

中國工商管理科教案分析：結合科技的成果導向學習如何適
用於疫情中和疫情後的教學

A Case Study of Entrepreneurial Professional Training in
China: How 'Outcomes-based Assessment and Learning'
Integrated with High-tech Devices, can be adapted to the
Teaching during the Pandemic and Post-pandemic era

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Bio

- *Graduate Master* of Wai Kiu College, HK
- *Adjunct Lecturer* of Lingnan University, HK; The Open University of HK; Jinan University, China(HK campus)
- *former HKDSE(Eng) Public Exam Marker(HKEAA) & current Teacher Trainer(English)* for Education Bureau, HK
- *Life Fellow & HK Connector* of Royal Society of Arts, UK

Former publications and presentations

- Tung Hiu Hon. (2014). *Writing in English through Drama with Process-oriented, Collaborative and Expressivist Learning Approaches: A Case Study in Hong Kong*. I.CARE. The Chinese University of Hong Kong. (This research report [R06-13] is awarded with merit and scholarship); presented and published at ICOIE 2020. The Open University of Hong Kong & The Open University of China. 2-4 July 2020. ISBN: 9789888439676. (pp. 238 - 256)
- Tung Hiu Hon. (2016). *The Textbook of Vocational English (Chapter 4 & 6, including quizzes and exam papers)*. LiPACE, The Open University of Hong Kong & Education Bureau, HKSAR.
- Tung Hiu Hon. (2018). *Understanding Chinese Nautical Students' Decision-making towards Overseas Tertiary Education Integrated with Confucius Value and Cross-border Learning*. HKERA International Conference 2018. HKIER. The Chinese University of Hong Kong. 13-15 December 2018.
- Tung Hiu Hon. (2019). *Outcomes-Based Assessment and Learning Approaches integrated with high-tech devices in teaching: a case study of entrepreneurial professional training in China*. ICBHE 2019. CABGIN - a European Union funded initiative. Wroclaw University of Sciences and Technology, Poland. 5-6 September 2019; published in "Capacity Building in Higher Education Institution". (2020). Difin. ISBN: 9788380850798. (pp. 226 - 244)
- Tung Hiu Hon. (2020). *Partnership, Participatory, Drama and Art-based Approaches for Business Education: A Case Study in China*. International Conference on Learning and Teaching 2020. The Education University of Hong Kong. 2-4 Dec 2020.
- Tung Hiu Hon. (2020). Keynote Speaker: *Understanding Chinese Students' Decision-making for Tertiary Education Overseas beyond the Covid-19 pandemic*. Internationalization of Higher Education - a process of change. The Symposium New World of Education. Parul University, India. 21 & 28 Oct 2020.

Content

- Rundown:
- the time is limited so ***the talk is mostly about the new technology rather than literature review of Outcome-based learning models*** as all the evaluation, reflection and reviews for teaching amendment will be shown through new technology for Outcome-based learning.
- The focal issues of this talk, related to the ***new technology*** and ***pandemic***:
 1. the changing roles for teachers
 2. the new teaching environment applicable
 3. the new teaching equipment applicable

Content

- a brief introduction of my academic paper regarding high-device for teaching and new teaching environment in Tsinghua University, China
- a brief description of the ongoing teaching mode and methods used in Hong Kong during the pandemic
- Final conclusions:
 - what can be taken from the classroom in China and be put in the current online classroom in HK
 - how our classrooms will be in the future by following the recent technological developments

The Research at Tsinghua

- Presented and published at the European Union funded conference in 2019 and 2020

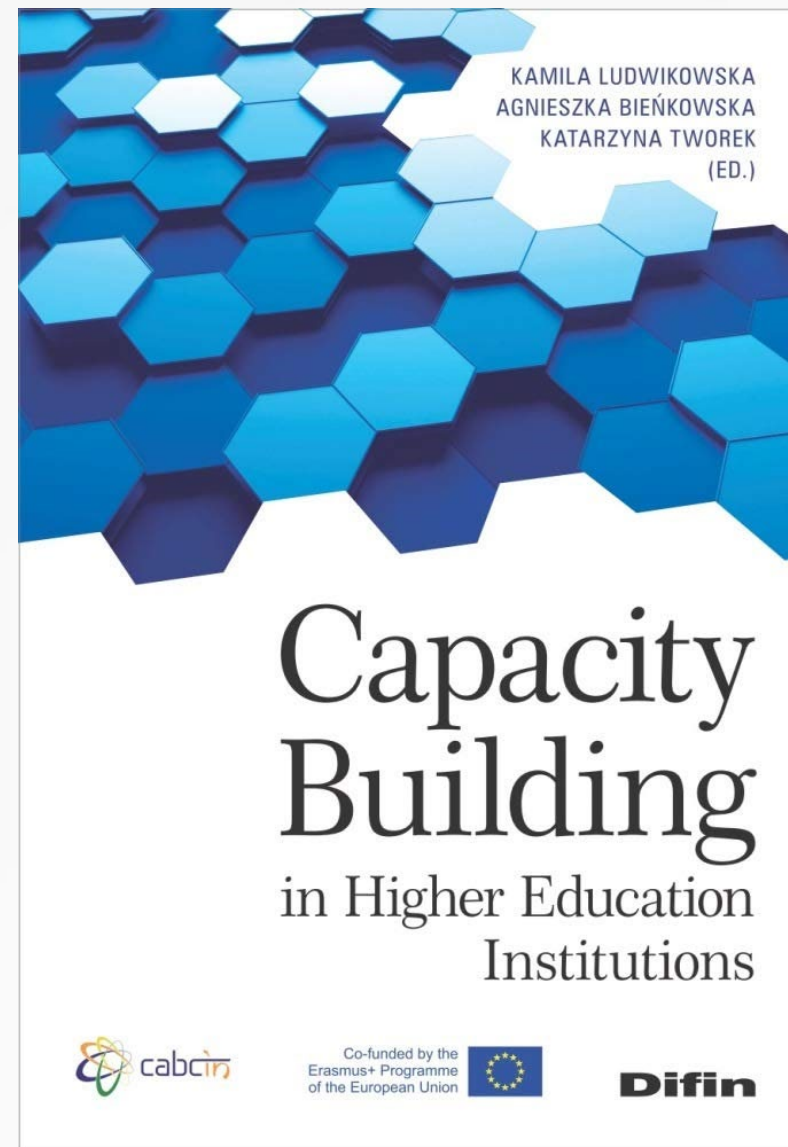
Outcomes-Based Assessment and Learning approaches integrated with high-tech devices in teaching: a case study of Entrepreneurial Professional Training in China

Tung Hiu Hon¹

Abstract

According to Bologna Declaration 1999, institutions like as Western Association of Schools and Colleges (WASC) in Europe, are the official accreditation agencies which validate tertiary academic programs with a constant hierarchy. Along with the education quality enhancement, it is becoming important for new researchers to find out a way for the consistent improvement in tertiary teaching regarding Quality Assurance (QA) and Quality Enhancement(QE). Outcomes-Based Assessment and Learning (OBAL) is a method to refine the processes of QA and QE for better teaching pedagogy: it concentrates more on the outputs with evaluation and analysis in order to enhance the inputs with planning and designing moreover it is recognized previously by scholars

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The Research at Tsinghua

- The research result shows the learners find outcome-based learning very effective and useful and some of the outcome-based learning and teaching activities were operated through various high-tech devices:
- 1. for each of the break and summary between different classes within the day, a big screen is put to demonstrate the most popular phrases, words and terminologies among students through the recording system in the classroom, it shows:
 - - what are the key words from the lecture and what is the knowledge within the domain that students are most interested, confused and familiar with.
 - - another example is the morning presentation and discussion every day

The Research at Tsinghua

- 2. immediate responses from students shown in graphs & charts (in HK we have certain computer programs to do so, but so far it can not be used with Zoom lessons simultaneously or it is possible but difficult to do so)
- 3. Programs for different students to do group assignments at the time attached to the same file in the cloud (this is being heavily practiced in HK at the moment with Google and Microsoft Tools)
- 4. Using social media such as Wechat to form groups and communicate efficiently (this is also heavily used in HK through Whatapps)
- The current **Zoom classes** in high schools of Hong Kong

What are new and can be put in the HK context

- to show the **big data collection** in the classroom during learning and teaching for the immediate enhancement, adjustment and modification towards each of the next step within a lesson or course following Outcome-based learning strategy
- The **hardware** and **equipment** in the classrooms should be quickly and seriously updated to the standard in China (such as smart board, robots for teaching assistance, iPad per student, etc.)
- Teachers will really become the **facilitators**, guardians and security guards for verifying the usefulness and appropriateness of the information around the world on net

The future implication

- Overall HK classroom setting online or in reality is very outdated within the concept and limitation of 4G speed and equipment we have started to use **20 years ago**.
- With the 5G setting for education, future learning and teaching will be incredible:
- - **7D** demonstration of what the students need to learn, basically to show what they need to learn, **almost in reality but still being inside the classroom**.
- - To allow students sometimes to stay at home to have **3D real time lessons** with the teacher and other students without delay but a hologram to show the real classroom.

e.g. in 2017, I was substituting at the HK international school(an American school, the top 7 international school in HK by SCMP 2015) to teach history lesson(a RPG game on MacBook) so in the future why do not we use 5G to make the same game with hologram surrounding and the students **do not even need to wear VR eye mask**

The future implication

- When evolving, two important things which we should never abandon but to compromise and engage:
 - - the protection of privacy
 - - the balance of internet security and censorship

The End, Thank you