

Strategic Use of e-Reading Resources, IT Tools and Innovative Pedagogies to Enhance Student e-Reading and Reading Motivation in English Language (Refreshed)

A 6-hour refresher training course
commissioned by EDB

delivered by

Centre for Learning Sciences and Technologies (CLST)
The Chinese University of Hong Kong

Session 1 of 2 (June 22 , 2021)

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The Chinese University of Hong Kong



參加對象

所有小學英國語文科教師及圖書館主任（歡迎有興趣的教師、

活動目標

本課程旨在介紹如何靈活運用電子閱讀資源、資訊科技工具及

活動詳情

1. 概述與閱讀相關的教學設計；
2. 設計電子閱讀活動的基本原則；
3. 使用合適的電子學習工具設計及進行電子閱讀活動；
4. 促進使用現有的電子閱讀資源與平台；
5. 適用於英國語文科電子閱讀活動的電子學習工具；
6. 個案研究：英國語文科的電子閱讀活動計劃；及
7. 其他電子閱讀活動的創新教學法。

講授語言

粵語輔以英語



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2021

VS

2001



Until the first few years after 2000

READING



WRITING



TODAY

READING



WRITING



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"Go on then, go home.", Scrooge said and they quickly left before he changed his mind.



As soon as Scrooge fell asleep there came a voice from out of the blue. "Magic? Magic? I can help with that!" "Hello!", it said, "I'm Tom and I'm here to help you. I'm going to send three friends who can show you the way to care and share and enjoy Christmas Day!"



Scrooge went back to his lonely home. It was going to take something amazing, something really magical to help Scrooge love anything apart from his gold.



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Course Objectives

- (a) **search, select, adapt and tailor-make** e-reading resources for English Language;
- (b) understand the use of **e-library** and **multimedia information system** of LCSD, **e-book platform of HKEdCity** and other **reading resources** on the Internet;
- (c) understand the use of simple and **practical IT tools** for e-reading activities in English Language (e.g. search engine, websites with language learning resources, online dictionary, online discussion forum, learning management system (LMS), collaboration tools, multimedia presentation tools, video recording tools, flipped learning tools and other relevant tools);
- (d) understand the learning opportunities, features, **strength and limitations** of e-reading resources and IT tools for reading activities;



Course Objectives

- (e) understand the essential elements in the **design of e-reading activities** (including reading activity in and out of lessons e.g. reading scheme, cross-curricular projects and RaC, etc.) in consideration of the pedagogy and connection with the curriculum of English Language from the case study of exemplars for primary and secondary school students;
- (f) **create and modify** simple design of reading activities by using various e-reading resources, IT tools and innovative pedagogies;
- (g) **monitor and evaluate** the reading progress of students and provide quality feedback to enhance learning and teaching effectiveness by using appropriate IT tools; and
- (h) integrate the **subject knowledge** of English Language and IT to broaden students' reading, guide students to master reading



Assignment

- Throughout the 2 sessions, you will be invited to browse certain e-Reading resources, applications, ideas, and try out some e-Reading activities.
- On the **Worksheet** given, respond to the tasks assigned, take notes on the resources and ideas that are of particular interest to you and which you would want to follow up on after this course.
- Submit your completed worksheet to the course instructors at the end of each session, while keeping one copy for yourself.



2 strands of
e-Reading to be
covered in this course

Session 1 (June 22)

Extensive
e-Reading

Session 2 (June 29)

Intensive
e-Reading

Task 0

Download 'Worksheet' from 'labshare'

Rundown of this session

Take a poll on Your experience with e-Reading



Reading in the HK School curriculum: New developments



Why e-Reading?



Resources for Extensive e-Reading



Courseware platforms for Extensive e-Reading



Ideas for promoting e-Reading among students



Rundown of this session

Take a poll on Your experience with e-Reading



Reading in the HK School curriculum: New developments



Why e-Reading?



Resources for Extensive e-Reading



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Ideas for promoting e-Reading among students



Take the poll

- <https://forms.gle/h6YC9Q4v9KZppLd69>



Rundown of this session

Take a poll on Your experience with e-Reading



Reading in the HK School curriculum: New developments



Why e-Reading?



Resources for Extensive e-Reading



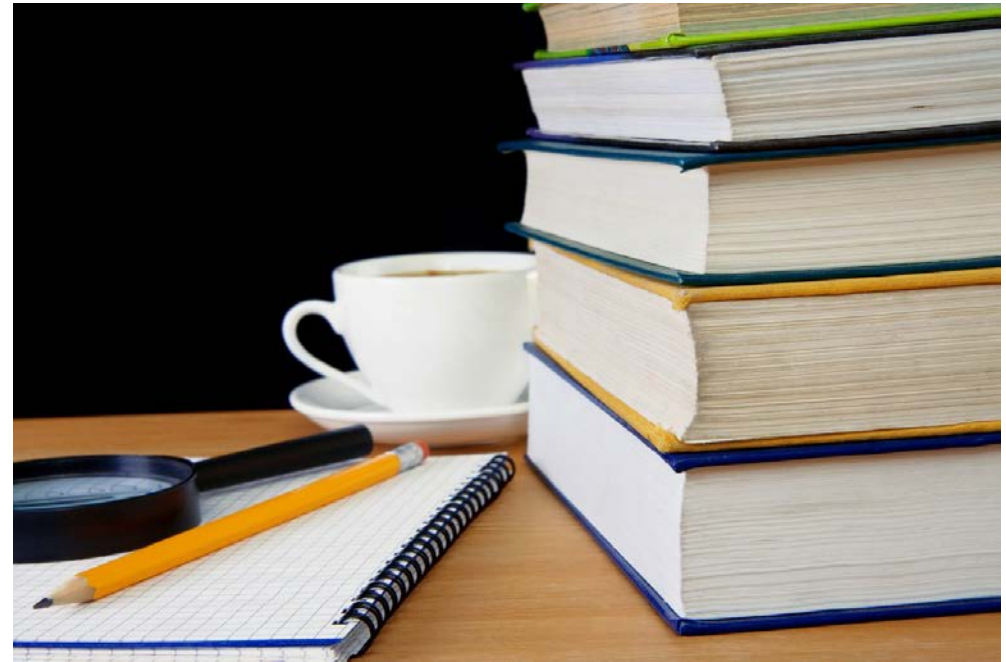
Courseware platforms for Extensive e-Reading



Ideas for promoting e-Reading among students



Reading in the Hong Kong School Curriculum



Curriculum Development and Documents

<https://www.edb.gov.hk/en/curriculum-development/list-page.html>

Curriculum Development

Topic Highlights	+
Curriculum Development Council	+
Task Force on Review of School Curriculum	+
Ongoing Renewal of the School Curriculum	+
The School Curriculum Framework	+
Major Levels of Education	+
Curriculum Areas	+
Subjects under the 8 Key Learning Areas	+
Key Learning Areas	+
Cross Disciplinary Subjects/Areas	+
Seven Learning Goals	+
Four Key Tasks	-
<ul style="list-style-type: none">● Moral and Civic Education● Reading to Learn● Project Learning● Information Technology for Interactive Learning	

Reading to Learn

<https://www.edb.gov.hk/en/curriculum-development/4-key-tasks/reading-to-learn/index.html>

Reading to Learn



- [Relevant Documents and Circulars](#)
- [What's New](#)
- [Teaching Kits & Resource Kits](#)
- [Theme-based Reading](#)
- [Resources on Reading & Learning](#)
- [Reading Fair / World Book Day Fest / Joyful Reading Carnival](#)
- ["Book Works Reading Site" \(Request for the school administrator password of "Book Works Reading Site"\)](#)
- [Seminars & Training Programmes](#)
- [Links](#)
- [Promotion of Reading Grant / Promotion of Reading Grant for Kindergartens](#) 🌟
- [Summer Reading Programme](#)

Relevant Documents and Circulars

<https://www.edb.gov.hk/en/curriculum-development/4-key-tasks/reading-to-learn/list-of-ref-doc/index.html>

Reading to Learn – Relevant Documents and Circulars

Curriculum Reform and Curriculum Guides

Curriculum Development Council. (2017). Booklet 6B: Reading to Learn: Towards Reading across the Curriculum. *Senior Secondary Curriculum Guide*. Hong Kong: Curriculum Development Council.

Curriculum Development Council. (2014). 3B: Reading to Learn. *Basic Education Curriculum Guide : To Sustain, Deepen and Focus on Learning to Learn (Primary 1-6)*. Hong Kong : Curriculum Development Council.

Curriculum Development Council. (2009). Booklet 6: Quality Learning and Teaching Resources – Facilitating Effective Learning. *Senior Secondary Curriculum Guide: The Future is Now: from Vision to Realisation (Secondary 4-6)*. Hong Kong: Curriculum Development Council.

Letter from former Permanent Secretary for Education and Manpower on "Promotion of Reading Culture in School," 02 Sept 2002.

Curriculum Development Council. (2002). 7: Quality Learning & Teaching Resources & School Library Development. *Basic Education Curriculum Guide: Building on Strengths (Primary 1 - Secondary 3)*. Hong Kong : Curriculum Development Council.

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I. Basic Education Curriculum Guide (Primary 1 - 6) (2014)

<https://cd.edb.gov.hk/becg/english/index-2.html>

[List of Abbreviations](#)

[Preamble](#)

[Chapter 1 Direction of Schools' Curriculum Development - Balanced Development, Continuous Enhancement](#)

[Chapter 2 Whole-school Curriculum Planning – Curriculum Planning and Effective Use of Resources](#)

[Chapter 3 Four Key Tasks – Achieving Learning to Learn — Overview](#)

[Chapter 3A Moral and Civic Education](#)

[Chapter 3B Reading to Learn](#)

[Chapter 3C Project Learning](#)

[Chapter 3D Information Technology for Interactive Learning](#)

[Chapter 4 Effective Learning and Teaching](#)

[Chapter 5 Assessment](#)

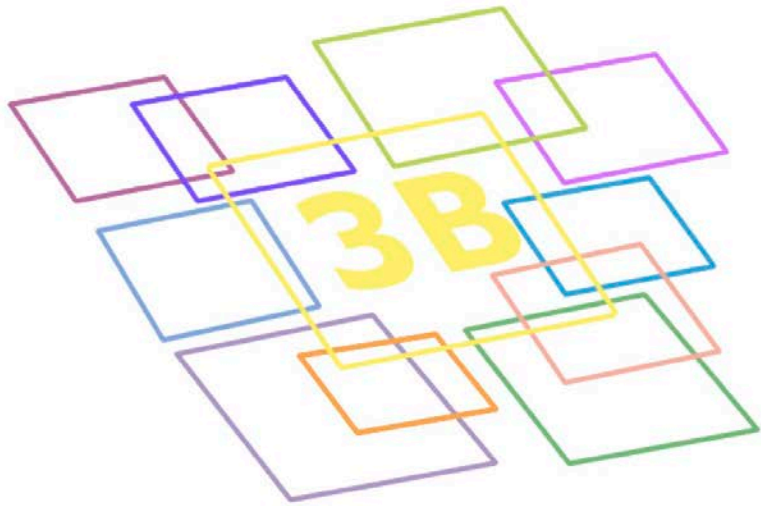
[Chapter 6 Life-wide Learning](#)

[Chapter 7 Quality Learning and Teaching Resources and School Library Development](#)

[Chapter 8 Meaningful Homework](#)

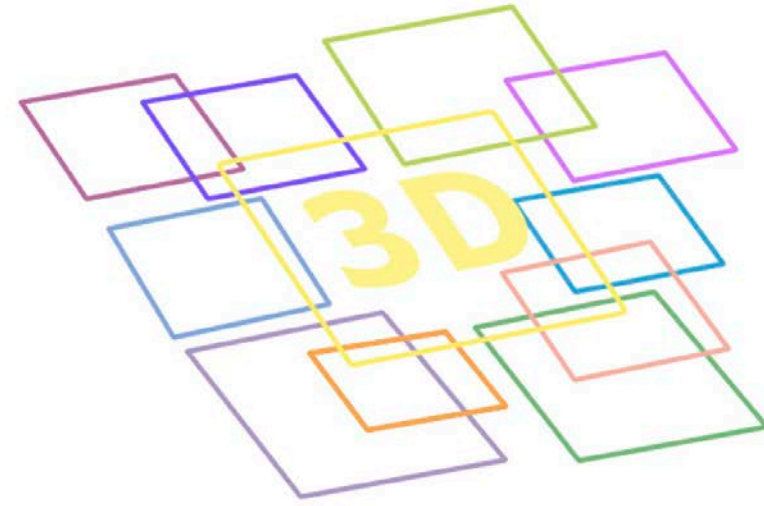
[Chapter 9 Interfaces at Various Key Stages](#)

[Chapter 10 Continuing Professional Development](#)



Four Key Tasks – Achieving Learning to Learn

Reading to Learn



Four Key Tasks – Achieving Learning to Learn

Information Technology for Interactive Learning

3.5.1.4 Teachers



For Reflection and Action

- Apart from Chinese and English teachers, how can teachers of other subjects further promote “Reading to Learn”?
- What is your role in promoting reading among students?

Role of a teacher

- All teachers should regard promoting “Reading to Learn” as one of their responsibilities and help students learn better through:
 - ◆ Being a role-model of reading widely and effectively with reflections;
 - ◆ Encouraging students to read a wide range of Chinese and foreign reading materials and providing them with quality reading materials that are relevant and interesting to them; and
 - ◆ Providing timely feedback and encouragement based on students’ reading performance.
- Language teachers should understand students’ use of reading strategies and create, through communication and co-ordination with other subject teachers, contexts for students to apply the reading strategies they have learnt. Content subject teachers should promote reading in their subject, for example, by encouraging students to read more non-fiction texts, newspapers, magazines and pamphlets.
- Teachers of various subjects should collaborate to integrate the extensive use of information from multiple sources into their planning and lessons.
- Teachers should organise a diversified range of reading activities, e.g. book clubs, display of recommended books and reading cafés, for students to share their reading experiences and good practices regularly.



3.2.3 Promoting e-Learning and Information Literacy

Schools are encouraged to enhance students' learning experiences through making effective use of IT to enhance collaboration and interaction inside and outside the classroom, build learning networks, and promote self-directed learning. To facilitate the implementation of the English Language Education curriculum through e-learning, schools can:

- create an IT-friendly environment (e.g. easy access to the Internet and e-resources) for students to seek, share and use information and resources for learning as well as to interact with teachers, other students and people around the world;
- provide room for professional capacity building to enhance teachers' repertoire of strategies in implementing e-learning in the school English Language Education curriculum;
- make use of a range of e-resources and e-learning tools to motivate students and enhance learning and teaching effectiveness; and
- use e-assessment that facilitates the understanding of students' learning progress, the provision of feedback and the implementation of AfL or AaL.



3.6.2 Creating a Favourable Reading Environment and Atmosphere

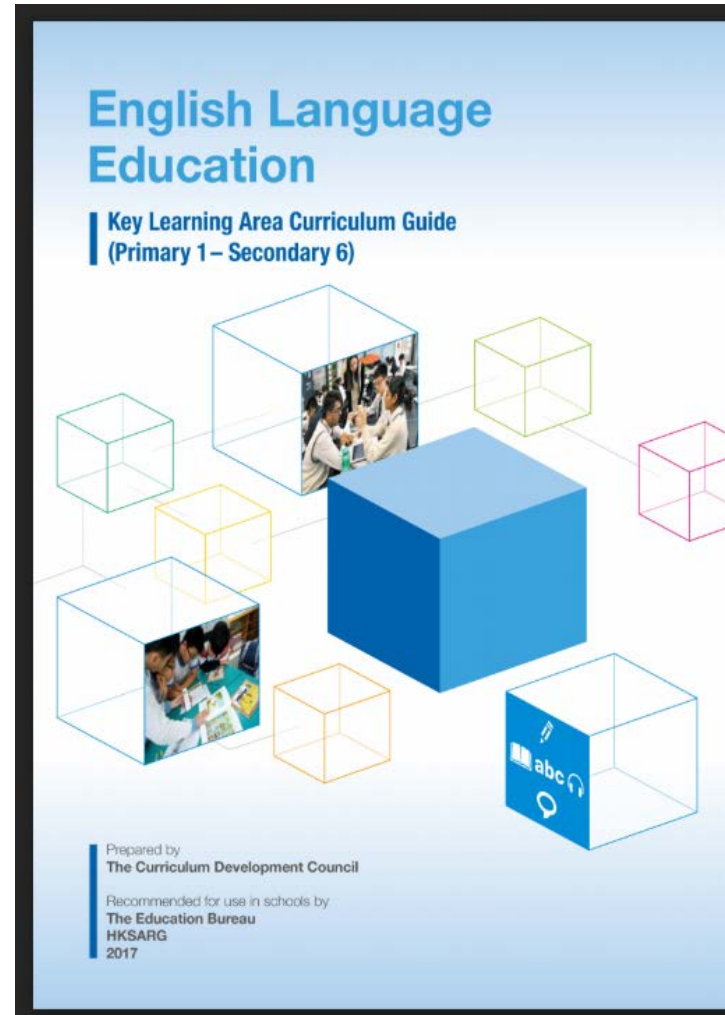
- Provide a well-equipped library;
- Provide reading corner(s) with comfortable seats and a quiet environment;
- Provide facilities to engage students in e-reading anytime and anywhere;
- Place a wide variety of reading materials in different areas of the school campus, e.g. classrooms, special rooms, student activity rooms, playground, for students and parents to enjoy;
- Display posters, signs, notices, charts, words of wisdom, proverbs, student work, etc on campus to encourage students to read more;
- Organise theme-based book exhibitions;
- Organise a wide range of reading activities, e.g. storytelling contests, talks by authors and book exhibitions on designated themes or topics;
- Nurture reading ethos through teachers and the School Head acting as role models; and
- Try other innovative ideas, e.g. e-chatroom for sharing on books.



English Language Education Key Learning Area Curriculum Guide (2017)

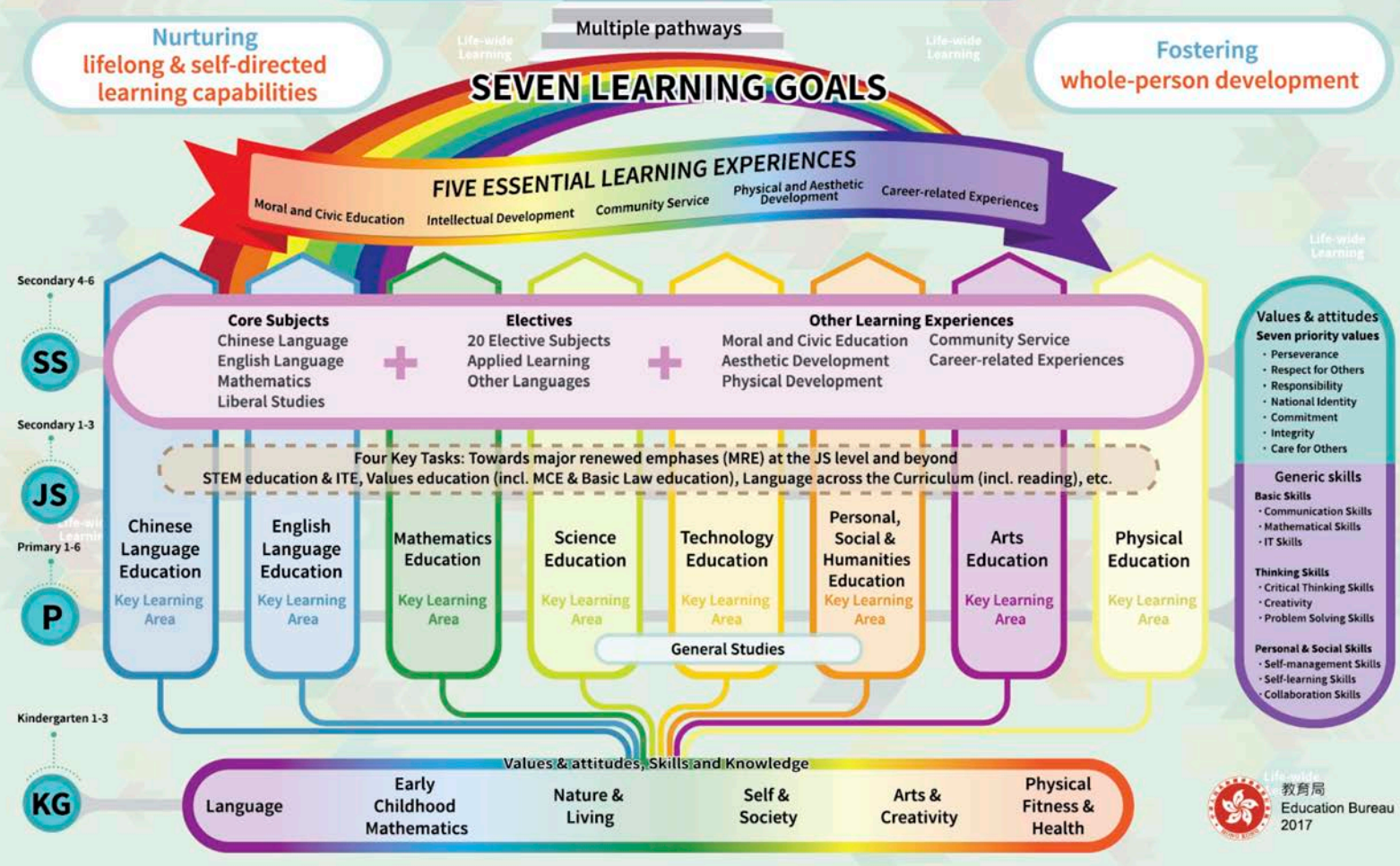
- Emphases
- New Developments

https://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/Curriculum%20Document/ELE%20KLACG_2017.pdf



Learning to Learn 2+ — The Hong Kong School Curriculum

A broad and balanced curriculum with diversification and specialisations (choices) for academic, professional and vocational development according to students' needs



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Major Renewed Emphases of Curriculum Development

Language across the Curriculum (LaC)

- LaC, which advocates **the integration of language learning and content learning**, is an approach through which schools can enhance students' language proficiency and understanding of the academic content.
- Effective implementation of LaC enables students to **conceptualise the subject content** through language and practise their language skills for communicating clearly about the content based on subject-specific conventions and styles.
- It is desirable to be implemented from the **primary level** to support students' learning of other subjects in English at a later stage.
- Schools can promote LaC through encouraging students to **read across the curriculum**.
- **Collaboration** among different stakeholders including language and content subject teachers, teacher-librarians and parents is crucial.



Major Renewed Emphases of Curriculum Development

Information Technology in Education (ITE)

- Schools are encouraged to leverage information technology to **enhance learning, teaching and assessment through e-learning**, and **promote information literacy** to prepare students better for the challenges in the rapidly changing digital world.
- e-Learning refers to an open and flexible learning mode involving **the use of electronic media** such as digital resources and communication tools to achieve the learning objectives. Teachers can integrate e-learning in the **design of learning, teaching and assessment activities** to complement the **traditional mode** of learning, enhance learning and teaching effectiveness, and accommodate the diverse needs of students.
- Information literacy, which refers to the essential abilities and attitudes that lead to effective and ethical use of information, is essential to lifelong learning and self-directed learning.
- Traditionally, “literacy” refers to the ability to read and write effectively to achieve desired goals or outcomes and develop one’s knowledge and potential. With the rapid development of IT and social media, “literacy” has taken on a new meaning as texts are no longer a linear form of presentation limited to words but are composed of various modes of communication (e.g. images, animations, sounds, graphics). Students, therefore, need to be equipped with new literacy skills to process and create multimodal texts in which messages are conveyed in different modes (e.g. linguistic, audio, visual, gestural, spatial), and the skills to search for and manage information.



Major Renewed Emphases of Curriculum Development

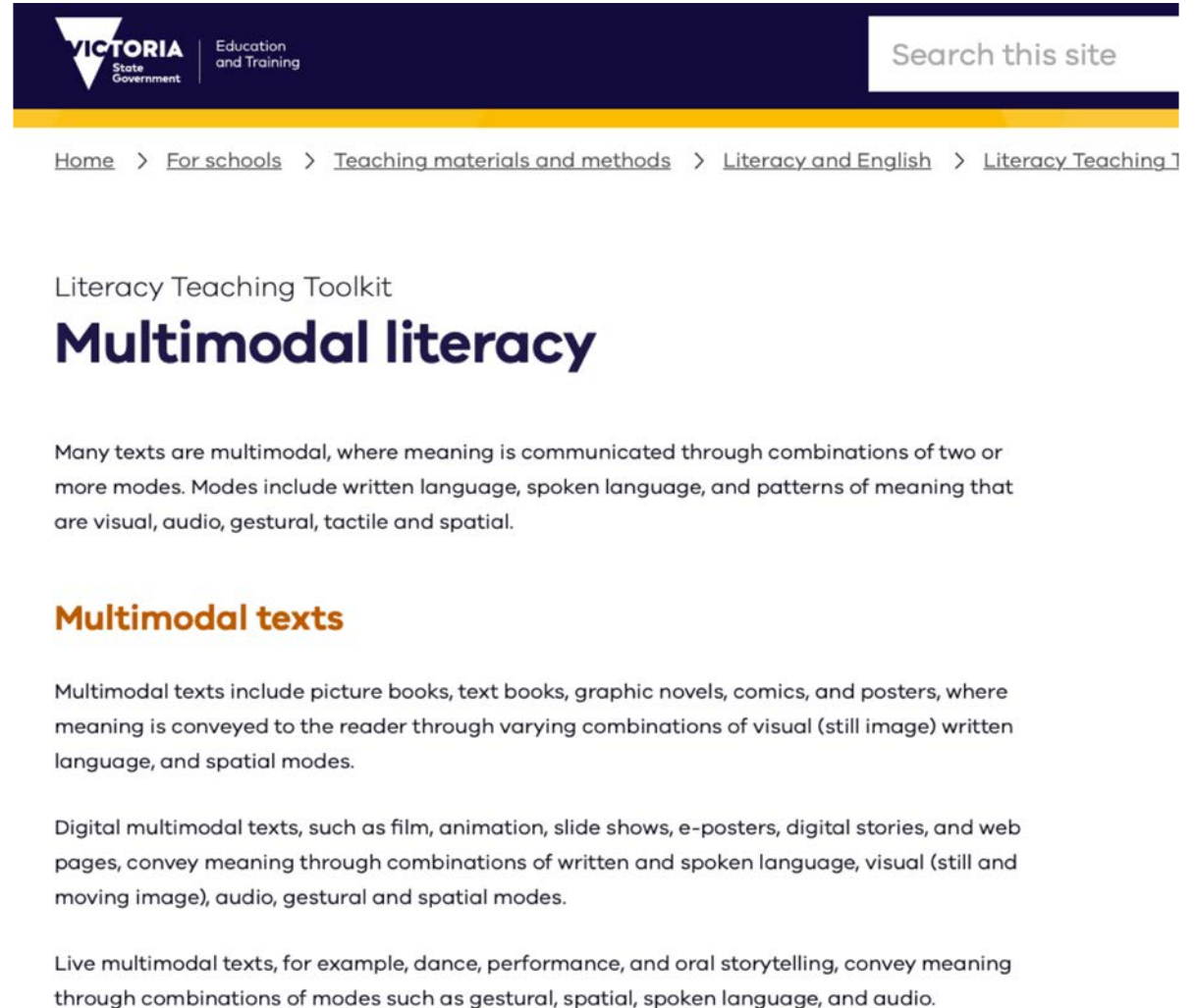
Information Technology in Education (ITE)

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Multimodal literacy

- Many texts are multimodal, where meaning is communicated through **combinations of two or more modes**. Modes include written language, spoken language, and patterns of meaning that are visual, audio, gestural, tactile and spatial.
- Multimodal texts
- Digital multimodal texts
- Live multimodal texts



The screenshot shows the top navigation bar of the Victoria State Government Education and Training website. It includes a search bar and a breadcrumb trail: Home > For schools > Teaching materials and methods > Literacy and English > Literacy Teaching Toolkit. The main heading is 'Multimodal literacy'. Below it, a paragraph explains that multimodal texts use combinations of visual, audio, gestural, tactile, and spatial modes. A sub-section titled 'Multimodal texts' further details that these include picture books, text books, graphic novels, comics, and posters, as well as digital texts like film, animation, and web pages. It also notes that live multimodal texts like dance and performance use gestural, spatial, spoken language, and audio modes.

VICTORIA State Government | Education and Training

Search this site

Home > For schools > Teaching materials and methods > Literacy and English > Literacy Teaching Toolkit

Literacy Teaching Toolkit

Multimodal literacy

Many texts are multimodal, where meaning is communicated through combinations of two or more modes. Modes include written language, spoken language, and patterns of meaning that are visual, audio, gestural, tactile and spatial.

Multimodal texts

Multimodal texts include picture books, text books, graphic novels, comics, and posters, where meaning is conveyed to the reader through varying combinations of visual (still image) written language, and spatial modes.

Digital multimodal texts, such as film, animation, slide shows, e-posters, digital stories, and web pages, convey meaning through combinations of written and spoken language, visual (still and moving image), audio, gestural and spatial modes.

Live multimodal texts, for example, dance, performance, and oral storytelling, convey meaning through combinations of modes such as gestural, spatial, spoken language, and audio.



A word cloud featuring various digital media and communication formats. The words are arranged in a roughly triangular shape, with the largest words at the top and smaller ones at the bottom. The colors of the words vary, including shades of red, orange, yellow, green, and blue. The words include:

- Movies
- Infographics
- Booklets
- Sketchnoting
- Books
- Emails
- Vodcasts
- Advertisements
- Newscasts
- Book trailers
- Animation
- Images with annotation
- Comics
- Brochures
- Broadcasts
- Visual Notetaking
- Tutorial Guides
- Mindmap
- Presentations
- Typedrawing
- Text Messages
- ebooks
- Diagrams
- Cards
- Screencasts
- Letters
- Posters
- Blogging
- Videos

Why is multimodal literacy important?

- Young people need to be able to communicate effectively in an increasingly multimodal world. This requires teaching children how to comprehend and compose meaning across diverse, rich, and potentially complex, forms of multimodal text, and to do so using a range of different meaning modes.
- As communication practices have become increasingly shaped by developments in information and multimedia technologies, it is no longer possible for us to think about literacy solely as a linguistic accomplishment (Jewitt, 2008, p. 241).
- **Multimodal is the combination of two or more of these modes to create meaning.**
- **Most of the texts that we use are multimodal, including picture books, text books, graphic novels, films, e-posters, web pages, and oral storytelling as they require different modes to be used to make meaning.**
- Each individual mode uses unique semiotic resources to create meaning (Kress, 2010) and teaching of these needs to be explicit.

Source: Department of Education and Training, Victoria, Australia



Examples in support of the English Language Education Key Learning Area Curriculum Guide (Primary 1 – Secondary 6) 2017

https://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/ELE%20KLACG%202017_Examples%201-28.pdf

ation – Curriculum

Details

- [CDC English Language Education Key Learning Area Curriculum Guide \(Primary 1 - Secondary 6\) 2017](#)
- [Examples \[in support of the English Language Education Key Learning Area Curriculum Guide \(Primary 1 - Secondary 6\) 2017\]](#)

Example 4: Making Use of Information Texts to Connect Students' Reading and Writing Experiences (Primary 4-6)

This example shows how teachers:

- help students process information texts and understand the features of information texts for specific purposes;
- motivate students to think and write creatively and critically through creating and processing digital multimodal information texts;
- agree with students on a list of task-specific criteria for an assessment form to assist them in reflecting on their own learning; and
- develop positive values and attitudes through reading and responding to information texts.

Source: https://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/ELE%20KLACG%202017_Examples%201-28.pdf

Information Technology (IT) for Interactive Learning

- advise students to **make use of e-platforms** for quick and easy access to information and learning resources within and outside the school campus;
- enhance students' **motivation** in language learning by **identifying suitable e-resources** to cater for their interests, abilities, learning pace and styles;
- **develop students' language learning strategies** by encouraging them to use **different e-learning tools** (e.g. online dictionaries, concordancers, search engines) and features of various e-resources (e.g. interactive features of e-books/webpages) to facilitate their understanding of some abstract concepts and complex ideas;
- develop students' information literacy skills and guide them to think critically and evaluate the data or information on the Internet;
- develop students' metacognitive skills (e.g. knowledge management skills), which are essential for future studies or work and lifelong learning, by allowing them to take charge of their own learning (e.g. setting learning goals, monitoring learning progress, conducting self-reflection) with the use of e-learning tools and e-resources; and
- foster students' interaction and mutual support as well as encourage peer learning and feedback by engaging them in collaborative work through the use of e-platforms.



Information Technology (IT) for Interactive Learning

- develop students' **information literacy skills** and guide them to think critically and evaluate the data or information on the Internet;
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- foster students' **interaction and mutual support** as well as encourage peer learning and feedback by engaging them in collaborative work through **the use of e-platforms**.



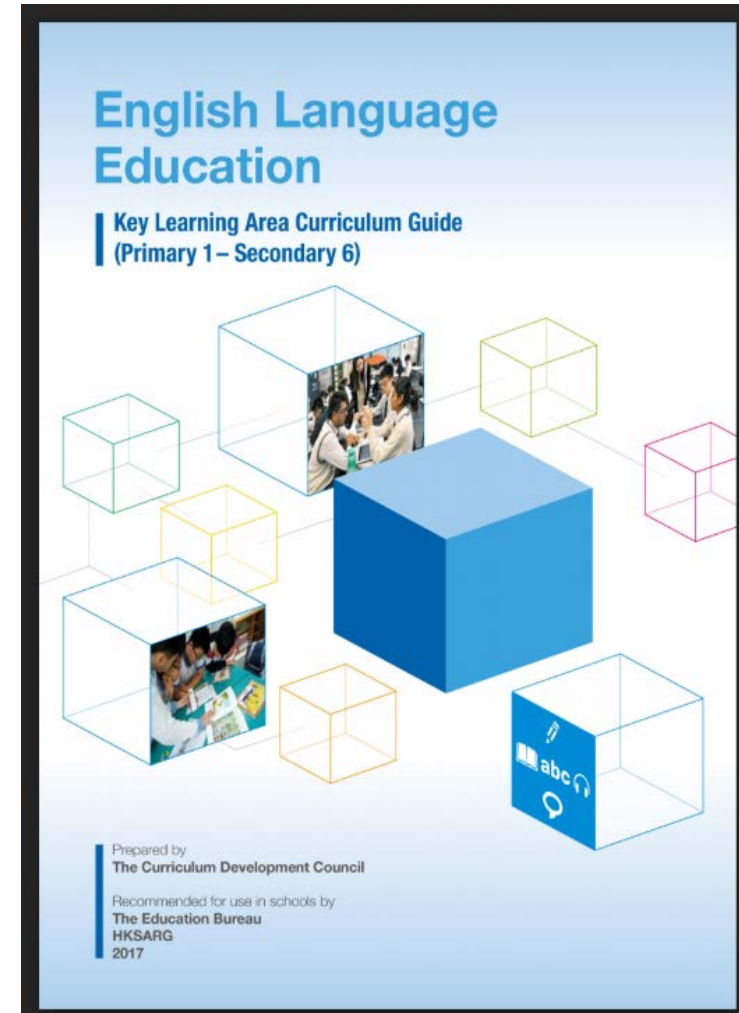
Adopting e-Learning in the English Language Education Classroom

- Strengthening Interaction and Motivation with the Use of e-Platforms
- Making Effective Use of Lesson Time with the “Flipped Classroom” Strategy



Hands-on Task A

Reading in the 2017 English Language Guide



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Rundown of this session

Take a poll on Your experience with e-Reading



Reading in the HK School curriculum: New developments



Why e-Reading?



Resources for Extensive e-Reading



Courseware platforms for Extensive e-Reading



Ideas for promoting e-Reading among students



Defining e-Reading

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The practice of reading texts in electronic form

<https://en.wiktionary.org/wiki/e-reading>

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Reading books and newspapers on a portable device such as an e-book reader, tablet computer or smartphone.

<https://www.yourdictionary.com/e-reading>

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Why e-Reading?

Affordances of Technology for e-Reading in the School Curriculum

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What some Extensive Reading Resources Platform can do

Deciding on students' entry reading level

While-reading/Post-reading Quizzes

Instant vocabulary help

Text-to-speech function

A management system for monitoring students' reading progress

Affordances of Technology for e-Reading

<http://learnersdictionary.com/>



LearnersDictionary.com

[Ask the Editor](#)

[Word of the Day](#)

[Quizzes](#)

[Core Vocabulary](#)

[Mc](#)

Learner's Dictionary

Search for definitions in simple English...



ASK THE EDITOR ▸

Q

Is "boxes" in "three boxes of cereal" a partitive noun or a collective noun?

— Phoo, Thailand

A

"Boxes" in "three boxes of cereal" is a partitive noun....

WORD OF THE DAY ▸

4/24/2019


stale 

{bc} no longer good or appealing

[Learn More »](#)



three piece suite (noun)

suite /'swi:t/  *noun*

Save



plural **suites**

Learner's definition of SUITE

[count]

1 a : a group of rooms that is used for one purpose

- a *suite* of offices on the fifth floor
- The executive *suite* is on the top floor.

b : a group of rooms in a hotel that is used by one person, couple,

“my saved words”

Ask the Editor | Word of the Day | Quizzes | Core Vocabulary | Most Popular | **My Saved Words** | LOG OUT

Learner's Dictionary

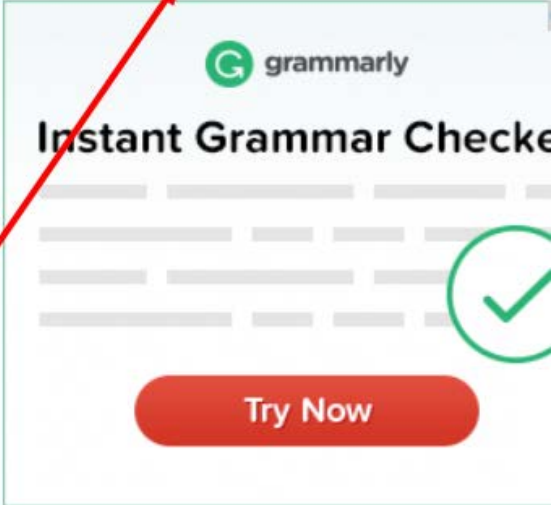
suite

ENTRIES FOUND:

- suite** (noun)
- en suite** (adjective or adverb)
- three-piece suite** (noun)

ASK THE EDITOR

Is "boxes" in "three boxes of cerea



Learner's Dictionary

My Saved Words

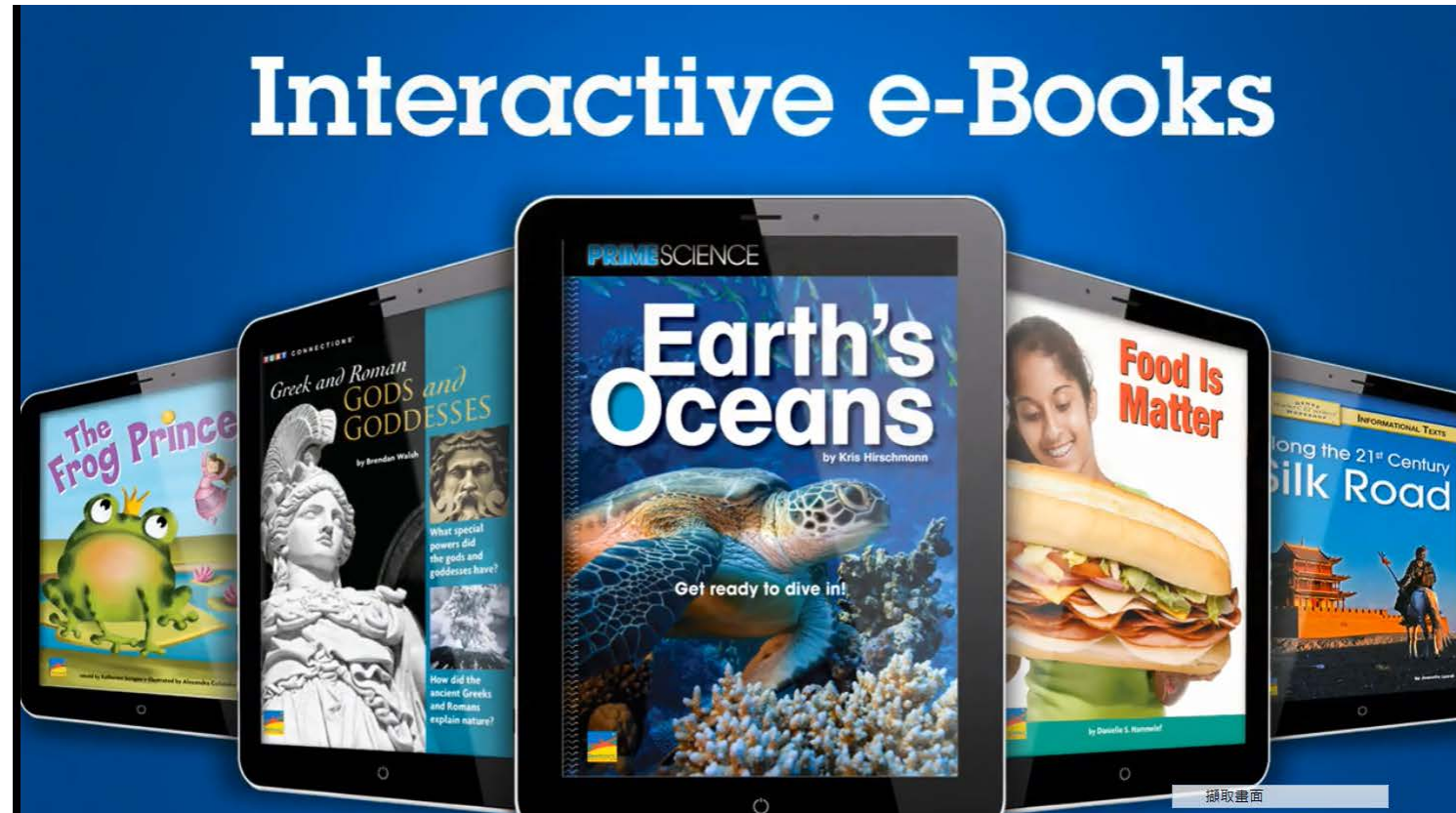
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Recent | [Alphabetical](#) | [Edit List](#)

- suite** Saved 04/24/2019
- awesome** Saved 02/23/2018
- benign** Saved 08/01/2015
- canine** Saved 06/25/2015
- pique** Saved 05/15/2015
- viral** Saved 05/15/2015
- swagger** Saved 08/02/2014

Affordances of e-Reading: Example:

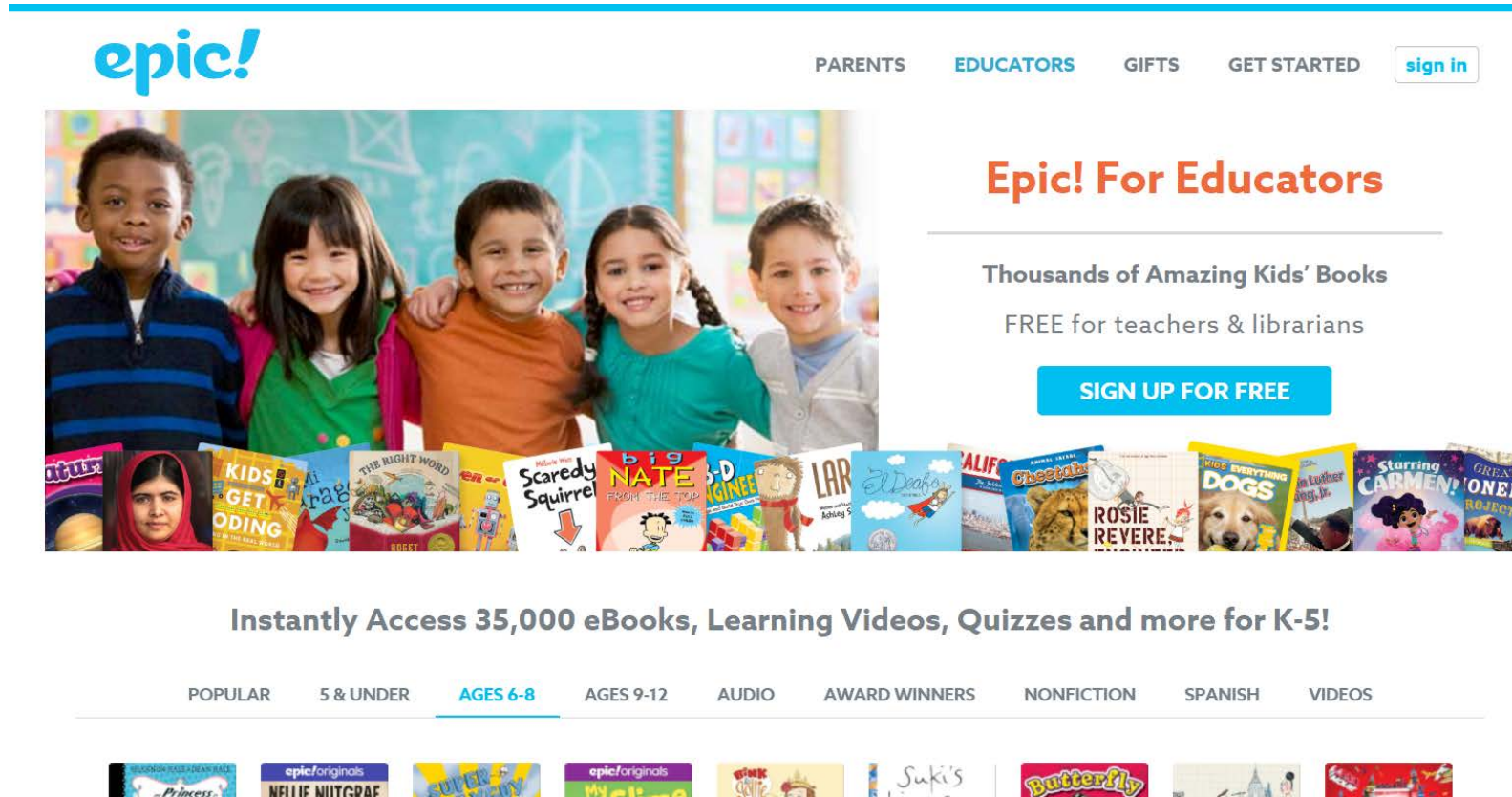
<https://fast.wistia.com/embed/medias/6bb6718ony>



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Affordances of e-Reading: Example: [://www.getepic.com/educators](http://www.getepic.com/educators)



The screenshot shows the Epic! website interface. At the top left is the Epic! logo. To the right are navigation links: PARENTS, EDUCATORS, GIFTS, GET STARTED, and a sign in button. Below the navigation is a large banner image of five diverse children smiling. To the right of the children is the heading "Epic! For Educators" and the text "Thousands of Amazing Kids' Books FREE for teachers & librarians". A blue button labeled "SIGN UP FOR FREE" is positioned below the text. Below the banner is a row of various children's book covers, including titles like "KIDS GET CODING", "THE NIGHT WORD", "Scaredy Squirrel", "big NATE FROM THE TOP", "3-D ENGINEER", "LAR", "El Deafo", "ALICE", "Chestnut", "ROSIE REVERE", "WIDE EVERYTHING DOGS", "Starring CARMEN!", and "GREAT ONE!". Below the book covers is the text "Instantly Access 35,000 eBooks, Learning Videos, Quizzes and more for K-5!". At the bottom of the banner area are category tabs: POPULAR, 5 & UNDER, AGES 6-8 (which is highlighted), AGES 9-12, AUDIO, AWARD WINNERS, NONFICTION, SPANISH, and VIDEOS. Below the tabs is a row of smaller book covers, including "Princess", "epicoriginals NELLIE NUTGRAF", "SUPERHERO", "epicoriginals Wally", "Suki's", and "Butterfly".



PARENTS

EDUCATORS

GIFTS

GET STARTED

[sign in](#)

Enter Your Payment Details

<input type="text" value="First Name"/>	<input type="text" value="Last Name"/>
<input type="text" value="卡号"/>	<input type="text" value="月 / 年 CVC"/>

[I have a promo code](#)

Free for 1 month & only \$7.99/month plus tax after. Cancel anytime. Your free trial will end on 6/27/2019.

[Get Started](#)

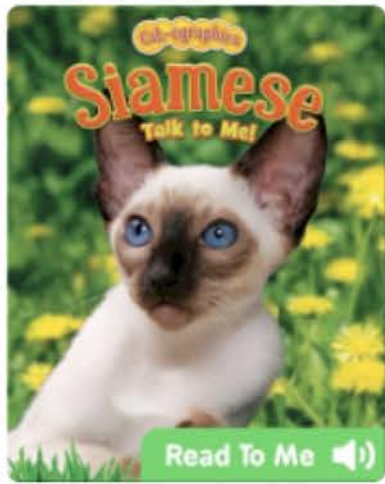
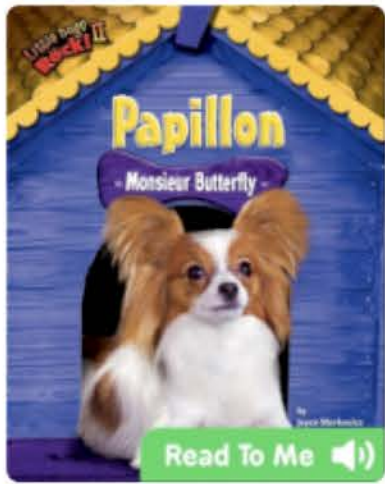
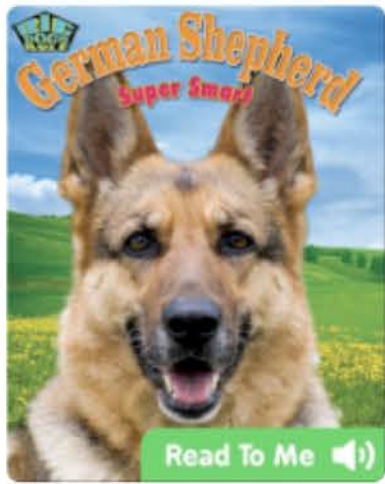
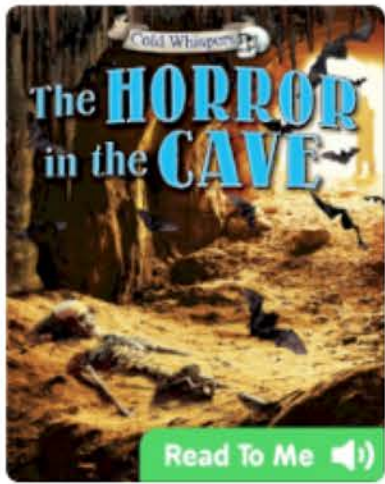
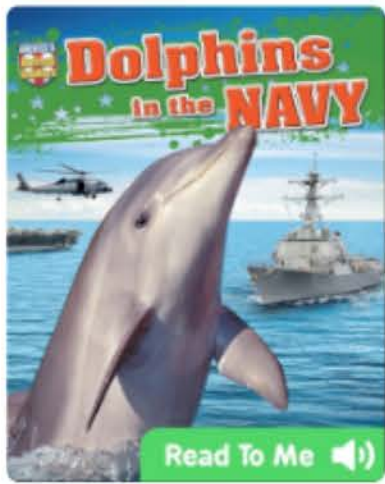
Already have a subscription? [Sign In](#)



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Recommended For You



Popular in Read To Me



Have Your Students Try Epic! in Class

Log in your students from any Chromebook, iOS or Android device

ROSTER

STUDENT LOGIN

FREE REWARDS

Log in Students to try Epic! in Class

Access Epic! from any Chromebook, iOS, or Android device.

Step 1

Go to www.getepic.com/students

OR

download the Epic! app.









Step 2

Students log in with your class code.

inj6224

Welcome, Miss Law's Class!

Search for Student

 1 AGNES YEUNG	 1 CHEUK YIU LAU	 1 EVAN LAM	 1 HAO YI WU	 1 HIU HONG CHAN	 1 HUI YING FU
 1 KATHARINE SHUK TING LEUNG	 1 KEE YEE LUI	 1 KING NGA HO	 1 LONG HIM CHONG	 1 LONG MAN WONG	 1 LUCAS MING HEI LEUNG
 1 MING CHAK CHENG	 1 PAK HEI CHAN	 1 PAK HIN CHOY	 1 PAK YUI CHONG	 1 SHEUNG YIN WONG	 1 SHUN YAT SEE
 1 SIU HANG CHAN	 1 SUM YU CHARLOT... LEE	 1 SZE NAM FU	 1 TIANRUI ZHANG	 1 TSZ SHING YIP	 1 WING SUM WONG
 1 YAN CHI LO	 1 YI YAU	 1 YIU CHING TING	 1 YU HIM CHOW	 1 ZEKE LIU	 1 ZI JUN ETHAN CHAN
 1 Guest Student					

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CHAPTER 1

The Island in the Lake

It was a hot August night at Piney Hill boys' camp. Most of the campers had gone to sleep, but lights shone brightly inside Maple, Red Oak, and Willow, the cabins for campers aged 12 to 14. Tonight was the ghostly scavenger hunt. Matt, Charlie, Russell, and Ethan, bunkmates in Maple cabin, were full of excitement about this activity that was bound to be *the* highlight of the summer. They waited anxiously for the announcement to start the hunt.

"I bet it's going to be awesome!" said Matt, on his top bunk, playing a video game.

On the bunk underneath, Charlie looked up from his comic book. "Yep! You know it," he exclaimed. "I can't wait!"

"I think—this scavenger hunt—is going—to be—a blast!" huffed Russell between pushups.

"Uh . . . for sure," Ethan murmured, biting his nails. He stood by the window, staring out at the pitch-black night. Ethan loved camp, but he hated the dark.

Ethan and the other boys looked up as the loudspeaker in the cabin made a crackling sound. "Here comes the announcement," said Matt.

The camp director's voice boomed through. "Listen up," said Mr. Wallace. "All campers in Maple, Red Oak, and Willow, promptly report to your counselors at lakeside."



What can e-Books and e-reading devices do?

Bookmarking

Highlighting

Note-taking

Text-to-speech

Dictionary

...

Devices for e-Reading

- tablets

- mobile phones

- e-Book readers
(e.g., Kindle)

- desktop
computers,
laptops



What about disadvantaged students?

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Helping needy students to obtain e-Reading devices

https://www.edb.gov.hk/en/edu-system/primary-secondary/applicable-to-primary-secondary/it-in-edu/ITE-CCF/ccf_index.html



Community Care Fund Assistance Programme – Provision of Subsidy to Needy Primary and Secondary Students for Purchasing Mobile Computer Devices to Facilitate the Practice of e-Learning

[Home](#) | [What's New](#) | [Forms & References](#) | [Professional Development Programmes](#) | [FAQ](#)

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Hands-on Task B

Affordances of e-Reading



Rundown of this session

Take a poll on Your experience with e-Reading



Reading in the HK School curriculum: New developments



Why e-Reading?



Resources for Extensive e-Reading



Courseware platforms for Extensive e-Reading



Ideas for promoting e-Reading among students



Resources for Extensive e-Reading

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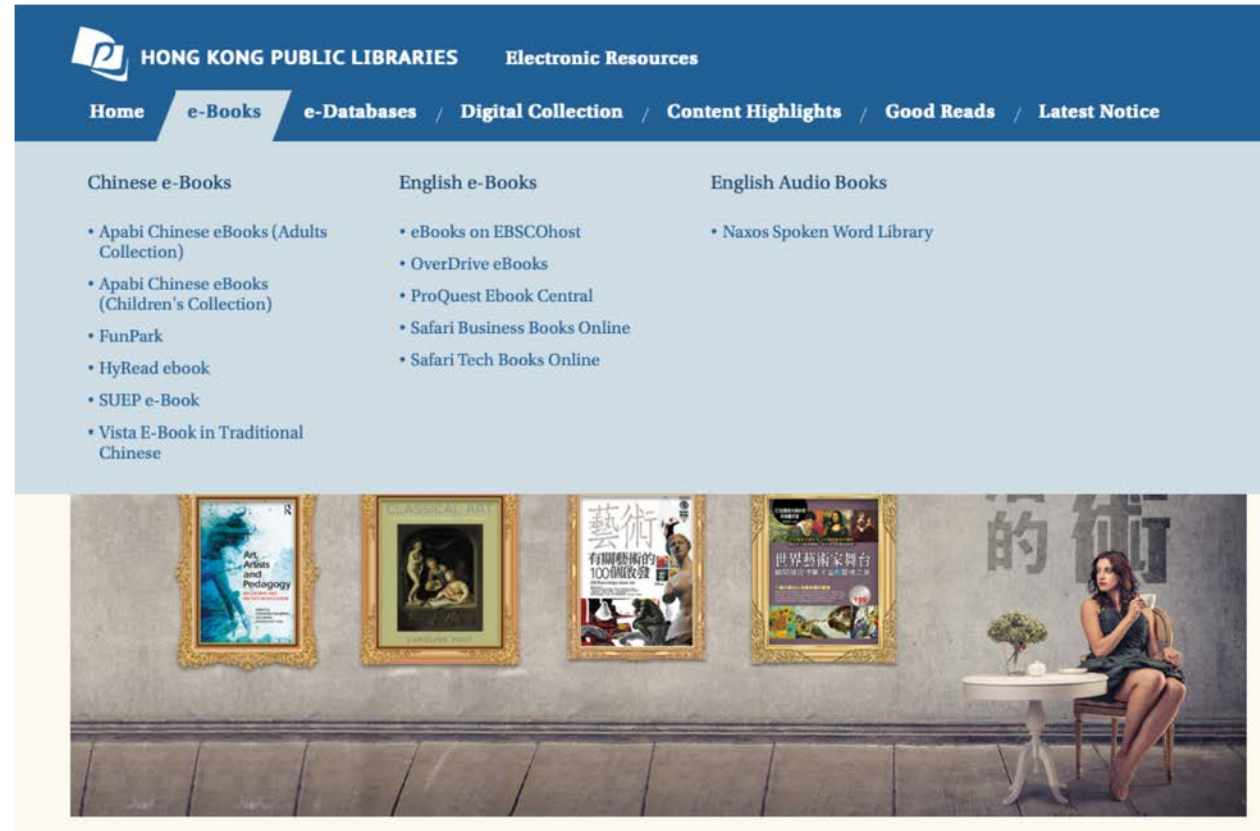
E-Book Resources in Hong Kong Public Libraries



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<https://www.hkpl.gov.hk/en/e-resources/e-books/home>



The screenshot displays the website's navigation menu and content categories. The top navigation bar includes 'Home', 'e-Books', 'e-Databases', 'Digital Collection', 'Content Highlights', 'Good Reads', and 'Latest Notice'. The 'e-Books' section is divided into three columns: Chinese e-Books, English e-Books, and English Audio Books. Below these are several book covers and a woman sitting at a table in an art gallery setting.

HONG KONG PUBLIC LIBRARIES Electronic Resources

Home / **e-Books** / e-Databases / Digital Collection / Content Highlights / Good Reads / Latest Notice

Chinese e-Books

- Apabi Chinese eBooks (Adults Collection)
- Apabi Chinese eBooks (Children's Collection)
- FunPark
- HyRead ebook
- SUEP e-Book
- Vista E-Book in Traditional Chinese

English e-Books

- eBooks on EBSCOhost
- OverDrive eBooks
- ProQuest Ebook Central
- Safari Business Books Online
- Safari Tech Books Online

English Audio Books

- Naxos Spoken Word Library

Art, Artists and Pedagogy

藝術 有關藝術的 100個啟發

世界藝術家舞台

的術

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English e-Books in Hong Kong Public Libraries



Old HK Newspapers ▶ Digital Collection ▶ e-books ▶



e-Books

You can now access 10 e-book databases with over 280,000 items! They are suitable for doing research as well as general leisure reading.

SEARCH WITHIN THE COLLECTION OF E-BOOKS

SEARCH

Way of Access: Readers may use the e-books via the following means:

- access via Internet with the library account.
- use the workstations inside the Hong Kong Public Libraries via [e-Reso Page](#) and this webpage.

Remarks: The availability of e-books is subject to change without prior notice.

e-Books in Hong Kong Public Library

eBooks on EBSCOhost (including Audiobooks)



This English e-book collection contains a wide range of categories including leisure reading materials, children and young adult collection and fiction, covering subjects like business and economics, social science and more. It also provides flexible modes for readers, such as online reading and downloading of e-books to computers or mobile devices. Audiobooks are now available for downloading to mobile devices.

[Download User Guide](#)



OverDrive eBooks



OverDrive provides access to different varieties of English e-books, which include leisure reading materials, children's & young adult collections, fiction and biography, covering literature, science and technology, business and economics, social sciences and more. Patrons can read e-books online or download them to mobile devices or personal computers anywhere, anytime.

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ProQuest Ebook Central



Formerly known as ebrary Academic Complete, this collection provides access to scholarly e-books from world-renowned publishers / university presses for study and research, covering subjects such as business & economics, health & medicine, humanities, science & technology and social sciences.

[Download User Guide](#)



Safari Business Books Online



Safari Business Books Online provides access to business-related e-books. The topics include business and finance, accounting, human resources, management, customer service, employee performance, etc.

[Download User Guide](#)



Safari Tech Books Online



Safari Tech Books Online provides access to newly published information technology books. The topics include computing, databases, networking, operating systems, programming, software engineering, web design, etc.

[Download User Guide](#)



English Audio Books in Hong Kong Public Libraries

Naxos Spoken Word Library

■ English Audio Books

Naxos Spoken Word Library



This online audiobook library contains a variety of titles on literature, poetry, fiction, non-fiction, drama, philosophy, religion, great epics and tales, opera, history, biographies, music education, etc. The audio books are mainly streamed in English, while some are in French, German or Portuguese. Most of the works come with synchronised full-text display on the screen. Users may read while listening to the audio books in order to enhance their reading, listening and pronunciation skills.

[Download User Guide](#)



Application for Library Card

(A) Application for an E-Account (Only online e-reading is allowed. Applicants are not required to go to any library for completion of application.)

An E-Account holder can enjoy access to the e-book collections and a variety of e-resources provided through the library website after login. However, borrowing of library materials from libraries is not allowed.

Online Application procedures

Persons aged 18 or above

1. Complete the online application form;
2. Upload the copy of Hong Kong Identify Card; and
3. Set a password for the E-Account, for instant access to e-books and a variety of e-resources after login.



Application for Library Card

(B) Application for Using Smart Identity Card Allowed for Library Purposes AND / OR library card of Hong Kong Public Libraries (Applicants do not need to apply for E-Account separately, and it is allowed to apply for the use of both smart ID card and library card for library services. However, applicants are required to complete the application in person at libraries.)

Account holders are allowed to use valid library card or Smart Identify Card to borrow library materials from libraries, and to enjoy access to e-books and e-resources, as well as more comprehensive e-services, through library website upon login.

Online Application procedures

Persons aged 18 or above

1. Complete the online application form;
2. Upload the copy of applicant's Hong Kong Identify Card, and the copy of proof for Hong Kong residential address issued within the last 3 months (e.g. water/electricity/gas/telephone bill, etc.);





Hands-on Task C

Searching for, and downloading eBooks for HKPL website

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Spoken Word Library: Combining e-Reading with Listening

NAXOS DEUTSCHLAND MUSIK & VIDEO VERTRIEBS-GMBH



NAXOS SPOKEN WORD LIBRARY

**The world's greatest
Streaming-Webportal for audio books.**

The classics of the English literary history
in the genres novel, drama, poetry,
epic and fairy tales.

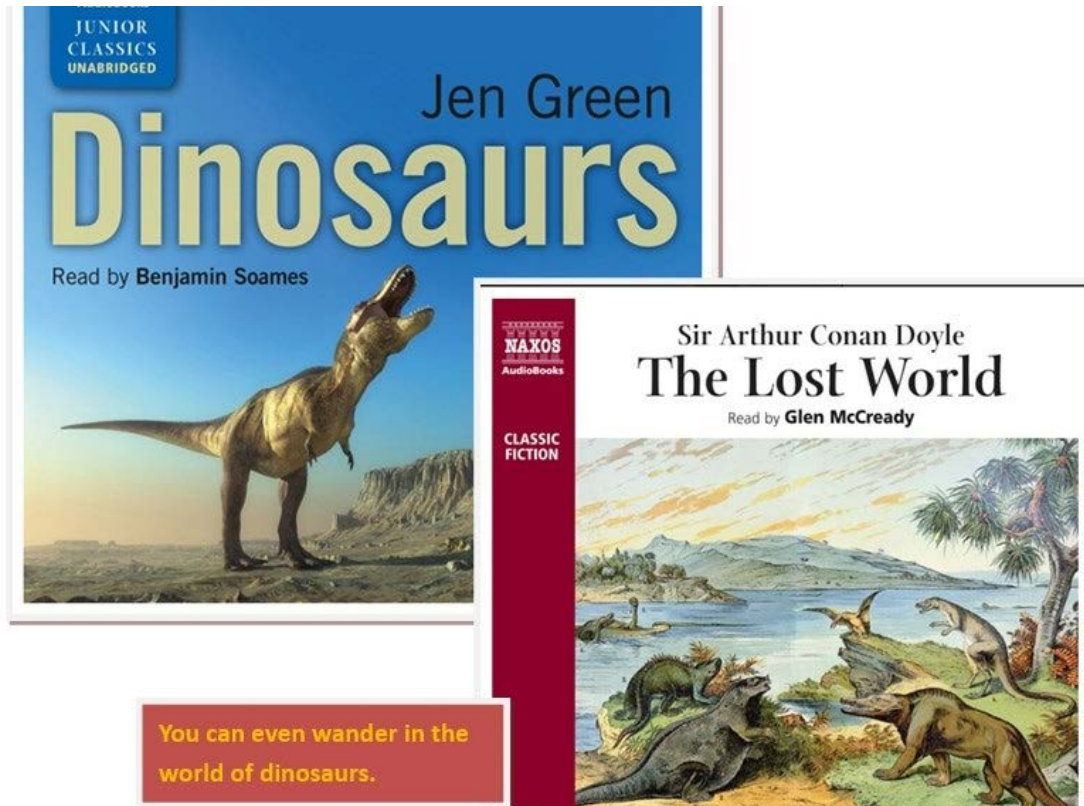
Informationsbroschüre 2011

www.NaxosSpokenWordLibrary.com

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Naxos Spoken Word Library: How does it work?



Naxos Spoken Word Library: How does it work?

The screenshot shows the Naxos Spoken Word Library website. At the top, there is a navigation bar with links for "Welcome Hong Kong Public Libraries", "Log-Out", "Send feedback!", and a language selector set to "English". Below this is a search bar with the text "Keyword Search" and "Enter Keyword, Author, Reader, Title, ISBN (without hyphens)", followed by a "Search" button. A secondary navigation bar includes links for "New Releases", "Recent Additions", "Readers / Actors", "Authors", "Languages", "Publishers", "Bookmarks", "Mobile App", and "Advanced Search".

The main content area is divided into two sections. On the left, there is a featured title card for "Can You Forgive Her?" with a portrait of a woman and the text: "Can You Forgive Her? is a crisp and engaging novel, brimming with romance, humour and pathos. It is the first of six in Trollope's celebrated *Palliser* series". Below this is a list of "English Titles (7,657)" with categories such as Anthologies / Collections, Arts, Biographies, Business, Chamber Music, Children's Classics, Classic Fiction, Fiction, Great Epics and Tales, Historical Document, History, Junior Classic Fiction, Junior History, Junior Non-Fiction, and Language.

On the right, the "Featured Titles" section displays six audiobook covers with their respective titles and IDs:

- Ancient Greek Philosophy-An Introduction (Unabridged)** NA644412
- Aristotle-An Introduction (Unabridged)** NA485412
- Lady Chatterley's Lover (Unabridged)** NA0027
- Romeo and Juliet (Unabridged)** NA312512
- Can You Forgive Her? (Unabridged)** NA0264
- Phineas Finn (Unabridged)** NA0273

Naxos Spoken Word Library: Collections

English Titles (7,657)

- Anthologies / Collections
- Arts
- Biographies
- Business
- Chamber Music
- Children's Classics
- Classic Fiction
- Fiction
- Great Epics and Tales
- Historical Document
- History
- Junior Classic Fiction
- Junior History
- Junior Non-Fiction
- Language
- Literature
- Mind Body Spirit

- Music Biographies
- Music Education
- Nature Sounds
- Non-Fiction
- Philosophy
- Plays - Others
- Plays - Shakespeare
- Poetry
- Radio Drama
- Relaxation Music
- Religion
- Repertoire
- Sacred Texts
- Samplers
- Self Help



Naxos Spoken Word Library: Text on Screen

NAXOS ALCOTT, L.: Little Women (Abridged)
ALCOTT, Louisa May
Little Women
Ross, Liza
Naxos AudioBooks

00:03 06:24

Font size: + -

DICTIONARY

"Christmas won't be Christmas without any presents," grumbled Jo, lying on the rug.

"It's so dreadful to be poor!" sighed Meg, looking down at her old dress.

"I don't think it's fair for some girls to have plenty of pretty things, and other girls nothing at all," added little Amy, with an injured sniff.

"We've got Father and Mother, and each other," said Beth contentedly from her corner.

The four young faces on which the firelight shone brightened at the cheerful words, but darkened again as Jo said sadly, "We haven't got Father, and shall not have him for a long time." She didn't say "perhaps never," but each silently added it, thinking of Father far away, where the fighting was.

As young readers like to know 'how people look', we will take this moment to give them a little sketch of the four sisters, who sat knitting away in the twilight, while the December snow fell quietly without, and the fire crackled cheerfully within.

Margaret, the eldest of the four, was sixteen, and very pretty, being plump and fair, with large eyes.

NAXOS
SPOKEN WORD LIBRARY

Hands-on Task D

Naxos Spoken Word Library

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Other Sources of e-Books

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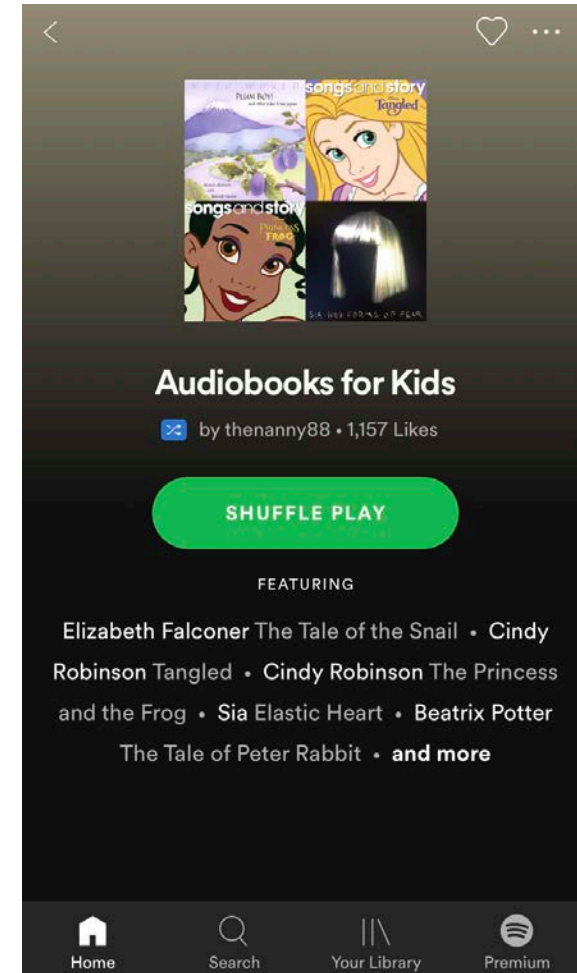


Reading Town



The image shows a book cover for 'The Science Museum' by Max Chan, illustrated by Dick Fong. The cover is purple and features a photograph of a modern science museum building with a large circular entrance. The title 'The Science Museum' is written in white, with the author and illustrator names below it. At the bottom of the cover, there are three green buttons with white icons and text: 'Listen' (with a speaker icon), 'Read by Myself' (with a speech bubble icon), and 'Record Myself' (with a microphone icon). The entire book cover is set against a green background with faint icons of a microscope, a book, and a star. Below the book cover, the text 'Listen, Record and Share with others!' is written in a yellow, cursive font.

Spotify



Google e-Books



Google Play Books -
Ebooks, Audiobooks, and Comics

Editors' Choice

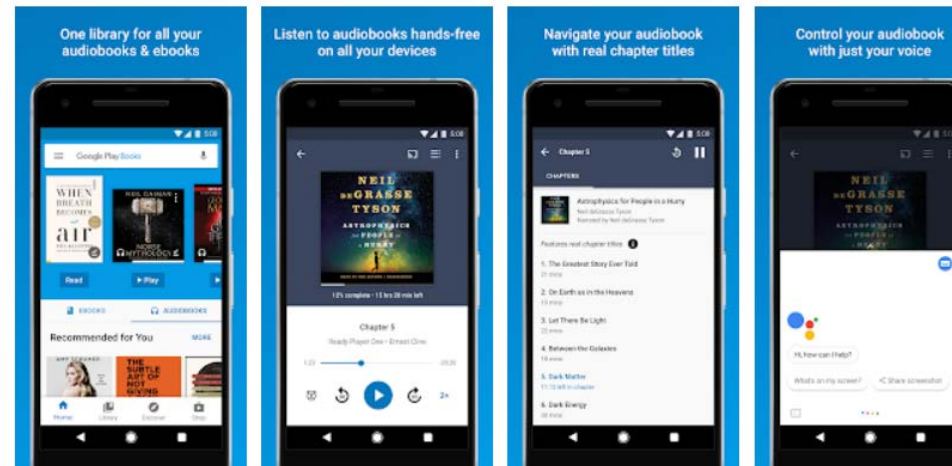
Google LLC Books & Reference

★★★★★ 1,503,800

12+

This app is compatible with all of your devices.

Installed



<https://www.kobo.com/us/en/ebooks>

Rakuten kobo

Search by title, author, series or ISBN



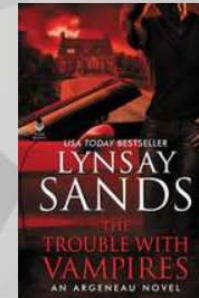
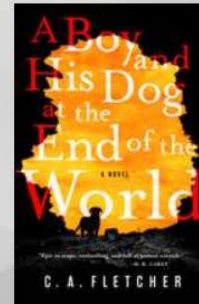
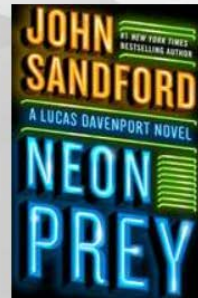
eBOOKS ▾ AUDIOBOOKS ▾ APPS & eREADERS ▾ SUPER POINTS ▾

[Home](#) / eBooks

eBooks

Our most popular and trending eBooks perfect for any reading mood.

Top New eBook Releases



Courseware Platforms for Extensive e-Reading



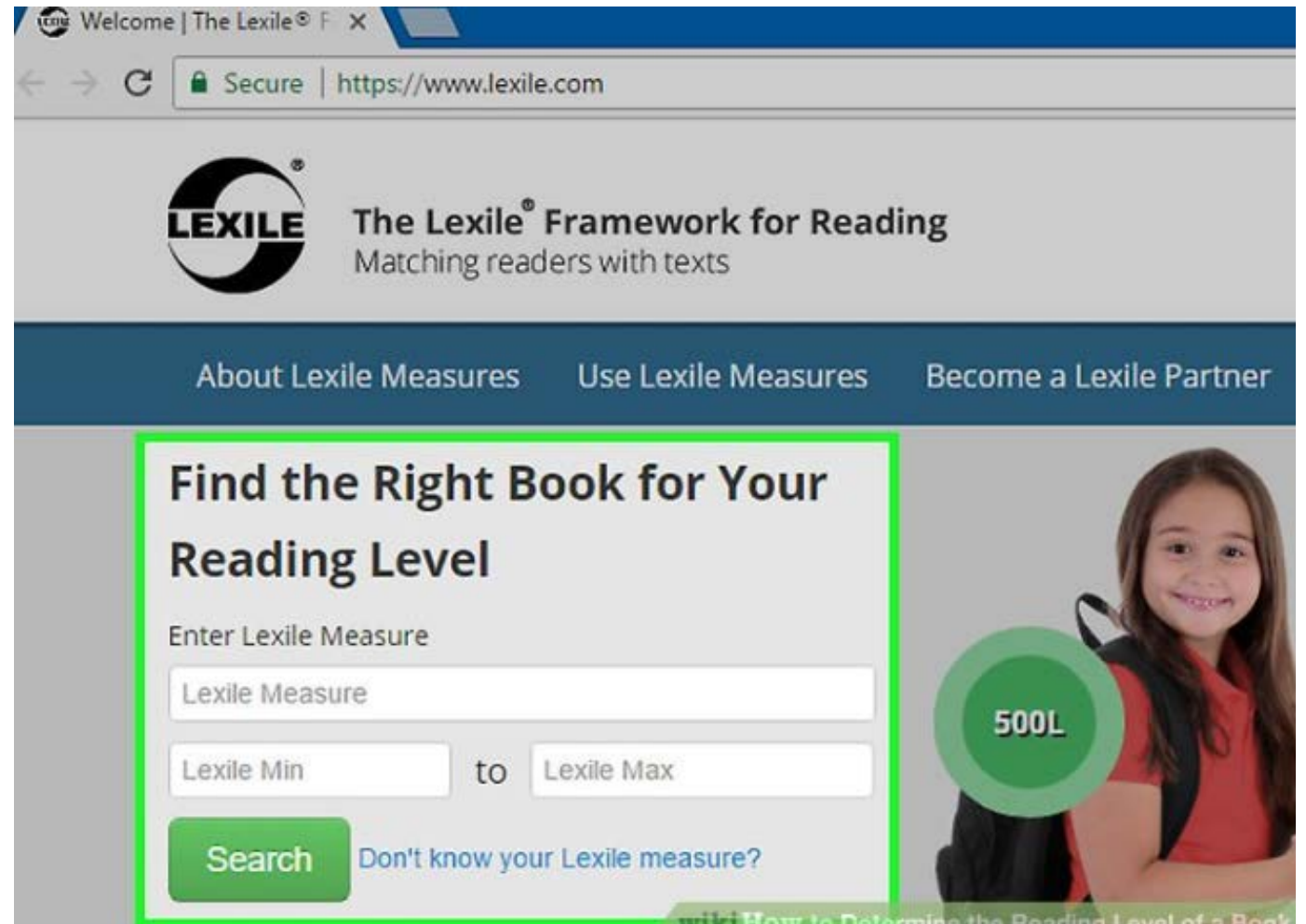
Raz-Kids



One main feature

Levelled e-Books

The *Lexile* as an indicator of reading level

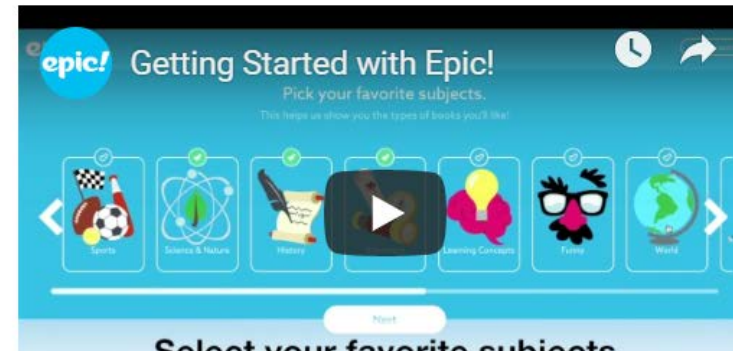


Example 1: EPIC

Educator Resources

Get the most out of Epic!—in the classroom and beyond

VIDEO TUTORIALS



Getting Started



Creating Student Profiles



Logging Students in



Your Classroom Code



Search & Browse



Collections



Quizzes



Badges & Avatars



Reading Logs



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Sample Page from All about Robots (Grade 7+) in EPIC

Believe it or not, all of these robots already exist! Some of them are not yet widely available. But they will likely be more common in the future.

Robots are machines that are used to do tasks. The study of robots is called robotics. The scientists who make robots are called roboticists.

Robots come in many shapes and sizes. Most are made of metal and plastic. They have movable parts and follow commands. Some can sense things around them. Robots usually have at least one arm. Some robots are microscopic. Scientists are testing **nanobots** that are small enough to go inside the body.

6



In the future, nanobots may be the size of cells.

These tiny robots can find problems and fix them.

People have been building robot-like machines for thousands of years. Around 350 BCE, a Greek named Archytas of Tarentum created the first automaton, or machine that could move by itself. Archytas's wooden bird could fly hundreds of feet into the air.

7

Example 2: Fun and Friends Book Club



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7 levels
+ 3 STEM
+ 3 Hot
issues



- Feature:
1. Animated audio eBook (for view sing)
 - 2. Record their own eBooks**
 3. Questions



Example 3: *Raz-Kids*

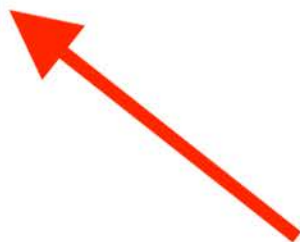
The screenshot shows the Raz-Kids website homepage. At the top, there is a navigation bar with links for Learning A-Z, Raz-Plus, Reading A-Z, Raz-Kids (highlighted), Headsprout, Science A-Z, Writing A-Z, and Vocabulary A-Z. A Member Login button is on the right. Below this, the Raz-Kids logo is displayed with the text 'Books Read: 8,539,347,135 | Readers Online: 104,773'. There are buttons for 'Order Now' and 'Free Trial', and a link for 'ABOUT RAZ-KIDS'. A dark blue navigation bar contains 'RESOURCES' with a dropdown arrow, a search bar labeled 'Search Resources', 'MANAGE STUDENTS' with a dropdown arrow, and 'TEACHER CORNER' with a dropdown arrow. A green 'KIDS LOGIN' button is prominently displayed. The main content area has a yellow background with a cartoon robot character. It features the heading 'RAZ-KIDS' and the text 'The award-winning website where K-5 students go to read – anytime, anywhere!'. There are three buttons: 'Get Free Samples', 'Start My Free Trial', and 'ORDER NOW'. A video player is embedded with the title 'Introducing Raz-Kids' and a play button. Below the video, it says 'New to Raz-Kids? Watch our quick video introduction!'.

Free Trial Sign Up for Raz-Kids

Leveled eBooks and eQuizzes for interactive reading practice

ARE YOU SIGNING UP FOR A CLASSROOM OR HOME?

Family or Home Classroom or Institution



This trial is intended for review purposes and not for extended use in the classroom beyond the trial period.

To purchase an annual license, you may order online anytime or call 866-889-3731. [Learning A-Z Privacy Policy](#)

Raz-Kids

Hands-on Task E

E-Reading courseware platforms



Rundown of this session

Take a poll on Your experience with e-Reading



Reading in the HK School curriculum: New developments



Why e-Reading?



Resources for Extensive e-Reading

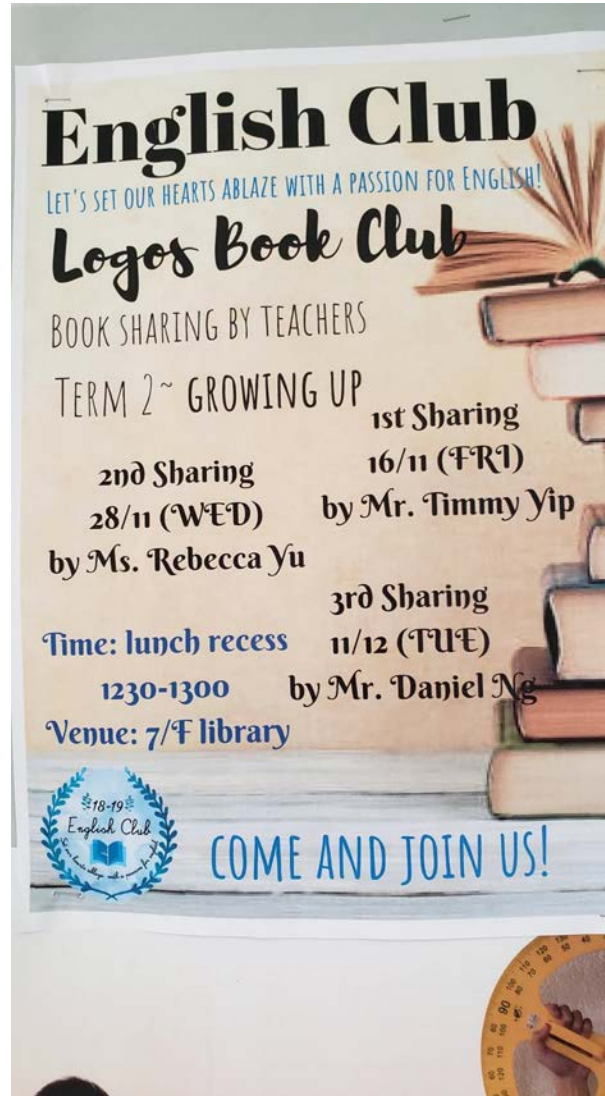


Courseware platforms for Extensive e-Reading







Ideas for promoting e-Reading among students





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 is with  and 
Yesterday at 08:43 · 

We made our school library a Reading cafe yesterday.



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Possible ideas for promoting extensive e s-Reading among students



Padlet



Google sites



Google Slides



Blog



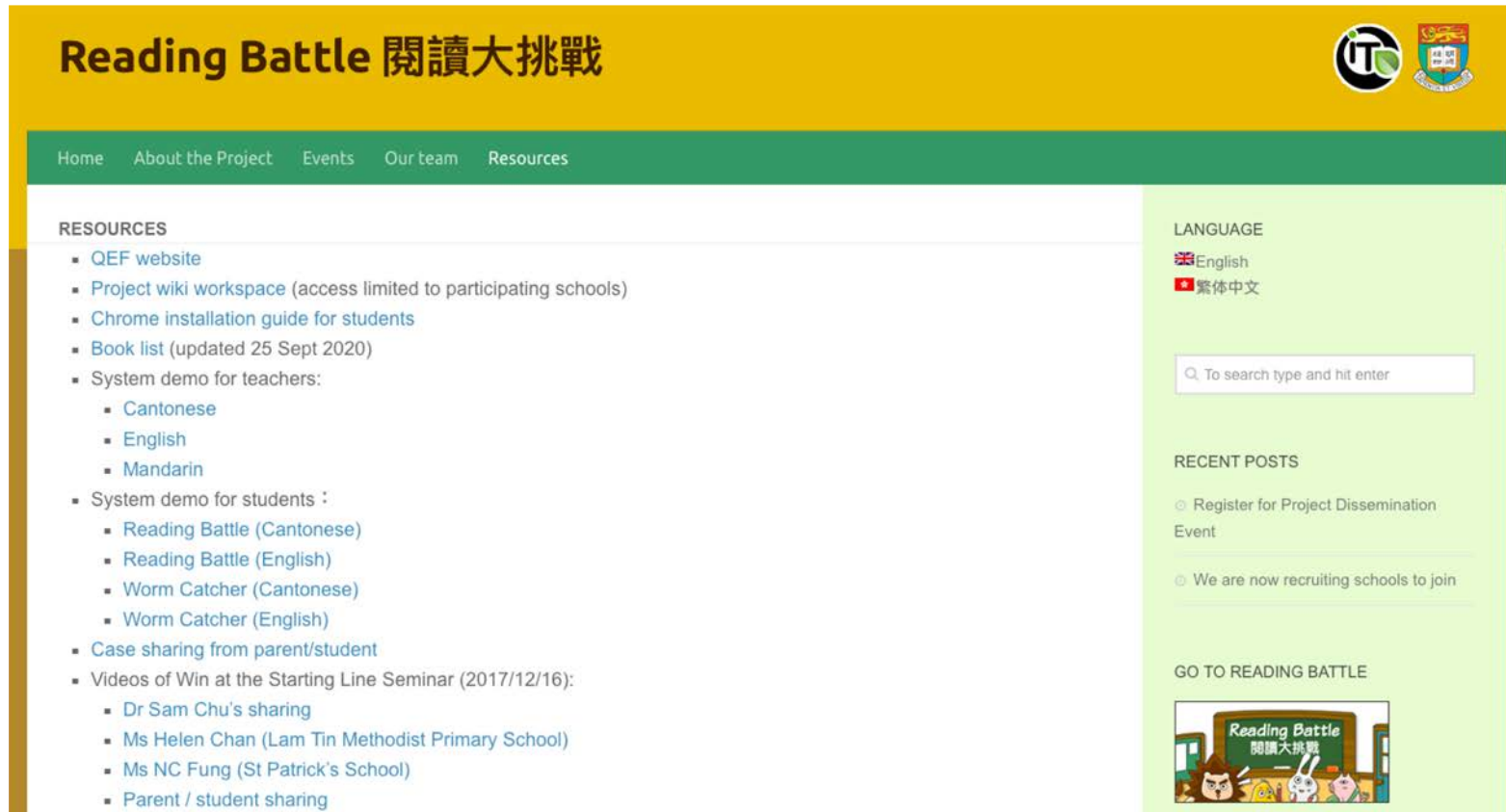
Reading battle:

<http://battle.cite.hku.hk/project-resources/>



Etc.

Reading Battle



The screenshot shows the website for 'Reading Battle 閱讀大挑戰'. The header is yellow with the title and logos for 'IT' and 'CUHK'. A green navigation bar contains links for Home, About the Project, Events, Our team, and Resources. The main content area is divided into two columns. The left column, titled 'RESOURCES', lists various links including the QEF website, project wiki workspace, Chrome installation guide, book list, and system demos for teachers and students in different languages. The right column, titled 'LANGUAGE', offers options for English and Traditional Chinese, includes a search bar, and lists recent posts such as 'Register for Project Dissemination Event' and 'We are now recruiting schools to join'. At the bottom of the right column is a 'GO TO READING BATTLE' button with a cartoon illustration.

Reading Battle 閱讀大挑戰

Home About the Project Events Our team Resources

RESOURCES

- QEF website
- Project wiki workspace (access limited to participating schools)
- Chrome installation guide for students
- Book list (updated 25 Sept 2020)
- System demo for teachers:
 - Cantonese
 - English
 - Mandarin
- System demo for students :
 - Reading Battle (Cantonese)
 - Reading Battle (English)
 - Worm Catcher (Cantonese)
 - Worm Catcher (English)
- Case sharing from parent/student
- Videos of Win at the Starting Line Seminar (2017/12/16):
 - Dr Sam Chu's sharing
 - Ms Helen Chan (Lam Tin Methodist Primary School)
 - Ms NC Fung (St Patrick's School)
 - Parent / student sharing

LANGUAGE


English
繁體中文

To search type and hit enter

RECENT POSTS

- Register for Project Dissemination Event
- We are now recruiting schools to join

GO TO READING BATTLE



Reading Contract



Reading Contract

▼ About

Schedule

Awards

Reading Contract encourages students to record their reading progress systematically with 'My Reading Log' as a tool and those who have completed the scheme with the most book records will be awarded. Teachers can understand students' reading habits and capabilities with online reports.

Objectives

- Encourage students to record their reading progress systematically with the personalised 'My Reading Log' tool
- Cultivate students' habit of reading and share the love of books

Play Now

→ Go

What's New

2019-02-22

Phase 1 results out now!

[\(Read More\)](#)

**Send the 'Completed Worksheets' folder
to elliottlaw.cuhk@gmail.com.**

Upload 1 copy to your Google Drive



Reminder for next session

Bring to class a reading text (doc, pdf, jpg) that you may be working on with your students in the coming weeks.



Contact us

- <https://chat.whatsapp.com/G6qGjnwMWkRIBR8Nqkd5Y5>



END OF SESSION I

