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<td>I. CITE Staff List 2005/06</td>
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<td>II. Publication list of CITE &amp; Division of I&amp;TS colleagues 2005/2006</td>
<td>30</td>
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</tbody>
</table>
1. **Highlights of progress and developments of the past year**

CITE has another fruitful year in 2005-2006 with new initiatives and challenges. CITE has been operating smoothly under the Faculty administrative and financial guidelines and overseen by the Management Committee and Associate Dean (Centres and Speech and Hearing Sciences). CITE has continued to focus its efforts on strengthening its research and development profile, organizing various teacher professional development courses and supporting the education community on activities related to IT in education. Besides, CITE maintains a close link with the I&TS division by providing the vital venues for running the teaching programmes offered by the division and the associated technical support for teaching and research to the division colleagues. CITE seminars and Research Symposium have been organized to disseminate research findings and share research development among researchers and educators locally and internationally. In addition, CITE has been successfully awarded several new research and development projects and these projects are related to e-leadership, community building for teachers and principals, sharing of good pedagogical practices in using ICT to facilitate teaching and learning and an evaluative study on the second IT in education strategy of the Hong Kong SAR. Besides, CITE continued to run professional development courses for teachers/principals relating to e-learning, e-leadership, knowledge building, e-portfolio, scientific investigation, modeling and simulations in science subjects. The CITE technical team continued to enhance and maintain the Interactive Learning Network (ILN). Migration of the ILN to the latest Java Structs technology is underway and 3 modules has already been migrated out of the 4 major modules. It is expected that the whole migration task can be finished next year.

2. **CITE Membership**

The number of members as of 31 May 2006 was:

Full Members: 116 (members of staff or higher degree students within HKU)

Associate Members: 887 (Interested researchers, teachers or practitioners)
3. **CITE Management Committee**

Following the review of all Centres in the Faculty in September 2002 and in accordance with the recommendations concerning Centre governance and management, the Management Committee was established on 1 July 2003. The Committee has held one meeting for term of office 2005/2007 to discuss future directions of CITE and strategic planning issues. The composition of the membership for 2005/2007 is as follows:

Associate Dean (Centres and Speech and Hearing Sciences)

- Dr. Edwin Yiu (as an ex-officio member)

Elected Members

- Dr. Nancy Law (Director, Chairperson)
- Dr. Bob Fox
- Dr. Allan Yuen
- Mr. James Henri

Co-opted members

- Dr. Anthony Ferguson (1 Dec 2005 to 30 Nov 2006)
- Dr. Frank Tong (1 Dec 2005 to 30 Nov 2006)
- Ms. Y. Lee (1 Apr 2006 to 31 March 2007)

The terms of office of the elected members is from 1 July 2005 to 30 June 2007 (2 years) and for the co-opted members are 1 year, starting from the time when they were co-opted.

4. **Director**

According to the CITE constitution, the Director of the Centre would be elected by and from among the elected management committee members. Following the election of the elected members for the Management Committee 2005/2007 in March 2005, Prof. Nancy Law has been re-elected among the four members to be the Director of CITE for a further two years from 1 July 2005 to 30 June 2007.

5. **Deputy Directors**

The two Deputy Directors, Dr. Allan Yuen and Dr. Bob Fox have continued their roles in the Centre in providing support and professional guidance in the operations of the Centre. Dr. Allan Yuen, who has been Deputy Director since the establishment of CITE, plays a crucial role in several CITE research projects and in the leadership of CITE professional development programs. Dr. Bob Fox has played a leading role in chairing the Organizing
Committee of the CITE Research Symposium in 2006 as well as in coordinating the CITE eJournal, *Information, Technology and Educational Change (ITEC)* project. This core team of CITE leadership was instrumental to the successful and vibrant development of CITE.

6. **Staff Team**

To strengthen the leadership capacity of CITE, Ms. Y. Lee joined CITE on 1 Dec 2004 as the Assistant Director to assist the work of the CITE Director and Deputy Directors, which are honorary positions only. Ms. Lee is responsible for managing various research projects, coordinating teacher professional training courses and assisting the Director in the daily operations of the Centre as well as supervising a team of staff members. Currently, there are 3 administrative, 4 technical and 10 research staff members under full-time appointment with CITE. CITE has also employed a number of part-time research staff on a regular basis to assist in different research and development projects.

7. **Staff Retreat Day**

The CITE retreat day was held on 17 January 2006 (Tue) at the Clearwater Bay Golf and Country club with an aim to review the work of CITE and to discuss strategic directions and suggestions for improving the work of CITE. The main theme for the retreat was “Branding for CITE” and the goal was to establish a vision for CITE, including how CITE relates to and would like to be perceived by the local and international communities. A total of 35 members joined the function, including 25 CITE staff & I&TS colleagues and 10 guests who have close collaborations with CITE in various centre activities for the past year. Members were divided into groups and they were asked to design a branding slogan for CITE. The slogan voted as the best was “Empowering communities to transform learning with technology”. Afterwards, members discussed the strategic actions for the future development of CITE in achieving the best slogan.

Advice and suggestions arising from the discussions were summarized and forwarded to the CITE Management Committee for further comments and deliberation. Proposals were made to revise the CITE membership structure and to make the Interactive Learning Network (ILN) an open source application. These two proposals were accepted by the Management Committee and the detail implementation plan is being worked out.

8. **Links with the Division of Information and Technology Studies**

Since the unitization of the Faculty of Education, the Division maintained a close, mutually supportive connection with CITE in such as way that CITE has provided the well-equipped computer laboratories for running I&TS programmes including the MSc[ITE], MSc[LIM] and
BSc (IM) programme. CITE also continued to provide high quality technical support for teaching and research development for I&TS staff. I&TS teaching staff continued to provide leadership for CITE activities, including the research projects, coordination of CITE seminars, as well as the design and delivery of refresher training courses organized by CITE.

9. **CITE Research and Development Fund**

The CITE Research and Development Fund was established in the 2003-2004 academic year with an aim to support I&TS members’ research projects and research activities. Most of the R&D projects have been completed by 31 Dec 2005 and the approved projects durations have expired. The CITE Management Committee decided that these project accounts should be closed and any remaining balance in the project accounts would be reserved for supporting the CITE e-journal ITEC and for organizing the annual CITE research symposium.


Similar to the past year, CITE has organized various seminars related to IT in education. Some of them are in collaboration with other units within the University such as the Centre for Educational Leadership (CEL) and the Faculty of Education. Dr. Daniel Churchill, Assistant Professor in the I&TS Division, has kindly taken up the coordinator role for the CITE Seminar Series and very ably led the organization of the very vibrant series. The list of seminars organized in the series within this reporting period is appended below.

CITE Seminar Series 2005-2006

*(Remark: the number at the end of the event indicates the approx. number of participants.)*

1. Joint CITE & Faculty Research Seminar "Design, Development and Reuse of Pedagogically Sound Learning Objects" by Dr. Daniel Churchill, Assistant Professor, Division of Information & Technology Studies, Faculty of Education, The University of Hong Kong on 1 April 2005 (26)
2. "Comprehensive IT Management Solutions for Education" by Mr. Simon Lam, Systems Consultant, Altiris Asia on 15 April 2005 (16)
3. "Rapid Courseware Development using Instructional Design Templates" by Mr. Lewis Chan, CEO and co-founder of Cyberwisdom on 22 April 2005 (32)
4. "The Development of an Information Literacy Framework for Hong Kong Students" by Mr. James Henri, Associate Professor, Division of Information & Technology Studies, Faculty of Education, The University of Hong Kong on 9 May 2005 (31)
5. "Mapping Intellectual Disciplines Using Co-Citation Analysis" by Mr. Peter Warning,
Lecturer, Division of Information & Technology Studies, Faculty of Education, The University of Hong Kong on 20 May 2005 (15)

6. "Networked Communities for Teacher Development in the Knowledge Age" by Dr. Mary Lamon, Senior Research Scientist, Institute for Knowledge Innovation and Technology, Ontario Institute for Studies in Education, University of Toronto on 26 May 2005 (15)

7. Joint CITE & Faculty Research Seminar "Human-Centred Development of Games-Based Learning Environments" by Dr. Marja Kankaanranta, Senior Researcher, Institute for Educational Research (IER), Agora Game Lab at the Agora Center, University of Jyvaskyla & Ms Tiina Nevanpaa, PhD Student, Institute for Educational Research, University of Jyvaskyla on 8 June 2005 (40)

8. "Dovetailing Reading and Writing in an Undergraduate English for Law Programme" by Mr. Nigel Bruce, Principal Language Instructor, English Centre, The University of Hong Kong on 10 June 2005 (16)

9. "Narrative Inquiry as an Authentic Assessment Tool for Library Education" by Professor Lesley Farmer, California State University, Long Beach on 17 June 2005 (18)

10. Joint CITE & Faculty Research Seminar "Group Development and Leader's Role in Computer-Supported Collaborative Learning (CSCL)" by Mr. Lai Ming, PhD student, Faculty of Education, The University of Hong Kong on 24 June 2005 (12)

11. Joint CITE & Faculty Research Seminar "Information Literacy and Pre-service Programs" by Prof. Carol Kuhlthau, Department of Library and Information Science in the School of Communication, Information and Library Studies, Rutgers, The State University of New Jersey on 7 July 2005 (32)

12. "Visual Literacy: Elements and Applications in K-13 School Settings" by Professor Lesley Farmer, California State University, Long Beach on 15 July 2005 (18)

13. Joint CITE & Faculty Research Seminar "Active Lesson" by Dr. Daniel Churchill, Assistant Professor, Division of Information & Technology Studies, Faculty of Education, The University of Hong Kong on 23 September 2005 (80)

14. "The Impact of Computing on Culture and Education: a Brazilian View" by Prof. Eduardo O C Chaves, Professor of Philosophy, Universidade Estadual de Campinas, Campinas, SP, Brazil on 6 October 2005 (20)

15. Joint CITE & Faculty Research Seminar "From Diagnostic Feedback to University Policy: Programme-Level Evaluation at CUHK" by Professor Carmel McNaught, Centre for Learning Enhancement And Research (CLEAR), The Chinese University of Hong Kong on 21 October 2005 (25)

16. Joint CITE & Faculty Research Seminar "Information and Communication Technology
in Education in China: Policies and Practices" by Ms. Hu Jun, Joy, Research Fellow, China National Institute of Educational Research (CNIER) on 31 October 2005 (20)

17. Joint CITE & Faculty Research Seminar "Inscribing Electronically: Using a Tablet PC to Record Observational Data" by Dr. John Pearson, Associate Professor, Faculty of Education, The University of Hong Kong by 25 November 2005 (40)

18. "PDAs In and Out of the Classroom" by Prof Douglas R. Vogel, Professor (Chair) of Information Systems, The City University of Hong Kong on 20 January 2006 (38)

19. "Impact of Online Professional Development: Designing Research that Creates Policy-Relevant Information about Teacher Learning" by Prof. Barry J. Fishman, Associate Professor, Learning Technologies, University of Michigan, Ann Arbor, MI on 10 February 2006 (24)

20. "What Makes Online Learning "Good"?: A Conceptual Model Supported by Real Examples" by Dr. Josephine Csete, Section Leader, e-Learning Development and Support Section, The Hong Kong Polytechnic University on 17 February 2006 (35)

21. "Searching for Disruptive Pedagogies" by Dr. John Hedberg, Millennium Innovations Chair in ICT and Education and Director of the Macquarie ICT Innovations Centre at Macquarie University, Sydney, Australia on 27 March 2006 (33)

[Note: Regarding the range of participants, around 58% of the participants are HKU staff or students while the remainder comes from schools and other organizations.]

11. CITE Research Symposium 2006

CITE Research Symposium 2006 (CITERS2006) was held in partnership with the Hong Kong International IT in Education Conference 2006 on 6-8 Feb 2006 at the Hong Kong Convention and Exhibition Centre. This year’s CITERS focused on two main themes: Learning Communities and Capacity Building (6 Feb) and E-leadership (7 & 8 Feb). Interactive sessions have been organized in the afternoon sessions on 6-7 Feb that showcased experiences of teachers, principals and school boards that highlighted issues relevant to these two themes in relation to how innovative ways of learning and teaching using ICT were implemented in their schools. Presenters included participating schools in CITE projects, Hong Kong Education City Limited, and English Schools Foundation schools. On 8 Feb, principals who participated in an eleadership training course organized by CITE presented their school-based strategic development plans during the interactive sessions. Details of the symposium programme can be found in the following website www.cite.hku.hk/events/citers2006.
<table>
<thead>
<tr>
<th>Date</th>
<th>Themes for the Day</th>
<th>Associated Project</th>
</tr>
</thead>
</table>
| 6 February 2006   | • Innovative Practices in English language teaching & learning and promotion of reading.  
                     • Empowering secondary school students learning with mobile technology             | Provision of Service: “Development of an Interactive Platform for the Consolidation and Dissemination of Good Practices through the Internet in Schools” |
| 7 February 2006   | • Curriculum Leader in Innovative Practices                                        | Provision of Training Services: Training of “e-Leadership” for School Principals (HKEdCity) |
| 7 February 2006   | • E-Leadership -Role of leadership in innovative practices and sustainability of changes  
                     • Cross School Sharing in Implementing Learning & Teaching with Mobile Technology |                                                                                       |
| 8 February 2006   | • Planning for ICT-Supported Strategic School                                       |                                                                                       |

12. Visitors to CITE

There are many visitors this year:

1. Dr. Mary Lamon, Institute for Knowledge Innovation and Technology, Ontario Institute for Studies in Education, University of Toronto (25 - 30 May 2005)
2. Dr. Sue Trinidad, Curtin University of Technology, Australia (24 May to 30 Jun 2005)
3. Prof. Lesley Farmer, California State University (13 May to 26 Jul 2005)
4. Mr. Richard Pietrasik, NCSL (17 – 21 May 2005)
5. Mr. Martin Blows, NCSL (17 May 2005)
6. Prof. Therese Laferriere, Universite Laval, Canada (27 - 30 May 2005)
7. Prof. Marlene Scardamalia, University of Toronto (26 - 30 May 2005), (27-29 Nov 2005)
8. Dr. Marja Kankaanranta, Institute for Educational Research, University of Jyväskylä (6 – 20 June 2005)
10. Prof. Carol Kuhlthau, the State University of New Jersey (7 Jul 2005)
12. Mr. Chris Durbin, English School Foundation (31 Aug 2005)
14. Associate Dean Hemphill, College of Education, San Francisco State University (18 Jul 2005)
15. Dr. Christy Lau, Associate Professor, San Francisco State University (18 Jul 2005)
19. Prof. Carl Bereiter, University of Toronto (27-29 Nov 2005)
20. A group of 10 from Thailand led by Mr. Nickom Sayounggool, Thepsatri Rajabhat University (TRU) (13 Dec 2005)
22. Dr. Jianjun Gu, Nanjing Normal University (9 Jan 2006)
23. Ms. Chufang Chang, Shangdong Institute of Education (9 Jan 2006)
25. Prof. Barry Fishman, University of Michigan (10 Feb 2006)
27. Ms. Liu Huanglingzi, Beijing Normal University (12-17 Mar 2006)

13. Teacher Professional Development Activities

CITE has continued to provide in-service teacher professional development courses related to the use of ICT in education. These are generally in the form of refresher training courses (RTC) in IT in education commissioned by the Education and Manpower Bureau. CITE takes an active role in providing consultancy and professional advice in designing the course content and is responsible for the organization of the courses as well as course monitoring and evaluation. Some courses are in collaboration with HKU SPACE, depending on the expertise required and specific requirements in each tender.

8 new teacher professional development courses have been organized in the year 2005/2006

1. Information Technology in Education Refresher Training Courses for School Teachers "Quality Learning and Teaching with the Use of Information Technology in Primary and Secondary Schools" (Electronic portfolio and Knowledge Forum) – October 2004 to
September 2005.


It is important to note that some of the above courses have a significant R&D component integrated into their curriculum development and evaluation, in particular the eLeadership course, item 4. Further, some of the research and development projects conducted/supported by CITE (see item 14 below) also included the provision of professional development activities for teachers and principals.

14. Research and Development projects supported by CITE

14.1. Provision of consultancy and training services: course design and piloting of “e-leadership” training for school principals

The Centre for Information Technology in Education (CITE) and the Centre for Educational Leadership (CEL) have been commissioned by the Education and Manpower Bureau to run the project on ‘Provision of consultancy and training services: course design and piloting of e-Leadership Training for School Principals’. The project started in January 2005 and was completed in June 2005.

The project included both consultancy and training service for the primary and secondary
school principals. The training course on “IT leadership training course for Primary and Secondary school principals” was conducted from 28 April to 30 June 2006 and was designed to support school principals in building knowledge, skills and understanding of on the potential impact of ICT in supporting learning and teaching and the key issues, including contextual ones, related to strategic planning to realize such potentials. It comprised of a blended learning approach comprising face-to-face workshops, online learning activities and school visits. The course took on an action learning orientation so that principals had developed their own school’s ICT in education plan for the next academic year and beyond. The school principals had a chance to experience the use of ICT in supporting their learning in this course.

14.2. **Provision of Research and Training Service: Evaluating and Enhancing the Impact of the e-Leadership program (eLEP)**

CITE has been commissioned by the Education and Manpower Bureau to conduct a research and development project titled “Evaluating and enhancing the impact of the e-Leadership program” (e-Leadership enhancement project, eLEP for short) in June 2005. This project is a follow up project to the e-Leadership development program conducted by CITE (item 14.1) from April to June 2005. The eLEP project is expected to be completed in Dec 2006.

The objectives of the project are:

- to conduct a longitudinal follow up evaluation to find out whether school heads of the e-leadership pilot training have actually implemented their plans in their schools after the pilot training;
- to find out the kinds of difficulties the school heads encountered;
- to find out whether the pilot training course has been successful in stimulating changes that have real impact on the schools after the course completion; and
- to provide support to schools for the implementation of their strategic plans.

The project comprises of two components. The first component is a two-stage survey to find out the overall medium term (one year) impact of the e-Leadership training course on the participants and their schools. The first stage survey has been administered to all school heads that had participated in the e-Leadership pilot program in early October 2005. The second stage survey will be administered to all school heads by the end of June 2006.

The second component is a set of follow-up case studies on 10 case study schools to examine the different strategies adopted by the schools, and the difficulties they encounter in the implementation. School-based professional development support for team leadership in IT has been offered to the 10 case study schools. CITE has organized a series of staff development workshops on themes identified to be important by the participating schools.
School visits and lesson observations have been carried out in the ten case study schools. A visit to Singapore was organized from 8 to 11 March 2006 for the e-Leadership participants and the eLEP participants. The aim of this visit was to provide an international view and professional support for team leadership in IT in Education. The project team is working on linking up the schools and various parties to provide professional development (PD) workshops with various interests to support the selected schools to well implement the strategic plan. Four professional development workshops on various topics have been conducted by the end of March 2006.

Workshops and events organized by the project

<table>
<thead>
<tr>
<th>Date &amp; Venue</th>
<th>Events</th>
<th>No. of participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 October 2005 Queen’s College</td>
<td>Workshop: Professional development on Webquest</td>
<td>62</td>
</tr>
<tr>
<td>18 October 2005 CITE, HKU</td>
<td>Workshop: Invitation to eLEP Workshop I: Collaborative Knowledge Building through WebQuest and Knowledge Forum</td>
<td>27</td>
</tr>
<tr>
<td>15 November 2005 Munsang College</td>
<td>Workshop: Enhancing teaching and learning effectiveness through establishing an appropriate learning management system</td>
<td>46</td>
</tr>
<tr>
<td>29 November 2005 New Method College</td>
<td>Workshop: Enhancing Learning &amp; Teaching in an MMLC Setting: some school examples</td>
<td>24</td>
</tr>
<tr>
<td>8 March 2006 to 11 March 2006 Singapore</td>
<td>Professional development trip to Singapore</td>
<td>33</td>
</tr>
</tbody>
</table>

14.3. Provision of service: “Development of an interactive platform for the consolidation and dissemination of good practices through the Internet in schools”

CITE has been commissioned by the Education and Manpower Bureau to run the project “The development of an interactive platform for the consolidation and dissemination of good practices through the Internet in schools”. The aims of this project are to create an innovation community database, a sharing system for teachers to explore and reflect on their own pedagogical uses of information and communication technology with other interested education professionals and to build professional collaboration on action-oriented school development initiatives. The project started in Jan 2005 and it was completed in Jan 2006.

In this project, an interactive platform for teachers’ professional development has been developed. Around 25 good practices from different schools were collected and uploaded to
the platform as in December 2005. A dissemination workshop on “Using an Online Database of ICT-supported Good Pedagogical Practices to Scale up Innovations across Schools” was held on 10 December 2005 with an aim to share their experience in using the online database and also on the innovative pedagogical practices they have generated by using ICT that have proved to be effective in enhancing student learning.

Workshop organized by the project

<table>
<thead>
<tr>
<th>Date &amp; Venue</th>
<th>Events</th>
<th>No. of participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 December 2005</td>
<td>Good Practices Dissemination Workshop – “Using an Online Database of ICT-supported Good Pedagogical Practices to Scale Up Innovations across Schools</td>
<td>41</td>
</tr>
<tr>
<td>CITE, HKU</td>
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<td></td>
</tr>
</tbody>
</table>

14.4. “Good Practices on IT in Education” Interactive Platform

As an extension to the Good Practices (phase I) project, CITE has been commissioned by the Education and Manpower Bureau (EMB) to implement phase II of this project and the project has started in Jan 2006. The aims of the phase II project are as follows:

1. to create a database of practicable pedagogies in schools that have been tested and proved effective for teaching professionals’ reference;
2. to provide teachers and other education practitioners with an interactive platform for discussion and reflection on the uploaded practices;
3. to encourage schools with common interest in any particular case to establish the mode/relationship of inter-schools collaboration so as to further explore strategies on IT applications.

The good practices platform was formally launched in February 2006. Three professional training workshops have been organized for the participants before the end of March 2006. Continuous professional development will be provided to the participants. Networking community with different interest group will be formed to scale up the dissemination of good practices in schools.

Workshops organized by the project

<table>
<thead>
<tr>
<th>Date &amp; Venue</th>
<th>Events</th>
<th>No. of participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>21 February 2006</td>
<td>Training Workshop “What are good practices in Using ICT at schools?”</td>
<td>47</td>
</tr>
<tr>
<td>CITE, HKU</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13 March 2006 &amp; 18 March 2006</td>
<td>Training Workshop “Review the outcomes and reflect on experiences gained in the case collection”</td>
<td>59</td>
</tr>
<tr>
<td>CITE, HKU</td>
<td></td>
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</tbody>
</table>
14.5. Provision of service for phase (II) study on evaluating the effectiveness of the “Empowering learning and teaching with information technology” strategy (2004/2007)

CITE has been commissioned by the Education and Manpower Bureau (EMB) to conduct a project on ‘Phase (II) Study on Evaluating the Effectiveness of the “Empowering Learning and Teaching with Information Technology” Strategy (2004/2007)’ in February, 2006. The overall objectives of the study are as follows:

(a). To evaluate the impact of IT on students’ learning outcomes in Chinese and mathematics at primary school level, Chinese and Science at secondary school level and in special schools.

(b). To conclude the overall effectiveness of the Strategy and to recommend the way forward for IT in education.

This study contains two components:

(1). Questionnaires will be distributed to and completed by school heads, ICT coordinators, class teachers teaching the related subjects (Chinese and Mathematics for Primary 5 as well as Chinese and Science for Secondary 2) and selected Primary 5 and Secondary 2 students. The total estimated time for the completion of the questionnaire is about 30 minutes.

(2). Online performance assessments to be completed by students to collect evidence on the information technology proficiency of primary, secondary and special school students and their IT literacy in specific key learning areas. The total estimated time for the completion of the set of online performance assessments is about 90 minutes. School should provide invigilator to assist classroom management during the assessment.

The study will conduct the main study from December 2006 to March 2007. 60 primary schools, 60 secondary schools and 5 special schools will be sampled to take part in the main study. Currently, the research team has started in designing the instruments and has completed the population sampling.

14.6. Provision of Consultant Service: Revamp of the Teachers’ IT Training Framework

The Centre for Information Technology in Education (CITE), University of Hong Kong has been commissioned by the Education and Manpower Bureau to conduct a research and development project titled ‘ Provision of Consultant Service: Revamp of the Teachers’ IT Training Framework’ in April 2006. This project is a collaboration project with other three institutions, namely, The Chinese University of Hong Kong, The Hong Kong Baptist University and The Hong Kong Institute of Education.
The objectives of this project are:

- To sustain teachers’ professional development opportunities to advance teachers’ Information Literacy (IL) and pedagogical integration of IT; and
- To develop models of teacher education that will foster the establishment of teacher learning communities that will in turn generate, refine, consolidate and disseminate emerging pedagogies and professional competencies.

The project is expected to generate the following outcomes:

**Short Term**

- Provision of a structured and Information Literacy (IL)-led teacher professional development framework on the pedagogical integration of IT; and
- Advancement of teacher’ Information Literacy (IL).

**Medium to Long Term**

- Enhancement of teachers’ competence in using Information Technology (IT) for curriculum and pedagogical innovations so as to facilitate, guide, administer and assess student learning in ways that align with the goals of the school curriculum;
- Establishment of learning communities of teachers for furtherance of the use of Information Technology (IT) in education, refining, consolidating and disseminating emerging pedagogies and emerging professional competence; and
- Articulation of teachers’ Information Technology (IT) training in the Qualification Framework or certification of such training.

**14.7. Educational practice and change: Beyond technology**

Educational practice and change: Beyond technology (EPC) is a RGC funded project. The purpose of this study is to examine the impact of Information and Communication Technologies (ICT) on schools, curricula, teachers and students since the initial implementation of the Hong Kong government’s plan stated in the Information Technology for Learning in a New Era: Five-year Strategy 1998/99 to 2002/03 document.

During the last year, the project team surveyed 31 sampled schools, using three sets of questionnaires (Principal Questionnaire, Information Technology Coordinator and Teacher Questionnaire). The return rates of the questionnaires were 74%, 87% and 81% respectively.
The following timeline summarizes the major activities of this survey:

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Activities</th>
</tr>
</thead>
</table>
| March 2005                      | • Contacting Education and Manpower Bureau (EMB) for school lists (for sampling purpose)  
|                                 | • Sampling                                                                  |
| May 2005 to June 2005           | • Setting up online data collection system                                  |
| July 2005 to August 2005        | • Instrument refinement                                                     
|                                 | • Liaise with EMB to encourage school participation                         |
| September 2005                  | • Invitation to school                                                      
|                                 | • Within-school sampling                                                    |
| October 2005 to November 2005   | • Data collection and preparation                                           |
| December 2005 to March 2006     | • Data analysis                                                             |

14.8. **Second Information Technology in Education Study 2006**

Second Information Technology in Education Study 2006 (SITES 2006) is an international comparative study which consists of 3 modules carried out in succession, conducted under the auspices of the International Association for the Evaluation of Educational Achievement (IEA). Sponsored by Quality Education Fund and Microsoft Hong Kong Limited, Hong Kong is participating in SITES 2006, with CITE as the SITES Hong Kong Study Centre. Moreover, CITE is also contributing to the research design and analysis in SITES 2006 as a member of the International Study Consortium (ISC). Following is a list of the major project activities during last year:

1. Conducted a pilot study in Hong Kong
2. As a member of the ISC, analyzed the pilot data and refined the teacher questionnaire accordingly
3. Attended the Second meeting of National Research Coordinators (NRCs) which held on 13th to 18 Dec, 05 in Phuket, Thailand
4. Conducted the first stage of data collection of Main Study, including instrument preparation, setting up of online data collection server, inviting schools for their participation, getting teacher information for within-school sampling.

This project was funded by the Quality and Education Fund and its main goal is to establish a scalable network of knowledge building schools that can effectively employ computer supported collaborative learning in the school curriculum. The project has started in September 2004 and it is expected to be completed by August 2006. The project is approaching the above goal from three directions in year 2005-2006:

1. Establishing cross sector dialogues
   In view of this the team has organized a symposium on 28 May, 2005, namely “Reforming Learning & Learning to Reform”, to bring the education community together to establish a dialogue on learning, reforming learning and learning to reform. The symposium bought out a clear focus on ‘what is good learning?’ through various sessions conducted by students, teachers, school principals, education policy officials, parents, and researchers in education, to help identify how this may contribute to current reform efforts now underway in Hong Kong.

2. Teacher professional development
   Another important goal for this project is establish a transferable model for sustainable integration of computer-supported knowledge building in primary and secondary schools in Hong Kong. The teacher professional development workshops and online tutorials for knowledge building and knowledge forum for students are important deliverables of this project to provide training and support for teachers.

3. Collaborating with schools on organizing knowledge building activities.
   As an education theory, knowledge building as collaborative inquiry suggests that it would lead to better understanding of subject matter content as well as the development of higher order learning outcomes among students. The expectation of this project is that students will, in addition to better learning of subject matter, gain significant metacognitive benefit in terms of developing greater knowledge building capacities. Evaluations of students’ learning outcomes are conducted in partnership with teachers’ involvement to find out whether this expectation is achieved. At the moment we are conducting further evaluation on the data generated in 2005 from our participating schools. Part of the results was presented in the IKIT summer institute 2005 organized by University of Toronto (http://video.ikit.org/) and in various research papers. Further analyses are currently underway while at the same time the project team gathers new data from new term of knowledge building activities.
14.10. The Establishment of a CITE-based E-journal – Information, Technology and Educational Change (ITEC)

CITE established the e-journal: ‘Information, Technology and Educational Change’ (ITEC). ITEC aims to share and disseminate research findings related to policies and practices on IT in education, to promote the use of research to inform and improve educational practice, to strengthen links between research and practice in IT integration in education and to stimulate discussion, reflection and change amongst researchers and educators. The focus of the e-journal is regional though some accepted papers are global in scope. Local teachers, principals and school staff, as well as government officials and students studying IT in education have been encouraged to contribute papers and reviews. To date, the first issue has been published in ITEC [http://ejournal.cite.hku.hk/](http://ejournal.cite.hku.hk/)

<table>
<thead>
<tr>
<th>Date &amp; Venue</th>
<th>Events</th>
<th>No. of participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>28 May 2005</td>
<td>Major dissemination activity</td>
<td>A total of 270 attendants attended the symposium, including, Education policy makers, Primary &amp; secondary school principals, curriculum leaders and teachers (220, enrolled through the e-services system) Primary &amp; secondary school students (30, including student presenters and attendants) Education researchers Parents of students</td>
</tr>
<tr>
<td>Rayson Huang Theatre, HKU</td>
<td>Large scale local conference: “Reforming Learning &amp; Learning to Reform” Symposium</td>
<td></td>
</tr>
<tr>
<td>23 June 2005 &amp; 30 June 2005</td>
<td>Major dissemination activity</td>
<td>33 Primary &amp; Secondary Schools Curriculum Leaders</td>
</tr>
<tr>
<td>Maryknoll Fathers School</td>
<td>Teacher training workshops: “Introduction to Knowledge Building as an approach to developing higher order thinking”</td>
<td></td>
</tr>
<tr>
<td>7 July 2005 &amp; 21 July 2005</td>
<td>Major dissemination activity</td>
<td>22 Primary &amp; Secondary Schools Curriculum Leaders (20 has attended the introductory workshop)</td>
</tr>
<tr>
<td>Maryknoll Fathers School</td>
<td>Teacher training workshops: “Designing &amp; Facilitating Knowledge Building Activities in the Curriculum”</td>
<td></td>
</tr>
<tr>
<td>20 August 2005</td>
<td>Planning meeting with teachers who will conduct KB activities in the coming term</td>
<td>20 Primary &amp; Secondary Schools Curriculum Leaders</td>
</tr>
<tr>
<td>CITE, HKU</td>
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</table>

This project involved the validation of the Online Learning Environment Survey (OLES), a tool to evaluate e-learning environments. Data from university classes including the MSc[ITE] were collected using this web-based instrument, and charted to display the ‘actual’ and ‘preferred’ online learning environments of students and lecturers. This identifies successful and unsuccessful components of an online learning environment, and areas for reflection when modules are revised. The published papers report on the use of this tool in terms of teaching strategies (PBL and ‘blended’ learning); with different groups of students (PG and UG); and longitudinally (successive revisions of one module).

The project was conducted by Dr John Pearson (PI) and Dr Sue Trinidad (CI). The Online Learning Environment Survey (OLES) is available at [http://www.monochrome.com.au/oles/oles.htm](http://www.monochrome.com.au/oles/oles.htm). Users can create their own accounts and ask their students to complete OLES to evaluate their own e-learning modules. Student responses are then displayed as a chart for analysis/reflection and discussion with students.

Publications resulting from this project for year 2005/2006 are listed in Appendix II

14.12. Building innovative pedagogical communities (IPPO)

The IPPO Stage II was funded by the University's small project fund and CITE R&D research fund. The outcomes of this project have included an increased understanding of student motivation for study and student lifestyle factors that enable instructors to better tailor teaching to the needs of undergraduate students. In addition, IPPO consisted of a series of action research interventions in selected modules that acted as catalysts for better teaching and learning outcomes. Results of the project have been written up and papers have been submitted for review.

14.13. Understanding attitude and predicting technology acceptance

The project was funded by the CITE R&D fund and Faculty R&D fund with Dr. Allan Yuen as the project leader. The project aims to develop a theoretical model appropriate to the understanding of the teacher/student technology acceptance and attitudes. The study also aims to develop a well-researched and validated instrument to measure teacher technology acceptance and attitudes. The project has been completed in December 2005. Two journal papers, two book chapters, and two conference papers have been published in connection to the research findings of this project.
14.14. **Information Services in Education: Teacher Librarianship in Hong Kong**

This project started in year 2001 and was funded by the CITE resources and publication fund. The aim of the project is to investigate the efficacy of information services in Hong Kong schools and the relationship between these services, the role of the professional teacher librarian, and improvements in teaching and learning. The project leaders are Mr. James Henri and Dr. Allan Yuen. The publication for this project will provide a global overview of research findings that demonstrate the importance of information services in schools. The manuscript for the book has already been completed and it is in the process of editing and proofreading. The project team is updating some recent developments into the book. The manuscript will soon be sent to the printer and the book will be ready soon and the project is expected to complete in Dec 2006.

14.15. **Supporting conceptual change in science through knowledge building**

This project is funded by a CERG grant of the UGC and the principal investigator is Professor Nancy Law. The purposes of this research are to explore (1) whether students engaged in technology-supported collaborative intentional learning will develop heightened metaconceptual and epistemological awareness of their learning in science, and (2) whether heightened metaconceptual and epistemological awareness will lead to conceptual change and better learning outcomes. Findings from this research will contribute to a better understanding of the impact of collaborative intentional learning on children’s intuitive ideas, and aims to develop better pedagogical strategies in science.

14.16. **Digital environments: a lever for change in higher education practices?**

This project was funded by the Small Project Funding programme of the Committee on Research and Conference Grants and it was started in Nov 2004. The principal investigator is Dr. Bob Fox. The study examined the more complex issues, understandings, challenges and opportunities the new ICTs provide. Technology, in this study, is viewed not simply for what can be done through it: it is viewed as acting ‘to reorder and restructure social relations’ and practices in the workplace (Franklin, 1990, p. 13). McWilliam (1996, p. 11) reminds us that the word ‘technology’ derives from *techne*, meaning ‘ways of doing’, joined with *logike*, meaning ‘reasoning’, and that ‘technology’ is ‘all embracing in terms of its importance to human practices’. Technology, then, refers to what people do as well as what they know. Technology privileges certain ways of doing things and excludes other ways and, therefore, decisions about technology implementation must take into account what the technology takes away as well as what it provides. This research draws on the above understandings of
technology with reference to staff work practices and considers the relationships between staff, the workplace, ICTs, teaching and learning, research and faculty knowledge management and administration.

14.17. **Mobile technology affordances for learning support in higher education**

This project is funded by the Small Project Funding programme of the Committee on Research and Conference Grants and the Faculty Research fund. The project was started in Dec 2005 and the principal investigator is Dr. Bob Fox. The project is concerned with the use of the emerging personal handheld mobile technologies that incorporate telephony and personal computer facilities into one small device that fits neatly into pockets and shoulder bags. Initial research indicates that students prefer not to bring laptop computers to campus each day. Laptops are too large and heavy to carry round all day (and too expensive to loose). Instead, students are increasingly using handheld pocket sized devices that allow them to communicate with colleagues and friends as well as access online resources on-campus using the Wi-Fi network. This research investigates education applications of these personal handheld mobile technologies by undergraduate students from mainland China and how these students use this technology to supplement their linguistic and learning difficulties while studying in Hong Kong.

14.18. **A Study on the Development of an Information Literacy Framework for Hong Kong students**

The project on "A Study on the Development of an Information Literacy Framework for Hong Kong students" is funded by the EMB and it started in September 2004.

It is a collaborative project between researchers from four tertiary institutions in Hong Kong to develop an information literacy framework for Hong Kong students. The four institutions include the Hong Kong Institute of Education, the University of Hong Kong, the Chinese University of Hong Kong and the Hong Kong Baptist University while Mr. James Henri is the project leader representing CITE, HKU. The aim of the project is to develop an "Information literacy" framework for primary and secondary students based on the IT learning targets for primary and secondary education so that teachers and students have a clearer picture on the learning targets of using IT in education. Project outputs can be seen at [http://www.emb.gov.hk/IL/eng](http://www.emb.gov.hk/IL/eng)

The final report from the PIs has been submitted but not yet released to the public.

Publications resulting from this project for year 2005/2006 are listed in Appendix II.
14.19. Design of Effective Learning Objects for Pocket PC Delivery

The project was funded by the University Research Grant under the Seed Funding Programme for Basic Research. It was started in mid May 2005 and the expected completion date is in Aug 2006. Dr. Daniel Churchill, Assistant Professor of I&TS division is the Principal Investigator of the project. This ongoing study investigates issues relevant to the design of learning objects for educational applications via PDA devices. The specific areas of inquiry in this study are: the kinds of learning objects that are effective for PDA delivery; contexts for their effective educational applications; and learning object designs that overcome the limitations of the small display area characteristic of this kind of technology. Initial qualitative data was collected through interviews with respondents across Hong Kong educational institution that had previously used this technology in teaching and learning. Preliminary data suggests that a learning object effective for PDA delivery should be designed as a resource that supports student-centered learning activities, such as inquiries and problem solving. In particular, two types of learning objects appear to emerge as appropriate for PDA delivery: information objects and conceptual models. The preliminary data of this ongoing study also suggests some interesting ideas regarding more effective design of learning objects for delivery via PDA technology. By this stage in the research, some learning objects were designed by considering these ideas. Currently, these learning objects are tested with small groups of users in schools in order to further develop design recommendation that includes perspectives of students.


In June/July 2005, EMB commissioned a project on developing an e-learning training package on the revised AS-level Computer Applications (ASCA) and A-level Computer Studies (ALCS) Curricula for the relevant teachers and Dr. Alvin Kwan is the Project Director. The project aims to develop a one-stop platform where the teachers can find information that is relevant to the delivery of the new curricula. Teachers will be able to find from the platform learning and teaching materials including animation, pointers to relevant online resources, suggested lesson schedule, and student exercises, etc. In order to help foster a teacher community in the virtual space, discussion forums are made available in the platform for teachers to share views on matters from teaching, public examination, school based assessment to the new senior secondary ICT curriculum. Relevant subject officers from the Examinations and Assessment Authority and curriculum development officers from the Curriculum Development Institute of Education and Manpower Bureau regularly answer queries raised in related discussion forums on public examinations and assessment arrangement as well as curriculum issues.

So far, learning and teaching materials for four out of the six modules in the curricula have
been launched. About 240 teachers had accessed the package from the period of September 2005 to February 2006. Last September, six promotion seminars were arranged to introduce the platform. This February/March, four sharing sessions were conducted to introduce the design rationale of the module materials and to offer a chance for the teachers to share their experiences in delivering the curricula. The project is expected to end in August, 2006.

15. Technology Support for Academic Programmes and the Wider Education Community

In addition to the continuing enhancement and maintenance of the Interactive Learning Network (ILN) platform which is being used by all academic programs within the Faculty of Education (with the exception of the speech and hearing sciences programs), the CITE technical team is responsible for the provision of all technical support for programs led by colleagues in the Division of I&TS. A new Bachelor of Science in Information Management programme was launched in September 2005 by the Faculty of Education and this program was developed and taught by colleagues in the Division of Information and Technology Studies in the Faculty. To date, the CITE technical team is providing technical support for the following academic programmes:

- Diploma in Teacher Librarianship
- BEd in Information Technology in Education or Library Information Science
- BSc in Information Management
- MSc in Information Technology in Education
- MSc in Library and Information Management
- Postgraduate Certificate in Advanced Educational Studies in the following specialisms:
  ◊ e-Leadership and Educational Change
  ◊ Information Technology in Education
  ◊ Library and Information Studies
  ◊ e-Learning

In addition, the technical team is also supporting various Refresher Training Courses (RTC) organized by CITE for the Education and Manpower Bureau (EMB) and the eleadership training programs for the Hong Kong Education City (HKedCity) in year 2005/06. Please refer to item 13 on on page 10 for details of the course names.

Moreover, the CITE technical team continued to provide technical consultation for ILN to the Hong Kong Shue Yan College (HKSYC) and they are planning to perform an application upgrade this year. Also, the CITE technical team continued to provide web hosting service to the Hong Kong Council for Academic Accreditation (HKCAA) at
16. Technical developments

The CITE technical team had migrated the CITE Windows domain from Windows 2000 to Windows 2003 server this year and they are moving the daily backup task to use network attached storage (NAS) as storage media. This may reduce the expense on tape usage and simplify the operational workflow.

Further enhancement and maintenance of Interactive Learning Network (ILN) continues to be an important aspect of the technical team’s work. ILN is now divided into 4 major applications/modules:

- ILN courseware platform (ILN);
- ILN administrative functions (ILN_ADMIN);
- ILN licensing module (ILN_LIC); and
- ILN & Turnitin integration module (Turnitin).

Apart from the first module which is the largest part, all of the other 3 modules have already been migrated to use the latest Java Struts technology. The advantage of Struts is that it is a truly model-view-controller (MVC) supported tool to separate the logics and design more clearly in the java source. A quarter of the ILN has now been migrated to Struts and it is expected that the whole migration task can be finished next year.

Last year, the technical team has supported two projects commissioned by the Education and Manpower Bureau (EMB) to develop electronic platforms using PHP, MySQL and Apache. These projects are:

- E-Learning Training Package on the AS-level Computer Applications (ASCA) and A-level Computer Studies (ALCS) Curricula (http://sfcs.cite.hku.hk/); and
- “Good Practices on IT in Education” Interactive Platform (http://goodpractices.cite.hku.hk/).

Instead of writing everything from scratch, the open source utilities like XOOPS and Moodle has been used for application development. The advantage is that any information or resources could be put up on the web quite quickly.

To further enhance the strength in this area, the CITE technical team plans to revamp the CITE webpage by using PHP-Fusion and perform an integration of the existing MIS application with PHP-Fusion. Afterwards, the original plan of integrating MIS room booking application with MS Exchange will be revisited and implemented.
17. **Support to the Education Community**

1. The project on “Establishing a scalable network of knowledge building schools” provided Knowledge Forum hosting services and/or introductory workshops for the following schools:
   - Alliance Primary School, Sheung Shui
   - CCC Kei Wa Primary School
   - ELCHK Lutheran Secondary School
   - Elegantia College
   - HKU Graduate Association Primary School
   - Ho Lap College
   - Madam Lau Kam Lung Secondary School of MFBM
   - Maryknoll Fathers’ School
   - Pui Kiu College
   - Queen Elizabeth School Old Students Association Branch Primary School
   - Queen Elizabeth School Old Students Association Secondary School
   - SKH Tsang Shiu Tim Secondary School
   - SKH Yuen Chen Maun Chen Primary School
   - TWGH Yau Tze Tin Memorial College
   - Yan Oi Tong Tin Ka Ping Secondary School

2. Dr. Nancy Law serves in on the Publications & Editorial Committee of the International Association for the Evaluation of Educational Achievement (IEA), the International Steering Committee for the Second Information Technology in Education Study 2006 of the IEA, the Steering Committee on Strategic Development of Information Technology in Education of the Education and Manpower Bureau, the Microsoft Partners in Learning Hong Kong Advisory Council, the HKSAR Chief Executive’s Award for Teaching Excellence Steering Committee as well as on the editorial boards of the following journals: *Journal of Computer Assisted Learning, International Journal of Web Based Communities and Research and Practice in Technology Enhanced Learning.*

3. Dr. Allan Yuen continued to be the consultant for the Chung Tai Educational Press on the publication of a new series of secondary textbook – New Trend Mathematics. He is also the Vice President of the Hong Kong Association for Educational Communications and Technology. Dr. Yuen also served as consultant in various CITE projects and
training courses commissioned by the EMB as well as participated in many school consultancy projects.

4. Dr. Bob Fox serves on the editorial board of Educational Media International, is editor for CITE e-journal, the Information Technology and Educational Change (ITEC) http://ejournal.cite.hku.hk and serves on the organizing and program committee for the EMB-led flagship international conference on IT in education, incorporating CITERS 2006 (CITE Research Symposium). He is also on the organizing committee and is program co-chair for the International Conference on ICT in Teaching and Learning 2006. He is a consultant for the Nebula Group iLearner and Treasurer and Council member of the HK Web Symposium.

18. Looking ahead

CITE will continue to strengthen the partnership it has established with local partners such as the EMB, HKU SPACE, other tertiary institutions, as well as the school and teacher communities. CITE has achieved recognition locally as a centre of excellence in the area of research and development in IT in education and attracted attention regionally and internationally for its work. One major objective in the coming year will be for CITE to build on the international links and collaborations it has already established and to further strengthen and extend this to enhance CITE’s profile and image internationally.

Through the various research and development projects and teacher professional development activities, CITE has built up links and partnerships with schools, teachers, alumni, as well as Government bodies and the commercial sector, many of whom have also provided invaluable support to CITE in various forms. In the coming year, we are planning to revise the membership structure to strengthen these partnerships.

CITE will continue to contribute to the community by organizing various teacher professional training courses, seminars and research symposiums on the basis of its expertise in IT in education and information science/information management areas. Furthermore, CITE aims to strengthen its publication productivity, building on the various productive research projects that have been conducted.

In terms of technical development, CITE is planning to make ILN open source to reduce the need for user technical support and to maintain the vitality of the product for longer and be better known by more people. It is expected that publicity work will be needed for the open source process. One area of further strategic exploration is whether and how CITE may position itself in relation to the development of new learning technologies.
# CITE Staff List 2005/06

<table>
<thead>
<tr>
<th>Name</th>
<th>Position (Full-time)</th>
</tr>
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<tbody>
<tr>
<td><strong>Director</strong></td>
<td></td>
</tr>
<tr>
<td>Prof. Nancy Law</td>
<td>Director</td>
</tr>
<tr>
<td><strong>Deputy Directors</strong></td>
<td></td>
</tr>
<tr>
<td>Dr. Bob Fox</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Dr. Allan H.K. Yuen</td>
<td>Associate Professor</td>
</tr>
<tr>
<td><strong>Assistant Director</strong></td>
<td></td>
</tr>
<tr>
<td>Ms. Y. Lee</td>
<td>Assistant Director</td>
</tr>
<tr>
<td><strong>Division of I&amp;TS</strong>*</td>
<td></td>
</tr>
<tr>
<td>Prof. Nancy Law</td>
<td>Professor &amp; Head of Division</td>
</tr>
<tr>
<td>Dr. Allan H.K. Yuen</td>
<td>Associate Professor &amp; Associate Dean (Learning &amp; Teaching)</td>
</tr>
<tr>
<td>Dr. Bob Fox</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Mr. James Henri</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Dr. John Pearson</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Dr. Daniel Churchill</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Dr. Samuel Chu</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Dr. Alvin Kwan</td>
<td>Teaching Consultant</td>
</tr>
<tr>
<td>Dr. Felix Siu</td>
<td>Teaching Consultant</td>
</tr>
<tr>
<td>Mr. Peter Warning</td>
<td>Teaching Consultant</td>
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*While Division colleagues are not CITE staff, they contribute greatly to the work of CITE and CITE would like to recognize the invaluable contribution they have provided to the Centre.

**Administration team**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms. Candy Leung</td>
<td>Executive Officer</td>
</tr>
<tr>
<td>Ms. Bella Chow</td>
<td>Executive Assistant</td>
</tr>
</tbody>
</table>

**Technical team**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Murphy Wong</td>
<td>Computer Officer</td>
</tr>
<tr>
<td>Ms. Chloe Lo</td>
<td>Assistant Computer Officer</td>
</tr>
<tr>
<td>Mr. Simon Leung</td>
<td>Computer Technician</td>
</tr>
<tr>
<td>Mr. Lewis Lee</td>
<td>Media Production Assistant</td>
</tr>
</tbody>
</table>
CITE Research Projects

1. **Pedagogical Use of IT and Learning Outcomes : SITES 2006**
2. **Second Information Technology in Education Study 2006 (SITES 2006)**
3. **Educational Practice and Change: Beyond Technology**
   - Ms. Angela Chow  Project Manager
   - Ms. Rachel Hon  Research Assistant
   - Ms. Iris Au  Research Assistant

4. **Establishing a Scalable Network of Knowledge Building Schools (Learning Community Project)**
   - Mr. Johnny Yuen  Project Manager
   - Ms. Nicol Pan  Research Assistant
   - Mr. M. Lai  Research Postgraduate Student
   - Mr. Derek Ng  Computer technician in training (until 17.02.2006)
   - Mr. Jimmy Ng  Computer technician in training (wef 07.03.2006)

5. **Worldmaker - Introducing the Fascinating World of Learning through Simulations and Model Making**
   - Mr. Albert Yeung  Research Assistant

6. **Provision of consultancy and training services: course design and piloting of “e-leadership” training for school principals**
7. **Provision of Training Services: Training of “e-Leadership” for School Principals (HKedCity)**
8. **Provision of service: “Development of an interactive platform for the consolidation and dissemination of good practices through the Internet in schools”**
9. **Good Practices on IT in Education” Interactive Platform**
10. **Evaluating and Enchancing the Impact of the E-Leadership Program**
   - Ms. Y. Lee  Assistant Director
   - Ms. Alison Yeung  Professional Development Officer
   - Mr. Ryan Yue  Research Assistant

12. **A Study on the Development of an Information Literacy Framework for Hong Kong Students**
13. **Design of Effective Interactive Learning Objects for Pocket PC**
   - Mr. Alan Chan  Research Assistant
Appendix II

Publication list of CITE & Division of I&TS colleagues 2005/2006

Book chapters

Chu, S. (2006). Case Study: The Development and Management of the Online Information Literacy Tutorial at the HKUST Library. (Accepted for the book Library and the First Year Experience to be published by the National Resources Center, U.S.A.)


Refereed journal articles


**Referred and international conference proceedings (full papers)**

Fox, R. (2005). Entering the mainstream: transforming teaching through technology in universities? [CD-ROM], International Conference: Transforming Asian Education Through Open and Distance Education. 20-22 June, 2005, CRIDALA/DEC, Open University, Hong Kong.


Trinidad, S. & Fox, R. (2005). *But did they learn? Assessment driving the learning, technology supporting the process.* Refereed proceedings of the First International Conference on Enhancing Teaching and Learning through Assessment. Hong Kong.


**Reports**


**Others**