



香港教育大學

The Education University
of Hong Kong

GRADUATE SCHOOL



Graduate
School

Issue 18 Newsletter



NEW LOOK
NEW MILESTONE

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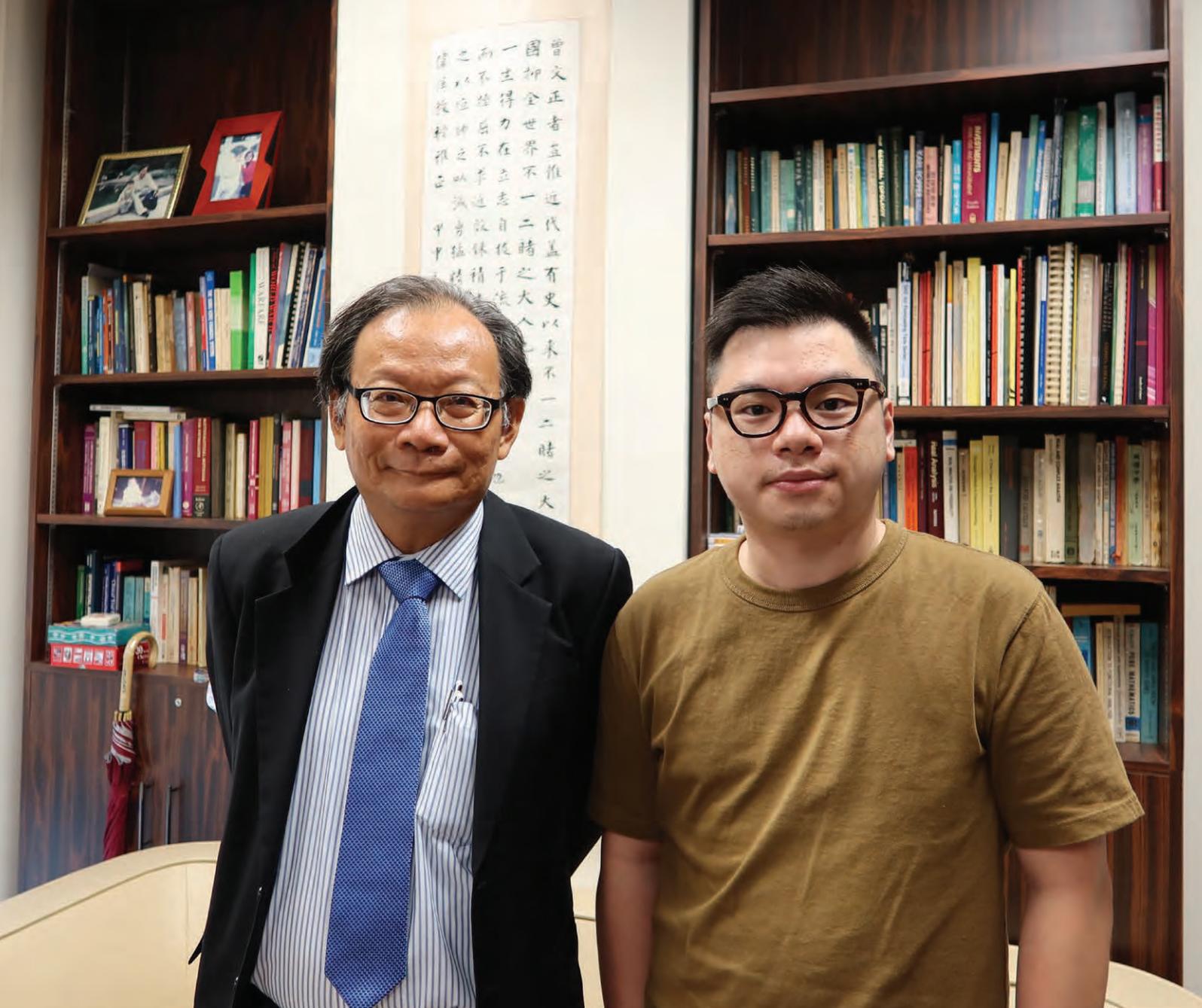


The Education University of Hong Kong - Graduate School
Newsletter - Issue 18 (Oct 2020)

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Interview with Professor Li Wai Keung

ZHANG Yu Herbary

Professor Li Wai Keung is the Research Chair Professor of Data Science and the Dean of the Faculty of Liberal Arts and Social Sciences (FLASS) at The Education University of Hong Kong (EdUHK). Prior to joining EdUHK in 2019, he worked as a chair professor and head of the Department of Statistics & Actuarial Science at The University of Hong Kong. Professor Li endeavors to foster new interdisciplinary and cross-departmental collaboration in the faculty. In this interview, Professor Li shared with us his leading philosophy to be a well-rounded scholar, provided tips for early career researchers, and exchanged his experience on how he adjusted to different changes in the teaching and learning process under the "new normal".

Leading philosophy

Professor Li is adapting to his new leading role as a faculty dean, which covers multidisciplinary subjects. Professor Li said success comes from good cooperation, a good leader should be a good team player. Therefore, Professor Li encouraged all of us to be as open as possible while encountering and tackling difficulties. Apart from his administrative role, he seeks to help and nurture young talent in the faculty, providing mentorship to his colleagues. With this visionary, Prof. Li shared one of his missions is to cultivate our students to become caring leaders with a global vision. In addition to his academic achievements in teaching and research, Professor Li also loves to read history and he is particularly keen on war stories because of their exciting plots and the lessons he can learn from military leaders to improve his leadership skills at work. He believes it is important to avoid overconfidence while leading, as leaders usually need to consider different situations and perspectives before making any decision.

As a lifelong learner, Professor Li continues to learn from the Chinese philosophy and literature despite being an expert in his field. Professor Li is a big fan of Mr Zeng Guofan (曾國藩) and Mr. Liang Qichao (梁啟超) from the Qing Dynasty. Their stories inspired him to be perseverance and diligence throughout his four-decades of research career. Even though there are lots of difficulties and uncertainties ahead, "we should trust ourselves and our team as my experience told me that we will eventually find a solution."

Tips for PhD students and early-career faculty

Professor Li also shared with us one of his favorite book "Youth and Learning" (青年與學問) written by Mr Tang Chun-i (唐君毅), an important Neo-Confucianism figure. The book contains articles written by Mr. Tang which are dedicated to inspire the young generation at the time, encouraging them to "progress themselves by studying and learning, and achieving their life goals, so as to open up the future of Chinese culture.". Professor Li encouraged us to respect and learn from the wise men and improve ourselves.

Since 1983, Professor Li has published more than 170 research articles and most of them are in top journals. This year, in recognition of Professor Li's significant contributions to the Journal of Time Series Analysis, he was selected as a Distinguished Author in 2020. According to Prof. Li, publication is a crucial part for all



academics. He advises young researchers to keep themselves updated with the trend and identify important topics in the research areas. Professor Li regards "novelty" as a crucial element for a research article to be published at top journals, he suggests young researchers to learn from each other by observing what other researchers are interested in.

Having a PhD degree nowadays does not guarantee a job opportunity in the academic field. In response to this, Professor Li gave three distinctive suggestions: first, keep doing your research regardless of the challenging situation; second, maintain professionalism, always evaluate the impacts of your research project; third, be persistent and flexible with your goal. He also mentioned that many people choose a different career path after completing their PhD degree.

Therefore, be open-minded with different options and do not be afraid of trying new things.

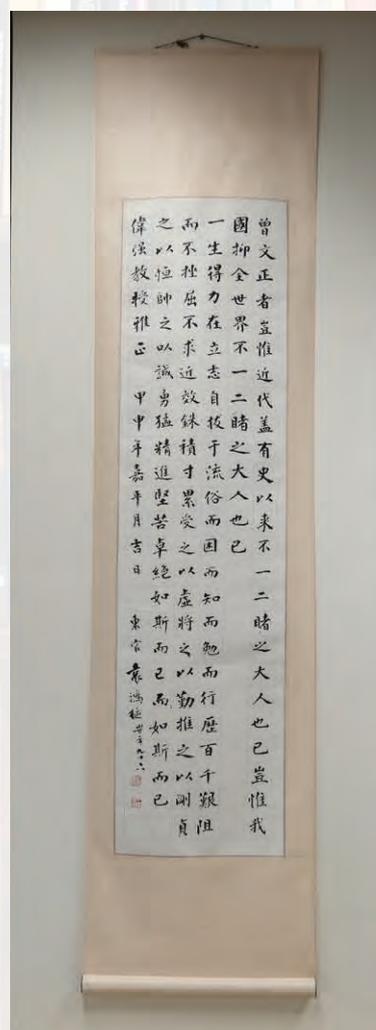
COVID-19: opportunities and challenges

The coronavirus crisis has created long-standing challenges for the field of higher education, such as skyrocketing tuition costs and changing modes of teaching and learning. Professor Li admitted "we have no choice" but to face reality and do our best confronting difficulties. Under Professor Li's leadership, FLASS has played wide-ranging roles in illuminating and mitigating the COVID-19 situation with experts from different departments. Faculty members have adjusted themselves to online teaching within a few days, and they had been adaptive to different changes. Professor Li believes these are actually opportunities for all of us to "learn from it and improve ourselves".



Reflection

The interview with Professor Li has inspired me to think differently from the data scientist's perspective in terms of how to respond to uncertainty. In the end, I feel so blessed to have such a wise senior sharing his precious life experiences and philosophy which shall guide us in our future studies and research.



Teaching and Learning under COVID-19

Master of Education (Intensive Teaching Mode), Collaboration with Shenzhen Bureau of Education

WANG Yifei

Since the Master of Education (Intensive Teaching Mode) was specially designed for the Shanghai Bureau of Education in 2012, more than 350 students have enrolled. In 2020, the Graduate School has

extended the programme to cities in the Greater Bay Area (GBA), started by collaborating with the Shenzhen Bureau of Education.

It has always been the aim for the Master of Education (MEd) Programme to nurture educators who are intellectually active, socially caring and globally aware to become agents of changes in the communities they serve. Students enrolled in this programme are leaders in the education sector, including principals, vice-principals, department heads, and senior management staff nominated and financially supported by the Bureau of Education. One distinct characteristic of the students is that all of them are experienced educators who have a critical understanding of the larger policy in the city / county they serve and are potentially more likely to be able to make a bigger impact on the educational system in the region.

We are committed to continue quality improvement of our programmes and strengthen the role of EdUHK as an educational hub in GBA.



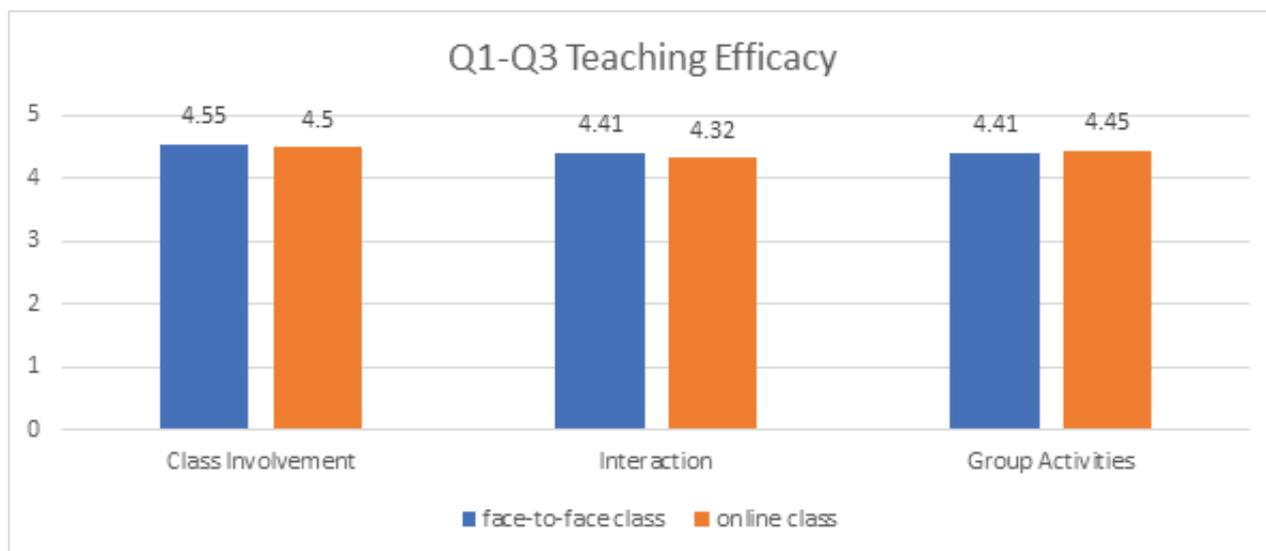
Reflections on Transitioning to Online Learning & Teaching: A Pilot Study within the MEd (Shenzhen Class)

Dr LU Jiafang

Background: In response to the development of COVID-19, universities worldwide are shifting towards online teaching. The transition surfaces questions about engaging students in a virtual environment, and students' interactions with course instructors and peer participants. In this circumstance, we conducted a survey in the class of EDA 6095 Effective Educational Leadership, a course in the MEd programme (Shenzhen Class) offered from January to March in 2020, with an attempt to compare the instructional effectiveness between face-to-face class and online class as perceived by students.

Procedure: The first lecture (12.5% of the contact hours) was completed face-to-face in January. Due to the development of pandemic, the rest of the lectures (87.5% of the contact hours) was delivered online via zoom. A questionnaire was distributed in late March to the whole class of 25 students, with 22 valid returns received. Using a 5-point Likert scale as possible responses, the survey questions asked the course participants about their satisfaction with lesson engagement, classroom interactions, and group activities in face-to-face class and in real-time online class respectively.

Findings: As shown in the figure below, students perceived real-time online learning as effective as face-to-face teaching. Results of the t-test also indicated that there was no statistical significance between face-to-face class and real-time online class.

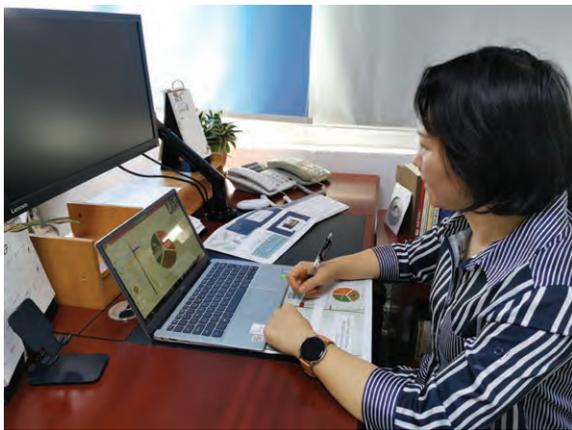


Item	Face-to-face class	Online class	t	p-val
	Mean (SD)	Mean (SD)		
Q1 Class Engagement	4.55 (0.51)	4.5 (0.51)	.439	.665
Q2 Classroom Interactions	4.41 (0.50)	4.32(0.64)	.810	.427
Q3 Group Activities	4.41 (0.50)	4.45(0.51)	-.439	.665

Conclusion: The survey results revealed that real-time online class could be a potential and powerful alternative for delivering courses to highly motivated professional learners.

FENG, Lan
Vice-principal of Bei Huan middle school Shenzhen

It is a great honor for me to become a student of EduHK. In the past ten months, I got to know so many wise and professional educators. It is a pity that because of the COVID-19, my classmates and I could not go to the beautiful campus to attend class, but it was an interesting and special experience to learn through ZOOM. The courses covered topics such as teacher development, school leadership, organizational behavior development, assessment for learning and research methodologies, which were all very useful for school leaders like us.



QIN, Hua
Vice-principal of Shenzhen Long Cheng High School

The assessments in our courses are diverse and well-articulated. We have multiple assessment tasks, including class participation, group work and individual reports. Each task has clear instructions, from which we can know exactly what we are expected to achieve. The essence of these assessments is for learning. For instance, some core competencies such as interpersonal skills and organizational ability are enhanced in group work.

Our teachers play an important role in facilitating our learning. Compared with those I met in mainland China, teachers in Hong Kong possess a more international outlook on education. Moreover, they are very knowledgeable and supportive. When we are faced with challenging tasks, they offer to help by having online meetings with us and providing relevant resources.



教育工作者在路上

深圳市南山區麗湖學校校長 朴昌東

為應對新冠肺炎疫情帶來的影響，項目教學團隊將學習方式調整為線上的方式。由於教學團隊所有成員都做了充分準備，激發了全體學員高昂的學習熱情，不僅沒有受到太多影響，反而豐富了學習的維度。線上教學中，學員與教師之間的直接交流更加暢通，整個學習班成員以及學員小組內的交流非常活躍，讓整個學習過程充滿了智慧的火花和歡聲笑語，大家都深感收穫滿滿。



雲中切磋，研學有道

深圳市福田區黃埔學校校長 萬象貴

“知者行之始，行者知之成”，在領悟到實踐的過程中，我們要有敢做事的勇氣、會做事的能力、做成事的氣魄，要有逢山開路、遇水搭橋的闖勁，要有大格局、高境界、新追求，主動吸納新的觀念、新的思想，挑戰新的事物、新的問題。感謝香港教育大學教授團隊和多個部門對我們在疫情期間不受阻、不間斷的學習所付出的諸多努力和精心安排，我們將帶著雲端課堂上傳授的智慧和分享的經驗，在學校教育管理的道路上堅毅前行。

師生情緣

深圳市螺嶺外國語實驗學校副校長 張冠群

得遇恩師，幸甚至哉！學習之前，我一直憧憬著能在香港教大的圖書館裡靜心讀書，能在教大的報告廳潛心聆聽專家的報告，能身臨其境地感受教育的高等學府——香港教大濃厚的學習氛圍和厚實的學術底蘊，但因疫情等種種原因，未能實現心中熱望，雖不能至，心嚮往之，幸運的是，我遇到了追求卓越的老師們，老師們高品質的線上教學，彌補了我未能去港教大實地學習的遺憾。與此同時，我深感作為教大學生的知足、榮光與幸福。



From Our Overseas Students

DARZHINOVA Liubov

With the advent of COVID-19, we have been adapting to the new reality. Anyhow, I did not stop learning and working on my research reliant on the support of my supervisors, though have been engaged in these activities majorly in a virtual format.

In March, I had the chance to present my paper at the Georgetown University Round Table on Languages and Linguistics. Even though the conference was turned partially online due to the pandemic, I was delighted that my research got to see the light of day. The other memorable event that happened during COVID-19 is a digital version of European Forum Alpbach. In August-September, when writing my research proposal, I managed to join a couple of sessions a day and listened to such prominent speakers as United Nations Secretary



General António Guterres, Distinguished Professor of Linguistics Ruth Wodak, and many others. During the lockdown, I also took the opportunity to learn about educational neuroscience from Central Queensland University via FutureLearn and enhance my research-related skills via Epigeum. Other than new experiences, this pandemic provided me with a new tenet. As never before, we have a great access to a multitude of new educational courses organized by recognized universities, and more research events literally within our grasp. So, we need to take this lifetime chance to develop ourselves.



ROKONUZZAMAN Md

This is Md Rokonuzzaman coming from Bangladesh. I am a Year-3 doctoral student under the supervision of Dr LI Wai Chin.

No sooner had I finished my qualifying exam then I started executing my research proposal at the field level to manage the time, the prodigiously crucial requirement for the PhD research. Here the severe drawback that I ever confronted was the occurrence of the COVID-19 pandemic. I started fieldwork from February 2020 when the situation in Bangladesh (my study area) was good. But at the beginning of March, the situation was getting worse, and starting from that time it was very precarious to manage farmers' interviews and sample collection as well. On top of that, since as a Hong Kong PhD Fellowship holder, staying outside Hong Kong for more than 90 consecutive days is usually prohibited, the repeated cancellation of flights due to the COVID-19 pandemic fetched me to a perilous situation where the extraordinary motivation of my principal supervisor and unparallel supports from the Graduate School

taught me an edifying lesson that I never experienced before and would adorn my personal instinct.

Finally, I could attain my targeted fieldwork in Bangladesh and returned back to Hong Kong safely and therefore, quite serendipitously the pandemic appeared as a blessing for my research works. It would be an enormity not to compliment the overall support provided by my principal supervisor, the Graduate School as well as the EdUHK in the face of pandemic deserves something outstanding from me with perennial contributions.



Chair Professor Lecture Series:

Chances to Mingle with Senior Researchers - Learning beyond the researcher's desk

The Chair Professor Lecture series provides a platform to connect our senior and junior researchers in EdUHK. Having the honor to invite the President, Professor Stephen Cheung, to be our first speaker, this gathering was organized successfully on 7 Oct 2020 (Wednesday), with both online and face-to-face modes to accommodate around thirty doctoral students from all around the world.

The President shared his career of treachery from mathematics to statistics, finance, and education. He believes overcoming challenges is fun, and this has motivated him to keep transforming. Change is the only constant. Professor Cheung emphasises the importance of lifelong learning and keeping an open mind.

Professor Cheung also gave advice regarding how to maintain positive relationships with supervisors, how to apply research skills on different settings and how to maximize time efficiency as a researcher. Although the research field is challenging, he encouraged students to “work hard, and never say never”.

In the near future, the Graduate School will invite other senior professors to share their research experiences with our students. The next one will be Professor Jim Chi Yung, Research Chair Professor of Geography & Environmental Science.



Virtual Conference on Adjustments and Support by Tertiary Institutions Amid Coronavirus

An online conference, titled “Adjustments and Support by Tertiary Institutions Amid Coronavirus” was co-organised by the Education University of Hong Kong, the Immanuel Kant Baltic Federal University, and the Minin Nizhny Novgorod State Pedagogical University on July 6. After Professor Stephen Cheung (President of The Education University of Hong Kong), Professor Dr. Aleksandr Fedorov (Rector of Immanuel Kant Baltic Federal University), and Professor Dr. Elena Ilaltdinova (Rector of Minin University) delivered welcome speeches to mark the beginning of the online conference, intense discussion around how to enhance online teaching effectiveness during the worldwide pandemic of coronavirus disease began.

Colleagues from the Russian universities shared their experience of introducing different online advanced training courses to school teachers.

Senior management staff from the EdUHK also provided lots of insights. Professor Lui Tai Lok, Vice President (Research & Development) shared that the pandemic outbreak alert educators to be more responsive to emergent challenges, he emphasized the importance of making higher education more portable. His colleague, Professor Kong Siu Cheung, Director of Centre for Learning, Teaching and Technology, introduced the EdUHK Open Classes Platform and demonstrated how to engage students by using different e-learning tools; while Professor John Lee, Vice President (Academic) & Provost,



shared lots of good practices to showcase how online learning was adopted in the university. Their sharings covered both synchronous and asynchronous online teaching methods to facilitate effective e-learning and e-teaching.

In sum, this event provided a timely platform for intellectual exchange among experts. Abundant new ideas were discussed in hopes of providing better support for teachers and learners under the global pandemic.



MENDOZA Norman Biliwang

Tough year isn't it? Wildfires in Australia and the death of Kobe Bryant kicked off 2020. When COVID-19 was acknowledged as a pandemic in March, we knew we're in for a rough ride. Just recently, the pandemic has claimed more than 1M lives worldwide. My brother, who works at the airport back home in the Philippines, in fact, was infected with the virus and I'm just grateful he recovered, and my family is safe.



While all these happened, I was in EdUHK. I have lived in the hall and spent most of my days either in the library or in the office. The university has been a haven for me. With the help of my mentors, I was able to write a couple of papers during the rather challenging times. It wasn't easy to overcome the anxiety related to events occurred this year, but I focused on what was within my control.



I'd like to thank the EdUHK Graduate School and the Hong Kong Government Scholarship Fund for nominating and awarding me the Belt & Road Scholarship. This scholarship has been instrumental in my growth and progress in my doctoral studies. As I now embark this year's challenge of passing the Qualifying Examination, it gives me a great deal of focus, knowing that the university supports me through this scholarship. The trust and guidance that Dr Yan Zi and Dr Ronnel King, who are my supervisors has significantly been important to me.

I encourage students, both local and non-local, who are keen on taking graduate studies to include EdUHK on their list of universities. This university might be small and humble in size, but it has a feel of community and focus in it, that makes it a perfect learning environment for higher education and scholarship.

KUCHERBAYEVA Dina

My name is Dina Kucherbayeva (Kazakhstan), a PhD student at the Department of Linguistics and Modern Languages, Faculty of Humanities, EdUHK.

Since my school days, I have always dreamed to learn new languages, explore new cultures, and meet new friends from different parts of the world. The idea of studying abroad and pursuing a postgraduate programme has always been very exciting to me. After obtaining an MSc degree at the University of Edinburgh (UK) in 2015, I started looking for a PhD programme to continue my research on the sociolinguistic issues in Kazakhstan. In 2019, I was honored to be awarded a prestigious scholarship under Hong Kong PhD Fellowship Scheme.

During the first year of my PhD programme at EdUHK, I was exposed to the Research Methods courses extensively. Through the completion of several mini-research projects, I gained valuable research experience and explored new opportunities for my doctoral thesis. Currently, I am examining differences in attitudes

towards languages in Kazakhstan under the supervision of Professor Andy Chin, who guides me and supports me a lot throughout my studies at EdUHK. I strongly believe that my work will contribute to an emerging field of inquiry in the theory of language shift and the effectiveness of language policy.

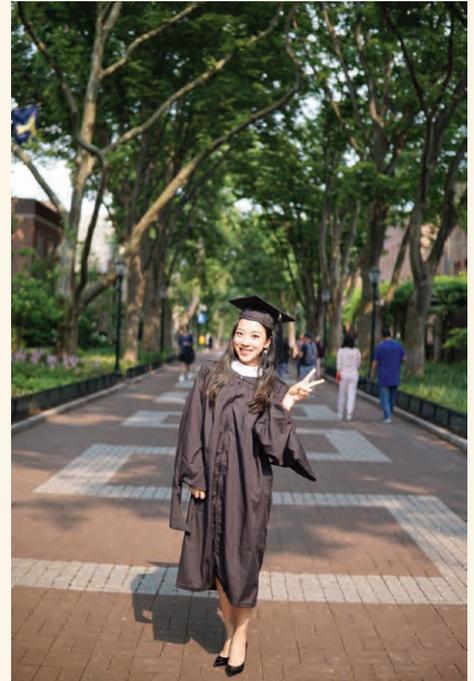
All in all, I really enjoy my time in Hong Kong: I love its beautiful nature, delicious local cuisine, and great professors, mentors, friends I meet here.



WU Zeyao

It has been a great honor for me to receive the award of the Hong Kong PhD Fellowship Scheme, and I would like to express my sincere gratitude to the Education University of Hong Kong and my supervisor Professor Qingzhi Zhu. Given I am a student of sinology in a western country, studying in Hong Kong has always been my dream. The bilingual and knowledge-based education could improve my ability to think critically and dialogue globally. Moreover, as a student whose research focuses on Buddhist Chinese, a discipline mixing cultural studies, religious studies and linguistics, Hong Kong is the perfect place for me because of its diversity as the crossroads of various linguistic, religious and cultural communities renders Hong Kong one of the best places to study transregional cultural exchange.

Although this is the second year of my PhD program, I still remember how excited I felt when I received the offer from EdUHK. The university has not only the top scholars in this area, but also the first database for the Buddhist Chinese studies all over the world. I am pretty sure that I will get a great academic training and wonderful life experience in Hong Kong.



Li Ka Shing Foundation Scholarship Scheme



DENG Fei

My major rationale behind joining the MEd program at EdUHK is that I believe as my undergraduate studies in Shantou University have inspired me to establish teaching as my lifelong career goal, there is still a lot for me to learn.

I am for certain that pursuing study at EdUHK would be the right decision for me. Acquired a strong reputation in the field of education, the academic strength and expertise of EdUHK have been widely acknowledged. Moreover, included modules of the program perfectly cater to my demands as well. I believe the courses would offer enriched and practical knowledge, which is closely connected to what I would like to explore; preparing for future working settings.

Honored to be awarded with the Li Ka Shing Foundation Entrance Scholarship 2020/21, I'm ready to begin my new journey in EdUHK and prepare myself to be a more passionate, caring and creative teacher in the future.

RGC Postdoctoral Fellowship Scheme

Dr CHENG Wing Tung, Michelle

I cannot express how grateful I am to receive the RGC Postdoctoral Fellowship Scheme. I would like to thank my supervisor, Professor Lo Sing Kai, for his encouragement and guidance; and thank the Graduate School for supporting the application procedures. This award has definitely encouraged us, doctoral graduates, to further pursue our career in research.

With a psychology and education background, I am interested in student wellbeing across multiple levels and disciplines. During the three-year fellowship, I will continue my research on student learning motivation, 21st-century skills, attitudes and values, and university residential education etc. In addition, I will continue to take up a teaching role for the Master of Education Program at the EduHK; such experience allows me to better understand the students and enhance my teaching skills. The fellowship provides me with the intellectual space to make substantive contributions to our understanding of student wellbeing. I will make good use of this invaluable opportunity to establish myself as an independent scholar.



Dr LO Yan Lam, Ian

It is my great honour to receive the RGC Postdoctoral Fellowship Scheme funding and be appointed as Postdoctoral Research Fellow in the Department of Social Sciences at the EduHK. My educational and research background is interdisciplinary covering human rights, children's rights, child abuse and neglect, parenting, criminology, citizenship, law, and socio-legal studies. The six years' working experience at the EduHK in over ten research projects on human rights, children's rights, rule of law, law and society, and citizenship is treasurable for building up my academic knowledge and research skills and vital for winning this competitive Fellowship Scheme funding.

During the three-year fellowship, I will mainly work on my research project entitled "An exploratory study on parent-child conflicts caused by Anti-Extradition Law Amendment Bill (ELAB) Movement in Hong Kong: From the perspective of university students". I will also take up some tutorial classes and lectures and assist my mentor Dr Karen Lee in her research projects. The fellowship provides me with a valuable opportunity to further enhance my research and teaching skills and experience, enrich my academic profile and develop my full potential as a mature independent researcher.



Postgraduate Student Publication Award Scheme

Dr LEUNG Yick Wah, Frankie

My research topic is about the development of Mainland-Hong Kong friendship among university students, which is quite timely in view of the current social situation. This theme is inspired by my personal experience. Despite being a local student, most of my best friends are from Mainland China, as we would frequently share our deep personal lives with one another. In contrast, many local peers are rather estranged from mainland students as they could hardly find any common ground to communicate.

To me, my doctoral study is a soul-searching journey, which allows me to understand better of myself and others. Also, the findings could help my beloved friends adapt better to the local community, especially as the tension between Mainland China and Hong Kong has heightened recently.

Hereby, I'd like to express my deepest gratitude to my supervisors, Dr Lucy Yu and Dr Ewan Wright. They have been like a sister and brother to me, often shared their professional insights to my findings from non-local perspectives.

In addition, the graduate school has been helpful as well. Since I am the first Doctor of Education student who submitted the folio-thesis, I was nervous about whether my publications could meet the criteria. The graduate school, especially Professor S. K. Lo, Miss Vienna Lee and Miss Yannis Lai, has offered proactive support and flexible arrangement to me. Their support have greatly relieved my stress in the final year.

Through my study, I have learnt the secret of friendship development, and also gain friends for life. I shall never forget my precious moment with my supervisors and my dearest friends in EdUHK.

Dr YANG Ruiqian, Bella

My research topic is to study the role of ICT in the doctoral research processes by an ethnographic approach. I am eager to find the professional training for sharpening my language teaching and pedagogical skills in order to help my students.

Based on my learning experiences, I was able to identify that many Chinese learners prefer learning English with native speakers in an English communication environment. I could also observe that it is convenient and effective to utilize technologies-enhanced learning methods and models to assist language learners' learning process. With technology, one can easily chat with native English speakers globally. Thus, my future research scope will be a comparative study of learners' in Hong Kong and Mainland China about e-learning strategies, specifically English language learning.

My doctoral supervisors in the EduHK often encourage me, spotting my insufficiencies and providing warm advice for my future career development, allowing me to gradually feel more comfortable and establishing habits of thinking and learning in an independent and mature manner.

Japan - GUO Yiyang



In late 2019, we had the opportunity to attend overseas exchange courses and got a general understanding of the Japanese education system. Under the guidance of the professor from Tokyo Gakugei University, we also visited Japan's international and traditional elementary and high schools.

Japanese education focuses on the cultivation of students' basic abilities. During the visit to the primary school named Tokyo Gakugei University Koganei Primary School, I observed the difficulty level of Japanese primary school textbooks is lower than that of Chinese mainland textbooks. Aims of Japanese schools are to promote the holistic development of students, which means that education is not only focused on academic achievement, but also interpersonal skills, communication skills, etc.

Moreover, the communalistic culture of Japanese high schools is also refreshing for me. Several of the Japanese high schools we visited had distinct and diverse clubs. This is very rare in our country's almost uniform merit-based education system. Taking Kawagoe Senior High School as an example. Despite not heavily focusing on studying and conducting tests, the school was one of Japan's top male high schools, showing strong figure of having a 100% of university-entrance rate. The principal proudly told us that all the activities are run by students themselves, so they get to learn how to maintain balance between study and entertainment, an experience that would convert into a valuable skill after entering society. The high school's education point is 'Independent, think and learn by themselves'. This may also be regarded as the reason why graduates of the school are likely to become among the best in their career fields.

At last, I have also learned some matters about Japanese teachers. Japan has very strict requirements for teachers' qualifications. Compared to China, as long as you pass the exam and interview, you are qualified to become a teacher. There is no regulation on whether you have to acquire internship experiences before or not. Japanese teachers must first pass the county-level exam and then pass the school-level exam before get to work in a school, for it is how the quality of teachers can be assured.





Japan - MI shuyuan



It was my first time visiting Hiroshima University. After a brief introduction, we had the Japanese Language course. Our teacher Sally taught us some basic conventional Japanese. After lunch, we had a course on Multiculturalism in Education. Several groups delivered presentations about education in different countries including the Philippines, Indonesia, China, Mongolia and German. Those presentations were all well prepared and I was impressed by the contents, it is good to see there are diverse education settings all over the world. Apart from spending time in the university, we visited schools that are affiliated with Hiroshima University to do class observation. In the food making class, it presented how food was made in different countries. The experience was out of my expectation since there was no such class in Hong Kong nor mainland.

For the English class, it was also fascinating because the teaching method was very different from Hong Kong and mainland China. It has demonstrated diversity in teaching, and I think we can learn a lot from it.

With the guidance of the local staff, our group visited the Hiroshima Peace Museum, Museum of Mazda Car Company, Peace Park as well as the Hiroshima Castle. Also, we went to Miyajima Island, which is one of the world's cultural heritage. It is rare to see wild animals accommodating with humans peacefully in China. Besides, the cultural monuments were well-preserved, in which visitors are able to experience the splendid culture.

This journey to Hiroshima University was meaningful and a journey I shall never forget. Via this trip, I have understood Japanese education system and global education development better. Being a prospective teacher and a student majoring in MEd, it is necessary to learn more about varieties of education around the world and this trip has definitely helped a lot in this aspect. I am truly grateful that I have been offered this opportunity.

France - KHAN Amir



The overseas learning tour was conducted in the first 10 days of December in 2019. I feel very blessed that I was chosen for the French tour to the University of Lorraine. Starting with the beautiful and peaceful city of Nancy, it is located in the eastern part of France which was around 2 hours away from Paris by train. Our lessons began at 9 in the morning to around 4 in the evening, the instructors were all very knowledgeable, helpful, and easy-going.

I shall briefly mention about the university activities we joined. In Campus Lettres, we participated in several interesting activities such as Legoplay and drawing house with a partner. These activities certainly enhanced our team-building and critical thinking skills. In the House of Science, we observed a local teacher conducting lesson with a class of special needs students, the observation was then discussed amongst all the students and instructors. We also made a genie lamp that required us to understand some physics mechanism behind the construction of the lamp. The instructor had so much pedagogical knowledge as he was able to elicit interest among students by introducing the genie topic.

We found ourselves lucky to be present during the Saint Nicolas Festival. To celebrate, there are folk songs and a three-hours mega parade in the City Centre of Nancy. France is indeed a very beautiful country. I adored the city of Nancy so much as the infrastructure and architecture were amazing.

Overall, it was an amazing experience. I have gained so much from this tour. That includes things related to my master's degree in education as well as general knowledge. The activities we did will shape up my ideas and techniques while teaching. If given another chance, I would love to have a similar tour in the future where you can benefit so much in the field you are in.



Australia - THAM Ca Men Carmen



During the study tour to University of Wollongong, we had attended varieties of activities, such as lectures, workshops and school visits, allowing us to understand the Australian education system better. We noticed the Australian government emphasizes the importance of children's social development and teachers' professional development. These experiences had inspired us to reflect on Hong Kong's education system.



We were able to learn technological application in the Australian classroom through a hands-on workshop. We got to study how technological applications in the Australian classroom change over time and types of ICT available to students. This workshop has granted us insights on how to integrate technology into our classroom successfully and effectively. Besides, we joined the amazing indigenous cultural activity and learned about bush tucker. We role-played as different characters and sang together in a short drama, exploring different bush tucker - native food used as sustenance by the original inhabitants or native fauna or flora used for culinary or medicinal purposes, by tasting, smelling, touching and observing through walking in the Botanical Gardens. This has been a unique learning experience for us.

Speaking of our most favorite activities, our school visit to the Fairy Meadow Demonstration School must not be left out. We were divided into groups and entered different classrooms. For me, the teacher I visited told a great Christmas story with the use of technology, encouraging students to think critically and creatively. All of us had a good time. To learn more about how to enhance the science literacy of students, we also visited the Science Space. We tried some fun and simple science experiments in different exhibits. The visit has been an amazing experience.



I would like to give my heartfelt thanks to the EdUHK and the University of Wollongong for offering this valuable learning experience. It was an unforgettable experience that has my horizons significantly broadened.

New Zealand - YUAN Yilin



Joining the overseas learning program at the University of Canterbury (UC) is a fantastic experience for my study. I would like to show my appreciation to the teachers and staffs from the University of Canterbury and my home institution, EdUHK. Our lecturer, Monica and Harriet, provided us with exciting presentations and held quality discussions. Tony and Angelina gave us lots of supports on adapting to local life and culture. During the nine days of studying, I visited two schools at the local community. To summarize our study overcome, we participated in lecture, in-class discussions, and finished a group presentation. Overall, it was an impressive and fruitful journey.

School visiting were very impressive. The ideology of whole-person education is embedded in the school routine in New Zealand. Many students climbed trees at break times to relax. The principal changed the school regulations of "do not climb" to "do not fall". The principal said that their parents are very open to this change and show understanding if children does get hurt. Starting from primary school, the value of exploration and problem solving are explored by courses like woodworking class and cooking class. Compared with what I went through in my childhood, going to school means sitting in a classroom, listening to the lectures, taking notes and completing home assignments. The principal of Kiwi wood secondary school made me realized the importance of cultivating young students' capability of cooperating. Skills and flexibility for collaboration would be beneficial for student development, in terms of a life-long learning process.

In UC, our lecturer gave us lots of opportunities to engage with the whole class. I believe it is beneficial for students to apply the knowledge they learn from reading materials. Compared with the traditional mode of teaching where lecturer dominates the discussion all the time, teaching by encouraging in-class discussion could motivate critical thinking and ability to present our own advocations. Therefore, I would definitely consider to adopt this teaching skills in my further teaching practice in the hopes of improving the quality of my class.

In general, I think this overseas learning has broaden my horizon and makes me rethink my understanding of education. It benefits my teaching career in the future. I really appreciate the Graduate School and the University of Canterbury for bestowing me this opportunity to learn.



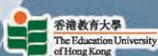
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