

Centre for the
Advancement of Information
Technology in Education
資訊科技教育
促進中心
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Throughout the past few months, the Centre for the Advancement of Information Technology in Education (CAITE) continued to actively facilitate a virtual interactive eLearning community, promote exploratory outdoor learning environment and enhance professional training.

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- 01 School visit was conducted during the implementation of the inquiry learning project.
- 02 Students presented their artifacts to guests.
- 03 The operation and pedagogy of EagleEye were being introduced during the symposium.

Facilitating Virtual Interactive eLearning Community

The project “Cross-Region Game-based Collaborative Inquiry Learning” was launched successfully through the Learning Villages platform in this academic year. A total of 31 schools from Hong Kong, Beijing, Guangzhou, Taipei and Singapore joined the project. The project was successfully completed following the closing ceremony and the artifact exhibition on 16 June 2012. The ceremony started with an opening ceremony by guests of honour, including Prof. Alvin Seung-ming Leung, Dean of Faculty of Education, CUHK; Mr. Ka-chun Li, Deputy Director General of Hong Kong Taoist Association; Mr. Liu-chun Yang, Principal of Dahu Elementary School; Ms. Min Cheng, Teacher of Yanqing 2nd Primary School; and Ms. Hock-yen Chua, Teacher of Singapore Nanyang Primary School. It followed with a sharing session and award presentation. Schools showed positive responses to this kind of learning.

The platform has been enhanced with new features and elements, namely Learning Villages 2, which will be comprehensively used and promoted to primary and secondary schools.

Promoting Exploratory Outdoor Learning Environment

The mobile learning system, EagleEye, was designed for teachers to design outdoor learning activities for students. The system is proved to have positive impacts on developing students’ skills for project-based learning, including collaboration, problem-solving and critical thinking, and helping junior form students prepare for the New Senior Liberal Studies.



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To further promote the system to the academic communities, it was introduced in the Learning and Teaching Symposium in Tuen Mun Catholic Secondary School and the Professional Development Programmes held by the Education Bureau.

Enhancing Professional Training

To enhance the application of information technology in teaching, CAITE, commissioned by the Education Bureau, organized two professional training courses for school teachers. “Pedagogical Design and Implementation of Mobile GPS-based Outdoor Exploratory

Learning and Teaching Activities in Primary and Secondary Schools” aims at introducing how mobile computer devices such as tablet PCs can be employed in conducting outdoor exploratory learning and teaching activities while “Integration of Free e-Learning Apps and Mobile Devices to Enhance the Effectiveness of Learning and Teaching of Measures, Shape and Space Dimension in Secondary School Mathematics” introduces free eLearning Apps that teachers and students may use in mobile devices such as iOS- or Android-

based tablets so as to facilitate the learning and teaching of Measures, Shape and Space Dimension of Mathematics in junior secondary school level.

To further encourage developing skills to apply information technology in teaching and learning, in collaboration with other academic communities, CAITE has offered the Master of Arts Programme in Information Technology in Education for educators. The Programme started in September 2012.



暑期教研活動

本年暑假，兩位訪問教授到訪普通話教育研究及發展中心，為研究生授課與座談，豐富他們的學習經驗。以下是研究生的體會：

今年7月中，我修讀「國際漢語教育文學碩士學位課程」，第一門課是「漢語作為第二語言習得研究」，授課導師是南京大學徐大明教授。徐教授深入淺出地跟我們講解中外語言學界關於「語言習得」方面的基本理論與研究方法，還清楚展示漢語的語音、詞匯、語法三要素在「語言習得」中各自的類型、過程以及實踐，我才能理解這個研究領域的「版圖」。另外，徐教授於每個課題中都舉相關實例或論文來誘發我們討論，一起發掘尚待研究的課題。課堂內外，同學們彼此交流，樂在其中。（碩士研究生劉焯嘉）

- 01 徐大明教授主講「漢語二語習得研究」系列
- 02 加藤晴子教授暢談漢語特點

8月3日、6日，東京外國語大學加藤晴子教授應中心的邀請，給國際漢語教育與普通話教育碩士研究生作學術報告，講題為〈通過分析日本學習者學漢語的難點探討漢語的特點〉。座談會上，加藤晴子教授分享了她在漢語教學上的經驗，讓我們進一步了解以日語為母語學生學習漢語時遇到的困難，如：日本學生分不清結果補語和趨向補語應該在甚麼時候用，因為在日語裏不需要表示結果的語言成分，但在漢語裏動詞不能表達結果，需加上結果補語才能表示結果。通過加藤晴子教授的詳細講解，對

比了漢日兩種語言的不同，讓我們更深入地了解日本學生在使用漢語作為第二語言學習上的情況，使我們獲益良多。（碩士研究生李嘉瑜）



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