



eLearning Forum Asia 2023
DIGITAL FUTURES OF WORK AND LEARNING
FORGING THE WAY AHEAD



香港教育大學
The Education University
of Hong Kong

Higher Education 2030 and Beyond: Curriculum, Assessment and Digital Technologies

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of Hong Kong

Table of contents

01

Digital Technologies
Enabling Higher
Education Equity,
Quality and Efficiency

04

Institutions' Responses to
(Gen) AI

02

Rethinking AI in Higher
Education –
Emergence of ChatGPT

05

Holistic Approach
Towards Higher
Education Innovations
and Digital Technologies

03

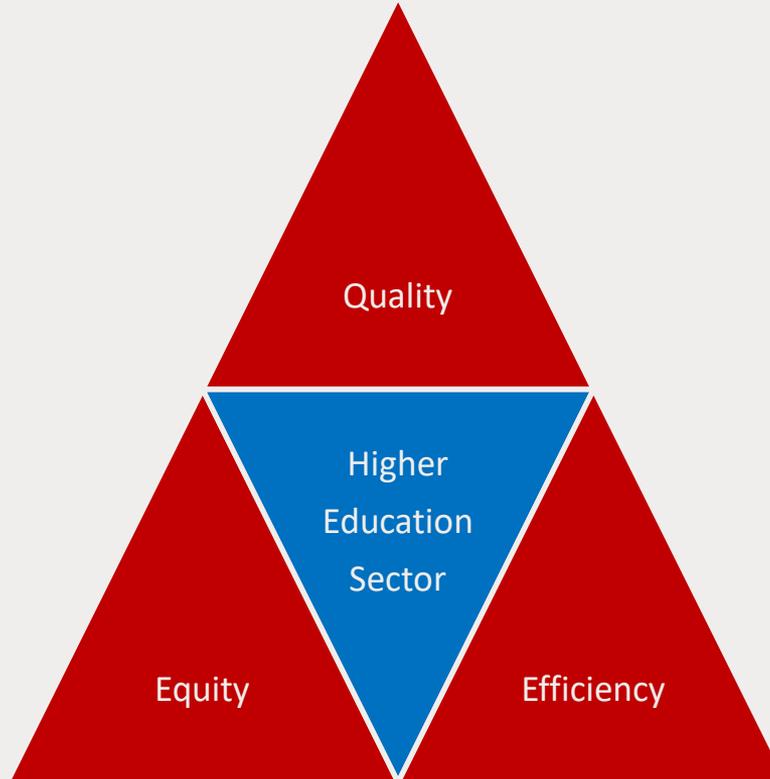
Impacts on Higher Education
Curriculum and Assessment



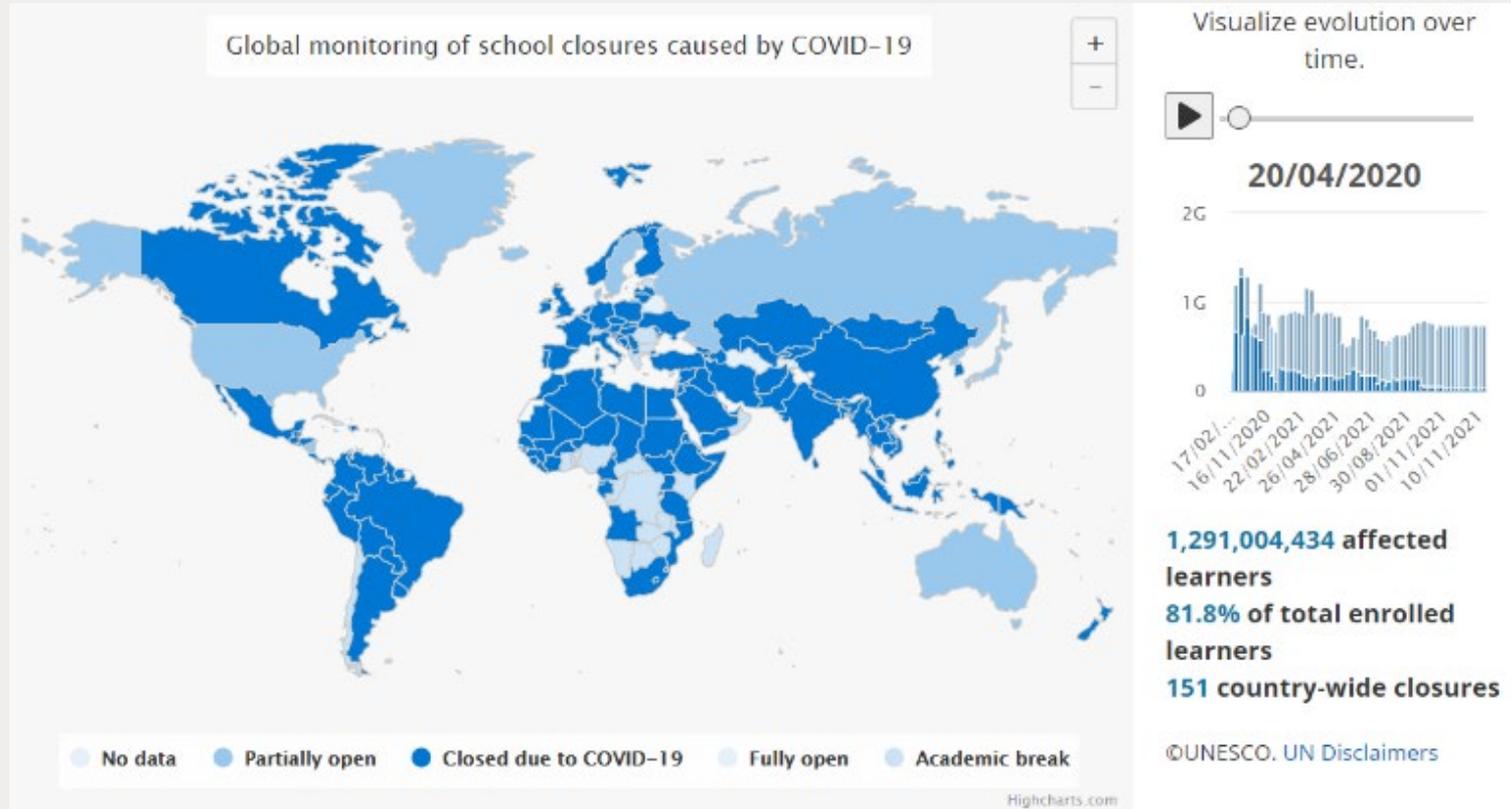
01

**Digital Technologies Enabling
Higher Education Equity, Quality
and Efficiency**

Higher Education Equity, Quality and Efficiency



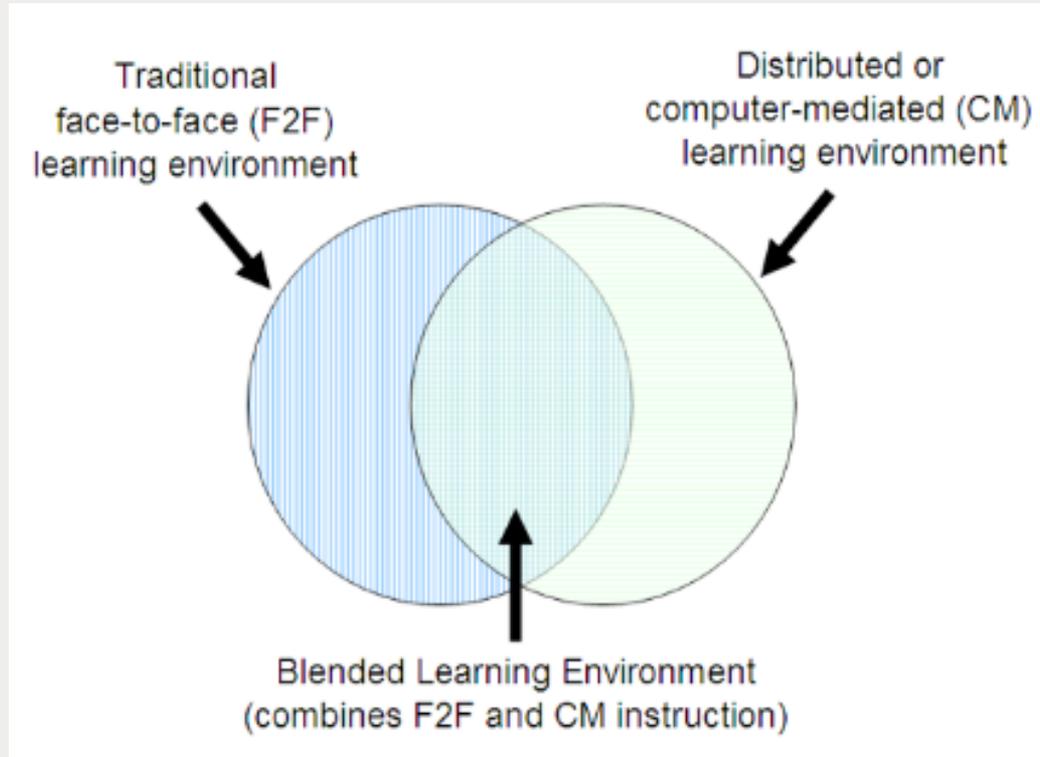
Higher Education Equity, Quality and Efficiency



Higher Education Equity, Quality and Efficiency

- Access to infrastructure, devices and resources
- Availability of online learning resources and strategies tailored to students from marginalised groups (special learning needs, remote areas, socio-economics limitations, gender and ethnicity)
- Quality of online teaching and learning
- Online learning support for students
- Modes of assessment
- Relevance of curriculum to changing demands of emerging industries and the future shape of the workforce post-COVID-19

Technology-Enabled HE: Blended T&L



Technology-Enabled HE: Blended T&L



schoolology Basic Home Courses Groups Resources

C Programming Language: 1
University of battambang

Week 1: ព្រឹត្តិការណ៍បញ្ជីប្រឡងសាកលវិទ្យាល័យ C ដំបូងមិនទុកការរៀន
Introduction to Cpptx

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Introduction to C Programming

Department of IT Engineering

Lecturer: Kor Sokhea

C Programming

Introduction to C.pptx 2 MB / 1 view



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DL4D
DIGITAL LEARNING
FOR DEVELOPMENT

Technology-Enabled HE: Blended T&L

- The online resources provided by the national “flagship” university ensured the quality of the content delivery across the three partner universities.
- Blended learning has provided more active and personalised learning among students.
- Teacher has played a pivotal role in making blended learning effective.
- The access of technology remains a hindering factor; the growing penetration of mobile technologies is changing such a situation but the speed still presents challenges for embracing blended learning.
- Teachers adoption of blended learning is constrained by the policies at the institutional/system level.



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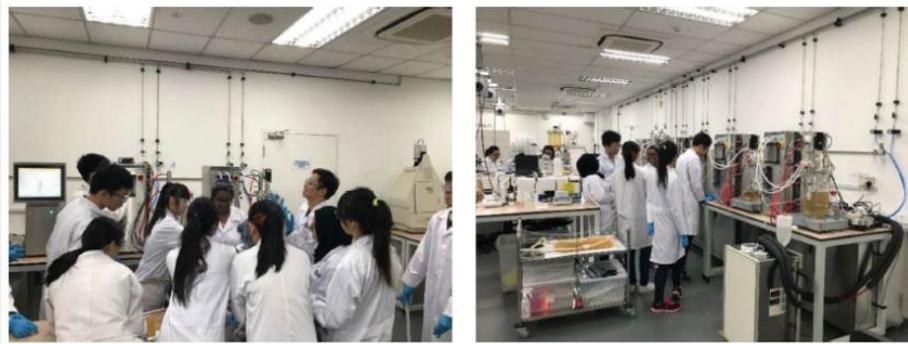


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DL4D
DIGITAL LEARNING
FOR DEVELOPMENT

Technology-Enabled HE: Virtual Reality



Chemical engineering students in lab session setting up and operating the single-use bioreactor.



Technology-Enabled HE: VR/AR

In 2020, Mohawk College in Canada has implemented VR/AR technology in the delivery of learning modules for certain technician courses. This innovative approach was taken to accommodate students who, due to familial or financial circumstances, are unable to physically attend the campus.



Mohammed Awaishkan Pathan wears an HTC Vive Virtual Reality headset as he virtually works in a mock up of a refinery. Pathan is graduating in 2019 from the Electrical Engineering Technician/Power at Mohawk College's Stoney Creek Campus for Skilled Trades. (Photograph by Della Rollins)

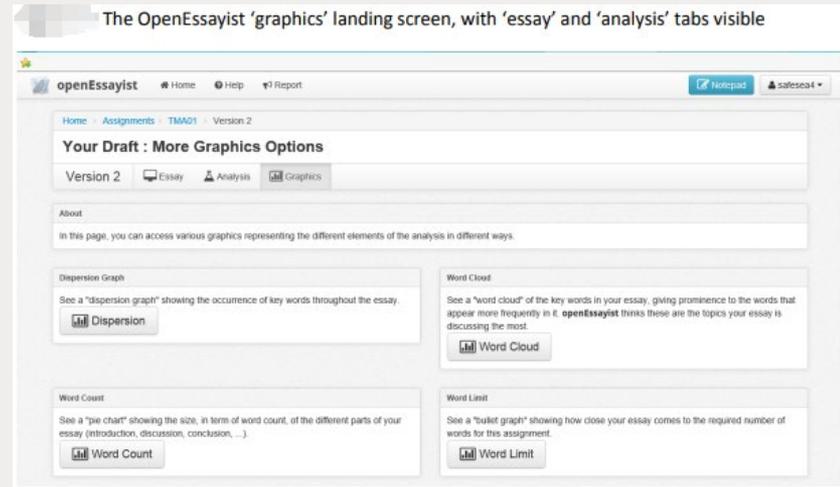
Technology-Enabled HE: Artificial Intelligence

Intelligent tutoring systems:

Computer-based systems that leverage AI to provide personalized, adaptive instruction that mirrors the benefits of one-on-one tutoring, and their objective is to monitor and provide support to learners.

Example 1

The Open University (UK) – OpenEssayist is an ITS that is specifically designed to offer constructive feedback on preliminary essay drafts.





02

Rethinking AI in Higher Education: Emergence of ChatGPT



Date:
24 December 2022

Time:
1130hrs

Venue:
Intercontinental Hotel Lobby Lounge in
Seoul, South Korea

In Attendance:
2 Professors of EdTech from Seoul
National University
1 EdTech Specialist from World Bank
1 Director from Asian Development Bank
Me

Why does education technology fail in the education sector?

ChatGPT Poe

Education technology, also known as EdTech, can sometimes fail to have a significant impact in the education sector due to a variety of reasons:

1. **Lack of Pedagogical Considerations:** Effective education technology should be designed with pedagogy in mind. However, some EdTech solutions focus more on the technology itself rather than on how it can enhance teaching and learning. If the technology does not align with educational goals or fails to engage learners effectively, it may not deliver the desired outcomes.
2. **Insufficient Teacher Training and Support:** Teachers play a crucial role in integrating technology into the classroom. If they lack proper training and ongoing support to effectively use the technology, they may struggle to incorporate it into their teaching practices. Without adequate guidance, teachers might not fully understand the potential benefits of the technology or how to leverage it optimally.
3. **Limited Access and Infrastructure:** Education technology requires access to reliable internet connectivity, devices, and appropriate infrastructure. In many regions, especially in developing countries or underserved communities, there may be a lack of these resources, hindering the widespread adoption of EdTech solutions. Unequal access to technology can exacerbate educational inequalities.
4. **Implementation Challenges:** The successful integration of EdTech often requires careful planning and implementation strategies. Poor execution, resistance to change, or inadequate support from school administrators can hinder the effective use of technology in classrooms. Lack of coordination among stakeholders, such as teachers, administrators, and IT staff, can also impede the adoption and implementation process.
5. **Lack of Personalization and Adaptability:** Education technology should cater to diverse learning needs and preferences. If EdTech solutions are not flexible enough to accommodate individual learners' variations in pace, style, and interests, they may fail to provide personalized learning experiences. One-size-fits-all approaches may not effectively address students' unique requirements.

Talk to ChatGPT on Poe

6. **Insufficient Evidence of Effectiveness:** While many EdTech solutions claim to improve learning outcomes, the evidence base supporting their efficacy may be limited. The lack of rigorous research and evaluation of EdTech tools makes it difficult to gauge their true impact on student learning. Without convincing evidence, educators and institutions may be reluctant to invest in or adopt new technologies.
7. **Cost and Sustainability:** Implementing and maintaining EdTech solutions can be expensive, especially for cash-strapped educational institutions. The cost of purchasing devices, software licenses, and technical support services can strain budgets. Moreover, ensuring the long-term sustainability of EdTech initiatives may be challenging without adequate financial planning and commitment.
8. **Ethical and Privacy Concerns:** Education technology often involves the collection and analysis of student data. Privacy concerns arise when data security measures are insufficient, or when data is used for purposes beyond its intended scope. Concerns about the ethical implications of data usage can lead to resistance and hesitancy among educators, parents, and students.

It is important to note that while education technology faces challenges, it also holds immense potential to transform teaching and learning when designed and implemented thoughtfully, with consideration for pedagogy, teacher support, accessibility, personalization, evidence-based practices, and ethical considerations.

Share

Retry



Why does EdTech fail in the education sector?

1. Lack of pedagogical considerations
2. Insufficient teacher training
3. Limited access and infrastructure
4. Implementation challenges
5. Lack of personalisation and adaptability
6. Insufficient evidence of effectiveness

Generative AI - Student-Driven T&L Tool



Dai, Y., Liu, A., & Lim, C.P. (2023). Reconceptualizing ChatGPT and generative AI as a student-driven innovation in higher education. *Procedia CIRP*.

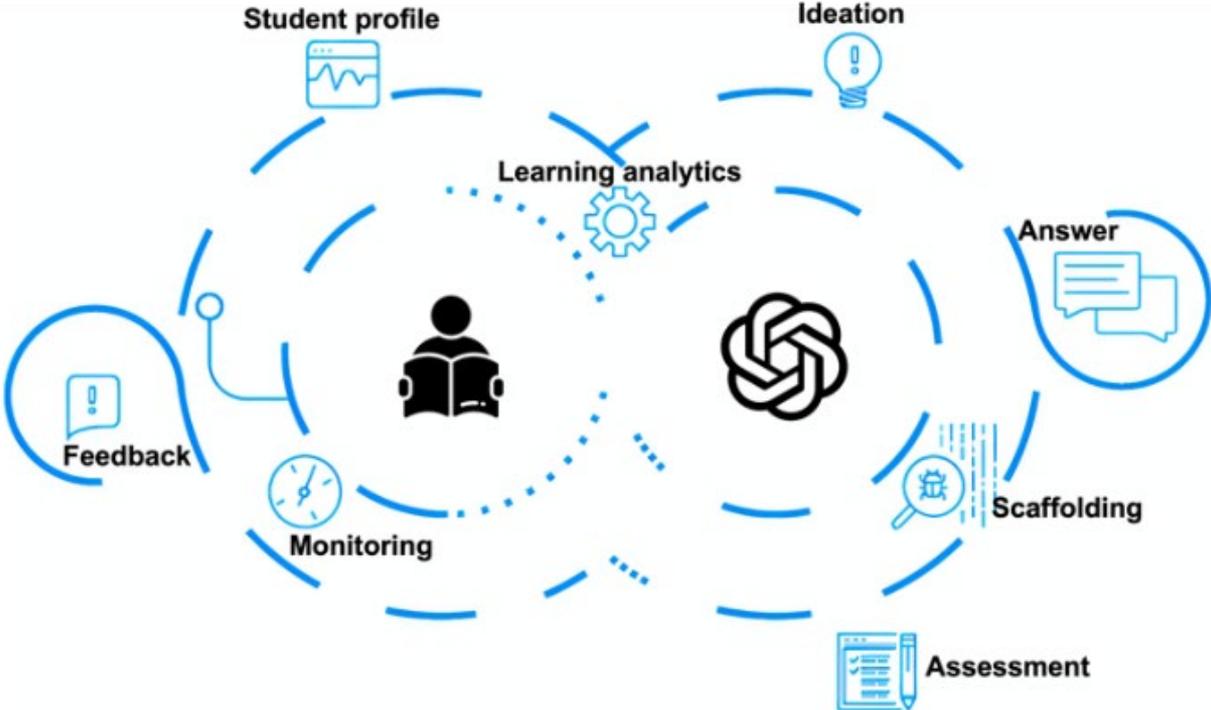
Generative AI - Student-Driven T&L Tool

- ChatGPT is an example of generative AI designed to generate new content rather than analyze or manipulate existing data.
- ChatGPT has a large and steeply increasing user base since its launch in December 2022 with 100 mil users in the first two months and 25 mil daily visits.
- The user interface of ChatGPT is a simple dialogue format that affords conversations initiated and controlled by users.

Question

As ChatGPT empowers students, do students have the capacity to carry out and manage the inquiries? What competencies are needed from students as they plan, organize and personalize their learning process?

Generative AI - Student-Driven T&L Tool



Generative AI - Student-Driven T&L Tool

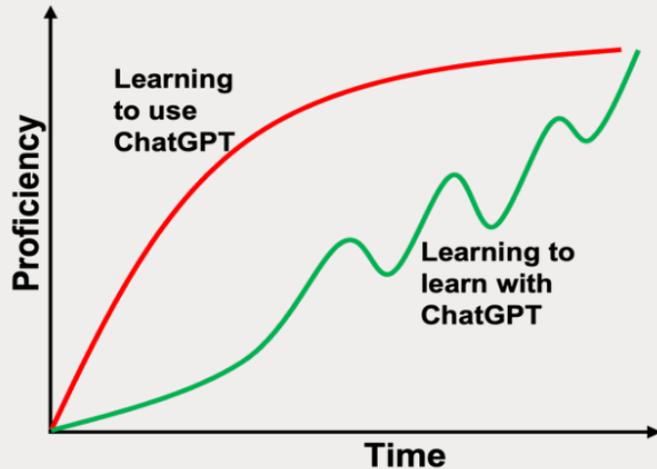
- Learning analytics for personalized learning
- Real-time assistance for customized scaffolding and feedback (learning partner)
- Ideation facilitator
- Enhancing education access and resource for social justice

Question

How can we as teachers/professors design a learning environment to take up the affordances of ChatGPT as an enabler for higher education equity, quality and efficiency?

Generative AI - Student-Driven T&L Tool

- Shifting from learning via ChatGPT to learning with ChatGPT
- Learning to learn with ChatGPT



Question

Do students and teachers/professors know how to learn? How do we scaffold lifelong learning?



03

**Impacts on Higher Education
Curriculum and Assessment**

(Gen)AI in Higher Education T&L

1. **Adaptive:** As a component of intelligent tutoring system, gen-AI provides tailored or adaptive assessments and feedback based on student performance.
2. **Automatic:** AI technologies like ChatGPT can provide just-in-time, almost instantaneous and continuous feedback assessment and evaluation automatically. Rather than stop-and-test, Gen-AI can be built into learning activities for an ongoing analysis of student achievement.
3. **Advanced:** AI can introduce more sophisticated assessment strategies, such as analyzing student responses in natural language, and assessing problem-solving strategies.

(Gen)AI in Higher Education T&L



BREAKING NEWS **LOCAL**

HKU to prohibit use of ChatGPT for homework and other assessments as its use can be considered as potential plagiarism

By [DimsumDaily Hong Kong](#) · 11:49PM Fri February 17, 2023 1637

[f](#) [t](#) [p](#)



Dimsum Daily

The image shows a screenshot of a news article from Dimsum Daily. The article title is "HKU to prohibit use of ChatGPT for homework and other assessments as its use can be considered as potential plagiarism". The byline is "By DimsumDaily Hong Kong · 11:49PM Fri February 17, 2023" with a view count of 1637. There are social media sharing icons for Facebook, Twitter, and Pinterest. Below the text is a photograph of the HKU main building, a large, ornate, light-colored stone structure with multiple towers and arches. The "Dimsum Daily" logo is visible in the bottom left corner of the photo.

THE HONG KONG TIMES **WORLD** LOG IN SUBSCRIBE

Top French university bans use of ChatGPT to prevent plagiarism



Sciences Po, one of France's top universities, is banning all AI based tools. PHOTO: REUTERS

The image shows a screenshot of a news article from The Hong Kong Times. The article title is "Top French university bans use of ChatGPT to prevent plagiarism". The page header includes "THE HONG KONG TIMES", "WORLD", "LOG IN", and "SUBSCRIBE". Below the title is a photograph of the SciencesPo building in Paris, featuring a large arched entrance with a decorative metal grille and a crest above it. The text "SciencesPo." is visible on the building's facade. A small caption at the bottom of the photo reads "Sciences Po, one of France's top universities, is banning all AI based tools. PHOTO: REUTERS".

Can you please explain why some universities ban ChatGPT?

ChatGPT Poe

As an AI language model, I don't have access to real-time information or specific details about recent events. However, as of my last knowledge update in September 2021, there were no widespread bans on using AI language models like ChatGPT in universities. However, it's possible that individual universities or academic institutions may have implemented restrictions or guidelines on the use of AI models for specific reasons. Some potential reasons why a university might consider banning or limiting the use of ChatGPT or similar models could include:

1. **Academic integrity:** Universities have strict policies regarding plagiarism and maintaining academic integrity. If students were using AI models to generate essays or assignments without proper citation or acknowledgment, it could be seen as a violation of these policies.
2. **Unequal access to resources:** AI language models like ChatGPT require substantial computational resources to run effectively. If some students or departments have more access to these resources than others, it could create an imbalance in the educational experience. Universities may implement restrictions to ensure fair access to resources.
3. **Ethical concerns:** AI models are trained on large datasets, which can include biased or unethical content. If universities have concerns about the ethical implications of using AI models without proper oversight or regulation, they may choose to restrict their use.
4. **Misuse and abuse:** AI models can be used for malicious purposes, such as creating fake news, spreading misinformation, or engaging in harmful activities. Universities may ban or limit the use of AI models to prevent such misuse and ensure responsible AI usage.
5. **Lack of human interaction:** Some educators and institutions may argue that relying too heavily on AI models for educational purposes could diminish the importance of human interaction, personalized feedback, and critical thinking skills.



Talk to ChatGPT on Poe



Why do some universities ban ChatGPT?

1. Academic integrity
2. Unequal access to resources
3. Ethical concerns
4. Misuse and abuse
5. Lack of human interaction

Rethinking T&L and Assessment Practices

Guidelines for Specifics Assessments & Instructional Resources:

- 1. Lecture Enhancement:** You can utilize AI-powered tools to create visually engaging presentations, such as interactive graphs, visualizations, or simulations. You can also use AI-based language models to generate real-time examples, case studies, or scenarios to enhance lecture delivery and illustrate concepts effectively.
- 2. Assessments and Exams:** While AI tools can quickly generate a large number of questions, it's important to review and modify these questions as needed and to ensure the level of learning being assessed is appropriate. AI can also be used to create simulations or interactive assignments that require students to apply what they have learned to solve real-world problems. These can be generated by instructors for formative or summative assessments or by students for self-assessment.
- 3. Plagiarism Detection:** Exercise caution while utilizing AI plagiarism detection tools, as their accuracy is not guaranteed and there may be instances where they fail to detect plagiarism. Additionally, be aware that individuals could potentially exploit AI technologies to circumvent detection software. Vigilance and mindful use of these tools is recommended.
- 4. Student Support:** You can integrate AI chatbots or virtual assistants to provide timely and automated responses to common student queries, freeing up instructor time. You can also use AI systems to suggest supplementary resources or personalized study plans based on individual student performance.
- 5. Critical Thinking:** Provide guidance to help students identify biases and misinformation associated with AI. Develop activities that prompt students to participate in iterative, inquiry-based thinking while using AI tools.
- 6. Student Correspondence.** Instructors should consider incorporating language into their emails or email signatures to disclose the use of AI-generated text when communicating with students. For example, "The content of this email might include AI-generated responses; however, they have been examined and confirmed by the sender."

Transforming Curriculum

- **The University of Florida** launched a comprehensive AI across the curriculum initiative in the Artificial Intelligence Academic Initiative Center, known as AI² (AI squared), to guide the university's re-accreditation process and its comprehensive five-year work plan, specifically focusing on integrating AI into the curriculum.
- **University of Auckland**, also initiated the curriculum transformation framework in facing of the evolving landscape of Gen-AI.

Research Supervision

Dai, Y., Lai, S.C., Liu, A., & Lim, C.P. (In Press). ChatGPT and its impact on research supervision: Insights from Australian postgraduate research students. *The Australasian Journal of Educational Technology*.

Research Supervision

- Accelerated research progress, enhanced research quality, improved scholarly development and professional skills, enhanced critical thinking, increased student confidence and autonomy, and a deeper supervisory relationship.
- Shift in the roles and responsibilities of supervisors and students: the former provides strategic direction and high-level guidance, while the latter transits from apprentices to autonomous researchers due to the independence fostered by ChatGPT.

Research Supervision

- Strike a balance between utilizing AI for productivity and preserving the integral human endeavours of research, which includes iterative ideation, investigation, and communication of innovative knowledge.
- Develop robust ethical guidelines and safeguards to ensure the responsible and fair use of these powerful tools.



04

Institutions' Responses to Gen-AI

University of Toronto - Policy

At the University of Toronto, we remain committed to providing students with transformative learning experiences and to supporting instructors as they adapt their pedagogy in response to this emerging technology.

While many generative AI systems have recently become available, ChatGPT is currently the most prominent, garnering worldwide media attention. This is an AI tool that uses predictive technology to create or revise written products of all kinds, including essays, computer code, lesson plans, poems, reports, and letters. The products that the tool creates are generally of good quality, although they can have inaccuracies. We encourage you to try the system to test its capabilities and limitations.

University of Toronto - Capacity Building for Staff

1. Workshops
2. Guidelines: related to academic integrity and the use of AI generative tools
3. Recourses recommendation: webinar recording videos, readings
4. Manpower support: Services offered by the library to support teaching and research

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Home Contact What We Offer

Home » Events

This Month October 2023

SUN	MON	TUE	WED	THU
+	1	2 FAS Teaching & Learning Community of Practice 2023-24: Teaching and Assessment in the Age of Generative AI 12:00 pm - 1:00 pm	3 Designing a Scholarship of Teaching and Learning (SoTL) Project 10:00 am - 12:00 pm	4 Microteaching (Online) 1:00 pm - 4:00 pm CEL Course Development Workshop 1: The Fundamentals of CEL 1:00 pm - 2:30 pm

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10 Things You Should Know About Generative AI For Fall 2023

What is Generative AI? Generative AI is a branch of artificial intelligence that can generate new content, such as text, computer code, images, or music. It uses algorithms to learn patterns from existing data and then ...

Generative Artificial Intelligence In The Classroom

What is Generative Artificial Intelligence and what application does it have for classroom instruction & learning? Tools that leverage Generative Artificial Intelligence (AI) and Large Language Models to generate new code or tex ...

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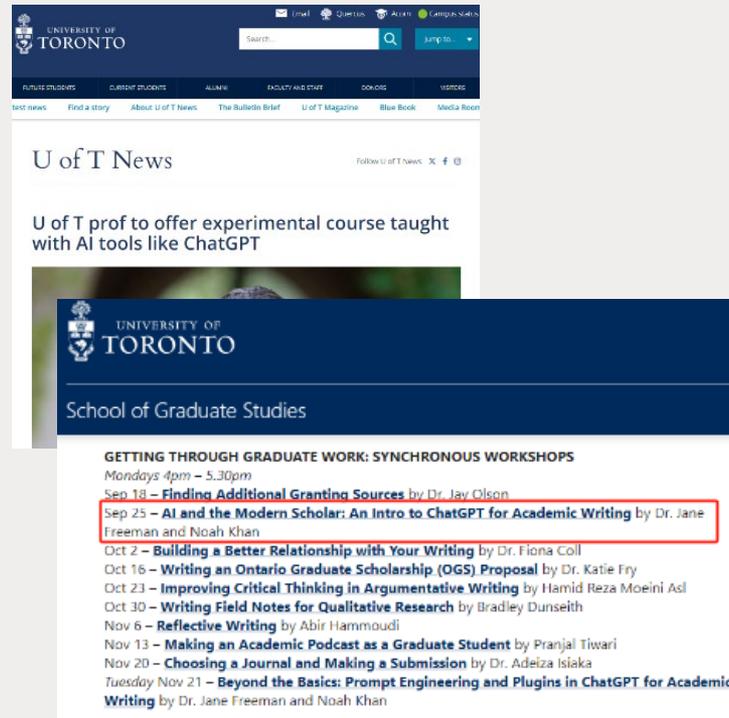
Home » Resources » Generative Artificial Intelligence in the Classroom

Additional supports for Instructors

- The Office of the Vice-Provost, Innovations in Undergraduate Education, has issued a [resource page on ChatGPT and generative AI in the classroom](#). This resource includes a FAQ section that addresses a variety of questions, including the use of AI-detectors such as GPTZero.
- Connect with your [Liaison Librarian](#) as early as possible in your course. This assistance ensures you are taking a proactive, educational approach to designing assessments that make use of library resources – meet with them:
 - For planning your assignments.
 - For in-class presentations customized to your assignments addressing the information skills your students will need to be successful in your course.
- Integrate a divisional [writing centre](#) and its student supports into your course to ensure students are taught appropriate research writing and referencing/citation for your discipline.
- Regularly remind students of writing centre supports and the value of engaging with their support staff to build one's confidence in research and writing.

University of Toronto - Student Support

1. Experimental course: The course will utilize cutting-edge technologies such as generative AI and large language models
2. Workshops: to demystify ChatGPT and explores some of its potential uses in academic writing
3. Guidelines: related to academic integrity and the use of AI generative tools
4. Recourses recommendation: webinar recording videos, readings
5. Manpower support: speak with a librarian or consult the course instructor



The image shows a screenshot of the University of Toronto website. The top navigation bar includes the university logo, a search bar, and links for 'Future Students', 'Current Students', 'Alumni', 'Faculty and Staff', 'Donors', and 'Visitors'. Below the navigation bar, there is a 'U of T News' section with a sub-header 'U of T prof to offer experimental course taught with AI tools like ChatGPT'. Below this, there is a 'School of Graduate Studies' section with a sub-header 'GETTING THROUGH GRADUATE WORK: SYNCHRONOUS WORKSHOPS'. A list of workshops is displayed, with the following text highlighted in a red box: 'Sep 25 - AI and the Modern Scholar: An Intro to ChatGPT for Academic Writing by Dr. Jane Freeman and Noah Khan'.

UNIVERSITY OF TORONTO

U of T News

U of T prof to offer experimental course taught with AI tools like ChatGPT

School of Graduate Studies

GETTING THROUGH GRADUATE WORK: SYNCHRONOUS WORKSHOPS

Mondays 4pm - 5:30pm

Sep 18 - [Finding Additional Granting Sources](#) by Dr. Jay Olson

Sep 25 - [AI and the Modern Scholar: An Intro to ChatGPT for Academic Writing](#) by Dr. Jane Freeman and Noah Khan

Oct 2 - [Building a Better Relationship with Your Writing](#) by Dr. Fiona Coll

Oct 16 - [Writing an Ontario Graduate Scholarship \(OGS\) Proposal](#) by Dr. Katie Fry

Oct 23 - [Improving Critical Thinking in Argumentative Writing](#) by Hamid Reza Moieni Asl

Oct 30 - [Writing Field Notes for Qualitative Research](#) by Bradley Dunseith

Nov 6 - [Reflective Writing](#) by Abir Hammoudi

Nov 13 - [Making an Academic Podcast as a Graduate Student](#) by Pranjali Tiwari

Nov 20 - [Choosing a Journal and Making a Submission](#) by Dr. Adeiza Isliaka

Tuesday Nov 21 - [Beyond the Basics: Prompt Engineering and Plugins in ChatGPT for Academic Writing](#) by Dr. Jane Freeman and Noah Khan

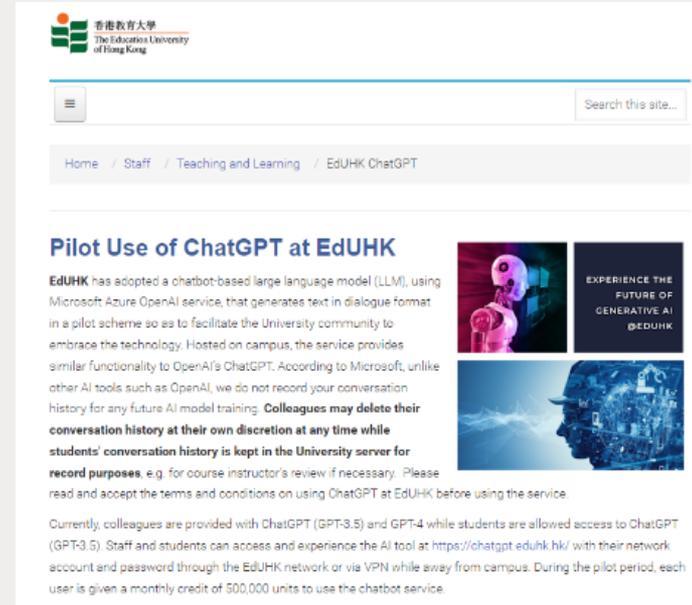
Education University of Hong Kong - Policy

The Education University of Hong Kong (EdUHK) released a set of pedagogical approaches on the use of Artificial Intelligence (AI)-enabled generative tools, encouraging faculty to enhance learning and teaching quality through the use of the new technology in May 2023.

Considering that these tools can be instrumental in nurturing independent and innovative thinking, the University strives to guide students to use them with a positive attitude. Students may make use of AI-enabled generative tools in their coursework, as long as they make a declaration and articulate their reflections during the learning process.

EdUHK - Capacity Building of Staff

1. Guidelines and sharing session of guidelines for colleagues, with proposed pedagogical approaches on AI-tools
2. Pilot use of ChatGPT-4 for staff
3. Open resources online, readings and webinar recording videos



The screenshot shows the EdUHK website page for 'Pilot Use of ChatGPT at EdUHK'. The page header includes the EdUHK logo and navigation links: Home / Staff / Teaching and Learning / EdUHK ChatGPT. The main content area features a title 'Pilot Use of ChatGPT at EdUHK' and a detailed announcement. The announcement text states that EdUHK has adopted a chatbot-based large language model (LLM) using Microsoft Azure OpenAI service. It highlights that the service is hosted on campus and provides similar functionality to OpenAI's ChatGPT. A key point is that conversation history is not recorded for AI model training, and colleagues can delete their history at any time. It also notes that students' conversation history is kept on the university server for record purposes. The page includes two images: one of a person's head with a glowing brain and another of a person's head with a glowing brain and a hand pointing at a screen. The footer of the page mentions that colleagues are provided with ChatGPT (GPT-3.5) and GPT-4, while students are allowed access to ChatGPT (GPT-3.5). Staff and students can access the AI tool at <https://chatgpt.edu.hk/> with their network account and password through the EdUHK network or via VPN while away from campus. During the pilot period, each user is given a monthly credit of 500,000 units to use the chatbot service.

EdUHK - Student Support

1. Workshops and seminars related to ChatGPT
2. Pilot use of ChatGPT-3.5 for students
3. Recourses recommendation



The poster features the EdUHK logo on the left. The main text is in bold black font. The top right corner has a black dashed border containing a silhouette of a person's head with a glowing blue brain and circuitry, set against a starry space background. The bottom right corner shows a stylized cityscape with green trees.

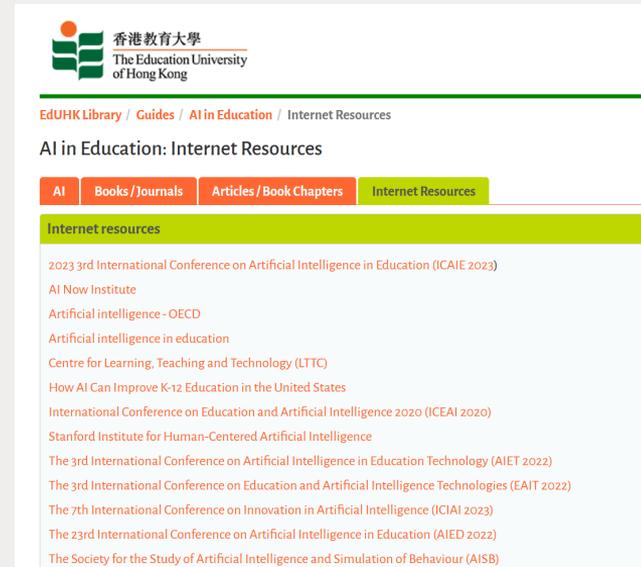
香港教育大學
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For all academic/teaching staff and students of EdUHK

17 March 2023
12:30 – 1:15 pm
Online through Zoom | English

.....

**Navigating the Future of
Education with ChatGPT:
Perspectives from Singapore**



The screenshot shows the EdUHK Library website. The header includes the EdUHK logo and name. Below the header is a navigation bar with links for 'EdUHK Library', 'Guides', 'AI in Education', and 'Internet Resources'. The main content area is titled 'AI in Education: Internet Resources' and features a list of resources under a green 'Internet Resources' tab.

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EdUHK Library / Guides / AI in Education / Internet Resources

AI in Education: Internet Resources

AI Books / Journals Articles / Book Chapters Internet Resources

Internet resources

- 2023 3rd International Conference on Artificial Intelligence in Education (ICAIE 2023)
- AI Now Institute
- Artificial intelligence - OECD
- Artificial intelligence in education
- Centre for Learning, Teaching and Technology (LTTTC)
- How AI Can Improve K-12 Education in the United States
- International Conference on Education and Artificial Intelligence 2020 (ICEAI 2020)
- Stanford Institute for Human-Centered Artificial Intelligence
- The 3rd International Conference on Artificial Intelligence in Education Technology (AIET 2022)
- The 3rd International Conference on Education and Artificial Intelligence Technologies (EAIT 2022)
- The 7th International Conference on Innovation in Artificial Intelligence (ICIAI 2023)
- The 23rd International Conference on Artificial Intelligence in Education (AIED 2022)
- The Society for the Study of Artificial Intelligence and Simulation of Behaviour (AISB)



05

**Holistic Approach Towards
Higher Education Innovations
and Digital Technologies**

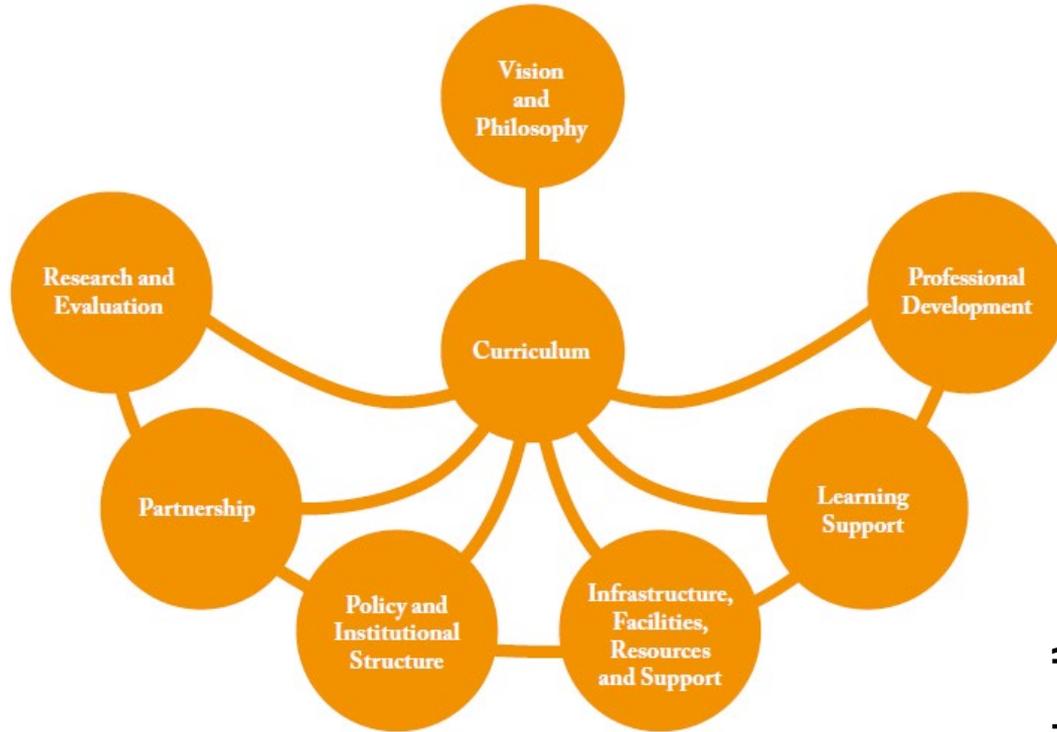
Issues and Challenges

- Lack of scale: Isolated promising practices
- Lack of capacity of teachers to engage in teaching and learning innovations
- Lack of capacity of students to learn to learn with technologies
- Lack of institutional understanding and support
- Lack of partnerships and collaborations

Issues and Challenges

- Introducing an innovation requires simultaneous innovations in pedagogy, curriculum, assessment, and institutional organization.
- The changes caused by the interactions between digital technologies and the institution system not only determine how technologies are adopted, but also affect the operation of the institutional system.
- Therefore, the dynamic co-adaptation and co-evolution of students, teachers, institutional leaders, and other stakeholders with technologies and the system determines whether the opportunities of technologies for engaging students can be realized in higher education.

Holistic Approach Towards HE Innovations

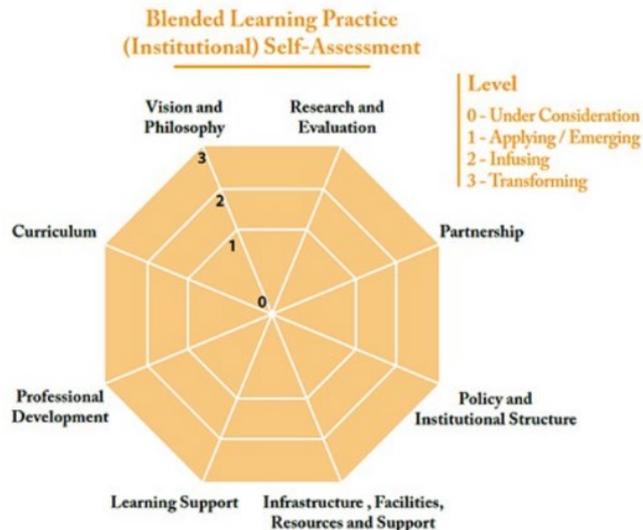
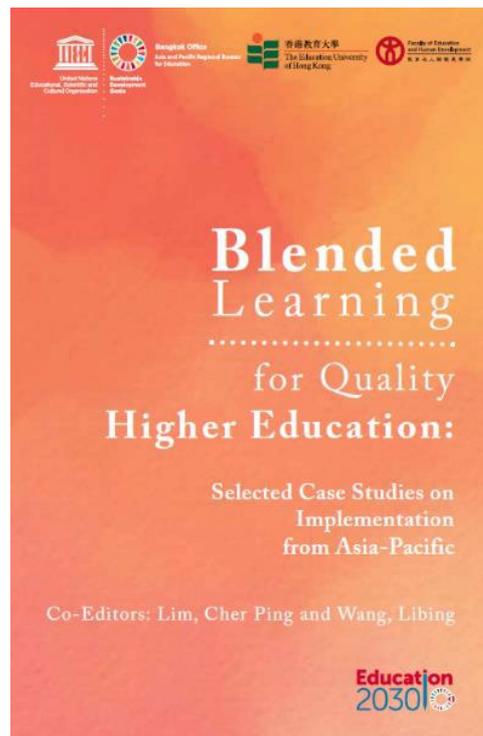


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Faculty of Education
and Human Development
教育及人類發展學院

Holistic Approach Towards HE Innovations

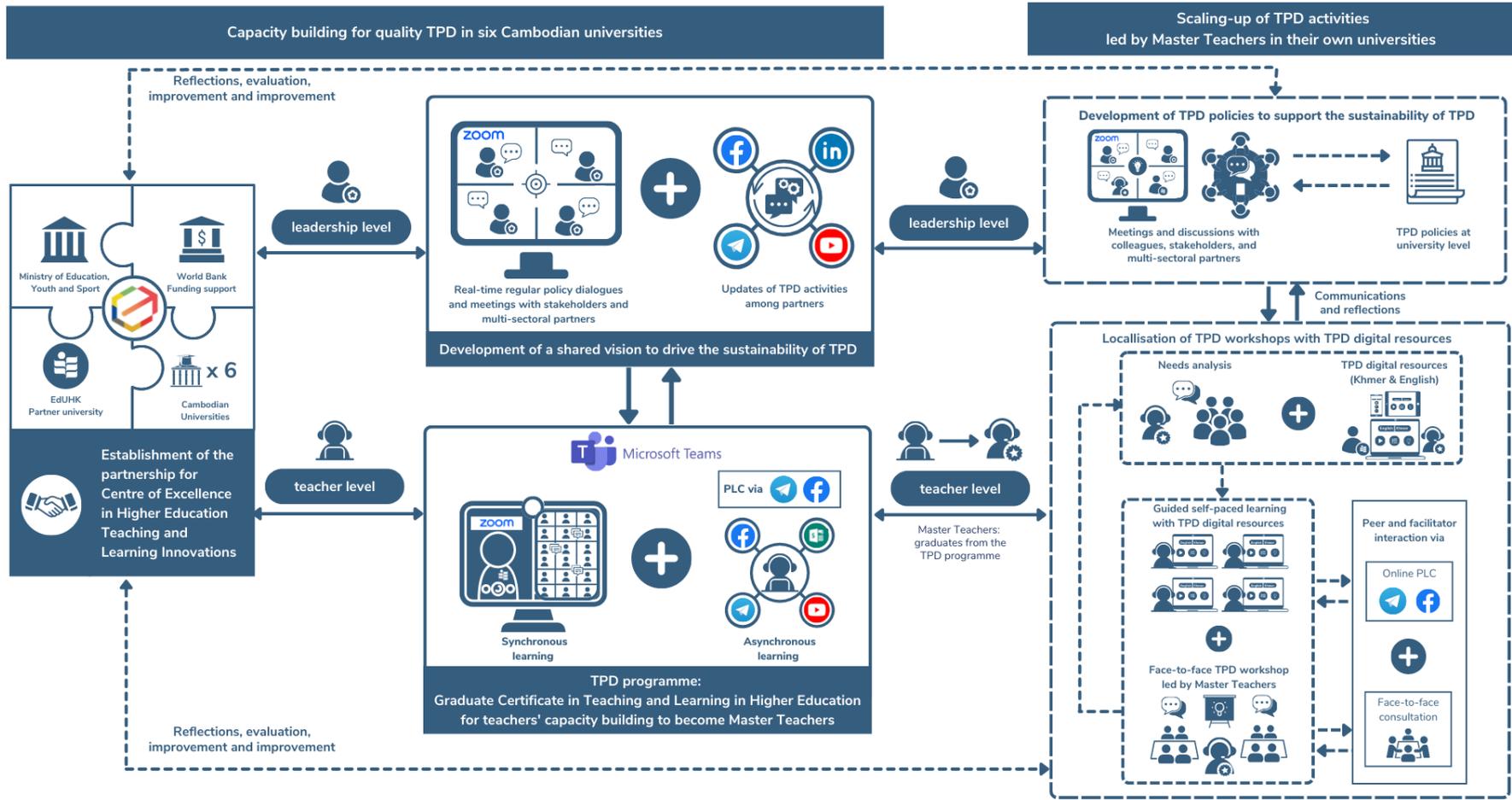


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Volume 37, April 2018

ISSN: 1096-7516

THE INTERNET AND HIGHER EDUCATION

Editors-in-Chief: V.P. Dennen and C.P. Lim



Thank You!

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