

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 2020/21
held on 4 November 2020 at 3:00 pm via Zoom

Present **Staff Representatives**

Chairperson:	Dr. LEE Wing Sze Wincy	Programme Leader
	Dr. YUN Pui Ho Patrick	Associate Programme Leader
	Dr. FONG Wai Tsz Ricci	Course Lecturer of Learning in the Inclusive Classroom [SED6043]
	Dr. GUBE Jan Christian C	Course Lecturer of Methods in Research for Learning [PRJ6002]
	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

	One-year full-time students
Mr WANG Xiaolei	Curriculum Development
Ms CHEN Xuan	English Language Education
Ms DING Ke	English Language Education
Ms DU Lyuna	English Language Education
Ms HUA Yingjie	English Language Education
Ms Lei Zhengyu	English Language Education
Ms LIN Xiaohan	English Language Education
Ms ZHANG Dan	English Language Education
Ms ZHANG Yujie	English Language Education
Ms NG Ka Yi	Learning and Teaching of Chinese Language and Literature
Ms TANG Yekun	Learning and Teaching of Chinese Language and Literature
Ms ZHU Liya	Learning and Teaching of Chinese Language and Literature
Ms ZHU Yanbei	Early Childhood Education and Family Studies
Ms CHUNG Tsz Ling	Special Education

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 matters related to the programme.

- 1.2 Prior to the meeting, students had made comments and suggestions on the programme through an online survey. Thirty-two full-time (response rate: 51.6%) and four part-time (response rate: 40%) students responded to the survey. The key findings are as follows:
- 1.2.1 Over 90% of the students were either satisfied or very satisfied with the curriculum structure, teaching and learning, assessment and administrative support of the programme, and over 80% of them were either satisfied or very satisfied with the resources provided by library, LTTC, OCIO, etc.
- 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 Programme Intended Learning Outcomes.
- 1.2.3 Students' learning experience was in general positive. They appreciated that the Bi-weekly Assembly with the Programme Leader addressed their concerns timely and helped them to build a better sense of belonging to the programme. Students were grateful for the advice and guidance provided by the Programme Leader and the Programme Team on both academic and non-academic issues encountered during study, in particular in the pandemic situation.

2. Students' Comments and Feedback

2.1 *Student Learning Experience*

- 2.1.1 Students appreciated the arrangement of group work in courses in which students were able to share and interact with one another as a form of learning. Such group learning activities facilitated exchange of knowledge, ideas and experience among students, and strengthened their teaching competencies
- 2.1.2 Students appreciated that exemplars, which were shown in courses Reading in English as a Second Language [CUM6004] and Innovations in Motivating Second Language Learners [CUM6005], helped them to understand the standards and criteria of work expected in the assignment. The course lecturer and Programme Leader shared similar concern that although exemplars provided a model to assist students in recognizing the criteria and standards of assignments, it would limit students' creativity to excel in their own unique way. Students were reminded to strive for originality, creativity and independence when writing their assignments.
- 2.1.3 Students inquired if an English Academic Listening Workshop could be organised to help students improve English listening skills. Programme Leader responded that she would explore with the Centre for Language in Education (CLE) if a session about enhancing listening skills could be added to the 9-hour English Academic Writing Workshop currently organised for the new students before commencement of semester in late August. Course lecturer shared with students that CLE offered support on language learning to students. Students could join the consultation and advising sessions ran by CLE to seek help and advice on how to improve specific English skill such as listening. Students were also encouraged to immerse themselves in an English language environment daily through videos, news, movies and Youtube in English to practice and enhance listening skills.
- 2.1.4 Students suggested the programme to provide opportunities for internship. Programme Leader explained that MTeach is not a pre-service teacher training programme and do not lead to a Qualified Teacher Status qualification, thus teaching practice or internship is not included. Local school visit would be arranged in the past to enhance students' learning experience, however, it was difficult to make such arrangement with school under pandemic situation.

Programme
Leader

2.2 Learning and Teaching

- 2.2.1 Programme Leader and core course lecturers shared the concern raised by students in the Learning and Teaching of Chinese Language and Literature specialisation on the study load and timeframe of assignment submission due to the change of study pattern in December 2020. Core course lecturers responded that they were happy to provide support to students in light of the change. Students were advised to further communicate with the core course lecturers about extension of assignment deadline if needed.
- 2.2.2 Regarding the concern raised by a student that electronic version of books recommended in the course outline were not available in the library, course lecturers responded that effort was made to make sure that key books were available in electronic version. Since the reading list was for reference only, students shall also look for and explore other good recourses such as journal articles to enrich their knowledge and broaden their perspective.

2.3 Assessment

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

2.4 Programme Administration

- 2.4.1 Programme Leader thanked students for sharing information about teacher recruitment policy in Mainland China. Regarding the recommendation letter requested by students in September 2020 for participating in the teacher recruitment session held in fall 2020 in Mainland China, Programme Leader explained to students that academic results was needed as an evidence in writing a recommendation, and provision of recommendation letter before the release of academic results was not feasible. Students were advised to provide a comprehensive set of information about their academic profile and the purpose of the requesting recommendation letter in their future application.

2.5 Any other business

- 2.5.1 Students concerned about the career prospects after graduation. Programme Leader responded that there would be sessions arranged in the Assembly in Semester Two related to career planning and development.

Programme
Leader

There being no other business, the meeting was adjourned at 4:20 pm.

19 March 2021