

EducationMatters

Cover Story

ALiTE to Spearhead and Foster Global Innovation in Teacher Education

Teaching and Learning

New Undergraduate Programmes Keep Faculty in Front



Before you begin this issue of *Education Matters*, please settle into a comfortable chair, because once you start reading, you won't be able to put it down—the Faculty of Education has been up to so much! First, there's ALiTE, the Academy for Leadership in Teacher Education, a new platform for multi-faceted work around teacher education broadly defined. Then there was our centenary in teacher education...100 years is such a significant milestone that we just had to celebrate for an entire year with many diverse activities that were intellectual, cultural, historical, international, and just plain fun. We rolled out two new degree programmes: Early Childhood and Special Education, and Social Data Sciences. Both represent just-in-time responses to contemporary needs fueled by our fast changing society. As usual, faculty continued providing support to children and families in HK, sharing their expertise and caring in significant ways. We also convened several conferences, bringing together educators from the world over to discuss educational research and practice, and more...

I close this foreword with a note of thanks and deep appreciation to the Tin Ka Ping Foundation, a good friend to our Faculty that has supported so many students, faculty, and initiatives. Sadly, the Tin family lost their patriarch, Dr Tin Ka Ping, whose love of education and generosity enriched and touched so many lives. We mourn with them and dedicate this issue to him. May he rest in peace.

Professor A. Lin Goodwin

Dean



ALiTE to Spearhead and Foster Global Innovation in Teacher Education

In one of several major initiatives as Dean, Professor A. Lin Goodwin is establishing the Academy for Leadership in Teacher Education (ALiTE), a think tank for innovative research, practice and learning – locally, regionally and internationally.

“It’s a way to make Teacher Education (TE) a focal point for the Faculty and to create a space for the exchange of ideas and learning where we can think about TE broadly defined – that is, there are teachers – quality teachers – needed in every profession, discipline, and walk of life – e.g. law or engineering, corporations, NGOs, government agencies, etc.” said Professor Goodwin. “Teachers for K-12 schools will still be front and centre in our work, but let’s encompass other areas and contexts too – we should be thinking across all spheres. I’d like the Faculty to be the go-to place when people are thinking about educating the educators necessary for any profession to induct new members and make forward progress.”

She wants ALiTE to be a robust galvanizing force for the Faculty and “to provide a palpable identity and focus relevant to a faculty of education that seeks to lead in the field”. ALiTE will have four main directions:

1. Education and professional development – concentrating on teacher or leader learning and development across diverse and multiple contexts, including developing training modules

“A key part of this is the broad definition of ‘educator’ or ‘teacher’ being embraced,” said Professor Goodwin. “Since teaching and learning occur in every profession, training modules will deliver fundamental skills that every teacher learns, and every leader needs, but which at the moment are rarely available to those outside recognized education circles. We intend to foster exchange across boundaries and dismantle the silos that prevent growth, connectivity, and innovative thinking.”

2. International outreach and exchange, leading to dialogue and collaboration

“The reformation of TE is happening at an international level,” said Professor Goodwin. “Countries including Brazil, Mainland China, Poland and Vietnam are all actively revising their education systems. Both Hong Kong and the Faculty enjoy high rankings in international assessments, putting us in a good position to be both catalyst and facilitator for international discussion and collaborations.”

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3. Generating new knowledge(s) for re-imagining teacher education and professional development across multiple spheres

"I would like ALiTE to become the platform for collaborative research that will have an international impact," said Professor Goodwin. "We want to use empirical inquiry and evidence to speak to policy-makers and to make a difference in practice that will affect the lives of millions of children – expanding the opportunities they will be able to enjoy and thereby changing their life trajectories for the better."

4. Curating research and other resources

"We will be a clearing house for information, particularly concerning research in this part of the world. Currently, research in education is dominated by Europe and USA, and yet there is so much research happening in this region. The problem is, at the moment, this research is not collated so no one has a clear idea of the valuable work being undertaken. Sometimes that is because of language barriers, and sometimes because nobody is taking an overview. I would like us to take on that role. We will gather and categorize what is happening and give visibility to work that is currently hidden in the margins."

All of this will begin with an ALiTE international colloquium series beginning on March 13, 2019 and bringing together such education innovators as Professor Linda Darling-Hammond, Charles E. Ducommun Professor of Education, Emeritus, Stanford University, and President and CEO of the Learning Policy Institute, on her first visit to the Faculty. Other luminaries, such as Professor Deborah Loewenberg Ball, William H. Payne Collegiate Professor of Education, University of Michigan, and immediate past President, American Educational Research Association, have also indicated their interest in speaking at HKU.

"We plan for these to be high profile public lectures," said Professor Goodwin. "Deans of leading international schools of education will be invited, beginning with U21 Deans of Education, the long-standing international collaborative of leading educational institutions in which HKU and the Faculty has played a strong role, as well as local education leaders, emerging scholars and doctoral students."

ALiTE on the World Map

"The event will put ALiTE and the Faculty on the world map, and will be a springboard for substantive discussions about change, innovation and joint projects in education, across nations, disciplines and sectors. My vision is of us as a renowned education entity, a hub for support and expertise, both regionally and internationally."

"From that starting point, ALiTE will provide a home base for



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international visitors interested in teacher education and will organize and support exchanges in the form of study tours, joint degrees, student exchanges, research symposia and colloquia, webinars, etc."

One example is the synergy that is already developing between ALiTE and the newly formed International Alliance for Education Research, initiated by the Dean of Education of Monash University, with HKU, Stanford University, University of Oxford and McGill University as founding members.

Professor Goodwin makes no bones about the fact that these goals are ambitious, acknowledging that they will require liaison across multiple networks to develop the necessary structures and depth of organization. But she sees the role of ALiTE as the conduit that links the networks developed by elite institutions across the world, and which will therefore take a central role in guiding truly international study of teacher education.

"Within HKU, ALiTE is open to all in the Faculty, and cross-faculty too. It will be a place where people who are passionate about education can come to play and imagine. Too much of teaching is about transmitting what you know to someone who doesn't know. But what you know is only in the present or past, to imagine what is yet to be is far more challenging...and interesting."



Great Teamwork Nourishes Full Potential

Entitled *A Parental Perspective of School and Familial Curriculum Making: A Narrative Inquiry of Early Childhood Education Planning in Hong Kong*, shows the layered complexity of Hong Kong's privatized early childhood education sector and the continued difficulties families experience as they transition into the primary school.

It provides a glimpse into the hidden stories of two different families (a local family and an asylum-seeking family from Rwanda) as they navigate their way through various entry points of Hong Kong's education system during the 2016-2017 school year.

"What I found most compelling," said a Doctor of Philosophy student Miss Keisha Siriboe, "was that they both struggled in unexpected ways and showed the difficulties parents' experience within the larger narrative of 'winning at the starting line' or 「贏在起跑線」. What the article contributes to the field of narrative research are the amplified voices of parents whose stories are largely overshadowed by quantitative summaries of their experiences."



In April 2018, Keisha and her supervisor Dr Gary Harfitt flew to New York to attend the annual meeting of the American Educational Research Association (AERA) and to receive an Outstanding Publication Award from the Narrative Research Special Interest Group (SIG).

The story behind how the article came to be written in the first place and its path to entry for the AERA award is nearly as fascinating as the article itself, and is a lesson in how good supervision can help a student through a crisis of confidence so she can see the potential she has, and then realize that potential.

Asked how they came to produce the paper together, supervisor and scholar each give their own angle on the story, and both talked about confidence.

Said Keisha, who came to HKU from her Master's in Beijing: "I was fighting with a case of 'imposter syndrome' and feeling extremely insecure as a research student and lamenting my woes once more in my supervisor's office. Gary suggested I write a paper as a way to narrow down my focus and I saw it as a chance to face down my fears about publishing. Long story short, I started the cycle of writing, rewriting, sending a draft off to Gary, getting his comments and rewriting and writing all over again. When it was finally done, we sent it off ... and then months went by with no feedback."

Interestingly though, during those months of waiting, Keisha found that her perspective shifted from fear of rejection to an internal recognition of "Keisha, you wrote an academic article! Something I didn't think I could do, and if I could do that, then I could write a chapter. If I could write a chapter, then I could eventually finish this dissertation. With this new outlook, I was able to make peace with the publisher's silence and return to the work of climbing this dissertation mountain and managing my student leadership responsibilities."

Gary's side of the story also concerned confidence: "Keisha was having a few problems – as many doctoral students do – writing a short, sharp draft chapter. Her work was incredibly rich but I wanted her to show me the 'so what?' of the research she had done. So I took

a risk and asked her to condense a 60-page chapter into 8,000 words (like a journal article). When I received it I felt it had great potential as an article and so we polished it together and I persuaded her to send it out for review to the journal I recommended. That was the risk because with journals we never really know what the response might be, but I felt it was a good paper"

"Anyway, Keisha got some of the best reviews I have ever seen and there were minimal revisions – I was extremely proud of her. I was also relieved, because if it had been a rejection I am not sure what the impact would have been on Keisha! She has asked me this many times and I have admitted that it was a gamble but one that paid off"

The reviews were indeed excellent, and after all the months of waiting, Keisha was stunned. "I sent the results to Gary with a one-word email saying 'wow,'" she said. "It felt like my world expanded concerning what I believed I could do as an academic scholar and globally 'woke' individual."

After the publication, Gary suggested that she should submit the article to the Narrative SIG as they have an annual prize for best publications (thesis, articles and research).

Said Gary: "In the past, this was awarded to some amazing researchers and teacher educators, such as Professor Jean Clandinin and Professor Cheryl Craig, so it was a real honour to be told that our paper had been selected as the most outstanding narrative paper in 2017."

Asked about the experience of receiving the award in New York, Keisha said: "It felt surreal. Seeing the reach of our work within AERA crystallized my understanding of how vital academic research can be. First, I had to get over the shock that people actually read it! And then that they liked it!"

"It was even better having Gary there with me. Had he not pushed me to publish, I would have never done it. He has believed in my potential as an academic and supported my journey into uncomfortable spaces. As a result, I have grown significantly under his supervision as a scholar and global student leader."

Scholars Lend Expertise to International Learning Sciences Handbook

Members of the Faculty recently made important contributions to a definitive book on international scholarship in the Learning Sciences, a field of research that investigates complex learning in real-world situations and designs new learning environments. The Faculty is deeply committed to research in this field and we are proud that our academics were invited to contribute to such an important volume, which covers theoretical and empirical directions in learning sciences research: past, current and emerging.

A chapter entitled *Knowledge Building: Theory, Design and Analysis*, was written by Professor Carol Chan and Dr Jan van Aalst. In it they discuss and explain the thinking behind Knowledge Building, an educational model that emphasizes the advancement of knowledge in communities in a similar fashion to the ways knowledge is advanced in the scientific fields.

Originally developed in Canada, the model has been implemented and studied in more than 20 countries including Hong Kong. Knowledge Building theory evolves with changes in pedagogy and technology – Knowledge Forum®, a computer-supported environment, has been developed to support students' creative work with ideas.

Professor Chan explained the key idea of Knowledge Building is to refashion education and to turn classrooms into communities of learners, inquirers and scientists. "It's really about the socio-cognitive dynamics of how students work together to advance knowledge. Contrary to common beliefs, school-aged students can engage in knowledge advancement just as scientists are generating new knowledge," she said.

"Knowledge Building holds an important place in Learning Sciences because it turns a lot of ideas about schools and teaching upside down," continued Dr van Aalst. "It really challenges the power the teacher has in the classroom, such as asking all the questions, deciding all the tasks, determining where the class is going to go. It tries to turn much of that over to students, which is very exciting and also difficult to do. Knowledge Building research has shown how it is possible and students can do much more than expected by taking up agency and charting their own growth."

"It is an attempt to induct students into a culture in which innovation and extending the frontier of knowledge are important. When you look at civilizations in the past, humans have always been trying to improve their conditions, constantly coming up with new ideas. That's a culture we want to introduce to students, so that they can join ranks with others to create. When they come across situations with no known answers, they will have some ideas about how they can proceed."

Knowledge Building is important within the sphere of the Learning Sciences which are essentially about the nature of learning and how to design learning. It emphasizes a new form of learning with no end goal but ever-deepening learning.

Said Professor Chan: "The Learning Sciences emphasize the important role of the students, and Knowledge Building takes the emphasis even further, focusing on the centrality of students' ideas, the key role of student agency and by conceptualizing the idea of learning beyond acquisition and construction to creation. While all



young students may not be able to create new knowledge, they can all engage in the knowledge creation processes of scientists and innovators. Such creation of ideas and innovations is key to a new vision of education."

The Faculty's other contributing writer to the book was Dr Susan Bridges who, alongside Professor Judith Green of the University of California, Santa Barbara, wrote a chapter about *Interactional Ethnography*. In it they lay out their guiding logic for the enquiry and the foundational principles and practices of this approach to the Learning Sciences.

Said Dr Bridges: "As interactional ethnographers we examine the multiple layers and dynamics of learning from a situated perspective. We seek to make visible the complex, inter-textual webs of meaning-making that are generated in the moment and across times and events as learners, both individually and collectively, engage with their teachers and peers in purposeful learning designs."

"Drawing on our heritage in the fields of socio-linguistics and educational ethnography and discourse analysis, we build systematic archives and conduct in-depth analyses of classroom video recordings and their transcripts, observations, interviews, online interactions and other learning artifacts."

Professor Green added: "Interactional Ethnography is a logic of enquiry, not a method. It is a theoretically-driven, multi-faceted approach to studying the everyday life worlds in particular educational settings. What we have done in this chapter is to draw on a telling case which will make visible that logic of enquiry."

The case they use is one that reconstructs the logic that Dr Bridges and her interdisciplinary team created to study problem-based learning with multimodal texts, and technology-enabled resources.

"Our goal was to take readers on a journey," said Professor Green. "To let the text be a cultural guide from which they can reconstruct and learn how to engage in thinking, reasoning, archiving, collecting, analyzing, selecting cases and then interpreting and constructing a warranted account for publication."

Further Faculty involvement in the publication came from Professor Nancy Law who was one of the reviewers. She said in her review: "The book captures theoretical advances beyond the established perspectives to address learning at the neutral, institutional and network levels. The wide-ranging innovations in learning environments and research methods make it a valuable resource for established scholars, early-career researchers and educators interested in research-informed policy and/or practice."

New Undergraduate Programmes Keep Faculty in Front

The Faculty is introducing two new undergraduate programmes, one focusing on early childhood education and special educational needs and the other, to be offered in the 2019-20 academic year, on the flourishing area of social science data.

BEd in Early Childhood Education and Special Education

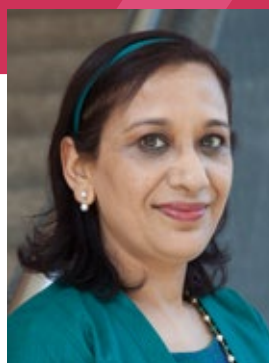
The Bachelor of Education in Early Childhood Education and Special Education [BEd(ECE&SE)] programme will complement the existing Bachelor of Science (Applied Childhood Development), Postgraduate Diploma in Education, Master of Education, Doctor of Philosophy, and Doctor of Education programmes, and is being introduced in-line with both the needs of the community and the high priority the government is placing on kindergarten learning.



“Numerous studies have shown the importance of early childhood education and care for later development, and the field of early childhood education has gained importance throughout the world,” said Programme Coordinator Dr Diana Lee. “An increasing number of children are being identified as having special educational needs. Hence, there is a critical need for teachers to be aware of the diverse cognitive, language, physical, socio-emotional and cultural needs of young children and be able to support the development of children with typical development, children with developmental delays and children with developmental disabilities.”

The course will qualify students to meet the developmental and educational needs of children from birth to six years and to work in special education settings.

The curriculum includes: academic courses; three supervised professional practicum courses which will provide the opportunity to put theoretical knowledge into practice in child care centres, special child care centres and integrated kindergartens; and the chance in their final year to complete an independent research



project under the supervision of a Faculty member in a self-selected area of interest.

Asked to comment on the new course, Professor Nirmala Rao said: “The new BEd (ECE&SE) draws upon expertise within the Faculty and signals our responsiveness to community needs and research findings. The importance of the early years for setting the foundation for human development has been recognized and an increasing number of young children have been identified as having special educational needs. Intervening early, efficiently and effectively is necessary to support the development of children with special needs.”

“This programme will provide high quality teacher training to support the development of all young children, regardless of whether they have typical or atypical development.”

BASc in Social Data Science



Demand for both data scientists and data science platform solutions is growing rapidly among corporations around the world, and especially in Asia with its economic prosperity and advanced technological infrastructure. The proposed Bachelor of Arts and Sciences in Social Data Science [BASc(SDS)] aims to meet that demand, and is indicative of the Faculty's commitment to being in the vanguard of information and technology education.

Said Programme Director Dr Allan Yuen: “A recent report published by IBM says that demand for data scientists will soar by 28% to more than 2.7 million (in the USA alone) by 2020, plus the importance of data technology, data analytics and data services was emphasized in Chief Executive Carrie Lam's 2017 Policy Address. Social data science, with a focus on social, economic and political aspects, is an area of great demand in the 21st century and is expected to grow

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globally and locally across multiple industries including innovative and information technology, marketing, corporate setting, health care, financial services, government, NGOs, academia, retail and consumer services and education-related organizations. Potential graduates in the proposed BAsC(SDS) will be able to work in any of these fields.”

Social Data Science aims to drive new ways of thinking when making sense of data and applying data science principles in the context of social sciences. The BAsC(SDS) focuses on social impact and decision-making based on data and information, as well as promoting knowledge and understanding of technology for data mining and the theoretical foundation of data extraction and curation.

“By bringing together different disciplines from the faculties of Education, Social Science and Science, we are positioning the BAsC(SDS) as a senior year entry programme for sub-degree holders,” said Dr Yuen. “To ensure a breadth of knowledge and skills appropriate to the needs of industry, a tripartite collaboration among the three faculties with co-planning, co-teaching and joint-tutorial is definitely essential!”



The Faculty of Education’s Division of Information and Technology Studies began programme development in 2017, and later invited Science and Social Sciences to collaborate and jointly offer the degree. Students will be admitted in 2019-20.

“Our Division of Information and Technology Studies is a leader in the areas of information science and social computing,” concluded Dr Yuen. “We are extending our frontiers and collaborating with Science and Social Sciences to offer the BAsC in Social Data Science, which is a unique programme in Hong Kong and around the world.

The Value of Feedback

Dr Kennedy Chan, recipient of the University Teaching Feedback Award (TFA) 2017 reveals his approach to ensuring feedback is constructive and effective.



“In my view, students are the ultimate users of feedback, and they need to develop the ability and disposition to self-evaluate and seek feedback from their peers, their teachers and other sources, and to take action to improve their own work and their learning strategies,” said Dr Chan, Assistant Professor in the Division of Mathematics and Science Education. “I also believe that feedback is not something that should be done to students, but with students.”

To this end, he thinks that teachers need to design a learning experience that encourages students to think about and process all feedback so they can become aware of their own progress and can compare their own work with that of their peers. He believes strongly in the benefits of exposure to multiple voices – self-feedback, peer feedback and teacher feedback – within the on-going feedback process.

“My focus is on students’ ability to self-evaluate their work, to evaluate their peers’ work and to become aware of where they are in their on-going journey of becoming better (science) teachers. I do not like to give out ‘quick-fixes’ but hope students will take charge

of the responsibility of thinking about how to advance their own learning.”

Dr Chan has designed feedback that purposefully links out-of-class and in-class work via the use of dialogues and written modes.

“I have tried out a number of strategies including the dialogic use of exit slips, dialogic use of exemplars, self-review and peer-review of teaching/narration videos,” he said. “I also made use of research-informed tools in the feedback process. For example, I realize my students need support to reflect meaningfully, so I asked them to self-evaluate their level of reflectivity based on a framework of reflectivity and exemplars of student work. The whole feedback process was coupled with the use of in-class dialogue and out of class personalized feedback and feed-forward on their reflection.”

Dr Chan concluded that feedback goes both ways and said, “I am thankful to my students as I was able to learn from them about the efficacy of my feedback design, and was able to refine what was unsuccessful into something more successful.”

Faculty Pulls Out All the Stops to Celebrate a Century of Teacher Education

2018 marked a very important occasion for the Education Faculty – 100 years since teacher education began at HKU. To commemorate this momentous landmark and to celebrate the Faculty’s many remarkable achievements, a series of events took place, involving alumni from the past, students and academics from the present, and ideas for the future to ensure the next century is as bright as the last.

Prior to the actual centenary, the excitement started to build with preliminary events and projects. One of the first was in April 2017, when the Faculty Education Library was renamed the Tin Ka Ping Education Library. The new name was to honour Dr Tin Ka Ping and the Tin Ka Ping Foundation (the Foundation) for generous support of the Faculty dating back to 1991, when the Foundation



funded the Visiting Fellowship Scheme, enabling hundreds of Chinese Mainland academics and educators from different disciplines to come to HKU as Visiting Fellows.

In 2013, the Faculty and the Foundation established another partnership with the Training Programme for Principals from Gansu Province, a pioneering cross-border opportunity for principals of kindergartens, primary and secondary schools, and education directors in the province’s Ministry of Education of the People’s Republic of China. A recent donation provides scholarships for research postgraduate students, and grants for postgraduate/undergraduate students participating in experiential learning programmes.

As the centenary events unfolded, a Centenary website (<http://100.edu.hku.hk>) was set up to keep everyone posted on what to expect. It included an e-timeline giving the Faculty’s history, as well as an alumni network, and places to make donations to the Faculty’s future.

“Signs and Wonders – African Night” in November 2017 brought an international element to the celebrations. Audiences enjoyed a feast of sights and sounds with performances by the Watoto Children’s Choir and a Local

African Musicians Concert. The event was hosted by the Faculty, with support from the Education Society and HKU’s Graduate House, in partnership with Watoto Africa. We were honoured to host dignitaries from the following Consulate Generals in Hong Kong at the performance: Angola, Egypt, Nigeria, South Africa, Uganda and Zimbabwe, as well as the Consulate of Mozambique in Macau and the Chairperson of the Southern African Association of Hong Kong.



Perhaps the most anticipated centenary event was the Gala Dinner at Loke Yew Hall on January 19, 2018. This glamorous evening was attended by 280 guests, including alumni, current students, and academics from past and present. The oldest alumna in attendance was at HKU in 1960; and there were four from the 1970s; 11 from the 1980s; 19 from the 1990s; 28 from the 2000s; and 38 from the 2010s. Other special guests included government officials; representatives from faculties of Education in Hong Kong’s other tertiary institutions; principals of Partnership Schools; members of the Tin Ka Ping Foundation; and deans from other faculties at HKU.

Loke Yew Hall in the University’s Main Building was where HKU’s teacher education began, and holds many historic and sentimental associations for alumni, making it a fitting location for the dinner. As well as reveling in a happy reunion, guests also

Community Engagement

enjoyed speeches celebrating education in Hong Kong, including humorous anecdotes from six former Education deans.

There was entertainment from the children's orchestra of the Hong Kong Ling Liang Church Kindergarten, and "Brighten Music (明我以德)", which is a HKU group comprising students from different faculties and years of studies. Guests were also invited to sign their names on a commemorative noticeboard.

In addition to social events, the celebrations did not neglect the academic side of the Faculty's achievements, with two symposiums making up part of the celebrations. The first, entitled the *Re-imagining Teacher Education Symposium*, took place from March 8 to 9, 2018 and brought together key leaders and thinkers in the field of teacher education to discuss and debate current research on: teacher knowledge; teacher leadership and teacher collaboration; and exemplary models or practices in teacher education and teachers' professional development.

Around 60 participants including overseas and local panelists, moderators, participants, donor representatives and Faculty members attended the symposium. For the invited panel discussion sessions, the Faculty's international networks spanned more than 20 institutions.

"Our international panelists submitted pre-symposium papers which were shared, and formed the basis for discussion and debate in the closed sessions," said Dr Susan Bridges, who was the Chair of the Programme Committee. "Our public lectures inspired all gathered to revisit core premises and practices in teacher education and teacher professional development."

The opening keynote of Professor Lee Shulman, President Emeritus, The Carnegie Foundation for the Advancement of Teaching, Charles E. Ducommun Professor of Education Emeritus, Stanford University, USA, proposed a rethinking of his seminal concept of Pedagogical Content Knowledge (PCK) while Professor Andy Hargreaves, Research Professor and former Thomas More Brennan Chair, Lynch School of Education, Boston College, USA, proposed "Collaborative Professionalism" as a new approach to collaborating in teachers' professional development. Professor Pasi Sahlberg, Professor of Gonski Institute for Education, School of Education, Faculty of Arts & Social Sciences, University of New South Wales, Sydney, Australia, shared his international perspectives on both the myths and realities of Finnish teacher education and professional learning, while the closing keynote of Mrs Chua-Lim Yen Ching, Deputy Director-General of Education in Singapore's Ministry of Education, and Executive Director, Academy of Singapore Teachers, provided a masterful exemplar of the teaching profession in Singapore both at the chalkface and system levels.

"With each keynote speaker providing expert commentary on the thematic symposium papers, the ensuing invited panel sessions

fostered not only lively debate but deepened the Faculty's international networks across more than 20 institutions," said Dr Bridges. "The challenges remain but the path forward in re-imagining teacher education is, we trust, now a little clearer."

The second was the School-University Partnership Symposium, which took place on June 12, 2018 and was opened by the Secretary for Education Mr Kevin Yeung Yun-hung, JP, Education Bureau, HKSAR, and was attended by around 340 participants. The aim of the symposium, whose key themes were centred around learning and teaching in the age of STREAM (the initiative to promote Science, Technology Reading, Engineering, Art and Mathematics), was to celebrate the success of partnerships with multiple schools in past years, to introduce new partnership opportunities with the Faculty, and to nurture closer collaboration with schools in the interest of students.

Professor A. Lin Goodwin, Dean of Education, HKU, who gave the opening address, said of the symposium: "The most important aspect was that this was really for our school partners, to highlight and celebrate their work. It attracted the largest audience we have had in a long time, and our marketing for the event was that this is for you, the teachers, and it is going to be different."

One of those differences was a keynote speech by an education practitioner, Mrs Chua-Lim Yen Ching. Said Professor Goodwin, "She is an inspirational person and knocked us out with her speech. As a career educator, teacher and principal whose heart remains in the classroom, she was able to connect deeply and authentically with our school partners through poignantly humorous and insightful stories of teaching."

All these events added up to a fitting celebration of 100 years of teaching education at HKU. Over those years, we have had a profound effect on Hong Kong's education system and educated vast numbers of its teachers and school leaders.

HKU's role in providing educators for the city's community has been an important foundation in Hong Kong's development, and the legacy of the last 100 years is strong. Dr Julian Leung, a former Faculty colleague, is writing a book to commemorate that legacy. It will be an academic tome tracing the history of teacher education in Hong Kong, and will be enlivened by photos of milestones in the Faculty's existence, side by side with memories of student life through those decades.

Summing up the Centenary events, Professor Goodwin said, "The Faculty is proud of its 100 year history dedicated to the practice and research of teacher education in the service of Hong Kong schools and students. As the Faculty looks ahead towards the next century, we re-dedicate ourselves to this important mission, and further commit ourselves to working with energy and imagination towards a more inclusive and peaceful world."

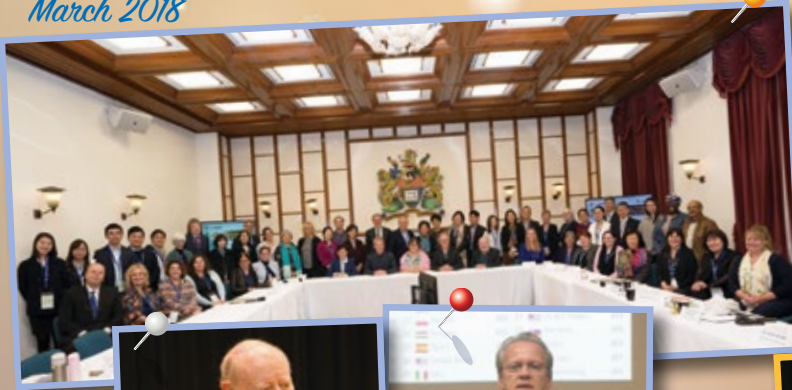
■ *Gala Dinner, January 2018*



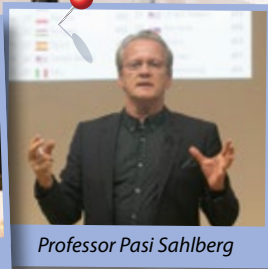
(From left) Professor Peter Mathieson (former President and Vice-Chancellor, HKU), Mr Sam Tin (Chairman of the Board of Directors of the Tin Ka Ping Foundation), Professor A.Lin Goodwin



■ *Re-imagining Teacher Education Symposium, March 2018*



Professor Lee Shulman



Professor Pasi Sahlberg



Mrs Chua-Lim Yen Ching



Professor Andy Hargreaves

■ *School-University Partnership Symposium 2018, June 2018*



Mr Kevin Yeung Yun-hung



Professor John Williams (keynote speaker; Director, Graduate Research in the School of Education, Curtin University, Perth, Western Australia)



(From Left) Dr Ida Mok (Associate Dean, Faculty of Education, HKU), Mrs Chua-Lim Yen Ching

Event Spotlight

Education Seminar Series (14) on *Win at the Starting Line*

To strengthen the connection with the community and our commitment to knowledge exchange, the Faculty held the 14th in our Education Seminar Series, entitled *Win at the Starting Line*, delivered by Dr Samuel Chu, Associate Professor in the Faculty, Ms Helen Chan, Senior Teacher (Teacher-Librarian), Lam Tin Methodist Primary School; and Ms Alison Fung, Teacher-Librarian, St. Patrick's School, on December 16, 2017.

Research has found that reading proficiency and frequency are positively related to students' academic performance. Any such improvements are to be strongly encouraged. An online electronic quiz bank, (e-quiz bank) of children's literature, "Reading Battle", has been developed by Dr Samuel Chu to increase students' interest in reading and their reading comprehension. In this seminar, our speakers encouraged participants to develop children's reading habits by using various online resources. Students who had used the materials shared their views concerning how "Reading Battle" had improved their interest in reading.

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



Inauguration Ceremony of the Education Mentorship Programme

The Education Mentorship Programme is jointly organized by the Faculty and the Hong Kong University Education Alumni Association (HKUEdAA). It is designed to enhance the exposure to professional development of senior-year students in the Faculty through direct experience, sharing, and active interaction with experienced professionals and executives in educationally related fields serving as mentors.

The Inauguration Ceremony of the Programme was held on March 3, 2018. Mentors and mentees were first introduced to one another. They engaged right from the start! We were delighted to have Mr Albert Wong, Chairman of the Association of IT Leaders in Education,

to conduct a sharing session. Participants learned more about science, technology, engineering, and mathematics (STEM) education in Hong Kong.

In 2018, mentors came from a range of areas and disciplines including the teaching profession, education administration, speech therapy, library management, information technology in education and the government. Through the Programme, mentees were able to learn from the achievements and experience of their mentors, build their networks for future development, and obtain advice for career planning.



Knowledge Exchange Workshops



To broaden knowledge exchange and provide practical self-help skills and tips to targeted groups in the community about particular topics, the Faculty organized knowledge exchange workshops with themes relating to reading comprehension and dictation in March and May 2018.

In a workshop entitled *Becoming a Skilled Comprehender in both Chinese and English* (「超級中英閱讀理解小博士」) delivered by Dr Shelley Tong, Associate Professor, Miss Katherine Law, Research Assistant in the Faculty, and speech therapists, on March 17, 2018, participants learned how to tackle dyslexia and reading comprehension difficulties experienced by children. Suggestions and strategies for promoting children's Chinese and English reading comprehension development were shared in the workshop.



On May 5, 2018, another workshop entitled *Fun from Dictation* (「默書如此多FUN!」) presented by Dr Elizabeth Loh, Assistant Professor in the Faculty and Mr Justin Chan, Principal in Buddhist Wong Cheuk Um Primary School, was held. The workshop provided vivid experience of applying some practical skills to support children to learn Chinese characters and to strengthen children's memorization with interesting learning strategies so as to reduce their fear of dictation. Parents also learned in the workshop how to support their children to cope with dictation.

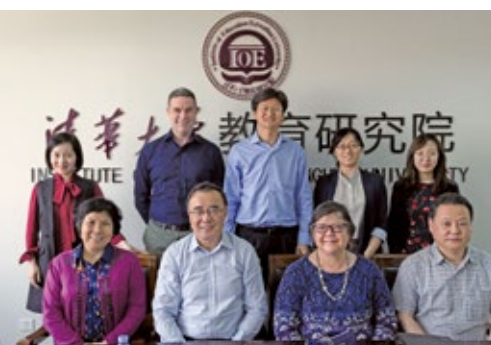
The American Educational Research Association (AERA) in New York, USA

The AERA Annual Meeting with the theme of "The Dreams, Possibilities, and Necessity of Public Education" was held in New York, USA from April 13 to 17, 2018. Around 30 members of the Faculty contributed as presenters, discussants or presentation chairs at the Annual Meeting. The Faculty once again co-organized a reception with Beijing Normal University on the evening of April 14, 2018. The event was a great success, with nearly 250 guests attending, this was a valuable chance to raise the Faculty's profile and establish connections with international counterparts.



Visit to Universities in Beijing

Professor A. Lin Goodwin, Dean of Education, and Professor Yang Rui, former Associate Dean (Cross-border/International Engagement) visited the Faculty of Education, Beijing Normal University; the Graduate School of Education, Peking University; and the Institute of Education, Tsinghua University from May 8 to 11, 2018 to dialogue with young graduate students around recent educational issues, and to explore further opportunities for institutional collaboration.



Event Spotlight

Open House

In order to provide timely admission information to HKDSE students, the Faculty held an Open House event soon after the HKDSE examination, on May 16, 2018. The event attracted many potential students who were especially interested in Education and Speech and Hearing Sciences.

The event, held at the Rayson Huang Theatre, HKU, started with a welcome from the Dean, Professor A. Lin Goodwin, followed by an introduction of highlights of the Faculty and a key components of

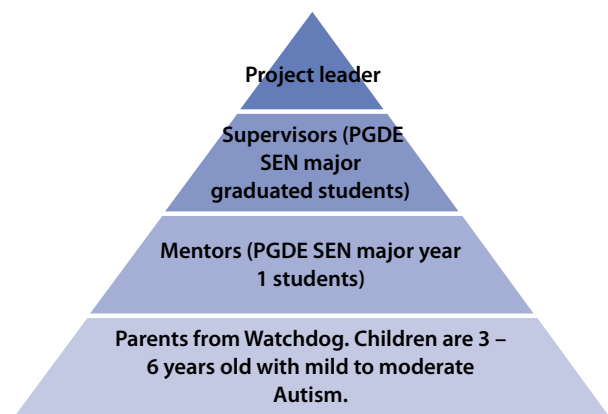
our undergraduate programmes such as experiential learning. The JUPAS participants then dispersed to different locations for talks introduced by Programme Coordinators and Admission Tutors on the individual undergraduate programmes we offer. Our students, who volunteered as ambassadors for the Faculty, were actively involved to provide support at the booths in the foyer of Rayson Huang Theatre. They shared their experiences during the seminars and guided the participants around the campus and faculty facilities. Their friendliness and enthusiasm greatly impressed the participants.



Linking Teacher Education with Community Needs: A Parental Support Project

Parents are key agents in providing instruction for their children within a family context. This context allows the children to generalize the knowledge and skills learnt. This is especially important for children with Autism Spectrum Disorder (ASD) or other behavioral issues. The Faculty's Centre for Advancement in Inclusive and Special Education (CAISE) has a mission to provide training, learning resources and related services to individuals in the community with diverse learning needs. With this mission in mind, and valuing the importance of early intervention programmes, the Training Director of CAISE, Mrs Kit Chan has implemented an Experiential Learning Project entitled *Building Positive Behavior for Children with Autism Spectrum Disorder - A Parental Support Project*. This project has resulted in promising win-win-win outcomes as described below.

On May 19, 2018, twelve parents of children with ASD were recruited from a special needs pre-school to be trainers for their own children. Their children were aged from 3 to 6 years, all having different learning needs. The project lasted for three months, including a four-week intensive training programme. Year 1 students from the Postgraduate Diploma in Education (PGDE) programme with a major in Special Education Needs (SEN), participated in the project as their experiential learning activity. These students took the role of mentors to coach parents on a 1:1 basis. Each training session featured engaging, interactive, and practical activities to ensure parents' acquisition of knowledge and skills. Mentors also supported parents in setting appropriate targets for their child, analysed parents' videos of practice, and guided parents to improve their practices while learning new skills. Training content and mentors' feedback to parents have been key determining factors in the success of the project. Past graduates of the PGDE SEN major programme were invited as supervisors. They provided close and immediate support to mentors to ensure the quality of feedback to parents.



Parents and children: Through this project, parents have learned how to set appropriate targets and adopt a combination of the use of Applied Behavioural Analysis (ABA) and the Treatment and Education of Autistic and Communication Handicapped Children (TEACCH) to develop positive behaviours in children. Encouraging results included increased parental confidence in supporting their own child, reduced parental stress, and improved parent-child relationships. Most important

A parent generalized the skills learnt to set a behavioural target and successfully took his son out using public transportation.



are the obvious changes in children's development of positive behaviours, improvement in communication, and work attitude within a short period of time.

Trainers/Mentors: Our PGDE students were exposed to hands-on learning experiences through this four-week intensive parental training activity; this proved to be excellent for bridging theory with practice. They gained insights into the difficulties parents encounter, and learned to scaffold their guidance to parents while using positive reinforcement to keep parents learning and practicing. The training was offered to parents on a weekly basis, and feedback included videotaped practices in target settings. Students gained valuable experience in supporting parents and will also be equipped to train teacher assistants in the future. This experience develops their potential to become SEN Coordinators in schools.



Supervisors: Our supervisors gained knowledge, skills and understandings that will be of great value in their professional roles. They were an important tier in the whole project. Supervisors' intense and immediate feedback to the mentors helped them hone their interactions with parents and reduced their stress in making professional judgments. Again, video-recording was used as part of the feedback process.

This parental support project is a good example of linking teacher education with community service, and using video feedback as a medium to monitor parents' and trainers' progress. It has brought about concrete changes in knowledge acquisition for all parties involved. The most exciting moments came when we witnessed the parents' ability to generalize learned skills to daily life, thus making further changes in developing their children's positive behaviours. The project demonstrates sustainable impact on these twelve families and our PGDE mentors. When our new cohort of PGDE students became aware of another project of similar nature which will be held in 2019, many of them quickly signed up and are prepared to contribute their time to support those in need.



Quote from mentor:

"The project was extremely rewarding and I appreciate being given the opportunity to participate and contribute positively to my assigned parent and child's life. It was an insightful experience that I will definitely remember, and the learning from the project can already be seen in my teaching, I am particularly happy about that."

Quote from parent:

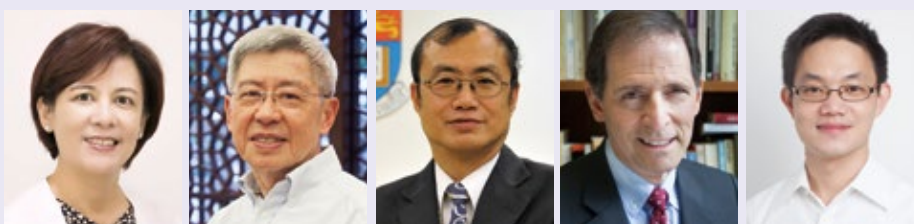
"Significant increase in compliance. Higher level of more complex tasks. More home-based tasks. So many improvements! Words can't express how grateful and happy we are to know you."

Quote from supervisor:

"In a short span of time, the parents got started and gained confidence to teach their children. The impact of the training will last throughout their childhood and beyond, very helpful."

The Fourth HKU-BNU Forum

From May 19 to 20, 2018, Faculty members including Professor Catherine Chan, Professor Cheng Kai Ming, Professor Frederick Leung, Professor Gerard Postiglione and Dr Tai Chung Pui attended the fourth HKU-BNU Forum with our long-standing partner, Beijing Normal University (BNU) in Beijing. The Forum embraced the theme *What is the Desirable Relationship between Educational Researchers and Practitioners?* Scholars in the Faculty joined colleagues at BNU to exchange ideas. The forum marks a continuation of academic collaboration and partnership between HKU and BNU.



Event Spotlight

TEDxWanChai

Miss Keisha Siriboe, our Doctor of Philosophy student, had the pleasure of presenting a talk entitled *Why We All Need to Start Reading Aloud to Our Kids!* on June 2, 2018 at the 2018 TEDxWanchai event promoting the importance of parent-child reading aloud in Hong Kong. The video was uploaded to YouTube at <https://youtu.be/VsAtwkHRorY>. The viewing rates are over 34,000 at the time of writing. The illustration was captured from YouTube. Keisha is in the final stages of her dissertation and has accepted a position with Reading is Fundamental in Washington, D.C., as the Director of Programs and Content.



Summer Institute

The Summer Institute 2017 and 2018 were successfully held from June 7 to 16, 2017, with 31 participants and from June 4 to 15, 2018 with 41 participants, the fifth and sixth years since the Institute's inauguration in 2013. The participants were leaders from higher education institutions, together with some aspiring leaders taking doctoral programmes in those institutions. They came from 13 different countries, including Cambodia, Cameroon, Cyprus, Kenya, Laos, Mainland China, Mongolia, Myanmar, Pakistan, Russia, Tanzania, the Philippines and Vietnam.

Jamil Salmi, formerly Lead Specialist in Higher Education at the World Bank, started the programme with a futuristic perspective of the global scene in higher education. The Summer Institute then followed with regional, systemic and institutional views about recent and future developments in higher education. The main theme has been student learning.

The interactive sessions involved members from HKU, including leading administrators, academics and students. Participants also visited various HKU Faculties and interacted with Deans. In particular, Professor Molly Lee, formerly head of higher education at the United Nations Educational, Scientific and Cultural Organization, Bangkok, was invited as the Guest Coordinator.

Participants also interacted with the Secretary-General of the University Grants Committee and visited the Hong Kong Academy for Performing Arts and Hong Kong Baptist University. Attendees were also enlightened by facilitators from the Faculty and guest facilitators from other leading institutions in the region. Mr Kevin Lau, a veteran journalist and Professor Yike Guo, from Imperial College, London were invited as guest speakers at Institute dinners. A highlight of 2018 was a High Table Dinner with students from all over Hong Kong, held at College Hall, Jockey Club of Village III of HKU, certainly an unusual experience for both sides.

One of the elements that has made the Summer Institute unique is the construction of a Knowledge Product towards the end of the Summer Institute. There, participants form groups to constitute a project related to reforms, which incorporates with the insights from the Summer Institute and can be implemented in their home countries.

The programme received very positive evaluations from the participants. They were particularly impressed by elements that would have impact on their practice at home, such as new approaches in curriculum development or student assessment, as well as elements such as fundraising, internationalization, innovation and entrepreneurship. The participants were also impressed by the quality of the HKU students that they met.

In a survey, the Summer Institute was evaluated as an "action oriented programme" and "very useful" because "it doesn't just provide educational innovations, but also a place for collaborative learning experiences, and knowledge and practice sharing"; "It combines various higher education leaders from different levels, ... sharing experiences about higher education issues in general." These sentiments were articulated by participants in both 2017 and 2018. Many participants not only expressed satisfaction with their learning experience at HKU, but said that they were motivated to take back the ideas to their home institutions. They intend to encourage their colleagues to come and visit HKU.

In summary, the Institute has, over six years, cultivated and strengthened the network for academic exchange and collaborations among about 70 higher education institutions and five Government Ministries across Asia.



Long Service Awards Presentation Ceremony

The staff Long Service Awards Presentation Ceremony was held on June 12, 2018, in Loke Yew Hall, HKU. The Acting President and Vice-Chancellor, Professor Paul Tam presented the awards.

Professor Frederick Leung, Chair Professor and Kintoy Professor in Mathematics Education, has served the University for 35 years. Colleagues who have served for 15 years included Miss Chloe Chu, Lecturer; Dr Gary Harfitt, Associate Professor and Associate Dean (Learning and Teaching); Dr Ng Hung Wai, Research Manager; and Ms Ada Poon, Lecturer.



Having served the University for 35 years, Professor Leung regarded his career as a teacher educator to be very meaningful. "I am nurturing future teachers. It brings great impact to society!" he said, in his interview with media.

The Faculty appreciates and is grateful for colleagues' dedicated service. Warmest congratulations to all!

The Fifth International Conference on Chinese as a Second Language Research (CASLAR-5)



CASLAR-5 (「第五屆漢語作為第二語言研究國際研討會」), co-organized by the Chinese as a Second Language Research (CASLAR) Association, USA and the Faculty's Centre for Advancement of Chinese Language Education and Research (CACLER) under a project entitled *Supporting the Learning and Teaching of Chinese Language for Non-Chinese Speaking Students in Secondary Schools (2016-18)*, was held from June 14 to 16, 2018 at HKU.

The conference was jointly led by Professor Istvan Kecskes, President, CASLAR and Professor Tse Shek Kam, one of the founders of CACLER. Professor A. Lin Goodwin spoke at the conference. Three renowned scholars delivered keynote speeches. Professor Chen Jenn Yeu, National Taiwan Normal University, spoke on *The many faces of language in language learning: Implications for SLA theories and pedagogy*; Professor Claire Saillard, Université Paris-Diderot, addressed participants on *Aspectual classes in Chinese and their operability for teaching*; and Professor Joe Winston, from the University of Warwick, spoke on *Participatory drama as a pedagogy for Chinese second language teachers: Theory and practice, challenges and rewards*. The keynote speeches were all well received.

CASLAR-5 was a great success, with over 300 delegates from 23 countries and regions exchanging ideas and insights. This not only allowed local researchers and educators to explore the latest international developments in Chinese as a Second Language teaching, but also offered opportunities for international delegates to learn about relevant teaching and research achievements in Hong Kong. The conference featured more than 200 papers by presenters from around 20 countries and regions, showing the ever-rising popularity of the subject in global education. Details can be found at <http://www.cacler.hku.hk/en/research/project/pocsl/events/caslar-5/>.



Event Spotlight

A Celebration of Life – In Memory of Dr Tin Ka Ping

The memorial service for philanthropist Dr Ting Ka Ping was held on July 22, 2018 at the Hong Kong Cultural Centre. Faculty representatives including Professor A. Lin Goodwin, Professor Cheng Kai Ming, Professor Nancy Law, Dr Ida Mok, Dr Ng Ho Ming and members and friends from the Faculty Centre for Educational Leadership attended to express condolences to the relatives of Dr Tin who had contributed immensely to the development of teaching, learning and research in Hong Kong and Mainland China.



Public-Private Partnerships in Supplementary Education



The previous issue of *Education Matters* (Vol. 15, No. 2, 2017) highlighted a Policy Forum hosted by the Faculty's Comparative Education Research Centre (CERC) on the theme of public-private partnerships for supplementary education. It was held in December 2017, and brought

together participants from governments, companies, schools, and research institutions from Hong Kong, Japan, Mainland China and the Republic of Korea.

Since that event, CERC has followed up in several locations. Facilitated by an HKU Knowledge Exchange grant, in April and August 2018, Dr Zhang Wei made two visits to Japan. For the first of these visits she was accompanied by Professor Mark Bray and Dr Ora Kwo. They visited institutions of supplementary education known as *juku*, and held further discussions with the Japan *Juku* Association (JJA). They also met with a key officer in the Ministry of Education, Culture, Sports, Science and Technology (MEXT) who had participated in the December 2017 Policy Forum.

Patterns in Japan are especially interesting because the country has a long history of *juku* operation. Government policy has shifted from ignoring the private sector to forms of collaboration and partnership that could be a model for other countries. The team is excited by the ways in which CERC operates as a focal point for professional sharing that allows policy-makers and practitioners in different locations to learn from each other.



Initiatives of the Centre for Educational Leadership (CEL) in China's Education System

Since 2013, the Faculty's CEL has been generously sponsored by the Tin Ka Ping Foundation to conduct a number of training programmes for school principals, teachers and Education Bureau representatives in Gansu, Mainland China. CEL has also gained the full support from the Gansu Education Bureau and Northwest Normal University in these initiatives.



From 2016 to 2018, CEL engaged four cohorts in Gansu School Team Professional Training that assisted the principals and core group teachers of Gansu primary and junior secondary schools to increase their professional knowledge, and to help them carry out school improvement plans.

During the two-week training sessions in Hong Kong, Gansu principals and teachers participated in various school visits, workshops and seminars. They were exposed to different educational theories and practices in Hong Kong schools around the themes: *Whole-person Development and Learning and Teaching*.

Hong Kong senior principals and educational experts were assigned to the Gansu schools as mentors, guiding the schools through the processes of building a professional and effective team. They visited the Gansu schools before and after the training in Hong Kong to identify the issues faced by the schools and offer professional guidance on their implementation of the improvement plans.



Funding the Faculty's Future



Over the years, the Faculty has benefited enormously from the generous support of sponsors and benefactors. While government-funding is significant, these extra donations are invaluable for supporting students in need, for enabling us to go the extra mile by financing special programmes in areas such as experiential learning, and in fostering important research to ensure the Faculty stays at the cutting-edge of Education for the next century and beyond.

Our existing supporters range from individuals giving one-off gifts, to long-standing generous donors such as the Tin Ka Ping Foundation, which has been supporting the Faculty for nearly 30 years. Its generosity established the Tin Ka Ping Visiting Fellowship Scheme in 1991 which has enabled hundreds of Mainland academics and educators from different disciplines to come to HKU as Visiting Fellows, and the Training Programme for Principals from Gansu Province in 2013-14, which has allowed the Faculty to establish a pioneering cross-border training programme for principals of kindergartens, primary and secondary schools, and education directors in the province's Ministry of Education.

The Foundation's ongoing commitment to the Faculty was underlined in 2018 with a new HK\$10 million donation to set up the "Tin Ka Ping Foundation Grant for Experiential Learning", a travel grant for undergraduate (UG) and postgraduate (PG) students to pursue experiential learning activities in Mainland China and abroad. The value of each grant is up to HK\$30,000. Said Professor Stephen Andrews, who was Dean at the time: "We are immensely grateful for the Foundation's recent donation which will be invaluable in supporting the Faculty's long-term development by providing scholarships for our research postgraduate students, and grants for postgraduate/undergraduate students participating in experiential learning programmes."

Experiential learning is central to the Faculty's curriculum, and several scholarships have been set up to ensure that as many students as possible, both UGs and PGs, are given ample opportunities to participate. In 2012, Mr Robert Chan made a generous donation for the setting up the "Education Faculty Scholarship on Experiential Learning for Postgraduate Diploma in Education", offering scholarships valued at HK\$35,000 each.

One of the winners of the scholarship was Mr Mak Chung Man, student of the Bachelor of Arts and Bachelor of Education in Language Education [BA&BED(LangEd)] programme, whose

experiential learning project was to India where he worked with Happy Tree Social Services. He said that the experience helped him to experience the history and culture of India and to develop a more global view. It also convinced him that a simple life can be a happy one. "During the experience teaching in India I could see the real smile on every child's face when they had the chance to simply to study and to play mass games."

Other recent scholarships include the "Madam Chu Kwai Ying Memorial Scholarship", set up in 2012 with a donation of HK\$200,000 by Professor Lam Chi Chung in memory of his mother-in-law. It aims to encourage students to engage in experiential learning programmes and so far awardees have used their grants for a variety of projects including teaching Chinese as a foreign language in Singapore; Experiencing problem-based learning at rural schools in China; and teaching drama to secondary school students in Hong Kong, culminating in the students performing one-act plays.

Miss Regina Heung Suen Ling is a past winner of the scholarship when she was a third-year student in the Bachelor of Arts and Bachelor of Education in Language Education programme. She did her experiential learning at a secondary college in Melbourne, Australia, and said at the time that the award was a "golden opportunity for me to not only put my pedagogical knowledge into practice but also to apply it in a native context."

In the 2016-17, the "Loretta Ho Memorial Prize" was established, in memory of the former Assistant Professor of the Faculty who passed away in June 2016. Different donors gave a total of HK\$135,633 for the prize, which is for students in the Bachelor of Education and Bachelor of Social Sciences (BE&BSocSc) programme. Two prizes of HK\$5,000 are awarded each year, one to the student with the Best Overall Results and the other to the student showing Best Improvement.

The first student to win the Best Improvement prize was Miss Leung Gee Wai Cherry. After struggling and trying to do too much in her first two years at HKU, Cherry had a turning point when she went on an exchange trip to South Korea attended by university students from around the globe. Their passion for learning and pride in knowledge, inspired her to want to be a better representative for HKU and for the first time she organized her studies and wrote down academic goals for herself. "I worked towards achieving those goals, grew to be more aware of the

learning processes and improved my time management,” said Cherry.

Now, in our centenary year, we are encouraging you join our generous team of supporters by donating to the “Faculty of Education Development Fund” (<http://100.edu.hku.hk/support-to-the-faculty/>). Donations to this fund will enable us to:

1. Provide sustainable support through awards to undergraduate and postgraduate students in need, and distinguished students with academic merit and community achievements, thus equalizing opportunity and recognizing excellence;
2. Fund students at undergraduate and postgraduate levels

participating in Experiential Learning programmes/activities in overseas countries (developing countries in particular), ensuring that limited finances are not a barrier to meaningful and diverse learning; and

3. Foster the development of academic and professional research so as to ensure that the groundbreaking work of HKU Faculty of Education continues into the next 100 years.

There are also many other ways to contribute to the Faculty's future. If you wish to make a gift to the Faculty or to enquire about setting up a prize of scholarship fund, please email us at eduert@hku.hk or call at 3917 4246.

We are on **Twitter** and **Weibo** NOW!



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Our Postgraduate Programmes

Let's us learn and grow together!

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

What to learn?

- Doctor of Philosophy
- Doctor of Education [EdD]
- Master of Philosophy
- 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
- Postgraduate Diploma in Education (Teaching Chinese as a Second Language) [PGDE(TCSL)] (*self-funded*)

More information

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



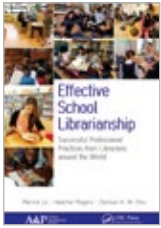
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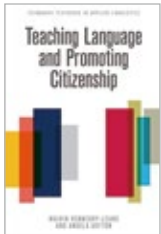
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Authors
Patrick Lo; Heather Rogers; Dickson Chiu
Publisher
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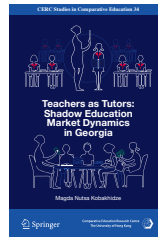
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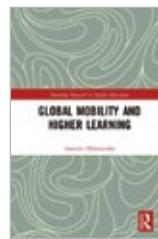
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閱讀推手：學校圖書館專業 Reading Promoter: School Library Profession



作者
江慧珊、盧敬之、余沛健、葉錦蓮、趙格華

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Division of Speech and Hearing Sciences, Faculty of Education, HKU

Incoming Editor, *Information and Learning Sciences*

Dr Samuel Chu

Board of Governors, Consortium of Higher Education Research (CHER)

Dr Hugo Horta

Article of the Year Award 2017, *Educational Review*

Dr Tan Cheng Yong for an article entitled *Conceptual Diversity, Moderators, and Theoretical Issues in Quantitative Studies of Cultural Capital Theory*

Faculty Outstanding Teaching Award (Team) 2017

Ms Jessie Chow (Team leader)

Ms Candace Mok

Dr Gary Harfitt

Faculty Outstanding Teaching Award 2017 (Individual)

Dr Thomas Chiu

Dr Valerie Yip

Faculty Early Career Teaching Award 2017

Dr Jim Chan

Mr Benjamin Moorhouse

Faculty Outstanding Teaching Award (Team) 2018

Dr Gary Harfitt (Team leader)

Ms Jessie Chow

Ms Candace Mok

Faculty Outstanding Teaching Award (Individual) 2018

Dr Patcy Yeung

Ms Tanya Kempston

Faculty Early Career Teaching Award 2018

Dr Elizabeth Barrett

Faculty Knowledge Exchange Award 2017

Professor Nirmala Rao and her team

(**Dr Diana Lee**, Faculty of Education;

Professor John Bacon-Shone, Social

Sciences Research Centre; and **Dr Patrick Ip**,

Department of Paediatrics and Adolescent

Medicine) for a project entitled *Impacting*

Early Childhood Policy in East Asia and the

Pacific through Contextually-appropriate

Assessment of Early Child Development

Croucher Fellowship for Postdoctoral Research

Mr Choi Tsun Man William, PhD student

Promotion and Tenure

Dr Hu Xiao, Associate Professor

New Appointment

Division of Chinese Language and Literature

Dr Cheong Choo Mui, Assistant Professor

Division of Information and Technology Studies

Dr Allan Yuen, Principal Lecturer

Dr Frank Reichert, Research Assistant Professor

Dr Feng Shihui, Lecturer

Welcome

Faculty

Dr Chian Monaliza Maximo, Postdoctoral Fellow

Neuroscience for Education

Dr Sun Rui, Postdoctoral Fellow

Division of Chinese Language and Literature

Ms Yen Miao Ju Louisa, Senior Lecturer

Ms Ng Hiu Lam Sherlene, Lecturer

Division of Learning, Development and Diversity

Dr Wu Ka Yu Florence, Lecturer

Dr Yang Shuqi, Postdoctoral Fellow

Division of Policy, Administration and Social Sciences Education

Dr Priya Goel La Londe, Assistant Professor

Dr Wong Wai Lun Vincent, Senior Lecturer

Dr Qin Yunyun, Teaching Assistant

Division of Speech and Hearing Sciences

Mr Poon Siu Fung Morris, Assistant Lecturer

Retirement

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

Division of Chinese Language and Literature

Professor Tse Shek Kam, Professor

Division of Information and Technology Studies

Dr Siu Lai Chung Felix, Lecturer

Division of Policy, Administration and Social Sciences Education

Professor Mark Bray, Chair Professor

Goodbye

We would like to express our gratitude and send our best wishes to the following staff members who have left the Faculty. We wish them the best of luck in their future endeavours and they will certainly remain a part of our global networks.

Division of Information and Technology Studies

Dr Babak Amiri, Temporary Postdoctoral Fellow

Mr Yeung Cheuk Yu Leo, Teaching Assistant

Division of Learning, Development and Diversity

Dr Li Hui, Associate Professor

Dr Hsieh Wu Ying, Assistant Professor

Division of Mathematics and Science Education

Dr Cheng Man Wai Maurice, Senior Lecturer

Division of Policy, Administration and Social Sciences Education

Dr Sheena Jeswani Mirpuri, Postdoctoral Fellow

Miss Anna Okada, Teaching Assistant

Dr Chura Bahadur Thapa, Teaching Assistant

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Email Address :

HKU Faculty of Education Studying Record

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

Membership Type Applied

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Cheque No.: (Bank:)

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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**

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