

**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-Student Consultative Meeting for MTeach Programme in 2021/22**  
**4:00pm, 13 April 2022 (Wednesday) via ZOOM**

**Present**      **Staff Representatives**

**Chairperson:** Dr. ZHANG, Yuefeng Ellen      Programme Leader

Dr. CHENG, Chi Keung Eric      Course Lecturer of Teacher Leadership and School Improvement [EDA6056]

Dr. LEE, Wing Sze Wincy      Course Lecturer of Practitioner-based Research Project [PRJ6003]

Dr. MAK, Wing Wah Pauline      Course Lecturer of Curriculum and Assessment [ENG6358]

**Student Representatives**

Ms. LIU, Di	One-year full-time students
Mr. WAN, Zihao	English Language Education
Ms. WANG, Yongping	English Language Education
Ms. WU, Yongxi	English Language Education
Ms. ZHONG, Wanyi	English Language Education
Ms. WANG, Yaxin	Curriculum Development
Ms. XIE, Mengyi	Curriculum Development
Ms. HUANG, Yingzhuo	Learning and Teaching of Chinese Language and Literature
Mr. LEE, Lam Tai	Two-year part-time student
Ms. YU, Nga Lai	English Language Education
	Special Education

**Secretary:** Miss LEE Ting Yan, Sharon      PO, C&I

**Action**

**1. Welcome and Introduction**

- 1.1 The Programme Leader welcomed colleagues and student representatives.
- 1.2 Students representatives and course lecturers were invited to introduce themselves and make comments on matters related to the programme.

**2. Students' Comments and Feedback**

2.1 Student Learning Experience

Prior to the meeting, students had made comments and suggestions on the programme through an online survey. Twenty-eight full-time and three part-time (response rate: 51.66%) students responded to the survey. The key findings are as follows:

2.1.1 Over 95% of the students were either satisfied or very satisfied with the curriculum structure, teaching and learning, assessment and administrative support of the programme, and the resources provided by the library, LTTC, OCIO, etc.

2.1.2 Over 90% of the students either agreed or strongly agreed that the programme had so far equipped them with the five stated Programme Intended Learning Outcomes.

## 2.2 Teaching and Learning

2.2.1 Course lecturer of Curriculum and Assessment [ENG6358] appreciated that MTeach students were very reflective on their preference of learning mode with serious learning attitudes.

2.2.2 Course Lecturer of Teacher Leadership and School Improvement [EDA6056] commented that this was his first-time teaching EDA6056 and many new elements had been added to this course. The concept of teacher leadership was not easy to be accepted by the mainland students since they conceptualized teacher leaders with organisational power, which was different from the concept in western theories. It was hoped that this course could change their conception and help integrate their professional judgement into their future career.

2.2.3 Students commented that PRJ6003 Practitioner-based Research Project was difficult for mainland students with a tight course schedule. However, the course lecturer and peers were very supportive to help deal with any problems, so the students felt more confident later on.

2.2.4 Students suggested adding more group projects to the courses as they learnt a lot during the cooperation in the group.

2.2.5 Students recommended more offering of specialization courses. Programme Leader responded that the programme office would convey this request to other departments for their consideration.

Programme  
Office

2.2.6 Students commented that ENG6212 English Phonetics and Phonology was useful since this was a subject that had not been taught in undergraduate studies and was useful for her being an English teacher in the future. Also, the course lecturer was always willing to help overcome any obstacles.

## 2.3 Assessment

2.3.1 Students commented that the courses were well-designed with proper assessments, and all the teachers encouraged collaborative learning and interaction with teachers and peers.

2.4 Administrative support

- 2.4.1 Due to local requirements in Mainland China, students were concerned about the graduation date, and whether it was possible to choose 31 July as the graduation date. Programme leader responded that the selection of graduation date was a university-wised issue and it was difficult to make a major policy change for only one master's programme. Also, the university had already offered two graduation dates, 31 August and 31 October to provide more flexibility for graduating students.
- 2.4.2 Students inquired about the graduation details. Programme leader responded that further details would be announced by the Registry in due course.

2.5 Resources Support

- 2.5.1 Programme Leader suggested that after graduation, graduates might make good use of alumni library resources for further learning.

2.6 Any other business

- 2.6.1 Students suggested the programme provided opportunities for internships or other collaborations with local schools. Programme Leader explained that local school visits had been arranged in the past to enhance students' learning experience, however, they were cancelled due to school closure during the worsening pandemic situation in January 2022. More collaborations with partnership schools could be provided when face-to-face teaching resumes.
- 2.6.2 Programme Leader commented that it was hoped that MTeach Programme could bring new influence to students' teaching careers and build a lifelong connection between the programme and graduates.
- 2.6.3 Programme Leader thanked everyone for joining the meeting and sharing valuable feedback.

There being no other business, the meeting was adjourned at 4:55 pm.

20 April 2022