A bi-annual newsletter which keeps fellow educators, alumni and friends informed about Faculty developments and topical educational issues
Reflecting and looking ahead

This issue of Education Matters continues to focus on events that mark our 20th anniversary of existence as a Faculty. The year-long celebration, which began in February 2004, includes a series of anniversary lectures, conferences and forums. The overwhelming response to the celebratory events held thus far has been a great encouragement to us.

Indeed, this moment in time provides a good occasion for our Faculty to take stock of where we are and where we want to be. Looking back, we take pride in our achievements and the contributions we have made to the field of education over the past decades.

From a small department in the Faculty of Arts in 1917, our Faculty has now expanded to comprise nearly 100 academic staff. Among them are nationals of Australia, Canada, China, India, Italy, New Zealand, South Africa, the UK and the USA. We offer a broad range of full-time and part-time programmes at both the undergraduate and postgraduate levels. Through continuous refinement of our teaching curricula and commitment to excellence in teaching, we produce graduates who are well-equipped to face and succeed in the challenging careers that lie ahead of them.

Our research performance is equally strong and impressive. Every year, we attract millions of dollars in grants. We are the leading provider of higher degrees by research in education within the region.

In addition, through consultancies, participation in various education-related bodies, as well as other outreach work, our Faculty actively participates in work which contributes to the well-being of the wider community in Hong Kong.

Overall, our Faculty’s tradition of commitment to quality education has earned us an excellent reputation and a pre-eminent status amongst teacher education providers in Hong Kong and the region. While we are proud of our track record, we will not be complacent since past achievements do not guarantee future success. We will therefore constantly seek improvement to maintain our leadership role in educational research and professional development locally, regionally and internationally.

The climax of our 20th anniversary celebration will be the Anniversary Dinner on 27 November 2004. We look forward to welcoming Professor Tsui Lap-chee as our officiating guest and Professor Arthur Li and Mrs Fanny Law as our Guests of Honour. The inauguration of the HKU Education Alumni Association, an important milestone in our alumni’s history, will be held on the same day.

Please show your support by joining us on this memorable day when colleagues, students, alumni and friends will reunite!
A series of events has been held from February 2004 to celebrate the Faculty’s 20th Anniversary. Here are some highlights from the events, in chronological order.

### 7 February 2004
**Inaugural Professorial Lecture by Professor Mark Bray**

The year-long celebration was launched on 7 February with an inaugural professorial lecture by Professor Mark Bray, Dean of Education and Chair of Comparative Education of the University of Hong Kong. His lecture, entitled “Comparative Education: Traditions, Applications, and the Role of HKU”, was held in conjunction with the annual conference of the Comparative Education Society of Hong Kong.

In his lecture, Professor Bray reviewed some important trends in the field of comparative education. The problems of applications of comparative education tools in both academic and professional domains were analyzed. The role of the University of Hong Kong in the field of comparative education was also stressed.

The event, attended by our colleagues, alumni, friends and representatives from across the Hong Kong education sector, was a huge success.

### 14 February 2004
**Public Lecture by Professor Derek Hodson**

In his lecture entitled, “Time for Action: Science Education for Responsible Citizenship”, Professor Derek Hodson, Distinguished Visiting Professor in our Faculty, advocated a politicised, issues-based science curriculum focused on seven areas of concern (human health; food and agriculture; land, water and mineral resources; energy resources and consumption; industry; information transfer and transportation; ethics and social responsibility) as a radical alternative to the current approach.

Professor Hodson has more than 35 years experience in science education in schools and universities in the United Kingdom, New Zealand and Canada. His enlightening lecture attracted close to 200 participants.
6 March 2004

Forum on “From Education Reform to Self-transcendence: Media Education as the Only Solution”

The forum discussed the relationship between media education and education reform; how media education could help students develop their analytical and critical thinking skills; the implementation of media education in the secondary school curriculum and the role of media production in shaping the creative mind of students. The forum was well attended by principals, teachers, academics, and those involved in the media and communication field.

Speakers at the Forum: (from left) Ms Law Siu-lan (China Holiness Church Living Spirit College), Mr Chan Chi-tat, Dr Cheung Chi-kim (Faculty of Education, HKU), Mr Chow Ying-fai (TWGHs Mr & Mrs Kwong Sik Kwan College), Dr Donna Chu (General Education Unit, HKU)

13 March 2004

World Organisation for Early Childhood Education International Conference

The Faculty was privileged to host the 6th international conference of the Organisation Mondiale pour l’Éducation Préscolaire (OMEP Hong Kong). The theme of the conference was Culture in Early Childhood Education.

The Conference was attended by over 600 local and overseas participants. An international symposium which considered early childhood policy and practice in Africa, Australia, Europe, Greater China, Latin America and North America was one of the highlights of the conference.

24 April 2004

Forum on “Inclusive Education: Trends, Philosophy, Principles, and the Whole School Approach”

Local school practitioners, parents, and students of our Faculty took part in this forum presented by:

- Dr Ming-Gon John Lian (Faculty of Education, HKU)
- Ms Eugenie Woo Yu-chun (Education and Manpower Bureau)
- Mr Stephen Hui Chin-yim (CCC Ming Kei College), and
- Mr Lum Chun-wai (Rosaryhill School (Secondary Section))

Participants and presenters actively discussed a wide range of issues including strategies for coping with the inclusion of students with learning difficulties and special education needs in mainstream school environments; curriculum adaptations; classroom management; collaborative instructional strategies; as well as parent involvement and home-school partnership.
30 April 2004

Anniversary Lecture by Professor M A K Halliday

Following the overwhelming success of his first public lecture in October 2003, Professor M A K Halliday, a renowned linguist and Distinguished Visiting Professor in our Faculty (September 2003 - June 2004), delivered a lecture in celebration of our anniversary. His lecture, entitled "Linguistics for Everyday Life: Towards a Deeper Public Understanding of the Nature and Functions of Language", stressed the need to take language seriously, not just as an academic exercise but as something that has practical implications both for individuals and for the community as a whole.

The lecture theatre was packed with colleagues, alumni, teachers, students and many others from various sectors of the education community.

18 June 2004

Hong Kong Mathematics Education Conference

The Hong Kong Mathematics Education Conference (HKMEC), held biennially, under the auspices of the Hong Kong Association for Mathematics Education and a local tertiary institution, was hosted by our Faculty this year. In view of the various reforms advocated in recent years, HKMEC 2004 adopted as its theme, "Mathematics Education in Waves of Reforms and Changes".

The Conference attracted nearly 600 participants from various sectors of the local mathematics education community. Particularly encouraging was the overwhelming response from front-line mathematics teachers at both primary and secondary levels, a positive sign that our teachers are building up a professional community beyond the walls of classrooms.

3 July 2004

Forum on Language and Reading Development in Children

Topics discussed in the forum included language facilitation skills, raising bilingual children, facilitating reading abilities of children, and understanding and preventing childhood hearing problems. Parents and teachers showed particular interest in this forum presented by Mrs Lorinda Kwan, Ms Polly Lau, Dr Leung Man-tak and Ms Wan Ka-ki of the Division of Speech and Hearing Sciences of the Faculty.
10 July 2004

**IT in Education Symposium**

This year’s IT in education symposium, entitled “IT in Educational Reform: Research and Practices”, was jointly organised by the Education and Manpower Bureau, Hong Kong Education City and the Centre for Information Technology in Education of the Faculty.

The Symposium attracted nearly 300 delegates and presenters, primarily from Hong Kong schools. Professor Cheng Kai-ming’s welcome address was followed by keynotes by two internationally renowned experts in IT in education: Professor Terry Evans, Deakin University in Australia and Professor John Hedberg, Nanyang Technological University in Singapore. The Symposium included over 50 parallel sessions, which were well attended by school teachers and our students.

15 July 2004

**Anniversary Lecture by Professor Amy Tsui**

The fourth in our series of anniversary lectures was delivered by Professor Amy Tsui, Chair of Curriculum Studies of the University of Hong Kong.

In her lecture, entitled “Understanding Expertise in Teaching”, Professor Tsui examined the nature of expertise from a developmental and a social perspective. It addressed an under-explored question: how and why expertise is developed. The nature of expertise was revisited, and the implications for teacher education were discussed. Nearly 400 participants from the education community, both local and overseas, took part in this exciting event which was held in conjunction with the International Council on Education for Teaching (ICET) World Assembly 2004. The World Assembly provided a fruitful learning experience for policymakers, researchers and practitioners in education from all over the globe.

Details of anniversary events, including the lectures of Prof Mark Bray, Prof Derek Hodson, Prof M A K Halliday and Prof Amy Tsui, are available on http://www.hku.hk/education/anniversary-lectures.htm
Class of 1984

Dr Flora Kan
CertEd 1984, Assistant Professor
Teaching areas:
History education;
Social science education

Dr Frederick Leung
MEd 1984, Associate Professor
Teaching areas:
Mathematics education

Dr Yuen Man-tak
CertEd 1984, Associate Professor
Teaching areas:
Educational Guidance & Counseling;
Gifted Education;
Educational Psychology

Dr WONG Kam-cheung
AdvDipEd1984, Associate Professor
Teaching areas: Educational Leadership;
School Effectiveness & Improvement;
Culture & Chinese Management Thought

Dr Nancy Law
CertEd 1984, Associate Dean,
(Learning & Teaching)
Teaching areas:
Information Technology in Education;
Research Methods

Dr Ida Mok
CertEd 1984, Associate Professor
Teaching areas:
Mathematics education

who are now teaching in our Faculty

The roots of the Faculty exceed 20 years ...
1917: Department for the Training of Teachers was created in the Faculty of Arts.
1976: The Department evolved into the School of Education.
1984: The establishment of the Faculty.

Do you know?
The agenda for the 1st AGM and nomination details are available on:
http://www.hku.hk/education/20anniversary.htm

Mission of HKUEAA:
- To maintain and promote networking and friendship amongst its members
- To organize educational, recreational, social, cultural and community services activities
- To initiate and assist the furthering of the interests and professionalism amongst its members
- To provide for assistance, awards and scholarships to students and graduates of the Faculty of Education, including its former Departments and other sub-divisions, and its predecessor, School of Education

Core members of the Preparatory Committee for HKUEdAA

President
Ip Kin-yuen
PCEd 1989, MEd 1994
Lecturer, Department of Educational Policy and Administration, The Hong Kong Institute of Education

Vice-President
Sophia Chan
MEd 1998
Headmistress, Hong Kong Ling Liang Church Kindergarten

Vice-President
Tang Kwok-chun
Assistant Professor, Department of Education Studies, Hong Kong Baptist University

Treasurer
Edmond Ho Man-lung
BEd 1996
Advisory Teacher, Education and Manpower Bureau

Secretary
Brenda Choy Yee-man
BEd Candidate
External Vice-Chairperson, 2003-04 Education Society

Other members: Adeline Au Yeung Nga-ching, Karen Chan M-an-kei, Winnie Cheng, Chow Chin, Hong Chi-keung, Peter Lau Chi-yin, Chemaine Luk Ka-yan, Sizee M an, Geraldine Mak Ping-ying, Virginia Wong Wai-chee, Ada Wong Ying-kay, Cliffon Yeung Kin-chung, Yu Yat-loi, Angela Yeung Yim-ngor

The Preparatory Committee will be automatically dissolved after the 1st AGM.
Alumni Association Inauguration Ceremony & Anniversary Dinner
27 November 2004 at Lee Yew Hall, HKU

ENROLLMENT & RESERVATION FORM

REPLY TO: 21st Anniversary Dinner Secretariat
Faculty of Education, The University of Hong Kong
Pokfulam, Hong Kong
TEL: (852) 2859 2108 FAX: (852) 2850 2380

Please send cheque (Payable to: "The University of Hong Kong") with your name on the back:

Name: [Mr/ Miss/ Mrs/ Dr/ Prof]* (English) (Chinese)

Mailing Address: ________________________________________________________________

Tel: ___________________________ (Office) ___________________________ (Mobile) ___________ (Home)

Fax: ___________________________

Email: ________________________

Degree(s) & Year(s) of graduation: ________________________________________________

I would like to enrol in the HKU Education Alumni Association as Life/ Ordinary* member:

[ ] Life member $500
[ ] Ordinary member 2004 full-time graduates $150
[ ] Ordinary member $100 per year
[ ] Ordinary member $50 per year

Sub-total $ ______________

Seat Reservation for Anniversary Dinner ($400 per person):

[ ] $400 X _____ seat(s)
I will not be accompanied by my spouse.

[ ] $4,000 X _____ table(s) for 12

Sub-total $ ______________

Reservation will be on a first come, first served basis. Tickets will be issued in due course.

* Delete as appropriate.

Total $ ______________

Donation:

I wish to donate $ ______________, to support the HKU Education Alumni Association.

[ ] I wish to remain "Anonymous" in donor listings.

(Donates will be acknowledged in the Faculty website and Anniversary publication.)

Note: Receipts will be issued for donations of HK$100 or above for tax deduction purpose.

OFFICIAL USE ONLY

1. Membership Type: Life/ Ordinary
2. Membership Number:
3. Membership Fee Received? Y/N
4. Dinner Ticket Fee Received? Y/N
Throughout most of the 20th Century, science enjoyed a high status in the secondary school curriculum of most countries, though there was little in the way of agreement about how it should be organized and delivered. As in all things human, fads and fashions come and go – a point underlined by the succession of catchphrases and slogans that characterized the rhetoric of science education debate: “Being a Scientist”, “Learning by Doing”, “Process not Product”, “Science for All”, “Children Making Sense of the World”, and so on. In the middle years of the century, numerous well-funded and extensively resourced curriculum development projects operated at national level – notably PSSC, BSCS and CHEM Study in the United States and the Nuffield and Schools Council projects in the United Kingdom.

In the latter decades of the century, science education came of age as a research-oriented field of inquiry in its own right. In the 10 years extending across the new millennium, cross-national data on a range of science education issues has been collected and published by UNESCO, the OECD, the European Union and other organizations, and evidence about student attainment levels has been accumulated on a massive scale through comparative surveys such as TIMSS and PISA.

It might be expected that all this time, effort, ingenuity and expenditure would have ensured satisfactory levels of scientific literacy for all students, and indeed there is much cause for satisfaction. The Science for All movement has led to a broadening of the student population exposed to science in the later years of schooling, and there is more science in the curriculum of primary schools than ever before. The STS movement has ensured some broadening of the scope of science education and, to an extent, has broadened the conception of science itself. Students now study something about the ways in which scientists work and the methods by which knowledge is created and validated. There is increasing recognition of the need to look at the wider social, political, economic and ethical issues that surround the practice of science, and although issues of equity related to gender and ethnicity have not always been resolved, at least they have been identified. Teaching and learning methods have been extended in interesting new directions: there is now much less emphasis on the acquisition of factual knowledge via direct instruction and correspondingly greater emphasis on active learning; there are more opportunities for students to engage in their own scientific investigations; teachers are beginning to use assessment and evaluation practices inspired by notions of authentic assessment, performance-based assessment and educative assessment.

However, while much has been achieved, there is still considerable cause for concern – particularly in the observation that as the need for knowledge and skills in science and technology has increased sharply in the last few years, interest in school science seems to have declined and, in some countries, attainment levels have fallen. Falling recruitment to science programs (especially physics) has created grave concerns in many European countries about the prospects of ensuring the supply of high-quality graduates in science and engineering deemed essential for effective participation in the highly competitive global economy. There are parallel concerns in universities about the recruitment of new researchers, and many education authorities are experiencing a very significant shortfall in the number of adequately qualified science teachers. Of course, concern does not end there. In the contemporary labour market, all manner of employees need much higher levels of scientific and technological literacy than ever before; in daily life, there is an urgent need for higher levels of public understanding of science and technology on consumer matters (decisions about food, health, the quality and characteristics of technological devices in relation to the claims of advertizers, and the like); in terms of responsible citizenship, there is an urgent need for a more robust and critical knowledge of science and technology.

It is intriguing that the biggest decline in recruitment to elective science and technology programmes has been in industrialized countries, where young people are the most extensive and skilful users of technology. It is intriguing, too, that while interest in school science is falling, science and technology programmes on television are attracting substantially increased audiences and books like Stephen Hawking’s A Brief History of Time and David Attenbough’s Life on Earth have sometimes spent several months on the national ‘bestsellers’ list’. The message is crystal clear: science and technology are interesting; school science and technology are not. Alarming, in many countries the sharpest decline in recruitment is among
young women, such that the substantial growth in female participation achieved through the intervention strategies of the 1980s and 1990s is now being rolled back.

We need to ask, as a matter of some urgency, why so many students in the developed countries find school science uninviting. (It is a problem that doesn’t exist in developing countries.) Students with whom I have discussed these matters, mainly in Canada, New Zealand, Australia and UK, tell me that school science is boring, unrelated to real life and much more difficult than other subjects because of its excessive emphasis on abstract, theoretical issues. It offers little scope for enjoyment, creativity or personal understanding and expression, emphasizing instead the acquisition of large bodies of factual knowledge expressed in arcane language. For many students, the image of science and scientists projected by the science curriculum is unattractive: the dispassionate and disinterested search for absolute truth through an objective, all-powerful and universally applicable method. It is particularly unwelcoming to young women and members of ethnic minority groups, who don’t see themselves, or their lives, interests and aspirations represented in curriculum materials. Thus, it seems that in many schools the research and curriculum development efforts of the late 20th Century have not been translated effectively into good classroom practice.

We should heed our critics, and we should seek more strenuously to construct and deliver a science education appropriate to life in the 21st Century. First, we should re-state the message that science education in school is not solely for those who will study science, engineering or medicine in university, and we should re-state the message that Science for All requires curriculum content that is immediately recognizable as relevant to the lives that students currently lead, and will lead in the future. This is largely a matter of appropriate contextualization, with the traditional academic approach and subject specialization being postponed to the later years of schooling. If we are serious in our pursuit of science education for responsible citizenship, we should organize curriculum content around local, regional, national and global concerns relating to food production, health, energy resources, and the like, and seeking a much more overtly politicized approach. While science education does now begin much earlier than before, it is still the case, in many countries, that primary school science is little more than descriptive nature study. In these early years, we need to pay careful attention to what students learn about science, scientists and scientific inquiry. Through our neglect of the nature of science issues and the scant attention given to the sociocultural and historical dimensions of science and technology, we have projected a series of stereotypes and falsehoods about science that has done little to generate interest or encourage recruitment. Science education for responsible citizenship also demands much more critical consideration of the social, economic and environmental impact of technological development and the moral-ethical issues that now surround it.

If we are to be successful in widening the scope of science education, and ensuring high levels of scientific literacy for all students, we need to look much more critically than previously at the way we teach. Over the years, despite constant encouragement to the contrary from teacher educators, science teachers (especially in secondary schools) have been much too conservative in their approach. Many rely on teacher-centred instructional methods and worksheet-driven practical exercises. Even the most casual observer of today’s young people cannot fail to be impressed by the skills they all seem to have in using personal computers, the Internet, cell phones and an ever-increasing array of electronic devices – skills that were not acquired in school. Perhaps one of the reasons why school science is perceived as boring by the MTV generation is that we lag too far behind the times in the way we deliver our messages. Given McLuhan’s dictum that ‘the medium is the message’, we are telling students that school science is less important than movies and video games. In addition to adopting a more prominent role for ICT in science education, we should be seeking greater emphasis on learner-centred methods, including problem-based and inquiry-based learning. Students who leave science education early often say that it didn’t allow them enough control over their learning, and sometimes none at all. We should be taking much greater account of differences in learning styles and seeking to accommodate them through a wider range of teaching and learning methods. As in many things, including effective formative and summative assessment (another science education priority), variety of approach is the key. Above all, we should recognize the affective and social dimensions of learning, and be much more cognizant of the particular barriers confronting individual learners seeking to gain access to the language, knowledge, beliefs, code of conduct, values and attitudes of the community of scientists.

My case, in summary, is that the task of ensuring universal scientific and technological literacy is formidable, and not amenable to a simple one-off solution that is valid in all educational contexts. Nonetheless, I believe that it is an achievable goal, provided that we empower our teachers to design and implement science curricula suited to the existing knowledge, experience, needs, interests, aspirations and values of the particular students they teach. Regrettably, in many countries, the current trend is towards increasing central control of curriculum and teachers, augmented by an accountability system that seeks to measure the performance of teachers by means of standardized tests of student attainment. How we set about reversing this policy trend and re-investing our teachers with primary responsibility for curriculum decision-making is, of course, a matter for consideration elsewhere.
In June 2004, the Research Grants Council (RGC) of Hong Kong announced the results of the annual Competitive Earmarked Research Grant (CERG) exercise for 2004-05. The table below shows the projects from our Faculty which were funded for a total of HK$5,272,000.

<table>
<thead>
<tr>
<th>Principal Investigator</th>
<th>Project Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Christine Davison</td>
<td>Summative oral school-based assessment in secondary ESL in Hong Kong</td>
</tr>
<tr>
<td>Dr Bob Fox</td>
<td>Educational practice and change: beyond technology</td>
</tr>
<tr>
<td>Dr Bradley McPherson</td>
<td>Neonatal hearing screening: a tone-burst otoacoustic emission protocol</td>
</tr>
<tr>
<td>Dr Nirmala Rao</td>
<td>Increasing girls’ participation in rural areas in China and India: what works and why?</td>
</tr>
<tr>
<td>Dr Mark Shum</td>
<td>Comparing the linguistic features of English and Chinese subject-specific genres in secondary school education</td>
</tr>
<tr>
<td>Dr Anita Wong</td>
<td>Differentiating Cantonese children with specific language impairment (SLI) from children with typical language skills</td>
</tr>
<tr>
<td>Dr Alice Wong</td>
<td>Enhancing teachers’ understanding of the nature of science through a case study on SARS research</td>
</tr>
<tr>
<td>Dr Edwin Yiu</td>
<td>Improving the reliability of voice quality rating using an anchor-matching method</td>
</tr>
<tr>
<td>Dr Benny Yung</td>
<td>Teachers’ and students’ conceptions of ‘good’ science teaching</td>
</tr>
</tbody>
</table>

Amidst keen competition, the Faculty has also secured funding (HK$6.12 million) for five projects from the 7th Call for Applications to the Quality Education Fund (QEF). All five projects are concerned with the improvement of learning and teaching effectiveness in local schools. The latest round of grants has provided valuable support to the Faculty to accomplish its mission of providing quality education.

<table>
<thead>
<tr>
<th>Project Leader</th>
<th>Project Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Christine Davison</td>
<td>Effective school-based assessment in English Language teaching in Hong Kong secondary schools</td>
</tr>
<tr>
<td>Dr Nancy Law</td>
<td>Establishing a scalable network of knowledge building schools</td>
</tr>
<tr>
<td>Dr Leung Man-tak</td>
<td>Establishing a treatment programme collaborated by parents, teachers and speech therapists to accelerate the reading abilities of Primary 1 and 2 students</td>
</tr>
<tr>
<td>Dr Samuel Leung</td>
<td>Enhancing the teaching and learning of language-delayed children in kindergartens</td>
</tr>
<tr>
<td>Dr Mark Shum</td>
<td>Advancing mother tongue education: Uplifting the effectiveness of learning and teaching</td>
</tr>
</tbody>
</table>
Following the success of the first Mentoring Workshop in October 2003, two more workshops were held on January 10, 2004 and March 27, 2004 at Wah Yan College, Kowloon. The series of mentoring workshops, organized by the Faculty, provided training opportunities for teachers who are or who wish to become mentors to student teachers. All workshops were very well-received by the participants. Special thanks to the workshop facilitating team which comprised members of our Faculty and the following secondary school teachers:

- Cheri Chan, HKFEW Wong Cho Bau Secondary School
- Jonathan Chan Kwok-tak, Christ College
- Steve Chan Wai-hung, Baptist Wing Lung Secondary School
- Joe Cheng Ka-ham, Baptist Wing Lung Secondary School
- Queenie Cheng Kwok-ping, NLS Lui Kwok Pat Fong College
- Katherine Chiu, Island School
- Chiu Siu-hong, Kiangsu-Chekiang College (Sha Tin)
- Jenny Lai, Aberdeen Baptist Lui Ming Chi College
- Raymond Lau Nam-hung, LS Y Leung Kau Kui College
- Jessica Ng Si-ki, Buddhist Tai Kwong Middle School
- Kelvin Yau Siu-hung, YCH Wong Whan Secondary School

Educators from the secondary and tertiary sectors as well as officials from the Education and Manpower Bureau participated in the annual School-University Partnership Forum organised by the Faculty on 21 June 2004. The theme of this year’s Forum was “Teachers’ Professional Learning: Envisioning the Future”.

The Forum provided an opportunity for the participants to consider how to respond to the recent challenges in teacher education and to explore collectively how universities and schools can work together to build a community of learners committed to lifelong teacher development.

The Faculty signed an agreement with the Korea Institute for Special Education (KISE) in June 2004 to promote international exchange and collaboration in special education.

Collaboration with Korea Institute for Special Education

The Faculty signed an agreement with the Korea Institute for Special Education (KISE) in June 2004 to promote international exchange and collaboration in special education.
The 6th Sino-Japanese Symposium on Teacher Education, held from 17 to 19 July 2004, was hosted by our Faculty. This was the first time the Symposium had been held in Hong Kong. In addition to our Faculty colleagues, the Symposium was well attended by participants from Japan and the Mainland.

Winsor Education Foundation

Winsor Education Foundation donated $1.4 million to the Faculty in May 2004 in support of research and application of a Chinese Input System on Chinese Language Education 縦橫輸入法.

Anita Mui Foundation

A donation of HK$0.5 million was received from the Anita Mui Foundation in June 2004 to support the development of a Multimedia Studio. The Studio, which will be used mainly for teaching and digital multimedia production, bears the name of Anita Mui, the well-known and talented singer who died of cancer in 2003.

In Loving Memory of Dr Louis Tao Ping-kee

BSc(CUHK), MA(Leeds), PhD(Monash), CertEd(HK)

Dr Louis Tao Ping-kee passed away on March 23, 2004 at the age of 59.

Dr Tao joined the Faculty of Education in 1987, having taught at Diocesan Boys’ School for 16 years and at the Chinese University of Hong Kong for three years.

His illness brought about early retirement from the University, in August 2002. A highly-regarded figure in the field of education in the sciences, particularly physics, he made significant contributions internationally, to the Faculty and to the local education community.

He was well-loved as a colleague, much-respected as a teacher, and highly-esteemed as Associate Dean (from 1989 to 1992). His groundbreaking series of secondary school physics textbooks and his active participation in many educational bodies won him wide acclaim.

His commitment to education and academic work never faltered even during his illness. He continued to work on research papers even in his last weeks.

Dr Tao will be dearly missed by his colleagues, friends and students, but his love for education and contributions will live on.

Alumni and friends are invited to donate to prizes for excellence in science education set up in memory of Dr Tao. Donations can be made by cheque payable to “The University of Hong Kong” (specifying “Dr P K Tao Memorial Fund” at the back), and sent to: Miranda Cheung, Faculty of Education, The University of Hong Kong, Pokfulam Road, Hong Kong.
Establishment of two new centres

Two new centres, the Centre for Advancement in Special Education (CASE) and Centre for Advancement of Chinese Language Education and Research (CACLER), have recently been established, bringing the total number of centres in the Faculty to eight. Each centre in the Faculty focuses on research in a specialized area of activity.

Books published by Faculty Centres from January to June 2004

Comparative Education Research Centre (CERC)

- **Citizenship Education in Asia and the Pacific: Concepts and Issues**
  - Edited by W.O. Lee, David L. Grossman, Kerry J. Kennedy & Gregory P. Fairbrother
- **Full Circle: A Life with Hong Kong and China**
  - By Ruth Hayhoe
- **Reducing the Burden on the Poor: Household Costs of Basic Education in Gansu**
  - By Mark Bray, Ding Xiaohao & Huang Ping
  - Also available in Chinese
- **Series: Education in Developing Asia**
  - (1st published in 2002; reprinted in March 2004)
  - Series Editor: Mark Bray

Further information: Miss Mang, Tel: 2857 8541; E-mail: cerc@hkusub.hku.hk; Website: www.hku.hk/cerc

Support Centre for Teachers Using Chinese as the Medium of Instruction (CMI)

- **中國內地機構文書研究與應用**
  - 謝錫金、岑紹基、祁永華、于成鯤
- **生物科專科語體資料冊**
  - 岑紹基、謝錫金、祁永華等
  - 81 pp.
- **非典情──粵、港、台抗擊非典型肺炎報告文學 (簡體版) **
  - 謝錫金、岑紹基、祁永華主編
- **地理科專科語體資料冊**
  - 岑紹基、謝錫金、祁永華等
  - 90 pp.
- **發展母語教學，邁向優質教育 ── 回顧與前瞻**
  - 謝錫金、岑紹基、祁永華主編
- **物理科專科語體資料冊**
  - 岑紹基、謝錫金、祁永華等
  - 87 pp.

Further information: Miss Chau, Tel: 2241 5167; E-mail: cmic@hkusua.hku.hk; Website: www.cmi.hku.hk
Welcome and Farewell

Welcome to the Faculty!

Division of Information and Technology Studies
Dr Daniel Churchill, Assistant Professor

Division of Learning, Development & Diversity
Dr Venus Lee, Post-doctoral Fellow

Division of Policy, Administration & Social Sciences Education
Dr Greg Fairbrother, Research Assistant Professor
Dr Jiang Kai, Post-doctoral Fellow
Ms Yvonne Lam, Teaching Consultant
Dr Yang Rui, Research Assistant Professor
Mr Lewis To, Faculty Fellow

Division of Science, Mathematics & Computing
Mr Leung Kin-ping, Teaching Consultant
Dr Pang Wing-chung, Faculty Fellow

Farewell & best wishes!

Professor M AK Halliday, Distinguished Visiting Professor
Mr Chan Yuk-ming, Teaching Consultant
Ms Danna Cheung, Teaching Consultant
Dr Pong Wing-yen, Assistant Professor
Dr Catherine Robinson, Teaching Consultant
Mr Derek Lee, Faculty Fellow
Ms Maria Ng, Faculty Fellow
Mr Winson Ng, Faculty Fellow
Dr Sue Trinidad, Assistant Professor
Mr Peter Westwood, Associate Professor

Date: Saturday, 27 November 2004
Time: 6:30 p.m. – 10:30 p.m.
Venue: Loke Yew Hall, The University of Hong Kong
Dress code: Smart Casual
Enquiries: 2859 2533
Website: http://www.hku.hk/education/anniversary-dinner.htm
Deadline for seat reservation: 8 October 2004
More details: pages 8 and 9

Upcoming Events

Anniversary Lecture by Professor Cheng Kai-ming, Chair of Education

Topic: Questioning Education: Learning and Society in a Post-Industrial Era
Date: Wednesday, 20 October 2004
Time: 5:30 p.m.
This lecture will be held in conjunction with the Commonwealth Council Educational Administration and Management Regional Conference, 20-22 October 2004 (Hong Kong), 24-26 October 2004 (Shanghai)
Enquiries: The 2004 CCEAM Conference Secretariat
c/o Centre for Educational Leadership, Faculty of Education,
The University of Hong Kong,
Pokfulam Road, Hong Kong
Tel: (852) 2859 8012
Fax: (852) 2517 8342
Email: cel2004@hku.hk
Website: http://www.hku.hk/%7Ecel2004/

Anniversary Dinner

Date: Saturday, 27 November 2004
Time: 6:30 p.m. – 10:30 p.m.
Venue: Loke Yew Hall, The University of Hong Kong
Dress code: Smart Casual
Enquiries: 2859 2533
Website: http://www.hku.hk/education/anniversary-dinner.htm
Deadline for seat reservation: 8 October 2004

Anniversary Forum

Title: Policy Forum on Senior Secondary School Reform:
from "5-2-3" to "3-3-4"
Speakers: Prof Cheng Kai-ming, Dr Anissa Chan,
Dr Philip Stimpson, Mr Cheung Pak-hong
Date: Saturday, 6 November 2004
Time: 2:30 p.m. – 5:00 p.m.
Venue: LG06, Hui Oi Chow Science Building, The University of Hong Kong
Seat reservation and enquiries: 2859 2533
Website: http://www.hku.hk/education/anniversary-educationforum.htm
Co-organised by the Preparatory Committee of the HKU Education Alumni Association and the Faculty of Education

Faculty of Education Graduation Ceremony

Date: Monday, 22 November 2004, a.m.
Venue: Concert Hall of the Hong Kong Cultural Centre
Enquiries: 2241 5414
Email: edfac@hku.hk

Topic:
Questioning Education: Learning and Society in a Post-Industrial Era

Write back …..
The Editorial Board welcomes comments, suggestions and contributions to this newsletter. Whatever your views, write and let us know!