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)

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

Course Instructors

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Session 1 of 2 (June 22, 2021)

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

2021

VS

2001

Until the first few years after 2000

READING

WRITING

TODAY

READING

WRITING

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

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.

As soon as Scrooge fell asleep th
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 hel
you. I'm going to send three friends who can
show you the way to care and share and
enjoy Christmas Day!"

kindle
kindle

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

↓

Courseware platforms for Extensive e-Reading

↓

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

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Why e-Reading?

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Resources for Extensive e-Reading

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Courseware platforms for Extensive e-Reading

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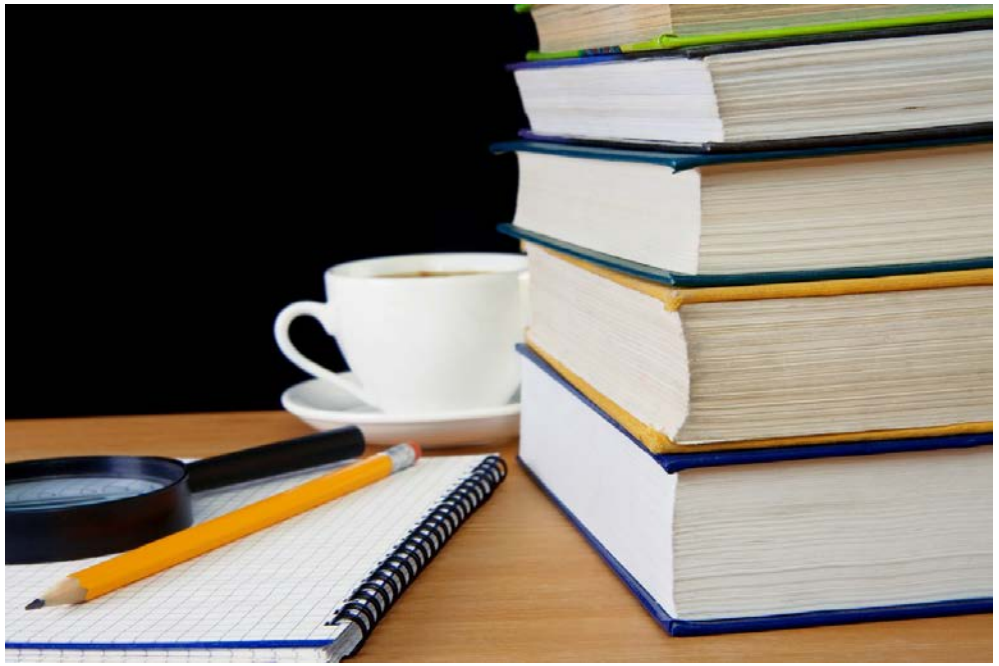
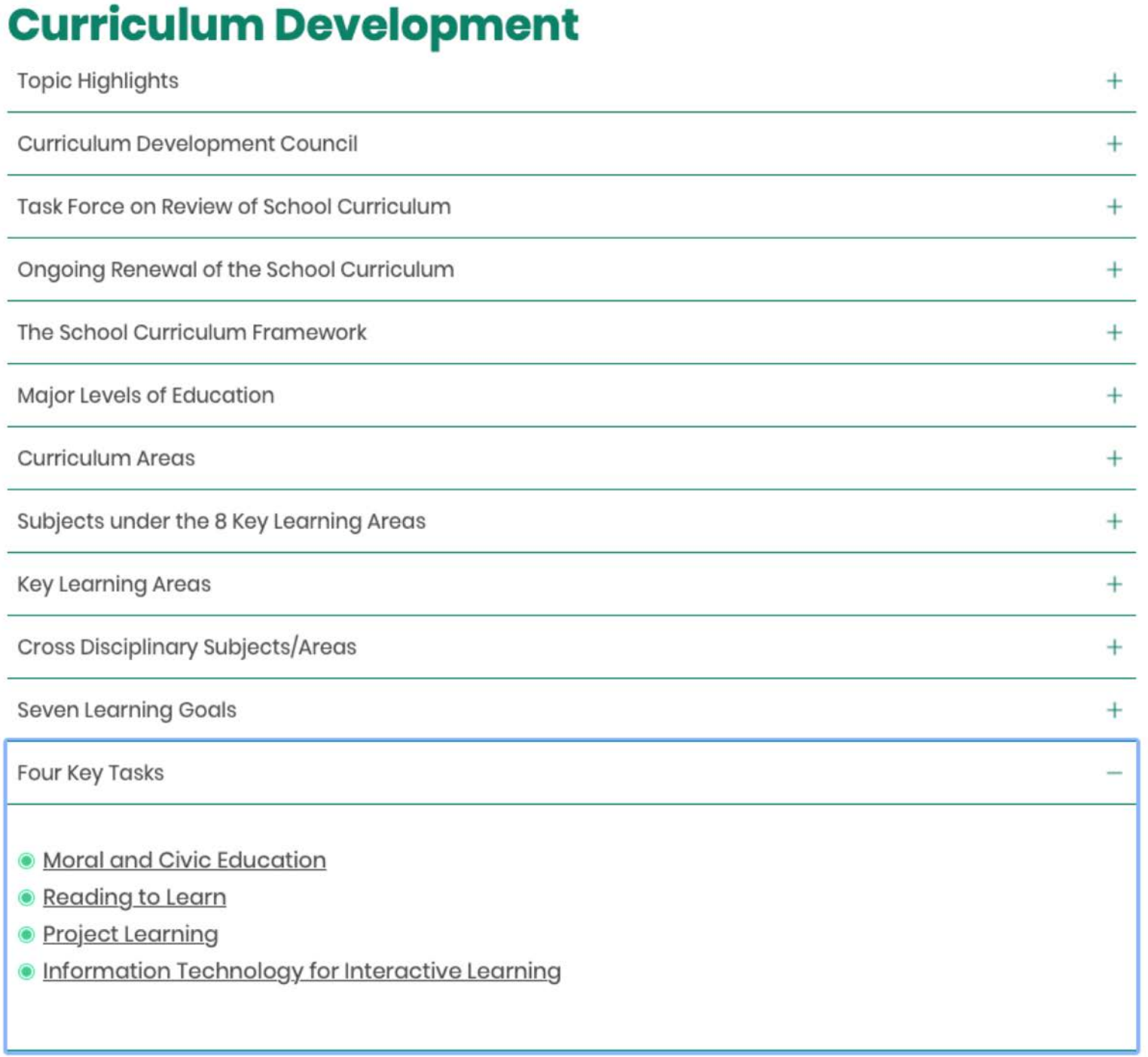
Ideas for promoting e-Reading among students

Reading in the Hong Kong School Curriculum



Curriculum Development and Documents

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



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 NEW
- 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.

1. 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

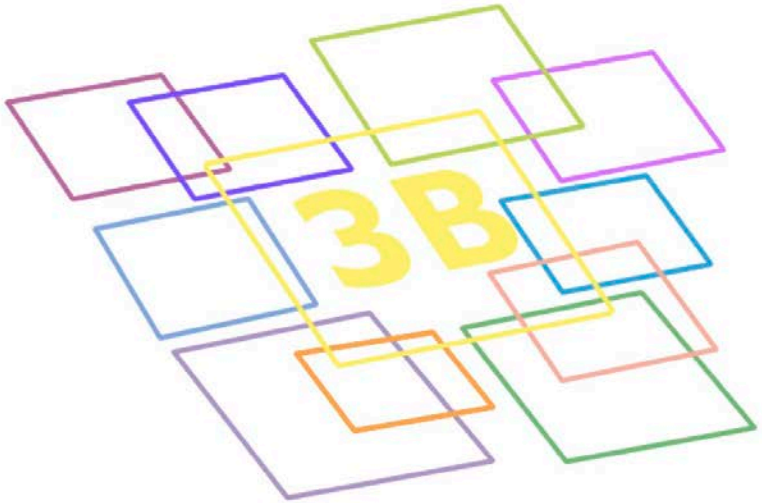
Chapter 6 Life-wide Learning

Chapter 7 Quality Learning and Teaching Resources and School Library Development

Chapter 8 Meaningful Homework

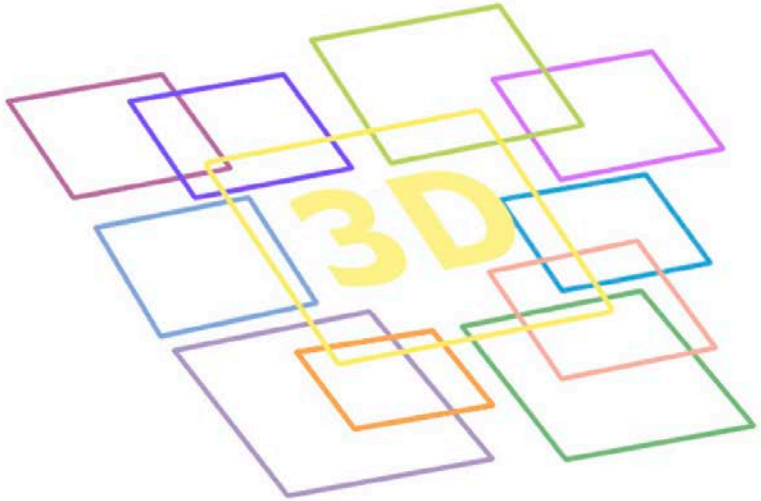
Chapter 9 Interfaces at Various Key Stages

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.

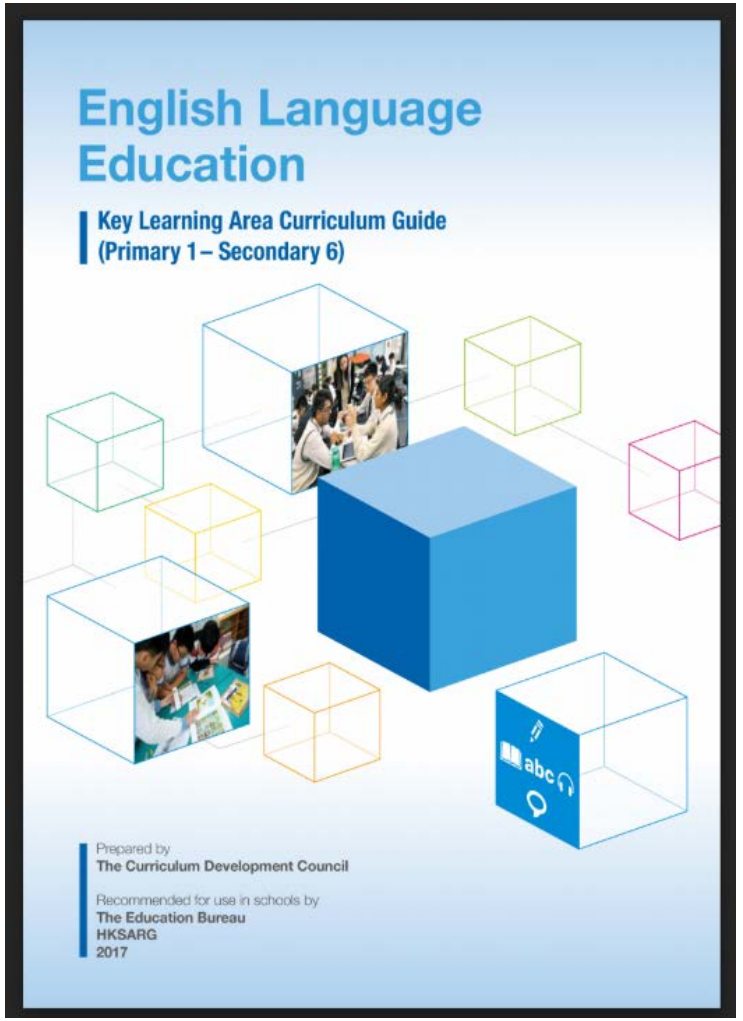
3.6.2 Creating a Favourable Reading Environment and Atmosphere

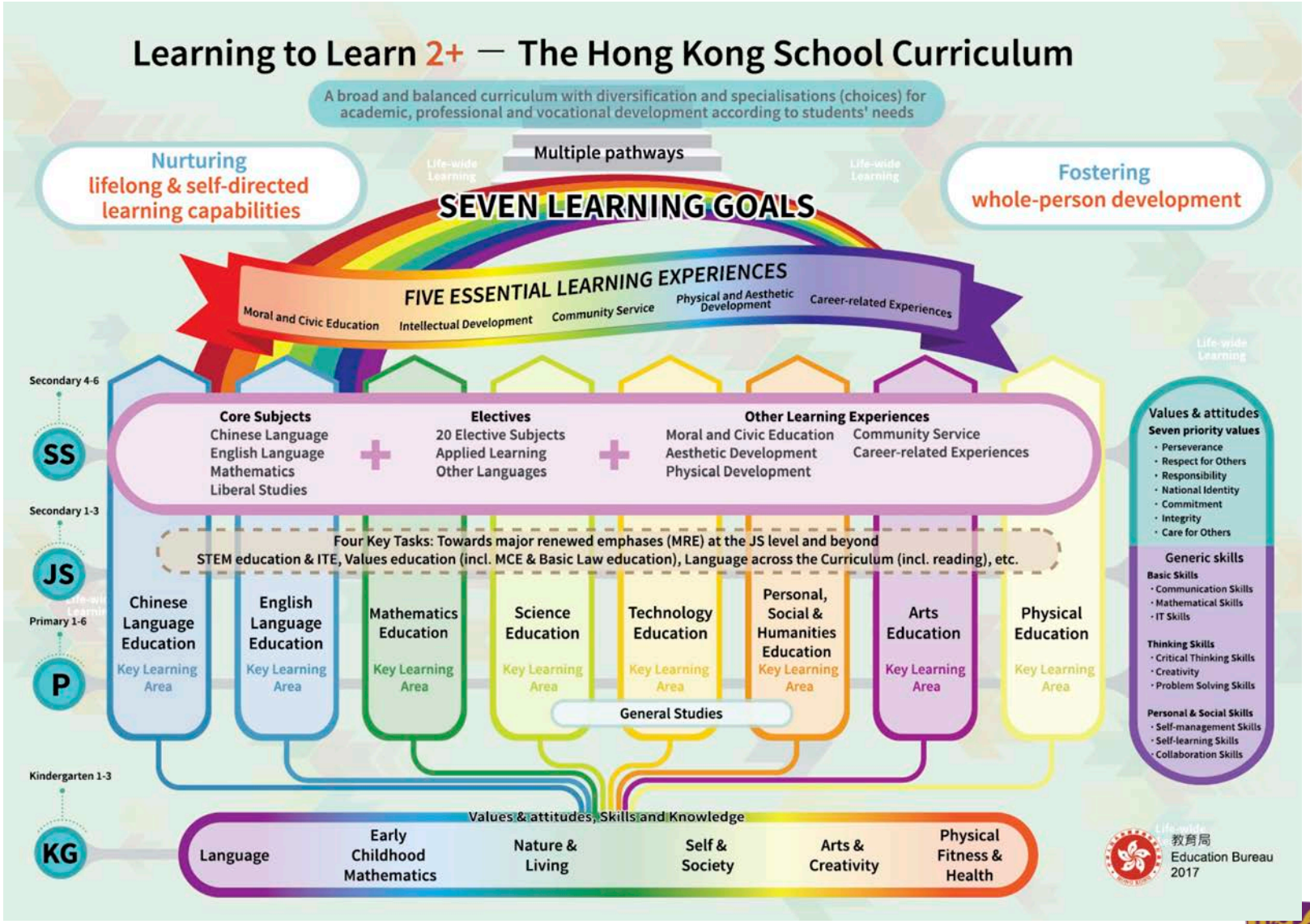
- Provide a well-equipped library;
- Provide reading corner(s) with comfortable seats and a quiet environment;
- Provide facilities to engage students in e-reading anytime and anywhere;
- Place a wide variety of reading materials in different areas of the school campus, e.g. classrooms, special rooms, 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
Nurturing lifelong & self-directed learning capabilities
Multiple pathways
Fostering whole-person development
SEVEN LEARNING GOALS
FIVE ESSENTIAL LEARNING EXPERIENCES
Moral and Civic Education
Intellectual Development
Community Service
Physical and Aesthetic Development
Career-related Experiences
Life-wide Learning
Secondary 4-6
SS
Secondary 1-3
JS
Primary 1-6
P
Kindergarten 1-3
KG
Core Subjects
Chinese Language
English Language
Mathematics
Liberal Studies
Electives
20 Elective Subjects
Applied Learning
Other Languages
Other Learning Experiences
Moral and Civic Education
Aesthetic Development
Physical Development
Community Service
Career-related Experiences
Four Key Tasks: Towards major renewed emphases (MRE) at the JS level and beyond
STEM education & ITE, Values education (incl. MCE & Basic Law education), Language across the Curriculum (incl. reading), etc.
Chinese Language Education
English Language Education
Mathematics Education
Science Education
Technology Education
Personal, Social & Humanities Education
Arts Education
Physical Education
Key Learning Area
General Studies
Values & attitudes
Seven priority values
Perseverance
Respect for Others
Responsibility
National Identity
Commitment
Integrity
Care for Others
Generic skills
Basic Skills
Communication Skills
Mathematical Skills
IT Skills
Thinking Skills
Critical Thinking Skills
Creativity
Problem Solving Skills
Personal & Social Skills
Self-management Skills
Self-learning Skills
Collaboration Skills
Values & attitudes, Skills and Knowledge
Language
Early Childhood Mathematics
Nature & Living
Self & Society
Arts & Creativity
Physical Fitness & Health
教育局
Education Bureau
2017

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

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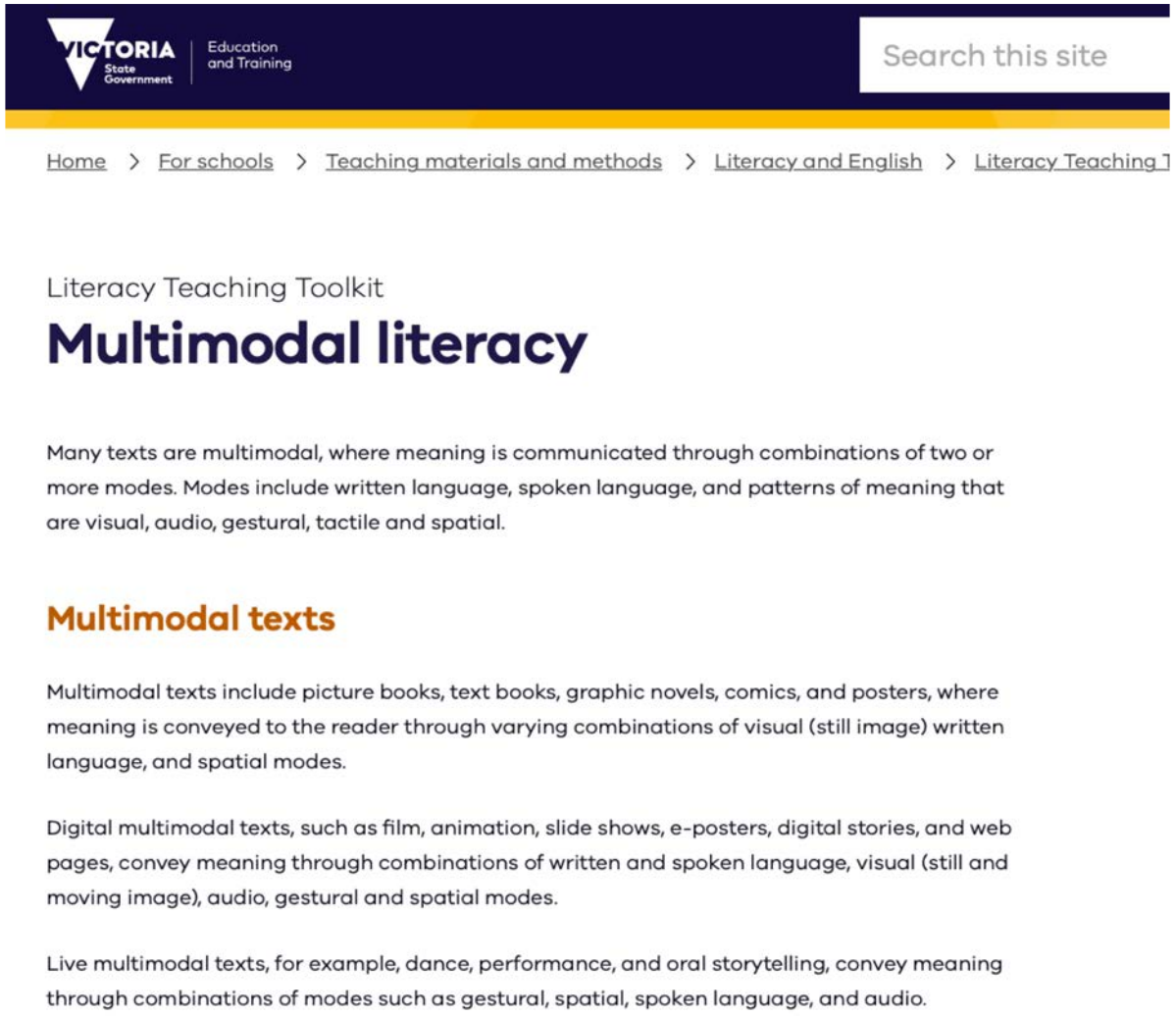
Multimodal literacy

- 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



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

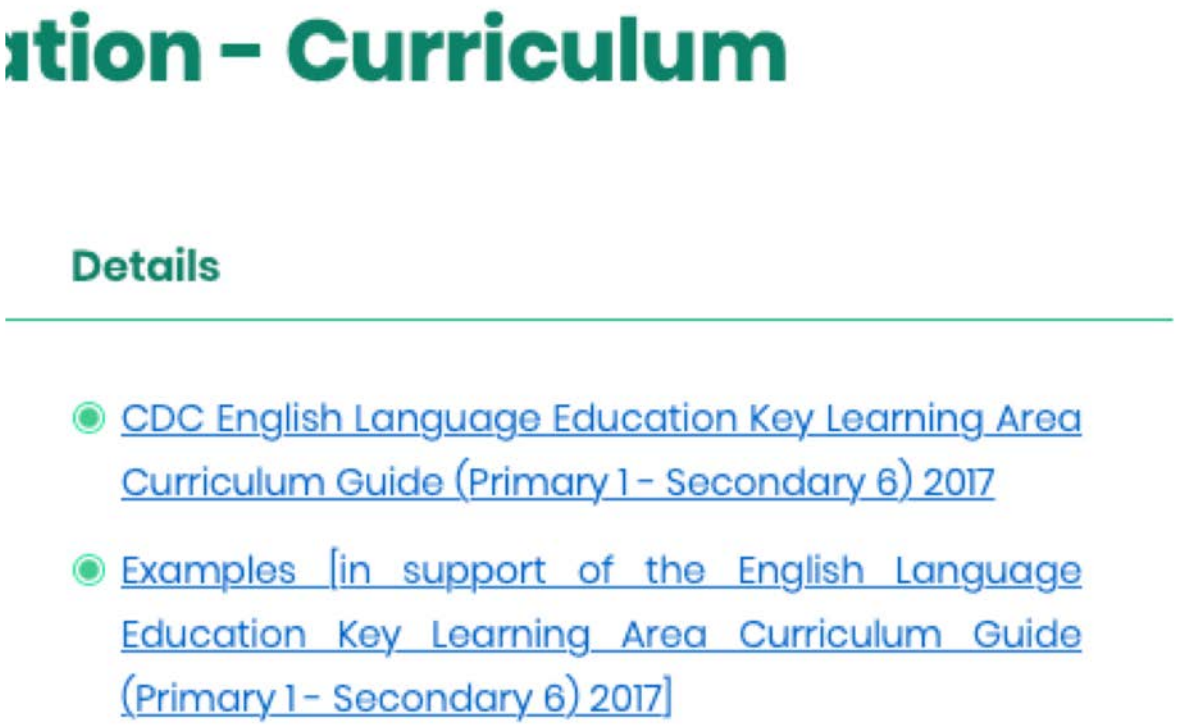
Why is multimodal literacy important?

- 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



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

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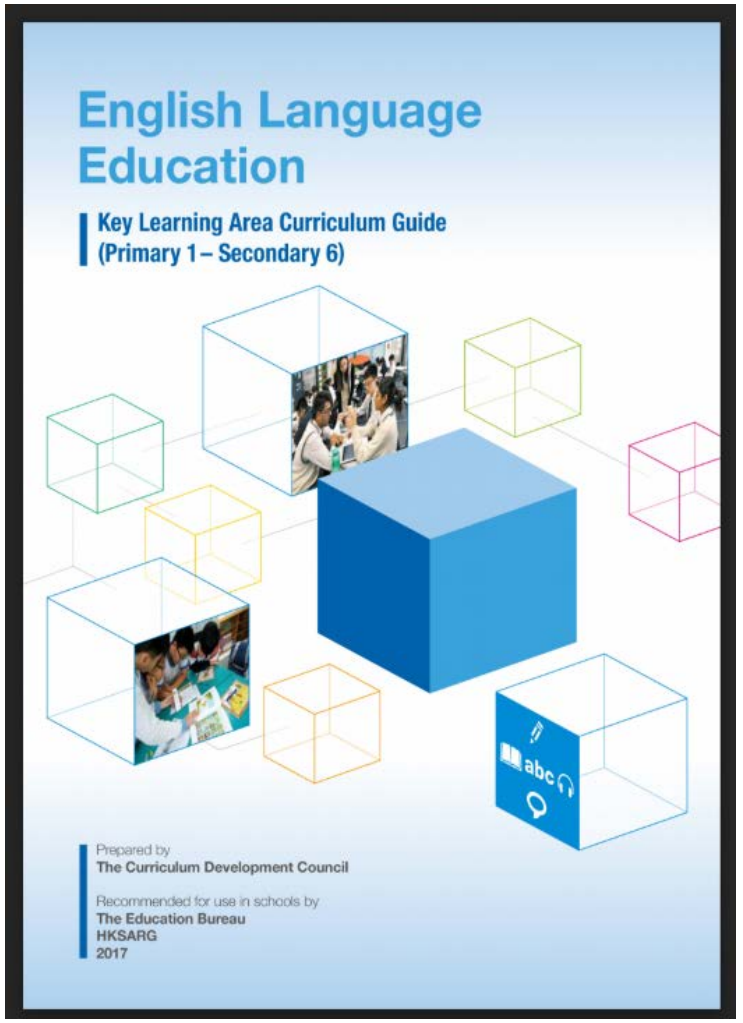
Adopting e-Learning in the English Language Education Classroom

- 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



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

Rundown of this session

Take a poll on Your experience with e-Reading

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Reading in the HK School curriculum: New developments

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Why e-Reading?

↓

Resources for Extensive e-Reading

↓

Courseware platforms for Extensive e-Reading

↓

Ideas for promoting e-Reading among students

Defining e-Reading

The practice of reading texts in electronic form

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

Centre for Learning Sciences and Technologies (CLST)
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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

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/

three-piece suite (noun)

suite /ˈswiːt/ *noun*

Save

plural **suites**

Learner's definition of SUITE

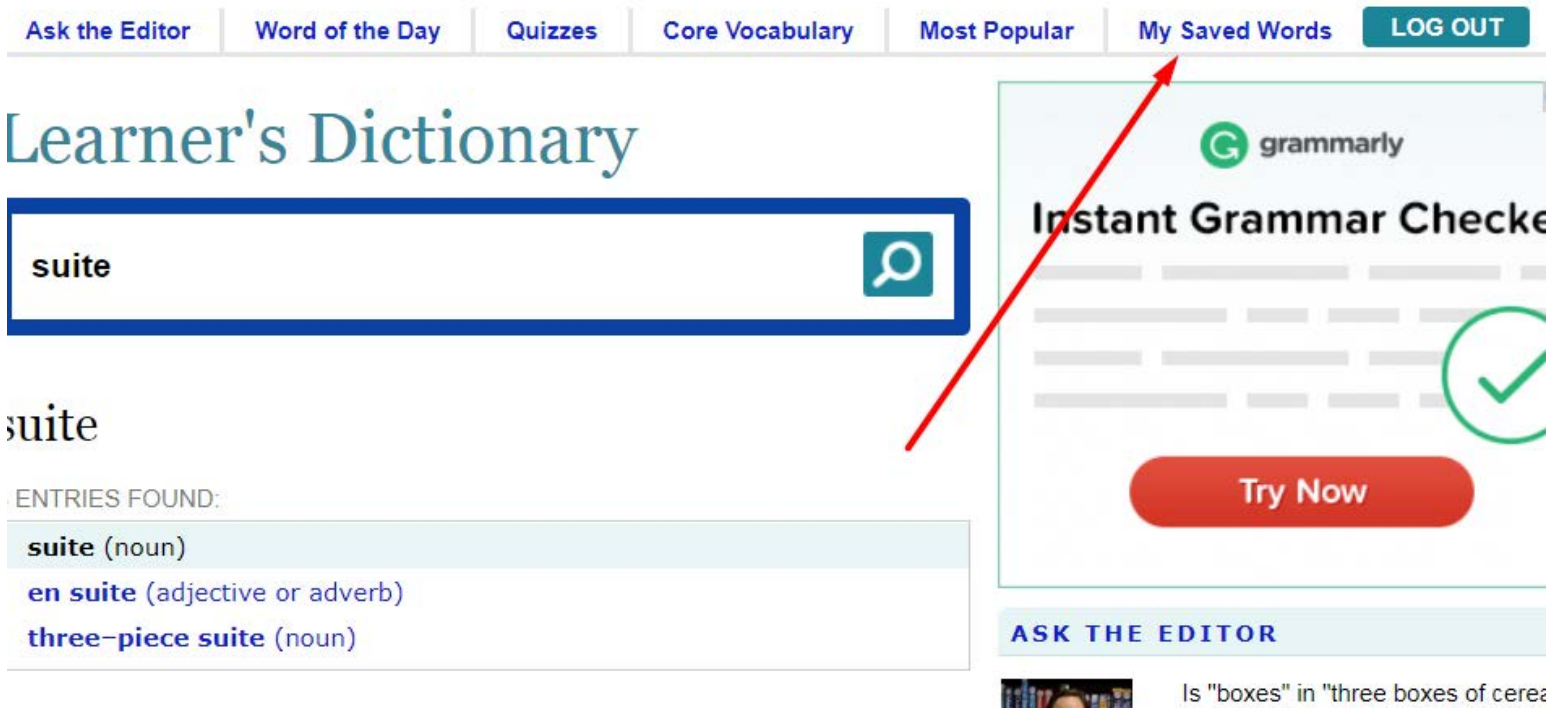
[count]

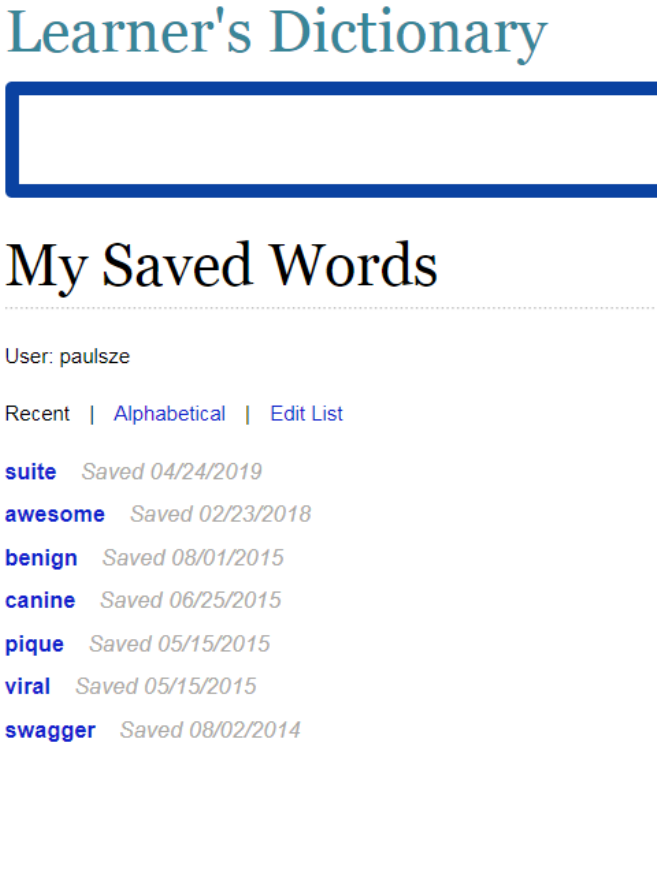
1 a : a group of rooms that is used for one purpose

- 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”

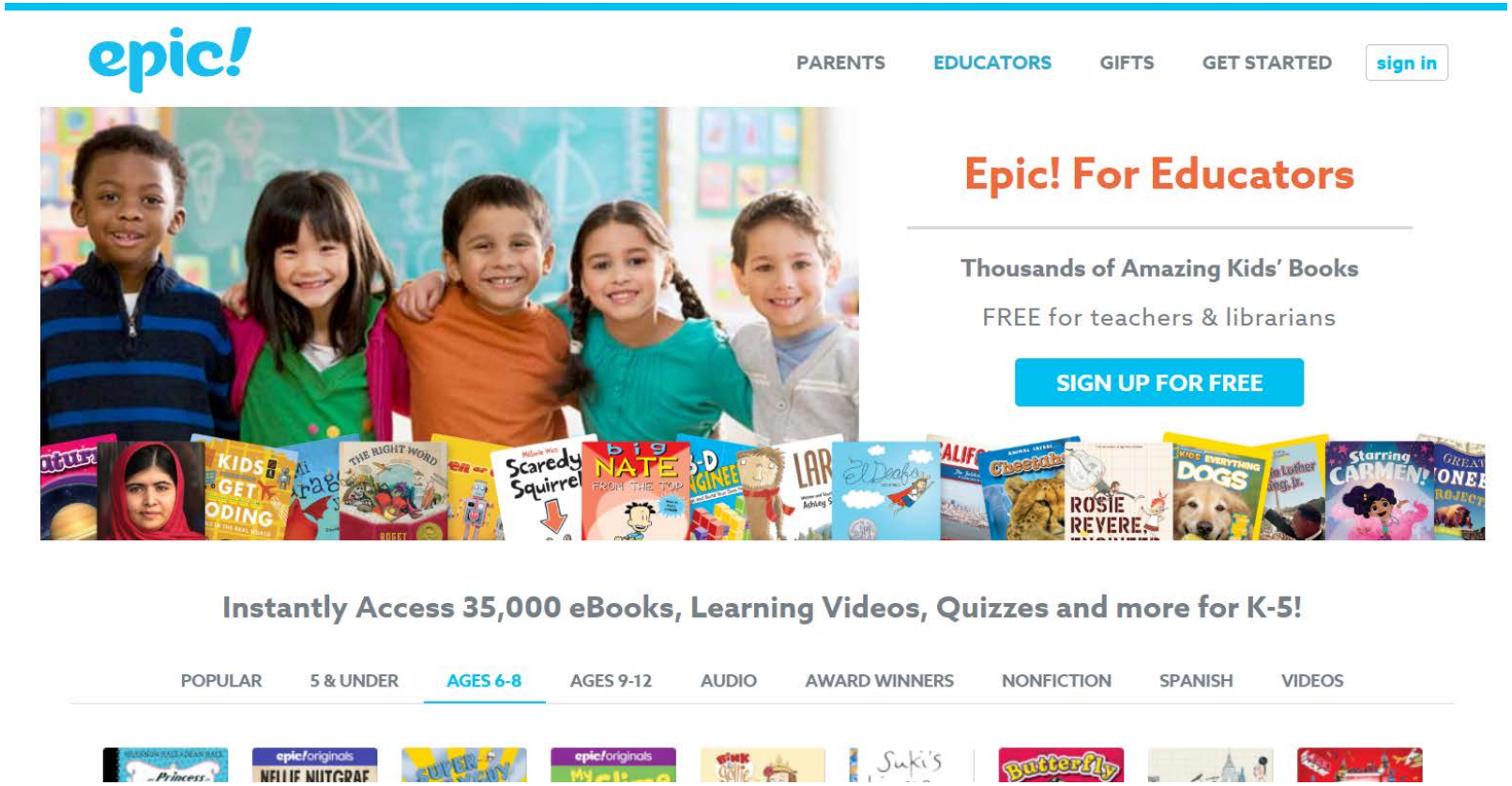




Affordances of e-Reading: Example:

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

Affordances of e-Reading: Example: ://www.getepic.com/educators



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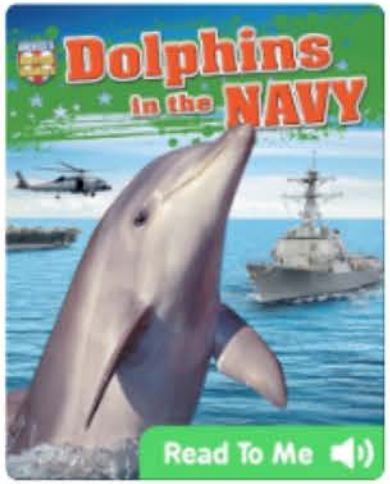
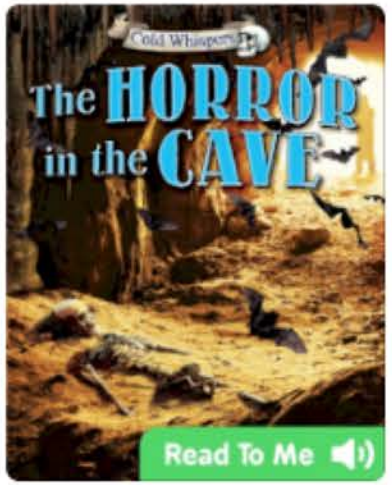
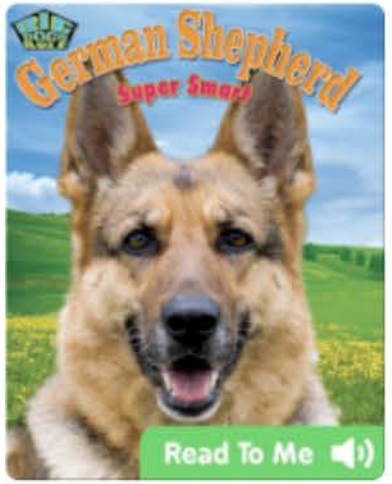
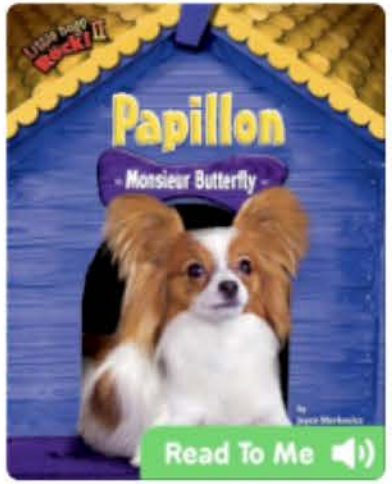
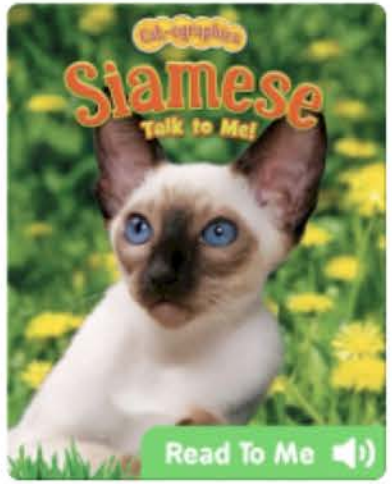
ommended For You











ular 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.

App Store | Google Play

Step 2

Students log in with your class code.

inj6224

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

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.

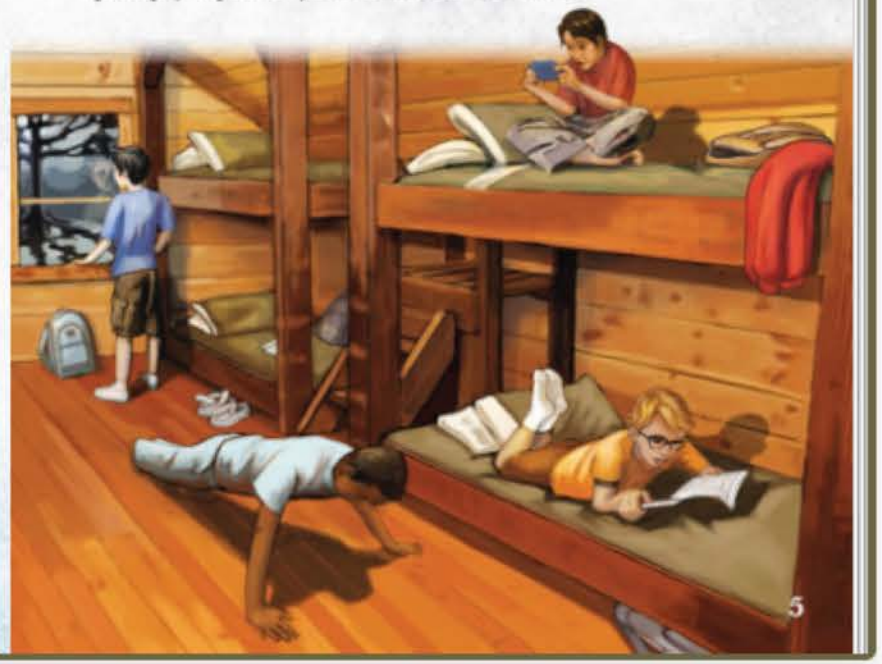
On the bunk underneath, Charlie looked up from his comic book. "Yep! You know it," he exclaimed. "I can't wait!"

"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.

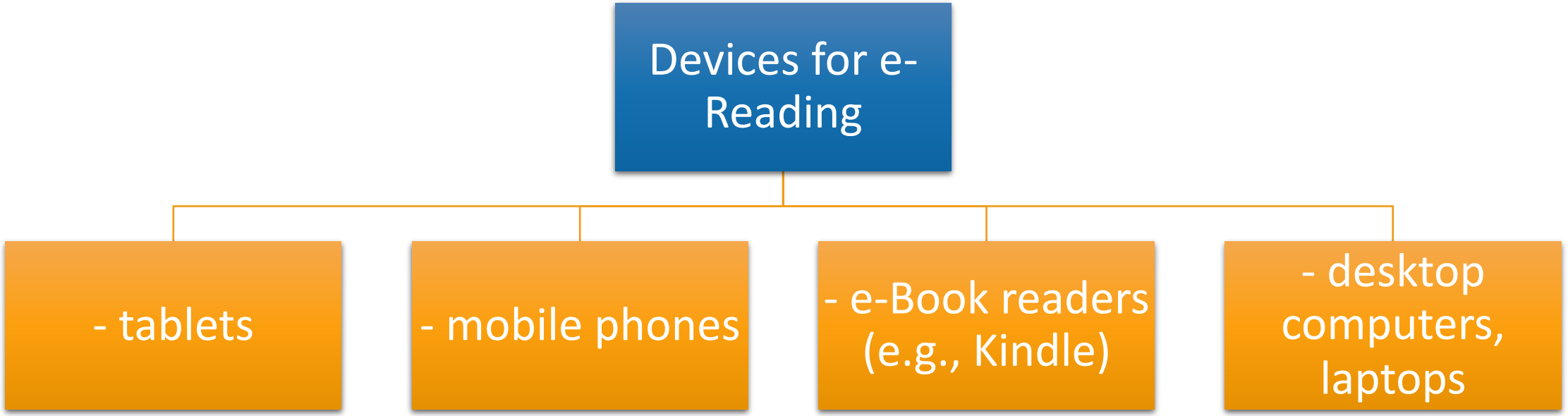
The camp director's voice boomed through. "Listen up," said Mr. Wallace. "All campers in Maple, Red Oak, and Willow, promptly report to your counselors at lakeside."



Highlight

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?

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

Hands-on Task B

Affordances of e-Reading

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

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

↓

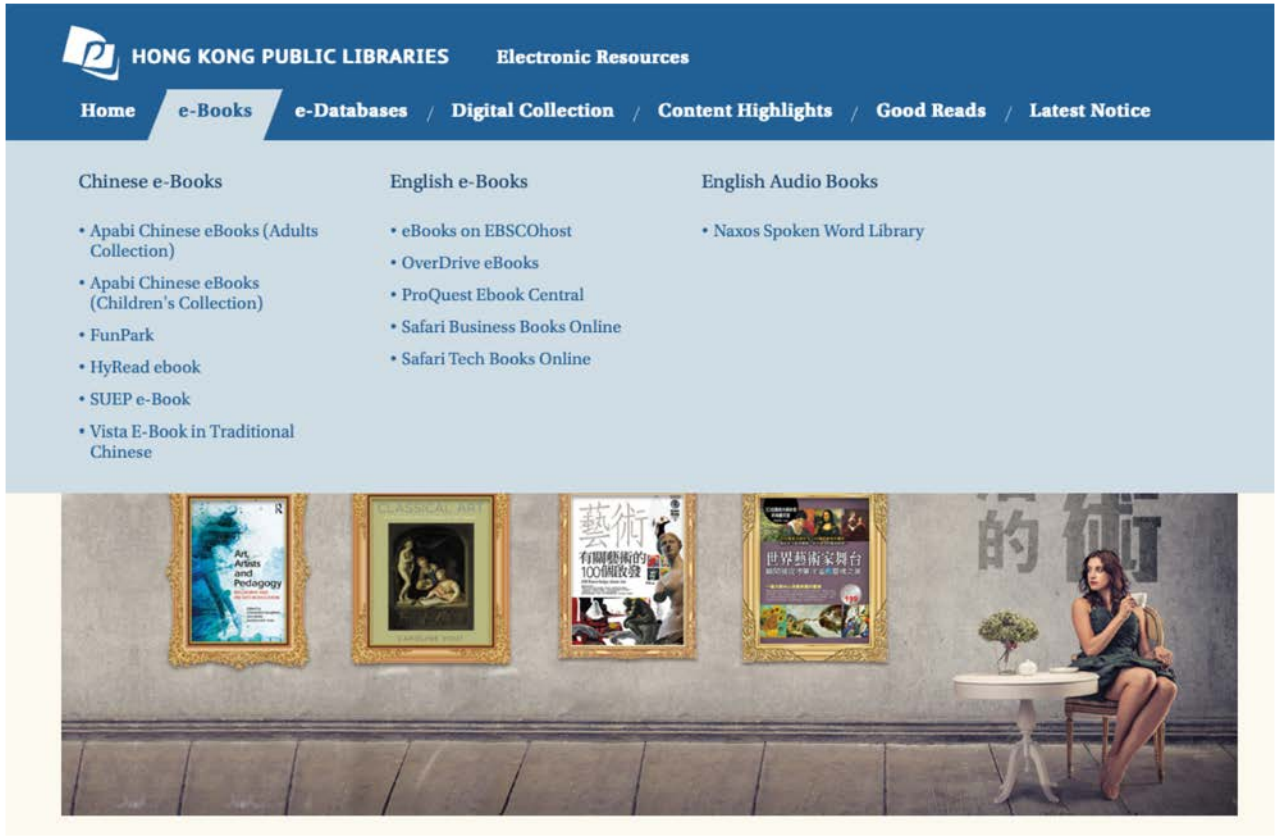
Ideas for promoting e-Reading among students

Resources for Extensive e-Reading

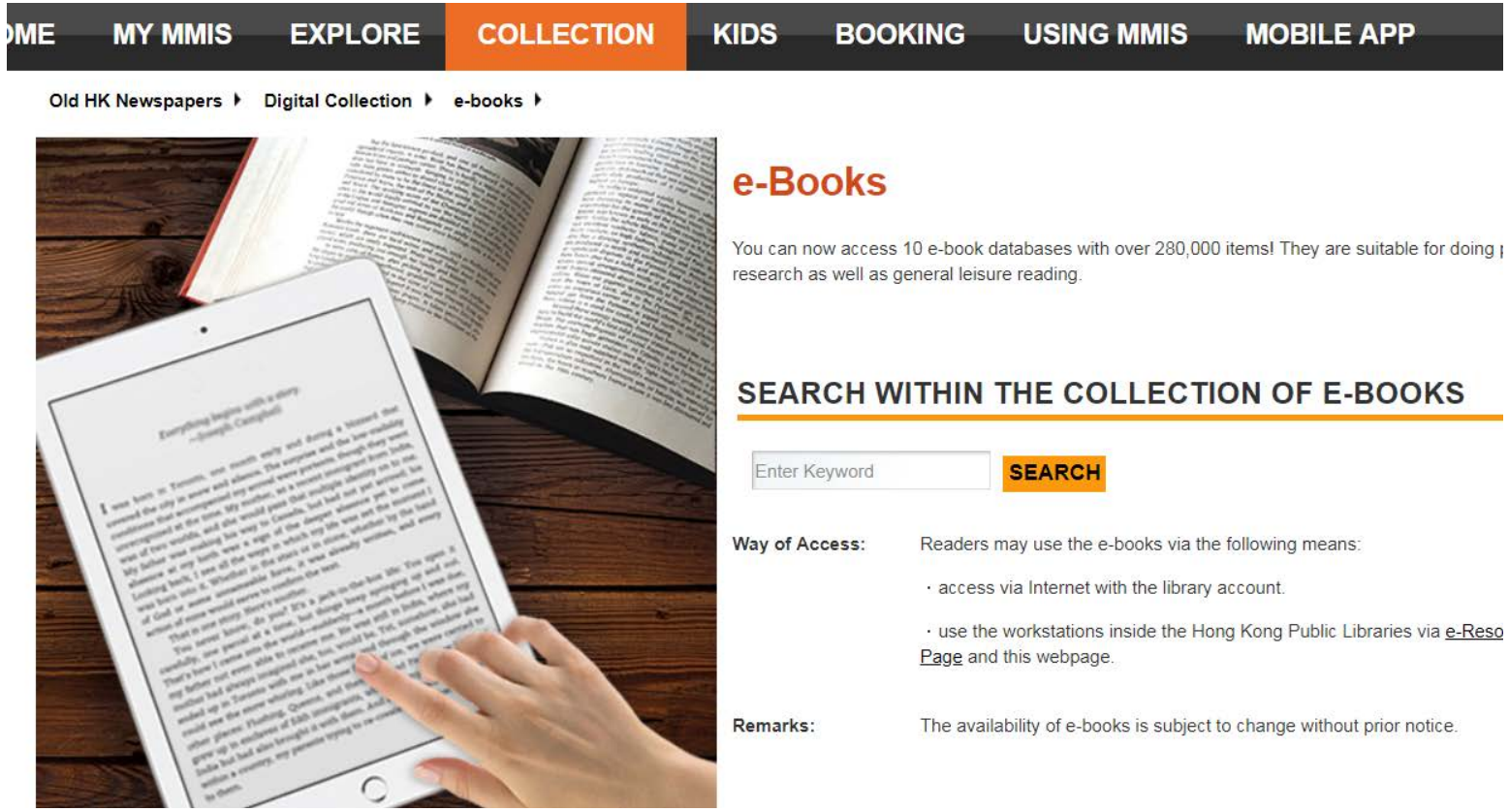
Centre for Learning Sciences and Technologies (CLST)
The Chinese University of Hong Kong

E-Book Resources in Hong Kong Public Libraries

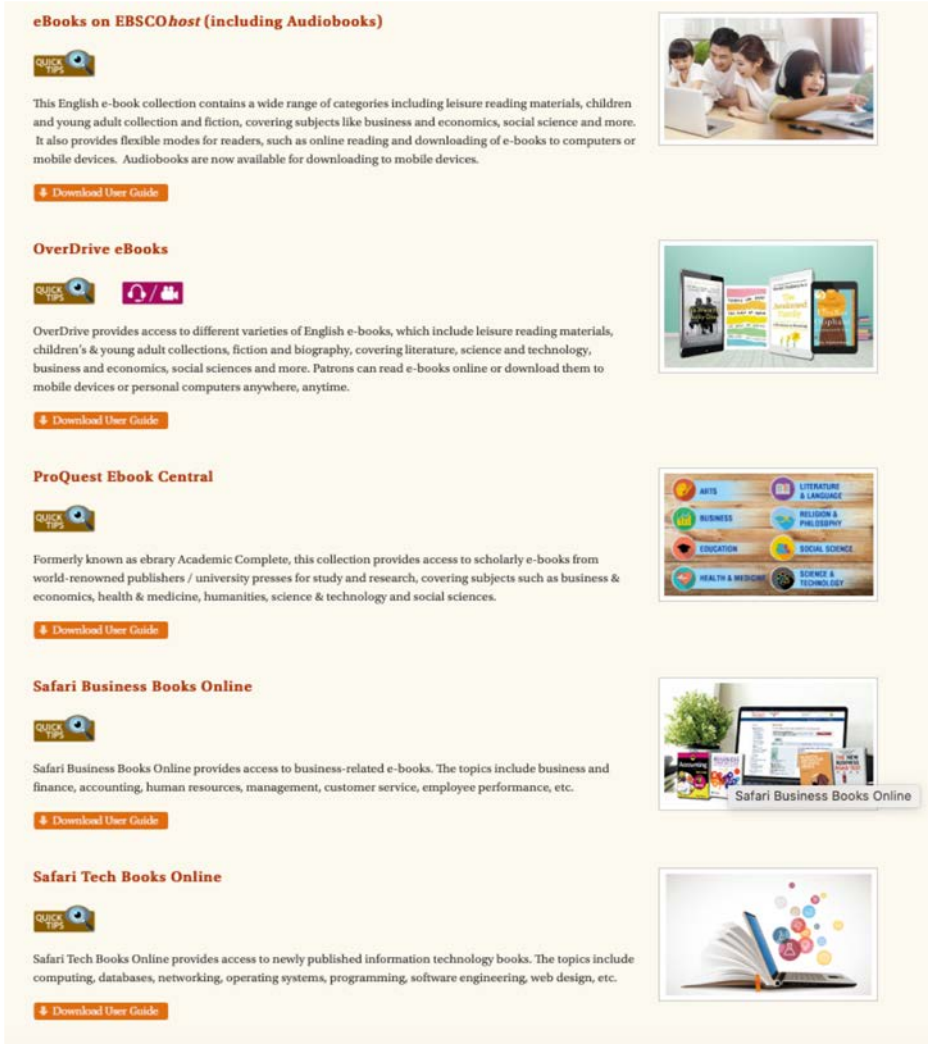
https://www.hkpl.gov.hk/en/e-resources/e-books/home



English e-Books in Hong Kong Public Libraries



e-Books in Hong Kong Public Library



eBooks on EBSCO*host* (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.

Download User Guide

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.);

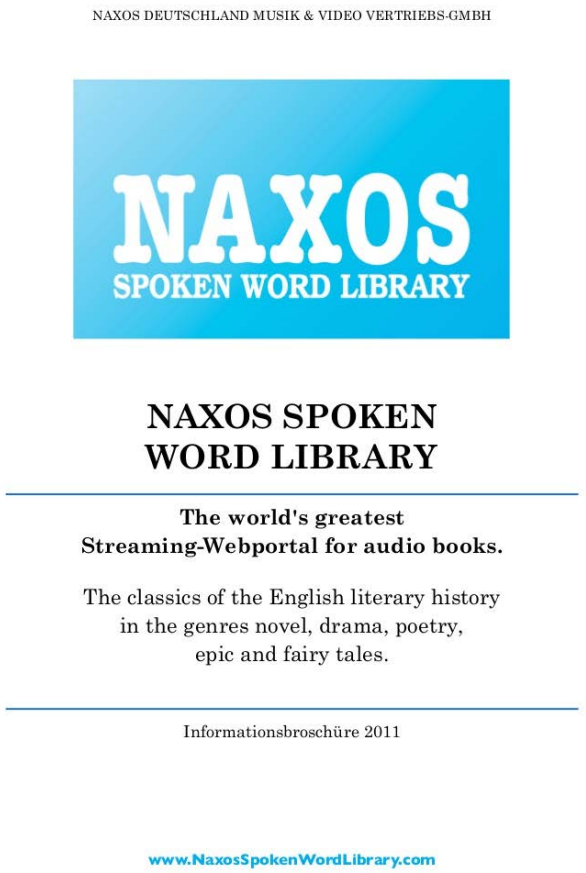
香港公共圖書館
HONG KONG PUBLIC LIBRARIES

Hands-on Task C

Searching for, and downloading eBooks for HKPL website

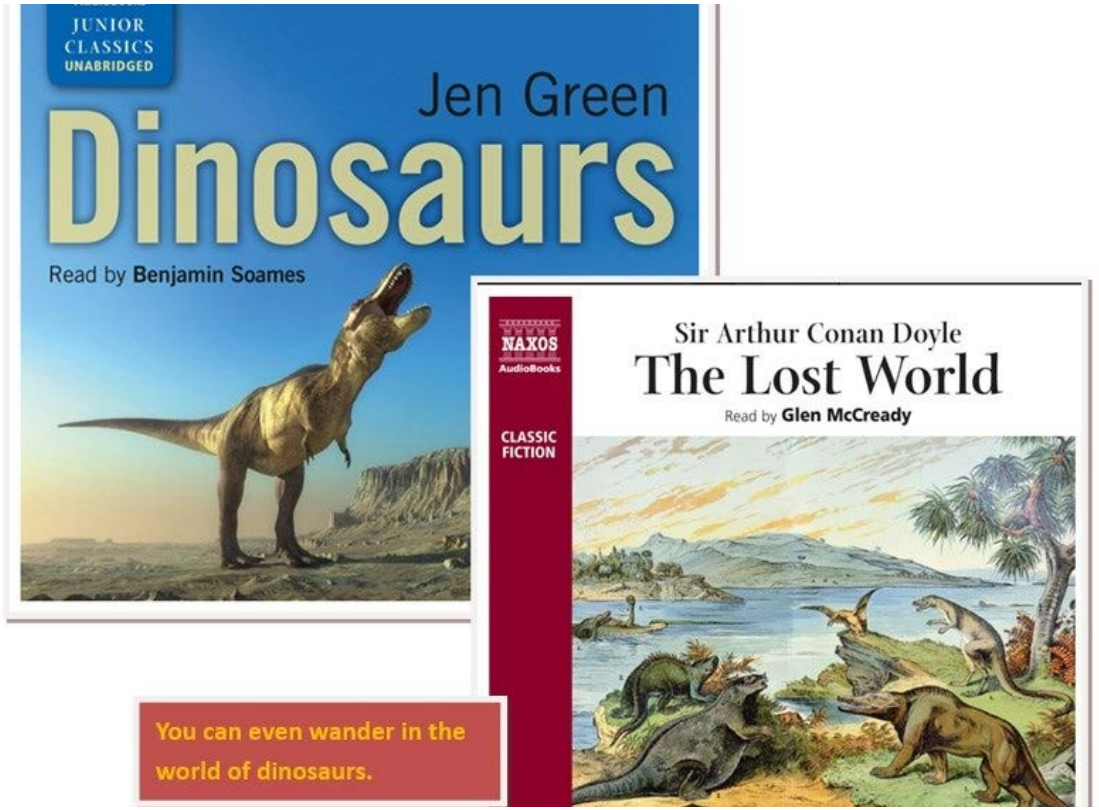
Centre for Learning Sciences and Technologies (CLST)
The Chinese University of Hong Kong

Spoken Word Library: Combining e-Reading with Listening

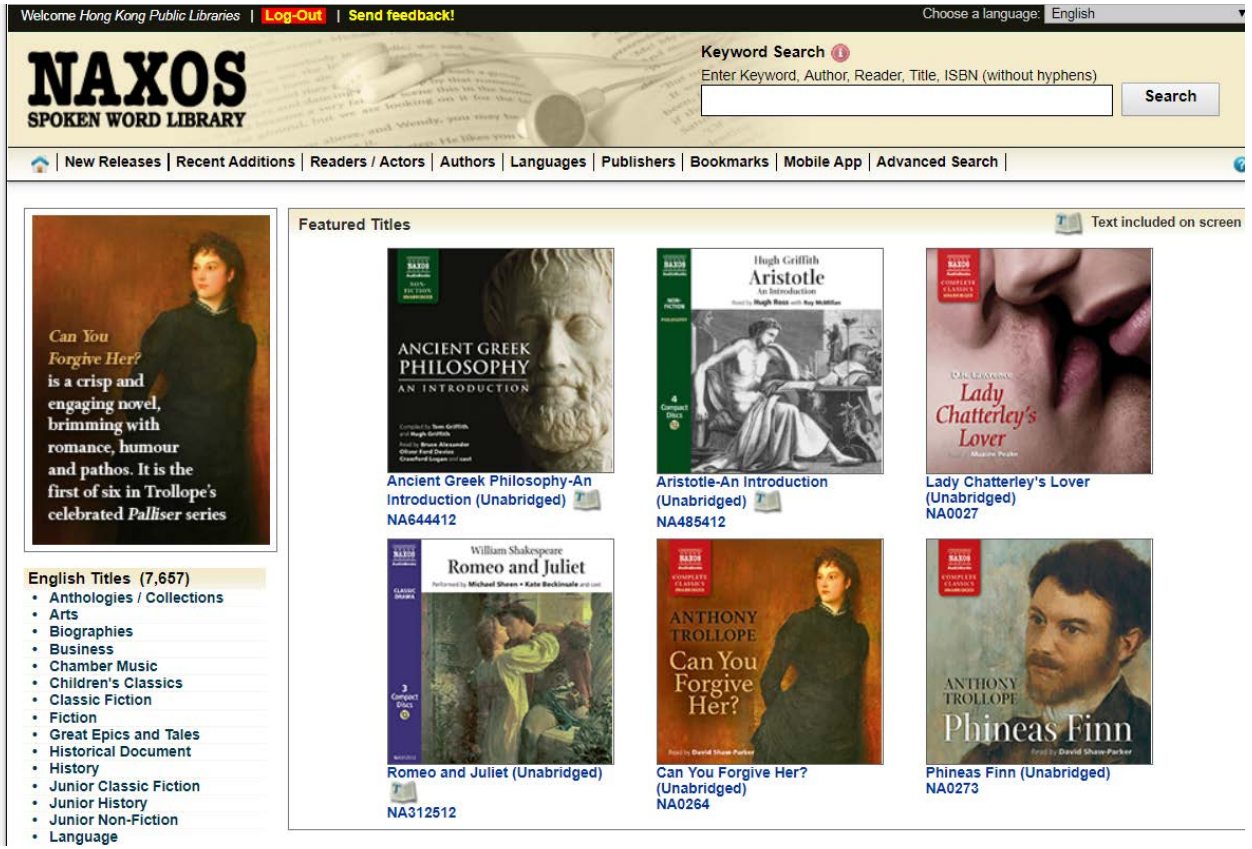


Centre for Learning Sciences and Technologies (CLST)
The Chinese University of Hong Kong

Naxos Spoken Word Library: How does it work?



Naxos Spoken Word Library: How does it work?

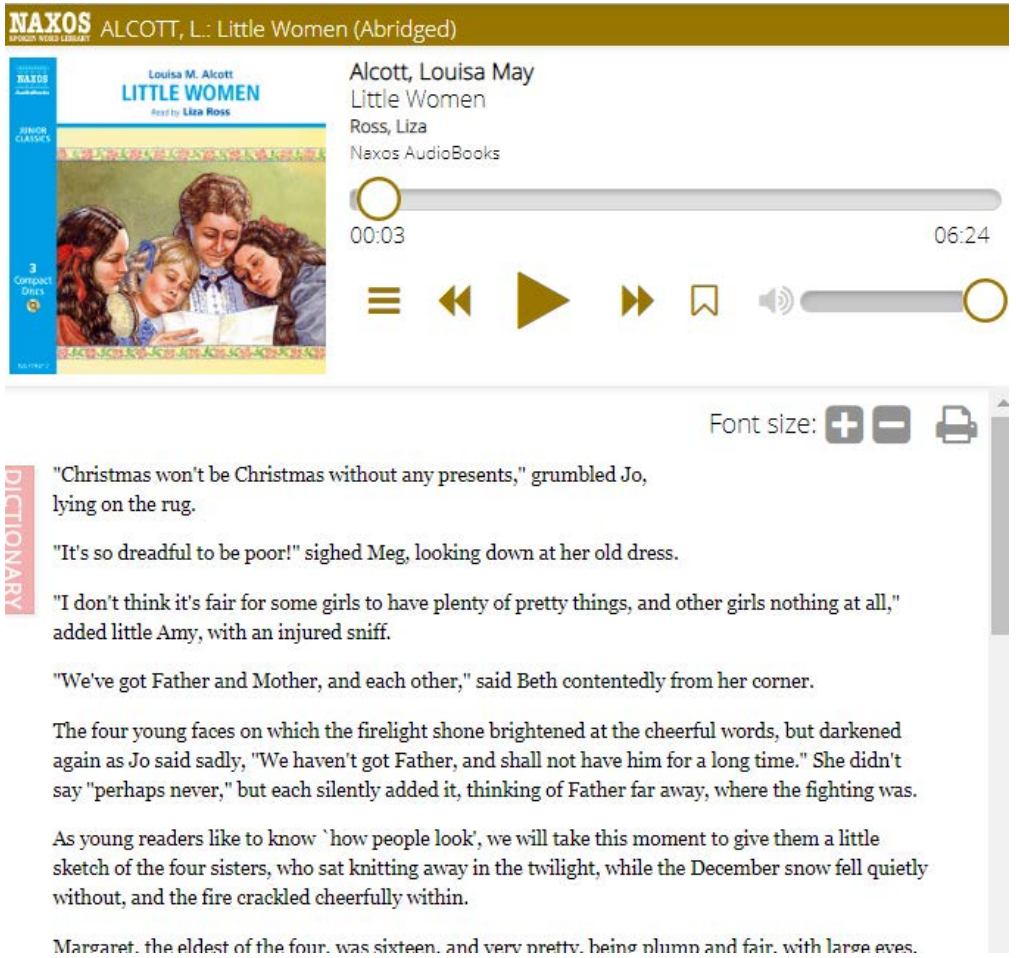


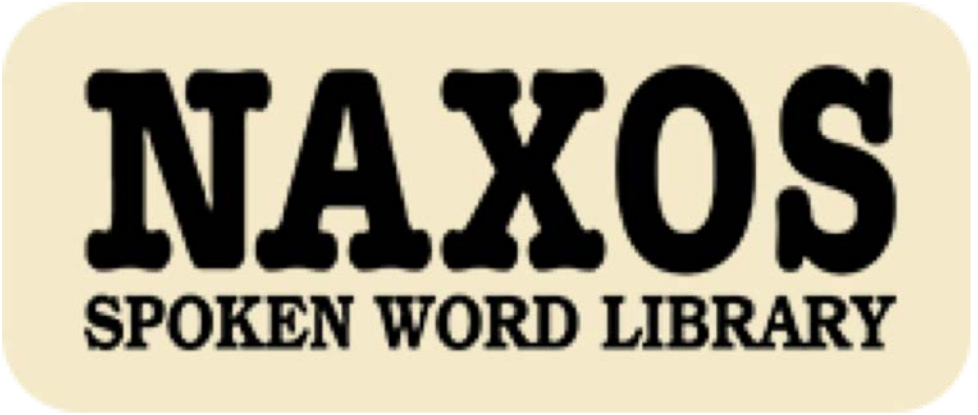
Naxos Spoken Word Library: Collections

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





Hands-on Task D

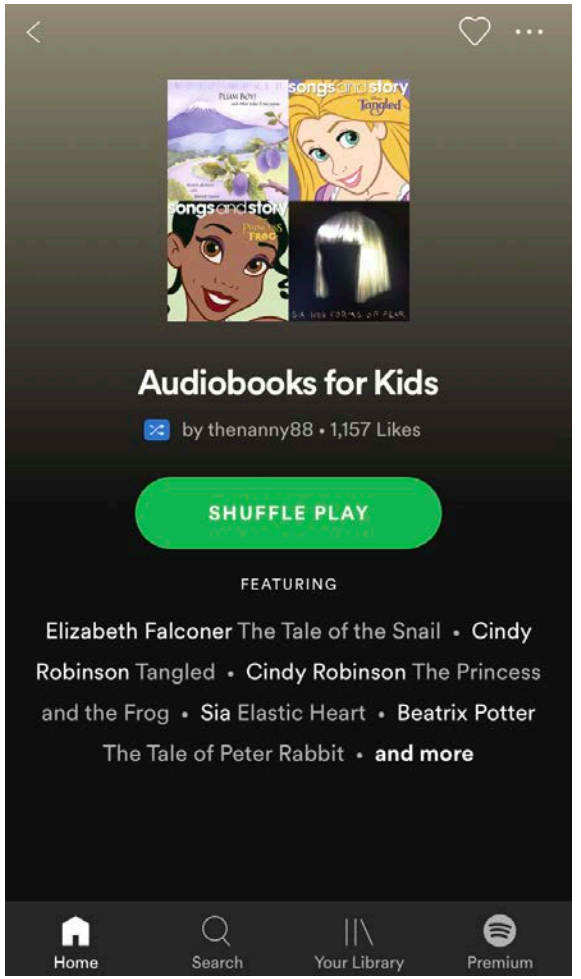
Naxos Spoken Word Library

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

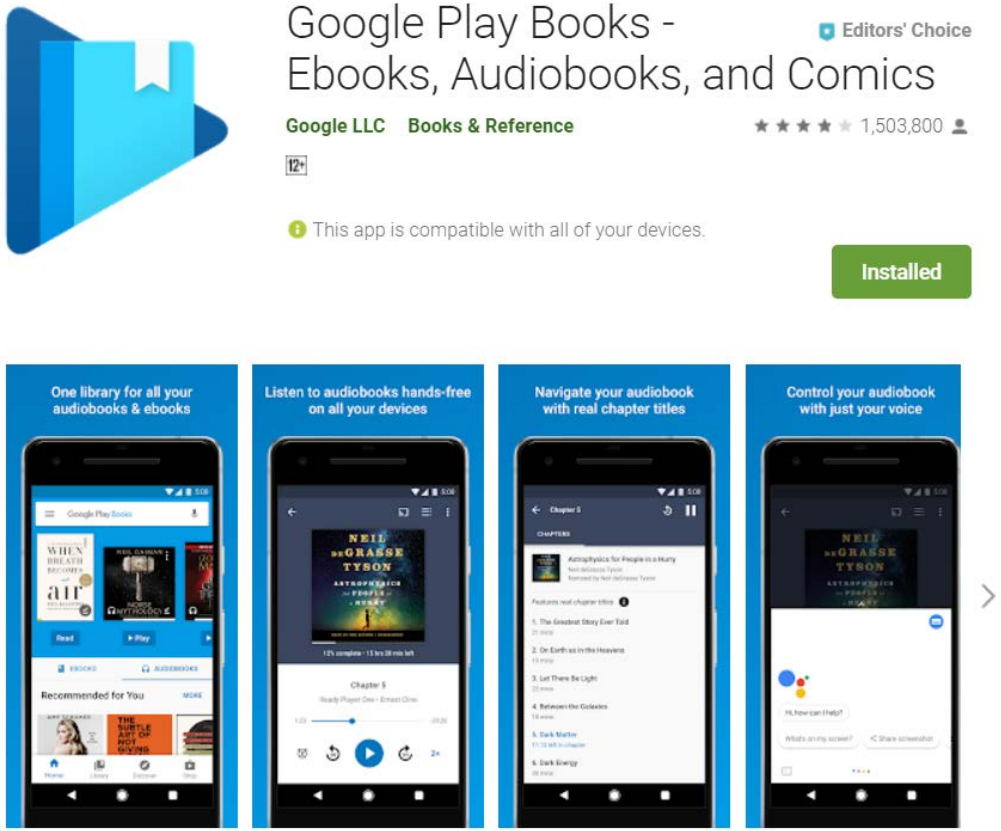
Other Sources of e-Books

Reading Town

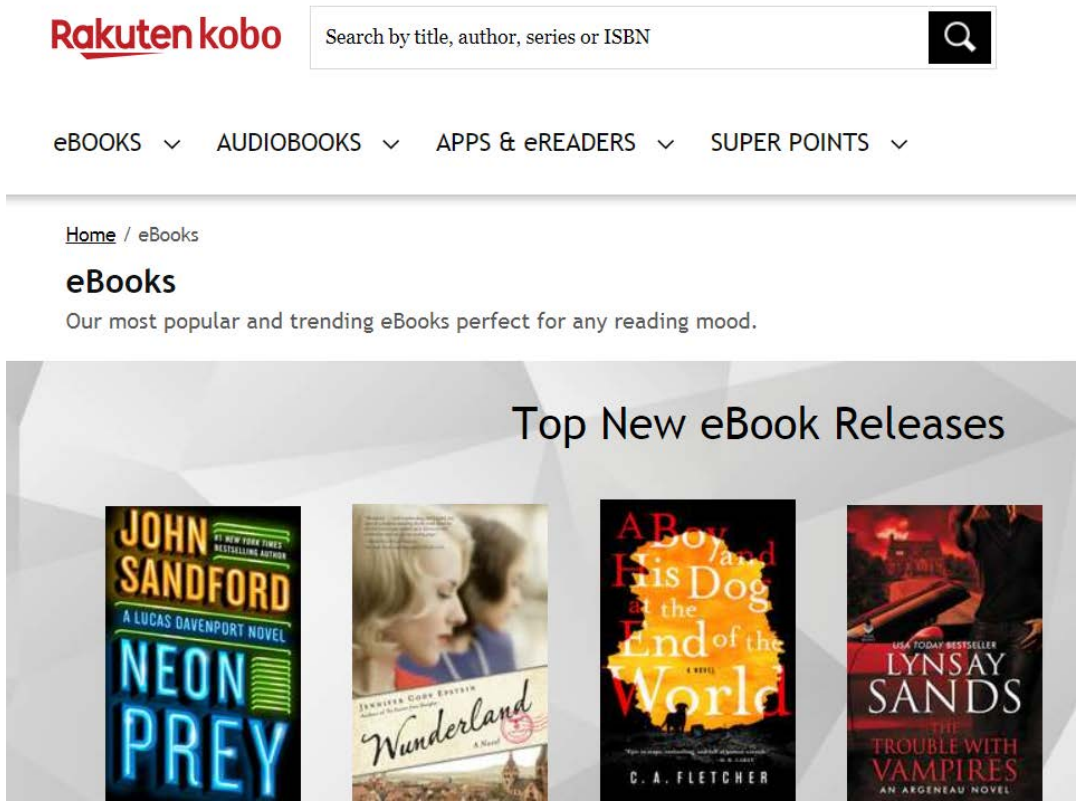
Spotify


Audiobooks for Kids
by thenanny88 • 1,157 Likes
SHUFFLE PLAY
FEATURING
Elizabeth Falconer The Tale of the Snail • Cindy Robinson Tangled • Cindy Robinson The Princess and the Frog • Sia Elastic Heart • Beatrix Potter The Tale of Peter Rabbit • and more
Home
Search
Your Library
Premium

Google e-Books



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



Courseware Platforms for Extensive e-Reading

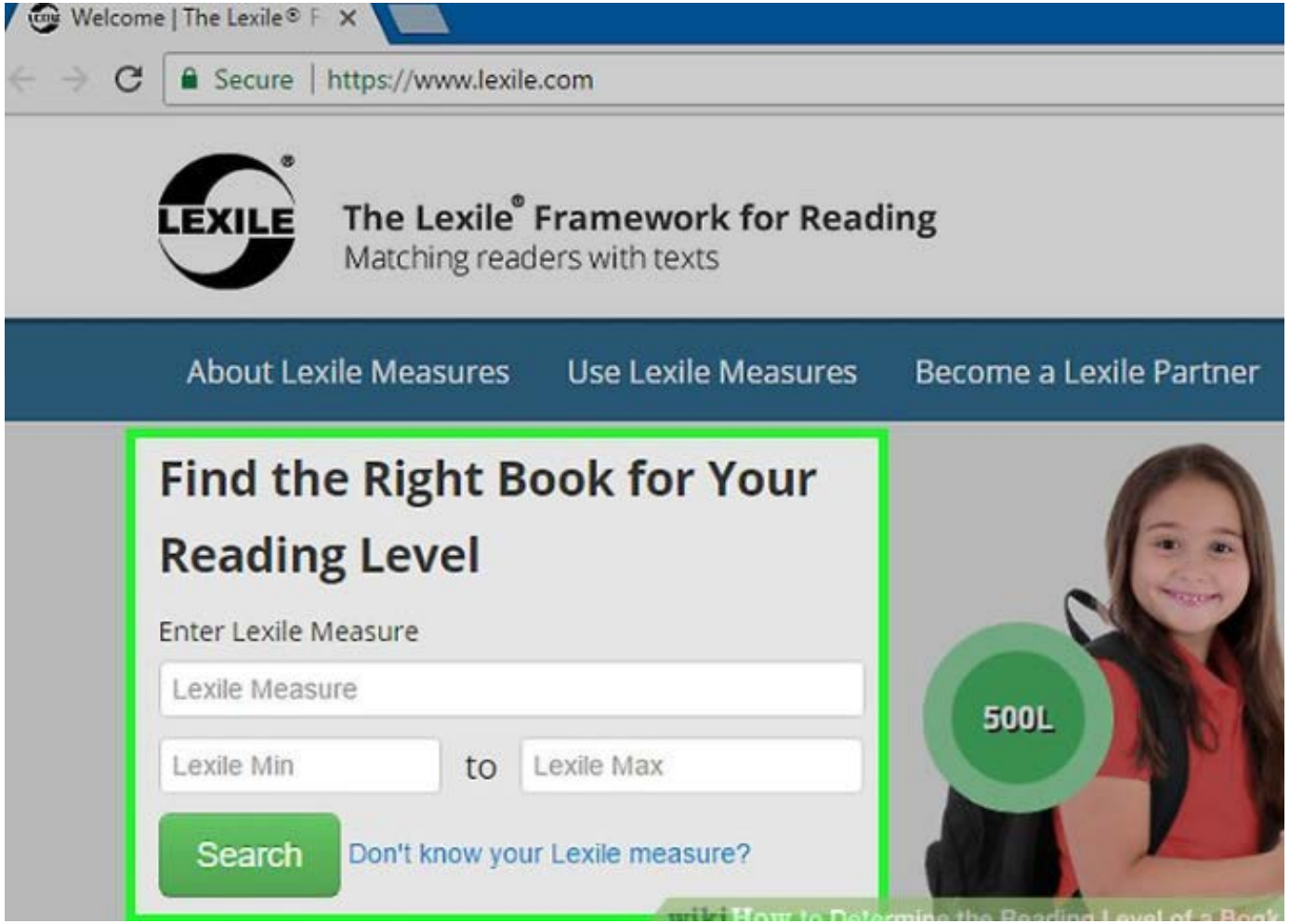
Reading A-Z

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

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.

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.

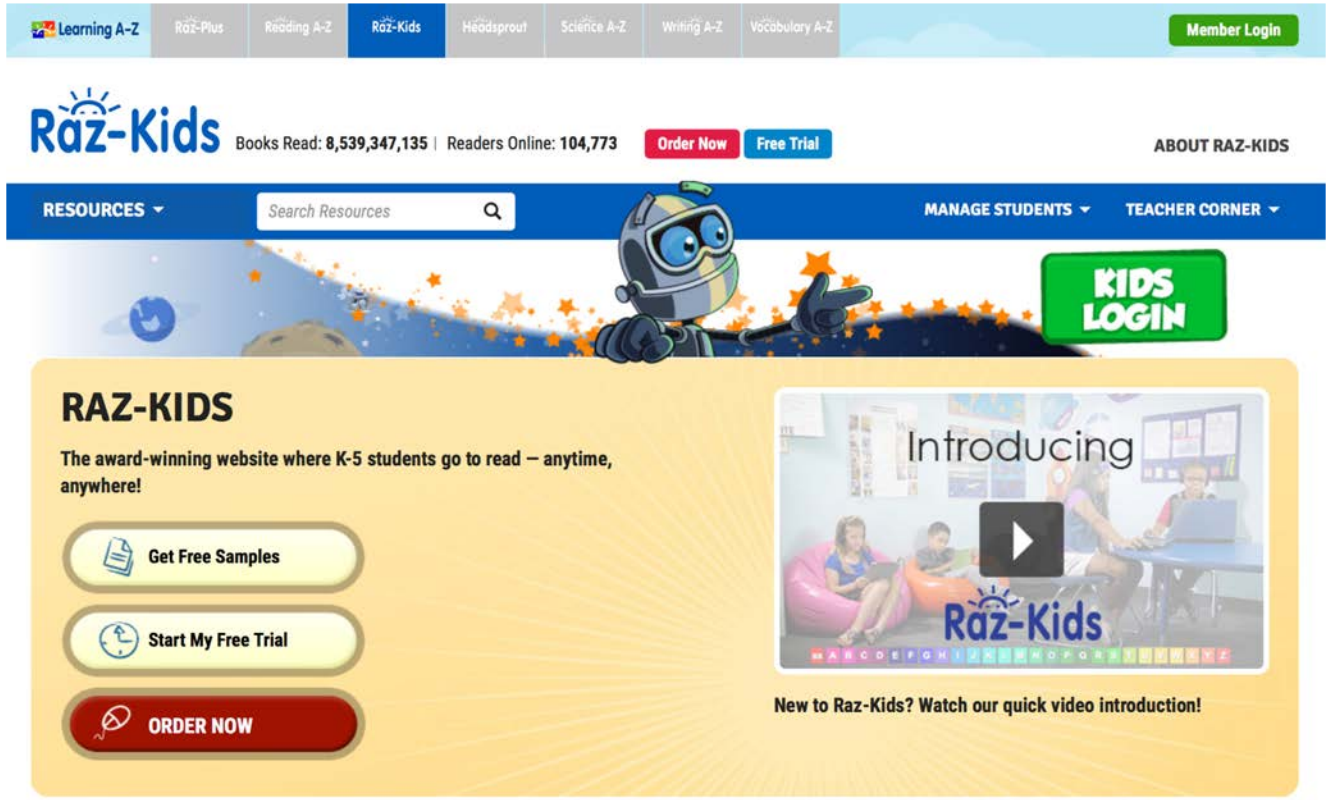
擷取畫面

Example 2: Fun and Friends Book Club

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*



Learning A-Z

CONTACT US MEMBER LOGIN

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

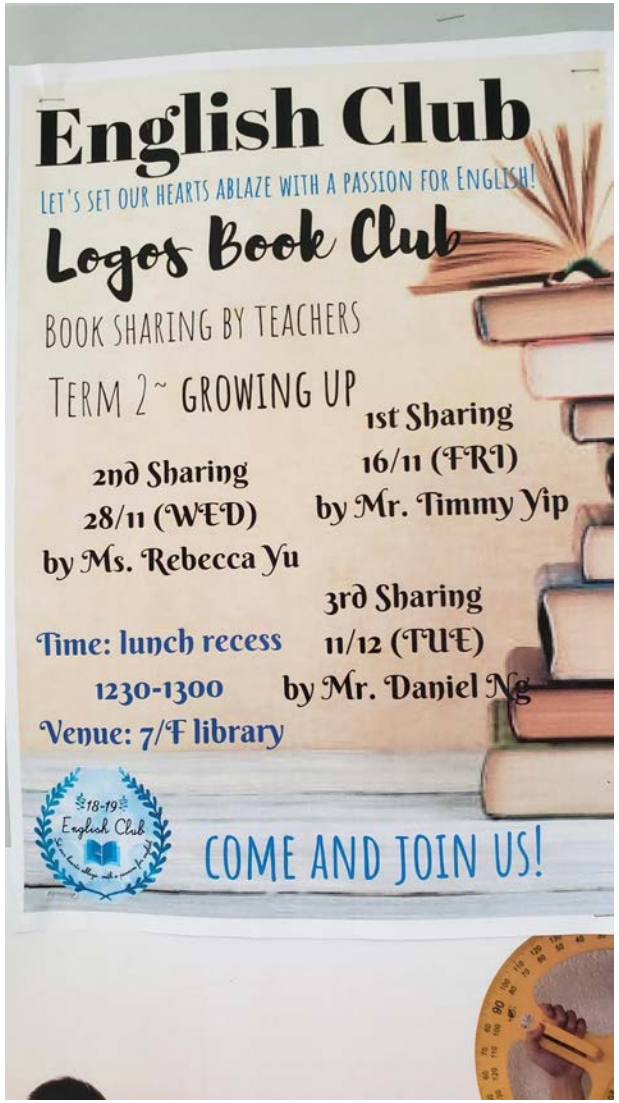
Hands-on Task E

E-Reading courseware platforms

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

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

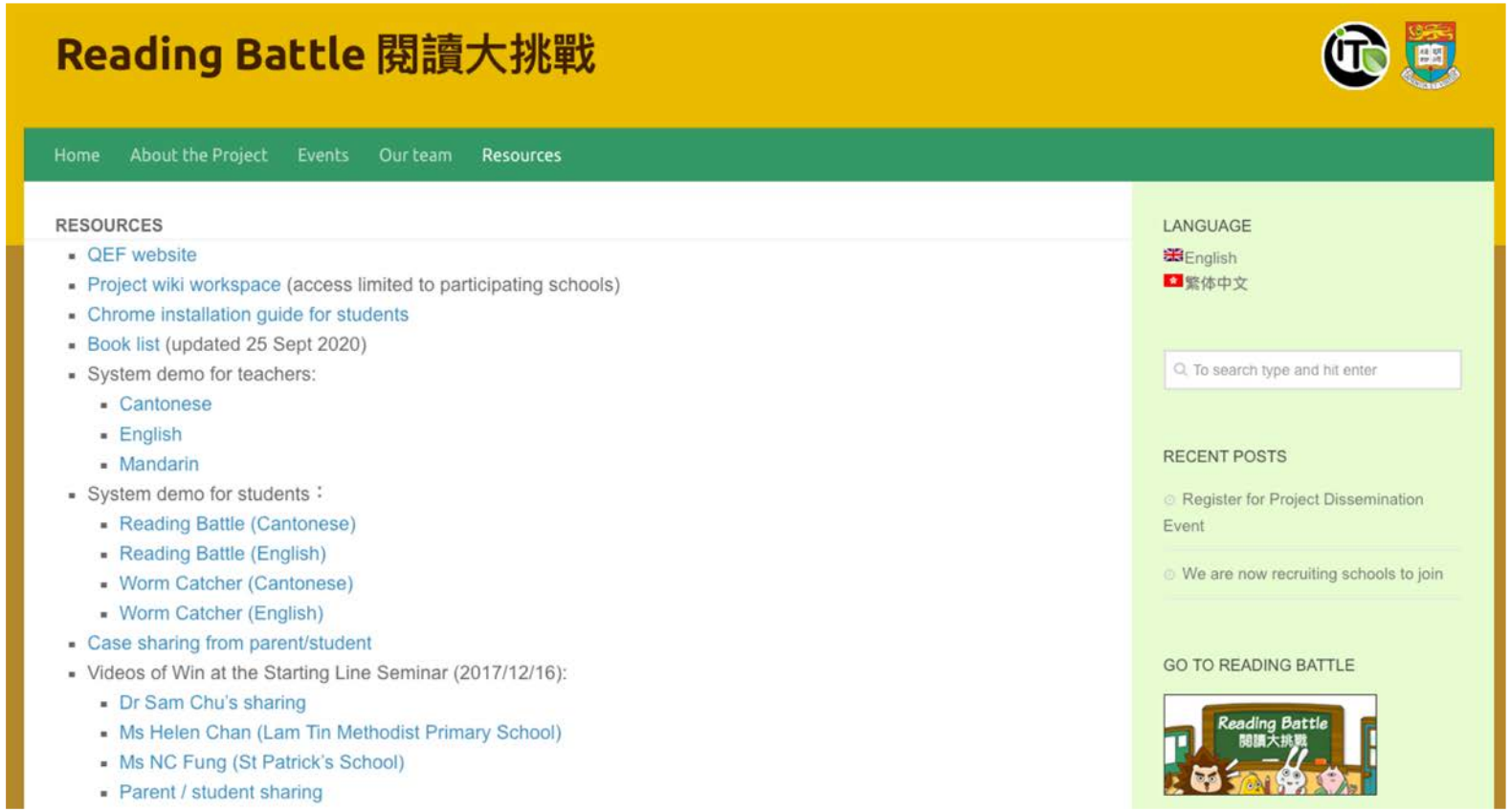

English Club
LET'S SET OUR HEARTS ABLAZE WITH A PASSION FOR ENGLISH!
Logos Book Club
BOOK SHARING BY TEACHERS
TERM 2~ GROWING UP
1st Sharing
16/11 (FRI)
by Mr. Timmy Yip
2nd Sharing
28/11 (WED)
by Ms. Rebecca Yu
3rd Sharing
11/12 (TUE)
by Mr. Daniel Ng
Time: lunch recess
1230-1300
Venue: 7/F library
18-19
English Club
COME AND JOIN US!

is with
and
Yesterday at 08:43 ·
We made our school library a Reading cafe yesterday.
Reading

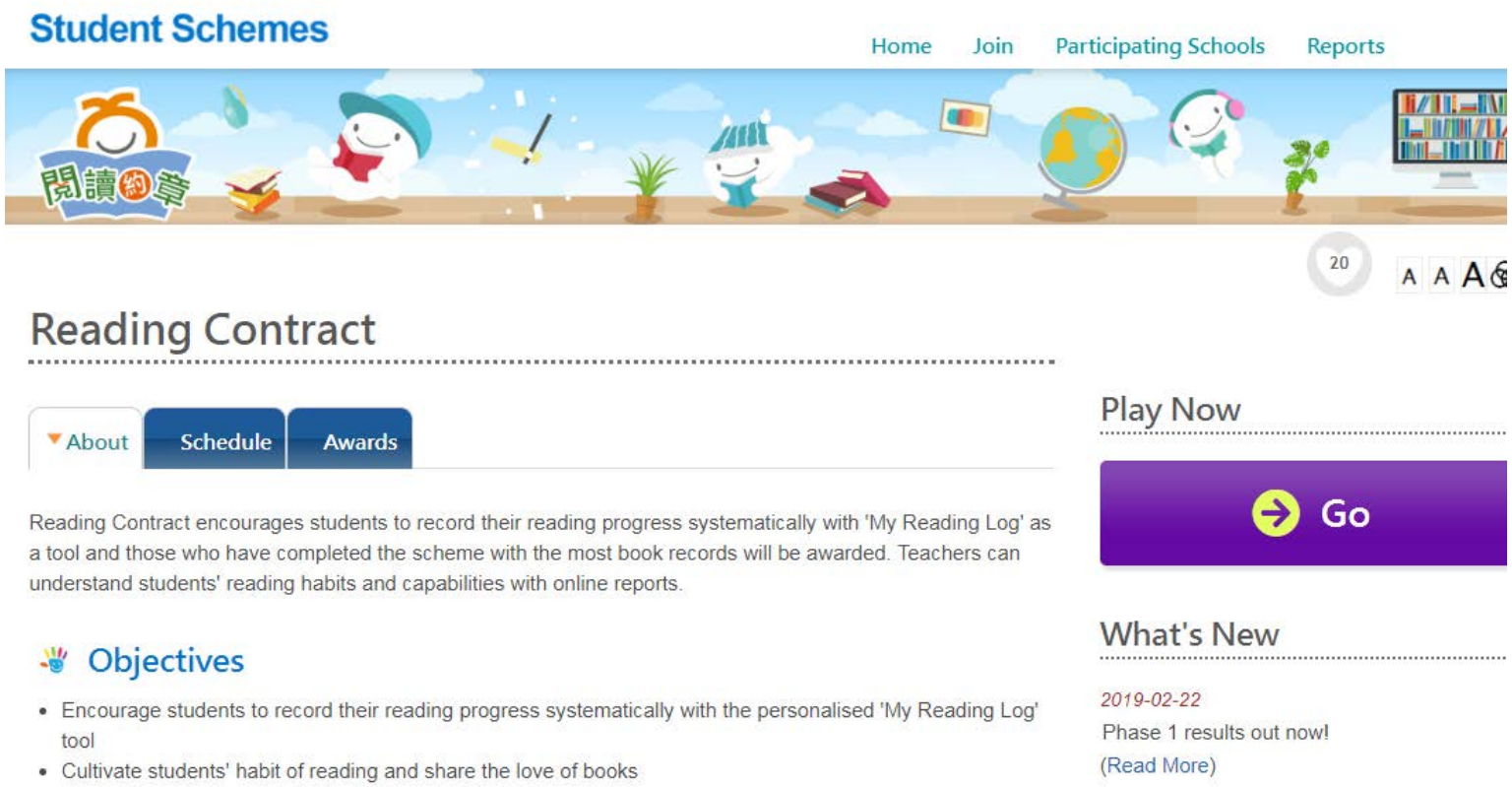
Possible ideas for promoting extensive e s-Reading among students

- Padlet
- Google sites
- Google Slides
- Blog
- Reading battle: http://battle.cite.hku.hk/project-resources/
- Etc.

Reading Battle



Reading Contract



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 1