





Teaching Development Grants Project

Bring Your Own Device (BYOD) for

Reflective Engagement of Learners
in Digital Classrooms

WORKSHOP FOR "ONE COURSE ONE DIGITAL LECTURE SCHEME" AMBASSADORS

2014.06.12 10:30-12:30 D3-LP-11 Tai Po Campus, HKIEd Registration & Enquiries: Miss Lillian Jiang Ijiang@ied.edu.hk 2948 7742 \\ ALL ARE WELCOME.

|Prof. KONG Siu Cheung (MIT)

A Case Study on Bring Your Own Device for Reflective Engagement of In-Service Teachers

Mr. CHUI Hin Leung, Mike (MIT)

Extending Your Edmodo with Featured Apps in Store

|Dr. LI Ping (MIT)

Schoology Learning Analytics

|Dr. LI Kai Ming (MIT)

Bringing Reflective and Authentic Experiences of E-Learning Practices into PDP Class

|Prof. LIM Cher Ping (LTTC & C&I)

Showcasing the Teaching and Learning Opportunities of Edmodo and Mahara in Undergraduate Courses

|Dr. SONG Yanjie (MIT)

Meaningful Learning with BYOD (Bring Your Own Device) in Higher Education

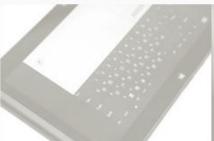
|Dr. YING Danjun Issa, Ms. XU Damiao Zoe & Ms. Suzan STAMPER (CLE)

Adopting BYOD for Language Teaching and Learning

|About The BYOD Project|

The advocacy of learners' reflective learning and the changing technology trends place new demands on academic/teaching staff in the higher education sector for transforming pedagogical practices along with the growth of e-learning in recent years. Adopting the design-based approach, "Bring Your Own Device (BYOD) for Reflective Engagement of Learners in Digital Classrooms" is an Institute-level research project aiming to enhance excellence and innovation in learning and teaching, as well as enhance flexibility and choice for learners to learn anytime, anywhere.







http://tdqbyod2013.ied.edu.hk/

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2014/06/12







The Teaching Development Grants Project
Bring Your Own Device (BYOD) for
Reflective Engagement of Learners in
Digital Classrooms







"Bring Your Own Device" (BYOD) for Reflective Engagement of Learners in Digital Classrooms

Two-Year Design-Based Research / Three Rounds of Trial Teaching / Adopting Community of Practice (CoP) & Collaborative Apprenticeship Model

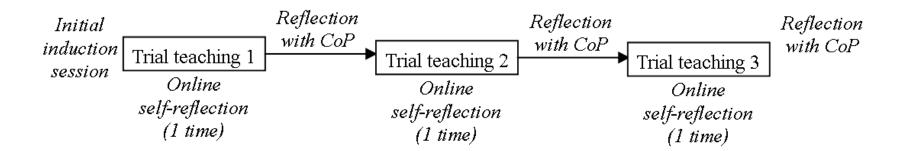
Facing the current technology trend, with the adoption of the BYOD technological model, this TDG project aims to

- 1) explore pedagogical practices that could engage learners in study both inside and outside of classroom at the Institute;
- 2) enhance the competency of HKIEd's academic/teaching staff in teaching with mobile technology and provide students with flexibility in study.





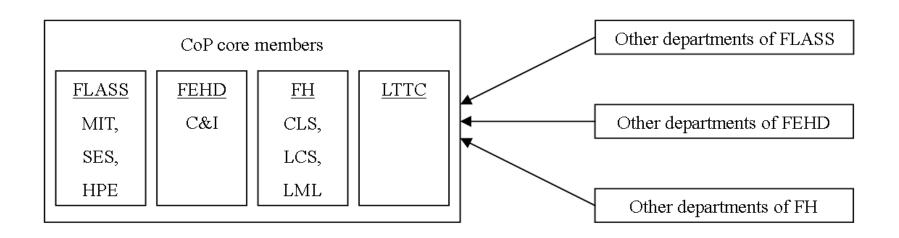
Three-iteration professional development cycle for the development and implementation of BYOD pedagogies through three rounds of trial teaching:



(Continuous online discussions within CoP across three rounds of trial teaching)







1st Yr: 14 Core Members

2nd Yr: 20~30 Teaching Staff After Project: Cross-Faculty CoP with 50~60 Members







Outcomes of this project include:

- ▶ Recommendations for designs of pedagogical initiatives favorable for learners' reflective engagement in learning in digital classrooms;
- Suggestions for approaches to sustainably scaling up professional development for academic/teaching staff on e-learning in higher education;





PROJECT TEAM

Principal Investigators

Prof. KONG Siu Cheung (MIT);

Prof. CHUNG Wai Yee, Joanne (HPE);

Dr. SONG Yanjie (MIT);

Co-Investigators

Prof. LIM Cher Ping (C&I & LTTC);

Prof. SO Wing Mui, Winnie (SES);

Dr. CHENG Kwok Shing, Gary (MIT);

Mr. CHUI Hin Leung, Mike (MIT);

Dr. CHUNG Ming Yan (HPE);

Dr. MA Wai Wing, Ada (HPE);

Dr. POON Kin Man (MIT);

Dr. WANG Lixun (LML);

Dr. WONG Ka Wai, Gary (MIT);

Dr. TAM Chi Ming (LCS);

Dr. TSE Ka Ho (CLS);

Community Members

Mr. CHAN Ping Man, Paladin (SES);

Ms. Suzan Elizabeth STAMPER (CLE);

Dr. LI Ping (MIT);

Dr. LI Kai Ming (MIT);

Mr. FOUNG Kin Wai, Dennis (CLE);

Dr. YU Baohua (ELE);

Dr. YING Danjun, Issa (CLE);

Ms. XU Damiao, Zoe (CLE);









Join Us in September, 2014!

- Video Recording
- Questionnaire
- Focus Group Discussion

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Enquiries

Miss Lillian Jiang ljiang@ied.edu.hk Ext. 7742









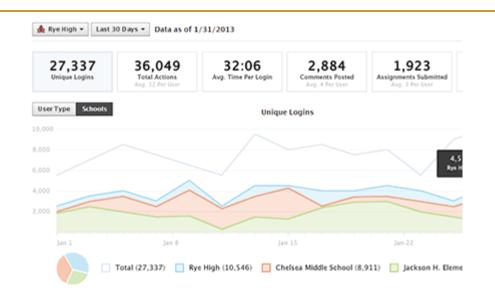
Schoology Learning Analytics

Dr. LI Ping

E-mail: pli@ied.edu.hk

Department of MIT, HKIEd

Learn from your students, and they'll learn from you.





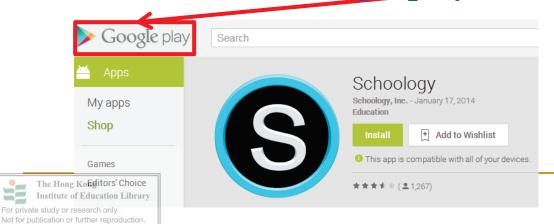
Outline

- Introduction
- Groups
- Courses
 - Materials
 - Updates
 - Gradebook
 - Badges
 - Attendance
 - Members
 - Learning Analytics



Multiple Platforms

- Online Version: https://www.schoology.com
 for PC, Mac, Unix, Linux, etc.
- iOS App for iPhone, iPad, iPod touch.
 - Obtain from iTunes store.
- Android App for Android devices.
 - Obtain from Google play.







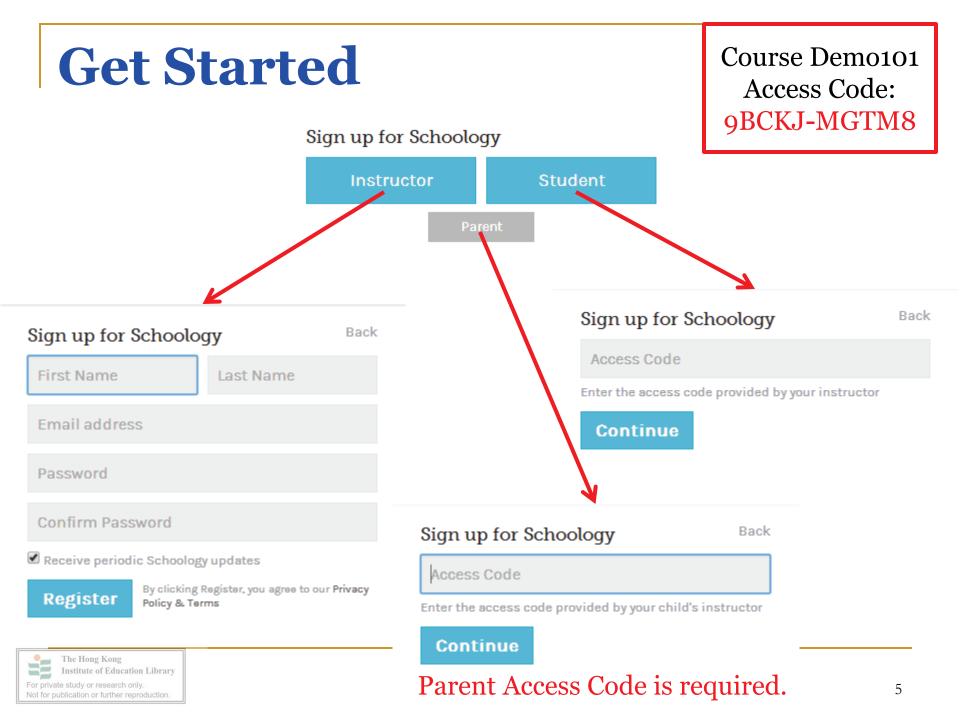
This app is designed for both

Free

Category: Education Updated: 13 February 2014 Version: 2.9 Size: 11.1 MB Language: English Developer: Schoology, Inc © *2010-2013 Schoology Inc."

Rated 4+

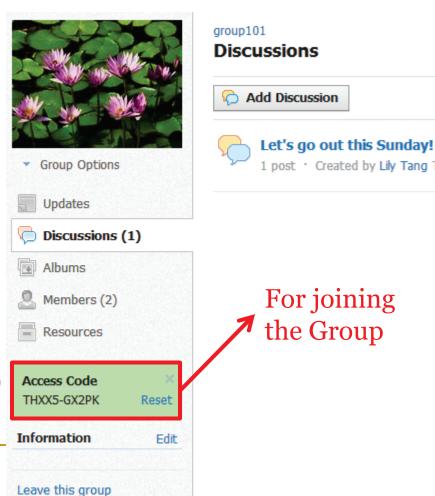
Compatibility: Requires iOS 7.0 or later. Compatible with iPhone, iPad, and iPod touch. This app is optimized for iPhone 5.



Groups

Group Group101 Access Code: THXX5-GX2PK

- Basically the same as Courses, but less functions.
 - Creat a group (Instructor)
 - Join a group (I & S)
 - View/Post Updates (I & S)
 - Discussions(I & S can Add Discussion)
 - Add Albums (Instructor)
 - View Members (I & S)
 - Add Resources (Instructor)

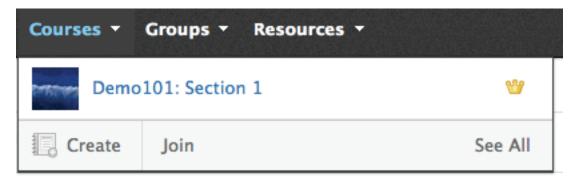




Create/Join Courses

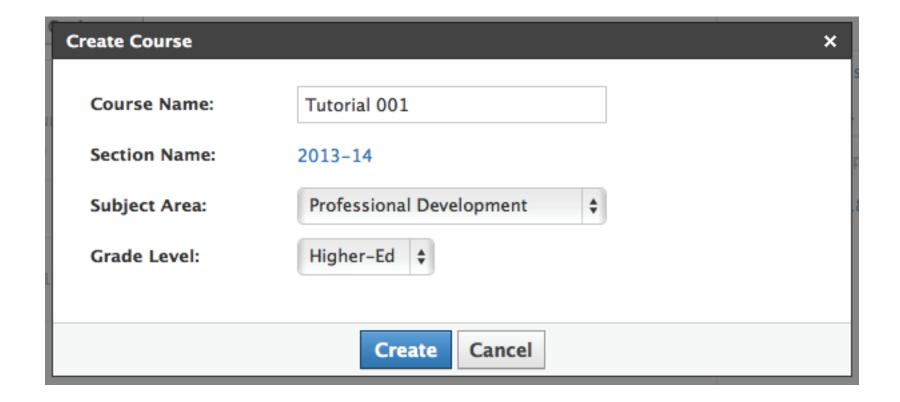
Course Demo101 Access Code: 9BCKJ-MGTM8

- Choose "Courses" -> "Create" to create a course
 - "Instructor" only
- Choose "Courses" -> "Join" to join a course
 - Both "Instructor" and "Student"



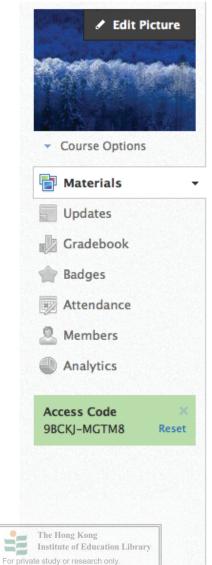
 Parent can only join a course through registration by "Parent Access Code"

Create Courses



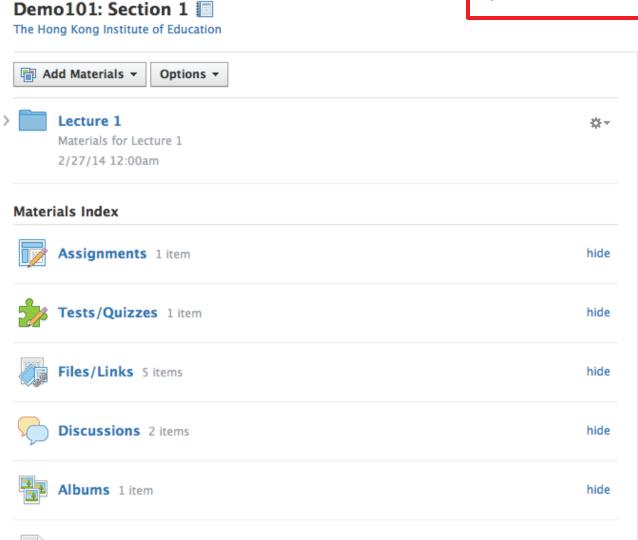
Materials

Course Demo101
Access Code:
9BCKJ-MGTM8



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Pages 1 item

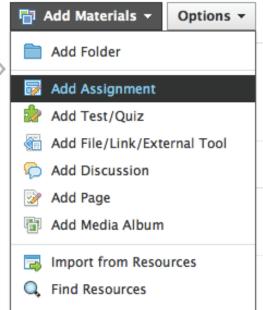


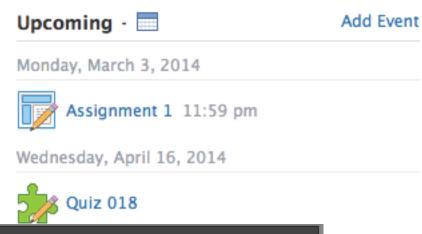
hide

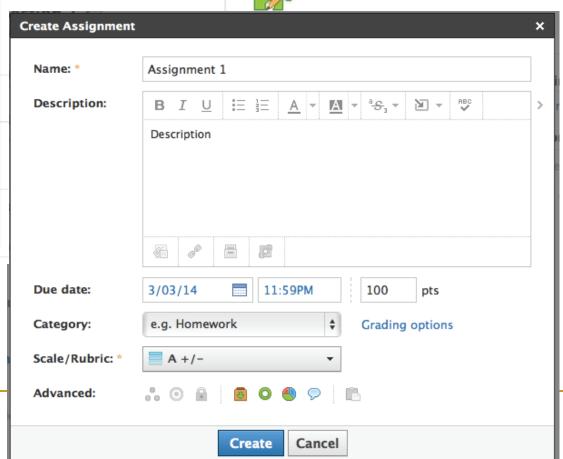
Add Assignment

Demo101: Section 1

The Hong Kong Institute of Education







View Assignment Submissions

Demo101: Section 1 ▶ Assignments

Assignment 003



What's the use of Computer Science in Education?

Posted Fri Feb 21, 2014 at 6:57 am

Comments



Peter Wong

If I write the assignment about ICT in Education, is that still be OK?

Reply · Like · Delete · Fri Feb 21, 2014 at 6:59 am



Ping Li

That's fine! IT is to some extents close to CS, you can write like that!

Like · Delete · Fri Feb 21, 2014 at 7:01 am



Mike Ng

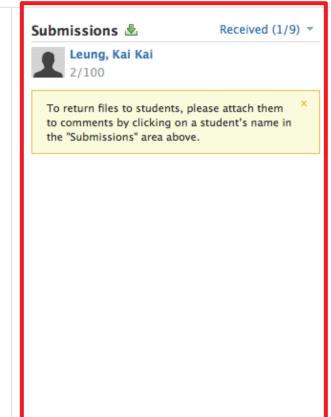
Cool! I want to learn it.

Reply · Like · Delete · Today at 8:34 am



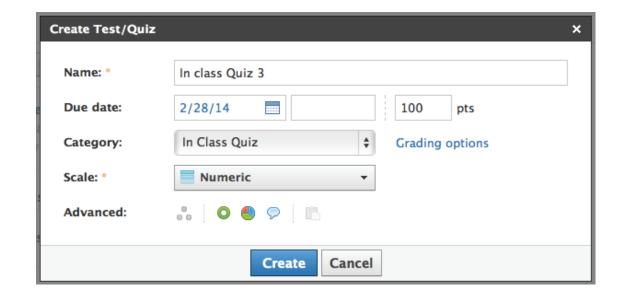
Write a comment

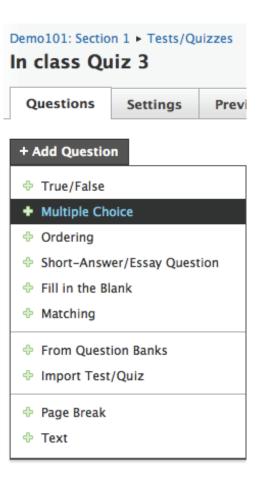
Post



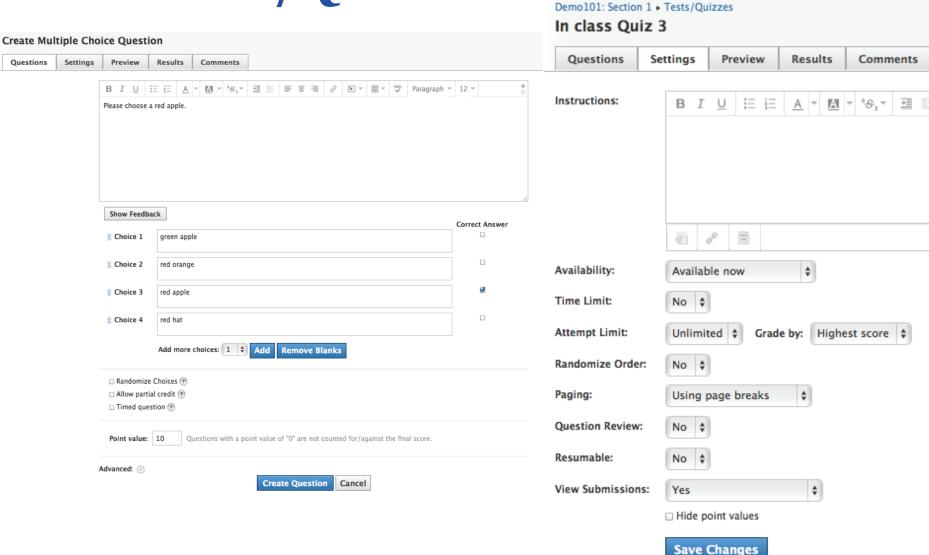


Add Test/Quiz

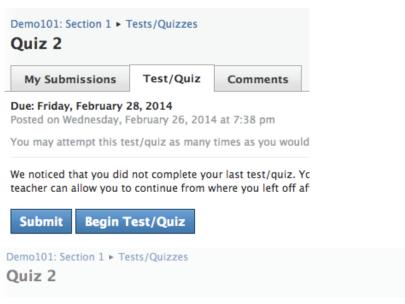


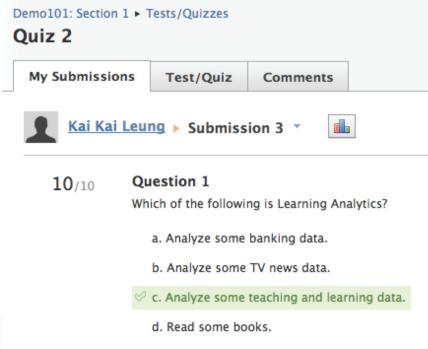


Add Test/Quiz



View Test/Quiz (Student)









Submit

View Test/Quiz Results



Demo101: Section 1 ▶ Tests/Quizzes

Quiz 2

Questions Settings Preview Results Comments

Available











Kai Kai Leung (1) • 10/10 100/100

Submission # Started Completed Time taken Score

The Hong Long Institute of Education Library Institute of Education Library Today at 7:46 pm Today at 7:46 pm 13 sec 10/10 *

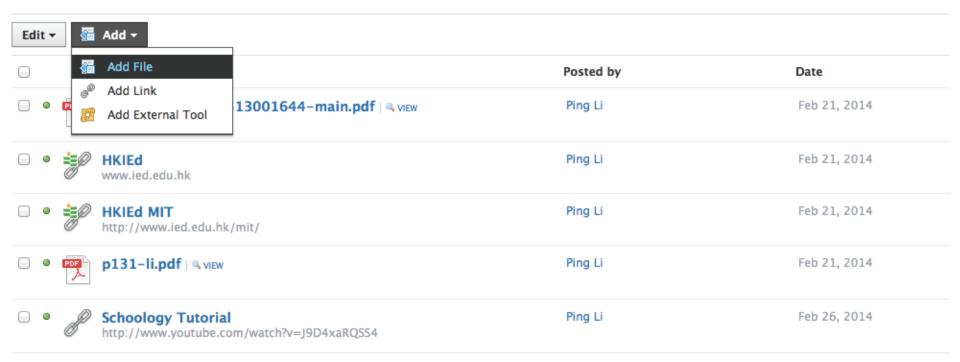
Add Files/Links

(Instructor only)

Course Demo101
Access Code:
9BCKJ-MGTM8

Demo101: Section 1

Files/Links

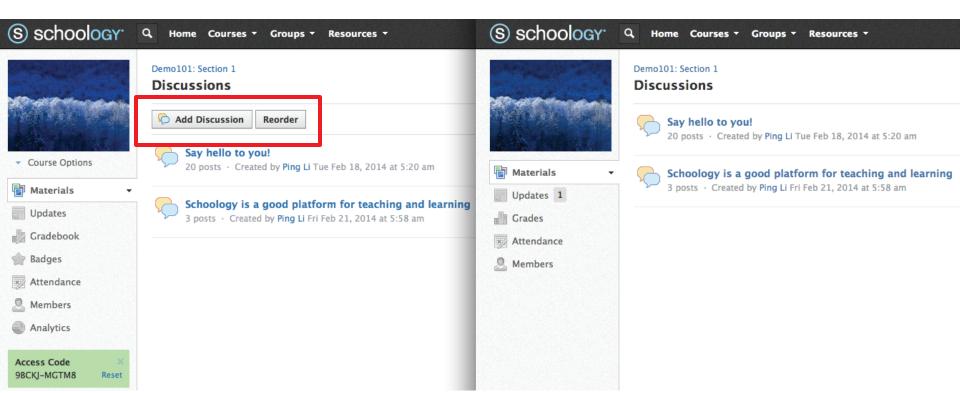




Add Discussion

(Instructor only)

Course Demo101
Access Code:
9BCKJ-MGTM8



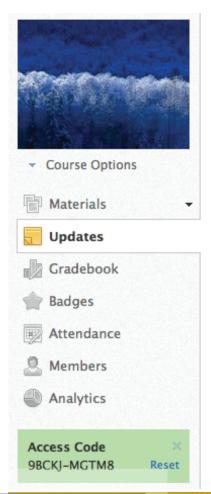
Instructor's View

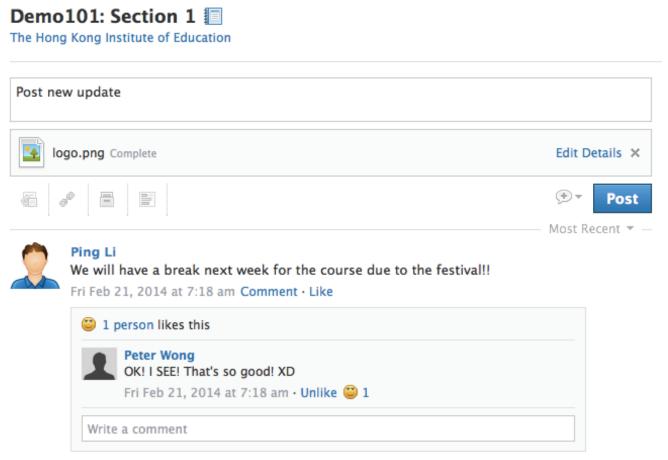
Student's View



Post Updates

Course Demo101
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9BCKJ-MGTM8

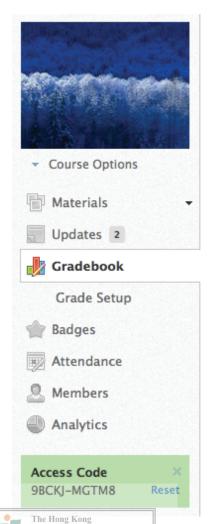




Manage Gradebook

Demo101: Section 1

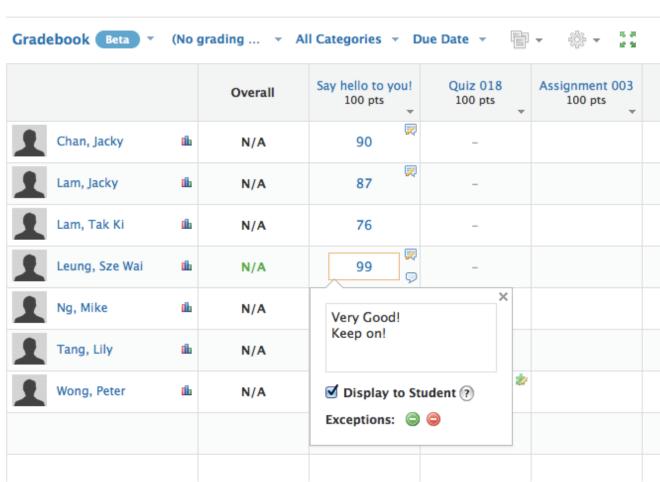
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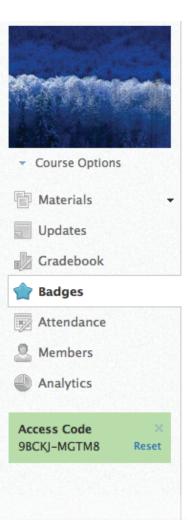
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Assign Badges

Demo101: Section 1

Course Demo101
Access Code:
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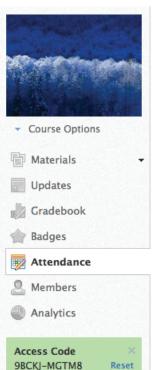
Badges Add Badge	S T 15 8						
Import	New Badge from Resources ogy Badges	d Liste	Perfect Att	Student of	Star Perfo	Leadership	
Chan, Jacky	✓	<					
Lam, Jacky		<					
Lam, Tak Ki		<					
Leung, Sze Wai		<					
Ng, Mike		<					
Siu cheung, Kong			✓	✓	✓	✓	
Tang, Lily			✓				
Wong, Peter	✓	<				✓	

Manage Attendance

Demo101: Section 1

Save Changes

Course Demo101 Access Code: 9BCKJ-MGTM8

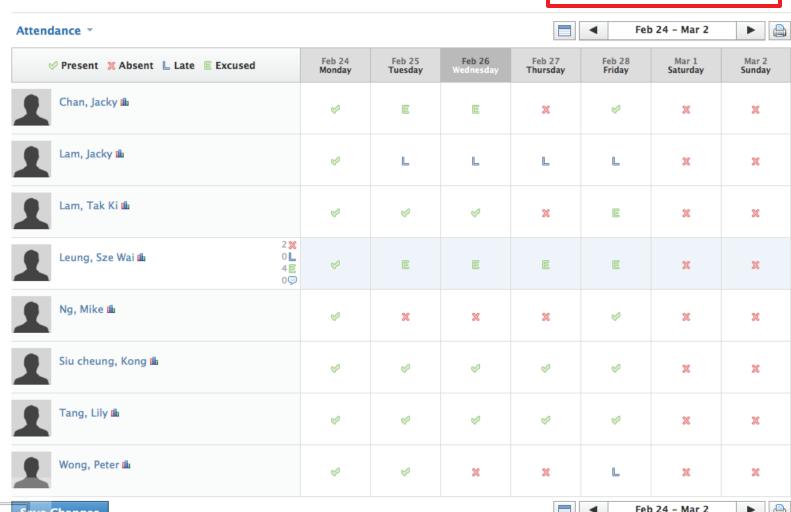


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Manage Members

Demo101: Section 1

Members Admins

Ping Li 👑

Jacky Chan

Tak Ki Lam

Sze Wai Leung

Kong Siu cheung

Jacky Lam

Mike Ng

Lily Tang

Peter Wong

Members

Course Options

Materials

Updates

Badges

Gradebook

Attendance Members

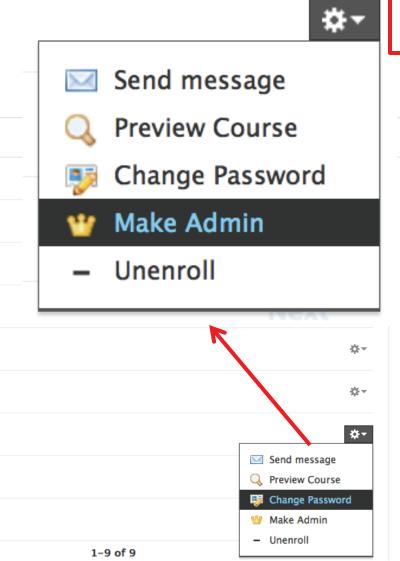
Analytics

Reset

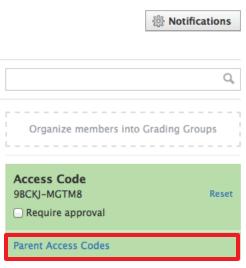
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Access Code 9BCKJ-MGTM8



Course Demo101 Access Code: 9BCKJ-MGTM8



Manage Members

Parent Access Code

Course Demo101
Access Code:
9BCKJ-MGTM8

Access Code
9BCKJ-MGTM8 Reset

Require approval

Parent Access Codes

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Unique Parent Access Code

	Α	В	С	D	E fo	r each st ū dent
1	Schoology ID	Unique ID	Last Name	First Name	Middle Name	Parent Access Code
2	9987597		Siu cheung	Kong		ZDM-SJ9-3H5
3	10034331		Wong	Peter		SCW-9JX-5FK
4	10104147		Ng	Mike		KQC-6HX-2WZ
5	10104169		Chan	Jacky		V6D-PPQ-QX6
6	10104193		Tang	Lily		7F6-BH8-4QK
7	10104333		Lam	Jacky		SF9-5R8-CQ8
8	10104353		Lam	Tak Ki		ZQZ-VSZ-3M4
9	10108471		Leung	Sze Wai		WXM-QC5-QXJ
- 0	The Hong Kong		T T			





Schoology Learning Analytics for Courses

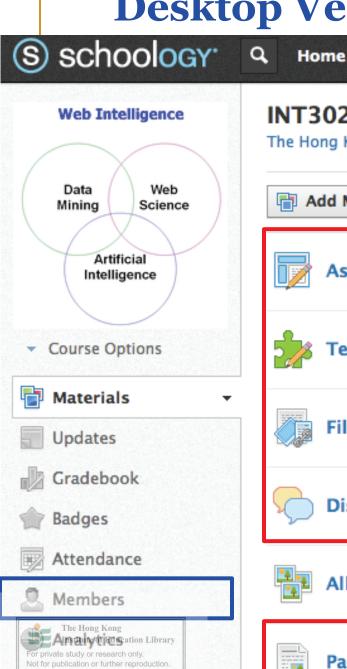




Analytics Features

- Comprehensive and Individualized
 - course and single student/topic
- Simple yet Effective
 - complex data should be easy to understand
- The Collective Memory
 - a record of analytics that tells more stories
- The Learner's Perspective
 - data for tailoring teaching strategies

Desktop Version

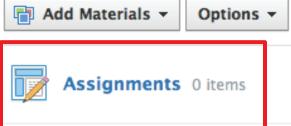


INT3029 Web Intelligence

Courses *

Groups *

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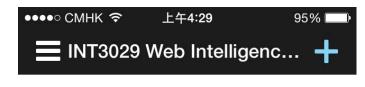
Files/Links 0 items

Discussions 14 items

Albums 0 items



Mobile App



Materials Index





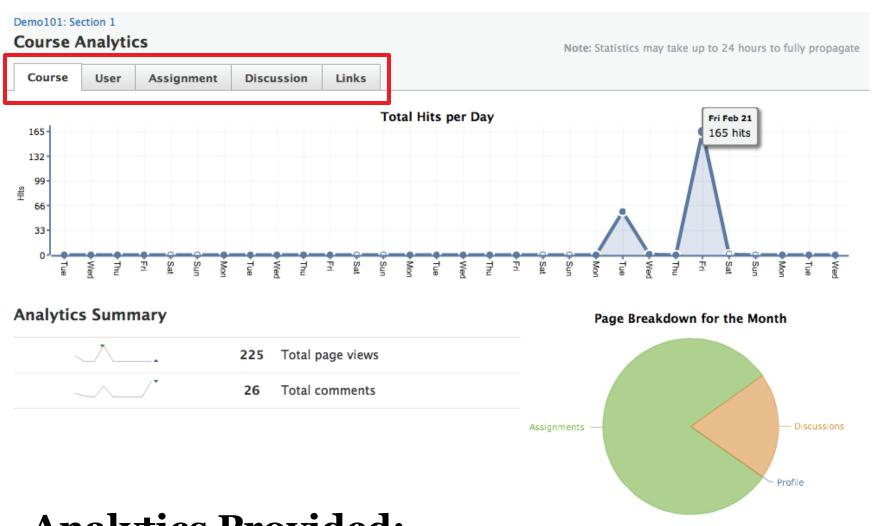








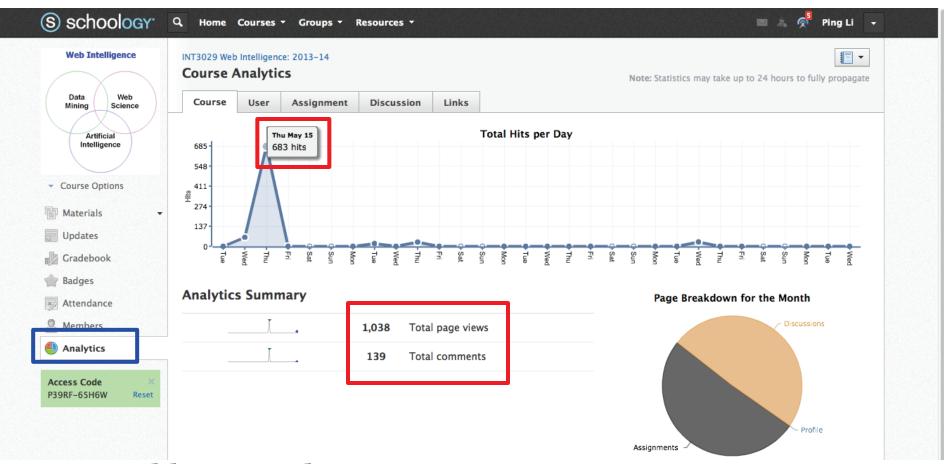
Learning Analytics



Analytics Provided:



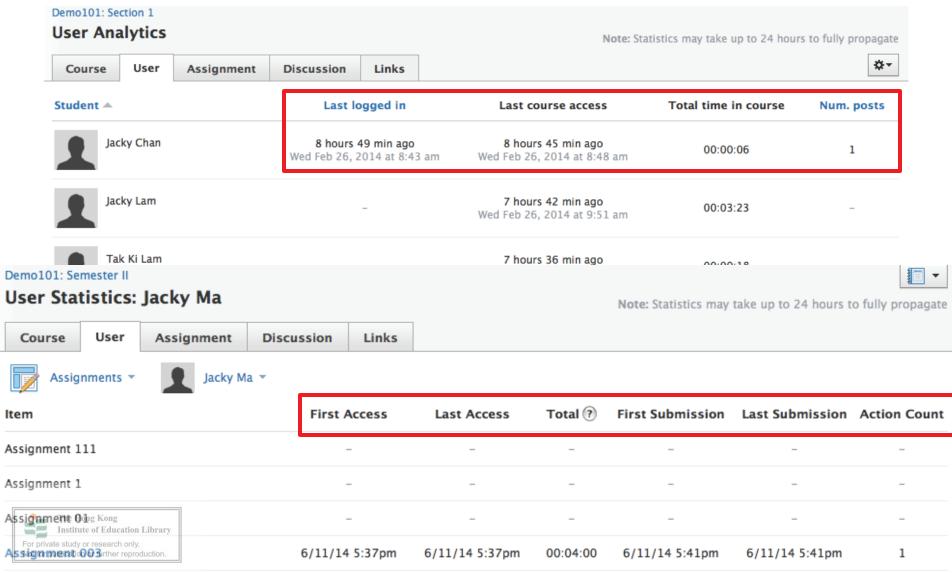
Course Analytics



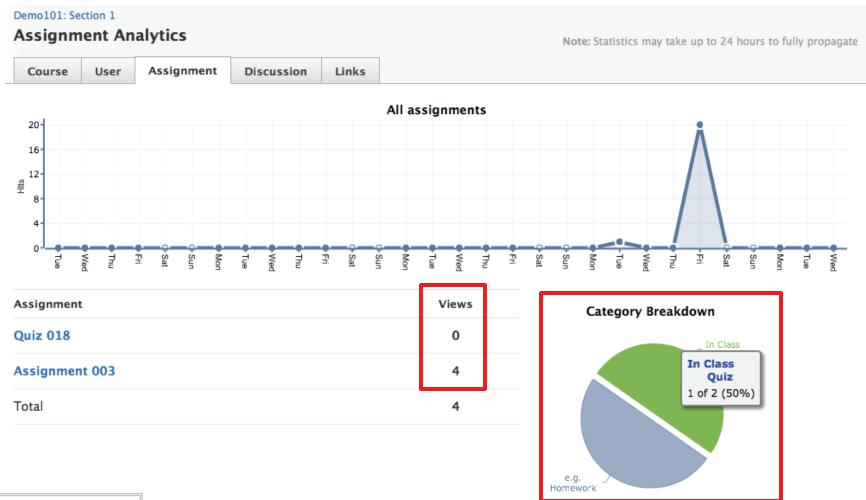
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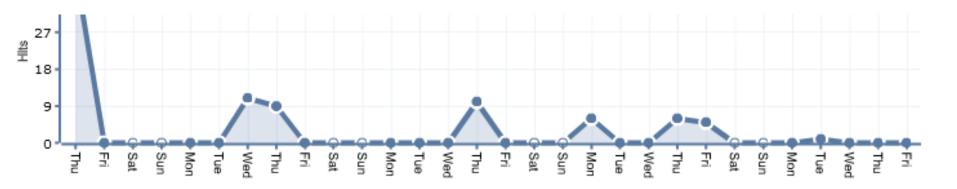
User Analytics



Assignment Analytics



Assignment Analytics



Assignment	Views	Category Breakdown
Ratios and Rates Tutorial	40	
Thinking Blocks	24	Quizzes Ungraded
Ratios Quiz	0	
Problem Solver	9	Discussions
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no

yes

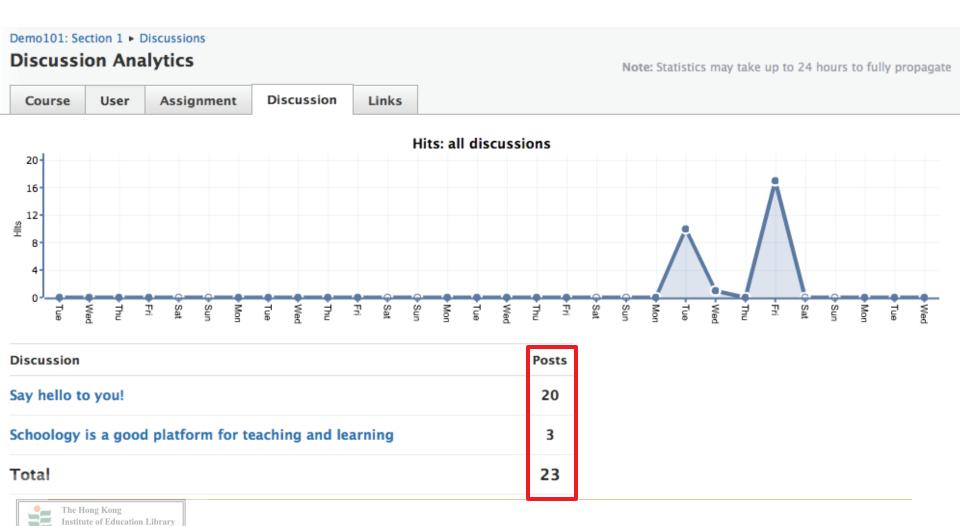
Lily Tang

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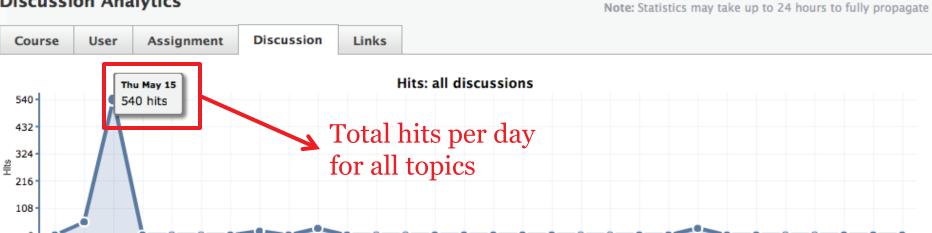
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Discussion Analytics

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Discussion Analytics



Total

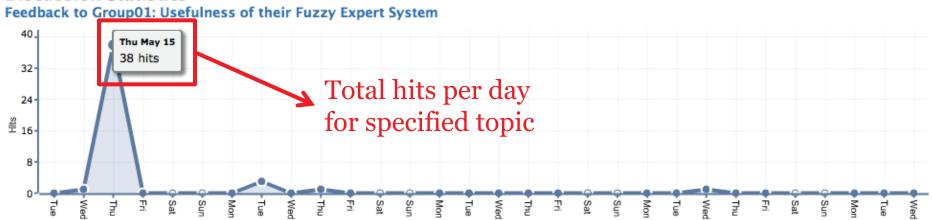
Sun

Discussion	Posts
Feedback to TestGroup: Usefulness of their Fuzzy Expert System	14
Feedback to Group01: Usefulness of their Fuzzy Expert System	26
Feedback to Group02: Usefulness of their Fuzzy Expert System	10
Feedback to Group03: Usefulness of their Fuzzy Expert System	20
Feedback to Group04: Usefulness of their Fuzzy Expert System	13
Feedback to Group05: Usefulness of their Fuzzy Expert System	11
Feedback to Group06: Usefulness of their Fuzzy Expert System	13

Feedback to Group07: Usefulness of their Fuzzy Expert System	12
Feedback to Group08: Usefulness of their Fuzzy Expert System	7
Feedback to Group09: Usefulness of their Fuzzy Expert System	2
Feedback to Group10: Usefulness of their Fuzzy Expert System	1
Feedback to Group11: Usefulness of their Fuzzy Expert System	2
Feedback to Group12: Usefulness of their Fuzzy Expert System	4
Feedback to Group13: Usefulness of their Fuzzy Expert System	4

Discussion Analytics – Selected Topic

Discussion Statistics



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Per	liser	Stat	istics

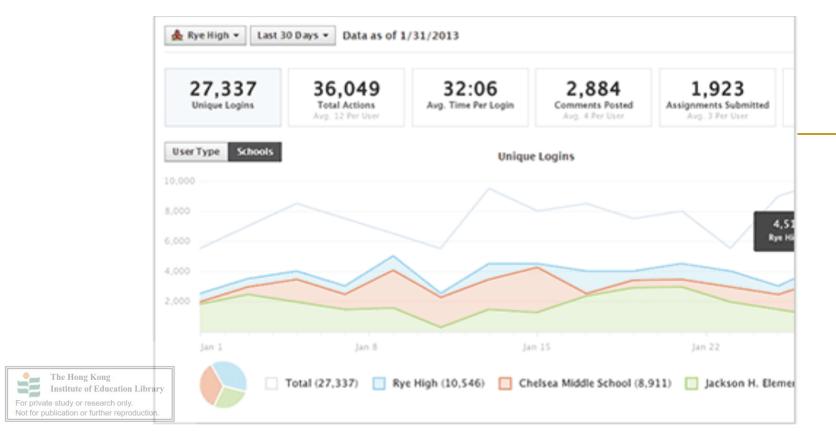
Student	Posts	
Ken Bei	0	Each student's contribution to
POK YIU CHAN	5	the certain topic
Kenneth Chen	0	
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Links Analytics



Summary

Learning Analytics from your students, and they'll learn from you.





Reference

- Part of this slide set is prepared or/and extracted from the following Website:
 - Schoology. Web address: https://www.schoology.com.
 Last accessed: 12 June 2014.
- This set of slides is for teaching purpose only.

Bringing Reflective and Authentic Experiences of E-Learning Practices into PDP Class: Collaborative Mind Mapping

LI Kai Ming
Department of MIT

cpartificiti of wiff

12 June 2014

Workshop for "One Course One Digital Lecture Scheme" Ambassadors



Outline

- Generic Outcomes/Competencies of HKIEd's students
- A Pedagogical Framework for Teacher Professional Development on e-Learning
- Example to illustrate how these outcomes are realised in the teacher professional development class: Collaborative Mind Mapping



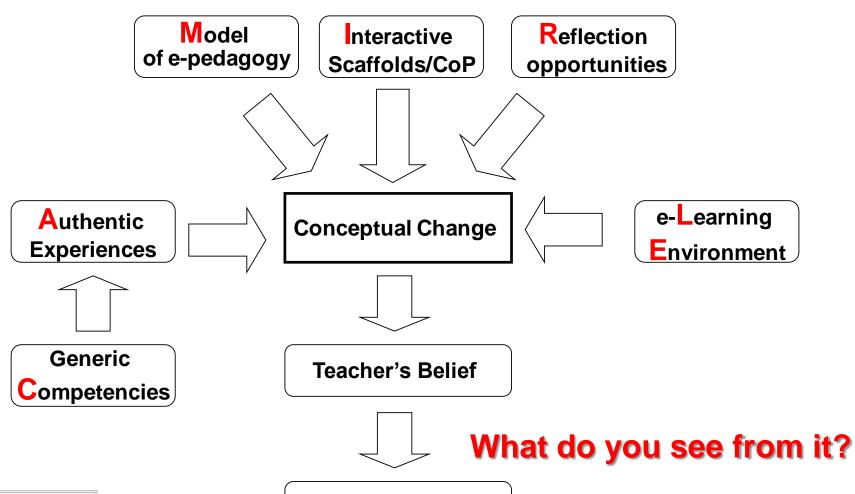
Generic Outcomes/Competencies of HKIEd's students

- Problem Solving
- Critical and Reflective Thinking
- Creative and Innovative Thinking
- Ethical Understanding and Decision Making
- Communication skills
- Social Interaction skills
- Global perspective and Multi-cultural Competence

(Source: OBL in HKIEd

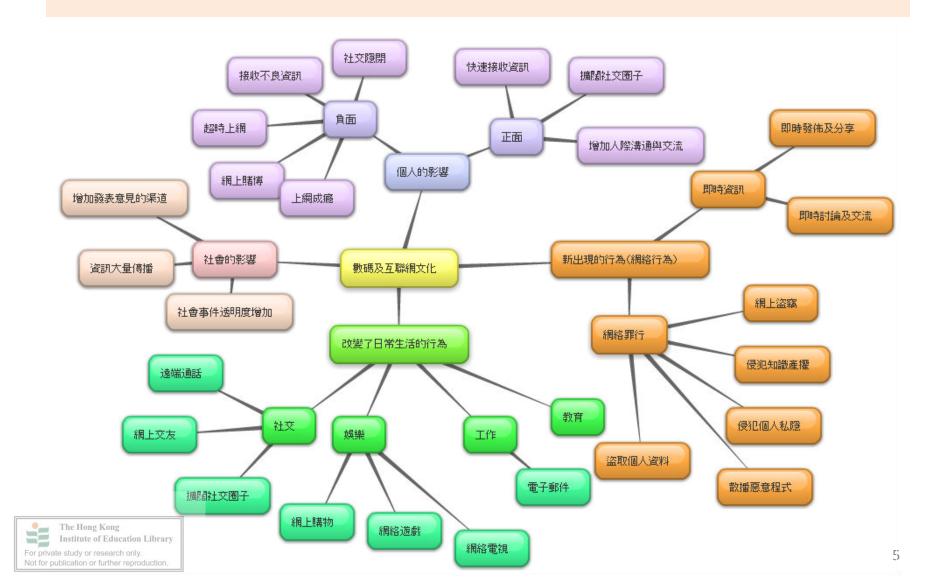


A Pedagogical Framework for Teacher Professional Development on e-Learning



Classroom Practice

Example: Collaborative Mind Mapping



Collaborative Mind Mapping

Mind Map is

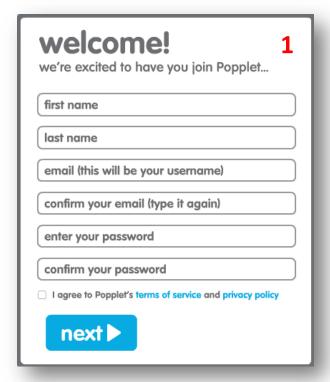
- Visual representation of ideas and thoughts in an organised manner
- Mind Mapping tool can
 - facilitate brainstorming
 - organise ideas and thoughts
 - spark creativity and capture ideas
 - track progress and communicate ideas
 - booth collaboration
- generate creative presentation

 Institute of Education from group project

- HKIEd Generic Competencies
 - Problem Solving
 - Critical and Reflective Thinking
 - Creative and Innovative Thinking
 - Ethical Understanding and Decision Making
 - Communication skills
 - Social Interaction skills
 - Global perspective and Multicultural Competence

Collaborative Mind Mapping Tools

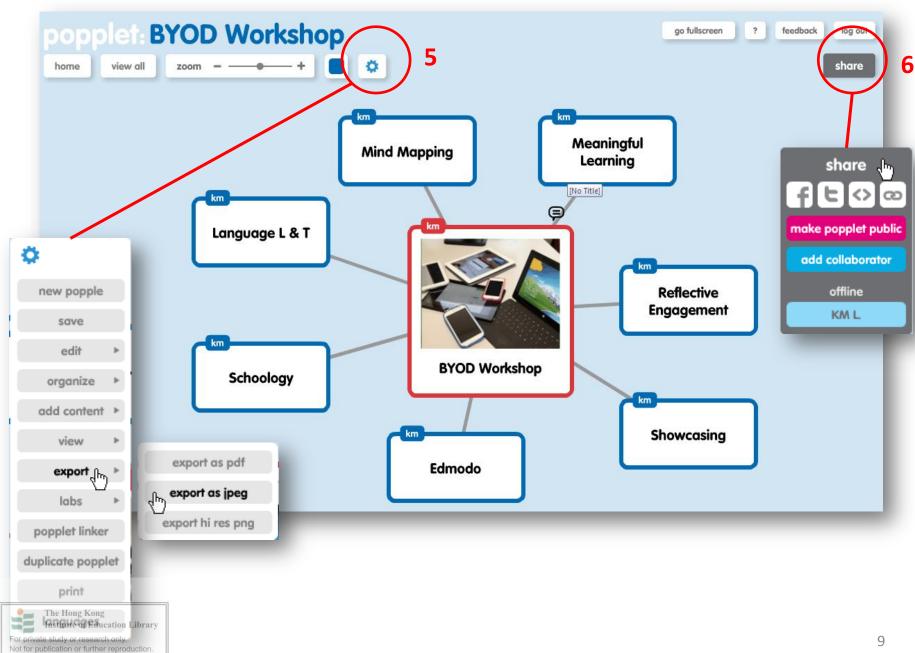
- Popplet: popplet.com
 - Free Account: Up to 5 mind maps; Allow Share,
 Collaborate, and Export to image; Work on the Cloud,
 Flash Player required and iPad App available

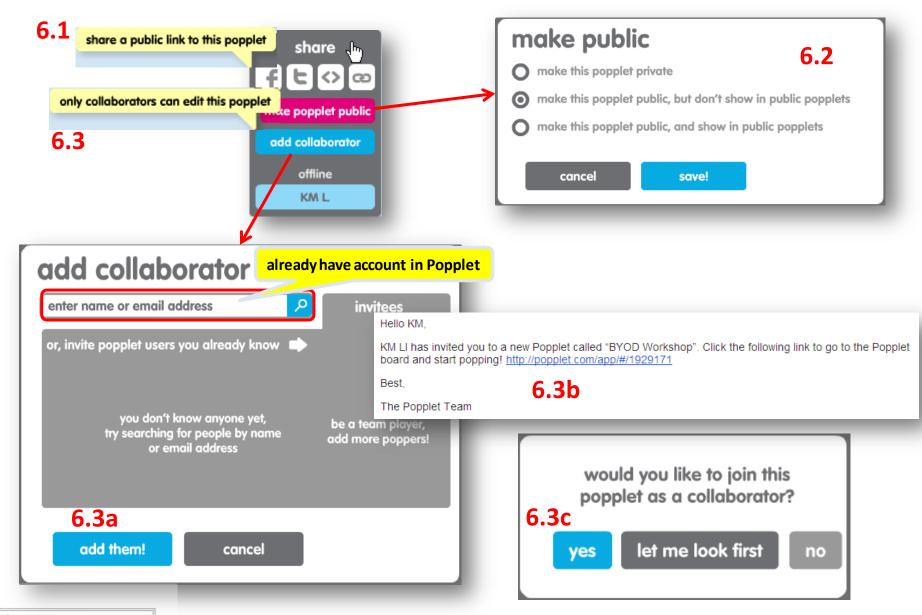


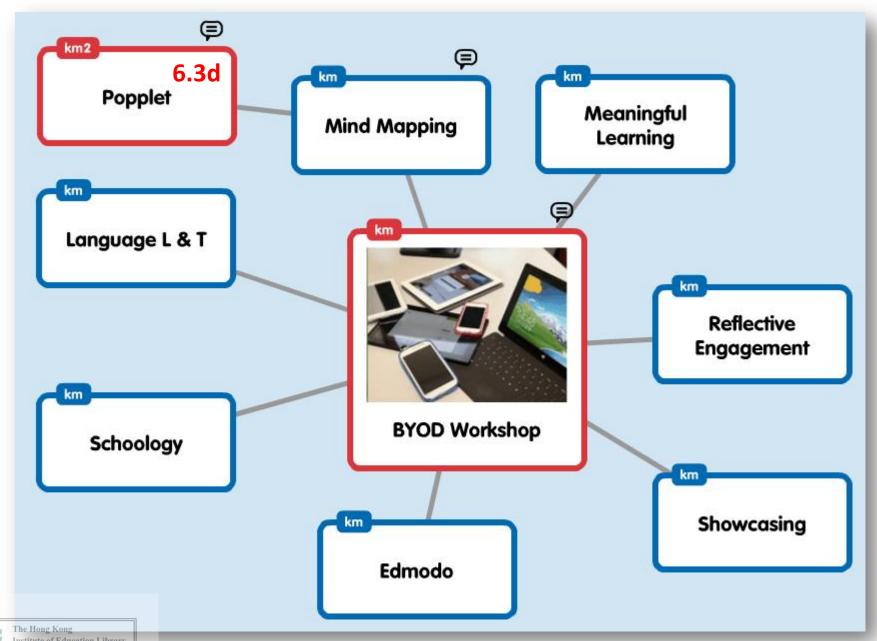




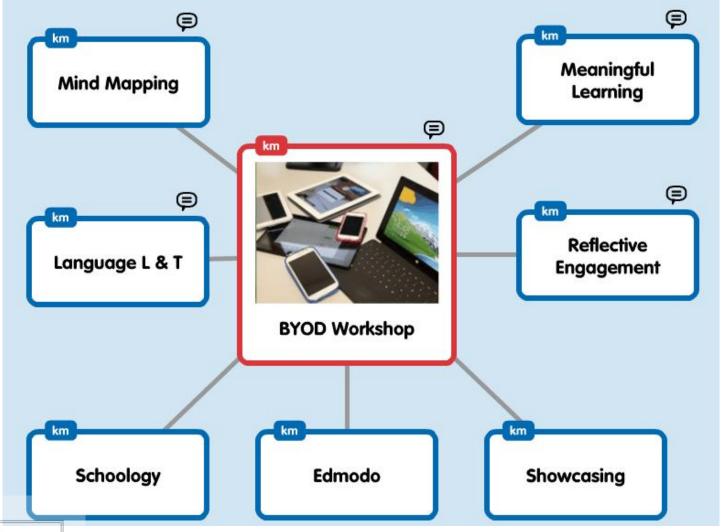






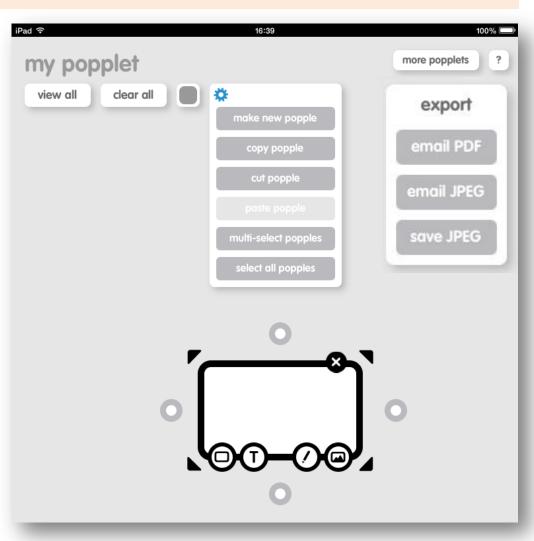


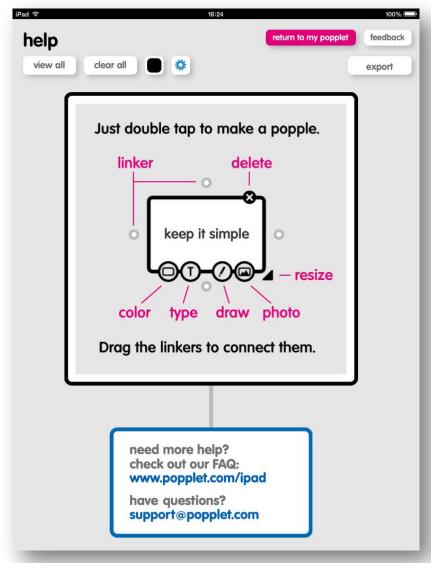
Your task: What do you get from this workshop?

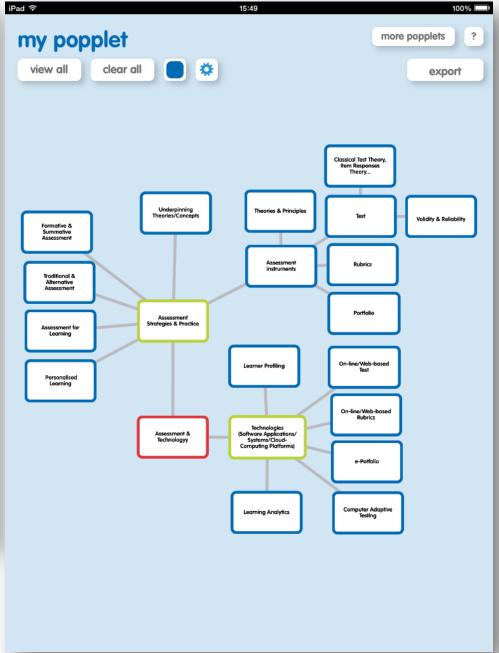


Collaborative Mind Mapping Tools

- Popplet: iPad App
 - Free Account: one mind map at a time







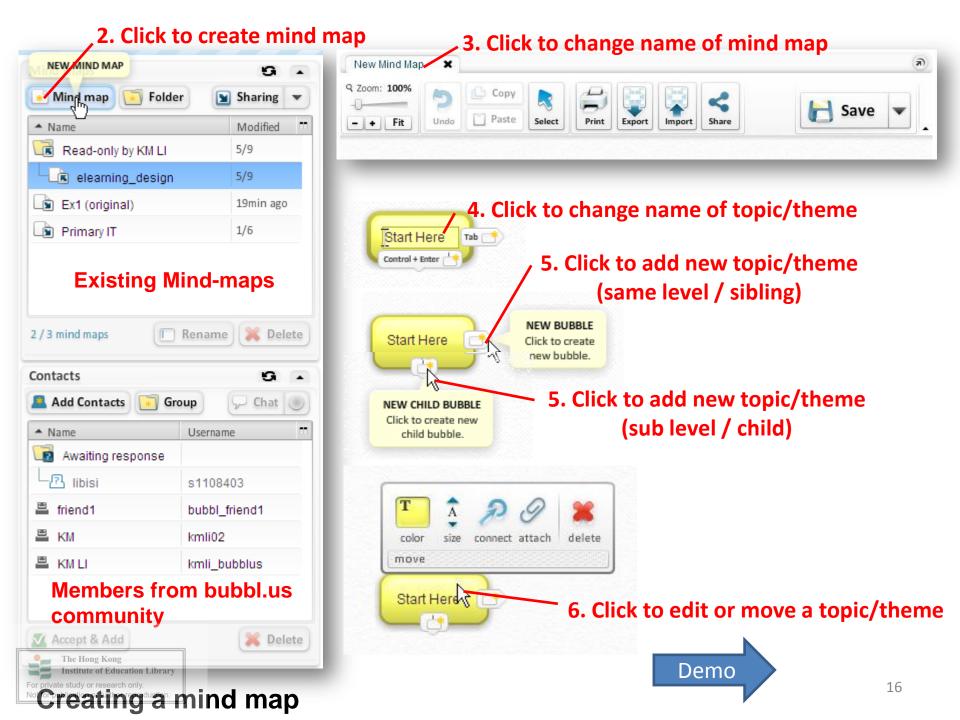
Collaborative Mind Mapping Tools

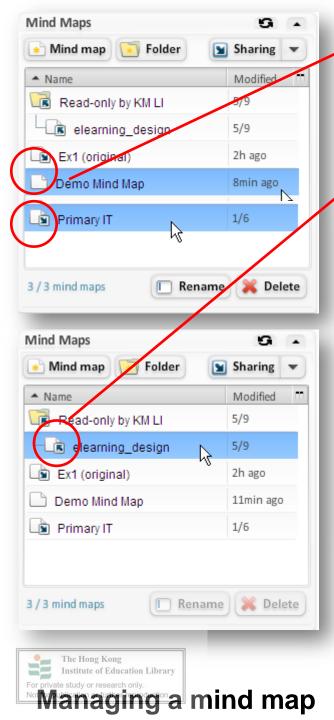
Bubbl.us: https://bubbl.us

Free Account: Up to 3 mind maps; Allow Share,
 Collaborate, and Export to image; Work on the Cloud;

Flash Player required

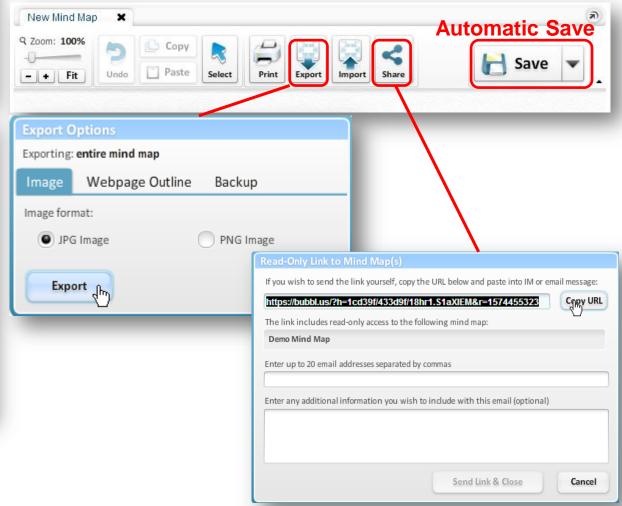


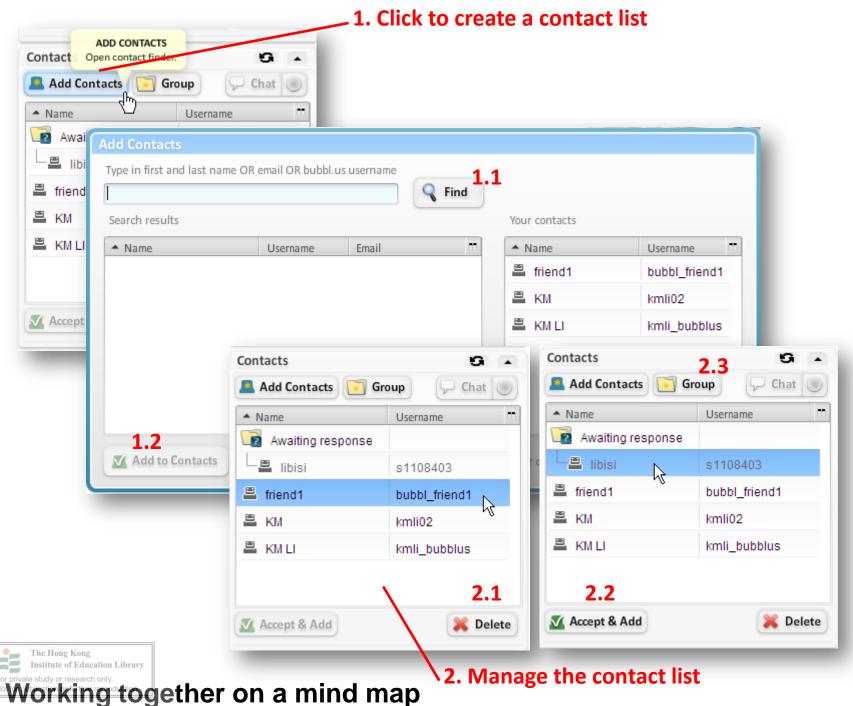




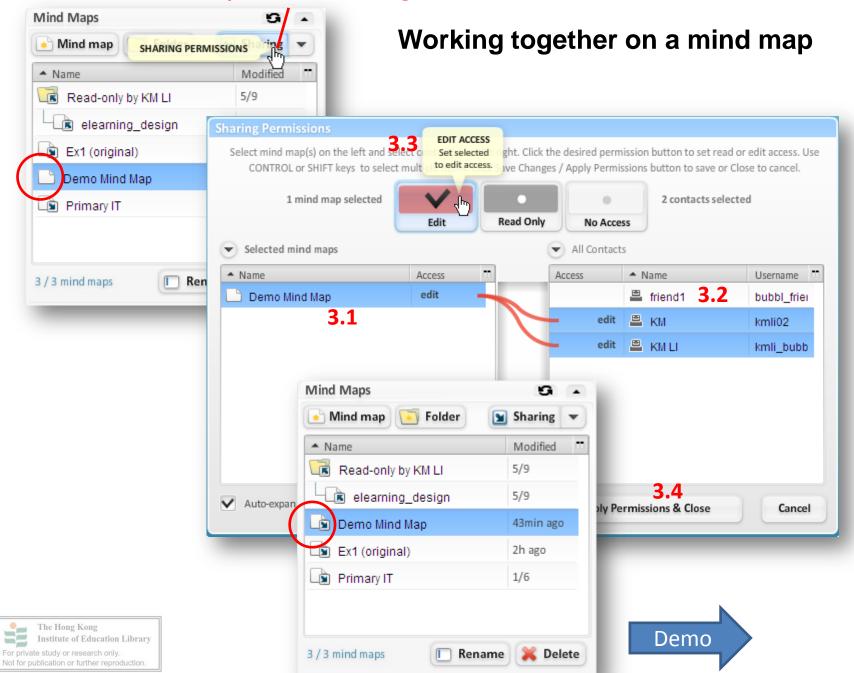
You can manage your created mind map e.g. rename, delete or move it into a folder, export to an image file, share it to others and invite collaboration with member(s) in the contact list...

... but you cannot manage the mind map shared by other





3. Select a mind map and click Sharing



Collaborative Mind Mapping Tools

- Other Cloud Services:
 - MindMeister: https://www.mindmeister.com
 - Free Account: Up to 3 mind maps; Allow Share,
 Collaborate, and Import; Work on the Cloud; iOS and
 Android App available
 - Lucidchart: https://www.lucidchart.com/
 - Free Account: Up to 60 objects per document, 25 MB storage; real-time collaboration; Work on the Cloud

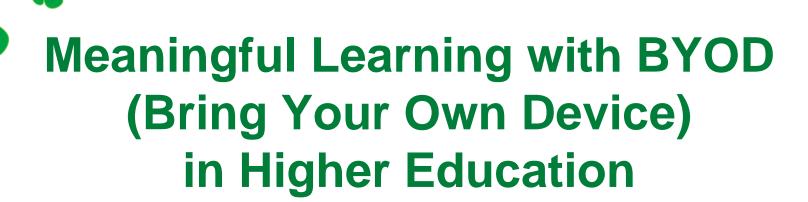


Collaborative Mind Mapping Tools

Desktop Software:

- FreeMind: http://freemind.sourceforge.net/wiki/index.php/Download
- XMind: http://www.xmind.net/download/win/
- Totally free
- Other Mobile Applications:
 - SimpleMind for Android
 - Total Recall Mind Map for iPhone/iPad
 - Limited functions if you don't pay
- Others:
 - http://c4lpt.co.uk/directory-of-learning-performancetools/collaborative-mindmapping-tools/

Thank You!



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Introduction: Some Facts



Future Trends for Mobile Technology

- There are now more iPhones sold every day than babies born
- 35m apps are downloaded every day
- 630m smartphones in 2012 (25% increase since 2011)
- QR codes is growing as a quick and easy access to information
- Mobile Visual Search is one of the latest technologies

BYOD



- BYOD refers to "technology models where students bring a personally owned device to school for the purpose of learning" (Alberta Education, 2012)
- BYOD: Mobile Devices + Social Media = Personalized Learning (Project Tomorrow, 2012)

Role of mobile technologies



In the digital age, technologies to facilitate learning have evolved years.

• Mobile technologies have shown potential to break us free from old models of instruction (Bransford, et al., 2008).



High mobile device ownership rates = student preference or support to BYOD for reflective engagement?

 A more recent study on reported that students' high mobile device ownership rates by no means imply their preference or support for university BYOD strategies (Kobus, Rietveld, & van Ommeren, 2013).

New bottle with old wine?



- Yet instead of acting as transformative agent, the new technologies have often been added to existing models (Bransford, et al., 2008).
- Old classroom practices are usually found in new technology learning environments.



Rethink Teaching & Learning



The combination of a fast-changing, technologically-connected world and the expanding knowledge

•present an extraordinary opportunity for all of us to take part in the evolution and expansion of what we think of as "teaching and learning".

(Bransford, Slowinski, Vye, & Mosborg, 2008).



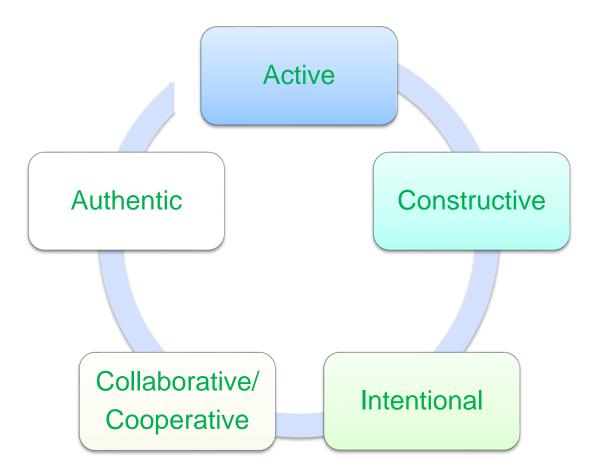
A Need for Pedagogy



 Technologies can be used in transformative ways that can help transform learning using innovative pedagogical designs!

How to transform learning?





Meaningful learning with technology.
Jonassen et al. (2008)



Meaningful learning with technologies

• "In order for students to learn meaningfully, they must be willfully engaged in a meaningful task" (Jonassen et al., 2008, p. 2).

 To shift the focus from who can get access to the technologies to who can use technologies in significant ways for supporting personally meaningful tasks in real learning environments.



Affordances of technologies



- Jonassen et al. (2000) posit that if learning technologies are tools for mediating the practice of learning,
- 'the affordances of any [learning] technology are the properties of that environment that enable the effectivities of the technology, the abilities of the learner to take learning actions (p.113)'.

Affordances of mobile devices

Affordances	Apps
Resource access	Search engines (e.g., Google, Yahoo, Chrome);Viewing tools (e.g., Adobe reader); Learning platforms (e.g., Moodle, Edmodo)
Communication	Social network apps (e.g., Edmodo, Facebook, Instagram); Instant Messaging (SMS); email; phone call; Whats App; Line; WeChat; Facebook, etc.
Resource collection	Camera; Recording; Video-taking; Note-taking
Scheduling	Calendar; tasks; excel; Notes
Representation	MindMeister; MS PowerPoint; Prezi, Photo; camera
Construction	Word Mobile, PPT; Notes; or other downloaded software; Google docs
Resource sharing	NFC; Bluetooth; Google Drive; Dropbox, Social network apps (e.g., Edmodo, Facebook, Instagram,, QR code
Augmented	Google Map; MapKing,QR code (QR code reader/scanner)
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BYOD in Higher Education: Project-based Learning



Mobile Learning (Session 1)

Construct group project outline & create QR Code

Exchange group project outline & revise

Google Docs; QR Code Creator; Moodle; Search Engines

Seamless Learning (Session 2)

Discuss research methods & construct instruments in class

Carry out research on campus & go back to classroom to upload

Search Engines; Google Form; Moodle; Recording

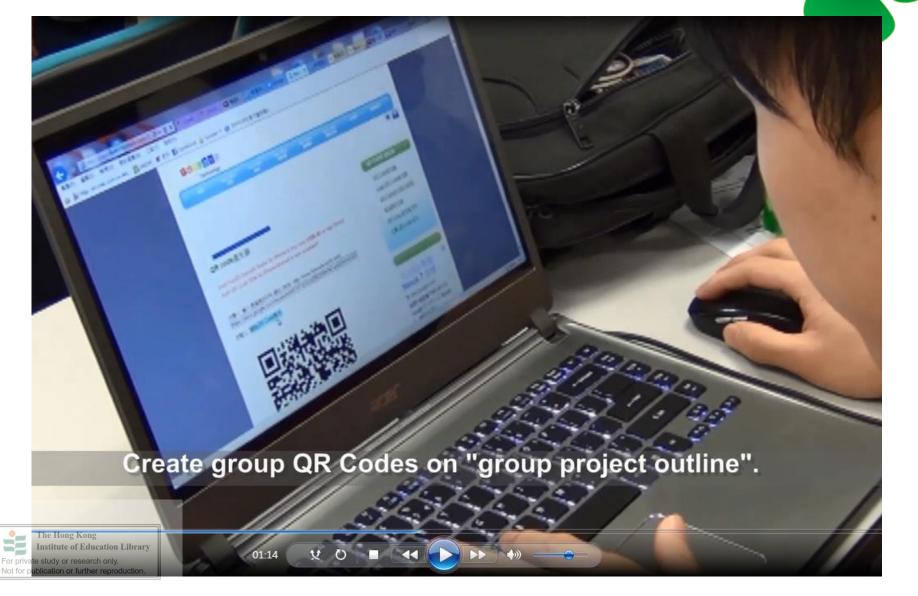


Share in class

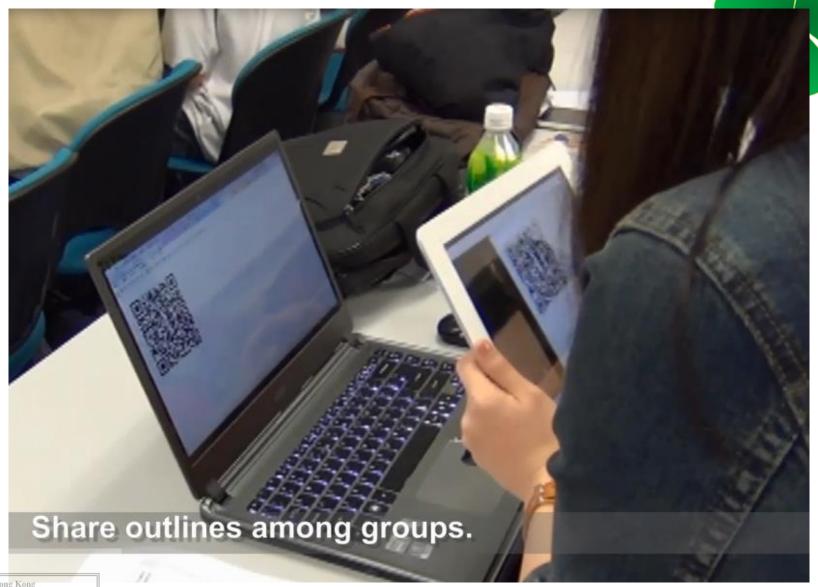
Resource Access Tool



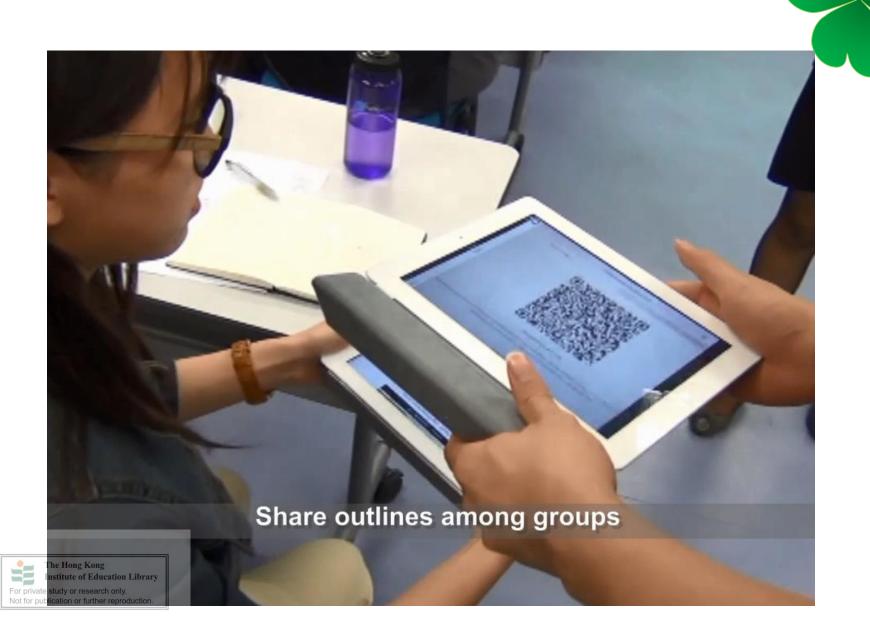
Augmented Reality (AR)



AR & Resource Sharing Tools

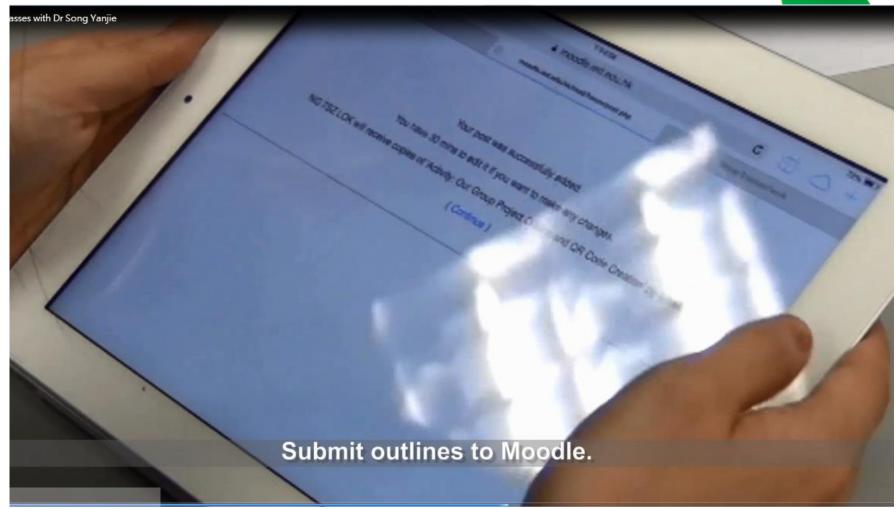


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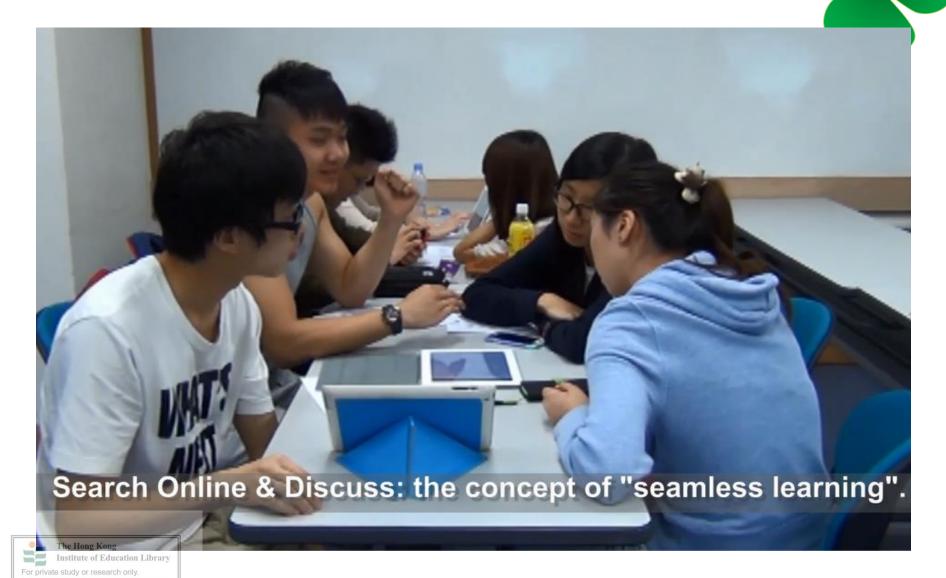


Resource Submission Tool



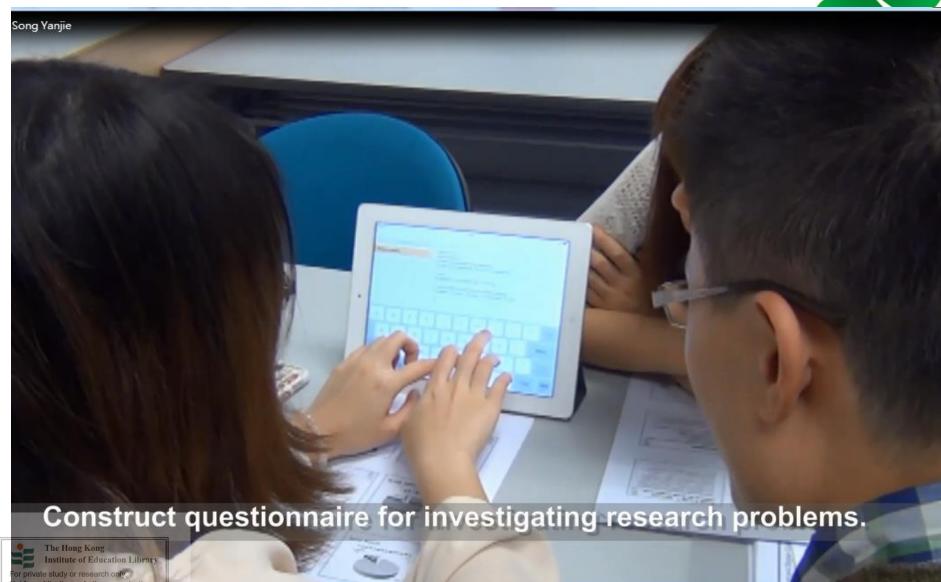


Resource Access Tool



Construction Tool



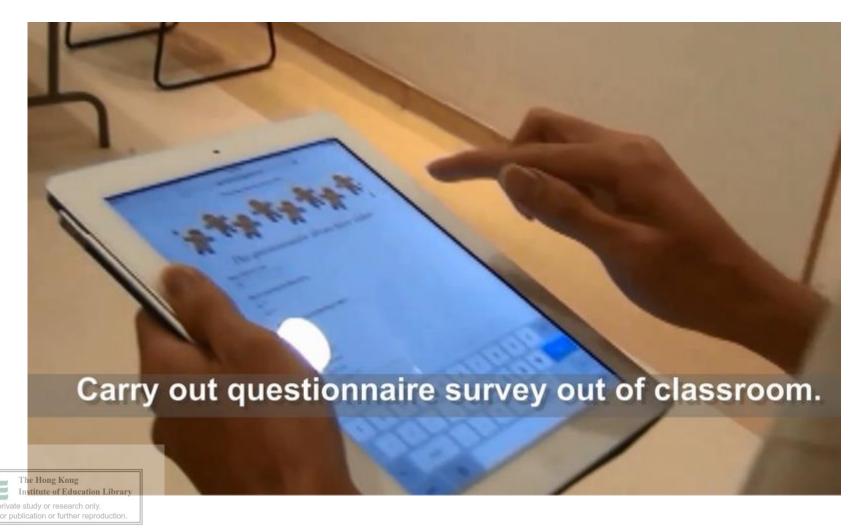


Resource Access & Resource Collection Tools



Resource access & Resource Collection Tools



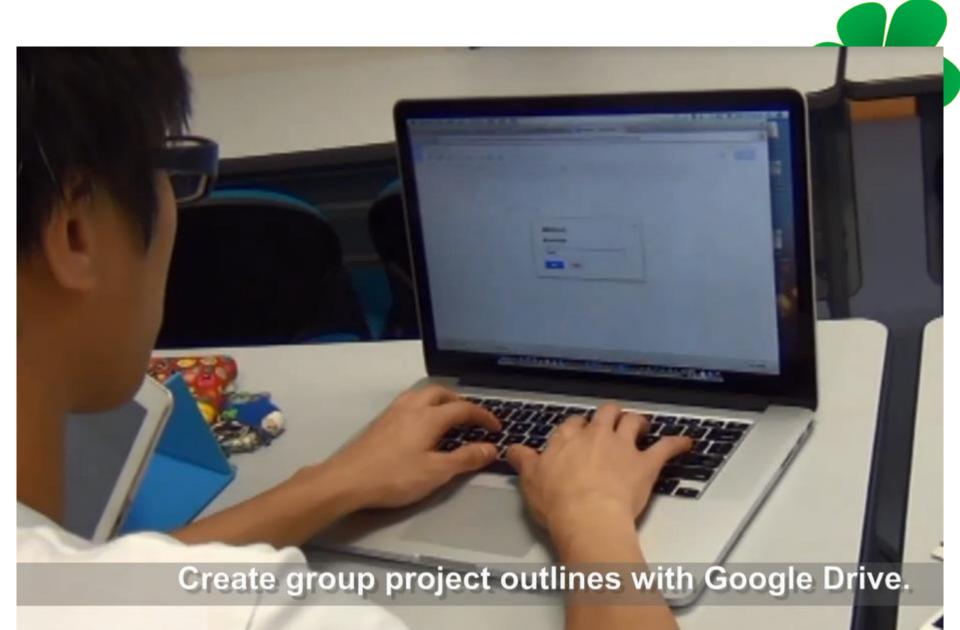


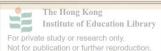












Student reflections



- In the session, "we used QR Code for example, I think the tasks were more practical, and I could learn by trying, thus feel more engaging" (Learner interview).
- "Seamless learning can help us learn without time and space constraints, thus can improves learning efficiency and motivate us to learn" (Learner reflection on Moodle).



Don't let BYOD become "bring your own disaster"! (Livingstone, 2012)

What shall we do is to explore ways to make transformative use of technologies in innovative pedagogical designs for reflective engagement.



Acknowledgement

- I thank Hong Kong Institute of Education Jockey Club Primary School for their collaborative work.
- The Project will not be possible without MIT small research fund.





Thank You! Q&A

