Education Matters
Faculty of Education
The University of Hong Kong

Vol 1 No 2 (September 2003)
A bi-annual newsletter which keeps fellow educators, alumni and friends informed about Faculty developments and topical educational issues

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We published the first issue of "Education Matters" in March 2003 to inform alumni and friends of the Faculty about developments within the Faculty, and this issue continues that tradition.

The SARS outbreak had a devastating effect on our community. However, the selflessness and commitment displayed by various sectors of the community was indeed commendable. The educational community responded to the SARS crisis in a number of ways, with schools, the tertiary sector, and the Government doing much to ensure that students could continue learning during school closure. School students spent an average of over 22 hours visiting Education Web sites in April 2003 compared to an average of 15 hours in February 2003, before the school suspension. Students were thus able to continue their studies and examination preparation. The Editorial Board thought this would be an opportune time to focus on information & communication technology (ICT) and teaching & learning. Hence we have invited colleagues and alumni to contribute articles related to ICT and teaching & learning in the following sections: Research Matters, Teaching Matters, Spotlight on Schools, Voices of Alumni, and Interchange, respectively.

Next year, our Faculty celebrates its 20th anniversary. Although teacher training has a long history in HKU (many of you may have been students of the School of Education), the Faculty of Education itself was born in 1984. We plan a grand celebration with a series of events including public lectures, international conferences and a gala anniversary dinner, and invite all of you to join in the events. The last section of this Newsletter highlights upcoming events in the Faculty.

We wish you all the very best in your endeavours.

The Editorial Board
Education Matters

Editorial Board from left to right:
(front row): Annie Ngai, Nirmala Rao, Chris Davison
(back row): David Banton, Cheung Kwok Wah,
Tse Shek Kam, Wendy Lin
IT as a Lever for Pedagogical Innovations

Nancy Law

The Second International Information Technology in Education Study Module 2 (SITES M2) is an international comparative case study of "Innovative Pedagogical Practices Using Technology" involving 174 cases collected from 28 countries around the world. Each of the cases chosen was innovative and showcased valuable pedagogical developments. These cases thus provide a preview of classrooms of the future. The secondary analysis of the data from this study was conducted by Centre for Information Technology in Education (CITE), a centre within the Faculty of Education, under the leadership of Nancy Law and Allan Yuen.

There has been a growing tendency for governments around the world to link policies on information and communication technology (ICT) in education to curriculum renewal/reform at a national level. Parallel to the increasing interest in integrating ICT in the general school curriculum is the recognition that the advent of the knowledge economy calls for the development of new educational goals as well as new classroom practices for learning and teaching. A basic assumption of the SITES M2 study is that new pedagogical practices are emerging in schools. This study aimed to provide a better understanding of the kinds of pedagogical innovations that have developed around the world where technology plays a substantial role, and the kinds of school factors which contribute to the emergence and sustainability of these innovations.

An analysis of the 174 cases found that technology is supporting significant changes in classroom teaching and learning, and classroom teaching is moving away from the practice of the teacher standing in front of the classroom lecturing students or students completing assigned worksheets. In many cases, technology has been used to support collaborative, enquiry-based learning and has resulted in major changes in the roles played by teachers and students. The latter take greater responsibility for the goals and processes of learning. Many of these ICT-based innovations involved multidisciplinary projects. Further, many of the innovations involved people who were not based in the school. For example, teachers and students from other schools or other countries, as well as parents and other community partners were involved. This made these classrooms much more connected to the outside world than conventional ones. Collaboration among teachers was also another prominent feature found in these cases.

Even though technologies may be introduced overnight, pedagogical innovations generally take time to effect as these require changes at social, institutional and personal levels. While there is a lot of commonality among the 174 cases, the Hong Kong research team analyzed and compared the innovations along 6 different dimensions, providing a useful framework for learning from such innovations. A set of professional development resources and a searchable database of the innovative case studies have been made available from the secondary analysis. Details are available from the project website: http://sites.cite.hku.hk.
Technology supporting pedagogy

Lessons from using computer-mediated communication

John Pearson

The MEd module eLearning in the Business Classroom, offered for the first time last semester, was structured around problem-based learning (PBL) as a pedagogy. Graduate students could examine the possibilities of information and communications technologies to enhance teaching and learning, and the difficulties which might arise when trying to do so. Eighteen students were presented with a detailed case study of a fictitious school in Hong Kong, where Ms Leung (the Head of Business) was keen to promote greater use of eLearning in the S1 to S4 business curriculum. For practical purposes, the case study was divided into three ‘problems’ for students to consider. Each ‘problem’ was examined over a three week period, initially through a combination of face to face discussions and computer-mediated communication (CMC) and then, after the onset of SARS, through online discussions only (using an on-line learning platform).

Computer mediated communication has many advantages over traditional face to face classes. The text-based nature of communication provides a permanent record of discussions that can be reviewed and analysed at any time. And the asynchronous nature of communication facilitates reflective practice, enabling students to consider the ideas of others, research findings and clarify their own ideas before contributing to discussions.

Chart 1 shows the number of times each student contacted the discussion forums. Chart 2 shows the number of messages posted to these forums. These charts indicate that most students made extensive use of the discussion forums to read and post messages during the semester.

Chart 3 shows the number of messages each group contributed to the three ‘problems’ they investigated. Problems 1 & 2, both face to face and online discussions were used. For Problem 3 - which commenced just as classes were postponed because of SARS - only online discussions were used. As a result, many more messages were contributed to P3 discussions, especially for groups 2 and 3.

These data illustrate one way in which technology can be used to facilitate pedagogical objectives in post-graduate programmes as well as overcome practical difficulties with a face to face mode of teaching.
Teaching matters

Learning Space - A Powerful ‘Tool’ That Brings The Learning Community Closer

Nicole Tavares

Learning Space, an on-line learning platform, can bring about ample benefits if effectively used. BEd students in the English stream fully acknowledge that this powerful form of computer-mediated communication has reinforced the groups’ cohesiveness and enabled students and supervisor to come together to see one another as part of a learning community.

It is precisely this sense of belonging and ‘togetherness’ that the students treasure, especially during their teaching practicum, which is, to many of our second year students, the very first time they take full charge of a ‘huge’ class in a normal classroom setting. Through cyber space, they are reassured that they are not alone - albeit practising in different schools across the territory.

Through Learning Space, I have come to witness how students’ eagerness and readiness to support one another in their professional growth can be exploited to the full. An episode that I can still vividly recall was one initiated by two student-teachers in a Chinese medium school when they faced overwhelming pressure after their first English lesson, from both their 53 students and teachers of the school to switch to Cantonese! What this immediately triggered off was some “We all support you!” and “Cheer up!” messages from their peers encouraging them not to give up, reassuring them that English should be the medium of instruction in an English class and offering them a wide range of strategies we had discussed in our sessions. With our marvellously strong and continuous online support, the pair immediately felt empowered to hold on to their pedagogical principles, to positively confront conflicting views and to prove to the teachers of the school that their students can learn English through English.

As the practicum proceeded, student-teachers raised more and more meaningful, enquiring and inspiring questions touching on the pedagogical, social and affective domains of teaching. While some were thoroughly excited to share their ‘success’ stories by posting their lesson plans, teaching materials and ideas for sharing, others were equally eager to find out what made their lesson less effective than expected. Some others even felt comfortable co-constructing lessons on Learning Space and became more receptive to positive criticism. Many thought-provoking discussion topics soon emerged, to which all contributed: on the effectiveness of various reward and penalty systems, classroom management skills, ways to enhance teacher-student interaction, the diversified roles of an English teacher and methods of helping the less able students. The last topic even sparked off a friendly debate on whether terms with negative connotations such as “low achievers” should be used at all.

It was particularly pleasing to see how some students who were relatively reserved in university-based classes had taken to the idea of online communication and how actively they participated in discussions. It was also very interesting to discover what individual students identified as pertinent issues for themselves. These included blackboard management, time management and voice projection.

What constitutes the greatest challenge for the supervisor is the role s/he has to play in the learning process. S/he is no longer either the “authority” figure who provides model answers to questions posed by students or the person who exerts control over the foci of discussions. I doubt if Learning Space would have been as effective an avenue if used this way. I view myself as a facilitator, a mediator and a keen supporter - one who tries very hard to help students see each other as resources for learning, one who facilitates the unveiling of their potentials and one who actively engages students in exploring issues they have identified WITH them. Through Learning Space, I constantly encourage them to raise questions, probe into their responses, urge them to think more deeply about issues that interest them, initiate debates and stimulate them to relate their existing knowledge of theories learnt in other parts of the programmes. All this, I trust, can shed light on ways of addressing their problems, enabling them to arrive step-by-step at the most informed solutions to problems they have encountered. There is, I must emphasise, no greater joy than to see students empowered with the knowledge, confidence and courage to be more reflective critical thinkers and problem-solvers - ones who are now ready to confront the challenges ahead of them.
Spotlight on Schools - Partnership in the use of ICT

Enhancing Quality Interaction in Primary Classrooms through TeleNex

Teachers of English Language Education Centre (TELEC)

"TeleNex is an electronic network of resources for English teachers in Hong Kong schools which can be accessed through the Internet. The main TeleNex components include a Primary and a Secondary Teaching Resource Database, a Primary and a Secondary Grammar Database, a corpus for the English language, and Conference Corners for teachers." 

Students were willing and able to carry out the activities in English, which was an aspect underestimated by teachers. However, students need to develop skills for participating in collaborative group work.

More detailed analyses can be found in the two research reports produced at the end of the collaborative workshop series.

Teachers who participated in the events found the experience constructive and worthwhile for their professional development. We received much positive feedback:

“I have learnt that I need to pay more attention to student-student interaction and think about how to improve their communication. I also need to pay attention to my interaction with the students and what I should be aware of during teacher-student interaction.”

“It’s an eye-opening experience for me... In the past, I thought that pupils couldn’t carry out a discussion on their own, but now I realise that many of them are capable of doing so... Through this trialling session, I realized that if I follow the steps and do my part, my students will be able to perform the task. This experience has helped me see the importance of providing students with an environment where they can practise speaking English.”

During the periods April-July and September-December 2002, two collaborative workshop series were held and primary teachers were invited to trial the teaching materials on the TeleNex website in their own classrooms, with guidance and support from the TELEC team. The events were funded by the English Language Education Section, Curriculum Development Institute, Education and Manpower Bureau.

Thirty-five teachers from 19 different schools joined the events and a total of 69 school visits were made by the TELEC team. During the school visits, pre- and post-observation conferences were conducted with teachers. Recordings of student interaction in the classroom were made and analysed according to an analytical framework which emerged from the data. Some of the findings are:

The use of TeleNex materials and resources resulted in higher quality interaction in the classroom. Students’ language learning experiences were enhanced giving them exposure to a wider range of experiences than the usual curriculum offers, such as the opportunity to take risks, negotiate meanings and to elaborate and work collaboratively on the forms of English necessary to communicate their meanings precisely.

Teachers need further support in understanding the relationship between controlled and freer activities and the role of rehearsal and drilling as a kind of linguistic scaffolding.

During the same periods, 19 Teacher Development Workshops on various topics, 8 Sharing Sessions, and 2 Symposia were also held for primary teachers. In total, 945 participants from 453 primary schools, including 919 teachers and 26 school heads, attended the events.

Since its inception in 1993, TELEC has offered professional support and free resources to all English teachers in Hong Kong schools through TeleNex. Please visit www.telenex.hku.hk for more information.
Spotlight on Schools - Partnership in the use of ICT

Developing Knowledge-Building Communities Using Computer-Supported Collaborative Learning

Carol K.K. Chan

A key theme of current educational and curriculum reforms in Hong Kong is helping students learn to learn. How can information technology be used to help students become better learners and what can teachers do about these new educational agendas? This summary outlines my research and development work in schools using the "knowledge building" approach in helping students and teachers to become communities of learners and knowledge-builders.

Knowledge building is an innovative educational approach premised on three decades of cognitive research that focuses on inquiry, collaboration, and discourse. To support student discussion, a computer platform called Knowledge Forum has been designed whereby students make use of texts and graphics supported by various functions (e.g., notes, views, keywords, references) to articulate their ideas, share understanding, and co-construct new knowledge. Knowledge building and Knowledge Forum place an emphasis on the creation and improvement of collective knowledge in the community. Another distinctive characteristic of the knowledge building research program is the focus on design experiments as researchers and teachers work together in improving theory and design for learning.

In the past few years, I have been working with a team of researchers and teachers in Hong Kong and Canada and have successfully implemented knowledge building in many classrooms in Hong Kong (http://www.educ.sfu.ca/kb/kb-welcome.html). We have developed some design principles to foster knowledge building that seem particularly important for Hong Kong students: (a) Developing a collaborative learning culture - Knowledge building is not just about computers; students need to learn to collaborate both online and offline; (b) Collaborative problem-centred inquiry - Align curriculum with inquiry; teachers restructure the curriculum focusing on core ideas for sustained inquiry; and (c) Constructive alignment - Assessment approaches such as electronic portfolios are used to assess and foster quality discussion.

Questions may exist as to how the knowledge building approach may fit with the heavy curriculum and examination systems in Hong Kong. Our studies have consistently shown that student engagement in Knowledge Forum is related to conceptual understanding. During SARS, teachers were surprised to see that students could often learn collaboratively on Knowledge Forum without having been taught the topics. More strikingly, teachers who have used Knowledge Forum with their Form Six students have tracked students' public examination results (A-Level results) and found that they outperformed similar cohorts from the same school. Many more teachers are now drawn to Knowledge Forum and we have developed some teacher leaders. For example, the work of one Hong Kong teacher has been so well recognized that it has been presented as a virtual tour (exemplar) for the international community of knowledge building teacher development work at The University of Toronto. As students, teachers, tertiary educators, researchers, scientists, and other professionals work together as a knowledge building community, we are working towards a new culture of education bridging the schism of research and practice.
Voices of Alumni

A word from our alumni on using IT for teaching

With the introduction of various initiatives to make Hong Kong "a leader, not a follower, in the information world of tomorrow", a five-year strategy on information technology (IT) in education was launched in November 1998. It aims at enhancing the effectiveness of teaching and learning in schools for students to be equipped with the knowledge, skills and attitudes they needed for the challenges of the information age.

Throughout these five years, serving teachers have gained various IT competencies through training, ranging from basic to comfortable level and from competent to creative level. Such a requirement has set a new horizon for all primary and secondary school teachers to pursue their professional development as well as led to a "paradigm shift" regarding pedagogical issues. It also accelerates the changes in the mindset and culture among teachers, parents and students towards curriculum design, student assessment, as well as how schools should connect with the world at large and so on.

On the whole, teachers support the use of a range of ICT resources in everyday classroom activities. In turn, our students gain self-confidence, social and communication skills, problem-solving skills. In view of the importance of project-based learning (PBL) as a learning approach across the curriculum, IT skills have become a 'must' in PBL. We also witness that ICT helps students take greater responsibility for their own learning, planning and organizing their ideas and presenting them creatively using a variety of media. We also view that the role of teachers is becoming more like facilitators of learning rather than 'dispensers' of knowledge. Most students see on-line activity and information as part of their lives and educational experiences. The on-line educational opportunities our students enjoy have enriched learning experience greatly. Technology enhances our teaching by providing exciting materials for students to explore on their own.

Each other and how teachers engage students in their learning process. ICT enables students and teachers alike to view the world from a larger perspective and to interact sensitively with people from other cultures.

By Yip Kam Yuen, William (CertEd, AdvDipEd & MEd) Principal of Yu Chun Keung Memorial College No 2

Sharing thoughts and group discussion are the main teaching and learning activities among my History students inside and outside the classroom. Students are highly encouraged to contribute their viewpoints so as to develop their own perspectives and critical arguments. It took me a long time to cultivate this learning method among my students, especially for some shy and quiet students. Moreover, students have difficulties in finding discussion rooms in the school. Fortunately, using ICT tools to build up this learning atmosphere turns out to be an effective solution.

Using Knowledge Forum (KF), a computer supported collaborative learning environment that is devised by Bereiter and Scardamalia, as a discussion platform is certainly a fruitful experience. This learning and teaching activity is on a 'win-win' basis. On the one hand, it gives me an opportunity to revisit my teaching strategies and to share my teaching ideas with other History teachers. On the other hand, students enjoy the learning activities since they can participate in discussions without interruption from their dominating classmates. They can also continue their discussion outside the classroom without time constraints.

Compared to conventional face-to-face discussion, the teacher's involvement remains crucial because he/she has to monitor and supervise the discussion with the assistance of ICT. Careful planning and explicit guidance is a key to successful learning and teaching using ICT. Further, designating some students as learners is surely one of the best ways to promote independence and leadership skills.

Using Knowledge Forum in learning History, students became more enthusiastic and active in their overall learning behavior. Students not only grasp historical concepts, but their motivation is enhanced. These gains in the affective domain make the use of ICT for learning and teaching meaning tools. They motivate both teachers and students to improve themselves and to keep pace with the changing society.

By Yeung Chui Ngai (MSc(ITE))
Teacher of St Stephen's Church College

ICT has fundamentally altered the way we communicate with
Advantages and Disadvantages of Using ICT for Learning and Teaching

Bob Fox

ICT is more than hardware, software, networks and connections; any understanding of what ICT is must include ‘peopleware’ - how people think about, understand and use ICTs. The word ‘technology’ derives from techne, meaning ‘ways of doing’, and logike, meaning ‘reasoning’. When considering what advantages and disadvantages ICTs offer we need to think beyond a simple view of technology and reflect on broader concerns: processes and outcomes and how ICTs can help us do things in order to achieve our higher goals and realize our vision of a ‘good education’. At the same time, we need to be realistic and acknowledge that there is no magic medicine which will solve all educational problems: in fact ICTs by themselves often create as many problems as they help us to solve. In order therefore to take advantage of ICTs we need to be critical, careful and very clear about what we want to do and how ICT can help us achieve our goals. Below is an introductory table to stimulate thought and discussion about the advantages and disadvantages of ICTs.

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<th>Some advantages</th>
<th>Some disadvantages</th>
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<td>ICTs</td>
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<td>* Can facilitate exploratory, dynamic and diverse new learning and teaching opportunities through specially developed resources, such as links via WWW to outside class experts, access to inquiry-oriented websites designed to develop student thinking in terms of analysis, synthesis and evaluation, via e.g. WebQuest - <a href="http://webquest.sdsu.edu/">http://webquest.sdsu.edu/</a></td>
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<td>* Offer opportunities for changes in student and teacher roles, the goals of the curriculum, assessment practices, etc.</td>
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<td>* Offer opportunities for students to be engaged in more ‘constructivist activities’, such as searching for information, designing products, publishing or presenting the results of their work</td>
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<td>* Offer opportunities to support collaborative, interactive problem-solving links between students and classes across the world eg via Active Worlds <a href="http://www.activeworlds.com/edu/awedu.asp">http://www.activeworlds.com/edu/awedu.asp</a></td>
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<tr>
<td>* Offer flexible opportunities in terms of time, place and pace. Students can work in groups in and out of class both synchronously and asynchronously</td>
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<td>* Offer opportunities to use student and teacher time differently</td>
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<td>* Misuse and under use of ICTs and treating ICTs as an ‘add-on’ to existing practices (eg when solely used by teachers as presentation tools such as PowerPoint)</td>
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<td>* Changing teacher practices takes time and occurs gradually - normally years - as these require changes at social, institutional &amp; personal levels</td>
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<td>* Teachers need support beyond technical skills training. They need assistance and time to think about ICT integration in teaching and learning</td>
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<td>* Many still fear technology</td>
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<td>* Schools and students with poor access to appropriate ICTs can be disadvantaged</td>
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<td>* Much of what is available is not appropriate to the present curriculum</td>
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<td>* Time using ICT can easily be wasted e.g. unfocussed ‘surfing the net’</td>
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<td>* Limited control over web content and exposure to inappropriate materials</td>
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<td>* Security and potential misinformation</td>
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<td>* Web links often ‘broken’ or outdated</td>
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<tr>
<td>* Initial costs of ICTs are high e.g. for hardware/software &amp; teacher education</td>
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<td>* Technology is not always reliable and often needs an expert to fix it</td>
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<td>* Equipment rapidly becomes outdated, needs replacing or updating</td>
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Publication highlight:

*Collection Management for School Libraries*
Edited by Joy McGregor, Ken Dillon & James Henri
Lanham, Md.: Scarecrow Press, 2003

This work explores various issues on school library collection management in the context of rapid changes in information technology and in the concept of *collection management*.

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Networks for Chinese Language Education: Research, Development and Classroom Usage

Editors: S. K. Tse, W. W. Ki, and M. S. K. Shum
廣東高等教育 2003

此書探討現代教育技術在教育實踐中的應用，研究其所引發的教育原則、教學內容、教學結構以及學習形態和方法等一系列的根本變革。

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Congratulations to ......

- Carol Chan on receipt of an award from SARS Research Fund for her project entitled “Developing a Knowledge Building Community: Promoting Scientific Understanding and Health Education on SARS through Knowledge Forum”
- Cheng Kai-ming on appointment as Honorary Professor at the Beijing Academy of Educational Sciences
- Cheung Kwok-wah on appointment as Chairman of the Committee on Home-School Cooperation for the period 1 September 2003 to 31 August 2005.

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Mainland Liaison and Outreach

The Faculty of Education is actively pursuing liaison and outreach with Mainland institutions. This summer, Mark Bray, Cheng Kai-ming and Nancy Law visited the National Academy for Educational Administration (NAEA), Beijing Academy for Educational Sciences (BAES), and China National Institute for Educational Research (CNIER). They held discussions on research collaboration and joint academic programmes. Concrete progress was made with a Letter of Intent having been signed with the CNIER for formal collaboration.
Faculty Highlights - Major Events

FACULTY VISITOR SCHEME

Visit by John Hattie -- 26 March - 1 April 2003
John Hattie, Professor of Education & Head of the School of Education, The University of Auckland, conducted an enlightening seminar entitled “At last! A national assessment scheme designed to improve student learning”.

Visit by Johan Muller -- 27 March - 5 April 2003
Johan Muller, Professor of Education, School of Education, The University of Cape Town, ran a series of well-attended seminars entitled: “A social theory of schooling”, “What knowledge is most needed for the 21st century?” and “How does educational knowledge grow?”

ACADEMIC EVENTS

Annual Postgraduate Research Conference -- 31 May 2003
At the Annual Postgraduate Research Conference hosted at the Prince Philip Dental Hospital, 10 seminars and 3 workshops were conducted, and 7 research reports were delivered, on a range of topics. The conference proceedings are being compiled for publication.

Forum on School-University Partnership: The Way Forward -- 26 June 2003
The Forum was attended by nearly 100 principals and teachers from 79 schools. Discussions on the way forward for School-University Partnership and topics such as school development, teacher professional development, curriculum development, and pedagogical development were discussed. Schools interested in either being our partners or in finding out more about our School-University Partnership, are requested to contact us at 2857 8375 or through email: edfac@hku.hk.

2003 CITE Research Symposium -- 5 July 2003
Focusing on the theme of “Researching Practice: IT as a Lever for Innovation”, the symposium was very well received with more than 220 participants attending the 26 presentations. Details on the symposium can be found at: http://www.cite.hku.hk/events/citers2003/programme.htm
Faculty Highlights - Upcoming Events

Faculty Fellows 2003-04
The Faculty has been active in forming partnerships with local schools. A new partnership initiative is the Faculty Fellowship Scheme whereby school teachers join the Faculty as members of staff for a prolonged period for professional development, particularly to gain first-hand experience of teacher education.

We extend our warmest welcome to the following Faculty Fellows:

- Yvonne Lam Yuen Kwan from Islamic Kasim Tuet Memorial College
- Derek Lee Hong Moon from Tung Wah Group of Hospitals Wong Fut Nam College
- Winson Ng Kei Ling from Po Chiu Catholic Secondary School
- Maria Ng Miu Yee from Carmel Secondary School

Distinguished Visiting Professors
Michael Halliday - 1 September 2003 to 30 June 2004
Michael Halliday, Emeritus Professor, University of Sydney, is a renowned scholar in linguistics and pioneered 'systemic functional grammar'. During his visit, he will collaborate with Faculty staff, and will also deliver seminars and talks.

Derek Hodson - 2 January 2004 to 30 June 2004
Derek Hodson is Professor of the Ontario Institute for Studies in Education, University of Toronto, and is a world-renowned scholar in science education. During his visit, he will develop research work with staff on the areas of science and IT, and will also conduct seminars.

Faculty Visitor Scheme
Philip Albach, Professor of Higher Education, School of Education, Boston College, and Director, Boston College Center for International Higher Education, will visit the Faculty from 11 to 21 December 2003. He will conduct seminars on themes relating to regional and global trends of the academic profession and academic freedom, globalization of higher education, and challenges of creating world class universities in Asia.

Upcoming Conferences
Centre of Educational Leadership Talks on "Education and Beyond"
15 October 2003 - Learning from industries and commerce in recruiting staff
12 November 2003 - Media and schools (to be confirmed)
21 November 2003 - Problem-based learning (to be confirmed)
12 December 2003 - 21st Century school building (to be confirmed)
Contact person: Miss Cindy Wu Tel.: 2859 8012

Public Lecture by Michael Halliday
entitled "Matter and Meaning: Why language should be at the heart of university studies"
Date & time: 21 October 2003 at 5:15p.m.
Venue: Rayson Huang Theatre
Contact person: Mr Sam Lau Tel.: 2859 2781

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Alumni and friends are most welcome to suggest topics for, and make contributions to, the Newsletter. Please get in touch with our Editorial Board!