



香港教育大學

The Education University
of Hong Kong

Graduate School

 Graduate
School

NEWSLETTER



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International Postgraduate Roundtable and Research Forum cum Summer School 2017

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Prof. YU, Kwan Wai Eric

Head, Department of Literature and Cultural Studies
Associate Vice President (Quality Assurance)

Professor Eric Yu is Professor and Head of the Department of Literature and Cultural Studies, and Associate Vice President (Quality Assurance) of the University. Before joining the then HKIEd in 2012, he had taught in Taiwan for well over a decade and had served as Director of the Film Studies Centre and Chair of the Department of Foreign Languages and Literatures at National Chiao Tung University. For more than 20 years, Professor Yu has devoted his career to teaching and research; his interests range from romantic poetry, gothic fiction, travel literature, comparative literature, to film studies. His works on literature and film have appeared in such scholarly journals as *Texas Studies in Literature and Language*, *Concentric: Literary and Cultural Studies*, *Tamkang Review*, *Review of English and American Literature*, *Chung Wai Literary Quarterly*, and *Modern Chinese Literature*.

Professor Yu obtained his PhD in Comparative Literature from The Chinese University of Hong Kong. He has been Secretary General and Executive Board Member of the Comparative Literature Association of R.O.C. He has also been an editor for three academic journals before. His most recent research project focuses on Hong Kong poetry in the 1970s in relation to everyday modernity.

Role of Associate Vice President (Quality Assurance)

As the Associate Vice President (Quality Assurance) of the University, Professor Yu oversees the quality assurance (QA) and quality enhancement (QE) at EdUHK. He works closely with colleagues to ensure that our QA and QE mechanisms are working properly. His job includes the monitoring of programme delivery, making sure that students achieve the intended learning outcomes, and coordinating the preparations for external reviews and quality audits. Responding to the question of how the University community perceives his role and functions with regards to quality assurance, Professor Yu emphasized the importance of benchmarking and standardization to ensure that our programmes are of a high quality comparable to similar programmes offered by respectable universities in the world. He said that one of his functions is to guarantee the adoption of appropriate external reference points in our quality culture.



Continuous Quality Assurance and Enhancement

With regard to the basic principles of quality assurance and enhancement, Professor Yu stressed that continuous self-examination and reflections on our programme operation and QA/QE procedures are needed in order to maintain the competitiveness of our programmes and adapt to the changing circumstances, including the background of our students and expectations of various stakeholders. He was very pleased to see the tremendous progress that our school has made in the past few years, as duly recognized by the recent Quality Assurance Council (QAC) report. He added that quality assurance is also a matter of accountability, as EdUHK is a government-funded public university in Hong Kong.



Commenting on external input, Professor Yu explained the importance of external examiners (EEs) and reviewers. The appointment of EEs by academic programmes has been a standard practice at EdUHK. EEs play a vital role in assuring the quality of our programmes; they examine the programme operation and students' achievement of learning outcomes from a more objective stand point. In addition, the EEs and external reviewers (who come visit us for periodic programme reviews or other exercises) help benchmark our programmes against with similar programmes of other universities and can share with us the good practices of learning, teaching and assessment as well as relevant QA/QE procedures in other universities. Such external input, along with benchmarking exercises, assists the University in setting appropriate academic standards, ensuring that our QA/QE procedures are being properly implemented, and identifying good practices worthy of wider dissemination.

Approaches to Quality Assurance and Enhancement

When asked what the best approach to quality assurance and enhancement is like, Professor Yu replied that it must be firmly based on evidence. Illustrating this with the example of the programme review by an external body, he said, "when we are doing the external programme review, a self-evaluation report with supporting documents must be provided to reviewers. The self-evaluation report provides a clear summary of the intended programme learning outcomes, programme operation, and quality assurance and enhancement mechanisms involved. We also provide statistics to relevant items and clearly present our goals/objectives and the means of how we try to achieve them." "The external reviewers/auditors often adopt a 'triangulation' method, interviewing different people concerned to verify whether what's presented in the self-evaluation document is true," he explained. Triangulation involves using multiple data sources in an investigation to produce understanding. Even when we are conducting the self-study, Professor Yu added, we should follow the same principle: gathering relevant evidence for the analysis in the self-study and honestly facing the facts, including perceived weaknesses, with a view to making continuous improvement.



Regarding his job as AVP(QA), Professor Yu further explained, "My role is to work closely with the Academic Quality Assurance Section of the Registry and relevant colleagues in the Graduate School and the three Faculties (including the Associate Deans for QA/QE and Programme Leaders, etc.) on anything pertinent to quality assurance and enhancement. We must make sure

that our QA/QE mechanisms and practices are regularly reviewed, taking into account the feedback of various stakeholders and new developments in learning, teaching and assessment.” In order for our programmes to make continuous improvement, Professor Yu commented that different stakeholders should be involved in the process of quality assurance, for instance, the students, alumni, parents, programme management, lecturers, external reviewers, internship partners. Employers’ views and how they rate our graduates, if available, would also be very helpful.

Students’ Concerns and Challenges

When asked what the main difference between students and lecturers’ point of view towards quality assurance, Professor Yu commented, “for students, perhaps the major concerns are whether the grading is fair and to what extent they have attained the intended learning outcomes after taking a course. The assessment criteria must be explicitly stated and the grading be fairly conducted. As lecturers or colleagues involved in programme management we must always bear in mind students’ needs and expectations.”

As for what challenges the University is facing, Professor Yu said he is glad to learn that the latest QAC report makes no “recommendation” to us; in other words, the audit panel concluded that EdUHK already has a robust quality culture and our academic programmes have been running well. One of the challenges we are facing, he reflected, is to recruit more international students and further enhance our students’ global exposure through exchange programmes, etc. As for colleagues actively involved in programme management or taking up other heavy administrative roles, he said that the challenge is mainly about how to manage the time to balance the work for teaching, research, and administrative duties. He said he was very proud of the achievements of our colleagues and students and was highly confident that our school will make even greater progress in line with its Strategic Plan 2016-2025.





Training Programme for Kazakhstani In-Service Teachers

Jointly organised by the Graduate School of EdUHK and Nazarbayev University of Kazakhstan, the one-week training programme for 58 Kazakhstani secondary school teachers drew to a successful close in December 2016.

The comprehensive training programme featured various lectures, workshops, seminars, cultural visits and school visits. The lectures and workshops were tailor-made for teachers who specialize in four subjects, namely Physics, Chemistry, Biology and IT. The content, speakers, lectures and materials of the workshops were highly regarded by the teachers.

"Thank you for organising our workshop. The module was very useful and interesting," a teacher commented; while another teacher explained, "The content of lectures was great practical as it gave information I needed in my own work." Three visits to local schools were arranged and the benefit of the visits for them includes a deeper understanding of education system in Hong Kong. "The content of the workshop and school visit were wonderful and that means so much to me," a teacher pointed out.

Overall, positive feedbacks were received from the teachers in regards with the English workshops, workshops on specific subjects, school visits and administrative support. The training programme has met the expectations of the vast majority of participants and was hailed as a success. "Special thanks to the organisers and staff members as the event was well planned," a teacher expressed his appreciation.





Academic Visit – Students from University of Wollongong

A group of students from the University of Wollongong (UoW) visited the EdUHK in September 2016. EdUHK students from various programmes, including Master of Education (MEd), Doctor of Education (EdD) and Research Postgraduate (RPg) programmes, worked with UoW students on research projects during the visit. Together, students also participated in seminars on academic writing, data analysis and research methods, which were delivered by EdUHK and UoW academic staff respectively.

Adding to the visit, a student sharing roundtable was organised. All visiting academic staff and students from State University of Jakarta in Indonesia were invited to join students from EdUHK and UoW for a heated and inspiring discussion on the topic of differences between the learning experiences and challenges facing postgraduates and undergraduates. The visit provides students with a platform for networking and developing their research capabilities. It was a unique and rewarding experience for all participants.



Signing of MoU - Leuphana University of Lüneburg (LU) and Coventry University (CU)

MoU – New Partnership with Leuphana University of Lüneburg (LU) in Germany

To widen students' horizon and enhance their international learning experience, the Graduate School is committed to developing new cooperative programmes with overseas partners and providing more global engagement opportunities to students. In December 2016, a Memorandum of Understanding (MoU) was signed between EdUHK and the Leuphana University of Lüneburg (LU) for further collaboration at postgraduate level.

The Vice President (Research and Development), accompanied by the Dean and Associate Dean of Graduate School, signed the MoU with the President of LU in Germany. The signing ceremony was also witnessed by 32 Master of Education (MEd) students who studied a course at LU during that period.



Signing Ceremony of MoU between EdUHK and Leuphana University of Lüneburg in Germany

MoU – New Partnership with Coventry University (CU) in the United Kingdom

The Graduate School has a long collaboration with Coventry University (CU) in the United Kingdom. In 2014/15, an academic visit was jointly organized by Graduate School and CU as a part of the International Outreach Study Programme (IOSP). Following the success of the above visit, a specialist from CU's Centre for Academic Writing, Dr. Dimitar Angelov, offered a couple of on-campus workshops to both staff and students at EdUHK in the academic year 2015/16. Both activities were widely acclaimed.

Whereas the two universities desire to develop academic cooperation in various fields, an Agreement for Academic Collaboration was signed to formalize the partnership between EdUHK and CU during a ceremony held at CU on 5 May 2017. On behalf of EdUHK, Prof. Lui Tai-lok, Vice President (Research and Development) and Dr. David Pilsbury, Deputy Vice-Chancellor (International Development) of CU, attended the MoU signing ceremony. Both representatives expressed the desire of the closer and more fruitful collaboration in the future.



Signing Ceremony of MoU between EdUHK and Coventry University in the UK



International Postgraduate Roundtable and Research Forum cum Summer School 2017

More than 250 postgraduate students and scholars from ten countries and regions gathered on 3 July 2017 at The Education University of Hong Kong (EdUHK) for the opening ceremony of the five-day International Postgraduate Roundtable and Research Forum cum Summer School 2017 in Education, Social Sciences, Liberal Arts and Humanities.

Officiating at the ceremony, Professor Lui Tai-lok, Vice President (Research and Development) of EdUHK, highlighted that this was the event's seventh year, with the previous six Forums having hosted over a thousand participants in total and over 650 papers having been presented.

This summer, local and overseas participants from the US, Russia, Germany, France, Japan, Kazakhstan, Singapore and mainland China attended the event, with more than 230 abstracts submitted for presentation. The large number of participants demonstrated the University's success in exposing students to an international research environment, building their research capacities and expanding their academic networks.

The event was jointly organised by EdUHK and an array of partner institutions:

University of Texas at Tyler, USA;
 University of Lorraine, France;
 Leuphana University of Lüneburg, Germany;
 Texas A&M University – Texarkana, USA;
 University of South Florida, USA;
 Nazarbayev University, Kazakhstan;
 Minin University, Russia;
 Lomonosov Moscow State University, Russia;
 National Research Lobachevsky State University of Nizhny Novgorod, Russia;
 Hiroshima University, Japan;
 Aichi National University of Education, Japan;
 National Institute of Education, Singapore;
 Holy Angel University, the Philippines;
 Philippine Normal University, the Philippines; and
 The Chinese University of Hong Kong, Hong Kong;

together with ten universities from regions in mainland China including Guangzhou, Hangzhou, Jiangsu, Nanjing, Yangzhou, Yunnan, Zhejiang, Shenzhen, and Shanghai.

The main theme of the event this year was “Whole Person Development – Building Students as Academic Leaders”, which was embodied in the 3-in-1 event incorporating summer school courses, a research conference (student presentation sessions and keynote speeches) and a roundtable forum. All activities surrounded the disciplines of education, social sciences, liberal arts, and humanities; and were facilitated by distinguished scholars including

Professor Yong Tai Wang from the University of Texas at Tyler, USA;
Professor Dominique Macaire from the University of Lorraine, France;
Professor Poldi Kuhl from Leuphana University of Lüneburg, Germany;
Professor Lutz-Christian Wolff from The Chinese University of Hong Kong;
Dr Nancy Jordan from Texas A&M University-Texarkana, USA
Dr Jason Sparks from Nazarbayev University, Kazakhstan;
Professor Tetsuo Kuramoto from Aichi National University of Education, Japan;
Dr Kenneth Poon Kin Loong from the National Institute of Education, Singapore;
Dr Sun Haichun from the University of South Florida, USA; and
Professor Michael Ahlers from Leuphana University of Lüneburg, Germany

As a unique international event organised for and by students, all members of the Organising Committee were students. Moreover, the presentation sessions were chaired by postgraduate students from different universities, offering them opportunities to play active leadership roles in the event. Many of them rose to the challenge, greatly appreciating the opportunity. Together, the students, scholars and EdUHK contributed to the enormous success of this year’s International Postgraduate Roundtable and Research Forum cum Summer School.



STUDENT SUPPORT

Notebook Computers Loans Service is available

For supporting students' collaborative and individual research study, three new notebook computers are provided for short term loan to RPg and EdD students. All notebook computers are installed with Microsoft Office and NVivo qualitative data analysis software.

For enquiries of the Notebook Computers Loan Service, please contact Graduate School by email gradsch@eduhk.hk

AWARD

Hong Kong PhD Fellowship Scheme

The Hong Kong PhD Fellowship Scheme (HKPFS) aims at attracting the best and brightest students in the world to pursue their PhD studies in Hong Kong's universities. The Fellowship provides an annual stipend of HK\$240,000 (approximately US\$30,000) and a conference and research-related travel allowance of HK\$10,000 (approximately US\$1,300) per year to each awardee for a period of up to three years.

Two successful RPg students have received the Fellowship and they will commence the study in academic year 2017/18. These two RPg students are as follows:

- Ms. Kuralay BOZYMBEKOVA – from Kazakhstan
- Ms. LIU Cuina – from China

President's Award for Outstanding Performance in Administrative Services 2016/17

The President's Award for Outstanding Performance in Administrative Services is established to recognize and reward all University staff members individually and in teams who perform outstanding vital service through administration, information technology, project management, outreach, or other support functions not directly related to teaching and research. The Award will also emphasize the University's commitment to promote people-based University governance and organizational efficiency and responsiveness, through a culture of continuous self-improvement and change, participation and consultation, trust and mutual support.



A team of five Graduate School staff members, along with other committed colleagues, always strive to provide students with timely support. Their efforts are now recognized by the President's Award for Outstanding Performance in Administrative Services 2016/17 of EdUHK. All five Graduate School awardees are delighted to receive the honour and determined to provide a quality and wholehearted support to students continually.



The 22nd Congregation Ceremony

PhD Graduate – XU Su Qiong

It was always my great pleasure and honor to be a PhD graduate and do research in the Education University of Hong Kong (EdUHK). Several years ago, I came to EdUHK and determined to find out my questions in relation to the children with Special Educational Needs (SEN) in general schools in China.

The whole PhD process not only helped me clarify my own beliefs, values and assumptions about educating children with SEN, but also trained me to become an experienced and confident researcher in social sciences.

I have greatly improved and much benefited from the guidance of my two principal supervisors, namely Prof. Kenneth Sin and Prof. Paul Cooper, who played crucial roles during my PhD process. My supervisors inspired and led me to achieve a higher academic standard. It is a heartwarming journey with all their encouragement. I am fascinated by their enthusiasm for promoting SEN and devotion to research. Through our numerous supervision meetings and discussions, they demonstrated how scholarly life can be and should be – showing their commitment to rigorous scholarship, providing quality teaching and education to students through supervisory.

At last, it was also my great honor of witnessing that the Hong Kong Institution of Education (HKIED) being renamed the Education University of Hong Kong and ranks 2nd in Asia and 13th in the world in Education. I wish the University a bright future, success in training more professional educators and great contribution to the education development worldwide.

SHARING

EdD Graduate – CHEN Yu

As one of the graduates from EdD programme, I feel a huge sense of pride and achievement right now. The 5-year journey at EdUHK, which was a memorable, challenging and rewarding experiences of my life. Through the time at EdUHK, many opportunities were provided for personal and professional growth. I would like to give very special thanks to my supervisors Prof. So Wing Mui Winnie and Dr. Lee Yeung Chung, who inspired me a lot and provided generous support and guidance during my study. Their words and encouragement will drive me to the success in the future. Honestly, I will not go to this far without them. My thanks also to my supportive classmates too as the school life is incredible.

Finally, may I make a quote by J.K. Rowling, “it is impossible to live without failing at something. Some failure in life is inevitable, but is true gift. The knowledge that you have emerged from setbacks makes you wiser and stronger.” Follow your heart, be honest to yourself, dream big, work hard and play hard, and enjoy the good life.

MEd Graduate - Addi CHUNG

What an honour to be one of the fresh graduates of the Education University of Hong Kong (EdUHK)! Being awarded the Master Degree in Education was a truly important milestone to me. What’s more, being a member of the first cohort of graduates after the institute’s renaming made it far more memorable and unforgettable!

Reflecting on the postgraduate study, I am proud to say that the dynamic learning experience contributed greatly to my personal and professional development. The lecturers I met created lively learning environments for students in different cultural backgrounds. They also encouraged us to think creatively and critically when facing challenges. Having two-year work experience in youth mentoring and English teaching before joining EdUHK, I broadened my horizons and am now better equipped to return to the education industry. Besides my classmates and teachers, I would like to thank Graduate School for all the support they provided during my study. In particular, my research project would not have been completed timely without their generous support and follow up.

It has been more than two months since I became a full-time English teacher in a secondary school in the Northern district. It is a rewarding and meaningful job because most of the students come from and grow up in a challenging environment. I am so glad that I can make use of what I learnt from the research project and courses now, to inspire and motivate my students to learn and to develop into a well-rounded individual.

Last but not least, may I wish all the new graduates every success in the future endeavours!

MEd OVERSEAS LEARNING EXPERIENCE PROGRAMME

Leuphana University of Lüneburg, Germany – LI Tingting (MEd student)

I have broadened my horizon and learned the practical knowledge about international issues during this 8-days programme.

A systematic introduction about German Education Systems was made on the first day, including how they facilitated their teachers, how to enhance school performance through actively collecting feedback, as well as some very detailed information on how the school links theory and praxis in the education network in Leuphana University. Through discussion with our peers and local students we got a deeper understanding on what we have learned in the real settings. Based on what we learned, all of us prepared our own presentation on the last day of Programme. Our Vice-President (Research and Development) as well as professionals in education shared their understanding on my topic and gave me some good recommendation.

The course leader also invited the local PhD students to join us and they introduced the PhD degree structure in Germany and other European countries, it will be beneficial to us if we target to further study overseas.

The study process was fantastic. The lectures were informative and several activities were arranged for us to explore foreign cultures. For instance, there was a field trip to Berlin. After visiting Humboldt University, a city tour was arranged in introducing the history, culture, living styles and their architecture. We were so lucky that our visit period was close to Christmas Day, so we experienced the traditional Christmas Market and explored the Miniature Wonderland which is located in Hamburg.



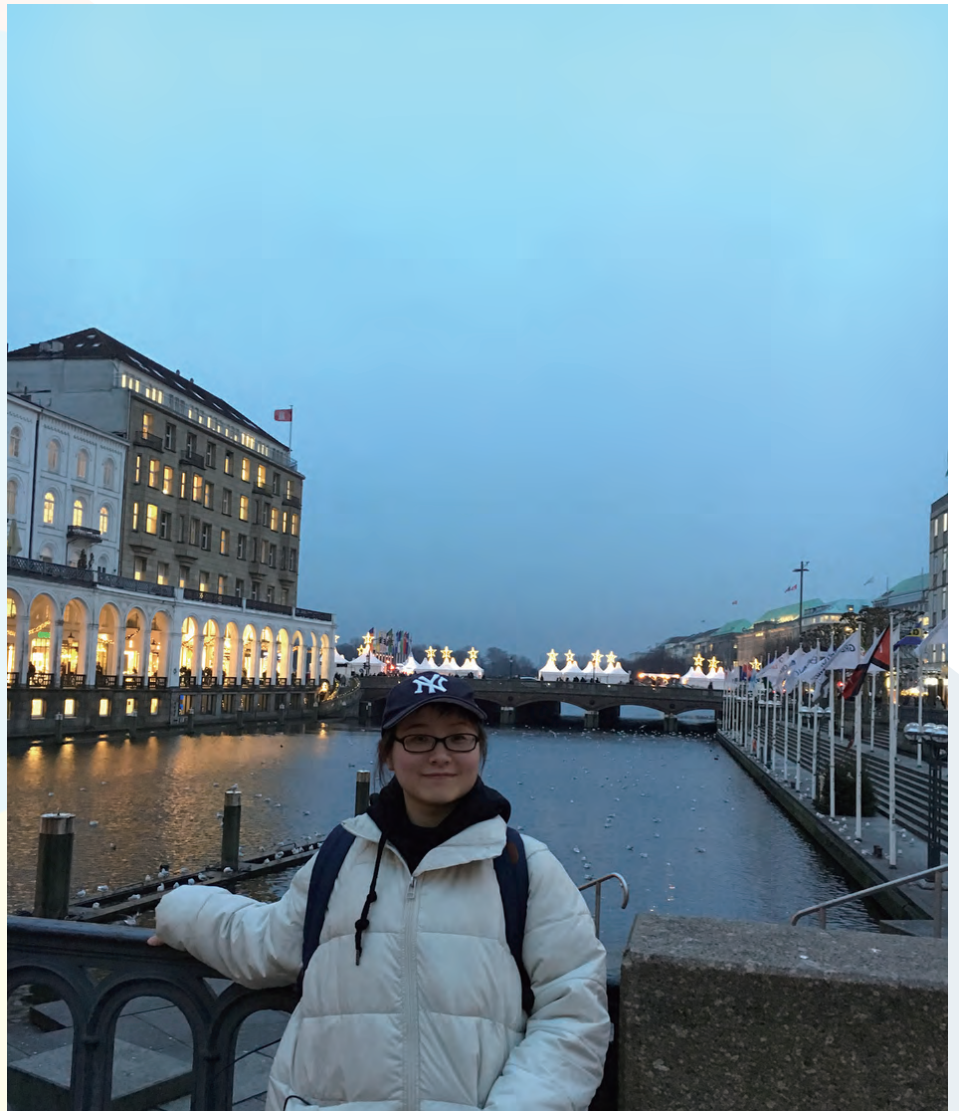
SHARING

Leuphana University of Lüneburg, Germany – ZHOU Cherui (MEd student)

For the first time in my life I was so exciting that I felt warmly welcomed by this country and I never thought that I had a chance to visit the country like Germany. For me, this is a country that everyone would desire to settle down and live for long; this is a country where we can taste all delicious western foods such as hamburgers and potatoes; this is a peaceful country where rigorous preciseness collides with humor without any conflict; this is a country where deserved to be visited for more than one time in life.

I would like to thank our University for organising such amazing Programme and providing a precious opportunity to make all of my scenario in the dream become visible and vivid. Apart from the cultural experience on traditions, lifestyle, local gastronomy, Although the time we spent there was short, we learned the holistic Education System of Germany and the international renowned examinations such as PISA, PIRLS and TIMSS. In addition, the partner university made the best use of our time for arranging a city tour to Berlin and made our trip even more memorable.

In a nutshell, I owe a deep gratitude to my School – The Education University of Hong Kong (EdUHK), to offer such marvelous Programme, which allows us to experience and explore a different country in the world. If you desire to get into education industry, you have found the right place. Come to join us and transform into a unique individual, you will soon realise the life is so beautiful when you study at EdUHK.



The University of Wollongong, Australia - LU Tong (MEd student)

I am LU Tong, a MEd student who majors in Curriculum, Teaching and Assessment(CTA) and Educational management and Leadership(EML). I joined the Overseas Learning Experience Programme which was initiated by Graduate School. The Programme was almost four months ago, however the memories were unforgettable and I still remembered the time I visited University of Wollongong, Australia in early December 2016.

First of all, on behalf of all students I would like to express our sincere gratitude to Graduate School for providing us a great opportunity to participate in the Overseas Learning Experience Programme.

It was a one-week overseas exchange programme aiming to advance our knowledge and understanding of the comparison between the Chinese Educational System and the Australian Educational System. It was a well-planned programme, not only we had the lectures on the curriculum in the Australian

Educational System, but also a chance to visit Fairy Meadow Demonstration School, which we enjoyed most was interacting with the little kids and the Principal. Apart from the informative lectures, we had heated discussion after lectures every afternoon. Everyone shared their learning experience and their thoughts on the topic we learned on the day. Each group gave a presentation on the very last day of the Programme and presented their ideas by comparing the Sino-Australian education from different perspectives.

In other words, we truly enjoyed our days studying in University of Wollongong. We hope that the period of study can be extended in the future, so that more local and overseas participants can join and that will make the upcoming Overseas Learning Experience Programme even more successful.





The University of Wollongong, Australia – ZUO Song (MEd student)

I was so eager to explore the gorgeous and unique natural scenery and also to experience the different education environment when I knew that the Overseas Learning Experience Programme was organized again by Graduate School. I felt very excited as I dreamed to visit Australia for so long, a beautiful counting. The Graduate School provided us with the detailed information of the Programme before our departure, so that we could better prepare the trip in advance.

We studied in the Department of Education of The University of Wollongong for eight days. Many local well-known educators including primary school teachers, primary school principals, and University professors were invited. They gave us impressive lectures about Australian Education System, curriculum, technology usage in the classroom, language development of students, qualified teacher requirement, comparison between Hong Kong Education System and Australian Education System. Furthermore, there was a half day visit to a local primary school called Fairy Meadow Demonstration School. That visit helped me to better understand the Australian Education System and learn the teaching skills. I am sure it was beneficial for me to become a good educator in the future – to make good impact on children in a positive way.

My visa was only for a short period of stay in Australia, however I planned in advance and travelled for almost two weeks in Australia. I went to Sydney Opera House located in Sydney to watch a ballet drama and I went to Taronga Zoo to see kangaroo and Koala and saw many other unique Australian species. I also went to the Gold Coast to take a surfing class and went to Lamington National Park to see the blue glowworm. Finally, I went to the Great Barrier Reef in Cairns to take the scuba diving class and finally received the AOW certificate. The reef sharks under the sea was also an unforgettable diving experience. My last stop was a visit to the University of Melbourne and experienced the local customs and traditional culture. I have to say, Australia is definitely worth a visit for second time. To sum up, this Overseas Learning Experience Programme provides me with a valuable chance to learn the role of education and experience the paradise on Earth, Australia.



International Outreach Study Programme (IOSP)

To France & UK - CHEN Yanyi (PhD Student)

I would like to extend my special thanks to Graduate School for organizing the trips to the University of Lorraine (UL) in Nancy, France and Coventry University (CU) in the UK! I did have a good time visiting these universities. Returned to our Tai Po campus just a few days ago, I still remember the highlights of the trip, and think of those sunny days when we had the discussion among students and teachers of diverse backgrounds.

In Nancy, in addition to the eye-pleasing 18th century architecture, what impressed me most was the warm welcome and reception by the hosts. During our stay at the UL, the staff introduced and showed us the major facilities and resources they offered to students. They even invited us to visit the paradise for Lexicographers, an amazing room that houses innumerable old English dictionaries of the previous centuries. The hosts were so considerate, as we were invited to a fantastic room with a chef serving good lunch for us. From all of these little details, I could see the French with meticulousness regarding cuisine.

In Coventry, an academic writing programme was arranged for us, which aimed to cultivate teachers in Education field, and we also witnessed the significant moment when the MoU was signed between EdUHK and CU. From the visitor's perspective, CU has prominent location as it is located in the vicinity of St Michael's Cathedral, a historic ruin in the UK; and the University was close to the City Center, where statue Lady Godiva rides on her horse in a noble and valiant pose.



To the USA - Shahid KARIM (PhD Student)

I believe that learning is not limited to books and classrooms only. Rather, we learn from our experiences of various kinds. Visiting different places, meeting people with diverse cultural and educational background, and exchanging personal and professional experiences with others help us reflect upon what we know and how we can improve our knowledge. Such opportunities of exposures and reflections can contribute to sharpen our critical thinking skills and enable us to look at the topics of our interest from a different perspective. It is especially true if someone strives to broaden both intellectual and social horizons. Thus, the educational exposures or initiatives of inter-university collaborations may give us the opportunities to challenge our thinking paradigms. The International Outreach Study Programme is a unique initiative of this kind. Personally, I would appreciate the Graduate School team for organizing such an educational exposure for postgraduate research students this year. We were able to visit institutions of educational excellence, meet the faculty and the students, and learn from their research interests, knowledge, and experiences. Above all, the personal interaction with the teachers and their feedback substantially facilitated the processes of refining our research interests and plans. The study tour to the USA not only made it possible for us to build connections with teachers and researchers abroad but also gave us the chance to know the postgraduate students of our university. I was hardly able to have such an interaction with EdUHK students before. I hope through similar initiatives we will be able to explore our post-doctoral research opportunities in future.

Learning Experience in Mainland China Yunnan Normal University - CHAN Shin Ying (EdD Student)

The 2-day visit to Yunnan Normal University was well organized. Our group visited the Teaching Training Centre which is well-equipped. We also visited the Key Laboratory of Education Informatization for Nationalities. The lab is a base of the Ministry of Education to provide quality enhancement of education of ethnic minorities. The work focuses on enriching the content of education to include ethnic minority cultures and on improving the multicultural teaching and learning process with technology. I did get some inspirations on intercultural learning from the lab.

The visit of the Museum of the Southwest United University in the 121 campus was impressed. I had heard the story of how the University was operated during the Sino-Japanese War. Once I stepped into the University, it was like a pilgrimage to those great educators and students. They are the proof of the strength of education.

We also had opportunities to share the lives and studies with some ethnic minority university students. They are happy with their ethnic minority identity and they do appreciate ethnic minority cultures. I think that different cultures animate their lives. It was really a nice experience to know them and to be there.





Learning Experience in Mainland China Zhejiang Normal University – DONG, Lina (PhD Student)

It was a pleasant journey to Zhejiang Normal University (ZJNU) in May 2017. The whole event consists of a doctoral student forum and two school visits (a primary school visit and a secondary school visit). I have benefited a lot from this trip, given I am one of the students in Language Education.

The forum started with a brief introduction and three speeches were given by Prof. Lou from ZJNU, Prof. Song from Beijing Normal University (BJNU) and Prof. Zheng from EdUHK. The forum provided a great chance for us to exchange ideas and opinions on academic work. Students who attended this forum shared their experience and knowledge, and the discussion among us was so fierce as the conversation still continued after the forum. What I have learnt from the forum was not just academic knowledge but also social skills and presentation techniques. Although we do not know each other before the visit, we talked, we shared and we learned from each other, and it was a happy study experience.

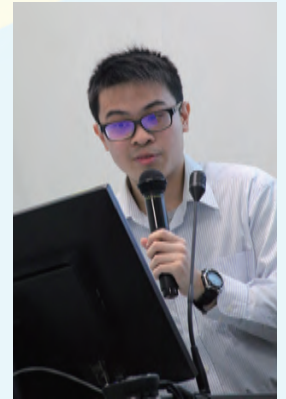
Technology was integrated into daily teaching and learning in the primary school and secondary school we visited during the trip. The education set up was completely different compared to what I learnt in my early age. I remembered that few years ago, I watched a video that University professors help teachers in secondary school to conduct research in order to improve their teaching skills and introduced them the relevant theories. Now, I witnessed the research applied in teaching and learned how to integrate research findings in the teaching and learning. Life is a never ending learning process. The completion of degree study in University means only another important step of learning in workplace. For me, I would like to become a teacher in the future; and definitely it needs a lot of effort and time.

On the other hand, the two schools we visited showed me the possibilities of the other side of primary and secondary school education. To maximise the benefit for students, a museum was built on campus by the primary school in order to provide a platform for students to learn the first aid treatment, animals, environment and our galaxy; the secondary school also designed various assessment ways to improve students' performance, to provide quality assurance of teaching and to ensure more interaction among teachers and students. Both students and schools benefited from active participation and I recognise the effort made by the schools.

I enjoy every moment of the journey, and appreciate the things I experienced during the travel. The place may look the same today, however I know there is always a significant difference and positive chance when we look closer.

RPg Qualifying Exam

In the academic year 2016/17, 20 RPg 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
Dong Lina	Coherence of College English Curriculum in Mainland China
Chai Yemao	Airborne Antibiotic Resistant Bacteria (ARB) in Kindergartens and Primary Schools and Children's Risk Assessment
Chen Xi	The Migration Experiences of Mainland Chinese Student-turned-migrants in Hong Kong
Cheng Wai Kuen Libby	Randomized controlled trial of social inclusion intervention for preschoolers with and without special education needs in integrated kindergartens in Hong Kong
Fung Wing Kai	The Roles of Social Mastery Motivation and Parental Response in Preschoolers' Language, Behavioral Self-regulation, and Socioemotional Skills
Guo Bojia	木心與「五四」新文學的關係
Hu Xiaojuan	Multi-functionality of the Grammatical Morpheme 得 in the Gan Dialects: Typological and Cognitive Perspectives
Kiatvongcharoen Usa	Interdisciplinary Music Curriculum in Hong Kong Conservatory: The Challenges and Global Perspective in the 21st Century
Li Cheuk Ho	Beyond Western conformist: Contextualizing the China Model and its implications for China's domestic and foreign policies
Li Yuhan	Development of Novel Solar-light-driven Photocatalytic Materials for Indoor Air Purification
Liu Chen-wei	Semiparametric Item Response Modeling for Nonignorable Missing Data— the Issues of Omitted, Not-reached, and Examinee-selected Item Responses
Ma Jialing	The Benefits of Interactions with Older Adults to Trust Building in Younger Generations
Ma Tsz Wah	Positive Emotion Regulation Strategies and Everyday Emotional Experiences: An Ecological Momentary Assessment Study
Mo Shiwei	Evaluation of Landing Consistency in Distance Running
Mo Xinyu	Language teachers' beliefs in reading instruction: Case studies on Chinese university English teachers
MU Wenwen	The Use of Virtual World Game-Based Activities for Facilitating the Social Interaction of Children with Autism Spectrum Disorder
Pan Jue	The role of executive function in early reading development among Hong Kong kindergartners
Tung Ling Ngai	Implementing mindful self-compassion (MSC) in nursing students – a butterfly effect to increase compassion satisfaction of nurses in Hong Kong
Wang Mo	Multiple Perceptions of Teacher Leadership in Early Childhood Education in China: A Mixed Methods Study
Yang Huaxin	Becoming and Being a Secondary School Zhengzhi Teacher in the Chinese Paternalistic State

16 RPg students conducted the Viva examinations and graduated in the academic year 2016/17.



<u>NAME</u>	<u>RESEARCH TOPIC</u>
Ching Ngai-ying	Neuroscience in Education: Student teachers' literacy, perceptions and teaching behavior
Han Xiao	Transnational Higher Education in China: Development Trends, Institutional Autonomy, Student Learning and Policy Implications
Hui Kin Yip	晚明題李攀龍編《唐詩選》版本的流傳情況及其詩學意義
Jin Kuan Yu	Modeling global and local person dependence for clustered samples in Rasch models
Lai Tsz Tsun	Socioeconomic Influence on Adolescent Problematic Internet Use Through School-Related Psychosocial Factors and Pattern of Internet Use
Law Pui Sze Queenie	Action Research on the Effects of Collaborative Learning on Undergraduate Students' Self-efficacy and Engagement in Learning
Li Yulong	A phenomenological ethnographic study of Chinese college English teachers' transition from teaching English for General Purposes to teaching English for Academic Purposes
Liu Lu	Inclusive Education in China: Kindergarten Teacher's Readiness for Including Children with Autism Spectrum Disorder
Qiu Xue-lan	Development and Applications of Item Response Theory Models for Ipsative Tests with Multidimensional Forced-Choice Items
Xu Suqiong	An Exploration of Inclusive Education In China: A Curriculum Perspective
Xu Kun	Principal Component Analysis on Standardized Residuals for Unidimensionality Checking In Rasch Measurement: Generating Cut-Points With Parallel Analysis Or With Simulated Analysis
Yeung Siu Kit	Gaming Simulation for Sustainable Development in Higher Education
Zeng Guohong Joanna	The Role of L1 Phonology and Orthography in L2 Visual Word Recognition
Zhao Minxing	Security Autonomy: A New Perspective for Understanding The Practice of "One Country, Two Systems" in Hong Kong
Zheng Yuan	Creativity in Piano Performance and Pedagogy: A Chinese Perspective
Zhu Yue Feng Alex	Financial Literacy of Hong Kong Chinese Adolescent: Testing The Validity of a Scale and Evaluating Two Conceptual Models

In academic year of 2016-2017, 28 EdD students conducted the thesis proposal presentations while 14 students conducted the Viva Examination and graduated from the programme. 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 up with the presentation schedule on Graduate School Website.



<u>Name</u>	<u>Research topic</u>
Ho Pik Ying	The Effects of Individualized Education Program on Early Identification and Early Intervention for Children with Developmental Delay: A Multiple Case Study in Hong Kong Kindergarten
Ke Zhicheng	Understanding the Chinese Principal Leadership in the Perspective of Education Internationalization
Lau Ka Yan Hamorn	Dramatization Approach to Vocabulary Acquisition among First-Graders in an International School in Hong Kong
Lee Kai Ming	Teacher's conception of assessment in school for children with intellectual disabilities in Hong Kong
Lau Chun Hung Barry	Using Socio-scientific Issues to Promote Male Students' Metacognition and Self-efficacy to promote effectiveness in Learning Biology
Tse Wing Yee Serina	The Effects of Extra-curricular Music Participation on Pre-school Children's Social Skills
Ma Ka Lun	Does Hong Kong's Quality Assurance in Vocational Education Meet the Local Community's Expectation?
Ye Liting	Sports Education and Nationalism: A Study on Their Relationships
Chen Hairui	An Investigation and Analysis of the Shenzhen Middle-aged Citizen's Health-related Physical Fitness in 2014 and 2015
Lam Paul	Challenges and prospects of Transnational Higher Educational Institutions in Hong Kong
Jian Zhenlei	中学古诗文的文本解读及教学设计研究计划
Ng Marlon Man Loon	Trust in Teacher Conversations: A Case Study of a Critical Friends Group in a Hong Kong International School
Su Ning	Mindfulness and Acceptance-Based Training for Hong Kong Elite Adolescent Athletes
Edwards Arnett Michael	System Leadership impacting students' values: A case study of the United World Colleges
Lee Wing Yin Sarah	Social and emotional learning development of 2- to 4-year-old children through informal music learning in the context of Song Leading sections of churches in Hong Kong.
Yan On Sheung	Exploring the Use of Flipped Classroom to Facilitate Coding Education in a Secondary School
Chou Sin Yu	Folk Pedagogy of Preschool Music Education in Hong Kong and Japan
Wong Wai Keung	Impact of the "Voluntary Optimization of Class Structure Scheme" on Principal Leadership and Teacher Job Satisfaction in Hong Kong Secondary Schools
Suprihatin	Structured teaching and reflection contribution to Indonesia preservice teachers' self-efficacy, emotion and optimism

HARRISON, Mark Gregory	Change processes in school-based counselling: a grounded theory study of the experiences of senior secondary students in Hong Kong.
XU, Ying	Key Characteristics of Teaching Competence for Business English Teaching: Business English Teachers' and Students' Perception
LY, Sau Ting Ann	Preventing Hong Kong Teachers' Burnout by Mindfulness Intervention: A Mix Method Study
NG, Yuet Ming	Exploring university students' academic honesty in assignments
LEUNG, Wing Tat	An action research on the application of critical pedagogy in the senior secondary Liberal Studies curriculum of Hong Kong
ZHENG, Qun	English-medium Instruction Policy on Undergraduate Programs in a Chinese University: Teachers' Perspective
LEE, Hon Chuen	Life and Death Education in Hong Kong: Case Studies of Three Secondary Schools
Cheung Kwok Wing	Development and validation of the Acculturative Stress Scale for Mainland Chinese Undergraduate Students in Hong Kong (ASSMCUS) using Rasch analysis
Chan Hon Yuen	A comparative study of the effectiveness of 'History of Science' approach and 'Socio-scientific Issue' approach in improving high school biology students' understanding of nature of science.

The following EdD candidates conducted their Viva examinations and graduated in 2016/17.

<u>NAME</u>	<u>RESEARCH TOPIC</u>
Whitbread Richard Guy	Cultural and Arts Education Policies in Hong Kong: Two Wings of the Same Bird?
Han Ruochen	Developing Students' Creativity through the Hong Kong Diploma of Secondary Education (HKDSE) Music Curriculum
Chan Shin Ying	Intercultural Education and the Building of Global Citizenship: Developing Intercultural Competence
Kwan Wai Wing	Identifying core competencies for students of a Vocational Education and Training (VET) Programme in Electrical and Mechanical Engineering in Hong Kong
Yu Aihui	Exploring Chinese English: Language, Culture, Meaning and Conceptualisation — A Study of "Chineseness" in a Chinese English Literary Work from the Perspectives of Sociolinguistics and Cultural Linguistics
He Yang	Developing an Arts Entrepreneurial Competence Framework (AECF)—A Study of Tertiary Arts Education in Guangzhou, China
Kwok Wai Ying	Exploration of Pedagogical Use of Social Learning Platform and Word Processing Productivity Tool in Peer-Assessment and Self-Editing Tasks in Elementary English Writing Classrooms
Leung Hoi Yung Iceman	The Knowledge and Cognitive Process Dimension of Creativity: The Development of Creativity Concepts Inventory (CCI) in the Context of Design Education
Lee Yu Kiu Raymond	Teachers' Beliefs, Confidence and Practice and Students' Achievement in Cultivating Critical Thinking in Primary Music Education in Hong Kong
Ng Po Kuen Emmy	A Phenomenographic Study of the Learning and Teaching of Chinese Characters to Non-Chinese Speaking Preschool Children
Wong Hing Yi	Linguistically Mediated Visual Search (LMVS) in English Reading among Chinese Pre-adolescent EFLs
Wang Bo	The Effects of Taekwondo Training on Mental Well-being among College Students
Zeng Xiu Zhen	A Study of School-based Curriculum Development in Mainland China – from a Cultural Perspective
Chung Lai Ping Ellie	A Critical Examination of Experiential Learning within the Context of a Hong Kong Preschool Gardening Programme

MEd Career Talks

As a form of support and to better prepare students for their future and career development, talks were organised for current MEd students so as to shed light on their career and study prospectus.

The talks aim at providing a platform for the sharing of study and working experience by our graduates in previous cohorts. Ms. GUO Dan Dan and Mr. BIAN Wei are the former MEd graduates and they were invited as guest speakers in career talks. Ms. GUO shared her experience



as she started her own business in the education sector; while Mr. BIAN shared his experience as a local teacher. Both speakers not only shared their personal tips of job hunting, but also the challenges they faced when they were fresh graduates.

To equip students with a powerful strategy and business knowledge of their future endeavors, a special talk on the topic of "Future Studies" was hosted. The Dean of Graduate School shared his experience and he encouraged students to think critically and creatively. Students were encouraged to pursue their own dreams and goals in the life-long journey by taking time to explore, reflect and discover their unique career paths.

Dual PhD Degree Programmes

Starting from 2015/16 academic year, more global engagement opportunities are available for students such as Cotutelle PhD Programme with our overseas partners, namely the Macquarie University in Australia and the University of Lorraine in France. Upon successful completion of the programme, students will be awarded a PhD degree by EdUHK and a PhD degree by our partner university.

For more details, please refer to

<https://www.eduhk.hk/gradsch/index.php/current-students/research-postgraduate-programmes-rpg.html>

New MEd Area - English for Academic Purposes

The Area of Focus, English for Academic Purposes (EAP), will be offered in the academic year of 2017/18. EAP trains students, usually in a higher education setting, to use English appropriately for study and focuses instruction on skills required in an English-speaking academic context across core subjects area students generally encounter in a university setting. It also targets on individuals who are interested in studying or teaching English for academic purposes.

Students under EAP will have the opportunity to study abroad and take an EAP course offered by our overseas partner university. In addition, students will be able to apply for credit transfer once they have successfully completed the overseas course.

For more details, please refer to the Graduate School website.