“Coming together for knowledge exchange, capacity-building, or for shared explorations of major educational issues.”
The new issue of Education Matters records a very lively few months of Faculty activity, during which staff, students and alumni have engaged with the community in many ways: coming together for knowledge exchange, capacity-building, or for shared explorations of major educational issues.

Those different forms of engagement have provided us with valuable learning experiences. They have also offered reminders about the transformative power of education, and the ways in which enhanced educational opportunities make a positive difference not only to individuals’ lives but also to whole communities and societies.

The film ‘Half the Sky’ (see page 5) focused on the work of the non-profit organization ‘Room to Read’ in promoting literacy and gender equality in education. We know from research that educating girls brings huge benefits to any society: educated women earn higher wages, they boost a country’s economic growth, and they typically have smaller, healthier families. At the same time, research shows us that women make up two thirds of the world’s illiterate population, and that they face many barriers to education.

The film highlighted the challenges faced by girls in many societies. Other recent events and activities have also reminded us of the many challenges that remain in ensuring equality of educational opportunity for all, regardless of gender, ethnicity, socio-economic status, sexual orientation, and disability.

We have also been reminded of new forms of inequality. Technological advances have brought us so many benefits, but they have also helped to create a new form of inequality - the digital divide, between those with easy and effective access to digital and information technology and those without such access - which is setting us new challenges in promoting equality of educational opportunity.

In recent months, we have also been reminded - nowhere more eloquently than in Mr Lam Woon Kwong’s speech at our Graduation Ceremony - of the destructive forces of discrimination and prejudice, which continue to limit equality of opportunity for so many, and of the need to work together to overcome such prejudice, so that we harness the talents of all our citizens.

I hope that you will find the following pages engaging and informative – not only as a record of recent Faculty activity but also in terms of the fundamental educational and social issues they relate to and address.

Professor Stephen Andrews
Dean
2012 Faculty Graduation Ceremony

The Faculty held its graduation ceremony on December 13, 2012 at the Concert Hall of the Hong Kong Cultural Centre. This year, the Faculty conferred degrees on 971 graduates at the Ceremony, with 416 conferred higher degrees, 182 bachelor’s degrees, and 373 Postgraduate Certificates in Advanced Educational Studies and Postgraduate Diplomas in Education. During this occasion, one award, one scholarship, and ten prizes were presented to selected outstanding students.

Mr Lam Woon-kwong, GBS, JP, Chairperson of the Equal Opportunities Commission was the guest of honour, while Professor Roland Chin, Deputy Vice-Chancellor and Provost of HKU, presided over the ceremony.

In his speech, Mr Lam described a ‘Brave New World’, where education is being transformed by the exponential growth of knowledge and the development of new and ever-faster ways of communicating that knowledge. He then reminded our new graduates that, while teaching is being transformed by the exciting opportunities presented by the ‘Brave New World’ of technological development, the profession continues to be haunted by an ‘old ghost’: the ghost of prejudice. Mr Lam illustrated his point by recounting the story of Billy Yau, one of our BEd graduates, who has been unable to find a full-time job since graduating four years ago – not because of a lack of passion or ability as a teacher, but because he is blind. Mr Lam spoke about the wastefulness and illogicality of discrimination, and while encouraging the audience to embrace the seemingly unlimited possibilities of the ‘Brave New World’, he also urged us to reflect on our ‘distasteful habit of stereotyping anything that we are not used to, thus bringing about centrifugal forces that tear our social fabric apart, destroying the harmonizing values that all religions promote, and going against our biological instinct to hang together as a social whole’.
Outreach Visit to India

Members of the Faculty joined hands with the Graduate School for an outreach visit to India. Although our Faculty is well known in South-East Asia, we wanted to enhance our visibility in the Indian subcontinent. In keeping with the internationalization strategy of the Faculty, the visit allowed us to explore opportunities for increasing the choice of partners for student exchanges and internationalizing further our student body, to establish academic links with esteemed higher education institutions in India, and to search for opportunities for students to participate in community development projects in less developed countries.

The HKU delegation comprised Professor Stephen Andrews (Dean of Education), three Associate Deans, namely, Professor Angel Lin, Professor Nancy Law, and Professor Brendan Weekes, Professor Nirmala Rao (Director of Graduate Studies and Associate Dean of the Graduate School), and Professor John Spinks (Senior Advisor to the Vice-Chancellor). We visited top-ranked higher education institutions in New Delhi (National University of Educational Planning and Administration, Indian Institute of Technology, Lady Shri Ram College for Women, St. Stephen’s College, Sri Ram College of Commerce, and Miranda House) and in Bangalore (Indian Institute of Science, Christ University, Montfort College, and Mount Carmel College). We gave talks in different colleges and visited schools.

The symposium on “Brain, Cognition, and Learning” held in Miranda House, Delhi University on October 10, 2012 was the highlight of our trip. Professors Weekes, Lin, and Law gave talks, and Professors Andrews and Rao were discussants. The audience included at least 350 students and teachers from different colleges of Delhi University.
Opening Ceremony
Regional Workshop of IIEP Distance Training Programme on Education Sector Planning in Asia

In collaboration with the International Institute for Educational Planning (IIEP) of UNESCO and with the support of J.P. Morgan, the Faculty conducted the opening ceremony of the Regional Workshop of IIEP Distance Training Programme on Education Sector Planning in Asia on January 14, 2013 at the foyer of Rayson Huang Theatre.

Ms Gabriele Gottelmann of IIEP, Professor Stephen Andrews (Dean of Education), Professor Mark Bray (UNESCO Chair in Comparative Education), and Ms Jean K. Sung (Executive Director and Manager of the Global Philanthropy Asia-Pacific of J.P. Morgan) officiated at the opening ceremony attended by 73 education professionals from Indonesia, Thailand, and Vietnam. The one-week workshop was an invaluable collaboration between the public and private sector - a genuinely productive partnership - providing a platform for knowledge exchange among education professionals with different nationalities, experiences and cultures.

Tertiary Education in Small States: Planning in the Context of Globalization

HKU and UNESCO’s International Institute for Educational Planning (IIEP) are delighted that the book Tertiary education in small states: Planning in the context of globalization has won the first prize in the 2013 Best Book Award from the Higher Education Special Interest Group (SIG) of the US-based Comparative & International Education Society (CIES). The CIES, founded in 1956, is the oldest and largest body of its kind, and the award is a significant honour.

The book, edited by Michaela Martin and Mark Bray, originated in an IIEP Policy Forum within the framework of UNESCO’s World Conference on Higher Education. Following the Policy Forum, further papers were commissioned and the original papers revised. The authors of the 13 chapters include researchers, administrators and policy makers.

Raymond E. Wanner, Chairperson of the IIEP Governing Board, remarked that the close cooperation with a prestigious university is a “win/win partnership that helps IIEP maintain its academic rigor and intellectual credibility and helps The University of Hong Kong to enhance its international outreach; both go to the very heart of UNESCO’s mission.”
With the support from HKU Knowledge Exchange Funding 2012–13, our Faculty conducted a series of knowledge exchange (KE) events that demonstrated our community engagement, and our efforts to take school partnerships to a new level.

From December 2012 to January 2013, our Faculty organized four KE seminars targeting Secondary 6 students, with each one focusing on a different DSE core subject (Mathematics, Liberal Studies, Chinese, and English). Speakers for these seminars were colleagues from our Faculty, secondary school teachers, an Education Bureau (EDB) Officer, and our Year 1 DSE cohort students. Two seminars took place in local schools, while the other two took place at HKU, which provided an opportunity to bring the community close to HKU. These four seminars attracted more than 2,000 students.

Diploma of Secondary Education (DSE) Seminars

The DSE Mathematics Seminar at Queen Elizabeth School on December 17, 2013

BEd & BSocSc Year 1 Students and the University-Tutors in Liberal Studies shared their tips with participating students in the Rayson Huang Theatre, HKU in the DSE Liberal Studies Seminar on January 14, 2013

The DSE Chinese Language Seminar at La Salle College was attended by nearly 800 students on January 21, 2013

The DSE English Language Seminar in Loke Yew Hall, HKU with supporting principals from TWGHs on January 24, 2013
Postgraduate Research Conference

The first Postgraduate Research Conference of 2012–13 was successfully held on December 7 and 8, 2012. A total of 180 staff members, students, and guests attended the conference.

We were very honoured to have Professor Rand Wilcox, Professor of Psychology, Dana and David Dornsife College of Letters, Arts and Sciences, University of Southern California, to deliver a keynote seminar on “Avoiding Lost Discoveries: Basics and Recent Advances” at the opening ceremony of the conference on December 7, 2012.

Professor Wilcox also gave a Workshop on “R” in the afternoon session of December 8, 2012 to staff and students. An “Ethics Roundtable on Insider Research”, organized in parallel with the workshop, was chaired by Dr Bruce Macfarlane. The participants of the workshop and the roundtable discussion found the experience very inspiring.

Twenty-five research students presented at the conference in the morning of December 8, 2012. These presentations provided an excellent opportunity for the sharing of their research progress with academic staff and fellow students. The students competed for two “Best Presenter Awards.” Professor Jubin Abutalebi, a PhD student from the Division of Speech and Hearing Sciences, and Ms Poon Tsz Ying, an EdD student from the Division of Learning, Development and Diversity, received the coveted awards.

Film Screening Activity
Half the Sky: Turning Oppression into Opportunity for Women Worldwide

On December 3, 2012 the Faculty held a screening of Half the Sky, a film focusing on the work of Room to Read in helping children, especially girls, develop their literacy skills. Launched in the United States on October 1, 2012, Half the Sky is a documentary from the Pulitzer-winning New York Times journalists, Nick Kristof and Sheryl WuDunn. Equally heartbreaking and inspirational, Half the Sky features stories of women and girls from around the world and shows how we can all be part of the ‘Room to Read’ movement that is currently sweeping across the globe.

The event was initiated by HKU Year 1 undergraduate students taking “Poverty, Development, and the Next Generation: Challenges for a Global World,” a common core course taught by Dr Chad Lykins of the Faculty, and jointly organized by the Faculty and Room to Read. The screening was followed by a discussion with Erin Ganju, CEO and co-founder of Room to Read, moderated by Ellana Lee, Vice President and Managing Editor for CNN International Asia Pacific, and a sharing from a student in the common core course of HKU.
Student Use of ICT in and outside School: What Are the Differences?
Findings from the Public Policy Research (PPR) project, “Educational Inequality and ICT Use in Schools: Bridging the Digital Divide”

The research team of the project “Digital Divide in Education,” with Dr Allan Yuen as the Principal Investigator and Dr Gervas Lau and Dr Wilfred Lau as Co-investigators, held a session to disseminate the survey results of the two-year research project, “Educational Inequality and ICT Use in Schools: Bridging the Digital Divide” (HKU7025-PPR-10) on October 9, 2012. This Public Policy Research (PPR) project, which was funded by the Research Grants Council (RGC), sought to understand gender and socioeconomic differences among the ICT use of students in and outside school. The investigation conducted a survey among 826 Secondary 2 students selected from 36 schools to examine the extent of the digital divide at individual, school, and outside-school levels.

Research findings covered the following: (i) students’ ICT use in and outside school; (ii) their ICT use at home and perceived parental guidance; (iii) their ICT use at home and their academic attainment; (iv) perceived risks and concerns of students; and (v) attitudes toward risks and concerns regarding ICT use.


DSE Chinese Language Oral Examination Made Easy

Funded by the Quality Education Fund, the research team led by Dr Winnie Lai and Mr Alain Lo successfully completed the “Assessment for Learning - Enhancing Students’ Speaking Skills through Peer-assessment and Self-assessment” project that commenced in 2010. The dissemination of the research findings was conducted on October 25, 2012. The project focused on Paper 4 of the DSE Chinese Language examination. It attempted to use the positive backwash effect of the HKDSE to promote the small group discussion approach, which is the focus of Paper 4 of the Chinese Language examination. Paper 4 is a 15-minute oral examination that comprises 11% of the entire subject scores.

Adopting a “problem-based approach” in developing the experimental curriculum, the project team assessed the oral communication skills of 800 students as well as the teaching curriculum of over 20 schools, which covered 100 teachers, to identify the problems and barriers to learning and teaching. Based on the data, the project team developed and piloted a student-centred skills development programme, which incorporated peer assessment among students and self-assessment. The post-test results as well as achievement of students in the HKDSE confirmed the validity and effectiveness of this training programme.

TIMSS 2011 and PIRLS 2011: International Report Briefing in Hong Kong

The Faculty held a press conference on Trends in International Mathematics and Science Study (TIMSS) and Progress in International Reading Literacy Study (PIRLS), which are the largest international studies on academic achievement worldwide, on December 12, 2012. These studies were conducted under the auspices of the International Association for the Evaluation of Educational Achievement (IEA). The TIMSS and PIRLS consist of international tests of student achievement in mathematics and sciences, and in reading literacy, respectively. These studies also investigate the different factors that affect student achievement, through a set of questionnaires.

The Hong Kong component of TIMSS and PIRLS was conducted by the Faculty. The target populations were students at Primary 4 and Secondary 2. A total of 63 countries and regions participated in TIMSS 2011. In Hong Kong, 3,957 Primary 4 students from 136 primary schools and 4,015 Secondary 2 students from 117 secondary schools participated in the study. For PIRLS 2011, 45 countries and regions participated in the study. The reading literacy assessment was administered to 4,200 Primary 4 students in Hong Kong.

Professor Frederick Leung and Dr Alice Wong for TIMSS and Professor Tse Shek Kam for PIRLS announced the findings of the studies on the international ranking of Hong Kong students in terms of mathematics and science, and reading literacy achievements as well as the comparative strengths and weaknesses of Hong Kong students.


Bamboo Shed Cantonese Opera and School Education: From Cultural Space to Learning Space

The Faculty launched a new publication, Bamboo Shed Cantonese Opera and School Education: From Cultural Space to Learning Space. Dr Dorothy Ng, Dr Joseph Lam, and Mr Alain Lo headed the press conference held on December 5, 2012.

Cantonese opera is the first Hong Kong tradition inscribed in the UNESCO List of the Intangible Cultural Heritage (ICH) of Humanity. Education is an important means to inherit and to develop further this intangible cultural heritage. The education reform of New Senior Secondary (NSS) curriculum offers new opportunities for integrating Cantonese opera into the formal curriculum. Now is the time to utilize the critical element of the local Bamboo Shed Cantonese opera to transform its cultural space into a learning space, and to allow students to learn about local arts and culture from different dimensions.

Bamboo Shed Cantonese Opera and School Education: From Cultural Space to Learning Space is the research output of various studies on the project-based learning of Bamboo Shed Cantonese Opera. This project also serves as a reference for educators and teachers on how to integrate Cantonese Opera and ICH into the formal curriculum. The hard copy is available for schools and education parties as reference for free. The digital version is also accessible at a blog site (http://yuejuedu.blogspot.com) for wider circulation.
Medium of Instruction for Secondary Schools Sharing Session - A Whole-school Approach to Language across the Curriculum

Dr Angel Lin, Associate Dean (Learning and Teaching) delivered a keynote speech on “Language Across the Curriculum: What is it? Why is it important? How can it be implemented?” This speech was followed by a parallel sharing session participated in by the school teachers who attended the professional development programmes. They shared their experience on using English as the MOI in the key learning areas of Mathematics Education, Science Education, and Personal, Social, and Humanities Education as well as on implementing language across the curriculum in their schools.

More than 300 heads and teachers of secondary schools participated in a sharing session held on November 24, 2012 on supporting the implementation of the fine-tuned medium of instruction (MOI) arrangements for secondary schools from 2010-11 onwards.

The Education Bureau (EDB) commissioned the Faculty to conduct a series of professional development programmes in 2011–12 to support teachers of non-language subjects in the English medium, and to train resource teachers in implementing language across the curriculum at their schools. The sharing session jointly organized by the EDB and HKU aimed to disseminate good practices and experiences identified through the delivery of these programmes.

Visit by Professor Douglas J. Fiore, Fellow of American Council on Education

Professor Douglas J. Fiore, Fellow of American Council on Education (ACE) 2012-13, paid a visit to HKU from January 27 to February 3, 2013. During his visit we organized a series of activities. Meetings were held with the senior management of the Faculty and a school visit was arranged at St. Stephen’s Girls’ College.

Professor Fiore also delivered a Lunch Seminar on “Leadership Skills for Developing Strong School Cultures” on January 31, 2013. The seminar was well attended and well received by school principals, teachers, and colleagues.

Professor Fiore shared with all school leaders in the seminar that school culture, often explained as the ethos or system of beliefs that guide behaviors, affects a school’s ability to thrive and know success or to wither in despair. Although deeply ingrained and difficult to change, a school’s culture is deeply influenced by the beliefs and behaviors of its leader. Through two decades of research, Professor Fiore has developed a system of behaviors that all school leaders should employ if they wish to preside over successful schools and he shared his experience of assisting school leaders in exercising their authority to positively impact the culture of their school.
In 2012–13, three student projects were successfully awarded in the Student Knowledge Exchange (KE) Project Grant Scheme from HKU.

**ESRC/RGC Joint Research Scheme**
Professor Peter Kutnick
“The effects of social pedagogical contexts in the teaching of primary mathematics; facilitating learning in two cultures”

**Germany/Hong Kong Joint Research Scheme**
Dr Minhong Wang
“Learning Process-Oriented Thinking via e-Learning Systems”

**Education Bureau Grant**
Dr Joseph W.I. Lam
“Supporting Kindergartens in the Teaching and Learning of Chinese for Non-Chinese Speaking Children (KG-USP)”

Dr Mark S.K. Shum

Professor Tse Shek Kam
“Provision of Services for the Progress in International Reading Literacy Study (PIRLS) 2016 in Hong Kong (EDB(RTD)1/2801140/12)”

**Student Knowledge Exchange Project Grant Scheme**
“Sound Right – A Screening Project for Local Kindergarten Children and Knowledge Sharing with Teachers”
Project Team Leader: Mr Andrew Y.C. Au
Faculty Mentor: Ms Karen K.M. Yu

“Building a Sustainable Partnership between MEd Generalist Studies and Cambodian Teachers”
Project Team Leader: Mr William Brehm
Faculty Mentor: Dr Chad Lykins

“Supporting Communication of People with Aphasia”
Project Team Leader: Miss Hau Shuen Tang
Faculty Mentor: Mrs Lorinda L.Y.C. Kwan

We are proud to report our colleagues’ recent successes in applying for research grant funding. We send our congratulations to the following Faculty members:

**Serving the Community for over 90 Years**

Officially launched at our Reunion Dinner on June 9, 2012, the Coffee Table Book provides a very comprehensive picture of who we are and what we do. The book charts our history in the context of the development of education in Hong Kong. The Memorable Moments section, which contains snapshots of our former and current colleagues, alumni and students, is a unique collection, and gives life to the story of our Faculty’s past, present, and future.

You can now purchase your own copy of the book via our University Bookstore on campus or the External Relations Team (ERT) of the Faculty at Room 404, Runme Shaw Building, HKU, during office hours. The purchase order form and details are available at http://web.edu.hku.hk. Please return the completed order form together with a cheque payable to “The University of Hong Kong” to our ERT.
The Third International Conference on Learning and Teaching of Chinese Characters - in Beijing

Chinese characters are not only an important part of the Chinese culture, but also a unique feature among Asian languages in different countries, including China, Korea, Japan, and Singapore. Research and education on Chinese characters have already become significant global agenda. The Centre for Advancement of Chinese Language Education and Research (CACLER) within the Faculty collaborates in this area with the Korea Society of Education in Chinese Characters and Classics (KSECCC), and the Ethnic Chinese Classic Texts and Characters Research Centre at Beijing Normal University (ECCTCRC, BNU). The first collaborative conference on this topic was organized by CACLER of HKU, the second by KSECCC, Korea, and the third by ECCTCRC and BNU on August 18 and 19, 2012 in Beijing, China.

The opening remarks were given by the following keynote speakers, Professor Tse Shek Kam, the Director of CACLER, Professor Li Guoying, the Associate Dean of the Faculty of Arts, Beijing Normal University, China, Professor Kim Kyung Soo, Honorary Professor of Dankook University, Korea, Professor Chu Ki Cheung of Tunghai University, Taiwan, and Professor Sasahara Hiroyuki of Waseda University, Japan.

Over 150 scholars from Korea, Japan, Taiwan, Europe, Mainland China, Macau, and Hong Kong participated in the conference, and over 120 papers were presented. With our strong research culture and excellent programmes in the teaching and learning of Chinese language, we hope that we can continue to play a leading role in promoting interaction with international scholars in the teaching and learning of Chinese. Our Faculty will hold the next conference in 2013.

More details about the conference can be found at http://www.cacler.hku.hk/conference12c/index.php?mode=4&id=1


The Education Bureau (EDB) commissioned CACLER to host the University-School Support Programme, “Supporting Kindergartens in the Teaching and Learning of Chinese for Non-Chinese Speaking (NCS) Children” (KG-USP), in August 2012. The programme aimed to support preschool teachers in teaching Chinese to NCS children. The three-year project aimed at building teacher capacity for developing effective instructional and assessment strategies, nurturing the capacity of leaders for planning and adapting school-based curricula, and fostering the learning of NCS children in kindergartens from a multicultural perspective with a major focus on the teaching and learning of Chinese as a second language. The project was held in September and October 2012 to initiate the project and to introduce the project framework and supporting measures to 31 school principals and teachers.
CACLER organized the conference with the Singapore Centre for Chinese Language (SCCL) at HKU from November 30 to December 1, 2012.

Professor Ference Marton delivered a distinguished keynote speech entitled “Keys of Learning”. The other keynote speakers were Professor Tse Shek Kam, who gave a speech entitled “Learning Chinese as Second Language: High Frequency Word List,” and Dr Chin Chee Kuen, Executive Director of SCCL, who gave a speech entitled “Collaborative Inquiry: A Feasible Solution for Increasing the Effectiveness of Chinese Language Teaching and Facilitating Professional Development for Chinese Language Teachers.”

The conference was successful, with over 200 participants coming from approximately 70 educational institutions from Singapore, Taiwan, Malaysia, Mainland China, Vietnam, Japan, and Hong Kong. The conference themes were addressed through over 60 featured presentations, workshops, papers, posters, demonstrations, and forum. This event was the third conference on teaching and learning of Chinese for NCS students since 2009. For more details, please visit http://usp.cacler.hku.hk/conference_2012/.

An educational leadership forum titled “School Leadership – in the Eyes of Prominent Leaders,” which was jointly organized by the Centre for Educational Leadership (CEL) and the Faculty was held on November 27, 2012 in Rayson Huang Theatre. Three prominent leaders, Mrs Margaret Leung (former Chief Executive of Hang Seng Bank), Mr Lester Huang (former President of the Law Society of Hong Kong), and Dr Eddy Fong (Chairman, The Open University of Hong Kong) were invited to share their views on current issues and challenges faced by schools in Hong Kong. Mr Daniel Chan, Principal of PLK Laws Foundation College, also took part as discussant. The forum attracted over 100 participants, including government officials, school principals, teachers, and students, and received very positive feedback.
On August 24, 2012, the Centre for Advancement in Inclusive and Special Education (CAISE) staged a Professional Development Day Programme at HKCIA Buddhist Po Kwong School to celebrate the successful completion of the first Five-year Phase of the Systematic Approach to Mainstream Education (SAME) Project. The joint university-school curriculum development project aimed to align the curricula of special schools with the central curriculum, thereby giving students with profound and multiple learning difficulties access to the central curriculum.

In 2007, the SAME Project Group set five major tasks to be completed in the first phase of the project: (i) the production of attainment scales for the eight key learning areas that would cover students whose attainment levels fell below the level of a primary one student; (ii) the production of curriculum guide supplements for the eight key learning areas for teachers in special schools, particularly for students with intellectual disabilities; (iii) the production of an assessment tool for the major key learning areas; (iv) the setting up of a data bank and data analysis system for cross-school student performance; and (v) the production of work schemes for all eight key learning areas at different key stages up to S3.

All five tasks were completed ahead of schedule, thanks to the collaborative work of the teachers at the project schools, the leadership of school heads, and the mentoring of our overseas consultant, Mr Keith Humphreys. By using the prepared attainment scales, assessment data, and work schemes, the teachers of the nine special schools gradually shifted their teaching approach to student-centred learning.

Dr Yuen Man Tak, the Honorary Director of CAISE, and Dr Tammy Kwan, the Assistant Dean (School-University Partnerships) officiated at the event. Summing up the five-year achievement, Mr Andrew Tse, Project Coordinator, attributed the success of the project to the professional dedication and commitment of the nine key learning area teams.

Seminar on “Becoming Global Citizens: Openness, Interculturalism and Dialogue”

This seminar was organized by the Comparative Education Research Centre (CERC) and presented by Professors Tina Besley and Michael Peters of the University of Waikato, New Zealand, on December 12, 2012. Professor Besley is the Director of the Centre for Global Studies in Education at Waikato. Dr Peters is Professor Emeritus at the University of Illinois, and the editor of Educational Philosophy and Theory, Policy Futures in Education, and e-Learning and Digital Media.

Interculturalism was elaborated as an alternative to the more well-known strategy of multiculturalism, and as a method of dialogic interrelation between diverse actors, which can be construed as different groups within a society or as two nation-states working together to resolve problems. The notion of dialogue was then problematized by Professors Besley and Peters. Their presentation interwove and contrasted various philosophical conceptions of the nature of dialogue, and compared voices within and across different times and places in the context of political and economic considerations. Professors Besley and Peters argued that dialogue needed to be defined in a mutually satisfactory way between parties for mutually beneficial dialogue to proceed, and that such a reflective process should be viewed as a prerequisite to resolving delicate issues in international relations via communication, particularly because different cultural and philosophical views can easily exacerbate political challenges.
Seminar on “Patriotic Education from a Global Perspective”

On October 12, 2012, CERC held a seminar, “Patriotism is Unpopular Here: A Comparative Analysis of Patriotic Education in the United States, South Africa, and Hong Kong.” The presentation was given by Assistant Professor Liz Jackson, who joined the Faculty in August 2012. Dr Jackson worked as a policy specialist for the South African Department of Education from 2009 to 2011. She has published several articles about patriotic and citizenship education in the United States, multiculturalism, and the terrorist attacks of September 11, 2001.

The presentation contrasted the orientation in the United States and South Africa toward citizenship education and patriotism in terms of local histories and social factors. Whereas, in the United States, patriotic education is often prescribed at the state level, in South Africa, citizenship education has been on the national agenda since the end of apartheid in 1994, although educators remain reluctant to promote nationalism in schools. Dr Jackson argued that no conception of citizenship education or patriotism could be presumed or prescribed apart from historical and sociopolitical realities within a society. She emphasized the possibilities for patriotic education, which include critical investigation of one’s homeland or national community. After her presentation, discussion was opened to audience members from across HKU, which provided an opportunity for a comparative discussion of citizenship education across diverse societies and in Hong Kong.

The Faculty and the Centre for Information Technology in Education (CITE) of HKU held a Public Forum on “How do we know if an Education Reform is Successful? – Insights from European and Asian Education Innovations” on January 23, 2013 at Rayson Huang Theatre. Several key international figures in education participated in this event. Among those present were Professor Cheng Kai Ming, Co-convenor of the HKU Strategic Research Theme on Sciences of Learning, Dr Yves Punie, Senior Scientist of Institute for Prospective Technology Studies of European Commission, Professor Nancy Law, Director of CITE and Associate Dean of the Faculty of Education of HKU, Dr Gwang-Jo Kim, Director of UNESCO, Bangkok, and Dr K K Chan, Deputy Secretary of Education Bureau of HKSAR. The Ministers of Education of different countries and other Asian and European experts also graced the forum.

Many countries have launched major education reforms and innovation initiatives since the 1990s to make younger generations better prepared for life and work in the 21st century. Hong Kong also launched a comprehensive education reform at the turn of the new millennium, focusing on lifelong learning and learning to learn. The forum addressed questions on (i) How can we tell when education reform is successful; (ii) How do we know what we have achieved or failed to achieve; and (iii) What can we learn from international and our own experiences, so as to better achieve our reform goals.
The “Information Day for Undergraduate Admissions” of HKU was held on November 10, 2012. The information talks on our programmes were attended by 500 participants. Over 10,000 copies of the six newly-designed pamphlets for our undergraduate programmes were distributed to visitors. The participants included Secondary 6 students, parents, and teachers.

With the support of student helpers, our exhibition booths at Rayson Huang Theatre introduced visitors to our programmes, and provided them with a glimpse of campus life at HKU. Teaching facilities were opened to the public to give them a better understanding of HKU.

**Overseas and Mainland Visitors**

- Nanjing University, China on December 12, 2013
- University of Minnesota and Raffles Institute, Singapore on November 6, 2012
- Swedish delegates on October 30, 2012
- Pusan National University, Korea on January 31, 2013
MSc Promotion Videos

Two promotion videos for Master of Science in Information Technology in Education [MSc(ITE)] and Master of Science in Library and Information Management [MSc(LIM)] were produced and launched on the Faculty’s website and the social media platform. Please have a taste of them by clicking:


The Faculty sincerely thanks the following donors for their generous support.

**Professor Lam Chi Chung** in setting up Madam Chu Kwai Ying Memorial Scholarship

**Mr Robert Chan** in setting up Education Faculty Scholarship on Experiential Learning for Postgraduate Diploma in Education Programme

**Mr John Lai Hon Hung** in support of the Faculty;

**Professor Albert Lee** in support of the Faculty;

**Mr Liu Chun Lung** in support of the Faculty;

**Professor Mark Bray** and **Dr Chad Lykins** in support of the Comparative Education Research Centre;

**Professor Nancy Law** in support of the Centre for Information Technology in Education (CITE)

Information Sessions for Postgraduate Programmes

Information sessions for postgraduate programmes were held from December 2012 to January 2013. Participants were given information about the structure, specializations, and admission criteria of specific programmes.

Get a Ride with Us!

The Faculty is reaching out to you, by taking the tram.

Donations

**Hong Kong Parkinson’s Disease Foundation** in support of the research study of “Speech Perception in Parkinson’s Disease”;

**DragonNet Consulting Services Limited** in support of CITE;

**Dr Diana Kwok Kan** in support of the Centre for Advancement in Inclusive and Special Education;

**Ms Yuen Suet Ping** in support of the Division of Speech and Hearing Science’s Clinic at Kennedy Town Centre; and

**Anonymous** in support of the Professor Shirley Joy Grundy Memorial Fund.
Visit to the University of Nebraska-Lincoln in November 2012

As part of an exchange programme, Annie, Dustin, Kennedy, and Sdenka visited the University of Nebraska-Lincoln (UNL) in early November. This unforgettable trip promoted our scholarship in research, and broadened our understanding of the city of Lincoln.

Our trip was packed with academic exchange activities, which included instructive lectures by eminent scholars, inspiring presentations at the Student Research Conference, and individual consultation sessions with expert UNL researchers. We received constructive input on own research work through these meaningful intellectual exchanges. We also visited local kindergarten and middle schools, where we witnessed how current western-based teaching theories were implemented in actual classrooms. Observing American classes was an insightful experience and fostered critical reflection on our own education systems.

In addition to these academic activities, we explored the culture of this fascinating city. Our journey included a campus tour, countryside mountain hikes, and park visits. We also tasted local delicacies, such as runza and popcorn. Another important cultural activity was watching a football game at a local bar. An eye-opening experience was seeing the spirit of Nebraskans unite in support of their football team, the Huskers.

Throughout the trip, we felt the hospitality of the local people, saw the breath-taking views of the city, and heard interesting stories about life in Lincoln. These valuable experiences were all new and memorable to us. We hope to have a chance to visit this wonderful place again. We are sure that the love and friendship we established with the city and its people will last forever.

Established in 2009 by the Research Grants Council (RGC), the Hong Kong PhD Fellowship Scheme (HKPF) seeks to attract the best and brightest students in the world to pursue PhD studies in the institutions of Hong Kong. Applicants should demonstrate outstanding academic performance, research ability/potential, communication and interpersonal skills, and leadership abilities. The fellowship provides a monthly stipend of HK$20,000 and a conference and research related travel allowance of HK$10,000 per year to each awardee.

We were very pleased to have three HKPF awardees join our PhD programme in 2012–13:

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Mrs KOBAKHIDZE Magda: “The Faculty of Education at HKU is a stellar academic place to pursue a post-graduate degree, taking into consideration its world renowned Faculty members, opportunities to do quality research with ample resources, generous fellowships, and finally, its location in one of the most vibrant and diverse cities in the world, Hong Kong.”

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Teach an English Class; Take a Life Lesson
Myanmar Service Project

By Chiu Kam Cheong Jason, BA&BEd(English), Year 4 Student (2011-12)

For me, the big deal wasn’t that I went on a trip over my final summer vacation. It was that I was lucky enough to be given an opportunity to teach as a volunteer in the country mixed with mystery, culture and, unfortunately, political instability – Myanmar, or, as some would call it, Burma.

It came as no surprise that people took it as a real shocker when they learned of my service trip to Yangon. After all, with decades of military regime, skepticism about the country’s development sadly prevails despite its gradual opening up in recent days. As a teacher-to-be back then, I thought I would take advantage of the remaining few months as a student to utilize the skills and knowledge I had acquired over the past four years and give a helping hand to those in need – that’s why I went – and it was the best decision that I’ve ever made.

I got to teach the first-year English majors at a university there. Highly motivated, the Myanmar students had a genuine interest in learning. What was even more exciting was that I got to exchange thoughts about education with local teachers and even to observe their lessons. We shared our teaching strategies and tried out things that we had never thought of. What’s more, the daily interaction with my Burmese friends from all walks of life opened my eyes.

That being said, it was indeed quite frustrating to see that some Myanmar people couldn’t advance their study due to the lack of resources. It made me rethink education. Teaching and learning are not only about subject knowledge. Rather, they are about the knowledge that nurtures our mind, which leads us to break away from predicaments by solving problems ourselves for the betterment of life. The subject knowledge itself does not suffice; it is the inspiration that we get from it that matters.

Teaching is indeed rewarding and fulfilling. The experience in Myanmar has echoed the effect on me and guided me to explore greater insights in education and in life. I would like to suggest something to other teachers-to-be: of course training privileged kids will be a piece of cake, but don’t forget that they only make up a small portion of a society. So, who’s left to help the less privileged? Don’t be afraid to take risks and reach out for the less advantaged. Yes, it’s going to be challenging, but not only will you sharpen your skills and discover more about life, but most importantly, you will be making an impact in the world that we are living in.

Film Screening Activity
Schooling the World – The Role of Modern Education in a Multicultural World

The student-centred film screening, held on December 11, 2012, received a warm welcome from Master and PhD students in the Faculty. Students Shumai Lin, Trey Menefee, and Danielle Biddle, were the discussants of the event, while Professor Mark Bray and Dr Liz Jackson were the special guests. The film screening and the post-screening open discussion led to an exploration of different ideas on educational issues.

Schooling the world is an educational documentary that takes a challenging and sometimes funny disturbing look at the effects of modern education on the last sustainable indigenous cultures of the world. The question is, “What really happens when we replace a culture’s traditional way of learning and understanding the world with our own?”
HKU Education Faculty Research Degrees Alumni Association

The association was delighted to sponsor an event for current research postgraduates with our alumnus Dr Li Mei on January 14, 2013. Dr Li is now an Associate Professor at East China Normal University, Shanghai. She has a distinguished record of academic research and public service since graduation in 2006. In the event, she shared her academic experience at the Faculty and offered suggestions on how to pursue successful academic careers for current students. Dr Li visited the Faculty as a Tin Ka Ping visitor from January 7 to 20, 2013.

Seminar on the “Pros and Cons of e-Learning”

On October 13, 2012, a seminar on the “Pros and Cons of e-Learning” (電子學習正負能量面對面研討會) was co-organized by the Hong Kong University Education Alumni Association (HKUEdAA), the Hong Kong Women Teachers’ Organisation, and the Association of IT Leaders in Education. Three speakers were invited to share their views on e-Learning in Hong Kong. They were Mr She Mang, Chief Curriculum Development Officer (IT in Education) of the Education Bureau, Mr Chu Tsz Wing, an experienced and award-winning IT teacher, and Mr Gregory Lam, an SME employer. Hon Ip Kin Yuen was the guest of honour in this event.

Mr She pointed out that the success of e-Learning in Hong Kong relies on the cooperation of all involved parties, and the government should act as a facilitator to make it happen. Mr Chu shared his teaching experience and good practice on e-Learning. He expressed his view that although e-Learning was not a panacea for all teaching and learning problems, it helps students learn better, especially the slow learners. Mr Lam disagreed that e-Learning could worsen the addiction of many teenagers to electronic equipment like tablets and smartphones. In conclusion, e-Learning is just another means of learning things, and not a total solution of solving learning diversity in schools or a substitute for teachers.

New Executive 2013-14

By Ng Ka Ming
2007 MEd, 1999 PCEd

I am honoured to be elected as the new HKUEdAA president and to have this role for the next two years. I would like to thank you for your support, and I am grateful to our former presidents, Hon Ip Kin Yuen and Mr Luke Yick, for their valuable work in bringing HKUEdAA into the community.

Two years ago, when I was asked to join the Executive Committee, I saw an opportunity, a new way to continue giving back to the community that had inspired me professionally and personally. Becoming the president of this association is a gift and a chance for me to lead HKUEdAA forward.

My presidency for the next two years will focus on engaging graduates of the Faculty to enhance our networking and collaborative effort, and encouraging professionals, school leaders, and the society to serve the education community more actively. I am confident that with the support of my fellow Executive Committee members, the HKUEdAA will continue to fulfill its responsibilities successfully in the coming years.
Committee of HKUEdAA

Executive Committee, 2013-14

President          Mr Ng Ka Ming
                   kmng@hkeaa.edu.hk

Vice President     Mrs Sophia Chan
                   tkchan@lingliang.org.hk

Secretary          Ms Meadow Cheung
                   meadowcheung@gmail.com

Treasurer          Mr Eric Ngan
                   nganlung@yahoo.com.hk

Professional       Mr Ha Chi Hung
                   hachihung@gmail.com
                    Coordinators

                    Mr Edmond Yeung
                   edmondyeung@gmail.com

Social Convenors   Ms Winnie Cheng
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                   Ms Paulina Lu
                   plu008@live.hk

Immediate Past     Mr Luke Yick
                   luke@dramaticenglish.com
                    President

http://www.facebook.com/groups/147952472030185
http://web.edu.hku.hk/alumni
Congratulations

To our Staff:

University Outstanding Teaching Award and Faculty Outstanding Teaching Award (Individual Award)

Faculty Early Career Research Output Award

Faculty Outstanding Young Researcher Award

Faculty Outstanding Research Student Supervisor Award

Faculty Outstanding Teaching Award (Individual Award)

Faculty Outstanding Teaching Award (Team Award)

Promotion and Tenure
We are delighted to report that the following colleagues have been successful in the recent rounds of tenure and/or promotion application:

Tenure and Promotion to Professor
- Professor Rui Yang
- Professor David Carless, Professor Carol Chan

Tenure and Promotion to Associate Professor
- Dr Cheung Wai Ming, Dr Daniel Churchill
- Dr Li Hui, Dr Jasmine Luk, Dr Maggie Wang

Tenure at Associate Professor
- Dr Lawrence Ng, Dr Jan van Aalst

To our Students:

Chater Memorial Scholarships
- Miss Ko Sin

Consulate General of Sweden Book Prize
- Miss Tsang Wing Yeung

Fung Ping Shan Donor Scholarship
- Miss Lam Ka Ki

Japan Society of Hong Kong Universities Scholarship
- Miss Shek Ka Wai

Kai Chong Tong Scholarships
- Mr So Kwok Ho

Prize of the Royal Consulate General of Thailand
- Miss Christina Yeung

The C I Stapleton Scholarship
- Mr Wong Lok Ting

University Postgraduate Fellowships
- Ms Li Ronghui
- Mr Li Bing
- Mrs Sandhya Rajagopal
Welcome
We warmly welcome the following academic staff members who have joined our Faculty in the new semester:

**Division of Information and Technology Studies**

**Dr Wilfred Lau**  Post-doctoral Fellow

Dr Lau was an Honorary Research Associate of the Faculty from 2010-12. Before he joined HKU in September 2012, he was a secondary school teacher for many years. He earned his BSc, PCEd, MStat, and PhD from HKU. His areas of interest include the impact of ICT in education, computer science education, and mathematics education. Currently, he is a Co-Investigator in two public policy research projects about the digital divide in education.

**Dr Jie Lu**  Post-doctoral Fellow

Dr Lu Jie obtained her PhD in Information Technology in Education at HKU in 2012. She also has a BEng and a MEng in Computer Science. She is particularly interested in mobile learning, design and development of educational software, educational applications of social networking technology in higher education, and instructional design with ICT. She grew up in Beijing, and enjoys hiking and exploring new digital technologies.

**Dr Jin Mu**  Post-doctoral Fellow

Dr Jin Mu received her doctorate in Educational Psychology, as well as a MA (Psychology of Excellence in Business and Education) from the University of Munich, Germany. She obtained her BA (Applied Psychology) from Beijing Normal University. Her current research is focused on technology enhanced learning, particularly including Scripts for Computer Supported Collaborative Learning, and Online Discussion Analysis by using natural language processing tools. She enjoyed hiking and biking previously in the German Alps, and hence looks forward to walking the trails in Hong Kong.

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

**Dr Rattana Sae-Lao**  Post-doctoral Fellow

Under the supervision of Professor Mark Bray, Dr Rattana’s research will investigate the global phenomenon of Shadow Education in the context of Thailand. She received a PhD in Comparative and International Education (Political Science) from Teachers College, Columbia University; MRes in Education and Social Research from the Institute of Education, University of London and MSc in Development Studies from the London School of Economics and Political Science.

New Appointment
We extend our warmest congratulations to Dr Johnson Li, Assistant Professor of Division of Learning, Development, and Diversity, who has be taking up his new position in the new semester.

Since completing his doctoral study at the University of Alberta, Dr Li has been passionate about improving reliability and validity of evaluation in educational and psychological measurement. This interest has directed him to become a teacher who seeks to motivate students to learn quantitative methods and data-analytical techniques. He always welcomes students to see him and have a coffee break with him.

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

**Division of English Language Education**

**Dr Jane Mok**  Post-doctoral Fellow

**Division of Learning, Development, and Diversity**

**Dr Filiz Polat**  Associate Professor

**Dr Marie Ng**  Assistant Professor

**Division of Speech and Hearing Sciences**

**Dr Wang Ling**  Post-doctoral Fellow

**Dr Yan Nan**  Post-doctoral Fellow

**Dr Yang Feng**  Post-doctoral Fellow
## COMING EVENTS

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<th>Date</th>
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<th>Venue and Details</th>
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<td>April 8 – 9, 2013</td>
<td>Regulating the Shadow Education System: Private Tutoring and Government Policies in Asia – A Policy Forum on Shadow Education</td>
<td>Comparative Education Research Centre, Faculty of Education, The University of Hong Kong Website: <a href="http://cerc.comparativist.org">http://cerc.comparativist.org</a></td>
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<td>June 21, 2013</td>
<td>CANOTTA Distinguished Visiting Fellowship in Mathematics Education – A Public Lecture</td>
<td>Library Extension 1, HKU Website: <a href="http://web.edu.hku.hk/index.php">http://web.edu.hku.hk/index.php</a></td>
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## EDITORIAL TEAM

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