INTERNATIONAL CONFERENCE ON
APPLIED EDUCATION, TECHNOLOGY AND INNOVATION
(THEi AETI 2019)

"Education 4.0: Applied Degree Education and the Future of Work"

16th - 18th April 2019
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Organizing Committee

International Advisory Board
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Dr ZHANG Zhen, South China Agricultural University, China
Professor ZHOU John, University of Technology Sydney, Australia

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About THEi

The Technological and Higher Education Institute of Hong Kong (THEi) offers over 20 innovative degree programmes that are vocationally oriented and developed with significant industry input. All the programmes are accredited by the Hong Kong Council for Accreditation of Academic and Vocational Qualifications, and most are also accredited by the relevant professional bodies. In 2018/19, twelve programmes are in the Government’s Study Subsidy Scheme for Designated Professions / Sectors (SSSDP), which provides subsidies to students varying from $41,000 to $71,700 per year.

OUR APPROACH

THEi was set up in 2012 by the Vocational Training Council of Hong Kong to offer degree programmes with a difference. They are innovative as many are in niche areas, combining areas of study not often found in Hong Kong but much needed by it. They are vocationally and professionally oriented and developed with significant industry input, with an applied learning approach enabling students to apply specialised knowledge and skills to real-world issues. All our programmes include meaningful industry attachments with international and local firms in Hong Kong and overseas to provide students with first-hand experience of working in the real world.

Our difference is also seen in the way we deal with general education, now compulsory in higher education to help students understand the world beyond their disciplinary studies. It is not all done in the first year, as tends to be the case in most other institutions, but spread over the years, so it is not something to be done quickly and forgotten. Languages studies, meant to enable students to communicate well, are related to the study programmes to make them more relevant and interesting. And subsidised overseas study tours will widen their horizon even more.

What we do is totally in line with the recent call by the HKSAR Government for society to recognise the important role played by vocational and professional education in the economy. This is the central message of the report by the Task Force on Promotion of Vocational Education that it set up in June 2014. This is why seven of our programmes, the largest number among the self-funded higher education institutions, have been chosen by the Government for its Study Subsidy Scheme for Designated Professions/Sectors, which offers very generous subsidies to students admitted through JUPAS. All of our programmes are, of course, accredited by the Hong Kong Council for Accreditation of Academic and Vocational Qualifications and, where necessary, by professional bodies in Hong Kong and overseas.

In the short time we have been around, we have established ourselves as a higher education institution with a difference, one that fills an important gap in Hong Kong. We offer degree programmes for the real world, ones that work for society and students. In short, we aim to produce work-ready graduates.

https://www.thei.edu.hk
## Programme & Venue

**Day 1: 16 April 2019 (Tuesday)**

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<tr>
<th>Time</th>
<th>Programme &amp; Venue (THEi Chai Wan Campus)</th>
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<tbody>
<tr>
<td>8:30 am - 9:30 am</td>
<td>Registration</td>
</tr>
<tr>
<td>9:30 am - 10:30 am</td>
<td>1- [LT1]</td>
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<tr>
<td></td>
<td><strong>Welcome and Opening Remarks</strong></td>
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<tr>
<td></td>
<td>- Dr Carrie Yau, GBS, JP, Executive Director of Vocational Training Council, HK</td>
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<td></td>
<td>- Mr Carlson Tong, Chairman, University Grants Committee, HK</td>
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<tr>
<td></td>
<td><strong>Conference Chair’s Opening Address: Education 4.0: Applied Degree Education and the Future of Work</strong></td>
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<tr>
<td></td>
<td>Professor Christina Hong, Conference Chair and President, THEi, HK.</td>
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<tr>
<td>10:30 am - 11:00 am</td>
<td>[s401 Staff Learning Commons]</td>
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<td></td>
<td><strong>Coffee Break</strong></td>
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<tr>
<td>11:00 am - 12:30 pm</td>
<td>2- [LT1]</td>
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<tr>
<td></td>
<td><strong>Educating for Future Skills</strong></td>
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<tr>
<td></td>
<td>(Catalyst case-Study and Panel)</td>
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<td></td>
<td><em>Worldwide Educating for the Future Index 2017 created by The Economist Intelligence Unit evaluated the extent to which education systems are preparing students for the demands of work and inculcate ‘future skills’ in the 15-24 age band across 35 economies. Hear representatives from across the top three economies talk about their home country education systems and provide responses to the Catalyst Cast Study sharing of current education practices by the English Schools Foundation (Hong Kong).</em></td>
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<tr>
<td>12:30 pm - 2:00 pm</td>
<td>[Spring Restaurant, 5/F.]</td>
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<td></td>
<td><strong>Lunch</strong></td>
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<tr>
<td>2:00 pm - 3:30 pm</td>
<td>[s602] <strong>Presentation Session 1</strong></td>
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<td>[s604] <strong>Presentation Session 9</strong></td>
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<tr>
<td>3:30 pm - 4:00 pm</td>
<td>[s401 Staff Learning Commons]</td>
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<tr>
<td></td>
<td><strong>Coffee Break</strong></td>
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<tr>
<td>4:00 pm - 5:30 pm</td>
<td>[s602] <strong>Presentation Session 2</strong></td>
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<td>[s604] <strong>Presentation Session 10</strong></td>
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<tr>
<td>5:30 pm - 6:30 pm</td>
<td>[Spring Restaurant, 5/F.]</td>
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<td><strong>Welcoming Reception</strong></td>
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**Day 2: 17 April 2019 (Wednesday)**

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<tbody>
<tr>
<td>8:30 am - 9:00 am</td>
<td>Foyer [Outside LT1]</td>
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<td></td>
<td><strong>Registration</strong></td>
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<tr>
<td>9:00 am - 10:30 am</td>
<td>3- [LT1]</td>
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<td></td>
<td><strong>Global Perspectives: Workforce trends and strategies for Industry 4.0 (Panel)</strong></td>
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<td>The World Economic Forum’s <em>The Future of Jobs Report 2018</em> present the trends across employment, skills and human capital investment across industries and geographies while the <em>Readiness for the Future of Production Report 2018</em>, assesses how well-positioned global economies are to share and benefit from changes in production being driven by the 4th Industrial revolution. Representatives share the drivers and shifts in policy settings occurring in their country in response to rapid technological shifts, cultural globalization and increasing competitiveness in the global economy to prepare for the future.</td>
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<tr>
<td>10:30 am - 11:00 am</td>
<td>[s401 Staff Learning Commons]</td>
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<tr>
<td></td>
<td><strong>Coffee Break</strong></td>
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<tr>
<td>11:00 am - 12:30 pm</td>
<td>4- [s401 Staff Learning Commons]</td>
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<td></td>
<td><strong>Applied Degree Learning and Educational Leadership for an Industry 4.0 World (Interactive networking and knowledge transfer)</strong></td>
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<td>Connect with colleagues from near and far to share experiences, consider new project opportunities and collaborations.</td>
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<tr>
<td>12:30 pm - 2:00 pm</td>
<td>[Spring Restaurant, 5/F.]</td>
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<tr>
<td></td>
<td><strong>Lunch</strong></td>
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<tr>
<td>2:00 pm - 3:30 pm</td>
<td>[s602] <strong>Presentation Session 3</strong></td>
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<td>[s604] <strong>Presentation Session 11</strong></td>
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<tr>
<td>3:30 pm - 4:00 pm</td>
<td>[s401 Staff Learning Commons]</td>
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<td></td>
<td><strong>Coffee Break</strong></td>
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<tr>
<td>4:00 pm - 5:30 pm</td>
<td>[s602] <strong>Presentation Session 4</strong></td>
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<td>[s604] <strong>Presentation Session 12</strong></td>
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<tr>
<td>5:30 pm</td>
<td>End of Day 2</td>
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# Programme & Venue

## Day 3: 18 April 2019 (Thursday)

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<td>8:30 am – 9:00 am</td>
<td>Registration (Outside LT1)</td>
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<tr>
<td>9:00 am – 11:00 am</td>
<td>Education 4.0: Innovation and Entrepreneurship (Catalyst case-Study)</td>
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<td>This session includes two catalyst case studies and student research poster presentations. The THEi-Swinburne University Project showcases the successful collaboration between two applied degree institutes (Hong Kong and Australia) which involved students, educators and industry working on ‘real-world’ innovations in product design. The Global Partners European Alliance showcases an alliance comprising six universities (UK, US, Germany, Switzerland) to enable innovation and improvements in learning environments, educational experiences, and outcomes for the students, faculty, community partners and stakeholders. This is followed by THEi Student Applied Research Symposium Poster Presentation, a showcase by a selection of THEi students of their final year industry-focused applied research projects.</td>
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<td>• Catalyst case-Study: THEi-Swinburne University Design Project</td>
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<td>Blair Kuys, Swinburne University, Australia &amp; Tristance Kee, THEi, HK</td>
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<td>• Catalyst case-Study [36]: The Global Partners European Alliance – charting its course</td>
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<td>Barbara Howell, Bernd Steffensen, Charles Bomar, Robert Cox, &amp; Uwe Schulz</td>
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<td>• [s407 Media Room] Student Applied Research Poster Presentation</td>
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<td>Coffee will be served at s401 Staff Learning Commons</td>
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<tr>
<td>11:00 am – 12:30 pm</td>
<td>[s602] Presentation Session 13 [s603] Presentation Session 14</td>
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<tr>
<td>12:45 pm – 1:30 pm</td>
<td>Lunch</td>
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<tr>
<td>1:30 pm – 3:00 pm</td>
<td>Industry Perspectives: Value Chain Disruption and Other Game Changers (Industry/HR professional panel)</td>
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<td>The disruptive challenges of the C21st and development of new workforce skills within the context of Industry 4.0 has never been greater. In this panel session, professionals from the creative industries, public utilities, technology and innovation, and human resources share the challenges and opportunities for workforce futures and recruitment now and into the future.</td>
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<tr>
<td>3:30 pm – 4:30 pm</td>
<td>[Exhibition Hall] THEi Opening</td>
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Parallel Presentation Sessions

16/4/2019 (Tuesday) [2-3:30 p.m.]

**s602**

**S1. Adaptive learning technologies**

**S1-1 [46]** Rapid Experimentation as a Co-Creation Tool for Gamified Augmented Reality in City Spaces - Case ARiver

1Anttoni Lehto, 1Rauli Lautkankare, 2Nina Brander, 2Christiane Ala-Nissilä, 3Joona Saari, & 1Juuso Salminen

1Turku U of Applied Sci, Finland 2TSYK, Finland 3Scandinavian Renaissance

**S1-2 [51]** The Use of Innovative Customer Relationship Management Technologies for Developing a Framework for Health Education of Ageing Population

Paul Tak Wing Tsui, Chris Kam Ming Lau, & Ada Lai Yung Lee, SHAPE/VTC, HK

**S1-3 [53]** Developing Clinical Reasoning Skills in Undergraduate Sports Therapy Students: The Effects of an International Collaboration Using an Online Interactive Learning Platform

Anthony Bosson, THEi, HK

**S1-4 [54]** Real-world simulation: Software development

John Blake, U of Aizu, Japan

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**s603**

**S5. Employability skills and qualities for the 21st world of work**

**S5-1 [14]** Comparisons of employment and working conditions between male and female data scientists: a retrospective analysis on Kaggle Machine Learning & Data Science Survey 2017

Indy Man Kit Ho, THEi, HK

**S5-2 [19]** Students Perception of growth in work-related and 21st Century Skills through Integrated Work Study Programme

May Sok Mui Lim, Yong Lim Foo, & Han Tong Loh, Singapore Inst Tech, Singapore

**S5-3 [23]** One Stop Platform for Work Integrated Learning Module

Yick Kan Kwok, THEi, HK

**S5-4 [63]** Work Integrated Learning and Co-Curricular Collaboration with Cricket Hong Kong

Anthony Weldon & Jake Ngo, THEi, HK

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**s604**

**S9. Rethinking the role of education and educators**

**S9-1 [52]** The potential of popular music education in Hong Kong

Edmond Tsang, THEi, HK

**S9-2 [47]** Where do students go: A review of educational pathways for students and graduates in a four-year degree program in an Ontario college

Yalin Gorica & Dhanna Mistri, Sheridan Inst. of Tech & Adv. Learning, Canada

**S9-3 [1]** Multidisciplinary learning environments generating innovation competences – Some examples from Turku University of Applied Sciences in Finland

Taru Konst, Juha Kontio, Liisa Kairisto-Mertanen, & Meiju Keinänen, Turku U of Applied Sci., Finland

**S9-4 [4]** Aiming to support students' expertise in higher education: A theoretical case study on evaluation of learning environments with The Model of Domain Learning

Liisa Kairisto-Mertanen & Meiju Keinänen, Turku U of Applied Sci., Finland
### Parallel Presentation Sessions

**S602** | **16/4/2019 (Tuesday) [4-5:30 p.m.]** | **S603** | **S604**
---|---|---|---
**S2. Curriculum and the Future of Work** | **S6. Innovation pedagogies and instructional design** | **S10. Rethinking the role of education and educators**
**S2-1 [13]** For Some or for All: Vocational English for Hong Kong Secondary School Students
Pok-jing Ho, CUHK, HK | **S6-1 [34]** Connecting the Dots: Practice as Research (PaR) as an Innovative Creative Industries Pedagogy
Don Parker & Angus Pryor, U of Gloucestershire, UK | **S10-1 [70]** Constructing Aspirations for Graduate Entrepreneurship in the Age of Deepening Global Inequalities: A Social Class Paradox in Hong Kong?
Hei-Hang Hayes Tang & Wai-Sun Derek Chun, Education U, HK
**S2-2 [60]** Research on high-end character design market
Jingyu Dai, Shanda U, China | **S6-2 [35]** The Impact of Competition-based Learning on Enhancing Students’ Motivation, Engagement and Professionalism: A Case Study of Fashion Design Undergraduates in Hong Kong
Man Hin Eve Chan, Ling Jenny Cheung, THEi, HK & Chek Tung Forrest Chan, Hong Kong Academy for Performing Arts, HK | **S10-2 [28]** Changing the Mindset of Engineering Educators to Teach Design Studios
Yasemin Tekmen Araci, Beata Francis, Roger Hadgraft, Ian Zucker, Justine Lawson, & Robert Jarman, U of Tech Sydney, Australia
**S2-3 [59]** Curriculum for the future of financial trading
Alfred Ma, Hang Seng U, HK | **S6-3 [37]** The Relationship between the Aesthetic Attributes of Sports Bras Design and the 3D Body Measurements of Generation Y Females in Hong Kong
A. P. Chan & W. C. Chu, THEi, HK | **S10-3 [40]** Pioneering Applied Learning University Pathway in the Singapore University Landscape
Yong Lim Foo, May Sok Mui Lim, & Han Tong Loh, Singapore Inst of Tech, Singapore
**S2-4 [24]** 2 Universities, 2 Countries, 2 Approaches to Innovative Teaching
Barbara Howell, Coventry U, UK & Michelle Hett, SRH U, Germany | **S6-4 [56]** Evaluation of an Inclusive Sand-shoeing Training Program
Peggy Choi, THEi, HK & Siu Yin Cheung, Baptist U, HK | **S10-4 [21]** Application of Five Models of Academic Developer Practice to develop Educators for Applied Learning
May Sok Mui Lim, Yong Lim Foo, & Han Tong Loh, Singapore Inst of Tech, Singapore
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<tr>
<td><strong>S3-1 [5]</strong> Applying Big Data in Higher Education: A Case Study of Teacher-Focused Data Analytics&lt;br&gt;Benson K.H. Hung, VTC, HK</td>
<td><strong>S7-1 [57]</strong> Future-Ready: Global Trends and Innovations in Applied Education&lt;br&gt;Denise Amyot, Colleges &amp; Institutes Canada, Canada</td>
<td><strong>S11-1 [27]</strong> A Green Journey to the Making of Magic Bullets&lt;br&gt;Paul Wai-kei Tsang, THEi, HK</td>
</tr>
<tr>
<td><strong>S3-2 [22]</strong> Learning Outcomes of Design-streamed Students and Management-streamed Students in A Combined Design Thinking Class&lt;br&gt;Kit Yin Emmy Wong, THEi, HK</td>
<td><strong>S7-2 [17]</strong> Collaboratively informed, individually implemented: instructor approaches to (biomedical) engineering studio teaching&lt;br&gt;Yasemin Tekmen Araci, Nham Tran, &amp; Ian Zucker, U of Tech Sydney, Australia</td>
<td><strong>S11-2 [10]</strong> Perceived benefits of studying general education for vocational education students in Hong Kong&lt;br&gt;Irene Szeto, THEi, HK</td>
</tr>
<tr>
<td><strong>S3-3 [65]</strong> Applied Data Analytics in Transportation Safety Engineering&lt;br&gt;Anjana Sai Suresh, THEi, HK</td>
<td><strong>S7-3 [41]</strong> Cross-national peer-to-peer mentoring in the context of teacher training: Exploring a new model of partnership working&lt;br&gt;Alexander Masardo, U of Gloucestershire, UK &amp; Miguel Alsina Tarrés, U of Girona, Spain</td>
<td><strong>S11-3 [11]</strong> A discussion on engaging research in the learning and teaching of Vocational and Professional Education and Training in Hong Kong&lt;br&gt;Rechell Yee Shun Lam &amp; Fiona Luk, CLT/VTC, HK</td>
</tr>
<tr>
<td><strong>S3-4 [73]</strong> Applying Metacognition Techniques in Improving Communication-based Module Learning Outcomes&lt;br&gt;Liane Lee &amp; Amy Wai Ting Lip, THEi, HK</td>
<td><strong>S7-4 [42]</strong> Pathways, skill sets and learner identities in the post-16 qualifications market: Implications for pedagogical strategies and student engagement in learning in higher education&lt;br&gt;Alexander Masardo, U of Gloucestershire, UK &amp; Robin Shields, U of Bath, UK</td>
<td><strong>S11-4 [15]</strong> The Challenge and Opportunity of Continuing Professional Learning in the Transitional Period from Academia to Design Professional Practice (Communication Design)&lt;br&gt;Benson Pun Sin Cheung, THEi, HK</td>
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## Parallel Presentation Sessions

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<th>17/4/2019 (Wednesday) [4-5:30 p.m.]</th>
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<td><strong>s602</strong></td>
<td><strong>S4. Data analytics, assessment and feedback</strong></td>
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| **S4-1 [68]** | **Big Data, Cognitive Computing and the Future of Learning Management Systems**  
Andrea Molinari, U of Trento, Italy  
Paolo Maresca, U Federico II, Italy & Mauro Coccoli, U of Genova, Italy |
| **S4-2 [69]** | **International Peer-Assisted Learning (iPAL)**  
Christopher Lai, SIT, Singapore, Nina Dalen, U of Applied Sciences, Norway & Bobby Shiu, PolyU, HK |
| **S4-3 [62]** | **Robot Ready - Human+ Skills for the future of work**  
Anthony Horne, Emsi, Australia |
| **S4-4 [43]** | **What have learning analytics ever done for students and staff?**  
Alexander Masardo, James Derounian, & James Hodgkin, U of Gloucestershire, UK |
| **s603** | **S8. Innovation pedagogies and instructional design** |
| **S8-1 [61]** | **Students Perceived Change of Motivation and Experiences of Flipped Learning in Using Active Learning Strategies for Teaching and Learning**  
Kim Hung Lam, Alex Wong, Ka Chai Siu, Laura Zhou, Christine Li, & Jian-Yung Wu, PolyU, HK |
| **S8-2 [64]** | **Exploring Effectiveness of Robot-assisted Instruction to Teaching Social Engagement of School Children with Autism**  
Eva Yin-Han Chung, Education U, HK |
| **S8-3 [72]** | **Physiological Response Induced by Observer Effect on Strength Performance**  
Sing Wong, THEi, HK |
| **S8-4 [29]** | **Students take over as curriculum co-designers and facilitators: A case study from engineering**  
Justine Lawson, Roger Hadgraft, & Ian Zucker, U of Tech Sydney, Australia |
| **s604** | **S12. Vocational and professional education** |
| **S12-1 [20]** | **Interdisciplinary and intercultural collaboration among students, academics, and industry partners in developing a mobile app for international short-movie distribution in China.**  
Filippo Gilardi, Celia Lam, Andrew Leyshon, Kieran Phelan, Dave Towey, & Andrew White  
1 U of Nottingham Ningbo, China, 2 U of Nottingham, UK |
| **S12-2 [25]** | **Design and Multidisciplinarity: Co-creation in practice**  
Agnes Xue, Alfred Tan, Desmond Chong, & Tim Xu, Singapore Inst of Tech, Singapore |
| **S12-3 [38]** | **Synergy for Success: How to Better Develop Vocational and Professional Education and Training in Hong Kong?**  
Thomas Siu-Ho Yau, CUHK, HK, Derek Wai-Sun Chun, & Sky Wai-Man Chan, Education U, HK |
| **S12-4 [39]** | **Vocational Education 4.0: Vocational Education and the Effects of Digitalization on Vocational Education in Germany**  
Helmut Nikolay, BNT Trier, Germany |
## Parallel Presentation Sessions

**s602**

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<tr>
<th><strong>S13</strong></th>
<th><strong>18/4/2019 (Thursday) [11-12:30 p.m.]</strong></th>
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| **S13-1 [6]** | Pedagogical Shifts: Learning Analytics of Mobile Learning using Rain Classroom in Theater Arts Classes  
  Michael Li & Katrine K. Wong, U of Macau, Macau  
**S13-2 [18]** | Gamification Based Teaching & Learning Ideas  
  Jhee Jiow, Intan Azura Mokhtar, & Amanda Lau, Singapore Inst of Tech, Singapore  
**S13-3 [48]** | Re-Thinking the Importance of Industry Engagement through center of technology Innovation at Technical Vocational Education and Training Institutions (TVET)  
  Farzad Rayegani, Humber Inst of Tech & Adv Learning, Canada  
**S13-4 [50]** | Can Clicker Technology and the latest Online Response Systems enhance Student Engagement? A Comparative Study of two Approaches  
  Doran Lamb, Dave Towey, Lauren Knowles, James Walker, & Prapa Rattadilok, U of Nottingham Ningbo China, China |

**s603**

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<th><strong>S14</strong></th>
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| **S14-1 [26]** | The role of the Learning Organization to effect successful change: VTC a case study  
  Kwok Lang Lee, THEi, HK  
**S14-3 [71]** | Effects of In-class Competition-based Assessment on Learning Motivation and 21st Century Competencies of Asian Students Studying for Vocationally-Oriented Degrees  
  Kelvin Ki Lam & May Yang, THEi, HK  
**S14-4 [66]** | Investigating Technology Enhanced Learning Through Interactive Conductive Wall in Hospitality Discipline  
  Anthony Kong, Ka-Wan Wong, & Tin-kin Yum, HKDI/VTC,HK |
Guidelines to Presentation
Guidelines for Presenters

Paper Presentation Sessions: The following guidelines will help you design and prepare for your paper presentation:

● Please check the session schedule on the official website and the Programme Booklet to confirm the date, time, and venue of your presentation(s).
● The Last Presenter of each session will serve as the Session Chair. Please refer to the “Guidelines for Session Chairs.”
● There are 4 presentations in each session and the duration of each presentation is approximately 20 minutes, with an extra 3 minutes for Q&A. However, please follow the instructions of the Session Chair for any last-minute changes.
● Please arrive at the designated meeting room 5 minutes before your session begins and report to the Session Chair. The venue is printed on the Programme schedule.
● All meeting rooms are equipped with digital projectors and desktop computers (MS Windows operating system with MS PowerPoint and Adobe Acrobat Reader). You may also use your own notebook computers to connect with the VGA cables. Please bring your own adaptor to convert into VGA connections.
● Presentation files must be downloaded to the desktop in the meeting rooms before the start of your sessions. In addition, we would remind all presenters making a copy of the presentation (or email a copy to herself/himself) in PDF format as a backup of contingency. The Conference would save a copy of the presentation and post on to the official website after the presentation.

Guidelines for Session Chairs (Last Presenter of each parallel presentation session)

Before the Commencement of a Session

● Please arrive at the designated meeting room 5 minutes before the session starts.
● If there are any changes of the session, Conference helpers will notify you right at your arrival at the registration desk.
● In case a presenter does not show up timely, please notify Conference helpers at the registration desk as soon as possible. Conference helpers will help find the presenters if necessary.
During a Session

- Please arrive at the designated meeting room 5 minutes before the session begins, briefly introduce yourself, and announce your arrangement of the presentations to all presenters.
- Please start the session on time and follow the time allocated to each presentation (20 minutes for each paper presentation). Due to the tight schedule, no presenter can get any extra time for his/her presentation. Or else, the following presenters would not have enough time for their presentations.
- Paper with more than one presenter will not get any extra time for their presentation.
- Please remind presenters of the remaining time they have, 5 minutes, 3 minutes, and 1 minute before the end of their presentation. These time notice sheets will be given to the Session Chair at the meeting room. If a presenter goes beyond the allotted time, the Session Chair should ask him/her politely to close the presentation promptly.
- Please try to make sure the session (including Q & A) is timely proceeded. Please do not change the order of the presentation since some presenters may have more than one presentation and need to move from sessions to sessions.
- If there are any issues affecting the continuance of your session, please inform Conference helpers at the meeting room immediately to seek for help. There is always at least one Conference helper at the meeting room.
- Your help is very important to make the Conference successful and smooth. However, please also be considerate and polite always.

Internet Connection

- Please turn on your Wi-Fi connection and search for “Wi-Fi.HK via VTC” to connect.
- This WIFI is open to all. No password is needed.
- However, after connection, it will prompt you to a homepage.
- You need to click agree in order to continue.
- There will be 4-hours of uninterrupted connection.
- After that, you may need to connect again.
How to get to the Venue

THEi (Chai Wan), a new purpose-built campus is now in operation. The attractive twin-tower building design - rarely seen in Hong Kong schools - will provide a dynamic and engaging learning environment for students. The green architecture and design - opening the campus to an adjacent public park to embrace outdoor public green space and enjoy a high permeability of natural light and air - establish its eco-friendly credentials.

The green sustainable design features include a north-south building orientation, high-building permeability, external shading and light shelves and a bioclimatic façade. Among its more distinctive features are a large user-friendly learning commons on the first floor that encourages students to gather and learn from each other, connecting walkways and escalators that convey movement and dynamism, and a green environment with vertical gardens and a large green house.

Address and Arrival Guidelines

Address:
Technological and Higher Education Institute of Hong Kong (THEi)
133 Shing Tai Road, Chai Wan, Hong Kong, China.

Arrival Guidelines:

From Hong Kong International Airport
1. Walk to Airport Station, take Airport Express to Hong Kong Station, walk to Island Line (blue line) to Chai Wan Station. Get out of the station at Exit D and walk along Shing Tai Road for approximately 10 minutes. (Approximately 1 hour and 24 minutes)
2. By Taxi. (Approximately 50.2 km, 49 minutes)

From Tsing Yi campus
1. Walk to Mayfair Gardens by 88C minibus to Kwai Fong Station, follow Tsuen Wan Line (red line) to Admiralty Station, and change Island Line (blue line) to Chai Wan Station. Get out of the station at Exit D and walk along Shing Tai Road for approximately 10 minutes. (Approximately 1 hour and 26 minutes)
2. By taxi. (Approximately 27.3 km, 34 minutes)

From Heng Fa Chuen MTR station · Mini-bus No. 62
1. Departing from Heng Fa Chuen MTR station will pass the West entrance of the campus.

Location Map