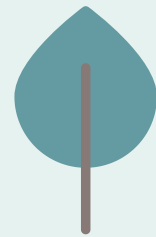


U Learning Labs 藝學堂



U Learning Labs
藝學堂

UMaking Labs
藝穗坊



by Elena Cheung
University Museum and Art Gallery (UMAG)
(Project No.: KE-SI-2023/24-85)
Strategic Theme(s): Use of IT in Education



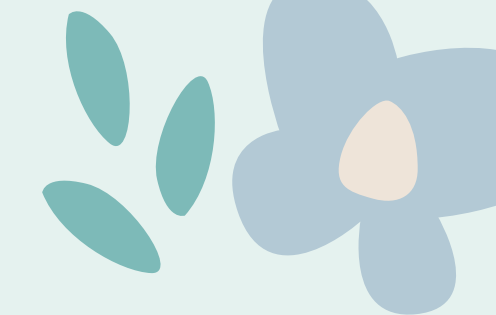
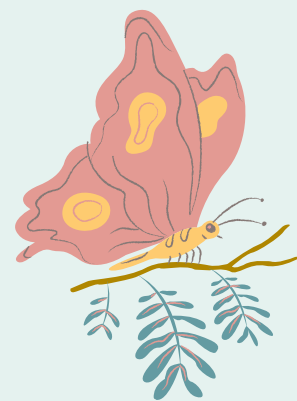
香港大學美術博物館
University Museum and Art Gallery
The University of Hong Kong



藝學堂
ULEARNING LABS



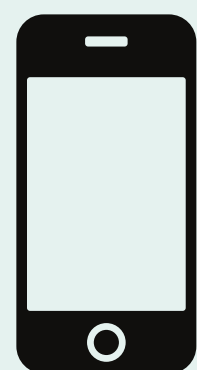
藝穗坊
UMAKING LABS



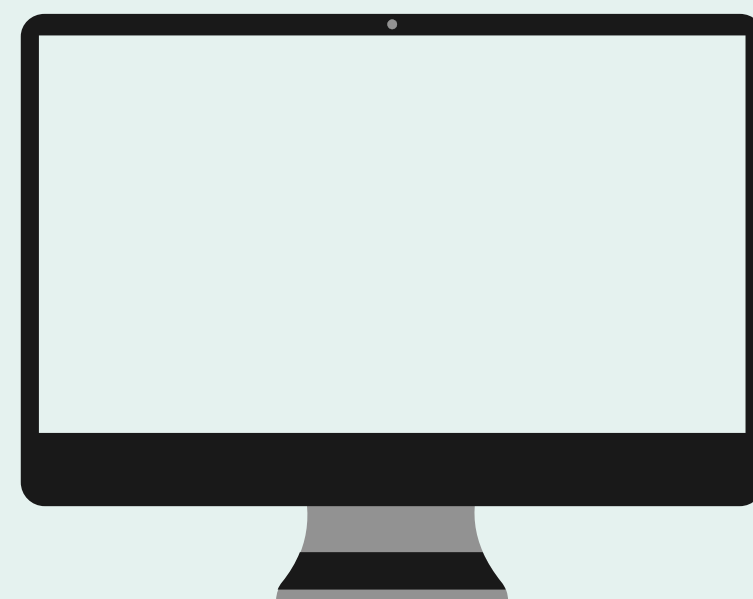
U Learning Labs 藝學堂

www.ulearninglabs.hku.hk

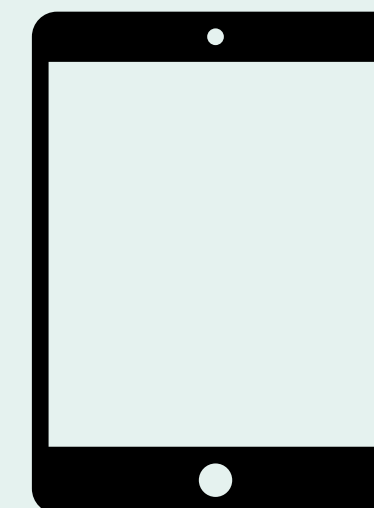
Website visitors: **2,600** > individuals



31%

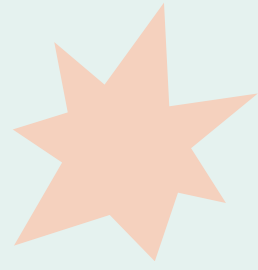


14%



52%





ULearning Labs

藝學堂

1. ULearning Labs (ULL) 藝學堂: Online Platform

Target audience: Primary and Secondary School Students

Total of 12 Local schools:

7 Secondary schools

5 Primary schools

Total: **1,321 students** registered on the platform

Teachers from the following disciplines:

Visual Arts

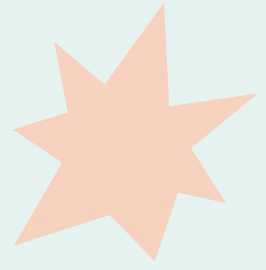
Sciences

Chinese Language

Mathematics

Feedback from teachers and students: **158**





U Learning Labs 藝學堂

2. U Making Labs (UML) 藝穗坊: Online Platform
Target audience: 7 Kindergartens

Feedback from teachers: 7





ULL & UML 藝學堂 及 藝穗坊

Mode of Delivery

Animations

Quizzes

Games

Experiments

Curator-led demonstrations

Hands-on activity

Educational worksheets

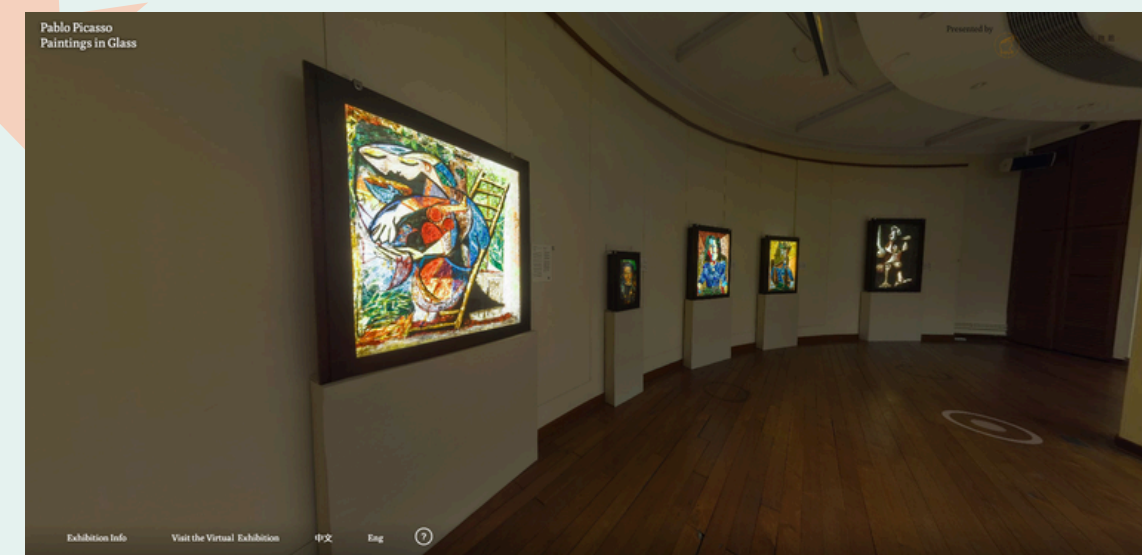
360 Virtual Exhibition

Dialogues with the artists

Demonstrations



這拍攝地點坐落在香港的哪個位置呢？
請在地圖上點擊相應的位置。



Feedback from primary schools students

Key figures measure against impacts listed in the KE proposal



Outcomes	%	有三隻腳的雀形器皿	%	盛極一時的青銅器	%	畫外之意：蓮花
Inspiring curiosity			100	Deepened understanding on the work as an archaeologist		
Language skills	58	Able to describe bronze using visual art terminology learnt from the programme			75	Recognised the important information in the inscriptions of traditional Chinese paintings
Creative skills					50	Recognised the different mediums used in Western and Chinese art works
STEAM: Interdisciplinary exposure			85	Better understanding of concepts such as metals, alloys, and oxidation	50	Understood the connection between the symbolic meanings of plants and Chinese literature
Art and Culture Knowledge	100	Agreed they have learnt more about bronze as an art form				
Social development	66	Understood how culture and technology intertwined in the Shang dynasty	70	Understood the characteristics of bronze, and had since paid more attention to the bronze items seen in daily life		



Feedback from secondary schools students

Key figures measure against impacts listed in the KE proposal

Outcomes	%	聽得見的顏色	%	光影定格	%	畫外之意：蓮花	%	青銅器上的大胃王
Inspiring curiosity			71	Increased interest in creating art with photosensitive materials			94	Have a better understanding of the design features of ancient patterns
Language skills					96	Recognised the important information in the inscriptions of traditional Chinese paintings		
Problem-solving							89	Recognise the animal face patterns on the bronzeware
Creative skills			71	Understand the potential of photography as a medium for daily recording and artistic creation	96	Recognised the different mediums used in Western and Chinese art works		
STEAM: Interdisciplinary exposure	100	Understand the relationship among art, nature and astronomical events			96	Understood the connection between the symbolic meanings of plants and Chinese literature		
Art and Culture Knowledge	100	Able to understand the concept of synesthesia	86	Understand the principles and characteristics of "film" in photography			100	Understood the characteristics of bronze, taotie and its origins

Feedback from primary and secondary school teachers on students' progress #1



Key figures measure against impacts listed in the KE proposal

Outcomes	%	有三隻腳的雀形器皿	%	盛極一時的青銅器	%	畫外之意：蓮花
Inspiring curiosity			96	Deepened understanding on the work as an archaeologist		
Language skills	89	Able to describe bronze using visual art terminology learnt from the programme			100	Recognised the important information in the inscriptions of traditional Chinese paintings
Creative skills					100	Recognised the different mediums used in Western and Chinese art works
STEAM: Interdisciplinary exposure			81	Better understanding of concepts such as metals, alloys, and oxidation	100	Understood the connection between the symbolic meanings of plants and Chinese literature
Art and Culture Knowledge	94	Learnt more about bronze as an art form				
Social development	100	Understood how culture and technology intertwined in the Shang dynasty	94	Understood the characteristics of bronze, and had since paid more attention to the bronze items seen in daily life		

Feedback from primary and secondary school teachers on students' progress #2



Key figures measure against impacts listed in the KE proposal

Outcomes	%	五花八門的杯子	%	永遠陪伴著主人的小狗	%	聽得見的顏色
Inspiring curiosity	100	Observed and described the features, shapes, and decorations of vessels	50	Enhanced art appreciation skills		
Language skills						
Creative skills	50	Able to create their own designs using different materials, shapes, and decoration methods				
STEAM: Interdisciplinary exposure			50	Gained a better understanding of the production process of ancient ceramics and the differences between pottery and porcelain	100	Understand the relationship among art, nature and astronomical events
Art and Culture Knowledge	100	Better understanding of the common materials, characteristics, and uses of ancient Chinese artefacts			100	Able to understand the concept of synesthesia
Social development			50	Deepened understanding of Han Dynasty ceramics and funerary culture		

Feedback from primary and secondary school teachers on students' progress #3



Key figures measure against impacts listed in the KE proposal

Outcomes	%	光影定格：菲林	%	流光繪影：攝影	%	紙上老虎：傳拓
Inspiring curiosity	66	Increased interest in creating art with photosensitive materials				
Creative skills					67	Learnt about engraved surface cleaning and ink rubbings process
STEAM: Interdisciplinary exposure	100	Understand the potential of photography as a medium for daily recording and artistic creation	100	Understood the optical physics principles of "photography"		
Art and Culture Knowledge			50	Improved understanding of the characteristics and production methods of old photos	100	Improved understanding of the differences between original calligraphy or paintings and rubbings
Social development	100	Understand the principles and characteristics of "film" in photography			100	Understood the techniques, functions, and values of rubbings

Feedback from primary and secondary school teachers on students' progress #4



Key figures measure against impacts listed in the KE proposal

Outcomes	%	青銅器上的大胃王	%	歷史建築與自然保育	%	風華依然的馮平山樓
Inspiring curiosity	100	Have a better understanding of the design features of ancient patterns				Exposure on how to appreciate and preserve historical monuments
STEAM: Interdisciplinary exposure)	100	Understood the characteristics of bronze, taotie and its origins	100	Better appreciation on how emotions expressed in artworks		
Art and Culture Knowledge	100	Recognise the animal face patterns on the bronzeware	100	Learnt about Hong Kong's cultural heritage through the artist's works	100	Improved understanding of the architectural features of the University Museum and Art Gallery, HKU
Social development			100	Enhanced knowledge on Hong Kong's cultural heritage and conservation policies	100	Understood the role, purpose, and value of museums

Feedback from kindergarten teachers on students' progress

Key figures measure against impacts listed in the KE proposal



Outcomes	%	剪紙童遊夢	%	紡織藝術：伊卡絢織
Language skills			50	Master the vocabulary related to textiles
Art and Culture Knowledge	67	Became more familiar with Chinese folk art	75	Enhanced understanding on textiles
Social development	83	Understood the importance of caring for others	50	Understood the inseparable relationship between textiles and daily life

Interaction with kindergarten students was primarily indirect, established through meetings with teachers and principals to understand the students' needs. The assessment of each individual's learning aptitude and the evaluation of the program's impact were accomplished through feedback from these educators. **76%** of educators expressed satisfaction with the ULL website, mainly utilising its resources during classroom instruction. Approximately **50-72%** of respondents believed that the modules aligned with the principles of promoting comprehensive and balanced development in children. Around **50%** of participants found the 'Dictionary' section suitable for their students' learning development. However, incorporating more images into the definitions could enhance students' understanding. The survey results indicate a high demand for additional features, including more games (**83%**), hands-on art creation videos (**67%**), artifact preservation topics (**67%**), English content (**50%**), educational worksheets (**50%**), and curator/artist dialogues (**50%**). Educators also expressed interest in seeing more interactive activities available on the website.

Feedback from kindergarten teachers on students' progress

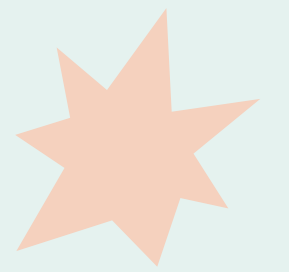
Key figures measure against impacts listed in the KE proposal



Photos credit: Hong Kong Christian Service

On a few occasions, there have been direct interactions with kindergarten students: during guided tours at UMAG and as a guest of honour at the Children's Creative Arts exhibition, invited by one of the participating kindergartens, Hong Kong Christian Service. Attending these events provides opportunities to discover the potential of these students, particularly in terms of their language abilities, creative skills, and social development.

U Learning Labs 藝學堂



3. Youth Docent Training Programme

20 students from 3 local schools

Feedback from students: 20

Mode of Teachings/Delivery

Metaverse (Spatial)

360 Virtual View (3DVista)

Zoom (Online lessons)

Videos

Demonstrations

Classroom teachings

Drama and theatre games/activities



香港大學美術博物館
University Museum and Art Gallery
The University of Hong Kong

藝學堂
U LEARNING LABS

青少年導賞員訓練問卷

我們希望能夠了解您對博物館及這次導賞訓練的看法，請您幫忙填寫這份問卷，所有填寫的內容只會用於香港大學美術博物館內部研究使用，請放心填寫，再次感謝您的參與！

您認為博物館是怎樣的地方？您從博物館可以獲得甚麼體驗？

您平常有參觀博物館的習慣嗎？
 有
 沒有

大概多久去一次？

您曾經參觀哪些博物館及展覽？

今天是您第一次到訪香港大學美術博物館嗎？
 是 不是

您為甚麼會參加「藝學堂」青少年導賞員訓練？

在香港大學美術博物館的展廳裏，您最喜歡哪個展品？為甚麼？

您對這次導賞員訓練的期望是甚麼？

請問今天的活動裏您最喜歡哪一個環節？

您喜歡該環節的原因是甚麼？

Baseline survey

Feedback from participants from the Youth Training Docent Programme



Key figures measure against impacts listed in the KE proposal

The objectives set by the students at the beginning of the programme, along with their expectations, align with the five key achievement areas targeted by the program. These areas consist of: fostering curiosity, developing language and creative skills, enhancing problem-solving abilities, promoting Chinese art and culture, and raising awareness of sustainable development. The most prominent skills that students strive to achieve include improving public speaking abilities and confidence, learning how to learn, and cultivating art appreciation.

A total of **65%** of students achieved their learning objectives, while 25% accomplished over half of their objectives. Students identified the experience sharing and demonstrations by docents, group rehearsals, and drama exercises as the most significant activities that helped them achieve their objectives.

Furthermore, **95%** of students reported enhanced interest and understanding in Chinese ceramics and paintings. In addition to visual arts, students stated that they learned about the Chinese language, history, and disciplines such as science.

The survey results also revealed that **85%** of students improved their oral skills, **70%** gained confidence, and 55% enhanced their art appreciation skills.

Students' ratings of the resources provided to them were similar. They suggested several improvements, including: - More rehearsal sessions - Shorter intervals between sessions to retain information - Longer lesson times - Simplification of difficult content.

Overall, **84%** of students were satisfied with the program. They indicated that they would sign up for other activities offered by UMAG and might recommend the program to their peers.

2 x Form One
2 x Form Two
11 x Form Four
5 x Form Five

11 x Ceramics
9 x Paintings

Resources provided for Youth Training Docent Programme



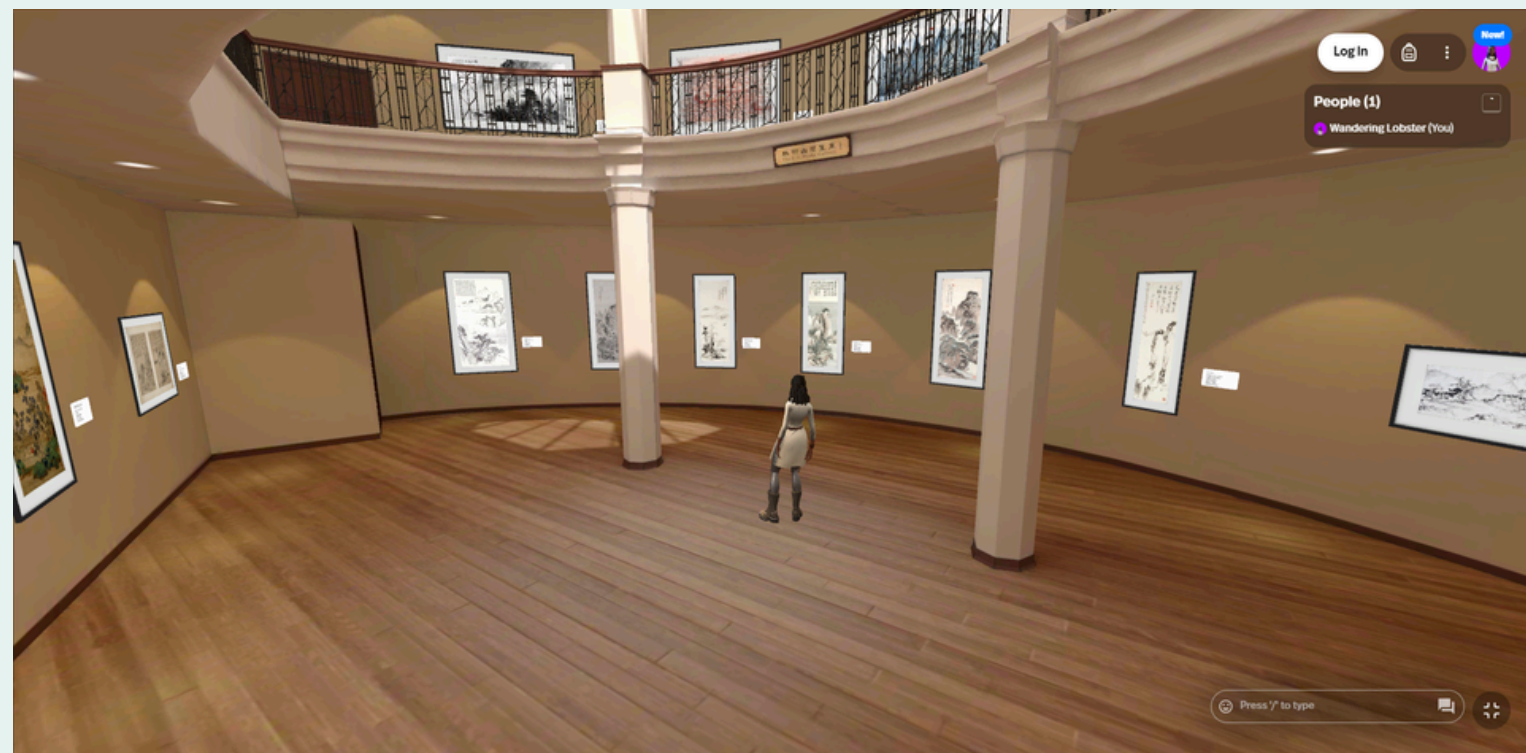
館藏精選
展品介紹



總監的介紹影片



藝學堂網頁錄音檔



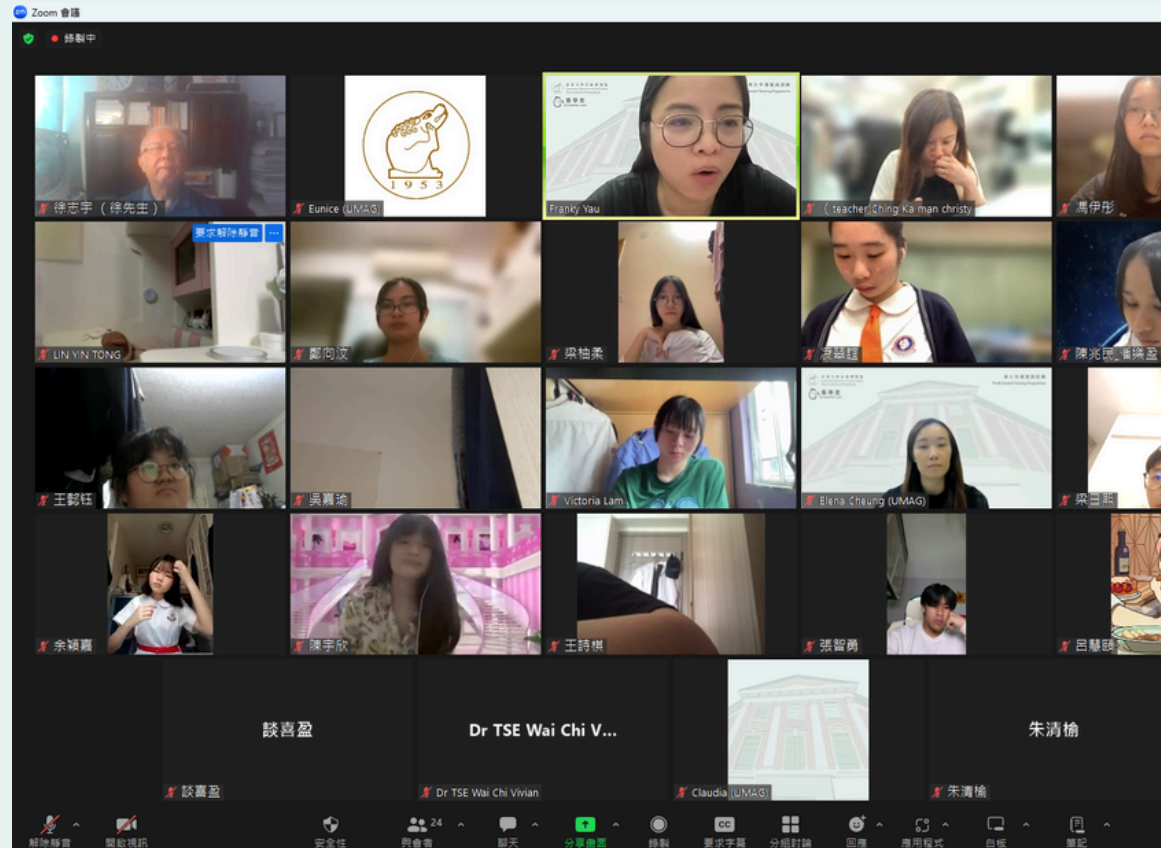
Metaverse: Spatial



360 Virtual Exhibition

Feedback from participants from the Youth Training Docent Programme

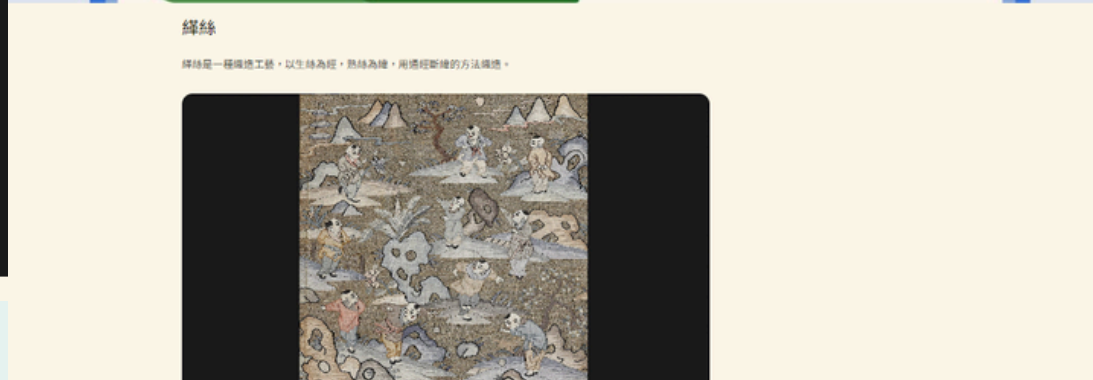
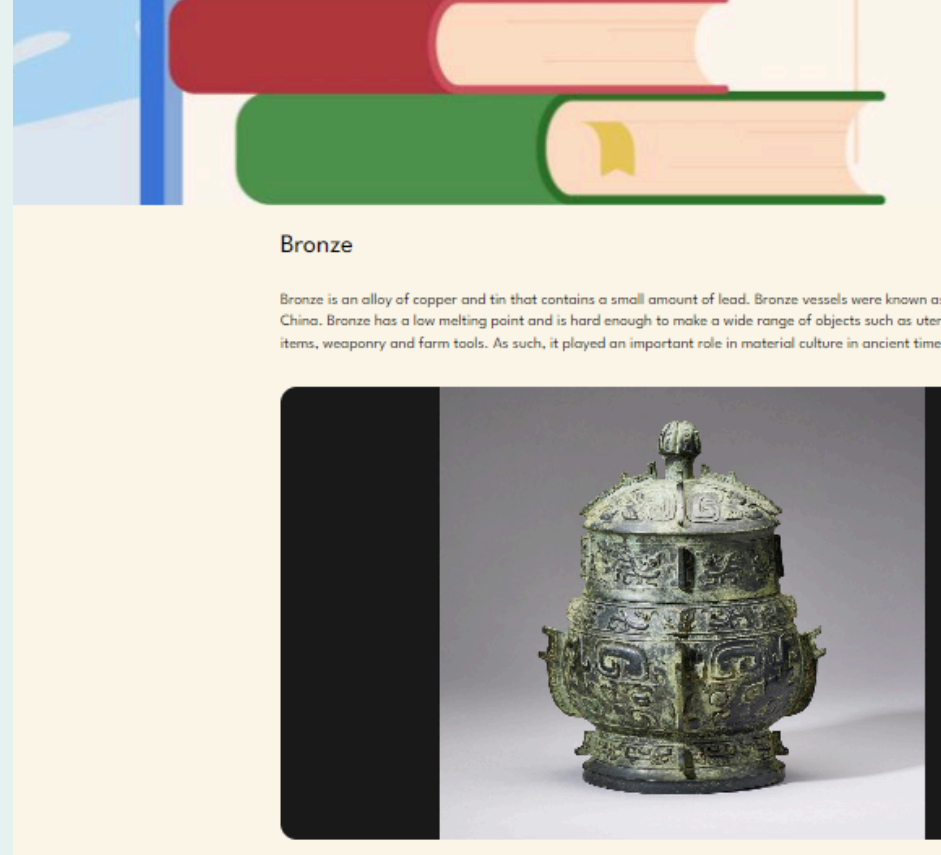
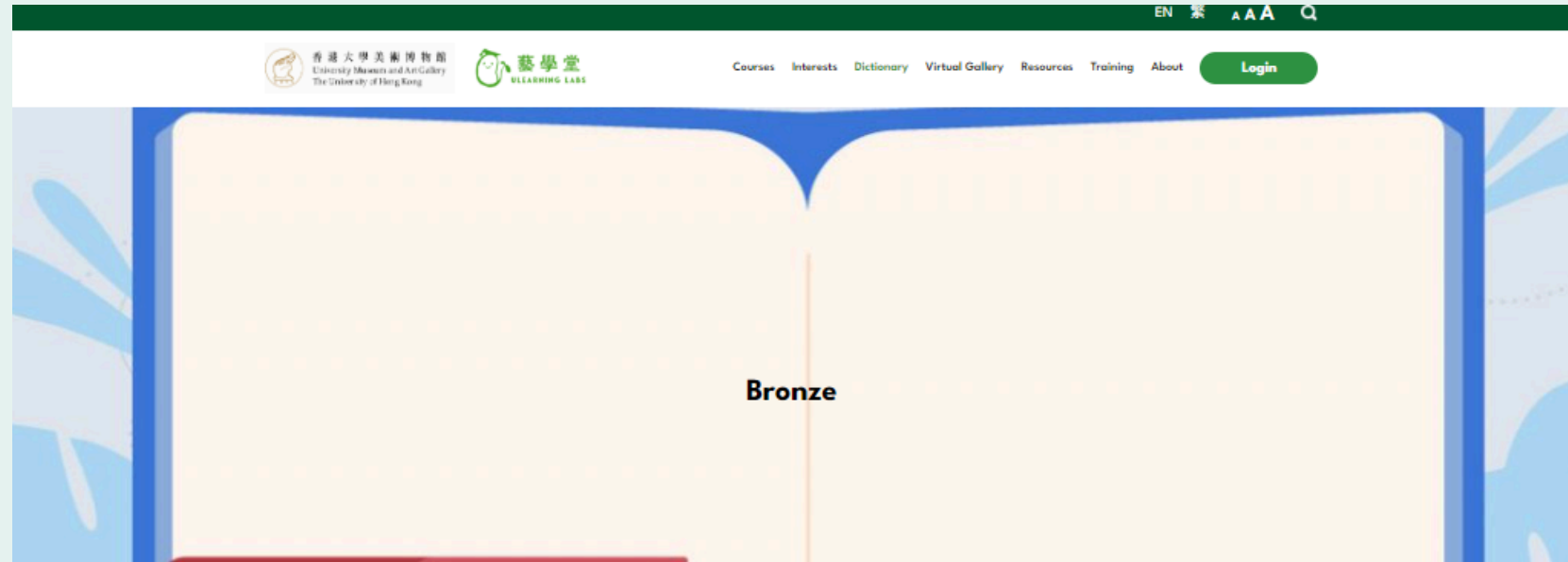
Key figures measure against impacts listed in the KE proposal



Dictionary



200 Chinese and English vocabularies



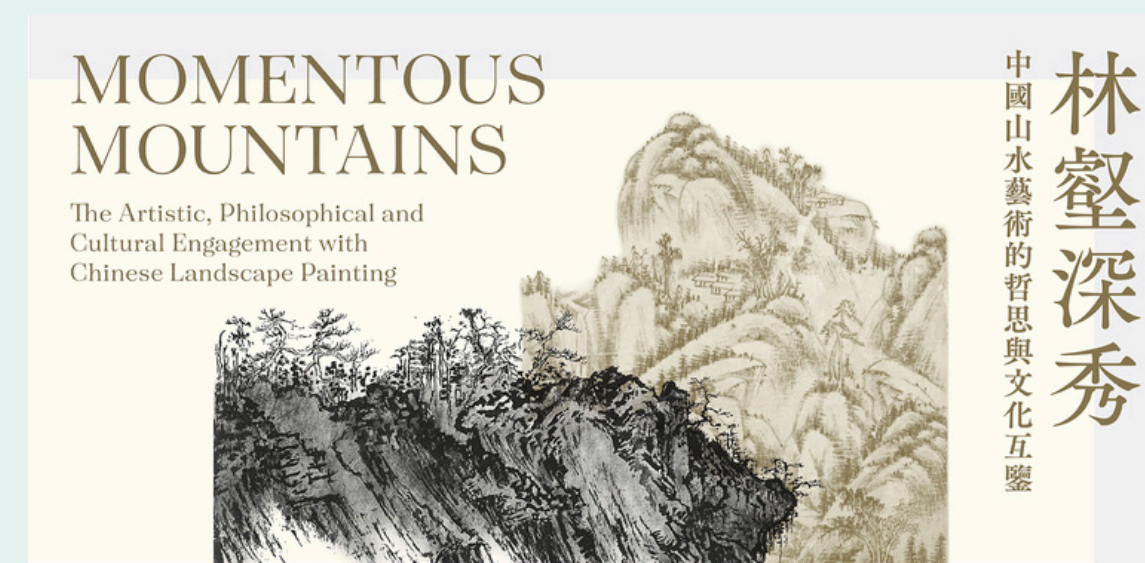
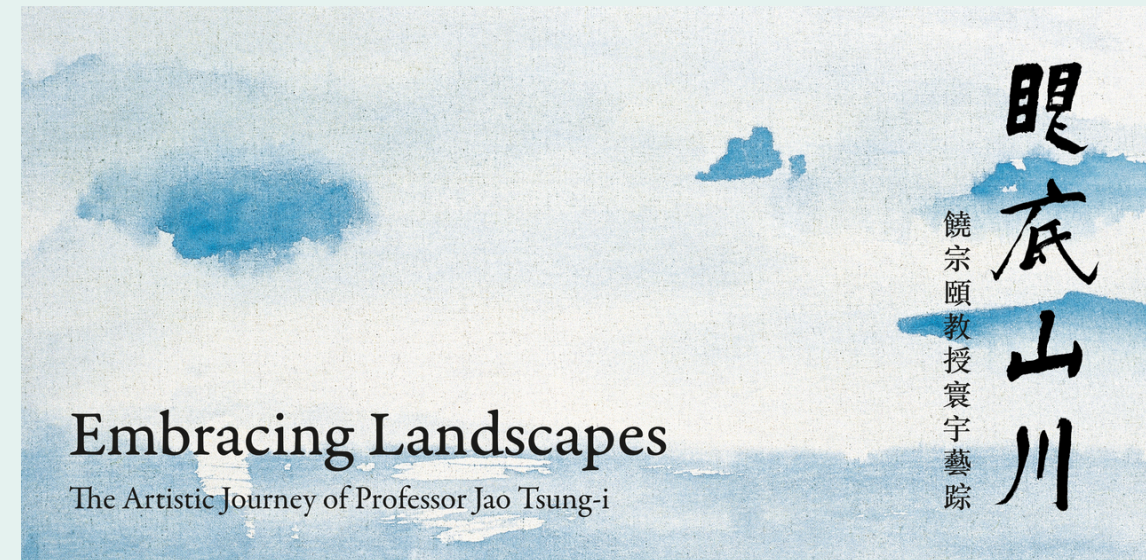
English vocabulary entries have been added to the 'Dictionary' section, each complemented with relevant photos/images.

Approximately **47%** of secondary school students and **42%** of primary school students find the dictionary useful. Around **20-25%** of all students, however, believe that the vocabulary entries require additional definitions.

Upcoming Improvements:

- Add Jyutping next to Chinese characters that are difficult to pronounce.
- Vocabulary entries will be linked to pertinent modules.
- The range of vocabulary will be expanded.

Virtual Exhibitions

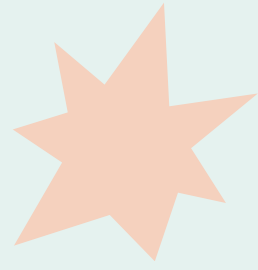


5 x 360° Virtual Exhibitions

Included quizzes related to the exhibition

Immersive experience

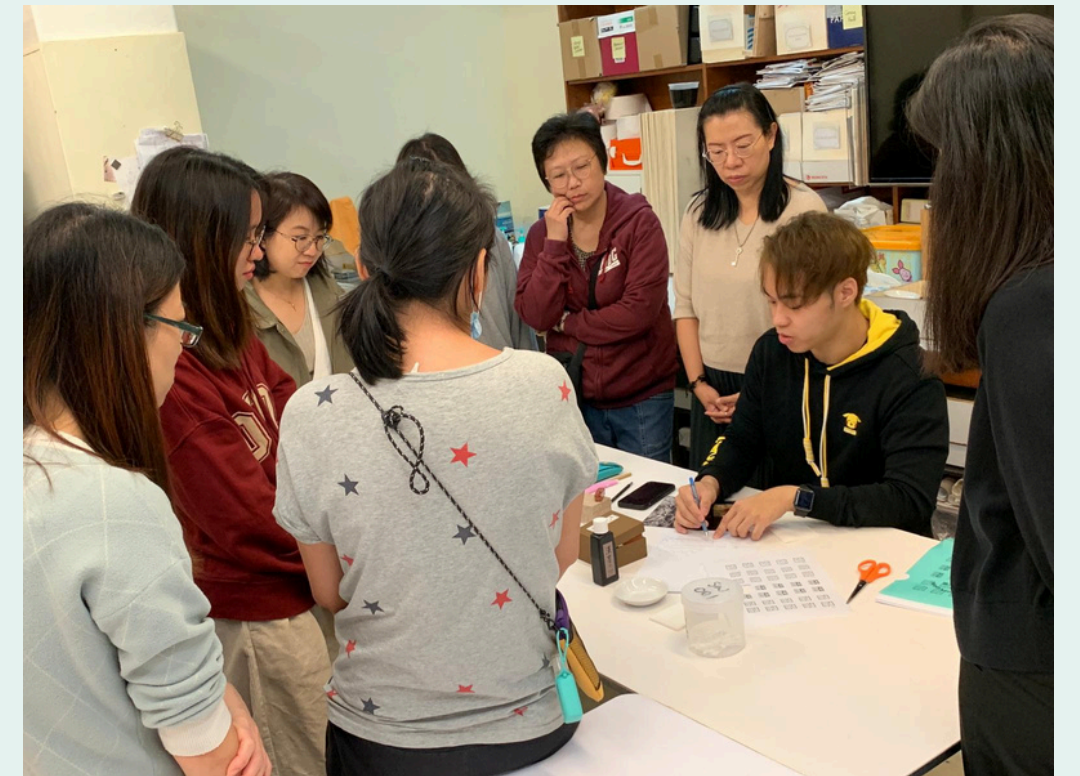
57% of respondents find that the '360 Virtual View' greatly enhances their understanding of museums and exhibits, with another 38% noticing some improvement. Meanwhile, 89% believe the quizzes in the video are well-matched to their age and education.

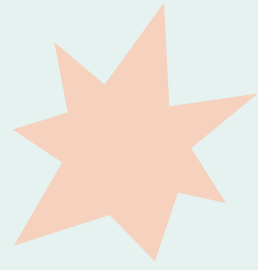


Public Workshops

Historic Impressions: Seal Carving

- Organised in conjunction with the exhibition 'Kings' Inscriptions · Contemporary Interpretations' and complementing 水鳥墨語 module
- show Han seals
- 48 participants learnt about (Han) seals, its significance and techniques through hands-on experience



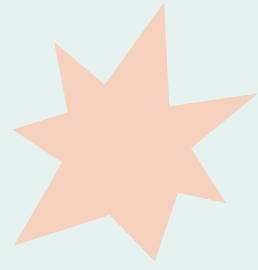


Public Workshops

Ink Rubbing Workshop



- Organised in conjunction with the exhibition 'Kings' Inscriptions · Contemporary Interpretations' and complementing 黑老虎 module
- **17** Participants reflect on how calligraphic texts connect to the past and offer insights into the present through a hands-on ink-rubbing session where participants can create their own artworks



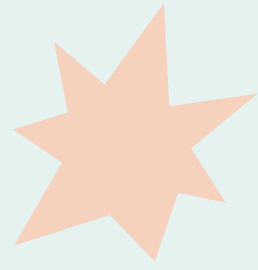
Public Workshops

Chinese Paintings Workshop

Landscapes in Memory:
Chinese Landscapes Painting Workshop



- Organised in conjunction with the exhibition ‘Embracing Landscapes: The Artistic Journey of Professor Jao Tsung-i’ and complementing 畫外之意：蓮花 [中] Beyond the Painting: Lotus (EN) module
- **48** Participants used brushstrokes used for depicting rocks, trees, clouds and water in landscape paintings and learnt what to look for from the perspective of traveling and sketching from life.



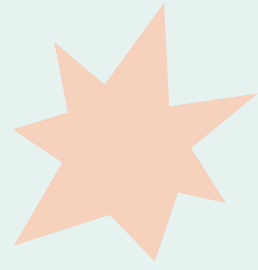
Performance

Music in Heritage—Fung Ping Shan Building



Photo credit: RTHK

- UMAG and RTHK co-present ‘Music in Heritage—Fung Ping Shan Building’ in complement with the 風華依然的馮平山樓 module
- **80** participants celebrate 95 years of public broadcasting, the young Cantonese music group TroVessional Band at the Fung Ping Shan Building, a Grade 1 Historic Building at HKU



School Guided Tours

ULL has driven **175** students to visit the UMAG collections, as well as the following thematic exhibitions:

- Embracing Landscapes: The Artistic Journey of Professor Jao Tsung-I
- Potted and Painted: The Production and Technical Development of Underglaze Blue Porcelain in China
- Pablo Picasso: Paintings in Glass
- Kings' Inscriptions · Contemporary Interpretations

Participated schools who came for the visit include:

- Heung Hoi Ching Kok Lin Association Buddhist Ching Kok Secondary School
- Buddhist Yip Kei Nam Memorial College
- Bishop Walsh Primary School
- Creative Kindergartens



Promotion channels



Instagram / Facebook



Digital Screen



Poster



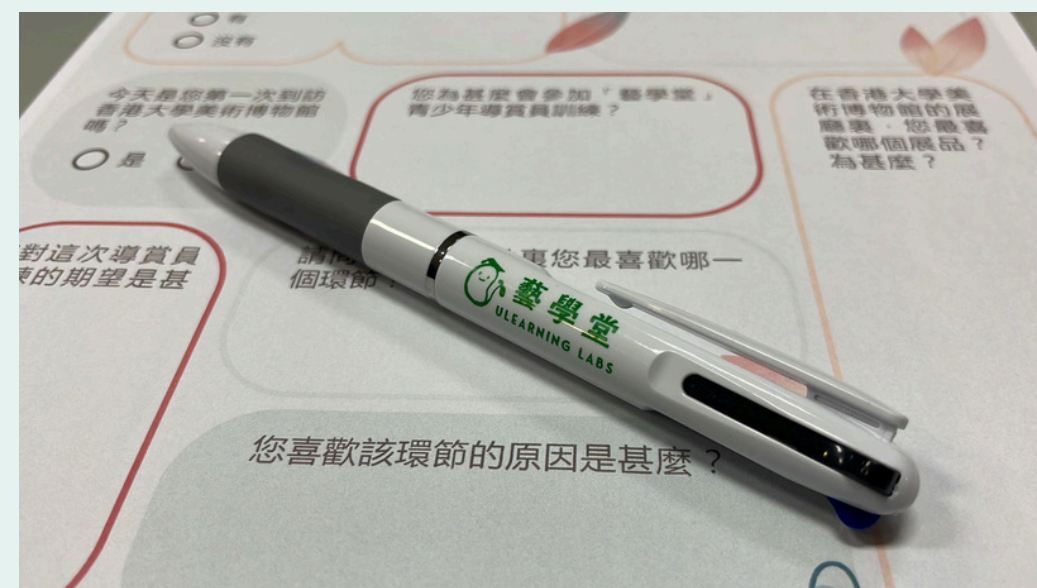
Pull up banner



Website Banner



Gift Pen



E-newsletter



School promotions



School news

筲箕灣官立中學 <https://bit.ly/3W6RscW>

香港大學美術博物館「藝學堂 — 青少年導賞員訓練」計劃

Date: 27/06/2024

在2月至5月期間，我們學校有六位同學參加了香港大學美術博物館舉辦的「藝學堂 — 青少年導賞員訓練」計劃。這六位同學分別是4A班的吳嘉瑜、梁日照和張嵐，以及4B班的林言糖，還有5A班的王懿廷和馮伊彤。

這個計劃的目的是讓同學們學習關於文物和藝術作品的知識，提升他們對藝術觀察的能力。經過了六次的訓練，同學們接觸到許多藝術詞彙，並學習視覺美術的語言。

最後，同學們還有機會運用所學的導賞技能，為其他師生和家人講解博物館的建築和館藏。我們對這六位同學的努力和成就感到非常驕傲，他們的參與和學習經驗將為學校帶來更多藝術氛圍和啟發。

順德聯誼總會胡兆熾中學 <https://bit.ly/4629Pny>

4.2 視覺藝術科

視藝科 12 位同學參加由香港大學美術博物館主辦的「藝學堂《青少年導賞計劃》」。活動旨在提升同學對文物的興趣以及增強學生對藝術作品的觀察能

RPT2024-02基本校務簡報.doc

力。在訓練期間，同學將會接觸到藝術詞彙，並學習視覺美術語言。首次活動在 2 月 24 日(星期六)進行，同學可認識各樣藝術品館館藏，包括陶藝及水墨畫，透過互動工作坊認識如何與觀眾接觸，學習博物館的導賞工作。同學將於 5 月透過運用所學習的導賞技能，為其他師生及家人講解博物館之建築及館藏。

樂華天主教小學 <https://bit.ly/3W2uXpg>

2023-2024 專業協作計劃

2023-2024 Professional Collaboration Program

科組	項目名稱	年級	協作機構
整體課程	課程領導學習社群	P.1-6	教育局小學校本課程發展組
	優質評核管理認證計劃	P.1-6	香港考試及評核局
中文	QEF計劃【透過人工實境的新平台來優化語文教育(eLEARN 2.0)】	P.4	香港大學教育學院教育應用資訊科技發展研究中心
	「藝學堂」計劃	P.4	香港大學美術博物館

Media coverage

<https://bit.ly/45W5jHv>



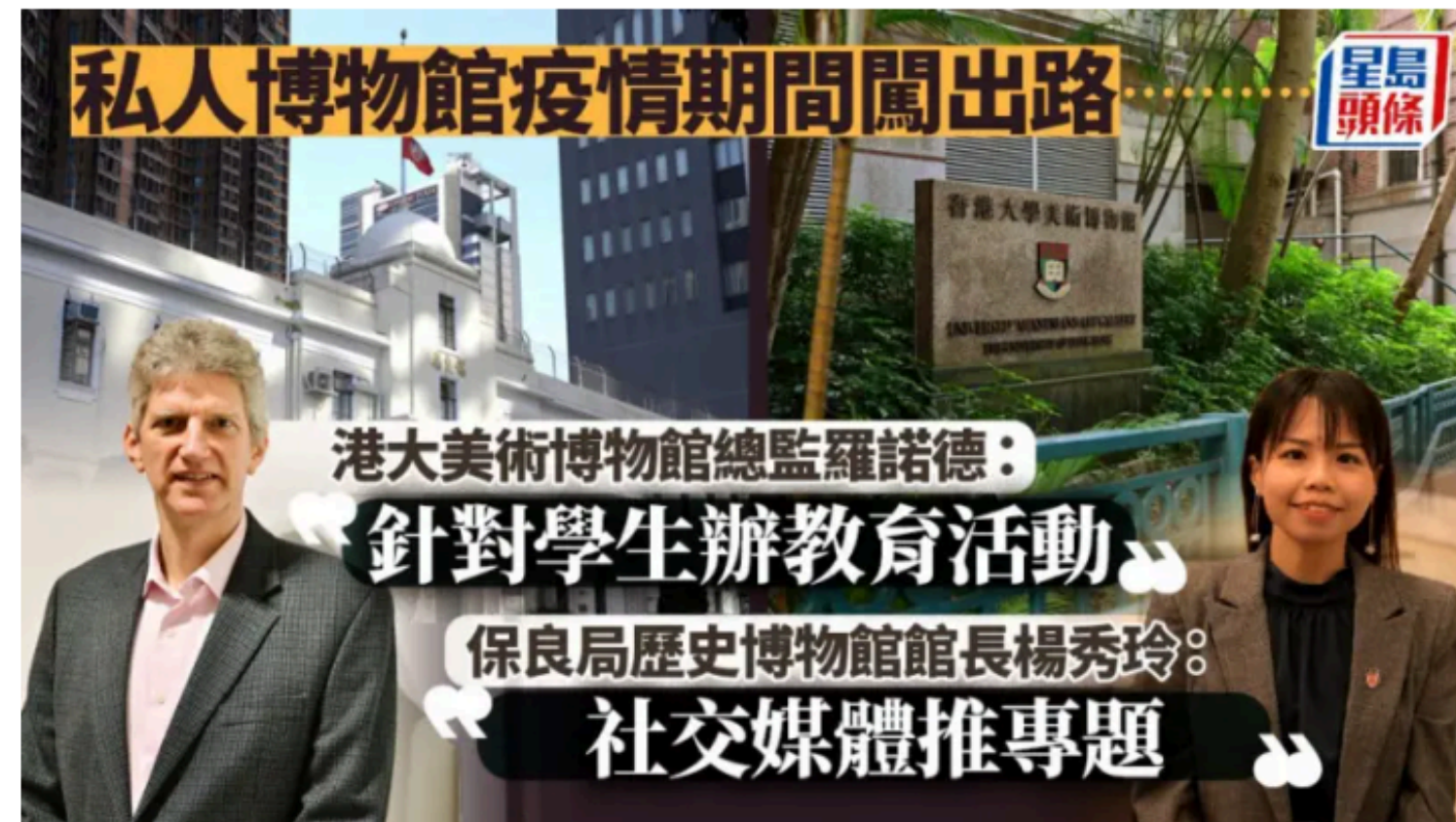
星島日報

電子報 | 今日熱搜 | 好 Deals | 紐約 | 三藩市 | 洛杉磯 | 美國 | 國際 | 中港台 | Lifestyle | 娛樂 | 體育

首頁 / 即時港聞

博物館新姿采 | 私人博物館疫情期間創出路 辦中小學生教育活動拓青年客群

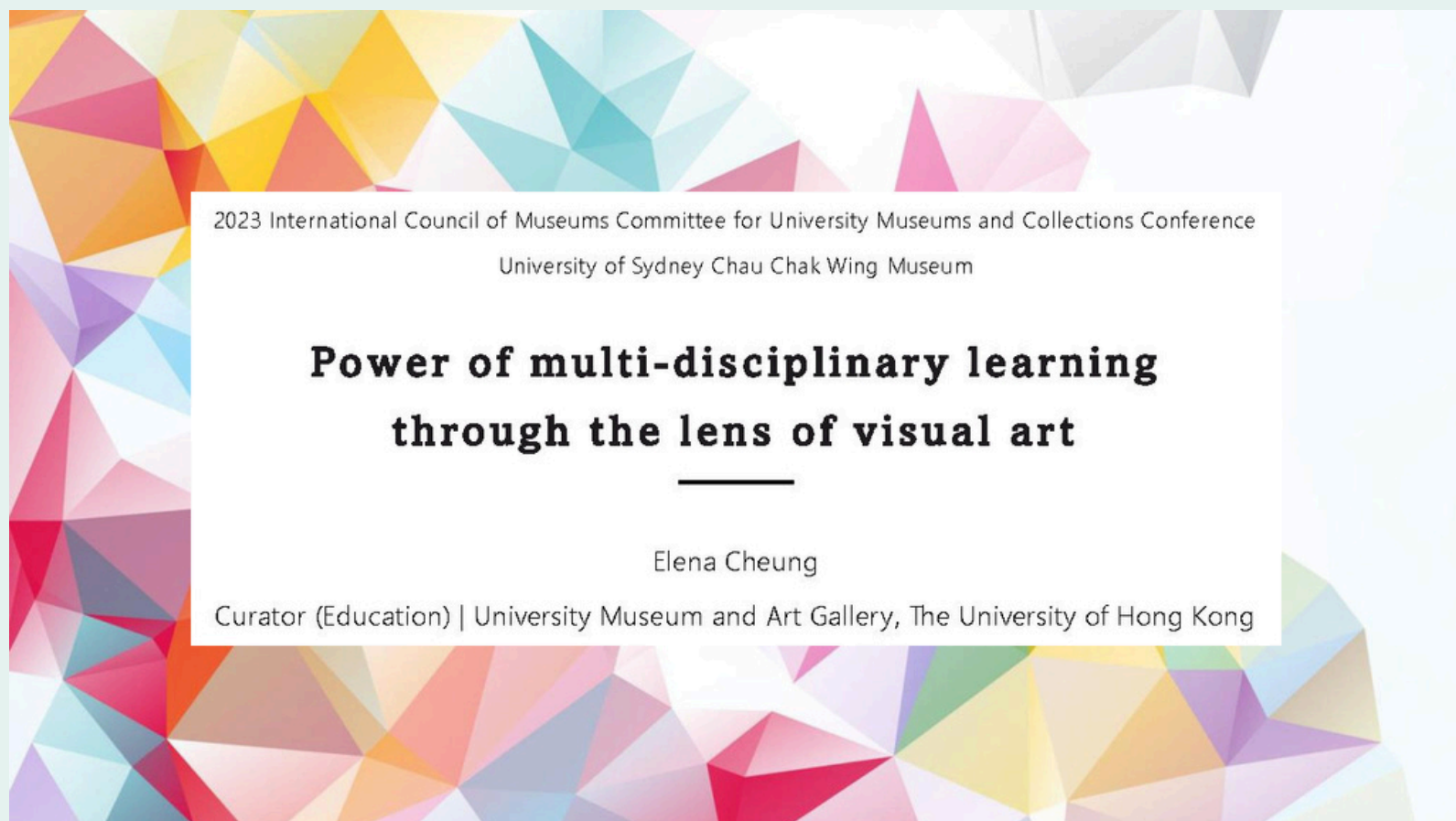
2023-12-27 16:00:00



Knowledge Exchange Activities



Records and photos of any local and/or international conferences, seminars and other knowledge exchange activities organised or participated to showcase the KE outcomes and impacts to various stakeholders and the community



International Councils of Museums

University Museum and Collections Conference
University of Sydney Chau Chak Wing Museum

**“Power of multi-disciplinary learning
through the lens of visual art”**

164 — VOLUME 15 No. 2 2023 UNIVERSITY MUSEUMS AND COLLECTIONS JOURNAL

Who are university museums for? Creating digital environments

2B3
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30 August 2023

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POWER OF MULTI-DISCIPLINARY LEARNING THROUGH THE LENS OF VISUAL ART

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Keywords: cross-disciplinary pedagogy, STEAM, systems thinking, digitalised museum resources

Abstract

Whilst the project STArts exemplify the symbiotic relationship between science, technology, and the arts through curated onsite display, ULearning Labs (ULL) hosts digitalized educational resources on a dedicated website, connecting the collections, exhibits and architectural heritage of the University Museum and Art Gallery of the University of Hong Kong with the local school curricula by using the museum's collections as a point of departure.

ULL applies systems thinking to enable users to make connections between ideas and concepts across traditional subjects and disciplines, empowering participants to solve complex problems from diverse viewpoints, including but not limited to social, environmental, economic, scientific, historical and cultural perspectives.

In response to the vision, all lessons are constructed with cross-disciplinary pedagogy, which is delivered in the form of animations, interviews, quizzes, hands-on activities videos and 360 virtual gallery views. Learning experiences are also enhanced through online games, bilingual (Chinese and English) glossary lists, and guest speakers from live streaming sessions. These teaching and learning materials are made available to the general public while the local Hong Kong primary and secondary school students and teachers have higher level access to the Arts and STEAM content and the ability to track progress.

This paper delves into ULL project development process, including stakeholders' roles and interactions, funding/management structures, the involvement of technical/content experts, and the connections with STArts. By illustrating this process, we can fill the gap in understanding, generate feedback, evaluate the impact and develop robust measuring indicators to give insights on the way forward.

Biographical note

Po Yi (Elena Cheung) is the Curator of Education at the University Museum and Art Gallery of the University of Hong Kong. She has a deep interest in audience development and outreach programming. Her main project is to develop new initiatives for public (especially local schools) engagement.



KE impact and way forward

A total of 1,321 primary and secondary students registered on the ULL platform during the 2023-2024 academic year, including 263 active student users, 20 participants from the Youth Docent Training Programme and another 193 public audiences from different events. Since the inception of the ULL website, 9 additional modules have been offered for students ranging from kindergarten to secondary school, along with 100 new bilingual vocabulary terms accompanied by images.

School group bookings have experienced a surge following the program's launch, with a notable increase in interest from kindergartens. The programme has attracted 175 students from the schools. Maintaining a multidisciplinary approach as the core of our teachings, the overall program has successfully improved students' verbal and presentation skills, increased confidence, and enhanced knowledge of museum operations and etiquette through UMAG's rich collections.

To provide more in-depth experiences for students, the program plans to offer curating opportunities in addition to guided tours and for secondary school students. This will give participants a comprehensive experience working on exhibitions with various experts, using different tools, and exploring other areas of a museum that may often be overlooked.

在2023-2024學年度，共有1,321名小學和中學生在「藝學堂」平台上註冊，其中包括263名活躍的學生用戶，20名參與「青少年導賞員訓練」的學生及193位參加館內活動的公眾。本年度的「藝學堂」網站亦為幼稚園至中學的學生增設9個單元，並新增了100個配有圖片的雙語詞彙。

自該計劃啟動後，學校團體的到訪數量有了顯著的增長，幼稚園的團體參觀意向也有明顯提升。另外，此計劃亦直接吸引175位學生來博館參觀。我們秉持跨學科的教學方法為我們教學的精神，通過港大美術博物館豐富的藏品，整體計劃提高了學生的口語和演講技巧，增強他們的自信心，並加強了學生對博物館運營和禮儀的知識。

為了給學生提供深度體驗，青少年導賞員訓練的部分將會擴大，除了教授導覽知識外，此計劃將為中學生提供策展機會，讓參與者有機會與各種專家一起策劃展覽，使用不同的媒介，以及探索博物館中可能經常被忽視的部分，冀望他們能夠獲得全面的體驗。