



Co-creating a New Normal of Empowered Learning through Digital Citizenship Research

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Faculty of Education

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Summary of the Impact

- *The Learning and Assessment for Digital Citizenship (eCitizen) Project* wave 1 study findings released in April 2020 revealed huge intra- and inter- school divides in digital literacy (DL) achievement among primary and secondary students within and across schools. School e-learning experience had minimal contribution to students' DL achievement. **The media and the public immediately realized the serious implications for online learning during COVID-19 induced school suspension.**
- *eCitizen Education 360 (e360)* was launched in May 2020 with wide support from the education sector, NGOs and charities as **an action-focused** comprehensive 360-degree survey study **to guide evidence-based community-wide action to support the learning of students, families, schools and teachers under the New Normal.**

Underpinning Research (outline to explain quality)

- **eCitizen project goal:** to study the impact of digital media on the learning lives of children and youth, and on their development as citizens in an increasingly technology-intensive and globally connected world
- **Nature of project:** multi-pronged interdisciplinary research
- **Grand challenges addressed by eCitizen:**
 - Developed valid and reliable assessments of digital citizenship (with digital literacy (DL) at the core.
 - Develop innovative methodologies, including connected surveys to understand how various contextual factors influences DL development
- **eCitizen Education 360 research goal:** using an ecological framework to identify *online learning and teaching preparedness* factors for students, teachers, school leaders, parents, and school level e-learning strategy.
- **eCitizen Education 360 research findings:** discovered the key pre-existing conditions at multiple levels of the school ecology and their interactions that contribute to the online preparedness factors for different stakeholders, based on which action-oriented recommendations can be derived.

Underpinning Research (when, who, & researcher roles)

- When conducted?
 - eCitizen: Nov 2016 to March 2021, Wave 1 results released Apr 2020
 - e360: preparation May-June 2021,, data collection Jun-July 2020, first set of findings released on 20 Jul 2020, and targeted completion Aug 2021.
 - The research reported here are all conducted by the eCitizen research team, and the core members who contributed to this research are listed on p.1, with roles as follows:
- Who are involved and their roles:
 - PI: Nancy Law (PI for both eCitizen and e360)
 - Co-PI for eCitizen (Jimmy de la Torre, Nirmala Rao), co-I for eCitizen (Elizabeth K.Y. Loh, Frank Reichert, Gary K.W. Wong), Postdocs for eCitizen (Landon M. Lan, Qianqian Pan), research staff for eCitizen (Patrick Lam, Yuxiao Zhang), PhD in eCitizen (Qianru Liang)
 - Co-PI for e360: C.Y. Tan,
 - KE advisor for eCitizen and e360: Catherine K.K. Chan

Underpinning Research (contextual information about this research)

We have broken new grounds in measurements of DL & context.

Computers & Education 157 (2020) 103968



Contents lists available at ScienceDirect

Computers & Education

journal homepage: <http://www.elsevier.com/locate/compedu>



Measuring digital literacy across three age cohorts: Exploring test dimensionality and performance differences

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Computers in Human Behavior 122 (2021) 106850



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Computers in Human Behavior

journal homepage: www.elsevier.com/locate/comphumbeh



Do background characteristics matter in Children's mastery of digital literacy? A cognitive diagnosis model analysis

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Faculty of Education, The University of Hong Kong, Hong Kong SAR, China

Underpinning Research

(Innovativeness of the knowledge arising from your research)

Instruments revealed huge diversities in digital literacy achievement among primary and secondary students within and across schools.



Learning and Assessment for
DIGITAL CITIZENSHIP

This project is funded by the Research Grants Council of the Hong Kong SAR, China, under its Theme-based Research Scheme [Project No. T44-707/16-N].

Project Coordinator: Professor Nancy Law, The University of Hong Kong. <https://ecitizen.hk/>



	What students can do	What students cannot do
Information and data literacy	* Simple search, evaluation & organization of information	* Formulate complex search for highly relevant results, evaluate information
Communication and collaboration	* Simple, routine communications & sharing digital information	* Adapt communication strategy to context, protect digital identity
Digital content creation	* Can use common productivity tools to create, edit, change media	* Identify media uses that violate intellectual property rights
Digital Safety	* Can use simple ways to address risks, protect devices/privacy/content	* Sophisticated safety measures, e.g. identify safe ways to use USB drives
Problem solving using ICT	* Can solve simple device/application problems, e.g. smartphone/bookmark	* Solve complex device + application problems, e.g. no sound in video

Key challenges

- ▲ Huge divide in digital competence performance across & within schools
- ▲ Digital performance divide ↑ with age
- ▲ Digital divide in home digital access for extensive use in online learning
- ▲ Cyberbullying experience & digital safety issues for all 3 age groups
- ▲ Students lack advanced digital competence: evaluating relevance & credibility of information, need help with digital safety & cyberwellness
- ▲ Only ~40% students receive parental support on digital tech use and safety
- ▲ Lack exposure to extensive e-learning
- ▲ Lack system level digital citizenship curriculum, support for professional & leadership development in schools

Underpinning Research

(Significance of the key insights or findings from the research)

The research reveal multiple interacting factors (school and family) influencing students' and teachers' online learning & teaching effectiveness



學校投放電子教學資源差異大 研究指直接影響學習質素

2020年08月25日(二) 16:17



研究指出良好的網上教學準備能對基層學生的學習成果有正面影響

來自香港大學和香港科技大學的研究團隊今日(25日)發布「數碼360」第二期研究結果，研究指良好的網上教學準備，能對基層的學習成果有正面影響，惟不同學校的電子教學團隊有相當大的異，港大教育學院教育應用資訊科技發展研究中心副主任羅曉雲對此感到詫異。



港大研究發現：良好的親子關係與溝通是新常態下學生學習時身心健康的關鍵

長時間的抗疫和停課，讓學界歷盡挑戰。學校和家長為學生網上學習所提供的機會和支援，不但可以克服社交距離，達至「停課不停學」，亦啟發了復課後重開教育的機遇。

中小學網上教學信心 港大：高層遠超前線籲增內部溝通聯校培訓

AM730 | Jan 19 2021 - 22:06

疫情下改以網上學習，除學生的硬件配套外，對教師的支援亦不可或缺。香港大學去年6至7月訪問了536名全港中小學教職員，發現43%自感在實踐網上教學的能力已達成熟階段，另分別45%及12%自感屬於發展及起步階段。研究亦將教職員劃分為三個類，包括高層(如校長及副校長)、非學術中層(如輔導主任及訓導主任)及學術中層(如科目主任)，發現高層對於電子教學的信心最大，逾六成自感能力成熟，而非學術中層及學術中層分別為43%及

Engagement (Engagement process)

- eCitizen Wave 1 findings were disseminated through a widely publicized online press release on 20 Apr 2020, with support from the Faculty ER team and the HKU CPAO.
- Realizing the gravity of the implications ensuing from the digital divides identified, different stakeholder groups and charities reached out to eCitizen team to encourage us to undertake further research to provide evidence-based recommendations to guide learning and teaching under the New Normal.
- Advisory Committee for e360, set up in May 2020 and involving stakeholders from diverse sectors, played a key role in the pathway to impact for this phase of the research, contributing to the formulation of the research questions and instruments.
- The analysis and dissemination of findings was done in planned phases to provide evidence-based recommendations for action in order of urgency.
- Based on an ecological model that conceptualizes the experiences and outcomes for different stakeholders as dependent on pre-school-suspension conditions and their interactions, the team developed constructs to identify critical *online learning preparedness* factors, and the coping strategies of students, parents, teachers, and schools during the school suspension period.
- e360 findings disseminated through press conferences, research bulletins and seminars provide holistic actionable recommendations for different stakeholders, including school leaders, teachers, parents NGOs and charities.
- Recommendations address issues such as effective school e-learning team structures and strategies, teacher professional development priorities, and working with parents, and elaborated by project partners in community-based dissemination events.

Engagement

(External partners)

Advisory Committee was set up with the support from organizations. The e360 was launched within a month of the release of the eCitizen Wave 1 research findings is remarkable, indicating the recognition of the urgency of the problem and the need for the community to make concerted efforts to address the problems

Supporting organizations:

- The HK Jockey Club Charities Trust
- Association of I.T. Leaders in Education (AiTLE)
- The Boys' & Girls' Clubs Association of Hong Kong (BGCA)
- Cyberport
- The HK Association for Computer Education (HKACE)
- HK Association of Careers Masters and Guidance Masters
- HK Association of the Heads of Secondary Schools
- HK EdCity
- HK Playground Association
- HK Subsidized Secondary Schools Council
- Union of Government Primary School Headmasters & Headmistress

Supported by



賽馬會STEM自主學習計劃
Jockey Club Self-directed learning in STEM
Programme

Supporting Organizations



Engagement (Innovativeness of the engagement approach)

The pathway to impact during the e360 phase did not follow the conventional route of dissemination after the project ends. We engage stakeholders in the formulation of the research questions and instruments. The analysis and dissemination of findings was done in planned phases to provide evidence-based recommendations for action in order of urgency

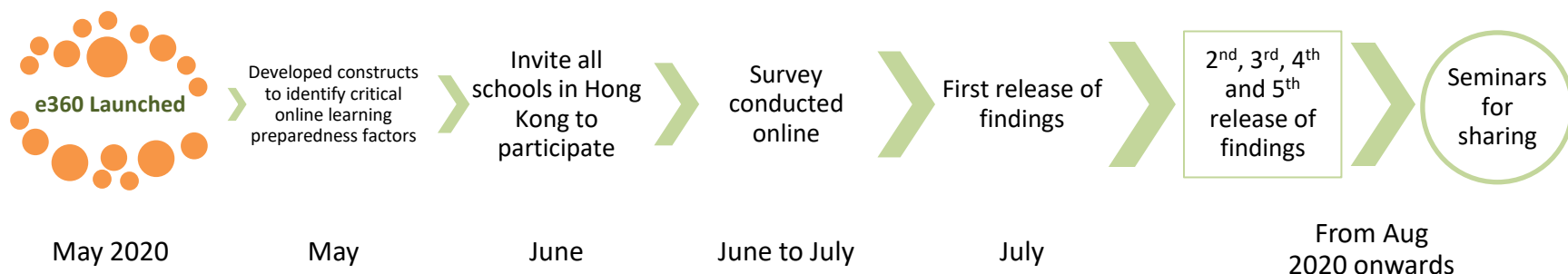
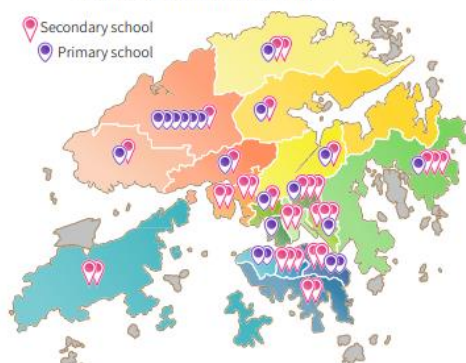


Figure 1. Map showing geographic location of primary and secondary schools in the sample



* One participating special school is not labelled in this map.

School Leaders



Teacher survey



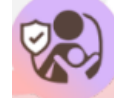
IT coordinators survey



Student survey



Parents



Impacts Achieved (Beneficiaries: non-academic sector(s))

The online press releases and seminars were widely publicized through print and social media as well as radio interviews. The recommendations were taken up by charities and NGOs.



家長社區支援

數碼能力躍動計劃

善用數碼能力 自主學習增值

- 「數碼素養 360」的社區落實：
 - 家長講座、工作坊
 - 專題電腦課程及體驗活動
 - 技術支援：熱線及社區服務
- 有限資源之下的機構局限：
 - 分區服務、支援力度仍需改進：基於現存服務分佈，在部份地區未能提供全面服務；
 - 中長期發展，不能避免的政府角色及投入
- 「數碼能力躍動計劃」CDCH Community Digital Competence Hub

香港大學教育學院在其研究項目「eCitizen Education 360」的第一期簡報指出，社經鴻溝和數碼鴻溝對弱勢家庭學生有疊加的負面效應。香港崇德社最新計劃為弱勢家庭提供教育支援，崇德社認為除讓弱勢群體得到更好的學習機會和配套外，這些家庭的母親也應納入項目計劃的一部分。

崇德社透過此項目希望為她們的電子學習全面鋪路，並實現以教育提升婦女地位的使命。崇德社與合作夥伴將項目分三個階段進行，首階段是「知識高速公路」，為社區部份弱勢群體提供晶片卡和便攜式無線網路設備，以加強網上配套及數碼化接觸面。

FEEL3 青少年網絡危機支援服務

表格下載

「網絡健康校園」計劃是香港大學「數碼世代公民素養的學習和評估」研究團隊與香港遊樂場協會合作推行的青少年網絡健康推廣計劃。這個計劃主要提升高小至高中學生對網絡危機的認識，並學會如何幫助自己及別人應對可能出現的情況，推動校園網絡健康及關愛文化。

在教育方面，我們主要透過香港大學「數碼世代公民素養的學習和評估」研究團隊所製作的網上課程，讓參與的青少年深入認識網絡世界出現的總體危機，以及合適的應對方法。同學完成有關課程將會獲得香港大學頒發的「網絡健康智者」證書以作鼓勵。同時香港遊樂場協會的專業社工亦會配合學校進行網絡健康講座或工作坊，加強計劃效果。在過往不同研究顯示，面對網絡危機時青少年朋輩支援十分重要，因此我們邀請獲取「網絡健康智者」證書的同學成為「網絡健康校園大使」，透過在校內組織推廣關愛及反欺凌的校園義工服務，實踐關愛互助。

Impacts Achieved (Beneficiaries: underprivileged families)

Underprivileged families benefitted from actions of Charities. For example, Zonta Club of Hong Kong took fast, multi-pronged action to provide laptops and simcards to needy students, as well as launched a *Mothers Helping Mothers* e-channel to help mothers learn digital literacy skills to support their children's online learning.

News

All News Headlines

崇德社分三階段計劃為弱勢家庭提供教育支援

2020-08-25

香港大學教育學院在其研究項目「eCitizen Education 360」的第一期簡報指出，社經鴻溝和數碼鴻溝對弱勢家庭學生有疊加的負面效應。香港崇德社最新計劃為弱勢家庭提供教育支援，崇德社認為除讓弱勢群體得到更好的學習機會和配套外，這些家庭的母親也應納入項目計劃的一部分。

崇德社透過此項目希望為她們的電子學習全面鋪路，並實現以教育提升婦女地位的使命。崇德社與合作夥伴將項目分三個階段進行，首階段是「知識高速公路」，為社區部份弱勢群體提供晶片卡和便攜式無線網路設備，以加強網上配套及數碼化接觸面。

第二階段是「電子學習設備」，為受幫助的弱勢群體家庭提供已安裝學習軟

【疫境有情】中移動香港、微軟贊助崇德社弱勢家庭教育支援 200家庭受惠

15/17/2020/08/25

中移動香港 微軟香港贊助 崇德社弱勢家庭教育支援

疫情持續，失業情況不斷增加，加上學校長時間停學，令家中有學齡兒童的家庭面對巨大的挑戰。香港崇德社(Zonta Club)計劃為弱勢家庭提供教育支援，為弱勢社群的小一至小三學童和他們的母親，將於未來數月推出ABC項目，先為低班小學生和母親提供wifi卡和兩張足夠6個月使用的SIM卡。第一階段已得到中國移動香港慷慨贊助，而第二階段得到微軟香港以實物贊助。

Projects 2020-2022

Project ABC- Zonta Club of Hong Kong helps underprivileged families with e-learning stresses during COVID-19 pandemic



Discussion with Dr. Nancy Law at Carmel Alison Secondary School

During the COVID-19 pandemic, schools are limited to e-learning for a prolonged period. This has caused a lot of stress to mothers and children, particularly for the underprivileged families with no access to internet and digital devices.

- 200 families benefitted from Zonta Club ([link1](#), [link2](#), [link3](#))

Impacts Achieved

(Beneficiaries: children and families via services provided by NGOs)

NGOs involved with youth and family services took action to structure their services to target different stakeholder groups .

數碼素養 360 在社區落實的先決條件

• 香港小童群益會的經驗：

1. 學生在家中的網絡通達及器材配合；對基層家庭的基本供應；
2. 學生的上線能力，以及在家獨立解難的能力或支援；
3. 家長態度：接納及配合學生在家網上學習，以及適時指導。

倡議及跟進行動：

1. 爭取政府支援學童在家上網及適足器材，成為標準
2. 提供在家、社區的技術支援，確保有需要的基層學童，包括特別需要的基層不被隔離無縫學習；
3. 提供家長培訓及支援，成為在家學習的支援者。

香港小童群益會「數碼能力躍動計劃」CDCH

• 數碼能力

(Digital Competence) 是兒童及青少年成長其中一項重要的發展元素。

• 提升資源匱乏的兒童及青少年的數碼能力，包括：

- 1) 利用資訊科技進行探究的能力
- 2) 溝通協作能力
- 3) 解難能力
- 4) 創意思維能力

• 提升兒童及青少年：

1. 對網絡安全、網絡欺凌文化、不良資訊的辨識及獨立判斷能力；
2. 提升他們的網絡素養和數碼智商；
3. 培養他們成為具操守、負責任的網絡公民及終身學習者。



The Boys' & Girls' Club Association of Hong Kong (BGCA) launched a Community Digital Competence Hub to provide teachers and parents with learning resources, talks and activities to help them develop the necessary digital competence and to recognize and reduce the probability of falling victim to cyber-risks. ([link](#))

「新境界」
青少年網絡危機支援服務
Youth at Cyber Risk Support Service

溫立文 2020.7.28

『路』不一樣
預防危機，成長攻堅

中區及西區辦事處：5800 3864 | <http://new334qpa.hk> | new334qpa.hk



The cyberbullying issues uncovered in the Wave 1 findings helped the Hong Kong Playgrounds Association (HKPA) them to reach out to schools and promote their program on Youth at Cyber Risk Support Service. HKPA indicated that many schools and teachers are not aware of the extent to which HK students are impacted by various forms of cyberbullying. ([link](#))

Impacts Achieved (Beneficiaries: teachers and school leaders)

Principals and senior teachers from primary and secondary schools interpret and translate the recommendations from the e360 findings based on the experience from their schools.

樂善堂梁敏儀學校(分校)
LUN SUN TONG LEUNG MAN YEE PRIMARY SCHOOL (BRANCH)

疫情停課期間的課堂安排：
一、分階段以不同形式進行網上學習，使教師及學生更易適應

第一階段：

- 教師製作自學短片，上載教學平台
- 二至三位老師一組，其中一位電子學習技術較佳
- 而每位老師只負責一科一級，以減輕老師工作量

優點：學生任何時候按已編排的進度自學，家長亦可了解學習內容，有助他們與子女溫習。學生每天用電郵、E class 或wechat 交收功課。

第二階段：

- 除自學短片外，加上實時zoom 安排，每週中英數常各一節。

由於未必所有學生已有適切設備或網絡參加，因此只作自由參與，內容以照顧學生情緒及回答課堂上疑難為主，教師在家工作。



樂善堂梁敏儀學校(分校)
LUN SUN TONG LEUNG MAN YEE PRIMARY SCHOOL (BRANCH)

九月新學年安排：

- 如果未能全面正常開學，估計仍有學生未能回港上學或擔心疫情不上學。
- 由於是新學年，科任老師希望照顧自己的新班學生，會跟新學年正常教據上課。(中英數每周8節，常識4節，術科1節，每節30分鐘，主科連堂)
- 上午時段：教師上面授課堂三小時，下午zoom 課堂三小時。
- 學生每天3小時課堂，必須出席
- 每星期上載自學短片。
- 學生的另一個半天繼續自由參加其他學習內容
- 特殊需要學生用另一個半天接受支援服務



The journey of schools in closing the digital divide in transition to the “New Normal”

Sharing on planning and implementing TPD that bring changes in teaching practice
如何設計和推行教師專業發展，為教學實踐帶來正面轉變

嘉諾撒小學(新蒲崗)
副校長 曾智昌



Celebrating of success to and with

- ★ students
- ★ parents
- ★ teachers
- ★ middle managers of the IMC
- ★ other schools



How to form the school team to spearhead innovations and e-learning for teammates to move along?

Impacts Achieved (Beneficiaries: teachers and school leaders)

Principals and senior teachers from primary and secondary schools interpret and translate the recommendations from the e360 findings based on the experience from their schools.

Faculty of Education The University of Hong Kong eCitizen Education 數碼素養360

積極創新型教師」的特質和網上教學準備
數碼素養360研究對香港教育「新常態」的啟示

鄭婉婷老師 03-11-2020

聖愛德華天主教小學

電子教學—籌組與支援

提供技術支援

- 校內設電子學習支援站
- 提供電子教學硬件、軟件、課程設計支援
- 按校本需要製作教師教學影片

電子教學—籌組與支援

推動電子教學發展

- 邀請同事良好電子教材範例
- 建立樂於分享、交流氛圍

Characteristics of progressive innovative teachers: insights for schools in the New Normal

eCitizen Education 數碼素養360

學校多層領導360 —
建立同工互信、協作和創新文化

明愛粉嶺陳震夏中學 何應輪校長
2021年1月19日

最強大腦 (互信 協作 創新 支援 監察 評估 跟進)

面對學校停課的挑戰
將學生學習轉移到網上 確保學與教的延續

●設計多層領導架構和決策機制

校長帶領指導委員會釐定行政職責和教學安排的總體原則和政策；副校長負責監督實施情況及聯繫學生和家長；各學科主任充分發揮了指導委員會和教師之間的橋樑作用，組織每週的教師會議，監督教學計劃並協調教學資源共享。

面對學校停課的挑戰
將學生學習轉移到網上 確保學與教的延續

- 建立支持教師的互動機制並協助實踐網上學習創新
- 學科主任除去管理其所在教師社群內部的進展和創新外，還扮演了社群間連結者的角色。通過整合教學進展報告和分享最佳實踐案例促進教師間以及學校多層領導間的共同學習。

School-based Professional Development — Building Trust, Collaboration and Innovation

Impacts Achieved (Beneficiaries: teachers and school leaders)

Principals and senior teachers from primary and secondary schools interpret and translate the recommendations from the e360 findings based on the experience from their schools.



愛秩序灣官立小學 從體驗中學習 成功創造成功

- 原定以GOOGLE CLASSROOM進行自主學習，未設密碼及提供培訓
- 部份家庭的網絡、電腦器材出現問題或有技術問題
- EDMODO及LAP未能提供實時表像
- 老師沒有使用 ZOOM、HANGOUT或TEAMS 等去進行教學的經驗

為何要害怕？ 因為未有準備

- 大部份師生能運用各科的學習平台去進行學習及課程延拓
- 大部份師生能以互動平台EDMODO及LAP進行討論及交流
- 大部份家庭的電腦設備能夠與網上學習的網絡

為老師製造空間，給予他們信心及保持樂觀心態，鼓勵大家放手去試，視失敗為「進步的空間」

即時處理：

- 危機小組暫停課間安排
- 課程主任帶領各科主任設計網上學習材料
- 資訊科技組選擇能讓全部學生參加的互動平台，並進行測試，同時為老師及家長提供技術支援
- 剛校進行網上問卷調查，並作調節

愛秩序灣官立小學 從體驗中學習 成功創造成功

ONLINE LEARNING

- 根據各科原定的學習進度，設計網上學習教材及課業，讓同學下載有關的工作紙及善用「網上學習平台」
- 利用Zoom網絡系統與全級學生進行實時網上視像課堂
- 照顧學習，也要照顧心靈健康
- 聯同各專家提供多元化的網上教學或錄製節目，豐富學生所學
- 班主任致電學生及家長傾談，了解其困難及作出支援

OFFLINE LEARNING

- 設計親子活動-如遊戲、考察、廣播劇等
- 體藝活動-如運動、民歌、繪畫等

Developing the school's capacity for digital learning—support mechanisms for teachers.

老師如何為「新常態」作更好準備？

夏志雄
香港翻轉教學協會會長
香港真光中學資訊科技主任

新常態半日制：培養學生自學的好機會

上午 (互動面授課堂) 下午 (在家睇片答問題)

翻轉課堂 (Flipped Learning)

下午 (在家預習自學) 翌日上午 (在校上課互動)

停課期間求進步的同學心聲

首先，我覺得在家自學其中一個最重要因素是令學生可以keep住個成績係自律能力，需要時刻鞭策自己要盡善盡責完成課業，優質時讀書，遊戲時間縮短，我有這個課間可以享受生活，但係我當選擇係完成手頭上嘅課業先至去做其他嘢。

第二，要整一份適合自己睇 notes，其實在家自學佔一段長時間，所以學完嘅嘢都係靠一份態度去維持，絕對係係強逼自己，唔係為負責任而負責任，我會問自己講：「學到嘅係自己嘅，學完之後盡力將考試做過出嚟，成績好就係開心，如果成績不似預期我都會。」而 set 一個目標可以比到動力我唔任什麼時候都可以做好我想做好嘢嘢，所以我個人認為 attitude 好重要。

Skill, Priority
Means
Altitude

How can teachers better prepare for the New Normal

Impacts Achieved (Nature and extent of the impact)

Invited talks – local charities and school organizing bodies



- Law, N. (10 Nov 2020). *Divide, Social Divide and online learning: insight from research before and during the pandemic*. Invited luncheon talk for Zonta Club's Project ABC, China Club. ([link](#))

 Learning and Assessment for
DIGITAL CITIZENSHIP

eCitizen Education
數碼素養 360

**eCitizen Education 360:
a research-led community effort to
advance learning under the New Normal**

Nancy Law
University of Hong Kong

Yew Chung and Yew Wah e-Learning Professional Development Day
27 November 2020

Faculty of Education
The University of Hong Kong 

Impacts Achieved (Nature and extent of the impact)

Invited talks –International conventions



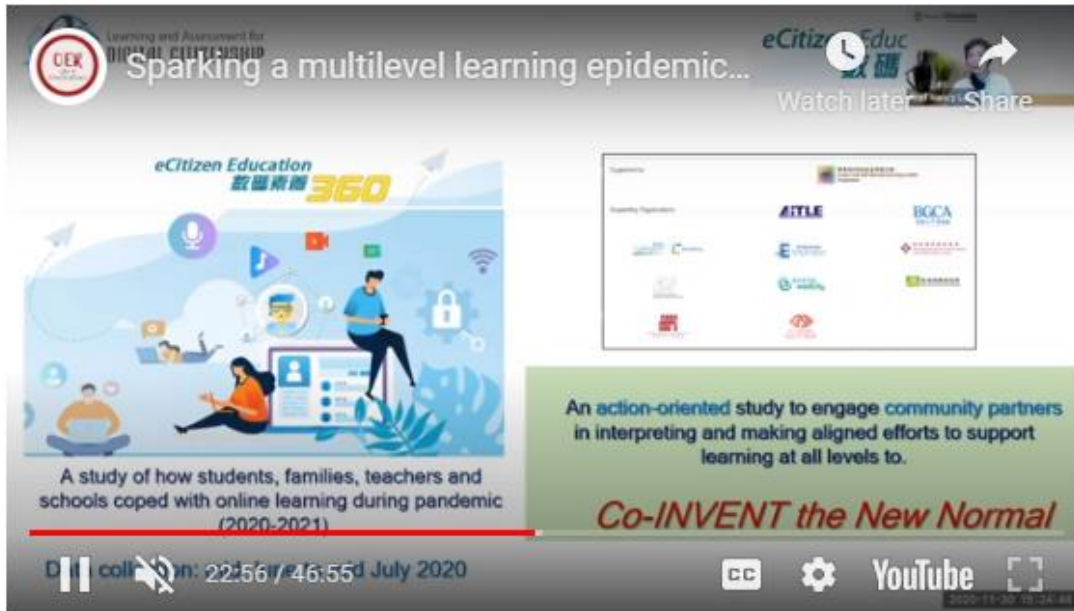
Law, N. (21 Nov 2020). 透過行動為本的疫下研究激發多層次『傳染式學習』。
Invited talk at the 3rd World Education Frontiers Forum. ([link](#))



Law, N. (24 Mar 2021). *An Action-focused Community-based Study during COVID-19 for Equitable Quality Education for All*. Invited presentation at UNCSW 65th session parallel event, HKFW.

Impacts Achieved (Nature and extent of the impact)

Invited talks – international academic community



Law, N. (30 Nov 2020). *Sparking a multilevel learning epidemic through action-oriented research during COVID19*. Invited talk at the New Education Normal Webinar Series, NIE, Nanyang Technological University. ([link](#))



Law, N. (26 Jan 2021). *Expanding Science of Learning Research to Multilevel Aligned Learning: Studying online learning preparedness of students, teachers, school leaders and the community in HK during COVID19*. Invited talk at the Forum for World Education. ([link](#))

Impacts Achieved (Nature and extent of the impact)

Research featured on international media

Home News ▾ State News ▾ Scholarship Exam Notification Competition

UNIVERSITY NEWS

HKU Study Confirms Pre-Suspension E-Learning Preparedness And Family Support Critical For Students' Online Learning Success, Calls For Comprehensive Measures To Enhance Online Learning Preparedness

By India Education Diary ... On Jul 21, 2020



A research team led by Professor Nancy Law, Deputy Director of the Centre of Information Technology in Education, and Dr Tan Cheng Yong, Academic Unit of Social Contexts and Policies of Education (SCAPE) of the Faculty of Education, the University of Hong Kong (HKU), released the first of a series of six bulletins today (July 20) based on the data collected during school resumption from June to July 2020. The study is entitled "eCitizen Education 360", which aims to collate the experience and needs of schools, teachers, students and parents in the transition to a full-fledged online learning experience during school suspension and their needs thereafter, with a view to taking joint school and community actions to shape quality learning and teaching to prepare for the new normal of many uncertainties. The survey was met with the enthusiastic support from over 1,200 teachers, 1,300 parents and 6,000 students from primary, secondary and special schools.

Key findings

Effort of schools and parents to sustain learning paid off:

- With the effort jointly made by schools and parents, learning was sustained throughout the school



Thank you!