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Dissertation

Liberal Studies Students' Conceptions of "Edutainment"

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DECLARATION

I hereby declare that this dissertation represents my own work and that it has not been previously submitted to this University of other institution in application for admission to a degree, diploma or other qualifications.

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26th May 2015

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ABSTRACT

This study attempts to discover and describe students' conceptions towards edutainment (i.e. the integration of education and entertainment) in Liberal Studies, the application of a novel educational notion in a novel subject.

Seventeen junior secondary and senior secondary students from the practicum school where the researcher worked were interviewed individually for around half an hour. The teaching and learning activities focusing on various edutainment genres and elements (e.g. the use of multimedia, ICT, and games) throughout the LS lessons was point of departure to unfold students' conceptions of edutainment in the interview. Open-ended questions on what is edutainment and what edutainment means to the informants were asked to enable students to express their ideas.

Five conceptions of edutainment were found. The revealed conceptions were of different degree of complexity and found to be in hierarchical order and formed an outcome space which showed students' conception of edutainment. Students interviewed demonstrated intra-contextual shifts in conceptions and changes in focal awareness amidst the interviews.

On one hand, the conceptions of edutainment perceived by the students in this study surprisingly contained rudiments of the concepts of edutainment developed by the educational theorists; on the other hand, students' conceptions of edutainment were found strongly associated with the Hong Kong educational context. The students' conceptions of edutainment are greatly shaped by the ways in which the tasks were framed in the learning and teaching contexts. The conceptions revealed provide implication and insight for teaching and learning to benefit students in Hong Kong.

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CHAPTER 1   INTRODUCTION

1.1 Personal Anecdote

Being a local student for two decades, there has been a conundrum unresolved which motivating me to do this research. I have observed in Hong Kong classrooms, from primary to secondary school, and even now in tertiary education, at times some students sprawling on their desks or leaning back with their eyes half-closed, seemingly unlinked to the occasion and time of their existence; some heavily sighing, drumming their fingers on the desk, or playing around with their pens; others chitchatting and only few students actively engage in classroom learning. Throughout these years I could not help wondering: what are those students thinking? Are the lessons that boring? Why do they feel bored? And why do not I experience the same way?

1.2 Background and Context of this Research

1.2.1 Tedious Task-based Approach in Examination-Oriented Hong Kong

Hong Kong is famous for its result-centric culture, relying tremendously on the public examination. Classroom teaching and learning, thus, overemphasize on the subject content knowledge and study skills required for academic achievement (Fok, Kennedy, Chan & Yu, 2006). Public examination in Hong Kong, in general, determine students' future: those who excel are assured of proceeding to pursue prestigious courses at the university, thus winning the golden ticket to prospective workplace.

Shohami, Donitza-Schmidt & Ferman (1996) also discussed how "high-stakes" examinations influences teaching and learning in Hong Kong where "admissions, promotions, placements or graduations are dependent on scores"; quantifying what students know compared to their peers, but only within a narrowly-defined context.

Institutionally, under such intensively competitive educational system crammed with tight schedule and syllabus, task-based teaching was vastly implemented as part of a so-called Target Oriented Curriculum (TOC) reform in Hong Kong (Carless, 1997, 1999; Mok, 2001;

Morris et al., 1996). Highly structured exercises were intended to be used in the task-based learning, to "help acquisition of specific information and skills'' (Education Bureau, 1994).

As from teachers' perspective, most of the secondary school teachers in Hong Kong accept and adopt spoon-feeding and drilling with reference to past examination papers and simulated exercises; notwithstanding the belief that rote learning and memorisation of facts are ineffective and realising that can cause a negative impact on students' higher order thinking ability (Leung, 2013).

As a passive recipient of information, students are more likely to be bored during "teacher-driven activities" (Larsen & Richards, 1991). A number of students reported that they felt miserable about going to school; they are defeated by their failures in countless assessment and the feeling of being "useless" in tedious classes (Ho, 2010). Such phenomenon not only equalize scores as outcomes and measures of students abilities, but also stifle students' motivation (Travelers, 2011).

1.2.2 Liberal Studies: Paradigm Shift towards Edutainment

To counteract this distasteful drift, sugar-coated entertainment is needed, to make the bitter medicine, education, become palatable. Edutainment, a term coined from educational entertainment, is a type of entertainment designed to be educational (Merriam-Webster, 2009). According to Cheng, Kotler & Lee (2011), lessons embedded in edutainment tend to be delivered to students, as target audience, through entertainment formats familiar to them, such as games, entertainment shows, radio and television programs, video, films, and websites (p. 12). The success of edutainment applications are often based on attractive visual content, aids and presentation featured by interactive activities; which increase students' learning motivation and helps them maintain longer attention spans (Cheung, Li & Zapart, 2006).
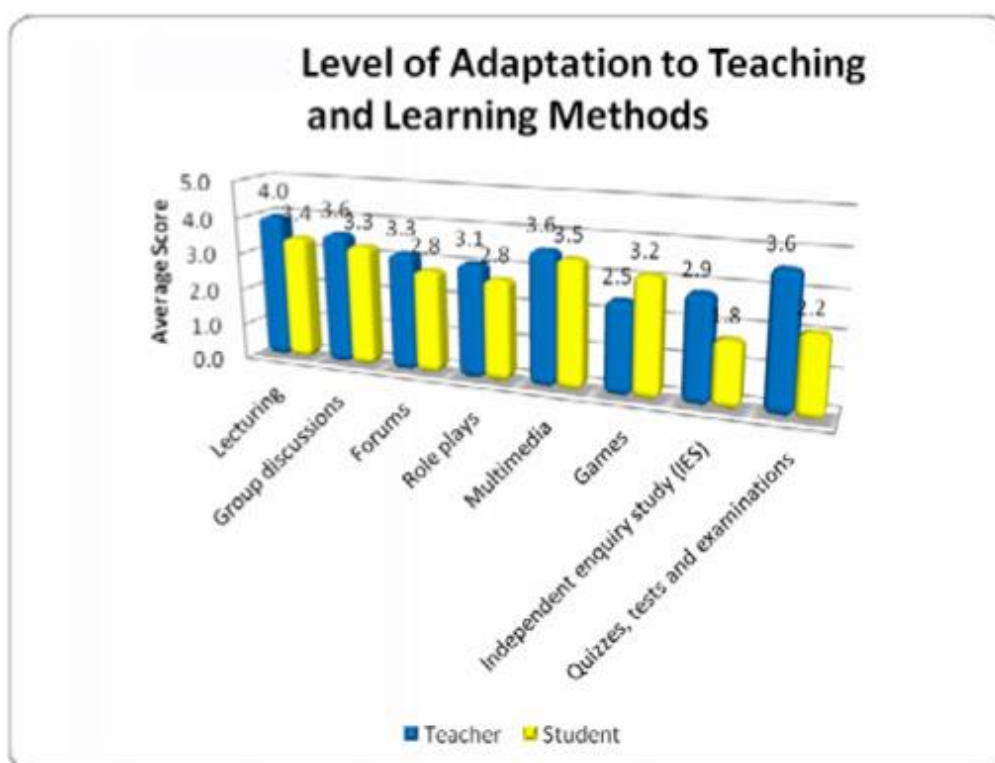
Chart 1.1   Level of Adaptation to Teaching and Learning Methods

Liberal Studies (LS) utilizes multimedia as essential sources of information for the coverage of contemporary issues (Curriculum and Assessment Guide, 2007). The Education Bureau (EDB) also acknowledge the high accessibility of multimedia as to gain up-to-date information, to present various dimensions of the controversial issues for teachers and students to select as teaching and learning materials, so as to develop the critical thinking and judgment-making abilities of the latter through evaluating whether the online information is authentic, reliable and appropriate.

With reference to Figure 1.1 which published in the Hong Kong Examinations and Assessment Authority (HKEAA) project report "The Perception of Teachers and Students under Hong Kong's New Senior Secondary (NSS) Curriculum on Achieving the Objectives of NSS Liberal Studies" (2012), although the traditional teaching method of lecturing remains the most welcomed pedagogy among teachers; multimedia, group discussions, forums and role plays are also well adapted to. On the other hand, teachers adapt fairly well to examinations whereas students feel rather the opposite. Games, most interestingly, is the only pedagogy that students are much more adapted to, than teachers.

The report not only reflects the fact that both teachers and students realize the incorporation of multimedia resources as complementary to the routinized textbook practice, but also revealing the existence of gap between how teachers and students perceive the teaching and learning methods adopted in LS.

1.3 Definition of Key Terms

This study concentrated on students' conceptions of edutainment in LS. In this section, the three terms: Conception; Edutainment; and Conception of Edutainment, which are frequently used in this study, will be briefly defined.

1.3.1 Conception

Conception is the basic unit of description in phenomenographic research. Being a core element of phenomenography, conception is defined as "whole qualities of human-world relations" (Johansson, Marton, and Svensson, 1985, p. 258); which are used interchangeably with "ways of conceptualising", "ways of experiencing", "ways of seeing", "ways of apprehending"and "ways of understanding" (Marton & Booth, 2005, p.336). In other words, it is the way that individuals experience a phenomenon and is regarded as the "internal and indivisible relationship between the individual experiencer and the experienced world" (Marton & Booth, 1997, p. 113).

A conception comprises structural and referential aspects which are related to how an individual constructs awareness of a phenomenon. The change in structural and referential aspects contributes to the shifting of the differing critical aspects of the phenomenon being discerned; and hence, conceptual change. Marton and Booth (1997), therefore, stated that the way one experiencing something is influenced by how his/her awareness is structured. The detailed definitions of conception are presented in Chapter 3 when describing the adopted research approach.

1.3.2 Edutainment

"Edutainment" is an abbreviation for "Entertainment-Education". Edutainment as education that has been placed within the framework of entertainment, designed and developed to focus

on academic subjects (Gros, 2003). Combining entertainment and education can be traced historically to the timeless art of storytelling with moral messages, as an integral part of people's informal education.

Since the early 1990s interest has surged in developing edutainment in formal education setting, utilizing software applications that possess the allure of electronic games, while achieving educational goals at the same time (Okan, 2003). Currently edutainment is not regarded only as the use of information technology; rather it is a hybrid genre that relies heavily on visual material, on narrative or game-like formats, and on more informal, less didactic styles of address (Buckingham and Scanlon, 2000). The prevalent purpose of edutainment is to attract and retain the attention of the learners by engaging their emotions through the involvement of an interactive pedagogy. And, in Buckingham et al's words, edutainment totally depends on a rationale that learning is inevitably "fun".

1.3.3 Conception of Edutainment

As a conception is defined as the way people experience a phenomenon, a conception of Liberal Studies students on edutainment thus refers to the way in which Liberal Studies students discern the objects of focal awareness and experience a phenomenon known as edutainment.

1.4 Significance of the Study

Facing the paradigm shift from knowledge acquisition to knowledge construction learning process, and from teacher-centered to student-centered teaching pedagogy; many teachers hasten to implement new technologies into their classrooms to satisfy students' demands for more enjoyable and less serious learning situations. Learners who are exposed heavily to the Internet, video games, and ready-made images presented by multimedia, therefore, develop a new attitude towards learning.

Hence, investigating students' conception of edutainment becomes an essential way of improving the quality of teaching and learning in LS. Hounsell (1984) argued that understanding students' conceptions of their learning were "indispensable or even desirable

component of accomplishment in teaching" (p. 190). Ransdem (1998) also added that "improving learning is about understanding the student's perspectives" (p. 20). Nevertheless, there are scattered research on edutainment and conceptions of learning; and they are all unrelated to the exact consideration of edutainment in LS.

For example, a vast body of study have been conducted on studying the effects of edutainment technologies like digital game-based language learning (Kou, Lou, Hsin and Dzan, 2011); virtual computational environment (Nijholt, 2004); and e-Portfolio and ICT-enhanced learning among junior to high school students from Japan, Taiwan and the United Kingdom (Takekawa and Higuchi, 2010).

Despite literature reviewed that the incorporation of entertainment element into education is effective as such mode of learning involves building a "mental representation that makes more sense to the learner" (Suomala and Shaughnessy, 2000, p. 478), there could be cleft between what is implemented by teachers and what is received by students. In other words, since Liberal Studies teachers prepare a lot of edutaining materials to impress the target audience, it is essential to delve into students' perceptions towards such novel pedagogy.

An overview of the literature reviewed that there are substantial investigation into the effects of edutainment on learning, as well as into scholars' conceptions towards a specific disciplinary subject matter. On the contrary, there is absence of academic research on exploring students' conceptions towards edutainment in LS, an interdisciplinary subject in NSS curriculum. It is worth exploring LS students' conceptions of edutainment to fill in the research gap and discuss on the pedagogical implications.

Thus, this study aims to investigate the qualitatively different ways of LS students experiencing the edutainment by adopting phenomenographic research approach; and to create categories of descriptions from the conception of edutainment as identified by the students. The contributions of this study are presented in the last chapter drawing implications from the students' conceptions.

1.5 Research Questions

In order to gain a deep understanding about how edutainment works in LS, a key research question was formulated: ***"What are students' conceptions towards the use of edutainment in Liberal Studies?"***

The key research question is further divided into several sub-questions listed as follows:

1. What are the conceptions of edutainment that are identified?

2. Can these conceptions of edutainment be grouped into meaningful categories, which are logically presented?

3. How do these conceptualizations relate to Hong Kong educational context in which edutainment is presented?

1.6 Research Methodology and Foci

Since the main aim of this study is to understand the experience and perceptions of LS students on edutainment, phenomenography will be adopted, as an interpretive research method, to investigate and describe the qualitatively different ways in which group of students may have in common in how they experience edutainment and may vary in conceptions of edutainment of LS students.

Phenomenography emphasises the experience as described, therefore the cognitive process behind the experience, the pre-reflective, taken-for granted assumptions reviewed in the literature would be set aside (Greasley and Ashworth, 2011). The primary research orientation of phenomenography is therefore to address the questions of the different ways of experiencing edutainment and how these ways are related to each other (Pang, 2003).

Since some students tend to perceive edutainment as an abstract concept and to ensure that the participants had all experienced an edutaining LS lesson, the study will start with

implementing edutaining LS lessons embedded in games, role-plays, videos, visual aids, and other commonly identified edutainment strategies to unfold their conceptions of edutainment.

1.7 Structure of the Dissertation

Chapter 1 provides an overview of the dissertation. It includes the Personal Anecdote as Research Motivation, Background and Context of the Study, Significance of the Study, Research Questions, Definitions of Key Terms used in the Study, Research Methodology and Procedure.

Chapter 2 is the literature review. It first describes the development of edutainment and identifies the most common edutainment genre. The theoretical rationales of edutainment are then reviewed. Different application and conception of edutainment in other academic subjects, including the only study of edutainment in LS done in Hong Kong. After reviewing the related literature, the research gaps are identified which this dissertation will address.

Chapter 3 aims to justify the research design and methodology of this phenomenogprahical study. The chapter also describes the specific methods used for data collection in detail, including the sampling and the use of interviews as a method of data collection. The data analysis procedure of phenomenographic research is then described. Various channels of data collection are stated to triangulate the data and to reveal a comprehensive picture of the practice in the case. The chapter ends by depicting the strategies employed to establish the credibility and stating the limitation of the study.

Chapter 4 presents the findings of the study. The first section is a report on the five categories of description depicting the conceptions of edutainment identified by LS students. The second section reports on the intra-contextual shifts of conceptions of edutainment being observed. Throughout the chapter, excerpts from the transcription of the interviews are provided as evidence to support the analysis.

Chapter 5 discusses the results obtained and the implications drawn with reference to the research questions. The key findings of the study are presented with litereature support of students' conceptions of edutainment. The implications on teaching and learning drawn from

the key findings are discussed in the third session. This dissertation ends with pointing out the limitations of the study as well as suggesting area for further investigation.

Chapter 6 is the conclusion of this study. The summary of the key findings, limitation of the study, recommendation for further research, and a general conclusion is given.

CHAPTER 2   LITERATURE REVIEW

This chapter comprises the context, constitutional, theoretical and practical exploration of edutainment. This chapter first explores the origins and development of edutainment in education contexts. Then it reviews the conceptions of edutainment by analyzing the underpinning theories to provide ontological foundation for this study. Next the use of edutainment in different subject matter application is analyzed. Last but not least, the only research studying edutainment in LS will be reviewed. All these findings contribute to reveal the research gap that pose significance of this thesis.

2.1 Liberal Studies: Transforming Education Trend and Practice

Traditionally, school focuses on reading and writing literacies (Adams & Hamm, 2000). United States Government advocated a campaign in 2002 promoting the 21st Century skills, like creative and collaborative thinking, which drifting away from the major emphasis on traditional literacy and subject-based knowledge (Bazalgette, 2008).

The Hong Kong NSS curriculum reform had followed the shift and re-structured previous non-core subjects into a new core subject called Liberal Studies (LS) in 2009. LS emphasizes six interdisciplinary themes across traditional subjects on history, science, social studies, economics and geography, etc. (Curriculum and Assessment Guide, 2007). The goals of the new subject are to enhance students to construct students' own way of understanding with criticality and multiple perspectives on community issues. LS is thus trying to shift school from traditional subject-based knowledge transmission to literacies cultivation across disciplines, to equip learners with broad knowledge base, multiple-perspective thinking and lifelong learning skills (Chan, Fung, and Tang, 2011).

Such shift requires the synchronization with pedagogical accommodation. There is alteration from tutor-lead and student individual study towards peer- and personalised modelling based on social dialogue interactive learning (Ma, Oikonomou & Jain, 2011).

In terms of the pedagogical strategies, there exists increasing interrelation between the level of education and the expectation for the quality of entertainment which is meaningful and

still is not considered as a waste of time (Němec and Trna, 2006), constituting what is known as "edutainment" - the conversion of entertainment and education as mutually compatible.

2.2 Development of Edutainment

The concept of edutainment is not that new in the human history. Some educators supported the idea of joy, entertainment, and illustrative methods to make learning process pleasant.

Emerging in the mid-16th Century, Komenský associated "school as play" comprehending play as a didactic joyful method that help to cultivate behavior and mindset. The joy of edutainment that underlined was viewed as one of the motifs that bringing students to formal schooling at that time. In the era Enlightenment (17th and 18th Centuries), play and other educational methods were being focused on to activate the individuality and make the learning process more human-centered (Němec, 2002).

The modern world perceives and understands edutainment in a diversified way, accommodating the application of more edutainment genre or medium. The teaching and learning objectives are further clarified, as well, and become more concrete for practitioners to interpret.

2.3 Edutainment in the Mirror of the World Today

Oxford dictionary defines edutainment as "computer, games, television programmes, or other material, intended to be both educational and enjoyable". For Buckingham and Scanlon (2005), edutainment is a "hybrid genre that relies heavily on visual material, on narrative or game-like formats, and on more informal, less didactic styles of address" (p.41). Okan (2003) defines edutainment as a "hybrid game genre that relies heavily on visuals and narratives or game formats but also incorporates some type of learning objective" (p. 255). A more recent definition by Zorica (2014) highlighted the "unconscious" component of edutainment that learning occur without students' awareness; he stated the purpose of edutainment is to "promote student learning through exploration, interactivity, trial and error, and repetition in such a way that students get so lost in the fun, that they do not notice they are learning simultaneously" (p.4090).

In brief, edutainment is very hybrid as characterised by various activities. The basic principles are to provide students with the entertainment and education. The edutainment activities are less rigid in their structures, being motivated only by the wish to enjoy and try (Němec, 2004). The commonalities and vaiations among the definitions or conceptions open spaces for practitioner to hold own interpretation as edutainment is not routinized pedagogy. Hence the main objective of this study to explore students' understandings of edutainment.

2.3.1 Media Edutainment

Features of edutainment discovered in fairy tales, folks and storytelling which moral messages were dispatched through the word of mouth as the only media, to build the foundation for children's personality development. With mass media broadcasting soared in the second half of the 20th century, the world has experienced the spread of the educative television series for children, youth and adults.

Mass media edutainment was positively used as public education influencing the ideologies of people, for example family planning, contraception, obesity prevention, anti-drug usage, and HIV prevention, etc. (Brown, 1999).

Starting from 1960s media in education were first introduced, such as educational programs, videotapes and recorders. In the 1980s, classrooms having a computer and projector became almost a necessity, while video-conferencing and streaming video have been introduced at the beginning of the 21st century (Zorica, 2014). New forms of media edutainment is now witnessed in classroom capture, student-generated video, and iPad, etc. The highly accessible and collaborative aspects of media have brought even more to creating a student-centred approach to education (Walldén & Soronen, 2004).

Walldén & Soronen (2004) compared edutainment with written learning material, the strength of the former is to "concretize, vitalize and illustrate the educational content using the tools of audiovisual narration in a humorous or entertaining style of representation" (p. 10).

2.3.2 Information and Communication Technologies (ICT) Edutainment

The massive, vast and low-priced production of ICT created a new phenomena: entertainment at computer with high capacity networks and high-speed bandwidth. The power of ICT entertainment are pervading our lives and begin to take a more central role in educational computer gaming that are purposively developed for learning (Dron & Anderson, 2009).

Computers are thus used in educational administration, research, teaching and learning (Alessi & Trollip, 1991). An early stage of using computers in education was related to the so-called programmed learning, which was a behavioristic learning method to manage learning under controlled conditions. The focus of the educational programs was still in transmitting information and in controlling learning (Burmester; Gerhard & Thissen, 2005).

The UK and US respectively conducted research on ICT edutainemnt, both demonstrating positive and considerable efficacy of game-based approaches over traditional teaching and learning technologies, showing the ability for ICT edutainment to engage learners in the computer or video game format for behavioral and attitudinal change (Knight et. al, 2010). McGonigal (2011) advances the notion that game element in ICT could be used to engage and motivate more "real world" activities, such as education, in terms of positive psychology on happiness and wellness.

Further potential benefits of ICT edutainment include improved problem-solving and decision making skills; better memory; and increased social skills such as collaboration, negotiation, thus regarded as powerful tools for socialization and collaboration among learners (Mitchell and Savill-Smith, 2004).

2.3.3 Game-based Edutainment

Games in various forms are getting popular within educational settings and are widely used to motivate the pupils with the aim to entertain its participants (Papert, 1998).

Game-based edutainment often provides the learning game with a purpose, which affects the participation incentives; it per se has the lure to immerse learners into the relevance of the learning objectives (Lave, 1999).

There are no rigid rules or process of how game-based edutainment facilitate the acquisition of new knowledge and skills. Nevertheless, there exists some common characteristics identified. For example, the role of students will be changed "pupil – listener" into a "pupil – creator"; such change lead to the learning motivation from extrinsic to intrinsic (Singhal, Cody, Rogers & Sabino, 2003).

Take role-play as an instance of game-based edutainment. Educational role-play is regarded as a media, allowing students to situate in a simulating setting, which is enriched by relevant subject content. Such mechanisms facilitate students' learning, enabling the learners to apply their own existing personal knowledge in the learning situation (Henriksen, 2006).

Immersion is a driving force in game-based edutainment, in which the sensation of students would be surrounded by another reality like role-play (Murray, 1997). The game settings and goals are staged as authentic expereince which are relevant to the students (Henriksen, 2002). Emphasis is placed upon how students' understandings are influenced on the experience created by the learning game (Mitchell & Savill-Smith, 2004). Furthermore, edutainment games like role-play involve the use of dialogic-based and experience-based learning. Ma, Oikonomou and Jain (2011) assert that these might lead to the benefit of students' "increased knowledge due to greater retention of attention as well as memory, as supported by social interactions, modelling real environments, and document sharing undertaken in-world" (p. 16). To support the above research affirmation, the theoretical bases of edutainment will be discussed in the following section, after reviewing how edutainment is conceptualized by scholars.

2.4 Edutainment as Educational Concept

As mentioned, edutainment is very hybrid in terms of the media used to achieve the educational and entertaining objectives. Němec (2004) outlines the pedagogical conceptions towards edutainment: as entertainment; as game or play; as experiencing; as meaning of life;

as social role; as simulation; as cognition and self-cognition; and are extracted as follows (p. 2-3):

Edutainment as Entertainment for Education:

> "Amusements and joy are the main motifs for students to go and enjoy the activities. Longish and sometimes boring lessons could be replaced by plays and primarily do not have to be just entertaining but could focus on the exercising the new knowledge in a merry and easy way."

Edutainment as Game or Play:

> "The topic of the game sources in the interests of the group, and the meaning is to be found directly in the game/play or is outside the play (for example motif or target). The game or play is the medium to obtain specific needs or meet different targets…The game or play brings the satisfaction of the needs, enjoyment, entertainment and also some knowledge and experience for the participants."

Edutainment as Experiencing:

> "Edutainment is conceptualised as one part of the experiential pedagogy. If the participant is ready to accept the rules, then it is him or her who starts to be the creator of new learning themes and there are many activities that are experienced directly without any in between link. Experience (based on own and unique experiencing) create the solid base for a possible change of the personality or possible fixation of new knowledge or skill."

Edutainment as the Seek of Meaning of Life:

"Edutainment is the unique natural activity that is necessary for the personality development in full harmony. This is the activity that is mostly enjoy by students and creates the basic pillars of the sense of life. Professional literature states many causal cases of deprived children who could not experience amusement at their school age."

Edutainment as Understanding Own Social Role:

"If we enter the world of edutainment, we usually accept the role which is described by a set of rules. The process is similar to the theatre character described in a script or even life role, which is described by the social and moral rules. And likewise the same Hamlets in the theatre performance using the same lines express different ideas and provide topical messages based on the context of the period, could participants experience the role individually and uniquely."

Edutainment as Simulation:

"Each place is in its nature simulative as it always pretends or imitate. The base of the simulation (especially in so called simulative games) is to create a pattern that represents the real life (problem) and is able to react to the players' and organizers' behaviour. Participants in the "play area" could encounter situations that are quite unique in a real life. The base of the unique matter lies in a certain danger that is brought by the situations or potentially could bring."

Edutainment as Cognition and Self-Cognition:

"Learning activities based on edutainment enable the teachers

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to learn more about their pupils and in a different way than from the classroom or any other usual habitat. Also they provide the feedback for the participant about his or her own behaviour. "

Reviewing Němec's conceptions, there seems no right or wrong; absolute conception. Instead, there could be no universal, or even more than the above seven conceptions of edutainment. As mentioned, different individuals comprehend and experience a phenomenon (edutainment here) differently. Therefore, setting up restrictive boundaries of what edutainment is unncessary. Instead, it would be more meaningful to explore students' edutainment conceptions in the Hong Kong educational contexts for practical analysis and application.

2.5 Educational Theories Underpinning Edutainment

Fun and enjoyment are essential elements in the process of learning as students can be more relaxed (Bisson & Luncker, 1996; Cordova & Lepper, 1996). As reviewed, the scholars generally expected students have better attention and memory, and are more motivated to participate in edutainment activities accordingly. In the following section, the theories underpinning edutainment will be studied as to support the scholars' findings, assertions and conceptions towards edutainment.

2.5.1 Constructivist Learning Theory

The Constructivist pedagogies are talked about by Dangel, Guyton & McIntyre (2004) as, "knowledge resides in the learner" (p. 237). Constructivist Theory advocates that learning takes place when students create the knowledge and meaning for themselves, and knowledge is consolidated through students' reflection, metacognition and inquiry. Edutainment as a constructivist pedagogy suggesting students' own knowledge, attitudes, and interests are brought to the learning situation, and to "provide experiences that effectively interact with the characteristics of the students so that they may construct their own understanding" (p.245).

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In constructivist edutaining classrooms, activities are student-centered that learners are actively engaged in the learning process. With edutainment as constructivist approach, teachers can use their expertise in the subject area to help show students the connections that exist and help the student guide their own learning. This is particularly favorable to the teaching and learning of LS in which authentic interactions, shared responsibility for learning, self-directed learning, and a space for students to experiment and create knowledge are encouraged among all classroom participants (including the teacher).

Accordingly, constructivist learnig helps fostering students' deep learning, as students are willing to spend more time and effort on learning in these edutaining activities. They also feel better about what they learn, and will try to apply the acquired knowledge and skills in the future (Papert, 1993) .

2.5.2 Situated Learning Theory

School curricula are often fragmented into small and unconnected pieces, neglecting the rationale behind the knowledge, creating unrealistic learning contexts, and rendering the whole learning process boring (Papert, 1993). Edutainment which turns learning content into a series of well-designed game and utilizes mass media and ICT for presenting "near real-life context" for students to acquire knowledge and skills unintentionally rather than deliberately (Gee, 2003). This sort of edutaining experience coincides with Lave and Wenger's theory of situated learning.

Situated learning theory suggests knowledge and meanings are constructed from daily life activities (Stein, 1998). Edutainment allows teachers to bring near-authentic activities into the classroom through the use of simulations, ICT, and multimedia presentations (Herrington & Oliver, 1995). These edutainment medium allow students to experience and interact with the environment and other students.

As the edutainment activities imply, students can be situated in the learning experience and knowledge acquisition, and become a part of the learning activity (Oregon Technology in Education Council, 2007). Students create their own knowledge and understanding from experiences they bring to the learning situation.

2.5.3 Activity Theory

Activity theory provides a framework for constructing an edutaining learning environment because it accounts for the complexity of real-life: students are doing something with the guide of cognitive tool, social rules and division of labor (Jonassen & Rohrer-Murphy, 1999).

The activity theory suggests that learning occurs as a result of participating in an activity (Jonassen and Oliver, 1995). There is a synergistic effect between learning and activity: as students act, knowledge is acquired; this in turn affecting students' actions, which will change their knowledge, and so on (McDougal, 2013). Activity theory is a student-centered that learners' participation in an activity is crucial.

In edutainment activities, interaction can be a student-student interaction or a student-teacher interaction (Jonassen & Rohrer-Murphy, 1999). As students interact with their environment and other learners, their individuality may change into something entirely different. Thus, whereas focusing on the individual student, activity theory also analyzes the change that is brought about as these students interact with a learning group.

2.5.4 Flow Theory

This study probes into students' views towards the compatability of education and entertainment; posing the query: can learning be happy? As purported by Csikszentmihalyi (1991), happiness is a condition that must be prepared for and cultivated; and it is an inner experience of individuals. The above way of thinking lines up with the learning theory of Flow.

Flow leads to integration because thoughts, intentions, feelings and the senses are focused on the same goal. Students feel more together, both internally within oneself and also externally with respect to other people and the world in general. Flow is just the way we, as humans, react to a situation. These tie into edutainment because when a student is happily engaged in learning they are able to apply, cope, and learn better (McDougal, 2013).

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Cziksentmihalyi (1991) describes flow as optimal experience. We learn to find enjoyment in every circumstance and edutainment is no exception. According to Rieber (1996), edutaining learning under the flow theory is achieved when an activity meets one or more of the following eight components (p.43):

"(1) the challenge of the activity matches participants' current ability;

(2) the participants' attention is completely absorbed in the activity;

(3) the goal(s) of the activity are clear to participants;

(4) the activity provides participants with clear and consistent feedback;

(5) the participants are freed from outside worries or frustrations because they are so absorbed in the activity;

(6) the participants feels in complete control of the activity;

(7) the participants do not feel self-conscious while performing the activity;

(8) the passage of time is unnoticed while participating in the activity."

These all can be applied to edutainment. Flow seems to be the ultimate in the enjoyment of edutainment, what may seem to be purely pleasure, but is indeed blended with learning.

2.5.5 Motivational Theory

Based on a series of surveys, observations and interviews, Malone (1981) put forward a motivation theory, which asserts that "challenge, fantasy, control, curiosity, cooperation, recognition, and competition are the most significant elements that make learning fun and engaging, and sustain learners' continual motives" (p. 333). Malone advocated that schools

should try to integrate entertainment elements into curricula so as to arouse students' intrinsic motives in learning.

Motivation theory looks to create intrinsically motivated life-long learners (Small, 1997). Keller (2008) suggested that, to have motivated students, their curiosity must be aroused and sustained, through relating learnig to personal values and personal incentives of the learner (Keller, 2008). If the students can see the relevance to what they are doing to something in their life or to fill a need that they have at this moment, then they should be motivated to learn.

Students need to be motivated in order to learn something and to retain that knowledge. Motivation is inherent within edutainment to entertain and teach students. If students are entertained, they will be motivated to learn intrinsically. Once students have this desire to learn, they should attain satisfaction after that motivated learning moment is completed in whatever form, including edutainment.

From the theoretical exploration of edutainment, it is noticeable that all theories reiterate the authentic and purposeful interactions between everyone. With constructivism, student's bring their own unique learning style. In addition, students want learning situations that connect to their personal experience instead of a worksheet type problem because there are no worksheet type problems in the world outside of the classroom. Furthermore, students will feel the flow as optimal experience in a well-designed activities with goals and support; and be motivated when learning is fun. Edutainment, theoretically speaking, appear to fulfill all of the above. It is, therefore, important to review how edutainment is applied in authentic context of classroom.

2.6 Applications and Conceptions of Edutainment in Different Disciplinary Subjects

Research studying practitoners' conceptions of edutainment within a particular academic subject are substantial. These include the Hewitt (1996) study of *Edutainment: How to Teach Language with Fun and Games*; Halderman (2008) study of students' conceptions towards the the adoption of games, songs, puzzles, various forms of media in learning second

langauge; Bird (2005) studies of the integration of multimedia into traditional language learning contexts; Bora (2014) study of edutainment elements like Interactive Whiteboard, Digital Storytelling, Social networking in second language classroom; National Taiwan Normal University (2010) research on the effectiveness of adventure game on English language learning; Selwyn (1999) study of students' conceptions towards computer assisted material in science education; and Ataturk University (2007) study of students' conceptions of Web-based instruction in Biology, etc.

In brief, from the Student's point of view, they feel some positive emotions to cope with complex learning processes. For instance, they enjoy using using common real-life context examples which allows an easy comparison. Findings also suggest that not only contents and processes have a vital role, but the physical environment and teachers' tendencies and knowledge, also have significant effects on edutainment development.

For example, some student participants reported that teachers themselves are not skillful enough to be the edutainment role models for students. Students are expected to develop certain technological and pedagogical skills and adapt to edutainment methods. However, educators fail to do the same thing; educators tend to be ineffective when implementing edutainment.

2.6.1 Edutainment in Social Sciences and Humanities Education

Similar to the application of edutainment in Language and Science subjects, the perceptions towards edutainment in Social Sciences and Humanities education are polarized. Take history television programmes as instance. Some scholars perceive that the edutainment programmes are undermining academic study by encouraging students to believe that the subject is an exercise in storytelling rather than a rigorous intellectual discipline.

Kononenko believed edutainment is not well-established in humanities subjects, as she once commented that "edutainment has been used to teach the sciences and languages, but little work has been done with the humanities" (Kononenko, 2015).

It is true that there exists more research and study on investigating edutainment in Science and Language-related subjects than in Humanities-related subjects. Nevertheless, although in different disciplinary subjects, there is a commonality concerning the perceptions of the educational participants towards edutainment: each perceptions are dissimilar from each other. Since the perceptions of edutainment in Humanities Education are not yet deeply explored; this study is contributive to study the participants' perceptions of edutainment towards Liberal Studies, which generally regarded as a Humanities and Social Science subject.

2.7 Libera-te: Edutainment Project on Liberal Studies in Hong Kong

Given the rare research implemented to explore the edutainment perceptions towards Humanities subjects worldwide, it is not surprised that only one project was completed to examine edutainment in Liberal Studies in Hong Kong.

In 2006, the Hong Kong Polytechnic University started of a project *Libera-te*, which is an online edutainment application designed for the education of Liberal Studies using interactive detective game.

According to Illeris (2004), there are three dimensions in learning: a) the cognitive, content dimension; b) the psychodynamic emotional and motivational dimension; and c) the social and societal dimension of interaction. The design of Libera-te extended this three dimensions with 15 factors, with 5 in each dimension (Wong, Chan and Lee, 2006):

Learning Dimensions	Learning Factors
Cognitive Content	analytical, associative, comparative, creative, inspirational
Psychodynamic Emotional and Motivational	challenging, entertaining, explorative, motivational, relaxed
Social and Societal	cooperative, liberal, institutionalized, multi-dimensional, situated

Table 2.1   The Learning Dimensions and Learning Factors of Libera-te

Based on these three dimensions of learning, Wong, Chan and Lee (2006) worked on designing the learning activities in Libera-te to immerse students in roleplay; to inspire students to discover, analyze, compare, relate and justify evidence; and to interconnect students to discuss with each others.

There are five major scenes in the game (see Figure 2.2), in which meaning of signs is situated in embodied experience, and knowledge is built through various modalities, including images, texts, symbols, interaction, and sound.

Figure 2.2   Two Sample Scenes in Libera-te

Usability test was distributed to 18 students from primary and secondary schools in Hong Kong. The result revealed that while Libera-te received positive feedback for most of the qualities, respondents generally agreed that Libera-te is highly explorative. The researchers believe that students will pay more attentions in class, and be motivated to LS topics if Libera-te is involved in the teaching process; whereas students perceived that Libera-te successfully engages them by the clue-searching features of the interactive detective game approach, and suggested that there should be improvement in qualities such as cooperative, situated, comparative, and entertaining.

Although the results appear to be satisfactory, the time element of the Libera-te project was not specified. For example, how frequently did the students participate in the game? how long did the students play the game each time? did the students merely participate in the game throughout the whole LS lesson? Besides, it is hard to conclude and generalize the participants' perceptions towards edutainment in LS as a whole, as only one type of edutainment activity (online game) has been explored. Thus, this research study is needed, as

to investigate students' perceptions towards edutainment in LS, with more variety of edutainment activities, which might produce a clearer picture of how the "service receivers" think about the concepts of edutainment in LS, which might lead to improvement in future edutainment application and pedagogy.

2.8 Research Gap

In the chapter, it described the transformation of edutainment representing the evolving educational trend. The most common genre of edutainment were identified. The theoretical rationales of edutainment were reviewed to justify the conceptions of edutainment. By analysing the different application of edutainment in different disciplinary subjects, it was shown that research concerning edutainment in LS are lacked.

After reviewing the related literature, this chapter revealed there are research gaps in the existing research findings: 1) there are far more research studies done to reveal the practitioners' conceptions towards edutainment than from the students' perspectives; 2) there are disconnections between the professionals' perceptions and students' perceptions towards edutainment; and 3) there are adequate studies done on edutainment in Science and Language-related subjects from different countries, yet lacking localized and focused research on LS edutainment in Hong Kong studying.

In order to fill the research gaps, this study aims to examine LS students' coneptions towards edutainment in Hong Kong; through phenomenographic interview as the research methods and results will then be analyzed, discussed and justified by the theories explored in this chapter.

CHAPTER 3   METHODOLOGY

This chapter begins with introducing and justifying the research approach (phenomenography) adopted in this study. Followed by is the description of data collecting instrument, informants selection and data collecting procedures. This chapter ends by discussing the strategies used to enhance the trustworthiness of this study.

3.1 Research Design

The research question of this study attempted to illuminate students' perceptions towards the use of edutainment in Liberal Studies. The aim of qualitative study is to discover new theory through the data analysis, therefore aligning with the brief of this study regarding how students perceive and conceptualize the use of edutainment in LS; which cannot be presumed. Hence, the adoption of qualitative research allowed the researcher to explore the depth of students' understanding beneath the general surface behavior.

In qualitative research, the research design is relatively flexible and open to the unanticipated changes or patterns in the process of interviews (Brewer, 2000). As discussed, adopting a qualitative research allowed the researcher of this study to have an in-depth exploration and to answer the research questions with multiple sources of evidence. Specifically speaking, phenomenography is employed as the qualitative research method. With the purpose of deeply investigating a phenomenon, phenomenography provides an understanding of what these students may have in common in how they experience edutainment.

3.2 Research Approach

Phenomenography appeals to the researcher of this study as the method best able to unfold the conceptions of the students towards the use of entertainment in LS. As Marton (2000) pointed out, "there is only one world being experienced and understood differently by individuals" (p.335). Even though the students attended the same lesson, the lesson may appear differently to each individual students. Phenomenographic research therefore highlights that different students may have different ways of seeing and experiencing edutainment.

According to Marton & Pong (2005), within phenomenographic studies, the unit of understanding is represented through conceptions. Phenomenographic research thus yields results that provide various descriptions of people's conceptions of a phenomena (Pramling, 1994). Thus, phenomenographic approach is appropriate for this study as it attempts to investigate and describe LS students' conceptions of edutainment in the form of categories of description. The object of the phenomenographic research is central to the variation of collective expereince of a phenomenon (Marton & Booth, 1997), hence the qualitatively different yet internally interrelated ways of experiencing edutainment by the LS students in Hong Kong is the focus in this research.

As the objective of this research is to explore the critical features about students' different ways of experiencing edutainment in LS, it concerns more on about description rather than prediction, internal related variation rather than discrete data analysis. As a result, phenomenographic research approach was deliberately employed in this study.

3.3 Data Collection

3.3.1 Population and Sampling

The target population for this study was the entire secondary school students of Hong Kong as LS has become a core subject in the NSS curriculum. Apart from senior form students, junior form students were also part of the target population as most schools start the teaching and learning of LS right from junior level, to better equip students for Hong Kong Diploma of Secondary Education (HKDSE). By the time the research was actually conducted, whilst the junior form students, relative to the senior form students, were more novel to the NSS LS curriculum which together produce phenomenal findings for analysis and further discussion.

Marton & Booth (1997) contended that the number of participant for phenomenographic research should be a small number chosen from a population. A fundamental assumption underlying phenomenographic research is that there are a finite number of qualitatively different understandings of a particular phenomenon (Marton, 1981). In regard of this, the number of participants only needs to be sufficiently large enough to gather the qualitatively limited number of ways of experiencing a phenomenon. Trigwell (2000) advocated that the

ideal number of phenomenographic interviews is few, around 15 to 20, suggesting an indepth exploration of an individual's experience.

Therefore, for this study, a total of 17 student informants: 8 junior form students (Secondary 1 and 2) and 9 senior form students (Secondary 4) from the same CMI secondary school, were personally selected invited to partake in this research study, by purposive sampling, to ensure the diversity of characteristics and conceptions. As mentioned, the aim of this study was to explore and describe Liberal Studies students' conceptions of edutainment, not to identify universal laws. The possible variables or hypotheses influencing students' conceptions such as academic achievement and gender are not the focus in this qualitative study.

Due to confidentiality issues, the names of the seventeen informants will remain anonymous and for the purpose of this dissertation, they will be identified as Student "A", "B" and "C", etc. without any chronological or semantic indications.

Furthermore, in order to ensure the student informants had experienced or at least had a taste of edutainment in LS, the researcher of this study which was as well the student-teacher of the 15 student informants, used edutainment in her LS lessons throughout the 3-month LS teaching at the school.

3.3.2 Data Collection Method

The instruments for this study were: 1) individual-based Phenomenographic Interview, 2) two pieces of Individual Written Reflections 3) lesson plans and props used in the edutainment LS lessons. All data were implemented at and collected from the 3 classes of the school admist the 3-month practicum there.

Phenomenographic Interview

Since language is a tool to represent the informant's world from the phenomenographic view (Ekeblad, 1995); this study employed interview, which enabling the students formants

verbally communicate what they think, as the fundamental data collection method (Marton, 1994).

In these regards, the design of semi-structured interviews on an individual basis can encourage elaboration of important themes raised by the informant during the interview, to facilitate an open and free-ranging exchange between the informant and researcher, to fully explore how the student informants understand their experience of edutainment, thus unfolding their structure of awareness effectively (Pong, 2000).

Since the student informants' initial reply and ideas were fragmented and unorganized ideas, follow-up questions and supplementary probing questions were asked according to the answers on the questions. The main purpose of these questions include helping informants clarify earlier remarks by using listening phrases and paraphrasing, such as:

"You just mentioned about_____so did you mean that_____?"
"Correct me if I got you wrong, did you just say_____?"
"What is meant by_____?"
"Could you illustrate this point with an example?"

These clarifying tactics help capture the experience of a phenomenon as experienced by the participant in a more transparent way, with better focuses on "reflected-on experience", the essence is on the experience as described (Greasley and Ashworth, 2007).

The written Reflections; lesson plans and props used in the edutainment LS lessons are used for triangulation and enhancing the credibility of this research and will be discussed later in this chapter.

3.4 Data Collection Procedures

The interviews were conducted between mid-February to mid-April 2015. Since the informants are students, the interviews could only be held during lunch time and after school at the meeting room in school premise. All informants were interviewed individually which

lasted for about half an hour each, with the consent to being audio-taped and their interviews transcribed.

Lindlof & Taylor (2002) stated that audio recording "enables researchers to capture the interview more or less exactly as it was spoken". In addition, field notes were written admistthe interviews with key points, gesture, emotions and facial expression of the informants. Consequently, audio recording and field notes helped preserve the exact words of the informants as original data.

After transcribing the recording from audio into written format, the researcher can have a reproduced textual discourse in hand; depicting "what" ideas were expressed and embracing "how" the ideas were expressed with words and phrases, ready for data analysis which is going to be explained in the next section.

3.4.1 A Pilot Interview

Prior to the actual interview with selected students, a pilot interview was conducted in early February, 2015. Seidman (1998) highlighted that a pilot allows revealing "the unanticipated twists and turns" and the complexities in the interview process. A pilot provided the researcher experience in conducting a phenomenographic interview concerning the the appropriateness of the questions and the probing questions asked.

Ambiguity of the questions were identified and then modified, to assure that the questions can be articulated by the interviewer and interpreted by the interviewee appropriately in the actual interview. For example, since the interview questions were initially set in English; the meaning of the key term "edutainment" might be slightly affected when translated in Chinese "寓教於樂". The researcher had found that the Chinese term were not understood by the interviewee who felt anxious of false interpretation and giving inappropriate answers, as the whole interview was concerned with this key concept. Hence, the researcher added the footnotes clarifying that given the phenomenographic nature of this study which probe into each individual's own understanding and experience of edutainment, there is no right or wrong or absolute model answer.

3.4.2 The Phenomenographic Interviews

Interview questions are shown in Appendix A. The first question "Tell me about an incident when you felt edutained in Liberal Studies lesson?" was asked to invite sharing of the informant's specific experience of edutainment. As revealed in the pilot interview, student informants found it hard to interpret "edutainment" as a concept. Therefore, the "felt edutained" in the first question suggested that the personal feeling should be considered. This helped to "establish the context of the participants' experience" (Sediman, 1989).

The other seven questions together formed a typical phenomenographical data collecting method which some focused on yielding the details of the experience of the informants while other questions deal with reflection on the meaning of the experience of the informants.

Question 2 to 5 mainly concentrated on the details of informants' experience about edutainment. Prosser & Trigwell (1999) stated that the experiences of learning include: 1) students conception about teaching and learning, 2) students' perception of their learning context and 3) students approach their learning. Therefore these questions aimed at achieving the following three goals: 1) probe into the informants' conception about edutainment, 2) explore informants' perception of their learning context and 3) the ways students approach learning through edutainment. Open ended questions with different scenarios (including the incident when the informant perceived the LS lesson as not edutaining) were given, allowing the informant to talk more and explore into the informants' experiences about edutainment.

Marton & Booth (1997) also highlighted that conducting phenomenographic interview allowed the informants to have an articulated reflection of their own experience as comprehensive as possible. Accordingly, Question 6 to 8 involved making sense of the experience of the informants. Questions concerning the informants' experience were followed by questions asking the informants to reflect on their experience. For example, questions like "What does it mean to you to have an edutaining Liberal Studies lesson?" were asked. Based on the experience they shared about edutainment, such type of questions allowed both the researcher and informant to probe into the informants own awareness about the experience (Marton & Booth, 1997).

Although all the 15 interviews were conducted in Cantonese for easier and clearer communication, the researcher took field notes in both Cantonese and English according to what the informants expressed and commented. All interviews audio-taped with informants' consent to avoid the missing of any significant point. The recordings (in spoken Cantonese) were then transcribed verbatim with the actual meaning translated into written Chinese as well as English.

3.5 Phenomenographic Data Analysis

Each of the interviews was audio-taped, fully transcribed (See Appendix B to R) and checked for accuracy against the taped original. Together with the field notes taken during the course of the interviews constituted the sources of data for analysis.

Apart from staying neutral during the interviews, it was important for the researcher to set aside his or her own set of preconceived ideas when examining the data, so as to avoid the student's' description of the experience from being distorted (Marton & Booth, 1997; Ashworth & Lucas, 1998). In other words, bracketing is central to the researcher in analyzing the data in the phenomenographic study. According to Ashworth & Lucas (1998), the preconceived ideas basing on the theories and research findings, researcher's own knowledge and judgment, predefined hypotheses and the skepticism towards participants' claims would be taken away by the researcher. Hence, when analyzing data, the researcher sought to get rid of the importance of presuppositions and were open-minded towards the phenomenon in question.

The sequence of data analysis of this phenomenographic study followed the model of Dahlgren & Fallsberg (1991, p.150):

> "1) familiarization with the data by repeatedly listening to the
> recordings and reading and re-reading the transcripts;
>
> 2) condensing the significant statements which are relevant to
> the questions;

3) comparing these statements with relevance to the structural aspects of the conceptions to identify the sources of variations and similarities experiencing critical thinking;

4) grouping of similar statements;

5) identifying and describing the intertwined relationship between the meaning of the experience and the critical features of each group of different statements;

6) labeling each group of different statements as a category of description; and

7) comparing these categories to establish the hierarchical relationships."

The main task in phenomenographic research is "to discern the internal structure and the intertwined meaning of the object of research" (Marton & Booth, 1997). Therefore, to start the data analysis procedure, the first step was to read through the transcripts several times to apprehend the meaning of the words given by the informants (Marton, 1986). After this, important quotes were highlighted and selected, which forms a "pool of meaning" (Marton, 1994). Through identifying the commonalities and variations of the quotes and putting them into different categories of description about students' conception towards edutainment were created. The categorized quotes were then read through again to ensure quotes were placed in the appropriate categories.

The "internal structures" between the categories were then be examined as "outcome space". The outcome space is an interpretation of a phenomenon, through the collective experience of the individual informants. According to Marton & Booth (1997), the outcome space depicts the manner in which the individual ways of experiencing are related to form a whole picture representing all participants interviewed. In this sense, it is an interpretation of the phenomenon from the collective experience of LS students on edutainment.

According to Marton & Booth (1997), each category should hold distinctive features about a particular way of experiencing the phenomenon. Moreover, there should be logical hierarchical relationship between the generated categories. In addition, the categories generated should capture the critical variation in the data.

The existance critical variation and hierarchical relationship between the generated categories of description revealed the intertwining meaning. In this regard, the categories are oriented with increasing complexity within the layers in the hierarchical structures, with top layers representing a more complete and complex way of experiencing, while the lower layers representing a simpler way of understanding the phenomenon (Marton & Booth, 1997).

To apply the phenomenographic data analysis procedure to this research, the different ways students experiencing edutainment in LS were classified into categories of description. After categorization, there followed the micro level examination of the conceptions and strategies identified in this study. Such examination also revealed if there are consistent relationships between conceptions of informants towards edutainment and the meanings of edutainment they consider.

3.6 Triangulation

Triangulation refers to the use of more than one approach to the investigation of a research question in order to enhance confidence in the ensuing findings (Bryman, 2004).

First, data were collected at different times as well as on a variety of people. Students studying Secondary 1, 2 and 4 with different years of experience in learning LS were chosen as informants so as to produce purposively sample. As Patton (1989) stated, one of the purposeful sampling methods is to obtain "maximum deviation". A maximum of 4 years, moderate 2 years and minimum 1 year of LS learning experience are chosen as purposive sample; as variation in learning experience may have different ways of experiencing edutainment, and the meaning they construct for edutainment also differ. Teachers with different years of teaching experiences are interviewed such that the relationship between experience of teaching LS and conception about critical thinking may also be revealed.

There was also theoretical triangulation in this study because more than one theoretical position in interpreting data. As discussed in Chapter 2, there were at least five theories (Flow Theory, Situated Learning Theory, Constructivist Learning Theory, Activity Theory and Motivation Theory) were explored. Data were analyzed and discussed with reference to these theories as well.

Last but not least, methodological triangulation, which more than one method for gathering data, as also employed in this study. Apart from the phenomenographic interviews, multiple sources were collected and analyzed to triangulate the data (Liberal Studies students' conceptions of edutainment):

1. Each informant was required to do two pieces of reflection (See Appendix S for the topics of the reflection). One in the mid-February before the individual interview was implemented on the topic **"What are some entertaining elements you have enjoyed in Liberal Studies lessons? Do you like the idea of incorporating those entertaining elements into your study? Why or why not?"** (See Appendix T for a sample of Student C's reflection); and one in the mid-April after the individual interview was conducted on the topic **"Do you think being edutained is important in learning Liberal Studies? Other than what have been done, what do you wish your Liberal Studies teacher do to edutain you?"** (See Appendix U for a sample of Student D's reflection).

2. Lesson plans which written by the researcher (as the LS student-teacher of the interviewed students) were collected. As mentioned, the researcher had deliberately designed edutaining lessons to ensure the students had the experience of attending an edutaining LS lesson before the time when the interview was implemented. In case the informants mentioned the edutaining activities or lessons held by the researcher, the researcher could pick up and refer to that lesson plan for data analysis. A sample of Edutainment Lesson Plan (the "Moot Court" mentioned by Student C, D, G, H and M) is provided in Appendix V.

3. As mentioned, the researcher had intentionally designed some edutaining activities to let the students at least had some edutaining LS experience. Some props, usually visualised materials, were utilized in the edutaining LS lessons. In case the informants mentioned the use of props in the edutaining activities held by the researcher, the researcher could analyze

the data with reference to those props suggested by informants (See Appendix W for some samples of Edutainment Props used).

The phenomenographic interviews, written reflections, lesson plans as well as the props utilized in activities together provide a more complete set of findings than could be arrived at through the administration of one of the methods alone. These triangulation strategies also increased the credibility of the findings by cross-checking them with another method.

3.7 Credibility of the Study

Credibility is essential in assessing the quality of a qualitative research (Guba & Lincoln, 1989). To enhance the credibility of this study, apart from triangulation, other techniques in data collection and analysis were employed.

1. Pilot Interview was done before the implementation of actual interviews, to check if the questions were addressing the concerned issue. Moreover, as those ambiguous wordings and structures of the questions were modified after the pilot interview, the questions can be interpreted more appropriately by the informants when performing the actual interview.

2. Interviews were recorded such that researcher can capture the content and discourse more or less exactly as it was spoken, as accompanied by the field notes taken admist the interviews with key verbal and non-verbal expressions of the informants noted so as to enhance the richness of data generated.

3. Adequate interview excerpts were quoted in research findings such that these excerpts can fully illustrate the categories of description established by the researcher.

CHAPTER 4   DATA FINDINGS AND RESULTS

This chapter presents the findings of this study. The various conceptions found from the interview are categorized, and addressing the research question concerning the qualitatively different ways LS students conceptualize edutainment. The five identified conceptions are then structued in hierarchy presenting the internal relationship and complexity as outcome space. Intra-contextual shifts of conceptions of edutainment found will be also be analyzed to see the change of focus of awareness occurred in individual interviewess.

4.1 Categories of Description of LS students' Conception towards Edutainment

Five different conceptions are identified in this research. These categories are analyzed with reference to the number of dimensions of variation discerned in the conceptions where more complex conceptions that deal with more dimensions may embrace those simpler conceptions that deal with only one dimension. Table 4.1 aided the illustration of conceptions identified in this study.

Category	Conception	Dimension(s) Invovled
A	Edutainment as a Means to an End	2
B	Edutainment as Multimodal Pedagogy and Multiliteracies	2
C	Edutainment as a Learning Booster	2
D	Edutainment as a Counteraction of Spoon-fed Education	1
E	Edutainment as a Personalized Experience	3

Table 4.1   Five Categories of Conceptions towards Edutainment

In phenomenogprahy, there are two intertwining aspects that distinguish one conception of edutainment to another, the "referential" and "structural" aspects. The former expresses the "global meaning of the object conceptualize" while the latter illustrates "the precise combination of attributes that have been discerned and focused on" (Marton and Pong, 2005,

p. 335-348). The change in structural and referential aspects contributes to the shifting of the differing critical aspects of the phenomenon being discerned and hence conceptual change as the qualitatively different ways to experience edutainment. Marton and Booth (1997) thus stated that the way of experiencing something is influenced by how people's awareness is structured. For each of the aspect, the theme being aware of the interviewees will be discussed. In the following, each category describing Liberal Studies students' conception of edutainment will be delineated in details. Relevant quotes from the interviews will be used as illustration.

4.1.1 Conception A: Edutainment as a Means to an End

In this conception, LS students see edutainment as an instrument to improve academic performance. This conception is strongly associated with keywords such as examination, grades, and academic results, reflecting the assessment-oriented learning culture in Hong Kong. In structural term, this conception is related to two dimensions of variation, which are content knowledge and skills. In referential term, students having this conception may relate edutainment to assessment, wither as successful learning tool for higher academic achievement, or an ineffective way to apply new skills and knowledge in examination. The nature of education and the purpose of entertainment were brought to the focal awareness of the students simultaneously.

Student B pointed out that, to her, the meaning of edutainment and the expectation she had towards edutainment was better performance in examination. She thought edutainment had equipped her with better examination skills and knowledge, she noted,

> "It will be easier for us to catch on LS, especially when having examination, I will know what the question is asking for and how should I address the answer due to edutainment"; and "Owing to edutainment, I expect I could perform better in LS exercises, tests and examinations."

Student G shared a similar view with Student B. He foresaw his examination results in LS would be progressed, making him to stride across the past failure, he affirmed,

> "Edutainment may lead to great improvement in my LS performance. In the past I did not really like LS, yet edutainment makes me enjoy learning LS and more willing to be attentive in LS lesson; all these can at least safeguard me from failure in LS examination again."

On the other hand, despite the opinion that Student J relate edutainment to examination, he expressed his worry that the skills and knowledge acquired through edutainment may not fully applicable to examination, revealing his concern of disconnection between education and edutainment,

> "Can learn happily, yet I am not sure about the effectiveness of edutainment, as it may not be applicable to examination"; and "Although the effectiveness of edutainment may not be great, it can at least foster a positive learning atmosphere and motivate us to learn."

Student N even showed that learning results (examination) was the utmost priority rather than learning process (edutainment),

> "Nevertheless, I still think that examination is more important than the enjoyable learning process. As we are still students, attaining high marks in examination are of utmost importance"; and "Examination is the most urgent in front of us, while whether enjoying the learning process is just secondary."

From the above excerpts of interviewed students, it is seen that the result-oriented value and attitude were deeply sowed into some students' learning ideology, limiting their enjoyment in the learning process. In brief, students holding this conception consider learning cannot get detached from examination; thus, edutainment is regarded as instrumentall to harness examination.

4.1.2 Conception B: Edutainment as Multimodal Pedagogy and Multiliteracies

While students holding Conception A consider edutainment as fostering academic or examination skills; , in conception B, students see edutainment as a repertoire of literacies through a variety of teaching and learning modes. Referentially, it would be impossible for a person to learn in a vacuum without any stimulations; rather a person should be equipped with relevant skills through a diversity of activities. Their conception reveals that edutainment can foster multiliteracies like communication skills, collaboration skills, and presentation skills, etc. through multimodal representation like group discussions, video playing, and situated learning role play, etc. Therefore, structurally, students holding this conception focus on two dimensions of variation simultaneously: modes of learning and the corresponding skills acquired.

Student A highlighted the importance of multimodal teaching and learning in LS, as represented by both traditional mode as well as edutainment mode like the inclusion of media and game-based activities. In addition to the modes of teaching and learning, Student A thought there should be control of lesson time on edutainment, he suggested,

> "Do not read directly from the texts. Should have more video-playing and interactive activities, making both teachers and students feel relaxed and happy"; and "I do not need to be edutained every moment, and too much edutainment is indeed not preferred. Appropriate portion of edutainment is alright, or not the lesson will look too much like an amusement."

Student D echoed Student A's point that there should be both traditional mode and edutainment in LS lesson, yet the quantity of time allocation should be reconsidered, she said,

> "Knowledge is essential for sure. Nevertheless, if adopting traditional way of teacher speaking the content students looking at the textbook all along, learning will turn to learning some dry facts only. Certainly though, edutainment cannot be adopted all the time, as the learning focus might be placed wrongly if we are learning too happily."

Student B also agreed that there should be various edutainment modalities, yet what she exemplified (visualized materials, teacher's language and questionings) were dissimilar with those of Student A,

> "stick those laminated pictures and historical events on that 'timeline'"; "Teacher usually uses PowerPoint to teach, and utilize own language to enrich the teaching and learning content"; "Both teacher and students are relaxed by adding some arousing wordings into LS content".

Furthermore, student B recognized how the multimodalities in edutainment fostered the multiliteracies in her, like media literacy, she stated,

> "Since teacher teaches us with own language, with entertaining content, I start to understand the connection of LS with our daily life (like to distinguish the validity of mass advertisements and to cognize the problems of HKSAR government, etc.)"

Similarly, Student G found that through the large variety of edutainment activities, his thinking skills can be improved, he said,

> "Initially the teacher can simply teach us according to the textbook, yet she utilized various activities within one lesson, including questionnaire, video-playing, questioning, and court trial, etc., to let us comprehend the learning objectives and meanings of that lesson by ourselves"; and "Since LS is always about commenting on the contemporary issues, edutainment can train us to have our own system of thinking, which cannot be taught by textbooks."

Student K also highlighted the uniqueness of edutainment activities in fostering skills that cannot attained through direct teaching, she claimed,

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"I can acquire something that cannot learn from the textbook, like the skills to communicate with others in a group discussion, only through edutainment."

Student J further extended and elaborated the multiliteracies trained by the multimodalities of edutainment, he contended,

"There were a series of case analysis activities: first is to read the data provided, followed by a group discussion with group sharing. We wrote what we had discussed onto a poster and presented to the whole class"; and "During the process, students can exert their potentials in different areas….the student who acted as the 'social worker' performed well in language skills; the student who acted as the 'representative of Social Welfare Department', who is accustomed to being the master of ceremony, show her debate ability well"

4.1.3 Conception C: Edutainment as a Learning Booster

In this conception, students regard edutainment as a learning booster that can decipher the learning content, retain lesson attention, enhance the memory of the learning content, initiate them to learn in LS, and/or achieve a better academic result in LS. Although this conception is mostly evidenced in the interviewees (as acknowledged by 14 our out the 17 interviewed students); structurally speaking, this conception is related to only two dimensions of variation: content knowledge and attitude. Referentially speaking, this conception put the focal awareness in how edutainment boost their desire to learn LS due to the increased memory and understanding of the subject content.

Student A captured this conception by stating the learning products, including improved attention in class, retention of subject content, as well as eagerness and willingness to learn LS, she mentioned,

"Using such method (edutainment) is much better than directly reading the texts from textbook, which can be proved by my clear remembrance of the

learning content of the lesson….can make us have deeper memory of the knowledge learnt in Liberal Studies lessons….edutainment motivates to study, the academic results can thus be improved, too."

Apart from enhanced memory and motivation, Student E found edutainment beneficial to learning as it strengthen his cognitive ability in selecting useful information,

"Edutainment can be a learning motivator; we can acquire knowledge if we are motivated; and "edutainment can make me learn happily with more focus, the memory of learning content can thus be enhanced….Edutainment can facilitate me to sift through and filter out the more important knowledge."

Student G even evaluated the high effectiveness and efficiency of edutainment help boosting his learning in LS, he assessed,

"These enable us to learn during the game, and facilitate us to consolidate the knowledge and enhance our memory through different other method after the game'; and "Edutainment enables me to understand the learning content of LS more easily, which can elevate the teaching and learning efficacy: teacher can teach faster and students can learn better. Also, edutainment makes me like LS, motivating me to learn; and since I do not want to disappoint my LS teacher, I will work harder to study LS."

Interestingly, Student H and K asserted that edutainment has cured their "Narcolepsy" which is essential to knowledge acquisition, they explained respectively,

"During edutaining LS lesson, obviously I do not sleep like before; which is very important because I can listen to what is the teacher talking about only when I am awake"; and

"I still think I will not sleep in class again is the greatest influence. Also, there may be improvement in my LS results."

Some students holding this conception stressed that their learning attitude towards LS changed as a result of edutainment, from inertial to motivational. Students with this conception revealed the positive psychic energy created by the edutaining learning process, which promoted the above mentioned positive learning products.

Whist Student I demonstrated this conception in an indiect manner (less negative learning attitude); Student O demonstrated a direct positive change in his learning attitude as the result of expreincing edutainment, they respectively stated,

> "Edutainment increases my chances to learn, decreases my hatred towards LS."

> "Edutainment will affect my motif to be attentive during lesson, or not, motivating me not to fall asleep in class again. Since I figure out that the happy and interesting learning mode suits me a lot, I will expect that I can acquire and absorb more."

Student J related the boost with the pleasant learning environment generated by edutainment, together with increased memory and learning motivation, he added

> "it (edutainment) can at least foster a positive learning atmosphere and motivate us to learn. Furthermore, I can only remember happy things, and forget the unhappy things. Therefore, an edutaining LS lesson can move the knowledge acquired from short-term memory to long-term memory"; and "Edutainment makes me apprehend the learning content and enhance my memory more easily, which make learning much happier….I would like to change my attitude in learning and would not resist to learning anymore."

Student Q even concerned with how edutainment boost the learning quality, she expressed,

"An edutaining LS lesson is more interesting, making students feel happier, and so will be more devoted to learn….Edutainment raises the lesson quality, enabling us to learn more actively in terms of both quantity and quality."

4.1.4 Conception D: Edutainment as a Counteraction of Spoon-fed Education

In this conception, students conceives that edutainment is to counteract the boredom, rigidness, and meaningless habitual way of teaching and learning. Structurally, students holding this conception focus on only one dimension of variation, which is the attitudinal change carried by edutainment. Their conception reveals that the novel advocated edutainment is a binary opposition to the long accustomed spoon-feeding pedagogy. Therefore, in referential aspect, students with this conception think in a world of duality that edutainment is fun and inspiring while traditional mode of teaching is dull and dry; implying the dualistic relationship between the two.

The conception come into view when students were asked to describe the behaviors or actions that the LS teachers had exhibited but not to edutain. Student C recalled the rote learning experience which did not consist of any entertainment. He affirmed,

"Some teaching methods are relatively rigid and inflexible, for example the teacher required us to directly copy the 'Revisiting Knowledge Points' from the textbook after class. This indeed is totally rote learning, without any "entertaining" elements."

Moreover, he measured the ineffectiveness of rote learning, without any cognitive process, by comparing to edutainment. He commented,

"An edutaining LS lesson can strengthen our memory, which is different from reciting the texts. An edutaining LS lesson make us comprehend some concepts through personal experience and thinking process. We could naturally understand those concepts through edutainment, need not to recite many things at all."

In answering the same question, Student I immediately contrasted edutainment with rote learning and conventional teaching method, which freedom (physical and mental) was limited. She asserted,

> "Some teachers do not let us play jokes during less, but only he could talk, and restrict us to follow every of his steps." and "I am a person who loves moving around rather than just sitting there. So I can indeed learn more through edutainment, compared to rote learning."

Some students with this conception constructed their own value and attitude towards learning. For instance, student D wished to wipe out rote learning totally once she had experienced edutainment. She contended,

> "I expect that there could be no more rote learning. Knowledge is essential for sure. Nevertheless, if adopting traditional way of teacher speaking the content students looking at the textbook all along, learning will turn to learning some dry facts only."

Student G shared similar view with Student D, and extended his value and attitude not only towards own learning, but also teacher's teaching. He said,

> "The teacher needs to know how to teach, which is not just about years of teaching experience, but he/she should match up students' interests with the pedagogy. The teacher should not teach directly according to the textbooks, and tell us what knowledge is important and what is not, only according to the examination syllabus."

Student N realized there was a change in his own learning attitude, shifting from the originally reluctance due to conventional pedagogy to the present inclination due to edutainemnt. He contended,

"The things learnt may be fewer compared to traditional way of teaching, which I will escape from recalling the lesson content. But with edutainment, I feel pleased to recall the memories."

Student O also figured out what learning meant to him owing to edutainment which he failed to achieve in preceding mode of rote learning. With edutainment, he sought and constructed his own meaning of learning. He asserted,

"There should be something meaningful and interesting, turning those students who do not listen become attentive in class. The teacher cannot ask us just to copy the text, I will definitely ignore him. I find it's totally meaningless to copy thousands of words each lesson" and when asked about the importance of edutainment to him, he asserted "I can be freed from the shackles of copying the texts."

4.1.5 Conception E: Edutainment as a Personalized Experience

Students holding this conception show the most complex way of experiencing edutainment. with three components: as related to the teacher 's personal quality, improved learning attitude of students and the affective dispositions of individuals. This conception is regarded as the most advanced one because structurally this conception takes into account three dimensions of variation concurrently; it has the highest level of logical comprehensiveness and complexity.

For the referential aspect, this conception considers edutainment as a very personalized, individualised experience of student involving a positive learning attitude, of the peculiarity of teacher's pedagogy and of the affective disposition which consitute the effectiveness of edutainment. Students with this conception think what one had understood and learnt in edutainment might be qualitatively distinct from another due to the individuality in learning and thinking patterns, in perceptions towards the teaching style, as well as in the learning interaction brought about by edutainment. Students holding this conception consider a positive attitude and affective disposition to edutainment as the most important elements in edutainment.

Therefore, this conception is strongly associated with keywords highlighting individual traits like "personal", "humorous" and "friendly", representing how individual students seek and construct meanings for themselves. For example, student K commented in edutainment, he recalled that his LS teacher,

"adopts a more lively way to teach, makes us laugh, and utilizes daily life examples". Student I described her LS teacher "very humorous as she would not reserve and keep in herself….she would crack jokes on herself and mock at herself just to make us laugh."

Student L found her LS teacher a very key element in edutainment, she elaborated,

"While edutaining, the role of teacher changes, she is like our friends. Sometimes the teacher chitchat with us to make us feel less bored, our relationship becomes harmonious and lesson becomes much happier. In addition, the teacher herself has a loud voice already and she insists to use Microphone, making us laugh….The most important element is the teacher him/herself, he or she must be entertaining, just like you, to teach us as friends."

Student E showed his appreciation towards his LS teacher's personal traits (e.g. being responsive to deal with emergent situation in classroom and the body language). He recalled,

"We were all amazed and entertained by the teacher's quick-wittedness, and at the same time acknowledging the importance of courtesy and classroom discipline."

"My personal view is that LS teacher has to add in emotions while teaching; because if he just teaches in monotone, our whole class will fall asleep very quickly."

He regarded edutainment as a personalized learning experience because each student are individuals with own thinking. He contended,

> "each individual has different perceptions from others, while one individual can have more than one perception simultaneously."

Student F shared similar view with Student E that edutainment is very personalized; in term of learning, he shared his personal experience in the edutainment activities; while in term of teaching, he showed respect for his teacher's own way of teaching. He asserted,

> "that time was sharing among peer ourselves, in which we could openly and happily chat about the matters related to ourselves"; and "As I believe teacher has his own way of teaching and I have trust in his professionalism: he would know what is the best to us."

Student H furthered this conception with first-hand experience in the role-play activity. He regarded that edutainment activity which interplayed with intra- and inter-personal interaction (teacher-student interaction as well as student-student interaction), could activate his own learning traits like creativity, reflective thinking, and emotive knowledge. He elaborated,

> "we can thus bring our creativity and talent in drama into full play...and indeed we can only learn those matters with our own thinking and reflection."; "Through the activity of role-play, in which we can be situated in the scenario and utilized our own cognition, sensation and knowledge to learn simultaneously. The teacher designs the lesson from the perspectives of students, thinking how to make us learn better and happier; thus we are not afraid of asking teacher questions."

Apart from the traits of the teacher (e.g. friendliness and teaching passion), Student H showed the significance of the dynamics brought about by those traits (interactive, comfortable learning environment; parallel status between teacher and student), had facilitated the edutaining learning process and thus the learning products. Student H stated,

"I think the enthusiasm of teacher is the most important. Some teachers simply rush the syllabus and want to leave the classroom immediately after the ring bells. If the teacher desires to build good relationship with students, treating us like friends, we will be more willing to share our thoughts with teacher, to mutually communicate and understand each of our difficulties in teaching and learning…Edutainment can enable harmonious teacher-student relationship, as students can feel the heart and enthusiasm of teacher. This can make us feel more comfortable in class, the sense of distance between teacher and us will also be narrowed. Since teacher will not threaten us, we are more courageous to ask question and express ourselves; I will want to perform better in LS so not to disappoint the teacher. If I have bad relationship with teacher, I will ignore him no matter what he asks me to do.

In sum, the five conceptions identified are structurally related, which differ in the number of dimensions of variations involved. Referentially, the five conceptions identified represent different thematic aspects of concern about edutainment. Table 4.2 aided the illustration of conceptions identified in this study.

Conception	Referential Aspect	Structural Aspect
A	Edutainment as a means (learning tool which related to the skills and content knowledge required in LS examinations) to an end (achievement in examination scores)	Consider two dimensions of variations simultaneously – skills and content knowledge as related to examination
B	Edutainment as multimodal pedagogy (e.g. the integrative use of ICTs and games) and multiliteracies (e.g. collaboration skills and language skills)	Consider two dimensions of variations simultaneously – diversified modes of pedagogy and the various skills acquired

C	Edutainment as a learning booster that can enhance attention, motivation and memory in learning	Consider two dimensions of variations simultaneously – learning attitude and subject content knowledge
D	Edutainment as a counteraction of traditional way of teaching and rote learning	Consider one dimension of variation only – students' learning attitude
E	Edutainment as a personalized experience, in relation to 1) how individual student structures and understands the edutainment activity; 2) how individual student perceives the persona traits of the teacher; 3) how individual student sees and feels edutainment learning as a result of the traits of students and teachers	Consider three dimensions of variations simultaneously – students' attitude, teacher's own pedagogical style and affective dispositions of edutainment

Table 4.2   Conceptions of Edutainment Identified in this Study

4.2 An Outcome Space Showing Students' Conception of Edutainment

Five different conceptions of edutainment of LS students have been described in the previous section. These five conceptions characterize students' different ways of experiencing edutainment, thereby representing the outcome space. According to the level of complexity, the five conceptions are arranged into three different hierarchical levels. Conceptions with more dimensions of variations are put into higher hierarchical levels while conceptions focusing on one dimension of variation only are placed at the lowest level of the hierarchy. In this regard, conceptions placed at the higher hierarchical level represent a more complex way of experiencing edutainment; while a simpler way of seeing edutainment is put to the lower level of this hierarchical structure. Figure 4.3 below illustrated the hierarchical structure of conceptions identified in this study.
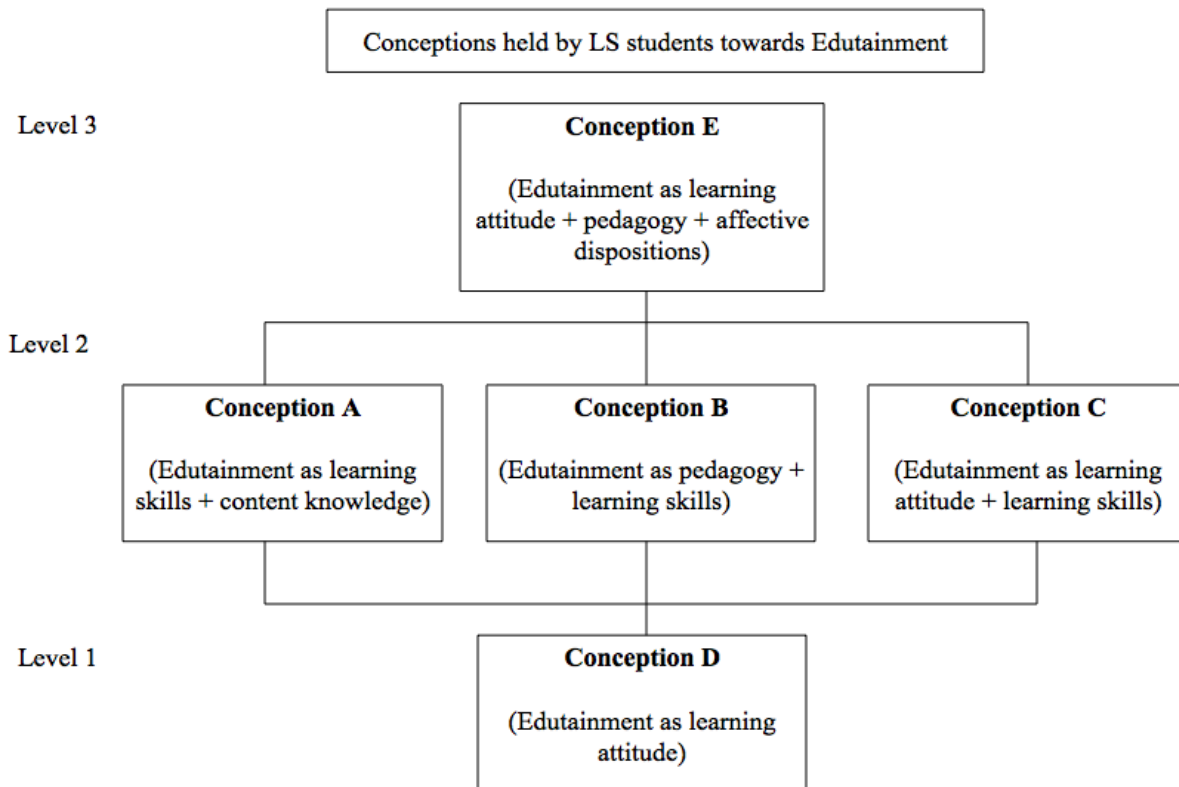
Figure 4.3   Hierarchical Order of Conceptions held by LS Students towards Edutainment

Conception D represents a less advanced and less complex way of experiencing edutainment. Students holding this conception consider one dimension of variation only, edutainment as a matter of positive learning attitude. As a result, conception D is placed at the bottom level of the hierarchical structure.

Conceptions A, B and C are placed at level 2 of the hierarchical structure. These three conceptions show a more inclusive and more complex way of experiencing edutainment as they come to consider two dimensions of variation at the same time. Conception A comes to relate edutainment as learning skills and content knowledge; conception B considers edutainment as pedagogy and learning skills; while conception C identifies edutainment as learning attitude as well as learning skills.

Conception E is placed at level 3, which is the highest hierarchical level in the structure. Students holding this conception showed the most sophisticated way of experiencing edutainment, they come to consider three dimensions of variation simultaneously. They identify edutainment as students' personalized learning attitude, teacher's personalized way

of teaching together with the affective dispositions involved in thie process. Moreover, these three components interact with one another and are regarded as indispensable elements of edutainment.

4.3 Intra-Contextual Shifts of Conceptions of Edutainment

As revealed in the previous section, it was already observed that students shifted from one conception of edutainment to another. The informants seemed to have experienced edutainment in various ways and thus showed more than one conception towards edutainment during the course of the interview. They demonstrated changes in focus of awareness to different aspects within the same context. With reference to Pong (200), this type of conception shift is regarded as "intra-contextual shift".

Two examples of intra-contextual shifts of conceptions towards edutainment will be analyzed and excerpts will be cited as illustration and validation of how shift in conceptions occurred during the course of the interview.

Example 1 (Student B)

As Student B answered what does edutainment mean to her, she immediately related edutainment to adept mastery of examination skills and content knowledge . This corresponds to the conception of edutainment as a means to an end– Conception A. As the interviewer asked Student B to elaborate more about the importance of edutainment to her, she added that edutainment can retain her attention in class. This illustrated that Student B came to identify edutainment as a learning booster (Conception C). As the interviewer further probed into the conception of Student B on the greatest influence of edutainment to her, she noted that the peculiarity of her LS teacher help her to connect her everyday experience with subject content, that is Conception E in the previous categorization. It can be revealed that the sequence of shifts in conception of Student B is A – C – E. The excerpt below can illustrate the shift in conception admidst the interview.

I: Interviewer   B: Student B

I: What does it mean to you to have an edutaining Liberal Studies lesson?

B: It will be easier for us to catch on LS, especially when having examination (Conception A), I will know what the question is asking for and how should I address the answer due to edutainment. LS content is difficult to comprehend already.

I: How is edutainment in Liberal Studies important for you?

B: Because when we feel happy, our attention in class can be retained (Conception C).

I: What has been the greatest influence on your learning due to edutainment?

B: (Conception E) Since teacher teaches us with own language , with entertaining content , I start to understand the connection of LS with our daily life (like to distinguish the validity of mass advertisements and to cognize the problems of HKSAR government, etc.).

The shift is summarized in the following table with the aspects being

Sequence	Aspects Discerned	Conception of Edutainment
1	examination competence	A
2	lengthen attention span in class	C
3	individualised understanding towards learning	E

Table 4.4   Intra-Contextual Shifts of Conceptions of Edutainment of Student B

It can also be revealed that Student B showed an increase in level of complexity in experiencing edutainment, she came to consider more dimensions of variation about edutainment at the same time in her conception as the interviewer asked her to explain, elaborate about her conception.

Example 2 (Student G)

Student G is an interviewee who shown 4 shifts, meaning all five conceptions were found, in variations in his conceptions towards edutainment. He initially exemplified various examples of edutainment activity which constitutes Conception B – edutainment as multimodal pedagogy and multiliteracies. When the interviewer switched to the question of the elements of edutainment, he varied his focus onto the contrasting edutainment to rote learning which corresponds to Conception D – edutainment as a counteraction to spoon-fed education. He then explained he felt more motivated to learn LS due to edutainment which implies Conception C – edutainment as a learning booster. Later when he was being asked about the importance of edutainment to him, he contended with the ownership of learning with his own thinking which reflects Conception E – edutainment as personalized learning experience. Finally he ended the interview with his expectation on improvement of examination results brought about by edutainment, revealing Conception A – edutainment as a means to an end. Thus, the sequence of shifts in conception of Student G is B – D – C – E – A.

I: Interviewer   G: Student G

I: What specific behaviors/ actions do your Liberal Studies teacher exhibit/ undertake to edutain you?

G: She utilized various activities within one lesson, including questionnaire, video-playing, questioning, and court trial, etc. (Conception B), to let us comprehend the learning objectives and meanings of that lesson by ourselves.

I: What factors/ influences determine the edutainment element of a Liberal Studies lesson?

G: The teacher should not teach directly according to the textbooks (Conception D), and tell us what knowledge is important and what is not, only according to the examination syllabus.

I: What does it mean to you to have an edutaining Liberal Studies lesson?

G: Edutainment makes me like LS, motivating me to learn (Conception C); and since I do not want to disappoint my LS teacher, I will work harder to study LS.

I: How is edutainment in Liberal Studies important for you?

G: Since LS is always about commenting on the contemporary issues, edutainment can train us to have our own system of thinking (Conception E), which cannot be taught by textbooks.

I: What has been the greatest influence on your learning due to edutainment?

G: Edutainment may lead to great improvement in my LS performance. In the past I did not really like LS, yet edutainment makes me enjoy learning LS and more willing to be attentive in LS lesson; all these can at least safeguard me from failure in LS examination again (Conception A).

The shift is summarized in the following table with the aspects being

Sequence	Aspects Discerned	Conception of Edutainment
1	multimodality of edutainment	B
2	contrast edutainment to spoon-feeding	D
3	lengthen attention span in class	C
4	individualised understanding towards learning	E
5	examination competence	A

Table 4.5   Intra-Contextual Shifts of Conceptions of Edutainment of Student G

Interviewees showed shift in conceptions demonstrated a change in focus of awareness to different aspects within the same context. Thus, it would be inappropriate to assign, induce or conclude a particular conception to a particular interviewee.

Pong (2000) highlighted that intra-contextual shift of conceptions is related to shift in the aspect of a phenomenon being discerned. These shifts in conception usually occurred when the interviewees were asked to explain or further elaborate about their conceptions, as illustrated by the examination of the interview transcripts. Moreover, as the interviewer

digged deeper into the ideas of the interviewees, some interviewees shifted from less complex conceptions to conceptions that consider more dimensions of variation; some showed their utmost belief associated with change in focal awareness.

CHAPTER 5　　　　DATA ANALYSIS AND DISCUSSION

The key research question **"What are students' conceptions towards the use of edutainment in Liberal Studies?"** will be aswered in this chapter. The key findings of this research, the five identified conceptions of edutainment, will be analyzed and discussed with relevant literature. In addition, the implications for teaching and learning drawn from the conceptions will be provided.

5.1 Key Findings: Conceptions of LS Students towards Edutainment

Five qualitatively different conceptions of edutainment among Liberal Studies students were found:

Conception A	*Edutainment as a Means to an End*
Conception B	*Edutainment as Multimodal Pedagogy and Multiliteracies*
Conception C	*Edutainment as a Learning Booster*
Conception D	*Edutainment as a Counteraction of Spoon-fed Education*
Conception E	*Edutainment as a Personalized Experience*

As referred to Figure 4.3 in the previous chapter, the five identified conceptions towards edutainment have formed the outcome space with more complex conceptions placed at higher level of the hierarchy. One conception (Conceptions D) is placed at the lowest level of the hierarchical structure; it comes to include one dimension of variation in edutainment, i.e. learning attitude. Three conceptions (Conceptions A, B and C), each focusing on two dimensions of variations, are placed at the middle level of the hierarchical structure. One conception at this level identifies edutainment as skills together with relevant content knowledge; one sees edutainment as a pedagogy and learning skills; while another conception comes to include skills and attitude as the two dimensions of variations in edutainment. The last conception (Conception E) is positioned at the highest level of the hierarchy. This conception considers edutainment include skills, relevant content knowledge for applying the skills and affective dispositions simultaneously. As mentioned before, these conceptions are structurally similar, and differ in the dimensions of variations concerned.

These conceptions will be discussed individually and address the key research question, "What are students' conceptions towards the use of edutainment in Liberal Studies?"

Conception A ─Edutainment as a Means to an End

The first conception, Conception A revealed in this study identifies edutainment as a set of skills and content knowledge that are examination-oriented, as the two structural dimensions of variations. Referentially, students having this conception may regard edutainment as a tool for achievement in examination. Students holding this conception either regard edutainment can enhance learning skills and knowledge, or cannot lead to academic progress at all; yet the focal concern of students is that the skills and knowledge acquired through edutainment should be result-based.

There is a paucity of literature bolstering Conception A. Griffis (2008) advocated that the capacity of edutainment adding value to the assessment of student learning is likely to become a major assessment technique ready to serve as effective alternative for increasing interactivity and engagement in the classroom. This is likely to become an important consideration for LS teachers who widely advocate that assessment methods should not be designed around assessment techniques but should only remain the driving force behind the selection of assessment tools. Thus far, students' conceptions of utilizing edutainment as one of the assessment instruments may continue to gain momentum in education.

As mentioned, it is uneasy to recount Conception A with literature, since most scholars identified edutainment, also relating to skills and content knowledge, as process-oriented rather than result-oriented. For example, Němec (2002) reviewed that right from the rise of the conception of edutainment in human history, educators had been supporting the idea of making the process of learning for students pleasant by the use of a variety of edutainment methods.

Prensky (2001) supported the edutaining learning process is essential in learning as student undergo hard but engaging, challenging but pleasurable, and risk-taking but rewarding experiences. Bisson, Luncker, Cordova & Lepper (1996) stated that fun and enjoyment are

essential elements in the process of learning as students can be more relaxed and motivated to learn.

Moreover, other dimensions of variations, like cognitive operations acquisition, or learning attitude for engaging in LS are not mentioned in this conception. It can be revealed that Conception A places the emphasis of the process of learning on the dimension of examination-skills and examination-knowledge acquisition as reflected in examination results. The literature showed that there are scholars who also defined edutainment as assessment-based instrument; yet even more research foci had been placed on the process of learning enjoyment in edutainment.

This could be explained by the fact that most research and literature are done in foreign contexts where the learning atmosphere and culture are very different from the Hong Kong context. Conception A is thus a new findings that giving insights for teachers in Hong Kong to reconsider how learning methods, tools and techniques should be structured, aligning with the micro-learning styles and conceptions of students as well as the macro-culture of examination-oriented climate.

Conception B —Edutainment as Multimodal Pedagogy and Multiliteracies

Conception B is the second conception identified in this study. Structurally this conception includes two dimensions of variations: the diversified modes of edutainment pedagogy and the various skills acquired. Referentially, students holding this conception identify non-examination skills, which include the cognitive and social competences for completing tasks, like communication skills, presentation skills, creativity and problem-solving skills through the attribution of multimodality representation of edutainment which are as well non-examination-based, including games and role-plays. Furthermore, students holding this conception believe the interdependent nature of the two dimensions.

It is apparent that students think there should not be homogeneity or uniformity of pedagogy in implementing edutaining LS lessons, such conception is well-supported by literature and research. Buckingham and Scanlon (2005) defined edutainment is a "hybrid genre that relies heavily on visual material, on narrative or game-like formats, and on more informal, less

didactic styles of address". In the same regard, Okan (2003) defined edutainment as a "hybrid game genre that relies heavily on visuals and narratives or game formats but also incorporates some type of learning objective".

Aligning with students' conceptions, scholars highlighted the hybridity of edutainment genres, as the landscape of education has been altered due to the emergence of the participatory culture of ICT, mass media and game-based learning. Furthermore, Zorica (2014) supported the new forms of media application in edutainment classroom capture, student-generated video, and iPad, etc.; which the highly accessible aspects of media have brought to creating a student-centred approach to education.

It is apt to see the connections and pacts of scholars agreeing the multimodality of edutainment in multiliteracies education. Alexander (2001) revealed that the blending of facts and fiction of edutainment making the learning content easier to approach, and for keeping the interest of students. Mitchell and Savill-Smith (2004) furthered the potential benefits of edutainment include improved recognition and problem-solving, decision making, better short-term and long-term memory, and increased social skills such as collaboration, negotiation and shared decision-making, thus regarded as powerful tools for socialization and collaboration among learners.

Furthermore, Conception B is underpinned by situated learning theory and activity theory. Gee (2003) reviewed that edutainment which turns learning content into a series of well-designed game and utilizes mass media and ICT for daily encounters does well in presenting near real-life context for students to acquire knowledge and skills. McDougal (2013) noticed the synergistic effect between learning and activity: as students act, knowledge is acquired; this in turn affects students' actions, which will change their knowledge, and so on; revealing the interdependence of the identified two dimensions.The findings from previous research and literature are thus in accordance with students' conception in this study that non-examination literacies can be fostered through a variety of edutainment genres and activities; consolidated by the ontological supports of learning theories.

Conception C－Edutainment as a Learning Booster

The third conception, Conception C, structurally comprises of two dimensions of variations: learning attitude and subject content knowledge. Students with this conception perceive edutainment as a learning booster that can enhance attention, motivation and memory in learning.

In this study, fourteen out of seventeen interviewed students reflected that their learning attitude towards LS changed as a result of edutainment, from inertial to motivational; from passive to active; from inattentive to mindful. Students with this conception revealed the positive psychic energy created by the edutainment promoted improved attention in class, retention of subject content, as well as eagerness to learn LS.

The students interviewees revealed that they feel relaxed and happy in an edutaining LS lesson, which are in accordance with McGonigal's conception of edutainment. McGonigal (2011) advanced the notion that entertainment element in education could be used to engage and motivate more "real world" activities, in terms of positive psychology on happiness and wellness. The flow theory and motivational theory are thus constituting the ontological ground of Conception C.

The above findings showed that the underlying force that drove learning incentive is no doubt the positive psychological energy, as edutainment has prepared, cultivated and defended a pleasant condition by each student. McDougal (2013) tied happiness into edutainment because when a student is happily engaged in learning, they are able to apply, cope, and learn better. Malone (1981) also saw the interrelationship between happiness and motivation, as he stated by make learning fun and engaging, learners' continual motives can be sustained.

Scholars commonly agreed the motivational operation of edutainment. Němec (2004) explained the conception by the non-restrictive nature and structure of edutainment. Students are thus being motivated only by the wish to enjoy and try. Singhal (2003) furthered this conception by advocating that students are ensured to involve in learning spontaneously in edutainment, almost instinctively, their learning motif will be intrinsically activated. Trna related the notion with the transformation of student's role in edutainment. Trna (2006)

revealed that as the role of students changed from listener into creator in edutainment, acquisition of new knowledge and skills can be facilitated as a result.

In this study, attention in class, motivation in learning and increased memory of learning content are generalized and categorized as learning attitude in Conception C, revealing their interdependence of each other, though not necessarily correlated. Some scholars also recognized the interrelationship between learning attitude and content knowledge. For example, Ma, Oikonomou and Jain (2011) asserted that the use of dialogic-based and experience-based learning in edutainment are beneficial to students' increased knowledge due to greater retention of attention and memory, as supported by social interactions, modelling real environments, and life sharing undertaken in edutainment.

The correlation of learning motivation and learning outcomes of edutainment is not statistically proved yet since there are lack of empirical and data evidences as the outcomes of edutainment were not quantitatively assessed via any tests or examinations in the school. Nevertheless, the findings of this qualitative study suggested the learning motivation and learning outcomes are intertwined and shown mutual influences on the effectiveness of edutainment; and thus contributed in reflecting students' increased motif in their learning of LS, owing to the fond of edutainment.

Conception D－Edutainment as a Counteraction of Spoon-fed Education

Conception D is the fourth conception identified in this study. Structurally this conception is related to one dimension of variation only, which is the learning attitude of students. Referentially, students with this conception reported an attitudinal change as they had experienced edutainment and compared the experience with long accustomed conventional way of teaching and rote learning. This conception reveals the world of duality that students perceive edutainment as fun and inspiring while traditional mode of pedagogy as dull and dry. The interviewed students forthrightly or obliquely measured the two and implied the dualistic relationship between the two.

There exists proficient findings showing edutainment is effectual, yet not many contrast the efficacy of edutainment with conventional teaching mode. Hwa (2009) commented that

edutainment plays vital role as a supplement to the conventional teaching approach. Oliver showed a closer conception with Conception D of this study as he had compared edutainment elements with accustomed textbook learning. Oliver (2000) claimed that the use of sound, photographs and video enables students to experience the real world situations which may not be possible with the more conventional methods of instruction.

Conception D also resembled the findings of Pan, Zhand, Rhalibi, Woo & Li's study *An Examination of Students' Perception of Blended e-Learning* (2008), in which "students did not like the bald or duck-feeding teaching appraoch at all…also suggested using iCT in the classroom…Actually many tutors were trying the new student-oriented appraoch in Chinese educational field, such as constructivist learning approach, group learning, or problem-based learning" (p.166). This aligns with Conception D as they both reveal that students did not like the spoon-feeding approach, instead they prone to edutainment which teahing and learning activities are vivacious, interesting and attractive.

Classroom teachers have been concerned about students' disengagement and lukewarm interest in learning, which also constituted to the research motivation of this study. It is obvious that some scholars had already related edutainment to conventional pedagogy, some realizing the complementary and mutual influences; whereas some compare and contrast the two, displaying resemblance of students' conception D identified in this study. Notwithstanding the variations, it can be conferred that the students informants and scholars outside this study both regard edutainment as an acceleration of traditional learning process.

Conception E －Edutainment as a Personalized Experience

The fifth conception identified in this study is Conception E. Students holding this conception show the most complex way of experiencing edutainment. Their conception is that edutainment should consist of three components: learning attitude, content knowledge and affective dispositions of edutainment. Since Conception E shows the highest level of complexity involving the most dimensions of edutainment, the coverage of analysis and discussion of Conception E is thus the most extensive one.

In terms of structural aspect, this conception is regarded as the most advanced one because it takes into account three dimensions of variation simultaneously; it has the highest level of logical comprehensiveness and complexity. In referential term, this conception identifies that edutainment is related to three attributes: the individualised experience of student, the peculiarity of teacher and the affective dispositions involved between the two during edutainment.

Student holding this conception acknowledge the importance of integration of the dimensions of variations concerned in the conception. Students express that the three dimensions show mutual influences. For example, students with this conception think what one had understood and learnt in edutainment might be qualitatively distinct from another due to the individuality in learning and thinking patterns, in perceptions towards the teaching style, as well as in the learning interaction brought about by edutainment. Apart from content knowledge, students holding this conception consider a positive attitude and affective disposition to edutainment as the most important elements in edutainment.

Some scholars also demonstrated their understanding of edutainment in relation to the quality of mind and the character of an individual. In particular, student-centeredness and constructivist learning are the interrelated traits identified in conceptions of edutainment.

Keefe (2007) believed educating for a post-technological age is a challenge and today's schools must produce adaptable individuals and lifelong learners who are able to keep up with rapid change. Keefe noticed the conventional pedagogy is about teaching the masses and not individual learners; supporting the notion of edutainment which catered for the diverse learning needs of individual pupils.

McRae (2010) conceived personalized learning as a novel approach can be used to broadly reorganize 21st century schooling; and as a way to enhance the pedagogical practices of teachers. He affirmed that the individual strengths of students should be addressed in accordance to own specific needs and learning styles, and edutainment seemed capable of fulfilling the above.

Integrating with the conception of individualised learning experience, some scholars advanced the vital role of teacher in providing student-centered pedagogy. Keefe and Jenkins (2002) advocated the role and enthusiasm of teacher in implementing personalized learning. Teachers committed to personalized learning "help students diagnose personal strengths, weaknesses and other style characteristics; help adapt the interactive learning environment and instruction to learner needs and interests; and facilitate authentic and reflective learning experiences for their students" (Gardner, 2012, p. 219).

The basic elements of a personalized instructional approach proposed by Darling-Hammond (1996) also aligned with the findings of this study. Students in this study recognized teacher's efforts in fostering of a caring learning environment that help teachers know students better and rapport building. Furthermore, in edutainment, students reported that their LS teacher structured the teaching with students, by promoting shared decision making and dialogue about pedagogy with them.

It is not difficult to relate the personal metacognitive, affective, social and personal factors of Conception E with scholar's research. Delaney (1999) pinpointed the key factors involved in learner-oriented teaching and learning; demonstrating the Conception E identified in this study.

In edutainment, findings showed that students have thought of their own thinking and learning; revealed its metacognition nature. Delaney (1999) expanded such conception that students pursue personally meaningful goals and construct own meaning from information and experience that is filtered through the learner's unique feelings and thoughts". As revealed in this study, during the edutainment process, students constructed representations of knowledge that are meaningful and coherent, based on their own understanding, and form unique connection to the individual students themselves of new information with their prior knowledge for future application in daily life.

Intertwining with the metacognitive aspect is the affective factor of individuals, Gardner (2012, p.219) noted the depth and breadth of knowledge acquired, as well as what and how much is gained and retained are influenced by their personal traits and learning characteristics. For example, aligning with the conception identified in this research, students showed

stronger self-beliefs about own ability; clearer salience of own learning interests and goals; higher personal expectations for success with the introduction of edutainment in LS. All these findings are related to the "affect, emotion and general states of mind; and the resulting motivation to learn" remarked by (Delaney, 1999, p. 5).

In similar regard, Němec (2004, p.2) conceptualised edutainment as learning "based on own and unique experiencing to create the solid base for a possible change of the personality or possible fixation of new knowledge or skill"; and edutainment as the seek of meaning of life for "the personality development in full harmony". This is the activity that is mostly enjoy by students and creates the basic pillars of the sense of life." Therefore, Conception E is well supported by constructivist theory which advocates that learning occurred when students create the knowledge and meaning for themselves, and knowledge is strengthened through students' reflection, metacognition and inquiry (Dangel, Guyton & McIntyre, 2004)

Thus, Conception E highlights the constructivist effect of personal and social factors in edutainment which bolsted by a number of research findings and learning theories. West-Burnham (2010) stated that the focus on interpersonal relationships between students and all those involved in their learning, including teachers resulted in maximizing quality learning experiences. In constructivist edutaining classrooms, activities are student-centered. Pupils are actively engaged in the learning process, in which authentic interactions, shared responsibility for learning, self-directed learning activities, and a space for students to experiment and create knowledge are encouraged among all classroom participants, including the teacher.

5.2 Variation and Commonality in Conceptions

As the objective of this research is to explore the critical features about students' different ways of experiencing edutainment in LS, it concerns more on about the internal related variation rather than discrete data analysis. The internal structures between the categories of conceptions were already been illustrated as "outcome space" (refer to Figure 4.3 in Chapter 4), representing the collective experience of the individual participants.

To further illustrate the intertwined meaning of edutainment as experienced by LS students, two Venn Diagrams (Figure 5.1 for discerning the referential interrelationships; and Figure 5.2 for discerning the structural interrelationships) were made to analyze the variation and commonality in the five identified conceptions.
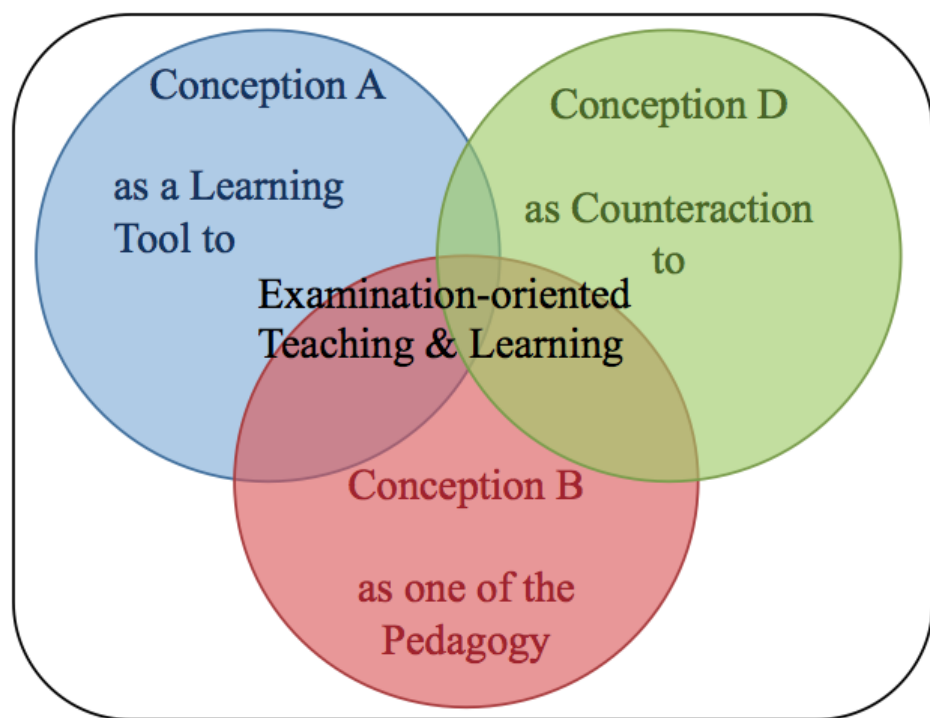
Figure 5.1   Venn Diagram of the Internal Relationships among the Referential Aspects of Conceptions

This Venn Diagram depicts the three conceptions as separate category, Conception A sees edutainment as a learning tool; Conception B sees edutainment as one of the multimodal pedagogies in LS; and Conception D sees edutainment as contrary to spoon-feeding. They vary and differ in the meaning the global and overall meaning. Yet, indeed, the overlapping intersections tell there exists intertwining meaning among the conceptions.

Concerning the commonality among Conception A, B and D, they are all related to the examination-oriented teaching and learning. Referentially speaking, Conception A considers edutainment as a learning tool to better achievement in examination; Conception B regards edutainment as one of the LS pedagogies, so does the conventional (i.e. duck-feeding) way of teaching and learning; Conception D directly sees edutainment as a counteraction to the traditional pedagogy.

It is not difficult to see that these three conceptions are all considering the internal relationship between edutainment and examination-oriented pedagogy; and such commonality could be explained by the assessment-centric culture in Hong Kong. As delineated earlier, the education in Hong Kong stressed heavily on public examination. Classroom teaching and learning, thus, overemphasize on the examination skills and knowledge required for academic achievement (Fok, Kennedy, Chan & Yu, 2006). Berry (2008) critiqued that this kind of examination-oriented practice lead to a demotivation of students' learning. The internal relationship of Conception A, B and D reveal that learning and assessment can never really be separated.

The research findings show that the implemented edutainment mode of LS are different from the traditional examination-oriented modes of teaching and learning which the former would foster the development of personalized learning whilst the latter encourage students to learn factual content by rote and memorising the model answers. The format and nature of the high-stake public examination seem not conducive to the implementation and success of edutainment. On the other hand, the infusion of edutainment into the learning and teaching process is they key to the realization of LS curriculum aims.

In addition to the referential aspects, the structural aspects of conceptions identified in this study are as well internally related as represented by Figure 5.2.
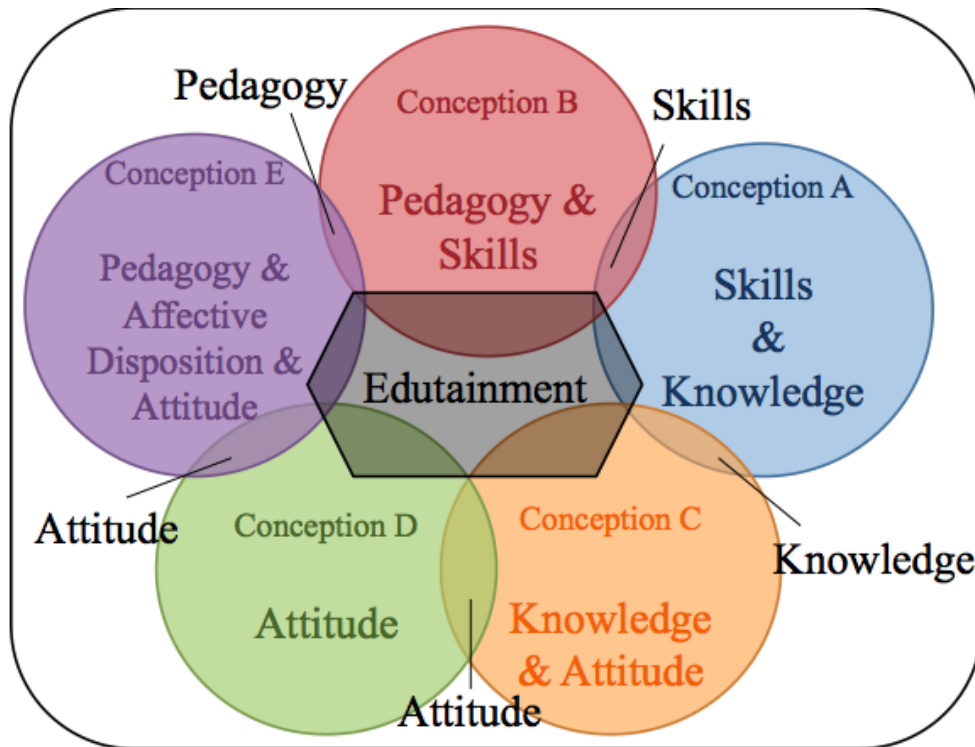
Figure 5.2   Venn Diagram of the Internal Relationships among the Structural Aspects of Conceptions

Commonality and variation are also evidenced in the structural aspects of the five identified conceptions. The seemingly discrete conception differ in terms of the dimensions of variation involved. Refer to Table 4.1 in Chapter 4, Conception A involves 2 dimensions of variation (skills and knowledge); Conception B involves also 2 dimensions of variation (pedagogy and skills); Conception C involves 2 dimensions of variation as well (knowledge and attitude); while Conception D involves only 1 dimension of variation (attitude); Conception E involves 3 dimensions of variation (pedagogy, affective disposition, attitude) demonstrating the highest level of complexity.

From Figure 5.2, it is noted that there are five intersections among the five conceptions, namely skills, knowledge, attitude (intersected twice) and pedagogy. Nevertheless, the meaning of each dimension of variations differ even the same name is given. For example, the "pedagogy" dimension in Conception B is dissimilar with the "pedagogy" dimension in Conception E－the former considers edutainment as one of the pedagogies adopted in LS classroom; while the pedagogy in the latter means the teacher's personal teaching style.

Hence, as conferred from the two Venn diagrams, it can be seen that the variations in the dimensions of the phenomenon are crucial to the discernment of the critical aspects of edutainment. Those variations, as representing the "collective consciousness" of the participants, contribute to the qualitatively different ways of experiencing as the conceptions identified in this study (Svensson, 1997). Thus, conceptions in this phenomenographic study presented the various meanings associated with edutainment, and the similarities and differences in those meanings .

5.3 Implications for Teaching and Learning in Hong Kong Educational Context

Edutainment has become buzzword in education, but little agreement exists about its exact meaning. Therefore, this study employed a phenomenographical approach to examine how local students see and understand this novel educational concept through its application in LS in Hong Kong context. While this research study is small in scale and the findings are thus indicative only; implications for teaching and learning can still be drawn from the conceptions being identified.

The five identified conceptions towards edutainment are all qualitatively different, in the sense that the referential and structural aspects concerned by the student informants varied. Yet, it can be conferred that when conceptualizing edutainment, students placed emphasis on the related skills, content knowledge, learning attitude, pedagogy and affective disposition; and these attributes of edutainment show mutual influences.

First, students' conception of edutainment seemed to be greatly shaped by the ways in which the education is framed and contextualized in the macro educational environment and climate in Hong Kong. Three out of the five identified conceptions implied that edutainment is related to the conventional teaching, rote learning and examination-oriented culture in Hong Kong educational system. Conception A considers edutainment is instrumental to the assessment results forthright; Conception B sees edutainment and rote learning as the illustrations of multimodality teaching and learning; Conception D identifies edutainment as oppositional to conventional pedagogy.; not to mention that Conceptions C & E also relate edutainment to the existing mode of teaching and learning in different regards.

What is identified upon is that a one-size-fits-all model of teaching and learning no longer works. Instead of polarizing the findings in this study, it seems that teachers need to be careful about how and how much edutainment is structured in LS. As put forward by Mann (1996), the question is how much "edu" and how much "tainment" should be included. Some student informants in this study suggested a half-half-solution which the time, efforts and resources put in edutainment should be evenly balanced with the conventional pedagogy like textbook and rote learning.

Here the findings are in favour of edutainment that acts as cognitive measures to engage students in learning, rather than to play with the hardware or props. Edutainment can be used as: "mind-extending or catalysing tools for intelligent and volitional learners and virtually autonomous problem solvers." (Hinostroza and Rehbein, et al., 2000, 109). Therefore, teachers should provide stimulating and facilitating structures in order to promote meaning construction activities in edutainment, inviting students to plan, present and reflect according to their individual learning needs, interests and goals.

In addition, despite the student informants showed their worries about the compatibility of edutainment with the conventional pedagogy in the result-centered Hong Kong education system; it is assertive to conclude that the two are not mutually exclusive. Interestingly, Conception B highlighted the importance of multimodal teaching and learning in LS, as represented by both traditional mode as well as edutainment mode like the inclusion of media and game-based activities in teaching and learning. So, it is recommended that teachers should make use of multiple approaches in teaching such that different pedagogies can focus to address different aspects of literacies.

As advocated by Kress (2003, p.1), edutainment and conventional pedagogy together are "producing a revolution in the uses and effects of literacy and of associated means for representing and communicating at every level and in every domain". Hence, focusing on knowledge construction via multimodal meaning representation on multidisciplinary community issues in LS might be introduced as the new mindset preparing for the change of school under new era of edutainment.

Furthermore, this study focuses on student learning aspects including knowledge and meaning construction in terms of personalised or individualised learning experience provided by edutainment in Conception E. The findings of this research implied that students are distinct and unique; and the individual differences should be taken into account to ensure they are provided with learning opportunities that support self-development. It is advised that LS teachers can construct edutaining lesson which allowing students to be actively engaged with their existing knowledge while making meaning connections with what is being experienced in edutainment. Moreover, it is essential for teachers to cultivate positive learning environment where students feel their individualities are being acknowledged, valued and respected.

Apart from valuing personalization, students in this study view edutainment as a way to boost the learning experience as identified in Conception C. Edutainment seemed to gratifying as student participants expressed that they expect improvement in themselves being attentive during lesson; retaining content knowledge in long-term memory; and higher scores in examination, etc. The attitudinal change in studying LS brought by edutainment in students are encouraging. To further sustain the positive learning attitude of students, according to West-Burnham (2010), teachers should maximize individual student achievement through multimodality pedagogies in edutainment; express aspirations focusing on student success; clarify the shared responsibilities of students and teacher in the learning process by placing importance on performance.

CHAPTER 6   CONCLUSION

As the final chapter, a summary will be provided to highlight what has been found to be contributive in the study, followed by the limitations of this study and suggestions for further studies. Last but not least, the whole thesis will end with a final conclusion.

6.1 Summary of Findings

From the interviews conducted, five different conceptions towards edutainment are identified. The conceptions are internally related in terms of structural as well as referential aspect as illustrated by the hierarchical structure (Figure 4.3 in Chapter 4) and the two Venn Diagrams (Figure 5.1 & 5.2 in Chapter 5). Structurally speaking, the conceptions differ in the number of dimensions of variations involved. Referentially, the five conceptions identified represent different thematic aspects of concern about edutainment. Table 4.2 in Chapter 4 can aid the illustration of conceptions identified, their referential aspects as well as structural aspects.

To sum up, the first conception views edutainment as a means (learning tool) to an end (achieve better academic results). Students expressed concerns about edutainment either ameliorate or deteriorate the mastery of subject knowledge and examination skills. The second conception considers the diversity of teaching and learning modes in relation to the literacies fostered. Examples of skills mentioned by students that are related to edutainment include communication skills in group discussion, language presentation skills in life sharing or debate activity, and creativity in role-play, etc; which dissimilar with the written examination skills of LS. The third conception states that edutainment changed the learning attitude of students which reciprocally affect how content knowledge was structured and retained. The fourth conception reveals the binary relation between edutainment and spoon-feeding pedagogy as students contrasted the two as extremes. The fifth conception is the most complex way of experiencing edutainment. Students holding this conception consider edutainment consists of three components: their own learning attitude, the individual traits of teacher's teaching style and affective disposition. All these three elements are indispensable components of understanding edutainment as a personalized experience to individual students. Students with this conception showed a strong sense of ownership of learning as they sought personal meaning in the edutainment activity, interpreted the

teacher's individual traits when implementing the edutainment activity, as well as feeling and valuing edutainment.

6.2 Limitations of the Study

Notwithstanding qualitative in-depth interviews were employed which help to achieve the aim of this study: to unfold students' conceptions of edutainment; a modified research design may result in more generalizable conclusions. A combination of qualitative and quantitative data may be employed as it may provide greater insights into the research topic about students' conceptions of edutainmen. For instance, students in this research expressed great concerns with the academic performance as a result of edutainment (e.g. even when they felt they are more motivated to learn LS due to edutainment, they expected higher achievement in examination). Consequently, if quantitative data like pretest and posttest scores were collected, the validity of students' conceptions can be further enhanced.

Moreover, the researcher intended to enrich the data and enhance the credibility of this research by including students' written reflection, lesson plans of the designed edutainment activities, photos of the edutainment properties. Nonetheless, these data were not analyzed and discussed; lavishing the time and efforts of the participants.

In addition, this study is limited by the nature of the sample as all respondents were students from the same school. To support wider generalization of the findings, systematic sampling comprising male and female students with different academic abilities in other schools is suggested to employ to ensure the sample is representative of Liberal Studies students. These data may be complementary to the investigation of the conceptions of edutainment held by Liberal Studies students in Hong Kong and other stakeholders. However, it was constrained by the limited resources, networking and time which the researcher as an undergraduate can afford.

6.3 Recommendation for Further Study

The goal of this study is to fill the gap between how the researchers and educators conceive and how actually LS students conceive edutainment. Although the key literatures concerning

teachers' conceptions towards edutainment were reviewed, it would always be worthwhile to explore the ways in which edutainment is conceptualized by the Liberal Studies teachers which influence how teaching and learning are frame. Thus, It would also be fruitful if research can be done to compare between teachers' and students' conceptions of edutainment which may help to improve teachers' LS pedagogies so as to benefit students' learning.

Hence, these extra information about how teachers implement edutainment in classroom suggesting that it would be valuable to carry out classroom-based research and examine how the strategies are carried out in the classrooms and how they may have impact on student's learning via edutainment.

6.4 Conclusion

Similar to other educational innovations, the implementation of edutainment will be dependent on various factors in both macro perspective (i.e. the educational system and climate in Hong Kong) and micro perspective (i.e. teachers' support and students 'conceptions).

It can be concluded that one of the important aspects for learning to occur is the presence of assessment which gives information about one's learning. Nevertheless, the findings of this study reveal that the educational culture of Hong Kong and the old assessment practice is a hurdle to edutainment. Despite the traditional view of summative assessment through tests and examinations are deeply embedded in students, it is clear that the emergence of LS as a core subject is an act to move away from the dominance of summative tests and examinations. We want to educate independent thinkers but not rote learners. This study puts forward that edutainment may be a to fulfill the functions of schooling with both learning processes as well as products being emphasized.

The findings in this study appear to be rewarding: students conceived edutainment can lead to enhanced learning motivation, learning attitude, acquisition of content knowledge and skills, and retention of the above owing to edutainment. Nonetheless, there are a few points to ponder.

First, although edutainment was praised for its positive impact on improving learning, many factors and parties should be taken into account for the success and/ or failure of edutainment. Although students in this research generally supported the use of edutainment in LS; the lack of support and understanding from other stakeholders may be triggered by reason of the traditional view discussed above. With reference to Careless (2005), some teachers may still prefer the use of marks and grades to indicate one's learning. Thus, conceptual changes of LS teacher to edutainment are not that easy down the classroom level.

Furthermore, to make edutainment achievable in practice, it is essential to ensure the quality of this edutainment practice. The findings of this study indicate that education and entertainment is not mutually exclusive but instead compatible with each other. Yet, we cannot put the cart before the horse. In other words, when implementing edutainment, one should not merely intend to entertain or please the students but neglect the education disposition.

All in all, in order to realize the aims of LS to foster lifelong critical thinking learners, a paradigm shift and pedagogical changes towards edutainment may be one of the possible ways. With respect to every each conceptions held by students in this phenomenographic study, a second-order perspective is adopted, in which how edutainment is perceived and apprehended by students. In other words, there is no right or wrong with caring about the learning results; nor the increasing awareness and attention driven to the motivating learning process in which individual traits and personalized experience of learning are promoted and valued. Student informants have shown independent thinking and concerns of their own learning, as the first step on the road to constuct what learning means to them.

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Appendix A   Interview Questions (English & Chinese Versions)

(English Version)

1. Tell me about an incident when you felt edutained in Liberal Studies lesson?
2. Why do you think you were edutained?
3. What specific behaviors/ actions do your Liberal Studies teacher exhibit/ undertake to edutain you?
4. What specific behaviors/ actions have you observed in your Liberal Studies teacher when he/she do not edutain?
5. What factors/ influences determine the edutainment element of a Liberal Studies lesson?
6. What does it mean to you to have an edutaining Liberal Studies lesson?
7. How is edutainment in Liberal Studies important for you?
8. What has the greatest influence on your learning - your own understanding of what it is to be edutained- on your learning expectations; learning outcomes?

[中文版]

1. 請分享一次在通識課堂上令你感到寓教於樂的事件。
2. 你為何當時會感到寓教於樂？
3. 你的通識科老師做了哪些舉動去實施寓教於樂？
4. 以你觀察所得，你的通識科老師做了哪些舉動令你不覺得他／她寓教於樂？
5. 你認為寓教於樂的通識課該具有哪些條件？
6. 對你而言，一課寓教於樂的通識課有何意義？
7. 寓教於樂的通識課對你的重要性是甚麼？
8. 寓教於樂對你學習最大的影響是甚麼？寓教於樂怎樣構成你對學習期許及學習成果的觀念？

Indicator: Interview (I)   Student A (A)

I	請分享一次在通識課堂上令你感到寓教於樂的事件。
	Tell me about an incident when you felt edutained in Liberal Studies lesson.
A	老師在通識堂上教有關「禮貌及公共衛生」的課題。他分享了一個現實生活中真實的例子—他在公共巴士看見一位女士公挖鼻孔。老師把所有細節，包括那位女士的面部表情，身體動作，都很清晰、很仔細、很生趣地描述。
	The Liberal Studies teacher taught the topic "Courtesy and Public Health". He shared a real life experience of himself: he saw a woman picking her nose in bus. The teacher described all the details, including the facial expressions and body movements of that woman, very clearly, particularly, and vividly.
I	你為何當時會感到寓教於樂？
	Why do you think you were edutained?
A	因為「挖鼻孔」本身已經非常好笑，而老師也形容得很生動有趣。
	Because the action of "nose-picking" itself is very hilarious, and the teacher also described the process deliberately entertaining.
I	你的通識科老師做了哪些舉動去實施寓教於樂？
	What specific behaviors/ actions do your Liberal Studies teacher exhibit/ undertake to edutain you?
A	說起行為舉動，令我想起了另一位通識老師的活動，可以分享嗎？老師用了遊戲來教導有關「消費主義」。在活動中，老師利用多張的卡紙，上面分別寫上不同的東西，例如「和諧的家庭」、「健康」、「名譽」等，然後要我們每人選出自己認為最重要的五樣東西，最後把全班的結果計算及公布。用這樣的方法比起只照書本唸好得多，你看我仍然把「消費主義」那堂的內容記得一清二楚就知道了！而且，這個活動是全班一起玩，比起自己一個呆望書本更互動。
	I think of the example of another Liberal Studies teacher of mine, can I share it? That teacher made use of game to teach us on the topic of "Consumerism". She had utilized many cards, each representing a specific object, like "Harmonious Family", "Health" and "Fame", etc. After we rated the 5 most important things

	individually, the teacher counted the votes and announced the results of our class. Using such method is much better than directly reading the texts from textbook, which can be proved by my clear remembrance of the learning content of the lesson "Consumerism". Moreover, that activity involved our whole class playing, which is more interactive than staring at the textbook alone and expressionlessly.
I	以你觀察所得，你的通識科老師做了哪些舉動令你不覺得他／她寓教於樂？ What specific behaviors/ actions have you observed in your Liberal Studies teacher when he/she do not edutain?
A	多的是！直接唸書本，很悶！其實我認為通識的內容很難明白，如果老師教導時只是唸書便會更難明白。還有有時通識老師自以為自己很有趣，自己講完自己笑，其實我們都不覺得很好笑，至少我不覺得好笑。 A lot! Direct reading the text is very boring! Actually I think the learning content of Liberal Studies is hard to understand; so if the teachers only teach by reading the textbook, this will only make Liberal Studies even more difficult to comprehend. Furthermore, sometimes the Liberal Studies teachers think that they are very funny; they feel contented and laugh at their jokes themselves; yet, we do not think and feel the same way. At least I do not think the jokes are funny.
I	你認為寓教於樂的通識課該具有哪些條件？ What factors/ influences determine the edutainment element of a Liberal Studies lesson?
A	不要直接按照書本唸。應該要多播放影片，多些互動性質的活動，令老師及同學都能感到輕鬆愉快。 Do not read directly from the texts. Should have more video-playing and interactive activities, making both teachers and students feel relaxed and happy.
I	對你而言，一課寓教於樂的通識課有何意義？ What does it mean to you to have an edutaining Liberal Studies lesson?

A	可以令我們對通識課堂學習到的知識加深印象。像我這樣，很怕無聊，而且平時已經有足夠的睡眠，不用在課堂上補眠了。如果是直接按照書本唸，內容很難明白和很難記住。 Can make us have deeper memory of the knowledge learnt in Liberal Studies lessons. Just take myself as an example I do not like dullness. Also, I already have adequate sleep at home; I do not need to catch up on sleep in class. If directly reading from the textbook, the learning content will be really hard to understand and remember.
I	寓教於樂的通識課對你的重要性是甚麼？ How is edutainment in Liberal Studies important for you?
A	不會那麼悶之餘又可以學習到知識，對學習到的知識更加印象深刻。 Less boring and at the same time acquire knowledge. The acquired knowledge can be remembered more deeply.
I	寓教於樂對你學習最大的影響是甚麼？寓教於樂怎樣構成你對學習期許及學習成果的觀念？ What has the greatest influence on your learning - your own understanding of what it is to be edutained- on your learning expectations; learning outcomes?
A	可以更愉快地開習，更有動力學習。雖然即使老師用沉悶的方法教導，我也會學習，但「寓教於樂」更能加深印象。我覺得不需要無時無刻都「寓教於樂」，其實不用太多「寓教於樂」，適當就好了，否則會太像玩樂。其實這也跟我個人的學習態度有關，因為我不太聰明，「寓教於樂」使我更有心機讀書，成績也會較好。 I can learn more happily, and with more motivation to learn. Although I will learn even if the teacher use boring teaching method, edutainment can deeper my understanding. I do not need to be edutained every moment, and too much edutainment is indeed not preferred. Appropriate portion of edutainment is alright, or not the lesson will look too much like an amusement. Indeed this is related to my learning attitude as well. As I am not that intelligent, edutainment motivates to study, the academic results can thus be improved, too.

Indicator: Interview (I)   Student B (B)

I	請分享一次在通識課堂上令你感到寓教於樂的事件。 Tell me about an incident when you felt edutained in Liberal Studies lesson.
B	老師在通識堂教有關「基本法」的課題。他先邀請了同學把課室佈置成「時間線」，然後邀請同學把那些過了膠的圖片和事件黏貼在「時間線」上。這讓我清晰看見及認識到原來造就現時香港政治是要追溯到一九幾幾年，也讓我明白到《基本法》的一些概念的歷史由來，跟香港和中國政府的關聯等。而且，老師平時教書時，會夾雜他日常遇到的有趣事件；有時更會全班討論，老師和同學之間有問有答。這時，我們有不明白的地方會立刻向老師發問。即使有時離題了，但因為內容太逗趣了，我們也不急於要立刻回正題。 The teacher taught us about "Basic Law". He invited classmates to help decorate the classroom as a "timeline", and then he asked students to stick those laminated pictures and historical events on that "timeline". This let me clearly see and recognize that the politics in Hong Kong now can be traced back to year 19XX; understand the historical origin of some concepts of Basic Law; and understand the relationship between the HKSAR and Chinese Government. Moreover, the teacher will mingle his interesting daily encounters with the teaching content. Sometimes we have whole class discussion in which spontaneous turns of Questions and Answers are welcome between teacher and students. By this, we will immediately ask for teacher's clarification whenever we feel lost. Even sometimes we are "off-topic", we do not feel the urge to get back on track, as the content is too interesting.
I	你為何當時會感到寓教於樂？ Why do you think you were edutained?
B	老師的教學內容有趣，令我們全班都專心聆聽，老師和同學間亦會有講有笑。寓教於樂時，我遇到問題時會在全班面前立刻發問；但如果不是寓教於樂時，我會等待下課後才私自問老師。 Since the teaching and learning content by teacher was entertaining, our whole class was then really concentrated during the lesson. We all had a great time as we talked and laughed. When I felt edutained, I would ask questions in front of the

I	whole class when I encountered difficulties; yet when I were not edutained, I would rather keep the questions to ask teacher after class.
I	你的通識科老師做了哪些舉動去實施寓教於樂？ What specific behaviors/ actions do your Liberal Studies teacher exhibit/ undertake to edutain you?
B	老師會用電子簡報，然後以自己的言語去豐富教學內容。即使有些通識老師本身是不太幽默，但仍努力和盡力去令我們感到輕鬆愉快，我真的很欣賞老師的用心。 Teacher usually uses PowerPoint to teach, and utilize own language to enrich the teaching and learning content. Even some LS teachers are not humorous as personality; they still try and pay effort to make us learn more easily and happily, I really appreciate the hard work of teachers.
I	以你觀察所得，你的通識科老師做了哪些舉動令你不覺得他／她寓教於樂？ What specific behaviors/ actions have you observed in your Liberal Studies teacher when he/she do not edutain?
B	我覺得不是每段影片都是寓教於樂，有時甚至會感到無聊。當我們很嘈吵，老師罵人時，便不是寓教於樂了，因為他會板著臉來教書。而且有時臨近測驗考試，老師也會變得認真和嚴謹，不但會減少用視覺教具，還只會直接教書唸書，只做練習題。 Not all videos are edutaining, some are even boring. When we are noisy, our teacher will teach with a poker face and scold us; this is not edutainment. And when the examination season is approaching, our teacher will become more serious and strict: the use of visual aids will be cut down, and only teach by reading the texts and we learn by doing exercises.
I	你認為寓教於樂的通識課該具有哪些條件？ What factors/ influences determine the edutainment element of a Liberal Studies lesson?
B	老師和同學都感到輕鬆，在通識內容上加入一些具趣味性的字眼。因為我們的通識科老師跟我們很好，有些同學更會知道老師的私事，在課堂上分享，互相取笑。老師會跟我們像朋友般溝通，令我們覺得沒有距離感。 Both teacher and students are relaxed by adding some arousing wordings into LS

	content. As the relationship between LS teacher and our class is good, some students even know the personal matters of the teacher and share in class, making fun of each other. Our LS teacher communicates with us like friends, narrowing the gap and sense of distance between us.
I	對你而言，一課寓教於樂的通識課有何意義？ What does it mean to you to have an edutaining Liberal Studies lesson?
B	會令我們更易明白通識。特別是當考試時，因為寓教於樂，我會更容易知道考試題目是問什麼和我們應該怎樣作答。通識的內容已經很難明，如果通識老師對待我們像訓導老師般，會令我們更難知道老師想表達什麼和我們該學會什麼。 It will be easier for us to catch on LS, especially when having examination, I will know what the question is asking for and how should I address the answer due to edutainment. LS content is difficult to comprehend already; even LS teacher treats us like the way a "Director of Student's Discipline", it would be even more difficult for us to know what the teacher wants to express to us and what the teacher wants us to learn.
I	寓教於樂的通識課對你的重要性是甚麼？ How is edutainment in Liberal Studies important for you?
B	因為我們在學習時感到快樂，有助我們在課堂時保持集中；如果沒有寓教於樂，上課會覺得很困乏和想睡。 Because when we feel happy, our attention in class can be retained; yet a lesson without edutainment will make us feel weary and sleepy.
I	寓教於樂對你學習最大的影響是甚麼？寓教於樂怎樣構成你對學習期許及學習成果的觀念？ What has the greatest influence on your learning - your own understanding of what it is to be edutained- on your learning expectations; learning outcomes?

B	因為有寓教於樂，我會期望自己在通識科的練習、測驗考試中表現更好。因為老師以自己的語言去教導我們，加上有趣的內容，會使我開始明白到通識與日常生活的關連（如分辨廣告信息真偽、認知香港政府的問題等），使我對通識科的興趣增加。 Owing to edutainment, I expect I could perform better in LS exercises, tests and examinations. Since teacher teaches us with own language, with entertaining content, I start to understand the connection of LS with our daily life (like to distinguish the validity of mass advertisements and to cognize the problems of HKSAR government, etc.). All these increase my interest in studying LS.

Indicator: Interview (I)   Student C (C)

I	請分享一次在通識課堂上令你感到寓教於樂的事件。
	Tell me about an incident when you felt edutained in Liberal Studies lesson.
C	剛剛那課《模擬法庭》吧！從中我可以學到法律知識，也令我認識到當律師和法官的難處。我本來的志願是想做一位律師，但那次模擬法庭使我親身體驗到律師除了熟悉法律外，必需擅於言詞，甚至說謊。這些使我明白到法律可能也有漏洞，這對香港有很大的好處。而且，那次的模擬法庭貫穿了那堂的流程，也貫穿了整個法治課題。
	Last lesson about "Court Trial"! From the activity I have acquired some legal knowledge and have recognized the constraints of being a lawyer or judge. My initial dream was to be a barrister; but the authentic experience of Court Trial make me understand that other than knowing the law well, I have to be very good at playing on words and even lying, in order to be a barrister. All these inspire me acknowledging that there could be loopholes in law; and such inspiration is good for the advancement of Hong Kong. Moreover, the Court Trial connect the other activities in that lesson as well as the whole topic on Rule of Law.
I	你為何當時會感到寓教於樂？
	Why do you think you were edutained?
C	在活動中我相對地開心，同學們都很活潑，同時我知道我又可以學習到知識。這跟前幾位通識老師不同，他們可能教久了吧，總之他們會在開始前先告訴我們該課堂或課題的知識點是甚麼，然後叫我們閱讀很多很多的文字性資料，叫我們有不明白才發問。
	Relatively happier, and classmates are very active in the activity while I know I am learning at the same time. This is different from my pervious LS teachers, maybe they have been teaching for so long that they will in general tell us what are the "knowledge foci" of the topic before the lesson start; then require us to read loads of textual information and ask questions if we do no understand.
I	你的通識科老師做了哪些舉動去實施寓教於樂？
	What specific behaviors/ actions do your Liberal Studies teacher exhibit/ undertake

	to edutain you?
C	老師用了頗多的道具。例如她自製了個看得見的「時間線」去教導《基本法》的歷史由來；她又自製了一個「驚堂木」讓「法官」在《模擬法庭》中使用。老師非常用心去思考怎樣讓我們能有更好的學習。 She made use of quite a lot of props. For example, she self-made us a visualized "timeline" to teach the history of Basic Law; a "gavel" for the "chief judge" in the court trial. She is very passionate in thinking how to make us learn better.
I	以你觀察所得，你的通識科老師做了哪些舉動令你不覺得他／她寓教於樂？ What specific behaviors/ actions have you observed in your Liberal Studies teacher when he/she do not edutain?
C	有些教學方法會較為死板，例如老師曾求我們抄書，抄那些課後的《要點重溫》。這其實等於死背，沒有「樂」。 Some teaching methods are relatively rigid and inflexible, for example the teacher required us to directly copy the "Revisiting Knowledge Points" from the textbook after class. This indeed is totally rote learning, without any "entertaining" elements.
I	你認為寓教於樂的通識課該具有哪些條件？ What factors/ influences determine the edutainment element of a Liberal Studies lesson?
C	要有些有趣一點的活動，例如角色扮演，使我們可以投入情境，不會只打開書發夢。 There should be some interesting activities like role-play, so that we could fling ourselves into the situation but not just opening the book daydreaming.
I	對你而言，一課寓教於樂的通識課有何意義？ What does it mean to you to have an edutaining Liberal Studies lesson?
C	能增強的們的記憶，這跟死背課文不一樣。寓教於樂的通識課使我們經過自己的體驗和思考去明白一些概念詞，自自然然便懂了，根本不用背太多。 An edutaining LS lesson can strengthen our memory, which is different from reciting the texts. An edutaining LS lesson make us comprehend some concepts through personal experience and thinking process. We could naturally understand those concepts through edutainment, need not to recite many things at all.

I	寓教於樂的通識課對你的重要性是甚麼？
	How is edutainment in Liberal Studies important for you?
C	通識科不像歷史科那般具有故事性，歷史故事有趣之餘使我更容易記住，寓教於樂有異曲同工之妙，賦予通識科色彩，便易於記憶。
	LS is differ from History which has a strong sense of story narrative element. The historic stories are both interesting and easy to memorize. Edutainment, as a dissimilar approach, achieve equally satisfactory result: adding colours to LS, favoring better memory.
I	寓教於樂對你學習最大的影響是甚麼？寓教於樂怎樣構成你對學習期許及學習成果的觀念？
	What has the greatest influence on your learning - your own understanding of what it is to be edutained- on your learning expectations; learning outcomes?
C	寓教於樂提高了我對通識科的興趣。我會期望通識老師每次都有新的寓教於樂活動。而且我也很想知道寓教於樂對我學習的影響—測試我究竟學習了多少吸收了多少。
	Edutainment increases my interests towards LS. I expect LS teacher holding new edutainment activity every time. Furthermore, I would like to know how does edutainment affect my learning – how much I have learnt and how much I have absorbed.

Indicator: Interview (I)   Student D (D)

I	請分享一次在通識課堂上令你感到寓教於樂的事件。 Tell me about an incident when you felt edutained in Liberal Studies lesson.
D	《模擬法庭》那課應該是寓教於樂。這課使我對律師這個職業加深了認識，使我希望能成為一位律師。假若我日後真的當了律師，我想這段回憶會成為的對律師這行的初衷吧，將來也不會後悔。 The lesson on "Court Trial" should be an edutainment. That lesson deepened my understanding towards barrister as a career, aspiring me to be a barrister. If I really can be one in the future, the memory that this lesson made, would become the original aspiration, and I know I would not regret.
I	你為何當時會感到寓教於樂？ Why do you think you were edutained?
D	因為我當時很精神，平時卻會很想睡。 Because I paid full attention at that time, contrary to other "non-edutainment" time which I would like to sleep.
I	你的通識科老師做了哪些舉動去實施寓教於樂？ What specific behaviors/ actions do your Liberal Studies teacher exhibit/ undertake to edutain you?
D	老師會跟我們有很多的眼神交流，在班上留意同學的一舉一動，然後利用同學的舉動而說笑。例如老師留意到班上的男同學很親密，便會取笑他們"hehe"等等。 The teacher have a lot of eye contacts with us, he pays attention to our movement, and action, and makes fun of our behaviors. For example, the teacher once noticed that some boys in our class are really close and so mocking at them being gay.
I	以你觀察所得，你的通識科老師做了哪些舉動令你不覺得他／她寓教於樂？ What specific behaviors/ actions have you observed in your Liberal Studies teacher when he/she do not edutain?

D	當老師自問自答時。有時候老師問的問題太難了，又沒有什麼提示。有時其實我知道答案的，但怕被同學笑就不想回答了。答對又怕被同學說我在炫耀，答錯又怕尷尬；最後課室都靜了。
	When the teacher asked a question and answered it himself all in one instant. Sometimes the questions imposed by our teacher are too difficult for us, and the teacher did not provide us any hints. Sometimes I know the answer actually, yet I do not answer teacher's question because I do not want to be mocked at. I worry that my classmates would think I am showing off if I get the correct answer; while I would feel embarrassed if I get the answer wrong; and the whole classroom would be in silence at last.
I	你認為寓教於樂的通識課該具有哪些條件？
	What factors/ influences determine the edutainment element of a Liberal Studies lesson?
D	不能有太大型的活動，不然我們班會失控的。
	There should not be too large-scale activities, or else our class will be out of control.
I	對你而言，一課寓教於樂的通識課有何意義？
	What does it mean to you to have an edutaining Liberal Studies lesson?
D	上其他課時，因為不是寓教於樂，所以我有時真的會很想睡；但寓教於樂的通識課使我更能專心上課，更能專注在老師身上。
	When I am having lessons of other subjects, as those are not edutainment, I usually feel drowsy; yet an edutaining LS lesson makes me more focused on learning and more on the teacher him/herself.
I	寓教於樂的通識課對你的重要性是甚麼？
	How is edutainment in Liberal Studies important for you?
D	會對學過的知識有更深刻的記憶。如果沒有寓教於樂，我們只會死背那些概念那些內容，到考試的時候一緊張，腦子便一片空白了。寓教於樂的通識課是很輕鬆的讓我學懂了，而且記住了。
	I will have deeper memory on the learning content. Without edutainment, we will just recite those concepts and content; so when I am having examinations, my mind will go blank due to anxiety. An edutaining LS lesson can make me learn, understand and remember more easily with ease.

I	寓教於樂對你學習最大的影響是甚麼？寓教於樂怎樣構成你對學習期許及學習成果的觀念？ What has the greatest influence on your learning - your own understanding of what it is to be edutained- on your learning expectations; learning outcomes?
D	我會期望以後可以不用再死背知識，知識點故然重要，但一直只是傳統學習的老師請課文我們看書，學習會變得只是學概念，非常枯燥。當然，也不能無時無刻都在寓教於樂，不然太開心可能會放錯重點。 I expect that there could be no more rote learning. Knowledge is essential for sure. Nevertheless, if adopting traditional way of teacher speaking the content students looking at the textbook all along, learning will turn to learning some dry facts only. Certainly though, edutainment cannot be adopted all the time, as the learning focus might be placed wrongly if we are learning too happily.

Indicator: Interview (I)   Student E (E)

I	請分享一次在通識課堂上令你感到寓教於樂的事件。
	Tell me about an incident when you felt edutained in Liberal Studies lesson.
E	有位同學在上課時大叫「收皮」，老師聽到後便教新那位同學，道：「你以很大的聲量和粗俗的言語去警告同學不要嘈，那你豈不是比那些同學更嘈？那全班豈不是會更嘈？」訓票一輪後，老師以笑話打圓場，說剛剛那位同學只是想表達「收死皮」。我們被老師的急智逗笑了，同時也明白禮貌和課堂秩序的重要性。
	There once a classmate shouted out some bad words (collect skin) in LS class loud, the teacher then taught that student a lesson, saying that "If you warn those noisy students with such a loud volume and bad language, aren't you more noisy than them? Wouldn't the class be even more noisy in result?" After lecturing us, the teacher mediated the dispute by making fun of it, saying that the student was just asking us to collect the dead skin. We were all amazed and entertained by the teacher's quick-wittedness, and at the same time acknowledging the importance of courtesy and classroom discipline.
I	你為何當時會感到寓教於樂？
	Why do you think you were edutained?
E	因為當時我們全班也在笑，但我只是笑了一兩秒。因為我認為上課必需很認真，不能以玩樂的心態學習。而且，同學比老師更懂得怎樣娛樂我；老師卻比同學更懂怎樣教導我。
	Because our whole class was laughing at that time. Yet, I only laughed for one or two second because I think we must be very serious about learning and cannot adopt a playful attitude. Moreover, my classmates know how to entertain me better than the teacher while the teacher knows how to teach me better than my classmates.
I	你的通識科老師做了哪些舉動去實施寓教於樂？
	What specific behaviors/ actions do your Liberal Studies teacher exhibit/ undertake to edutain you?

E	沒有。
	Nope.
I	以你觀察所得，你的通識科老師做了哪些舉動令你不覺得他／她寓教於樂？
	What specific behaviors/ actions have you observed in your Liberal Studies teacher when he/she do not edutain?
E	一般教書的時候吧。如果同學問了一條與通識課題內容無關的題目，老師便不會回應。
	Normal teaching time. If a student asks our teacher a question that is unrelated to LS curriculum and content, the teacher will not give any response.
I	你認為寓教於樂的通識課該具有哪些條件？
	What factors/ influences determine the edutainment element of a Liberal Studies lesson?
E	要令全班七成的同學都認同是寓教於樂。很難每個人也認同，因為每人的想法有別於他人，以一人同時亦可有多於一種想法。我個人的想法是，老師要投入感情授課，如果他只以一種語調授課，全班很快便會睡著。而且，如果有些能讓同學離開座位動一動的活動也算寓教於樂。平時一直坐在座位上很疲累，如果活動能讓我們離座，那回到座位時便已經不睏了，還會更精神呢。
	It requires the agreement from 70% of our classmates that lesson is edutainment. It is difficult to achieve a 100% because each individual has different perceptions from others, while one individual can have more than one perception simultaneously. My personal view is that LS teacher has to add in emotions while teaching; because if he just teaches in monotone, our whole class will fall asleep very quickly. Furthermore, there should be some activities that allowing us to leave our seats and move around, that can be counted as edutainment. We have been staying in our own seat for long which is very tiring; if there is activity that we can leave the seat, we will not be drowsy again and will be more energized afterwards.
I	對你而言，一課寓教於樂的通識課有何意義？
	What does it mean to you to have an edutaining Liberal Studies lesson?
E	我會在寓教於樂的通識課更用心學習。如果老師只是無無聊聊教，我們便會無無聊聊的聽；但寓教於樂卻令我們感到「樂」。即使有寓教於樂的活動，

	活動方法和內容也不可以重覆，每次也只少要有少許變動。否則，我們便很清楚下一步是要做什麼了，我又會感到無聊的了。人一感到無聊便會找其他事做，例如畫畫，睡覺。而且，有時我會比同學更早完成老師要我們做的活動，我做完沒有別的事做，便會畫畫和跟同學聊天。 I will pay more efforts in learning when having an edutaining LS lesson. If teacher teaches without enthusiasm, we will then just listen without enthusiasm; yet edutainment makes us feel happy. Even if there is edutaining activity, the method and content of the activity cannot be repeated, there should be at least slight changes everytime. Or else, we will know clearly the next step and feel bored again. When human beings are bored, we will find other things to do, like drawing and sleeping. In addition, sometimes I will finish the task assigned faster than my classmates, without any other things to do, I will draw and chat with others.
I	寓教於樂的通識課對你的重要性是甚麼？ How is edutainment in Liberal Studies important for you?
E	可以重要也可以不重要。寓教於樂能使的有動力聽書，有心聽書就能獲得知識。例如看影片，它未必算是寓教於樂，因為即使影片中有「笑位」，我卻只會留意老師叫我們留意的「微細位」，而我仍然可以看得很投入、很入神。 It can be both important and unimportant. Edutainment can be a learning motivator; we can acquire knowledge if we are motivated. Take video-watching as an instance, it may not be counted as edutainment; because even there is "punchline" in the video, I will just focus on the "details" that our teacher instructed us to follow, while I can still be very engaging and feel enjoyable watching it.
I	寓教於樂對你學習最大的影響是甚麼？寓教於樂怎樣構成你對學習期許及學習成果的觀念？ What has the greatest influence on your learning - your own understanding of what it is to be edutained- on your learning expectations; learning outcomes?

E	我希望寓教於樂的通識課能令我在 DSE 通識表現得更好，如果通識能考獲 5 級，便能補償中文科不好的成績。因為寓教於樂的通識課能令我快樂地學習，那便會更專注學習，從而有更深的記憶，放進我的「夾萬」。我認為知識就好比財富，人腦就像夾萬。寓教於樂能有助我分析和挑選更重要的知識放進夾萬。從寓教於樂中得到的財富都是重要的，我會抱它們好好存放在我的夾萬內。 I wish I could perform better in DSE LS due to edutainment. If I can attain a "5", it can compensate my poor Chinese. Since edutainment can make me learn happily with more focus, the memory of learning content can thus be enhanced and be put in my "coffer". To me, knowledge is similar to fortune and human brain is coffer. Edutainment can facilitate me to sift through and filter out the more important knowledge. The fortunes I get from edutainment are all important, I will keep them well in my coffer.

Indicator: Interview (I) Student F (F)

I	請分享一次在通識課堂上令你感到寓教於樂的事件。
	Tell me about an incident when you felt edutained in Liberal Studies lesson.
F	在我升中一的第一二課通識堂，老師告訴我們甚麼是通識，並希望我們多留意時事和發生在日常生活的事。因為小學時沒有通識這一科，而通識老師會以一些時事問題為笑話，使我們接觸這新的學科時可以放鬆一點。當時老師從「潮流文化」入手，然後要我們同學之間互相分享我們自己各自追求的東西，然後老師再邀請學生分享討論結果，有很多同學都說了追星的事。
	In the first two LS lessons that I attended in Secondary 1, teacher told us what LS is and wished that we could pay more attention to the issues happened in our daily life. Since there is no subject like LS in our primary school, teacher utilized the contemporary issues as joke telling to make us feel easier and more relax, when we first touching on LS this subject. At that time, the teacher set in by "Popular Culture" asking us to share what we are chasing after among students, and invited some classmates to share our sharing results, many of us had shared the story of being star fan.
I	你為何當時會感到寓教於樂？
	Why do you think you were edutained?
F	如果只是老師自己在那邊分享，因為我們年齡不同會有代溝，他分享的東西使不能引起我們的共鳴；但因為當時是我們同輩之間互相分享閒聊跟自己有關的東西， 我們可以很開放很開心地聊天。在這麼輕鬆的氣氛下學習會有助我們吸收知識。
	If there were only teacher sharing his own experience, his sharing may not arouse our interest and resonance since there is generation gap between us. Yet that time was sharing among peer ourselves, in which we could openly and happily chat about the matters related to ourselves. We can absorb the learning content much easier under such relaxing atmosphere.
I	你的通識科老師做了哪些舉動去實施寓教於樂？
	What specific behaviors/ actions do your Liberal Studies teacher exhibit/ undertake

	to edutain you?
F	可能始終通識對我們來說是新的科目，而且一星期只有一個連堂，也不像中文那般真的要背誦，所以老師讓我們在通識課內玩玩，又用笑話間接地令我們放鬆。 Since LS is still a new subject to us, and there is only one double-lesson per week, and it is unlike Chinese language which we need to learn by rote; therefore, our teacher let us to play during LS lesson and tell jokes to let us feel relaxed indirectly.
I	以你觀察所得，你的通識科老師做了哪些舉動令你不覺得他／她寓教於樂？ What specific behaviors/ actions have you observed in your Liberal Studies teacher when he/she do not edutain?
F	我一向都喜歡通識，即使上課有沒有笑話聽，有沒有活動玩，我仍然會喜歡通識。 I like LS all the way, even if there is no joke and no activity in LS lesson, I will still like LS.
I	你認為寓教於樂的通識課該具有哪些條件？ What factors/ influences determine the edutainment element of a Liberal Studies lesson?
F	我的想法是當老師教書時，學生不會覺得沉悶。寓教於樂是學習的過程令我快樂，而我認為可以很多不同方法達成。很多科目的課堂都只是呆看著書本，但在通識課時，神奇、特別的事情就可以發生了，因為學的很多都是在我們身邊，但卻沒有接觸過的。 My perception is that while teacher is teaching, students will not feel bored. Edutainment is I can be amused during the learning process, and I think this can be achieved through many different ways. We can only stare at the textbooks during the lessons of other subjects, yet in LS lessons, magical and special things can be happened, because the things we learnt are those surrounding but untouched.
I	對你而言，一課寓教於樂的通識課有何意義？ What does it mean to you to have an edutaining Liberal Studies lesson?
F	寓教於樂的通識課能使我學習到更多。一般而言，我上課時只會吸收到五至

	六成的知識，還要依賴回家後反覆溫習才能記住。但寓教於樂的通識課令我在課堂時已完全明白內容，溫習變得容易，也使的有更大的動力學習通識。 Having an edutaining LS lesson makes me learn more. Generally speaking, I can only absorb 50% - 6o% of learning content in class, and I have to rely on doing revision repeatedly at home to remember them. While with edutainment, I can fully apprehend the learning content in class, enabling me to do revision more easily and motivate me to learn LS.
I	寓教於樂的通識課對你的重要性是甚麼？ How is edutainment in Liberal Studies important for you?
F	其實寓教於樂並不是那麼重要，因為最重要的是能學習到知識。即使老師只是用他一張嘴教書，不採用寓教於樂，也沒問題。因為老師有他自己的一套教法，我相信老師的專業，他會知道怎樣是對我們最好的。我本人當然是希望有寓教於樂的通識課，但我不會告知老師。你懂的，開心又一堂，無聊又是一堂，可以選擇當然想開心的過。 Indeed edutainment may not be that important, because what really matters to me, is to learn. Even my LS teacher just using his voice to teach verbally, without edutainment, is also fine to me. As I believe teacher has his own way of teaching and I have trust in his professionalism: he would know what is the best to us. Personally, I certainly desire an edutaining LS lesson, but I will not express to teacher. You know, no matter I feel happy or not, I still have to attend lesson; surely I want to spend the time happily.
I	寓教於樂對你學習最大的影響是甚麼？寓教於樂怎樣構成你對學習期許及學習成果的觀念？ What has the greatest influence on your learning - your own understanding of what it is to be edutained- on your learning expectations; learning outcomes?

F	寓教於樂令我明白到通識重視思考多於背誦；要求我們有自己的思想而不是人云亦云。我會期望寓教於樂能使我更專注於學習過程，因為寓教於樂的通識課令我更容易把思想連結，我可以更容易分析和把知識應用在日常生活；和把日常生活應用在學習中。特別是我本身的學習天分不高，寓教於樂使我更樂於學習通識，這是好的影響。 Edutainment let me understand that LS requires more on thinking than reciting; requires us to have our own perceptions rather than blindly following others. I will expect that edutainment can enable me to be more focused on the learning process, because an edutaining LS lesson allows me to make cognitive connections more easily, and I can easily analyse and apply the learning content into daily life; and apply our daily life into my learning. Especially as I am not talented in learning, edutainment motivates me to take delight in learning, which is good to me.

Indicator: Interview (I)   Student G (G)

I	請分享一次在通識課堂上令你感到寓教於樂的事件。 Tell me about an incident when you felt edutained in Liberal Studies lesson.
G	「模擬法庭」那堂通識，我們可以模仿平時看 TVB 劇集中的律師，看同學的表現十分好笑，自己又領悟到如何從人情和法律作出抉擇。 In that LS lesson of "Court Trial", we can imitate those lawyers in TVB dramas, which we watch in our leisure time. Watching the performance of our classmates are hilarious, while I had been inspired to to make a reasoned decision between human sympathy and law.
I	你為何當時會感到寓教於樂？ Why do you think you were edutained?
G	其實我當時完全以為我在玩樂，並不覺得自己正在學習。直到在活動完結後，老師問我們相關的問題和以「知識點」做結論，我才醒覺剛剛原來學到東西。 Indeed I was completely engaged in the game and did not think that I was learning, at that time. Only until the activity ended, teacher asked us related questions and concluded the lesson with "knowledge points", I realized that I had learnt from the role-play.
I	你的通識科老師做了哪些舉動去實施寓教於樂？ What specific behaviors/ actions do your Liberal Studies teacher exhibit/ undertake to edutain you?
G	原本老師可以照書本教授內容，但她在一個課堂運用了多種活動，例如問卷調查，影片播放，問問題，模擬法庭等等，讓我們自己領悟到那堂的學習目的和意義。好讓我們從遊戲的過程中已能學習，遊戲後又會以不同形式幫助我們鞏固知識和加深記憶。 Initially the teacher can simply teach us according to the textbook, yet she utilized various activities within one lesson, including questionnaire, video-playing, questioning, and court trial, etc., to let us comprehend the learning objectives and meanings of that lesson by ourselves. These enable us to learn during the game,

	and facilitate us to consolidate the knowledge and enhance our memory through different other method after the game.
I	以你觀察所得，你的通識科老師做了哪些舉動令你不覺得他／她寓教於樂？ What specific behaviors/ actions have you observed in your Liberal Studies teacher when he/she do not edutain?
G	老師有時提供太少資料和提示給我們，我會覺得有點迷惘，不清楚老師到底想我們做什麼。 Sometimes the teacher only provide us with too little resources and instructions, I will feel lost about what actually the teacher wants us to do.
I	你認為寓教於樂的通識課該具有哪些條件？ What factors/ influences determine the edutainment element of a Liberal Studies lesson?
G	老師要懂得教書，這不是教了多年的經驗之談，而是應投學生所好而制訂教學方法；而不是照書本教，然後根據考試範圍告訴我們哪些需要溫習、哪些不需要。 The teacher needs to know how to teach, which is not just about years of teaching experience, but he/she should match up students' interests with the pedagogy. The teacher should not teach directly according to the textbooks, and tell us what knowledge is important and what is not, only according to the examination syllabus.
I	對你而言，一課寓教於樂的通識課有何意義？ What does it mean to you to have an edutaining Liberal Studies lesson?
G	很有意義。寓教於樂使的更容易明白通識課堂學習到的東西，提升教學效能，老師又教得快點，學生又學得好點。而且，寓教於樂使我喜對歡通識這一科，會更有動力學習，又會為了不令通識老師失望而更努力學習。 Very meaningful. Edutainment enables me to understand the learning content of LS more easily, which can elevate the teaching and learning efficacy: teacher can teach faster and students can learn better. Also, edutainment makes me like LS, motivating me to learn; and since I do not want to disappoint my LS teacher, I will work harder to study LS.

I	寓教於樂的通識課對你的重要性是甚麼？ How is edutainment in Liberal Studies important for you?
G	因為通識多是時事評論，寓教於樂更能訓練我們有自己的思考模式，這是書本不能傳授的。再者，寓教於樂令我更喜歡通識和更關心時事。 Since LS is always about commenting on the contemporary issues, edutainment can train us to have our own system of thinking, which cannot be taught by textbooks. Furthermore, edutainment makes me like LS more and thus pays more attention to the contemporary issues.
I	寓教於樂對你學習最大的影響是甚麼？寓教於樂怎樣構成你對學習期許及學習成果的觀念？ What has the greatest influence on your learning - your own understanding of what it is to be edutained- on your learning expectations; learning outcomes?
G	寓教於樂很大可能使我在通識科的成績突飛猛進。因為我從前根本不喜歡通識，但寓教於樂使我有心學習通識，更願意用心上課，這理少能保證的通識不會再不合格。我會希望其他學科也能像通識一樣寓教於樂，不然上完寓教於樂的通識課後，上其他學科課時仍然覺得無聊，仍然會無心向學。 Edutainment may lead to great improvement in my LS performance. In the past I did not really like LS, yet edutainment makes me enjoy learning LS and more willing to be attentive in LS lesson; all these can at least safeguard me from failure in LS examination again. I wish other subjects can be like LS, adopting edutainment; or else I will not be interested in other subjects after attending an edutaining LS lesson and I will be less motivated to learn other subjects.

Indicator: Interview (I)   Student H (H)

I	請分享一次在通識課堂上令你感到寓教於樂的事件。
	Tell me about an incident when you felt edutained in Liberal Studies lesson.
H	我覺得「模擬法庭」很好玩。雖然老師只提供很少資料給我們扮演律師，但亦因如此，我們可以發揮我們的創意和戲劇細胞。
	I think the "Court Trial" was really fun. Although the teacher provided us only a few information to play the role as a lawyer, we can thus Bring our creativity and talent in drama into full play.
I	你為何當時會感到寓教於樂？
	Why do you think you were edutained?
H	一開始時我只覺得好玩，但玩樂的過程中我已發現學到東西，那些東西不是書本上可以學到的知識，更多是要我們自己思考、反思才領悟到的。
	At the beginning of the role-play I just think it was fun, yet I realized I was learning during the process. The matters that I learnt are different from those I can read from textbooks; and indeed we can only learn those matters with our own thinking and reflection.
I	你的通識科老師做了哪些舉動去實施寓教於樂？
	What specific behaviors/ actions do your Liberal Studies teacher exhibit/ undertake to edutain you?
H	就是透過角色扮演的活動，使我們能設身處地，同時運用自己的思想、情感和知識去學習。老師很會從我們學生的角度設計課堂，為我們設想怎樣才能讓我們學習得更好更愉快，我們也因而不怕問老師問題。
	Through the activity of role-play, in which we can be situated in the scenario and utilized our own cognition, sensation and knowledge to learn simultaneously. The teacher designs the lesson from the perspectives of students, thinking how to make us learn better and happier; thus we are not afraid of asking teacher questions.
I	以你觀察所得，你的通識科老師做了哪些舉動令你不覺得他／她寓教於樂？
	What specific behaviors/ actions have you observed in your Liberal Studies teacher

	when he/she do not edutain?
H	我覺得老師要我們抄寫「要點重溫」令的極為苦惱，因為抄書完全沒有用途。其實我們只是跟同學鬥快，抄的時候又完全不需要思考。抄完後又只會記得一兩分鐘，這又何必呢。 The action of teacher asking us to copy the "knowledge points" totally upset me, because I think copying texts are totally useless. Indeed we are just competing with classmates to see who copy the fastest, and we do not even need to think during the process of copy. We can only remember those "knowledge points" for one or two minutes after copying, then why doing so.
I	你認為寓教於樂的通識課該具有哪些條件？ What factors/ influences determine the edutainment element of a Liberal Studies lesson?
H	我覺得老師的教學熱誠是最重要的。有些老師只顧趕課程，下課鐘聲一響就想走。如果老師有心想跟學生打好關係，跟我們好像朋友般相處，我們便會樂意向老師反映我們的想法，互相溝通和明白對方在教學上的困難。 I think the enthusiasm of teacher is the most important. Some teachers simply rush the syllabus and want to leave the classroom immediately after the ring bells. If the teacher desires to build good relationship with students, treating us like friends, we will be more willing to share our thoughts with teacher, to mutually communicate and understand each of our difficulties in teaching and learning.
I	對你而言，一課寓教於樂的通識課有何意義？ What does it mean to you to have an edutaining Liberal Studies lesson?
H	寓教於樂會使師生關係更融洽，因為學生會感受到老師的用心和熱誠。這樣聽書會舒服點，距離感也會減少。因為不怕會被老師罵而更勇於發問和表達自己；會想讀好通識，不令老師失望。如果我跟老師的關係不良好，就算他叫我做任何事，我都不會理睬他。 Edutainment can enable harmonious teacher-student relationship, as students can feel the heart and enthusiasm of teacher. This can make us feel more comfortable in class, the sense of distance between teacher and us will also be narrowed. Since teacher will not threaten us, we are more courageous to ask question and express ourselves; I will want to perform better in LS so not to disappoint the teacher. If I have bad relationship with teacher, I will ignore him no matter what he asks me to

	do.
I	寓教於樂的通識課對你的重要性是甚麼？ How is edutainment in Liberal Studies important for you?
G	我在寓教於樂的通識課時好明顯不會像從前般睡覺，這是很重要的，因為這樣才能聽書。一般老師都教得很慢很長，我們又學不到知識；但寓教於樂使老師和同學都快樂。 During edutaining LS lesson, obviously I do not sleep like before; which is very important because I can listen to what is the teacher talking about only when I am awake. Other teachers generally teach very slowly, and we cannot learn anything; yet edutainment makes both teacher and students feel amused.
I	寓教於樂對你學習最大的影響是甚麼？寓教於樂怎樣構成你對學習期許及學習成果的觀念？ What has the greatest influence on your learning - your own understanding of what it is to be edutained- on your learning expectations; learning outcomes?
G	從前沒有寓教於樂時，當我不懂做考試題目時我不會覺得有任何問題，就算不合格我也不感到意外。現在試過了寓教於樂，我會對成績有追求目標，因為我知道老師很用心為我們設計很多帶趣的活動就是為了我們可以更好，我會因此不想令老師和自己失望。最後，中學有這麼多科目，希望學校能多訓練老師們寓教於樂，因為我覺得任何科目也可以寓教於樂的。 Before experiencing edutainment, I did not think it is my problem if I do not know how to do an examination question, I will not feel surprised even if I fail. Now after experiencing edutainment, I will have goals and targets of my own learning; as I know that the intention behind all those interestingly designed activities is that: teacher cares about our learning a lot. Thus, I do not want to let teacher and myself down. Finally, I wish our school can train the teachers more on edutainment, as I think every subjects in secondary school curriculum can be edutaining.

Indicator: Interviewer (I)   Student (I)

I	請分享一次在通識課堂上令你感到寓教於樂的事件。
	Tell me about an incident when you felt edutained in Liberal Studies lesson.
I	一連串的活動，先是把全班分成幾個小組，然後個案分析，最後以模擬法庭的形式表達我們的想法。
	There were a series of activity. First, our whole class was divided into several groups, and then we had a case analysis, and finally expressed our views through the format of moot court.
I	你為何當時會感到寓教於樂？
	Why do you think you were edutained?
I	有得玩，又有得學。老師又幽默，因為她不知醜，很放得開。
	We could play, while learning. The teacher was very humorous as she would not reserve and keep in herself.
I	你的通識科老師做了哪些舉動去實施寓教於樂？
	What specific behaviors/ actions do your Liberal Studies teacher exhibit/ undertake to edutain you?
I	老師會自嘲，讓我們發笑，我們很愛她。
	She would crack jokes on herself and mock at herself just to make us laugh. We love her so much.
I	以你觀察所得，你的通識科老師做了哪些舉動令你不覺得他／她寓教於樂？
	What specific behaviors/ actions have you observed in your Liberal Studies teacher when he/she do not edutain?
I	有些老師完全不會讓我們講玩笑，只有他自己在說話，規定我們跟足他的每一步做。 但要知道，有時在課堂上做其他事情是很難避免的，冇沒有可能只專注在老師安排的工作。
	Some teachers do not let us play jokes during less, but only he could talk, and restrict us to follow every of his steps. Yet, you have to know that sometimes doing unrelated things in class is unavoidable. It is quite impossible for us to merely focus on the tasks arranged by the teacher.

I	你認為寓教於樂的通識課該具有哪些條件？
	What factors/ influences determine the edutainment element of a Liberal Studies lesson?
I	老師不能太認真，雖然說是老師教學生，但有時，其實老師也可以從學生身上學習， 大家可以互相交流意見。但如果老師覺得他是老師，比學生有權力，學生便會感到反感，久而久之便會不想上他的課。
	The teacher cannot be too serious. Although we have been instilled the concept that it's always the teacher teaching students, sometimes, teachers can actually learn from students; there can be mutual exchange of ideas between teachers and students. If the teacher always thinks he is the teacher who has more power over students; students will feel discontented and do not want to listen the teacher when the discontents accumulate.
I	對你而言，一課寓教於樂的通識課有何意義？
	What does it mean to you to have an edutaining Liberal Studies lesson?
I	可以很兩全其美，又開心又學到知識，非常好。 不過如果老師不能控場，學習進度緩慢，便會影響寓教於樂的意義。
	Edutainment has the best of both words: to enjoy and to learn. However, if the teacher cannot monitor the classroom discipline, the resulted slower learning progress will affect the good intention of edutainment.
I	寓教於樂的通識課對你的重要性是甚麼？
	How is edutainment in Liberal Studies important for you?
I	我會覺得一半半。寓教於樂，我們可以愉快地學習，我也不介意全部通識科是寓教於樂。 特別是我喜歡玩樂，是個喜歡動多於靜的人；這樣寓教於樂比死背書更能令我學到東西。
	I think edutainment is important to me, partially. I do not mind to have all LS lessons adopting edutainment, as we can learn happily. Especially to me, I like playing; I am a person who loves moving around rather than just sitting there. So I can indeed learn more through edutainment, compared to rote learning.
I	寓教於樂對你學習最大的影響是甚麼？寓教於樂怎樣構成你對學習期許及學習成果的觀念？

	What has the greatest influence on your learning - your own understanding of what it is to be edutained- on your learning expectations; learning outcomes?
I	可以增加我對學習的機會，減少我對通識的恨意。 如果可以的話，請其他科目老師也用寓教於樂，不要用傳統的方法教學，減低我對其他科的恨意。 Edutainment increases my changes to learn, decreases my hatred towards LS. If it is possible, please ask other subject teachers to use edutainment as well, no more traditional way of teaching and learning please, so as to lessen my hatred towards other subjects as well.

Indicator: Interviewer (I)   Student (J)

I	請分享一次在通識課堂上令你感到寓教於樂的事件。
	Tell me about an incident when you felt edutained in Liberal Studies lesson.
J	有一連串的個案分析活動： 首先是資料閱讀， 然後是小組討論， 討論完畢後還有小組分享， 我們把討論內容寫在海報上， 跟全班匯報。 過程中可與同學互相交流， 討論社會現有的問題。 雖然不是我自身的問題， 但我卻可代入別人的苦處， 為他們切身着想。 還記得我分析的個案， 是敘述一位新移民母親，在工作、房屋等問題遇上的困難。 如果我是她，我想我早已崩潰了！
	There were a series of case analysis activities: first is to read the data provided, followed by a group discussion with group sharing. We wrote what we had discussed onto a poster and presented to the whole class. During the process, we could negotiate with classmates and discuss about the problems our society are facing right now. Although those are not the problems I am facing, I can situate myself and put myself into others' shows, and think from their perspectives. I still remember the case I analyzed was about a lately immigrant from mainland who is a mother facing adversities in work and housing. If I were her, I would have collapsed easily!
I	你為何當時會感到寓教於樂？
	Why do you think you were edutained?
J	因為在個案分析中， 可從多角度解決（ 例如社會經濟角度）；我又會想我的建議是幫助了別人。我覺得幫到別人自己又開心， 如果日後在日常生活中遇到相似的個案， 我應該會回想這堂課， 並作出反思：因為當時作出的建議未必能幫助到那位新移民， 但我仍會努力想其他方法幫助她。
	Because in the case analysis, I can try to solve the problems with multiple perspectives (including socio-eoncomical perspective); and I think my suggestion can help. Helping others make myself feel good. And if I encounter similar case in real life in the future, I think I will remember and reflect on what I have said this lesson: because what I suggested in the lesson may not be really helpful to the lately immigrate, yet I will still try my best to think of other solutions to help

	her.
I	你的通識科老師做了哪些舉動去實施寓教於樂？ What specific behaviors/ actions do your Liberal Studies teacher exhibit/ undertake to edutain you?
J	老師會根據我的答案，提出適當的提示。 老師又會根據探討議題的內容， 提出延伸問題， 讓我不會只從自己單一的角度思考。 老師還會在我想不到答案的時候， 用問題的方式作出提示。 The teacher usually provides hints to me based on the answers I gave. Moreover, based on the content of the discussing issue, teacher asks extension questions, encouraging me not to think simply from my own way of thinking. Teacher also gives me hints when I cannot think of the answers.
I	以你觀察所得，你的通識科老師做了哪些舉動令你不覺得他／她寓教於樂？ What specific behaviors/ actions have you observed in your Liberal Studies teacher when he/she do not edutain?
J	好像真的沒有呢。 就算是探討財政預算案， 因為我們日後都會工作， 因此我會明白打工仔的心態。 There seem no examples I can give. Even when we were studying the "Budget", as we will be working in the future, I can place myself into their perspectives and understand their concerns.
I	你認為寓教於樂的通識課該具有哪些條件？ What factors/ influences determine the edutainment element of a Liberal Studies lesson?
J	我不知道那些算不算是條件。 但我認為，首先，課堂氣氛要開心， 不要令我們擔驚受怕， 我們不用說每句話都很謹慎， 無需受任何事和人的束縛，可以容易表達自己意見。 就像我做法官的那堂， 課室變成了法庭， 同學們分別飾演不同角色， 一同裁定個案主角是否懶人， 這樣我也覺得很樂。過程中同學可以發揮演藝天分， 例如飾演被告的同學， 他本人怕怕醜醜，但這次也算是他踏出自己的第一步； 飾演社工的同學，能充分表現她的語言能力； 飾社署代表的同學，平時也做慣司儀， 辯論技巧自然好； 而我自己，雖然當時非常緊張，口窒窒， 但這次經驗也令我體會到自己的弱點，令我有進步。 其實我在小學二年級時，已被診斷出有讀寫障礙， 但現在因

	為寓教於樂的通識科， 就算個人意見是薄弱的， 我仍然會勇敢發言， 一同參與上課熱鬧的氣氛。
	I don't know whether these are elements or not, but I think that, firstly, the classroom atmosphere should make us feel happy but not anxious; do that we need not mind our words seriously and need not be confined by anything or anybody. Just like the lesson I acted as the "judge", the classroom became a court, different students were assigned different roles and we all together decided whether the case character is a lazy man. I feel happy. During the process, students can exert their potentials in different areas. For example, the student who acted as the "defendant", who is very shy in person, stepped out his comfort zone in the activity; the student who acted as the "social worker" performed well in language skills; the student who acted as the "representative of Social Welfare Department", who is accustomed to being the master of ceremony, show her debate ability well; and concerning myself, although I was very nervous that even stammered out, this activity made me experience my weakness and motivated me to improve. Indeed when I was in Primary 2, I was diagnosed as having Dyslexia. Yet, due to having edutaining LS lessons now, I bravely express my opinions in class (although my opinion may be weak) as I want to participate and contribute to the bustling learning atmosphere.
I	對你而言，一課寓教於樂的通識課有何意義？
	What does it mean to you to have an edutaining Liberal Studies lesson?
J	開心上堂又學到東西， 但用處未必大因為考試是未必能應用到。 其實無論是開開心心還是嚴肅的課堂， 均有機會學不到東西。 在不是寓教於樂的通識科中， 老師有老師說，學生有學生做自己的事， 我也是會左耳入右耳出；雖然寓教於樂的用處也未大，但能帶動學習氣氛， 使我們有動力學習。 而且我是只會記住開心的東西，不會記得不愉快的事，因此寓教於的通識課使我把知識從短暫記憶，搬去長期記憶。
	Can learn happily, yet I am not sure about the effectiveness of edutainment, as it may not be applicable to examination. Indeed, no matter it is a happy or serious lesson; there could be chances that we cannot learn. When we were having non-edutaining LS lesson, teacher talked to himself, and students did their own things; and I myself, the content just went in one ear and out the other. Although

	the effectiveness of edutainment may not be great, it can at least foster a positive learning atmosphere and motivate us to learn. Furthermore, I can only remember happy things, and forget the unhappy things. Therefore, an edutaining LS lesson can move the knowledge acquired from short-term memory to long-term memory.
I	寓教於樂的通識課對你的重要性是甚麼？ How is edutainment in Liberal Studies important for you?
J	可以愉快地學習，不用擔驚受怕 。以前我會怕老師上課時會發脾氣或不開心， 雖然我明白是因為同學在上課時睡覺 ，才令老師不高興而發怒的 ，但這令整個學習氣氛下降，我們也沒有心情上課了。 Can learn happily, and will not feel anxious. I was afraid of teaching being angry at us and even threw a temper at us. Although I understand that the teacher was angry because we were sleeping in class, his temper made the learning atmosphere worsen, and we did not have the mood to attend the lesson then.
I	寓教於樂對你學習最大的影響是甚麼？寓教於樂怎樣構成你對學習期許及學習成果的觀念？ What has the greatest influence on your learning - your own understanding of what it is to be edutained- on your learning expectations; learning outcomes?
J	寓教於樂能使我更易明白課堂內容及增強對內容的記憶， 會覺得上課是很開心的。 如果沒有寓教於樂， 記到的東西也很有限。 但即使有寓教於樂，也不能只依賴課堂學習， 放學家後也要溫故知新， 不能只依賴老師， 以我們放學後便放下書包。 這是我對於學習的期望， 我希望能改變自己對學習的態度， 不會再抗拒學習。 Edutainment makes me apprehend the learning content and enhance my memory more easily, which make learning much happier. Without edutainment, our memory towards the subject content will be very limited. Yet, even with edutainment, we cannot just rely on learning in-class, we have to revise after-school as well; we cannot simply rely on the teacher, and leave everything behind after-school. This is my learning expectation: I would like to change my attitude in learning and would not resist to learning anymore.

Indicator: Interviewer (I)   Student (K)

I	請分享一次在通識課堂上令你感到寓教於樂的事件。 Tell me about an incident when you felt edutained in Liberal Studies lesson.
K	有一些小組討論， 和同學一起討論平時不會討論的事情， 例如法治精神那些， 好像日常生活不會聊到，但原來也可以很有趣， 令我對通識感到深厚樂趣，令我愛上通識。 There were some group discussions, in which I could discuss something that would not be discussed usually with friends or classmates. Just like the Rule of Law, although we do not discuss about it in our daily life chatting, it can be funny, too. These increase my interest in LS profoundly, making me fall in love with LS.
I	你為何當時會感到寓教於樂？ Why do you think you were edutained?
K	又可以玩又可以學習， 特別是可從遊戲中學習， 誰會想到可以這樣呢， 同時我也沒有忘記自己是學生的身份。 I can learn while playing, especially to learn through games. I have never thought of this idea. I do not forget my identity as a student though, while enjoying the game activities.
I	你的通識科老師做了哪些舉動去實施寓教於樂？ What specific behaviors/ actions do your Liberal Studies teacher exhibit/ undertake to edutain you?
K	老師會用生動的方法去教書，又會搞笑，會有日常生活的例子。 非常多元化，不會悶。 在我們小組討論時，話自己在做作業時， 雖然老師不會在全班面前授課， 但卻會在課室走來走去，接近我們，與我們聊天。 當我不明白內容時，又會第一時間幫到我。 Teacher adopts a more lively way to teach, makes us laugh, and utilizes daily life examples. The activities are very diversified and we never feel bored. During the time we are having group discussion or doing individual tasks; despite teacher is not teaching or talking in front of the whole-class; she walks around the classroom to approach us and chat with us. Therefore, when I encounter any

	difficult, I can immediately reach the teacher for assistance.
I	以你觀察所得，你的通識科老師做了哪些舉動令你不覺得他／她寓教於樂？ What specific behaviors/ actions have you observed in your Liberal Studies teacher when he/she do not edutain?
K	曾經有些老師，只會對書講，自身又欠幽默，說笑話又不好笑。 There were some teachers who only talk to the textbook, and themselves lack sense of humorous in person, the jokes they told are not funny as well.
I	你認為寓教於樂的通識課該具有哪些條件？ What factors/ influences determine the edutainment element of a Liberal Studies lesson?
K	這條問題很難回答。 我想，老師不要只是講書，把課堂弄得是他個人 TALK SHOW 般，一定要和學生有互動吧。 This is a difficult question. I think, teacher should not just read the text out, making the whole lesson as his personal performance; there must be interaction with students.
I	對你而言，一課寓教於樂的通識課有何意義？ What does it mean to you to have an edutaining Liberal Studies lesson?
K	可以學到一些書本學不到的東西， 例如一些只有寓教於樂才會有的技巧：怎樣在小組討論內跟人溝通。 I can acquire something that cannot learn from the textbook, like the skills to communicate with others in a group discussion, only through edutainment.
I	寓教於樂的通識課對你的重要性是甚麼？ How is edutainment in Liberal Studies important for you?
K	最重要是， 上課時不會再睡覺， 可以透過互動學習， 上課時間會過得很快； 又讓我找到學習的意義， 讀書不用再那麼沉悶了！ The most important thing is I will not fall asleep during class again, and can learn through interaction in which the lesson time will pass by very quickly. Moreover, I find the meaning of learning, which learning will never be boring again!

I	寓教於樂對你學習最大的影響是甚麼？寓教於樂怎樣構成你對學習期許及學習成果的觀念？
	What has the greatest influence on your learning - your own understanding of what it is to be edutained- on your learning expectations; learning outcomes?
K	還是覺得，上課不會再想睡覺； 通識成績也會有進步。 如果能考進大學，選修課一定會選通識。
	I still think I will not sleep in class again is the greatest influence. Also, there may be improvement in my LS results. If I can get into the University, I will definitely choose LS as my elective.

Appendix M   Translated Interview Transcript of Student L

Indicator: Interviewer (I)   Student (L)

I	請分享一次在通識課堂上令你感到寓教於樂的事件。
	Tell me about an incident when you felt edutained in Liberal Studies lesson.
L	有很多以前通識課沒有試過的上課模式： 小組討論，海報製作，城市論壇，等等。
	There are lesson modes that I have never experienced before, like group discussion, poster making, city forum, etc.
I	你為何當時會感到寓教於樂？
	Why do you think you were edutained?
L	對比以前很悶的課堂，這些活動會令我沒有這麼容易靈魂出竅。寓教於樂，代表不只老師講話，同學也會講話，而且同學說的話都很有趣。 這代表不止一個人，而是全班，都令整個通識科變得更寓教於樂。
	Compared to the boring lessons before, these activities decrease my possibility to have "out-of-body experience". Edutainment means that not there is not only teacher's-talk; there is students'-talk as well. Moreover, my classmates' talks are very funny. These mean that not only one person, but the whole class are contributing to make LS lessons even more edutaining.
I	你的通識科老師做了哪些舉動去實施寓教於樂？
	What specific behaviors/ actions do your Liberal Studies teacher exhibit/ undertake to edutain you?
L	寓教於樂時，老師的身份不同了，好像是我們的朋友。 有時老師會和我們閑聊，令我們不會沉悶，關係更加融洽，上課也更開心了。 而且老師本身說話已經很大聲，但她又要大聲又要用咪，經常逗我們笑。
	While edutaining, the role of teacher changes, she is like our friends. Sometimes the teacher chitchat with us to make us feel less bored, our relationship becomes harmonious and lesson becomes much happier. In addition, the teacher herself has a loud voice already and she insists to use Microphone, making us laugh.

I	以你觀察所得，你的通識科老師做了哪些舉動令你不覺得他／她寓教於樂？
	What specific behaviors/ actions have you observed in your Liberal Studies teacher when he/she do not edutain?
L	例如有些通識老師，只照書講，看 PowerPoint ，然後要我們抄答案，這些過程一直重複又重複。
	Some LS teachers only teach from the textbook and Powerpoint, and require us to copy the answers; these processes keep repeating themselves.
I	你認為寓教於樂的通識課該具有哪些條件？
	What factors/ influences determine the edutainment element of a Liberal Studies lesson?
L	最重要是那位老師本身，他本人一定要很有趣，就與你一樣，要好像朋友般教導我們。
	The most important element is the teacher him/herself, he or she must be entertaining, just like you, to teach us as friends.
I	對你而言，一課寓教於樂的通識課有何意義？
	What does it mean to you to have an edutaining Liberal Studies lesson?
L	上課會開心很多，不會覺得「唉！又要上課了，很悶！」 會有心態上的改變，會覺得可以上通識課很開心。
	Lesson becomes much happier, and I will not have feelings like "ai! It's time to have lesson again, so lame!". There is attitudinal change in me, I start to think that attending LS lesson can be happy too.
I	寓教於樂的通識課對你的重要性是甚麼？
	How is edutainment in Liberal Studies important for you?
L	非常重要的！會開心很多，之前那些通識老師到很悶。 會有很多新的想法，例如，學習不一定會很悶的，學習也可以很有趣。
	Very important! I feel much happier now as compared to the pervious boring LS teachers. I have a lot of new ideas, like learning may not be that boring, and can even be funny.
I	寓教於樂對你學習最大的影響是甚麼？寓教於樂怎樣構成你對學習期許及學習成果的觀念？
	What has the greatest influence on your learning - your own understanding of what

	it is to be edutained- on your learning expectations; learning outcomes?
L	我想以後的通識課也寓教於樂，也希望其他科目的老師都可以這樣做。 I hope the following LS lessons can be edutaining, and hope other subject teachers can adopt edutainment as well.

*Indicator: Interviewer (I)	Student (M)*

I	請分享一次在通識課堂上令你感到寓教於樂的事件。
	Tell me about an incident when you felt edutained in Liberal Studies lesson.
M	我記得有個活動好像模擬法庭， 與電視上看到的雖然差很遠， 但都令我非常深刻。 令我深入認識社會的問題，並多角度思考。 這活動，令我嘗試了一些前所未有的東西， 而且還要為那些社會問題想解決方法。
	I remember there was an activity like having a court trial. Although our performance was totally different from the TV programs, the experience was very impressive. The moot court enabled me to deepen my understanding towards the social problems, and analyze with multiple perspectives. The activity gave me the chance to try something new, and try to think ways resolving those social problems.
I	你為何當時會感到寓教於樂？
	Why do you think you were edutained?
M	因為這些活動非常吸引我 ，使我更專注及印象深刻。 而且活動牽涉全班，那們可以一起玩，活動具有合作性。
	Because these activities are very appealing to me, making me be more focused and be impressed on. In addition, the activity involved our whole class that we can play together, to collaborate in the activity.
I	你的通識科老師做了哪些舉動去實施寓教於樂？
	What specific behaviors/ actions do your Liberal Studies teacher exhibit/ undertake to edutain you?
M	老師不會那麼古板，而是只是好像家常便飯般，與我們聊天， 只是聊天的內容不同了，但其實通識的內容都是圍繞日常生活的； 只是平時，我根本不會看新聞，留意時事； 但是過寓教於樂的通識科後，我了解到事件的關聯性，我覺得通識和時事變得更與自己有關了！
	The teacher is less rigid, and just chats with us like a common occurrence. The only difference is that the topic of chats, yet indeed the content of LS is evolved around our daily life. Just in the past, I did not read news and follow the current

	affairs; but with edutainment, I understand the inter-connectivity among issues, and notice that LS as well as the current affairs are related to myself!
I	以你觀察所得，你的通識科老師做了哪些舉動令你不覺得他／她寓教於樂？ What specific behaviors/ actions have you observed in your Liberal Studies teacher when he/she do not edutain?
M	以前的老師，為了應付考試，通常會提供答題框架給我們， 然後要求他們背誦，答題時只是搬字過紙。當我們是機械人般，當我們沒有思想。 但在寓教於樂的活動中，老師透過提問給我們很多提示， 我們又能從中得知自己的弱點。寓教於樂使我不只從文字中學習，而是真正了解生活中發生的事。 The past LS teachers, in order to cope with examinations, usually provided us with answering framework and required us to recite, so that we only change some wordings in different answers. The teachers regarded us as robots, thinking that we do not have our own thinking ability. Nevertheless, in the edutaining activities, teacher will provide us a lot of cues through questionings, in which we can get to know our own weaknesses. Edutainment makes me learn to genuinely apprehend the current affairs in daily life, but not just learn from the texts.
I	你認為寓教於樂的通識課該具有哪些條件？ What factors/ influences determine the edutainment element of a Liberal Studies lesson?
M	有時，可能是個人學習態度的問題， 不是每位學生也專注於課堂上。 寓教於樂可能只適用於那些學習動機較高的學生； 當然有想學習動機較差的同學，也可以被寓教於樂感染； 這是很難說定的。 條件的話 ，一定要令我們享受學習的氣氛。 用一些小遊戲，多一些活動，令學生覺得自己不是在上課，而是在參與一個活動，可以愉快地學習。 Sometimes, there may due to individuals'' learning attitude, not every students can focus on lesson. Edutainment may only be suitable for the students with higher learning motivation; there may also be some students with lower learning motivation be touched by edutainment. It is really hard to tell. As for elements, the learning atmosphere must be enjoyable. Some games and activities can be utilized, to make students forget that we are actually having lesson, but participating in an activity, so that we can learn happily.
I	對你而言，一課寓教於樂的通識課有何意義？

		What does it mean to you to have an edutaining Liberal Studies lesson?
M		寓教於樂改變了我對學習的態度，這對我們日後的學習有好的影響。 我會為了能在寓教於樂的課堂上多我發言，而多做事前準備，例如多閱讀新聞， 那我便能多發言，或有討論的空間。 或是在做準備時遇到什麼不明白的地方，可以問老師，老師會清晰地解釋。 Edutainment changes my attitude towards learning, which will be a good effect to my future study. In order to speak more in an edutaining lesson, I have done a lot of preparation before class, like reading news; so that I have more to express and create spaces for discussion. With preparation, I can ask teacher when I encounter any difficulties, and teacher will explain to me clearly.
I		寓教於樂的通識課對你的重要性是甚麼？ How is edutainment in Liberal Studies important for you?
M		非常重要。我不像一些成績好的同學，無論老師用什麼方法，也可以很專心上課。如果沒有寓教於樂，我可能有會對學習又失去興趣，可能會像返回從前般苦悶。 最好是可以經常變換的學習的模式，例如有時玩樂，放鬆一下，放鬆後我們便可以學習到更多，休息是為了走更長的路！ Very important. I am different from those students with good academic performance, who can be attentive in class disregard of what pedagogy the teacher applied. Without edutainment, I may lose my interest in learning again, and may retreat back to the boring learning mode before. It would be the best if the learning modes can be dynamic and ever changing, sometimes with enjoyment. We can learn better after relaxation because the learning journey is long.
I		寓教於樂對你學習最大的影響是甚麼？寓教於樂怎樣構成你對學習期許及學習成果的觀念？ What has the greatest influence on your learning - your own understanding of what it is to be edutained- on your learning expectations; learning outcomes?

M	因為我的父母並不會看時事，當我跟他們分享時時事，他們會可能覺得我只是從個人角度分析，然後反駁我。 例如近來的佔中，水貨客議題等，可能因為我們是從大陸來的，父母會覺得我們忘本。 但我明白每人的立場也不同，寓教於樂的通識使我更有自己的思想，同時也能從別人的角度去分析思考， 甚至學會從他們的角度出發，為他們切身思考。 我希望有寓教於樂的活動時，會有更好的課堂秩序，因為有一些同學的出發點，只是為了玩樂，沒有學習的成份。我認為我們在預備活動，可以和老師一起，用一些傳統的方法備課；而學習過程，就可以是一些玩樂的方法； 最後，總結時又可以用一些傳統的方法去令我們更加明白內容，有所進步。其實，玩樂到只是個過程，因為玩樂過後， 同學的焦點又會再放在老師上，因為我們知道玩樂過後，又是時候聽老師怎樣評估我們。 最後，我希望由寓教於樂學習到的東西，不只應用於考試；而是可用於日常生活中。
	Since my parents do not follow the current affairs, when I shared my views with them, they thought that my views were too subjective, and they disagreed with me. Take the recent issues on Occupying Central and Grey Goods Trader as illustration. Since I came from the mainland, my parents think that I forgot my origin. Yet I understand that everyone has different stance. Edutainment in LS constructs my personal way of thinking, while at the same time learning to consider others' perspectives as well, and even situate myself to think from their angles.
	I hope there can be better classroom discipline while having edutaining activities. Some classmates only want to have fun, but not to learn. I think we can use some traditional methods to prepare the lesson with teacher; while having edutainment in the learning process; and afterwards using traditional way to conclude and consolidate the learning content, enabling us to focus on teacher's teaching after playing. We know that teacher will evaluate our performance and facilitate us to improve. Finally, I wish the improvement caused by edutainment can be applied not only in examination, but also in daily life.

Indicator: Interviewer (I)　　　Student (N)

I	請分享一次在通識課堂上令你感到寓教於樂的事件。 Tell me about an incident when you felt edutained in Liberal Studies lesson.
N	我很喜歡堂模擬法庭，　在模擬法庭前，我們進行了很多預備工作。　這些過程都令我更明白課堂內容，更令我對通識的興趣增加。　從前的通識科，很苦悶。因為那些傳統的教學方式，我們同學之間很少互動。特別是下午的課堂，我非常睏倦。 I like the moot court lesson. Before the implementation of moot court activity, we had gone through a lot of preparatory tasks. The process makes me understand the subject content more and increase my interest in LS. The LS lessons before were very boring. Due to the adopted traditional teaching and learning method, there was very little interaction among students. Especially when it is an afternoon lesson, I will feel very sleepy and tired.
I	你為何當時會感到寓教於樂？ Why do you think you were edutained?
N	因為當時我覺得自己在玩樂，　但又好像在學習，　總之就是從玩樂中學到東西。　還有很久才到考試，人類的記憶會隨時間下降，如果是一般的通識課堂，我很快就把內容忘記的一清二楚；　但如果是從玩樂中學習，我便記憶猶新。 Because at that time, I thought that I was playing, but it's seem that I was learning as well; in brief, I felt that I can learn through play. There is still a plenty of time before examination, and human beings' memory will fade with time. I will easily forget everything if what I attend is a traditional LS lesson; but if I can learn through play, the learning content and process will still be fresh and vivid in my memory.
I	你的通識科老師做了哪些舉動去實施寓教於樂？ What specific behaviors/ actions do your Liberal Studies teacher exhibit/ undertake to edutain you?
N	通識老師讓我們分組，又讓同學們之間調換位置，其他老師都不容許的。　寓

	教於樂容許我們跟同學坐在一起討論同一件事，探討一下對方的想法，可能會知道一些自己本身不知道的事。 She lets us to divide into groups, letting us to rearrange the seats among classmates, which other teachers do not permit us to do so. Edutainment enables us to sit with classmates to discuss on the same topic, exploring others' way of thinking, something new and unknown to me may be revealed then.
I	以你觀察所得，你的通識科老師做了哪些舉動令你不覺得他／她寓教於樂？ What specific behaviors/ actions have you observed in your Liberal Studies teacher when he/she do not edutain?
N	我覺得老師的性格很重要，以前的老師比較偏激，所以我們怕會講錯說話，怕得罪他，上課變得很大壓力。 I think the personality of the teacher is very important. Some students before were relatively extreme, so that we'd afraid that we would say the wrong words, or our words would be offensive to him. The pressure having lesson becomes very immense.
I	你認為寓教於樂的通識課該具有哪些條件？ What factors/ influences determine the edutainment element of a Liberal Studies lesson?
N	做每件事都一步接一步：讓我們調換位置，用討論的方法讓我們更清楚自己的想法，用紙筆的方法讓我們清楚自己的問題，然後改善發展，而這些改善不只是為了考試的。 Every tasks should be done step by step: first letting us to change the seats, then use discussion to clarify personal ideas, and use paperwork to visualize our thinking and problems, so that we could improve and develop; while the improvement is not just for examination.
I	對你而言，一課寓教於樂的通識課有何意義？ What does it mean to you to have an edutaining Liberal Studies lesson?
N	寓教於樂，老師給予了我們很大的自由，但這需要同學的自制，不要濫用那自由。 有些同學只顧自己聊天，不是聊議題內容；對他們來說，他們只是享受玩樂，而不是享受學習。我很享受寓教於樂的學習氣氛，我很重視互動，不論是學生和老師之間的互動還是同學之間的互動。 當其中一方在表達意

	見時，另一方就會聆聽，然後大家幫助大家，一同延伸討論。 Edutainment, teacher grants us freedom, yet this requires the self-discipline of students, not to violate such freedom. Some classmates only chitchat, but not discussing about the issue; To them, they are just having fun, but not enjoying learning. I personally enjoy the atmosphere of edutainment. I like interaction a lot, regardless of teacher-student interaction or student-student interaction. While one side is expressing the ideas, another side will be listening; then altogether help each other to extend the discussion.
I	寓教於樂的通識課對你的重要性是甚麼？ How is edutainment in Liberal Studies important for you?
N	以前的我，如果知道內容與考試無關，就算我不明白也不會發問，會有種想法：「反正都不會考的！」 但因為寓教於樂，令我對一些未知的事情、一些就考試不會考的內容，例如財政預算案，我都感到有興趣。 但是，我始終都覺得，考試比享受學習過程要。始終我們的身份是學生，考試高分才是最重要的，所以我認為寓教於樂對我的重要性是一半一半，一半為了應付考試，另一半為了了解我們的世界。 考試始終是眼前最迫切的事情，是否享受學習過程是其次。 Previously, if I know the learning content was unrelated to examination, I would not ask question if I encounter difficulties with the concept "It will not appear on the examination paper anyway!" Yet, with edutainment, I feel interested even with the unknown things or those "non-examination elements" like Budget. Nevertheless, I still think that examination is more important than the enjoyable learning process. As we are still students, attaining high marks in examination are of utmost importance. Therefore, I suggest that there could be half education and half entertainment; to deal with examination and to understand the world around us, respectively. Examination is the most urgent in front of us, while whether enjoying the learning process is just secondary.
I	寓教於樂對你學習最大的影響是甚麼？寓教於樂怎樣構成你對學習期許及學習成果的觀念？ What has the greatest influence on your learning - your own understanding of what

	it is to be edutained- on your learning expectations; learning outcomes?
N	學習時，不會有種被迫的感覺。寓教於樂可能會用更長的時間， 因為他們為了寓教於樂活動也要作很多準備，令學習過程變得更長，學到的東西也可能比傳統教學方法少，但卻會更深刻，所以有好有壞。 如果是傳統的教學方法，我會逃避回想課堂內容； 但寓教於樂，卻令我很願意回憶。 I will not feel forced to learn. Edutainment may lengthen the learning process by doing a lot of preparatory tasks. The things learnt may be fewer to traditional way of teaching, yet I will escape from recalling the lesson content. But with edutainment, I feel pleased to recall the memories.

Appendix P　　　Translated Interview Transcript of Student O

Indicator: Interviewer (I)　　Student (O)

I	請分享一次在通識課堂上令你感到寓教於樂的事件。 Tell me about an incident when you felt edutained in Liberal Studies lesson.
O	以前有一位通識老師，很喜歡分享他私人的事情，非常有趣。他從他的個人分享，教導我們什麼是通識。 There was a LS teacher who loves sharing his personal things to us; this is a very interesting way. He taught us what is LS from his personal sharing.
I	你為何當時會感到寓教於樂？ Why do you think you were edutained?
O	因為我覺得那位老師很生活化，非常有親切感，使我們不會驚恐，反而融入其中。 Because I think that teacher is very life-oriented that he connects his daily life with our subject content, making us had a cordial friendly feeling, but not feeling threatened. These make us immersed into his teaching.
I	你的通識科老師做了哪些舉動去實施寓教於樂？ What specific behaviors/ actions do your Liberal Studies teacher exhibit/ undertake to edutain you?
O	他分享了很多他個人的生活照片。 He shared a lot of his personal, life photos.
I	以你觀察所得，你的通識科老師做了哪些舉動令你不覺得他／她寓教於樂？ What specific behaviors/ actions have you observed in your Liberal Studies teacher when he/she do not edutain?
O	有老師會突然變得很嚴厲，很嚴肅地教書。 有時，老師會很情緒化，無故的轉換情緒。他可以上一秒還在笑，下一秒就突然發怒，我們覺得很難適應，很影響上堂氣氛。 Some teachers suddenly become very strict and serious while teaching. Sometimes, teachers will be emotional: he may be laughing last second, but angry with us the next second. These making us hard to adapt to, and seriously affect the classroom atmosphere.

I	你認為寓教於樂的通識課該具有哪些條件？
	What factors/ influences determine the edutainment element of a Liberal Studies lesson?
O	要有意義的，有趣的。令本身不想聽書的同學，都變得專心。 不能只是叫我們抄書，我會完全不理會他； 每堂也要我們抄寫幾千個字，完全沒有意義。
	There should be something meaningful and interesting, turning those students who do not listen become attentive in class. The teacher cannot ask us just to copy the text, I will definitely ignore him. I find it's totally meaningless to copy thousands of words each lesson.
I	對你而言，一課寓教於樂的通識課有何意義？
	What does it mean to you to have an edutaining Liberal Studies lesson?
O	我會聽書，在娛樂中學習；那些填鴨式教育真的很難頂！
	I will be attentive and learn through entertainment; the spoon-feeding education system sucks!
I	寓教於樂的通識課對你的重要性是甚麼？
	How is edutainment in Liberal Studies important for you?
O	可以擺脫抄寫的枷鎖。
	I can be freed from the shackles of copying the texts.
I	寓教於樂對你學習最大的影響是甚麼？寓教於樂怎樣構成你對學習期許及學習成果的觀念？
	What has the greatest influence on your learning - your own understanding of what it is to be edutained- on your learning expectations; learning outcomes?
O	寓教於樂會影響我是否專心上課的意欲，使我上課不會睡覺。因為我發現開心有趣的學習模式很適合我，所以我會期望自己可以獲得更多，吸收更多。
	Edutainment will affect my motif to be attentive during lesson, or not, motivating me not to fall asleep in class again. Since I figure out that the happy and interesting learning mode suits me a lot, I will expect that I can acquire and absorb more.

Indicator: Interviewer (I)   Student (P)

I	請分享一次在通識課堂上令你感到寓教於樂的事件。
	Tell me about an incident when you felt edutained in Liberal Studies lesson.
P	老師會說笑話來教通識。
	Teacher uses jokes to teach LS.
I	你為何當時會感到寓教於樂？
	Why do you think you were edutained?
P	說笑話令我們很開心，太認真講書我們會覺得很累的。
	We were amused by the jokes. If the teacher teaches very seriously, we will feel really tired.
I	你的通識科老師做了哪些舉動去實施寓教於樂？
	What specific behaviors/ actions do your Liberal Studies teacher exhibit/ undertake to edutain you?
P	老師會用他自身的日常生活、經驗、和例子，跟通識作關連。
	Teacher uses his personal life experiences and examples to link with LS.
I	以你觀察所得，你的通識科老師做了哪些舉動令你不覺得他／她寓教於樂？
	What specific behaviors/ actions have you observed in your Liberal Studies teacher when he/she do not edutain?
P	有時那些笑話是很通俗的，完全沒有教育成份。
	Some jokes are demotic and vulgar, without any educational elements.
I	你認為寓教於樂的通識課該具有哪些條件？
	What factors/ influences determine the edutainment element of a Liberal Studies lesson?
P	什麼活動也要有一些，有小組討論，有寫字又可以和同學聊天。 像有次模擬法庭很好，我在活動內當記者一角，其他同學要隻立即根據我的發言，給予即時回應。有時同學回應太激烈，好像在吵架，非常有趣。
	There should be a variety of activities, like group discussion, in which we can write and chat with classmates. For instance, the experience of moot court was very great. I acted as a journalist in the activity, and other students had to

I	immediately response to my instant speech. Sometimes we were like having intense arguments as some students responded too emotionally, but in a good way.
I	對你而言，一課寓教於樂的通識課有何意義？ What does it mean to you to have an edutaining Liberal Studies lesson?
P	在寓教於樂，有些小組活動，玩樂一下，反而用這樣的模式我就能學習； 如果只是抄寫，完全不用思考，我根本學不到東西。 Through edutainment, there are some group activities, in which we can play and relax; I can learn in such learning mode instead; if just to copy and write without thinking, I can learn nothing.
I	寓教於樂的通識課對你的重要性是甚麼？ How is edutainment in Liberal Studies important for you?
P	我很喜歡寓教於樂這樣的學習模式，非常有趣。其實雖然在小組討論時，我們都會寫字，但我明白這些字是為了讓我清楚大家的論點，不是沒有意義的抄寫。 I really like the learning mode of edutainment, which is very funny. Although we still have to write in group discussion, I understand the purpose is to let me clarify other's viewpoints; but not to copy meaninglessly.
I	寓教於樂對你學習最大的影響是甚麼？寓教於樂怎樣構成你對學習期許及學習成果的觀念？ What has the greatest influence on your learning - your own understanding of what it is to be edutained- on your learning expectations; learning outcomes?
P	寓教於樂令我更願意讀書和上課。如果只是抄寫，我不會聽書； 但寓教於樂，因為我們可以同時間做很多東西，例如又發言，有寫字，有思考， 可以有效率地做很多事情。 Edutainment makes me more willing to study and attend lesson. If I can only copy in class, I will not be attentive; but with edutainment, I can be multi-tasking simultaneously, like to talk, to write, to think at the same time. These increase the effectiveness of learning.

Indicator: Interviewer (I)　　Student (Q)

I	請分享一次在通識課堂上令你感到寓教於樂的事件。
	Tell me about an incident when you felt edutained in Liberal Studies lesson.
Q	快樂指數那個問卷調查。 我們要回想一天，然後想想自己有什麼快樂的事情發生。 然後發現自己的快樂與別人的快樂的事情和指標都不一樣，然後明白到每人對生活素質的定義也不同。
	The questionnaire about Happy Index was edutaining. We had to recall what happy things had happened in a day. I realized that my happiness is different from others' happiness, in terms of the occasion as well as standard of happiness. Then I apprehended that everyone has different definitions of Quality of Life.
I	你為何當時會感到寓教於樂？
	Why do you think you were edutained?
Q	因為老師和朋友之間有互動，我又有為自己做反思。
	Because there were interactions between teacher and students; and within myself as I have to reflect on myself.
I	你的通識科老師做了哪些舉動去實施寓教於樂？
	What specific behaviors/ actions do your Liberal Studies teacher exhibit/ undertake to edutain you?
Q	老師跟我們全班都有講有笑，非常友善，減少我們之間的距離感。
	The teacher talks and laughs with us altogether. Her friendliness decreases the distance between us.
I	以你觀察所得，你的通識科老師做了哪些舉動令你不覺得他／她寓教於樂？
	What specific behaviors/ actions have you observed in your Liberal Studies teacher when he/she do not edutain?
Q	沒有呢，我覺得只要能學到新的東西，我都已經很高興了。
	No. I will be happy as long as I can learn new knowledge.
I	你認為寓教於樂的通識課該具有哪些條件？
	What factors/ influences determine the edutainment element of a Liberal Studies lesson?

Q	老師要和學生「換位思考」，由學生的角度出發，因為如果只是老師規定要所有事，學生便會失去自由。因為沒有可能只有一個角度，每人都有自己的思想，可能老師覺得好，學生未必覺得好呢。老師應該要在認真學習和玩樂間取個平衡，認真時認真，遊戲時遊戲。 There should be "transposition thinking" that teachers should put themselves into students' shoes, to think from the perspective of students. This is because, students will lose their academic freedom if everything is decided and ruled by the teacher. And there is always more than only one perspective out there, because everyone has his or her own thinking. It is possible that the teacher thinks something is good, but the students do not agree. Moreover, teachers should try to strike a balance between serious learning and playful learning: work hard, play hard.
I	對你而言，一課寓教於樂的通識課有何意義？ What does it mean to you to have an edutaining Liberal Studies lesson?
Q	會有趣一些，令學生更上通識課時開心的，所以會更比心機去學習。 An edutaining LS lesson is more interesting, making students feel happier, and so will be more devoted to learn.
I	寓教於樂的通識課對你的重要性是甚麼？ How is edutainment in Liberal Studies important for you?
Q	非常重要的，因為不是每個學科都可以用寓教於樂方式。通識可能是唯一一科可以讓我這麼輕鬆地學習。一星期有這麼多課堂，只有寓教於樂的通識是可以輕鬆的，其他學科的課堂也很難捱。 Very important, as not every subject can use edutainment. LS may be the only subject that can make me feel so relaxed to learn. There are many lessons in a week, only edutaining LS can ease me up, the lessons of other subjects are very rough to go through with.
I	寓教於樂對你學習最大的影響是甚麼？寓教於樂怎樣構成你對學習期許及學習成果的觀念？ What has the greatest influence on your learning - your own understanding of what it is to be edutained- on your learning expectations; learning outcomes?

Q	寓教於樂提升了課堂的質素，令我們可以學習更多，更主動地學習。
	Edutainment raises the lesson quality, enabling us to learn more actively in terms of both quantity and quality.

Appendix S   Written Reflection Questions (English & Chinese Versions)

(English Version)

1.   Please complete the following reflection in 400 words.

What are some entertaining elements you have enjoyed in Liberal Studies lessons? Do you like the idea of incorporating those entertaining elements into your study? Why or why not?

2.   Please complete the following reflection in 400 words.

Do you think being edutained is important in learning Liberal Studies? Other than what have been done, what do you wish your Liberal Studies teacher do to edutain you?

[中文版]

1. 請以不超過四百字作答下列反思題。

在通識課堂裡，你享受哪些寓教於樂的元素？你喜歡寓教於樂這個理念嗎？為什麼？

2. 請以不超過四百字作答下列反思題。

你認為寓教於樂對學習通識有何重要性？排除通識科老師曾展示的元素，你期望在通識課內有哪些其他寓教於樂的元素？

Appendix T   Written Reflection by Student C

首先，我認為寓教於樂對於學習並掌握一門學科絕對是極其重要的，尤其是相比之下會稍許有些乏味的通識。通識不像數學，在解題的過程中能夠享受那種愉悅；也不像歷史能夠引發學生的興趣。對於我來說，通識能夠依靠的，只有對題目的理解以及對書上知識的熟悉。而若透過寓教於樂的方式來學習通識，我相信書本上的那些死板的知識點能夠變得更加鮮明、個性，以我們更能夠接受的形式深入腦海中，這樣無論對於考試也好、文化的積累也好，無疑是一大幫助。我認為寓教於樂就是在一個大的主題中納入多種的娛樂活動，這樣能夠增強主題的滲透力和吸引力，提高教育的效果。

通識科老師曾通過模擬法庭這一類情境引入的元素來吸引我們的興趣、引發學習求知的興趣，我認為還能夠在通識科內通過一些綜合運用，將新知識納入已有的知識當中，再舉幾個生活等實際應用的例子，以優化學生的認知。這樣不僅能夠使學會成為會學，還能不斷激勵學生的求知欲、提高學習的自信心。

論寓教於樂的重要

寓教於樂？從字面上來理解就是把教育寄予在樂趣裡。通俗的來說，就是教育要通過藝術和美的形式來進行的一種教育方式。那麼，在通識這一門科目裡，寓教於樂是否合適呢？是否有必要推行這一理念呢？

首先，通識教育是一門不可小視的科目，它可以成就一個人，也可會摧毀一個人，所以從小打好基礎，也可以為同學們的未來鋪實道路。通識課時常會討論社會上的熱點話題，同時也會解釋一些法律基本知識，例如在香港實行的《基本法》，還會就健康方面進行討論，例如青少年的心理、生理和社群健康等等，是一門涵蓋廣泛知識的科目。那麼一門十分嚴謹的科目，到底適合於寓教於樂嗎？以下是本人的見解。

近期的通識課，我們正在討論《基本法》的有關知識。一般來說，法律含有密密麻麻的文字，是枯燥乏味的，而老師時常會想出不同有趣的活動讓我們親身體驗法律的奧妙，例如有一次老師拿出了一個時間軸，其解釋了基本法建立的時間次序，我認為詳細地展示某個法律的背景，有助於我們理解該法律的來由，以及其重要性；同時我認為在課堂中舉一些例子也是十分有助於我們理解法律的建立，例如老師就「法律面前人人平等」的條例，將有關的事例展示出來，同學們在忿忿不平中體會到該法律的重要，同時也將同學們的心中注入正義感；同時我也十分享受將司法程式引進課堂的做法，我們很少接觸法庭，如果將其活生生地在課堂中上演，可以讓我們懂得了司法該走的程式，讓我明白法律是一個莊嚴的事物，同時擔當有關的職位也是要有較強的言語能力，以及要有較強的法律知識。

我十分喜歡寓教於樂這一理念，而且也適合與通識科，更加有必要推行這一理念。因為其能夠使一些複雜的問題簡單化，也讓枯燥乏味的法律也變得生動有趣，拉近了我們與法律的距離，同時也讓我明白了許許多多有關於法律方面的知識，知道法律的來之不易，寓教於樂可謂是一層過濾網，將精華深深流入我們心中，讓我們有一個正確的價值觀和正義感。所以說寓教於樂對於通識科十分重要。

Secondary 2   Topic: Rule of Law and the Judicial System in Hong Kong

Design Rationale

In the previous sessions, Judiciary (including the court system) and Rule of Law (principles like "Everyone is Equal before the Law") have been introduced, with the case analysis of Amina as background to build up students' prior knowledge. As students are expected to acquire the textual and contextual understandings of how Hong Kong is ruled by law already; this lesson will focus on deepening students' perceptual construction of the concept "Justice", through the process of learning: through the experience of trial court and the reflection of such experience.

Lesson Objectives

Knowledge:

- Study the consequences of criminal behavior, and its effects on individual, peers, family and society

- Examine the meaning of Rule of Law from different perspectives (e.g. the offender, law executor, and students themselves as ordinary citizens)

- Comprehend the capabilities and limitations of law on the protection of civil rights and fulfillment of social duties

Skills:

- Execute rationality and expressive abilities

Extract, reorganize, and construct arguments according to the provided sources as well as own understanding

Values

- Construct own definition of Justice

- Reflect on the concepts of Justice and Civic Responsibility

Time	Teaching and Learning Activities	Objectives	Remarks
1355-1400 (5 minutes)	• **Student Questionnaire on rating Hong Kong Rule of Law** - Questions set according to the World Justice Project (WJP) Rule of Law Index	• As led-in and pre-test of how students perceive the Rule of Law and the Judicial System in Hong Kong	• Set the Computer after distributing the questionnaire to students
1400-1405 (5 minutes)	• **Compare students' rating with the official WJP index** - Students guess which index is higher: Hong Kong or China, and why - Students comment on whether they are satisfied with the legal system of Hong Kong	• Data Analysis and Explanation according to students' own perception, knowledge and understanding • Help students clarify and identify the possible measurements of Rule of Law (which also connects with One Country, Two Systems; High Degree of Autonomy and Hong Kong People Running Hong Kong)	• PowerPoint Slides • http://data.world justiceproject.org /#map
1405-1410 (5 minutes)	• **Recall the case of Amina** - Point out there may be exceptional cases stigmatizing Rule of Law (e.g.	• Construct own conception towards Justice • Understand that different people may	• Intended not to dig deep the 4 Layers of Rule of

	Amina) - Do you agree that the case of Amina has demonstrated violation of justice? - What does Justice mean to you? • **Students define "Justice"**	have different understandings towards Justice (the interpretative and deliberative nature of Justice)	Law (too difficult for S2 students) • PowerPoint Slides
1410-1415 (5 minutes)	• **Questionings before playing 《覺‧醒》 Video** - Why is being Itinerate Hawker against the law? - How do the Itinerate Hawkers reflect the Economy of Hong Kong; and the financial situations of the poor?	• Acknowledge students that itinerate hawkers are violating the laws • Later Contrast with the sentimental perspective of the law executor	
1415-1425 (10 minutes)	• **Broadcast Video 《覺‧醒》** • **Questionings after playing the video** - What is the "value" is he always upholding? What does he mean by "using the right way to protect my beloved family and place?" - Why/ What was Fung struggling? - Why would Fung think "my family does not even have the right to choose	• Comprehend the capabilities and limitations of law on the protection of civil rights and fulfillment of social duties • Consider the execution of discretion • Examine the balance between justice and human sympathy • Study the consequences of criminal behavior, and its effects on individual,	• Youtube Video: https://www.yout ube.com/watch?v =D0295PsNlAM • PowerPoint Slides

	how to live"? - "How should it be decided?" As an outsider, would you support Fung suing his own mother?	peers, family and society	
1425-1435 (15 minutes)	• Preparatory Discussion - Explain the rules, roles and flow of the game - Distribute the 3 cases to students and ask them to assign the roles within their own group - Discuss and write their own arguments	• Experience the process of analyzing cases and writing arguments • Deal with the possible conflicts between law and sympathy	• Worksheet & PowerPoint Slides
1435-1500 (25 minutes)	• "Mock Trial" Activity - Around 5-8 minutes per group - Student-led activity; teacher would not intervene as appropriate	• Enhance students' self-confidence, rationality and expressive abilities • Think from multiple perspectives, especially the 2-sided arguments (prosecution and defense) • Experience the difficulty of being just to make a law decision with consideration of other human factors	• PowerPoint Slides • Props (Hammer as Gavel)

| 1500-1510 (10 minutes) | • **Whole Class Discussion**
  - For prosecution and defense attorney: How do you feel as your role? Easy to prosecute or defend the accused?
  - For the accused: Do you think you have enough opportunity to clarify and defend yourself?
  - For the judge and jury: Is it easy to make a law decision? Why or why not?
• **Assignment** | • Examine the meaning of Rule of Law from different perspectives (e.g. the offender, law executor, and students themselves as ordinary citizens)
• Comprehend the capabilities and limitations of law on the protection of civil rights and fulfillment of social duties
• Reflect on the concepts of Justice and Civic Responsibility | • Worksheet |

Appendix W   Samples of Edutainment Props Used

The Visualized Timeline mentioned by Student B and C

The "Gavel" used in the "Moot Court" Lesson mentioned by Student C, D, G, H, I, M and N