Outline

• About Hong Kong Education City
• IT in education Policy in Hong Kong
• How does EdCity build an e-Learning City
• Case Study: SARS and e-Learning
• Key Challenges
• Conclusion
About Hong Kong Education City

Vision:
To build an e-learning City for Hong Kong

9/2000 Project funded by Quality Education Fund
To build a one-stop education portals for the education community based on a IRIS model (Information-Resources-Interaction-Services)

9/2002 Incorporated as a wholly-owned subsidiary of the Education and Manpower Bureau

Daily page view 3 million
Registered Users 1.3 million
Target Users Students/ Teachers/ Parents/ Educators
Information (IRIS Model)

Information Centre
- News, notices from EMB
- Information of activities
- Features on special topics
- Information for career & study
Resources (IRIS Model)

Resources Centre
- Over 15,000 resources
- ETV clips
- Video library
- Audio gallery
- Electronic books
Interaction (IRIS Model)

- English Campus
- Small Campus
- Parents Channel
- Students Channel
- Teachers Channel
Services (IRIS Model)

i-Desk
- Digital Photo Album
- Personal File Cabinet
- Free Email Account
- Notice Board
- Forum

i-House
- 50MB web space
- i-House Administration
- e-mail forwarding service
- i-House identity

Small Campus
- e-mail

i-World
- Total 30 i-World
- >7,000 members
- >10,000,000 hitcounts
First Wave of IT in Education


- To turn schools into dynamic and innovative learning institutions where students can become more motivated, inquisitive and creative students
- To link up our students with the vast network world of knowledge and information to enable them to acquire a broad knowledge base and a global outlook
- To develop in our students capabilities to process information effectively and efficiently
- To develop in our students the attitude and capability for independent life-long learning
First Wave of IT in education Achievement

• Access & connectivity
• Teacher Enablement
• Curriculum & Resources Development
• Fostering Community-wide Culture
The e-learning City

E-Learning City is positioned as a one-stop e-learning platform to provide technology-enhanced and technology-delivered learning to the Hong Kong education community.

We believe e-learning can bring about

- Interactive teaching & learning
- Multimedia rich learning environment
- Collaborative learning for parents, teachers and students
- Community building through online interactions and collaboration
- Enable learning anywhere, anytime and on demand through the use of Internet, wireless and 3G
e-Learning for Everyone

Interactivity
- Improved interaction between teachers, students & parents

Creativity
- Student creativity
- Teacher creativity
- Parent creativity

Community
- Life-long learning
- One-stop learning platform

Economic
- Reduced instructional costs
- Reduced training costs
- Lower tech support costs
- Lower staffing costs

Collaboration
- Enhanced learning experience for students
- Enhanced teaching experience for teachers
- Professional development for teachers, staff and administrators
Our Target Audience

- Students
  - Self-Paced Learning

- Teachers
  - Classroom Teaching & Professional Development

- Parents
  - Parenthood and life-long learning
Learning Environment

Learning Environment:
- Classroom
- Library
- Laboratory
- Home
- Workplace

Distinction.Blurring:
- Anywhere
- Anyhow
- Physical
- Virtual
- Users’ choice

Learning Content:

Fixed content:
- Intended
- Planned
- Structured
- Top-down
- Curriculum-based

Fluid content:
- Less Controlled
- Users focused
- Interactive
- Bottom up + top down
- Diversified
- On-demand
e-Learning Environment

Communicating Environment

Tacit Knowledge
- Communication (Newsgroup/ Bulletin)
- Personal Communication (Email)
- Interaction (Community Building)

Socialization

Tacit Knowledge

Collaborative Learning Environment

Externalization

Experts
Teachers
Students
Parents
Web-pals

Internalization

Collaboration

Learning Environment

Explicit Knowledge

- On-line Resources
- School-based Resources (Intranet)
- Inter-school Resources (Extranet)
- E-learning Platform
- Personal Portfolio

Combination

• Communication (Newsgroup/ Bulletin)
• Personal Communication (Email)
• Interaction (Community Building)
e-Learning Platform
Architecture (5 Layers) –
Presentation, applications, services, metadata and data layers
Case Study: SARS and e-Learning

April – May 2003
Vision and Mission

- When H.K. was attacked by SARS, the subsequent *suspension of classes* created a *crisis*. The education sector was concerned about a possible e-Learning platform to empower the learner in every situation.

- HKedCity quickly enhanced its web-based learning programme to meet the urgent needs of the community by making available virtual classrooms with *many-to-many video conferencing facilities*.

- Our *customized Learning Management Systems* and *online education resources* allowed learning to continue. Thus classes continued beyond the classroom.
Key Components

Virtual Classroom
• Real-Time Class
• Learning Management System

Information & Content
• Combat SARS
• SARS Watch

Creativity
• Reflect to Create

Community
• Share to Support

Teaching and Learning Resources
• Teaching Toolkit
• Self-Learning Journey
• Read to Learn
Information & Content

Combat SARS
- Daily updates on SARS
- Government circulars, guidelines, measures, announcements
- Support hotlines
- Body and mind health tips

SARS Watch
- EdCity Campus News - Inaugural Issue
- In-depth features
Virtual Classroom

Real-Time Class

- Real time many-to-many video-conferencing interactive classes with video & audio enabled
- Lessons were delivered daily in 2 sessions. Students can revisit the video archive anytime.
- “Story telling session “ for Primary students
- "Key to Success in HKCEE" series were tailored for open exam candidates

- “The SARS Coping Coach” series delivered by Psychologists aimed to let everybody remain calm and keep a healthy mind and body
Virtual Classroom

Learning Management System

• Schools are encouraged to create their own teaching agenda using interactive classes by uploading the resources and scheduling the lessons according to levels.

• Students can also instantly upload assignments for teachers to mark and make comments, or to carry out discussions.

42 online courses were made available for free to all 1,300 schools, with the support of our partners.
Virtual Classroom

- Attendance Checking
- Handouts, references, assignments uploaded by teachers
- Real-time video class
- Real-time video conferencing
- Chat box for discussion and Q&A
Teaching and Learning Resources

Teaching Toolkit

- Resources produced by different government bodies and NGOs were integrated and re-packaged.

- Particularly suitable for teachers to apply in classrooms.
Teaching and Learning Resources

Self-Learning Journey

- Self-learning weekly timetable was designed for students.

- 70 multimedia learning games were re-packaged on subject basis.
Teaching and Learning Resources

Read to Learn

• Digital Library: books presented in words, sound and animation

• Online library: previews on books on the prevention of Atypical Pneumonia
Community

Share to Support
• To encourage each other by messages of thanks and support to frontline workers
Creativity

Reflect to Create

• SARS has given us all a unique, unprecedented experience. In this post-SARS period, we encourage students to take a retrospective look at the entire period and create a study project.
User figures

- During the class suspension period, our page view rate escalated from 2 million to 4.6 million a day.

- 42 online courses were made available for free to all 1,300 schools, with the support of our partners.

- More than 70 multimedia learning games were re-packaged, together with other online resources, encouraged asynchronous learning.

- The number of messages posted also hit a record high; senders ranged from group messages from university staff to short messages from primary school pupils.
Recognition

- The Education Bureau of Chia-yi City in Taiwan requested to put our e-learning package on their webpage so that students who stayed home could also be guided into self-learning. (www.cy.edu.tw)

- The media, both local and overseas, covered the Virtual Classroom, with news stories appearing in Hong Kong, the USA, the UK, France and Germany.

- Cisco Systems Company in USA also mentioned the achievement of our project in their annual report.
Key Challenges

- Challenges faced by academic text book
- Lack of high-quality content that engages the learner
- Lack of high quality courseware which should consider learning principles, layout and navigation
- Professional development among teachers for technology use
- Lack of support network of subject tutors, instructors, technical services and fellow students which is necessary to eliminate isolationism and promote interaction
- Self-motivation and self-discipline are required of learners
- Low transparency of product for local market
- Poor measurement and lack of data and benchmarks that support effective learning and return on investment (ROI)
Conclusion

**School administrator and IT coordinator** can make use of the various IT tools and services to facilitate school in the management of daily operation.

**Teachers** share teaching experience and pedagogical matters as part of their continual professional development on the e-learning platform.

**Teachers** are provided with quality digital resources and content for their classroom teaching.

**Students** can select learning resources and activities according to his/her own interest, ability and level for meaningful learning.

**Parents** can make use of the range of resources and services on parenting and develop a closer links with their child/children’s schools.
Thank you
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