Equity and Social Justice is one of our Faculty’s three strategic focal research areas. This latest edition of Education Matters highlights some of the Faculty’s activity under this theme. The lead article provides an overview of the cutting-edge research programme on Shadow Education (or private supplementary tutoring), conducted over several years under the leadership of Professor Mark Bray, our UNESCO Chair in Comparative Education. The work of Professor Bray and his team has shed light on both the extent of shadow education – not only in this part of the world but globally – and on the insidious effects it can have on both mainstream education and society as a whole. In addition to concerns about the quality and regulation of private tutoring, there are major equity issues regarding access and affordability.

The research conducted by Dr Yuen Mantak, Director of the Centre for the Advancement of Special and Inclusive Education, is also closely related to the Equity and Social Justice theme. The focus on life planning and whole-person development aims to help all students – from the most disadvantaged to the most gifted – to become well-rounded and fulfilled members of society.

As a Faculty, we seek to engage our students in meaningful activity that not only enhances their awareness of equity and social justice but also inspires their commitment to making a difference. A number of the articles in Education Matters report on such activities. In the Teaching and Learning section, participating students describe their experiences of two new Experiential Learning programmes: one in Cambodia and the other in Vietnam. Meanwhile, the Students section reports on the experiences of our Audiology students in diverse locations, including Cambodia and Vietnam, as well as more developed parts of the world. The Community Engagement section also introduces a new undergraduate elective, Mentoring for Social Justice and Inclusion. Education undergraduates partner with students from a local secondary school in one-to-one mentor-protegé relationships, with the aim of helping the protégés expand their view of the opportunities available for them while enabling the mentors to become more effective advocates for disadvantaged youth. The focus of the elective aligns closely with Dr Yuen Mantak’s work in that it aims to support all children in achieving self-fulfilment regardless of their background.

As always, we look forward to receiving your feedback on this issue, and your suggestions for the next and subsequent Education Matters.

Professor Stephen Andrews
Dean
Private supplementary tutoring, widely known as shadow education, has become a global phenomenon – and The University of Hong Kong (HKU) is the world leader in research on the subject. That status chiefly reflects the work of Professor Mark Bray and his team. Professor Bray is the United Nations Educational, Scientific and Cultural Organization (UNESCO) Chair Professor in Comparative Education, and Director of the Faculty’s Comparative Education Research Centre (CERC).

“Shadow education has that label because it mimics regular schooling,” explains Professor Bray. “When the curriculum changes in the schools, so it changes in the shadow.” He adds that, historically, shadow education was mainly an East Asian phenomenon but that it is becoming universal. “Supplementary tutoring has become a fact of daily life for huge numbers of children in both rich and poor countries.”

The trend began in South Korea, which still leads the way with over 80 per cent of elementary school children receiving some kind of shadow education. Other parts of Asia are not far behind. In Hong Kong, where the faces of “star tutors” are a familiar sight emblazoned on the sides of buses, the market value of the secondary school tutoring industry in 2014-15 was estimated at HK$2.7 billion according to market research group Ipsos, up from HK$1.9 billion in 2009-10.

The research team led by Professor Bray found that 70 per cent of senior secondary students receive tutoring. “And that’s across the board,” he says. “Our research shows that there is as much tutoring for students in international schools as in local schools.”

Patterns are similar in lower-income countries. In India’s West Bengal state, 73 per cent of primary school children receive shadow education; and among grade 10 students in Sri Lanka, the figure is 92 per cent. Cambodian research led by Professor Bray showed 90 per cent of sampled Grade 12 students receiving tutoring.

Initial Investigation

Professor Bray developed an interest in the topic during the 1990s when he was asked by the United Nations Children’s Fund (UNICEF) to review household costs on education in nine Southeast Asian countries and noticed the large amounts spent on tutoring. Further investigations led to his 1999 book, The Shadow Education System: Private Tutoring and its Implications for Planners. He recalls that the book “sparked interest within Asia, but elsewhere the response was ‘Well that’s very interesting; but that’s Asia, it’s not us’.”

Ten years later, his sequel Confronting the Shadow Education System: What Government Policies for What Private Tutoring? (2009) gained the response “Now this is us.” Professor Bray was in Paris at the time, having taken four years leave (2006-2010) from HKU to work as Director of UNESCO’s International Institute for Educational Planning (IIEP). The book has now been published in 20 languages: Arabic, Armenian, Azeri, Bangla, Chinese, English, Farsi, French, Georgian, Hindi, Kannada, Korean, Mongolian, Nepali, Polish, Portuguese, Sinhala, Spanish, Urdu and Uzbek. The translations in so many languages reflect not just the quality of the book but also the spread of countries where extra tutoring has become an issue.

In 2011 the European Commission, having seen the global book, asked Professor Bray to prepare a European study. His report was entitled The Challenge of Shadow Education: Private Tutoring and its Implications for Policy Makers in Europe. “Part of the message was ‘Wake up: shadow education is on its way!’” says Professor Bray. “We wanted policy makers to know what was about to hit them, and how deeply it would penetrate society.”
More books followed, namely a 2012 regional overview for the Asian Development Bank (ADB) co-published by CERC and now translated into Chinese, Vietnamese and Russian (see page 13); a 2013 edited book on countries bordering the Mediterranean published by Sense; a 2014 comparative study of regulations for shadow education in Asia co-published by CERC and UNESCO now translated into Chinese and Korean (see page 13); and a 2015 volume about methods for researching shadow education co-published by CERC and Springer (see page 13).

At the time of the 1999 book, Professor Bray had one PhD student working on the theme, Percy Kwok, who graduated with a Hong Kong study in 2001. Since then, Zhang Wei has graduated with a PhD about shadow education in Chongqing (China), and William Brehm has graduated with a thesis about Cambodia.

The HKU team also regularly welcomes visitors. One recent guest was Vít Štastrý from Charles University in Prague. Vít was in his fourth year of PhD studies, and among only a handful of researchers in the Czech Republic working on this theme. Another visitor was Christina Ho from the University of Technology Sydney, who is looking at shadow education in Chinese-Australian cultures.

Changes to Policy

The logical next question is whether, in addition to the academic interest, this research is influencing government policy. Professor Bray replies affirmatively, highlighting his links with UNESCO. Shadow education now features regularly in UNESCO’s Global Education Monitoring Reports, and was highlighted in a 2015 UNESCO sequel to the 1996 Delors Report, entitled *Rethinking Education: Towards a Global Common Good?* Through UNESCO channels the research and associated policy guidelines reach Ministers of Education and their educational planners.

Now the CERC shadow education team has seven PhD students, focusing on Bangladesh, China (three students), Eritrea, Georgia and Hong Kong; and later this year they will be joined by a student focusing on India. Several have direct experience not just as consumers but also as suppliers of shadow education. Li Wenjian has been running tutoring companies in China; and Kevin Yung has been a star tutor in Hong Kong. Zhang Wei moved on to a postdoctoral fellowship, expanding her focus to Shanghai and then to Cambodia and Japan; and she has joined Professor Bray in supervising Master of Education (MEd) dissertations on the topic.

Another international body with which Professor Bray has links is the Commonwealth, which has 54 member states. This body organizes triennial Conferences of Commonwealth Education Ministers (CCEMs). Professor Bray was commissioned to write the lead documents for the 2012 CCEM in Mauritius and the 2015 CCEM in The Bahamas. Another PhD student in CERC, Troy Menefee,
collaborated in this work. Shadow education was given prominence in both reports, and the texts were followed up with discussion in plenary sessions and side meetings.

Professor Bray also receives direct enquiries from government channels. “I recently received a call from an official in Rajasthan, India, who had read our 2014 CERC-UNESCO book about regulations for shadow education,” remarked Professor Bray. The official wanted to know about lessons from comparative experience for his State government. “We are very glad to know that our work does not stop at the academic level, and can have an impact on the real world,” he adds.

An Impact on Schooling

Other questions include how shadow education affects regular teaching. Some Hong Kong teachers are offended by the tutoring industry, saying that it overburdens students, who then sleep during regular lessons. Teachers may also provide less support than they would do in the absence of the shadow education system, because they assume that students receive supplementary help.

Even more problematic are patterns in Cambodia, where many teachers themselves offer private tutoring alongside their regular work. The General Research Fund (GRF)-funded work led by Professor Bray shows that some teachers tutor the same students in the same classrooms at the end of the official school day. This raises many issues, not least the possibility of teachers deliberately cutting the content of regular lessons so that students have to stay for private tutoring. In April 2016 Professor Bray took the findings to meetings in Cambodia’s Ministry of Education, Youth & Sport (MoEYS) and the Education Sector Working Group (ESWG) chaired by UNICEF that brings together the international agencies and non-governmental partners in Cambodia. In addition to this dissemination at the national level, partners are taking the work to schools to advise how principals and other stakeholders can address the themes.

Concerning regulations, Professor Bray highlights great diversity. “In many countries the industry is not regulated at all,” he reports. “However, smart people within the industry self-regulate – and again our research is helping.” The 2014 CERC-UNESCO book about regulations was translated first into Korean and then into Chinese and co-published with the major professional associations of tutoring providers in those countries. Through such measures, the HKU team is able to reach the business providers and encourage them to think about the wider educational and social implications of their work.

The UNESCO Chair

The value that UNESCO puts on Professor Bray’s work is demonstrated by the renewal in 2015 of the UNESCO Chair in Comparative Education, which has a particular focus on shadow education. The Chair was created for four years in 2011 and launched in 2012. It has now been renewed for another four years.

The creation of the Chair was framed by the Education for All (EFA) agenda launched in 1990 and renewed in 2000 and 2015. This agenda stresses equitable access to quality education for all. “But how does shadow education fit in?” asks Professor Bray. “It is clearly inequitable in access, and the quality of tutoring may be highly variable.” Moreover, he adds, although in many countries education is officially free of charge, when the majority of students receive private tutoring, many families feel pressured to join them for fear of being left behind.

The HKU team has made this point strongly and convincingly, and is proud to be leading both academic and policy-oriented work on this important theme.

Details of the UNESCO Chair can be found at http://web.edu.hku.hk/community/unesco-chair. Details on shadow education around the world can be found at http://cerc.edu.hku.hk/special-interest-groups/shadow-education/about-shadow-education/
Teaching and Learning

Expanding Horizons through Experiential Learning

In the last issue of *Education Matters*, we spoke to Dr Gary Harfitt about his new role as Assistant Dean (Experiential Learning) (EL) and why the Faculty has decided to strengthen its long-standing commitment to this kind of hands-on learning experience. In this issue, we talk to some of the students who took part in two new overseas EL programmes, introduced in January this year, in Vietnam and Cambodia. More than 20 students from our Faculty have participated in these projects and another group of students has been visiting Cambodia in June to build on the work done by the team in January. Participants have come from our English, Chinese, Social Sciences and Liberal Studies streams.

Dr Harfitt, Dr Cheri Chan and Dr Margaret Lo from the Division of English Language Education brought onboard two student-led non-government organizations (NGOs), Pathfinder and PEACE – both of which were started by HKU alumni – to work with the EL groups on these trips. PEACE helps under-privileged children in Vietnam and was set up by Ivan William, (Bachelor of Economics, Class of 2016) working with a French NGO. Pathfinders was started by HKU student Ivan Cheung in Cambodia in 2013 with the original aim of improving water quality and sanitary conditions in schools. This year, the focus has expanded to include an education element.

Pathfinders current president Yolanda Yau, a Year 2 Arts student, explains how the EL collaboration worked: “Eight students went to Cambodia in January, with the twin aims of developing an English Video Learning Programme to be launched in classrooms in remote Prey Veng province, and to conduct training workshops for the Cambodian university tutors who work with Fulbright and Undergraduate State Alumni Association of Cambodia (FUSAAC) in schools.” Prior to this the tutors had received no prior training.

One of the eight students who went to Cambodia was Esme Anderson (BA&BEd(LangEd); Year 1). The main aspect that attracted her to this particular EL programme was that it targeted sustainable education. “Creating video lessons for the pupils – textbooks on-screen if you like – made a lot of sense to me. This approach is sustainable, the videos can be re-used by the school for years, and we will also use the content for other curriculum and material planning – re-use is the key.

“Before deciding on the video content, we talked with the students to find out what would really engage them. We realized they wanted to know more about our lives in Hong Kong, so we made it a cultural exchange, with the video lessons covering a whole range of daily life situations in Hong Kong. The fact that we appeared in the videos gave the children another point of interest – they knew us from the trip, so we felt this would be more reason for them to engage with the videos.”

Tiffany Tam Tun Yuet (BA&BEd(LangEd); Year 4) was also on the service trip to Cambodia. “The EL experience let me see how far volunteer teaching can go,” she says, “I realized the sustainability of volunteer teaching determines its effectiveness. Frequent evaluations, seeking feedback and discussions with tutors helped us to reshape the focus of our video teaching, as well as the project itself.

“Also, for the collaboration with FUSAAC in training their Cambodian tutors, I think our services improved their English learning styles. The university tutors are dedicated, but they lack confidence and the right skills. Through our tutor training workshops, we aspired to transfer useful teaching knowledge to them and they learnt a lot.”

Esme felt that the EL programme is useful, but for her the visit raised as many questions as answers: “Cambodia has a rich history, and I wish I had known more about it
before we went there. Formal education has only been re-established there since about 1992. It’s still fragile and we need to be careful of the impact we make. You realize that, while education is a key factor to giving someone a future, it is not as simple as that. It’s a government policy problem, not only an educational one. You can’t say to someone who is living in extreme poverty, has no shoes and not enough food, ‘Go get an education; that will solve everything’ – other things need to come into play too.

“Visiting the Killing Fields and the S-21 Prison also made me reconsider what we were doing. Maybe we don’t have all the answers to what’s best for them – they know more about the nature of humanity than me. We need to tread carefully and think about the context. In Hong Kong, many people choose to simply ignore politics. In Cambodia there was no ignoring it – it affected everybody’s lives – two million people, that is a quarter of the total population of Cambodia, died.”

**Collaboration in Vietnam**

PEACE founder Ivan explained that the idea of the PEACE Vietnam Service Learning Trip was for experienced student-volunteers from HKU to bring their teaching skills to local Vietnamese university students to try to improve quality of education in NGO schools locally. “With this collaboration, we can better ensure that the teaching and other activities are aligned with local conditions and further each other’s learning process through cultural exchange,” says Ivan. “PEACE currently works with Maison Chance, an NGO which provides a free primary school for street children or children of migrant families.”

Vivien Lee Kiu (BA&BED(LangEd); Year 4) was among the group that went to Vietnam in January. “Our brief was to teach English to Vietnamese students with disabilities and/ or difficult backgrounds. Our main aim was to motivate these students to learn English, and so we concentrated on really practical topics that the students could easily relate to, such as the weather and clothes. We wanted to inspire them to strive for a bright future.”

Jenny Chan Shuk Fan (BA&BED(LangEd); Year 2) also went to Vietnam. She was keen to go because she wanted to explore and experience more about humanity in developing countries. I also wanted to know more about the school life outside Hong Kong as well as to gain some teaching experience.”

Jenny felt that the experience gave her new insight into attitudes towards teaching children in developing countries, and towards the children themselves, who she found very willing to learn. The new environment outside of the relative comfort zone of a Hong Kong classroom in turn taught her that it is necessary for the teacher in the classroom to be flexible and adaptable – “for example, when the technology suddenly stops working, I have to immediately think of ways to continue teaching without it, and not let this problem disrupt the lesson.”

Asked what she felt their visit had achieved, Vivien said that it had ignited a spark for the Vietnamese children to learn English, which may not have been there before. “Simply because if it wasn’t for us going there, they probably would not have met any ‘foreigners’ to practice English with. They really wanted to talk to us, and tried so hard to talk to us using their minimal amount of English – so it inspired them to learn more, simply so they could chat.”

She also felt that the trip made her rethink what teaching is. “Since we were teaching in a foreign country for a short time, some of the factors that we have to consider in Hong Kong – for example, parents’ expectations, language policy, homework policy – were not a factor. So it made me ponder about our aims as teachers of English – is the focus on language input, or is it to inspire a student to be a better person? In the context of Hong Kong, we often have to care about what happens in class because of outside issues – these may be blinding us from seeing the true value of education.”

Clearly, the new EL programmes have succeeded in taking student teachers outside their comfort zone and inspired them to think hard about their current and future role in education. In addition to the value of gaining hands-on experience of teaching in a different culture, what these EL trips gave the participants is something less tangible, but no less important: namely, a new perspective – on other people’s lives, on what education means and, perhaps most importantly, on themselves.
There is more to life than academic excellence and career success. Dr Yuen Man Tak, Associate Professor and Director of the Centre for Advancement in Inclusive and Special Education (CAISE), has been conducting research into life planning and skills since 2001, when he initiated the Life Skills Development Research Team, with a focus on enhancing students’ personal-social, academic and career development through a school-based counseling programme.

His research has found that when it comes to supporting students in achieving their goals for life, you need to look at the bigger picture. “If you want a person to achieve or perform well, you don’t just focus on the final goal,” he says. “You focus on aspects of the whole game.”

When Dr Yuen began his research 15 years ago, the government had just introduced its new education reform, and ‘learning for life’ and ‘whole-person development’ were becoming key themes. But have things improved? And, given the alarming number of student suicides in Hong Kong recently, which have been blamed on academic pressures, is there still too much emphasis on study alone?

“There is concern in Asia today that education needs to be more than learning only in the academic field,” says Dr Yuen. “A focus on academic learning has long been strong in Asia due to the Confucius Cultural Heritage. But in a global world our students need to be able to communicate on many levels and in many ways – not only academically – and they need a well-rounded character to enjoy the aesthetic, athletic, social, moral, musical and creative aspects of life that go to creating a whole person’s life experience.

“Our research is collaborative – for example, we work with the Hong Kong Association of Careers Masters and Guidance Masters, with the Education Bureau, and with those involved in education of gifted students. For the past 10 years we have had an ongoing exchange of ideas with academics from China, Hong Kong, Japan, Korea, Macau and the United States.”

The research has included talking with students from primary, junior secondary and high schools, and asking them to think about what they want to do now in school, what they want to do in the future, and what skills and curriculum activities will assist them both in school and in the community. “For the latest study we listened to students and young people, and then designed a survey which we conducted in 79 schools. Our research has provided empirical evidence that guidance and support are crucial from primary all the way up if students are to achieve their potential. And teachers need to know how best to provide this support.”

Dr Yuen’s team also talked to teachers about what they do to encourage the development of students’ ‘life skills’, and how they make school subjects relevant to life so that the students can see how the school curriculum and school-related activities can assist them in life.

His 15 years of research have been summed up into 11 points which are interconnected and mutually supportive. Crucially, top of the list is ‘social skills’ – the ability to interact with other people. Dr Yuen says that the best way by far to develop young children’s social skills is through play. “Play is a vital part of a child’s development,” he says, “particularly group games. From this stems all the rest – providing a firm foundation for the later years.”

Young people also need support and a sense of belonging. “We call it connectedness. They need to feel connected – whether it’s through their peers, a more senior student, teachers, parents and community,” says Dr Yuen. “And preferably it’s a combination of all these. If they have this connectedness, they feel that people understand and support them. They also understand that failures are not too serious, they can keep trying. Students need to know they are not making the journey alone.”

“Through helping to develop better connectedness we are trying to build better guidance at all levels – giving students a sense of direction for life, and not only for the individual but ultimately for society. We’re not growing a tree, we’re growing a forest. Roudned people will not only be good students, but good friends, good work colleagues, good leaders and useful members of society.”

Dr Yuen’s research will focus next on pre-school children. “This year we are going into kindergartens and Primary 1 to help these students develop social skills through group games. I cannot emphasise enough how vital social skills are,” he says. “In an internet world particularly, building social skills is essential. They are key components in the whole game!”

Dr Yuen Man Tak (first from right) and the delegation from Hiroshima University, Japan have a productive exchange of ideas on the creation of new areas of educational sciences.
A new elective for Education undergraduate (UG) students, called Mentoring for Social Justice and Inclusion, is helping student teachers to develop skills and the understanding needed to be an effective mentor and advocate of disadvantaged youth, with the aim of addressing social and educational inequality in Hong Kong.

Dr Margaret Lo, who is running the programme, says that an underlying aim is to widen participation in university study, but the goals are also more far-reaching: “The bigger intention is two-fold – one, to show secondary school students who might not think that a university education is within their grasp that there are opportunities available to them, and two, to help Education students widen their perspective of what it means to be a teacher.”

The course includes an experiential component. Fifteen protégés – a term Dr Lo much prefers over ‘mentees’ – from Cantas Yuen Long Chan Tsun Ha Secondary School are each partnered with a mentor from HKU, all of them UG Education majors. Funded partly by a Teaching Development Grant, and supported by the Gallant Ho Experiential Learning Centre, the programme provides on-going supervision by Dr Lo and colleague Dr Cheri Chan, and requires mentors to regularly reflect on their experience.

“We adopt a social model of youth mentoring aimed at building close relationships, which also include goal-setting and academic support,” says Dr Lo. “We want to help the protégés see how they might be able to shape their future differently, and since the advice is coming from people not much older than they are, we hope they will be open to it. In addition, we want student teachers to develop empathy skills and critical understanding of their own and their protégés’ lives.”

Research Assistant for the project, Candace Mok adds. “The programme comprises ten one-on-one meetings between protégé and mentor throughout the year, plus two whole-group excursions.

“The first meeting in September was held at the school and was a simple ‘meet and greet’ for everyone,” she says. “Since then the various pairs have met for lunch, or outings including the Wetlands Park, the Flower Market, a production at the Hong Kong Arts Festival, movies and playing sports such as basketball and badminton.”

In addition to regular university classes which explore educational inequality, critical pedagogy, identity and relationships, other activities have included a talk by guest speaker, Mr Chan Hung, a former secondary school principal who quit his job to set up Principal Chan’s Free Tutorial World, to aid disadvantaged youngsters. Mr Chan told the group he believes tutoring should be available to all children, especially those who cannot afford to pay for it.

“We are trying to get pre-service teachers to think about Hong Kong society and its inequalities,” says Ms Mok. “The next group outing is to the Fresh Fish Traders Primary School for a talk and a tour.”

“The reason one of the programme’s aims is to widen participation in university study is that in Hong Kong only about 20% of secondary school graduates go to university, and most of those are from Band 1 or Band 2 schools,” says Dr Lo. “Others go to vocational colleges, or straight into jobs, usually low-skill jobs that do not offer a great future.

“The principal of the school told us that only one or two students a year get into university through JUPAS. More than half the school’s students are living below the poverty line, many work part-time while still at school and leave full-time education as soon as they are legally allowed, as the family needs their income.”

The programme is a mutual learning process: some of the mentors have little experience of Band 3 schools, but they are discovering that their protégés have skills, talents and aspirations both in and beyond the classroom.

The ultimate aim is to make one-on-one youth mentoring a regular part of the UG teacher education curriculum. “We are looking at what kind of mentoring model would fit with our Education curriculum,” says Dr Lo. “Teaching Practice can be a lot of pressure for UGs, as they find themselves for the first time facing a class full of students. I hope that one-on-one mentoring will help them see that the classroom is made up of individuals – each of them unique.”
Event Spotlight

Faculty Congregation Ceremony 2015

On December 4, 2015, the Faculty Congregation Ceremony was held in the Grand Hall of the University. It was the first-ever Congregation Ceremony where three separate sessions for our graduates were held during a single day and it was a great success. Our graduates and their families had a most enjoyable time, and everyone seemed to be taking full advantage of the photo opportunities provided by being on home territory and on the Centennial Campus for all three events this year.

We are very grateful to the former President of Lingnan University, Professor Edward Chan Kwan Yiu and Deputy Secretary for Education, Dr Catherine Chan Ka Ki, who were our Guests of Honour and offered inspiring words to the new graduates and guests, and to our Provost and Deputy Vice-Chancellor, Professor Paul Tam, who capped the graduands in two ceremonies.

Congregation marks a new stage in life for around 1,000 graduates. This year, Doctoral Degrees were conferred on 65 graduates, Master’s Degree on 488, and Bachelor’s Degrees on 210. In addition, 16 graduates were awarded the Postgraduate Certificate in Advanced Educational Studies and 324 received the Postgraduate Diploma in Education. Prizes for academic excellence were also awarded to staff and students in various categories.

To ensure that you continue to benefit from being a member of the University, we ask all alumni to stay connected with us by joining our Alumni Network at http://webapps.edu.hku.hk/onlineforms/alumni/index.php.

Seminar on “Professional Capital in Action: How to Build It, Invest in It and Circulate It” by Professor Andy Hargreaves

There is widespread agreement that of all the factors inside the school that affect children’s learning and achievement, the most important is the quality of the teacher. Teachers, teaching and the future of teaching have never had more importance. In high performing systems such as Hong Kong, the need for high quality teachers becomes more and more significant. So how do we continue to raise the quality of teaching in an era when the emphasis is not just on improvement in conventional achievements in literacy and mathematics, but also on innovation, creativity and developing students’ well-being?

In the seminar on October 8, 2015, Professor Andy Hargreaves, Thomas More Brennan Chair in the Lynch School of Education and Professor in the Carroll School of Management at Boston College, laid out a vision for the future of the teaching profession based on the developing idea of Professional Capital. This refers to a long-term investment in the quality of teaching, drawing highly capable people into the profession, with such individuals representing human capital. The profession continues to challenge and stretch them over the course of their careers (decisional capital) and supports their ability and willingness to work together and take collective responsibility for all students’ success (social capital). Professor Hargreaves brought new insights and practical ideas for improving the quality of teaching. His seminar was of great interest to the audience of researchers, policy makers, teachers and leaders in society.

Information Day for Undergraduate Admissions 2015

HKU’s Information Day for Undergraduate Admissions was held on November 7, 2015. A huge number of people visited our exhibition booths at Rayson Huang Theatre, participated in the interactive science experiments and demonstrations, and attended the information talks about our programmes. The talks were well attended by around 600 participants. The visitors included secondary students, parents and teachers, and also sub-degree students, who were especially interested in our senior-year programmes, the Bachelor of Science in Information Management, and the newly launched Bachelor of Science in Applied Child Development. We distributed more than 3,500 souvenirs to visitors including plastic folders and A5 note books as well as around 6,000 copies of the Faculty Undergraduate Prospectus. Our students were eager to answer questions and highlight the special features of the programmes to visitors and to share with them with a glimpse of campus life at HKU.
Winter Course and Homecoming Gathering with Beijing Normal University (BNU)

To celebrate the 20th anniversary of collaboration between our Faculty and BNU, a Winter Course on “Experiential Learning on How to Teach Chinese in the Context of Globalization” was organized for 24 BNU students from January 17 to 30, 2016. A Homecoming Gathering with guests and alumni was held on January 23, 2016.

The two-week Winter Programme provided BNU students with intensive coursework in the understanding of the Chinese education in the global context and the theory, pedagogy and implementation of Chinese teaching and learning. Altogether, with visits to local schools and cultural exploration in Cheung Chau, Sham Shui Po, and other parts of Hong Kong, the students enjoyed valuable and memorable experiences:

“It creates a chance for us to learn from our experiences. It provides a new experience to study.”

“It provides me great opportunity to experience Hong Kong local schools’ education and have a further understanding of the globalization of culture.”

“We have the chance to see the class in person. We experience different food and culture in Hong Kong. It will be a wonderful experience in my life.”

Besides the BNU students, our guests and alumni from BNU as well as teachers and students from the Division of Chinese Language and Literature in the Faculty also enjoyed a warm and joyful Homecoming Gathering. Professor Guo Changbao, Dean of the School of Chinese Language and Literature (SCLL) at BNU; Professor Yao Jianbin, Deputy Dean and Professor Liu Yong, Professor of the Institute of Modern and Contemporary Chinese Literature and SCLL, were invited to be our Guests of Honour and officiated at the commemoration ceremony. Through the welcoming board, photo corner, T-shirt booth, a talk on the “Spiritual Values of the May Fourth Movement” by Professor Liu, a little refreshment and a lot of casual chat and photo-taking, everyone seemed to thoroughly enjoy themselves. The connection between HKU and BNU was further strengthened.

Knowledge Exchange Night

The Knowledge Exchange (KE) Night, organized by Dr Samuel Chu, Head of the Division of Information and Technology Studies and Deputy Director of the Centre for Information Technology in Education, was successfully held on November 24, 2015. The KE Night brought together students and alumni of the BSc(IM), MSc(IM) and MSc(ITE) programmes and guests to share their knowledge and experience.

Around 30 guests were invited for the event and the Faculty was honoured to welcome Ir Allen Yeung, the Government Chief Information Officer, Ir Eric Chan, Head of Product and Services at Hutchison Global Communication Limited, and Mr Erwin Huang, CEO of WebOrganic, to offer their professional industry insights to the participants.

Through the group discussions, all participants shared their experience about different issues related to knowledge management, e-libraries, business and wealth management, entrepreneurship, e-government, e-publishing, e-health development as well as recent trends in gamification.

Leo Lo, a BSc(IM) student commented, “This year’s KE night is a precious platform for students to connect with professional industry insiders.” Kimberly from the MSc(ITE) programme said, “It was a new world opened after listening to the guests’ suggestions on how to apply the knowledge we learned in school to a workplace that we might enter after graduation.”
American Educational Research Association (AERA) in Washington, DC, the United States

The AERA Annual Meeting with the theme of “Public Scholarship to Educate Diverse Democracies” was held in Washington, DC, the United States from April 8 to 12, 2016. Around 20 members of the Faculty contributed as presenter, discussant or chair at the Annual Meeting. This year, the Faculty once again co-organized a reception with Beijing Normal University on April 10, 2016. The event was a great success, with approximately 220 guests attending, and was a valuable chance to raise the Faculty’s profile and establish connections with international counterparts.

Third International School Chinese Language Education Conference and Workshop and Book Launch

Teaching Chinese in the international school context involves the complex interactions of various factors. The multilingual and multicultural contexts of the international schools bring a series of new challenges to Chinese language teachers including issues around cross-cultural teaching, teaching Chinese towards and for international education. A greater understanding of the complexity of the teaching of Chinese in the international school context is needed for the development of the field.

The Faculty’s Centre for Advancement of Chinese Language and Literature (CACLER), the Graduate Institute of Teaching Chinese as a Second/Foreign Language of Taiwan Kaohsiung Normal University, I-Shou International School (IIS), and the ISF Academy jointly organized the Conference from December 3 to 5, 2015 on the HKU campus. Yew-Chung International School and Taipei American School gave their great support to the Conference as co-organizers.

It was our great honor to have Dr Ian Hill, Former Deputy Director General, International Baccalaureate; Dr Malcolm Pritchard, Head of the ISF Academy; and Professor Tse Shek Kam to deliver the keynote speeches at the Conference. In addition, 17 teacher-held hands-on workshops were featured throughout the event. The school visits to Yew-Chung International School and ISF Academy were highly praised by the participants, as they were able to have interaction with in-service teachers and better understood the international school settings in Hong Kong.

The Conference also included 43 accepted paper presentations, which were either research studies or teaching practice sharing sessions to enhance understanding of the teaching field and facilitate the exchange of ideas with special focus on five sub-themes: Teacher Professional Development; ICT in Teaching and Learning; Cross-cultural Teaching and Cultural Education; Teaching Pedagogies and Transformation; and International Education.

We were delighted to welcome 17 invited workshop leaders and over 170 scholars and front-line educators from China, Hong Kong, Macau, Singapore, Taiwan, Thailand and Vietnam who generously shared their insights with fellow researchers and teaching professionals. Their experiences and perspectives were, without doubt, invaluable assets to those in our field.

A book launch on Infusing IB Philosophy and Pedagogy into Chinese Language Teaching was also held at this event. Dr Ian Hill and Dr Mark Shum, editors of the book, together with the main authors of book chapters, including Mr Malcolm Pritchard, Dr Bennan Zhang, Dr Chun Lai, Dr Elizabeth Loh, Dr Lam Tung Fei (Secondary Co-Principal of Yew Chung International School), Dr Lau Kwok Ling and Ms Ita Lam (Head of Chinese at German Swiss International School) shared their perspectives and experiences in their work. The book will make an important contribution to language teaching in general, to IB language teaching, and more precisely to the teaching of Chinese both in IB and non-IB classrooms. It is also a significant milestone in the advancement of IB philosophy and pedagogy, because it brings for the first time an Asian/Chinese perspective to that discourse.

Sixth Progress in International Reading Literacy Study (PIRLS) National Research Coordinators Meeting

The 6th PIRLS National Research Coordinators (NRC) meeting under the International Association for the Evaluation of Educational Achievement’s (IEA) TIMSS (Trends in International Mathematics and Science Study) & PIRLS International Study Center was a huge success. Participating countries and benchmarking participants gathered in Hong Kong from February 28 to March 4, 2016.

More than 130 reading and assessment experts from 50 regions and countries around the world participated in the event. It is a major meeting of IEA study delegates, which takes place once or twice each year for the duration of the project. At the study meeting, the NRC discussed the assessment instruments and procedures, received training, and participated in individual consultations on the specifics of study implementation in their countries. The IEA, TIMSS & PIRLS International Study Center thanked our generous host from CACLER.

PIRLS is a global five-year research concerning students’ reading literacy covering 50 countries and regions. CACLER has participated in PIRLS since its inception in 2001 (PIRLS 2001, 2006, 2011 and 2016). CACLER has won the EDB tender with a grant of HK$9.9 million to conduct the fourth round of PIRLS in Hong Kong, which will provide internationally comparative data about how well children read after four years of primary schooling.

It will also examine the national policies and practices relating to literacy and will investigate the experiences that young children have at home and at school when learning to read.

The findings of the PIRLS studies provide important information for the Education Bureau, educators, school principals and teachers. In the past studies, the PIRLS findings were widely publicized in the local media and press. Reliable knowledge and information was relayed to the community and to international audiences through newspaper articles, media reports and interviews within and outside Hong Kong. In addition, the research findings were highly accepted as highly authoritative and gave food for thought about children’s literacy locally and internationally.

Comparative and International Education Society (CIES) in Vancouver, Canada

The CIES, based in the United States, is the oldest and largest of the world’s professional bodies of its type. As President-Elect, Professor Mark Bray led the organization of the 60th anniversary conference (http://cies2016.org/) in Vancouver, Canada. The conference was held from March 6 to 10, 2016, and attracted 2,800 people, including 30 from the Faculty together with many alumni.

The Faculty and its Comparative Education Research Centre (CERC) (http://cerc.educ.hku.hk/) was very visible. The Dean joined Professor Bray at the opening ceremony, emphasizing HKU’s history and global outlook, and the University and CERC logos were prominent on the conference bags, signs for the Faculty-sponsored opening reception, on the CERC book table and elsewhere.

The Vancouver conference was a historic occasion for the Faculty. The event and Professor Bray’s continued leadership of the CIES reflect the Faculty’s decades of leadership in the domain of comparative and international education.
Event Spotlight

Promoting Inclusion through Children’s Literature

Children are not born with the attitudes to discriminate against other groups of people who are different with regard to race, culture, ability, or gender (Cryer, Harms, Riley, 2003). The use of literature has been found to be effective in increasing awareness and understanding of diversity and promoting positive attitudes toward people with disabilities in elementary schools. This was the rationale for the Centre for Advancement in Inclusive and Special Education (CAISE) to conduct the project “Promoting diversity through children’s literature” engaging both university students and the wider community and funded by the HKU 81 Inclusion Fund.

In the first phase of the project, six training workshops on introducing inclusion and on story writing and book illustration skills were held and about 50 HKU students joined the workshops. In the second phase, a story writing competition and a book illustration competition with the theme “promoting diversity” were organized. The target readers were primary school students. The entries of the seven prize-winners will be published as books which will be distributed to local primary schools. A prize presentation ceremony and sharing session was scheduled for April 23, 2016. Dr Hsieh Wu Ying shared her experience in running a similar project in the United States and Ms Vivian Tse talked about some story telling techniques. Details can be found at http://caise.edu.hku.hk.

DSE Talks for Secondary 5 and 6 Students

In December 2015, the Faculty organized three DSE Talks for Secondary 5 and 6 Students at HKU, each one focusing on a different DSE core subject: Chinese, English and Mathematics. We invited colleagues from our Faculty who were experts in the field, an alumnus who is an experienced tutorial teacher, and our BA&BEdu (LangEd – English) students to share their tips and useful techniques in sitting for the HKDSE. The talks took place in the theatres of Meng Wah Complex at HKU. In spite of the limited seats available, the talks received overwhelming responses from the invited schools, attracting more than 1,000 students to register. The participants responded that they benefited a lot from the speakers’ sharing, gaining useful tips to improve their subject knowledge and techniques to sit the examinations. The Faculty is glad to serve the community and offer such an opportunity to bring the community closer to HKU.

World Voice Day

Voice problems affect at least 6% of the general population. The prevalence figures are even higher among professional voice users such as teachers. Since its establishment in 1999, each year April 16 is named as “World Voice Day”. The mission of World Voice Day is to make the general public realize the enormous importance of voice in our lives. This year, there were over 680 events from 56 countries worldwide to celebrate the day. On April 16, 2016, the Voice Research Laboratory in the Division of Speech and Hearing Sciences (SHS) collaborated with the charity Sik Sik Yuen to hold the “World Voice Day 2016 Hong Kong” celebration. This celebration was one of various events held under the Strategic Research Partnership between the Faculty and Sik Sik Yuen on Translational Research in Voice and Speech Sciences.

The event invited Dr Ko Wing Man, BBS, JP, Secretary for Food and Health, as the officiating guest. In his address, Dr Ko emphasized to the audiences the importance of voice protection and vocal health training in young children. More than 800 parents, teachers and students participated in the event. One of the highlights was the performance by 200 students from the six Sik Sik Yuen sponsored kindergartens. The young, energetic performers happily sang the theme song “Star of Healthy Voice” (健康之聲). This song was written by Mr Sunny Wong, a Year 2015 SHS graduate of the Faculty.

Two public seminars were delivered at the event. The first seminar, entitled “Star of Healthy Voice: Nurturing your Child for a Healthy Voice”, was given by Dr Estella Ma. The seminar provided parents with tips to foster a healthy voice in their children. The second seminar, “Green Voice in Teachers”, was given by Professor Edwin Yiu, who shared with the audience evidence-based methods for effective voice use in teaching. Both seminars were well attended and received enthusiastic responses from the audience.

The World Voice Day celebration was highly successful. It enabled knowledge exchange with the community by promoting public awareness on vocal health. We look forward to the World Voice Day celebration in 2017! Details about World Voice Day can be found at http://www.world-voice-day.org.
New Books

Comparative Education Research: Approaches and Method (2nd Edition)
Original English; translated into Portuguese
Editors
Mark Bray; Bob Adamson; Mark Mason
Publishers
Comparative Education Research Centre (CERC); United Nations Educational, Scientific and Cultural Organization (UNESCO)

Regulating Private Tutoring for Public Good: Policy Options for Supplementary Education in Asia
Original English; translated into Korean
Authors
Mark Bray; Ora Kwo
Publishers
CERC; UNESCO; Yonsei University

Researching Private Supplementary Tutoring: Methodological Lessons from Diverse Cultures
Editors
Mark Bray; Ora Kwo; Boris Jokic
Publishers
CERC; Springer

Shadow Education: Private Supplementary Tutoring and Its Implications for Policy Makers in Asia
Original English; translated into Russian
Authors
Mark Bray; Chad Lykins
Publishers
CERC; Asian Development Bank (ADB)

Educational Technologies in Medical and Health Sciences Education
Editors
Susan Bridges; Chan Lap Ki; Cindy Hmelo-Silver
Publisher
Springer

Media Literacy Education in China
Author
Cheung Chi Kim
Publisher
Springer

Mobile Learning Design: Theories and Application
Editors
Daniel Churchill; Jie Lu; Thomas Chiu; Bob Fox
Publisher
Springer

Educational Technology Program and Project Evaluation
Authors
Michael Spector; Allan Yuen
Publisher
Routledge

Infusing IB Philosophy and Pedagogy into Chinese Language Teaching
Authors
Ian Hill; Mark Shum
Publisher
A John Catt
Publication

Trends and Challenges in Science and Higher Education: Building Capacity in Latin America
Editors
Hugo Horta; Manuel Heitor; Jamil Salmi
Publisher
Springer

Early Childhood Literacy: Effective Chinese Language Acquisition and Teaching
Authors
Siu-fung Leung
Publisher
Hong Kong University Press

Chinese language curriculum design for students with special needs (Text in Chinese)
Authors
Xie Yong; Zhang Yueyi
Publisher
Beijing Normal University Press
Students

Summer Placements Nurture Audiology Students’ Adaptability and Hands-on Skills

For more than ten years the Division of Speech and Hearing Sciences (SHS) has been finding overseas summer placements for audiology students, enabling them to engage in experiential learning outside of the familiar environs of Hong Kong. Placements are with other universities doing speech and hearing sciences, with audiology clinics in hospitals and with manufacturers within the industry.

Regular destinations include Australia, Taiwan, Singapore and developing countries such as China, Vietnam and Cambodia.

Usually, SHS asks for feedback from the overseas supervisors, and this year, students were also asked to write up a report on the trip (see pictures from those reports on following pages). “It was great to get their perspective,” says Professor Lena Wong, Associate Dean and Professor in Audiology “and to reflect on the discoveries they made while experiencing a new professional landscape.”

Often the challenges of these overseas experiences are more cultural and circumstantial than clinical. “Clinically, practitioners do much the same across different countries,” explains Professor Wong, “but when the culture and circumstances are different, what you do for a patient can be affected – for example, if there are limited resources and only old equipment available. These real-life experiences help students learn how to be adaptable, help develop their critical thinking and enhance their technical skills.

“It is useful for them to see how health care differs overseas – whether they are in a richer or a poorer country. In Cambodia, for

All Ears Cambodia Hearing Health Clinic, Phnom Penh, Cambodia
By Menzie Chang and Otto Fung

Audiology students at the clinic – First day briefing from Mr Glynn Vaughan, Clinic Director.

St. Vincent’s Hospital, Sydney, Australia
By Maggie Lam

St. Vincent’s Hospital is a public hospital in Sydney but the Hearing and Balance Centre is now managed by a private company.

Global Foundation for Children with Hearing Loss, Ho Chi Minh City, Vietnam
By Adia Lau and Kevin Tam

Audiology students worked with local and American professionals in a summer teacher and audiologist training programme to improve the standard of care for Vietnamese children with hearing impairment.

Changi General Hospital, Singapore
By Themis Kwong and Jessica Law

Last day at Changi General Hospital – We had a blast working with the audiology team! These people are amazing!

A photo was taken after the observation of Cl surgery. It was awesome to see how Cl surgery is done in person!
example, students were exposed to patients with more serious middle ear disease problems than they are likely to see in Hong Kong. They also met fellow clinicians from different cultures, whose perspective may be different from their own.”

In addition, overseas placements give students the chance to see their industry from other angles, not only clinical. This year students who went to Singapore visited a hearing aid factory and learned about the research and development, manufacturing and marketing aspects of the industry.

Professor Wong feels this is important as it gives them a wider perspective on the field they are entering. “Students usually enter health care because they want to help people, and that is foremost in their minds. This can also mean that they view expensive hearing aids as wrong, ethically, and feel if they persuade patients to buy them they are being salesmen.

“We try and get them to think more broadly; you are not selling a hearing aid, you’re providing a service. If a hearing aid is expensive, then it is up to you to make sure the cost is worth every penny to the patient. This helps them see their own profession differently.”

Audiology is a small field – there are fewer than 100 audiologists in Hong Kong, and SHS has eight students every two years, but Professor Wong says the Division is proud to be ahead of HKU’s curve on overseas experiential learning – the university is now making it policy for all students, but SHS has already been doing it for audiology students for the past decade.

“Experiential learning overseas is a great challenge and very worthwhile. It helps students to really think about what they are doing, and I think it brings together all the different aspects of what they are learning. If they do work experience in a clinic in Hong Kong, the tendency is to follow a routine protocol. It is not unreasonable for student clinicians to prefer textbook cases. But in the real world, often model answers don’t apply. Nor do you have model patients! Overseas they need to be adaptable to the situation and to deal with limitations – when they come to terms with their new environment, good things happen.”

National University of Singapore, Singapore
By Welen Chen, Sandy Choi, Themis Kwong, Maggie Lam, Jessica Law, Rosanna Tong and Linda Wang

We had a go at some hands-on work: adding solder to the chips!

Here, we met the first cohort of Audiology graduates in Singapore and learned about their dissertation studies.

NWFL Foundation for the Hearing Impaired, Taiwan
By Welen Chen, Themis Kwong, Maggie Lam and Jessica Law

The centre is located inside the Cheng Hsin Hospital.

The centre audiologist conducts hearing assessment and checks hearing aids for every client regularly. It relieves parents’ burden with a single point of entry for educational and audiological services. We had many enjoyable conversations together.
People

In Memory of Professor Glyn Humphreys

The sudden loss of our Distinguished Visiting Professor (DVP) Glyn Humphreys on January 14, 2016 came as a great shock to us all. Professor Humphreys was from the Department of Experimental Psychology, University of Oxford. He was a highly distinguished experimental psychologist and cognitive neuroscientist with decades of achievement leading to his appointment as the Watts Professor and Head of Experimental Psychology at Oxford. Professor Humphreys gave invaluable support and guidance to our Faculty and the wider University during his three years as DVP, for which we shall always be grateful.

In Memory of Dr Loretta Ho

It was with immense sadness that we learned of the passing of our dear colleague Dr Loretta Ho on June 2, 2016. Dr Ho was an Assistant Professor in our Division of Policy, Administration and Social Sciences Education (PASSE). She was characteristically courageous, lucid and positive until her very last days. Her bravery, her strength and her passionate concern for her students throughout her illness should be an inspiration to us all. She will be very greatly missed and her memory will be deeply cherished.

Achievement

No. 6 in the world – QS World University Rankings by Subject 2016
Faculty of Education, HKU
President of the Comparative and International Education Society (CIES)
Professor Mark Bray
Fellow of the American Educational Research Association (AERA)
Professor Gerard Postiglione
Chairperson-elect of AERA Graduate Student Council
Miss Keisha Siriboe, PhD student
Distinguished Paper Award by AERA Special Interest Group on Classroom Assessment
Self-directed Reflective Assessment in Knowledge Building among Low-achieving Students by Ms Yang Yuqin, PhD student and co-authors: Dr Jan van Aalst, Professor Carol Chan and Ms Wen Tian
Innovation Award for Inclusive Organization by Labour and Welfare Bureau, Hong Kong Special Administrative Region
Dr Carol To and her team
University Outstanding Teaching Award
Miss Nicole Tavares
University Outstanding Young Researcher Award
Dr Cecilia Chan
University Outstanding Research Student Supervisor Award
Professor Mark Bray
Research Output Prize
Dr Liz Jackson on Muslims and Islam in U.S. Education: Reconsidering Multiculturalism
Best Poster Award, HKU Undergraduate Research Fellowship Programme (URFP)
Miss Heidy Ng, Division of Speech and Hearing Sciences, Year 4 student

Promotion and Tenure

Promotion and Tenure to Associate Professor
Dr Gary Harfitt
Dr Patcy Yeung
Tenure as Associate Professor
Dr Susan Bridges

Welcome

Division of Speech and Hearing Sciences
Professor Marslen Wilson, Distinguished Visiting Professor

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.

Faculty
Dr Jin Jun, Post-doctoral Fellow
Division of Chinese Language and Literature
Miss Lau Kwok Ling, Lecturer
Division of English Language Education
Dr Miguel Perez-Milans, Assistant Professor
Division of Information and Technology Studies
Dr Wang Zhan, Post-doctoral Fellow
Division of Learning, Development and Diversity
Dr Zhang Li, Post-doctoral Fellow
Division of Policy, Administration and Social Sciences Education
Dr Sarah Aiston, Assistant Professor
Division of Speech and Hearing Sciences
Dr Cherry Yum, Post-doctoral Fellow

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