

Provision of Services for “Workshops on Effective Strategies

to Enhance Learning and Teaching in a Small Class Environment” (2020-21)

In the academic year of 2020-21, the Education Bureau has entrusted the Centre for Excellence in Teaching and Learning (CELT) of the Education University of Hong Kong to organize a series of “Professional Development Workshops on Small Class Teaching”. The emphasis on both theory and practice is the unique feature of the workshops for effective integration of the six basic principles of small class teaching in the four core subjects and optimizing the instructional design of three teaching themes “Self-regulated learning, “e-learning”, and “STEM education”. The teacher participants have been allocated into four different groups according to their subjects taught. The workshop consists of a total of fifteen hours with five sessions of three hours for each session. The aims of the professional workshop are to help the practicing teachers understand the six basic principles of small class teaching and keep abreast of teaching innovations so as to apply them in designing appropriate and effective teaching strategies for facilitating learning of the three selected themes in a small class context. The workshop provides an opportunity for the teacher participants to reflect on their teaching through practice as well as enhances their awareness of the current development in education.

Project on Fostering interdisciplinary pedagogy for STEM Education in primary schools of Hong Kong (2019-22)

The Centre has successfully granted with the Central Reserve Allocation Committee (CRAC) commissioned project entitled “Fostering interdisciplinary pedagogy for STEM Education in primary schools of Hong Kong (2019-22)”. In recent years, more and more schools are implementing school-based STEM lessons and activities with some focus on an interdisciplinary approach to conduct integrated STEM education. By integrating various subject-content knowledge, and learning objectives, designing interdisciplinary curriculum coupled with the collaboration of teachers from different disciplines, students’ learning dimension and experience can be broadened. The project will be implemented in four phases. In the first phase of this project, a territory-wide primary school studies for needs analysis will be conducted to identify the current situation, implications and challenges of interdisciplinary STEM education in schools. The findings of Phase One will inform the training and support programme provided for project primary school teachers in Phase Two in which research recommendations will be suggested. In the third and fourth phases, an interdisciplinary pedagogy for STEM Education will be recommended for the local primary schools. For dissemination of the research findings, open lessons and seminars will be conducted and teaching materials will be designed for transferring the insight gained to schools, pre- and in-service teachers, with the ultimate goal of enhancing students' interest in STEM education and other learning areas in a comprehensive way, as well as a broad-based STEM literacy.