



香港教育大學
The Education University
of Hong Kong

EdUHK Learning and Teaching Newsletter

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Enhancing
Professional Development and
Lifelong Learning



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Welcome Message

Welcome to the sixth issue of the EdUHK Learning and Teaching Newsletter. The theme of this issue is 'Enhancing Professional Development and Lifelong Learning'.

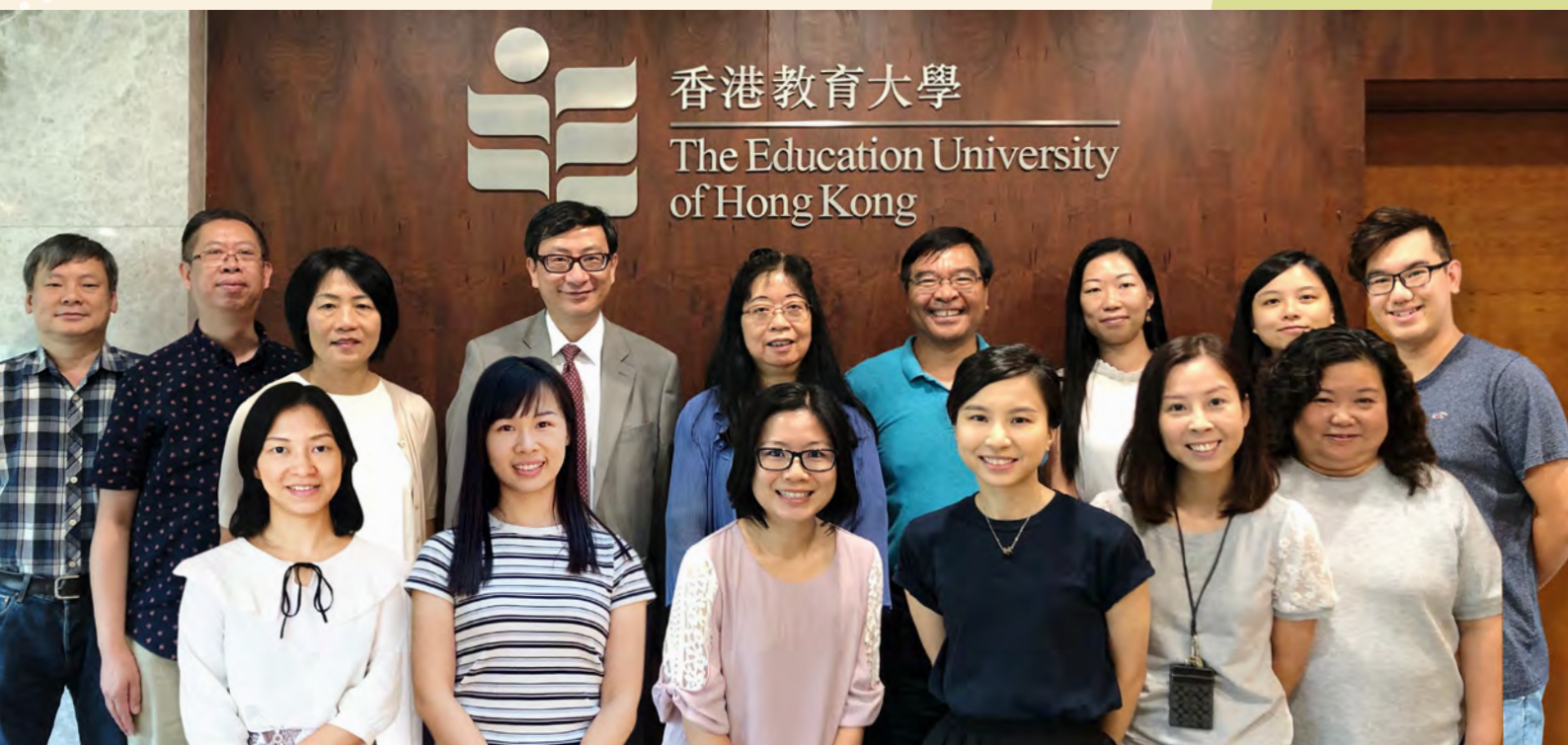
Rapid social change and heightened expectations of education from the society have broadened and deepened the roles and responsibilities of educators. Continuous professional development and lifelong learning are crucial to enhancing educators' competence and capacity to face everyday challenges arising from these expected and enhanced roles and responsibilities. The Education University of Hong Kong (EdUHK) runs part-time and professional development programmes in education and in disciplines complementary to education. These programmes offer academic awards of different levels and/or professional qualifications. Programmes in education prepare educators in different education sectors, including early childhood, primary, secondary and special education, professional and vocational education and elderly education. We also run programmes in other disciplines complementary to education, such as psychology and speech therapy. We aspire to prepare graduates with attributes in three domains: Professional Excellence, Ethical Responsibility and Innovation (i.e. 'PEER & I').

This issue of the Learning and Teaching Newsletter presents the University's efforts in running part-time and professional development programmes. The unique features of learning and teaching and contributions of the programmes to relevant fields are showcased. Stories of students' learning experiences, including the reflections and achievements of graduates are portrayed, illustrating how the programmes benefit their lives in some of the following ways:

- i. *Reflecting on and enhancing professional practice through systematic learning of the updated and advanced knowledge in the relevant fields*
- ii. *Broadening horizons through exchange and networking opportunities among practitioners of different experience levels in the relevant fields*
- iii. *Developing insights into broadened and deepened roles and responsibilities in work*
- iv. *Experiencing education as a lifelong journey of enlightenment*

The issue is especially dedicated to both staff and students of the University's part-time and professional development programmes for their passion and commitment of time and efforts. Hopefully, these programmes contribute to greater fulfilment in their professional lives.

Editorial Board
December 2019



Back (left to right): Dr. TSE Ka Ho, Dr. TAM Cheung On Thomas, Ms. CHAU-CHEUNG Ching Mei Jamie, Professor LEE Chi Kin John, Dr. TANG Yee Fan Sylvia, Mr. LI Chin Wa, Ms. NG Ka Man, Ms. LI Pik Yu Joyce, Mr. LAU Kwan Kin Kenneth
Front (left to right): Ms. CHENG Siu Ling Ada, Ms. TAO Sisi, Ms. LEUNG Wing Shan Polly, Ms. CHEUNG Hei Tung Hilton, Ms. LAU Fung Yee Annie, Ms. WONG Sui King Elina

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Stories of Enlightenment

Ms. CHEUNG Carol Kar Lo

Current student

Postgraduate Diploma in Education (Early Childhood Education) (Two-year Part-time)
[PGDE(ECE)(PT)]
Faculty of Education and Human Development



Let's do it! An implementation of curriculum design.

Bridging the Gap between Theory and Practice: A Fulfilling Educational Experience

As a part-time student, I think that the programme at EdUHK is brilliantly organised and structured for it allows me to juggle work and study. The tutors are very supportive and passionate about their subject areas which are reflected in their teaching. I am studying alongside students who are in-service teachers, helping me keep abreast of developments in the early childhood sector.

A unique feature of the programme is the variety of events offered, including the traditional Supervised Teaching Periods, Educational Visits and Peer Observation. In addition, specialist guest speakers from drama to baby massage workshops provide us a wide variety of practical knowledge.

The courses, which include topics on child development, learning and teaching assessment methods, usage of inclusive resources and promoting the arts, help practitioners to link theory to practice by encouraging students to explore their creativity. In addition, the courses place great emphasis on self-evaluation and reflection, which are critical to and has helped me further develop my own critical thinking on learning and teaching practices, from taking into consideration child interests and feedback to translating these into lessons and curriculum planning plus classroom design.

So far, my experience has been enriching and fulfilling. I look forward to the many challenges and surprises in the coming academic year.

Ms. FONG Siu Ying

Current student

Bachelor of Education (Honours) (Early Childhood Education) in Leadership and Special Needs (Four-year Part-time)
[BEd(ECE)(L&SN)(PT)]

Faculty of Education and Human Development



Ms. Fong and her groupmates shared their findings and results of the project to one another.

Leadership in Early Childhood Special Education: A Pathway to Professionalism

I have just finished three years of part-time study in the programme of BEd(ECE)(L&SN). I can still recall when I enrolled in this programme. I always think about how it can help improve my performance as a head teacher in kindergarten in the aspects of administrative and teaching duties. Three years have passed, and I now fully understand that what I have learnt from this programme is really useful for my work. I have obtained knowledge and technique on how to effectively identify/teach/support the students with special needs (SN). Furthermore, I have learnt ways of providing assistance to their parents and taking up the leadership role in promoting 'Integrated Education'. For example, I am involved in adjusting the curriculum and designing tailor-made teaching strategies for the development of SN students. I arrange the workshops, which cover a variety of topics of interest to all parents, to show them how to get SN children to cooperate and communicate more, try new things, persevere and enhance the relationship between parents and children.

Ms. LEE Yi Fan

Current student

Bachelor of Education (Honours) (Early Childhood Education) in Leadership and Non-Chinese-Speaking Children (Four-year Part-time)
[BEd(ECE)(L&NCS)(PT)]
Faculty of Education and Human Development

The Key to Successful Leadership in Early Childhood Settings with Non-Chinese-Speaking Children

I am really happy when I successfully enrolled in BEd(ECE)(L&NCS)(PT). Now, I have just finished two years of study and passed different practical training in this programme. I have been teaching children for many years. This programme has not only equipped me with useful and up-to-date teaching techniques and methods but has also enhanced my ability to assist the kindergarten principal in developing strategic and implementation plans. I am empowered to lead other teachers in arranging various activities, such as designing, developing and implementing the curriculum, decorating and planning the game corner in the kindergarten, and organising graduation ceremonies. I receive positive comments from the kindergarten principal, who appreciates my effort very much.

I also learn a lot from this programme, such as ensuring a fair division of labour based on the capabilities of each colleague, providing the right advice and guidance at the right time, developing team synergy and applying systematic management of learning and teaching resources. I do believe this programme is helping me gradually take up a leadership role.



After my graduation from the Certificate in Early Childhood Education Programme at EdUHK, I was really happy to enroll in BEd(ECE)(L&NCS)(PT).

Ms. SETHI Ritika

Current student

Master of Arts in Teaching English to Speakers of Other Languages (Two-year Part-time)

[MATESOL(PT)]

Faculty of Humanities



Ritika, a full-time teacher at a local primary school, is chasing her dream of becoming an academic by completing MATESOL(PT).

A New Direction in Education: Can Language Teachers Become Researchers?

EdUHK enjoys a prominent position in the global ranking of leading education universities and provides students with the opportunities to be taught by research-active academics. Hence, my acceptance to the part-time MATESOL programme at EdUHK was a moment of great excitement. As a full-time teacher at a local primary school, I initially thought the journey of completing MATESOL seemed tedious and daunting. However, the quality of teaching and the support provided by the teachers have been remarkable. The lecturers were always available to provide advice, and each showed enthusiasm for their subject which made the learning experience inspiring and enjoyable. Hence, the exemplary teachers and supportive peers made the journey encouraging. MATESOL has given me a new direction in education, namely research. The courses have equipped me with a thorough grounding in research knowledge and skills. The MATESOL programme provided a good range of module choices which helped me build a strong theoretical foundation in areas such as second/foreign language acquisition, psycholinguistics and sociolinguistics.

Excellent Balance between the Theory and Practice of Teaching

I was an in-service teacher at the same time that I was enrolled in the programme, and MATESOL proved to be an excellent balance between the theory and practice of teaching. My dissertation was supervised by one of the most esteemed faculty members at the university. His supervision, guidance, timely feedback and encouragement have been integral to my progressive learning. Preparing the dissertation has given me invaluable insight into the academic side of teaching and linguistics, and I feel confident that I can produce research of my own in the future. I look forward to utilising the research skills I acquired from MATESOL to solve the issues/problems encountered by my students in their classroom learning.

Theme of My Dissertation

This qualitative study investigates the role of socioeconomic status (SES) in motivating primary six pupils in Hong Kong to learn English as a second language. Although the students were somewhat instrumentally motivated, their SES per se was not found to be a hindrance to their motivation to learn English.



Me and my classmates at EdUHK.

Ms. WONG Pui Suen Lizt

Current student

Master of Social Sciences in Global and Hong Kong Studies (Two-year Part-time)
[MSocSc(GHKS)(PT)]
Faculty of Liberal Arts and Social Sciences



MSocSc(GHKS)(PT) programme combines class-based learning and on-site fieldwork study to help students make sense of fast-changing Hong Kong in a globalised context.

Based in Hong Kong, Embracing the World

The MSocSc(GHKS) programme is one of a kind—being interdisciplinary with a multi-level approach and allowing students to explore with breadth and depth of local issues from a global perspective. We are now living in a world where constant conflicts have become a norm. Social media acts as an echo chamber for the minority to stand up against the mainstream, and the actions of a country ripple across national borders and shake the world. How do all these affect our daily lives? With globalisation as one of the recurrent themes across different courses in this programme, we are learning how trade war affects our mobile network, how refugees in the Mediterranean cast shadows on our vacation plans in Europe and, perhaps more importantly, how to be a responsible citizen in a fast-changing world. As a part-time student with a full-time job, I believe coping with such changes could have been more challenging, but I am fortunate to have the support of all the lecturers. The course schedule is very flexible

(The programme has courses on Wednesday evenings and Saturday mornings with other full-time students per semester) and really caters to our needs. Outside the classrooms, I am also grateful for the different outings arranged, such as polling stations during the by-election, subdivided units in Sham Shui Po and the Muslim community. We are given the opportunities to see how theories we learn are translated into action. In addition, when I am behind schedule or when I am lost in the sea of suggested readings, help is always one email away. Aside from the academic staff, the administrative staff from the Department of Social Sciences are always prepared to advise you on matters related to your EdUHK life. I could not have asked for more!



Meeting with the Muslim community.

Bicultural Exchange and Developing Multiple Perspectives through International Outreach to New Zealand

I joined the International Outreach Study Programme organised and offered by the Graduate School of EdUHK. The study trip was conducted in New Zealand in May 2018. During this trip, we visited two universities in New Zealand, University of Auckland and University of Canterbury.

Knowledge/Skills/Benefits Acquired from the Outreaching Activity

Looking back on the days I spent in New Zealand, I would say that I had an excellent experience and learnt many things during the trip. Firstly, during the trip, arrangements were made for us to present our research and for academics and students of EdUHK and University of Auckland/University of Canterbury to meet. This activity provided me chances to exchange research ideas and know what kinds of research are being conducted, as well as inspired me in terms of what research I can pursue next. It greatly enhanced my research skills and capacity.

I also appreciated the chances to attend the lectures presented by the scholars from University of Auckland/University of Canterbury. They shared with us the considerations they needed to address when they conducted research in New Zealand, such as the bicultural context. After the talk, we were provided sufficient time to meet and discuss with them a

wide range of issues. This definitely broadened my horizon when considering issues from different perspectives.

Moreover, this trip provided me with a valuable opportunity to expand my networking. During the trip, a variety of activities were organised for us to meet and interact with the scholars and students from Hong Kong and New Zealand. These activities included warm-up activities, group discussions, one-on-one meetings and chit-chats during breaks. We also exchanged our contact information to keep in touch and explore further collaboration in the future.

To conclude, I felt grateful that I had the opportunity to participate in this trip. The experience was truly wonderful and unforgettable.

Impact of the EdD Study on My Work

EdD study serves as a stepping stone in my work by enabling me to strengthen my teaching capacities and secure a higher position (programme leader) to exert broader influence. It also arranges different kinds of workshops and activities, such as academic English writing programmes, international outreach study programmes, to enhance my research capacities, widen my horizon and expand my professional network.



Group photo taken in University of Canterbury, New Zealand.



My classmates.

Mr. TSANG Yiu Kei

Current student

Master of Education (Two-year Part-time)

[MEd(PT)]

Graduate School



Re-union with alumni. They were my students when I was a class teacher for the first time.



Joining an anti-bullying programme with my students.

Enhancing Teaching with Non-Chinese Speaking Students through Professional Development and Academic Exchange

I am a discipline teacher in a primary school with non-Chinese-speaking (NCS) students. Choosing to study the MEd(PT) programme in EdUHK has been a great decision. In the programme, I am allowed a high degree of autonomy in choosing different courses that suit my needs. In these courses, I can further choose to study a specific topic that I am interested in. I have learnt a lot from the arrangement. I have studied courses on special education needs (SEN), life education and supporting parents. As a discipline teacher, I have to deal with SEN students and different parents, as well as to plan how to promote good values among the students. I need all these skills and knowledge from the courses to optimise my performance.

The professional growth of a teacher is a continuous process. We are not just teaching students. We are also learning from them. The MEd programme has helped me consolidate my knowledge and improve my teaching practice. In my school, most students are not Chinese, and they have different cultural and linguistic backgrounds. I have to be culturally

responsive. Accepting and understanding the needs of my students are very important to my practice. The course allows me the freedom to study different areas. I have even written an essay based on culturally-responsive teaching methods. This programme has really allowed me to reflect on my own practice.

After all, studying in the programme allows me to reflect on my role as a teacher. Being a teacher, we have to take up different roles. What do I need most as a teacher? Skills, knowledge or attitude? To me, having the right attitude is the most fundamental requirement. Students come to school to learn with a sense of security, belonging, hope, dignity and enjoyment. Acceptance is one of the keys to help students learn in a positive environment. Without all these from the school, students can only memorise knowledge in school. Our profession is to educate, and not simply to teach. Lastly, I would like to share a quote from Meladee (n.d.), 'The kids in our classroom are infinitely more significant than the subject matter we teach'.

Ms. WAN Ka Kai Katrina

Current student

Bachelor of Health Education (Honours) (Three-year Part-time)
[BHE(PT)]
Faculty of Liberal Arts and Social Sciences

You Are My Role Model

Amidst the hectic schedule of practices and international billiard competitions, I work hard to strike a balance between my degree study and routine as a professional athlete. I am thankful to the University, the department and my teachers and tutors. They always go an extra mile to guide me in my academic pursuit in the BHE(PT) programme. My deepest gratitude goes to Ms. Chan Ka Man, a BHE graduate who is now the Elite Athlete Coordinator and Course Lecturer of the programme. She also used to be an elite athlete who shared the same sporting experience as mine. I cannot forget those times when Ms. Chan tirelessly tutored me on the coursework in the library and arranged make-up classes with extra patience amidst my training. She also gave me warm encouragement all throughout my dual career life as an athlete and a student. I study hard and am sincerely grateful for the fruitful learning experience I had with Ms. Chan. From the heart of one athlete to another, thank you! I hope that I can offer the same ardent support as Ms. Chan did to my students in the future.



Ms. Wan is a billiard athlete admitted to the BHE programme in 2016. Ms Wan won the WLBPA World Women's Pairs Championships in 2017 and received a Hong Kong Sports Stars Award (Team Event) in 2016. (In photo: 2nd runner-up in 2018 IBSF World 6 Reds and Team Snooker Championships.)



Ms. Wan expressed that she had a great experience joining a sharing session on stress management with primary students.

Engaging Teachers and Children in Public Art

Visual Arts: Beyond the Classroom is an elective course offered in the Bachelor of Education (Honours) (Early Childhood Education) (Three-year Part-time). This course aims to broaden students' awareness of visual arts in their daily lives through active participation in field trips to explore public art in Hong Kong. Some field trips were guided by a local sculptor. Students were fascinated to meet the artist and were surprised to 'discover' the sculptures and artworks in Kowloon Park and City Art Square at Shatin. Many students expressed that although they have lived or worked in Shatin for years, they have not 'seen' these artworks. They reflected that they would stop by 3D models on the streets or in the malls and check if there was any information about the artworks. Open-ended worksheets were provided in every field trip to facilitate the observation and appreciation of the students. They also drew postcards of the field trip venues. By the end of the course, students applied their discovery of public art to their teaching experience. They designed activity cards for teachers and parents to appreciate public art with young children.



Cover of an activity card.



A postcard drawn by a student.



A local sculptor introducing "Concept of Newton" (created by Sir Eduardo Paolozzi) at the Sculpture Garden in Kowloon Park.

文英玲博士

中國語言學系助理教授

提高中國語文教學效益專業進修課程證書（五星期）課程統籌主任
人文學院

專業成長上的相遇與重逢

現任教師專業進修課程（中文／普通話）課程主任的文英玲博士，任教五星期「提高中國語文教學效益專業進修課程證書」已六年了，課程學員都是在職的小學中國語文科教師。今天，她依然熱愛這項教學任務。

文博士喜歡接觸前線的中國語文老師，了解他們的專業需要與現實挑戰，為他們裝備最新的教學知識與技能，例如讀寫結合教學、促進自主學習教學等，也跟他們一起討論、交流、分享應對多變的景況，例如電子閱讀與紙本閱讀的競爭等等。

在提高中國語文教學效益專業進修課程上，文博士不但會遇上不同學術背景的教師，還會跟在香港教育大學畢業的教師重逢。昔日大學生已成了經驗教師，他們欣喜地跟文博士相見，有的還來個擁抱，場面十分溫馨。課上，文博士會運用角色轉換的策略，讓學員變身為小學生，體驗複雜的學與教策略。學員投入，笑聲洋溢，感受到學習的樂趣。

課程中有實踐的部分，學員們分組回到自己任教的學校實踐所學。他們的學生見到自己的老師帶着其他老師一起上課，充滿了相遇與重逢的喜悅。老師們運用了新穎、靈活、豐富的教法和教材，學生就更投入地自主學習。這種合作教學的經驗，啟發學員的專業反思，並思考日後教學的調整和更新的方向。

五星期匆匆過去，課程結束師生都感覺不捨。學員們滿載而歸，期待日後再回教大或其他場合，再與文博士重聚。



文英玲博士（前左 5）和張子琴老師（後左 1）與一眾學員分享學與教的喜悅

學員心聲：

今次我報讀五星期教師專業進修課程，一知道文老師是課程統籌，我滿是欣喜，心想我可以跟文老師重聚，再次成為她的學生！在課堂上，除了與文老師重聚外，我還跟以前在教大一起讀書的同學重遇，讓我憶起在教大讀書時的點點滴滴，實在十分難得。在此，我要感激文老師在教學實踐上的指導和鼓勵，為我帶來不少啟發，有助教學專業成長，希望不久的將來，再與文老師相聚！

張子琴 2007年 BEd(P) 畢業生，17/18 PDP 學員

Broadening the Music Curriculum through Popular Music

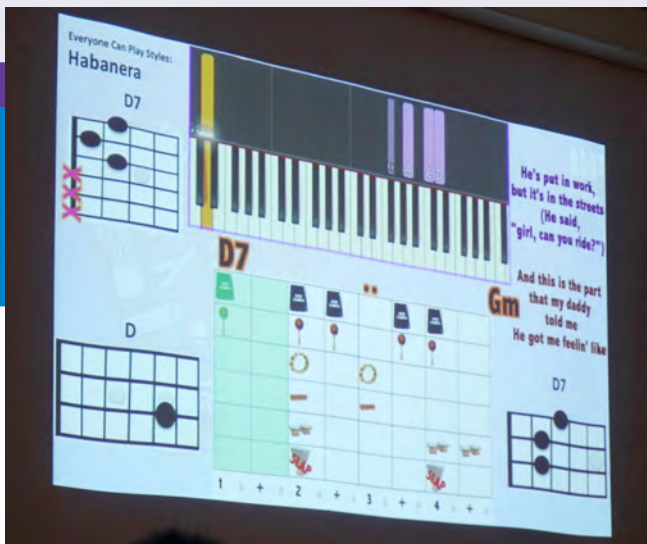
Should schools teach popular music? If so, how and why? The most prominent trend in global music education is in fact the incorporation of popular music pedagogy to promote informal learning and creativity in the classroom. In October 2018, students in the MA(ME)(PT) programme participated in an interactive workshop and experienced new ways of organising sequential learning through popular music. The workshop was presented by Ken Owen and Anna Gower, the Director and Head of Training, respectively, of Musical Futures International. The organisation's goal is to bring popular music to students through informal and aural learning based on Lucy Green's research in the United Kingdom. Full-time and part-time MA(ME)(PT) students were presented with an overview of the decade-long research and practical approaches of Musical Futures.



Students enjoyed 'chair drumming'.



MA(ME) faculty member Dr. Matsunobu Koji and MA(ME)(PT) alumnus Mr. Wu Di played along with students in an informal learning task.



Musical Futures shared their new alternative visualisation that lets students play together on the keyboard, ukulele, guitar, bass, drums and vocals.



Students worked out how to play the ukulele in the context of a popular song.

The hands-on workshop included learning to play basic rock and pop beats via 'chair drumming', an approach designed to work in nearly any classroom with minimal equipment. To experience being a total beginner, students were led through an experience with the ukulele in which they were challenged to learn and teach one another a basic pop song without any formal instruction on the instrument. Students shared ideas, listened to the demonstration track and found information via laptops and mobile devices, and within a few minutes most had started to jam. The students also experienced new multimedia play-along materials that allow them to sing and play along with popular songs. These PowerPoint-based slides combine lyrics with diagrams to enable students to flexibly play guitar, keyboard, bass, drums and ukulele.

Several faculty members and MA(ME)(PT) alumni also joined in the workshop, and over the weekend, two MA(ME)(PT) students participated in an intensive Musical Futures workshop offered at the Australian International School.

MA(ME) student Ms. Wu Xiaoting (2018/19) attended the workshop and an additional workshop.

'It was a very innovative and interesting teaching method to motivate students. The main idea of their teaching method is to get students involved in creating music, discussing and learning from their groupmates during the creation and, finally, bringing new ideas and knowledge home. I learnt to play the guitar and performed publicly during the workshop. It was fun, and though I was nervous, I have no regret in joining the workshop'.

Mathematics in Action outside the Classroom

On 19 January, 2019, the programme team of the Master of Arts in Mathematics and Pedagogy (MA(MP)) organised a field visit to the Kadoorie Farm and Botanic Garden (KFBG) for the MA(MP) students to witness mathematics in action outside of the classroom. Full-time and part-time students of the programme joined the visit.

Aside from seeing how mathematics comes into play in the natural world at the garden, the visit also served as a casual gathering of the teaching team and the students. It was an invaluable occasion to exchange ideas and thoughts on topics from general teaching and learning of mathematics to individual career prospects.

Sharing by MA(MP) students

Mr. He Zhongjian, MA(MP) 2018/19

I am thankful for the teachers who organised the field visit to the Kadoorie Farm and Botanic Garden. We saw many new and interesting animals and plants on the farm. Our teachers who are usually formally dressed exhibited the fun and lively side of their character during the trip. The spirit of solidarity and friendship among students was also fully reflected. If some competitions or games were held during the trip, then the trip would have been more lively and exciting.

Mr. Wang Huaqing, MA(MP) 2018/19

The spring outing to the Kadoorie Farm and Botanic Garden organised by the Department was impressive and unforgettable and was a good way to ease our busy academic life. We also saw many beautiful animals and plants that we could not even name while enjoying the scenery of mountains and rivers. I still remember the smiling face of every teacher and classmate in that day's activity and the earnest teaching given to us by the teachers on the top of the hill.



A group photo taken at the entrance of the Kadoorie Farm and Botanic Garden.



Dr. Kell Cheng talked to the MA(MP) students during the field visit.



Students' Empowered Journey after Graduation

Ms. CHOY Yee Lan Elaine

Graduate (2017/18)

Bachelor of Education (Honours) (Special Needs) (Three-year Part-time)

[BEd(SN)(PT)]

Faculty of Education and Human Development

Dr. HE Wu Jing Mavis

Assistant Professor

Department of Special Education and Counselling

Programme Coordinator [BEd(SN)(PT)]

Faculty of Education and Human Development

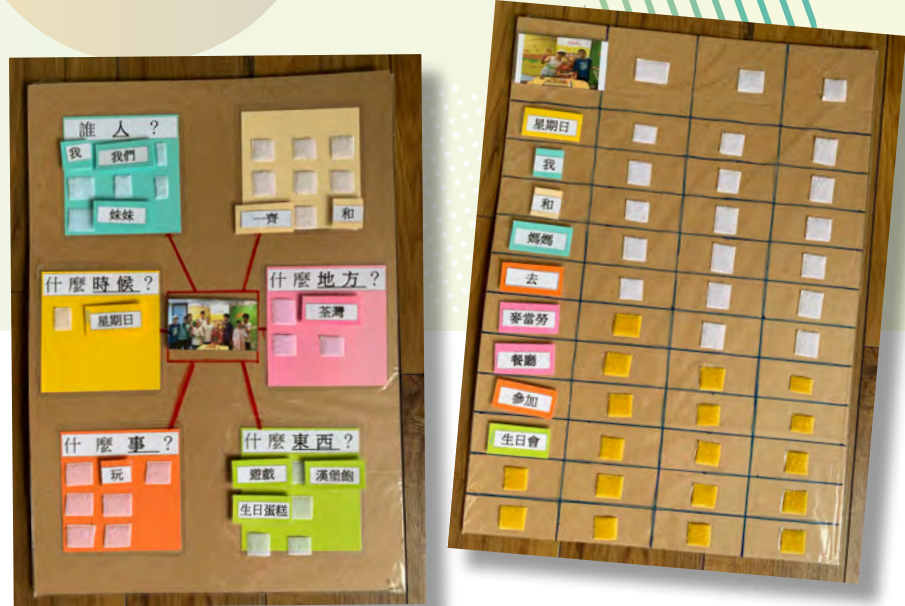


Feeling content from the successful completion of the programme.

Keep Learning, Keep Developing and Keep Continuously Improving for the Profession of Special Education

Through lectures and assessments, the three-year study equipped me with knowledge and understanding of different special needs and relevant strategies. Furthermore, it provided opportunities to students from diversified backgrounds and different expertise to exchange their experiences and build a network, which enhanced students' professional development by providing them different perspectives in the field. Emphasising the reflection on practices throughout the programme aids in the establishment of positive attitudes in seeking improvement, which helps promote our professions.

The most valuable learning was the research project in the second and final year. Although it was a challenging task, students were able to review their studies and design an intervention programme, which strengthened the theories and strategies we learnt by applying learning into practice. This is beneficial to us as educators in designing evidence-based programmes to cater students of different special needs.



The question cards and word cards Ms. Choy made for the children.

I am currently working for a German family, and their two young children (two and four years old, respectively) need support for their different developmental delays/concerns. In the meantime, I work one day per week in a kindergarten in Tin Shui Wai as a teaching assistant. In my work, I have a chance to train the children by applying the intervention programme, which helps them to construct sentences when recounting their past experiences (e.g. 'On Sunday afternoon, Mummy and I went to Tsuen Wan McDonald's to attend Peter's birthday party'). This involved the use of scaffolding technique through the use of visual aids such as pictures, question cards (with question words *when*, *who*, *where*, and *what*) and word cards. For the younger children who can recognise only limited words, I developed another simplified version of the intervention programme, where I guide them to observe the environment. Moreover, I encourage them to produce related vocabulary by asking questions to assist them in making sentences with the application of scaffolding strategies.

From the perspective of Dr. He, the BEd(SN)(PT) Programme Leader, in line with the Government's policy on integration, aims to provide teacher education for serving teachers or relevant professionals to work effectively with students with special needs in mainstream or special settings. It is the programme's honour to walk through the learning journey with its students hand in hand and share the joy of seeing its students developing into professional educators who support the learning of SEN students. Elaine's reflection on her learning experience in the programme and her devotion to support the children with developmental delay illustrate the positive learning outcomes of the programme. 'Keep Learning, Keep Developing and Keep Continuously Improving for the Profession of Special Education'—this is the programme's genuine expectation of its students, and Elaine makes it true! Fantastic, Elaine, we feel proud of you!

Mr. LEUNG Yee Chung Boris

Graduate (2010/11)

Bachelor of Education (Honours) (Professional and Vocational Education) (Three-year Part-time)

[BEd(PVE)(PT)]

Faculty of Education and Human Development

Mr. LI Chin Wa

Senior Lecturer I

Department of International Education

PVE Convenor

Faculty of Education and Human Development

Becoming a Better Teacher in My Profession

My name is Boris Leung, a graduate of BEd(PVE)(PT) of the 2008/09 – 2010/11 cohort. My students call me 'Chef Boris'.

I am the Chief Instructor in the International Culinary Institute, teaching mainly in the area of Western cuisine. I have 20 years of working experience in the culinary industry.

I joined the Vocation Training Council (VTC) in 2007. After my first year of teaching, I found that being a professional teacher in this field was a great challenge. I enrolled in BEd(PVE)(PT) in 2008. I strengthened my competence in designing proper teaching strategies for different groups of students and the ways to develop appropriate assessment tasks to facilitate their learning. I taught in different programmes, including the applied learning subject. Chef students love my effective teaching. I am thankful for the chance to upgrade my professionalism in this BEd(PVE)(PT). I was promoted to teach the higher diploma programme related to hotel management under VTC. I could make good use of what I learnt in curriculum development, assessment design, problem-based learning, career counselling and lifelong learning from BEd(PVE)(PT) and fully apply these in the higher diploma programme.



Introducing my programme to the interested applicants.

Now, as one of the core members in our Western Cuisine Department, I am an appointed programme leader of the Culinary Diploma programme in International Culinary Institute, VTC.

I am so happy that I can contribute to Vocational and Professional Education and Training (VPET), and I thank HKIED/EdUHK for giving me this precious opportunity to upgrade my professional knowledge at the critical moment of my career!

Mr. Li sees Mr. Leung as a fast learner who aspires to apply what he has learnt in this programme into his career, to which he is so devoted. He is a good example of how this programme has helped VPET practitioners to earn a qualified teacher status (QTS) to be an effective teacher in the field.



Happy graduation gathering in November 2011.



Group photo with my VTC students who always called me 'Chef Boris'.

Ms. TSANG Ngan Sim Phyby

Graduate (2014/15)

Master of Arts in Educational Counselling (Two-year Part-Time)
[MA(EC)(PT)]

Guest Lecturer

Department of Special Education and Counselling
Faculty of Education and Human Development

Dr. FUNG Suk Chun Pat

Assistant Professor

Department of Special Education and Counselling

Programme Leader [MA(EC)]

Faculty of Education and Human Development

Passing on the Torch in Counsellor Education

Ms. Phyby Tsang, currently a Guest Lecturer in the Department of Special Education and Counselling (SEC), is a first-batch graduate of MA(EC)(PT). In her part-time study as a Counsellor-in-training (CIT), Phyby benefited from the instructions and support of Dr. Pat Fung. In the course *Group Work*, Dr. Fung taught theories and practices of group counselling. Dr. Fung was the group leader and Phyby was a group member. They developed a close and strong relationship. Dr. Fung firmly believes that including an experiential personal growth group in the programme is of prime importance to promote the professional excellence of CITs. As a group member, Phyby gained valuable first-hand experiences in the growth group. Under Dr. Fung's coordination, she was provided various counselling opportunities in her practicum period, such as leading groups for pre-service teachers and in-service kindergarten teachers.



Dr. Fung and Phyby visiting Advance Children Charity Play Therapy Center, one of the counselling practicum sites in the MA(EC)(PT) programme.



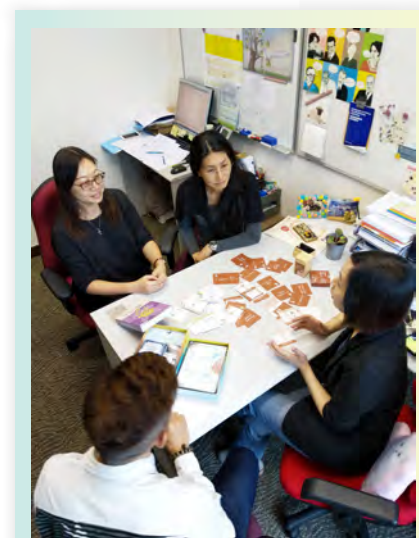
After graduation, Phyby became a Certified Counsellor of the Hong Kong Professional Counselling Association (HKPCA) and a freelance counsellor. With Dr. Fung's recommendation, Phyby also contributed by being a sub-committee member of the HKPCA. In the recent two years, under Dr. Fung's support, Phyby has been teaching in a group counselling course for our undergraduate students and has assumed the role of group leader in the experiential training group for our MA(EC)(PT)'s current CITs. Phyby is now ready to teach the *Group Work* course and is becoming a Counsellor educator.

Drawing from her learning experience, Phyby said, 'Apart from the resourceful library and lecturers, I was able to learn from other sources, such as my peers who came from diverse backgrounds as teaching staff in kindergartens, primary schools, secondary schools and even special education institutes, as well as social workers and several commercial professionals. Apart from our lecturers, I could also learn from this mixed group of peers with different expertise. In addition, guest speakers were invited to share their work experiences that related what we learnt from books to reality. This has kept us away from working in an ivory tower. Even now, these peers are still my largest supporting asset'.

To add to her sharing on teaching EdUHK students, she remarked, 'I have a habit of doing reflection every day before sleep even if I'm engaged. If I do have cases or group work in hand, I reflect deeply by asking a couple of questions:

- 1) Which part did I do well?
- 2) Which part could I have done better?
- 3) Are there any similar cases that I can associate with to resolve the case?

For any doubts, I seek advice from my supervisor or lecturers. Dr. Fung and Dr. Man Yuk Ching are very resourceful. I also ask for second opinions from peers who are experienced in handling similar cases. Confidentiality is well observed under all criteria'.



Dr. Fung, Phyby and colleagues discussing the content and learning activities of the *Group Work* course.

Ms. VAN DERMIJNSBRUGGE Elke Maria F

Graduate (2017/18)

Executive Master of Arts in International Educational Leadership and Change (Two-year Part-time)
[EMA(IELC)(PT)]

Lecturer I

Department of International Education
Faculty of Education and Human Development

Bridging the Gap between the Bush and the City: How the IELC Programme Brings Voices across Continents Together

In late 2016, when I was working in an International Baccalaureate (IB) school in Tanzania, East Africa, I sent my application for enrolment in the EMA(IELC)(PT) programme. A few months later, I logged on to the learning platform for the first time and started a learning journey that would turn out to be one of the most interesting career opportunities in my professional life.

I started exploring the programme thanks to a couple of fellow IB educators who graduated from the EMA(IELC)(PT). After working in various IB schools in Asia and Africa in different roles, I felt that an additional degree would strengthen my expertise. Moving into a more senior leadership role was one of the pathways I considered, but I also had an interest in a research-oriented direction. According to its graduates, the EMA(IELC)(PT) is at the intersection of leadership practice and research, and therefore a perfect fit for me.

From the start of my EMA(IELC)(PT) journey, I connected with IB educators from different countries whilst residing in a very remote part of the world myself. Amongst the students, we all had a great sense of sharing through the online course forum and various assignments. We shared bits and pieces of our professional lives, exchanged ideas and opinions and connected our practice to the theory and research offered



Visit with EdUHK Minor in Teaching and Learning in International Schools students to Hong Kong International School in November 2018.



Tanzania, May 2017, Outdoor Pursuits Camp.

through the video lectures and readings. In addition, the opportunity to apply the course content to my teaching and leadership practices through reflective essays and research-based assignments made the course very relevant. These I consider to be the most powerful aspects of the EMA(IELC)(PT) programme.

As Professors Bryant and Walker, Dr. Lu and other course lecturers and mentors entered my East African living room through video lectures, I felt like I knew them personally, and they became a great source of inspiration. After more than six months of distance learning, I attended the School Improvement Institute (SII), a residential module in Hong Kong. All the names I had been connecting with online finally had a face. We shook hands, discussed, conducted simulations, attended seminars and strengthened the connections we had already built through the online course work. I decided to repeat the SII the year after, as this residential module made a remarkable difference to me.

In December 2017, I joined our University as a Lecturer I in the Department of International Education (IE). I did not accidentally end up here. Although the EMA(IELC)(PT) is mostly a distance learning programme, the interactive set up and the opportunity to take residential modules allow you to really connect with the university if you wish to do so. I took those opportunities and it resulted in a job offer.

The EMA(IELC)(PT) enabled me to make the switch from practitioner to lecturer and programme coordinator of the Minor in Teaching and Learning in International Schools (TLIS) at our University. Today, I am not only sharing my experiences with students and guiding them to become responsible educators but also connecting with the local and international school network in Hong Kong and far beyond. These connections, my first research endeavour and the growing diversity of students in our programme make my job very rewarding and enriching. The EMA(IELC)(PT) really did change my life.

Mr. CHEUNG Wai Lok Jacky

Graduate (2018/19)

Master of Social Sciences in Psychology (Schools and Community Settings) (Two-year Part-time)
[MSocScP(SCS)(PT)]
Faculty of Education and Human Development

Dr. CHUNG Yiu Bun

Lecturer I

Department of Psychology
Programme Leader [MSocScP(SCS)(PT)]
Faculty of Education and Human Development



Mr. Cheung with his classmates and Dr. Chung.



Mr. Cheung and his daughter, Cynthia. This photo was taken on a ferry to a public golf course in Sai Kung. He believes that the study provides in-depth insight into psychological knowledge that improves his parenting skills.

Learning Psychology: Opening Up New Career Possibilities

I am currently a corporate finance manager and I completed our programme in 2019. Learning psychology is my choice to polish my communication skills with my colleagues and family members. Knowledge in psychology broadens my understanding of the developmental challenges of my daughter and nephew. In addition, I feel more comfortable in communicating with different people who may have behavioural symptoms of disorders. To further sharpen my professional helping skills, I am planning to pursue professional qualifications to become a counselling psychologist in the future.

From the perspective of Dr. Chung, Jacky is an active learner. Not only was he attentive in class, but he was also keen on asking questions during the site visits (schools and community centres). These visits were organised by the Department of Psychology to equip students with more up-to-date knowledge in the field. This programme provided Jacky with the fundamental knowledge of psychology so that he could further pursue studies in counselling psychology.

Mr. WAN Chi Lun

Graduate (2011/12)

Bachelor of Education (Honours) (Early Childhood Education) (Three-year Part-time)
[BEd(ECE)(PT)]

Graduate (2018/19)

Certificate in Professional Development Programme on Complaint Management for Kindergartens:
Communication and Mediation
[PDP-CMK]

Faculty of Education and Human Development

Embarking on the Road to Professionalism

I am now the principal in a kindergarten. In 2012, I graduated from the BEd(ECE)(PT) programme, which perfectly combines theory and practice. This programme not only equips students with comprehensive knowledge on early childhood education but also provides them with active opportunities to consolidate their knowledge by exposing them to actual kindergarten students through field experience. Students can observe, discuss and participate in classroom activities, implement their teaching plans and demonstrate their teaching skills under supervision. This prepares students to be analytical and critical by increasing their knowledge, skills and practical experience and foster their passion in this profession. The programme really helped me enhance my quality of teaching and paved my way to becoming a highly professional educator. Through professional training, I obtained valuable knowledge in teaching, such as how to design interactive and fun learning activities for students, nurture our children's whole person development and cultivate their interest in learning. In 2018, I studied in EdUHK again in the PDP-CMK programme. As a principal, I am required to upgrade my skills to provide professional services to all stakeholders, that is, to develop better communications with children, parents, teachers, council members and the public and inform them of our vision and strategies. I am thrilled to take this opportunity to express my heartfelt gratitude towards EdUHK. Without EdUHK, I cannot accomplish what I do today!



Mr. Wan attended the painting exhibition of his students.



Mr. Wan is so proud of his student who won a competition.

Ms. CHAN Ying Lam Zoe

Graduate (2015/16)

Certificate in Professional Development Programme (PDP) for Teachers of English (One week)
Faculty of Humanities

Dr. TAYLOR Timothy William

Associate Head

Department of English Language Education
Faculty of Humanities



Department of ELE colleague conducting an e-resources workshop in Tsung Tsin Primary School and Kindergarten.



Ms. Zoe Chan (middle), from the Hong Kong Baptist Convention Primary School, speaking at the Department of ELE e-Resources Roundtable.

Integrating E-learning in English Teaching Pedagogy and Practice in PDPs and Local Schools

The Department of English Language Education (ELE) has undertaken a series of efforts to consolidate e-Learning as a core area of expertise and extend that expertise to local schools. The PDP course *The Effective Use of e-Resources in the English Classroom* offers planning and demonstration of how in-service teachers can use a variety of freely available or teacher-made e-resources to improve the content and activities of English teaching.

In response to the numerous requests of enthusiastic graduates to have additional training in IT and e-resources for the English teachers of their own schools, we launched the project called *Unleashing the Power of Language Learning: An Integrated Process and e-Platform to Train English Teachers to Use e-Resources Effectively*. For over two years, the project has worked with teachers in the English panels of four local primary schools and one local secondary school, helping them integrate e-resources into their school-based English curriculum and teaching practice.



1st ELE e-Resources Roundtable group photo.

Front row (from left to right) : Mr. Sterling Wu (Senior Lecturer of ELE and e-Resources project member), e-Resources project members from primary schools: Ms. Koci Xu, Ms. Teresa Chow, Ms. Zoe Chan and Ms. Fiona Yung, Ms. Sylvia Chan (Principal of e-Resources project school and Roundtable keynote speaker), Dr. Timothy Taylor (Associate Head of ELE and e-Resources project supervisor)

In early June 2018 and 2019, ELE invited teachers from the PDP courses and the project schools to share their experiences as e-Teachers at Roundtable events offered on campus. ELE will also launch an e-resources website called e-Teachers Online for local primary school and secondary school teachers in August 2019 to share teaching tips from the PDP courses and the experiences of teachers from the e-resources project.

Sharing by a graduate of PDP who attended the course Effective Use of e-Resources in the English Classroom

Ms Zoe Chan is a primary school teacher at Hong Kong Baptist Convention Primary School. She shared, 'I had the opportunity to learn how to integrate e-resources more intensively after taking the one-week training course at EdUHK. I integrated e-resources like blogs, Edpuzzle, Nearpod and Google apps into my daily teaching after taking the training'.

With her enthusiasm, Zoe has become one of the lead teachers for one of the primary schools in the ELE e-resources project.

'Our principal has sent some of our teachers to attend the training course at EdUHK for many years now. Therefore, several of our teachers across different grades have attended the ELE course. In school, we continue training, usually during staff meetings, by inviting trainers, including those from EdUHK, to provide workshops on various platforms. We also have voluntary sharing among colleagues at year-end meetings each year. Of course we can't merely rely on e-resources for everything. We have to choose them wisely according to our language learning objectives'.



Ms. AU Hoi Lun

Graduate (2018/19)

Postgraduate Diploma in Education (Primary) (Two-year Part-time)

[PGDE(P)(PT)]

Faculty of Liberal Arts and Social Sciences

PGDE in EdUHK— Well Equipped for Careers in Education

The PGDE(P)(PT) programme is a platform where I learnt pedagogical theories and various means to use them in practice. The programme not only prepares us to be professional teachers but also fosters our ethics as educators who genuinely care about individual students and truly value the diversity of the educated. The programme also provides opportunities for student-teachers to communicate with people from different ethnic-cultural backgrounds. We, as locals, always exchange ideas with the native English teachers (NETs) about different school cultures in HK and the education systems in the different places the NETs hail from. The views of local English teachers (LETs) and NETs can be so different, but this difference makes the exchange work because we can always learn from each other. We also share our knowledge and experiences and explore education in different cultural contexts. This approach is especially beneficial to cultivating our global perspective, based on which we are always open to interaction and cooperation with different people from around the world. Specifically, the exchange between us as teachers helps develop our insights into the education curriculum in different areas and our roles as contributors to education. Most importantly, the programme allows me to meet friends who share a common goal—to be a good teacher. By collaborating and sharing experiences with them, I always notice where I can make



We were happily celebrating the success of our micro-teaching. It was honestly challenging, but we all know that the harder the process of learning is, the happier we become with what we can achieve.

improvements, and I regain my confidence and power in teaching whenever I feel frustrated with busy schoolwork.

For the past four years, I have worked as a teacher assistant in a primary school, where I provide assistance to the non-Chinese-speaking (NCS) students. However, I decided that it is time to start a new chapter after I finished the PGDE. I searched so hard for a place that would allow me to experience 'real teaching'. Last month, I received an offer from a primary school in Chai Wan for a contract-based teaching post, most likely responsible for English, General Studies and Visual Arts. At present, I am still waiting for the school to assign work and duties. I can see that the new job will be highly challenging, but I am certain that it will be worth the work to practice and acquire new learning.

Throughout my two years of studies, I am thankful to have many professional, knowledgeable professors and teaching staff to guide us through the hardships of learning and teaching, but more so to have friends who give me their warmest support whenever I need. I would say the experience in EdUHK equipped me with the qualifications of being a teacher, especially in terms of helping me become a responsible and caring teacher.

Faculty of Liberal Arts and Social Sciences

As a current English teacher, I always think that the most difficult part is to transform theoretical knowledge into instructional practice. While theories are taught and are supposedly learnt, putting them into practice remains the most difficult part. However, the programme prepared me to be fully equipped with professional knowledge and skills before I could teach competently. My very first programme course was *The Teaching of Language Skills and Pedagogical Grammar* taught by Dr. Timothy Taylor. This course was very crucial to my later field experience (FE) practice. I enjoyed Dr. Taylor's lectures immensely because he provided numerous teaching ideas. What I appreciate most is that we were encouraged to apply the theories critically. In the course, I learnt that teaching is not a mechanical practice or simply putting theory into practice. We are taught to employ teaching strategies with an inquiring mind. During the FE, I was able to apply my competence in English language teaching by using relevant and effective strategies that I learnt in the course.



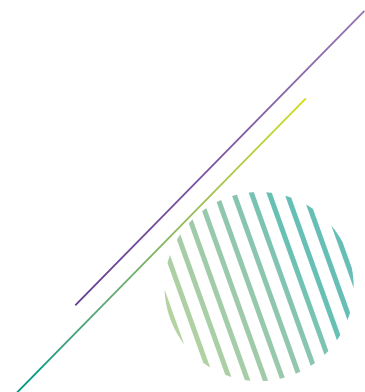


Poster Conference with Dr. Taylor and all the PGDE(S)(PT) students.

Moreover, the programme is holistic and has prepared us to be competent and confident teachers. The courses are all very interactive. I remember having a poster conference with all my classmates and sharing our teaching ideas and strategies. The conference was an opportunity for me to explore alternative views and teaching implications. Sharing and interaction are the main focuses of the programme. Through the process of collaborative learning and peer review, I am more mindful of the strengths and weaknesses of my lesson plans.

During my first FE visit, I was not aware of the learners' diversity in my class. I regarded 'teaching and learning' as separate elements. After the visit, the FE supervisor gave me highly practical and useful suggestions for my teaching. Becoming more reflective, I am more aware of the context in which teaching and learning take place. During the FE period, I integrated my teaching ideas with different approaches. The FE supervisors helped me relate the theoretical work to real-life practice. Eventually, I learnt to conceptualise a suitable teaching strategy for my class.

As a part-time PGDE(S) student, I am very fortunate to have great teachers during these two years of learning journey. They understand our struggles of how to carefully establish a balance between work and studies. The care and support our teachers and FE supervisors have given to us are no less than those for full-time students. The journey of becoming a teacher would not have been so fruitful and rewarding without the guidance and support given by the professors, lecturers and FE supervisors at EdUHK.





A photo of the visit to Sheng Kung Hui All Saints' Middle School by the Deputy Director General with members of the School Management Committee on 7 March 2019.

Life and Values Education in Academia and in Practice

Approximately 12 years ago, I was appointed a member of the Management Committee of a school sponsoring body running four kindergartens. Since then, I have developed care and concern about the health and quality development of young children in and outside of the classroom. At the end of 2009, I finally decided to join the EdD(PT) (specialising in Life and Values Education) programme.

The EdD(PT) programme provided me with considerable opportunities to foster systematic reflection on professional education practices through various seminars and courses, such as *Conceptualizing Research*, *Development of Research Proposal and Thesis Preparation*, *Research Methods*, *Research Measurement I & II*, *Life and Values Education in the Holistic Curriculum* and *Critical Literature Review in Early Childhood Education*. My meetings and discussions with classmates, principals, teachers and parents of kindergartens were learning occasions as well.

The programme also provided excellent networking opportunities for the sharing and exchange of ideas and life experiences with professors, academics and classmates who are at different levels of experiences in the teaching and/or education field. Valuable academic and/or conceptual inputs were obtained through networking, which considerably helped at different stages in the writing and final completion of my thesis.



With my wife Anita at EdUHK campus on Graduation Day.

EdUHK also offered invaluable care and in-service support to my study through library support, updated programme news, seminars and conferences, general and academic support and advice in preparing my research proposal, thesis writing and quantitative research methods, particularly via the Graduate School. It was only through such support that the completion of my study became possible.

Furthermore, after studying the EdD(PT) programme, I gained considerable encouragement to share the knowledge obtained from my Life Education studies with other members of the two School Management Committees (SMCs) I belonged to. One SMC runs four kindergartens with 1400 students, and the other runs a secondary school with 500 students.

The majority of other SMC members agreed to set up working groups to study the scope and possible areas in implementing and improving Life Education in both the kindergarten and the secondary school levels. In the last two years, discussion groups and trainings were provided to the teachers of the four kindergartens for revising the curriculum to include or improve teaching methods and materials for elements of holistic education, namely relationship with God (or Heaven), other people, nature or other creatures and with one's self.

In the secondary school, the teachers in Religious Studies reviewed the curriculum to modify or improve similar elements of holistic education. Both kindergartens and secondary school adopted various ways of expressions of Life Education in the last two years, such as through plays, songs, music, drawings, composition and even speeches. A comprehensive review will be conducted in 2020 to assess the impact of Life Education on the lives and academics of students in both settings.

My Friend, My Teacher and My Life Coach

As a Registered Nurse and a part-time student, I gained much more than I expected on the first day of school. With my career background, the teachers of the BHE programme always allowed me to play different roles that made my school life more meaningful. For example, I was always given opportunities to share my experiences and knowledge on health issues during lessons. Moreover, the teachers became my close friends outside the classroom, and they gave me suggestions on my future career path. During practicum sessions, they focused on teaching me education and communication skills apart from health knowledge. These beautiful and warm memories gave me a wonderful and fruitful learning journey as a part-time student at EdUHK.



Ms. Helena Li graduated from BHE(PT) in 2018.



Ms. Helena Li continues her nursing career after graduation from BHE(PT).

Dr. YU Kam Ming Ken

Graduate (2014/15)

Master of Social Science Education in Greater China Studies (Two-year Part-time)
[MSocScEd(GCS)]
Faculty of Liberal Arts and Social Sciences

Alumnus Making a Contribution to EdUHK by Facilitating the Career Development of Students

A Chief Executive Officer and Director of schools and education businesses in Hong Kong, China and Australia, our alumnus Dr. Ken Yu earned an MSocScEd(GCS) in EdUHK in 2014. Dr. Yu saw that EdUHK was the only local university that offered the programme Greater China Studies in English. The programme facilitated his sharing of course materials with colleagues in Australia. With the aim of extending his education project to mainland China, Dr. Yu regarded his study to be very rewarding. Not only did he gain insights about the current policies, economic and educational development of China, but the network he

built with fellow classmates also provided his work with more precious opportunities. Giving back to his alma mater, Dr. Yu has been offering internship opportunities in Australia to EdUHK students since the summer of 2015, thus supporting students' career development in a most practical manner. Dr. Yu also volunteers as a career mentor for EdUHK and has coached 16 students since then. Students are inspired by his professional experiences and exposure. Looking forward, we hope that this mutually edifying relationship may continue for years to come!



Dr. Yu (left) and his colleague (right) enjoyed lunch with our students who interned in his organisation.



Thanks to Dr. Yu, our students (front row) had internship opportunities to work at the University Preparation College in Australia during their summer holiday.

Dr. HO Chun Sing Maxwell

Graduate (2008/09)

Bachelor of Education (Honours) (Secondary) in Business Studies
(BEd - Business Studies)

Will graduate in 2019

Doctor of Education in Educational Leadership and Management (Four-year Part-time)
[EdD in Educational Leadership and Management (PT)]

Lecturer I

Department of Education Policy and Leadership
Faculty of Education and Human Development

My Journey of Learning

'I set out on a journey of love, seeking truth, peace and understanding.
I am still learning.' - Muhammad Ali

Wisdom in Action

Education is about passing down knowledge and wisdom. EdUHK, BEd - Business Studies, was my first choice in JUPAS in 2004. I learnt and served in this university for over four years with guidance from Professor Christina Yu and Dr. Thomas Man. They inspired and guided me to go through the journey of becoming a professional business education teacher. Upon graduation from EdUHK, I served as a Business, Accounting and Financial Studies (BAFS) course coordinator in an English-as-a-medium of instruction (EMI) secondary school. I met the wise and humble principal, Mr. Henry Poon (former principal of St. Paul Co-educational College). He encouraged me to pursue excellence in teaching and promoted me as a middle leader. These mentors instilled in me their beliefs in education, which has a positive impact on my educational vision.

Pursue Excellence

Since I had a newborn baby in 2015, I realised that it was time to start a new journey to pursue excellence. Therefore, I decided to pursue the EdD in Educational Leadership and Management in EdUHK. My supervisor Dr. Darren Bryant and co-supervisor Dr. Lu Jiafang shared their wisdom in seeking truth with me. Their generosity, motivation and immense knowledge motivated me



Maxwell was a speaker at the Teacher and School Leadership in Educational Change Forum with over 200 principals and teacher leaders from primary, secondary and special schools, as well as officials from the EDB. He is now serving as a school consultant for five schools.



This was the first time that Maxwell mentored his students to participate in a financial literacy competition. They were among the Top 10 teams in the HSBC Young Financial Planner Competition. In this photo, the wise and humble principal, Henry Poon, showed his support to the team.



As a former business teacher, Maxwell actively promotes business education in Hong Kong. He joined a financial literacy co-creation session as a consultant for the Hong Kong Monetary Authority and Hong Kong Association for Business Education representatives.

to achieve the next level of becoming an excellent leader at school. With their inspiration, I developed a school-based finance and entrepreneurial curriculum for schools with team members. This curriculum not only fosters the financial literacy of students but also encourages them to dare to dream and act. We help students decide their career paths by using their entrepreneurial mindsets and plan ahead for their financial needs. I want to ensure that they can pursue their dreams with a feasible plan. With this innovative curriculum, I was awarded the Teacher award for Business and Financial Education by the Hong Kong Association for Business Education, Hong Kong Education City, Education Bureau and Investor and Financial Education Council.

Serving at My Alma Mater

Teaching at EdUHK allows me to contribute in a different role. I am glad to have the chance to share my experiences and thoughts with our students, preparing them to become future teachers. In addition, I have been invited to be a consultant for the VISA financial literacy co-creation session, a judge for an entrepreneurship competition and an executive committee member of the Hong Kong Association for Business Education. I also regularly conduct training workshops for local primary and secondary school teachers to help them integrate theories into practice. It is really my pleasure to be involved in nurturing new blood for schools to benefit Hong Kong's future generations.

I Am Still Learning

I have made the most important discovery of my love, truth, peace and understanding from my alma mater. I know that it is not the end of the journey. It is merely another path for me to learn from colleagues and students to become a professional teacher and scholar.

Constructing Teacher Identity through Field Experience

The number of students with special educational needs was increasing in the school where I served as a social worker. The help I could extend to students to cope with their studies or life issues was mostly at the remedial level. To be more proactive, I needed to look at the issues from a broader educational perspective. Therefore, I decided to obtain a degree in Education at EdUHK, specialising in Special Needs.

Enhancing Self-Reflection and Practice for Student Learning

The programme objectives echo with my previous role as a social worker; specifically, they both emphasise self-reflection. Students with special educational needs often face numerous failures in school. Now that I have become a teacher, I constantly adjust my lesson plans according to the learning progress of the class to ensure that students can follow. I believe that a teacher's role, especially for a class with special educational needs, is to find a balance between what is required by the syllabus and what the students can achieve.

Moving from a Social Worker to a Teacher through Field Experience

Field experience has played a major role in my transition from a social worker to a professional teacher in terms of pedagogical skills. The programme builds my capacity to understand how educational underpinnings affect actions in the inclusive settings. My supervisor's



Mr. Wong and his students at school.

advice, which comprehensively covered a range of pedagogical aspects, is valuable to me. He motivated me to respond to different learners through a reflective process that is anchored in outcomes.

Boosting the Confidence and Self-Esteem of Students

According to Piaget's Theory of Cognitive Development, students learn in different phases. During field experience, I employed his concept of 'Concrete Operational Stage of Development' in teaching a small group of low achievers to conceptualise Chinese characters. By breaking down the Chinese characters into different parts, students can easily grasp and understand their formation. The result was satisfying, and the sense of achievement, self-confidence and happiness was evident in the class.

I also used different colours to represent the top-middle-bottom and left-middle-right of Chinese characters. The colours stimulated students' visual senses so that they were able to grasp and remember the characters easily. I learnt this technique from the course about Attention Deficit Hyperactivity Disorder (ADHD) at EdUHK.

Teaching and Personal Belief

Teachers and social workers assist students in promoting their well-being. Whichever occupation we choose, we need to adhere to our beliefs. My belief is to nurture my students to be responsible, ethical and compassionate citizens and equip them with strategies to manage their lives and contribute to the community.



Mr. Wong revisited EdUHK and proudly talked to us about his students.

Teacher Empowerment: From Passion to Professionalism

Han Yu mentioned in Discourse on Teacher that a teacher propagates the doctrine, imparts professional knowledge and resolves doubts. I was fortunate to have met many caring teachers who allowed me to learn and grow in a loving environment. Therefore, I would like to provide the same opportunity for my future students. With this passion, I decided to empower myself for a teaching career by taking the Postgraduate Diploma in Education in Chinese.

Pedagogical Professionalism

The programme, particularly the field experience (FE), has fully exposed me to the matrix of teaching and learning from the perspective of students. In my classical Chinese class, many students messed up the sequence of nouns in a sentence. Regarding this problem, I tried to further emphasise the topic about parts of speech in my teaching so that students could clearly understand the meaning and structure of each sentence. This strategy has been proven effective. The FE highlighted the importance of understanding students' weaknesses and applying appropriate pedagogical skills and strategies.

Continuation of Good Practice

One of my greatest takeaways from FE came from my supervisor's feedback. During a class observation where I was teaching function words, my supervisor reminded me that references and examples should be cited from previous articles studied by the students so that their learning will become a solid foundation for new knowledge.

I also adopted my supervisor's tip about setting up a reward system to motivate students. I used scorecards as an incentive to encourage students to participate in classroom activities and complete worksheets. This approach created a feeling of pride and achievement among students and thus motivated them to be more productive in learning.

Emotional Preparation

Practical pedagogical skills are certainly crucial for a teacher, and psychological preparedness is important, particularly for a new teacher. One of my course teachers reminded us that while helping students to solve their problems, we should avoid being emotionally attached or absorbing negative emotions that come with their problems. Emotional attachment and negative emotions may be harmful to a healthy student-teacher relationship and may bring a negative impact on the learning of other students. I am grateful for the great advice and tips provided by the teachers at EdUHK. These tips are extremely useful in preparing myself to become a good teacher.

As I went through the FE and study journey, I am extremely aware of my present mission to make an impact through education and walk with my students through critical moments in life. As a teacher, I am not just a knowledge transmitter but also a companion, a caregiver and an inspirer for my students.



Ms. Wong with Dr. Kwong Yiu Keung, Assistant Professor at the Department of Chinese Language Studies.



Powerhouses

Professor TAM Siu Ling Maureen 譚小玲教授

Head of Elder Academy

「長者學苑」總監

Professor

Department of International Education

國際教育學系教授

Lifelong Learning Opportunities at EdUHK Elder Academy

Training Tutors of the Elderly

The Professional Certificate Programme in Lifelong and Elderly Education (樂為耆師長者導師培訓專業證書課程) is a train-the-trainer programme for tutors and coordinators across Elder Academies in Hong Kong. The programme has been offered by the EdUHK Elder Academy and the Evangelical Lutheran Church of Hong Kong (ELCHK) since October 2010. It aims to equip tutors with the knowledge and skills needed for teaching and designing learning activities for elders in the community. Currently in its 10th year, the programme has trained nearly 300 professional tutors of the elderly.



Learning to be a teacher of elders.

以下是四位畢業生的分享：

陳浩賢

2011-12 學年畢業生

教授設計理論、電腦

「心」與「深」是讀完四個科目後的感覺。課程導師是用「心」來教，並以其自身的經歷勸勉我們。其情之真，令我非常感動。課程內容的「深」廣，更是意料之外，實堪稱為一個大學課程。

余健良

2017-18 學年畢業生

教授毛筆書法

「樂為耆師」這個專業證書課程，令我獲益良多；除了學會撰寫教學計劃、教案和於課堂上如何與學員溝通外，還會反思怎樣令自己可以做得更好，能夠表達及教導其他長者，使其晚年過得更豐盛。但其實在這個課程裏最有得著的正是自己本人，我學會了如何適應退休生活，並成功享受晚年，正是活到老學到老，更而能夠成為耆師。

陳寶年

2013-14 學年畢業生

教授本地歷史文化

在「樂為耆師」課程中使我明瞭更多長者特質與需要，及學習許多教授技巧。本人希望從教授歷史課程中，使本地歷史文化得到承傳。並推動社會對長者有多一份接受和尊重。

張瑞珠

2016-17 學年畢業生

教授祖孫照顧課程

成為一個耆師不難，但能「樂」於服務，「樂」於分享，「樂」於關愛，「樂」於尊重；出於本心和無私奉獻，在學習上支援其他同齡者，對學習者作出欣賞同尊重，緊守「樂為耆師」的「樂」則不易。

另外，以下是兩位導師對課程的意見：

陳培佳博士

「樂為耆師」課程導師

「樂為耆師」課程的學與教，正在於幫助學員首先為自己的三齡生活定向，進而學習支援其他同齡者。在學習的歷程中，經驗了各種互動式的學與教，冀能陶育成為終生學習者，終生「樂為耆師」。

莫世民先生

「樂為耆師」課程導師

高齡教育不同於普通學校教育，它在教學方法、授課技巧等方面都比普通學校教育有很大差別，高齡教育的師資是需要經過特別訓練。我深信學員完成「樂為耆師」課程後，經已學會了教授長者所需要的知識與技巧。

Dr. HUI King Fai Sammy

Principal Lecturer

Department of Curriculum and Instruction

Programme Leader

Master of Teaching (Two-year Part-time)

[MTeach(PT)]

Faculty of Education and Human Development

Fostering Professional Excellence in MTeach Students

Since 2015, as a flagship programme of the University and the Department of Curriculum and Instruction (C&I), MTeach(PT) has prepared local teachers to assume the role of teacher-leaders with necessary effective teaching strategies, attributes and competencies to support student learning. Apart from local teachers, MTeach(PT) has also attracted mainland teachers to further develop their pedagogical profession at an advanced level.

Through systematic evidence-based enquiry in two research courses, MTeach(PT) students take a critical reflective stand to examine and solve students' learning problems and adopt a learning-by-doing approach of applying theories for positive change. Supervision is being conducted on a continuous basis, from the formulation of research questions and data collection/analysis to the critical reflection for professional development and school improvement. Research evidence is further disseminated to schools with measures to enhance conducive learning environments for the growth and development of students.

Ms. Laena Kostianos is a native English teacher in a local secondary school who studied the two-year part-time MTeach programme and graduated in 2018. She shared, 'MTeach helped to inspire my creativity and pushed me to be more successful. The professors were always on hand to answer my questions and guide me on my road to better teaching'.



Ms. Laena Kostianos with MTeach(PT) Programme Leader Dr. Sammy Hui.

Dr. WRIGHT Ewan Thomas Mansell

Assistant Professor

Department of Education Policy and Leadership

Programme Leader

Executive Master of Arts in International Educational Leadership and Change (Two-year Part-time)
[EMA(IELC)(PT)]

Faculty of Education and Human Development

Our Executive Master of Arts Programme for Aspiring and Practicing School Leaders

The EMA(IELC)(PT) programme is designed to develop leaders with the capacity to operate successfully in an international leadership environment and lead educational changes in East Asian contexts. As a part-time predominantly online programme, EMA(IELC)(PT) has participants who work in schools across East Asia and beyond, represent a diversity of nationalities and hold positions ranging from principals to teachers. EMA(IELC)(PT) courses provide ample opportunities to reflect on school leadership and share experiences through interactive online discussion forums, which are supplemented by a residential School Improvement Institute based in Hong Kong. Graduates of the EMA(IELC)(PT) programme are eligible to apply to the International Baccalaureate for two leadership certificates: International Baccalaureate (IB) Certificate in Leadership Practice and IB Advanced Certificate in Leadership Research.



Sharing the expertise through e-Books published by EMA(IELC).

Our IELC participants come from ...



Source: <https://www.presentationgo.com>

Dr. LAI Yuk Ching Eva

Assistant Professor

Department of Early Childhood Education (ECE)

Year Coordinator

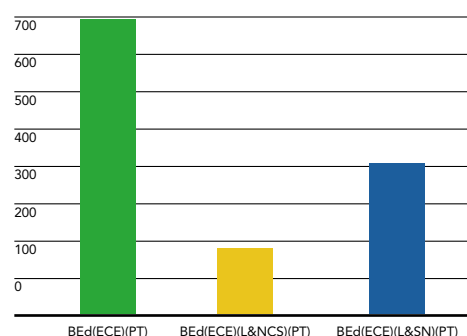
Bachelor of Education (Honours) (Early Childhood Education) (Three-year Part-time)
[BEd(ECE)(PT)]

Faculty of Education and Human Development



The BEd(ECE)(PT) students learn how to use theatre games as pedagogy for teaching children with diverse needs.

Chart1.
Number of Students of BEd(ECE)(PT)
Programmes (as of March 2019)



Government-funded Part-time Programmes for Teachers in Early Childhood Education: Top-up Degree Programmes

In response to the growing concerns about the development and learning of young children and the increasing expectations of early childhood education (ECE) stakeholders in our rapidly changing society, a wide range of government-funded part-time ECE programmes are currently offered to teachers in the field. These programmes are offered by the ECE Department and range from subdegrees and top-up degrees up to post-graduate programmes, namely HD(KG), BEd top-up degrees, PGDE(ECE)(PT), Professional Development Programmes (PDPs) and EDB Tender Programmes. ECE programmes aim to provide serving teachers with qualification credits [i.e. HD(KG) and PGDE(ECE)(PT)], professional training (i.e. BEd top-up degrees) or continuing education opportunities (i.e. PDPs and EDB Tender Programmes).

In recent years, the ECE Department has continuously strived to improve the professional level and qualifications of ECE teachers. After completing certain courses in the programmes, student-teachers can receive additional professional recognition, including BEd(ECE)(PT), BEd(ECE)(L&NCS)(PT) and BEd(ECE)(L&SN)(PT). These top-up degree programmes aim to assist qualified ECE teachers to become highly competent, innovative and ethical professionals who can contribute to the development of quality programmes for children and their families in Hong Kong. Aside from the common objectives of these three programmes, the two four-year programmes also respond to the increasing demand for qualified leaders in ECE settings. Such leaders are expected to support the development and learning of non-Chinese-speaking children and children with special needs.

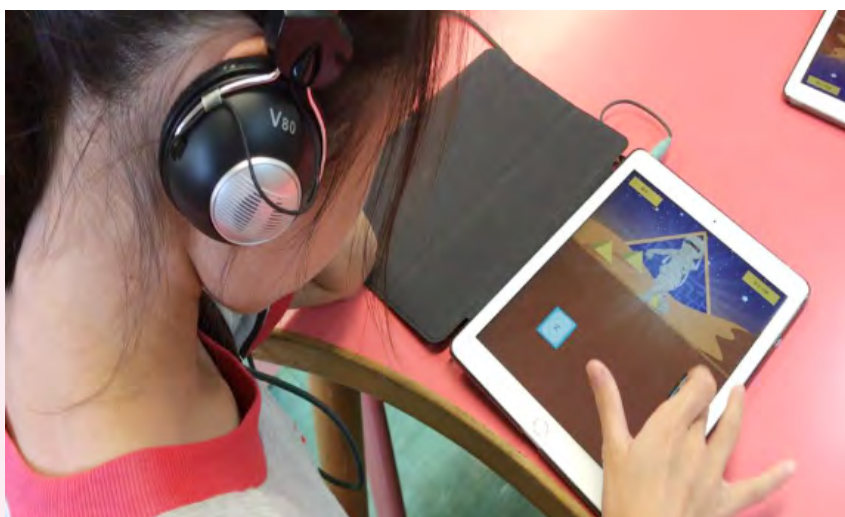
In our University, these top-up degree programmes have the highest number of students enrolled (i.e. around 1,100 students as of March 2019, Chart 1). The good reputation and quality of these programmes motivate a considerable number of serving teachers to enrol. For instance, the 2017 Survey Report on Institutional Research on Graduates mentions that the graduates of the BEd(ECE)(PT) programme recognise its benefits in equipping them with the qualifications necessary for working in the field and believe that their critical analytical skills, professional knowledge and attitude as educators were highly developed by the programme. The employers of the graduates also commended their positive personality and work attitude.

Promoting Special Inclusive Education, Nurturing Excellent Educators and Carrying High Quality Academic Studies

EdUHK strives to promote special education by expanding global perspectives and enhancing inclusive practices in special education and inclusive education.

EdUHK has constantly led the industry in producing competent and professional educators who excel in expertise and knowledge. To further support the growing need of Hong Kong's education system in inclusive and integrated education, the University strives to extend its good evidence-based practices to its part-time programmes for teachers in different career stages as well as cultivate ethical awareness, critical thinking skills and a global worldview. In the 2018/19 school year, we admitted over 3000 candidates to various special education programmes:

- Bachelor of Education (Honours) (Special Needs) (Three-year Part-time) [BEd(SN)]
- Postgraduate Diploma in Education (Primary) (Two-year Part-time) (Teaching Subject Study in Special Needs) [PGDE(P)(PT)]
- Certificate in Professional Development Programme for Teachers (Catering for Diverse Learning Needs) [PDP-CDLN-Basic/Adv]
- Provision of Services for the Basic, Advanced and/or Thematic Courses for Teacher Professional Development on Catering for Students with Special Educational Needs
- Professional Development Programme for Mental Health: Elementary Course on Mental Health Promotion at Schools and Supporting Students with Mental Health Needs for the 2018/19 school year
- Provision of Services for Professional Development Programme for the New-to-role Special Educational Needs Coordinators in Ordinary Primary and Secondary Schools for the 2018/19, 2019/20 and 2020/21 school years
- Master of Education (Area of Focus in Special Needs, Giftedness and Counselling) (Two-year Part-time) [MEd(PT)]



EdUHK follows closely to the need for creative technology in the local education system.

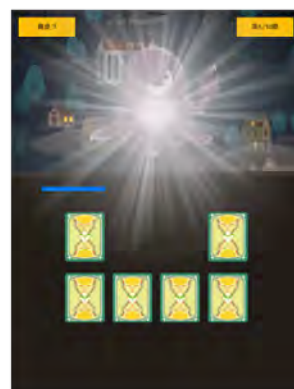
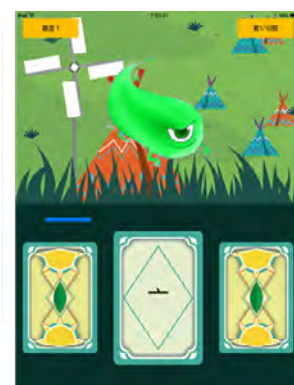
To capture the need of implementing creative technology into the current education system, EdUHK has focused on the enhancement of learning and teaching through e-learning exploration and expansions. We have incorporated mobile app development to enhance students' exposure to technology. An example of app development for working memory training is 'i-Maze', the first-ever Chinese character-focused app aimed for enhancing working memory and academic-related abilities among young children with Attention Deficit Hyperactivity Disorder (ADHD) and/or reading disability. Our colleagues have showcased the development process of apps and demonstrated their efficiency to our students. These apps were deployed in numerous instances. Students (pre-service and in-service teachers) think that they are efficient and effective tools which facilitate daily teaching of students with special education needs.



App interface for cognitive enhancement and working memory training.



Apps developed by EdUHK has been promoted on renowned social platforms to increase public awareness.



Registry

Proposed Part-time Bachelor of Education (BEd) Curriculum Structure

Background

The curriculum structures of full-time undergraduate programmes [Bachelor of Education (BEd), non-BEd and Double Degree programmes] were reviewed in different phases, and the review exercises were gradually completed. To capitalise on this opportunity, the Academic Planning and Development Committee (APDC) advised the review of part-time BEd programmes to realise the enhanced vision and mission of the University and meet the emerging needs of the society.



Key Features of the Proposed Part-time BEd Curriculum Structures

(Tentative, subject to the approval of the Academic Board)

Five 3-year and 4-year part-time BEd programmes are currently offered. To align with the full-time programmes, all part-time programmes will introduce one **Major Interdisciplinary Course** (3-cp) to address the growing need for interdisciplinary development. The Major Interdisciplinary Course will be jointly offered by at least two departments within/across faculties in the Major domain.

Similar to full-time BEd programmes, part-time BEd programmes will introduce one 3-cp Basic Research Methods and one 3-cp **Final Year Project**, including an Honours Project/Capstone Project. The Capstone Project will be introduced in parallel with the Honours Project to provide additional choice that suits the students' academic interests. For **Field Experience domain**, all programmes will

incorporate the ePortfolio and the credit points and course structures will also be aligned.

Common Core [General Education (GE) and Language Enhancement Programmes] is one of the key features to support the University's strategic goals by enriching learning experiences, engaging students in learning and driving interdisciplinary development. The proposed new part-time curriculum structures will include one English language course (3-cp) and one General Education course (3-cp).

Way forward

The new part-time BEd curriculum will be implemented starting with the 2020/21 cohort and onwards. Subsequent to the approval of Academic Board, programme teams will follow-up on the courses' enhancement and alignment with the new Graduate Attributes, including Professional Excellence, Ethical Responsibility & Innovation (PEER & I) when they prepare for the programme document details and study plans.



Professional Development Programme (PDP) Offerings at EdUHK

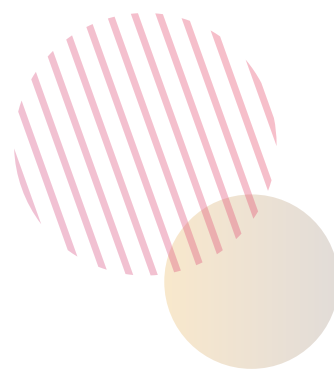
i. A Longstanding Commitment to Addressing the Evolving Needs of the Teaching Profession*

Professional Development Programmes (PDPs), formally known as Professional Upgrading Courses (PUCs), have been offered by the University's predecessor, HKIEd, since its inception in 1994. Offered in different modes, such as part-time evening and 5-week/8-week full-time block release, PDPs are specially designed for serving teachers to enhance their professional skills and knowledge in a specific area/domain. To ensure that the provision aligns with government policies and addresses anticipated market demand, the University holds annual coordination meetings with the Education Bureau (EDB) before the PDP offering plan is finalised.

Our offerings cover a comprehensive range of areas/domains, including life education, student development, curriculum and assessment, specific subject education (e.g. Chinese Language, Science and Mathematics) or health and safety. Until 2014, they were primarily targeted at primary and secondary school teachers. Following our discussion with

EDB, the pilot run of PDPs for kindergarten teachers began in 2014, with programmes catering to diverse needs, leadership and children's development being offered. Recently, the offering for kindergarten teachers has been diversified with new programmes focusing on practical legal knowledge and complaint management to address the rising administrative responsibilities expected of kindergarten teachers. In 2015/16, curriculum revamp and content enhancement of PDPs were conducted across the board to ensure that our offerings remain relevant and up-to-date vis-à-vis the latest development of the sector.

**Selected programmes
(information provided by the Registry)*



Registry

ii. Equipping Teachers with Computational Thinking and Digital Competencies to Support Students' Coding Education*

With the ubiquitous presence of mobile phones and tablets, many aspects of our lives are increasingly interwoven with the use of and interaction with mobile apps and digital physical objects (e.g. wearable devices). The paradigm shift to perform our daily lives through these mobile apps and digital physical objects has necessitated a fresh way of problem-solving and implementation of solutions. To enable teachers to meaningfully engage students in the design, coding and debugging of mobile apps for real-life challenges, the *Certificate in PDP on Coding Mobile Apps for Computational Thinking Development* equips primary school teachers with theoretical understanding and hands-on skills of coding for computational thinking development. Offered by the Department of Mathematics and Information Technology (MIT), the PDP promotes exchanges of knowledge and experiences through interactive, collaborative and project-based approach to learning. Towards the end of the programme, participating teachers will exhibit increased capacity and confidence to apply knowledge of computational thinking in coding education and design appropriate pedagogies in developing the coding capability of primary students.

**Selected programmes (information provided by the Registry)*



Hands-on practice of coding digital physical objects.



Student collaboration on the evaluation and enhancement of a robotic car.

iii. Banding Together with Teachers to Develop Young People's Core Values*

The emotional well-being of young people has recently been the focus following a number of student suicide cases. Beyond the surface, the issue is often compounded with a host of other factors, such as emotional disorder, drug abuse, strained family relationships and heavy workloads. Schools being a major milieu for students' socialisation, teachers inevitably shoulder the responsibility of early intervention, which warrants the promotion of life education (LE) in schools. The Certificate in PDP on Hong Kong Life Education offered by the Centre for Religious and Spirituality Education attempted to fill this gap when it was launched in 2017/18. The programme touches upon themes such as Gratitude and Forgiveness, Growth in Adversity, Life and Death, Lost and Addiction and Hope, all aimed at addressing the development of

students' core values within the frameworks of 21st century competencies and life planning. Moreover, it encourages the sharing of good practices of LE by inviting experienced teachers to speak on topics such as death, which are considered as taboos in a traditional Chinese society. In the final session, participants are required to formulate and present their plans on how to promote LE topics in schools. In doing so, they can consolidate the learning and teaching methods acquired and apply their knowledge into practice. In response to the overwhelming application numbers, positive feedback from participating teachers and indicative results from a survey with principals and teachers, an advanced PDP in LE with a specific focus on the context of primary schools will be offered in 2019/20.

**Selected programmes
(information provided by the Registry)*



Visit to a local cemetery.



Support for Learning

Centre for Learning, Teaching and Technology

E-Learning Support for Part-time Students

To match part-time students' schedules and meet their learning needs, the Centre for Learning, Teaching and Technology (LTTC) provides the students briefings and workshops with hands-on practice on e-Learning Learning Managing System (LMS), such as Moodle and ePortfolio platform, including, Sway, in both Tai Po campus and Tseung Kwan O Study Centre. Online e-Learning resources are also developed to provide 24/7 support. Courses and workshops on e-Learning and digital competency development will continuously be offered to all students to keep them abreast of the latest development of technologies. For more information about e-Learning resources, please refer to the LTTC website: <https://www.eduhk.hk/lttc/>.

E-Learning Briefing with Hands-on Practice for Students

To promote creativity and design thinking, the LTTC offers introductory and advanced-level workshops on 3D modelling and printing to all EdUHK students. In school year 2018–2019, more than 300 students attended the workshops to understand the concept of 3D modelling and experience the hands-on practice of 3D printing. To keep students abreast of this technology, the LTTC upgraded the 3D printers in the laboratory and set up different models of 3D printers for students' learning and creation.



E-Learning briefing with hands-on practice for students.



Online learning resources for student e-Portfolio.



Students learn to use 3D modelling software to create their own 3D objects.



Faculty of Education and Human Development

E-Learning Support for Part-time Students

To harness online technologies for access to quality learning, the Faculty of Education and Human Development (FEHD) at the Education University of Hong Kong (EdUHK) developed various innovative e-learning packages for courses and built the capacity of academic/teaching staff to integrate these packages into their courses. In the FEHD e-learning project entitled *Harnessing Online Technologies for Quality Access to Education and Lifelong Learning: Innovations @ FEHD and the Next Level*, six packages were developed while two will be adopted in the following part-time undergraduate programmes in Semester 1, 2019–2020.

Bachelor of Education (Honours) (Early Childhood Education)

An interactive and informative e-learning package, titled *Integrated Curriculum: Nature Education*, is being developed and will be adopted in one of the core courses, namely *Current Curriculum Issues in Early Childhood Education* (ECE3003). The package provides a 360° virtual tour experience to explore nature education with an integrated curriculum. As an innovative technology, the 360° virtual tour demonstrates a guided exploration that juxtaposes a collection of pre-screened scenes taken at Kadoorie Farm & Botanic Garden and multimedia materials which explain the concepts of an integrated curriculum. This helps teachers to impart knowledge and offer authentic learning experiences to young children.



Demonstration of the learning activity.



Authentic learning experience.



360° virtual tour multimedia learning activities.



Use of animation:
Explaining the conceptual underpinning of professional practice.



Use of authentic video case:
Visualising real-life situations.



Sharing professional expertise from Ms. Mok Yee Tuen, Zandra, Speech Therapist (left) and Ms. Lau Suk Han, Polly, Senior Lecturer, Department of Special Education and Counseling (right).

Bachelor of Education (Honours) (Special Needs)

An e-learning package titled *Code of Practice on Education (CoP) under the Disability Discrimination Ordinance (DDO)* is being developed and will be adopted in one of the core courses, namely *Catering for Diverse Learning Needs (SED1062)*. The package adopts rich multimedia to introduce disability discrimination in education and practical guidelines to prevent and eliminate disability discrimination in education. For example, animations are used to provide information and explain the DDO. Authentic video cases allow students to visualise real-life situations and learn strategies to support diverse learners. Professional input supports students to take a holistic approach for catering to the diversity in educational contexts.

Ms. NG Sui Ling Sally

Current student

Master of Arts in Child and Family Education (Two-year Part-time)
[MA(CFE)(PT)]
Faculty of Education and Human Development

Enriched and Broadened Horizon by All-around Career Services

The Student Affairs Office (SAO) provides various types of support services to equip part-time students with the necessary career skills and experiences to enhance their competitive edge in the teaching profession and the society's diversified job market. Career guidance, recruitment talks and job search skills training programmes are organised to help students understand their career interests or choices, map out their career paths and prepare better to increase their employability. Through EdUHK jobsite 'Ed Job Plus', students can easily obtain career resources, access job vacancy information and apply to jobs online.

A student shares her experience:

The SAO offers a wide range of career services, including industry talks, job search training, recruitment talks, internships and mentorship programmes. I joined a series of Career Planning and Personal Growth workshops at the beginning of the academic year. The workshop experience was a self-understanding journey with a lot of fun and insights. The Career Development Managers were professional in guiding me to set goals in career planning. They provided useful tools and insightful materials on career development that I could narrow my choices down for a more focused career pursuit. An individual follow-up session was conducted after the workshop series, which helped me wrap up my career plan. My gratitude goes to the Career Development Team of SAO for their effort devoted throughout my career planning journey.



SAO Recruitment talk.



The 1st Personal Growth Workshop.

Student Affairs Office

Counselling and Support Services

Counselling service is available to help part-time students increase their self-understanding and resolve personal, interpersonal, emotional, study and family problems. Moreover, with concerted efforts from the faculties, departments, different offices and other supporting units, support services for students with special needs are provided to part-time students to enhance their participation in academic activities and campus life in the University. Support services may include academic accommodations, special examination arrangement, modified campus facilities, counselling and career services, bursary and scholarship. With a special funding from the University, sign language interpretation service has been provided to four part-time deaf students since 2013/14. In addition, with the UGC's special funding scheme from 2018 to 2020, the support services were further enhanced to assist the study and learning of SEN students with specific themes, including the purchasing of aids and equipment, the strengthening of training among staff to enhance their awareness towards students with SEN and the organisation of events and activities to encourage the integration of students with SEN into campus life.



SAO Counselling Service



Champion of 'You are Beautiful' Logo design competition.

School Partnership and Field Experience Office

Field Experience e-Portfolio: Reflective Learning Process for Supporting Teachers' Professional Development

E-Portfolio, as a tool for competence-based learning, assessment and evaluation in teacher education, is an emerging trend in the education sector. The University has introduced e-Portfolios since 2012, covering various formal and non-formal learning experiences with the key objectives of nurturing engaged and reflective learners.

Field Experience (FE) e-Portfolio has been fully implemented in full-time teacher education programmes to document and reflect the teaching practices of student-teachers. This good practice will be extended to all part-time teaching education programmes in phases from school year 2019/20 onward. For in-service teachers, FE e-Portfolio is only a learning process; it showcases their achievements and demonstrates their professional standards.

The University's FE e-Portfolio aims to support student-teachers in the following:

- a. Development of the EdUHK's graduate attributes, namely **P**rofessional **E**xcellence, **E**thical **R**esponsibility, & **I**nnovation (PEER & I), which are linked to the following three essential attributes as advocated by the Committee on Professional Development of Teachers and Principals (COTAP). These attributes serve as the goals of professional standards for Hong Kong teachers (T-standard).
 - Caring Cultivators of All-round Growth
 - Inspirational Co-constructors of Knowledge
 - Committed Role Models of Professionalism
- b. Achievement of the 10 FE Intended Learning Outcomes (FEILOs), as approved by the University, under the four domains of school development, student development, professional relationships and services and teaching and learning. The 10 FEILOs also align with the two selected Generic Intended Learning Outcomes (GILOs) in FE, namely Problem-solving Skills and Ethical Decision Making.

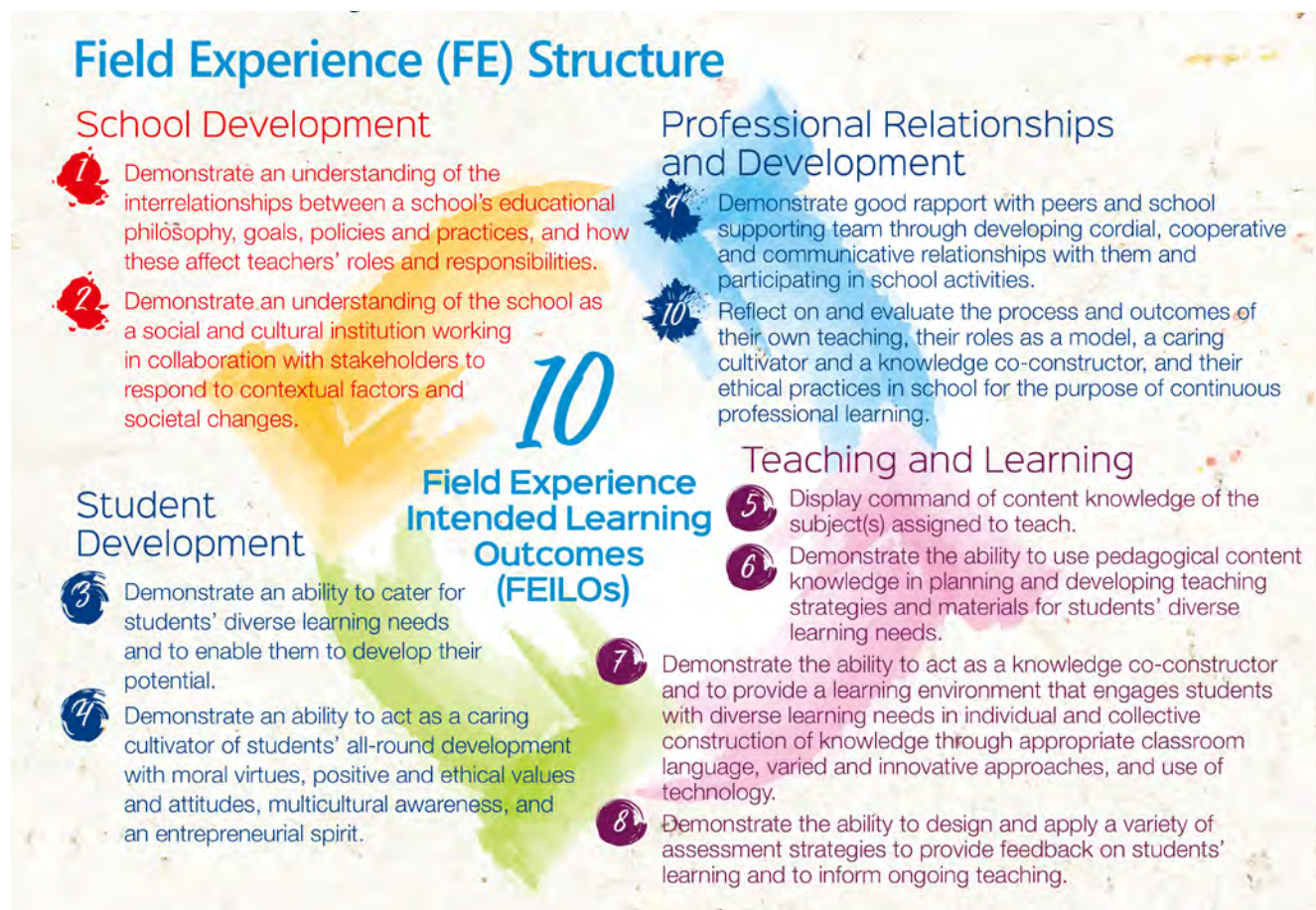
Four Essential Domains in the 10 FEILOs*

The FE e-Portfolio documents and showcases evidence of learning in different stages as student-teachers progress through their teacher education programmes:

1. Student-teachers begin with an evidence-based FE e-Portfolio which documents their learning process and professional growth over time. The portfolio demonstrates consolidated evidence of their practice, along with their reflections on their teaching practices, including theory-building in their block practice experiences.
2. As they complete their teacher education programmes, they have an FE e-Portfolio that links the 10 FEILOs, the two selected GILOs, FE work samples, rubrics and assessment.
3. Finally, student-teachers have an FE e-Portfolio as proof of their learning process for multiple purposes and audiences.

To enable all students in part-time teacher education programmes to benefit from the FE e-Portfolio and ensure a smooth transition from a traditional hard copy Portfolio to e-Portfolio, the SPFEO will provide the necessary training and guidance to student-teachers, FE Supervisors and other FE personnel through training workshops, briefings and online materials. Stay tuned to the SPFEO website (www.eduhk.hk/spfeo) for further details about the FE e-Portfolio.

**Subject to final approval*





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Contact us: ltnews@eduhk.hk

EdUHK Ranked

3rd in Asia in Education

*QS World University Rankings by Subject 2019