Things have changed

PROACTIVE CONSUMER

PRODUCER CONSUMER

PROFESSIONAL CONSUMER

PROGRESSIVE CONSUMER THAT IS MORE PROACTIVE, PASSIONATE AND POWERFUL

HIGHER EDUCATION

Higher Education is moving a new digital era. Find out mo

NEWS OPINION BUSINESS REVIEW NATIONAL AFFAIRS SPORT TECHNOLOGY ARTS EXEC

HIGHER ED NEWS | OPINION | HIGH WIRED | INTERNATIONAL STUDENTS | UNIVERSITY RANKINGS | APPOINTMENTS | LETTERS

Life as a prosumer in the post-industrial economy

March 2014

TOBY MILLER | THE AUSTRALIAN | MARCH 25, 2014 12:00AM

SAVE

COCA-COLA hires African Americans to drive through the inner city, selling soda and incarnating hip-hop.

AT&T pays San Francisco buskers to mention the company in their songs. Urban performance poets rhyme about Nissan cars for cash, simultaneously hawking, entertaining, and researching.

subway's sandwich commercials are marketed as made by teenagers. Cultural-studies majors become designers.

Graduate students in New York and Los Angeles read scripts for producers, then pronounce on whether they tap into audience interests.

Say hello to the Netflix Generation

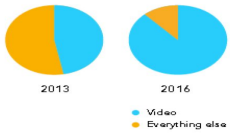
Online video is taking the world by storm, and today's students are the biggest consumers of online video content – they're the 'Netflix Generation'. These students have grown up in a world where video is available instantly, on-demand, and on any device.

In this eBook we outline how video is changing the internet and why educational institutions need to take note, share a few simple strategies for leveraging online video for learning, and give an overview of the technology that's making this all possible.

Video is eating the internet

Video now accounts for 43% of all online traffic – and Cisco predicts that by 2016, this number will rise to over 64% (source).

Online video has become such an important part of the web that it's even getting political – with net neutrality, and its impact on the delivery of online video, being hotly debated by the public and the FCC throughout 2014. Every day, 82 million Americans watch 1.2 billion videos online (source), and this growth shows no sign of slowing.



New Paradigm for Teaching and Learning in the 21st Century

Corwin, 2010

Partnership pedagogy is a framework in which:

- Digitally literate students specialize in content finding, analysis, and presentation via multiple media
- Teachers specialize in guiding student learning, providing questions and context, designing instruction, and assessing quality
- Administrators support, organize, and facilitate the process schoolwide
- Technology becomes a tool that students use for learning essential skills and "getting things done".

McKinsey&Company

McKinsey Global Institute

May 2013

Disruptive technologies: Advances that will transform life, business, and the global economy

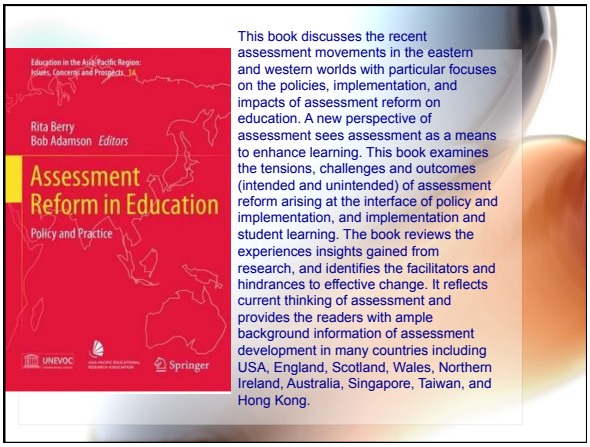
WORLD ECONOMIC FORUM

COMMITTED TO IMPROVING THE STATE OF THE WORLD

Education and Skills 2.0: New Targets and Innovative Approaches

2014

	Web 1.0	Web 2.0	Web 3.0
Meaning is...	Dictated	Socially constructed	Socially constructed & contextually reinvented
Technology is...	Confiscated at the classroom door (digital refugees)	Cautiously adopted (digital immigrants)	Everywhere (digital universe)
Teaching is done...	Teacher to student	Teacher to student & student to student	Teacher to student, student to student, & student to teacher
Schools are located...	In a building	In a building or online	Everywhere & thoroughly infused into society
Parents view schools as...	Daycare	Daycare	A place for them to learn, too
Teachers are...	Licensed professionals	Licensed professionals	Everybody, everywhere
Hardware & software in schools...	Are purchased at great cost and ignored	Are open source and available at lower cost	Are available at low cost and are used purposively
Industry views graduates as...	Assembly line workers	As ill-prepared assembly line workers in a knowledge economy	As co-workers or entrepreneurs



Concerns about Assessment

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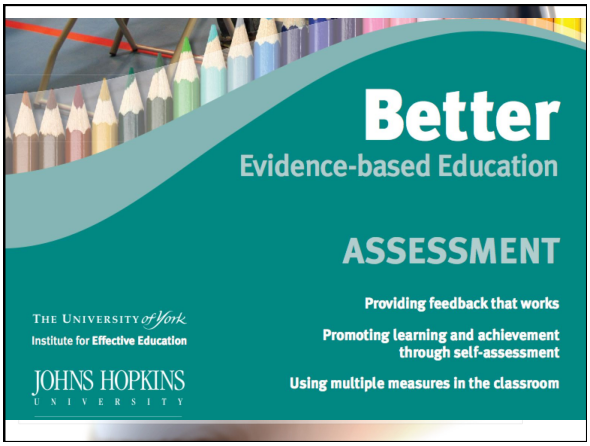


An evidence-based approach to teaching and learning

Michele Bruniges

Department of Education and Training, Australian Capital Territory

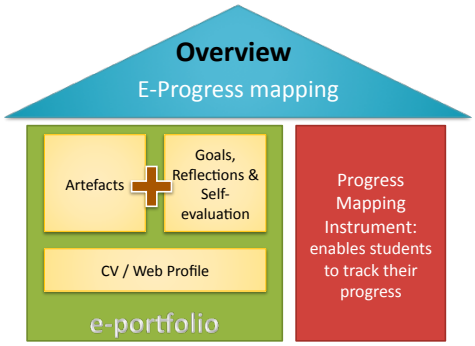
Michele Bruniges (Dip T., Grad Dip Ed Studies., M.Ed. Ph.D.) has experience teaching in both primary and secondary schools. She has also held the positions of Senior Curriculum Adviser, Assessment and Reporting, Chief Education Officer, Mathematics and Assistant Director of School Assessment and Reporting for the NSW Department of Education and Training.

A Greek philosopher might suggest that evidence is what is observed, rational and logical; a Fundamentalist – what you know is true; a Post Modernist – what you experience; a Lawyer – material which tends to prove or disprove the existence of a fact and that is admissible in court; a Clinical Scientist – information obtained from observations and/or experiments; and a teacher – what they see and hear.

The past decade has seen a high level of engagement and commitment by Australian schools to the collection, analysis and interpretation of information about students to inform teaching and learning. Rapid changes in society, economics and technology, the increased demand for accountability, and the need to prepare all students to include teacher observation, tests, peer assessment and practical performance – and constitutes the information and data that is used to gauge the educational attainment and progress of individuals; groups; and cohorts; and increasingly, the effectiveness of programs and performance of educational systems.

Information and assessment data are increasingly used for multiple purposes, including national and international comparisons of standards of learning and educational attainment (Timmins, 2004). Increased pressures at a local level to meet accountability requirements, and to deliver improved results across the cohort have 'put data to an increasing array of use' (Timmins, 2004, p. 2) in schools.

Example of Evidence-Based Project in HK



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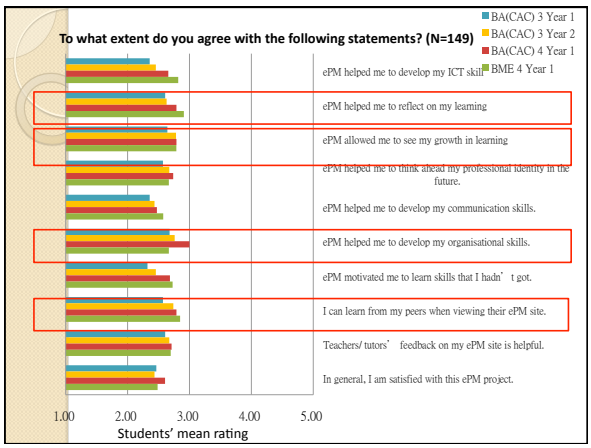
STUDENTS' OUTPUTS

(SEE ASSOCIATED FILE)

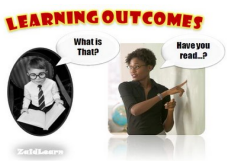
Sample Reflection Questions

- What are the learning targets or goals of your artefacts?
- What did you specifically do? What actions were involved? What enabled you to accomplish the activity?
- What, if anything, did you learn from the event or activity? What were the results or outcomes of the activities? Did you accomplish your goals? Why or why not?
- If you were to do the activity again, what, if anything, would you change about it and why?
- What, if anything, did you learn by reflecting on this activity or event?

back



- Students are more aware of their own competencies (e.g. reflective thinking, organisation, ICT skills and professional identity) through EPM website building.
- Students have increased their understanding of their programme learning outcomes.



- Sharing and learning amongst different kinds of arts students in their respective community (e.g., video files, essays, art works) have increased through the implementation of EPM project.
- Students' ICT skills, including video and audio clip processing, and communication skills have improved.

Students gained learning skills in reflection and ICT

Preliminary evidence of establishment of students' professional identity is found

Achieved

Student achievements collected for their career development and job applications

Disseminated the concept of possessing a personal knowledge-skills evidence collection with reflections and self-evaluation for professional career goals

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THE iHUB

TeknoDida Presentation
April 2015

"Vision without action is a daydream, but action without vision is a nightmare"
Japanese proverb

The *iHUB*

Innovative Technology Enhancing Learning in the Performing Arts

HKAPA Strategic Plan

Innovative Technology Rich Learning (Spaces) in the Performing Arts

PHYSICAL LEARNING SPACES	VIRTUAL LEARNING SPACES
Classrooms, Performance, Tutorial, Informal Spaces, Library, Technical Infrastructure	Learning Management System, Video, eProgress Mapping (ePM / Student Portfolio and Personal Learning Environment), Student Portal, Mobile

WHY?

THE BIG PICTURE

"Enhance the Academy's engagement with new technologies to enrich educational opportunities for students, to enhance international engagement and to improve operational efficiency and data management and analysis". (P. 15)

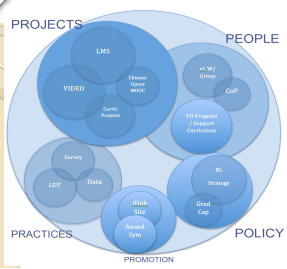
Reference - *A Performing Arts Academy for 21st Century Asia, HKAPA Strategic Plan 2013 – 2023*"

http://www.hkapa.edu/epook/Strategic-Plan/HTML

An Asian Heart, A Global View

TECHNICAL – IT Management & System Development Team is responsible for Learning Management System support, Learning Management System development, Mobile Development and collaborating on training for teachers, technical programming.	ENABLE TEAM NEED Technical Help?
MEDIA - Media Design & Production Team is responsible for e-course media development, (print, web, video, animation) support for on-line course delivery, audio-visual equipment support, on-line repository and advice on learning space and its design.	EXPAND TEAM NEED Graphic Design Help?
PEDAGOGICAL - Educational Design, Research & Evaluation Team is responsible for pedagogical design and training, evaluation support, quality assurance and research on emerging technology for performing arts education.	ENRICH TEAM NEED Pedagogical help?

iHub PLANNING



PLAN

THE BIG PICTURE

iPAT

*The overarching approach of **Intelligent Pedagogy/Practice with Applied Technology** (iPAT) aligns with the strategic intention of the Academy to develop an eLearning culture with consideration for thoughtful and intelligent learning design that values the context of performing arts education as distinctive and unique, and the deliberate application of technology for the enhancement of the quality of teaching, learning and assessment.*

E-portfolio; e-Progress mapping and tracking; Video analysis; Video conferencing; MOOCs; iLectures; blended learning; mobile learning etc.

ARTS
谢谢!
Thank You!
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香港演藝學院