

CPCECPR Conference 2024

Transforming Education to Build a Future-ready Workforce

- AI and EdTech for Transforming Learning, Teaching and Assessment in Higher Education
- Preparing Students and Graduates for the AI Era
- Digital Literacy for Teacher Professional Development

Date: 19-20 April 2024 (Friday and Saturday)

Time: **DAY 1** 10:00 - 17:30 **DAY 2** 9:00 - 13:00 HKT (GMT +8)

Venue: UG06, PolyU Hung Hom Bay Campus (Hybrid via Zoom)

Medium: English



DAY 1

feedback form



DAY 2

feedback form

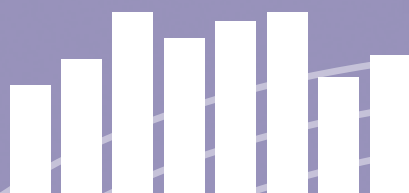


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I. Introduction

About CPCE Centre for Pedagogic Research (CPCECPR)

With a strong commitment to informing and nurturing excellent teachers, curriculum developers and programme leaders at the higher education level in Hong Kong, CPCECPR, established in March 2021, aspires to enhance the scholarship of teaching and learning and pedagogic research in the higher education sector:

1. To enhance the institution's experience, ability, and status in performing research work related to teaching excellence, learning, assessment, curriculum design, and educational leadership.
2. To acquire funding to support research activities, especially in improving the education quality, pedagogical models and methodologies within and across the disciplines, and in promoting equity in education.
3. To provide professional services, including workshops, webinars, seminars, and training programmes, to the education and community sectors, with a view to initiating and sustaining dialogue about teaching excellence.
4. To contribute new knowledge and insights to the academic and education sectors by sharing research findings via conferences, journals, and books.
5. To underpin teaching with knowledge created from the Centre's research and development works and activities.

About the Conference

The bloom of educational technology, especially the rapid development of generative AI, has had immense impacts on higher education. While we are still observing how AI and edtech affect educators and students in the long run, it is exciting to witness how technologies are shaping education and preparing future-ready graduates. In light of this, the CPCECPR Conference 2024 timely presents an opportunity for researchers and educators to engage in discussions about pedagogic research, graduate employability, and the potential of artificial intelligence and education technology. At the Conference, aside from talks delivered by keynote and plenary speakers, we will engage in dialogues with industry partners and peers, and provide an arena for CPCE students and research personnel to showcase their research achievements in the form of poster presentations.

Our conference this year, with the main theme "Transforming Education to Build a Future-Ready Workforce" aims to be a catalyst for innovation and a beacon in the new landscape of higher education. The Conference encompasses the following three sub-themes:

1. AI and Edtech for Transforming Learning, Teaching and Assessment in Higher Education
2. Preparing Students and Graduates for the AI Era
3. Digital Literacy for Teacher Professional Development

II. Organisation of Conference

Hosts

Prof. Peter P. YUEN

Dean, PolyU CPCE;
Professor, Department of Management and Marketing, PolyU

Prof. LEUNG, Chun-wah

Associate Dean (Research), PolyU CPCE; Advisor, CPCECPR

Dr CHAN, Kai-yue Jason, MH, JP

Director of SPEED, Associate Dean (Information and Development) and Head of IT,
PolyU CPCE; Member, CPCECPR

Dr TONG, Ka-man Esther

Division Head, Division of Languages and Communication, PolyU CPCE;
Director, CPCECPR

Conference Organiser

CPCECPR

Organising Committee

Conference Chair

Dr CHEUNG, Eric Lok-ming

Senior Lecturer, Division of Languages and Communication, PolyU CPCE;
Chairperson, Workshop/ Seminar/ Webinar/ Conference Organisation Subcommittee

Committee Members

Dr CHAN, Pik-wah Pat

Lecturer, Division of Science, Engineering and Health Studies, PolyU CPCE;
Member, CPCECPR

Dr GUO, Xilin

Senior Lecturer, Division of Social Sciences, Humanities and Design, PolyU CPCE;
Member, CPCECPR

Dr HUNG, Tsz-Wan Andrew

Senior Lecturer, Division of Social Sciences, Humanities and Design, PolyU CPCE;
Member, CPCECPR

Dr HUSSAIN, Bilal

Lecturer, Division of Science, Engineering and Health Studies, PolyU CPCE;
Member, CPCECPR

Dr KWOK, Frieda Yuk-yin

Senior Lecturer, Division of Languages and Communication, PolyU CPCE;
Member, CPCECPR

Dr LAI, Wience Wing-sze

Senior Lecturer and Associate Head, Division of Languages and Communication, PolyU CPCE;
Deputy Director, CPCECPR

Dr LAU, Mei-mei May

Lecturer, Division of Business and Hospitality Management, PolyU CPCE;
Member, CPCECPR

Mr LO, Po-kan Noble

Lecturer, Division of Languages and Communication, PolyU CPCE;
Member, CPCECPR

Dr LU, Wen Melody

Lecturer, Division of Languages and Communication, PolyU CPCE;
Member, CPCECPR

Dr SHI, Huiwen

Senior Lecturer, Division of Languages and Communication, PolyU CPCE;
Member, CPCECPR

Ms SIU, Lok-Yi Phoebe

Lecturer, Division of Languages and Communication, PolyU CPCE;
Member, CPCECPR

Dr SUN, Vera Nim-yan

Senior Lecturer, Division of Social Sciences, Humanities and Design, PolyU CPCE;
Member, CPCECPR

Dr TONG, Ka-man Esther

Division Head, Division of Languages and Communication, PolyU CPCE;
Director, CPCECPR

Dr VYAS, Anand

Lecturer, Division of Science, Engineering and Health Studies, PolyU CPCE;
Member, CPCECPR

Dr WEBSTER, Carol

Lecturer, Division of Languages and Communication, PolyU CPCE

Dr WONG, Macy Mei-chi

Senior Lecturer, Division of Business and Hospitality Management, PolyU CPCE;
Chairperson, Research Personnel/ Student Subcommittee CPCECPR

Dr WUT, Tai-ming Edmund

Senior Lecturer, Division of Business and Hospitality Management, PolyU CPCE;
Chairperson, Facility Development Subcommittee, CPCECPR

Administrative Support

Administrative Team, Division of Languages and Communication, PolyU CPCE

III. Programme Schedule

Day 1 | Friday (11:00 am-5:30 pm)

Time	Agenda	Speaker	
10:00 am	Registration		
11:00 am	Welcoming remarks		
11:10 am	Welcome speech	Prof LEUNG Chun-wah Associate Dean (Research), CPCE PolyU	
11:20 am	Keynote address by Guest of Honour		
11:30 am	Group photo-taking and souvenir presentation		
11:50 am	Keynote Speech: What are the student competencies for productive use of generative AI?	Prof. David Carless Professor, Head of Academic Unit of Social Contexts and Policies of Education, Faculty of Education, The University of Hong Kong	/ Keynote Session 1 /
12:30 pm - 2:15pm	Lunch / Student and Research Assistant Poster Presentations		
Subtheme 1: AI and Edtech for Transforming Learning, Teaching and Assessment in Higher Education			
2:00 pm	Group Photo-taking		
2:10 pm	Keynote Speech: AI, pedagogy and assessment in Higher Education	Prof. Gail Forey Professor, Associate Dean (Education), Department of Education, University of Bath, United Kingdom	/ Keynote Session 2 /
2:50 pm	Presentation 1a: Enhancing students' L2 writing skills online: Use of Padlet and Zoom in an Introductory Literature Course	Dr Huiwen Shi Senior Lecturer, Division of Languages and Communication, CPCE PolyU	
3:10 pm	Presentation 1b: Fostering Quality Education with Generative AI: Opportunities & Challenges to Achieve Sustainable Development Goal 4	Dr Chammy Lau Senior Lecturer, Division of Business and Hospitality Management, CPCE PolyU	
3:30 pm	Q&A Session		
3:40 pm	Break with Refreshments		
4:00 pm	Invited Workshop: Connecting learning theory and practice through VEO – with AI to assist human learning processes	Dr Paul Miller CEO, Video Enhanced Observation (VEO)	Feedback 
5:00 pm	Lucky Draw #1		
5:30 pm	End of Day 1		

Time	Agenda	Speaker	
8:30 am	Registration		
9:00 am	Photo-taking and Souvenir Presentation for Day 2 Speakers		
Subtheme 2: Preparing Students and Graduates for the AI Era			
9:10 am	Keynote Speech: Transforming Assessment in the Age of GenAI for Future-ready Graduates	Dr Julia Chen Director of Educational Development, Institute for Higher Education Research and Development, Educational Development Centre, The Hong Kong Polytechnic University	/ Keynote Session 3 /
9:50 am	Conversations with Industry Representatives Facilitator: Dr Jason Chan MH JP Associate Dean (Information and Development), Director of SPEED, Head of IT, CPCE PolyU	Prof. Emil Chan Co-Chair, Hong Kong Digital Finance Association Dr Wendy Woon Ming Lee General Manager, Chavelier (Network Solutions) Ltd. Mr Alex Hung MH CEO, Crossover International Co. Ltd.	
10:30 am	Presentation 2a: CPCE Employability Services Office – Promoting Graduate Employability	Dr Macy Wong Head, CPCE Employability Services Office; Division of Business and Hospitality Management	
10:45 am	Break with Refreshments Student and Research Assistant Poster Presentations		
Subtheme 3: Digital Literacy for Teaching Professional Development			
11:10 am	Keynote Speech: Instructors' AI Readiness and Making Informed Decisions for Strategizing Education, Teaching & Learning	Dr Sean McMinn Director, Center for Education Innovation, Hong Kong University of Science and Technology	/ Keynote Session 4 /
11:50 am	Presentation 3a: Considering the Professional GenAI Competence Teachers Need in the Generative AI-Age	Dr Benjamin Moorhouse Assistant Professor, Department of Education Studies, Faculty of Social Science, Hong Kong Baptist University	
12:10 pm	Presentation 3b: Making our graduates ready for the AI era through multimodal learning & teaching (Online)	Dr Adam Wong Senior Lecturer, Division of Science, Engineering and Health Studies, CPCE PolyU)	
12:30 pm	Q&A Session		Feedback 
12:40 pm	Closing Remarks		
12:50 pm	Lucky Draw #2		
1:00 pm	End of Conference		

IV. Keynote Sessions

Keynote Session 1

Keynote Speaker



Prof. CARLESS, David

**Professor, Head of Academic Unit of Social Contexts and Policies of Education
Faculty of Education, The University of Hong Kong**

David Carless works as a Professor at the Faculty of Education, University of Hong Kong. He has worked in Hong Kong for more than 35 years and specializes in assessment and feedback in higher education. He was the winner of a University Outstanding Teaching Award in 2016. His books include *Designing effective feedback processes in higher education: A learning-focused approach*, by Winstone and Carless, 2019; and *Excellence in University Assessment*, 2015, both published by Routledge. More details about his work are on his website: <https://davidcarless.edu.hku.hk/>

Topic

What are the student competencies for productive use of generative AI?

Abstract

Generative AI is a potential stimulus for student learning but also risks becoming a barrier if students become over-reliant or use it inappropriately. Under what circumstances might generative AI help or hinder students to achieve intended learning outcomes? In this talk, I share my ongoing research on students' use of generative AI for academic work, and the competencies they need to develop. Data arise from work-in-progress trying to understand and interpret student use of generative AI in various disciplines. Data sources include individual and focus group interviews with students and teachers; generative AI artefacts, think aloud and stimulated recall evidence of student use of generative AI. Four themes are discussed: dialogue and probing with generative AI; verification and judgement of its outputs; tackling over-reliance and the co-construction of texts; and learning how to use generative AI productively. Implications include training students in asking questions and sustaining dialogues; and modelling the development of evaluative expertise. A potentially powerful facilitating tool lies in collaborative demonstration of generative AI use which could involve external sources (e.g. YouTube), invited experts, students, teachers or some combination of the above. Modelling of powerful learning activities represents a high leverage strategy.

Keynote Session 2

Keynote Speaker



Prof FOREY, Gail

Professor, Associate Dean (Education), Faculty of Humanities and Social Sciences, Department of Education, University of Bath, United Kingdom

Gail Forey is currently Associate Dean (Education), Faculty of Humanities and Social Sciences and Professor of Applied Linguistics, Department of Education, the University of Bath. Her research interests include workplace discourse, Systemic Functional Linguistics, discourse analysis, language education and teaching development. She's currently involved in researching disciplinary literacy, language-based pedagogy, and professional development of teachers.

Topic

AI, pedagogy and assessment in Higher Education

Abstract

As technological advancements continue to reshape educational landscapes, it's increasingly vital to understand the implications of Generative AI (Gen AI) on teaching and learning. This presentation discusses current practices regarding academic integrity and assessment in light of AI. Specifically, in this paper I explore the complexities of developing a university-wide approach that addresses and incorporates the rapid advancements of Gen AI in Higher Education (HE) contexts. Ethical considerations surrounding the integration of AI in assessment and pedagogy will be examined. At the same time, the need to foreground, and uphold fairness, transparency, and equity in educational practices will be discussed. By exploring the intersection of AI, assessment, pedagogy and practice in HE, this presentation aims to contribute to the ongoing discussions that provide valuable insights and strategies. It's hoped that the discussion and insights support educators to navigate the evolving landscape of HE, ultimately fostering equity, enhancing the student experience, and cultivating greater employability skills in our digital age.

Keynote Session 3

Keynote Speaker



Dr CHEN, Julia

Director of Educational Development, Educational Development Centre, PolyU

Julia Chen is the Director of the Educational Development Centre at The Hong Kong Polytechnic University. She holds a PhD in Applied Linguistics and is a Principal Fellow of Advance HE (PFHEA). One of her research interests is leveraging technology for quality enhancement. She currently leads a GenAI-related project that involves all eight UGC-funded universities in Hong Kong.

Topic

Transforming Assessment in the Age of GenAI for Future-ready Graduates

Abstract

The rapid progression of Generative AI has upended higher education. Over the past year, educational institutions around the world have been wrestling with the decision of whether to modify their assessment tasks and practices, and if so, how to effectively implement these changes. This keynote will present potential strategies for assessment redesign and share insights from assessment tasks gathered during the first semester of the current academic year. It will highlight the key features of the revised tasks and identify emerging patterns; and discuss the challenges and dilemmas that frontline teachers encounter during the process of contemplating, planning, and executing assessments in the era of Generative AI. The presentation will explore the potential application of Generative AI in iterative or informal assessments, and examine the learning objectives of assessments that could equip students with the necessary skills for the future workplace. To underscore these key points, authentic examples will be provided throughout the discussion.

Keynote Session 4

Keynote Speaker



Dr McMINN, Sean

**Director, Center for Education Innovation,
Hong Kong University of Science and Technology**

Dr Sean McMinn, the Director of Center for Education Innovation at The Hong Kong University of Science and Technology (HKUST), has over 20 years' experience in higher education. He has interests in artificial intelligence and education, digital literacies, and networked learning and has published and presented at international conferences on these subjects.

Topic

Instructors' AI Readiness and Making Informed Decisions for Strategizing Education, Teaching & Learning

Abstract

Artificial intelligence (AI) is transforming various aspects of education, such as curriculum design, assessment, feedback, and student support. However, the adoption and integration of AI in education requires the readiness and competence of instructors, who play a crucial role in facilitating and enhancing teaching and learning. This talk aims to explore the concept of instructors' AI readiness and its dimensions and propose principles and guidelines for making informed decisions for strategizing education and teaching and learning with AI. By referring to case scenarios from The Hong Kong University of Science and Technology and relevant literature, the talk also covers the implications for developing instructors' AI readiness and supporting them in making informed decisions for integrating AI in their teaching practice. This includes, for example, discussing the importance of instructors' metacognitive awareness when using AI for teaching and learning.

V. Plenary Sessions

Plenary Session 1:

AI and Edtech for Transforming Learning, Teaching and Assessment in Higher Education



Dr SHI, Huiwen

Senior Lecturer, Division of Languages and Communication, PolyU CPCE

Dr Shi completed her PhD at the School of English at the University of Hong Kong. Her research interests lie in contemporary poetics, service-learning, and English language pedagogy. She has published journal articles on digital storytelling (2024), contemporary elegy (2022), and emergency online teaching (2021).

Topic

Enhancing students' L2 writing skills online: Use of Padlet and Zoom in an Introductory Literature Course

Abstract

This study examines an introductory literature course offered at a community college in Hong Kong. It focuses on the 2020-21 academic year when the course was conducted solely online, reflecting the emergent educational norms necessitated by the pandemic. Adopting narrative inquiry, semi-structured interviews, and textual analysis of students' literary criticism essays, the research illustrates the effectiveness of online feedback sessions and collaborative writing in improving the writing of L2 students. It specifically details the benefits of personalized Zoom consultations and the use of Padlet for collaborative writing tasks in bolstering students' language proficiency and critical thinking. We find that digital tools, when properly used and adjusted for specific genres, can not only broaden the scope of literary education but also strengthen its role as content-based ESL education for sustainable application.



Dr LAU, Yan-lam Chammy

Senior Lecturer, Division of Business and Hospitality Management, PolyU CPCE

Dr Chammy Lau is a Senior Lecturer in the Division of Business and Hospitality Management, College of Professional and Continuing Education, the Hong Kong Polytechnic University. Her research interests include VR/AR tourism, tourism impact studies, festival tourism, sustainable tourism development and transport geography.

Topic

Fostering Quality Education with Generative AI: Opportunities & Challenges to Achieve Sustainable Development Goal 4

Abstract

ChatGPT is an emerging generative artificial intelligence (Gen AI) tool which presents novel opportunities and challenges to the ongoing digital transformation of education. This study aims to explore the dynamic landscape where Gen AI intersects with education and the pursuit of Sustainable Development Goal (SDG) 4. This presentation employs a systemic review approach to summarize and contrast the viewpoints posted in the Hong Kong local social media regarding the use of Gen AI in education. Additionally, the findings presented in this study are also based on the interviews conducted with the undergraduate students about their echoes surrounding the use of ChatGPT during their final-year capstone project experience. The author aims to share those insightful information on how Gen AI incorporates into the educational setting to impact students and teachers, while achieving SDG.



Dr WONG, Mei-chi Macy

Senior Lecturer, Division of Business and Hospitality Management, PolyU CPCE

Dr Macy Wong is the Head of the CPCE Employability Services Office (CESO) and a Senior Lecturer in the Division of Business and Hospitality Management. As the Head of CESO, she is committed to leading the CESO in providing all-round employability services and employment related activities beneficial to students' career development. Macy enjoys working in teams for projects funded by the Research Grants Council as well as leading the Quality Enhancement Support Scheme (QESS) projects related to industrial attachment. Throughout 2017-2022, she successfully sought over HK\$21 million from the QESS, enhancing students' employability and strengthening the school's industry connections through various employability and entrepreneurship services, activities, and events, including the Career Fair, Annual Employability Forum, various Placement & Scholarship Programmes, and Start-up Starter Programme, etc.

Topic

CPCE Employability Services Office – Promoting Graduate Employability

Abstract

In an era marked by rapid technological advancements and shifting economic landscapes, the employability of graduates has become a cornerstone for educational institutions worldwide. The CPCE Employability Services Office (CESO) is dedicated to equipping students with the requisite skills and experiences to thrive in the evolving job market. This presentation will provide a look at the recent projects and events CESO orchestrated to enhance the employability of future graduates, including Your Elite Path (YEP) and Your Reliable Talent (YRT) Programme, as well as the PolyU CPCE Career Fair 2024 in March.



Dr MOORHOUSE, Benjamin

**Assistant Professor, Department of Education Studies,
Faculty of Social Science, Hong Kong Baptist University**

Dr Benjamin Luke Moorhouse FHEA is an Assistant Professor in the Department of Education Studies, Hong Kong Baptist University (HKBU), Hong Kong, China. He leads the GenAI Tools Taskforce at HKBU. His publications about GenAI and education have appeared in, RELC Journal, Computers and Education Open, and Computers and Education: Artificial Intelligence. Benjamin was in the top 2% of most-cited scholars in the world (2022 and 2023).

Topic

Considering the Professional GenAI Competence Teachers Need in the Generative AI-Age

Abstract

The release of ChatGPT, a generative AI (GenAI) tool, in November 2022 sent shockwaves through the education community. Although, teachers have constantly needed to develop new skills and knowledge in response to technological advancements, the emergence and rapid uptake of GenAI requires us to consider the competencies teachers need to be effective and stay relevant. In this talk, I briefly chart the ways technologies have changed the knowledge and skills needed to be a teacher, I then examine the development of GenAI, before proposing a conceptual framework that details the Professional GenAI Competence Teachers need in the GenAI-Age. The framework can be used to support teacher professional development, and as a reflective tool for teacher self-development. Suggestions for ways to develop Professional GenAI Competence will be proposed.



Dr WONG, Ka-lok Adam

Senior Lecturer, Division of Science, Engineering and Health Studies, PolyU CPCE

Dr Adam Wong has over 20 years of experience in the Information Technology industry. He has published in international conferences and international peer-reviewed journals. He has also implemented government-funded research and education enhancement projects.

Topic

Making our graduates ready for the AI era through multimodal learning & teaching (Online)

Abstract

This paper proposes a multimodal learning and teaching approach to prepare university graduates for the AI era. The rapid advancement of artificial intelligence (AI) has transformed the job market, necessitating a shift in higher education. Multimodal learning integrates visual, auditory, and kinesthetic modalities to enhance the learning experience. By incorporating diverse instructional materials such as text, images, videos, and interactive simulations, students gain a comprehensive education that better equips them for the complexities of the AI era. This paper will begin by discussing the benefits of multimodal learning and teaching in education. Then, it will propose a framework for designing learning tasks that fairly assess students' ability to apply their knowledge and skills in real-world applications. The proposed assessment will use natural language processing and computer vision. Finally, this paper will provide some practical recommendations for teachers to implement multimodal approaches in higher education institutions, ensuring that university graduates are well-prepared to thrive in the AI era.

VI. Invited Workshop



Dr MILLER, Paul

CEO, Video Enhanced Observation

Paul has worked with global education organisations to transform learning practices using technology-mediated reflection and feedback. With a career spanning business, education and research, work for Newcastle University, UK, involved designing and delivering large-scale teacher CPD programmes across West Africa. His interests lie in creating innovative, scalable solutions for learning.

Topic

Connecting learning theory and practice through VEO – with AI to assist human learning processes

Abstract

This presentation describes how learning processes in complex scenarios such as teaching can be supported with a flexible technology (VEO) to enhance feedback and reflection.

Originally conceived to catalyse learning in large scale teacher training scenarios, VEO is built on principles that originate in the work of Dewey, over a Century ago and emphasizes the importance of interaction and process, as well as content. This is enabled by combining easily accessed video technology with social media-style collaboration networks and given rigour through embedding flexible frameworks for reflection, feedback and assessment.

Recent AI developments assist the human learner in reflection and feedback, illuminating key features of scenarios for rapid insight and further evaluation. The presentation ends with a discussion of future learning possibilities and how technology might further enhance valuable and natural learning processes at scale.

VII. Conversations with Industrial Representatives

The key theme of this forum will be relevant to nurturing future-ready candidates as they enter the workforce in the digital era. The guest speakers will share what attributes these candidates should possess, in what ways they can acquire these attributes and digital/ AI-related skills, and how they are supported to better adapt to the ever-changing workplace.

Facilitator



Dr CHAN, Kai-yue Jason, MH, JP

Director of SPEED, Associate Dean (Information and Development) and Head of IT, PolyU CPCE

Guest speakers



Prof. CHAN, Emil

Co-Chair, Hong Kong Digital Finance Association

Emil is a FinTech evangelist with over 20 years of experience in managing IT and business transformation projects in international financial institutions. He had worked for several sizeable international banks including Credit Suisse and BayernLB as the roles of First Vice President, Head of IT in Asia Pacific, Project Director and Operations Manager AP. He has extensive experience in both Business and IT consulting encompassing the design, setup, leading and managing of cross-border projects throughout Asia. He is the visiting and adjunct professor and lecturer as well as advisor of various departments of local universities including HKU, PolyU, CityU, Hang Seng U, Lingnan U and VTC.

In the past 10 years, he participated actively in voluntary community services related to popular adoption of technology. He is the Founding Chairman of the Association of Cloud and Mobile Computing Professionals, The FinTech Committee Chairman of the Smart City Consortium, Vice Chairman of Hong Kong New Emerging Technology Education Association and the Honorary Chairman of StartHK promoting proper usage of Cloud and Mobile, the developing digital banking ecosystem, STEM education as well as the adoption of startup culture in Hong Kong. He is a member of the Entrepreneurship Committee Advisory Group and Mentors Network of HK Cyberport, Guangzhou CP-Nest Incubator of Chinese Academy of Sciences and Chief Judge of the HK ICT Startup Award 2019. In order to unleash Hong Kong's potential and let it play a new role in the Greater Bay Area, Emil also hosts seminars, delivers public speeches and publishes articles of FinTech related topics on local newspapers and interviewed by various media from time to time.



Dr LEE, Woon-ming Wendy

General Manager, Chevalier (Network Solutions) Ltd.

Dr Wendy Lee has dedicated over two decades of her career to the Innovation and Technology Sector. She presently holds the position of General Manager and is a renowned columnist specializing in technology. She has been instrumental in advancing the development of Hong Kong's technology industry, with a particular emphasis on innovation, creativity, entrepreneurship, STEAM education, talent cultivation, professional status enhancement, and the digital transformation of various industries. In recognition of her contributions, she was awarded the "2012 Hong Kong Young Women in Business Award" by the City Junior Chamber and the "Outstanding ICT Women Professional Award 2020" by the Hong Kong Computer Society.

Dr Lee holds a Bachelor of Engineering degree in Electronics and Computer Engineering from the University of British Columbia in Canada, a Master of Business Administration from the University of Leicester in the UK, and a Doctorate of Business Administration from the University of South Australia, with her research focusing on the technical application of Building Information Modeling (BIM) in Hong Kong's construction industry.



Mr HUNG, Alex, MH

Founding chairman, HKNETEA; CEO, Crossover Internation

Mr Alex Hung, MH, with nearly three decades of experience, is the founding chairman of HKNETEA and the CEO of Crossover International Co. Ltd., specializing in software development and ICT consulting. He holds an MBA and an MSc from HKUST, as well as a BSc. in Computer Science from HKU. Alongside his business leadership, he contributes to academia as an Honorary Lecturer at HKU and teaches at HKUSPACE and Thei, blending his industry expertise with educational roles to support the growth of technology professionals.

VIII. Student/ Research Personnel Poster Presentation



Ms LAU, Suk-yiu Sylvia

Research Assistant, Division of Languages and Communication, CPCE PolyU

Ms. Sylvia Lau is currently pursuing a Master of Arts degree in Applied Linguistics at the University of Hong Kong while also serving as a Research Assistant at the School of Professional Education and Executive Development, The Hong Kong Polytechnic University. With previous experience as a research assistant in various Applied Linguistics research projects, she has demonstrated a strong passion for research. Her current research interests are centred around Multimodal Discourse Analysis, Cantonese Linguistics, and Corpus Linguistics.

Topic

A Corpus-based Study to Compare the Acknowledgements in Master's and PhD Dissertations: Acknowledgees and Their Address Forms

Abstract

This research paper presents a corpus-based study comparing the acknowledgments in master's and PhD dissertations from the applied linguistics field in Hong Kong. The study aims to explore who is being acknowledged and how they are addressed by the writers. This study will also compare the findings from Hyland (2003) which had conducted a similar study 20 years ago. The paper begins with a literature review on acknowledgments in dissertations and the methods and procedures of the study. Results show an increase in the importance of acknowledgments among postgraduates, with both master's and PhD students being more aware of the purposes and functions of acknowledgments. The naming practices of academics, friends, and family members are explored, along with the thanking of oneself. The study concludes that further research is necessary to confirm the interpretations due to the limited size of the corpus data.



Ms LEUNG, On-chung Theodora

First-year Student, Division of Languages and Communication, CPCE PolyU

Leung On Chung Theodora is a first-year student researcher at the School of Professional Education and Executive Development (SPEED), majoring in Languages and Communication. Her passion for language teaching sparked during her first part-time job as a primary school tutor after completing the DSE (Diploma of Secondary Education). Throughout her experience, she has explored various methods to help students effectively learn Chinese. Inspired by the "樂遊古詩" app developed by The Education University of Hong Kong (EdUHK), Theodora delved into studying multimedia efficiency in Chinese teaching. Her ultimate goal is to pursue a career related to Classical Chinese culture and primary school teaching. In her free time, she indulges in studying the ancient Egyptian language.

Topic

A Comparison of the Teaching Outcomes in the Singing Strategy, “唱古詩” from the Educational App “樂遊古詩” to Senior Primary School Students with Varying English Speaking Proficiencies

Abstract

Classical Chinese poetry plays an important role in cultivating students' traditional Chinese culture and literacy capabilities. However, there is an increasing number of parents emphasizing the development of their children's English proficiency nowadays, which may lead students to lose interest in poetry. In response to this, The Education University of Hong Kong (EdUHK) has developed a mobile application called “樂遊古詩” (translated as “Enjoying Ancient Poetry”) to assist students in learning Classical Chinese poetry. This paper aims to explore the outcomes of using one of the application's functions, the singing strategy known as “唱古詩” (translated as “Singing Ancient Poetry”), to help students read and recite the poems. The research adopts a mixed-methods approach to assess the learning progress of a total of 12 primary school students in grades P4 to P6, divided into two variable groups. The results highlight the effectiveness of the singing strategy and identify different types of pronunciation mistakes made by the students in both recitation and reading. These findings provide valuable insights for teachers in their educational practices.



Ms MA, Ka-ye Kelly

**Research Assistant, Division of Science, Engineering and Health Studies,
CPCE PolyU**

Kelly MA is a committed individual engaged in research and academia. With four years of experience in the airline customer service sector, Kelly capitalizes on her expertise and enthusiasm. Currently serving as a Research Assistant at PolyU SPEED, Kelly is also pursuing a master's degree in international hospitality management at the Hong Kong Polytechnic University. In her dual role, Kelly exhibits willingness to tackle challenges, attention to detail, and the ability to juggle multiple responsibilities. As a Research Assistant, Kelly actively contributes to government-funded research projects, employing her expertise in academic writing. Simultaneously, as a master's student, Kelly is expanding her academic horizons and specializing in strategic management. With her determination and thirst for knowledge, Kelly is poised to make significant impacts in research and academia, while inspiring others along the way.

Topic

Future of Hong Kong Outbound Tourism— Impact of COVID-19

Abstract

Prior to COVID-19, Hong Kong (HK) residents demonstrated a constantly high traveling demand in terms of their frequencies of traveling and the amount they spent overseas. However, due to COVID-19 pandemic, the international tourism suspended, and HK residents were forced to stay home for over 3 years without any leisure traveling. Nonetheless, everything will pass one day, so as pandemic. HK residents resumed their frequent travel again as the inbound travel restrictions fully lifted. Yet, destinations apparently cannot catch up with the tactics on how to pitch HK residents, a high revenue-generating segment in order to help boost their local economic recovery. Thus, this study used a 10-item Theory of Planned Behavior (TPB) items as the basis, with 113 surveys collected and analyzed, to see what factors contributed to HK residents' destination preference(s). The findings suggest that, while North-east Asian regions were widely preferred by HK residents of different age groups, subjective norms significantly influenced the destination preference. Giving attention to the post-pandemic travel purposes and destination preferences may allow other destinations to prototype or develop innovative strategies to attract HK tourists and benefit from their spending in the destinations.



Mr SUM, Chun Kit Tony

Final-year Student, Division of Languages and Communication, CPCE PolyU

Tony Sum (stylized as “TonY SuM”) is a student of Bilingual Studies and Translation at the Division of Languages and Communication, CPCE PolyU. His research interests lie in rap music, and Cantonese and English Phonetics. Aside from his study, TonY is an active singer-songwriter specializing in Hong Kong rap music.

Topic

Contrastive Analysis of Canto-Rap and English’s Rap in Rhyme and How the Phonological Characteristics in Rhyme Affect Hong Kong Lyricists and Rappers in Writing Songs

Abstract

This study investigates the phonological characteristics in rhymes of Cantonese and English’s rap songs and their impact on listeners and Hong Kong’s lyricists and rappers when writing lyrics. Hong Kong, as a city promoting biliteracy and trilingualism, features Cantonese, English and Putonghua, the three languages mostly spoken and used by Hong Kong citizens. Despite enjoying a less prestige status compared to English, Cantonese is still the most frequently spoken and used language in daily communication among local citizens. In the recent decade, the development of Hong Kong independent, or “indie” music industry (unsigned music creator(s) by any mainstream music labels) has brought considerable impact to Hong Kong culture and the local economic consumption. In particular, “Canto-Rap” is one of the most rapidly developed music. As rap is a music genre with abundant wordplay, punchline and stylistic syntax features in a specific language, studying the linguistics features in a rap song sheds lights on these elements. Given very few detailed comparisons between rhymes of Canton-Rap and English Rap in the previous research literature, the main focus of this poster is the Cantonese and English rhymes. Primarily targeting Hong Kong lyricists and rappers, this poster also aims to provide insights for music critics, linguists, scholars, language teachers, speech therapists and others interested in the prosodic features of Cantonese and English.



Mr SHEN, Daniel

CEO, Soqgle

Daniel Shen is a distinguished figure in the intersection of immersive learning, game-based learning, and experiential education. With a rich background in banking, where he excelled in project and product development, Daniel transitioned to the education sector, motivated by a deep-seated desire to impact society positively. His work in education leverages his expertise in technology, focusing on creating engaging, interactive learning experiences that go beyond traditional methodologies. Daniel's innovative approach integrates immersive technologies, such as virtual reality and the metaverse, with game-based elements to foster a hands-on, experiential learning environment. His research and publications, particularly in the realm of immersive learning, have contributed valuable insights into how these cutting-edge technologies can be effectively applied to enhance learning outcomes, engagement, and student performance across various disciplines.

Topic

Classlet: Navigating the Future of Learning with Virtual Reality

Abstract

The integration of Virtual Reality (VR) and Augmented Reality (AR) in educational settings is revolutionizing traditional teaching methods through immersive technologies that boost student engagement and accommodate diverse learning styles. This study evaluates the effectiveness of VR and AR, using Soqgle Classlet—awarded the 2023 QS Reimagine Education prize for Breakthrough Technology in Education—in enriching educational outcomes. Our findings highlight positive feedback on enhanced learning experiences, accounting for 22% of mentions, increased interactivity with 18% of mentions, and the advancement of technological innovation in learning processes with 24% of mentions. Challenges such as sensory overload and content creation complexity persist, but ongoing developments have shown promising progress, evident from the significant discussions surrounding these issues. This study underscores the transformative potential of VR and AR to foster dynamic, interactive, and inclusive educational environments.



ZHANG, Ziyang Hazel

Final-year Student, Division of Languages and Communication, CPCE PolyU

Zhang Ziyang (Hazel) is currently a final-year student of Language and Professional Communication at PolyU SPEED. Prior to her current study, she completed two years of Bilingual Broadcasting studies at the Communication University of Zhejiang, and further enriched her theoretical knowledge and practical experience through internships at traditional Chinese television stations and innovative new media companies. Zhang's main research interest lies in the field of education and language communication, technology-enabled language teaching and learning in particular. Zhang is about to embark on a new academic pursuit, where she will be pursuing a master's degree in education in Australia. With her experience and passion, she hopes to contribute to the field of English language teaching and the broader discussions on education.

Topic

A Functional Study of ChatGPT on Creative Thinking and Opinion Refining in Chinese International High School Students' English Writing

Abstract

This study explores the application of ChatGPT in English writing instruction for international high school students, focusing on its effects and potential to enhance writing abilities. Using a mixed-methods approach, including surveys, experiments, and analysis, it examines students' attitudes, adoption, and use of ChatGPT in the learning context. By comparing essays written conventionally and with ChatGPT assistance, the study assesses its impact on writing quality, cognitive development, and autonomous learning strategies. Incorporating international data on AI in education, the research situates findings within the broader landscape of edtech advancements. It aims to clarify ChatGPT's role in English writing instruction, identify challenges (e.g., overreliance), and opportunities (e.g., fostering responsible AI-assisted learning). The study provides empirical guidance for educators to effectively integrate ChatGPT and similar technologies into teaching, ultimately improving instruction and cultivating globally competent writers with advanced skills and critical thinking.

IX. General Information

CPCE Centre for Pedagogic Research (CPCEPR)



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CPCEPR Website: <https://cpr.cpce-polyu.edu.hk/>

Conference Venue

UG06, PolyU Hung Hom Bay Campus

8 Hung Lok Road, Hung Hom, Kowloon

(Exit B1, MTR Hung Hom Station or Exit B, MTR Whampoa Station)



Luncheon Venue

Crystal Harbour Restaurant

3/F, Harbourview Horizon, 12 Hung Lok Road, Hung Hom, Kowloon

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