

EducationMatters

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Faculty of **Education**
The University of Hong Kong



Faculty of *Education*

教育
學院



Dear Friends of the Faculty of Education,

Since our last issue of *Education Matters*, the Faculty of Education has been extremely busy and productive with many interesting projects and initiatives. I know you will be impressed by my colleagues and our students who have been devoting energy and brain power to pushing the boundaries of research and practice, and creating all kinds of innovative approaches to solving enduring problems such as reading difficulties experienced by young students and their teachers, or basic quality of life issues facing our elderly, or promoting independent and self-regulated learning, or serving multicultural learners, or... Read on to find out more about all the exciting work that is going on in education at HKU!

One very special event this semester was the launch of our new Academy for Leadership in Teacher Education (ALiTE), which will be a space to watch for research, exchange, and professional development around teaching and teacher education, broadly defined across sectors (education, health, business, etc.), organisations, disciplines, and age groups. After all, there is not a profession that does not

depend on teachers, whether they are called trainers, staff developers, mentors, or coaches. In this issue you will also hear about the many changes we are making to improve and re-think business as usual with our partnerships with schools, about our engagement with international colleagues, and about the many distinguished speakers we hosted. If you missed some of the excellent talks, follow the links to recapture them for your enjoyment. In addition, we will welcome several world-renowned scholars in the 2019-2020 year. Be sure to save the dates because you won't want to miss them!

Finally, you will want to join me in celebrating the many achievements of our Faculty of Education family. These include nearly a thousand new graduates, several faculty promotions, numerous awards for outstanding research and teaching, post-graduate scholarship awards, and a number of new books. This issue is full of good and interesting news, so take some time to digest it all. I wish you happy reading!

Professor A. Lin Goodwin
Dean

New Drive to Give School-University Partnerships Major Boost



A group photo after a fruitful meeting with school representatives on new partnership initiatives on May 6, 2019.

Collaborations and partnerships with schools, teachers, teacher educators and researchers have always been a key part of the Faculty of Education's make-up and a mainstay of its role in the Hong Kong community. The stated aim of the School-University Partnership (SUP) Office is "to broaden and deepen our relationships with individual schools and school networks, through teaching practice for our student-teachers, a variety of professional events and activities for mentor-teachers, and communication with different stake-holders."

This year, the Faculty is seeking to enhance those collaborations even further by "re-imagining" the notion of partnership, and aiming to add greater flexibility to existing relationships and foster more dialogue with schools through our new Teacher Ambassador Programme (TAP).

"We wanted to shake things up a bit," said Dr Gary Harfitt, Associate Dean (Learning and Teaching), who works alongside the SUP Office in his role. "As Lin [Professor Goodwin, Dean, Faculty of Education] has been quick to point out: 'It's no longer business as usual!' And we know that we need to do better in developing true partnerships based on reciprocity and trust, dialogue and exchange."

"At the start of the academic year 2018-2019, we decided to suspend a number of our usual practices in favour of just sitting down and talking to some of our closest partnership schools face to face, and inviting feedback on how we might develop a more reciprocal relationship. Some of the feedback was not always easy to listen to, but it was honest and fair – we knew things had to change."

"Over the course of the year we have had a number of very productive meetings with school heads and teacher leaders on how we can work more closely together because we have so many common interests. After all, we are both concerned about raising the quality of pre- and in-service teacher education because of the obvious benefits it brings to students, schools and society in Hong Kong."



Access to Academic Resources

A number of new initiatives were piloted along the way, including giving partnership schools access to important meetings and academic resources in the Faculty. For example, at the start of 2019, the Faculty was able to set up a special closed meeting between some of our closest school partners and Distinguished Visiting Professor Andy Hargreaves; and this gave the schools the opportunity to engage him on issues related to school leadership and how to mentor middle managers.

The same schools were invited to join the Faculty at the Academy for Leadership in Teacher Education (ALiTE) inauguration ceremony in March to hear a thought-provoking talk by Professor Linda Darling-Hammond, Charles E. Ducommun Professor of Education Emeritus at Stanford University, and President and CEO of the Learning Policy Institute, USA. The Faculty plans to offer more opportunities for academic exchange to school leaders and teachers of partner schools as a way of acknowledging their work and building closer links.

"None of these initiatives would have been possible without the dedicated service and hard work of Dr Thomas Chiu who has been SUP Director since 2018," said Dr Harfitt. "Dr Chiu will leave us this summer to take up a position as Assistant Professor at the Chinese University of Hong Kong and, while we are all sorry to see him leave the Faculty, we are also excited for him and wish him well in his new role."

The new SUP Director will be Ms Promail Leung, Senior Lecturer in the Division of Mathematics and Science Education. Ms Leung has already contributed much to the coming plans for TAP and other new partnership activities, along with longstanding colleagues Ms Wendy Leung and Ms Karen Wong who undertake all communication with our school partners, oversee all our practicum placements and serve the Faculty so well.

ALiTE Attitude

In the spirit of the recently launched ALiTE, which aims to promote professional learning at different career stages, the SUP office has invited partner schools to nominate passionate and committed teachers and middle managers to join TAP.

The overall aim of the programme is to enhance professional dialogue and capacity across different educational sectors and schools. "We also believe TAP will enable teacher ambassadors to develop professionally by broadening their supervisory and leadership skills," said Dr Harfitt. "And at the same time, help them to enhance their repertoire through understanding other school settings and cultures."

PGDE students actively participated in a group activity during a PGDE School Forum.



There are two parts to the programme, first training workshops then Teaching Practicum observation sessions alongside Faculty members. For the first part, teacher ambassadors will be invited to come to two or three training sessions on how to conduct professional lesson observations, and how to participate in post-lesson conferences supported by both theory and practice. These sessions will be conducted by Faculty members.

For the second part, teacher ambassadors will be invited to work alongside our own Faculty colleagues in a process of co-learning how to conduct school/teaching practice observations during semester 2 (February to April 2020) of the 2019-2020 school year, and how to support pre-service undergraduate student teachers. The SUP Office hopes that they will also visit HKU's teacher education classes, where they can offer insights and advice to trainee teachers.

As part of the programme, the Faculty will offer teacher ambassadors Continuous Professional Development (CPD) credits and tailored courses to in-service teachers/middle managers from partnership schools. "The Faculty is pleased to support CPD hours for school teachers and/or principals where appropriate," said Dr Harfitt. "It is a good incentive and a recognition of their dedication and commitment to excellence in teaching."

The programme is already underway. In May this year, letters were sent to 13 selected schools inviting them to take part and asking them to nominate staff to be teacher ambassadors – each school was invited to nominate a maximum of five. At the same time, the SUP Office began collecting feedback from these schools on their professional development needs.

Defining Support for Schools

"We really want to define the areas in which schools feel they need support," said Dr Harfitt. "Then we can tailor-make solutions to fit their needs. We have tried to listen to our school partners and it is clear that we all share similar challenges and concerns."

From HKU's side of the project, in 2019-2020, student teachers from the Faculty's four five-year double degree programmes will be involved in TAP, namely, Bachelor of Arts and Bachelor of Education in Language Education (English) [BA&BE(LangEd)-Eng]; Bachelor of Arts and Bachelor of Education in Language Education (Chinese) [BA&BE(LangEd)-Chin]; Bachelor of Education and Bachelor of Science [BE&BSc], and Bachelor of Education and Bachelor of Social Sciences [BE&BSS].

"One school leader mentioned at our last meeting that TAP offers a win-win situation to both HKU and the schools involved," said Dr Harfitt. "For the teacher ambassadors, it offers the chance to learn about teaching contexts in different schools and to develop leadership skills which they can apply in their own schools. They can learn from other teachers, and perhaps foster long-term contacts with them. We hope too that working alongside our student teachers will inspire them and fuel their passion for teaching."

"For our student teachers, it gives them opportunities to learn from experienced frontline teachers other than their instructors and mentors, thereby providing them with new and exciting perspectives on teaching. It also gives them more practicum learning experiences, as well as the chance to benefit from valuable and constructive feedback from experienced teachers who are in the classroom daily."



Principals and school representatives actively engaged in a dialogue session with Professor Andy Hargreaves, a Distinguished Visiting Professor on February 20, 2019



Getting The Best out of Reading Assessment

A recent project, funded by the Teaching Development Grant (TDG) and focusing on reading assessment in primary schools, was carried out to further build on English Language student teachers' assessment literacy.

Project leader Ms Suzi Nicholson, Lecturer of the Faculty, said: "We wanted to explore reading assessment in primary schools beyond what we are currently able to do in the classroom at HKU. In particular, we lacked video resources from local primary English as a Second Language contexts for Bachelor of Arts and Bachelor of Education in Language Education - English students. One aim of the project was to create experiential learning opportunities in schools. The other was to produce a teacher education resource on reading assessment for use in our programmes at the undergraduate and postgraduate levels."

Teachers often use one text with the whole class as a means of teaching second-language reading. However, primary school children will inevitably be at different reading levels, and so some may find the book too hard to follow and others too easy. As a result, the learning opportunities afforded to the students through one-text use will vary.

"An important part of a literacy programme is independent reading, whereby children read a book that is graded to their instructional and developmental reading level," said Ms Nicholson. "Providing students with graded books aids their literacy development and helps them to develop a reading habit and an interest in reading beyond the classroom."

A common means of determining a child's reading level in their first language is "Running Records". Widely used in the United States, United Kingdom and Australia and now increasingly adopted by Hong Kong primary schools for second language literacy assessment, "Running Records" involves the teacher listening to a child reading graded books aloud. As the child reads, the teacher assesses their reading fluency, records and analyses the nature and possible cause of errors made and the child's comprehension of the text. The child may read one or more books during this assessment process in order for the teacher to gauge their level.



Ms Suzi Nicholson



Dr Benjamin Moorhouse

"We felt it was important that our students also have a good grasp of this assessment practice as it requires them to develop important observational skills and an ability to diagnose students' reading difficulties through detailed analysis," said Ms Nicholson. "This awareness will also help them in their formative assessment practices in their classroom teaching and enable them to respond to students' needs in an informed and principled way."

Throughout the project, Ms Nicholson and Dr Benjamin Moorhouse, who is also a Lecturer of the Faculty, worked closely with a local primary school and an advisory teacher on Education Bureau's



Student teachers assess primary students' reading level and identify their strengths and difficulties.

Professor Nirmala Rao Wins Top Research Prize for Culturally Sensitive Assessment Tool

In March this year, Professor Nirmala Rao was presented with HKU's Outstanding Researcher Award 2017-2018, a prize given annually by the University Research Committee to recognise distinguished and relevant research achievement.

Professor Rao has been recognised internationally over many years for her research into the development of young children, particularly in Asian cultural contexts. She believes that "it is essential to push research to the forefront as rigorous empirical studies should inform educational and social policy relevant to children and their families." She further believes that quality research is "always collaborative" and has worked with researchers, policymakers and practitioners in different countries, as well as PhD students and post-doctoral scholars at HKU.

It is only fitting then that she has been singled out for the award in large part for her recent collaborative work with a team of international experts to develop a standard for measuring childhood development in the East Asia Pacific region, based on the culture and values of the countries in the area.

The tool that resulted from their research – the East Asia-Pacific Early Childhood Development Scales (EAP-ECDS) – was developed with the support of UNICEF and input from eight countries, specifically Cambodia, China, Laos, Mongolia, the Philippines, Thailand, Vanuatu and Vietnam.

The Faculty's Early Childhood Development and Education research team, which is led by Professor Rao, provided the technical leadership and guidance for the development of EAP-ECDS.

"We decided to develop the tool in response to a growing realisation that Western assessment means may not be valid in the East Asia Pacific because of cultural and contextual differences," said Professor Rao. "Appropriate child development assessments are particularly important in developing regions to support evidence-based policy-making, investment and programming for early childhood.

"We felt that many children in the EAP might not be reaching their full development potential, and this could be a result of factors not common in the West, such as stunted growth or being ill-prepared for school.



"Children tended to be better at those skills that were valued in their culture, so it was important to develop a scale that measured these," she added. "Further, in developing regions there tended to be a big disparity in development levels between urban and rural children, and we wanted to address this issue too."

Professor Rao and her international research team studied more than 1,700 indicators of child development from the eight countries involved in order to ensure the scales covered all relevant aspects of the children's lives. Their initial scales were then tested in seven of the participating countries for validation.

The result is a scale that equips Early Child Development (ECD) stakeholders in EAP countries with a reliable measurement tool for assessing the holistic developmental progress of children of pre-primary age. The tool has since been implemented in research projects in Cambodia, China, Mongolia, Myanmar, Papua New Guinea, Timore-Leste, Vanuatu and Vietnam, and has informed measurement of the United Nations Sustainable Development goal related to early childhood.

Professor Rao has completed an impact study to ascertain how the scale has affected the country's education policies. "I wanted to see if the EAP-ECDS was helping the respective governments to address and correct disparities in early childhood outcomes," she explained. "In particular, we were saying 'don't compare yourself to other countries – either in the region or across the world – but do aim to bring your rural children up to the same levels as your urban children and the girls up to the level of the boys'.

"I and the large team of people involved in its research and development are satisfied that the Scale equips ECD stakeholders in EAP countries with a reliable measurement tool to assess the holistic developmental progress of children of pre-primary age."

As a further measure of the importance of this research, the EAP-ECDS was lauded as one of the major events influencing ECD policy and practice in the 2017 *Lancet* series on ECD, and was recognised through a Best of UNICEF Research award for "policy impact, innovative design, thoughtful use of available data, methodological rigor and potential replicability in both the country of origin and other country contexts".



Professor Nirmala Rao (first row, third from right) and Dr Marie Ng (first row, third from left) went to Vanuatu for an in-country workshop on EAP-ECDS.

Empowering Caregivers with Speech Therapy App to Help Elderly

What started as a Knowledge Exchange project by a PhD graduate to look at risk factors for swallowing in the elderly has developed into a more far-reaching prevention programme, which is empowering caregivers to utilise speech therapy methodology to help prevent such problems from happening in the first place.

Project leader and Director of HKU's Swallowing Research Laboratory (SRL), Dr Karen Chan, said: "This came out of an idea by my PhD graduate Dr Dai Pu and it was developed into something much more – including a mobile app. Further, it is helping us mitigate against the current shortage of speech therapists in Hong Kong."

Few people outside the medical and therapeutic professions are aware of it but swallowing problems among the frail elderly are common. "My PhD student's research showed how aspects of this are related to their oral muscles and to cognitive factors," said Dr Chan. "The literature suggests that there are ways to improve both conditions, so our thinking was 'can we change these factors before problems occur?' – that is, prevention rather than cure."

Shortage of Therapists

"Our project aims to empower the caregivers and volunteers to help those elderly who are at risk of developing swallowing difficulties. In Hong Kong, there is a shortage of speech therapists, plus many elderly people simply do not know that they can seek advice from those therapists when they have swallowing problems."

Dr Chan and her team started by raising awareness through conducting workshops in the community. Using their newly developed "Keep on Talking and Eating" app, they trained volunteers and caregivers to conduct simple swallowing and communication exercises.

The workshops were carried out in collaboration with charity group Sik Sik Yuen (SSY). "We have collaborated extensively over the years with SSY," said Dr Chan. "Our research partnership officially started in 2015, and we have done many community projects with them since, including promoting awareness of swallowing disorders in Hong Kong via training workshops for nursing home staff, and dysphagia screening in SSY nursing homes."

Every year, the two groups organise the World Swallowing Day to raise awareness of swallowing



Sik Sik Yuen and Swallowing Research Laboratory, HKU launched the "Keep on Talking and Eating" mobile app on "Swallowing Day 2018".

problems in the elderly. And this year, they decided to also implement their app and workshops as part of the day. They decided this in December 2018, and had it up and running within three months.

The workshop and the volunteer-led training sessions were well received by the participants and their caregivers. Said Dr Chan: "The caregivers are often volunteers, often the spouse of the patient and often what we term 'young elderly' – that is they are in their senior years but still fit and healthy."

"In fact, a positive side effect that we had not foreseen was that the caregivers felt the workshops would prove doubly beneficial, in that knowing these exercises could also benefit them in later life. The 'frail elderly' in their turn enjoyed the interaction with the caregivers and volunteers, and also felt their swallowing was better by the end of the course."

The word is well and truly out – already rehabilitation centres and nursing homes have been contacting Dr Chan, asking if she can conduct similar programmes with them.

The whole project has been supported financially by HKU's Knowledge Exchange Funding Scheme, and the SRL team is now seeking further funding to take it forward.

"We hope that this training model will be adopted by professionals working in elderly service centres in the future," said Dr Chan. "Since the project has gone public, we have been receiving requests from other parts of the community to implement similar exercises in elderly/rehabilitation centres."

"Our laboratory will continue to work towards evidence-based programmes that will keep the elderly talking and eating happily!"



Strengthening Self-directed Learning in STEM to Nurture 21st Century Skills

STEM (Science, Technology, Engineering and Mathematics) is defined as a focus for development at all levels of education, and particularly at K-12 levels around the world. In the United States, the National Academy of Science and the National Science Foundation have been leaders in this area, with their Next Generation Science Standards, as well as the resources for teacher professional development and for classroom teaching.



Here in Hong Kong, Professor Nancy Law, Founding Director of the Centre for Information Technology in Education and who is also known internationally for her work as a learning scientist, is leading a team of researchers in a massive two-and-half-year project to facilitate the development of STEM education via Self-directed Learning (SDL) techniques at upper primary and lower secondary levels.

Said Professor Law: “The reason for the strong policy attention is the recognition that STEM Education needs to be strengthened to nurture 21st century skills, and to foster creativity, innovation and entrepreneurship.”

While noting that no definitive evidence exists that Hong Kong is falling behind, Professor Law suggests that there are causes for concern. She cites the results from the International Computer and Information Literacy Study, conducted under the umbrella of the International Association for the Evaluation of Student Achievement in 2013 (ICILS 2013), which showed that Hong Kong students’ computer and information literacy skills were the lowest among all economically developed countries participating in that study, yet Hong Kong students’ level of computer and internet access was among the highest.

The Myth of “Digital Natives”

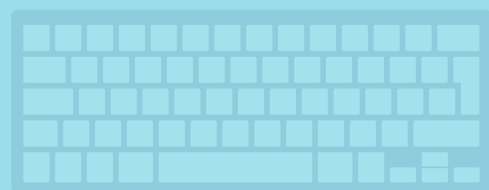
“The results show that access and frequent use of digital technology for entertainment and personal/social communications are not adequate to ensure that students have the requisite digital competence,” said Professor Law. “The Study results also showed that the ‘digital natives’ assumption – that is, those who grow up with ample access to digital technology are automatically digitally competent – does not hold.”

The Hong Kong Jockey Club-funded project aims to bring Hong Kong up to scratch by focusing on STEM education to foster creativity, innovation and entrepreneurship, promoting e-learning and digital competence, nurturing 21st century skills and empowering schools to adopt self-directed learning in STEM.

Leadership Networks Designed to Transform Learning

This project began in March 2019 and will run until August 2021. It involves 18 primary and 14 secondary schools working together with Professor Law’s team to set up and develop a Transformative Learning Leadership Network (TLLN) for 21st century schools, an innovation network that will promote transformative SDL in STEM education.

“The TLLN refers both to senior leaders (principal, vice-principals, school-based curriculum





Professor Nancy Law spoke at Jockey Club Self-directed Learning in STEM Programme March 2019 Inception Meeting and Workshop.

development heads and panel heads) and other teachers involved in the project in the participating schools,” said Professor Law. “The Network is to foster school level change leadership capacity involving senior and middle management staff to motivate, steer and scale STEM innovations for transformative learning in the school.

“Building leadership capacity is key to ensure, one: deep changes in how learning, teaching and assessment take place on a day-to-day basis; and two: interdisciplinary collaboration among teachers from different STEM disciplines to achieve the goal of providing integrated STEM learning experiences to students.”

In providing support for teachers to develop and implement STEM innovations, the project will be inventive on many levels. Explained Professor Law: “At the classroom learning and teaching level, the focus will be on professional development and specially designed technology tools to help teachers design the learning environment (physical, digital and social) and learning experiences (design of learning tasks and interactions) for students.

“At the holistic school strategic change level, it will guide school-based strategic development plans for STEM innovation as a whole-school initiative for sustainable impact – and not simply a couple of teachers for a year or two.

“At the Network level, it will build mentorship capacities by working together with designated mentor schools.”

Research Goals and Implications

Design-based implementation research for sustainable and scalable technology-enhanced innovations is Professor Law’s core research area, and her focus for the project is to implement, evaluate and refine the TLLN Model for all kinds of technology-enhanced transformative learning for 21st century skills.

In broader terms, this work is already impacting policy in that some of the principles in the project [which evolved from Professor Law’s other previously funded projects supported by Research Grants Council (RGC), Education Bureau (EDB) and Quality Education Fund (QEF)] are now influencing the EDB and QEF in their formulation of funding programmes to universities and schools to support curriculum and pedagogical innovations in their school-based professional development support programmes.

Concluded Professor Law: “I hope this project can serve as a fertile ground for generating technological tools, and pedagogical and leadership models that serve to advance and sustain the STEM educational goals beyond the schools already involved.”

Event Spotlight

Information Day for Undergraduate Admission



HKU's Information Day for Undergraduate Admissions was held on November 3, 2018. With the concerted effort and many helping hands from our students, hundreds were attracted to the admission talks related to our undergraduate programmes and visited our exhibition booths at Rayson Huang Theatre. This year included a booth set up to promote two newly

launched programmes, the Bachelor of Arts and Sciences in Social Data Science [BASc(SDS)] and the Bachelor of Education in Early Childhood Education and Special Education [BEEd(ECE&SE)].

The admission talks were well attended by around 850 participants. Visitors included secondary students, parents and teachers, as well as sub-degree students, who were especially interested in our top-up degree programmes. To deepen their understanding of our students' work, there was also a poster exhibition showing final year projects of the Bachelor of Science in Information Management [BSc(IM)] programme.

More than 5,000 souvenirs and around 6,500 copies of the Faculty Undergraduate Prospectus were distributed. Our students were enthusiastic to answer questions and highlight special features of our programmes, and to share information about their campus life at HKU with visitors. Apart from the interactive games at the programme booths, our Speech and Hearing Sciences students also provided a free articulation test of Cantonese pronunciation and a hearing screening test to visitors.



Distinguished Lecture on *Global Migration, Failed Citizenship, and Transformative Civic Education* by Professor James Bank

Sponsored by the Tin Ka Ping Foundation, the Faculty organised a Distinguished Lecture entitled *Global Migration, Failed Citizenship, and Transformative Civic Education* by Professor James A. Bank, Kerry and Linda Killinger Endowed Chair in Diversity Studies at the University of Washington, Seattle, USA on November 5, 2018 in Rayson Huang Theatre.

Professor James Banks explained that global migration, the quest by diverse groups for equality, and the rise of populist nationalism, have complicated the development of citizenship and citizenship education in nations around the world. Many racial, ethnic, cultural, linguistic, and religious groups have been denied structural inclusion into their nation-state, which consequently has led them to focus primarily on their particularistic group needs rather than national goals.

In the lecture, Professor Banks presented a typology that detailed failed, recognised, participatory, and transformative citizenship. He also described the role of schools, colleges, and universities in reducing failed citizenship and in helping marginalised groups become efficacious and participatory citizens in multicultural nation-states. To recapture the lecture, please visit <https://web.edu.hku.hk/event/lectures>.



(From left) Professor Gerard Postiglione, Professor James Banks, Professor A. Lin Goodwin, Professor Cherry Banks and Mr David Day, Chief Executive of Tin Ka Ping Foundation joined a group photo before the lecture.

Connection between Klaipeda University, Lithuania and the Faculty of Education, HKU

The Faculty of Education received three professors from Klaipeda University from November 12 to 23, 2018, funded by a Lithuanian research grant. The purpose of the visit was to fulfill one of the goals of the grant, to learn from well-renowned scholars, included Dr Susan Bridges, Assistant Dean (Learning and Teaching) of the Faculty, to help educational researchers to develop methodological competencies and capacities in Lithuania. Professor Liudmila Rupsiene, President of the Lithuanian Educational Research Association, Professor Ingrida Baranauskiene, and Professor Audra Skukauskaitė, engaged in cross-national and interdisciplinary dialogue with the Dean, professors, academic staff and graduate students within the Faculty. The Community of Higher Education Research and Comparative Education Research Center co-sponsored their first seminar entitled, *Lithuanian Higher Education in The 21st Century: Post-Soviet Remnants, European Integration*, and the Faculty sponsored the second seminar entitled, *Research, Teaching and Learning in Lithuania: Transcending Historical, Epistemological, and Linguistic Challenges in Creating Opportunities for Learning*.

On February 22, 2019, Dr Bridges along with her Post-doctoral Fellow, Dr Monaliza Chian, visited Klaipeda University to conduct a week-long seminar to professors and graduate students from the universities across Lithuania. They engaged participants in conducting small video-enabled research studies using the methodological principles of Interactional Ethnography. Dr Bridges was also invited to meet with multiple leaders and professors throughout the week. Some of these meetings involved dialogues with leaders at Klaipeda University, including the mayor of Klaipeda who was also the chair of the Council of the university, Vytautas, Grubliauskas, the Rector, Vice-Rector and the Dean of School of Medicine on potential ways to extend and sustain the connection and partnership between the two universities.



Dr Monaliza Chian (first from left) and Dr Susan Bridges (first from right) received three professors from Klaipeda University from November 12 to 23, 2018.



Dr Susan Bridges (middle) and Dr Monaliza Chian (first from right) visited Klaipeda University to conduct a week-long seminar to professors and graduate students in February 2019.



Faculty Congregation and Diploma, Certificate and Prize Presentation Ceremony

Faculty Congregation was held in Grand Hall at HKU on November 24, 2018 for all four sessions this year. Graduates had a delightful time on this important day, taking pictures with graduation decorations around the campus and sharing their happiness with friends and families.

We were very grateful to Professor Tsui Lap-Chee, GBM, GBS, JP, President and Founding Member of The Academy of Sciences of Hong Kong; Dr Moses Cheng Mo Chi, GBM, GBS, JP, Consultant, P.C. Woo & Co; and Dr Maggie Koong, Chief Principal of Victoria Education (China) Group and Causeway Bay Victoria International Kindergarten, as well as Co-Founder and Head of Victoria Shanghai Academy, who served as Guests of Honour. They offered inspiring words to our graduates and guests. Many thanks also to our Provost and Deputy Vice-Chancellor, Professor Paul K H Tam, who capped the graduands

who received degrees.

The Congregation was a red-letter day for around 1,000 graduates in Education. This year, Doctoral Degrees were conferred on 70 graduates, Master Degrees on 619, and Bachelor Degrees on 227. In addition, one graduate was awarded the Postgraduate Certificate in Advanced Education Studies and 249 graduates received the Postgraduate Diploma in Education. Prizes for academic excellence were also awarded to staff and students in various categories.

To maintain close ties with the Faculty and the University, you are always welcome to connect with us and become a member of the Alumni Network at <http://webapps.edu.hku.hk/onlineforms/alumni/index.php>.



Dr Moses Cheng



Professor Tsui Lap-chee



Dr Maggie Koong

Event Spotlight

Fostering Future Authors

In the first quarter of 2018, Dr Samuel Chu, Associate Professor and founder of the award-winning e-learning platform, Reading Battle (RB), co-hosted a creative writing workshop for exceptional primary school readers, alongside Ms Helen Chan, Senior Teacher at Lam Tin Methodist Primary School, and Ms Poon Ming-Chu, Member of Hong Kong Writers. RB has motivated thousands of students, locally and abroad, to enhance their reading and writing interests and abilities.

The scheme targeted exceptional RB users – those who had read more than 200 books and scored an average of 80/100 on related reading comprehension questions – and guided them in writing their stories through this digital platform, boosting their confidence in and ability to express themselves creatively. These students became “Little Authors” in their own right, and had their stories added to RB in November 2018. Since then, these stories have been well-received, rivaling other award-winning titles. Together, the 14 books written so far have been read more than 45,000 times; two highly rated books received more than 1,700 “likes” from fellow primary school students. Corresponding reading comprehension questions have been answered more than 400,000 times.

The Reading Battle Awards Ceremony was held on June 28, 2019 under the theme of “Authors of Tomorrow”. A second round of the creative writing workshop is underway, with a fresh batch of “Little Authors” in training.



Dr Samuel Chu spoke to the audience at the 2018-2019 Reading Battle Awards Ceremony.

The 3rd International Dean's Forum

The Faculty hosted the 3rd International Forum for Deans of Schools of Education at Research Universities (the Forum) on December 10 & 11, 2018, bringing together deans from top schools of education at research universities in different parts of the world.

The Forum aims to facilitate robust discussion and exchange across national borders and international contexts, and support working together to solve mutually pressing concerns. The focus of this year's Forum was on new directions in/for education practice and research with the goal of an edited volume where each dean provides perspectives on a common central issue that was identified at the Forum.

A total of 18 participants from renowned schools of education flew in to bring insights to the theme of the Forum: *Internationalising Schools of Education: Research, Programmes, People, Practices*. The two-day Forum was a fruitful event which fostered deep and engaging discussions, and the sharing of different perspectives and ideas.



Yidan Prize Conference Series: Asia-Pacific

The Yidan Prize Foundation and the Faculty co-organised the *Yidan Prize Conference Series: Asia-Pacific*, with keynote lectures delivered by the two newly minted Yidan Prize winners on December 11, 2018 at HKU. Professor Larry Hedges, Chairman of the Department of Statistics at Northwestern University, USA, and one of the most influential applied statisticians in the world, was the Yidan Prize Laureate for Education Research; Professor Anant Agarwal, Founder and CEO of edX, and a professor at the Massachusetts Institute of Technology, USA, was the Yidan Prize Laureate for Education Development.

Professor Hedges talked about *The Essential Role of Research Evidence in Education*, while Professor Agarwal spoke of *Reimagining Education* by reimagining learning. Professor Hedges discussed the role of research evidence in education while Professor Agarwal described how today's workplace is evolving so both employers and employees are facing the need for major skills transformations, and how education must evolve to meet the needs of the future workplace.



(From Left) Professor Xiang Zhang, Professor Anant Agarwal, Dr Charles Chen Yidan, Professor Larry Hedges and Professor A. Lin Goodwin took a group photo at the Conference Series.



The event was attended by more than 200 participants, including scholars, researchers, government officials, school principals and teachers, representatives from non-governmental organisations and university students.

Conference on Empowering Multicultural Learners, Unleashing Potential for Transition

The University-School Support Programme–Transition and Growth Project (USP-T&G) organised the *Conference on Empowering Multicultural Learners, Unleashing Potential for Transition* (蓄勢待發：中文學與教幼小銜接研討會), held on 5 January 2019 at Graduate House, HKU. It provided a platform for in-service teachers and practitioners locally and internationally to discuss and share their ideas, perspectives, experiences and research findings of teaching and learning of Chinese for linguistically diverse learners in relation to curriculum, teaching materials and pedagogy in school settings ranging from kindergartens to primary levels. The Conference themes were addressed through 15 varied plenaries and featured presentations as well as poster demonstrations.

The distinguished keynote speech entitled *Language in Education: Support for multilingualism through educational contexts*, was delivered by Professor Victoria Murphy, Professor of Applied Linguistics at the University of Oxford in the UK. The other two plenary speeches, *Vocabulary Learners and Self-Starters - A discussion of the progression of vocabulary learning during the transition from kindergarten to primary school* and *self-regulated learning in multicultural children and Picture books make me love my school!*, were delivered by Dr Lam Wai Ip with Dr Hui Sau Yan and Dr Cheung Wai Ming. The Conference was a great success, with around 220 delegates from 74 local schools, including teachers from over 15 partnership schools, who stepped out to generously share their school-based experiences and knowledge generated with fellow researchers and teaching professionals. Their experiences and perspectives are, without doubt, invaluable assets to those in our field. Details can be found at <http://www.hkuuspp.com>.



(Second from right) Dr Cheung Wai-ming, the Principal Investigator of the USP-T&G project, joined her PGDE students to introduce their picture books during poster presentation session.



Professor Victoria Murphy (left), Professor of Applied Linguistics at University of Oxford, UK, interacted with student ambassadors to understand different Chinese self-learning strategies.

Education Seminar Series (15) on Connect and Walk with the Digital Generation

Digital technology has brought about many changes in multiple aspects in our everyday life. It has shaped new scenarios and presented challenges for the younger generation. To demonstrate our commitment to knowledge exchange, the Faculty hosted the 15th Education Seminar entitled *Connect and Walk with the Digital Generation* (與數碼新一代同行) on February 23, 2019 which addressed the public's concern about youngsters' proper use of digital technology. Dr Allen Yuen, Associate Professor in the Faculty; Dr Alex Chan, Director of Positive Technology and Virtual Reality Laboratory at Hong Kong Shue Yan University; and Dr Patrick Lam, former Associate Director of Hong Kong Academy for Gifted Education were our speakers.

The seminar unpacked the implications of growing up in an "always on" digital environment, and explored how to communicate, interact, and walk with the digital generation in an ever-changing world. Conducted in an interactive format, the seminar was well received by teachers and parents, who are looking forward to joining similar seminars organised by the Faculty in the future. Details can be found at <https://web.edu.hku.hk/event/parent-seminars>.



(From Left) Dr Allen Yuen, Dr Alex Chan and Dr Patrick Lam shared their knowledge and experience in the seminar.



Event Spotlight

Visit by Professor Andy Hargreaves

Professor Andy Hargreaves, Distinguished Visiting Professor of the Faculty, visited the Faculty again from February 18 to 25, 2019. Professor Hargreaves conducted a series of workshops and delivered a lecture during his stay in Hong Kong.

During his visit, three workshops were offered under the theme of "Leadership", which included *Leading from the Middle: Rethinking the Best Ways to Change* on February 15, 2019; *Collaborative Professionalism and Teacher Leadership* on February 18, 2019 and *System Leadership: How Do You Lead Everything When You Can't Know It All?* on February 21, 2019. Part-time first year PGDE students majoring in Primary English also had an inspiring conversation with Professor Hargreaves on February 21, 2019.

A lecture entitled *Education, Equity and Identity: The Next Big Challenge for a Changing World* was delivered on February 25, 2019 in Meng Wah Complex. Since inclusion and identity are deemed the new equity, Professor Hargreaves addressed the importance of identity and inclusion, how schools could engage with them in their pursuit of greater equity, and what other challenges and dilemmas remain.



Professor Andy Hargreaves took a group photo with Dr Cheri Chan and HKU PGDE (part-time) Primary English Major Year 1 students after the workshop.

Education, Equity

The next big ch

February, 2019

hargrea



Inauguration Ceremony of the Education Mentorship Programme

The Education Mentorship Programme (the Programme) has again been jointly organised by the Faculty and the Hong Kong University Education Alumni Association (HKUEdAA). An Inauguration Ceremony for the Programme was held on March 2, 2019. Mentors and mentees were first introduced to one another in the Ceremony. We were delighted to have Mr Ip Cho Yin, who is a renowned teacher educator and the former principal of Pui Kiu Middle School, to conduct a sharing session about teacher professional development at the Ceremony which was followed by a reception.

This year, we had mentors from a range of professional aeras including the teaching profession, education administration, speech therapy, library management, and entrepreneurship. Through the Programme, mentees will be able to learn from the achievements and experience of their mentors, build their networks for future development, and obtain advice for career planning.



Mr Ip Cho Yin shared his experience with mentors and mentees.



ALiTE Inauguration Ceremony and Public Lecture Series

The Academy for Leadership in Teacher Education (ALiTE) Inauguration Ceremony and the first of the ALiTE Public Lecture Series were successfully held on March 13, 2019 to celebrate the establishment of the Academy. ALiTE is a new platform for multi-faceted work around teacher education and a think tank for innovative research, practice and learning – locally, regionally and internationally. It is envisioned as an international hub for teacher/leader development; exchange and collaboration; knowledge generation and resource curating and dissemination.

Officiating guests of the inauguration ceremony included Mr Kevin Yeung Yun-hung, JP, Secretary for Education, Education Bureau, HKSAR Government; Professor Xiang Zhang, President and Vice-Chancellor, HKU; Professor Linda Darling-Hammond, Charles E. Ducommun Professor of Education Emeritus at Stanford University, and President and CEO of the Learning Policy Institute, USA; Dr Carrie Willis, SBS, JP, Chairperson of the Committee on Professional Development of Teachers and Principals; and Professor A. Lin Goodwin, Dean of Education, HKU.

Professor Linda Darling-Hammond, who was the speaker of the first of this Public Lecture Series, delivered a keynote lecture entitled *How Can We Prepare Educators for How People Learn? Implications of the Science of Learning for Educator Preparation*. She described how schools can use effective, research-based practices to create settings in which all aspects of students' development are supported by the design of classrooms and schools as a whole, and how educator preparation programmes can develop teachers and leaders who are able to teach and lead using such practices. A dialogue between Professor Darling-Hammond and the audience, chaired by Dr Carrie Willis, was held after the lecture.

The event was attended by more than 260 participants, including government officials, Deans of Education and senior administrators in local universities, school principals, Consuls-general and Consuls, representatives from NGOs, researchers, educators, and university students. To recapture Professor Darling-Hammond's inspiring lecture, please visit <https://web.edu.hku.hk/event/others>.

We are pleased to announce that the ALiTE Public Lecture series is slated to bring together more influential thinkers and creative innovators in teacher/education to our Faculty, and help us to reimagine teaching—broadly defined across sectors, disciplines and organisations—and teacher education for the future. We look forward to welcoming the following luminaries who will visit the Faculty in 2019-2020 to share their knowledge and experience:



(From left) Professor A. Lin Goodwin, Professor Xiang Zhang, Mr Kevin Yeung Yun-hung, Professor Linda Darling-Hammond and Dr Carrie Willis officiated the Inauguration Ceremony.

- October 15, 2019 – Professor Deborah Ball, William H. Payne and Collegiate Professor of Education, University of Michigan, USA**

Professor Ball is the immediate past president of the American Educational Research Association (AERA), and served as the Dean of School of Education of University of Michigan from 2005 to 2016. She is an expert on teacher education, and her current work centers on ways to improve the quality of beginning teaching, particularly for children of color and low-income children. Professor Ball has been elected to the American Academy of Arts and Sciences and the National Academy of Education, and is a fellow of the American Mathematical Society and AERA. She is the founding director of Teaching Works.

- December 11, 2019 – Professor Low Ee Ling, Dean, Teacher Education, National Institute of Education, Nanyang Technological University, Singapore**

Professor Low is an internationally renowned expert in teacher education, world Englishes, and Applied Linguistics. She was Co-PI on the Stanford University International Teacher Policy Study, and Singapore's representative to Harvard Graduate School of Education's Global Education Innovation Initiative (GEII) projects. In 2017, Professor Low served as an international expert for the Organization for Economic Cooperation & Development (OECD)'s review of Initial Teacher Preparation for the Welsh government and the Australian government. She is also the country representative for the OECD Education 2030 initiative. She is currently Dean for Teacher Education at the National Institute of Education (NIE).

- February 5, 2020 – Professor Yong Zhao, Foundation Distinguished Professor, School of Education, University of Kansas, USA**

Professor Zhao's works focus on the implications of globalisation and technology on education. He has received numerous awards including the Early Career Award from AERA, Outstanding Public Educator from the Horace Mann League of USA, and the Distinguished Achievement Award in Professional Development from the Association of Education Publishers. Professor Zhao is also an elected fellow of the International Academy for Education and is recognised as one of the most influential education scholars.

- March 4, 2020 – Professor Marilyn Cochran-Smith, Cawthorne Professor of Teacher Education for Urban Schools, Lynch School of Education, Boston College, USA**

Professor Cochran-Smith is a former AERA President, an inaugural AERA fellow, an elected member of the National Academy of Education. She has received two honorary doctorates from the University of Glasgow in Glasgow, Scotland, and the University of Alicante in Alicante, Spain, in recognition of her international work in teacher education research, practice and policy. Professor Cochran-Smith is also widely known for her sustained commitment to teaching and teacher education for diversity and social justice.

Please save the dates and stay tuned for further details!



Event Spotlight

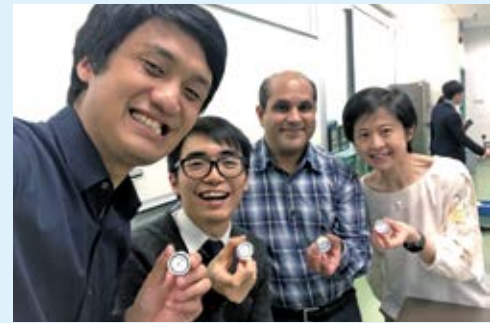
HKU Pre-service Teachers are Making an Impact on the Teaching Community

To echo the HKU's Vision of "3Is+1", Year 4 and Year 5 students in Bachelor of Education and Bachelor of Science (BEd&BSc) programme and Postgraduate Diploma in Education (PGDE) programme majoring in Physics disseminated their innovative teaching designs in an in-service teachers seminar organised by the Education Bureau on March 25 2019.

Given the innovative ideas and interdisciplinary knowledge learned, HKU students were invited to demonstrate their innovative designs to front-line teachers in a seminar entitled *Learning and Teaching Strategies Series: Dissemination of Teaching Package on Physics-related Activities*. The seminar was packaged and is now available for teachers' reference on the website <https://www.hkedcity.net/goelearning/en/resource/5caf153e316e830d573c9869>.



HKU students demonstrating their interactive and innovative teaching designs to the participants.



Ms Promail Leung (first from right), Senior Lecturer of the Faculty and participants showed how electrons move.

On that afternoon, over 35 Physics teachers gathered together and learned from each other. Conversations about varying teaching pedagogies, students' alternate conceptions, assessment design, use of teaching aids, students' learning challenges and so on took place among pre-service teachers and in-service teachers. The workshop was very well received by the teachers, and our students' designs offered new ideas to the teaching communities. To make a further impact, HKU students packaged their innovative designs into two-minute videos, and uploaded them together with bilingual student worksheets and a teacher user manual, to Hong Kong Education City (HKEdCity) for teachers' reference.

Given an opportunity to collaborate with different education stakeholders, HKU students were able to contribute their interdisciplinary knowledge and innovative ideas in teaching and learning, and to make an impact on their future career and in-service teachers.

We are on Instagram now!



hku_education



education.hku



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Fellowships Awarded to Top PhD Students for Academic Excellence

Three Education students – two from Greater China and one from Hong Kong were awarded Postgraduate Degree Fellowships in 2018-2019 by The University of Hong Kong Foundation for Educational Development and Research, which makes its awards based on academic merit and with the aim of attracting and grooming high-calibre students to pursue research postgraduate studies and raise research capabilities.



One of the recipients is a 24 years old **Gao Lin**, who did her Bachelor degree in Management Sciences at Zhejiang University in Hangzhou and her Master's in Education at Oxford University. Her PhD subject is education, specifically familial influences and the urban-rural educational inequality in Greater China. When asked about what led her to this particular field of study, Lin said: *"I've always been interested in social inequality and educational inequality."*

Lin's dream is to make a real contribution to the field of education in the future. She chose HKU as an ideal place to continue pursuing her dream because *"the Faculty of Education has a great reputation and world-class researchers. I think it is an ideal place for me to receive solid academic training and conduct research in Greater China."*

She also said that winning the fellowship has made her feel that her goals are being recognised. *"I think I received this fellowship because of my past academic record and my potential to make contributions to the field of education in the future,"* she said. *"The PhD fellowship actually makes me feel that someone is supporting my dream."*

After her PhD she would like to become an educational researcher, working for universities or other institutions.

Ye Jiachu has had a lifelong interest in education that was cemented as a career path when he spent two years teaching in New York and Beijing. *"From day to day interactions with my students, I became motivated to understand more about students' needs in the 21st century, especially with the integration of computational technology and the emergence of STEM,"* he said.



Brought up in Changsha, capital of Hunan province, Jiachu got his first degree at Renmin University of China in Beijing and his Master's at New York University. His PhD interest is in computational thinking and STEM education, an area of particular focus within our faculty, making it an excellent choice for pursuing his PhD. *"The Faculty of Education at HKU is one of the best education schools in the world, it is hard to say no to the offer,"* he said.

Asked what the fellowship would bring to him, Jiachu said: *"It is a recognition of my academic capability and I feel honoured. It will encourage me to extend myself and unleash my research potential."*

After completing his PhD, Jiachu plans to work in academia, carrying on his research in education for the purpose of transferable impact to schools and other educational settings.

Kong Tsz Ching (TC) was born in Hong Kong and travelled to the United Kingdom to do a Bachelor of Arts in English Language and Linguistics (First

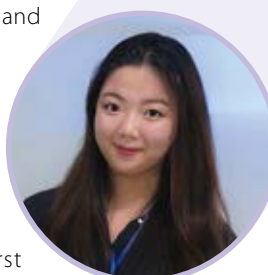
Class Honours) at York University, and then a Master in Linguistics (with distinction) at University College London.

TC then came to HKU to work as a research assistant and was involved in a project to help multicultural students in Hong Kong to learn Chinese. *"After being a language instructor for an academic year, I realised that many of the students and their parents speak Cantonese very well but they still struggle with their studies and job search because they lack fluency in reading and writing of Chinese."*

This led TC to her PhD focus – studying approaches to second language education in diglossic communities, and identifying the similarities and differences between diglossic situations and the communities' approaches to the phenomenon. *"I hope it will improve Hong Kong's second language education and foster a consensus in the culturally diverse society,"* she said.

"I think I may have been awarded the fellowship because I clearly demonstrated how my study can contribute to the development of research and to society in Hong Kong."

TC decided to return to Hong Kong to pursue her PhD because: *"HKU is considered one of the leading universities worldwide in education, and I want to receive my education in a positive and supportive learning environment."*



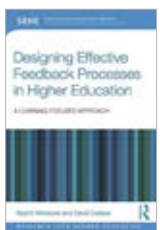
New Books

Shadow Education in Myanmar: Private Supplementary Tutoring and Its Policy Implications



Author
Mark Bray; Magda Nutsa Kobakhidze; Ora Kwo
Publisher
Comparative Education Research Centre, Faculty of Education

Designing Effective Feedback Processes in Higher Education: A Learning-Focused Approach



Authors
Naomi Winstone; David Carless
Publisher
Routledge

Conversations with Leading Academic and Research Library Directors: International Perspectives on Library Management



Authors
Patrick Lo; Dickson Chiu; Allan Cho; Brad Allard
Publisher
Elsevier

Feminist Theory in Diverse Productive Practices: An Educational Philosophy and Theory Gender and Sexualities Reader



Editors
Liz Jackson; Michael A. Peters
Publisher
Routledge

Questioning Allegiance: Restating Civic Education



Author
Liz Jackson
Publisher
Routledge

Politics, Managerialism, and University Governance: Lessons from Hong Kong under China's Rule since 1997



Author
Wing-Wah Law
Publisher
Springer

Researching Chinese Language Education: Functional Linguistic Perspectives



Author
Mark Shiu-kee Shum; Peter Mican
Publisher
Routledge

21世紀的中國數學教育

The 21st Century Mathematics in China



作者 Author
曹一鳴, 梁貫成
Yiming Cao; Frederick Leung
出版社 Publisher
人民教育出版社
People's Education Press

愉快有效提升孩子的閱讀能力到世界前列

Improving Children's Reading Skills to Achieve World-class Quality in an Efficient and Pleasant Way



作者 Author
謝錫金、袁妙霞、梁昌欽、吳鴻偉
Tse Sek Kam; Yuen MH; Leung CY; Ng HW
出版社 Publisher
明窗出版社
Crystal Window Books

In Memory of Dr Lee Man Kit

It was with immense sadness that we learned of the passing of our dear colleague Dr Lee Man Kit on May 3, 2019. Dr Lee was Assistant Professor in the Division of English Language Education. He will be greatly missed and his memory will be deeply cherished.

Achievements

No. 6 in the world – QS World University Rankings by Subject 2019
Faculty of Education, HKU

Outstanding Conference Submission Award 2019, Service-Learning and Experiential Education Special Interest Group (SIG) of the American Educational Research Association
Dr Gary Harfitt
Ms Jessie Chow

Outstanding Teaching Award 2018 – Individual (University)
Dr Patcy Yeung
Ms Tanya Kempston

Outstanding Teaching Award 2018 – Team (University)
Dr Garry Harfitt (Team leader)
Ms Jessie Chow
Ms Candace Mok

Early Career Teaching Award 2018 (University)
Dr Elizabeth Barrett

Outstanding Researcher Award 2018 (University)
Professor Nimala Rao

Research Output Prize 2018 (Faculty)
Dr Zhang Xiao

2019 Fellow of the International Society of the Learning Sciences (ISLS)
Professor Nancy Law

President, Philosophy of Education Society of Australasia
Dr Liz Jackson

Emeritus Professor
Professor Mark Bray

Runner-up, U21/PwC Innovation Challenge (Group B)
Miss Cheng Wing Tung Michelle, PhD student

Promotion and Tenure

Promotion to Professor
Professor Maggie Wang

Tenured and Promoted to Associate Professor
Dr Karen Chan
Dr Tan Cheng Yong
Dr Wong Pui-san

Tenured at Associate Professor
Dr Zhang Xiao

New Appointment

Division of Learning, Development and Diversity
Dr Diana Lee, Senior Lecturer

Welcome

Division of English Language Education



Professor Steve Walsh
Visiting Professor

Professor Steve Walsh joined the Faculty as a Visiting Professor from Newcastle University, United Kingdom in January 2019. His research interests include teacher development and second language teacher education, especially as related to communication and classroom interaction. Professor Walsh's latest publication is the Routledge Handbook of English Language Teacher Education. One of his goals during his stay with the Faculty is to offer support to colleagues in relation to their writing and research.

Division of Information & Technology Studies



Dr Peter Cobb
Assistant Professor

Dr Peter J. Cobb joined the Faculty from the University of Pennsylvania as an Assistant Professor in January 2019. He is an archaeologist who studies the past of the ancient Middle East. During his first summer with HKU, he led an archaeological field project in Armenia. The project team included 10 students from HKU and universities in the United States and Turkey. In summer 2020, this expedition will become an experiential learning class. Dr Cobb will also lead an experiential learning class in January 2020 about the past, present and future of Myanmar.

Division of Learning, Development and Diversity



Dr Caroline Cohrsen
Associate Professor

Dr Caroline Cohrsen joined the Faculty as an Associate Professor in July 2019. She has a particular interest in play-based approaches to the teaching and learning of mathematical concepts in the years before school - both in the home environment and in prior-to-school settings. Her doctoral research, undertaken at The University of Melbourne (UoM), focused on quality teacher-child interactions to support mathematics learning of children aged three to five. At UoM, she coordinated the Master of Teaching (Early Childhood) programme. Dr Cohrsen is excited about joining the Faculty and looks forward to meeting and collaborating with her new colleagues.

Division of Speech & Hearing Sciences



Dr Lee Taiying
Assistant Professor

Dr Lee Taiying has a background in speech language therapy, specialising in paediatric communication disorders and multilingualism. She has extensive clinical experience working with families and in multi-disciplinary teams across the education sector in New Zealand and Australia. She previously worked at the University of Auckland and the Ministry of Education in New Zealand, as well as the Faculty of Medicine and Health at the University of Sydney. Dr Lee joined the Faculty as an Assistant Professor in April 2019. Her doctorate was in bilingual speech and language development and her research interests are cultural and linguistic diversity in clinical populations, particularly bilingual/multilingual development in children's speech and language, speech sound disorders and developmental language disorders.

People

Division of Speech & Hearing Sciences



Dr Tung Hiu Ching June
Assistant Lecturer

Dr June Tung grew up in Canada and completed her undergraduate study in Speech Sciences at the University of British Columbia. She then came to HKU to study for the Master's in Audiology and subsequently worked for over a decade in private medical settings, focusing on audiological diagnostic assessments, hearing aid prescription and fitting, as well as rehabilitation intervention. Dr Tung further studied for the Doctor of Audiology degree at the University of Florida and now assumes the dual role of an Audiologist and a clinical instructor for the MSc(Audiology) programme. Dr Tung joined the Faculty as an Assistant Lecturer in December 2018.

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 & Literature

Me Lo Man Fong Alain, Lecturer

Division of Policy, Administration & Social Sciences Education

Dr Ng Ho Ming, Principal Lecturer

Division of Speech & Hearing Sciences

Professor Thomas Klee, 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; they will always remain a part of our HKU/FoE family and global network.

Division of English Language Education

Ms Chang Ka Woon Grace, Assistant Lecturer

Division of Information & Technology Studies

Professor Liaquat Hossain, Professor

Dr Yuen Hoi Kau Allan, Principal Lecturer

Division of Mathematics and Science Education

Dr Chiu Kin Fung Thomas, Lecturer

Division of Policy, Administration & Social Sciences Education

Dr Zhang Wei, Post-doctoral Fellow

Division of Speech & Hearing Sciences

Professor William Marslen-Wilson, Distinguished Visiting Professor

Ms Au Wing Sze Cecilia, Assistant Lecturer

Mr Poon Siu Fung Morris, Assistant Lecturer

Ms Wong On Chi Angela, Assistant Lecturer

Experiential Learning Team

Ms Mok Wai Fung Candace, Assistant Lecturer

Giving to the Faculty - Give Now and Maximise Your Impact!



A new round of the Government Matching Grant Scheme (MGS) commenced on July 1, 2019. This is a wonderful opportunity for you to painlessly maximise your gift and your contribution to our next generation of educators.

Under MGS, every donated dollar counts twice—on a first-come, first-served basis—so early donation matters. And the larger your donation, the greater your impact, and the further your support will go to help us achieve our goals. Your love and support of the Faculty of Education are invaluable to our continuing efforts to make a life-changing difference for our students, especially through scholarships and student exchange programmes. Please step up and give generously to support our neediest students by scanning the QR code/using the URL below:



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Advisor: **Professor A. Lin Goodwin**

Editor-in-Chief: **Dr Ida Mok**

Executive Editor: **Ms Emily Cheung**

Deputy Editor: **Ms Cynthy Tang**

Writer: **Ms Teri Fittsell**



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Office Phone No. : Home Phone No. :

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Email Address :

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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(1) Cheque: payable to "University of Hong Kong Education Alumni Association"

(2) Bank transfer:

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- Account number: 015-204-40-00113-4

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c/o Ms Emily Cheung (emchy@hku.hk)
Faculty of Education, The University of Hong Kong
Pokfulam, HONG KONG

Fax: **2517 0075**

Email: **emchy@hku.hk**

* Delete the inappropriate

HK\$300 (Life Member) / HK\$150 (Life Member, Current Year Graduates) /

Annual subscription: HK\$100 (Ordinary Member) / HK\$50 (Ordinary Member, Current Year Graduates)

Declaration

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.

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Official Use Only

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The University of Hong Kong

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ECONOMY

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:

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

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

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

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Telephone: _____ (*home*) _____ (*office*) _____ (*mobile*)

Email: _____ Occupation: _____

Company name and address: _____

Year of graduation: _____ Graduated programme: _____

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Thank you for your attention.