Education University of Hong Kong*

During the COVID-19 pandemic, schools were required to reduce face-to-face lecturing hours to minimize contact between people and thus the risk of epidemic spreading. To better utilize the reduced class time, we attempted to use the flipped classroom approach to teach a junior secondary school mathematics unit. Our students learned some basic knowledge via instructional videos before class, and then took part in interactive learning activities (e.g., Kahoot! quizzes) and solved more advanced problems inside the classroom. We used tests to evaluate students' mathematics achievement and semi-structured interviews to understand their learning experience. The results indicated that the students ($n = 20$) scored significantly higher in their post-test (Mdn = 39.50) and 2-week delayed post-test (Mdn = 42.50) compared to their pre-test (Mdn = 15.00), with large effect sizes. Although our students generally supported the use of the flipped classroom approach, several students suggested that the teacher should reduce the number of the Kahoot! quizzes due to the time constraint. Based on the results, we discussed certain lessons that we learned regarding the use of the flipped classroom approach under the constraint of social distancing during the pandemic (e.g., creating a web-based co-authoring environment inside the classroom, where students can share their work using their own device).

PRESENTATION SESSION 10: Adventures and Challenges of E-learning in the Age of Pandemic
(P10, 25/6/2021 11:00-12:00 HKT)

**P10-2 Communication Noise and Ways of Reduction in E-learning During the Pandemic:
Perspectives from University Students and Teachers**

Howard SONG, Jing WU, and Hsin Li HU
The Hang Seng University of Hong Kong

E-learning is not new. There was high growth and adoption in education technology around the globe even before Covid-19. However, the pandemic brought face-to-face learning largely to a halt around the globe. As a result, education has changed dramatically, with a significant surge in e-learning on digital platforms. Quite a lot of research has been done on e-learning during the pandemic. Most of them focus on higher education institutions response to Covid-19 and challenges and solutions of e-learning during the pandemic. But there are few evidence-based studies on the impact of the pandemic on academic outcomes and fewer studies on the communication barriers from the perspectives of both students and teachers. This study aims to reveal the typical types of communication noise in E-learning and to identify effective ways of noise reduction by both teachers and students during the pandemic. It also aims to provide an evidence-based evaluation of the effectiveness of online teaching and learning during the pandemic.

In communication studies, noise refers to anything that interferes with the effective communication process between a speaker and a receiver. Communication noise can be divided into three major categories: physical noise, psychological noise, and semantic noise. Physical noise is any external or environmental stimulus that distracts us from receiving the intended message sent by a communicator. Psychological noise consists of distractions to a speaker's message caused by a receiver's internal thoughts. Semantic noise is a communication barrier created from the confusion over the meaning of words.

The research questions of this study are as follows:

1. What is typical physical noise, psychological noise, and semantic noise in the e-learning process? Please exemplify.
2. What effective ways can students/teachers adopt in reducing such noise? Please illustrate.
3. How do students and teachers evaluate the effectiveness of online learning and teaching during the pandemic?

The study employed both qualitative and quantitative methods. In-depth interview was adopted to seek answers to the first two questions. 8 teachers and 20 students from the School of Communication of the Hang Seng University of Hong Kong were interviewed. A survey was conducted to reveal the effectiveness of e-learning during the pandemic.

The research has yielded some interesting findings:

The most mentioned psychical noise is distraction from family members due to limited living space for local students, the lag-time and internet connection problems for Mainland students who have to use special VPNs to get access to the teaching materials, the hardship of wearing earphones for hours in the dormitories if two or three roommates are having online classes at the same time, and the mix mode of teaching in the classrooms for teachers who have to pay attention to students both on site and online.

The typical psychological noise in the eye of the students includes less efforts or interest in taking online classes because of little or no attendance requirements and/or the recorded lectures provided by the lecturers. Some students feel stressful by the requirements to use webcam in presentations or answering questions. The teachers say they face psychological pressure of possible complaints from students because of the adjustments of grade assessments in e-learning.

Both teachers and students regard some special terminology and jargons in modules taught in English as the biggest semantic noise, especially with the absence of nonverbal cues in online teaching.

Some of the ways of effective noise deduction are offered, for example, recorded lectures for review after class, more communication between teachers and students on the concerns and/or worries on both sides, a contingency plan for technical problems, more flexible time span for submission of projects online, etc.

The survey result indicates that online teaching and learning is well-adopted, and the intended learning outcome is basically achieved.

Covid-19 won't last forever, but online learning is to stay. The blend of online and in-person education mode is set to be the "new normal" in the wake of the Covid-19 pandemic. The identification of communication noise and effective ways of noise reduction in e-learning is vitally important to both teachers and students during and beyond the pandemic.

PRESENTATION SESSION 10: Adventures and Challenges of E-learning in the Age of Pandemic
(P10, 25/6/2021 11:00-12:00 HKT)

P10-3 The Status Quo and Challenges of Teaching Chinese as a Second Foreign Language (TCFL) in Egyptian Online Classes

Fen-lan JEN
South China Normal University

Due to COVID-19 pandemic outbreaks that influenced the wild world countries, online classes or(and) blended courses have become a "new normal" instruction delivery method for Teaching Chinese as a Second Foreign Language (TCFL) classes in Egypt. The analysis literature, survey study, and oral interview methods found the difficulties and challenges among many Chinese teachers from the Confucius Institutes in Egypt. Excessive online class tools, lack of quality teaching materials (including printing-based and digital-based), and lack of effective online exam monitoring techniques are significant concerns for Chinese language teachers and school administrators. By adopting an online platform, the Edmodo, and delivering an online trial class, "One-Stop Learning" Chinese class, in Confucius Institute at the Suez Canal University. To exam and find if "One-Stop" online learning methods can decrease workload and increase class effectiveness for TCFL teachers. Regarding the interview script analysis from the five participants as a TCFL teacher, no time or place limits, better time management, and improved fairness are the unique advantages. Additionally, the trial also finds the top five needed supports for online teaching from TCFL teacher participants.

PRESENTATION SESSION 11: Learning Environment
(P11, 25/6/2021 11:00-12:00 HKT)

P11-1 The Impact of COVID-19 on Student Experience at a University in Hong Kong

Kannass CHAN

The Hong Kong Polytechnic University

The coronavirus disease (COVID-19) has dramatically changed the higher education sector across the world. Typically, most of the teaching and learning activities are now operating in an online format and majority of the face-to-face on-campus events are suspended. While much attention is paid on the impact on learning, students' experiences of the entire university life is often neglected. This study explored students' perception of a range of university experiences when the university has moved its teaching and learning fully online. These experiences comprise of various aspects of university life including students' academic learning, perceived attainment of learning attributes, satisfaction with the quality of teaching and learning, social life and participation, academic performance and sense of belonging to the faculty and the institution. Comparisons were made between different groups of students (e.g. first-year versus final-year) and with the previous cohort of students when face-to-face teaching was implemented. An institution survey was administered to both first-year and final-year students, covering more than 3,500 students from all disciplines at a government-funded university in Hong Kong, yielding a response rate of over 45%. Results showed that the overall learning gains were similar between students who experienced purely online teaching and learning and those with fully face-to-face (f2f) teaching in previous years before COVID-19. However, students had a lower satisfaction with majority of the university experiences when compared with those in previous cohort. These experiences differ greatly among different groups of students when most of the teaching and learning activities were online. For example, first-year students had much lower satisfaction with their learning experience and the quality of teaching when compared with previous cohort of students who experienced f2f teaching. More importantly, first-year students reported the lack of social life when compared with the final year students. This may suggest more support is needed for this group of students, particularly when they have not yet established their social network or developed the skills needed for their university integration. Results of this study provide implications for policy and practice relating to how higher education institutions can better support their students in the 'new normal' post-COVID-19 pandemic.

PRESENTATION SESSION 11: Learning Environment
(P11, 25/6/2021 11:00-12:00 HKT)

P11-2 User Portrait in Blended English Teaching in Higher Education: A Theoretical Exploration

Ting XIE, Jing ZHOU, and Jingnan LI
University of Electronic Science and Technology of China

User portrait is a tool to describe users' characteristics, match customers' needs, and provide accurate recommended services in industries like e-commerce, news feeding, and book recommendation. It has been incorporated in education to provide a personalized learning plan to students, as well as education data mining. Subjects like physics and other natural sciences with a complete and well-established knowledge mapping has proved that user portrait can provide a more systematic learning procedure to senior high school students. In English teaching and learning, which lasts for at least two years with more than three different courses for every undergraduate in China, problems persist in how students' English proficiency could be developed in a more continuous and systematic way through different courses, as well as the personalized learning and teaching for each students whose English proficiency may vary before their admission to the university. And their dedication to English learning may also contribute to the polarization of their English proficiency. To bridge this gap, the current study proposed the model of User Portrait in Blended English Teaching (UPBET). It aims at providing systematic and traceable data in students' devoted time in English teaching, their accession to different kinds of online English learning resources, i.e., reading materials, audios, videos, and websites. Data like hours and frequency of practice they spend in different English skills like listening, speaking, reading, writing, and interpretation were also recorded. A specific user portrait can thus be produced in a visualized way with some labels, i.e. students' attitude in English learning, their language proficiency, their preferred way to access language related materials, to name a few. According to these portraits, instructors can further construct personalized curriculum for each English course and even design more interactive offline drills to fully engage students during their class. UPBET would facilitate English learning and teaching with leading technologies in artificial intelligence and big data and further integrate online and offline teaching and learning.

PRESENTATION SESSION 11: Learning Environment
(P11, 25/6/2021 11:00-12:00 HKT)

P11-3 Social Learning as a Means to Stimulate Idea Generation for Collective Intelligence Among Higher Education Students

Paulina WONG, Gary WONG, and Daniel SHEN
Lingnan University and Soqql

Critical thinking and problem solving are recognized as key 21st century skills, but their development requires some fundamental shifts in pedagogy. Rapid technological advancements have allowed widespread use of communication tools and platforms, such as social networks, allowing users across the globe to exchange knowledge. Such collective sharing leads to spontaneous peer-to-peer collaboration which is crucial for sustainable social development and addressing societal challenges. However, educational pedagogies have not adapted to maximize the potential of such network effects for social learning, as prior studies examining the benefits of these technologies for learning show limited student engagement and distraction. To examine these findings further, in the present study, semester-long video logging activity related to zero-waste of 32 students attending a liberal arts university in Hong Kong were analyzed. Participants uploaded their videos on two occasions using a purpose-built mobile application Soqql, which is similar to commonly used social media platforms, as it allows content sharing, as well as commenting on others' contributions. Tasks (video instruction and comments) adopted for this study were designed using the experiential learning method to encourage student participation. At the end of the semester, time spent by students viewing each posted video was compared to scores it received from two independent raters. A simple linear regression revealed that videos created by students that viewed their peers' contributions for longer periods were scored higher by independent raters and tended to improve in quality as the semester progressed, with a 12.8% increase in scores per 60 minutes of peer viewing. These results point to the benefits of learning from others, indicating that educational platforms can help students improve self-regulation, thus enhancing their critical thinking and collaboration skills, which are essential for 21st-century pedagogy.

PRESENTATION SESSION 12: Learners of the Digital Age
(P12, 25/6/2021 11:00-12:00 HKT)

P12-1 An Empirical Study on the TEAMS Online Teaching Experiences at a University in Taiwan

Shao-fu LI, Pei-ying WU, and Kwan-keung NG
Chung Hua University

Due to the COVID-19 pandemic in Taiwan since early 2020, most of the universities in Taiwan were required to shift from traditional face-to-face in-class teaching to online teaching for preventing the virus infection among students. Chun Hua University (CHU) is one of the universities in Taiwan to adopt online teaching for all the faculties in the University. CHU adopted TEAMS as the online teaching platform. This study aims to explore various perspectives and reflections of applying TEAMS as the online teaching platform in the teaching environment at CHU by conducting face-to-face interviews with the teaching staff from various faculties in the University. Meanwhile, this study also conducts a survey to collect students' perspectives of and feedbacks on using TEAMS in their study. The research findings explain the perspectives of using TEAMS between faculties and students. Feedbacks also showed that the experiences of using TEAMS are efficient and effective in teaching and learning for both faculties and students.

PRESENTATION SESSION 12: Learners of the Digital Age
(P12, 25/6/2021 11:00-12:00 HKT)

P12-2 Reflection of Applying Facial Expression Detection System in Synchronous Online Learning Platforms

Chun-min WANG
National Tsing Hua University

Due to the pandemic of Covid 19, distance learning is no longer an alternative to education but became the mainstream in many countries. In comparison to physical classrooms, teachers have the limitations to see all students at once and observe the momentum in the class in synchronous online learning settings. To solve the problem of low visibility in synchronous online learning environments, our team designed and developed an automatically facial expression detection system, and integrated the system into an online learning platform built based on Moodle. The system allows teachers to get instant feedback about the students' facial expressions. The design was that when more than 70% of the students have the same facial expression, the system will show an icon of that specific facial expression on the screen to let the teacher know. On the other hand, if only 10% (or below) of the students have certain facial expressions, the system will also notice the teacher. The system was developed to identify six basic facial expressions which include happy, surprise, sad, angry, fear, and disgust. The goal of this system was to provide a new function of synchronous online learning platforms to increase the visibility of the class and allow the teacher to get instant feedback regarding the students' facial expressions. Our expectancies were that by getting these instant feedbacks, the teacher would have better interaction with the students, and could also immediately adjust his or her teaching strategy accordingly.

To examine the system in real synchronous online courses, we applied the platform to two courses. One was an undergraduate-level course that has 47 students, and the other one was a graduate-level course that has 25 students. Both courses adopted the platform 3 times. Each time was about 90 minutes. During class time, the teacher was teaching what he used to do, but he would get extra instant feedback regarding students' facial expressions occasionally on his screen. The research questions interested were: 1) Is this system useful? 2) How does this system affect interactions between teachers and students? 3) What could be done differently? Through interviews and observations, we collected data from the participants' perspectives to answer the above questions. The results showed that the system might not be necessary as we originally thought, and it did not affect students' online interactions a lot. Although the system provides another channel to communicate with the teacher interestingly, the correct rate of the detection remains a concern. The purpose of the proposal is to share this experience and reflect on how we could integrate the facial expressions detection system into synchronous online learning platforms in a more meaningful and useful way.

PRESENTATION SESSION 12: Learners of the Digital Age
(P12, 25/6/2021 11:00-12:00 HKT)

P12-3 An Investigation of Using Social Media as a Requirement to Submit Assignments

Chun-min WANG
National Tsing Hua University

Writing an essay to reflect on what has been learned from a lecture is a traditional teaching method. To accommodate the learning needs of digital natives, the way to submit essays could be more creative. The purpose of this study is to explore the impacts of using social media for the submission of essays on students' learning motivation and knowledge-sharing behaviors. Instead of asking students to submit their essays to a course management platform that could be read merely by the instructor and peers, we are interested in knowing what would happen if students post their essays on social media that their friends, relatives, or even strangers could see the posts. The particular questions interested are 1) The acceptance rate of this requirement; 2) How does this requirement affect students' learning motivation? 3) How does this requirement affect students' social interaction? 4) What are the students' knowledge-sharing behaviors? 5) What social media do the students choose and why? 6) What is the long-term impact of this requirement for the students?

To answer these questions, we selected an undergraduate course called "Global perspectives on Education" that consists mainly of different invited speakers to address their research ideas, innovative thoughts, and life experience. This required course is for every freshman in the College of Education in a northern University in Taiwan. The goal of this course is to inspire and nurture the students to become more interdisciplinary. There is a total of 171 students enrolled in the course this semester, and they are mainly from four different fields which include Learning Technology, Early Childhood Education, Special Education, and Sport Science. In addition to project presentations, holidays, and in-class activities, there are 12 invited speakers out of the 18-week semester. The students are asked to write a reflection essay after listening to each speech and post these essays to their social media platform.

The study is currently ongoing, and the last speech of this course will be on May 26. After these 12 speeches, all students will be asked to fill out an online survey designed and developed for answering the above six research questions. Additionally, we will invite 9 students for a further interview about their perspectives of these questions. These students will be selected based on their performance on these essays. 3 students will be from the top 25 % score group, 3 students will be from the middle score group, and the last 3 will be from the below 25 % score group. We will analyze both qualitative and quantitative data to conclude. Although the study is still ongoing, we are expected to find some interesting results that should be helpful to guide the design of the assignment, as well as the applications of social media in teaching and learning.

PRESENTATION SESSION 13: New Media and Self-paced Learning
(P13, 25/6/2021 14:00-14:45 HKT)

P13-1 The Need of Having Journalistic Creativity in Journal Education: A Review of the Literature on Media Creativity and Look Beyond

Wendy CHAN
Chu Hai College of Higher Education

The research about journalism has been dominated by a discourse of media professionalism and myriad of research shed light on how it affects the industry's development, and at the same time, political ideology has also been playing a crucial role in affecting the news industry. Despite the success of both traditional and online journalism is often measured by the degree of creativity in presenting the fact, however, a lack of focus on media creativity is brought into the media education. This paper critically examines the notion of journalistic creativity in relations to the 21st century development of journalism. The research aims are twofold: First, to investigate what are the antecedents that drive the news industry to achieve creativity. Second, the paper points to the limited discussion of journalistic creativity in the academia and suggests there are underlying antecedents for new media and traditional creativity: political conformity, journalists' motivations, and company's support, etc, which might explain why journalism needs creativity in this day and age, and thus media creativity should be brought into media education in the near future.

PRESENTATION SESSION 13: New Media and Self-paced Learning
(P13, 25/6/2021 14:00-14:45 HKT)

P13-2 Developing a Self-paced Online Learning Course for Increasing Knowledge about Cyberbullying Issues Adolescents in Hong Kong Primary Schools

Min LAN
The University of Hong Kong

Background

Adolescents' cyber-wellness issue has been brought to the attention of educators, parents, and social organizations in Hong Kong, especially during and after the school suspension due to the outbreak of COVID-19. With more exposure but without the knowledge about cyberbullying issues in the digital world, adolescents were more likely to imitate different types of cyberbullying behaviors through their witnessing as cyber-bystanders. In order to increase the knowledge about cyberbullying, we designed a self-paced online course on the topic of cyberbullying concept, different types of cyberbullying behaviors, the negative consequences from cyberbullying incidents, and the coping skills for anti-cyberbullying.

Aims

In this study, the first aim was to investigate the suitable design of the online course according to the needs of the adolescent participants. Second, we aimed to explore the students' learning engagement and patterns in this online course. Lastly, we aimed to evaluate the effectiveness of the online course in terms of increasing the knowledge about cyberbullying. Three research questions were guiding this study:

- (1) What were the needed design features in a self-paced online course on the topic of cyberbullying?
- (2) How were the adolescents engaging in this self-paced online course?
- (3) Does this self-paced online course improve the adolescents' knowledge about cyberbullying issues?

Method

This research was designed as a case study. First, two pilot studies were conducted through group interviews to investigate the needs regarding this online course design for adolescents in Hong Kong. Second, students' online participation data were extracted to investigate their learning engagement in this course. A total of 73 Hong Kong primary school students' participation records were collected for descriptive analysis and clustering analysis. At last, a comparative analysis was conducted to investigate the changes of the students' attitudes, empathy and coping skills based on a pre-survey and a post-survey.

Results

According to the group interviews, students preferred a social-media style learning (e.g., browsing Instagram) with visualized contents of intuitionistic knowledge. Gamifying the participation in activities, such as earning a point from an activity completion, would highly motivate them to maintain their persistence in this course.

Regarding the behavioral learning engagement, based on a k-means clustering analysis, some students were highly engaged in almost every activity (i.e. all-rounder), some preferred to only do those activities with interactive features (i.e., test-taker), and nearly half of the participants almost did nothing (i.e. dropout).

Based on the self-reported surveys of the students who completed this course, their coping skills has dramatically changed from negatively dealing with the situation to seeking helps from others.

Implications

A self-paced online course was an approach to increase the adolescents' knowledge about cyberbullying issues. To increase their learning engagement, the design of the activities should be succinct and contains visualized, intuitionistic, and interactive contents. Appropriate teachers' monitoring for the younger students' self-paced online learning can ensure their learning quality. However, the long-term effectiveness is yet to be evaluated in future studies.

PRESENTATION SESSION 14: Teaching Evaluation and Students' Performance Evaluation in the Modern Era
(P14, 25/6/2021 14:00-14:45 HKT)

P14-1 Towards a Framework for Teaching Evaluation in Blend Learning Environment

Qingchun HU and Jianhua CAI

East China University of Science and Technology & China and East China Normal University

Based on our previous study about the teacher evaluation, the result shows the effect of current teacher evaluation system on professional development is limited. The usefulness of the feedback is a crucial factor. The feedback of teacher evaluation is not well used. However, there is no doubt that the feedback of teacher evaluation results is a key factor to improve teaching. In addition, with the rise of blended learning environment, the indicators of teacher evaluation should be adjusted accordingly. This paper reviews the changes of teaching and learning environment, and gradually changes from traditional classroom teaching to blend teaching and learning, analyzes the characteristics of the current evaluation index system of teacher evaluation. A menu-based three-dimensional teacher evaluation index system is proposed based on blend learning environment.

PRESENTATION SESSION 14: Teaching Evaluation and Students' Performance Evaluation in the Modern Era
(P14, 25/6/2021 14:00-14:45 HKT)

P14-2 Evaluation of Students' Performance in a MOOC on Engineering Mathematics for Vocational and Professional Education and Training in Hong Kong

Benson K. H. HUNG
Vocational Training Council

Today's students refuse to be passive learners. They aren't interested in simply showing up for class, sitting through a lecture, and taking notes. Instead they tend to embrace social learning environments, where they can be hands-on and directly involved in the learning process. To understand the effectiveness of the MOOC, this article evaluates a use of technology in MOOC on Engineering Mathematics. A number of 118 higher diploma students were invited at the Hong Kong Institute of Vocational Education (Tsing Yi) in this study. Data for this study was collected based on pre-test and a post-test results and a two-tail t-test (inequality) between the groups were employed for analysis, following a focus group study. In summary, the observed difference between the sample groups was not convincing enough to say that the students' performance on MOOC differ significantly. Since the rise of the Information Age, technology has transformed learning and teaching into what is more flexible and interactive, if implemented properly. This qualitative study examined that MOOCs can be a useful vehicle for students journeying into vocational education but an unsatisfied retention rate influences a lot its implementation. The study used pre-test and post-test results together with focus group discussions as research method and data collection tool. The results of this study have revealed that the perceived effectiveness of the course content was a significant factor of MOOCs retention. More importantly, students seemed to endorse the MOOC approach, but this was not how they judge the success or failure of any MOOC effort. Apart from disclosing those motivating factors and de-motivating factors, this study argued that the most critical factors in determining the success or failure of a MOOC effort were the perceived effectiveness of the course content and the interaction with the instructor of the MOOC. In presenting the findings, this study can help educators in school and similar situations maximize effectiveness of the MOOC experience and can contribute to the knowledge of teaching practice by identifying different aspects of the technology-driven approach that facilitates student learning.

PRESENTATION SESSION 15: Positive Media Psychology
(P15, 25/6/2021 14:00-14:45 HKT)

P15-1 Adoption of Video Annotation Tool on a Web-based Video Platform to Promote Reflective Practices and Counselling Skills of In-training Counsellors and Social Workers - A Novel Approach of Pedagogy and Assessment Framework in the Modern Era

Yee Lap TO
Lingnan University

Background: The outbreak of global pandemic COVID-19 has led to the suspensions of face-to-face classes due to the closures of campuses, impeding the learning outcomes of many students in institutes of tertiary education, especially those pursuing professional training of practice, including but not limited to teaching, counselling/psychotherapy and social worker. The recent advancement of technology “video annotation tool” (VAT) in web-based video platform, defined as the function of enabling viewers in remote locations to note down any comments or directly bookmark any video segment on the platform, may shed light on not only assuaging the impacts of “study-from-home” mode adopted by institutes but also effectively addressing the insufficiency of contemporary training modes of many professional programmes. Also, there is a lack of objective, explicit assessment framework for students’ reflective essays.

Objectives: To promote technological pedagogical content knowledge (TPACK) among course instructors, this research proposal intends to (1) elucidate a research design which intends to address the question of how the adoption of VAT on a web-based platform can promote efficient learning of communication skills and reflective practices of students of professional training programmes and (2) introduction to a novel assessment framework which can scaffold students’ growth of depth of reflective thinking and suggest course instructors on how to guide students’ reflective thinking in a progressive manner.

Methods: Students from two classes of the counselling-/social-work-related course participate in this study, and all record two videos for their tripartite practice on parent consultation for self-evaluation and peer comment. One class of students are in the “comparison class” and provided general comments to their peers on the web-based video platform, while those in the “experimental class” use the VAT on the video platform to provide comments to their peers. Two post-practice online questionnaires and reflective journal entries, which aim to measure communication competence and reflective thinking ability, are administered to the student-teachers after the first and second consultation practice. The reflective journal entries are segmented into units of analysis that are scored using a 4-level model of reflective thinking (from 1 to 4), with a higher score indicating demonstration of a higher level of reflective thinking for that segment. Both the number of reflective notes made and the average level of reflective thinking in students’ journal entries are indicators of reflective thinking ability.

Hypotheses: Two mixed ANOVAs are conducted to examine whether students in the experimental (VAT) class improved their reflective thinking ability and communication competence more significantly than those in the comparison (non-VAT) class.

Implications: The present proposal intends to fill in the gap in teaching by (1) corroborating how web-based learning, with the aids of VAT, can be integrated into contemporary professional training courses, and (2) introducing a newly developed assessment framework on reflective thinking.

PRESENTATION SESSION 15: Positive Media Psychology
(P15, 25/6/2021 14:00-14:45 HKT)

P15-2 Enhancing the Awareness of E-mental Health Messages: The Effects of Narrative, Emoji, and Relevance

Chi-keung CHAN and Ka-wai CHAN
Hong Kong Shue Yan University

Research Background and Purpose:

Computer-mediated communication (CMC) via new digital media has been enriching the forms and modes of human communication. These fast-growing changes have also provided great opportunities for mental health professionals to deliver mental health messages and services more effectively and timely through these new digital media (e.g. mobile apps). Jini and Prabu (2019) found that social networking sites are beneficial for stressful people to pay attention to their mental health status. Recent researches have investigated the elements that can enhance the awareness of e-mental health messages. Willoughby and Liu (2018) suggested that narrative e-mental health messages can enhance receivers' awareness through emphasizing central-route deep processing (Petty & Cacioppo, 1986) and mental imagery immersion (Green & Clark, 2012) into the narrative stories. Willoughby and Liu (2018) also found that using emojis can significantly increase viewers' attention to the health messages. They did not find significant interaction effect between emoji and narrative and suggested that message relevance could be a potential moderator. Hence, the purpose of this experimental study investigates the main effects and interaction effects of the nature of a message (narrative vs. non-narrative), the use of emojis (with emojis vs. without), and the content of a message (relevance vs. non-relevance) on enhancing awareness of e-mental health messages.

Hypotheses:

- H1: Narrative message significantly enhances participants' awareness of the e-mental health message than a non-narrative one.
 H2: Use of emojis in a message significantly enhances participants' awareness of the e-mental health message than without using emojis.
 H3: Relevance of a message significantly enhances participants' awareness of the e-mental health message than a non-relevant one.
 H4: Narrative message with the use of emojis significantly enhances participants' awareness of the e-mental health message.
 H5: Use of emojis in a relevant message significantly enhances participants' awareness of the e-mental health message.
 H6: Narrative message with a relevant content significantly enhances participants' awareness of the e-mental health message.
 H7: Narrative message with the use of emojis and a relevant content significantly enhances participants' awareness of the e-mental health message.

Methods:

The present study employed a 2 (Nature of message: narrative or non-narrative) x 2 (Use of emoji: with or without) x 2 (Content of message: relevance or non-relevance) factorial experimental design. 169 university students with moderate mental health status were recruited to participate in this online experiment. The mental health status was measured by the 18-item Psychological Well-being Scale (Ryff, 1995). After initial screening, participants were randomly assigned to one of the eight conditions and then read an e-mental health message. After reading the e-mental health message, their level of awareness of e-health message was measured.

Findings and Implications:

Results of the 3-way Analysis of Variance (ANOVA). The main effect of using emojis to enhance participants' awareness of e-health message was significant. Nevertheless, the main effect of narrative message and relevant message, all two-way interaction effects, and the three-way interaction effect were all insignificant.

Very few researches have investigated the interaction among the narrative, emojis and relevance on awareness of e-mental health messages. This study establishes a solid conceptual framework of understanding the various combinations of effects among the nature of message, the use of emoji and the content of message on the awareness of individuals' mental health status. Although only the main effect of using emojis was significant, this study provides some insights for future investigations on how to effectively deliver e-mental health messages through new digital media to support viewers' well-being.

COLLOQUIUM

(June 26, 09:45-12:00 HKT;
 Venue: Digital Interactive Lab (DIL), 2/F, HKU Main Library)
 Talk (09:45-10:45 HKT, in English)
 Roundtable Discussion (11:00-12:00 HKT, in Cantonese)

Dr. Dawning LEUNG
Founder and CEO, Audio Description Association

Dr. Dawning Leung holds a PhD in Translation Studies from University College London, and her thesis is one of the very first studies conducted on audio description (AD) in a Chinese context. She is the Founder of Audio Description Association (Hong Kong) and has launched a wide array of social innovation initiatives on AD. As an experienced AD trainer and seasoned audio-describer, she has delivered AD training to government departments as well as academic institutions in Hong Kong and the neighbouring regions, and been invited to partake in various AD development projects internationally. Dr. Leung writes AD scripts and records AD soundtracks for audiovisual materials, including TV series produced by Radio Television Hong Kong and films.

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Colloquium Title: Children’s Books and Learning Tools in the Digital Age:

Audio description and tactile production for picturebooks - a multisensory teaching and learning approach.

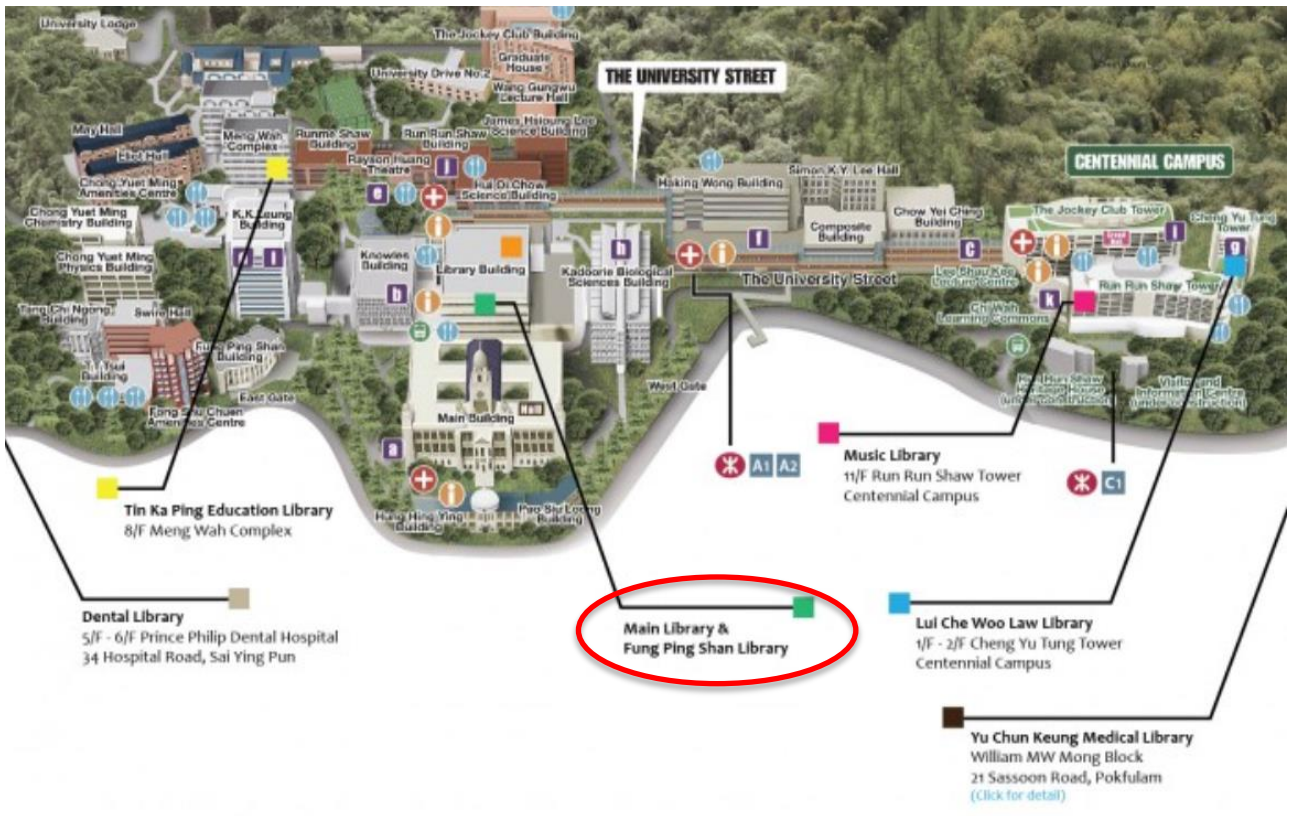
Abstract

Various studies have found that students can retain more new knowledge from multisensory education. The Audio Description Association (Hong Kong) [aka AuDeAHK] has designed, developed and launched an education project called *Jockey Club Community Sustainability Fund - Multisensory Teaching and Learning Programme*. Its core components are audio description and tactile production for picturebooks. ‘Audio Description’ (AD) is a professional technique that translates visual representations into verbal descriptions using concise and vivid language, whereas ‘Tactile Production’ refers to tactile diagrams that consist of raised lines and textures that can be used by the sense of touch. These two features make picturebooks accessible for children with diversified educational needs through sound, image and touch. They can also help children to improve their visual literacy, vocabulary building and memory of new knowledge. This paper presents guidelines on audio descriptive storytelling and tactile production for picturebooks. It also discusses the effectiveness of adopting this multisensory pedagogical approach in language acquisition.

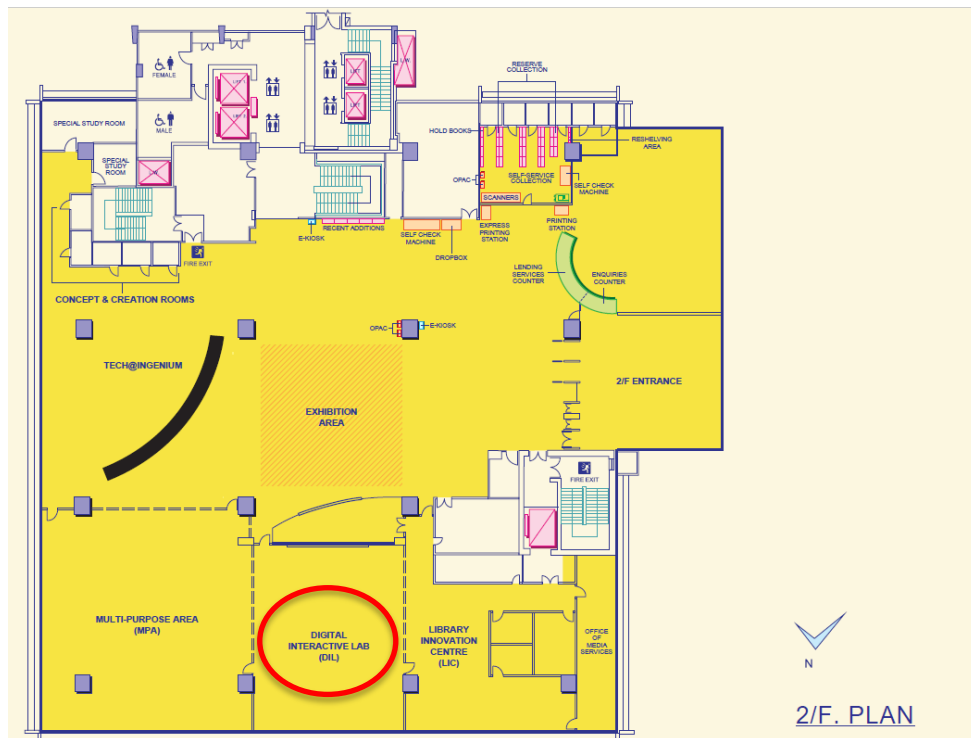
Keywords: audio description, audiovisual translation, tactile diagrams, tactile drawings, guidelines, multisensory, education, language learning, visual literacy, media accessibility, picturebooks, children’s books, reading, storytelling

MAP

HKU Interactive MAP: <https://lib.hku.hk/general/location/>



The venue of Day 3 (26/6/2021): Digital Interactive Lab (DIL) at the Main Library 2/F (see map below)



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