

Graduate School



Newsletter



Interview with Prof Chou Kee Lee



International Postgraduate Roundtable and
Research Forum cum Summer School
2018

Tea gathering with the President



HONG KONG

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INTERVIEW WITH PROFESSOR CHOU KEE LEE

By: Dana ABDRASHEVA

Chair Professor of Social Policy,
Department of Asian and Policy Studies (APS),
Faculty of Liberal Arts and Social Sciences

Pursuing postgraduate program may be considered as the loneliest period of an individual's academic experience. For most, it is swimming in the vast ocean of creating new knowledge from prior research studies and literature. These years of solitary journey prepare us for the slow pace in our research despite our ambitious expectations and willingness to move fast and agile environment we live in today. We learn to stay loyal and committed to our research project as well as to acquire knowledge about other disciplines. There are even cases when the chosen research idea is constantly under question or the purpose of the journey itself is fading and instead of answers to our research questions we start asking ourselves the rhetoric questions "Why am I doing this PhD? Is this the kind of life I really want to have?"

Luckily, an inspiring discussion with Professor Chou on the issues of early career researchers sheds light on the variety of concerns that might be bothering the minds of young researchers and postgraduate students. Professor Chou Kee-lee is the Associate Vice President (Research) and Chair Professor of Social Policy with the Department of Asian and Policy Studies (APS) of the Faculty of Liberal Arts and Social Sciences (FLASS) at our university.

Professor Chou's advice can be grouped into the following categories:

- Read a lot, broadly and deeply;
- Stay motivated and develop self-discipline;
- Research yourself too because personality matters.

Every idea and advice that Professor Chou shared with us were developed personally by him, which adds a great value to them. These pieces of advice make us reconsider certain aspects of our academic futures and set priorities to strengthen our further careers in research.



Dana with Professor Chou



READ A LOT, BROADLY AND DEEPLY

Reading cures all kinds of research agonies: whether we are lost in all the literature trying to solve myriad of research inquiries in one thesis or we have doubts whether or not a particular topic needs to be explored, there is one solution – read. It is interesting that Professor Chou agrees and disagrees with this idea. In his understanding, it is important that PhD students read a lot in order to understand the researched topic better but on the other hand reading too much might leave the researcher voiceless and buried under other scholars' opinions. Professor Chou also adds that it is important to understand other academics' standing points as well as trying to find our own perspectives on the same issue. This is highly important because every researcher brings innovation and creativity helping in creating and building knowledge. He also reminded us that word creativity assumes that scholars create knowledge not re-interpret it. Therefore, our objective is to produce new knowledge while “standing on the shoulders of giants” if put in Newton's words.



Another light-bulb moment of the discussion was the reminder to read deeply and broadly simultaneously which means that in addition to reading in our own field we need additional information from other disciplines. For example, Professor Chou has recently developed an interest in IT and artificial intelligence, which made him think of the ways technology could personalize learning. He also had another idea of studying DNA in order to see an individual's learning capabilities, which was quite unexpected and would have never occurred to somebody focused on medicine or education only.



This is an inter-disciplinary action that reflects Professor Chou's wide research interests in areas concerning geriatric psychiatry, elderly policies, population policy especially immigrant policy, poverty, welfare reform, income inequality and health policy. The advice of broad and deep reading also applies to life-long learning when each of us needs to update our knowledge throughout our lives and this does not have to necessarily be in one sphere only.

In Professor Chou's words, this reading ability helps us skillfully adopt and understand the concepts from one discipline to another which, for me personally, is a perfect advice in the current demand of interdisciplinary research undertakings. It is also important that junior researchers start practicing this advice as early as possible because this was the only regret Professor mentioned he wished he knew earlier.

STAY MOTIVATED AND DEVELOP SELF-DISCIPLINE

Professor Chou received his education in three different systems – Hong Kong (BSocSc, The University of Hong Kong), USA (MA, University of Texas at Austin) and UK (PhD, University of Strathclyde). His PhD experience especially surprised me because Professor Chou completed his thesis in three years in the UK while working full time in Hong Kong. This experience sounded impossible given that writing and reading are tricky; some days we do it smoothly, others we feel everything we write or read is wrong. In addition, thousands of distractions interfering with our writing surround us. Professor Chou learned how to deal with distractions and developed a sense of self-discipline allowing him today hold

administrator and academic positions simultaneously as well as staying productive in research. Fantastic! I think this is one of the skills future researchers need to learn now and be ready for further competitive careers in academia or elsewhere.

There could be another reason for Professor Chou's productive work. He enjoys what he does which resonates with Confucius's words "Choose a job you love, and you will never have to work a day in your life." In this sense, it is important that by this stage of our careers (in pursuit of a PhD), we are absolutely certain of at least one thing - we enjoy conducting research and see how this opportunity allows us to contribute significantly in the growing knowledge of our discipline.

It is true that we all might end up in different areas but we will definitely need excellent research understanding and skills. Therefore, now is the best time to acquire and to hone them.



Obviously, even obtaining a PhD does not automatically guarantee a smooth career after graduation (as some of us might have thought) and it is definitely too early to rest on the laurels of our midterm success. We still have to find our niche under the sun in the highly competitive working environment. Here, Professor's advice is to learn our strengths in research. We need to ask ourselves a question "What makes me unique as a researcher?" It could be super productivity in getting the papers published, which is one of Professor Chou's impressive strengths. His personal record was to finish two papers in three weeks. This is how he managed to publish over one hundred papers in international peer reviewed journals in the past decade. So, the earlier we start nurturing our own research skills the chances are we will stand out for these skills in the near future. Out-of-the-box thinking and ability to do cross disciplinary research might be the keys to successful research career in the near future. It is also crucial to stay open to new knowledge and learn throughout our lives.



To wrap up the discussion I thanked Professor Chou for sharing his personal story of developing as a successful researcher. It is my belief that every one of us will find something we were missing up to this point and start following Professor's advice now in order to become outstanding researchers in our fields tomorrow.

RESEARCH YOURSELF TOO BECAUSE PERSONALITY MATTERS

The previous two pieces of advice are summarized in this last advice. Professor Chou emphasized the importance of researching ourselves while studying our topic, which means we need to learn more about ourselves as future researchers. This links with the first advice of reading a lot but not muting our own voices where we need to learn how to hear and listen to that voice; and the second advice of motivation links to self-research because we need to learn what keeps us personally going, what inspires us to do further research and stay committed? These questions will evidently impact our future career plans.



TEA GATHERING WITH THE PRESIDENT



Professor Stephen Y. L. Cheung BBS, JP, Officier dans l'Ordre des Palmes Académiques, President and Chair Professor of Public Policy

On 17 July 2018, 17 PhD students attended a tea reception with Professor Stephen Y. L. Cheung, President and Chair Professor of Public Policy of EdUHK. Professor Cheung chatted with the students and asked them about their projects.

It was a valuable opportunity for students to chat information with the President to ask questions about studying and future careers, and to share their concerns and ask for advice.



There were different types of sharing. The students spoke about how much they were benefiting from the opportunities that studying EdUHK gave them, for example to participate in various foreign exchange programmes and to explore their research topics in a more global context. Professor Cheung, at one time also studying overseas, agreed with their reflections and invited them to make full use of the resources available to them.



However, many students were concerned about their studies, such as the time pressure, the difficulty of communicating effectively with their supervisors. In response, Professor Cheung shared stories from his time as a PhD student, including some about the difficulty of long-distance communication at the time. In doing so, he encouraged the students to overcome their communication problems with supervisors in innovative ways.



Other students mentioned their difficulties in adjusting to the local environment. While Hong Kong is an international city, foreign students inevitably become the minority in some way. While exposure to a different culture is often an eye-opening experience, it can also bring some challenges, especially to PhD students who have a lot on their plate. Professor Cheung had also faced similar difficulties, and he expressed a need for further support for non-local students or those whose needs are not met by mainstream schools.

Finally, Professor Cheung reminded students to stay true to their research interests, and to manage their time well.





INTERNATIONAL POSTGRADUATE ROUNDTABLE AND RESEARCH FORUM CUM SUMMER SCHOOL (IPRRFSS) 2018

3 July 2018 marked the first day of the International Postgraduate Roundtable and Research Forum cum Summer School (IPRRFSS) 2018, hosted by The Education University of Hong Kong (EdUHK). Speaking at the opening ceremony, Professor Lui Tai-lok of EdUHK (Vice President, Research and Development) emphasized that this year's event has proven more popular than ever. There were more than 300 abstracts submitted and around 350 participants taking part. They represented over ten countries and regions, including Australia, Cambodia, France, Germany, Japan, Kazakhstan, Mainland China, New Zealand, the Philippines, Russia and Taiwan.





The theme for this year is ‘Building Postgraduate Students as Academic Leaders’, and the activities revolve around topics in four strands: Education, Social Sciences, Liberal Arts, and the Humanities. In keeping with the ‘for students, by students’ theme, postgraduate students from around the world presented their research in sessions chaired by their local and international peers. There were also workshops and a postgraduate roundtable comprising the 3-in-1 event, led by the following guest speakers:

- Prof. Phil Benson (Macquarie University, Australia)
- Prof. Chetwyn Chan (The Hong Kong Polytechnic University)
- Dr. Irina Elkina (Russian Academy of Education, Russia)
- Dr. Talgat Yechshzhanov (Suleyman Demirel University, Kazakhstan)

IPRRFSS 2018 not only inspired students and developed their research skills, but also fostered collaboration and exchange at a global level. By encouraging them to showcase their achievements and offering them unique opportunities to take up roles of responsibility away from their home institution, this year’s event contributed to the academic success of students around the world.



ACADEMIC EXCHANGE WITH OVERSEAS POSTGRADUATE STUDENTS

FROM THE PHILIPPINES – JULY 2018



In collaboration with the Philippine Normal University (PNU), a 3-week development programme was organized for a group of PNU staff members (who are also studying a PhD) at EdUHK in July 2018. Worked with various departments, Centre for Learning, Teaching and Technology, Student Affairs Office and the Library, a wide range of activities were organized for the group. The activities included seminars, workshops, students' presentations, visits to different EdUHK departments, research centers and laboratories. To facilitate academic exchange between EdUHK research students and the PNU group, our students were invited to meet with the group and discuss their research topics among themselves. The seminars and exchange between students offered participants a precious opportunity to extend their international network and develop their research capabilities. The visit was a rewarding experience for every one of them.



FROM RUSSIA – AUGUST 2018

A group of master students from Kozma Minin Nizhny Novgorod State Pedagogical University (Minin University) of Russia visited EdUHK for academic exchange in August 2018 for two weeks. They took part in workshops on academic writing and research methods, and they also put what they learnt into practice and participated in sessions of local fieldwork. They took the opportunity to learn more about the history and culture of Hong Kong, and even took some simple Cantonese lessons. During a sharing session, these students from Russia as well as postgraduate students from EdUHK presented their completed and on-going research.



FROM AUSTRALIA – SEPTEMBER 2018

A group of master students from University of Wollongong (UoW) in Australia is going to visit the University in September 2018 to work with EdUHK students on their research for one week. During the visit, there will be seminars and workshops on the development of research skills coordinated by academic staff from both universities.

EdUHK students are invited to work with the visiting students on research projects. You will gain hands-in experience in conducting research and have the opportunity to work closely with the students from UoW.

Please email gradsch@eduhk.hk if you are interested in finding out more.

Workshops and Individual Consultation Sessions

To strengthen postgraduate students' English writing skills and enhance academic/teaching staff's research supervisory skills, LTTC and GS jointly organized various workshops and consultation sessions in 2018:

SPEAKER	TOPIC
Professor Sherry Y. CHEN and Professor Jie Chi YANG National Central University, Taiwan	<p>Workshops</p> <p>(1) 4I and 3S in Academic Writing, by Professor Sherry Y. CHEN</p> <p>(2) From Proposing a Topic to Submitting a Paper, by Professor Jie Chi YANG</p> <p>The workshop delivered academic writing skills, especially 4I and 3S. 4I refers to “important”, “insightful”, “innovative” and “interesting” while 3S pertains to “Story”, “Structure” and “Sentence”. Furthermore, a real case study, which illustrates the process of writing academic papers, was discussed.</p> <p>Individual Consultation</p> <p>Five individual consultation sessions were arranged to provide participants with an opportunity to discuss their writing on an individual basis with Professor Chen and Professor Yang, as well as receive feedback and advice for further improvement.</p>
Professor Rachel SPRONKEN-SMITH Dean of the Graduate Research School University of Otago, New Zealand	<p>Strategies to Get Your Thesis Student to Complete</p> <p>The workshop covered different stages of the research journey for thesis students (both doctoral and masters), and discuss ways to get students off to a great start, assist them to maintain momentum, and help them to complete in a timely manner.</p>
Professor Phil BENSON Department of Linguistics Macquarie University, Australia	<p>How to Use a Literature Review to Frame your Research Problem and Approach</p> <p>Literature review is a matter of reading relevant research (books, papers, reports) and writing up what we have learned. Every postgraduate researcher knows this and most know that literature review has something to do with creating a ‘research gap’. But why do we have to do these things? This workshop focuses on the purpose of literature review and its connection to research design. Participants will learn how to select relevant source, how best to read them, and how best to arrange the material in the form of an argument that leads up to a research design. They will also take away ideas on several approaches to concluding a literature, other than creating a research ‘gap’.</p>
More workshops will be organized in 2018/19. Please stay tuned.	



Awardees of Hong Kong PhD Fellowship Scheme 2018/19

Established by the Research Grants Council (RGC) in 2009, the prestigious Hong Kong PhD Fellowship Scheme (HKPFS) has brought about one thousand five hundred top students from eighty countries/regions to Hong Kong to undertake PhD studies. While candidates' academic excellence is the primary consideration, the Selection Panels will also take into account factors such as the candidates' research ability and potential, communication and interpersonal skills as well as leadership abilities.

For the 2018/19 academic year, five candidates nominated by our University are selected by the RGC to receive the Hong Kong PhD Fellowship. They are:

- HOSSAIN Md Farid from Bangladesh
- ROKONUZZAMAN MD from Bangladesh
- MULVEY Benjamin Joseph from United Kingdom
- LIU Yuwei from Mainland China
- TRAN THI THANH THAO from Vietnam

We are delighted to see more talented students joining our research community.



Tuition Waiver for Local Research Postgraduate (RPg) Students

Starting from the 2018-19 academic year (with effect from 1 July 2018), the HKSAR government will waive tuition fees for all local students in UGC-funded RPg programmes in their normative study period. Both current and new students at EdUHK will be eligible for this scheme.

For more details, please contact the Graduate School or refer to https://www.ugc.edu.hk/eng/rgc/funding_opport/tws.html.

POSTGRADUATE PUBLICATION AWARDS 2017-2018

YANG Ruiqian (EdD Student)



I am YANG RUIQIAN from the Department of Mathematics and Information Technology. I am a Year-2 doctoral student at present. My specialized academic area is Information and Communication Technology in Education (ICE). My research interests are the implementations of e-learning practices in English and other subjects. I am so grateful and humbled for this Postgraduate Publication Award from EdUHK. I enjoy academic research, focusing on the research and sharing the experiences with my peers and professors that keeps me from turning a blind eye to fraud and injustice.

Once when I asked my supervisor if it is such a privilege just to be an academic researcher, he told me that it is a valuable privilege and we must remind each other of this privilege and the responsibility of active empathy. Certainly, I am especially proud and inspired by all the outstanding researchers especially female researchers who have felt strong enough and empowered enough to

speak up and share their experiences.

I have learned a lot from these experiences. Firstly, ensure the research match the requirements of academic journals. Secondly, after you opt for the target journals, you should highlight the research which are similar to your research. Finally, do not be shy to consult visiting scholars or keynote speakers who share similar research interests with you in the university or conferences. You can deal with your confusions and be inspired by their valuable experiences.

I also want to thank every single academic researcher that has been on the stage before me. It is not just academic researchers in the education industry, but also academic researchers in society, who I look up to and who have allowed us to dream this big. I wish more women academic researchers will win this award on the stage and have an impact on this world.

YANG Yi (PhD Student)



An important suggestion for academic writing is that a lot of reading is essential before starting the work, and it is necessary to learn from others' publications. Therefore, when your reading reaches a certain level, you need to write more deeply. If you feel stressed when preparing an academic paper, you are not the only one who has this kind of feeling! Most PhD candidates, even those who are advanced students - are influenced by inner cri-

tics who whisper all the fears while writing. Finding out your biggest fears may be worthwhile, so you can solve problems more specifically. Fortunately, I not only heard negative emotions, but also positive emotions: "Sometimes when I write, it exactly matches what I mean, even better, this is great!" Try to encourage yourself and learn from the experiment. The most important thing is: perseverance and continuous practice.

LI KA SHING FOUNDATION SCHOLARSHIP SCHEME
“ENTRANCE SCHOLARSHIP FOR GRADUATES
FROM THE MAINLAND UNIVERSITIES TO
PURSUE TAUGHT MASTER PROGRAMMES AT EdUHK”
2017/18

FU Xiaomei (MEd Student)

It is an unexpected honour for me to write this sharing. Originally from Guangzhou, I received my bachelor degree in Music Education at South China Normal University. Upon graduation, I embarked on my music teacher career in a secondary school in Guangzhou. Having spent two years working there, I realised my deficiency and I wanted to develop more skill sets in the teaching field. With this desire, I decided to further my postgraduate studies at The Education University of Hong Kong. During the intensive one-year full time programme in the Area of Curriculum, Teaching and Assessment, I was exposed to many advanced curriculum design methodologies.

Besides, I also seized the chance to study abroad at the University of Texas at Tyler and I took a course that was offered by Coventry University. Both of the above invaluable experiences have definitely widened my horizon. Hong Kong with its dynamic and diversity has pushed me to explore and develop new perspectives to look at problems and to solve it with new approaches.

I am very pleased to be selected as the scholarship awardee of the Li Ka Shing Foundation Scholarship Scheme, Entrance Scholarship for Graduates from the Mainland Universities to Pursue Taught Master Programmes at EdUHK. I will never regret coming here and studying here. Apart from the education experience, I am impressed by the local Hong Kong cuisines and the beautiful landscape of the country park. I really enjoy living here and I plan to pursue a career in education here.





MEd ENTRANCE SCHOLARSHIP

Background

Since the academic year of 2017/18, the MEd Programme has offered an Entrance Scholarship for Master of Education. The Scholarship aimed to encourage teachers to study for a Master's Degree and to enhance their professionalism in the field of education. An amount of HK\$10, 000 will be awarded to each awardee.

CHAN Chun San

Master of Education (Area of Focus: Educational Management and Leadership)
Teacher of a mainstream primary school---Tsang Mui Millennium School



Why MEd?

It has always been my dream to become a teacher since I was little. In my first year of teaching, I experienced the busy working life of teachers due to the changing education policy. As a part of the education field, I should know more about the whole situation in education in the society. I realized that I should not only view education from teachers' angle, but also from the angle of the school, the government and the world. I have to broaden the horizons in global education policy so I can have a clearer picture of how Hong Kong can do better in line with both the global trends and the needs of the next generation.

Why EdUHK?

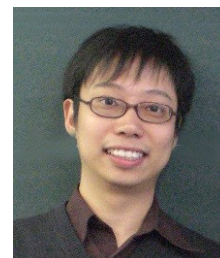
I have never hesitated on pursuing MEd studies at EdUHK. EdUHK is the only university concentrating on Education Studies in Hong Kong. It is ranked the second in Asia. Moreover, there are a lot of international classmates to share their thoughts with me in the lecture. It could be a rare occasion for a current teacher to have such opportunities. In the meantime, all of the professors are full of wisdom and they prepare very well for students' learning. There is no reason for teachers not to choose this leading university on education to study MEd.



MEd ENTRANCE SCHOLARSHIP

Chow Kin Shuen

Master of Education (Area of Focus: Mathematics,
Technology, Science and Environment)
Teacher at Kiangsu-Chekiang College (Shatin)



I am very pleased to be granted the Master of Education Entrance Scholarship 2017/18 this year.

I could recall that when I first entered the field of education, I was full of enthusiasm despite working with students, parents and co-workers with meagre experience. However, after more than a decade of exploration and cultivation of my teaching career, my professionalism and workload have both continued to increase. As a secondary school teacher, I mainly teach Senior Form Mathematics and Mathematics Extended Part Module 1 (Calculus and Statistics) as well as train students to participate in the Mathematics Olympiad Competition. In terms of extra-curricular activities, I not only have teaching experiences but have also been actively taking part in various extra-curricular activities such as leader for Scout Association of Hong Kong. In addition, I am responsible for formulating the timetable for class attendance throughout the school, monitoring the daily operation of the Students' Union and leading students to join Joint School Science Exhibition. In my school, every teacher is a class teacher who manages the daily operation of their designated classes and serves as a bridge between the school and parents. These tasks have made me physically and mentally exhausted.

Due to the heavy workload, I often find that I still have many deficiencies in my job and hence I have, somehow, lost my motivation. In order to enhance my teaching and learning ability, find my ideals and maximize my career development opportunities, I decided to take a master's degree in education in 2017. EduHK is the only university in Hong Kong based on teachers' education. It ranks among the top positions

in Asia and the world. The curriculum of the programme is emphasizing the development of teacher education research to promote education development. Furthermore, because of the flexibility of class time, Hong Kong University of Education is my inevitable choice.

After a year, what makes me rethink is the core of teaching and learning. The reform of education in Hong Kong has continued. Teachers should have spent much time on guiding students. However, in order to cope with everyday administrative work and catch up with the progress of teaching, we often adopt the teacher-centered approach to enhance our teaching speed. However, in fact, can students really learn the taught knowledge? Should we return to the core of teaching and learning? I understand that the students-centered learning requires the efforts of the teachers, but I believe this will enable students to enhance their interest in learning. In addition, the knowledge I have learned in the master's program is particularly important in my school's practice. I will bring the difficulties of teaching in school back to the university for discussion with mentors and classmates. I have received constructive guidance from mentors and unceasing support from classmates. They give me new views and make me more confident and able to polish my teaching.

I still have one year to complete the Master's program. I am eager to continue to inspire my thinking and to give back to the school what I have learned. It also makes my mind and body strong and gives our education community an edge.

MEd OVERSEAS LEARNING EXPERIENCE

The University of Lorraine in France



HUANG Minling

In November 27, 2017, a group of EdUHK students from the MEd programme attended the courses relating to educational issues at the University of Lorraine (UL), France. With the help and guidance of UL professors, we learned about educational modes and typical instructional activities of both elementary and secondary schools. Together, we students participated in seminars on educational issues about technology in classrooms, pedagogical reforms across ages, demonstrations of local teaching activities, and the oral output of the local event-Saint Nicolas, which were delivered by UL professors and doctoral students respectively.



Inspired by the local instructional activities such as museum pedagogy and the archaeology presentation, I am eager to share my reflection on nurturing and guiding my own child, who has not come yet but will come in the near future. When teaching history, primary schools in France provide opportunities for children to experience in the museum and offer ar-

chaeology presentation which are somehow like an inquiry-based process.



Then in the museum, teachers or parents as mediators will try to make sense of what they are experiencing to children by telling stories and introducing historical events at an instructional level. They have access to knowing where the ancient objects come from, what they were like, how they were discovered and how or when they were made. In mainland China, schools seldom have such arrangements, but as a parent of my future child, I can create the conditions for him. I do not expect him to gain a full body of knowledge, I do not expect him to be very knowledgeable, or to know everything. I will simply provide conditions to expose him in different kinds of settings and offer him the chance to experience. The more he is exposed to, the more he experiences, the more he knows about himself and knows his interest. This is what I think as very important.

The University of Texas in Tyler in USA



ZHANG Zhe

It has been more than half of a year since we came back from Tyler, but the memory about how hospitable the university crew was, how fun we had, and how I felt about this journey was fantastic is still freshly new in my mind.



A person I really must mention about is the coordinator, Madam Lori Sisemore. She is the one with a mother's heart. Every morning, she drove in the mini-van coming back and forth for three times to take us to the campus. On that Saturday, she drove us to the malls here and there, since some enjoyed swiping the credit cards and would not leave one mall while others would like to go to the next malls shopping until dropping. Lori had to drive across the town for many times ensuring no one had been left behind. Besides, she is a very humble person. When being asked how we could give her in return for her kind-

ness, she just humbly said, "do to others whatever I do to you". She is probably the most delightful person I have ever met.

The second thing was about the consistent patience of the teaching faculty. We went there for studying Research Method, which was new to most of us and to be boldly honest, hurt the brain of many. Very often we just stared at our teachers' faces wondering what they were talking about and what we could do with confidence interval or sampling distribution of the sample mean, so we raised up our hands again and again. The best thing was every teacher listened attentively and answered the questions with great patience. With their help, we all performed well in the final group presentation. To make things more unforgettable, our group, Crazy Hatties, standing out from our peers, got the highest score and won the trophy, a T-shirt with the school mascot!



I was so blessed to have such a journey, meeting those wonderful people and gaining practical knowledge. Studying at UT Tyler is something I would seriously brag about and also a memory I would treasure forever.

The University of Wollongong in Australia



YUAN Dan

As one of the students who had the chance to visit the University of Wollongong (UOW), it is my great pleasure to share what I experienced and what really impressed me in this learning tour in Australia.

As a MEd student who majors in English for Academic Purposes (EAP), it is very important for us to know how to apply what I learned in class and how other universities make it works.

At the School of Education of UOW, we had a very useful course with the detail of the application of different discourses. The Q&A about how the EAP develops and some issues on English Language Learning made it helpful when the course ended. I realized even if they are in an English-speaking country, the English teachers in Australia are facing many similar problems as we are.

After having the course, we visited the learning centre of UOW, which is the first and the only learning centre in Australia. The learning centre really impressed me by the design of the different areas for the children in different ages with developing specific abilities, and that is a place where the parents can also have fun and learn something too.

The UOW arranged many activities for us, showing the culture of the university and how the students have their writing tutoring, which gave us inspiration on the teaching methods and style. And the UOW also arranged another school visit to a local primary school, and the teachers and students there were lovely. The courses in Australian primary school are totally different, attractive with various elements and interesting. It makes me think that what makes the education enjoyable may be the secret of how we makes the whole-person development work. I am grateful for the arrangement of GS and this school visit just boarded my horizon and provided me with various material when doing my EAP project.



International Outreach Study Programme for Doctoral Students to New Zealand



Prem Prasad POUDEL (PhD Student)



(IOSP) 2018 that ended up with truly an international exposure and networking opportunity with the people with similar interests and research areas. I believe that the insights gained and perspectives acquired will make long-lasting effects in the academic life of the emerging scholars. Aside from that, I am overwhelmed with the natural beauty and diversity of New Zealand's landscape and scenery as I could travel to Queenstown on the south and amazing volcanic Mt Eden, including some islands, on the north. The winter was amazing; cows and sheep grazing and nesting in the meadow just below the snow-capped hills under the open sky. I am impressed by the calm and comfortable living of super-friendly people there. The whole trip was phenomenal.

The exposure I had during the visit to two of the prestigious and vibrant universities in New Zealand, viz, The University of Canterbury in Christchurch, and Auckland University in Auckland was a thrilling and eye-opening opportunity for me. This visit included the both. Meaning that at both the universities, there were scholarly presentations by the established distinguished scholars. It was a great chance to listen to the research concepts from interdisciplinary areas. More importantly, for me, learning about Maori culture, tradition and New Zealand government policies was the long-awaited experience, and I do believe that most of the colleagues from the EdUHK experienced the same. A sincere gratitude goes to The Graduate School of EdUHK for organizing International Outreach Study Programme



HUO Dongfang (EdD Student)

The IOSP 2018-New Zealand program was my first time to take part in “Overseas Visit Study” since I came to EdUHK which had brought me a lot of fresh and unforgettable experiences, and it is also my first time to set foot on New Zealand, a unique island nation in the southern hemisphere. There is beautiful natural scenery like in paradise, fresh air and water, and a social environment where Western culture and Maori culture are integrated. There are also excellent foods as you expected. In this overseas exchange activity, it is even more rare to have the opportunity to visit two world-class universities, The University of Auckland and The University of Canterbury, where we have the chances to enhance our research skills through participation in seminars and workshops in these universities, and to interact and cooperate with scholars and other doctoral students there. This is undoubtedly an improvement of my global academic awareness. IOSP is a window and a bridge, it leads me to the new world through sharing study experiences with research students studying in different nation, field and topics, and different cultures. These all have provided my new idea and inspiration for my research topic.

MEd Career Talk

As a form of support and to better prepare students for their future and career development, the Graduate School has organized various kinds of Talks for students so as to shed light on career and study prospects. The Career Talk 2018 was successfully held on 21 May 2018. With support from the Graduate School, students could better equip themselves for the job market.

MEd graduates, Ms GUO Dan Dan, a businesswoman who is building a thriving business in the education sector and Ms CUI Yan Meng Jiao, a teacher who is serving in a local kindergarten, were invited to be guest speakers in the event. The speakers shared stories on how they achieved their professional goals, tips on job seeking and answered students' questions regarding career development.

Apart from the sharing of alumnae, the MEd Programme

Director, Professor Winnie SO and one of the MEd Area Coordinators, Dr WANG Zhenlin also gave students some words of advice and encouraged them to pursue their dreams and goals.



Recent Appointments to Graduate School

Research Postgraduate Programmes
Director: Dr LEE Kwai Sang



Doctor of Education Programme
Director and Associate Dean
(Quality Assurance and Enhancement): Dr John TRENT



We would like to express our deepest gratitude to Dr Paul STAPLETON for his service to the Graduate School as previous Associate Dean and Doctor of Education Programme Director, and to Professor CHENG Kat Hung Dennis for his service to the Graduate School as previous Research Postgraduate Programmes Director.



Student Support Services

INDIVIDUAL THESIS WRITING CONSULTATION

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 improvements. Students are welcome to make 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 CONSULTATION SERVICES

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

For details, please visit our website:

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

CERTIFICATE COURSE ON “INTRODUCTION TO TEACHING IN HIGHER EDUCATION”

An 18-hour Certificate Course “Introduction to Teaching in Higher Education” is organised by the Centre for Learning, Teaching and Technology (LTTC) 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.ltcc.eduhk.hk/?p=10715>