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Faculty of Education 教育學院



Dear Friends of the Faculty of Education,

As usual, the members of the Faculty are working assiduously, busy with so many activities and changes. Among those, the most significant must be the restructuring of the Faculty. We have transformed from seven Divisions to three Academic Units. The aim of the restructuring is to further strengthen our Faculty's position as a world class education faculty for research, learning and teaching, as well as knowledge exchange. At the same time, we maintain our identity as a unitary Faculty in which our undergraduate and postgraduate curricula are implemented at the faculty level, spanning across the Academic Units. You will be able to read more about this in the next few pages.

We also celebrate the many achievements of our Faculty members - the details and the stories are all in this newsletter. In addition, our students have gained exposure from all kinds of experiential learning opportunities both locally and overseas; we delight in their accomplishments too.

Furthermore, we would like to highlight how our students have benefitted from the generous donations of our donors, including some of our alumni who decided, after graduation, to continue their contributions to the Faculty. Many dreams and goals were made possible through the funding of scholarships and student exchange programmes, especially by the Tin Ka Ping Foundation, our Faculty's long-standing supporter and a champion of the importance of education.

The past months have seen drastic changes and uncertainties both at the society and University levels. However, in spite of the turbulent times, all our staff have been devoted to maintaining the Faculty as a great place for teaching, learning and innovation. I would like to thank our students for their patience and ceaseless enthusiasm for learning as well. Each of you makes education matter!

Be well.

Professor A. Lin Goodwin
Dean

Restructuring of the Faculty Opens New Opportunities



The Faculty of Education has undergone its first major restructuring since September 1, 2002. The previous seven divisions have been reconceptualised as

three Academic Units, namely: Teacher Education and Learning Leadership (TELL); Social Contexts and Policies of Education (SCAPE); and Human Communication, Development and Information Sciences (CDIS).

Each Academic Unit clusters existing programmes according to a specific learning/teaching context. CDIS is concentrated on the science of learning, and human growth and rehabilitation sciences in human communication disorders, from a variety of perspectives including the physiological, psychological or technological; TELL attends to teaching and teachers, learning leadership and the application of disciplinary understandings to learning and learners, especially in local settings; SCAPE looks at the broader education landscape and asks macro-level questions using cultural and socio-political lenses.

"Regardless of their focus, all the Academic Units have in common, attention to research, programmes, practice and policy", said Dean A. Lin Goodwin, "as well as an abiding commitment to social

justice and equity. These areas and issues cut across domains and specialisations, and serve as connecting themes for the work of the Faculty."

Outlining the reasons for the restructuring, Professor Goodwin said, "the Faculty underwent an external review in 2017 which recommended significant changes, including re-examining and re-thinking the organisational structure. I came in as Dean with a mandate for change. One problem that became apparent was that Divisions had actually become divisions – silos within which roles and courses had become duplicated, with cross-divisional communication or connections a rarity. I wanted to create a structure that would open up new conversations, support collaborative opportunities, and break down disciplinary silos to encourage synergies and inter- and transdisciplinary relationships.

"Second, I needed a critical mass for leadership – i.e. more than simply administration as a technical skill, but leadership as a human and social endeavour – with the goal of concentrating on full professors for leadership positions. Faculty members who had generously taken up key administrative roles in the past





had done an admirable job, but I wanted to better consolidate and utilise senior leadership capacity and experience to help strengthen the Faculty as a community.

"Finally and most simply, it was time: the previous organisational structure had been in place for 10 years. Over time, the divisions had become very uneven – in size, in terms of the distribution of tenured faculty – and there needed to be redistribution in terms of leadership and seniority."

It took a year to discuss and develop the Academic Units, and to name them in a way that conveys what the Faculty is doing. "There were a lot of conversations," explained Professor Goodwin, "between the Faculty Board, Associate Deans, Division Heads, divisions etc., we were asking questions and collecting ideas, and asking people – where do you want your academic home to be?"

"The point is the Academic Units are designed to be more fluid than the old divisions, so you are not cut off from anyone else no matter where you are. They are also about fresh thinking, aiming to help people see the connections and commonalities they have with others and getting to know each other in new ways. We want to generate talk across the Faculty to solve problems, discuss recruitment and develop mentoring to work together towards shared goals."

Professor Stephanie Stokes, who heads up the Academic Unit of CDIS said, "restructuring into three Academic Units has brought together people who, although in the same Faculty, may not have talked to each other beyond pleasantries. The new Academic Units were broadly defined by umbrella headings of sciences, teacher education and educational policy. These

groupings will encourage deeper conversations around research and teaching and broader interdisciplinary collaborations across our workspace."



Dr Valerie Yip, Acting Head of Teacher Education and Learning Leadership (TELL)

The TELL umbrella covers research and teaching expertise in the areas of Chinese and English language education, mathematics education, science education, liberal studies, early childhood education, educational psychology, school guidance and counselling, special education, and information technology in education.

Dr Valerie Yip, who is the Acting Head of TELL, said, "being the largest academic unit of the Faculty, TELL has got a lot of teaching expertise and research experience from multiple disciplines. We aim to foster continuous professional and leadership development not only through offering programmes for educators across different levels, but also engaging in rigorous educational research.

"By having a holistic view of our strengths as an important part of our Faculty, we can develop directions and strategies to enhance teacher education and leadership."



Professor David Carless, Head of Social Contexts and Policies of Education (SCAPE)

SCAPE is led by Professor David Carless, who specialises in researching higher education pedagogy, with Dr Cheung Wai Ming as research leader specialising in Chinese Language Education. "SCAPE leadership would like our members to be happy and fulfilled academics, who have the autonomy to develop their careers in ways which match with their values, interests and aspirations," said Professor Carless.

"Members of SCAPE have a wide range of research interests, including comparative education, higher education, globalisation, internationalisation, school leadership, equity in education, education policy, education in China, teaching and learning. SCAPE colleagues are prominent members of the following Research Centres and Consortia: Centre for Advancement of Chinese Language Education and Research (CACLER), Wah Ching Centre of Research on Education in China (CREC), Comparative Education Research Centre (CERC), Centre for Educational Leadership (CEL) and Consortium for Higher Education Research in Asia (CHERA).

"SCAPE builds on the fine traditions of the Division of Policy, Administration and Social Sciences Education, whilst also being open to new collaborations and interdisciplinary possibilities in teaching and research afforded by the new structure."



Professor Stephanie Stokes, Head of Human Communication, Development and Information Sciences (CDIS)

More than 50 academics, clinical educators and teacher educators come under the Academic Unit of CDIS. Head of CDIS Professor Stokes commented, "restructuring will facilitate expansion in collaborative research and teaching among our Faculty members. Within CDIS, for example, our new research leader Professor Carol Chan has facilitated researchers from developmental science, information sciences and speech and hearing sciences

to form cognate research groups to share expertise, develop research questions and seek funding for innovative ideas.



"One group has created a new research lab – the Speech, Language and Reading Lab – to study infant and young children's language, cognition and reading abilities with advanced imaging, behavioural and computational methods. Use of these methods draws on the group members' backgrounds in engineering, computer science, data science, information sciences, speech and language sciences, and psychology."

Interdisciplinary collaborations are emerging already in the teaching space, not only within CDIS but in cross-faculty initiatives. "The Bachelor of Science in Speech and Hearing Sciences programme is introducing a formal inter-professional learning course that will see the interaction of speech therapy and teacher education students engaged in developing classroom solutions for children with individual differences in learning abilities," said Professor Stokes. "A second initiative will see speech therapy, medical and nursing students engaged in joint problem-solving for complex medical cases where people have diverse social, medical and communication needs."

While it is still early days and the impacts of the restructuring are yet to be felt, Professor Goodwin is confident that the move will help the Faculty consolidate and use its collective experience better. Describing the changes as "restructuring light", since programmes and programme personnel remain the same, she said, "we are just at the beginning of our journey towards greater coherence, visibility and impact as a Faculty of Education in a world class institution. The Faculty has built a strong foundation of excellent research and programmes; we aim now to further enhance our position and leadership in education both locally and globally. Given where we have been and all that we have accomplished, there is no limit to where we can go."

UGC Recognition for Common Core Team

HKU's Common Core Teaching Team (CCTT) won the 2019 University Grants Committee (UGC) Teaching Award, a prize given out by the UGC to honour academics for outstanding teaching performance and scholarly contributions to teaching and learning within and across Hong Kong's UGC-funded universities. The team was made up of teaching staff from different disciplines and included Dr Hu Xiao from the Faculty of Education.



The Common Core@HKU: Transdisciplinarity-in-Action Team. (From left) Mr Mathew Pryor, Associate Dean, Faculty of Architecture; Professor Gina Marchetti, Director of the Center for the Study of Globalization and Cultures, Faculty of Arts; Professor Gray Kochhar-Lindgren, Director of Common Core; Dr Hu Xiao, Associate Professor, Faculty of Education; and Dr Julian Tanner, Assistant Dean (Biomedical Sciences Curriculum), Li Ka Shing Faculty of Medicine

Since its introduction in 2012 as a key element of HKU's four-year curriculum, the innovative Common Core (CC) has grown to offer more than 170 courses which showcase the most innovative teaching across the campus, with "transdisciplinarity" being a core theme that unites them all.

Dr Hu explained, "the CC aims to provide all undergraduates with the very best possible learning, and to give them broader and deeper transdisciplinary learning experiences that may not be possible in the students' own disciplines.

"Transdisciplinarity is defined in a fundamental sense. It is a revolutionary approach – transcending the boundaries not only of disciplines but also methods, sectors and geographies. It is not about mixing or merging different fields. Instead, it's about cultivating the organic growth of a teaching and learning ecology where multiple transdisciplinary opportunities can be created to give students a far more flexible and stimulating experience."

The University's nomination for the award sums it up: "the Team wants students to discover what they love to do in the world, to better understand the deepest challenges we all face, and to shape their CC experience not only to address such vexing difficulties, but also to discover a lifelong passion for enquiry. This is true impact."

The winning team's full title is Common Core@HKU: Transdisciplinarity-in-Action Team, and it includes members from philosophy, literature and urban studies; digital education and music; comparative literature and film studies; landscape architecture and design; and biochemistry and engineering.

"All team members have contributed emerging practices that demonstrate 'Transdisciplinarity-in-Action'", remarked Dr Hu. "In addition to designing and teaching their own CC courses across the four Areas of Inquiry (AoI), and leadership roles in teaching and learning, team members have also undertaken a wide range of other initiatives, including designing a Massive Open Online Course, flipping the classroom, developing student multimedia projects, as well as developing a digital archive for CC courses in all AoIs, and fostering transdisciplinary research-oriented courses led by student interests. In short, together the team is greater than the sum of its parts!"

There are also numerous initiatives that extend the team's transdisciplinary leadership in partnerships and scholarship throughout Hong Kong and globally. "The award is actually just a start," added Dr Hu. "It is not only a recognition. It also comes with a fund to support the winner to conduct a project/initiative for further promoting excellent teaching and learning. Our project will be *Transdisciplinarity Across the United Nations' (UN) Sustainable Development Goals (SDGs)*. Over the next three years, we will partner with students from all eight UGC-supported universities to facilitate transdisciplinary projects on three UN SDGs. It's going to be exciting."

She went on to praise the Faculty of Education's tremendous contributions to the CC. "Not only have we offered very popular CC courses every year, we have also been actively and deeply integrated into the whole CC curriculum and related activities. For example, the Student Festival is a major event every semester, showcasing the best student work in CC courses. In every Festival, colleagues from our Faculty have a great show. Also, our Faculty is highly transdisciplinary, with CC courses crossing all four AoIs as well as the two thematic clusters.

"I also appreciate the encouraging and collegial atmosphere in our Faculty, and our culture of 'contributing to CC'. It was the courses taught by colleagues that inspired me to propose my own CC course called *Digitizing Cultural Heritage in Greater China* in the first place. During the process, I got unreserved help from experienced colleagues on how to lead a signature course. To me, the CC is a whole new world of academic innovations, and the Faculty is the door leading to that world."

Reflecting on why the CCTT won the UGC Teaching Award, Dr Hu said, "the CCTT is truly strong. For general education at undergraduate level, HKU is at the top of the world. With support from all ten faculties, the university really has fostered an environment that supports innovations in teaching and learning. I would also like to thank Professor Gray Kochhar-Lindgren, Director of Common Core, HKU, for his leadership. He is truly an asset to HKU. He is very supportive and resourceful. Under his leadership, CC teachers are happy and at ease to follow our passion in teaching, to be creative and exploratory. Internationally, the CC has made numerous initiatives that connect to other top universities in Hong Kong, Greater China, and around the globe. The award is well deserved."



Experiential Learning Team Lands an “Oscar”

(From left) Ms Ivy Chung, Ms Jessie Chow and Dr Gary Harfitt with their “Education Oscars” award.

The Faculty’s commitment to Experiential Learning (EL) is both strong and innovative. As the first Education Faculty in Hong Kong to make EL compulsory, and the first to link it with teacher preparation and community-based teaching, the Faculty’s EL team has been truly pioneering.

Last year, their commitment was given international recognition as they won the Gold Award 2020 at the Quacquarelli Symonds (QS) Reimagine Education Awards, also known as the “Education Oscars”, in the Queen Elizabeth II Conference Centre in London. The team, comprising Dr Gary Harfitt, Associate Dean (Learning and Teaching); Ms Jessie Chow, Lecturer, Academic Unit of Teacher Education and Learning Leadership and Ms Ivy Chung, Executive Officer, won the award for their project *Nurturing a 21st-century Teaching Force through Community-based Experiential Education*.

“Hearing our project name called out at the gigantic ceremony hall and seeing the HKU badge on the huge screen was amazing!” exclaimed Dr Harfitt. “It is recognition of several things: the vision of the Faculty’s making EL part of our teacher preparation; secondly, the international recognition of the hard work from so many students, community partners and Faculty colleagues that has gone into every single project we have run.”

“It has not been easy by any means and we have made so many mistakes along the way,” added Jessie, “but we have learnt to reflect on our experiences, both good and bad, and listened to our students and made our community partners true co-educators. Somehow we feel we are more resilient now as we have grown so much as individuals and as teacher educators too.”

The project is the culmination of four years of organising EL projects for Postgraduate Diploma in Education and undergraduate students, and establishing more than ten credit-bearing courses. Their work has garnered attention outside Hong Kong. The team were invited to enter for the Oscars by a colleague in HKU’s Technology-Enriched Learning Initiative team. They agreed to do so in order to get feedback from a truly international panel of academics and educators. “We had previously presented our work at international education conferences like the American Educational Research Association Annual Meeting and had published articles and chapters, so we felt it was the right time to put forward our work to the Reimagine Education Awards,” said Jessie.

The QS Awards described the project as aiming to “re-think how teacher education can adapt to a rapidly changing and unpredictable

global context while bringing benefits for the teaching profession and the wider community. Through the establishment of a mandatory EL curriculum for all new teachers on its preparatory courses, this project seeks to promote a third layer of learning in teacher education, making the community outside the university an inter-space for reciprocal knowledge building and the source of multiple learning opportunities for teachers-to-be.”

“Our project breaks down the four walls of a classroom and takes learning and teaching into communities where we all reside and where our teachers of tomorrow will work,” explained Jessie. “It is a third layer in the sense that it goes beyond the usual preparation sites of regular schools and universities and we collaborate with different organisations to provide authentic learning experiences to our student educators. The learning takes place between these different spaces and is a real process where reflection is at the heart.”

The team also tackled Hong Kong’s grade-conscious culture by opting to emphasise learning “processes” over grades. Therefore, all courses are under pass/fail grading system with no letter-grades involved, as they want students to see the purpose of serving the community above individual grades and marks.

“We believe in the transformative power of EL and the intrinsic value it brings to everyone. Over the years, we have witnessed so much growth and positive changes in our students. It further confirms our decision to put focus on the learning process rather than a grade or mark as a ‘product,’” said Dr Harfitt. “We want student teachers to appreciate the world around them, to be more sensitive to local and global issues, and to participate in these projects from the heart, not because it will bring a certain grade or mark. We were warned that students might reject EL if it was not graded but that has not happened – in fact, the number of applicants has risen.”

Reflecting on the team’s work, Jessie said that the project had achieved more than they expected. “We intend to nurture responsive and culturally sensitive student educators.

“Now, our project has reached so many levels. From a more systemic perspective, our belief in human connections and linking faculty with a wider community through reciprocity and trust has been established. From a more personal perspective, we document transferable skills and witness how teacher preparation can be supplemented by knowledge from the community. It is also fair to say this project and the EL initiative have transformed us as teachers and educators too.”

Archaeological Fieldwork in Armenia Exciting Opportunity for UGs

A team from HKU has embarked on an ambitious, five-year archaeological project to excavate ancient settlements in Armenia. HKU's participation marks one of the first times a university from East Asia has taken on a significant role in a major archaeological expedition to the Ancient Near East, and is the start of an important collaboration with the Institute of Archaeology and Ethnography of the Republic of Armenia's National Academy of Sciences (NAS RA).

Dr Peter J. Cobb, Assistant Professor in the Faculties of Education and Arts, is directing the project in collaboration with Dr Artur Petrosyan and Mr Boris Gasparyan of the NAS RA, whom he met when running a surface survey project in Armenia in 2018. In the following year, they developed together the Ararat Plain Southeast Archaeological Project (APSAP), which concentrates on understanding human life and mobility in the Vedi river valley, a tributary valley to the Ararat Plain south of the capital of Yerevan. The project focuses particularly on the Late Bronze and Iron Ages (ca 1550 BCE – 300 CE) and the Medieval period (ca 1100 – 1400 CE).

"The Vedi river valley connects the Plain to the west with the mountains to the east," said Dr Cobb, "and is thus a natural corridor for travel and the exchange of ideas throughout history, leading to great potential for archaeological field research in this area. In 2019, the team surveyed parts of the valley to discover new sites and we began the excavation of the main local site, the Vedi Fortress, a 3,000-year old defensive point in the centre of the valley."



Students make exciting discoveries as they uncovered the past during the excavation.

For the initial expedition, the team from HKU included four undergraduates and two postgraduates, who joined forces with undergraduates and researchers from universities in Turkey, Armenia and the USA. It would prove an exciting – and for most who took part – unique experience and the project as a whole represents a great opportunity for Education undergraduates. "The Armenia field project has now become an official credit-bearing course in the Faculty of Education," said Dr Cobb, "and, in addition to excavating, the HKU students will join a teaching project that introduces archaeological fieldwork to local Armenian school children."

This pedagogical opportunity was made possible through partnership with Dr Ani Avagyan and the Education Department of the National Gallery of Armenia. The experiential learning class, which will first occur in the summer of 2020, is called BBED6796: Cultural Heritage and Information in the Field.

"At the same time, an internship collaboration with the University of Pennsylvania should see three students join from that university. The class will enable all students to gain experience in field archaeology, to learn about the Ancient Near East, and to develop new skills in digital humanities technologies and information management during a complex data collection project. We plan to offer this class at HKU every summer."

As a member of the Faculty's Academic Unit of Human Communication, Development, and Information Sciences, Dr Cobb's research focuses particularly on deploying innovative information science techniques to archaeological fieldwork. "Archaeology is a science that collects detailed data about the material remains of human life, communications and development in the past. Today, we have many new digital technologies that help us collect these data more efficiently and at higher



Dr Peter Cobb and his students in front of the Noravank Monastery.



Pieces of ancient pottery were found at the excavation sites. (Credit: Yadian Wong)

accuracies than ever before. Through the critical support of the Faculty of Education and a close collaboration with the Faculty's Technology and Infrastructure Development Office under Mr Desmond Ho, we now have the ability to test many new types of digital equipment in the field in Armenia.

"In the summer, we will use an unmanned aerial vehicle to map our sites and excavation from above with photography. We will also use a set of compact but high-resolution cameras to map everything we excavate in 3D."

Asked to sum up the whole experience, Dr Cobb said: "Archaeology is fun because you never know what you will find as you dig or hike. Each day is a new experience. Learning about the past is so important for helping us understand the present and prepare for the future. Archaeology is unique in that it allows us to study very long time-spans – to see how human societies change and adapt over centuries and millennia. Asia, like the Ancient Near East, has a long history of complex society, and thus makes a good place for comparative understanding. I invite everyone to get involved in our project, even alumni and volunteers from the public."

Honorary Membership of the International Association for the Evaluation of Educational Achievement Marks Leung's Achievements in Comparative Education

Professor Frederick Leung has been given many awards and titles throughout his distinguished career in mathematics education, but his recent election to Honorary Member of the International Association for the Evaluation of Educational Achievement (IEA) marks the first official recognition of his valuable contribution to Comparative Education (CE).

IEA is the largest comparative education organisation in the world, carrying out the biggest and most rigorous studies into CE globally. It is an international cooperative of national research institutions, governmental research agencies, scholars and analysts who work together to research, understand, and improve education across the globe.

"I am the 29th person to be given this honour in IEA's 60-year history, and the first Asian," said Professor Leung, who is Chair Professor and Kintoy Professor in Mathematics Education with the Faculty, and who was also recently appointed Dean of the Graduate School at HKU. He also holds the Hans Freudenthal Medal, which is the highest international accolade in mathematics education, from the International Commission on Mathematical Instruction.

He has served on IEA for 28 years in many different capacities, mainly in connection with Trends in International Mathematics and Science Study (TIMSS). Indeed, Professor Leung was the Hong Kong Research Coordinator at the very first meeting to discuss TIMSS in 1991, remaining through its launch in 1995 to now. "I think I am the only original left," he laughed. "The only one who has been onboard since 1991 – that's a record!"

Throughout much of his nearly three decades with IEA, Professor Leung has been viewed as a bridge between Asian members and the rest of the IEA's members. "This has come about because Asians can be reticent about speaking out, particularly if English is their second language," he said. "I became a sort of spokesperson for the Asian contingent, expressing their views for them at meetings."

He has also acted as the Hong Kong representative at IEA for nearly 20 years, and at one stage was elected to its Standing Committee. Five or six years ago, when the Executive Director retired, he was appointed to the group to find his replacement. It would be fair to say that Professor Leung is something of an Asian icon at IEA.

A measure of how meaningful this honour is can be taken from the heady company in which Professor Leung finds himself: other iconic Honorary Members include Benjamin



Professor Frederick Leung receiving the plaque from Dr Thierry Rocher, Chair of the IEA during IEA's annual General Assembly meeting in Ljubljana, Slovenia.

Bloom (1913-1999), the American psychologist who made several outstanding contributions to education, mastery learning and talent development.

In his time with IEA, Professor Leung has seen comparative studies grow in popularity and significance. "When TIMSS started, only 20 countries were involved. Now it is 60," said Professor Leung. "More countries have realised that it is important for them not only to be inward looking, but to see how their education policies compare to those of other countries."

He has also seen the technology evolve. "Statistical tools for grading have become more sophisticated and accurate. Scaling statistical techniques help analyse all aspects of the efficacy of education – countries cannot afford such testing on their own."

"Technology within education also continued to evolve, and e-testing – where students will do exams on tablet or computer – will be the new trend. E-testing allows for more interaction – according to a student's answers, you can modify the questions to his/her level, thereby making the results more accurate and more insightful. We cannot do this globally yet because of different levels of technology, but IEA is developing it."

Reflecting on IEA's recognition, Professor Leung said, "I was not expecting this honour and I am very humbled to be counted among such eminent figures in this field. I also feel that being the first Asian to receive this honour is indicative of the increasingly important contribution in the international field of Asian scholars in general. It is representative of the growing voice of the Asian community – whether it be the Hong Kong community, the wider Chinese community or the Asian community as a whole."



A press conference was held in 2016 to inform the public about the findings of TIMSS 2015.

STEAM Conference Cements Collaborations with Ocean Park

In February last year, HKU and Ocean Park (OP) signed an agreement pledging to deepen their collaboration on research initiatives and innovative education. This commitment was underlined immediately with the launch of the inaugural Ocean Park International STEAM Education Conference, as well as a competition, co-hosted by the Faculty of Education, and with particular input by Dr Valerie Yip, Dr Gary Harfitt and Ms Jessie Chow.

The commitment to renewed collaboration came about because of the success of the Faculty's long-standing relationship with OP. This has resulted, among other things, in an undergraduate (UG) elective called Ocean Park Experiential Learning Project (<https://youtu.be/A8lu-Zd5HJ8>), which positions education students with the Ocean Park Discovery and Education Department. Last year, Dr Harfitt was invited to join the OP's Education Committee which oversees all outreach programmes and education initiatives at the Park and across Hong Kong.

That committee decided to set up an international STEAM conference, co-organised by OP and the Faculty, to put focus on STEAM and to situate it in Ocean Park as a living classroom. Dr Yip was a key member of the Steering Committee organising the conference, which took place in June 2019 and attracted more than 1,200 principals, teachers, educators and conservationists from 18 overseas countries and regions.

"There were two elements to the project," said Dr Yip. "First the conference itself, to which we invited STEAM practitioners and researchers from around the world as plenary speakers. The second was an international student competition on environmental conservation and STEAM, where students were able to showcase their achievements in using STEAM to solve environmental problems."

For Dr Yip, the conference's biggest successes were "its global view, since we had participants coming from different countries, such as the USA and many from the Asia-Pacific region. Also, that it connected people who were interested in STEAM education and environmental education. It was good too to engage our pre-service teachers in conference presentation and supporting the event."

One of the main messages that emerged was the key role education will play in the future of conservation. "By involving students and educators together via various means (e.g. in conferences, competitions, research projects and community service), our next generations will be able to build up the understanding, skills and belief to protect our environment and strive for sustainability," explained Dr Yip. "Attitudes and behaviour are crucial for us to combat global environmental problems such as extreme climate change, global warming and micro-plastics."

"This is a long-term reciprocal relationship with OP and our Faculty is very proud to be part of it," said Dr Harfitt, "and it is important to remember that it all came about because of our UG elective and Postgraduate Diploma in Education (PGDE) Experiential Learning (EL) placements at the Park."

Jessie explained, "the STEAM conference is the result of a long-term partnership with OP which began in 2016-17, when we collaborated on the UG elective. At PGDE level, we send full-time students to work with their Discovery and Education Department for 5.5 weeks during the EL block. Part-time PGDE students co-work with OP's education team as camp instructors for summer and winter camps. We have built up lots of trust and exchanged lots of ideas with their education team over the years.

"Last year, we also started offering a non-credit-bearing summer initiative where our UG students serve as student leaders and adopt a train-the-trainer model – training up secondary school students to become instructors at the park to guide primary school kids. Our collaboration is multi-level and continues to evolve."

All three of the team feel that for the Faculty to be involved in a "real-life classroom" like OP adds immeasurable value for trainee teachers. "It is very important to equip our student educators with the necessary skills for success in the 21st century," expressed Jessie. "These skills are very difficult to teach in a regular classroom. But through EL, our students have the chance to work as interdisciplinary teams and problem-solve authentic tasks in the community with guidance from both NGO mentors and course instructors from HKU. Our research has clearly demonstrated transferable and measurable skills that are salient to teacher development."



Mr Matthias Li, Chief Executive of Ocean Park, and Professor Andy Hor, Vice-President and Pro-Vice-Chancellor (Research) from the University of Hong Kong, signed a memorandum of understanding, which would see the two entities deepening their collaboration in innovative education and research initiatives, including the inaugural Ocean Park International STEAM Education Conference, and a hackathon that empowers students to design guest experience solutions for the Park.

Playing for Keeps

A play education project called “Play n Gain” is connecting people and bringing positive energy from kindergartens to the community. “Parents and teachers attend workshops and apply playing with children interactively in the classroom, at home and in daily life,” said Dr Sylvia Liu, director of the project. “We have witnessed personal growth in social-emotional development among adults and children. The impact of poor or no play on children can be long-term, resulting later in adults who lack essential life skills for interacting easily and competently with others.”

Dr Liu began implementing a play education programme for different ages 16 years ago. She found that the best intervention point is during preschool years and no later than primary one or two. In 2018, she and Dr Yuen Man Tak, Associate Professor, launched the “Play n Gain” Project, which is sponsored by the Hong Kong Jockey Club Charities Trust, as a means to foster positive social skills development in young children in kindergarten.

Dr Liu’s previous studies showed that this is the stage at which children are likely to get the best results. “In kindergarten years, parents are much more involved, and they can help to maintain the gains that their children make,” she said. “The ultimate aim is sustainability.”

“Play n Gain” is designed to support participating kindergartens in training parents and teachers to play together with children. The kindergartens are regarded as ‘seed schools’ and they are expected to be ambassadors who keep play education spreading across schools and the community.”

To ensure the success of the games approach, the project team closely assesses progress. Dr Yuen explained, “we assessed children’s social competencies, parent-child relationships and teacher-child relationships before and after the intervention programme. We monitored the impact of the interventions on different children, parents and teachers, and how the project supports kindergarten children’s social competence development.”

The initial assessment comprised a survey collecting data from parents and teachers. “The results indicate that there were improvements in children’s social behaviour after the intervention,” said Dr Yuen, “especially in their ability to cooperate with others, to communicate effectively, and to exercise self-control and leadership.”

Starting from the second year of the project (2019-2020), the assessment will explore the impact of using a peer nomination technique by which children will be asked before and after the programme to nominate peers they “like the most”, with reasons. This procedure is used to see if there are changes in children’s social acceptance ranking.

The objective of the project is to use interactive games to promote children’s socio-emotional development, not necessarily to discover if they become skilled in each game. “Playing games is merely the medium used to achieve social and emotional benefits,” added Dr Yuen.

“We use the Social Skills Improvement System Rating Scales, Early School Behaviour Rating Scale, Child-Parent Relationship Scale and Student-Teacher Relationship Scale to measure the impact of the programme in terms of children’s social competences. We also use the Adult Attitudes towards Nurturing Children’s Play Competence Scale to obtain data on the adults’ perceptions of the benefits of group games. These instruments have been widely used in other research and were validated in Chinese contexts.”

It was found that the adults became more confident in facilitating interactive games with their children, especially in nurturing cooperation and communication skills. They reported that subsequently they spent more time playing with their children at home.

“A father, a parent volunteer, felt grateful when he shared with us his daughters’ recent drawing of all four smiling family members holding hands, as he had been previously absent from drawings,” stated Dr Liu. “Interactive games reconnected him with his daughters and helped him develop a better parent-child relationship. In turn, his children have also created games to play in the family – they ask Mum and Dad to compete over not using their mobile phones. The one who can refrain the longest wins.”

Teachers also learnt to integrate games into more class activities, and to design an environment that facilitates children’s learning through play. For instance, after participating in the teacher-training workshop, some kindergartens set up quiet play spaces in the classroom and an area for sand and water play. These play spaces are regarded as key indicators of high-quality early childhood learning environments but are rarely seen in Hong Kong kindergartens.



Members of the team at the launch ceremony for “Play n Gain” in May 2019: (from left) Mrs Kit Chan, Dr Hsieh Wu-Ying, Dr Yuen Man Tak, Mrs Ingrid Yeung (Permanent Secretary for Education, Education Bureau), Dr Sylvia Liu, Professor Nirmala Rao, Dr Diana Lee.

“Most importantly, in ‘Play n Gain’, everybody gains,” said Dr Liu. “Play is a happy language connecting people together. The parents learn to play and then apply these insights to daily life; the teachers learn to play and apply this to daily teaching; the children learn to play, and this prepares them for life.”

Experiential Learning (EL) Project in Ningbo Leads to Career Opportunity for New Teacher

The EL project called “Enhancing English Language Learning in China: Collaboration with Teachers in Ningbo” is now in its third year. Students are given the chance to participate in a teaching abroad experience in East China. The project has brought many benefits both to the HKU undergraduates and to the English Language teachers and students there.

“The aim of the project was always to benefit both the partner school, Huizhen Academy, and our student teachers,” said project coordinator Dr Benjamin Moorhouse. “When we first went there in early 2017, we wanted HKU students to develop skills and knowledge of curriculum and professional development, foster a greater understanding of their roles as education professionals and gain a better understanding of English teaching in China and the needs of the students there.

“Huizhen Academy, on the other hand, wanted their English language teachers to develop skills in curriculum and materials design, task-based learning and teaching; to learn how to use authentic texts in English lessons through collaborative planning and teaching; and to find ways to create a more holistic and engaging school-wide English environment.”

Since then, more than 30 undergraduates have taken part and the outcomes have been more far-reaching than expected, particularly for Ms Melanie Oh, who first went to Ningbo in 2017 as a participant in the EL project. Upon graduation last year, she took up a permanent teaching position at Huizhen Academy.

For a novice teacher, she has been given a great deal of responsibility, including developing a storybook-based curriculum to complement the school’s English curriculum and supporting the professional

development of her fellow teachers through observing lessons and delivering lesson demonstrations.

Her position at the school came about because of what she saw there during her participation in the project. “During the two-week experience in Ningbo, I observed that the school lacked a systematic curriculum development plan. The teachers were teaching based on a set of textbooks that were too easy and boring: the topics were outdated and they repeat themselves every year,” she said.

“I could also see that the teachers tended to underestimate most of the students’ ability when they were actually capable of learning and producing more. They had limited opportunities to express their ideas creatively because the textbook and the examination both prioritise memorisation.” However, Melanie felt that the students and teachers had a lot of potential. Their openness to new ideas made her feel that she could make a difference.

She has faced many challenges in her first year, particularly dealing with the large class sizes (more than 45 students per class) which means the ability gap can be very wide and students’ needs diverse. “In spite of this, I think I have developed a close rapport with the students. We respect each other and they understand my expectations. I have also acquired many skills in classroom management.”

Melanie has been helped throughout by Dr Moorhouse, who has also acted as her mentor before. The two of them decided to build a mutually beneficial supportive partnership this time. Their progress was recorded in the reflective essay, *Students as Partners Beyond Formal Education: A Mentoring Partnership in the First Year of Teaching*, published in the *International Journal for Students as Partners*.

Melanie remarked, “Ben gave me a lot of help in the first year of teaching. Developing a curriculum from scratch was challenging, but his support empowered me to try many new things. I was happy to find out that when I shared what I have done with him, he would share it with his students.”



Melanie was greatly inspired by the EL project and decided to take up a teaching position at the Huizhen Academy after graduation.

The original project continues, and Melanie was delighted to welcome a new group of 10 undergraduates to Ningbo in May last year. “They were wonderful. Working with them reminded me of why I started and some of the things I learned in my studies.”

Melanie achieved a lot in her two years in Ningbo: “at the beginning, English was merely a subject rather than a language for communication,” she said. “Students only had to repeat after the teachers in English lessons and memorise everything in the textbook. Now, many classes have established an English classroom library - each student contributes by bringing an English book and they rotate these every morning. This makes them enjoy reading English books for pleasure.” To conclude, she has helped increase teachers’ and students’ exposure to English inside and outside the classroom by building up an English-speaking culture and environment.

Fulbright Scholar Pursues Speech Research in the USA

"As a speech-language pathologist, I intend to bring new inspiration for research and clinical practice." These are the words of Chan Hiu Fung, Kammy, Doctor of Philosophy (PhD) student in the Faculty's Academic Unit of Human Communication, Development, and Information Sciences, and recipient of the 2019 Fulbright-RGC Hong Kong Research Scholar Award.

She is currently using the scholarship to conduct research at the University of California San Francisco (UCSF) Department of Otolaryngology – Head and Neck Surgery, under the tutelage of Professor Sarah L. Schneider, Speech Language Pathology Director.

Kammy explained her research in layman's terms: "I am aiming to identify the factors impacting proficient communication with alaryngeal speech in patients after total laryngectomy, which is when a patient has his or her entire larynx removed due to head and neck cancer.

"After the surgical removal of the larynx, patients have to learn to speak in a new way without voice box and larynx. This communication mode is called 'alaryngeal speech'. The four major approaches used to restore oral communication after total laryngectomy are the artificial larynx (electrolarynx), esophageal speech, pneumatic artificial larynx and tracheoesophageal voice restoration. Through my research, I want to find out how different communication modes of alaryngeal speech affect the quality of life in patients."

She intends to compare patient-reported outcomes from patients in Hong Kong with those in the USA. It is important for her to collect the data there herself, so that she can make sure to recruit participants who meet the inclusion and exclusion criteria of the research.

Apart from data collection, she is also undertaking clinical observation at the UCSF Voice and Swallowing Center, which allows her to learn the latest techniques in the treatment of head and neck cancers. "By observing the daily clinical routine at UCSF, I can compare the differences in speech rehabilitation between Hong Kong and the USA," she said.

Asked what first piqued her interest in this area of Education, she explained, "my younger sister suffered from speech disorders after a car accident in her childhood. She is always the biggest motivation that drives me to study Speech and Hearing Sciences."

In 2017, she obtained her Master of Science degree in Speech and Language Pathology at Yonsei University in South Korea, where she is also a nationally certified and licensed Speech-Language Pathologist.

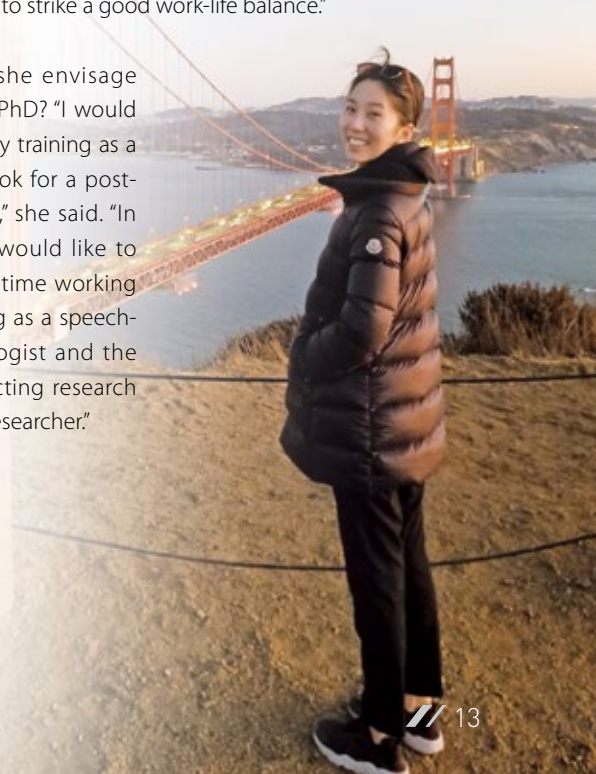
Currently doing her PhD at HKU, Kammy says her mentors in her chosen path so far have been Professor Hyanghee Kim, who was her master's supervisor in South Korea, and Dr Ng Man Wa, Lawrence, her current supervisor at HKU.

Another big influence has been Dr Sue Ann Lee, who encouraged Kammy to apply for the Fulbright scholarship. "Dr Lee is an Associate Professor at Texas Tech University whom I met when I was studying in Seoul," she said. "We kept in touch even after I returned to Hong Kong and started my PhD study at HKU. She too was a Fulbright US scholar."

While dedicating herself to working hard on her research, Kammy also believes that quality "downtime" is crucial, and outside of academic pursuits, she is a keen yogi. "I enjoy practising yoga after my work at the Voice and Swallowing Center at UCSF. Through yoga, I have learned to become more patient, accepting life and its situations, accepting people as they are, being present, building awareness and having compassion.

"I think it is very important for PhD students to have a hobby outside of the academic and research aspects, since doing a PhD can be very stressful. I see a lot of PhD students suffering from mental and emotional issues such as depression and anxiety due to the high expectation and high-pressure environment. It is therefore essential to strike a good work-life balance."

And what does she envisage beyond her own PhD? "I would like to continue my training as a researcher and look for a post-doctoral position," she said. "In the long-term, I would like to spend half of my time working in a clinical setting as a speech-language pathologist and the other half conducting research in academia as a researcher."



Faculty Benefactors Open up a World of Opportunity for Students

Where would the Faculty be without donors? Over the years, we have enjoyed the loyal support of benefactors who are keen to see that scholarship in Education is adequately aided. In this story, we highlight the generosity of some of the benefactors.

Educational Dreams

The Tin Ka Ping (TKP) Foundation has been making major donations to the Faculty for more than 30 years – indeed, the late Dr Tin Ka Ping's name is synonymous with philanthropy in education. He was a Founding Honorary Patron of the HKU Foundation; in 2008, the TKP Education Fund was established to enhance the capacity of the Faculty to provide the most advanced knowledge and philosophies of education for the benefit of students in Greater China.

By 1991, 10 years after its launch, TKP Foundation donations had already supported hundreds of new teaching facilities in schools and universities. Through the introduction of Professor Cheng Kai-Ming, now Emeritus Professor, Academic Unit of Social Contexts and Policies of Education, and Professor Paul Morris, then Faculty Dean, the Foundation and the Faculty launched a visiting fellowship in Chinese Education together. What was a HK\$50,000 fellowship in 1991 has now developed into an HK\$11-million education fund in support of the Faculty.

Since the beginning of the TKP Visiting Fellowship Scheme, 257 scholars have come to HKU. Mr Tin Hing Sin, Chairman of the TKP Foundation said, "it has grown from two to three scholar exchanges on a yearly basis in the early 1990s to 14 fellows per year on average from 1998-2007. With the establishment of the TKP Education Fund, the fellowship scheme then became one of the three major supporting areas, along with TKP Postgraduate Fellowship, the TKP Grant for Experiential learning, as well as TKP's Distinguished Lectures and school education seminars. Also, we have extended the scheme to junior fellows who are prospective PhD candidates, and young scholars from other developing countries.

"These funds not only contribute hugely to knowledge sharing and transfer, they help create research collaboration, encourage professional development and nurture partnerships too."

In 2013, the TKP Foundation added yet another string to its philanthropic bow, with a donation to what was then intended to be an ad-hoc one-off principal's training programme for



Mr Tin Hing Sin, Chairman of the Tin Ka Ping Foundation, visited a primary schools at Lianshan Zhuang & Yao Autonomous County, Guangdong.

educators from Gansu, proposed initially by Northwest Normal University scholars and the Gansu education commission inspired by their earlier fruitful exchange at the Faculty. It would soon become much more.

"A successful example is the project for school improvement and principal professional capacity development in rural schools in Gansu Province, including principals and administrators," said Mr Tin, "whereby the Foundation and the Faculty's Centre for Educational Leadership (CEL) identified a new four-party collaboration, the "GUNS" model (Government, University, NGO, School), aimed at lifting the education standards of rural schools.

"We were convinced by Dr Ng Ho Ming, from the CEL's Management Committee, to take on the challenge in three-stage training: from principals to directors to selected school management teams. This meant the school improvement plans could take place with internalised sustainability and top-down support from the local government. To date, this on-going training project is still the largest in Hong Kong for mainland educators. I must also pay tribute to the many professional volunteers, including senior teachers and retired principals in Hong Kong."

In recognition of all the Foundation has done for the Faculty over the years, the Faculty library was renamed the Tin Ka Ping Foundation Education Library in 2017. In his speech at the opening ceremony, Mr Tin mentioned the support HKU has given in making the Foundation's educational dreams come true.

"We are committed to contributing to our country by improving the quality of education through promoting all-round education, a whole-person development, traditional Chinese values with a focus on moral education," he expressed. "Working with HKU to carry out our missions has been a tremendous success. Given the impact our partnership has made on teachers and schools – and therefore on the kids and their parents – we are thankful for the HKU family's playing an important part in fulfilling the mission of our Foundation."

Finally, he summed up what he hopes the Foundation's support for the Faculty means to students and academics, "broadening global perspective and understanding of China by knowledge transfer, cross-border partnerships, and experiential learning, where the mission and vision of the Faculty takes education to the next level for the future generations."

Encouraging prospective teachers

Another long-term benefactor of the Faculty is the Hong Kong Equilibrium Cultural Education Foundation (EQ Foundation) which has given significant support for two decades, particularly in the form of scholarships.

The Equilibrium Cultural Education Prize is awarded to the final year student in the Bachelor of Arts and Bachelor of Education in Language Education (English) [BA&BE LangEd)-Eng] programme who has achieved the best overall results in the curriculum. Mr Robert Chan founded the Foundation in the late 1990s in order to support worthwhile causes in society. In the past 20 years, the Foundation, of which he is now Chair of the Board of Governors, has been offering scholarships to secondary students from remote villages in mainland China and university students in Beijing.

"The Prize at the Faculty of Education of HKU started in early 2000," said Mr Chan. "I believed English language teachers were very important to our schools, both primary and secondary. A good foundation in English language is crucial to our students. I hoped the Prize would provide some encouragement to our prospective teachers at the Faculty. In fact, four of the eight papers in my BA degree course at HKU were related to English."



Mr Robert Chan (third from left) is a staunch supporter of the Faculty, providing scholarships and advocating the importance of language learning and teacher education.

One of Mr Chan's earliest endeavours was spearheading the promotion of learning classical Chinese Literature at primary schools as an after school programme from 1997 to 2007. "Sponsored by the EQ Foundation, I had the full support of Professor Tse Shek Kam, then Associate Dean of the Faculty, as our programme advisor. He rendered much valuable direction and advice to the programme."

Mr Chan has also been a staunch supporter of experiential learning at the Faculty: "I believe in exposure and getting field experience for all kinds of professions, education is no exception," he said, summing up the EQ Foundation's commitment to backing teacher education in Hong Kong.



Mr Tse Sik Yan, alumnus of HKU, was conferred the Honorary University Fellowship in 2015.

Elevated perspective

Mr Tse Sik Yan, alumnus of HKU and Hughes Hall of Cambridge University, is another long-standing benefactor to the Faculty. In June 2013, Mr Tse made a generous donation to set up an endowment in support of scholarships for HKU students to pursue master's degrees in Education or Science at Hughes Hall, Cambridge, with the aim of fostering cultural and intellectual exchanges between students from HKU and Cambridge.

In a thank you speech he made on being conferred an Honorary Fellowship by HKU in 2015, Mr Tse mentioned the pride he felt and how it had grown and strengthened "as I literally witnessed the growth and evolution of the Faculty: from the Department of Education into the School of Education, and subsequently into the Faculty of Education in 1984.

"Coming back to our students today, I think this pride and gratitude cannot take shape without a close bond developing between the student and his alma mater at the same time." Describing how he was inspired by his learned professors and dedicated teachers from the start, Mr Tse said: "Through our daily interactions with our teachers, we as students gradually learn from their words and deeds."

Mr Tse often refers to the Tse Family Scholarships as an excellent investment in the human mind. Asked to explain why it is so important today to keep making that investment, he expressed, "offering scholarships to deserving students who are in financial hardship can not only broaden their horizons, but also greatly elevate their entire perspectives on life when they are allowed to study in a new and equally remarkable culture.

"To me, investment comes in various forms, but the investment that can produce the greatest and longest impact by far is education. One cannot estimate how much a scholarship can impact its recipient. By providing Tse Family Scholarships to budding and aspiring teachers, we are creating a perpetual ripple effect in young people's lives."

The Faculty would like to thank all those generous donors who have made donations over the years and to encourage more people to give. No matter how large or small your donation – we are both grateful and thankful for your support. We would also like to thank those of you who answered our appeal for donations to the latest round of the Government-matching Grant Scheme, which enables donors to maximise their gift by making every dollar count twice.

Your contributions make a huge difference in helping the Faculty achieve its goals and in creating as many learning opportunities for our students as possible. To the students who benefit from those donations, we encourage you to utilise these scholarships and explore fully the opportunities they provide.

Event Spotlight

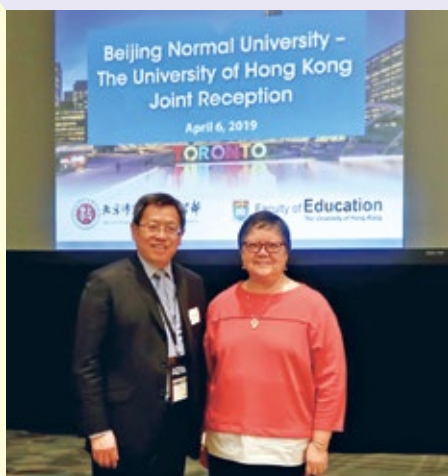
Utilising Chinese Language Learning Progression Framework for Non-Chinese Speaking Children in Kindergartens in Hong Kong for Effective Chinese Learning

The Quality Education Fund (QEF) Secretariat under the Education Bureau has commissioned the Centre for Advancement of Chinese Language Education and Research (CACLER), Faculty of Education, HKU to host the above-mentioned QEF Thematic Network (QTN) for the third school year since 2017 with a cumulative grant of HK\$7.2 million. This series of projects, led by Dr Hui Sau Yan and Dr Lam Wai Ip, aims to disseminate good practices and impactful outcomes deriving from their previous QEF project entitled *Development of Chinese Language Learning Progression Framework for Non-Chinese Speaking (NCS) Children in Kindergartens in Hong Kong (2013/0076)* and to promote professional sharing through networking different schools and educational bodies.

The project has already collaborated with 32 local kindergartens during the past three school years, and more than 1,600 teachers have directly benefitted from the project. This is another thematic series following CACLER's successful completion of the five-year

QTN on Chinese Language from 2011 to 2016. In addition, Dr Hui, the Project Leader, conducted two rounds of *Professional Training Workshops on Assessment for Learning using the Learning Progression Framework for Kindergarten Teachers* on March 12 and 19, 2019 to facilitate teachers' promotion of children's Chinese abilities through the use of the Learning Progression Framework. The two workshops attracted over 160 teachers from 92 local kindergartens.

Dr Hui Sau Yan conducted two rounds of *Professional Training Workshop on Assessment for Learning using the Learning Progression Framework for Kindergarten Teachers* in March 2019.



Professor A. Lin Goodwin (right) and Professor Zhu Xudong of Faculties of Education, HKU and BNU.

The American Educational Research Association (AERA) Annual Meeting in Toronto, Canada

The 2019 AERA Annual Meeting was held in Toronto, Canada from April 5 to 9. The theme this year was *Leveraging Education Research in a "Post-Truth" Era: Multimodal Narratives to Democratize Evidence*. A number of our Faculty members contributed as presenters, discussants or presentation chairs at the Annual Meeting. The Faculty again organised a joint reception with the Faculty of Education, Beijing Normal University (BNU) on the evening of April 6. The event provided a valuable opportunity to raise the Faculty's profile and establish connections with international counterparts, and it was a great success, attracting around 260 guests from all over the world.



Teachers and students from both universities joined the reception co-hosted by our Faculty and the Faculty of Education, BNU during the 2019 AERA Annual Meeting in Toronto, Canada.



Open House 2019

An Open House event was held by the Faculty on May 14, 2019 to provide timely admissions information to HKDSE students soon after the HKDSE examination. The event attracted over 400 potential students who were interested in the undergraduate programmes offered by our Faculty.

The event, held at Rayson Huang Theatre (RHT), HKU, started with videos of programmes and experiential learning. These were followed by a welcome address and introduction to the Faculty and

experiential learning by Dr Gary Harfitt, Associate Dean (Learning and Teaching). The JUPAS students then dispersed to different classrooms for talks on individual undergraduate programmes introduced by Programme Coordinators and Admission Tutors. Our current students volunteered as ambassadors: actively providing support at the booths in the foyer of RHT, sharing their experience of life in the Faculty and taking participants on a guided campus tour to learn more about the Faculty and HKU facilities.

5th HKU-BNU Forum

On May 29, 2019, the Faculty hosted the 5th HKU-BNU Forum with our long-standing partner, the Faculty of Education, Beijing Normal University (BNU), to foster academic exchange and collaboration. The theme of this year's Forum was *Powerful Research for Powerful Change*. The forum embraced five discussion panels: Emerging Issues for Educational Research: Policy, Administration and Social Science; Teacher Education; Educational Administration; Speech and Hearing Sciences; and Information Technology Studies. Faculty members and delegates from BNU also explored shared interests and possible collaborative opportunities.



Long Service Awards Presentation Ceremony 2019

The 2019 Long Service Awards Presentation Ceremony for staff was held on June 6, in Loke Yew Hall, HKU. Professor Xiang Zhang, President and Vice-Chancellor of HKU officiated at the ceremony and presented the awards. Professor Carol Chan and Professor Lena Wong from the Faculty have served the University for 25 years, while Dr Patcy Yeung, Associate Professor, has served for 15 years. The Faculty would like to extend its heartfelt thanks to the awardees for their long and dedicated service.



Event Spotlight

Reading Promotion as Knowledge Exchange

Two symposia funded by the University Knowledge Exchange (KE) Grant were organised in March and June 2019. The two events attracted around 300 participants of different ages and backgrounds. The symposia also provided an introduction to the book *Reading Promoters* (《閱讀推手：學校圖書館管理專業》), first-authored by our PhD student and Master of Science in Library and Information Management programme alumna Miss Elaine Kong.

The March 30 symposium started with a keynote speech delivered by Dr Dickson Chiu, Lecturer of the Faculty, on *Sharing Successful Experience Worldwide for School Libraries*. The rest of the morning session focused on liberal studies curricula and inquiry-based learning at both school and university level with the linkage to reading. The afternoon session began with Mr Ma Ding-sheng's talk on the military diplomacy of modern China. This was followed by a panel led by Mr Tsang Chun Wah, John, former Financial Secretary



of the HKSAR Government, relating to fencing and martial arts, together with the book launch of *Kungfu Athletics in Metropolis* (《水泥森林中的武者》), which includes an article by Mr Tsang on his experiences of learning fencing at Massachusetts Institute of Technology, USA.

The second symposium was held on June 22. It began with a panel discussion on reading promotion and school libraries with scholars and practitioners, including Mr Tsang Yuk Shing, Jasper, former President of the Legislative Council of the HKSAR, and Professor Lui Tai Lok, Vice President (Research and Development) at the Education University of Hong Kong. This symposium also saw the launch of the book *New Cultural Dialog: Interviews with Outstanding Librarians, Archivists, and Curators in Greater China* (《文化新語：兩岸四地傑出圖書館、檔案館及博物館傑出工作者訪談》), funded by the University KE Grant.

The Guangdong, Hong Kong and Macau Greater Bay Area (GBA) Initiative

Universities have a pivotal role in realising the GBA's vision of becoming a world centre for technological innovation in the 21st century, and in providing opportunities for underserved communities of young people to become creative thinkers and successful entrepreneurs. To build a research agenda around this vision, HKU's Consortium for Higher Education in Asia (CHERA) has strengthened the engagement of GBA universities through a number of activities in 2018 and 2019.



Six Deans from universities in GBA joined a Forum to explore cooperation, academic exchange and future research collaboration opportunities.

Firstly, an International Conference was organised by CHERA and Guangzhou University (GU) GBA Research Institute on the topic of *GBA Universities and High Technology Development* in 2018. Secondly, a series of workshops was held at HKU, GU and South University of Science and Technology of China (SUST) to explore the challenges, obstacles, and opportunities for win-win strategies among the higher education systems, institutions and the communities of the GBA.

Representatives from SUST, GU, Shenzhen University (SU), City University of Macau, The Education University of Hong Kong and HKU participated in the workshops. The presenters shared their research and prepared publications for a special journal issue about the challenges of cooperation, innovation policy, the interrelationship between university disciplines and industrial structure, the role of private universities, and research collaboration in the GBA. Finally, six Deans from GBA universities, including Professor A. Lin Goodwin, Dean of the Faculty of Education at HKU, and Professor Liu Hui, Dean of the School of Education at GU, attended the GBA Education Deans' Forum on June 28, 2019 to explore cooperation, academic exchange and future research collaboration opportunities. The other Deans and representatives in attendance were from South China Normal University, SU, Guangzhou Normal University, and the University of Macau.

Knowledge Exchange (KE) Workshop on "Promoting Cognitive Strengths in Children with Developmental Dyslexia"

The Faculty organised a KE workshop entitled *Promoting Cognitive Strengths in Children with Developmental Dyslexia* on July 6, 2019 in the Rayson Huang Theatre, HKU, to provide practical self-help tips to the community. The workshop was led by Dr Shelley Tong, Associate Professor, Academic Unit of Human Communication, Development, and Information Sciences from the Faculty, Dr Rosa Kwok, Research Fellow at the Faculty of Health and Life Sciences of Coventry University.

During the workshop, Dr Tong, Dr Kwok, and a number of speech therapists shared with participants the cognitive strengths and metalinguistic weaknesses of Hong Kong Chinese-English children with developmental dyslexia, as well as some clinical and practical strategies for enhancing their reading and writing ability. The workshop was well received by parents and teachers, who also participated enthusiastically in the Q&A session. Many participants looked forward to joining similar workshops organised by the Faculty in the future. Workshop details can be found at <https://web.edu.hku.hk/event/detail-page/-ke-workshop2019>.



Dr Rosa Kwok (second from left), Dr Shelley Tong (third from left) and speech therapists shared their knowledge and experience in helping with children with developmental dyslexia.

Comparative Education Research Centre (CERC) celebrates research and learning at its 25th Anniversary Celebration



(From left) Dr Liz Jackson, Professor Yang Rui, Professor Mark Mason and Professor Mark Bray joined the cake-cutting ceremony to celebrate CERC's 25th Anniversary.

A great time was had by all at CERC's 25th Anniversary Celebration on June 10, 2019. Emceed by CERC's Management Committee members Dr Nutsa Kobakhidze and Dr Anatoly Oleksiyenko, the party included fun, food, and a celebration of CERC's research, with a panel on the history of CERC and a Book Launch for CERC's Director, Dr Liz Jackson's latest monograph.

The panel on the history of CERC was chaired by Professor Mark Bray – Professor Emeritus and the immediate past Director of CERC. Panellists included past CERC Directors Professor Mark Mason, Head of the Department of International Education at The Education University of Hong Kong, and Professor Yang Rui; former CERC Secretary Ms Emily Mang; and current doctoral research student Mrs Pubali Ghosh. The historical presentation included pictures and stories from over the years. Chaired by Professor Yang, the Book Launch featured Liz Jackson's book *Questioning Allegiance: Resituating Civic Education*.

The event was attended by approximately 50 friends, students, alumni, colleagues, and other associates of CERC. The party featured a raffle prize for free CERC texts. Routledge co-sponsored this event with refreshments, which were complemented by a special cake donated to the celebration, featuring the CERC initials.

Rule of Law Education Project

In July 2019, Dr Cheung Chi Kim, Senior Lecturer in Education, teamed up with Professor Young Ngai Man, Simon from the Faculty of Law to win an Interdisciplinary Knowledge Exchange Project Fund of HK\$100,000 to launch a Rule of Law Education project. The project aims to bring high-quality education concerning the rule of law to secondary schools and primary schools. The HKU education and law students shared the skills in their own expertise with each other. Through training and pairing them up to teach the rule of law in schools, this project will enhance the knowledge of the rule of law among the new generation in Hong Kong as well as demonstrating the social responsibility of our own students.

Dr Cheung Chi Kim conducted training for law students at HKU.



Immersion Programme in National Tsinghua University (NTHU)

One of the main aims of the Faculty's Postgraduate Diploma in Education (PGDE) programme is to equip our students with the qualities needed in the dynamic 21st century teaching profession. To achieve this goal, experiential learning that integrates both inquiry-based and professional learning is one of the major components of the programme, enabling students to have a more holistic understanding of the relationships between the social and cultural aspects of formal schooling and other educational contexts in or outside Hong Kong.

From September 30 to November 8, 2019, 26 full-time PGDE students in Chinese Language Education participated in an experiential learning and language immersion programme at NTHU in Taiwan. In addition to experiencing teaching activities in primary and secondary schools in Taiwan and participating in different types of work in schools, students also experienced life with the Atayal people who are indigenous to Taiwan, and participated in cultural exchanges in local schools. Moreover, to dig into the local culture, students identified topics to explore about the preservation and development of traditional cultural industries in Hsinchu. They also got in touch with the entrepreneurs of the industries, so as to learn how the locals preserve their traditions and innovate their development strategies in the global business environment. Most importantly, students were able to apply Putonghua for the purpose of the immersion programme through experiential learning and cultural inquiry in this authentic environment. Please visit <https://youtu.be/PG3Mc6S6HLw> for the video clip about the immersion programme.



PGDE students participated in an immersion programme in NTHU in Taiwan for a mixture of school experience, language study and cultural activities.



Event Spotlight



HKU One-Stop Shop for Undergraduate Admissions

Due to the rescheduling of the Information Day for Undergraduate Admissions 2019, an online campaign was initiated from October 28 to disseminate programme and admissions information to students, parents and schools. The Faculty joined the campaign, and a website (<https://web.edu.hku.hk/infoday>) was launched in early November to promote our undergraduate programmes. A series of admissions talks, involving all nine undergraduate programmes, was available in online video format to introduce and explain the programme curricula and admissions requirements to prospective students. Videos have been viewed more than a thousand times since they were launched in November. Current students also talked about their learning experience and campus life via various social media platforms.

In addition, five real-time live chat sessions were arranged between November 13 and 21, where our teachers gave instant answers to students' questions so that they could have a better understanding of the programmes. A webinar for the Bachelor of Education in Early Childhood Education and Special Education programme was also held on November 22. During this session, an admissions talk was delivered. Information on the career trends and job market for graduates, as well as some local and international research work were also shared by our teachers.

Prospective students have also been able to access all first-hand admissions information online.

Our 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 study with us in the postgraduate programmes offered by our Faculty:

Doctor of Philosophy [PhD]
Doctor of Education [EdD]
Master of Philosophy [MPhil]
Master of Arts in Teaching English to Speakers of Other Languages [MA(TESOL)]
Master of Education [MEd]
Master of Science in Audiology [MSc(Audiology)]
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)

More Information

<https://web.edu.hku.hk/prospective-students/programmes-finder>



How to apply?

<https://aal.hku.hk/tpg/programme-list-2021>



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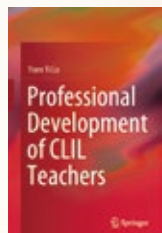
New Books

Asian Perspectives on Education for Sustainable Development



Editor
Liz Jackson
Publisher
Routledge

Professional Development of CLIL Teachers



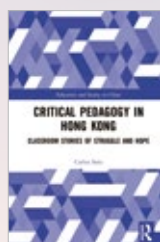
Editor
Lo Yuen Yi
Publisher
Routledge

Academic Collaborations in the Global Marketplace



Author
Anatoly Oleksienko
Publisher
Springer

Critical Pedagogy in Hong Kong: Classroom Stories of Struggle and Hope



Author
Carlos Soto
Publisher
Routledge

The Routledge Handbook of English Language Teacher Education



Editors
Steve Walsh and Steve Mann
Publisher
Routledge

文化新語：兩岸四地圖書館、檔案館及博物館傑出工作者訪談

New Cultural Dialogues: Conversation with Outstanding Librarians, Archivists, and Curators in Greater China



作者 Authors
蔣天驥、盧敬之、
卓文傑、趙格華
**T Chiang; Patrick Lo;
M K Cheuk;
Dickson Chiu**
出版社 Publisher
超媒體
Easy-publish

多語言、多文化環境下的中國語文學習：理論與實踐

Chinese Language Education in Multilingual and Multicultural Contexts: Theory and Practice



作者 Authors
羅嘉怡、巢偉儀、
岑紹基、祁永華
**Loh E K Y; Chou P W Y;
Shum M S K; Ki W W**
出版社 Publisher
香港大學出版社
Hong Kong University Press

People

Achievements

No. 3 in the world – Times Higher Education World University Rankings by Subject 2019
Faculty of Education, HKU

No. 7 in the world – Quacquarelli Symonds (QS) World University Rankings by Subject 2020
Faculty of Education, HKU

Education “Oscar” at the QS Reimagine Education Awards

Dr Gary Harfitt
Ms Jessie Chow
Ms Ivy Chung

Honorary Member of the International Association for the Evaluation of Educational Achievement

Professor Frederick Leung

2020 Fellow of the International Society of the Learning Sciences (ISLS)

Dr Jan van Aalst

Chairman of the Resolution Committee, Eastern Regional Organization for Public Administration

Dr Vincent Wong

Chairperson of the Problem-Based Education Special Interest Group of the American Educational Research Association (AERA)

Dr Susan Bridges

Secretary of the Philosophical Studies in Education Special Interest Group of the AERA

Dr Liz Jackson

Comparative and International Education Society (CIES) Conference Award for Best Book in Higher Education

Dr Jisun Jung
Dr Hugo Horta

AERA International Travel Award
Dr Monaliza Chian

International Association of Applied Linguistics (AILA) Solidarity Award
Dr Monaliza Chian

University Grants Committee Teaching Award 2019

Dr Hu Xiao (member of the Common Core Teaching Team)

Early Career Teaching Award (University)
Dr Benjamin Moorhouse, Lecturer

Faculty Outstanding Teaching Award (Individual)

Mrs Kit Chan

Faculty Outstanding Teaching Award (Team)
Dr Valerie Yip (Team leader)

Dr Kennedy Chan
Dr Dennis Fung
Dr Jessica Leung

Fulbright-RGC Hong Kong Research Scholar Award 2019-20

Miss Chan Hiu Fung, Kammy, PhD student

Online People's Choice Award in the HKU Visualise Thesis Competition 2019

Miss Cheng Wing Tung, Michelle, PhD student

People

Promotion and Tenure

Promotion to Chair Professor
Professor Nirmala Rao

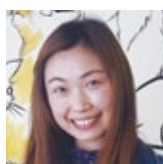
New Appointment

Academic Unit of Human Communication,
Development, and Information Sciences
Dr Chan Wing Yan, Stephanie, Postdoctoral
Fellow

Academic Unit of Social Contexts and
Policies of Education
Dr Benjamin Richards, Lecturer

Welcome

Academic Unit of Human Communication,
Development, and Information Sciences



**Ms Chan Hang Yi,
Kammy**, Assistant
Lecturer

Ms Kammy Chan joined the Faculty as a Clinical Educator in September 2019. She is a Speech Therapist with clinical experience in public hospitals providing services to pediatric, adult and geriatric populations. Ms Chan has a particular interest in communication and swallowing disorders in geriatric populations. She graduated from HKU with a Master of Social Sciences in Gerontology degree in 2019.

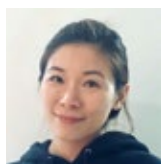
Academic Unit of Human Communication,
Development, and Information Sciences



**Ms Hung Nga Yan,
Janet**, Lecturer

Ms Janet Hung joined the Faculty as a Lecturer in September 2019. She graduated from HKU with a Master of Education degree majoring in Early Childhood Education. Her whole career has been early childhood-related: starting off as a kindergarten teacher, then moving to the management team in the kindergarten, and finally becoming a university lecturer. Before she joined the Faculty, she was a lecturer at Hong Kong Baptist University and took up the position of kindergarten principal at HKBU-Kindergarten. She has a particular interest in leadership in kindergarten and parental education.

Academic Unit of Human Communication,
Development, and Information Sciences



Ms Wan Ka Hei, Emily,
Assistant Lecturer

Ms Emily Wan joined the Faculty as an Assistant Lecturer in August 2019. She graduated from the Faculty of Education at HKU with a bachelor's degree in Speech and Hearing Sciences in 2011. Since then, she has been working as a speech therapist and was previously employed by a Special School and NGOs. Through her journey as a speech therapist, she gained clinical experience working with paediatricians, and with the school-aged and geriatric populations. She is particularly interested in and experienced with helping preverbal and non-verbal children with Autistic Spectrum Disorder to overcome their communication disorders. She values family education and interdisciplinary practice as well. Re-joining the faculty as a clinical educator means so much to Ms Wan and she hopes to inspire and nurture the next generation of student clinicians with her experiences and knowledge.

Academic Unit of Teacher Education and
Learning Leadership



**Dr Tse Wing Cheung,
Alex**, Lecturer

Dr Alex Tse joined the Faculty as a Lecturer in August 2019. His research interests include STEM education, information technology in education, critical thinking and inquiry-based learning. His doctoral research, undertaken at HKU, focused on using computer-supported collaborative learning to develop students' affective dimensions of critical thinking. Dr Tse previously worked at The Chinese University of Hong Kong and the Curriculum Development Institute of the Education Bureau in Hong Kong. He has been a council member of the Chinese Society for Inquiry Learning since 2009.

Academic Unit of Teacher Education and
Learning Leadership



**Dr Yang Chi Cheung,
Ruby**, Lecturer

Dr Ruby Yang joined the Faculty as a Lecturer in January 2020. She has extensive local teaching experience (at secondary, sub-degree, undergraduate and postgraduate levels). She obtained her PhD in Applied Linguistics from Lancaster University. Apart from teaching, she is also an active researcher. Her research interests include gender & language and e-learning in English Language Education. She has a range of publications in academic journals and is involved in the editorial boards in a number of journals.

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!

Academic Unit of Teacher Education and
Learning Leadership
Dr Cheung Chi Kim, Senior Lecturer

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; they will always remain a part of our HKU/Faculty of Education family and global network.

Academic Unit of Human Communication,
Development, and Information Sciences
Dr Lo Chung Kwan, Postdoctoral Fellow

Academic Unit of Teacher Education and
Learning Leadership
Professor Angel Lin, Professor
Dr Cheri Chan, Assistant Professor
Dr Mairin Hennebry, Assistant Professor
Dr Yang Shuqi, Postdoctoral Fellow

Editorial Team

Advisor: **Professor A. Lin Goodwin**
Editor-in-Chief: **Dr Ida Mok** and **Dr Elizabeth Loh**
Executive Editor: **Ms Emily Cheung**
Deputy Editor: **Ms Cynthia Tang** and **Miss Crystal Pang**
Writer: **Ms Teri Fittsell**



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Office Phone No. : Home Phone No. :

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HKU Faculty of Education Studying Record

Degree (s) (with year of entry and leaving):

Membership Type Applied

Life Member / Ordinary Member *

Cheque No.: (Bank:)

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- Account name: "University of Hong Kong Education Alumni Association"
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c/o Ms Emily Cheung (emchy@hku.hk)
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Pokfulam, HONG KONG

Fax: **2517 0075**

Email: **emchy@hku.hk**

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The University of Hong Kong

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ECONOMY

Alumni Network

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Address: **Room 420, Faculty of Education, Meng Wah Complex, The University of Hong Kong**

Email: eduert@hku.hk Fax: **2517 0075**

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Company name and address: _____

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