

**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 2<sup>nd</sup> Staff-Student Consultative Meeting in 2019/20**  
**held on 8 May 2020 at 11:00 am via Zoom**

**Present**      **Staff Representatives**

<b>Chairperson:</b>	Dr. HUI King Fai Sammy	Programme Leader
	Dr. DATU Jesus Alfonso Daep	Course Lecturer of Social-emotional Development and Special Needs [SED6009]
	Dr. FONG Wai Tsz Ricci	Course Lecturer of Learning in the Inclusive Classroom [SED6043]
	Dr. LEE Wing Sze Wincy	Associate Programme Leader and Course Lecturer of Practitioner-based Research Project Learning [PRJ6003]
	Dr. SOON Ai Ling	Course Lecturer of 漢語言文化專題 (Special Topics in Chinese Language and Culture) [CHI6503]

**Student Representatives**

Ms SUN Zhu	One-year full-time students
Mr XIE Zhijian	Curriculum Development
Mr CAO Zhechao	Curriculum Development
Ms WANG Ni	English Language Education
Ms YIN Qianran	English Language Education
Ms ZHOU Xue	English Language Education
Ms FU Jingyuan	Learning and Teaching of Chinese Language and Literature
Ms ZENG Xiaochun	Learning and Teaching of Chinese Language and Literature
Mr LAM Hip Hau	Two-year part-time student 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 any matters related to the programme.

**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 appreciated the trial teaching in the course Practitioner-based Research Project [PRJ6003] 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 addition, students were grateful for the consultation sessions arranged in PRJ6003 which inspired students to think and learn, and guided them to think from different perspectives.

2.1.3 Students suggested the programme to provide more opportunities for teaching practice. Students appreciated the one lesson of trial class teaching arranged in PRJ6003, and they suggested that they would be able to reflect more on what they have learnt and make subsequent improvement if more lessons could be arranged for trial teaching. Programme Leader explained that MTeach is not a pre-service teacher training programme and most of the students already have substantial teaching experience. The trial teaching aimed to broaden students' authentic experience, strengthen their teaching competencies and develop teacher leadership capacities through reflection-in-action. Since only students holding a local Teacher's Certificate could teach in Hong Kong, it would be difficult to make such arrangement with schools. However, Programme Leader would take students' suggestion into consideration and arrange other activities to enrich and broaden students' learning experience.

***Programme  
Leader***

## 2.2 Programme Structure

Students expressed difficulty in grasping the idea of teacher leadership in the course Teacher Leadership and School Improvement [EDA6056] because of different education systems between Hong Kong and the Mainland China. Programme Leader informed the 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 the learning and teaching activities arranged in the course Learning in the Inclusive Classroom [SED6043] which facilitated their learning on different strategies and approaches to cater for students with diverse learning needs in classrooms and schools.

2.3.2 Students were grateful for the small-scale micro-teaching and demonstration activities arranged in course Teaching Strategies for Enhancing Student Learning [TLS6036], which helped them to analyze the learning process in the context of learning and teaching in schools. The examples and case studies provided in the course also helped them to apply the theories to real-life situations.

2.3.3 Students appreciated the course Teaching for Creativity and Critical Thinking [CUI6080] which equipped them with tools and strategies of infusing creativity and critical thinking in the subject pedagogies that relate to their specialized area.

2.3.4 Students appreciated the Academic Writing Workshop which enhanced and strengthened their academic writing skills and knowledge.

2.3.5 Students expressed concern about how to read and interpret different kinds of research papers/articles. Programme Leader responded that the Academic Writing Workshop organised for new students of the next academic year 2020/21 would strengthen these aspects for a better understanding of and develop some essential writing skills for writing academic papers. Contents would also adopt a practical and efficient method and approach for reading research papers.

2.3.6 Students suggested to arrange one to two supplementary tutorial classes to each course to facilitate in depth learning. Programme Leader responded that the academic advising sessions which were arranged for students aimed to provide advice on various academic issues and helped them to sort out any learning difficulties. He would forward the suggestion to the course lecturers for consideration.

***Programme  
Leader and  
Course  
Lecturers***

2.4 **Programme Administration**

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

2.5 **Resources Support**

2.5.1 Students considered that the library facilities were adequate and accessible. Students were reminded to make use of and get access to library resources after graduation through applying the EdUHK Alumni Card.

*[Post-meeting notes: An email was sent to students on 8 May 2020 about application for library membership for alumni.]*

There being no other business, the meeting was adjourned at 12:37 pm.

19 May 2020