

Education Matters

Transfer of research knowledge

Vol.5 No. 2 (2007)
A bi-annual newsletter
which keeps fellow
educators, alumni and
friends informed about
Faculty developments and
topical educational issues



The University of Hong Kong
Faculty of Education

Editorial

Welcome to the latest issue of *Education Matters*! Faculty staff and students have been very busy over the last few months, as can be seen from the many events and achievements highlighted in this issue. In addition to our usual activities our Faculty has been preparing for the launch of the Four-Year Undergraduate Curriculum Reform in 2012, at which time all our undergraduate professional training programmes, including the BEd (Language Education), the BA&BEd (Language Education-English), the BSc (Speech & Hearing Sciences), the BSc (Exercise & Health), and the BSc (Information Management) will be expanded from 4 to 5 years. Faculty members have also been contributing to University-wide curriculum efforts, leading the Steering Committee, chairing 2 out of 7 Steering Group Sub-Committees and actively contributing as members of various sub-committees.

It seems obvious that a Faculty of Education should be actively engaged in curriculum reform, in the training of teachers and in the implementation of in-service schemes for seasoned practitioners. It is, perhaps, less obvious that a Faculty of Education should also be committed to a vigorous research programme, where knowledge discovery is seen as collaborative problem-solving, a process of exploration and experimentation involving all the various stakeholders concerned with education: principals, students, teachers, policy-makers, researchers and, indeed, the wider community. This issue highlights various ways in the Faculty is contributing to the community through its success in winning grants in Hong Kong's most competitive research program.

On a final note, we would like to take this opportunity to extend a warm vote of thanks to Dr Nirmala Rao, who has just stepped down as Acting Dean of the Faculty. Dr Rao's leadership and contribution to strengthening the Faculty's profile in the university and wider community over the last eighteen months has been greatly valued. We welcome the arrival of the new Dean, Professor Shirley Grundy, and look forward to even more productive and interesting years ahead.

Enjoy this issue and please keep us up-to-date with your news, views and interests!



The contribution of HKU research to the educational community in Hong Kong and internationally

In the Faculty of Education at The University of Hong Kong we are very proud of our research profile. We see ourselves as leaders in knowledge discovery and exchange within the Hong Kong community, but question the transmission-oriented connotations of popular concepts such as 'knowledge transfer', emphasizing instead the reciprocal co-creation of knowledge by all the partners in our research endeavours: educational administrators, teachers, students, policy-makers and the wider school community. All our research is stimulated by real-world educational problems and events, and almost all is undertaken in schools and other educational institutions for the benefit of the community as a whole.

The Competitive Earmarked Research Grants (CERG), overseen by the Research Grant Council (RGC) are the most prestigious peer-reviewed competitive research grants in Hong Kong. For the 2006-07 academic year, the Faculty of Education, The University of Hong Kong, was very successful, gaining more than 7 million dollars in research funding. All 11 projects funded are very relevant to Hong Kong society and their results will have major community impact. They include several studies supporting and evaluating the development of assessment for learning and school based assessment in local schools, a study of the implementation of media education in Hong Kong's secondary curriculum, a comparative project on the teaching of Chinese literacy in Hong Kong, Shenzhen and Singapore, and a study looking at how to help teachers with voice disorders, a common problem amongst teachers working with large class sizes in noisy classrooms. Many of the research teams also involve co-investigators from other local and overseas institutions, including Canada, the United Kingdom, and USA, indicating the projects have an international significance as well. Projects vary in length, with some due for completion in 2007, whilst others will continue until 2009, but all are vital to improve the quality, direction and content of education in Hong Kong. More detailed information on each project is given below:

Culture and education development in China: An approach from the pragmatic reasoning and attitudes perspective



Principal Investigator: Dr Wong Kam Cheung

Co-investigators: Dr Law Wing Wah and Professor Chuanbao Tan

This project adopts the cultural framework of pragmatic reasoning and attitudes to understand educational development on the mainland and in Hong Kong. The research focuses on the extent pragmatic reasoning and attitudes have shaped education policies and practices in the 1950s, and again in post 1980s. Theoretically, the study will provide a deeper understanding of the concepts of pragmatic reasoning and attitudes. The aim is to develop the theories as a possible framework for education in general and educational administration and leadership in particular. At a practical level, the study will inform policy making.

Development of requests in Cantonese pre-school children

Principal Investigator: Dr Leung Cheung Shing

Co-investigator: Dr Yuanfan Wong

This project investigates the development of requests in Cantonese-speaking pre-school children. It examines the developmental trajectories of these children in expressing requests, the different types of request strategies used by them, and the linguistic realization of these strategies and their relations to the Cantonese grammatical development of these children. Few studies to date have focused on how pragmatic competence is critical for language learning, and making requests is one of the most important pragmatic skills for children.





An impact study of a high-stakes ESL assessment innovation in Hong Kong secondary schools

Principal Investigator: Dr Stephen Andrews

Co-investigators: Dr Chris Davison, Professor Liz Hamp-Lyons and Dr Liying Cheng

This project investigates the impact of standards-referenced School-Based Assessment (SBA) in Hong Kong secondary schools. Its specific aims are to examine critically the rationale and strategies of the educational authorities in implementing SBA; the reactions to SBA in the wider community; the influence of mediators on the dissemination of innovation; the processes by which SBA is implemented at school level; the attitudes within the school community towards SBA, the impact of this innovation upon the attitudes and practices of teachers and students, and the factors facilitating and inhibiting successful implementation. The study will make an important theoretical contribution to our understanding of the impact of SBA at both the macro-level of education and society and the micro-levels of language teaching and learning inside the classroom. Practically, the study aims to inform SBA policy for senior secondary schools in 2009-2010.

The implementation of media education in Hong Kong's secondary curriculum: Reasons, means, and impact

Principal Investigator: Dr Cheung Chi Kim

This project examines the reasons, means, and impact of media education in Hong Kong secondary curriculum. Specifically, it considers why some secondary schools in Hong Kong have implemented media education, how media education is implemented, and what effects media education has on students' learning. Internationally, the study will provide theoretical concepts that will assist in developing models to evaluate the links between the implementation of media education and students' academic and personal outcomes. In addition, it will provide a theoretical framework to enable the development of models of how media education facilitates student learning. Locally, the project will provide the government with empirical evidence of the impact of incorporating media education more widely into the secondary curriculum in Hong Kong.



Primary English assessment for learning (PEAL)

Principal Investigator: Dr David Carless

Co-investigators: Professor Liz Hamp-Lyons and Professor Pauline Rea-Dickins

This project explores the implementation of assessment for learning by primary school English language teachers in Hong Kong. Intended outcomes include providing taxonomy of good assessment for learning practices, an in-depth analysis of the facilitating and inhibiting factors in the implementation of assessment for learning, and a grounded theory of assessment for learning for the Hong Kong context. Dr. Carless' interest in conducting this research arose from multiple factors, including the priority placed on assessment for learning by EMB, secondly, the key role of primary level assessment and finally, mismatches between curriculum reform and school realities in Hong Kong.



Teaching Chinese literacy in Hong Kong, Shenzhen and Singapore: Pedagogical differences between kindergartens and primary schools

Principal Investigator: Dr Li Hui
Co-investigators: Dr Nirmala Rao and Professor Tse Shek Kam



This project investigates the similarities and differences in Chinese literacy instruction among kindergartens and primary schools in Hong Kong, Shenzhen, and Singapore. The concrete objectives are to compare the Chinese literacy teaching practices between pre-primary and primary classrooms, with a focus on the relationship among educational policy, curriculum guidelines, classroom literacy environment, instructional practices, and children's literacy attainment across the three Chinese cities.



A three-year follow-up study of English and Chinese reading literacy at primary 4 in Hong Kong and strategies for enhancing the quality of the teaching and learning of reading

Principal Investigator: Professor Tse Shek Kam
Co-investigators: Mr Lam Wai Ip and Dr Loh Ka Yee

This project investigates how far Hong Kong primary 4 pupils have progressed in Chinese and English literacy since the PIRLS 2001 international comparative study of reading and the Bilingual Reading 2003 study. It focuses on examining three aspects: Chinese and English literacy pedagogical approaches, pupils' reading literacy and the factors affecting their performance, and the impact of educational reform on literacy. Issues addressed include: the current pedagogical approaches in Chinese and English literacy teaching, and whether the teaching methods favored by teachers are pertinent to pupils' literacy attainment; the gap between good and bad readers in Chinese literacy; the influence of speaking Putonghua and Cantonese at home on pupils' Chinese literacy; the contribution of private tutoring to reading attainment; the effect of watching TV on pupils' English and Chinese literacy; and the impact and value of educational reforms and the new curriculum in literacy instruction. The findings of the study will help authorities and schools to develop reading policies and curricula, help teachers to improve teaching pedagogies, and help parents to enhance their children's reading ability by building a good home reading environment, organizing effective home reading activities, choosing and making better use of domestic helpers.



Course management systems in Higher Education: A lever for educational change

Principal Investigator: Dr Allan H K Yuen
Co-investigator: Dr Robert M K Fox

The project investigates the use of a Course Management System (CMS) in a Hong Kong university. CMS is a software system specially designed and marketed for teachers and students to use in learning and teaching, such as WebCT, Blackboard, and Learning Space. The study addresses the use of CMS under four research foci: technology, pedagogy, implementation strategies, and institutional framework. The research focuses on teachers' and students' attitudes towards the technology features of CMS, the purposes of using CMS, teachers' pedagogical choices, activities, and approaches in CMS implementation, the factors influencing CMS implementation strategies, and the effect of institutional factors on CMS implementation. This project explores how CMS impacts teaching and learning and whether it can act as a lever for educational change.

The use of summative oral school-based assessment for formative purposes in secondary ESL in Hong Kong



Principal Investigator: Dr Chris Davison

Co-investigators: Dr Stephen Andrews, Professor Constant Leung and Professor Liz Hamp-Lyons

This action-research project investigates the extent to which oral summative assessments can be used formatively by secondary English language teachers in Hong Kong. It involves analyzing teachers' and students' existing beliefs and practices, helping teachers identify and evaluate the ways in which summative assessments can be used formatively, and identifying and describing the type of teacher and student support needed for the effective use of summative assessments for formative purposes. In terms of classroom practice, this project assists teachers in using summative assessment for formative purposes. Theoretically, it contributes to understanding the ways in which summative assessments can be used formatively in oral school-based assessment, and the degree to which it is possible to re-conceptualize the traditional psychometric formative-summative distinction. It contributes to enhancing the effective implementation of recent school-based assessment reforms in Hong Kong, at the same time provided opportunities for practical professional development. Internationally it contributes to overcoming the traditional psychometric formative-summative distinction which had long dominated education systems.

Life skills development and school connectedness among senior secondary students: Relations to comprehensive developmental guidance programs in schools

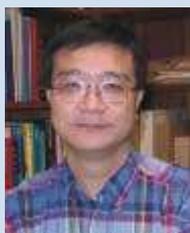
Principal Investigator: Dr Yuen Man Tak

Co-investigators: Professor Norman C Gysbers, Dr Raymond M C Chan, Dr Patrick S Y Lau and Mr Peter M K Shea

The project examines senior secondary students' life skills development, school connectedness, and their longitudinal relations to the implementation level of comprehensive developmental guidance programs. The study has three key aims: to develop and validate survey instruments, in particular, the school connectedness scale for senior secondary students; to examine students' life skills development and their relations to school connectedness; and to examine the longitudinal relations between school guidance programs, life skills development, and school connectedness. A literature review indicates that no research study has empirically examined the link between students' life skills development, school connectedness, and school guidance programs. A new academic structure will be implemented for senior secondary students in HK in 2009, which emphasizes whole-person development, developing individual potential, and career-oriented experience. This highlights an urgent need for a sound knowledge of life skills development and school connectedness among HK senior secondary students.



Effects of augmented feedback and practice variability on motor learning in a voice therapy task



Principal Investigator: Professor Edwin Man Lai Yiu

This project studies voice disorders, investigating the effect of "feedback" and "practice mode" on a voice motor task. It examines whether dysphonic subjects demonstrate better motor learning in a relaxed phonation task when no feedback is provided as compared to a terminal feedback condition. It also looks at whether dysphonic subjects learn better in using variable practice items presented in a random order as compared to constant practice. Surface electromyography biofeedback has been used successfully in reducing muscle tension in subjects with hyperfunctional dysphonia. However, few studies have focused on the factors affecting the learning aspect of the vocal exercise.

Joint Programme

CACLER (Centre for Advancement of Chinese Language Education & Research) co-organized a summer course on 'Training Teachers for the Future: Transnational Educational Issues' with the College of Education of San Francisco State University (SFSU) from 4 to 15 June 2007. It provided 14 US Bay Area educators with a week of coursework in San Francisco, followed by a week of coursework in Hong Kong, culminating in a week of intensive classroom observation and study in classrooms in Hong Kong and Guangdong. Faculty members including KW Cheung, WM Cheung, WW Ki and Gerry Postiglione gave wonderful talks. The US teachers visited 9 schools, including primary and secondary schools in HK and China, during the course. The schools included a Chinese-medium school; English-medium schools; ESF schools; a school for newly arrived children from Mainland China; and a school for South-Asian students. During the course, they had many opportunities to interact with school teachers as well as our postgraduate students, gaining valuable exposure to educational practices in HK and Guangzhou. We also benefited from their interaction and exchange through these lessons and activities. As a result of this experience, the US participants developed a better understanding of Chinese and other Asian diasporas as well as recent educational developments and conditions in China and Hong Kong; and developed skills in collaborative, cross-cultural classroom observation and lesson study, drawing useful conclusions from the experience. After this pilot course, we will explore other collaborative possibilities in the area of Chinese language teaching and learning as well as joint teacher education programs between CACLER and College of Education of SFSU.



Dr. Jacob Perea (the 2nd from right of first row), Dean of the College of Education of SFSU, Dr. David Hemphill (middle of first row), Associate Dean of the College of Education of SFSU and Dr. MY Lee (the 3rd from left of the first row), Assistant Professor of the College of Education of SFSU, all who accompanied the 14 US teachers on this summer course.

A session was arranged for the US teachers to exchange their learning and teaching experiences with our postgraduate students.



Dr. WW Ki conducted a workshop on 'Awareness of Chinese characters' for the US teachers.

Dean Perea of the College of Education of SFSU (the first from right) found that the software of learning Chinese character was very interesting.



Faculty News

Mentoring workshops

The Faculty has been conducting mentoring workshops on a regular basis for teachers who supervise and support student teachers. The second and third workshops in the 2006-07 series took place on January 17, 2007 and March 17, 2007 respectively.



The theme of the second workshop held on January 17, 2007 was "A Collaborative Exploration of the Observation Cycle". The workshop covered issues relating to the Observation Cycle: the pre-lesson conference, the lesson observation and the post-lesson conference, the purpose of each stage and how best to conduct each element of the cycle.

The third and final workshop for this academic year took place on Saturday 17th March. With the theme "A Collaborative Reflection on Mentoring Processes for Professional Development", the workshop was divided into two sessions. The first session looked at how to complete the Feedback Profile for Teaching Practice and the second session began with a group discussion to encourage student-teachers, mentor-teachers and university tutors to discuss teaching practice from their various perspectives in terms of their professional development and what each participant could do to enhance the practicum experience for all concerned. A plenary session was then held in which issues emerging from the group discussions were addressed to a panel and the audience who then responded to the issues raised. More information about the workshops is obtainable at <http://pws.edu.hku.hk>.



Public lecture by Sir James Mirrlees

A high-profile public lecture on "Ending Poverty in China" jointly organized by the Faculties of Arts and Education was held on February 26, 2007, attracting a full house in the Rayson Huang Theatre.

The lecture was delivered by Sir James Mirrlees, a Nobel Laureate in Economics in 1996. In the lecture, Sir Mirrlees argued that poverty has been greatly reduced over the last twenty-five years. He looked at how much it had really fallen, the ways in which the reduction had come about (through internal migration or increased rural productivity), whether it would continue to fall, and should it, and could it be reduced faster. He concluded the lecture with a discussion of whether new economic policies were required.



Faculty News

Long service award

Congratulations to Dr Ora Kwo and Professor Gerard Postiglione on receiving long service awards. The award is presented to dedicated academic and senior administrative staff who have served HKU for over 25 years and we thank them for their contributions to the Faculty.

Professor Postiglione attended the ceremony on May 30, 2007 and received the award from the Vice-Chancellor, Professor Lap-Chee Tsui. He received an outstanding research student supervisor award last year.



MEd Information Day



The information day for the Master of Education (MEd) programme was held on February 3, 2007. It was introduced by the Programme Director, Dr Ida Mok and Professor Cheng Kai-ming gave an address. Participants were given information about the structure, specialisms and admissions criteria of the programme. A few current students and alumni were also invited to share their experience and thoughts with prospective students.



Seminar on "From Web 2.0 to Education 2.0: Opportunities and challenges for teachers, trainers and information professionals"

A seminar on "From Web 2.0 to Education 2.0: Opportunities and challenges for teachers, trainers and information professionals",

organized by the Division of Information & Technology Studies, was held on May 26, 2007. The seminar has attracted more than 150 participants. In the seminar, a group of experts introduced recent developments in learning technology and how these have been applied in different educational and human resource development contexts both internationally and locally. Participants were given the opportunities to interact with speakers, ask questions and contribute ideas. Archive of seminar materials can be viewed at <http://www.its.edu.hku.hk/>.



Faculty News

HKU Scholar Uses Acupuncture for Benign Vocal Pathologies

Professor Edwin Man Lai Yiu and his research team at HKU have discovered that acupuncture is very effective for the cure of benign vocal pathologies, with a 100 per cent cure rate. The study, begun in 2003, involved the collaboration of HKU, Nanjing University, China, and Columbia University, USA. Professor Yiu is now conducting a more in-depth study in Hong Kong in order to find out the mechanisms of the effectiveness of acupuncture for benign vocal pathologies, and to test the effectiveness of other out acupoints.



Progress of the "Integrate Cantonese Opera in Education" project

The "Integrate Cantonese Opera in Education" project, supported by the Yam Pak Charitable Foundation and led by Dr Dorothy Ng Fung Ping, celebrated the completion of its first stage at the end the 2006-2007 academic year.

The four participating secondary schools, namely Yan Chai Hospital Wong Wha San Secondary School, Yan Chai Hospital Lan Chi Pat Memorial Secondary School, True Light Middle School of Hong Kong and Lok Sin Tong Yu Kan Hing Secondary School gathered at the Chong Yuet Ming Amenities Centre in HKU in mid-May to demonstrate their learning achievements. The students used drama, opera songs, poems, jazz and powerpoint presentations to share their understanding of Cantonese opera and learning experience.



The second stage of the project will be implemented soon and number of participating secondary schools will expand to involve 10 schools across Hong Kong. The project will develop courses to train teachers and to establish a school-based evaluation system. In addition, it will promote web-based learning for students and teachers to share their learning experience and obtain the latest information about Cantonese opera development. Through these exercises, the project will continue to enhance students' language and literature knowledge and cultivate their pride in Chinese culture.

Visit by Lord Adonis, UK Schools Minister

An informal round-table discussion about Hong Kong students' academic achievement and school reform was held on 30 May with Lord Andrew Adonis, the UK's Schools Minister. Lord Adonis visited Hong Kong, Singapore and Taiwan to find out first-hand about the factors that have contributed to the high levels of attainment by pupils in the education systems of these countries; and to discuss with education experts their views on school reform and key developments required over the next few years to raise standards for all.



Faculty News

The International Association of Special Education (IASE) Tenth Biennial Conference

The IASE Tenth Biennial Conference themed "Global Challenges in Special Needs Education: Past, Present, and Future" was held on June 10-14, 2007. It is a worldwide conference held twice a year, this time co-organized by the IASE and CASE. The main

purpose of this conference is to make the world a better place for students with special educational needs by providing opportunities to share different practice and knowledge from different countries around the world. The conference also provided a great opportunity to reflect on the range of individual differences in our unique international metropolis, Hong Kong.



More than 300 distinguished delegates from international, mainland China and local schools or organizations were involved in the five day conference. Most of them were academics from tertiary institutions, frontline practitioners in the field of special education and rehabilitation, and administrators from the education departments.

The conference included the Vice-Chancellor's reception, the opening ceremony, two keynote speeches, and a number of plenary sessions which showcased work in Hong Kong and central Europe. In addition, there were concurrent sessions during the morning and afternoon. Many local and international delegates presented their research and frontline experiences in the seminars and poster presentations.

Refurbishment of laboratories

The Run Me Shaw laboratories were established in 1984 for the preservice teaching programme and have been in use for more than twenty years. They were designed for teaching groups of around 15 with a maximum class size of 20. However, recently needs have changed with schools now requiring teachers to adopt an integrated view of science education. PGDE students are now recruited in groups of 30 or more, not 10-20 per science specialism. Therefore a bigger laboratory for integrated science that can accommodate 30-40 students has become a necessity. An application to the UGC for the refurbishment of laboratories was approved in April 2007 with the total grant around \$7 million. All 3 science laboratories will be refurbished as well as the technical staff office which will be relocated on the same floor.

The following are the highlights of the new facilities in the laboratories:

- A large multi-science laboratory with maximum size of 40 (the size of the Physics and Chemistry laboratories will remain similar to the current laboratories).
- A smart board in each laboratory.
- Tables that can be re-configured so that the laboratories can be easily converted for general classes.
- An E-lock system to facilitate control and management.

BEd (part-time) Programme

The part-time Bachelor of Education programme was introduced in 1993. The last cohort of Chinese students will graduate this year. They gathered together in the last lesson and took a photo with Professor S K Tse, Dr Mark Shum and Ms Chloe Chu.



Since its launch, the Programme has provided many Hong Kong teachers with the opportunity to further their studies. Until relatively recently not many young teachers had the chance to enter university, especially girls. Not only were there many fewer university places, but many families could not afford to provide university education to more than one child. Therefore, the introduction of the BEd (part-time) programme helped many people to fulfill their dreams. The programme also provided teachers with advanced subject knowledge and practical research skills, thus enabling them to contribute at a much higher level to the education field.

To obtain a BEd degree was only the start of an impressive learning pathway for some students. Many BEd (part-time) graduates chose to continue with further studies after completing the BEd with about one-third of the students in the MEd Chinese group being recruited from the BEd (part-time) programme. Some graduates were even stimulated to pursue a PhD degree, including Dr Sin Man Fai whose story is presented below.

From Teacher to Reseacher - A Learning Path of a Graduate



by Dr Sin Man Fai (graduate of 1997 BEd part- time degree course)

In 1986, I graduated from Northcote College of Education and started my teaching career in a secondary boy's school. After 7 years of teaching, I became aware of my lack of knowledge in the area of teaching methodology and education. So in 1993, I enrolled in the part-time degree course, run by the Faculty of Education of the University of Hong Kong.

It was a 4-year course, and at that time, it was also the longest part-time educational course among the local universities. The part-time BEd course not only broadened my horizons in the field of education, but also aroused my interest in learning. It was the BEd part-time course that gave me the drive and confidence to pursue further studies in the educational field. After getting a Master's Degree of Education in 2000, I started my curriculum research in 2001 and finally completed my doctoral thesis in 2006. I would like to express my heartfelt thanks to all the professors and lecturers in the the Faculty of Education at the University of Hong Kong, for without their support, I might not have the opportunity to advance in my career (from CM to SGM). Most important of all, without their support, I would never have known that what I had learnt in my initial training was so limited and that I needed to prepare myself for life-long learning in order to keep abreast of the times.

Alumni News

March Hike by HKUEdAA

The HKUEdAA members went hiking on March 24, 2007 to Lau Shui Heung Reservoir, Hok Tau Reservoir and the Pangs village. A second gathering was held in July. Join the HKUEdAA and you will know more!



Farewell

Dr K C Wong retired on June 30, 2007 after 17 years of service to the Faculty. He was previously the Head of the former Department of Education. During his term of service, he made a significant contribution to the former department as well as to the establishment of the unitary Faculty. Colleagues from the Division of Policy, Administration & Social Sciences Education organized a farewell lunch for Dr Wong in the Lee Garden Restuarant on June 1, 2007. Some Faculty members also gathered at the Yung Kee Restuarant on July 6, 2007 to have dinner with Dr Wong. Dr Wong's dedication and skills will not be entirely lost to the Faculty as he will continue to contribute in various ways as an Honorary Professor.



Farewell



Professor Kenneth King was appointed as the Distinguished Visiting Professor in the Faculty in March 2006. He stayed with us for a year and left Hong Kong on May 3, 2007. Many Faculty members gathered at the Senior Common Room on April 27, 2007 to bid farewell to Professor King and his wife. Professor King will be remembered affectionately for his contribution to the Faculty and the encouragement he gave to colleagues and postgraduate students.



Miss Annie Ngai left our Faculty on July 9, 2007 after 4 years of service. The Acting Dean and Associate Deans organized a farewell dinner for Annie on July 9, 2007 in Shanghai Garden. Annie was an extremely competent and dedicated Faculty Secretary and has been a tremendous support to the Associate Deans and the Acting Dean. She is now working as an Assistant Registrar in the Research Services Section of Registry.



Welcome

Ms Aster Ho, from the Graduate School, joined the Faculty as Faculty Secretary on July 10, 2007. With her rich experience as an administrator in the University, she will be an asset to our Faculty.



Forthcoming Events

Seminar by Ms Christine Rodgers, University of Cape Town on Psychological aspects of vestibular disorders

Date : 18 September 2007
Time : 7:00p.m.
Venue : Room 518, PPDH
Information : Dr Bradley McPherson (Tel: 2859 0592; Email: dbmcpher@hkucc.hku.hk)

Teacher Conference on Oral School-Based Assessment in Junior Secondary English Teaching

Date : 24 November 2007
Time : 9:00am - 5:00pm
Venue : LG06, Hui Oi Chow Building
Information : Ms Jane Mok
(Email: janem@hkucc.hku.hk; website: <http://web.hku.hk/~sbapro/>)

NOTE: The Faculty has a very interesting and range of forthcoming seminars and workshops scheduled for this semester - HKU alumni and other members of the educational community are most welcome to attend. The most updated programme (including video-recordings of most sessions and speaker handouts) can always be found on our Faculty website: <<http://www.hku.hk/education/researchseminars.htm>>.

Join the HKUEdAA family!

There is an excellent opportunity for you to renew ties and share fond memories with classmates and friends! All alumni are welcome to join our Alumni Association.

Sign up and join us at <<http://www.hku.hk/education/alumni-membership.htm>>.

Want to share your whereabouts, joys and experience?

Please send a paragraph with relevant information including photos and details of yourself (e.g. year of graduation, programme enrolled, email address, etc.) to the Editorial Board (attn.: Miss Miranda Cheung, Faculty of Education, The University of Hong Kong, Pokfulam Road, Hong Kong; Email: mkcheuna@hkucc.hku.hk). Spread the word when you come across other alumni.

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Chairperson: Professor Tse Shek-kam
Editor: Dr Matthew Clarke, Dr Chris Davison and Dr Leo Francis Hoye
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Graphics and layout: Miss Miranda Cheung
Cover design: Mr Samsom Liu

Address: Faculty of Education, The University of Hong Kong, Pokfulam Road, Hong Kong
Tel: (852) 2859 1936
Fax: (852) 2857 9564
Email: ed_alumni@hkucc.hku.hk
Website: <http://www.hku.hk/education>