

FRONT COVER

# EDUCATION MATTERS

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COVER STORY

Stepping into a Bright Future

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# FOREWORD

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Dear Friends of the Faculty of Education,

It is my pleasure to welcome you to a new volume of *Education Matters* as the new Dean of the Faculty.

I would like to take this opportunity to express my sincere gratitude to my predecessor, Professor A. Lin Goodwin, for her tireless dedication to teacher education and leading the Faculty through Hong Kong's most turbulent times in recent history. The cover story in this issue features her achievements and the time she shared with us. Together we shall turn a new page in the Faculty's history, building on the foundations established by Professor Goodwin.

We are also delighted to celebrate the Faculty's accomplishments, as our teachers have demonstrated their commitment to innovation and the constant enhancement of teaching and learning. Not only that, they have also placed a great deal of effort and importance on contributing to the greater education community, and the provision of accessible and inclusive teaching and learning experiences. All these are illustrated by enlightening examples covered in this newsletter.

I am also immensely proud of our students for their passion and contribution to education. They are always ready to offer support to the education community whenever needed, despite a hectic schedule packed with coursework and teaching practicum. Likewise, our alumni continue to make a meaningful difference in the lives of young people after graduation. I could not be more satisfied and grateful for all their commitment.

I hope you will be as excited about the Faculty's future development as I am. Please enjoy this issue of *Education Matters* and be inspired.

Professor Yang Rui  
Dean

# COVER STORY

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## Stepping into a Bright Future

When the versatile Professor A. Lin Goodwin took up her position as Dean of Education at the end of 2017, she had her work cut out for her. The Faculty had just been through a comprehensive review recommending major reforms, which she would have to shepherd through. Professor Goodwin also aspired to apply her own deep expertise in teacher education and curriculum during the process.

But as enormous as her responsibilities were, major upheavals, such as the social disruptions that rocked HKU and Hong Kong in 2019 and the challenges posed by the COVID-19 pandemic, might have eclipsed them.

“This has undoubtedly been an incredibly challenging job, not only because being Dean at a big institution is challenging, but because more than half of my tenure has been in crisis circumstances,” she said.

“Regardless, I have never regretted for a second taking this opportunity. It has been a great learning experience, I’ve met wonderful people, and we’ve done great things together. We’ve managed to be agile and not just tread water; we have created, innovated, and tried new things. I think that’s pretty amazing.”

As a fast learner and focused worker, Professor Goodwin has been able to yield tangible outcomes despite the challenges. By the end of 2019, significant Faculty reforms were implemented, including restructuring academic divisions and implementing changes to workload calculations. This positioned the Faculty well to deal with the looming “new reality” of online learning that was about to come. Our staff adapted to the online mode of teaching and research, helped schools and other Faculties develop online teaching and learning strategies, and found new opportunities through the use of digital technologies.

Arriving from Columbia University’s Teachers College in late 2017, Professor Goodwin embraced the challenges and was keen to bring a new vision to the Faculty.

“One thing I said to Faculty when I first came was, I have the benefit of being a new person, and I can see things with eyes that are different from yours. Three or five years from now, my eyes will be the same as yours. So let’s take advantage of this different perspective,” she said.

“I also brought an understanding of curriculum that was important in helping the Faculty be less fragmented, more deliberate and goal-focused, and more coherent.”

In her first few months at HKU, she met with both junior and senior staff individually, so she could quickly understand the situation on the ground, and combed through the Faculty review report. From there, she initiated a major restructuring effort to reconceptualise the existing seven divisions – some of which constituted only one programme, others an amalgam of multiple programmes – and created a new organisational structure of three larger academic units defined around specific conceptions of work.

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The Academic Unit of Human Communication, Development, and Information Sciences focuses on micro-level processes such as cognition and physiological development, while the Academic Unit of Teacher Education and Learning Leadership focuses on school contexts, and the Academic Unit of Social Contexts and Policies of Education focuses on the macro context of education.

It took about a year to implement these changes, which involved back-and-forth discussions with staff about the constitution of the units and staff allocation arrangements. “The process of change involves the unknown, which can be frightening for some. But I give my Faculty every credit for being willing to move forward, be generous, and take a chance. This is not to say it was to everyone’s liking, but overall, things were positive and progressive,” she said.

At the same time, the formula for working hours was revamped by Professor Goodwin with the aim to lessen the teaching load on junior staff so they could engage in more research. The previous system was developed when research was less emphasised at HKU.

“The old calculation was developed for a very good reason, which was to make the allocation of work more transparent. But fast forward 20 years, and it was time to make changes that reflect the realities of the present day,” she said. “This will also be true of the changes I have put in place. There may be unforeseen effects or changing circumstances, which is why it’s always important to keep an eye on things and not let them continue unchanged for too long.”

In terms of the curriculum itself, reforms were introduced to the Master of Education programme, School-University Partnerships and approaches to teaching to reflect what Professor Goodwin described as “not simply covering material but actually uncovering material.” This was to ensure that current thinking on curriculum was embedded to include the experiences that happen around teaching and learning, such as the classroom environment and norms of the school, and the aim of imbuing meaningfulness and joy into learning.

“Learning is joyful not because we’re having a laughing good time, it’s because we are captured by the puzzle of learning that is so exciting to untangle,” she said. “Unfortunately, much learning is lost as we try to get through the content. People will say, ‘I studied everything for the exam, and I don’t remember one thing’, even when they get 5\*\* on the Hong Kong Diploma of Secondary Education Examination. That happened to me, too [as a student].”

Professor Goodwin’s contributions have not only been about reforms, though. She launched a major initiative to position the Faculty as a regional and international leader – the Academy for Leadership in Teacher Education (ALiTE) is a platform and think tank that promotes and develops teaching and leadership broadly defined beyond what happens in schools to embrace every sector and level of society.

“Leadership is a ubiquitous quality that we need everywhere. When you think about an excellent teacher, they are able to, in no particular order, establish goals and design programmes, motivate, evaluate and assess, manage groups, create experiences, and drive and support folks towards a vision. What corporation, what industry, what field does not require those skills?” she said.

ALiTE’s mission has been to facilitate teacher/leader development, exchange and collaboration, knowledge generation, and resource curation and dissemination. However, like everything else these

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past three years, ALiTE has had a bumpy ride. It was launched in March 2019 but major planned events, such as an international speakers series, had to be postponed due to the social unrest. Then COVID-19 struck, and things were pushed further down the road. Over the past year, ALiTE has been rebooted by hosting distinguished speakers, establishing partnerships and collating resources. “The good news is that more people are now aware of ALiTE and talking about it. To me, that is proof that it is moving somewhere,” she said.

Professor Goodwin hopes to stay involved with ALiTE, particularly as she is returning to the international work she had been doing before coming to HKU. She will join Boston College as the Thomas More Brennan Endowed Chair in Education. “The opportunity to join Boston College came, and I’m someone who says yes to things. It’s advice I try to give to junior Faculty. It’s important to protect yourself, but don’t ‘no’ yourself into invisibility. You have to say ‘yes’, and you have to participate,” she said.

In that regard, she remains grateful for the support she received from her colleagues in Hong Kong. She sees a great future for the Faculty as a whole given their hard work, innovation and care for the community. “I couldn’t have done half of what I did if folks were not willing to take a risk to bet on me and to be generous with their support. This will serve the next Dean well,” she said. (The appointment of Professor Yang Rui as the new Dean was announced after the interview with Professor Goodwin.)

“I just want to say thank you to everyone for five years that were very memorable – for all sorts of reasons!”

Professor Goodwin’s successor as Dean of Education is Professor Yang Rui, who took office on July 1, 2022. Professor Yang has been with the Faculty since 2008 and he has held posts including Associate Dean (Research), Associate Dean (Cross-border/International Engagement), Assistant Dean (Research Projects and Centres) and Director of the Comparative Education Research Centre.

Professor Yang is renowned for his research on higher education in Mainland China, with a path-breaking voice on research at the interface of Chinese and Western traditions in education. His stellar reputation in the field is evident from his roles as the Editor of the *Journal of Studies in International Education and Frontiers of Education in China*, and Associate Editor of the *Asia Pacific Education Review*.

With an international career and a strong global network of academic institutions and professional bodies around the world, Professor Yang envisions utilising the Faculty’s unique position in Hong Kong to foster its global competitiveness.

“The Faculty is now facing a new stage of development, with local, regional and global forces creating challenges and opportunities. I am extremely honoured to be given the opportunity to serve the Faculty at this point. I sincerely thank everyone for your support in the past, especially Professor Goodwin for leading us through the eventful past few years, contributing to the Faculty, and helping me achieve a smooth transition. I look forward to bringing the Faculty into a new chapter and achieving new and exciting things in future with all members of the Faculty and our supporters,” said Professor Yang.

# TEACHING & LEARNING

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## Role Play Brings Speech Clinic to Life

Each year, Year 3 students in the Bachelor of Science in Speech and Hearing Sciences programme (BSc(Sp&HearSc)) enter their clinical training with strong training in knowledge and theory, but little to no prior exposure to patients.

When the students encounter patients who are unpredictable and emotional, they can be caught off-guard. Both students and teachers have reflected that the transition to the clinic can be bumpy.

The obvious solution is to give students earlier exposure to clinical situations but, until recently, this has been easier said than done. Some teachers have asked students to role-play as patients, but students were uncomfortable or did not take this seriously. Other teachers have brought in actual patients, but the logistics were complicated, especially during the COVID-19 pandemic.

Now, Dr Ma Pui Man, Estella, Associate Professor in the Academic Unit of Human Communication, Development, and Information Sciences (CDIS) at the Faculty of Education, HKU, has come up with a novel solution that works around these limitations and provides valuable learning for students: Dr Ma is collaborating with the School of Drama of The Hong Kong Academy of Performing Arts (HKAPA) in the planning and implementation of the simulations. Professional actors are recruited to role-play or simulate patients so students can become more familiar with the realities of the clinic.

Patient simulations offer an ideal solution not only for students who interact with real people in a controlled environment, but also for teachers who can devise scenarios that promote targeted learning outcomes, such as dealing with patients with challenging behaviours.

“Clinical reasoning is one of the important skills that students must learn and develop. However, in authentic clinical situations, the cognitive load in meeting all clinical learning requirements is very high, and students have great difficulty doing good clinical reasoning in action. The simulations provide a less stressful environment for them to exercise thinking and put theory into practice. These experiences empower students’ learning,” Dr Ma said.

She developed the simulations with support from a Teaching Development Grant (TDG) and input from both the HKAPA and the School of Nursing of the LKS Faculty of Medicine, HKU, which has rich experience in creating simulations. The aim was to evaluate the effectiveness of patient simulations in preparing students to apply their theoretical knowledge to clinical practice.

The first simulations were presented in semester 1 of the 2021-22 academic year in four courses: Introduction to Clinical Practice in Year 2, and Year 4 courses on Dysphagia, Aphasia and Motor Speech Disorders. Simulations also featured in a fifth course, which was a Year 3 course on Voice Disorder held in June 2022.

Before each session, substantial preparations were made to ensure the content and performances were appropriate. The School of Nursing provided input on developing cases, assessing the authenticity of simulated patients and evaluating students’ responses. Our BSc(Sp&HearSc) teachers prepared case scenarios and scripts, and the HKAPA recruited professional actors. “Training sessions were held with the actors to explain the aims of the project and give them information on the disorders they were

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portraying. The actors then rehearsed and videotaped their performance for feedback from Dr Ma, her team and us,” said Mr Li Wing Hong, Senior Lecturer of HKAPA and a co-investigator of the project.

Attention to details added extra authenticity to the simulations. When the actors came to the HKU campus for the in-person simulations, they were provided with props such as a wheelchair, walker or nasal gastric tube, to closely resemble actual patient conditions. They were also accompanied by caregivers, who were part of the exercise. For example, one simulated patient with Parkinson’s Disease was accompanied by a domestic helper who did not speak much Cantonese. “This was an opportunity to train our students to be flexible and not only focus on the patient, but also to practise involving a caregiver,” Dr Ma said.

Students were expected to wear clinic uniforms, personal protection equipment and a face shield, and each session was recorded. Four or five 30-minute sessions were held each day, with one day allocated to each course. Students and patients interacted in the first 20 minutes, while the final 10 minutes were for feedback from the patient/actor, the teacher and student peers. Students took turns to perform clinical roles and observe one another.

Patients’ feedback was an important part of the process. In one session, for example, a simulated patient with aphasia broke into tears, and the student was hesitant about how to handle the situation; and then the student quickly put a tissue in the patient’s hand. “At the briefing, the simulated patient’s feedback was that she wanted to express her emotion, and she suggested that the students could allow patients to cry if they encounter similar situations in the future. This constructive feedback was one of the key valuable components of having simulated patients in clinical training. Ordinarily, students would not be able to receive such feedback in real situations, and it helped them to reflect and understand their strengths and weaknesses better,” Dr Ma said.

Ms Ada Chu, Assistant Lecturer of the Academic Unit of CDIS and another co-investigator of the project, said, “I have observed that the students are now more mature in their interactions with real clients such that they are more aware that the way they speak or act affects patients’ feelings. In one scenario, a simulated patient told the student clinicians that she felt nervous and bad when they did not make eye contact with her or greet her when they started her first task.”

For the teachers and students, these situations were all evidence of the value of simulated patients. A word cloud of their written feedback was dominated by descriptions such as “meaningful”, “rewarding”, “fruitful” and “insightful” – as well as “nervous” and “stressful”, which were to be expected, as the Year 2 students, in particular, had not encountered patients before.

Students also reported a significant increase in their self-perceived clinical skills and confidence. “They also said they found the simulation session useful in reinforcing the skills learnt in lectures, as well as bridging the theory they learnt into clinical practice,” Dr Ma said – thus affirming the original aim.

The team received a second TDG to make the simulation model more sustainable. Student actors from the HKAPA and professional actors will be recruited to enhance the learning and teaching for students from both educational institutes and eventually to develop an ongoing culture of collaboration between science and performing art studies. Several BSc(Sp&HearSc) students who participated in

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the sessions will be brought in as partners to help develop future case scenarios. Video recordings of the sessions will also be shown in Year 1 and 2 courses to help students better understand the work of a speech therapist.

There will also be two sessions per course rather than one, and a simulated hospital ward will be developed in collaboration with the School of Nursing so students can also work with simulated acute cases.

The simulations are all tailored-made for face-to-face learning, since students need to learn practicalities such as how to handle a wheelchair and how to feed patients during an oral motor examination. Dr Ma thinks the extra effort is well worth it. “In the past, sometimes I saw students didn’t perform well in the clinic simply because they were not confident enough – they didn’t think they had the skills to complete the clinical tasks. The simulation sessions helped boost students’ confidence so they can improve their performance in the clinic,” she said.



## Maths and Ethnic Diversity

The disadvantages faced by students who do not speak Chinese well are prominent in Hong Kong, where the government has been supporting programmes to help them develop their Chinese language skills. But for those students, language is not the only hurdle – they are also struggling with mathematics.

Over the past seven years, former Senior Lecturer Mr Wong Ka Lok and Lecturer Dr Lee Man Sang, Arthur, from the Academic Unit of Teacher Education and Learning Leadership at the Faculty of Education, HKU, together with their colleagues in the Faculty have been working with schools and ethnic minority students to get to the root of their mathematics problems and provide supportive services funded by the government. Their diagnosis is as simple as can be: go back to teaching basics, particularly teaching with greater variety, which will benefit not only ethnic minority students but all students who are struggling with mathematics.

“In teacher training, we emphasise the effectiveness of tools and activities in supporting the understanding of mathematics. But usually mathematics teachers consider calculation the most important thing – they focus on doing very fast and efficient calculations, and they have got used to such teaching methods over the years,” Mr Wong said.

“Everyone is happy as long as the students get a good examination result in mathematics – the students, the parents and the teachers. But people seldom ask if the students really understand the concepts or if they are happy with the lessons. No one is really concerned about such issues,” he said.

However, those questions start to surface when teachers encounter students whose native language is not Chinese and whose views about learning mathematics are different from those of local students.

Mr Wong and his team were approached by the government in 2015 to look into the problem. Their first project was carried out in secondary schools, involving junior secondary students in 2015-17. This led to the conclusion that they needed to focus instead on primary schools where students’ learning habits are formed. In both settings, Mr Wong and his team found that teachers and students were misaligned in their expectations.

Mr Wong’s team emphasises the need for a better understanding of the needs and characteristics of ethnic minority students, instead of simply assuming that they are weaker in mathematics or unwilling to learn.

“We found some contradictory comments from the teachers and students. For example, some teachers said the ethnic minority students didn’t like mathematics or doing mathematics homework, but the students said that they liked the subject and were interested in the lessons, even though they could not respond very well in words. We then realised that the situation did not seem so negative.”

The team delved deeper and discovered students reported in questionnaires that they found homework valuable, and considered classroom activities, teaching tools and practices important. Teachers were less convinced, considering those to be more useful for motivating students but not deepening their understanding or introducing a new concept before drilling the students in calculations.

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“To be honest, activities, tools and practices are all very fundamental principles or ways of teaching mathematics in primary classrooms because young students don’t just learn by instructions, they learn by doing,” Mr Wong said. Nevertheless, “doing” is not limited to routine exercises.

Mr Wong also pointed out that ethnic minority students cannot be easily reduced to a homogeneous group with specific characteristics. Early into the project, the team decided that pedagogical strategies for ethnic minority students should start with strategies that target students who are weak in mathematics, which they summarised as the “ABCDE” principles. “A” is for activity, “B” is for going beyond the algorithm (i.e. the algorithm is not just about learning standard procedures without understanding), “C” is that culture matters (for example, referencing foods from South Asia in word problems), “D” is the depth with fluency, and “E” is that exercise or practice counts.

Some teachers were already aware of the importance of these principles and just needed to implement them more in their teaching. Others needed to work harder to address their students’ needs.

Mr Wong recalled one teacher whose major concern was the poor English skills of his ethnic minority students but who spent most of his mathematics lessons talking in English at an average pace. “Once again, we were convinced that we needed to work on some very basic elementary things. If you notice that the students’ English proficiency is limited, try to use more visual means of communication,” he said.

Most importantly, Mr Wong said, “Most of the strategies of ‘ABCDE’ principles work not only for ethnic minorities but also for weak students more generally. They are just fundamental teaching strategies. If language is an issue, we have to go back to those basics to remedy the situation.”

The team has developed a range of materials and lesson plans to support the schools they have worked with. Although the materials have been uploaded onto a dedicated website (<https://cldmaths.edu.hku.hk/>), Dr Arthur Lee cautioned that the materials are not supposed to be simply delivered to schools: teachers need to go through the process of learning how to make use of them.

The process will slow down as the series of projects came to an end this summer. Over the past five years, the team has focused on primary schools, working with about 15 schools a year, although not necessarily the same schools every year, so continuity is an issue – there was no provision to train the trainers.

Mr Wong said they hoped that their efforts would at least have shown that the solutions for improving mathematics outcomes among ethnic minorities are applicable to the whole classroom. “We have gradually moved our focus from non-Chinese speaking or ethnic minorities to culturally and linguistically diverse learners. These students can all learn together,” he said.

Dr Lee added, “Overall, we want to help teachers to be more flexible and accommodating when dealing with any kind of diversity in the classroom. It can make their teaching even more effective and meaningful.”

## The Unrealised Potential of Feedback

Feedback can often seem like a one-way communication between the teacher, who provides comments and evaluation of a student's work, and the student, who passively receives that information. Professor David Carless, in the Academic Unit of Social Contexts and Policies of Education at the Faculty of Education, HKU, is trying to shake us out of that rut.

Professor Carless is a pioneer in feedback literacy, particularly at the tertiary level. Over the past 15 years, he has published a number of research papers analysing feedback in the university setting and proposing new theoretical and practical approaches. His efforts recently earned him a Humanities and Social Sciences Prestigious Fellowship (HSSPF) from the University Grants Council to further his research and a Teaching Development Grant (TDG) to consider how to apply his findings at HKU.

“The traditional view of feedback is that of the teacher giving information about a student's strengths and weaknesses and how he/she can improve. That's a reasonable view, but I feel it's limited in the way that it doesn't recognise students' agency and self-reflection,” Professor Carless said.

“Another way to think of feedback is its potential for spurring action. Feedback needs to make sense to the recipient, not just to the person commenting, so the recipient can think about how to progress. It's a kind of social interaction in which the recipient's needs, preferences and feelings should be considered.

“You can think of it in terms of daily life. If you're trying to give feedback to your spouse or teenage kids and you lecture them, telling them what they need to do, they're probably not going to like it very much. So feedback can be complex and emotional, and not easy to give or receive.”

Professor Carless has been investigating how to make feedback more effective to reinforce learning. One of the key factors he has found through observational research and interviews with teachers and students is that it largely depends on how teachers structure assessment – for example, whether they wait until the end of the course to provide feedback or they have sequences with feedback built in at different stages.

“If it is all end-loaded in a traditional examination at the end of the year, by the time the students receive their grade or other feedback, there is not much they can do with it. The course is finished, and the students will not be very motivated to move forward with that feedback,” he said.

“However, if there are different tasks before the final examination and with feedback at the end of each, there is some potential for students to build on previous inputs to improve their work in the next task. One of the things students say they most value is receiving feedback that they can act upon before a final grade is awarded,” Professor Carless said.

Teachers can also set up activities so students can understand the nature of quality work and reflect on that through peer feedback and self-evaluation.

“Sometimes, students don't appreciate the value of peer feedback – they think the teacher is more important. It is quite unlikely that your classmates will give you a brilliant insight, but one of the

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values of peer feedback is in seeing how other people approach the same task and internally generating some insights from this,” Professor Carless said.

“Teachers can set the scene for peer feedback by talking about their own experiences in academia and how we submit to journals, get peer reviewed and sometimes find that review useful and sometimes annoying. This creates a culture where peer feedback is seen as a normal part of improving your work,” he said.

Professor Carless added that emotional responses to feedback are part of the process, both for teachers and students. Teachers may feel they have been spending a lot of time giving commentary and other feedback, but it is not satisfying if students do not reciprocate. Students, for their part, need to take an active role in the process and manage their responses to feedback so they can move forward in improving their work.

Professor Carless has also been looking at feedback in practice during the COVID-19 pandemic. He recently interviewed six recipients of the Teaching Excellence Awards from HKU to deepen his understanding of their feedback techniques and the extent to which these were impacted by the pandemic.

While the teachers were from different disciplines and their feedback approaches varied, their feedback practices seemed to stand up to the pandemic challenges. A teacher in the Faculty of Science, for instance, had already developed a system of online quizzes and automated feedback, so students could continue to deepen their knowledge outside the classroom during lockdowns. A teacher in the Faculty of Law found the pandemic restrictions even somewhat beneficial. She usually gave students in-person feedback after a subject’s semester 1 examination to set them up for a continued study of the subject in semester 2. When the feedback sessions were forced online, she found that shy students were more willing to ask questions using the chat function than they had been in person.

Professor Carless said the HSSPF will give him time to complete the project related to feedback practices during the pandemic and other ongoing projects, while the TDG has enabled him to collaborate with six other teachers in the Faculty to develop concrete examples of effective feedback practice and a framework for teachers to adopt these approaches.

“There is currently a disjuncture between the thinking of feedback theorists and the teachers at the chalkface who haven’t really studied feedback literacy much,” Professor Carless said, “Everyone can benefit from feedback literacy because it is about our ability to interact, build relationships and negotiate with each other. I hope to transform the conception of feedback so that it can be seen as encouraging, critical and supportive.”

## A Trip Back in Time

While the whole of Hong Kong was in lockdown this spring during the fifth wave of the COVID-19 pandemic, Dr Peter Cobb, Assistant Professor in the Academic Unit of Human Communication, Development, and Information Sciences at the Faculty of Education, HKU, and his students had been on a trip of a lifetime – a virtual one. Deploying extended reality (XR) technology, Dr Cobb took his students to archaeological digs in Armenia and Iraq, where they walked around the sites and discussed their observations through avatars.

Confined in their homes, the students used special virtual reality glasses and sensors that tracked their own movements to guide their cartoon-like avatars around ruins that were about 2,000 years old. Dr Cobb's team of student modellers had earlier done the hard work of creating simplified 3D models of the ruins on the computer so students in his courses could see where certain facilities were situated, such as temples, markets and city walls.

“I'm interested in students learning about space, about the way things are laid out, the size of buildings and the site. I want them to imagine they're walking in an ancient city and have to find where the temple is and how far it is from their [ancestor persona's] house, to feel what it is like to look up and see the palace that you couldn't enter, to think about how they would protect their valley from invaders.

“The underlying theme is about understanding how people would have experienced the site thousands of years ago and moved around it. Using 3D technology for archaeological reconstruction allows us to immerse into this environment that no longer exists,” Dr Cobb said.

The venture was made possible through a Teaching Development Grant (TDG) awarded to Dr Cobb. The aim of the project was to test technology's ability to deal with multiple users interacting with ancient spaces and objects and to create meaningful experiences for students. It was also supported with collaboration from multiple units at HKU. The HKU Libraries and the Technology-Enriched Learning Initiative provided the hardware needed, students from the Faculty of Architecture helped with the 3D modelling, and students and staff from the Faculty of Engineering provided technological support. Dr Juuso Nieminen, Assistant Professor of the Faculty's Academic Unit of Social Contexts and Policies of Education, brought pedagogical rigour to the exercise by researching the effectiveness of the teaching experiment for students.

The first batch of students to participate in the venture came from the Education and Arts Faculties. The XR glasses were sent to students' homes, where they participated in the group virtual tours. The hardware was transferred halfway through the semester so that all students had the chance to join.

Teacher and student avatars “met” at four sites where Dr Cobb led them through voice communication and gestures to point out specific landmarks. The students could ask questions and discuss what they were looking at. “The goal was to teach these sites to students without using PowerPoint slides or textbooks. Although the best way is to have them there in person, in this case we did that in a virtual manner,” Dr Cobb said.

Technology was also a key factor in the assessment. Students created their own 3D models of the site using the archaeological evidence available, then wrote up Wikipedia entries where they uploaded

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the information about their chosen topics and screenshots of their models. Eventually, the hope is that their actual models would be uploaded for others to update.

“The hardest part is building the model. It means looking closely at the evidence we have on the ground, what archaeologists recorded in the past, where the ruins of the walls are, and making educated guesses on reconstructing things. The students need to be able to think about how to use archaeological spaces and understand space in order to do that,” Dr Cobb said.

Dr Nieminen’s ongoing assessment of the course suggests the students have been rising to that challenge. He has been observing lessons, talking with students, and going through students’ reflective journals.

“One thing I’ve been studying is how this innovative approach to teaching and assessment using digital technology enables students to have authentic opportunities to try out the job of archaeologists. The Wikipedia articles are not something they do only for their teachers but for broader audiences, and they’re contributing to archaeological knowledge,” Dr Nieminen said, noting that ongoing feedback was an important part of this process. “This goes way beyond the usual idea of active learning.”

“The highly positive response from students suggested that teachers in other disciplines should also be looking for meaningful and authentic assessment tasks that could be shared with a wider audience,” he said. Dr Nieminen would also like to see more collaborations between teachers such as Dr Cobb and researchers like himself to do a more rigorous analysis of teaching innovations. “Many truly innovative teaching practices never get reported or published,” he said.

The course also had an entirely unexpected benefit, coming as it did during the isolation of the fifth wave of the COVID-19 pandemic,” Dr Nieminen said. “One student commented that they’d been quite lonely during their studies at this time, and so the 3D tutorials were a very emotional experience for them because they not only learnt better from the technology but also learnt with others, in an embodied physical way. They had other people around them,” he said.

Dr Cobb added that he hoped this work would contribute to HKU’s technical competency and encourage a rapid growth of this type of pedagogy in the humanities. A website will be set up as part of the TDG to guide instructors on implementing XR and related assessments in their programmes.

# COMMUNITY ENGAGEMENT

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## The Code to Engaging Students

Teaching digital coding to students is a well-recognised way to improve their computational thinking and problem-solving skills. Dr Wong Ka Wai, Gary, Director of the Centre for Information Technology and Assistant Professor in the Academic Unit of Human Communication, Development, and Information Sciences at the Faculty of Education, HKU, has been leveraging those benefits to serve an even higher purpose – to give underprivileged students a sense of purpose and enjoyment from learning.

Working with the local non-profit organisation Youth Global Network and Dr Wu Qiaobing from The Hong Kong Polytechnic University, Dr Wong devised a Jockey Club Coding for Community Project (<https://jc-codingforcommunity.cite.hku.hk/>) (The Project) that aims to deliver a coding curriculum to students in Secondary 2 and 3. He then paired students up with mentors to develop mobile apps that can serve people in their community.

This three-year Project, which received HK\$12 million in funding from the Hong Kong Jockey Club (HKJC), is also the subject of research into how the experience impacted students beyond the technical aspects of creating a mobile app.

“Quite often, students think the knowledge they acquire is for performing well in examinations. But they seldom think about how to apply their knowledge and do something good for their own community,” Dr Wong said, “This is why we conducted our research to explore how this Project helped students develop better psychosocial attributes across different areas.”

The Project started in 2019 with seven pilot secondary schools as the focus of the research study (another 15 schools adopted the curriculum without the research aspect). A substantial number of students in the selected schools are from ethnic minorities, recently arrived from Mainland China, and/or from low-income families.

The participating schools agreed to substitute their computer lessons with those offered by Dr Wong’s team (because the government allows schools more flexibility in the computer curriculum). In Secondary 2 and the first term of Secondary 3, the students learnt coding and related skills to design a mobile app. They then spent the remainder of Secondary 3 working with their mentor to develop an app to be used by the community.

The mentors were all volunteers who were generally not computer experts but were familiar with the local community. Some were alumni of the schools where they mentor, some were connected to a local church, some were parents, while others were retirees. HKU students also acted as mentors when the schools were unable to find sufficient mentors (the target was one mentor to four or five students, so around 30 to 40 mentors were needed for each school).

“The job of a mentor is to go out into their community and look for stories and people who may need help, and then guide the students to think about how they can try to solve a problem with a mobile app,” Dr Wong said.

# COMMUNITY ENGAGEMENT

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One example of the outcomes came from a group that designed an app to help low-income elderly people find cheap food in their community. The app provides them with the location of restaurants offering cheap or even free food (e.g. when a bakery is closing at the end of the day and trying to offload stock), and notifications will be sent to the users' phones.

Dr Wong and his team were especially interested in how such achievements impacted the students. They conducted pre-project and post-project questionnaires, interviews with students and observations to obtain the answers, which were highly encouraging.

By the end of the second year, gaps were narrowed between students living in public housing and those who were better off, both in terms of their coding skills and their psychosocial development. The students' psychosocial development was assessed through their perceived sense of hope, connectedness, grit, sense of community and resilience, while the latter two were found to be the most significant in the results.

“Students from diverse backgrounds saw a huge gap in their knowledge and skills, and didn't find much hope for themselves at the beginning, but after going through this Project and knowing their skills can serve people in the community, they don't think much about their socioeconomic status anymore. Now they are more aware of their contributions to the community,” Dr Wong said.

The researchers also looked specifically at the impact of mentoring. The Project involved 700 mentors with 15 hours of training in counselling and leading young people. However, during the COVID-19 pandemic, some students did not have mentors and had to work independently, while others could only meet their mentors online. Dr Wong said they found that meeting in person was the most beneficial approach. Students who were able to meet their mentors in person and go into the community to learn more about the issues and people's needs showed better intrinsic motivation, resilience and self-efficacy.

“We thought students might prefer to stay home, but actually they favoured meeting others face-to-face. They loved going out and meeting people,” he said.

To further support students' psychosocial development, schools were also asked not to burden them with assessments but instead to let them focus on the enjoyment of learning and using their coding skills to help the community. “We want the students to feel a sense of success in serving others with their knowledge,” Dr Wong said.

Dr Wong believes the Project may have also mitigated the effects of the pandemic, given reports from around the world of students losing their sense of hope and sense of community due to isolation. “The fact that students on the Project were not badly affected in these ways could be considered a sign of success,” he said. The first batch of students to complete the curriculum were celebrated last year at a special exhibition and prize-giving ceremony.

While the HKJC funding for the Project ended this summer, Dr Wong, who recently received the Faculty Knowledge Exchange Award 2022 based on this Project, said they would seek other sources



# COMMUNITY ENGAGEMENT

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to support it. In the meantime, he has received approval for a course for pre-service teachers in computational thinking, and he intended to continue to support schools, buoyed by the positive impact on students, affirmative feedback from teachers and mentors, and the opportunity to serve the community.

“My vision on the future of education is that it should focus more on the community rather than examinations and academic performance. Hopefully, students, whether through computational thinking or other problem-solving skills, can be engaged in collaborating for knowledge building for the future development of our society, and be involved more in the learning process. We want students to own their learning,” Dr Wong said.

## Creating Change through a PhD

When Dr Rizwan Ullah completed his PhD dissertation at HKU in 2012, he made a mark beyond contributing to academic knowledge. Dr Ullah undertook a critical analysis that revealed major gaps in the Chinese language education provision for ethnic minority students in Hong Kong. The topic was gaining traction in the government at the time, and his findings were read by the former Chief Executive of the Hong Kong Special Administrative Region, Carrie Lam Cheng Yuet Ngor. The government's 2014 Policy Address included specific recommendations that echoed Dr Ullah's work.

It was a proud achievement for Dr Ullah, who is currently Vice-Principal – Student Affairs of Law Ting Pong Secondary School and has received several honours for his work to support ethnic minorities, including appointments to the Youth Development Commission and Equal Opportunities Commission and a Medal of Honour in 2021. But it was just one step in his career that marked both unique opportunities and daunting challenges.

“I'm a resilient person, and I believe that once you have an opportunity, you should seize it,” Dr Ullah said, “I'm also not the type of person who does things only for personal gain. If it's a society gain, then it's my gain.”

Dr Ullah's first opportunity came in 2003 after he completed a business correspondence degree and joined the retailer city'super. Miss Leung, former Vice Principal of Dr Ullah's alma mater, Delia Memorial School (Hip Wo), saw him by chance and suggested that he should apply for an urgent teaching vacancy there. At that time, Dr Ullah did not hold a conventional degree nor equivalent qualification in Chinese language education (he learnt the language on the sports ground and later on the job). However, against the odds, he landed the position – provided that he obtained a qualification, which he did in spades.

He passed the Postgraduate Diploma in Education at the Faculty, acquired a Master of Education (English Language for Teaching) from Hong Kong Baptist University, and then his PhD again from the Faculty – all before the age of 30. His entry to HKU was typical of the confident way he operates. He just showed up at the Faculty Office one Saturday morning knowing nothing of the procedures, was invited in to chat with former Dean of the Faculty, Professor Stephen Andrews, and within a couple of months had a supervisor and was on his way.

Dr Ullah does not stop his contributions to several research projects as a co-investigator and hopes one day to join academia. But first, he desires to advance his career in local education. He left Delia Memorial School (Hip Wo) a couple of years ago to make his mark beyond a school catering to ethnic minorities. “If I can be doing this, I'm sure the next generation will achieve even more than I did,” he said.

# STUDENTS

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## Staying on Track in a Lockdown

The fifth wave of the COVID-19 pandemic hit learners of all levels hard, with schools closed and teaching practicums cut short. At the Faculty, concern about these problems led to a solution that enabled both secondary and university students to keep learning.

The Faculty and HKU Admissions Office jointly launched the “Enhance your CORE Online” programme in April 2022, in which senior HKU students provided online sessions for Secondary 4 and 5 Hong Kong Diploma of Secondary Education Examination (HKDSE) students in the core subjects of Chinese Language, English Language and Mathematics. The aim was to support students in preparing for examinations, and the response was overwhelming – all the places were quickly taken.

Some 28 students from the Faculty participated, working in small groups to design lesson plans and teaching materials for four ZOOM Webinars in each subject. Each webinar was well attended by hundreds of students, so the student-teachers had to figure out how to manage large classes while also responding to queries and providing clarifications.

Leung Chun Fai, Louis, a Year 5 Bachelor of Education and Bachelor of Science student, was part of the Mathematics team. “There were not only a lot of students but there was also huge learner diversity. I learnt how to cater to this diversity by setting different levels of questions and assisting slower learners in the Q&A sessions. As a former HKDSE student, I understand that preparing for the HKDSE is hard and pressurised, and I wanted to help those students in need.”

Students could ask questions and give feedback via text at the end of each session, which proved to be beneficial not only to the students but to teachers, too.

“We managed to gather feedback from the students that helped us reflect and evaluate our work after each lesson – and improve the next lesson to further match the needs of the students,” said Ma Sai Yu, Frederick, a Bachelor of Arts and Bachelor of Education in Language Education – English student, who helped to lead the English sessions. Delegation and teamwork were a major part of the experience. “The fact that hundreds of students were involved pushed us to communicate efficiently and effectively. It was a great pre-employment experience,” he said.

He also found parallels with real classrooms, given the need to go deeply and broadly and cover a required syllabus in a short period of time.

Leung Siu Hang, Ryan, a Bachelor of Arts & Bachelor of Education in Language Education – Chinese student from the Chinese team, experienced another aspect that echoed the classroom – that of pastoral care. One student sought his advice about his gaming addiction. “I spent time understanding him and taught him how to be aware of himself and think of his future. I felt honoured that he asked me. This programme sent a message that HKU is trying to help and care for students during this difficult time,” he said.

# PEOPLE

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## Welcome

### Dr Ba Shen, Post-doctoral Fellow

#### Academic Unit of Human Communication, Development, and Information Sciences

Dr Ba Shen joined the Faculty as a Post-doctoral Fellow in January 2022. He received his PhD degree from Central China Normal University. His research interests include multimodal learning analytics, affective computing, as well as the design and assessment of multimedia learning. His research works have been published in the *Journal of Educational Computing Research*, *Interactive Learning Environments*, and *Universal Access in the Information Society*. He serves as a Council Member of the Society of International Chinese in Educational Technology. As an EdTech researcher, he strives to explore best practice for integrating technologies in education.

### Dr Dong Shuyang, Post-doctoral Fellow

#### Academic Unit of Human Communication, Development, and Information Sciences

Dr Dong Shuyang was awarded a RGC Postdoctoral Fellowship and joined the Faculty as a Post-doctoral Fellow in April 2022. He obtained a PhD degree in Developmental Psychology from Utrecht University in 2022. His research interests include early childhood development and education, social inequality in Mainland China, person-environment transactions, goodness-of-fit models, cross-cultural perspectives on parenting, parental cognitions and child development, as well as the social-emotional development of vulnerable populations. His research has been published in national and international peer-reviewed journals.

### Dr Huang Lingyun, Post-doctoral Fellow

#### Academic Unit of Human Communication, Development, and Information Sciences

Dr Huang Lingyun received his PhD degree from McGill University. He was awarded a RGC Postdoctoral Fellowship and joined the Faculty as a Post-doctoral Fellow in December 2021. His research draws on learning analytics methods to analyse cognition, metacognition and emotions in learning and skill development. His research has been published in peer-reviewed scholarly journals, such as *Computers & Education* and the *British Journal of Educational Technology*. He is the Executive Editor of *Knowledge Management & E-Learning: An International Journal*.

### Dr Liu Zhichun, Lukas, Assistant Professor

#### Academic Unit of Human Communication, Development, and Information Sciences

Dr Lukas Liu joined the Faculty as an Assistant Professor in August 2022. His work focuses on designing active game-based learning experiences for learners and various methods to understand learning-related behaviours and competencies. He obtained his PhD degree in Instructional Systems and Learning Technologies from Florida State University. Before joining HKU, he was a Visiting Assistant Professor at Teachers College, Columbia University, and a Research Scientist at the University of Massachusetts Dartmouth.

# PEOPLE

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## Dr Yang Yi, Post-doctoral Fellow

### Academic Unit of Human Communication, Development, and Information Sciences

Dr Yang Yi joined the Faculty as a Post-doctoral Fellow in March 2022. She received her PhD degree in Early Childhood Education from HKU. Her general research interests relate to the contextual factors that shape young children's learning and experience in early childhood education settings, especially for children from socio-economically disadvantaged backgrounds. Her current research focuses on how teachers' professional development experience and the roots of inequality in the community have influenced young children's lives.

## Dr Zhang Manli, Post-doctoral Fellow

### Academic Unit of Human Communication, Development, and Information Sciences

Dr Zhang Manli joined the Faculty as a Post-doctoral Fellow in August 2022. She received her PhD degree in Cognitive Neuroscience from Maastricht University. She is interested in language learning and comprehension, and the neurocognitive mechanisms that govern such development. Together with her colleagues in the HKU Speech, Language and Reading Lab, she is committed to developing assessment tools and training programmes for children with special educational needs.

## Dr Jang Sung Tae, Assistant Professor

### Academic Unit of Social Contexts and Policies of Education

Dr Jang Sung Tae joined the Faculty as an Assistant Professor in January 2022. He obtained his PhD degree in Education Policy and Leadership at the University of Minnesota. His research interests include intersectionality of multiple marginalised identities among principals and students, social justice leadership, critical quantitative analysis and educational equity. His research has been published in several top journals, including the *American Educational Research Journal* and *Educational Administration Quarterly*. He was featured by *Teachers College Record* as a global scholar in June 2022.

## Dr Juuso Henrik Nieminen, Assistant Professor

### Academic Unit of Social Contexts and Policies of Education

Dr Juuso Henrik Nieminen joined the Faculty as an Assistant Professor in December 2021. Born and raised in Finland, he has been a mathematics and special education teacher. Dr Nieminen's research examines the sociocultural and political aspects of assessment and feedback, often from the students' point of view. He is particularly interested in how assessment could support the learning of diverse students. He obtained his PhD degree from the University of Helsinki, studying the power dynamics of assessment in higher education.

# PEOPLE

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## Dr Theara Thun, Post-doctoral Fellow

### Academic Unit of Social Contexts and Policies of Education

Dr Theara Thun joined the Faculty as a Post-Doctoral Fellow under the RGC Postdoctoral Fellowship Scheme in August 2022. Born and raised in Cambodia, he received his PhD degree from the National University of Singapore. Before coming to Hong Kong, he worked as a research fellow at the International Institute for Asian Studies in the Netherlands and the Center for Southeast Asian Studies at Kyoto University. His research interests include post-conflict higher education, mobile application learning, and cross-cultural intellectual comparison and interaction.

## Dr Yang Lili, Assistant Professor

### Academic Unit of Social Contexts and Policies of Education

Dr Yang Lili joined the Faculty as an Assistant Professor in January 2022. She received her PhD degree from the University of Oxford. Her research interests include higher education, comparative and international higher education, and global science. Her new book is titled *Higher Education, State and Society: A Comparison between Chinese and Anglo-American approaches* (Bloomsbury, 2022). Her research works have been published in a number of international journals, including *Higher Education*, *Educational Review*, and the *International Journal of Educational Development*.

## Dr Chen Chen, Logan, Assistant Professor

### Academic Unit of Teacher Education and Learning Leadership

Dr Logan Chen joined the Faculty as an Assistant Professor in August 2022. He has held doctorate, post-doctorate, and research scientist positions at Harvard University during the past 14 years. He is currently affiliated with the Science Education Department of the Harvard-Smithsonian Center for Astrophysics as a research associate. Dr Chen's work focuses on STEM+C education, with ongoing research in educational technology, conceptual growth, makerspace, computer science education, massive open online courses and equity in science. Dr Chen develops science picture books and spends time with his cat Bossy in his free time.

## Dr Fung Sum Wing, Synthia, Lecturer

### Academic Unit of Teacher Education and Learning Leadership

Dr Synthia Fung joined the Faculty as a Lecturer in September 2022. She received her PhD degree from HKU. Her research interests include reading instruction programmes and reading strategies. As a secondary school Chinese Language teacher, she has been keen on enhancing students' reading ability through an effective reading instruction programme. She would like to further expand her passion into teaching reading in the higher educational context, and she is eager to share her experiences with the future teachers-to-be.

# PEOPLE

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## Dr Liang Biyao, Assistant Professor

### Academic Unit of Teacher Education and Learning Leadership

Dr Liang Biyao joined the Faculty as an Assistant Professor in July 2022. She obtained her PhD degree in Mathematics Education at the University of Georgia, and she was a Post-doctoral Fellow at The Chinese University of Hong Kong before joining HKU. Her research focuses on the intersection of mathematical cognition, social interactions, and teacher education. Specifically, she draws on radical constructivism and Neo-Piagetian theories to understand students' and teachers' constructions of mathematical knowledge through social interactions and to design educational opportunities, tools, and materials that support learning through interactions.

## Dr Lo Man Fung, Kelvin, Senior Lecturer

### Academic Unit of Teacher Education and Learning Leadership

Dr Kelvin Lo joined the Faculty as a Senior Lecturer in August 2022. His teaching areas include data science, information systems and learning technology. Apart from teaching, he is active in research and scholarly activities. He serves as the Associate Editor-in-Chief for the *Journal of Information Technology Education: Research*, Editorial Advisory Board Member for *Informatics in Education*, and Editorial Review Board Member for the *International Journal of Mobile and Blended Learning*. He has published his research papers in various academic journals, including the *Journal of Knowledge Management, Leadership & Organization Development Journal*, and *Higher Education Quarterly*.

## Dr Park Somin, Assistant Professor

### Academic Unit of Teacher Education and Learning Leadership

Dr Park Somin joined the Faculty as an Assistant Professor in August 2022. Her research foci comprise evidence-based practices for supporting early language and literacy development, teacher characteristics and experiences that support quality early language and literacy practices. She finished her bachelor's and master's degrees at Sungkyunkwan University and Yonsei University. She received her PhD degree from the Department of Teaching and Learning at The Ohio State University. She served as an early childhood classroom teacher in South Korea.

## Dr Mohtaram Mina Rabbani, Lecturer

### Academic Unit of Teacher Education and Learning Leadership

Dr Mohtaram Rabbani joined the Faculty as a Lecturer in September 2022. She obtained her PhD degree in the Psychology of Child Development from the Universiti Putra Malaysia. Her research interests are related to parenting and children and adolescents' mental health. She has many years of teaching experience in psychology. Her current research focuses on parental and peer attachments, automatic thoughts, and mindfulness among adolescents. She is an editor of a few journals such as the *International Journal of Educational Methodology*, *Pertanika Journal of Social Sciences & Humanities*, and the *International Journal of Educational Policy Research and Review*.

# PEOPLE

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Dr Tai Wai Hin, Kevin, Assistant Professor

Academic Unit of Teacher Education and Learning Leadership

Dr Kevin Tai joined the Faculty as an Assistant Professor in August 2022, and he is an Honorary Research Fellow at the Institute of Education, University College London's Faculty of Education and Society. In addition, he is an Associate Editor of *The Language Learning Journal* and Associate Editor of the *International Journal of Bilingual Education and Bilingualism*. His research interests include translanguaging in multilingual contexts, conversation analysis for second language acquisition and qualitative research methods.

## Achievements

Fellowship of the Association, 2022 American Speech – Language-Hearing Association Awards

Dr Anthony Kong

Early Career Teaching Award 2021 (University)

Dr Peter Cobb

Ms Promail Leung

Teaching Innovation Award 2021 – Individual (University)

Ms Tanya Kempston

Faculty Knowledge Exchange Award 2022

Dr Gary Wong

Faculty Outstanding Young Researcher Award 2021-2022

Dr Frank Reichert

2022 Faculty Early Career Research Output Award

Dr William Choi

Albert Young Foundation Limited Scholarship

Miss Wendy Jian, Bachelor of Education in Early Childhood Education and Special Education student

Best Presentation Awards, Undergraduate Research Fellowship Programme Poster Session 2021-22

Miss Jim Hiu Chun, Vanessa, Bachelor of Arts and Bachelor of Education in Language Education – English student

Mr Donald Francis Bao Ward, Bachelor of Arts and Bachelor of Education in Language Education – English student



# PEOPLE

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## Promotion and Tenure

Promoted to Professor

Academic Unit of Human Communication, Development, and Information Sciences

Professor Shelley Tong

## New Appointment

Academic Unit of Human Communication, Development, and Information Sciences

Dr Stephanie Chan, Assistant Professor

Dr June Tung, Lecturer

## Goodbye

We would like to express our gratitude and send our best wishes to the following staff members who have left the Faculty. We wish them the best of luck for the future.

Academic Unit of Human Communication, Development, and Information Sciences

Ms Kammy Chan, Assistant Lecturer

Professor Law Sam Po, Professor

Mr Peter Warning, Lecturer

Dr Anita Wong, Associate Professor

Academic Unit of Social Contexts and Policies of Education

Dr Andrew Hoang, Post-doctoral Fellow

Dr Anatoly Oleksiyenko, Associate Professor

Academic Unit of Teacher Education and Learning Leadership

Dr Jim Chan, Associate Professor

Dr Jessie Chow, Lecturer

Dr Caroline Cohrssen, Associate Professor

Dr Ho Shun Yee, Principal Lecturer

Dr Anna Mendoza, Assistant Professor

Ms Rita Ng, Lecturer

Mr Wong Ka Lok, Senior Lecturer

Dr Jason Wright, Senior Lecturer

## Editorial Team

Advisors: Professor Yang Rui & Professor A. Lin Goodwin

Editors-in-Chief: Dr Lawrence Ng & Dr Elizabeth Loh

Executive Editor: Ms Emily Cheung

Deputy Editors: Ms Cynthia Tang & Miss Dora Sham

Writer: Ms Kathy Griffin

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- Master of Philosophy [MPhil]
- Master of Arts in Teaching English to Speakers of Other Languages [MA(TESOL)]
- Master of Education [MEd]
- Master of Science in Library and Information Management [MSc(LIM)]
- Master of Science in Technology, Design and Leadership for Learning [MSc(TDLL)]\*
- Postgraduate Diploma in Education [PGDE]
- Postgraduate Diploma in Education (Teaching Chinese as a Second Language) [PGDE(TCSL)] (*self-funded*)

*\* formerly known as Master of Science in Information Technology in Education, and the revised programme title is subject to the University's approval.*

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### Alumni Network Form

To maintain close ties with the Faculty and the University, you are invited to inform us if there is any change in your contact details by sending the update to:

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