



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

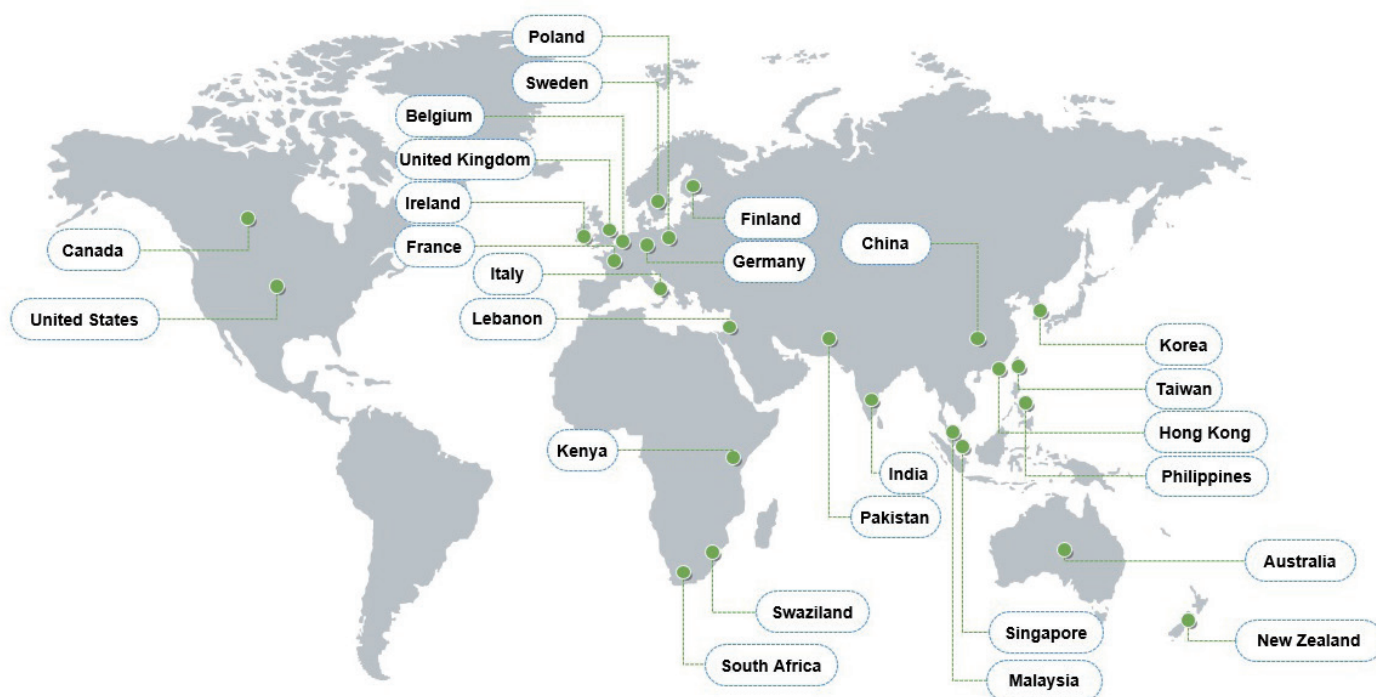
Our Executive Master of Arts Programme for Aspiring and Practicing School Leaders

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

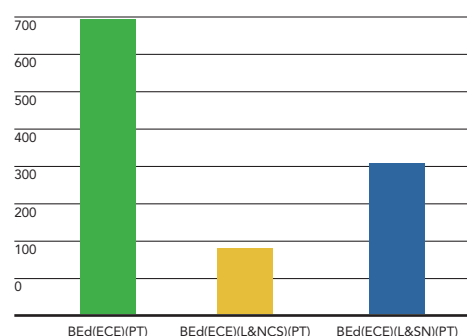
Bachelor of Education (Honours) (Early Childhood Education) (Three-year Part-time)
[BEd(ECE)(PT)]

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.

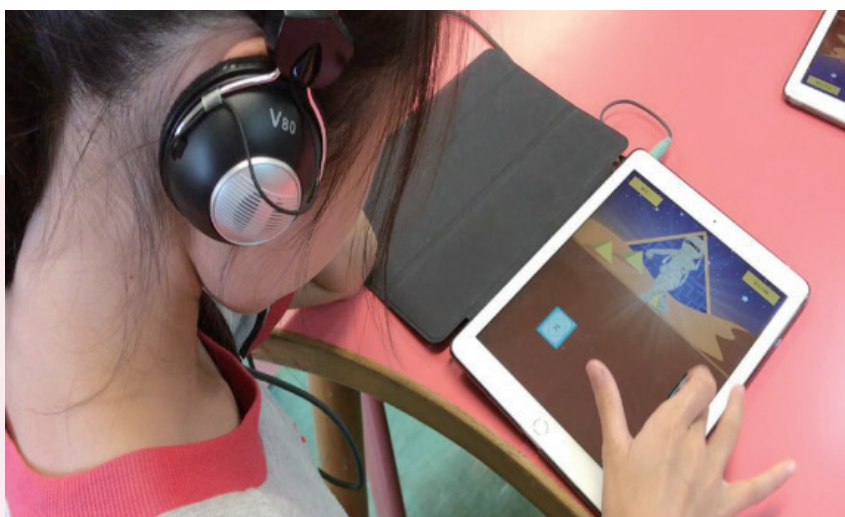
In our University, these top-up degree programmes have the highest number of students enrolled (i.e. around 1,100 students as of March 2019, Chart 1). The good reputation and quality of these programmes motivate a considerable number of serving teachers to enrol. For instance, the 2017 Survey Report 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.

世代之記憶迷宮

By Kratos Digital Limited

Open iTunes to buy and download apps.



View in iTunes

Free

Category: Education

Updated: 28 May 2017

Version: 1.0.5

Size: 121 MB

Language: English

Developer: Kratos Digital Limited

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Description

這是一款專為兒童、青少年及成人設計，旨在提高記憶力、專注力及閱讀能力的教育應用程式。透過遊戲化的學習方式，讓使用者在輕鬆愉快的氛圍下，提升學習動機及學習效果。本應用程式包含多種遊戲模式，如：記憶力測試、專注力訓練、閱讀理解等。使用者可以根據自己的需要，選擇適合的遊戲模式進行練習。本應用程式還提供多種難度等級，讓使用者可以根據自己的水平進行選擇。本應用程式是免費的，歡迎下載使用。

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快樂教與學 The Joy of Education

2017年6月15日 · 已關閉

【後天訓練克服ADHD、讀寫障礙】

專注力不足及過度活躍症ADHD以及讀寫障礙RD令不少家長同老師感到沮喪，近年不少研究顯示，透過訓練患者的工作記憶working memory，患者能有效克服行為障礙以及提升個別認知能力，有見及此，教大特設教育及輔導學系助理教授潘紀恩博士及其研究團隊正進行一項名為「電腦化工作記憶訓練」研究計劃，為本港學童克服困難。

#ADHD

#Dyslexia

#Dr Kean Poon



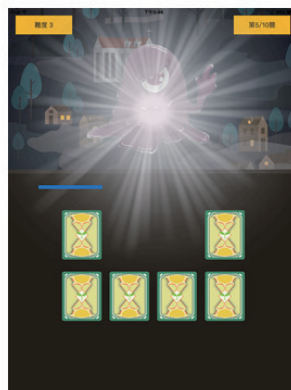
6,176 次瀏覽

👍 讚好 🗨 回應 ➦ 分享

👤 Bowtie Lai 和另外 82 人

依時間排列

50次分享



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

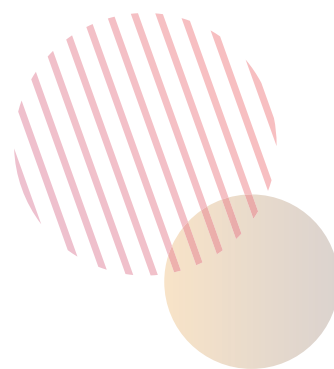
i. A Longstanding Commitment to Addressing the Evolving Needs of the Teaching Profession*

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.