Team Player
Farewell to Our Dean, Professor Stephen Andrews

Teaching and Learning
Reform Gives SHS a Signature Pedagogy
Reformed PGDE Aims to Innovate and Inspire
This is the last Foreword that I shall contribute in my capacity as Dean. I have been greatly honoured to have had the opportunity to serve the Faculty and University in that role since November 2010, and to have worked here at HKU, initially as a Lecturer in English Language Education, for almost 27 years – more than quarter of the University’s history.

I would like to take this opportunity to pay tribute to all my colleagues, past and present, and to thank them for their friendship, their unfailing support and the immense contributions they have made, both individually and collectively, to moving the Faculty forward. This issue of Education Matters highlights two examples of the Faculty’s continuing efforts to innovate and to enhance students’ professional preparation and learning experiences: the reforms of our Postgraduate Diploma in Education (PGDE) and Bachelor of Science in Speech and Hearing Sciences [BSc(SPEECH)] programmes. Both innovations have been driven by our ambition to achieve much closer integration of theory and practice, and their successful implementation has only been possible as a result of the dedicated engagement of large teams of colleagues.

I would also, of course, wish to thank our students, past and present, and congratulate you on your many achievements. You are a credit to the Faculty and we are immensely proud of all of you, and the professionalism, passion and commitment that you demonstrate week in and week out. As mentioned in this issue of Education Matters, the coming year is a very special one for the Faculty, as we celebrate 100 years of Teacher Education at HKU and 30 years of the Division of Speech and Hearing Sciences. We very much hope that this year will be an opportunity for us to reconnect with our alumni. You can all help us with that. Please make sure that we have your own most up-to-date contact information (especially your email address) and please encourage your classmates to do the same. Our alumni community is very important to us – you are all part of the Faculty family – so please stay in touch.

My successor as Dean, Professor Lin Goodwin, will no doubt be writing the next Education Matters Foreword. I am delighted to hand the Deanship baton to Professor Goodwin. I have no doubt that she will lead the Faculty to even greater success in the coming years.

Professor Stephen Andrews
Dean
As his Deanship draws to a close and he looks forward this summer to starting the next phase of his life in France, Professor Stephen Andrews looks back on his tenure with a measure of satisfaction at what has been achieved, balanced by a characteristic modesty.

When he was appointed Dean of Education – a role he took on after the sudden and untimely death of his predecessor, Professor Shirley Grundy – Professor Andrews placed high import on improving team spirit in a Faculty which previously had often been divided on major issues. More than half a decade on, he feels he has had some success.

“One achievement that I am happiest about is that morale is high and there is more of a sense of teamwork than before,” he said, adding: “I can’t take credit for it, but I’m happy about it.

“In the last two or three years we’ve undertaken a radical reform of the Postgraduate Diploma in Education (PGDE) programme. It has not been popular with everybody, and some colleagues have perhaps been dragged unwillingly into this innovation, but it has worked out very well, and the whole process has been reasonably smooth and collegial because of the greater sense of unity within the Faculty.”

When he first became Dean, efforts at reform for the introduction in 2012 of the five-year undergraduate curriculum were rather more fraught. “Our 2009 Faculty Review recommended that we do more to integrate theory and practice in our teacher education programmes,” he explained. “We tried to address this in the undergraduate programmes, but there were a lot of clashes over those reforms and the process was not a happy one.

“This time, perhaps because of the climate in the Faculty now, the reform has been a more collaborative experience. We’ve had lunch meetings where colleagues from all seven Divisions of the Faculty have shared ideas and expertise. That would not have happened before. Colleagues are now much more open to collaboration across Divisions.”
The new PGDE was implemented this year, and Professor Andrews hopes that, on the back of these reforms, it will be possible to go back to the undergraduate programme and refine it further. “The original reform was in 2012, so the first students from our five-year double degrees are graduating now – it will be a good time to look at what has worked well and what may need improving.”

Another of his aims as Dean was to improve and enhance international partnerships and collaborations. He cites developments in these areas, particularly with the Singapore Centre for Chinese Language, where the Faculty offers a Master of Education (MEd) in Teaching and Learning Chinese Language. The programme is taught jointly with colleagues in Singapore, and has recently developed into collaboration at doctoral level, too.

The International Baccalaureate Organization (IBO) has recognized the Faculty’s MEd in Teaching Chinese as a Second Language (TCSL), and there are now International Baccalaureate (IB)-related MEd specialisms for teachers of mathematics and science, too. “This year for the first time we’re launching a self-funded PGDE programme, also in TCSL and again IBO recognized,” said Professor Andrews. He also noted the Faculty’s increasing numbers of non-local Master’s students, citing our partnership with the Open Society Foundations (OSF). “Each year we take a number of OSF-sponsored students from around the world. We provide their tuition for free, while the OSF supports their accommodation and living expenses. This year, for example, we have OSF-sponsored students from South Sudan, Cambodia and Laos.

“All these initiatives are very pleasing. The challenge now is to go further and develop, for example, a joint degree programme with a major global partner.”

**Experiential Learning**

Asked about overseas opportunities for HKU students, Professor Andrews is enthused. “Our Experiential Learning (EL) opportunities are exceptional. We are offering our students – as stipulated in recent HKU policy – really meaningful experiences overseas and in China. The opportunities are genuinely exciting (for local EL as well as non-local), and the only credit I can take is appointing Dr Gary Harfitt to lead it. His passion and drive have made our EL programme the success it is. I hope my successor can take it even further.”

While discussing international matters, the conversation inevitably turns to rankings. Here, Professor Andrews is cautiously pleased. “I’m proud that we are highly regarded both locally and internationally,” he said. “In the international Quacquarelli Symonds (QS) Rankings – for what they are worth – we have been ranked sixth, sixth and seventh in the world in the last three years.”

Indications are that the recent Faculty Review has also given Education high marks. “We haven’t had the official report yet, but informal feedback has been very encouraging. Of course we can still improve but it’s heartening to receive recognition from such a respected group of people that we are doing well. In fact I think they were quite surprised at how much we do.”

Which leads Professor Andrews to one particular area where he thinks the Faculty could do better: visibility. “I think we are very good at doing things, but not so good at telling others about what we are doing. We have extensive Knowledge Exchange (KE) programmes and projects, but too often people outside the Faculty don’t know about them. Even some members of the Review panel said they were pleasantly surprised that we do so much.

“I’m proud of that from a Faculty point of view – colleagues have really thrown themselves into KE. Community engagement is an area which could easily be ignored as it’s not necessarily a career enhancer but, to their great credit, colleagues take it very seriously.”

In the area of Research, Professor Andrews said, there is a lot to be excited about. Among colleagues’ many achievements, he mentioned Professor Nancy Law’s Theme-Based Research Scheme (TRS) project [the Cover Story in the last issue of Education Matters]. “That kind of award was a first for Education, and its achievement sent an encouraging message to others in the Faculty that, with the right sort of bid, we can indeed succeed in such schemes.”
He points out too that the development of the Laboratory of Neuroscience for Education (NfE Lab) "shows we’re not sitting on our laurels but doing new things, trying to be a leader in the field. If you look at QS ratings there are two areas relating to Research, and when you compare us to the Chinese University of Hong Kong, the National Institute of Education in Singapore and to the Education University of Hong Kong, we do well in those areas – we are still Asia’s number one institute for Education. But we need to keep raising our game, and we will continue to aim high and support colleagues’ efforts to conduct world-class and world-leading research."

Throughout his Deanship, he has also tried to ensure that the Faculty retains a firm focus on Learning and Teaching (L&T). "As well as Research, L&T is central to our existence," he said. "We place great importance on teaching, reward teaching excellence, and focus on ensuring that students receive great learning experiences. Every year for the past six years one of our colleagues has received an HKU Outstanding Teaching Award. In addition, three years ago we set up a new Faculty teaching award, which is based on student evaluations. There is one undergraduate award and one taught postgraduate award, and they are highly prized since the awards reflect student feedback over a number of years."

**New Premises**

The move to new premises has been a major undertaking during Professor Andrews’ tenure. Before, different parts of the Faculty were scattered across the campus, as well as off campus. The construction of the Centennial Campus, by freeing up space on the Main Campus, has enabled the entire Faculty to be housed in the Meng Wah Complex and Runme Shaw Building. He gives kudos to Professor Nancy Law for her organizational skills in her role as Associate Dean for Infrastructure Development. "It has been a huge undertaking – we moved in three phases. Five years ago, the Division of Speech and Hearing Sciences (SHS) was still down at the Prince Philip Dental Hospital, while nearly half the Faculty was in the Hui Oi Chow Science Building."

"Also, previously the distribution of individual colleagues was very haphazard – it had simply evolved as new people arrived. Now those in related fields are closer together, and similarly research students are near their supervisors."

The final piece of the jigsaw will be the construction of a footbridge between the Runme Shaw Building and the Meng Wah Complex. "I was very keen to have the bridge – it will bring the whole Faculty together for the first time. Construction started in late April 2017 and will be completed in 2018."

Finally, looking back at the past seven years, Professor Andrews returns again to themes of teamwork and transparency. "They are a vital part of what makes this such a collegial Faculty. I get the sense people are reasonably happy and that they know they are listened to and valued."

"That includes not only our academic staff but also our administrative and support staff, who are utterly wonderful – conscientious, dedicated, hard-working and supportive. Not only do they do their jobs well, but they also provide the wisest advice. The amount they contribute is staggering."

In fact, it seems there has only been one big disappointment during his Deanship. "Despite my high hopes, in last seven years Tottenham Hotspur have not managed to win the Premiership, or even a Cup, although they get one step closer each year. This year they finished second, so maybe side 2 of my life will start with an auspicious event!"

Finally, Professor Andrews comments on Education’s upcoming major anniversaries. In 2017-18, not only will it be 100 years since a department for training teachers was set up within the Faculty of Arts, but also next year will be the 30th anniversary of the Division of SHS.

"We see these landmarks as an opportunity to engage with alumni, to be seen by and to engage with the local and global community. We have great students, and we really want to retain our close relationship after they graduate, to our mutual benefit. This centenary year will also be a chance to reflect on the major contribution Education at HKU has made to the community of Hong Kong as a whole, and on our continuing passionate commitment to community impact: locally, regionally and globally."

"As we move into the second century of teacher education at HKU and the fourth decade of SHS, and as I pass the Deanship baton on to my successor, Professor Lin Goodwin, I feel confident that the Faculty will move on to even greater achievements."
In September, the Division of Speech and Hearing Sciences (SHS) unveiled its new curriculum, the result of concentrated work to develop a signature pedagogy for the Bachelor of Science in Speech and Hearing Sciences (BSc(SPEECH)) which would meet the challenge of HKU’s strategic aspirations to be a hub for Internationalization, Innovation and Interdisciplinary engagement to achieve significant impact.

Key figures instrumental in developing the new pedagogy were Professor Stephanie Stokes and Professor Thomas Klee. Dr Lawrence Ng, Programme Director, and each academic and clinical member of SHS staff were also instrumental in planning, developing and delivering new courses this past year.

“There was concern about the existing curriculum, which, in terms of how students learned the academic content, was exclusively problem-based,” said Professor Stokes: “What started the whole reform process was that teachers, students and employers were not happy. Having been part of the team that designed the original course, I could see where staff had tried to improve parts of it. But it was band aids without surgery. What was needed was surgery.”

Professor Stokes had been involved in the development of that curriculum back in 1998, and the Dean invited her and Professor Thomas Klee to get involved with reforming it. “Initially he asked us to do a rapid review. We were in New Zealand and came to Hong Kong for four days in February 2015 to talk to concerned parties. We wrote a report and made suggestions for changes. The Dean then asked us to come back and develop the new curriculum and implement the changes. By the end of October 2015, we had joined HKU staff and we began the process of interviewing all stakeholders – staff, students, graduates and clinicians, etc. We also held a SWOT (strengths, weaknesses, opportunities and threats) analysis and workshop with staff.”

Said Professor Klee: “The main issue that came up again and again was dissatisfaction that the old programme basically did not provide sufficient foundation learning to adequately prepare students for clinical practice.”

They reviewed what other major universities abroad were doing in training speech therapy students, particularly in Australia and USA. “We found that the consensus is that problem-based learning (PBL) courses alone are not successful – but that hybrid courses are," said Professor Stokes. “That is, lectures and enquiry-based learning, followed by clinical application.”

“It is important to note that we have not abandoned PBL completely,” said Dr Lawrence Ng, “we’re just implementing it differently, in a way which is more effective for a clinic-focused discipline such as SHS. The changes also bring it into alignment with other HKU programmes in Medicine, Dentistry and Nursing.”

There are four main elements to the new curriculum:

1. Traditional, often interactive, course-based learning – “Each staff member designs this element for his or her course and decides how to deliver it,” said Professor Klee. “It usually involves lots of interaction with students.”
2. Clinical practice – This is scheduled earlier in the curriculum and instead of being concentrated in only four semesters, it is spread over six, offering more opportunities for practice.
3. Enquiry-based learning – It is similar to problem-based learning but concentrates on the solution rather than the problem, and it now occurs in years three and four of the course.

“We have integrated foundation, specialist and clinical courses,” said Professor Klee, “so it is very different to a more traditional lecture-based approach. Clinical staff were heavily involved with developing this course.”
The new curriculum was implemented in September 2016 across all years of the course but adapted to the different levels. "We had to identify what skills the students had learned and what they’d missed," said Dr Ng. "Based on this, Tom and Stephanie developed a transitional programme, which was agreed to by every student before it could go ahead."

"Reaction so far from teachers and students is very positive," he added. "Students were involved in the reforms via consultations and focus groups. One of their main requests was for more and better clinics. The new curriculum provides that, and we also decreased the supervisor-student ratio in order to provide more individual attention at the clinical level. Now the new curriculum is up and running students are still encouraged to raise any important issues. For example they have asked for a mentorship programme which we are now working to implement."

"It’s an ongoing process," said Professor Klee, "which we will continue to finesse. One of the biggest tests of its success will be what future employers think – and whether our students are now better prepared."

While the review process may continue, the curriculum has certainly achieved one of its initial aims – to be a curriculum tailor-made for Hong Kong that will meet the accreditation standards set by the Hong Kong Association of Speech Therapists. "In addition, it meets the standards of two international bodies – the American Speech-Language-Hearing Association and the International Association of Logopedics and Phoniatrics," said Professor Stokes. "We want to be sure our students are fit for practice in Hong Kong and anywhere in the world."

Reformed PGDE Aims to Innovate and Inspire

Last year, the Faculty introduced a brand new Postgraduate Diploma in Education (PDGE) programme. In developing a new curriculum, one of the main aims was to design an innovative and world-class initial teacher education (ITE) programme for Hong Kong that would inspire student-teachers as they prepare for their new careers as classroom practitioners and future educational leaders.

Founded on the very successful previous programme, the new PGDE addresses theory-practice integration, a major challenge in modern initial teacher education. It is an integrated, inquiry-based curriculum which puts theoretical understanding in the context of learners, schools and educational systems. It encourages and shapes pedagogical excellence through discipline-based Methods courses and Collaborative Lesson Inquiry practice and places heavy emphasis on hands-on experience through weekly School Experience (SE) – whereby student teachers are placed in schools one day a week from early in the course – and truly meaningful Experiential Learning (EL) opportunities, both in Hong Kong and overseas.

Said Dr Susan Bridges, who led the PGDE Reform team: "We have learned much from our first year of implementation of the new PDGE in 2016-17 and wish to sincerely thank our student-teachers, our dedicated colleagues, and our tremendously supportive partnership school communities and EL organizations for helping us to achieve this important milestone!"

"The central mission of the reform of PGDE has been the integration of theory and practice in ITE. This is a challenge for teacher education programmes globally and in tackling this, our starting point was our programme’s vision for future educators as encapsulated in our Concept of a Teacher."

"Working from this shared understanding, we undertook a radical restructuring of the programme with practice placed as central to our design. We have retained the extended ‘Professional Practicum’ for the development of discipline-based pedagogic skills in schools but have added a longitudinal focus on developing holistic understanding of schools and learners with our one day per week SE as well as a new EL community-based component."

Explaining the “Educational Inquiry” sessions, Dr Bridges said that the PGDE student teachers work in discipline-based inquiry groups to explore educational theories in the light of issues and cases and to then examine these in real-life school contexts during SE. “Collaborative Lesson Inquiry” nurtures PGDE students’ subject pedagogies through co-planning and, where possible, teaching during SE. She added that the new EL component “has provided novel off-campus opportunities for PGDE students to develop and apply new skills and to become members of local and global learning and teaching communities. Central to our inquiry-based approach are the opportunities for de-briefing, sharing and reflecting on practice which are seen as essential dispositions for a modern teacher."

"The reform has been positively evaluated by the external reviewers in the recent Faculty Review,” concluded Dr Bridges, "and we look forward to ongoing developments in 2017-18.”
One of the Faculty’s three Strategic Focal Research Areas is Equity and Social Justice. Education Matters looks at two key areas within this – Ethnic Minority (EM) Learning Chinese in Hong Kong and Multicultural Education in the World.

As asked why EM Learning Chinese in Hong Kong is considered a strategic focal area for research, Professor Tse Shek Kam’s answer is immediate: “Learning Chinese is the second most popular second language in the world [the first being English]. There is a huge demand from all over the world for teachers of Chinese. And Hong Kong is a strategic area – most people here are trilingual at speaking and bilingual at writing, and there has been a big increase in the number of non-Chinese-speaking students in schools in Hong Kong. At HKU, we have been developing pedagogy on Chinese teaching for many years – we are leaders in the field.”

It is fair to say that Professor Tse, who was the first Director of the Centre for Advancement of Chinese Language Education and Research (CACLER) in the Division of Chinese Language and Literature, has been pivotal to the Faculty’s status as world leader in this field.

“It is interesting to be doing Chinese at an English-speaking university,” he said. “Our Faculty is more innovative than other Chinese universities, most of which advocate more traditional learning of Chinese, through ancient poetry for instance. But we want to see Chinese as the top second language around the world, so have introduced a new approach, new theories and new learning materials. Our approach is ideographic, we want to make learning Chinese interesting. We’re not just talking about Confucius traditional Chinese here!”

He goes on to explain that the Faculty is cross-disciplinary: “Language, psychology, pedagogy, learning methods, assessment. We are world leaders in teaching Chinese and the only Faculty that teaches across subject training.”

Over the years, the Hong Kong government has spent a lot of money on the teaching of English here, usually to native Chinese speakers. Now 5% of students in Hong Kong are Non-Chinese-speaking, or NCS students, and so the government has recognized its needs to invest in teaching them Chinese.

“In fact that is an Education Bureau (EDB) term,” said Dr Joseph Lam, Honorary Director of CACLER. “We call them Culturally and Linguistically Diverse (CLD) children. Ten years ago, our centre was the first to go into schools to support teachers dealing with CLDs and to develop school-based curricula and pedagogy. At the time education for NCS students was not a priority – most people here are trilingual at speaking and bilingual at writing, and there has been a big increase in the number of non-Chinese-speaking students in schools in Hong Kong. At HKU, we have been developing pedagogy on Chinese teaching for many years – we are leaders in the field.”

“They needed an institution capable of helping schools develop the pedagogy for NCS students, and HKU was the only one doing it at that time. Professor Tse was part of a large team assigned to support secondary schools in setting this up. After secondary schools they extended the support to kindergartens – a significant move since at the time kindergarten education in Hong Kong was neither compulsory nor government-funded. Finally, the support was extended to primary too.”

“Now the focus is on the transition from kindergarten to primary and from primary to secondary,” said Professor Tse. “The government has asked us to develop assessment tools and frameworks for learning. They want a second language curriculum, learning progress and language outcomes.”

In addition, the Jockey Club has funded a multi-million-dollar, five-year project which also involves the Chinese University of Hong Kong, the Hong Kong Polytechnic University, the Education University of Hong Kong and several NGOs to develop the teaching curriculum.

“We go to schools, develop curriculum, conceptualize practice and develop teaching theory,” said Professor Tse. “We tackle questions such as: IF NCS students should not be in DSP, where in a normal school do they sit – with local students or other EMs? If we simply separate EMs from the rest, it’s the same as putting them in designated schools. So, we must differentiate the curriculum to cater for diversity.”

There are other considerations that are unique to Hong Kong too. “Chinese is not a second language – if they are studying with local students it’s the first language. Plus EM students may speak Chinese like a first language, but read it like a second language and write it like a third language.”

“It is also different for the teachers,” said Dr Lam. “Most second language theories have been developed in the USA, where Spanish is second language, and Canada, where it is French. In both cases, the teachers involved will have knowledge of that second language. Here, there are six major minorities – Filipino, Nepalese, Thai, Indonesian, Pakistani and Indian – and the teacher will have very little or no knowledge of the language. Also, Chinese language teachers are trained to teach Chinese as a first language, not as a second language to EM. We provide professional development for teachers dealing with this.”

The Faculty has developed two teacher programmes – one at Master’s level for teaching NCS students and the other at Postgraduate Diploma in Education, involving training for pre-service teachers who are offered an elective in teaching NCS students Chinese in Hong Kong. Another stream is on the International Baccalaureate (IB) Master Programme in Teaching Chinese as a Second Language, plus in September 2018 a new specialism named Teaching Chinese Language and Literature in International Education. All of these are teaching elements supported by the Centre’s Research and Knowledge Exchange.

The Centre is also active in promoting and facilitating Chinese language learning overseas. “We are reviving the learning of classical Chinese with universities in China, Hong Kong, Japan, Korea, Macau, Taiwan and Vietnam,” said Professor Tse. “Several
Dr Liz Jackson, Associate Professor in the Division of Policy, Administration and Social Sciences Education and Deputy Director of the Master of Education Programme, is a leader in the Faculty’s Strategic Focal Research Area of Equity and Social Justice. Her work in this field focuses on the aims and practices of multicultural and moral education, both in Hong Kong and around the world. “My research bears particular significance in social studies education, civic and moral education, and other curricula to prepare youth to live with others in society, such as multicultural/cross-cultural education,” she explained.

Recently, Dr Jackson has been conducting research concentrating on multicultural education in Hong Kong. She received a University Grants Committee Early Career Scheme grant to investigate representations of ethnic and religious minorities in the Liberal Studies curriculum and textbooks (2013-2015) and a General Research Fund grant to study representations in the History and General Studies curriculum (2016-2019).

This work has led to publications in The Asia-Pacific Educational Researcher and Discourse: Studies in the Cultural Politics of Education considering how racial and ethnic stereotypes in Hong Kong curricular resources serve as barriers to education for enhancing cross-cultural recognition and intercultural understanding.

At the same time, simplistic cultural messages about what it means to be Chinese can also be found in textbooks which further impede multicultural learning. She noted: “One of the most interesting findings in my research is that racialization and cultural essentialism of civic identity to align students in Hong Kong with China is commonplace in the Liberal Studies curriculum, despite the typical view in society that Liberal Studies provides a liberal influence.”

Regarding multicultural education as a dimension of – or alternative approach to – civic and citizenship education in a society, Dr Jackson is currently working on a book-length manuscript that analyzes multicultural and civic identity tensions in Hong Kong education from historical and philosophical views.

She also brings a social justice orientation to work on moral education. Said Dr Jackson: “In this research, I have examined civic virtues and moral values – such as compassion, empathy, global citizenship, gratitude, altruism and happiness – to problematize some features of moral education that can be obscured when it is only considered from a psychological viewpoint.”

In a recent article in the Journal of Moral Education, she considered the virtue of gratitude from psychological and philosophical perspectives, and examined how these perspectives have different implications in relation to education for social justice. “My recent work also problematizes happiness, to show how equity and social justice issues related to student-teacher relations can be hindered when happiness is prized over all else in classrooms which feature cultural and socioeconomic diversity,” she said.

“When teachers expect students to be happy or accept and appreciate the status quo in a simplistic and dogmatic way, they might anticipate helping the students to lead healthier lives – but when students encounter difficulties such as injustices in the world around them, it may not be moral or ethical to ask students to just look for silver linings no matter what.”

In the future Dr Jackson plans to develop more cross-cultural analyses of moral values in education, considering how emotional expressions of educational values and virtues are conceived differently in East Asian versus North American contexts.

Dr Jackson’s earlier work in the area of equity and social justice resulted in her first major text, Muslims and Islam in US Education: Reconsidering Multicultural Education. This book focused on the challenge of education for cross-cultural appreciation of Muslims in USA after the terrorist attacks of September 11, 2001. It won the Faculty Research Output Prize in 2015 and the Book Award of the Philosophy of Education Society of Australasia. Dr Jackson continues to explore debates about extremism, fundamentalism and diversity in USA and worldwide.

“Some institutes are asking us to introduce AL but it is very challenging, so the EDB asked us to develop learning materials for NCS. We are proud to say that we understand very well the needs of NCS, from kindergarten all the way through to secondary school. The EDB trusts us to develop curriculum and pedagogy and to contribute our knowledge to inform policy.”

Professor Tse concurs, concluding: “Three things make this Faculty unique: We have expertise in Chinese language; we have expertise in the pedagogy, in other words we know how to teach the Chinese language; and we know NCS students in Hong Kong. You can only find people with this range of skills and this knowledge within this Faculty.”
In the coming academic year 2017-18, the Faculty will celebrate 100 years since the start of teacher education at HKU. In 1917, the Department for the Training of Teachers was opened within HKU’s Arts Faculty, and was the first institution in Hong Kong officially to train teachers. In 1976 it became an independent unit and was renamed the School of Education, and eight years after that in 1984, it became the Faculty of Education, which comprised the Department of Education and the Department of Professional Studies.

Explained Professor Frederick Leung, who is chair of the Steering Committee for Celebrating the Centenary of Teacher Education in HKU: “For some time, we used to celebrate our anniversary from the 1984 date, but then I proposed at a Faculty meeting that we should mark our beginning from those first days of teacher education at HKU – 1917-18. That’s why we are celebrating our centenary now.”

Those celebrations have already begun – in April the Education Library was given a new title, the Tin Ka Ping Education Library. The new name is to honour the Tin Ka Ping Foundation for the generous support it has given the Faculty since 1991, including a recent donation of HK$15 million.

At the naming ceremony, Professor Stephen Andrews, Dean of Education, expressed the Faculty’s gratitude. “The Faculty has been greatly honoured to receive generous support from the Tin Ka Ping Foundation since 1991, and we are immensely grateful for the Foundation’s recent donation which will be invaluable in supporting the Faculty’s long-term development by providing scholarships for our research postgraduate students, and grants for postgraduate/undergraduate students participating in experiential learning programmes.”

A centenary website will be launched this autumn, and events still to come include a Gala Dinner on January 19, 2018 in Loke Yew Hall, Main Building, HKU; an international symposium in March 2018; and the publication of a commemorative book recording the history of teacher education at the University.

Professor Leung, and fellow steering committee members Professor Amy Tsui and Dr Ida Mok, are organizing the events with the aim of embracing not only Faculty colleagues, alumni and current students but also reaching out to the general public. “We want to showcase to them how HKU and the Faculty have provided a service to the community in terms of both training teachers and in conducting research that informs education policy,” said Professor Leung.

The Gala Dinner will be held at Loke Yew Hall, an appropriate setting because of its historic and sentimental associations for Faculty alumni. Said Dr Ida Mok, chair of the organizing committee: “The capacity of Loke Yew Hall is around 300 to 350 people, so we may not be able to accommodate everybody. However, we do hope our teachers and students will invite alumni to join the dinner as much as they can, as it will be a precious opportunity for our Faculty alumni to enjoy a significant reunion at HKU.”

Dinner speakers for the event are being decided now. VIPs such as the Secretary for Education and some other government officials are likely to be on the list. According to Dr Mok, the Dean will also give a speech as is customary, and in addition: “We will work closely with the Hong Kong University Education Alumni Association (HKUEdAA) and the Education Society (EduSoc) to explore which kinds of group performance we should have during the dinner.” Members of the current student body will be recruited as student ambassadors at both the dinner and the international symposium.

The overall theme of the international symposium on Teacher Education will be Reimagining Teacher Education and Continuous Professional Development. Four speakers from four different countries will deliver keynote addresses. They are: Professor Lee Shulman, American education psychologist and Emeritus Professor at the Stanford Graduate School of Education; Professor Andy Hargreaves, the Thomas More Brennan Chair in Education at Boston College; Dr Pasi Sahlberg, author of Finnish Lessons, who will discuss teachers and teacher education in Finland; and from Singapore, Mrs Chua-Lim Yen Ching.
Deputy Director-General of Education (Professional Development) in Singapore and Executive Director of the Academy of Singapore, who will talk on the Singapore model for teachers’ careers and professional development.

Said Professor Amy Tsui, chair of the organizing committee: “The aims of the international symposium are to engage participants in discussions of issues in the three sub-themes – teacher knowledge revisited, for which Professor Shulman is the main speaker; teacher collaboration, led by Professor Hargreaves; and exemplary models and practices in teacher education and continuous teacher development, with Mr Sahlberg and Mrs Chua as keynotes.

The commemorative book, which is being written by former colleague Dr Julian Leung, will be an academic tome tracing the history of teacher education in Hong Kong, and will be enlivened by photos of milestones in the Faculty’s existence, side by side with memories of student life through those decades.

Professor Leung feels strongly that HKU’s role in providing educators for the city’s community has been an important foundation in Hong Kong’s development, and that the legacy of the last 100 years is strong.

“For the first 70 years we contributed quality teacher education and were the first institution in Hong Kong to do so. In those initial years it was quite elitist – you had to be reasonably well off to be able to afford to attend. In the post-war years from 1949 to the early 1950s, Hong Kong received a large influx of immigrants from China, sparking a surge in the need for teachers. In the 1970s the government introduced and funded compulsory education, with the provision of primary education places as the first priority, and even more teachers were needed. Both times HKU expanded its capabilities accordingly, so at critical times in the city’s history we have provided quality training for the vast majority of teachers in the city.”

In the 1980s, the Faculty underwent expansion with the opening of the Department of Speech and Hearing Sciences and a move into training speech therapists and audiologists, as well as the Physical Education (PE) and Sports Science Unit to train PE teachers and later to do training in the bigger area of leisure management.

In the 1990s the emphasis at HKU changed from being mainly a teaching university to being research-focused. “That is also when our internationalization began,” said Professor Leung. “We expanded into consultancy with world bodies such as the United Nations Educational, Scientific and Cultural Organization (UNESCO) and developed collaborations with universities around the world.”

“Today we are ranked seventh in the world and our international reputation is very strong. We contribute not only to teacher education in Hong Kong but we have impact internationally. We also have Faculty colleagues who are recognized as education leaders and innovators overseas. It’s fair to say the HKU’s Faculty of Education has a real presence on the global education scene.”

Within Hong Kong too, the Faculty has changed to meet the needs of the times. “In the past we monopolized teacher education as we were the only institution offering it,” recalled Professor Leung. “In the 1960s and 1990s when the Chinese University of Hong Kong and the Hong Kong Institute of Education [now the Education University of Hong Kong] started respectively, we finally had some competition. But that was and is a good thing in terms of teacher training and education development. It adds variety and keeps us all on our toes. But in terms of international impact, HKU is still way ahead – our colleagues are involved in numerous government and community bodies, our research work informs policy.”

He also commended the Faculty’s dedication in Chinese language education, citing particularly the Faculty’s achievements in promoting language training in Hong Kong. “Within Hong Kong there are more ‘non-Chinese-speaking students (or students who speak Chinese but have difficulty in reading and writing)’ in local schools than ever before, and our research work has developed new teacher training methods to cope and ensure these people get a good education too. We are leaders in this field and we have been asked by both the Singapore and Taiwan governments to help them train teachers in Chinese and in subject teaching such as mathematics and science in Chinese.”

Professor Leung’s own history with the Faculty goes back 35 years to 1982 when he joined the then School of Education as a Teaching Consultant; he also did his Certificate in Education, Advanced Diploma in Education and Master of Education here. ‘I graduated...”
in mathematics and was on my way to being a mathematician, but then I got interested in education. I began to feel that educating the younger generation to learn and to love mathematics seemed more important than being a research mathematician.”

His first 10 to 15 years at HKU were devoted to teacher education in mathematics, and then he began to get into research, exploring how culture impacts mathematics education. “The Faculty equipped me with knowledge and skill for this area of research – how culture, and especially Chinese culture, influences mathematics education and learning. This research could not have happened if not for HKU and the special environment within the Faculty which inspires me to explore it. The Faculty has been central to the greater part of my life.”

Asked what the next century may have in store for Education, Professor Leung said: “We will continue our tradition of providing quality teacher education in Hong Kong. The fact that we have just completed a major revamp of our teacher-training programme is indicative of how we are constantly trying to improve. Hong Kong is an ever-changing city, and teacher education needs to reflect that and flourish on the opportunity to evolve. We need to provide appropriate training to prepare teachers for the modern classroom.”

In the field of research, Professor Leung feels that HKU’s associations with China will be hugely important. “We are part of China and we are the most international university in the whole of China, so we should be a centre of excellence for the whole of China. For the rest of the world we will continue to be both a window on and gateway into China.”

“We have many advantages: we know the Western education system, we know the China education system and we know the languages – our trilingual advantages are unique and they are useful. We are the only English-speaking comprehensive university in China, so we will continue to play a leading role in the coming century.”

Community Engagement

Footbridge Connecting the Faculty

Since January 2017 the Faculty has finally moved into the Meng Wah Complex and the Runme Shaw Building following the completion of the Centennial Campus. The two buildings visually are close to each other. However, it actually takes almost 10 minutes to commute between them. A footbridge connecting the two buildings will improve direct connectivity and barrier-free circulation within the Faculty and the University. The construction of such a footbridge commenced in late April 2017. On completion, the bridge will mark the first time in its history that the Faculty has been united by location.
Event Spotlight

Information Day for Undergraduate Admissions 2016

HKU’s Information Day for Undergraduate Admissions was held on October 29, 2016. With the tremendous effort and cheerful positivity of our students, a huge number of people were attracted to the admissions talks about our undergraduate programmes and visited our exhibition booths at Rayson Huang Theatre.

The admissions talks were well attended, by around 700 participants. The visitors included secondary students, parents and teachers, and also sub-degree students, who were especially interested in our top-up degree programmes, the Bachelor of Science in Information Management, and the Bachelor of Science in Applied Child Development.

We distributed more than 4,000 souvenirs to visitors including plastic folders, plastic mesh zip bags, and three-coloured ball pens with a touch screen stylus, 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 the visitors and to share with them a glimpse of campus life at HKU.

Faculty Congregation Ceremony 2016

On December 6, 2016, the Faculty Congregation Ceremony was held in the Grand Hall of the University. It was the second time that we held three separate sessions for our different levels of graduates during a single day. The 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 again this year.

We are very grateful to Professor Rosie T T Young, GBS, JP; Chairperson of the HKU Foundation and Emeritus Professor; and Dr Anissa Chan Wong Lai Kuen, BBS, MH, JP, Principal of St. Paul’s Co-educational College and Supervisor of St. Paul’s Co-educational College Primary School, who were our Guests of Honour and offered inspiring words to the new graduates and guests, and to our President and Vice-Chancellor, Professor Peter Mathieson who capped the graduands in two of the ceremonies.

Congregation marks a new stage in life for around 1,000 graduates in Education. This year, Doctoral Degrees were conferred on 33 graduates, Master’s Degrees on 554, and Bachelor’s Degrees on 205. In addition, 12 graduates were awarded the Postgraduate Certificate in Advanced Educational Studies and 328 received the Postgraduate Diploma in Education. Prizes for academic excellence were also awarded to staff and students in various categories.

To extend the benefits of 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.
Event Spotlight

The First Knowledge Exchange Workshop

To broaden knowledge access and provide practical self-help skills and tips to targeted groups in the community about specific topics, the Faculty organized the first knowledge exchange workshop with a speech and hearing theme on December 10, 2016.

In the workshop entitled “Healthy Swallowing and Tips for Communication” (「健康吞嚥與溝通有妙法」) delivered by Dr Karen Chan, Assistant Professor in the Faculty, participants including patients’ family members and carers from elderly homes learned how to tackle swallowing and communication impairments of the elderly through demonstrations and sharing. The aim was to arouse public awareness of the problems and to improve the health and well-being of the elderly in the long-term.

The Seventh International Conference on Han Characters Education and Research

As an Asian-born establishment concerned with facilitating knowledge exchange and research collaboration partnerships in the area of the teaching and learning of Chinese, the Centre for Advancement of Chinese Language Education and Research (CACLER) of the Faculty collaborated with ten academic units in China, Japan, Korea and Taiwan to co-host the Seventh International Conference on Han Characters Education and Research (「第七屆漢字與漢字教育」國際研討會) at Kaohsiung, Taiwan, from January 5 to 8, 2017.

The Conference provides a platform for scholars, researchers and practitioners from different countries to discuss and share their ideas, perspectives, experiences and research insights into how variations of Han characters featured and how Han characters were taught through different Asian languages such as Chinese, Japanese, Korean, Taiwanese and Vietnamese. Building upon the success of the previous six conferences, the cross-border partnerships have increased from two institutions in 2011 to ten at present, including Beijing Normal University, China; Kaohsiung Normal University, Taitung University and Wenzao Ursuline University of Languages in Taiwan; the Han Character Education Research Center, the Korea Association for Han-Character and Classical Written Language Education, the Institute of Chinese Characters and Korean literature in Classical Chinese, Korea University, and the Society for Korean Classical Chinese Education in Korea; Tokyo Gakugei University, Japan; and CACLER.

The Conference attracted 180 education researchers and front-line teachers from China, Hong Kong, Japan, Korea, Macau, Singapore, Taiwan, the United States and Vietnam, and around 100 presentations were conducted. Renowned scholars from China, Hong Kong, Japan, Korea, Poland, Taiwan and Vietnam were invited to deliver plenary speeches embracing the Conference themes. Twenty colleagues and research students from CACLER and our Faculty also took part in the paper presentation sessions. Details can be found at http://icher2017.cycler.hku.hk/. The next conference will be held in late January 2018 in Japan.
Language education is important in many countries of the world. In Europe, as elsewhere, scholars have been trying to develop the “ideal way” to learn and teach languages, often English. Various approaches have become popular, the most recent being Content and Language Integrated Learning (CLIL).

Sponsored by the Tin Ka Ping Education Fund of the Tin Ka Ping Foundation, the Faculty proudly presented a Distinguished Lecture entitled “Sustainable Multilingual Education as a Driver for Educational Change. The European Experience” by Professor Piet Van de Craen of the Department of Linguistics, Vrije Universiteit Brussel, Belgium on March 21, 2017 in the Centennial Campus.

In the Lecture, Professor Van de Craen showed how and why CLIL and its underlying theoretical aspects were considered to be a major contribution to language learning and teaching mainly because of features such as implicit learning and its neuroscientific aspects. This was, he asserted, the way forward toward sustainable (language) education. The presentation attracted a full house. Details can be found at http://web.edu.hku.hk/event/lectures.
Event Spotlight

A Dialogue between Professor Piet Van de Craen and the Standing Committee on Language Education and Research (SCOLAR)

Taking the opportunity of Professor Van de Craen’s visit, the Faculty hosted a lunch meeting and invited the Chairman and members of the SCOLAR of HKSAR Government, as well as our teachers to have a dialogue with Professor Van de Craen on March 22, 2017 in the Meng Wah Complex. In the meeting, our guests engaged in a discussion on the latest trends and issues in multilingual language education, significant findings in language learning, recent standards of English in Hong Kong and language proficiency in different work places.

Distinguished Lecture on “Leading From the Middle: Not Taking It From the Top”

In a rapidly changing world, our educational goals are becoming more sophisticated and demanding. The bold directions that schools are already taking in response to these issues are too sophisticated to be imposed from the top, downwards through single leaders or small management teams. “Leading from the middle” is not about another management level or tier to get this job done, but about the heart, the spine, the guts and the gall of teaching and leadership.

In the Distinguished Lecture on March 31, 2017, Professor Andy Hargreaves, Thomas More Brennan Chair, Lynch School of Education, Boston College, USA, encouraged the audience to believe that this was an idea that could move us forward if we wanted to lead with people at all levels to drive change together. Details can be found at http://web.edu.hku.hk/event/lectures.

The Third HKU-BNU Forum

On March 31, 2016, the Faculty held the third HKU-BNU Forum with our long-standing partner, Beijing Normal University (BNU) on campus. This year’s forum embraced four panels, namely “Education Policy, Administration and Leadership”, “Teacher Education and Teacher Professional Development”, “School Governance” and “Higher Education Policy and Governance”. Scholars in the Faculty were joined by a delegation from BNU to exchange research about these wide ranging topics. The forum marks a continuation of academic collaboration and partnership between HKU and BNU.
**Event Spotlight**

**Naming Ceremony of the Tin Ka Ping Education Library**

To honour the Tin Ka Ping Foundation (the Foundation) for the generous support it has given to the Faculty since 1991, the Education Library has been named the Tin Ka Ping Education Library at a ceremony held on April 12, 2017.

The Foundation has been supporting the Faculty since 1991 with the establishment of the Tin Ka Ping Visiting Fellowship Scheme that has enabled hundreds of China academics and educators from different disciplines to come to HKU as Visiting Fellows. In 2013-14, the Foundation established a Training Programme for Principals from Gansu Province which allowed the Faculty to develop pioneering cross-border training for principals of kindergartens, primary and secondary schools, and education directors at the province’s Ministry of Education. The Foundation’s recent donation will also be invaluable in supporting the Faculty’s long-term development by providing scholarships for our research postgraduate students, and grants for postgraduate and undergraduate students participating in experiential learning programmes.

The ceremony was led by Mr Tin Hing Sin, Chairman of the Foundation; Mr Tin Wing Sin, the Foundation’s Director; Professor Peter Mathieson, President and Vice-Chancellor of the University; Professor Stephen Andrews, Dean of Education and Dr Y C Wan, Deputy University Librarian. Members of the Tin family, board members of the Foundation, and the HKU Foundation, as well as Faculty members also attended the ceremony. Students and staff will continually be able to recall the Tin Family’s generosity towards our Faculty by means of this recognition.

**Experience Sharing Seminar on “Effective Transition for Non-Chinese Speaking Kindergarten and Primary School Students”**

An Experience Sharing Seminar entitled “Effective Transition for Non-Chinese Speaking Kindergarten and Primary School Students” (“接力加油站：非華語兒童中文教與學幼小銜接經驗分享會”) was held on April 1, 2017 at the Conference Hall of the HKPC Building. It was organized by the University-School Support Programme housed under CACLER, called “Effective Student Transition: Facilitating the Learning of the Chinese Language of Non-Chinese Speaking (NCS) Kindergarten (K3) Students in the Transition to Primary School (2015-17)”, led by Dr Joseph Lam.

The dissemination seminar invited teachers from project schools (two kindergartens and one primary school) to share their experience and provided a platform for knowledge exchange, with special emphasis on the transition issue from pre-primary to primary level for culturally diverse children. The event attracted 260 participants including 195 principals and teachers from 58 kindergartens and 65 participants from 38 primary schools. The partnership schools shared their research-based school practices and perspectives and the keynote speeches delivered by project investigators brought valuable insight and inspiration to the field.
Event Spotlight

From Helplessness to Mutual Help: Learning and Teaching of Chinese Language for Multicultural Learners’ Conference

The “From Helplessness to Mutual Help: Learning and Teaching of Chinese Language for Multicultural Learners’ Conference” (「從無助到互助：多元文化學習者中文學與教的同行與前瞻」研討會) was held on April 22, 2017 in Graduate House and was organized by CACLER as part of a research project called “Accommodating Diversity: Supporting the Learning and Teaching of Chinese Language for non-Chinese Speaking Students in Primary Schools (USPP)” led by Dr Cheung Wai Ming.

In the hope of fostering the exchange of research-based and classroom-based knowledge, this event allowed in-service teachers and practitioners locally and regionally to discuss and share their ideas, perspectives, experiences and research findings about the teaching and learning of Chinese for non-native learners in terms of curriculum, teaching materials and pedagogy in school settings at primary level. There were 26 plenary and featured presentations, poster demonstrations and a forum.

The Conference was a great success, with around 160 delegates from 51 local schools, including 23 teachers from nine Faculty partnership schools, who shared their school-based experiences and knowledge with fellow researchers and teaching professionals. Their experiences and perspectives were, without doubt, invaluable assets to those in our field. Details can be found at http://www.hkuuspp.com/.

Free Voluntary Reading vs Book Reports and Assessments

Emeritus Professor Stephen Krashen of Southern California University, USA was invited to present two seminars at HKU under two different projects, “Supporting Non-Chinese Speaking Secondary Students to Learn Chinese as a Second Language;” a Standing Committee on Language Education and Research (SCOLAR) project by CACLER and the “Bring Me a Book” project. The seminars were entitled “Compelling Reading and Problem-Solving: the Route to High Levels of Language, Literacy and Life Competence” aimed at teachers and educators on April 22, 2017, and “How We Get Literate and How We Get Smart” for parents on April 25, 2017. The seminars attracted over 170 people including in-service teachers, educators, students and parents.

Professor Krashen is a renowned scholar in the field of second language acquisition. He has promoted the learning impact of comprehensible input and free voluntary reading in the past decade. In the first seminar, he emphasized the importance of reading and problem-solving which was compelling. In the second seminar, he pointed out that people explored their interests and gained valuable knowledge by starting with a great deal of reading and trying to solve problems of great interest to them.

The American Educational Research Association (AERA) in San Antonio, Texas, USA

The AERA Annual Meeting with the theme of “Knowledge to Action: Achieving the Promise of Equal Educational Opportunity” was held in San Antonio, Texas, USA from April 27 to May 1, 2017. Around 20 members of the Faculty contributed as presenters, discussants or presentation chairpersons at the Annual Meeting. This year, the Faculty once again co-organized with Beijing Normal University a reception in the evening of April 28, 2017. The event was a great success, with nearly 300 guests attending, and offered a valuable chance to raise the Faculty’s profile and establish connections with international counterparts.
One may wonder what dentistry has to do with speech and language. In the past year, Professor Chun Hung Chu and Dr Duangpong Duangthip from Family Dentistry in the Faculty of Dentistry, and Dr Anita Wong from the Division of Speech and Hearing Sciences (SHS) of the Faculty, have collaborated in an interdisciplinary community engagement programme to explore this issue.

With the administrative support of the Po Leung Kuk, four dentists on the programme team provided oral examination and fluoride treatment, if needed, to around 6,700 participating Kindergarten 1 to Kindergarten 3 children in 16 kindergartens while three speech language therapists on the team provided language screening to 138 Kindergarten 1 children in six kindergartens. In addition to direct examination of the children, parents from the 16 kindergartens completed a short questionnaire on their Kindergarten 1 child’s language development. Data from the direct examination and the questionnaire are being analyzed to see whether there is an association between oral health and language development, with the mediation of socio-economic status.

Parents and classroom teachers play a key role in a child’s health and development. A three-hour professional development workshop was organized for 58 classroom teachers. Teachers learned from specialists in the Faculty of Dentistry and the Faculty of Education about the management of early childhood caries (tooth decay), voice care and how to support language development through shared book-reading. Teachers also participated in a small group hands-on practice session about voice protection during the workshop, with 20 Year 3 SHS students.

Feedback from parents and teachers on the programme as a whole was excellent. The programme helped raise teachers’, parents’, and children’s awareness of oral health and language development. The team hopes that this interdisciplinary community engagement programme can continue in other kindergartens in the next academic year. The programme is supported by the HKU Interdisciplinary Knowledge Exchange Project Fund 2016-17 awarded to Professor Chu and Dr Wong.
Ms Pauline Chow has been appointed the new Chairperson of the Hong Kong University Education Alumni Association (HKUEdAA), following on from the previous head Jonathan Ng. Her own connection to the Faculty goes back to 1988 to 1990, when she was awarded the Advanced Diploma of Education (1989) and the Master of Education (1990).

Since then Pauline has never left the school sector. During her career, she served as deputy principal for two secondary schools, principal of a primary school and the executive school manager of a through-train school before “retiring” in 2015. She currently acts as English Language and Academic Consultant to two secondary schools.

Established in 2004, the aims of the HKUEdAA are: To maintain and promote networking and friendship; to organize educational, recreational, social, cultural and community services activities; to further the interests and professionalism amongst members; and to provide assistance to students and graduates.

Pauline said: “The Association can serve as a platform for alumni to stay connected and for fresh graduates to be supported as they start their career.”

She has been a member and Vice-President of the Executive Committee since 2012. “When Jonathan’s term of office expired in 2016, I was voted the President. I hope that I can contribute my experience in various fields towards the development of the Association.”

Pauline feels that the Association has much to offer students and graduates. “In previous years, one of the engagements of the ExCo of the Association was to work with the Faculty to devise plans to make good use of the professional expertise and experience of the alumni to support students and graduates. We are happy to see that it has materialized into the Education Mentorship Programme (EMP). We are looking forward to organizing social networking events for graduates.”

The EMP, which is a joint venture between the Faculty and the HKUEdAA was launched in February 2017. It is designed to enhance the exposure and professional development of senior-year students in the Faculty through direct experience sharing and active interaction with experienced professionals and executives in education-related fields as mentors. Said Pauline: “The launch ceremony on February 18, 2017 was a joyous occasion of mentors meeting mentees. We got very engaged with each other right from the start.”

The aim of the EMP is for students to learn from the achievements and experience of mentors; build their networks for future development; obtain advice for career planning; and to understand the expectations of potential employers and develop the essential skills for which employers are looking.

Mentors are alumni or friends of the Faculty who come from a range of disciplines including the teaching profession, education administration, speech therapy, information technology in education, library management, government and non-government organizations. Their goals within the programme are to get acquainted with the next generation of young professionals studying in the Faculty and to contribute towards the professional development of the mentees and their sectors/fields in general.

Pauline herself has become mentor to student Derek Wong Sing Tsun who is a fourth year undergraduate of the five-year double-degree programme, Bachelor of Arts and Bachelor of Education in Language Education (English). Asked why he signed up for the EMP, Derek said: “I signed up to learn and gain advice from professionals in my own field and to expand my network. This is highly useful for me as I believe that to be successful in the future, I have to work and learn from all those around me.”

He added that Pauline had advised him on a dilemma he was facing over whether or not to take up extra workload in his current part-time job, and whether it may affect his future employment in schools. She had also given him some excellent pointers on his career choice. “I am planning to be an English teacher and researcher focusing on English Language Education,” he said. “I am particularly interested in classroom pedagogy and curriculum design.”

Said Pauline: “I am happy to have Derek as my mentee. He is one cheerful, energetic and focused young man. He knows what his targets are and works hard to steer himself towards his goals.”

Alumni Association Offers Connections and Support
New Books

Comparative Education Research: Approaches and Methods

Original English; translated into Korean
Editors Mark Bray; Bob Adamson; Mark Mason
Publishers Comparative Education Research Centre; Kyoyookkwahaksa

Clinical Management of Swallowing Disorders

Author Thomas Murry; Ricardo L Carrau; Karen Chan
Publisher Plural Publishing

Clinical Management of Swallowing Disorders Workbook

Author Thomas Murry; Karen Chan
Publisher Plural Publishing

Digital Resources for Learning

Author Daniel Churchill
Publisher Springer

Current Developments in Web Based Learning: ICWL 2015 International Workshops, KMEL, IWUM, LA, Guangzhou, China, November 5-8, 2015, Revised Selected Papers

Editors Zhiguo Gong; Dickson Chiu; Di Zou
Publisher Springer

Advances in Web-Based Learning—ICWL 2016. 15th International Conference, Rome, Italy, October 26–29, 2016, Proceedings

Editors Dickson Chiu; Ivana Marenzi; Umberto Nanni; Marc Spaniol; Marco Temperini
Publisher Springer

Autonomous Language Learning with Technology Beyond the Classroom

Author Lai Chun
Publisher Bloomsbury

Early Childhood Education Policies in Asia Pacific: Advances in Theory and Practice

Editors Li Hui; Eunhye Park; Jennifer J Chen
Publishers UNEVOC; Asia-Pacific Educational Research Association; Springer

The Changing Academic Profession in Hong Kong

Editors Gerard Postiglione; Jisun Jung
Publisher Springer

Early Childhood Education in Chinese Societies

Editors Nirmala Rao; Jing Zhou; Jin Sun
Publisher Springer
Achievement

No. 7 in the world – QS World University Rankings by Subject 2017
Faculty of Education, HKU

Editorial Board member, Interdisciplinary Journal of Problem-Based Learning (IJPBL)
Dr Susan Bridges

Bronze Bauhinia Star, Hong Kong Special Administrative Region (HKSAR)
Professor Frederick Leung

Outstanding Mentor Award, Labour and Welfare Bureau, HKSAR
Dr Carol To

Long Service Award
Professor Gerard Postiglione has served the University for 35 years
Dr Cheung Chi Kim and Dr Tammy Kwan have served the University for 25 years
Colleagues who have served the University for 15 years:
Dr Arthur Lee
Dr Lee Yeung
Dr Margaret Lo
Ms Suzanne Nicholson
Miss Nicole Tavares
Mr Wong Ka Lok

Fulbright-RGC Hong Kong Research Scholarship, Research Grants Council and Consulate-General of USA in Hong Kong
Mr Choi Tsun Man William, PhD student

Promotion and tenure

Promotion and tenure to Associate Professor
Dr Dennis Fung
Dr Liz Jackson
Dr Shelley Tong

Welcome

Division of Chinese Language and Literature
Dr Lin Chin Hsi, Associate Professor
Dr Hui Sau Yan, Lecturer

Division of Information and Technology Studies
Ms Feng Shihui, Assistant Lecturer

Division of Learning, Development and Diversity
Dr Lee An Yee Queenie, Lecturer
Ms Ng Yuen Ting Rita, Temporary Assistant Lecturer

Division of Policy, Administration and Social Sciences Education
Dr Magda Kobakhidze, Assistant Professor
Dr Lisa Yiu, Assistant Professor
Dr Carlos Enrique Soto Pineda, Lecturer

Retirement

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

Division of Chinese Language and Literature
Dr Ng Fung Ping Dorothy, Principal Lecturer

Division of English Language Education
Professor Amy B M Tsui, Chair Professor
Dr Jasmine Luk, Associate Professor

Division of Mathematics and Science Education
Dr Alice Wong, Associate Professor

Division of Policy, Administration and Social Sciences Education
Professor Gerard Postiglione, Chair Professor
Dr Tammy Kwan, 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.

Division of English Language Education
Dr Andy Gao, Associate Professor

Division of Learning, Development and Diversity
Dr Yetta Wong, Assistant Professor

Division of Policy, Administration and Social Sciences Education
Dr Xie Ailei, Post-doctoral Fellow

Division of Speech and Hearing Sciences
Ms Dorine Goncalves Faisca Jowharsha, Assistant Lecturer
Dr Wong Min Ney, Post-doctoral Fellow

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I hereby acknowledge and give consent to HKUEdAA to hold my personal data in its Members’ Registration and to use such data for the purpose of and in relation to the operation and activities of the HKUEdAA.

Signature: ______________________________________

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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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