Education Matters

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Leading with Passion
Serving with Commitment

Faculty of Education
The academic year 2014-15 is a very special year in the history of the Faculty of Education, as we celebrate our 30th birthday. Teacher education in the University started almost 100 years ago, initially in the Faculty of Arts. We then became a School of Education in 1976, before being reborn as a Faculty thirty years ago, in 1984.

We shall be celebrating this Pearl Jubilee milestone in various ways during the coming months, and we look forward to welcoming you to some of the many Pearl Jubilee activities, which you will be able to keep up to date with via our website. The Pearl Jubilee provides us with a perfect opportunity to reconnect with our alumni, and we very much hope that you will be able to help us, both by updating your own contact details and by linking us up with your Faculty classmates from years gone by.

For the Pearl Jubilee, we have chosen the tag-line Leading with Passion, Serving with Commitment. This short phrase encapsulates what I consider to be the essential characteristics of our Faculty. We lead: in our innovative curricula and the quality of our teaching; in the cutting-edge excellence of our research; and in our impact on society and on policy. We are passionately engaged in these leadership roles, and we seek to imbue our graduates with a similar passion for their chosen profession. At the same time, we strive to serve the wider community, locally regionally and internationally, through our efforts, both collective and individual, to enhance community life through education. We take great pride in our community engagement, which reflects the deep sense of social commitment of every member of the Faculty.

Coinciding with the Pearl Jubilee, we have continued to make changes to Education Matters, introducing new features designed to enhance your enjoyment of this Newsletter. As you will see, the current issue introduces interviews with a number of our colleagues. Coming issues will see more such features. This Pearl Jubilee year will also see the launch of the mobile version of our Faculty’s website, as part of our continuing efforts to improve access to information and news about the Faculty. Your feedback on these changes – both to Education Matters and to the website - is always welcomed.

The previous academic year, 2013-14, brought many successes for the Faculty, including a superb record of achievement in the competitive research grant awards announced by the Research Grants Council at the end of June: 14 General Research Fund/Early Career Scheme awards, and two Humanities and Social Sciences Prestigious Fellowship Scheme awards. We take great pride in the successes of the colleagues gaining those awards, and we look forward to bringing you news of further Faculty achievements during our Pearl Jubilee year.

Professor Stephen Andrews
Dean
While Education has been a vital and innovative part of the HKU curriculum for more than 95 years, it was 30 years ago, on July 1 1984, that the School of Education officially became the Faculty of Education, comprising the Department of Education and the Department of Professional Studies. The fledgling Faculty moved into the new Runme Shaw Building in September of that year.

There have been many milestones since that time. Thousands of students and hundreds of staff have passed through Education’s doors, and our Faculty has occupied a number of different spaces across the University in addition to its home base in the Runmee Shaw Building.

The Faculty has also undergone structural changes during our 30-year history. The most important of these occurred in September 2002, when we became a unitary Faculty. The departmental structure was dissolved, and the Physical Education and Sports Science Unit left the Faculty, merging with the Centre for Physical Education to become the Institute of Human Performance.

Over the past 30 years, the Faculty has developed a wide range of new programmes and continually updated its existing offerings, catering to the needs of both pre-service and serving teachers. We have also broadened our focus, by moving into other specialised areas.

Arguably the most significant of those areas is Speech and Hearing Sciences (SHS). The Department of SHS was set up in 1988 and introduced Hong Kong’s first professional training programme in this area: the BSc in Speech and Hearing Sciences. For 25 years, SHS was based in the Prince Philip Dental Hospital, before moving up to the Meng Wah Complex on the Main Campus at the beginning of 2014.

Since the early 1990s, we have continued to develop our teacher education programmes. Undergraduate programmes were introduced in 1990, initially to enable certificated teachers to upgrade to graduate status. The current suite of undergraduate programmes (introduced in 2012) comprises double degrees, targeting DSE holders. We have also increased and broadened the range of our in-service provision: the programme in the Faculty with the largest annual student intake is now the Master of Education, which in 2014 admitted 393 students to 16 different specialisms.

The Faculty has also moved into a third specialist area: information sciences. This began with the establishment of the Centre for Information Technology in Education (CITE) in 1998. Since then, ITE and information management have become a major area of our research, Knowledge Exchange (KE) and teaching.

CITE is one of the eight centres in the Faculty, the oldest being the Comparative Education Research Centre (CERC), which celebrates its 20th birthday this year. These centres play a major role in enhancing our overall research and KE activities. In 2013, we established the Education Policy Unit (EPU), to carry out high-quality, independent evaluations of policy development and implementation.

The Faculty’s influence on the education system across Hong Kong cannot be under-estimated. As well as providing so many of the city’s teachers and education leaders over the last century, we have been at the centre of formulating and developing education policy and initiatives.

This is all part of a long-standing and highly-valued commitment to the Hong Kong community. Over the years, Faculty members and alumni have served on numerous committees, community groups and government bodies as advisors and leaders in initiatives relating to such varied issues as curriculum development and reform, student assessment, the implementation of information technology in education and that perennially hot topic in Hong Kong: medium of instruction (MoI).

Faculty members have been closely involved in providing practical support for the implementation of these policies – as, for example, with the development of tailor-made workshops and a specialism in the MEd programme to upgrade teachers’ and schools’ ability to implement the Government’s recent ‘fine-tuning’ of its MoI policy.

The Faculty’s reach and outlook has also expanded over three decades, beyond Hong Kong and the region to extend around the globe. We welcome more overseas students than ever before, and have increasing links with overseas institutions via KE programmes and extensive international research collaborations.

Our ties with mainland China have also expanded. In 1984 China had only relatively recently opened its doors to the outside world and was still something of an enigma. Now we welcome more and more mainland students – undergraduates, taught postgraduates and research candidates – each year. And exchange programmes and research collaborations with the Mainland are numerous.

We have expanded our horizons in every area, with an increasingly global outlook and an international focus. At the same time, our commitment to Hong Kong remains as strong as ever – we aim to live up to our Pearl Jubilee motto: ‘Leading with Passion – Serving with Commitment’.
Our current Dean, Professor Stephen Andrews, has been with the Faculty for most of its first 30 years. He joined 24 years ago in 1990, when he was recruited by the Department of Curriculum Studies as a Lecturer in English Language Education. He looks back at that time fondly, saying it was a different era, with computers only just being introduced.

“I remember, very soon after joining the Faculty, attending an introduction to the mysteries of Wordperfect, organised by Tony Sweeting, with the assistance of Vincent Lee.” He very happily recalls that there was no email then – so people weren’t confined to their desks answering emails all day.

There was also time to stop and have a proper lunch – rather than “having a sandwich while sitting at my computer answering emails” as he does today. And he fondly recalls that everything – and everyone – stopped for tea, promptly at 11am each day, gathering in the common room on the 4th floor of Runme Shaw for a chat and a cuppa.

But while he regrets a few changes, Professor Andrews firmly believes that the Faculty has evolved for the better, with innovations that have been inspiring and innovative.

“And some things it has never lost, particularly its commitment to the community - and not just that of Hong Kong but more widely too. This is central to the way we’re focussing on our 30-year celebrations - and we are not only emphasising our commitment to service, but also the leadership role, which is central to our identity.”

The motto for the Faculty of Education’s Pearl Jubilee is ‘Leading with Passion – Serving with Commitment’, aims which have formed the core of the Faculty’s identity since the beginning.

Says Professor Andrews: “The word ‘leadership’ is crucial – we see our role very firmly as pioneers in many areas: in particular, in the past fifteen years, in research. Just as the University has become a research-intensive institution, so we have become a cutting-edge research faculty, not in education alone but also in speech and hearing sciences and information sciences. Our leadership in those domains is international.”

The Faculty has long been a leader in terms of teaching and learning, developing innovative programmes and practices, and constantly seeking to ensure that programmes remain at the cutting edge. This continues to be the case.

“We are currently undertaking a radical reform of our Postgraduate Diploma in Education programme (PGDE),” says Professor Andrews. “We’re doing so from a position of strength, because our programme is extremely highly rated anyway, garnering very positive reviews only a couple of years ago. But we still feel it is time to revisit and review, to ensure that the PGDE is still leading the way in terms of preparing 21st-century teachers.”

Professor Andrews also cites pioneering work in specialist areas, where research and teaching come together in programmes that transform people’s lives. He gives as an example the pioneering work of the Centre for the Advancement of Chinese Language Education Research, which is engaged in innovative projects designed to provide support for non-Cantonese speaking students in Hong Kong from kindergarten level all the way through the education system.

“There are so many areas in which we play a leadership role within education,” he says, “but what is also characteristic about the Faculty is that throughout its history it has had an influence in so many other ways, too.

“For example, key personnel members in the Education Bureau - the leaders in the reform of the whole education system in the past few years including the new school curriculum - are people whose intellectual background is in the Faculty. A number of previous Directors of the
Curriculum Development Institute and many of the people currently in senior positions in other education institutions in Hong Kong were former colleagues in this Faculty.”

The leadership role the Faculty plays and has developed over last 30 years can be counted not only in terms of what we’ve contributed, but also our influence in nurturing future education leaders in Hong Kong and beyond. Many of our PhD graduates from the Mainland are now in senior positions in key institutions in China.

Knowledge Exchange is a core commitment of HKU - sharing our ideas, achievements and know-how with the community. “We don’t want to separate our students from the outside world. That is where their future lies. We want to instil in them a sense of responsibility to the community at large, a notion of service – serving our community as a Faculty and as individuals by being an important, integral and highly pro-active part of that community.”

Finally, passion is an extremely important part of our identity as a Faculty. “Part of our vision statement makes clear our aspiration to nurture students who are passionately committed to their professions,” says Professor Andrews. “We strongly believe that a central quality for anyone entering the profession of teaching is a passionate commitment to their subject and to helping their students fulfil their potential as learners and as human beings.

“This sort of passion is a requirement not only for teaching, but all areas -- those who are preparing for careers as speech therapists, hearing experts etc. And my colleagues and I seek to nurture this passion in our students during their days at HKU.

“These qualities – leadership, passion, service and commitment – have shaped the Faculty’s achievements over the past 30 years and will remain the foundations of our future efforts to excel in educational achievement, locally and internationally.”

Celebratory Events

The Faculty will be organising a series of celebratory events for the Pearl Jubilee from September 2014 through to the end of 2015, starting with our Pearl Jubilee tram. The Pearl Jubilee website will be launched very soon, together with a set of Pearl Jubilee videos. There will be Faculty roadshows in MTR stations, in shopping centres and on campus. We will be offering a range of tailor-made Pearl Jubilee souvenirs for you to buy. And among the activities, there will be an alumni home-coming, which we’ll publicise in due course. Details of all the Pearl Jubilee events will be available on the website.
Dr Lena Wong, who has been with the Faculty for 21 years, has won the Outstanding Researcher Award for her pioneering work in audiology, a rapidly developing specialty area involving the prevention, identification and assessment of hearing disorders and rehabilitation of people with hearing impairment. She specializes in evidence-based practice, outcome measurement of hearing devices in Chinese speaking users, and Chinese speech perception.

Says Lena: “There is very little research in evidence-based practice related to audiology – although this is a buzzword in other areas of medicine and rehabilitation. Evidence-based practice (EBP) means that we provide clinical services based on what the evidence tells us. For example, whenever possible we employ diagnostic or treatment techniques that have solid evidence showing their effectiveness.

“But technologies and knowledge are updated frequently and new techniques are always being introduced, and the evidence does not always keep pace. This raises questions such as how do we make a judgement on which technique to use and how do we balance the lack of solid evidence with the client’s needs and preferences?”

Lena’s research looks at both how clinicians and students learn about EBP and how EBP is being implemented clinically. It also informs clinicians how hearing needs could be better addressed, in particular among Chinese speakers, and helps clinicians to make better clinical decisions about treatment of hearing impairments.

Most research into speech perception worldwide focuses on English speakers, so Lena’s work with the Chinese population is pioneering. It is vital to understand Chinese speech perception in order to know if hearing devices are effective for Chinese speakers, and to develop hearing device algorithms. “We also need a clear understanding of how treatment and hearing, speech and language therapy should be carried out,” she says.

Her work combines the use of devised and detailed questions with behavioural and electro-physiological tools to measure benefits from hearing devices. “I also evaluate how these hearing devices could be improved. Most importantly, I try to find out how the hearing needs of Chinese speaking people could be addressed better, as most research is based on English speakers,” she says.

Lena got into audiology almost by accident, after happening across the subject in a university prospectus. She was intrigued to discover the field was started after World War II when a large number of soldiers returned with hearing loss. At the time she had already decided to quit a pre-pharmacy programme she was doing, and realized immediately audiology was what she wanted to get into.

“It combines knowledge from different fields of study: linguistics, acoustics, medicine, rehabilitation and psychology,” she says. “I love working with people, and I will always remember the first time, as a student clinician, I fitted a client with hearing aids. Suddenly, he could hear properly – and his eyes sparkled as he took in those new sounds. That was when I decided to make audiology my life-long career.

“My biggest dream is to use my knowledge to help Chinese speakers. I have been trying to bring good audiology to mainland China for the past 20 years and I am still working on it.”
Supervision as partnership: read wider, think deeper and write better

Professor Law Wing Wah, who won the Faculty Outstanding Research Student Supervisor Award, has been with Education for nearly 20 years and relishes the supervisory aspects of his work. He views the relationship between supervisor and research student as a partnership in guidance, learning and research, in which the partners bear joint responsibility for the quality of student learning at the doctoral level.

His approach to research supervision is based on three principles: “Supervision as partnership with research students; mutual and joint responsibility for quality work; and facilitation in the construction and ownership of student learning.”

Wing Wah’s pedagogical strategies begin with strongly encouraging students to start with their genuine research interests and their perception of the potential significance of their chosen study. He guides them to “read wider, think deeper, and write better, and to develop the habit and practice of regular writing”.

Constructive criticism is a key element in the process he believes, while also acknowledging that some students find it hard to take criticism. He advises his students to learn from academic challenges and to “value criticisms from me and their peers as critical collaborators in their studies”.

At the heart of Wing Wah’s principles and pedagogical strategies for research supervision and education is helping research students to become major architects, builders, developers and owners of their learning and research, as well as lifelong researchers in their future academic lives.

“Research supervision has changed over the past 10 years, and one of the most important changes is that students are required to take more courses (with assessment) in partial fulfillment of the requirements for their doctoral degrees,” he says. “This can help broaden students’ exposure in research, but, at the same time, diverts their time and effort away from their own research studies.

“As students need to develop their studies to a sufficient level for passing the confirmation within the first 18 months of study, it would be better if they were given more time to concentrate on their own research in this period. But I believe that our doctoral students are wise enough to balance the width and depth of their studies at HKU.”

Asked about his own areas of research and how he became interested in them, Wing Wah explains that the spark to investigate can come from many sources. “My interest in exploring theoretical issues about the relationships among citizenship, citizenship education, and social change in an increasingly globalized world are closely related to my journey in search of contemporary China’s historical and cultural roots,” he says.

“I was born and grew up in Hong Kong under the British colonial rule. Similar to many Hong Kong people, before 1997, I had a strong local (Hong Kong) identity but was puzzled by whether I should claim Chinese or British as my nationality. As the handover of Hong Kong to China was approaching, my quest to understand the relationships among globalization, citizenship, and citizenship education in the world, and specifically in China, intensified. In the mid-1990s, I turned this quest into one of my research areas.”
Dr Lo Yuen Yi won the Faculty Early Career Research Output Award for her paper “A Meta-Analysis of the Effectiveness of English-Medium Education in Hong Kong”, published in the Review of Educational Research.

A meta-analysis systematically integrates the results of previous studies by combining their effect sizes with statistical techniques. Yuen Yi and her team conducted the meta-analysis in 2011, when she was working at the Hong Kong Institute of Education. They carried out the analysis and revised the paper over the next two years and it was accepted in 2013.

The meta-analysis integrates the results of 24 studies related to English as the Medium of Instruction (EMI) education in Hong Kong since 1970s. “We tried to generate a more conclusive result about the impact of EMI education on students’ language (both Chinese and English) proficiency, academic achievement and affective well-being, such as self-esteem, interest, motivation and strategy use,” says Yuen Yi.

The results of the work reveal that while students studying in EMI schools outperformed their Chinese Medium of Instruction (CMI) counterparts in English proficiency, it was at the expense of achievement in other academic subjects such as Science, Geography and History.

But, at the same time EMI students seemed to benefit in other ways not directly related to academic achievement. “EMI students possessed higher self-esteem,” says Yuen Yi, “and were more interested and motivated to learn.”

She believes the findings highlight the need for more support for EMI students so that they can learn English more effectively without suffering in academic achievements.

“One possible direction,” Yuen Yi advocates, “are continuous teacher development in EMI schools and also more explicit scaffolding for students’ academic literacy development.”

She views the issue of medium of instruction as a complicated topic since in a post-colonial and international financial city like Hong Kong, the choice of the medium of instruction is not purely an educational consideration and political and socio-economic factors have to be taken into account.

“What further complicates the issue,” she continues, “is the interface between policy-making and policy implementation -- that is, how the ‘official’ medium of instruction policy is implemented at the school or classroom level.”

She cites a particular concern being the actual language use in lessons. “While the government does not encourage the use of Chinese in EMI schools/lessons, such practice has been observed in classrooms and is actually theoretically and empirically grounded. Therefore, I think the multiple levels and perspectives of the issue make it a very debatable topic, not only in Hong Kong but also in other parts of the world.”

Yuen Yi got her doctorate in 2010, and worked as an assistant professor in the Hong Kong Institute of Education before joining HKU in 2012. Born and educated in Hong Kong, she has long been interested in its education policy, especially the complicated issue of medium of instruction. Prior to getting her doctorate, she trained as an English teacher and worked in a local secondary school in the Northern district for a short spell. During that time, her goal was to help her students learn English more effectively because she believes that English is not only an excellent tool for communication but also an important social capital.

“I personally believe in the rationale behind EMI education (that is, to facilitate L2 development through content and language integrated learning) and the benefits it can bring, but it seems that previous studies have shown otherwise,” she says. “Hence, I am eager to examine why this may have happened and, more importantly, to explore how to further enhance the teaching and learning effectiveness in EMI education.”
Dr Miguel Pérez-Milans received the Faculty Early Career Research Output Award for his outstanding book publication *Urban Schools and English Language Education in Late Modern China: A Critical Sociolinguistic Ethnography*.

The book shows how language and cultural policies of modernization are taken up and negotiated in China’s education through the analysis of daily practice in urban experimental schools. In addition to the Faculty award, the book has just been shortlisted for the 2014 British Association for Applied Linguistics Book Prize, whose past winners are famous scholars in the field of Applied Linguistics.

The research was carried out in 2006 in three different experimental schools in Zhejiang province – two of them in Hangzhou city (one secondary school and one primary school) and one in Wenzhou (a secondary school). The fieldwork involved a full-time data collection process over four months, between September and December of that year.

Attention was paid to school ‘actors’ – including not only students and teachers but also school principals – in their everyday life. The aim was to capture the institutional and interpersonal dynamics that are involved when national education guidelines have to be localized into the reality of three different schools.

In particular, the book offers detailed analysis of collusion practices by which students, teachers and school principals overcome paradoxes, contradictions and dilemmas derived from these processes of localization. There was special focus too on the space of English language classrooms.

Asked about the implications of the research, Miguel explains that since the focus was on the local processes by which school actors resist and negotiate national policies of modernization the findings provide an account of how wider cultural and institutional change happens in situated practice within the context of contemporary China.

“That is to say, the book bridges dichotomized understandings of so-called macro- and micro-societal orders in social sciences,” he says. “It also goes beyond hierarchical representations of the relationship between teachers and students in the educational field: in response to contemporary economic reforms equally disempowering all of them – via a global shift from the welfare to the neoliberal state which pushes them to greater instability, competition, and public monitoring – teachers and students react by enhancing cooperation and collusion.”

“The findings of the book,” he concludes, “widen our understanding of on-going cultural transformations faced by contemporary Chinese educational institutions under conditions of late modernity.”

Miguel’s path to HKU began when he completed his BA studies in Education and Linguistics at Madrid’s two main universities, while also strengthening his linguistics training via scholarships to several universities in mainland China. During his PhD studies in Applied Linguistics from the Autonomous University of Madrid (which he passed with distinction from the European Union), he undertook different research fellowships in Canada, the UK and Zhejiang in mainland China. During this doctoral period, he also participated in a four-year research project on social mobility, ethnicity and multilingualism, funded by the Spanish Ministry of Science, under which he focused on the experiences of students with Chinese background learning Spanish as a second language in Madrid secondary schools.

It was the fieldwork in Zhejiang that finally became the main focus of his PhD thesis and of the book for which he has won the Faculty award.

After PhD studies, he undertook a postdoctoral fellowship funded by the Spanish Ministry of Education at the Centre for Language, Discourse and Communication in King’s College London and at HKU’s Faculty of Education. The latter was under the supervision of Professor Angel Lin. “It is this programme that finally brought me to the University of Hong Kong,” he says, “where I plan to develop the rest of my academic career.”
Experiential learning connects students to real-world learning issues and challenges, and involves the Faculty in collaborations with various partners in both Hong Kong and mainland China.

The Faculty is committed to promoting experiential learning because of the enormous benefits it brings to our students. Experiential learning requires students to tackle real-life issues and problems by drawing on theoretical knowledge that they have learnt in the formal curriculum.

"Unlike classroom situations, real-life situations are often unfamiliar to students," says Dr Andy Gao, Coordinator of Experiential Learning and Programme Director of the double-degree programmes, "and in these situations, problems are not easily identifiable or not well-defined. Dealing with real-life problems requires students to integrate knowledge within and across disciplines, to go beyond technical considerations, and to take into account social and human factors that come into play.

It is in these situations that students put theoretical knowledge to test, gain a deeper understanding of theories and, most importantly, construct knowledge. It is also in these situations that students develop their core values and generic skills at the same time.

Recent successful experiential learning projects include a Joint-University Student Experiential Learning Programme in the Northwest Normal University Lanzhou, Gansu, which took place throughout June, 2013.

"Students went there eager to gain new understanding about modern China and to meet new friends in a different part of the world," says Andy. "They faced very different living conditions in the far northwestern interior, but coped with them well.

"They also gained valuable new knowledge about education issues in contemporary China, which will help educators and hopefully policy-makers develop new perspectives on ethnic minority education and equality as a local and national issue."

Activities while in northwestern China included forming groups with local students and conducting research projects on educational issues in the region. Their projects were guided and mentored by the combined support of HKU academics and Lanzhou university lecturers.

"We will now build on the success we had in Lanzhou," says Andy, "and explore diverse opportunities for our students to work with community partners both in and outside Hong Kong so that they will not only broaden their understanding of real world but also participate in addressing real-life problems in our communities."

Other experiential learning opportunities include Summer exchange programmes at Tsinghua University in Beijing both last year and this. The 2013 one was entitled ‘Challenges of the 21st Century: Education Reform and Development Policies in China’, while this year’s was part of the HKU-China 1000 exchange scheme. In addition, there are ‘Teaching Hong Kong ethnic minority primary school students to learn Chinese as a second language’ a report session of the Experiential Learning Experience of BA&BEd and BEd Year 1 (Chinese language) students, and the ‘Mentorship Scheme for Education for Sustainable Development (ESD) Learning Programme (2013/2014)’.

While acknowledging that there has been serious debate about making experiential learning a compulsory part of the double-degree programme, Andy explains that this cannot happen yet.

"We are first launching experiential learning as an elective and monitoring how it will go with our students," he says. "We are also promoting a variety of non-credit experiential learning activities that can be integrated into regular courses.

"The promotion of experiential learning as a compulsory course demands enormous resources. We are now exploring how possible it would be to achieve this within the limited resources we have at the Faculty."

Hands-on experience in the real-world
While Parent Education (ParEd) has been a focus of the Faculty for several years, Associate Dean and Associate Professor Dr Pang Ming Fai advocates that we could and should be even more proactive in this area. In the modern world, where greater information technology often leads to greater isolation, he believes parents need guidance and need to become better learners.

“Parental learning is both simple and complicated,” says Faculty Researcher Dr Luis Go. “The content is not rocket science, however, the unpredictable human elements, the emotions involved, the management of relationships and the myriad personal factors and social variables combine to make it rather more complex.”

The two teachers have organised a highly successful series of KE funded seminars on ParEd. But it was their recent forums on Parents as Learners: A New Paradigm in Parent Education that are really attracting interest within Hong Kong and abroad.

In the forums they present their research findings on parental learning, and suggest that parents need to be viewed as learners, not as consumers – which is what tends to happen in ParEd now.

The forums have been attended by Education Bureau officials, school leaders, board members, PTA committee members, parent education practitioners, parents and teachers. In short, everyone involved.

“There needs to be a paradigm shift,” says Ming Fai. “At the moment parents don’t think they’re learners. We are not saying schools don’t do anything to help parents. They do hold parent forums, but often these tend to be about how to get their kids into elite schools or which subjects your child should pursue to ensure a good career. They are focused on the transmission of information rather than educating the parent to be better parents. We advocate supporting parents in a pedagogical way.”

They plan to develop a systematic programme to make ParEd in schools more effective. “We want to create a programme to train the trainers or parent education practitioners for in-school parent education programmes, so they can promote PE within their schools and support their parents more effectively,” says Ming Fai.

“Currently, ParEd facilitators are often teachers or parent volunteers in schools who have a passion for supporting parents through parent education. They truly believe that an enduring and meaningful way to help the next generation is by helping parents to be better parents,” says Luis. “If the passion these volunteers have is supported by pedagogical knowledge and skills, such as how parents learn or the difference between deep and surface approaches in parental learning, this could make them more effective.”

ParEd is a hot topic worldwide now. In the US and UK, research into parent education is usually embedded in parental involvement in schools. In Singapore the government is generous in supporting parent education. “For example, the Ministry of Education there provides training for parent facilitators” cites Ming Fai, adding that he feels the government in Hong Kong should do more.

“Parent education should go beyond the remedial approach and move to the educational and pedagogical paradigm,” adds Luis. “It could be a powerful tool for maintaining healthy and well-functioning families. Moreover, schools that help their parents become better parents are ultimately helping their students become better students.”

The two teachers are currently preparing a project that would develop parent education in a way that facilitates deep learning approaches in parental learning accessible to economically disadvantaged, hard-to-reach parents.
In a world where the internet ensures that information is everywhere, managing information has become a highly-valued and increasingly complex operation. The skill-sets of information managers and library information managers are constantly changing and updating, and it is important for those in the industry to keep up.

Students of Information Management and Library & Information Management were given a valuable chance to find out what’s going on in their fields – outside of academia in the real world – at the KE Night and Alumni Gathering for BSc(IM) and MSc(LIM), held in June.

Organised by Associate Professor Dr Samuel Chu, who is Head of the Division of Information and Technology Studies and Deputy Director of the Centre for Information Technology in Education, the event provided students with an opportunity to discuss and share their knowledge with alumni, Faculty members and industry insiders and intern providers.

After a highly successful inaugural gathering last year, this was the second event of its kind and was a very successful platform for the 70-plus students who participated to network and make contact with those already working in the industry to which they aspire.

It was great to meet alumni and industry representatives,” says Vivian Lam, an MSc(LIM) student who participated. “They brought lots of invaluable perspectives and made me want to try more new things.”

This year’s event was further enhanced as several staff and 22 students from Syracuse University in the US took part. “These students were taking the course ‘Global Enterprise Technology’ taught by Professor Paul Gandel, who led them to visit different organizations in Asia,” explains Samuel. “Since he is the External Examiner of the MSc(LIM) Programme, it is just natural for him to connect his students with ours.” Professor Gandel gave a talk at the evening and his students also shared their knowledge and discussed major projects they have undertaken.

Arthur Ku who is a BSc(IM) student comments: “I was MC for the night, so I got a great chance to interact with the Syracuse University students. Our learning experiences seemed to be similar. Like them, we BSc(IM) students not only focus on the textbook studies, but also have many field visits. The American students and I agreed that field trips are the best way to learn more about our profession.”

The evening also provided an opportunity for HKU students to seek internship opportunities with the industry representatives present. Those representatives covered areas as diverse as telecommunications, on-line recruitment services and the Hospital Authority. To give participants an indication of what to seek and what they could expect to get out of such an experience, some students already on internships shared their stories.

After the KE Night, Vivian embarked on a three-week internship, as a visiting international research student at the Asian Library of Canada’s University of British Columbia, Canada in July and August. She made the most of the opportunity, meeting as many people as she could and participating in numerous activities including assisting in a big event celebrating the life and work of Professor Chia-ying Yeh, a Professor Emerita of Chinese Literature at UBC, on her 90th birthday.

Says Vivian: “I joined workshops at the UBC library such as the Digitization Centre Tour and Library’s social media group, and I got the chance to meet with a history professor to talk about some Chinese Canadian projects collaborating with the Asian Library or the library of the University of Toronto. It was super tired every day but super fun!”

The KE Night was an useful introduction to her experience. Said Samuel: “Through several rounds of group discussions, HKU members and non-HKU members mingled during the evening and shared their thoughts on various issues related to our programme. Some discussions were formal while others took place in a more relaxed atmosphere over dinner. Topics covered were myriad, and in addition to information and knowledge management included e-learning, game-based learning and the latest developments in librarianship.”

The evening was an excellent opportunity for networking and making new contacts. “We successfully connected non-HKU members with the HKU members at the gathering,” says Samuel. “It led to internship and/or job offers being made to some students.”

While he did not arrange an internship for himself after the KE night, Arthur says that several of his friends did. “Some of the external guests were able to provide internships to our Faculty, and some of my classmates spent the summer working for them. We students are continuously learning from others, especially industry experts. I think the knowledge sharing and building long-term connection are the most valuable things to come out of this event.”
So many Presidents of newly emerging universities on campus is an unusual sight. They came here to attend the Summer Institute 2014.

The Summer Institute, which took place between June 16 and 27, 2014, was designed for presidents, ministerial officials, and decision makers. It is a learning programme aimed at exposing participants to new concepts and innovative practices in the realm of higher education, hence the theme “Higher Education for Tomorrow”. This programme is the second time the Summer Institute was offered since 2013.

This year, 31 participants are from Afghanistan, Cambodia, Egypt, Laos, Macau, Mongolia, Myanmar, Philippines, and Vietnam. Among them, 12 are Rectors (i.e. Presidents) of leading institutions in Mongolia, Myanmar, Cambodia, and Laos. The others are from national ministries.

The keynote on global trends was presented by Dr Francisco Marmolejo who leads the higher education area in the World Bank. Resource Persons Professor Dato’ Dr Morshidi Sirat (Malaysia), Professor Jandhyala BG Tilak (India), and Professor Yang Rui (HKU) helped explain the systemic considerations in their respective jurisdictions.

The highlight, however, was the introduction and visits to the various components of HKU, with intensive interactions with the respective administrators and leaders. They met the registrar, the finance officer, and the dean of students.

The last part of the Summer Institute coincided with the summit. This summit was joined by more leaders from the region, either as participants or as resource persons, together with representatives from the Asian Development Bank and other organizations. The theme was “Innovation”.

The event received very favourable commendations from the participants. “We have had intriguing insights at the sessions in Higher Education Tomorrow. The institute is a good hub to foster more and more effective collaborations between the Asian universities,” said Orkhon who is from Mongolia.

“The programme has been absolutely amazing and all the University and staff have been extremely helpful and kind. It is magic that the programme could manage to turn the equivalent of hundreds of hours of study time into 10 days,” said Edward, who is from Macau.

The quality and wisdom among our HKU colleagues from various divisions have amazed not only the participants but even our own Faculty members: “I never knew all these happened in my own University!”

The event was sponsored by the Asian Development Bank, the Open Society Foundations and UNESCO, and a generous donation from an anonymous donor to HKU.
Professor Simon Marginson, a Professor of International Higher Education at the Institute of Education of the University of London, was invited by the Faculty to deliver the Distinguished Lecture entitled “Empires of Learning in East Asia” at the Rayson Huang Theatre, HKU, on June 25, 2014. The lecture was sponsored by the Tin Ka Ping Education Fund.

Higher education and science are central to modern societies and to the global strategies of states. Although East Asia is becoming the world’s third greatest zone for higher education, science, and innovation, alongside North America, Western Europe, and the United Kingdom, this development has yet to be fully understood outside the region. What are the drivers of the remarkable post-Confucian educational systems in China, Hong Kong SAR, Taiwan, South Korea, and Singapore? Is a new model of the university emerging?

In the Distinguished Lecture, Professor Marginson shared the strengths and limitations of post-Confucian educational systems in East Asia and explored the implications for world society, economy and polity. The Distinguished Lecture attracted over 200 interested parties and received highly favourable responses from government bureau representatives, school principals and teachers, academics, students, parents and other members of the public. Details can be found at http://web.edu.hku.hk/event/lectures.
International Conference on “When East Meets West: The Teaching and Learning of Reading and Writing in the Multilingual and Multicultural Context”

This International Conference was held between June 13 and 14, 2014 at the University. It was jointly organised by the Centre for Advancement of Chinese Language Education and Research (CACLER), the Division of Chinese Language and Literature of the Faculty, and the International Association for the Improvement of Mother Tongue Education (IAIMTE).

In celebration of CACLER’s 15th Anniversary, this global platform, also known as IAIMTE’s 2nd Special Interest Group (SIG) Reading and Writing Conference, is where synergy between research-based and classroom-based knowledge is enabled and facilitated. The theme highlighted the possible synthesis of the two best traditionally diverse worlds not only in terms of educational research but in terms of arousing awareness of multilingualism and multiculturalism in a globalized context.

Two renowned scholars delivered distinguished keynote speeches entitled “Compelling Comprehensible Input”. They were Professor Stephen D Krashen, Professor Emeritus at the University of Southern California and Founder of various influential concepts and theories in the study of Second Language Acquisition and Dr Christy Lao, Associate Professor at the College of Education of San Francisco State University. Professor Gert C.W Rijlaarsdam, Professor at the Graduate School of Teaching and Learning, University of Amsterdam and Founder of IAIMTE and Chief Editor of L1 Educational Studies in Language and Literature Journal, delivered another keynote speech on “Writing to Read: Learning to Write Supports Comprehending”.

The Conference was a great success, with over 200 delegates from 13 countries or regions (Botswana, Finland, France, Germany, India, Indonesia, Korea, Malaysia, Netherlands, Taiwan, Singapore, South Africa, and China) shared their insights with researchers and teaching professionals. The conference themes were addressed through 68 various plenary and featured presentations, papers, poster demonstrations, and forums.

We look forward to further collaborate with IAIMTE in the near future. Details can be found at http://usp.cacler.hku.hk/conference_2014/.
Event Spotlight

\section*{CITERS2014: Learning without Limits?}

The CITE Research Symposium 2014 (CITERS 2014) was held on June 13 and 14, 2014 at the University. CITERS 2014 was organised by the Centre for Information Technology in Education of the University of Hong Kong (CITE) in collaboration with the Education Bureau, HKSAR, the Centre for Advancement in Inclusive and Special Education (CAISE), the Centre for the Enhancement of Teaching and Learning (CETL), the University Libraries, the Centre for Cyber Learning of HKU SPACE, and the Centre for Teaching and Learning Development of National Taiwan Normal University.

The main theme of the symposium was ‘Learning without Limits?’ Six sub-themes are addressed through four keynote speakers from the United States, the United Kingdom, and Indonesia, as well as through invited speakers, panel discussions, workshops, symposia, paper presentations, and teacher and student demonstrations relating to the use of technology to enhance learning and teaching.

The symposium provided a platform for the presentation and sharing of outcomes from research and development work conducted by practitioners and researchers to advance our knowledge and understanding of the many issues related to technology-supported learning and teaching. On June 14, CAISE has launched a product of a joint-school project, "SELTAS – an E-learning platform for students with special educational needs [SEN]". Keynote addresses, plenary sessions, workshops, and demonstrations on E-learning for SEN students were organised on the same day.

\section*{Partnership Forum 2014}

The annual Partnership Forum was held on June 20, 2014 organised by School-University Partnerships Office (SUP) of the Faculty. This year’s forum theme was “School-University Partnerships: Enhancing Knowledge Exchange between Primary and Secondary Education”.

The Forum was officiated by Professor Stephen Andrews, Dean of the Faculty, and echoed by Mr Ip Tin Yau Peter, former Principal of CCC Hoh Fuk Tong College and Chairperson of School-University Partnership Advisory Committee.

Our keynote speaker, Professor John Lidstone, spoke on “Living Professionalism” and he was introduced by Dr Tammy Kwan, Assistant Dean (School-University Partnerships) of the Faculty.

In between social mingling during refreshment breaks, parallel sessions were attended by participants, where we invited speakers, who are principals and frontline teachers from our partnership schools and student-teachers and colleagues from our Faculty, to share relevant aspects of the forum theme with the participants.

The Forum was a great success with 190 registrations from primary schools, secondary schools, and other teacher education providers. Participants were inspired by the keynote and the various parallel sessions. Details can be found at http://citers2014.cite.hku.hk.
The Faculty has established partnerships with a number of prestigious institutions for research postgraduate student exchange. Our students receive financial support to spend time in a host institution for academic exchange and conference participation.

Three-week Visit to the Institute of Education (IOE), University of London, the United Kingdom
By Mr Jiang Lianjiang, George and Miss Han Ye, Cathy, PhD Students in the Division of English Language Education

George: Visiting the IOE as a doctoral student was certainly an unforgettable experience. During the visit we had the opportunity to make a presentation at IOE’s 2014 doctoral conference on June 19, 2014, attended a seminar on neoliberalism in applied linguistics as well as a workshop on researching digital narratives. Moreover, I also had several chances to interact with leading scholars such as Professor Gunther Kress, Professor Andrew Burn, Professor Carey Jewitt and Dr Myrrh Domingo as well as doctoral students in London Knowledge Lab and the Centre for Multimodal Research. The academic consultations and the casual talks made the visit more than fruitful.

Cathy: Visiting the IOE was truly a thought-provoking and eye-opening experience. Not only did George and I obtain constructive feedback on our research at the doctoral summer conference, the meeting with Dr John O’Reagan also provided us much insight in terms of theoretical underpinnings of the socio-cognitive perspective. I was also lucky to consult Dr Andrea Révész for the improvement of my theoretical framework. We even attended a doctoral conference at King’s College London to learn about their latest research. In addition, we also interacted with doctoral students at IOE and King’s College London, and squeezed time to explore the neighborhood, especially the British Museum.

One-week Visit to the Graduate School of Education, the Higher School of Economics (HSE), Moscow, Russia
By Ms Fang Lue, PhD Student in the Division of Learning, Development and Diversity and Ms Du Jianyi, PhD Student in the Division of Policy, Administration and Social Sciences Education

This April we participated in the exchange programme jointly hosted by the Faculty and the Graduate School of Education, the Higher School of Economics, Moscow to present our research papers at the XV International Academic Conference on Economic and Social Development. The 7-day stay was rewarding and memorable. In addition to a wide range of intellectual exposures to cross-disciplinary research, we were given the opportunity to engage in academic dialogues that provide meaningful feedback to our own research. Learning opportunity also extended during the lunch period and during casual conversations with Faculty members and graduate students from the HSE and other Russian institutions.

Under the arrangement of the exchange programme, we had a fascinating museum tour and enjoyed a modern Russian ballad performance for the first time. When we were there, student volunteers kindly helped us with language translation and moving around. Some of them brought us to places that only locals know, and we were very grateful that we could make the most of our trip by experiencing the local culture and ways of living.
HKSAR Medal of Honour (MH)

**Professor Stephen Andrews**, our Dean, is awarded the Medal of Honour (MH) by the HKSAR Government on July 1, 2014 for his valuable contribution to the enhancement of English language education and teacher education in Hong Kong.

**Mr Ip Tin Yau Peter**, former Chairperson of School-University Partnership Advisory Committee of the Faculty, is also awarded with the MH for his dedicated public and community service.

Long Service Award

- **Dr Flora Kan**, Associate Professor, has served the University for 25 years.
- Colleagues who have served the University for 15 to 24 years:
  - **Professor Stephen Andrews**, Dean
  - **Professor Carol Chan**, Professor
  - **Dr Cheung Chi Kim**, Lecturer
  - **Ms Mary Chung**, Administrative Assistant I
  - **Dr Jeffrey Day**, Associate Professor / Teaching Consultant
  - **Dr Tammy Kwan**, Associate Professor
  - **Mr Joseph Lam**, Assistant Professor
  - **Dr Law Sam Po**, Associate Professor
  - **Professor Law Wing Wah**, Professor
  - **Dr Law Yin Kum**, Associate Professor
  - **Professor Bradley McPherson**, Professor
  - **Dr Ida Mok**, Associate Professor
  - **Dr Ng Fung Ping**, Assistant Professor
  - **Dr Ng Ho Ming**, Assistant Professor / Principal Lecturer
  - **Dr Pang Ming Fai**, Associate Professor
  - **Dr Mark Shum**, Associate Professor
  - **Dr Aaron Siu**, Senior Lecturer
  - **Mrs Winnie Tsang**, Administrative Assistant I
  - **Professor Tse Shek Kam**, Professor

- **Dr Lena Wong**, Associate Professor
- **Dr Anita Wong**, Associate Professor
- **Professor Edwin Yiu**, Professor
- **Dr Yuen Man Tak**, Associate Professor
- **Dr Benny Yung**, Associate Professor
- **Professor Zhang Li Fang**, Professor

Promotion and Tenure

- Promotion to Professor
  - **Professor Angel Lin**
- Tenure and Promotion to Associate Professor
  - **Dr Joseph Lam**
  - **Dr Carol To**

Knowledge Exchange Award

- **Professor Tse Shek Kam** and **team members** - **Dr Mark Shum**, **Dr Ki Wing Wah**, **Dr Cheung Wai Ming**, **Dr Joseph Lam** and **Dr Elizabeth Loh**
  - “A Meaningful Journey of Teaching and Learning of Chinese for Non-Chinese Speaking Students: Towards Local, Regional and International Advancement”
New Appointment

Division of Chinese Language and Literature
Dr Tai Chung Pui, Lecturer
Division of English Language Education
Dr Margaret Lo, Assistant Professor
Division of Policy, Administration and Social Sciences Education
Dr Jung Jisun, Lecturer
Division of Speech and Hearing Sciences
Dr Elizabeth Barrett, Lecturer

Welcome

Division of Chinese Language and Literature
Dr Huang Xianhan, Lecturer
Division of English Language Education
Dr Mairin Laura Hennebery, Assistant Professor
Ms Pang Hiu Kwan Vanessa, Lecturer
Division of Information and Technology Studies
Dr Kong Yin Mei Fionia, Post-doctoral Fellow
Division of Learning, Development and Diversity
Miss Lau Gay Lei Carrie, Lecturer
Dr Wang Ying, Post-doctoral Fellow
Division of Policy, Administration and Social Sciences Education
Dr Hugo Horto, Assistant Professor
Dr Abbas Madandar Arani, Post-doctoral Fellow
Dr Cheng Ka Lok Anthony, Lecturer
Division of Mathematics and Science Education
Dr Chan Kam Ho Kennedy, Lecturer

Retirement

We would like to express our immense gratitude to Professor Cheng Kai Ming, Chair Professor of the Division of Policy, Administration and Social Sciences Education, and former Dean of Education, for his contributions and support to the Faculty during the past 31 years. Although he is formally retiring from his Chair Professorship, Professor Cheng will take up an Honorary Professorship, and he has kindly agreed to play a continuing leadership role in the Faculty as Director of the Education Policy Unit.

We would like to thank Dr Lee Kai Man, Lecturer of the Division of Chinese Language and Literature for his contributions and devotion to the Faculty. We wish him a happy and healthy retirement.

Goodbye

We would like to express our gratitude and send our best wishes to the following staff members who have left the Faculty. We wish them the best of luck in their future endeavours and they will certainly remain a part of our global networks.

Division of English Language Education
Dr Christopher Deneen, Research Assistant Professor
Division of Information and Technology Studies
Dr Lau Wing Fat Wilfred, Post-doctoral Fellow
Dr Mu Jin, Post-doctoral Fellow
Division of Learning, Development and Diversity
Dr Li Ching Hong Johnson, Assistant Professor
Dr Lee Wing Sze Wincy, Post-doctoral Fellow
Division of Policy, Administration and Social Sciences Education
Dr Chad Lykins, Assistant Professor
Division of Speech and Hearing Sciences
Dr Iao Lai Sang, Post-doctoral Fellow

New Books

Regulating Private Tutoring for Public Good: Policy Options for Supplementary Education in Asia

Authors
Mark Bray, Ora Kwo

Publishers
Comparative Education Research Centre (CERC) in collaboration with the United Nations Educational, Scientific and Cultural Organization (UNESCO)

Muslims and Islam in U.S. Education: Reconsidering Multiculturalism

Author
Liz Jackson
Publisher
Routledge

Editorial Team

Advisor: Professor Stephen Andrews
Editor-in-Chief: Dr Ida Mok
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Deputy Editor: Miss Connie Sze
Writer: Ms Teri Fitsell
Alumni Network

To maintain close ties with the Faculty and the University, you are invited to inform us if there is any change in your contact details by sending the update to:

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or by updating at http://webapps.edu.hku.hk/onlineforms/alumni/index.php

Name: ____________________________ [surname first] Chinese name: ____________________________
HKID no. /Passport no.: ________________ Correspondence address: ____________________________

Telephone: ____________________ [home] ____________________ [office] ____________________ [mobile]
Email: ____________________________ Occupation: ____________________________

Company name and address: ____________________________

Year of graduation: ____________________________ Graduated programme: ____________________________