

THE EDUCATION UNIVERSITY OF HONG KONG
FACULTY OF EDUCATION AND HUMAN DEVELOPMENT
Department of Curriculum and Instruction

Master of Teaching Programme
(One-year Full-time / Two-year Part-time)

Notes of the 1st Staff-Student Consultative Meeting in 2019/20
held on 30 October 2019 at 5:00 pm in D2-G/F-05G, Taipo Campus of EdUHK

Present **Staff Representatives**

Chairperson:	Dr. HUI King Fai Sammy	Programme Leader
	Dr. CHOI Tae Hee	Course Lecturer of Teacher Leadership and School Improvement [EDA6056]
	Dr. LAM Bick Har	Course Lecturer of Teaching Strategies for Enhancing Student Learning [TLS6036]
	Dr. YUNG Wai Ho Kevin	Course Lecturer of Reading in English as a Second Language [CUM6004] & Innovations in Motivating Second Language Learners [CUM6005]

Student Representatives

	Ms LUO Yi	One-year full-time students
	Ms LUO Yifei	Curriculum Development
	Ms HE Yixuan	Curriculum Development
	Ms LI Xingya	English Language Education
	Ms QIAN Lulu	English Language Education
	Ms WANG Kun	English Language Education
	Ms WANG Ni	English Language Education
	Ms FU Jingyuan	Learning and Teaching of Chinese Language and Literature
	Ms HUANG Xutong	Learning and Teaching of Chinese Language and Literature
	Ms LAO Baohong	Learning and Teaching of Chinese Language and Literature
	Ms WANG Geshuang	Learning and Teaching of Chinese Language and Literature
	Ms XU Lingjun	Learning and Teaching of Chinese Language and Literature

Secretary: Ms YIU Kit Ling Polly PO, C&I

Action

1. Welcome and Introduction

- 1.1 The Programme Leader welcomed colleagues and student representatives/students, and invited them to make comments on any matters related to the programme.
- 1.2 Prior to the meeting, students have made comments and suggestions on the programme through an online survey. Thirty-eight full-time and two part-time students responded to the survey. The key findings are as follow:

- 1.2.1 Over 80% of the students were either satisfied or very satisfied with the curriculum structure, teaching and learning and assessment of the Master of Teaching (MTeach) Programme, and also over 90% of them were either satisfied or very satisfied with, administrative support and resources (library, LTTC, OCIO, etc.) of the programme.
- 1.2.2 Over 85% of the students either agreed or strongly agreed that the programme has so far equipped them with the five stated PILOs.
- 1.2.3 Students' learning experience was in general positive. They found the Academic Advising Meetings with the Programme Leader meaningful and useful. Students were grateful for the advice given by the Programme Leader on the development of study plans, learning strategies, adaption to University learning modes, and discussion of their study progress.

2. Students' Comments and Feedback

2.1 Student Learning Experience

- 2.1.1 Students expressed that the learning experiences in the programme were pleasant and the teachers were very responsible, professional and knowledgeable.
- 2.1.2 Students suggested the programme to provide opportunities for teaching practice/internship. Programme Leader explained that MTeach is not a pre-service teacher training programme and thus teaching practice or internship is not included. However, to enhance students' learning experience and to widen their horizon with overseas' experience, Programme Leader responded that he has been in contact with Bloom of Youth, a leading provider of high quality customized international internship, for arranging tailor-made internship for students in Australia or New Zealand in June/July 2020. The proposed internship would be arranged in school settings for 4 weeks. Also, Programme Leader is exploring with Bloom of Youth for overseas' visit to Australia/New Zealand for 5 to 6 days in the summer.

***PL and
Programme
Team***

To further broaden and enrich students' learning experience, PL delighted to inform students that the programme had arranged them to visit the Learning & Teaching Expo 2019 (LTE 2019) on 11-13 December 2019 which provides a professional platform for students to discover the latest development trends of education resources and technology, and share insightful ideas about education. Students were also arranged for four school visits (two primary schools and secondary schools respectively) to local schools, with open lessons to understand current development on curriculum and teaching so as to facilitate their learning.

[Post-meeting notes:

Four students submitted application for 4-weeks tailor-made overseas internship to New Zealand in June / July 2020 that organized by Bloom of Youth.

Two school visits were arranged on 11 and 12 December 2019 as many students went back to hometown and the number of students that jointed LTE 2019 was lower than originally registered.]

2.2 Programme Structure

Programme Leader informed students that the Programme Team had reviewed the MTeach curriculum structure and approved a change of the sequence of two core courses from 2020/21 onwards, i.e., Teacher Leadership and School Improvement from Semester I to Semester II and Learning in the Inclusive Classroom from Semester II to Semester I. This would facilitate students' understanding of the role of teacher leaders to promote change in teaching and learning, and to support more the programme outcomes.

2.3 Learning and Teaching

2.3.1 Students appreciated that the newly offered specialisation courses Reading in English as a Second Language [CUM6004] and Innovations in Motivating Second Language Learners [CUM6005] were practical, useful and well-organized. Students recognized that the teaching and learning activities arranged in CUM6004 and CUM6005 were interactive and helped to equip them with the knowledge and skills in the teaching and learning of reading in English as a second language and in motivating learners of English as a second language. Students also appreciated that the courses helped them to learn how the theories and principles of reading and second language learning motivation can be applied to practice of teaching inside and outside the English language classroom.

2.4 Assessment

2.4.1 Students commented that the assessment load was appropriate. Students in the English Language Education specialisation who took five courses in Semester One considered the loading was manageable.

2.5 Programme Administration

2.5.1 Students considered that the programme administrative support was good and responsive.

2.6 Resources Support

2.6.1 Students considered that the library facilities were adequate and accessible.

2.7 Any other business

2.7.1 The Programme Leader informed students that he and some of the classmates had attended a consultation session organized by Registry on 29 August 2019. During the consultation, views were collected from taught postgraduate students of the arrangement of Graduation Date to be printed in the award certificate. It was noted that the Programme Leader and the classmates attending the consultation session had expressed their needs of Graduation Date of "31 October 2020". Programme Leader informed students that Registry was working on the arrangement and results would be released hopefully in January 2020.

2.7.2 The Programme Leader informed students that similar to previous practice, he was happy to write reference letters upon request to facilitate students' job seeking.

- 2.7.3 The Programme Leader shared with the students that the Chinese Students and Scholars Association (CSSA) organized a lot of local visits/activities. Information of CSSA was available in the Programme Handbook.

There being no other business, the meeting was adjourned at 6:13 pm.

19 December 2019