

# Graduate School

## Newsletter

 Graduate  
School



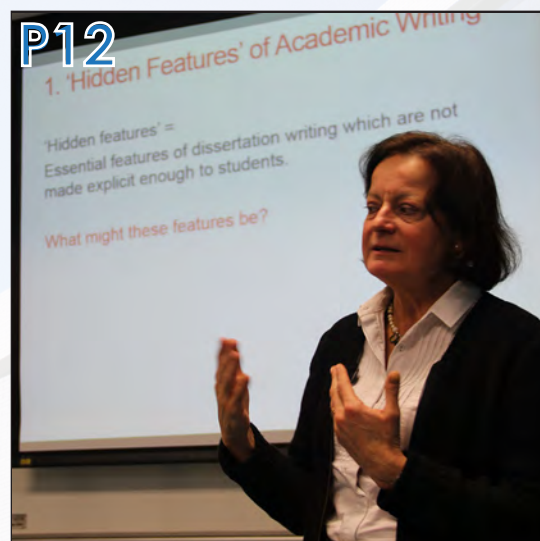
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**21st Congregation**

**Issue 12 - January 2016**





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The Hong Kong Institute of Education - Graduate School  
Newsletter - Issue 12 (Jan 2016)

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# INTERVIEW

## Prof LUI Tai Lok

Chair Professor of Hong Kong Studies;  
Director, Academy of Hong Kong Studies;  
Director, Centre for Greater China Studies;  
Acting Vice President (Research and Development)  
by: Olga SAZHINA

Before taking up the post of Chair Professor (Hong Kong Studies) and Acting Vice President (Research and Development) in The Hong Kong Institute of Education, Professor Lui Tai-lok has worked in different universities. He was a Professor, Associate Dean at the Faculty of Social Sciences, and Head of the Department of Sociology at The University of Hong Kong. He has taught at Hong Kong City Polytechnic and The Chinese University of Hong Kong. He received his bachelor degree in History and then MPhil in Sociology from The University of Hong Kong (HKU), then MPhil and PhD in Sociology from The University of Oxford (Oxford). Starting with interest in history, his academic background gave Professor Lui a strong foundation for further sociology studies.



## Sociology vs. History

Learning from the past is as important as knowing the past. As a sociologist, he is very interested in social change, which is a key part of social life. "For example, one of the most interesting features about Asian countries is that we experience rapid social changes within a very short period of time and these changes make impacts on all aspects of our life" – Professor Lui remarked. He believes that through the lenses of history, understanding society is fundamental for developing vision, especially when we are doing research. "We have to be critical.



History sometimes provides insights for us to understand why we think this or that issue is important", he says. Reminding his students, he adds, "what you presume to be new actually have happened before". Hence, Professor Lui likes to teach his students from a historical perspective, leading them to finding explore how things change along the way, as well as their context and background.

## Past and Present of Hong Kong Graduate School

In 70s and 80s, local universities in Hong Kong used to focus on undergraduate training rather than postgraduate training. Graduate School (GS) in local universities started to experience a real rapid growth around 1990s. In those days, usually only one or two students from each discipline pursued postgraduate studies every year, sometimes even none. Thus, students who interested in postgraduate studies would look for scholarships to study abroad. The Swire Cathy Pacific Scholarship offered Professor Lui an opportunity to study in Oxford. For those who grew up in 70s and 80s, studying overseas was an invaluable experience in very different aspects. He remembers, "When I went to Oxford and located my college, I was assigned to a room and soon after I fell asleep. I woke up in the middle of the night and suddenly realised that it was the first time in my life that I stayed in a single room." Our Graduate school is still growing and still learning. "We always need good professors. The same goes for students. We always need motivated, competitive and cosmopolitan postgraduate students to develop the Graduate School", Professor Lui said.

## Memorable studying experience in Oxford in 80s

Talking about his study life in Oxford, Professor Lui recalled how he went through examinations in the end of the first year: "In Oxford they have this kind of tradition: when entering the examination hall, boys have to wear white bow tie, white shirt, black suit, a gown. They sat exams with such attire. Another interesting thing was that the teachers who set the exam questions were not the ones who have taught us. It was stressful because if you didn't get a high score, you'll be seen to have failed in the subject". Yet Professor Lui shared his way to adapt the postgraduate student life, "So what should you do? Go to the river, jump into the boat and start punting!



Picture author: Alexandra Burova, Idea: Olga Sazhina





## The process of discovery



# SPOTLIGHT



## The 21<sup>st</sup> Congregation

On 20<sup>th</sup> November, 2015, The Hong Kong Institute of Education (HKIEd) conferred 13 Doctors of Philosophy, 1 Master of Philosophy, 14 Doctors of Education, 332 Master of Education on the successful completion of their studies.

Speaking at the Congregation, Professor Stephen Cheung Yan-leung, President of HKIEd, congratulated all the graduates and encouraged them to put passion in their future career pursuits and endeavours they choose. "If you put your passion into education or whatever profession you pursue, the people around you, especially your students if you are a teacher, will notice it...This (Your passion) will make a difference to the lives of the people with whom you cross paths, you teach and you co-work."

The Vice President (Research and Development), the Dean and Associate Dean of the Graduate School went to Shanghai to celebrate the graduation of the third batch MEd graduates-Summer cohort from Shanghai on 5<sup>th</sup> December, 2015. All the 78 graduates expressed that they had a memorable Graduation celebration, especially when they were wearing the caps and gowns from The Hong Kong Institute of Education as its MEd graduates!







## MEd Shanghai Cohort Graduation Ceremony

Congratulation to our graduates from RPg, EdD and MEd programmes



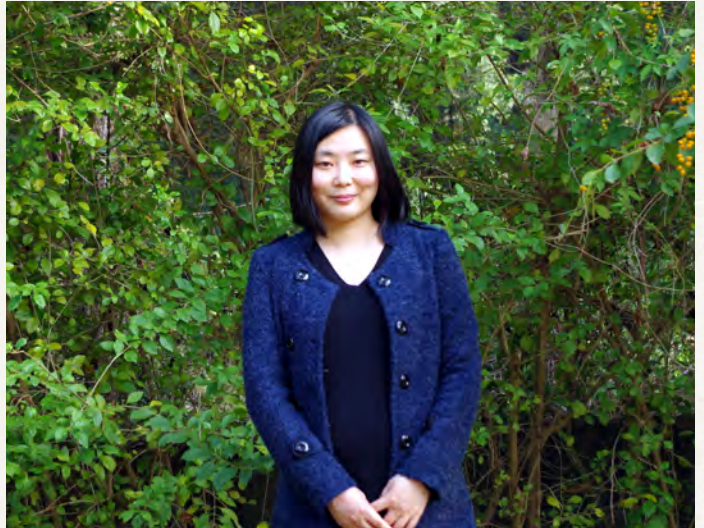


# SHARING

## PhD Graduate - Dr LI Hui

The life of the four years PhD in the Hong Kong Institute of Education (HKIEd) was beautiful and memorable, especially three places were most unforgettable to me.

The first one was my office, it was the place that I stayed for the longest time in HKIEd. As a PhD student, I always needed to stay in our office to read, think and write alone. Sometimes I felt bored but I still liked to stay there because it was a good place for me to focus on my research, discuss questions with my PhD friends, and finish my thesis. In particular, my supervisor, Prof. Kennedy, taught me what really educational research is, how to write a good thesis, and how to treat my students in the future.



The second place was the HKIEd library. In the sunny afternoons, I preferred to sit by the window on the third floor for reading and thinking. Occasionally, I looked outside of the window and enjoyed the blue sky, white clouds, red flower and green leaves. In such a beautiful place, reading became a kind of enjoyment to me. The third one was the art gallery in HKIEd. Nearly every night, I took a walk to the art gallery with my PhD friends. We discussed the progress of our theses, shared about troubles, and chatted about celebrity gossips... etc. We seemed to have endless topics to share, and all the struggles of study disappeared in these happy talks and laughter.

At last, I would like to say studying in the HKIEd was a heavenly experience.

## EdD Graduate - Dr M.C. WEEMAES-LIDMAN

"Translating Theoretical Knowledge into Action"

Preparing students with the gear that is needed to cope with the demands of the 21<sup>st</sup> century is a target educational institutions worldwide aim for. To reach this target, classrooms need passionate, responsible and knowledgeable educators who are able to plant the seeds for 'life-long learning'. Students ought to be provided with ample opportunities to bridge the gap between theoretical knowledge and practical application in order to 'learn through experience'.

As an EdD graduate in Educational leadership and Management I aim at encouraging all early childhood practitioners to become active participants of their own professional learning by ongoing reflection and questioning their own practices. Teachers' action-research could contribute to a climate of inquiry among staff, students, parents and board members, facilitating collaborative decision making and open ended inquiry. As a result, school policies could be influenced by 'cross-fertilization' of ideas based on ongoing critically questioning and reflecting, ultimately enhancing learning and teaching.



I truly believe that the effectiveness of successful leadership depends on the ability to share vision with staff members and to prepare them to meet the challenges of educational change by being a role model and a motivating mentor who values professional development for teachers.

It is my sincere hope that all EdD graduates will translate their immense theoretical knowledge into action to nurture and prepare students to meet the challenges of a changing world.





### MEd Graduate - Mr Franky CHONG

School life is the most precious memories in entire life, and back to school is possibly be an excited experience for a person who has been working in a society for nearly 20 years. Studying is not only for a certificate, but social networking and new knowledge to broaden the eyes. During my study, I recognized some classmates with different backgrounds, including full-time students from mainland, tutors from learning centre, and teachers from K-12 to tertiary education. There were always opportunities to learn from others, exchange ideas to do better in the workplace, and gradually friendship was built.

There is a truth that education is the most powerful weapon to change one's life. Benjamin Franklin said that "An investment in knowledge always pays the best interest", which sounds like a good deal to get even more for an investment in learning. Education becomes complex in a global workforce with 21<sup>st</sup> century skills, combined with future technologies. This is flipping the traditional teaching to learner in centric, which is meaningful and interesting to the new generation. I am happy that I can use what I have learnt in the programme of MEd in my daily work, as well as in teaching my two little post 10's monsters.

Last but not least, I would like to congratulate to the Institute that the university title has been recommended by University Grants Committee in 2015, and I believe that we are the last graduates. This is absolutely an award that is granted to every stakeholder of the Institute, and I hereby extend my sincere appreciation to the University for the future success. I am sure that Education University of Hong Kong (EdUHK) is going to start a new chapter and to lead the education sector to a new era, and I am proud to be the graduate!

### MEd Graduate (Shanghai) - Mr RUI, Xueguo Ray

A day worth remembering all my life, as I attended the MEd graduation ceremony with 77 in-service teachers from Shanghai. When the hostess announced I became a distinction graduate who ranked 1st, I was wild with joy. What a great honour it is to be a graduate of HKIEd!

Reviewing the past year, I experienced in the course of my MEd candidacy, my mind was flooded with memories. Never will I forget the sleepless nights when I scratched my head over the topic for each essay; never will I forget the extremely heated group discussions under the instruction of our tutors; never will I forget the countless happy moments shared with my classmates. And of course, never

will I forget the many challenging assignments, as I had to devote myself to the stressful work while learning.

Taking advantage of this opportunity, I would like to express my sincere and profound gratitude to all my faculty advisors such as passionate Prof. LO Sing Kai and humourous Dr. Eric LAW, from whom I have learned so much both theoretically and empirically. I would greatly acknowledge their warm-hearted exhortations, enlightening instructions, valuable academic guidance and constructive criticism now and forever.

From the bottom of my heart, I must say the MEd programme in HKIEd offers a wonderful platform for learners to benefit from expertise' supervision in the field of education.

I will keep calm and carry on, living up to the expectations of HKIEd!



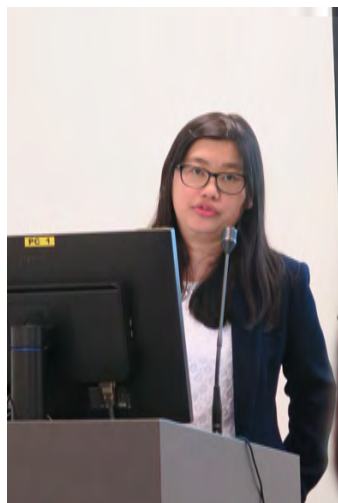


# UPDATES

In Semester 1 of 2015-16, fifteenth EdD students conducted the thesis proposal presentations and seven students conducted the Viva Examination. We are eager to witness all their hard work to be converted into the fruitful achievements. More EdD students are getting ready to present their thesis proposals and theses in the coming semester. Please keep track with the presentation schedule on Graduate School Website.

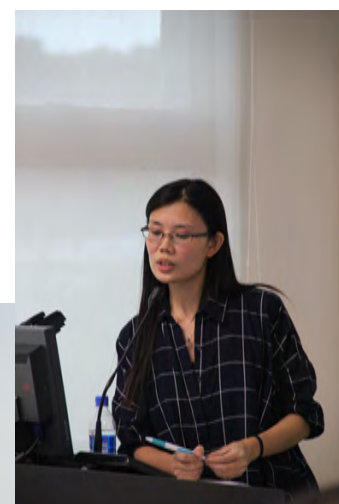
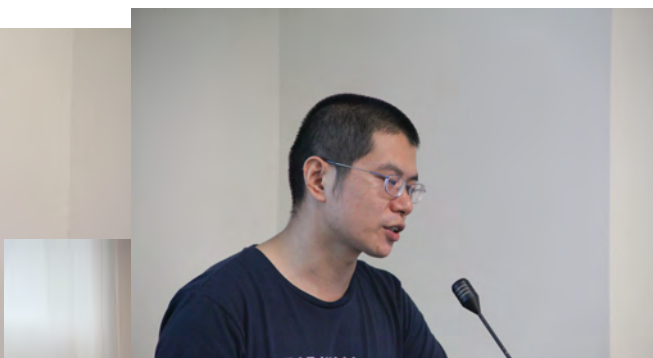
NAME	RESEARCH TOPIC
CHAN, Wai Yee Carrie	Do Mindfulness-Based Practices Relating to Eating Have an Impact on Hong Kong Primary School Students' State of Mindfulness?
CHEUNG, Sin Yan	Attachment, Help-Seeking Behavior and Emotional Well-Being among Hong Kong Adolescents
CHING, Mei Ying	Impact of E-Portfolios on the Development of Self-Regulated Learning among Hong Kong Higher Education Students
CHOI, Io Chan	Developing The Indicators for Inclusive School in Macao
HE, Yang	Developing an Arts Entrepreneurial Competence Framework (AECF) In Mainland China - A Study of Tertiary Arts Education in Guangzhou
HU, Jun	Principals' Knowledge Leadership for School Strategic Planning: A Case Study in Hong Kong
LEE, Kwok Wai	Reading Motivation in L1 and L2 among Hong Kong Secondary School Students: Influence of School and Demographic Factors
LEUNG, Lai Ching	Assessment of Clinical Reasoning: Development of a Script Concordance Test (SCT) for The Final Year Pre-Enrolment Nursing Students
LIU, Xiaojing	A Study of The Influence of Continuous Professional Development (CPD) Activities on Chinese Private Kindergarten Teachers' Professional Competence
SIU, On Chi	Narrative Study on the Teaching Belief of Yi Jin Diploma Instructors in Hong Kong
SUN, Chunrong	Chinese Kindergarten Teachers' Beliefs and Practices of Literacy Learning
WONG, Hing Yi	Linguistically Mediated Visual Search among Chinese Bilinguals in Reading Contextual English
YANG, Hao	The Readiness of Future Physical Education Teachers in Managing Concussion: A Study on The Knowledge, Attitudes, Barriers, and Behavioral Intent in Providing Concussion First Aid and a Pilot of an Intervention Education Program
YICK, Doi Pei	The Development of Courses Materials of Combinatorics and Probability: A Comparative Textbook Study of Senior Secondary Mathematics from The Asian Region
ZENG, Xiuzhen	A Study of School-Based Curriculum Development (SBCD) in Mainland China: From The Cultural Perspective





Following EdD candidates conducted their Viva examination.

NAME	RESEARCH TOPIC
<b>CHIANG, Tin Pui</b>	Pragmatic Norms of Request Making of Spoken Business English in Hong Kong
<b>HO, Ka Lee Carrie</b>	In Search of an Aesthetic Pathway: Young Children's Encounters with Drama Improvisation
<b>KWOK, Wai Shing</b>	The Influence of Classroom Openness and Citizenship Efficacy on Adolescents' Civic Behavior: The Hong Kong Case
<b>LIU, Xiaolei</b>	Effects of Health Qigong Exercise on Relieving of Symptom of Parkinson's Disease
<b>LU, Ruifeng</b>	An Investigation into Pedagogical Content Knowledge: A Qualitative Multiple Case Study of Chinese In-Service College English Teachers
<b>POON, Chung Yee</b>	A Study of the Implementation of the Five Love Languages Approach for Enhancing Teacher-Student Relationships in a Residential School for Social Development in Hong Kong
<b>WU, Tai Wai David</b>	Exploring School-based Management in Hong Kong to Validate the Imperatives of a Successful School Using Mixed Methods Research





In Semester 1, 2015/16, five PhD and two MPhil students conducted their qualifying presentations. Upon the confirmation of their candidatures, they can fully focus on their research and thesis writing. More qualifying presentation will be held in the coming months. We welcome you all to participate in these presentations and learn from each other.

NAME	RESEARCH TOPIC
HUANG, Genghua	One Country, Diverse Welfare Systems: A Study of Welfare Regionalism in China
JIN, Kuan Yu	Modeling Global and Local Dependence for Clustered Samples in Tests
KANG, Rong	Online Career Exploration Behaviors of Chinese STEM Undergraduates: Influences of Protean Career Orientation, Career Competence and Quality of Accessible Online Resources
LAI, Tsz Tsun	School-related Psychosocial Factors Associated with Problematic Internet Use: An Application of Problem Behavior Theory
WANG, Qianrong	Understanding Life Experience and Its Influence on Learning Motivation of Chinese Older Adults: A life-course Perspective
VEZY DE BEAUFORT, Lorraine Marie Odile	Learning French in Hong Kong: A Sociocultural and Narrative Perspective on Language Learner Identity in the Age of Globalization
ZENG, Guohong	The Effects of Different L1 Backgrounds on L2 Visual Word Recognition from Phonological and Orthographic Perspectives

MPhil/PhD candidates have to conduct an oral presentation (Viva examination) after they receive the examiners' reports for their theses. 4 PhD and 2 MPhil students conducted the viva examinations in Semester 1, 2015/16.

NAME	RESEARCH TOPIC
LEE, Yat Hong (MPhil)	論陳維崧倚聲填詞的創作動機
LIU, Li (PhD)	The Acquisition of Schematic Idioms in Chinese
LI, Dongyu (PhD)	Assessing the relationship between Principal's Gender and Principal Instructional Leadership: A Meta-Analytic Review of PIMRS Studies
LO, Chor Ming (MPhil)	Morphological Structure Processing in Chinese Dyslexic Adolescents: a Neurological Perspective
SZEKELY SCHLAEPFER EMILIA VENANZIA (PhD)	Sustainable Development through a Redistribution of Power in Education: Complexity Theory, the Capability Approach and the Solar Night Schools of the Barefoot College
ZHU, Jinxin (PhD)	"Predisposing, Enabling, and Reinforcing Factors for Hong Kong Primary Students' Self-regulated Learning: The Contributions of Interest and Prior Achievement in Mathematics, Feedback, and Personal Best Goal Orientation



# EVENTS

## GS Autumn BBQ

by ZHANG, Mingyan (EdD Student)

Sunshine, beach, waves, yummy food and breeze; Gentlemen, charming ladies and lovely kids; Different colors of skin and eyes... On the 8<sup>th</sup> November, 2015, 28 postgraduate students and GS staff gathered at Mui Wo Silvermine Bay Beach. Ate and drank under the big blue sky, talked to each other and made new friends.

Forgot about age, nationality and race, put aside the struggles of study, supervisions and assignments, people indulged themselves in nature, exchanged their learning and living experience and shared rich and colorful culture and customs. The younger ones bathed in the sea, some others enjoyed photographing. The whole barbecue site was full of laughter and happiness. I will never forget your lovely and happy faces. Hope that next year more postgraduate students will join us!



## Academic Writing Workshop - Dr Ursula WINGATE

by SUN, Chunrong (EdD Student)

On the 9<sup>th</sup> December, I had the honor to attend a workshop named Dissertation Writing which was directed by Dr. Ursula Wingate from King's College London.

The content of this workshop mainly concentrated on three problems on dissertation writing: how to framing in the introduction and conclusion, as well as what is the voice and stance in the text. Dr Wingate elaborated each problem first, then she gave us some exemplar texts and we were asked to discuss and analyze these texts in group. For example, when talking about how to frame the introduction, Dr Wingate first explained the CARS (Creating a Research Space) model, and then she gave us two texts which excerpted from the introduction of outstanding dissertation. We were asked to analyse, discuss with group members, and find out how the author established a territory, indicated a gap and raised a problem, outlining purpose of the research, as well as the structure of the study.



For me, this workshop was very useful! Compared with some other workshops, the content of this workshop is less, but these all were the basic and important problems in thesis writing. Besides, the teaching method which using exemplars texts analysis after elaborating each problem was very good, as I could get more in depth and specific understanding about each problem. At last, I feel like I know how to write an introduction and conclusion in my thesis after this workshop!



# Thesis Supervision Workshop - Prof Alisa BELZER

by Dr LI, Ping Yi Eria (Senior Academic Consultant)

The first of the thesis supervision workshop series of 2015/16 academic year was conducted on 26<sup>th</sup> October, 2015. The speaker was Prof. Alisa Belzer, Graduate School of Education, Rutgers University, New Jersey, US. For years, she has led faculty development on improving student writing and also she herself has worked intensively on it with doctoral students.

The main theme was "Supporting Academic Writing for Doctoral Students". At the beginning of the workshop, Prof. Belzer asked two questions to facilitate the participants to understand the focus:

1. What writing challenges do your students demonstrate?
2. What are your current strategies for addressing those challenges?

The participants expressed that most students showed writing difficulties in building arguments particularly the theoretical framework, articulation and clarity, and managing emotional issues. One common solution is that the students are encouraged to read the theses by supervisors and other theses of the chosen research areas to have a higher level of insight about the expected academic writing style. The next strategies were to read journal articles to raise sensitivity to different parts of theses, use softwares for grammar check, do daily practice in writing, and provide feedback on one paragraph to show the level of scholarly activities to be expected. It was agreed among the participants that the transition to doctoral studies has not been easy for most students.

When responding to the participants' views, Prof. Belzer highlighted that the difficulties faced by doctoral students could be categorized into three main types:

1. Language, technical, and surface issues;
2. Academic discourse;
3. Content knowledge and grasp and understanding of relevant literature.

For language issues, Prof. Belzer revealed that error correction could be painful and time consuming for faculty (and students). There had been debate about what would be the best approach to support students in academic writing (comprehensive or selective, direct or indirect). The compromise suggested was that faculty corrected 2-5 pages in detail at point of error (indirect with or without error type or direct). In this way, students would be supported to identify error patterns. During revision sessions, faculty should ask students to focus on correcting just those types and then move on to other types until improvement was noticed. In support of this option faculty or students could keep a log to record progress in correcting focus area difficulties.





Additionally, the faculty could support academic writing improvement by making the rules of discourse more apparent and explicit to students. The first step was to ask students to assume multiple drafts (practice by students) and encourage them to analyze academic writing (learn by “watching” experts: theses by supervisors and other scholars); provide ample feedback and discussion (also create contexts for peer feedback); help students understand how to use feedback and also how to learn from mistakes for future improvement.

To build content knowledge based on relevant literature, it would be very helpful for faculty to work with students to develop models/templates of each section of a research proposal/research paper. The second tactic was to use the skeleton method to build whole-paper coherence. The first action of this strategy was that students cut and pasted the first sentence of every paragraph in a section into a new document. Then the following questions were asked (students and supervisors, eventually students alone):

- Is there a clear flow from one first sentence to the next?
- Is there a clear sequence from the beginning to the end of the section?
- If you only read these sentences, would you know what the argument of this section is?

If the answer is no to the above three questions, students should consider changing sequence or eliminating redundancy or filling in gaps. Prof. Belzer stated that faculty should teach students about the key elements of an effective paragraph. The paragraph should begin with a “Global” sentence. Global sentences should tell the reader what the paragraph will be about, what the point is, what the “big” idea of the paragraph is. It is better not to start with a quote or a paraphrase from another text. The rest of the paragraph should be made up of logically sequenced “Local” sentences. Local sentences elaborate, define, give examples, etc and relate specifically to the global, first sentence. Students can check to make sure that paragraphs are constructed this way and are not much longer than about 2/3s of a page.



Prof. Belzer reminded the faculty that student feedback should be timely, useful and actionable. Dialogic and interactive feedback in supportive, positive and encouraging manner would be very helpful to students.

At the last part of the workshop, she asked all participants to provide feedback on one page of a research proposal written by a student of hers. Then the marked pages were passed around and the participants checked the similarities and differences of how other participants gave feedbacks. The observation was that the ways and the focus the participants gave feedback were very different, some more helpful than others. This exercise enabled the participants to realize that written feedback together with regular discussion with students should be adopted to support student writing and self-reflection.

It was concluded that academic writing required a cognitive apprenticeship and the whole process should be made more explicit, specific, and dialogic to students. Prof. Belzer addressed the need of action planning for faculty by asking two questions:

1. What is at least one thing you want to try or do differently as a result of this session?
2. What is something you want to work on more or want more help with?



# OUTREACHING



## Jul - Austria and Finland

Collaborations on providing postgraduate learning and engagement opportunities in Europe have been discussed with Danube University of Krems in Austria and University of Helsinki in Finland.



## Sept - Russia

Representatives from Graduate School has attended QS WORLDWIDE Annual Conference. The aims of conference were exchanging ideas and building networks with international universities from Central Asia and Russia. Our Dean of Graduate School had presented during the conference and a booth was also set up at the QS Hub, which was a two-day exhibition for showcasing our postgraduate programmes.



## Oct - Japan

The Dean of Graduate School has attended the 10th East Asia International Symposium on Teacher Education on behalf of the Institute. The Consortium aims to foster closer collaboration among the universities of education in East Asia.



## Nov - Guangzhou

The Graduate Forum "Educational Quality Guarantee and Teacher Professional Development" was held at Guangzhou University (GU) in November. Learning experience has been shared and communications have been strengthened between students from HKIED and GU.