The Faculty of Education aspires to lead the study and practice of education, to influence public policy and improve community life through education, and to nurture graduates who are passionately committed to their professions.
In recent months, we have revisited the Faculty’s Vision and Mission statement, in order to ensure that it conveys a clear sense of direction and purpose for the continuing development of the Faculty. As we worked on the draft, there was extensive consultation with staff, students and alumni, to ensure that all members of the Faculty community have ownership of the statement and are proud to embrace it. We also invited comments from ‘critical friends’ outside the Faculty. The final version of the statement has recently been placed on the Faculty website.

As a preamble to the Vision and Mission, there is a statement of our identity, recognizing the uniqueness of our heritage and of our context, as an integral part of a comprehensive, research-intensive, international, English-medium university in the Hong Kong Special Administrative Region of China, and as a regionally and globally engaged educational hub.

The single sentence setting out our vision encapsulates our aspirations as a Faculty: The Faculty of Education aspires to lead the study and practice of education, to influence public policy and improve community life through education, and to nurture graduates who are passionately committed to their professions. Each phrase in that sentence captures a crucial aspect of our vision. But, for me, the key words are those which emphasize the passionate professional commitment that we seek to nurture in our graduates.

In setting out our Mission, we have highlighted six dimensions of focal endeavour, relating to research, teaching and learning, our external relationships, and our environment and culture. Those six dimensions of our mission are:

- To advance scholarship and engage in research with high impact internationally, nationally and locally;
- To break new ground in curriculum and pedagogy, and to be a role model for good educational practice;
- To nurture graduates of distinction with a global outlook, who are committed to lifelong learning, ethical practice and professionalism, and capable of becoming leaders in their fields;
- To engage in productive partnerships with academic and professional communities in order to generate, integrate, exchange and apply knowledge, build capacity, and enhance educational opportunities for all;
- To serve as a focal point of intellectual and academic excellence in our fields of expertise in Hong Kong, China and Asia, and act as a gateway and forum for scholarship with the rest of the world; and
- To develop and sustain a collegial, inclusive, supportive, flexible and multicultural environment that will attract and nurture students and staff of the highest calibre in a culture that inspires creativity, learning and freedom of thought, inquiry and expression.

In fulfilling our mission, our policies and practices will be characterized by their interconnectedness, and underpinned by a number of core commitments: to Excellence; Sustainability; Collegiality; Fairness; and Equity.

We look forward to collaborating with all members of the Faculty community in the coming months and years to achieve the realization of our Vision and Mission. If readers have any comments or suggestions, please do not hesitate to get in touch.

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New Dean of Education

The Council has approved the appointment of Professor Stephen Andrews, Professor and Interim Dean of the Faculty of Education, as the new Dean of Education for a term of five years from as soon as possible.

Professor Andrews joined the Faculty of Education in September 1990, and is widely recognized for his academic accomplishments internationally. During his 21 years of meritorious service with the University, Professor Andrews has made substantial contributions in teaching and learning, research as well as administration. Apart from playing a leadership role in curriculum development and innovation, he has held a number of senior administrative positions in the Faculty. He is well versed with the local education scene, and possesses proven management experience, outstanding inter-personal skills, in addition to visionary leadership.
Faculty Planning Day 2011

Moving forward into the new decade and based on the recommendation of the Faculty Review, the Faculty revisited its Vision and Mission, which would serve as the framework upon which the strategic planning shall be built. Professor Stephen Andrews, Dean of Education, took the opportunity to present the new Vision and Mission at the Faculty Planning Day held on May 4, 2011.

Along with strategic planning, infrastructure development is also being targeted. In fact, the Faculty members were informed by Professor Nancy Law, Associate Dean (Development), that there are plans for the members to transfer to the larger Meng Wah Complex by late 2012. The Faculty would take the retrofitting as an opportunity for tailoring designs for the future. Following the session on infrastructure development, Professor Cheng Kai Ming, Chair Professor of Education, gave Faculty members an idea the characterization of donations in higher education and their importance to institutional advancement.

Three guest speakers, namely, Mrs Cherry Tse, Professor John Burns and Professor Lung Chan, were invited to share their perspectives on strategic planning. In the dialogue session, Mrs Tse, Permanent Secretary of Education, EDB, shared her views on initial teacher education in Hong Kong. Professor John Burns, Chair of Politics and Public Administration, talked about strategic planning that served to enhance research. Professor Lung Chan of the Department of Earth Science, shared his experience in promoting collegiality in an era of academic reform.

Reunion at the Races 2011

As part of the Centenary Celebrations, the “Reunion at the Races” this year was particularly exceptional. The event was held in conjunction with the HKU Alumni Association Challenge Cup on June 5, 2011 at the Sha Tin Racecourse. The Faculty hosted one table, which was graced by the presence of our donors, Mr and Mrs John Fong, Mrs Sansan Ching Sweeting, Professor Robert Chan and Professor Lee Ngok. Our guests, friends, and Faculty staff enjoyed the delightful atmosphere over lunch and excited talks about horse racing. On behalf of the Faculty, Professor Stephen Andrews presented a trophy to the owners of the winning horse at the HKU Education Alumni Handicap Cup.
Distinguished Lecture 2011

As one of its key Knowledge Exchange initiatives and as part of the University’s Centenary Celebrations, our Faculty invited Professor Maurice Galton, a Senior Research/Teaching Fellow at the Centre for Commonwealth Education, Faculty of Education, the University of Cambridge, to deliver the Distinguished Lecture entitled, “Why Won’t Teachers Change the Way They Teach?” on May 31, 2011.

During the lecture, Professor Galton addressed the issue of teachers’ apparent reluctance to change their classroom practices and some of the reasons behind such behaviour. He also discussed the possible solutions to this seemingly intractable problem, by drawing on his most recent research focused on the different ways, by which artists and teachers seek to motivate disengaged students as well as their effects on the students’ well-being.

The Distinguished Lecture was a great success, with nearly 300 participants joining the full house venue. The audience, which comprised senior officers from the EDB, education professionals and practitioners, academics and students, all acknowledged the lecture with excellent feedback. More details about the Lecture can be found at http://web.edu.hku.hk/seminars_lectures.php.

A Dialogue with Professor Maurice Galton – Lunch Seminar

The Faculty took Professor Galton’s visit as an opportunity to host a lunch seminar entitled, “Encouraging Students’ Voice: How Far Should We Go?” on June 1, 2011. During this invitational luncheon dialogue session, senior officials from the EDB, heads of other tertiary education institutions, principals of our partnership schools, and academics from our faculty, all exchanged views regarding the practical limitations of school democracy.

Sitting from left: Dr Cheung Kwok Wah, Principal Assistant Secretary for Education, EDB; Professor Kerry Kennedy, Associate Vice President (Quality Assurance) and Dean of the Faculty of Education Studies, HKIEd; Professor Amy Tsui, PVC, HKU; Professor Maurice Galton; Professor Stephen Andrews, Dean of Education, HKU; Professor Dennis McNemey, Associate Vice President, Research and Development, HKIEd; Dr Tammy Kwan, Assistant Dean, Faculty of Education, HKU; Mr Peter Ip, Principal, CCC Hoi Fuk Tong College.

Standing from left: Ms Queenie Wong, Development and Communications Manager, Faculty of Education, HKU; Professor Janet Draper, Head of the Department of Education Studies, Faculty of Social Sciences, HKBU; Dr Ida Mok, Associate Dean (External Relations/International), Faculty of Education, HKU; Mr Tse Sik Yan, President, HKU Alumni Association; Mr Gavin Chung, Principal, Lock Tao Secondary School; Mr Kenneth Chen, Under Secretary for Education, EDB; Professor Peter Kutnick, Associate Dean (Research), Faculty of Education, HKU.
Education Seminar Series

Our Faculty has been dedicating its continuous effort to enhance KE, and has been raising this profile as its core business. Since 2010, we have undertaken initiatives in knowledge sharing with the public by organizing the Education Seminar Series intended for parents.

The 4th seminar of the series, entitled “A Talk with Parents on the Quality of the ‘i’ Generation’s Information Technology Education,” was held on April 9, 2011. The seminar was conducted by Professor Nancy Law, Dr Allan Yuen and Dr Lee Yeung, along with two local school teachers, Mr Li Chi Shing and Ms Ng Ching Man. During the seminar, the speakers examined the impact of information technology on education and addressed the roles parents and schools must play in light of the rapidly changing teaching and learning environment. About 200 parents attended the seminar and gave positive feedback afterwards.

Professor Cheng Kai Ming delivered the 5th seminar of the series entitled, “When Should I Send My Child Abroad?” on June 11, 2011. He addressed the burning issue of pursuing studies overseas for children, and held a stimulating and interactive dialogue with the audience regarding the advantages and disadvantages as well as the appropriate timing. The issue of whether or not to send children to international schools was also highlighted. The seminar received overwhelming responses from over 360 participants who were impressed and inspired by the enlightening and intriguing discussion.

Details of the two seminars, including slide presentations, videos and photos, are available at http://web.edu.hku.hk/seminars_lectures.php.

Knowledge Exchange Impact Projects

The University has placed increasing emphasis on KE activities. In recent years, it has committed itself to provide funds that steer KE development as well as support key projects, whose impacts are recognized and acknowledged by the public and relevant non-academic sectors.

Since 2010 up until the present, 7 KE Impact Project proposals have already successfully received funding allocations from the University, amounting to HK$510,000. These projects and their corresponding proponents are presented below.

by Professor Mark Bray

“Mobile eBook for Chinese Learning”
by Dr Ki Wing Wah

“Liberal Studies Service and Learning: Connecting University and Secondary School Liberal Studies Students”
by Dr Ki Wing Wah

“Provision of Professional Support to Professional Partnership Schools (PPS) to Strengthen the Culture of Collaborative Classroom and Mutual Lesson Observation through School-University Teaching Practicum Placement”
by Dr Tammy Kwan

“Understanding and Communicating with Brain-Damaged Individuals with Language Impairment”
by Dr Law Sam Po

“Impact Evaluation of a College Student Volunteers Programme on Reducing Rural Poverty: Pro Bono Research”
by Dr Dan Wong

“The Problem and Experience: Using Putonghua as a Medium of Instruction in Chinese Subject Classroom”
by Dr Zhang Bennan and Dr Lai Chun
School-University Partnerships

This year, the Partnership Office has built upon the successful KE award presented by the Faculty in 2009-2010. This KE award was based on the “Partnership Forum as a Distinctive Example of Knowledge Exchange” arising from the School-University Partnerships that were first initiated in May 2007 by Dr Tammy Kwan. Since then, we have developed mutual collaborations with many schools to support practicum placements for student-teachers on multiple initial teacher education programmes. Such collaborations have led to the formation of a strong community of Professional Partnership Schools (PPS).

With a total of HK$12,000 received from the KE Funding exercise, along with the consistent support offered by the Faculty, the Partnership Office has actively sought the participation of principals, teachers, mentors, students, and parent representatives of the enlarged community of the 14 PPS, all of which have signed a 3-year memorandum with the Faculty. This has allowed the partner schools to benefit from a mutual exchange of professional experiences, bringing about meaningful school improvements and student learning. This extended collaboration has led to several major KE activities from January to June 2011 as listed below.

1. With School Sponsoring Bodies - On January 18 and March 11, 2011, we met with 26 principals from the Catholic Diocesan Secondary Schools and all 50 principals from the Sheng Kung Hui Primary Schools, respectively. The purpose of these two meetings was to share and exchange current and new teacher education programme information, with the goal of promoting new and meaningful placement collaboration between schools and our Faculty. This way, we can enhance the continuous professional development of schools and teachers and ensure the success of initial teacher education through the well established School-University Partnerships.

2. Cluster Professional Seminars - On March 22 and April 4, 2011, two professional seminars, entitled “Assessment FOR Learning” led by Dr Tammy Kwan, and “Diversity FOR Learning” led by Dr Loretta Ho, respectively, were delivered to 10 schools. These activities welcomed over 80 participants comprising principals, teachers, parent representatives, and school board members in a newly formed Tuen Mun cluster. The seminars were held at SMKMCF Ma Ko Pan Memorial College and Carmel Bunlan Tong Memorial College, respectively.

On April 16, 2011, another professional seminar entitled, “Assessment FOR Learning and Tending Diverse Needs in the Same Classroom,” was delivered jointly by Dr Tammy Kwan and Ms Ann Ly as a result of the aforementioned visits to the 26 principals of the Catholic Diocesan Secondary Schools. Over 40 participants, including principals, teachers and their parent representatives, attended the seminar. We are confident that there will be closer collaboration with the Catholic Diocesan schools in the coming years.
3. **Inter-PPS Visits** - On March 31 and April 13, 2011, two inter-PPS visits were organized to bring teachers from the PPS community together and provide a venue in which they can share and learn from each other. The first visit to HKU Graduate Alumni Primary School focused on the very popular educational issue of “Tailoring Individual Differences through Cooperative Learning.” A total of 15 teachers from the other three primary PPS and two secondary PPS shared valuable experiences with the presenting teachers of HKUCA Primary School. The second visit to Tak Sun Secondary School was attended by 21 teachers from other PPS, and dealt with the issue of “Integrating English Learning into Pupils’ School Lives.” Professor Stephen Andrews, Dean of Education, also took part in the two visits to demonstrate his support for KE.

4. **Tripartite Collaboration** - On April 16, 2011, Dr Loretta Ho, supported by Ms Eva Chan and 10 PGDE Liberal Studies student-teachers, worked with the 13 Liberal Studies teachers (led by the LS mentor-teacher Mr Frankie Leung) and 54 students (5 classes with a total of 196 students) of CCC Kei Long College (one of our 14 PPS) to embark on the Liberal Studies Independent Enquiry Studies (IES). This programme adopted a problem-based learning approach to facilitate the students do the IES Stage 1 project formulation work. The purpose was to facilitate KE with the Liberal Studies teacher of Kei Long, our LS PGDE student-teachers, and university tutors with regards the design and facilitation of the IES activity with 54 students.

- Two items related to KE support were given to teachers who wanted to develop their mentoring skills. From April to mid-May, 2011, Dr Gary Harfitt conducted four days of professional support and consultancy to the English teachers in Carmel Bunnan Tong Memorial Secondary School, which focused on classroom observation and provision of constructive feedback for open classroom culture enhancement. Ms Gerry Davis, with the support of the Partnership Office and experienced mentor-teachers from schools, ran a series of three mentoring workshops for first-time mentors. The foci of the meetings included the following: October 23, 2010, Understanding of Mentoring (with 47 participating teachers); January 29, 2011, Lesson Observation Skills (with 64 participating teachers); and March 26, 2011, Developmental Reflection on Teaching Practice (with 56 participating teachers).

On top of these events aimed at enhancing KE, the Partnership Office also hosted the Annual Partnership Forum (our award winning event of last year) on June 18, 2011, during which we shared and disseminated best practices with both PPS and other interested partnership schools. The focus of this year’s forum was “Extending the Boundary of School-University Partnerships and Acknowledging ‘Good Teaching Practice’” of our student-teachers and mentor-teachers via authentic video-recorded lessons with principals, teachers, parents, and our Faculty colleagues. Key personnel from the EDB and local religious organizations as well as colleagues from other tertiary education institutes were there to support the finale event. More than 150 enrolled registrations were received.

The Partnership Office holds the strong belief that this series of KE activities has generated a profound impact on the school community, further actualizing the spirit of School-University Partnerships in extending the boundary to live up to our Faculty’s mission of nurturing our graduates and transforming them into passionately committed teaching professionals.
Faculty KE Award

The Faculty KE Award went to Dr Dorothy Ng, for the "HKU Cantonese Opera Education Research and Promotion Project".

The Selection Committee commented that the project was a very promising research project which can see the efforts made to integrate Cantonese opera into the senior secondary curriculum. It is sound in strategy and structure with its wide coverage and emphasis in experience sharing. The project proved to be popular with the receipt of significant donations from the community. The evidence of engagement process is very impressive. With the publication of Leung Sing-boh Biography about a Cantonese opera singer, it raises the awareness of the public to understand the intangible cultural heritage. The impact of the project is not just confined to the academic circle, but also the secondary schools and the general public.
The Challenge of Shadow Education

For over a decade, Professor Mark Bray has been investigating dimensions of the so-called shadow education system of private supplementary tutoring. Private tutoring has become increasingly visible in Hong Kong and is spreading worldwide. Students pay for additional lessons after school in the form of one-to-one classes in small groups and even in large lecture theatres with overflow video screens.

Surveys suggest that in Hong Kong, 75% of upper primary students and 85% of upper secondary students receive tutoring. Professor Bray has initiated a study to look into this phenomenon more closely.

In addition, much of Professor Bray’s work focuses on patterns observed around the world. His 2009 book entitled, Confronting the Shadow Education System: What Government Policies for What Private Tutoring?, published by UNESCO’s International Institute for Educational Planning (IIEP), has an international audience, and is indeed reaching readers through multiple languages. Thus far, it has been published in six translations (i.e., Bangla, French, Georgian, Korean, Mongolian, and Urdu), and is scheduled to be translated to seven other languages (i.e., Arabic, Armenian, Azeri, Chinese, Nepali, Polish, and Uzbek).

The global book has also incited further regional work. In 2010, the European Commission requested Professor Bray to prepare a separate study of tutoring in the 27 countries of the European Union. The study, released in June 2011, immediately attracted considerable attention. Reports were published in newspapers in over 30 countries, thereby stimulating lively debate over the Internet and elsewhere.


We are proud to announce that every year, our academics have successfully applied for General Research Fund grants for projects in different disciplines. To date, Faculty members have received about $5M in funds for the projects listed below.

The Development of Generic Skills: A Curriculum Design Framework Adapting Student and Teacher Perspectives and Approaches to Learning in a Discipline-specific Context for Hong Kong Higher Education by Dr Cecilia Chan.

Private Supplementary Tutoring: Scale, Nature and Implications for Secondary Schooling in Hong Kong by Professor Mark Bray.

An Investigation of the Challenges Faced by Second Language Postgraduate Student Writers in a Hong Kong University Context and the Writing Strategies Used by These Writers by Dr Fiona Hyland.

Navigating the Inter-textual Landscape and Traversing the Plagiarism Minefield: University Students in Hong Kong and Mainland China Writing in the Academy by Dr Li Yongyan.

Mathematical Tasks in Grade-8 Classrooms: A Cross-cultural Study between Australia, Hong Kong and Singapore by Dr Ida Mok.

China-Africa University Partnerships in Education and Training: Students, Trainees, Teachers, and Researchers by Dr Bjorn Nordtveit.

Prejudice, Social Stress, and Health Outcomes among Sexual Minorities in Hong Kong by Dr Sam Winter.

High-speed Imaging of Vocal-fold Vibration Patterns in Vocally Fatigued Teachers by Professor Edwin Yiu.

Development of a Comprehensive Assessment Tool for Different Types of Alaryngeal Speech of Cantonese by Dr Manwa Lawrence Ng.

The 6th Agreement Signing Ceremony between HKU and The State Language Commission of China

The 6th Agreement Signing Ceremony between HKU and The State Language Commission of China was held on June 1, 2011. Its aim is to enhance bilateral relations in the fields of Putonghua assessment and education. The ceremony also marked the 15th anniversary of the establishment of The Hong Kong Putonghua Education and Assessment Centre as well as the development of Putonghua Education in Hong Kong.

The Agreement was signed by Professor Tsui Lap Chee, Vice-Chancellor of HKU, and Professor Yao Xishuang, Director of The Mandarin Training and Testing Centre of The State Language Commission.

Officials from the Ministry of Education of PRC, including the Vice Minister of Education, Li Weihong, and Dean of the Faculty of Education, HKU, Professor Stephen Andrews, were invited as special guests in this memorable event. Representatives of the respective Putonghua Centres of 11 tertiary institutions in Hong Kong also attended the ceremony to express their support.

To provide entertainment, students of the “Certificate Teacher Training Course Series for Putonghua and Performing Arts” performed an a cappella rendition of a Beijing Opera number as well as a comic dialogue, while a group of foreign students studying elementary Chinese sung a familiar Mandarin pop song. Their performances won enthusiastic applause and encouraged the Centre to offer more high quality Putonghua courses in the future.

IB Teacher Awards (IBTA) Frame Agreement

In accordance with the IB Teacher Awards (IBTA) Frame Agreement, which has been signed between the International Baccalaureate Organization (IBO) and the Faculty, IBO has begun to recognize Master of Education in Teaching Chinese as a Second Language in connection with the Level 1 and Level 2 IB teacher-awards. The Agreement also provides the legal framework for the recognition of courses of study offered by the Faculty. The aforementioned course has been given full unconditional recognition for a period of six years.

HKU-UBC Teaching Practicum Exchange Programme

To foster knowledge exchange between teacher education providers and schools in Vancouver and Hong Kong, this year, the professional practicum exchange programme in cooperation with the University of British Columbia, brings together teacher-educators, mentor-teachers, student-teachers, and university-tutors from these two places to share expertise on and insights into learning-to-teach and teaching-to-learn. Mr Aaron Ho and Miss Helen Ng, student-teachers from the University of British Columbia, shared their experiences in teaching in
Exchange Study Experiences in Sheffield

In September 2010, two selected students from the Bachelor of Science in Information Management BSc(IM) programme went to the University of Sheffield as part of an exchange study programme between the two Universities. This was the second year in which BSc(IM) students were sent to Sheffield to have fruitful study and living experiences in the UK. The two students, Mr Eric Lau and Miss Yvanka Luk, expressed their gratitude for being able to taste the culture and experience a different learning style in another country. In addition, they met new friends from all over the world, and travelled around the UK and nearby countries during holidays.

Visit to South China Normal University

Professor Brendan Weekes and Dr Ling Wang from the Division of Speech and Hearing Science visited the School of Education at South China Normal University from March 24–25, 2011. The two are currently working on a Faculty-funded research project, which examines how the cognitive processes of visual attention are used in people who have communication disorders. Colleagues from South China Normal University, including Dr Qi Chen (middle) are also working in this field using cognitive neuro-scientific methods, such as functional magnetic resonance imaging (fMRI). Professor Weekes and Dr Wang met with the President of South China Normal University and gave talks on Chinese character recognition and brain imaging. The Division of Speech and Hearing Science warmly welcomes new collaborations between the University of Hong Kong and South China Normal University.

For Miss Helen Ho (right), the exchange programme has certainly been a highlight of her education as a teacher candidate. For the full text of their sharing activity, please visit http://web.edu.hku.hk/outreach/partnership/docs/Forum_Booklet_2011.pdf.

Mr Aaron Ho (right) found the teaching exchange programme valuable and he would recommend it to all teachers who are looking to expand their horizons.

Mr Eric Lau and Miss Yvanka Luk

Eric and Yvanka adapted the new culture and learning experience quickly. Apart from student life, they had to be familiar with the highly independent learning style. The exchange study also enabled them to meet friends from all over the world. Indeed, the exchange experience was very fruitful for both of them. They shared their experiences during the BSc(IM) Knowledge Exchange and Alumni Gathering held on April 15, 2011. The audience also felt the happiness they received from their exchange study.
CITE Research Symposium 2011

The CITE Research Symposium 2011 (CITERS 2011) was held on June 30, 2011 at Rayson Huang Theatre and Runme Shaw Building, HKU. CITERS 2011 was co-organized by the Centre for Information Technology in Education (CITE) and the Centre for the Enhancement of Teaching and Learning (CETL) of HKU, in partnership with the Earmarked TDG project for the 4-Year Undergraduate Curriculum Reform entitled, “Building Communities of Good Practices in Using ICT in the Curriculum.” The event aims to allow participants to share practices and experiences in using ICT to further support teaching and learning. The sponsors for the event were Blackboard Inc., HKU Strategic Research Theme (SRT) on Sciences of Learning, and Fuji Xerox Co., Ltd.

CITERS 2011 focuses on building communities of teachers, students and researchers, and developing their abilities to use technology in enhancing student learning, especially in higher education settings. The goal of the symposium is to discuss recent research as well as share good educational practices and new technologies, with a view to furthering research and practice that support learning with IT.

The main theme of the symposium was “Building Communities for Technology Enhanced Learning.” The keynote speaker was Professor Diana Laurillard from the UK London Knowledge Lab. Four sub-themes were addressed through the various forums, workshops, symposia, papers, demonstrations, and case studies related to using technology to enhance learning and teaching. The symposium featured sessions on a broad range of research topics on improving learning through e-learning, e-learning designs, principles, tools, policies, and learning environments that enhance learner engagement. Other topics discussed included different classroom uses of Web 2.0 applications, use of wikis and blogs, e-portfolios, mobile technology, and so on, to support learning and teaching.

This year’s symposium attracted around 120 registrants, all coming from a diversity of backgrounds. The registrants included staff and research students from HKU and other universities; teachers from community colleges, vocational training institutions and schools; as well as staff from IT companies working in the e-learning area. More details about the symposium and the abstracts of the presentations can be found in the event website http://citers2011.cite.hku.hk.

9th International Conference on Computer-Supported Collaborative Learning (CSCL 2011)

CITE hosted the 9th International Conference on Computer-Supported Collaborative Learning 2011 (CSCL 2011) at the HKU campus from July 4–8, 2011. The main theme of this conference is “Connecting Computer Supported Collaborative Learning to Policy and Practice.” The conference was co-organized with the International Society of the Learning Sciences (ISLS).

The opening ceremony of the CSCL conference was held on July 6 at the Loke Yew Hall, HKU. The conference began with a wonderful lion dance. Afterwards, the CSCL 2011 conference Co-Chairs, Professor Nancy Law and Professor Cheng Kai Ming, gave the welcome speech.

After the Hong Kong conference, post-conference activities were held in Shanghai, Guangzhou, and Beijing from July 11–15. In this photo, Professor Yu Shengquan from the Beijing Normal University, Professor Gu Xiaoqing from the East China Normal University, and Professor Zhao Jianhua from the South China Normal University of China are shown giving brief introductions to the post conference activities at the Mainland during the opening ceremony of CSCL 2011 in Hong Kong.

The CSCL conference in Hong Kong invited four excellent speakers. The keynote speeches addressed issues of education policy, social networking technology, and educational practices in relation to the current state and future of computer-supported collaborative learning.

Dr Kim Gwang-Jo, Director of the UNESCO Regional Bureau for Education in Asia-Pacific, gave a keynote speech entitled, “Linking Research and Policy Practice towards Quality Learning: Why and How?” The other keynote speakers were Dr Ed H. Chi, Research Scientist at Google Research, Professor Erik Duval of the Katholieke Universiteit Leuven, and Professor Roy Pea from Stanford University.
The conferences attracted over 400 registrants from over 30 countries, including the USA, Canada, Germany, France, UK, Middle East, Singapore, Malaysia, Thailand, Japan, Australia and Macau, as well as Mainland China, Taiwan, and Hong Kong. More details about the conference, video recordings, and presentation files can be found at the event website http://www.isls.org/cscl2011/.

Global Policy Forum on Learning on July 4 and 5, 2011

The Global Policy Forum on Learning was held on July 4–5, 2011 at the Robert Black College, HKU. The forum was co-hosted by the United Nations Educational Scientific and Cultural Organization (UNESCO) and HKU, and was also a joint effort of CITE and the SRT on the Sciences of Learning. The forum held a dialogue for about 20 prominent policy leaders, learning scientists, and scholars to discuss challenges and possibilities for findings from learning science research to have significant impacts on raising educational standards and nurturing 21st century abilities.

Forum participants included members from various international and national organizations, such as UNESCO, Organization for Economic Co-operation and Development (OECD), the National Science Foundation (NSF), and the Institute for Prospective Technological Studies (IPTS) of the European Commission. The main theme of the forum was to start a movement for learning to restore its central position in education policies, which was deemed as the key element that can ensure the success of any reform genuinely aiming to enhance the quality of education. The Global Policy Forum held a public forum called, “Back to Learning,” in conjunction with the CSCL 2011 conference on July 5. This activity attracted a large audience from both the international and global communities and the media.

Learning 2.0: Using Web 2.0 Technologies to Facilitate Students’ Learning and Assessment in Liberal Studies

The organizers of the Learning 2.0 Project, which was hosted by CITE, was invited by the Hong Kong Education City Limited to hold an onstage seminar in “Learning and Teaching Expo 2011” (LTE 2011) on June 28, 2011 at the Hong Kong Convention and Exhibition Centre.

The event highlighted the Learning 2.0 Project funded by the Quality Education Fund (QEF). This is a CITE-led school-university partnership project designed to accomplish two objectives. The first is to establish a Teacher Support Network for Curriculum and Assessment Innovation in Liberal Studies (LS) for the NSS Curriculum, and the second is to co-design an online platform using Web 2.0 technology that shall provide the necessary technological support for the innovation to be co-constructed through the network.

The seminar provided an overview of the design research approach adopted in this project and highlighted the features of the interactive Learning and Assessment Platform (iLAP), which was designed to support enquiry learning in LS. The blended learning curriculum packages and resources featured in the project website http://learn20.cite.hku.hk/ were also introduced.

The highlight of the event was the sharing of projects of the teachers and their students. The projects provided vivid descriptions and images that illustrated the enhanced learning and teaching process. Learning outcomes were aligned with the curriculum goals, particularly in the area of self-directed learning and inquiry. The teachers reported that the iLAP reduced their workload in meeting the school-based assessment requirements. Moreover, the iLAP also made it easier for them to set up learning tasks outside of the school. Students also found the iLAP easy to use and appreciated the support it provided for easy peer collaboration and self-directed work. The seminar was well attended by 105 participants.
The 4th Symposium of the Asia-Pacific Professional Network for Inclusive Education

Sponsored by the Marden Foundation Limited, the 4th Symposium of the Asia-Pacific Professional Network for Inclusive Education was held on May 14, 2011 at Rayson Huang Theatre, HKU, as an event of the Marden Forum on Special Education and Rehabilitation. The symposium, entitled “Comparative Perspectives on Inclusive Education: Policy and Practice in Asia-Pacific Region,” was co-organized by the Centre for Advancement in Inclusive and Special Education (CAISE) and the Comparative Education Research Centre (CERC).

It was our privilege to have as our guest, Professor Stephen Andrews, who delivered the welcome remarks, followed by an opening speech from Professor Mark Bray, Chair Professor and Director of CERC. Afterwards, 12 international speakers from Australia, China, Hong Kong, Macau, Malaysia, Taiwan, Thailand, and UK all shared knowledge on their respective unique experiences regarding inclusive education; the discussion was facilitated by Dr Filiz Polat, CAISE Director. Finally, Dr Vicky Tsang wrapped up the Symposium with a presentation of the comparative perspectives on the topic. The event was attended by over 100 participants, consisting of EDB officials, education professionals, and school teachers and principals.

Awards Presentation Ceremony for the Writing Contest, “Our Stories on the Same Campus”

Supported and funded by the HKU 81 Inclusion Fund and the Henry Chan Inclusive Education Fund, CAISE launched a Writing Contest “On the Same Campus” for secondary students and parents in April, 2011. The project aimed at providing a channel for them to express their feelings and share true stories about their inclusive education experiences. The event aims to raise public awareness in inclusive education development in Hong Kong.

The top 21 award-winning essays, selected out of 83 entries from 14 schools, were compiled into a publication. The awards presentation ceremony was held at Rayson Huang Theatre on June 25, 2011. We were honoured to have Dr Albert Chau, Dean of Student Affairs and Chairperson of the Steering Committee of Inclusion Funds at HKU, as the VIP guest of the awards presentation ceremony. About 60 participants, including all the awardees, their parents and school teachers, attended the ceremony with high spirit.

Workshop on “Using Putonghua as the Medium of Instruction in the Chinese Language Subject Classroom – Experience and Challenge”

A two-day workshop with 4 sessions on the topic “Using Putonghua as the Medium of Instruction in the Chinese Language Subject Classroom – Experience and Challenge” was successfully carried out on April 10 and 17, 2011.

A total of 14 speakers, all of whom came from primary and secondary local and international schools and universities, shared and presented their experiences and the challenges they have faced in using Putonghua as the Medium of Instruction (PMI) in the Chinese language subject classroom.

Various issues were discussed by the speakers, including the pedagogical methods for using Putonghua as the medium of instruction for the Chinese subject and the methods for teaching the students Putonghua, the teaching materials for using...
Putonghua as the medium of instruction for the Chinese subjects, the experiences of and problems encountered by the Chinese school teachers who are now teaching in local and international schools, and the attitudes of the students towards the three commonly used languages, i.e., Putonghua, English, and Cantonese.

More than 32 teachers from local and international schools attended the two-day workshop; of these, 16 teachers attended all 4 sessions of the workshop. Results of the questionnaire collected after the workshop showed that the attendees gained much from the experiences and problems shared by the speakers.

The Hong Kong Putonghua Education and Assessment Centre plans to compile and print a booklet on PMI to serve as teachers’ reference by late November 2011.

Parallel Lessons

The “Parallel Lessons” Project was developed by the Centre for Educational Leadership (CEL) in 2006. It involves a pair of teachers from two different locations, such as Hong Kong and Mainland China, who design and teach a lesson independently on a common topic to students of the same grade. The two lessons are observed by the two teachers as well as other teachers and specialists. A forum is then held for them to exchange ideas and views regarding the lessons. The process is different from the lesson observation we normally see. This kind of sharing stimulates teachers to form deeper reflections on their teaching, consequently allowing them to become more aware of the underlying assumptions and values they may take for granted in the course of their teaching. Doing this would facilitate fundamental changes and improvement in the quality of teaching. Moreover, the project allows researchers to probe into the teachers’ hidden values and basic assumptions essential for the understanding of a culture. In this regard, the project can be considered an effective means of teacher development, and an opportunity for educators and researchers to compare different teaching cultures.

The advancement in technology compels the project to now move into a new phase using video conferencing through the Internet. Teachers from different systems can take part in the project without physically leaving their school. At the same time, teachers from other schools can login to the system in order to participate in lesson observation and discussion. Singaporean, Vietnamese, and Thai educators, as well as their Chinese counterparts in Hong Kong and Mainland China, participated in this brand-new professional development mode and joined the project to share their experiences among themselves.

In the second semester of the academic year 2010–11, 18 pairs of parallel lessons were conducted in different subjects (Chinese, English, Mathematics, Integrated Science, Politics, History, and Music), and in both primary and secondary levels in Hong Kong, Guangzhou, and Singapore. Teachers welcomed and enjoyed these events. In view of the project’s success, we hope to engage more schools into this meaningful event in the coming academic year.
Winter Institute 2010

As the custodian of an emerging Strategic Research Theme (eSRT) within HKU, the Division of Speech and Hearing Sciences under the Faculty has a vision—to share knowledge on the work of colleagues at HKU related to the broad theme of Communication Disorders. Thus, along with the eSRT Communication Disorders and the Centre for Communication Disorders of the Faculty, the division held its first Winter Institute on December 4, 2010. This was a one-day event with international speakers from Australia, Germany, Italy, UK and USA, as well as presenters from the fields of Human Performance, Linguistics, Medicine and Psychology. The event featured a specialist workshop on the use of Matlab for research in Communication Disorders and Science.

We were invited to participate in the Forum on Research Themes in Community. During the forum, we presented work on various topics, such as Nursing Home Residents’ Quality of Life, Traditional Chinese Medicine and Voice, Developmental Dyslexia, Prenatal Mental Health and Language Impairment, Neural Correlates of Spatial Location, and Oral Language Impairment and Reading Difficulties in Children: Speech Outcomes of Oral and Maxillofacial Surgery.

The Division held its first annual Summerfest on May 28, 2011. The main subtheme was “Challenges to Healthy Communication across the Lifespan.” In addition to presentations from international guests Professor Christy Ludlow (James Madison), Dr Judit Druks (UCL) and Dr Adam Vogel (Melbourne), as well as from The Chinese University of Hong Kong colleagues (Professor Catherine McBride-Chang, Professor Kathy Lee, and Professor Glady Tang), we heard from our senior students who presented the results of their dissertations in poster and oral sessions. Our special thanks go to our friends in the University who are working in the fields of Dentistry, Humanities, and Medicine and Social Sciences, for the help they extended in our eSRT in Communication Disorders presentation.

Conference on Enhancing the Teaching and Learning of Chinese for Non-Chinese Speaking Students 2011

The conference (面向跨文化學習者的中文學與教研討會) was organized by the Centre for Advancement of Chinese Language Education and Research on March 5, 2011. The conference themes include (1) curriculum design to develop non-Chinese speaking students’ listening, speaking, reading, and writing skills; (2) effective and creative pedagogy; (3) catering for the learning needs of non-Chinese speaking students (such as learning differentiation, learning experience, culture, affection, conditions of learning in different ethnic minorities, etc.); and (4) teacher and school development (e.g., how to deal with different challenges, how to gain support from parents and students, etc.). Dr Christy Lao, Founding Director of the Confucius Institute at San Francisco State University (SFSU), delivered the keynote speech focused on effective strategies on learning Chinese. Her presentation demonstrated how the participants can incorporate recreational reading and listening in Chinese into the teaching and learning of Chinese as a second language; to change students’ perception and attitude toward the learning of Chinese through innovative project activities; and to cultivate independent, lifelong learners of Chinese.

During the conference, a total of 15 parallel sharing sessions involving 12 school-based good practices and experience were presented by partner schools. The conference attracted nearly 200 participants from schools, EDB and tertiary institutes. For more details, please visit http://www.cacler.hku.hk/usp/conference_2010.
The Faculty sincerely thanks the following donors for their generous support.

Ms Elizabeth Wang Ming Chun and Mr Rustum Fong Man Ching in support of the Distinguished Inheritors of Cantonese Opera Project;

Mrs Lina Fong in support of the Faculty’s scholarship programme;

Ms Catherine Woo in support of the Faculty’s development;

Professor Cheng Kai Ming in support of the Comparative Research Education Centre;

New Tech International Trading Limited in support of the Division of Speech and Hearing Sciences on Summerfest Activities;

Li Ka Shing Shantou University Foundation Co., Ltd. in support of the development and outreach activities of the Centre for Information Technology in Education; and

International Society of the Learning Sciences and Asian-Pacific Society for Computers in Education in support of the Centre for Information Technology in Education on the CSCL Conference.

Coffee-table Book:
Serving the Community for Over 90 Years

We are glad to announce that in celebration of the HKU’s Centenary, the Faculty is now compiling a coffee-table book scheduled for publication in June 2012. It is indeed an excellent opportunity to bring back memories from the old days and re-establish connection with the Faculty and other related personalities. As an alumnus of the Faculty, you are part of that proud history, and we need your participation to make the publication of the book a success.

You are invited to share with us your memorable experiences during your days with the Faculty by uploading photos together with your written recollections to:

http://web.edu.hku.hk/media/photoupload

Reunion Dinner
Date: June 9, 2012 (Saturday)
Venue: Chancellor Room,
Hong Kong Exhibition and Convention Centre

Come and Join Us! Don’t Miss this Opportunity!

More details will be released later.
Programme Promotion in Singapore

Upon the signing of the Academic Agreement between Faculty of Education, HKU and Singapore Centre for Chinese Language (SCCL), a new specialist strand, namely, Teaching and Learning Chinese Language under the Master of Education, is being offered to overseas students in Singapore. The specialism is designed for in-service teachers, aspiring school middle-managers and curriculum coordinators, and related professionals working in the field of Chinese Language Education. The Faculty sees this initiative as a bridge towards further potential long-term collaboration with the partner SCCL, in the form of conferences and seminars, joint publications of international journals, and academic series.

The Faculty made use of the opportunity to organize an information session at the Singapore Chinese Chamber of Commerce and Industry in Singapore on May 8, 2011. About 150 participants attended the session and they were given information by academics from HKU on the structure and admission criteria of our research and taught postgraduate programmes.

Knowledge Exchange and Alumni Gathering for Bachelor of Science in Information Management (BSc[IM])

The 2nd Knowledge Exchange and Alumni Gathering for BSc(IM), which was supported by the Faculty, was held on April 15, 2011 at HKU. It provided a forum for discussion and knowledge exchange among BSc(IM) students, alumni, and representatives from the information management industry, academia, and internship providers.

Professor Stephen Andrews delivered the opening remarks and welcomed the participants who joined the session; this was followed by a talk entitled, “A Broader View of Information Management,” which was delivered by the Programme Director, Dr Maggie Wang. The session was organized and chaired by Dr Samuel Chu, Deputy Director of the Centre for Information Technology in Education.

Over 50 participants attended the session, with highlights including talks from professional and industry advisors as well as internship providers. The speakers included Mr Eric Chan, Chairperson of the Advisory Board for BSc(IM) programme, and Mr Peter Sidorko, Librarian from HKU Library, among others. Distinguished alumni also shared their experiences in their overseas exchange programmes, final year projects, and current works. The session was well-received by the participants.
In view of the success of the information session held during the Education Expo in Shenzhen earlier this year, the Faculty joined the Education Expo in Shanghai on March 18, 2011 to introduce our advanced programmes to potential candidates from the greater areas of China. Programme Director and coordinator delivered a presentation to the participants, who showed keen interest in our programmes during the question and answer session.

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PISA in Shanghai: Context, Findings, and Policy Implications  
Sharing from Professor Zhang Minxuan [PhD 2001]

Professor Zhang Minxuan is the Deputy Director-General of the Shanghai Municipal Education Commission. He is also the National Project Manager for the Shanghai PISA study and the Director of the Shanghai Academy of Educational Sciences. He obtained his PhD from HKU in 2001, and subsequently taught at Shanghai Normal University, where he became Vice-President and Dean of Education. He has published extensive papers in the domains of policy studies and education financing.

For the first time, Shanghai joined the Programme for International Student Assessment (PISA) in 2009, which is managed by the Organization for Economic Co-operation and Development (OECD). The PISA survey showed that Shanghai students performed well in comparison with their counterparts in other education systems, thus attracting considerable media attention with such achievement. On the basis of the Comparative Education Research Centre’s (CERC) Seminar presented by Zhan Shengli on May 19, 2011, which examined some technical procedures for running PISA surveys around the world, Professor Zhang presented a seminar that focused on policy dimensions for the development of basic education in Shanghai. A video prepared by the OECD team was presented, after which discussions were held regarding the implications of the study not only for Shanghai but to other areas as well.

Managing the Transition from Research Student to University Academic  
Sharing from Dr Andy Gao [PhD 2008]

Dr Gao addressed the increasing challenges that our postgraduate research students face in pursuit of their academic careers upon graduation. During the talk, he reminded his audience that the nature of university academics’ professional duties has become more complex and multi-faceted. He suggested that research postgraduate students need to strategically transform themselves into university academics in addition to their studies. To pursue their academic careers, he advised research postgraduates upon graduation to have a good DNA and an integrated set of achievements, including a doctoral degree, networking capacity, and academic publications. In his talk, he conceptualized research postgraduate studies as means for research students to move from their periphery positions in an academic community to become fully integrated members of the academic community. In the process, they were instructed to utilize three methods in enhancing this process, (1) imagination or constructing images of themselves as academic and the community; (2) engagement or doing things together with peers and senior academics; and (3) alignment or ensuring that their actions are in line with the community’s shared pursuits. Consequently, research students were advised to obtain a clear picture of what being a university academic entailed by starting engagements with the academic community and aligning their professional activities guided by their visions of being an academic.

Dr Gao also drew on his personal experiences as a doctoral graduate from the Faculty to illustrate how he used these strategies to manage his transition from being a research student to university academic in HKU. On behalf of HKU Education Faculty Research Degrees Alumni Association, he encouraged the current Faculty research students to pursue their vision of being academics and fully prepare for challenges they encountered during their study.
A Year at the Faculty of Education, HKU  

Sharing from Visal Sou [MEd 2011]  

My visa to Hong Kong arrived so late that I failed to participate in the orientation for graduate students. By the time I arrived in Hong Kong, I had to rush to find a housing agent to facilitate my stay there. I was extremely frustrated.  

However, this experience did not discourage me from seeing the beauty of Hong Kong, especially HKU. I was amazed by the convenience of the library support service, which is always readily available for students at the start of their academic life. The library provided resources for a variety of courses, which helps students deal capably with academic matters such as avoiding plagiarism, detecting assignments for plagiarism, and the like.  

Thus far, I have also enjoyed reading numerous books related to my subject area, which I find very useful. There are so many interesting books I wish I have enough time to read them all.  

Part of my academic achievement at HKU was to have studied with many firm and knowledgeable, yet friendly and helpful professors. During the sessions with the professors, time flew so quickly I barely noticed that lessons have already come to an end.  

My almost yearlong study at HKU was an exciting experience that will prove undoubtedly useful for my future life. I am genuinely grateful for the joint support between the Thabyay Education Network and Faculty of Education, HKU for providing me this opportunity. I fervently hope others would have a chance like this as well.

The Teaching, Learning, and Assessment of English - Guangzhou and Hong Kong Educators Forum 2011  
(英語教學及評核面面觀 — 穗港教育工作者論壇)  

The HKU Education Alumni Association’s annual event called, “The Teaching, Learning, and Assessment of English Guangzhou and Hong Kong Educators Forum 2011” (英語教學及評核面面觀—穗港教育工作者論壇), was co-organized with the Guangzhou Education Bureau of the TianHe District, Guangzhou Hualing Primary School, and Guangzhou Dramatic English. The event was held on April 22, 2011. Mr Luke Yick, President of the HKU Education Alumni Association, shared about the scenario of English language teaching (ELT) under the school-based management platform as well as the possibilities of cooperation between public and private educational sectors in ELT in Hong Kong. Meanwhile, Mr Jonathan Ng, the Professional Coordinator, shared about the English language abilities of students in Hong Kong in terms of the Territory-wide System Assessment Data. Speakers from our association and the Guangzhou educators group also shared their views on the situation of Hong Kong and Guangzhou under a fruitful atmosphere. The event offered an invaluable opportunity for educators and stakeholders from the two cities to exchange experiences, ideas, and visions in relation to the topic.

Join the HKU Education Faculty Research Degrees Alumni Association  

Take this great opportunity to renew ties and share fond memories with classmates and friends! All graduates of research degrees are welcome to join our Research Degrees Alumni Association.  

Membership fee for 2010 - 2011*  

- $500 (Life membership)  
- $300 (Life membership, for graduates within a year)  
- $150 (Annual subscription for ordinary member)  
- $100 (Annual subscription for ordinary member, for graduates within a year)  

* All membership fees are waived for applications made in 2011  

Join us by signing up at  
To our Staff:

We extend our warmest congratulations to the following staff on their promotion, tenureship and awards:

**Promotion**

Dr Samuel Chu and Dr Doris Law on their promotion to Associate Professors

Dr Maurice Cheng, Dr Loretta Ho and Mr Dennis Fung on their promotion to Assistant Professors

**Tenure**

Dr David Carless

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**Welcome**

We warmly welcome the following academic staff who joined our Faculty:

**Division of Chinese Language and Literature**

Dr Lee Kai Man, Teaching Consultant
Dr Elizabeth Loh, Teaching Consultant

**Division of English Language Education**

Dr Gao Xue Song, Associate Professor
Dr Christopher Deneen, Research Assistant Professor

**Division of Information and Technology Studies**

Mr Brant Knutzan, Teaching Consultant
Ms Jean Lai, Teaching Consultant

**Division of Learning, Development and Diversity**

Dr Yeung Pui Sze, Assistant Professor
Miss Rhoda Wong, Teaching Consultant
Dr Wincy Lee, Post-doctoral Fellow

**Division of Policy, Administration and Social Sciences Education**

Dr Zhan Shengli, Post-doctoral Fellow

**Division of Speech and Hearing Sciences**

Dr Karen Chan, Assistant Professor
Dr Tong Xuili, Assistant Professor
To our Students:

Australia Endeavour Award 2011
Dr Clarice Chan

HKSAR Government Scholarship Fund
Miss Wong Ming Sin

Hong Kong PhD Fellowship
Mr Mehdi Bakhtiar
Mr Chan Kam Ho
Ms Chen Siaw Wee
Mrs Magda Kobakhidze

Jing Kung Scholarship
Miss Wong Lok Ping

Li Ka Shing Prize for Best PhD Theses in the Faculties of Architecture, Arts, Business and Economics, Education, Law and Social Sciences
Dr Maria Manzon

Li Ka Shing Prizes and the Award for Outstanding Research Postgraduate Student
Dr Wincy Lee Wing Sze

Scholarship for Prospective English Teachers
Miss Fung Lik Yan
Miss Lee Sun Min
Miss Zhu Wenqi

Simon K.Y. Lee Hall Alumni Association Prize for the Most Outstanding Student
Ms Mok Ka Man

Summer Programme at Yale 2011
Miss Grace Cheung Ka Woon
Mr Benjamin Cheung Lok Chu

Swire Scholarships
Miss Carol Chung Chi Wa
Ms Carrie Lau Gay Lei

University Postgraduate Fellowship
Mr Jiang Lianjiang

Goodbye

We would like to express our gratitude and send our best wishes to the following staff members who left the Faculty. They will go with our best wishes and, of course, will remain part of our global networks.

Division of Chinese Language and Literature
Mr Chan Wai Kwong, Teaching Consultant

Division of English Language Education
Dr Paula Hodgson, Research Assistant Professor
Dr Kay Gallagher, Teaching Fellow
Dr Anthony Tong, Teaching Fellow

Division of Learning, Development and Diversity
Mr Raymond Lam, Assistant Professor
Dr Kaili Zhang, Assistant Professor
Dr Li Ling, Teaching Assistant

Division of Policy, Administration and Social Sciences Education
Dr Peggy Kong, Assistant Professor
Dr Bjorn Nordtveit, Assistant Professor

Division of Speech and Hearing Sciences
Dr Steve Xue, Associate Professor
Dr Leung Man Tak, Assistant Professor
Dr Elaine Kwong, Post-doctoral Fellow
COMING EVENTS

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| October 29 – 30, 2011 10:00 am – 6:00 pm | Information Day for Undergraduate Admissions  
- Exhibitions and Activities  
- Information Talks | Runme Shaw Building, HKU  
Enquiries: 2219 4246  
For more information: http://web.edu.hku.hk/infday2011 |
| December 15, 2011 6:00 pm | Information Session for Doctor of Education (EdD) | Room LG06, Hui Oi Chow Science Building, HKU  
Enquiries: Mr Samuel Lau  
(2859 2781/hkuedd@hku.hk) |
| June 9, 2012       | Reunion Dinner                                  | Chancellor Room  
Hong Kong Convention and Exhibition Centre |

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