



香港學術及職業資歷評審局
Hong Kong Council for Accreditation of
Academic & Vocational Qualifications



From Quality Assurance to Quality Enhancement and Excellence

HKCAAVQ Forum Series

Meeting the Challenges with Quality Assurance, Quality Enhancement and Excellence – From Contingencies to Norms

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Sheraton Hong Kong Hotel & Towers



YEW CHUNG COLLEGE
OF EARLY CHILDHOOD
EDUCATION

耀中幼教學院

Reimagining Early Childhood Teacher Education Amidst COVID-19 Challenges

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COVID-19 Pandemic


- Brings about fear, anxiety, depression, frustration ...
- Has changed our everyday life and **practices**
- New practices or new normal
- Reminds us the importance of our/students' health, wellness, and safety



Questions

- ☐ Is it possible to continue the provision of **quality** education services?
- ☐ How do we apply different forms of **innovation** (e.g. e-Learning)?
- ☐ Can e-Learning provide quality teaching and learning?
- ☐ Rethink about f2f/online teaching in ECE teacher education
- ☐ Redefine learning engagement

E-learning has brought about many changes in learning in multiple aspects. It has shaped and re-shaped new scenarios and presented new challenges and opportunities in education. This presentation attempts to **share our reflections** in using an “*always on*” learning environment for ECE teacher education amidst COVID-19 challenges.



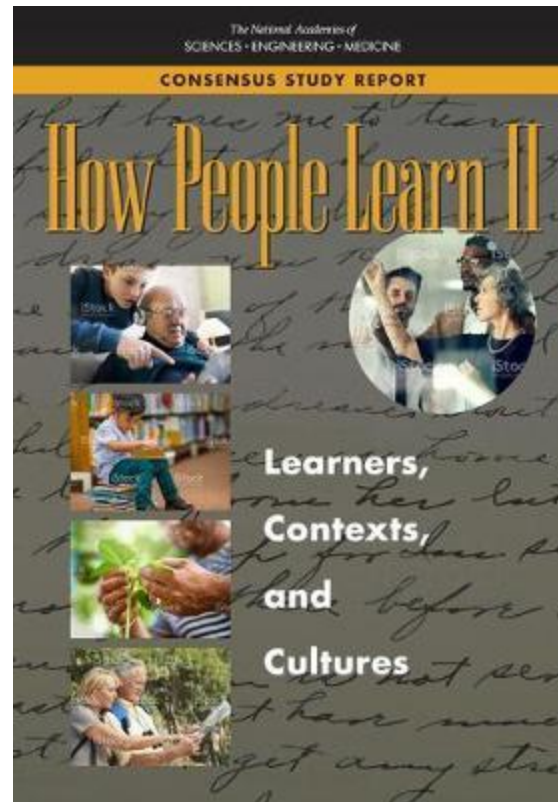
**New Generation
Learners**

**Learning
Environments**

**Other
Considerations**

HOW PEOPLE LEARN II (2019)

<http://www.informalscience.org/sites/default/files/how%20people%20learn%20ii.pdf>

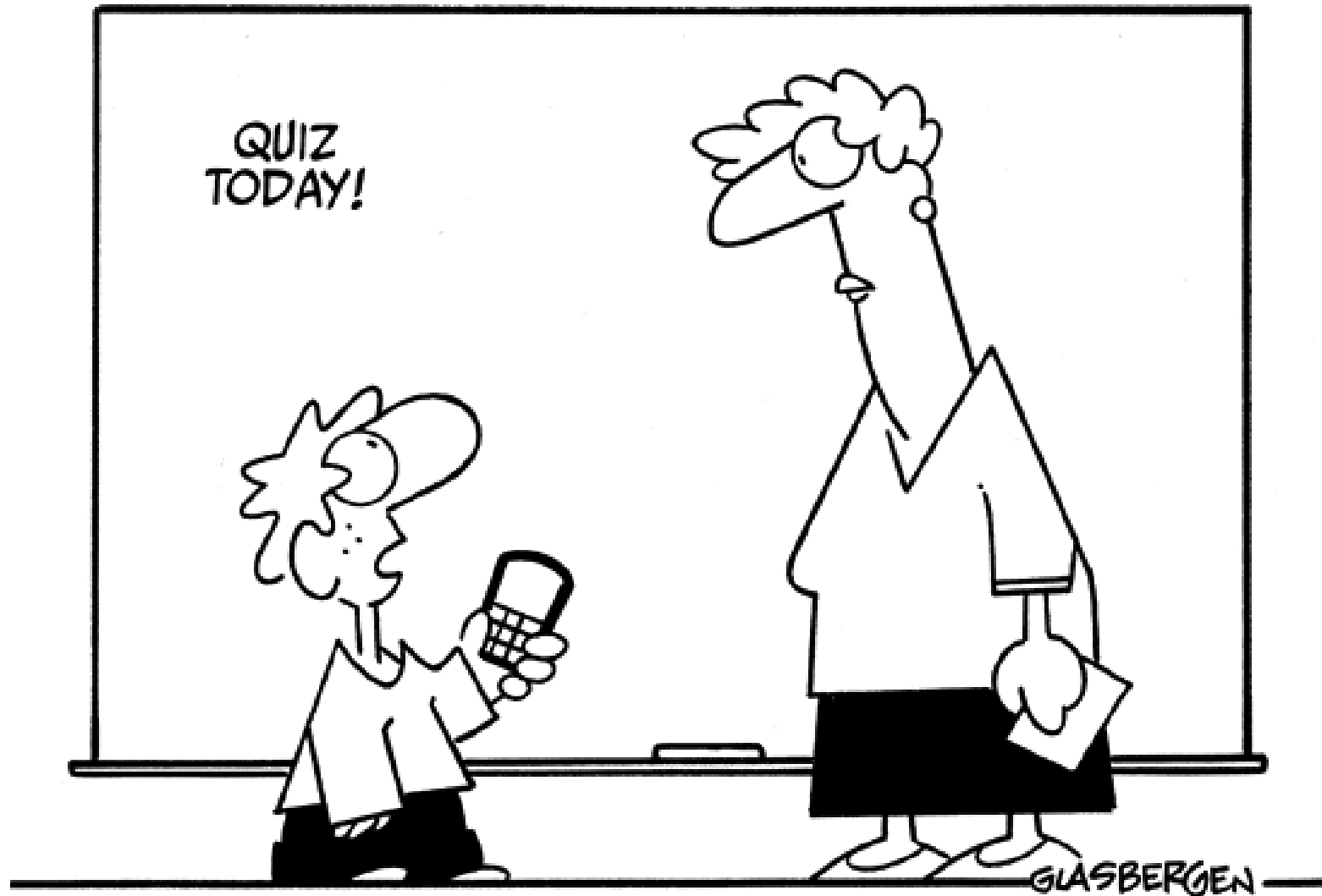


The decision to use a technology for learning should be based on **evidence** indicating that the technology has a **positive impact** in learning situations that are similar with respect to:

- (1) the types of **learning and goals** for learning;
- (2) characteristics of the **learners**;
- (3) the **learning environment**;
- (4) features of the social and **cultural** context likely to affect learning; and
- (5) the level of **support** in using the technology to be provided to learners and educators.

Educating the New Generation Early Childhood Education (ECE) Teachers

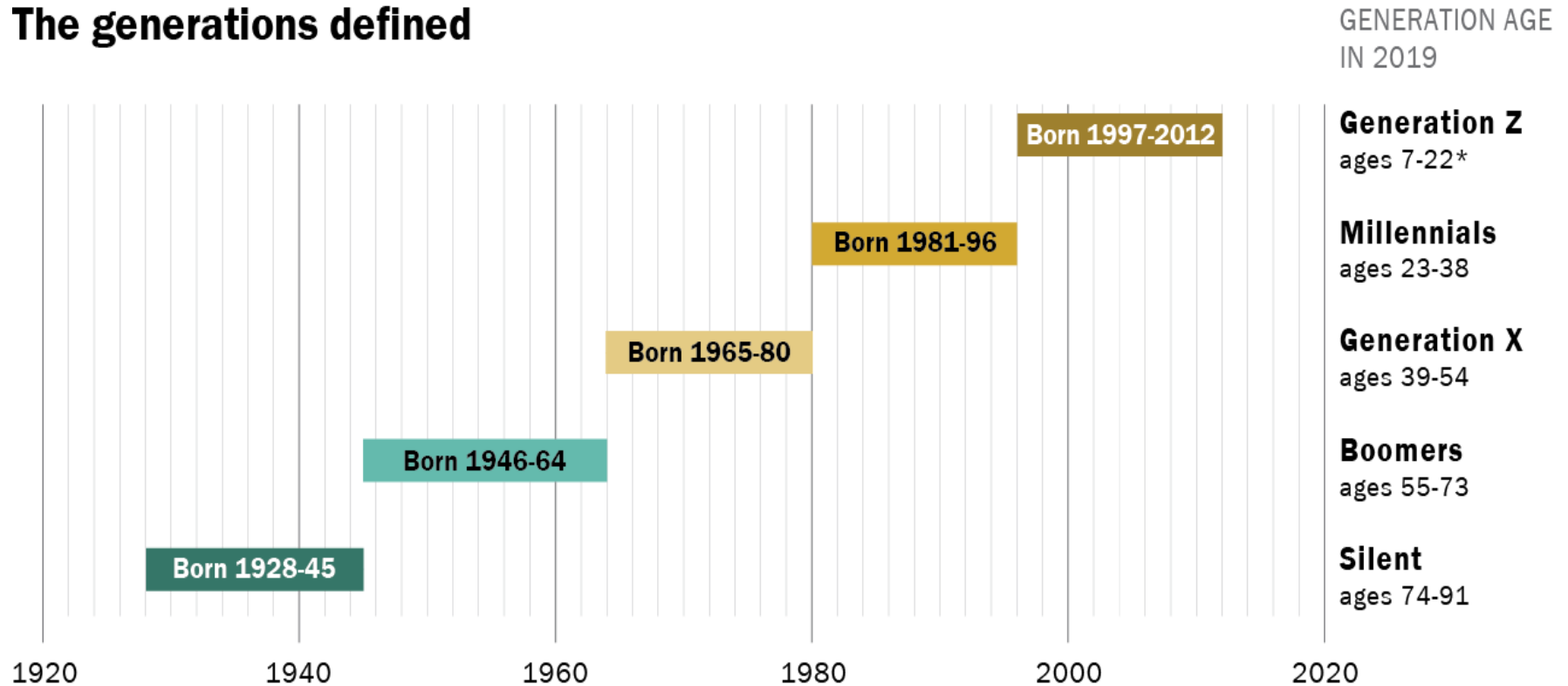




**“Once I learn how to use Google, isn’t
that all the education I really need?”**

Defining generations: Where Millennials end and Generation Z begins

The generations defined



*No chronological endpoint has been set for this group. For this analysis, Generation Z is defined as those ages 7 to 22 in 2019.

PEW RESEARCH CENTER

Patterns of Digital Youth Culture

- ❑ Complete integration into **daily life**
- ❑ Control on **forging contacts and relationships**
- ❑ Priority of **self-presentation**
- ❑ Priority of **self-disclosure**
- ❑ **Sharing** information and other things
- ❑ Creation of **user-generated content**
- ❑ **Participatory** media culture

Van Dijk, J. (2012). *The Network Society*, 3rd Ed., London: Sage.

E-Learning for the New Generation

ECE Teacher Education



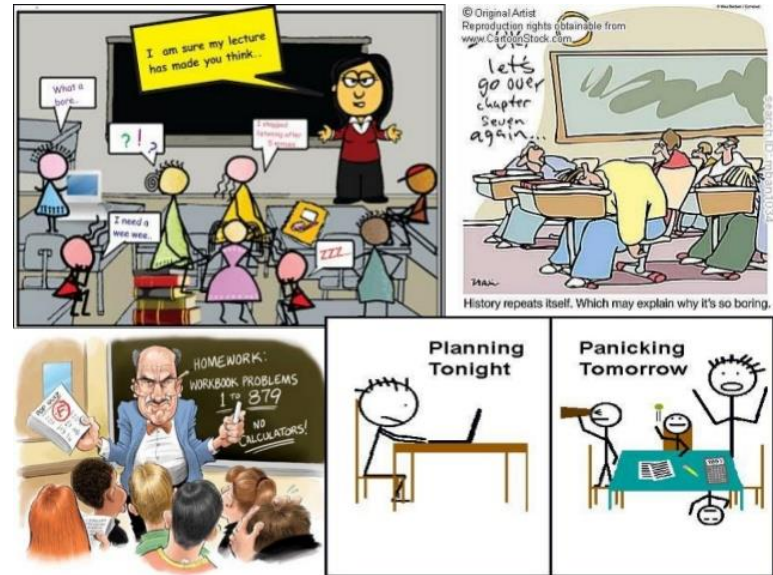
Are they different from other areas in higher education?

Three Fundamental Shifts

(Jonassen & Land, 2012)

- ❑ During the 1990s, the **rise of constructivism** and its associated theories in psychology and education represented a **paradigm shift** for educators
- ❑ First, **learning is a process of meaning making**, not of knowledge transmission.
- ❑ Second, contemporary learning theorists focus increasingly on the **social nature** of the meaning making process.
- ❑ The third fundamental shift in assumptions relates to the **locus** of meaning making.

eLearning is not a simple technological adoption, but a call for teachers to carefully examine their **pedagogical practices** from a new perspective.



A Summary of e-Learning Practices in Higher Education (Yuen, 2011)

Practice A

- **Providing online resources**
- Student self-paced learning; Online resource

Practice B

- **Focusing on online discussion**
- Teacher facilitation; Online communication

Practice C

- **Enhancing course management and delivery**
- Online resource; Course management; Online communication

Practice D

- **Supporting specific pedagogy**
- Teacher facilitation; Student self-paced learning; Online resource; Online communication

Attributes of Next Generation Learning from a Student's Point of View (Calkins & Vogt, 2013) [1/2]

- ☐ **Personalized** to my needs and learning goals
- ☐ **Flexible** so that I can try different ways to learn
- ☐ **Interactive and engaging** to draw me in
- ☐ **Relevant** to the life I'd like to lead
- ☐ **Paced by my own progress** measured against goals I understand

Attributes of Next Generation Learning from a Student's Point of View (Calkins & Vogt, 2013) [2/2]

- ❑ **Constantly informed** by different ways of demonstrating and measuring my progress
- ❑ **Collaborative** with faculty, peers, and others, unlimited by proximity
- ❑ **Responsive and supportive** when I need extra help
- ❑ **Challenging but achievable**, with opportunities to become an expert in an area of interest
- ❑ **Available** to me as much as it is to every other student

Redesigning Learning Environments for the Next Generation Learners



Learning environment refers to the diverse **physical locations, contexts,** and **cultures** in which students learn, e.g. classrooms, workplaces, labs, museums, natural sites, means of transport, and home (Koper, 2014).



How do we reshape an e-learning environment for the new generation teacher education?

Since the earliest days of pedagogical research, educators have recognized that **learners differ in numerous ways** and that it would be desirable to provide **individualized leaning experience** to each student and to cater for their **learning needs**.



Confucius (551–479 BC): Teachers should teach based on different needs, and consider the difference of individuals, the learning process, and the attitude.

The focus of **individualization** has shifted toward **personalization** with an emphasis on both **cognitive** and **non-cognitive** dimensions of learning.

The goal of personalized instruction is to provide a **holistic** **learning environment** featuring regular and close personal connections among students and teachers, with emphasis on student collaboration and engagement, **authentic** **assessment**, and effective feedback (Spector, 2015).

Design for an individualized/personalized **learning experience**



Rationale for Personalization

- ❑ Personalization refers to a broad range of practices that involve making **adjustments to learning activities and resources** based on a number of parameters pertaining to individuals and groups of learners
- ❑ Effectiveness involves the ability to achieve a desired outcome; and efficiency involves the resources needed to achieve a particular result.
- ❑ To get learners to spend time on a learning task involves attitudes, motivation, volition, self-regulation, emotional control, ... etc., and leads to the concept of **meaningful engagement**

Major Adaptation Types

- ❑ Educational **resources** – selection, presentation, navigation and sequencing
- ❑ Learning **activities** – general adaptation, feedback and support (scaffolding), communication and interaction, assessment

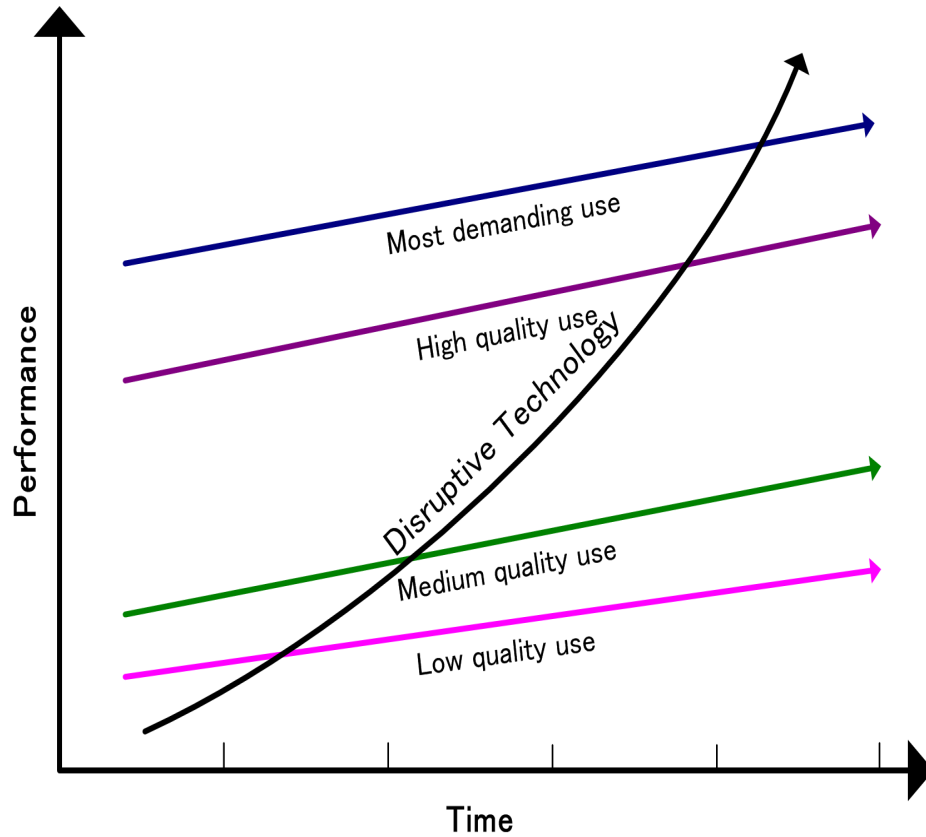
Designing technology-enhanced learning environments for ECE teacher education



Other considerations

Sustaining or disruptive technologies (innovations)





"The Innovator's Dilemma: When New Technologies Cause Great Firms to Fail" (Christensen, 1997)

Sustaining technologies are those that foster **improved** performance of existing, established systems.

Disruptive technologies have features that enable them to address new needs in **new** markets and to support the rise of totally new systems.

Disruptive Innovations



Using technology in ECE teacher education could be a highly ***disruptive*** innovation, if we allow it to be.

Do we need Sustaining or Disruptive innovations?



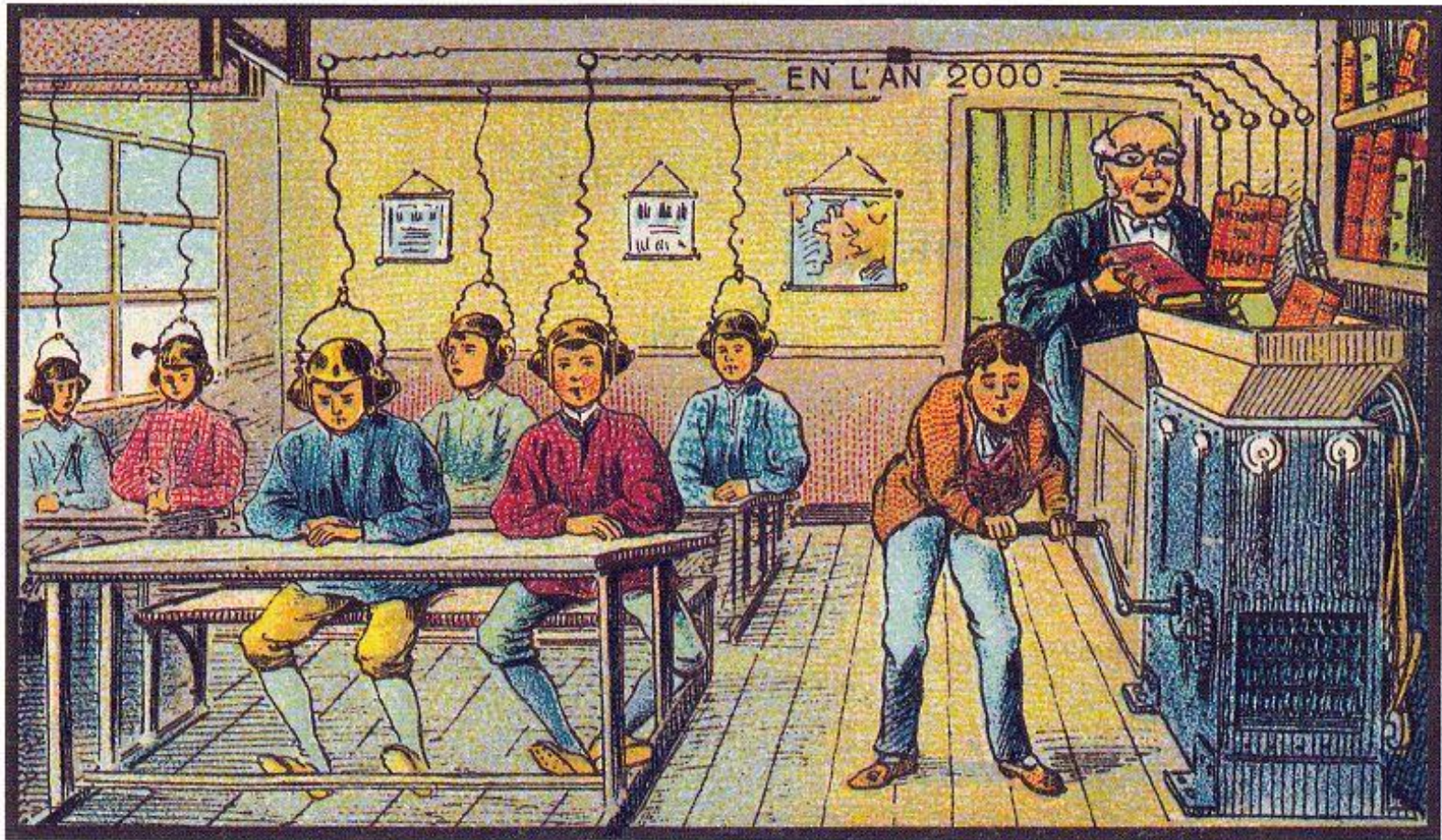
Find ourselves

❑ If you know **what you want** in life, technology can help you get it. But if you don't know what you want in life, it will be all too easy for technology to shape your aims for you and take control of your life (Harari, 2018).

❑ It is not a moment to reject [or accept] technology but to **find ourselves** (Turkle, 2015).

Visions of the Year 2000: Future School

Jean-Marc Côté (1899), a French commercial artist



At School



“Imagination is more important than knowledge” Albert Einstein (1879-1955).

Learning technology brings about enormous **potential** in improving learning and teaching – but only if we truly allow **our imaginations** to be at work
.....

I would like to call for **imaginations on pedagogical practices, reshaping learning experience, and redesigning learning environments** for our next generation learners.

The Music of Education will go on

.....

PAUSE	DEMI PAUSE	SOUPIR	DEMI SOUPIR
RONDE	BLANCHE	NOIRE	CROCHE

2

JESUS IS COMING SOON

for S.A.T.B. voices, accompanied*

Arranged by
STAN PETHEL (ASCAP)

Words and Music by
R.E. WINSETT (1876-1952)

Gospel shuffle ($\text{♩} = \text{ca. } 140$)

N.C.

ACCOMP.

SOPRANO

ALTO

here, fill-ing men's hearts with fear, free-dom we

Trou-ble-some times are

D D7 G/D D N.C. D A

* Also Available: StudioTrax CD - 35030902

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Every morning is new



**When the COVID-19 left,
I hope we will become
stronger and better.**



Thank You