

## CONFERENCE PROGRAMME OVERVIEW

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*Date:* 11 June 2019 (Tuesday)

*Conference Venue:* G/F, InnoCentre, 72 Tat Chee Avenue, Kowloon Tong

<i>Time</i>	<i>Session</i>	<i>Venue</i>
09:00 – 09:30	Registration	Chamber 3
09:30 – 09:45	<b><u>Opening Ceremony</u></b> Welcome Remarks <b>Professor CHUNG, Kevin Kien Hoa</b> Chair Professor and Director, Centre for Child and Family Science, The Education University of Hong Kong <b>Professor LEE, Kerry</b> Professor and Director, Centre for Educational and Developmental Sciences, The Education University of Hong Kong	Chamber 3
09:45 – 10:45	<b><u>Keynote Speech</u></b> Early Numerical Skills Learning and Learning Difficulties – Development and Interventions <b>Professor AUNIO, Pirjo</b> Professor in Special Education University of Helsinki, Finland  Chair of the session: <b>Dr. NISLIN, Mari Anneli</b> The Education University of Hong Kong	Chamber 3
10:45 – 11:00	Tea Break	Chamber 2a



Facilitator:

**Dr. LAM, Chun Bun Ian**

Centre for Child and Family Science,  
The Education University of Hong Kong

Discussants:

**Professor AUNIO, Pirjo**

Professor in Special Education  
University of Helsinki, Finland

**Professor LEE, Kerry**

**Dr. CAPIO, Catherine Mamaid**

Centre for Educational and Developmental  
Sciences,

The Education University of Hong Kong

**Professor CHUNG, Kevin Kien Hoa**

**Dr. LAU, Yi Hung Eva**

Centre for Child and Family Science,  
The Education University of Hong Kong

## PRESENTATION SCHEDULE (PARALLEL SESSIONS)

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### 1) Poster Presentations (13:00 – 14:00)

<i>Venue</i>	<i>Ref. No.</i>	<i>Presentation Title / Presenter</i>
Chamber 1b	P1	<p><b>Children from Ethnic Minorities in Hong Kong Kindergartens: Parent Support to Learn Chinese and English</b></p> <p><b>Ms. HALIMA, Nadia</b> student The University of Hong Kong</p> <p><b>Dr. BARRETT, Elizabeth Ann</b> Lecturer The University of Hong Kong</p>
	P2	<p><b>Dialogic Reading to Improve Language and Literacy Skills in Preschool Children with Autism Spectrum Disorder: A Systematic Review and Meta-Analysis</b></p> <p><b>Ms. LEE, Ching Yi</b> student The University of Hong Kong</p> <p><b>Dr. BARRETT, Elizabeth Ann</b> Lecturer The University of Hong Kong</p>
	P3	<p><b>Linking Parents' Self-Stigma to the Adjustment of Children with Disabilities</b></p> <p><b>Dr. LI, Xiaomin Nicky</b> Postdoctoral Fellow The Education University of Hong Kong</p> <p><b>Dr. LAM, Chun Bun Ian</b> Associate Professor The Education University of Hong Kong</p> <p><b>Professor CHUNG, Kevin Kien Hoa</b> Chair Professor The Education University of Hong Kong</p>
	P4	<p><b>In search of SpLD students' optimal growth: What do we know about their self-determining capabilities and opportunities at home and school?</b></p> <p><b>Dr. YANG, Lan</b> Assistant Professor The Education University of Hong Kong</p>

<i>Venue</i>	<i>Ref. No.</i>	<i>Presentation Title / Presenter</i>
	P5	<p><b>The Effect of Relatedness and Goal Orientation on Early School Age Children's Learning Motivation: An Experimental Study in Hong Kong</b></p> <p><b>Mr. LI, Ho Lim Vinic</b> student The Education University of Hong Kong</p>
	P6	<p><b>Linking Family Economic Pressure and Emotional Security to Adjustment among Chinese Preschool Children in Hong Kong</b></p> <p><b>Ms. CHEN, Ming Irene</b> student The Education University of Hong Kong</p> <p><b>Dr. CHEUNG, Rebecca Y.M.</b> Assistant Professor The Education University of Hong Kong</p> <p><b>Dr. BOISE, Courtney</b> Post-Doctoral Research Associate University of Nebraska-Lincoln</p>

## 2) Oral Presentations (14:00 – 15:30)

<i>Venue</i>	<i>Ref. No.</i>	<i>Presentation Title / Presenter</i>
Chamber 1b	A1	<p><b>Music and Movement in Hong Kong Kindergartens: Curriculum, Practices, and Implications for Teacher Education</b>  <b>Dr. BAUTISTA, Alfredo</b>            Associate Professor            The Education University of Hong Kong</p>
	A2	<p><b>Direct and Indirect Effects of Fundamental Movement Skills Proficiency on Physical Activity of Young Children</b>  <b>Dr. CAPIO, Catherine M.</b>            Assistant Professor            The Education University of Hong Kong</p>
	A3	<p><b>The Whole School Positive Education Intervention in Hong Kong Primary Schools</b>  <b>Dr. FANG, Siqu</b>            Research Fellow            City University of Hong Kong  <b>Dr. KWOK LAI, Yuk Ching Sylvia</b>            Associate Professor            City University of Hong Kong</p>
Chamber 2a	B1	<p><b>Development of Syntactic Awareness among Bilingual Children</b>  <b>Dr. SIU, Tik Sze Carrey</b>            Assistant Professor            The Education University of Hong Kong</p>
	B2	<p><b>Nurturing Young Children’s Bilingual and Trilingual Development: A Comparative Study between a Trilingual Kindergarten and a Bilingual Kindergarten in Hong Kong</b>  <b>Ms. WONG, Shee Hei Catherine</b>            Lecturer            The Open University of Hong Kong</p>
	B3	<p><b>The Interrelations among Social Mastery Motivation, Parental Response, Vocabulary Knowledge, and Socioemotional Skills of Chinese Kindergarten Children</b>  <b>Mr. FUNG, Wing Kai</b>            PhD candidate            The Education University of Hong Kong</p>

<i>Venue</i>	<i>Ref. No.</i>	<i>Presentation Title / Presenter</i>
Chamber 3	C1	<p><b>The Role of Trivariate Mother-Father-Adolescent Emotion Dysregulation in Adolescents' Internalizing Problems</b></p> <p><b>Dr. CHEUNG, Rebecca Y. M.</b> Assistant Professor The Education University of Hong Kong</p>
	C2	<p><b>Adolescent-Parent Schoolwork Conflict Resolution in Chinese Families</b></p> <p><b>Ms. CAO, Ge</b> PhD candidate Hong Kong Baptist University</p>
	C3	<p><b>Parents' Perceived Goals of Early Math Learning, Frequency of Home Math Activities, and Young Children's Math Development</b></p> <p><b>Dr. CHEUNG, Sum Kwing Sam</b> Assistant Professor The Education University of Hong Kong</p> <p><b>Dr. LEUNG, Kit Ying Suzannie</b> Assistant Professor The Chinese University of Hong Kong</p>

## KEYNOTE SPEECH

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### **Early Numerical Skills Learning and Learning Difficulties – Development and Interventions**

Early mathematical development is foundational for later mathematics development and important for job prospects and performance. The general aim of my talk is to describe the research our group has done in producing evidence-based knowledge, assessment scales, and intervention materials for educators to identify children at risk for learning difficulties in mathematics and to support them in their learning. Firstly, I describe our model of core numerical skills for 5- to 8-year-olds (Aunio & Räsänen, 2014) and how this model can inform educational practices. We also aim to understand the early numeracy in relation to cognition (e.g. language, executive functions) and educational experience (e.g. kindergarten attendance). Secondly I describe our work on evidence-based intervention materials that are designed to be used by educators with children who struggle with mathematics learning in Finland, Norway and South Africa. We have used various types of educational interventions (group-based, computers) in our studies. We work with educators who we train to use the assessment and intervention materials. We mainly apply quasi- experimental pre-post test designs. In the end of my talk I will talk about our new research collaboration with brain and motor development researchers.

#### **Speaker:**

#### **Professor Pirjo AUNIO**

Professor in Special Education (University of Helsinki, Finland)

Visiting Professor, Early Childhood Education (University of Johannesburg, South Africa)

Mathematical Learning Difficulties (University of Oslo, Norway)

[pirjo.aunio@helsinki.fi](mailto:pirjo.aunio@helsinki.fi)



Since early 2000 professor Pirjo Aunio has done research about development and learning of mathematical skills, learning difficulties in mathematics, assessment of mathematical performance and development, and mathematical and related cognitive skills interventions. She has done a unique work in developing evidence-based assessment and intervention tools to be used by

teachers. One of her main current research interest is children's mathematical problem solving development in primary school. In her newest project funded by Finnish Cultural Foundation she is studying the developmental dynamics and interaction between motor and early numeracy skills within 4-6 year-old children.

Pirjo Aunio works as a professor (Special Education) in University of Helsinki. She is also a visiting professor (Mathematical learning difficulties) in University of Oslo (Norway), and a visiting professor (Early Childhood Education) in University of Johannesburg (South Africa). She was visiting scholar in National Institute of Education (Singapore) (August 2016). She has done research with colleagues from Europe, Asia and Africa. She has published more than 60 peer-review articles and books related to her research area. She is in a member of editorial board for three international scientific journals and regular reviewer for international scientific journals and research grant foundations.

She has led three projects funded by Finnish Ministry of Education and Culture producing evidence-based pedagogical solutions for educators in the field of thinking skills and mathematics learning and interventions. Published as LukiMat-Math web service (2006–2011, [www.lukimat.fi](http://www.lukimat.fi)), MoniMat (inside LukiMat) (2008–2011) and ThinkMath web service (2011–2016 see <https://thinkmathglobal.com>).

### **Chair of the session:**

**Dr. NISLIN, Mari Anneli**

The Education University of Hong Kong

## INVITED SESSION

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### Talk 1

#### **PACE – A multi-disciplinary study on the roles of Pedagogy And parents in Children’s developmental and Educational trajectories**

Poverty and its associated effects on parental stress have a negative impact on children’s development. With one in five people living in poverty and a rapidly greying population, the need to give our children the education, upbringing, and environment to be the best they can be is more urgent than ever. To address some of these concerns, the Centre for Educational and Developmental Sciences will be conducting a study to understand factors that contribute to variation in key developmental outcomes (numeracy, literacy, self-regulation, socio-emotional skills, physical and psychological well-being). The long-term goal is to use knowledge gained from this study to design intervention that improves these outcomes. A major focus of the study is to understand the interplay between quality of classroom pedagogy and children’s developing capabilities. It will leverage on existing expertise at the Education University of Hong Kong and bring together colleagues with different methodological orientation (phenomenological, physiological, and psychological) and expertise (e.g., early childhood education, cognitive development, educational neuroscience, language development, and pedagogical content knowledge). In this talk, my colleagues and I will introduce the project and provide some details on (a) the development of a local pedagogical coding scheme, (b) language development, and (c) the role of socioemotional capabilities.

#### **Speakers:**

##### **Professor LEE, Kerry**

Professor, Department of Early Childhood Education  
Director, Centre for Educational and Developmental Sciences  
The Education University of Hong Kong

##### **Dr. LIN, Dan**

Associate Professor, Department of Psychology  
Member, Centre for Educational and Developmental Sciences  
The Education University of Hong Kong

##### **Dr. NG, Mei Lee**

Assistant Professor and Associate Head, Department of Early Childhood Education

Member, Centre for Educational and Developmental Sciences,  
The Education University of Hong Kong

**Dr. SIU, Tik Sze Carrey**

Assistant Professor, Department of Early Childhood Education  
Member, Centre for Educational and Developmental Sciences,  
The Education University of Hong Kong

Talk 2

**Using an Ecological Perspective to Study Family Relationships and Child Adjustment**

An ecological perspective emphasizes how the larger ecology defines what it means to be well adjusted. It also highlights the importance of considering personal and contextual factors when understanding the impact of family processes on child adjustment. In this talk, the speaker will illustrate how an ecological perspective can be flexibly used to address a wide range of research questions, including:

- (a) what constitutes child socioemotional competence in a Chinese setting;
- (b) whether coparenting cooperation is linked to child social adjustment, and whether child negative affect, as a “personal” factor, may operate as a moderator; and
- (c) whether parental academic involvement is linked to child academic adjustment, and whether overall parenting style, as a “contextual” factor, may operate as a moderator.

The speaker will present findings based on both qualitative and quantitative data collected from Hong Kong children and their families and teachers. He will also discuss the theoretical and applied implications of his work: how researchers can use an ecological perspective to design their studies, and how parents can promote their children’s adjustment in a Chinese context.

**Speaker:**

**Dr. LAM, Chun Bun Ian**

Associate Professor and Associate Head, Department of Early Childhood Education  
Co-Director, Centre for Child and Family Science  
The Education University of Hong Kong

## ROUNDTABLE

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As the closing session of the Conference, the Roundtable summaries key issues covered during the day using integrative discussion. The Facilitator will engage the discussants, reflecting upon the role of family and school in child development; highlighting factors that facilitate and hinder the holistic development of the child; exploring strategies that help enhance the function of families and schools on children's outcomes.

Facilitator:

**Dr. LAM, Chun Bun Ian**

Associate Professor and Associate Head, Department of Early Childhood Education

Co-Director, Centre for Child and Family Science  
The Education University of Hong Kong

Discussants: *(by name)*

**Professor AUNIO, Pirjo**

Professor in Special Education  
University of Helsinki, Finland

**Dr. CAPIO, Catherine Mamaid**

Assistant Professor, Department of Early Childhood Education  
Member, Centre for Educational and Developmental Sciences  
The Education University of Hong Kong

**Professor CHUNG, Kevin Kien Hoa**

Chair Professor and Head, Department of Early Childhood Education  
Director, Centre for Child and Family Science  
The Education University of Hong Kong

**Dr. LAU, Yi Hung Eva**

Assistant Professor and Associate Head, Department of Early Childhood Education

Member, Centre for Child and Family Science  
The Education University of Hong Kong

**Professor LEE, Kerry**

Professor, Department of Early Childhood Education  
Director, Centre for Educational and Developmental Sciences  
The Education University of Hong Kong

# INNOCENTRE FLOOR PLAN

