

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 2nd Staff-Participant Consultative Meeting in 2017/18
held on 23 April 2018 at 2:30 pm in D4-P-03, Taipo Campus of EdUHK

Present **Staff Representatives**

Chairperson: Dr. HUI King Fai Sammy Programme Leader

Dr. LEE Wing Sze Wincy Associate Programme Leader

Dr. YANG Chi Cheung Course Lecturer of Curriculum and Assessment [ENG6358]
 Ruby

Participant
Representatives

	One-year full-time participants
Ms WEI Zhenhua	Curriculum Development
Ms YUAN Fangfang	Curriculum Development
Ms YUE Jin	Curriculum Development
Ms CHEN Yuanyuan	English Language Education
Ms LI Zixin	English Language Education
Ms LIN Jingnan	English Language Education
Ms LUO Xinyi	English Language Education
Ms ZHOU Yunzhuo	English Language Education
Ms YANG Xiaohan	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 (PL) welcomed colleagues and student representatives/participants, and invited them to make comments on any matters related to the programme.

2. Participants' Comments and Feedback

2.1 Student Learning Experience

2.1.1 Participants expressed that the learning experiences in the Master of Teaching (MTeach) Programme were pleasant and the teachers were very responsible, professional and knowledgeable.

- 2.1.2 Participants appreciated that they could apply and adopt the knowledge and teaching theories learnt from the programme into practice through class teaching and collaboration with school teachers in a real school context in the course Practitioner-based Research Project [PRJ6003]. In addition, participants were grateful for the consultation sessions arranged in PRJ6003 which inspired participants to think and learn, and guided participants to think from different perspectives.
- 2.1.3 Participants suggested the programme to provide opportunities for teaching practice/practicum. PL emphasized that MTeach was an integration of theories and practice to broaden participants' understanding of the nature of teaching, develop teacher leadership capacities, and to strengthen teaching competencies. In the course Practitioner-based Research Project [PRJ6003], participants were provided with an opportunity to integrate teaching and learning theories authentically through participating in class teaching and lesson planning in collaboration with school teachers in partnership school.

2.2 Programme Structure

- 2.2.1 Participants commented that there was limited choice of courses for some of the specialisations. PL replied that the Programme Team have been making continuous efforts to liaise with relevant faculties and departments for more course offerings in different specialisations throughout the years. PL added that the courses currently offered under the specialisation of Learning and Teaching of Chinese Language and Literature were carefully selected with reference to the need of learning and teaching Chinese as an International Language (L1) rather than as a Second Language (L2).
- 2.2.2 Participants in the specialisation of English Language Education commented that the specialisation courses in the programme are complementary to and coherent with each other to facilitate their learning experiences. The language choice, language use and languages style learnt in the specialisation courses Sociolinguistics [ENG6211] and The Grammar of English in Academic Contexts [ENG6409] in Semester One have helped participants improve the writing skills required in preparing the reports in the subsequent specialisation courses Curriculum and Assessment [ENG6358] and English Phonetics and Phonology [ENG6212] in Semester Two.

**Programme
Team**

Action
PL & Course
Lecturers

2.2.3 Participants of specialisation of Curriculum Development commented that the contents of required courses Managing Change and Innovations in School [EPA6096] and Curriculum Policy, Innovation and Implementation [CUI6083] were overlapping. PL responded that EPA6096 prepares participants with knowledge and concept to apply appropriate theories and skills in managing change and innovations in school, while CUI6083 equips participants with theories and concepts of curriculum policy, innovation and implementation in light of recent curriculum reforms. To address participants' concern, PL urged the participants to look very carefully into the assessment requirements of the two courses which specify the different in focus. PL would forward the comments to the lecturers concerned for consideration.

Post-meeting notes:

Two academic advising sessions were held on 4 and 17 May 2018 to address further participants' concerns.

2.3 Learning and Teaching

2.3.1 Participants expressed concern over the timing of feedback received on the assessment activities such as exam, test and quiz. PL responded that in accordance with the University Guidelines, timely feedback on all assessments will be available to participants within a period of time suitable to the course concerned but normally no later than one month after submission. PL explained that in order to ensure that grade allocation processes are open, transparent and fair, grade moderation processes are embedded in the grade allocation processes to ensure that highest standards and professionalism are respected. PL added that good practices in giving timely and constructive feedback will continue be shared to the Teaching Team members in the Programme Teaching Team Meeting held before the start of the academic year to enrich participants' learning experience and to improve their learning performance.

PL & Course
Lecturers

Post-meeting notes:

In response to participants' request, follow-up actions were taken on 23 April 2018 to invite course lecturers of Teaching for Creativity and Critical Thinking [CUI6080] and Methods in Research for Learning [PRJ6002] to provide feedback on the submitted assignments so that participants can identify areas for improvement.

2.3.2 Participants expressed their gratefulness for the support provided by the course lecturer in the course Practitioner-based Research Project [PRJ6003]; however, more guidance and instruction prior to the submission of the final report would much be appreciated. PL would forward the comments to the Project Coordinator for consideration.

PL & Project
Coordinator

Action

2.3.3 In response to participants' enquiry regarding classroom teaching hours, PL explained that according to the University guidelines, the number of hours of contact time for a 3-credit point course at master level is 39 contact hours for 13 teaching weeks in a semester. For MTeach programme, normally 24-30 hours are face-to-face contact and 9-15 hours are for other teaching activities such as reading weeks, group work and on-line learning.

2.3.4 Participants expressed concern over the timeline of consultation session arranged in the specialisation course English Phonetics and Phonology [ENG6212], which is 10 days before submission deadline of final assignment. Participants hoped that consultation could be arranged earlier so that sufficient time would be available to make necessary revisions before final submission. On this, PL shared that normal practice was 2 weeks before final submission. The re-scheduling of consultation session in ENG6212 this year was probably due to unanticipated issue happened. Participants shared their understanding in this regard.

2.3.5 Participants suggested that classes on academic writing skills be added to prerequisite course Methods in Research for Learning [PRJ6002] so that participants could apply what they have learnt in writing the research report in subsequent course Practitioner-based Research Project [PRJ6003]. PL delighted to inform participants that an Academic Writing Skills Workshop will be organized in August 2018 for the new cohort of participants.

**PL and
Programme
Team**

2.4 Other Feedbacks/Comments

2.4.1 Participants expressed interest in receiving views on how to be a good teacher. PL shared his willingness and happiness to attend class observation for participants and to arrange academic advising session to provide practical teaching related advice and share effective teaching strategies.

PL

2.4.2 Participants raised concern about the timing of the issuing of Award Certificate for seeking employment. PL informed participants that the Certificate would be presented to graduates after the Congregation of the University to be held in November 2018. Participants could apply for an official copy of Transcript of Studies as a supporting document for seeking jobs. Programme Secretary added that Registry would deliver an official copy of Statement of Results to the final-year students who have fulfilled all the requirements of the programme during July 2018 in support of application for further study and employment.

Post-meeting notes:

A follow-up email was sent out to all the final-year participants on 24 April 2018 regarding details of collection of Award Certificate, release of Statement of Results and procedures on application for academic documents.

There being no other business, the meeting was adjourned at 3:44 pm.

24 May 2018