**THE UNIVERSITY OF HONG KONG**
**FACULTY OF EDUCATION**
**2025-2026 (Second Semester)**

**CantoGather: Teaching Lower Primary Non-Chinese Students Cantonese**
(A project of *BBED6803 Serving to Learn: Co-constructing the Community through Student Leadership*)

**Project Outline and Schedule**

## 1. General Information

| | |
|---|---|
| **Credit Point Value** | 6 Credits |
| **Pre- and Co-requisite(s)** | N/A |
| **Project Coordinator** | Professor Elizabeth K. Y. Loh<br>Office: MW 624<br>Phone: 3917 8399<br>Email: ekyloh@hku.hk |
| **NGO Partner Coordinator** | Ms. Abbie Ting<br>Phone: 6024 2516<br>Email: abbieting@cantogather.com |
| **Grading System** | Pass or Fail |
| **Assessment** | 100% Coursework |

## 2. Project Description

Did you know that we have over 300,000 non-Chinese neighbours in Hong Kong? Our non-Chinese community has been a part of Hong Kong since the early 19th century. They are an important and integral part of this city. Unfortunately, opportunities have not been equal for them due to difficulties in learning Chinese and racial discrimination.

At CantoGather, we want to change this phenomenon by providing quality language and multicultural education. Specifically, we have designed a differentiated and activity-based curriculum for primary school children with the help of education professionals to teach second language learners Chinese and Cantonese and different aspects of culture and community.

By joining our course, you will get to enter a primary school to teach second language learners Chinese and Cantonese in a small-group setting (1:1-5) while learning more about yourself and our South and Southeast Asian neighbours in Hong Kong. This is the perfect time to make CommUnity a reality for people of all races in Hong Kong.

## 3. Project Objectives

1. Develop student educators with skills in teaching Chinese and Cantonese as a second language;
2. Cultivate student educators with an in-depth understanding of the needs and cultures of the non-Chinese community in Hong Kong and a heightened awareness of social inclusion and greater initiation of cultural exchange; and
3. Facilitate an exchange of ideas and experiences with team members, resolution of differences, mutual enhancement of personal/professional development, and accomplishment of tasks through collaboration and teamwork.

## 4. Learning Outcomes

By the end of the project, students should be able to:
(1) show a deeper understanding of the non-Chinese community in Hong Kong;
(2) address and appreciate cultural diversity within Hong Kong society;
(3) show deeper understanding for teaching Chinese as a second language in Cantonese;
(4) apply theories taught in the University and address them through practice;
(5) design and prepare lessons that integrate design thinking with reflective learning;
(6) evaluate teaching plans and materials critically; and
(7) cater to individual student's needs and make adjustment in teaching.

## 5. Teaching and Learning Activities

| Activities | Teacher-Student Face-to-Face Contact Hours | No. of Hours |
|---|---|---|
| *6 x Tutor Training Sessions* | 8 | 13 |
| *9 x Teaching Practicum Sessions* | 18 (2 per session) | 18 |
| *9 x Teaching Practicum Briefing & Evaluation Sessions* | 6 | 6 |
| *Evaluation and modification of Teaching Plans & Materials* | N/A | 30 |
| *2 x Get Real in Meals* | 3 | 3 |
| *Self-study* | N/A | 30 |
| *Assessments: Reflective Essay* | N/A | 20 |
| **Total:** | **35** | **120** |

**Teaching Practicum**

Students shall attend **ALL** of the below tutorials, as well as all pre-tutorial briefing sessions and post-tutorial evaluation sessions. **The exact dates and times are pending to be confirmed but will fall within this time frame**:

| Semester 1 | | | |
|---|---|---|---|
| **Tutorial** | **Date (TBC)** | **Time** | **Venue** |
| 1 | 31 JAN 2026 (SAT) | 10:15-12:30 (briefing and evaluation time inclusive) | TBC |
| 2 | 7 FEB 2026 (SAT) | | |
| 3 | 28 FEB 2026 (SAT) | | |
| 4 | 7 MAR 2026 (SAT) | | |
| 5 | 21 MAR 2026 (SAT) | | |
| 6 | 28 MAR 2026 (SAT) | | |
| 7 | 18 APR 2026 (SAT) | | |
| 8 | 25 APR 2026 (SAT) | | |
| 9 | 2 MAY 2026 (SAT) | | |

**Tutor Training**

Students shall attend **<u>ALL</u>** of the tutor training sessions below. The modes of each training session are listed accordingly. Students will be required to complete a short reflection after each training session.

| Date | Time | Venue | Content |
|---|---|---|---|
| 21 JAN (WED) | 12:30 - 15:30 | In-Person (MW413) | **Tutor Training Workshop 1**<br>Speaker: CantoGather Staff<br>● Introduction to CantoGather<br>● CCC Programme Overview<br>● Intercultural Competence Training |
| 28 JAN (WED) | 12:30 - 14:30 | In-Person (MW413) | **Tutor Training Workshop 2**<br>Speaker: CantoGather Staff<br>● Teaching Training and Practice<br>● Classroom Management<br>● Assessment Training and Practice |
| 25 FEB (WED) | 12:30 - 14:00 | In-Person (MW646) | 中文為第二語言學與教導論<br>Speaker: Professor Elizabeth K. Y. Loh |
| 9 MAR to 14 MAR | | Online Self-learning | 非華語學生的文化以及在學習上面對的困難<br>Speaker: 湯婉琴老師 |
| | | Online Self-learning | 照顧學生學習多樣性<br>Guest speakers: 梁仲誠老師、楊菁雯主任 |
| 29 APR (WED) | 12:30 - 14:00 | In-Person (MW413) | **Knowledge & Experience Sharing Session**<br>Speaker: Professor Elizabeth K. Y. Loh |

**Get Real in Meals (Intercultural Competence Training)**

CantoGather seeks to nurture intercultural competent teachers. We will hold two Get Real in Meal sessions where we will have a chance to explore the community and learn more about living in a racially diverse city through engaging activities and conversations.

Students are required to attend **at least one** Get Real in Meals, which will be held directly after class. Dates are as follows:

- 7 MAR 2026 (SAT) 12:45 – 14:00
- 18 APR 2026 (SAT) 12:45 – 14:00

6. **Assessments for Students**

   The project instructors will provide students with feedback on their teaching and lesson-planning skills. Students must pass all 3 categories to pass the course.

| Category | Description | Weighting | LO(s) |
|---|---|---|---|
| **Teaching Activities** | 1. Teaching performance (30%)<br>2. Participation in teaching activities, including teacher training, briefing, debriefing, and lesson modifications (20%)<br>*Further instructions to be provided on Slack as applicable*<br>3. Reflective Essay (20%)<br>4. Online Self-learning Takeaway x 2 (10%) | 80% | 1 – 7 |
| **Multicultural Learning** | 1. Participation and Reflection in Get Real in Meals | 10% | 3 – 7 |
| **Professional Conduct** | 1. Punctuality<br>2. Professional attitude as both a student of the project and a teacher<br>3. Respect for the properties of the students, the school, and CantoGather<br>4. Diligence in carrying out duties assigned by CantoGather's staff<br>5. Rapport building with stakeholders | 10% | 3, 4, 5, 6, 7 |
| | | 100% | |

**Reflective Essay (20%)**
At the end of the semester, each student will have to submit a reflective essay (1000 words) to reflect on their teaching strategies, observation and growth throughout the entire programme. Guideline will be provided later in the course.

## 7. Policies

### Communication
1. Students are required to create an account on Slack and join CantoGather's workspace for communication. Details will be provided after course registration.
2. All the important announcements, reminders for activities and submission and feedback by NGO partners will be made and provided mainly via Slack.
3. All assignment-related information will be uploaded to Moodle.

### Volunteer Data and Privacy Collection, Declaration and Consent
As volunteers of CantoGather, students are required to provide consent to a list of matters via a Volunteer Consent Form on Moodle.

### Academic Honesty
Students should observe all applicable policies and regulations of the University of Hong Kong and its Faculty of Education against academic dishonesty. Students may visit the HKU Teaching and Learning website for further details about the University's policies and regulations on academic conduct and student plagiarism. The Course Convenor may report any suspected academic dishonesty incidents to the relevant committees at the Faculty or University level for further action.

### Academic Integrity
Academic integrity is a bedrock principle of The University of Hong Kong (HKU).
Every student must take full ownership of, and responsibility for, work submitted for assessment. Plagiarism (the use of others' ideas or writings without acknowledging their sources, including Generative AI tools) is a serious offence. Assignments which contain evidence of plagiarism will be seriously penalised and might result in expulsion of the student from the University.
Learn more about the consequences of Plagiarism at HKU:
https://tl.hku.hk/plagiarism/consequences-of-plagiarism/ A signed statement of originality of work must be attached to each assignment (template will be provided). In case of uncertainty, please refer to this website [Policy on Student Plagiarism in Undergraduate and Taught Postgraduate Curricula] and speak to your course instructor.

### Use of Generative Artificial Intelligence (GenAI)
In our programme, we encourage students to express their original ideas and unique reflection while utilizing Generative AI (GenAI) as a tool for brainstorming and grammar checking. While students may leverage GenAI for these purposes, it is essential that the core content of their assignments reflects their own thoughts and creativity. To ensure academic integrity, we will assess each submission using Turnitin to monitor AI usage. A high AI score (over 20%) will indicate an over-reliance on AI-generated content, which may result in mark deduction or even penalties. Our goal is to foster a learning environment that values originality while responsibly integrating technology. In case of uncertainty, please speak to your course instructor.

Learn more about HKU's Policy on Use of Generative Artificial Intelligence for Teaching and Learning:
https://tl.hku.hk/2023/10/policy-on-use-of-generative-artificial-intelligence-for-teaching-and-learning/

8. **Recommended Readings**

1. Bhowmik, M., & Kennedy, K. (2016). *'Out of school' ethnic minority young people in Hong Kong*. Springer Science and Business Media.
2. Lai, Chun, Gao, Fang, & Wang, Qiu. (2014). Bicultural orientation and Chinese language learning among South Asian ethnic minority students in Hong Kong. *International Journal of Bilingual Education and Bilingualism, 18*(2), 203-224.
3. Loh, E.K.Y., Chou, P.W.Y., Shum, M.S.K., & Ki, W.W. (Eds). (2019). The teaching and learning of Chinese language in a multilingual and multicultural context (in Chinese). Hong Kong: Hong Kong University Press.
4. Shum, Mark, Gao, Fang, & Ki, Wing Wah. (2016). School desegregation in Hong Kong: Non-Chinese linguistic minority students' challenges to learning Chinese in mainstream schools. *Asia Pacific Journal of Education,36*(4), 533-544.
5. Shum, Mark Shiu-kee, Tai, Chung Pui, & Shi, Dan. (2018). Using 'Reading to Learn' (R2L) pedagogy to teach discussion genre to non-Chinese-speaking students in Hong Kong. *International Journal of Bilingual Education and Bilingualism, 21*(2), 237-247.
6. Wong, Y. K. (2019). Role of decoding competence in the Chinese reading comprehension development of ethnic minority students in Hong Kong. *International Journal of Bilingual Education and Bilingualism, 22*(8), 1016-1029

**Updated: 13 JAN 2025**