

ELITE 2023 International Conference on

**Engaging Learning and Innovative Teaching  
in Higher Education**

15-17 November 2023

Host at Tung Wah College (conducted online via Zoom)

Organized by:

The Centre for Innovative Teaching and Learning (CITL)  
Tung Wah College

Enquiries: [citl@twc.edu.hk](mailto:citl@twc.edu.hk)

## International Conference on Engaged Learning & Innovative Teaching in Higher Education (ELITE 2023)

15<sup>th</sup> – 17<sup>th</sup> November 2023

Host at: Tung Wah College (TWC), Hong Kong (*conducted online*)

Organized by: *The Centre for Innovative Teaching and Learning (CITL), Tung Wah College*

Enquiries: [citl@twc.edu.hk](mailto:citl@twc.edu.hk)

### Conference Chair

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*Centre for Innovative Teaching  
and Learning, Tung Wah  
College, Hong Kong SAR, China*

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### Call for Papers

In response to the challenges, a new paradigm of *educating for knowledge and educating for skills* has arisen in higher education. Reports and media quotes described that: *"Colleges are failing to meet the demands of students and the outcome is a crisis for universities. Students are looking for career-aligned diplomas elsewhere,"* Utah *"continues in the steps of other governments and private firms that have shifted away from requiring a four-year degree to fill 98% of state executive branch posts,"* *"More than 70% of employers claim that a college education is no longer a trustworthy indicator of an employer's quality,"* *"The feedback mechanism that is the characteristic of the majority of jobs today is not present in the college classroom, which reinforces the message that failure is unacceptable and the majority of students have never experienced it,"* and so on.

Higher education academics have long held the view that a college's role is to provide students with a wide education, and they continue to be extremely wary of anything that suggests vocational training. The idea that firms prepare workers for employment while colleges provide general education for life must be challenged if higher education is to remain relevant to students. There have been suggestions that there is no reason why colleges shouldn't offer both a broad education and the specialized skills required for the industry. One of the issues with higher education today is that even when the most beneficial learning opportunities are increasingly occurring outside of the classroom or away from campus, students are still paying ever-rising tuition prices for the academic experience on campus. To meet students' expectations for return on investment, higher education must re-think on how to tackle the challenges.

In order to adapt to it and reinvent curriculum, teaching pedagogies, assessment, and make higher education more relevant to students' lives and therefore more engaging, innovative ideas, models, and frameworks are developing, experimenting, and evaluating.

For instance, the 60-Year Curriculum, which is centered on lifelong learning about occupational changes and transition and was proposed by Christopher Dedi and his colleagues, aims to build young people's capacity for constant reinvention to deal with an uncertain and changing workplace and to take on

- HAR, Frankie TK, *The Hong Kong Polytechnic University, Hong Kong SAR, China*
- HUNG, Kin Ho, Benson, *Vocational Training Council, Hong Kong SAR, China*
- HÜSTER, Eberhard, *Balthasar-Neumann-Technikum (BNT) Trier, Germany*
- LAI, Christopher Wai Keung, *Singapore Institute of Technology, Singapore*
- LAM, Chi Ming, *The Education University of Hong Kong, Hong Kong SAR, China*
- LAM, Kim Hung, *The Hong Kong Polytechnic University, Hong Kong SAR, China*
- LAU, Yui Yip Joseph, *The Hong Kong Polytechnic University, Hong Kong SAR, China*
- POOKE, Grant, *University of Gloucestershire, United Kingdom*
- SCHÄFER, Michael, *Balthasar-Neumann-Technikum (BNT) Trier, Germany*
- SONG, Zhaoxun Howard, *The Hang Seng University of Hong Kong, Hong Kong SAR, China*
- TANG, Hei-hang Hayes, *The Education University of Hong Kong, Hong Kong SAR, China*
- TONG, Kar-wai, *City University of Hong Kong, Hong Kong SAR, China*
- YAU, Siu Ho, Thomas, *The Education University of Hong Kong, Hong Kong SAR, China*
- YE, Xiaofang, *Wenzhou University, China*

occupations that do not yet exist in response to longer life, longer working careers, and more education at older ages. As another illustration, Arizona State University has experimented with a degree program where students learn the material for their majors through a series of projects rather than a set schedule of classes or a traditional degree program based on courses. This allows students to apply a theory while they are learning about it. Additionally, a new degree program at Georgetown that combines academic and employment goals. Within the same time frame of four years, it combines a bachelor's degree in the liberal arts with a master's degree in a particular field. Professors define the skills that students must acquire in order to achieve combined undergraduate and graduate degrees, moving away from the course as the only means of evaluating learning. Nearly half of University of Waterloo's 35,000 students alternate four-month periods on campus and in the workforce as part of the largest co-op program in the world. Learning outside of the classroom and even after college graduation is encouraged through programs including post-college bridging programs, co-ops, apprenticeships, and internships. Many new start-ups, such as Koru, Minerva University, boot camps, Venture for America, and others, have popped up to complement, if not compete with, college education and fill the gaps left by colleges.

The goal of this conference is to offer a platform for dialogue on higher education design on a worldwide scale. It cordially encourages contributions to report cutting-edge analysis, case studies, theory, and application on any subject related to higher education, including but not limited to:

- Objectives and structures for designing higher education
- Curriculum and program design
- Innovative teaching pedagogies and Instructional design
- Learning analytics, assessment and feedback
- Informal learning opportunities and experience
- AI, IoT, VR/AR/MR, automation, robotics applications in learning
- Blended/hybrid/flexible learning and environments
- Open learning content, open educational resources, open courses
- Building communities among learners and teaching professionals
- Industry and professional body partnership learning design

## ELITE 2023 International Conference

### Programme

Day 1: 15 November 2023 (Wednesday)		
Time	Day 1 Programme	
8:30 am -9:00 am	The Zoom link is ready. Allowing participants to enter.	
9:00 am – 9:30 am	<b>Welcome and Opening Address</b> <ul style="list-style-type: none"> <li>• <b>Professor Sally Chan</b> President, Tung Wah College</li> <li>• <b>Professor Will Ma</b> Conference Chairperson</li> </ul> <b>Group photo taking (Zoom)</b>	
9:30 am -11:00 am	<b>Engaging Learning: Challenges and Opportunities</b> <a href="#">[Link]</a> Panel: <ul style="list-style-type: none"> <li>• <b>Professor Allan YUEN</b> <i>President, Yew Chung College of Early Childhood Education, HK</i></li> <li>• <b>Professor Jin Joy MAO,</b> <i>Professor, College of Health and Education, Wilkes University, USA</i></li> <li>• <b>Professor Albert TEO,</b> <i>Professor, School of Management, Tung Wah College, HK</i></li> </ul>	
11:15 am – 12:45 pm	<b>Paper Presentation Session 1</b> <a href="#">[Link]</a> <ul style="list-style-type: none"> <li>• <b>A Content Analysis Approach to Examining Inclusive Practices in Teaching and Learning Plans</b> Sundeep Daggubati and Kam Cheng, <i>Ara Institute of Canterbury (New Zealand)</i></li> <li>• <b>An Examination and Analysis of the Integration of Artificial Intelligence and Gamification in the Pedagogy of Chinese Higher Education</b> Poshan Yu, <i>Soochow University, China</i>; Xian Jiaotong-Liverpool University &amp; Australian Studies Centre, <i>Shanghai University (China)</i> Siying Wang, <i>Independent Researcher (China)</i></li> <li>• <b>Vocational Education Input for a Sustainable Hospitality Industry</b> Monica Wai Chun Choy, <i>Technological and Higher Education Institute of Hong Kong</i> Alexander Seeshing Yeung, <i>Australian Catholic University (Australia)</i></li> <li>• <b>Students' Approaches to Learning (SAL) and their Relations to Burnout among University Freshmen in Singapore</b> Xiao-Feng Kenan Kok, Shermain Puah, Ching Yee Pua, Oran Zane Devilly, and Sok Mui Lim, <i>Centre for Learning Environment and Assessment Development, Singapore Institute of Technology (Singapore)</i></li> </ul>	
12:45 pm – 2:15 pm	<b>Lunch Break</b>	

2:15 pm – 3:45 pm	<p><b>Paper Presentation Session 2</b> <a href="#">[Link]</a></p> <ul style="list-style-type: none"> <li> <b>Navigating a supervision model in TESOL research training: Narrative insights from Asian international PhD students</b>            Thi Thuy Le, <i>Ho Chi Minh City Open University (Vietnam)</i>            Helena Sit, <i>The University of Newcastle (Australia)</i>            Shen Chen, <i>The University of Newcastle (Australia)</i> </li> <li> <b>Educating Students for Skills and Knowledge – An Experience to Instill Self-determination through Business Management Simulation Game Competition</b>            Yui-yip Lau, <i>College of Professional and Continuing Education, The Hong Kong Polytechnic University</i>            Will W. K. Ma, <i>Tung Wah College</i>            Chan Kwai Nam, <i>Icetech Hong Kong Company Limited</i>            Chung Chui Ying, <i>College of Professional and Continuing Education, The Hong Kong Polytechnic University</i> </li> <li> <b>Second language critical thinking performance of tertiary students with varying academic disciplines</b>            Sheng Tan, <i>The University of Hong Kong</i> </li> <li> <b>International doctoral students’ dissertation writing experiences in Hong Kong higher education: The role of prior academic writing instruction and perceived English proficiency levels</b>            Matthew Sung and Tim Yung, <i>City University of Hong Kong</i> </li> </ul>	
4 pm - 5:30 pm	<p><b>AI &amp; Higher Education</b> <a href="#">[Link]</a></p> <p>Panel:</p> <ul style="list-style-type: none"> <li> <b>Dr. Katrine Wong,</b>  <i>Director, Centre for Teaching and Learning Enhancement, University of Macao, Macao SAR, China</i> </li> <li> <b>Professor Christina Hong,</b>  <i>Deputy Vice President, Central Queensland University, Australia</i> </li> <li> <b>Mr Wilson Yuen,</b>  <i>Founder &amp; CEO, TFI Digital Media, Hong Kong SAR, China</i> </li> </ul>	
End of Day 1		

Day 2: 16 November 2023 (Thursday)		
Time	Day 2 Programme	
9:00 am -9:30 am	The Zoom link is ready. Allowing participants to enter.	
9:30 am -11:00 am	<p><b>Education Technology Implementation: Challenges and Barriers</b> <a href="#">[Link]</a></p> <p>Panel:</p> <ul style="list-style-type: none"> <li>• <b>Professor Meifeng LIU</b> <i>School of Educational Technology, Faculty of Education, Beijing Normal University, China</i></li> <li>• <b>Dr Juhong Christie Liu,</b> <i>Director, Instructional Design, James Madison University, USA</i></li> <li>• <b>Dr Karin Avnit</b> <i>Deputy Director, CoLEAD (Tech-Enhanced Learning), Singapore Institute of Technology, Singapore</i></li> </ul>	
11:15 am – 12:45 pm	<p><b>Paper Presentation Session 3</b> <a href="#">[Link]</a></p> <ul style="list-style-type: none"> <li>• <b>Work-Life-Study Balance Challenges and the overcoming strategies of Women in the New Zealand Construction Industry</b> Xinping, Yang and Kam Yuen, Cheng, <i>Ara Institute of Canterbury (New Zealand)</i></li> <li>• <b>Closing Competency Gaps for Engineering Students using a Competence-based Assessment Format</b> Benson K.H. Hung, <i>Hong Kong Institute of Vocational Education (Tsing Yi), Vocational Training Council</i></li> <li>• <b>Value and Challenges of an Integrated Course on Digital Marketing and Big Data: A Focus Group Study</b> Lee Ka-wai, <i>The University of Hong Kong</i></li> <li>• <b>Peer learning to promote active learning in online/hybrid classes – a case study for science education</b> Kim-hung Lam, Wai-chun Boris Leung, Wai Ki Vicky Chan, Wing-yiu Yu, and Long-yung Ivan Chung, <i>The Hong Kong Polytechnic University</i></li> </ul>	
12:45 pm – 2:15 pm	<b>Lunch Break</b>	
2:15 pm – 3:45 pm	<p><b>Paper Presentation Session 4</b> <a href="#">[Link]</a></p> <ul style="list-style-type: none"> <li>• <b>A Philosophical Approach to Teacher Education</b> Chi-Ming Lam, <i>Education University of Hong Kong</i></li> <li>• <b>Embedding Virtual Learning Stimulations to Conventional Classroom Teaching</b> Yui-yip Lau, <i>College of Professional and Continuing Education, The Hong Kong Polytechnic University</i> Nicole S.N. Yiu, <i>The Hong Kong Polytechnic University</i> Eve Man Hin Chan, <i>Technological and Higher Education Institute of Hong Kong</i> Chung Chui Ying, <i>College of Professional and Continuing Education, The Hong Kong Polytechnic University</i></li> </ul>	

	<ul style="list-style-type: none"> <li>• <b>Students' Perceptions of Using Video Essays as Assessment Tools</b> Anna Wing Bo TSO, <i>The Hang Seng University of Hong Kong</i></li> <li>• <b>Skills and values for the future job market and higher education students' perceptions: Questionnaire construction procedure</b> Lalla Fatima Zohra ALAMI TALBI, <i>Mohammed V university in Rabat (Morocco)</i> Sanae FAHMI, <i>Mohammed V university in Rabat, (Morocco)</i></li> </ul>	
4 pm - 6:00 pm	<p><b>Paper Presentation Session 5</b> <a href="#">[Link]</a></p> <ul style="list-style-type: none"> <li>• <b>Re-validating an assessment tool to identify, assess, and develop higher education students' innovation competence in online education</b> Meiju Keinänen and Taru Konst, <i>Turku University of Applied Sciences (Finland)</i></li> <li>• <b>Educators' Experiences in enabling students learning for the VUCA world</b> Sirpa Hänti, <i>Turku University of Applied Sciences (Finland)</i> Koen Veermans, <i>University of Turku (Finland)</i></li> <li>• <b>Modeling of Domain-Specific Competence among Technicians (EQF 6) at Higher Education Facilities in Germany and Integration thereof in Ackerman's PPIK Theory as a possible Framework</b> Eberhard Huester (OStR), <i>Balthasar Neumann Technikum Trier (BNT Trier)(Germany)</i></li> <li>• <b>The Structure of Vocational Interests of Future Technicians (EQF 6) in Mechanical Engineering for Inter-pretng Technical Drawings</b> Eberhard Huester (OStR), <i>Balthasar Neumann Technikum Trier (BNT Trier)(Germany)</i> Hannes Saas, <i>Technical University of Kaiserslautern-Landau (Germany)</i></li> <li>• <b>The Impacts of e-Learning and Virtual Reality on Diagnostic Radiography Education</b> Kathy Pang, <i>Robert Gordon University (UK)</i> Shi Tian Chia, <i>Singapore Institute of Technology (Singapore)</i> Sin Ping Winna Teng, <i>Singapore Institute of Technology (Singapore)</i> Christopher Lai, <i>Singapore Institute of Technology (Singapore)</i> Hajmath Begum Mohamed Sali, <i>Singapore Institute of Technology (Singapore)</i></li> </ul>	
End of Day 2		

Day 3: 17 November 2023 (Friday)		
Time	Day 3 Programme	
9:00 am -9:30 am	The Zoom link is ready. Allowing participants to enter.	
9:30 am -11:00 am	<p><b>Paper Presentation Session 6</b> <a href="#">[Link]</a></p> <ul style="list-style-type: none"> <li> <b>Empowering the Future of Construction and Quantity Surveying Professionals: Unveiling the Skills Revolution in New Zealand's Construction Industry</b>            Yingyi Zhou <i>Health New Zealand (New Zealand)</i>            Kam Yuen Cheng, <i>Ara Institute of Canterbury (New Zealand)</i> </li> <li> <b>Intuited the usefulness of an asynchronous online discussion in a course management system among university students in Hong Kong</b>            Shui Kau Chiu, <i>Technological and Higher Education Institute of Hong Kong</i> </li> <li> <b>Gongyeh App: EFL students' voices from Hong Kong</b>            Frankie Har, <i>Hong Kong Polytechnic University</i> </li> <li> <b>Technology-aided Learning at the Intersection of Presence-at-hand and Readiness-to-hand and the Fusion of Horizons among Students, Technology and Teachers</b>            Jeff Hok-Yin Lau, <i>Caritas Institute of Higher Education</i> </li> </ul>	
11:15 am – 12:45 pm	<p><b>Paper Presentation Session 7</b> <a href="#">[Link]</a></p> <ul style="list-style-type: none"> <li> <b>Existential Relationship between Teacher-Centred Learning and Student-Centred Learning Inauthentic Solicitude as a Necessary Condition of Authentic Solicitude</b>            Jeff Hok-Yin Lau, <i>Caritas Institute of Higher Education</i> </li> <li> <b>Student-Teachers' Practicum Experiences in Hong Kong and Macao during the COVID-19 Pandemic</b>            Huey Lei, <i>Caritas Institute of Higher Education</i>            Victor Wan-chong Choi, <i>Macao Polytechnic University, (Macao SAR, China)</i>            Marcruz Yew-lee Ong, <i>Caritas Institute of Higher Education</i> </li> <li> <b>Practical journalism modules to be taught online: A blessing or a nightmare to the teachers and students?</b>            Wendy Wing-lam Chan, <i>HKUSpace Po Leung Kuk Stanley Ho Community College</i>            Wong Chi-hung, <i>Hong Kong Metropolitan University</i> </li> <li> <b>Hollowing out and reinventing higher education: An individualist perspective</b>            Shui Kau CHIU, <i>Technological and Higher Education Institute of Hong Kong</i> </li> </ul>	
<b>End of Conference</b>		



## Panel Discussion I

Day 1, 15 November 2023 (Wed), 9:30 am – 11:00 am.

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### Engaging Learning: Challenges and Opportunities

Panel:

- ♦ **Professor Allan YUEN**  
*President and Professor (2019-now), Yew Chung College of Early Childhood Education, HK*
- ♦ **Professor Jin Joy MAO**,  
*Professor, College of Health and Education, Wilkes University, USA*
- ♦ **Professor Albert TEO**,  
*Professor, School of Management, Tung Wah College, HK*

**Professor Allan Yuen** is currently President of Yew Chung College of Early Childhood Education (YCCECE). Before joining YCCECE, he served the Faculty of Education, the University of Hong Kong for 22 years and took up various positions on the Faculty's senior management team, such as Programme Director, Centre Director, Division Head, and Associate Dean. He was a founding member of two research centres, namely Centre for Information Technology in Education (CITE) and Centre for Advancement in Inclusive and Special Education (CAISE). His research interest chiefly deals with educational technology and science of learning taking an interdisciplinary approach at different educational levels from pre-school to tertiary. He has extensive expertise in conducting large-scale projects and international comparative studies. He led more than 60 research and development projects and published widely including books, edited volumes, journal articles, book chapters, conference papers, and research reports, in particular articles in a wide range of top-tier journals in education. He has made significant contributions to the academic and professional communities. He served as the Vice Chairman of Hong Kong Educational Research Association (HKERA). He is also a founding member and Honorary President of Hong Kong Association for Educational Communications and Technology (HKAECT).

**Jin Joy Mao**, Ph.D. in Instructional Systems from the Pennsylvania State University and Professor of Educational Technology in the College of Health and Education at Wilkes University, United States. Dr. Mao's research focuses on learning technologies and systems thinking, policies, STEM education, and innovative methods for educational technology research. She received article awards from the Association for Educational Communications and Technology (AECT) and has been a Special Issue Guest Editor for peer-reviewed journals. She has served in various leadership positions for AECT. Currently, she is serving on the Division of Emerging Learning Technologies (DELT) board and will start her new role as a board representative for AECT in the coming year.

**Albert Chu Ying TEO** is the dean and a professor at the School of Management, Tung Wah College (TWC). Prior to joining TWC, he was an associate professor at the School of Business, National University of Singapore (NUS). While at NUS, he also took on various leadership roles: founding director of the Chua Thian Poh Community Leadership Center; founding director of the Center for Social Entrepreneurship and Philanthropy; and deputy director of the University Scholars Program. He received his PhD degree from the Haas School of Business, University of California, Berkeley. His current academic interests are in the areas of social entrepreneurship, community development, and social impact measurement. Albert serves as a member of the regional council of Institute for Social Entrepreneurship in Asia. He offers pro-bono services to nonprofit organizations such as Association for Progressive Communications and Hong Kong Council of Social Service. Prior to his relocation from Singapore to Hong Kong, he served as the leader of a volunteer group offering massage services to patients in the HIV/AIDS and geriatric wards in Tan Tock Seng Hospital. He also sat on various Singapore government-appointed committees overseeing program funding in the social services sector in Singapore.

## Panel Discussion II

Day 1, 15 November 2023 (Wed), 4 pm – 5:30 pm.

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### AI & Higher Education

Panel:

- ♦ **Dr. Katrine Wong,**  
*Director, Centre for Teaching and Learning Enhancement, University of Macao, Macao SAR, China*
- ♦ **Professor Christina Hong,**  
*Deputy Vice President, Central Queensland University, Australia*
- ♦ **Mr Wilson Yuen,**  
*Founder & CEO, TFI Digital Media, Hong Kong SAR, China*

**Dr. Katrine K. Wong**, Director of the Centre for Teaching and Learning Enhancement at the University of Macau (UM), holds an associate professorship in English Literature. She writes on English Renaissance Drama and Music in Theatre. Her publication includes articles in top academic journals (including *Adaptation and Early Theatre*), book chapters with Oxford University Press, monograph *Music and Gender in English Renaissance Drama* (Routledge) and edited volumes such as *Eastern and Western Synergies and Imaginations: Texts and Histories* (Brill). A Principal Fellow of Advance HE (PFHEA), Wong has given in the past five years over 30 keynote presentations, seminars and workshops at international and national/regional T&L events. Her areas of expertise include e-learning and pedagogical innovation, as well as Faculty Learning Communities (FLCs) on various topics including Teaching Portfolio, Blended Learning. Wong led the creation of *Creativity*, the first MOOC from Macao SAR. The course was launched in September 2018 and is listed by the Ministry of Education of China as a national first-class undergraduate course (國家級一流本科課程). In addition to holding a PhD in English Literary Studies from the University of Leeds, Wong, a classically-trained musician, also holds professional titles of FTCL (Piano) and LTCL (Voice) from Trinity College London. She is conductor of Coro Perosi Macao and vocal coach of UM Choir.

**Prof. Dr. Christina Hong** Ph.D., Hon. DA., is the Deputy Vice President, Central Queensland University (CQU), based at the CQU Brisbane Campus, Brisbane, Australia. Christina is the immediate past-President, of the Technological and Higher Education Institute of Hong Kong (THEi). Christina has a strong background in educational management and leadership with an emphasis on organizational change management, curriculum transformation, technology-enhanced learning, and teacher praxis across the school, VET and higher education sectors. Christina's prior roles include senior executive roles in the TAFE and university sectors in Australia as well as national educational reform and tertiary education leadership roles in New Zealand. Christina is particularly interested in how tertiary institutions foster C21st employability skills, the dynamic of innovation ecosystems and collaboration through internationalization, industry linkages and applied research activities. She is highly sought after as an international consultant and speaker, including, Hong Kong SAR and Greater Bay Area

(China) technology innovation Ed-Tech start-up panels, UNESCO global projects, and APAC education forums. Christina initiated the International Conference on Applied Education, Technology and Innovation (AETI) in 2019, and with Dr. Will Ma has co-edited three thematic publications: Applied degree education and the future of work (2020), Applied degree education and the future of learning (2022) and Applied degree education and the shape of things to come (2023).

### **Mr Wilson Yuen**

Over 25 years, Wilson has established himself as an expert in Cryptography, Information Security, User Experience Design, Ludology and a pioneer in Game Design & Development education. His passion towards innovative technology is well-recognized and was named one of Debrett's Hong Kong 100 Most Influential People in 2015 (one out of ten individuals under Technology and Digital category), and received the Hong Kong Young Industrialist Awards in 2017. Wilson is the founder and CEO of TFI Digital Media Limited, a HK-based technology company specializing in video-related technologies. He also provides advisory services to multiple family offices on venture capital investments. Prior to his role at TFI, he was the Chief Information Officer at Commercial Radio Hong Kong, and taught post-graduate courses at Hong Kong Polytechnic University, City University of Hong Kong and Hong Kong Baptist University. Wilson obtained his BSc in Applied Computing with First Class Honours from the University of Hertfordshire, UK and an MSc in Information Engineering from the Chinese University of Hong Kong. Wilson co-authored 4 international journals and co-invented over 10 international patents. Wilson is currently the Institute Council Member of THEi, VTC and External Advisor of Departmental Advisory Committee for Electrical Engineering, CityU. Wilson also serves as an Honorary Advisor to the Professional Information Security Association and Global Design Ambassador of the Interaction Design Foundation.

### Panel Discussion III

Day 2, 16 November 2023 (Thur), 9:30 am – 11:00 am.

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#### Education Technology Implementation: Challenges and Barriers

Panel:

- ♦ **Professor Meifeng LIU**  
*School of Educational Technology, Faculty of Education, Beijing Normal University, China*
- ♦ **Dr Juhong Christie Liu,**  
*Director, Instructional Design, James Madison University, USA*
- ♦ **Dr Karin Avnit**  
*Deputy Director, CoLEAD (Tech-Enhanced Learning), Singapore Institute of Technology, Singapore*

**Dr Meifeng Liu** is a Professor at School of Educational Technology, Faculty of Education, Beijing Normal University. She majored in Educational Technology during her Bachelor's and Master's degree and International and Comparative Education for her Doctorate. She has published over 140 academic papers, 10 books & textbooks, and has worked on more than 70 international and domestic projects. In 2010, she was selected into the Ministry of Education's New Century Talent Support Program. In 2012, she was awarded the Robert deKieffer International Fellowship by AECT Educational Technology Foundation. Meifeng's main research interests include human performance technology, instructional design and teacher professional development, theory research of educational technology, and application of information technology in education.

**Dr. Juhong Christie Liu** is an Associate Professor and Director of Instructional Design at James Madison University (JMU). Dr. Liu leads programs and initiatives with a newly formed Instructional Design department in JMU Libraries. She teaches and mentors graduate and undergraduate classes and students in hybrid and online formats. Her research interests include instructional design for inclusive and open access to learning, educational design research, teaching and learning with emerging technologies, evaluation and assessment in technology-mediated learning environments, and cross-cultural collaborative research. Christie has earned a Ph.D. degree in Curriculum and Instruction/ Instructional Design and Technology from Virginia Tech. Dr. Liu serves on NSF review panels, Editorial Boards of TechTrends and Journal of Educational Technology Development and Exchange (JETDE), and International Advisory Board for HKAECT. She serves on the Boards of Culture, Learning, Technology (CLT) division with Association for Educational Communications & Technology (AECT) as CLT President (2021-22), and American Educational Research Association (AERA) SIG-Instructional Technology leadership. Christie has published peer-reviewed journal articles and book chapters, co-edited proceedings published through IEEE xPlore, and regularly presents at international, national, and regional conferences. Her scholarly profile can be found on Google Scholar and ORCID. She is the JMU Academic Affairs Madison Scholar 2022 representing JMU Libraries, and a recipient of Editors Reviewer Excellence Award by Educational Technology Research & Technology (ERT&D) 2020 through 2022.

**Karin Avnit** is an Associate Professor at the Singapore Institute of Technology (SIT). She is a faculty member in the Infocomm Technology cluster and the Deputy Director (EdTech) in the SIT Teaching and Learning Academy (STLA), where she works with Educational Developers and Educational Technologists to support and develop educators in the adoption of technologies for teaching and learning and advises on policies and practices related to the use of generative artificial intelligence in the university. She is the recipient of SIT's Teaching Excellence Award (2015, 2017, 2019) and a member of the Teaching Excellence Award Honour Roll (2018, 2020).

## **Paper Presentation I**

*Day 1, 15 November 2023 (Wed)*

*11:15 am – 12:45 pm*

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## A Content Analysis Approach to Examining Inclusive Practices in Teaching and Learning Plans

Sundeep Daggubati  
Ara Institute of Canterbury, New Zealand  
[Sundeep.daggubati@ara.ac.nz](mailto:Sundeep.daggubati@ara.ac.nz)

Kam Cheng  
Ara Institute of Canterbury, New Zealand  
[kam.cheng@ara.ac.nz](mailto:kam.cheng@ara.ac.nz)

### Abstract

This abstract presents a content analysis approach to examining Teaching and Learning Plans (TLPs) within construction management degree programs in New Zealand. Utilizing four indigenous models, it evaluates TLPs for their alignment with inclusive practice attributes, encompassing diversity, relationships, interactions, accessibility, and approachability. The study addresses the central challenge of crafting inclusive TLPs tailored to the unique needs of courses marked by diverse student backgrounds and block course delivery formats. It investigates two primary research inquiries: A) Identifying essential attributes for inclusive practice within teaching and learning contexts; B) Assessing the extent of incorporation of these attributes in selected TLPs. The study reveals varying degrees of inclusion across these attributes, underscoring areas necessitating enhancement, such as acknowledging cultural diversity, promoting technology-enabled collaboration, and addressing individualized learning requirements. The research underscores the importance of improving TLPs to cultivate inclusive learning environments, thereby contributing to enhanced educational outcomes for diverse student populations.

**Keywords** inclusive practices, teaching and learning, content analysis, education, diversity, equity, inclusion, curriculum, pedagogy.

**Sundeep Daggubati** is a Senior Lecturer from the Department of Engineering and Architectural Studies at Ara Institute of Canterbury. He is also a Programme Leader for the Graduate Diploma in Construction qualification. His industry experience spans across estimation, quantity surveying, damage assessments, detailed engineering evaluations, and construction project management. He is a Chartered Construction Manager who holds postgraduate qualifications in Civil Engineering and Business. He also obtained tertiary qualifications in teaching and learning. He is interested in interdisciplinary learning, modern methods of construction and digital technologies for site safety management.

**Kam Cheng** graduated with the master's degree in European union law (2013) in King's College London, London, UK, and the master's in building services engineering (2008) in Heriot-Watt University, Edinburgh, Scotland, UK. He currently works in Ara Institute of Canterbury in the capacity of Head of construction/programme manager under Engineering and Architectural Studies Department. Previously, he worked in Singapore and UAE in the capacity of Senior Cost Control Manager. Mr. Cheng is in FRICS, FCABE, MNZIQS, MNZIOB.



## An Examination and Analysis of the Integration of Artificial Intelligence and Gamification in the Pedagogy of Chinese Higher Education

Poshan Yu

Soochow University, China;  
Xian Jiaotong-Liverpool University & Australian Studies Centre, Shanghai University, China

[samyu@suda.edu.cn](mailto:samyu@suda.edu.cn)

Siying Wang

Independent Researcher

[2709235450@qq.com](mailto:2709235450@qq.com)

### Abstract

This chapter aims to examine the synergistic relationship between artificial intelligence (AI) and gamification associated with Chinese higher education. The study commences by providing a comprehensive introduction to the various stages of AI development and its key associated technologies, highlighting the importance of AI in education and its potential contributions to the field. Additionally, the study focuses on the practical application of AI in education, examining scenarios such as intelligent education environments, learning support systems, evaluation mechanisms, educator assistance, and educational management services. Overall, this study provides a comprehensive analysis of the integration of AI and gamification in Chinese higher education, offering valuable insights into the potential benefits, difficulties, and ethical concerns related to these technologies, and laying the foundation for future research in this captivating and rapidly advancing field.

**Keywords:** Artificial intelligence; Gamification; Data privacy; Intellectual property rights; Academic integrity

**Poshan (Sam) Yu** is a multifaceted individual working in various roles and industries. He is a consultant, adjunct professor, keynote speaker, research award winner, editor, author, ad-hoc reviewer, entrepreneur, and venture capitalist. Sam teaches at the Canada's University of Victoria Program at Soochow University in China. He is also a visiting professor at Krirk University in Thailand, EU-Asia research coordinator at the European Business University of Luxembourg, and a visiting researcher at the Australian Studies Centre of Shanghai University, China.

**Siying Wang** is an independent researcher with a focus on educational technology, finance, and Chinese business strategies as her primary research interests.

## Vocational Education Input for a Sustainable Hospitality Industry

Monica Wai Chun Choy,

Technological and Higher Education Institute of Hong Kong

[gehki.monica@gmail.com](mailto:gehki.monica@gmail.com) ; [wcchoy@thei.edu.hk](mailto:wcchoy@thei.edu.hk)

Alexander Seeshing Yeung,

Australian Catholic University

[alexander.yeung@acu.edu.au](mailto:alexander.yeung@acu.edu.au)

### Abstract

Higher education institutions that provide vocational education (VE) programs have the role of providing vocational training for a lifelong career. Higher education students in hospitality programs in Hong Kong were surveyed (N=362). Structural equation modelling found that among VE's competence and affect inputs, students' affect toward the discipline was the strongest driver of vocational resilience and lifelong career choice, which are presumably the main contributors of the industry's sustainability. To supply a continual flow of competent and passionate workers who are resilient and willing to take the vocation as a lifelong career so as to sustain a flourishing hospitality industry, higher education providers should place more emphasis on nurturing students' affective self-concept in addition to the traditional inputs of skills and knowledge in their VE programs.

**Keywords:** higher education; vocational education; self-concept; resilience; hospitality and tourism

**Monica Choy** (ORCID: 0000-0002-2916-2156) is an assistant professor cum programme leader in the Department of Hospitality and Business Management of the Technological and Higher Education Institute of Hong Kong. She is an expert in tourism and human resource management. Prior to embarking on her career in education, she had acquired extensive business experience in the tourism and commercial sectors. Monica studied in Hong Kong, Australia, and Japan, received her DBA from University of New South Wales. Her work appears in leading management journals, including *Current Issues in Tourism* and *Tourism Economics*. She has been an ad hoc reviewer for leading international journals as well as a pre-publication book reviewer for major publishing companies.

**Alexander Yeung** (ORCID: 0000-0003-3462-9475) is a professor in the Institute for Positive Psychology and Education at Australian Catholic University. He is an educational psychologist, a linguist, and an internationally acclaimed expert in educational research. He has a strong track record of successfully conducting large-scale longitudinal research with mixed-method approaches. In his career, he has been a teacher, a teacher educator, a curriculum designer, and an administrator. His research includes achievement motivation, self-concept, language acquisition, measurement and evaluation, cognition and instruction, Indigenous education, multiculturalism, and positive education.

## Students' Approaches to Learning (SAL) and their Relations to Burnout among University Freshmen in Singapore

Xiao-Feng Kenan Kok, Shermain Puah, Ching Yee Pua, Oran Zane Devilly, and Sok Mui Lim

Centre for Learning Environment and Assessment Development,

Singapore Institute of Technology

{kenan.kok, shermain.puah, chingyee.pua, oran.devilly, may.lim}@singaporetech.edu.sg

### Abstract

This study investigates the reciprocal relationship between students' approaches to learning (SAL) and burnout among year-one university students. Prior research has linked SAL (i.e., deep, unreflective, organised studying) to burnout (i.e., exhaustion, cynicism, inadequacy), but few studies have explored the bidirectional relationship between SAL and burnout. To bridge this research gap, data from two cohorts of freshmen (Cohort 1, n = 261; Cohort 2, n = 216) were collected via the SAL scale (SALS) and school burnout inventory (SBI) at the beginning and end of their first year. Both cohorts exhibited bidirectionality between unreflective approach (UA) and cynicism, indicating that increased UA could lead to higher cynicism, and vice-versa. These findings underscore the importance of recognizing the interplay between UA and cynicism for interventions targeting UA reduction and emphasizes the need to consider the potential unintended consequences of heightening freshmen's cynical attitudes towards studying when attempting to reduce UA.

**Keywords:** students' approaches to learning; burnout; bidirectional relationship; university; freshmen

(First Author's Brief Biography)

**Kok Xiao-Feng Kenan** is a Senior Learning Analyst at the Centre for Learning Environment & Assessment Development (CoLEAD), Singapore Institute of Technology (SIT). In this role, he conceptualises and conducts institutional research studies. He collaborates closely with faculty staff to craft and implement educational research projects, aiming to assess the effectiveness of applied learning. Kenan's research pursuits include regulation of learning, collaborative learning, motivation, and students' approaches to learning. Of particular interest to him is the evaluation of the impact of learning interventions focused on regulation of learning across diverse subject domains in higher education settings. In addition to his professional endeavours, Kenan is an Associate Fellow at the Higher Education Research and Development Society of Australasia (HERDSA) and a fourth-year Doctor of Philosophy (Ph.D.) candidate at Nanyang Technological University.

## **Paper Presentation II**

*Day 1, 15 November 2023 (Wed)*

*2:15 pm – 3:45 pm*

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## Navigating a supervision model in TESOL research training: Narrative insights from Asian international PhD students

Thi Thuy LE

Ho Chi Minh City Open University, Vietnam

[thuylttulis@gmail.com](mailto:thuylttulis@gmail.com)

Helena SIT

The University of Newcastle, Australia

[helena.sit@newcastle.edu.au](mailto:helena.sit@newcastle.edu.au)

Shen CHEN

The University of Newcastle, Australia

[shen.chen@newcastle.edu.au](mailto:shen.chen@newcastle.edu.au)

### Abstract

Exploring supervision experiences to identify the factors that facilitate or hinder the harmony and smoothness of supervision contributes to adequate supervision. There is substantial empirical evidence concerning supervisors' experience of supervision. Nevertheless, international doctoral students' supervision experiences have not been adequately investigated, and little is known about the supervision experience of Asian PhD students undertaking TESOL training. Specifically focusing on a broad spectrum of challenges faced by such a cohort, this study provides a deeper understanding and insight into the complex process of supervision that leads to successful research training globally. The Critical Incident Technique (CIT) was adopted for investigating research training experiences in native English-speaking countries. Key findings were presented, followed by critical and detailed analysis and comments. Implications for the adequate supervision of prospective international PhD students were also discussed, laying the foundation for developing a humanistic model for the supervision of Asian international PhD students.

**Keywords:** Doctoral supervision, supervisory relationship, TESOL, PhD, Asian, international students.

**Dr Thi Thuy Le** is a Lecturer at Ho Chi Minh City Open University, Vietnam. Her research expertise includes English foreign language teacher (EFL) education, digital literacy, intercultural communication, culture teaching, multilingualism, and research training. Since 2018 she has published two journal articles, three book chapters and two research books. She was awarded several conference scholarships and presented at many international conferences. One of the most prestigious awards was a Solidarity Award at the 18th AILA Conference in 2017 with her presentation entitled "New perspectives in EFL/ESL language teacher education".

**Dr Helena Sit** is a Senior Lecturer and PhD supervisor in the School of Education, the University of Newcastle, Australia. Her research expertise includes Second Language Education, International Education, Higher Education, and Teacher Education. She speaks and publishes widely on internationalization, transformative learning, and innovative language education programs. Her research has been nationally and internationally recognized in her discipline. She is an invited visiting scholar to the University of Hong Kong and the University of Cambridge.

**Prof. Shen Chen** is a multilingual teacher educator in School of Education at University of Newcastle, Australia. In his more than 30 years of teaching career, he taught in Melbourne University, Deakin University in Australia before he moved to University of Newcastle in 1993. He has been invited as a visiting scholar or professor in University of Cambridge, University of California, Berkeley, University of British Columbia, University of Hong Kong, etc.

## **Educating Students for Skills and Knowledge – An Experience to Instill Self-determination through Business Management Simulation Game Competition**

Yui-yip Lau

Division of Business and Hospitality Management, College of Professional and Continuing Education,  
The Hong Kong Polytechnic University, yuiyip.lau@cpce-polyu.edu.hk

Will W. K. Ma

School of Arts and Humanities, Tung Wah College, willma@twc.edu.hk

Chan Kwai Nam

Icetek Hong Kong Company Limited, michael@icetekhk.com

Chung Chui Ying

Division of Business and Hospitality Management, College of Professional and Continuing Education,  
The Hong Kong Polytechnic University, chuiying.chung@speed-polyu.edu.hk

### **Abstract**

The rise of the Business Management Simulation Game has changed student learning experiences, curriculum designs, and learning pedagogies in business management programmes. This research study investigates the development, key elements, design, and implement Business Management Simulation Platform and explores the learning experiences of students through such a game. In addition, 364 survey questionnaires are gathered from university students who have participated in Business Management Simulation Game Competition. The research findings explore the usefulness of the simulation game from students' perspectives, as well as the student's perceptions and interests in the simulation game. As expected, the study provides constructive advice so that educators improve teaching pedagogies and revamp curricula to foster the growth of professional education in the higher education sector in the future.

**Keywords:** Business Management Simulation Game competition; Usefulness of simulation game; Students' perceptions and interests; Teaching pedagogies; Professional education; Curricula revamp

**Yui-yip Lau** is an Interim Head of Student Affairs and Senior Lecturer from Division of Business and Hospitality Management, College of Professional and Continuing Education, The Hong Kong Polytechnic University. Until now, he has published more than 360 research papers in international journals and professional magazines, contributed 20 book chapters, 5 books and presented numerous papers in international conferences. He has collaborated with scholars from more than 20 countries and regions spreading over five continents on research projects. He has also secured over HK\$ 10 million in research grants.

**Prof. Dr. Will W. K. Ma**, Ph.D. is a professor and serves as the Director of the Centre for Innovative Teaching and Learning at Tung Wah College in Hong Kong. Dr. Ma's study is concerned with the application of information systems to communication, knowledge sharing, and knowledge creation. He has co-edited over ten books in the fields of education, communication, and technology.

**Chan Kwai Nam** is a founder of Icetech Hong Kong Co. Ltd. Mr. Chan has obtained a Master's Degree in Engineering Management from the University of Technology Sydney. Mr. Chan is an organizer of the International MBS ECase Competition 2021, the Greater Bay Area MBS Case Competition 2022, and International MBS Case Competition 2022.

**Chung Chui Ying** is a Research Assistant at the Division of Business and Hospitality Management, College of Professional and Continuing Education, The Hong Kong Polytechnic University. Her research interests are supply chain management, hospitality management, risk management, and resilience management.



## Second language critical thinking performance of tertiary students with varying academic disciplines

Sheng Tan

Faculty of Education, The University of Hong Kong, China

[u3004292@connect.hku.hk](mailto:u3004292@connect.hku.hk)

### Abstract

Recent years have witnessed growing research interests in critical thinking (CT) performance in second language (L2) argumentative writing. Existing evidence revealed influences of language proficiency (Dong & Chang, 2023) and cultural backgrounds (Zhao, 2020) on L2 CT performance, but little research has explored how disciplinary differences may influence L2 CT performance. The present study addressed this research gap by assessing CT performance in L2 argumentative essays written by 62 Chinese undergraduates from three types of disciplines: English; humanities; science or engineering. The findings revealed that (1) disciplinary differences did not significantly influence the L2 CT performance, and (2) the L2 CT performance of the students majoring in humanities was the most disappointing. The study can provide significant implications for tertiary L2 education that more CT-embedded educational practices need to be implemented in L2 classrooms.

**Keywords:** Argumentative writing; Critical thinking; Disciplinary differences; Second language education; Tertiary education

**Dr. Sheng Tan** earned her doctoral degree from The University of Hong Kong and her Master's degree in Applied Linguistics (with Distinction) from University College London. Her research interests include second language writing, argumentation, and critical thinking. Her doctoral thesis explored tertiary-level second language students' critical thinking performance in second language argumentative writing.

**International doctoral students' dissertation writing experiences  
in Hong Kong higher education:  
The role of prior academic writing instruction and perceived English proficiency levels**

Matthew Sung and Tim Yung

Department of English, City University of Hong Kong

[matthew.sung@cityu.edu.hk](mailto:matthew.sung@cityu.edu.hk)

**Abstract**

Informed by sociocultural theory and the framework of academic discourse socialization, this qualitative study explored how international doctoral students from non-Anglophone countries perceived their experiences of dissertation writing in English, their second language. Data were collected through interviews with international doctoral students at an English-medium university in Hong Kong and were subject to thematic analysis. Findings revealed that these students reported a vast array of experiences with dissertation writing in English. Notably, these students' prior academic writing instruction and their perceived English proficiency levels play an important role in mediating their socialization into dissertation writing during their doctoral studies. While some students reported high levels of English proficiency and had rich experiences of academic writing, others admitted that they narrowly passed language requirements for admission and struggled in negotiating academic English writing norms. Our findings point to suggestions on how to enhance dissertation writing support provision for international doctoral students.

**Matthew Sung** is Associate Professor in the Department of English at City University of Hong Kong.

**Tim Yung** is Postdoctoral Fellow in the Department of English at City University of Hong Kong.

### **Paper Presentation III**

*Day 2, 16 November 2023 (Thur)*

*11:15 am – 12:45 pm*

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## Work-Life-Study Balance Challenges and the overcoming strategies of Women in the New Zealand Construction Industry

Xinping, Yang and Kam Yuen Cheng

Ara Institute of Canterbury, NZ

[Shirleyeung22@gmail.com](mailto:Shirleyeung22@gmail.com), [Kam.cheng@ara.ac.nz](mailto:Kam.cheng@ara.ac.nz)

### Abstract

**Purpose:** The construction industry holds immense importance in the New Zealand economy, contributing significantly to its growth and development. The industry accounts for a considerable portion of the country's gross domestic product. Additionally, it is a major source of employment, ranking among the largest employers in the country (MBIE, 2022). The study also explores strategies that could be utilised to help integrate family, career and study into a sustainable framework. **Originality:** This is the first study in New Zealand that delves into the various aspects influencing the work-life balance of women who serve New Zealand's construction occupations and the consequences of their work-life conflicts. **Methodology:** Mixed methods are adopted in the form of questionnaires. Closed-end questions are set in Likert Scale and open-ended for the strategies part. **Findings:** For women in the New Zealand construction industry to achieve a work-life-study balance, workplace flexibility, family support, specific laws/policies, remote work options, inclusive education, and industry partner- ships are required. Implementing these strategies creates an environment where women can effectively reconcile work, life, and study.

**Keywords:** Work-life-study balance, work-life strategies, construction, women

**Xinping Yang** comes from China. Ms. Yang graduated with a Level 6 Diploma in Mobile Communication Technology from Shenzhen Polytechnic in China. She is currently studying for a Bachelor of Quantity Surveying at Ara Institute of Canterbury in New Zealand. Ms. Yang works at Watts & Hughes Construction Ltd. as a quantity surveyor support in New Zealand. She is a member of New Zealand Institute of Quantity Surveyors.

**K.Y. Cheng** comes from New Zealand. He graduated with Master Degree in Educational Leadership in University of Auckland, European union law (2013) in King's College London, London, UK and Master in building services engineering (2008) in Heriot-Watt University, Edinburgh, Scotland, UK. He currently works in Ara Institute of Canterbury in the capacity of Head of Construction and programme leader – Construction Management, QS and Architectural Technology programme. Previously he worked in Sinopec Hong Kong and UAE in the capacity of Senior Cost Control Manager. He is the fellow member of Royal Institution of Chartered Surveyors, Chartered member of Royal Institute of British Architects, member of New Zealand Institute of Architect, member of New Zealand Institute of Building and registered quantity surveyor in New Zealand.

## Closing Competency Gaps for Engineering Students using a Competence-based Assessment Format

Benson K.H. Hung

Workplace Learning and Assessment Project Team (Engineering Programmes), Hong Kong Institute of Vocational Education (Tsing Yi), Vocational Training Council, Hong Kong SAR, China

[bensonhung@vtc.edu.hk](mailto:bensonhung@vtc.edu.hk)

### Abstract

In the realm of Vocational and Professional Education and Training (VPET), the apprentice-based approach is established in engineering but reveals a disconnect between employer and learner perspectives on workplace culture. This study aimed to bridge this gap by assessing learner skill proficiency and aligning employer and young engineer expectations in the construction industry's digital age through Workplace Learning and Assessment (WLA). Employers and learners were surveyed to map learner competencies with future skill needs, shedding light on critical areas like Building Information Modelling (BIM), problem-solving, and presentation skills. Notably, students lacked the expected knowledge levels in key construction subjects, emphasizing the need for targeted education. The study's quantitative approach and analysis of employer and student perceptions offer valuable insights for educators, policymakers, and institutes. It highlights the importance of competence-based assessments and the potential for young engineers to adapt their skills for future roles. This research supports the evolution of effective workplace culture and a shift towards hybrid working, making it pertinent for the construction industry's future and VPET stakeholders.

**Keywords:** Competency Gaps; Skill Proficiency; Competence-based Assessment; Engineering Students; Vocational and Professional Education and Training

**Benson K.H. HUNG** has a substantial teaching experience in degree, higher degree and sub-degree levels at higher education institutions, with course formulation, curriculum development and module design, academic and project supervision and administration. He has experiences in research, scholastic and professional activities such as conference and workshop, providing services to the local professional community. In view of his outstanding teaching achievements and strong industry linkages, he was awarded the Teaching Excellence Award 2016/17 and the Staff Excellence Award 2020/21 by the Vocational Training Council respectively.

## Value and Challenges of an Integrated Course on Digital Marketing and Big Data: A Focus Group Study

LEE Ka-wai

Faculty of Education, the University of Hong Kong

[LEEWAIKY@GMAIL.COM](mailto:LEEWAIKY@GMAIL.COM)

### Abstract

We assembled a varied group of 12 students for this study to take a deeper look at the full digital marketing and Big Data course. The course includes exercises for students of various skill levels, from beginning to expert, and covers big data analytics, data mining, consumer sentiment analysis, and machine learning. The students discussed the relevance and benefits of each activity and the challenges they encountered while learning Big Data approaches and technologies. Our findings revealed that the ability to visualize data is very significant in Big Data, as it aids in making complex information more consumable for various audiences. However, the genuine worth of any activity is determined by a student's interests, learning style, and career goals. Students struggle with unfamiliarity with Big Data tools, limited knowledge, lack of time, and interpretation of results. The study suggests personalized learning experiences, data-driven teaching strategies, interdisciplinary collaboration, and practical skills development as recommended approaches to overcome these obstacles. By implementing these solutions, educators can create targeted learning experiences, increase student engagement, and ultimately improve learning outcomes in Big Data digital marketing courses.

**Keywords:** big data, digital marketing, course modification, syllabus, focus group

**Mr. LEE Ka-wai** is a seasoned academic with a remarkable footprint across various institutions in Hong Kong (HK). His tenure spans prominent universities including HKU, CUHK, City U, Poly U, HKBU, Ling U, and HKMU, as well as esteemed institutions like Caritas, Tung Wah, and HSUHK. These experiences have equipped him with deep insights into the educational landscape of the region. His research prowess is notably prominent in contemporary fields such as big data and digital marketing. Furthermore, Mr. LEE is not just confined to technical disciplines; he also exhibits a keen interest in exploring and innovating teaching methodologies. His combined passion for both research and teaching has positioned him as a distinguished figure in the HK academic community. Whether it's data analytics or classroom strategies, Mr. LEE's contributions have consistently been at the forefront of academic evolution in Hong Kong.

**Peer learning to promote active learning in online/hybrid classes –  
a case study for science education**

Kim-hung Lam

Department of Applied Biology and Chemical Technology,  
The Hong Kong Polytechnic University, HKSAR, China  
[kim.hung.lam@polyu.edu.hk](mailto:kim.hung.lam@polyu.edu.hk)

Wai-chun Boris Leung#

Department of Applied Biology and Chemical Technology  
The Hong Kong Polytechnic University, HKSAR, China  
[boris.leung@polyu.edu.hk](mailto:boris.leung@polyu.edu.hk)

Wai Ki Vicky Chan#

Department of Applied Biology and Chemical Technology  
The Hong Kong Polytechnic University, HKSAR, China  
[vickycwk.chan@polyu.edu.hk](mailto:vickycwk.chan@polyu.edu.hk)

Wing-yiu Yu

Department of Applied Biology and Chemical Technology  
The Hong Kong Polytechnic University HKSAR, China  
[wing-yiu.yu@polyu.edu.hk](mailto:wing-yiu.yu@polyu.edu.hk)

Long-yung Ivan Chung

Department of Applied Biology and Chemical Technology  
The Hong Kong Polytechnic University, HKSAR, China  
[long-yung-ivan.chung@polyu.edu.hk](mailto:long-yung-ivan.chung@polyu.edu.hk)

**Abstract**

The COVID-19 pandemic has shifted traditional face-to-face (F2F) teaching to hybrid/online class delivery. Student-instructor interaction in this new teaching mode is rather limited. The online classroom platforms used at The Hong Kong Polytechnic University including Blackboard Collaborate Ultra, MS Teams and Zoom, can support students' learning during the pandemic; but we wonder whether this alternative mode can be as effective as the traditional F2F mode. Particularly, students may become more passive in their learning. In this study, we reported our provisions to promote peer learning among students with the aid of designed activities. To prepare our students with better life-long learning, group effort and communication characteristics, we incorporated peer learning activities to enhance the learning experience of our undergraduates. We herein reported our preliminary investigation of the use of peer learning provisions in improving the online/hybrid teaching and learning. In general, students believed that the online learning and peer learning could assist them to achieve the learning outcomes. Over 66% of the students are satisfied with their online learning and peer learning experience in the 2021-2022 academic year.

**Keywords:** Peer learning, Blackboard (BB), Blackboard Collaborate Ultra, MS Teams, Zoom, STEM education, General Education.

**Kim-hung Lam** is currently Teaching Fellow working in Department of Applied Biology and Chemical Technology. He is currently focus on science education and he is the corresponding author in this study.

**Wai-chun Leung (Boris)** is our BSc (Hons.) graduate, respectively and he was project assistant in this project.

**Wai Ki Chan (Vicky)** is our BSc (Hons.) graduate, respectively and she was project assistant in this project.

**Long-yung Chung (Ivan)** is our BSc (Hons.) graduate, respectively and he was project assistant in this project.

**Wing-Yiu Yu (Michael)** is currently Professor of Chemistry in the Department of Applied Biology and Chemical Technology. Being the corresponding author, Prof. Yu initiated this study in his capacity as the former Associate Head and former Chairman of the Departmental Learning and Teaching Committee (DLTC) during the period of April 2013– April 2023.



## **Paper Presentation IV**

*Day 2, 16 November 2023 (Thur)*

*2:15 pm – 3:45 pm*

Back: [[Day 1](#)][[Day 2](#)][[Day3](#)]

## A Philosophical Approach to Teacher Education

Chi-Ming Lam

Education University of Hong Kong

[chimingl@eduhk.hk](mailto:chimingl@eduhk.hk)

### Abstract

This article presents a study that examines the impact of a Philosophy for Children (P4C) programme on teachers in Hong Kong, specifically focusing on its effectiveness in fostering dialogic and inquiry-based teaching approaches. While dialogic teaching has been acknowledged as beneficial for cultivating vital competencies such as creativity, critical thinking, and communication skills, existing literature reveals a prevalent tendency towards monologic teacher-student interactions across various subjects, grades, and countries. By providing training and support to teachers, enabling them to implement P4C in Integrated Humanities and English lessons, this study aimed to evaluate the programme's effectiveness in enhancing teachers' classroom practices. The results indicated that P4C significantly contributed to improving teachers' ability to engage in dialogic and inquiry-based teaching, thereby enhancing their overall effectiveness in the classroom. These findings highlight the significant role of P4C in promoting teachers' professional development and its relevance to innovative teaching pedagogies in higher education.

**Keywords:** Philosophy for children; teachers' professional development; dialogic and inquiry-based teaching; teachers' attitude; Hong Kong

**Chi-Ming Lam** is Associate Professor of the Department of International Education at the Education University of Hong Kong. His research interests include the philosophy of Karl Popper, critical thinking, Confucianism, and philosophy for children. His books include *Childhood, Philosophy and Open Society: Implications for Education in Confucian Heritage Cultures* (2013), *Sociological and Philosophical Perspectives on Education in the Asia-Pacific Region* (co-edited with Jae Park, 2016), and *Philosophy for Children in Confucian Societies: In Theory and Practice* (edited, 2020).

## Embedding Virtual Learning Stimulations to Conventional Classroom Teaching

Yui-yip Lau

Division of Business and Hospitality Management, College of Professional and Continuing Education,  
The Hong Kong Polytechnic University  
[yuiyip.lau@cpce-polyu.edu.hk](mailto:yuiyip.lau@cpce-polyu.edu.hk)

Nicole S.N. Yiu

Department of Civil and Environmental Engineering, The Hong Kong Polytechnic University  
[nico.yiu@polyu.edu.hk](mailto:nico.yiu@polyu.edu.hk)

Eve Man Hin Chan

Department of Design, Faculty of Design and Environment,  
Technological and Higher Education Institute of Hong Kong  
[evechan@thei.edu.hk](mailto:evechan@thei.edu.hk)

Chung Chui Ying

Division of Business and Hospitality Management, College of Professional and Continuing Education,  
The Hong Kong Polytechnic University  
[chuiying.chung@speed-polyu.edu.hk](mailto:chuiying.chung@speed-polyu.edu.hk)

### Abstract

The study introduces virtual learning to enhance student's learning experience in the selected logistics subjects. Construction safety is one of the important topics in this selected subject. In addition to conventional teaching methods, a short Virtual Reality (VR) scenario will be tailor-made and shown to the students. The study adopting innovative VR interventions can motivate students to learn the course materials in a self-directed approach. This study aims to (1) enrich students' deeper understanding of the subject context and improve their learning outcomes by introducing high-quality VR interventions in the selected taught subject; and (2) assist students in developing reflective learning attitudes through the appropriate use of enquiry-based learning methods (i.e., 'engage', 'explore', 'explain', 'elaborate', and 'evaluate'). To address the research objectives, 60 tertiary students' survey data were statistically analyzed, along with conducting these tertiary students' reflective writing content analysis.

**Keywords:** Virtual Learning; Virtual Reality; Construction Safety; Enquiry-based Learning Methods

**Yui-yip Lau** is an Interim Head of Student Affairs and Senior Lecturer from Division of Business and Hospitality Management, College of Professional and Continuing Education, The Hong Kong Polytechnic University. Until now, he has published more than 360 research papers in international journals and professional magazines, contributed 20 book chapters, 5 books and presented numerous papers in international conferences. He has collaborated with scholars from more than 20 countries and regions spreading over five continents on research projects. He has also secured over HK\$ 10 million in research grants.

**Nicole S.N. Yiu** is a Teaching Fellow in the Department of Civil and Environmental Engineering at the Hong Kong Polytechnic University. She is Programme Leader of BSc (Hons) in Environmental and Occupational Safety and Health (EOSH), Chairman of Departmental Health & Safety Committee, Summer Placement Officer (EOSH), Member of Departmental Programme Committee, and Member of Departmental Partnership Committee.

**Eve Man Hin Chan** is an Assistant Professor from the Technological and Higher Education Institute of Hong Kong (THEi). She earned her PhD in Fashion and Textiles Marketing and Merchandising from the Institute of Textiles and Clothing, the Hong Kong Polytechnic University in 2009. In terms of her professional experience, she had served as Global Business Controller and Manager of the internationally renowned fashion company, H&M. Dr Chan possessed extensive industrial experience in buying, merchandising, marketing, and retailing before commencing her academic career.

**Chung Chui Ying** is a Research Assistant at the Division of Business and Hospitality Management, College of Professional and Continuing Education, The Hong Kong Polytechnic University. Her research interests are supply chain management, hospitality management, risk management, and resilience management.

## Students' Perceptions of Using Video Essays as Assessment Tools

Anna Wing Bo TSO

The Hang Seng University of Hong Kong

[annatso@hsu.edu.hk](mailto:annatso@hsu.edu.hk)

### Abstract

As visual literacy becomes increasingly important in the digital learning environment, academics and university students alike must learn how to read the multimodal texts, extract meaning from them, and see how they work in order to become fully literate. Using video essays for tools for assessment, especially in a cross-disciplinary field like film studies, will be one of the future directions in engaged learning. With a view to investigating the effectiveness of using video essays as assessment tools, this paper looks into the learning experiences of 40 university students who took a general education (GE) module titled Film Art. Surveys and interviews were conducted to examine students' perceptions of video essay assignments. The author will also share her concerns and understandings about copyright issues most teachers and students may encounter when creating video essays.

**Keywords:** Assessment, video essays, visual literacy, students' perception

**Anna Tso** is Department Head and Associate Professor of English at The Hang Seng University of Hong Kong. Previously, she was the Director of the Research Institute for Digital Culture and Humanities and Associate Professor at the Hong Kong Metropolitan University (formerly The Open University of Hong Kong). As President of the Hong Kong Association for Educational Communications and Technology (HKAECT), she is Lead Editor of the books *The Post-pandemic Landscape of Education and Beyond* (2023) and *Digital Communication and Learning: Changes and Challenges* (2022). Her research interests lie in the intersection of applied linguistics, children's literature, and digital literacy.

## Skills and values for the future job market and higher education students' perceptions: Questionnaire construction procedure

Lalla Fatima Zohra ALAMI TALBI,

Mohammed V university in Rabat, Morocco

[f.talbi@um5r.ac.ma](mailto:f.talbi@um5r.ac.ma)

Sanae FAHMI,

Mohammed V university in Rabat, Morocco

[s.fahmi@um5r.ac.ma](mailto:s.fahmi@um5r.ac.ma)

### Abstract

Developing university students' values, skills, and competencies required to integrate in the future job market has often been the concern of various international reports. Thus, the major role of the university is no longer limited to the dissemination of knowledge and academic research (Altbach, 2008), but extends it to include the empowerment of youth to fit in the job market. Within this spirit, this paper presents the methodology of constructing and testing the validity of a questionnaire developed to assess university students' values, competencies, and skills at work in the MENA region. More precisely, it aims to investigate whether university students are aware of the skills and values required by the future job market as identified by UNESCO report of learning to-do (2005); Life Skills and Citizenship Education Initiative Report (2017); Framework of 21st Century learning (2019); and World Economic Forum (2023). The questionnaire also targets to elicit data on students' view on the extent to which university training and parents' education prepare them for the labor market needs. The questionnaire was tested using Chronbach Alpha test and reported excellent level of internal reliability. The questionnaire was then administered online to Moroccan higher education students as a small-scale pilot study to determine its feasibility and weaknesses.

**Keywords:** Values; skills; competencies; questionnaire construction; future job market; MENA region

**Prof. Dr. LallaFatima-Zohra Alami Talbi** is professor at the Faculty of Law, Economics and Social Sciences at University Mohammed V in Rabatin Morocco. Contact details: Avenue Mohammed Ben Abdallah Ragraoui, Al Irfane. BP 6430 Rabat Instituts-Rabat

**Prof. Dr. Sanae Fahmi** is professor at the Faculty of Letters and Human Sciences at University Mohammed V in Rabat in Morocco.

## **Paper Presentation V**

*Day 2, 16 November 2023 (Thur)*

4 – 6pm

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## Re-validating an assessment tool to identify, assess, and develop higher education students' innovation competence in online education

Meiju Keinänen,

Turku University of Applied Sciences,

[meiju.keinanen@turkuamk.fi](mailto:meiju.keinanen@turkuamk.fi)

Taru Konst,

Turku University of Applied Sciences,

[meiju.keinanen@turkuamk.fi](mailto:meiju.keinanen@turkuamk.fi)

### Abstract

Innovative behaviour and generic innovation competences are shared aims for degree studies in all study fields in all European higher education institutions. However, narrower views have been put on how students are learning innovation competences in the digital environments yet. Additionally, empirically validated instruments to analyze innovation in educational online contexts are missing. The aim of this article is to present a novel re-validated tool to identify, assess and develop innovation competences in online learning situations. The study is based on two-rounded content validation process of expert panels, wherein the existing FINCODA Assessment Tool describing innovative behaviour was evaluated. In total 17 European higher education experts from three countries (Finland n6, Spain n7, and Germany n4) participated in the validation process. As a result, the final re-validated assessment tool includes five dimensions of innovation competences; creativity, critical thinking, initiative, teamwork and networking, with 33 items describing of innovative behavior and action. Additionally, the assessment tool includes a new subdimension with four optional items of sustainable development aspect as a part of critical thinking. This article is useful for those who want to train future innovators and develop and diversify online assessment practices of higher education.

**Keywords:** innovation competence, assessment, validation, online pedagogy, higher education

**Dr. Meiju Keinänen** (PhD, Educ.) act as principal lecturer and research group leader (Practice-Based Pedagogy) at Turku University of Applied Sciences in Finland. She has specialized in researching and developing innovative learning environments, concepts, and multidisciplinary project-based curriculum in higher education. Additionally, she has a long experience in development of a barometer to measure students' innovation competences at national and international levels. Her dissertation research focused on the development of students' innovation competences.

**Dr. Taru Konst** (Ph.D. /Soc. Sc., Lic. Sc./Econ.& Bus. Adm.) acts as principal lecturer and senior advisor in education development at Turku University of Applied Sciences. She has published numerous scientific articles and other research reports and publications especially on pedagogy and learning development, education development and policies, also related to sustainable development and environmental issues. Her research focus in doctoral studies was curriculum development. She has a long experience in working as a principal lecturer, project manager and researcher.



## Educators' Experiences in enabling students learning for the VUCA world

Sirpa Hänti,

Faculty of Engineering and Business, Turku University of Applied Sciences,

[sirpa.hanti@turkuamk.fi](mailto:sirpa.hanti@turkuamk.fi)

Koen Veermans,

Faculty of Education, University of Turku,

[koen.veermans@utu.fi](mailto:koen.veermans@utu.fi)

### Abstract

Working-life has seen accelerated change during the past decades. This change has been described as volatile, uncertain, complex, and ambiguous (VUCA). The critical role of Higher Education Institutions in preparing the students for working-life has also gained some recognition, but studies on educators in HEIs are still very rare. The aim of this study is to investigate educators' experiences in designing learning environments that aim to prepare students for the future working life in HEIs across 13 different learning environments in 5 countries. This article brings new insight on how the educators experience enabling student's learning. Three educator profiles could be derived, and the study shows differences among educators in both experiences and perceived importance of design elements. However, more research is needed on how educators perceive these learning environments, and how these may or may not support their role in enabling students' learning for the VUCA world.

**Keywords:** learning environment, design elements, VUCA, higher education

**Sirpa Hänti** (PhD, Econ. & Bus. Adm., M. Arts, Educ.) has over 20 years' experience in business life. Today she is working as a Principal Lecturer in Turku University of Applied Sciences, in the Faculty of Technology and Business (since year 2004). Her subjects are entrepreneurship, sales management, customer experience and value creation. She is actively applying innovation pedagogy in developing new learning environments in cooperation with business life.

**Koen Veermans** (PhD) is a University Research Fellow at the Department of Teacher Education, University of Turku with over 20 years of research experience and a broad interest in learning. Some recurring themes have been inquiry learning and technology enhanced education. The research has addressed learners in all levels of education and as well as design of learning environments.

## Modeling of Domain-Specific Competence among Technicians (EQF 6) at Higher Education Facilities in Germany and Integration thereof in Ackerman's PPIK Theory as a possible Framework

Eberhard Huester (OStR)

Balthasar Neumann Technikum Trier (BNT Trier)

Paulinstrasse 105, D-54292 Trier (Germany)

[eberhard.huester@bnt-trier.com](mailto:eberhard.huester@bnt-trier.com)

### Abstract

The present study focuses on the structure of domain-specific competence among technicians (EQF 6) at vocational schools in Germany. In a smaller sample (n=243), domain-specific competence had already emerged as a multidimensional construct. Domain-specific competence can be subdivided into content knowledge and analytic problem-solving competence. Content knowledge turned out to be a two-dimensional construct and analytic problem-solving competence a five-dimensional construct. Content knowledge and fluid intelligence showed significant standardized regressions on the dimensions of problem solving. The regressions of content knowledge on problem solving were the strongest (cf. Walker & Huester, 2022). Can the structure of domain-specific competence be confirmed in the larger sample? And how can the students' professional interest be adequately taken into account according to Holland (1997)? Six colleges (EQF 6) participated in the pretest (n=375). Most of the data was collected via the digital learning platform Moodle. The data analysis is performed using SEM with Mplus. Results: Content knowledge and analytical problem-solving competence are multidimensional. The highest regressions in terms of analytical problem-solving competence are obtained for multidimensional content knowledge as outlined in the PPIK theory (Ackerman, 1996).

**Keywords:** Educational research, quantitative research, technician education and training, competence, adult education

**Dr. Eberhard Huester (OStR):** Eberhard Huester is a teacher for mechanical engineering and physical education at the Balthasar-Neumann-Technikum Trier (BNT Trier). His research focuses on empirical modeling and assessment of competence structures as well as the question of how these can be adequately promoted during the learning process.

## The Structure of Vocational Interests of Future Technicians (EQF 6) in Mechanical Engineering for Interpreting Technical Drawings

Eberhard Huester (OStR)

Balthasar Neumann Technikum Trier (BNT Trier)

Paulinstrasse 105, D-54292 Trier (Germany)

[eberhard.huester@bnt-trier.com](mailto:eberhard.huester@bnt-trier.com)

Hannes Saas

Department of Educational Science, Technical University of Kaiserslautern-Landau

Erwin Schrödinger Straße, Bld. 57 | R. 465, D-67663 Kaiserslautern

[saas@rptu.de](mailto:saas@rptu.de)

### Abstract

The present quantitative analysis of empirical research focuses on the structure of professional interests of technicians (EQF 6). A study with a larger sample is already available (cf. Huester, 2023, pp.192-200). Hypothesis: With regard to technicians, can the hexagonal structure of occupational interests according to Holland (1997) also be identified as a circumplex using a structural equation model? The structure of occupational interests is investigated using SEM models from other studies (cf. Nagy, 2005). The present study was conducted at six technical colleges in a longitudinal control experimental group design (n=243) in regular classes. Data analysis was performed with SEM using Mplus software. Results: Vocational interests can be represented as a quasi-complex, thus maintaining the RIASEC model. In further research, these findings can be integrated into PPIK theory. Then, it can also be shown whether there is an influence of vocational interests on domain-specific competence.

**Keywords:** vocational interests/ competencies/ knowledge/ problem solving/ structural equation model/ PPIK theory

**Dr. Eberhard Huester (OStR):** Eberhard Huester is a teacher for mechanical engineering and physical education at the Balthasar-Neumann-Technikum Trier (BNT Trier) in Germany. His research at the Technical University Kaiserslautern-Landau focuses on the empirical modeling and evaluation of competence structures and on the question of how these can be adequately promoted during the learning process.

**JProf. Dr. Hannes Saas:** Hannes Saas is a junior professor of vocational education and training with a focus on digital transformation at the Technical University Kaiserslautern-Landau in Germany. He coordinates a Germany-wide network of fellows for innovations in higher education. In his research, Hannes Saas focuses on the promotion of instructional skills of pedagogical staff in vocational education and training by using video-based learning opportunities.

## The Impacts of e-Learning and Virtual Reality on Diagnostic Radiography Education

Kathy PANG

Robert Gordon University

[k.pang@rgu.ac.uk](mailto:k.pang@rgu.ac.uk)

Shi Tian CHIA

Singapore Institute of Technology

[1800127@sit.singaporetech.edu.sg](mailto:1800127@sit.singaporetech.edu.sg)

Sin Ping winna TENG

Singapore Institute of Technology

[1800459@sit.singaporetech.edu.sg](mailto:1800459@sit.singaporetech.edu.sg)

Christopher LAI\*

Singapore Institute of Technology

[Chris.lai@singaporetech.edu.sg](mailto:Chris.lai@singaporetech.edu.sg)

Hajmath Begum MOHAMED SALI

Singapore Institute of Technology

[hajmath.begum@singaporetech.edu.sg](mailto:hajmath.begum@singaporetech.edu.sg)

\* Corresponding author

### Abstract

Diagnostic Radiography (DR) education underwent a significant transformation from didactic lectures to interactive learning. It is shifting towards student-centred learning to active learning. This calls for further research to evaluate how e-learning and virtual reality impact learners' learning. As Coronavirus Disease 2019 (COVID-19) has disrupted learning, this narrative aimed to review the impacts of electronic learning (e-learning) and virtual reality (VR) on learners' learning experience. A comprehensive search was conducted across PubMed, Sage Journals Online, CINAHL Complete, Radiography Online, and Web of Science databases ranging from 2006 to 2023. Based on the results, the positive impacts of both e-learning and VR outweighed the negative impacts. It is not ideal to replace conventional learning with e-learning and. Thus, a blended learning can be implemented with further research.

**Keywords:** Radiography, Virtual Reality, E-learning, Blended learning

**Kathy PANG**, Robert Gordon University. After gaining her Bachelor's and Master's degrees in Diagnostic Radiography at The Hong Kong Polytechnic University (PolyU), Kathy Pang dedicated herself to working as a frontline diagnostic radiographer in both public and private sectors in Hong Kong including Grantham Hospital, Union Hospital and the Department of Health, HKSAR Government. In 2014, she joined PolyU as a Radiography instructor. She served as a part time lecturer at the Institute of Vocational Education and PolyU. In 2021, she obtained her HCPC (United Kingdom) registration and assumed the position of lecturer in diagnostic radiography at Robert Gordon University, United Kingdom.

**Shi Tian CHIA**, Singapore Institute of Technology. Ms Chia is works as a radiographer in Tan Tock Seng Hospital. She has graduated from Singapore Institute of Technology with B.Sc. Hons in Diagnostic Radiography.

**Sin Ping winna TENG**, Singapore Institute of Technology. Ms Teng is works as a radiographer in Singapore General Hospital. She has graduated from Singapore Institute of Technology with B.Sc. Hons in Diagnostic Radiography.

**Christopher LAI**, Singapore Institute of Technology. Dr Lai currently is the programme leader of the BSc (Hons) Diagnostic Radiography programme at Singapore Institute of Technology. He graduated from BSc (Radiography) in Hong Kong Polytechnic University and was awarded with Ph.D. (Medical Sciences) in the Chinese University of Hong Kong. He has had extensive clinical and research experience in Digital Radiography, Ultrasound, Computed Tomography, Magnetic Resonance Imaging, and PACS administration.

**Hajmath Begum MOHAMED SALI**, Singapore Institute of Technology. Ms Hajmath Begum is an academic staff at the Singapore Institute of Technology. She is a graduate with a master's in education specialising in Learning Sciences and Technology (MEd Learning Sciences and Technology) from National Institute of Education, Nanyang Technological University (NIE, NTU). She is a trained Diagnostic Radiographer with 15 years' experience in the industry as a practitioner, researcher and educator.

## **Paper Presentation VI**

*Day 3, 17 November 2023 (Fri)*

*9:30 – 11:00 am*

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## Empowering the Future of Construction and Quantity Surveying Professionals: Unveiling the Skills Revolution in New Zealand's Construction Industry

Yingyi Zhou

Te Whatu Ora - Health New Zealand

[Cecily.Zhou@southerndhb.govt.nz](mailto:Cecily.Zhou@southerndhb.govt.nz)

Kam Yuen Cheng

Te Pukenga – Ara Institute of Canterbury

[Kam.cheng@ara.ac.nz](mailto:Kam.cheng@ara.ac.nz)

### Abstract

Significant changes in the building sector are presently being driven by technological breakthroughs, climate change, and a growing emphasis on well-being. The disruptions created by the 2020 pandemic have highlighted the importance of training students for professions in this expanding sector. Diploma-level building and quantity surveying programmes are widely provided at polytechnics throughout New Zealand. In contrast, little study on skill transfer has been performed in the New Zealand construction industry. This study seeks to address this gap by identifying the essential skills for the future and investigating how academic curricula might be adjusted to match altering corporate requirements over the next three to five years. The purpose is to provide graduates with the skills they need to succeed in New Zealand's construction sector. In-depth interviews with academics and professionals were conducted, followed by a thematic analysis of the interview transcripts. The study suggests three major topic areas are critical for designing construction and quantity surveying programmes: data analytics and STEM knowledge, cooperation and communication, energy management, and circular economy. Furthermore, the correlations between these categories give informative data that may be utilised to create curriculum development recommendations.

**Keywords:** Construction, Future skills, Higher Education, Sustainability, Transformation

**Y. Zhou** was born in China and moved to New Zealand 4 years ago. She achieved a Bachelor's Degree in Economics at Nanjing Normal University. She went to Sweden in 2007 and graduated with a Master's Degree in Science in Mälardalen University. While completing her Bachelor of Construction, she already had two years of estimator experience working in the construction industry in New Zealand. She is currently a Quantity Surveyor who is working at Te Whatu Ora – Health New Zealand.

**K.Y. Cheng** comes from New Zealand. He graduated with Master Degree in Educational Leadership in University of Auckland, European union law (2013) in King's College London, London, UK and Master in building services engineering (2008) in Heriot-Watt University, Edinburgh, Scotland, UK. He currently works in Ara Institute of Canterbury in the capacity of Head of Construction and programme leader – Construction Management, QS and Architectural Technology programme. Previously he worked in Sinopec Hong Kong and UAE in the capacity of Senior Cost Control Manager. He is the fellow member of Royal Institution of Chartered Surveyors, Chartered member of Royal Institute of British Architects, member of New Zealand Institute of Architect, member of New Zealand Institute of Building and registered quantity surveyor in New Zealand.



## Intuited the usefulness of an asynchronous online discussion in a course management system among university students in Hong Kong

Shui Kau CHIU

School of General Education and Languages,  
Technological and Higher Education Institute of Hong Kong

[ivanchiu@thei.edu.hk](mailto:ivanchiu@thei.edu.hk)

### Abstract

Despite adopting an asynchronous online discussion (AOD) in a course management system (CMS), students did not engage much in the activity. This study employed the technology acceptance model (TAM) as a theoretical framework to probe the effectiveness of the adoption in enhancing students' learning experiences. Two research questions about how students intuited an AOD in a CMS were formed. Data were collected from semi-structured interviews among university students in Hong Kong. This study found that while informants did not perceive the discussion useful for their learning, their perceptions were mediated by way of its practicing, students' learning strategies and socially desirable behaviour. This study called forth educators to consider the social context in which students are situated when adopting a pedagogy. This study's findings can have significant implications for education policymakers to launch appropriate education reforms to enhance teaching effectiveness. It also constitutes a theoretical implication for the TAM.

**Keywords:** asynchronous online discussion, course management system, technology acceptance model, usefulness, higher education.

**Dr. Shui Kau Chiu** is devoted to his teaching career and has taught various modules at the tertiary level in Hong Kong. He has also served as a manuscript reviewer for different peer-reviewed journals. His research interests include science, technology and society, educational technology, pedagogy, communication, risk perception, cultural theory of risk, and history.

## Gongyeh App: EFL students' voices from Hong Kong

Frankie Har

The Hong Kong Polytechnic University

[frankie.tk.har@polyu.edu.hk](mailto:frankie.tk.har@polyu.edu.hk)

### Abstract

This study examines the experiences of university EFL students preparing and evaluating oral presentations via the Gongyeh App, an online presentation assessment platform devised by an EMI university in Hong Kong. A key goal of the App is to enhance students' presentation skills by providing audience feedback so that maximizing learning effectiveness can take place. The present study was guided by the following questions:

1. What were students' attitudes and beliefs concerning the application of the Gongyeh App?
2. Does the Gongyeh App improve students' oral presentations compared to a teacher-centered approach?

A total of 12 university EFL students participated in this study, which took the form of in-depth semi-structured interviews. Based on the data, it is revealed which learning support the students feel is most pragmatic and useful for overcoming the challenges of giving feedback on oral presentations. The article will end with the author sharing his insightful reflections on the necessity of further support for students in providing professional oral presentation feedback.

**Keywords:** Gongyeh App, oral presentation, peer feedback, assessment

**Mr. Frankie Har** is affiliated with The Hong Kong Polytechnic University. His research interests are in the areas of second language acquisition, discourse analysis, gamification in ELT and bilingualism. His publication appeared in *RELC Journal* and *Springer Nature*. His most recent work includes the book chapters 'The Future of Education utilizing an Artificial Intelligence Robot in the Centre for Independent Language Learning: Teacher Perceptions of the Robot as a Service' and 'Use of Perusall for Pre-class Reading Assignments in an English Reading and Writing Course at the Tertiary Level: Students' Perception of a Flipped Approach'.

## Technology-aided Learning at the Intersection of Presence-at-hand and Readiness-to-hand and the Fusion of Horizons among Students, Technology and Teachers

LAU, Hok-Yin, Jeff

Ip Ying To Lee Yu Yee School of Humanities and Languages, Caritas Institute of Higher Education

[hylau@cihe.edu.hk](mailto:hylau@cihe.edu.hk)

### Abstract

This paper would like to analyze the phenomena of technology-aided learning among students and teachers by leveraging Heidegger's and Gadamer's hermeneutics. Heideggerian readiness-to-hand and presence-at-hand, which explains existential modes of using equipment, and Gadamerian fusion of horizons indicating the expansion of understanding, have been widely discussed, but seldom linked in one philosophical discussion. This paper presents two main views upon discussing the Heideggerian and Gadamerian basic ideas of their philosophies. Firstly, repetitive practice of the use of technological Things as present-at-hand to increase familiarity as being increasingly ready-to-hand facilitates the fusion of horizons between users as Dasein and technology with a horizon of its own usefulness. Secondly, technological tools are used as ready-to-hand with familiarity in support of theoretical and critical judgement and observation of technological Things and thematic learning materials as present-at-hand "for-the-sake-of" teaching and learning. The fusion of horizons between students as Dasein, and, learning materials and ultimately teachers, will thus be enabled by the cooperation between the two modes. The fusion of horizons between users and technology is found greatly contributing to the fusion of horizons between instructors and students.

**Keywords:** Heidegger, Gadamer, readiness-to-hand, presence-at-hand, technology-aid-learning, fusion of horizons

**Mr. LAU, Hok-Yin, Jeff** possesses two Master's degrees of Arts, one in linguistics from the University of Hong Kong with distinction and the other one in philosophy from the Chinese University of Hong Kong with a Dean's List designation. Currently, Lau is working on his Ph.D. on discourse analysis of lyrics at the University of Reading (U.K.), while serving as a lecturer at Caritas Institute of Higher Education, teaching institute-wide English courses. Driven by passion for music, especially the music of The Beatles in the 1960s and post-Beatles musicians such as Queen, The Eagles and Elton John, Lau combines music and language studies in his research. He is also passionate about philosophy, Heideggerian philosophy and Chinese philosophy in particular.

## **Paper Presentation VII**

*Day 3, 17 November 2023 (Fri)*

*11:15 – 12:45 p.m.*

Back: [[Day 1](#)][[Day 2](#)][[Day3](#)]

## Existential Relationship between Teacher-Centred Learning and Student-Centred Learning

### Inauthentic Solicitude as a Necessary Condition of Authentic Solicitude

LAU, Hok-Yin, Jeff

Ip Ying To Lee Yu Yee School of Humanities and Languages, Caritas Institute of Higher Education

[hylau@cihe.edu.hk](mailto:hylau@cihe.edu.hk)

#### Abstract

This paper adopts Heideggerian authentic and inauthentic solicitude to explain how the teacher-centred learning (TCL) approach serves as a possible necessary condition for the student-centred learning (SCL) approach through hermeneutic phenomenology as the methodological direction. The two approaches should be seen as sharing an existential relationship, rather than conflictual. For one, TCL can be characterized as more inauthentic solicitude by which teachers as authoritative sources of knowledge as “The They” dominate education discourses, leaping in for students as passive learners in the inauthentic mode. For the other, SCL can be characterized as more authentic solicitude by which teachers as facilitators enlighten and leap ahead for students as active beings who reclaim the grip of mine-ness to initiate self-directedness in learning and intersubjective interaction with others in the authentic mode. Students’ passive role in learning from “The They” lays a solid foundation for later authentic solicitude in active learning which necessarily emerges from accumulated tradition and experience. Existentially, TCL constitutes a pool of “The They” out of which SCL becomes possible.

**Keywords:** Heideggerian philosophy, authentic solicitude, inauthentic solicitude, teacher-centred learning, student-centred learning

**Mr. LAU, Hok-Yin, Jeff** possesses two Master’s degrees of Arts, one in linguistics from the University of Hong Kong with distinction and the other one in philosophy from the Chinese University of Hong Kong with a Dean’s List designation. Currently, Lau is working on his Ph.D. on discourse analysis of lyrics at the University of Reading (U.K.), while serving as a lecturer at Caritas Institute of Higher Education, teaching institute-wide English courses. Driven by passion for music, especially the music of The Beatles in the 1960s and post-Beatles musicians such as Queen, The Eagles and Elton John, Lau combines music and language studies in his research. He is also passionate about philosophy, Heideggerian philosophy and Chinese philosophy in particular.

## Student-Teachers' Practicum Experiences in Hong Kong and Macao during the COVID-19 Pandemic

Huey LEI

Ip Ying To Lee Yu Yee School of Humanities and Languages, Caritas Institute of Higher Education

[hlei@cihe.edu.hk](mailto:hlei@cihe.edu.hk)

Victor Wan-chong CHOI

Faculty of Applied Sciences, Macao Polytechnic University, Macao SAR, China

Marcruz Yew-lee ONG

Ip Ying To Lee Yu Yee School of Humanities and Languages, Caritas Institute of Higher Education

### Abstract

Teaching practicum plays a critical role in teacher education for student-teachers in enabling them to adapt educational theories to real practices in authentic contexts. Pre-service and in-service teachers also acknowledge practicum as an opportunity to interact with students in classrooms with supervision from mentors and university supervisors, different from other taught courses in teacher training programmes. This study investigates two groups of student-teachers in Hong Kong and Macao, grounded in a pilot study, to identify the critical features of practicum practices during the COVID-19 pandemic. At this time, normal school operations were affected in the two special administrative regions in the Greater Bay Area, and this study examines eight student-teachers' practicum experiences during this period. The practical implementation of the practicum, including lesson planning and supervision from universities and schools, was studied. Post-practicum interviews with the student-teachers were also conducted to explore their perspectives on the distance learning aspect of the practicum. Other corresponding forms of data, consisting of teaching plans and video-recorded lessons, were collected to triangulate the analysis. The major findings of the study include the identification of various pedagogical foci in the practicum, the different assessment tasks being developed, consequences of parental involvement, evaluations of the exercise, as well as challenges faced by student-teachers during the practicum. Implications include innovation of practicum as well as reconsideration of some of the critical elements of the teaching practicum offered by current teacher training programmes.

**Keywords:** practicum, online learning, teacher training, higher education

**Dr Huey LEI** is an Assistant Professor at Caritas Institute of Higher Education. His research interests lie in mathematics education, STEM education and teacher education.

**Mr Victor CHOI** is a PhD student at Macao Polytechnic University. His research interests include computer science education, educational data mining and teacher education.

**Dr Marcruz ONG** is an Assistant Professor at Caritas Institute of Higher Education. His research interests lie in early childhood mathematics, early childhood curriculum and cross-cultural comparison.

**Practical journalism modules to be taught online:  
A blessing or a nightmare to the teachers and students?**

Chan, Wing-Lam Wendy

HKU Space Po Leung Kuk Stanley Ho Community College

[wendy.chan@hkuspace-plk.hku.hk](mailto:wendy.chan@hkuspace-plk.hku.hk)

WONG, Chi Hung

School of Arts and Social Sciences, Hong Kong Metropolitan University

[chwong@hkmu.edu.hk](mailto:chwong@hkmu.edu.hk)

**Abstract**

Throughout the semester, several classes would be offered in journalism classrooms. However, by their very nature, half of them are practical modules. Filming, photojournalism, picture editing, news writing, graphics editing, and other practical modules are available. Since traditional face-to-face instruction in a physical classroom has been the standard form of instruction at most universities for the past few decades, the transition of these modules to the online mode will strain the university's faculty members. Six interviewees who are teaching journalism modules were invited to share their view on the challenges of launching the modules online. The results of this study's in-depth interview and conversation with university instructors who primarily taught practical modules throughout the semesters during the covid19 pandemic revealed that various teaching strategies were implemented to grab students' attention and to accelerate their learning behavior. More than that, it is thought that teaching using communication technologies, such as a more direct contact approach through whatsapp and wechat, is the best way to deal with challenging circumstances. Last but not least, the majority of respondents came to the conclusion that teachers must adopt offline connection, even if it is only a brief face-to-face exchange, because online interaction has many problems that have yet to be resolved. They concluded that, in the long term, it takes some time for online instruction to effectively replace traditional instruction.

**Keywords:** Online teaching; Practical Modules; Pedagogical approaches; Teaching approaches; Traditional classroom; Journalism Modules

**Wendy Chan** received her Ph.D. in Journalism and Communication from Hong Kong Baptist University. She is currently working at the HKU Space Po Leung Kuk Stanley Ho Community College. Wendy is current Vice-President of the Hong Kong Association for Educational Communications and Technology (HKAECT). Her research work can be seen in journals indexed in Social Science Citation Index (SSCI), Arts & Humanities Citation Index (AHCI), and Taiwan Humanities Citation Index (THCI), and other renowned journals. Her expertise is on Journalism, New Media and Public Relations.

**Dr. Chi-hung Wong** received his PhD in contemporary Chinese literature at the University of Hong Kong in 2006. He is currently an associate professor at the School of Arts and Social Sciences, Hong Kong Metropolitan University where he served as the (Co-)Programme Leader of the Bachelor of Arts with Honours in Chinese (Full-time) degree programme (2007–2021), Coordinator of full-time undergraduate programmes (2013–2019), and Proposer and Programme Leader of the Master of Arts in Chinese Literature programme (2011–2013). He has published extensively in the areas of literary criticism, modern and contemporary Chinese literature, Du Fu studies, and classical Chinese biography.



## Hollowing out and reinventing higher education: An individualist perspective

Shui Kau CHIU

School of General Education and Languages,

Technological and Higher Education Institute of Hong Kong

[ivanchiu@thei.edu.hk](mailto:ivanchiu@thei.edu.hk)

### Abstract

University-oriented higher education is now expanding. However, its monopolistic role has encountered challenges from new public management, advancement of technology and emerging views towards credentials. Although researchers like Carlson (2018) and Letizia (2016) investigated how higher education responds to difficulties of sustainability, individualism is infrequently applied to studying the issue. Since individualism concerns the rights and efforts of individuals to solve one's issue, to narrow down the academic gap, this short article adopted it as a theoretical framework aiming at offering an unconventional view of strengthening higher education from an individualist perspective. Through concepts of "hollowing out" and "reinventing" from public management, this theoretical article outlined the challenges to higher education and depicted its need for reinvention. This article further proclaimed that ideas of autonomy, choice, and self-reliance from individualism offer insightful directions for reinvention. This article will have significant implications for the leadership of higher education and education policymakers.

**Keywords:** Higher education, new public management, credential, hollowing out, reinvent, individualism

**Dr. Shui Kau CHIU** is devoted to his teaching career and has taught various modules at the tertiary level in Hong Kong. He has also served as a manuscript reviewer for different peer-reviewed journals. His research interests include science, technology and society, educational technology, pedagogy, communication, risk perception, cultural theory of risk, and history.



東華學院  
TUNG WAH COLLEGE

創新教學中心  
The Centre for Innovative  
Teaching and Learning (CITL)

Tung Wah College  
King's Park Campus  
31 Wylie Road,  
Homantin, Kowloon



Tung Wah College  
Mongkok Campus  
90A and 98 Shan Tung Street,  
Mong Kok, Kowloon



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