香港教育大學
The Education University of Hong Kong

THE EDUCATION UNIVERSITY OF HONG KONG

Bachelor of Arts (Honours) in Creative Arts and Culture and Bachelor of Education (Honours) (Visual Arts) Co-terminal Double Degree Programme

Final Year Project
(ART4216)

Title:

Designing an educational boardgame for teaching children intangible cultural heritage - Chinese Dim Sum Making Technique

Student Name:
YUEN Yui Chit

The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

Table of Content

Chapter 1 Introduction 5

1.1 Background 5

1.2 Objectives 5

1.3 Research Questions 6

1.4 Significance 6

1.5 Term Definition 6

1.5.1 Intangible Cultural Heritage 6

1.5.2 Chinese Dim Sum Making Technique 6

1.5.3 Educational Boardgame 6

Chapter 2 Literature Review 7

2.1 Educational Games Design Framework 7

2.1.1 Game Design 7

2.1.2 Pedagogy 8

2.2 Educational boardgame references -“Hong Kong Cha Chaan Teng Board Game 常餐照舊” 10

2.3 The Key Elements of The Chinese Dim Sum Making Technique 12

2.3.1 Objects 12

2.3.2 Skills 12

2.3.3 Tools 12

2.3.4 Representations 13

Chapter 3 Methodology 14

3.1 Research Method 14

3.2 Research Target 15

3.3 Research Schedule 15

Chapter 4 Findings 16

4.1 My Boardgame Outcome 16

4.1.1 Multimodality 16

4.1.2 Pedagogy 18

4.1.3 Learning Content Modelling 21

4.2 Pilot Schemes 21

4.2.1 Participants 21

The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

4.2.2 Evaluation 22
4.2.3 Improvements 23
4.3 In-school data collection 25
4.3.1 Background information 25
4.3.2 Observation 26
4.3.3 Interview Results 29
Chapter 5 Discussions and Suggestions 32
5.1 Game Design - Multimodality 32
5.2 Game Design - Mechanisms 33
5.3 Pedagogy - Learning Outcomes 33
5.4 Pedagogy – Problem-Solving 34
5.5 Scaffolding and Self-learning 34
Chapter 6 Conclusion 35
References 36
Appendix A: Board Design 40
Appendix B: Dim Sum Question Cards Design 41
Appendix C: Tea Question Cards Design 46
Appendix D: Incidents Cards Design 47
Appendix E: Dim Sum Record Cards Design 48
Appendix F: Instruction Design 49
Appendix G: Box Design 50
Appendix H: Questions Cards' Questions 51
Appendix I: Video of In-school data collection 72
Appendix J: Introduction Transcript 73
Appendix K: Interview Transcript 74
Appendix L: Consent Forms 79

The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

Chapter 1 Introduction

1.1 Background

Intangible cultures have been passed by our ancestors many years ago. The Convention for the Safeguarding of the Intangible Cultural Heritage was adopted by the United Nations Educational, Scientific and Cultural Organization (UNESCO) in 2003 (UNESCO, 2003). To protect the local ICH, Hong Kong Intangible Cultural Heritage Database was launched in 2018, providing information on the 480 inventory items to the public to appreciate local ICH items from different angles. (Intangible Cultural Heritage Office, n.d.).

The Chinese Dim Sum Making Technique is a local ICH item. From children to teenagers, from adults to the elderly, going to teahouses to “Yum Cha” has become a culture of everyone’s daily life since the early 1840s, (Leung, 2018). However, the original Dim Sum making technique is declining due to different reasons, like central factories’ frozen Dim Sum, modern people's pursuit of a healthy diet, shortage of manpower, and so on (Tom, 2019). Therefore, the technique needs to be conserved.

Educating the next generation is a method to conserve ICH. Using boardgames is a trend in teaching and learning in this era. It helps children to connect with real-life experiences and allows them to enrich their learning opportunities. (Zhan, 2020; Fong and Sheng, 2008). By focusing on the Chinese Dim Sum Making Technique, this research aims to design a boardgame that helps youngsters to learn an ICH item.

1.2 Objectives

• Design an educational boardgame based on a design model

• Design an educational boardgame for primary students (9-12 years old) to raise their awareness of ICH (The Chinese Dim Sum Making Technique)

The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

1.3 Research Questions

• How to design an educational boardgame for kids to learn an ICH item's knowledge (Chinese Dim Sum making technique)?

• Can educational boardgame raise students' interest and understanding in learning an ICH item (Chinese Dim Sum making technique)?

1.4 Significance

As the culture is declining, this research aims to explore whether educational game can enhance students' awareness to ICH items. The final design is the concept for enhancing children' awareness to the Chinese Dim Sum making technique or even other ICH items.

1.5 Term Definition

1.5.1 Intangible Cultural Heritage

ICH means the communities', groups', individuals' social practices, representations, forms, knowledge, skills, and also the related tools, objects, handicrafts and cultural places. (UNESCO, 2003).

1.5.2 Chinese Dim Sum Making Technique

This is an ICH item which is in the traditional craftsmanship category. It relates to the Chinese dim sum which are made by Hong Kong Chinese restaurants. (Intangible Cultural Heritage Office, n.d.).

1.5.3 Educational Boardgame

Educational boardgame means the boardgame is integrated into teaching and learning. Through playing, children's playful nature can be stimulated, and their enthusiasm for learning can be ignited (Zhan, 2020).

The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

Chapter 2 Literature Review

2.1 Educational Games Design Framework

An effective educational game needs a design framework to support it. Ibrahim and Jaafar (2009) propose an Educational Games Design Model (refer to figure 1) as an indicator to design an effective educational game.

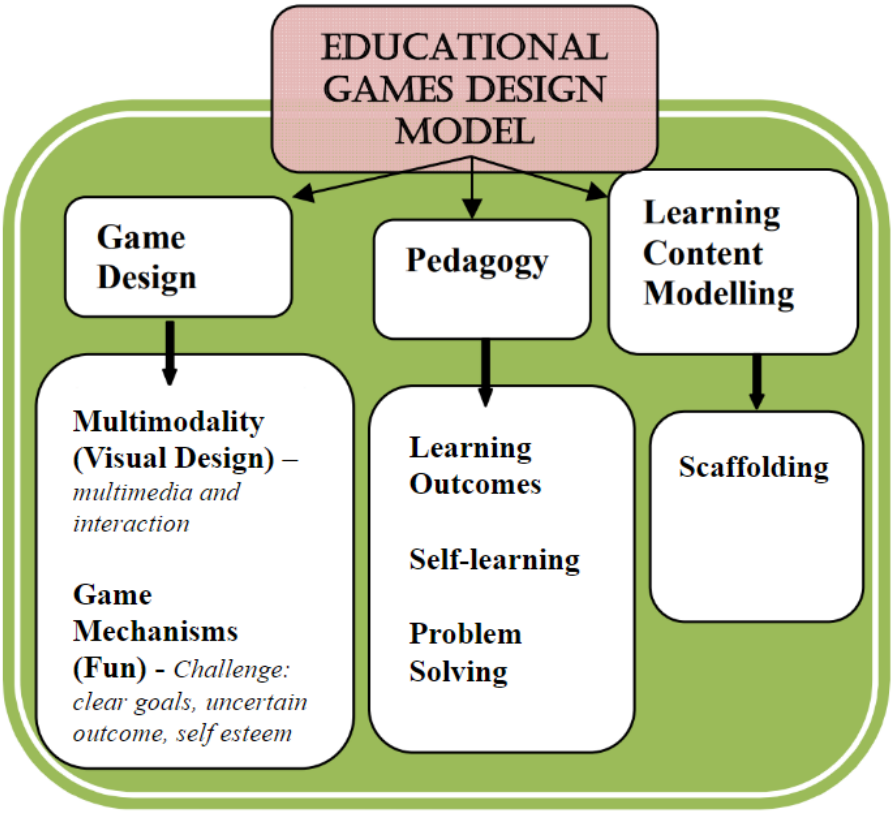


Figure 1: The Educational Games Design Model

2.1.1 Game Design

Game Design: Multimodality

Multimodality is important as the game combines multiple media which gives multiple sensory stimulations to players, such as visual and touchable objects which learners can interact with. The visual design should be exquisite so that the players can raise their imagination and keep playing. (Ibrahim and Jaafar, 2009; Zhan, 2020). Therefore, my boardgame includes diverse and beautiful media.

The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

Game Design: Mechanisms

The boardgame' mechanisms be fun with challenges, clear goals, and uncertain outcomes, they provide students with motivation and stimulation. Zhan (2020) mentions a fun mechanism is a key to the game's success. When students win the game, they gain achievements and raise their self-esteem. Accordingly, my boardgame has a structured mechanism to let players have fun.

2.1.2 Pedagogy

The game must be based on a selected educational topic. Originally, boardgames do not have educational goals, so designers must consider the learning outcome (Zhan, 2020). Bloom Taxonomy learning outcomes (refer to figure 2) can be applied in the design so that students can learn the knowledge from remember to create level (Ibrahim and Jaafar, 2009). As a result, the Chinese Dim Sum making technique is my educational learning objective, and it is classified into levels of complexity.

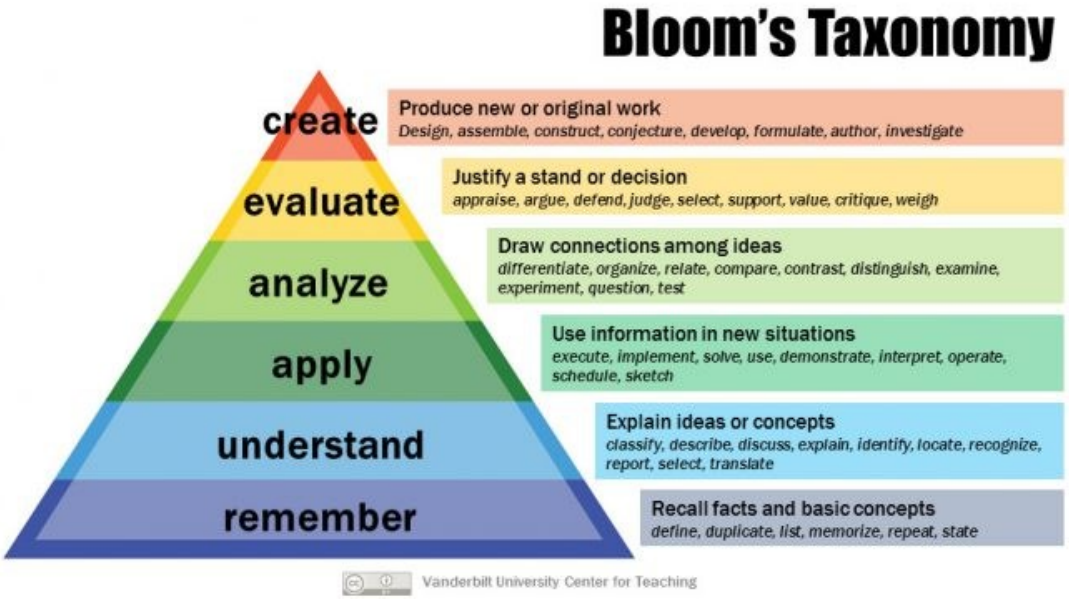


Figure 2: Bloom Taxonomy learning outcomes

The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

Pedagogy: Self-learning

The game should encourage students' self-learning. It provides students with self-learning opportunities during their off-lesson time. The game can be evaluated on how it affects students' motivation compared to traditional lessons (Ibrahim and Jaafar, 2009). Lin and Sui (2017) mentioned that players can have self-discovery and opportunities to master their own learning. Therefore, my boardgame allows students to have self-learning on the ICH item.

Pedagogy: Problem-Solving

Third, the game should allow students to solve problems. According to Chen (2010), children can apply cognitive knowledge to solve problems, so that they can gain more profound experience. Zhan (2020) also states students can discuss in groups, and share their experiences to tackle problems. Thus, my boardgame includes some challenges for students to solve the problems.

2.1.3 Learning Content Modelling

The game can apply a scaffolding strategy (refer to figure 3). The level of support is adjusted according to the learner's current level. The learners finally can learn gradually independently (Greenfield, 1984). Hence, I need to give learners appropriate support to play the game with scaffolding.

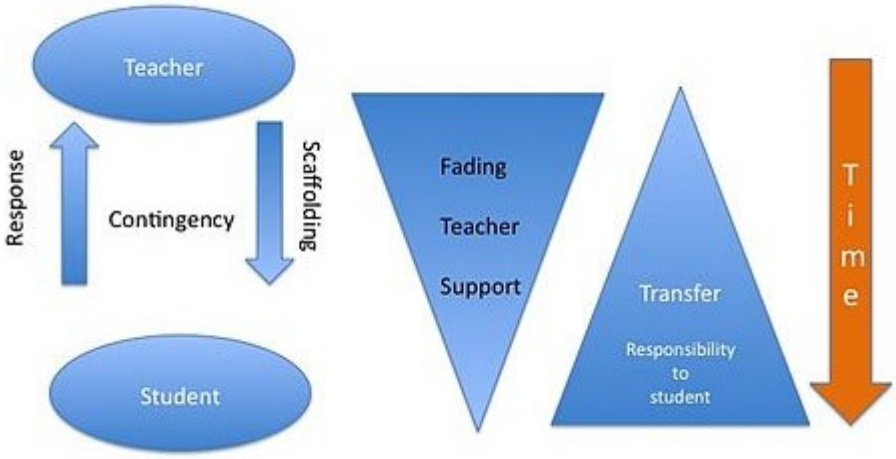


Figure 3: Scaffolding Strategy

The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

2.2 Educational boardgame references -“Hong Kong Cha Chaan Teng Board Game 常餐照舊”

Reference is taken from a boardgame which is about Hong Kong Cha Chaan Teng culture. It was designed by Belle Lee in 2021, and allows two to six players who are aged six years old or above to play in twenty minutes. (People On Board, 2021). This game creates insight for my future design. Its strengths and weaknesses are analyzed based on The Educational Games Design Model from Chapter 2.1 (Ibrahim & Jaafar, 2009).

The game includes diverse media for players to play with (People On Board, 2021). For example, it has colorful text and illustrations on character cards (refer to figure 4), food cards, skill cards, and menus (refer to figure 5). It also includes Cha Chaan Teng’s cups (refer to figure 6) and bills (refer to figure 7). The style of fonts applied Cha Chaan Teng’s style. These elements make the game realistic, players can be satisfied with different media. Therefore, my design includes diverse media for players to interact with, and my visual design style takes Teahouse as a reference.

Figure 4: Character cards, food cards, skill cards

Figure 5: Character cards

Figure 6: Cup

Figure 7: Bill

The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

Its mechanism is generally organized and fun. The goal is clear, players aim to collect ingredients (refer to figure 8) to make 3 kinds of food on the bill (refer to figure 9), and the fastest player wins the game. Uncertain outcomes occur when players draw the cards, different combinations of cards create stimulation of players. However, the game lacks challenges. The luck of players greatly affects the result, players do not need too many strategies and skills to win the game. They may not even have opportunities to apply problem-solving skills. Hence, my design includes uncertain outcomes, but students also need to apply skills based on real-life experience in Teahouse to win the game.

Figure 8: Ingredients card

Figure 9: Ingredients on bill

The topic of the game is based on Cha Chaan Teng's food. It is also an iconic symbol of Hong Kong food like Dim Sum in Teahouse. Its learning outcome only focusses on the ingredients of the food. However, players can only remember the ingredients, which meets the lowest level in Bloom Taxonomy learning outcome. Therefore, my design involves diverse Dim Sum questions, to reach higher and more levels of Bloom Taxonomy learning outcome.

The game provides learners to have self-learning. The game has an instruction menu for players to learn how to play outside the classroom. They can have self-discovery and opportunities to learn themselves. Scaffolding strategy can be applied in this game, as there is some uncommon food that children may not understand, like "黑牛" is the mix of chocolate and coke. Therefore, my design involves clear instructions and my guidance because some Dim Sum knowledge is uncommon for kids. Then, students can play by themselves.

The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

2.3 The Key Elements of The Chinese Dim Sum Making Technique

Based on the ICH definition in Chapter 1.5.1, the content knowledge of the Chinese Dim Sum making technique can be focused on its objects, skills, tools and representations (Intangible Cultural Heritage Office, n.d.).

2.3.1 Objects

Dim Sum is the main object of this ICH item. In Hong Kong, teahouses list their own Dim Sum in different categories by themselves, the categories are standard, medium, special, best (Leung, 2018). Therefore, the boardgame includes Dim Sum, like Spring Rolls, Custard Buns, Siu Mai, and so on. These Dim Sum are Hong Kong people's collective memory and represent the culture of local Dim Sum (Tom, 2019). Therefore, my boardgame is mainly focuses on Dim Sum.

2.3.2 Skills

The traditional Dim Sum is self-made in the teahouse. The main cooking skills of Dim Sum are steamed, baked, fried, and deep-fried (Tom, 2019; Hong 2012; Jiang, 2009). The chef usually has to prepare before 5 a.m., such as kneading flour, cooking fillings, cutting ingredients, seasoning, and so on (Intangible Cultural Heritage Office, n.d.). However, the skills are lost now because the culture lacks new blood to carry on. Dim Sum is produced in central factories and shipped to Hong Kong in frozen condition. The number of teahouses that serve self-made Dim Sum is decreasing day by day. (Leung, 2018). Therefore, my boardgame includes the skills of Dim Sum, and also introduces the reasons why the skills are losing now.

2.3.3 Tools

Dim Sum is made with different tools, they are ingredients, cooking equipment, and containers. For ingredients, Dim Sum is made with different ingredients, like meats, vegetables, seasoning, and so on. Significantly, Traditional Dim Sum is also made with unhealthy lard and animal organs. Modern people pursuit of a healthy diet, so local teahouse starts to stop using these ingredients (Tom, 2019; Jiang 2012). For cooking equipment, the chef uses different equipment to produce Dim Sum, such as Chinese Fried

The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

Pancakes (薄罉) made with a pan (Li, 2014). For containers, Dim Sum is served in different containers, like steamer and bowl (盅). So, the boardgame introduces the instruments of Dim Sum production.

2.3.4 Representations

Dim Sum has different backgrounds and meanings, they reflect Chinese people's lives and believes. For example, Chinese northerners have been eating Spring Rolls during the Spring Festival since the Qing Dynasty, as a wish for having a healthy body and a good harvest new year (Tom, 2019). Another example is Guangzhou teahouses believed selling cheap and rice-bowl-sized buns with rich fillings can attract customers in the 1920s, so selling Giant Chicken Buns has a connotation of "a big bargain" (Tom, 2019). Therefore, the boardgame introduces the beliefs of the Chinese which relate to Dim Sum.

The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

Chapter 3 Methodology

3.1 Research Method

My research is using qualitative questions and observation. Measuring an educational game's effectiveness should focus on students' learning outcomes and the game's design features (Sitzmann, 2011; Mayer et al., 2014). These two aspects match with the Educational Games Design Framework in Chapter 2.1 (Ibrahim and Jaafar, 2009). Therefore, the questions are taken the framework as a reference (refer to table 1).

Game Design	
Multimodality	1. Do you like the illustrations and colors of the game? 2. Do you think the illustrations and colors of the game help to you play? 3. Do you have any suggestions to improve the illustrations and colors of the game? how?
Game's mechanisms	1. Is the game fun? Which aspect? 2. Do you think it is hard to win the game? 3. Is the goal of the game clear? 4. Do you have any suggestions to improve the gameplay? how?
Pedagogy	
Learning outcomes	1. What knowledge have you equipped through playing this boardgame? Name three things you learned. 2. Would you prefer to learn dim sum knowledge in traditional classroom or through playing boardgames? Why? 3. Can this boardgame increase your interest in learning Dim Sum? Why? 4. After playing, do you want to eat Dim Sum in Teahouse? Why?

The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

Self-learning	1. Without the help of the teacher, can you play by yourself?
Problem solving	1. Did you encounter any difficulties while playing? If so, how will it be resolved?
Learning Content Modelling	
Scaffolding	1. Without the help of the teacher, can you play this boardgame by yourself?

Table 1: The interview questions

3.2 Research Target

There were 3 groups of senior primary school students. The following table shows the participants' information.

Group	Participants	Age range
1	2 senior primary school students	9-12 years old
2	3 senior primary school students	
3	4 senior primary school students	

Table 2: The information of research targets

3.3 Research Schedule

Time	Tasks
Oct - 2022	• Further research • Proposal adjustments
Nov - 2022 to Feb - 2023	• Design based on framework • Pilot Scheme • Adjustments • Finished production
Early Mar - 2023	• Collect & analyze student's research data
Mid Mar - 2023	• Design reflection & improvement

Table 3: Research Schedule

The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

Chapter 4 Findings

4.1 My Boardgame Outcome

My boardgame calls “茶樓點心樂”. The overall boardgame design structure is based on the Educational Games Design Framework (Ibrahim and Jaafar, 2009) in Chapter 2.1. The game improves the weakness of “Hong Kong Cha Chaan Teng Board Game 常餐照舊” in Chapter 2.2 (See Appendix A to G)

Age	Time	Player Numbers
9 years old or above	15-30 minutes	2 - 4

Table 4: The information of my boardgame

4.1.1 Multimodality

My design combines multiple media which gives multiple sensory stimulations to players. Board (refer to figure 10), question cards which are in the steamer and teapot shape (refer to figure 11), bill record cards (refer to figure 12), and mini steamer chess pieces (refer to figure 13) are included to make the game more realistic. Dim Sum illustrations (refer to figure 14) and fonts (refer to figure 15) are printed on these objects. Therefore, the media are visualized and touchable for learners to interact with.

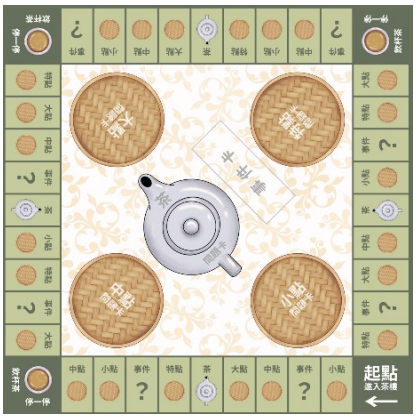


Figure 10: Board Design

Figure 11: Dim Sum and Tea Question cards

The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

Figure 12: Bill record card

Figure 13: Mini steamer chess pieces

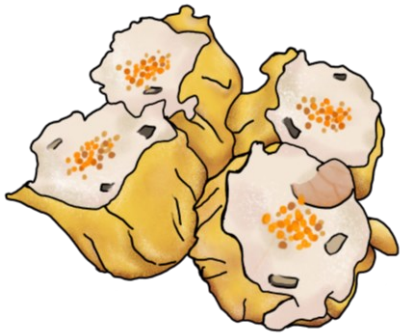


Figure 14: Illustrations

香港茶樓

點心記錄卡

Figure 15: Fonts

My boardgame's mechanism is fun with challenges. The goal is clear and simple. Each player picks a mini steamer chess piece (refer to figure 13) a bill record card. They roll the dice to walk in the board and do actions. For example, if the player arrives at Standard, they have to answer one question from the Standard Dim Sum card. If the player answers correctly, he/she can get that card and vice versa. The winner will be the first one who collects the number of stamps on his dim sum record card, plus get at least 1 tea question card. The game has lots of uncertain outcomes because the number on the dice, types of Dim Sum, and questions on the cards are random. This design is improved from the reference in Chapter 2.2, my design requires players to use skills based on real-life experience in Teahouse to win the game. They also need the luck to win.

The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

4.1.2 Pedagogy

The learning content is based on Chapter 2.3. The types of Dim Sum in the boardgame take references from Lin Heung Tea House's[1] Dim Sum menu (refer to figure 16). The contents take references from the books of 《飲茶必點港式點心》(Hong, 2012),《港人港菜點心》(Tom, 2019),《中國點心 (1), (2)》(Jiang, 2009). The examples of learning content are listed below, and the full version is in Appendix H.

Figure 16: Lin Heung Tea House's menu

Objects examples: Dim Sum	Question examples:	Bloom Taxonomy level
Standard 小點		
Malay sponge cake	<u>ICH knowledge: Representation</u> 1. Try to guess the origin of Malay sponge cake's name.	Analyze
	<u>ICH knowledge: Objects</u> 2. What is the texture of Malay sponge cake?	Remember
	<u>ICH knowledge: Objects</u> 3. Does Mala Cake made with pandan leaves?	Understand

Table 5: The question types of my boardgame

[1] Lin Heung Tea House was a traditional Chinese tea house in Central. It was established in 1926, and it was one of the few teahouses that been preserved in recent years in Hong Kong (Leung, 2018). However, it was shut down due to the pandemic in 2022.

The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

Another learning content is about the reason Dim Sum making technique is declining. For example, the original Dim Sum making technique is declining due to central factories' frozen Dim Sum (refer to figure 17), modern people's pursuit of a healthy diet so fewer Dim Sum is made with unhealthy lard and animal organs (refer to figure 18).

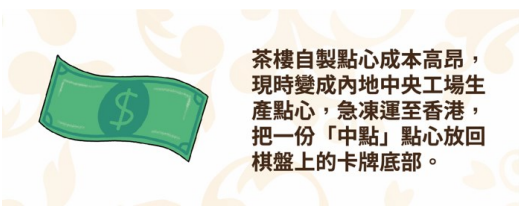


Figure 17: incident card

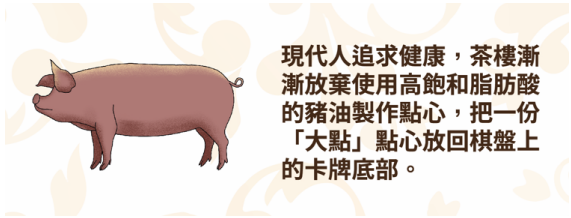


Figure 18: incident card

My design encourages students to learn by themselves. First, an instruction menu with clear guidelines is provided for new learners to learn how to play. Second, model answers are written at the back of the question cards for learners to check answers (refer to figure 19). More than that, some cards provide extra information and explanation next to the model answers (refer to figure 20 and 21), so that learners can learn more about the Dim Sum.

My design provides spaces for students to solve problems themselves. First, my design allows players to discuss while playing, they can share experience to solve the problem together. Second, the illustrations help the players to answer question correctly in certain level. The illustration provides visual hints for players to observe. Third, the questions have multiple-choice, players can guess the possible answer.

The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

Figure 19: An instruction menu

figure 20: Question Card's front

Figure 21: Question Card's back with answers and explanation

The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

4.1.3 Learning Content Modelling

Although students are expected to learn by themselves, scaffolding strategy can be applied when they are playing. Doubtlessly, when players play it for the first time, they may have questions and doubts. Therefore, when teachers' guidance is needed during data collection.

4.2 Pilot Schemes

4.2.1 Participants

Before collecting data from the primary students, two pilot schemes were set up for testing and revising my first draft of the game. The participants' details are listed below.

Date	Time	Participants	Background
17th Feb, 2023	40 minutes	A1	• Studying Visual Arts and education program (22 years old) • Seldom eat Dim Sum in Teahouse
		The researcher	• The designer of this boardgame
25th Feb, 2023	45 minutes	B1	• 62 years old • Seldom eat Dim Sum in Teahouse
		B2	• 55 years old • Seldom eat Dim Sum in Teahouse
		B3	• 29 years old • Seldom eat Dim Sum in Teahouse
		The researcher	• The designer of this boardgame

Table 6: The information of pilot schemes targets

The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

4.2.2 Evaluation

The evaluation is a summary of my overall observation and comments from participants.

Advantages
Good-looking Design They believed the design looks exquisite. They liked the printing quality of the paper, and they could see my effort in drawing the illustration. **Self-Learning** All of the participants could understand the rules and mechanism by reading the instruction menu. They said it was easy to play because the game mechanism was similar to Monopoly. So, I did not need to spend too much time to teach them. **Active discussion** All of the participants were willing to discuss while answering the questions, and the discussion was active. For example, B3 did not know the answer, B1 and B2 would help B3 instead of keeping silent. Moreover, the discussion in the second pilot scheme (25th Feb, 2023) was more active than the first one (17th Feb, 2023). It is because there were more participants, and they already knew each other.
Disadvantages
Probability Problem The probability problems caused players could not win the game, luck of players affected the results in large extent. Players always drew the cards that they did not need. For example, A1 only needed to get 2 standard Dim Sum. However, she got 5 standard Dim Sum. Another example is A2 needed 1 more Medium Dim Sum to win, but she could not draw this card in the end. They became mad when they picked up the cards that they did not need. The game cannot be finished in 15-30 minutes. When the playing time was long, they lost motivation to continue.

The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

Level of difficulties

Most of them said some questions were difficult for children. Even though they were adults, they thought they were not familiar with some questions. For example, those questions which are about the origin of Dim Sum name. Therefore, they suggested teacher should provide more guidelines.

Similar looking design of chess pieces

The game was not smooth because the steamer chess pieces looked alike. It was because the size and color of the steamer chess pieces looked similar. Therefore, players accidentally took the wrong pieces.

4.2.3 Improvements

The suggestions are based on the disadvantages above. Firstly, I improved the probability problem. My original idea was to let player follows the bill record card which was printed with stamps already (refer to figure 22). After consulting with my supervisor, I reversed the mechanism and removed the printed stamps. Players can chop the stamps by themselves after they answer the Dim Sum questions correctly (refer to figure 23). The one who can chop 6 stamps on any Dim Sum category and answer 1 tea question can win the game. This new mechanism prevents players draw the cards that they do not need, let the players win on time.

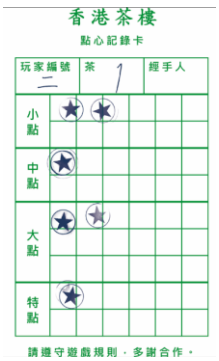


Figure 22: old printed bill

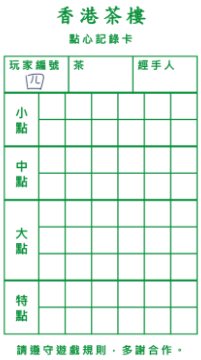


Figure 23: blank bill and stamp

The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

Secondly, to improve the question difficulties problem, I decided to give more guidance to students during data collection. I decided to be a passive teacher to guide them with scaffolding and self-learning strategy.

Finally, to improve the similar chess pieces, I decided to change the pieces to make the pieces looked more different (refer to figure 24). Players will not make mistakes easily.

Figure 24: The updated chess pieces

The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

4.3 In-school data collection

4.3.1 Background information

It was an honor to invite Hong Kong Red Swastika Society Tuen Mun Primary School to join the research. However, the school was unable to arrange 8 students (refer to Chapter 3.2). Also, I did not expect the students to have Special Educational Needs (SEN). So, I found a helper to help with my research. The details of the research are listed below.

Venue	Date	Duration
Hong Kong Red Swastika Society Tuen Mun Primary School Classroom	28th February, 2023	15:30 – 17:00 (1.5 hour)

Group	Tutor	Participants	Gender	SEN Background	No. of matches
A	The researcher (Mr. Yuen)	S1 (Primary 4 students)	Female	Attention Deficit Hyperactivity Disorder	3
		S2 (Primary 4 students)	Female	Developmental Dyslexia	
		S3 (Primary 4 students)	Male	Attention Deficit Hyperactivity Disorder	
B	A helper (Ms. Yip	S4 (Primary 4 students)	Female	Attention Deficit Hyperactivity Disorder	2
		S5 (Primary 4 students)	Female		
		S6 (Primary 4 students)	Male		

Table 7: The details of the In-school data collection

The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

4.3.2 Observation

Before Playing (See Appendix J)

Before the game began, I did an introduction about Dim Sum and its Technique. I had not finished asking my questions yet, they were already putting up their hands and answering me very excitedly (refer to figure 25 and 26). They seemed happy and excited (see Appendix J).

First, I asked, have you ever been to a teahouse to eat Dim Sum? They all put up their hands quickly and said yes. Then, I asked, “What is your favorite Dim Sum?” Again, they all put up their hands quickly and responded. S5 said, “Spring Row!” S3 said, “Custard Buns!” S2 said, “Barbecued Pork Buns! Every kind of Dim Sum!” After that, I asked, “Do you know how Dim Sum is made?” S6 said, “They made by themselves.” S5 said, “They buy ingredients, then they steam and cook.”

Figure 25: Students’ positive reaction

Figure 26: Students’ positive reaction

Through observing their active and joyful reactions, I could summarize into three main points. First, they had experience eating Dim Sum in Teahouse. They could show examples of Dim Sum and understand how Dim Sum is made. Second, they were interested in eating Dim Sum. They showed their excitement and joy while answering my questions. Third, an introduction is needed before the game begins, I could understand their previous knowledge and interest in Dim Sum.

The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

Playing Process

Game Design - Multimodality

The students could interact with different media (see Appendix I). For example, moving the mini steamer chess pieces (refer to figure 27), reading the texts and illustrations (refer to figure 28), chopping the stamps (refer to figure 29 and 31), and rolling dice (refer to figure 30).

Figure 27: moving the mini steamer chess pieces

Figure 28: reading the texts and illustrations

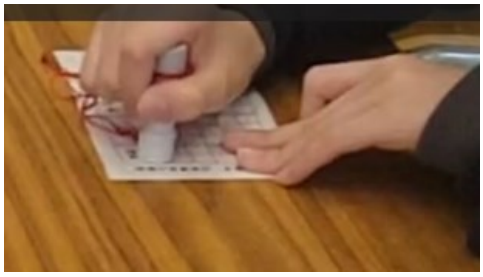


Figure 29: chopping the stamps

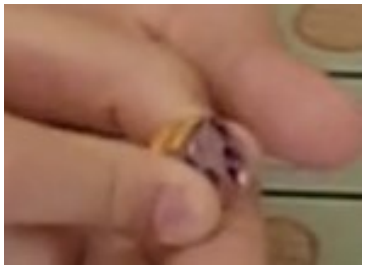


Figure 30: rolling dice

Figure 31: Students' bill record card

The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

Game Design - Game Mechanism

The game seemed fun to them. Through observing their smiles and body movements, the students seemed excited and had a strong desire to win the game. They felt satisfied when they answered the questions correctly. For example, they said, “Yeah, I am correct!”. The game was smoother than Pilot Scheme, students could finish a match in 15-30 minutes, and they did not pick up a useless card anymore. However, they always turned over the card and peeked at the answers before they answered.

Pedagogy - Learning Outcomes

Most of the students could answer the questions correctly. It seemed that the topic of Dim Sum was not unfamiliar to them. They could remember, understand, and analyze the Dim Sum questions. However, they did not notice too much in the description under the answer, they just wanted to win the game.

Pedagogy – Problem-Solving

They helped each other to answer questions instead of trying to win alone. For example, S1 did not know the answer, S2 and S3 tried to discuss it with her. Students could discuss in groups, share experiences, and learn how to solve problems together.

Scaffolding and Students’ self-learning

In general, most of the students could learn how to play by themselves. When the first match ended, the students were able to play by themselves. I interfered when students asked questions.

The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

4.3.3 Interview Results

After the game, an interview was established for students (see Appendix I and K).

Question 1. Do you like the illustrations and colors of the game?

Overall, most of the students like the design. More than half of the students (66.7%) thought the illustrations and colors are beautiful, while 2 students (33.3%) believed the illustrations and colors are too ugly.

Question 2. Do you think the illustrations and colors of the game help to you play?

In Group A, 2 students disagree. They believed the visual designs are too ugly, while only one student believed the graphics helped her to answer.

Question 3. Do you have any suggestions to improve the illustrations and colors of the game? how?

S1 mentioned the style can be cuter. S5 mentioned the teapot cards can add a lid on it (refer to figure 32). If the teapot misses a lid, it is hard to imagine it is a teapot. She also mentioned it was weird that the Dim Sum is drawn on the top of the steamer (refer to figure 33). S6 mentioned the teapot can add the color of the tea.

Figure 32: Tea question card

Figure 33: Dim Sum question card

The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

Question 4. Is the game fun? Which aspect?

Most of them (83.3%) believed the game was fun. S2 and S6 mentioned the Dim Sum seemed yummy.

Question 5. Do you think it is hard to win the game?

1 student (16.7%) believed the game was hard to win. S1 mentioned she had never win.

Question 6. Is the goal of the game clear?

Most of them (83.3%) believed the goal is clear. S6 did not respond.

Question 7. Do you have any suggestions to improve the gameplay? how?

S1 mentioned the answers can be blocked by paper. When players want to check answers, they can tear the paper off. S2 mentioned the game is already good, but she also wanted to play boardgames which are about the other countries' culture, like The United States and Singapore.

The others had no suggestions or answered irrelevantly.

8. What knowledge have you equipped through playing this boardgame? Name three things you learned.

Most of them could answer about Dim Dum. S1 mentioned she understood more about teahouse's story, Dim Sum, and Dim Sum making technique. For example, Custard Buns have flour, water, and sugar. S2 mentioned she understood what teahouse Dim Sum are made of, and what ingredients are healthy and unhealthy, and what kind of tea is available in the teahouse, such as Pu'er Tea and Chrysanthemum tea. S3 understood teahouse used animal organs to make Dim Sum, understood eating organs is not healthy for people, and understood how the Jasmine tea are made.

The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

Question 9. Would you prefer to learn dim sum knowledge in traditional classroom or through playing boardgames? Why?

Most of the students (66.7 %) thought boardgame is better. S1 believed playing boardgame was easier to understand. S2 said it was because playing boardgame was fun, she could see the pictures on it. She asked me whether she can play this game next week. S3 mentioned every question is meaningful, he could understand how the Dim Sum was made of. S6 mentioned he wanted to learn by playing.

Question 10. Can this boardgame increase your interest in learning Dim Sum? Why?

All of them (100%) said yes.

Question 11. After playing, do you want to eat Dim Sum in Teahouse? Why?

Most of them (83.3%) said yes. S1 and S2 said the Dim Sum looks yummy. S3 said he wanted to eat Malay sponge cake.

Question 12. Without the help of the teacher, can you play by yourself?

Most of them (83.3%) said no because they believed they were too naughty. S1 said they would peek answers. S5 said the students were too excited, they need teachers to punish them.

Question 13. Did you encounter any difficulties while playing? If so, how will it be resolved?

Only 2 students (33.3%) said yes. S1 said she will find classmates to help and read the picture to solve problem. S2 said she was sad when she needed to pause in the game, she would wait until her turn.

The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

Chapter 5 Discussions and Suggestions

In this part, the content will be answering to the two research questions in Chapter 1.3 based on the findings in Chapter 4.

5.1 Game Design - Multimodality

The research shows that children enjoy interacting with different media. Moreover, a beautiful visual design of boardgame can raise players' interest in learning, and players points of view on the visual design can be objective and subjective. Although the design cannot fulfill everyone's subjective idea, I listened to players' reasonable suggestions to improve.

Keep improving the design can understand more about the players favor, and help players to learn and play. For example, about the incidents cards, it is confused that the description of incidents and actions are mixed in one paragraph (refer to figure 34). Therefore, separating the description into two sentences with different colors can be clearer for players to understand (refer to figure 35).

Figure 34: Old design of Incidents Card

Figure 35: New design of Incidents Card

The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

5.2 Game Design - Mechanisms

A fun mechanism can raise students' interest in learning ICH, it helped the students to gain achievements and motivation. The new mechanism has improved from the Pilot Scheme's problem. The game becomes more interesting as the students can chop the stamps on the bill by themselves.

However, there are weaknesses to be improved. First, the amounts of bill record cards will run out. Therefore, I recommend the material of the cards can change from paper to white board, so the players can reuse it.

Second, about the issues of peaking the answers, S1 and S3 recommended answers can be blocked by paper. I partly agree with their idea as the production costs will increase. Therefore, I suggest players can monitor the playing process by themselves. Moreover, the other players can help holding the card and reading the questions loudly, so the one who need to answer the question cannot see the answers.

5.3 Pedagogy - Learning Outcomes

The game can raise students' understanding and interest in an ICH item, as most of the students can answer the questions during the game. After the game, they could even show examples of new knowledge they learnt. All of the students agreed this boardgame increase their interest in learning Dim Sum. Most of the students preferred learning through playing boardgame rather than learning in classroom, and they wanted to eat Dim Sum in Teahouse after the game. Especially for S2, she was interested to learn other culture in different countries, she also asked about whether she could play this game next week. Therefore, boardgame can raise students' interest and understanding in learning an ICH item.

However, there are limitations. First, boardgame only reach remember, understand, and analyze level in Bloom Taxonomy level. Therefore, I suggest letting students play this boardgame first, then offer them a Dim Sum making workshops to apply and create with the Dim Sum making technique, so that

The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

they can reach apply and create level. Second, players did not show interest in reading the notes under the answer as they just wanted to win (refer to figure 36). To improve, I suggest teachers can encourage players to read the notes, so the learners can memorize and learn better.

Figure 36: Question Card's back with answers and explanation

5.4 Pedagogy – Problem-Solving

My boardgame helps students to solve problems, like setting multiple-choice questions and providing hints in illustrations. It also facilitates players to discuss and solve the problems together.

5.5 Scaffolding and Self-learning

Teacher's scaffolding is needed in this boardgame. As some knowledge is uncommon for players, they may have difficulties in understanding. Especially for SEN students, their learning abilities may be lower, and their behavior cannot be controlled by the game design. Importantly, players need pre-knowledge and experience to play this game. If they are totally unfamiliar with Dim Sum, they are hard to learn and play this game. Therefore, teacher's scaffolding is needed, and teachers should gradually reduce supports when students showed their ability to play.

The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

Chapter 6 Conclusion

To conclude, my boardgame can effectively raise students' interest and understanding in learning an ICH item. Designers can use Educational Games Design Framework to design an educational game for kids to learn a specific ICH item's knowledge in an organized way. Designers can choose an interesting and familiar ICH as a beginning to promote ICH.

To produce a successful game, designers need to do multiple of testing, and collecting suggestions from players to understand their needs and interest. Although the design cannot fulfill everyone's subjective idea, designers can listen to players' reasonable suggestions to improve the game. Importantly, my boardgame design can also be an insight or concept for designing boardgames to promote other ICH items.

Lastly, my educational boardgame is just a fun game to introduce an ICH item. To let children fully understand the culture, it also depends on children's real-life experience. Let students to go out of the classroom to experience the culture in person is needed, such as holding workshops to make Dim Sum. Therefore, ICH still depends on the efforts of different sectors in our society, designing different teaching activities for the new generation to learn the culture.

The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

References

Chen, J. Y. (2010). Cong xiandai zhuo shang youxi de tedian tantao qi yunyong yu ertong xuexi kexing xing. [Discuss the feasibility of using modern table games in children's learning from the characteristics]. *Guo Jiao Xin Zhi, 57*(4), 40-45.

Zhan, M. J. (2020). Zhuoyou rongru jiaoxue zhi xingsi [Reflections on the Board Games Integration into Teaching]. *Taiwan Educational Review Monthly, 9*(5), 118-124. http://www.ater.org.tw/journal/article/9-5/free/10.pdf

Fong, L. F., & Sheng, C.Y., (2008). Three Layered Thinking Model for Designing Web-Based Educational Games. *Advances in Web Based Learning – ICWL* 2008, 265–274. https://doi.org/10.1007/978-3-540-85033-5_26

Greenfield, P. M. (1984). A Theory of the Teacher in the Learning Activities of Everyday Life. *Everyday Cognition*, 117-138. Harvard University

Hong Kong Christian Service. (2020). The Ultimate Goal of Intangible Cultural Heritage Preservation. CS Voice – 2020, (6), 20-21. https://www.hkcs.org/sites/default/files/files/csvoice/csvoice-2020-fall_winter_eng_profound_analyzation.pdf

Hong, C. L. (2012). *Tujie yincha bi dian gang shi dianxin* [Must-order Hong Kong Style Dim Sum]. Ku Ke Shuwu.

Ibrahim, R., & Jaafar, A. (2009). Educational games (EG) design framework: Combination of game design, pedagogy and content modeling. *2009 International Conference on Electrical Engineering and Informatics, 1*, 293-298. http://dx.doi.org/10.1109/ICEEI.2009.5254771

The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

Intangible Cultural Heritage Office. (n.d.). *First Intangible Cultural Heritage Inventory of Hong Kong.* https://www.lcsd.gov.hk/CE/Museum/ICHO/en_US/web/icho/the_first_intangible_cultural_heritage_inventory_of_hong_kong.html

Jiang, X. Z. (2009). *Zhongguo Dianxin 1* [Chinese Dim Sum 1]. Chi-Lin Publishing.

Jiang, X. Z. (2009). *Zhongguo Dianxin 2* [Chinese Dim Sum 2]. Chi-Lin Publishing.

Kumar, A. (2016, December 7). Introducing New Age To ICH: Revering Matters of Significance. *Proceedings of the 8th Indian Conference on Human Computer Interaction,* 132-138. http://dx.doi.org/10.1145/3014362.3014378

Laguna, S. Á., Manero, B., Freire, M., & Manjón, F. B. (2018). A methodology for assessing the effectiveness of serious games and for inferring player learning outcomes. *Multimedia Tools and Applications, 77*(2), 2849–2871. https://doi.org/10.1007/s11042-017-4467-6

Lin, J. M., & Sui, C. H. (2017). Zhuo you rongru yucc xuexx zhi yingyong yanjiu fenxi [Application Research Analysis of Board Games Integrating into Vocabulary Learning]. *Taiwan Educational Review Monthly, 6*(4), 196-202.

Leung, G. F. (2018). *Zaihui chalou suiyue* [Goodbye Teahouse Years]. Chung Hwa Book.

Lu, Y. Q. (2016). Hulhua quanshi : *Cong meishu jinru haizi de xinling shijie* [Interpretation of Painting: Entering Children's Spiritual World from Art]. Psychological Publishing.

The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

Li, J. W. (2014). *Dexian qu yincha* [Yum Cha when free]. Joint Publishing.

People On Board (2021). *Hong Kong Cha Chaan Teng Board Game.* https://www.pob.hk/products/hong-kong-cha-chaan-teng-board-game?locale=en

Mostowfi, S., Mamaghani, N., & Khorramar, M. (2016). Designing Playful Learning by Using Educational BoardGame for Children in The Age Range of 7-12: (A Case Study: Recycling and Waste Separation Education Board Game). *International Journal of Environmental & Science Education*, *11*(12), 5453-5476. https://eric.ed.gov/?id=EJ1115686

Mayer, I., Bekebrede, G., Harteveld, C., Warmelink, H., Zhou, Q., van Ruijven, T., Lo, J., Kortmann, R., & Wenzler, I. (2014). The research and evaluation of serious games: Toward a comprehensive methodology: The research and evaluation of serious games. *British Journal of Educational Technology, 45*(3), 502–527. https://doi.org/10.1111/bjet.12067

Sitzmann, T. (2011). A meta-analytic examination of the instructional effectiveness of computer-based simulation games. *Personnel Psychology, 64*(2), 489–528.

Tom, K. Y. (2019). Hong Kong delicacies: 15 stories behind Hong Kong cuisine. Po Mo Gong Fang.

The Curriculum Development Council. (2017). *General Studies Curriculum Guide for Primary Schools (Primary 1- Primary 6).* https://www.edb.gov.hk/attachment/en/curriculum-development/cross-kla-studies/gs-primary/GSCG_2017_Eng.pdf

The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

UNESCO Institute for Statistics. (n.d.). *Conservation of cultural heritage*. http://uis.unesco.org/en/glossary-term/conservation-cultural-heritage

United Nations Educational, Scientific and Cultural Organization. (2003, October 17). *Convention for the Safeguarding of the Intangible Cultural Heritage.* https://unesdoc.unesco.org/ark:/48223/pf0000132540

Yeung, D. (2022, March 1). *10 intangible Hong Kong cultural heritages to see before they vanish.* Localiiz. https://www.localiiz.com/post/culture-history-hong-kong-intangible-cultural-heritage-traditions-to-see-before-they-vanish

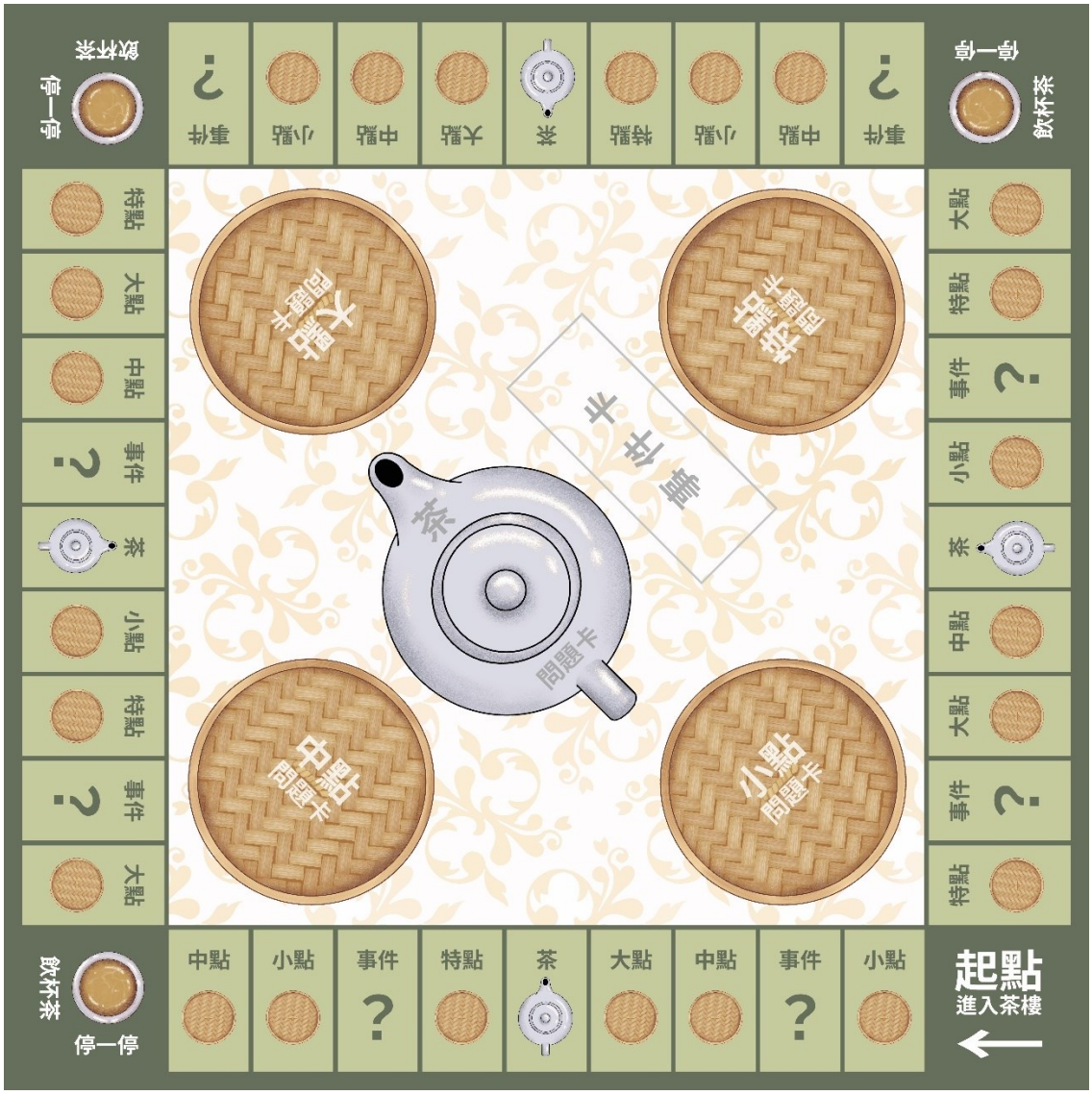
The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

Appendix A: Board Design

Full Boardgame design (PNG):

Google Drive Link:

https://drive.google.com/drive/folders/1lCHpJyOZEqBR5sJnyLN8WF98CZKdop4m?usp=sharing



Google link: https://drive.google.com/drive/u/5/folders/1lCHpJyOZEqBR5sJnyLN8WF98CZKdop4m

The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

Appendix B: Dim Sum Question Cards Design

Standard (小點)

Google link: https://drive.google.com/drive/u/5/folders/11HXzpPvXgt2wUl5bF6U6xUwa_HERBnc_

The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

Medium (中點)

Google link:https://drive.google.com/drive/u/5/folders/1J4qEXM7RnF0_Vwavd082AFBtQt_eIY9-

The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

Special (大點)

Google link: https://drive.google.com/drive/u/5/folders/1fDODx_brla0f7qt5ErT2qHkqfk3WmZ5R

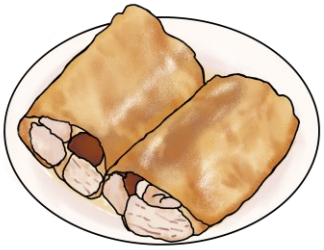
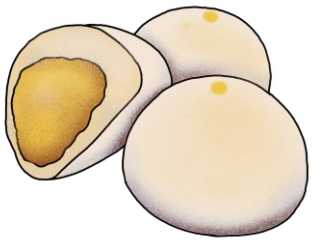
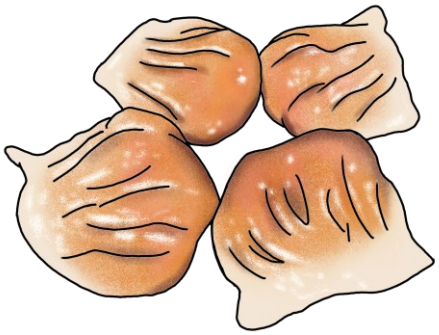
The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

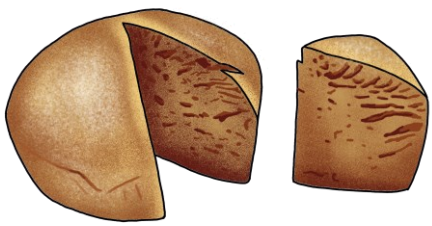
Best (特點)

Google link: https://drive.google.com/drive/u/5/folders/1rjKF79WVsWMEODBS5NwbBUKHarNTA5JI

The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

Illustrations



Full version in Google Drive. Google link:

https://drive.google.com/drive/u/5/folders/1TAcSYfvtcdIK_0yRBNtIV-hg_MWhRcZA

The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

Appendix C: Tea Question Cards Design

Google link: https://drive.google.com/file/d/129-ddDxm6SfYRKGmvfIs8SM5tQx-fY0p/view?usp=sharing

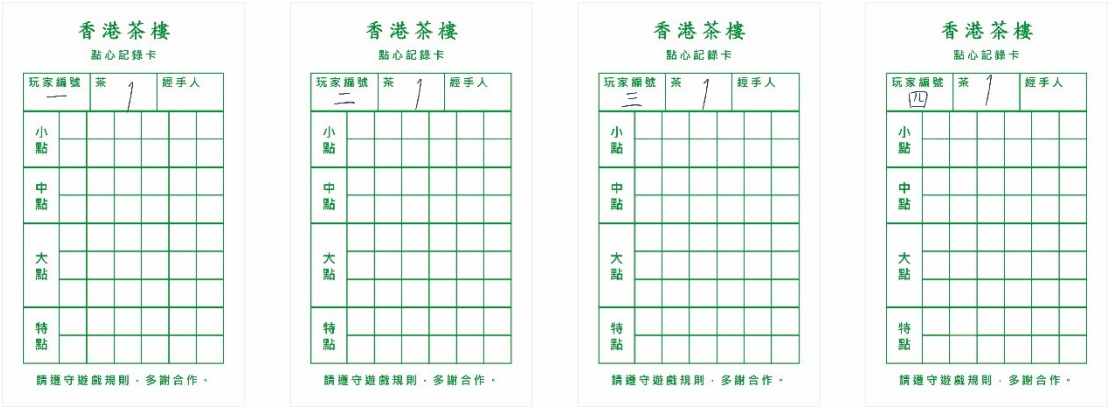
The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

Appendix D: Incidents Cards Design

Google link: https://drive.google.com/file/d/1e3ryJ-1EOFJ6spnpK8uKYDpcr4VDngsv/view?usp=sharing

The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

Appendix E: Dim Sum Record Cards Design



Google link: https://drive.google.com/file/d/1ZKzGNVqyk8Lkuz_JARYUr6vgdFSiPZSW/view?usp=share_link

The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

Appendix F: Instruction Design

Google link: https://drive.google.com/file/d/1e3ryJ-1EOFJ6spnpK8uKYDpcr4VDngsv/view?usp=sharing

The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

Appendix G: Box Design

Google link: https://drive.google.com/file/d/1TVYWS5KpTiFIM3RMditQV_HTsy-kRf1m/view?usp=sharing

The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

Appendix H: Questions Cards' Questions

Objects examples: Dim Sum	**Question examples:**	**Bloom Taxonomy level**
Standard 小點		
潮州粉果	ICH knowledge: Objects 舉出兩個傳統茶樓「潮州粉果」餡料裏的食材 答案：沙葛 / 豬肉 / 花生 / 芫荽 / 蝦米 / 冬菇 / 乾蔥頭	Understand
	ICH knowledge: Objects 舉出兩個製作「潮州粉果」粉果皮的食材 答案：麵粉 / 生粉 / 油 / 木薯粉 / 水 / 鹽 / 糖	Understand
	ICH knowledge: Skills / Objects 蒸「潮州粉果」時，如何避免粉果之間黏在一起？ 答案：蒸之前將粉果表面掃油 / 粉果之間保持適當空間	Understand
沙翁	ICH knowledge: Objects 「沙翁」有甚麼別名？ a. 炸蛋球 b. 冰花蛋球 c. 琉璃蛋球 d. 以上皆是 備註：冰花蛋球是甜食，外皮酥脆，材料有砂糖、雞蛋、糯米粉等 答案：d	Understand
	ICH knowledge: Objects 試猜猜「沙翁」的名字由來。 備註：冰花蛋球是甜食，外皮酥脆，材料有砂糖、雞蛋、糯米粉等 答案：因為「沙翁」外型像個滿頭白髮的老翁。	Analyze

The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

	ICH knowledge: Objects 現今茶樓師傅仍會用豬油製作「沙翁」嗎？ 答案：會 備註：以前的「冰花蛋球」用上大量豬油，有違健康飲食。因此近年師傅加入蛋漿彌補減少豬油的不足。	Understand
麻蓉包	ICH knowledge: Objects 傳統茶樓使用黑芝麻還是白芝麻製作「麻蓉包」？ 答案：白芝麻	Understand
	ICH knowledge: Objects 傳統茶樓師傅會否使用豬油製作「麻蓉包」？ 答案：會	Understand
	ICH knowledge: Skills 「麻蓉包」是怎樣烹調的？ a. 蒸 b. 炸 c. 煮 d. 煎 答案：a	Understand
馬拉糕	ICH knowledge: Representations 試猜猜「馬拉糕」的名字由來。 答案：「馬拉糕」的意念來自馬來西亞的斑蘭蛋糕。	Analyze
	ICH knowledge: Objects 「馬拉糕」的質感是如何？ a. 彈牙 b. 硬 c. 鬆軟 d. 粘稠 答案：c	Remember

The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

	ICH knowledge: Objects 「馬拉糕」有沒有使用斑蘭葉製作？ 答案：沒有 備註：香港師傅在馬來西亞品嚐過斑蘭蛋糕後在香港製作，但在香港很難找斑蘭葉，唯有把斑蘭葉省去。	Understand
奶黃包	ICH knowledge: Objects 「奶黃包」的餡料由甚麼食材組成？ a. 鹹蛋黃 b. 牛油 c. 糖 d. 以上皆是 答案：d	Understand
	ICH knowledge: Objects 「奶黃包」的包由甚麼食材組成？ a. 麵粉 b. 糖 c. 水 d. 以上皆是 答案：d	Understand
	ICH knowledge: Objects 為何「奶黃包」上面有一個黃色點？ 答案：分辨包的種類	Analyze
蛋黃蓮蓉包	ICH knowledge: Objects 為甚麼「蛋黃蓮蓉包」上面有一個紅色點？ 答案：分辨包的種類	Analyze
	ICH knowledge: Objects 「蓮蓉」是由甚麼植物的種子製成？ 答案：蓮花 備註：蓮花的種子簡稱「蓮子」	Understand

The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

	ICH knowledge: Objects 「蛋黃蓮蓉包」裏有甚麼蛋？ a. 鵪鶉蛋 b. 鴨蛋 c. 雞蛋 d. 鵝蛋 答案：b	Understand
馬蹄糕	ICH knowledge: Objects 「馬蹄糕」的口感是如何？ a. 爽滑 b. 硬 c. 鬆軟 d. 粘稠 答案：a	Remember
	ICH knowledge: Objects 「馬蹄糕」的「馬蹄」是甚麼？ a. 馬的腳蹄 b. 馬肉 c. 一種植物 d. 白蘿蔔 答案：c	Understand
	ICH knowledge: Knowledge 為何製作「馬蹄糕」時要小心清潔馬蹄？ 答案：因為馬蹄骯髒 備註：馬蹄在泥土生長，有較多細菌和寄生蟲，要削皮洗淨熟透才可食用	Analyze
蜂巢芋角	ICH knowledge: Objects 以下哪一種食材不是製作傳統茶樓「蜂巢芋角」的食材？ a. 豬油 b. 麵粉 c. 蜂蜜 d. 芋頭	Understand

The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

	答案：c	
	ICH knowledge: Objects 為何「蜂巢芋角」有「蜂巢」一詞？ 答案：因為它外層金黃，帶有一個個洞，形狀像蜂巢	Analyze
	ICH knowledge: Objects 舉出一個製作傳統茶樓「蜂巢芋角」餡料裏的食材 答案：冬菇 / 豬肉 / 蒜頭 / 蝦	Understand
中點		
鵪鶉蛋燒賣	ICH knowledge: Objects 「鵪鶉蛋燒賣」是甚麼顏色的？ a. 黃色 b. 白色 c. 紅色 d. 黑色 答案：b	Remember
	ICH knowledge: Skills 「鵪鶉蛋燒賣」是怎樣烹調的？ a. 蒸 b. 炸 c. 煮 d. 煎 答案：a	Understand
	ICH knowledge: Objects 舉出兩個「鵪鶉蛋燒賣」餡料裏的食材。 答案：豬肉 / 鵪鶉蛋 / 蝦 / 蛋白 / 麻油 / 鹽 / 胡椒粉 / 薑汁 / 砂糖 / 紹興酒	Understand
金錢肚	ICH knowledge: Objects 「金錢肚」是甚麼動物的胃？ a. 雞 b. 豬 c. 牛	Understand

The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

	d. 鴨 答案：c	
	ICH knowledge: Knowledge 「金錢肚」是甚麼動物的第幾個胃？ a. 第一個胃：瘤胃 b. 第二個胃：網胃 c. 第三個胃：重瓣胃 d. 第四個胃：皺胃 答案：b 備註：「金錢肚」是牛的第二個胃（網胃），能防止較硬和較大的食物直接進入後段的消化系統，讓食物退回瘤胃消化或口咀嚼，這動作稱「反芻」。	Understand
	ICH knowledge: Representations 猜猜「金錢肚」的名字由來。 答案：它的狀紋路像一枚枚銅錢，因此被稱為「金錢肚」。	Analyze
蜜汁叉燒包	ICH knowledge: Objects / Knowledge 為何「蜜汁叉燒包」的頂部是開口的？ 答案：用來分辨甜包和鹹包 / 「蜜汁叉燒包」是鹹包，餡料加熱後不易漏出，所以會用摺邊的方式包。	Analyze
	ICH knowledge: Objects 除了「蜜汁叉燒包」外，請舉出一個粵式早茶「四大天王」的點心。 答案： 蝦餃 / 蛋撻 / 乾蒸燒賣	Remember
	ICH knowledge: Objects 「蜜汁叉燒包」的調味料有甚麼？ a. 蠔油 b. 生抽 c. 糖 d. 以上皆是 答案：d	Understand

The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

鮮蝦腐皮卷	ICH knowledge: Objects 「鮮蝦腐皮卷」的「腐皮」是甚麼的製成品？ a. 紅豆 b. 綠豆 c. 黃豆 d. 黑豆 答案：c	Understand
	ICH knowledge: Objects 舉出兩個傳統茶樓「鮮蝦腐皮卷」餡料裏的食材。 答案：蘿蔔 / 木耳 / 竹筍 / 芽菜 / 香蔥 / 冬菇 / 蝦 / 香芹	Understand
	ICH knowledge: Objects / Skills 利用甚麼將「鮮蝦腐皮卷」封口？ a. 膠水 b. 麵粉 c. 麻繩 d. 口水 答案：b	Understand
山竹牛肉	ICH knowledge: Objects 「山竹牛肉」的「山竹」是甚麼？ a. 山上的竹子 b. 竹笙 c. 山水腐竹 d. 竹葉 答案：c	Understand
	ICH knowledge: Knowledge 舉出一個「山竹牛肉」腐竹的作用？ 答案：避免牛肉黏底 / 吸收蒸煮時流出的肉汁	Understand
	ICH knowledge: Objects 「山竹牛肉」的材料有甚麼？ a. 牛肉 b. 蔥	Understand

The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

	c. 馬蹄 d. 以上皆是 答案：d	
菇粒雞包仔	ICH knowledge: Skills 傳統茶樓「菇粒雞包仔」是怎樣烹調的？ a. 蒸 b. 炸 c. 煮 d. 煎 答案：a	Understand
	ICH knowledge: Objects 「菇粒雞包仔」的「菇」是甚麼種類？ a. 鮑魚菇 b. 金菇 c. 秀珍菇 d. 冬菇 答案：d	Understand
	ICH knowledge: Objects 試舉出三款「菇粒雞包仔」的調味料？ 答案：生抽 / 砂糖 / 雞粉 / 菜油 / 生粉	Understand
春卷	ICH knowledge: Knowledge 除了可口之外，為何「春卷」要配喼汁一起吃？ 答案：解膩，喼汁搭配炸物清爽解膩	Analyze
	ICH knowledge: Representations 猜猜吃「春卷」有甚麼寓意。 答案：迎接新春 / 身體健康 備註：春卷起源於立春當天，萬物復甦，有迎接新春的意思，祈求人們身體健康，此舉稱為「咬春」	Understand
	ICH knowledge: Objects / Knowledge 利用甚麼將「春卷」封口？ a. 水 b. 麵粉	Understand

The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

	c. 蛋漿 d. 以上皆是 答案：d	
蘿蔔糕	ICH knowledge: Skills 以下哪一個不是傳統茶樓「蘿蔔糕」的烹調方法？ a. 蒸 b. 燜 c. 炒 d. 煎 答案：b	Understand
	ICH knowledge: Objects 「蘿蔔糕」的「蘿蔔」是甚麼種類？ a. 胡蘿蔔 b. 白蘿蔔 c. 青蘿蔔 答案：b	Understand
	ICH knowledge: Objects 舉出兩種傳統茶樓「蘿蔔糕」的製作食材 答案：白蘿蔔 / 粘米粉 / 冬菇 / 臘腸 / 臘肉 / 蝦米 / 乾蘿蔔 / 乾蔥 / 胡椒粉	Understand
大點		
豉汁蒸魚雲	ICH knowledge: Knowledge 「豉汁蒸魚雲」的「魚雲」是魚的哪一個部位？ a. 魚尾 b. 魚肚 c. 魚鰓（魚頭） d. 魚鰭 答案：c 備註：魚雲就是魚頭裏魚鰓兩邊、白色半透明膠狀、僅有兩小塊的魚肉。	Understand
	ICH knowledge: Objects 試舉出三款「豉汁蒸魚雲」的調味料？	Understand

The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

	答案：豆豉 / 大蒜 / 薑 / 蔥 / 豉油 / 油 / 糖 / 胡椒粉	
	ICH knowledge: Skills 舉出一種去除「豉汁蒸魚雲」腥味的方法。 答案：購買新鮮的魚 / 把魚雲清洗乾淨 / 蒸前加入薑、蔥、米酒和白醋	Understand
大包	ICH knowledge: Representations 「賣大包」有甚麼意思？ a. 賣大的包 b. 好吃 c. 大平賣 d. 售罄 答案：c 備註：1920 年代廣州茶樓在新開張的時候，出售餡料豐富、便宜、如飯碗般大的包吸引客人	Analyze
	ICH knowledge: Objects 一籠「大包」有多少個？ a. 一個 b. 兩個 c. 三個 d. 四個 答案：a	Remember
	ICH knowledge: Objects 舉出一個傳統茶樓「大包」餡料裏的食材。 答案：鹹蛋 / 冬菇 / 雞肉	Understand
燒賣	ICH knowledge: Representations 最初「燒賣」又有甚麼名稱？ a. 燒麥 b. 捎賣 c. 稍麥 d. 以上皆是 答案：d	Analyze

The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

	備註：「燒麥」起源於元代初期、今內蒙古呼和浩特一帶的茶館。明清時代，「稍麥」、「捎賣」名稱被使用，後來「燒賣」一詞亦開始出現，更被頻繁使用	
	ICH knowledge: Objects 舉出兩種製作傳統茶樓「燒賣」的食材 答案：麪粉 / 雞蛋 / 鹼水 / 玉米粉 / 豬肉 / 蝦肉 / 冬菇 / 鹽 / 白糖 / 油 / 生抽 / 胡椒粉	Understand
	ICH knowledge: Objects 傳統茶樓「燒賣」上橙黃色的顆粒是甚麼？ a. 甘筍 b. 南瓜 c. 蟹黃 d. 橙肉 答案：c 備註：高級的茶樓採用蟹黃或蟹籽，但店家為節省成本會用碎鹹蛋黃	Understand
豉汁排骨	ICH knowledge: Objects 「豉汁排骨」的「豆豉」是哪種豆發酵而成？（兩個答案） a. 紅豆 b. 綠豆 c. 黃豆 d. 黑豆 答案：c / d	Understand
	ICH knowledge: Objects 「豉汁排骨」有甚麼調味料？ a. 椒 b. 老抽 c. 蒜 d. 以上皆是 答案：d	Understand

The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

	ICH knowledge: Objects 「豉汁排骨」的辣椒是甚麼品種？ a. 菜椒 b. 串花椒 c. 線椒 d. 指天椒 答案：d	Understand
家鄉鹹薄罇	ICH knowledge: Instruments 「家鄉鹹薄罇」中的「罇」本來有甚麼意思？ 答案：一種煮食器皿 備註：可以把粉漿煎得又平又薄	Understand
	ICH knowledge: Objects 舉出兩種製作傳統茶樓「家鄉鹹薄罇」的材料 答案：麵粉 / 糯米粉 / 雞蛋 / 蝦米 / 菜脯 / 韭菜 / 蔥 / 油 / 水 / 鹽 /糖 / 胡椒粉	Understand
	ICH knowledge: Skills 「家鄉鹹薄罇」是怎樣烹調的？ a. 蒸 b. 炸 c. 炒 d. 煎 答案：a	Understand
豉汁鳳爪	ICH knowledge: Objects 「豉汁鳳爪」的「鳳爪」指的是甚麼家禽的爪？ a. 雞 b. 鴨 c. 鵝 d. 白鴿 答案：a 備註：廣東文化中常用「鳳爪」代替和美化「雞腳」一詞。	Understand

The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

	ICH knowledge: Objects 以下哪一種食物沒有脛骨？ a. 雞腳 b. 鳳爪 答案：b	Understand
	ICH knowledge: Skills 「鳳爪」的製作過程是甚麼？ a. 先炸後燉 b. 先炸後蒸 c. 先蒸後炸 d. 先燉後蒸 答案：b	Understand
蠔油鮮竹卷	ICH knowledge: Objects 以下哪一個是製作傳統茶樓「蠔油鮮竹卷」的食材？ a. 木耳 b. 甘荀 c. 冬菇 d. 以上皆是 答案：d	Understand
	ICH knowledge: Objects 「蠔油鮮竹卷」的外層是甚麼食材？ 答案：腐皮	Understand
	ICH knowledge: Objects 以下那種食物不是製作傳統茶樓「蠔油鮮竹卷」的食材？ a. 木耳 b. 腐皮 c. 竹子 d. 冬菇 答案：c	Understand

The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

鹹水角	ICH knowledge: Objects 以下哪一個是製作傳統茶樓「鹹水角」的食材？ a. 牛肉 b. 雞肉 c. 豬肉 d. 鴨肉 答案：c	Understand
	ICH knowledge: Skills 「鹹水角」是怎樣烹調的？ a. 蒸 b. 炸 c. 煮 d. 煎 答案：b	Understand
	ICH knowledge: Objects 傳統茶樓會否使用鹹水製作「鹹水角」? 答案：不會	Understand
特點		
皮蛋瘦肉粥	ICH knowledge: Objects 「皮蛋瘦肉粥」的皮蛋是甚麼動物的蛋？ 答案：鴨蛋 備註：用鹼性的化學物質混合石灰泥和米糠包著鴨蛋，放在陰涼處三個月後的蛋凝結成半透明黑色。	Understand
	ICH knowledge: Objects 舉出兩種製作「皮蛋瘦肉粥」的食材 答案：豬肉 / 米 / 粗鹽 / 皮蛋 / 油 / 水 / 豬肉 / 蔥	Understand
	ICH knowledge: Objects 除了「皮蛋瘦肉粥」，舉出一個傳統茶樓售賣的粥。 答案：北姑雞粥 / 柴魚花生粥 / 菜乾豬骨粥 / 及第粥（或其他合理答案）	Understand

The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

排骨飯	ICH knowledge: Instruments 盛載「排骨飯」的器皿是甚麼？ a. 蒸籠 b. 碟 c. 碗 d. 盅 答案：d 備註：盅頭飯因苦力（工人）而誕生。1920 年代的粵人飲早茶風氣頗盛，茶樓為照顧早上六點上班，下午四點吃飯的苦力。	Remember
	ICH knowledge: Objects 舉出兩種「排骨飯」的調味料 答案：蒜頭 / 鹽 / 生抽 / 糖 / 豆瓣醬 / 酒 / 蠔油 / 胡椒粉 / 麻油 / 豆豉	Understand
	ICH knowledge: Skills 「排骨飯」是怎樣烹調的？ a. 蒸 b. 炸 c. 炒 d. 煎 答案：a	Understand
灌湯餃	ICH knowledge: Objects 最正宗的「灌湯餃」外面是不是浸湯的？ 答案：不是浸湯的 備註：最初「灌湯餃」的肉湯混合豬皮煮成餡，豬皮攤凍令肉湯凝固，豬皮遇熱溶化為湯便成灌湯餃。由於餃子皮容易破損溢出湯汁，現在普遍酒樓的「灌湯餃」浸在湯中。	Remember
	ICH knowledge: Objects 舉出兩個傳統茶樓「灌湯餃」餡料裏的食材 答案：鮮蝦 / 瘦肉 / 雞肉 / 火腿絲 / 瑤柱絲 / 冬菇	Understand

The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

	ICH knowledge: Objects 舉出一個製作傳統茶樓「灌湯餃」湯汁的食材 答案：火腿 / 雞 / 湯骨 / 魚膠粉 / 大菜糕 / 豬皮	Understand
棉花雞	ICH knowledge: Objects 傳統茶樓的「棉花雞」會否使用棉花製作？ 答案：不會	Understand
	ICH knowledge: Objects 為何「棉花雞」有「棉花」一詞？ 答案：因為「棉花雞」蓬鬆 / 雪白	Analyze
	ICH knowledge: Objects 舉出一個製作傳統茶樓的「棉花雞」食材。 答案：魚肚 / 雞肉 / 冬菇	Understand
布拉腸粉	ICH knowledge: Skills / Objects 廣東「布拉腸粉」的「布拉」是甚麼意思？ 答案：「布拉腸粉」是將米漿放於布上蒸成	Analyze
	ICH knowledge: Objects 舉出兩款傳統茶樓的「蒸腸粉」種類（例子：鮮蝦腸） 答案：牛肉腸 / 叉燒腸 / 豬腩腸 / 魚片腸 / 蝦米腸 / 鮮蝦腸	Understand
	ICH knowledge: Objects 舉出一個「布拉腸粉」和「豬腸粉」的分別？ 答案：「布拉腸粉」可加餡料、味濃、是扁身的；「豬腸粉」沒有陷料、味淡、是圓柱體的	Evaluate
四寶雞扎	ICH knowledge: Objects 最正宗茶樓的「四寶雞扎」有哪「四寶」食物？ 答案：一塊雞肉、一塊瘦肉、一塊魚肚以及一塊豬肚 備註：後來 90 年代的茶樓為節省成本，把瘦肉改為火腿或蟹柳，而豬肚或魚肚則改為芋頭或冬菇。	Understand

The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

	ICH knowledge: Objects 「四寶雞扎」的外層是甚麼食物？ 答案：腐皮 / 淮山	Understand
	ICH knowledge: Skills 傳統茶樓的「四寶雞扎」是怎樣烹調的？ a. 炸 b. 炒 c. 煮 d. 蒸 答案：d	Understand
蝦餃	ICH knowledge: Representations 「蝦餃」有甚麼別名？ a. 挽餃 b. 挽歌 c. 挽籠 d. 挽梳 答案：d 備註：茶樓師傅摺餃子均勻細密得如把梳子，往時的人視它如梳，稱「蝦餃」為「挽梳」	Analyze
	ICH knowledge: Objects / Skills 傳統廣式「蝦餃」頂上有多少個皺褶？ a. 十一褶 b. 十二褶 c. 十三褶 d. 十四褶 答案：c	Remember
	ICH knowledge: Objects 舉出兩個製作傳統茶樓「蝦餃」餡料的食材 答案：蝦肉 / 筍 / 豬肉 / 韭黃	Remember
糯米雞	ICH knowledge: Objects 舉出兩種製作傳統茶樓「糯米雞」的食材 答案：荷葉 / 糯米 / 臘腸 / 豬肉 / 雞肉 / 鹽 / 油 / 糯米	Understand

The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

	ICH knowledge: Objects 「糯米雞」的米是甚麼種類？ a. 白米 b. 糯米 c. 紅米 d. 珍珠米 答案：b	Understand
	ICH knowledge: Objects 「珍珠雞」和「糯米雞」在大小有甚麼分別？ a. 「珍珠雞」較小 b. 「珍珠雞」較大 答案：a. 「珍珠雞」較小	Evaluate
茶		
ICH knowledge: Cultural spaces 當茶壺無水時，除舉手呼叫侍應外，應怎樣提示侍應加水？ 答案：打開茶壺蓋 備註：相傳有侍應在加水時把富商放在茶壺裏的畫眉放走了，富商要求賠償，茶樓便設立「開蓋斟茶」的規矩		Remember
ICH knowledge: Cultural spaces 為何別人為你斟茶時要用手指敲枱？ 答案：表示謝意 備註：相傳古時皇帝微服出巡，吃飯期間為臣子斟茶，皇帝因不能暴露身份，官員未能下跪只好「以指代膝」		Evaluate
ICH knowledge: Cultural spaces 倒茶時正確的次序（順序）是甚麼？ a. 自己 b. 平輩 / 晚輩 c. 客人 / 長輩 答案：c → b → a 備註：倒茶時應「先老後幼」和「先客後主」		Remember
ICH knowledge: Instruments 「一盅兩件」的「一盅」和「兩件」分別指甚麼？ 答案：「一盅茶」和「兩件點心」		Understand

The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

備註：盅是指「焗盅」，意思就是用蓋杯泡茶	
ICH knowledge: Cultural spaces 茶樓的「茶博士」是指甚麼？ a. 喜歡喝茶的客人 b. 鑽研茶的博士 c. 茶樓的夥計 d. 姓茶的博士 答案：c	Analyze
ICH knowledge: Objects 舉出任何三款傳統茶樓的茶。 答案：鐵觀音 / 香片 / 壽眉 / 水仙 / 碧螺春 / 菊花 / 菊普 / 普洱	Understand
ICH knowledge: Representations 猜猜「壽眉」名字的由來 答案：「壽眉」外形像「壽星」的眉毛，故名「壽眉」 備註：福祿壽是中國神話的神，當中的「壽」就是「長壽之神」	Analyze
ICH knowledge: Objects 「壽眉」屬於甚麼種類的茶？ a. 黑茶 b. 青茶 c. 紅茶 d. 白茶 答案：d 備註：六大茶類分為：綠、黃、白、紅、黑、青茶	Understand
ICH knowledge: Skills 「壽眉」會經過殺青和揉捻的製茶工序嗎？ 備註：「殺青」指加熱茶葉；「揉捻」指利用力量破壞茶葉組織 答案：不會	Understand
ICH knowledge: Objects 「菊普」的「菊」和「普」分別指甚麼茶？ 答案：「菊花」和「普洱」	Understand

The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

ICH knowledge: Objects 「鐵觀音」屬於甚麼種類的茶？ a. 青茶 b. 白茶 c. 紅茶 d. 黃茶 答案：a 備註：六大茶類分為：綠、黃、白、紅、黑、青茶	Understand
ICH knowledge: Objects 「鐵觀音」是不是烏龍茶的一種？ 答案：是	Understand
ICH knowledge: Skills 「鐵觀音」會經過殺青和揉捻的製茶工序嗎？ 備註：「殺青」指加熱茶葉；「揉捻」指利用力量破壞茶葉組織 答案：會	Understand
ICH knowledge: Objects 「香片」是甚麼茶？ a. 焙茶 b. 香港茶 c. 茉莉花茶 d. 玄米茶 答案：c	Understand
ICH knowledge: Objects 喝「香片」有甚麼功效？ a. 提神 b. 清熱 c. 解毒 d. 以上皆是 答案：d	Understand
ICH knowledge: Objects 「水仙茶」與水仙花有甚麼關係？ a. 「水仙茶」蘊含水仙花的葉	Evaluate

The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

b. 「水仙茶」蘊含水仙花的花 c. 「水仙茶」蘊含水仙花的種子 d. 兩者沒有關係 答案：d	
ICH knowledge: Objects 「水仙」的「水」在閩南話中有甚麼意思？ a. 香 b. 美 c. 濃 d. 淡 答案：b 備註：閩南話的「水」指美，因此　在美麗的仙山採的茶，名為「水仙」。	Remember
ICH knowledge: Objects 「碧螺春」屬於甚麼種類的茶？ a. 青茶 b. 黃茶 c. 紅茶 d. 綠茶 答案：d 備註：六大茶類分為：綠、黃、白、紅、黑、青茶	Understand
ICH knowledge: Objects 「普洱」屬於甚麼種類的茶？ a. 青茶 b. 白茶 c. 紅茶 d. 黑茶 答案：d 備註：六大茶類分為：綠、黃、白、紅、黑、青茶	Understand
ICH knowledge: Objects 舉出喝「普洱」的一種功效 答案：提神 / 降膽固醇 / 清熱 / 消暑 / 解毒 / 減肥 / 抗衰老 / 降血壓	Understand

The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

Appendix I: Video of In-school data collection

Group A

Group B

The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

Appendix J: Introduction Transcript

訪問者：同學們，想問你們有沒有到茶樓或者酒樓。。。

S1：我有啊!

訪問者：想問你們有沒有和家人到茶樓或者酒樓飲茶。。。

所有同學：我！我！ (舉手)

訪問者：我看見大部分的同學都有試過飲茶，想問同學最喜歡吃甚麼點心?

S5: 春卷!

S3：奶黃包!

S2：叉燒包、奶黃包全部都要吃!

S4: 全部都要吃!

S6：吃剩的都給家人吃。水晶蝦餃!

訪問者：我聽到很多經典和好吃的點心。你們有沒有想過這些點心背後如何製作的

所有同學：我知道 (舉手)

S1：我有看過

S6：他們自己親手製作的。

S5：他們自己買材料，然後他們再煮、蒸，然後他們放在蒸籠裡。

訪問者：我聽到有很多不同的答案，我這款遊戲是希望同學透過玩去學識不同茶樓點心的製作技巧。其實茶樓點心的製作技巧是屬於非物質文化遺產。那麼甚麼是非物質文化遺產？其實是一代一代流傳下來的文化，例如是爺爺嬤嬤，都是一代代傳給我們這一代，將他們的技藝流傳和延續到我們這一代。

The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

Appendix K: Interview Transcript

Group A video starts from 00:58:45

Group B video starts from 00:52:40

1. 你喜歡遊戲的插圖和顏色嗎？	
Group A	S1: 喜歡，因為插圖都幾得意。。。得意
	S2: 不喜歡，因為真的畫得很醜。
	S3: 不喜歡，因為畫得太醜。
Group B	S4: 靚！
	S5: 靚！這個（問題卡）很有層次感，這個（問題卡）似一個蒸籠的蓋。。。
	S6: 喜歡

2. 你認為遊戲的插圖和顏色能否幫助你遊玩？	
Group A	S1: 可以，可以看到答案
	S2: 不可以，因為看不明，很醜
	S3: 可以遮答案。。。太醜了，不能幫助
Group B	S4: /
	S5: /
	S6: /

3. 你有沒有甚麼意見去改善遊戲的插圖和顏色？如何？	
Group A	S1: 可以畫可愛點
	S2: 叫別人畫，人家比你（鉉 Sir）畫得更好
	S3: 遮了所有的答案，讓老師講解
Group B	S4: 可以加多一點獎勵。。。禮物
	S5: 茶壺卡可以加蓋、茶，如果不加會看不明這個是茶壺。。。蓋上面有食物很奇怪。。。綠色（棋盤）可以加食物的顏色。
	S6: 茶壺卡可以加茶的顏色

The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

4. 這款遊戲有趣嗎？哪一方面？	
Group A	S1: 有趣，可以知道茶樓有幾多美食。
	S2: 有趣，因為（點心）感覺好吃。
	S3: 沒有意見。
Group B	S4: 有，卡很有特色
	S5: 有，圖片靚
	S6: 有，全部都有趣，我已經在流口水

5. 你會不會很難勝出遊戲？	
Group A	S1: 不會。。。會！因為我沒有贏過！
	S2: 不會
	S3: 不會
Group B	S4: 不會
	S5: 不會
	S6: 不會

6. 遊戲的目標清晰嗎？	
Group A	S1: 清晰
	S2: 不清晰就怪，清晰
	S3: 清晰
Group B	S4: 容易，清晰
	S5: 清晰，讓人學識點心
	S6: /

7. 你有沒有甚麼意見去改善遊戲的玩法？如何？	
Group A	S1: 遮住所有答案，可以讓玩家撕開一張紙。。。但你（鉉 Sir）又會很辛苦（製作過程）。
	S2: 希望下一次可以是美國、馬來西亞，其他國家的文化。。。本身這個遊戲是 OK，希望是其他國家的文化，如果香港其他的文化也 OK。
	S3: 遊戲是不是你自己設計。。。我想上廁所。。。
Group B	S4: 沒有

The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

	S5: 棋子可以加一個蓋。。。東西可以大一點，小朋友會吃掉（棋子）。。。可以加更多點心，例如片皮鴨。。。
	S6: 沒有

8. 問：你認識了甚麼知識？舉出三樣你學到的東西。	
Group A	S1: 就是可以考自己的想像力和答問題。。。知多一點不同的茶樓故事、點心和點心製作，例如：明白到奶黃包要用麵粉和糖和水，也能了解到食材。
	S2: 我認識到遊戲要誠實，不可以看答案。。。我很肚餓。。。可以知道茶樓點心用甚麼製作，甚麼食材是健康和甚麼是不健康，認識到茶樓有什麼茶，例如普洱和菊花
	S3: 茶樓點心會用動物的肺。。。內臟製作，吃內臟是對人是不好的，認識到香片是怎樣造的。
Group B	S4: 學了很多點心
	S5: 認識更多不同茶樓點心
	S6: 好多事物

9. 問：你想透過傳統課堂學習茶樓點心知識？還是透過桌上遊戲？為何？	
Group A	S1: 阿 sir 的 boardgame，因為容易了解，可以明白一點，不會太複雜。
	S2: 桌上遊戲，因為好好玩。。。可以看到那些食物圖畫。。。下星期還有沒有（這個桌上遊戲環節）
	S3: 我沒有意見。。。桌上遊戲。。。因為每個問題都有意思。。。可以了解以前茶樓點心用甚麼構造
Group B	S4: 上堂
	S5: 我喜歡在吃飯的時候學。。。我食飯的時候吃了很多東西，那個好吃我就會點那個點心。。。
	S6: 桌上遊戲，想邊學邊玩。

The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

10. 桌上遊戲會不會提高你對茶樓點心的興趣？	
Group A	S1: 會
	S2: 會會會會！鉉 Sir，你的功課真的很特別
	S3: 一般，因為有些人覺得茶樓很污糟。
Group B	S4: 有時會
	S5: 可能會
	S6: 會

11. 遊玩後，你會不會想到茶樓吃點心？	
Group A	S1: 會啊，因為看了很多點心之後，覺得很多茶樓點心都好好吃！
	S2: 想！因為哈哈哈。。。想！因為好吃！哈哈哈哈！
	S3: 想飲多點茶。。。想吃馬拉糕。
Group B	S4: 想
	S5: 想
	S6: 不想

12. 缺乏老師的幫助下，你們能不能自己遊玩？	
Group A	S1: 不能，因為沒有人教我們，擔心同學會偷看答案。。。可以找葉 Miss。
	S2: 不能，因為我們很頑皮。。。可以找校長。
	S3: 要靠老師，要靠褐老師（學校老師），因為她可以代你（鉉 sir）來玩遊戲。。。可以靠同學玩。
Group B	S4: 可以
	S5: 不能夠，因為同學會爭執。。。同學太興奮，老師可以責罵他/她。
	S6: 不能夠

The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

13. 你在遊玩時有沒有遇到困難？如果有，會如何解決？	
Group A	S1: 有，找同學幫助。。。會看圖
	S2: 有，有同學不幫助我。。。我會因為暫停一次感到十分不開心（棋盤的四角）。。。我會跳過去。。。我會等下一回合。
	S3: 沒有。。。有！拿不到朱古力。。。不會答不到問題。
Group B	S4: 沒有，好開心
	S5: 沒有。。。我有困難，因為我旁邊的同學都很興奮，他會不停鬧人
	S6: 沒有

The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.

Appendix L: Consent Forms

School's Consent Form

Participants' Consent Forms

The Education University of Hong Kong Library
For private study or research only.
Not for publication or further reproduction.