



Centre for
Learning Sciences
and Technologies
學習科學與科技
中心

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STEM Education Public Seminar for School Teachers

CLST, co-organizing with the Department of Curriculum and Instruction, CUHK and the Education Bureau of Hong Kong, held a public seminar “Infusion of STEM Education into Science, Technology and Mathematics Education Key Learning Areas” on 10 July 2017. The seminar objectives were twofold: (a) to enhance teachers’ understanding of various strategies for infusing elements of STEM education into Science, Technology and Mathematics Education

Key Learning Areas, and (b) to share university-school collaborative experiences in designing and implementing STEM-related learning and teaching activities at school. A total of 465 primary and secondary teachers attended the seminar.



“Infusion of STEM Education into Science, Technology and Mathematics Education Key Learning Areas” Seminar

New Publications

- Dong, A. M., Jong, M. S. Y., & Luk, E. T. H. (2017). 翻轉課堂中的同伴互動：實現互動投入的分析框架 [Peer interaction in the flipped classroom: A way of reaching interactive engagement]. In M. Chang et al. (Eds.), *The 21st Global Chinese Conference on Computers in Education: Conference proceedings* (pp. 87–88). Beijing, China: Beijing Normal University.
- Jiang, Y., Zhang, L., Shang, J. J., & Jong, M. S. Y. (2016). Game-based inquiry learning: Design and application. In H. Niemi & J. Jia (Eds.), *New ways to teach and learn in China and Finland: Crossing boundaries with technology* (pp. 195–211). New York, NY: Peter Lang.
- Jiang, Y. C., Jong, M. S. Y., & Geng, J. (2017). 國內“互聯網+外語教學”研究現狀：回顧與思考 [Studies on “Internet plus FLT” in Chinese context: Review and retrospection]. In M. Chang et al. (Eds.), *The 21st Global Chinese Conference on Computers in Education: Conference proceedings* (pp. 427–430). Beijing, China: Beijing Normal University.
- Jong, M. S. Y., Dong, A. M., & Luk, E. (2017). Design-based research on teacher facilitation practices for serious gaming in formal schooling. *Research and Practice in Technology Enhanced Learning*, 12, Article 19. doi: 10.1186/s41039-017-0056-6
- Jong, M. S. Y., Tam, V., Lau, W. W. F., Chan, T., Shang, J. J., & Luk, E. T. H. (2017, April–May). *A pilot study of harnessing the flipped classroom strategy in social inquiry learning*. Paper presented at the 2017 annual meeting of the American Educational Research Association, San Antonio, Texas, U.S.
- Rong, W. N., Jong, M. S. Y., & Shang, J. J. (2017). 香港中學教師資訊素養研究 [Research on Hong Kong middle school teachers’ information literacy]. *Modern Educational Technology*, 27(2), 65–71.
- Song, Y., Jong, M. S. Y., Chang, M., & Chen, W. (2017). “HOW” to design, implement and evaluate the flipped classroom? — A synthesis. *Journal of Educational Technology & Society*, 20(1), 180–183.
- Tse, C. S., Yap, M. J., Chan, Y. L., Sze, W. P., Shaoul, C., & Lin, D. (2017). The Chinese Lexicon Project: A megastudy of lexical decision performance for 25,000+ traditional Chinese two-character compound words. *Behavior Research Methods*, 49(4), 1503–1519. doi: 10.3758/s13428-016-0810-5