Cover Story

Pioneering Research into Digital Citizenship Development

Community Engagement

The Battle for the Readers of Tomorrow
For more than six years, the Faculty has hosted the University Strategic Research Theme (SRT) Science of Learning (SoL), a theme which is also one of our Faculty’s three strategic focal research areas. As the University brings down the curtain on its SRT initiative, the Faculty proudly celebrates two recent major successes that are a direct outcome of our focus on SoL.

The first of these is the establishment (in September 2016) of our groundbreaking Laboratory of Neuroscience for Education (NfE Lab). The NfE Lab, which will be reported on more fully in an upcoming Education Matters, will focus on neuroscience research that starts with education. The work of the NfE Lab will be motivated by real educational problems, using neuroscience tools and findings to address those problems, and targeting outcomes with the potential to enhance learning, improve teaching, or inform policy making.

The second major outcome of the SoL SRT is the subject for the cover story of this issue of Education Matters: the Faculty’s first-ever award (2016) under the Research Grants Council (RGC) Theme-based Research Scheme (TRS). Under the leadership of Professor Nancy Law, our proposal on Learning and Assessment for Digital Citizenship, submitted under the broader theme: Advancing Emerging Research and Innovations Important to Hong Kong, was awarded funding of HK$20M in 2016-17. As the cover story makes clear, this is a very exciting interdisciplinary, cross-faculty and cross-institutional endeavour, which will greatly enhance our understanding of digital citizenship in ways that are likely to have a major impact. As we look forward to the outcomes of this TRS project, let me express once more our congratulations to Professor Law and the other members of her research team.

I would also like to take this opportunity to congratulate colleagues and celebrate their achievements in Teaching and Learning. This issue of Education Matters contains a feature article on Miss Nicole Tavares, whose inspirational teaching has had such an impact on successive cohorts of our pre-service English teachers, in particular, bringing her a richly deserved University Outstanding Teaching Award (OTA) in 2015. Shortly before going to press, we were delighted to receive news that Professor David Carless had won a University OTA in the latest round (2016). This means that the Faculty can proudly boast the award of an OTA in each of the last six years. Our Faculty prioritises the continuing enhancement of teaching and learning across all programmes, and it is rewarding to see such efforts being recognized. Let me convey our warmest congratulations to all these OTA winners, as well as to colleagues who have received other teaching awards: both individual and team awards.

We hope that you will enjoy this latest edition of Education Matters. If you have any feedback or suggestions, we look forward to hearing from you.

Professor Stephen Andrews
Dean

"... the Faculty can proudly boast the award of a University Outstanding Teaching Award (OTA) in each of the last six years. Our Faculty prioritises the continuing enhancement of teaching and learning across all programmes, and it is rewarding to see such efforts being recognized."
The Faculty of Education won its first Research Grants Council (RGC) Theme-based Research grant this year, for a project on Learning and Assessment of Digital Citizenship, which is being led by Professor Nancy Law. Officially launched on December 7, 2016 and scheduled to take five years to complete, the project will be cross-disciplinary, combining skills from multiple other HKU faculties including Arts, Engineering, Social Sciences and Journalism, as well as from Hong Kong University of Science and Technology’s (HKUST) Engineering and Computer Science programmes.

Describing the project Professor Law said, “Citizenship was defined by Marshall in 1992 as the right and ability to participate in a state or society. The emphasis in our project is on ‘ability’ – as citizenship education aims to prepare children for opportunities, responsibilities and challenges for life and work, and equip them with knowledge of the political and legal system, and complex performance via the 4Cs – Communication, Collaboration, Critical Thinking and Creativity.

“However, the advent and establishment of the digital age have moved the parameters for what is citizenship and how individuals, communities and societies relate to each other. Digital Citizenship is an emerging concept,” said Professor Law. “Exposure to digital devices starts now at a very young age. Surprisingly, given Hong Kong’s reputation for being inhabited by techno wizards, we came fifth from the bottom on an international comparative achievement study ranking countries on the Computer and Information Literacy (CIL) scores of their Secondary 2 students.”

Multi-faceted Human Capacity

She sees the main challenge of the project as understanding and improving the development of Digital Citizenship as a multi-faceted human capacity from childhood to early adulthood. “We want to look into CIL as well as the Digital Divide, which is the gap between those who are computer literate and those who are not.

“The main questions we are seeking answers to are: What is the normative developmental trajectory from childhood through to early adulthood in key aspects important for Digital Citizenship? What pedagogical theory would be appropriate to guide the design and development of games that foster Digital Citizenship development at different ages, and how do personal, family and school factors contribute to such development?”
The project execution is divided into five work packages (WP). The first, which is being coordinated by Professor Nirmala Rao from the Faculty and Dr Patrick Ip from the Department of Paediatrics and Adolescent Medicine of HKU, is the Digital Citizenship Development Scale. This WP will focus on developing a robust conceptual framework and research design for constructing a normative developmental trajectory for Digital Citizenship. This includes identifying core citizenship capacities to be studied, which encompass the three Rs [Reading, Writing and Arithmetic], plus self-regulation and responsibility and complex performance such as the four Cs mentioned above, as well as specifically digital performance capacities such as cyber wellness, avoidance of internet addiction, and computer-mediated complex performance in cyberspace. The main data collection will be carried out at two time points (years two and four) across four age cohorts, spanning ages from seven to 22, during this five-year study.

Work Package 2 is on Collaborative Problem-Solving (CPS) through Serious Games and is led by Professor Huamin Qu from HKUST’s Computer Science and Engineering Department, Professor Liaquat Hossain from the Faculty and Professor Ricky Kwok from the Department of Electrical and Electronic Engineering of HKU. Part of their roles will be to develop a game pedagogical theory for Digital Citizenship. They see the biggest challenge as innovating age-appropriate and engaging game designs which they can then align with the Digital Citizenship framework to support learning assessment.

Indicators within CPS games include collaboration, incorporating interaction, adaptive responsiveness, perspective-taking and communication; Problem-solving includes goal-setting, resource management and knowledge building. The WP also has to pay attention to the actual Game Mechanics themselves such as the storyboard, interaction and interface design, flow, ease of use and overall player experience.

Work Package 3 focuses on Digital Citizenship Assessment, and is led by Professor Jimmy de la Torre of the Faculty, who explained at the launch that he had five main goals. His team needs to develop coherent frameworks for assessing digital literacy (DL) and CPS constructs across the two time points and four age cohorts targeted for data collection in the study, and from there to either develop or adapt DL and CPS assessments that are appropriate for the different age cohorts.

The aim is then to validate the assessments within the first two years of the project, to administer the assessments at the end of the second and fourth years, and to examine how DL and CPS constructs relate to other variables collected in the study. In the final year the team will focus on how the constructs and their relationships to other variables change over time.

Professor de la Torre explained that the Faculty’s Centre for Information Technology in Education already has a framework and an existing tool for assessing DL called Information Literacy Performance Assessment (ILPA). This computer-based assessment consists of real-life tasks that measure seven dimensions of information literacy (define, access, manage, integrate, create, communicate and evaluate) at two grade levels (Primary 5 and Secondary 2), in terms of generic technological literacy, and in the context of addressing learning problems in science, mathematics and Chinese language.

He added that the CPS framework and assessment tasks developed by the Assessment Research Centre at the University of Melbourne will be adapted for use in the present study. There, CPS is measured using computer-based activities that need to be completed collaboratively online by a dyad of students. The assessments measures two strands: social skills including participation, perspective taking, social regulation and cognitive skills such as task regulation and knowledge building.

Potential Shifts

Assessments of Digital Citizenship will be conducted on individuals and groups in longitudinal study cohorts, using formal forms of assessments, as well as through serious games. “One of the research challenges we shall face,” said Professor Rao, “is that the constructs underpinning Digital Citizenship may shift quantitatively and qualitatively, so our framework and assessments must take into account and be sensitive to these potential shifts.”

Dr Ip added that developmental studies must attend to contextual factors such as the home environment. His current research into the effect of electronic device (ED) placement in the child’s bedroom on school readiness found that the impact is more positive when children’s ED use is moderated by parental mediation. Such children were found to be far more school-ready than those whose parents did not provide any guidance.
**Improving Existing Tools**

Professor de la Torre pointed out that in addition to the fact that research on assessments of DL and CPS are still rather immature, existing instruments are designed for use with a much narrower age range of students, primarily those aged 11 to 15. Hence, the project needs to extend the assessment frameworks and possibly develop new tasks, particularly for the youngest age cohort.

Work Package 4 focuses on the Contextual Variable Indicator Framework and Statistical Modelling, and is led by Dr Allan Yuen of the Faculty and Professor Edmund Lam from the Department of Electrical and Electronic Engineering of HKU. This WP aims to study how personal, family and school factors contribute to the development of Digital Citizenship, and to do this they will develop a set of context indicators on digital technology use, family and school environments for formal and informal learning interactions, and different types of activities.

They will also encompass wider social, environmental, economic, cultural and demographic contexts for the learner. The team intends to incorporate innovative ways to capture context data by using mobile and wearable devices, which support location tracking (using a GPS function), interaction tracking (using Bluetooth and Infrared technology), and emotion monitoring (through tracking electrodermal activity). Thus, students’ behavioural variables can be collected over space and/or time, making it possible to undertake comparison and/or benchmarking against a baseline. One of the biggest research challenges in this area is to interpret the behavioural observations to generate meaningful behavioural and psychological data analytics, which will be done using computational methods such as visual image processing and machine learning.

And finally, the fifth Work Package is the Study Portal, which will integrate the project administration, data collection in the longitudinal cohort studies, data analysis and visualization. This part of the project is led by Professor Pong Ting Chuen of HKUST. After the data is collected the portal will calibrate and visualize it to identify the interconnectedness and interdependencies of different variables as a complex adaptive system. He explained that in order to deal with the challenges of providing user-friendly access to the portal and to intuitive interfaces for the visualization of learning analytics, new tools will be developed.

**Expected Outcomes**

Taking stock of the aims and implications of this massive and complicated project, Professor Law said: “The expected project outcomes will fall into four main categories. First, theoretical contributions, including: well-defined dimensions of Digital Citizenship with operationalized constructs that show consistency and progression in development; a developmental understanding of how well serious games can support learning and assessment of Digital Citizenship; a holistic understanding of Digital Citizenship development; and more nuanced understanding of the digital divide through analyses of ‘digital lives’ from age seven to 22.

“Second, we will have validated tools and/or instruments to assess Digital Citizenship, plus new assessment and learning technology. Third, talent development, namely the next generation of interdisciplinary researchers in humanities and e-Learning. And finally, the project will have implications for policy and practice concerning Digital Citizenship.”

Please also visit: [http://learn.ecitizen.hk/](http://learn.ecitizen.hk/)
“I believe that each lesson should be a model lesson,” says HKU Education teacher Miss Nicole Tavares, winner of the University Outstanding Teaching Award for 2015.

Miss Tavares, who is herself a graduate of the Faculty, taught at secondary level for nine years before joining HKU in a teaching capacity in 2001. She specializes in teaching pre- and in-service teachers and when she was nominated for the University award, she took the opportunity to consult some of her former students, now teachers themselves at HKU, and reflect with them on teaching in general and her pedagogy in particular.

Talking to her ex-students inspired Miss Tavares to come up with an acronym for what enables her to INSPIRE students as a teacher educator, where

I – Innovation
N – Novelty (This characterises the uniqueness of her lessons)
S – Student-centredness
P – Passion (This describes the qualities that make her an outstanding teacher)
I – Information technology used skilfully to promote learning
R – Reflection on the effectiveness of her teaching
E – Excellence (which she incessantly strives for in her teaching)

Miss Tavares highlighted “Novelty” as an area that she feels is too often overlooked. “I believe in creating meaningful ‘surprises’ for students, getting them to look at things from a new perspective and making every class a special one they look forward to and enjoy being in. I challenge myself to try different approaches, different pedagogies, different grouping methods, for example. I want to stretch my own creativity as well as theirs.”

Novelty also ensures that there is no chance of boredom. “No matter how effective your teaching is, if it becomes routine it’s not working – neither for you nor your students. I want them to take this passion for novelty and creativity into their own classrooms.”

The award has also reminded Miss Tavares that she has a contribution to make. “More opportunities are opening up to me to play a role in the development of teaching and learning at the University. I’m meeting more like-minded people from other faculties, and I am keen on collaborating with them to work towards enhancing parts of the curricula, experimenting with innovative teaching strategies and fostering professional staff development.”

She believes that since learning never ends – neither should finding ways to improve good teaching. “After each lesson my mind does not switch off. I am constantly thinking what I could have done differently, or whether this might be more effective than that. Reflection is significant to future improvement.”

Looking forward is equally crucial. “In teaching thinking ahead and keeping abreast with new things is key, whether it is ongoing development in educational technology, cultural or social trends, or whatever; it’s always refreshing to find ways to bring new ideas into your teaching.”

This is the fifth year in a row that a teacher in the Faculty has won a University award. Asked why Education keeps on excelling Miss Tavares proudly replied, “I think our Faculty is unique in inspiring collegial support and collaboration. Previous winners of the award offered lots of suggestions and help, and made me feel warmly supported, and that made the process doubly rewarding.

“When the Chief Executive Award for Teaching Excellence was announced last year and no fewer than four teams of English teachers who had been trained in this Faculty were among the winners, we felt a real sense of pride. They are our former students and now they are having a huge impact on teaching English in Hong Kong. They said that we at HKU had inspired them to believe in their ability to make a positive difference to the next generation. Having played a part in nurturing such dedicated teachers is an honour to me and us all.”
Professor Carol Chan Kwai Kuen, who won the Faculty Outstanding Student Supervisor Award 2016, started supervising research students in the late 1990s. In the years since, she has developed a four-pronged philosophy for supervision. “While there is basic functional role that supervisors are there to help students to work in a timely manner towards thesis completion, I believe good supervision also requires a set of related goals,” she said.

“First to inspire and to guide, while developing research students capacity to learn, to think and to question. Second, to build up quality relationships so students are enthused, motivated and nurtured. Third, to open up possibilities for students’ personal growth so they can continue to develop. And fourth, to mentor research students to publish and to help them join and become valued members of research communities.”

Maintaining high expectations and inspiring students to meet their goals through setting a good example and building good relationships are cornerstones of her supervisory work. “Good supervisors need to be good models and to practise strong scholarship themselves,” she said. “We know the key issues in the field and therefore are able to help students identify potentially fruitful research topics. We also need to be facilitators in helping them choose a path with potential – there is a fine line between letting a research student grope on his or her own versus telling them directly what to do. You need to create a rich environment where instead of groping they are exploring, and you need to guide them away from blind alleys and towards more promising lines of enquiry.”

If the supervisor/student partnership is going to be effective, the relationship between the two parties needs to be nurturing and trusting. “You are building a strong and genuine relationship,” said Professor Chan. “Students need to be motivated and encouraged with honest feedback which highlights not only their strengths but their weaknesses, and which offers them support to persist when things get difficult. We need to set high standards, nudging students to strive for more while at the same time showing them that we are learning too. It’s about personal growth for both parties.”

And it does not end with the thesis. She believes that supervisors need to initiate students into the research community, mentoring them to publish and encouraging them to develop independence for their future careers.

When it comes to the pedagogy of student supervision and education, Professor Chan has a constructive and practical approach. “I encourage students to develop their own thinking. They have to prepare questions and analyses before the supervision meetings. Some find it difficult initially, but they learn more by exploring first, then receiving constructive feedback. From the start I include demonstrations and visits to research site schools for practical experience.”

“Hands-on participation in research is vital from day one. I take them to visit research sites to observe classroom teaching and to join research meetings with teachers. I treat them as apprentices – they may also assist other senior students with data collection or analyses and coding – and I provide coaching to help them understand how research is conducted in authentic settings.”

A little more unusual in the Education field, Professor Chan – in collaboration with a colleague – has also developed a lab group. Members meet regularly, present ongoing research design and analyses and help each other to critique and improve research and prepare for confirmation seminars. “Students benefit from both supervisor and peer input, they also learn to hone their oral communication and questioning skills. We have further broadened their horizons through lab exchange meetings with overseas research collaborators such as Shikoku University in Japan and the University of Toronto, including overseas visits and online exchange.”

Professor Chan also mentors students to write up their preliminary results as conference papers or articles. By doing this and attending conferences early on, they are initiated into research communities, they gain good feedback to enable them to enrich their thesis work, and they can learn cutting-edge research from prestigious scholars in the field. “Writing up a dissertation is complex and these conference papers help them to set milestones,” she said. “I spend much time teaching them the publication process based on these first papers for their dissertation so they will learn how to publish afterwards.”

Her success is witnessed by the success of her students, many of whom have produced high quality – sometimes award-winning research. “Supervision is all about equipping students to be the next generation of excellent researchers who will contribute usefully to the field and thus advance research and professional knowledge.”
An online platform that includes interactive gaming-like aspects has proven a breakthrough in motivating children to read more, to get more out of books and to improve their comprehension. Not only that, but it is actually changing their reading habits in ways that should last a lifetime. Developed by Dr Samuel Chu, Reading Battle was also the winner of the Faculty’s Knowledge Exchange Award 2016.

In 2013, Dr Chu received nearly HK$3 million from the Quality Education Fund to develop his ideas for the platform, and in February 2014 Reading Battle was launched in schools in Hong Kong. Since then, more than 6,000 students from China, Hong Kong, Taiwan and the United States have used it.

“The platform was developed using a combination of knowledge and expertise from a variety of disciplines including information and library science, computer and design science, e-learning and psychology, and children’s literature”, said Dr Chu. Reading Battle has more than 500 books from which students can choose, and they are divided into genres such as history, fairy tales and science. Each book is categorized by reading levels.

To do a battle, students need to read the book then answer 10 questions about it – the first eight are similar and the last two are more challenging. “If you make the questions too easy it’s not interesting,” said Dr Chu. “Children like to be challenged – and educationally, that is interesting.”

Following the framework of Progress in International Reading Literacy Study (PIRLS) (the international reading ability test for upper primary students), there are four kinds of questions – fact-finding, integration of ideas, drawing inferences, and evaluation. The questions also correlate to Bloom’s Taxonomy.

The students can have three goes at answering ten questions (there are usually a total of 30 questions per book). This is one of the gaming angles, if they answer the first ten questions, they can score up to 100%; if they go for a second try their top score can only be 90%, and if they have a third try, the top score is 80%.

“Knowing that there are three chances removes the stress and adds to the ‘fun’ element,” said Dr Chu. “If they do answer a question incorrectly, a hint is given for a second try, and then an explanation for the answer to the question is provided at the end. Once a battle is finished, they get their score and immediately. No need to wait for a teacher to mark a paper, the feedback is instant.”
The interactive element of the game goes further. A feature called Worm Catcher offers readers the chance to contribute their own quality control to Reading Battle by asking them to help “catch worms” – that is, to report any problems they perceive in the question, whether it be about the question itself, answer choices, or images. Students who want to become Worm Catchers, tend to read the books (and answer questions) very carefully. As a result, they become better readers as they are reading at a higher level.

“Students who score 70% or more on a battle are invited to give the book a star rating,” said Dr Chu. “This is a further incentive to do well and another encouragement to read the book carefully. They transform from simply being a reader to being a critic, which means they are playing a more active role. Hundreds of students have been motivated to do this for various books.”

The platform’s Results page shows all the books they have read, the score they achieved, and where e-badges have been awarded — 90% or more gets a sun, 80% a moon and 70% a star. Some print the badges out and stick them on the wall to showcase their achievements. The Result page shows each student his/her Best Score for each book, his/her own School’s Average for the book, and the World Average, which includes the participating schools in China, Taiwan and the United States.

An indication of the enthusiasm for books that Reading Battle inspires can be found on the Ranking page which shows that the top four students in the Life Score ranking have read and answered questions on more than 400 books each and achieved average scores of 93% – 97%. “Reading Battle has basically nurtured students to become ‘small scholars,’” said Dr Chu, “and this also serves as a big motivator for others.”

In addition, a Term Score ranking puts all the readers on an equal footing, while an Improvement Score ranking (comprising students who outperformed themselves compared to the previous term) gives added encouragement.

**Benefits for Teachers**

From the point of view of teachers, Reading Battle represents an easily accessible tool to get an instant picture of how a child’s reading skills are progressing, areas where they are strong and areas which need improvement. “A School Report enables a teacher to see all of this at a glance,” said Dr Chu, “so Reading Battle can help relieve the teachers’ workload and enable them to work at a higher level.”

But perhaps what is most incredible about the platform is the way it turns some children’s attitude towards reading around. Dr Chu cited two of many cases: “For one Primary 3 student, Reading Battle changed his reading habits entirely. Previously, he was a reluctant reader who would only look at a book at all if his mum read it with him. In his first year with Reading Battle he read over 100 books, in second year another 100 books, and more in the third year.

“Another boy from Primary 4 had no interest whatsoever in reading. He was way behind in his reading ability. But he got totally immersed in Reading Battle and within five months he had caught up, reading books from Primary 1 through to Primary 4. That’s the power of gamification! His mother told me that one day alone he took home 16 books because he wanted to improve his scores and move up the rankings.”

Dr Chu’s research indicates that improved reading leads to improvements elsewhere too, including their skills in comprehension, vocabulary, dictation, writing, speaking and listening.

He is now conceiving Reading Battle 2.0, an updated version which will include elements for children to be creative. “I would like to get the top achievers, those ‘small scholars’ in Reading Battle, writing stories as well reading them. Perhaps we can encourage and shape them to become the next generation of story-tellers!” said Dr Chu.

Please also visit: equiz.cite.hku.hk
Event Spotlight

Distinguished Lecture on “Neoliberal Education and Neoliberal Education Policy: Are We All Neoliberals Now?”

In almost all countries around the world education is now seen, often to the exclusion of other purposes, as an extension of economic policy. Education reform from pre-school to university is driven by the application of market principles – the logics of investment, choice and competition. In all of this “what it means to teach and learn” and “what it means to research” in education are being reconstituted – we are as educators being re-made as neoliberal subjects.

Sponsored by Tin Ka Ping Education Fund of Tin Ka Ping Foundation, the Faculty proudly presented the Distinguished Lecture on “Neoliberal Education and Neoliberal Education Policy: Are We All Neoliberals Now?” by Professor Stephen Ball, Distinguished Service Professor of Sociology of Education, Institute of Education, University College London on May 10, 2016 at the Rayson Huang Theatre, HKU.

In the Distinguished Lecture, Professor Stephen Ball explored the global flow of neoliberal education policies and some of their consequences for what we have become as educators and learners in the 21st century and attracted a full house. Details can be found at http://web.edu.hku.hk/event/lectures.

A Dialogue with Professor Stephen Ball

Taking the opportunity of Professor Ball’s visit, the Faculty hosted the lunch seminar entitled “What is the Point of a University in the 21st Century?” on May 12, 2016 in the Senior Common Room, HKU. The contemporary university is a site of calculation – academic life is increasingly determined by the dynamics of measurement, performance and comparison. The longstanding western liberal model of the university – that of Newman and Humbolt – is now being dismembered and replaced by what we might call the neoliberal university. Principles, values, academic freedom and critique are all under threat. Senior officers from the government, tertiary institutions and HKU, a donor representative and Faculty teachers in the field were invited to discuss whether these changes are necessary or dangerous.
The Summer Institute: Higher Education for Tomorrow was successfully held between May 30 and June 10, 2016 and attended by a total of 26 participants, mostly from developing countries in the region. This is the fourth year of the Faculty’s Summer Institute cum Symposium which aims to provide a unique learning experience for aspiring/practicing leaders in institutions and ministries, offering them opportunities to interact with experts about global, systemic and institutional perspectives for the future of higher education. Most of this year’s participants were practicing leaders in leading institutions in their respective systems. Twenty-six participants came from seven countries: Mongolia (14), Cambodia (6), Laos (2), Macau (1), Argentina (1), Nigeria (1) and Ethiopia (1). Among them were quite a few University Vice Rectors (Vice-Presidents) and Officers from the Education Ministries. The participants were mostly supported by national government institutions or sponsorship provided by the University.

The Summer Institute was guided by eight Faculty Facilitators, three International Facilitators, two Guest Facilitators and a Guest Coordinator who provided specialized expertise in designated parts of the programme. A comprehensive array of innovative ventures provided perspectives and insights into areas such as System Governance, Institutional Management, Research Excellence, Knowledge Exchange, Fundraising and Networking, Student Learning Experiences and Sustainability. Apart from interactions and discussions with prominent guest speakers, facilitators and students from HKU, visits to various Faculties and City University of Hong Kong were also arranged.

A two-day Asian Higher Education Symposium was hosted during the Summer Institute. “Towards Excellence in Higher Education” was the theme this year. The objective of the symposium was to delineate a picture of the reality in higher education, and to construct a positive framework (or frameworks) with constructive impacts. The symposium also aimed to dissipate some of the misconceptions, negative sentiments and bring about new perspectives and hope, and perhaps some reforms back home.

Drawing on the experiences and knowledge gained from the two-week programme, participants presented their group Knowledge Projects, i.e. real-life projects which could be brought home and put into practice in their respective countries or institutions. Based on the feedback collected from the participants, the Summer Institute was described as an “eye opening” and “inspirational” experience and achieved an excellent score of 9.5 out of 10 as evaluated by the participants.
The 3rd International Mobile Learning Festival (IMLF) was held in Bangkok, Thailand on May 27 and 28, 2016. Building upon the successes of the previous conferences, the IMLF 2016 continued to explore mobile technologies and emerging learning design. It was an exceptional venue for sharing information on contemporary approaches to education, learning design, Massive Open Online Courses (MOOCs), flipped classroom, mobile learning, e-learning and Learning 2.0 from around the world. The conference featured evidence-based developments surrounding mobile and emerging learning design for 21st century learning.

More than 100 tertiary and secondary school teachers, education policy makers, academics, researchers, research students and developers attended and engaged with colleagues at the IMLF. Their participation contributed to the discussion and exploration of the most important developments in mobile learning and emerging learning design to date.

The conference speakers included Professor Pedro Isaias, Portuguese Open University, Portugal; Professor Helen Crompton, Old Dominion University, the United States; Professor John Hedberg, Macquarie University, Australia; Professor Mark Pegrum, University of Western Australia, Australia and representatives of Thailand’s education authorities, UNESCO and other organizations locally and internationally. The speakers provided their unique perspectives on human learning and highlighted practical enhancement of human agency through the embedding of mobile and emerging technologies in learning design. The conference papers can be found in the proceedings at http://imlf.mobi and selected papers are featured in a special issue of the Interactive Technology and Smart Education Journal. Also, the IMLF included an exceptional five-day post conference worship from May 29 to June 2, 2016, focusing on strategies for adoption of mobile technologies in context of outdoor education.

The next IMLF will be held at our University from June 8 to 10, 2017. Stay tuned at http://imlf.mobi for the latest developments.

To strengthen the connection with the community and our commitment to knowledge exchange, the Faculty held the 13th in our Education Seminar Series, entitled “How to Develop Children’s Bilingual Proficiency in Hong Kong?”, delivered by Professor Tse Shek Kam, Honorary Director of the Centre for Advancement of Chinese Language Education and Research (CACLER) of the Faculty, in Room 1, Library Extension Building, HKU on April 2, 2016.

Hong Kong is a multilingual society. Students studying in Hong Kong are required to master multiple languages simultaneously, spoken languages: Cantonese, Putonghua, English; written languages: English and Standardized Modern Chinese. Many teachers and parents are querying how to learn languages effectively under the policy of biliteracy and trilingualism. Professor Tse introduced several examples of how to develop children’s language proficiency in English and Chinese in kindergartens and primary schools. He also invited participating teachers and parents to share and discuss their successful experience in developing children’s bilingual proficiency.

The seminar was well attended and well received by teachers and parents, who provided encouraging feedback. Details can be found at http://web.edu.hku.hk/event/parent-seminars.
Open House

In order to provide timely admission information to HKDSE students, the Faculty held an Open House event soon after the HKDSE examination, on May 12, 2016. Around 300 HKDSE students came to the event, filling the Rayson Huang Theatre, HKU.

The event started with a warm welcome from the Dean, Professor Stephen Andrews, followed by an introduction to some of the highlights of studying in the Faculty, including one of the key components of our undergraduate programmes – experiential learning. The participants then dispersed to a variety of locations for talks on the individual programmes on offer. Programme Coordinators and Admission Tutors introduced JUPAS applicants to the Faculty undergraduate programmes. Our students, who have volunteered as professional ambassadors for the Faculty were also actively involved to provide support at the booths in the foyer of Rayson Huang Theatre, and shared their experiences with the participants around the campus and faculty facilities. Their friendliness and enthusiasm greatly impressed the participants.

June Partnership Forum

On June 14, 2016, the Faculty held our annual flagship event, the “Partnership Forum”. This year, the title was “A New Model of School-University Partnerships: Linking schools and faculty to integrate theory and practice”. With enthusiastic support from our student-teachers and mentor-teachers from both Professional Partnership Schools (PPS) and practicum schools, and the broader school community, the event was a success with more than 150 enrolled participants. The focus of the Forum was to share with colleagues in the educational community progress with the radical reform of our Postgraduate Diploma in Education (PGDE) programme, in which we hope to actualize the important goal of bringing holistic integration between educational theories and school practices in order to prepare the future generation of teachers to become professional, competent and confident teachers.

The Forum was opened by Professor Stephen Andrews, Faculty Dean, who delivered a welcoming speech and gave a brief introduction to the revamped PGDE programme which was launched in September 2016. Then the participants visited different classrooms to enjoy the parallel sessions in which the presenters shared their views and experiences of our PGDE pilot and developments in our teacher education programmes. These sessions shed light on how the new model of School-University Partnerships can be best supported to help novice and experienced teachers on their professional journeys. The Forum was closed by a keynote address presented by our overseas Faculty Visiting Scholar, Professor Tony Ghaye, on the topic “How might we move School-University Partnerships from functioning to flourishing?” We were overwhelmed by the positive responses to the forum, which generated a great deal of positive feedback from participants.
Event Spotlight

The Fourth International School Chinese Language Education Conference and Workshop

Shou University, National Kaohsiung Normal University and the Centre for Advancement of Chinese Language Education and Research (CACLER) of the Faculty jointly organized the Fourth International School Chinese Language Education Conference and Workshop from November 3 to 5, 2016 in Kaohsiung, Taiwan. The main objectives were to promote research and practice in Chinese language education in the international school context and to provide a platform for scholars and educators to exchange thoughts and share experiences.

With continuous efforts in these four years, the Conference has become a prominent annual gathering that brings together professionals with common interests from numerous international schools as well as educators from higher educational institutions in the region. This year, the theme of the Conference was “Unpacking Global Literacy and Multiple Texts”. It covered the core areas of teaching Chinese language and literature, including teacher professional development, Information and Communications Technology (ICT) in teaching and learning, cross-cultural teaching and cultural education, pedagogical transformation and international education.

Three keynote speeches were presented during the Conference. Professor Tan Oon Seng, Director of the National Institute of Education, Nanyang Technological University, spoke about “Teacher Learning: From Didactics to Dialogos”; Professor Kathy Short, Professor of Teaching, Learning, and Sociocultural Studies, University of Arizona, President of the National Council of Teachers of English and Director of Worlds of Words, shared her insights in a speech entitled “Critical Issues in Global Literacy and Literature”. The third keynote speaker, Mr Jun Yen Tsao, gave a presentation entitled “Artist of Children’s Literature”. Apart from 19 workshops, the Conference also included 30 peer-reviewed paper presentations which enhanced our understanding of the field of education and facilitated exchange of ideas embracing the Conference theme.

The Conference was a great success. It attracted 179 teachers and educational researchers from 21 countries/regions including Australia, Bangladesh, China, Hong Kong, India, Indonesia, Iran, Japan, Macau, Malaysia, Mexico, Myanmar, New Zealand, Sierra Leone, Singapore, South Korea, Taiwan, Thailand, the Philippines, the United States and the United Kingdom. The next Conference will be held in Shanghai, China in 2017. Details can be found at: http://cacler.edu.hku.hk/the-4th-international-school-chinese-language-education-conference-and-workshopunpacking-global-literacy-and-multiple-texts/.

Using Drama to Teach Chinese as a Second Language: A Sample Scheme Illustrating Possible Strategies

The workshop entitled “Using Drama to Teach Chinese as a Second Language: A Sample Scheme Illustrating Possible Strategies” was successfully held on October 8, 2016 at Studio 303, Chong Yuet Ming Cultural Centre, HKU. It was our great honour to have Professor Joe Winston, Professor of Drama and Arts Education, University of Warwick, a renowned expert in drama education.

The workshop discussed the significant pedagogical relationship between drama education and approaches to teaching Chinese as a second language (TCSL) and provided participants with hands-on experience of drama. Professor Winston demonstrated different drama strategies and conventions in understanding pedagogical approaches in second language acquisition such as “Still Image”, “Teacher-in-Role”, “Interviews-in-Role” and “Writing in role”. All of them are sufficiently flexible to respond to the needs in a wide range of pedagogical and cultural contexts in Hong Kong. The workshop attracted an audience of more than 60 in-service teachers, educational researchers and students. Professor Winston will pay another visit to HKU in May 2017. Stay tuned!
Event Spotlight

The previous issue of Education Matters (Vol. 14.1 2016) highlighted the Faculty’s work on the so-called shadow education system of private supplementary tutoring. The Faculty is taking the global lead in analysis of this phenomenon through its Comparative Education Research Centre (CERC) under the leadership of Professor Mark Bray, UNESCO Chair Professor in Comparative Education.

Myanmar’s new government took office on March 30, 2016, and immediately set a multifaceted agenda that included emphasis on education. A set of national forums provided focal points. Professor Bray was the keynote speaker in July 2016 at the Forum on Basic Education, and in a pair of addresses focused on centralization/decentralization and on shadow education. Aung San Suu Kyi attended the Forum, and both she and the Minister of Education also highlighted challenges of shadow education.

On May 27 and 28, 2016, the Faculty celebrated its capacity in higher education research by hosting the Annual Conference of the Higher Education Research Association.

The conference was co-sponsored with Lingnan University. The event lasted three days and was opened by our Vice-President and Pro-Vice-Chancellor (Global), Professor John Kao and the President of Lingnan University, Professor Leonard Cheng. This event brought together noted researchers from different parts of the Asia-Pacific region including China, Hong Kong, Japan, Malaysia, Russia, Singapore, South Korea and Taiwan. The keynote speakers were Professor Cheng Kai Ming of HKU and Professor Ulrich Teichler of Kassel University, Germany. The conference panel topics included “World Class Universities in Asia”, “Governance of Global Excellence Initiatives”, “Internationalization and Regionalization”, “Academic Mobility”, “Student Mobility”, “Employment” and “Access and Equity in Higher Education”.

Advancing Understanding of Shadow Education in Myanmar

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Following up with related discussions, Professor Bray is working under the UNESCO umbrella on research data and policy advice. In October 2016 with three HKU colleagues he led a scoping study to identify the parameters for the research. The three colleagues were Dr Ora Kwo, Dr Nutsa Kobakhidze and Dr Zhang Wei.

The team had an intensive set of meetings. After meeting at the UNESCO office in Yangon, they met with the Permanent Secretary and other senior personnel in the Ministry of Education. Further meetings were in the Yangon Regional Office for Education, the Yangon University of Education, and with officers of the Myanmar Teachers’ Federation.

The Faculty is excited to contribute its research expertise and comparative understandings at a very significant period in Myanmar’s history. CERC will also channel lessons from Myanmar to the international community.
New Books

Educational Technologies in Medical and Health Sciences Education

Editors
Susan Bridges; Lap Ki Chan; Cindy E Hmelo-Silver
Publisher
Springer

School-University Partnerships in English Language Teacher Education: Tensions, Complexities, and the Politics of Collaboration

Author
Cheri Chan
Publisher
Springer

Muslims and Islam in U.S. Education: Reconsidering Multiculturalism (Paperback)

Author
Liz Jackson
Publisher
Routledge

21st Century Skills Development Through Inquiry-Based Learning: From Theory to Practice

Authors
Samuel Kai Wah Chu; Rebecca B Reynolds; Nicole J Tavares; Michele Notari; Celina Wing Yi Lee
Publisher
Springer

Language Across the Curriculum & CLIL in English as an Additional Language (EAL) Contexts: Theory and Practice

Author
Angel M Y Lin
Publisher
Springer

Quest for World-Class Teacher Education?: A Multiperspectival Study on the Chinese Model of Policy Implementation

Author
Li Jun
Publisher
Springer

Mississippi Teachers’ Use of Professional Learning Community Practices: Implications for University Preparation Programs

Author
Pamela K. McDowell
Publisher
Springer

21st Century Skills Development Through Inquiry-Based Learning: From Theory to Practice

Authors
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Author
Li Jun
Publisher
Springer

Mississippi Teachers’ Use of Professional Learning Community Practices: Implications for University Preparation Programs

Author
Pamela K. McDowell
Publisher
Springer
Achievement

Bronze Regional Award (Asia), QS Stars-Wharton Reimagine Education Awards 2016
Dr Susan Bridges and her international team on “Problem-based learning and Educational Technologies in Clinical Education – An Interational Ethnograpy”

2017 Bradley Hanson Award, National Council on Measurement in Education
Professor Jimmy de la Torres

No. 1 in higher education and top 5% of all research outputs tracked by Altmetric

Dr Hugo Horta and Mr João M. Santos on The Impact of Publishing During PhD Studies on Career Research Publication, Visibility, and Collaborations

Gail Kelly Award, Comparative and International Education Society
Dr Nutsa Kobakhidze

Co-Editors-in-Chief, Journal of the Learning Sciences
Dr Jan van Aalst

Outstanding Journal Article Published in Education Technology Research and Development
Dr Gary Wong on “The Behavioral Intentions of Hong Kong Primary Teachers in Adopting Educational Technology”

President-Elect, International Society of Audiology
Professor Lena Wong

Conferment of Chair Professor
Professor Frederick Leung

University Outstanding Teaching Award 2016
Professor David Carless

Doris Zimmel HKU-Cambridge Hughes Hall Fellowships 2016-17
Professor Carol Chan

KE Award 2016
Dr Samuel Chu on “Reading Battle: Enhancing Students’ Reading Interest and Ability with a Gamified, Self-paced, Interactive Children Literature e-Quiz Platform”

Faculty Outstanding Teaching Award (Individual)
Professor David Carless

Faculty Outstanding Teaching Award (Team)
Dr Margaret Lo (Team Leader), Dr Cheri Chan and Ms Candace Mok on an Experiential Learning elective course “Mentoring for Social Justice and Inclusion”

Faculty Early Career Teaching Award
Dr Elizabeth Barrett
Dr Thomas Chiu
Dr Diana Lee
Dr Tan Cheng Yong

Faculty Teacher Effectiveness Award (Undergraduate)
Dr Kennedy Chan

Faculty Teacher Effectiveness Award (Postgraduate)
Dr Cheri Chan

Faculty Research Output Prize
Professor David Carless on “Excellence in University Assessment. Learning from award-winning practice”

Faculty Outstanding Research Student Supervisor Award
Professor Carol Chan

Faculty Outstanding Young Researcher Award
Dr Shelley Tong

Faculty Early Career Research Output Award
Dr Hugo Horta
Dr Shelley Tong

Long Service Award
Professor Stephen Andrews, Professor Amy Tsui and Dr Ida Mok have served the University for 25 years
Dr Allan Yuen has served the University for 15 years
First place in 3 Minute Thesis Video Competition 2017, Comparative and International Education Society

Champion and People’s Choice Award Winner in 3 Minute Thesis Competition 2016, HKU
Dr Du Xiaoxin, PhD Graduate

Dean’s Innovation Fund - Ideal School Travel Prize
Miss Candy Cheung Man Ching, Miss Chiu Wai Yee, Miss Mou Ka Fan, Miss Tang Hoi Yau and Miss Yip Kim Hoi, BA(BEd)(LangEd)-Chin, Year 5 students on “UNESCO (Hong Kong Branch) Experiential and Exemplary (Understanding) Enlightenment Primary School (EEE)”

Promotion and Tenure

Tenure as Associate Professor
Dr Susan Bridges

Tenure and Promotion to Associate Professor
Dr Gary Harfitt
Dr Patsy Yeung

New Appointment

Division of Chinese Language & Literature
Dr Huang Xianhan Yvonne, Assistant Professor
Dr Tai Chung Pui, Assistant Professor

Welcome

Faculty
(Laboratory of Neuroscience for Education)
Professor Tang Can Akaysha, Professor
[Er-Learning Team]
Mr Wong Nga Lun Alan, Learning Designer
[Experiential Learning Team]
Ms Chow Mei Ling Jessie, Lecturer
Ms Mok Wai Fung Candace, Assistant Lecturer
Division of Chinese Language and Literature
Dr Zhang Xiao, Associate Professor
Dr Cheung Choo Mui, Lecturer
Ms Lai Man Yung Wendy, Lecturer
Division of English Language Education
Dr Lee Man Kit, Assistant Professor
Dr Cheung Chui Ling Tracy, Lecturer
Division of Information and Technology Studies
Dr Wong Ka Wai Gary, Assistant Professor
Dr Frank Reichert, Post-doctoral Fellow
Ms Hui Chung Yan Clara, Teaching Assistant

Division of Learning, Development and Diversity
Professor Jimmy de la Torre, Professor
Dr Wong Kwai Ling Yetta, Assistant Professor
Dr Benjamin Richards, Post-doctoral Fellow
Division of Mathematics and Science Education
Ms Chan Kam Lam Annie, Lecturer
Ms He Cuiling, Teaching Assistant

Division of Policy, Administration and Social Sciences Education
Dr Magda Kobakhidze, Post-doctoral Fellow
Mr Ling Kirk Chung Michael, Teaching Assistant
Ms Anna Okada, Teaching Assistant
Division of Speech and Hearing Sciences
Ms Au Wing Sze Cecilia, Assistant Lecturer
Ms Chu Wai Sze Ada, Assistant Lecturer

Retirement

We would like to express our heartiest thanks to the following colleagues for their contributions and devotion to the Faculty. We wish them a happy and healthy retirement!

Division of Chinese Language and Literature
Dr Shum Shiu Kee Mark, Associate Professor
Dr Zhang Bennan, Principal Lecturer

Division of English Language Education
Dr Kwo Wai Yu Ora, Associate Professor
Division of Mathematics and Science Education
Dr Jeffrey Day, Associate Professor
Dr Kl Wing Wah, Associate Professor
Division of Policy, Administration and Social Sciences Education
Dr Kan Lai Fong Flora, Associate 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
Mr Nicky Ng, Learning Designer
Division of English Language Education
Ms Lai Yue Sum Sharon, Assistant Lecturer
Division of Information and Technology Studies
Dr Chen Lu, Post-doctoral Fellow
Dr Michele Notari, Post-doctoral Fellow
Division of Learning, Development and Diversity
Dr Gao Shuling, Post-doctoral Fellow
Division of Policy, Administration and Social Sciences Education
Dr Chan Si Wai, Lecturer
Division of Speech and Hearing Sciences
Ms Chan Pik Ha Christina, Assistant Lecturer

People
Prospective Students

Postgraduate Programmes

Being an educator is both challenging and rewarding. If you wish to enhance your career prospects and strengthen your competence in the field of education, we invite you to learn with us in the postgraduate programmes offered by the Faculty.

What to learn?

- Doctor of Education [EdD]
- Master of Arts in Teaching English to Speakers of Other Languages [MA(TESOL)]
- Master of Education [MEd]
- Master of Science in Information Technology in Education [MSc(ITE)]
- Master of Science in Library and Information Management [MSc(LIM)]
- Postgraduate Diploma in Education [PGDE]
- Postgraduate Diploma in Education (Teaching Chinese as a Second Language) [PGDE(TCSL)] (self-funded)

Want to know more?

http://web.edu.hku.hk/prospective-students/programmes-finder

Want to apply?

For MPhil/PhD programmes:
http://www.gradsch.hku.hk/gradsch/rola/online-application-for-mphil-phd-admission

For other postgraduate programmes:
http://www.aal.hku.hk/tpg/faculty/faculty-education

Let’s us learn and grow together!
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Pokfulam, HONG KONG

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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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Email: eduert@hku.hk  Fax: 2517 0075
or by updating at http://webapps.edu.hku.hk/onlineforms/alumni/index.php

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HKID no./Passport no.: __________________ Correspondence address: _________________________________

Telephone: ____________________ (home)    ____________________ (office)    ____________________ (mobile)

Email: ________________________________  Occupation: ________________________________

Company name and address: ___________________________________________________________

Year of graduation: ___________________  Graduated programme: ____________________________

