Message From Editor-In-Chief

On behalf of the editorial board, I am happy to present herewith you the second issue of the Graduate School Newsletter. In the past few months, there were some milestone events in the development of Graduate School and graduate programmes. The office of Graduate School was relocated to B4-G-02, and an official opening ceremony was held on 7 October 2010; the first cohort of Research Postgraduate (RPg) students attended core courses with Doctor of Education (EdD) students jointly which is the first kind of synergy between RPg and EdD programmes; several pioneer EdD students presented their thesis proposal; there was the first group of Master of Education (MEd) students graduated with double specializations, etc. To find out more about the latest development of the Graduate School and the research environment in the Institute, please enjoy reading this Newsletter; particularly the interview report with Vice President (Research and Development).

Please feel free to pass your valuable comments to us (gradsch@ied.edu.hk) and to contribute to future issues of the Newsletter.

Nora Cheung
Graduate School
Interview with Vice President (Research and Development)
Professor Cheng Yin Cheong

It was our honour to have Prof. Cheng Yin Cheong, Vice President (R&D) sharing with us the current situation and future plans of research development in HKIEd, his philosophy of research and research training, and some tips for research students.

The current situation and future plans of research development in HKIEd

"Knowledge is generated from research" as Prof. Cheng said. Research of HKIEd can contribute to innovative teaching and learning practice, management change, professional improvement, as well as policy making. To actualize the vision as a leading institution in research and teaching, our Institute has been doing reforms during the last three years by changing its research infrastructure. Our Institute has established five institute-level research centres as the focuses of cutting edge research in the Asia pacific region in some key areas such as “Governance and Citizenship”, “Language Education and Acquisition”, “Assessment”, “Linguistic and Language Information Science”, and “Leadership and Change”.

Our Institute has also reconsolidated the faculty-level research centres as well as a number of research groups or teams at the department level. When the departmental research groups become stronger and have more research members, funding and outputs, they will be upgraded to a faculty level center. Similarly, when the faculty research centers become stronger, they will be upgraded to an institutional level center.

Our Institute has also implemented a series of strategies to promote research culture and build research capacity at different levels in the past few years. With the reform, the academic staff members have progressed very well in some key academic fields to promote research. Out of the over 200 on-going research projects, our Institute has more than 35 research projects of high international standing supported by Hong Kong Research Grant Council. It means that the quality of our Institute's research is at the international frontier. On the one hand, our academic staff can use their research to generate new knowledge, produce high quality refereed publications, and inform teaching improvement, policy formulation and practical innovation with long lasting impacts in Hong Kong and the international communities. On the other hand, our research students involved in their research projects and scholarly activities can achieve much more direct research exposure and first hand research experience to develop their research competencies.
**Philosophy of Research**

**Develop theories.** “The reason for having research is to develop theories”. Different cultural backgrounds may have different environmental factors on research. After controlling these factors; we may discover prediction on what will happen later in terms of the process and impacts. Theory development is very important because “theory” means some principles and ideas in general, once we discover the principles, we will be able to use the principles or the theory in different situations.

**Be an area pioneer.** “We shouldn’t be bounded or limited by what we or other scholars have done” Prof. Cheng said. In the past over twenty years, he changed his focuses from educational effectiveness and school-based management to educational reform and paradigm shift in education according to international trends and environmental changes from 1980s, 1990s to 2000s. At every stage, he developed his theories, created new concepts, published books and articles at the international frontier. He was invited over 80 times as keynote speakers in highly influential conferences organized by international and national organizations and institutions. When he found some important worldwide challenges and trends in educational reforms, what filled in his mind and eyes were just “Wow, great opportunities into a new area!”

**Be creative.** He did not only challenge the traditional thinking in research but also proposed new theories and created new thinking in the area of educational change. For instance, at the end of the 1990s, he created a new concept represented by a new term “Triplization” when he was invited to give a keynote speech at an UNESCO conference. This concept has now been widely recognized as the process of globalization, localization, and individualization in education.

It stood for globalization, localization, and individualization in education.

**Philosophy of Education**

**Views on Plagiarism.** Nowadays with the search engines such as Google search, scholars in the international context should know it is very easily to be found whether their publications have copied other people’s intellectual assets. In fact, as a successful researcher or scholar, there should be no need to have plagiarism since their publications are full of their own new and original ideas.

In supervising students, Prof. Cheng usually takes measures to guide his students to avoid duplicating other people’s ideas by asking them to do some very unique topics which require students to use their ideas. Students must go through self-reflection, self-analysis, and self-investigation and have to produce their own pieces of unique assignments or research projects.

**Get Published.** Prof. Cheng always encourages students to get their work published, but must position the article or the thesis at the international frontier in the area. In other words, the research must be new and original. Other people’s published research works are not for copying, but may be used as reference to explore something different. Students should aim at doing something on top of, or supplement to or even change the original design or conceptualization in research.

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**Tips for Students**

**Be active in participating in seminars.**

If you are full-time students, you should not only learn the taught courses in the classroom, but should also actively participate in different research or professional seminars. Even though some seminars may not be directly related to your research topic, you can get insights, particularly when you can appreciate the key spirit and ideas behind the seminar; which might be common and can be applied in your research area. This is a very important learning strategy to broaden the perspectives for the success in conceptualizing your research.

**Make good use of your time.**

It is important to use your time in an effective way for learning; you should save your time, love your time and enjoy your time. Please don’t waste your time in those meaningless activities and use your time for the things which have the future.

**Develop the second order idea.**

Prof. Cheng encourages his graduate students to work very hard, and at the same time broaden their eyes and mindset by appreciating art such as paintings as well as by participating in seminars to train their own second order idea. Taking Prof. Cheng’s experience in painting as an example, when having painting, he does not only think about what kind of paper he should use or what kind of brush he should apply, which is the first order idea; he also thinks about the meaning behind the painting, which represents the second order idea. In addition, he hopes that graduate students will learn not only the knowledge or the theory and more importantly appreciate the second order idea behind the book or the article.
On 7 October 2010, President Prof. Anthony Cheung declared the official opening of the Graduate School at a ceremony held during the lunch hour on Tai Po campus. Nearly a hundred of staff and students joined together to celebrate the meaningful occasion which signifies an important milestone in the Institute’s development. The setting up of the Graduate School in April 2010 is a firm commitment and a key contribution of the Institute to education development in Hong Kong and the Asia Pacific region. It is believed that a Graduate School building will help providing the best quality infrastructure for the development of the Institute into a full-fledged research oriented institution.
**Doctor of Education**

**Presentation of Thesis Proposal**

**The magnificent first “7”**

Since September 2010, the first seven EdD students have successfully presented their thesis proposals. This signifies that they are reaching the final stage of the programme and are ready to write their theses. The presentation usually lasts for around 60 minutes which comprises of three sections: student’s presentation, sharing with audience and receiving feedback from the panel. During the presentation, students are expected to introduce the background of the research topic, research questions to be explored, literature review and methodologies, etc. More importantly, the sharing and the constructive feedback from supervisors and fellow students are beneficial to the candidate. Based on the various comments and views, students could further fine-tune their theses. We wish all students good luck in their journey of thesis writing!

The seven students who had already presented are:

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<th>Student</th>
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<td>KAN, Wai Him Vincent</td>
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<td>LEE, Kai On Henry</td>
<td>Prof Mok, Mo Ching Magdalena</td>
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<td>PETERS, Brenda Joan</td>
<td>Prof Chris Forlin</td>
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<td>WONG, Wai Kee Francisco</td>
<td>Dr Randal Holme</td>
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<td>WANG, Dan Ping</td>
<td>Prof Andy Kirkpatrick</td>
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<td>SORRELL, Davis William</td>
<td>Dr Randal Holme</td>
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<td>KOO, Car Man</td>
<td>Prof David Li Chor Shing</td>
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Congratulations to them again!

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**Graduate School**

**Research Seminar Series**

Graduate School organizes regular research and research training seminars for our students to foster a research-oriented environment. The seminars covered topics on:

**Who Needs Psychometrics**

**November 13, 2010**

Prof Klaas Sijtsma  
(President of Psychometric Society, Tilburg University)

**Applying Cognitive Diagnostic Modeling to Benchmark Tests**

**November 13, 2010**

Prof Terry Ackerman  
(Secretary of Psychometric Society, University of North Carolina at Greensboro)

**Does Small Class Teaching Make a Difference in Secondary Schools?: Sharing of Research Evidence**

**December 2, 2010**

Prof Peter Blatchford (University of London)  
Mr. Gary Harfitt (University of Hong Kong)  
Dr. Lai Kwok Chan  
(Director, CSCT, HKIEd)

**Educating for Wisdom**

**December 9, 2010**

Prof Jack Miller (University of Toronto)

**Future Developments of Educational Research: Implications from Reforms**

**Upcoming**

Prof Cheng Yin Cheong  
(Vice President (Research and Development), HKIEd)

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If you have any views or comments about this Newsletter, please e-mail to gradsch@ied.edu.hk
Other Academic Activities

INTERNATIONAL COLLABORATIONS

The Graduate School is taking an active part in collaboration with overseas universities and tertiary educational institutions. Within the past few months, we have explored ways of collaboration with a numbers of overseas Institutions as well as promoted our research postgraduate (RPg) programmes to their students and staff.

Mainland
- Zhe Jiang Normal University
- Shanghai Education Bureau
- Hu Bei University
- Hua Zhong Science and Technology University
- Beijing Sports University
- The Beijing Normal University, Zhuhai
- The Beijing Institute of Technology, Zhuhai

Korea
- Gwangju National University of Education
- The 7th Comparative Education Society of Asia (CESA) Biennial Conference

India
- Delhi Public School
- Indian Institute of Technology Delhi
- University of Delhi

Thailand
- Chulalongkorn University
- Rajabhat Rajanagarindra University

In particular, we are now in the practical stage in collaborating on MEd and EdD programmes with these universities and educational institutions. They also have strong interest in conducting exchange projects with Graduate School for postgraduate students and academic staff, including co-supervision research students and joint application to major research grants. For the recruitment of RPg programmes, we target current academic staff in those institutions that not yet have a PhD degree.
Graduates of Master of Education (MEd)

The President congratulated the 2,111 graduates at the 16th Congregation held on 19 November 2010, and urged them not to be confined by any rigid professional or academic discipline boundaries, but to be open-minded and embrace a world of diverse cultures and perspectives.

In the 2009/10 academic year, 201 graduates were awarded the Master of Education degrees, 48 of which from overseas including Mainland China.

Distinguished individuals were also conferred Dean's Honour's List at the Congregation in recognition of their marvelous work.

Free Columns from Student

春風徑，春風化雨，潤物無聲

近日一名外校同學來找我玩，言談間提及本校環境。她很興奮地說：“我覺得你們學校就像電視劇中的貴族學校，很小很精緻。””精緻”描述得相當準確，我也這是這種感覺。感受最深的就是那條春風徑。

當曙光微露、晨陽初升之時，或晚霞滿天、星辰漸顯之刻，於春風徑或走或跑，心中的靜謐、感懷自不可言喻；而若是午後，在暖暖的陽光下憑欄遠眺，有微風輕撫臉頰，更會讓人想到“草長鶯飛二月天，拂堤楊柳醉春煙”這樣的詩句來。

遙想當年為這條路命名的時候，應該也會跟這句成語有關吧：春風化雨，潤物無聲。不但學校優雅的環境會滋養學生們的心田，而且，教授們、老師們的學問和修養，也在潛移默化地影響學生的成長和成才。希望我，一名準教師，在將來也可以，如春風般，輕啟孩子們心中教育的原動力。

春風徑，春風化雨，潤物無聲。
研究生院職員分享

大家好！我係 Connie，雖然對不少同事和同學來說，我們從未見過面，不過你跟我可能曾經在電話、電郵中聯絡過不少次，所以感覺應該完全不陌生吧！

轉眼在香港教育學院已經工作了五個年頭，從開始到現在，我都一直協助教育碩士課程的日常運作。如果要說自己在這幾年間比較深刻的片段，可以說是每一年的畢業禮。看著畢業同學穿上畢業袍，興高彩烈地跟家人、老師和同學拍照，從他們的笑臉，我相信他們都會認為在學習過程中所付出上的時間和精神，都是值得的。紛使我們都很認識，但我還是從心底替他們高興的。

我會繼續努力為同事和同學們服務！

體育教育碩士學生分享

石啟

大家好，很榮幸能在這裡跟各位分享研究生道路上的一些心得體會。因為我曾經是一名武術運動員，所以我常常把一些武術的理論聯繫到學習中。例如：在武術運動中教授所傳授的拳法、步法和身法等，其實基本大同小異，為了在比賽中表現出高人一等的武技，不同運動員會根據自身條件展現出不同的技術風格特點。同樣的拳法、步法、身法，有的人以速度見長，有的人以剛猛為特點，還有人則以編排新穎勝出。任何冠軍運動員都是具備紮實的基本功，加以突出的個人風格特點，才能在自己的項目中表現出高人一等技藝。其實做學問也是相同道理，教師傳授的知識大同小異，近似於武術中基本功的功效，是根基，基礎但不可或缺。而每個同學獲取了這些知識後，應該結合自己的專科、專長，尋找最適合自己發展的領域，再做進一步深入研究。相信做到夯實基礎再加個性發展的你，最後一定能找到一片屬於自己的天地。最後，祝願大家在新的學年裡百尺竿頭，更進一步。

石歌

各位同仁，大家好！我們來自五湖四海，各個地域，不同大學，但是我們有著共同的理想，就是為了實現自己的教育事業夢想為目標而聚首在一起。我非常榮幸能夠成為香港教育學院研究生院的一名成員。教院的校園環境、學術氛圍與師資力量給我留下了深刻的印象。日月如梭，轉瞬之間即將碩士畢業，在這一年多裏，與同學、教授之間接觸頗多，也不乏對教院的感情與感動。

經過我在教育學院的學習生活，我有幾點體會想與大家簡單分享。首先，要充分利用學校的各種有利資源，查閱相關文獻資料，結合自己專業性質，制定階梯式的学习計劃。其次，是交流與溝通，融入本地的生活與環境，積極參與學院組織的各類活動，多與同仁之間進行專業知識上的探究，這會使你在專業思維上有不同角度的見解。譬如參加各類研討講座，院校或專科間的交流活動，會令我們積累人際經驗，是工作前最好的鍛煉機會。最後，我覺得每個人都有不同的人生層次的追求，只要用心觀察我們周圍環境的變化，勇於發掘真理，以善良的心態對待事物的變遷。那麼，我們就會以一個平和的心去面對一切不平凡的挑戰！

祝各位幸福，平安。

個人介紹

石啟 教育學碩士（Med）二年級學生。出生於四川·峨眉，畢業於北京體育大學，民族傳統體育專業本科，體育教育碩士。曾作為北京體育大學武術代表隊隊員，曾獲得全國武術套路比賽冠軍，國家選拔隊級運動員，國家一級裁判。

石歌 體育教育學碩士（Med）二年級學生。生於河北唐山，曾就讀於北京體育大學，競技體育學院運動系，籃球專項。大三後轉入北京體育大學，體育教育學院，高爾夫管理專項班，獲得公共事業管理學士學位。現就讀於香港教育學院，主修體育教育與教育管理雙專業碩士學位。