## Table of Content

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highlights</td>
<td>03</td>
</tr>
<tr>
<td>Our People</td>
<td>11</td>
</tr>
<tr>
<td>Trending Research</td>
<td>12</td>
</tr>
<tr>
<td>Knowledge Transfer Forum</td>
<td>15</td>
</tr>
<tr>
<td>Our Student / Graduate</td>
<td>21</td>
</tr>
<tr>
<td>Events Then &amp; Now</td>
<td>23</td>
</tr>
</tbody>
</table>
More than 50 public policy scholars from around the world gathered at EdUHK on 24 November for the 4th International Conference on Social Policy and Governance Innovation: Innovation in Social Service Delivery.

Co-organised by the Department of Asia and Policy Studies (APS) at EdUHK, the Asia-Pacific Institute of Ageing Studies of Lingnan University and the School of Public Administration of South China University of Technology, the two-day conference gathered leading policy experts from the Czech Republic, Germany, Japan, Norway, Singapore, South Korea, Thailand, the United Kingdom, the United States, Macau, Taiwan and China to discuss various issues related to innovation in social service delivery.

Delivering his welcome speech, Professor Stephen Cheung Yan-leung, President of EdUHK, underscores the contemporary challenges to public and social services, as well as the strategic importance of applying innovative mechanisms to improve the efficiency and effectiveness of service delivery.

“I am glad that this conference has provided an excellent platform for academics in Asia and beyond to engage in scholarly exchange and policy advocacy. I am sure the ideas coming out of this conference will be invaluable to inform policy practices and advance academic research,” said Professor Cheung.

This conference series is among the major research collaboration initiatives between APS and the School of Public Administration of South China University of Technology. Nine panel discussions and two plenary sessions were held during the conference to examine the latest issues of poverty and social protection, technological innovation, social enterprise and organisational reform, and governance and regulation.

Professor Stephen Cheung Yan-leung, President of EdUHK, believes the ideas coming out of this conference will be invaluable to inform policy practices and advance academic research.
Professor Wong Ming-hung, Research Chair Professor of Environmental Science, received the Milton P. Gordon Award for Excellence in Phytoremediation from the International Phytotechnology Society and was invited to give a plenary lecture at the 13th International Phytotechnologies Conference held in Hangzhou from 27 to 29 September 2016.

The conference provides a platform for scientists, engineers, consultants, policy regulators, industry professionals, landscape architects, city managers, and other interested individuals to explore and discuss how recent research and technical developments in plant-based solutions address current and emerging environmental problems. With more than 300 participants from 32 countries attending, Professor Wong delivered the first plenary talk entitled “Ecological restoration of man-made habitats, with emphasis on metal contaminated sites and completed landfills” and co-chaired the second plenary session of other scholars’ presentations.

Each year, the International Phytotechnology Society recognises a leader in the field of phytoremediation in honour of Dr Milton P. Gordon, one of the pioneers of the field, who passed away in 2005. The Milton P. Gordon Award for Excellence in Phytoremediation is to honour a person with a lifetime of excellence in research, teaching and mentoring of students and graduates.
A Major Breakthrough in Environmental Science: Low Oxygen Causes Transgenerational Reproductive Impairments in Fish

A research team led by Professor Rudolf Wu Shiu-sun, Research Chair Professor of Biological Sciences of the Education University of Hong Kong (EdUHK), has discovered, for the first time in science, that low oxygen (hypoxia) can cause transgenerational reproductive impairments in fish – a major breakthrough in environmental science and management.

The four-year research project was conducted jointly by EdUHK, City University of Hong Kong, Hong Kong Baptist University, the Chinese University of Hong Kong and the University of Hong Kong. The researchers continually tracked and compared the reproductive ability of adult fish and their offspring for three generations grown under hypoxia and normal oxygen. They also monitored fish kept for one generation in hypoxia but returned to normal oxygen for another two generations.

The team discovered that the two subsequent generations produced by parents who had lived under hypoxia had a lower level of male hormones, poorer sperm quality and lower sperm motility and fertilisation success, despite having never been exposed to hypoxia throughout their life. This exciting discovery was published in the authoritative scientific journal Nature Communications.

“Hypoxia is a pressing problem worldwide, and is particularly imminent in Hong Kong and China. Large amount of nutrient-rich wastewater being disposed of in the ocean has caused excessive phytoplankton growth, which has led to hypoxia,” said Professor Wu. Given that hypoxia can cause transgenerational reproductive impairments in fish, it will have a long-lasting impact on our fishery resources and marine ecosystems, he added.

This study also has significant biomedical implications. "Since the epigenetics and sex hormones regulation mechanisms are highly conserved in both fish and humans, hypoxia caused by apnea (disturbance of breathing during sleep) or high altitude disease in human patients may also lead to reproductive impairment in their children and grand children," he said.

“If timely measures are not taken, the subsequent damage to humans and marine organisms may be long lasting and irreversible in many subsequent generations.” Professor Wu concluded.

Researchers continually tracked and compared the reproductive ability of adult marine medaka and their offspring for three generations grown under hypoxia and normal oxygen.

From the left:
Dr Richard Kong, Associate Professor of the Department of Biology and Chemistry, The City University of Hong Kong;
Dr Zhang Jiangwen, Associate Professor of the School of Biological Sciences, The University of Hong Kong;
Professor Rudolf Wu, Research Chair Professor of Biological Sciences at The Education University of Hong Kong;
Professor Alice Wong, Professor of the School of Biological Sciences, The University of Hong Kong; and
Dr Jill Chiu, Assistant Professor of the Department of Biology, The Hong Kong Baptist University
The Centre for Education in Environmental Sustainability (CEES) at the Education University of Hong Kong (EdUHK) has launched a 2-year programme: Plastic Resources Education – 3Rs & 3Cs to promote plastic resource education and plastic waste recycling in 40 local primary schools. Sponsored by the Hongkong and Shanghai Banking Corporation Limited (HSBC), the programme will last for two years, from August 2016 to July 2018.

Speaking at the launch ceremony held on 29 September 2016 on the Tai Po Campus, the two supervisors of the Programme - Professor Winnie So Wing-mui, Director of CEES, and Dr Stephen Chow Cheuk-fai, Associate Professor of the Department of Science and Environmental Studies - said they hoped that the programme would educate students about plastic management, and nurture their attitude and behaviour towards environmental sustainability to alleviate the environmental and social problems brought about by the huge local plastic waste load.

Local solid waste generation has increased rapidly in recent decades, and plastic waste makes up around 20% of this growing problem. The overuse of plastics is expected to cause severe damage to the environment in the long term.

Officiating at the launch ceremony were Professor Stephen Cheung Yan-leung, EdUHK President; Professor John Lee Chi-kin, EdUHK Vice President (Academics); Professor So and Dr Chow; and Ms Malini Thadani, Head of Corporate Sustainability, Asia Pacific at HSBC.

Professor Cheung showed his gratitude for HSBC’s support and said that “with the collaboration and contribution of the school principals and teachers, EdUHK students, parents associations and volunteers from HSBC, we have every confidence that the programme will have a positive and beneficial impact on the development of environmental sustainability in Hong Kong”.

Ms Thadani said she looked forward to the programme’s impact. “Environmental education should start at a young age, for it is crucial for people to adopt a sustainable lifestyle from an early stage in their lives. Children are our key to a sustainable future. This programme is significant, for it will provide tools to teachers to amplify this message to students in primary schools across Hong Kong.”

From the left: Dr Stephen Chow Cheuk-fai, Associate Professor of the Department of Science and Environmental Studies at EdUHK; Professor John Lee Chi-kin, EdUHK Vice President (Academics); Ms Malini Thadani, Head of Corporate Sustainability, Asia Pacific at HSBC; Professor Stephen Cheung Yan-leung, EdUHK President; and Professor Winnie So Wing-mui, Director of CEES at EdUHK.

An international conference on synergy between science and social development in solid waste management follows the launch ceremony.
EdUHK Launches STEM Olympiad 2016

About 700 secondary students and teachers from around 100 local secondary schools gathered at The Education University of Hong Kong (EdUHK) on 8 July for the Hong Kong STEM Olympiad 2016.

Supported by the Education Bureau of the HKSAR Government, the STEM Olympiad was organized by EdUHK in collaboration with the Hong Kong Education City, the Hong Kong Association of Science and Mathematics Education (HKASME), the Academy of Sciences of Hong Kong (ASHK) and the Hong Kong Institution of Engineers (HKIE) – Environmental Division.

Officiating at the closing ceremony were Mr Eddie Ng Hak-kim, Secretary for Education; Ms Sarah Wong Man-yee, Vice President (Administration) of EdUHK; and Professor Henry Wong Nai-ching, Honorary Secretary of the ASHK.

“As one of the eight publicly funded universities, and focusing on teacher education, EdUHK has been taking an active role in promoting STEM education not only among students but also to equip teachers with STEM-related knowledge and training, which in turn fosters students’ innovation and creativity,” Ms Wong said.

Students participating in the STEM Olympiad completed challenges to solve the local wastewater treatment problems and create an artifact to demonstrate their knowledge and skills in STEM.

Mr Henry KM Chau, Assistant Director of the Drainage Services Department, was invited to give a mass lecture to enrich students’ knowledge in the wastewater treatment and its underlying scientific principles.

A series of 11 parallel education forum and workshops were also held to raise participants’ awareness of the importance of STEM education as attended by hundreds of teachers and students. Mr Lau Kwok-leung, Chairman of the HKASME, Ir Norman Cheng Chun-ping, Honorary Secretary of the HKIE, and Professor Yeung Yau-yuen of EdUHK discussed “Ways to Implement STEM Education in Hong Kong” at the forum.

Ms Lydia Pang, Senior Education Officer from WWF-Hong Kong, conducted a workshop on “Implementing Scientific Investigations in the Field with Mobile Devices and IT Resources”. In recognition of participating students’ innovation in STEM education, a total of 36 medals were awarded to the competition winners.
Concluding Seminar for the Programme on Planning Life Education in Primary and Secondary Schools

Following its launch of the fifth iteration of the Programme on Planning Life Education in primary and secondary Schools, the Education University of Hong Kong (EdUHK) hosted a concluding seminar on 18 June 2016. Over 400 teachers and students shared their experiences and achievements in life education by means of poster board presentations, teaching demonstrations and professional sharing sessions.

The event was organized by the Centre for Religious and Spirituality Education (CRSE) as commissioned by the Education Bureau. Speaking of the programme’s importance, Professor John Lee Chi-kin, EdUHK Vice President (Academic) and Project In-charge, said that “life education can change the value systems of children, and even their lives.”

The theme of the sharing session at the Concluding Seminar was “Life Conservation and Achievement”. Scholars and professors from EdUHK shared theories and research results on how to apply the knowledge and value system of life education to teaching teenagers. Representatives of the participating schools discussed with each other their experiences in life education as part of the Life Education Concluding Exhibition, with the aim of taking leading roles in promoting future life education.

Professor Lee said that EdUHK and CRSE will strengthen their collaboration with fellow scholars and specialists in Greater China to further promote the development of life education in Hong Kong through this programme and other projects.

Dedicated to religious and spirituality education in Hong Kong, the CRSE of EdUHK was established in 2006 through generous donations from five school-sponsoring religious organisations: the Catholic Diocese of Hong Kong, the Hong Kong Buddhist Association, the Hong Kong Sheng Kung Hui, Sik Sik Yuen and the Ching Chung Taoist Association of Hong Kong. In 2008, donations from the Confucian Academy were received to further the development of CRSE. Since then, the centre has published teaching materials and organised various events, lectures, seminars and workshops to provide professional development for teachers in Hong Kong and the region in the areas of religious, spirituality, life and value education.
In a study recently conducted by The Education University of Hong Kong (EdUHK), local Chinese students scored below average in spiritual health. Moreover, Hong Kong mainstream Chinese students (HKMCS) reported lower levels of school engagement than Chinese immigrant students (CIS) and cross-boundary students (CBS).

Led by Dr Celeste Yuen Yuet-mui, Associate Professor and Associate Head of Department of Education Policy and Leadership (EPL), the study involved conducting a questionnaire survey of over 14,000 students at 30 local secondary schools between April 2015 and March 2016.

HKMCS only scored 2.28 on a 6-point Likert scale in terms of spirituality. Both CIS and CBS reported even lower levels. This suggests that all three groups are not accustomed to finding relief from “the Divine” when they have problems in life. HKMCS scored lower in the physical and psychological aspects than CIS and CBS did.

In terms of school engagement, HKMCS scored significantly lower than CBS and CIS (except parental care) across parental care, peer support, teachers’ care and support, and self-efficacy.

Additionally, both CBS and CIS had higher aspirations for pursuing university education than HKMCS. These findings highlight the fact that HKMCS are not as positive and ambitious as CBS and CIS in relation to their future education and career advancement.

Dr Yuen suggests that spiritual health promotes positive attitudes towards life and releases students’ potential to face life challenges, thus having a direct and significant impact on school engagement. Faced by unprecedented challenges in a rapidly changing society with pluralistic social values, political differences and diverse family backgrounds, Hong Kong youth have a strong sense of helplessness. Dr Yuen says that spiritual development is an effective safety net by facilitating students’ positive thinking and inspiring them towards their full potential in learning. The research team thus recommends that spiritual health be incorporated into the core curriculum to enhance the development of positive values among students.
EdUHK Hosts International Conference to Promote International Chinese Language Teaching

Over 150 experts, scholars and educators gathered at The Education University of Hong Kong (EdUHK) on 28 May 2016 for the 2nd International Conference on Teaching Chinese as a Second Language – The IB Philosophy and Chinese Language Teaching.

The event was organised by the Department of Chinese Language Studies (CHL) and the Master of Arts in Teaching Chinese as an International Language programme at EdUHK, and co-organised by the School of Chinese at the University of Hong Kong. The conference attracted participants from around the world, including mainland China, Hong Kong, Egypt, Kazakhstan, Korea, Japan, Macau, Malaysia, the Philippines, Singapore, Taiwan, Thailand and Vietnam.

At the conference, experts and scholars of teaching Chinese as a second language from countries around the world discussed the current situation, innovations in and development of the subject area. Speakers also had numerous discussions on the International Baccalaureate (IB) concept in relation to teaching Chinese as a second language.

Conference chairperson Professor Si Chung-mou, Head of CHL, said that the conference had brought together internationally renowned scholars to explore the latest developments in teaching Chinese as a second language.

“EdUHK will strive for excellence in areas related to Chinese linguistics, language education, teaching Chinese as a second language and related research, achieving a world-leading standard and becoming a teaching and research hub with international influence,” said Professor Si.

Keynote speakers at the conference included Professor Yuan Bo-ping from the University of Cambridge and Dr Wang Xiao-ping, the Chief Chinese Adviser of the English Schools Foundation in Hong Kong. Apart from the experts and scholars in attendance, frontline teachers from international schools also participated, and 66 papers were presented.
**Promoting the Teaching of Chinese**

“I was in my 20s, and my students were teachers in their 40s. I taught them new pedagogy in Chinese pedagogy and speaking Putonghua.”

---

**Chinese language scholar Professor Si Chung-mou has the ability to kindle people’s interest in Chinese during a conversation. He reads Chinese poems in a soulful voice, and makes people appreciate Chinese culture.**

As Head of Department of Chinese Language Studies, Professor Si has dedicated his lifetime to nurturing the learning of Putonghua and an understanding of Chinese culture in schools, as well as promoting recitation and Chinese classics.

### Passion for Chinese

Grown up in Cheung Chau, Professor Si became interested in Chinese in 1969 when studying in Clementi Middle School that was renowned for Chinese teaching. “My teachers were traditional Chinese scholars,” Professor Si said.

In 1974, with grade ‘A’s in Chinese Language, Chinese Literature and Chinese History in HKCEE, Professor Si was admitted by the Chinese University of Hong Kong (CUHK) to study Bachelor of Arts in Chinese Language and Literature. After graduation in 1979, he started his career as a Chinese teacher in local schools. In 1984, he joined the Institute of Language in Education, one of EdUHK’s predecessor colleges, as a lecturer in Chinese and Putonghua. “I was in my 20s, and my students were teachers in their 40s. I taught them new pedagogy in Chinese and speaking Putonghua,” he said.

Professor Si achieved his first academic success with his master thesis that compared the phonological differences between Cantonese and Putonghua. It was later published as Hong Kong’s first phonetic guide for Putonghua learners. “The Putonghua teachers in schools all bought my book as a teaching guide.”

---

**Starting an Academic Career**

The achievement landed him a job as Head of Chinese Section at the Language Centre at the University of Hong Kong (HKU) in 1986, responsible for providing Putonghua classes for students and teaching Chinese as a second language to diplomats and foreigners. In 2011, he was appointed Head of School of Chinese, a position he held until joining EdUHK in January 2015.

He has achieved a lot in his career. In 1993, he proposed to the government to implement Putonghua as a core course in schools. Today, about one-third of the local schools use Putonghua to teach in the Chinese language. He has helped more than 100 schools include Chinese culture in their curriculum. “I hope that my work can raise the Chinese language proficiency among students,” Professor Si said.

---

**Promoting the Teaching of Chinese**

**As Head of Department of Chinese Language Studies, Professor Si has dedicated his lifetime to nurturing the learning of Putonghua and an understanding of Chinese culture in schools, as well as promoting recitation and Chinese classics.**

**Passion for Chinese**

Grown up in Cheung Chau, Professor Si became interested in Chinese in 1969 when studying in Clementi Middle School that was renowned for Chinese teaching. “My teachers were traditional Chinese scholars,” Professor Si said.

In 1974, with grade ‘A’s in Chinese Language, Chinese Literature and Chinese History in HKCEE, Professor Si was admitted by the Chinese University of Hong Kong (CUHK) to study Bachelor of Arts in Chinese Language and Literature. After graduation in 1979, he started his career as a Chinese teacher in local schools. In 1984, he joined the Institute of Language in Education, one of EdUHK’s predecessor colleges, as a lecturer in Chinese and Putonghua. “I was in my 20s, and my students were teachers in their 40s. I taught them new pedagogy in Chinese and speaking Putonghua,” he said.

Professor Si achieved his first academic success with his master thesis that compared the phonological differences between Cantonese and Putonghua. It was later published as Hong Kong’s first phonetic guide for Putonghua learners. “The Putonghua teachers in schools all bought my book as a teaching guide.”

---

**Starting an Academic Career**

The achievement landed him a job as Head of Chinese Section at the Language Centre at the University of Hong Kong (HKU) in 1986, responsible for providing Putonghua classes for students and teaching Chinese as a second language to diplomats and foreigners. In 2011, he was appointed Head of School of Chinese, a position he held until joining EdUHK in January 2015.

He has achieved a lot in his career. In 1993, he proposed to the government to implement Putonghua as a core course in schools. Today, about one-third of the local schools use Putonghua to teach in the Chinese language. He has helped more than 100 schools include Chinese culture in their curriculum. “I hope that my work can raise the Chinese language proficiency among students,” Professor Si said.
Nurturing Middle Leadership

“This proposal argues for research that aims to better understand middle leadership in Hong Kong secondary schools and factors that influence how middle leadership is conceptualised and enacted.”

Unlike principals and vice principals, the role of Middle Leaders (MLs) in local secondary schools so far has received little academic attention.

But given the right training and opportunities, MLs can assume greater responsibility in taking their schools forward, says Dr Darren Anthony Bryant, Assistant Professor of the Department of Education Policy and Leadership at the Education University of Hong Kong (EdUHK).

In his two-year study, “Understanding Middle Leadership in Hong Kong Secondary Schools”, Dr Bryant will examine how teachers and leaders in schools understand middle leaders and their role, the challenges and constraints they face, as well as what opportunities can be created for them. “This proposal argues for research that aims to better understand middle leadership in Hong Kong secondary schools and factors that influence how middle leadership is conceptualised and enacted,” said Dr Bryant.

Broadening Perspectives

For his study, Dr Bryant has selected six schools that are progressive in providing opportunities for MLs to have innovative roles. Through his research, Dr Bryant hopes to help schools evaluate challenges and opportunities faced by their middle leaders, and examine the critical skills and support needed by MLs to optimise leadership opportunities.

His study looks at the tasks currently carried out by MLs informally. It also addresses the tensions – how MLs come to terms with their official roles while still wanting to be colleagues with the other teachers. “Increasing demands placed on school leaders’ time, energy and capacity have propelled research on the potential for improving schools by distributing leadership,” said Dr Bryant.

Working Together for Improvement

As Principal Investigator, Dr Bryant is conducting a wide range of interviews in each selected school – with the principal, vice-principal, eight department heads and focus group interviews with the teachers in each department. All participants will be asked about what opportunities middle leaders have to interact in the classroom, across the school and in the wider community; whether they agree to take part in all opportunities, and if middle leaders receive any formal training.

Dr Bryant will be publishing his findings and use them in the instruction of students studying for teaching degrees. “This study will provide insight on how Senior Leaders (SLs) and MLs work together to both provide opportunities for MLs to exercise leadership across different leadership levels and to resolve noted tensions and challenges that emerge in the shift beyond subject area management,” he said.
Increasing Heritage Awareness through Hong Kong’s Early Architects

“With the first group of overseas-educated Chinese architects returning to colonial Hong Kong in the 1920s-30s and establishing themselves as the pioneers of designing the modern city, this period witnessed the first signs of urban modernisation in Hong Kong,” said Dr Lau.

Dr Lau will collect data including drawings and photographs from periodicals, historical collections plus architectural firms’ archives to ascertain the background of the architectural firms, their patrons, and the historical value of the architecture. Dr Lau and her team will then conduct interviews with the descendants of some of these architects, including the Kwan’s, to add to information about their architectural designs and buildings. She will also conduct a holistic study of the selected buildings and their urban impact.

Conserving Heritage for Future Generations
Dr Lau’s goal is to lay the foundations for public education on heritage conservation. She will organise public workshops, seminars and a website on these unsung Hong Kong architects who contributed to the city’s urban modernisation. She also hopes to “review current heritage policies in Hong Kong and compare with international cases, ultimately enhancing and improving policies for local heritage from this research.”

To give architecture of our city its rightful place, Dr Prudence Lau Leung-kwok, Assistant Professor at the Department of Cultural and Creative Arts, will research the early Hong Kong and Chinese architects whose work influenced the urban landscape of Hong Kong.

In her two-year project, "Building a Modern City: First-generation Chinese Architects in colonial Hong Kong, 1920s-1950s", Dr Lau will document architects of the modern era and those of the demolished and surviving buildings from that period. “This research aims at rigorously re-examining modern architecture, Chinese culture and tradition, and colonial Hong Kong in architectural design of the early twentieth century,” said Dr Lau.

Building a Network
Noting that there is an increase of heritage awareness in Hong Kong in recent years, Dr Lau aims to build up a network with other urban and architectural historians to research the descendants of the first-generation Chinese architects, one of whom was the father of Nancy Kwan, the leading actress in the Hollywood film The World of Suzie Wong. Dr Lau will also create a list of buildings, both demolished and surviving, designed by those architects.

Research and discussion on the distinctive features of Hong Kong’s early architecture have been relatively neglected.

“Research and discussion on the distinctive features of Hong Kong’s early architecture have been relatively neglected. This research aims at rigorously re-examining modern architecture, Chinese culture and tradition, and colonial Hong Kong in architectural design of the early twentieth century,” said Dr Lau.
Challenge and Identity of New English Teachers

“The project will examine the challenges that early career teachers (ECTs) confront as they construct their identity as professional English language teachers.”

Many young people aspire to become teachers. But studies have shown that often within three years of beginning working at school, 30 per cent of Early Career Teachers decide to switch to other careers. In Hong Kong, a heavy workload, stress, and young teachers unable to build a professional identity can lead to burnout and a crisis of confidence.

In this research project: “The identity construction experiences of novice English language teachers in Hong Kong”, the Principal Investigator Dr John Trent, Associate Professor at the Department of English Language Education, will undertake comprehensive interviews with 10 Early Career English Language Teachers (ECELT) to track their experience working in Hong Kong schools.

“The project will examine the challenges that early career teachers (ECTs) confront as they construct their identity as professional English language teachers,” said Dr Trent.

Raising Awareness

For his three-year study from January 2016 to December 2018, Dr Trent will conduct initial interviews with 10 English teacher volunteers, plus interviews every three months with each one. The participants’ background will vary from being fresh out of training up to those having five years of experience.

The results of this study will have implications for the design of school-based teacher induction programmes for English language teachers within Asian educational settings, such as Hong Kong.

Teachers will be asked what motivated them to pursue this career, and then look at their teaching methods and beliefs, the challenges they face and how they might overcome them and the support or lack thereof provided by their schools. Dr Trent and his team will film and record the language lessons. He will also interview experienced teachers to explore their experiences of mentoring the Early Career Teachers.

Minimising Attrition Rates

Dr Trent will use the research data to contribute to minimising the number of early career English language teachers leaving their jobs in Hong Kong schools through giving them, the school authorities and teacher training institutions a more detailed understanding of the "constraints and enablements to the identity development of ECELTs and by equipping these teachers with contextualised strategies for the construction of their preferred professional identities”.

Dr Trent will also hold seminars at higher education institutions to help ensure that there is not only training for teachers before they start their jobs but increased on-the-job support in schools at the initial stages of their career.

“The results of this study will have implications for the design of school-based teacher induction programmes for English language teachers within Asian educational settings, such as Hong Kong.”
Contributing to Trilingual Education in China

Since 2002, China has introduced English language teaching in primary schools under new policies to foster internationalisation. However these reforms pose challenges to ethnic minority regions where Putonghua often competes with the minority language, and English is often taught in under-resourced schools with few trained teachers. To help these regions adopt trilingual education more effectively, Professor Bob Adamson, UNESCO Chairholder and Director of the Centre for Lifelong Learning Research and Development at the Education University of Hong Kong, conducted a knowledge transfer project, following a major study on trilingual education.

Titled Models of Trilingual Education in Ethnic Minority Regions of China Project, the study, involving Professor Adamson and Professor Feng Anwei of the University of Nottingham-Ningbo as Principal Investigators and 11 partner teams, offers a holistic account of trilingualism and trilingual education in minority regions in Yunnan, Sichuan, Guangxi, Inner Mongolia, Xinjiang, Jilin, Gansu, Qinghai and Guangdong.

Transferring Knowledge of Trilingual Education in China

Using data collected from each region, the team examined factors shaping the models of trilingual education designed for China’s schools, how the models are implemented, and the outcomes in terms of student trilingualism. Armed with these findings, the team started transferring the knowledge to practitioners in China in 2013. “We visited Qinghai, Yunnan, Jilin and Zhejiang on more than 10 occasions to disseminate the findings and conduct knowledge transfer activities with practitioners, including policy makers, teacher educators, and teachers,” Professor Adamson said.

The team held four international symposia in Sichuan, Yanbian, Ningbo and Xining to further spread the knowledge of trilingual education. To address the shortage of multilingual teachers, the researchers provided over 20 workshops on pedagogical techniques, with each having an average of 100 teacher attendees. Teacher development programmes in Yunnan alone have reached over 1,800 teachers. So far, the knowledge transfer activities have impacted approximately 800,000 minority students in China. The project team produced a book, “Trilingualism in education in China: Models and challenges”, eight journal articles, six book chapters, and nine international conference papers. The research team also created a website, www.eduhk.hk/triling, to disseminate findings.
Strengthening Links with Mainland China
Professor Adamson and Professor Feng have been recognized for their work. Both were appointed Honorary Professors of Qinghai University for Nationalities. Professor Adamson was named a “Kunlun Expert”, by the Qinghai government, an award for scholars making a significant contribution to the province, and was elected to the Standing Committee on Teacher Education and Professional Development of the National Association of Foreign Language Education. “This project contributed to the strengthening and expansion of EdUHK’s already strong links with Mainland China as well as to the development of strong research teams for specific projects and programmes,” said Professor Adamson.
Modernising Assessment

In Hong Kong, many educators focus on ways to improve education, but few pay attention to assessment despite it is increasingly known for enhancing education. Professor Magdalena Mo-ching Mok, Director of Assessment Research Centre (ARC) at EdUHK, knows its benefits too well.

“"We understand the importance of assessment in enhancing the education system, creating favourable environment for teaching and learning, and strengthening the capability of educators and students," said Professor Mok.

As one of a few university-level research centres specializing in assessment in the region, ARC has been actively introducing modern assessment methods to enhancing teaching and learning. Recently her team accomplished yet another exciting project to advance educational assessments. Entitled "Modernising Assessment in Teaching and Learning", the Knowledge Transfer project involved Professor Mok and her team conducting five sub-projects in assessment and evaluation, and disseminating the new knowledge to the communities.

Conducting Five Sub-projects

In sub-project 1, the team developed a computerized system for the teaching, learning and assessment of Cantonese Opera movements. In sub-project 2, researchers built a web-based auto-scoring system of Chinese compositions. Sub-project 3 offered professional consultation services to three local secondary schools in enhancing teaching and learning effectiveness.

In sub-project 4, Professor Bor-chen Kuo, an e-assessment expert from Taiwan’s National Taichung University of Education, was invited to visit ARC to give lectures and share his experiences with the EdUHK community, teachers and principals, and staff members of the Education Bureau and the Hong Kong Examinations and Assessment Authority. Sub-project 5 provided translation of books and articles on Rasch measurement (used for analyzing data such as answers to questions on an assessment), and provided workshops on its application in education in Hong Kong and Greater China.

“All of these sub-projects contributed to the modernization of assessment by injecting innovative and down-to-earth ideas and elements throughout their development," said Professor Mok.
Knowledge Transfer
To transfer the new knowledge, ARC will make the e-platforms for assessing Cantonese opera and auto-scoring of Chinese compositions available to the target groups at a low cost or for free. Over 600 educators and researchers from Hong Kong and Greater China participated in training on e-learning and applying assessment technology to enhance teaching and learning. The findings have also been published as books, journal articles and conference papers to maximize their impact on the academic sector. Last but not least, the team submitted consultation reports to the participating schools of sub-project 3 to help improve their teaching and learning strategies and motivate them to adopt modern assessment. Some schools have devised plans to streamlining their teaching and learning based on the report.

“The ongoing development of these sub-projects has also inspired further research at the ARC. For instance, a pilot study on an e-learning and e-assessment system for music conducting for students with special learning needs at three primary schools is currently in progress in collaboration with Dr Paulina W. Y. Wong of Department of Cultural and Creative Arts,” Professor Mok said.
Government consultation shows that Hong Kong people enjoy superbly reliable electricity supply at prices comparable to those of other major cities. Are local consumers satisfied with the electricity providers? If not, what more do they want?

These are the kind of questions that motivate the research of Professor Woo Chi-keung of Department of Asian and Policy Studies at EdUHK. With over 30 years of industry experience and 130 publications, he is a Senior Fellow of the United States Association for Energy Economics and has shaped electricity policies in North America, Israel and Hong Kong.

**Driving Changes Through Study**

In his study, “What do Hong Kong consumers want from their electricity providers?”, Professor Woo surveyed 1,100 Hong Kong residents in 2014, finding 73% of Hong Kong consumers like to know more about their electricity rates and 78% wish to have a say in determining an electricity rate increase. Only 22% opine the Government being effective in regulating the power companies’ costs and rates, while 75% are willing to pay monthly an extra HK$10 in their electricity bills to fund a public utilities commission (PUC).

“The conclusion is that while Hong Kong consumers are reasonably happy with their electricity service’s reliability and price reasonableness, they wish to more actively engage in shaping Hong Kong’s electricity future.”

Professor Woo has been working hard to transfer knowledge gained from his findings to the community. He has written articles for journals that are widely read by energy analysts and regulatory staff. He also gives lectures, attended by academics, industry professionals, officials, consumer advocates and environmentalists, to debate on Hong Kong’s electricity future.
Campaigning for Regulatory Transparency

He has recommended policy changes to improve the governance of the electricity sector. Among them, he urges the Government to set up a PUC as was done in 2008 by Alberta, Canada. “The concept of a PUC that holds public hearings on a power company’s application for a rate increase or a large investment is a significant departure from the current process of closed-door negotiation between the Hong Kong Government and the power companies,” he said.

Professor Woo will continue to campaign for regulatory transparency and information disclosure, as legislatively mandated by North American jurisdictions. “The success of my campaign, however, will require the support from Hong Kong’s business communities, government agencies, think tanks, public interest groups, and members of the legislative council,” he said.
Li Yuhan is a prime example of the research excellence displayed by PhD students at The Education University of Hong Kong (EdUHK). Pursuing a PhD Degree in Doctor of Philosophy at the University, Li is active in researching photocatalysis in her studies on environmental pollution treatment. Since joining EdUHK in September 2015, she has published three academic science papers in international journals and two conference papers on the topic.

Her passion for the environment has been instrumental in driving her excellence in research. “The extensive utilization of fossil fuels remarkably contributes to environmental contamination. As a consequence, air quality deteriorates and atmospheric pollution problems, such as greenhouse effect, ozone layer depletion, and acid rain, ensue,” says Li.

A Chongqing native, Li is determined to help protect the environment against environmental pollution through her research on photocatalysis. Regarded as one of the most promising technologies available in alleviating environmental deterioration, photocatalysis creates a strong oxidation agent to breakdown organic matter to carbon dioxide and water in the presence of the photocatalysts of light and water.

However, in order to further develop the technology, there is an urgent need to carry out research for a robust visible-light-responsive photocatalyst. This is the area Li feels that she can help apply her research skills. She has been focusing on developing new efficient photocatalysts and a novel photocatalytic technologies. One of her research targets is g-C₃N₄, an intriguing visible light-stimulated photocatalyst that can meet requirements for various environmental protection measures, including hydrogen evolution, organic pollutant degradation and air purification.

“My research work not only can provide novel modifications for the design of highly efficient g-C₃N₄-based photocatalysts, but also offer new insights into the mechanistic understanding of g-C₃N₄-based photocatalysis,” Li says.

She is extremely grateful for the support that EdUHK provides her. “EdUHK provides abundant and useful learning resources. I can make use of the academic freedom and extensive laboratory facilities at the University to do my experiments. I can work on my experiments from morning to night without any disturbance or time restrictions,” Li says.

Li will graduate in 2018 and she plans to work as an academic to contribute to society with the fruits of her environmental research.

Li was awarded 2nd prize in the research paper contest of the 10th National Graduate Students’ Environmental Forum in Shanghai, 2015.
In a globalized market-oriented culture that gears Hong Kong’s schools towards competitiveness, there is an increasing need for spiritual teachings to develop personal values and positive attitudes of students. To nurture students’ spiritual growth, however, requires spiritual leadership.

“The spiritual leadership of principals is integral to the building of values and school culture that steer a school’s progress and change,” says Yim Chi-shing, a principal who has built spirituality of his students through the teachings of the Bible.

Graduated recently from his Doctor of Education programme at The Education University of Hong Kong (EdUHK), Yim has been a secondary school principal since 2006.

“As a school principal, I have tried to adopt different leadership theories such as instructional leadership, moral leadership and transformational leadership. However, there are still some shortcomings within these theories,” he says.

In 2008 when he joined EdUHK to pursue his doctorate, Yim decided to pioneer a leadership study on the spirituality of principals in secondary schools. Interviewing three secondary school principals, his doctoral study examined the significance, characteristics, formation and influence of spirituality in school leaders.

His findings showed that local principals focused on connectedness and meaning making in developing spirituality in their schools. “Cultural factors, such as the influence of Confucian education ideals and caring father figures, also played a role in the development of spiritual leadership in the Hong Kong context.”

His study demonstrated the significance of spiritual leadership. “Spiritual leadership can equip teachers with the knowledge of ‘connectedness’, ‘meaning making’, ‘membership’ and ‘calling’, so that they can build clear teaching objectives. Also, positive values can be developed among teachers and students,” he says.

Yim credits his two supervisors - Principal Supervisor Dr Yu Wai-ming and Associate Supervisor Dr Wong Ping-ho with providing him intensive guidance and quick feedback to help him complete the study.

“My two supervisors have shown profound qualities in spiritual leadership and are good spiritual leaders,” Yim says.

What is his future plan after completing his doctorate? “I will continue to be a secondary school principal and implement spiritual education in my school. To God be the glory,” he says.
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>24-25 Feb 2017</td>
<td>Association Reading and Writing in ASIA (ARWA) 1st Annual Conference</td>
</tr>
<tr>
<td>11 Feb 2017</td>
<td>兒童與家庭教育論壇</td>
</tr>
<tr>
<td>16-17 Dec 2016</td>
<td>STEM Education Conference-cum-Carnival</td>
</tr>
<tr>
<td></td>
<td>Professor Hong Jon-chao, Chair Professor, National Taiwan Normal University</td>
</tr>
<tr>
<td>16-17 Dec 2016</td>
<td>第一屆語文教育國際研討會</td>
</tr>
<tr>
<td></td>
<td>王榮生教授（上海師範大學教育學院）</td>
</tr>
<tr>
<td>3 Dec 2016</td>
<td>Global City Roundtable – The Situation of Youth in Global Context</td>
</tr>
<tr>
<td></td>
<td>Professor Li Xi-yuan, Professor, Center for Studies of Hong Kong, Macao and Pearl River Delta, Sun Yat-sen University, Guangzhou</td>
</tr>
<tr>
<td></td>
<td>Professor Chiu Wing-kai, Professor, Department of Sociology, The Chinese University of Hong Kong</td>
</tr>
<tr>
<td>1 Dec 2016</td>
<td>Creative Arts in Tertiary Education (CATE) Roundtable 2016</td>
</tr>
<tr>
<td></td>
<td>Professor Steven W. Gangestad, Distinguished Professor, Department of Psychology, University of New Mexico, Albuquerque.</td>
</tr>
<tr>
<td>25 Nov 2016</td>
<td>Research Seminar: Comparing Three Models of Achievement Goals: Goal Orientations, Goal Standards, and Goal Complexes</td>
</tr>
<tr>
<td>24 Nov 2016</td>
<td>Positive Psychology &amp; Education</td>
</tr>
<tr>
<td></td>
<td>Prof Rhonda Craven, Director of the Institute for Positive Psychology and Education, Australian Catholic University</td>
</tr>
<tr>
<td>24 Nov 2016</td>
<td>The 4th International Conference on Social Policy and Governance Innovation: Innovation in Social Service Delivery</td>
</tr>
<tr>
<td></td>
<td>Professor Yaung Chih-liang, Honorary Professor, Asia University, Taichung</td>
</tr>
<tr>
<td>17 Nov 2016</td>
<td>Public Lecture: Are Dominant International Educational Reforms Really Democratic?</td>
</tr>
<tr>
<td></td>
<td>Professor Michael W. Apple, John Bascom Professor of Curriculum and Instruction and Educational Policy Studies, University of Wisconsin, Madison</td>
</tr>
<tr>
<td>5 Nov 2016</td>
<td>Big Education Platform Symposium</td>
</tr>
<tr>
<td>31 Oct 2016</td>
<td>Research Seminar: Competition and Achievement-relevant Outcomes: A Hierarchical Motivational Analysis</td>
</tr>
<tr>
<td></td>
<td>Professor Andrew J. Elliot, Visiting Professor, Cambridge University.</td>
</tr>
<tr>
<td>28-29 Oct 2016</td>
<td>2016 Senior Seminar on “Gender and the Changing Face of Higher Education in Asia Pacific”</td>
</tr>
<tr>
<td>27 Oct 2016</td>
<td>Public Seminar: Evidence-based practice in Inclusive Education</td>
</tr>
<tr>
<td>13 Oct 2016</td>
<td>Chair Professors Public Lecture: Object Lessons: Examining Hong Kong Children’s Relations with Objects</td>
</tr>
<tr>
<td></td>
<td>Professor Elizabeth Jones, Research Chair Professor of Early Childhood Education, EdUHK</td>
</tr>
<tr>
<td>7 Oct 2016</td>
<td>Seminar on Positive Education: Global Developments in Applying the Principles of Positive Psychology in Schools and Universities</td>
</tr>
<tr>
<td>4 Oct 2016</td>
<td>Research Seminar: Cognitive Processes Underlying Dyslexia, Dysgraphia, and Dyscalculia</td>
</tr>
<tr>
<td></td>
<td>Professor Linda Siegel, Emeritus Professor in the Department of Educational and Counselling Psychology and Special Education at the University of British Columbia Vancouver, Canada.</td>
</tr>
<tr>
<td>29-30 Sept 2016</td>
<td>International Conference on Synergy between Science and Social Development in Solid Waste Management</td>
</tr>
<tr>
<td></td>
<td>Professor Rafael Luque, Department of Organic Chemistry, University of Cordoba (Spain)</td>
</tr>
</tbody>
</table>