



POKFULAM ROAD  
HONG KONG  
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## Press Invitation

Lecture on “**ICAP: A Theory of How Students Engage to Learn**”

by **2023 Yidan Prize for Education Research Laureate**

**Professor Michelene Chi**

The Faculty of Education at The University of Hong Kong (HKU) proudly presents the lecture on “**ICAP: A Theory of How Students Engage to Learn**” to be delivered by **Professor Michelene Chi**, Regents Professor and Dorothy Bray Endowed Professor of Science and Teaching at Mary Lou Fulton Teachers College, Arizona State University, in December 2023. Professor Chi is the 2023 Yidan Prize for Education Research Laureate.

In this lecture, Professor Chi will discuss the ICAP theory which categorises student engagement into four physical ways: **Interactive** (collaborating), **Constructive** (generating), **Active** (manipulating), and **Passive** (attending). These four different overt ways may correspond to undertaking four different sets of covert thinking processes, thereby resulting in decreasing levels of learning. Supported by hundreds of studies, ICAP guides pedagogy and evaluates the engagement modes of instructional activities for students. Additional applications of ICAP will also be presented.

Members of the media are welcome to attend this event. Details are as follows:

**Date:** December 7, 2023 (Thursday)  
**Time:** 5:00 pm – 6:25 pm  
**Speaker:** Professor Michelene Chi  
Regents Professor & Dorothy Bray Endowed Professor of Science and Teaching,  
Mary Lou Fulton Teachers College, Arizona State University  
**Venue:** Rayson Huang Theatre, HKU ([Map](#))  
**Language:** English  
**Registration:** <https://t.ly/l72lP>

Professor Michelene Chi is a cognitive science researcher with a focus on how students learn. Her seminal ICAP framework defines active learning by differentiating students’ learning activities as passive, active, constructive or interactive, and it compares their relative effectiveness. Her earlier research investigated the role of knowledge in children’s competence as well as in differences in the representations between adult novices and experts. She discovered an important phenomenon that self-explaining increases learning more than receiving explanations, and pioneered a method of analyzing verbal explanations that is both quantitative and qualitative. She has done seminal studies on many other learning methods, including learning from being tutored, from collaborating, and from observing and overhearing tutorial dialogues. Professor Chi is a member of the American Academy of Arts and Sciences and the National Academy of Education, and the recipient of numerous recognitions and lifetime achievement awards in both psychology and education, including the 2023 Yidan Prize for Education Research.

For more details, please visit: <https://web.edu.hku.hk/event/detail-page/icap>.

For media enquiries, please contact Ms Cheryl Cheung, Senior Manager (Development and Communications), Faculty of Education, HKU (Tel.: 3917 4270 / E-mail: [chercheung@hku.hk](mailto:chercheung@hku.hk)).

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