

EducationMatters

Cover Story

New Dean Brings All-round Skills to the Role



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Past Leads to Future
Outstanding Educator



GROWTH



COLLABORATION



KNOWLEDGE



RESEARCH



ADVANCED
TRAINING



LEARNING



EXPERIENCE



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COMPETENCE

Foreword

I am very pleased to introduce this latest volume of *Education Matters* that can only begin to scratch the surface of all the exciting goings-on in the Faculty of Education. Be prepared to be impressed! Some highlights include important new services the Faculty is providing to meet the needs of children in Hong Kong, ongoing work with local and school partners, and numerous conferences and presentations around Chinese as a second language, voice and speech research, and the work of international scholars, as just a few examples. We were proud to see another wonderful group of our students complete their programmes and graduate, and we know we will be hearing about their contributions and accomplishments in the coming years. The teaching, research, and creativity of many academic staff were recognized with an array of awards and prizes; please also be sure to add to your reading list the many exciting new books that have been published since the last newsletter. Most importantly, this is the Centenary of Teacher Education at HKU and the Faculty of Education has been celebrating – from the start of this academic year – with a series of special events, that will continue until year's end, to mark this important moment in its history. I am, unquestionably, very proud to have joined The University of Hong Kong this past November, and to be a member of such an excellent Faculty.

Professor A. Lin Goodwin

Dean





New Dean Brings All-round Skills to the Role

Faculty of Education
The University of Hong Kong

The new Dean of Education, Professor A. Lin Goodwin, comes to HKU after more than 20 years at Columbia University's prestigious Teachers College (TC) and a career background that includes teacher education, curriculum development and the administration and management of many aspects of academia.

She is well-equipped to take on the challenges that Deanship brings. While a newcomer to HKU itself, she was born in Hong Kong – moving to Singapore as an infant – and has previously visited to talk at both the Chinese University of Hong Kong and the Hong Kong Institute of Education (now the Education University of Hong Kong). She also has close associations with the National Institute of Education in Singapore with whom TC collaborates regularly. "I feel very much at home in Asia," she said. "But I also think it is beneficial that my education and career background are from a completely different place and perspective, so I can take an outsider's overview and ask why things are done a certain way. It is a privilege to be able to do so."

This is Professor Goodwin's first Deanship, although she was Associate Dean and then Vice Dean at TC for over a decade. She has also been a Vice-President of the American Educational Research Association (AERA). She is familiar with the

administration and management of tertiary education, as well as the academic side. "I have always blended the administration and the academic. It was just part of the job at TC, where divisions were not as precisely separated as they are at HKU," she said.

Indeed, while at Columbia, Professor Goodwin was part of a move to create a leadership role in teacher education, to provide a link between academic and administration components of the institution. As a result, the role of Associate Dean was created and she was nominated by her colleagues to fill the new post. "My first reaction was no, but then I realized you can't be part of a movement advocating change, and then not be prepared to be active once that change is made.

"I took on the role and it gave me a new perspective on TC that was important. I was able to work across faculties and to speak to all sides, I've been through the system from all angles – from on-the-ground teacher educator, researcher, as well as out in the field."

Born in Hong Kong but having moved to Singapore as an infant, she studied there until moving to the USA for university studies. Part of the attraction of taking on the Deanship was returning to Asia to be nearer to family; she also adores big cities – New York, London – Hong Kong is up there.





The Faculty Now

"HKU's Education Faculty comprises energetic, hard-working people, palpably passionate about and invested in their work and the Faculty. There is deep loyalty here, many are alumni and the notion of HKU as family is apparent. It is a good working environment, and a collegial and respectful atmosphere. People also seem open to change. There is a lot of energy and activity focused on innovation – programme revision for example – and an openness to self-evaluation.

"These are all good ingredients for getting to where we want to go ... which is to be more recognizable on the international stage. I have told Faculty members I want us to be the go-to university. There is wide array of things the Faculty is doing very well, but I would like us to be more focused. Sometimes less is more. I strongly believe in everybody doing their individual thing, but at the same time I don't want people or resources to be spread too thin. As a Faculty, we should focus on one or two signature ideas for which we'll be known in the region and globally. The question to think about is how do we hone in and

work smarter to galvanize and devote resources to key things so that the outcome will be more powerful?

"Since the Faculty is a community already, how do you take that spirit and build it into finding more and better ways to collaborate? The mindset should be overcoming the boundaries that tend to occur – be they gender, seniority, or status. I want to build a community that breaks through those traditional barriers by which every group inevitably restricts itself, and to cultivate an intellectual and research environment that is inclusive and hierarchically flatter."

She would like to see a Faculty whose members are always "debating and challenging each other, but doing it constructively, without criticism or negativity, so that the collegial spirit remains strong. Any world-class university is grounded in this idea of debate and peer review. Mentoring for both faculty and students should be deliberate and across the board. We need to ensure that it happens for everyone – move it from *ad hoc* to regular, and from sometimes to expected at all times.

"Everybody should feel that we are supporting their work, their development and them as human beings. Typically, it happens for some but not others, but we need to take happenstance out of the equation, and be sure that mentoring is a foundational experience for all. It is part of being a community – there needs to be both an intellectual community and a social one.

"Personally, as Dean, I want to be able to pay attention to the big picture as well as the details. I am a teacher-educator and a curriculum specialist, so I look at all the pieces, not just singularly but in relation to one another. I think that is what being a Dean is, it is hard for people within the Faculty to do this as they are so close to their own work."



Residency Model

Asked to discuss some of her own work, Professor Goodwin cites an innovative teaching residency programme called Teaching Residents@Teachers College (TR@TC), that she initiated, designed and launched in 2009. One of her biggest projects – she sought and received two very large federal grants for the programme and has been closely involved in developing the programme, which she still advises, over the past eight years.



Based on residencies, which medical students undertake – the premise is that student teachers are immersed in authentic teaching by apprenticing with experienced teachers in high-needs New York City public schools. “The residency idea has been in the US since the early 2000s,” she said. “It is akin to a medical residency – that is, deep immersion in practice while you are also engaged in deep theoretical learning about the field. Your preparation immerses you in the professional context, where you are guided, mentored and instructed and where you are approximating the real work at the same time that you are simultaneously immersed in rigorous academic preparation.

“For teacher training, some advocate theory first, then practice, but the residency model advocates both the practice and the theory together. Former President Obama earmarked money for education and supported many different programmes – in fact, some people felt that he supported contradictory things – but I think he was simply giving the go ahead to all kinds of different ideas. One of those was the residency model.”

Research

Besides her numerous responsibilities, Professor Goodwin maintains an active research agenda and is a well published scholar. Her research focuses on teacher and teacher educator identities and development; multicultural understandings and curriculum enactments; the particular issues facing Asian/Asian American teachers and students in schools in the USA; and on international analyses/comparisons of teacher education practice and policy.



She was most recently involved in an international study of teacher education practices and policies in seven high performing jurisdictions. Over two years, she and colleagues Low Ee Ling (National Institute of Education, Singapore) and Linda Darling-Hammond (Stanford and The Learning Policy Institute, USA) gathered data on teaching and teacher education in Singapore through interviews, on-site observations, and document and policy analyses. The study concluded last year and is documented in her latest book, *Empowered Educators in Singapore: How High-performing Systems Shape Teaching Quality* (with co-authors Low and Darling-Hammond).

Finally, the interview turned to the fundamental requirement of any education faculty, anywhere in the world – to develop the teachers of tomorrow. She has been asked in many interviews what makes a good educator? In an article about teaching today for Columbia she said:

“Courage and Advocacy are what separate the teachers who merely know and do from our teachers, who know and do the right thing.”

She explained further, “The teaching profession today is a dramatically altered landscape that poses daunting challenges, which include: complex educational policies; the increasing diversity of all students; a world reshaped by globalization; and the imperative to ensure that all students succeed.

“We need academically strong teachers who possess content knowledge, are ready to focus on learning and student achievement, and are prepared to meet the needs of all learners, including those facing multiple vulnerabilities. It is up to institutions such as HKU’s Faculty of Education to mould and inspire such teachers, and prepare them to be educators capable of working anywhere in the world.”



Young Researchers Lo and Fung Receive Faculty Recognition

The Faculty prides itself on innovative and pertinent academic research covering a wide range of topics. The Faculty Outstanding Young Research Awards for 2017 were given to Dr Lo Yuen Yi and Dr Dennis Fung for their work in medium of instruction and science education research respectively. Both are also previous winners of the Faculty's research output awards.

Dr Lo's award was for her extensive work on English as the Medium of Instruction (EMI) education and Content and Language Integrated Learning (CLIL). Since doing her Master's dissertation at the University of Oxford, she has developed a strong interest in bilingual education programmes, especially those which use students' foreign/second language as the medium of instruction. "I have been trying to investigate the various aspects of EMI/CLIL programmes," she explained, "including students' achievements, classroom interaction, teachers' professional development, teacher collaboration and more recently, assessments."

Her early research was inspired by her intrigue at the inconclusive findings of studies on students' learning outcomes in EMI and Chinese as the Medium of Instruction (CMI) schools in Hong Kong. This prompted her to conduct a meta-analysis examining 24 empirical studies about the effectiveness of EMI education in Hong Kong during the previous four decades.

"The findings suggested that while students in EMI schools had some advantages in their English learning, they seemed to suffer in their learning of such content subjects as science and geography," said Dr Lo.

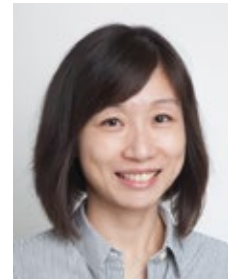
The paper resulting from this research, "A Meta-analysis of the Effectiveness of English-Medium Education in Hong Kong" (Lo & Lo, 2014), was published in the *Review of Educational Research* and was awarded the Faculty Early Career Research Output Award.

Since then, another major thread of her research examines classroom talk in EMI/CLIL content subject lessons to understand teacher-student interaction patterns and explore whether and how teachers co-construct knowledge and language with students. "The findings of these studies reveal that teachers and students encountered difficulties when interacting in a second language (L2; in this case, English) and content subject teachers may not be fully aware of the needs and/or strategies to incorporate language scaffolding in their lessons, which are important for their students to learn content and L2 simultaneously," she said.

"With insights gained from such research on classroom discourse, I then started to carry out research on professional development of content subject teachers in EMI schools. In several projects, I provided short-term professional development programmes for teachers and tracked the development of these teachers' language awareness and pedagogical awareness, as well as their students' content and language learning."

Another direction for professional development in EMI schools is through cross-curricular collaboration between content subject teachers and English language teachers, also known as the Language

Across the Curriculum (LAC) approach. Dr Lo has conducted research projects examining how English and content subject teachers perceived collaboration, and the potential impact of such collaboration on teachers and students.



"My most recent research interest is assessment practices in EMI/CLIL, as I realized teachers' pedagogical practices are often affected by assessment (i.e. the backwash effect of assessment)," said Dr Lo. "Collaborating with my colleague, Professor Angel Lin, we have been conducting studies analyzing the cognitive and linguistic demands of questions in EMI schools in Hong Kong. We also investigated whether and how teachers prepared students to deal with the demands in both dimensions."

Successful investigation

Dr Fung's areas of research interest are concentrated in science education and group work, as well as Liberal Education. "I think I received this award because I successfully investigated the favourable effects of group work and science learning," he said. "The study also validated the framework proposed by Piaget* and Vygotsky** regarding constructivist learning."

Dr Fung defines group work as collaborative learning activities such as peer-review, group debate, group presentation and reflection tasks in relation to a junior secondary science topic (in this case, current-electricity). Science learning refers to exploring and identifying correct scientific concepts, explaining those concepts in detail, differentiating correct scientific concepts from misconceptions or naive beliefs, providing detailed reasoned justifications to elucidate the concepts, conducting scientific reasoning and developing scientific thinking. "As such, 'group work and science learning' means joint construction of scientific conceptual knowledge through a combination of group work strategies," he explained.

His investigation involved a teaching intervention conducted at two Band 2 secondary schools in Hong Kong in 2015, in which 152 Secondary Two students participated. "It set out to examine the effectiveness of group work pedagogy in promoting students' science learning and investigate the role of teachers in collaborative tasks," said Dr Fung. "To this end, a quasi-experimental research design was adopted by which student participants were divided into three groups instructed by different pedagogical approaches, namely 'Whole-Class Teaching' (WCT), 'Self-Directed Group Work' (SDGW) and 'Teacher-Supported Group Work' (TSGW)."

"The results showed that students achieved more cognitive growth and had better performance in identifying misconceptions and considering alternative science beliefs when learning *via* group work. Teachers were found to be capable of playing a facilitating role by guiding students through the process of joint construction of conceptual knowledge."

Dr Fung explained that the research validated the theories by Piaget and Vygotsky in two aspects. "First, the rationale of dividing students into three pedagogical groups, namely WCT, SDGW and TSGW groups, lies in Vygotsky's 'Zone of Proximal Development' framework. The results indicated that students who learned collaboratively in the SDGW and TSGW groups outperformed their counterparts who learned individually in the WTC group in terms of identifying correct scientific concepts. Such findings support Piaget's view that learning should occur in interactive and collaborative activities.

"Second, the TSGW students who received guidance from teachers made more scientific attainments than the SDGW students. This can be explained by teachers' presence in the TSGW groups, which was found to help break discussion deadlock, encourage students to elaborate their views and thus lead to further discussion. This is in

line with Vygotsky's theory that students should learn with help from more capable individuals (for example, teachers) in order to develop the ability to solve problems independently."

References:

- * Piaget, J. (1928). *Judgment and reasoning in the child*. London: Kegan-Paul.
- ** Vygotsky, L. S. (1978). *Mind and society: The development of higher mental processes*. Cambridge, MA: Harvard University Press.



Gamification Innovations Win Recognition and Awards

Dr Samuel Chu has garnered a lot of attention recently for his innovative work on introducing a "gamification" element to education – that is, using gamified online platforms to liven up the learning process.

Dr Chu's first game-based learning project, *Developing an Interactive Social Game Playable on iPhones, iPads and Facebook for Promoting Sexuality Education Among Youngsters*, was started in 2012. In June last year, at the Health Research Symposium 2017, it garnered two prizes, namely the Excellent Health Promotion Project Award and the Best Poster Award.

The project sets out to promote sex education among youngsters and to equip them with reliable knowledge for making informed sexual choices through an interactive game – "Making Smart Choices" – which is playable on popular online platforms. Moreover, it aims to help nurture proper attitudes on relationships between the two sexes.

According to recent research, while young people in Hong Kong have been more open and receptive towards sex in the past decades, engagement in underage sexual intercourse and limited knowledge of contraceptive methods can lead to problems.

Said Dr Chu: "Although a lot of tools and resources for sexuality education have been developed through the years, most of them are text-based and are not attractive to teenagers. Also, very few of the materials are tailored for mobile access."

His second game-based learning tool, Reading Battle, was developed with the aim of motivating children to read more, to get more out of books and to improve their comprehension. It was launched in schools in Hong Kong in 2014, and has since been used by more than 6,000 students from China, Hong Kong, Taiwan and the USA. Reading Battle won the Faculty's Knowledge Exchange Award 2016.

Due to the success of both projects, Dr Chu was inspired, together with Dr Thomas Chiu, to offer a Common Core course on gaming as an educational tool. Now in its second offering, the course has been hugely oversubscribed both times. "Each time over 200 people registered for the course, although I can only take 120," he said.

In addition to the Common Core course, Dr Chu is now concentrating most of his research efforts on gamified learning. He has been awarded a HK\$5million grant by the Hong Kong Jockey Club to further develop and promote the interactive game, "Making Smart Choices".



He feels that in a relatively conservative culture such as Hong Kong, topics related to sex are rarely discussed openly and even parents often fight shy of chatting to their children about it. Therefore, students tend to gain most of their sex education at school. However, more research has shown that many teachers also feel uncomfortable discussing such subjects, so these lessons are often a one-way street – the teachers talk, the students listen.

"This innovative game-based approach to disseminating sex education is effective as it provides a risk-free, non-threatening environment in which students can learn, explore, experiment and make decisions in different simulated scenarios," said Dr Chu.

He added that teachers from all eight participating schools were positive about this project. They told him that they felt the game had successfully engaged the students and spoken to their curiosity on the subject, and that it was a much better approach to sexuality education than just giving students lectures on the subject.

The Write Stuff



A report by a team of researchers aiming to help children overcome difficulties writing in Chinese has received the Faculty Knowledge Exchange Award 2017. The team, led by Associate Professor Dr Patcy Yeung, comprised Miss Pauline Tsang, Miss Chan Yan Lee and Miss Peggie Chan.

They carried out a comprehensive study to develop a tiered intervention model of writing instructions to support struggling Chinese-language writers in upper primary grades. The resulting report, named *Supporting Struggling Writers: From Theory to Practice*, was cited by the awards board for its good engagement with schools and key publications and also received high praise from the teachers involved.

Said Dr Yeung: "Relatively, more work is done on solving reading problems than on writing problems. Teachers told us there were few resources available for helping struggling writers. I hope our work is a start."

There were three critical elements to the intervention study – a core writing curriculum based on scientific research findings; continuous progress monitoring to evaluate effectiveness; and professional development for teachers. The Tiered Intervention Model (TIM) element of the project is in line with the 3-Tier Support Model currently advocated by the Education Bureau.

Pauline Tsang's role in the study included directing two of the projects, *A Curriculum of Writing Instruction in Chinese within the framework of the Tiered Intervention Model* and *A Cognitive-linguistic Approach to Tiered Writing Intervention for Students with Diverse Learning Needs in Senior Primary Schools*. Said Ms Tsang: "As my strength is develop curriculum of reading and writing instruction in Chinese, I developed and implemented the intervention projects based on the findings of Dr Yeung who worked with us throughout."

The project's scope supported eight schools from different districts, backgrounds and demographics so as to get more diverse feedback. The team made 110 service visits to the schools and provided on-site support including teacher training, monthly collaboration planning, class observation and monitoring of students' progress.

Said Peggie Chan: "I coordinated data collection and assisted in the project's intervention programme. I would help the teacher to use our new methods to give Chinese writing lessons to primary school students. Many participants were not interested in Chinese writing before the programme, finding it boring and difficult. But after a few sessions, we managed to motivate them sufficiently so they were willing to try writing longer sentences and paragraphs."

"Working together with teachers was a great learning experience," said Dr Yeung. "It gave us insight into what is actually going on at classroom level and the practical problems teachers face in dealing with students of similar age but different writing ability. It was a two-way, professional exchange – they gave us feedback on what worked and what didn't and we revised the model according to that feedback."

The programme includes exercises designed to be enjoyable for students. To help with discourse organization, they employed a variety of graphic organizers, such as a train with compartments for organizing the ideas of each paragraph.

Materials for teachers include differentiated worksheets that look the same to the students (for example, they are the same length), but in fact are divided into Low, Medium and High ability. Only the teacher knows which category each worksheet is from, thereby guarding against students feeling discouraged if they are struggling at Low ability level.

Feedback from teachers has been very encouraging. Said Dr Yeung: "They said the model enhanced learning and teaching effectiveness of writing instructions, and had armed them with better tools for writing instruction, leaving them feeling more capable of dealing with student diversity in ability levels."

Added Pauline: "Participating teachers said the programme refreshed their writing instruction, and was more systematic and concrete. Before the intervention, teachers would simply provide a topic and ask student to write about it. Students felt writing lessons were very boring and as a result they don't like writing. But after the intervention, and the introduction of varied learning activities, such as role play, students felt the writing lesson was more interesting and were motivated to learn to write better."



Expansion of Speech and Hearing Clinic Benefits Students and the Community



HKU's Division of Speech and Hearing Sciences (SHS) expanded its Speech, Language and Hearing Clinic (the Clinic) in Kennedy Town last year, providing state-of-the-art facilities for speech therapy and audiology students' clinical education, and also facilitating improved services for the community.

A clinic was first established – along with SHS itself – in 1988 for the purpose of training student speech therapists through Bachelor of Science in Speech and Hearing Sciences [BSc(SPEECH)] programme. In 1996, the Clinic also started providing training for student audiologists through Master of Science in Audiology [MSc(Audiology)] programme.

Expanding on the facility's history, Clinic Education Director Dr Anita Wong said: "The Clinic moved to the first floor of the Kennedy Town Centre in 2011, when SHS was taking in 48 BSc(SPEECH) students and eight audiology students every alternate year. Then two things happened: in 2016-17, we increased student intake to 56; and we had an overhaul of our BSc(SPEECH) curriculum, and some of the major changes involved our students' clinical education."

Those changes included: an additional clinic placement in the first semester for Year 3 and Year 4 students; a reduction in clinic group size from six to five students; and two new courses on the various aspects of clinical practice.

Expansion of the Kennedy Town facility was needed, and, with support from the Faculty, the Clinic extended to the third floor of the building. The new section has five custom-built rooms for individual or group speech therapy sessions, three of which can be turned into a larger room capable of accommodating 90 individuals. These rooms have state-of-the-art video streaming systems for clinical teaching.

Said Clinic Manager Ms Kayan Cheung: "One of the aims of the revised curriculum is to have a smaller number of student clinicians in each clinic group so that individual learning needs can be more adequately addressed and the quality of supervision can be improved. Decreasing the number of student clinicians per group has in turn increased the number of clinic groups per cohort of students, and the number of clinic rooms required at one time."

Additionally, teachers and students needed a teaching space where they could have quick access to the internal clinic video system or clinic rooms. This means that any clinical skills being verbally illustrated can also be demonstrated immediately *via* either video shows or clinical demonstrations.

Finally, from the teaching point of view, the expansion was an answer to the desire to establish the Clinic as the centre of professional development in speech therapy clinical practice and clinical education in Hong Kong.



"We needed a signature learning space in our University where the practising speech therapists/clinical educators in the community can gather together to learn, discuss and exchange views on current and evidence-based approaches in clinical practice and clinical education," said Ms Cheung. "Internal clinical educators can also take opportunities to discuss with external clinical educators the different ways effectively to nurture a new generation of professionals effectively. The initiatives to take up the role of mentor for clinical educators in the community may help to culture a nurturing environment for better outcomes in clinical education in Hong Kong."

Of course the expanded Clinic is also answering a demand in the community. "We want to serve additional clients and provide new clinical services to individuals with speech, language, communication, swallowing and hearing disorders," said Dr Wong.

"Hong Kong has a rapidly greying population, which means there will be a growing need for rehabilitation services, including speech therapy. A report from the Hospital Authority (2017) estimates the prevalence rate of dementia in Hong Kong at 5%-8% among persons aged over 65, and at 20%-30% among those aged over 80. Speech therapists play a significant role in the rehabilitation of swallowing, communication and cognitive functioning in individuals with dementia. The goal is to maintain their quality of life."

There is demand from the other end of the scale too – the younger generation. According to recent estimates from prevalence studies conducted overseas, the prevalence of Developmental Language Disorder (previously known as Specific Language Impairment) and Autistic Spectrum Disorder are high, at 7.4% and 1.5% respectively.

Said Dr Wong: "In the last 10 years, there has been a major improvement in the provision of services for children with speech, language and communication needs in primary schools and kindergartens. The next phase will be to increase the number of hours of services provided for these children to make sure that optimal progress is made."

The SHS's reach also goes beyond the Clinic. Said Dr Wong: "Our clinic is more than a physical space. In the last two years, we have actively made our presence felt in many adult care homes, nursing homes, community rehabilitation centres and kindergartens. Our students provide speech therapy services in these facilities and receive supervision from our clinical educators on site."

Professor Bradley McPherson, Director of the MSc(Audiology) programme added: "We also provide hearing health care services in centres for the elderly throughout Hong Kong, as well as assessment and hearing aid fitting services for both adults and children. Clinical practice in the community is a key part of our students' clinical education experience."

Inspiration from Past Leads to Future Outstanding Educator



The recipient of the Faculty's 2017 Outstanding Teacher Award (Individual) credits her love of education, at least partly, to an outstanding educator from her own past.

Ms Tanya Kempston, who specializes in English Language Teacher Education and Drama in Education, says it was her secondary school English teacher who inspired her to enter the education profession.

"I was incredibly fortunate to have a really inspirational English teacher, who also directed our annual school play, during my secondary school years," said Ms Kempston. "He was deeply dedicated to his subject and his pupils. This example of the very best teaching has stayed with me, as Yeats would say, 'a star to my wandering bark.'"

Ms Kempston is from a small town in the west of Northern Ireland and grew up in the 1970s and 1980s during the Troubles, when society was very divided and the possibility of random violence was a fact of everyday life. Like many from Northern Ireland, she decided to "go local" for her undergraduate degree and Postgraduate Certificate in Education (PGCE) and attended Queens University of Belfast.

Drama was always a great source of liberation, happiness and satisfaction for Ms Kempston, especially during her teenage years when you literally never knew what sort of atrocity would be reported next on the news. "Taking part in drama allowed me to meet people from the 'other' community in Northern Ireland – in the 1980s, this was rather rare, as we all went to separate primary and secondary schools divided along religious lines – Protestants to one and Roman Catholics to another. Thank goodness this is now changing!"

After her PGCE, she decided to broaden her horizons and portfolio and teach in other parts of the world, heading first to a secondary school in Osaka, Japan, and then to Hong Kong to teach in Belilios Public School (BPS) in Tin Hau, before returning to the United Kingdom to do her Master's degree. "I loved my time and my students at BPS and it was hard to decide to go to Warwick to take a further Master's degree in Drama and Theatre Education," she said. "But I really wanted to continue to develop professionally and the course at Warwick, is one of the best in the world."

While finishing her studies at Warwick, she was offered a post as a Curriculum Development Officer in the Education Bureau in Hong Kong and after a number of years working there, moved to the Faculty of Education, HKU.

At HKU she teaches "Major Methods" on the Postgraduate Diploma in Education (PGDE) full-time English programme, as well as offering courses in drama education and literature on the PGDE, Master of Education (MEd) and Master of Arts in Teaching English to Speakers of Other Languages [MA(TESOL)] programmes. She counts herself

lucky to have the chance to teach what she loves, as well as teaching very different groups of students.

"In my Common Core course, 'Making and Appreciating Drama', I really try to unite theory with practice so that students not only learn about different styles of performance, but get the opportunity to put their learning into practice by performing to secondary school students plays that they have devised – in other words, what they rehearse has to be as good as possible as they will have a real audience!"

In Hong Kong, where until recently teaching methods have often consisted of rote learning and rather staid methods, her courses are a refreshing change. But she is quick to emphasize that this is not an "easy option", there is still hard work and discipline involved.

"Drama can be liberating and great fun, but is also incredibly hard work! I tell all students taking my drama courses that they can expect to enjoy themselves, but that they will also need to work hard, prepare for and participate in every single session. Creative exercises, course sessions, final performances can only work if everyone commits 100% to success. It is great to see the students in the Common Core Course working together and exercising their creative 'muscle' in course sessions and it is also a delight to have the chance to teach students from all across the different faculties of HKU."

The adjudicating panel that gave out the award lauded her for pioneering several teaching innovations, particularly including voice-recorded feedback.

"Audio feedback is something that I increasingly see the value of – technology can really be a useful tool. It came about because I wanted to give my students 'feedforward' which is specific, detailed and timely and enables them to deepen their thinking and continue improving throughout a course."

The solution was to record her comments in response to part of the course assessment, set part-way through a course, in voice memo form and then email these comments to students.

She admits that talking to your phone does take some getting used to, adding that the first recordings she made sound very comical now, and keeping the assessment criteria front and centre whilst recording is essential to ensuring that she stays on-message. But students taking her course in MA(TESOL) programme this semester have responded very positively to this form of feedback and she feels that this is an innovation which has value and may be worth extending to more courses.

"The next step will be to make the process more dialogic by asking students to respond to audio feedback given throughout a course so they are also part of the feedforward process," she said.



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 12, 2017. The event attracted many potential students who were especially interested in Education and Speech and Hearing Sciences.

After a brief introduction to the Faculty, one of the key components of our undergraduate programmes – experiential learning, was presented at the Yuet Ming Auditorium. The participants then dispersed to a variety of locations for talks on the individual programmes on offer. Programme Coordinators and Admission Tutors introduced JUPAS applicants to the Faculty undergraduate programmes. Our students, who have volunteered as professional ambassadors for the Faculty were also actively involved to provide support at the booths in the Exhibition Gallery of the Chong Yuet Ming Cultural Centre, shared their experiences during the seminars, guiding the participants around the campus and faculty facilities. Their friendliness and enthusiasm greatly impressed the participants.



June Partnership Forum



On June 13, 2017, the Faculty held our annual flagship event, the “Partnership Forum”. The title was “Implementing a New Model of School-University Partnerships – Reflections and Impacts”. With enthusiastic support from our student-teachers, mentor-teachers from both the Professional Partnership Schools (PPS) and practicum schools, and the broader school community, the event was a success with more than 100 participants. The focus of the Forum was on our new model of School-University Partnerships (SUP). Our parallel sessions covered a wide range of topics which included but was not limited to teacher education, mentoring, experiential learning, curriculum reform and good teaching practices. These sessions shed light on how we can best support novice and experienced teachers on their professional journeys.

The Forum was opened by Mr Chim Hon Ming, Chairperson, SUP Advisory Committee, who delivered a welcoming speech. After a greeting sent by Professor Stephen Andrews (our former Dean) and a brief introduction to the theme by Dr Tammy Kwan [our former

Assistant Dean (SUP)], the participants attended different parallel sessions in which the presenters shared their views on the new model of the Postgraduate Diploma in Education (PGDE) programme and what they gained throughout the process. The Forum was closed by a keynote address presented by our overseas Faculty Visiting Scholar, Adjunct Associate Professor Peter Hudson, on the topic “Mentors as Change Agents”. The forum was a great success. We were delighted to receive much positive feedback from participants.



Equity and Social Justice Symposium

The Faculty’s Wah Ching Centre of Research on Education in China (CREC) has been striving to become a platform for free intellectual exchange about the reform and development of education policy in China. CREC initiated the Equity and Social Justice Symposium Series (「公平與社會公義討論會」) in 2017, with the first event entitled “Education for the Countryside: Interrogating Social Mobility and Urbanization” (「為了鄉村的教育：反思社會流動與城市化觀念」) launched from June 29 to 30, 2017.

Aiming to re-examine the role of rural education for the development of the countryside, and promote the interdisciplinary dialogues between the educational field and the scholarship in wider rural development, the symposium attracted academics, students, and representatives of non-profit organizations working on the rural education in China to share their thoughts and experience. It had a wide-ranging coverage, including discussion topics such as “Rural-urban educational inequality”, “Marginalized rural migrant education”, etc. The participants also explored the relationship between urbanization and rural education. At the end of the symposium there was a roundtable discussion, where the Centre Director Dr Wang Dan led the participants to revisit the aims of education, in order to seek for the future direction of education development. The symposium has received very positive feedback. It also helped establish networks among participants, who might explore collaboration opportunities in the future.



Event Spotlight

Belt & Road Lecture



Chinese culture and Confucian philosophy inspired the Founding Fathers of the USA. They envisioned that the new republic would keep “honest friendship with all nations and entangling alliances with none”. Over the years, this founding vision has gradually changed. China has seemingly adopted the American vision as its mission in the world. With the Belt & Road Initiative, China intends to rejuvenate its Confucian culture and the commercial glory of ancient Silk Road civilization.

Being supported by the Hong Kong Special Administrative Government under the University Grants Committee Funding Scheme for Theme-based Public Lectures, the Faculty presented a Belt & Road Lecture entitled “American Vision and Chinese Mission: Will President Xi’s Belt and Road Initiative (BRI) Create a ‘Pacific’ New World Order?” by Professor Patrick Mendis, Associate-in-Research,

Fairbank Center for Chinese Studies, Harvard University, USA on October 11, 2017 in the Wang Gungwu Theatre.

Professor Mendis is also a Commissioner for the US National Commission for UNESCO at the State Department, appointed by the Obama White House. He is the author of *Peaceful War: How the Chinese Dream and American Destiny Create a Pacific New World Order* (also published in Chinese in Beijing). An Award-winning American diplomat and military professor, he has lectured at more than 25 Chinese universities, visited all the provinces of China, and travelling to every state in the USA as well as 126 other countries.

In the Lecture, Professor Mendis explored the less-known Confucian influence on the enduring American foundation for a deeper understanding of the evolving Sino-American relationship and its challenges for Hong Kong and the world. The presentation attracted around 130 attendees. Details can be found at <http://web.edu.hku.hk/event/detail-page/detail-4391>.



The Twelfth International Conference on Advances in Quantitative Laryngology, Voice and Speech Research

The Conference on Advances in Quantitative Laryngology, Voice and Speech Research (AQL) began in Germany in 1996. Over the years, the AQL has strongly influenced on voice research, and has gained the respect and recognition of the international voice community. In October 2017, the Voice Research Laboratory at the Division of Speech and Hearing Sciences hosted the twelfth AQL. This was the first ever AQL to be held on the Asia-Pacific rim. The event comprised of three pre-conference workshops and the main AQL, spanned over five days from October 17 to 21, 2017.

Professor Ronald Scherer from the Bowling Green State University in the USA to deliver stimulating keynote lectures at the AQL. The training workshop on laryngeal imaging conducted by Professor Edie Hapner from the University of Southern California, USA; and the engaging lecture by Professor Peiyun Zhuang from Xiamen University in China at the pre-conference workshops were well-attended and received. We thank the Sik Sik Yuen Charitable Foundation and the Hong Kong Institute of Acoustics for their very generous financial support to the AQL.



The event attracted over 100 local and overseas scholars, scientists and clinicians from different countries. It was our great honor to have Professor Michael Döllinger from the University Hospital Erlangen in Germany and

AQL proved to be a great success. It provided a platform for leading international experts in the quantitative assessment of laryngology functions to share recent scientific developments and to promote international collaboration. It also highlighted the Faculty’s leading role of voice research in Hong Kong. Details can be found at <http://aql2017.edu.hku.hk>.



Supporting Learning and Teaching of Chinese Language for Non-Chinese Speaking Students in Secondary Schools



The project entitled *Supporting Learning and Teaching of Chinese Language for Non-Chinese Speaking Students in Secondary Schools* (PoCSL) Project with Dr Elizabeth Loh as Principal Investigator and sponsored by the Language Fund of the Standing Committee on Language Education and Research (SCOLAR), which

was administered by the Faculty's Centre for Advancement of Chinese Language Education and Research (CACLER), had the pleasure of receiving an overseas consultant, Professor Joe Winston, Professor of Drama and Arts Education at the University of Warwick in the United Kingdom, for his visit in October 2017.

On October 21, 2017, Professor Winston presented at the Third Drama Workshop for Second Language Teachers: Using Drama to Teach Chinese as a Second Language on the topic of "Teacher In-role and Out-of-role in the Language Classroom". He explored relevant concepts, strategies, and pedagogical applications together with the participating educators in a series of interactive and well-received practical sessions. The workshop attracted an audience of more than 40 in-service teachers, educational researchers, graduate and undergraduate students.

During his stay, Professor Winston also visited Caritas Wu Cheng-Chung Secondary School and Ho Yu College and Primary School (Sponsored by Sik Sik Yuen), both of which are the Project's Seed Schools. He offered expert advice on their classroom applications of drama in education, one of the featured pedagogies being researched and developed by the project team, as well as substantial insights into future research collaborations. Professor Winston will be in Hong Kong again from June 14 to 16, 2018 as a keynote speaker for the Fifth International Conference on Chinese as a Second Language Research, one of the major international conferences in the field co-organized by the PoCSL Project, CACLER, and Chinese as a Second Language Research (CASLAR) Association, in New York, USA. Details can be found at <http://csl.cacler.hku.hk/caslar-5/>.

The Second International Dean's Forum of School of Education at Research Universities

Dozens of scholars gathered in Peking University, Beijing, China from October 21 to 22, 2017 for a major event devoted to sharing experiences and practices and addressing issues faced by global schools of education at research universities.

Now in its second year, the International Dean's Forum focused on the theme, "Inheritance and Innovation: Diverse Approaches to Education Scholarship". It was held in the Graduate School of Education in Peking University. The event brought together deans and scholars from Boston College; Dalian University of Technology; The Higher School of Economics; Hiroshima University; Huazhong University of Science; Nanjing University; Nanyang Technological University; Peking University; Renmin University of China; Seoul National University; Tianjin University; Tsinghua University; University College London; The University of Cambridge; Utrecht University; Xiamen University; and Zhejiang University; along with education experts from the World Bank. HKU's representative was Professor Yang Rui, Associate Dean (Cross-border/International Engagement). Together they explored the missions, roles, strengths and challenges of schools of education at research universities in terms of teacher education, and education and research in interdisciplinary settings.

This Forum was jointly initiated in 2016 in Pushkin, Russia by the Graduate School of Education at Peking University and the Institute of Education at The Higher School of Economics.



Event Spotlight



Information Day for Undergraduate Admissions

HKU's Information Day for Undergraduate Admissions was held on November 4, 2017. With the tremendous effort and cheerful positivity from our students, a very large number of people were attracted to the admissions talks related to our undergraduate programmes and visited our exhibition booths at the Rayson Huang Theatre.

The admissions talks were well attended, by around 750 participants. The visitors included secondary students, parents and teachers, and also sub-degree students, who were especially interested in our top-up degree programmes, the Bachelor of Science in Information Management and the Bachelor of Science in Applied Child Development. To deepen their understanding of our students' work, there was also a poster exhibition of the graduates' final year projects from the Bachelor of Science (Information Management) programme.

We distributed more than 3,500 souvenirs to visitors including plastic folders, paper bags and towels, as well as around 6,500 copies of the Faculty Undergraduate Prospectus. Our students were eager to answer questions and highlight the special features of the programmes to the visitors and to share with them with a glimpse of campus life at HKU.

Apart from the interactive games at the programme booths, our Speech and Hearing Sciences students also provided a free articulation test on Cantonese pronunciation and promoted awareness towards swallowing disorders by offering the participants a taste of "thickened drinks". The Faculty was glad to provide first-hand admissions information.



Signs and Wonders African Night

On November 24, 2017, the Watoto Children's Choir and Local African Musicians in Concert offered a "Signs and Wonders African Night!" at the Wang Gungwu Theatre. The event was hosted and organized by the Faculty and supported by the Education Society and Graduate House of HKU in partnership with Watoto Asia.

The event began with the African Experience – drumming and traditional dress display. During this time, patrons supported the Watoto ministries by purchasing Watoto merchandise and perhaps

sponsoring a Watoto mother or child. The concert started afterward with a traditional African Praiser and then the story of the continent was retold by local African musicians as well as the Watoto Children's Choir from Uganda. Details can be found at <http://100.edu.hku.hk/other-celebratory-events/>.

Through this event, we celebrated the signs and wonders of Africa. At the same time, the Faculty of Education honoured 100 years of teacher education at HKU, while the Graduate House celebrates its 20th anniversary.



The Fifth International School Chinese Language Education Conference and Workshop

The Faculty collaborated with the United World College (UWC) Changshu; The Graduate Institute of Teaching Chinese as a Second/Foreign Language, Kaohsiung Normal University; The Office of International and Cross-strait Affairs, I-Shou University; and The International College of Chinese Studies, East China Normal University to organize the Fifth International School Chinese Language Education Conference and Workshop (ISCLE) (「第五屆國際學校華語教育研討會暨工作坊」), from December 1 to 2, 2017 at UWC Changshu, China.

Over 300 scholars, senior International Baccalaureate (IB) training officers, IB examiners, certification officers, in-service and pre-service teachers from twelve countries and regions participated in ISCLE with the theme: "Transcending Diversity through Multimodality of Teaching and Learning". ISCLE this year focused on reflections about Chinese language teaching and learning in international education. Participants used this platform to share their valuable experiences in IB teaching in 28 workshops and 60 paper presentations in parallel sessions.

Dr Elizabeth Loh led a project team with Dr Mark Shum and Dr Ki Wing Wah as members in the projects entitled "Supporting the Learning and Teaching of Chinese Language for Learners of Chinese as a Second Language in Secondary Schools (PoCSL)" discussed earlier (above) and "A School Support Programme for Non-Chinese Speaking Students (SSP)" (Dr Tai Chung Pui as the Principal Investigator). They presented research papers on various pedagogies such as Reading to Learn (R2L), Using Drama in Chinese as a Second Language Learning (DiCSL) and Technology-enhanced Collaborative and Seamless Learning of Chinese as a Second Language (mLang) in the workshops and parallel sessions.

During the two-day conference, three distinguished keynote speakers, Mr Jin Yucheng, winner of Mao Dun Literary Prize; Dr Ian Hill, former Secretary General of International Baccalaureate Organization; and Dr Jane Orton, Honorary Fellow, the Graduate School of Education, University of Melbourne, delivered insightful and inspiring speeches on the future of IB Chinese language and literature teaching in China. Dr Loh also represented the Faculty to sit on the panel of the Open Forum and the press conference answering questions from the audience and reporters.

Faculty Congregation Ceremony

On December 5, 2017, the Faculty held its 198th Congregation and Diploma, Certificate and Prize Presentation Ceremony at the Grand Hall of the University. It was the third time that three separate sessions for our different levels of graduates had been held during a single day. The graduates and their families had a most enjoyable time, and everyone seemed to be taking full advantage of the photo opportunities provide by being on home territory and on the Centennial Campus for all three events again this year.

We are very grateful Mr Man Cheuk Fei, Honorary University Fellow; and Mrs Fanny Law Fan Chiu Fun, GBM, GBS, JP, Executive Council Member of the Hong Kong Special Administrative Region Government, who were our Guests of Honour and offered inspiring words to the new graduates and guests, and to our President and Vice-Chancellor, Professor Peter Mathieson who capped the graduands in two of the ceremonies.

Congregation marks a new stage in life for more than 1,000 graduates in Education. This year, Doctoral Degrees were conferred on 48 graduates, Master's Degrees on 619, and Bachelor's Degrees on 189. In addition, three graduates were awarded the Postgraduate Certificate in Advanced Educational Studies and 314 received the



Postgraduate Diploma in Education. Prizes for academic excellence were also awarded to staff and students in various categories. A new prize, the Loretta Ho Memorial Prize in memory of Dr Loretta Ho, former Assistant Professor of the Faculty who passed away in June 2016, the Faculty was inaugurated as a prize for students in the Bachelor of Education and Bachelor of Social Sciences (BEd&BSocSc) programme with the best overall results and with the best improvement in cumulative GPA. The prize recognizes Dr Ho's untimely passing and her pioneering work in development of the curriculum and initiation of the programme, with colleagues.

To extend the benefits of being a member of the University, we ask all alumni to stay connected with us by joining our Alumni Network at <http://webapps.edu.hku.hk/onlineforms/alumni/index.php>.



Event Spotlight

Public-Private Partnerships for Supplementary Education

The Faculty's Comparative Education Research Centre (CERC) has a global reputation for cutting-edge research concerning private supplementary tutoring in academic subjects outside school hours.

On December 9 and 10, 2017, CERC hosted a Policy Forum entitled "Public-Private Partnerships in Supplementary Education: Sharing Experiences in East Asian Contexts". The event was co-hosted with the United Nations Educational, Scientific and Cultural Organization (UNESCO), and attended by 53 participants from governments, companies, schools, and research institutions from China, Hong Kong, Japan and the Republic of Korea. These jurisdictions have extensive supplementary education involvement. For example, in Hong Kong, over 72% of Grade 12 students receive some form of academic supplementary tutoring; and in the Republic of Korea over 80% of elementary students do so.

The starting point for discussions was that boundaries in the education sector are less firm than before. Traditionally, formal schooling has been considered the responsibility and domain of the public sector, but recent decades have brought a flourishing private sector in supplementary education. Most obvious is the academic form, provided by small, medium-sized and large companies.



"This was a unique gathering", remarked Professor Mark Bray, UNESCO Chair Professor in Comparative Education at HKU. "It is breaking new conceptual ground", he added, "not only in the four jurisdictions but also globally." The University, he pointed out, provides a neutral arena in which different stakeholders can have dialogue on sensitive topics to identify ways forward in service of the common good. A special feature was that the event brought together directors from both large and small companies, officers in Ministries of Education, and Associations of Supplementary Education Providers.

Participants noted many complexities, including different layers of partnership.

- In the most passive form, schools and tutorial companies operate independently with no communication but nevertheless serving the needs of families.
- Slightly more actively, school teachers may make recommendations to families about tutoring, may monitor the content of the tutoring, and may even liaise directly with tutors.
- Even more actively, schools may contract tutorial companies to assist for example with examination tips.

Nevertheless, context is very important. Arrangements which are highly productive for some communities in some jurisdictions may be problematic in others. Much depends on the spirit in which the different stakeholders approach the phenomenon.

Bearing such matters in mind, the organizers did not seek consensus on a single mode of operation for every jurisdiction. Rather, they placed in the arena sets of experiences for participants to discuss and learn from each other. They noted that the burden of governments worried about regulation can be alleviated when the supplementary education providers engage in self-regulation. Participants heard various examples of self-regulation, again highlighting ways in which all stakeholders can follow their own mandates yet productively serve the common good.

The next steps will include dissemination of key points from the Policy Forum. Ms Huang Le Thu indicated that UNESCO will play a role, using its global platform to disseminate the findings from East Asia to the wider community.

Launch of the Faculty Centenary Website



This academic year is a very significant moment in the history of HKU and especially for the Faculty, as we celebrate 100 years of teacher education at HKU. It is a remarkable year for us indeed, an opportunity to both commemorate

the Faculty's many achievements and look forward to the future.

We have put together a programme of events to share the joy and honour of being part of this journey, including a Gala Dinner, an International Symposium – "Reimagining Teacher Education", a School-University Partnerships Symposium and the publication of a commemorative book about the history of teacher education at HKU.

The Centenary website (<http://100.edu.hku.hk>) has been launched to keep you posted about our celebratory activities. You may check out and register for our celebratory events in "Celebrations". Apart from that, you may immerse yourselves in the history of the Faculty through an

electronic historical timeline in "Our History"; learn about the Faculty in "Facts & Figures" and "Research Areas"; stay connected with us via the "Alumni" network; and help us to shape the future of the Faculty, our students and the community by clicking "Support to the Faculty". Furthermore you may donate to the Faculty of Education Development Fund.

We warmly invite you to join us in the celebrations for this extraordinary moment in our history and to cheer us on as we look ahead to our bold future!



Award Pays Tribute to a Dedicated Educator

There are many prizes given out at HKU for academic excellence, but one new award – the Loretta Ho Memorial Prize – is particularly poignant. The Prize has been set up in memory of our valued faculty member, teacher and friend Dr Loretta Ho Man Wah, who died in June 2016, aged just 52, after a battle with cancer.

Dr Ho, who was Assistant Professor in the Division of Policy, Administration and Social Sciences Education (PASSE), had been with the Faculty for more than ten years, during which time she made a significant contribution particularly to the development of the Liberal Studies programmes. She was also a pioneer in the use of problem-based learning in teacher education.

Former Dean, Professor Stephen Andrews, suggested that the Prize be set up in recognition of Dr Lo's many achievements. Awarded to two final-year Bachelor of Education and Bachelor of Social Sciences (BE&BSocSc) students on the basis of best overall results or best improvement, it is only fitting that the first Loretta Ho Memorial Prize should go to two of her students: Miss Yeung Ngo Yin Jovita and Miss Leung Gee Wai Cherry.

This is not the first award that Jovita has won, but she said that this one felt different: "It felt strange, but in a positive sense, that I had actually shared a connection with the person whose name was on the Prize. Receiving it was like a way of telling Dr Ho about my achievements in the programme. It was as if she knew all about them."

The connection was personal, as Dr Ho was Jovita's Academic Supervisor and Lecturer for Education courses in her first and second years. "My cohort was the first

of the BE&BSocSc programme. Dr Ho and Dr Eva Chan had been collaborating on the programme's design long before our arrival and their excitement about its development and the progress of its students was readily seen and felt."

Jovita also expressed admiration for Dr Ho's contribution to planting new seeds of education in Hong Kong. "I found out that she had educated a lot of students in the Postgraduate Diploma in Education (PGDE) programme, including my own Liberal Studies teacher. The students of the BE&BSocSc programme were always on her mind. Even when she was ill, she insisted on attending important events, such as orientation days, first lessons of the year and experiential learning courses. She was committed to watching her students grow and her positive attitude as an educator set the foundation for us as both teachers and learners."

The other prize recipient, Cherry, describes Dr Ho as one of the best teachers at HKU. "I met her when I took the HKU Social Sciences Summer Programme before I was admitted into BE&BSocSc. Dr Ho and Dr Chan were the Course Instructors and they were the first HKU teachers I had met. I grew to admire them both very much."

Later, when Cherry entered HKU she had a hard time adapting to university life, struggling particularly with time management. "Dr Ho was my Academic Advisor and quickly spotted my adaptation problems. She gave me ample support and advice on how to prioritize my skills and time. Her support and guidance motivated me to improve."

One of the criteria for the Prize is that it should go to someone who has shown marked improvement. Cherry said she wasn't expecting to win the award, but



can pinpoint the moment when she felt her academic career changed and improved significantly. After a very hectic first two years, in which she probably tried to do too much – "hall activities, social services, sports – Cherry's workload only escalated in Year 3 as she started teaching practicum and exchange study. "My turning point came in the second semester when went on exchange to South Korea. I met exchange buddies from different countries, including France, Germany, Singapore, Kazakhstan and Myanmar, and they were all passionate and knowledgeable university students. I felt that I was there representing HKU and Hong Kong, and that made me determined to do better. For the first time, I wrote down a list of goals for my academic performance in Year 4. Then I worked hard towards achieving those goals grew to be more aware of the learning processes and improved my time management."

For the future, Cherry aspires to a career in psychology, an area in which she hopes to contribute to the betterment of the local teaching and learning system and to the development of students. Jovita intends to embark on a Master in Clinical Psychology – working on research projects in both education and psychology – with the aim eventually of being a clinical psychologist in a Hong Kong public hospital.

Fulbright Honour Brings MIT within Reach



Mr Choi Tsun Man William, a Doctor of Philosophy (PhD) candidate in the Division of Speech and Hearing Sciences (SHS), was recently awarded the prestigious Fulbright-Lee Hysan Hong Kong Research Scholar Award, enabling him to conduct neuroscience research at the Massachusetts Institute of Technology (MIT) under the supervision of renowned neuroscientist Professor John Gabrieli.

The aim of the Fulbright Programme, which is sponsored by the US Department of State's Bureau of Educational and Cultural Affairs and operates in over 160 countries, is to increase mutual understanding between the people of the USA and the people of other countries. Recipients of Fulbright awards are selected on the basis of academic and professional achievement, as well as record of service and leadership potential in their respective fields.

William's research focuses mainly on psycholinguistic and neurolinguistic aspects of supra-segmental speech perception and reading comprehension. The report accompanying the announcement of this year's award noted that his "published articles have provided theoretical and clinical insights for Chinese learners of English", and that "as a qualified speech-language pathologist himself, William intends to contribute to the global issue of second language learning through his scientific research."

His academic background has seen William spend eight years in the HKU family after first joining it in 2010 as an undergraduate in speech and hearing sciences. He started pursuing his PhD degree right after he graduated in 2014.

William's reason for choosing speech and hearing sciences was almost by chance – at first at least. "Unlike what people think, I did not pick speech and hearing sciences for some high sounding reasons," he said. "Like many others, before going to university, I didn't really know what I wanted to do. I heard a radio programme where the DJ was interviewing a HKCEE high achiever, and she said that she wished to pursue her studies in speech and hearing sciences. It was the first time I'd heard of this Bachelor programme, and it sounded pretty cool to me. Later, we became classmates."

His decision to specialize in the psycho-linguistic and neurolinguistic aspects of lexical tone perception was a more informed choice. "Foreigners usually struggle with lexical tones (媽 /ma1/ mother and 馬 /ma5/ horse) when they learn Cantonese," he explained. "However, native listeners like us have never experienced this difficulty even though we have not explicitly learned how to distinguish the lexical tones. I found this particularly intriguing, and wanted to explore the brain mechanisms sub-serving lexical tone perception."

Before winning the Fulbright scholarship, William said that MIT wasn't even really on his academic radar. "Two years ago when I passed by MIT, I said to myself it would be so cool even just to attend a conference there. But I thought, actually studying at MIT was way beyond my reach, to the extent that I didn't even dare to dream of it."

But now that he is there, William is working hard to gain every possible benefit from the experience. He says the best part is simply learning from great minds. "I remember chatting with a random retiree at the MIT campus, and later found out he's actually a Nobel Prize Laureate. He told me: 'Ask the right question. Everyone in the academia is smart and works hard. The only thing which makes a difference is asking the right research question.' I find his words particularly inspiring."

William added that his MIT supervisor, Professor Gabrieli has been very generous in offering help and support whenever he has encountered difficulties.

Asked about his plans after he finishes his PhD, William said: "It's been my wish that one day my research would benefit language learners and those who help them learn. In addition, I have very much enjoyed nurturing the young and vibrant future leaders of my field and in society. There is no better place to be than academia."

Sharing the Knowledge in Ningbo



An experiential learning (EL) project in January 2017, saw ten Bachelor of Arts and Bachelor of Education in Language Education (English) [BA&BE(LangEd)-Eng] undergraduates and their Lecturer, Mr Benjamin Moorhouse, head to a school in Ningbo, a provincial city in China's northeastern Zhejiang province, with a mission to help support professional development among its English language teachers.

The aim was two-fold – to benefit both the partner school Huizhen Academy and HKU's student-teachers – so two sets of objectives were developed.

The Faculty wanted the student participants to: develop skills and knowledge of curriculum and professional development, including needs analysis, collaborative planning and teaching, objective setting and lesson reflection and evaluation in order to develop a greater understanding of their roles as education professionals and their need as professionals to share knowledge and skills in the wider educational community and: to gain a better understanding of English teaching in China and the needs of the students there.

Huizhen Academy wanted their English language teachers to: develop knowledge and skills in key areas such as curriculum and materials design, task-based learning and teaching, teaching input on reading skills and using authentic texts in English lessons through collaborative planning and teaching, to gain exposure to activities that motivate the school students' interest in learning English; and learn ways to create a more holistic and engaging school-wide English environment.

The project came about after the Fan Charitable Trust approached Former Dean, Professor Stephen Andrews and

Associate Dean (Learning and Teaching), Dr Gary Harfitt for help. They in turn asked Mr Moorhouse to develop the project. "The charity's founders had established the school in Ningbo, and they wanted our cooperation in supporting the professional development of the English language teachers there," he said. "We felt we could work with them to support the school and at the same time provide additional opportunities for our student-teachers to develop their pedagogical skills and at the same time expose them to different educational contexts."

To help prepare for the project and get a better awareness of the context, Mr Moorhouse and Dr Harfitt conducted a pre-visit to Ningbo in October 2016.

"We also held taught sessions to provide our students with information about the context and teaching approaches currently being used in the school, as well as plan the extra-curricular activities (ECAs) and English lessons we would be teaching when we went. For example, teachers in China teach multiple classes of the same grade, which is different from Hong Kong."

Once there, the team conducted co-teaching sessions with the local teachers where two HKU student-teachers and one Huizhen Academy teacher were teamed up. "The HKU student-teachers took the lead in designing the lessons," said Mr Moorhouse. "These were then taught with the Huizhen Academy teacher. They then reflected on the lesson, improved it and taught it to another class. This followed a lesson study approach."

In addition to the classroom teaching, they also held storytelling sessions before school started, as well as lunchtime speaking activities and ECAs on Friday when students got to participate in



Students

drama, writing and craft-making. This helped enrich the English language learning environment of the school.

Mr Moorhouse also conducted two lesson demonstrations and delivered a workshop on the teaching and learning of writing with upper primary learners.



and ways to use authentic texts in the classroom. They raised their expectations of their learners. They also saw how lessons could be used to scaffold learners towards the completion of a product.

“At the same time, our students learned how to collaborate with teachers in different contexts and hone their teaching skills through the constant, planning, delivery and reflection on their lessons. Hopefully too, they gained confidence that their teaching approaches had a positive impact on the students and teachers in the school and saw that we instigated real change.”

Asked if the project were a success, Mr Moorhouse said: “Through the close collaboration and use of lesson study approach, both parties were seen to develop professionally. Huizhen Academy teachers were exposed to more student-centred activities

reflection on their lessons. Hopefully too, they gained confidence that their teaching approaches had a positive impact on the students and teachers in the school and saw that we instigated real change.”

Quotes from Ningbo student-teachers

“The Ningbo project was rewarding when the teachers shared that they found our approaches to teaching inspiring and beneficial for them and their students as well. It also empowered us in our own personal and professional development through co-teaching and cross-lesson observation, providing abundant opportunities for use to inspire, support and learn from one another.”

Hye Joo Jeong [BA&BEd(LangEd)-Eng; Year 5]

“Things I've learned as a student teacher and as a person: I've had the valuable opportunity to enter a classroom and school in Ningbo, a place where the education system and school practice are so different from Hong Kong, yet the teachers and children are no different from Hong Kong – quite simply, a yearning for a better education.”

Holly Lau [BA&BEd(LangEd)-Eng; Year 5]

“To me it was professional collaboration. We taught in pairs, but consulted our lecturer and our peers when we went through our lesson plan, and also observed each other's lessons. This meant that we could learn from each other, making the Ningbo experience very different from other practicum experiences.”

Derek Wong [BA&BEd(LangEd)-Eng; Year 5]

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Master of Education (Teaching and Learning Chinese Language) [MEd(TLCL)]

Master of Science in Audiology [MSc(Audiology)]

Master of Science in Information Technology in Education [MSc(ITE)]

Master of Science in Library and Information Management [MSc(LIM)]

Postgraduate Diploma in Education [PGDE]

Postgraduate Diploma in Education (Teaching Chinese as a Second Language) [PGDE(TCSL)] (self-funded)

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Want to apply?

<http://www.aal.hku.hk/tpg/programme-list-1819>



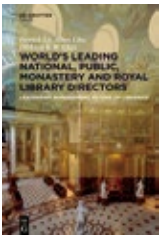
New Books

Inside the World's Major East Asian Collections: One Belt, One Road, and Beyond



Authors
Patrick Lo; Dickson Chiu; Allan Cho
Publisher
Elsevier

World's Leading National, Public, Monastery and Royal Library Directors: Leadership, Management, Future of Libraries



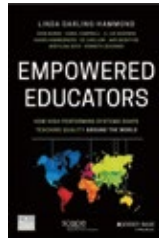
Authors
Patrick Lo; Allan Cho; Dickson Chiu
Publisher
De Gruyter Saur

Empowered Educators in Singapore: How High-performing Systems Shape Teaching Quality



Authors
A Lin. Goodwin; Ee-Ling Low; Linda Darling-Hammond
Publisher
Jossey-Bass

Empowered Educators: How High-performing Systems Shape Teaching Quality Around the World



Authors
Linda Darling-Hammond; Dion Burns; Carol Campbell; A. Lin Goodwin; Karen Hammerness; Ee-Ling Low; Ann McIntyre; Mistilina Sato; Kenneth Zeichner

Publisher
Jossey-Bass

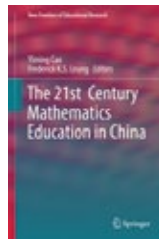
Researching Higher Education in Asia: History, Development and Future



Editors
Jisun Jung; Hugo Horta; Akiyoshi Yonezawa

Publisher
Springer

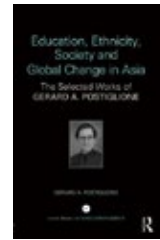
The 21st Century Mathematics Education in China



Editors
Yiming Cao; Frederick Leung

Publisher
Springer

Society, Culture, Education and Globalization in Asia: The Selected Works of Gerard A. Postiglione



Author
Gerard Postiglione
Publisher
Routledge

E-Learning in the Workplace: A Performance-Oriented Approach Beyond Technology



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Minhong Wang
Publisher
Springer

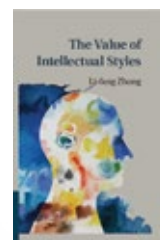
Teaching Computational Thinking in Primary Education



Authors
Hüseyin Özçınar; Gary Wong; Tugba Öztürk

Publisher
IGI Global

The Value of Intellectual Styles



Author
Zhang Li Fang
Publisher
Cambridge University Press



In Memory of Dr Lu Jingyan Susan

It was with great sadness that we mourned the passing of Dr Lu Jingyan Susan in New York on August 21 at the age of 45. Dr Lu first joined the Faculty as a Research Assistant Professor in 2007. She was appointed Assistant Professor in 2012 and promoted to Associate Professor in 2015. Her research was strongly committed to leveraging the potential of information and communication technology as a cognitive and socio-metacognitive tool to support, promote, and enhance learning through collaboration, inquiry and discourse. In recent years she also extended her interest into medical education and educational neuroscience. Dr Lu's strong research performance with her highly productive publication record had earned her excellent recognition in the field and a Faculty Outstanding Young Researcher Award in 2012. She was also dedicated to applying her research into practice as she worked with local schools to incorporate the latest technologies into social learning tools that promoted collaboration and peer assessment among students. Dr Lu was committed to nurturing her research students and continued to provide quality supervision amid her illness, until she left for medical treatment in New York in her final days.

Achievement

No. 4 in the world – THE World University Rankings by Subject 2018

No. 7 in the world – QS World University Rankings by Subject 2018

Faculty of Education, HKU

Best Paper Award, Institute of Electrical and Electronics Engineers (IEEE) International Conference on Teaching, Assessment, and Learning for Engineering (TALE) 2017

Dr Gary Wong and **Ms Joyce Jiang**, PhD student

Outstanding Publication Award, Narrative Research Special Interest Group (SIG), American Educational Research Association (AERA)

Dr Gary Harfitt and **Miss Keisha Siriboe**, PhD student

Early Career Teaching Award (University)

Dr Kennedy Chan
Mrs Kit Chan

Teaching Feedback Award (University)

Dr Kennedy Chan

Research Output Prize (University)

Dr Shelley Tong

Faculty Early Career Teaching Award

Dr Kennedy Chan
Mrs Kit Chan

Faculty Outstanding Teaching Award – Individual

Ms Tanya Kempston

Faculty Outstanding Teaching Award – Team

Professor David Carless (Team leader)
Dr Elizabeth Barrett
Dr Kennedy Chan
Dr Margaret Lo
Dr Jessica To

Faculty Outstanding Researcher Award

Professor Zhang Li Fang

Faculty Outstanding Young Researcher Award

Dr Dennis Fung
Dr Lo Yuen Yi

Faculty Knowledge Exchange Award

Dr Patcy Yeung and her team (**Miss Pauline Tsang**, **Miss Chan Yan Lee** and **Miss Peggie Chan**) on a project entitled “Supporting Struggling Writers: From Theory to Practice”

Faculty Best Research Postgraduate Student Publication Award

Miss Cai Ting, PhD student (co-authored with Professor Bradley McPherson)

Mr Choi Tsun Man William, PhD student (co-authored with Dr Shelley Tong and Professor Kate Cain)

Miss Li Xinxin, PhD student (co-authored with Dr Carol To and Dr Lawrence Ng)

Faculty Research Postgraduate Student Teaching Award

Mr Choi Tsun Man William, PhD student

Tenure

Tenure at Associate Professor

Dr Timothy Hew

New Appointment

Division of Information and Technology Studies

Mr Ng Tzi Dong Jeremy, Teaching Assistant

Welcome

Division of English Language and Literature
Miss Chang Ka Woon Grace, Assistant Lecturer

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 Sheena Jeswani Mirpuri, Postdoctoral Fellow

Division of Mathematics and Science Education

Ms Leung Kin Yi, Senior Lecturer

Division of Policy, Administration and Social Sciences Education

Professor Chan Ka Ki Catherine, Professor of Practice

Dr Chura Bahadur Thapa, Teaching Assistant

Division of Speech and Hearing Sciences

Ms Ip Hoi Yan Nathalie, Assistant Lecturer
Dr Mohammad Momenian, Postdoctoral Fellow

Neuroscience for Education

Dr Ouyang Guang, Assistant 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 Policy, Administration and Social Sciences Education

Dr Li Jun, Associate Professor
Dr Liu Peng, Assistant Professor

Faculty

Dr Frank Zhu, Research Assistant Professor

Editorial Team

Advisor: **Professor A. Lin Goodwin**

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

Executive Editor: **Ms Emily Cheung**

Deputy Editor: **Ms Connie Sze**

Writer: **Ms Teri Fittsell**



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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 *

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ECONOMY



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

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

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HKID no./Passport no.: _____ Correspondence address: _____

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

Email: _____ Occupation: _____

Company name and address: _____

Year of graduation: _____ Graduated programme: _____

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