

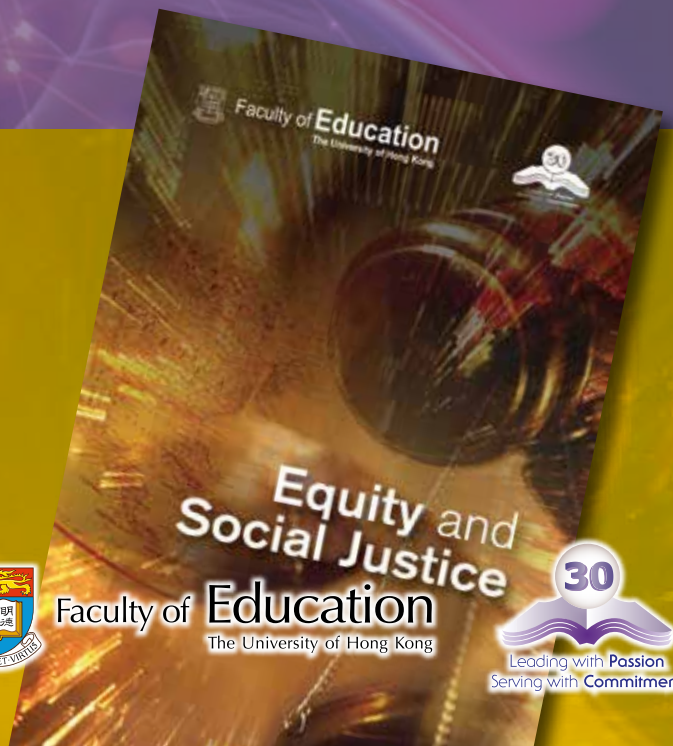
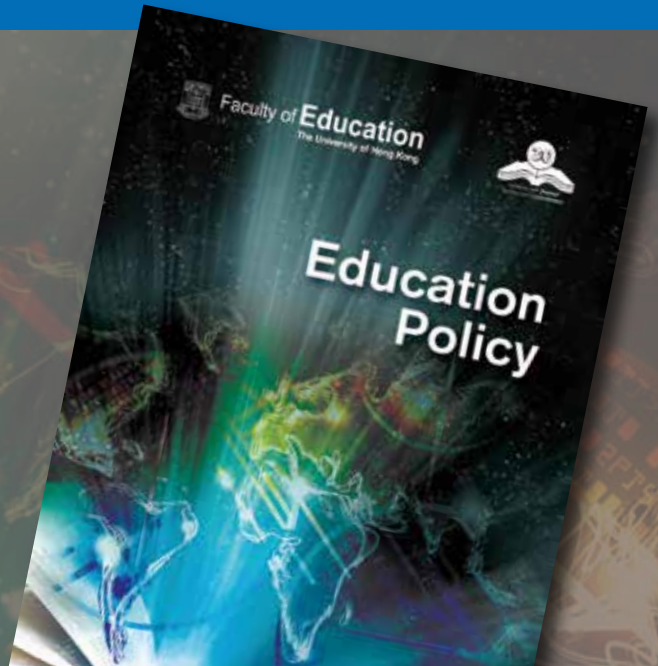
# EducationMatters

Cover Story

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*Within the many research themes addressed by our colleagues in the Faculty, we have recently identified three common threads, which we have set out as our three strategic focal areas of research: the Science of Learning, Education Policy and Equity and Social Justice*

This issue of Education Matters highlights our research. The Faculty is home to more than 100 international researchers from a wide range of disciplinary backgrounds, spanning education, communication sciences and information sciences. This diversity of background and discipline results in a vibrant research culture. We proudly consider ourselves to be a nexus for integrating the best scholarship from the Asian region, especially China, with leading-edge educational research in the rest of the world.

As you probably know, the UGC-funded tertiary institutions in Hong Kong have just gone through the Research Assessment Exercise (RAE), a rigorous evaluation of our research by international panels of scholars. We were particularly pleased with the recognition in the feedback from the RAE Education Panel that our best research was comparable to the world's best. Our own international benchmarking was similarly encouraging: weighted analysis comparing the 2014 RAE data on education with data from the equivalent assessment exercise in the UK (the 2014 Research Excellence Framework, or REF) placed us among the UK top tier.

While such comparisons may be cause for some satisfaction, they also fuel our ambitions to take our research to the next level. In order to achieve that objective, all our research should aim to be internationally excellent, and we will support and encourage research initiatives with the potential to be world-leading, both within the Faculty and via cross-Faculty/cross-institutional partnerships. All our research initiatives should seek to have impact on policy and practice: we will target both

increased impact and greater visibility and public awareness of our research.

Within the many research themes addressed by our colleagues in the Faculty, we have recently identified three common threads, which we have set out as our three strategic focal areas of research: the Science of Learning, Education Policy and Equity and Social Justice. The Cover Story outlines some of the Faculty's work in these three broad areas and introduces the scholarly activity of some of our colleagues working in each area.

In order to enhance the visibility of our research, we have just produced a set of three booklets. Each booklet focuses on one of the three research areas, outlining the theme and introducing the work of some of the colleagues who conduct research in that area. I very much hope that you will find these booklets interesting. You can download them by visiting <http://web.edu.hku.hk/research/our-research/strategic-research-focal-areas>. If you want to find out more about the research conducted by Faculty colleagues, in any of these areas or more generally, please visit our website at <http://web.edu.hku.hk/research/our-research>.

**Professor Stephen Andrews**  
Dean





# Strategic Focal Areas of Research

The Education Faculty is proud of its reputation for Research excellence over multiple areas. Recently, the Faculty identified its Strategic Focal Areas of Research, in a move partly aimed at making those areas more salient. After consultation across the Faculty, three areas emerged strongly – Education Policy, Science of Learning and Equity and Social Justice. As the Dean, Professor Stephen Andrews, notes, “Within the diverse range of research conducted by our colleagues, it’s clear that the vast majority of our scholarly activity has strong links with one or other of these three broad areas.

“Having agreed on the three, we can now easily communicate our research themes to our counterparts across the globe in a more systematic way,” says Professor Gerard Postiglione. “It also enables us to project our Research goals to research foundations when seeking funding.”

The three together are niche areas in which the Faculty has the edge: in the field of Science of Learning in Asia we are leaders; our Policy Research covers pertinent issues such as tri-lingualism in Hong Kong and government policies on the rise of Asian universities; and although the extent of social and educational inequities has grown in Asia, there is a dearth of scholarly Research into Equity and Social Justice, a gap which the Faculty is filling.

To share with the world what the Faculty is doing in these strategic research areas, we are producing three

booklets highlighting some of the inspired and inspiring innovations our academic staff are making. The booklets are supervised by Professor Postiglione (Education Policy), Professor Nancy Law (Science of Learning) and Professor Law Wing Wah (Equity and Social Justice). While there is no room in the booklets to cover all that the Faculty is doing in each area, they do serve to highlight some of the cutting-edge work being done.

In his introduction to the Education Policy booklet, Professor Postiglione emphasises how the Faculty is well-positioned to address challenges in education policy in Hong Kong and that members are regularly called upon by government, multinational agencies, schools, as well as other universities to conduct research and provide evidence-based policy advice.

In the 21<sup>st</sup> century, educational policy faces many challenges. As Professor Postiglione says: “It is expected to strengthen civil society, drive an economy towards economic growth and maintain social stability through an equitable distribution of opportunities in schools, universities and the workplace. In cities like Hong Kong, educational policy is also expected to anchor economic globalization, improve global competitiveness and promote democratic development.”

The Faculty has risen to these formidable challenges. A prime example of this is the Education Policy Unit (EPU),



which is led by Professor Cheng Kai Ming, and conducts policy-sensitive research, locally and abroad, and builds collaborative relations with other research institutions in so doing. The EPU's Summer Institute on Higher Education for the Future has become a key event, drawing the world's most influential and respected higher education leaders.

Language Policy is another key focus, and the Faculty is ideally positioned in Hong Kong – where much of the population is bi-lingual, if not tri-lingual – to pursue unique research in many areas including Medium of Instruction issues and the popularization of the Chinese language around the world.

Professor James Tollefson has been working in Language Policy since 1970s, and focuses on how it is used to create and hopefully to reduce various kinds of social, economic and political inequalities. His ground-breaking work with Professor Amy Tsui examines how Language Policy around the world creates and perpetuates an economic elite.

Professor Angel Lin highlights Hong Kong's Medium of Instruction policy, a topic which has long been hotly debated here. Her research on Chinese-medium and English-medium schools in Hong Kong reveals how language-based instruction strategy maximizes respective language advantages.

There are key issues in the Faculty's research agenda when it comes to Higher Education Policy. Professor Yang Rui, Division of Policy, Administration and Social Sciences Education, advises governments on approaches to building systems of higher education which take into account historical-cultural factors.

Dr Anatoly Oleksiyenko looks at the diverse array of policy challenges confronting universities across Eastern Europe to Central Asia, while Professor Postiglione's wide-ranging work includes engagement in policy-related projects on China's 13<sup>th</sup> Five-Year Plan and graduate employment.

Shadow Education, or private tutoring, has become a major part of the education process around the world, and Professor Mark Bray is the leading authority on the subject. His work is finally persuading governments that they need to form policy to deal with the proliferation of shadow education.

Early Childhood Education is another area in which the Faculty is a research leader. Professor Nirmala Rao has done pioneering work in the field, and made significant progress in establishing internationally comparative scales to assess types and evaluate effects of pre-schools across Asia.

In addition to those mentioned here, other members of the Faculty are also engaged in important work that informs government policy on education, as well as on policy projects supported by independent foundations and international agencies.

The Faculty also concentrates much of its research on understanding how learners learn, and how that learning can be improved. Professor Nancy Law explains how Science of Learning encompasses "scientific research in various disciplines which are advancing our understanding of human learning, and often challenging conventional wisdom about what constitute the most effective conditions for learning".

She adds that the Faculty's Strategic Research Theme on Science of Learning has "attracted researchers from fields such as education, neuroscience, psychology, communications, technologies, medicine, engineering, sports science and religion to form interdisciplinary teams that address significant problems in understanding different kinds of learning, and conduct implementation/translation research to develop strategies and tools to support learning".

This relatively young network has already produced impressive results from their respective scopes of research, as well as cutting-edge integration of the diverse research disciplines on areas of common focus. Such areas include early childhood development, language and bilingual learning, Chinese language learning, motor learning, learning and assessment technologies, and network models of collective behaviour for crisis management.

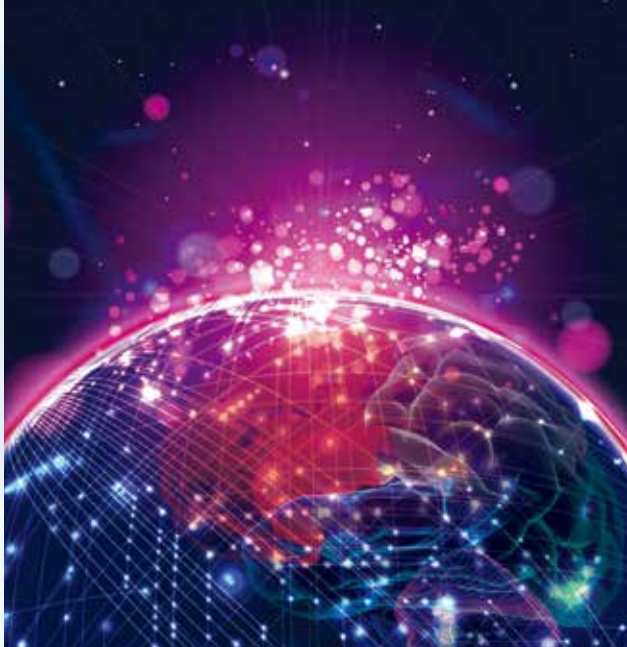
Dr Susan Bridges has brought a recent methodology to address the question 'how do people learn?' with interactional ethnography. She is utilising this new approach for an interdisciplinary study involving the Faculties of Education and Medicine. The study looks at the process by which medical students learn through focusing on consequential progression of the process.

Dr Bridges' other main strand of focus in the Science of Learning field is clinical literacy, which is also multi-disciplinary. She has two GRFs on the subject, one dealing with the association between parental literacy and a child's dental health, the second looking at mediated interpreting in dentistry.

An unusual area under the Science of Learning umbrella is the work being undertaken by Professor Liaquat Hossain on Complex Systems Research, also a multi-disciplinary field which seeks to understand the flow of information in both hierarchical and non-hierarchical systems to work out how they function, where the weaknesses are and how to develop and adapt them to improve information flow. It has important implications for dealing with crisis management – such as flood, fire, large-scale epidemic outbreaks or bio-terrorism and bio-security threats – and how to develop better decision support systems.

Professor Brendan Weekes and the Division of Speech and Hearing Sciences play a leading role in linguistics research, utilising neuroscience methodology to understand speech production and problem-related speech pathology. Again Hong Kong's multi-lingual environment enhances the





opportunities for such research, enabling him to focus on the cognitive differences involved in speaking Mandarin and English.

Professor Nancy Law, who was the founding director of the Centre for Information Technology in Education (CITE), has been doing research into technology use in the classroom and how to design and promote learning technology, particularly in the area of collaborative learning, for 25 years. Her current research on sustainable learning innovations has two elements. The first involves developing indicators for assessing the level of change and scalability of an innovation through measures of organizational structures and interaction/decision-making mechanisms at different levels of the education ecosystem during the process of innovation implementation. The second focuses on developing socio-technical designs for sustainable cross-school learning communities of teachers and school leadership teams to drive pedagogical innovations in classrooms, as well as technology tools for learning design and learning analytics to support teachers and learners.

The third main Strategic Focal Area of Research, Equity and Social Justice, is an area in which there are key concerns and issues within education policy, curriculum design and implementation and education practice. Professor Law Wing Wah says: "The Faculty firmly believes that it is vital to make education an important vehicle promoting equity, equality, fairness, and social justice in society at large, and help schools to be caring and inclusive learning places in which students see and experience equality and social justice in their daily life."

Key research into Equity and Social Justice includes the focus by Dr Allan Yuen, Director of CITE, on the "Digital Divide", that is the growing gap between those who have access to computers in their daily lives and school lives and those who do not. Even in developed countries there is a divide – an economics-based one – but in less developed countries some have no access at all, leaving them drastically behind in a massively computerized-dependent world.

"20 years ago when IT was first used in education, we thought it would be a liberation for the under-privileged," says Dr Yuen. "It would help bridge the gap between rich and poor, as it would give the latter equal access to information. That hasn't happened, and now governments need to develop policies to fill the gap – to ensure that lack of ICT doesn't marginalise some students."

Much of Dr Cheung Wai Ming's recent research work focuses on trans-language education particularly helping Non Chinese-Speaking (NCS) students in Hong Kong to learn the language. More than 6% of Hong Kong's population is an ethnic minority, many of whom have problems learning Chinese, which puts them at a disadvantage in society, as they will not have equity of access to further education and career opportunities without good Chinese. Dr Cheung has been part of a large HKU team working with schools to develop teaching materials and support for both teachers and NCS learners.

Dr Liz Jackson's work on religion – particularly Islam – and ethnicity in the curriculum is unique in the region. The questions she raises about multi-culturalism, including 'What is a Hong Konger?' – are even more pertinent given issues in Hong Kong, such as Occupy Central and National Education, and the changing perceptions of Islam globally.

Dr Sarah Aiston's work, broadly speaking, looks at the status, position and experience of women in higher education, asking key questions such as: 'What are the enablers and barriers to women in higher education either as students or academics?' Her work also covers such issues as the current discourse in the media in China on "Left-over Women", also known as the Third Sex: highly educated women considered by some in China to be unmarriedable, and therefore to have no place in traditional society.

Dr Wang Dan's research into Equity and Social Justice in rural education in China has led to a new perspective on the difference between urban and rural schools and has shone light on the skewed way in which many of those differences came about. One of her areas of study is looking at how developing countries such as China and developed countries such as Hong Kong are copying the West without looking at their own conditions and traditions, and thereby creating new inequalities.

The three Strategic Focal Areas of Research represent just some of the key work being done by the Faculty at the moment. It is research that will have far-reaching implications for the future of education in Hong Kong, the region and across the world. As the Dean notes, "By highlighting these three areas and bringing together colleagues who work within each area, we can focus on developing large-scale collaborative projects within the three areas that can ultimately have a major impact on both policy and practice, thereby realizing our vision and mission."

## Long Day's Journey into Light



At first glance, the title of the 2014 award-winning KE project “A Meaningful Journey of Teaching and Learning of Chinese for Non-Chinese-Speaking Students: Towards Local, Regional and International Advancement” may seem a little overdone. But in fact the project is so far-reaching in its scope, long in its duration and ambitious in its aims, that “meaningful” begins to look like an understatement, and “journey” is spot on.

The journey represents a detailed and long-term search for solutions to growing problems surrounding Non-Chinese speaking (NCS) students’ learning of the Chinese language in schools in Hong Kong. This has become an increasingly pressing issue in recent years, because there are more and more NCS students studying in mainstream schools in Hong Kong.

The core team are: Professor Brian Tse Shek Kam, who is Director of the Centre for Advancement of Chinese Language Education and Research (CACLER); Head of the Division of Chinese Language and Literature, Dr Mark Shum Shiu Kee; Associate Professors, Dr Ki Wing Wah, Dr Cheung Wai Ming and Dr Joseph Lam; and Assistant Professor, Dr Elizabeth Loh.

Beginning seven years ago, their work has expanded into a multi-stranded programme. Says Professor Tse: “Our programme, which has been supported by more than \$100 million in funding over the years, comprises 24 projects, on teaching, learning and assessment of Chinese Language for NCS students from Kindergarten to secondary school level.”

Explains Dr Shum: “The 24 projects include everything from

developing curriculum and creating teaching and learning materials – such as textbooks produced at a fraction of the cost of the previously available ones – and extensive research including action research on classroom teaching, case studies on students’ learning processes, learning assessment and investigation into the motivation of NCS students.

“This kind of wide-reaching research is unique in Hong Kong. The learning materials and teachers’ professional development programmes are based on theories of learning Chinese as a second language as well as on principles of meaningful, systematic and differentiated learning of the language in the local context. And we are not only serving Hong Kong now, but the demand for learning Chinese is growing around the world, so this will be used internationally in the future.”

So far, within Hong Kong alone, his team’s work has benefited more than 3,500 secondary school students, 500 primary school students and 1,000 pre-primary students, as well as their parents; provided research-based training and development for teachers; guidance on curriculum development; created innovative books and learning materials and other resources for teachers and students. The team has also held four international conferences.

The problems the programme seeks to overcome are manifold. In the past, NCS students tended to be left to fend for themselves, as teachers had no meaningful teaching strategies, nor educational materials for dealing with them. Teachers had simply not been trained to teach students with extremely low Chinese proficiency, nor to teach Chinese as



a Second Language (CSL), and particularly not in classes where most students are already fluent in Chinese. The result was teachers who were stressed by being stretched too far and NCS students who were being left far behind in the classroom, and facing bleak futures in Hong Kong without proficient Chinese.

According to Dr Elizabeth Loh: “The problem is that until now many CSL teachers had no specialised training in how to actually do it. As a result, they did not have the right mind-set or the inclination – and felt the problem had just been left with them. Teaching is very hard and can be lonely – we have become their supporters and partners, and have helped them come to enjoy NCS teaching.

“This has had a knock-on effect on the students – NCS students are good students if the classroom is organised and the teacher is effective, so they in turn thrive. Further, we too benefit as we in turn are learning a lot from the students and the teachers.”

A key part of the work that Dr Shum and Dr Ki have been particularly influential in developing is the Student Support Programme (SSP), designed to help students after school hours. Within this, Dr Shum explains, “we have created books that fit together with their school learning, complementing the topic they’ve done during the day. It has taken seven years to develop these teaching materials and we now have 25 classes doing after-hours sessions, 13 in secondary schools, 12 in primary schools.”

Dr Ki says that what is really significant is that some of NCS students who have been through these programmes are now passing on the learning to the next generation. “CACLER has now sponsored ten NCS students to study at university in China,” he says. “It’s giving them a broader exposure, and an unexpected but welcome result has been that it has changed their sense of identity. In Hong Kong, Ethnic Minorities are viewed as exactly that – a minority which must conform to the majority. In China they are viewed as foreign students, and this has given some of them a confidence boost.”

One such student who has come through the programme and emerged as a teacher herself is Hina Butt, a girl of Pakistan ethnicity who found it impossible to learn Chinese through the local school system as it simply did not cater to non-native speakers. She became involved in this project and CACLER then supported her to study Chinese at the Beijing Normal University (BNU) campus in Zhuhai. She graduated with a BA in 2014 and is now studying HKU’s new two-year part-time MEd (Teaching Chinese to Non-Chinese Speaking Students).

Says Dr Shum: “Service is an important aspect of this – we are serving the Ethnic Minority students learning Chinese. We are benefitting too, as our research findings inform our teaching at HKU at UG, TPG and PhD levels. It’s our goal for HKU to be

a hub of teaching CSL in the Asia Pacific region. For example, our MEd in Teaching Chinese as a Second Language, which has had IB recognition since 2011, is a unique degree.”

Dr Cheung Wai Ming is currently the PI of the University-School Partnership Project supporting NCS in primary schools. She was inspired by Dr Ki’s passion for working to help minorities. With her rich experience in school-based curriculum development, she initiated intensive on-site support and evidence-based projects to secondary schools seven years ago. In collaboration with Dr Joseph Lam, she developed the innovative teacher professional development programme and conceptualized the essence of it in a handbook for Secondary teachers.

“Before, Chinese language teachers were nervous about teaching Ethnic Minorities, mainly because it was regarded as a thankless sideline. They received no guidance and were left to get on with it alone. We now work with teachers at a deeper level – our role is not only researcher but coach and collaborator.



“We can see teacher growth. HKU has developed good theories of teaching CSL, and has inspired schools to put them into practice, to use them and share ideas, and this has rejuvenated

teachers and injected new energy. It’s integrating theory, classroom-based research and practice, and generating new knowledge. Our approach is flexible – one method definitely does not fit all when you are dealing with students with a wide range of language proficiency.”

Dr Joseph Lam, currently the leader of the University-School Support Programme for NCS children in kindergartens, is glad to see that the school-based support to teachers has been extended to teachers in pre-primary education. It is expected that with the enhancement of teachers’ capacity to provide quality teaching of Chinese language to the young learners, a less precipitous path for the children to integrate well in mainstream classrooms in formal education could be paved. In addition, Dr Lam is also concerned about the sustainability of school-based curriculum development. To achieve this important goal, Dr Lam and Dr Cheung have worked with curriculum leaders and teachers in schools to construct their own school-based curriculum. It is hoped that the curriculum framework will become the development basis of schools.

Professor Tse is proud of the team who have worked so long on the programme: “At the university we’re an international collective – multi-lingual and with networks across the region. At first we simply wanted to support teachers by giving them the tools, but then it became much more – we want to empower the teachers and the students. We are leading the world in this sort of research, and it is attracting interest from other tertiary institutions, particularly Singapore where we have an adjunct project.”





## From strength to strength PGDE undergoing reform to ensure it remains on top



**W**ork has begun on a major reform of the Postgraduate Diploma in Education (PGDE). A reform working group has been concentrating on this for 20 months already with the implementation target for the new PGDE being the academic year of 2016-17.

The Dean, Professor Stephen Andrews, is keen to underline the fact that this reform is being undertaken from a position of strength – the Faculty’s existing PGDE is consistently evaluated as excellent. Begging the question perhaps: If it ain’t broke, why fix it?

Dr Susan Bridges, head of the reform working group, explains: “The reason we are reviewing the PGDE is that we recognise the need to keep moving forward and we want to develop a new PGDE which takes into account 21<sup>st</sup>-century challenges for 21<sup>st</sup>-century teachers. At the same time, because our PGDE is so highly regarded, we are building on the best!”

Professor Andrews has also categorically said this is not a tweaking exercise: the aim is to make a new model, which will address the issue of theory-practice integration, raised as a challenge in recent PGDE and Faculty reviews.

The reform process began with a global audit of best practices in Postgraduate Initial Teacher Education. “We did an audit of award-winning PGDE programmes around the world,” says Susan. “A lot of universities have revised their PGDEs recently, so we have been looking at the best of these.”

The working group has also benchmarked with overseas visitors to HKU – including professors from the University of Birmingham, University of Johannesburg and University of Waikato – who have shared information on their successful early school exposure and inquiry-led curriculum models.

A vital element of the new PGDE is radical new thinking on the ‘Concept of a Teacher’, a re-examination of what a modern teacher should be. “In particular, we want to prepare teachers who are leaders and potential future curriculum developers. We also want to create teachers who are locally prepared – capable of serving the HKSAR – and internationally mobile – globally fit for practice and capable of working as a professional anywhere in the world.”

Key characteristics of the new PGDE will be an inquiry-led approach, with an enhanced experiential learning element. “The goal here is to engage more with schools,” says Susan. “We want to incorporate an early School Experience – so that there is contact between our beginning teachers and school contexts from the first week of the programme.”

“We will continue with the Main Teaching Practice whereby there is a dedicated block for discipline-based allocation of students to schools, which works really well as we have terrific partnerships with a network of schools. But we also want to encourage beginning teachers to consider wider areas and issues – how the school works in society, school culture and organisation, how learning is structured and curricula are enacted – and this is radically different. The School Experience would link into the theoretical issues raised in the on-campus inquiry – beginning teachers will go into schools, undertake a task linked to observations and discussions with staff and students, then come back to campus for debriefing on what they have learned. The reasoning behind this is to introduce new ways of linking the theory and the practice.”

A second key area of the new PGDE will be an enhanced Experiential Learning element. “In line with wider University reform, we want to rethink the Experiential Learning element across the breadth of programme. While retaining the Main Teaching Practicum for disciplinary practice, we are planning to expand other experiential opportunities,” says Susan. To achieve this, the working group is collaborating with the Gallant Ho Experiential Learning Centre (GHELC) to develop innovative programmes for our students.

“At present, Language Majors have the chance to go to China or Australia. Now we want the non-Language Majors to have an Experiential Learning component – and we are exploring opportunities with GHELC to provide them with programmes.”

“We are striving to ensure the consultation process is exhaustive,” says Susan. “We have full Faculty engagement on this and we are building a shared vision. The key concepts are in place, the next step is to refine the model towards implementation. The Academic Proposal will go through Faculty and University academic reviews, with feedback from external reviewers being key. Next we will be developing new materials and piloting programmes, and working with partner schools on the new School Experience component. All being well, the reformed PGDE will roll out in 2016-17.”



## Event Spotlight

# 2014 Faculty Graduation Ceremony

On December 4, 2014, we held our annual Graduation Ceremony, which took place for the first time in the magnificent Grand Hall at HKU. The change from venues outside HKU to home territory was greatly appreciated by the graduates and their families, as everyone took full advantage of the site's photo opportunities. We were very grateful to Dr York Chow Yat Ngok, GBS, who was our Guest of Honour, and to our President and Vice-Chancellor, Professor Peter Mathieson, who were both with us throughout the day and offered inspiring words to the new graduates and guests. The ceremony marked a new stage in the lives of over 650 graduates. Thirty-eight graduates received their Doctoral Degree, 433 a Master's Degree, and 184 a Bachelor's Degree.

Dr Chow shared his personal story

that he was not a strong student when he was young. Fortunately, there was one teacher who did not give up with him, but kept encouraging him and had faith in him. As a result, Dr Chow began to take learning seriously, worked hard and finally became a medical doctor. He believes that "Education is more than knowledge; education is and should also be about inspiration." He conveyed the message to our graduates that teachers have great influence over future generations and should embrace and promote equal opportunities in education in Hong Kong's diverse and multi-cultural society.

The first-ever Graduation Ceremony specifically for the Postgraduate Diploma in Education (PGDE) students was held on the evening of December 10, 2014 in the Rayson Huang Theatre, HKU. This convivial event was a

great success. We were delighted to welcome Dr Carrie Willis as our Guest of Honour. This year, 338 graduates received their PGDE.

Dr Willis echoed Dr Chow's words that Hong Kong is a unique place where east meets west, and where there is remarkable diversity of lifestyle and ideology. Graduates in the teaching profession should consider how they could confidently support student learning and equip the younger generation to face the challenges and complex demands in the society. She further introduced an acronym, "KASH" to all who have to strive in this 21<sup>st</sup> century, "Knowledge", "Attitude", "Skills", and "(good) Habits".

We ask all alumni to stay connected with us by joining our Alumni Network at <http://webapps.edu.hku.hk/onlineforms/alumni/index.php>.



## Information Day for Undergraduate Admissions 2014

HKU's Information Day for Undergraduate Admissions was held on November 8, 2014. In spite of the rainy weather, a huge number of people, including secondary students, parents and teachers, visited our exhibition booths at the Rayson Huang Theatre, HKU, participated in the interactive science experiment demonstrations and attended the information talks on our programmes. The talks were attended by around 400 participants. We distributed to visitors more than 2,500 souvenirs, including plastic folders, cloth bags, and around 4,000 copies of the Faculty Undergraduate Prospectus. Our students were all involved in answering questions and highlighting the special features of the programmes to the visitors. They shared with them with glimpses of campus life at HKU. Apart from the general public, our President and Vice-Chancellor, Professor Peter Mathieson, also visited our booths and classroom display areas during the afternoon, and was apparently impressed.



## DSE Talks for Secondary 5 and 6 Students

In December 2014, the Faculty organized three DSE Talks for Secondary 5 and 6 Students, each one focusing on a different DSE core subject: Chinese, Mathematics and English. We invited colleagues from the Faculty, an Education Bureau (EDB) Officer, an experienced tutorial teacher and our BA&BEd(LangEd-English) students to share their tips and useful techniques in sitting for the HKDSE. The Chinese talk took place in the S.K.H. Lam Woo Memorial Secondary School, while the English and Mathematics talks took place at HKU, in the Grand Hall and Theatre 2 of Meng Wah Complex. The talks received an overwhelming response from the schools, attracting more than 2300 students from 80 schools. This series of talks was one of the activities marking our Pearl Jubilee Celebrations. The Faculty is glad to serve the community and offer an opportunity to bring the community closer to HKU.



### Seminar on “What is Mathematics for?”



In celebration of the Faculty's Pearl Jubilee, a seminar entitled “What Is Mathematics For?” was held on February 6, 2015. Professor Frederick Leung, the first Changjiang Scholar in Mathematics Education, shared his opinions on a number of questions related to learning Mathematics and inspired the audience to have new understanding of the relationships among Mathematics, learning and daily life. The seminar received an overwhelming response, attracting more than a thousand secondary school students and teachers. Details can be found at <https://www.youtube.com/watch?v=FHycEH1Eqok> and <http://web.edu.hku.hk/event/others>.



### Education Seminar Series (11) on “Good Start? Grow Smart! - The Science of Parenting during Early Childhood”



The Faculty held the 11<sup>th</sup> in our Education Seminar Series entitled “Good Start? Grow Smart! - The Science of Parenting during Early Childhood”, delivered by Dr Li Hui, Ms Diana Lee, Dr Carrie Lau and Ms Rhoda Wang on February 7, 2015. In the seminar, issues concerning parenting styles, nurturing the Chinese and English competence of children, and the mental toolbox for learning were discussed. The seminar drew a full-house attendance at the Grand Hall of HKU. Don't worry if you missed the seminar. You can watch it on YouTube by going to <http://web.edu.hku.hk/event/parent-seminars>.



### U21 Education Innovation Workshop on “Internationalising the Curriculum”

With the U21 Education Innovation grant call, the HKU team of Professor Stephen Andrews, Dr Susan Bridges, and Dr Pang Ming Fai saw an excellent opportunity to expand our Faculty network and also to capitalise on HKU's work through its Centre for the Enhancement of Teaching and Learning (CETL) with The University of British Columbia in re-designing the ‘Diastemas’



learning platform. We invited interested U21 partners to come to Hong Kong from December 17 to 18, 2014 for an initial workshop to begin collaborations for a ‘virtual internationalization’ project in Education. During the two days, colleagues incubated three collaborative cross-institutional projects, each of which embeds an international perspective within an Initial Teacher Education (ITE) programme, building in multiple perspectives within the ‘at home’ curriculum.





## 1<sup>st</sup> Annual HKU-BNU Joint Forum on Education Policy and Administration



On January 17, 2015, the Faculty successfully held the first Annual HKU-BNU Joint Forum on Education Policy and Administration. This year's inaugural forum focused on "Integrating Perspectives on Educational Leadership and Policy for Tomorrow". Scholars in the Faculty were joined by a delegation from Beijing Normal University (BNU) to exchange research on a wide range of topics, including teacher professional communities, school governance, educational leadership, parental involvement, and higher education. The event marks the beginning of a series of exchanges between HKU and BNU in the areas of research, teaching, and learning, and a deepened collaborative partnership between the two institutions.

## CERC Celebrates its 20<sup>th</sup> Anniversary



Saturday March 7, 2015 was an occasion for an event within an event. The Comparative Education Research Centre (CERC) celebrated its 20<sup>th</sup> anniversary. It did this within the context of the annual conference of the Comparative Education Society of Hong Kong (CESHK), which was itself hosted by the Faculty in the context of its 30<sup>th</sup> anniversary.



CERC was delighted to have present for the occasion its five former (and current) Directors:

- Lee Wing On
- Mark Bray
- Bob Adamson
- Mark Mason
- Yang Rui

They formed a panel in the Rayson Huang Theatre, HKU to address the theme "Developing Scholarship in Comparative Education". The panel

was chaired by a distinguished alumna of the Faculty (and CERC), Dr Maria Manzon, who now works in the National Institute of Education in Singapore.

This was also the occasion to launch a CERC publication entitled *Changing Times, Changing Territories: Reflections on CERC and the Field of Comparative Education* (see page 14). It can be

downloaded free of charge from the CERC website at <http://cerc.edu.hku.hk/seminar/newly-published-cerc-monograph-series-11/>. The publication, edited by Maria Manzon, contains reflections from each of the five Directors on how the field has changed in the last 20 years.

Among the changes noted by the five Directors and the members of the audience were political transitions, the rising economic prosperity of China, easier global travel, and the ubiquity of the internet. Looking ahead, the five Directors see much opportunity for continuing leadership in the field. CERC invites readers to get in touch and to join in this leadership at <http://www.hku.hk>.



## Event Spotlight

### 5<sup>th</sup> International Conference on Han Characters Education and Research

The skills of the Centre for Advancement of Chinese Language Education and Research (CACLER) members in the field of teaching and learning of Chinese characters afford insights into how variations of Han characters feature and are taught in a number of Asian countries, such as Korea, Japan, China, Singapore, Taiwan, and Vietnam. To encourage the further internationalization of CACLER and to foster interdisciplinary and scientifically complementary research, our Centre co-hosted the 5<sup>th</sup> International Conference on Han Characters Education and Research (「第五屆漢字與漢字教育」國際研討會) at Korea University, Seoul on July 11 and 12, 2014.



Our partners in the conference comprised academic units and institutions in the field, covering four major districts in Asia: The Korea Society of Education in Chinese Characters and Classics; the Society for Korean Classical Chinese Education; Beijing Normal University; National Kaohsiung Normal University; Wenzao Ursuline



University of Languages; and National Taitung University of Taiwan. The conference aimed to bring together scholars, researchers and practitioners from different countries to discuss and share their ideas and research findings about the teaching and learning of Chinese characters.

The Conference was a great success, with over 180 delegates from China, Hong Kong, Korea, Japan, Singapore, Macau, Taiwan, the United States and Vietnam, and around 90 presentations were conducted. Professor Tse Shek Kam was one of the keynote speakers while Dr Mark Shum and Dr Joseph Lam were invited to present work at the featured sessions. In addition, our Faculty colleagues, Centre staff and research students such as Dr Dorothy Ng, Dr Elizabeth Loh, Dr C P Tai, Mr S Y Hui, Ms Y L Chan, Mr H W Ng and Ms M Y Wong also took part in the paper presentation sessions. The conference papers will undergo peer-review and some will be recommended for publishing in a post-conference journal in South Korea. The next conference will be held in Hangzhou, China in July 2015.

Details can be found at <http://www.cacler.hku.hk/conference14k/>.

### 4<sup>th</sup> Round of the QEF Thematic Network (QTN) on Chinese Language in 2014-15



The Quality Education Secretariat under the Education Bureau commissioned CACLER to host the "QEF Thematic Network (QTN) on Chinese Language" in the fourth school year since 2011 with a cumulative grant of HK\$12 million. This series of projects, led by Professor Tse Shek Kam, aims to assist schools in developing a school-based self-learning Chinese language curriculum and to help teachers to recognize the self-learning strategies of students. It also helps the collaborating schools' teachers to design curricula to facilitate students' self-learning

capabilities and to implement such curricula in their classroom teaching. The project has collaborated with over 70 primary and secondary schools during the past three academic years. It will continue to serve 33 partnership schools in the current year. The briefing session was held at the Conference Hall of the Hong Kong Productivity Council Building on October 11, 2014. It attracted over 160 school administrators and teachers coming from 90 local schools.



## New International Collaborations

The Faculty aims to realize our vision by adopting a policy of sustainable learning, characterized by cross-disciplinary activity within the University, and engagement and partnerships with academic and professional communities, with the goal of becoming a stronger regional and global education hub. We enjoy a strong reputation in China and are well connected internationally. This combination of factors facilitates access to the following new networks and enhances opportunities for international

collaboration during this year.

- Beijing Normal University, China
- Fudan University, China
- Gansu Provincial Education Bureau of the People's Republic of China, China
- National Taiwan Normal University (NTNU), Taiwan
- Open Society Institute (OSF), the United States of America
- The University of North Texas, the United States of America
- Tsinghua University, China

## New Local Partnerships

School-University Partnerships (SUP) embrace all kinds of collaborative teaching, research and service links between the Faculty's Professional Partnership Schools (PPS) and the Faculty itself. The prime mission of this collaboration is to advance the professional development of our student-teachers and the serving mentor-teachers through high quality practicum and mentoring processes.

We were delighted to welcome six new members of the PPS community at a very special occasion on November 3, 2014. Professor Stephen Andrews, our Dean, signed the memorandum of collaboration with the principals and representatives of our six new PPSs:

- Mr Liu Hing San, Vice Principal, Fanling Lutheran Secondary School
- Dr Choi Yuk Lin, Principal, Fukien Secondary School (Siu Sai Wan)
- Mr Chui Ka Cheung, Principal, Li Sing Primary School
- Mr Cheung Ping Kin, Principal, PLK Siu Hon Sum Primary School
- Mr Tang Kai Chak, Principal, Shau Kei Wan East Government Secondary School
- Ms Ho Yee Ha Elizabeth, Principal, Yaumatei Catholic Primary School (Hoi Wang Road)

The principals and their representatives joined with Professor Andrews in pledging to make a shared effort in teacher education development as genuine partners through signing this memorandum of collaboration. The fact that the community of our PPSs has grown from one school in 2007 to 32 in 2014 indicates very significant and meaningful progress in further developing and sustaining our partnership collaboration.

It was particularly encouraging to welcome Fukien Secondary School (Siu Sai Wan) as a PPS. Our first attempt to engage with the school was via their ex-Principal Mr Wong in 2007. Thanks to the persistent effort and persuasive powers of Mr Alain Lo, our Partnership Director, Fukien Secondary School has now joined the PPS community, and Mr Lo also brought in Shau Kei Wan East Government Secondary School. It was also encouraging to welcome PLK Siu Hon Sum Primary School after their enthusiastic response to the partnership concept when we first met them in the inter PPS visit held at SKH St Mary's Church Mok Hing Yiu College in 2012. PLK Siu Hon Sum Primary is a good example of how non-PPSs are being introduced to our Faculty and SUP, finally making their pledge to become a PPS as a result of engaging in ongoing professional dialogue. Last year we had Tai Kok Tsui Catholic Primary School joining us as a PPS, thanks to the committed efforts of Ms Susanna Cheung, the School Director; this year we welcomed their sister school, Yau Ma Tei Catholic Primary School. The fifth of our new PPSs joined us as a result of our good relationships with and the recommendation of Principal Mr Chim, Chiu Sheung School, Hong Kong, which became a PPS last year: thanks to Mr Chim, we have successfully embraced as a PPS Li Shing Primary School, Mr Chim's neighbouring school. Finally, seeing that a number of our ex-graduates have now taken up leadership roles in the school, Dr Gary Harfitt led us to work with Fanling Lutheran Secondary School, thereby further strengthening our PPS community. All of these examples show the confidence of the principals and the mentor-teachers in agreeing with the mission and vision of our joint collaboration. Through practicing the "Whole School Mentoring Support" approach, all the existing and the new PPSs are fully charged with the committed responsibility to develop and to strengthen the spirit and the essence of SUP.



## Experiential Learning Scholarships

*"When you know something but don't act on it, your knowledge of it is still superficial. After you've personally experienced it, your knowledge of it will be far clearer and its significance will be different from what it used to be."*

**Chu His [Zhu Xi], Chinese philosopher**



**E**xperiential Learning (EL) – or “learning by doing” is an essential part of the HKU curriculum. To enable students to be able to take advantage of the benefits that hands-on experiences bring, the Faculty has several scholarships specifically aimed at facilitating EL experiences.

The **Education Faculty Scholarship on Experiential Learning for the Postgraduate Diploma in Education Programme** was established in 2012, after a generous donation by Mr Robert Chan. The scholarship is awarded yearly to a maximum of three students in recognition of their good academic standing, English language proficiency, as well as their interest in and commitment to experiential learning.

In 2014, the scholarship was given to two students – Biology major Monica Leung Ting Kan and Chemistry major Charlotte Po – who were both given the opportunity to spend a month teaching at schools in Canada. The teaching practicum exchange programme was organised jointly with the University of British Columbia, where the awardees were assigned to teach their respective disciplines in assigned secondary schools for nearly a month.

Monica went to Churchill Secondary School in Vancouver, and describes her experience there as “one of the greatest highlights throughout my PGDE programme. As a pre-service teacher I found the experience challenging and refreshing.”

It was not always easy, however. Monica admits to being shocked by how different the experience of teaching in a British Columbian school was compared to teaching in Hong Kong. She cites differences in the Biology curriculum, the workload of a typical Canadian teacher and the teaching pace in a Canadian classroom as being particularly eye-opening.

“My mind was blown,” she says, “but it was exactly what I needed. I was pushed outside my comfort zone and what I experienced in Vancouver certainly equipped me for my future career.”

Charlotte did her experiential learning at the Matthew McNair Secondary School in Vancouver, and feels that the exchange experience was invaluable. She was particularly impressed at how teachers in Vancouver were able to teach at a pace that enabled the slowest learner to learn and how

they offered help to each individual.

“Back in Hong Kong, during my last few months of teaching, I have realised that even with the tight teaching schedule I am still trying hard to teach slowly and offer sufficient individual help to make sure everyone can learn . . . my teaching style has been greatly influenced by the exchange experience and it has shaped me into a better teacher.”

The **Undergraduate Research Fellowship Programme (URFP)** is a scholarship which aims to enhance the learning experience by offering opportunities for academically outstanding undergraduates to undertake research under the guidance and supervision of academics who have a strong research track record and experience in training research postgraduate students. One of the two Education Faculty recipients in 2014 was Emily Ko Sin, who was able to embark on an eight-week-internship at HKU’s Laboratory for Communication Sciences.

Describing her summer internship as a stimulating and fruitful academic experience, Emily says it enabled her to develop a psycholinguistic study with the research team under the close supervision of exceptional researchers in the field, an area which she has been keen for some time to know more about.

“Although I have been interested in the relationship between the brain activation and language function, the research area of psycholinguistics, as well as neuro-imaging technique, was only briefly covered in my curriculum. Thus the programme has offered me an exciting and valuable opportunity to gain insights into neuro-imaging studies.”

She says that, as a student-directed research study, the process was not without its difficulties and was even occasionally tedious, but it gave her a taste of what a career in academic research would really be like. It also helped her develop a higher awareness of critical thinking and self-organization skills.

Karen Ng Ka Wai, a Year 4 student in the Division of Speech and Hearing Sciences, was 2014’s recipient of the second URFP scholarship and used it to undertake research in Brisbane, Australia. Before her trip, Karen had never really felt a career in research was for her, but says her experiences in Brisbane changed her mind.





"I realized 'research' is more than sitting in front of a computer ... [it's about] developing useful and valuable evidence-based practices for clinical use. In contrast to clinicians, who have direct contact with patients and treat individual cases, researchers design feasible ways for clinicians to use in a particular population, such as head and neck cancer patients with swallowing problems. This is a meaningful job."

In 2012, Professor Lam Chi Chung generously pledged a donation to the Faculty for the establishment of a scholarship in memory of his mother-in-law, Madam Chu Kwai Ying. The aim of the **Madam Chu Kwai Ying Memorial Scholarship** is to encourage students to engage in experiential learning programmes.

Last year, the scholarship was awarded to four students: Regina Heung Suen Ling, Ophelia Lee Muk Yan and Agnes Mak Ching Wa, who each did their experiential learning at Hampton Park Secondary College in Melbourne, Australia, last summer under the Monash Practicum Exchange Programme; and Maggie Wong Hoi Lam, who undertook a Supporting Non-Chinese Speaking Primary School Students Chinese Learning Programme.

A third-year Liberal Studies Education major, Regina viewed the programme as "a golden opportunity for me to not only put my pedagogical knowledge into practice, but also to apply them in a native context" which she may not have been able to do in Hong Kong.

She was impressed by the teachers' self-motivation and dedication to continually improving their techniques so as to instill in students the correct attitude to learning. "This is also where up-to-date pedagogical theories meet the teaching context in reality, exploring suitable and effective learning strategies for all students, teachers, and the school."

For Ophelia [BEd(Liberal Studies)], the scholarship represented her first overseas exchange experience and her first chance to see what education is in a global context. Some of it was eye-opening: before going to Melbourne, she had a strong preference for Western-style education, and considered Asian education to be too "polluted by examinations, discouraging students from learning". She expected Australian students be interactive and highly motivated in their learning.

What she actually found was: "The student-teacher interactions, students' ability to self-learn and raise questions were truly impressive and met my expectations. However, I also discovered that the "ideal" education style in my mind also had its demerits . . . students, even given the freedom to interact in the classroom, lacked motivation to learn. I started to appreciate Asian-style education more and developed a mindset of taking the merits of Asian and Western-style education [systems] into my teaching theory."

Agnes, who is also doing her BEd in Liberal Studies, felt the experience gave her great hands-on experience of teaching in Australia, and insight into pedagogies such as reciprocal teaching. She enjoyed teaching in an intervention class, in which she had no prior experience.

"Most importantly I learned to appreciate classroom diversity more [by] . . . teaching in such as diverse school. I now strongly embrace the concept of 'respect' in my future teaching and even in my daily encounters . . . I have stronger confidence in my becoming a professional, classroom-ready, school-ready, community-ready, and global-ready teacher."

Maggie's scholarship enabled her to take part in a project to help non-Chinese speaking students in Hong Kong learn Chinese with the aid of picture books. The project included liaising with tutors and getting feedback from them on effective teaching methods, as well as actually teaching students.

Her experiences on the programme, says Maggie, made her think "we could actually do more than we think. There are more and more non-Chinese speaking students and many of them are South-Asian minorities in Hong Kong. It is crucial for them to attain a higher level of Chinese ability. But in a normal classroom setting, there is not enough support for them. So, the programme made me realize the importance of learning more about how to teach non-Chinese speaking students Chinese language."

Each of the awardees' stories illustrates the importance of experiential learning in giving students real experience of the world in which they are going to forge their careers, and these scholarships are vital in providing them with the economic means to do so. Each one of them said the experience was invaluable not only as part of their academic progress but also in helping them grow as individuals, too.



## New Executive Committee (2014-16) of Hong Kong Education Alumni Association (HKUEdAA)

<b>President:</b>	Mr Ng Ka Ming	kmng@hkeaa.edu.hk
<b>Vice-President:</b>	Professor Winnie Cheng Ms Chow Lo Sai, Pauline	winnie.cheng@polyu.edu.hk chowlosai_new@yahoo.com
<b>Secretary:</b>	Dr Anita Sui Man Leung	asmleung@vtc.edu.hk
<b>Treasurer:</b>	Mr Ngan Lung, Eric	nganlung@yahoo.com.hk
<b>Professional Coordinator:</b>	Mr Ha Chi Hung Mr Edmond Yeung Mr Yick Tak Ming, Luke	hachihung@gmail.com edmondyeung@gmail.com luke@dramaticenglish.com
<b>Social Convenor:</b>	Mrs Chan Tsang Kin Lok, Sophia Mr Tin Wan Pong Ms Tam Mei Mui, Maggie	tklchan@lingliang.org.hk tinwanpong@hotmail.com maggie.tam@hkuspace.hku.hk



## New Books

**Changing Times, Changing Territories: Reflections on CERC and the Field of Comparative Education**



Editor  
**Maria Manzoni**  
Authors  
**Lee Wing On, Mark Bray, Bob Adamson, Mark Mason, Yang Rui**  
Publisher  
**Comparative Education Research Centre, The University of Hong Kong**

**Teachers as Learners: Critical Discourse on Challenges and Opportunities (Mongolian version)**



Editor  
**Ora Kwo**  
Publishers  
**Springer and the Ministry of Education and Science in Ulaanbaatar**

**Improving Transitions: From School to University to Workplace**



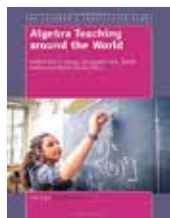
Author  
**Gerard Postiglione**  
Publisher  
**Asian Development Bank**

**Confronting the Shadow Education System: What Government Policies for What Private Tutoring? (Portuguese version)**



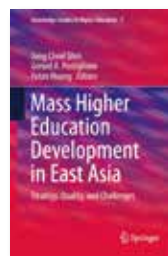
Author  
**Mark Bray**  
Publishers  
**IIEP, UNESCO and University Press, Pontificia Universidade Católica do Rio Grande do Sul (PUCRS, Pontifical Catholic University of Rio Grande do Sul), Brazil**

**Algebra Teaching around the World**



Editors  
**Frederick Leung, Kyungmee Park, Derek Holton, David Clarke**  
Publisher  
**Sense Publishers**

**Mass Higher Education Development in East Asia: Strategy, Quality, and Challenges**



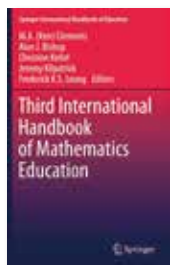
Editors  
**Jung Cheol Shin, Gerard Postiglione, Futao Huang**  
Publisher  
**Springer**

**Teaching Chinese Literacy in the Early Years: Psychology, Pedagogy and Practice**



Author  
**Li Hui**  
Publisher  
**Routledge**

**Third International Handbook on Mathematics Education**



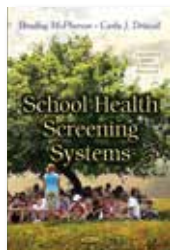
Editors  
**M A (Ken) Clements, Alan J Bishop, Christine Keitel, Jeremy Kilpatrick, Frederick Leung**  
Publisher  
**Springer**

**Multicultural China: A Statistical Yearbook (2014)**



Editors  
**Rongxing Guo, Uradyan E Bulag, Micheal A Crang, Thomas Heberer, Eui-Gak Hwang, James A Millward, Morris Rossabi, Gerard Postiglione, Chih-yu Shih, Nicholas Tapp, Luc Changlei Guo**  
Publisher  
**Springer**

**School Health Screening Systems**



Editors  
**Bradley McPherson, Carlie J Driscoll**  
Publisher  
**New York: Nova Publishers**



# Pearl Jubille Celebrations

## Education in Your Hands

### Would you like to continue to support the work of the Faculty?

Donors play a key role in helping the Faculty to realize its vision and mission. Many donors have chosen to designate their donations to support specific initiatives:

- Teaching and research projects undertaken by individual professors, research teams or the Faculty's Research Centres
- Scholarships and prizes for undergraduate and postgraduate students
- Regional and international student exchange and experiential learning programmes

Your donations, however small, can have a big impact! We are immensely grateful for your support. If you would like to help us offer more scholarships to deserving potential students, details can be found under "HKU Scholarships" at <http://www.scholarships.hku.hk/>.

### Pearl Jubilee Video

Seven videos have been produced featuring interviews with the Dean and our outstanding alumni and partners to celebrate our Pearl Jubilee and to showcase the Faculty's contributions to society. You can watch the videos at <http://30.edu.hku.hk/videos/main/>.



### Pearl Jubilee Roadshow

The Faculty held a roadshow in the Gallery of the HKU Visitor Centre from January 19 to 30, 2015. The installations gave a brief account of our Faculty's history and introduced some of our outstanding achievements in "Teaching and Learning", "Research" and "Community Engagement" under the tagline Leading with Passion, Serving with Commitment. Very many thanks to the Visitor Centre for providing the venue.

After the first Pearl Jubilee roadshow on a tram running between Shek Tong Tsui and Happy Valley from October 24 until November 20, 2014, the Faculty tram cruised the tram route again between Kennedy Town and Shau Kei Wan from December 26, 2014 until February 26, 2015. The tram was one of the many significant activities to mark our Pearl Jubilee Celebrations, to remind the public about the opening of the admissions exercises for our postgraduate programmes, and to reach out to the people of Hong Kong.



### Pearl Jubilee Souvenir

A series of souvenirs has been designed for your collection. Order now online at <http://30.edu.hku.hk/souvenirs/main/>.



### Pearl Jubilee Greeting

The Faculty's important supporters and partners were invited to participate in the Pearl Jubilee Celebrations by contributing their congratulatory messages at [http://30.edu.hku.hk/congratulatory\\_messages/main/](http://30.edu.hku.hk/congratulatory_messages/main/). We cordially invite you to sign our Guest Book.



## Education in Your Heart

Stay tuned at the Faculty Pearl Jubilee website at <http://30.edu.hku.hk/index/main/> for the latest celebratory events, alumni news, and more.

## Crossing the Divide

**D**r Carrie Lau has made the transition from being a student to becoming an academic staff member. Not unusual perhaps, but she has done it within the same Faculty. It is an opportunity which she views as giving her the platform to live her dream of both teaching and undertaking research in early childhood development and education.



During the final stage of her doctorate at HKU, Dr Lau 'crossed the classroom' in September and took up the role of lecturer, rising to Assistant Professor in January. She says it is gratifying to remain in the Faculty fold, as she hopes to give back, both to the Faculty and to her hometown.

Hong Kong-born, Dr Lau attended kindergarten here, before her family moved to Toronto, where she was educated from ages six to ten. The family then returned to Hong Kong for a few years before Dr Lau went back to Toronto to boarding school in the run-up to her university years. She did her undergraduate studies at Tufts and her Masters at Harvard.

"Prior to pursuing my PhD at HKU, I worked as a research assistant in Boston and as a preschool teacher in Hong Kong for a couple of years," says Dr Lau. "I have always had an innate love for children. I was first exposed to early education when I took Introduction to Child Development at Tufts. Both the contents of the course and the instructor captivated me in inexplicable ways.

"I further solidified my interest in the field through my engagement in research projects and my internship/work experience in non-profit making organizations and kindergartens in the US and in Hong Kong."

Dr Lau also distinguished herself last year when she won the Three-Minute Thesis (3MT) Competition. Her presentation, entitled Home and School Influences on the English Vocabulary Development of Chinese preschoolers in Hong Kong Primary, not only won the Championship, which is decided by the adjudicating panel, but also the People's Choice Award, decided by audience ballot.

While nearing the completion of her PhD, she started her post as Lecturer in the Faculty. "I am very thankful to have got the job – it was wonderful to have the opportunity to join the Faculty."

As well as teaching, Dr Lau intends to continue her research. "In my PhD studies, I examined the home and school context for the teaching and learning of English

among preschoolers." The work focused on the support for second-language learning in kindergartens – how teachers teach it and how parents support their children's learning. "In Hong Kong, and around the world, second-language learning is rising in importance – I'm interested in different socio-cultural contexts," says Dr Lau.

"It is now an exciting time for Early Childhood Education as governments, policy makers, researchers and the communities from around the world are increasingly aware of the importance of the early years and are investing/placing priorities in early childhood development and education."

The Faculty of Education is a leader in this area. "One of my aims is to be able to make a contribution to this field of research, particularly to language learning in early childhood. Hong Kong's multilingual environment is unique, and opens up interesting opportunities for research to us.

"This is also a great chance to reflect on my own educational experiences in the US and Canada, both as student and researcher, and to compare that to my experiences in Hong Kong. I would like to link what I learned there with what I learn here and to make comparisons."

Asked if making the transition from student to scholar was difficult, she comments:

"The differences between the two roles – being a student and being a teacher – are huge. I enjoy working with students, but it's also a little strange to go from one to the other. It's role reversal – now I'm the one standing at the front of the class. On the other hand though, we are a community of learners so my role is not too different – we all learn from each other."

She taught three courses in the first semester and three in the second. She acknowledges the collegial environment within the Faculty. "The transition was made easier for me by the generosity of many colleagues who have been so kind as to share their experience with me and to provide valuable advice. I want to thank them, as this has helped me with my transition in many ways."

Among her teachers and colleagues, Dr Lau says that her supervisor, Professor Nirmala Rao, HKU's Serena H.C. Yang Professor in Early Childhood Development and Education and Dean of the Graduate School, has been a particularly strong influence. "Professor Rao's scholarship, work ethic, character and charisma have been an inspiration. Her work in both the local and international arena has been particularly impactful and meaningful. I do wish to follow her footsteps





in making a difference in the lives of children, families, teachers and the wider community.”

Dr Lau acknowledges that her PhD training gave her a solid foundation for her career in academia by enabling her to learn analytical and critical thinking skills.

“Now, I want to refine my teaching and research skills,” she says, “and I feel that will come with time. It is my wish to merge research, practice and policy – I believe learning never stops and I want to continue to learn with the Faculty. I feel privileged to be in a Faculty which is so important to Hong Kong, the South-East Asian and Asia-Pacific regions and beyond.”

## Award

Changjiang Scholar 長江學者 by the Ministry of Education, China

**Professor Frederick Leung**

Honorary Degree of Doctor of Education by the University of Edinburgh, the United Kingdom

**Professor Amy Tsui**

Award for Lifetime Contribution to Studies in Higher Education by the Comparative and International Education Society

**Professor Gerard Postiglione**

Conferment of Emeritus Professorship

**Professor Cheng Kai Ming**

University Outstanding Teaching Award

**Dr Cheri Chan**

Research Output Prize for Education

**Professor Zhang Li Fang**

Faculty Teacher Effectiveness Award (Undergraduate)

**Miss Nicole Tavares**

Faculty Teacher Effectiveness Award (Postgraduate)

**Dr Gary Harfitt**

HKIEd’s 20th Anniversary Outstanding Paper Award

**Miss Genejane Adarlo, PhD student, Division of Policy, Administration, and Social Sciences Education**

## Promotion and Tenure

Promotion and Tenure to Associate Professor

**Dr Dan Wang**

Promotion to Senior Lecturer

**Dr Cheri Chan**

**Dr Eva Chan**

**Dr Cheung Chi Kim**

## New Appointment

Division of Learning, Development and Diversity

**Dr Carrie Lau**, Assistant Professor

## Welcome

Division of Information and Technology Studies

**Dr Chen Lu**, Post-doctoral Fellow

Professor Laura-Ann Petitto, Sin Wai-Kin Distinguished Visiting Professor

**Dr Wang Zhan**, Post-doctoral Fellow

Division of Learning, Development, and Diversity

**Dr Zhang Li**, Post-doctoral Fellow

Division of Policy, Administration and Social Sciences Education

**Dr Gavin Brown**, Visiting Associate Professor

Division of Speech and Hearing Sciences

**Dr Gu Feng**, Post-doctoral Fellow

## Retirement

We would like to express our heartiest thanks to **Professor Peter Kutnick**, Chair of Psychology and Education, in the Division of Learning, Development and Diversity, and former Associate Dean (Research), for his contributions and support to the Faculty during the past five years. Although he is formally retiring from his Chair Professorship, Professor Kutnick will take up an Honorary Professorship to continue to contribute his expertise to the Faculty.

## Goodbye

We would like to express our gratitude and send our best wishes to the following staff members who have left the Faculty. They have our highest blessings and, of course, will remain part of our global networks.

Division of Chinese Language and Literature

**Dr Xiao Xiaoyun**, Post-doctoral Fellow

Division of English Language Education

**Professor James Tollefson**, Professor

Division of Information and Technology Studies

**Dr Lu Jie**, Post-doctoral Fellow

Division of Learning, Development, and Diversity

**Dr Fong Wai Tsz Ricci**, Post-doctoral Fellow

Division of Policy, Administration and Social Sciences Education

**Professor Bruce Macfarlane**, Professor

**Dr Sam Winter**, Associate Professor

Division of Speech and Hearing Sciences

**Dr Chen Fei Felix**, Research Assistant Professor

**Dr Vuong Cam Loan**, Post-Doctoral Fellow

## Editorial Team

<b>Advisor:</b>	Professor Stephen Andrews
<b>Editor-in-Chief:</b>	Dr Ida Mok
<b>Executive Editor:</b>	Ms Queenie Wong
<b>Deputy Editor:</b>	Miss Connie Sze
<b>Writer:</b>	Ms Teri Fittsell



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Website: <http://web.edu.hku.hk/>

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**ECONOMY**



## Alumni Network

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

Address: **Room 404, Runme Shaw Building, Faculty of Education, The University of Hong Kong**

Email: **eduert@hku.hk** Fax: **2540 6360**

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

Name: \_\_\_\_\_ *(surname first)* Chinese name: \_\_\_\_\_

HKID no. /Passport no.: \_\_\_\_\_ Correspondence address: \_\_\_\_\_

\_\_\_\_\_

Telephone: \_\_\_\_\_ *(home)* \_\_\_\_\_ *(office)* \_\_\_\_\_ *(mobile)*

Email: \_\_\_\_\_ Occupation: \_\_\_\_\_

Company name and address: \_\_\_\_\_

\_\_\_\_\_

Year of graduation:

Graduated programme:

\_\_\_\_\_

\_\_\_\_\_