



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.)



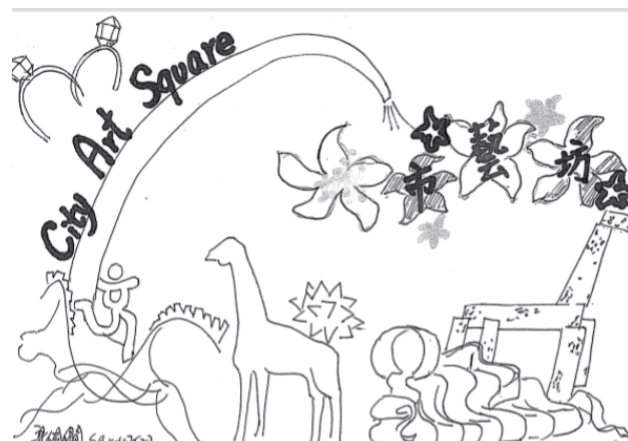
Ms. Wan expressed that she had a great experience joining a sharing session on stress management with primary students.

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，希望在不久的將來，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

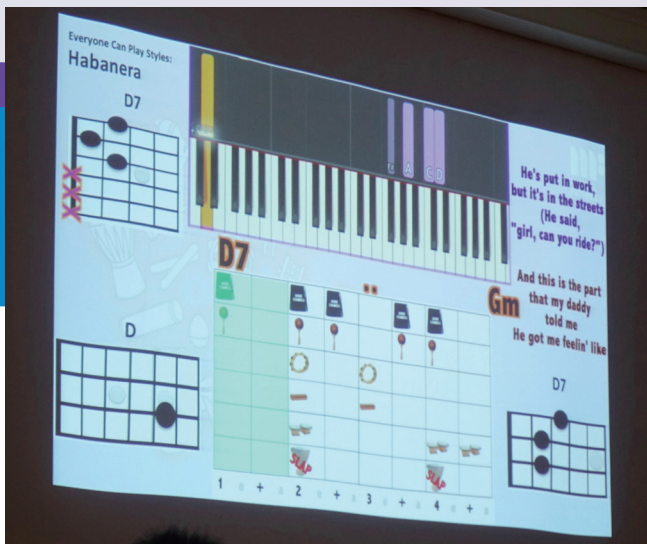
Should schools teach popular music? If so, how and why? The most prominent trend in global music education is in fact the incorporation of popular music pedagogy to promote informal learning and creativity in the classroom. In October 2018, students in the MA(ME)(PT) programme participated in an interactive 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.