

GRADUATE SCHOOL NEWSLETTER



Issue 15 (Oct 2017)

Student Support Services for Postgraduate Students



Interview - Dr YU, Kar Ming
Dean of Students

HONG KONG

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Initial application is accepted from September to December.



For details, please visit
www.rgc.edu.hk/hkphd

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The Education University of Hong Kong - Graduate School
Newsletter - Issue 15 (Oct 2017)

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DR YU, KAR MING
DEAN OF STUDENTS

BY: WU XUE

As the Dean of Students of the University, Dr. Yu works closely with students to create an open, supportive and stimulating environment, which is conducive to the learning and whole person development of students. He said, "Student's welfare and well-being is of the utmost concern to us (Student Affairs Office (SAO)); at EdUHK, the aims of SAO is to provide students with a dynamic and inclusive campus life and to build a supportive campus for students' future social, academic or career development."

Having a wide spectrum of responsibilities, Dr. Yu shared his recent "mission" with us – to facilitate the whole person development for postgraduate (PG) students. The whole person development, in his words, refers to the holistic enhancement of students' caliber as compared to just concerning their academic achievements. Just like what Dr. Yu claimed, 2017 is a critical moment for EdUHK in terms of whole person development, as "under the recommendation of Quality Assurance Council (QAC) report, SAO, in



conjunction with the Graduate School, is seeking to provide PG students more learning experiences, e.g. counselling and non-formal curriculum, through which the PG students' whole person development may be supported." Considering PG students' relative maturity than their undergraduate counterparts, and concerning some taught PG students' formulated interests of study and shorter course duration, Dr. Yu intends to pave new ways, "We cannot simply copy the model of whole person development for undergraduates; we need to cater for PG students' requirements more. They are also encouraged to share their own experiences and ideas."

Enhancing the whole person development of students may be related to enhancing students' worldview. Base on this idea, Dr. Yu stressed that it is important to train the students to have the ability to understand and tolerate ideas from different standpoints. Furthermore, nurturing students' leadership is also a component of whole person development. SAO thus "put a lot of emphasis on



leadership training” of students. Dr. Yu assumes that the university is training future leaders; therefore, through whole person development, students should have a notion that leadership plays a crucial role in their future career. As a result the leadership training program offered by SAO is exemplified by its functionality of forging students as proactive contributors to the communities and world.

When asked about how to make a balance between curriculum and non-formal educational activities, Dr. Yu replied that it must be based on students’ needs and expectations. No wonder he remarks, “Keep the eyes open, and refresh your mind.” Nowadays, students are experiencing rapid changes in the world, and these changes impact on almost all aspects of people’s lives; reflecting on this, Dr. Yu strongly encourages students to participate in overseas exchange/outreach activities, to experience the poverty of the world, and to discover life beyond Hong Kong. He also added that the global exposure will equip students with multi-disciplinary knowledge for dealing with the complexity and diversity in future world.



Fascinated by Dr. Yu’s passion in whole person development, we asked him to give advice to postgraduate students. He suggested that students should make a career plan as early as possible with support of the supervisors or some experienced others; while he equally pointed out the importance of maintaining wellbeing in study! “Our (SAO) staff is always willing to help anyone facing difficulties, to help to relieve students’ worries and concerns. Please do not shy away!” Dr. Yu concluded the interview sincerely with a slogan of SAO! “The SAO will work hand in hand with you to foster a supportive and caring campus. Remember, WE CARE!”

SAO's Services to Postgraduate Students

Type of Services	Details
Campus Life and Social Support	<ul style="list-style-type: none"> • Health services • Locker services • (For non-local) on-arrival briefing, survival Cantonese class, English conversation class, talks on life in HK, sharing on campus and HK culture, cultural visits, community explorations • Leadership training workshops • Professional development workshops
Financial Support and Assistance	<ul style="list-style-type: none"> • Assist students in applying for government's financial assistance schemes which are also applicable for postgraduate students • Emergency fund to students who are facing financial hardship due to sudden change or unforeseen personal problems
Recognition of Student Achievements (ELAT)	<ul style="list-style-type: none"> • Scholarship applications • EdUHK Student Awards (for academic achievement) • Award scheme for non-formal learning
Career Development Support	<ul style="list-style-type: none"> • Career training, career seminars, recruitment talks, career advising/guidance, etc.
Employment Service	<ul style="list-style-type: none"> • Jobsite-Ed JobPlus, vacancy information on academic/research related positions on Hot Jobs of the Month, Hot Jobs of the Week, migrated job openings from Joint Institutions Job Information System to Ed Job Plus
Survey	<ul style="list-style-type: none"> • Annual Graduate Employment Survey • Survey on non-curricular needs of PG students in 2015-2016 and 2016-2017
Counselling Service	<ul style="list-style-type: none"> • Individual counselling service • Non-office hour counselling support hotline • Person enrichment programs • Questionnaire on Students' Emotional State
Support to SEN Students	<ul style="list-style-type: none"> • Liaising related departments in providing support service to SEN students

Student Support Provided by Graduate School

Individual Thesis Writing Consultation Services

The individual thesis writing consultation services are available for students in the Research Postgraduate and Doctor of Education programmes as well as students in Master of Education programme who work on a research project.

The consultation service aims to provide one-to-one meetings to students who are willing to make a strong commitment to work with an academic writing consultant and improve academic writing. The consultant will help participants articulate well their ideas and identify areas of improvement. Students are welcome to make an appointment via gradsch@eduhk.hk at least five working days before the date of consultation.

For details, please visit our website:

<https://www.eduhk.hk/gradsch/index.php/student-support/individual-thesis-writing-consultation-services.html>

Statistical Consulting Services for Research Students

Statistical consulting services are provided by the Assessment Research Centre (ARC) and students are welcome to make appointment directly with the consultant at least three working days before the date of consulting service.

For details, please visit our website or

https://www.eduhk.hk/gradsch/images/file/Statistical_Consulting_Services.pdf

Student Ambassadors and Peer Support

The Student Ambassadors are responsible for providing personal development (e.g. befriending activities) supports to postgraduate students. Student Ambassadors will provide one-on-one student supports on matters related to campus life supports (e.g. social support and campus life adaptation).

Students can book the service through telephone [\(852\)29486611](tel:85229486611) or email gradsch@eduhk.hk. Each booking will receive email confirmation. For part-time postgraduate students, weekday evenings or Saturday appointments can be arranged through advance bookings. Walk-in service is available if the tutor on duties has no scheduled appointment.

	Mon	Tue	Wed	Thu
Time	9:00am – 12:00nn			
Types of Support	Statistical support	Social support and campus life adaptation		

Student Support Services for PG students Provided by Student Affairs Office (SAO)

Student Affairs Office (SAO) provides an array of services to support the university life and well-being of PG students, including 1) Financial Assistance, 2) Scholarships & Awards, 3) Career and Counselling Service, 4) Health Service, 5) Dental Service, 6) Non-local Student Support Service, 7) Support for Students with Special Educational Needs and 8) Locker Service.

With the substantial increase in the number of non-local students among the postgraduate community, the following categories of support services are tailored for them:

1. **Provide sufficient information** to NL students for their early preparation and smooth transition to EdUHK and HK (e.g. pre-arrival information through SAO website, social networking Apps and on-arrival briefings, sharing and inductions);
2. Equip NL students with **language skills** to communicate with local peers and offer language support to prepare students for EMI learning environment (e.g. survival Cantonese classes, English Conversation Groups);
3. Build up strong and well connected **peer support network** via a wide range of activities (e.g. social activities, cultural exploration and festival gatherings);
4. Create opportunities for students to **integrate and engage with local community** (e.g. community visits, serve local primary/ secondary schools); and
5. Facilitate early **understanding about career inclination** (e.g. career planning workshop, industry talks and career guidance session) and support **job-search** upon graduation (e.g. learning about local market, CV writing, interview skills, image building).

In the meantime, to better address and cater the needs of international PG students, an international student support core group was formed in 2016. Gatherings are being organized to enable better connection among these students and for SAO to know more about their needs.

For a more comprehensive understanding of students' opinion, SAO conducts "The Non-local Student Support Survey" annually. Based on the survey findings, improvement/ new ideas will be made and incorporated into the planning of next year. Some of the examples are uploaded to the Welcome Booklet on SAO website for easy access of NL students, advanced the talk on career planning to September for early preparation of PG students, and dissemination of services information or programme promotion through GS.

All in all, SAO strives to create an open, supportive and stimulating environment which is conducive to active learning and all-round development of students. We sincerely wish all our PG students a fruitful and enjoyable EdUHK life ahead.



The cultural visit to Lantau Island with the non-local students

Stress Management and Counselling Service provided by Student Affairs Office

As the semester starts, it is time to turn on the “study mode” and enjoy the excitement and challenges in our University!

It is unavoidable to have stress in our lives. Actually stress is not always bad, our stress responses, like accelerated heartbeat, tense muscle, are natural defense mechanism of our bodies. The responses help us stay focus, alert and have more energy to cope with the stressors.

Here are some tips on alleviating your stress:

- To do better preparation before you face the stressful events.
- Set relaxation time: You must allow yourself to take enough rest and sleep in daily schedule. Insufficient sleep will only decrease productivity.
- Learn to accept yourself and don't compare with others: Different people have different responses and symptoms in facing of stressors.
- Be positive! Negative thoughts pop up easily when we are under stress. You can confront them and think of any alternative thoughts and solutions in dealing with it.
- Do something you enjoy and feel relaxed: Give yourself a break to do something which are enjoyable like doing exercise, sharing with someone you trust or having a good meal.
- Don't depend on unhealthy ways of coping like smoking, taking drugs. It may relieve your stress temporarily, but it will cause more damage on your health.

Remember, you are not alone! We are here and ready for you if you would like to have a chat! For details, please visit our website (<https://www.eduhk.hk/sao/?p=149>).

You can also visit our Facebook (<https://www.facebook.com/eduhk.saocs/>) and check out some students' sharing on their personal experience in receiving our counselling service.

(https://www.eduhk.hk/sao/upload/login_only/Students-Sharing-on-Counselling-Experiences_2016.pdf)



Non-local Welcome booklet for Non-local Students 2017-18

Students enjoy the English Conversational Classes



Centre for Learning, Teaching and Technology (LTTTC) Support for Postgraduate Students

The Centre for Learning, Teaching and Technology (LTTTC) is an academic and professional supporting unit at The Education University of Hong Kong. The Centre aims to enhance student learning outcomes by applying information technology to support the development of learning and teaching, and the improvement and innovation of assessment at the University. The LTTTC organizes various learning and teaching activities for postgraduate students to support and enhance their learning, research and professional development.

Certificate Course “Introduction to Teaching in Higher Education”

An 18-hour Certificate Course “Introduction to Teaching in Higher Education” is organised by the LTTTC aiming to equip participants with essential knowledge and skills in teaching in higher education. The Course consists of four themes, including (1) Staff Induction – Introduction to Teaching in Higher Education Settings; (2) Practicum; (3) Seminars/Workshops in Learning and Teaching; and (4) Learning and Teaching Support.

Research postgraduate and doctoral students are welcome to participate in the activities under the above four themes and also eligible to apply for the Certificate in Introduction to Teaching in Higher Education by completing all themes with a total of 18 hours of attendance, and the Certificate of Attendance in “Introduction to Teaching in Higher Education” Course by completing Themes 1, 3 and 4 with a minimum of 12 hours of attendance. For more details of the Course, please visit <http://www.lttc.eduhk.hk/?p=10715>.



New academic/teaching staff and postgraduate students participating in the Staff Induction of the Certificate Course “Introduction to Teaching in Higher Education”

Workshop and Individual Consultation Sessions on Essential Academic Writing Skills

To strengthen postgraduate students’ English writing skills and enhance academic/teaching staff’s research supervisory skills, LTTTC and GS jointly organised a Workshop on Essential Academic Writing Skills in April 2017. Professor Sherry Y. Chen from National Central University, Taiwan was invited to share essential academic writing skills and to discuss some mistakes that students frequently make with 30 participants. Five individual consultation sessions were conducted right after the workshop. For more details, please visit <http://www.lttc.eduhk.hk/?p=18687>. More workshops will be organised in 2017/18. Please stay tune.

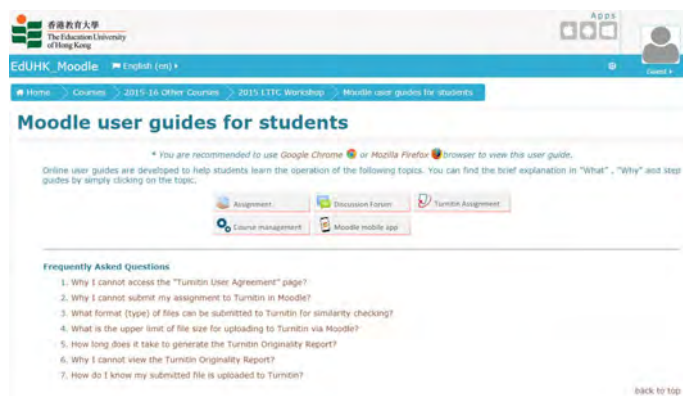
Centre for Learning, Teaching and Technology (LTTC) Support for Postgraduate Students

e-Learning

To promote and facilitate the innovative and interactive e-Learning approach of the University, the Moodle supporting team at LTTC provides a wide range of supporting services related to the operation of Moodle Learning Management System and the similarity checking system Turnitin for students and staff. To help students better use Moodle for learning, workshop sessions for student titled "Managing Your Learning in Moodle" are scheduled at the beginning of each semester.

Other Moodle supporting services include:

- User guides
- Workshops on using Moodle and Turnitin
- Consultancy
- 1-to-1 tutorials
- Hotline enquiry (2948 7047)



Moodle User Guides for Students

For more information of the Moodle support services, please visit <http://www.lttc.eduhk.hk/?p=481>.

Coding Education Unit

The Coding Education Unit of LTTC organises courses, seminars, workshops and other learning and teaching activities on mobile apps development, 3D printing and STEM education. To provide quality environment for students to learn and create, the laboratories are well-equipped with various digital devices (e.g. iMac computers, tablets, 3D printers, robots and electronic programmable bits, etc.). In the past semesters, 24 postgraduate students from MEd, EdD, Mphil and PhD programmes joined the courses and workshops to learn about coding, 3D printing and STEM education. In 2017/18, the following courses and workshops will be organised:

2017/18	Title	*The title and duration of the courses/workshop is to be confirmed. More information will be released on related webpages and email notices. For more details and enrollment of the courses and workshops, please stay tune to our website (http://www.lttc.eduhk.hk/?p=15219).
Courses	Introduction to Apps Development and 3D Printing (39 hours)	
	Developing iOS Apps with Swift (39 hours)	
	Developing Mobile Apps with App Inventor* (12 hours)	
	Introduction to iOS Apps Development with Swift*	
Workshops	Introduction to Mobile Apps Development (3 hours)	
	Introduction to 3D Printing (3 hours)	
	Advanced 3D Printing*	
	STEM Workshop Series*	

Centre for Learning, Teaching and Technology (LTTTC) Support for Postgraduate Students



Students code their own mobile apps to control the robotic cars they build.

“Basic Statistics in Higher Education” – A Blended Learning Course

The 16-hour blended learning course “Basic Statistics in Higher Education” aims at supporting students in research related hypothesis testing by introducing basic statistics in higher education using self-learning platform Moodle with in-class guidance. In 2016/17, a total of 39 postgraduate students from MEd, EdD, MPhil and PhD programmes enrolled the Course and 21 of them who fulfilled the requirements were awarded a Certificate of Completion. More classes will be offered in 2017/18. For more details of the Course and registration, please visit <http://www.lttc.eduhk.hk/?p=18801>.

For more details of LTTTC’s student support services, please visit our website <http://www.lttc.eduhk.hk/> or scan the QR code.

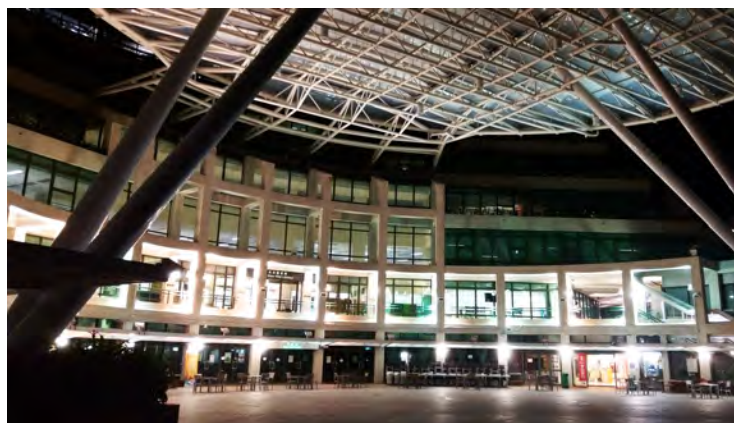


Library Support for Postgraduate Students

Quiet Study – Priority Study Carrels for Postgraduate Students

The Research Commons on 4/F of Mong Man Wai Library provides a comfortable space for quiet study. All staff and students can book any Study Carrel one week in advance but only PG students are eligible to reserve the Priority Study Carrels (Zone A) two weeks in advance.

<http://www.lib.eduhk.hk/info/facilities/rcommons/>



Academics-Equivalent Borrowing Privileges

At EdUHK, PG students enjoy the same borrowing privileges as EdUHK academics and research staff with a loan quota of 80 general items for 90 days.

<http://www.lib.eduhk.hk/info/about/regulation.html#anchor4>



Using Library Resources of Other Local Universities and Beyond

PG students can use the HKALL service to borrow books from other local university libraries and to pick them up at EdUHK. They can also use the Inter-library Loans service to request for journal articles, book chapters or books from local or overseas libraries.

<http://www.lib.eduhk.hk/forms/ill/>



In addition, they can apply for a JULAC Library Card with borrowing privileges for in-person access to the other 7 local UGC-funded university libraries:

<https://www.lib.eduhk.hk/julacard/>

Access to partner libraries in HK, Macau, China, Taiwan and Korea may also be arranged:

<http://www.lib.eduhk.hk/info/services/reader.html>

<http://www.lib.eduhk.hk/info/about/partners.html>



Library Support for Postgraduate Students

Dissertations, Research Databases and Citation Tools

Library subscribes to a number of research databases and tools that are particularly useful for PG students:

- Social Sciences Citation Index and SCOPUS provide advanced cited reference search functionalities that are essential for a comprehensive literature review
- SAGE Research Methods Online (SRMO) provides everything you need to know about research and statistical analysis methodologies
- APA Style Central and RefWorks are useful tools for PG students to manage their research readings and citations and to create the in-text citations and the reference lists with appropriate citation style
- Dissertations & Theses @ The Education University of Hong Kong, Digital Dissertation Consortium are among the many dissertations and theses databases subscribed by the Library

<http://www.lib.eduhk.hk/resources/e-resources/index.php>



Enquiries, Consultation, Suggestions and Feedback

PG students are welcome to contact us at the Information Counter, G/F, Mong Man Wai Library

✉ libinfo@eduhk.hk

☎ 2948 6653

☎ 9514 9655 (Weekdays 9 am– 5 pm)

<http://www.lib.eduhk.hk/info/contactus.html>

<http://www.lib.eduhk.hk/recommend/> (purchase recommendation)

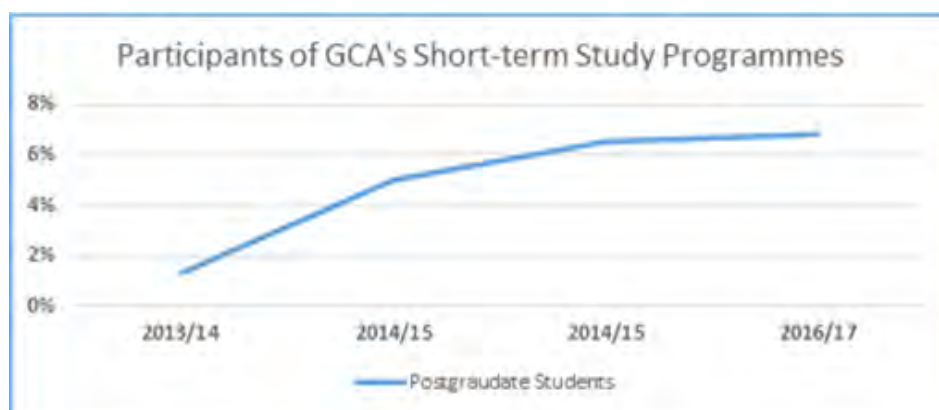


Support for Postgraduate Students Provided by Greater China Affairs Office

During this summer, 17 postgraduate students participated in various short-term study programmes in the Mainland organised by the Greater China Affairs Office (GCA). The Office collaborates with its partner universities, including Tsinghua University, Renmin University, Beijing Language and Culture University, Communication University of China, Harbin Institute of Technology, Southwest University, Guizhou University, Zhejiang Normal University, South China University of Technology, to offer a unique and valuable non-formal learning experience outside campus.

To facilitate students' broadening the horizons and nurturing cultural awareness, GCA organises a series of thematic non-local experiential learning activities in the region throughout a year. It is witnessed that more postgraduate students, although having a relatively short study period at EdUHK, have been seizing the valuable opportunities to join these activities. (Chart 1)

Chart 1



On the other hand, the Office also contributes to promoting internationalisation on campus as well as fostering integration of students from different ethnic or cultural backgrounds. In 2016/17, GCA organises various University-wide activities, e.g. Cultural Showcase, Photo Contest, etc. to enhance communications and interactions among students. It is believed that many of us still find the international food and snacks and the performance of non-local students at Cultural Showcase fascinating and unforgettable.



The Office works closely with the Graduate School in supporting postgraduate students, and collaborates with REG and Faculties/Departments to promote the University and its programmes in the Greater China region and helps handle student visa applications at admission.

Support for Postgraduate Students Provided by Greater China Affairs Office

Student's Sharing:

Miss Yang Shiyun (A1M046) joined the Summer Programme at Tsinghua University (清華大學「中華文化：傳統與現代」京港大學生交流營) in Summer 2017

「以香港學生的身份再次去北京參與交流，我在活動中瞭解了兩岸三地的生活習慣與差異，也進一步通過生動的課堂和實踐瞭解中國傳統文化。」



Mr Shi Yang (A1M043) joined the short-term study visit at Shaoguan University (韶關學院「茶禪一味 - 韶港澳青年中國茶文化交流團」) in April 2017

「六天的旅程中，自己深深地感受到傳統文化的精華與博大精深：透過講座，對嶺南文化有了一定的認識，也增加什麼是茶的知識；在茶藝課程中，自己親自體驗茶藝師的每個步驟；在壓花課程中，可以親手做出精美的書籤和項鍊等飾品；在插花時，增加美的體驗；去往紅山採茶是有趣的，從茶的原生地見證它們的蛻變；在南華寺體味禪宗思想，淨化心靈；丹霞山的美景更是美不勝收，領略到大自然的鬼斧神工，感嘆自然的力量！同時，結交朋友，碰撞出思想火花，旅程雖短暫，記憶卻很美好，希望 暑期有幸可以繼續感受內地文化與氛圍！」

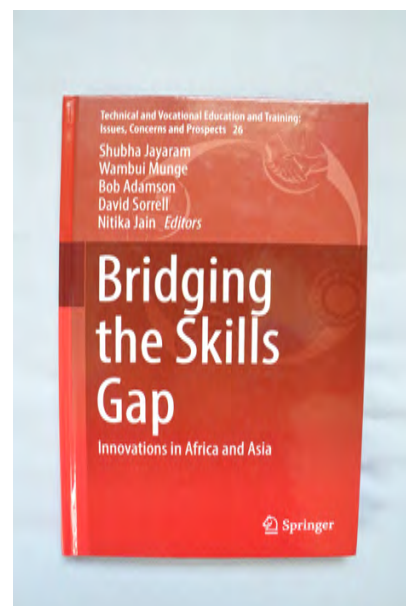
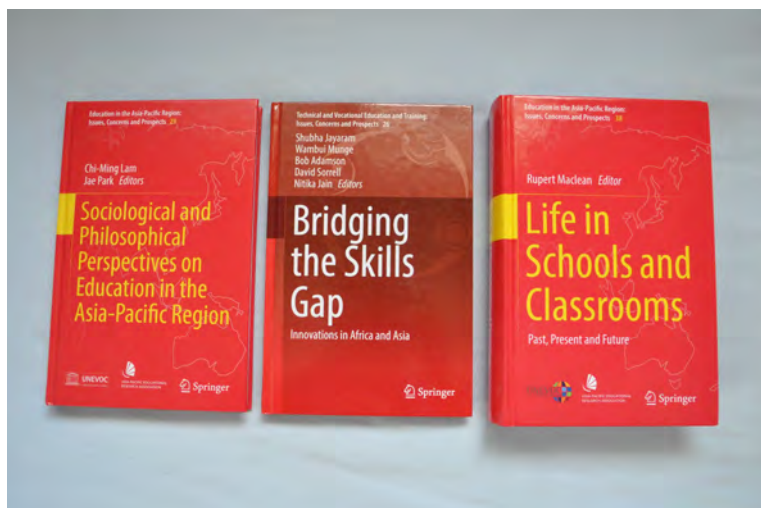
A pioneer in starting his own academic business - David Sorrell (EdD graduate)

I graduated in November 2013 with my Doctorate of Education (EdD) degree. The research for my degree has been of enormous benefit to the work I have undertaken since graduation.

Initially, I worked for over two years at EdUHK in the Faculty of Education and Human Development (FEHD) where my main workload included proofreading and copyediting documents such as reports, reviews and manuscripts. I was given opportunities to author or co-author a number of book chapters, three of which have been published and two more submitted for future publishing. In addition, one of these book chapters was published in a book that I co-edited. The Head of the department I was working within also gave me the opportunity to become the Honorary Secretary for The Comparative Education Society of Hong Kong (CESHK) and the General Secretary of The Hong Kong Educational Research Association (HKERA). These roles I still hold after three years. My EdD experiences have certainly assisted me in these roles, for example, being able to relate to academics and postgraduate students particularly when they are submitting papers for the annual conferences or to the international journal of CESHK, of which, I am also one of the Associate Editors.

After I finished working at EdUHK in June 2015, I started my own business. It is registered in Hong Kong as a sole-proprietorship and as an education consultancy business. The majority of my clients are doctoral students (EdD and PhD) and academics. When working with students, I am able to relate to the pressures that they are experiencing in writing up their theses. All of them have expressed gratitude that I have been able to emphasise and give them guidance on their timeline and what they are expected to do next. For example, preparing their thesis for submission to the Graduate School for examination by their internal and external examiners; preparation for their viva-voce and rebuttal; and revisions to their thesis after examination.

For academics and, indeed, doctoral students, I also proofread and edit manuscripts they are submitting for publishing in journals or in books as chapters. In addition, my knowledge of thesis writing has assisted me in proofreading and editing academic reports and reviews for EdUHK and other universities in Hong Kong. If you are planning to set up your own educational consultancy business, I would suggest consulting materials on the Internet or books in the library on proofreading, editing and academic writing. Familiarisation with such themes will be of enormous benefit should you decide to venture on such a journey as I have.



A Young Entrepreneur of Alternative Education - Guo Dandan (MEd graduate)

Ms GUO Dan dan, a promising entrepreneur and an MEd graduate, started her education centre The Path Education in Guangzhou. Different from the traditional learning centers tutoring pupils' curriculum course work in China mainland, Dandan's center offers alternative courses: integrating informal learning theory with study trips, film watching, and museum education. The Path Education Centre is now one year's old, but it has attracted much attention and support from many local governmental units, e.g., Sun Yat-sen Library of Guangdong Province and the Experimental Middle School invited them to run workshops and classes for pupils.



Studying in EdUHK was a life-changing experience to Dandan, which directly inspired her idea of starting her own learning center and deepened her understanding of education. Dandan pointed out three critical experiences studying in EdUHK: alternative education tour to Taiwan, academic outreach to the US, and being a research assistant in Department of Education Policy and Leadership. In her visit to Taiwan, she followed other EdUHK students to many schools of alternative education and participated some workshop of informal education led by supervisors, and before their departure she made many intellectual preparation by reading and researching relevant materials; this trip was so enriching, as it ushered her into the field of informal education, and the lesson she learnt from Taiwan trip also become a model for her own teaching. Having participated an international outreach organized by the Graduate School, Dandan visited the US, which was her first time attaining the sense of education in a foreign context; in order to optimize the efficacy of the outreach program, Dandan particularly gazed at the informal learning in the US, and thus her findings were even richer. While working as a research assistant in EdUHK, she was further trained to think critically and rigorously in doing research, which facilitated her start-up and course design. She particularly recalled her memories communicating with the teachers and students in EdUHK, among whom she found some people with similarly opinions in education and they later became her business partners.

As an entrepreneur, Dandan shared her experience: apart from socializing and knowing some peers who share similarly educational ideal, and saving them for future business partners, familiarizing with the target market and doing pilot business trial are all necessary, if future students want to run their business.



Recipient of Postgraduate Student Publication Awards 2016/17
Yeung Siu Kit Dennis (MPhil programme)



My areas of research lie in simulation game design and sustainability education. Combining these two fields, my master study focuses on the design and assessment of instructional gaming simulations for effective sustainability education. I am keen on exploring how pedagogical designs can facilitate both cognitive and, more importantly, affective learning outcomes among university students in sustainability education. The research objectives extend beyond proving the effectiveness of my self-developed simulation game, to explore design principles as well as educational theories that can lead to desirable learning outcomes. Summarizing the findings from the three-phase study, the 121 gaming simulation participants (regardless of their age, gender, as well as year and major studied) demonstrated significant improvements in all three key learning outcomes for education for sustainable development (namely knowledge, attitude and intended behaviour).

This research idea is originated from an extremely unforgettable gaming simulation camp I participated a few years ago. Since then, I fell in love with simulation games and became convinced that they are very powerful and engaging ways to teach and change people's minds. With my environmental science background, I therefore hope to systematically evaluate the potential of gaming simulation as a sustainability education pedagogy. My ultimate goal is that university students (i.e. pre-service teachers and professionals) can learn in an enjoyable environment, reflect their existing attitude and behaviors, as well as acting sustainably after joining the gaming simulation.

Taking this opportunity, I would like to express my gratitude to my supervising team Dr. Stephen Chow, Prof. Winnie So, and Dr. Irene Cheng for their kind support and advice along my journey. Also, our university has provided the research postgraduate students a lot of research supports, such as academic writing and statistic consultation. The most exciting support must be the opportunities for overseas exchanges and conferences. I have been to Russia, U.S., and Japan (for two times) to present my research findings and collect feedback from different experts around the globe. These are valuable experiences for me to become a more mature researcher.

Recipient of Postgraduate Student Publication Awards 2016/17 Huang Qi (PhD programme)

Our research is entitled "The Contribution of Parent-Child Numeracy Activities to Chinese Young Children's Mathematical Ability". In the past years, a growing body of research has shown that parent-child mathematical interaction have a strong effect on children's mathematical learning. Chinese children's excellent performance in mathematics is believed resulting from Chinese parents' active engagement in a variety of math-related learning activities. However, few studies have explored these activities, the correlation between these activities and children's mathematics achievement, or the fathers' engagement in math-related activities.

To fill these gaps, current study investigated both mother-child and father-child numeracy activities in Chinese families of Hong Kong and it also explored parents' unique roles in predicting young Chinese children's mathematics ability. The results indicated that mothers' participation in number skill activities and fathers' participation in number game and application activities significantly predicted their children's mathematical performance. I would like to thank my supervisor and colleagues. This research would not be completed without their support. Our thanks are also extended to the EdUHK for the Faculty Research Funding.



Recipient of Postgraduate Student Publication Awards 2016/17 Jin Kuan Yu (PhD programme)

My award-winning research was actually conceived around 2012 before I began my PhD programme. The most challenging part in the study for me is to come up with an interesting story and to find suitable empirical data sets to support the rationality of the research. The original manuscript was completed in 2014, and major revisions were continuously made during the period of rejection and resubmission with the aid of my supervisor (Prof. Wen-Chung WANG). Eventually, the paper was accepted and published in *Multivariate Behavioral Research*. The whole process of getting my research published, although tough and torturing sometimes, turns out to be quite worthwhile and much rewarding. The following words is a brief introduction of this research:

A large number of instruments have been developed in human sciences, in which raters play an indispensable role. It is not rare to observe that ratings provided by the raters may tend to be biased (with or without consciousness). The term Differential Rater Functioning (DRF) is therefore coined to refer to the fact that raters may hold different severities toward different groups of ratees. DRF can affect the validity of measurement directly, which has long been one of the key research interests in the field of assessment. The issue of DRF discussed before focuses mainly on the interaction between rater severity and ratee's known or recorded group membership. However, biased ratings related to the unknown, or more precisely, unrecorded group membership cannot be neglected. To explore the latent variables that may cause DRF, a mixture facets model for dealing with latent DRF was presented in my study.

Recipient of Postgraduate Student Publication Awards 2016/17 Li Yuhan (PhD programme)



Since joining EdUHK in 2015, I have published five academic science papers in international journals and five conference abstracts. I am researching photocatalysis on environmental pollution treatment.

The motivation behind my research is my passion for environmental protection. The environment is the foundation for human life. However, human activities have caused serious environmental deterioration. The traditional treatment methods curbing air and water pollution are not satisfactory in practice. While photocatalysis can be applied to both energy and environmental issues; therefore, I am trying to prepare various efficient visible-light-driven photocatalysts by using facile approaches to lower the indoor air pollution. My research focused on improving the photocatalytic performance of g-C₃N₄ by using seven different methods. As one of the most historical functional materials in the chemical reports, carbon nitride (g-C₃N₄) can be functioned as metal-free polymer and promising candidate to complement carbon in materials applications.

I am grateful to EdUHK. Because the learning atmosphere formulated by EdUHK makes me concentrate on my research, and EdUHK also supports me with funding and experimental facilities. The days and nights I spent in the laboratory doing research are so unforgettable.

Recipient of Postgraduate Student Publication Awards 2016/17 Lai Tsz Tsun (MPhil programme)



There were four original research articles deriving from my MPhil study at EdUHK, three of which (ranked A or A*) were published earlier this year (2017) and were granted the Postgraduate Student Publication Award 2016/17. The remaining one has been scheduled to be published in *Asia-Pacific Journal of Public Health* in September 2017.

The first paper analyzed a cross-sectional survey dataset and identified specific inclusive teaching tasks, which were demanding for regular school teachers. The second paper looked into how peer normative use of the Internet interacted with individual Internet use to affect the severity of Internet addiction (IA). The third paper was a revised version of my MPhil thesis which estimated a multivariate explanatory model of the shaping of IA with a special focus on socioeconomic determinants. Finally, the fourth paper investigated the socioeconomic moderators of the effects of different motives for smoking cessation in Hong Kong men.

I am grateful for the environment and support EdUHK provided me for my research, without which the four papers could not have possibly been published. These papers were all revised assignments of the advanced statistics courses I was entitled to choose in EdUHK, which facilitated my research skills. The Graduate School funded my overseas conference, in which I presented my studies; these experiences helped me hearing advice from other international researchers and experts. In addition, the studentship offered by EdUHK relieved my financial burdens. Finally, my thesis supervisors have provided me excellent guidance and support, which helped me sail through the hardships of MPhil study.

Hence, I do not take these publications and the awards as personal triumphs, but a great success of the collective efforts of many parties within the university. Once again, I would like to thank EdUHK for the opportunity making me a research student and letting me to study in this wonderful environment.

Recipient of Postgraduate Student Publication Awards 2016/17
Li Yulong (PhD programme)

Greetings! I am a PhD graduate in the batch of 2017, and also a recipient of Postgraduate Student Publication Award 2016/17. Being conferred the award is such an honour to me and a confirmation to my effort. My study competing for the award was a piece of research I published with Springer: Using iPad-based mobile learning to teach creative engineering within a problem-based learning pedagogy. It gave an explorative account of the integration of mobile learning pedagogy in teaching engineering at a secondary school in Leeds, England, and it found out a good pedagogical cooperation of mobile learning and project-based creative engineering, potentially giving suggestions for engineering educators and theorists of mobile learning. During my study in EdUHK, the Graduate School sponsored me generously in various aspects. I am very thankful to EdUHK, without it I might have achieved less.

