



香港城市大學
City University of Hong Kong

Learner-Centric Libraries: Shaping Future Learning through Innovation, Technology, and Team-Based Collaboration

Prof. Ray C.C. Cheung

Office of the Provost and Deputy President | Institute of Future Learning
Associate Provost (Digital Learning) | Director



香港城市大學
City University of Hong Kong
Innovating into the Future

Rapid-changing AI and digital learning ecosystem

In Celebration of the 30th Anniversary

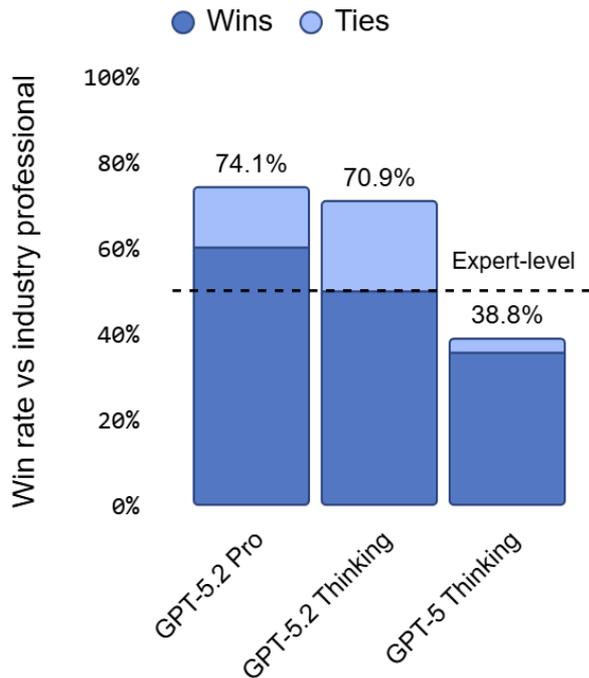
Most recent AI advancement: GPT 5.2 (11 Dec 2025)



HONG KONG

GDPval

Knowledge work tasks



- GPT-5.2 Thinking beats or ties top industry professionals on 70.9% of comparisons on GDPval knowledge work tasks, according to expert human judges.
 - The GDPval full set includes 1,320 specialized tasks across 9 industries and 44 occupations
 - Each tasks meticulously crafted and vetted by experienced professionals with over 14 years of experience on average from these fields.

References: <https://openai.com/index/introducing-gpt-5-2/>,
<https://openai.com/index/gdpval/>

IDC's 2024 AI opportunity study: Education



- Generative AI usage in education jumped from 45% in 2023 to 86% in 2024, the highest across industries
- Top barriers to AI implementation in education
 - Data foundation lacks sufficient governance processes (e.g., security, provenance)
 - Lack of employees with skills needed to learn and work with AI
 - Lack of clear evaluation criteria for the AI solutions

Reference: IDC InfoBrief: Sponsored by Microsoft, 2024 Business Opportunity of AI, IDC# US52699124, November 2024
[IDC's 2024 AI opportunity study: Top five AI trends to watch - The Official Microsoft Blog](#)

Letters | Hong Kong could help Asia set standards for AI in education

Readers discuss the integration of artificial intelligence into education, the risk of harm caused by AI, and the role of governments in the new geopolitical landscape

Reading Time: **3 minutes**

Why you can trust SCMP 

“With its expertise, international connections and strategic position, Hong Kong could pioneer a comprehensive AI education quality assurance framework that draws from international best practices while addressing Asian educational contexts and values.”

Professor Rose Luckin, Emeritus Professor, University College London

Professor Nancy Law, Chair of Learning Sciences and Technology, University of Hong Kong

Reference: <https://www.scmp.com/opinion/letters/article/3327495/hong-kong-could-help-asia-set-standards-ai-education>

How the future of (higher) education is being shaped by AI disruption



HONG KONG

Question: Imagine that we are in 2035, what would we say 2025 was the beginning of?

Major AI Disruption Across Society	Institutions anticipate a future where AI is ubiquitous, and embedded in daily decision-making.
The Reinvention of Traditional Higher Education Models	Leaders foresee the erosion of traditional degrees as the primary credential. New modular learning, delivery formats and alternative providers will reshape how education is structured and consumed.
Transformation of Learning and Learners	Students are using AI to personalise their learning, iterate more quickly, and bypass poorly designed tasks. This signals a shift in cognitive behaviour shaped by continuous AI interactions.
The Institutional Realignment and AI Governance	Leaders are expecting a shift in organisational structures, driven by clearer AI policies, and governance frameworks.
The Redesign of Work and Workforce	Leaders are expecting a workforce where integrated human–AI decision-making, lifelong learning and continuous reskilling become essential

Reference: Digital Education Council, When Change is the Only Constant: Key Insights and Next Steps from the DEC Global Summit 2025. ([Link](#))

Takeaways from the Digital Education Council Global Summit 2025 (Nov, HKUST)

- Design learning for active AI participation
 - Use authentic simulations, AI personas, and structured reflection to position AI as a thinking partner rather than a shortcut, helping students develop judgement, not dependency.
- Support faculty in shifting from content deliverers to as architects of learning who curate, communicate, create, and contemplate new teaching excellence.
- Align leadership with grassroots innovation
 - Top-down vision must meet bottom-up creativity; distributed ownership among students, early career academics, and professional staff ensures real adoption and lasting change.



Reference: Digital Education Council, When Change is the Only Constant: Key Insights and Next Steps from the DEC Global Summit 2025. ([Link](#))

Published case studies from governments, NGOs, universities and companies



HONG KONG



[Link](#)



Empowering Learners for the Age of AI

An AI Literacy Framework for Primary and Secondary



REVIEW DRAFT

[Link](#)

A GUIDE TO AI IN SCHOOLS

Perspectives for the Perplexed



[Link](#)

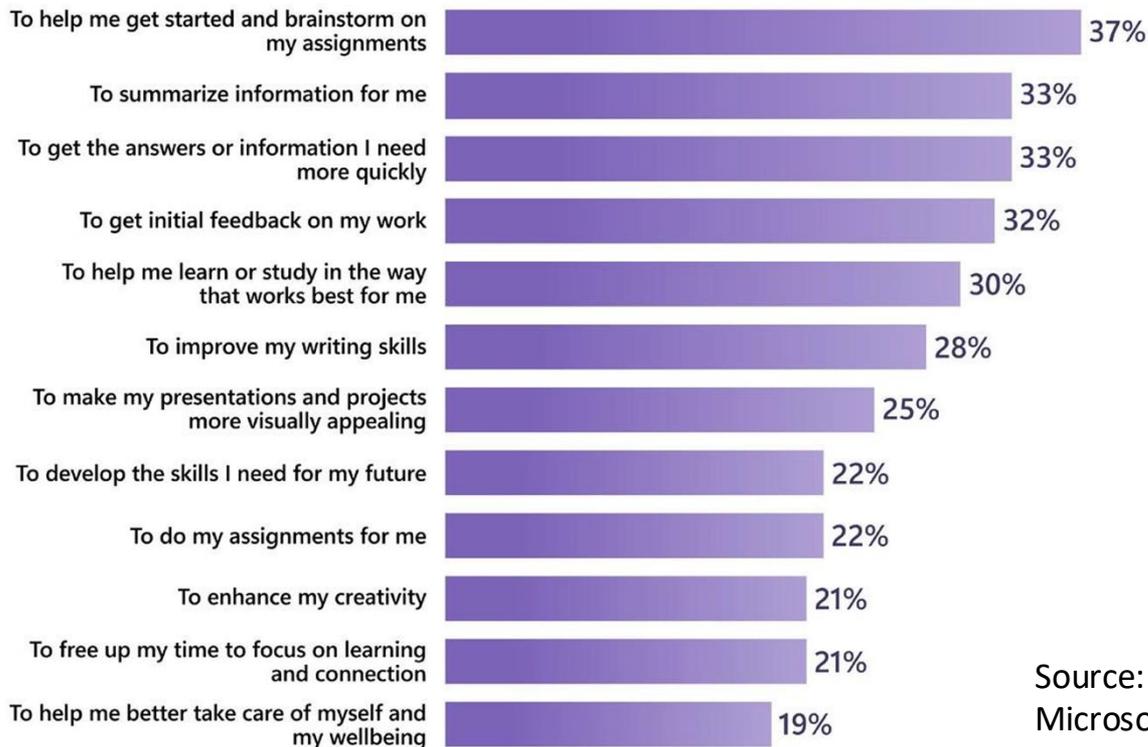


[Link](#)

How have US students used AI?



HONG KONG

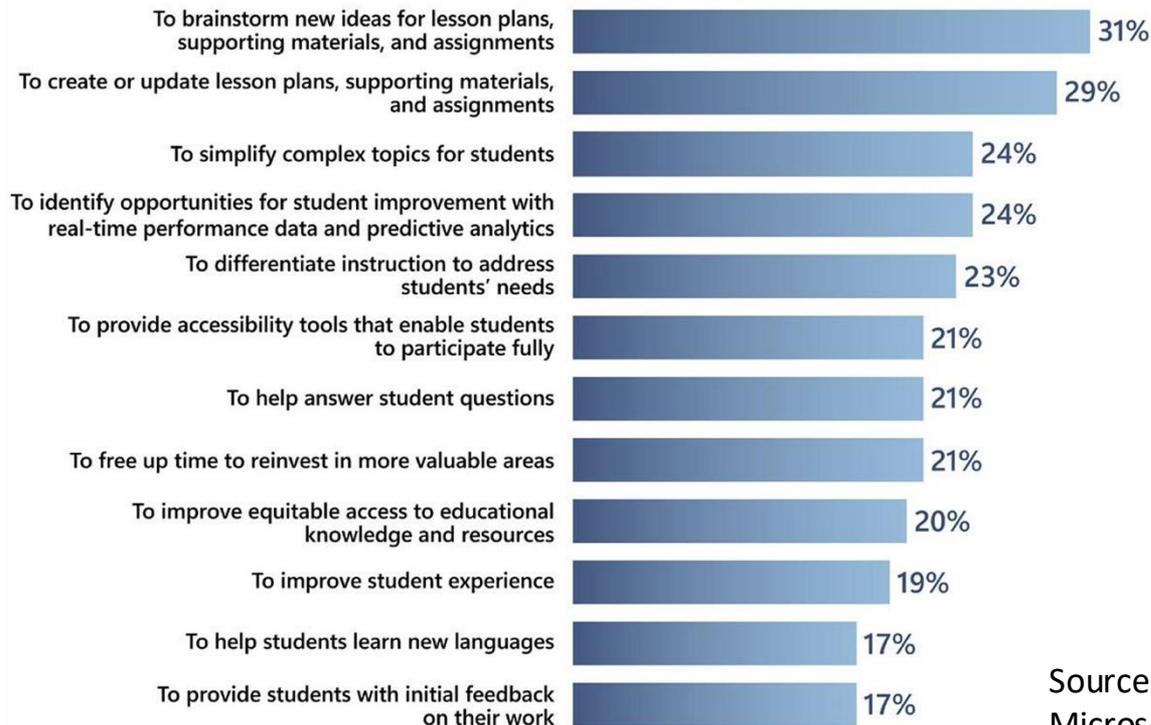


Source: AI in Education, Microsoft Study, 2025, [Link](#)

How have global teachers used AI?



HONG KONG

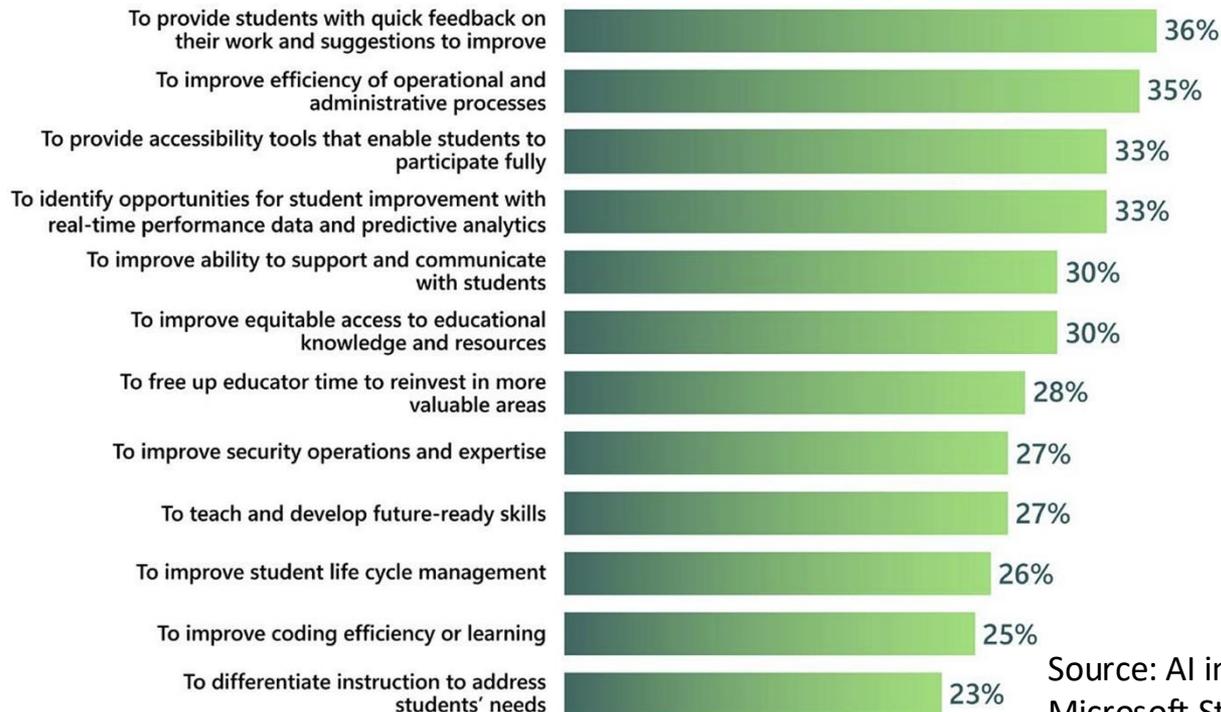


Source: AI in Education, Microsoft Study, 2025, [Link](#)

How have global education leaders used AI?



HONG KONG



Source: AI in Education, Microsoft Study, 2025, [Link](#)

Some takeaways from published studies



- Ernst & Young
- Pedagogy and curriculum reform
 - Teach about AI
 - Incorporate AI literacy into the national curriculum, including the ethical and effective use of AI
 - Teach with AI
 - Embed the use of AI in teaching practices across the curriculum
 - Teach for an AI world
 - Reinforce the development of complementary skills for the AI infused digital workforce, such as critical thinking, creativity, teamwork and real-world problem solving.
- EdTech ecosystem

Some takeaways from published studies



HONG KONG

- 中國教育網絡

- "当算法能替代常规认知时，教育更需守护思辨的火种；当智能系统能优化学习路径时，教育更需培育同理心的土壤。在《教育强国建设规划纲要（2024-2035）》的战略指引下，我们期待构建这样的教育新生态：技术作为认知伙伴拓展人类思维边界，人文价值作为精神灯塔指引教育本质回归。"-- 李志民 (中国教育发展战略学会副会长)

- Microsoft

- Think big about the opportunity to reimagine education experiences and processes
- Design opportunities to deepen learning and spark collaboration and curiosity with AI
- Prepare students for success by incorporating **AI and human skills** like emotional intelligence and analytic judgment into curriculums
- Embrace experimentation with new ways of enhancing learning by using AI to **complement traditional learning methods**—not to replace them

Some takeaways from reports

- European Commission/OECD AI Literacy Framework for Primary and Secondary Education
 - **Engaging with AI** involves using AI as a tool to access new content, information, or recommendations.
 - **Creating with AI** consists of collaborating with an AI system in a creative or problem-solving process.
 - **Managing AI** requires intentionally choosing how AI can support and enhance human work.
 - **Designing AI** empowers learners to understand how AI works and connect it to its social and ethical impacts by shaping how AI systems function.

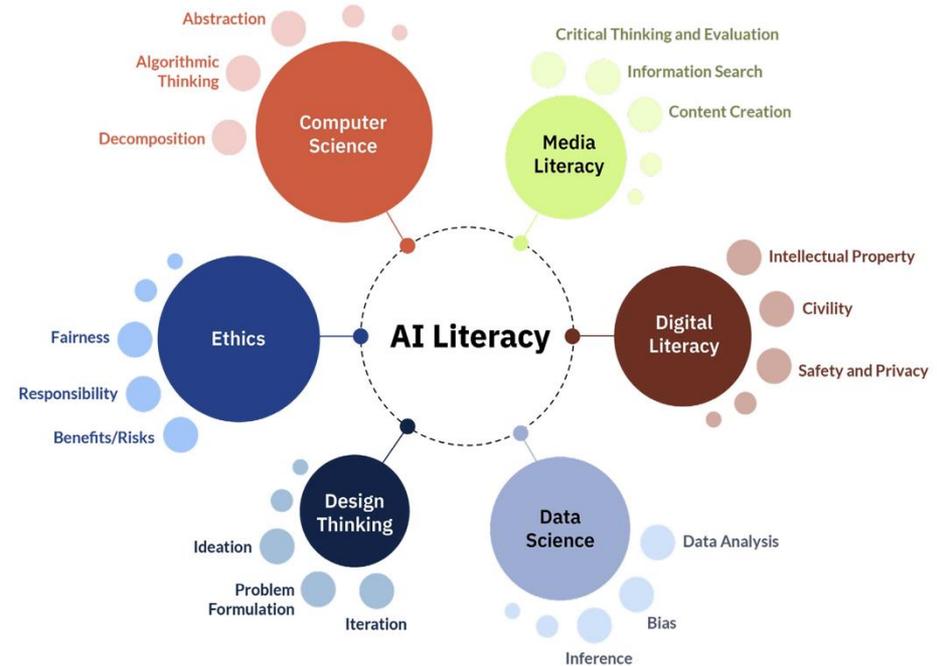
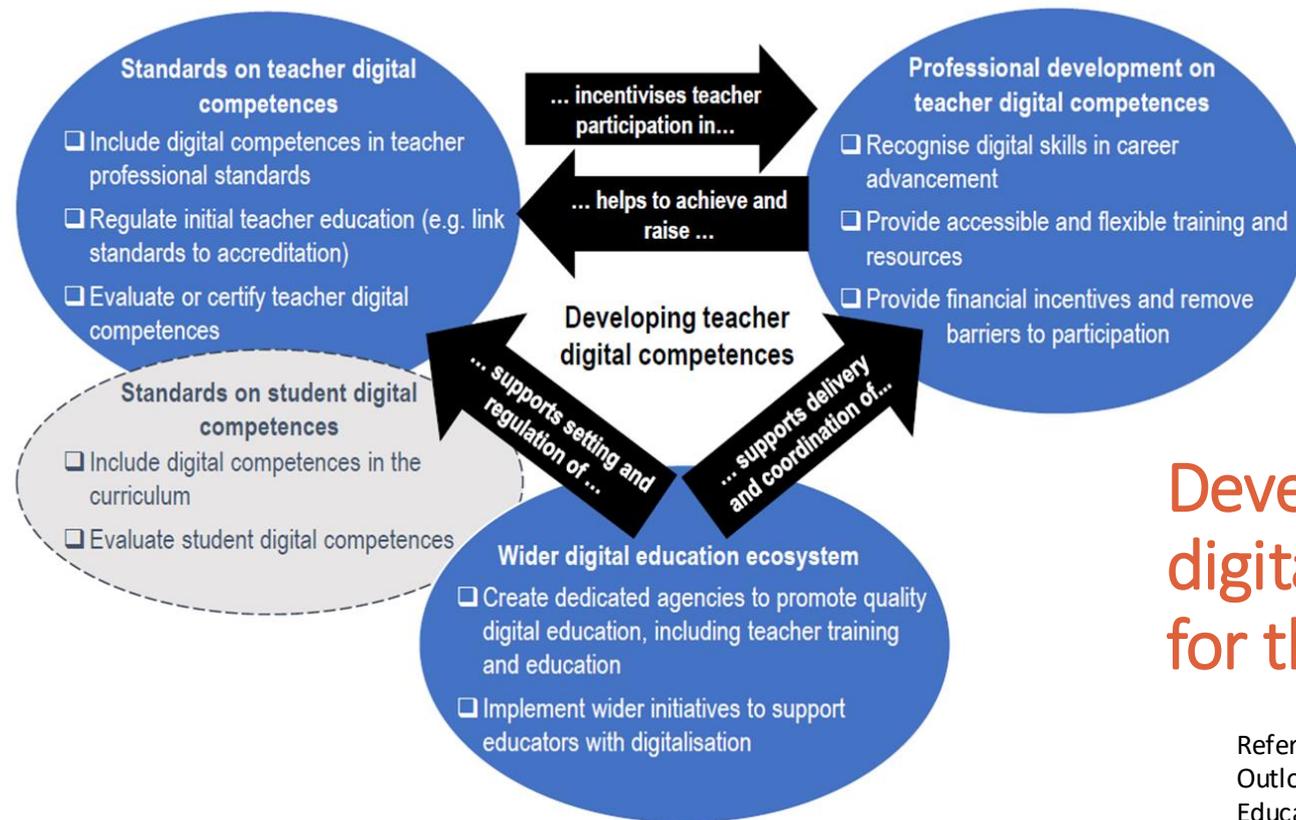


Figure 7.2. Approaches and policy levers to formalise the development of teacher digital competences



Developing teacher digital competences for the transformation

Reference: OECD (2023), OECD Digital Education Outlook 2023: Towards an Effective Digital Education Ecosystem, OECD Publishing, Paris, <https://doi.org/10.1787/c74f03de-en>.



香港城市大學
City University of Hong Kong
Innovating into the Future

Institutionalising Digital Learning for Coping with the Age of AI : A case study from the CityUHK

In Celebration of the 30th Anniversary

Digital Team-Based Learning



A **structured** form of small-group learning that emphasises **collaboration** with digital technologies: Cultivating AI skills and human soft skills

To enhance student learning experience and better achievement of learning outcomes via

- Application of subject knowledge to solve **problem-based scenarios**
- Inter- and intra-group **peer interactions**



CityUHK Train-The-Trainer Model



Teaching Excellence Awards - Team Award



Prof. Henry CHUNG, *Dept. of Electrical Engineering*

Prof. Robert LI, *Dept. of Materials Science and Engineering*

Prof. Ray CHEUNG, *Dept. of Electrical Engineering*

Prof. King LAI, *Dept. of Biomedical Engineering*

Prof. Miu Ling LAM, *School of Creative Media*

Train-the-Trainer Model



HONG KONG

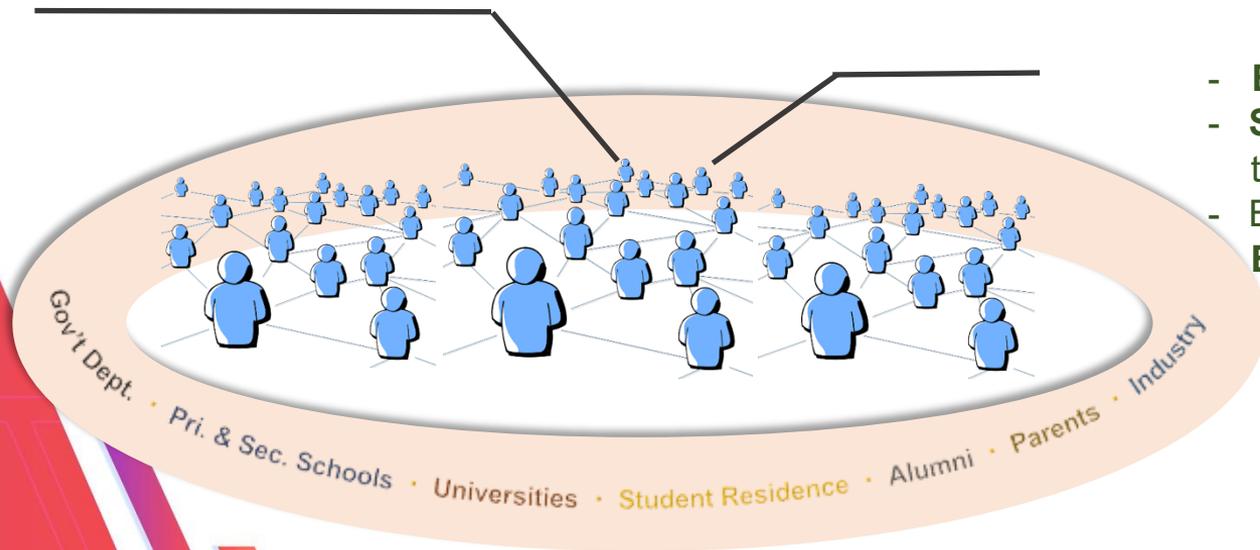
An individual can be

- a trainee
- a trainer
- a participant in improving the learning platform

Our team establishes a learning platform to

- **PROMOTE** STEM education
- **ORGANIZE** various student activities to facilitate trainer-trainee mutual learning
- **ENGAGE** young talents and **INSPIRE** their interests in STEM
- **ATTRACT** the brightest minds to STEM-related disciplines
- **ENRICH** learning experience for young talents

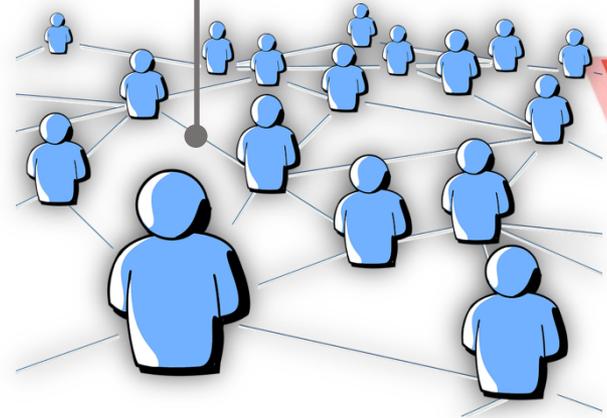
- **ENTREPRENEURSHIP** experience
- **SUPPORT** secondary school teachers in realizing STEM concepts
- Build up a long-run **MENTORING & EXCHANGE** ecosystem



Trainer-Trainee Mutual Learning Mechanism

- Trainers are trained to facilitate trainees to go through several learning stages.
- They also go through the same learning stages before facilitation:
 - A. An exploration
 - B. Preparation
 - C. Sharing
 - D. Reflection (through assessment and feedback)

***Trainers and trainees can both be improved. The learning platform can also be enhanced.**



Example – A young trainer



Empower Young students to be trainers

- University students can do it, High-school students can do it, Primary school students can do it
- In this photo, a P4 pupil is teaching 30 families at CityUHK.

CityUHK launches team-based learning class, providing an interactive and innovative educational environment



Several professors and lecturers from CityUHK participated in the first team-based learning classes



Voices from students and teachers on TBL



HONG KONG



Traditional Learning Methods



HONG KONG

- ❖ Known as Teacher-Centered Learning
- ❖ Teacher is the primary source of knowledge and authority
- ❖ Teacher talks and the students listen
- ❖ Classroom is typically quiet
- ❖ Students work individually



Is There Any Alternative?

Teacher Centered VS Student Centered Learning: Which one is Better?

Teacher-Centered



Student-Centered



Student-Centered Learning



Advantages:

1. Promotes deeper understanding.
2. Independence and responsibility
3. Fosters collaboration and communication skills.
4. Greater motivation

Disadvantages:

1. Significant planning and resources.
2. Difficult in large classrooms.
3. Difficult to assess using traditional standardized tests

[1] <https://onlinelibrary.wiley.com/doi/abs/10.1002/j.0022-0337.2009.73.9.tb04801.x>

Building a Learner-Centric Citywide Digital Literacy Ecosystem

Various learning approaches:

- Small group work
- Classroom discussion
- Projects & Presentations
- Games & Debates
- Case Study
- Simulations



<https://teachingcommons.stanford.edu/teaching-guides/foundations-course-design/theory-practice/teacher-centered-vs-student-centered>

Digital Learning has been instrumental to Team-based Learning (TBL) to facilitate student-centric learning with peer interaction



TEAM-BASED LEARNING AND STUDENT ENGAGEMENT: SHARING CLASSROOM EXPERIENCE WITH CITY UNIVERSITY OF HONG KONG



CityUHK students say team-based learning is enjoyable and enhances class engagement.

Student engagement appears livelier, roles seem more apparent during in-class group projects, and students are less reticent about sharing ideas during presentations, according to Professor Ray Cheung, Associate Provost (Digital Learning) at City University of Hong Kong (CityUHK).

CityUHK is pouring substantial time and resources into transforming all its courses from a traditionally teaching-centric model to a more focused learning-centric one, making effective use of its specialisation in digital technology, according to Cheung.

"Team-based learning allows students to reach a consensus and find a common direction for a given problem or question. This can equip our students to negotiate and communicate effectively, better preparing them for their careers," he says.

Two team-based learning classes were piloted recently during CityUHK postgraduate



CityUHK Ray Cheung (standing left) is keen to promote team-based classroom models.

courses, "Java Network Programming" and "Energy, Environment, and Sustainable Development". The students started by sharing ideas during presentations, according to Professor Ray Cheung, Associate Provost (Digital Learning) at City University of Hong Kong (CityUHK). Topics included identifying exceptions when developing real-life software network applications and exploring environmental and sustainable solutions for modern society.

The following stage centres on in-class group projects where students apply their knowledge to real-life examples through discussion, questioning, and expressing opinions, Cheung adds. In the final stage, the teacher assesses the students' understanding of key points through interaction and sharing.

For example, students are required to form teams to identify potential errors and discuss when developing a web application for the CityUHK Milk Store on campus where students can order milk and ice cream. Possible exceptions include out-of-stock situations, payment issues, and item expiry situations. The students work as a team, often comprising people from different parts of the world, and discuss how to develop a team-based solution.

"Our students respond positively to this approach to the course material, and from

our side, we can see that running classes in this way can equip students with the communication and negotiation skills needed for their careers," Cheung says.

The pilot classes' success encourages more CityUHK faculty to adopt team-based learning. So far, ten CityUHK classes have joined up, with plans for expansion in January 2025.

"We regularly collect feedback and learn from our experience and channel our learning into developing this team-based approach," Cheung says.

Li Shiyu, pursuing a Master of Science in Electronic Information Engineering, says group discussions significantly enhance learning efficiency. "They allow us to learn and apply new knowledge more efficiently, and we can directly ask teaching assistants questions, making this one-on-one or group learning approach highly beneficial," she says.

Yang Zhi, a Master of Science student in Multimedia Information Technology, says students seem to participate more in these classes. "Compared to traditional lectures, team-based learning emphasises more critical thinking and problem-solving," he adds, acknowledging that, unlike traditional classes that focus on individual learning, team-based learning encourages everyone to stay engaged and proactive.

To foster inspirational, interactive, and innovative education, CityUHK is keen to share and discuss its team-based learning approach with other university teachers worldwide.



CityUHK students share how team-based learning creates a more interactive learning environment.



CityUHK website



CityUHK news

Teamwork Triumphs: UNIVERSITY'S DEBUT TEAM-BASED LEARNING CLASSES AND VIDEOS

By Alfonso Lei

Nowadays, classrooms at CityUHK have become as dynamic as a sports arena. Students are not just sitting on the side-line; they are active participants, engaging in discussions, and strategising, and collaboratively solving problems. This shift is largely attributed to the implementation of Team-Based Learning (TBL), a method that is transforming education at the University.

TBL utilises various innovative learning and teaching tools to enhance student engagement and understanding. As part of this initiative, we have developed TBL videos over the summer, led by Professor Ray Cheung Chai-chung, Associate Provost (Digital Learning) at CityUHK, and supported by the TED video team. This initiative aims to enhance learning through an engaging video that brings complex concepts to life. Here is a glimpse into how TBL is shaping learning and teaching.

22 TED NEWSLETTER | ISSUE 6 | SEPT 2024 STAFF

Embracing Team-Based Approaches in Education

By William Cheung and Frankie Fan

With Hong Kong being a densely populated metropolis, it is not surprising to enter a classroom packed with students. In these settings, energy usually tends to concentrate at the front of the classroom, where course leaders passionately share their knowledge and enthusiasm for the subject. While this enthusiasm is certainly present, students may feel too shy to actively join the narrative of the lessons, and often, the classes are not designed to encourage substantial student involvement. TED is committed to addressing this issue and prioritising students' involvement in the learning process through the Team-Based Learning (TBL) initiative.

Team-Based Learning Process



Before class



1. Learn with pre-work on your own

- Readings
- Lectures slides
- Videos

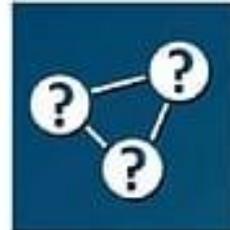
In class: closed book



2. Individual readiness assurance test (IRAT)



3. Team readiness assurance test (IRAT) with immediate feedback



4. Clarification session



In class: open book



5. Application exercises (45)

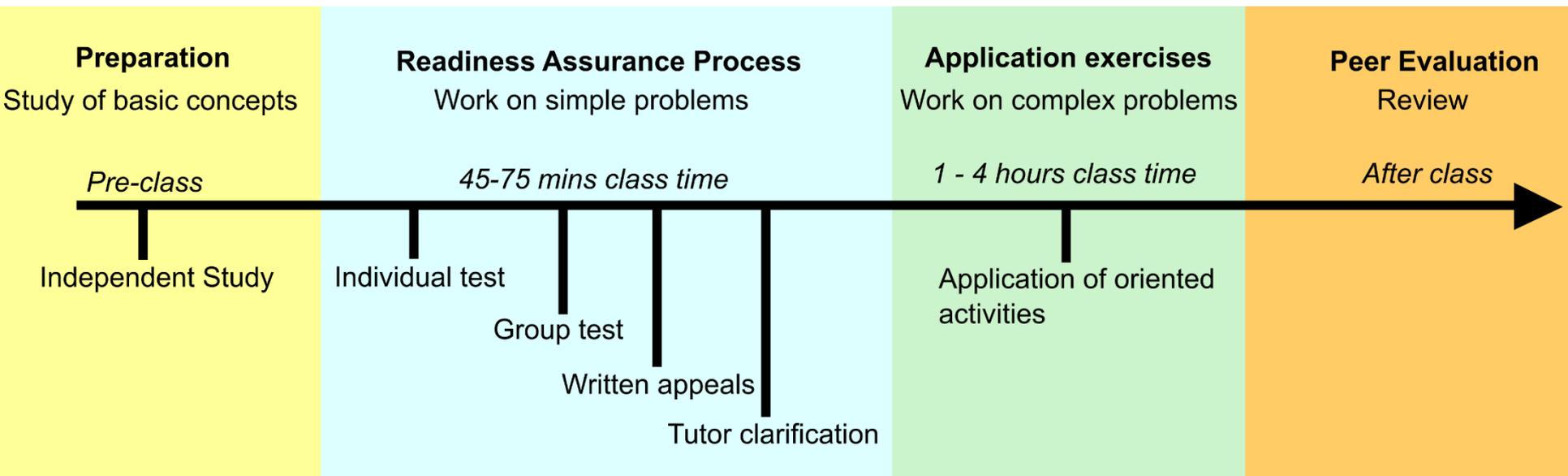
- Significant problem
- Same problem
- Specific choice
- Simultaneous report

After class: Appeals and 360° Teammate evaluation

Team-Based Learning Process

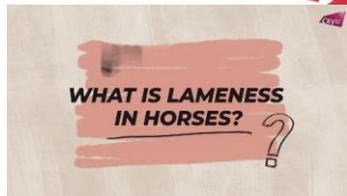


HONG KONG



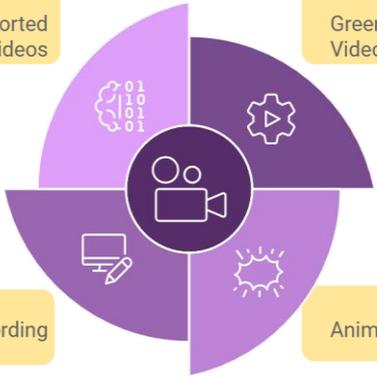
Development of Various Formats of Instructional Videos

Various formats with different levels of complexity and inputs from course leaders to suit different educational needs



AI-Supported Videos

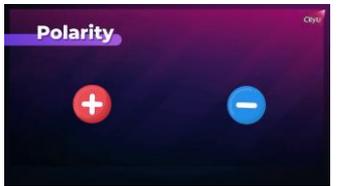
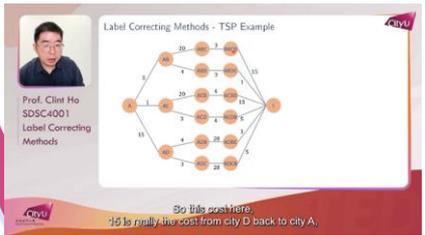
Green Screen Videos



Screen Recording

Animated Videos

Support from the teacher, Dr Calvin Keung (ACE):
"The video looks excellent. The work is very professional!"



Development of Customised AI Chatbots for Authentic Experiences

E.g.,

Chatbot as veterinary assistants for learners to practise making diagnoses under real-life setting (JCC)

Chatbot with legal knowledge to discuss sentencing principles with learners (SLW)

Chatbot with knowledge of relevant social science theory to provide learners with advice on how to minimise crime rate. (CLASS)

Team-based Learning (VM4115 / LI-4109)



NEW TOPIC DISCLAIMER
ENGLISH 廣東話 普通話

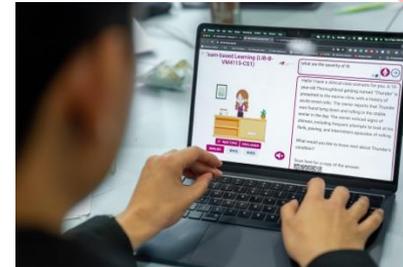
Can you tell me about the case?



Certainly! Here's the case:

A 6-month-old Thoroughbred foal named "Pidgeot" is presented with swelling in both front legs, particularly around the knees. The owner reports that Pidgeot has recently shown stiffness in his gait, especially when first getting up. The swelling has increased over the past two weeks. The foal has grown faster than the rest of the foals at the farm.

Scan here for a copy of the answer:

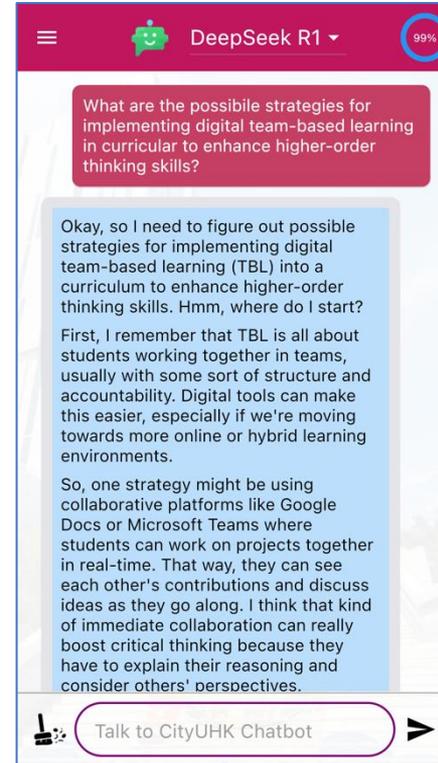


Using AI Tutor Bots on CityUHK Mobile

- Accessible, convenient, personalised, instant, anywhere/anytime
- Accommodate habits of learners (Gen Z, Gen Alpha)

Two modes of chatbot on mobile

- GPT-4o and **DeepSeek R1** for general learning support throughout students' learning journeys
- Course-specific chatbots for inspirational, interactive, collaborative learning within a course



CityUHK Chatbot

- TBL Course-level Chatbot
- Positive feedback from High-school network, CityUHK colleagues
- Support from sister Universities
- Credits – CSC & CIRO colleagues and CityUHK DL Team

B7 財經 FINANCE

22.04.2025 星期二 星期日

DeepSeek R1

作業引用資料選擇使用什麼格式

好。教授在解答用戶的問題，作業引用資料使用什麼格式，幫助你理解用戶的需求是什麼。它們可能是在寫學術論文、報告或者其他類型的作業，而正確引用資料是避免抄襲的重要步驟。

接下來，我要考慮不同的引用格式，比如APA、MLA、Chicago等。這些格式在不同的學科中應用廣泛，所以可能很難統一。

■城大自主研發的CityUHK Chatbot平台整合了DeepSeek，學生能透過手機或網頁登入AI學習系統。

城大引入Chatbot系統「學生如有24小時個人導師」

AI熱潮引領教育界轉型

金融破浪系列

DeepSeek橫空出世引發全球關注，香港教育界亦有受惠。香港城市大學（城大）供師生使用的CityUHK Chatbot系統包括DeepSeek，更在課堂中引入「AI同學」輔助學習，城大協理學務副校長（數碼學習）張澤松接受本報專訪時表示，全球正進入AI應用關鍵階段，城大亦積極部署AI教學轉型，培養兼具商業知識與AI應用能力的多元人才。他還指出，隨著高學歷回流人才增加，香港正迅速成為亞洲AI人才培養與科研創新的重要樞紐。

城大鼓勵學生利用AI輔助學習，校內自主開發的CityUHK Chatbot平台更整合了DeepSeek技術，讓學生能隨時隨地通過手機或網頁登入AI學習系統。張澤松解釋，學生現在可以完全按照自己進度學習，並說：「他們在課前可以利用AI預習教材，提出初步問題；課後則可以讓AI助手解答疑惑，甚至通過系統進行模擬練習，相當於擁有了24小時不眠不休的個人導師。」

課堂小組加入「AI同學」

城大在課堂中還加入「AI同學」，每個學習小組都配備專門的AI助手協助小組討論，當學生對某個問題的討論陷入困境時，「AI同學」就能即時提供不同角度的思考方向。他續稱：「學生先跟「AI同學」初步討論，經過消化後再和其他同學深入探討議題，就不必擔心自己直接提問過於簡單而被嘲笑，大大提高了課堂參與度。」

教師方面的AI應用亦同樣深入。張澤松指出，教授可利用AI處理大量重複性工作，如批改基礎作業，以便評估學生學習進度；整理課堂筆記，歸納重要概念和關鍵點；並根據課程目標和學生的學習進度設計基礎練習題，從而讓教授將更多時間投入高質量的教學和研究工作中。另外，教授亦能在AI應用後台中看到學生在課堂上對AI提問，幫助教授知悉課堂中哪個內容較難理解，並說：「AI可以收集學生提問的數據，分析出常見困惑點，讓教師可以針對性調整教學內容。」

模擬實驗室增「臨床經驗」

城大在一些專業課程中還開發模擬實驗室系統。張澤松強調，「AI不是替代教師，而是放大他們的影響力，實現啟發性的學習，讓他們能夠照顧到更多不同程度的學生，拉闊學習曲線，實現真正以學生為本的個性化教育。」

DeepSeek引領新一輪科技熱潮，並成為香港經濟新增長點，但早在DeepSeek問世前，城大於去年10月創立香港人工智能與科學研究院，與學術界及業界一起推進AI領域的前沿研究。張澤松表示，城大透過已有的學術資源來搭建平台，吸

入探討議題，就不必擔心自己直接提問過於簡單而被嘲笑，大大提高了課堂參與度。」

教師方面的AI應用亦同樣深入。張澤松指出，教授可利用AI處理大量重複性工作，如批改基礎作業，以便評估學生學習進度；整理課堂筆記，歸納重要概念和關鍵點；並根據課程目標和學生的學習進度設計基礎練習題，從而讓教授將更多時間投入高質量的教學和研究工作中。另外，教授亦能在AI應用後台中看到學生在課堂上對AI提問，幫助教授知悉課堂中哪個內容較難理解，並說：「AI可以收集學生提問的數據，分析出常見困惑點，讓教師可以針對性調整教學內容。」

模擬實驗室增「臨床經驗」

城大在一些專業課程中還開發模擬實驗室系統。張澤松強調，「AI不是替代教師，而是放大他們的影響力，實現啟發性的學習，讓他們能夠照顧到更多不同程度的學生，拉闊學習曲線，實現真正以學生為本的個性化教育。」

DeepSeek引領新一輪科技熱潮，並成為香港經濟新增長點，但早在DeepSeek問世前，城大於去年10月創立香港人工智能與科學研究院，與學術界及業界一起推進AI領域的前沿研究。張澤松表示，城大透過已有的學術資源來搭建平台，吸

張澤松認為，隨著高學歷的回流人才增加，香港正迅速成為亞洲AI人才培養與科研創新的重要樞紐。

■張澤松認為，隨著高學歷的回流人才增加，香港正迅速成為亞洲AI人才培養與科研創新的重要樞紐。

AI不是替代教師，而是放大他們的影響力，實現真正以學生為本的個性化教育。

城大協理學務副校長（數碼學習）張澤松

引更多世界一流的教授來到香港培養AI人才。

上月推商業AI碩士課程

除了在教學模式中融入AI，城大上月還宣布推出商業人工智能碩士課程，培養兼具AI技術與商業智慧的跨專業人才，並透過「商業生成式人工智能實驗室」，提供頂尖AI軟件資源及多樣化創科研究和實習機會，並為學生提供更多接觸真實商業數據和實際案例機會，進一步推動本地創科研發，同時引領智慧商業人才的培養。張澤松指出，香港擁有內地與國際間連通的商業視角，能看出AI在不同文化中應用場景特質，再加之香港擁有眾多商業案例，必定能發揮商業結合AI優勢。

偶遇養生反映回港機會甚多

AI熱潮興起，不少企業卻面對人才短缺問題；不過，城大協理學務副校長（數碼學習）張澤松認為，香港正處於人才回流階段，相信日後將有更多AI人才，將科研成果轉化為創新方案。

張澤松於考慮，某次下飛機時偶遇以往一位博士畢業生，他畢業後一度返回巴塞斯頓工作，現在選擇回港就業，並指因「這裏有很多機會」。張澤松稱：「我們訓練很多外國學生，有些曾經離開，但因為香港近年推出多項政策、資助計劃和配套措施，加上政府大力推動創科，這批人才正在回流。」

近年學生素質顯著提高

值得注意的是，張澤松發現近年招收學生素質亦顯著提高，他說：「城大招收回來的學生背景越來越好，包括一名曾在清華大學排名的學生，之後在美國拿了滿分學士，今年亦將來城大讀博士；還有一位在康奈爾大學讀完碩士的學生，也選擇來城大深造。他認為，這種現象以往很少見，因為優秀的學生通常都會留在海外，但現在這批高素質學生湧向香港，除了因為香港就業配套完善之外，還因為香港能提供許多科研創新的機會。」



Development of Virtual Tours as Real-World Simulation



Veterinary Medical Centre, CityUHK



Exhibition at CityUHK

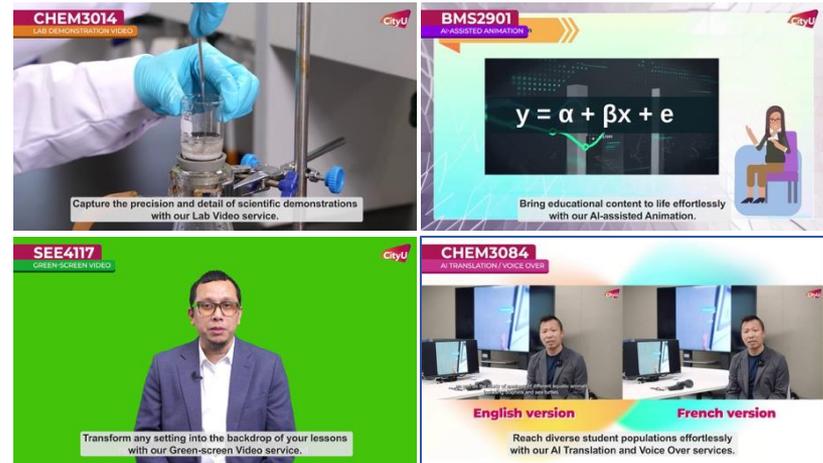
Can be browsed through computer screens or wearable headsets

Video Trailers to Promote TBL

TBL Class (CityUHK – CityUHK(DG)) Trailer



Video Services Trailer (By Category)



Site visit to Siu Ho Wan Sewage Treatment Works for VR Tour Development

Siu Ho Wan Sewage Treatment Works



SIU HO WAN WATER TREATMENT WORKS VIRTUAL TOUR



<https://wwwstaging.cityu.edu.hk/ted/vr/shwstw/>



Exploring AI Tools for Video Production



About Us | Admissions | Education | Research | Innovation

News / Creating realistic 'talking heads' with an AI-powered program

Published on 16 Nov 2023

Creating realistic 'talking heads' with an AI-powered program



Exchange on Digital Learning with Delegates from Qatar and UAE



HONG KONG

- DL Conference organised by CLASS on 20/3
- Visit to the TBL classroom at CIC by five educators from Doha Institute for Graduate Studies and United Arab Emirates University, as led by Dean (CLASS) on 18/3
- Very positive comments on
 - The teamwork-friendly setting of the classroom
 - Our efficient production of VR learning materials
 - Our use of AI to accelerate creation of instructional videos with minimised workload on faculty members
 - Our use of DeepSeek for assisting learning and teaching

**New Frontier of Digital Learning:
An Academic-Industry-Community
Exchange**

Theme:
Digital Learning - Liberal Arts and Social Sciences
AI and Digital Learning
Metaverse and Learning
Academic-Industry Community Roundtable

Conference Date:
20 March 2025 (Thursday)
Time:
9:30 am to 6:00 pm
Venue:
19/F, Lau Ming Wai Academic Building,
City University of Hong Kong

Prof. Jack KNOTT
Co-ordinating Officer, Chair of the Middle East School
of Culture, Education, and Human Development,
New York University

Prof. Yijia JING
Dean of the Institute for Global Public Policy,
Fudan University

Prof. Amal GHAZAL
Dean of the School of Social Sciences and Humanities,
Doha Institute for Graduate Studies

Prof. Shujun JIANG
Department of Health, Behavior and Society,
United Arab Emirates University

Industry & Community Representatives
Federation of Hong Kong Industries
Futures Social Enterprise Society
Hong Kong Designers Association
Innovation Science Research Council, South Africa

CityUHK Representatives
College of Liberal Arts and Social Sciences
School of Law
Department of Architecture and Civil Engineering
Department of Computer Science

Scan to register!
All are welcome!

Co-organised by
College of Liberal Arts and Social Sciences
and
Department of Public and International Affairs

Enquiry: Mr. Jeffrey KONG | Email: jpkong@hongkongcityu.edu.hk | Phone: 3442 8758



Digital learning has been instrumental to TBL to facilitate student-centric learning



HONG KONG



CA4424 by Dr Calvin Keung (ACE)
Using VR to explore building environment



SEE5114 by Professor Sai Ravi (SEE)
Calculating water consumption of the Coca-Cola company for sustainability assessment



EE3220 by Professor Ray Cheung (EE)
Designing special thumb drives



CS2313 by Professor Shiqi Wang (CS)
Designing game with programming



SDSC4001 by Professor Clint Ho (DS)
Solving problems with coding in teams



MKT4629 by Professor Huazhong Zhao (MKT)
Analysing different marketing approaches



PHY2400 by Professor Sunny Wang (PHY)
Using VR to visualize Physics concepts



FB6776C by Professor Tina Choi (CB)
Prototyping with 3D Modelling



VM4115 by Professor Santiago Alonso Sousa (VCS)
Practising diagnostic skills with AI chatbots



Starting in Summer 2024, we incorporated TBL in 80+ courses (Aug 25)

Typical rundown for a TBL session



1. Preparation before class: Learners study the assigned materials
 - e.g., videos, chatbots
2. **Readiness Assurance**: Students take a short MCQ test individually, then retake it as a team
 - Individual: Ensures everyone is prepared
 - Team: Sparks discussion
3. **Application-focused activities**: Teams work on real-world problems
 - Instructors provide quick feedback so teams can refine their thinking
4. Team debriefing: Students learn the different views of other groups
5. Graded post-TBL assessment: Students complete an individual assignment that asks them about things they applied

Sample TBL class rundown

EE5805 Java Network Programming



HONG KONG

0. Pre-class video and Short Quiz (Individual-Readiness Assessment Test)
1. Short quiz (Group-Readiness Assessment Test) to check prior knowledge of students
2. Activity 1: Students work in groups to create a UML (Unified Modelling Language) diagram based on the CityUHK milk store.
3. Groups presenting their results from Activity 1 with feedback from peers and teachers
4. Short break
5. Activity 2: The groups proceed to create program mock up interfaces based on their previous UML diagrams.
6. Groups presenting their results from Activity 2 with feedback from peers and teachers
7. Post-lesson knowledge check, students' self-reflection and/or collection of students' feedback

- Pre-class materials in the form of videos and RAT quizzes
- Students work in groups to solve a real-life scenario
- Students sharing their findings to the rest of the class more than once.

Number of TBL Sessions in the course:

2 sessions (Week 5 and Week 7)

Challenges in adopting TBL across diverse Colleges and Schools



- Conducting TBL in multiple large-class courses with hundreds of students simultaneously
- Learners' habits, motivations, and expectations vary considerably across Colleges and Schools
- Faculty in theoretical disciplines may find it challenging to design application-oriented problems that foster team engagement

We harness digital learning technologies to facilitate impactful team-based learning.

Using digital technologies in TBL

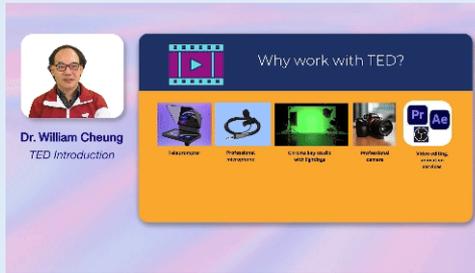


HONG KONG

A classroom with technologies where students can work collaboratively in groups



Digital materials for students to familiarize with content before class



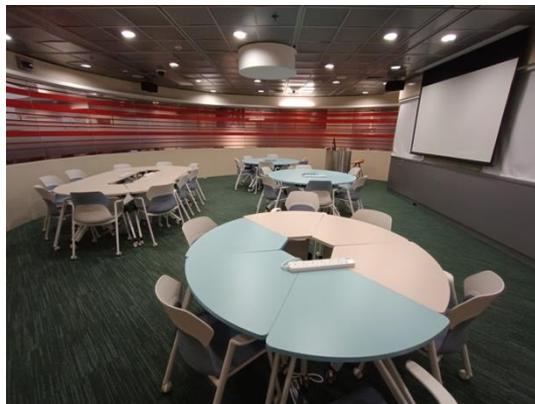
In-class activities with digital tools to convey grasp of intended learning outcomes



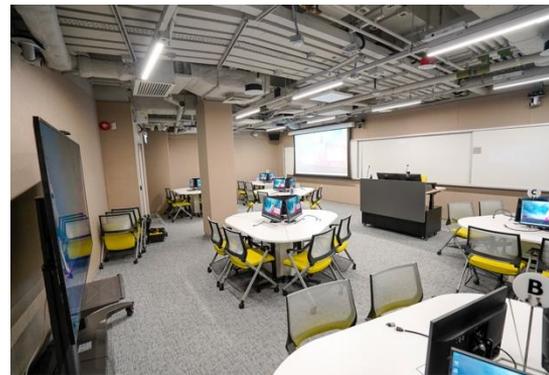
TBL classrooms for collaborations



Libratorium-A
Capacity: 60



Libratorium-B
Capacity: 25



Room G-001 at CIC
Capacity: 42



TED Active Learning Classroom
Capacity: 66

More TBL classrooms are coming

Cross-space TBL facilitated with digital technologies



HONG KONG

Large-class TBL implementation across classrooms



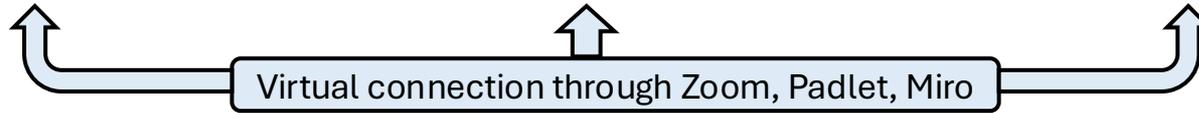
CIC



Libratorium-A



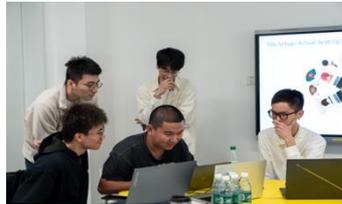
Libratorium-B



Joint Hong Kong-Dongguan TBL Class
Ideas sharing



Joint Hong Kong-Dongguan TBL Class



CityUHK(DG)



Connected
with Zoom



CityUHK

- Both the teaching team and TED split to take care of each classroom in HK and DG.
- Student teams competed to be the first to hack a router to gain hands-on experience in cybersecurity.
- Passionate participation by students and an invaluable chance to establish exchange between CityUHK(DG) and CityUHK

Various types of videos used for instructions



HONG KONG



AI-assisted efficient video production



HONG KONG

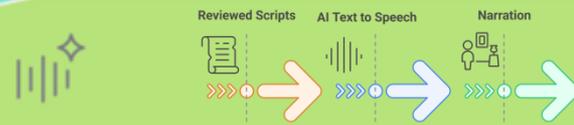
AI-assisted script writing



Educator reviewing the video script



Creating AI narrations (Text-to-speech) with AI assistance



Creating AI visualisations with AI assistance (video, animations, images)



Integrating various components for video production



Teaching Materials (PPT, Docx, PDF)



Course-specific chatbots for 24/7 authentic learning



HONG KONG

- Developed 47 chatbots, spanning 15+ courses for various learning purposes (2024/2025)
- Connected to Microsoft, Google, Tencent, Alibaba and other platforms for chatbot and AI services
- As a tutor
 - Feedback, guide, explain
 - Import course details through RAG
- As a roleplay simulator
 - Practical, authentic experience

The screenshot shows a chatbot interface for the course 'Team-based Learning (VM4115 / LI-4109)'. At the top, there is a navigation menu with a hamburger icon and the course title. Below the title is a small CityU logo. The main content area features a portrait of a male chatbot character with glasses and a blue suit. Below the portrait are three buttons: 'NEW TOPIC', 'DISCLAIMER', and a language selection bar with 'ENGLISH', '廣東話', and '普通話'. To the right of the chatbot is a text input field containing the question 'Can you tell me about the case?'. Below the input field are icons for voice input, a right arrow, and a close button. The chatbot's response is displayed in a large white box with a pink border, starting with 'Certainly! Here's the case:' followed by a detailed description of a foal named 'Pidgeot'. Below the response is a QR code and the text 'Scan here for a copy of the answer:'. A small pink speech bubble icon with a close button is located at the bottom right of the chatbot's response area.

CSC/TED AI feedback assistant

Student Papers
(Scanned Copy)

Marking
Scheme
(File)

Change to
images via
the
grading
tool

AI model:

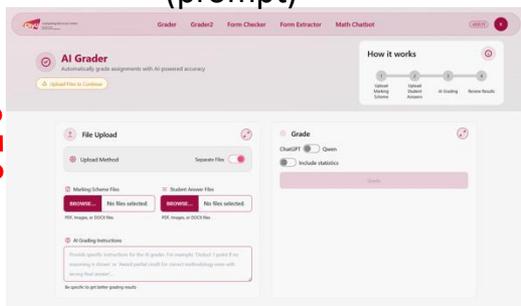
- OpenAI GPT Series
- Alibaba Qwen Series
- More in future.....

AI Vision

Support text and
human annotations
(drawing, graphics)

Support
rubrics/exemplars (RAG)
and grading instructions
(prompt)

Updated
marking
scheme
(optional)



Return graded result
(suggested score, feedback,
class analytics)



Accelerated Grading

Suggest scores based on the given rubrics and grading instructions (e.g. "generating feedback on self-reflection")



Formative Feedback

Provide detailed feedback on the individual student's answer and recommendations for improvement and growth



Class Analytics

Provide overall analytics on class performance and highlight students' common mistakes



Security & Protection

All processed data is under **CityUHK** and corresponding data privacy agreement

Develop Community of Practice to share experiences



HONG KONG



TBL Meetup

- Learn about TBL successful stories
- Discuss interdisciplinary collaborations
- Learn from TBL champions



TBL Classroom Visit

- Learn about TBL implementation
- Experience learning technologies
- Discuss the TBL implementation process with the support team

Rich informal learning opportunities for students

- LEAD (Learning: Experience, Achieve, and Develop)
- Local/overseas internships/exchanges
- Student-as-Partners projects
 - CityUHK Fintech x ESG Hackathon 2024 (under Business School / Fintech Society)
- Inter-University GenAI Hackathon for SDGs across eight public universities
 - Cross discipline; Cross university; AI x SDG
 - “Technology meets mission”, “Students aren’t just building code, they're prototyping change”





香港城市大學
City University of Hong Kong
Innovating into the Future

User-centric Libraries: a Sustainable Future through Innovation, Technology, and Collaboration

In Celebration of the 30th Anniversary

Team-Based Learning (TBL) Spaces



Libratorium A and B (In Service):

- Key venues for collaborative learning.
- Flexible, tech-enabled spaces for 60 and 30 students, respectively.
- 1,500 hours booked in 10 months across 70+ courses from multiple disciplines.

Libratorium C and D (Coming Soon):

- Expected launch during 2025-26.
- Additional 100 seats, featuring e-whiteboards, LED walls and video conferencing system for 200+ participants.
- Seamless collaboration across all Libratoriums.

Libratorium-A



Libratorium-B



Libratorium-C (Conceptual Design)



Libratorium-D (Conceptual Design)



Empowering CityUHK with AI and Digital Skills



HONG KONG

Library Programs: Digital & AI Literacy

- **AI & Digital Literacy Skills** – Examples include training on Canva for design and content creation, data cleansing and management tools, statistical analysis using SPSS, R, Excel, and G*Power, as well as developing LLM-powered AI applications.
- **Responsible AI Research Skills** – Utilize AI-powered tools such as Primo Research Assistant, Scite and Endnote to conduct literature searches, perform citation analysis, and manage references.
- **Makerspace Workshops** – Hands-on with laser engravers & VR headsets, fostering creativity.
- **Curriculum-based workshops** – Library workshops integrated into courses, designed with faculty for student learning.

Expanded Digital Resources:

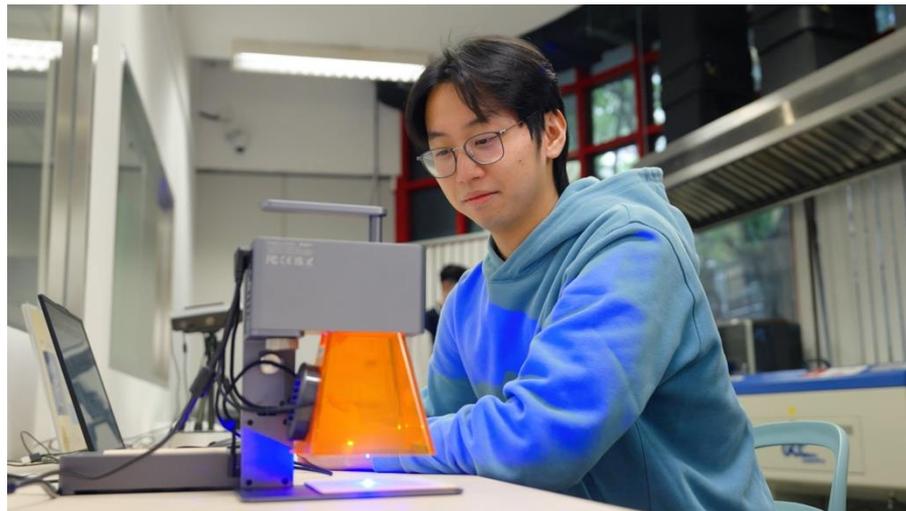
- Increased e-resource subscriptions to support inclusive, self-directed digital learning.
- [The Learning Lounge](#) – Access recordings and materials from library workshops for flexible, self-paced learning.

Empowering CityUHK with AI and Digital Skills

AI & Digital Literacy Skills Workshop



CREATE! The MakerSpace



The Learning Lounge

Library / Research Guides / The Learning Lounge

The Learning Lounge

Library Workshop Recordings and Resources

Title/Keyword Search Clear Filters Search

Workshop Categories

- [Academic Honesty](#)
Understand academic integrity and avoid plagiarism in research
- [AI & Digital Literacy](#)
Enhance digital skills with tools for data and AI
- [Library Databases](#)
Explore Library databases to efficiently find relevant information
- [Library Resources Discovery](#)
Master search strategies to fully utilize library resources
- [Reference Management Tools](#)
Explore reference management

16 Recording(s) Found for: AI & Digital Literacy

[All](#) [A](#) [B](#) [C](#) [D](#) [E](#) [F](#) [G](#) [H](#) [I](#) [J](#) [K](#) [L](#) [M](#) [N](#) [O](#) [P](#) [Q](#) [R](#) [S](#) [T](#) [U](#)
[V](#) [W](#) [X](#) [Y](#) [Z](#) #

B

[Building AI-Powered Applications locally with Ollama](#) **New**

Category: AI & Digital Literacy

This workshop will explain step-by-step how to set up and deploy AI-powered applications locally using Ollama. We will cover installation, configuration, and running models efficiently on your...

Building AI-Powered Applications locally with Ollama

Search...

Details
Notes
Bookmarks
Show

LEARNING GOALS

- Overview of local AI solutions, with a focus on **Ollama** and its capabilities.
- Understand **system and hardware requirements** for running large language models (LLMs) locally.
- Install** and operate LLMs on your machine using **Ollama's** setup tools.
- Customize** and fine-tune models using the Modelfile.
- Utilize the **Ollama API & SDK** to build programmatic AI features and workflows.
- Develop basic **AI-driven applications** powered by locally hosted models.
- Demonstrate how to integrate Ollama into an agent-based AI workflow using **n8n** for automation and orchestration.

OLLAMA

2025-10-03 14:32:57

Research Visibility and Impact Services



CityUHK Scholars

- Showcase publications and SDG impact globally.
- In 2024-25, over 9,000 researcher profiles, 173,000 publications, and 6.4M global pageviews.

SDG Impact Dashboard

- Built with Power BI to highlight sustainability contributions.

Supporting University Ranking

- Strengthening CityUHK's data accuracy and research visibility.
- CityUHK ranked #1 in Asia, #2 globally for citations per faculty in the 2026 QS World University Rankings.

RAE 2026 Support

- Copyright clearance, data collection, bibliometric analysis, and customized reports for UGC submission.

Compiling Citation Reports

- For awards applications and institutional reporting.

Open Access & Open Science Initiatives



Reduced Publishing Costs Through Smart OA Strategies:

- Transformative Agreements (TAs).
- Targeted funding.
- Green OA self-archiving.

More Read-and-Publish Agreements:

- Converted “read-only” deals into “read & publish” agreements with major publishers.

Promoting Open Science:

- Open access, research data management services, and institutional data repository.

CityUHK Library OA Support Site

The screenshot shows the homepage of the CityUHK Library Open Access (OA) Support Site. The browser address bar displays `libguides.library.cityu.edu.hk/open_access`. The page features the CityUHK logo and navigation links for Library, Research Guides, Open Access Support Site, and OA Support Site - Home. A search bar is located at the top right. The main heading is "Open Access (OA) Support Site". Below this, a paragraph explains that Open Access (OA) is the free, immediate, online availability of research articles, allowing users to download, copy, reuse, and distribute data provided the original article is fully cited. The page is divided into four quadrants, each with an icon and a list of resources:

- OA in a Nutshell:** OA Colours and Route, OA A-Z, OA Sites and Tools.
- RGC and Open Access:** RGC OA Plan, RGC Reporting, RGC Publication Gateway.
- OA Publishing (Gold OA):** CityUHK APC Waiver Agreements, CityUHK OA Publishing Fund, Creative Commons License, CityUHK Scholars and Gold OA, Predatory Publishers.
- OA Archiving (Green OA):** Version of Publications, CityUHK Scholars and Green OA, How to self-archive your papers.

Research Data Management

The screenshot shows the Research Data Management page on the CityUHK Library website. The browser address bar displays `libguides.library.cityu.edu.hk/c.php?g=974554`. The page features the CityUHK logo and navigation links for Library, Research Guides, DMPTool@CityUHK, and DMPTool@CityUHK. A search bar is located at the top right. The main heading is "Research Data Management" with the subtitle "A complete guide for managing your data effectively". Below this, the text "DMPTool@CityUHK" is displayed with a "Scroll to User Guide" button. A "START" button is followed by the heading "Getting started with DMPTool@CityUHK" and a "Sign in >>> DMP Tool" button. The page explains that to support researchers in creating and developing Data Management Plans (DMPs), the Library has launched the customized DMP Tool — a free, open-source online platform developed by the University of California Digital Library (CDL). While most templates available on DMPTool are tailored to U.S. funding agencies, researchers also have the option to choose from various generic templates, including a customized template specifically designed for CityUHK. The page also mentions that as a participating institution in DMPTool, the CityUHK Library has implemented several customizations to further streamline the DMP writing process, making it easier and more efficient for researchers. These enhancements include:

- Single Sign-On Access:** Researchers can log in using CityUHK's Single Sign-On (SSO) mechanism, simplifying the authentication process.

Understanding Users: Surveys & Focus Groups



The AI and Digital Literacy Survey (Feb 2025):

- Assessed user's digital and AI skills.
- Insights used to design future library workshops.

Library User Survey (Mar 2025):

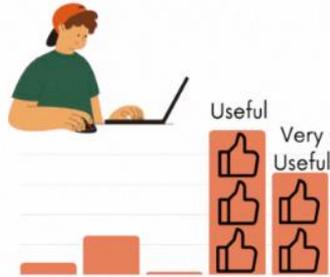
- Strong support with score 4.17/5 for the library's positive impact on learning, research, and development.

Follow-up Engagements (May 2025):

- Focus groups with students and faculty provided deeper insights.

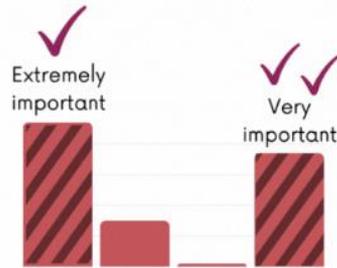
The AI and Digital Literacy Survey

Importance of AI and digital literacy



81%

AI tools are useful/very useful in personal life, at work, or for studies



84%

It is extremely/very important to learn about AI in today's digital world

Library User Survey

CityU Run Run Shaw Library

Library User Survey 2025

Overall Rating

- Library Collections
- Library Services & Facilities
- Library User Training & Research Support
- Library Environment

Satisfaction Rating:
1 - Very Unsatisfied
5 - Very Satisfied

By User Type: All

By Affiliation: All

631 Respondents

Frequency of in-person visits to campus

20.13% Daily 73.53% Monthly Rarely Never

Frequency of in-person visits to library

15.53% 19.33% 19.97% 44.06%

Frequency of accessing the library online

16.48% 19.02% 26.15% 32.96%

Respondents Categorized by User Type

Staff (Administrative) 18.70%
Staff 24.25%
Student 75.75%
Postgraduate Student 35.50%
Bachelor's Degree Student 40.25%

Main reason for using the Library

Reason	Percentage
Quiet study and work environment	61.97%
Access to a wide range of books and resources	26.94%
Library workshops and events	4.60%
Other	3.80%
Group work and collaboration	2.69%
Total	100.00%

Highlights:

Among the 631 respondents, the majority are students, with 40.25% being undergraduates and 35.50% being postgraduates, while staff members make up 24.25%. Most respondents visit the CityUHK campus daily (73.53%), and 44.06% visit the Run Run Shaw Library weekly, with 19.97% visiting daily. The main reason for using the library is the quiet study environment (61.97%), followed by access to books and resources (26.94%). Overall, users rated the library's impact on learning and research at 4.17 out of 5, the staff's service attitude at 4.21, and overall satisfaction at 4.02, indicating generally positive experiences.

Overall Satisfaction

4.02
Average Score

Overall service attitude of library staff

4.21
Average Score

Overall, Library has a positive impact on your learning journey, research activities and/or professional developments.

4.17
Average Score*

Student's Focus Group



Faculty's Focus Group



Operational Plan for the Coming Year



Expansion of Team-Based Learning Space:

- Added two new Libratoriums: C with 30 seats, D with 60 seats.

Enhancing AI and Digital Literacy:

- Focus on AI use in academic research with special emphasis on practical applications.

New Transformative Agreements (TAs):

- Negotiating with more publishers to support OA publishing.

Operational Plan for the Coming Year



HONG KONG

Enhanced Green OA Support:

- Promote Green OA self-archiving as a cost-effective alternative alongside transformative agreements and OA publishing fund.

Creating an Institutional Research Data Repository:

- The platform will help researchers manage, deposit, and share datasets efficiently while ensuring compliance with open data requirements.

Advancing Smart Library Services:

- The Library plans to redesign its website with improved navigation and accessibility, complemented by an AI-powered chatbot delivering 24/7 support and resource discovery.

Institute of Future Learning



城大一直積極將前沿科技融入高等教育，推動「以學習為中心」的教學理念，致力營造更具啟發性與互動性的學習環境。

城大以四大原則，即制度性、啟發性、互動性及創新性學習為基礎。

將「以學生為中心」的理念貫穿於教學活動之中，讓學生不僅獲得學術資格，更能享有全面而深度的學習體驗。



NAE Grand Challenges



Sustainability

- Making solar energy economical
- Providing energy from fusion
- Developing carbon sequestration methods
- Managing the nitrogen cycle
- Providing access to clean water

Security

- Securing cyberspace
- Preventing nuclear terror
- Restoring and improving urban infrastructure

Health

- Engineering better medicines
- Advancing health informatics
- Reverse engineering the brain

Joy of Living

- Enhancing virtual reality
- Advancing personalized learning
- Engineering the tools of scientific discovery

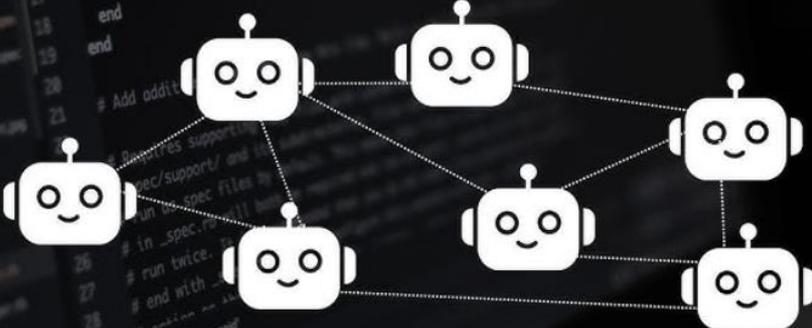
14 Grand Challenges
for Engineering in the
21st Century



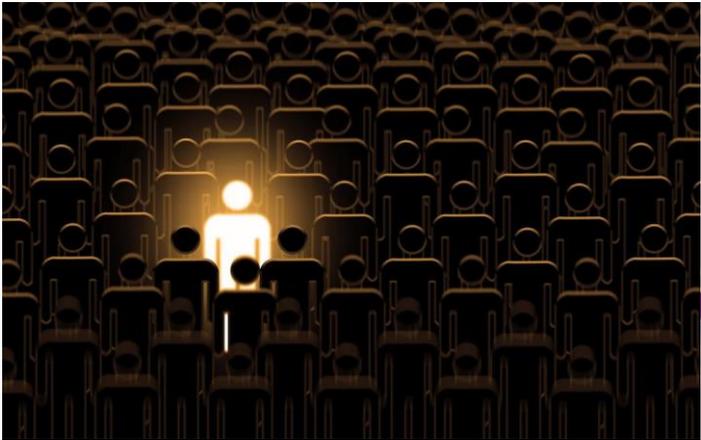
Challenges and Opportunities

Bot-Platform

Connect your AI apps



```
Copybara.java  
Category.del  
Shoulda:Matchers.com  
with.library  
end  
end  
# Add addit  
# Browsers support  
# spec/support/ and  
# in _spec.r  
# run twice  
end with  
# make  
# for "insequa
```



EMOTIONS positive thinking reactions IDENTITY disorder ambivalence denial think challenges Assessment MIND ANXIETY depression anger HELP productivity QUALITY perfectionism
PAIN psychological illness treatment MENTAL HEALTH COPE feelings philosophic factors
attitude diagnosis MENTAL PLAN sensory WORRIED sad problems
WELLNESS alone image explain symptoms STRESS ANXIOUS circumstances
DELUSION HOPE Body Image



Using AI for deliberated practice and skill training



【創新科技】AI化身導師提升學生演講技巧 觀察細節評分快速
糾正建議

社會

發布時間：2022/07/21 00:00

“路德會協同中學老師鍾富源指出，學生欠缺的其實是練習機會：「溝通是21世紀的重點技能，但只有少於5%的學生有機會接受演講訓練，而一個老師往往要教幾十名學生，難做到一對一。」AI「導師」正好解決這問題，為學校逾百名學生提供一對一輔導。” From HKET

[\(Link\)](#)



Supporting by universities in unlocking their potentials and pursuing their dreams



ABOUT.



Duo is ma bo

Zou2-San4! (Good morning in Cantonese) Hi there!

I'm an incoming sophomore at the City University of Hong Kong, pursuing a B.Sc. in **Computing Mathematics** of **GREAT** Program, allows me to conduct 2 years of independent research in undergrad studies.

I have a passion for diving deep into the world where **mathematical modelling meets deep learning**, particularly within the life sciences. Inspired by my family and friends, my current academic interests include investigating the **dynamics**



City University of Hong Kong

2023 – 2027

B.Sc. in Computing Mathematics, double minors in Computer Science & Data Science
In Global Research Enrichment and Technopreneurship Program



University of California, Berkeley

2024 – 2024

Visiting student supported by CityUHK

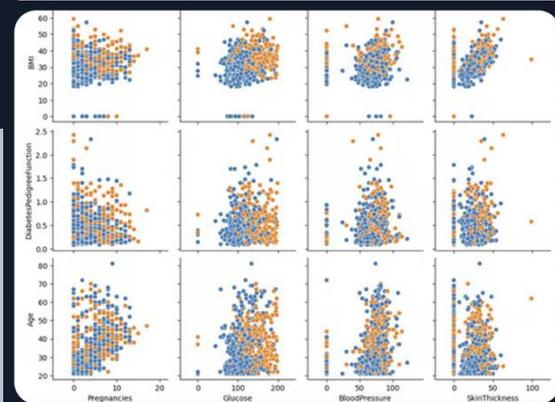
Enrolled in Linear Algebra, Multivariable Calculus, and Ordinary Differential Equations



University College London, Medical Image Computing Summer School

2024 – 2024

Medical Imaging, Surgical Robotics and Data Science, Generative Learning



Predictive Analytics for Diabetes Diagnosis

with K-Nearest Neighbors

Exploratory data analysis (EDA) on Pima Indians Diabetes Database, identifying key patterns of diabetes.

Test accuracy of 77.9% through hyperparameter tuning.

CityUHK Apps Lab Programs: Hour of Code

- Delivers parent-child interactive coding workshops since 2014.
- Benefited over for over 30,000 families in Hong Kong
- Uses well pre-trained student trainers.





我们来看看这种教育应该有多广泛，
每个学生都应该学习计算机程式編寫

BBC WORLD NEWS

AH5017 PILOTS 'ASKED TO TURN BACK'

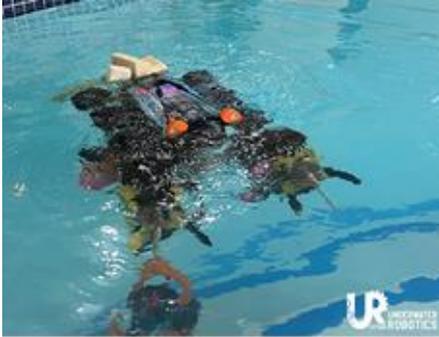
BUSINESS

Community-Based Learning - Hour of Code Hong Kong – Movement in Hong Kong

CityUHK is taking the lead for this initiative since Dec 2014

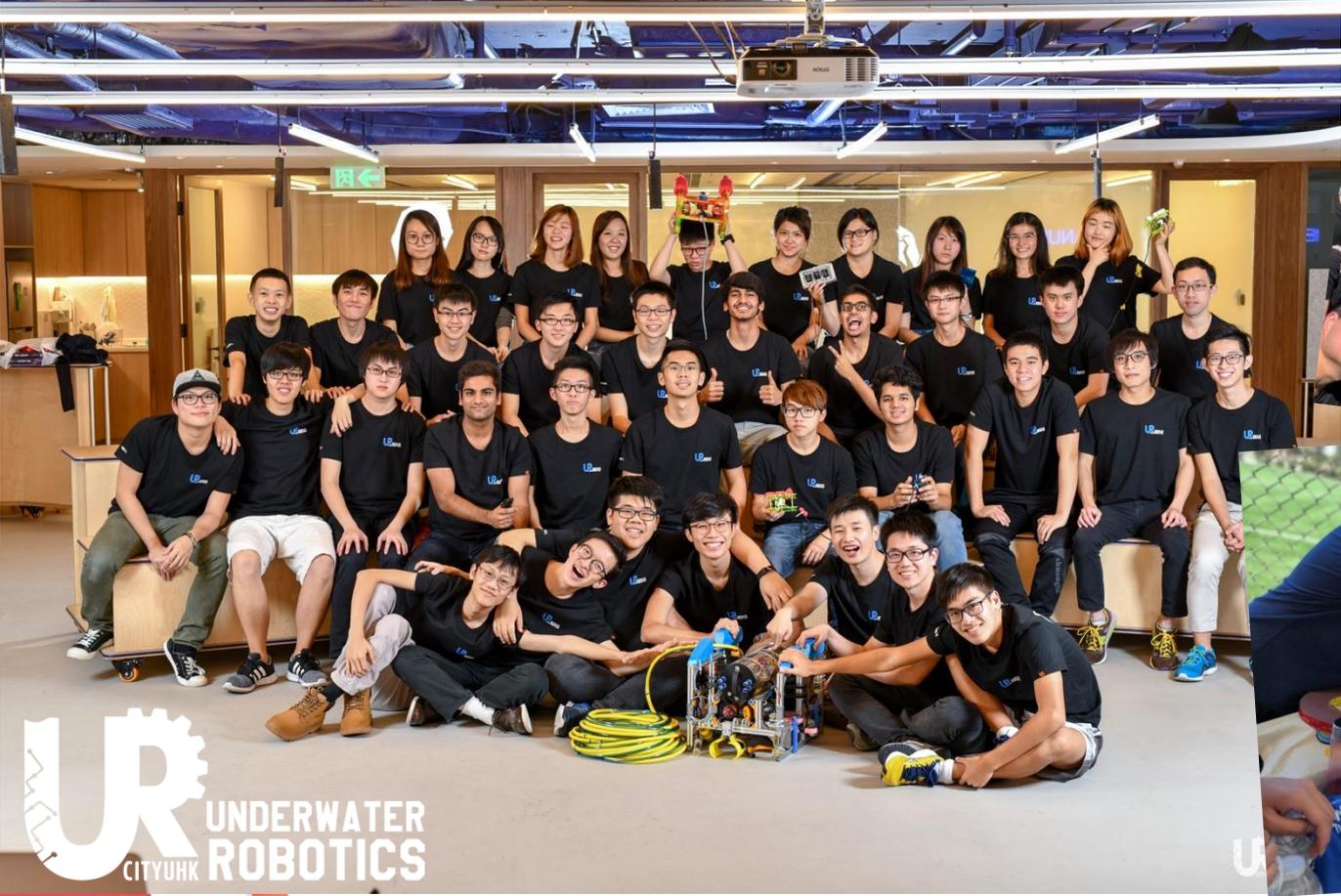


Community-Based Learning – CityUHK Underwater Robotics Team

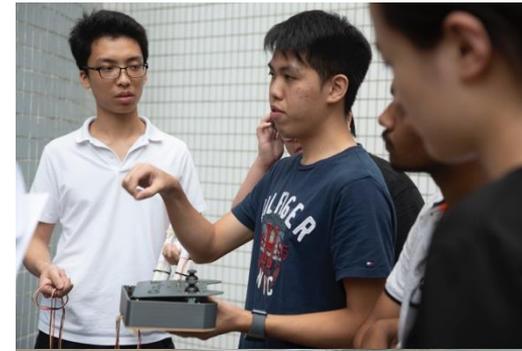


- Is a student-run team under Prof. Ray Cheung @ CityUHK's Apps Lab
- Aim to design and build underwater robots for international competitions
- Engage public participation and interest by outreach and STEM workshops.
- Won several international awards such as MATE ROV Competition 2023 and 2024

Community-Based Learning – CityUHK Underwater Robotics



TTT Example: Junior Team Training Program



Train-The-Trainer Example

Media Coverage & Regular Meetup & Posters

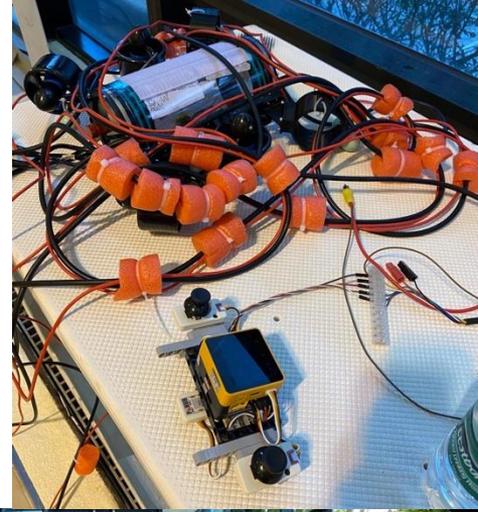


- Regular progress meeting provides a unique channel to transfer the knowledge.

TTT Example – General Public & School Collaborations



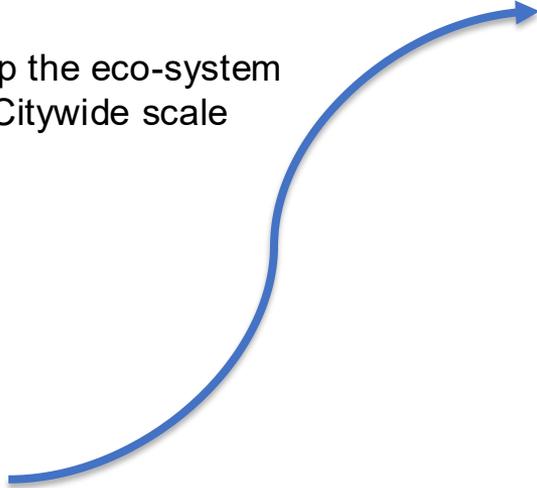
- Co-create the first ROV Team at the Canadian International School in 2022
- Developed 10 ROVs



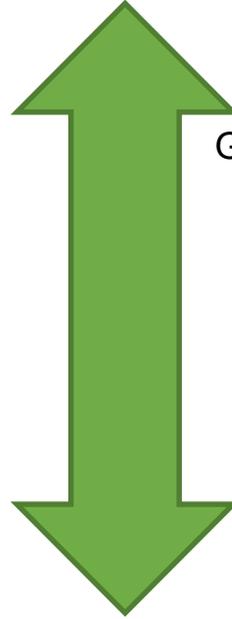
Bi-Polar Breadth and Depth Ecosystem



Building up the eco-system
at the Citywide scale



Gifted Education for the Depth



City-scale CoolThink@JC / Hour of Code Mission for the Breadth



Amos Cheung
HoC Coder



Sections of today's sharing

- HOC and My Learning Path P.3 – 24 ▶
- My Recent Learning and Future Development P.25– 40 ▶
- Parent's Support P.41 ▶
- How I face difficulties and challenges P.42 ▶
- Useful websites and apps P.43 ▶
- Summary and Q&A P.44 – 46 ▶





Ken Mochizuki Story



OCTOBER 2024

TECH SEMINAR



Empowering Disadvantaged Communities
Through Computer Vision
Voice-to-Text, and Generative AI: The A-EYE Project



Speaker:
Mochizuki Ken

Date : October 26th
Time: 8 PM, Saturday



- 12th Grade Student from Hong Kong
- Instructor of Hour of Code Hong Kong
- Self-Taught Programmer since ninth grade
- Created software, competed in contests, and taught programming
- Part-Time Software Engineer at a local AI startup
- Specializes in Computer Vision and Machine Learning

Zoom ID: 914 6590 5115
Passcode 644467

Scan the QR Code to Join!

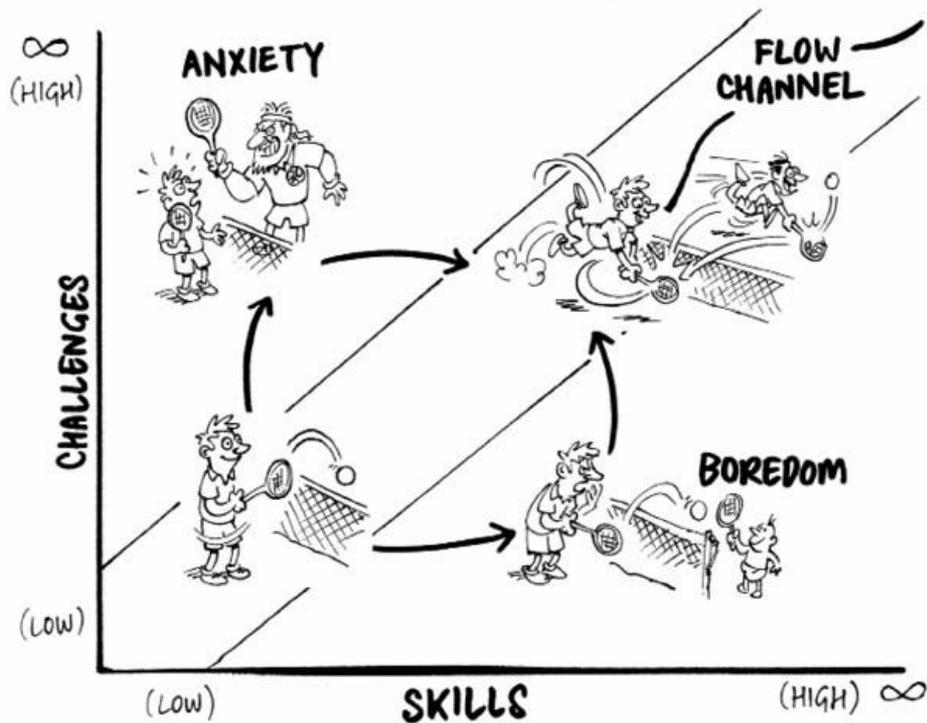
In this seminar, Mochizuki will share how these technologies can empower disadvantaged communities, featuring his project, A-EYE. Join us to be inspired by this remarkable young talent!

<https://youtu.be/VomrBTuLNxl?si=JVSqqtMaWYDP1SWC>



What to Deliver? Identify the Flow Channel

確定學習知識的合適難度路徑



ChatGPT



deepseek

CityUHK Learner-Centric Stories



- Come to CityUHK, Come to the World

International Exchange Visitors



Amos CHEUNG

Exchange Student, University of Oxford



Erik XU

Exchange Student, University of Cambridge



Evelyn FUNG

Exchange Student, University of Pennsylvania



Krish

Exchange Student, Imperial College London



Ashley LEUNG

Exchange Student, University of Oxford



Lonz LEE

Exchange Student, Imperial College London



Duncan NG

Exchange Student, University of Oxford



Pallas

Exchange Student, University of New South Wales



Kevin SUN

Exchange Student, University of Michigan



Sunday CHAU

Exchange Student, University of Oxford



CityUHK Learner-Centric Stories



- Come to CityUHK, Come to the World

Summer Intern Students



Vincy CHEUNG

High School Student, Diocesan Girls' School



Kristobel HUNG

High School Student, International Christian School



Kyle LAI

High School Student, Sha Tin college



Bosco LAM

High School Student, Dulwich College



Richard LI

High School Student, Pui Kiu College



Harman PANJETA

High School Student, King George V School



Julian TAM

High School Student, Shung Tak Catholic English College



Nicholas TSAI

High School Student, ESF Island School



Audrey YEUNG

High School Student, Cardiff Sixth Form College and Stanford Online High School



Institute of Future Learning

Bright Future Engineering Talent Hub
Summer STEM Activities
STEM暑期活動

CityU College of Engineering
City University of Hong Kong

CityU Bright Future Engineering Talent Hub
香港中文大學
City University of Hong Kong

**APR - AUG 2025
STEM Challenge
STEM大挑戰**

Application Period:
報名日期:
6 JAN 2025 - 16 FEB 2025

**JUN - AUG 2025 (2 - 4 weeks)
Summer Research Internship
STEM 暑期實習生**

Application Period:
報名日期:
6 JAN 2025 - 9 FEB 2025

**8 - 10 JUL 2025
STEM Carnival cum
Student Project Exhibition
STEM嘉年華暨
學生專題研發展覽**

Application Period:
報名日期:
10 MAR 2025 - 12 MAY 2025

另有其他活動適合中、小學生參加，請密切留意「騰程優才工程學庫」的社交媒體以獲取最新資訊。
More activities for secondary and primary school students are available. Stay tuned to Hub's social media.

Website: [bfengg_hub@cityu.edu.hk](https://www.bfengg_hub@cityu.edu.hk)

3442 2770 | [bfeth.cityu](https://www.bfeth.cityu)



香港城市大學

City University of Hong Kong

Innovating into the Future

Thank you !!!

Q & A