

Implementation of campaign in Hong Kong Institute of Technology (HKIT)

Aims: (1) Fostering an inclusive atmosphere at campus

(2) Increasing students', teachers' and staffs' awareness of SEN students

(1) In-class sessions

Two teachers agreed for QESS Project team to conduct in-class sessions in their class. Students studying in sub-degree, degree and Yi Jin level were included, as the aim of the campaign is to create whole-school inclusive atmosphere at campus. There were totally 34 students participated in the in-class sessions, with completed pre- and post-measures, as well as satisfaction questionnaire. Photos of in-class sessions have been attached in Appendix A.

The following table shows the details of the in-class sessions:

	First in-class sessions	Second in-class sessions
Date	29 October 2015	4 November 2015 (First session) 11 November 2015 (Second session) 18 November 2015 (Third session)
Time	10:30-12:00	17:30-18:00 (First session) 17:00-17:30 (Second session) 17:00-17:30 (Third session)
Venue	Sham Shui Po Campus of HKIT	Sham Shui Po Campus of HKIT
Participants	9 (with signed consent form, pre- and post-measures)	25 (with signed consent form, pre- and post-measures)
Background of participants	Students studying degree level (The course "Social Research Methods")	Students studying Yi Jin Level (The course "Communication Psychology")
Remarks	As requested by the subject teacher, the three in-class sessions were combined into one session	/

(2) Exhibition board display in various campus

QESS Project team had put posters and contact method of QESS Project team members in campus in various regions, including Tsuen Wan, Kwun Tong, Cheung Sha Wan, Tuen Mun and Sham Shui Po campus. Photos of the exhibition board has been attached in Appendix B.

(3) Ad Hoc event: Promotion booth in information day of Hong Kong Institute of Technology (HKIT)

QESS team was invited to set up a booth in the information day of HKIT.

The following table shows the details of the booth of the information day:

	Details
Date	19 December 2015
Time	9:00-16:00
Venue	Room 101, Sham Shui Po Campus, HKIT

The rundown of the booth is shown in the following table:

Step	Activity	Objective
1	QESS team members invite the students to come to the booth	Attracting students to come to the booth
2	General Health Questionnaire (see Appendix D)/ Embedded Figure Test (see Appendix E) were distributed to the students	Enhancing students' interest on issues related to special educational needs (SEN)
3	Debriefing: General Health Questionnaire: Students' performance may be affected by the pressure, but some of the students' performance are affected by biological / genetic factors (i.e. dyslexia, autism spectrum disorders) Embedded Figure Test: Students with autism can finish the task in a very short period, as they are detail-minded	Enhancing students' understanding on the characteristics of students living with SEN/ Enhancing the sense of "sameness" between ordinary students and SEN students
4	Leaflets were distributed to the students (see Appendix C)	Enhancing students' understanding in support mechanism in HKIT for SEN students

There were 80 students visited the booth. By the QESS team members' observation, students showed appreciation on SEN students' strengths after doing the embedded figure test and realized that students with autism spectrum disorders can have faster and more accurate answer than them.

Appendix A

Photo of in-class session



Appendix B

Photo 1. Exhibition board in Tsuen Wan Campus

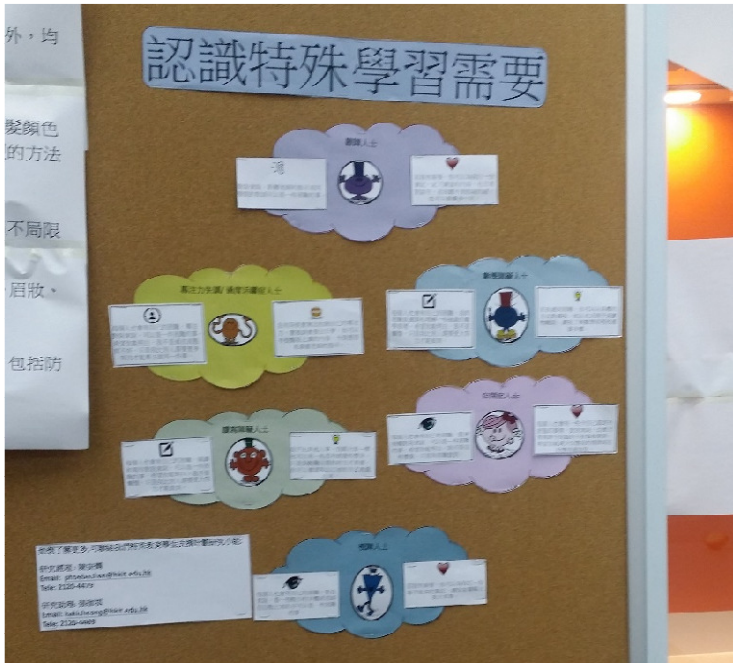


Photo 2. Exhibition board in Kwun Tong Campus

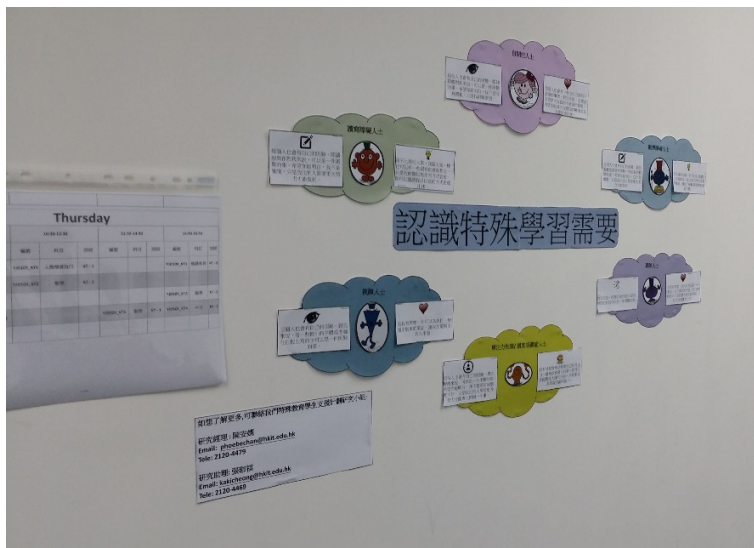


Photo 3. Exhibition board in Cheung Sha Wan Campus



Photo 4. Exhibition board in Tuen Mun Campus



Appendix C

Leaflet (Font and back side)

幫助有特殊學習需要的同學

(1) 學習技巧課程

☀ 評估

透過問卷和訪談，小組成員能了解同學平日的愛好、強項和弱項。小組成員也會運用評估練習，了解同學在閱讀和寫作方面的能力。



☀ 度身訂做學習計劃

在了解同學的特殊需要後，小組成員會為同學設計一份學習計劃，幫助同學發揮強項，改善弱項。



☀ 學習技巧課程

小組成員會為同學提供一個六至十節的課程，教導學習技巧，提升同學的讀寫能力和自學能力。

(2) 消除歧視：

提高師生對特殊學習需要的認知

☀ 教師培訓

小組成員將在2016年1月向香港科技專上書院的老師提供培訓課程，令他們更明白學生的需要。

☀ 舉辦共融講座

小組成員向同學講解不同特殊學習需要的特徵。透過遊戲和影片，令同學明白一些有特殊教育需要學生的強項和弱項，從而懂得如何幫助有需要的同學。



圖：小組成員向同學推廣共融氣氛

支援有特殊學習需要學生

什麼是特殊學習需要？

有特殊教育需要的學生通常具有一項或多項學習困難的特徵，因而需要接受特殊教育服務。

主要類別包括：

- 聽覺受損
- 視覺受損
- 身體弱能
- 智能障礙
- 情緒及行為問題
- 專注力不足及過度活躍
- 自閉症
- 溝通困難
- 讀寫困難
- 資優



如果我有特殊學習需要，應該怎樣做？我害怕香港科技專上書院的老師和同學會歧視我……

不用擔心，香港科技專上書院有一個專責小組，名為質素提升支援計劃小組，負責幫助有特殊學習需要的同學！



可透過電郵連給我們：qess@hkite.edu.hk

Appendix D



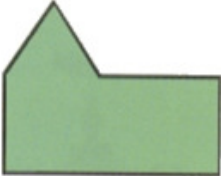
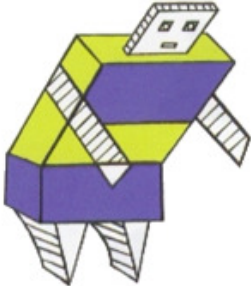
General Health Questionnaire

請問你在最近一個月內是不是：

B1. 做事能集中精神？	比平時好一點 <input type="checkbox"/>	和平時一樣 <input type="checkbox"/>	比平時差一點 <input type="checkbox"/>	比平時差很多 <input type="checkbox"/>
B2. 曾因擔憂而失眠？	一點也不 <input type="checkbox"/>	和平時差不多 <input type="checkbox"/>	比平時多一點 <input type="checkbox"/>	比平時多很多 <input type="checkbox"/>
B3. 覺得自己能擔當有用的角色？	比平時有用 <input type="checkbox"/>	和平時一樣 <input type="checkbox"/>	比平時沒用 <input type="checkbox"/>	比平時更沒用 <input type="checkbox"/>
B4. 覺得自己處事能拿定主意？	比平時多一些 <input type="checkbox"/>	和平時一樣 <input type="checkbox"/>	比平時少一些 <input type="checkbox"/>	比平時少很多 <input type="checkbox"/>
B5. 覺得總是有精神壓力？	一點也不 <input type="checkbox"/>	和平時差不多 <input type="checkbox"/>	比平時多一些 <input type="checkbox"/>	比平時多很多 <input type="checkbox"/>
B6. 覺得無法克服困難？	一點也不 <input type="checkbox"/>	和平時差不多 <input type="checkbox"/>	比平時多一些 <input type="checkbox"/>	比平時多很多 <input type="checkbox"/>
B7. 覺得日常生活有趣味？	比平時多一些 <input type="checkbox"/>	和平時一樣 <input type="checkbox"/>	比平時少一些 <input type="checkbox"/>	比平時少很多 <input type="checkbox"/>
B8. 能夠勇敢面對問題？	比平時多一些 <input type="checkbox"/>	和平時一樣 <input type="checkbox"/>	比平時少一些 <input type="checkbox"/>	比平時少很多 <input type="checkbox"/>
B9. 覺得心情不快樂及憂鬱？	一點也不 <input type="checkbox"/>	和平時差不多 <input type="checkbox"/>	比平時多一些 <input type="checkbox"/>	比平時多很多 <input type="checkbox"/>
B10. 對自己失去信心？	一點也不 <input type="checkbox"/>	和平時差不多 <input type="checkbox"/>	比平時多一些 <input type="checkbox"/>	比平時多很多 <input type="checkbox"/>
B11. 覺得自己沒用？	一點也不 <input type="checkbox"/>	和平時差不多 <input type="checkbox"/>	比平時多一些 <input type="checkbox"/>	比平時多很多 <input type="checkbox"/>
B12. 大致上感到快樂？	比平時多一些 <input type="checkbox"/>	和平時一樣 <input type="checkbox"/>	比平時少一些 <input type="checkbox"/>	比平時少很多 <input type="checkbox"/>

Appendix E

Embedded Figure Test

題號	簡單圖形	複雜圖形
1		
2		
3	