

# Student Learning and Development

## International Tutors

The Institute, under the President's support, is determined to enhance students' English language abilities and enrich their cultural sensitivity and understanding. Thus, the Institute recruited native English-speaking young graduates overseas to provide support in areas related to language learning activities, including co-curricular and intercultural events for students residing in halls and at the Centre for Language in Education.

Thanks to efforts of the International Tutors in 2014-15, countless amusing and helpful activities, including the Halloween Party, Drama Workshop, International Comedy Workshop, Conversation Corner and IELTS workshop, have enlivened the hall life of our students and facilitated their English language exchanges in 2014-15.

This year, Olivera from Serbia will continue her stay with us as Senior International Tutor. Seven International Tutors have been newly recruited in continuing the mission to enhance the HKIEd students' English language and cultural understanding.



▲ Halloween Party



▲ Book Club



▲ Drama Workshop

## International Tutors 2015-16



**Ms Olivera KAPRIS (Senior International Tutor)**

- Born in Serbia but has native level American English
- 3-year international English teaching experience
- Loves traveling, learning new languages and anything related to music



**Ms Wiktoria Patrycja BARTUSIK**

- Born in Poland, but grew up and studied in Scotland
- Loves traveling and learning about new cultures
- Fascinated by art and design as well as a big fan of sports!



**Ms Olegivna Filonich BOGDANA**

- IELTS teaching experience in Hong Kong
- Keen on hiking and exploring new places
- Master Diploma in International Economics



**Ms Ye Tong DONG**

- Native-level Canadian English
- Bachelor of Science
- Loves music, drama and science



**Ms Sahar Naeem KHAN**

- Born and raised in England but parents are from Pakistan
- Loves traveling and learning about new cultures
- Speaks English, Urdu/Hindi and Portuguese



**Mr Gareth Wah Fong SIU**

- Native English speaker
- Master's degree
- Taught English in Taiwan



**Ms Sarah Catherine WISBEY**

- A native English speaker who grew up in London
- Bachelors in history; specialising in modern social history
- Love learning new languages and exploring new places



**Ms Alex Julie WOODS**

- Native English Speaker
- English Literature and Language Graduate
- Lived in London for 4 years
- Digital Communications
- Professional



▶ Field visit with people with special needs in Japan



▶ Conducting activities for youth in Japan



▶ SEGA Taiwan group students conducting farm work activities in Taiwan

## Service Learning

### Service Exposure for Global Awareness (SEGA) Programme

Among a wide array of local, mainland and overseas service learning programmes, SEGA offers an opportunity for students to explore social issues in Hong Kong and in other Asian countries by forming their own learning group, conducting local service activities in NGOs, selecting the social issues they want to study, and designing a 10-day service tour abroad to investigate the same chosen social issue of different cultures. Throughout the 6-month experiential service learning process, students are further groomed to become more caring in their profession with strong social responsibility, sense of global awareness, international insight, as well as collaboration and communication skills.

Students shared that they have developed a strong sense of social responsibility, broadened their international insight, and enhanced their collaboration and communication skills after joining the programme.



▶ A visit to an elderly centre in Singapore



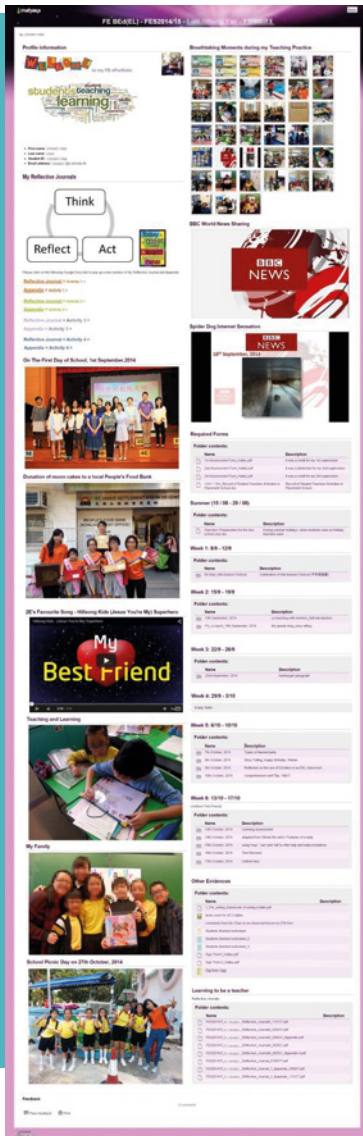
▶ Ocean Park tour with kids from ethnic minority families

### COC2170/CSL2001 Story Reading in Chinese to Non-Chinese-Speaking (NCS) Children

Students work in groups to prepare, conduct and evaluate activities implemented in kindergartens, primary schools or community service institutions. The activities are predominantly informal learning tasks such as storytelling, story reading, and plays. Students are invited to explore some learning characteristics of NCS children and learn basic language facilitation strategies. Through active engagements with NCS children, students are expected to discuss multicultural issues in Hong Kong and increase their acceptance of diversities.



# New Field Experience Framework



▲ An example of FE Professional Portfolio

The new Field Experience (FE) Framework, which was introduced to all Bachelor of Education programmes in 2014/15, focuses on learning outcomes in various key essential domains required from a teacher. These domains have embedded the learning goals of the Institute's GILOs in the undergraduate curriculum. These domains are also mapped to synchronise with the Government's teacher competence framework on professional teachers.

To encourage students to reflect on their learning in these various domains, a Field Experience Professional Portfolio was introduced. The student's ability to perform as a competent teacher in the classroom and other learning goals as demonstrated through evidence-based reflection on ePortfolios are important student development objectives in Field Experience.

Evaluation of the framework was conducted among students, supervisors and schools. Such evaluation showed the comprehensive new criteria in covering important aspects required of the profession. The assessment tools were also able to differentiate student teachers in distinct ability groups.



▲ Workshop for students on the use of the Mahara platform for compiling FE Professional Portfolios

## Field Experience Framework

