Welcome Message

Welcome to the second issue of the HKIEd Learning and Teaching Newsletter.

Outcome-based approaches to student learning have been one of the key initiatives adopted by the University Grants Committee (UGC) in 2006 to promote effective learning and teaching in the UGC-funded higher education institutions in Hong Kong. One of the major impacts of this initiative is the development of an Institute-wide framework on expected student learning outcomes. These learning outcomes have later been refined and become the seven Generic Intended Learning Outcomes (GILOs) adopted by the Institute. The seven GILOs were used as guidance for the development and evaluation of academic programmes and assessment of student learning. The seven GILOs have also become the guiding principles for capacity building and environment enhancement among staff in the Institute.

This issue focuses on activities and achievements in the Institute that demonstrate how GILOs have been an agent of innovations in preparing our student teachers for a new era of challenge and change.

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In recent years, the HKIEd adopted an outcome-based approach in learning and teaching. Such an approach provides an opportunity for the “334” undergraduate education reform to better achieve the educational goals of the Institute, which are Character and Moral Responsibility, Competence and Professional Excellence, Cultivation of Wisdom and Intellectual Engagement, and Civic-mindedness and Social Responsibility (4Cs). The outcome-based approach advocates the importance of education beyond learning processes, which emphasises learning processes that would lead to planned and specified learning outcomes. In HKIEd, planned and specified learning outcomes are generated with collaborative efforts of the Centre for Learning, Teaching and Technology (LTTC) and all academic departments, represented by the seven Generic Intended Learning Outcomes (GILOs) at the institute level, Programme Intended Learning Outcomes (PILOs) at the programme level, and Course Intended Learning Outcomes (CILOs) at the course level. Guided by learning and teaching practices, the HKIEd integrated these learning outcomes and in turn, developed the Institute’s orientations and curriculum structure for student learning experiences, which is shown in Figure 1. With the new curriculum driven by seven GILOs at the institute level and four updated expected learning outcomes (four core competencies), our graduates are expected to be competent in Problem Solving, Critical and Reflective Thinking, Creative and Innovative Thinking, Ethical Understanding and Decision Making, Communication Skills, Social Interaction Skills, with Global Perspective and Multi-cultural Competencies.

PILOs exist at the programme level, which can be broadly defined as a particular set of teaching and learning experiences that students have to go through in a study programme. The PILOs for all Institute programmes encompass seven areas of studies, namely, Major, Minor/Electives, Education Studies (335 only), General Education, Field Experience/Internship, Co-curricular and Service Learning, and Language Enhancement. CILOs exist at the course level focusing on the Total Learning Experience that should be acquired by students as a result of studying a particular course. The content and structure at this level must be coherent, integrated and effective in enabling students to achieve the stated learning outcomes and the required standards. Arising from the Institute’s recent large-scale Survey of Core Competencies of Future Teachers initiated by the President, the top four core competencies of Future Teachers, namely, “Positive Personality”, “Positive Work Attitude”, “Cooperation and Teamwork” and “Interpersonal Skills” were identified. The Institute has reviewed and fine-tuned the curriculum and taken various measures to strengthen these four core competencies of our students and address the needs of the school sector and future employers.

Overarching the GILOs, PILOs, CILOs and the four core competencies are the 4Cs Learning of the HKIEd Mission. These learning outcomes work coherently at various levels to achieve the Institute’s goals of nurturing students with important attributes embodied in the 4Cs.
Research Outputs and Projects on Outcome-Based Learning (OBL)

A number of research outputs and Teaching Development Grant (TDG) projects on OBL have been produced by the HKIEd academic staff.

**Research Outputs**


**TDG Projects**

- **Embracing diversities - Empowering Teacher Students with Multicultural Competence**
  (TDG 2013-14, Principal Project Supervisor: Dr Kwok Kan Diana 郭勤博士)

- **Enhancing Students’ Learning through Co-curricular Design and Service Learning in Hong Kong Higher Education**
  (TDG 2013-14, Principal Project Supervisor: Dr Chan Kin Sang Jacqueline 陳健生博士 & Dr Xu Hui Xuan 徐慧璇博士)

- **The enhancement of Learning Outcomes and Motivation Using Graphic Novels in Course Materials Development: A Validation Study**
  (TDG 2012-13, Principal Project Supervisor: Dr Wong Wai Lap Simpson 黃緯立博士)

- **Studying Formative Feedback Strategies to Enhance Student Learning Outcomes**
  (TDG 2012-13, Principal Project Supervisor: Dr Lam Bick Har 林碧霞博士)

For details of the TDG projects, please visit http://www.ied.edu.hk/lt/view.php?m=3794&secid=3819.

HKIEd RANKED 3RD IN ASIA 15TH IN THE WORLD IN EDUCATION
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.

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
- Bachelor’s 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
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.

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.
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.

### Field Experience Framework

<table>
<thead>
<tr>
<th>Year 5</th>
<th>Year 4</th>
<th>Year 3</th>
<th>Year 2</th>
<th>Year 1</th>
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<tr>
<td><strong>Block Practice</strong>&lt;br&gt;• Independent teaching&lt;br&gt;• 6 weeks BP + 1 preparation week&lt;br&gt;• 10-12 periods per week / cycle</td>
<td><strong>Block Practice</strong>&lt;br&gt;• co-teaching&lt;br&gt;• 6 weeks BP + 1 preparation week&lt;br&gt;• 8-10 periods per week / cycle</td>
<td><strong>Block Practice</strong>&lt;br&gt;• co-teaching&lt;br&gt;• 6 weeks BP + 1 preparation week&lt;br&gt;• 8-12 periods per week / cycle</td>
<td><strong>FE Induction</strong></td>
<td><strong>FE Induction</strong></td>
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**FE-related taught courses:**

- In any year:
  - Learning Study
  - or
  - Enhancing Learning through Other Learning Experiences
Dr Buchtel’s GE course on Cross-Cultural Psychology in collaboration with the University of British Columbia (UBC) offered HKIEd students an opportunity to practice sensitive communication exercises on cultural diversity. HKIEd students made creative videos that critically analyse the application of theories to a Chinese movie. Psychology students at UBC viewed and commented on the videos online. International sharing motivated HKIEd students to show vivid examples of theories of Chinese psychology and argue against stereotypes about China. HKIEd and Canadian students frequently talked about within-culture diversity in the 540+ comments. Furthermore, the enjoyment and appreciation observed among the Canadian students created a positive cross-cultural interaction.
Dr Man Ying Ling is a specialist in Daoism and Chinese culture. She is dedicated to student learning and the development of motivating learning activities highly appreciated by her students. Dr Man provides authentic learning experience to students by organizing a series of cultural field trips. Students are encouraged to engage in regular self-reflection on what they have learned.
Dr Alice Chow believes that mastery of problem-solving skills could be further developed in a real-world setting. In the “i-travel” group project of the course, “People on the Move: Opportunities and Challenges”, students are encouraged to identify a problem based on their own daily travel experience and propose a practical solution to that problem. Following the stage of problem identification, instructor feedback is crucial in facilitating in-depth investigation and more informed choices in finding the best solution. To cultivate creativity in this real-life problem-solving task, students’ final submission can be in the form of ordinary oral presentation, poster, leaflet, video clip, or model display. A real-life problem-solving task involves more uncertainties that demand a higher level of knowledge and skills compared with a hypothetical situation. Inquiries based on student’s experience and interests and constant feedback to students are essential for achieving better learning outcomes.
This degree is intended to be a teacher education programme that aims to produce graduates with high English proficiency. Such students should possess professional knowledge that will allow them to become well-trained and committed English teachers in primary and secondary schools. The programme also aims to produce students who can join other English language-related professions or students who wish to continue their academic development in educational or language studies. The programme stands out from similar programmes among other tertiary institutions in Hong Kong because its curriculum design is closely modelled on the two successfully implemented programmes at HKIEd, namely, the Bachelor of Education (Honours) (English Language) and the Bachelor of Arts (Honours) in Language Studies. Upon successful completion of the programme, students will receive a co-terminal double degree with a single honours classification, one parchment and a recognised qualification for teaching (QTS) in the primary and secondary schools. The PILOs have been carefully mapped against the GILOs of the HKIEd.

**PILOs on subject knowledge (linguistics, literature, culture and communication)**

**PILOs on subject professional knowledge (English pedagogy theories and practices, curriculum design, assessment, etc.)**

**PILOs on general characteristics (ethical understanding, life-long learning, global perspectives, cross-lingual and cross-cultural sensitivity, etc.)**

**GILOS**

- Critical thinking
- Creative and innovative thinking
- Social interaction skills
- Problem solving
- Ethical understanding and decision making
- Global and multicultural perspectives
- Effective communication skills
This programme was launched by the Faculty of Education and Human Development in September 2014. When defining its PILOs, the programme has aligned workplace requirements with the Institute's GILOs. Courses were designed to empower students with the knowledge and skills for tackling human and organizational issues. The courses employ blended learning methods that demand and enhance students’ generic competencies like problem-solving skills, critical thinking, communication and interaction. The curriculum also has a strong focus on community development, global awareness, ethical and social consideration. Graduates are expected to be educated citizens and effective leaders in different organizations to institute change and other transformation processes.

This new programme will be offered in September 2015. It aims to prepare pre-service teachers to teach ‘Business, Accounting and Financial Studies’ and ‘Business Fundamentals’ curricula in the secondary schools. This integrated professional degree programme covers five years of comprehensive study on both business and education disciplines. The PILOs of this programme match the Institute’s GILOs in a way that students will be well-equipped with 21st century soft skills, such as critical and divergent thinking, problem solving, ethical decision making, communication and social interaction through substantial experiential learning in school, business and community sectors. Students will be engaged in overseas visit(s) and/or cultural exchange programme(s) to advance their global exposures and global citizenship perspectives.
Programme Outcomes Assessment (POA)

Given that the outcome-based learning approach is being widely adopted in the design of programme curricula of the Institute, POA has been piloted in six programmes in 2014/15 and is an important tool in the systematic collection of data to demonstrate (1) the effectiveness of teaching and learning of the programme and (2) how well our students are performing with respect to learning outcomes.

In early April 2015, the programmes devised (1) the POA methods and procedures, (2) mechanisms to collect and evaluate relevant data, (3) criteria for success in assessing the PILOs, and (4) procedures to disseminate the results and use them for further improvements. From April to August 2015, the programme leaders responsible for the first stage pilot collected data to evaluate students’ attainment of PILOs and conducted analysis according to the POA methods and procedures.

The Doctor of Education (EdD) programme is one of the six programmes selected for pilot run. A survey shows an average score of 4 out of 5 on the achievement of PILOs. The enhancement of knowledge in their respective Specialised Areas and skills in conducting research received positive feedback. Academic English writing workshop and International Outreach Study Programme (IOSP) are also highly appreciated by students. Valuable suggestions, such as offering courses on advanced statistical skills and transdisciplinary research, are welcomed to improve and further develop the programme with an end goal of achieving the PILOs.

The full POA scheme will be implemented in all programmes in the 2015–16 academic year.

Students visited universities in the UK and Germany during the IOSP.
Sharing of Deliverables by Teaching Development Grant (TDG) and Community of Practice (CoP) Projects

This project has developed a databank of on-line resources to support postgraduate students who are preparing their research proposals or pursuing their doctoral research. The project consists of a website with nearly 200 short videos. The videos show interviews with academics and research students, and supervisory sessions. Topics include types of research, research methods, thesis writing, managing research studies, and the perspectives of an external examiner. The videos feature academics and students from HKIEd and from other tertiary institutions. This on-line database of resources is designed to facilitate innovative distance and blended learning pedagogies.

The videos were made available for open access at http://www.ied.edu.hk/iell/view.php?secid=3634. They have been well received by postgraduate students in HKIEd who have found them beneficial in conceptualising different forms of research and research processes. In addition, several universities in Hong Kong, Mainland China, Japan, South Korea, Australia, New Zealand, UK, USA and Germany have used the materials and have reported that their students find the videos extremely useful for their doctoral studies.

To learn more about the Teaching Development Grant, please visit the UGC webpage: http://www.ugc.edu.hk/eng/ugc/activity/tdg/tdg.htm

The aim of this project is to explore how the learning outcomes of students can be enhanced through co-curricular design. Through the special design of co-curricular learning where service learning is used as a pedagogic strategy for enhancing students’ active participation and transfer of knowledge from theory to practice, students will be provided with learning opportunities that move from academic disciplines and classroom settings to an integrated and experiential learning in real social settings. To this end, students will be able to develop generic skills and attitudes such as leadership, problem solving, communication, critical thinking and empathy. Students may further convert the knowledge learned from classrooms to practical experiential knowledge and skills, which will have long-term effects on their life-long learning.

In line with the objectives of the Institute’s development, this project will assess the simultaneous interpretation ability of biliteracy and trilingualism (Cantonese, Putonghua and English) of students with different language backgrounds. The assessment criteria cover four dimensions: the degree of efficiency, the degree of accuracy and precision, the degree of fluency and spontaneity and the degree of appropriateness. The findings of this research will provide a reference for the revision of language curriculum in the institute. The findings will further develop a tentative learning resource template based on 500 sentences in spoken English, which can pertinently improve the language proficiency of students and provide a foundation for promoting biliteracy and trilingualism in the future. The following diagram on “Teachers’ Evaluation on the Language Proficiency in Pre-test and Post-test” illustrates the findings after using the learning material designed by the project team.
The project adopted mobile technology and cloud services to create a convenient and efficient environment that will enhance the professional development of student teachers in Field Experience. Based on this concrete groundwork and the reviewed cases, we aim to establish a CoP to enhance the professional development of student teachers in Field Experience via web technologies. This project aims to further promote good practice of using mobile technology and cloud services in higher education institutions.

The project focuses on the establishment of a Mobile Learning Community (MLC) that fosters mobile learning and teaching among students and teachers at the Institute. To better facilitate knowledge sharing and transfer among the community members, a “Mobile Learning Community” website has been created (http://corpus.ied.edu.hk/mlc/), which contains various mobile learning and teaching resources to showcase the good practices in mobile learning and teaching of tertiary students and teachers. For example, the website features a wide selection of resources and personalised stories and videos that demonstrate good practices among colleagues and students. In addition, the community has organised numerous theme-based seminars and workshops that aim to foster mobile learning and teaching among students and teachers.
In my three years at HKIEd, every single learning experience had come into my life and stays with me until now. With the Institute’s support, I have been to Nanjing and some thousand miles away to Poland, which have all enriched my little understanding of the world. These out-bound experiences have been quite relevant for me, along with the inspiring academic courses, which have given me valuable opportunities to embrace different cultures and, more importantly, inspired me to pursue my own unique search for the meaning of life.

Being nominated by the Institute and Home Affairs Bureau, I went to Warsaw, Poland as a Hong Kong delegate for the International Youth Exchange Programme in search of the definition of quality life. Not only did I get to know myself better in the trip, but I was also surprised at the genuine friendship built between me and the Polish and Ukrainian students.

In a society that fiercely competes for university places, many students are frequently deprived of the chance to register in a program of study that they like most. This inevitable reality sometimes hinders their learning to flourish effectively. In situations such as this, many freshmen students (like me in the past) struggle when attending lectures or completing essays. This problem derived from the lack of acceptance and self-encouragement towards our study program, which are crucial attitudes for successful learning. To lessen our resistance against the study program we unwillingly enrolled ourselves in, we must alter our mind set by nurturing a positive attitude towards the course. Instead of thinking that “I am weak in DSE so I cannot study what I like”, we can consider, “Maybe this major is more suitable for me.” Following this approach, we have to become proactive by increasingly involving ourselves in course-related activities. For example, I have always been scared of troublesome kids even though I specialise in ECE. However, after becoming a volunteer in the Read Aloud Programs organised by the HKIEd HSBC Early Childhood Learning Centre, my impression towards kindergarten students and teachers started to change. Such experiences allowed me to appreciate and consider the chance of bringing up little kids. Only when we can accept our course of study can our learning become fruitful, delightful and effectively sustainable.

Ms Leung Yuk Tin Yvette 梁銓钿同學
[FT BEd (EL) Year 4]
Recipient of AIA Foundation Scholarship, Sir Edward Youde Memorial Scholarship, Hong Kong Association of University Women Albert Lee Memorial Undergraduate Scholarship and the Hong Kong Jockey Club Scholarship

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Ms Ng Lai Yi Natalie 吳麗怡同學
[FT BEd(ECE) Year 2]
Recipient of the Li Po Chun Charitable Trust Fund Undergraduate Scholarship 2014/15

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I am in my fourth year of the Bachelor of Science Education programme, majoring in Sports Science. I am also a shuttlecock athlete. I was especially moved when I was awarded with the Talent Development Scholarship for my achievements in shuttlecock. I have been playing shuttlecock for the past 12 years and I have never imagined there would be any attention or recognition, let alone being awarded a scholarship. This scholarship not only confirms my efforts in sports, but it also drives me to keep aiming higher. Furthermore, it passionately encourages me to apply the theories of sports science in shuttlecock. In all these years of training and competition, I never had the luxury to treat my injuries properly. With the support of the scholarship, I can now take good care of my body and be 100% fit for competition. I am very grateful and blessed for receiving the Talent Development Scholarship again this year. I am delighted to know shuttlecock has a genuine space in my field of study. This further strengthens my determination to become a great shuttlecock coach in the future and apply sports science to society.

Ms Yang Zhijun 楊致君同學
[FT BA(LSE) Year 4]

Best Debater and Second Runner-up Winner of the 2014 Inter-Collegiate Putonghua Debate Competition; Awardee of the Intern of the Year

Student Yang Zhijun is a student of the Bachelor of Arts (Honours) in Liberal Studies Education programme at the Faculty of Liberal Arts and Social Sciences. She won the Best Debater and the Second Runner-up (Bronze Prize) at the 2014 Inter-Collegiate Putonghua Debate Competition organised by the Radio Television Hong Kong. In 2013, she was named Intern of the Year by the Institute’s Student Affairs Office for her outstanding performance in Ireland, UK. Zhijun is aspiring to contribute to society as a global citizen. She said, “I would like to enlarge my vision through the ancient and modern changes!”
First of all, I would like to express my sincere gratitude to the Graduate School for providing me with this rare opportunity to participate in the International Outreach Study Programme (IOSP) and visit universities in Germany and United Kingdom. In our academic visit to the Technical University Munich, Leuphana University Lüneburg, and Coventry University, I gained a lot by exchanging research ideas with postgraduate students, academic staff and researchers. As a fresh researcher who recently passed the thesis proposal presentation, I was eager to share my study with other scholars and hear different voices worldwide. During our academic visits to these universities, I attended Academic Writing Workshops, which introduced the fundamental principles of critical thinking. I shared my study with several experienced researchers and scholars and I obtained valuable comments and suggestions from them. I consider this experience beneficial to refining my study and conducting further research based on current studies.

Two thousand years ago, Lao Tzu stated that “knowledge is a treasure, but practice is the key to it”. I will cheris all those useful knowledge and insightful ideas obtained from the IOSP and transform them into a meaningful research output in the near future.

Outstanding Alumni

Mr Kenyon Law Kin-Yeung 羅建洋先生

2001 CERTIFICATE IN PRIMARY EDUCATION (CHINESE) COURSE (TWO-YEAR FULL TIME)
2003 BACHELOR OF EDUCATION (HONOURS) (PRIMARY) PROGRAMME (TWO-YEAR FULL-TIME)

Alumnus Kenyon Law Kin-Yeung (HKIEd graduate, major in music education) is currently the vice-principal of the Christian Alliance S. Y. Yeh Memorial Primary School. Kenyon is enthusiastic about handbell education and promotion. With his outstanding achievement in music education, he was awarded the Chief Executive’s Award for Teaching Excellence in 2006/2007 and appointed as Teaching Consultant for HKIEd and the Department of Cultural and Creative Arts (CCA). Kenyon is supportive of art education and maintains close relationship with our Department of CCA. He is an active speaker in CCA fora, wherein he shares his experience in teaching with our students. An example of these fora is the 10th Asia Pacific Symposium for Music Education Research organised by CCA in July 2015.

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