Cooperative Library Learning Projects in Hong Kong and Japan

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This article comprises three parts. Part 1 summarizes several library learning projects of Rikkyo University and HKSKH Ming Hua Theological College. Part 2 discusses a seminar named “New learning experiences with libraries in Japan and Hong Kong” that was held in Hong Kong in 2019. Part 3 presents our conclusions, including the findings of the projects and the effectiveness of using inquiry-based learning, collaborative teaching, collaborative learning, and IT tools in those projects. A fourth part is an Appendix: Learning resources for virtual reality (VR), and drones (Tello).

1 Library Projects of Rikkyo University and HKSKH Ming Hua Theological College

1.1 About Ming Hua College and the library projects

Due to its history, Hong Kong is a place with a mixture of Eastern and Western cultures. Chinese and English are both official languages in Hong Kong. Universities in Hong Kong are highly ranked worldwide and attract many students and faculty from around the globe to come to Hong Kong to study, teach, and conduct research.

Hong Kong SKH Ming Hua Theological College (MH College) is in the Province of Hong Kong and Macau in the Anglican Communion. The college provides lay training programs and programs leading to Bachelor’s and Master’s degrees. For example, MH offers Master’s and Bachelor’s degree programs in Theology with Charles Sturt University, Australia. The faculty of MH college comes from all over the world: Asia, Europe, and North America. Ming Hua College provides face-to-face programs and also online courses. The college launched its Global Classroom system in 2015. To date, more than 110 countries have used the MH Global Classroom to receive education in religious studies and humanities subjects.

Ming Hua College supports not only adult education, but also educates young people from around the world. Since 2016, a variety of library projects have been conducted by Ming Hua College and Rikkyo University. These projects are also supported by other universities/schools in Japan and Hong Kong. The library projects include a library internship program, “Tokyo study trip (2017): Life education”, “Kochi study trip (2018): VR and Drones”, and an open seminar (2019), “New learning experiences with libraries in Hong Kong and Japan”.

1.2 Library Internship program

Since 2016, MH College has offered a library internship program with Rikkyo University that takes place every two years. Students of Rikkyo University come to

the MH libraries for library practice. The aims of the library internships include i) moving from theory to practice: students practice what they learn in library courses and use those skills in a real library environment, ii) absorbing new knowledge, such as subject knowledge and culture in other countries, iii) using English for work and daily use, iv) problem solving, and v) developing skills to work independently and also in a team.

Students from Rikkyo University who are doing their library practice at the Ming Hua Library are involved in comprehensive library practices, including circulation, cataloguing, user education, library systems, and IT tools, such as use of the MH Global Classroom, VR, and drones. During their stay in Hong Kong, they also visit other libraries, including academic, school, public, and special libraries. In the internship of 2018, with special thanks to the HKSKH Archives, The Education University of Hong Kong Library and SKH Tsang Shiu Tim Secondary School, students from Rikkyo University not only did an internship at MH, they also did a daily internship in these other three institutions.

1.3 Study trips for Hong Kong students to Tokyo and Kochi, Japan

To develop global viewpoints in the students and provide them with opportunities for interactions in Japan and Hong Kong, Rikkyo University students have come to Ming Hua, and in 2017 students from Hong Kong, such as students and teachers from the SKH Tsang Shiu Tim Secondary School, went to Rikkyo University for the Life Education study trip that year. In 2018, they also went to the National Institute of Technology, Kochi College for a VR/Drones study trip.

Fig 1 2017 students and teachers from Rikkyo University and the SKH TST Secondary School

Fig 2　2018 Students and teachers from Kochi, Japan and Hong Kong

*Special thanks to Professor Toshifumi Yamazaki (Kochi College) for teaching students from Hong Kong how to fly drones.

2　“New learning experiences with libraries in Japan and Hong Kong”

The results of the cooperative library learning projects in Hong Kong and Japan have been excellent, with the students enjoying and learning a great deal from those programs. To share our experiences and knowledge through the projects, a seminar titled “New learning with libraries in Hong Kong and Japan” was held at Ming Hua College, Hong Kong, on 3 July, 2019. This opening seminar included i) professional sharing by experts from Japan and Hong Kong, ii) Hong Kong students presenting their group work from “My VR library”, and iii) participants experimenting with using a 360 camera and Tello.

2.1　Professional sharing

Bishop Timothy Kwok (HKSKH) was the officiating guest who kicked off the seminar. After his opening remarks, Professor Yuriko Nakamura from Rikkyo University talked about “Major Trends in Education and School Libraries in Japan”. Dr Helen Cheung, the librarian of Ming Hua College, shared the design and description of “Learning multiple literacies with VR and drones”, which is a cooperative project for students from Hong Kong and Japan.

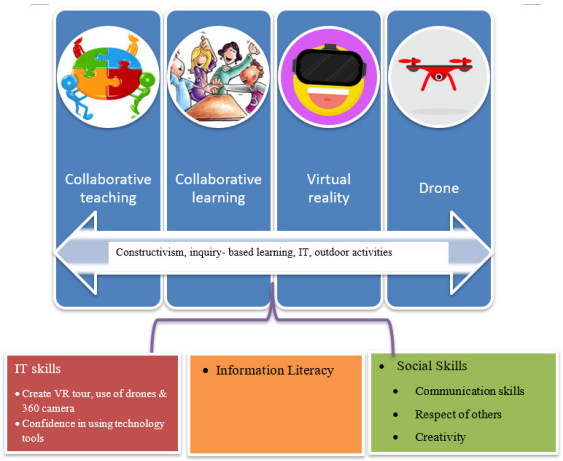
Principal Wang Yu Tai (SKH Tsang Shiu Tim Secondary School) and Principal Cheung Chui Yee (SKH Li Fook Hing Secondary School) discussed the importance of libraries and how libraries can help to expand knowledge in students. After that discussion, teacher librarian Ms. Ma Wai Ling (SKH TST) shared how she conducts collaborative teaching with subject teachers in her school. Ms. Ho Siu Wai (SKH LFH) showed how students in her school had used HP Reveal (an easy-to-use AR tool) to prepare “AR reading reports” that recommend good books for classmates. Then, Mr. Chan Tsun Ming (IT teacher, SKH LFH) briefly shared “Library 3.0”, a future plan for his school.

Fig. 3　Bishop Timothy Kwok (HKSKH)

Fig. 4　Professor Yuriko Nakamura (Rikkyo University)

Fig. 5　Principal Wang Yu Tai (SKH TST)

Fig. 6　Principal Cheung Chui Yee (SKH LFH)



Cheung (2019)

Fig. 7　Dr. Helen Cheung　(HKSKH MH) "Framework of Learning Multiple Literacies with VR & Drones"

Fig. 8　Ms. Ma Wai Ling (SKH TST)

Fig. 9

Fig. 10

SKH LFH: Ms. Ho Siu Wai presented “Students’ use of AR for book reports”, and Mr. Chan Tsun Ming (IT teacher) briefly shared “Library 3.0” plan for his school.

Fig. 11

SKH TST: Mr. Tong Sai Ho and Ms. Wong Ming Kit (IT teachers) helped to prepare the equipment for this seminar and taught the seminar participants how to use Tello and 360 cameras.

Fig. 12

Fig. 13

Group photos of speakers, guests and participants

2.2 Presentations by students for their group work on “My VR library” at each school

Fig. 14 “My VR Library”, by students at the SKH Li Fook Hing Secondary School
https://poly.google.com/view/aS-DZn9aoy8

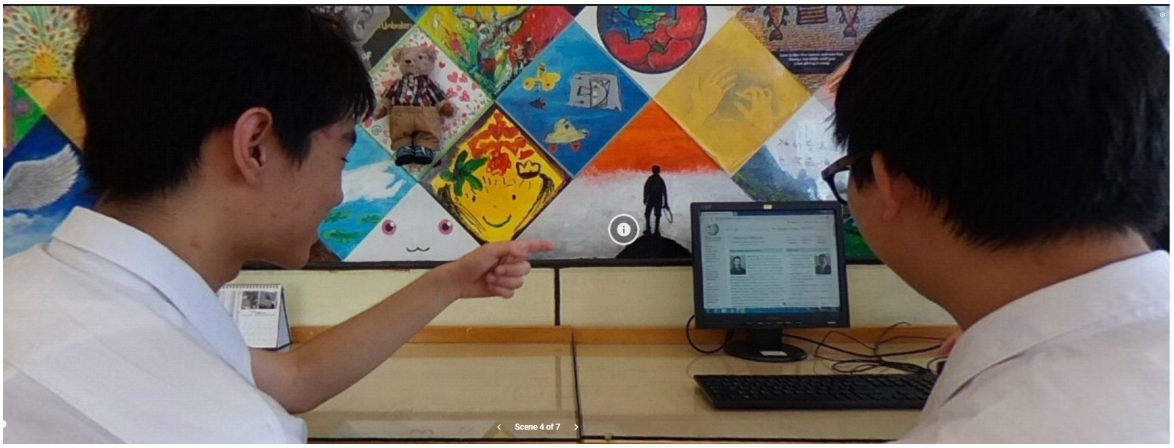


Fig. 15 “My VR Library”, by students at the SKH Tsang Shiu Tim Secondary School
https://poly.google.com/view/1kqpyhHlqJO

Fig. 16 Other links of interest
https://poly.google.com/u/0/view/1CWbHz7YaQr

Fig. 17 “Historic and Present Tokyo” by Mr. Atsushi Miyazawa and Miss Nodoka Masaoka (Rikkyo University)

2.3 Feedback on the seminar

The feedback on the "New learning experiences with libraries in Japan and Hong Kong" seminar has been very positive. Nearly 100 teacher librarians and students from 40 institutions have joined it. Participating teacher librarians have said that with this seminar, they learned a great deal about the trends in education in Japan. In addition, they gained ideas about how to operate easy-to-use IT tools, such as Google VR Tour creator, 360 camera, and Tello for outreach library events and e-learning.

3 Conclusions and findings of the library projects

The main components in our cooperative library projects are our teaching strategy incorporating inquiry-based learning, collaborative teaching, collaborative learning, and our use of IT's learning tools to develop multiple literacies in the students, expanding their subject knowledge, information literacy, ability to use IT, and communication skills.

3.1 Inquiry-based learning

Inquiry-based learning is a student-centered approach that helps students develop knowledge by questioning, discussing, and solving problems within an interactive and lively environment, rather than just being taught by teachers (Chu, Reynolds, Tavares, Notari, & Lee, 2017). Our library projects have demonstrated that libraries can use a variety of library projects, such as study trips, library internships, and easy-to-use and creative IT tools, such as VR and drones, to develop an inquiry-based learning environment for students. Also, librarians and subject teachers act as consultants to help and encourage students to develop their knowledge, which the students do by raising questions, discussing, and solving problems, as well as by searching for, evaluating, and using information to create a product (e.g. a group project). Participating students in these projects have pointed out that with inquiry-based learning, they can more easily understand and develop an in-depth knowledge.

3.2 Collaborative teaching

In our projects, librarians from academic libraries and school libraries, and the faculty of library sciences programs in Japan and Hong Kong, do collaborative teaching with subject teachers on such subjects as computer sciences and religious studies. Their cooperation facilitates interdisciplinary activities, and those in turn benefit students by such efforts as enhancing the content of their learning programs and expanding their teaching toolkits. In addition, teachers can benefit in their own professional development by such activities as learning broader ideas for teaching and gaining more knowledge about the needs of students. For example, librarians play an important role in developing students' information literacy (i.e., the students' ability to identify, search, evaluate, and make use of information, ethically and

creatively). With our projects, librarians obtain a bigger picture from which to learn about the weaknesses and strengths of students in different subjects, and that information helps us to adjust and tailor-make library workshops for students in particular subjects.

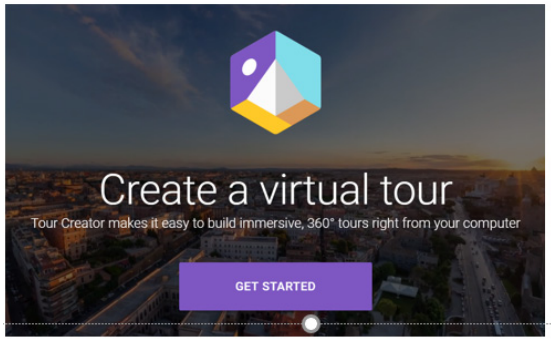
3.3 Collaborative learning

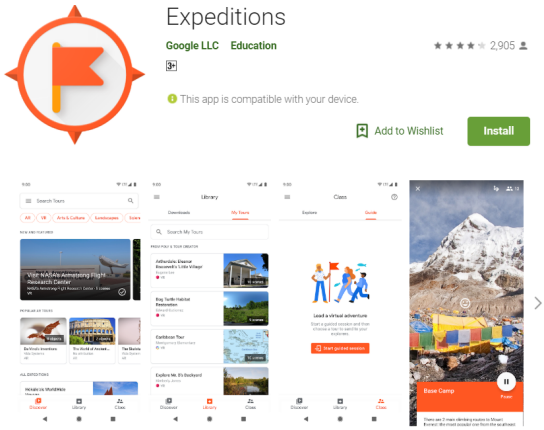
Students have pointed out that their multiple literacies, such as their subject knowledge, use of IT skills, information literacy, and communication skills, have been enhanced by our projects. In addition, students enjoyed the inquiry-based and collaborative learning. For example, Hong Kong students pointed out that by learning from peers, they could broaden their points of view and improve their problem-solving and communication skills. Sometimes, a group member's idea would be better than their own. In addition, Hong Kong students reported having enjoyed sharing learning activities with Japanese students because they could learn simple Japanese words and experience more of the Japanese culture, not just from books or media, but also from face-to-face interactions.

To summarize, the results of our cooperative projects with Japan and Hong Kong are excellent and abundant. We are looking forward to developing more libraries and learning projects together in the future.

Appendix – Learning Resources

Many learning resources are available online. Below are some resources available on YouTube. I have also added some remarks and tips for reference. Because IT tools are always adding new versions and features, the following resources may be outdated in the near future. Please check for new resources from time to time.

Tools	Remarks/Tips (Cheung, 2019, p.15,16 &18)
Google VR Tour Creator https://vr.google.com/tourcreator/  	• Tour creator help https://support.google.com/tourcreator/?hl=en • Google Tour Creator tutorial https://voutu.be/PwV-pNF4HUU by Katie Moran • How To Use Google Tour Creator with students https://youtu.be/K_Og5xdKeGQ by Pioneer RESA Tech

Google Expeditions 	• After finishing your VR tour in Google VR Tour Creator, you can save it as an unlisted or public tour. Unlisted means that only people who know the URL can see the tour. This means that your VR tour is not open to the public, but you can share the link with other people, such as your students. • You can also share your VR project on your Facebook, Twitter account, or on your website, or export your VR tour to the Google Expeditions app. • With the Google Expeditions app, the teacher can act as a tour guide for the students in lessons by using the same Wi-Fi in the classroom. • For further information, see: https://support.google.com/edu/expeditions/answer/9005386 • Guiding a Google Tour in the Google Expeditions app https://youtu.be/F7UeY6BGN9c by Katie Moran
Tello 	• Tello can be controlled using your own smartphone/hand-held device. Alternatively, you can buy a remote control. • Tello has some interesting features, such as “8D Flips” and “Throw & Go” that the students enjoy. • Tello also has a VR mode. If you use Tello with a remote control and a VR headset/cardboard headset, you can experience the feeling of flying in VR, as in the video and photos to the left. https://youtu.be/GZCufO7fUus by Nobumichi Kozawa

References

Cheung, H.S.C. (2019). *Learning Multiple Literacies with VR and Drones*. Report of Hong Kong Library Association Biennial Award, Hong Kong. http://gclass.minghua.org.hk/helencheung_hkla_award.pdf

Chu, S., Reynolds, R., Tavares, N., Notari, M., & Lee, C. (2017). *21st Century Skills Development Through Inquiry-Based Learning*. Singapore: Springer Singapore.